

Democrat and Chronicle

Without or with offence to friends or foes I sketch your world exactly as it goes.—Byron

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Desegregating Schooling

At this moment in the great civil rights struggle in which the nation is finally and rightly joined, the State Commissioner of Education has called upon local school boards to prepare and submit plans on how they would go about breaking predominantly Negro enrollments in public schools, and how costly this would be.

This is not our idea of the proper sequence in the desegregation drive. We would place the need to cope with problems of housing, employment, and retraining ahead of the frighteningly complicated matter of shuttling Negro and white pupils around to different schools like pieces on a checkerboard. We take some heart in knowing that this view is shared by such a great educator as Dr. James Bryan Conant, ex-president of Harvard.

But assuming Rochester complies in such planning, where do we go from here?

Two courses are open:

One is to draw up the necessary physical and technical details for the massive school-swapping. This, when it takes place, could be a course of sheer disaster. It could create still a greater exodus from the city of white families, this time families dissatisfied with the whole idea. Thus the plan would wreck its own purpose of integration, and permanent imbalance would be the rule in all city public schools. It would create a condition far more unfair to Negroes than the present.

The other course is to use every civic resource, every social, religious, organizational and governmental resource, for the purposes of (1) conditioning white and Negro families to an understanding of the mutuality of their problems and the need for harmonious biracial approach to those problems, and (2) making a crash program of re-creating the central part of the city as a desirable place for whites and Negroes to live in. This second point has been the subject of enough civic plans to fill a filing cabinet but the words speak louder than actions.

If Rochester buckles down to the second course, the unenforceable and highly debatable business of playing checkers with Negro and white children may not become necessary. That is our hope, and we say it out of affection for all the youngsters involved. Integrated schooling is a natural consequence of integrated living. Can we at least try harder to go that way first?

Dr. Springer

Death is seldom more shocking than when it comes to a man still young who is engaged in highly sensitive and unfinished public service.

This is the case in the passing of Superintendent of Schools Robert L. Springer.

Dr. Springer came to Rochester under circumstances that would have dissuaded other strong men. He took over

in a place of a highly popular superintendent of schools who had been removed from office. He demonstrated in short order that he was not simply a spokesman for a new administration, but a genuine professional with the interests of the youngsters at heart. He spoke back at the school board which had appointed him, when he believed it was the right thing to do. His courage showed frequently. In a comprehensive letter to the editor, on this page not too long ago, he crisply denied accusations that the quality of education was inferior in those public schools which were in what he called the "underprivileged" areas of the city. He spoke out against closed school board meetings; and he stumped for fiscal independence for the school system.

As a curriculum specialist himself, he wanted a school system that would afford the greatest challenge to each student, a challenge great or small depending upon the student's capacity.

He took over the Rochester public school system at a time when some of its key executives were on the verge of retirement. This plus staff resignations presented him with the problem of, in effect, rebuilding the supervisory structure of the school system. He approached the task calmly and with only praise for those who were leaving or resigning. Even after he was felled by the heart attack which finally took his life, one of his first thoughts was the selection of a man to take his place while he was absent.

He was a professional schoolman, he conducted himself as one; he will be remembered as such.

'I Want to Pay...'

An executive of this newspaper, who frequently finds himself out of step with the times, has asked our advice on how to answer this plaintive note from the president of an oil company:

"We're concerned because you haven't been using your credit card in a long while. Your dealer will extend to you the same fine service and courtesies whether you pay cash or use your credit card, but the credit card does have advantages. Why not use yours more often?"

Our colleague can't quite get up the courage to tell the oil company president that he doesn't use the credit card because he prefers to pay cash. In this day and age, paying cash seems to carry a social stigma; it's one of those things that even your best friends don't tell you about.

Our colleague is sticking to cash payments as a matter of principle. He believes it is every human being's right to pay cash for a thing and not charge it, if he prefers to do it that way. On the other hand he says he would like to pour oil on the troubled waters. We have advised him to continue to be a stout non-conformist as long as his cash lasts. But his case is not unusual really; another colleague reports that his wife tried to pay cash for a pair of silk stockings in the store the other day, and the flustered clerk, after pawing around in the cash register, said: "Oh dear, don't you have an account?" At any rate, we have a firm editorial policy on matters of this kind—just be sure you pay for it, one way or the other!

