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FOR POLITICAL AND ECONOMIC REALISM

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## NEW EDUCATION\*

The Radicals Are After Your Children

By GARY ALLEN

The great masses of Americans have traditionally looked upon formal education as an automatic escalator grinding upward to better jobs, higher income, and instant culture. The idea that formal education is the answer to all economic and social problems has been one of the popular heresies of the American creed since Colonial days. But it was not until late in the last century that this uncritical faith was exploited to persuade Americans to accept laws requiring compulsory education. It was a confidence game so brazenly burlesque as to drive a W. C. Fields to sobriety.

As the late Professor Richard LaPierre of Stanford University observed, the proponents of tax-supported schools argued that the "free" public schools:

*... would, in a generation or two, be the cure for every recognized social ill; and that the schools would, moreover, in the course of time cost the taxpayer nothing, since the educated boys would grow up to be reasonable and honest men, and the need for public support of jails, prisons, poor farms, and homes for the aged indigent would thus be eliminated.*

Although there was a considerable number of congenital doubters at the time, there is no record of anyone having laughed himself to death at such wild promises. In retrospect such claims by Horace Mann and others seem totally absurd, but they were no more extravagant than those now being made by their modern counterparts. And, of course, they ignore how wrong history has regularly proved the predictions of educationists that their ever-revised programs would produce instant Nirvana. Again and again their lunatic schemes have been adopted with catastrophic results.

Yet our educationists are unwilling to accept any responsibility for the products of their great socialist school system. Instead they blame the parents — who, they say, are too stingy to pay for "quality education". Just what "quality education" means is usually unspecified, but it is always within a cat's breath of what you are supposed to get if you approve another tax bite for increased spending on government schools.

This year, Americans will spend \$40 billion on schools, many of which are graduating "students" who can't even read. America has the costliest and most elaborate educational system in the history of civilization. With only six percent of the world's population, and between one-fourth and one-third of the developed resources, the American taxpayer now annually invests in educational institutions almost as much as all the other nations of the world combined. Over the past twenty years the support of schools and colleges from

all sources has been multiplied some eight times, while personal consumption and expenditures of business went up only about three times. Expressed in dollars of constant value, personal consumption doubled while spending for "education" grew five-fold. Over the same period the number of employees in private industry increased thirty-eight percent, while the number employed in public education mushroomed two hundred and three percent.

During the past two decades school enrollment jumped from 25 million to 47 million. Over the same period school spending escalated from \$5.4 billion to \$38.5 billion. Even so, says Stanford University's Dr. Roger Freeman:

*What did this accomplish? While enrollment grew 88 percent, the instructional staff expanded 131 percent: classroom teachers +119 percent, non-teaching professional staff such as administrators, counselors, psychologists, nurses, librarians, etc., +358 percent. The ratio of the instructional staff to pupils was reduced from 1:26.1 to 1:21.3; which means that there are now 4.8 fewer pupils per teacher in the public schools than there were in 1950.†*

And spending on the education bureaucracy by the Nixon Administration is soaring. The editors of *Barron's*, the financial weekly, noted in their issue for January 26, 1970, that "despite the weeping, wailing and gnashing of teeth by professional lobbyists and liberals alike, the proposed budget for the Department of Health, Education and Welfare (HEW) and its affiliates happens to represent a rise of nearly 200 percent in the past five years". A syndicated column early this year by Roscoe and Geoffrey Drummond cheerfully announced that the Nixon Administration "is spending \$4 billion more on education than was being spent when it took office".

During fiscal 1971, Uncle Sam will hand out to the states nearly \$12 billion in revenue for government controlled education. That comes to more than \$55 per head for every man, woman, and child in the nation, and to many times that amount at a per capita rate for taxpayers. And it totals about \$255 per pupil in just federal monies spent on education—only a small fraction of which ever gets into the classroom.

(continued on page 3)

\*From *American Opinion*, May, 1971.

†"Crisis In American Education", Dr. Roger A. Freeman, Special Assistant to the President; an address to the Washington State Research Council on June 19, 1970. See *Congressional Record*, June 23, 1970, Page E5832.

