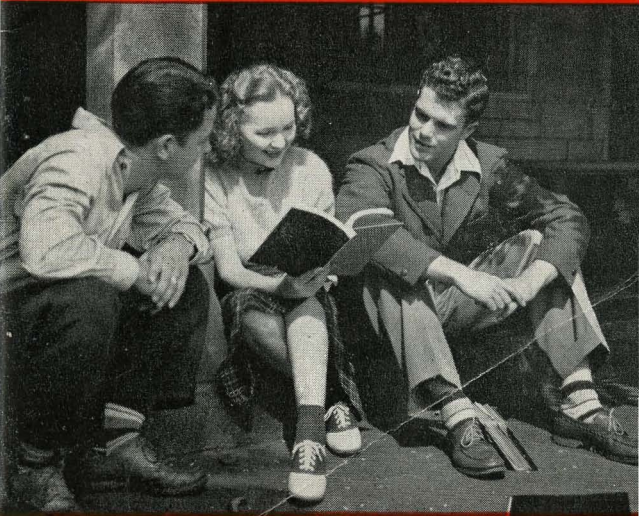


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The Enemy...
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THE ENEMY *in Our Schools*

by EUGENE LYONS



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THE ENEMY IN OUR SCHOOLS

by

EUGENE LYONS

For 6 years United Press correspondent in Moscow . . .
Former editor of the *American Mercury* . . . Author of
the best-selling books *Assignment in Utopia*; *The Red
Decade*; *Stalin, Czar of All The Russias*; *The Life and
Death of Saeco and Vanzetti* and other works.



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The Enemy in Our Schools

by

EUGENE LYONS

One of my chores as a journalist in recent years has been to follow and write about the progress of Communist penetration of American life. I have watched the amazing proliferation of committees, societies, congresses, mobilizations under beguilingly "liberal" names — supposedly independent, ostensibly for good causes, but in fact under strict Communist Party control, each of them carefully baited to trap high-minded, weak-minded, worried and frustrated victims.

The spectacle is at once fascinating and terrifying. It gives the observer a creepy, helpless feeling. It is a little like watching the labors of termites attacking a strong structure you happen to love, filled with people dear to you. You see the insects boring into the foundations, rotting the mighty beams, slowly weakening the whole fabric. And the worst of it, the thing that gives you that deepening sense of horror, is that the occupants of the building are so smugly ignorant of the danger that threatens them, so deaf to warnings.

A fact that has impressed me in watching the

spectacle is the prominence of teachers in this termite offensive against American institutions. There is not a roster of sponsors of Communist enterprises or Party-line organizations without a large quota of educators. There is not a campus in the country without its secret nucleus of Red teachers and students "boring from within," perverting education, undermining faith in American freedom and Christian morality.

Numerically these termites seem negligible. But there is no excuse for complacency. What they lack in numbers they make up in discipline and energy. A tightly organized minority, industrious and fanatical, unhampered by any moral scruples, it makes the most of the indifference of the majority.

Only an alert awareness of the menace can contain and defeat Communist infiltration of our school system. It is in the hope of arousing such an awareness that this pamphlet is written.

BF *Professional Communists*
Communist invasion of all departments of our national life was probably at its highest point in the first months of 1939, just before the Stalin-Hitler Pact of friendship gave the movement a body blow. Only a few days before the blow descended, the Communists here published an Open Letter bearing about 400 prominent signatures. In fiery language it de-

nied and denounced "the fantastic falsehood" that Nazi Germany and Soviet Russia did or could have anything in common. It branded those who dared compare the two countries with searing epithets.

