

Education for Parenthood

A Program, Curriculum, and Evaluation Guide



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EDUCATION FOR PARENTHOOD: A PROGRAM, CURRICULUM, AND EVALUATION GUIDE

*Dear Mrs. Dobbs
I hope the information
in this book will
be helpful to you
Carmy H. Morris*

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GUARDIANS OF EDUCATION
FOR MAINE

THE PURPOSE

This *Education for Parenthood: A Program, Curriculum, and Evaluation Guide* has been prepared to assist school agencies and community-based organizations in developing effective preparation for parenthood programs for the teenagers they serve. The *Guide* has been designed to provide general information about Education for Parenthood demonstration programs; an overview of the evaluation of the programs; detailed information about materials and specific educational experiences available pertaining to parenting concepts; and helpful guidelines on how to develop and implement an Education for Parenthood Program. For your convenience, this *Guide* can be placed in a three-ring binder and used as a workbook.

F O R E W O R D

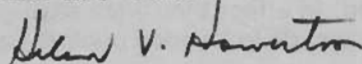
This "Education for Parenthood Program, Curriculum and Evaluation Guide," represents the culmination of six years of development, demonstration, dissemination and utilization efforts regarding parenting education materials and activities for adolescent boys and girls.

The Education for Parenthood Program has been a cooperative effort of the Administration for Children, Youth and Families, the U.S. Office of Education, and the National Institute of Mental Health. The Program has focused national attention on the need for adolescents to have formal instruction and actual experience in working with young children so as to answer their questions about children and parenthood; to improve their competence as prospective parents; and to prepare them for possible careers in working with children.


Our experience over the past several years have clearly shown that opportunities for parenting education should be provided to all teenage boys and girls through programs developed and sponsored at the local level by both school and non-school agencies, under the leadership of properly trained personnel. It is hoped that this guide will inspire and assist communities to expand and implement such programs, selecting and adapting from this wide-range of proven materials and activities those which they believe will best meet local needs.

Although the Education for Parenthood Program was initially aimed at youth, the materials and activities developed are being used in a variety of ways, including the preparation and inservice training of child care workers, as part of outreach programs in home-based settings, in the preparation of foster care parents, as orientation courses for undergraduate college and university students majoring in various subject areas, and in the area of child abuse and neglect -- both as an anticipated preventive measure as well as material to be used with parents currently participating in rehabilitative activities.

Recognition is given to E. Dollie Wolverton of the National Center for Child Advocacy and W. Stanley Kruger of the U.S. Office of Education, who have provided diligent and creative leadership throughout this effort. There is no doubt that Education for Parenthood "is an idea whose time has come."



Helen V. Howerton, Chief
National Center for Child Advocacy
Children's Bureau



Frank Ferro, Associate Chief
Children's Bureau

ACKNOWLEDGEMENTS

This *Guide* would not have been possible without the collaborative effort and cooperation of everyone involved in the Education for Parenthood Project described herein. To begin, E. Dollie Wolverton, ACYF Project Officer, provided substantial contributions throughout the *Guide's* development in addition to critiquing the working drafts. W. Stanley Kruger, Office of Education, DHEW, contributed greatly to the development of the parenting concepts and the format for presenting them. Ray Rackley, ACYF Project Officer, contributed to the *Guide* through his able assistance in the evaluation activities. Especially important was the encouragement and support given by Duane Ragan, former OCD Project Officer. His leadership during the first three years of the Project provided the direction and motivating force for the completion of the *Guide*.

The Education Development Center contributed significantly to the development of the parenting concepts and to the overall development of the *Guide*. Especially helpful were Marilyn Clayton Felt, Susan Thomas, and Dennen Reilley.

No project of this scope can be accomplished without a staff dedicated to doing the very best job possible. Without the extra effort put forth by the evaluation staff, especially the clerical, data processing, and graphic design staff, this *Guide* would not have been possible. A list of the evaluation staff can be found in Appendix C.

The national administrative staff of the participating National Voluntary Organizations are commended for providing the encouragement and support necessary for programs to be developed and evaluated. They also recognized the need for assistance by other organizations and agencies in developing parenting education programs for youth and provided valuable information and suggestions concerning administrative matters which are necessary to successfully implement Education for Parenthood on a national basis.

The numerous site directors, group leaders, and resource persons who worked with the teenagers directly readily shared their ideas and experiences about parenting education for youth. We hope most of the ideas and experiences are reflected in the pages to follow.

Joan Licursi, J. Lynne Richardson, Elma Phillipson Cole, Brian Archimbaud, Gola Tatum, Alfred James, and Cheri Aho of the Education for Parenthood Curriculum Development Committee provided the stabilizing force to finally pull together all of the ideas, parenting concepts, and materials in a meaningful way. Each member unselfishly donated hours of time reviewing, classifying and reclassifying materials. Each also completed the hundreds of other tasks necessary in the development of a resource book like this *Guide*.

The thousands of teenagers who participated in the Project had a significant impact on the development of the *Guide* by letting us know that they need and want more information and skills regarding children and parenthood. In effect they were saying:

"If you want us to be good parents someday, please show us the way."

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EDUCATION FOR PARENTHOOD:

THE CONCEPT

WHAT THREE THINGS MAKE A GOOD PARENT?

"Understanding the child. The child is a person with certain ways of doing things. It is wrong to raise a child to be just like yourself."

"Having a good education so you will be aware of things. If you don't know anything, you can't help your child learn and know things."

"Love."

EfP Teenage Participant

THE CONCEPT

In 1972, the National Center for Child Advocacy, Children's Bureau, Office of Child Development, in cooperation with the Office of Education and the National Institute of Mental Health, launched a nationwide program called Education for Parenthood (EfP). The major purposes of the program are to provide teenagers with the opportunities to develop more positive attitudes about children and parenting; to improve their self-awareness and self-understanding; and increase their knowledge and skills along the following dimensions:

- *The course of child development.*
- *The social, medical, and emotional needs of children.*
- *The family's role in child development and socialization.*
- *The important factors in prenatal care and the early months of infancy.*
- *Child care career possibilities and requirements.*

Education for Parenthood is intended to supplement, rather than replace, any parenthood training young people receive at home, and to strengthen the family as the most important influence on a child's life. Since its inception, the Education for Parenthood Program has helped many schools and voluntary organizations to set up programs to teach adolescents about child development, to give them experience working with young children, to answer their questions about children and parenthood, and to prepare them for possible careers in working with children.

The overall Education for Parenthood Program has three major components:

Development of Parenthood Education Curricula for Schools

1 In the beginning a Children's Bureau grant was awarded to the Education Development Center to develop and evaluate a comprehensive curriculum on child development for students in grades 7 through 12. The title of this course is *Exploring Childhood*. Additional financial support was provided by the National Institute of Mental Health.

The *Exploring Childhood* course combines classroom instruction with practical experience, working with children in Head Start programs, day care centers, nursery schools, parent cooperatives, and kindergartens. It is a one-year course for teenage boys and girls adaptable to the needs of adolescents of varied cultural backgrounds. Students spend part of their time in classes learning about child development, family relationships, and childrearing practices in different cultures. Then several additional hours a week, the students work directly with children in child care centers, under the supervision of a preschool teacher. A variety of materials are used, including workbooks, films, and audio-cassettes. In addition to the student materials, the curriculum includes teacher guides and a manual for school administrators, with suggestions on organizing a parenthood education program, arranging transportation, and developing sources of funding. To assure quality control and maximize effectiveness, a complete evaluation of program and materials was conducted by the Education Development Center. Program effectiveness was measured by comparing experimental group outcomes with those of a control group.

The curriculum is now being used in over 2,300 schools, 350 colleges and universities, and about 400 community agencies throughout the country and also in 38 sites in foreign countries. An *Exploring Childhood* catalog describes materials available for the course, including recently prepared units on subjects such as infancy, children with special needs, families under stress, and single parenthood. The catalog also includes information on teacher training workshops. Evaluation reports are also available. For more information about the *Exploring Childhood* program and evaluation contact:

Education Development Center
55 Chapel Street
Newton, Massachusetts 02158 (617) 969-7100

Development of Parenthood Education Programs in Non-School Settings

2 In 1973, the second phase of the Education for Parenthood Program began. Seven national voluntary youth-serving organizations were awarded three-year grants to conduct a variety of pilot parenthood education projects for teenagers in non-school settings. The organizations receiving the grants were:

Boy Scouts of America
North Brunswick, New Jersey 08902
(201) 249-6000

Boys' Clubs of America
771 First Avenue
New York, New York 10017
(212) 557-7755

National 4-H Club Foundation of America
Room 6002, South Building
14th & Independence
Washington, D.C. 20250
(202) 447-5587

Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
(212) 751-6900

National Federation of Settlements and Neighborhood Centers
232 Madison Avenue
New York, New York 10016
(212) 679-6110

Salvation Army
120 West 14th Street
New York, New York 10011
(212) 243-8700

Save the Children Federation
Appalachian Program
P.O. Box 319
Berea, Kentucky 40403
(606) 986-3901

These National Voluntary Organizations have developed innovative ways of providing teenagers with information about child development and family life. They have employed seminars, rap sessions, family living skill books and films and have involved volunteer leaders and professionals from the community. Under supervision, teenage boys and girls of varied economic and cultural backgrounds have worked with children in child care centers, day camps, and hospitals. In some of these projects, teenagers have visited the homes of preschoolers and their parents, bringing educational toys and materials. In other projects, teenage boys and girls have been trained as babysitters, companions to handicapped children, or counselors in summer day camps. Demonstration programs have been conducted in over 300 local chapters and sites of the seven national organizations.

An additional five-year grant was awarded to Behavior Associates in order to provide for a comprehensive and meaningful evaluation of the National Voluntary Organization projects. A major goal now is to use the information gained from the evaluation of these projects to develop effective Education for Parenthood models which can be easily used by other interested organizations. This *Guide* is one step in that direction. An overview of the evaluation can be found in the section of this *Guide* entitled, "The Evaluation." The complete evaluation can be obtained from:

Behavior Associates
330 E. 13th Street
Tucson, Arizona 85701
(602) 792-3670

Provision of Technical Assistance by the Office of Education

3 Since no single parenthood education course can meet the needs of every community, the Office of Education is providing information on a variety of approaches that schools and voluntary organizations can use in designing their own programs. The agency is serving as a clearinghouse for information about available parenthood education curricula and materials. The Office of Education is also providing technical assistance to local school systems and agencies desiring to establish parenthood education programs. This assistance may consist of providing illustrative materials and information regarding producers of materials in the field, or may involve consultation, review of proposed programs, and referrals to possible sources of Federal funding. For more information about technical assistance by the Office of Education contact:

Parents/Early Childhood and Special Programs Staff
U.S. Office of Education
Department of Health, Education, and Welfare
Washington, D.C. 20202
(202) 245-8118

EDUCATION FOR PARENTHOOD:

THE DEMONSTRATION PROGRAMS

"Before I went in I thought I'd get married right away and have children. Now, I want to wait until I'm mature enough to be a good parent."

EfP Teenage Participant

THE DEMONSTRATION PROGRAMS

There has been a common goal in the Education for Parenthood programs; namely, to provide youth with experiences and information pertaining to parenting in order to better prepare them for their potential roles as future parents. Even so, the seven National Voluntary Organizations have looked at the meaning of "preparation for parenthood" from different viewpoints, resulting in a rich and varied array of parenting concepts, training approaches, and parenting materials.

To familiarize the reader with the different National Voluntary Organizations' demonstration programs, a description of each program is presented in this section. First, an overall description of each program, including information about the participants, is given. Then, more detailed information about the programs on a comparative basis is presented, relative to the following questions:

- What were the primary purposes of each training session?
- What training approaches were used?
- What kind of practical experience did the youth receive?
- Where did the training take place?

Materials developed and/or used by the National Voluntary Organizations as well as *Exploring Childhood* materials are presented in the section entitled, "The Materials Matrix."

OVERALL PROGRAM DESCRIPTIONS

Boy Scouts of America

The Boy Scouts' (BSA) Education for Parenthood Program has three major components:

- An emphasis upon careers in child care areas (*Exploring Childhood*¹).
- A short learning experience about children and family dynamics (Seminar Package).
- Publications dealing with family and community living, communication, etc. (Skill Books).

Exploring Childhood

The Boy Scouts' Exploring Childhood program is conducted within and modeled after the Boy Scouts' career-oriented Exploring Division. The Exploring Division provides teenagers with a better understanding of a career area through actual field experience with professionals who work in various careers or specialties. This is accomplished by establishing Explorer Posts at agencies, offices or colleges, in particular career areas such as law enforcement, medicine, law, and the like. The major emphasis of the Boy Scouts' Education for Parenthood Program is upon careers in child care areas. Several Exploring Childhood pilot sites were established in Bergen Council, New Jersey, to test the concept before introducing the new career area nationally. At these sites, Exploring Childhood Posts were established in high schools, community agencies such as day care nurseries, child care centers for the emotionally disturbed, and associations and agencies dealing with the mentally retarded or multiply handicapped child. Post advisors were faculty or staff of the participating agencies. Training and coordination were provided by the Education for Parenthood Program staff.

On a national basis, Exploring Childhood Posts are being established in schools, child care agencies, mental health facilities, and similar organizations where Explorers are given the opportunity to observe and work with child care professionals. To supplement the field work experience, regular meetings with child care professionals are also provided.

¹ Although the Education Development Center originated the term *Exploring Childhood* for its curricula, the Center gave the Boy Scouts of America permission to also use the title since it seemed to be a natural for its Exploring program. However, the programs are quite distinct and should not be confused with one another.

Seminar Package

Also developed at the Bergen Council, and now ready for national distribution, is a unique, three-hour Exploring Childhood Seminar Package utilizing slide/tape shows, group discussions, role playing, panel discussions, and a self-correcting evaluation measure about children and family dynamics. An interesting feature of the Seminar Package is that Explorers were not only involved in the development of the Package, but also are the primary individuals involved in conducting the training programs.

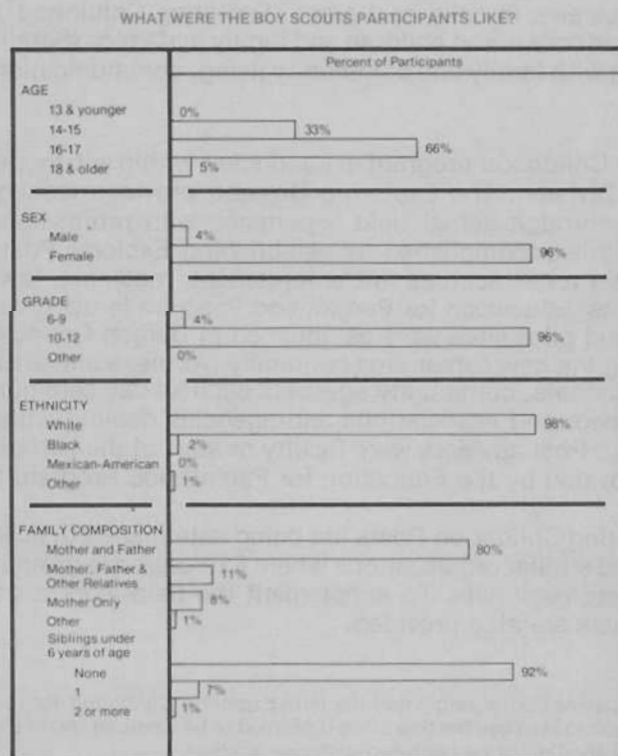
Skill Books

As part of the overall Education for Parenthood national effort, the Boy Scouts have also developed a new series of Skill Books dealing with topics such as family and community living, cooking, communication, and first aid. Skill Books are prepared as an option to the traditional *Boy Scout Handbook* and are designed for low-income Scouts or those with poor reading skills. Six Skill Books are now being distributed with six more in the planning stage. Teacher and Scout Leader Guides have also been prepared as adjuncts to the books. Through these publications, parenthood education concepts are being emphasized throughout the organization.

Participants

The mean age of the teenagers in the Boy Scouts' Exploring Childhood Program was 15.4 years. Rather surprisingly, a large majority were female (96%). In addition, a large majority were enrolled in grades 10-12 (96%), were White (98%), lived with both mother and father (80%), and had no siblings under six years of age (92%). Participant characteristics are summarized in the following graph (Figure 1).

FIGURE 1.



Boys' Clubs of America

From three pilot Education for Parenthood sites and 400 teenage participants in the first year of operation, to 20 sites and almost 1,000 teen participants in the third year, the Boys' Clubs of America (BCA) have rapidly expanded their interest in preparing youth for parenthood.

The core concept in the Boys' Clubs' Education for Parenthood Program is an approach called Help-A-Kid (HAK). HAK is designed for use in training older Boys' Club youth to develop skills and knowledge which are useful for assisting them in their work with younger Boys' Club children, and in their activities with other children in their communities. There are several major objectives of the HAK program, some or all of which are pursued by the various Boys' Clubs involved. The major objectives are:

- To enhance teenagers' knowledge of themselves.
- To provide them with an understanding of others, especially younger children.
- To increase their awareness of the importance of family influence.
- To help them gain a better understanding of the responsibilities of parenthood.
- To broaden their knowledge of factors influencing child development.
- To provide the opportunity to explore careers in working with children.
- To help participants learn skills of working with children.

A unique aspect of this program is the involvement of the teens with the staff in actually planning and coordinating the activities and training. In order to facilitate the achievement of the objectives, numerous and varied individual activities are designed as part of the HAK program, from which individual clubs could select the activities which best suited their needs. The primary activities in the HAK program are:

Junior Staff In-Service Training Program

This component is designed for use by staff in training the teenage program staff to improve and expand their skills in working with children. In addition to developing their child interaction skills, this program is aimed toward "humanizing" teens for their future lives, helping them develop feelings of self-worth and improving their youth leadership skills.

Values Clarification Rap Groups

In this component teens meet with staff in an open discussion of issues of concern to today's youth. Major topical categories include: Self-awareness and roles we assume; adolescents and sexuality; contemporary lifestyles; parenthood, families and children; and life issues and social concerns. The objectives of this component are to increase teenagers' knowledge of themselves, improve their decision-making capabilities, increase their understanding of their value systems and broaden their appreciation for and acceptance of divergent viewpoints.

Human Survival Training

In this program the focus is on practical skills for child-rearing and homemaking. The teens involved have the opportunity to develop positive attitudes toward parenthood roles, to strengthen beliefs in themselves as competent adults, to change and alter sex role stereotypes as they relate to certain aspects of family life, and to develop a solid understanding of their own parents and the responsibilities of adult life.

