

# National Health Federation



## *School Counselor Edition*

EDITORIAL .....	Page 3
DDT SPRAYING MOVES FEDERATION.....	Page 5
NHF WASHINGTON COUNSEL.....	Page 9
THE WHOLE SHOCKING STORY.....	Pages 11 to 34



## AMERICANS CRUSADING FOR BETTER HEALTH

Volume VIII — Number I

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Site of Our Washington Office  
1012 - 14th St. N.W.

# BULLETIN

## Postmaster General Must Answer in Local Courts

**A LOCAL REMEDY FOR LOCAL WRONGS:** It used to be a favorite dodge of Federal bureaucrats abusing their powers over the citizenry to resist local efforts to control them by insisting that any court action brought would have to join their superior officer and thus forcing the wronged citizen to go to Washington to secure his redress. Every rule of law and justice might run in his favor but the sheer cost of going to Washington in all too many cases forced the outraged citizen to make the best of his pushing around.

A typical case, decided by the United States Supreme Court has radically changed this situation and made available court action in the complainant's local jurisdiction. This case was *Williams versus Fanning*, 332 U.S. 490, 68 S. Ct. 18, 92 L.Ed. 95, decided December 8, 1947. In that case the Postmaster General after hearing had the weight reducing enterprise of Al Williams declared fraudulent and had issued a fraud order against it. This order was issued to the Los Angeles Postmaster requiring him to refuse payment of any money order in their favor, to advise senders that payment had been forbidden and to stamp "fraudulent" on all mail matter directed to the enterprise and return it to the senders.

Williams brought suit in the Federal District Court in Los Angeles against the local Postmaster to enjoin the enforcement of the order. The usual objection was entered in the case that the Postmaster General was an indispensable party to the action which was the equivalent of forcing Williams to file his action in Washington.

The action in the Federal Court in Los Angeles was upheld on its analogy to those cases which permit suit against a public official who invades a private right either by exceeding his authority or by carrying out a mandate of his superior. In such cases relief against the offending officer could be granted with-

out risk that the judgment awarded would expend itself on the public treasury or domain or interfere with the public administration.

This decision was followed more recently in *Shaughnessy v Pedreiro*, 349 U.S. 48, in which an order of deportation was allowed to be challenged in the local courts without the necessity of bringing habeas corpus proceedings. In this latter case, the U. S. Supreme Court took occasion to cite Sections 10 and 12 of the recently enacted Administrative Procedure Act which provide "Any person suffering legal wrong because of any agency action, or adversely affected or aggrieved by such action within the meaning of any relevant statute, shall be entitled to judicial review thereof."

Thus, the bullying bureaucrats have had at least a slight curb placed on their illegal actions and have been subjected to judicial control in the complainant's own balliwick.

## We Apologize

As in last issue, we must say we are sorry that we cannot print all the many items connected with the Federation and its program and other items of importance in this issue. With the February issue we will return to normal. The issues covered in the Nov.-Dec. issue and in this January issue are so vital we felt we should bring to you in each of these issues sufficient sound and practical facts as would enable you to intelligently approach these so very important matters.

The time for action is now, and without facts a person cannot intelligently form an opinion or take action. It is not the function of the Federation to tell you what action to take, but it is one of our functions to give you the facts as they are and urge you to study them and to take whatever action these facts lead you to take. The National Health Federation is your organization so we urge you, after reading these facts, to advise us what you feel the National organization should do about the situation.

NATIONAL HEALTH FEDERATION BULLETIN

# The NATIONAL HEALTH FEDERATION

## BULLETIN

VOLUME VIII

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## Editorial

By FRED J. HART

This issue of the Bulletin is devoted to the presentation to our readers of the truth about what is going on in our schools, under the guise of student counseling. It was always my thought that student counseling was an effort to help a child discover his native abilities, to the end he might fit himself to best earn his living and thus make his contribution to the welfare of his fellow man.

At a meeting in Seattle, Washington, I was brought face to face with the realities of the situation. I saw with my eyes and heard with my ears, things that were beyond my belief. Then and there I decided to look into this matter. Since that day I have talked with school officials, read reports, both official and unofficial, and the more I read and the more I heard, the more convinced I became that America, as we know it and love it is doomed unless we can awaken the parents of our children to such an extent they will take action and rescue their children from this evil thing that is permeating our entire school system.

So serious and heinous is this situation it is hard for your Editor to remain unemotional and report the facts to you just as they are, cold and hard. You will have to be the judge of how well we succeed.

### If You Love Your Country

If you love your country and love children, it is important that you study this issue and then write to your Senator and Congressman and request that he in-

vestigate the meaning of the word "Youth Counselor" as it is contained in legislation proposed and fostered by President Kennedy, to-wit, that the Federal Congress appropriate over 200 million dollars to be used by the Federal Department of Education, to furnish Youth Guidance Counselors to every school in the United States. These Counselors to be given from six months to one year of training, to the end they may know what is expected of them. These counselors are to ride herd on the teachers and to evaluate both the teacher and the children, to make recommendations for the handling of the children, based on the answers to all types of questions.

Not only will it be the duty of these counselors to evaluate the children and teachers, but also the parents and the homes of the children. (There is one questionnaire the children are required to fill out, which pries into every action of the home, every condition in the home and tends to array the child against the parent and parental authority, etc.)

The great majority of our legislators look upon the term, "Child Guidance Counselor" in the same manner as your editor did, before he was shocked by the truth.

### We Propose

One of the first orders of business of your Federation, when Congress assembles in January, will be an endeavor to get the truth to each Congressman

(Continued on next page)

and Senator. With your help it can be done. All appropriations must originate in the House of Representatives. Your Congressman then is the key to stopping this move of the Federal government to control the minds of the nation's children. There is enough law now on the books to allow for these Counselors, but **they cannot be appointed unless there is money appropriated to pay the bill.**

#### **We Suggest**

If each one of you will write to your Congressman, (if you do not know who he is, your newspaper or Chamber of Commerce can give you his name. The address for all Congressmen is House Office Building, Washington, D. C.) Tell him to investigate the meaning of "Youth Counselor," before he votes any funds to support such in our public schools. Tell him if he does not have access to the needed information to call the National Health Federation, 1012-14th St., N. W. Washington, D. C., and our representative at Washington will bring him the facts. This will be a great help to the Washington Office in making contact with your Congressman.

#### **Do Not Misunderstand**

It is to be distinctly understood that nothing published in this issue is to be taken as in opposition to legitimate aptitude tests, the object of which is to determine the courses of study best fitted to aid the student in equipping himself to be a success in whatever field of endeavor his natural abilities and desires indicate is best for him.

#### **The Job of the Federation**

It is the obligation of the officers of the Federation to bring you the facts. It is your job to study them and act. The schools belong to the people. The Government belongs to the people and both will be operated the way the people desire, if and when the people make their wishes known in a positive manner. The Federation is here to be your voice in all mat-

ters relating to health, whether it be mental or malfunction of body tissue.

#### **A Good Thing to Remember**

All of these things we have been talking about in the school, as well as many of the things of a political and economic nature, are not new, but are the very things practiced in Europe over the centuries, and which have degraded and lowered the standards of the people and their nations. Why, oh why, should we exchange the philosophies and methods, which have made America great, for these outworn theories which have been proved to be destructive of the better ways of life?

#### **Go Visit Your School. Ask Questions**

May we suggest that in groups of two and three, parents visit their schools and ask the teacher of their children or the officers of the school for copies of the tests their children have been given. You parents will probably be told these tests are copyrighted and cannot be given out. It is true they are copyrighted, but a copyright does not prohibit the test being given to a parent. A copyright only prevents a person from using or distributing the article for profit. In any event, what your child wrote on these tests is his property and thus your property as a guardian or parent. Insist on your right to see these tests.

Also, you have a right to demand of the officers of the school that you be given in writing the section of the law which allows the school to give these tests without the permission of the parent or guardian. In most states neither physical nor mental tests can be given children in the public schools, if the parent or guardian objects.

#### **Thanks**

Thanks to each and every one of you folks who took time out to send us Season's Greetings. Thanks also for the Christmas gifts to the Federation.

# Compulsory DDT Spraying Moves Federation to Action

By HAROLD EDWARDS

A few months ago a member of the Federation, while returning by plane from the Island State of Hawaii to the mainland of the United States, experienced the discomfort of having to endure a pesticide spraying of the plane's cabin. This lady complained to the airline personnel and learned that a DDT bearing compound had been used while the passengers were on board.

Her letter of further complaint to the airline brought a very apologetic reply, and referred the responsibility for such indiscriminate action to the U. S. Department of Agriculture.

#### **NHF Washington Office Gets Facts**

The Washington representative in following this matter up at the Federal level checked out the relevant facts with the two agencies responsible.

Authority for the disinfection of aircraft traveling from Honolulu to the mainland is contained in the Department of Agriculture regulations for quarantine on Hawaiian fruits and quarantines. This is said to make provision for the disinfection of aircraft found upon inspection to contain or be contaminated with any injurious insects.

We learned the routine spraying of aircraft departing from Honolulu for mainland United States came into practice in 1946 as a result of the introduction into Hawaii of the oriental fruit fly. The insect is thought to be a very serious pest for many fruits and vegetables and isn't known to occur elsewhere in the United States. Information states that under favorable conditions existing in Hawaii it was able to develop a tremendous population and was so frequently found aboard aircraft that all planes were sprayed prior to departure for the mainland. In subsequent years the population

of the fly decreased in the environs of the airport with the removal of its food plants by the development of the area for housing and industrial use.

By 1958 the fly population had reached a level where it was considered safe to dispense with the pre-departure spraying of aircraft. However, as a precautionary measure the airlines were instructed to apply an in-flight spray just before arrival on the mainland.

Regulations specify application of the spray at the rate of 5 grams per 1,000 cubic feet of space and is said to be equivalent to that used by the airlines under rather similar circumstances in flight to meet public health requirements.

It is this silly procedure that vexes and irritates numerous airlines patrons who know the truth about the many economic poisons in use. There is no valid explanation as to why the pointless spraying procedure is followed long after the known need has expired.

#### **Compulsory DDT**

Four insecticidal aerosols are authorized by U.S. Public Health Service for use on aircraft as required by the Public Health Service Foreign Quarantine Regulations. They are also authorized for use on ships as required by a separate section of the same regulations. These aerosols (two high-pressure and two medium - pressure formulations) are claimed to be substantially equal in effectiveness.

In the instance of the flight from Hawaii about which our member complained, we found that one of the medium pressure aerosols had been used, known as G-1029. We furnish its chemical make-up below for scrutiny of readers:

(Continued on next page)

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### Insecticidal Aerosol G-1029

Pyrethrum extract (20 per cent pyrethrins) .....	6.2
DDT (Dichlorodiphenyl-trichloroalthane) .....	2.0
Aromatic petroleum derivative solvents (by Standard Oil) .....	8.0
Trichlorofluoromethane (Freon 11 or Genetron 11) .....	25.2
Dichlorodifluoromethane (Freon 12 or Genetron 12) .....	58.8

### Medical Opinion

Medical spokesmen in the U. S. Public Health Service follow the standard line of approach and minimize all fears of danger from DDT in the compounds. While it may be true that pyrethrum may be much less harmful in the quantities used, the same cannot be said for DDT in any amount.

The lady who complained comes from Colorado where she asserted DDT is not even allowed as a spray for cattle. But . . . it is a fact that no one in authority speaks out against its use in close proximity to human life.

It is very interesting indeed to observe the positive assurances of absolute safety so glibly provided by the medically trained government doctors who are assumed to be protecting the health interests of every American. This dangerous drug has been proven to be harmful to humans in any amount. It carries a zero tolerance in just about every food product coming under the jurisdiction of the Food and Drug Administration.

### Our Government Authorities

That it should get such a clean bill of health from the two government agencies in charge of the operations described above is not surprising in view of their overall policies toward harmful chemicals. In the one instance, the U. S. Public Health Service is the parent of such other well known chemical promoting schemes as fluoridation of public water supplies, and compulsory vaccination. This is the same agency responsible for compulsory smallpox vaccination when returning from foreign travel.