Here are some of the signers of that strange document, precisely as published in the *Daily Worker*, official organ of the Communist Party, on August 14, 1939:

"Prof. Newton Arvin of Smith College, Prof. Robert A. Brady of the University of California, Prof. Dorothy Brewster of Columbia University, Prof. Edwin Berry Burgum of New York University, Prof. Haakon Chevalier of the University of California, Prof. Stanley D. Dodge of the University of Michigan, Prof. Dorothy Douglas of Smith College, Prof. L. C. Dunn of Columbia University, Prof. Henry Pratt Fairchild of New York University, Prof. Mildred Fairchild of Bryn Mawr, Prof. Robert Gessner of New York University, Dr. Wyllistine Goodsell of Teachers College (retired), Prof. Samuel N. Harper of the University of Chicago, Prof. Norman E. Hines of Colgate University, Prof. Alexander Kaun of the University of California, Dr. Max Lerner of Williams College, Prof. Charles E. Lightbody of St. Lawrence College, Prof. Herbert A. Miller of Bryn Mawr College, Prof. F. O. Matthiessen of Harvard University, Anita Marburg of Sarah Lawrence College, Clifford T. McAvoy of C.C.N.Y., Prof. V. J. McGill of Hunter College, Prof. Robert McGregor of Reed College, Prof. Allan Porter of Vassar College, Prof. Paul Radin of the University of California, Prof. Frederick L. Schuman of Williams College, Prof. Bernard J. Stern of Columbia University, Prof. Vida D. Scudder of Wellsley College, Prof. Ernest J. Simmons of Harvard University, J. Raymond Walsh, Prof. Robert Morss Lovett of Chicago University, now Governor of the Virgin Islands, F. Tredwell Smith, Charles J. Hendley, President of the New York Teachers Union.

"Prof. Walter Rautenstrauch, Dean of the Columbia School of Engineering, Prof. George B. Cressey of Syracuse University, Prof. Robert Chambers of New York University, Earl P. Hanson, explorer, Dr. John P. Peters of Yale Medical School, Dr. Thomas Addis of Leland Stanford University, Prof. Dirk J. Struik of the Massachusetts Institute of Technology, Walter N. Polakov, Dr. Gerald Wendt, Director of Science and Education at the New York World's Fair."

A Shocking Exhibit

What needs noting is that these professors are drawn not from a few New York or California institutions but from every type of college and university in the country. These men and women charged with the task of instructing the youth of the country publicly attested their ignorance of the fact that totalitarian systems, whether Black or Brown or Red, are alike in essence. More than that, they readily gave the prestige of their respected names and universities to a document drawn up by Communist stooges and geared to serve Moscow's propaganda purposes.

Most of these educators, being honorable people, must have squirmed a week later when the Nazi-Soviet alliance was announced and turned their Open Letter into an obscene joke. They must have felt like fools and dupes. A good many of them, no doubt, had been tricked into signing; they were victims of a typical Communist hoax trimmed with "liberal" verbiage.

Yet the list stands as a shocking exhibit of the subservience of some teachers to Moscow, the gullibility of others, and the extent of Communist success in polluting American education. No one who peruses it, even eight years later, can pretend that the menace to American youth does not exist. The most distressing fact, indeed, is that most of the men and women in that list are still marching blindly and

passionately on the Muscovite "Party line."

On April 30, 1947, the Moscow *Pravda*, mouthpiece of the Kremlin, published a kind of "honor list" of foreign friends of the Soviet cause. Among the nine citations for the U.S.A., two were for educators: Ralph Barton Perry of Harvard and Dr. Albert Einstein of Princeton.

A reporter of the New York *World-Telegram*, some time ago made a compilation of the names which have led all the rest on Communist manifestoes, sponsor lists and the like. Among the top five, with literally dozens of participations in Red fronts, to his credit, was an educator: Prof. Rautenstrauch of Columbia.

An expose of Red-controlled movements undertaken by the Chicago *Journal of Commerce* in the summer of 1946 gave a place of honor to "The Higher Learning," noting the prominence of such educators as Arthur Upham Pope, Emanuel Chapman, Jerome Davis, Lyman R. Bradley, Richard P. Cox, Ralph H. Gundlach, Ruth F. Benedict and Henry Wadsworth Longfellow Dana. It could, with perfect justice, have added such familiar fellow-traveling names as Prof. Howard Shapley of Harvard, Prof. Harry J. Hoiyer of the University of California at Los Angeles, Dr. Max Yergan of C.C.N.Y., Dr. Harry J. Ward of Union

Theological Seminary, Dr. Henry S. Sigerist of Johns Hopkins and scores of others.

