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NEW YORK SCHOOLS ARE INVADED



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The Coudert Committee

A Spur to Anti-Semitism

A Shield for Pro-Fascists

To Fight Pro-Fascism and Anti-Semitism in the Schools:

- 1—Protest by letters, delegations, resolutions to:
Governor Lehman, Executive Mansion, Albany,
New York;
Your State Senator and Assemblyman;
The Board of Higher Education, 695 Park Ave-
nue, New York;
The Board of Education, 110 Livingston Street,
Brooklyn New York;
District Attorney Thomas E. Dewey, 137 Center
Street, New York;
Frederic R. Coudert, Jr., 27 William Street,
New York.
- 2—Send funds to aid the fight against pro-fascism
and anti-Semitism and to aid the victims of
Coudertism, to the Committee for Defense of
Public Education, 114 East 16th Street, New York.
- 3—We need your help to bring this report to tens
of thousands of people who need the informa-
tion contained in it. If you belong to an organi-
zation arrange for the distribution of this pamph-
let to your fellow members. This edition is
limited. Our ability to print more depends on
you. For every dollar you send us thirty pamph-
lets can be distributed free. Help us print more
pamphlets.

New York Schools Are Invaded



P R E F A C E

Wherever you go, wherever you turn, anti-Semitism is spreading. It is a mark of the increasing tensions, the strained nerves, the sheer worry of a people in a war situation.

Taxes grow higher on incomes that grow smaller. The price of food goes up. The draft takes sons from parents, husbands from wives. Unemployment increases.

Puzzled people, oppressed people, seek an answer: "Why is this happening? Who is responsible?"

And at such points in history those who are responsible for social evils spread the familiar and dangerous story of the scapegoat: "The Jews are responsible." You shudder when you hear it. You know it is false. But what are you going to do about it?

Anti-Semitism is an obvious mark of the main enemy of the people—fascism. Today anti-Semitism is an ugly symptom of an ugly system. Look closely at the anti-Semite and you will find the fascist full-blown. Scrutinize the fascist, and you will recognize the anti-Semite.

The American people hate fascism. They hate it because they know what it means to the people of any country. They hate it in its German form, its Italian form, its Spanish form. They hate it, and will do everything they can to fight it, in its American form. Fascism means to us the endless, unrelenting persecution of the people by means of terror, deceit, and organized brutality. Fascism means anti-Semitism, but also much more than that. Fascism is a violent war against labor and labor organizations. Fascism is the

padlocking of the schools and the opening of the labor camps for youth.

Because the American people so thoroughly hate fascism, no American fascist who hopes to win public support dares come out and say boldly and frankly: "Look, I am a fascist. I want you to support the fascist program of death, misery, and destruction. Follow me." No demagogue is so stupid as to say that. Instead the demagogue, knowing the American people's loathing for fascism, tries to achieve the same end by appearing as an anti-fascist. Huey Long, who was no mean fascist himself, gave the trick away before he was assassinated. "In this country," he said, "fascism will appear in the guise of anti-fascism." The great danger to the American people lies in the fact that they may not soon enough learn to distinguish between the fascist *program, deeds, and backers*, and the anti-fascist *words* in which they may be clothed. This pamphlet is published to help the American people draw this distinction.

THE SOURCE OF ANTI-SEMITISM

How can you identify the real fascist? First, you must know where to look. The *source* of fascism is in *high places*. In Germany it was the Krupps, Thyssens, and the Junkers (big landowners) that put Hitler where he is. In France it was the 200 families. In our own country it is the Economic Royalists, the Money-Changers that Roosevelt failed to drive out of the Temple, the Sixty Families.

Doesn't it stand to reason that the fascists are the men at the top? In whose interests is it to whip up anti-Semitism, to set Gentile against Jew? Who wants to undermine education, reduce learning to Readin', 'Ritin', and 'Rithmetic, cut the school budget, and regiment the young minds of the country? It is those who feed on ignorance, those who fear the people, those who want to cut Big Real Estate taxes. It is not the people, who have always fought for education, for free education in a democracy.

The Coudert Committee dares not and will not investigate the anti-democratic, anti-Semitic, anti-labor attitudes, ideas, activities, and influences operating in our schools. There is anti-Semitism in the schools. There is wholesale discrimination against Negroes in our schools. There is Big Business propaganda about labor and its objectives in our schools. But the Coudert Committee isn't interested.

