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Givens

THE CONQUEST OF DEMOCRACY

by

Erminie King Wright

Educational Research Bureau
P. O. Box 2194
Roanoke, Virginia 24009

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The documented story of how the character of the United States was covertly changed by organized education.

"The records of the proceedings of the National Education Association...is the best history of American education that has ever been written....You will find in these an account of every important educational movement that has been made in this country." - President, State Normal School, Fairmont, W.Va. 1931.

"Responsibility which formerly belonged to the family is now assumed by the school." - School principal, Cleveland, Ohio 1931.

"Education is effective in bringing about any predetermined public opinion." - Chairman, NEA Committee on Social-Economic Goals of America, 1932.

"Schoolboards should be reconstructed or exterminated." Robert Hutchins, University of Chicago, 1933.

"If destruction be our lot we must ourselves be its author and finisher. As a nation of freemen we must live through all time, or die by suicide." - Abraham Lincoln, 1838.

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"THE CONQUEST OF DEMOCRACY"

How did the United States of America, a nation of liberty-loving people who broke from the tyranny of Europe, become once again a controlled society of heavily taxed individuals?

From the depths of despair to prosperous freedom and back again to government control and taxes on everything earned and owned has been the course of the United States. This was not a natural course.

The time will surely come when historians, not dominated by the Establishment, will want to record for posterity how the people of a nation which grew rich and great under the free enterprise system of individual initiative, and under a government of limited power and low taxes, could depart so radically from this system. No nation in the world was so richly endowed with all the natural resources necessary for complete independence from all other nations, as is the United States. However, these natural resources and the wealth produced by the people have been appropriated by a few greedy, power-hungry men to provide themselves with unlimited wealth and power.

The people would never have knowingly voted for this great change. It had to be inflicted upon them gradually and in ways they would not recognize or even suspect. Originally, we were a nation of honorable men. We trusted and respected our institutions; a handshake was all that was needed to bind an agreement, financial or otherwise. All of this has changed, but how?

The first step of the few conspiring men was to create a condition which enabled them to gain control of our monetary system, using trickery of many kinds. The Founding Fathers of this nation gave us a Constitution which made it practically impossible for tyrants to rule us. The ones who planned to take the wealth of this country for themselves knew that it would be a slow, tedious, long-range program before they and their heirs would be in full control, although fabulous riches would be theirs from the beginning. Their scheme for world control would have to be effected a bit at a time, using such governmental processes as would legalize each step. When it is all completed, the citizens of this once-free nation of prosperous citizens will be enslaved economically and politically.

This is being done legally because of one great flaw in our Constitution: The Supreme Court has the final word in interpreting the meaning of the Constitution. What this group of appointed men decree has been accepted as the law of the land, whether or not it is in accordance with the wording of the Constitution or the intent of its framers. The Constitution provides that any change in its wording or meaning shall be made only by amendment, not by court decree. Supreme Court justices receive their lifetime power as payment for their loyalty and service to their political party. Those who control the wealth control the political parties.

Knowledgeable men questioned the legality of the Federal Reserve Act which gave to bankers the license to issue our money, determine its value, and lend it at interest to the government and to other borrowers. The Constitution specifies that Congress shall issue our money and determine its value. However, the servile Supreme Court decreed that Congress could delegate this power to the bankers. If Congress can delegate one of its constitutional responsibilities to others, it can give away all of its power. This is being done in ways the people do not recognize or even know about. We no longer have a truly representative government.

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With all of the legal maneuvering taken care of, there still remained the danger of the people becoming aware of how they have been deceived. They might resort to another revolution to overthrow what has become a tyrannical bureaucracy in which the people are regimented under administrative rules and taxed on everything they earn and own. This could only be prevented by changing the thinking and moral fiber of the coming generations. This could be accomplished through the use of the schools and churches, but principally through using the schools to indoctrinate the children who are captives under the compulsory attendance laws, part of the scheme.

Some of the plotters realized at the turn of this century that the schools could be used to their advantage, to train workers without improving their minds. Under the cover of aiding education, endowments were established and part of the ill-gotten gains from our confiscated wealth was used to exert influence over the educational hierarchy which controls the kind of education the tax-supported schools provide.

It is no secret that many professors were advocates of socialism. They evidently believed that socialism was the means of taking from the very rich and getting more for themselves. The rich men who promoted socialism knew that it was a system wherein the government owns or controls everything and they could use their money and power to control those we elect to run the government. This made the schoolmen the perfect vehicle for changing the thinking of the nation's people by manipulating the minds of the very young who are captives in the schools for five days a week.

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We shall skip over many details and refer to the official Addresses and Proceedings of the National Education Association which controls all public education and exerts considerable control over private education in the United States. Socialism was spreading among college men and women but it had not made much headway in getting down to the classrooms of the nation. The NEA hierarchy decided that it was time to use more aggressive methods of promoting socialism.

Socio-Economic Committee

In 1931 the National Education Association set up a special committee to determine what kind of society America wanted and the policies by which this was to be achieved. (Neither the prople nor their elected representatives knew anything about this!) There were six men on this committee, with Fred J. Kelly, United States Office of Education, Washington, D.C., as chairman. Two other members deserve special attention if we are to know what kind of society this NEA committee decided that America was to have.

JOHN DEWEY, born in 1859, came from the University of Chicago to Teachers College, Columbia University, New York, in 1904. Dewey was strongly influenced by James Harvey Robinson (born 1863) who taught history at Columbia University from 1895 to 1919. Robinson was a pioneer Fabian Socialist in the United States. He was also the author of textbooks on history and advocated the rewriting of history to emphasize those facts which could be used to promote socialism. He believed that materials used in the classroom should be carefully selected and used to this end. Robinson advocated freedom "from administrative repression." He said that "history was a weapon to be seized by the radical and used in

behalf of social betterment." He taught that teachers should "select and organize facts from the past for the high purpose of aiding social progress." Dewey was in accord with Robinson's "new history."

John Dewey was the father of the misnamed "Progressive Education" and the organizer of the far left American Association of University Professors.

Another person who exerted strong influence over Dewey was Colonel Francis W. Parker who stressed "freedom from adult tyranny" and ridiculed discipline. Parker was the arch infidel of orthodoxy in educational creeds. He helped banish whipping from the schools and promoted the concept of a changing, "functional" curriculum.

From these two powerful influences came Dewey's "Progressive Education." Dewey procalimed that education was not the preparation for life, it was the process of living and should be enjoyed; that students learned by doing and not from textbooks. This became the basic change in the method of teaching.