In other instances our readers will remember the aggressive pesticide spraying programs of the U. S. Department of Agriculture throughout many areas of the United States. This department of the government has become so enamored of the extremely lethal hydrocarbon chemicals such as DDT and Chlordane that their literature on the subject speaks with actual affection regarding them. This agency has continued to recommend the use of chlordane on a long list of crops, such as apples, beans, broccoli, sugar beets, sugar cane, cabbage, carrots sweet corn potatoes, radishes, strawberries and turnips.

### What Others Say

Unlike the pesticides in use prior to World War II, DDT and its many fantastically lethal blood relatives in use today cannot be washed off foods. Not only do they cling on the outside but penetrate fruits, vegetables and grains, as well as becoming concentrated in the fats of the animals we eat.

It has been pointed out that DDT and its chemical cousins have the unpleasant habit of accumulating in the body fat of people. It is known, there probably is not a person alive in the United States today who does not have some DDT in his or her body and this poison is in the milk of nursing mothers. It is against the law for DDT to be present in cows milk or dairy products, but more than half of all commercial milk is contaminated with DDT and other poisons.

We know that, despite its tremendous toxicity, DDT has been so widely advertised as harmless for humans that it is used recklessly, appearing in a shocking number of common substances. Each time we are exposed to it a little more accumulates in our bodies. For this reason it is known as a **cumulative poison**, and toxicologists recognize it as one of the most treacherous poisons ever developed.

Its cumulative nature underlines the warning of Dr. Otto Warburg, a famous

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German medical researcher and Nobel Prize Winner, that any poison which interferes with the respiration of the cells causes irreparable damage and inevitably leads to deterioration in the form of degenerative diseases, including cancer. Because some of the newer poisons do not accumulate in the body, their makers claim they are harmless to man. This ignores a basic fact of toxicology. A poison need not be cumulative to have a cumulative effect; the effect of each dose adds to that of the previous ones.

### Newer Poisons Worse

Potent as DDT is, it has been exceeded by some of the poisons now being pushed. Many of these have a frightening toxicity. Some of the organic phosphates—related to the war nerve-poisons—are so lethal that a single drop in a person's eye will cause death in seconds. Farmers who apply these poisons must protect themselves by dressing like spacemen. Many who got careless have paid with their lives; most of them suffering hideous deaths.

Even within its own family group DDT has been left behind by its chemical blood brothers. Chlordane is rated by the Food and Drug Administration as at least four times as toxic as DDT. FDA found that pigeons could not survive in a small room treated with Chlordane, even after it was thoroughly scrubbed with alkali and then aired for several weeks.

Other disclosures have come from Dr. Arnold J. Lehman, Chief Pharmacologist of the Federal Drug Administration, who told the Delaney Committee in 1950: "I would hesitate to eat food that had any Chlordane on it whatsoever." Despite this warning the Department of Agriculture has continued over the intervening years to encourage its widespread use, along with its more potent relatives—aldrin, dieldrin, benzene hexachloride, endrin, heptachlor, lindane, methoxychlor, TDE and toxaphene.

### Critical Conditions

One of the most outspoken and articulate foes of DDT has been Dr. Morton S.

Biskind, formerly a member of the headquarters staff of the Council on Pharmacy and Chemistry in the American Medical Association. Dr. Biskind told the Delaney Committee:

"Somehow a fantastic myth of human invulnerability has grown up with reference to the use of these substances. Because their effects are cumulative and may be insidious, and because they resemble those of so many other conditions, physicians for the most part have been unaware of the danger."

Dr. Biskind noted that although there was a large body of information available on the toxicity of DDT,

"The evidence has been treated with disbelief, ignored, misinterpreted, distorted, suppressed, or subjected to some of the fanciest double-talk ever perpetrated."

Dr. Malcolm Hargraves, internationally known blood specialist at the Mayo Clinic, testified in a legal proceeding in Brooklyn Federal Court in 1958, that he was positive that DDT and the solutions that carry it in sprays cause leukemia, apastic anemia, Hodgkins disease, jaundice and other blood disorders—many of them fatal. Of more than 200 patients he treated for those maladies during the last four or five years, he said, all had histories of exposure to chlorinated hydrocarbons. Dozens of those patients are now dead.

Emphasizing that he could speak only for himself, Dr. Hargrave said that a majority of the hematologists he worked with at the Mayo Clinic shared his beliefs about the dangers of DDT. He said there has been a definite increase in the incidence of the diseases he mentioned since DDT came into common use after World War II, and this increase could not be accounted for by better reporting or superior diagnostic techniques. The greatest incidence was in the five western states that have the most cattle and

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consequently do the most spraying, he said.

#### No Relief in Sight

The testimony above dates back eleven years, and still the flood of poisons continues almost without restriction of any kind—except for the few informed Americans like the member we referred to at the beginning. She got action by putting the pressure where it would do the most immediate good. Relief will come only when more of our members begin to follow her stimulating example.

## MEMORANDUM OPINION: LECITHIN

### Federal Food and Drug Present Attitude Concerning Dietary or Therapeutic Use Thereof

Dear Mr. Hart:

In a letter addressed recently to you, Mrs. Rainey requested to know the opinion of the Federal Food and Drug Administration concerning the sale and use of Lecithin in health food stores.

The thinking by the Food and Drug Administration has changed considerably in the past year because so much promotion of unwarranted therapeutic claims has been made for such oils, which claims have constituted misbranding under the food and drug laws. The Association representing the manufacturers of such oils have advised their members to discontinue the therapeutic claims, which has been done in most instances.

Status of Articles Offered to General Public for the Control or Reduction of Blood Cholesterol Levels and for the Prevention and Treatment of Heart and Artery Disease Under the Federal Food, Drug, and Cosmetic Act.—Reprinted from Federal Register of 12/10/59.

(a) There is much public interest and speculation about the effects of various fatty foods on blood cholesterol and the relationship between blood cholesterol

levels and disease of the heart and arteries.

The general public has come to associate the term "cholesterol" with these diseases. A number of common food fats and oils and some other forms of fatty substances are being offered to the general public as being of value in the control or reduction of blood cholesterol levels and for the prevention or treatment of diseases of the heart and arteries.

### The Role of Cholesterol in Heart and Artery Diseases Has Not Been Established

(b) A casual relationship between blood cholesterol levels and these diseases has not been proved. The advisability of making extensive changes in the nature of the dietary fat intake of the people of this country has not been established.

### Opinion of Food and Drug Administration

(c) It is therefore the opinion of the Food and Drug Administration "that any claim, direct or implied, IN THE LABELING of fats and oils or other fatty substances offered to the general public that they will prevent, mitigate or cure diseases of the heart or arteries is false or misleading and constitutes misbranding within the meaning of the Federal Food, Drug and Cosmetic Act. (Sec. 403(a), 52 Stat. 1047; 21 U.S.C. 343(a). — Charles O. Pratt, NHF Washington General Counsel.

## SAVE THIS ISSUE

We urge our members to keep this issue for ready reference. We further urge that members purchase extra copies and mail them to friends and prominent people. We must reach the public with the truth — the only way this can be done is through our membership.

# With N.H.F. Washington Counsel

By CHARLES ORLANDO PRATT, 1012 - 14th St., Washington, D.C.

## UNITED STATES FEDERAL TRADE COMMISSION SEEKING CONGRES- SIONAL POWER TO ISSUE TEMPO- RARY CEASE AND DESIST ORDERS WITHOUT PRESENTING THE ORDER TO ANY COURT FIRST FOR APPROVAL

In the opinion of the Washington Counsel of the National Health Federation, the most serious statement made before the National Congress on Medical Quackery sponsored by the American Medical Association and the Federal Food and Drug Administration on October 6, 1961, in Washington, D. C., was the statement of the Honorable Paul Rand Dixon, Chairman of the Federal Trade Commission which has certain powerful jurisdiction over matters and control of food, drugs and cosmetics.

In addition to the power and authority of the Federal Commission to seek temporary injunctions in the courts against persons and products alleged to be in violation of the applicable laws, the Federal Trade Commission is seeking Congressional legislation giving the Commission power to issue temporary cease and desist Orders without the necessity of the usual due process requirement of requesting the courts to approve such action. The requirement of obtaining court approval for the protection of the person or product involved; and to destroy or eliminate this right and protection would mean that this power of the government would diminish just that much the present constitutional rights of the individual to enjoy the safeguard of the courts which are impartial to all concerned.

Mr. Dixon said:

"Although in the case of food, drug, and cosmetic advertising, the Commission can, as I have said, apply to district courts for temporary injunctions, it would be much more efficient for the Commission itself to issue temporary orders in those cases as well as in others.

The same considerations which induced Congress to grant to the Federal Trade Commission the power to issue final orders to cease and desist also support the granting to it of the authority to issue temporary orders."

Your Washington Counsel wishes to point out that final cease and desist orders are issued only after hearing of all parties concerned and after the defendants have had a chance to defend through counsel, their rights. Therefore, the right to issue any cease and desist order without the defendants having a hearing, a chance to defend, and without the further protection of due process provided by the courts is certainly a different matter than the right to issue the final order after such court action, hearing and a chance to defend. There is no legal or moral basis for such argument for depriving one of the protection of the courts and due process of the law.

Mr. Dixon, the Chairman of the Federal Trade Commission went on to say in that speech:

"Bills that would give the Commission authority to issue such temporary orders are pending in the present Congress. Many such bills were also introduced in the preceding Congress. President Kennedy strongly supports the granting of this authority to the Commission. Small business men are in accord." He added that the Washington Post was also in accord and quoted an editorial to prove his point.

I believe that both small and large business should study long and hard the question as to whether it is wise to ask Congress to eliminate one more protection of the courts.

I believe that the courts did in the past, and can in the future, protect the public with due process of law. It is right that the Government lose a case rather than

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the people lose their constitutional rights to protection. The courts have so held many times, even in criminal cases, this principle. The right of the courts to review after Government action is sometimes too late.

The citizens, more than ever, need the protection of the courts. The Government, more and more is seeking power to dictate and control people and their acts without court supervision; and this is a dangerous trend.

#### **NO HEARINGS SCHEDULED BY FOOD AND DRUG ADMINISTRATION CONCERNING USE OF VITAMIN "A"**

Several members of N. H. F. have inquired of your Washington Counsel as to whether the Food and Drug Administration had held or intended to hold hearings concerning the use of Vitamin "A," or concerning the labeling of a product containing Vitamin "A" as an ingredient thereof.

Upon inquiry of the appropriate F & D Official, your Washington Counsel was advised that no hearings have been held and no hearings, to his knowledge, have been scheduled, at this time, concerning the use or the labeling for Vitamin "A."

#### **COMPLIANCE WITH LIMITED PROFESSIONAL LICENSES**

One of the most frequent causes of legal difficulties arises when the doctors who do not hold a license to practice medicine proceed to use drugs, medicines, surgery and all kinds of food products for which they illegally make therapeutic claims that such products will diagnose, prevent, mitigate or cure a specific disease. Many times such doctors claim all kinds of "cures" for one product. Such therapeutic claims constitute the products "drugs" or "medicines" under the state and federal food and drug laws; and they thereby enter into the practice of medicine illegally. The state enforcement agencies under the law, have a responsibility to take legal steps to stop the use of drugs or foods with drug claims by a doctor not licensed to practice medicine.

#### **FOOD AND DRUG ADMINISTRATION AND FOOD LAW INSTITUTE**

##### **Conference**

Your Washington Counsel has been cordially invited to attend the 1961 national education conference jointly sponsored by F. D. A. and the Food Law Institute, Inc., to be held in Washington, D. C., November 27 and 28, 1961.

The conference concerns recent developments relating to the Federal Food, Drug, and Cosmetic Act.

The Honorable Abraham A. Ribicoff, Secretary of Health Education and Welfare, and William T. Brady, Chairman of the Food Law Institute will welcome those in attendance.

The sessions of the conference will review recent developments in the Food and Drug Law, the Food Additives Amendment, the Color Additives Amendment, and the Hazardous Substances Labeling Act.