How could Mr. Coudert care about these things? Wasn't the law firm of Coudert and Coudert the attorney for the Russian Czar? Isn't Coudert even today a defender of the fascist anti-

Semitic regime of Vichy, France? Haven't the Couderts engaged the services of Boris Brasol, *the* Boris Brasol who introduced the anti-Semitic forgery, *The Protocols of Zion*, and sold them to Henry Ford for use in the *Dearborn Independent*? Did not the Coudert Committee add a new wrinkle to the union-smashing techniques of big business by demanding and getting the membership lists of a trade union? Imagine: an employer's blacklist obtained by a legislative committee! Is it any wonder that every reactionary newspaper, every anti-Semite, every Negro-hater and labor-baiter in New York fully endorses the work of the Coudert Committee? Read the record below and get the details of this sordid conspiracy against education and labor.

TECHNIQUE OF COUDERTISM

By this time the Coudert technique ought to be clear. In Europe the Fascists had only one string to their bow: cry Communist, "Red," divide the people on that issue, then smash each section one by one. In our own country, the native Fascists add another string: cry Communist-Nazi-Fascist, make believe you oppose fascism, divide the people, then try to smash them one by one, labor, Jews, Negroes, farmers, liberals. For over a year the Coudert Committee tried the red-baiting. They attacked the Teachers Union, the American Student Union, all progressive student clubs. They have achieved the suspension of twenty-six teachers of the City College, twenty-one of them Jewish, all of them trade-unionists. They have secured the dismissal of David Goldway, Legislative Representative of the College Teachers Union. They have brought about the dismissal of Dr. Max Yergan, the only Negro teacher in any metropolitan college, the only Negro teacher in the 94 years' history of the City College! They have helped secure a criminal indictment against Morris U. Schappes, who is faced with a possible prison sentence of from four to twenty years and a huge fine. They have helped to stimulate all the anti-democratic forces in the Colleges and in the community as a whole. Every anti-Semite breathes more freely because of the work of the Coudert Committee. In short, they have proved that in program and method they are an agency of all the fascist-minded forces in American life. Read the record, and see for yourself.

DON'T BE FOOLED AGAIN

Some will ask: why do we raise this question? Anti-Semitism, they will tell us, is a delicate subject; by calling attention to it you

are really stirring it up. We are certain that, if the German people could live over again the pre-Hitler years, they would *fight* every manifestation of fascism, which includes anti-Semitism. They would uncover this fascist menace as quickly and as thoroughly as they could. We must rip off the masks. Once the people recognize the fascist, they will deal with him thoroughly.

Labor has learned that lesson. The Negro people have learned that submission is an endless trap. The Jewish people are learning that to pussyfoot on this issue is to invite pogroms. As teachers, we have faith in knowledge, in education. We have an indestructible faith in the common people. It is to the people that we submit this pamphlet. It is with them that we hope to win our common battle for education, for democracy, for intellectual freedom, for peace.

COUDERT ADVOCATES FORCE AND VIOLENCE AGAINST DEFENDERS OF FREE EDUCATION

"Now if your dog had rabies you wouldn't clap him into jail after he had bitten a number of persons—you'd put a bullet into his head, if you had that kind of iron in your soul.

"It is going to require brutal treatment to handle these teachers. . . .

"The first step in making it possible for American institutions to work properly is to eliminate from our *public and private* lives those individuals. . . . We cannot live with them nor they with us."

(Speech delivered by Senator Frederic R. Coudert at a meeting of the Republican Business Women on June 3, 1941, as quoted in the *New York Times*, June 4, 1941.)

Anti-Semitic Activities In the Public Schools

THE COUDERT COMMITTEE DISREGARDS FASCIST ACTIVITIES

A legislative committee that really wanted to investigate un-American activities in the schools would have found an extensive public record of reliable sources of information.

For example, the American Jewish Congress wrote to the Board of Education on May 9, 1940, shortly after the Coudert Committee was formed, stating in part:

During recent months, the American Jewish Congress and the Independent Order Brith Abraham . . . have accumulated considerable information concerning the rise of un-American activities in the Public Schools of the City of New York. These activities are promoted by principals and teachers . . . At the appropriate time, the American Jewish Congress is prepared to submit to the Board a comprehensive memorandum covering in detail the situation which prevails in the several boroughs of New York, backed by affidavits.

This letter was reproduced in the official publication of the American Jewish Congress, the *Congress Bulletin* of May 24, 1940.

Similar leads have appeared frequently in other newspapers, such as *Brith Abraham* and the *Jewish Review*; in magazines such as *Equality* and the *New York Teacher*; and in news service bulletins such as *The Hour* and the *City Reporter*.

