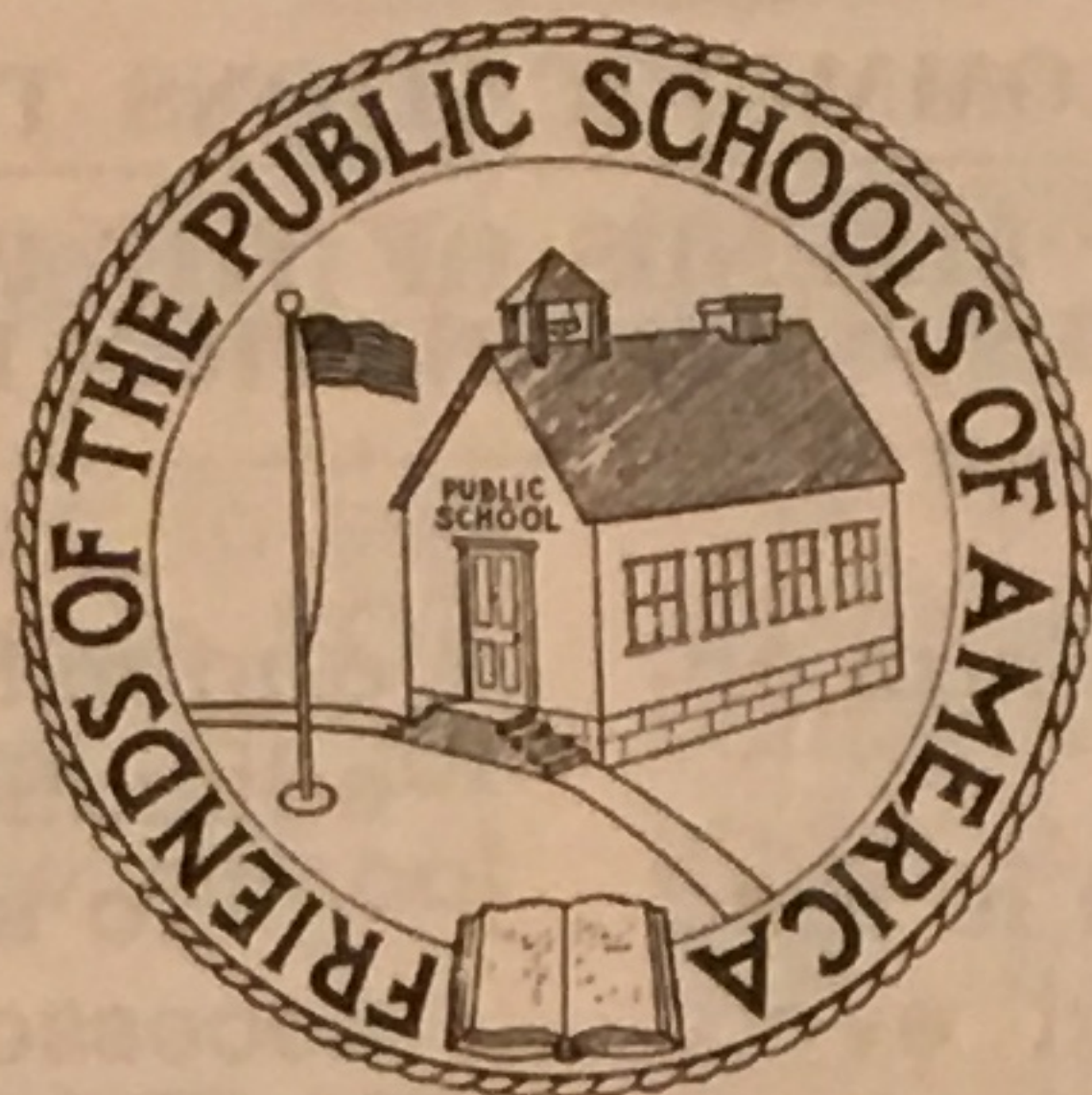


KEEP CHURCH AND STATE SEPARATE      KEEP THE PUBLIC SCHOOLS PUBLIC

# FRIENDS OF THE PUBLIC SCHOOLS BULLETIN

THE AMERICAN SYSTEM OF FREE PUBLIC SCHOOLS is the backbone of our government and must be preserved and protected at all hazards.



"Promote then, as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it should be enlightened."  
*Washington's Farewell Address.*

Vol. II, No. 3

WASHINGTON, D. C.

SEPTEMBER, 1939

## BULLETIN NO. 15

### "SCHOOL DAYS"

In the month of September the youth of America go back to school. What for? To learn to be patriotic, useful, God-fearing citizens. No matter what else our schools teach, they will fail, if, as our boys and girls grow into manhood and womanhood, they have not the will and the knowledge to become good citizens.