#### **CLINTON MILLER Assistant to the President**

For the past year we have been looking for the proper person to serve as an assistant to the President of the Federation. A man of character and ability, with a background which would fit him for such a responsibility. At long last we found him in the person of Clinton Miller of Bountiful, Utah. Clinton has been in the health and nutrition business for several years. He is dedicated to the cause of good health and freedom of choice. He has been a leader in the national organization of the health and nutrition stores of America and is well schooled in legislative matters.

Because the year 1962 is such an important one in relation to the drugless approach to health and because we have several bills in Congress and at least two more ready for introduction, it is our present plan to place Mr. Miller in charge of the Washington Office of the Federation. Mr. Edwards will continue as Legislative Advocate, as in the past,  
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## **The Greatest Subversive Plot In History**

*(Extension of remarks of Congressman John T. Wood of Idaho, in the House of Representatives, and published in the Congressional Record of Thursday, October 18th, 1951. Ten years later we find the program in our schools as part and parcel of so called progressive education. IT COULD NOT HAPPEN HERE. WELL, IT IS HAPPENING, under the guise of Youth Guidance Counseling.)*

Mr. Wood of Idaho, Mr. Speaker, I am herewith appending an article published by the American Flag Committee, 876 Granite Street, Philadelphia, Pa., bearing the title "A Report to the American People on UNESCO."

It is my sincere hope that every parent of every child in America may be able to read the inroads that this infamous plot has already made in the educational system of America, and, reading, may feel impelled to do something about it, both locally and nationally; and particularly at the voting booth.

UNESCO, the United Nations Educational, Scientific, and Cultural Organization, is a subversive association. It is consciously furthering a campaign calculated to pervert the teaching profession in this country, and so destroy the worth and integrity of America's first bulwark of freedom — our tax-supported public schools.

working under the direction of Mr. Miller, instead of the President. Mr. Miller will work under the direction of the President, who in turn, works under the direction of the Board of Governors. In this manner the chain of authority of the Board is kept intact and the load of the President will be lightened. In addition to the Washington work, Mr. Miller will have other work to do as assistant to the President.

For seven years the Federation has been building and laying the groundwork for this year's program. The February issue will bring to you copies of

Strong words? Yes, but not strong enough to alert you and the American people to a proper understanding of the UNESCO menace, which, unless met squarely and eradicated by the concerted action of parents, teachers and the general public, may shortly transform our schools into laboratories for the systematic destruction of all sense of national allegiance and loyalty in the minds and hearts of America's school children.

#### **SCHEME TO PERVERT PUBLIC EDUCATION**

UNESCO's scheme to pervert public education appears in a series of nine volumes, titled "Toward World Understanding," which presume to instruct kindergarten and elementary grade teachers in the fine art of preparing our youngsters for the day when their first loyalty will be to a world government, of which the United States will form but an administrative part. The booklets bear the following individual numbers and titles:

1. Some Suggestions on Teaching About the U. N. and Its Specialized Agencies.
- II. The Education and Training of Teachers.
- III. A Selected Bibliography.
- IV. The U. N. and World Citizenship.

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a number of bills and details of the coming year's program. Some of the bills presented in that issue will be copies of bills, connected with the Washington legislative program. Others will be suggested bills for introduction into the various state legislatures. We urge our members to study these bills. The ones intended for introduction into state legislatures should be explained to other health groups and a committee formed to start working on state legislators, to the end when the next session is held you will have some legislator ready and willing to introduce the bill.

V. In the Classroom With Children Under 13 Years of Age.

VI. The Influence of Home and Community on Children Under 13 Years of Age.

VII. Some Suggestions on the Teaching of Geography.

VIII. A Teachers' Guide to the Declaration of Human Rights.

IX. Some Suggestions on the Teaching of World History.

#### COLUMBIA HOTBED OF BRITISH FABIANISM

These booklets are cheaply priced for maximum distribution and are printed by Columbia University Press, New York. This seems appropriate, considering the role Columbia's Teachers College has long played in developing new methods for radicalizing and internationalizing public education in this country. The institution has become well-known as a hotbed of British Fabianism, that peculiar type of creeping socialism which sired the present Labor Government which has reduced England to a fourth-rate power and a star boarder in the European section of America's world charity ward.

#### TEACH DISLOYALTY TO CHILDREN

UNESCO'S booklets read like the propaganda put out by United World Federalists, Inc., which has been denied tax exemption because of its specifically political nature. They begin by advancing the totally un-American doctrine that the prime function of public education in the United States must be that of capturing the minds of our children, at the earliest possible age, for the cause of political world government. The teacher is urged to devote every classroom minute to this end, and every subject taught must serve, or be revised in such a manner that it is made to serve, this same central objective.

The program is quite specific. The teacher is to begin by eliminating any and all words, phrases, descriptions, pictures, maps, classroom material of

teaching methods of a sort causing his pupils to feel or express a particular love for, or loyalty to, the United States of America. Children exhibiting such prejudice as a result of prior home influences—UNESCO calls it the outgrowth of the narrow family spirit—are to be dealt an abundant measure of counter propaganda at the earliest possible age. Booklet V, on page 9, advises the teacher that: "The kindergarten or infant school has a significant part to play in the child's education. Not only can it correct many of the errors of home training, but it can also prepare the child for membership, at about the age of seven, in a group of his own age and habits — the first of many such social identifications that he must achieve on his way to membership in the world society."

#### In Memoriam

We know that the many friends of Mr. Alden W. Welch will be saddened at the knowledge of his passing away on the 30th of October. However, his wife Elsa is carrying on with her work for the Federation and the Independent Citizens Research Foundation for Degenerative Diseases.

#### Polio - Polio - Polio

Do not believe the false press and radio statements on this subject. The law provides that your child need not be immunized against Polio unless you want it so.

All you have to do is to file a letter for each child with your local school official. In the letter state you do not wish your child to be immunized as it is against your belief. The belief need not be religious. The Federation has form letters for you to use.

The State Board of Health cannot change the law. All it can do is to tell the schools how to proceed.

NATIONAL HEALTH FEDERATION BULLETIN

## SCHOOLS AS TOOLS

*The following is the text of a letter written May 15th, 1961, by L. A. Alesen, M.D., 124 So. Los Palmas Ave., Los Angeles 4, California.*

This is the kind of approach to be expected of the mental healthers, and to combat it you would do well to fortify yourself with some of the questionnaires now used in school counseling activities throughout the nation if you do not already have them in your possession.

Some of these more pernicious questionnaires are: "The Measurement of Human Wants," from the textbook entitled *A Workshop for College Psychology*, authored by Mount, Helmick, Bugenthal and Maltzman, and published by Prentice-Hall. You can obtain a sample of these questions from The Network of Patriotic Letter Writers, P. O. Box 2003D, Pasadena, California.

Continuing, the "Multiphasic Personality Inventory" (Minnesota), by Starke R. Hathaway, Ph.D., and J. Charnley McKinley, M.D., published by the Psychological Corporation, New York City. I do not have the street address.

"Science Research Associates Junior Inventory," prepared by H. H. Remmers, Purdue University, and Robert H. Bauernfeind, Carleton College. An excellent summary of this and other questionnaires is available from Americans United for Christ and America, P. O. Box 2688, Long Beach, California. Also, The Congressional Record of Wednesday, August 13, 1958, carries a speech on the subject by Senator Barry Goldwater (Arizona), which quotes a number of these questions in use in our schools.

A number of these questions are directed to sex, thus emphasizing in the immature mind an undue pre-occupation with this subject. Others cast doubt upon his home, his parents, his country, his country's flag and his Creator.

It seems very obvious to me that the purpose of these questionnaires is pri-

marily for the purpose of destroying the pupil's moral and spiritual foundations, thus leaving him in a vacuum, which is the ideal and contrived condition for the ready acceptance of the doctrine of the welfare-police-slave state. In these questionnaires our progressive educationists and the Freudian psychiatrists and psychologists working with and directing them are following precisely the plan used by the Soviets. Perhaps the greatest obstacle to the collectivist is the solid, middle-class American home, and it is almost impossible for him to destroy our Constitutional Republic as long as the home remains intact; hence, his indirect attack upon it through the subterfuge of school counseling and mental health centers, in which the basic errors of Freud and his followers will be the motivating force. Of course, as you know, this means the teaching that "freedom from morality" is the only sensible means to cure mental illness.

An article by W. Cleon Skousen in the February, 1961, issue of professional police magazine, *Law and Order*, entitled "Law Enforcement Looks at 'Mental Health'" is most constructive. I believe you could obtain a copy of this article from Mr. Skousen, by addressing him at 2197 Berkeley Avenue, Salt Lake City, Utah.

Yours sincerely,

(Signed) L. A. Alesen, M.D.

Doctor L. A. Alesen is Past President, California Medical Association; Past President, Los Angeles County Medical Association; Immediate Past Chief of Staff, Los Angeles County General Hospital; Member, House of Delegates, American Medical Association, 1949; Director, Freedom Club; author of *Mental Robots, Flight from Responsibility* and other works.

W. Cleon Skousen is author of the current best seller "The Naked Communist."

# High School Sex Test Questions Spur Citizen Committee Move

(Published in the Santa Ana, Calif. Register, Tues., Feb. 28, 1961)

**EDITOR'S NOTE:** Some of our readers will find portions of this story objectionable. Even in view of this, The Register feels the obligation of this newspaper to present the facts to its readers and let them make up their own minds as to the right or wrong involved.

**GARDEN GROVE**—An all-embracing cloud of silence has settled over the Westminster High School sex tests—now abandoned—but the full facts concerning the reason for their use continues to be a dark mystery.

In spite of the insistence of school authorities that samples of the test cannot be made available to parents, and the equally adamant claim of the author of the tests in North Carolina that the tests are not to be released to the public, actual copies of it have been obtained.

Frank McDonald, president of the Committee for Fundamental Education, enlisted the services of a professional man who contacted Family Life Publications in North Carolina for samples of the test used at Westminster High School.

The tests are for sale at a price, according to Gelolo McHugh, an instructor at Duke University who evidently operates the sex test business outside of regular university hours.

According to Marcus Hobbs, dean at Duke University, McHugh is on his own in the sex test function. However, Hobbs says that so far as he is concerned, persons whose opinions should count believe that McHugh's work is valuable.

The Garden Grove professional man who aided McDonald in obtaining a sample of the test, obtained it conceivably because McHugh believed he had a potential customer for his product.

When members of the Committee for Fundamental Education and a group of

parents went to the Westminster High School several weeks ago to demand that an end be put to the tests. Gerald Lance, superintendent of the Huntington Beach School District—of which the Westminster school is a part—promised a quick investigation.

Within a day or two, the tests were withdrawn.

The committee, however, has been unable to learn why the tests were utilized in the first place.

Were district funds used to purchase the tests? What purpose could the tests serve when administered to 9th and 10th grade pupils? Was the material part of a new detailed Kinsey report? In simple words, what gives?

The test itself is a four-page leaflet, the second page of which is a clinically-correct cut-away diagram showing male and female reproductive organs.

According to McDonald, an interesting point is the fact that the tests used at the high school were printed on paper similar to that used in mechanical copying machines, with brown ink utilized. He said it gives rise to speculation by the committee that an original may have been obtained by a teacher and then duplicated for use in the school, the possibility existing that the North Carolina testing agency may have lost out in making a sale.

What lends credence to this possibility is the understanding that taxpayers' funds were not used to pay for the tests. At least, that is the claim of the district.

The committee, when faced with this contention, then insisted that the taxpayer—aside from having his child "infected with obscene material in a public school"—needed an explanation as to the possible loss of class time and money involved in administering the test. Whose

authority, they ask, was obtained for use of the tests on local 14 and 15-year-old children?

Sample questions in the test, copy-righted by Family Life Publications, 1955, of Durham, N. C., include the following actual excerpts:

What male sex part becomes larger and firmer? Where is the male most sensitive to touch? Which is the male organ for sex relations?

During sexual excitement which fe-male part usually becomes moist. These are—(student to complete sentence.)

