

EDUCATION FOR DESTRUCTION

BY

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FOREWORD BY P. M. ALLEN

*"Whatever we wish to see introduced
into a life or a nation must first be
introduced into its schools."*

—Humboldt.

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NO COMMUNISM IN THE PUBLIC SCHOOLS?

An observer, seeing that the largest poster in sight bears the letters U.S.S.R., might think that this is a picture of a school room in Russia. It is a picture of a room in a public school in Philadelphia.

Did Superintendent Broome know about this?

Did the Board of Education know about it?

The picture is taken from Dr. Brome's Annual Report to the Board of Education, for the year ended June 30, 1936.

FOREWORD

Here, at last, is the amazing story of the Communist's attempt to "capture" the public school system, told first hand by one who has watched the inner workings of this incredible plot from inside the schools—watched it with intelligence and knowledge of the Red's methods, and fought it tooth and nail every inch of the way.

"The foundation of every state is the education of its youth." No one realizes this better than the radicals, and their open reach for power to propagandize our youth, to turn them against their own country, to "bemuse" their thinking, debunk their traditions and ideals, discredit their form of government, substitute atheism for religion, in short to raise and graduate every year a large class of Sovieteers utterly opposed to the American way—that has been both the aim and practice of the minority group who seem to have wrested control of our schools, teachers, teaching methods, and even the textbooks.

That a lethargic public would allow this to happen under its very nose; that parents and property-owning citizens should innocently support the system that aims at elimination of the property taxed to support it and destruction of family life is part of the plan that depends largely upon its audacity for success.



Here is the whole, sordid story, every dot and tittle documented throughout by irrefutable evidence. There has been no effort to build a "thriller" and no need for it. The simple, unadorned facts are themselves sufficiently alarming to anyone with a modicum of national pride and loyalty. Objections may be raised that the book is parochial; that it applies to only a few schools, or at best to one city's system. But the rising tide of resentment voiced in all parts of the country by individuals and the American Legion and other organizations clearly indicates that while this work treats with but one small segment, it can be safely accepted as an example of the American school system as a whole.

This does not mean that all teachers are communist sympathizers. In point of fact, few of them are. Many realize what is going on, but fear to "buck the system" and speak out against it. Many others, I suppose, just don't know what it's all about. But the few seem to be firmly entrenched, and even innocent teachers are forced to give their classes lessons from books fit only for the incinerator—or the sewer.

Until the outraged roar of an aroused citizenry forces an end to such teachings and to the careers of such "educators," we will continue to pay exorbitant school taxes to have our children's minds poisoned. It is a matter for the public to decide. Without facts, no intelligent decision may be reached, and the facts set forth in this volume have heretofore been assiduously hidden. Is it significant that school authorities and newspapers

combine—not to eliminate the evil—not to disprove charges of disloyal, anti-American teaching, but thoroughly to “smear” those who expose it?—to avoid facts and base their case on the usual defense of an unjustifiable and weak position, personalities and name-calling? This is precisely what happened to Dr. Burchett.

While communism in the schools, and not the author, is the subject of the work, it is necessarily written in the first person, because it is a condensed account of her personal experiences and keen observation during three decades and more of faithful service. In all the Philadelphia Public School System, representing more than 8,000 employees and an expenditure of over \$32,000,000 per year, she is the *only one* to raise her voice in open protest; to show up the traitorous activities, the pro-communist books and the whole, ugly Trotsky system that, like termites, had honeycombed the schools without exterior evidence showing. She not only imperiled her job and her future, but her very life has been threatened. Yet, lone-handed, she carries the fight to the enemy valiantly and with high courage and a fearlessness that is nothing short of heroic. She revels in her battle for the kind of patriotism that made our country great, and carries on against odds that seem insuperable, giving freely, not only of her time and dynamic energy, but of her hard earned and fast diminishing savings. She is one of the pitifully small band of patriots who have disregarded the apparent futility of the fight; who believe that one with God is a majority,

whose faith in America and its people never wavers; who see the ultimate victory of America, alabaster white and towering above its would-be destroyers and the base "isms," imported, like the bubonic plague, with foreign rats.

This is the first time Dr. Burchett's story has been told in print. Newspapers ridiculed it. It is not a personal justification; none is needed. Yet interwoven in the strands is the story of persecutions, threats, lies and an opposition too well organized and directed to be accidental. Like all opponents of the communists, she's been branded "red-baiter," "Fascist," "Nazi" and the other threadbare smear terms of the Sovieteers. Amusingly, while the Reds attack her most vigorously, they even call her a Communist! This, though, is in line with their training to confuse and bemuse the opposition. Nevertheless, the record stands. In their efforts to communize our schools, the radicals were constantly hampered by her brilliant opposition, therefore she had to go.

To the student of Communism, to the parent or the taxpayer, the value of this unique book lies in its disclosures of what actually takes place among teachers and pupils, how communist propaganda is introduced into classroom activities and students' clubs and assemblies. No one but a teacher who has seen these things can tell about them, and no one but Dr. Burchett seems to have the indomitable courage. As an employee, there were certain things she could not do.

Now that she has been "frozen out" by questionable means, to say the least, her lips are unsealed. She tells the whole story—names, dates, places, and quotes chapter and verse to authenticate it. Personal confidences only are respected.

At that, she shows a rare consideration—"malice towards none," especially in view of the great injustices she has so recently suffered trying to serve her country and follow the light of conscience and loyalty.

Pointed objections will be raised because the author says nothing about Nazism. Such comment is omitted for the excellent reason that she has seen no trace of it in thirty years' teaching. Dr. Burchett is one of the small group that is neither pro-Nazi, pro-Communist, pro-British, pro-Zulu or pro anything but her own country—yet her red opponents label her "Nazi" and "substantiate" their charges by her vigorous opposition to American involvement in foreign war! She is the same kind of "Nazi" as are Lindbergh, Herbert Hoover and other earnest, zealous patriots, yet she is in no sense a zealot. She keeps her feet on the ground. She would gladly fight and die to prevent any dictatorship here, be it Nazi, Communist, New Deal or other type. She believes in Americans' duty to work, live and die for our own and no others. She says, "I have heard no teacher uphold Nazism. I have never seen a pro-Nazi book or pamphlet in a classroom or library of a school. The dictatorship threatening the United States is not of the Nazi brand. It bears the Communist label.

"Only a minority of my former colleagues are in the movement. Some are duped or terrorized, but most of them—like most of the public—are simply indifferent to the well-organized minority working actively, intelligently and cleverly to destroy our Constitutional Republic." Like other well informed students of government, she refuses to call our country a "democracy" (which it isn't—and was never intended to be).

If, through war, or carefully developed war fears, or by malfeasance of a supine, rubber-stamp Congress surrendering illegally its well defined duty, or for any other reason our government should be destroyed and a dictatorship established here, teachers will have to bear a large share of the blame.

From the first, it has been my high privilege to fight shoulder-to-shoulder with Dr. Burchett against Communists in and out of schools. Despite her sixty-odd years and her grey hair, she is a grand fighter, asking no quarter, no favor, but begging an indifferent public to look facts in the face.

She is as brave as any who wintered at Valley Forge or fought at Gettysburg or St. Mihiel. I salute her as a gallant soldier—a defender of the Flag and of the Faith.

P. M. ALLEN

Former Chairman of the Americanization Committee of the Loyal Legion of the United States, Commandery of the State of Pennsylvania.

Philadelphia, Pa.
July 16th, 1941.

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CHAPTER I

THE BEGINNING OF THE CONFLICT

The Convention of the Department of Superintendence
of the National Education Association, Atlantic
City, February, 1935

This Convention was an eye-opener. It is one thing to read in the papers that Superintendent So-and-So expressed some radical ideas; but to sit at a conference where the Country's leading educators actually plot the destruction of our Government is startling to say the least. Since then, I have made it the aim of my life to combat the seditious, treasonable plots it revealed.

One of the sessions features "Social Change." Dr. Jesse H. Newlon of Teachers' College, Columbia, talked about the "sure trend toward collectivism." He informed us that "only through some form of collective control of the highly integrated economy of the modern world can democracy be realized.* The trend towards collectivism is an inevitable conditioning factor not a choice."

I recommend that the reader consult Eugene Lyons' "Assignment in Utopia" to find out how collective control "realizes democracy" in Russia.

* If you cannot understand the long words the first time, don't be discouraged. Neither can others.

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The most shocking session was a "Forum" on Monday afternoon. The General Chairman was Dr. A. J. Stoddard, Superintendent of Schools, Providence, Rhode Island. Little did I dream that he would become Superintendent of Schools in Philadelphia and in about six years would force me to retire because of my opposition to the very ideas expressed at his "Forum".

Since Dr. Stoddard's action against me was ostensibly taken for my remarks about President Roosevelt's apparent intention of getting us into war, it is with great interest that I reread what Dr. Bay said about our President at that time. "White House economics are madhouse economics," said Dr. Bay, "and . . . we may very competently and fairly say that there is no firm, idealistic purpose back of the President's vacuous smile that need ever disturb the complacency of America's industrial oligarchs." At that time the President was not "changing our social order" rapidly enough to suit the radicals.

Dr. Bay asked teachers to form an organization strong enough to enable them to build a "better" state. Dr. James C. Bay is listed on the program as "Superintendent of Schools, Easton, Pennsylvania."

Another educational luminary, Dr. George S. Counts (see Dilling's "Red Network"), led the discussion following the speeches. I have since had several things to say both to and about Dr. Counts, but this was my first intimation of his existence.

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A speaker from the floor declared with fervor that "We control the schools, and the public schools are the best avenues of propaganda in the country because practically everyone goes to public school." Much profanity flew around the room, and some sneers at religion as upholding the "status quo." Finally, the name of our Lord was used so blasphemously that I felt morally bound to protest. I have been protesting ever since. ✓

Dr. Harold Rugg, whose books are now so conspicuously under fire by parents, American Legion and others, was on the program.

"Educators" like to use high-sounding phrases and long words which they think will astound the public and, by their obscurity, create an impression of stupendous wisdom. This topic is an example; "HOW HARMONIZE DIVERGENT PHILOSOPHIES OF VARIOUS GROUPS OF TEACHERS IN A SYSTEM?" Perhaps it requires some figuring to decipher this, but it means "How can we standardize teachers' thinking?" I objected that even to try was regimentation of teachers and "undemocratic". I was angrily told that it was not so. ✓

EFFORTS TO COMPEL TEACHERS IN THE SOUTH PHILADELPHIA HIGH SCHOOL FOR GIRLS TO THINK ALIKE

Miss Ruth Wanger, Principal of this School, in which I was Head of Department of Foreign Languages, was

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✓ exceedingly successful in procuring "harmony" among her teachers. The best way to secure this uniformity of thought is to get rid of any teachers who refuse to "think" as required. After I had been forced out of her school other teachers realized that it was to their interest to show no open opposition to the "social philosophy" approved by Miss Wanger.

I did not imagine before that there was any intention of enforcing uniformity of thought; I believed that there really was "freedom of speech" in the school. Therefore, when Miss Wanger "started us thinking along social lines" by issuing the following questionnaire, I walked eagerly into the trap.

January, 1935

SOUTH PHILADELPHIA HIGH SCHOOL

TO THE FACULTY:

(25)

✓ You may remember that in our first faculty meeting I said that I hoped we could work out together a social philosophy that would animate all our teaching. In the press of school business that idea has slumbered until recently when questions from several members of the faculty have reopened the subject.

✓ Since we shall have time at the end of this month to discuss school problems in school, it would seem as if our evening meeting in February might be a good time to launch our maiden effort at social understanding. As a preliminary step a committee has worked out the accompanying list of questions on subjects of general interest and importance. If you will answer the questions and put them in Miss _____'s box by Thursday, January 31, 9 A.M. the

committee will mark them and use the answers as a basis for discussion at our next meeting. You will notice a number on your sheet. No one knows what number you have. Memorize it, and after the papers are marked, you can reclaim yours from a folder placed in the faculty room. The committee is not interested in individual answers but in getting a picture of the group understanding of social problems. Of course, there is no obligation to answer the questions. It will simply be a help in planning the meeting if you do. As usual with our evening faculty meetings, no one need feel obliged to come. Whether or not you have answered the questions you will find the meeting of interest. I hope that all of you will want to come. None of us knows quite where to go, or how to go, or what to teach children today that will help them better to find their way in life. Together we may throw a bit of light on the path. At least it seems worth while to try.

RUTH WANGER
(Principal)

January, 1935

SOUTH PHILADELPHIA HIGH SCHOOL
FACULTY QUESTIONNAIRE

(Comments interpolated by the author)

1. "What is Patriotism? Avoid using the word loyalty in your answer." ✓
2. "Can the terms Socialism and Communism be used synonymously?" ✓
(Chapter two deals with this question.—Ed.)
3. "What is Capitalism?"
4. "Has the world used any economic system other than Capitalism?"
5. "Whom in the United States would you label as Americans?" ✓

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6. "Is Roosevelt trying to keep the capitalist system?"
(I do not remember what was considered the "correct" answer at that time, but it looks now as if Roosevelt were trying to get as much capital as possible for himself and family, and to take away ours.)
7. "What is Socialism?"
(See Chapter II.)
8. "What is Fascism?"
(Fascism and Nazism are "totalitarian" systems since they involve some degree of State control of industries. Both allow some private property, however, and private enterprise. Neither is fundamentally opposed to religion.)
- ✓ 9. "Is the Declaration of Independence a revolutionary and radical document?"
(Such questions are asked for the purpose of instilling the idea that revolution is in line with our tradition. The Declaration of Independence was not revolutionary in the sense in which the word is now used. It expresses no intention of changing the social order. It is a supreme expression of the ideas of justice which had been developing for generations. They had their origin, as we know, in England.)
- ✓ 10. "Do the people of the United States have a right to attempt to substitute another economic system for capitalism? If so, where is the source of that right?"
(A question obviously asked for the sake of instilling doubt of our "system." The people of the United States have a legal right to destroy their system of government by Constitutional amendments. They have, however, no moral right, for our Constitution is a sacred trust which we are bound to hand down to future generations.)
11. "What are the underlying principles of the N.R.A.?"
(A topic much discussed at the time.)

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12. "What is Communism?"
(See Chapter II.)
13. "From which is our Country suffering, over-production, or under-consumption?"
14. "What is Article 7A of the N.R.A. code?"
15. "Is it possible for a country to change from one economic system to another without violence?"
(Another question showing pro-communistic bias. In the faculty discussion it was decided that violence would be probable because the capitalist would not abdicate peacefully.)
16. "Why has the Saar Basin figured so much in the recent news?"
(At that time it was "proper" to sympathize with Germany's oppression under the Treaty of Versailles.)
17. "What is the significance of the Polish Corridor?"
18. "If one believes in the theory of Communism is one necessarily a communist (Believer in the leadership and interpretation of Stalin)?"
(The parenthesis are in the original. This is an attempt either to show that one may be a communist without being branded as such, or to bring out the difference between Stalinites and Trotskyites. See Chapter II.)
19. "What groups have benefitted under Fascist régimes such as in Italy, Japan, Germany?"
(The "correct" answer, I think, was the Capitalists.)
20. "If industrial development would (sic) resume the level of the boom period, would our unemployment problem be solved?"
(Since the purpose of the questionnaire was obviously to discredit our present "system", the answer expected was probably No. Teachers of social studies did not point out that there would always be about one million unemployed in a country the size of ours. These would be con-

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genital tramps, misfits, etc. We have enjoyed greater prosperity than any nation ever had.)

21. "Distinguish between production for use and production for profit."

(A slogan much used by communists. I do not know why production for use should not be profitable, neither do they.)

22. "What group has recently been responsible for war scares?"

(See Chapter XII.)

23. "What external influences determine the content of our curricula?"

(The "correct" answer was "pressure groups," I think.)

24. "Why is the Tom Mooney case significant?"

(It was "correct" to demand the release of Mooney, Debs and all such. When Angelo Herndon was still in prison a petition for his release was posted on the teachers' bulletin board. Many teachers signed it. I was told later that he was one of the fifty Negro communist organizers working in Philadelphia. I heard him speak at the Y.W.C.A.)

25. "Is the existence of Socialist and Communist Parties legal in the United States?"

(In some states.)

26. "Have all wars fought by the United States been just wars?"

(A question reckoned to discredit our Country, also to aid the Peace Project (see Chapter XII). I have been told that Miss Wanger declared in an open forum that the only "justifiable wars were revolutionary wars.")

27. "Is it ethical for a public school teacher to criticize the government?"

(Whether or not it be "ethical" for a public school teacher to criticize the government, it is unwise to

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criticize the New Deal, if she wants to keep her job.)

The communists' technique of creating confusion is apparent here, for two points are involved: (1) a person may be loyal to our form of government, but oppose the Administration. When an Administration attempts to suppress criticism by terrorism, as does the New Deal, government "by the people" becomes mockery and existence of more than one political party is practically impossible. (2) There is the question as to whether a public school teacher may criticize. This leads to the question of Academic Freedom and teaching of controversial subjects.) ✓

28. "Does the United States belong to the World Court?"

29. "By numbering, arrange the following nationalities in the order of their innate abilities; if you feel that there is no difference in their abilities, say so." ✓

..... Japanese Chinese
..... English Mexicans
..... Americans Italians
..... Germans Russians
..... Spanish Jews
..... French East Indians
..... Negroes Red Indians"

(This last question was the trap into which I so neatly fell. The "correct" answer, as I knew, was that there is no difference in races in ability. But since I believed, and still do, that the Anglo-Saxon race is supreme in most respects, I numbered them first. I signed my questionnaire, since I have always disliked anonymous documents. Later, at a faculty dinner, Miss Wanger told the teachers, several of whom were Jews and Italians, that I considered their races inferior!)

(I had no idea of a plot to destroy any teachers whose "philosophies" did not "harmonize," and, indeed, I meant nothing invidious. I myself have little Anglo-Saxon blood. I have always felt that those who are not Anglo-Saxons ought to be grateful to that race for the ideals of justice and liberty on which our Government is founded. The present world situation has not altered my opinion.)

Purveyors of the Brooklyn Bridge and of gold bricks would be grateful for the names and telephone numbers of any who believe that the purpose of this Questionnaire was intended simply to develop "social consciousness." It was thrust upon us for the purpose of forcing us to accept radical ideas. Other conservative teachers knew this at the time and sensibly kept quiet.

One of the charges later made against me was that I had "burst into print" and had failed first to "present my findings to my superiors." This is not true. I talked with Dr. Broome, the Superintendent of Schools, and with various members of the Board of Education. Soon after I returned from the Convention I carried to Dr. Broome my account of what had occurred there. I begged him to take up the fight against communism in the schools, since he was so admirably fitted to do so. I told him that it was an opportunity to make for himself a reputation reaching all over the Country.

He told me that he knew little about the communistic propaganda I deplored. He had attended the Convention, but had been interested in the sessions dealing with

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such things as building and equipment and so had not heard the radical speeches. He had no objection to my taking up the fight. He even gave me some advice as to whom I might interview.

I approached some members of the Board of Education. I was shocked to find one of these decidedly in favor of allowing absolute "academic freedom" to radical teachers. Others showed indifference. At length I found two who knew much more about communistic activities in the schools than I did at that time. They had talked together frequently about the alarming state of affairs. For several months they gave me enthusiastic encouragement and support. They helped me obtain interviews with influential citizens who were likewise interested in keeping our schools pro-American. One of these gentlemen became my chief advisor. I formed the habit of taking to him subversive material, as I found it, and he made suggestions as to my activities. I have several letters from him commending articles and letters I had written to papers and magazines. It is hard to believe that when Miss Wanger and her cohorts agitated to have me put out of her school, he voted against me; but such is the case.

I have been blamed for not talking with all members of the Board of Education. I may have made a mistake there, but I was very busy. I had little time after school for interviews; I had approached several members of the Board who were thoroughly in agreement; I thought that I had sufficient sanction for my activities.

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I wrote innumerable letters to patriotic organizations and to individuals. I talked and lectured, whenever I had an opportunity. With the assistance of Mr. and Mrs. David D. Good, I organized the Anti-Communism Society, the purpose of which was to fight communism, especially as it manifested itself in the schools.

To the members of this Society and to others whom I hoped to interest, I sent circulars from time to time, giving quotations from some of the subversive material I found in the hands of teachers and pupils. Part of one of these circulars is reproduced here:

DO YOU BELIEVE IN GOD? Do you believe that trust in the Supreme Ruler of the Universe is essential to the welfare of the Nation?

DO YOU BELIEVE IN THE AMERICAN FORM OF GOVERNMENT? Do you believe that the Constitution which has made ours the most prosperous Nation on earth ought to be preserved?

DO YOU BELIEVE IN OUR FREE PUBLIC SCHOOLS? Do you believe that the sort of education given to the youth of the Land will have a great effect in determining the sort of citizens we shall have?

DO YOU WANT our children to read such things as this: "The dead do not survive except upon earth. Wherever there are revolutionaries, there is Lenin," (from "Stalin" by Barbusse).

"Let the old and stubborn men go on mumbling about the unchanging Constitution," by Stuart Chase, in the *Journal* of the National Education Association. "There is no place for a planned economy under capitalism . . . nor will a semi-collectivist (communist) state prove satisfactory. The only method by which the new order may be

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secured is by a complete revolution. . . . The stage is now set for a proletarian revolution (in America!)," from *The American Observer*, a magazine much used by social studies pupils in high schools).

DO YOU THINK that teachers who are putting such literature as this into the hands of pupils are likely to teach them respect for GOD and COUNTRY?

It is obviously impossible to enter classrooms and *hear* teachers instilling atheistic and unpatriotic doctrines. They would refrain in our presence. But the literature used, the books in the libraries, are a fair indication of the kind of instruction our children receive.

IF YOU ARE INTERESTED IN SAVING OUR PUBLIC SCHOOLS AS A MEANS FOR THE EDUCATION OF A FREE AND VIRTUOUS PEOPLE, JOIN US.

That I mailed to hundreds of citizens, often at my own expense, such handbills as this, removes forever, I think, the absurd and deliberately misleading charge — that I am a Communist.

The following chapters give further evidence of the extent to which Communists dominate our City and our whole Country. Will you allow this condition to continue?

Oh! I was accused
of being a communist
in 1972.

CHAPTER II

WHY THE COMMUNIST PARTY IS NOT A PARTY

Now that the terms *Fascist, Nazi, Fifth Column* and *Communist* are flying indiscriminately and are likely to become attached to anyone at the whim of newspapers regardless of applicability, it might be worth while to tell what a communist really is.

A Communist believes in the abolition of all private ownership of property. In *theory* the workers (and all will be workers) will own and rule everything, but in *practice* someone, or some group will have to do the managing, therefore all property will practically belong to this governing group, or to the state. This is, of course, socialism. Sometimes we are told that the only difference between communism and socialism is that socialists hope to accomplish their ends by legislation, whereas communists are expecting to bring about a world revolution. However, the term socialism is used by communists themselves to designate their theory. Russia calls itself the Union of Soviet *Socialist* Republics. Perhaps the only real difference in the two terms as now used is that socialism *may* be used to mean simply state ownership, but communism *always* looks to a *world* state as its goal.



What of Religion? Since the only concern of communists is for material benefit in this world, religion, which deals with a spiritual world, has no place in a communist state. Lenin is often quoted as saying that "Religion is the opiate of the people." Earl Browder in his book, "What Is Communism?" says, "We stand without any reserve for education that will root out belief in the supernatural," and, "We Communists do not distinguish between good and bad religions, because we think that they are all bad for the masses."

We know that in Russia churches were destroyed or turned to secular uses. In Spain the communists (later called "Loyalists") burned churches and killed priests and nuns.