Dewey was president of the League for Industrial Democracy in 1941. The LID was organized in 1905 as the Intercollegiate Socialist Society "to promote an interest in socialism among college men and women." The organization advocated "education for a new social order based on production for use and not for profit." In 1921 the ISS changed its name to League for Industrial Democracy.

Young LID theoriticians entered the pulpit; they entered the classroom; they entered the field of textbook writing and revision; they entered the labor movement and the ranks of both of our major political parties.

John Dewey was a signer of the first Humanist Manifesto (1933) which began with this statement: "The time has come for widespread recognition of radical changes in religious beliefs..." There were fifteen "theses of religious Humanism" containing such statements as: First, the universe is self-existing and not created...man is a part of nature and he emerged as the result of a continuous process...the time has passed for Theism, Deism...Religious Humanism considers the human personality to be the end of man's life...religion must work for the joy of living... The goal of Humanism is a free and universal society in which people voluntarily cooperate for the common good."

Humanism, the godless religion which considers human nature the

supreme end of all endeavors, is replacing Christian ethics in the public schools.

WILLARD E. GIVENS, Superintendent of Public Schools, Oakland, California, is the other member of the Socio-Economic Committee to be considered. More will be said later about Givens when we mention the report he made in 1934 for the Department of Superintendence (later the American Association of School Administrators).

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We quote briefly from the reports of Fred J. Kelly, Chairman of the NEA Committee on Social-Economic Goals of America, which was set up in 1931:

From the 1932 report:

> "Our worship of intelligence has neglected the social impulses which need fostering if we are to have group solidarity...
>
> "The social and economic policies best designed to achieve these goals (group solidarity) must be formulated and these stated policies must become understood and accepted by the people...
>
> "It must be understood that I do not mean '100 percent Americanism.' With the World War internationalism succeeded nationalism. The ideals, goals, and policies of one nation are of definite concern to all others. A national ideal will no longer suffice in itself...
>
> "The chief instrumentality to mold public opinion in the interest of national goals is education. The time has come when education must move forward to a new front. My proposal is that education shall assume responsibility (1) to set forth what the fundamental social-economic goals of America are, and the policies and practices most likely to achieve those goals; and (2) to use all the agencies of education, the schools, colleges, churches, and the like, in a concerted effort to create and maintain an enlightened public opinion..." (Enlightened, of course, means a desire to change our nation into one unit of a world socialist system).
>
> "Certainly Russia would not dream of undertaking her bold experiment without using her educational system to bring an understanding of its purposes and plans to the youth, and thru them to the older generation..."

Kelly expands at length and quotes George E. Counts - author of "Dare the School Build a New Social Order?" - as saying there are times when indoctrination becomes essential.

From the 1933 report:

"...the need is for a more socialized attitude on the part of those controlling men's work...

"To fit for social living calls for the answer to a prior question: 'What kind of society does America want?' that the National Education Association created the committee on the Social-Economic Goals of America. This committee now submits its report in tentative form."

(Note that a group of pro-socialist schoolmen are to determine what kind of society America wants).

"The historic ideals of this country must be restated in terms charged with new meaning... We need a sort of 1933 version in social-economic terms of the Declaration of Independence and of the preamble to the Constitution." (Kelly listed ten goals such as economic security, mental security, physical security, equality of opportunity, freedom, fair play, and participation in the evolving culture).

Again Kelly says in closing the report for 1933:

"No one will suppose that I mean any superficial 'hip,hip, hurrah' for the good old U.S.A. This situation calls for no dosing with 100 percent Americanism. Fundamental changes are needed from the kindergarten thru college..."

From the 1934 report:

Chairman Kelly reported at the 1934 convention that its report titled Social-Economic Goals for America had been widely circulated and also reproduced in the Journal of the National Education Association. Most of his report for this convention was the naming of sub-committee members for the various goals reported the previous year. The membership of these sub-committees was large and widely scattered throughout the nation.

The special committee would continue for another year.

It is not the report of the Chairman of the Social-Economic Goals for America Committee that warrants very special attention, but the report of another member of this committee reporting for the Department of Superintendence under the heading:

EDUCATION FOR THE NEW AMERICA

Willard E. Givens, Superintendent of Schools, Oakland, California, has this to say:

"This report comes directly from the thinking together of more than one thousand members of the Department of Superintendence (later the American Association of School Administrators)...

"We are convinced that we stand today at the verge of a great culture. We are now entering an epoch in which men can

bring forth a civilization of abundance, of tolerance, and of beauty...

"But to achieve these things, many drastic changes must be made. A dying laissez-faire must be completely destroyed and all of us, including the 'owners,' must be subjected to a large degree of social control...

"Educational workers of America must bind themselves together now in a powerful union to create tens of thousands of citizens' groups...

"...the next educational step is, namely, the building of studies for the schools of America. One central core of that program will be a new social science...

"The whole competitive regime and its scheme of rank-order marks and promotions will have to be replaced by a program of cooperation and self-cultivation...

"Controversial issues must be discussed in the schools."

(This was in 1934 when Communism was the controversial issue. Inasmuch as most of the socialist objectives have been met and are being accepted, any opposition to what is now being taught in the schools is "controversial" and cannot be mentioned!)

"The teacher may state her own opinion, not by an ostentatious display of dogmatic opinion, but by a careful presentation of facts and points of view. Attitudes are the desirable objectives.

"...there will be no conflict between individual rights and the rights of organized society...

"...thinking must be international in its scope...

"An equitable distribution of income will be sought...

"Education must be a continuous process thru adult life...

"Some spiritual ideals and values persist from generation to generation. These ideals, however, are subject to changing interpretations...in a changed order...

"We endorse and wish to emphasize the goals named by the NEA Committee on Social-Economic Goals of America...

"The major function of the school is the social orientation of the individual. It must seek to give him understanding of the transition to a new social order...

"The core of the curriculum should be improved practice in social living...

"Subjectmatter will be considered instrumental and not an end in itself...thus ending the narrow, academic, non-functional subject courses... Much attention will be paid to the development of hobbies and leisure-time interests.

"It is necessary that boards of education appreciate the changing order...these demands will make education cost more than at present."

It is important to note here that Willard E. Givens, who made the very long report from which the above sample remarks are taken, was to become Executive Secretary of the National Education Association the next year (1935) where he remained for seventeen years to play an important role in implementing the program of social indoctrination he had outlined at the 1934 convention of the NEA. An important agency in forcing this socialist program upon an unsuspecting citizenry has been the Educational Policies Commission of the NEA which Givens helped to found and develop. This commission has become an all-powerful arm of the NEA which controls all public education.

EDUCATIONAL POLICIES COMMISSION

The Educational Policies Commission was organized in 1935 as a joint agency of the National Education Association and the Department of Superintendence which was one of the four original departments of the NEA and the most powerful one. The function of the Commission was "to prepare, publish, and disseminate statements of proposed policy regarding the conduct of education in the United States." Its proposals were accepted by the General Assembly of the NEA.