Public* School* Teachers

In the nature of the case only teachers of some reputation and standing get into such listings. But they are only the marshals of the Red parades. Behind them are the rank-and-file armies of teachers, in schools of every variety, who take their marching orders from the Kremlin's agents in our midst.

These include a substantial segment of the membership of notoriously Communist-controlled trade unions like the New York City Teachers' Union and its affiliate of College Teachers — expelled from the American Federation of Labor on charges of Red domination; and the Los Angeles local 430 of the American Federation of Teachers. The fact that the children of two of the largest American cities are taught by men and women belonging to Communist organizations, though only a fraction of them are pro-Communist themselves, is sufficiently alarming.

The magnitude of the infiltration of our school system was indicated clearly by a legislative investigation in New York City in 1942. The probe, headed by Frederic R. Coudert, Jr. (then a State Senator and now a Congressman), summed up its findings thus:

“There is no doubt whatever that there are hundreds of Communists and intentional

fellow-travelers in the school system. Their machinations and conspirative tactics are well known.

“This Committee has exposed 69 individual teachers as Communists by legal evidence. It has in its files information and evidence tending to implicate 434 others, including 96 teachers who signed Communist Party nominating petitions in the year 1939 alone.

“It has interrogated a large number of suspected teachers at the private hearings. Seventeen teachers have been convicted in disciplinary proceedings of perjuringly denying Party membership in their testimony before our Committee. Eighteen others have been suspended, of whom eleven are awaiting trial. Six others were not reappointed and seven others have resigned under charges. One teacher was indicted and convicted of the crime of perjury in the first degree by a court of criminal justice.”

The report makes a significant comment on these facts. In sixteen months of inquiry, it points out, “*not one teacher admitted being in the Party when he testified.*” The proof of their membership had to be provided from documentary and other sources, so that to the injury of spreading Communist germs they added the insult of perjury.

It is a fact which underlines the essence of the matter, namely that these teachers are in

the final analysis members of a *conspiracy* rather than spokesmen of a philosophy. Such concealment is not a matter of the individual Communist's choice. In every case he acts under orders. He has his "Party name," known only to a few of his fellow-conspirators, and he carries out specific Party directives in poisoning the minds of the boys and girls entrusted by society to his ministrations.

Another investigation was conducted in the State of California, under the leadership of the intrepid State Senator Jack B. Tenney. It disclosed a penetration of the classroom only a shade less impressive than in New York. But there is no implication that California and New York are the sole or necessarily the worst infected regions. It means only that these States have cared enough for the integrity of their educational systems to look into the matter. More or less the same picture, there is every reason to believe, would emerge in dozens of other population centers.

Secrecy * Counseled

In their own literature the Communists are fairly candid on the matter of secrecy and conspiracy imposed on the teacher comrades and their fellow-traveling dupes. *The Schools and the People's Front* by "Richard Frank," an article in *The Communist* for May, 1937, is typical of that literature.

Those educators who follow the Party line,

it declares, "must mobilize the other teachers in this fight. *They must take advantage of their positions, without exposing themselves, to give their students to the best of their ability working class education.*" Then it goes on to say:

"Only when teachers have really mastered Marxism-Leninism, will they be able *skillfully to inject it into their teaching at the least risk of exposure and at the same time to conduct struggles around the schools in a truly Bolshevik manner.*"

The article, and the books of which it is typical, not only prescribe this sort of fraud as a duty. They explain in detail *how* the Leninist poison can be "smuggled" into every school course, from literature and history to physics and arithmetic. While pretending to teach the subjects in any curriculum as expected by the taxpayers who employ them, they must in actuality convert every lesson into another instalment of Communist propaganda.

To defend such procedures in the name of "academic freedom" is the sheerest nonsense. School administrations, the public, the press, honest teachers have not merely the right but the obligation to expose every Communist in their midst; to label him for what he is; to strip the "liberal" and "progressive" camouflage under which the totalitarian agents seek to hide themselves.