These accounts have not only indicated where evidence could be obtained but, in some cases, have described the nature of the evidence in some detail.

Many organizations were eager to cooperate with a legislative inquiry. Some of them even supported the Coudert Committee. They hoped it would be a means of breaking through the powerful

protection that anti-Semites in the school system were getting. Thus, *Brith Abraham* declared on May 10, 1940:

Brith Abraham's expose . . . has not only brought to light the un-American conditions existing in the Educational System, but has also won the approval and concerted action of State officials, who have voted a legislative investigation.

The Coudert Committee has failed in more than a year to explore these sources of information. Moreover, it has apparently made no effort to use information which was submitted to it.

Brith Abraham of May 10, 1940, reports that a special committee had been set up by the American Jewish Congress which "completed plans to present to the legislative (Coudert) committee all data unearthed on subversive activities in the city's schools."

The New York City Co-Ordinating Committee for Democratic Action (Rev. Robert W. Searle, Chairman) states in its official publication, *City Reporter*, of April 15, 1941, that four months previously a special memorandum entitled *Un-American School Activities* had been submitted to the Coudert Committee. The wry comment was made that "The Coudert Committee seems to have shown no interest in this lead."

It will be shown later that a third organization, The United Parents Association, also gave the Coudert Committee evidence of anti-Semitic and pro-Fascist activities.

Thus, as far as it is possible to determine from publicly available information:

The Coudert Committee has not followed up published accounts of un-American, anti-Semitic activities in the schools; schools;

The Coudert Committee has made no use of the evidence gathered by reputable organizations in anticipation of a real inquiry;

The Coudert Committee has ignored information that was actually submitted to it.

Yet the Coudert Committee declared in its official interim report to the State Legislature on March 23, 1941, that it had found "no substantial evidence" of Fascist or Nazi activities! This report perpetrated a fraud on the public.

WILLING AMATEURS BETTER THAN RELUCTANT PROFESSIONALS

What kind of evidence did the Coudert Committee deem unworthy of consideration?

Two teachers with no previous experience as investigators undertook to answer this question. In less than two weeks and solely by following up leads from newspapers and magazines, these amateurs uncovered the evidence of pro-fascist and anti-Semitic activities in the schools upon which this pamphlet is based.

In order to determine whether "substantial evidence" could be obtained by someone who really wanted to find it, these two teachers concentrated their efforts on one of the cases which they had discovered. Here are their results:

THE CASE OF TIMOTHY F. MURPHY

Until recently, Timothy F. Murphy was connected with Gompers Vocational School, where he held the offices of dean, chairman of the Academic Department, librarian, and administrator of NYA aid. A group of teachers have submitted sworn affidavits accusing Mr. Murphy of anti-Italian, anti-Negro, and anti-Jewish activities; of interfering with classes on racial and religious tolerance; and of other misconduct such as brutally beating students and conducting illegal searches. The *City Reporter* of April 15, 1941, commented that graduates of Gompers have testified that Mr. Murphy preached anti-Semitism to them and sounded out Irish boys for membership in the Christian Front.

Complaints to the Principal evoked only threats and reprisals against the complaining teachers. After weeks had passed letters were sent to various Board of Education members setting forth the situation. A few days later, Superintendent Frost visited the school, interviewed each of the teachers who had testified and inquired as to the leader. He asked one teacher why he was so concerned with discrimination against Italians, and suggested it would be a good idea to "mind his own business." Informed of acts of reprisal in the schools, Dr. Frost remarked, "You've got to expect that when you start this sort of thing."

Soon after, three teachers were summoned to the Board of Education offices and quizzed by a group of Superintendents in the presence of Mr. Murphy and his Principal. The questions did not deal only with the matter at issue, however. One Superintendent

was interested in the use of English by one of the teachers; their past records were questioned; and books placed on a student reading list were criticized.

It was discovered subsequently that Mr. Murphy had written a postal card to one Werner Grunwald, inviting him to come to Gompers and "talk to some of our younger members who are schooled in methods of joining the ranks." Investigators of the American Jewish Congress and the Teachers Union have obtained evidence linking Mr. Grunwald to the Nazi Bund and the center of German propaganda in this country.

A PUPIL SELLS *SOCIAL JUSTICE*

According to the New York Co-Ordinating Committee for Democratic Action, a pupil of Gompers High School was observed by several people during the Winter of 1940 selling *Social Justice* every Friday during school hours. Confident of being protected from punishment, this student offered no objection to being photographed while selling his papers—which was done on January 10, 1941. The student had good reason to believe that he had powerful friends who would protect him. Mr. Murphy had succeeded in obtaining an NYA grant for him over the protest of his official teacher and despite the fact that he had neither good attendance record and good scholarship normally required for such grants.