Whose Children Will You Support? Since the only duty of a worker in a communist state would be to produce goods for the benefit of the state, family life is encouraged only so far as is necessary to keep the worker in good condition. We find some books advocating absolute freedom of sexual intercourse, with no such thing as marriage, the children of these unions to be cared for by the state. Not only would the father not know his own children, but the mother would not. I used to see a young woman around the University of Pennsylvania Women's Dormitory discoursing on this sort of thing. I did not know at that time how to classify her. It was selfish, she told us, for a mother to care for her own babies. She should love and care for all children. Hence a nursing mother should re-

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ceive and nurse any child that should be handed to her, not knowing or caring whether it was her own.

According to reports, some such theories were tried out in parts of Russia but were found impracticable. Youths who spent their time in unrestrained enjoyment of free love were unfit for work essential to the state. Therefore marriage has become perforce a recognized institution and frequent divorces, although permitted, are regarded unfavorably.

With all class distinctions abolished, communists hope that race distinction will also disappear. This is the motive for the drive against "race prejudice." Pride in race, a belief that one's own race is superior in any respect, would involve a tendency to uphold the traditions of that race. This would be a barrier to communism. Efforts are being made to enact Federal legislation (already in force in some states) to *enforce* acceptance of the theory of "racial equality." The proposed legislation sets up a steel trap inquisition. Possession of literature, even personal letters, which hint at a belief in "racial superiority" will be searched out and severely punished.

Since the ultimate goal of Communism is a world state, it naturally follows that to a communist patriotism instead of being a virtue is a vice. It is easy to understand, therefore, why our Communist controlled schools have refused to foster patriotism.

Earl Browder until he was jailed was the Secretary General, head of the Communist Party in the United

States. In my possession is a North American Newspaper Alliance Release by George Sokolsky announcing his arrival in this country. So far as I know, this was not published. It is as follows:

Never Underestimate the Enemy. "It is important to note here that for the first time since the Communist Party existed in the United States, it has an able organizer as Secretary. Earl Browder was for a period in China and I had ample opportunities to observe his work there. Under the most trying circumstances, he managed to hold together, and even to increase, the strength of an illegal Party whose language he could not speak. Browder is now rebuilding the Communist Party in the United States and he shows more ability than the noisy agitators one usually associates with the Reds. Everywhere I found evidence of Browder's organizing capacity."

What's in a Name? Since it is the policy of the Communists to bewilder and confuse by using false or misleading names, the word "Party" in their parlance has a different meaning than the usually accepted one. If a man most frequently votes the Republican ticket; if in general he agrees with the tenets of that party, he is called a Republican; so with members of other parties. Not so a Communist. Communists use the word "Party" to designate that inner group of trusted workers who are prepared to give all their time, to devote whatever they have, to risk their lives, for the com-

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munist cause. The "Party" then is a vast secret society whose members are not known but who are working for the establishment of communism. It is easily seen that you may hear a man express views coinciding in every particular with those of the Communist Party, you may even know that he voted the communist ticket, but you may not call him a communist, unless you can prove that he belongs to this *secret* organization. This is exceedingly difficult to do except in the cases of the leaders such as the Secretary General himself, who are in the open. You may even be sued for defamation of character if you call a man a communist. He may assert that he does not belong to the Party.

*
✓
The Little Red Quaker Meeting. As to their methods, any and every possible means is used to advance the cause. Propaganda is spread through all avenues and agencies. Quakers have been inveigled into assisting through their objection to war and through their love of tolerance. In Philadelphia beautiful old meeting houses are being used practically as communist headquarters. "Forums" which seem no different from communist rallies are held there, communist literature can be found in their circulating libraries.

Parson, She's After You! Many ministers following this trend fill their sermons with tolerance, denunciations of social evils and such, and their parishioners, who go to church seldom enough anyway, are

left uninstructed in Christianity and by the application of too large doses of tolerance are diverted from their loyalty to Christ. Pamphlets in their bookracks make them familiar with one or another aspect of communism.

Can there be reasonable doubt that in some cases ministers have been deliberately "planted" in churches for this purpose? But in most cases they have been simply duped, led by their desire to advance human welfare, until they find themselves advocating government ownership of certain things, world citizenship and other communist measures.

The Episcopal Church—a "Church of England," "Church of the Soviet" or "Church of America"? The Episcopal Church I am sorry to say, since I am a member, is thoroughly penetrated. Its periodicals carry articles favoring communist doctrines. One issue of *The Living Church* carried an article by Miss Vida Scudder urging that Christians form a "United Front" with communists, and calling Lenin, "Lenin the Great." It was a poor imitation of *The Daily Worker*. Few clergy denounce communism, many of them advocate some form of World State, or Union with Britain. Strange to see Benedict Arnolds where once were patriotic heroes!

Where Do Catholics Stand? The Roman Catholic Church, perhaps because of the wider vision over events in the world, is much less tainted than others. Nevertheless even some members of the clergy aid the

Communists by upholding some of their theories or by casting discredit on those who fight communism. However the late Pope forbade Catholics to collaborate with Communists for any purpose whatever, even for charity. Naturally his advice has considerable influence on most Catholics.

When Comes the Revolution! The Dies Committee has shown that Communists are placed in "key" positions in industries, newspaper offices, radio and movie stations and in power houses. There are many in our Administration, in Congress and in important posts. After they think that they have gained all they can through legislation, Communists hope to start their Revolution. This revolution will be characterized by as much bloodshed as necessary for the "liquidation" of opponents. Communists often deny that they plan violence, but their own "Abridged Bible" ("The Communist Manifesto") openly refutes such denials.

✓ Lenin, according to a pamphlet said, "Communism will come to America. The process will be bloody, slow, cruel. . . But what matters the destruction of 95 per cent of the population by executions, if thereby is established the communist state!" To "liquidate" 95 per cent of us is rather an ambitious program. To accomplish half of it would be rather drastic!

Are You on the Liquidation List? Let us see how the program was carried out in that Paradise of the Workers, Soviet Russia. The story is told in our

own Congressional Record, April 14, 1936. Henri Bero, a French Socialist is quoted as saying that the figures of those known to have been executed in Russia under the Soviet show:

28 bishops and higher clergy
 6,778 priests
 6,585 school teachers
 8,000 doctors
 51,850 army officers
 200,850 policemen and other officials
 11,488,520 peasants and artisans

"These make the staggering total of 11,726,746, nearly 2,000,000 more dead than the total killed in the whole World War."

General Fries is quoted as adding, "That has nothing to do with the 20,000,000 that died of starvation."

Remember that this starvation was "planned"; it was really an execution. This is the record up to 1936. Executions have been going on ever since.

If Social Studies teachers are bent on teaching "facts," why could they not have dinned into our children's ears some of these appalling facts? When silly "Peace Strikers" paraded with their placards, "Save the Soviet Union," why could the teachers not have hung out a sign, "The Soviet murdered 31,488,520 persons."

Can't Red Teachers Be Put Out? Are They Nailed to Their Chairs? Dr. Stoddard, with an unctuous air of great virtue, told a Committee which

called to protest against communist activities in the schools that, if legislation was passed in Harrisburg making it possible, he would discharge communist teachers. Bear in mind what was said about the difficulty of *proving* that anyone is a communist. The legislation will have to be such that having "aided and abetted" communist activities will be sufficient cause. In that case, we can have a grand clearance:

Dr. Stoddard, giving a clean bill of health to the communistic Rugg Books—Sufficient!

Dr. Edwin W. Adams, allowing communist activities in the junior and senior high schools—Sufficient!

Miss Ruth Wanger has now become an Anti-Communist, according to the papers. It is remarkable what a little legislation can accomplish, even while still pending! Her activities which run through this whole volume are a Sufficient Cause.

Dr. Louis Nusbaum, while Acting Superintendent of Schools, allowing the Rugg and other books to remain. Sufficient.

Board of Education? What about the members of the Board of Education? What have they done with irrefutable facts presented to them from time to time? Have they accepted their positions of "honor and trust" and yet (1) failed to investigate the Rugg books (to use the most notorious example); or having investigated, did they (2) give these books a clean bill of health? In either case—sufficient!

Honorable Judges! But who can discharge the Board of Education? Who appointed them? The Judges of the Common Pleas Court. Did these Judges, having assumed this grave responsibility, not investigate the character of the Members of the Board of Education whom they appointed? Sufficient cause!

But who can discharge the honorable Judges?

Parents, Citizens, Taxpayers, what are you going to do? The final responsibility rests with you.

The case of Bertrand Lord Russell shows what can be done. This flower of the English nobility was appointed to a professorship in City College, New York City. Protests against him on the ground that he had published in his books immoral and salacious doctrines were raised by Bishop William T. Manning (Episcopal) and others. The appointment was characterized as an attempt to establish a "chair of indecency." There were arguments pro and con with the usual demands for academic freedom. But it was a Brooklyn housewife who brought a lawsuit leading to the verdict to drop Lord Russell.

It is you, mothers, fathers, taxpayers, who must take action now, if you do not want regimentation, starvation, liquidations, in short a communist régime for this country. It is you who will have to see that the schools, now the very seed bed of communism, are cleansed.

Who's Going to Be on Top? But perhaps some of you are falling in line with the communist scheme, or are sympathetic to it. Don't dream for a moment

that you will be on top in this new "social order." Whether you are a Communist or not, unless you are one of the very few in control, like the rest of us, you will be under the heel of a group as ruthlessly bent on acquiring power and exercising it as any tyrants whom the world has ever seen. Russia is our example of how the thing works. Even those newspapers which are sympathetic to the U.S.S.R. have not been able to suppress entirely the news of the continuous "liquidations."

Those attempting to destroy our Constitutional Republic will find if they succeed, and they have succeeded alarmingly well to date, that they have destroyed everything that had protected them. Without this protection they will be at the mercy of unflinching and bloody dictators. Having overthrown the Constitution, the Supreme Court, the Congress of the Federal Government and of the States, all the means of protection for the individual set up after long-continued struggle and experiment and effort of good men, they will be deprived of their property, they will be forced to labor, their lives will be endangered, and they will have no protection except the will of a rudderless mob or of an irresponsible super-dictator, or group of such. Having once overthrown a Government it is not easy to set it up again.

Before further destroying the Government set up by our Fathers it might be well for our "reformers" to stop and think.

Common
Mkt. +
Japan + U.S.

CHAPTER III

UNION NOW—FEDERAL UNION— WORLD FEDERATION OF SOVIET STATES

These movements are so integral a part of the communist scheme that it is impossible to understand the present situation without familiarity with them. The idea of submerging our national identity in some sort of world state is not new; it is as old as communism itself. A world federation of soviet states is the ultimate goal of communism. The communist song is called the Internationale. ✓

The idea is modified somewhat, or the fulfillment is postponed in Clarence Streit's "Union Now," which is leading astray many sincere idealists. His proposal would unite the "fifteen democracies" (the countries that were considered democracies at the time the book was written). The Constitution of the Union will be modelled after that of the United States. There will be a Senate and a Lower House and an Executive. Each country will have at least two members in the Senate, but provision is made for the larger countries, so that France and England would each have four and the United States eight. ✓

Seats in the Lower House would be allotted according to population, one per million. The allotment would be as follows:

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Australia	7	New Zealand	2
Belgium	8	Norway	3
Canada	11	Sweden	6
Denmark	4	Switzerland	2
Finland	4	Union of So. Africa.	7
France	42	United Kingdom ...	46
Ireland	3	United States	124
Netherlands	8		
		Total	277

It looks as though we might have the controlling vote. But there is a "catch" in it. We are not informed as to how many more votes England will have as the Protectorate of India and other colonies.

Under this system there would be:

- Union citizenship
- Union defense force
- Union money
- Union free trade

(Some groups advocate one religion)

Under this scheme all sorts of blessings are promised us by Mr. Streit:

1. A return of good times.
2. Lowered taxes
3. Reduced armaments
4. Protection against any combination of enemies
5. Stable, reliable currency
6. Free trade

This is an outline of a little pamphlet, "10 Facts about the Proposal to Unite 15 Democracies in a Federal Union—Now, Based on the Book, 'Union Now' by Clarence K. Streit."

Let us calmly analyse this proposal. We all know that in the United States we have a higher standard of living than anywhere else in the world, in all history. More persons live in heated houses, more have good clothes, eat good food, more have leisure, many more have automobiles than anywhere else in the world.

If there is free trade, our standard of living will inevitably be reduced to that of the other "democracies." In fact, at a conference of the Federal Council of Churches about a year ago in Philadelphia some of the speakers said that the barrier which made us unwilling to unite with other nations was our high standard of living; that this standard must be reduced to that of other nations; that our people must be taught (*i.e.* compelled?) to sacrifice. ✓

We may consider the scheme from another angle: The Streit leaflet informs us that this is "A practical first step toward democratic world government"—we thought so! It is but bait to lure us into the trap of world communism.

We remember, too, that in a "fireside chat" we were told that we are to be an "arsenal for the democracies." Is the prospect an alluring one? It reminds me of a song we used to sing in my college days:

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O, there once was a king, so the sages sing,
Who a herd of elephants had,
And the peasant poor who lived next door
He wanted an elephant bad.

I forget the jingle in which the king granted the wish,
but the conclusion ran about thus,

That peasant he worked all night
And that sucker he worked all day
He worked with main and he worked with might,
To fill that beast with hay:
Hey! Hey! Hey! More hay!
To his disgust, he must hustle or bust,
To fill that beast with hay.

Before shedding tears over the plight of this, or of any other poor peasant, we may well think of ourselves laboring the rest of our lives and giving the products of our toil to fill the "Democracies," not only with hay but with wheat and other products including munitions for their countless wars, not only for this current insane war, but for any further war which may arise whenever Britain fears that her balance of power or trade is threatened.

It is illuminating to check up on the leaders who are so enthusiastic for Union Now and find that they are very frequently the Reds and Pinks who have been serving as "fronts" of various sorts for Moscow. But now with the fall of Greece, all the "Democracies" which had plunged into war deluded by promises of help from

us and from England, all have fallen to Hitler and are no longer classed with the "Democracies." Only England is left. So Mr. Streit is getting out another book; while this is being written it may be making its appearance in the book stores. This time it is Union Now—with Britain. This also is an old idea.

Last summer the following headlines appeared in the *Detroit Free Press*:

"British Islands in Atlantic May Be Handed to Canada in Deal to Give U. S. Bases.

"Commons Cheers Talks of U. S. Union.

"Churchill Applauded in Revealing Accord of Two Countries.

... "Winston Churchill himself thundered that 'No one can stop this trend' and his burst of eloquence stirred exultant applause.

"In Commons to-night Leslie Hore-Belisha, the former War Secretary, raised the possibility of 'an eventual common citizenship' of Britain and the United States and said that this alone would compensate for the evils of war (but he is suffering few of these evils).

"Compare this with the following quotation from the pen of W. D. Blumenfield, Editor of the *London Daily Express*: "America will be absorbed into the United States of Great Britain, which will then be the greatest factor for world peace.'

"All this leads to the belief that President Roosevelt is not only delivering us into the power of the Empire from which we freed ourselves one hundred and fifty years ago at great cost of blood and suffering, but he is giving to Great Britain the means by which we can be kept in subjection! . . . our own guns will be turned against us.

"Our condition will be similar to, and almost as bad, as that of Germany at the end of the World War. We shall

have surrendered our arms and we shall be sunk in almost hopeless poverty.

"When we surrender our arms, what about our soldiers? Germany did not have to surrender her soldiers; she was required only to disarm most of them. But if the Burke-Wadsworth Bill passes (this was written August 31, 1940) we can be deprived of millions of our best men. They will be in almost complete control of the President. Where will they be sent? . . . They can be shipped to the interior of Canada, or to South America, or even to Europe or Asia or Africa. In any case . . . *they can be put where they will not be able to oppose the British.*

"No wonder the British 'applauded and Commons cheered', when Winston Churchill talked of 'U. S. Union.' Without firing a shot England is acquiring as a colony the richest country in the world.

"It is apparent, because of recent legislation, that England will not only acquire the world's richest country but, under such regimentation, all our riches of production will be poured into her coffers. She is about to acquire millions of very rich and very clever slaves."

This is quoted with the kind permission of the *Tablet* of Brooklyn.

This union with Britain is intended as but a prelude to that same world soviet towards which Mr. Streit, whether he knows it or not, is leading us.

Those who are trying to bring about our absorption into the British Empire have millions of dollars to spend on propaganda. In the *Congressional Record* of April 19, 1940, is the following: "Mr. Carnegie (always a British subject, never a citizen of the United States, parenthesis mine) in his book entitled, 'Triumphant Democracy,' expresses himself in this manner: 'Let

men say what they will, I say that as surely as the sun once shone upon Britain and America united, so surely it is one morning to rise, to shine upon, to greet again the re-united states—the British-American Union.’”

And we shall have to fight another War of Independence.

The *Record* continues: “This statement is clear, and the organizations which Mr. Carnegie endowed have spent millions in order to bring this about. The thing has been made possible by scholarships, exchange professors, subsidies of churches, subsidies of educational institutions; all of them working for the purpose of eliminating Americanism as it was once taught in our schools and gradually to exchange this for an English version of our history.” And further on, “The beginning of the undermining of America was brought about by Cecil Rhodes, who, in 1877, left money to establish scholarships at Oxford for the purpose of training diplomats to foster the reunion of Britain and America.”

Those who are working for a world soviet are fostering the idea of union with Britain, as a preliminary measure. This world state with a *world government*, *world currency* and *world religion* will not be England. Some Americans think that it will be America. Analysis shows that it will be neither.

At best the white race is calculated to be only about one-fourth of the earth’s population. If this awful war continues, it will be much less. Other races multiply more rapidly than the white. Not all Asiatics are stupid

or incapable of organizing their people politically and industrially. Caesar related that when he used his engines of war against certain Gallic tribes the first time, the "barbarians" fled in terror. When he came back to fight them later he found them using the same machines. As Japan has learned modern warfare and industrialism from the West, so will other nations.

In this world state there is to be a "central authority" to control migrations and a *world police* to enforce the decisions of the world congress. What is left of the white race after this war may be scattered by the migration committee so thinly over the surface of the earth that it will inevitably be absorbed into the other races.

It will not be the first time that tyrants have made use of forced migrations. Were not the Israelites carried off to Babylon and eight tenths of them absorbed into the population there? Longfellow's "Evangeline" gives an episode which occurred while the British were ruthlessly clearing the French out of Canada.

A more recent case is quoted in the *Congressional Record* for May 20, 1941. Senator H. Styles Bridges read a letter concerning the "most deplorable condition existing in the eastern part of Poland, now under Russian occupation. . . . "Thousands of unfortunate exiles, men, women, children and aged, . . . regardless of their status as original inhabitants . . . are being ruthlessly and mercilessly driven from their ancient homes and hamlets into isolated . . . outposts of darkest Russia's unknown frigid parts of Siberia . . ."

Can we Americans expect more merciful treatment at the hands of a Party whose patron saint expected to "liquidate" 95 per cent of our population? While expressing an holy indignation at the "atrocities" committed by Germany, our Administration *has favored the government responsible* for the far worse ones mentioned above and has even *promised all help* in arming it so that it may impose this godless and ruthless soviet government on "all the world."

Even now we are being deprived of our weapons; the men who might defend their homes against communists are being drafted, some are being sent out of the Country while locust hordes of aliens are still coming in to take their jobs. Under these circumstances if the world state is set up, whether by alleged Communists or not, do you think that the white race, white Christian civilization will long survive?

Is it not significant that the men who have rushed England into this suicidal war are predominantly *not* men of Anglo-Saxon stock? and that in our own Administration, the men who are pushing us relentlessly towards the same bottomless abyss are not of English or traditional American blood?

Those who love England, whether they are "subjects" of King George or once-free citizens of the greatest Republic mankind has ever contrived, may well pause before they go further. For the destruction of the United States under whatever guise it may come, will mean the destruction of England.

CHAPTER IV

A NEST OF SEDITIOUS BOOKS— COMMUNISTS SCORE

When I began agitating against communism in the Philadelphia schools, the papers treated the matter sensationally. There were bitter arguments pro and con. Of course the pupils were interested.

One day in the Spring of 1936, several girls came to me and said, "You don't know a thing about what goes on in this school. We'll show you." One of them took off the shelf of the school library Soule's "Coming American Revolution" and pointed to some passages. She told me that a girl communist (did not Earl Browder boast of having communist units in schools and colleges?) used it to try to convert her. I took the book to the member of the Board of Education who was advising me. He was very bitter and talked at some length about this communist work in the schools and how he had tried to stop it. I showed the book to Dr. Broome also.

A little later a senior showed me her official guide sheet for social studies class. The following is a reproduction:

SOUTH PHILA. HIGH SCHOOL, No. 78

MINIMUM GUIDE SHEET FOR SPRING 1936

12B MODERN PROBLEMS

U.S.S.R.

BIBLIOGRAPHY

Barnard and Roorbach, *Epochs of World Progress*; Borders, *Village Life Under the Soviets*; Brailsford, *How the Soviets Work*; Bowman, *The New World*; (Ed. 1928), Chamberlain, *Soviet Russia*; Counts, *Soviet Challenge to America*; Field, *Women and Children in Soviet Russia*; Hayes, *Political and Social History of Modern Europe, Vol. 2*; Hayes and Moon, *Modern History*; Hazen, *Modern European History*; Hindus, *Great Offensive*; *Humanity Uprooted*; *Red Bread*; Hullinger, *Reforging Russia*; Ilin, *New Russian Primer*; Kropotkin, *Memoirs of a Revolutionist*; Magruder, *National Governments and International Relations*; Marx, *The Romance of New Russia*; Moon, *Imperialism and World Politics*; Schapiro, *Modern Times in Europe*; Strong, *For the First Time in History*; White, *These Russians*; Wilson, *The New Schools of New Russia*; Freeman, *Voices of October*; Dwinger, *Between Red and White*; Miller, *Beginnings of Tomorrow*; Cole, *Guide to World Chaos*; Magazines and Pamphlets. Duranty, *Duranty Reports Russia*; Fischer, *Soviet Journey*; Griffin, *Soviet Scene*; Mehnert, *Youth in Russia*; Skariatina, *First to go back*.

AIM: To understand the Russian Revolution and present-day Russia. In order to do this intelligently we must first know the past history of Russia.

PROBLEM I. Why was Czarist Russia fertile ground for revolutionary activity?

REFERENCES: Hayes and Moon, pp. 177-188: 551-571; Hayes, pp. 452-457; 807-808; Hazen (old) pp. 558-572; Borders, Chap. 1; Brailsford, pp. 1-8.

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Read first for impressions and then try the self tests before organizing your material about the following topics.

- A. The Government from Peter the Great to 1917.
Note particularly Peter the Great; Alexander II; Alexander III; Nicholas II.
- B. Agricultural and Industrial Conditions.
- C. Classes of Society, under Peter the Great and in the 19th Century.
 1. Relation of the Classes to the Government.
- D. Aims of the Czar (You can distinguish your aims).
- E. Religion and its influence.
- F. Early attempts at Revolution.
 1. Revolutionary groups
 - A. The Intellectuals
 - B. Other groups in opposition to Czarism
 2. The Revolution of 1905
 - A. The October Manifesto.

PROBLEM II. How does the U.S.S.R. differ from Czarist Russia? What are its objectives?

REFERENCES: Hayes and Moon, pp. 798-816; Hayes, pp. 818-832; Barnard and Roorbach, pp. 706-707; 735-7; Schapiro, pp. 483-90; Ilyin, Chap. 1-11, last; Weekly News Review, Nov. 15, 1926; Magruder, Chap. XVIII; Moon, pp. 344-7; 465-9; Borders, pp. 39-49; 53-56; 101-103; 109-117; 185-191; Brailsford. Any or all chapters, especially Chap. VI; Wilson, Chap. I and IV; Marx; Viollis; Hindus; Chamberlain; Counts; Miller.