Durnig sexual excitement which fe-male part usually becomes larger and firmer?

In douching, where is the nozzle of the syringe placed?

In another section of the test, the student is required to select the proper word of explanation covering the following conditions:

Low state of sex desire, especially in women. Sex relations of an unmarried male with an unmarried female. Sex relations forced on another. Sex relations of a married person with someone other than husband or wife. Self stimulation of one's sex organs. Lack of ability to perform normal sex relations, especially in men. A woman who limits her sex relations to one man to whom she is not married. Sex relations with a close relative. A woman who offers to have sex relations for pay. A person who has sex relations with a member of the same sex. Sex relations with more than one person during the same period.

McDonald, who has promised to obtain full information on the testing procedure, said he will "stick to it if it takes ten years." He said he believes use of the test on impressionable youngsters is part of a larger nationwide campaign—instituted by atheists—to undermine traditional concepts of patriotism, morals and religion.

"Drawn into the campaign are probably many innocent people," he said, "but it is inconceivable to me that educated people in charge of our young could be pulled into this insidious conspiracy.

"What can a parent do?" Not a word has been raised by the Huntington Beach PTA people nor by the board of trustees. Not even a protest. Not so much as a comment or question."

McDonald concluded: "Is this the trend today? Are we all going down the drain? Aren't there any fighters left?"—Published in The Santa Ana, Calif. Register, Tues., Feb. 28, 1961.

An eight-year-old lad asked his father to teach him the art of self-defense. After a week of strenuous lessons in boxing, the father seemed satisfied with his son's progress.

"Now you won't be afraid of any children in your school," said the proud parent.

"I'm not afraid of the children," replied the child. "It's my teacher I was worried about."

"We squander health  
In search of wealth.  
We scheme and toil and save;  
Then squander wealth  
In search of health,  
And all we get's a grave.  
We live and boast of what we own  
We die, and only get a stone."

## Shocking But True

The page of Blacky Picture Technique, and the questions appearing on the next two pages, are so shocking we would rather not print it. However it is being used in the schools (how many we do not know). This one was used in a school in the state of Washington and we have reason to believe it is being used in many schools. In the school near Seattle where it was used the class age was from 8 to 10 years. You can imagine what such pictures and questions would do to the mind of children of that age, or any other age. This cartoon is the most shocking we have seen. There may be others as shocking or more so, but we have no knowledge that such is the case. Some of the questionnaires used contain statements or questions which are almost as shocking.

(Continued on next page)

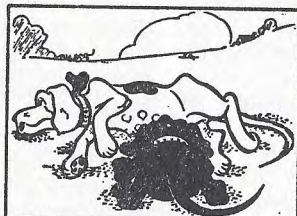


## Appendix D

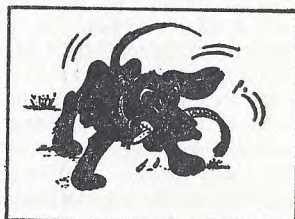
### CARTOONS USED IN THE BLACKY PICTURES TECHNIQUE



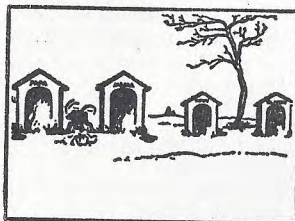
Frontispiece: Cast of Characters



Cartoon I: Oral Eroticism



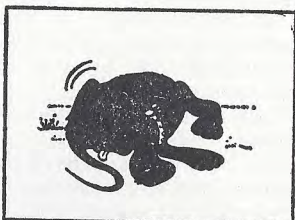
Cartoon II: Oral Sadism



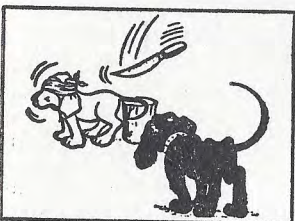
Cartoon III: Anal Sadism



Cartoon IV: Oedipal Intensity



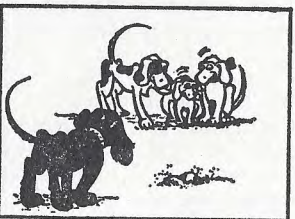
Cartoon V: Masturbation Guilt



Cartoon VI: Castration Anxiety (Males);  
Penis Envy (Females)



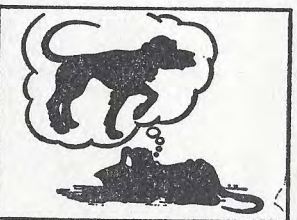
Cartoon VII: Positive Identification



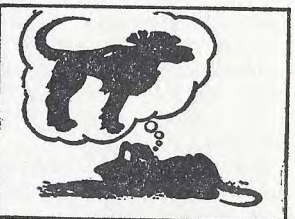
Cartoon VIII: Sibling Rivalry



Cartoon IX: Guilt Feelings



Cartoon X: Positive Ego Ideal (Males);  
Love-object (Females)



Cartoon XI: Positive Ego Ideal (Females);  
Love-object (Males)

## Appendix C

### SUGGESTED INSTRUCTIONS FOR CHILDREN'S FORM (GIRLS)

#### Instructions to Subject

"I've got some cartoons to show you, like you see in the funny papers, and what I'd like you to do is to make up a story about each one. Here are the characters who will be in these cartoons (show frontispiece). Here (pointing) is Papa, Mama, Tippy, and the daughter, Blacky. Now for each picture I'd like you to tell me as much as you can about what's happening and what they are thinking and feeling. I'll leave this over here if you want to look at it later."

I. (Oral Eroticism) "All right, now for the first cartoon. Here is Blacky with Mama" (Record SS)

#### Inquiry:

1. How does Blacky feel here? Is she happy, or not one way or the other?
2. How does Mama feel here? Is she happy, unhappy, or not one way or the other?
3. How much longer will Blacky want to stay there?
4. When Blacky grows up, will she rather eat than do other things—

II. Oral Sadism "Here is Blacky with Mama's collar . . ." (Record SS)

#### Inquiry:

1. Why is Blacky doing that to Mama's collar?
2. How often does Blacky feel like doing this?
3. What does Blacky do next with Mama's collar?
4. What will Mama do when she comes?

III. (Anal Sadism) "Here Blacky is going to the toilet . . ." (Record SS)

#### Inquiry:

1. Why is Blacky doing it over there?
2. Why is Blacky covering it up?
3. What will Mama say to Blacky?
4. What will Papa say to Blacky?

IV. (Oedipal Intensity) "Here is Blacky watching Mama and Papa . . ." (Record SS)

#### Inquiry:

1. How does Blacky feel about seeing Mama and Papa make love? Why?
2. How often does Blacky feel this way?
3. What will Papa do if he sees Blacky peeking?
4. What will Mama do if she sees Blacky peeking?
5. Which would be better — Mama here and Blacky with Papa . . . (pointing) . . . or Papa here and Blacky with Mama?

V. (Masturbation Guilt) "Here Blacky is licking herself . . ." (Record SS)

#### Inquiry:

1. How does Blacky feel here?
2. Whom is Blacky thinking about here?
3. Is Blacky afraid here? (If yes . . .) Of what?
4. What will Mama say if she comes over and finds Blacky?
5. What will Papa say if he comes and finds Blacky?

VI. (Penis Envy) "Here Blacky is watching Tippy . . ." (Record SS)

#### Inquiry:

1. How does Blacky feel about her own tail?

2. Which one of Blacky's family planned for Tippy's tail to be cut off?

3. What will Tippy think about losing the tail?

4. How will the other dogs in the neighborhood feel when they see Tippy's short tail?
5. Would Blacky like to trade her tail for a pretty bow?

VII. (Positive Identification) "Here is Blacky with a toy dog . . ." (Record)

#### Inquiry:

1. Who talks like that to Blacky — Mama or Papa or Tippy?
2. Whom is Blacky most likely to obey — Mama or Papa or Tippy?
3. Whom is Black acting like here — Mama or Papa or Tippy?
4. Which one would Blacky rather be like — Mama or Papa or Tippy?
5. What would Blacky feel like doing if she were the toy dog?

VIII. (Sibling Rivalry) "Here Blacky is watching the rest of the family . . ." (Record SS)

#### Inquiry:

1. What does Blacky feel like doing now?
2. Does Blacky think Tippy deserves the praise?
3. Who does Blacky think is paying more attention to Tippy — Mama, Papa, or both the same?
4. How often does Blacky see this?
5. If Blacky is angry, whom is she most angry at — Mama or Papa or Tippy? Why?

IX. (Guilt Feelings) "Here Blacky is very upset . . ." (Record SS)

#### Inquiry:

1. What might have happened between the last picture and this one?
2. Whom does this (pointing to figure) remind Blacky of?
3. Who is really to blame for Blacky's feeling this way?
4. What might Blacky do now?
5. How long will Blacky feel this way?

XI. (Positive Ego Ideal) "Here Blacky is having a dream . . ." (Record SS)

#### Inquiry:

1. Whom does this (pointing to dream figure) remind Blacky of?
2. How good is Mama compared to this dream?
3. Why would Blacky want to be like this dream?
4. Will Blacky grow up to be like this dream?

X. (Love-object) "Here Blacky is having another dream . . ." (Record SS)

(Continued on next page)

### Inquiry:

1. Who is this (pointing to dream figure) that Blacky is dreaming about?
2. Whom does it remind Blacky of?
3. How good is Papa compared to this dream?
4. Would Blacky want to grow up to be like this dream?

### Cartoon Preferences

Hand the subject all the cartoons, minus the frontispiece, and say, "Now I'd like you to put all the pictures into two piles — the ones you like over here, and the ones you don't like over there (pointing). Just look at each picture for a couple of seconds and put it into one of the two piles." (Record sorting.)

Next say, "That's fine. Now pick out from this pile (point to the "likes") the one picture you like best. (Pause.) Why did you pick that one? (Record choice and reason.) Now from this other pile (point to the dislikes") pick the one picture you think is the worst. (Pause.) Why did you pick that one?" (Record choice and reason.)

## Mental Health

Mental Health Bills are being promoted in nearly every State of the Union, by which power is being placed in the hands of a few to imprison in mental institutions those which they seek to silence and destroy. Already we see what happened in the Earl Long case in which the opposition in that State virtually forced a Governor to flee and take refuge in another State and then having done so, they sought to remove him from office as being mentally ill because he raised his voice against certain of the legislators.

In Michigan, House Bill 156 is so set up that you can be arrested without a warrant, and a friend (not defined) or an employee of the Government may order you committed. You are no longer guaranteed the protection of your physician. You are denied an opportunity to speak in your own behalf, and the court shall not be bound by rules of evidence.

The editor of this paper has on hand two cases of patriots, one in Houston, Texas, and one in Twenty-Nine Palms, California, who have been so committed within the past month, and their friends were unable to help them because they were denied jury trial.—Christian Battle Cry, Vol. 4, No. 5.

## IS THIS EDUCATION?

The following is an exact copy of the questions asked by Cecil M. Cook, teacher in the Van Nuys, Calif., High School, of his Second Year High School Physiology Class . . . a mixed class of 30 boys and girls, ages 15 to 18 . . . with scored results.

### HIGH SCHOOL PHYSIOLOGY II

	Never	Once	More
1. Kissing .....	17	42	30
2. Masturbation .....	14	2	2
3. Light petting .....	1	11	5
4. M—Fondling breast or genitals..	15	1	4
5. F—Fondling male genitals.....	25	1	4
6. Sexual intercourse.....	20	2	9
7. Sexual activities to near intercourse .....	30		
8. Sexual excitement with same sex .....	30		
9. Sexual excitement with animal..	30		

The End

Some of the Teacher's comments:

"Males are more experienced in these areas."

"Kissing is universally accepted."

"Not naive enough to believe that these were honest answers."

The Text-book used in this same class is:

HUMAN ORGANISM by Russell DeCoursey Pub. by McGraw Hill, New York (\$6.50), and furnished to the Van Nuys High School free of charge by the Los Angeles City Board of Education for class room use.