**HOW TEACH CITIZENSHIP?** In the first place the teacher should be a good citizen in the best and highest sense, for "Example is the best teacher." **AND WHAT SHALL BE TAUGHT?** Let's be specific. We believe as we have said at other times in teaching the fundamentals of Religion in the schools. That of course implies first teaching a belief in God, by word, and by action of the teacher. Then follow with the Lord's Prayer, the Ten Commandments, the Sermon on the Mount, and short Bible readings from the great mass of beautiful writings and lessons in both the Old and New Testament.

### TEACHING PATRIOTISM

Here, as said by the Supreme Court, "teachers shall be of good moral character and patriotic disposition," "certain studies plainly essential to good citizenship must be taught," and "nothing be taught which is manifestly inimical to the public welfare."

And the Star Spangled Banner and other patriotic songs, the observance of patriotic holidays, with appropriate ceremonies; all coupled with inculcating a deep respect and desire to emulate the great men of the Nation—Washington, Lincoln, Franklin, Marshall, Grant, Farragut, and scores of others as birthdays or other events bring them to mind.

The Declaration of Independence,—by whom written and the reasons for writing it—its meaning translated to fit the young child as well as the older.

Same for our Constitution and why, and by whom, and under what circumstances it was written. Washington's Farewell Address and Lincoln's Gettysburg address. Scores of other great addresses and incidents will come along in the study of American History, but these fundamentals should be stressed in all grades and under all circumstances.

### 100% AMERICANISM

And always "The American's Creed" and especially its closing sentence, "I, therefore, believe it is my duty to my Country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies."

### PREAMBLE TO CONSTITUTION OF THE AMERICAN LEGION

And now a personal word. Your Editor is a member of the American Legion and proud of it. He is also proud of membership in the V. F. W., M. O. W. W., Sons of the American Revolution, and many other patriotic, fraternal, and civic organizations, but no hyphenated organizations whatever. They have no place in the U. S. We mention the Legion first and especially because in our opinion the Preamble to the Constitution of the American Legion deserves to rank with the great documents before mentioned. Here it is in full.

"FOR GOD AND COUNTRY, we associate ourselves together for the following purposes: To uphold and defend the Constitution of the United States of America; to maintain law and order; to foster and perpetuate a one hundred per cent Americanism; to preserve the memories and incidents of our association in the Great War; to inculcate a sense of individual obligation to the community, state and Nation; to combat the autocracy of both the classes and the masses; to make Right the Master of Might; to promote peace and good will on Earth; to safeguard and transmit to posterity the principles of Justice, Freedom, and Democracy; to consecrate and sanctify our comradeship by our devotion to mutual helpfulness."

### "FOR GOD AND COUNTRY"

What a sermon in those four words alone. Lose faith in God and we lose the faith and will to suffer and to serve, no matter how black the outlook, that we may leave this World a little better for those loved ones carrying on when we have gone to our eternal rest. Lose "COUNTRY" and we LOSE ALL. Good government is the divinest gift of God. "God and Country" inspired our leaders to acts of heroism

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and endurance unparalleled in any other human endeavor.

Read this Preamble to your children as it is read to 12,000 Posts of the American Legion at every meeting of those Posts.

Yes, the "fundamentals" (reading, writing, grammar, arithmetic, spelling, history, geography and the beginnings of science and literature) must be taught. We haven't forgotten them for a minute, but they are "just the means to the end" though an indispensable means. And then leave out all fads and frills and permit no teacher in your schools who is not "of good moral character and patriotic disposition," nor one who would teach anything "which is manifestly inimical to the Public Welfare."

Study your teachers, study your textbooks, and insist on the best spiritually, morally, patriotically, scientifically. "Eternal vigilance IS THE PRICE OF LIBERTY."

## ALABAMA OPPOSES TAX MONEY FOR PRIVATE AND PAROCHIAL SCHOOLS

The following is a quotation from the Alabama Edition of "The Masonic Monthly" for September, 1939 concerning the efforts to get through as part of a bill in the Alabama Legislature a proviso which will permit the use of tax-raised public money for the purchase of free textbooks for Private and Parochial Schools.

### "EDITORIAL"

"For many years the Catholic Church has complained about what it terms 'double taxation' for schools, alleging that, although it provides schools for its own children, it must pay taxes for public schools. In this charge it quite ignores the very plain fact that free public schools are available for all Catholic children, and that their assumption of the cost of parochial schools is entirely their own affair."

### THE SIGHT OF MONEY CHANGES FRONT

"Now the Catholic Church has suspended its protest against being taxed for public schools and bends its efforts towards getting some of the public money for the parochial schools. This is nothing but an entering wedge into Catholic control of even the public schools, and a leverage on public contribution to sectarian education. It is a dangerous invasion of public education by a religious organization that has set itself stubbornly

against the great American institution of free education."

"To show that this is not idle apprehension, it is necessary only to point to the Langan bill now before the Alabama legislature that ostensibly would provide free textbooks to school children. But buried in that bill where it would escape the average reader is a provision, Sec 6, which in part says:"

"The textbook commission shall purchase and supply to all school children of Mobile County, Alabama, whether said children attend public, private or parochial schools, free textbooks for as many grades as the funds available will purchase."