In 1938 the report of the Commission said: "The Commission, however, has a larger task than merely creating policies; it is charged also with securing the utilization by the profession of the policies which it recommends...The Commission is of use in formulating the recommendations of school administrators thru a program of implementation that extends into communities all over the country." In other words, the Commission decides what kind of education, school facilities, etc., we are to have, as it "explores new areas of educational thinking," and then devises the methods of putting its decisions into force.

From the beginning, the Commission stressed the importance of long-range planning. A complete change in our form of government and the thinking of its people could not be accomplished in merely a few years. Various members of the NEA hierarchy mentioned the importance of long-range planning and some of their statements will be given later. Various lengths of time were mentioned. Some said that it would be a matter of decades, others that the program would be the chief goal for a quarter of a century, and one said that the education for a new America would continue for a century.

An article about the Educational Policies Commission in the NEA Journal of November 1956 said that the Commission was "adequately financed." This financing came from the Rockefeller-endowed General Education Board.

The NEA Committee on Social-Economic Goals of America, a special committee which functioned for five years, had completed its assignment to determine what kind of society and economy the United States was to have. It was now up to the newly formed Educational Policies Commission to see that the goals of the special committee would become a reality.

The Commission became aggressively active in changing public education in the United States. A brief mention of several members of the Commission and some of their affiliations will give an understanding of the conditions which now concern many parents and taxpayers. The Commission continues to "review the past, analyze the present, and chart the future." A long-time employee of the Rockefeller Foundation and the General Education Board expressed the hope that "a study would be made of commissions as a techic of social action."

A brief mention is made of several outstanding members of the Educational Policies Commission:

Inasmuch as the Commission was a joint agency of the NEA and the Department of Superintendence, the chairman and the secretary came from these two organizations:

A. J. STODDARD,Superintendent of Schools, Providence, R.I., was chairman. (In 1938 he was Superintendent of Schools in Denver, Colorado, and in 1939 he was Superintendent of Schools in Philadelphia where he remained during his several years as Chairman of the Commission.

WILLIAM G. CARR was secretary. Carr was a member of the NEA headquarters staff in charge of the Research Division which had the largest staff at headquarters. Carr succeeded Willard E. Givens as Executive Secretary of the National Education Association in 1952.

Other members of the Commission were appointed by the NEA and the AASA to serve terms of four years. The persons appointed to the Commission "were carefully selected and had considerable experience on other committees and commissions." To give the Commission's aims the widest possible coverage, the membership grew as schoolmen

from various sections of the country were appointed to the rotating membership.

It is to some of these appointed members that we invite special attention:

WILLARD E. GIVENS who gave the report of the Department of Superintendence in 1934 titled EDUCATION FOR A NEW AMERICA and then, the next year, became Executive Secretary of the NEA, was ex-officio member of the Commission and is credited with founding and building up the Commission. A review of statements made by Givens in the 1934 report reveal his views regarding the type of society the schoolmen would inflict upon an unsuspecting and trusting nation. (See above).

GEORGE S. COUNTS of Columbia University, New York, was one of the first members appointed to membership and probably exerted more influence over the policies than any member other than the ex-officio member, Willard E. Givens.

Dr. Counts had been prominent in the field of education for many years. He was author of the widely proclaimed monograph, "Dare the School Build a New Social Order?", was chairman of the Progressive Education Committee on Social and Economic Problems; he was editor of "The Social Frontier" and he expressed great admiration for the "great collectivist experiment in Russia." Counts advocated "a co-ordinated, planned, and socialized economy."

Counts was a member and served on the Board of Directors of the League for Industrial Democracy which was organized in 1905 as the Intercollegiate Socialist Society "to promote an interest in socialism among college men and women." The organization advocated "education for a new social order based on production for use and not for profit." His advice to teachers was to "delibertaely reach for power."

Counts was a member of the American Civil Liberties Union which provided legal defense for communists and among the recommended books and pamphlets listed in the Leaders Handbook (communist) is "The Soviet Challenge to America" by George S. Counts.

To give him some small credit, Counts was sadder in 1951 when he criticized the Soviet leaders for their mind control! However, for more than twenty years his collectivist philosophy had crept deeply into the life of American schools. These philosophies, absorbed by thousands of teachers during these years, continue to

influence other teachers and our innocent children who are captives of the NEA-promoted compulsory attendance laws. Counts played a major role in the movement of using the schools of the United States for the building of a socialist society.

JAMES B. CONANT, President of Harvard University and a member of the Council on Foreign Relations, was a strong supporter of the Commission's aims and projects. He suggested the use of Citizens Committees, composed of prominent local citizens, which were actually fronts for the local school administration in promoting their extravagant spending programs which necessitated bond issues for financing.

Dr. Conant was an important factor in paving the way for the "BETTER SCHOOLS" building campaign in the 1950's and later which saddled the property owners in every commumity in the nation with heavy, interest-bearing debt. Prior to the launching of this all-out school building program, Dr. Conant was sent on a nationwide tour of school districts, advocating the consolidation of small schools into large central schools. This consolidation of small schools served two major purposes: 1. It took children away from the influence of their parents for long hours and abolished the neighborhood schools where parents and local people exerted some influence. 2. Consolidation necessitated the building of huge, costly schools which could be financed only with bond issues, thus providing tax-exempt incomes for the big bankers and their special clients.

Dr. Conant served the money interests in many capacities and for this service he was made president of Harvard University. Conant was one of the "official" scientists associated with the atomic bomb project. One group of these scientists wished to prevent the use of the bomb on Japan but Conant was one of another group favoring the bombing of Japan.

EDMUND E. DAY was President of Cornell University when he was appointed to the Educational Policies Commission in 1938 and continued on the Commission for an extended term. Day was Director of Social Sciences of the Rockefeller Foundation when he was placed as president of Cornell University. Day was an active supporter of the policies and activities of the Commission.

The entire program to change our type of government by changing the thinking of its future citizens is based upon deceit and trickery.

Proof of this will be found in the speech made by Edmund E. Day at the 1937 convention of the NEA and from which quotations will be seen later in this article as introduction to one of the projects of the Commission, "Learning the Ways of Democracy."

SIDNEY B. HALL, of Greoge Washington University, Washington, D.C., was probably appointed to membership in 1941 because of the changes made in education when he was Superintendent of Public Instruction on Virginia (1930-1941).

Hall was deeply concerned with curriculum revision. Under a national figure in the field of education from Columbia University, "a core curriculum plan was devised to take the place of the required subjects... It was to allot about the same amount of time to challenging social problems." The proposed way of studying these problems was to set the stage "for cooperation rather than competition."

