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Education for the New Social Order

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Chairman, Guardians of American Education, Garden City, N.Y.

An Address delivered before the National Society of New England Women

New York, N. Y., February 26, 1948

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THE BEST THOUGHT OF THE BEST MINDS ON CURRENT NATIONAL QUESTIONS

Education for the New Social Order

TRAGIC RESULTS NOW APPARENT

By AUGUSTUS G. RUDD, *Chairman, Guardians of American Foundation*

Delivered before the National Society of New England Women, New York, N. Y., February 26, 1948

I AM very happy to be here today to talk to you about a subject of vital concern to all of us—the education of youth. Not only are we deeply concerned with the education of our children as a personal matter, but also from a patriotic standpoint for the destiny of this Republic will soon be in their hands. They will decide whether it remains a great Republic of free men and women or falls into the totalitarian abyss of socialism, communism or any other police state.

I should like, however, to first make my personal position clear. I am not a teacher, nor do I have any personal or material interest in the teaching profession. I am not a writer of textbooks and have no interest nor connection with the publication or sale of them.

But I have a deep feeling of gratitude for the opportunities that were given me as a child, to learn about and understand our great American heritage, and feel a sincere obligation to do what I can to see that our youngsters have equal opportunity. I shall attempt to explain why that opportunity is lost to millions of the children of today.

PUBLIC SCHOOLS' FINE RECORD

Free public schools are distinctly an American institution. The principle that every child is entitled to an equal opportunity for a sound education was recognized almost from the beginning of colonization in America. It was on February 13, 1635, that the first free public school was opened in New England, to become known as the Boston Latin School.

For almost 300 years, and until quite recently, this great American institution has been a bulwark of freedom. It has done a great job. It has had our unlimited confidence. More than any other institution, it is the one which the average American would unqualifiedly say is thoroughly sound.

And why has the public school enjoyed such complete confidence? Because it had been free of politics and propaganda. It had given pupils a factual knowledge, while training them in the homely virtues and developing mental discipline. Its textbooks had provided reliable information and encouraged sound thinking. No one doubted that the teacher's main purpose was to educate the child. Both teachers and textbooks truly reflected our faith and belief in the basic principles upon which our liberties were founded. The teaching profession may well be proud of this record of many generations. But a profound change has been apparent during the past 20-25 years.

STUDENTS LOSE FAITH IN AMERICAN WAY

At a delightful garden party near the banks of the Hudson River, there were present several students from a nearby women's college, two of whom I engaged in conversation. Although these young ladies were born and bred in the finest American tradition, I was amazed to hear their opinions on economic and political philosophy. Both held that our American free economy was outmoded, that the profit motive was bad, and that socialism would be an improvement. Both were lukewarm about the value of the Constitution of the United States, saying that it had outlived its usefulness in many

respects and now retarded democracy. One said that communism was a modern form of democracy from which we could adopt many desirable features. In short, these college girls had little or no faith or belief in our American system regardless of its glorious record of material and spiritual blessings, the envy of oppressed peoples all over the world.

COLLEGE POLL SHOWS 63 PERCENT FAVOR SOCIALISM

No doubt all of you have had similar experiences, for this leading girls college is not unique. It could be any of about two-thirds of our colleges, for men or women, North, South, East, or West; for a carefully conducted survey recently revealed that nearly two-thirds of our college students favored socialism. Dr. Henry Link posed the following question to a cross section of 5,000 people: "If the Government owned and managed industries, would you get more or less for your money than you do now?" Among the general population, 43 percent said that they would get as much or more under Government ownership, and 63 percent of the college students polled were of this opinion.

Bewildered parents all over the country have been asking themselves in recent years, "How do these youngsters get that way?" Time and again I have heard a distressed parent say, "Jim certainly didn't get it at home." Or, "Jane was all right before she went to college." So, what is the answer? Is there a pattern or plan behind a widespread movement? Unfortunately, this condition has been brought about largely by design. Briefly, this is the story.

DEBUNKING THE FOUNDING FATHERS

Thirty-five years ago, Charles A. Beard, then a young professor at Columbia University, wrote a book called *An Economic Interpretation of the Constitution of the United States*, in which he questioned the motives and the work of the founding fathers of this Republic. This book may be properly considered the primary course of the "debunkers" of American history. It advanced the theory of "economic determinism," meaning that any man's motives are dominated by his present or expected wealth, and therefore his actions must be judged solely in this light. Since most of the signers of the Constitution were men of some wealth (quite naturally, since they were educated and education was rare and expensive in those days) it follows, according to the book, that their impelling motives for creating this great charter of freedom were not necessarily for the good of the whole people but rather for the delegates' own personal interest.