### "A DANGEROUS, RUINOUS, TREACHEROUS PRECEDENT"

"This is a dangerous, a ruinous, a treacherous precedent. Before long it will be urged that public funds shall go to pay teachers in parochial schools, to building, maintaining and operating parochial schools. So, the taxpayers, no matter what their religion, will be called on more and more to finance Catholic schools and Catholic religious teaching in those schools."

"It is a preposterous proposal and one that goes counter to the very principle on which religious liberty is based. Protestants and Jews must contribute to the education of Catholic children in Catholic schools and to the control of education by priests and nuns. It is a program so brazen that the legislature should reject it instantly, and which the Mobile delegation should blush to sponsor for one minute. If the Catholics want free textbooks they can have them, on the same basis as the children of other beliefs and denominations, by attending public schools. That is what they should do anyhow, and certainly what they should do if they demand education at the public expense. It is available for them in the way intended by the founders of our government. Let them get it in that way or not at all."

## OUR LARGEST AND MOST IMPORTANT BUSINESS

The United States Office of Education reports that 33,000,000 men, women and children came back to school this September. Nearly one-fourth of the population is therefore in school as pupils or teachers.

Of this, 26,400,000 are public school pupils. Nearly

one million are public school teachers and supervisors. Other figures give private school and private school pupils and teachers from 6 to 10 per cent of the public. The remaining five and a half million include private colleges, universities, night schools, correspondence schools, W. P. A., C. C. C., with vocational schools numbering 2,000,000. There are 127,000 local school districts. 3,000 County Superintendents. 21,000 elementary school principals.

## USING SCHOOL FUNDS IMPROPERLY

School Boards and teachers are beginning to see the need of using state funds for the purposes **FOR WHICH THEY ARE APPROPRIATED**; that is, for the payment of teachers' salaries or new school buildings.

The habit of using school funds for every conceivable thing even remotely connected with schools, is bound to reap its crop of wild oats. Eventually, it will rebound to the detriment of legitimate schooling—the storing of useful information in the minds of children from the primary grade through high school.

Even now this reaction is coming. The State of New York has just cut off about \$5,300,000 from its appropriations to New York City, according to the "New York Times," May 6, while the city itself has decreased its school budget by \$3,600,000. It is claimed that this \$3,600,000 has been heretofore diverted to wrong purposes. There is a fight on now by teachers and school boards to get these things restored.

## FADS AND FRILLS GLUTTONS FOR PUBLIC FUNDS

It also is a straw showing the direction the wind is blowing in regard to the public feeling about the numerous by-products, fads and frills, in the field of education.

Nursery schools for children of 2 to 5 years is to be part of the system in case the Federal Aid Bill S. 1305 be passed. These nursery schools would necessarily take in child health, feeding, sleeping times and child nurses, and would, naturally, be taken out of what we now consider legitimate school funds.

Adult education, except night schools as now carried on, where it is available only to those that seek it could well be curtailed. If anyone doubts that, let him look into it.

"Adult recreation" and many community center activities, that are for amusement, entertainment such as teaching bridge and "aesthetic dancing," will come off the school appropriations budget one of these days if we read the temper of the taxpayer correctly. This New York incident is a case in point.

## SCHOOLS TO DRUM UP AUDIENCES FOR PROPAGANDA

By the terms of S. 1305, the Federal Aid Bill before the Senate, the appropriation for Adult Education is based on the number of persons over 19—not just those people who are found to desire further education—but the whole number. They disregard the fact that many adults consider themselves sufficiently educated. This fund will go in a large part to Forums, which is the main form of education laid

out for adults. This Forum work which is now going on, is **FINANCED FROM MONEY FOUND IN SOME SPECIAL RELIEF DEPARTMENT**, and with an approved group of lecturers, is going through the country and speaking to adults on civics. The audiences are any adults who may wish to listen. The only way it can be classed as a part of the school system, is that school auditoriums are available and school teachers are in a way responsible for getting an audience of adults.

## "CONTROLLED FORUMS," "CONTROLLED SCHOOLS," QUO VADIS?

In fact, there are separate Bills in Congress now involving millions which have as their idea, educating the adults of the country through Forums, all under a central bureau of education. According to those who have followed these forums, the present speakers are often socialistic or at least, left wingers.

With all the radio forums, programs of interest and information, and the two recognized political parties who have always taken it as their prerogative to tell the public what was good about their ideas of government and what was wrong with the opponents, most adults have considered they had enough education in economics.

## "NURSERY SCHOOLS," "TAP DANCING," POLITICS

All this goes to show the absurdity of tacking every conceivable thing onto the educational system. With nurseries, tap dancing and politics, we seem to have reached the limit. How long will it be until the overburdened taxpayer will revolt and say, "Back to class room teaching, and school house building."