Mini-Grants

The Boys' Clubs' Education for Parenthood Program includes other important dimensions. In the third year of operation, ten Boys' Clubs received "mini-grants" from the Boys' Clubs' National Office to establish their own individualized versions of Education for Parenthood. These Clubs were stratified

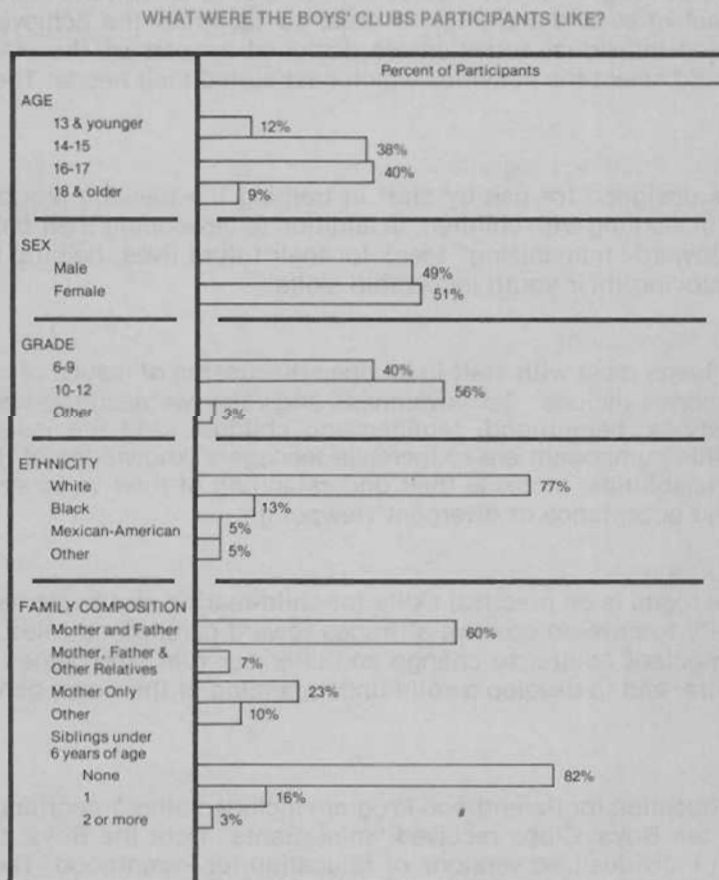
across the nation and included such innovative programs as improving the communication and parenting skills of young adults through their involvement in an art program for young children, a family life education program in which teens were counseled in parenthood preparation through field experiences, formal training sessions, informal counseling and group discussion, and a program in teaching behavior management, problem solving and child development skills to adolescents who then taught those same skills to elementary-age children.

The Boys' Clubs' Education for Parenthood effort also focuses on providing the skills of Dr. Thomas Gordon's *Parent Effectiveness Training* for youth workers from 34 Clubs in order to help teens learn needed family communication techniques.

Participants

The mean age of the teenagers involved in the Boys' Clubs' Help-A-Kid and related Education for Parenthood Programs was 14.8 years with a near equal mix of males and females. The majority (77%) were White, enrolled in grades 10-12 (56%), lived with both a mother and father (60%), and had no siblings under six years of age (82%). Participant characteristics are summarized in the following graph (Figure 2).

FIGURE 2.



National 4-H Club Foundation of America

National 4-H Club Foundation of America (4-H) implemented Education for Parenthood programs in a variety of ways and in four different geographical areas; i.e., Texas; Minnesota; Riverside, California; and College Park, Maryland. The general goals for these programs are quite similar, though there are many variations in emphasis and in techniques for reaching the goals. The major goals include:

- Achieving self-understanding and self-knowledge.
- Achieving understanding of parenting and other adult roles.
- Acquiring knowledge of traditional and alternative family lifestyles.
- Gaining knowledge of prenatal and child development.
- Gaining field experience in interacting with and teaching young children.
- Learning about normal child behavior and the behavior and development of handicapped children.
- Improving human relationship skills.
- Learning about pregnancy, conception, and contraception.

Teens Explore Parent Education (TEPE)

The program in Texas, Teens Explore Parent Education (TEPE), is designed to use a group discussion or informal "rap" approach. The teens are recruited through the school system and the media, and youth, so recruited, are then led by a volunteer adult through a series of seven group sessions. Adult leaders receive a very detailed set of materials including session guidelines, activities written for participants, and a bibliography. These same materials are also suitable for individual 4-H projects and for program presentations.

Growing Together and Parenting and Childhood Education (PACE)

There are two major types of 4-H programs in Riverside, California. Growing Together is designed for pregnant teenage girls to help prepare them for motherhood. The approach is to pair a young volunteer, who is already a mother, with a pregnant teenager. The volunteer acts as a friend, confidante, and big sister to the teenager in a one-to-one relationship. A manual entitled *Growing Together* is used by the volunteers in conjunction with training and support from the 4-H Education for Parenthood staff.

Another Riverside program is the PACE project. Again, trained volunteer adults are used (often college students), but in the role of small group leaders who meet weekly with adolescents to discuss parenting concepts, family life, and adult roles. Usually ten sessions are held and a variety of techniques are used, including informal discussion, role playing, audiovisual presentations, field observations, participation in child care settings, and talks by resource guests representing various lifestyles.

College Park, Maryland Program

The College Park, Maryland site utilizes a variety of approaches for educating teens for parenthood. For example, one program trains both teens and adults to be babysitters for retarded children. In another, junior high students are trained to work as volunteers with infants and preschool children in nursery school settings. A third approach involves a summer program which is a cooperative venture between the 4-H Education for Parenthood Program and various other community agencies. In this program adolescents are recruited to volunteer for summer work with preschool-aged children in day care centers. The youth begin their summer child-care experience by attending a full day training workshop. They are then given individual placements in local cooperating day care centers. In addition to their work in the centers, the adolescents meet in a series of weekly group meetings to discuss their work and to resolve specific problems encountered.

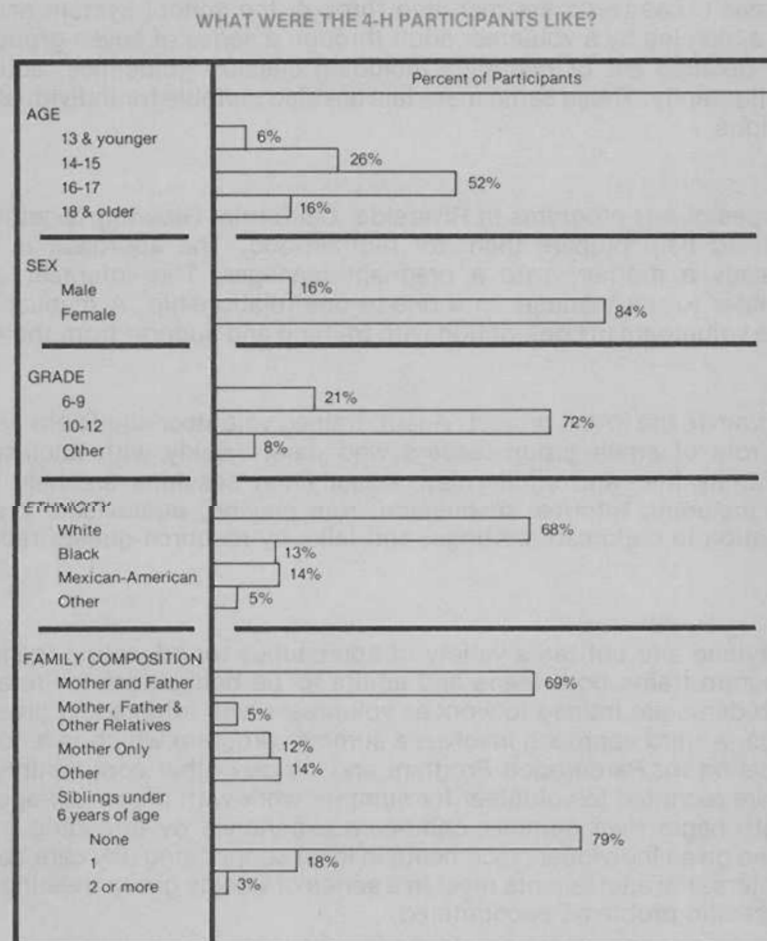
Teenagers Learning about Children (TLC)

The 4-H in Minnesota implement a peer-leader model of parenthood education called Teenagers Learning about Children (TLC). The TLC program is designed to help adolescents learn to teach other adolescents about human development, child care, family life and basic interpersonal skills. These teen "coordinators" receive intensive training and usually work with professional adult support teams (some volunteer, some paid). The teen-led groups usually meet for about 12 sessions in either school or community agency settings. A training workshop model and related manual were developed to provide intensive training for the teen leaders and for adult resource persons. Also developed was a program and materials for younger children (9-15). This program can be led by either adults or teens.

Participants

The mean age of the teenagers participating in the several 4-H Education for Parenthood Programs was 15.5 years with the large majority being females (84%). Most were enrolled in grades 10-12 (72%), were White (68%), lived with a mother and father (69%), and had no siblings under six years of age (79%). Participant characteristics are summarized in the following graph (Figure 3).

FIGURE 3.



Girl Scouts of the U.S.A.

The Girl Scouts' (GSUSA) Education for Parenthood Program has two major components. One is the National Headquarter's general effort to involve youth and adults throughout the country by encouraging the incorporation of parenting education in their general programming. The other component consists of in-depth demonstration projects in several different geographical locations in the nation. Major emphases have been on learning by doing, learning through cross-age interaction, and learning through community interaction.

The Girl Scout Education for Parenthood Project is very much an activity-oriented program with the content designed to encourage teenagers and adult leaders to learn by problem solving. The goals of the program are organized around three major areas: child development, family life, and adolescent self-awareness and growth. In addition, career exploration is an integral aspect of many programs.

Child Development Guide and Family Living Guide

Two major publications were developed through the Education for Parenthood Project and these serve as the basic foundations for parenthood education programming. Both guides are published in an English and a Spanish version. The *Child Development Guide* was developed in leader's and girl's versions, and includes activities and suggested projects which focus on building skills in decision making, group sharing, researching, and working with children. The second major publication, the *Family Living Guide*, and accompanying leader pamphlet, provide activities and "how to" projects to encourage teenagers to explore the role of the family in human development.

Using the materials as developed by the National office, more than 200 Councils across the nation have implemented Education for Parenthood programs. In addition, in-depth demonstration projects are conducted in six different geographical areas. These projects provide successful troop program models in both child development and family living, using GSUSA's materials with three Scouting-age levels. The demonstration projects utilize a variety of approaches and techniques, and provide learning opportunities for individuals, community agencies, and Girl Scout Councils at the same time program models are being tested and evaluated. Demonstration projects are conducted in such diverse settings as residential treatment centers and on Indian reservations. A good deal of emphasis is placed on coordinating and collaborating with local community agencies.

Types of programs include education programs in the schools, Girl Scout programs such as day camp aide, babysitting clinics, and teaching folk dancing to children. Family enrichment programs, human sexuality programs, and training teens as sitters for the handicapped have been other innovative demonstration approaches to parenthood education. Another demonstration program involves the simultaneous training of adolescents and their parents in effective parenting skills, and in human growth and development. Many of these demonstration projects provide practical experiences in child care settings.

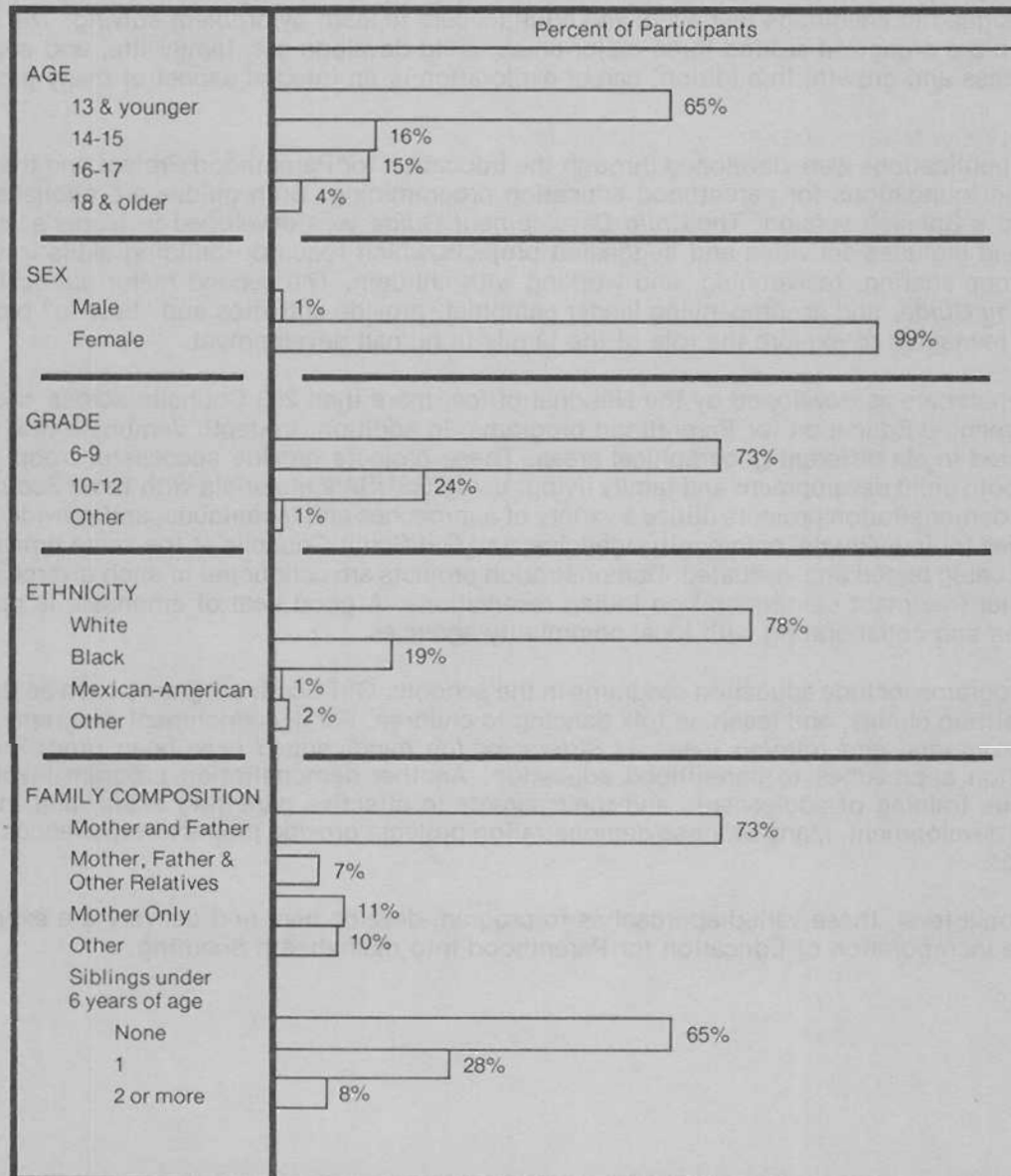
At the national level, these varied approaches to program development and delivery are expected to support the incorporation of Education for Parenthood into mainstream Scouting.

Participants

The mean age of the participants in the Girl Scouts' Education for Parenthood programs was 12.5 years with nearly all of them being females (99%). A large majority were enrolled in grades 6-9 (73%), were White (78%), lived with a mother and father (73%), and had no siblings six years or younger (65%). Participant characteristics are summarized in the following graph (Figure 4).

FIGURE 4.

WHAT WERE THE GIRL SCOUTS PARTICIPANTS LIKE?



National Federation of Settlements and Neighborhood Centers

The National Federation of Settlements and Neighborhood Centers' (NFS) program called Preparing Teenagers for Parenthood (PTP), was developed to meet the needs of a "high risk" population of teenage youth. These youth are from predominantly low-income families located in socioeconomic environments known to preclude the positive growth and development of many youth.

Some of the needs identified and addressed by the PTP programs include the need for teens:

- To develop positive self concepts.
- To improve and enhance basic language communication skills.
- To strengthen and improve self-insight and reality testing abilities.
- To develop interpersonal and group interaction skills.
- To improve basic decision-making abilities.

With the above objectives in mind, each PTP program deals with a variety of concepts and content areas. Because of a great need for many of the PTP teens to know and understand basic facts about human sexuality, all PTP programs deal with this issue in their group and individual meetings. In addition, the PTP programs, which are located in five cities across the country, attempt to increase the knowledge of the participants in such related areas as the medical, social, and emotional aspects of pregnancy, prenatal development, and childbirth.

Another major area which is extensively dealt with is child development. All PTP programs attempt to communicate to the teens some of the basic facts about the social, emotional and physical development of children. Many of the teens have the opportunity to explore various career opportunities related to child care and to experience the care and education of young children through field-work in child care and preschool centers.

Many of the participants are also encouraged to become involved in a program of sharing or communicating the knowledge and skills which they have learned in the PTP program, with other members of the community. This proves to be beneficial both to the community and to the teens who participate in the program.

The methods and techniques by which the PTP program goals and objectives are achieved primarily involve the use of group discussion. Because many of the participants initially lack appropriate verbal communication skills in group settings, the beginning sessions often involve structured question-and-answer periods. Over time, the staff and the participants come to know one another and the group discussion evolves into informal rap sessions.

All PTP programs make extensive use of films, guest speakers, audiovisual aides, demonstrations, and observation field trips. In all presentations the skill and expertise of the group leader is viewed as paramount to a successful meeting. An effort is always made to locate and utilize the most capable person for a given topic area.

Another method for implementing program curriculum is the involvement of the participants in some form of task or activity. Tasks range from the relatively simple, such as preparing nutritional snacks, to the more complex practical experience of working with and teaching young children.