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## FROM WEEK TO WEEK

Superficially it might appear that the response of the world-statesmen, or Heads of State or whatever they call themselves, to the Communist Chinese ping-pong gambit was an act of collective insanity or a surrender to mass hypnotism. But the uniformity of the response is evidence of careful psychological preparation. Seen against the background of two sayings attributed to Lenin—that the Capitalists would compete with each other to sell to the Communists the rope with which the Capitalists would be hanged, and that who controlled China would control the world—it is evident that a deep Communist purpose has been served. Perhaps the one thing that might have convinced the wishful thinkers that Communism really does have a deep purpose—world conquest—would be the open display of monolithic unity between the Russian and Chinese totalitarianisms. But the apparent hostility between the two is a perfect excuse for the intended victims to trade with both their declared enemies.

One of Mr. Heath's excuses for his proposed surrender of British sovereignty to the Internationalists of Brussels is that British defences would thereby be improved. But defences against whom? The U.S.A. *might* undertake the military subjugation of Britain if she reneged on her international financial indebtedness by an act of apostasy to the Money Myth. But otherwise the only evident threat to British military security arises only from the Communist powers, with the *covert* support of the U.S.A. But the absorption of Britain into a 'Europe' governed by an international bureaucracy taking its orders from International Financiers would mean the final end of British military independence. Independent re-armament would be an act of treason under the Treaty of Rome.

But it is almost certainly too late for Britain to regain military independence, unless she first exposes and deals with the traitors who have encompassed her present ruin. And even that is now only barely possible. What *could* happen is a sufficient exposure in the U.S.A.; and if that happens, traitors everywhere will be brought to book. Patriotism has not been entirely extirpated, and while an identifiable British culture remains, the Conspirators are under threat of retribution, 'richly' deserved.

## B. C. C. Spells It Out

The British Council of Churches, at its half-yearly meeting in London, regretted the Government's decision to sell Wasp helicopters to South Africa. (*Church Times*, April 30, 1971.) The Rev. Stanley Booth-Clibborn, Vicar of Great St. Mary's Cambridge—successor of Bishop Montefiore—moved the resolution and said that many Commonwealth countries thought that Britain was "lining up symbolically on the wrong side". He used some phrases not notably original, such as "symbolic gesture" and "certificate of respectability", adding that "The Churches stood by the United Nations resolution".

Then he said he had been asked why South Africa should be chosen for this kind of action in view of the oppression and injustice in other parts of the world, and replied that, "briefly, the view of the Department (of International Affairs) had been that, although there were many oppressive régimes, there was nothing that was so obnoxious to the human conscience as that taking place in South Africa". (*sic*)

Meanwhile (*Daily Telegraph*, May 19, 1971) Mr. H. Soref M.P. complains of some weird educational equipment, "landed last Saturday", which was being used to train children "in guerilla type warfare". The kits deal with South Africa, Rhodesia and Portuguese Africa, and seem to originate from a John Sprack who was deported from South Africa in 1967; they can be ordered by teachers. Mr. Sprack disseminated his idea at a conference organised by Miss Sarah Darling of the Southern Africa Education Project, and the project is being run "from the same offices as the Anti-Apartheid Movement in Britain".

The reader may be struck with the similarity in tactics, for children have taken a prominent and even a tragic part in the Northern Ireland troubles. But we need to recall that the South African pass laws are designed to keep people *out* of the Republic into which so many Africans evidently wish to enter, while the Russian Wall keeps people *in* the communist empire from which so many long to escape. Yet the affront to human dignity, and conscience offered by South Africa, according to the B.C.C. and the Rev. Booth-Clibborn, exceeds that offered by the Russian and allied states. We may wonder who appoints such an incumbent to an important church, and whether he expresses episcopal views.

The Bantu in South Africa enjoy amenities unavailable over most of the rest of the continent—education for example, sanitation, etc.—and certain freedoms very shaky elsewhere, such as life itself, a measure of liberty for the great majority, and some property. They do not of course have the same sort of franchise as ourselves, but as an anti-marketeer asked me the other evening, Who represents us, since all the parties are in favour of the common market? In other words, our major decisions are not "democratically" decided at all and the methods of representation through chiefs may in its place have merits not apparent to the B.C.C.

Mr. Booth-Clibborn may never eat a Cape grape, and Miss Darling is doubtless even less likely to do so, but before they launch a children's crusade or Boer war, they might reflect on whether they would prefer as overlord a stern but

not unscrupulous patriot or a faceless commissar from the Steppes or from China, inhibited by no scruples, ethical or religious.

—H.S.