We suggest to the numerous school associations to dig in and try to protect the proper things in the school system, instead of reaching out for more fields to conquer, and to "controlling candidates" for political offices.

## WHAT'S THE MATTER WITH THE YOUTH OF TODAY?

What's the matter with the youth of today? We answer, there is nothing the matter with the youth of today. The trouble lies partly with the lunatic fringe and partly with the criminal fringe of middle aged or old people. Dishonest propagandists, cracked-brain enthusiasts, and others, who are simply misguided form the lunatic fringe which is trying by one means or another to force some of their undigested ideas onto the youth of America.

The criminal fringe is that fringe which, through perverted ideas of Government, lust for power, or through religious or fanatical zeal or some other cause, is determined to force the youth of America to adopt some scheme of Government or society or "social philosophy" (as they put it) different from that under which we live and have lived for 150 years.

## MODERN YOUTH THE BEST EVER

From the "Chicago Tribune" of August 29th, we clipped the short article quoted hereafter. It furnishes

statistical evidence of what we have always thought and which we have expressed above. We can sum up that belief in this statement—that "the youth of the United States today would be the best generation of youth America has ever produced if we did not have these perverted teachings, and if the people, through the past generation, had been careful to teach those fundamentals of good Government, religion, family life, and neighborhood cooperation that our forefathers believed in, taught, and practiced." The article in the "Tribune" follows:

#### **"STUDENTS OF 15 COLLEGES OPPOSE GOVERNMENT AID"**

"American students are opposed to government aid in financing their education, according to a report by Dean Carl W. Ackerman of the Columbia graduate school of journalism, on the basis of a survey of fifteen universities."

"The study, made under the direction of Prof. Elmo Roper of the journalism school, showed that only 7.4 per cent of the students interviewed considered aid by the federal or state governments as desirable."

#### **SELF-RELIANCE, ONLY, BEGETS INDEPENDENCE**

"The universities used in the study were Harvard, Brown, Syracuse, Columbia, Tulane, Alabama, Vanderbilt, Minnesota, Northwestern, Iowa, Oklahoma, Michigan, Ohio State, California, and Washington. The statistics showed that 42.5 per cent of the students preferred part time employment as the best way for needy students to get financial assistance. The second major group, 32.3 per cent, favored scholarships, while 14.5 per cent considered university or private loans desirable."

We are delighted to find this apparently carefully compiled statistical proof that the college youth, of at least 15 colleges, today understands that a life of idleness or dependence on someone else or the Government is a life leading to a sorrowful end, and that only by mental and physical discipline and honest work and decent living can men and women be happy and good government continue.

#### **MONGRELIZED WORLD GOVERNMENT**

In the first half dozen chapters of Genesis we learn of the creation of the World, the growth of cities and how evil they became, of the utter destruction of certain of them like Sodom and Gomorrah, and finally the flood that wiped out all life on earth excepting that which floated with Noah in the Ark. Mankind was represented by Noah's four sons and their wives and Noah and his wife; naturally they all spoke the same language.

When the flood ceased and the waters receded and the land once again blossomed, all mankind spoke the same tongue. The snake that deceived Eve sneaked out of Paradise when Adam and Eve were driven therefrom and accompanied Noah and his flock into the Ark—once more to go forth into the World to deceive.

#### **GOD STOPS WORK ON THE TOWER OF BABEL**

The generations following Noah became proud and vain and desiring to see Heaven while they lived, decided to build the Tower of Babel to Heaven. How did God stop the building of that Tower? Did he try to destroy it and all the builders as with Sodom and Gomorrah? Did he bring on the earth another great flood? No. He simply gave each man a new language and all work stopped instantly. Confusion reigned and the builders scattered to the four corners of the earth to become the founders of diverse Nations with varied languages, customs, religion, and so forth.

Now, according to the "New York Times" of September 5th, Nicholas Murray Butler urges the building of a new Tower of Babel through having the World form a Super-Government, using as an argument the fact that the United States was formed of 13 different and sovereign states. We wonder if Dr. Butler has forgotten Lincoln's Gettysburg Address? Just to refresh his mind we repeat a sentence or two.

"Four score and seven years ago our fathers brought forth upon this Continent a new Nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that Nation or any Nation so conceived and so dedicated can long endure."

#### **FIGHTING AFTER WORKING TOGETHER 200 YEARS**

That was 87 years after the setting up of our Government under the Constitution of the United States, framed and signed in the summer of 1787. It was framed and signed by men from 13 Colonies who very largely spoke the same language, belonged to the Protestant Church, smoked the same tobacco, dressed in much the same fashion, faced the savage Indian and the French on the North and West, and the hostile Atlantic on the East—men who for 150 years had practiced self-government and after all had lived many years under one king, and that king, the King of England.

Thus they began with a unity of thought, dress, custom, and religion that will not exist among the nations of this earth for perhaps two centuries, perhaps five centuries, perhaps not for thousands of years. Human nature became human nature slowly through untold ages. Under modern science it can be changed much more rapidly but can no more be changed instantaneously than you can change the direction of motion of a high powered motor—if you try it, you wreck it.