Mr. Murphy also used students to spy upon teachers. The students' technique was to ask provocative questions in the hope of getting answers which might be considered damaging to the teacher. For example, the notebook of one of these student-spies contains the following enlightening report of his technique during a lesson on government safeguards for the consumer:

The question I asked Mr.....was—isn't that what the Communists are saying—that these big large companies are making a tremendous profit from the consumer pocketbook.

The student-spy reports the teacher's reply as:

He was talking about the profits out of these various products such as toilet articles. He said that the people should not buy these or pay the tax that is added to them. That these companies were passing the buck to the consumer and he pointed out ways of beating the companies out of their profits.

On January 3, 1941, a committee of the United Parents Association—an organization representing 200,000 parents in the five boroughs of New York City—conferred with Senator Coudert. A

TEACHER'S AFFIDAVIT ACCUSING MR. MURPHY

Sworn to before me this 29th day of February 1940
Bernice Bostwick
Notary Public
In the County of ... State of ...
This note was not acknowledged.
asking to see him about an anti-semitic occurrence.
He immediately sent a communication to Mr. Plosett
telling you are in a propaganda
students. Out of your knees. Have you
the below signed here.

Sworn to before me this 29th day of February 1940
Bernice Bostwick
Notary Public
In the County of ... State of ...
This note was not acknowledged.
asking to see him about an anti-semitic occurrence.
He immediately sent a communication to Mr. Plosett
telling you are in a propaganda
students. Out of your knees. Have you
the below signed here.

Murphy's postal card to Mr. Grunwald

I will call to see you to-
morrow evening about seven
o'clock. I wish then recommend
that you come to school and talk
to some of our younger members
who are schooled in methods of joining
the ranks
Yours Sincerely J. Murphy

Sworn to before me this
29th day of February 1940
Bernice Bostwick
Notary Public
In the County of ... State of ...

Sworn to before me this 4th day of March 1940
M. [Signature]
Notary Public
In the County of ... State of ...

Jeremiah Heinston was in ...
and stayed after class one day to ...
some of his problems. He ...
that he had been observed ...
Carry had told about ...
his family if he would ...
had been talking about ...
Some weeks later, Heinston ...
school. Mr. Murphy had ...

member of the parents' committee has submitted the following report on the conference:

Mr. Coudert informed us . . . that nobody had come forward with any voluntary information about Fascist and CHRISTIAN FRONT activities and that if we knew of any, he would be grateful if we would give him any leads.

Note that Mr. Coudert makes this general denial more than two weeks after the New York City Coordinating Committee for Democratic Action had submitted a general memorandum to the Coudert Committee including the Murphy case as item 2. The report on the conference continues:

Whereupon, in behalf of the group, I gave Senator Coudert a penciled memorandum concerning the activities of Mr. Timothy Murphy—and suggested that the Board of Education had a very complete file on this case.

A similar parents committee visited Paul Windels, chief counsel to the Coudert Committee. In the report submitted by this committee to the United Parents Association on January 6, 1941, there appears the following:

Mr. Windels stated that he has as yet no evidence of any such activity (Fascist). Isolated instances of such activity have been reported, but such isolated cases can be dealt with by the Board of Education through its usual disciplinary action.

The willingness of Mr. Coudert and Mr. Windels to shield pro-fascists and anti-Semites is seen from their persistent denial of having received any information requiring their action—a denial which was repeated two months later in the interim report. To cite the disciplinary powers of the Board of Education is an obvious evasion, since the Board had failed to act in more than a year and a half despite the pressure of the American Jewish Congress and other influential organizations.

"PUNISHED" WITH PAY RAISE

Finally, on February 1, 1941, nearly two years after charges had been initiated, Mr. Murphy was "punished." He was transferred from Gompers Vocational School to Chelsea Vocational School. He has suffered no loss in salary; indeed, he has received an increase in pay through an extra assignment in the defense program.

Thus, two amateur investigators without legislative powers and without \$145,000 to spend have found documents, records, photo-

graphs, affidavits, and published material revealing that an important school administrator:

Is suspected of connections with Nazi and Coughlinitic organizations, involving the recruiting of students;

Cultivates a reputation as a hater of Italians, Negroes and Jews;

Has used his administrative authority for improper ends;

Has gone unpunished by the constituted authorities for two years;

Is now connected with the defense program.

