

Mia

THE POTOMAC INSTITUTE, INC.

1501 Eighteenth Street, N. W. • Washington 6, D. C.

May 29, 1963

Hon. Burke Marshall
Assistant Attorney General
Civil Rights Division
Justice Department
Washington 25, D. C.

Dear Burke:

John Silard wanted you to have a copy of this memorandum he prepared and has spoken to you about. I hope to talk to you soon, but knowing how frantically busy you are, I have desisted up to now.

More power to you, and best regards.

Sincerely,

Harold C. Fleming
Harold C. Fleming
Executive Vice President

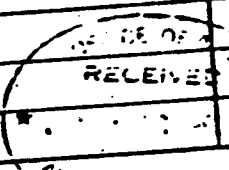
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Enc.

File

DEPARTMENT OF JUSTICE
ROUTING

Misc
DEPARTMENT OF JUSTICE

NAME	BUILDING AND ROOM
1 John Nolan	
2	
3	
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5	



SIGNATURE COMMENT PER CONVERSATION
 APPROVAL NECESSARY ACTION AS REQUESTED
 SEE ME NOTE AND RETURN NOTE AND FILE
 RECOMMENDATION CALL ME YOUR INFORMATION

ANSWER OR ACKNOWLEDGE ON OR BEFORE _____
 PREPARE REPLY FOR THE SIGNATURE OF _____

REMARKS

30 May

John:

Can we do anything about this?

S/SI
Call with Housley
he is to call back
To Mr. Marshall *BN*

FROM NAME	BUILDING, ROOM, EXT.	DATE

HASTINGS KEITH, M.C.
701 EASTWICK, WASH. D.C.

COMMITTEE ON
INTERNAL SECURITY AND FOREIGN
RELATIONS

WASHINGTON TELEPHONE
CAPITAL 6-6400
EXTENSION 2071

Congress of the United States
House of Representatives
Washington, D.C.

OFFICE OF THE
CLERK OF THE HOUSE OF REPRESENTATIVES
300 EASTWICK, WASH. D.C.

June 15, 1962

Mr. Burke Marshall
Assistant Attorney General
Civil Rights Division
Department of Justice
Washington, D.C.

Dear Mr. Marshall:

Thank you very much for your letter informing me of your interest and concern with the problems posed by the reverse freedom rider situation.

In accordance with our conversation, I am enclosing a copy of the Thunderbolt.

I appreciate your cooperation in this matter and I hope you will let me know your opinion on the enclosure.

Sincerely,

Hasty Keith
HASTINGS KEITH, M.C.

HK:ND
ENCL.

JOHN H. WRIGHTEN
ATTORNEY AND COUNSELLOR AT LAW
230 COMING STREET
CHARLESTON, SOUTH CAROLINA

June 19, 1963

THE WHITE HOUSE

JUN 20 2 26 PM '63

RECEIVED

The President
The White House
Washington 25, D. C.

Mr. President:

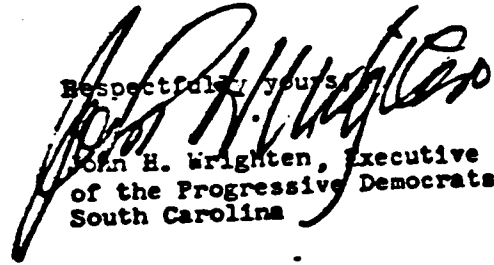
" I am sure through the news you have been reading about the Demonstrations in the City of Charleston, South Carolina.

It appears to me unless you use your moral influence to bring this thing to a head, we are headed for trouble. Therefore, I take this opportunity to ask you to use the prestige of the President's Office, and try to see if an amicable solution to this demonstration problem could be suggested and work out by the governing bodies of the City of Charleston.

I am of the opinion if you were to contact the Honorable Mayor J. Falner Gaillard, and advise him to establish a Bi-Racial Committee here in Charleston, something tangible here might be worked out before it is too late.

The Charleston's County Jail is full to its capacity with teen-age Freedom Lovers, and also the Charleston County Prison Farm. I am positive if you were to use the prestige of the office of the President, something tangible in Charleston could be done or worked out immediately. I remain

Respectfully yours,



John H. Wrighten, Executive Secretary
of the Progressive Democrats of
South Carolina

JHW/p

YALE LAW JOURNAL
484 YALE STATION
NEW HAVEN • CONNECTICUT

Office of the
EDITOR-IN-CHIEF

June 19, 1963

Mr. Burke Marshall
Dept. of Justice
Washington, D. C.

Dear Mr. Marshall:

Will you join us in honoring the Journal's business secretary, Miss Marie MacMahon? For thirty-eight years---over half the life of the Journal --- "Miss Mac," with her sky smile, infinite forbearance, and sure fingers, has seen this organization through crisis upon crisis. Now she is retiring; we think you will agree that she deserves more of the Journal than the University's standard retirement plan. Therefore, I am writing you and her other editors in the hope that you will be willing to help finance the Journal's tribute to her. I think, as well, that you will enjoy reading the enclosed tribute, which a member of last year's editorial board paid to Miss Mac at her retirement party last week.

Thank you for your assistance.

Sincerely yours,

Peter L. Strauss
Peter L. Strauss
Editor in Chief

P.S.: Please make your check payable to the YALE LAW JOURNAL, should you care to send one.