- A. The Revolutions—March, July, October, 1917.
 1. Leaders
 2. Aims
 3. Accomplishments of the first two.

B. The present U.S.S.R. (Bowman, pp. 468, 474, 480, 1928 edition)

1. Nationalities included
2. Problems resulting; Chamberlain, Chap. 9

C. The Soviet Government

1. Organization (Make a chart to illustrate this)
2. Importance of Communist Party
3. Place of Proletariat

D. Economic Policies

1. Study Geography and Resources. On Map show: Mountains, Rivers, Resources, Geographical Divisions
2. Were Russia's Economic Resources well developed in 1917?
3. In what occupations were the people engaged?
4. Bolshevik Policies

A. War—Communism—Definition—Aims—Method—Reasons for Failure—Reasons for Abandonment

B. NEP—Definition—Aims—Reason for Abandonment

C. The Five Year Plan—Ilyin
Definition—aims—method—organization of industries and agriculture

D. Further planning

E. Social Policies:

1. Religion and Atheism; Hindus, "Humanity Uprooted" (Note 3 distinct phases)
2. Education and Social Customs
3. Youth—Training for Communism—Sense of Social Responsibility
4. Army
5. Crime and Punishment
6. Art.

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SOUTH PHILADELPHIA HIGH SCHOOL

MINIMUM GUIDE SHEET FOR SPRING 1935

12B MODERN PROBLEMS

World Peace

BIBLIOGRAPHY

Angell, *The Unseen Assassins*; Barnard and Roorbach, *Epochs of World Progress*; Brailsford, *Property or Peace*; Carr, *Education for World Citizenship*; Davis, *Contemporary Social Trends*; Duggan, *The League of Nations*; Englebrecht, *Merchants of Death*; Hayes and Moon, *Modern History*; Hazen, *Modern European History*; Hull, *The War Method and the Peace Method*; Magruder; *National Governments and International Relations*; Moon, *Imperialism and World Politics*; Pamphlets and Magazines.

AIMS: To understand how war can be abolished, and how world peace may be attained.

UNIT I—Wars

A. Reasons for waging wars.

1. Classify; Decide which you think is most important.

B. Methods of War.

1. Ancient
2. Modern

C. Results of War

Reference: Magruder, pp. 490-500; pp. 502-511.

UNIT II—*Methods for Abolishing War and Attaining World Peace*

A. Disarmament

1. History
2. Advantages and disadvantages

B. Peace Societies

C. International Law as an Instrument of Peace

D. Arbitration

1. History
2. Examples

E. The League of Nations

1. Origin
2. Membership
3. Organization
4. Work

F. The World Court

G. Treaties

1. Geneva Protocol
2. Locarno Treaties
3. Kellogg Peace Pact
 - a. Origin
 - b. Terms

H. World Peace through Education

L. Economic Aids to World Peace

REFERENCES: Hazen, pp. 590-594; Barnard and Roorbach, pp. 668-670; 718; 726-730; Magruder, pp. 321-322; 530-550; 553-581; 583-594; and the Appendix; Moon, pp. 473-509; Hayes and Moon, pp. 700-706; 773-782; Shapiro, pp. 509-511; Pamphlets and Magazines. Consult index in the other books listed in the bibliography.

UNIT III—*Your Opinion on World Peace*

1. Which method or methods of attaining peace do you favor?
2. Have you any suggestions to make?
Formulate your conclusions in essay form.

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All but four of the books listed for reference are pro-communistic; some highly emotional in praise of Soviet Russia. Not a single one gives arguments for the preservation of our Constitutional Republic or *against* communism. I showed the list to Dr. Broome. I took it to my adviser on the Board. He agreed with me that something drastic should be done. A committee of strong patriots was formed to investigate.

The matter was aired in the papers. Then we had our first experience with communist "smear" tactics. The technique of "smearing" had not then reached the perfection it has since attained, so "crack-pot" and "publicity seekers" were about the worst we had to endure.

We spent the summer reviewing books on the Senior Guide Sheet. Some of these reviews appear in the following chapter.

Since Dr. Broome seemed disinclined to take any action, Mr. Philip Meredith Allen, Chairman of the Americanization Committee of the Commandery of the State of Pennsylvania, Military Order of the Loyal Legion of the United States, insisted upon his right to present his charges of communistic propaganda in the schools before the Board of Education. He did this in the form of a circular which was widely distributed to patriotic organizations in this city. With Mr. Allen's kind permission, I am reprinting it here:

**LOYAL LEGION CHARGES COMMUNISTIC
TEACHINGS, PROPAGANDA, IN PUBLIC
SCHOOLS**

**SUBMITS PARTIAL LIST OF LIBRARY AND
"REQUIRED READING" BOOKS BY RED
AUTHORS; ASKS SCHOOL BOARD FOR
"IMMEDIATE AND VIGOROUS PROBE"
SAYS INDOCTRINATION OF
STUDENTS PREPARES FOR REVOLUTION**

**Military Order of the Loyal Legion
of the United States, Commandery
of the State of Pennsylvania,
1805 Pine Street, Philadelphia**

**Board of Public Education,
Twenty-first and Parkway
Philadelphia**

Gentlemen :

At the unanimous demand of this Commandery, a petition was sent you some time ago asking a thorough and complete investigation into the alleged teaching of Communism and other subversive activities in our public school system.

The general feeling was that the situation was amazing not only that such conditions as are said to prevail be permitted without the knowledge of the Board, or to be overlooked if the Board had knowledge of it, but that it should be necessary to call this matter to your attention for action. The situation seemed to us to call for immediate and vigorous probe on the part of the Board, or upon the initiative of the Superintendent of Schools, without outside urging.

We should appreciate knowing just what has been done in this connection, aside from receiving and filing our petition. There are several inferences that might be drawn from the deep silence surrounding the "probe". In order

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to clear the air of any unwarranted or unfair suspicions and to still the rising tide of rumors among taxpayers, will the Board state its position on the following questions:

Asks Showdown on Reds:

1. What has been done to get to the bottom of the situation?
2. What does the Board intend to do?
3. Is it the purpose of the Board to permit seditious, un-American, Communistic or atheistic teachings in its schools, and adopt a "hush-hush" policy about it?
4. Does the Board believe that taxpayers will support an "educational" system that teaches children to despise their own country and to ally themselves with those whose purpose is the destruction of our Government by force and violence, and the elimination of the very property taxed to support such teaching?
5. Does the Board or its Superintendent of Schools know that the Soviet-printed "Moscow Primer" is in the school libraries, and that young students are encouraged to read it?
6. Are any members of the Board, or is its Superintendent of Schools friendly or sympathetic toward Communism? If so why is this tolerated?
7. Is any attempt made in any way whatever to determine the moral fitness, loyalty or patriotism of teachers and principals to whom Philadelphia's taxpayers entrust the development of the plastic minds of their sons and daughters? If so, what? If not, why not?

Request Complete Reply

A complete, open and unevasive reply to these questions may put at rest a most disturbing situation. Perfunctory queries and sweeping denials will neither still nor satisfy those who pay the bills presented annually by the Board to sorely pressed taxpayers, nor put the latter in a mood to pay higher taxes to increase teachers' salaries.

In closing, permit me to quote from the book the Communists seek so avidly to refute and suppress: "But there arose false prophets among the people, AS AMONG YOU THERE SHALL BE FALSE TEACHERS WHO SHALL PRIVILY BRING IN DESTRUCTIVE HERESIES, denying even the Master that bought them." (II Peter, 2:1).

Very truly yours,
PHILIP MEREDITH ALLEN, Chairman
Americanization Committee.

Again he wrote:

"Compulsory Books" by Red Authors

"To be worthy of support the American school system must train children for citizenship and useful service, not for Revolution. What is happening in the Philadelphia schools? Has there been vigilance exercised to prevent the infiltration of Communist ideas and propaganda? Look at the record. Note the type books the students have in their libraries at the schools—not only on the shelves, but books that are required reading—compulsory. Much stress is placed on the "social science" courses. Are these actually under-cover courses in radicalism, sedition, atheism and sex immorality? Are our students being taught American History as written by Communist professors? Such questions are vitally important to us as a Nation, and to parents who have at heart the proper moral training and future welfare of their sons and daughters.

Facts, Not Opinions—

These questions present too important a problem to be left to opinion or prejudice. They call for facts—not emotional sentiment. And what are the facts in Philadelphia? Has the School Superintendent exercised the proper vigilance, or indicated any interest when the facts were called to his attention?

44 EDUCATION FOR DESTRUCTION

A glance over the list of books in question and the nature of their authors will be enlightening to many parents who believe their children in good hands when they send them off to their studies. Patriotic citizens, loyal to American traditions have asked for a probe. Nothing happened. But a private investigation disclosed findings that call for immediate action on the part of the Board of Education.

Who Is Responsible?

Just who is responsible for the mass of Radical, pro-Communist writings in the prescribed course of studies? What sinister influence prevents the authorities from throwing it out, in the face of the rising tide of protest? Who is leading our youth astray, away from American ideals, and cramming seditious teachings into them? Perhaps the Board of Education needs a new Broome to sweep clean the filth of Red-indoctrination, sex freedom, disbelief in God and Country that are indicated by the authors of school textbooks. Why are our children filled with this insidious poison that is moulding their minds against their own country, their own flag, against patriotism and loyalty to their own people and Government?

Parents

It is inconceivable that once they realize what's going on, Philadelphians will permit it to continue, or permit men to continue in office who have allowed such reprehensible surrender of American principles.

It would be interesting to know why the Superintendent of Schools hasn't corrected the condition, and just what the Assistant Superintendent in charge of Americanism (Nusbaum) has been doing about it. Here is the list.* It's only a very partial one, and from but one school, but it

* I omit Mr. Allen's list here because a complete list of the books is on the "Guide Sheet" (pages 35-39). Reviews of some of the books are in the next chapter.

certainly speaks for itself. Incidentally, while Russia is so thoroughly studied and admired, I can find little indication of Americanism being upheld as equally good in any course prescribed in the high schools of the city.

Again we had sensational headlines in all the newspapers. Miss Wanger was interviewed and gave her version of the reason for these books in her school. She denied that she was a communist.

There had been a branch of the Young Communist League meeting in the South Philadelphia High School for Girls. According to the papers Miss Wanger made a great virtue of having disbanded it. Strangely there was no "investigation" as to how it came to be meeting there in the first place, with a regularly assigned room and with a teacher as sponsor.

In spite of the facts presented in Mr. Allen's circular, and in spite of such an amazing thing as the meeting of the Young Communist League in the school, Dr. Broome, Superintendent of Schools, according to the *Philadelphia Record* of May 7, 1936, said: "I don't propose to investigate any general statement; if she (myself) has anything specific to say I will be glad to hear her and investigate."

Recently, a special committee was appointed to consider the attacks on the "books of Harold O. Rugg and others on the ground of subversive teaching." Dr. Edwin C. Broome was a member of that Committee. *It is not surprising, therefore, that the Rugg books were whitewashed in the Committee report of February 26, 1941.*

Now if this Committee had read Dr. Rugg's "Great Technology," they would have learned that the motive back of the Rugg books is the establishment of a "new social order." They would have found that the books put into the hands of the children praised the soviet "plan" and criticized our form of government because we have no "plan." Rugg's assertion that our Constitution was formulated by "rich" men tends to arouse class hatred.

✓ And yet this Committee could say, "Our examination of the (Rugg) books has not discovered any statements which, taken with the complete context, can be regarded as subversive of American ideals and principles."

✓ Another statement of this Committee is very significant: "Who are the responsible and legally constituted authorities to determine text books and courses of study? Are they self-constituted minority groups of manufacturers, bankers, advertising men, legionnaires and defenders of liberty? Or are they the State Departments, State boards of education, district boards of education, and their officers who have been duly elected or appointed by all the people to represent their interests in such matters? The answer is so obvious that it need not be stated."

It is a queer thing to find the advocates of "Democracy" implying that "officers . . . duly elected or appointed," once in office are to be considered dictators by divine right.

The next paragraph of the Committee's Report bears out the same idea, and also the claim made by the *Journal* of the National Education Association that lay boards must not interfere with the schools. This is the paragraph:

"We agree that every public enterprise, including the schools, should be open to criticism by reputable citizens or groups of citizens. But the activities of these groups should end with lodging criticisms or complaints with the properly constituted authorities."

This "Special Committee" concludes its report:

"There are two ways whereby the principles of democracy can be subverted. First, by the subversive action of communists, fascists, or other groups directed towards the overthrow of the principles upon which it is established, by violence, treason, or other unconstitutional methods. Second, by the usurpation by self-appointed minority organizations of the functions that have been delegated by the people to duly and legally constituted officers and boards."

Another example of the same sort of arrogance is the statement of Mr. Norman Robins, president of the College Parents Association of City College, New York, with regard to the dropping of Bertrand, Lord Russell from the staff of that College, he says:

"We firmly believe that any interference by any judicial or lay group in the selection of the instructional staff of the college is a direct attack on liberal education and, as such, a blow at our fundamental democracy. Educators should be beyond the reach of any pressure groups."

The implication is that officers and boards are utterly free from responsibility in their actions. If the people have no rights except to elect "rulers," if an individual or group having discovered malfeasance in office, can do nothing more than report the matter to the "proper authorities" (who are probably responsible for the evil), then each elected or appointed officer is, for the length of his term of office, a tyrant ruling in his own right.

About the same time (March, 1941) Dr. Stoddard presented to the Board of Education a report on the Rugg books. He states that the books were submitted to the Social Studies Textbook Committee in the Elementary Junior High and Senior High Schools for re-examination. The very men and women who were using the books, and *who probably were responsible for their selection in the first place, were to decide whether they were fit to be on the school list.*

A rather elaborate scheme for the examination of these books was evolved; it seems worth while to present part of it:

1. Do these books contain any untrue statements?
2. Is there any special pleading, that is, assembling of facts selected for a particular purpose, while other facts, at least as necessary to consider are omitted or minimized?
3. Are any un-American doctrines encouraged?
4. Are statements made which, while true in themselves, are apt to mislead the uninformed?
5. Are the books properly designed to meet the needs of the pupils of our schools?
6. What total impression does the book leave upon the mind of the reader?"

A very good scheme by which to examine the books. It seems that the Board looked at the scheme instead of the books for even the conservative members of the Board of Education were willing to accept the findings of Dr. Stoddard that, "the books reviewed were not found to be subversive in character." Of the seventeen books under criticism, however, ten were dropped because they were not being ordered in sufficient quantities or because they were "not up to date."

So, in 1941, as in 1936, complaints of seditious textbooks in use in the schools, complaints made by patriots of unquestioned honesty and intelligence and based on facts which can not be denied, were set aside and the books "whitewashed"; and, of course, by implication, the teachers introducing them were exonerated and the subversive teaching approved.

The "whitewashing" of the books of which Mr. Allen and his fellow-patriots complained was accompanied by more sensational notice in the papers than this more recent act. Mr. Allen proceeded to issue to the public another circular, giving even more evidence of subversive teaching in the schools. He quoted the following book review from the *American Observer* of March 2, 1936:

"A PLEA FOR REVOLUTION: 'Farewell to Poverty,'" by Maurice Parmelee (New York: Wiley, \$2.50).

"Dr. Parmelee contends that the elimination of poverty is impossible under a capitalistic set-up. In the first half of this book he presents a scholarly and detailed criticism of the present economic system in the United States. In

the latter half he portrays the new social order as he would have it. It is definitely Communist. There is no place for planned economy under Capitalism, he claims, nor will a semi-collectivist State prove satisfactory. Society must go the whole way. THE ONLY METHOD BY WHICH THE NEW ORDER MAY BE SECURED IS BY A COMPLETE REVOLUTION. THERE CAN BE NO GRADUAL CHANGE. DR. PARMELEE BELIEVES THAT COMMUNISM WILL COME MORE EASILY IN THE UNITED STATES THAN IT DID IN RUSSIA, AND THAT THE STAGE IS NOW SET FOR THE PROLETARIAN REVOLUTION. While Dr. Parmelee's book is interesting, there are many who will disagree, not only with his premises, but also with his conclusions."

✓ No one can give in this case the usual rejoinder that the quotation is "lifted from its context," for the whole context is here. Mr. Allen says of it, "No condemnation. No pointing out of the fallacies or of the American side. Just the planting of the seed of revolt and treason in these young, plastic minds."

In spite of this, in spite of the protests of patriotic organizations and individuals, the *American Observer* was retained in the schools.

✓ Instead of the pro-communist teacher and principal, it was I who was transferred from the school with a demotion. Not for my objection to communism and fight against it; of course not! It was done in this way:

It is part of the technique of communists, when they are accused of communism, not to try to answer the charge, but to bring counter-charges. Miss Wanger

and her cohorts entered upon a regular campaign against me. They made various charges, some lies, some half truths. For instance, I was accused of being often late to class. I was head of Department and if a teacher was absent, often had to start the substitute on her way. Even so, when this accusation appeared in the newspapers, the girls in one of my classes exclaimed, "Why you always get here before we do!" Substitute "usually" for "always" and this will be true.

I believe the matter of absence was a plot. Since the school was running on two "shifts," from about 8:30 to 5:00, there was no "after school" time for faculty meetings. Therefore for Head of Department meetings a time had to be chosen when one or more of us had classes. An hour was set when I had a senior class. I had to leave it every other week for one day. In spite of the fact that the class was notified and work assigned, the pupils would feel that their teacher was absent rather frequently. I think this was deliberately arranged.

Other accusations were made to stir up prejudice against me such as that I had said that "Catholics, Jews and Negroes ought to be driven into the sea." This is utterly false. I have always been in deep sympathy with Catholics, and on good terms with pupils of all races.

Postal cards demanding my dismissal were sent to alumnae of the school. All they had to do was to sign their names and mail the cards. Mimeographed sheets of scurrilous accusations were distributed to the alumnae

and others. False affidavits were filed that I had made statements such as the one above.

Over protests of more than two hundred representatives of patriotic organizations, I was transferred and demoted. There was not a member of the Board of Education who did not know that these charges were only a pretence, and a slender one at that. The vote against me was unanimous; one member was absent, however.

I asked again and again to be allowed to appear before the Board to refute these charges. I was refused a hearing. Some of the patriots, especially Mr. David D. Good, tried to interview a number of alumnae to get statements from them. We asked to be allowed to look at the postal cards demanding my dismissal in order to interview some of the signers to find out what they had against me. I have a letter from the President of the Board of Education denying me the privilege of seeing the cards or the affidavits.

The two teachers' magazines published in the city repeated the accusations and exulted in my downfall. I paid no attention to the organ of the Teachers' Union, but asked Dr. Robert Wayne Clark, the Editor of the News Letter (organ of the Philadelphia Teachers Association) to allow me to reply. He refused.

Journalistic ethics (when there was such) demand that a person attacked be given a chance to reply. The following open letter by a patriot brings out that point:

January 10, 1938

Dr. Robert Wayne Clark, Editor,
The Newsletter,

Dear Sir:

As an old newspaper man, I know that it is, or was, an established rule of the business that anyone attacked in the columns of the paper had a right to reply.

It seems to me that your treatment of Miss Bessie R. Burchett has been most unethical and unsportsmanlike. Such unfair and vindictive attitudes on the part of responsible spokesmen of the Teachers of Philadelphia confirm us in our belief that the schools have fallen into evil hands.

When the teachers who take our pay, and tell us that they don't wish any of our advice with it, find it impossible to point out anything admirable in our system of government, and equally impossible to pick a flaw in the system of a hostile government, what are we to think except that public education has been captured by the enemy?

Very truly yours,

Signed ()

The action on the part of the Board of Education was the first intimation we had of the extent of the domination of the agents of Moscow in our city. That they should ignore the protests of men and women of prominence and influence and act with high-handed injustice showed a sinister power exerting tremendous pressure. ✓

CHAPTER V

ABSTRACTS OF SUBVERSIVE BOOKS IN USE IN OUR SCHOOLS

When Mr. P. M. Allen presented to the Board of Education his charges that subversive books were in use in the South Philadelphia High School for Girls, Superintendent of Schools Broome asked Miss Wanger, the Principal of the school concerned, to give a report of the books under discussion. In this Report, Miss Wanger gives the title of each book, the date it was acquired, and the circumstances under which the book was used. In another section she gives her opinion of some of the books and, in certain instances, arguments to justify the placing of the books in the hands of high school pupils. Following the abstract of each book I have given details from this significant Report, even though some repetition is involved.

1. * Beard, Charles A. and Mary R., "History of the United States, A Study in American Civilization." Dr. Charles A. Beard is one of those whom Representative Blanton excoriated in the *Congressional Record* as having "confederated, conspired and worked together for 5 years in a deliberate, preconcerted plan to communize schools and colleges in the United States."

* Authors marked with asterisk (*) are listed as radicals in Dilling's "Red Network."

The "History" warrants the denunciation. It is calculated to instil distrust of our Constitutional government. The author devotes much space to criticism, to pointing out the wrongs in our system. He quotes, but does not give the source, "The poor have no laws, laws are made by the rich and of course for the rich." Radical writers are fond of putting such sentiments in quotation marks, probably in order to ward off criticism by saying that they are only quoting. My favorite comment is that they are feeding our young people poison with a borrowed spoon, with some one's else name on the handle, but they make sure that the young persons get the poison.

Considerable space is devoted to Thomas Paine, the atheist. Karl Marx gets much favorable attention. The recognition of soviet Russia meets with approval. Dr. Beard is opposed to armaments (see Chapter XII). ✓

He advocates city or state control of utilities, a step in the program of communism.

He tells his young readers that the "scientific spirit in history" precludes "praise of one's native land!" ✓

This is the sort of book from which our youth study the history of their native country.

Miss Wanger simply states of it that it was used in the History Department of her school.

2. *Brailsford, Henry Noel, "Property or Peace." This book is so convincing, so seemingly logical an

* Authors marked with asterisk (*) are listed as radicals in Dilling's "Red Network."

✓ argument for communism that I have been advised not to lend it even to an adult unless I am sure that he is well-grounded in patriotism. The book presents a logical picture of a world in which there shall be no war, because there will be no private property to defend; no nations to engage in rivalries. The author fails to state that establishment of such a world state will involve the slaughter of countless millions and its maintenance, "liquidation" of infinite numbers more. Instead of wars, we should have a continuous state of war.

Bearing in mind that the author is English and the book published in 1934, written soon after Mr. Roosevelt entered his first term, the reader will find some quotations significant, in view of recent events.

✓ The "ideals" are proper production and distribution and world peace. These blessings we are told, can come only through abolition of private property and elimination of all national lines. "Some central authority can lay down and enforce the guiding lines of policy . . . it decides what part of the income of the world society shall go to the expansion . . . of its production, and what part shall go to consumption. . . . A planned economy . . . involves absolute control over . . . consumers' income-potential output." Here indeed, is a dictatorship of fabulous proportions. We are not given any recipe by which to insure that this "central authority" shall not enjoy for itself an undue share of the goods produced, nor that the producers shall rest satisfied with the absolute decisions of this authority.

Of special interest, in view of recent legislation: "President Roosevelt's 'New Deal' is the boldest attempt yet made, outside Russia, to bring order and planning into the life of a modern community, by the unflinching use of political power." Strange, is it not, to praise Roosevelt for the same arbitrary control for which Hitler became so hated—outside his own domain? "He (Roosevelt) does not realize, however, the full implications . . . Mr. Roosevelt is not the man to abuse a dizzy opportunity. He has self-control and he hates violence. *But he is equally the man to use it.* He has the daring of a fighter . . . and the courage of a bulldog. No wholly sane man among the leaders of Europe who have risen to power, outside Russia, in our time comes near him in audacity and in the scope of his disinterested ambition."