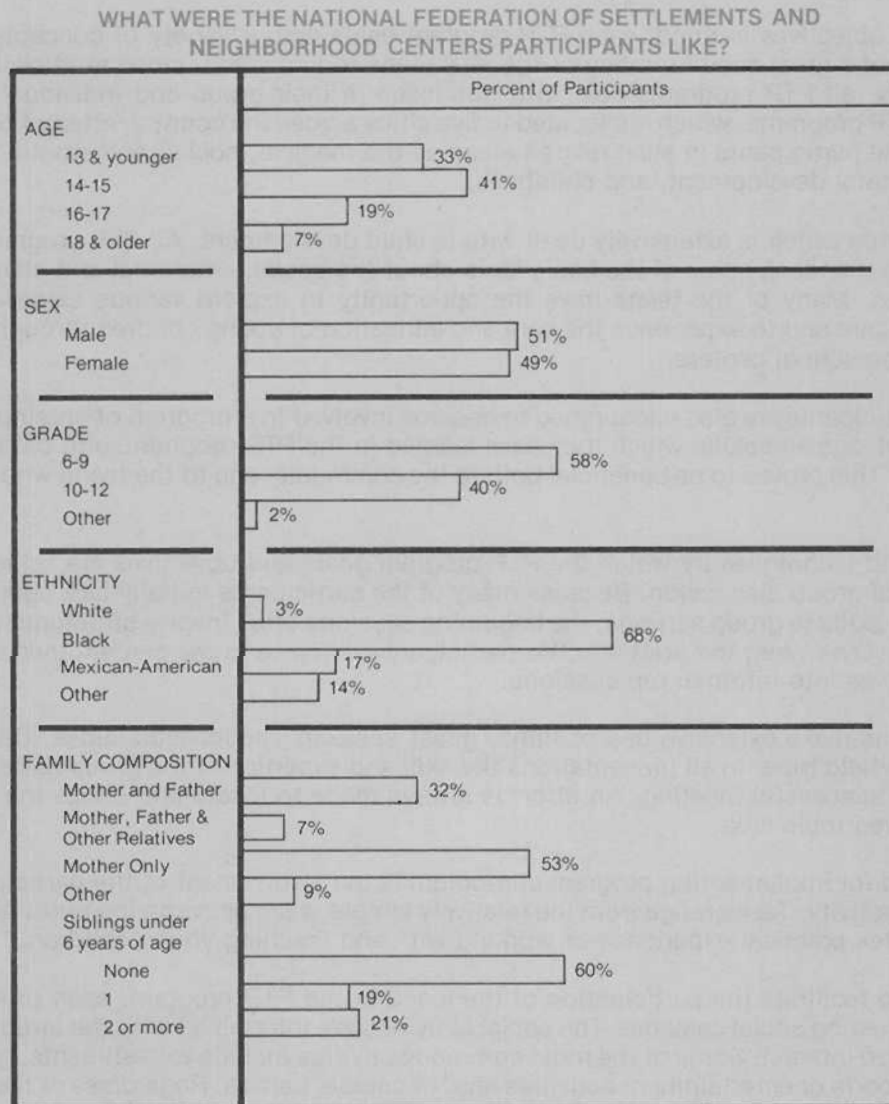
Last, in order to facilitate the participation of the teens in the PTP program, each group employs a strong and interesting social calendar. The social activities are intermixed with the structured learning tasks to maximize interest. Some of the most common activities include refreshments, group outings, attendance at sports or entertainment activities and, of course, parties. Regardless of the method used

to prepare teens for parenthood, an effort is usually made to place the content within the context of the ethnic/cultural background group of the teens in the various PTP programs.

Participants

For the participants in the National Federation of Settlements and Neighborhood Centers' Preparing Teenagers for Parenthood program, the mean age was 13.6 years with a near equal mix of males and females. Most were Black (68%), enrolled in grades 6-9 (58%), lived with their mothers only (53%), and had no siblings under six years of age (60%). Participant characteristics are summarized in the following graph (Figure 5).

FIGURE 5.



The Salvation Army

The Salvation Army's (SA) Education for Parenthood Program has been of sufficient variety and scope to have touched a large number of young people newly served by The Army, in addition to those teens who are already a part of their established youth development programs. Program emphasis, materials and methodology are geared to the general goals of the different youth groups within The Army, but the course content in all programs includes many of the same basic elements. All programs aim to provide participants with opportunities for personal growth through self awareness, along with some practicum experience with younger children. Knowledge about child growth and development, and information concerning the responsibilities and obligations of parenting have also been presented to all groups with the aim of helping teens make informed decisions about becoming parents. Parenting concepts are taught through group discussions, "hands on" experiences with young children, role playing exercises, interviewing parents of young children, rap sessions, planned observations, films and journal keeping.

Many young people served by The Salvation Army come from low-income, less-chance homes where they may have had little exposure to good parenting. Their factual knowledge about how a child grows and develops and the economics of parenthood is limited. Self-esteem often needs building as do work skills.

The Salvation Army's primary emphasis is on program design and materials selection rather than new materials development. A large variety of materials including films, slides, reading materials, packaged programs, etc. has been gathered from a wide variety of sources so the needs of the individual groups can be met.

Three of the Education for Parenthood programs were developed for structured units of The Salvation Army. The Corp Cadet program, which serves teenagers who are expected to become future leaders in religious work, emphasizes the personal growth theme. The Home League program, which is designed primarily for young women, stresses child development and the family as a unit. Teenage girls, who are members of local Senior Guard troops and teenage boys who are invited to take part, participate together in a comprehensive educational program aimed at gaining an understanding of children's growth, development, and behavior.

Other Salvation Army programs are designed for use by a variety of youth groups served by The Army. Troubled teens in institutional settings concentrate on gaining self-understanding and then are exposed to the role of parenting through practicum experiences with younger children. Teens who are potential employees of the Neighborhood Youth Corps, are given special training in child care before working as day camp staff, and camp counselor aides for live-in summer camps receive in-depth training and experience with younger children.

In residential maternity homes for unmarried teens, the program emphasis is practical in nature and provides the participants with information about child care procedures, community resources, legal matters, and coping techniques. Teenagers living in these homes learn to deal with children's behavior, and learn about the role of parents. In another program, for teenagers who are residents in a children's home, provision is made for small groups of teens to spend an evening in the home of a family and participate in a family rap session.

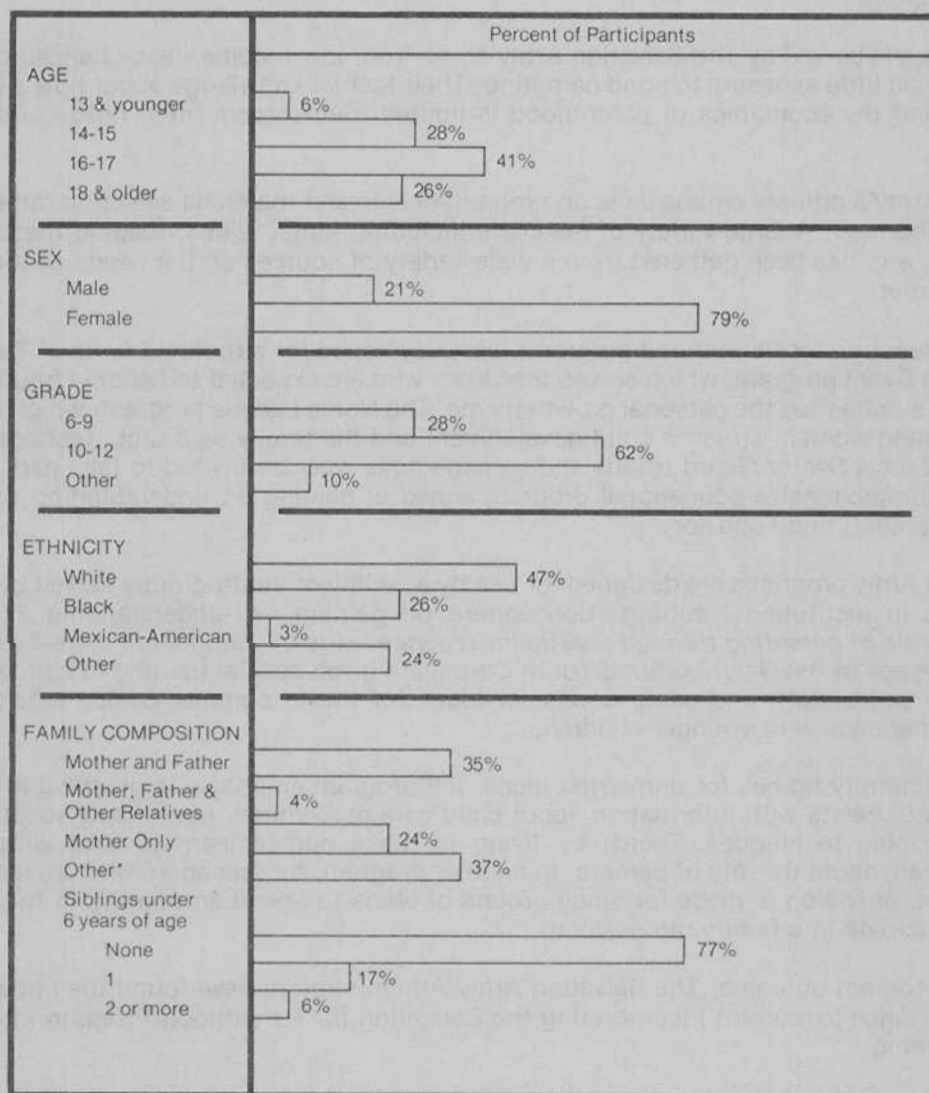
As for overall program outcome, The Salvation Army Administrators have found the impact to be of sufficient importance to warrant incorporating the Education for Parenthood Program into on-going youth programming.

Participants

The mean age for participants in The Salvation Army's various Education for Parenthood programs was 15.7 years with the majority being females (79%), enrolled in grades 10-12 (62%). Forty-seven percent were White, 26% were Black, and 24% were "Other" (primarily Puerto Rican). Thirty-seven percent lived in Salvation Army residential settings, while 35% lived with a mother and father, and 24% lived with mother only. Most did not have siblings under six years of age (77%). Participant characteristics are summarized in the following graph (Figure 6).

FIGURE 6.

WHAT WERE THE SALVATION ARMY PARTICIPANTS LIKE?



*Primarily Salvation Army residential settings.

Save the Children Federation

Since its founding in 1932 for purposes of aiding the children of Kentucky coal miners, the Save the Children Federation (SCF) has aided parents and children throughout the United States and in sixteen foreign countries. The Teenagers as Child Advocates Program (TACA) which is the primary thrust of the Education for Parenthood Program, reflects the Federation's origins in that it was developed in response to the special needs and conditions of rural Appalachia. The program originated in Harts Creek, West Virginia, where Save the Children Federation was participating in programs for preschool children and their families operated by the local Parent and Child Center.

Harts Creek is clearly representative of conditions common to Appalachia in general. There are no recreation facilities for teenagers beyond those provided by the local high school. Transportation other than the school bus is limited. There are, of course, few employment opportunities for teenagers and many drop out of school, marry young, and have early families.

About six hours per week over a total of nine weeks are devoted to classroom instruction. Instruction takes place outside of regular school hours, usually in a Save the Children Federation Community Center. Sessions are varied and cover many details of child development, practical techniques of child rearing and teaching, and family life. Instruction is provided by local child development personnel supplemented by outside consultants where necessary and possible.

Variation in training formats is recommended and include discussion and rap sessions, demonstration, lecture and presentations by local resource people, values clarification, films, and role playing. Observation and participation in local child development programs is emphasized during training and participants are encouraged to set aside one hour per day for this experience. This usually occurs in the local Parent and Child Center, the Head Start Center, or the kindergarten classroom.

An important feature of the TACA program is the major field placement which comes at the end of the training period. Participants go into homes of local families and work with the infants and toddlers along with the parents. Effort is made to select two-parent homes whenever possible. It is suggested that the teenagers themselves select the child and the family and that they choose one within walking distance of their own homes. The teenagers explain the goals and purposes of the program to participating parents. A regular visiting schedule is arranged which is convenient for the family and teenagers, and both parents are encouraged to be at home. Materials and toys are left with the parents so that demonstrated activities can be continued during the absence of the visiting teenager.

Students are selected for the program primarily through the local high school with the assistance of counselors and instructors. Efforts are generally made to select recent and potential dropouts through existing parent and community organizations. Both boys and girls are recruited and are paid a small amount for their participation.

The program has several objectives. Primarily it is designed to equip teenagers with skills and knowledge to become effective future parents. In addition, the program offers a real community service in providing experiences for children in the homes of families who do not usually have access to preschool programs. In this fashion the program not only provides teenagers with valuable experiences but also disseminates childrearing ideas directly to young parents.

Although original plans called for the development of a prototypical program in Harts Creek, resources were quickly mobilized in other communities and additional programs have been established in Fentress County, Tennessee; Perry County, Kentucky; Berea, Kentucky; and Hopkinsville, Kentucky. More recently the program was successfully extended for the first time outside of Appalachia to a

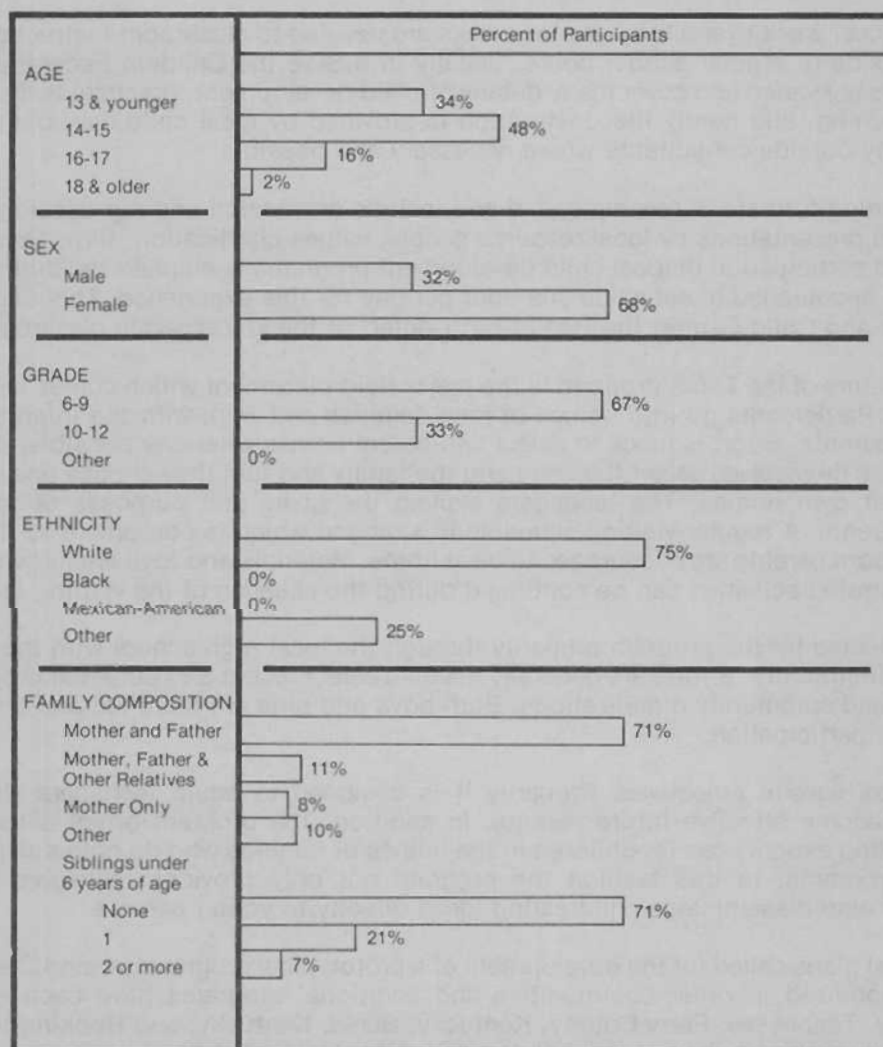
Pueblo Indian community in New Mexico where the Federation has been active for several years. Coordination of the program is provided by the Federation's Appalachian field office headquartered in Berea, Kentucky.

Participants

The Save the Children's Education for Parenthood Program participants had a mean age of 13.4 years. The majority were female (68%), White (67%), enrolled in grades 6-9 (67%), lived with mother and father (71%), and had no siblings under six years of age (71%). Participant characteristics are summarized in the following graph (Figure 7).

FIGURE 7.

WHAT WERE THE SAVE THE CHILDREN FEDERATION PARTICIPANTS LIKE?



COMPARATIVE INFORMATION

Having presented an overall description of the seven National Voluntary Organizations' programs and participants, more detailed information with important comparisons among the programs now follows.

What Was the Primary Purpose of Each Training Session?

In order to obtain an indication of the primary or major purpose of each of the training sessions, each trainer or project director was asked to evaluate each session in terms of nine major categories:

- Child development.
- Self-understanding.
- Sex education.
- Better relationships with peers.
- Leadership skills.
- Alternative lifestyles.
- Better relationships with parents.
- Child care experiences.
- "Other" purposes.

On a national basis (a summary of all programs), child development was the primary purpose of 27% of all training sessions. Self-understanding at 14% and sex education at 12% followed child development as the next two most frequently cited purposes. Following these top three were helping teens develop better relationships with peers (8%), developing leadership skills (5%), developing better relationships with parents (4%), exploring alternative lifestyles (3%), and exploring child care jobs or careers (3%). Although 29% of all the sessions had purposes or goals which were other than those listed above, there was no single "other" purpose which was heavily favored. Some of the "other" purposes commonly indicated include: home and fine art skills, Lamaze childbirth techniques, the nature and problems of welfare, rape and what to do about it, communication skills, and drug abuse education.

Because of the wide variability in the goals or purposes of the various training programs, the following is presented to more completely describe the major or primary purpose of the training sessions for each National Voluntary Organization. In addition, Table 1 was prepared for an easy reference to compare the various programs with regard to major purposes.

Boy Scouts of America

The Boy Scouts of America conducted 36% of all of its sessions in the area of child development. Following this was a major emphasis placed on career exploration in the area of child care jobs with 24% of all sessions being devoted to this topic. Another major area for the Boy Scouts was developing and providing leadership skills training for their teens (19%).

Boys' Clubs of America

The most frequently indicated purpose for Boys' Clubs of America's training sessions was the establishment of better relationships with peers with 32% of all sessions being devoted to this activity. The next most frequently indicated activity was developing or improving the teenagers' self-understanding (16% of all sessions). The improvement of the teenagers' knowledge and skills in child development followed with 14% of all training sessions devoted to child development issues.

National 4-H Club Foundation of America

The 4-H devoted a considerable amount of time to improving the understanding of child development principles in their population of teenagers with 36% of all training sessions devoted to this topic.

Another important area which received a large amount (25%) of attention was the enhancement of the teens' understanding of themselves as individuals. Approximately 6% of all sessions were devoted to bettering the relationships with the teenagers' peers and 5% of all sessions were devoted to developing and improving leadership skills.

Girl Scouts of the U.S.A.

Consistent with the trend of other National Voluntary Organizations, the Girls Scouts of the U.S.A. indicated that 22% of all their program sessions were designed to improve the knowledge and understanding of the teenagers in the area of child development. In addition, 16% of all sessions were devoted to improving self-understanding, and 11% to improving the teenagers' relationships with their own parents.