Linda -
\$25 -

To MISS MARIE McMABON
Business Secretary, Yale Law Journal
Volumes 35-72

For thirty-eight years - over one-half the life of the Journal - Miss Marie McMabon, with her shy smile, infinite forbearance and sure fingers, has seen this organization through crisis after crisis. She has humored an unending procession of omniscient editorial boards, has weathered the wrath of outraged source-checkers and equally outraged contributors, and has quietly replaced impressionistic spelling, punctuation and form with the wisdom of Noah Webster, the blue book and her own persistent common sense. Her timid inquiry: "Could he really have meant to say this?" and "What do you suppose this could mean?" has been the gentlest of correctives to continual folly. And to despairing editorial boards faced with the prospect of authors without deadlines and deadlines without authors, Miss Mac's very presence has brought the assurance and consolation of the seer's words, that "this too shall pass."

Of necessity, each Journal Board that worked with Miss Mac came away with its own set of experiences, personal reminiscences and unique recollections. There is no way of bringing all these together here and now. Only Miss Mac can know them all; we and our predecessors can know only the smallest portion. And yet, because to each of us, Miss Mac has seemed like a timeless and constant spirit, it seems somehow as if we can glimpse more and can guess at the essence of what she brought to each board in turn.

We know, for instance, from our own experience and from Dean Rostov's tribute, that Miss Mac must have given to each board the bounty of her magic touch, transmuting linear miles of illegible script into orderly, workable and readable type; that she has ever and again taken our scraps of paper and mutilated pages and through her alchemy transformed them into printer's copy in which we might take genuine and long-recurring pride.

But, even now, we can go beyond this, and from our own meagre experience, can hazard a characterization of what Miss Mac has brought to the Journal for so many decades. Perhaps that contribution is best approached by an experience that Miss Mac must have known several times weekly and indeed daily. A significant part of her day is spent hearing statements like: "I've got to have this right away"; "When is the soonest this can be ready?"; "I promised this to the printer three days ago"; "This has got to go out right away or the author will blow his stack"; "We have to have this ready for a source check tonight"; "The deadline is in two days and only one-third of the copy has gone off to the printer"; "Miss Mac, there are just a few changes I wanted to make before this went off to the printer tomorrow morning"; and on and on the list could read. If Miss Mac has heard such statements once, she has heard them a million times. Urgent, emergency, crisis, due yesterday, top priority, drop everything, the Dean wants, the chief wants, the author wants, I want - all that has rung in her ears for more than thirty years. And she

has lived with this pace - but in doing so, she has done far more than that.

Each of us who has come to her with his all important demands has come to understand the necessity of give and take - but perhaps most important of all, we have learned in some measure from Miss Mac that human beings are not automotons, that mere shouting and harassment will not guarantee performance, and that sensitivity and empathy and humor are needed in every phase of our lives. It has been no small achievement for Miss Mac to din this lesson into our heads. For we are but students and we live in our own small and circumscribed world - a world in which we are, in some sense, kings by virtue of sheer wit and mere quickness. We are wont to rule that world with the arrogance and unseeingness of the baby and the autocrat. Membership on the Journal is from one point of view an invitation to greater blindness, for it seems to be a confirmation of the view that skill and wit alone will carry all before it. And Miss Mac knows as few others know, as an elite, within an elite law school we forget, not in theory perhaps, but in the relentless demands of petty details, that there is no substitute for humanity - and no value more ultimate. For thirty-eight years she has been the constant in this learning experience.

When we first came on Journal or first gave some copy to Miss Mac, most of us assumed that in some way she was a sort of ageless typing machine, infinitely dependable, self-repairing and wondrously efficient. We could not then realize that her own quiet shyness and helpfulness was the beginning of a reproof that helped our growth, not as legal technicians, but as human beings. For each person, the experience and the realization has come by its own unique sequence of events. But for all there was some realization of the self-betraving as well as self-defeating result of treating any human being as simply someone to be used. It is a lesson that a person without Miss Mac's gentleness, quietness, kindness and lack of pettiness could hardly have taught to generation after generation of what one enraged contributor called "arrogant young pups".

If then we could guess from our own experience some of what those who have gone before owe most to Miss Mac, it would be something like this:

Marie McMahon has been for over 30 years a quiet, unobtrusive and infinitely patient co-worker. She has been the center and heart of an operation which seemed purely and solely devoted to turning out volumes of print. Yet, the by-product and perhaps the main product of that enterprise has been turning young men and women into compassionate, tolerant human beings. And in no small measure that process has been initiated and shaped by Miss Mac's quick smile, quiet warmth, shy humor and, on occasion, frank confidence.

Those privileged among us have been regaled by stories of the past, by personal reminiscences, and by uniquely perceptive assessments of past Journal members. For Miss Mac has known us, helped us and remembered us not by our class standing, our intellectual prowess or our aggressive competitiveness. Rather she has known us as we con-

duct ourselves as human beings. And all of us have been judged by her in that respect with great and unceasing charity. In turn, we have striven to be worthy of the gentle warmth which she has so continuously extended.

One final word needs be said - though already too many words have been extended and the tribute still remains woefully inadequate to the subject. That is this:

Miss Mac's counterparts at Harvard, Columbia and other law schools have generally numbered two or three, if not more, full-time secretaries, equipped with electric typewriters, numerous phones and office furniture far beyond anything in Miss Mac's cramped headquarters. Men always have a tendency to look back to the past and say: "That was the era of giants; that was when great men stalked the earth." But we know that today, in its own way, such an eras closes for us when one smiling, graying typist, armed with a battered Remington, has held her own - and then some - against the secretarial legions of our automated rivals.