In Our Corner, Nikita, No Less!



It is bizarre indeed when we must give a cheer to Nikita Khrushchev. But that's what has happened, as this cartoon illustrates. Mr. K. has used scornful language in dealing with his counterpart in Red China. However much it may embarrass us, it makes Russia a desirable buddy of ours at least in this instance. Russian communism is now in a sophisticated stage, meaning it will do

nasty things but always short of war; Chinese communism is young and truculent and claims to be willing to go to war. There is a chance for peace on earth, and ultimately a modus vivendi between capitalism and communism, if Red China can be made to understand that Red Russia won't back her up in a scrap, and may well oppose her. So how can we help cheering Khrushchev? Embarrassing!

Text of Message on School Desegregation

'It Is Responsibility of Local Schools...'

Albany—Following is the text of the message sent yesterday by Dr. James E. Allen Jr., the State Commissioner of Education, to school officials.

To: All Chief Local School Administrators and Presidents of Boards of Education. Subject: Racial Imbalance in Schools.

The State Education Department is constantly seeking to improve policies and practices which will bring about the full operation of the principle of equality of educational opportunity for persons of all social, economic and cultural backgrounds. In line with this effort and after studying the implications of the 1954 decision of the United States Supreme Court, the Board of Regents adopted and announced in January 1961, a statement of policy which contained the following paragraph:

"The State of New York has long held the principle that equal opportunity for all children, without regard to differences in economic, national, religious or racial background, is a manifestation of the vitality of our American democratic society and is essential to its continuation. This fundamental educational principle has long since been written into education law and policy. Subsequent events have repeatedly given it moral reaffirmation. Nevertheless, all citizens have the responsibility to re-examine the schools within their local systems in order to determine whether they conform to this standard so clearly seen to be the right of every child."

THE REGENTS' statement goes on to point out that modern psychological and sociological knowledge seems to indicate that in schools in which the enrollment is largely from a minority group of homogeneous, ethnic origin, the personality of these minority group children may be damaged. There is a decrease in motivation and thus an impairment of ability to learn. Public education in such a situation is socially unrealistic, blocking the attainment of the goals of democratic education, and wasteful of manpower and talent, whether the situation occurs by law or by fact. To implement the Regents'



STATE EDUCATION Com. James E. Allen has created furor by his order to public school systems in state to eliminate racially imbalanced schools.

policy, the department has carried on through its division of intercultural relations a continuing program of education and assistance aimed toward securing greater understanding and constructive action throughout the schools and colleges of the state. Important progress has been made, especially in higher education.

To assemble additional information on the problem, the department conducted in November, 1961, a racial census of the elementary schools of the state. The findings of that study were reported in July, 1962. The report identified a number of districts in which the ratio of Negro-to-white pupils was relatively high and suggested that these districts should give added attention to this situation.

IN JUNE, 1962, I appointed a three-member Advisory Committee on Human Relations and Community Tensions to advise and assist the department and the local school districts. From its studies, the committee has developed a statement of principles for dealing with racial imbalance in the schools...

The position of the department, based on the policy of the Regents, and the principles of the commissioner's advisory committee, is that the racial imbalance existing in a school in which the enrollment is wholly or predominantly Negro interferes with the achievement of equality of educational opportunity and must therefore be eliminated from the schools of New York State.

If this is to be accomplished, there must be corrective action in each community where such imbalance exists. In keeping with the principle of local control, it is the responsibility of the local school authorities in such communities to develop and implement the necessary plans.

It is recognized that in some communities residential patterns and other factors may present serious obstacles to the attainment of racially balanced schools. This does not, however, relieve the school authorities of their responsibility for doing everything within their power, consistent with the principles of sound education, to achieve an equitable balance.