National Federation of Settlements and Neighborhood Centers

Contrary to most of the other National Voluntary Organizations, the National Federation of Settlements and Neighborhood Centers devoted 20% of all of its sessions to the area of sex education. Ten percent of all sessions were devoted to teaching concepts of child development, while 8% focused on bettering the relationships of the teens with their peers and improving the teens' understanding of themselves as individuals. The National Federation of Settlements and Neighborhood Centers also had the highest frequency of other purposes with 47% of all sessions being devoted to purposes other than the eight categories heretofore listed.

The Salvation Army

The Salvation Army devoted 35% of all sessions to the area of child development. Sex education was the primary focus of 17% of all the sessions, while improving self-understanding was emphasized in 11% of the sessions. Another major area in the Salvation Army program was developing leadership skills (7%).

Save the Children Federation

Within the Save the Children Federation's program, 61% of all training sessions focused on the area of child development. This represents the largest percentage of sessions devoted to the area of child development of any National Voluntary Organization. Following child development, 27% of all sessions were devoted to improving or increasing the leadership skills of the teens involved in the Education for Parenthood Program, with 18% of all training sessions having the focus of exploration of careers in child care.

TABLE 1. WHAT WAS THE MAJOR PURPOSE OF THE TRAINING SESSIONS?*

Purpose of Session	National Voluntary Organizations							National
	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	
Child Development	36	14	37	22	10	35	61	27
Self Understanding	2	17	25	16	8	11	6	14
Sex Education	5	2	5	5	20	17	—	12
Better Relations with Peers	—	32	6	5	8	3	12	8
Leader Skills	19	2	5	2	3	7	27	5
Alternative Lifestyles	—	2	2	8	1	4	—	3
Better Relations with Parents	—	4	2	11	2	4	—	4
Child Care Jobs	24	3	2	2	1	2	18	3
Other Purposes	14	33	17	33	47	23	36	29

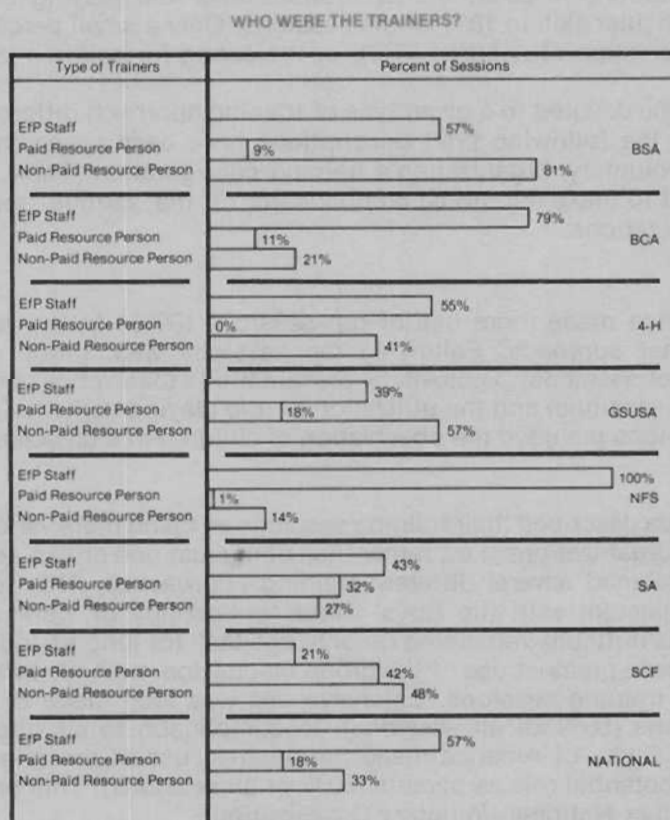
*All figures are percentages.

Who Actually Trained the Participants?

In the Education for Parenthood Project, the responsibility of training the participants for their potential future roles as parents was assumed by three major types of individuals: individuals appointed by the National Voluntary Organizations as Education for Parenthood Project staff persons; paid resource persons from the community; and non-paid resource persons from the community. Most training sessions involved more than one of these types of trainers; however as seen in Figure 8, there was a wide variability in the training configurations used by the various National Voluntary Organizations. Perhaps the most important thing to note from Figure 8 is that some National Voluntary Organizations relied heavily upon the use of community resource persons who were non-paid; for example, the Boy Scouts of America and the Girl Scouts of the U.S.A. In contrast, the National Federation of Settlements and Neighborhood Centers used, almost exclusively, internal Education for Parenthood staff to conduct their parenting programs. Other organizations were more apt to employ paid community resource persons, such as The Salvation Army and the Save the Children Federation who used paid resource persons in over 1/3 of their training sessions. By contrast, the 4-H hired no paid resource persons during the course of their third year Education for Parenthood Program.

For organizations now planning to establish an Education for Parenthood Program, the information about training configurations which is provided in Figure 8, is important to take into consideration when selecting the type of trainers who will be conducting the program.

FIGURE 8.



What Approaches Were Used to Prepare Teens for Parenthood?

An essential aspect of any training program is the approach or technique used to train or educate the participants. In order to determine the various training approaches used by the National Voluntary Organizations, each site director was requested to indicate the nature of the training approaches used during each training activity. Several categories which represent the more commonly used training approaches were delineated:

- Group discussions.
- Rap sessions.
- Audiovisual presentations.
- Lectures.
- Demonstrations.
- The development of a particular skill.
- Role playing exercises.
- Observation of children.
- The care of children.
- "Other".

Consistent with the data from the second year of the Education for Parenthood Program, third year programs of the National Voluntary Organizations tended to utilize several different training approaches during the course of any given training session. The most frequently used training category was group discussions (63% of all sessions), with rap sessions being employed in 38%, lectures in 36%, audiovisual presentations in 26%, demonstrations and role playing in 20% each, and the development of some particular skill in 18% of the sessions. Only a small percentage of the sessions actually involved the observation of children (6%), or the caring for children (5%).

Because the amount of time devoted to a given type of training approach differed among the National Voluntary Organizations, the following brief descriptions have been prepared to more completely describe each National Voluntary Organization's training configuration. Table 2, which follows the descriptions, can be used to make additional comparisons of the various approaches used by the National Voluntary Organizations.

Boy Scouts of America

The Boy Scouts of America made more use of rap sessions (69%) in the education of teens for parenthood than any other approach. Following rap sessions were group discussions (48% of sessions), lectures (36% of sessions), audiovisual presentations (33% of sessions), the development of specific skills (29% of sessions) and the utilization of role playing activities (24% of sessions). In addition, 10% of the sessions included the observation of children in a day care or preschool setting.

Boys' Clubs of America

The Boys' Clubs of America described their training sessions as being more varied than do many of the other National Voluntary Organizations; i.e., rather than doing just one or two activities during a given session they usually combined several different training approaches. This idea of utilizing many different activities is consistent with the Boys' Clubs' philosophy of working with the inner-city minority teenager who has difficulty remaining on only one task for long periods of time. Overall, the Boys' Clubs of America made greatest use of the group discussion method, with this technique being employed in 85% of all training sessions. Extensive use was also made of lectures (60% of all sessions) and rap sessions (56% of all sessions). In comparison to all other National Voluntary Organizations, the Boys' Clubs of America made the greatest use of the role playing technique in preparing youth for their potential role as parents (50% of all sessions). This percentage is 26 points higher than that of any other National Voluntary Organization.

National 4-H Club Foundation of America

Consistent with most other National Voluntary Organizations, the 4-H made extensive use of group discussions as their primary training technique. Sixty-four percent of all training sessions involved the use of group discussions. The next most frequently indicated technique was rap sessions, with 45% of all training sessions utilizing this activity. The 4-H also made extensive use of audiovisual productions (45% of all training sessions), but only moderate use of the development of a particular skill (16% of sessions), use of demonstrations (11% of sessions), and role playing (11% of sessions).

Girl Scouts of the U.S.A.

The Girl Scouts of the U.S.A. also tended to use many different activities within a given session. Seventy-seven percent of all training sessions employed group discussions as the central training activity. However, the Girl Scouts also made moderate use of rap sessions (55% of all sessions), audiovisuals (35% of all sessions), lectures (26% of all sessions), role playing situations (26% of all sessions), and demonstrations (19% of all sessions).

National Federation of Settlements and Neighborhood Centers

The most frequently employed training approach within the National Federation of Settlements and Neighborhood Centers was the group discussion technique (62% of sessions). Contrary to several of the other National Voluntary Organizations, however, the next most frequently used training method was lectures (31% of all sessions), followed by rap sessions (22% of all sessions), and audiovisual presentations (15% of all training sessions).

The Salvation Army

Reflecting many of the activities of the National Federation of Settlements and Neighborhood Centers, The Salvation Army made moderate use of both the group discussion (56% of all training sessions) and the lecture method (36% of all training sessions). They also used rap sessions (28% of all sessions), demonstrations (27% of all sessions), audiovisual presentations (27% of all training sessions), the development of a particular skill (21% of all sessions), and role playing situations (17% of all training sessions).

Save the Children Federation

The Save the Children Federation did not follow the pattern of the other National Voluntary Organizations in emphasizing the use of the group discussion as the primary training approach. Instead, the Save the Children Federation tended to rely heavily upon the lecture format. In 46% of all training sessions, the lecture method was the primary training approach. However, the next most frequently employed activity was group discussions (42% of all sessions). In comparison to all other National Voluntary Organizations, the Save the Children Federation made the greatest use of the development of a particular skill as an important training approach, with 40% of all training sessions devoted to the development of a particular parenting skill. Some use was made of audiovisuals (24% of all sessions), demonstrations (21% of all sessions), rap sessions (18% of all sessions), and role playing (15% of all sessions). The Save the Children Federation, however, made extensive use of the technique of requiring their teenage population to observe and/or care for small children. More than 27% of all training sessions required the Education for Parenthood participants to observe children directly, while 22% of all training sessions required them to work directly with small children.

TABLE 2. TRAINING APPROACHES USED BY THE NATIONAL VOLUNTARY ORGANIZATIONS (PERCENT OF TRAINING SESSIONS)

Type of Training	National Voluntary Organizations							
	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Group Discussions	48	85	64	77	54	56	42	63
Rap Sessions	69	56	45	55	22	28	18	38
A-V Presentation	33	13	35	35	15	27	24	26
Lecture	36	60	32	26	31	36	46	36
Demonstration	17	30	12	19	6	27	21	20
Develop Some Skill	29	34	16	14	3	21	39	18
Role Play Situation	24	50	11	26	8	17	15	20
Observation of Children	10	1	4	10	1	8	27	6
Care for Children	—	2	4	7	1	8	22	5
Other Training Procedures	14	15	19	30	33	20	30	23

Did the Participants Receive Practicum Experience Working with Small Children?

In the second year of the Education for Parenthood Project, some of the participants in the programs had direct experience in actually working with small children in day care centers, preschools, and the like. The trend of involving the Education for Parenthood teens in a day care or preschool setting also continued into the third year, but at a much reduced rate. Nevertheless, both Year Two and Year Three data provide excellent information with regard to those National Voluntary Organizations and their specific programs in which teens were involved in "hands on" experience with young children.

In general, participants tended to receive greatly varying amounts of practicum experience. For example, the youth in the Boy Scouts of America's River Edge and The Salvation Army's Chicago program received on the average approximately four hours of practicum experience over the course of their program. In contrast, the 4-H College Park program youth received over 142 hours of placement per participant during the course of their involvement in this program. As can be seen in Table 3, the amount of placement time provided by the other National Voluntary Organizations is scattered between these two extremes.

Although there was strong agreement among the National Voluntary Organization leaders, as well as among the Education for Parenthood youth who were surveyed, that "hands on" child care experience is important in programs such as Education for Parenthood, there was less practicum training during the third year than the second. One must wonder why such a important training technique was not used more frequently. For programs emphasizing knowledge and skills acquisition unrelated to child development, the lack of such practicum experience might be warranted; however, since a majority of the programs did emphasize child development issues, this deficit is difficult to explain.

TABLE 3. EFP PARTICIPANTS' EXPERIENCE WITH CHILDREN IN COMMUNITY SETTINGS DURING THE SECOND AND THIRD PROGRAM YEARS

NVO Site Location	Total Hours of Placement		Average Hours of Placement Per Participant	
	Year 2	Year 3	Year 2	Year 3
BSA - River Edge	156*		3.5	
Special Ed.		960		17.45
BCA - Denver	185		18.4	
Mini Grants		723		12.68
4-H - St. Paul	1,287	1,061	6.6	55.84
College Park	21,380		142.5	
Riverside		1,401		70.05
GSUSA - Buffalo	534		5.7	
West Virginia	1,966		11.2	
Milwaukee	674		6.5	
Orange County	442	182	15.2	8.66
NFS - Chicago	144		8.0	
San Antonio	299	1,542	6.1	140.18
New York	342		13.7	
Philadelphia	1,902		82.6	
Denver	746		17.7	
SA - Philadelphia	988	830	28.2	29.64
Chicago		47		3.9
Jersey City	79		8.8	
Star Lake Camp	14		1.6	
Puerto Rico		4,365		161.66
N.Y. Day Camp	166	224	5.5	13.18
SCF - Fentress County	491		35.1	

*No actual record of placements was made on the Placement Log. At the end of the program an estimate was made based upon the number of participants in the program multiplied by the "expected" number of hours of placement. The estimate is high, however, because when the evaluators interviewed the participants some indicated that they had done little or no actual field work.

Where Did the Training Take Place?

Do the National Voluntary Organizations tend to use their own facilities when conducting Education for Parenthood programs or, rather, do they use other community facilities? The data show that National Voluntary Organizations not only tend to use community resource persons in their programs, they also make good use of community facilities. Over half (56%) of all training sessions occurred at the National Voluntary Organizations' site facilities. Therefore, 44% of all training sessions were conducted in the community away from the National Voluntary Organization facility. This finding is once again consistent with the organizational structure and functioning of National Voluntary Organizations.

The primary location for conducting Education for Parenthood programs, aside from the National Voluntary Organization site, was in the participants' school. Ten percent of the Education for Parenthood sessions occurred in school locations. Next in frequency was the participants' home

(2.3% of sessions) and day care centers (2% of sessions). Over 26% of the sessions were conducted in locations "other" than those listed on the Training Description Form. Some of the "other" categories included such locations as mental health centers, Jewish family centers, and other community centers.

Compared to the second Education for Parenthood project year, there was a definite increase in the use of the National Voluntary Organizations' project facilities during the third year. During the second year of this project only 37% of the training activities occurred at the National Voluntary Organization project facility compared to 56% in the third year.

Location	Year 1	Year 2	Year 3
Other	10.0	10.0	10.0
Day Care Centers	2.0	2.0	2.0
Mental Health Centers	2.3	2.3	2.3
Jewish Family Centers	2.0	2.0	2.0
Other Community Centers	2.0	2.0	2.0
National Voluntary Organizations	37.0	56.0	56.0

The data indicates that the use of the National Voluntary Organizations' project facilities increased significantly from the second year to the third year. This increase is reflected in the percentage of sessions conducted at these facilities, which rose from 37% in the second year to 56% in the third year. The increase in the use of these facilities suggests that the National Voluntary Organizations' project facilities are becoming more widely used and accepted by the community. This is a positive trend that indicates the effectiveness of the project in reaching the target population. The data also shows that the use of other facilities, such as day care centers and mental health centers, remained relatively stable over the three-year period. This suggests that the project is effectively utilizing a variety of community resources to provide training and support to the target population. The overall trend indicates that the project is making significant progress in its goal of increasing the use of National Voluntary Organizations' project facilities.

EDUCATION FOR PARENTHOOD:

THE EVALUATION

"I had not thought of a career in working with children before. This program made me aware that having children yourself is not the only way of having a close association with children."

EfP Teenage Participant

THE EVALUATION

From the very beginning of the Education for Parenthood Project, evaluation has been an integral and unifying force. It has been integral because each National Voluntary Organization was touched by the evaluation in a uniform fashion; each was requested to accept the evaluation as an essential part of program development, as well as a means of assessing "ultimate" program effectiveness. The National Voluntary Organizations responded most positively to this request. In fact, most have used the evaluation information not only to modify or expand certain Education for Parenthood program components, but other program components in their organization as well.

The evaluation has been unifying inasmuch as the National Voluntary Organizations were frequently brought together along with the evaluators to interface, interact, and learn from each other. The evaluators, in turn, also learned more about the subtleties and nuances of each of the programs, thus strengthening the evaluation component. Over time, the Education for Parenthood Program and evaluation became unified to the point where the development of this *Education for Parenthood: A Program, Curriculum, and Evaluation Guide* was made possible.

In this section we present an overview of what was learned about the seven National Voluntary Organizations' Education for Parenthood programs. This section is not intended to be a complete or final evaluation of the project; rather, our purpose is to present a summary of some of the most relevant information obtained during the third (1975-76) demonstration period. For those who desire more information about the evaluation, detailed reports are available from Behavior Associates.

This section does not contain information about the evaluation conducted of the *Exploring Childhood* curriculum. As stated before, comprehensive evaluation reports regarding the *Exploring Childhood* program can be obtained from the Education Development Center.

EVALUATION OBJECTIVES

The evaluation of the Education for Parenthood Program included several objectives; they were:

Program Description

To provide a description of the instructional experiences (method of instruction, physical setting, materials, type of instructor, etc.) each Education for Parenthood Program site offered participants. The information gained under this objective has already been presented in the section of this *Guide* entitled "The Demonstration Programs."

Participant Description

To provide information about the participant on such variables as age, sex, general family structure, ethnic background, experiences with children, and the like. The information gained under this objective has also been previously described in the section of this *Guide* entitled "The Demonstration Programs."

Effectiveness of the Programs

To specify the relative effectiveness of the various instructional programs and components in developing participants' knowledge, skills, and attitudes along the following dimensions:

- The course of child development.
- The social, medical, and emotional needs of children.

- The family's role in child development and socialization.
- Important factors in prenatal care and the early months of infancy.
- Child care career possibilities and requirements.
- Self awareness.

Quality of the Programs

To assess the quality of the instructional programs on such factors as interest level, ease of use, level of difficulty, ethnic-cultural relevance, and the like.

Staff Response

To determine instructors' and supervisors' responses to the Education for Parenthood programs.

Parent Involvement

To assess the degree of parent involvement in Education for Parenthood programs and the response of parents to the programs.

Administrative Effectiveness

To evaluate the administration, agency relationships, and overall organization developed by National Voluntary Organizations to conduct the Education for Parenthood programs. (This information can be found in the Behavior Associates' complete evaluation report referred to earlier.)