Yet the disparity between the physical equipment and the standard of performance is a small measure of the contribution Miss Mac has made. For she has been a unique part of a unique institution. And in her own way, she has toiled long and succeeded greatly in the task Yale has set for itself of producing a distinctive breed of lawyers.

The Journal attempts to do for its members in concentrated form what this law school attempts to do for all its students: treat them as individuals that they will treasure individuality; treat them as human beings that they will prize humanity; treat them as adults that they will bear responsibility; and forgive them their weaknesses that they will be not overharsh toward the weaknesses of others. Each Journal member has, in some measure, learned these lessons - not only at the hands of his professors - but also, and perhaps most directly, from Miss Mac. And in the final analysis, it is the gentleness and humanity with which Miss Mac has touched our lives that we must value most - and that we will most miss.

Misc.

DEPARTMENT OF JUSTICE

June 22, 1962

TO Mr. Synington

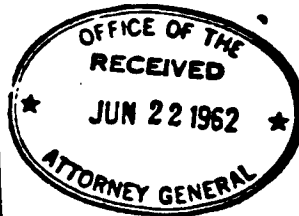
REMARKS:

- ATTORNEY GENERAL
 - EXECUTIVE ASSISTANT
 - OFFICE OF PUBLIC INFORMATION
- DEPUTY ATTORNEY GENERAL
 - EXECUTIVE OFFICE—U. S. ATTORNEYS
 - EXECUTIVE OFFICE—U. S. MARSHALS
- SOLICITOR GENERAL
- ADMINISTRATIVE DIVISION
 - LIBRARY
- ANTITRUST DIVISION
- CIVIL DIVISION
- CIVIL RIGHTS DIVISION
- CRIMINAL DIVISION
- INTERNAL SECURITY DIVISION
- LANDS DIVISION
- TAX DIVISION
- OFFICE OF LEGAL COUNSEL
- OFFICE OF ALIEN PROPERTY
- BUREAU OF PRISONS
- FEDERAL BUREAU OF INVESTIGATION
- IMMIGRATION AND NATURALIZATION SERVICE
- PARDON ATTORNEY
- PAROLE BOARD
- BOARD OF IMMIGRATION APPEALS
- ATTENTION _____

Jim:

This is the publication I spoke to you about. I got it from Congressman Keith. Please let me know if RPK wants me to do anything.

Burke



- SIGNATURE
- APPROVAL
- RECOMMENDATION
- COMMENT
- NECESSARY ACTION
- NOTE AND RETURN
- SEE ME
- PER CONVERSATION
- AS REQUESTED
- NOTE AND FILE

- ANSWER OR ACKNOWLEDGE ON OR BEFORE _____
- PREPARE REPLY FOR THE SIGNATURE OF _____

FROM _____

5/23

U.S. State Department of Justice

Mr. Hoover,
 Upon finding
 no record of
 Capt. Vitero,
 5147 E. 5th St.
 Denver, and was
 told that there
 were no known
 papers for the
 accused. This
 S

CT-17

7-63) Civil Rights Division

FROM: MAIL AND DOCKET ROOM

- () Assistant Attorney General
- () First Assistant
- () Second Assistant
- () Trial Staff
- ()
- Chief, General Litigation Sec.
- (2) Head, Const. Rts. Unit
- ()
- () Chief, Appeals and Research Sec.
- () Federal Custody Unit
- ()
- () Chief, Voting and Election Sec.
- ()
- ()

REMARKS:

NO DOCKET CARD

*No Bureau
Does the lobby in
jurisdiction
MWH*

7-5/23

Mial

TO	NAME	BUILDING AND ROOM
1	Mr. [unclear] <i>No</i>	Mr. [unclear]
2	Miss [unclear] <i>no</i>	Miss [unclear]
3	Mr. [unclear] <i>no</i>	Mr. [unclear]
4	Mr. [unclear] <i>no</i>	Mr. [unclear]
5	Mr. [unclear] <i>no</i>	Mr. [unclear]

- SIGNATURE
- APPROVAL
- SEE ME
- RECOMMENDATION
- ANSWER OR ACKNOWLEDGE ON OR BEFORE _____
- PREPARE REPLY FOR THE SIGNATURE OF _____
- COMMENT
- NECESSARY ACTION
- NOTE AND RETURN
- CALL ME
- PER CONVERSATION
- AS REQUESTED
- NOTE AND FILE
- YOUR INFORMATION

REMARKS

Did anyone write the outgoing ltr.?

Bonnie

FROM NAME	BUILDING, ROOM, EXT.	DATE

UNITED STATES COURT OF APPEALS
SECOND CIRCUIT

CHAMBERS OF
IRVING R. KAUFMAN
CIRCUIT JUDGE
U. S. COURTHOUSE
NEW YORK 2, N. Y.

June 25, 1963

Honorable Burke Marshall
Assistant Attorney General
Civil Rights Division
U.S. Department of Justice
Washington, D.C.

Dear Mr. Marshall:

In view of your deep interest in
the New Rochelle Lincoln School litigation, I
am sending you a copy of the opinion I delivered
from the bench at the conclusion of the hearing
yesterday.