According to the Preface of the book itself, it is designed for college use. Certain chapters belong only in a text book for advanced pre-medical students.

Does a study of sex abnormalities and deviations belong in a classroom of mixed High School teen-agers?

The Los Angeles Times reported on February 11, 1961—Quote: Teacher who polled sex habits, as above, cleared by State Board of Education with statement, "He used bad judgment but has done nothing to cancel his teaching credentials."

The Los Angeles School Board investigated his conduct and permitted him to return to his duties as a teacher.

NATIONAL HEALTH FEDERATION BULLETIN

# Federal Aid to Education

By MRS. ANNE LORENZ

About six years ago when a number of us in the state of Washington decided we had had enough of Mrs. Pearl Wanamaker our State Superintendent of Public Instruction, who for some twenty years had practically run our schools with her powerful political machine for Progressive Education, a new name appeared, that of Lloyd Andrews who, the papers said, intended to run against Mrs. Wanamaker in the then coming election. We knew little about this man, but were told he was against FEDERAL AID TO EDUCATION.

For a number of years prior to that time, I had been very active in Parent and Teacher Association work, and for my effort had been presented with an honorary life membership to the Washington State Council of Parents and Teachers. One of the women with whom I had been working called me one morning and said "Say, do you know that Lloyd Andrews is AGAINST FEDERAL AID TO EDUCATION?". Yes, I answered, I am well aware of that. Well, said she, "WE CAN'T AFFORD TO HAVE SOMEONE LIKE THAT ELECTED." On the contrary, I said, that is precisely why I am for him. Needless to say, that ended our friendship, and the next day a friend who felt as I did about Federal Aid to Education, and I went into Seattle, entered the office of Lloyd Andrews and offered our services to campaign for him in any way we were needed.

Following the election of Mr. Andrews, a number of us women who had become acquainted in his office, decided to form a study group and study EDUCATION, mainly curriculum. Little did we think at that time that our studies would eventually label us as anti-communists, for at that time we were not aware that the WORLD CONSPIRATORS had a hand in what we called PUBLIC EDUCATION.

Today, we know a great many facts, and we know that the millions of dollars given to the schools in Federal Aid have enabled evil men and women to indoctrinate young minds with the virus of socialism through a process which bears the fraudulent label of "progressive" education, which has delivered into our communities a succession of school classes afflicted with an amazing form of illiteracy. This small handful of almost unknown men and women, banking on the average American's ignorance of European revolutionary methods and on his tendency to leave teaching to the teachers proceeded to turn the public school system of America upside down. The socialist planners in the educational world accomplished two purposes, keeping American children ignorant of their own history and traditions, and making them "world-minded," through the textbooks used in the progressive system. American history, geography and government were lumped all under one subject called "social studies" and expanded to cover the world.

Much of this evil has been done through UNESCO which is short for United Nations Educational, Scientific and Cultural Organization. Alger Hiss probably had more to do with the creation of that Charter than any other single individual, for it is one of the specialized agencies of the United Nations. From an educational program to further maintenance of our National Sovereignty, Florence Fowler Lyons gave a speech on November 15, 1952, the title of which was THE MENACE IN UNESCO. Copies may be obtained by writing to S. D. Vet. Comm., P. O. Box 702, Encinitas, California. Another fine publication written by Rosalie Gordon, gives a clear analysis of a very serious condition. The title is WHAT'S HAPPENED TO OUR SCHOOLS, and

(Continued on next page)

may be obtained from the FIGHT FOR FREEDOM LIBRARY, 3753 Brooklyn, N.E., Seattle 5, Washington. From the same address in Seattle you may obtain copies from Congressional Record telling about THE GREATEST SUBVERSIVE PLOT IN HISTORY—REPORT TO THE AMERICAN PEOPLE ON UNESCO, priced at three cents each. In this report you may read about the SCHEME TO PERVERT PUBLIC EDUCATION, COLUMBIA TEACHER'S COLLEGE THE HOTBED OF BRITISH FABIANISM, TEACH DISLOYALTY TO CHILDREN, POISONING THE MINDS OF TEACHERS, TEACHERS URGED TO SUPPRESS AMERICAN HISTORY, LOGICAL TEACHING METHODS TO BE DISCARDED, TRUTH IS TO BE SUPPRESSED, LIKE A PASSAGE FROM MARX COMMUNIST MANIFESTO, OBJECTIVE: A ONE-WORLD GOVERNMENT, CORRUPTING THE MORALS OF YOUR CHILDREN, etc., etc.

And so in 1961 we learn that President John F. Kennedy sent a special message to Congress proposing a three-year, 5.6 billion dollar federal aid program to public schools and colleges. The program would include federal grants to states for classroom construction and teachers' salaries; grants and loans for construction of colleges and to university students; and so on. The federal government's traditional responsibility in the field of education is a distortion of history and principle which has become quite commonplace. The Constitution clearly denies the federal government any power to have anything whatever to do with the education of the people. It is true that Congress and the President and the Supreme Court have been violating the Constitution for years by meddling in education; but the commission and repetition of a high crime does not legalize it or transform it in to something moral.

Federal aid to education, of course, is a perfect gimmick for the progressivist revolutionaries. They talk about "school needs" but they have not for-

gotten the old adage that he who pays the piper calls the tune. The drive is spearheaded by the National Education Association which as we have seen, put over on our schools the teaching of "the new social order" and progressive education. The NEA maintains, in fact, a powerful lobby in Washington, financed by the dues of its teacher-members, which backs vigorously every plan to get the hand of the federal government on our schools, and at this point their plan is about completed.

About nine years ago during Eisenhower's administration a new arm of the government appeared, that of the Department of Health, Education and Welfare with leftwing "mental health" organizations, in virtual control of important aspects of public education. We now find tests of many sorts being used on our children. Standardized testing, personality inventories and psychological studies. These we feel do much harm to the minds of our children, and since we are engaged in a psychological war for the mind of man it seems it has now been moved down to encompass the minds of our children. An interesting article on the subject may be found in THE FIGHT FOR OUR CHILD'S MIND, which may be obtained by writing to the National Defense Committee of the DAR, 1776 D Street, Washington, D.C.

**The sinister craze for this kind of standardized "testing" of school children reached alarming proportions some time ago; but it did not become an organized national movement until the Department of Health, Education and Welfare moved in with tax money made available by the National Defense Education Act.**

In 1957, just after the Soviets launched their first sputnik into space, thus allegedly demonstrating that their research in some aspects of the physical sciences was more advanced than ours, President Eisenhower spoke to the nation on the need for improved education in America. He recommended national

(Continued on next page)

NATIONAL HEALTH FEDERATION BULLETIN

examination and testing as a means of establishing standards "of excellence" which all school systems could measure themselves by.

His suggestions drew cries of protest from school teachers and school officials and parents who foresaw, in such a proposal, federal control and standardization of school curriculum and teaching methods.

**President Eisenhower did not press his idea; but the next year, 1958, he signed the National Defense Education Act into law. One of the practically unnoticed portions of this law was Title V which provides for grants to state educational agencies to assist in establishing and maintaining programs of guidance, counseling, and testing; which provides for grants to "guidance institutes" to improve the preparation of counselors; and which authorizes assistance to the states for "testing" in secondary schools.**

Since this 1958 law went into effect, there has been a frightful rash of studies and "testing" of school children by private research organizations, and university departments of sociology and psychiatry, and institutes of various kinds—all financed, in part, with federal tax money.

The most ambitious of all the "testings" of our high school youth was "Project Talent," the results of which were fed back from IBM computers to the 1,000 American high schools which served as collection depots for the nationwide federal inventory of student aptitudes.

Project TALENT, an unprecedented federal foray into the field of pupil testing, was maneuvered by pro-federal aid forces after terms of the National Defense Education Act closed the door to them in 1958. Under NDEA's Title V, pupil guidance and testing is placed under state-local supervision.

Now, tons of Project TALENT questionnaires, bootlegged into the schools have lifted one billion bits of information from 500,000 boys and girls in the country and city, and in public, private

JANUARY, 1962

and parochial schools all over the nation.

Federally-sponsored, and costing \$1,234,304, the deed was accomplished during the week of March 1, 1960. Equipment consisted of test booklets, answer sheets and administrators manuals. A scatter chart of the collaborating schools shows the heaviest sampling concentrated east of the Rocky Mountains.

"Scientifically selected" American classrooms were turned into human laboratories at the whim of the federal Office of Education. The data collected also got financial assistance from the National Institute of Mental Health, the Office of Naval Research and the National Science Foundation. A private testing organization, the American Institute for Research, conducted the data census working under the aegis of the University of Pittsburgh.

One million days of student time were consumed in answering such questions of educational import as

What kind of friends would you like to have?

1. Kind but dumb
2. Cheats but does not steal
3. Smart but lies
4. Very dumb but not mean.

Lay adults are prevented from seeing the questionnaires, in spite of the fact that public money—their money—is paying for the experiment. Educators in charge have placed Project TALENT'S questionnaires under a blanket of secrecy.

Use of your Federal tax money for this sort of questioning is "OKed" under Public Law 531 of the 83rd Congress. The legislation authorizes "cooperative research in education" between the federal government and universities, colleges, and state educational agencies. Omitted from authorization are private, commercial, non-governmental or independent organizations.

After being milked of data, students were supposed to receive Project TALENT membership cards to carry in their wallets—and the expectation of being

(Continued on next page)

traced and located for later questioning. At the end of one year, and five, ten and 20 years after high school graduation—Project TALENT specimen students are to be queried about post-Project behavior: did they go to college? get married? become scientists? Many “cum” files presently in school offices are designed so that such information may be added.

**There is much more information available on guidance counseling and testing in our schools, but many of us feel that to put pseudo-psychiatrists and psychologists (whose only qualification is a six-weeks indoctrination course under the auspices of the Department of Health, Education and Welfare) in charge of this dangerous program is a preposterous scheme, and we would like to see it removed from all schools.**

This brings us down to the newest report recently published by DAN SMOOT which I urge everyone to order, read and act upon. This is report No. 41, Vol. 7, October 9, 1961 entitled INTERNATIONAL CONTROL OF EDUCATION. Order one copy for 25¢, or 6 for \$1.00 from the DAN SMOOT REPORT, P.O. Box 9538, Lakewood Station, Dallas 14, Texas.

## Youths Soft, Says Wilkinson

WASHINGTON, D. C., June 6—President Kennedy's special adviser on physical fitness has told Congress that American youth is getting soft.

Charles (Bud) Wilkinson, athletic director and head football coach at the University of Oklahoma, said recent studies at Yale, West Point and the University of Illinois show “a gradual deterioration” in the physical fitness of young Americans.

Wilkinson told a House education subcommittee that other studies also indicated U. S. youths were “not nearly as fit” as those in Great Britain or Japan.



Miss Catherine S. Bachan, Clerk NHF  
709 Mission Street  
San Francisco 3,  
California

The above illustration should be of interest to most of our members. We have entered into this project because so many of our members have requested us to provide them with this type of sticker.

The illustration with the address on will be very useful to folks who like to have their name and address on their letterheads and envelopes, yet who do not have printed stationery. These can be had at the rate of \$1.00 for 200. Orders should be sent to the Federation at its San Francisco office.



## New Federation Pin

The above is an illustration of our new Federation pin. These are gold filled and make a very attractive pin or insignia. These can be had in many forms. Lapel pins, bracelet charms, brooches, for necklace piece, tie clips, etc. See price list below. These pins are very attractive and any one can be proud to wear one.

Lapel button or pin or charm.....	\$2.75
Tie Tac .....	2.95
Tie Bar .....	4.50
Tie chain .....	4.95
Bracelet .....	4.50
Bow knot Brooch .....	4.50

All orders, or request for illustrated pamphlet should be sent direct to L. G. Balfour Company, attention Fred G. Stambaugh, 121 University Place, Pittsburgh 13, Pa.