#### **MONGRELIZED GOVERNMENTS SHORT LIVED**

In any Mongrelized Government made up of scores of Nations with people of different colors, languages, religions, and so forth, the only way it can be held together is by the iron hand of a Dictator, and that is exactly where all previous History indicates that such an attempt would end.

Nations have become civilized and grown great when there was unity of thought, unity of ideas, even unity of color, size, and all other things that go to make up a race of people. Great inventions and other forward steps in human evolution have come in no other way. Whenever mixtures of races whether in Ancient Greece, or Rome, or other Nation

became general, those Empires started to decay. Then each passed through the Dark Ages for 1000 years or more before there emerged out of each Mongrelized group another stabilized group, with perhaps a changed complexion, different ideas of religion and morals, and started to build a new civilization.

### WRECK A SUPER-GOVERNMENT AND YOU WRECK ALL

We believe from our study of all History and consideration of human nature, that to attempt to put all Governments under one Super-Government would end in a disaster that would turn civilization back thousands of years. The one saving grace in the last five thousand years or more has been that as one civilization became Mongrelized, another was growing, as first Egypt, then Babylon, then Greece, Rome, and then the Anglo-Saxon civilizations, in turn. In other words, there was always some Nation that was developing free from Mongrelized influence while the then great nations were being destroyed by Mongrelization. **If you get all nations into one group they will all go down together and it will be a long time before any civilization emerges from the wreck.**

### "WHAT TEACHERS EXPECT OF PARENTS"

In the "Christian Science Monitor" of December 10, 1938, under the title of "The Wide Horizon" by Haydn S. Pearson, we find an article entitled, "What Teachers Expect of Parents." We are glad to get that article. We like very particularly the writer's answer (in his second paragraph) to the question "what the school expects of the home?" The writer says, "It seems to me we may reasonably assume parents will teach during the first six years the meaning of discipline, work habits, good manners, the meaning and handling of money, the trait of wholesome curiosity, self-reliance."

#### DISCIPLINE, WORK HABITS, SELF-RELIANCE, WASHINGTON, FRANKLIN, LINCOLN

We are so glad to see somebody write those ideas in just that way. That is what we have been thinking and writing for a long time. There was and is a considerable group of teachers who have some way or other got the totalitarian idea into their heads that parents don't know anything and even if they do, should not be allowed to teach the children anything. They are trying to force through the United States Congress, a Bill, S. 1305, that would give teachers the right to take charge of the child, from birth to death, and teach it. It can't be done unless you take the totalitarian state idea—"take the children from their Mothers as soon as they are able to walk and raise them in Barracks."

#### "SPARE THE ROD AND SPOIL THE CHILD" HOME MUST TEACH DISCIPLINE

And above all, we like Mr. Pearson's statement that the teachers have a right to expect the home to teach the meaning of discipline. Our Fathers said, "Spare the rod and spoil the child." The "rod" may mean many things from simple persistence in teach-

ing and insisting on the child's doing the right thing, and this by word or action or both, or it may take the form of the old "hickory switch" depending both on the disposition of the child and the parent. But if the child does not learn "that discipline," God help it—its chances for going wrong are many times—we might add 100 times—that of the child who learns discipline.

And we might add here, as a graduate of West Point and more than 40 years an officer, that the first thing that is hammered into the head of the cadet at West Point is that "the man who would command must first learn to obey." He can't know what to expect from commands that demand obedience without understanding what the carrying out of the command means. He is first taught what to think.

#### CHILDREN MUST LEARN TO WORK

And then in the second part of his article, Mr. Pearson starts out by saying "that parents should teach children to work"—and the "Child Labor Amendment to the Constitution," if it were adopted, would give a bureaucratic office in Washington the power if authorized by Congress to put the Mother in the penitentiary if she insisted on the daughter washing dishes after dinner!!

#### THE TOTALITARIAN "CHILD LABOR AMENDMENT"

There is a continual clamor by those in favor of the Child Labor Amendment about how children are overworked. Where one child is overworked, a thousand aren't worked enough. They do not do enough work to learn proper discipline, or how to work, or the fact that they cannot be a success in life without working.

Again if the parent hasn't learned to work he can't properly teach the child how to work, and if then he leaves that to the teacher, the teacher has an added job which he has not time to do efficiently. We know just what the writer meant by these next two sentences. "I could wish that every boy had a woodbox to fill, chickens to feed, and a cow to milk. I wish girls had to pick up eggs, help churn butter, and make tallow candles." The writer then goes on to tell how difficult it is when there are none of those chores to be done. As the Chinese cook said in reply to an effusive oration on his great talents as a cook, "me think so too."