In his 1913 book Beard states: "Suppose * * * that substantially all of the merchants, money lenders, security-holders, manufacturers, shippers, capitalists, and financiers and their professional associates are to be found on one side in support of the Constitution and that substantially all or the major portion of the opposition came from the non-slaveholding farmers and the debtors—would it not be pretty conclusively demonstrated that our fundamental law was not the product of an abstraction known as 'the whole people,' but of a group of economic interests which must have expected beneficial results from its adoption?" The greater part of

the book is then devoted to showing that the delegates had economic interests and property, and thus he proves his case.

Seldom has a more unjust and destructive theory been advanced in the history of our country. And yet this book has been required reading in thousands of schools and colleges for a generation: "This book," says Walter Lippmann, "has had an immense influence upon the writing and teaching of American history and upon the outlook of the generation that was educated in the interval between the two great wars. It would hardly be an exaggeration to say that this book is the classic which set the fashion for the debunking historians."

"BUILDING AMERICA" TEXTBOOKS

Now do we find this propaganda in our school classrooms? We certainly do. There is a series of textbooks called Building America sponsored by the National Education Association. In California the Sons of the American Revolution, learning that the State department of education intended to introduce these books into the public schools, vigorously opposed the proposal and instituted court action to prevent it. I now quote one item from the SAR complaint and petition in the proceedings before the legislature of the State of California:

"Building America is a subversive publication in that it undermines principles essential to our form of government. The following material contained therein is of that character:

"1. The representation that the Constitution of the United States was the work of well-to-do lawyers, bankers, and businessmen, acting against the interest of the common people, as part of a program to make personal profit."

On page 6 of volume II of Building America we find this text:

"Nearly all the men who gave their great talents to the job were capable, well-to-do lawyers, planters, merchants, bankers, or businessmen. Some of them had lent money to carry on the Revolution. Many had Continental bonds and paper money which were almost worthless, but which they wanted the new government to make good. None of the delegates was a city mechanic or a small farmer who owned little or no property."

There you see the ideas from Professor Beard's book—as plain as day.

The SAR petition continues:

"The board was put on notice regarding the subversive origin of propaganda in the Building America books. It was shown that the unit, Our Constitution, had been prepared in 1936 in a Federal writers' project in New York City with WPA funds; that a considerable part of the material consisted of hand-outs from Federal propaganda agencies; that the educational pattern was based on programs of left-wing radical groups."

Fortunately the SAR won a complete victory in California and the legislature refused money for the purchase of the books, Building America. Incidentally, who do you suppose put up a good part of the money to finance these textbooks? The General Education Board (founded by John D. Rockefeller) which advanced \$50,000 for this purpose.

ORIGIN OF PROGRESSIVE MOVEMENT

With the rise of communism in Soviet Russia, the alien theories of Karl Marx began to take root in the United States. They found particularly fertile soil among the radical educators at Teachers College, Columbia University, where a small group decided the time was ripe for a new social order of a collectivist character.

Getting stimulus from the ideas of Professors John Dewey, Charles Beard, and others, the Institute of International

Education was established in Columbia University in 1919. It started conducting trips to foreign lands, aided by educational foundation funds.

A noted educator, Dr. John C. Almack, professor of education, Stanford University, says:

"Many teachers and students took the pilgrimage to the Old World, usually including Germany and Russia in their itineraries. Many of them returned challenging everything American, breathing fire and defiance to property, the profit system, and the Constitution, and beating the tom-toms for a new social order. They began the active diffusion of economic reform ideas by means of pamphlets, papers, panel discussions, forums, lecturers, teaching, and books. They were filled with the notion that revolution was just around the corner, and that they must declare the way, after insuring their own safety, should things go wrong, by guaranties of academic freedom.

"The new schools in Russia were organized and conducted after the model laid out by John Dewey in Chicago many years earlier. The children ran the schools, worked when they pleased, were rude and unmannerly, and showed no respect for parents or teachers. No reading, writing, arithmetic, and such old-fashioned fundamentals were tolerated in these modern schools. Instead, there was a complex system, in which, with social activities, skills were supposed to be introduced when and if the pupils wanted them.