NATIONAL HEALTH FEDERATION BULLETIN

# Hard to Believe, But True

*The following is taken from the “Report of the Joint California Legislative Committee on the Public Educational System.” We are reproducing it in this issue, because it is an official confirmation of material to be found on other pages of this Bulletin. This report, consisting of 124 pages and cover, was published by the Senate of the State of California. It contains both the majority report and the minority report of the committee. The content is authentic and points up a condition in our schools that should shock every citizen into action.*

*Ask your State Senator to secure you a copy or advise you where you can obtain one.*

*The joint Interim Committee was assisted in its investigation by a citizens committee consisting of 28 outstanding citizens. The following is from the minority report of the citizens committee as published by the Senate of the State of California. We shall reproduce only those portions relating to mental health and attitudes.*

From here on we quote from the official record:

### INTRODUCTION

This Commission was established by the Legislature to examine education in the State of California and make specific recommendations. After examining the final draft of the majority report, we find that it treats only some of the symptoms instead of the causes of the problem; and our conscience impells us to submit the following report. Considering the amount of money that has been spent on this Commission, the Legislature and the people of California are entitled to know what we found to be wrong with education in the public schools of our State.

This Commission has found considerable evidence that the State Department of Education is deliberately flouting the laws of this State.

This Commission has found that additional funds will not solve the problems of education to California.

This Commission has found the State Department of Education, in its philosophy of “Progressive Education,” is using all the children of this State as guinea pigs.

This Commission views with alarm the mushrooming bureaucracy of the State Department of Education.

We know that anyone reading this report will be horrified and ashamed of the existing conditions and will back the Legislature in making the necessary changes.

### Recommendation No. 2

That the Legislature take decisive action to force the State Department of Education to change its educational Philosophy to comply with the laws contained in the Education Code.

The philosophy which is and has been fostered by the State Department of Education is contrary to the principles of American Democracy as established by the Constitution and Declaration of Independence, to the wishes expressed by the Legislature through the Education Code, and to the ideals of the parents. It is also contrary to sound teaching. Because the philosophy encourages a disregard of academic achievement, some points of this objectionable philosophy are listed below:

1. Academic achievement must be discouraged.
2. Report cards are called “nasty little status cards.”
3. Competition is viewed as harmful.
4. Religion is treated as a factor which contributes to bias or prejudice.
5. Individual improvement is discouraged in favor of conforming to the lower standards of the group.
6. They encourage the student's dissatisfaction with his parents and undermine parental authority.

(Continued on next page)

See Part III for supporting evidence.

### Recommendation No. 3

That the Legislature withhold ADA funds from any district found administering behavior, personality, attitude, life adjustment or similar tests to elementary, high school, or junior college students. These vicious tests should be barred from use in this State by anyone, including the State Department of Education.

It was brought to the attention of this Commission that questionnaires of religious attitudes are also being circulated. This is contrary to the law and should be stopped. While holding hearings throughout the State, administrators and supervisors appearing before this Commission denied knowledge of the existence and use of these tests (an example of the lack of integrity in the system). However, they were obtained from other sources and the use of them found to be widespread. Some examples taken from these tests are as follows:

Which is worse?

1. Spitting on the Bible.
2. Spitting on the American Flag.

Which is worse?

1. Denying the existence of God.
2. Laughing while the Star Spangled Banner is being played.

How much money would you want to eat a pound of human flesh?

How much money would you want to spit on the crucifix?

Some personal questions asked fourth graders:

My mother and daddy often fight.

I am afraid of my mother.

I have to pick my nose a lot.

Some questions asked students about their teachers.

Do you think that some of the women instructors in this school show favoritism toward boys in their classes? (Same question about male teachers.)

Do you think that this school is run as if it were a prison?

Do some of your teachers produce a feeling of fear in you?

See Part III for supporting evidence.

### Recommendation No. 5

That the Legislature enact a law with severe penalties to protect the children in the public schools from being subjected to courses that include materials from the State Department of Mental Hygiene.

Some of the material furnished free to the public schools by the State Department of Mental Hygiene is obscene; the balance is detrimental to the minds of young children. Some of their films were actually taken in mental institutions and, when shown to high school students, cause evil consequences. **We would not allow doctors to come into our schools and practice with experimental vaccines; yet we allow these unqualified people to experiment with the innocent minds of our children, which are more delicate than their bodies.** Under present conditions, Life Adjustment Bulletins and the film library of the State Department of Mental Hygiene are being used in some school districts without board approval or parental knowledge. It should be realized that children in school are a captive audience and forced to participate in these experiments. **The children are not the property of the public schools, but belong to their parents.** This fact is being deliberately ignored. The increasing flow of filth into the schools must be stopped. This is a sinister program.

See Part III for supporting evidence.

### Recommendation No. 11

That all records of a child must be readily available to his parents and guardians.

The child is not the property of the public schools, but belongs to his parents; therefore, to deny any information regarding the child is an infringement on the parents' right and should not be tolerated. Much of the present criticisms of education would have been averted if schools had considered the education of the child as a shared responsibility. To help the child to develop intellectually, morally and physically to his maximum potential cannot be done if the home is

(Continued on next page)

left in ignorance as to the child's work in school.

Also, these cumulative records can contain results from attitude, behavior and personality tests. **This damaging information would follow the child throughout his school career and become permanent records.**

### Recommendation No. 34

That the Legislature appoint a committee of scientists to examine and report on the science instruction in California high schools.

Since Federal Aid is being received to expand the science program, it is important that there be some science content in it. It is quite obvious that the State Department of Education is not capable of handling this program. The point of view of the State Department of Education in calling the following courses science.<sup>1</sup>

Personality  
Adolescent Changes  
Family Relationships  
Driver Education  
Gardening  
Child Development and Observation  
Home Making  
Health Fads and Quackery

is ridiculous. We recommend an examination similar to the one made of the San Francisco Schools.

### Recommendation No. 35

That sex education is not the function of the schools and should be eliminated

This Commission is horrified by the Teachers Guide in Health Education for Secondary Schools which was published by the State Department of Education in 1952 with public funds. If certain religious groups knew what was being recommended for discussion on Page 54, 5-B 1, they would be equally concerned. With the increase of illegitimate births among teenage girls, the schools would be wise to keep away from this type of discussion, lest the blame be laid on their doorstep. This subject is now presented in each of the following courses: Senior Problems, Health, Social Studies, Home Economics, and Biology, etc. This is one of the responsibilities belonging to the

parents and should be left there.

See Part III for supporting evidence.

### SUPPORTING EVIDENCE FOR RECOMMENDATIONS 1 AND 2

The Legislature through the Education Code of California specifically refers to subjects which are to be taught in the schools of this State, and has amply provided for sound education. The State Department of Education is violating the code by reorganizing instruction and substituting indefinite goals for subject matter goals. Nowhere in the Code is there any reference to **teaching broad areas of life experience or changing the attitudes and beliefs of children** which is the basic philosophy of the State Department of Education.

Listed below are some of the beliefs on democracy and good citizenship which are to be changed:

#### From

The democratic principles defined in the Declaration of Independence. The Constitution, and the Bill of Rights. Fixed ideals of the American way of life. Independence  
Individualism  
Individual achievement  
Respect for adult authority  
Love of freedom  
Loyalty to this nation  
Competition between individuals  
Recognition for work well done  
The parents are responsible for the whole child.

#### To

Constantly changing democratic principles.  
The developing American way of life.  
Interdependence  
The group or collectivism  
Group participation  
Respect for the group  
Love of security  
Loyalty to the world  
Conformity in the group  
Equal recognition for unequal work  
The schools are responsible for the whole child.

<sup>1</sup> "Evaluating Pupil Progress," California State Department of Education, Bulletin, (Continued on next page)

- Vol. XXI, No. 6, April, 1952, p. 5.  
 2 Teachers Guide to Education in Early Childhood, California State Department of Education, 1956, p. 8.  
 3 "Evaluating Pupil Progress," California State Department of Education, Bulletin, Vol. XXI, No. 6, April, 1952, p. 1.

### SUPPORTING EVIDENCE FOR RECOMMENDATION No. 3

The public schools in the State of California use many different devices to test the attitudes and beliefs of school children—given without the consent or knowledge of the parents—and they obviously feel that these devices are valuable. It seems strange to us that tests on such intangibles as attitudes and beliefs are considered reliable and helpful; whereas, tests on tangible knowledge acquired by a student in a certain subject are considered unreliable and harmful.

We object to the tests which we found in the foregoing material because they: Pry into children's innermost thoughts. Force and teach them to tattle on their parents. Brainwash them to change their beliefs and feelings. And they violate the fifth amendment by compelling the student to incriminate himself by providing evidence which may be used against him.

These tests are:

- Detrimental to the normal growth and development of children.
- Harmful to their mental health.
- Propagandizing children to question and reject the American ideals as well as the beliefs of their parents.
- Directing the children's minds into the garbage pit of human thought.

Repeated use of such tests throughout the school life of a child will have an influence, not only on the child, but on the American way of life as well, for the children who are in school today will shape America tomorrow. Aristotle recognized this fact more than 2,000 years ago, when he said, "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth." America in the future will reflect the attitudes, beliefs, and ideals which children

are learning today. These brainwashing tests constitute a savage attack on the children of this Stae. Children must be protected from them.

### Examples of Tests

1. Examples of tests that pry into children's innermost thoughts. The following questions were selected from the SRA JUNIOR INVENTORY. It was used in the 4th to 8th grades in the Sutter-Union School District of Sacramento County, May, 1958.

### EXAMPLES FROM "SRA JUNIOR INVENTORY"

#### MY HEALTH

1. I wish I didn't have pimples on my face.
22. I can't hold onto my pencil.
45. Sometimes I wet my bed.

#### GETTING ALONG WITH OTHER PEOPLE

46. I need more friends.
49. I don't like people.
57. I'm afraid of people.
78. Nobody likes me.

#### ABOUT ME AND MY SCHOOL

102. I don't see why I have to go to school.
  118. I'm afraid of tests.
  121. I don't like teachers.
  127. Teachers don't like me.
- #### ABOUT MYSELF
135. I'm afraid someone will hit me.
  142. Sometimes I have to steal things.
  149. I worry too much.
  159. I'm afraid of loud noises.
  162. I'm afraid of the dark.
  173. I can't go to sleep at night.

The foregoing questions from the SRA Jr. Inventory compel the child to expose his secret thoughts. In answering, the child's thoughts would be centered on himself and his problems. The child could develop an exaggerated concern with himself and his problems, and thus become neurotic.

The following was selected from "A Questionnaire of Religious Attitudes," available in the Kern County Union High School and Junior College District.

(Continued on next page)

### Examples from "A Questionnaire of Religious Attitudes"

4. Man has no soul or spirit. He is just a superior animal with nothing but a physical body.
18. Values are all relative. There are no absolute standards of right and wrong.
38. Religion is merely a crutch which insecure people rely on.

These questions snoop into a student's beliefs on spiritual values and religion. They would lead the student to question his beliefs. A yes answer to all three would indicate a person was a materialistic, atheistic person. A no answer would indicate a person with firm religious and spiritual beliefs. The schools have no right to collect such information on students.

The following items were selected from "Moral Value Inventory," available in the Kern County Union High School and Junior College District.

### Examples from "Moral Value Inventory"

18. I believe that in general it is wise
  - 1. to know a person well before you fully trust him.
  - 2. to feel you can trust most people.
25. I believe that it is more important for a father to be
  - 1. kind
  - 2. successful in his occupation.
26. The size of a man's income should, at least in part, determine his status in society.
  - 1. Yes.
  - 2. No.
61. I believe that if I hit a dog on a lonely country road and was traveling at a rather fast rate of speed:
  - 1. I am sure I would stop.
  - 2. I might not stop.
71. Which of these character traits do you consider the more desirable?
  - 1. reverence
  - 2. unselfishness
75. Which is worse?
  - 1. Blasphemy (taking God's name in vain).

—2. Using an obscene word in referring to one's own mother.

1. I am proud of the way my parents look
2. My parents are always willing to listen to what I have to say
6. I enjoy telling my parents about school and parties and different things
9. My parents permit me to take part in important family discussions and decisions
10. My parents let me make many of my own decisions

Fine your parents 10 points for each item that you check. A score of 70 or over means that you're pretty well pleased with your parents.