I leave the reader to guess the reason for the insertion of the peculiar adjectives *sane* and *disinterested*. They are in the text. This sentence may also excite wonder, "This unusual man, with his rare skill has contrived to *make the Constitution work.*" Later on we read, "If the New Deal makes a new America, do we want a more sympathetic recruit (for a world soviet) than we find there? Let us cultivate the most friendly relations with . . . Norway and with the United States. If our chance (to set up a soviet in England) comes while this generous, open-minded administrator is in power and *in control of the Senate*, we shall readily agree over many things." This book was published in 1934. Who can

doubt that our present situation is the result of a clever plan? The war has, of course, been a great means of uniting us to England. Was it for this purpose that those in control of the destinies of England plunged their country into war, in spite of the expert advice of our great Col. Lindbergh and others that they were not prepared?

A few more quotations: "We intend to destroy private property as the means of life. . . . The League of Nations would control prices, assign markets, direct immigration." Who will control the League of Nations? Think, too, what control of immigration means. If the central powers decide that a million Chinamen must be placed in our midst, they will be moved here.

If any group seems recalcitrant, it can be moved and scattered or, by "absolute control over output" starved into submission or death, as were the Boers by the English and the 20,000,000 by Russians two decades later.

Another surprising statement, "The socialist government will be lost . . . unless it takes over the banking system . . . American experience warns us of the difficulties of recovery . . . without the confidence of the City and the investor . . . part of the difficulty disappears for a government that has taken over the banks. The next step, as the American experiment shows, is *to start building* (italics mine).

After all his cry for peace Mr. Brailsford admits that "Property may, however, force us to external war."

"Victory," says he, "depends upon the ability of socialists to organize the workers."

In her report to Dr. Broome, Miss Wanger says of this book, "used on one occasion under direction of Miss Altschuler (a teacher of social studies), otherwise used by teachers." *It appears, however, as required reading on the guide sheet for the Senior class and for 10B (second year) classes.* The younger pupils are definitely directed to read pages 134 to 195, rather a large dose, including some of the quotations given above. Further on in her report Miss Wanger says, "At eighteen, graduation age, boys are considered old enough to fight for their country. Brailsford is a serious student, a member of the British Labor Party, one of whose books has been passed by the committee (what committee?). The road to peace has not yet been discovered. Should not all the arguments for peace from writers of repute be presented?" Such sophistries will not induce loyal Americans into believing that children of fifteen to eighteen, or adults either (teachers or others) should be asked to read a book so flagrantly hostile to our American form of government. ✓

3. Field, Alice Withrow, "Protection of Women and Children in Soviet Russia," introduction by George F. Arps, Dean of the College of Education, Ohio State University. Chapter I is an argument for communism. . . . "(Communism) is a social system which tries to give everyone an equal chance to possess the necessities and luxuries of life." ✓

Chapter II is exceedingly vile. I am told, however, that it will not shock as much at the present time as it would have a few years ago. The suggestion of the following statement is manifest, "In a truly communist state, as in Heaven, there can be no marrying, or giving in marriage." The chapter deals with the problem of illegitimate children, birth prevention by means of abortions which are dangerous, says the author, and by contraceptives, which are better. The book ought not be even in a free library for the general public to read.

In her report to Superintendent Broome, Miss Wanger says of it, "Gift of the author. Used under Miss Altschuler's direction and taken out of the library directly by three girls." Yet it is *on the guide sheet for 12B*. Later Miss Wanger says, "This book was harmless before the Allen Committee began to function. The only part of the book used was on industrial problems. It was not a book to attract readers. I doubt if any pupil read the part emphasized by the Committee."

The few words quoted from *Chapter I* show the ideas conveyed by that "part of the book on industrial problems." But the book was on the open shelves. Who can tell whether "only three girls" read it? Why should even *one* girl in her early 'teens be officially "guided" to such reading?

Miss Wanger states that for the most part these books were "used under a teacher's direction." According to the number of books so noted, Miss Altschuler must have been kept fairly busy directing. Miss Alt-

schuler must have had to teach at least four hours a day. Could she "direct the reading" of this book by any who might take it off the shelves in an effort to keep up with her guide sheet?

It is said that any of these books would be harmless "in the hands of a proper teacher." Two questions arise, First, can we feel that those who place books of this sort in the hands of young pupils are "proper teachers"? Second, how can even the most proper teacher be sure of counteracting this powerful and subtle propaganda? It is almost like administering poison, followed by an antidote. Most of us would fear that even if the antidote prevented death, the combination of poison and antidote might prove injurious.

4. Hoffman, David, Ph.D. and Wanger, Ruth, "Leadership In a Changing World." Judge the book from a few quotations: "If human nature had not been what it was, the world might have listened to Karl Marx and organized into a beautiful aid society. Marx was a keen observer and a high-minded social philosopher.

"As one can gather from his writing in the New Russian Primer, Ilin is not only a man of real genius . . . but he is a man of charming personality. He is playing a significant part in the education of Russia, and, through the Primer, a significant part in the education of foreign countries about the new Russia (the United States seems to be one of the foreign countries so to be educated, since the Primer was placed on the

reading list in the South Philadelphia High School for Girls).

"Lenin was a political leader of a different sort from any of the foregoing, and the most advanced thinker of them all, for he saw and saw truly, that political leadership in this industrial age can not function unless it be allied with economic leadership. . . . A well known journalist of a conservative paper today (the name of neither the journalist nor the paper is given) calls him 'the greatest man that ever lived.'" As is the case with some other incendiary sentences, this is carefully put in quotation marks. The following is significant in view of the present war, "When the World War came Lenin and the Bolsheviks wanted to see it changed into a war of the workers of all countries against their reactionary governments. Lenin was a man with a gospel. He believed absolutely in the Marxian doctrine of a classless society, to be brought about by proletarian revolution and government in the hands of the working class, until all should be workers and government no longer needed. . . . Hence his opposition to religion as 'an opiate of the people' because it prevented the masses from working out their salvation in this world. . . . The revolution has gone on, is going on and shows every likelihood of proceeding still further. . . . It behooves us to suspend judgment and watch with interest the amazing spectacle of Ilyitch's (Lenin's) experiment in the making." Such words as these are not likely to predispose the minds of youthful readers *against* communism, to say the least.

Miss Wanger says in her Report to Dr. Broome, "Used under Miss Altschuler's direction and directly by girls and teachers." It is listed on the 12B guide sheet and the 10B's (younger) are directed to read certain pages.

5. Ilin (Ilyn?), "New Russian Primer," with an Introduction by Professor Counts. This is the book Dr. Hoffman and Miss Wanger praise for its success in teaching communism both in and outside of Russia.

Dr. Counts says in the Introduction, "To American students and teachers of Education the little book should prove both suggestive and challenging. A great and difficult theme is presented in language that is entirely intelligible to children. But this is a gross understatement of the facts; it is not merely intelligible; it is literally fascinating."

Certainly not calculated to induce in "American students and teachers of education" any distrust of the Soviet form of government.

I can not understand the enthusiasm about style. The "Primer" is a *stupid* book. It must be awful to be a child in Soviet Russia and be brought up on this gross materialism. Chapter II contains a criticism of America, but when did an American "educator" ever resent criticism of his Country? "Why should labor and time be spent in vain? We have a plan. In America they work without a plan." ✓

In her Report Miss Wanger states that this book was "used under (Argus-eyed) Miss Altschuler's direc-

tion and directly by girls and teachers. Used in 10-B (second year) under teacher's direction." Later in her Report, Miss Wanger asks that this book be retained, giving as a reason, "It is also a propoganda book—an excellent one for teaching children to read critically." At least two copies were admitted to have been in the school library and the book is listed on the seniors' and on the second year students' guide sheet.

Can it be possible that Miss Wanger's request to retain this book in the school sprang from a desire that pupils in her school be taught communism?

6. * Miller, Herbert Adolphus, Ph.D., "The Beginnings of Tomorrow. An Introduction to the Sociology of the Great Society." Dr. Miller was formerly a professor of Sociology in Ohio State University. "The Great Society" is a term used to describe the World Soviet.

The following review of this book was written by a distinguished patriot, one of those who reviewed some of the books taken from the library of the South Philadelphia High School for Girls at my request. It is reproduced with his permission.

"This volume is typical of literature proceeding from authors who, desiring, for reasons of their own, to change the existing order of civilization, believing that persistent repetition of the suggestion that the changes which they advocate are inevitable and that they are

* Authors marked with asterisk (*) are listed as radicals in Dilling's "Red Network."

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actually taking place will serve to convince their readers of their superior wisdom and insight, and gradually convert a considerable fraction of the public to their point of view.

"His mental orientation is evidenced by his defeatist attitude toward the white race and toward America; by his advocacy of internationalism, by his discounting of the achievements of the white race in developing civilization and progress, and his confident prediction of a hybrid humanity through conjugal conglomeration of white and brown, yellow, or what-have-you, and by his esteem for soviet standards and his cavil at things American such as loyalty and patriotism. A few quotations will serve to show his orientation:

"We have assumed almost up to the present moment, that the West—Europe and America—were to set the pace for culture and that the white race was the chosen race. The facts suggest to us that the white race with barely one-fourth of the total population of the world, may not, after all, be destined to maintain its preëminence.

"In spite of the individualistic character of the West, supposed to produce leaders, it is an interesting phenomenon that not a single preëminent leader has appeared in the West in these trying times, while in Asia they have been numerous (but he does not name them).

"The one personality in the West, Karl Marx, whose influence has been outstanding and who has been stubbornly resisted by his own people, has already had

much, and promises to have increasing influence in the East.'

"If these notes had confined themselves to the paragraphs just quoted, it would seem that the above would suffice to show any thoughtful American the point of view of the book under consideration and of its author.

"Certainly this book has no proper place upon a list of required reading in any of our schools."

This book is listed on the 12B "Guide Sheet." Miss Wanger in her report to Dr. Broome states that it was "used by teachers and on two different occasions in Miss Altschuler's classroom." Why should teachers be supplied with so many such books, if the intention is that they are to teach loyalty to our form of government? The book was on the open shelves. Any pupil, a senior or not, could take it out and read it in the library.

Further on in her Report, Miss Wanger lists this among eight books "disapproved as being too mature, or not fit for adolescent perusal." She says of these books, "May I call attention to the fact that these books are used almost entirely under the direction of a teacher. None but a very mature pupil would take out such books." How could she know this? Why should it be given to any pupil mature or otherwise?

Miss Wanger did not ask that this book be retained, as in the case of Ilin's "New Russian Primer." But the Teacher's Union seems to have been particularly annoyed at Mr. Allen's condemnation of it. In their organ, *The Philadelphia Teacher*, October, 1936, is an article,

"Red-Baiters' Mist Over Philadelphia." The writer states that the "only objection" Mr. Allen made is that the "author is listed in the 'Red Network' as an expounder of communism and of equality for negroes and whites." "Does Mr. Allen mean that such equality is revolutionary?" asks the article.

This shows the technique of the radicals. Mr. Allen is wrongly quoted. He did not say "equality," he said "social equality," an entirely different thing from civil and judiciary "rights." Everyone who respects his own race, whether black, white, yellow, red or brown, objects to Dr. Miller's theory that all races should mingle. Only those who do not think their own race worth preserving could hold such opinion. The purpose of the half-truth seems to be to fasten the "smear" of "racial prejudice."

The author of the article says that the "mere fact that Herbert is listed as an expounder of communism is hardly enough to put our temperatures up. Won't Mr. Allen please do us a favor and read the book. If he wants us to get scared, why does he not give us some horrible examples? Surely he doesn't want us to go and read it ourselves. That would be inculcating on our innocent minds poisonous and insidious doctrines!"

In a short circular, there was hardly space to give detailed reviews of the books named. Mr. Allen was giving a partial list of subversive books found in Philadelphia public schools. When we do give "horrible examples" which fairly show the character of a book

✓ we are accused of "lifting passages out of their context."

✓ This "Red Baiters'" article gives the usual argument that our libraries should contain representative books of all systems of thought; that criticizing our government is not tantamount to advocating its overthrow (but the books *do* advocate its overthrow); that this "tirade" of Mr. Allen's is a direct blow at academic freedom. ✓ All this fails to answer the question as to why there are over thirty-five books on the senior guide sheet which are violently in favor of communism and ✓ not a single one against it or favorable to our Constitutional Republican form of government?

"The method," to quote again, "is to inflate to mountainous proportions the little bogey-man of Communism and to hide behind it the imminent menace of Fascism!" The Dies Committee has shattered this assumption by showing that there are thousands of communists even in our national administrative positions.

7. * Brailsford, Henry Noël, "How the Soviets Work."

Brailsford is the author, also, of "Property or Peace." When "sit down" strikes began here in America, I knew what they meant, for I had read in this book an enthusiastic account of how in Russia, by the very same tactics, the "'workers' took over one factory after another." The senior pupils were directed to read that

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very chapter. There is no propaganda "on the other side" on their guide sheet. In view of the many such books required as reading in our schools, no honest person can deny that there is grave evidence of "deliberate, preconcerted plan to communize schools and colleges in the United States."

This book was so greatly prized that according to Miss Wanger's report to Dr. Broome there were five copies in the library. She says that it was "used under Miss Altschuler's direction and taken out directly by the girls." The copy I had was almost worn out and looked rebound.

8. * Hayes, Carleton, J. H. and Moon, Thomas Parker, "Modern History."

Dr. Carleton J. H. Hayes, a professor at Columbia is mentioned in the *Congressional Record*, April 14, 1936, as one of the men who "worked together for 5 years in . . . a plan to communize schools and colleges . . ." He was a member of the Commission on Social Studies, which has so greatly influenced teaching in our schools.

Patriots may well wonder why a man with such a record should be selected to guide our pupils through *Modern History*. The pupil using this book would find nothing to inspire patriotism. He would find in many passages an undertone of radicalism, even though sedition is not easy to label.

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A "genuine social democracy" (parlor name for communism) is cited as the "hope of the French Revolutionists of 1789, such was the "aim of the Jacksonian Democracy." The spirit of 1789 is further illustrated by an old cartoon representing a peasant carrying on his back a clergyman and a noble. This is a direct hit at religion, or at least at the Church.

Several pages are devoted to Karl Marx. An outline and some questions from the *Communist Manifesto* are presented with no unfavorable comment, but quite the contrary. The author even says that the aims of the *Manifesto* are to be "wrought by political processes." Anyone who knows the *Manifesto* at all is aware that it is intended to bring about the proletarian régime by violence. Hayes' statement is a deliberate misrepresentation.

Again, why must American children learn history from such books?

In her Report to Dr. Broome, Miss Wanger says of this book, "Used under Miss Altschuler's direction and taken out by many girls. Used in 10-B (second year) under teacher's direction." I fail to see how taking poison under a teacher's direction would make it less effective.

9. Frank, "Our America." Following quotations show this book alone is enough to condemn the teachers responsible for putting it in the school library.

"The Constitution, which by brilliant means they thrust upon the people, secured the commercial oligarchy

which persists today. . . . They (the members of the Constitutional Congress) wanted to make money for themselves; that was what they meant by Liberty. They were eager to rule America in accord with their own lights. That was what they meant by Freedom. Having found that a loose Confederation meant loss to their investments, and laxity to their control, they chose to band together in order to protect those interests and to insure their power; and this was what they meant by Union.

"A romantic figure like John Reed covers the battlefields of Europe watching for the birth he knows is due, serves Lenin in Russia, helps foment rebellion in Imperial Germany, and then returns to New York with the vision of transfiguration in his eyes. The Old Guard, martyrs like Eugene Debs, William Haygood, Emma Goldman, religious, nostalgic for prisons—find at last the brains and culture of a younger generation to fertilize their martyrdom."

This book was condemned to be removed, but only because it was "too mature for adolescents." It must have served its purpose in the library. Miss Wanger says it was "used under Miss Altschuler's direction and by six girls." The copy I saw was almost worn out.

10. * Soule, George, "The Coming American Revolution." As the title indicates, this book outlines the

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course which the author thinks the revolution will take in the United States. It is thoroughly communistic.

Miss Wanger says of it, "Taken out by teachers and one girl directly." In a later paragraph she says, "This book has been used only by teachers, never by pupils, in or out of class, with the exception of one girl."

This is the book which a patriotic pupil used as an exhibit textbook to educate me as to what was going on in the school. It was on the open shelves where any girl could read it. At least one communist pupil brought it to the attention of another girl; we have no means of learning how extensively it was used in this way.

Miss Wanger makes this further interesting comment: "Whether we like it or not, we seem to be in the midst of a revolution (this was written before Roosevelt's regimentation began). Soule's was one of the most talked of books the year it was published."

11. * Cole, G. D. H., "A Guide Through World Chaos."

In this "Guide" our pupils are informed that Soviet Russia has the distinction of being the only complete system of organization not based on capitalism, and the "Russian experiment" (a favorite expression) is being watched with great interest.

Ought the police department be interested in the following subtle incitement to violence? "I doubt if any

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Socialist (the term socialist is used synonymously with communist) now holds that socialism is likely to be brought into being by this means alone (gradual nationalization of industries). It is too slow. Socialists are thinking in terms which involve the coming of Socialism much more quickly." Plainly, *revolution*.

These paragraphs also might cause us to think, when we remember that they are presented to pupils who are soon to become voters. "The Communists are waiting for the world of capitalism to collapse, sure in their own minds, of entering upon its inheritance." This is alarming, considering the state of our Country today.

"If we want Socialism (Communism) rather than Capitalism, we must make up our minds to struggle for it with all our heart and with all the strength of which men are capable when they make up their minds what they want and act in unity for the realization of their aims." Attention of the school authorities was called to this intense, emotional appeal, yet they say, "There is no communism in the public schools." What more do they want?

Miss Wanger says of this book that it was "used on one occasion under Miss Altschuler's direction and by teachers." It is, however, on the reading list for the senior class.

12. * Hindus, Maurice, "Red Bread." From this we learn that "The church will crumble. So, in its present

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form will private property. The home, the individualistic family, as we now know it, will be submerged in the new community." In a very interesting fashion Hindus describes his travels among the peasants of Russia, tells of their enthusiasm, the advancement they have made, their liquidation of the *Koolacks* (sic), their abandoning of religion. The author tells us, "I cannot help regarding it as the most colossal revolution that mankind has ever witnessed." Chapter XIV deals with the "Puzzled Little Father." This village priest is beset by doubts. In older times, God signified His will by unmistakable signs—to Moses and to Aaron. When men did wrong He punished them. Now in all Russia, men are saying that there is no God and nothing happens. These are the questions which puzzle us all at some time or other. Why suggest them to children? This chapter contains indecent and blasphemous anti-Christian cartoons.

This book is listed for reading on the 12B guide sheet and on the 10B guide sheet along with "Humanity Uprooted" and "The Great Offensive" by the same author. The pupils were to read one of the three. Miss Wanger reports of it that in 10B it was used "under teacher's direction," but also that "it was taken out of the library by the girls." Of "Humanity Uprooted," she says that it was "a most popular and extensively used book, both under Miss Altschuler's direction and directly from the library. Used in 10B under teacher's direction."

13. *Barbusse, Henri, "Stalin, a New World Seen Through One Man." Here are some quotations: "So, in spite of everything, this Revolution must be carried on to the bitter end. The middle classes must be completely crushed, the bridges must be cut (to undo is to create in another sense), one must confiscate and completely expropriate; commerce, industry, everything must be seized . . . the dead do not survive, except upon earth. Wherever there are revolutionaries, there is Lenin." When I took it from the library on my card this book was on the open shelves where any girl might take it out. Miss Wanger says that it was "Used by teachers and by four girls." She says further, "I hesitated over the request for this book. I am reasonably sure it would never affect one child to turn her to communism. We believe that in a library of five thousand volumes, there should be a few books written from the propaganda point of view. If our pupils never meet as students anything but objectively written material, what is their protection against the soap box orator, or the written panegyric which they meet later and which is intended to catch their emotions and to sweep them off their feet? If they have been prepared for this, reason is more likely to come to their aid."

To safeguard young people against communism and atheism by filling their minds with the catch phrases

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of communists and atheists and steeping their hearts in class and religious hatred—this is too obvious to deceive anyone who does not want to be deceived. As well might Fagin plead that he was training his young charges in the arts of the pickpocket in order that they might know how to safeguard their own possessions.

14. Kropotkin, P., "Memoirs of a Revolutionist." It is interesting to note the date 1899 to see how long this thing has been going on. It was put in the school library in 1926. The "Plan" has been operating a long time!

As the name implies, this is an autobiography glorifying the activities of a revolutionist.

"We all took part that year in a manifestation with the red flag at Berne.

"Communist ideas have penetrated Europe and America. (What fools we have been not to see what was happening.) There is no period in history during which so great a change has taken place."

Miss Wanger says of this book that it was "Rarely used either in Miss Altschuler's room or directly by girls." But she says that it was used "in 10-B on serfdom." She says further that it "is of the same character (a propaganda book). I see no objection to it according to the point of view expressed above. It is (emphasis in the original) outmoded, and of little use, except on serfdom." By the "point of view expressed above," I suppose is meant what is said about Barbusse's "Stalin."

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Is it not strange that the pupils needed so many "propaganda books" favoring the Soviet, *none* in favor of our Republic?

15. * Fischer, Louis, "Soviet Journey."

The author minimizes and justifies the starvation of Russian peasants.

There are the usual thrusts at religion, "The pinched peasant gave his mite that the monks might wax fat, cynical and licentious."

"How is it," she asked, 'that whenever the people rise, be it in Mexico or Spain or Russia, they always attack churches? The workers and peasants are never really religious. But the church awed them by its wealth. Capitalists use (the church) for combatting revolution.'"

Miss Wanger says of this book that it was the gift of Dr. Miller (head of the social Studies Department). It was "used under Miss Altschuler's direction and taken out directly by three girls." There is a footnote, "Noted on 10B Maximum Guide Sheet, but not used." This note applied to eight other subversive books. May one wonder why they were "noted on the guide sheet?"

It may be interesting to learn that Mr. Fischer, on leaving Russia recently was forced to leave behind his wife and children, having been refused a visa for them. On arriving here, he made a personal appeal to Mrs. Eleanor Roosevelt. He was afraid of what the Soviet

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government might do to them. Mrs. Roosevelt wrote to the proper authorities and the visa was granted. Mrs. Roosevelt realized the need for haste because the son was almost old enough for *compulsory military service*. So we learn the real attitude of those who praise Russia so highly! Who is going to rescue *our* sons from compulsory military service?

16. Carr, William G., "Education for World Citizenship." The title arouses suspicion amply justified.

As a starter we're informed that social studies must be the "core of the curriculum" and that legislation to that effect had been enacted. Then we read that "It seems the part of efficiency to entrust the interpretation of American ideals to the teachers of history and civics rather than to men whose training in methods is entirely inadequate."

This, then, is the situation: legislation enacted compelling children to take a large amount of social studies; teachers of social studies trained by radicals, such as Dr. Carr himself; no one else allowed to express an opinion on what is being taught!

When I objected to certain pronouncements of a social studies teacher, foreign even to her accent, I was told she had a right to an opinion on civic matters, "*because she had passed an examination on the subject,*" and that I had no such right because I had not taken that examination! *I, whose ancestors helped found this country had no right to express opinions as to the government of my own native land!*

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The underlying purpose of making the teaching of social studies a monopoly in the hands of a special group of teachers is disclosed by the following sentence: "One of the chief obstacles in the way of a better *international understanding* is the 'patriotic' historian who brings into the limelight the powers and conquests of his own race." Do you remember that Dr. Charles Beard told us that praise of one's native land is "unscientific"? All "social studies" experts seem to be working together. ✓

Our author has quoted from "Hutchins" a children's code of morals, "If I try simply to be loyal to my school, I may be disloyal to my town, my state, my Country. If I try simply to be loyal to my town, state and Country, I may be disloyal to humanity. I will try above all things to be loyal to humanity. Then I shall be loyal to my country, etc." ✓

If anything could be more cleverly calculated to bring confusion to an immature mind, I do not know what it might be. Confusion, bewilderment are the weapons of the communists.