#### SELF-RELIANCE, THE BASIS OF THE "BILL OF RIGHTS"

We want to touch on one other item given by this Mr. Pearson in his fine article—"Teach self-reliance." "Boys and girls must learn to stand on their own feet and learn to solve their own problems." That is the very essence of Democracy as we know it in this Country which in our opinion is summed up in that clause of the Declaration of Independence which says, "That to secure these Rights (Life, Liberty, and the Pursuit of Happiness), Governments are instituted among men, deriving their just powers from the consent of the Governed."

We will end by quoting the last few sentences of Mr. Pearson's article. They sum up what we think is the proper attitude to be taken by the parent and the teacher. **Both must work together in harmony and good-will if the children are to be given the best**

chance in life that can be given them. I quote, "Finally, if home is to be the best kindergarten, parents must play and work with their children. It gives a child confidence to be needed and wanted. It adds a wholesomeness and completeness to the developing personality. The school and home have a common objective—to make boys and girls the finest men and women. Working together, intelligently, we shall more nearly approach our goal."

#### TEACHERS CONTROL CHILDREN ONLY 12% OF SCHOOL LIFE

And let us all remember that on a yearly average, the home has the child at least 88 per cent of the time, the school 12 per cent. And the parents feed, clothe, nurse, and furnish the home for the child, and then build the school and pay the teacher. What inordinate presumption for the totalitarian minded professors to insist that they have the right—"freedom of teaching"—to pump into children's heads any "wild cat idea" they may develop or swallow. Let the parents exercise their God given right to say what their children shall be taught!

#### SIX BASIC AXIOMS OF AMERICANISM

##### RIGHTS, DUTIES, FREE SPEECH, ACADEMIC FREEDOM, NO INDOCTRINATION, AND TREASON

- (1) "Rights and duties are inseparable."
- (2) "Rights of any kind are limited."
- (3) "Individual rights end where they begin interfering with the greater rights of the people."
- (4) "The right of free speech ends where treason begins."
- (5) "Academic freedom ends where undermining Constitutional government begins."
- (6) "The theory of 'No Indoctrination' is the beginning of treason when it becomes an excuse for not teaching Americanism."

#### CHANGING COLOR IS NOT LIMITED TO THE CHAMELEON

The last West Virginia Legislature, which has recently closed its sessions, passed House Bill No. 204 which provided free textbooks for Private as well as Public Schools. The Bill reads as follows.

"Section 1. Board of Education to Furnish Textbooks to Pupils Whose Parents are Unable to Provide Same. The board of education of each county shall provide the textbooks to be used in the free schools for the pupils of such schools whose parents, in the judgment of the board, are unable to provide the same; such textbooks shall be those adopted by the state board of education."

"Section 2. Board of School Finance to Distribute Funds for Purchasing of Free Textbooks. In accordance with the provisions of this act, the board of school finance shall distribute among the several counties of the state the amounts made available under Act 6408 of the Budget Bill of one thousand nine hundred thirty-nine-one thousand nine hundred forty, and such other amounts as the Legislature may provide. The board of education of each county upon application of the

proper authorities of any private school may likewise provide textbooks for the use of pupils therein in like manner as if such pupils were attending the free schools."

#### PROVIDING A HOLE FOR THE CAMEL'S NOSE

This is an unusual form of Free Textbook Bill. Section I provides that textbooks shall be furnished in the Free Schools to pupils whose parents, in the judgment of the School Board, are unable to provide the textbooks. We attended Country Schools 50 to 60 years ago in a prairie state where money was scarce, where everybody worked and yet every family not only sent all their children to school, but they furnished the textbooks. We believe that the instances are rare where a parent cannot furnish the textbooks, and we believe it a mistake to have free textbooks. We might add, that if a parent, in the District of Columbia where the textbooks are free, desires a textbook to give a child a little extra coaching in the summer time, the parent has to go out and find some way to buy that school book as the school will not permit children to take books home over vacation. We believe the local aid societies could take care of the few children who could not buy their school books, the same as they take care of the other needs of whole families. All such laws as this lead to widespread abuses.

#### AIDING MANIPULATION OF LAWS FOR PRIVATE OR CHURCH ENDS

We are particularly interested in this Bill because it is along the line of the efforts of the Parochial Schools to get not only Free Textbooks and Free Transportation, but Public money to completely support those schools. Various claims are made by the Parochial Schools and the Roman Catholic Church, of which those schools are a part, to obtain this money either directly, openly, or indirectly, or by manipulation of language in different laws. For instance, we called attention in the last Bulletin to a case in Michigan where a Parochial School was actually run as a Free School by the simple expedient of appealing to the general public, Protestants, non-Church members, as well as Roman Catholics, for funds to support the school.

With the efforts being made in other places to call Parochial Schools Public Schools, this seems to indicate a clear case where a Parochial School might be called a Public School and leave the door wide open for Public tax money to go to Parochial Schools.