This type of criticism and rating by children would separate the child from his parents. In looking for the parent's faults, the child would lose respect, and the parents would be deprived of authority over their own children.

### III Examples of tests that undermine America and religion.

#### Examples from "A Questionnaire of Religious Attitudes"

(Available in the Kern Co. Union High School and Jr. College Dist.)

3. Christ was God himself in the form of a human being. Yes—No—.
5. The world would be better off if science replaced religion as the guiding principle for men's lives. —Yes— No—.
10. God answers prayer by actually intervening in people's lives. Yes— No—.
16. Christ was born of a virgin, as the New Testament says. Yes— No—.
17. After death, man will be judged by God for the way he lived on earth. Yes— No—.
22. The world would be better off without religion because it is based on superstition. Yes— No—.
24. Although there may be a God who created the world, man has no moral obligation to him. Yes— No—.

(Continued on next page)

27. Christ actually rose bodily from the dead after he was crucified. Yes— No—.
33. There is no apparent eternal purpose for man's existence in the universe. Yes— No—.
37. God put men on the earth for a definite reason. Yes— No—.

These questions interfere with freedom of religion. They would compel the student to question and doubt his religious beliefs. Such interference in religious beliefs is illegal.

**Examples from "Moral Value Inventory"**

15. Which is worse:  
 —1. spitting on the Bible  
 —2. spitting on the American Flag .
22. Which is more important?  
 —1. taking the oath of Allegiance to the U. S.  
 —2. joining a church.
41. Which is worse?  
 —1. Denying the existence of God.  
 —2. Laughing while the Star Spangled Banner is being played
46. Which of the following men contributed more to the progress of mankind:  
 —1. St. Paul, (in the Bible)  
 —2. Abraham Lincoln.

These questions are impossible to answer. The child would be required to choose between his faith in God or religion and his loyalty to this country.

**Examples from "Moral Value Inventory"**

12. In the "cold war" between the U. S. and Russia  
 —1. we have sometimes been wrong in making unreasonable demands and refusing to negotiate.  
 —2. we have maintained a position of morality against Communism.
20. Which day is more important?  
 —1. Independence Day.  
 —2. United Nations Day.
33. Which day is more important?  
 —1. Flag Day  
 —2. United Nations Day.

47. The House Un-American Activities Committee has:  
 —1. unjustly destroyed the reputations of a large number of people.  
 —2. been a badly needed barrier against the infiltration of communists into our government and society.
50. I believe that when it comes to our American way of life.  
 —1. It would be foolish to want to change it.  
 —2. There are many things that need to be changed.
64. An economic system based on the principle "From each according to his ability, to each according to his needs" would encourage  
 —1. group industry to produce a better life for everyone.  
 —2. laziness and lack of production.
66. It would be better to avoid war  
 —1. by relinquishing some of our national sovereignty.  
 —2. by remaining so strong that no one would dare to fight us.

These questions undermine America and our way of life by suggesting alternatives.

**IV. Examples of tests that propagandize pupils.**

**Examples from "Growing Up Socially"**

(A Life Adjustment Booklet, published by Science Research Associates, used in San Juan High School, Sacramento County in 1958 at the sophomore grade level)

Text of Social Maturity (pages 13-17) (Correct answers are marked with a X)

- 7—A. I believe America would be better off without letting foreigners come here to settle.  
 —B. I believe America should let only a few foreigners enter each year.
- X C. I believe America should let in as many foreigners as it can accommodate without harming itself.

(Continued on next page)

- 8.—A. I have never had a date.  
 —B. I have had a few dates.  
 (Remember: The students taking this test were high school sophomores.)
17. X A. I play group games regularly.  
 —B. I play group games now and then.  
 —C. I seldom participate in group games.
23. X A. I read world news regularly.  
 —C. I hardly ever read world news.
- 27.—A. I think the United Nations idea has already failed.  
 —B. I think the United Nations idea will succeed.
- 28.—A. I think the idea of world government is just a "pipe dream."  
 X B. I think I shall live to see a world government.  
 —C. I think there will be a world government but not for several centuries.

These questions are opinion molding. They are not really tests of social maturity. However, after taking the tests, children would feel that they had to agree with the correct answers to be socially mature, and they would change their views accordingly.

**VI. Examples of the School Inventory Test given to students to evaluate their teachers and their school.**

1. Do you think that some of your teachers act as if they were bored with their work?  
 2. Do you think that some of your teachers allow themselves to become too familiar with some of their students?  
 3. Do you think that some of your teachers are lazy?

These tests encourage the student to spy and report on those for whom they should have the highest respect. It is a crime that the State of California does not protect its teachers from such harassment. This is another example of the odd philosophy of the State Department of Education.

**VII. Examples of tests that direct the children's minds into the garbage**

pit of human thought:  
 Questionnaire, "The Measurement of Wants" given at Ganesa High School in Pomona.<sup>1</sup>

How much money would you want to:

- spit on the crucifix?  
 eat a pound of human flesh?  
 desecrate a church service?

Unquote.

(Editor's Note: These questions were selected at random from questionnaires, some of which have from 200 to 500 questions and are written in such a manner as to not allow a child to give a true answer with a simple "yes" or "no.")

**THERE IS MUCH MORE TO THIS REPORT.**

We are sorry space does not allow us to print more of this official California State Senate report. We believe that we have quoted sufficient to substantiate the other material used in this issue on the subject of Youth Guidance Counselors and what they are doing to our children's minds.

The reducing salon operator heard the distraught voice of a woman on the other end of the telephone line.

"I'm so upset," the lady said. "My husband bought me a lovely gift last night, and I can't get into it."

"Well, don't worry," said the reducing expert. "A few appointments here and we'll have you slim enough to get into that new dress."

"Dress? What dress?" the woman cried. "My husband bought me a Volkswagen!"

An old man had the habit of always prophesying great calamities to his friends. One day he was predicting to a disgusted listener that a great famine was coming soon, and dolefully asked, "And what would you say, my friend, if in a short time the rivers in our country would all dry up?"

"I'd say," was the tired answer, "go thou and do likewise."—Capper's.

# Information Sources - School Mental Health

By MRS. GERALD ALCORN

Following a long conversation with the principal of my daughter's school in 1949, which shocked me for its implications of the basic relationship of school, child, and parent, I began to study "progressive education" and later the mental health movement. The more I have learned from experience, observation and study the more appalled I have become. The vista which opens before us in the plans outlined in recent federal aid to education bills is nothing less than wholesale psychiatry, called the modifiability of human behavior, which should be called brainwashing, communist style. For those who would like to provide themselves with a background of information by which to understand the public school guidance counseling program I would like to suggest some reading material.

March 21, 1952, the late Congressman Paul W. Shafer made a speech in Congress called "Is There a 'Subversive' Movement in the Public Schools? The Documentation of a Call to the Teachers of the Nation to Reach for Power." This speech is a fully documented study of the early political backgrounds of present trends in education. It may be found in the Congressional Record.

"Emotion and the Educative Process" by Prescott, published by the American Council of Education, Washington, D.C. (1785 Massachusetts Ave., N.W., Washington, D.C. \$6.50) is a very influential book in educational circles and should be read by everyone who wants to understand the theoretical background of the present guidance counseling program. Its thesis is the obligation of the school in guidance and control of behavior by means of "techniques for re-education."

"Psychoanalysis and the Education of the Child" by Dr. G. H. J. Pearson, (W. W. Norton & Co., Inc., 55 Fifth Ave., N. Y. 3, \$6.50) is an example of psychiatric theory applied to children.

It gives detailed obscene explanations of children's behavior, applying fantastic and obscene theories to such common problems as the refusal of a musically talented school boy to practice his music lessons.

It is important to understand the public school program as a part of the whole mental health movement. Two important documents should be studied for the light they shed on the movement as a whole. In the fall of 1945, Dr. Brock Chisholm gave two lectures called "The Psychiatry of Enduring Peace and Social Progress" (Psychiatry, 1711 Rhode Island Ave., N.W., Washington 6, D.C. Forty cents.) A few months later he was appointed Executive Secretary of the Interim Committee of the World Health Organization of the United Nations, of which a Communist was chairman. When this Commission had accomplished its work of establishing the World Health Organization, Dr. Chisholm became its Director General. His thesis in the 1945 lectures is that morality is what is wrong with the world and that psychiatry with the other human sciences must now decide what is to be the immediate future of the human race. **He advocated that the concept of right and wrong should be done away with in the teaching of children and talked about the "poisonous certainties fed us by our parents, our Sunday and day school teachers, our politicians, our priests, our newspapers and others with a vested interest in controlling us." He emphasized that prevention, by changes in society, is the responsibility of psychiatrists.**

The 1948 International Congress on Mental Health was brought about by the World Health Organization. A statement called "Mental Health and World Citizenship" was written for it by representatives of twenty-five countries and approved for action by the Congress.

(Continued on next page)

This long statement makes it perfectly clear that the purpose of the international mental health movement is to change the political, social and economic institutions of society as well as human nature. The statement outlines a plan to alter human personality by a scientific application of psychiatry to the foundations of life in order to make worldwide changes in society. It recommends the use of "mental health techniques" for "re-education" of "all ages and all walks of life."

Dr. Joseph Wortis is an influential psychiatrist who took the Fifth Amendment when questioned about Communist connections. He wrote about his own theories of psychiatry in his book "Fragment of an Analysis by Freud" and about the theories of Soviet Psychiatry in a book called "Soviet Psychiatry." This book is now out of print but should be available in some libraries. The similarities between the theories expressed in "Mental Health and World Citizenship" and in "Soviet Psychiatry" are unmistakable. **The compatibility of both with the theories expressed in "Emotion and the Educative Process" provides a political explanation for the high pressured guidance counselor program.**

Leading psychologists and psychiatrists have made statements about the theories and methods of psychiatry which make clear the imperfections of psychiatry and its lack of certain knowledge and scientific proof and some of the dangers of its use. "Psychology, Psychiatry and the Public Interest" is a collection of papers written by leading psychologists and psychiatrists. It is edited by Maurice H. Krout of the Chicago Psychological Institute but it is now out of print. It is available in some libraries. Among statements in this book made by people in a position to know is printed confirmation of the facts that dangerous mental conditions may result from the use of psychotherapy and that evidence as to why a particular therapy works is no different from that offered

by voodooism, yogaim, diatetics, and so on.

An article by Erich Fromm called "Man Is Not a Thing—Limitations of Psychoanalysis" in The Saturday Review, March 16, 1957, describes some of the undesirable results of psychiatry.

Dr. L. E. Cole, head of the Psychology Department of Oberlin College made a speech at Oberlin, November 19, 1953, called "Premature Psychiatry," calling attention to the lack of scientific proof of formulas for the treatment of mental difficulties and the immaturity of psychology as a science. This speech is probably only available from Dr. Cole himself.

A consultation with Edward Hunter in the House Committee on Un-American Activities, March 13, 1958, on "Communist Psychological Warfare (Brainwashing)" (available from U.S. government printing office) **presents a clear and important explanation of methods for the take-over of the U. S. by Communism of which the penetration of education is a chief part. Hunter emphasizes the breakdown of moral standards as a part of the softening up process for the take-over.** Hunter has also written several books on the subject, the most complete being "Brainwashing: From Pavlov to Powers" (available from The Bookmailer, Inc., P. O. Box 101, Murray Hill Station, New York 16, \$5.00). Many of the elements of the actual brainwashing techniques could be used in a psychiatric program on helpless children who are under the complete authority of the school which they are required by law to attend.

"Brainwashing, A Synthesis of the Russian Text Book on Psycho-politics" describes the control of a country by psychopolitics. It is available from Kenneth Goff, P. O. Box 257, Englewood, Colorado.

Dr. L. E. Alesen, 535 So. Hoover St., Los Angeles 5, who is a Past President of the California Medical Association, has written several pamphlets on the dangers of the mental health movement.