The author is a pacifist and suggests plays and pageants to teach "peace". He suggests also a pageant to teach "America for Americans," meaning that the Indians are the only true Americans, and that we owe almost everything to foreigners. This again is inculcating the idea that foreigners owe no allegiance to our traditions or government. They have as much right as anyone to attempt to change it in accordance with the blueprints they bring from the other side.

✓ Dr. Carr thinks all teachers should have training in "world citizenship." Miss Wanger says this book was "used by teachers only." Why, then, is it *listed among the books to be read by seniors?* To place such a book in the hands of teachers is not calculated to encourage them to teach loyalty to our Republic.

✓ 17. At this point I should like to insert a paragraph, which a friend characterized as a "breath of pure air" after the miasma of the other books I have been presenting to you.

Stuart, Janet Erskine, "The Education of Catholic Girls," Longmans, Green and Co., 55 Fifth Avenue, New York. 1927.

"You are bound to guard yourselves against all those things which may be a source of danger to your faith or purity of heart. You have no right to tamper with the one or the other. Therefore, in the first place, it is your duty to abstain from reading all such books as are written directly with the object of attacking the Faith or undermining the foundations of morality. If men of learning and position are called upon to read such works in order to refute them, they must do so with the fear of God before their eyes. They must fortify themselves by prayer, even as men protect themselves from contagion.

"Again, there are many books, especially works of fiction, in which false principles are often indirectly conveyed, and by which the imagination may be dangerously excited. With regard to such reading it is very

hard to give one definite rule, for its effect on different characters varies so much. . . . A book full of danger to the youth or girl may be absolutely without effect on one of maturer years.

“ . . . The more you read of secular works, the more urgent is your duty to give a sufficient place to those also, which will directly serve you in doing your duty to God.”

This is so sensible. The books here reviewed and the current events magazines put into the hands of our pupils, and, in short, the whole tendency of our public schools, as shown in the publications of Teachers' organizations and of schools for the training of teachers, is to “tamper” with “faith and purity of heart” and to “undermine the foundations of morality” as well as of patriotism of pupils and teachers. How sane the warning that youth is to be guarded! It is true that it is difficult to “give one definite rule” for selection of reading material, but Boards of Education and teachers who are animated by the spirit of this passage will not go far astray. ✓

18. Rugg books were used in the History Department of the South Philadelphia High School for Girls, as they were and are in other schools. They belittle the American form of government, arouse class hatred, favor a soviet. The one “bright spot” about them is that they are deathly dull, hence pupils would not imbibe so much sedition from them as from books of more ✓

literary value. I refrain from reviewing the books because it has been done by others better than I could.

In spite of circumstantial accounts of seditious passages, the Rugg books have been given a clean bill of health by Dr. Stoddard, and by a "Special Committee."

19. Another very seditious book approved by Dr. Stoddard and by this Committee and allowed to remain in use in our schools is "America Yesterday and Today" by Nichols, Beard and Bagley. This book carries a hammer and sickle as decoration with no explanation whatever, at the beginning and end of the Chapter on "Labor." (There is no communism in the public schools!)

Happily this book also is almost unendurably boring. To fill up space great sprawling, vague illustrations are smeared over two pages at a time. Thus the amount of treasonable reading matter is reduced. But enough to undermine faith in our Country—and think of the royalties for the authors coming from our pockets! What price treason!

Enough abstracts of the books listed for required reading, or in the school library, have been given to show their character. Detailed accounts of others would be mostly repetitions. Therefore only short characterizations of the remaining books is given.

20. Bernard, J. Linn and Roorbach, Agnew, "Epochs of World Progress." On the 12 B Guide Sheet. It glorifies revolution; has much to say

about Karl Marx; recommends reading Emma Goldman.

When this book was published Mr. Bernard was *Director of Social Studies* in the State Department of Public Education, Harrisburg, Pennsylvania.

21. Muzzey, David Saville, "The American People." The preface states that this is "not a revised 'American History,' but a new high school text." Was this statement made because an earlier book by the author was barred from the schools, as is told in the Congressional Record on account of its un-American attitude? If so, why is the same author allowed to contribute further to the education of American children?

22. * Wilson, Dr. Lucy L. W., "The New Schools of New Russia." This book eulogizes the Russian educational system and quotes with apparent approval the Russian ideals to "tell pupils about eclipses, moon, spaces between various planets . . . the purpose of the theme: to give children a scientific knowledge of the universe to counteract the religious conception of the origin of the world. . . . Religion and church (were) for the service of the rich. Religion as a means of exploitation. Slavery and feudalism connected with religion." Miss Wanger says of this book in her report, "Used under Miss Altschuler's direction and by an occasional girl directly. Used in 10 B (second year) under direction."

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23. White, "These Russians," contains this choice bit of conversation, "'A generation without religion will be happier and healthier,' said her brother, 'a generation without a parasite like the church to support will be wealthier and freer from the superstition that is Christianity.'" So Sophie's brother refutes to his own satisfaction, and to that of the author, Sophie's weak arguments in favor of religion. Miss Wanger reports that "Copy 1, November 28, 1931, purchase, Board of Education, Copy 2, November 7, 1933, gift, *Teachers' Book Club*. Used under Miss Altschuler's direction and directly by the girls."

24. *Freeman, Joseph, *Kunitz, Joshua and *Lozowick, Louis, "Voices of October" (The Russian Revolution took place in October, 1917). One sentence will serve to show the character of this book, "Culture for the wealthy—spiritual debasement for the poor—that is the method of Capitalism. . . . Culture for all—spiritual deliverance from the yoke of Capitalism—that is the watchword of the part of the working class—the Communist." According to Miss Wanger's report to Dr. Broome, this book was "used both under Miss Altschuler's direction and taken out directly by two girls." *It is listed on the 12 B guide sheet.*

25. Marx, Madeleine, "The Romance of New Russia." This is rather an interesting, readable description of scenes in Russia. At times flamboyant and emotional.

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An old priest is made to appear ridiculous.

Krupskaya, the wife of Lenin, is pictured sympathetically.

The picture of Lenin is everywhere, "Of course it is a quickening experience to meet him."

The little book concludes with a gushing stream of emotion, "But now there is a place on earth . . . your earth—Russia!. . . Something miraculous has occurred!"

Miss Wanger says it is "next to nothing," and she would be willing to give it up. It was on the Senior Guide Sheet as suggested reading. She says it was no longer used in class, but occasionally used by "girls from the library."

26. Mehnert, "Youth in Soviet Russia." Another flamboyant, emotional eulogy of Russia; as an example, "Our enemies bark like dogs. . . . Old fogies, drunkards, silly women, tramps, shop keepers, priests, everything mean creeps out to fight against us."

Miss Wanger says that the book was purchased by the Students' Associations' Gift Fund in honor of Dr. Wilson (first principal of the school). Who advised the students to purchase such a book? Was it their own idea? She says "used under Miss Altschuler's direction and taken out directly by the girls."

27. * Strong, Anna Louise, "The First Time in History," with a preface by Leon Trotsky. This

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is a rather gushingly enthusiastic account of a trip through Russia. As examples, "It (the Communist Party) is a marvelous organization, unlike any party known in history. . . . The atheism of Young Communists is, however, no mere negative attack. It has in it an element of joy and triumph and freedom which indicates what an oppression of the human spirit the church has been in the past." A young mother is quoted as saying, "When she (our daughter) was born we were free and knew that there was no God." Miss Wanger says of it, "Gift (?) of the author. Used under Miss Altschuler's direction."

28. * Borders, Karl, "Village Life Under the Soviet." Listed for reference on the 12 B Guide Sheet, with definite pages assigned to be read. Gives a sympathetic account of village scenes. Miss Wanger says in her Report, "May 18, 1928, gift, Dr. Wilson? We do not have the original library card. According to the new card the book has been used under Miss Altschuler's direction and taken out directly by a few girls."

29. * Chamberlain, William Henry, "Soviet Russia." The general impression of conditions in Soviet Russia is favorable; readers would be led to think that Communism works. On the 12 B guide sheet. According to Miss Wanger, "used under Miss Altschuler's direction and taken out directly by girls and teachers";

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in a footnote, "Noted on 10-B maximum Guide Sheet, but not used."

30. * Counts, George S. "The Soviet Challenge to America." Very seditious and revolutionary. While legislation against communist teachers was pending at Harrisburg, his Teachers' Union seems to have staged a "clean up." No doubt there are people who will be impressed by this move. Miss Wanger says that the book was "used under Miss Altschuler's direction and taken out directly by four girls. How many more used it in the library? It is on the guide sheet as *required reading for seniors*."

31. Hullinger, Edwin Ware, "The Reforging of Russia." A sympathetic and at times enthusiastic, portrayal of affairs in Soviet Russia. Miss Wanger says of it, "used under Miss Altschuler's direction and by girls. Very little used now as it is old." On the 12 B Guide Sheet nevertheless.

32. * Hull, William I. "The War Method and the Peace Method." Distorts history, favors internationalism, pacifistic. Up to the time our enemies hoped to destroy us by getting us into this war, pacifism was used as a pretext to disarm us and make us helpless before red revolution. Aid to Britain is accomplishing the purpose more effectively now. On the 12 B Guide Sheet. ✓

33. Magruder, Frank Abbott, Ph.D., "National Governments and International Relations." Like the

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book above, pacifistic, un-American. According to Miss Wanger's Report a textbook, copies of which were put in the library for use of pupils during "study hours." It must have been extensively used. On the 12 B Guide Sheet.

✓ 34. * Angell, Sir Norman, "The Unseen Assassins." These "assassins" are the armament makers. We agree with Sir Norman that munition manufacturers (and we would add the international bankers) incite to war for their own profit. However propaganda for disarmament is partly responsible for the unarmed state of England today. A sane "peace policy" for England, as well as for ourselves would have involved adequate preparedness, and establishment of friendly relations with other nations and a large amount of minding our own business. On the 12 B Guide Sheet.

✓ 35. * Duggan, Stephen Pierce, "The League of Nations." On the 12 B Guide Sheet. Is the author the Stephen Duggan mentioned in the Congressional Record, April 14, 1936, as being connected with the University of Moscow? A collection of essays, mostly pacifistic and internationalist.

36. * Moon, Thomas Parker, Ph.D. "Imperialism and World Politics." On 12 B Guide Sheet, and used in 10 B "under direction of teacher." The author sneers at the white race as do other radicals whose books are listed here.

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37. Schapiro, J. Salwyn, "Modern Times in Europe." On the 12 B Guide Sheet. Cites the brutalities of Lenin while lauding his achievements, also the wrongs and horrors of the revolution in Russia, along with the "accomplishments." I doubt whether the criticisms would counterbalance the "advantages" of communism in the pupils' minds.

38. Duranty, Walter, "Duranty Reports Russia." On 12 B Guide Sheet. A racy, reporter-like account of affairs in Russia. Some criticism. The whole effect would be to make the pupils familiar with the soviet idea.

39. Griffin, Frederick, "Soviet Scene." On 12 B Guide Sheet. About like the two above.

40. * Skariatina, Irina, "The First to Go Back." Of course this daughter of an aristocratic house would hardly have been allowed to go back if she had seemed likely to report Russia unfavorably. She says she is not a communist, but appears in sympathy with the Soviet régime. Interesting and readable. Tasteless expositions of her own love story. On the 12 B Guide Sheet and presented by the *Teachers' Book Club*.

41. Dwinger, Erick, "Between Red and White." On 12 B Guide Sheet. It is indecent after the manner of Hemingway, and irreligious. But girls took it out "directly from the library," according to Miss Wanger.

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42. Engelbrecht, H. C. Ph.D. and Hanighen, F. C., "Merchants of Death, A Study of the International Arms Industry." On 12 B Guide Sheet. As the name implies, another pacifist book. I wish some of the revelations could be broadcasted now. Nothing to inspire a desire to defend *this* Country. Dr. Engelbrecht was an Associate Editor of "The World To-Morrow."

43. * Davis, Jerome, "Contemporary Social Trends." On 12 B Guide Sheet. As might be expected from the character of the author, thoroughly radical.

44. Walsh, "Fall of the Russian Empire," Miss Wanger says in her report, "I should like to say further on the selection of books in regard to Russia, that we both have, and have used, under Miss Altschuler's direction Walsh's 'Fall of the Russian Empire.'" Walsh is one of the *few* (italics mine) scholars definitely opposed to the Soviet regime. We have also "Escape from the Soviet," which is likewise opposed to the modern Russian government." It is true that "The Fall of the Russian Empire" is on the 12 B Guide Sheet in my possession. It is written in pencil. I do not find "Escape From the Soviets" on any guide sheet. Because of the nature of the subject matter, neither book gives arguments for preserving and defending our National Republic.

Miss Wanger says further, "We have had a few conspicuously radical students, allied with radical organizations outside of school. When we have none but per-

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fectly orthodox and 'safe' books, these pupils simply close their minds to our teaching. Their attitude is 'You don't know.' We have a much better basis for the study of controversial issues with pupils of this kind if we show them that we are not afraid of the material written from the point of view which, at the beginning, is the only one they will tolerate." ✓

This is a remarkable piece of reasoning. Earl Browder informed us as we already know, that there are communist units in the schools and colleges. If there was found a large number of such pupils in a school, one would expect the Principal to confer with the school board and immigration authorities to plan such pupil's deportation with their families, if aliens, or segregation in reform school, if native. It is the wildest absurdity to try to gain the "toleration" of "Red" pupils by supplying them communist books.

Miss Wanger says, however, that it is "at the beginning" that these pupils will tolerate only the radical point of view. We are justified in wondering what books are supplied them later on, if they change. We found no books upholding our Representative Constitutional Republic. She says also that "it is just as important for the conservatively brought-up child, and most of them are that, to learn other points of view." ✓ This means that the radical child is to have radical books to confirm his radicalism; the conservative child is to have radical books to upset his conservatism. It is a very gullible Board of Education that is influenced by such arguments. Or are they gullible?

CHAPTER VI

HOW TO TEACH COMMUNISM WITHOUT BOOKS

NO COMMUNISM IN THE SCHOOLS? Here's a document mimeographed for use in the South Philadelphia High School for Girls, a "Guide Sheet" intended as the title shows for "General Social Science" classes. The term "general" was at that time applied to pupils of low mental ability.*

Note the class hatred incited.

Note communist propaganda in the condemnation of the American system of profit.

"General" Social Science

In Which we Introduce our Subject

Have you ever wondered why you do not live in the center of a wood or on a desert island? The most probable reason is that your parents are normal human beings who like to talk and work with other men and women. Think how lonely you would be if you saw no one and spoke to no one for a whole week! We call this collection of humans with whom we associate a group or community. There are many advantages in group or community life; for example, the problem of protecting us from our enemies is partly solved by it. It also leads to an exchange of ideas. Mr. B sees how Mr. A's invention has one

* For a guide sheet for the brighter pupils see page 149.

thing wrong with it. He talks it over with Mr. C who suggests an improvement until finally the finished product is the work of the group. ✓

Unfortunately there are some things about group life that are not so happy. Living so closely together brings many problems of cleanliness, disease, and personal relationships. Johnny Jones gets the measles and within two weeks half of his school chums have the same disease. Perhaps Mr. A wants Mr. B's automobile so badly that he steals it. These two examples are merely to start you on your way to making a list of group problems. See how long a list you can make.

Do not be discouraged by the length of your list. Remember that you and I differ from most other animals in that we can change and improve our surroundings to make our lives more happy and worth while. We do this by cooperating with our group. First we do just what you and I did; we list the problems of our group, then we find out the causes and remedies for these problems. But we do not sit with our hands folded when we think we know the remedies; instead, we try to put them into practice.

But how can we remedy the bad situations in which the group finds itself? If some one had asked a Frenchman that question two hundred years ago, the poor man would have shaken his head helplessly and said: "We must put up with it; the King has all the power and he does not wish to rule the country for our benefit." But today, in the United States the citizens are the rulers. Any born or naturalized person who is twenty-one years old or over, has the privilege to elect representatives who will make and enforce laws that the group wishes.

Do you have a sense of power when you remember that you and your group are rulers? Perhaps you also have a feeling of humility because you must prepare yourself to use power properly. If you vote blindly and thus choose poor representatives; if you do not understand

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the problems of your group; if you are selfish, your government will be a poor type and your society will not prosper.

✓ The citizens of Philadelphia (your community) realize that their young people must be able to look after themselves and to cooperate and solve their community problems. For these reasons they are sending you to school in order that you may learn how to make a living and to understand your group problems.

✓ One of the greatest problems of community life is housing. In this term's Social Science work we shall try to find out why people's homes differ so greatly and what we can do to remedy this situation.

QUESTIONS

1. Define the following: society; group; community; science; citizen; representatives; government; naturalized.
2. List as many problems as you can that face us today.
3. Do you think that there is any hope that we might be able to solve them?

PART I—DESCRIPTIONS OF AMERICAN HOMES

Chapter I—Different Kinds of American Homes

1. What is your idea of an "Ideal Home?"

Talk over with your teacher the meaning of this phrase. List what you consider necessary for an "Ideal Home."

II. Different kinds of city homes in America.

Harold Rugg has described five types of city homes in his book, "An Introduction to the Problem of American Culture," pp. 96-102. We shall read these descriptions in order to find out (1) how they differ from our ideal, (2) how they differ from each other, (3), their probable

effect upon their inhabitants. Take a large sheet of notebook paper and copy the following chart; fill it in carefully with the facts that you have from your reading.

HOMES of

Very poor man	Average worker	White collar man	Prosperous business man	Cultured man
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(Pupils were directed to list: "location, size, window space and fresh air, recreational space for children, sanitary facilities, privacy, furniture, method by which furniture is probably purchased").

QUESTIONS

1. In which of these houses do you think that you would find the healthiest children? (Use your own judgment to determine which children would have the better diet, etc.)
2. List the two most important reasons why Mr. Cultured Man spends more time beautifying his home than Mr. Very Poor Man.

Are these the only types of American Homes?

Do not think these are the only kinds of American homes. Some wealthy people have three or four homes, each of which is elaborately furnished and staffed with servants. The Stotesburys (two people), in times of prosperity, had 150 servants on their Chestnut Hill estate. Along Park Avenue in New York there are bath rooms in jade and gold which cost \$35,000 a piece. The owner of one motion picture company rents nine rooms at the cost of \$4,000 a room. The latter is an example of an ornate apartment. On the other hand, some people own very modest homes. Some live in little box like huts in coal

mining towns. If the men strike or do not pay their rent because of unemployment, they must move because the mining company owns the houses. Still others in the south, live in hovels with earthen floors. Many of these houses have no window panes or screens. The flies and mosquitoes fly in and out. Either a shutter or a burlap bag protects the inhabitants from the rain. Some people in the larger cities never feel the wind and rain because their rooms have no windows at all! They are as dark as the closet in which you hang your dresses, yet people sleep and live in them. Perhaps you think that all houses are made of stone, concrete, bricks or wood. In the West, the part of our country known as the prairie, some people live in caves or in houses made of sod so that they never know at what minute little pieces of earth will add flavoring to their soup.

After you have read the above paragraph answer the following questions:

1. Do you envy the very rich with their great number of houses? Are they necessary? Are they desirable?
2. Tell one way by which the coal operators can keep their employees from striking.
3. What race lives in those inconvenient southern homes? Why do they live in such places?
4. Which group spends the greater amount for rent?
5. Which spends the greater proportion of income for rent?

We shall now try to find out (1) How poor housing affects the individual and society, (2) Why we have such conditions and (3) the remedies.

Chapter II—How our homes affect our lives

Your teacher will read to you some examples of bad housing and their effects. Perhaps you will want to take notes. Then answer the following questions:

1. What is the relationship between poor housing and the spread of communicable disease Infant mortality?
2. Where do boys and girls who live in congested quarters tend to play? What are the effects of this?
3. In some courts one hydrant serves from four to sixteen families. What effect would this have upon the cleanliness of the family?

PART II—THE CAUSES OF BAD HOUSING

Chapter III—Why People Live in Undesirable Houses

The most important cause is *high rental*. This, in turn, has a variety of causes.

The first cause of high rentals is that landlords lease houses and apartments in order to make a profit. The aim of many landlords is to get as much rent as people will pay and to make as few repairs as possible. If you are poor and live in the cheapest house, you are sometimes afraid to ask for repairs because, in some cases, landlords raise rents if they are forced to make repairs. Perhaps you might reason like this, "Yes, I know the roof leaks and the bathroom isn't very sanitary but if we report it to the Bureau of Housing at City Hall, the owner might become angry and raise the rent and then we won't be able to take those Sunday trips to Atlantic City; I think we had better keep still!"

The second cause of high rentals is that some tenants are very careless and dishonest. Some people deliberately wreck houses that do not belong to them. Think of the effect that an overflowing bath tub would have upon the ceiling of the room below! Of course, the landlord must add a certain amount to the rent to pay for expected destruction because he is never sure what kind of tenant he will get; this means that good tenants pay a higher rent than they should, but unfortunately the desirable have to suffer for the faults of the dishonest ones.

QUESTIONS:

1. Do you think that this family knows the disadvantages of bad housing?
2. What action would Mr. Average Worker or Mr. White Collar Worker take if he lived in this house? Why could this family not do the same?
3. Give some examples of undesirable tenants. What are the disadvantages of these to the landlord? to the rest of society?

*Chapter IV—Why WE Resemble the "Old Woman
in the Shoe"*

People like to live near their work because it saves them time and carfare. This means that large cities grow up. In the beginning all the land in America was either sold or given to the settlers. Manhattan Island (New York City) was bought from the Indians for twenty three dollars worth of trinkets! In those days our country was a land of farmers.

After 1800 the United States began to become a manufacturing nation. With this change came the growth of cities. Land which had been worth a few cents an acre came to be worth fabulous sums. Men bought it for speculation—that is, they did not say to themselves, "This is a good plot for land on which to build a house for myself," instead they said, "I think that plot of land will be worth money a few years from now. I hear that the railroad is going to be run through here—that means that this will become a factory district." So they bought the land cheaply, kept it a few months or a few years, and sold it at a great profit. Many fortunes have been made by this method. John Jacob Astor's fortune is an example. Remember, please, that the owner's labor did not cause the rise in the price of the land; its location was responsible for the increase.

When the selling price or value of land increases, the rental also increases. Consequently poorer people must seek inferior homes or perhaps "double up"—that is, two or more families might live together. Stores and restaurants in congested quarters usually charge higher prices. One reason for this is the high rent.

QUESTIONS:

1. Define speculation; mention other things in which men speculate besides land. What is your opinion of speculation?
2. "The owner did not earn the great profit he made, therefore, the profit should have gone to the state." Explain this statement.

Is it significant that such a guide sheet should have been designed for the pupils who were below average in intelligence? Since many pupils were foreign born, they needed to be taught the fundamentals of our form of government, respect for our traditions and institutions. Instead they were filled with the idea that the government was essentially bad. It should have been impressed upon them that here they had more opportunities, more liberty, more money, more privileges than anywhere else in the world; instead they were incited by the idea that they must solve such problems as inequality of wealth.

Note the reference to the Stotesburys who lived in Philadelphia at that time. Do you think that they were endangered when these pupils were influenced to envy

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them? Does it make you think of the Russian revolution?