"In the Russian schools indoctrination in the practice of communism was included as direct instruction. A teacher who would have introduced a doubt of its merits would have been liquidated by a comrade on guard as a counter-revolutionary.

"Ardent American tourists saw and heard only what the boss Bolshevik wanted them to see and hear. They missed many of the views that would have shown the system for what it was.

"However, they came back to America bubbling over with evangelism for the 'new' education, and particularly ballyhooed 'education for a new social order.' Needless to say, this 'new social order' embraced the tenets and practices of collectivism, a name caution taught these apostles to prefer to Communism."

Professor George S. Counts says in his "The Soviet Challenge to America?" "I am indebted to the International Institute of Teachers College for making both trips to Russia possible."

COLUMBIA UNIVERSITY LEADS THE WAY

Since these activities were largely under the command of Columbia teachers, it was only natural that Teachers College, Columbia University, should become the fountainhead of this new type of education. Not only were teachers who were looking for advancement beginning to come in great numbers to Teachers College, but the summer schools which taught these most "advanced" ideas were so well advertised that many thousands came each summer, swept off their feet by teachings—things they had never heard before. They became the victims of new theories of society and the kind of "education" (so-called), which was necessary to produce and perpetuate such a society. Consequently, they went back to their respective cities, towns and hamlets with the absolute conviction that they had discovered the fount of all educational knowledge (Teachers College) and the sure way to save the world from the plague, and civilization from its worst enemy, namely, itself.

Now multiply this yearly performance by the number of years since the first World War and you can imagine how many men and women in our teaching profession have become innoculated with these subversive doctrines.

Styling themselves the "Frontier Thinkers," these educator-reformers and their colleagues, the more aggressive social reformers, experimented in "liberal" schools and tested the possibilities of capturing our educational system. Their methods and techniques were extremely subtle, and their doctrines were artfully concealed in an attractive package labeled "progressive education," and decorated with ribbons called Social Science. Socialism? Of course not. This was the new twentieth century streamlined model of "democracy," said the Frontier Thinkers. As everyone likes to be progressive, and everybody wants democracy, little opposition developed.

GRANT FROM CARNEGIE CORPORATION

In 1926 a group known as the American Historical Association appointed a commission of liberal educators to "investigate the teaching of history and other social studies in the schools." After bringing in a preliminary report in 1928, this commission was enlarged, secured a grant of \$300,000 from the Carnegie Corporation and spent five years in deliberations. From about this time the more militant social reformers, or "hard progressives," dominated the movement. In 1934 the commission published its report, the fifteenth volume of which is entitled Conclusions and Recommendations, and contains the premise and philosophy of the left-wing educators: Our American way of life is a failure and must make way for a collectivist form of society. Education is to bring the day of this utopian "integrated order."

From "Conclusions and Recommendations" we learn in detail how this indoctrination through the schools is to be accomplished. The propaganda vehicle is to be the new Social Science course, supplanting the traditional United States history, geography, and civics. Textbooks are to be rewritten, special courses and teacher's guides are to be prepared and other teaching material is to be carefully selected to accomplish this purpose of education.

PROFESSOR LASKI CALLS IT SOCIALISM

Perhaps the most fitting characterization of this book is the statement of Professor Harold Laski, prominent English educator and Marxist, who says:

"Stripped of its carefully neutral phrases, the report is an educational program for a Socialist America * * * (It) could be implemented in a society only where socialism was the accepted way of life; for it is a direct criticism of the ideals that have shaped capitalist America." (New Republic, July 29, 1940.)

Thus, was hatched the plan of the collectivists at Teachers College to propagate alien ideologies through the public schools from coast to coast.

Having formulated this ambitious plan, they found that the most difficult part of the program was to introduce it into the public schools. After all, to change the "climate of opinion" of American citizens so that they will discard many traditional institutions is no small undertaking. Who knew what boards of education and parents would have to say? Obviously the task required skill in preparation and extreme tact in presentation.

PROFESSOR RUGG'S SOCIAL SCIENCE COURSES

One of the ablest for this task was Professor Harold Rugg of Teachers College, keen, resourceful, teacher of teachers. Rugg had long been an exponent of the "new social order" and had experimented with courses developing the idea. In fact, in the early 1920's he introduced his social science pamphlets into the Lincoln School of New York City. With the strong support of radical colleagues, Professor Rugg introduced his social science courses into other schools, and

in time his whole comprehensive courses, including ten or more textbooks and various accessories, were in use in approximately 5,000 schools.