I can attest, after some fifteen years of close-up study of the Communist program, that the most vital object of the termite offensive is the mind of youth. America's growing generation has been under incessant attack — directly through an array of Communist-controlled youth organizations and student movements; indirectly through teachers subverted for this task.

The youth organizations have from time to time changed their names. The American Student Union, the Young Communist League, the American Youth Congress, the present American Youth for Democracy, the Young Progressive Citizens of America which is making rapid headway on the campuses — these are but different labels for the same movement. School heads and community leaders who fail to recognize the Communist reality under the semantic disguises do not deserve to be trusted with the job of guiding education. It means that they are too short-sighted, or too naive, or too indifferent to face the ever intensifying menace.

Parent-teacher organizations have been among the principal arenas of Communist operation. A few are under effective Red domination; many more are content to give Party people and fellow-travelers a large degree of influence. Vigilance is of the greatest importance in those organizations.

To illustrate the extraordinary ease with which Communist propaganda is smuggled into our schools, I do not hesitate to direct attention to Cornell University. Perhaps other institutions have been as deeply infiltrated, but few others have been as frivolous in defending the infiltration or as stubborn in persisting in the error after it had been exposed.

During the war, when great numbers of young men were sent to Cornell for special courses by the Army and the Navy, the Russian department was honeycombed with notorious pro-Soviet propagandists. The New York *World-Telegram* did a bold and patriotic job in exposing the facts at one stage. But the propagandists continued to do their stuff.

And clearly Cornell has learned nothing from that experience. In the summer of 1946 it presented a series of courses on "Contemporary Russian Civilization," under the direction of the same professor who had drawn fire for his tolerance and defense of Soviet intellectual agents during the war: Ernest J. Simmons.

Anyone familiar with the who's who of Communist propaganda can only be horrified in reading the roster of Dr. Simmons' staff. Along with a few neutral lecturers, he brought to Cornell such seasoned "cultural" mouth-pieces of the Red propaganda in America as Corliss Lamont, Harry Dana, Vladimir D.

Kazakevich, Harriet Moore, Sir Bernard Pares, Dr. Henry E. Sigerist, Henry H. Ware and Albert Rhys Williams!

The picture of the Soviet realities presented by such a crew is guaranteed to be acceptable to Joseph Stalin. Lamont is the number one fellow-traveler. Miss Moore, Kazakevich, Sigerist, Williams — each of those people has been a center of pro-Soviet contagion for at least a decade.

I cite this case because of its brassy boldness. When such unvarnished special pleading for the Red dictatorship can be palmed off as education, surely the time is over-ripe for public exposure and official action. Arguments about academic freedom are merely convenient demagoguery when trotted out in defense of such crude propaganda under a university imprimatur.

A *Vicious* Faith

Denied moral guidance in homes where "old-fashioned" parental controls have been weakened or abandoned, our children are at the mercy of the intellectual racketeers and political pitchmen who infest the school systems.

The Communists take advantage of the virtual renunciation of leadership by the home and the school. They give our boys and girls what they crave: a faith to live by, though it be a vicious and sterile faith. In unit caucuses

and political meetings, in picketing and sloganeering, our youth finds the sense of participation in life which they miss in the classrooms. In a historical period when young people yearn for answers to questions, the natural authorities — parents, religious guides, teachers—have been tongue-tied or ineffective. And thus they have left a clear road for the Communists.

The fault is not with the students. It is with their elders, who seem to have abdicated their role of moral and intellectual leadership. They can easily defeat the Kremlin's offensive in the schools by a twofold program:

The first, negative but unavoidable, is courageous exposure of every Communist false-front organization, every termite-teacher following the Party line.

The second, positive and urgent, is the creation of honest, democratic organizations in every school to promote American ideas and moral ideals; organizations to channel the energies and the idealism of young people who need a faith and a dedication as much as they need food and knowledge. Unless we help nurture their souls as devotedly as we nurture their bodies, we leave them exposed without protection to the virus of Communism.

It is not enough to banish Communism from the campus. An appealing and stimulating substitute must be provided.

(more)

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