National Dissemination Component

To evaluate efforts by the National Voluntary Organizations to disseminate Education for Parenthood materials on a national level. (This information can be found in the Behavior Associates' complete evaluation report referred to earlier.)

"Long-Term" Effects (Retrospective Study)

To assess the impact on the participants after two, three, and four years, following their involvement in the Education for Parenthood Program. The "long-term" effects are being evaluated regarding the following variables:

- Marital status and number of children.
- Career status and aspirations.
- Re-assessment of knowledge about social, medical, and emotional needs of children and related areas.
- Opinions about children and parenthood.
- Self-awareness.
- Skills in working with children.

The retrospective study is now underway and the results will be available from Behavior Associates in June, 1978.

EVALUATION INSTRUMENTS

In order to collect the necessary information as specified in the evaluation objectives, several evaluation instruments were developed specifically for the Education for Parenthood Project. The major instruments include Training and Dissemination Documentation Forms, Program Assessment Questionnaires administered to staff and teenage participants, In-depth Interview Schedules, and English and Spanish versions of a pre-post modular-type Education for Parenthood Questionnaire for participants.

The Education for Parenthood Questionnaire was developed by Behavior Associates and administered by Education for Parenthood Program staff to program participants and, whenever possible, to a comparison group at the beginning of each site's program (pretesting) and again at the conclusion of each program (posttesting). This multifaceted instrument was designed to obtain information from these youth along the following dimensions:

- Demographic and related information.
- Their opinions about:
 - children
 - parenthood
 - themselves
 - careers in child care
 - their child care skills
- Their knowledge about:
 - prenatal development
 - child development
 - social, emotional and medical needs of children
 - family-child and adult-child interaction
 - adolescence
 - sexual behaviors including birth control
- Their evaluation of the program (for participants at posttesting only).

DID THE PARTICIPANTS' OPINIONS CHANGE?

As mentioned before, several subtests of the Education for Parenthood Questionnaire were designed to measure opinions and beliefs in several different areas considered important to parenting and child care. These subtests were:

- Opinions About Children: 10 Items
- Opinions About Parenthood: 10 Items
- Opinions About Yourself: 15 Items
- Opinions About Careers in Child Care: 5 Items
- Self-Ratings of Child Care Skills: 8 Items

The analysis of the opinions and beliefs of the Education for Parenthood participants is based on the matched pre-post tests returned to Behavior Associates by each National Voluntary Organization. These figures are:

Organization	BSA	BCA	4-H	GSUSA	NFS	SA	SCF
Number of Pre-Post Tests	48	160	94	387	63	174	29
National Total	955						
Comparison Group Total	776						

Opinions About Children

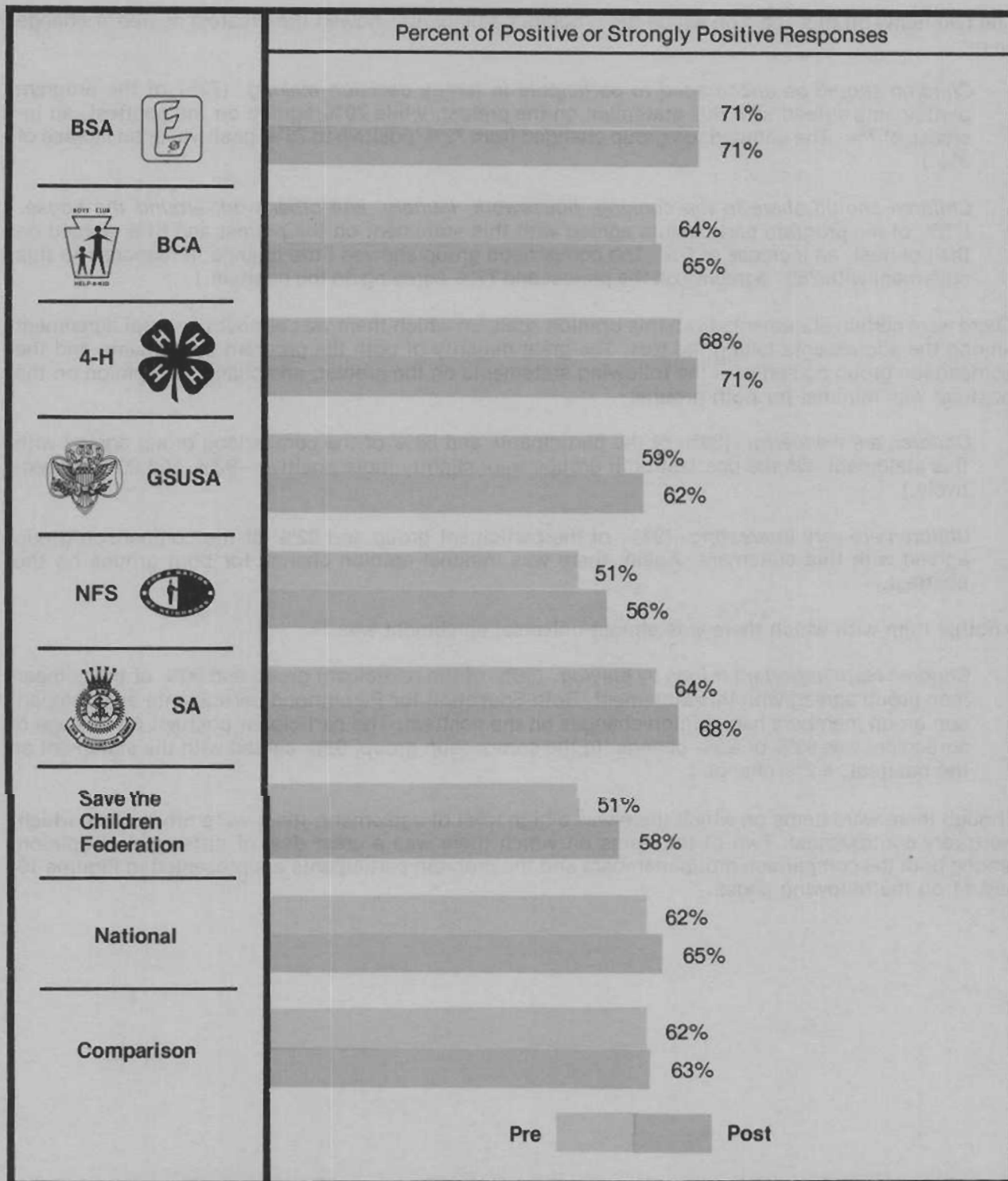
Youth in both the Education for Parenthood programs and in the comparison group expressed positive opinions about children. On the pre-measure, 62% of the Education for Parenthood participants' responses and 62% of the comparison group responses were in the positive or strongly positive category for their overall opinions about children. Opinions of both groups were slightly more positive on the post-measure with the Education for Parenthood participants group showing a somewhat larger gain (65% positive responses for the participants versus 63% positive responses for the comparison group).

A comparison of third year program test data with the second year program reveals few significant changes. In general, the participants' opinions about children were very similar for both years of the Education for Parenthood Program.

At the National Voluntary Organization level, the percentages of positive or strongly positive responses for the total Opinions About Children scale ranged from 51% (NFS and SCF) to 71% (BSA) on the pre-measure. On the post-measure, these percentages ranged from 56% (NFS) to 71% (BSA and 4-H). In all programs, the changes in Education for Parenthood participants' opinions were in a positive direction. In Figure 9 on the following page, the pre and post-test changes for each of the National Voluntary Organizations, for the total national sample, and for the comparison group are presented. It can be noted that the greatest increase in positive opinions about children occurred in the SCF programs.

FIGURE 9.

OPINIONS ABOUT CHILDREN



The two items on this scale on which the program participants showed the greatest degree of change were:

Children should be encouraged to participate in family decision making. (72% of the program participants agreed with this statement on the pretest, while 79% agreed on the posttest, an increase of 7%. The comparison group changed from 72% positive to 75% positive, or an increase of 3%.)

Children should share in the cooking, housework, laundry, and other work around the house. (75% of the program participants agreed with this statement on the pretest and 81% agreed on the posttest, an increase of 6%. The comparison group showed little change in response to this statement with 78% agreeing on the pretest and 77% agreeing on the posttest.)

There were certain statements from this opinion scale on which there was almost universal agreement among the adolescents taking the test. The great majority of both the program participants and the comparison group agreed with the following statements on the pretest, and change of opinion on the posttest was minimal for both groups:

Children are wonderful. (89% of the participants and 88% of the comparison group agreed with this statement. On the posttest both groups were slightly more positive—92% and 90% respectively.)

Children are very interesting. (94% of the participant group and 92% of the comparison group agreed with this statement. Again, there was minimal opinion change for both groups on the posttest.)

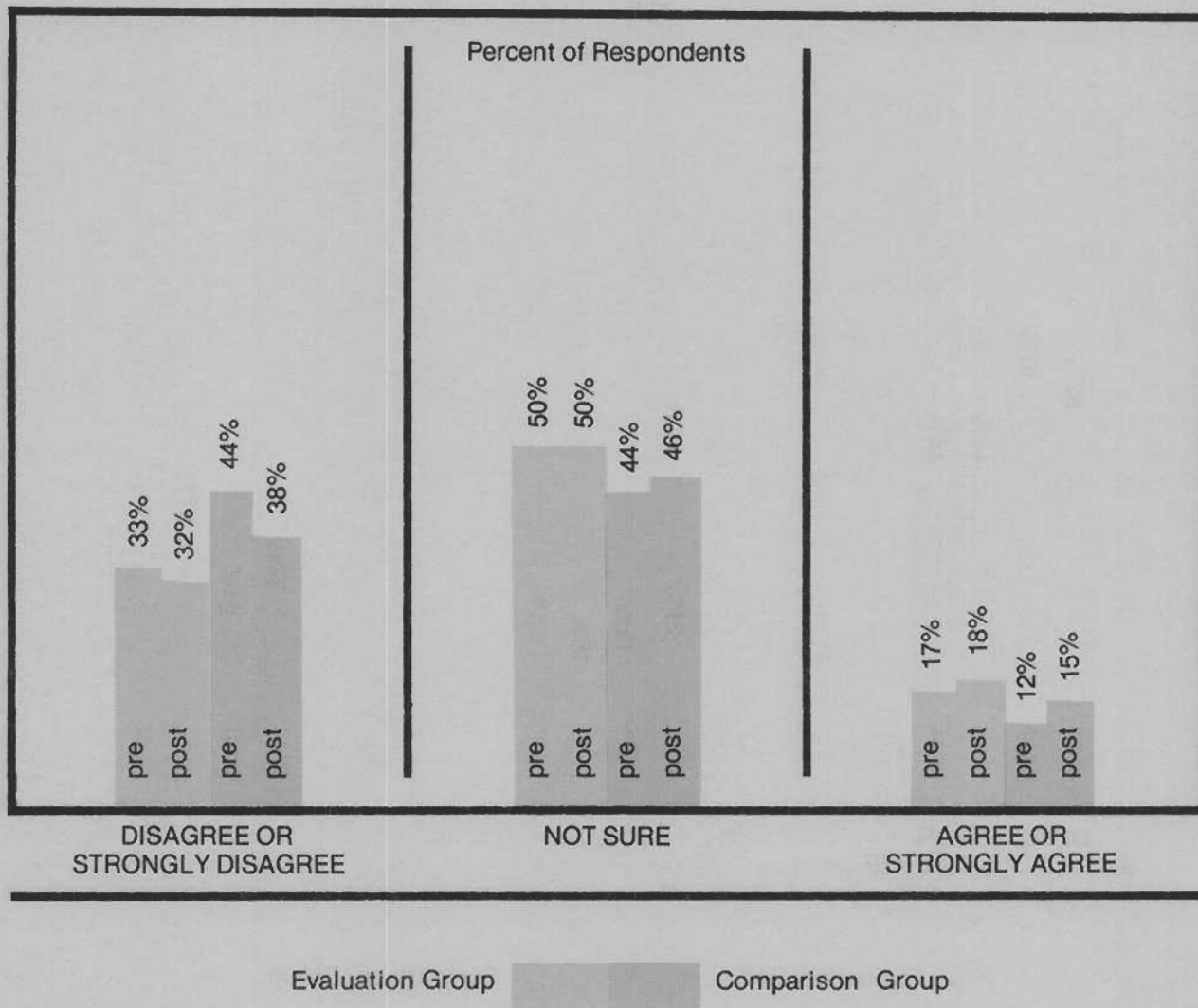
Another item with which there was almost universal agreement was:

Children learn important things by playing. (88% of the participant group and 90% of the comparison group agreed with this statement. Both Education for Parenthood participants and comparison group members had opinion changes on the posttest. The participant posttest percentage of agreement was 93% or a 5% change. In the comparison group, 92% agreed with the statement on the posttest, a 2% change.)

Though there were items on which there was a high level of agreement, there were other items which were very controversial. Two of the items on which there was a great deal of difference of opinion among both the comparison group members and the program participants are presented in Figures 10 and 11 on the following pages.

FIGURE 10.

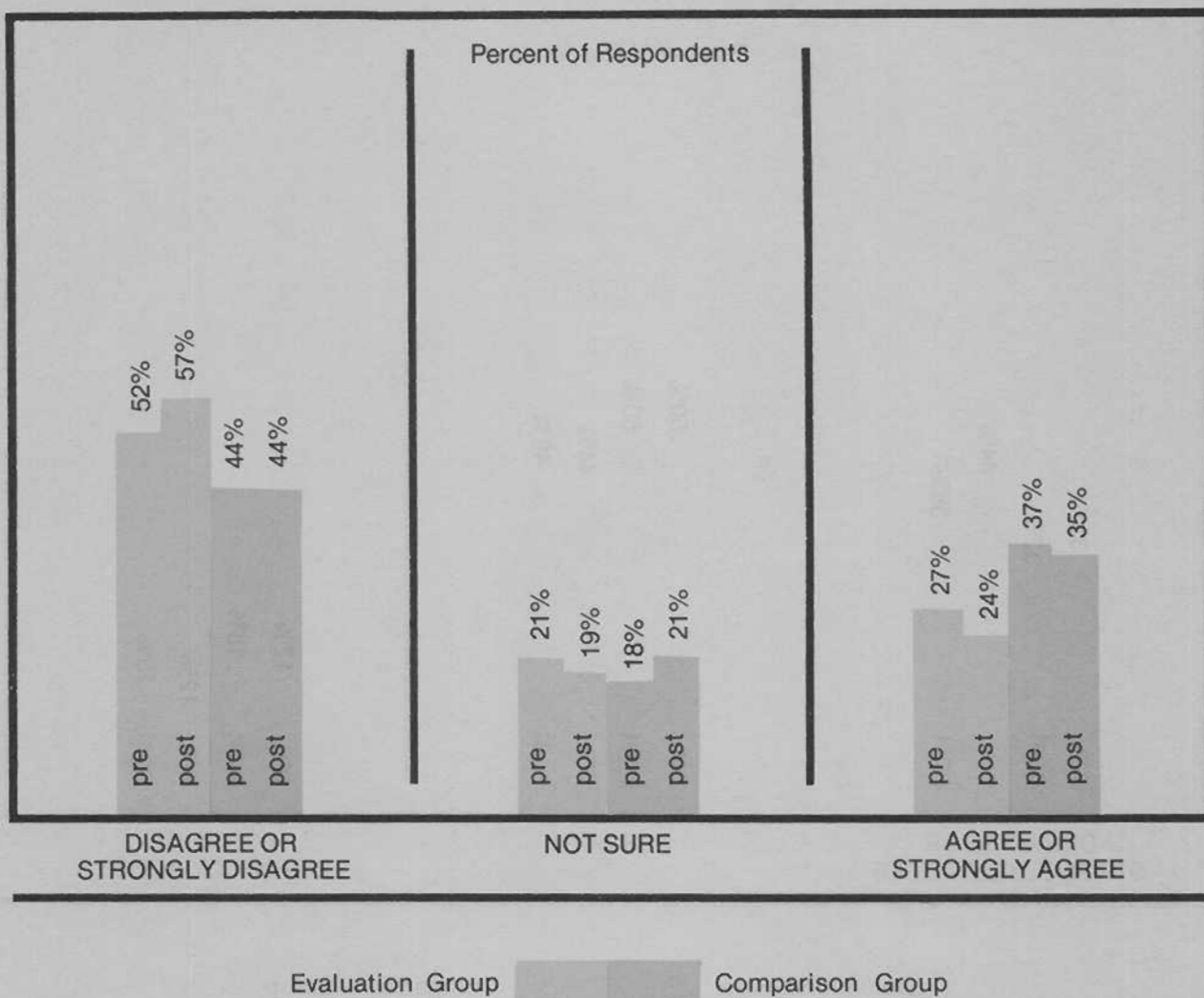
ITEM: CHILDREN WILL NOT BE HARMED BY GROWING UP IN A COMMUNE.



Comments: In general, a large percentage of the youth sampled were *not sure* of their opinions in regard to this obviously rather controversial topic. The opinions of both program participants and comparison group members changed only slightly in the direction of becoming more positive toward the notion of communal living and its effects on children.

FIGURE 11.

ITEM: BOYS ACT LIKE BOYS AND GIRLS ACT LIKE GIRLS BECAUSE BOYS AND GIRLS ARE DIFFERENT WHEN THEY ARE BORN.