#### WHY PRIVATE SCHOOLS IF PUBLIC MUST SUBSIDIZE THEM?

In the case before us in West Virginia, the law mentions only Private Schools and states that the Board of Education may provide "textbooks for the use of pupils therein in like manner as if such pupils were attending the free schools." Of course, the Parochial School is a Private School inasmuch as it is run for Private or Church purposes and not for the Public good. Under that law it would seem that the Parochial Schools can apply and obtain money for their school books as they undoubtedly will.

As we have indicated, these school books and transportation while considered minor items, in

some instances amount to considerable in themselves alone. But above and beyond all that they open the way for complete support of Private, Parochial, and Sectarian schools by public tax money and in that way **BREAK DOWN THE PUBLIC SCHOOL SYSTEM**,—the greatest plan ever devised to build up a generation of citizens imbued with the **SINGLE IDEA OF THE GOOD OF THE NATION**.

—○—  
"AS A MAN SPEAKETH SO IS HE"—  
"HOLY BIBLE"

"DARE THE SCHOOL BUILD A NEW SOCIAL ORDER"

"That is the title of a 56-page booklet by Professor George S. Counts, Professor of Teaching in Teachers College, Columbia University, New York City, and the newly elected President of the radical Teachers' Union.

The particular copy of the book before the writer carries on its copyright page the words, "Fifth Printing, October, 1935." That statement would indicate that it has had a large circulation. We give here only two or three quotations, not simply because we do not wish to make the story too long but because these two or three quotations give one the fundamental ideas expressed by the author in his book.

**OPPOSED TO PRIVATE PROPERTY?**

The first quotation is from Page 17. The author had just finished describing a famous Crow chieftain's boyhood days and how the Chieftain had worked to perfect himself with his bow and arrow in order to become a great Chief. Professor Counts makes this remark,—"In my opinion it is rather the product of a society that is moved by no great commanding ideals and is consequently VICTIMIZED BY THE MOST TERRIBLE FORM OF HUMAN MADNESS—THE STRUGGLE FOR PRIVATE GAIN."

Can we make anything out of this statement other than that the author is opposed to the right of private property and, therefore, is in favor of some form of Collectivism, Socialism, or Communism, or whatever one may call it; a conclusion that will be further emphasized later on. We may take this statement as a beginning of the outline of Professor Counts' ideas of private property and government. Later we find him further disclosing his idea by indicating his belief that the school should not only teach a "new social order" but that the teachers should accept the idea that we must have a **Collectivist system** and then by **seizing power teach that to the children** regardless of laws or wishes of the people generally.

**IS THIS URGING TEACHERS TO BE DICTATORS?**

Thus we find him making this statement on Page 28,—"**That the teachers should deliberately reach for power and then make the most of their conquest is my firm conviction,**" and on Page 29 Counts follows with this,—"**It is my observation that the men and women who have affected the course of human events are those who have not hesitated to USE THE POWER that has come to them.**" That is all that Dictators do.

Turning back to Page 21 we find Counts saying,

✓ ✓ ✓ ✓ ✓  
—"**IF WE WAIT for a solution to appear like the bursting of the sun through the clouds or the resolving of the elements in an algebraic equation, we shall wait in vain.**" On Page 40 we find this illuminating statement,—"**DEMOCRACY, OF COURSE, SHOULD NOT BE identified with political forms and FUNCTIONS—with the FEDERAL CONSTITUTION, the POPULAR ELECTION OF OFFICIALS, OR THE PRACTICE OF UNIVERSAL SUFFRAGE.**"

**IS THIS ADVOCATING CIVIL WAR?**

And finally at the bottom of Page 41 Counts says, "A Society fashioned in harmony with the American democratic tradition," (Counts interpretation. Ed.) "would . . . transform or DESTROY all CONVENTIONS, INSTITUTIONS, and special groups inimical to the underlying principles of democracy; and finally **BE PREPARED AS A LAST RESORT**, in either the defense or the realization of this purpose, **TO FOLLOW THE METHOD OF REVOLUTION.**"

This idea of a "new social order" or a "collectivist (Communist) system of Government," wherein the Government owns all the property and likewise all production, including the distribution of the same, giving to the people only **BREAD CARDS, CLOTHING CARDS, AMUSEMENT CARDS**, etc., is a most dangerous idea.

We emphasize this subject because, through such publications as the Social Frontier and the activities of Professor Counts and others of that Social Frontier Group, the idea of teaching a new social order is making headway that it could not make by any other means. Furthermore the evidence all points to the fact that it is only through **subsidies from the great foundations**, about which we will have more to say later, that the group in Teachers College and Columbia University, and those associated with them in other colleges of the United States, are able to push their ideas of Progressive Education, the Social Frontier group or the John Dewey order of teaching.

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**PROGRESSIVE EDUCATION**

Experimenting in the Public Schools by "Progressive Education" addicts, especially as it has to do with Teachers' College, Columbia University, seems to be having somewhat of a setback; possibly because people are really learning what it is, which, in plain language, is undisciplined education **where the child does nothing he does not wish to do**. In other words, the child follows his own fancy or directs his own education.