Reference to poor housing in the South is an evident effort to incite Negroes. Communists are making great efforts to win the Negroes.

Reference to "production for use, not for profit" is definite communist propaganda.

What would you think of school authorities who took no action when this guide sheet was brought to their attention? They are still refusing to take action. Regardless of what evidence is presented to them they still say, "There is no communism in the schools." There is only one possible conclusion: they are guilty on one or more of these three counts:

1. Failure to examine the material presented to them.
2. Incapacity to understand it.
3. Sympathy with the subversive propaganda therein.

Do we hear protests from the ladies and gentlemen indicted? Associate Superintendent Edwin W. Adams, Superintendent Alexander J. Stoddard, various members of the Board of Education and some of the Judges can say, "We were not in office when that guide sheet was used."

True, but their attention was directed to conditions in the schools when they did come to office. I have myself written to members of the Board at various times during the last six years; I have written Dr. Stoddard

and Dr. Adams and talked with them on the subject. They should have proceeded immediately to investigate.

Citizens whose integrity, distinction, intelligence and patriotism should claim attention have formally lodged complaint against the Rugg books, Beard and Beard's History, Beard, Nichols and Bagely, "America Yesterday and Today." Two reports on these and other books were presented to the Board of Education, one by Dr. Stoddard and one by a Special Committee appointed to examine them. Both reports declared the books not to be subversive. The Board accepted these Reports. ✓

In view of the serious protests against these books, of the ominous disclosures of the Dies Committee, of the fact that many teachers had signed a Communist petition, it was the duty of every member of the Board to examine these books, or some of them. They would have found objections to our form of government, to our "social order" in plain black and white.

They are guilty of one or more of the charges listed above: either they failed to examine the books or they cannot understand plain English, or they are willing to have our pupils sovietized.

At long last the American Legion has filed protests against the Rugg books. But their Pennsylvania Department Secretary, Mr. Linski, denounced me and asked that I be deprived of my pension! Mr. Linski probably knows, and many others know that for more than six years my work has been the greatest obstacle to communism in our schools. The continued, vicious

attacks upon me and the type of persons who have made these attacks are proof that my work has been effective—too effective to suit the radicals! If the American Legion sincerely wishes to clean up the schools, they will confer with me and give me opportunity to use my knowledge of what is going on.

The Patriotic Order of the Sons of America has been outstanding in service to the public schools. They have seen to it that schools possessed Flags and Bibles. But if the Flag is not respected and the Bible is not read reverently, not much has been accomplished by putting them in the schools. In South Philadelphia for some years the Bible was not read at all except on some state occasions when visitors were likely to be present. I purchased a Bible myself for each member of my Department and we agreed to read ten verses a day to our pupils, as the school code requires.

Later, when Bible reading became a rule for the whole school, I happened to go into a "home room" when the Bible was being read. A pupil was doing the reading while the teacher was attending to some clerical work, another pupil was collecting cards from the group and still another writing on the blackboard.

In many of our schools the Pledge of Allegiance to the Flag had fallen into disuse. One result of my agitation was the revival of this beautiful patriotic ceremony. Yet the P. O. S. of A. was almost the only great patriotic organization that did *not* come to my assistance when I was demoted and transferred from the South

Philadelphia High School for Girls. Charles B. Helms, Executive Secretary, said that by exposing the communism in the schools, I am bringing discredit upon the schools!

This is as if the policeman who reports a murder is bringing discredit upon the community.

Lately, when protests from other quarters against the subversive books made some pronouncement almost a necessity, Mr. Helms did give the papers a statement about the Rugg books and Beard and Beard. He quoted material I had given him, using my exact words, but he gave no credit; and he has made no protests against the abuse I have suffered.

The American Legion and the P. O. S. of A. alone can clean up the schools, perhaps the whole Country, almost over night, if they have the patriotism and courage. In spite of their recent declarations against certain subversive books, they have been negligent, just as have other citizens. They have let some secretary or other do their talking for them, so that their influence has been practically on the side of the Reds. Their failure to support the fight has amounted to "aid and comfort to the enemy."

I realize that I shall be gravely criticized even by some upright persons for the "personalities" in this book. Before passing judgment, however, I wish that these upright men and women would consider these things:

It is futile to combat *Communism*, we must fight *Communists*.

✓ One of my superior officers lately said to me, "If you feel that you must go around lecturing, talk about communism, *but leave out the schools.*"

I said, "Why the Communists would probably pay me money for doing that!"

If the G-Men should go around lecturing against banditry and should refrain from attacking bandits, the bandits would continue their profitable occupation and they might attend the lectures with pleasure. It is only by *naming* and *attacking* a Dillinger that anything is accomplished.

If I remember correctly, one of the difficulties which prevented the rounding up of our bandits for some time was fear of "the gang." The failure to clean up our schools is partly due to the same sort of fear. It is commendable to attack Rugg and Beard and their books, but such action will be of little use until patriots have the courage determinedly to *attack those responsible for the use of these books.*

Citizens protest to the Board of Education; the Board refers the matter to Dr. Stoddard; Dr. Stoddard refers it to the Committee of teachers who had selected the books in the first place; the Committee declares there is nothing subversive; the Board accepts the Report. This is published in the papers. If the citizens protest again, the same routine is followed and the subversive books continue in use. It is time to put a stop to this silly "run around."

Certainly we want no "witch hunting." Neither do we want condoning of communism. We must name the Drs. Stoddard and Adams, Miss Wanger, Mr. Morris Leeds (President of the Board of Education) and the other members (the complete list is in the Bulletin Almanac). All these have been guilty either of actively working for communism, or conniving at such activity or of failure to investigate and eradicate it.

That some of these are now posing as opponents of communism means nothing except that they want to keep their jobs.

Dr. Stoddard declares his intention of ridding the schools of communist teachers, as soon as legislation is passed giving him the power to do so. If citizens become too insistent, I have no doubt that the leaders will make a virtue of throwing some "small fry" to the wolves, thereby hoping to save their own jobs. We must have a cleaning out, not only of the little fellows, some of whom are dupes, but of the "higher ups" responsible.

A casting out of seditious books will help, but it will not solve the problem. There are many ways of undermining faith in our Constitution and in our traditions without books.

Change
Agents

CHAPTER VII

"CHANGE"

The idea of *change* is so constantly used as an opening wedge to prepare the minds of our youth in high schools and colleges for the collectivist state envisioned by Dr. Counts *et al.* that it seems worth while to devote a short chapter to this topic. We find as common currency such phrases as "social change," the "changing social order," our "changing civilization," "Leadership in a Changing World."

There is some quirk in the human mind which causes us, if a thing is presented often enough as inevitable, to submit to it. This is part of the psychology underlying the continuous harping on change.

Below is a "Guide Sheet" from the South Philadelphia High School for Girls. It illustrates further how sedition may be taught without the use of textbooks.

I

THE INDUSTRIAL REVOLUTION

"Humanity Has Struck Its Tents and Is Again on the March" (Jan Smuts).

HISTORY

- I. The Transformation of English Industry and Its Effects on English Society.

ENGLISH

- I. What do we mean by a changing world?
1. Here are some of the things that change. Can you tell how?

II. Resulting Reforms—
Legislation in England:
Political, social and
economic.

- a. A frog
 - b. A flower
 - c. The country
 - (1) Seasons
 - (2) Forests, etc.
 - (3) Effect of man
 - d. A family
 - e. A nation
 - f. You or me—an individual
 - g. An idea
 - (1) Religion ✓
 - (2) Relation of men to men
 - (3) Relation of men to women ✓
 - h. Society
 - i. Civilization
2. What makes change?
 3. Of what value is it?
 4. Will it always happen?
 5. Can we help direct it? Are we really pawns. ✓

II. Can we call school a *society*? Does it change? Does it *affect* you in any way. Do you *affect* it? Theme: Needed reforms in Southern.

III. What kinds of society have you been reading about? In what ways are the people pawns? Would it help them if they recognized it? Could they have changed their fate if they had tried? Did they want to? Theme: X——— as a member of his society.

IV. Our Changing Environment

1. What changes can you recognize as having occurred during the last ten years in your home life, in your living, in the work you do?
2. Why have these changes happened?
3. What have been the good and bad effects?
4. What has your family done to meet these changes? What have you? (Suggestion: New rules in your home.)
5. Outline and bring to conference.

V. "Our Changing Civilization"

1. Some men on mental stilts
2. English in 1999
3. The Industrial Revolution: 1835 vs. 1935
4. "Laissez-faire" at home
5. Economy, Economics, and Economic (First aid to the muddled)
6. Budgets for the merry
7. Why be a pawn? (oh yeah)
8. "Written" and "Unwritten" laws in school
9. X_____ as pictured by A_____ and by B_____ (see history teacher)
10. Classes and Class Feeling (Changing too?)

5
 With the use of a clever and interesting guide sheet such as this, whether mimeographed and given to pupils, or merely kept for his own direction, the teacher could skilfully lead his pupils to the point where they would

accept "collectivism," as a conditioning factor, not a "choice." Note the gradual development of the idea of change: in nature, in school, in the home, in society, in environment, in religion, in civilization, advancing naturally to the idea of change in our "social order" and in our form of government. ✓

If you want to keep the heritage handed down by our Fathers you are branded as ignorant of the fact that "change is the law of nature"; "where there is life, there is change." Of course the young high school student can hardly be ready with the reply that changes take place more quickly in death than they do in life. The changes advocated by these radicals may well be considered as the putrefaction of decay.

The radical teacher would, of course, prefer to have subversive books in the hands of his pupils, for the printed word carries authority, especially to the immature mind. But the teacher bent upon destruction of our Constitutional Republic, can make the most orthodox book in the world subversive. ✓

Let us by all means get rid of our pro-communistic textbooks. But more important, let us provide our youth with instructors of high moral character, loyal to their country.

CHAPTER VIII

PATRIOTISM VERSUS SOCIAL STUDIES

✓ "Social Studies" or "Social Science" in the modern curriculum includes History, what we used to call "Civics," *i.e.* study of our own Government, current events, local and world "problems." Teachers of the subject boast that their purpose is not to "cram" the pupil as if he were a bag or a sponge, but to develop his intelligence, to teach him "to think."

Since the subject purports to teach "citizenship" it has been fairly easy to have laws passed making a certain number of hours of social studies compulsory in public schools.

Throughout this book has run evidence that the material supplied to our young people is of a sort to "teach them to think" very radically: that the "citizenship" they learn is not of the United States of America, but of the world. Even American History is not taught with a view to creating so old-fashioned an attitude as patriotism. Did not Dr. Beard in his "History" distinctly lay down for our young people the law that praise of one's own country is "unscientific"?

Instructed in courses founded on such books as those reviewed in Chapter V and the Rugg books, the Beard books, "The Scholastic," "The American Observer,"

the pupil of thirteen to eighteen "searches for the truth," "forms his own opinions," "thinks critically" of his own Government and becomes certain that he is far too clever to be anything but a "citizen of the world" and that he is quite capable of "making a choice" in favor of a system of government the outline of which he gets from Dr. Rugg, an imitation of the Russian Soviet. He is given no material (none that I have found) to "guide" his "thinking" towards admiration for the government founded by our Fathers. ✓

It is the aim of communism to establish a world state and this breaking down of national consciousness, weakening of loyalty to country, are steps bringing us nearer to that goal.

The preceding chapters show how social studies classes are used for that purpose. Chapters IV and V related how pupils in the South Philadelphia High School for Girls (we may be sure that this is a sample of thousands of schools throughout the country) in their last term of school were taught the glories of the Russian Soviet and of "World Peace." "Peace" did not mean peace, but it meant disarmament and defenselessness for us and for Russia a lull during which the Soviet might perfect equipment for world conquest. For some time we have been surreptitiously aiding Russia to arm for this purpose, now our Administration is openly doing so. ✓

The social studies classes have been the principal agents for "conditioning" our youth in favor of Russian

Int'l
Studies
Global
Ed ✓

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Communism, but other classes have done their part. Even in the foreign language classes, means were found of breaking down loyalty to our Country. When I was Head of Department of Foreign Languages in South Philadelphia I used to be laughed at because I would allow only the American Flag displayed in the classroom.

Bilingual
Ed ✓

To strengthen the ties of the foreign born to their native countries has been the policy of many public schools. In South Philadelphia High it used to be customary to set certain days for the glorification of some country or other. On a day when a particular country was to be featured, pupils whose parents came from that country brought to school whatever articles they could of art—or of handicraft, from their homeland. The “contributions” of this nation to civilization would be stressed; folk songs and dances would be presented. The children would be proud of their background and of the stock from which they sprang.

In the proper perspective, this is quite fitting. I believe in pride of race, pride of family. But no attempt was made to instil pride in the United States of America in connection with these affairs or otherwise. To the contrary, our own country was largely disparaged as “capitalistic” and oppressive.

Much of the more recent so-called patriotic propaganda, such as that which uses the slogan “Americans all—immigrants all,” is fundamentally the same thing. Efforts to make the immigrant feel at home are laudable, but there is such a thing as going too far. If a

guest in our house feels so much at home that he begins to rearrange the furniture according to his own fancy, or even to break it up if he does not like it, we should feel justified in taking strenuous measures. ✓

Too many of the effusions poured out in welcoming newly naturalized citizens have been of the sort to encourage them to think that the country is theirs to alter according to ideas they brought over with them. ✓

Scholastic for February, 1940, says that all of us are but a few generations removed from immigrants, even though our ancestors may have come in the *steerage* of the Mayflower. These sneering words are calculated to inspire anything but respect for our Founding Fathers.

The following from the *American Observer*, a current events school paper very widely used throughout the United States, is an example of an effort to belittle our Country. It says that we, the people of the United States excel in poverty! Dorothy Thompson is quoted as saying that "The oft-repeated statement that the American family will never sink to the level of the European peasant is nonsense; the Southern sharecropper has never risen to the level of any peasant in western Europe. You have got to go to the Balkans and the Near East to find land-workers so degraded." No one can deny that there are thousands of poorly-fed, poorly-housed people in the United States, and the fact is deplorable. But to say that our "land-workers" are worse off than any in Europe is manifestly false. ✓

Alongside of this article which tells us that we excel in poverty is another, "HOW MUCH DO WE HAVE?" A town in the middle west (Racine, Wisconsin) was used for the survey on which figures are based. "Almost two-thirds of the families, 62.4%, have incomes of less than \$1000; four-fifths of the families receive less than \$1500 a year. Fifteen percent of the families are without bathing facilities." I suppose this means that 85 percent have bathtubs. Anyone who has traveled on less than a *de luxe* tour knows how scarce bathtubs are in Europe. Even where they exist, they are seldom used because of the expense of providing water and heat. Of course it is quite possible to be clean without these luxuries.

We read that "only 14% of the families have electric refrigerators." Notice that "only". Many people prefer ice. An electric refrigerator can certainly be classed as a luxury. But note this, "Exactly half the families have one automobile, 49% have no car, and less than two percent have more than one car." Think of it! More than half the families having cars! Yet "we excel in poverty!"

Moreover there is something peculiar about these statistics. Two-thirds of the families have incomes of less than \$1000 a year; but 51% of the families have automobiles. If mathematics means anything, or if statistics have any value, we must assume that a large percentage of the families living on less than \$1000 a year do not find that sum a starvation wage. It is ample

enough for an automobile. Of course the amount of income can not tell the whole story. Many other factors enter—such as whether or not rents are high; whether the family owns its house, whether it has facilities or thrift to supplement food by garden or chickens. Living costs vary widely with locations. Meagre income in New York would be princely in other places.

Why cannot our children be taught the truth? that in our country there are more luxuries for more people, more jobs for more people, more liberties for more people, in fact a higher standard of living (or at least there was up to 1932) than has ever been seen at any time in any part of the world? Why can they not be taught that this is due more than anything else to our form of government?

It is true that we are rich in natural resources, but so are other countries. Our high standard of living has been due to our Constitutional Republic, which, somehow, by allowing free scope to private endeavor, by encouraging individual ambition and freedom of soul, by upholding square dealing, has produced a people capable of more successful production and more extensive distribution than have ever been seen. Knowledge of this fact, and no one can deny that it is a fact, would instil into our youth a sense of pride in their country, a loyalty to our form of government. It might cause them to realize that, if they wish to retain these blessings, they had best uphold the government that produced them.

Of course we have poverty. There will always be poverty so long as there are the lazy, inefficient, unlucky, or ill in body or mind. These unfortunates must be cared for, and they have been, either by private or parochial charity or by means of taxes. But that the lazy or inefficient should be maintained in luxurious ease at the expense of the energetic and capable is but to encourage laziness, thus decreasing production; to discourage thrift and in the end, to increase poverty. There are also injustices and there will be so long as government has to be administered by imperfect human beings. But our Constitution, by protecting the rights of individuals, has reduced these injustices below those in other countries.

Is not this the sort of thing our children ought to be taught? Where are they so taught?

Many foreign-born teachers who have been educated at public expense, now hold positions bringing luxuries such as they never could have imagined in their native country. Is it not incredible that many of these are now working to undermine the government which made such things possible? It is natural that our foreign-born should have an affection for the land of their birth; nevertheless, like adopted children, they should feel a loyalty and affection for what is now their home. Our history is now their history; our forefathers are now their forefathers. It should be their honor and pride and glory to uphold the traditions of their new country.

In keeping with the policy to belittle our form of government, to emphasize the evils and to say little of the good, is the "debunking" of our great national heroes. In a school assembly while we were supposed to be celebrating Washington's Birthday, the speaker, a teacher of the school, told the pupils that Washington was an ungainly person, that his hands and feet were so large that the Indians had a nickname for him, meaning, "Big Hands and Big Feet." He fell in love with Miss Lee, but this elegant and aristocratic young lady would have nothing to do with this awkward creature, so he married a widow. This was told in such a way as to bring a laugh from the audience.

After the assembly, I objected and the speaker said, "But those are facts. We must give facts." I said, "If you were telling about your mother, would you emphasize the "fact" that she had a wart on her nose, or would you talk about her beautiful eyes and her kindness and devotion? The answer is obvious.

As to "facts" we know that George Washington was young when he fought the French and Indian War. To have large hands and feet is characteristic of Nordic boys, especially of those who are going to grow into tall men. I doubt that Washington was ungainly. From accounts of him we should judge that he was dignified and courtly.

Belittling of Washington and of other Revolutionary heroes is part of the effort to underrate our War of In-

dependence and thus prepare the way for our re-incorporation into the "British Commonwealth of Nations."

Why do President Roosevelt and his radical advisers hate Fascism and Nazism so much? It can hardly be on account of *aggressions*. The fact that England controls a fourth of the earth is sufficient evidence that she is the greatest of aggressors. Soviet Russia has seized more territory and wiped out more governments than has Japan.

It can hardly be because their tender humanitarian hearts are wrung at the *atrocities*. For twenty-three years now they have been accustomed to Soviet Russia's atrocities inflicting tortures and miseries on more people than any régime in history. But President Roosevelt insisted upon recognizing Russia and frequently sends letters of congratulation on anniversaries of the beginning of the Bolshevist state.

The most absurd assumption is that it is because of love of *four* or any number of *freedoms* or hatred of dictatorship, since Roosevelt himself is demanding and receiving from Congress more and more dictatorial power. What country has less freedom or a more iron dictatorship than Russia to which he has promised our help?

That the dictatorships of Germany and Italy are hated so bitterly must be because Nazism and Fascism are *nationalist*. Whatever may be their faults, whatever aggressions they may have perpetrated, Hitler and

Mussolini are operating for the benefit of their own nations. Do you ever hear of President Roosevelt, or of those for whom he is the golden mouthpiece, saying anything or doing anything for the benefit of the United States? Hardly! You hear about "democracy" and a "way of life," but our resources and man power must be dissipated for "all the world," for the "Western Hemisphere," at best for "the Americas." Our people have been fed this sort of thing so long that many do not realize that they are citizens of THE UNITED STATES OF AMERICA. The words "United States of America" were even dropped from the Congressional Record until patriots protested.

The New Deal policy is an international policy, a communist policy. It is part of that policy to abolish the United States of America. Making us an adjunct of Britain, an "arsenal for the democracies," forcing us to help communist Russia to arm, while sending *our* fighting men and *our* munitions out of the country—all these are factors in the plan. Nationalism is the very antithesis of all this.

It has been the purpose of the social studies courses to foster this world mindedness. The *Pennsylvania School Journal*, January, 1936, says, "It (nationalism) is also the deadliest foe to anything worth while, especially intellectual growth." We hear a great deal about "tolerance," little or nothing about patriotism or loyalty to our own faith. The slogans "there are two

sides to all questions," "everyone has a right to his own opinion," "an open mind" are frequently used to break down resistance, to weaken moral fiber.

The "progressive educator" pretends to "present all sides" so as to teach young students to "think independently," to "form their own opinions." As shown in these pages the material supplied on which to base opinion is preponderantly radical. Why should a high school pupil be expected to form opinions on matters of state? We do not expect him to start from the beginning and evolve a system of mathematics, of biology or of astronomy. We do not expect him to invent instruments and find the methods for calculating the size of the sun. We teach him what has been discovered by great minds over a long period of years. He would not acquire much knowledge of the universe if he had to find out for himself. Civilization could not have advanced at all by such a method. Each individual must accept much of what was already discovered and build upon that. So our pupils should be taught the findings of the Founders of our Republic. They should accept these with the same faith they accept the findings of Newton or Euclid. It is difficult enough for high school pupils to apply the formulae handed down by these men. How then could they add to the law of gravity or to the principles of geometry the later theories of radioactivity, for instance, or of curved space? Expecting them to evolve weighty decisions about government is equally absurd.

The absurdity is so great that perhaps we are justified in the suspicion that asking pupils to make such decisions is done for the sinister purpose of breaking down respect for our Constitutional Republic, thus paving the way for the establishment of another quite different form, a Russian soviet.

Complaints about subversive activities in the public schools have led to various proposals that teachers be required to take an Oath of Loyalty to the United States. Such suggestions meet bitter objections by teachers' organizations.

The sort of teacher who objects to oaths of loyalty to the country objects also to the Pledge of Allegiance to the Flag. They say that it smacks of Nazi regimentation. They absurdly object to the outstretched arm as the Nazi salute, although it is different. The Pledge of Allegiance had fallen into disuse in many public schools of Philadelphia, but was revived as a result of my agitation.

No doubt this has had a very salutary effect on our boys and girls, but there is still room for improvement. On one occasion in the West Philadelphia High School I stood up alone while the American Flag was brought up the aisle. In my line of vision were at least eight teachers, some of whom I knew to be a good sort, not at all communistic. I was told afterwards that the leader forgot to give the signal to rise. This was said to soothe me but the effect was entirely opposite. Why should American children (and their teachers) need a

✓ signal to rise in respect to their Flag? Respect for our Flag is not ingrained in our citizens. The fault rests with the public schools which have failed (often deliberately) in patriotic training.

Probably in no other country in the world would one find such disrespect for the national emblem as recorded here. Outward, mechanical acts reveal an inner attitude and help to create one. This is true of a man's lifting his hat, of bowing, of the ordinary homely courteous phrases of social and family life.

✓ When public schools improve in the outer acts of respect to the Country's Flag, we know that it will mean more inner loyalty to our government, our Constitutional Republic. We cannot look for this as long as we have in charge of our schools men who allow the minds of the pupils to be filled with internationalist, subversive ideas and communist catch phrases.

CHAPTER IX

TEACHERS' ORGANIZATIONS

The meager account given in the first chapter of the Convention of the Department of Superintendence of the National Education Association in 1935 should be sufficient to convince any thoughtful person of the subversive character of that Association and of the important rôle it is playing in molding the public schools as instruments for the destruction of our Country. Further details may be of value.