In 1931 Superintendent Hall launched the Virgihia Program of radical changes in the state's educational system which, according to the subcommittee on the aims of education, "was an attempt to meet the challenge of George Sylvester Counts." (See sketch above on George S. Counts, author of "Dare the School Build a New Social Order?").

The General Education Board (Rockefeller) made a grant to provide four counselors for the first three years to help high school principals initiate the core curriculum. Supervision in Virginia was then carried on by "a carefully chosen and well trained group of elementary supervisors and high school counselors and directors of instruction." Although a few dedicated teachers tried to "bootleg" some knowledge of the fundamentals to their pupils, there was little opportunity for a competent teacher to have the free hand of a professional in teaching the children entrusted to her care. Under close supervision the teachers became regimented workers who are guaranteed high salaries by their organization, at taxpayers' expense, to assure their cooperation in carrying out the organization's plans.

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PROJECTS OF THE EDUCATIONAL POLICIES COMMISSION

Projects of the Educationa Policies Commission have been many over the years in its implementation of the "Education for a New

America" which was outlined by Willard E. Givens in 1934. A brief mention of three of these projects will show how organized education has used the schools, and whatever other organizations and individuals it could influence, to change the thinking, moral character, and economy of an unsuspecting citizenry.

1. CONFERENCES

The newly organized Educational Policies Commission lost no time in getting at its task of changing the purpose and methods of education for the nation. During its first year its membership of some twenty representatives of teaching and school administration was charged with (1) the responsibility of crystalizing "policies which would guide educational reconstruction and (2) with publicizing these policies among the profession to the end that these policies would be put into practice."

In 1937 conferences of one to three days were held in thirty-three universities and colleges in all parts of the country to promote the aims of the Commission. More conferences were held later. Through these conferences thousands of schoolmen were brought into contact with members of the Commission which resulted in a faster spread of the Commission's purposes. Through these conferences came recommendations to be applied by school administrators and teachers throughout America. Conferences, thus inaugurated, played a vital part in changing the thinking of those entrusted with the education of future generations.

WHITE HOUSE CONFERENCES

Another type of conference which has been effective in bringing about a predetermined consensus of opinion is the White House Conference. The first of these appears to have been the White House Conference on Children in a Democracy, held in Washington in January, 1940, which adopted a series of recommendations. "The secretary of the Educational Policies Commission was a member of the Planning, Report, and Organizing Committee of the Conference," says the 1940 report of the Commission.

Staff members of these conferences manipulate the delegates (one technique is the "group dynamics" method) to bring about the predetermined recommendations and/or reports. These conferences

are used to promote whatever phase of mind conditioning the bureaucracy is stressing at the time. The present goal is to redefine the meaning of family to be any two or more persons living together, as well as other unpopular proposals.

In addition to the conferences to spread the aims of the Commission, and with adequate funding from the Rockefeller-endowed General Education Board, "field workers visited dozens of colleges and universities, talking with faculty members, student groups, and administrators."

2. "BETTER SCHOOLS"

A "three-point-plan" which had been launched in the late 1930's to produce heavier spending for education was halted by World War II.

The war, the Marshall Plan to rebuild Europe, plus foreign aid, had provided the big bankers who finance wars and encourage deficit spending, with mortgages (government bonds) against about everything owned by the federal government.

The people of the United States accepted the exhorbitant increase in taxes as their patriotic duty during wartime. However, they fully expected taxes to go back to prewar levels once the war was over. This was not to be. Once a tax is imposed or increased, it is never reduced or rescinded.

After allowing the people a few years to become accustomed to the wartime taxes in peacetime, the money interests began looking for other sources of heavy taxes to provide them with more tax-exempt incomes -"and for other purposes," as some of our tricky laws read. Although the big bankers held mortgages on federal property they did not have mortgages on privately owned property. Local bond issues would provide the bankers not only with tax-exempt incomes for themselves and their special clients, but bond issues would give them liens on all the property in the locality approving the bond issues. Because these local bond issues are not broken up into smaller components, but are sold as a whole, only the very rich bankers have enough money at their disposal to buy the bonds.

A scheme, originating with the Educational Policies Commission, was launched through a nationwide advertising campaign which eventually resulted in practically if not every local government in the United States being saddled with heavy bonded debt. An organization called

the National Citizens Commission for the Public Schools was set up. Listed as members were prominent national figures in education, in publicity, and eight members of the Council on Foreign Relations, sometimes called the "Invisible Government" of the United States. "The Advertising Council representing advertisers, their agencies, radio, television, newspapers, magazines, and outdoor advertising, came into the show full force." No person reached by any medium of communication during a period of several years failed to hear or see the expertly prepared and widely spread propaganda publicity urging the building of more schools.

On the local scene, the promotion was done through the school administration office. The most prominent citizens in the community were named to the "Citizens Committee" for the bond issue. Following the three-point-plan, much preliminary publicity stressed the crowded conditions and the need for new schools. One instance of how trickery was used to deceive the public was a picture in a local newspaper showing a crowded classroom, with not enough seats for all the children. One little boy told his mother that his class had been taken into a room with another class for the picture. Other deceiving pictures appeared in the daily newspapers.

Another instance in the same city was the elementary school principal who was told by the superintendent to use double sessions for the primary grades. She told the superintendent that she did not need double sessions (one class in the morning and one in the afternoon, leading parents to believe that their children were being deprived of a full day in school). She was told: "Start them anyhow; we must get these parents agitated."

Once the local school administration has convinced many in the community that new schools are needed and that a bond issue is the only way to finance the building program, the entire community is organized to help the promotion in various ways. Once the school administration has its campaign thoroughly mapped out, the pressure on the community begins.

1. A "Citizens Committee" for the Bond Issue is appointed.
2. Panel discussions are held at the various schools, members of the panel being only those who are for the bond issue. The usual make-up of the panel is a teacher, a member of the NEA-controlled PTA, a member of the school board, someone from the superintendent's office, and a member of the "Citizens Committee."

3. There are street parades, using school children.
4. Radio and TV stations carry programs expertly prepared by the school administration.
5. A speakers bureau sends representatives to most meetings of local clubs and other organizations. The tactic here, after the pro-bond speech, is to ask if any are opposed to the bond issue. Would any of the members, who have been made to feel that they are not qualified to judge the needs of the schools, dare to speak out and say "no"? It is then reported that the organization is "for" the bond issue. No motion has been made and no vote taken!

The bond issue promotion goes on until the community is weary of the subject. It wants to get on with other matters. The resistance has been worn down and the bond issue passes, although by narrow margins in some communities in spite of all the careful plans and misleading propaganda.