The working tools of this system are as follows: Textbooks, workbooks, and Teacher's Guides. One or two examples will show the nature of this system, which emphasizes "attitudes" at expense of knowledge.

In one of the pupil's workbooks the question is asked: "Is the United States a land of opportunity for all our people? Why? This is the answer the child should give according to the Teacher's Guide For Our Country and Our People (p. 38):

"The United States is not a land of opportunity for all our people; for one-fifth of the people do not earn any money at all. There are great differences in the standards of living of the different classes of people. The majority do not have any real security."

Most of us hold the belief that our country is superior to dictatorships of other nations. But apparently we are wrong. For this is how the Teacher's Guide for America's March Toward Democracy (p. 52) rules out any such attitude:

"Of the 315 pupils 88 per cent said that the following statement was true, 'My country is unquestionably the best country in the world.' Now the attitude thus expressed is one that we decidedly do not want to develop in our classes."

Among other tips to teachers, we find this in the Teacher's Guide for America's March Toward Democracy (p. 68):

"Treat the War for Independence essentially as an economic struggle between the ruling classes of England and the Colonies."

Thus we find many instances of the influence of Beard's thinking in 1913. In one of Professor Harold Rugg's social-science textbooks, History of American Government and Culture, page 127, the following text appears:

"For land speculation later involved many leaders. Among them were Franklin, Callatin, Patrick Henry, Robert Morris, James Wilson, and many less widely known men. The speculators soon saw that to protect their ownership they must have the help of a recognized Central Government which would establish land offices, make accurate surveys, and establish Army posts to protect the settlers. There was a second group of speculators who also wanted a Central Government. They were gamblers who were buying up the depreciated paper money."

In Rugg's Teacher's Guide for America's March Toward Democracy, page 71, we find the following:

"The convention, however, consisted of a very small self-selected group of well-to-do, educated upper-class Americans, many of whom were exceedingly conservative. This was the group that made the written Constitution of the United States."

And in the same Teacher's Guide on page 72 is this:

"Furthermore, show that not more than three per cent of all the inhabitants of the United States actually voted on the ratification of the new Constitution. Emphasize that thus only the small property class was represented in this conservative government."

This is history as taught by the Rugg system.

These examples illustrate the kind of "attitude" taught by the Rugg courses. In scores of other instances the American way of life is subtly undermined, disparaged or openly attacked.

While Beard did not teach socialism the alternative to constitutional freedom in this age is socialism.

The pity is that the millions who have read and are still being taught the economic interpretation of the Constitution of the United States will not read or be taught the histories by Charles A. and Mary Beard, written 30 and 35 years later. They powerfully present the facts that reveal the blessings of a free society as against the workings of the socialized or authoritarian state, particularly the Republic, the Federalist papers, Roosevelt and the Coming of the War, and Basic History of the United States in which the professor and his wife say:

"With this book we bring to a close our many years of cooperative efforts in seeking to interpret the long course of American history, newly written to express the historical judgment which we have reached after more than 40 years devoted to the study of documents and the observation of life at first hand in all parts of the United States, rural and urban, and in parts of the Old World and the Orient."

SCHEME OF INDOCTRINATION

Soon the entire scheme of indoctrination of the Frontier Thinkers became entrenched in our educational system from grade schools to colleges. Beard, Dewey, Counts and numerous others did the spade work. Rugg and others write the courses for children to fit the specifications of the plan. Then they devise courses for teachers, which sell them on the philosophy and expect them to sell the community through the medium of the children. Then teachers' colleges fall into line by making similar courses mandatory for those seeking advanced degrees. Qualifying teachers then are rated as specialists in the social sciences and favored in "progressive" schools, where they naturally advocate the use of Rugg's and similar courses. And so the cycle of propaganda is complete. All of which has been financed by millions of good capitalistic dollars from educational foundations assisting to cut the throat of the very economic system which created them!

Briefly, that is how it happened—how the radical teachers captured the citadel of learning, while parents did not realize what was going on, and consolidated their position by means of great organizations such as the NEA.