With warm regards,

Sincerely yours,

Irving R. Kaufman
Irving R. Kaufman
United States Circuit Judge

Enclosure

① Dear Judge Kaufman:
Thank you very much
for sending us a copy of your
opinion in the New Rochelle case.
I saw the newspaper accounts
of it, but am glad of the chance
to read it. Very truly yours,

UNITED STATES GOVERNMENT
Memorandum

Misc
DEPARTMENT OF JUSTICE

TO : Burke Marshall
Assistant Attorney General
Civil Rights Division

DATE: May 29, 1963
GAM:pav
72-41-51 10, 34

FROM : Gordon A. Martin, Jr.
Attorney

SUBJECT: Rankin County, Mississippi 1971(a)

While in Rankin County recently preparing for the trial of the case of United States v. Edwards, I had occasion on May 16 and 17, 1963 to pass by the United States Post Office in Brandon, Mississippi, the county seat. On both occasions I noticed in the front window of the Post Office a large poster advertising a meeting of the Brandon Chapter of the Women for Constitutional Government which was held on May 16, 1963. This is a right wing political organization which has as its local co-chairman, Mrs. John McLaurin, the wife of the state senator who is opposing Attorney General Patterson.

It seems to me that the use of federal property to advertise any political meeting is improper, and I submit this information to you for whatever reference to the Post Office Department you may feel it merits.

John J. Dan:
Can we do anything
about this?
JJD

PAUL WEISS, RIFKIND, WHARTON & GARRISON
875 MADISON AVENUE, NEW YORK 22, N.Y.

ROBERT W. GIBSON
ROBERT E. GIBSON
JOHN F. WHARTON
LEWIS A. GARRISON
WYLLI D. GIBSON
EDWARD A. GIBSON
W. RUSSELL WHARTON
ALEXANDER WEINSTEIN
EDWARD W. GIBSON
EDWARD S. GIBSON, JR.
EDWARD S. GIBSON
MORDECAI WEISS
PAUL J. GIBSON
JACQUES S. GIBSON
JAMES S. LEWIS
JOSEPH S. GIBSON
MARTIN ALEXANDER
EDWARD S. GIBSON
JOHN E. WASSERMAN
JOY W. TAYLOR
EDWARD W. GIBSON, JR.
ROBERT W. GIBSON, JR.
JOHN C. TAYLOR, JR.
EDWARD W. GIBSON
ERNEST GIBSONSTEIN

TELEPHONE: 6-9888
CABLE: LAWSONY, N.Y.

OFFICE: 875 MADISON AVENUE
NEW YORK 22, N.Y.
TELEPHONE: 6-9888
CABLE: LAWSONY, N.Y.

February 18, 1963

Hon. Burke Marshall
Department of Justice
Constitution Ave. & 10 St. N.W.
Washington, D. C.

Dear Burke:

Enclosed please find copy of a telegram received this morning, which is more than somewhat contradictory to the letter I furnished you of February 7th.

Kindest regards.

Sincerely,

Morris
Morris B. Abram

Enclosure

① Attorney General
② Ed Galtman

This is a copy.
Time has turned back.
B

CLASS OF SERVICE

This is a fast message unless its delivery character is indicated by the proper symbol.

WESTERN UNION TELEGRAM

97-1201 (1-1-70)

CLASS OF SERVICE
CLASS OF SERVICE
CLASS OF SERVICE
CLASS OF SERVICE
CLASS OF SERVICE

The first time shown in the first line on domestic telegrams is the first time of service by W.U. in the U.S. and Canada. The second time shown is the first time of service by W.U. in the U.S. and Canada.

AHA360 AH-NA687
PD VUX NEW YORK NY 16 538P EST

[REDACTED]

NYK

THE EDITORS OF TIME MAGAZINE HAVE RECEIVED YOUR LETTER PLAN:
TO PRINT EXCERPTS FROM IT IN THE LETTERS SECTION OF THE ISSUE
DATED FEB 22

[REDACTED] LETTERS EDITOR

22
(27).

DEPARTMENT OF JUSTICE
ROUT. SLIP

TO	
NAME	BUILDING AND ROOM
1 The Attorney General	
1 Ed Cochran	
1 <u>Burke Marshall</u>	
4	
2	

<input type="checkbox"/> SIGNATURE	<input type="checkbox"/> COMMENT	<input type="checkbox"/> PER CONVERSATION
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<input type="checkbox"/> SEE ME	<input type="checkbox"/> NOTE AND RETURN	<input type="checkbox"/> NOTE AND FILE
<input type="checkbox"/> RECOMMENDATION	<input type="checkbox"/> CALL ME	<input type="checkbox"/> YOUR DICTATED

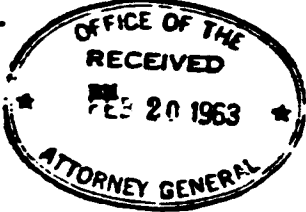
ANSWER OR ACKNOWLEDGE ON OR BEFORE _____

PREPARE REPLY FOR THE SIGNATURE OF _____

REMARKS

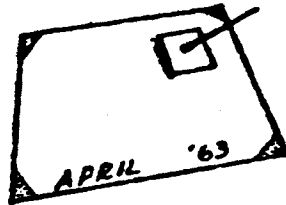
19 February

This is a surprise. Tine has turned honest.