While the publicity is being broadcast about crowded conditions and the need for more schools, in one city there were unused classrooms in a number of existing buildings which were substantially built and some not yet paid for. The crowded condition was too many classrooms and not enough play space in the traditional buildings.

In communities all around the country good buildings are being abandoned, some razed and some allowed to stand idle and deteriorate. The school people have luxurious facilities on which the upkeep is high; the bankers have their billions in tax-exempt incomes plus liens on all private property; and the owners of property are paying taxes which amount to rent on their own homes.

3. LEARNING THE WAYS OF DEMOCRACY

The third illustration we shall cite to illustrate the variety of the Educational Policies Commission's projects is what it calls a case book on civic education.

At the 1939 convention of the NEA the Commission's secretary said: "Thru the generosity of the General Education Board, which finances all of the work of the Educational Policies Commission as far as cash outlay is concerned, we have been allocated an additional grant of $20,000...for the nationwide effort...in the field of citizenship....

"The plan involves the preparation of a case book of successful practices in citizenship education."

At the same convention, Edmund E. Day, President of Cornell

University and a member of the Educational Policies Commission, spoke on the subject of "How Can Our Schools Contribute to a Better Social Order?" From that speech we quote some of his remarks. He began by referring to the question put by George Counts, "Dare the School Build a New Social Order?" We quote from the Day speech:

> "To my way of thinking...contributions of the American school to social betterment are not so much a matter of courage as of far-visioned planning....
>
> "No one can expect any society purposely to provide the means of its own disruption.... The school can never be expected to be openly a prime mover in social change...
>
> "It follows that any social changes which the school may seek to induce must be under the currently recognized and approved purposes.... This does not, of course, preclude radical experimentation...
>
> "It does mean that the schools undertakings must not appear to be revolutionary...
>
> "The American people still believe in democracy and are not yet ready to take any substitute. What democracy means to the American people is not entirely clear...
>
> "Democracy has not yet been achieved. A long hard road lies ahead...
>
> "We can now see, I trust, the setting in which our original question has to be considered: How can our schools improve the social order? The answer is to be found in undertakings accepting the American democratic ideal and designed to give that ideal more satisfactory fulfillment." (The fulfillment will be socialism!).

Day goes on at length with such statements as the above and these:

> "The first objective is to sensitize the student to the existing social situation with its wide disparities of human circumstances...
>
> "To cultivate in the student impulses to do something constructive about these phases which appear to be unsatisfactory... Fortunately, among adolescents sympathies run strong and the desire to do good is readily elicited."

This is a good place to refer to a standard socialist technique, sometimes called the "Three-Point-System:"

1. Create the problem (in the above case, get the student dissatisfied with the inequality in the standards of living).
2. Create a desire on the part of the public to do something about the situation.
3. Present the solution to the problem (which was the objective in the first place).

This three-point-system has been used for years to put over bond issues and other undesirable programs which are considered to be wasteful and unnecessary by the unorganized and heavily taxed majority which sees other areas in greater need.

CASE BOOK PUBLISHED

The case book on citizenship described in the 1939 report was published in 1940 by the Educational Policies Commission of the NEA and the American Association of School Administrators, entitled LEARNING THE WAYS OF DEMOCRACY.

The book states that "The practices selected from many courses of study to be used in the report, are grouped under six headings: (1) the meaning of democracy, (2) the civil liberties, (3) the dignity and worth of the individual, (4) economic trends and problems, (5) social welfare and (6) political institutions and processes.

Through a maze of laudatory statements, the subtilely injected aims of socialism can be easily detected. When the various "rights" are mentioned, the mention of responsibility is also there - but there is no doubt that it is the responsibility of government and others for the welfare of all the people.

Various techniques are used to keep the students aware of these social goals, to mention several:

1. "Integrated courses" in which every class on every subject has some phase of the social studies as the central part: "Civic education ought to be intricately enmeshed in the total educational program." For example, under the heading:

   Mathematics Teachers Relate Logical Thinking to Social Problems

   The geometry class was led by the teacher in a discussion, beginning with the question: "What seems to be the issues here?" The entire period was devoted to the discussion of various social problems - child labor, unemployment, minimum wage, regulation of farmers, etc. No mention was made of anything vaguely related to the instruction in mathematics. Is there any wonder that high school graduates have such a poor knowledge of arithmetic?

2. Class discussions, with the teacher asking leading questions and guiding the discourse to the desired end.

3. Dramatics, which entertain children of all ages, are used to train in team work and cooperation as opposed to individual initiative. Also, plays with a social message are presented for the entire school, friends, and parents.

4. Athletics are stressed and the coaches are paid higher salaries than the teachers of academic subjects. Athletics also train in cooperation rather than individual achievement.

5. Guidance plays a prominent part, substituting a counselor who is well trained in how to sway the thinking of the student, for parents.

An illustration of how class discussion can be guided is the manner in which carefully devised criticism of our traditions was handled. The members of the class had been asked to state what democracy meant to them personally. The answers were vague. (As Edmund E. Day had said, Americans believe in democracy but cannot define it). This prepared the way for discussion under the heading:

The Meaning of Democracy Can Be
Clarified by Study

An outline for the study of Americanism included the following:

I. Is it democratic?
   a. In extension of franchise and reform in political parties
   b. In the economic field
   c. In the social field
      Amount of opportunity among different groups; income, races, sexes

II. Is it individualistic or cooperative (cooperative is the goal)
   a. Extent of individual enterprise
   b. Amount of collective action through the government
   c. Private experiments in collectivism

III. Is it tolerant?

IV. Is it progressive?

Just think of the opportunities for the teacher to direct the discussion from the above outline!

Another class discussion was titled:

Democracy and Its Competitors

The class was to study "threats to democracy in the United States:"

Unemployment
Race Prejudice
Inadequate health service
Inadequate purchasing power and mal distribution of wealth
Poor housing
Plus several other "obstacles" in the U.S.

Such a discussion would certainly lead the pupils to believe that the government is responsible for supplying all individual needs.

Under specific areas covered in the case book, we quote:

"GENERAL WELFARE

"Whenever a person, a set of traditions...is allowed to take precedence over the welfare of the individuals in a group, democracy in that group becomes a sham and a delusion...

"Democratic education has as its central purpose the welfare of all the people...

"This purpose of general welfare takes precedence over every claim to special privilege, regardless of the sources or character of such claims." (Does this mean the claim to private ownership of property?)

"Democratic education also deals directly with matters of community and national welfare in programs for both children and adults...

"Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty...