Now, what has been the result of 20 years or more of this kind of education? After all, we are not prejudiced against new ideas or methods and should judge any institution by its results—its effect on our society. There have been some benefits or good points, but they have been so minor as compared to the bad ones that the general effect on millions of the younger generation has been little short of tragic. A fair appraisal of this educational scheme for a new social order will reveal vital defects, as follows: (1) It has caused shocking deficiencies in knowledge of mathematics, history, civics, geography, spelling, grammar, and other basic subjects. (2) It has given unsound citizenship training by ignoring or weakening discipline, initiative, respect for authority, willingness to work, and other attributes of good training. (3) The social science in particular has been used as a cover in many instances for indoctrination in Marxism and other subversive activities undermining faith in our American institutions.

Time will not permit detailed reference to the many fallacies of progressive education. We all have seen these costly failures, including many to show the deficiencies now apparent in basic education. For instance, Mathematics—I have a letter written during the war from an admiral of our Navy to a professor of the University of Michigan. It says in part:

"A carefully prepared selective examination was given to 4,200 entering freshmen at 27 of the leading universities and colleges of the United States. Sixty-eight per cent of the men taking this examination were unable to pass the arithmetical reasoning test. Sixty-two per cent failed the whole test, which included also arithmetical combinations, vocabulary, and spatial relations. The majority of failures were not merely border line, but were far below passing grade. Of the 4,200 entering freshmen who wish to enter the Naval Reserve Officers' Training Corps, only ten per cent had already taken elementary trigonometry in the high schools from which they had graduated. Only 23 per cent had taken more than one and a half years of mathematics in high school. In order to enroll the necessary number of men in the training schools, it was found necessary at one of the training stations to lower the standards in 50 per cent of the admissions. This necessity is attributed to a deficiency in the early educations of the men involved."

HISTORY: Wise men have long known that a knowledge of history is indispensable to good citizenship, for it is the essence of man's experience through the ages. "Not to know what happened before one was born is always to be a child," said Cicero. No nation can be severed from a preceding generation, and history, therefore, becomes a continuous drama wherein each scene leads to the next.

In a survey made by the *New York Times* in 1943, college freshmen throughout the nation revealed a striking ignorance of even the elementary aspects of United States history, "and knew almost nothing about many important phases of their country's growth and development," said Benjamin Fine.

Seven thousand students in 36 colleges and universities in all sections of the country were examined. A large majority of these college freshmen could not identify such names as Abraham Lincoln, Thomas Jefferson, Andrew Jackson, or Theodore Roosevelt. Of those questioned, 1,705, or 25 per cent did not know that Abraham Lincoln was President of the United States during the Civil War. Twenty-five students listed George Washington as having been president during that highly important period; 35 per cent listed Alexander Hamilton as being principally famous as President of the United States. A goodly number of students listed Hamilton as being historically important because of his watches!

The survey revealed that most of these students had taken courses in social studies or social science, but that 82 per cent of the colleges of this country do not require the teaching of United States history for the undergraduate degree. Few of the students had any notion of the geographical and historical formation of the United States.

CIVICS: For many generations, the course known as civics was an important one in American schools, featuring a study of the United States Constitution, its history and philosophy. But under the scheme of the frontier thinkers, civics as a separate course was dropped along with history and geography to make room for social service. Figures of the United States Office of Education show that only 5.97 per cent of high school students, or one in seventeen, took civil government, and many of these courses stressed police, firemen, garbage man, fly control, and similar matters of local government. Such information is desirable, but hardly at the expense of the knowledge and understanding of our charter of freedom and the basic law of the land.

Although the Bill of Rights and the Constitution are significant milestones in this nation's life, the students queried in the *N.Y. Times* survey were only slightly familiar with both of these great documents. Less than half of these college freshmen could name two of the many specific powers

granted to Congress by the Constitution, while only 45 per cent could name four specific freedoms guaranteed in the Bill of Rights.

GEOGRAPHY: "Inasmuch as America's history unfolds in a geographic setting, without some concept of this setting an understanding of local and sectional trends would appear impossible," says Benjamin Fine in *Times* survey. The students were asked to name the States starting with Massachusetts in their geographic order from north to south. Only three per cent of the students—193 out of 7,000 could list the States along the eastern seaboard with any degree of accuracy.

Most of our students did not have the faintest notion of what this country looks like. St. Louis, located on America's most famous river, the Mississippi, was placed on the Pacific Ocean, Lake Huron, Lake Erie, the Atlantic Ocean, Ohio River, St. Lawrence River, and almost every place else. Only 15 per cent of the college freshmen had any idea where Portland, Oregon, was located. Two hundred and fifty students thought that Portland, Oregon, was on the Atlantic Ocean.