RC

FROM	
NAME	BUILDING, ROOM, EXT., DATE

newsletter from the *Alabama Council on Human Relations, Inc.*



*from the desk of
your Executive Director.....*

IN THE NAME OF COMMON SENSE. . .

. . . a clipping from the Clemson Tiger states that Clemson students have taken a clue from Moliere, who wrote with an ageless touch: "Good sense avoids all extremes, and requires us to be soberly rational . . . we must yield to the times without being too stubborn."

If you criss-cross Alabama, you get the impression that rational people realize that change is the law of life, and technology is accelerating the tempo across the boards. Alabama's changing too, from what used to be an agricultural state to an industrial state. More and more people think that industry is the answer to our economic needs. Hand in glove with this change is the Negro's desire for a change in human relations, and now that the courts are closing up the legal loopholes, change in this vital human area appears inevitable.

What's behind it?

A businessman last week told me he thought the Negro's desire for justice and equality of opportunity stems from the fact that the New Testament they've been



contribution to the
ALABAMA

reading omits any mention of skin color and states that Jesus taught that God loves every human being. "They believe it, and I guess it's a pretty good point of departure." Maybe the next time I see him, he'll be ready to enlist with the Alabama Council on Human Relations, because he said:

"People have got to start thinking with their heads instead of their emotions, and face up to inescapable fact that there are changes coming."

. . . each of our affiliated local councils know their own communities better than anyone else, of course, but it seems to me that we need to avoid empty sloganeering and get people to accept the inevitability of change. Once they accept it, the only choice is whether Alabama and Alabama communities make the change the hard way or the easy way.

The hard ways have been in the headlines, and reasonable people know that violence hurts everybody, and also hurts the pocketbook; scares off payrolls and chokes economic growth.

There's no easy blue print of the easy way, either. People have an inbuilt resistance to change that only intellect can overcome. But it appears to be good common sense to sit down and talk about some of the things that cause racial tensions. Opening up channels of communication can't hurt, and can't fail to help. If the Alabama Council can help people to face the fact of change, to choose between the hard and easy way, and then to sit down and talk with human beings about solutions . . . well, it will have made a vital

color and states that
y human being. "They believe
Maybe

contribution to the welfare of our state.

ALABAMA COUNCIL ACTIVITY

. . . when the government filed its "impacted area desegregation suits" in Mobile Federal Court, the Mobile Chapter of the Alabama Council joined with other groups that issued a joint call:

1) . . . to all civic club members, churchgoers, and club-women to pass and endorse resolutions urging all American citizens in our area to fulfill their duties as responsible, law-abiding persons, and to maintain sanity, respect for law and order, and observance of the orderly processes of democracy in settling whatever disputes may arise in this crisis.

2) . . . on the City and County governments to take a strong stand on the problem of controlling lawless and violent elements who might endeavor to make our community the battleground for their ideological differences; also to implement this strong stand by establishing a City Committee on Friendly Relations to promote good-will and understanding between the different racial groups in the area.

3) . . . on the Chamber of Commerce, the Business and Professional Leaders of the community, the School Board, the School Administration, the principals, the parents, the teachers and students in our schools to carry us through this crisis without allowing it to degenerate into the disasters that have befallen Little Rock, New Orleans, and Oxford, Mississippi.

. . . and at a meeting in the Mobile Chamber of Commerce building, Dr. Paul Anthony, director of field services for the Southern Regional Council, told how Atlanta met its desegregation crisis without the slightest taint of violence.

* * *

. . . accepting the challenges of keeping pace with the changing patterns of merit employment . . . the Huntsville Council sponsored a workshop on equal employment opportunity.

"I'm sure glad I came" . . . "This workshop has been a big help to me" . . . and other similar statements were made by men representing management at the workshop.

"We've got several people studying the general employment picture; others in the council are going to be working with companies interested in hiring the best man for the job . . . looking at his education, his experience and general fitness

for the job . . . instead of his skin.

JOKE:

I guess a couple of hundred jokes have been devised about Meredith's admission to Ole Miss. And it's inevitable that the jokesters are now working on Gantt's admission to Clemson. Some of the jokes are too ugly to repeat, but the other day I heard one that I believe will get a chuckle from both races.

It seems (as the joke goes) that Gantt decided to report for football practice at Clemson, and Coach Frank Howard was upset to get the word that there would be a Negro on his squad. So Howard decided to give Gantt the works, and see if the Negro couldn't be discouraged in his football aspirations.

The coach assembled all his white boys, and said, "Now I'm going to ask Gantt to punt the ball, and just as he gets off the kick, you guys clobber the colored boy."

So Gantt took a pass from center and punted the ball 80 yards. He was clobbered, all right but he managed to pick himself up.

"Okay", Howard whispered to his white squad. "This time, we'll make Gantt pass the ball, and you guys go in there and murder that colored boy."

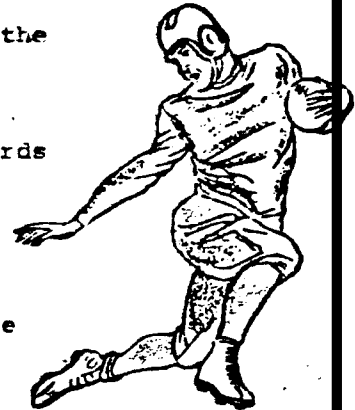
Gantt got the ball and passed it 60 yards down field, into the arms of a racing receiver.