In December, 1935, there was appointed an EDUCATIONAL POLICIES COMMISSION to serve for five years. For the last five years our system of education has been largely influenced by these men and women. On the Commission we find Dr. George S. Counts, a notorious radical; also Dr. Alexander J. Stoddard, who was general chairman of the communistic session of the Convention which I attended, now Superintendent of Schools of Philadelphia. There is also a COMMISSION OF THE SOCIAL STUDIES CURRICULUM of which Dr. Counts is a member.

Another very important Commission is that of the SOCIAL STUDIES OF THE AMERICAN HISTORICAL ASSOCIATION which spent several years

✓ in careful research into the subject of the teaching of social studies and issued its findings in several volumes in 1934. The last volume is entitled "Conclusions and Recommendations." We find that four members of the Commission utterly refused to sign these conclusions; but twelve others signed. Among these we find the ubiquitous Dr. George S. Counts, Dr. Charles A. Beard, Dr. Carleton J. H. Hayes, and Dr. Jesse H. Newton. This shows the tremendous influence of Dr. Counts.

It is impossible to give here a complete account of the radical activities and affiliations of these men. Some of them are listed in Elizabeth Dilling's "Red Network." A pamphlet, "It Is Happening Here," by John Francis, states, "Charles A. Beard, Dr. George S. Counts (Kuntz?), Dr. W. W. Chartres and Dr. Frank W. Ballou 'worked for five years in a deliberate, concerted plan to communize schools and colleges in the United States' (Congressman Blanton of Texas, head of the Committee investigating communistic teachings in Washington, D.C.) quoted from the *Congressional Record*, April 14, 1936. All these men appeared on the program of the Convention of which I gave an account and all appear from time to time as contributors to the *Journal of the National Education Association*. This gives some indication of the influence of radicals in our educational system.

In its Report this Commission repeatedly asserts that the Nation is entering upon an age of "collectivism (communism)." The Commission feels it unwise to

try to force this "collectivism" upon us, hence the *rising generation* must be inculcated with thoughts and ideals which will induct them into this "new society." Our youth must be regimented in thought and purpose, so that they will be ready to approve what the government wants them to approve. Thus in plain words this Commission states that the public schools must prepare our boys and girls for Communism.

There was some strong opposition expressed; the matter was aired in the newspapers. Yet our Board of Education appoints men and women who are affiliated with members of this group.

It is not necessary to turn over many issues in the files of the *Journal* of the National Education Association in order to learn that the Association is furthering this program by directing the minds of teachers along these lines. An article in the October, 1935, issue presents a very comprehensive communist program. It states that wealth includes natural resources, factories, motors, labor, raw materials, scientific inventions, railroads, trained minds, artistic ability and libraries; then that it is necessary that the government take charge of *everything* that is essential in providing the necessities of life—a fairly comprehensive communist program.

On the next page is given a list of presidents of corporations or of industries and the yearly salary of each. Since the obvious intention of the chart is to arouse class hatred, I was surprised to see that the compilers

could find only five of the forty-five with incomes of six figures. Opposite the *yearly* salary of each of these men is given the approximate *weekly* wage of the workers in the same firm. The average person, seeing \$40,000 contrasted with \$23 is more indignant than if he saw \$40,000 contrasted with 52 times \$23 equalling \$1196. This issue of the *Journal* is offered at a reduced rate for use in classes. That it was used in South Philadelphia I know; that it is used by other teachers is attested by at least one appreciative letter in the *Journal*.

✓ The *Journal* of September, 1936, gives the platform of the National Educational Association. The Association favors freedom of speech and academic freedom, ✓ the Child Labor Amendment (really a *child control* bill, ✓ in line with the regimentation of women and children now favored by Mrs. Roosevelt), Federal Aid for Education (in keeping with the New Deal's trend towards centralization and dictatorship). The Association ✓ opposes any Oath of Loyalty for teachers and objects to any interference on the part of "lay boards."

✓ There is nothing about teaching loyalty to our United States government, but a hint of the opposite in advocating the "teaching of history in such a manner that, while at all times presenting accurate statement of fact, it will emphasize the virtues and achievements of ✓ all nations and increase *international* goodwill (there would be little objection to this in proper perspective, but it is not the language of men bent on training patriots).

These recommendations are in keeping with Dr. Counts' advice to teachers to "seize power," as is the following from the *Journal* of September, 1937, "There ought to be in the United States one dominant, powerful and all-inclusive educational organization. . . . Its being all-inclusive is a necessary prerequisite to its being dominant and powerful." There is nothing "democratic" in this; it is the dictatorial communist idea of *one party*.

The *Journal* further follows the Russian communist policy of destroying the standards of religion and morals, as shown by the following: "In the sciences we get a conception of the universe which discards supernaturalism and encourages man to become master of his destiny," and (the adolescent's tasks are) "to achieve a wholesome attitude toward sex and mating, to *free himself from parents and family* so as to grow up and mature . . . (italics mine)" Will it console parents to learn that their children's indifference to their influence is in line with the policies of the extremely powerful National Education Association?

An article appearing in the *Journal* of October, 1937, shows the depths to which the Association has sunk morally. "ART AND DEMOCRACY" is the title. Teachers of art are given the surprising information that art is "realistic, hence always radical." Art must be free; it must have no censorship, no restrictions. The supremacy of the ancient Greeks, we are told, was due to their freedom. "They had no sacred books that bound

✓ their ideals. They were not inhibited by fear of the other world. They had few conventions and restrictive customs. They were not plagued by the inhibitions of sex. They had no political tyrannies or religious hierarchies. Hence the Greek personality was free . . ." An amazing fund of misinformation! Not a sentence quoted here is true.

The sacred book of the Greeks was Homer. The fear of future retribution was much more real and present than with us. One of the dramatists said, "It is well for the soul that fear should sit as a guardian forcing it into virtue." What about the man who cut down a dead laurel tree on his own land and was tried for sacrilege? The sacredness of the laurel tree created a restriction.

"Inhibitions of sex" plagued the Greeks as much as other men. Although association with women outside marriage was as usual with them as with other men, artists or not, marriage and the chastity of respectable women were carefully guarded. As for political tyrannies—really did the author never read any Greek history?

The Pennsylvania State Education Association echoes the policies of the National Association. For a time it carried an advertisement advising teachers to go to Russia to view the wonders of the educational system in operation there. Read Eugene Lyons' "Assignment in Utopia" about the Russian schools. He tried to find a decent one in which to put his own child, so he ought

to know. He had money to pay, too, as few Russians had. This advertisement was discontinued after I assailed the *Journal* for carrying it. The *National Journal* carried the same sort of advertisement.

The Philadelphia Teachers' Association had been, until the time of the appointment of Dr. Stoddard, practically the official organization. Dr. Stoddard has given the Teachers' Union equal sanction by presiding at their meetings and contributing to their magazine. But the supposedly conservative Philadelphia Teachers Association has likewise been taken over by radicals, as shown by the type of persons contributing to the *News Letter*, their organ, and on the programs at their meetings.

The Teachers Union, the American Federation of Teachers, has been shown to be exceedingly communistic, although just now, when legislation against communist teachers is pending, some of the members are staging a clean up. Dr. George S. Counts, who seems to get about a good deal, is the National President. At a meeting on curricula, sponsored by "Local 192" in Philadelphia February 17, 1940, Dr. Counts was one of the speakers. Dr. Stoddard presided. He was criticised for so doing and gave as an excuse that he was Superintendent of all teachers. If there had been an organization of teacher murderers . . . ? I have a letter in which he refuses me the privilege of circularizing the teachers with a view to forming an organization of Patriotic Teachers.

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The ominous thing, as said before, is that all this has been published. So widely circulated a paper as the *Saturday Evening Post* published an article, September 2, 1939, with a picture of former president Jerome Davis on the front page, with the caption, "The only ✓ AFL union controlled by the Communists is the teachers' union and Jerome Davis, former Yale professor, dominates it." But the Union continues to flourish, using the facilities of the schools to disseminate its propaganda, and our Board of Education went all the way to Denver to bring us as Superintendent a man who encourages them.

The Progressive Education Association, as its name implies, is super-radical. I do not know what its membership is. It publishes a magazine of a sort apparently requiring some expenditure.

✓ John Dewey, who is now quite old and retired, probably had more influence on education throughout the world than any other one man. There is a John Dewey Society in his honor. When Leon Trotsky was accused of "betraying" the Russian revolution and went into exile in Mexico, Dewey was one of a "Commission" that went to "investigate." Carleton Beale, another member of the Commission wrote an account for the *Saturday Evening Post*, June 12, 1937. With the exception of Mr. Beale, all the members were exceedingly respectful to the murderous Trotsky, very sorrowful at his "sad" downfall. Trotsky was "exonerated" of the charge of "sabotaging" the Russian

revolution. This disgraceful performance was widely published, and still John Dewey, radical, atheistic, sympathetic to Trotsky, is the man most honored by American educators. Our school officials allow his books to be in the Pedagogical Library for the instruction of teachers.

Does the foregoing indicate that the members of the John Dewey Society and other admirers of Dewey are Trotskyites, rather than Stalinites? If so, they are adhering to the bloodier of the two groups of communists, if there be any degrees amongst them. We need entertain no doubt that when the time is ripe, both groups will unite for the world revolution. ✓

CHAPTER X

ACADEMIC FREEDOM

✓ Academic Freedom is a Bill of Rights for radical teachers; their *habeas corpus*, key to the city, operator's license, entitling them to override all traditions, set aside respect for our government, disregard all objections on the part of parents or taxpayers.

A pamphlet issued by the British Teachers' Union was distributed at the Teachers' Union meeting mentioned in a previous chapter. This pamphlet says that English teachers teach "what they like." Is there any justice or "democracy" in this? Since few can afford private schools, parents must send their children to public schools. They are compelled to pay high taxes, directly or indirectly. Should they not have a right to say something about what goes on in the school?

The British booklet says that in one community the Teachers' Union issued an edict that teachers should not take their children to church, nor did they. These teachers were unconcerned whether or not parents wanted the teachers to guard their children on the streets.

An incident illustrates this attitude. Several years ago at the end of the yard of the South Philadelphia

High Schools was a row of one-room galvanized school rooms used for the overflow of a neighboring primary school. From the third floor window of my office I could see the children playing. At one end of this row of buildings was a girls' lavatory with a door opening into the yard; at the other end one for the boys. Several times I saw boys near the girls' lavatory. One day I saw two or three boys pushing the door, trying to force their way in. Soon the door gave way and three boys came out; later one little girl came out crying. This was all I could see from my lofty outlook. At the insistence of a friend, I very reluctantly went to see the principal of the primary school.

The principal was distressed but did not see what he could do about it. I suggested supervision, but that would mean a teacher stationed in the yard not only during lunch but before and after school. I said, "Well, if your teachers are unwilling to do that in order to protect the girls, you could easily solve the problem by keeping the little boys at one end of the yard and the little girls at the other." "Oh," he said, "that would not do at all. Why you know," this with a very superior air, "the whole trend now is toward coeducation." I said as politely as I could that whatever the trend, certainly the City of Philadelphia had no right to take girls under its care and fail to provide protection. He had to agree but felt that he had to follow the trend even at the expense of his pupils' safety. Soon after this he was promoted to a junior high school principalship. ✓

Public schools are not democratic; they are tyrannical. The fact that they admit "all the children of all the people" does not make them democratic any more than a chain gang for "all the people" would be democratic. Democracy means rule *by* the people. It does not mean enslavement of all the people; conscription and *regimentation* are not democratic.

In the Convention reported in Chapter I, I heard that "we control the schools." At the meeting sponsored by the Teachers' Union at which Dr. Stoddard presided, Dr. Ned Dearborn exclaimed, "The schools are ours to do with what we will." Dr. George S. Counts, likewise a speaker at this meeting, in his book "Dare the Schools Build a New Social Order?" advised teachers to *seize power*. Does this sound democratic?

It is in the matter of teaching *controversial* subjects in *social studies* classes that academic freedom is most vociferously claimed as a right. The National Education Association in the *Journal*, Septmeber, 1936, took its stand that teachers should have the privilege of presenting all points of view with interpretations without danger of reprisals by school administrations or by pressure groups.

It has often been asked: "Why can not the patriotic teachers use academic freedom to teach their side? How does it happen that the radicals have so much power?" For answer we might turn to the situation in our Administration in Washington itself. The Dies Committee has revealed thousands of Communists and sympathiz-

ers in government positions. Yet they remain; nothing is done. Does it just happen that there are "Reds" in key positions in government, Federal, State and City; in Labor and Industry? The answer is: "It has been planned that way." ✓

I have heard it said that if we are stupid enough to be so duped, we deserve what we get. This is foolish talk. A few plotters can destroy thousands. For instance, in a military camp if ten men plotted to poison ten thousand, they might not kill all of them, but they could get rather far.

How examinations may be rigged to give positions to teachers who have the desired attitude is shown by the case of Dr. Joseph Jablonower, of New York City. Examinations were held for the \$11,000 position of "Examiner" in the public schools.

In the written test where numbers were used in place of names and there was no way of knowing what paper was being graded, Dr. Jablonower was *twenty-eighth* on the list. However, at the oral examination the candidate could be identified and *Dr. Jablonower was given the appointment*. There was an uproar of protest. Commissioner Kern stated that the twenty-seven rejected candidates showed "lack of social vision and a narrow viewpoint on the subject of trade unionism." ✓
The matter was finally brought before the Appellate Division of the Supreme Court which ruled against Dr. Jablonower.

The Civil Service Commission ordered a new examination. In this Dr. Jablonower came out third. The Board had a right to appoint any of the three highest.

✓ They appointed Dr. Jablonower, who now *examines teachers* for the public schools of the City of New York.

Workings of the plot proceed somewhat on this wise: Teachers' journals, radical magazines, build up reputations for radical "educators." They contrive to have them placed in high positions in schools and in teachers' organizations. Once in, they are able to bring in more and more of the same type. The public does not realize

✓ what is taking place. These teachers, principals and superintendents *look* all right. Patriotic teachers have little opportunity. Freedom is for radicals only. When teachers' magazines, school bulletin boards, the pedagogical library, teachers' conferences and conventions are all used for the dissemination of radical propaganda there is little opportunity to let the teachers know the truth.

Certainly the following statement of Dr. Counts quoted from Dan Gilbert exhibits no intention of upholding the truth, or even of "presenting all sides," "The schools must shape attitudes and develop texts and even *impose ideals* (italics mine)." Dr. Counts says moreover, "Be prepared as a last resort . . . to follow the method of revolution." Such things are published openly. Yet Dr. Counts retains his position as
✓ a *trainer of teachers*.

A member of the Board of Education who is interested in the Civil Liberties Union (see the "RED Network") told me that teachers had a right to express the seditious views to which I objected and he quoted with fervor that thing of Voltaire's about not agreeing with what a man is saying, but being willing to die to maintain his right to say it. When I was transferred to the West Philadelphia High School with a thinly disguised demotion he did not die to maintain *my* right to disagree with the communism being taught to pupils for whom I was partly responsible; in fact he voted to put me out. Last March when I was forced to retire for expressing my opinion on the war hysteria engendered by Mr. Roosevelt, if he died to maintain my right to free speech, I failed to see the obituary.

I was told in West Philadelphia High that three-fourths of the teachers agreed with me. But they feared to organize or to join any anti-Communism society. Most of them frankly admitted that they did not wish to risk their jobs. "Why should we stick our necks out when rich and influential men will do nothing?" There is a little justification for their stand. The seditious element is vociferous and aggressive. They have the Board of Education on their side, or at least unwilling to oppose them. Radicals have large sums at their disposal. They are ruthless in their determination to crush opponents. The men and women who will lose most under a Communist régime are indifferent.

Those who ought to be leaders in upholding the United States of America disguise their intolerance of everything patriotic under a pretense of "democracy" or "liberalism." Dr. Stoddard, quoted above, said, "This is not just a question of one textbook or another. The challenge that faces us is one of keeping faith with the American people and with the ideals which they cherish." His method of "keeping faith" is to endorse the Rugg books which openly repudiate our ideals.

✓ He encourages the "debunking" of America's heroes in the following words, if correctly quoted, "We intend to continue to teach that the national heroes of our country were red-blooded men and women and not little 'tin gods' who could never under any circumstances make wrong decisions." This is not the attitude of one who is determined to teach our pupils to reverence our heroes and the things for which they stand. If such were the intention we should hear no exaggeration of faults or of unpleasant physical features. It is not necessary to treat our heroes as if they were gods of tin or any other metal. But their greatness far outweighs any defects, and their achievements invest them with a dignity we are bound to respect.

Dr. Stoddard continues, if correctly quoted, "We intend to continue to deal with important controversial questions in our schools in order that the children may know something about the problems of our country." But he put out of the schools the one teacher who tried to present the problem of communism in its true light.

He said that teaching of controversial subjects is not subversive, for subversive means to "overthrow from the foundation and the foundation of our democracy is in the intelligence, judgment, information and education of all the people." By such sophistries are our people befuddled and bemused. Nothing is said here against destroying the very foundation of our Republic by undermining faith in our Constitution. Furthermore, the judgment and education of all the people are very greatly dependent upon the kind of information furnished them. If their judgment be based upon such misstatements as those of Rugg and Beard, and on such books as were supplied girls in the South Philadelphia High School, then indeed, their intelligence is subverted, and there is danger that our government will be "overthrown from its foundation."

The speech of Dr. Stoddard, as quoted closes: "We are prepared to repel any attempt to divide the American people and to shake their confidence in their schools." We can imagine the applause from the assembled superintendents, drawing \$10,000 to \$18,000 a year and from principals luxuriating in \$4,000 to \$8,000. Note the subtlety—any criticism of the subversive teaching in the schools is an attempt to "divide the people."

I admit that there is a problem about "academic freedom." It is not easy to define just what a teacher may with propriety say. No definite lines can be drawn as to a teacher's activities. For instance, if a teacher is active in church, by that mere fact, he is a propagandist

of a sort for that church. Also it is difficult for a teacher in class to treat of such a subject as the Reformation without showing some bias. But by showing a decent regard for one another's "feelings," we used to get along and weather any storm caused by violent difference of opinion.

✓ Formerly settling of political problems was not considered the prime business of the classroom. But now that social studies are the "core" of the curriculum, when debating and "imposing ideas"—radical ones, of course—are the chief concern of social studies classes and of "extra-curricular activities," the whole atmosphere of the school is charged with tension.

Many do not see how the teaching of loyalty to our form of government, to our Constitution, should be a "controversial" matter. There are other forms of government to be sure. My point is: a man selling one make of vacuum cleaner does not expound the merits of another. If our teachers wished to instil loyalty to our government they would not spend much time extolling others; certainly they would not praise a Russian soviet. When it comes to communism, how can there be "two sides"? Communism is the openly-avowed enemy to all other governments. It should be mentioned only with loathing.

✓ If it is difficult to decide just how much "academic freedom" a teacher may exercise, it is likewise hard to define the limits of outside interference with a school. Having been a teacher for 38 years I realize that to

have parents running in all the time objecting to this and that would make it impossible to carry on. For teachers to claim that they will "teach what they like" and virtually do as they please, as is reported in the English Union's pamphlet, is the other extreme. Trustworthy teachers should be appointed, and, having been appointed, they should be, for the most part, trusted. But when intelligent, responsible citizens present serious objections to certain textbooks or practices in their schools, they deserve more than to be pushed aside as "pressure groups." They have a right to insist upon reform. ✓

Now that the superintendents of our schools, the leaders of our educational organizations, the members of the boards of education are largely controlled by those who wish to substitute some form of "collectivism" for our free government; since laws require that citizens pay heavy taxes to support the schools, and require also that parents send their children to these schools, the schools are no longer democratic, but dictatorial. It is a problem for parents and taxpayers to discover a means of breaking the stranglehold and making the public schools "free" schools operated for the people, *not* for the interest of a clique serving Moscow.

CHAPTER XI

POLITICS IN THE PUBLIC SCHOOLS

As it is a rule of etiquette not to discuss religion or politics at a dinner party or at a club (unless the occasion be for that purpose), so it used to be understood that a teacher should not take advantage of his position to influence pupils towards his brand of religion or of politics. All such restrictions now apply to patriotic, religious teachers only. But the radical teacher of science or social studies or of anything else, may make little remarks to instil doubt or to make religion appear ridiculous.

As for politics, the school journals and social studies classes have regularly upheld New Deal policies. It has been noted that Earl Browder boasted that Communists were getting everything they wanted through legislation. Naturally the radicals, openly or covertly support Roosevelt.

How the schools were exploited for political purposes was shown in the Southwark Philadelphia Housing Project. Some of those who were to lose their homes came to meetings of the Anti-Communism Society. At their plea we investigated. We found a few old houses that might well have been torn down, but we found that

many solidly built houses, some with walls nearly two feet thick, which had stood for over an hundred years and would stand for a thousand more, were to be torn down to make room for the flimsy rabbit warrens of the Housing Project. ✓

The owners were pathetically distressed. Not only were these hard-working people to suffer financially; they were to lose homes they loved. The same families had lived in some of the houses for several generations. Some were to be deprived of their means of livelihood since they owned little shops or other places of business. Some of the little streets are quaint and picturesque and very clean.

An incidental feature of the project was the destruction of the quaint surroundings of Old Swedes Church. Almost everything but the church itself was to be replaced by modern atrocities of pillars and plaster and a "park." The atmosphere would have been destroyed. But it was the people that interested me. A real community was to be wiped out.

I do not know when I have been more stirred by injustice. I talked with everybody I met. I asked the Principal of the West Philadelphia High School if I might speak in assembly. The schedule of programs was full but he agreed that I might talk to my own classes. I can prove this by conversations held at the time. It took little, if any, class time, since I could talk while classes were assembling.

To keep the matter before the minds of my pupils I wrote on my blackboard everyday while the Project was under discussion. One day I wrote "Look up I Kings XXI, 1-19," the story of Naboth's vineyard. Another day I compared these victims of New Deal oppression with refugees from Germany: they were just as badly off, threatened with loss of homes and livelihood; they were just as terrified.

At the same time the problem of housing was being studied in social studies classes. I saw on a blackboard in one room material designed to create public opinion favorable to the Southwark Project. It was a political move. Politicians wanted to fill this area with favorable voters and as is so often the case they hoped in addition to make money. Many of them having been tipped off had bought up some of the tumble-down houses from which they expected a rich profit. The absurdity and injustice of destroying valuable property was evident to any who looked into the matter.

During the last campaign the Teachers' Union went so far as to distribute literature in school urging teachers to vote for certain candidates.

The schools put their influence behind the Draft Bill, even though many informed persons earnestly believed that it was a Dictator Bill. Children in Philadelphia were deprived of instruction so that teachers might spend the day registering the cannon fodder. Teachers' journals poured out effusions over the fine young men who came *voluntarily* to offer service to their Country.

Dr. Stoddard allowed himself to be photographed holding in his arms a bundle of records, and wearing a Roosevelt-like smile.

I did nothing to obstruct the workings of the Draft Bill after it was passed, although I felt that I was attending the funeral of our Republic when I did my duty faithfully as a registrar. ✓

I maintained and still do, that if the facilities of the public schools could be used for New Deal and Communist propaganda, those against the New Deal and who oppose Communism have an equal right to use them for *their* side. This would be the case if "democracy" meant anything.

Keep politics out of the public schools?

The public schools have themselves been organized into a political machine, vast, powerful and corrupt. And the Party for which this machine operates is THE COMMUNIST PARTY. *

CHAPTER XII

THE PEACE RACKET

Do you recall the League against War and Fascism (later the League for Peace and Democracy)? Do you remember the excitement over the Emergency Peace Campaign so short a time ago? How does it happen that now those who want this country to remain at peace are "appeasers," "Nazis," "Fifth Column"? Why is it that bellicosity has become the popular and approved attitude?