As you may know, Scarsdale, N.Y., has long been a stronghold of "progressive" education. Long after its fallacies had been exposed throughout the Nation, the Frontier Thinkers were able to hold out at Scarsdale, until a committee of alarmed parents made their own survey, viewed the results and insisted on cleaning house. On the subject of social studies versus the separate teaching of geography, history and civics under their own names, their report, which should be read by every school board in the country, states: "Some fathers and apparently mothers have been surprised at the ignorance of some Scarsdale School graduates about geography; and there is a country-wide recognition of deficiencies in history."

A sample question illustrating the way geography is taught, is offered as a possible explanation of the deficiency in this subject. The question is "Petroleum is getting more important because—." These four possible answers are printed from which pupils are to mark one as being correct: "(1) Much money is invested in it. (2) There are many oil wells. (3) Oil wells are valuable. (4) Gasoline is needed for autos. 'Just what element of geography,' says the committee, 'would that implant in sixth-grade pupil minds?'"

READING AND SPELLING: It was found that 39 per cent of the parents were dissatisfied with the progress of their children had made in reading, and 77.3 per cent of parents were dissatisfied with their children's ability to spell. The committee said:

"Simple subjects singly taught accumulate more ultimate knowledge than any potpourri which is 'predominantly social.'"

The following recommendations were made:

1. We urge that the term "social studies" be dropped completely from teacher intercourse with pupils and parents and from their reports.

2. We recommend the teaching of geography as a distinct course of study in the elementary schools, with emphasis on map or space geography as distinguished from economic geography.

3. We recommend the teaching of a continuity of undiluted history. By "undiluted" we mean what a most eminent educator expressed thus: More teaching from history and less from contemporary scenes."

If time permitted, a similar condition could be shown in writing, speaking, grammar, sound economics and other subjects necessary to a basic education, and also deficiencies in general citizenship training.

ENGLISH: The average American high-school graduate is ill-prepared to read, write and speak the English language, according to the report prepared by Professor Albert Elsassser of Princeton University and Professor Albert H. Thayer of Bowdoin College, and submitted recently to the School and College conference on English at the Hotel New Yorker.

Based on a poll of English instructors in 106 colleges and universities which trained Army and Navy students during the war, the report made 15 recommendations to modify English teaching practices in secondary schools.

Of the 106 colleges and universities polled, only 7 disapproved of the committee's indictment of the trainee's preparation in English. One institution reported that a third of its trainees was so "grossly deficient as to make it incredible to us that any secondary school would permit their graduation."

DEMOLISHING LOYALTIES AND TRADITIONS

Another serious objection to this education for the "new social order" is that it is a philosophy of pure materialism.

The theory is that the religious influence which fits certain standards of morality, honesty, integrity and loyalty is a sham and a delusion and has no place in education. In short, these time-tested verities must give way to a "philosophy of change" in which nothing is constant or stable. It is a simple step from this to the acceptance of a materialistic philosophy which is the Marxian doctrine.

Effort is centered on demolishing loyalties and shattering our objects of allegiance. This is cleverly termed "changing our attitude" which is an essential step to the uprooting of many time-honored loyalties and respected customs and traditions of patriotism and culture which have been the foundations upon which our Republic was built.

Coupled with this, the child is deprived of history, geography and civics as separate courses. These time-honored and vitally important subjects are lost in these social science courses of indoctrination. As a consequence, the student so educated is cut loose from the philosophies of life which the ages have proved of value.

He is taught that there are no permanent values or standards and that he must have no concept but one of "change," inevitable change. Thus the child is submerged in a propaganda of disbelief and cast adrift in a sea of doubt and cynicism. He is like a ship without a rudder.

This whole scheme is so skillfully designed that it has fooled millions of people. In fact, many adults and even teachers have been deceived by this program which masquerades cleverly under the attractive banner of "liberalism," "progressive education," and an effort to improve our "democracy."

A serious aspect is the radical teacher's concept of his function in our society. According to a committee of the Progressive Education Association, of which Professor George Counts was chairman, our teachers should consider themselves as "the spiritual leaders of the masses of the people" (*A Call to Teachers of the Nation*, p. 19.) The committee explains that teachers should not consider themselves "tools of the State; nor does it mean that they are constrained to defend the existing social system." (*Ibid.*) "Even the taxpayers," it says, "have no special claim on the schools; they are but the tax collectors of society." (*Ibid.*)

Most citizens are unaware of this attitude, but it exists in many places and fortunately the Scarsdale (N.Y.) parents, heretofore mentioned, dealt with it in the good old American tradition. They said:

"Our considered position is that, greatly as we admire our

school leaders, we believe ourselves capable as a community of debating educational methods on an even footing. We accept no inferior status for parents in counseling with school authorities on the education of our children.