"All right," Howard told his men, "this time we'll boot the kickoff to Gantt, and you fellows clobber that colored boy before he has a change to move."

Well, the kickoff went to Gantt, who sidestepped a host of tacklers and twisted all the way down the field for a touchdown.

"Gee, Coach," one of the white players said, "what'll we do this time to get rid of that colored boy?"

"Colored boy?" Howard asked innocently. "What colored boy?"



THE WASHINGTON POST
Saturday, May 25, 1963

Teaching Communism

The cold war is a hard fact of the times. To wage it, which is to try to lead a productive national life despite its heavy demands, Americans must know what it is. To this end a consensus has come into being that communism should be taught in the schools. However, according to educators who have studied the matter, many of the programs so far developed have been marred by hysteria or pedantry. Furthermore, in a number of places the impetus for teaching communism has come only from groups on the right whose dislike of communism is not properly balanced—in our opinion—by a full appreciation of the democracy.

Hence it is reassuring that, belatedly, representative and responsible groups of Americans are starting to contribute their resources. A few days ago, for instance, there was issued a teacher-training syllabus prepared at the University of South Carolina under the sponsorship of the American Bar Association. The apt title of this excellent syllabus, which avoids the fatal error of substituting indoctrination for information, is "Democracy and Communism in World Affairs." It is intended to serve the training centers which are springing up around the country to meet the rising demands of local communities for sensible instruction in communism. We hope that the syllabus, or something like it, will be made available to the many teachers who will not attend an institute, and to adult education programs and other interested groups as well.

Education in the nature, tactics and appeal of communism is too important to be done in a slipshod manner or to be left to any but the country's ablest citizens. It is entirely appropriate—and entirely American—for scholars, lawyers and professional educators to offer their prestige and their talents in this field.

GUIDE FOR TEACHER WORKSHOPS AND

DEMOCRACY
AND
COMMUNISM
IN WORLD AFFAIRS

BY
CENTRE FOR INTERNATIONAL STUDIES / UNIVERSITY OF TORONTO

SPONSORSHIP OF
TEACHERS ASSOCIATION / STANDING COMMITTEE OF
AGAINST COMMUNISM

**AMERICAN BAR ASSOCIATION
1962-1963**

- PRESIDENT**
STEVENS C. SMITH, Jr., *Prudential Plaza, Newark 1, N. J.*
PRESIDENT-ELECT
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**DEMOCRACY
AND
COMMUNISM
IN
WORLD AFFAIRS**

Syllabus and Guide for Teacher Workshops and Seminars

Prepared by
**THE INSTITUTE OF INTERNATIONAL STUDIES
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA**

Under the Sponsorship of
**THE AMERICAN BAR ASSOCIATION
STANDING COMMITTEE ON EDUCATION AGAINST COMMUNISM**

PREFACE

This Preface to a suggested syllabus for teacher training in the field of Democracy and Communism in World Affairs has a specific purpose: to explain why the American Bar Association has concerned itself with education in this area and why and how the syllabus project came into being.

The legal profession's concern is both general and specific. The first object of the American Bar Association, as stated in its Constitution, is "to uphold and defend the Constitution of the United States and maintain representative government." It is our belief that the gravest threat to our national freedom and democratic form of government is the international Communist movement. If the ambitions of the Communist dictators are realized, our Constitution and representative government in America would be destroyed. In a broader sense, freedom under law would be destroyed everywhere. The preservation of this basic freedom—which embraces all of our cherished freedoms—has traditionally been within the unique competence and responsibility of lawyers and judges.

President John F. Kennedy, in his Special Message on Education submitted to Congress early in 1963, declared in part:

the twisting course of the cold war requires a citizenry that understands our principles and problems. It requires skilled manpower and brainpower to match the power of totalitarian discipline. It requires a scientific effort which demonstrates the superiority of freedom. And it requires an electorate in every state with sufficiently broad horizons and sufficient maturity of judgment to guide this Nation safely through whatever lies ahead.

In short, from every point of view, education is of paramount concern to the national interest as well as to each individual. . . .

It is obvious that our citizenry—including our youth in schools and colleges—must understand the nature and the seriousness of the Communist threat. This means more than an uncomfortable awareness that Communism threatens freedom in our country. The real need is for widespread knowledge in some depth of the history, doctrines, objectives, and tactics of the international Communist movement, studied with an understanding and appreciation of our American principles of human dignity and individual equality under the law.

By focusing attention on the subject of Communism and its contrast with liberty under law, we are not unmindful of the broader

educational needs of our time. There have been profound transformations in the world—and particularly in America's position and responsibility—within the past two decades. Much has been said about the obsolescence of curricula in the physical sciences, mathematics and foreign languages—and happily, much is being done to meet the new and exacting requirements in these subjects. But there must be at least an equal concern for the adequacy of our education in the social sciences. And with it all, there is a compelling need to instill in younger generations a greater understanding of the values and principles underlying our free society.

The need for more attention to the basic beliefs, systems, and long-term conflict between democracy and Communist despotism has been repeatedly emphasized by American leaders. Former President Eisenhower said:

Competition for men's minds begins when they are students. This is why they must be taught to discern between the American form of government and the Soviet form.