For instance, the Lincoln School, an experimental school using the "Progressive Education" Program and operated as a part of Teachers' College, seems to be on the rocks, according to an article in the New York Times of June 3rd. This Lincoln School was founded 31 years ago with \$3,000,000 from the General Education Board, a Rockefeller philanthropy. Since all strings have been recently removed from educational grants by Rockefeller's Education Board, Teachers' College is now free to turn the fund with which Lincoln School was supported, to any other use in the educational line she may see fit. There are practically no limitations now on the use of educational grants of the Rockefeller Foundation.

## NEW AND MORE RADICAL FRONTIERS

While "Lincoln Schools" carry on "Progressive Education," the Schoolmen may now use the Rockefeller's Education Board funds for blazing new frontiers more radical than "Progressive Education." The Lincoln School of Columbia University may be retained if the parents are willing to finance it. But so much has been said on the subject of "Progressive Education" in recent years that parents are getting far less willing to subject their children to such experiments.

John Bakeless, former editor of the Forum, is credited as saying, according to the New York Herald-Tribune, March 27th, that "Progressive education is a 'fraud debauching the minds of the young' more fatal than a dose of poison, a menace to the literacy of the nation and an irresponsible experimental theory which treats children like guinea pigs. . . ."

"The child's interests rather than the child's needs dictate subject matter in progressive education, Mr. Bakeless said, adding that the theory of avoiding anything disagreeable produced students who could not hold jobs. . . ." **BEWARE OF THOSE FATTENED ON FOUNDATION MILK AND HONEY** (money).

## TEACHING LOYALTY, A BASIC OBLIGATION OF ALL TEACHERS

All Educational leaders put the teaching profession upon a superior plane and yet some claim "loyalty oaths" and such are a "gratuitous insult to the patriotism of teachers."

Your Editor, having been a teacher himself, yields to no one in his admiration of the high ideals which should animate all teachers, and for that reason this attitude against taking an oath of loyalty by teachers is to him all the more astonishing.

Take the medical profession. Every graduate of a first class medical school takes the Hippocratic oath of loyalty to his clients and along several other lines, all this, **above and beyond any oaths of loyalty to the nation** they may have to take in their chosen fields of work, and the medical profession is proud of that oath.

## WHY NOT A WASHINGTON OATH OF LOYALTY?

Wouldn't it be wonderful if the great mass of fine teachers should adopt an oath, say call it **A WASHINGTON OATH**, to never say or do anything that would dim the faith of the pupil in his religion, in his home, and for his native land. That the teacher in his own life would do nothing that would in any way influence the child toward evil, that he would teach loyalty to the government, state and nation which support the teacher and his pupils, and at all times so live and act as to elevate the ideals

of the child toward better and finer things, trying always to be practical in order to prevent the child from becoming an idle dreamer.

Here is a great opportunity for some patriotic society to offer a fine prize to the teacher, the parent, or the child who will submit a **WASHINGTON OATH FOR TEACHERS** that will be decided worthy of the great calling of teaching.

## RHODE ISLAND'S TEACHERS' OATH

The following oath said to be required of teachers by the State of Rhode Island seems to meet very entirely our ideas of the obligation which a teacher should assume. Perhaps others can do better. We should like to have a number of suggestions.

"I, as a teacher and citizen, pledge allegiance to the United States of America, to the state of Rhode Island and to the American public school system.

"I solemnly promise to support the constitution and laws of nation and state, to acquaint myself with the laws of the state relating to public education, **also the regulations and instructions of my official superiors**, and faithfully to carry them out.

"I further promise to protect the school rights of my pupils, to conserve the democracy of school citizenship, to honor public education as a principle of free government, to respect the profession of education as public service, and to **observe its ethical principles and rules of professional conduct.**

"I pledge myself to neglect no opportunity to **teach the children committed to my care loyalty to the nation and state, honor to the flag, obedience to law and government, respect for public servants entrusted for the time being with the functions of government, faith in government by the people, fealty to the civic principles of freedom, equal rights and human brotherhood, and the duty of every citizen to render service for the common welfare.**

"I shall endeavor to exemplify in my own life and conduct in and out of school the **social virtues of fairness, kindness and service as ideas of good citizenship.**

"I affirm, in recognition of my official obligations, that, though as a citizen I have the right of personal opinion, as a teacher of the public's children I **HAVE NO RIGHT, EITHER IN SCHOOL HOURS OR IN THE PRESENCE OF MY PUPILS OUT OF SCHOOL HOURS, to express opinions that conflict with honor to country, LOYALTY TO AMERICAN IDEALS, and obedience to and respect for the laws of nation and state.**

"In all this I pledge my sacred honor and subscribe to a solemn oath that I will faithfully perform to the best of my ability all the duties of the office of teacher in the public schools."

MR. GEO. D. RILEY,  
& WASHINGTON HERALD,  
WASHINGTON, D. C.



Sec. 562, P. L. & R.