"Many of our club members in the professions, arts and industries are more than adequately educated for teaching requirements, but find other callings more attractive or congenial."

So, when we review this revolutionary educational plan objectively and see the results of 20 years in operation, we find that on balance it is definitely bad. To sum up, I can do no better than to quote from that keen student of our times—Dr. Henry Link—who said:

"Our capitalistic system supports the largest, I will not say the greatest, educational system in history, but its lack of an adequate ideology encourages that system to turn out more and more Socialists who would destroy the very system which made their education possible. That is one reason why I have described the American educational system in some of my writings as "The most elaborate plan ever conceived for obscuring and even denying the elementary facts of life." But let us not blame the educators, let us blame ourselves, because while we have supported education with our dollars, we have neglected to guide it with our principles."

MANY ABLE EDUCATORS FIGHT PLAN

Now, in these remarks, I have dealt rather roughly with our educational setup because it deserved it. But I wish to make it very clear that I am not condemning all our schools and colleges and certainly not the teaching profession as a whole, for which I have the highest regard. Thousands of schools have refused to accept in whole or in part this insidious pattern of education, and others have thrown it out when its true nature was revealed.

Great credit must be given to the teachers who have fought for years without organization or recognition, against the apparently overwhelming influence of the radical educators. Against all kinds of pressure, they have held true to their principles and now see their judgment vindicated.

ENGLAND'S DRESS REHEARSAL FOR UNITED STATES

Now, if you would see the pattern that these politico-educators have for the United States you should follow closely the program of the Socialist labor government in England. This labor government is the child of the Fabian Society, pioneered by Sidney and Beatrice Webb in London in 1884. As you see one industry after another being nationalized, the farmers being told what they may sow, how they must reap, and citizens generally ordered to work where directed and under conditions prescribed by the state—all under heavy penalty on refusal—you can see liberty rapidly disappearing and the hollow mockery of Britain's proud boast of centuries that every man's home is his castle.

And when you read that the nationalization of the medical profession, with all the evil consequences, is being ruthlessly pushed against the violent protests of 87 per cent of England's doctors and surgeons, you should shudder at the bills now pending in our Congress for socialized medicine, for it is the beginning of the same plan.

Yes, you are now being afforded a dress rehearsal of what these professors have planned for our country and are successfully carrying out. A year or so ago, George Bernard Shaw, a leader of the Fabian Society in England, declared that the objectives of this organization were being accomplished in England, and the United States was next.

When the Frontier Thinkers conceived their elaborate

and clever plan many years ago, they estimated that it would take one complete generation to accomplish their purpose by means of education. They have now about two-thirds of the allotted time. They have completed the job in England and you may judge for yourself how nearly they have reached their goal in our country.

These leaders are able, intelligent and determined, and they are using your money and your schools and your children to bring it about. And if and when that sad day ever strikes this glorious country you will find emerging from their pink ivory towers as the real heroes of the movement, several radical educators just as Professor Harold Laski took the plaudits in England when the Socialists took over.

"EMOTIONALIZED SOCIAL REFORMERS"

A noted educator, Dr. John L. Tildsley, former Assistant Superintendent of Schools, New York City, holds this view of these Frontier Thinkers: "I have come to believe the group in the main favors a society not dominated by the profit motive, a society labeled as a democratic collectivist society * * * they are primarily social reformers, new world-makers rather than school masters, and are therefore seemingly indifferent to the quality of education today. * * * The extreme Frontier Thinkers plan to capture the collectivist society by exploiting (not really educating) the children through the agency of the teachers and enrolling them in a movement approved by probably not five per cent of the parents. Such a plan is both immoral and impracticable. * * * As I see it they are no longer School Masters, they are just emotionalized social reformers. The world needs both school masters and renovators of society; but why mix the labels? Why employ the very expensive machinery of the school for an end that is not education but merely conversion?" (The Social Frontier, July 1, 1938.)