(Continued on next page)



The Canadian Intelligence Service Supplementary Section Vol. 9, No. 11, November 1959, published by Canadian Intelligence Publications, Flesherton, Ontario, is available 15 copies for \$1.00. It is an eight-page pamphlet of information about the political significance of "Mental Health."

The American Public Relations Forum, Inc., Box 587, Burbank, Calif., publishes a great deal of material on the communist connections and political significance of the mental health movement. It sells a Mental Health Kit containing over fifty pieces of material, including "Mental Health and World Citizenship" and "Psychopolitics" for \$10.00.

An outline of the shape of things to come can be found in the 1961 Senate Bill 1726 called Amendments to the National Defense Education Act. This bill should be carefully studied as it provides for the following: a year of training for college graduates to prepare them for counseling and guidance of children under age twelve, which would be enough training for the use of psychiatric or brainwashing techniques on children; the means of compiling in Washington, D.C., for use in electronic brain machines the answers to hundreds of intimate personal questions about the private thoughts and feeling of all public school students, which could give enough information to serve as basis for psychiatric or brainwashing techniques; a means of sending a federal employee to work in any public educational agency or institution anywhere in the United States; permission for the federal Office of Education to spend money without the approval of Congress.

Shall our children be taught their own personal destruction as well as the destruction of our American way of life in our public schools? The pretense of helping disturbed children provides an opportunity for a vicious attack on the children of the nation. Parents should not rest easy until they know exactly what is being done with their own children and with others in the guidance counseling program in the school attended by their own children. Only united public action can stop this program of harm to children and of government control reaching into private thoughts and feelings.

#### YOUR CAMPAIGN KIT

To those of our members and friends, who would like a KIT containing authentic information, with which to meet the false and misleading statements to-wit;—that America's Food Supply is better than nature made it and that depleted soil can produce as healthy food as natural enriched soil, etc., the following will be good news.

The Federation is embarking on a project to furnish our members with such a Kit. This Kit looks a good bit like the one being distributed by the American Medical Association on the outside; there the likeness ends. The A.M.A. Kit is filled with statements by authorities who are apt to be biased because of their employment, training, or because their research funds are provided by business enterprises interested in manufacturing and processing America's Food and or Drugs, as they appear on the shelves of the Food and Drug Stores of America.

The National Health Federation's Kit, contains 14 well written documented pieces of literature, written by men whose research and thinking are not colored by the source of their research funds, their salaries, or previous training. Our purpose in publishing and distributing this KIT is to enable our members to give the public the other side of the nutrition picture. Having both sides of the picture will enable the public to arrive at a true conclusion.

These Kits will sell at the price of \$1.50 each, or in lots of 5 or more at the rate of \$1.00 each. These prices are only sufficient to cover the cost of printing, handling and mailing. If after you receive a KIT, you do not feel you make use of it, or it is not what you expected, you may return it in good condition and your money will be refunded.

Send orders direct to National Health Federation, 709 Mission St., S. F. 3, Calif.

## International Control of Education

In November, 1960, the 11th Session of the General Conference of UNESCO (United Nations Educational, Scientific, and Cultural Organization) convened at Paris to prepare an international treaty outlawing "Discrimination in Education."

When the UNESCO conference ended on December 13, 1960, it had written a "Draft Convention Against Discrimination in Education," to be submitted to all members of the United Nations for ratification as a treaty, binding the ratifying nations to reorganize and direct their educational institutions in compliance with the terms of the treaty.

About the time this UNESCO treaty was completed, a Committee on Mission and Organization of the U. S. Office of Education went to work preparing a report on the role which the United States government should play in American educational matters in the future.

On February 20, 1961, President Kennedy sent a special message to Congress proposing a three-year, 5.6 billion dollar federal aid to education program. The President's proposals were introduced in the Senate as S 1021 and in the House

as HR 7300. Although passed by the Senate (see roll-call vote published in this Report, June 5, 1961), this general aid to education bill was bottled up in committees and never came to a vote in the lower House.

On April 26, 1961, the Kennedy Administration, realizing that its general aid to education bill was in trouble, sent to Congress proposals for amending and extending the National Defense Education Act of 1958. These proposals—introduced in the House as HR 7904 and in the Senate as S 1826—would have given the President substantially what he had asked for in the general aid to education bill.

But about the time HR 7904 and S 1726 (to amend the existing National Defense Education Act) were introduced, the U. S. Office of Education published a 55-page booklet called "A Federal Education Agency for the Future." This was the report which the special Committee on Mission and Organization had been working on for five months, since the UNESCO meeting in Paris.

Stunding this document put out by  
(Continued on next page)

### *It's Here — It's New — It's What Is Needed!*

**A Manual of Deficiency Diseases.** Fifty 8 by 11 pages of it. It's all authentic. It's taken from the best scientific literature. It's the National Health Federation's answer to all the newspaper, radio and magazine half-truths, which during the past year have been fed to the American public.

**It is a portfolio of deficiency diseases,** their symptoms, their explanation. It also contains lists of foods that supply needed vitamins, minerals and amino acts the body needs for proper metabolism.

**It contains pertinent articles,** on nutrition and natural approaches to health.

**It costs only \$1.00 net to members** of the National Health Federation and their friends. Send your order direct to the National Health Federation, 709 Mission St., San Francisco 3, California. These booklets are now ready for distribution.

**Read it carefully,** and send in your comments on how it can be improved. Later, after we have heard from our members, we expect to publish this material in regular book form. Price will be higher then.

# AS WE FACE 1962

the Department of Health, Education and Welfare's Office of Education, alert conservatives in Congress began to fit the pieces together and to find that they were all parts of the same design.

The design—fully worked out in the UNESCO Convention Against Discrimination in Education; in President Kennedy's proposed federal-aid-to-education program (S 1021 and HR 7300); in the President's proposals for amending and extending the National Defense Education Act (HR 7904 and S 1726); and in the Office of Education's booklet about "A Federal Education Agency for the Future"—has three major parts.

(1) One part is a massive federal-aid program which will rapidly eliminate state, local, and private financing of schools and colleges and thus transfer to the federal government total responsibility for education.

(2) This responsibility will be placed in an education agency inside the Department of Health, Education, and Welfare—an agency with such broad administrative powers that it will not be answerable to Congress or to the public, but will merely get its money from Congress on a blank-check basis so that it can erect and direct the kind of American educational system it wants.

(3) This federal education agency will, however, be answerable to the United Nations: it will make regular reports to and work under the general supervision of UNESCO, making American educational practices and institutions conform with what the international socialists and communists demand.

(Editor's Note): The forgoing is taken from the Dan Smoot Report of October 9, 1961, Vol. 7 No. 41. We urge those who are interested in the future of the children of America and our nation's future, to secure a copy of this particular issue as it goes into detail not only about dangers contained in the Federal Aid to Education bills now before Congress. It also gives the full UNESCO Convention (By laws or Treaty) under which our educational system becomes the tool of this branch of the United Nations.

For those of our readers who may want to purchase a number of copies of this particular Dan Smoot Report or subscribe to the weekly reports, we furnish the following information.)

The Dan Smoot Report a magazine published every week by The Dan Smoot Report, Inc., mailing address P.O. Box 9538, Lakewood Station, Dallas 14, Texas, Telephone TAYlor 4-8683 (Office Address, 6441 Gaston Avenue). Subscription rates: \$10.00 a year, \$6.00 for 6 months, \$3.00 for 3 months, \$18.00 for two years. For first class mail \$12.00 a year; by airmail (including APO and FPO) \$14.00 a year. Reprints of specific issues: 1 copy for 25¢; 6 for \$1.00.

## Dangerous Business

The "UNESCO EDUCATIONAL CONVENTION" will be submitted to the United States Senate in the very near future. It has a completely deceptive title, Vis;—

"The Convention Against Discrimination In Education."

First—A convention is a treaty. This treaty if approved by the Senate, will become the law of the land, and thus supercedes all other law on the same subject.

Second—An analysis of this Convention in relation to our educational system reveals that it will subordinate it to the whims of those who control UNESCO.

Third—America's danger lies in the fact of our Senators may not be aware of the hidden dangers in the Convention or Treaty.

Fourth—Once this Treaty or Convention is Ratified by the Senate of the United States, America will have forever surrendered its school system to the control of UNESCO, which at present has ten dominant communistic countries as members. More such are being added each year.

**Ask your Senators not to ratify this Treaty or Convention as it is now written.**

This is an election year and offers us our greatest opportunity to get done in Washington those things which are in the best interest of the health of the general public.

We propose, during this year 1962, to take the offensive along constructive lines and thus place the Drug Monopoly on the defensive. We have three bills of our own before Congress at this time and expect to have introduced two more early in January. The bills are in the best interests of the public and will therefore irritate the Drug Monopoly. To oppose these bills will force them to take a stand against the best interests of the people and will further expose to the public their duplicity and evil purposes.

We propose to take decisive leadership, on the National level in the field of mental health, the poisoning of the water supply of the people and the poisoning of the minds of the nation's school children. This issue of the Bulletin presents the truth about this school matter.

We propose to defend the rights of the Drugless Doctors and the people who believe in the natural approach to the health problem, as well as those who minister to those needs through the preparation and distribution of the necessary products to accomplish that end.

We propose to insist, at every possible opportunity, that when Federal funds are appropriated for health education and/or care, that drugless doctors and their schools share in such funds in proportion to the number of such doctors who are in active practice. One-fourth of all the doctors in the healing field are drugless and they minister to some 30 million people each year. The Federal government spends millions of dollars each year to help educate medical doctors. Is it not just and fair that they should be required to divide those funds with the 25 per cent of the doctors who believe that the natural way is best. They need educational and care facilities as well as do the medicals. The 30 million people who patronize

them pay their share of the taxes, so why should not their health be important enough to warrant their doctors receiving a just share of such funds.

We propose to redouble our efforts to provide the public with the truth about the Natural Approach to Health, through Nutrition, Right attitudes, Pure Natural Food and Drink and Proper Sanitation. This will be done through the printing and distribution of truth literature, and as rapidly as possible through Health Lectures paid by the Federation's Speakers Bureau. These speakers to be well qualified in their fields and with nothing to sell or axes to grind.

The forgoing are proposals which will be presented to the members of the Federation at the seventh annual convention, which will be meeting in San Diego, as this issue of the Bulletin is being mailed to you. We believe the convention will approve. The February issue of the Bulletin will bring you a report as to what action the members take on these proposals.

The National Health Federation is on the march. We need funds to pay the help needed to do this job. The Federation's only source of revenue is from its membership dues and donations from its members and others. Come join with us in this great Crusade for Health and Freedom. This is the Year for Victory.

## IRON

While liver, tongue, poultry, egg yolk, peas, beans and kidney are the richest sources of iron, it is found also in whole grains, seeds, carrots, potatoes and spinach. Iron exists also in flour as it is replaced after having been extracted in the refining process. Iron is the nucleus of every cell and is the essential element in the building and the upkeep of the blood for it has the important task of carrying oxygen through the entire system. It is both the prevention and the cure of nutritional anemia.

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## NATIONAL HEALTH FEDERATION

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## *The Story Must Be Told*

- 1—The year 1962 will be a decisive year in the History of America.
- 2—Our schools have been invaded and our children are being brainwashed.
- 3—Your Editor was shocked awake by learning first hand what is being done to our children under the guise of Progressive Education.
- 4—Some of the material in this issue will shock you. If it does, what do you think it is doing to the minds of the children, who are forced to read it, contemplate it and write answers to the questions?
- 5—This has been a very hard issue to prepare, as above all we wanted to keep it factual and unemotional.
- 6—What can be done to stop it? The only way it can be stopped is to get Congress and State Legislatures to refuse to appropriate funds to carry on this work. You must acquaint your legislators with these truths.
- 7—Do not vote in favor of any school bond issue, unless and until you have been assured that your school system for which the bonds are being voted, does not subject your children to the type of thing portrayed in this Bulletin. You are the power behind the throne. Exercise that power and do your part to protect the minds of your children and preserve our American Ideals.
- 8—Buy extra copies of this issue and distribute them to people of influence.
- 9—Give as liberally to the Federation as you can, even if at a sacrifice.