Allen W. Dulles, a lawyer and former Director of the Central Intelligence Agency, was one of the first national leaders to emphasize the need for education in this field. He said:

We need, far and wide in this country, more education on the whole history of the Communist movement. . . . We should not be afraid to teach the subject. The history of Communism and all of its works would bear its own indictment of the system. Let the facts speak for themselves.

Although the American Bar Association established a Committee in 1950 to study and report on Communist tactics, strategy and objectives, it was not until February, 1961, that its House of Delegates adopted significant resolutions dealing with the pressing need for education on this subject. In part these resolutions said:

We encourage and support our schools and colleges in the presentation of adequate instruction in the history, doctrines, objectives and tactics of Communism, thereby helping to instill a greater appreciation of democracy and freedom under law and the will to preserve that freedom.

The action of the House of Delegates of the American Bar Association attracted widespread and favorable public attention. Numerous requests were received from Bar organizations, educational institutions, and individuals for advice and assistance as to what could be done to promote such a program.

In response to this demand, a special committee of the American Bar Association under the chairmanship of Lewis F. Powell, Jr., of Richmond, Virginia, prepared and published a pamphlet entitled *Instruction on Communism and Its Contrast with Liberty Under Law*. The release of the pamphlet was noted immediately and favorably in the press and in the *Congressional Record*. There were requests for copies from all states of the nation, and the measured tone of the pamphlet was applauded. Although it was directed towards the need for instruction in depth on the subject of Communism at all levels of education, its emphasis—as a program in which the organized Bar might take a constructive part—was at the high school level.

At the time the Association first called for the teaching of the facts about Communism, the question being debated was whether there should be courses on this subject. The extent of progress in public awareness is indicated by the fact that the question today is how to teach such courses. Other organizations have played a leading role in achieving a consensus on the importance of teaching in this subject area. A major contribution, for example, was the combined effort of the American Legion and the National Education Association whose joint committee published a booklet entitled *Teaching About Communism: Guidelines for Junior and Senior High School Teachers* in 1962.

To strengthen and provide continuity of Bar effort in this field, the House of Delegates in August, 1962, amended its By-Laws consolidating the special committees into a permanent Standing Committee on Education Against Communism and directed it in part to encourage and support our schools and colleges in the presentation of adequate instruction on the contrast between Communism and liberty under law."

Educational authorities, gratified and encouraged by the development of a public consensus favorable to the introduction in our school system of courses of study in this subject, emphasized to our Committee the need to offer training courses for teachers in the social science field to help them fulfill their classroom responsibilities. Several outstanding teacher workshops were held during the summer of 1962. A Workshop on Basic Issues in Citizenship, for example, was conducted by the Nine States Youth Citizenship Project and sponsored by the Commissioners of Education of the Nine Northeastern States and given at the Lincoln Filene Center for Citizenship and

Public Affairs at Tufts University.

From the inception of its work the Committee was fortunate enough to rely on the advice and planning of its very able program director, Mr. Frank Rockwell Barnett. Mr. Barnett, a Rhodes scholar and former Washash College professor, has for several years served as a visiting faculty member for the special Defense Strategy Seminar dealing with Communism and world affairs held at the National War College in Washington, D. C., for senior reserve officers, many of whom are themselves educators, lawyers, and members of Congress. Thanks largely to his efforts we met with some of the leaders in higher education who had directed and participated in the four programs in 1962. They included Dr. Richard L. Walker, Director, Institute of International Studies, University of South Carolina; Dr. Roger Swearingen, Director, Research Institute on Communist Strategy and Propaganda, University of Southern California; Rev. R. J. Henk, S. J., Dean of the Graduate School, The Saint Louis University; Dr. Ewing P. Shahan, Director of Summer Sessions, Vanderbilt University; and Dr. William Yandell Elliott, School of Government, Harvard University.

The Committee's consultation and deliberation brought out the fact that whereas there have been some remarkably fine developments in the materials prepared for use in secondary schools and in the guidelines for teachers, there has been no source to which those undertaking teacher training could turn for guidance and assistance. The Committee decided therefore to develop such a source, utilizing the experiences and approaches of several universities where successful institutes and seminars had already been held. This volume, which it must be stressed is tentative, is the result.

The Committee has had the advantage of being able to secure the assistance of the faculty of one of the leading national centers for the study of international affairs in pulling the materials together. Under the direction of Dr. Richard L. Walker, the Institute of International Studies at the University of South Carolina has prepared this suggested model syllabus and guide for teacher training institutes and workshops. While the syllabus itself has been developed primarily out of the program at the University of South Carolina, it has incorporated where feasible materials and suggestions from other cooperating institutions. This volume also contains brief summaries of alternate approaches followed at the University of Southern California, St. Louis University, and Vanderbilt University. The eminent and responsible educators at all of these centers of learning gave freely of their knowledge and experience gained from their participa-

tion in teacher institutes held last summer. Their cooperation during the course of the preparation of this volume was a source of inspiration to all of the members of the Committee.

Our Committee is privileged by this opportunity of serving in the role of supporter of these prominent scholars. This syllabus has been written, not for the purpose of being the final word, but as a meaningful document prepared by experts to be used and further developed as a tool by educators all over the country. It could not have been written without the fine cooperation of the many scholars who helped Dr. Walker.