"Democratic education equips citizens with the materials of knowledge needed for democratic efficiency...Democratic education selects that information most needed for efficient democratic life today, and makes this available to young and old alike...

"Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation by summoning youth to service in a great cause...

"Democratic education seeks to give young people a clear understanding of the meaning of American Democrzcy.

"SOCIAL WELFARE

"The inclusion of social welfare as a separate section of this report requires no justification beyond the preamble to the Constitution of the United States. The purposes, 'To promote the general welfare and secure the blessings of liberty to ourselves and our posterity,' undoubtedly meant more to the authors of the Constitution than economic welfare and political liberty alone."

Throughout the book we find references to "general welfare" and "social welfare." To use the Constitution as justification for the teaching of socialist views (that the government should provide for the personal needs of all citizens) is a gross misinterpretation of the intent of the Constitution and the meaning of the words "General welfare." However, the socialists and pro-socialists who run our educational system have redefined the meaning of the words to suit

their wishes. The Encyclopedia Britanica and Webster's Dictionary have been rewritten to this end. Semantics, a play on words or the use of words to mean something other than the accepted definition, is a key technique of the socialists and those who serve their cause.

"General welfare," as used in the preamble to the Constitution, referred to all of the states, to the nation as a whole. The closing paragraph of the letter written by George Washington when submitting the Constitution to Congress, reads:

> "That it will meet the full and entire approbation of every State is not perhaps to be expected; but each will doubtless consider, that had her interest alone been consulted, the consequences might have been particularly disagreeable or injurious to others; that it is liable to as few exceptions as could reasonably have been expected, we hope and believe; that it may promote the lasting welfare of that country so dear to us all, and secure her freedom and happiness, is our most ardent wish."

The Constitution was designed to promote the general welfare of all the states and the nation as a whole. It was intended to assure the preservation of peace and order, as the atmosphere in which individual initiative could be free and unrestrained as individuals provided for their own needs and the needs of their families. It was in this atmosphere that churches and individuals cared for the needy in their communities.

The government has nothing to give that it does not take from the producers. Government-created jobs take from the industrious and give to the drones. Such jobs produce nothing useful to the economy, and the prosperity of a nation depends upon its production.

Had the right to issue our money, which controls our economy, not been turned over to a private corporation of selfish and greedy men which has robbed the masses and enslaved future generations with debt, we would now be enjoying prosperity beyond belief, a prosperity in which all would share.

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It is impossible to mention the many illustrations of how the various classes were used to teach "democracy." We have chosen at random just a few and will close with selections from the next to the last chapter, "Things To Be Done." (The last chapter in the case book is a guide for rating the local school, "Where Stands Your School?)

"Civic Education Should Advance on All Fronts

"A comprehensive study will consolidate the scattered advantages in the curriculum."

"Good Citizenship Education Requires Far-Reaching Curriculum Changes

"Selection of material by skillful and well-informed (on what?) teachers is essential...

"The study of American history can be useful for acquiring information and developing attitudes... But it can be, and sometimes unfortunately is, an exercise in verbal memory, uninspiring, unrelated to current issues, quickly and mercifully forgotten... There is no value in subjectmatter as such...

"School Authorities Should Control Citizenship Education in the Schools

"The relation between the public and the schools, particularly in the area of civic education, involve the attitudes of certain civic and patriotic organizations which have definite programs of citizenship training. These programs are often excellent in motive, even though they may be sometimes badly proportioned and faulty in technic. One superintendent described this problem and his way of dealing with it as follows:

> "The (name of organization) is much interested in good citizenship. They are powerful locally and nationally. They wanted their program of citizenship in our schools. We welcomed their interest. But we made it clear to them that the schools already had a citizenship program which had been professionally developed and which must not be impaired. The organization readily agreed.
>
> "We then pointed out that no one society could have exclusive prerogatives in the making of citizens. This principle was also accepted. With these understandings and the limitations our policy is to cooperate with all patriotic groups but to keep the school citizenship program squarely under the board of education."

Note: Many local chapters of the Daughters of the American Revolution continue to give the society's "Good Citizenship Award" to local high school students. However, these students are selected by the schools according to the schools' criteria.

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From the above very limited look at the Educational Policies Commission's case book on citizenship training, "Learning the Ways of Democracy," we can see that the core of

the curriculum, for which every class subject was used, instills beliefs which are opposed to traditional Americanism while emphasis is on socialist objectives, including the development of the "flexible personality" which is easily swayed and is without any strong beliefs other than those instilled by the promoters of the core curriculum

The "flexible personality"is contrary to the strong character needed if our nation is to survive. To quote from the last public address of the great Abraham Lincoln: "Important principles may and must be inflexible."

***

The control over public education has gradually been centered in the hands of organized education which instills in young minds the beliefs they will carry through life and which will guide their political decisions. School laws which weaken or destroy the power of the peoples' elected or appointed representatives originate in some agency of the education profession. The chief concern of politicians is to get elected. The large number of votes they see in members, families, and friends of organized education will influence many lawmakers to introduce and work for the passage of bills prepared by the schoolmen.

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OUR CHOICE OF TITLE

This article has revealed the use of "democracy" as the cover used in the training of our future citizens in the ways and beliefs of socialism. The title chosen for this booklet is explained as follows:

It was the Russian Marxist Vladimir Ulianov, known to the world as Lenin, who referred to the plan for taking over nations as outlined in the Communist Manifesto (1848) as "the conquest of democracy." In the Manifesto itself, just before listing the ten measures to be used in gaining control of a nation, reads: "The first step in the revolution is to raise the proletariat (lower class) to the position of ruling class, to win the battle of democracy." With those of limited intelligence and ability in control, it is very easy for the secret rulers to direct them.

It was Lenin who coined the term "democratic centralism" to denote strict guidance from a small center and broad "participation" of a large number of people in the activities flowing from this guidance.

It should also be noted that the nations controlled by the international money interests are called democracies.

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APPENDIX A

The following quotations from the Communist Manifesto will enable the reader to recognize similarities which have taken place in the United States during this century:

> "...Communism abolishes eternal truths, it abolishes all religion, and all morality."
>
> "...the theory of the Communists may be summed up in a single sentence: Abolition of private property."
>
> "the middle-class owner of property, this person must, indeed, be swept out of the way, and made impossible."
>
> "Abolition of the family!"
>
> "The bourgeois family will vanish..."
>
> "...you will say we destroy the most hallowed of relations when we replace home education by social."
>
> "The clap-trap about the family and education, about the hallowed co-relation of parent and child, becomes all the more disgusting..."
>
> "The Communists are further reproached with desiring to abolish countries and nationalities."
>
> "Nothing is easier than to give Christian esceticism a Socialist tinge."
>
> "...(The Communists) openly declare that their ends can be obtained only by the forcible overthrow of all existing conditions."
>
> "...the first step...is to raise the proletariat (lower class) to the position of the ruling class, to win the battle of democracy." (When the ignorant are set up as the ruling class, it is easy to bribe or otherwise control or influence them).