IN ORDER that the department may know what your plans are for carrying out this responsibility, I request

that you submit to me by Sept. 1, 1963, the following information:

1. A statement indicating the situation in your district with regard to any problem or racial imbalance, regardless of the number of Negro children enrolled, or to the actual existence of or trend toward racial imbalance. At this time and for the purpose of this report, a racially imbalanced school is defined as one having 50 per cent or more Negro pupils enrolled.
2. A statement of policy by your Board of Education with respect to the maintenance of racial balance in your schools.
3. In districts where racial imbalance exists, or is a problem, a report of progress made toward eliminating it.
4. In such districts, your plan for further action including estimates of the additional cost, if any, and of the time required for carrying out your plan.

IN ADDITION to this request for information from your district, I have directed the staff of the State Education Department to re-examine all state laws, rules, regulations, policies and programs pertinent to the issue here under discussion, and to submit to me by the same date any revisions that may be necessary for making them more effective instruments for the elimination of racial imbalance.

These requests for more positive action to eliminate racial imbalance in the schools of New York State are a logical extension of state law and policy, necessary if the principle of equality of educational opportunity is to apply to all, regardless of race, color, creed or economic background. I am aware that many of you have already taken constructive action in this regard and that you will continue to do so. I am confident that working together we shall be able to achieve solutions which will truly serve the purposes of education in a democracy.

Please let me know how the department can be of assistance to you in this important effort.

Sincerely,
James E. Allen Jr. (signed).

Letters to The Editor

IT WOULD seem that we who are proud of the scenic beauty of the New York countryside will find much to applaud in the action of the Thruway Authority in removing signs erected in the environs of this route.

I have recently had occasion to traverse the length of the route both to New York City and to the Massachusetts border. Even while there is a feeling of hurry, and by necessity an almost complete absence of intimate scenery, yet the large landscapes through relatively undeveloped land make it extremely scenic and pleasant.

The attractiveness of the rural landscape is most rudely interrupted by each intruding sign. They are completely out of place, missing not only in any aspect of beauty but clashing violently and all but ruining otherwise appealing views. What discord a straddling sign brings the eye which is following up a valley emerging beyond the next curve.

It is not really fair that some possible profit of a few can destroy the pleasure of so many. Granted, we need motels. But can't their location be furnished by some sort of handout leaflet made available at the restaurant areas? And they can vocally impinge their presence on us over the radio station to which we tune as we pass the area.

RICHARD W. HENN
3577 Monroe Ave.

'Police Scuba Squad Deserves Praise'

I would like to call to the attention of the citizens of our city, the fine work that is being done by the members of the Police Scuba Squad. They have given many hours of their own time and provided their own equipment to promote this vital and dangerous police work. The men of this squad have performed many heroic and valuable services to the community, including the recovery of bodies, personal property and evidence in

criminal matters from the Genesee River and Irondequoit Bay.

At 11:10 a.m. on June 3, the Police Bureau was notified that a young boy, Norman Pryor of Cady Street had fallen into the river in Genesee Valley Park.

The Squad under Lt. Armond Rahn immediately went into action, reporting to the scene from various sections of the city. At 11:40 a.m., unfortunately, the body of the boy was recovered from the cold, muddy waters of the river by Patrolman Robert Wegman.

From time to time we find it rather easy to criticize members of the Police Bureau. Therefore, I think at this time praise is due this fine group headed by Lt. Armond Rahn and including the following officers:

Robert Wegman, Robert Hill, John Vadas, Joseph Argento, Nicholas DeGiro, Vincet Papaleo, Thomas Conroy, Thomas Walsh, Garret To them, may I say "A sincere thank you."

WILLIAM LEGG,
Councilman, South District
567 Wellington Ave.

'Do "Moderates" Deserve Praise?'

The so-called "moderates" of the South have won much editorial praise—but are not they responsible for the fact that today, nearly 10 years after the Supreme Court's desegregation ruling, less than 1 per cent of the South's Negro students are in integrated classrooms? Even this small pace has resulted only from constant prodding by various Negro organizations. Too often "moderation" has meant "do nothing."