## New Education

(continued from page 1)

Yet our "Liberals" and educationists tell us again and again that the hippie products of our permissive public education system are the way they are because the wicked military-industrial complex eats up the bulk of government revenues which are needed for government education. The fact is, as Dr. Freeman says:

*More than half of the \$129 billion increase in Federal expenditures between 1953 and 1971 was applied to social purposes, less than one-fifth to defense. Defense meanwhile shrank from 64 percent of the Federal budget to 36 percent, from 13.6 percent of Gross National Product to about 7.2 percent.*

Dr. Freeman also reveals that the longtime argument that spending more on education for poor and "underprivileged" children would escalate their success in school has proved false. As he puts it: "Certain costly school programs introduced with great expectations a few years ago are not yielding the promised results. In fact, the entire concept of a clear-cut positive cost-quality relationship in education has been called into question by recent research".

Clearly the alleged penuriousness of the American taxpayer is not behind the failure of our public education system. And, the people know it. As Congressman John G. Schmitz, himself a former educator, has noted:

*The day of the blank check for public education in America is over. Taxpayers are no longer willing to assume that more money automatically equals higher quality in education. They have good reason for their disillusionment.*

*Never in all history has a people spent so much on public education as Americans have spent, especially in the last few years. But that top-priority educational system has produced a generation heavily influenced by the most vehement hostility to our Republic, our way of life, our traditions and heritage, and the most basic values of Western civilization.*

Instead of throwing more money at a failing school system, Americans have come more and more to look at its degenerate offspring as symptoms of a disease within the system.

It is a twice-told tale, but the current malaise in public education is beyond understanding unless one reviews the thoughts and accomplishments of John Dewey, the Marxist father of modern public education. For it is the students of Dewey who are today combining the theories of their master with the concepts of behavioural scientists to create an educational system which makes the electronic totalitarianism of Big Brother seem mild by comparison.

To understand John Dewey's role, one must recognize that the international Marxist conspiracy which he served has for many years been divided into Eastern and Western divisions. The East seeks to establish Marxism by the sword, while the Western branch pursues the same objectives with

the pen. Readers will do well to remember that the pen is mightier than the sword.

The Western branch is known as Fabian Socialism. It was named for a Roman general who never *directly* engaged his enemies in all-out battle, and was founded by an odd group of radical intellectuals in London in 1884. These conspirators believed that socialism could be more effectively established through gradualism than bloody revolution. The Fabian strategy called for infiltration of education, the public media, political leadership, the clergy, and other influential bodies. The object was to establish a Marxist government by persuading the people to vote for it by degrees.

In 1905, the British Fabian Society opened an American branch known as the Intercollegiate Socialist Society. John Dewey was one of the founders. In 1921 the Society changed its name to the League for Industrial Democracy and announced the purpose of "education for a new social order based on production for use and not for profit". Dewey later became the organization's president.\*

John Dewey developed his theories of "progressive education" while a professor at Columbia University, and he was quickly built up by collectivists on and off the American campus as a Great Authority. He taught that there is no such thing as truth, and certainly there are no eternal truths, no fixed moral laws; that man has no mind or soul as we have always understood those words, that he is nothing more than a biological organism, is subject to constant change, and that he is therefore wasting his time trying to find in religion or tradition the moral and ethical concepts to best guide his way on earth. "There is no God", Dewey proclaimed, "and there is no soul. Hence, there are no needs for the props of traditional religion. With dogma and creed excluded then immutable truth is also dead and buried. There is no room for fixed, natural law or permanent moral absolutes".

Comrade Dewey's job was to work out ways to use the schools as a vehicle for selling the "new society" about which he and his Fabian Socialist disciples dreamed. "They [the schools]", he proclaimed, "take an active part in determining the social order of the future . . . according as the teachers align themselves with the newer forces making for social control of economic forces". From such a starting point it was naturally easy for Dr. Dewey to arrive at the conclusion that tradition had no meaning, that history and the lessons of the past were nonsense, that stern discipline of the mind and body was foolish, and that education had only one purpose—to enable the child to be happy in his environment.

In the early 1920s, along with fellow Fabian Socialists Bertrand Russell and Harold Laski, Dewey journeyed to Russia where the Eastern arm of the Marxist conspiracy had recently triumphed by the sword. There, for two years, John Dewey worked with the two English Fabians to help organize a Marxist educational system for the Workers' Paradise. The Dewey system produced in Russia the same sort of educational havoc that it was later to wreak on America, and in 1931 Stalin dispatched hundreds of thousands of students and their Deweyite teachers to Siberia. The Soviets went back to the Three R's—or whatever they call them in Russian.