At long last, many people are becoming alarmed and endeavoring to do something about this serious condition in education, but they lack leadership and organization. The great majority are too engrossed in their own affairs to visit their schools, read their children's textbooks and find out what they are being taught. It is truly amazing that more parents are not enraged at those responsible for this shocking betrayal of our youth. Have we lost our great American tradition of righteous indignation? Sometimes I think we have. Perhaps we are punch-drunk. If so, we had better sober up and soon, for time is fast running out, and huge numbers of the younger generation have been educated to worship false gods.

We should know by now that all our efforts to rout Communism amongst adults will only be a temporary victory at best, if so many of our schools and colleges continue to spawn collectivists and socialists, for these alien forms of society are based on the economic and political principles of Marxism, which pave the way for Communism. We have seen proof of this a dozen times in countries that have fallen behind the iron curtain.

Let us not forget that when Cicero's last effort failed and the gates of the Roman Republic were opened to the barbarians from the North, it perished in the dust along with the hopes and aspirations of mankind. And it was nearly 1,500 years thereafter before a republican form of government worthy of the name dared to rear its head in Italy. Wealth may come, wealth may go; material security may be a fact today and a fiction tomorrow, but once the liberties of men are destroyed no one can tell when or if they will ever be restored.

WHAT YOU CAN DO!

If you have children, if you cherish freedom, if you care what happens tomorrow, *read carefully* this documentary report of the conspiracy within our public schools which in 30 years has undermined Young America's faith in the Constitution of the United States and our democratic processes.

Act immediately to aid our schools by defeating Federal Aid to Education: *Write*, get your family and friends to write to your Senators and Congressmen. Write leaders of all political, economic and educational groups to which you belong. Present them personally with a copy of "Education For The New Social Order"—*after* reading it so carefully yourself that you are capable of discussing it competently. *Urge* the local PTA, your School Boards, the League of Women Voters, Professional Women's Clubs, AAUW, etc., to *present both sides* of the issue and offer personally to present the facts against federalized education. To date, both sides have not been presented on the Federal Aid Bill. Many well-intentioned people have been deluded into believing that there is only one side. An informed, alert PTA *alone* could defeat this bill.

If teachers' salaries in your area are inequitable, discuss with your School Board and other local authorities how funds may be reallocated, without raising taxes, so that teachers may be fairly paid. Fair salaries must be one means of securing teachers who believe in our American Republic.

Impress upon your School Boards, teachers and parents that the teaching of American ideology, based on God-given rights of individuals as expressed in the Declaration of Independence, the Constitution and the Bill of Rights, should be reestablished in the curricula and tenets of the schools in your community. Freedom of education is the forerunner of all other freedoms. Keep our American schools free from *Federal thought-control*. It is only in totalitarian govern-

ments that the party in power controls what is taught in the public schools. *Consider* these comments from responsible thinkers:

SUPREME COURT, 1942: "The Government has the right to regulate that which it subsidizes."

NATIONAL GRANGE: "In the long run, federal appropriations for the public schools and federal control would go hand in hand."

DWIGHT EISENHOWER (Pres., Columbia University): "The Federal Government has no right to take tax money out of our pockets and then give it back to us without some sort of supervision."

ROBERT A. MILLIKAN (Calif. Institute of Technology): "Anything a local community gets from Federal Government it itself pays for and at an unnecessarily excessive rate... It is probably that very few of the present proponents of Federal Aid to Education are carefully weighing the long-range effects of this kind of policy. They are merely interested in the need of increased salaries for teachers, in which matter I am in agreement with them. It is merely another one of those efforts to 'clear out the cockroaches by burning the house down'."

SENATOR HARRY BYRD: "When local education is assumed by the Federal Government as a Federal responsibility, then the States, which have been doing so much to improve their school system will say 'Let the Federal Government do it'. State responsibility would be undermined and indifference encouraged."

DR. GEORGE S. BENSON (President of Harding College): "The states (even Arkansas, Mississippi and Louisiana) are much more able to take care of their own educational needs than is the Federal Government." (Dr. Benson has recently completed a survey showing that many states already have corrected the glaring budget inadequacies still being cited by National Education Association proponents and lobbyists.)

STATE OF INDIANA Concurrent Resolution 1945: "We have taken a good look at said dollar (taxed out of our pockets and sent to Washington). We find that it lost weight in its journey to Washington and back. The political brokerage of the bureaucrats has been deducted. We have decided that there is no such thing as Federal Aid."

DR. DONALD J. COWLING (President Emeritus, Carleton College): "The basic argument against Federal Aid for schools is that it would place in the hands of those in political authority the power to transform our whole way of life."

National Association of ProAmerica,
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