Note: Until the 1930's our history textbooks referred to this nation as OUR REPUBLIC. Since the introduction of the "new curriculum" and the rewriting of textbooks, it is now called "Our Democracy." Beginning in the late 1940's and through the 1950's our children were parroting "we live democracy" as they were being trained in the ways and beliefs of socialism which the schoolmen, like the communists, called "democracy" to deceive these captive children and their parents.

The Manifesto states:

> "In place of the old bourgeoisie society...we shall have an association in which the free development of each is the condition for the free development of all."

"The National Education Association says it this way:

"This means development of the schools for the better socialization of all as the means of insuring the advancement of each." - NEA Proceedings for 1933, p. 230.

After stating many of the things the Communists believed or would do, the Manifesto lists ten measures which "The proletariat will use...to wrest, by degrees, all capital from the bourgeoisie (middle class), to centralize all instruments of production in the hands of the State." (Or, in the hands of self-appointed rulers and those who serve their purposes).

1. Abolition of property in land and application of all rents to public purposes. (By gaining control of all education, the schoolmen have expanded their domain in every conceivable manner. Because the schools are financed with taxes on real estate, the ever-increasing property taxes now amount to rent. This way of abolishing private ownership guarantees a permanent tenant who will keep the property in repair, which is less cost to the government than administration of rental property.
2. A heavy progressive or graduated income tax.
3. Abolition of all rights of inheritance.
4. Confiscation of the property of all emigrated rebels.
5. Centralization of credit in the hands of the State, by means of a national bank with State capital and an exclusive monopoly. (The international bankers managed to get complete control for themselves by maneuvering Congress, through trickery and deceit, to turn over to a private corporation of bankers the ownership and control of our monetary system. With control of the monetary system goes control of everything else).*
6. Centralization of the means of communications and transport in the hands of the State. (Government-appointed commissions control these and we may be certain that their decisions do not offend the conspirators!).
7. Extension of factories and instruments of production owned by the State, the bringing into cultivation of waste lands, and the improvement of the soil generally in accordance with a common plan. (Factories of big business, which the money interests decide who shall and who shall not become big, have spread all over the country. The farmers have been brought under control and thereby production is kept

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*See "Who Holds The Purse Strings?" by Erminie King Wright

down and prices high for the Wall Street manipulators).

8. Equal liability of all to labor. Establishment of industrial armies, especially for agriculture. (Confiscatory taxes on earnings now make it almost necessary for there to be at least two wage earners in a family).

9. Combination of agriculture with manufacturing industries; gradual abolition of the distinction between town and country. (This is being accomplished through land use control and planning districts).

10. Free education for all children in public schools. Abolition of children's factory labor in its present form. Combining of education with industrial production, etc.

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APPENDIX B

In addition to the quotations from speeches and reports of the members of several NEA commissions and committees, additional quotations from various representative statements made by prominent members of the National Education Association will show the general trend of thinking among those who devise the training courses, control what goes into textbooks, staff all departments of education, and otherwise keep every phase of public education in the hands of the educational hierarchy and out of the hands of those who should have the greatest voice in the training of our future citizens - the parents (not the NEA-controlled PTA!) and the taxpayers.

Quotations from the Speeches and Proceedings of the National Education Association

"The records of the proceedings of the National Education Association...is the best history of American Education that has ever been written...You will find (in these) an account of every important educational movement that has been made in this country..." - Joseph Rosier, President, Fairmont State Normal School, Fairmont, West Virginia, p.179 1931 Proceedings.

"...education is a definitely organized profession... which includes all branches of educational work.... This report attempts to...point the way for continuous organized effort.... The Department of Superintendence in its 1932 resolutions recommends 'that departments of public relations... be established." - Report of the Executive Secretary, 1932.

"Education is effective in bringing about any predetermined public opinion." - F.J. Kelly, 1932.

"This (secondary education) will be our battleground of educational reform for the next quarter of a century..." J. W. Crabtree, Secretary NEA,Washington, D. C. 1932.

"We must make the school's main business, that of developing an effective social person rather than a successful individual." Henry Suzzallo, President, Carnegie Foundation for the Advancement of Teaching, 1932.

"...the printed page in the minds of the great mass of teachers present real obstacles in the way of carrying thru a social curriculum..."

"It is imperative that the leaders of the curriculum group now concern themselves with bringing into every classroom materials of instruction rich in experience and social outlook."

"We have a new teaching profession of breaking away from the traditional practices in the use of textbooks..." - Charles H. Judd, Univerdity of Chicago, talking on "The Curriculum Revision Movement in American Education," 1933

"The education of every prospective teacher should include such social science as will assure an understanding of the principles underlying social living... Teacher training institutions are urged to make suitable changes in their curriculums, and certificating agencies are urged to include among the requirements for all certificates adequate study of the social science..." Chairman, Committee on resolutions, 1933.

"Schoolboards should be reconstructed or exterminated." Robert Hutchins, University of Chicago, 1933.

(The school boards have been reduced to making policy and inasmuch as the superintendent must carry out the policies, he has a major role in developing them, says the NEA publication which tells how the school board can help the superintendent, not how the superintendent can carry out the wishes of the school board which employs him).

"Teachers will be the natural leaders in a social civilization... Teachers are the natural leaders in the movement for a socially minded government." - President, Department of Classroom Teachers, 1933.

"We must get children to think of civilization as moving in certain directions and this has demanded certain types of education." Secretary's report, 1933.

"We are going to put into the schools a new type of thinking for these young people... We are going to put into the schools a core subject, which is the study of social relations..." Charles H. Rudd, University of Chicago. 1933

"There should be no legislative interference whatever with the school curriculum... (Academic Freedom) should not be interfered with by the authorities of the institutions which employ them." - President, Classroom Teachers - 1934

"The Association has called attention to those greedy citizens of today who will not pay their taxes so that the schools...will produce a citizenship for tomorrow which shall be more socially minded and be guided by higher ideals of social justice... The fundamental purpose of American Education is efficient citizenship...and be trained in ideals of social justice..." Superintendent of Schools, Washington.

"The first duty of educational leadership is to provide an instruction which effectively assures the control of individual and group conduct...

"A growing cooperation involves increasing individual strength and ability to contribute to the common welfare; and self-sacrifice for the common good." A. Duncan Yocum, University of Pennsylvania. 1934

"...The school program must be consciously directed toward the preparation of children for a new order..."