There can be no more denying the Negro his full equality as an American; the only question is whether the white man will grant him equality openly or make him fight for it, the former is certainly the wiser course, the course of true moderation. It would, I believe, involve committing the whole metropolitan area of Rochester to a comprehensive, cooperative program of change, to be carried out on an agreed-upon pace. To work,

such a program should ideally have the allegiance of all the city's leading political, business, labor, academic, church, and civic groups. Following are some of the goals such a program would have to achieve!

1. Complete desegregation of housing in the city.
2. The construction of low-cost housing for the lowest income groups.
3. DESEGREGATION of the suburbs.
4. An increase in the educational attainment of the average Negro.
5. Elimination of discrimination in employment procedures and in unions.
6. Elimination of discrimination in stores, restaurants, hotels, and other places open to the general public.
7. An organized attack on the mythology of "racial inferiority" which breeds and feeds prejudice. Let the city's leading scientists, doctors, educators, clergymen, writers, reporters, and speakers publicly investigate and lay bare the truths and untruths regarding race, informing the public at every level through every available medium of communication.

All of this amounts only to granting Negroes the equality of opportunity which is their democratic birthright.

ROBERT H. ALBRIGHT
202 Marne St.

'Bias Harms Image of U.S. in World'

I WOULD like to comment on a letter written by Mabel McGovern in the D&C of June 9 entitled, "Private Property Periled."

She wrote that bureaucrats in Albany should not have the power to tell an owner of a house to whom he can sell or rent. If I interpreted it correctly, she is referring to minority groups.

I agree on that point, but why should a person who is considered from a so-called minority, who is responsible and decent, be refused sale or rent of a house simply because of race, creed, or color?

For this reason does it mean that he will not make a good home owner or tenant?

THE WRITER also stated that our liberties are disappearing and not for the good of our country. There are many liberties that minorities are not able to enjoy because of discrimination. In the eyes of other democratic nations we are not making a good impression of practicing the democracy we preach.

BERNARD MITCHELL
10 Morgan St.

'Crusaders Lose Perspective'

I DOUBT whether the crusaders who participate in demonstrations are aware of their original purpose. In the sincere desire to be treated as God's children, they have lost their perspective, their sense of values and their respect for other human beings—the very same respect which they demand to be given to them.

I believe one should be judged under God by his own individual intelligence, quality and personality. Dignity must be earned. When one group takes it upon itself to dictate, to control, and to determine the feelings and the thoughts of others—they are creating their own "mock dictatorship."

THE NEGRO himself is constantly reminding us of his color; that he is different. He has built his own chasm. He too, must learn the full depth of tolerance, and he must measure others by the same yardstick that he pleads to be applied to him.

We are all aware that we were all created by the same Power. We cannot feel, look, or think alike. Without difference in all phases of status, economical, political, social and cultural there would be

Bible Passage

THEREFORE you also must be ready; for the Son of man is coming at an hour you do not expect.—Matthew 24:44

no change and no progress—good or bad.

Today would end, with no tomorrow in sight. We can, however, learn to be different together.

SHIRLEY GALLAGHER
Honeoye Falls, N.Y.

LANGUAGES in the NEWS
By Charles F. Berlitz and Robert Strummen Darrie

ETHIOPIA
The African summit meeting in Ethiopia has brought representatives of many



new African nations together in Addis Ababa.

Many of these nations have names with interesting and unusual meanings. Ethiopia, for example, is derived from the Greek words for "burning face." Sudan means "land of the blacks," Somalia "land of hospitality" and Tanganyika "land of many tribes."

Kenya derives from Kilinyia meaning "white mountain" and the Malagasy Republic from words meaning "island of the moon," Guinea from the local word for "woman," Togo means "the other side of the lake" and Senegal means "our pigroge" or "canoe."

Other countries have names of European origin sometimes built on mistaken first impressions. Nigeria from the Latin niger—"black," Cameroon from the Portuguese calamar—"shrimp," Volta from the Portuguese word for "turn" (as the river made a big loop in that section), and Sierra Leone from "range of the lions," as the early explorers confused the sound of breakers with the roaring of lions and cumulous clouds for mountains.