We wish to express our appreciation for the advice rendered us by Dr. Richard I. Miller, Associate Director, Project on Instruction, National Education Association; Dr. John Kelley, Liaison Officer with the National Broadcasting Company's "Continental Classrooms" for the American Association of Colleges for Teacher Education; Dr. Edward C. Pomeroy, Executive Secretary of the American Association of Colleges for Teacher Education; Dr. Merrill Hartshorn, Executive Secretary, National Council for Social Studies, National Education Association; Dr. Erling N. Hunt, Chairman, Department of the Teaching of Social Studies, Teachers College, Columbia University; Dr. and Mrs. Harry Overstreet, authors, lecturers and educational consultants; Dr. William R. Kintner, Deputy Director, Foreign Policy Research Institute, University of Pennsylvania; and Doctors W. Glenn Campbell and Stefan Possony, Hoover Institution of War, Revolution and Peace, Stanford University.

The efforts of the Standing Committee on Education Against Communism and the educational consultants mentioned have been brought to fruition in this publication through gifts and grants to the American Bar Association's Fund For Public Education which have been directed to this purpose. We express our deep appreciation for the generous beneficence of Mrs. Alan M. Scaife of Pittsburgh, Pennsylvania; to the Directors and Boards of Trustees of The Richardson Foundation, Inc., of Greensboro, North Carolina and New York City; The Lilly Endowment, Inc., of Indianapolis, Indiana; and to the W. C. and Sarah H. Bradley Foundation, Columbus, Georgia. Had it not been for their interest and generosity, this publication would not have been possible.

The American Bar Association is sending this provisional edition without obligation to interested educators and educational institutions who have the serious responsibility for the training of our nation's teachers and who wish to provide specialized training for

PREFACE

teachers responsible for the education of our youth, preparing them better to understand and meet the challenges of this century and to . . . guide this Nation safely through whatever lies ahead."

It is a source of real satisfaction to the Committee that whereas in the past there might have been controversy and even cause for worry about such an effort as this, there has been full agreement among responsible scholars and leaders of varying political persuasions that such an effort is not only desirable but is vitally necessary.

**THE AMERICAN BAR ASSOCIATION
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April, 1963

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Teaching Communism

The cold war is a hard fact of the times. To wage it, which is to try to lead a productive national life despite its heavy demands, Americans must know what it is. To this end a consensus has come into being that communism should be taught in the schools. However, according to educators who have studied the matter, many of the programs so far developed have been marred by hysteria or pedantry. Furthermore, in a number of places the impetus for teaching communism has come only from groups on the right whose dislike of communism is not properly balanced—in our opinion—by a full appreciation of democracy.

Hence it is reassuring that, belatedly, representative and responsible groups of Americans are starting to contribute their resources. A few days ago, for instance, there was issued a teacher-training syllabus prepared at the University of South Carolina under the sponsorship of the American Bar Association. The apt title of this excellent syllabus, which avoids the fatal error of substituting indoctrination for information, is "Democracy and Communism in World Affairs." It is intended to serve the training centers which are springing up around the country to meet the rising demands of local communities for sensible instruction in communism. We hope that the syllabus, or something like it, will be made available to the many teachers who will not attend an institute, and to adult education programs and other interested groups as well.

Education in the nature, tactics and appeal of communism is too important to be done in a slipshod manner or to be left to any but the country's ablest citizens. It is entirely appropriate—and entirely American—for scholars, lawyers and professional educators to offer their prestige and their talents in this field.

As of September 1, 1963, copies of this syllabus under the title *Democracy Confronts Communism in World Affairs*, published by the University of South Carolina Press, will be available in paperback at \$1.00 per copy from the American Bar Association Publications Department, 1155 East 44th Street, Chicago 37, Illinois. Cloth-bound copies will be available at \$3.00 per copy from the University of South Carolina Press, Columbia, South Carolina.

UNITED STATES GOVERNMENT

Misc
DEPARTMENT OF JUSTICE

Memorandum

TO : Burke Marshall
Assistant Attorney General
Civil Rights Division

DATE: May 29, 1963
GAM:pav
72-41-51 10,14

FROM : Gordon A. Martin, Jr.
GAM Attorney

SUBJECT: Rankin County, Mississippi 1971(a)

While in Rankin County recently preparing for the trial of the case of United States v. Edwards, I had occasion on May 16 and 17, 1963 to pass by the United States Post Office in Brandon, Mississippi, the county seat. On both occasions I noticed in the front window of the Post Office a large poster advertising a meeting of the Brandon Chapter of the Women for Constitutional Government which was held on May 16, 1963. This is a right wing political organization which has as its local co-chairman, Mrs. John McLaurin, the wife of the state senator who is opposing Attorney General Patterson.

It seems to me that the use of federal property to advertise any political meeting is improper, and I submit this information to you for whatever reference to the Post Office Department you may feel it merits.

*John Dolan:
Can we do anything
about this?
JD*

M: a

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May 29, 1963

Hon. Burke Marshall
Assistant Attorney General
Civil Rights Division
Justice Department
Washington 25, D. C.

Dear Burke:

John Silard wanted you to have a copy of this memorandum he prepared and has spoken to you about. I hope to talk to you soon, but knowing how frantically busy you are, I have desisted up to now.

More power to you, and best regards.

Sincerely,


Harold C. Fleming
Executive Vice President

HCF:ESA
Enc.

F 3