What does Walter Winchell *now* say about those who object to sending a few millions of *other persons'* sons to ram their heads against tanks and planes?

Believe it or not, this is what he wrote in 1939:

"The future of American youth is on top of American soil—not underneath European dirt."

I suppose for a columnist a reversible mind is as convenient as a reversible coat.

But we saw Mr. Roger Baldwin using *both* sides of his coat at the same time. He sponsored the Peace Patriots and is reported in the *Congressional Record* as upholding the right to advocate overthrow of the government by violence. Some acrobat!—like the

gentleman who made the mistake of sitting on his hat —while his head was in it!

What was the motive behind this peace movement? No doubt there were sincere persons in it; we are not concerned with them. Does the following paragraph from Lenin, quoted in the *National Republic*, suggest the real motive?

"When a country is selected for attack, we must first set up before the youth of the land a mental barrage which will forever prohibit the possibility of that youth being molded into an armed force to oppose our invading armies. This can most successfully be done by creating the war horror thought, and by teaching pacifism and non-resistance. It will be found that powerful organizations of non-communists can be created for this purpose, particularly with the aid of ministers, professors and lecturers."

✓
FHAO
DMNA

The following comes from a source nearer home: "*The Daily Worker*," the organ of the Communist Party, displayed on our news stands (and for that matter, used as a textbook in school), stated, July 8, 1936, in plain words that the Peace Policy of the Soviet Union is in no sense a pacifist policy. That this Peace Policy: involves a proletarian revolution in the United States; has given the Soviet Union time to build up the Red Army; has given the communists time to strengthen their Party in the United States.

The Board of Education in its wisdom saw fit to give implied support to this policy by decreeing that on

the day set for the nation-wide "Strike against War," Peace demonstrations should be held in the schools.

In the South Philadelphia Girls' High School we had a program considered so important that all were crowded into the Assembly Room. A girl who openly boasted around the School that she was a Communist, a "real red one," was allowed to preside.

The main speaker was a teacher in a junior high school, probably invited because she was a graduate of our school. She spoke insultingly of our Army, saying that she had watched a parade and the officers were "blear-eyed, flat footed, their bellies shook when they walked." By contrast the young soldiers following them were fine, slender, young, glowing with health. This is the sort of class hatred and disrespect the speaker probably imbibed in her social studies classes in our school and was in turn passing on to her pupils.

She advised her youthful audience that they should make this a "country fit to live in." One of the teachers said in indignation, "Look at the clothes she is wearing! Could she have dreamed of having such in the country from which she, or her parents came? Or such a salary, with hours so easy, and this is her gratitude!"

That classes, as well as assembly programs, were utilized to carry on the Red Peace Project is shown in the following guide sheet for 10 B Social Studies (second half of second year high school). Only two portions are reproduced here:

10 B MODERN HISTORY, Maximum Guide Sheet

(page 2)

Group II—continued

Four Roads to Peace. Hoffman and Wanger, *Leadership in a Changing World*, pp. 137-141, 144-154, 184-193, 338-342. In parallel columns list, first the points of similarity and second, those of differences in the four programs.

* * * * *

Group III.

1. *Peace with Honor*, by A. A. Milne
2. *European Journey*, by Philip Gibbs
3. *Sovereignty, Power and Peace*, Brailsford, H. N. *Property or Peace*, pp. 134-195"

The books and other materials given as reference were to be found in the school library. This was a "Maximum Guide Sheet," therefore intended for bright girls of about fourteen to sixteen. At a glance even at this section of it one can see that a great deal of time, care and cleverness were expended by the teacher or teachers compiling it. It was designed to create interest, and that the social studies classes were interesting I know. It was part of my work to persuade pupils to choose the drudgery of French irregular verbs or of Latin syntax in preference to a lively discussion group where each girl was eager to tell what she had read and where everyone was alert to give her point of view.

Note the books required to be read: Brailsford's "Property or Peace" and another work by the same

author; Hoffman and Wanger's "Leadership in a Changing World," Jerome Davis and Philip Gibbs. You will find another Guide Sheet on Peace for the Senior class on page 38-39.

The general impression to be gained from these guide sheets was that the only "road to peace" was complete disarmament. Since "somebody had to start," it was argued that the United States should be the first to lay down arms. It is surprising what efforts were made to assure us that we needed no armaments because we are protected by two oceans! One would think that the people would realize the inconsistency in the current war propaganda that Hitler may cross the ocean almost any minute.

It was partly due to disarmament propaganda that England and France were so ill-prepared to carry on the present war, into which the Churchills, the Edens, the Hore-Belishas, Blums, etc., hurried them in spite of the warnings of Chamberlain and of our own great Colonel Lindbergh. [Whether those who rushed England into war did so with the intention of aiding the Russian communist revolution is more than we can now decide. We may never know. We do know though that "World War No. 2" was ardently desired by communists.]

Teachers' organizations favored this peace project. The attitude of the Teachers' Union may be judged from the following "proposals" of their Educational Policies Commission, selected from the "Philadelphia Teacher," February, 1936.

"All war funds for education. ✓

"The end of war propaganda in the schools. ✓

"Support the program of the American League Against War and Fascism (for this very radical group see Elizabeth Dilling's "Red Network")."

As is seen the peace movement aimed at Lenin's scheme for complete disarmament of the United States. We who love our Country and abhor plans for its destruction (under whatever name) entertain suspicions that Aid-to-Britain was designed for the same purpose. We are being stripped of our arms, of planes and ships. If by some treachery millions of men able to bear arms are shipped out of the country, shall we not be as helpless as Lenin could have wished?

Those who raise effective objections from now on may expect reprisals, imprisonment, or worse, for the internationalists, having succeeded in bringing us to the very brink of a world communist state, are not likely to brook opposition.

CHAPTER XIII

QUIZ

Here are some questions or subversive statements everyone of which was heard in school. If you form a class to study this book, you might find it interesting to formulate answers. They show the subtlety of the attempt to undermine faith in our government. You will find suggested answers on pages 154-158. No doubt some of you can think of other or better ones.

1. Scoundrels hide under the cloak of patriotism.
2. The radicalisms of yesterday are the conservatisms of today.
3. The Indians were the first Americans.
4. We cannot eat the Constitution.
5. Do not reject anything new just because it is new.
6. Our progress is hindered by the outmoded Constitution.
7. Loyalty oaths would hamper free instruction.
8. Religion is the narcotic of the people.
9. Patriotism and religion are opposed because religion means that all men are brothers.
10. Those who oppose academic freedom are opposed to freedom of speech.

11. If you are not a Communist, you are a Fascist or Nazi.
12. Nationalism is the bogey which is threatening the peace of Europe.
13. The Church is the enemy of the worker because it is controlled by capitalists.
14. What is patriotism?
15. Who are the American people?
16. Production for use, not for profit.
17. Why not copy whatever is good, especially in Russia?
18. Those who wish to preserve our Government do not realize that change is the law of life. Without change there is death.
19. The Declaration of Independence gives us the right to instigate a revolution.
20. You think that because you got here first the country belongs to you.
21. The changing moral code. Formerly it was wrong to sell liquor, now it is right.
22. I am a citizen of the world, the brother of all mankind.
23. Eighty-five per cent of the resources of the country are in the hands of three per cent of the population.
24. *We* were foreigners.
25. Belief in God is undemocratic.

ANSWERS OR COUNTER ARGUMENTS TO
THE QUIZ

1. Scoundrels hide under every kind of cloak. Do they use any cloak more than that of charity? That scoundrels use them as a cloak is no argument against charity or against patriotism.
2. It is true that some things which were radical seem conservative later. This does not mean that they are necessarily good, as, for instance, women's "shorts." A second answer is that not all radicalisms survive and become conservatisms, for example, the ten-day week of the French Revolution. History is strewn with discarded radicalism.
3. The Indians were not Americans at all. There was no America until our Fathers founded it. There was a beautiful rich continent, inhabited by a few savages, but it was not America. It is the *form of Government*, as well as the land, that makes *America*.
4. This was a current expression when the President was trying to pack the Supreme Court under the plea that their decisions invalidated his efforts to relieve the depression. It may be true that we cannot eat the Constitution, but it is the Constitution which protects our property and our persons. Without its protection we are likely to be deprived of our property, and we shall eat much less.

5. It would be just as foolish to *accept* anything new just because it is new.
6. On the contrary, under our Constitution, our Country has had more prosperity than has ever been seen in the world at any time.
7. How free should instruction be? Loyalty to the United States would not hamper free teaching of anything which ought to be taught.
8. If by this is meant that the Christian religion drags the "masses" into submission, it is not true, because it is Christianity that assures every man of his dignity and his rights as a human being. If it means that Christianity brings comfort to the poor and causes them to endure their hardships with more patience, it is true; but it is true, also, that all need it, because all of us suffer at some time in our lives.
9. Religion and patriotism are not incompatible. Just as families may keep their identity and not be hostile, but rather helpful to one another, so nations may exist in friendliness.
10. Freedom of speech is limited by good taste and common sense. A Teacher has no more right to impose his ideas on his pupils than a guest at a party has a right to expatiate about his ideas on religion and politics.
11. At present the alternatives presented to us are more likely to be "If you are not in favor of sur-

rendering the whole United States to Britain, you are a Nazi." It is possible to be in favor of *our own country alone*. It is not necessary for us to take sides in foreign war.

12. The answer would be about as that to question No. 9. There is no reason why families, or nations, may not dwell side by side, each maintaining its own traditions while respecting those of the others and helping when there is need.
13. Those who control any institution, whether Church, corporation, business, or government, will be the able and energetic, hence, the successful. Being of that character, they will as a rule be successful in their own affairs and may therefore be classed as "capitalists." If the institution is conducted for the good of mankind, it is not the enemy of the worker or of anyone else. This is more true of the Church than of any other institution.
14. Patriotism means love of country, loyalty to its government, to its traditions, and to its institutions.
15. The American people are the citizens who were born in this country, and those who entered legally and have become naturalized, swearing allegiance sincerely.
16. There is no reason why production for use should not be profitable. Producers have to be paid; they might as well be paid by people who want their products as by a government committee who decides what they ought to want.

17. There is little or nothing good in Russia to be copied, except the persistent hope of the few Christians left.
18. Change is the law of death, also. The quickest and most awful changes come to the dead. Before advocating a change we might best find out which kind it is.
19. The Declaration of Independence was not a revolutionary document. It embodied principles which had been enunciated and had been developing for a thousand years. The "Revolution" was not a revolution, it was really a secession.
20. The Country belongs to us because we established in it a form of government which has brought more happiness and freedom to its inhabitants than had ever been seen before.
21. The moral code does not change. It is the laws which change.
22. A man may be a citizen of the world, but he is also a citizen of a country and a member of a family. He owes his first duty to his own.
23. This does not take into consideration that a large part of the 85% of the nation's resources are used in producing wages for the worker. One man may own a mill in a town. The whole town profits by the mill.
24. This is the kind of thing said to make immigrants, and sometimes ourselves, believe that immigrants have as much right in this country as we have; that

they have a right to attempt to alter our laws, change our customs; in short, overthrow our form of government. The first settlers, pioneers in a country, are quite a different kind of immigrant than those who come in later to enjoy the country that has been established.

25. If, as Christians believe, God is the source of all good, and all good exists in Him alone, then whatever is good in "Democracy" comes from God and exists in Him. Hence it is absurd to say that belief in God is undemocratic.

CHAPTER XIV

THE COMMUNISTS SCORE AGAIN

It has been told in Chapter IV how following vigorous protests from patriotic organizations I was demoted and transferred to the West Philadelphia High School because of my anti-Communist activities.

In many respects the transfer was fortunate. It gave me time for patriotic work. As Head of Department I spent long hours at school supervising and teaching and long hours at home planning.

When I became a teacher I had nothing to do but to teach a subject with which I am thoroughly familiar—work I love—and routine clerical work. I made it a point of pride to do this thoroughly and well. Most of my afternoons after three o'clock and practically all evenings, Saturdays, Sundays and holidays were free for patriotic activities.

I worked with patriotic groups, lectured, wrote innumerable letters, circulars and pamphlets (most of these had to be unsigned, so little free speech and free press is left now to any but alien agitators). Though demoted, I had been requested (ironically?) by my superiors to inform them of communistic activities discovered in the schools. I made no effort to discover

such activities in West Philadelphia. From my very arduous work in reading and reviewing material I had found in the South Philadelphia School, I knew enough for my own information.

It was only when I stumbled upon something by accident, or when material was given me by others in or out of the school, that I made a report. The reports were useless, as I knew by experience that they would be.

I reported when I heard Dr. Emma Bolzau state in a paper read before a teachers' conference that she was using "The Daily Worker" in class; that Miss Bessie Howard advocated Union Now, treason, if there be such a thing, before a pupils' club in the West Philadelphia High School; that two teachers of social studies had declared that they wanted to see this country plunged into a world revolution. For the accuracy of the last statement I offered to procure affidavits. I was never asked for the affidavits.

I seldom went to the school library, since my work requires little reference reading. But one day I wandered in and was confronted immediately with Paul Radin's "The Racial Myth." This book is treasonable and anti-Christian. It states in bald terms that there is to be a World Soviet State and that it is to be established by Americans, Jews and Russians.

I have objected, too, to books and papers in the Pedagogical Library. From time to time teachers are informed of new books added. In February, 1941, we

learned that among the new acquisitions were: collections of essays of John Dewey, the defender of Trotsky; two by the notorious Lord Russell, one by H. J. Laski assuring us of a social revolution in England; the alien Strachey, Louis Adamic and Stuart Chase seemed to have contributed their annual quota of radicalism and confusion.

I found the *Scholastic* magazine on file for the benefit of teachers who do not quite dare to use it openly after it was exposed as indecent and seditious. In this the teacher may find very effective communistic propaganda and clever directions as to methods whereby to steer pupils thereto without seeming to. Such *pabulum* do school officials recommend to teachers for mental nourishment!

Sneers about suppressing free reading for adult teachers will not distract the attention of patriots from the fact that large quantities of seditious material are supplied and directions for teaching communism, but no patriotic material or directions for teaching it.

Communists, having succeeded in having me transferred and demoted, were not satisfied. Every now and then the papers would report "resolutions" of some organization asking my dismissal. The "Philadelphia Teacher," mouthpiece of the Teachers' Union whenever it was short of news, filled up space by attacking me. I was their "No. 1 Fascist." I ignored them, except that I sometimes put circulars in teachers' mail boxes to counteract their radicalism until I was for-

bidden to do this at the very time the Superintendent was vociferously proclaiming "freedom of speech" and "democracy" in the schools.

There were two or three student "strikes" against me. One was rather serious, involving arrests and hospital cases. I felt like a character in Dickens' "Tale of Two Cities." I was on "late shift" and my room was the only one on the corridor used late. This corridor seethed with boys and girls shouting, "Put her out," "Lynch her!" Fortunately I was giving a written "test." On the back row sat a boy I could trust. I stood behind him for a moment, then I gave him a note, "Say nothing, report this to the office." I moved away and without looking my way, he got up and lounged out of the room. Soon the rioting stopped,

Pupils were outwardly orderly and respectful—as much as any in this "Greekless and godless age." But in every class there were pupils watching and ready to report anything I might do or say. At one time I had in class the son of a Communist Party organizer. In every class, too, I had some charming and lovely boys and girls who showed evidence of a good background. I hated to see them in such an environment.

The rise of Hitler came as a boon to Communists. It has served admirably to distract attention from their activities. All our sources of information have bombarded the public so constantly with hatred of Hitler that they have come to believe that patriotism is to be measured only by the heat of one's opposition to Nazism.

It gives radicals a weapon. They can call "isolationists" Nazis, or they can say that they are "helping Hitler." Few have courage to stand against such attacks. Meantime, real enemies of the country who want to sovietize us either by way of "Union Now," or by "Union with Britain" as a preliminary step, are overlooked or encouraged.

For the last few years I have spent what time I had working with patriotic organizations to combat legislation being enacted for our ruin. When these patriotic groups urged us to write to Congress and to try to induce others to do so, I attempted to influence my colleagues. What I did was perfectly legitimate and befitting a teacher. I did not disseminate half as much literature against New Deal measures as the Teachers' Union distributed in favor. I kept a few of my fellow-teachers informed; some were sufficiently interested to pass on literature I gave them and to write to Congressmen.

When patriots in the Senate were working valiantly against the Lend-Lease Bill and patriotic organizations sent out a last minute appeal to have letters written, I posted on the teachers' mail boxes a plea to write letters and I stated my opinion of the President's apparent intention to break his word and get us into war.

I wrote to Dr. Stoddard urging him to assemble the teachers, the legal and moral guardians of our youth, and to consult with them as to measures for preserving our Republic and protecting our young men from

slaughter. No one can deny that such action would have had a tremendous effect.

Evidently the right of appeal and petition is denied patriots, for the day after the Lend-Lease Bill became a law I was forced to retire. I was summoned to the Superintendent's office and I found Mr. Walter Roberts, Principal of the West Philadelphia High School there, also Dr. Edwin W. Adams, Associate Superintendent in Charge of High Schools. Dr. Stoddard told me that I was dismissed. He read a long document containing the charges. He refused to give me a copy of the charges.

I was told that if my request for retirement was sent to the Board of Education before three o'clock that same day the charges would not be read. I sent in my request for retirement before three o'clock, but the evening papers carried a picture of Dr. Stoddard reading these nefarious charges. Such is the sense of honor of the men put in charge of our schools!

"Immorality" was the charge on which Dr. Stoddard asked for my dismissal. It has always been a principle of Christian men to defend the reputation of innocent women. How can parents who wish their sons to grow up to be Christian gentlemen allow their education to be directed by a man who deliberately tried to ruin a good name? Dr. Stoddard could find in the Tenure Bill no charge under which he could legally discharge me. My record is clear. Therefore he used the slanderous charge of "immorality." He would prob-

ably excuse himself by saying that he was not using the word in that sense. In that case he was setting an example of twisting words from their intended meaning. The Tenure Law would not protect teachers, in fact, no law would protect anyone, if unscrupulous men can twist words out of their meaning.

Few in the United States have suffered so intense and bitter persecutions as I did for the next few days. News of my forced retirement even drove the war news off the front pages of some of our papers. I could comfort myself with the assurance that this was proof of the effectiveness of my work.

Since the papers made quite a point of the fact that I preferred to retire rather than "face the charges," it might be worth while to give the reasons. Of course the first impulse was to fight it out. But the fight would have been long and expensive and it is doubtful whether anything would have been gained.

A teacher dismissed has the right of an open hearing before the Board of Education. This same Board had allowed Dr. Stoddard to "say the worst thing possible about a woman." Six years ago they had demoted me and had not even allowed me a hearing. The law did not require it at that time. For the six years following they had condoned the activities of communist teachers by repeatedly putting aside as of no account the evidence which had been presented to them. Moreover, it is hardly to be supposed that Dr. Stoddard had acted

without assuring himself beforehand of the approval of the Board. I felt certain of losing there.

The next step would have been an open hearing before the State Superintendent of Instruction. The decision would have rested with him alone. The viciousness of the published attacks against me indicate how great would have been the pressure brought to bear upon him. At the best he would know that a decision in my favor would mean the end of his career.

Next a trial before the courts in Philadelphia. Here again there would have been tremendous pressure. Next an appeal to the Superior Court.

The whole thing would have cost about \$20,000. The money was pledged immediately by men of unquestioned responsibility; but that is a large sum. Beside this fortune (as it seems to me) was the matter of pension. The three gentlemen who had arraigned me, Dr. Stoddard, Dr. Adams and Mr. Roberts had professed not to know whether I could receive a pension in case I stood trial and lost. In the three hours allowed me to make a decision it was not possible to find a lawyer who could advise me on that point.

We realized, also, that whether the verdict should be in my favor or not, little would have been gained in clearing my name before the public. Judging from their past performance, we believed that most of the Philadelphia papers would have tried the case once more, distorting and misquoting what I should say in court. Old lies would have been revived, such as that I had

said that "Negroes, Jews and Catholics ought to be driven into the sea."

The trial would have dragged on, perhaps for years, and during all that time I should have had to be silent, for it is hardly likely that my lawyer would have been willing that I should talk or write about communism while the case was pending. This was the weightiest consideration.

Only one of my advisers wished me to "face the charges." He changed his mind after he had consulted a very successful lawyer who said that he would not take my case for \$10,000 cash. He said no prominent lawyer would. The reason he gave was that the case was "too unpopular." By this he evidently meant that, if he entered the arena to defend me, the same evil forces that had worked against me would have accomplished his ruin sooner or later.

Now, as I write these last pages, the unspeakable has happened—our Country, founded on Christian principles, has become an ally of the brutal, godless Soviet. Under the transparent pretense of halting aggression our own President has maneuvered us into such a position that he can promise that we, Christians, will help to arm the most fiendishly aggressive anti-Christian government that has ever cursed the human race.

The worst that I had feared has not happened—we are not, in our defenseless state, facing a communist invasion aided by an internal communist uprising. A worse thing is happening, we are ourselves perforce a

part of the Communist movement. We, Christians, are giving of our substance now, soon we shall probably be compelled to give our labor and to sacrifice our young men to assist in establishing a world Soviet. The purpose of a World Soviet is to do to all the world what has been done to Russia, wipe out all religion, enslave the people, confiscate all property.

If only our people would awaken and bring such pressure upon our Congress and President as to force them to stamp out the evil while there is some hope and strength left in us! To this pass has Aid-to-Britain brought us. This is the result of our disregarding our First President's advice to keep free of foreign entanglements! If we had only kept clear of England's war, we should now be clear of England's evil ally.

We see now the danger of setting aside one jot of our Constitution. Our first step towards destruction was to put into the hands of the President monies for Relief which should have remained in the power of local, County and State Boards. General Johnson told us that we "can not fight seven billions of dollars." With this money, making use of the distress of the poor and the greed of the lazy, the President could assure himself of election for a second and a third term.

Congress shifted to the President more and more of the powers which no Congress has a right to put on any one's shoulders but its own. Lifting the Embargo made us substantially an ally of England. Drafting our men in peace time has put them in the power of the President

and removed them from industries where aliens can take their jobs. The Lend-Lease Bill gives the President further powers.

With our Country almost bankrupt, filled with agitating aliens, seething with labor troubles, almost bereft of arms, we must retrace our steps and undo all this. If our leaders will gird themselves to the task, it can be done.

Pray God that it may be done!

My salutations to the heroes who are fighting to the last ounce of their strength, ignoring abuse and danger! We have leaders who will, if it is in human power, deliver us from our betrayers, and establish again a United States of America, proudly independent of all foreign powers, while friendly and helpful to all, a Constitutional Representative Republic, founded on Christian principles, bringing "liberty and justice" to all her own citizens, but not presuming to dictate what other governments shall be. Such was the Republic founded by our Fathers. Such it can be again.

L'ENVOI

Thanks are expressed to the many, many patriotic individuals and organizations who rallied to my side and gave unstinted support in the fight for Americanism. While there are too many to list here, I remember each of them with a heart full of gratitude.

My final appeal to my colleagues was to keep our beloved Country, and to keep it out of war. It was made with the faint hope—no, not even a hope—but with the feeling that I could do no other; that I was duty-bound to make my last gesture, fire my last shot, even futilely, for the salvation of my Country. Melodramatic? Let it be so! No emotion can be expressed in language the mocker may not ridicule.

The day is darkest before the dawn. Sometimes victory comes when all seems lost. Our Republic may yet be saved by the great patriots who are now—so hopelessly—fighting the good fight.

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