\*In 1962, the League formed an action arm which is now better known than the parent organization. When the subsidiary, Students for a Democratic Society (S.D.S.), later became a hot potato, the L.I.D. freed it to go its violent way.

Progressive education, they decided, was fine for corrupting bourgeois capitalists, but was idiotic caprice once the dictatorship was fully in control.

Meanwhile, Dewey had returned to America to establish the system that had proved so destructive of educational quality in Russia.\* He saw that the traditional system of American education fostered individualism and defended our system of free enterprise, both of which he had vowed to destroy. "The mere absorbing of facts and truths", he wrote, "is so exclusively individual an affair that it tends very naturally to pass into selfishness. There is no obvious social motive for the acquirement of mere learning, and there is no clear social gain in success thereat". (John Dewey, *The School And Society*, University of Chicago Press, 1915, Page 15.)

Throughout the Twenties, Dewey spread his poison among his fellow college professors, but as yet the public school systems were relatively untouched. Soon, however, those who received doctorates in education at Columbia Teachers College began to occupy the chairs of education at other colleges and universities and to author textbooks extolling the virtues of "the new society". Columbia Teachers College became the most influential educational institution in the United States, and John Dewey its high guru.

One of Dewey's chief lieutenants at Columbia was Dr. George S. Counts. Like John Dewey he was very frank about what "the new society" meant. In 1931, Counts authored a book called *The Soviet Challenge*, in which he proclaimed:

*The revolutionary movement embraces much that is rich and challenging in the best sense of the word. The idea of building a new society along the lines developed by the Communists should provide a genuine stimulus to the mind and liberate the energies of millions.*

In order to bring about this revolutionary millennium, said Dr. Counts:

*[It] would seem to require fundamental changes in the economic system. Historic capitalism, with its deification of the principle of selfishness, its reliance upon the forces of competition . . . and its exaltation of the profit motive, will either have to be displaced altogether or so radically changed in form and spirit that its identity will be completely lost.*

To make quite clear what he was getting at, Dr. Counts emphasized that this would mean "a coordinated, planned and socialized economy". What about liberty and freedom? Counts was not concerned. As he said:

*That under such an economy the actions of individuals in certain directions would be limited is fairly obvious. No one would be permitted to build a new factory or railroad whenever or wherever he pleased.*

(To be continued)

\*John Dewey did, however, continue to serve on the National Advisory Council for the University of Moscow, a group which sent American students to summer school sessions in the Red capital. The reader should keep in mind that educationalists vehemently deny that Dewey's Marxism and virulent atheism had anything to do with his theories of education, or that they have had any lasting influence on American education.

## Countering Subversion

Mark Lane

A radical lawyer of this name has written a book *Conversation with Americans* which purports to show that American troops are trained in savagery, sadism, etc., but the "super-dovish" Neil Sheehan has called the book plainly "irresponsible". One of those with whom Lane held a conversation, the records show, did not ever receive "parachute, frogman and jungle training". Another deserter gave a description of his father as commanding a Cavalry Regiment in Viet Nam, but there is "no trace in the records" of any such officer. And the deserter was arrested on a murder warrant and placed in a mental hospital. Another was in "an unpopulated area" when he said he took part in a massacre. Lane had "not bothered to cross check any of the stories". (*Human Events*, Jan. 16, 1971.)

WCC again

Meanwhile the World Council of Churches (*Church Times*, April 2, 1971) attack the Kunene dam project, in Angola, and discourage tourism to South Africa, Malagasy, Malawi and Portugal. The Episcopal Church of USA votes funds to many "radical and revolutionary groups" (*Human Events*, Dec. 12, 1970). And Cardinal Suenens has apparently suggested in *The Future of the Christian Church* that "the Church should have led the Revolution in Russia in 1917": Archbishop Ramsey contributed to this book. (*The Spectator*, March 20, 1971.)

As for Russia, Lieut-Col. J. M. Humphrey described a "congregation of standing room only made up of all ages both male and female" which he joined not long ago in Odessa (*Times*, March 17, 1971) which suggests a flaw in the communist programme of eliminating Orthodox Christianity, while the numerous persecuted Christians, Baptists and Orthodox, would hardly appreciate the Cardinal's wisdom. As for Africa, Russell Kirk asks, referring to the WCC grants, "Whose liberty and prosperity would be improved by carrying throughout southern Africa the ruin which fell upon the Congo?" (*Human Events*, Jan. 23, 1971.)

—H.S.

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