"This program of guidance should lead young people to see that oftentimes the richest rewards come from service rendered to society...

"We believe that the general principle of universal education must be recognized as constituting the first claim on the wealth of the nation..." - Superintendent of Schools, Medford, Mass. 1934

"The ability and desire to think collectively and to engage in social planning is a prerequisite of good citizenship...

"We should fearlessly clear the curriculum of much subjectmatter that has no immediate social or economic value...

"The National Educational Association unqualifiedly endorses the principle that all school affairs, including budgets and the appointment of teachers and officials, should be under the management of school authorities without interference from political or other special groups. (Elected representatives) - Report, Committee on Resolutions - 1934

"Responsibility which formerly belonged to the family is now assumed by the school." - Principal, Robert Fulton School, Cleveland, Ohio. 1934

"Educators must hold the lines...until a generation trained under such a program becomes active citizens..." Principal, Clissold and Esmond Schools, Chicago, Ill, 1934

"Nothing has yet shaken our faith in education as an indispensable instrumentality of social progress...

"The primary function of public education,,,to furmulate the outline of needed changes and to indoctrinate pupils with the desirability of these new proposals."

"We should emphasize preparation for greater cooperativeness as a controlling aim of American civilization...

"The improvement of our social life depends upon training in cooperativeness...

"Complete individualism is not a deeirable goal...

"We are moving toward some form of collectivistic society...

"In such a time education cannot be neutral. The school will be employed either to support the existing order or to build up a better social order.

"I shall be careful about my method of teaching if I want to be really effective. I shall not ask my civics class to rise and repeat in concert, 'Down with the demagog!'.... I shall probably help them to see thru subtleties just as I would

help them see thru the subtleness of Shakespeare... I shall probably have said nothing scathing myself about a demagog. I shall feel disappointed, however, if members of my class haven't. I shall expect them to have to restrain an impulse to organize a parade and carry a banner on which is inscribed, "'Horsewhip the demagog!' "- These quotes from Panel Discussion on "Social Change and Education." 1935.

"The school cannot really teach without taking sides. The teacher should know what constitutes social progress and teach accordingly."

"The discussion of controversial issues is necessary to building an intelligent social outlook and philosophy..." (This was when communism-socialism was the controversial issue. Today patriotism and anti-socialism is "controversial" and cannot be discussed!)

"School people should not only work for freedom from interference but should organize to protect themselves... against meddlesome busybodies who profess patriotism..." 1935

"I am glad that the central theme of your convention is 'Social Change and Education.' " - From a letter written on White House stationery by Franklin D. Roosevelt to the National Education Association, Department of Superintendence, dated February 20, 1935.

"Because the school has hitherto (taught the socially accepted culture), it does not follow that it must forever do so.

"I believe that effecting the desired social-economic changes will have to be a matter of decades, so...education must be a significant factor in the process...

"As each learns to use the group culture and live the group life, his mind is built on the group model..."- Professor of Education, Teachers College, Columbia University. 1935.

(The 1936 volume is missing)

"The personal example of the teacher...his skill in organization of social experience(is) much more important than his knowledge of subjectmatter or his ability to prepare pupils for passing tests." - Superintendent of Schools, Birmingham, Ala. - 1937

"Our aim must be to make the whole body of citizens plastic to thought. We must build social intelligence that constructive thinking may continue." (More "flexible personality," easy to persuade, influence). William H. Kilpatrick, Tgachers College, Columbia University - 1937

"Our educational program should be broadened and enriched so that we could give worthwhile educational activities to all youth until they are twenty or twenty-one years of age." - Willard E. Givens, Executive Secretary, NEA. 1938

"In the battle for democracy, teachers of the social sciences are in a favored position to assume leadership."

"Let us turn to the term 'democracy,'... But what does democracy mean?... Democracy need not be representative government..." - James Marshall, Board of Education, New York.

"Reading and social studies should go hand in hand... By using social studies material, a teacher may develop not only efficient readers but intelligent and thoughtful ones..." - Mary F. Canty, Teacher, Hutchingson School, Pelham, N.Y. - 1937

"Education should and can be made a force to equalize the conditions of men." - Report of the Secretary - 1937

"A schoolboard should be financially independent because full administrative control usually follows fiscal control.

"Greater efficiency is obtained by fiscally independent schoolboards." - Superintendent of Alameda County Schools, Oakland, California. - 1939

"Academic freedom continues to grow in importance.

"We must be wise and patient as well as daring." - The Committee on Academic Freedom has made this recommendation:

"That a permanent committee be appointed to receive and disburse funds for the defense of teachers whose civil rights have been violated." - Rena B. Rockwell, New York State Teachers Welfare League, Elmira, N. Y., Chairman. - 1939

"The present healthy trend toward curriculum integration and breakdown of narrow subjectmatter divisions, and the expanding educational needs of youth, are making broader demands on the intelligence and social enlightenment of teachers. Examinations can measure significant and essential aspects of these needed qualities..."- Director, National Committee on Teacher Examinations, New York. - 1940

"No longer can the curriculum be confined to children from five to seventeen years of age. It is profitable to begin the education of the child two or three years earlier than is now customary." - Visiting lecturer, University of Michigan, Ann Arbor, Michigan. - 1940

Under the topic of Socializing General Science: "Work for the groups may be divided so that each group studies one phase of a unit or so that each group studies all phases but in limited area.... When pupils see a plan clearly they are usually eager to cooperate." - Philip G. Johnson, Cornell University, Ithaca, N.Y. - 1940

From the 1941 report of the Secretary:

"The schools should give serious curriculum consideration to the problems of post-war reconstruction, including...a

future world organization based on democratic federal union."

From a seminar on practicing democracy in our schools:

"Democracy is a way of life, a system of values which extends to every aspect of life...

"Education for democracy requires both understanding of democracy and practice in living democratically...

"One of the desired products is the ability to plan and work in democratic groups.

"No democratic society can long endure unless its members are willing to assume responsibilities and voluntarily impose upon themselves the discipline of placing the general welfare above their personal desires." - 1941

From the 1941 Resolutions Committee:

"The National Education Association urges that the federal government appropriate funds for public education.

"The NEA urges a reorganization of small school districts into larger ones.

"The NEA urges that bodies adopting textbooks for use in the public schools do so upon the recommendation of committees composed of teachers who are adequately trained. (Trained to recommend only what the NEA has approved?)

"Lay boards should be guided by the recommendations of professional educators.

"School budgets should be prepared by the school superintendent and his staff and approved by the board of education." (No elected representative of the people to interfere!)

"Each unit of government should be free from measures designed to place a limit on taxation.

"Research in public finance should discover and disseminate facts concerning the best sources for revenues."

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