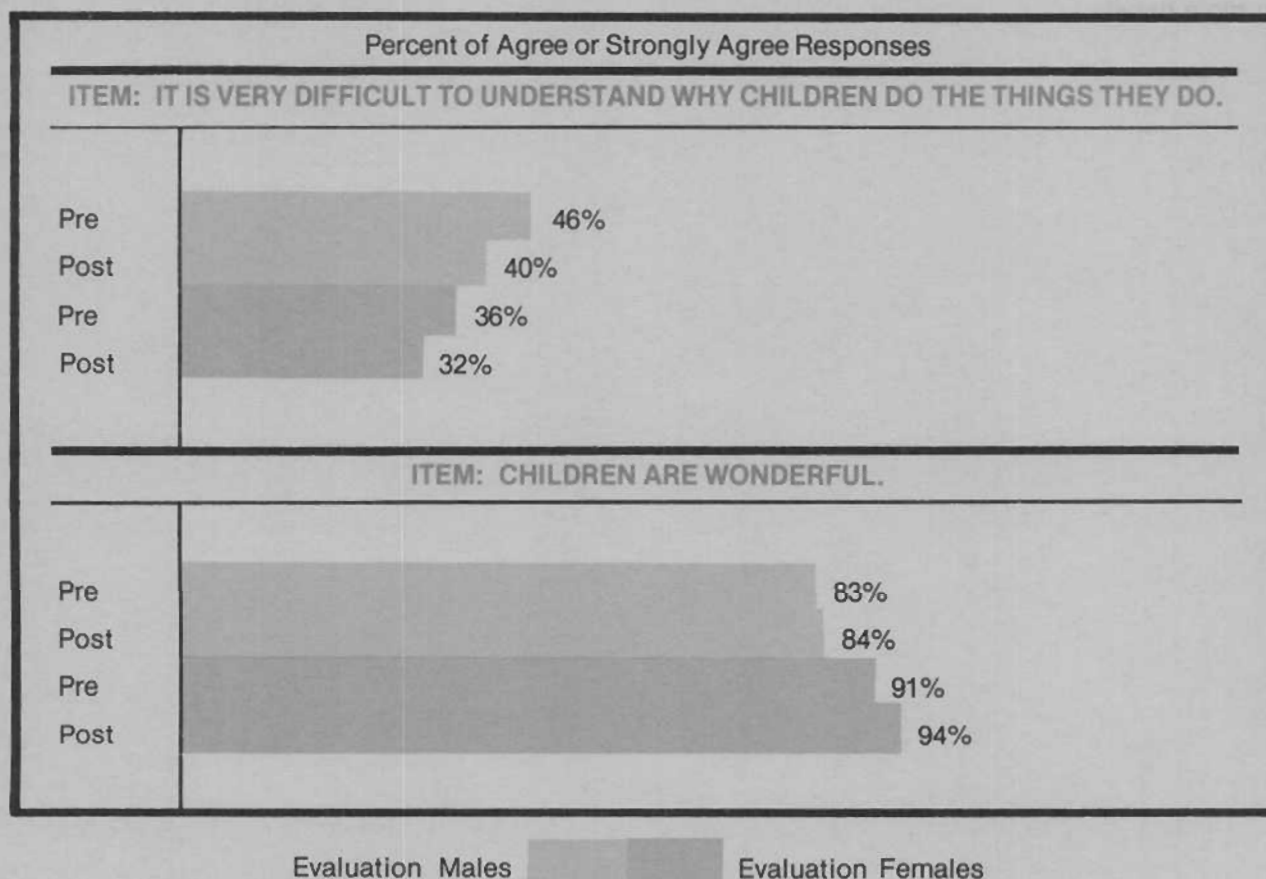
Comments: A fairly large percentage of the youth sampled disagreed with the concept of inborn sex differences. However, an almost equal number were divided between being *not sure* or *agreeing* with the idea of such inborn differences. Opinions changed on the post-measure only slightly for both groups in the direction of rejection of the inborn sex difference hypothesis. The evaluation group showed a somewhat greater change of opinion in this direction than did the comparison group. (5% more participants disagreed with the statement at posttesting than they did at pretesting.)

Male-Female Responses

When responses by male and female Education for Parenthood participants were compared, the national sample of females expressed more positive opinions about children than did the national sample of males on both the pre and post-measures. Sixty percent of Education for Parenthood males scored in the positive direction on the pretest and 62% on the posttest. Sixty-two percent of the females scored in the positive direction on the pretest with 66% on the posttest. Two items were especially interesting because of the large male-female differences. The pre-post results for these items for the evaluation group males and females are presented in Figure 12.

FIGURE 12.

MALE-FEMALE COMPARISONS — SELECTED ITEMS FROM OPINIONS ABOUT CHILDREN



Comments: At the beginning of the program, males generally found it more difficult to understand children than did females, but they changed in the direction of increased understanding as much as did the female participants. Males also were less apt to view children as wonderful, both before and after the program. The results from these two subtest items and from the more positive overall attitudes of females than males in the total subtest, suggest that, for this sample of American youth, the females have somewhat more child-oriented attitudes than do the males.

Opinions About Parenthood

The youth represented in both the evaluation group and the comparison group expressed generally positive opinions about parenthood. On the pre-measure 61% of the Education for Parenthood participant responses and 59% of the comparison group responses were positive or strongly positive on this overall measure of opinions about parenthood. Opinions of the evaluation group became slightly more positive on the post-measure, while the opinions of the comparison group remained the same.

At the National Voluntary Organization level, the range of positive or strongly positive responses on the overall pre-measure ranged from 53% (SCF) to 65% (BSA). On the post-measure the percentages of positive responses ranged from 49% (SCF) to 70% (BSA). In all programs with the exception of SCF, the opinions about parenthood were more positive at the conclusion of participation in the Education for Parenthood Program than they had been at the beginning. Figure 13 presents these data in more detail.

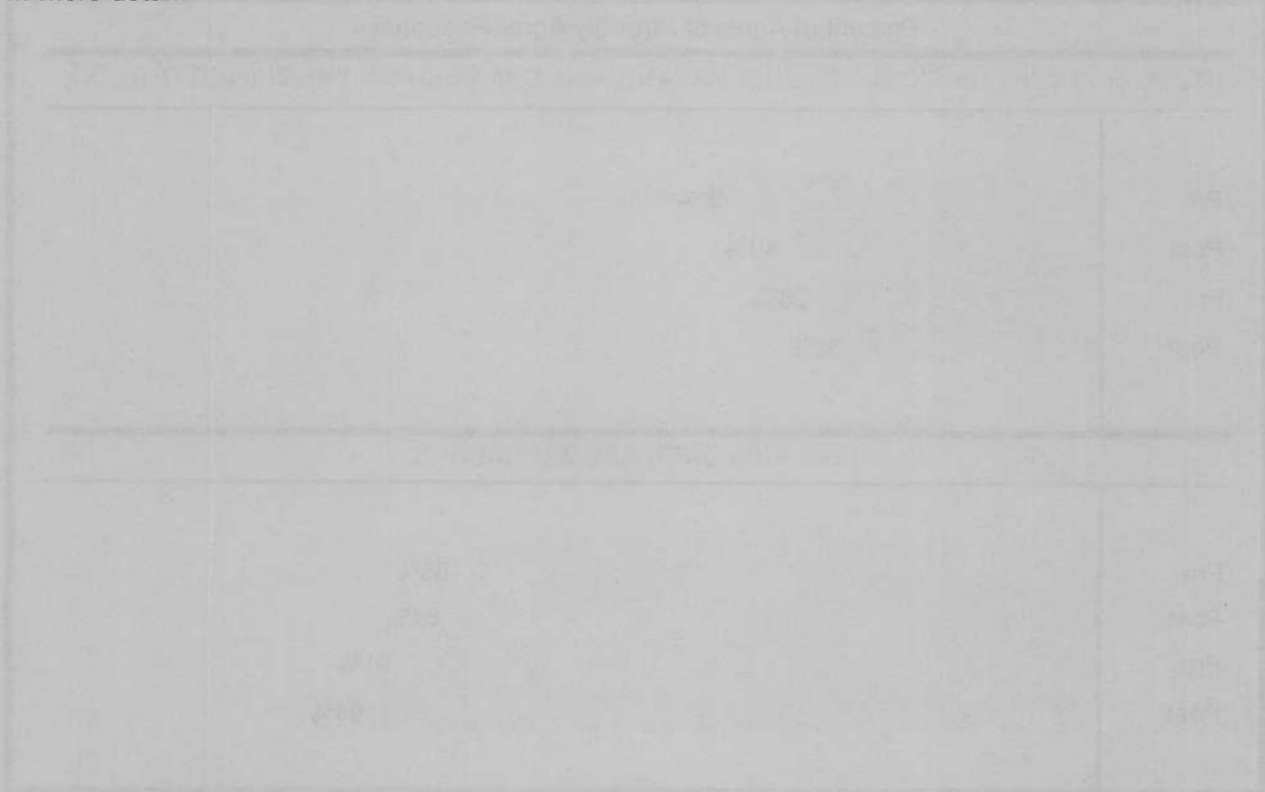
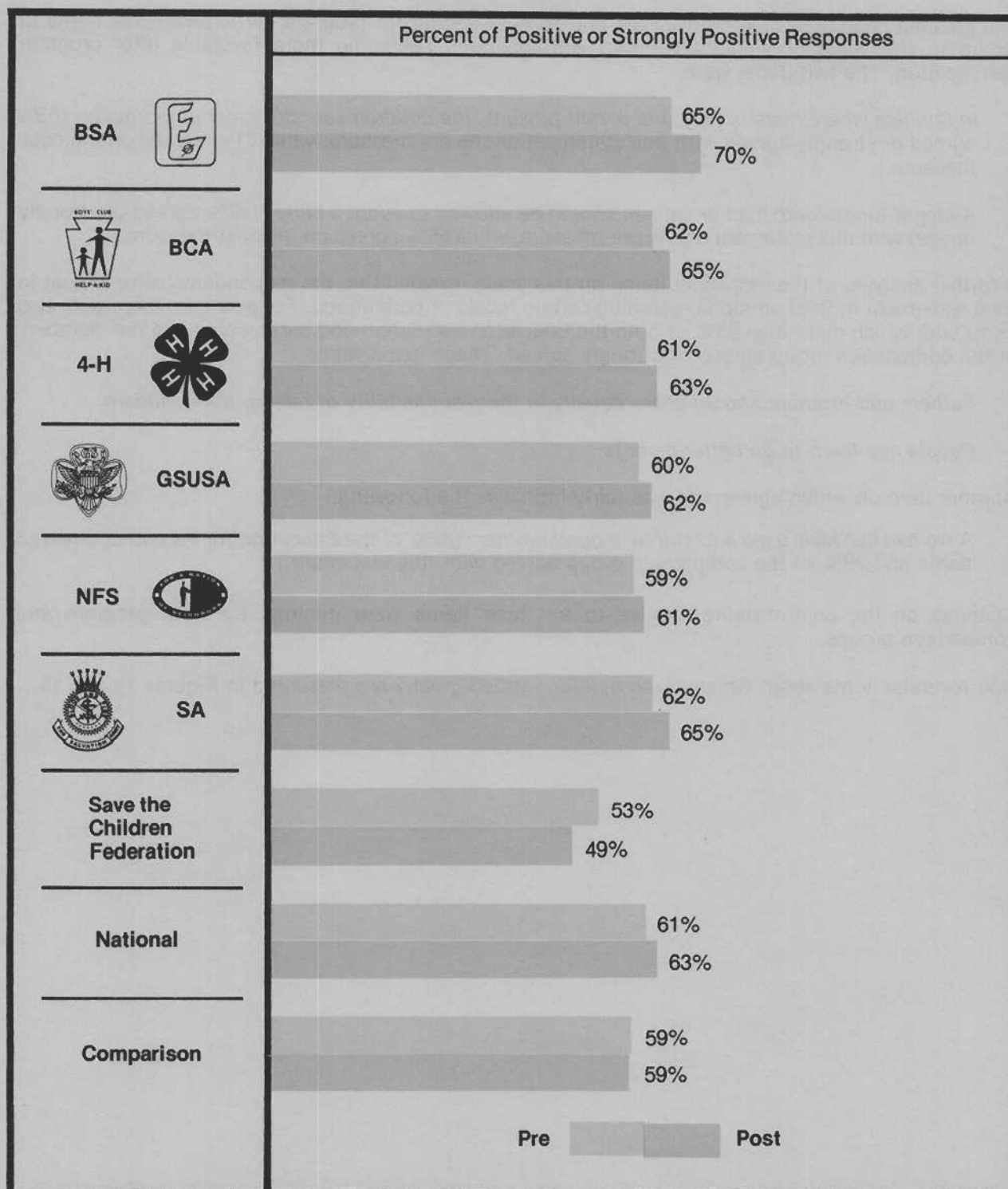


FIGURE 13.

OPINIONS ABOUT PARENTHOOD



The greatest change of opinion from the pre to post-testing for program participants was noted in regard to the issue of single parenting, with opinions becoming more favorable after program participation. The two items were:

In families where there is only one parent present, the children can still grow up normally. (63% agreed or strongly agreed with this statement on the pre-measure, while 71% agreed on the post-measure.)

A single (unmarried) man or woman should be allowed to adopt a child. (46% agreed or strongly agreed with this statement on the pre-measure, while 55% agreed on the post-measure.)

A further analysis of the individual items on this scale revealed that the respondents were almost in total agreement in their opinions regarding certain facets of parenthood. For example, there were two items with which more than 95% of both the Education for Parenthood participants and the members of the comparison group agreed or strongly agreed. These items were:

Fathers and mothers should share equally in the responsibility of raising their children.

People can learn to be better parents.

Another item on which agreement was fairly high was the following:

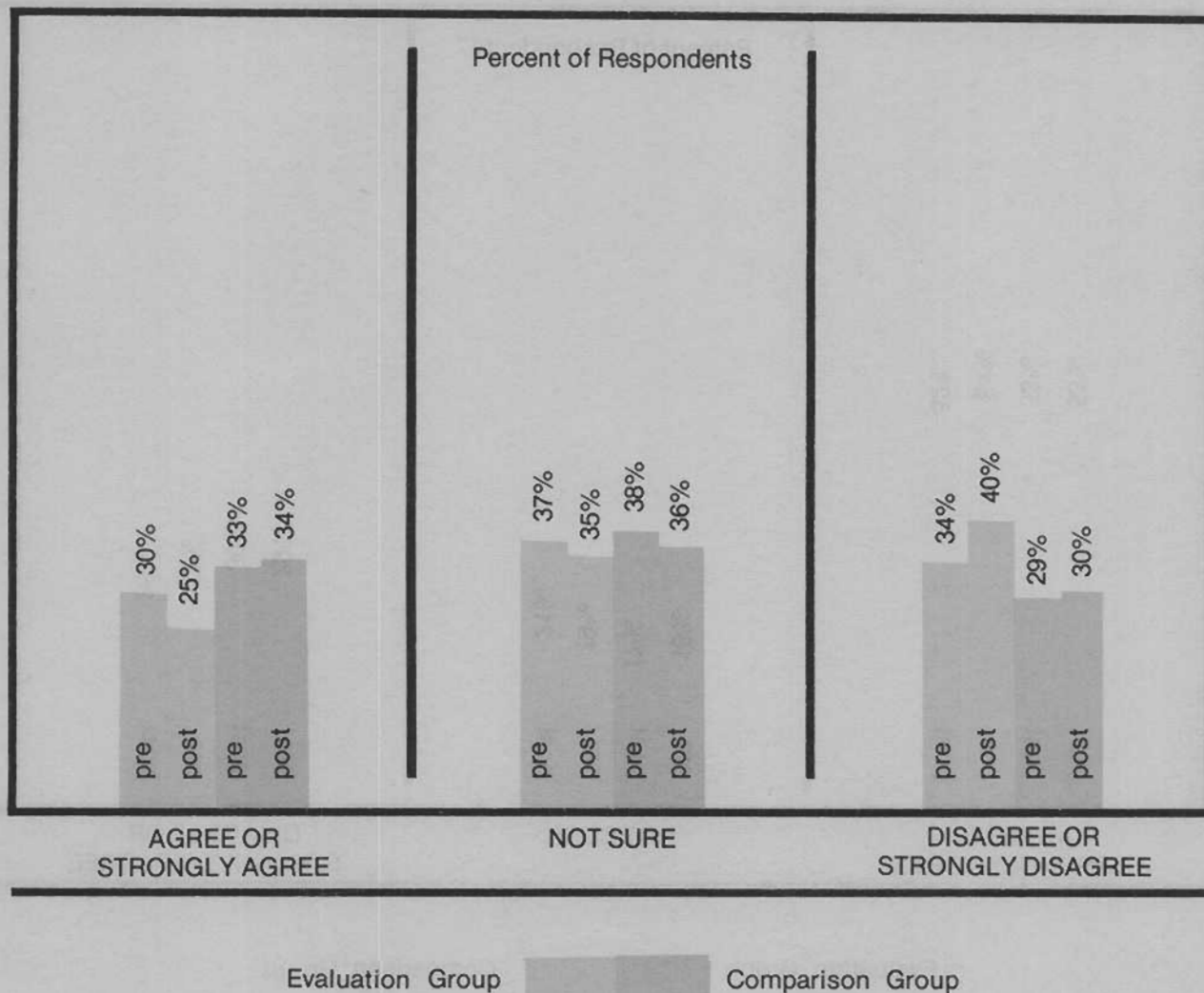
A woman can have a job and still be a good mother. (82% of the Education for Parenthood participants and 79% of the comparison group agreed with this statement.)

Changes on the post-measure relative to all three items were minimal for both program and comparison groups.

Controversial items about which youth opinions varied greatly are presented in Figures 14 and 15.

FIGURE 14.

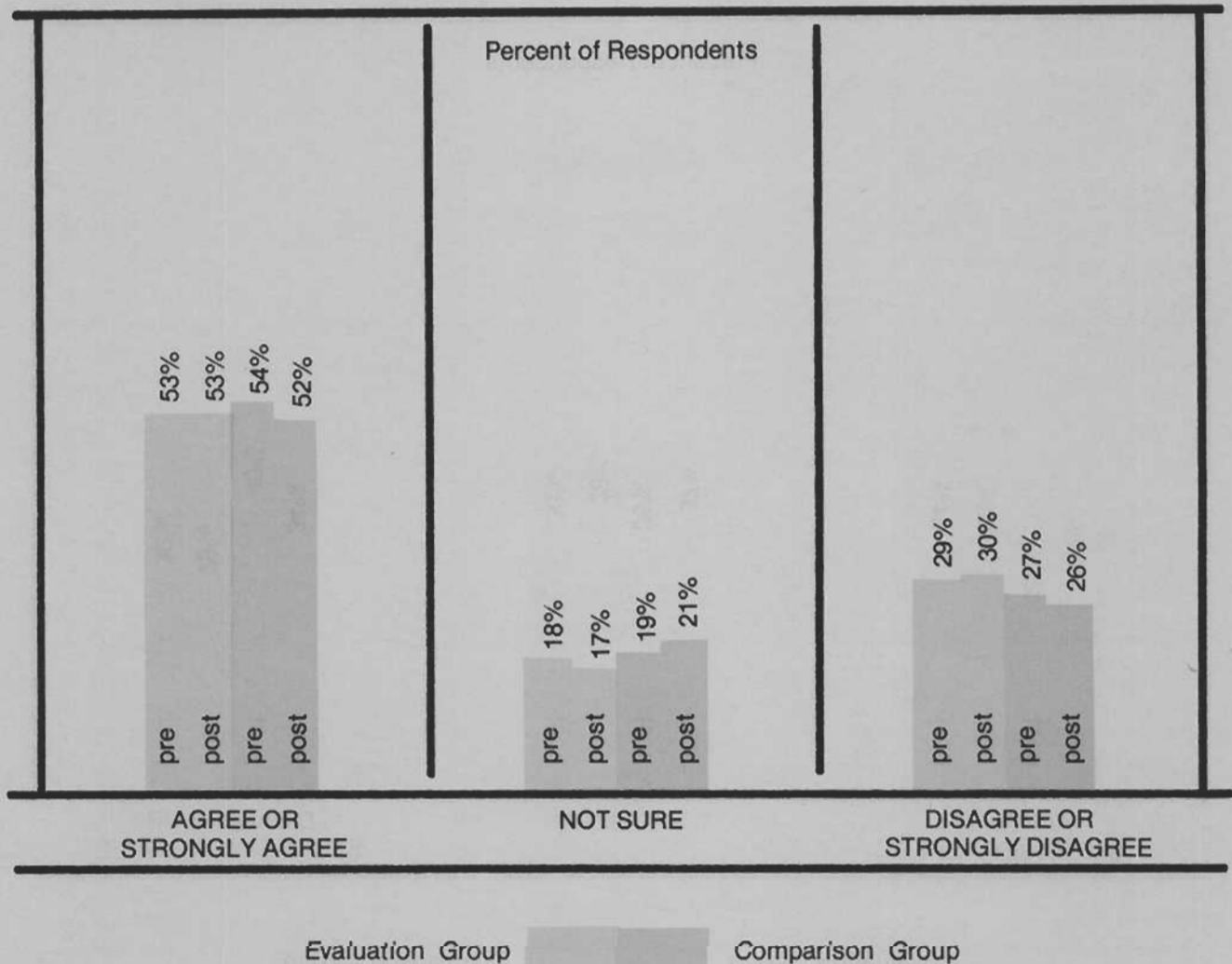
ITEM: FAMILIES IN WHICH FATHER EARNS A LIVING AND MOTHER KEEPS HOUSE ARE HAPPIER.



Comments: Extreme variability in opinions concerning traditional versus non-traditional lifestyles is evident from these data. A large proportion of the youth sampled are uncertain of where they stand on this very significant issue. The Education for Parenthood participants tended to change their opinions in the direction of greater disagreement with this statement, thus greater rejection of traditional roles.

FIGURE 15.

ITEM: PARENTS SHOULD BECOME PARENTS ONLY AFTER THEY KNOW A LOT ABOUT RAISING CHILDREN.



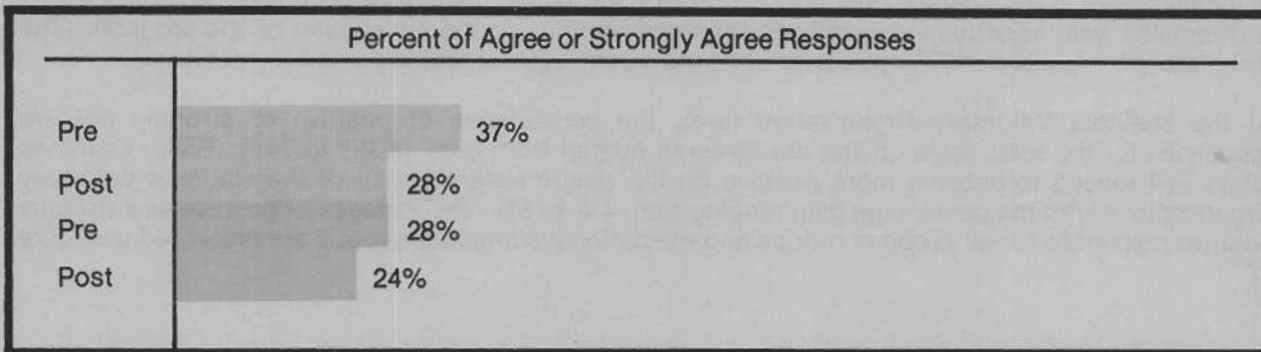
Comments: Surprisingly, a substantial minority of the sampled youth do not believe or are not sure that it is necessary to know about parenting before becoming a parent. The need for education for parenthood is apparently not evident to a fairly large group of young people in this country. Again, the influence of the Education for Parenthood Program appeared to be very minimal in changing opinions on this issue.

Male-Female Responses

Further analysis of individual items clearly indicated large male-female differences. Certain opinions about parenthood which most clearly differentiated between males and females are presented in Figure 16. For purpose of simplification, the pre and post-data are presented only for the evaluation group.

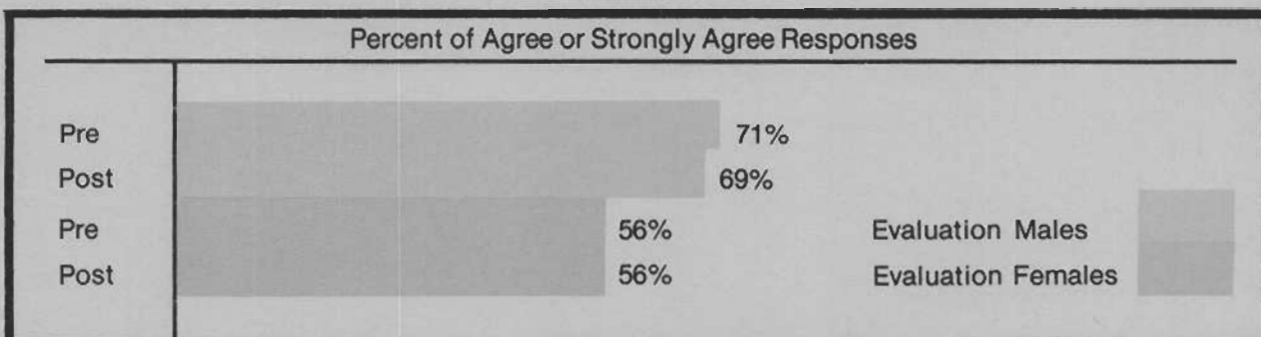
FIGURE 16.

ITEM: FAMILIES IN WHICH FATHER EARNS A LIVING AND MOTHER KEEPS HOUSE ARE HAPPIER.



Comments: Prior to participation in the Education for Parenthood Program, the opinions of the evaluation group males were more expressive of a belief in traditional roles for females than were the opinions of the evaluation group females. After Education for Parenthood participation, both males and females altered their beliefs in the direction of less agreement with the traditional role view. Males changed more than females in this regard. However, as was noted earlier in Figure 14, a large number of Education for Parenthood participants were uncertain of their position relative to this issue and remained uncertain after participating in the program.

ITEM: PARENTS CAN TEACH A CHILD TO BE SMART.



Comments: Males and females disagreed substantially in their opinions about whether parents' behavior can influence their children's intelligence with males being much more supportive of this belief. Unfortunately, the Education for Parenthood Program did not change the opinions of either male or female participants.

Opinions About Yourself

Nationally, youth in both the evaluation group and the comparison group expressed generally positive opinions about themselves on this self-esteem measure. The opinions for both groups were more positive on the post-measure than on the pre-measure with the Education for Parenthood participants showing a significantly greater gain than did the comparison group members. These findings were similar to last year's findings except that the participant group gain was slightly greater this year (six percentage points compared to four).

Comparing male and female Education for Parenthood Program participants, males expressed slightly more positive opinions about themselves on the pre-measure than did females (72% of male responses were in the positive direction, while 69% of female responses were positive). Both males and females were slightly more positive in their self-ratings at the conclusion of the program. (The mean score for males was 77% positive, while the mean score for females was 74% positive.)

At the National Voluntary Organization level, the percentages of positive or strongly positive responses for the total scale on the pre-measure ranged from 58% (SCF) to 74% (BSA). Opinions about self tended to become more positive on the post-measure for all of the National Voluntary Organizations with the percentage gain ranging from 4% to 6%. Percentages of positive and strongly positive responses for all program groups and the national comparison group are presented in Figure 17.

	Pre-Measure	Post-Measure
Comparison Group	68%	74%
Education for Parenthood	72%	78%

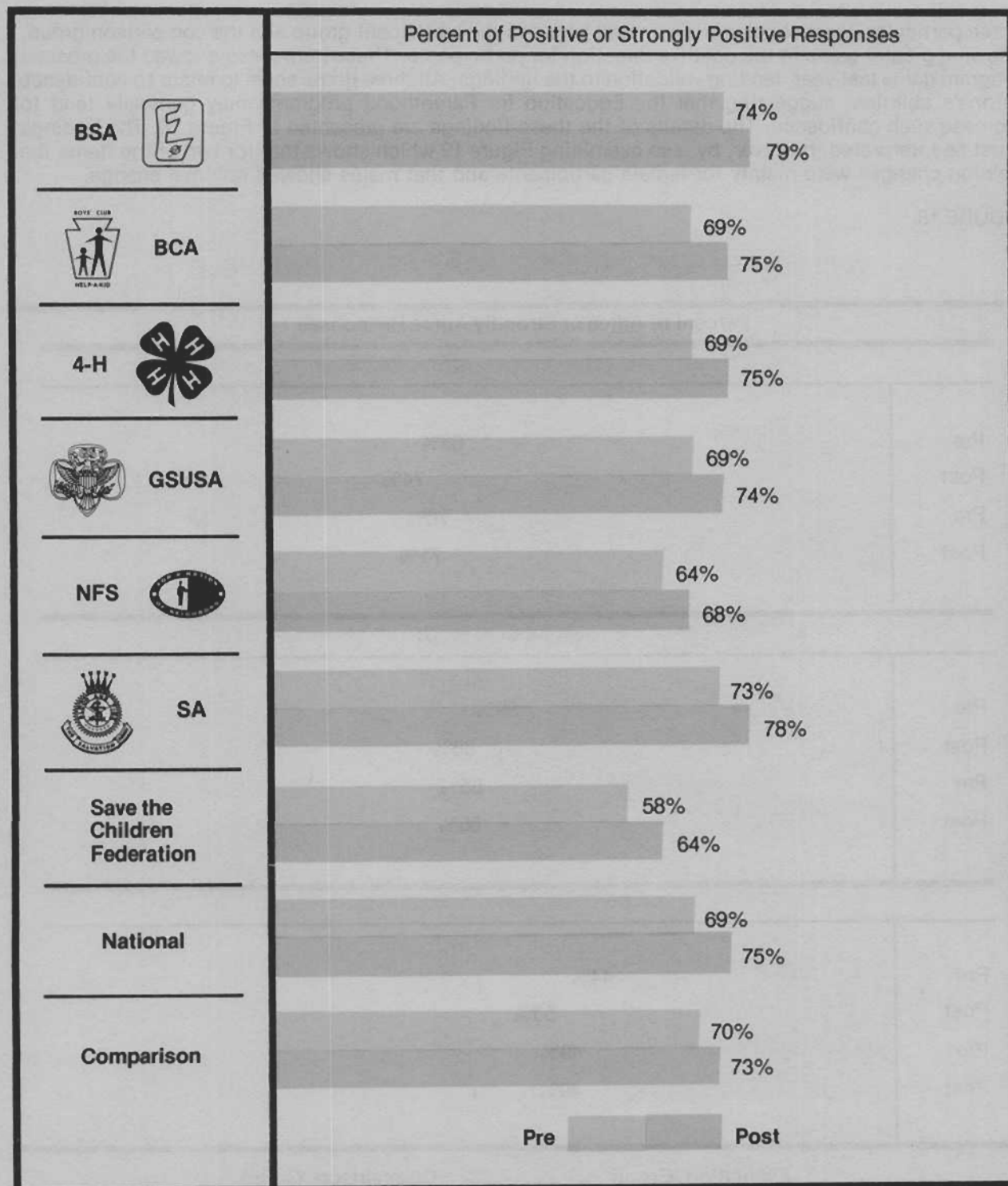
Figure 17: Percentages of Positive and Strongly Positive Responses for Self-Esteem Measure. The figure shows that the Education for Parenthood group had a higher percentage of positive and strongly positive responses than the comparison group both before and after the program. The Education for Parenthood group's percentage increased from 72% to 78%, while the comparison group's percentage increased from 68% to 74%.

Group	Pre-Measure	Post-Measure
Comparison Group	68%	74%
Education for Parenthood	72%	78%

Figure 17: Percentages of Positive and Strongly Positive Responses for Self-Esteem Measure. The figure shows that the Education for Parenthood group had a higher percentage of positive and strongly positive responses than the comparison group both before and after the program. The Education for Parenthood group's percentage increased from 72% to 78%, while the comparison group's percentage increased from 68% to 74%.

FIGURE 17.

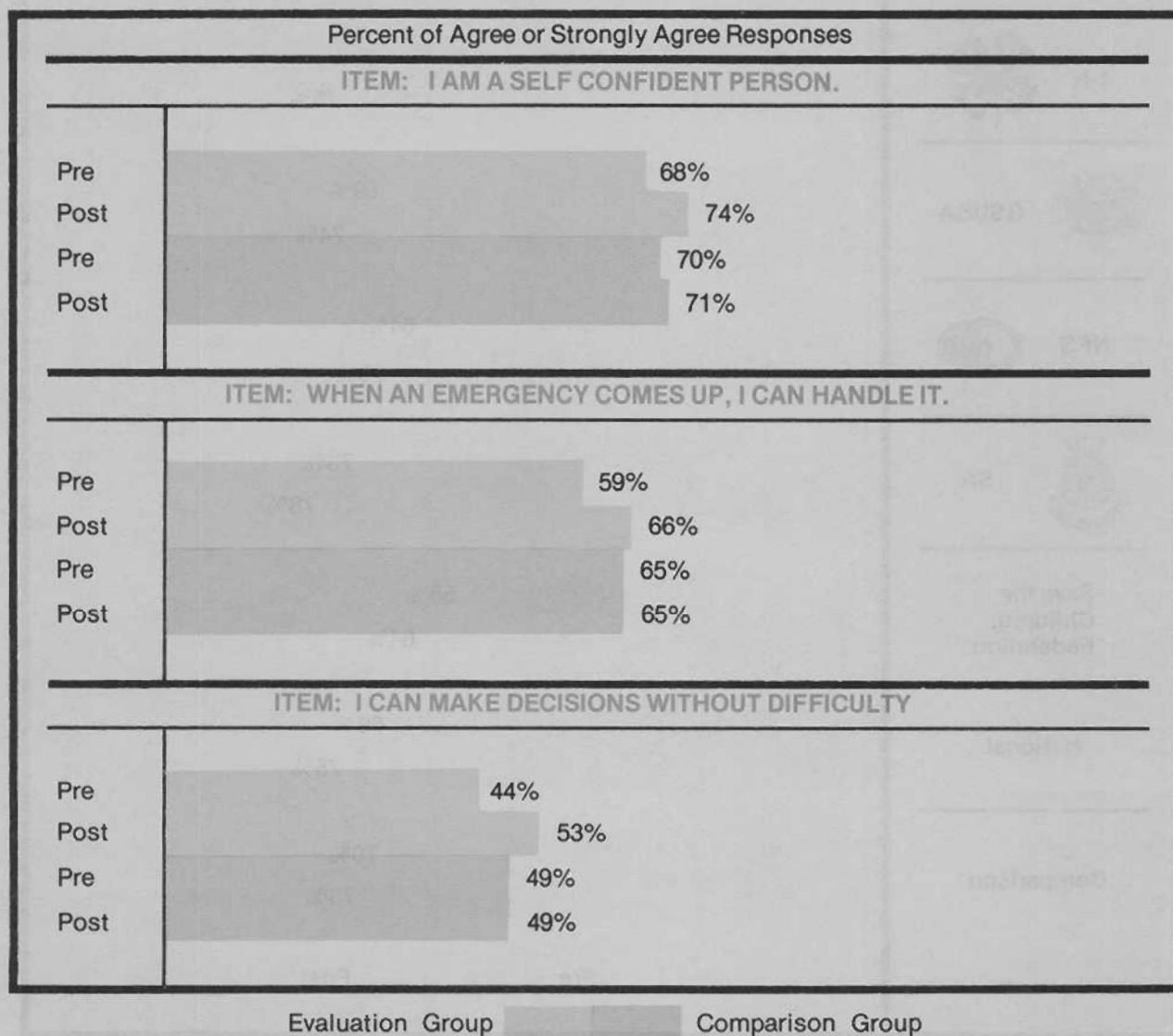
OPINIONS ABOUT SELF



Three particular items clearly differentiated between the participant group and the comparison group, showing greater gains in the positive direction for participants. These items also showed the greatest program gains last year, lending validation to the findings. All three items seem to relate to confidence in one's abilities, suggesting that the Education for Parenthood programs may generally tend to increase such confidence. The details of the these findings are presented in Figure 18. The findings must be interpreted, however, by also examining Figure 19 which shows that for two of the items the opinion changes were mainly for female participants and that males showed minimal change.

FIGURE 18.

SELECTED ITEMS FROM OPINIONS ABOUT YOURSELF

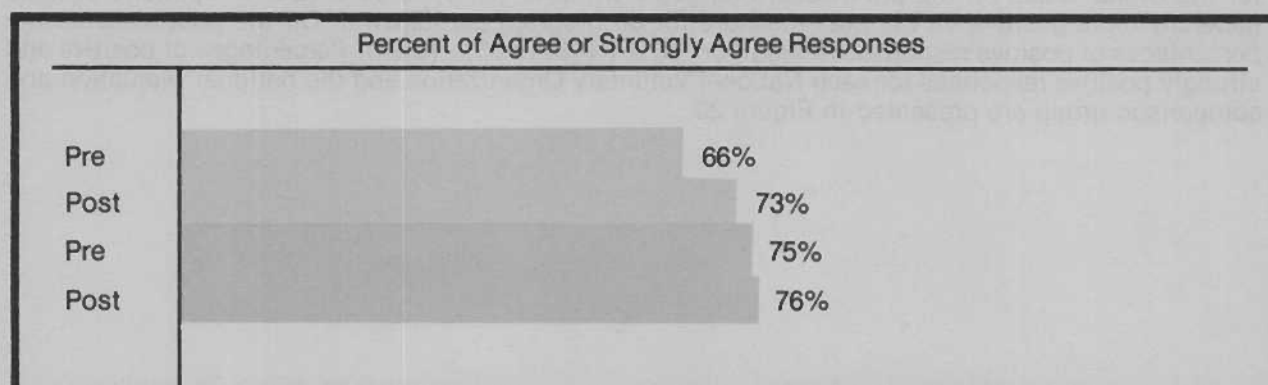


Male-Female Responses

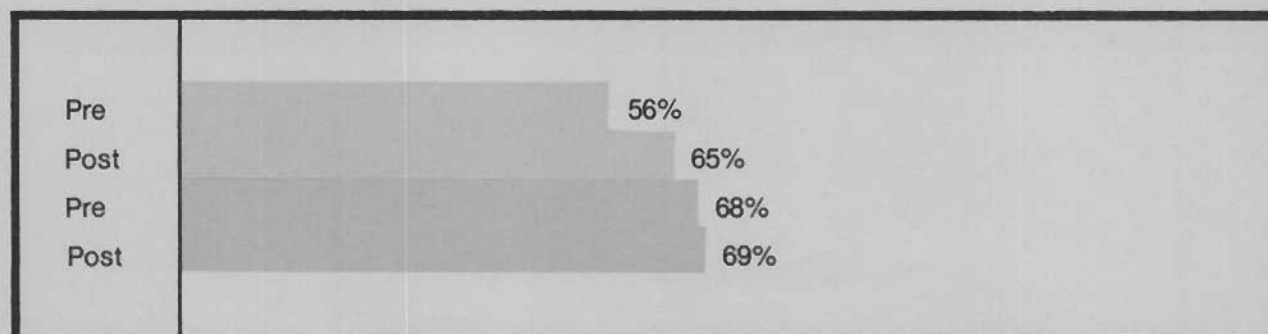
On certain items, interesting male-female differences were found for both the comparison group and the program participants. These items also showed a greater change for program participants than for comparison group members. The details are shown below:

FIGURE 19.

ITEM: I AM A SELF CONFIDENT PERSON.



ITEM: WHEN AN EMERGENCY COMES UP, I CAN HANDLE IT.



Evaluation Males

Evaluation Females

Comments: The Education for Parenthood female program participants showed lower opinions about themselves at the beginning of the program on these two items, and they showed strong gains at the end of the program. Though the males were more confident in themselves and their abilities at the beginning of the program, they did not show an increase in confidence in themselves. Interestingly, girls in the comparison group did not show gains on these two items. The comparison group pre and post scores on the items were 67% positive on the pretest, 66% positive on the posttest for item 1, and 63% positive on the pretest, 62% on the posttest for item 2. These findings suggest a program effect for females of an increase in confidence in their abilities.

Opinions About Careers in Child Care

Nationally, both Education for Parenthood participants and youth in the comparison group expressed positive opinions on the pre-measure relative to careers in the child care field. The participants' opinions became slightly more positive on the post-measure and the comparison group became slightly less positive.

At the National Voluntary Organization level the percentages of positive or strongly positive responses for the overall scale on the pre-measure ranged from 53% (NFS) to 81% (BSA). Opinions became generally more positive on the post-measure for all program participants. On the post-measure the percentages of positive responses ranged from 60% (NFS) to 85% (BSA). Percentages of positive and strongly positive responses for each National Voluntary Organization and the national evaluation and comparison group are presented in Figure 20.

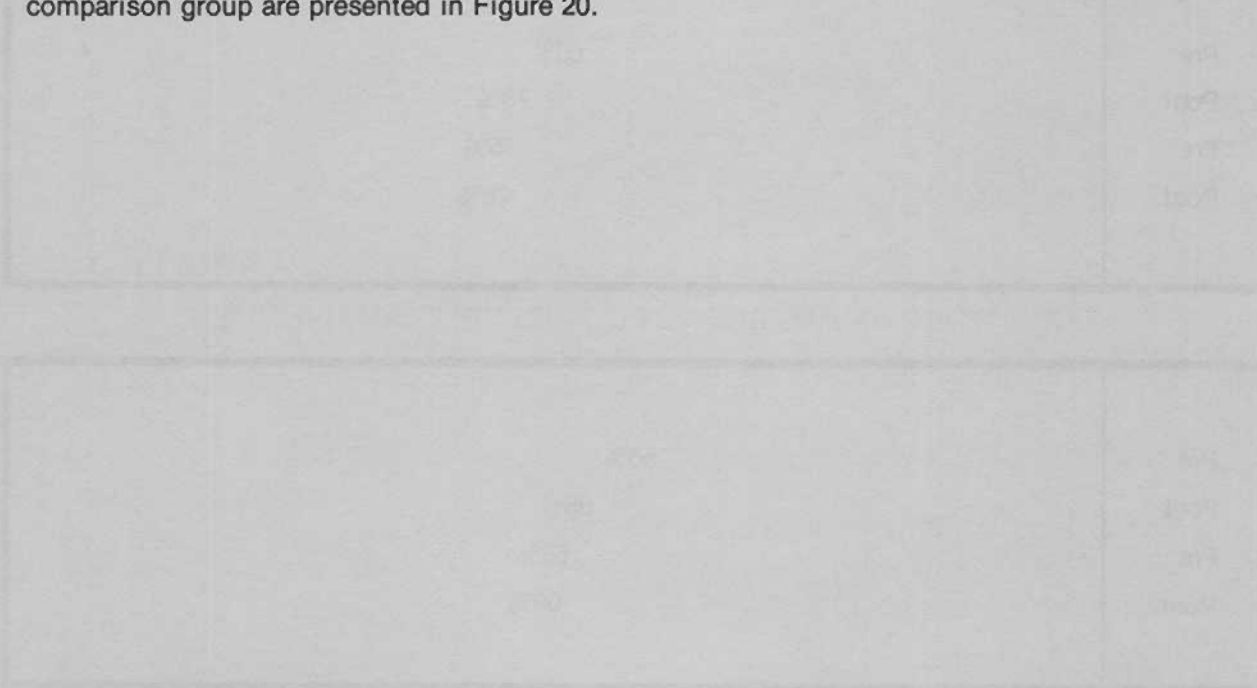
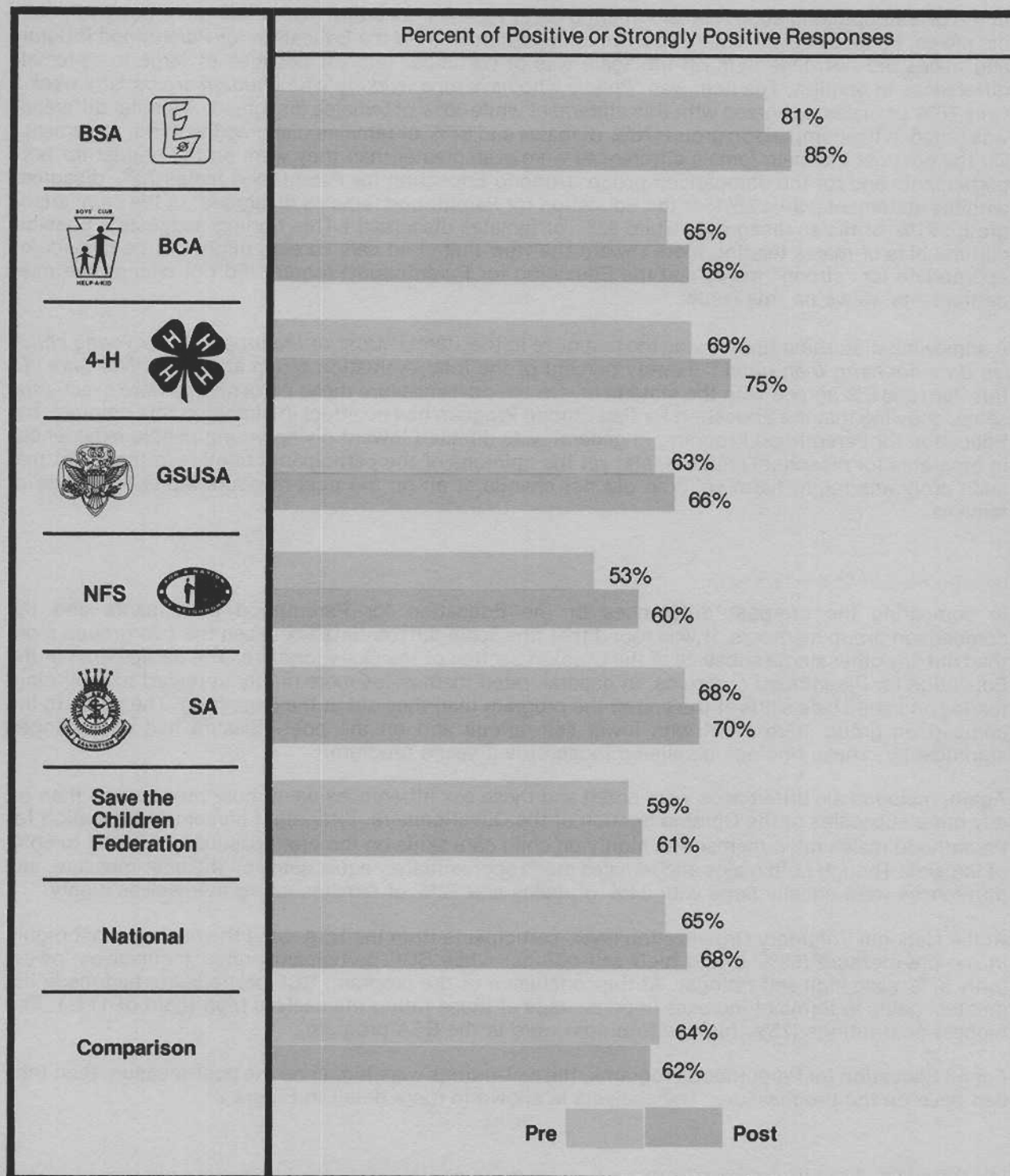


FIGURE 20.

OPINIONS ABOUT CAREERS IN CHILD CARE



In the overall opinions about careers in child care, females generally responded more positively than did males. Females became more positive after participation in the Education for Parenthood Program and males did not. One item on the scale was of particular interest because of large male-female differences in opinion. The item was *"People who have jobs working with children are usually weak."* Only 78% of males disagreed with this statement while 86% of females disagreed. A similar difference was noted in the comparison group (78% of males and 87% of females disagreed with the statement.) On the posttest the male-female differences were even greater than they were on the pretest for both participants and for the comparison group. (Among Education for Parenthood males 73% disagreed with the statement, while 86% of the Education for Parenthood females disagreed. In the comparison group, 71% of males disagreed, while 93% of females disagreed.) This finding suggests a possible cultural bias of males tending more toward the view that child care careers might not be considered appropriate for "strong" males and the Education for Parenthood Program did not change the male participants' views on this issue.

A somewhat disturbing finding was the response to the item: *"Most of the programs for young children do more harm than good."* Twenty percent of the total evaluation group answered *"Not Sure"* to this item and 6% agreed with the statement. On the post-measure these percentages were exactly the same, showing that the Education for Parenthood Program had no effect in changing this opinion. The Education for Parenthood Program, in general, was directed toward giving young people experiences in programs for preschool children, and yet the opinions of the participants relative to the belief that such programs might harm children did not change at all on the post-measure either for males or females.

Self-Ratings of Child Care Skills

In comparing the pre-post differences of the Education for Parenthood participants and the comparison group members, it was found that this scale differentiated between the two groups more than did any other single subscale of the Opinion Section of the Questionnaire. The participants in the Education for Parenthood programs, in general, rated themselves more highly in regard to their child rearing and child care skills at the end of the program than they did at the beginning. The youth in the comparison group started out with lower self-ratings and on the post-measure had not changed significantly. These findings paralleled those of last year's program.

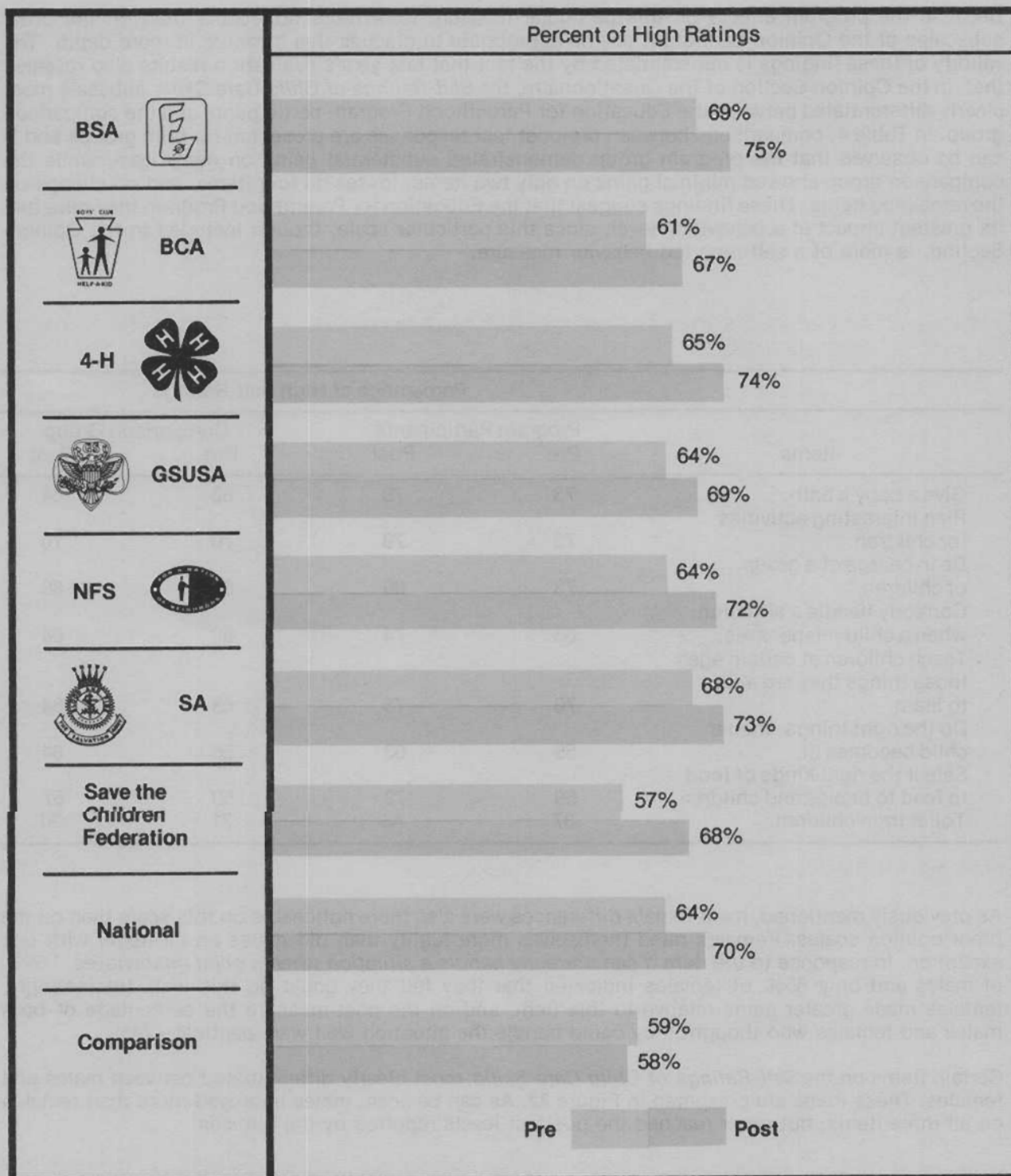
Again, male-female differences were noted and these sex differences were more pronounced than on any other subscales of the Opinion Section of the Questionnaire. Fifty-eight percent of Education for Parenthood males rated themselves highly on child care skills on the pre-measure, compared to 66% of females. Though both males and females made approximately equal gains on the post-measure, sex differences were equally large with 64% of males and 72% of females rating themselves highly.

At the National Voluntary Organization level, participants from the BSA rated themselves most highly in the pre-measure (69% giving high self-ratings) while SCF participants rated themselves lowest (only 57% gave high self-ratings). At the conclusion of the program, SCF participants had made the greatest gains in terms of increase in percentage of those rating themselves high (gain of 11%). The highest post-ratings (75% high self-ratings) were in the BSA program.

For all Education for Parenthood programs, the self-ratings were higher on the post-measure than they had been on the pre-measure. The analysis is shown in more detail in Figure 21.

FIGURE 21.

SELF-RATINGS OF CHILD CARE SKILLS



Because the program effects on this particular measure were more noticeable than on the other subscales of the Opinion Section, it seems appropriate to discuss this measure in more depth. The validity of these findings is substantiated by the fact that last year's evaluation results also revealed that, in the Opinion Section of the Questionnaire, the *Self-Ratings of Child Care Skills* subscale most clearly differentiated between the Education for Parenthood Program participants and the comparison group. In Table 4, comparisons between pre-post test responses are presented for both groups and it can be observed that the program group demonstrated substantial gains on every item, while the comparison group showed minimal gains on only two items, losses on four items, and no change on the remaining items. These findings suggest that the Education for Parenthood Program may have had its greatest impact at a behavioral level, since this particular scale, though included in the Opinion Section, is more of a self-reported behavior measure.

TABLE 4. PRE-POST RESPONSES FOR PROGRAM PARTICIPANTS AND COMPARISON GROUP: SELF-RATINGS OF CHILD CARE SKILLS

Items	Percentage of High Self-Ratings			
	Program Participants Pre	Program Participants Post	Comparison Group Pre	Comparison Group Post
Give a baby a bath.	73	78	63	64
Plan interesting activities for children.	73	79	70	70
Be in charge of a group of children.	73	80	66	66
Correctly handle a situation when a child misbehaves.	66	74	69	64
Teach children at certain ages those things they are able to learn.	70	75	63	64
Do the right things when a child becomes ill.	55	63	56	54
Select the right kinds of food to feed to babies and children.	69	73	59	57
Toilet train children.	37	43	31	30

Male-Female Responses

As previously mentioned, male-female differences were also more noticeable on this scale than on the other opinion scales. Females rated themselves more highly than did males on all items with one exception. In response to the item "*I can correctly handle a situation when a child misbehaves,*" 69% of males and only 65% of females indicated that they felt they could do this well. Interestingly, females made greater gains relative to this item, and on the post-measure the percentage of both males and females who thought they could handle the situation well was identical—74%.

Certain items on the *Self-Ratings of Child Care Skills* most clearly differentiated between males and females. These items are presented in Figure 22. As can be seen, males improved more than females on all three items, but never reached the posttest levels reported by the females.

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		
			<hr/>
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

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✓ 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, Communist 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?

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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." ✓

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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

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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

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✓ 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 maintainance, "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-

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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 propaganda 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."

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

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✓ 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

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

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 ✓

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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."

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

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 note-book 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

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✓ 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.

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✓ 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?)

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

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.

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

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global
Ed ✓

Bilingual
Ed ✓

✓

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. ✓

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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-

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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 Bolshevik 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. TLC

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

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✓ 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."

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

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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.

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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-

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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

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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-

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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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