Yet, Mr. Coudert reported to the State Legislature on March 23, 1941, that his committee could find "no substantial evidence" of fascist activities in the school system. And when he seeks for a scapegoat to give his committee an air of impartiality, he unearths an obscure, unimportant Nazi student in the evening session of City College.

Contrast the thoroughly documented evidence against Mr. Murphy with the unsubstantiated, untested allegations of Mr. Coudert's "star witnesses" against forty-nine City College employees, forty-one of whom are Jewish. Contrast Mr. Murphy's long-standing immunity to punishment with the indecent haste to suspend and discharge in the City College cases. Is the Coudert Committee rooting out un-American elements, or is it shielding them? Is the Coudert Committee conducting an investigation or a witch-hunt against trade unionists, progressives, and defenders of democratic education?

It should be borne in mind that the Murphy case is only an example of a widespread condition. *The Jewish Review* of May 23, 1940, reports that the American Jewish Congress had "considerable evidence in its possession indicating that the school systems are being used in all the boroughs of New York for the spread of racial and anti-Semitic propaganda."

COUDERT WASN'T INTERESTED

The substantial evidence in the Murphy case and other data on flagrant pro-fascist and anti-Semitic activities in the public school system was compiled by amateurs. What could a legislative inquiry which was not shielding such activities have uncovered with a staff of trained investigators, a fund of \$145,000 and the power of the Legislature at its disposal?

Such a committee would certainly be interested in the American

Education Association—a teachers' organization which has condoned activities of the Christian Front and which has been called intolerant and anti-Semitic by a member of the Board of Education; in Professor Edward I. Fenlon of Brooklyn College who calls democracy a "rebellious, anarchistic, paganistic shibboleth"; in public college administrators who inquire into the religious faith of applicants for jobs.

Certainly a committee interested in protecting the public school system from outside agencies which attempt to introduce anti-democratic concepts into the classrooms would investigate the National Association of Manufacturers. This pressure group has striven to dictate the kind of textbooks that should be used in the schools. If the Association should succeed in its objectives the textbooks would express the ideas of Mark M. Jones, vice-chairman of the Association's Committee on Educational Cooperation, who said on April 12, 1939:

. . . a few of the illusions that must be dispelled (by American educators) seem to me to be the following:

1. Equality: For more than 150 years it has served to delude the masses into belief in equality of individuals and races.
2. Democracy: Perhaps the crimes committed in its name have not mounted to quite such proportions as those committed in the name of equality. . . .
3. Security. . . .
4. Collective Bargaining. . . .
5. Economic Planning. . . .

THE GREEN LIGHT FOR FASCISTS, ANTI-SEMITES

The Coudert Committee's indifference to Fascist and anti-Semitic activities has had its effect on the purveyors of bigotry. The pro-fascists and anti-Semites are behaving as if they have been given a go-ahead signal and are actively propagating their programs of bigotry and reaction. The reaction of the American Education Association, headed by Dr. Milo F. McDonald is typical. In the April 1941 issue of its publication, *The Educational Signpost*, there appears the following statement:

We, who have been associated with the *Signpost* for the past few years, are having difficulty containing ourselves. Each night, as we read our evening newspaper, we fairly burst with pride.

April 29, 1941

Well, they finally got you. I hope we shall now be spared the Jewish e— you have been handing out around here.

Coudert did a job that certainly needed doing. More power to him.

**THE KLAN RIDES
AGAIN
COMMUNISM
MUST BE DESTROYED
NOW & FOREVER**



K K K

**COUDERTISM
SPURS BIGOTS**

Math Teachers' Religion Asked In Survey

Religious affiliations of Evening Session Mathematics instructors were requested in a questionnaire circulated recently among the members of the department, MAIN EVENTS learned last week.

Making its appearance about a month ago, immediately after the opening charges had been made against City College by the Rapp-Coudert Committee, the questionnaire contained a number of routine questions, such as the teaching hours preferred for the Fall semester, the number of dependents of individual members, etc.

When queried about the appearance of the religious issue, Dr. Warren G. Hubert, Supervisor of the Department answered that "... it is widely done in the business world, and besides, it gives a more complete picture of a man."

There is no immediate assurance that this or similar questions will not reappear in the future, it was learned. Dr. Hubert is a member of the appointments and promotion committee of the department.

This passage refers to the activities of the Coudert Committee and the resolution of the Board of Higher Education setting up political qualifications for employment.

ANTI-SEMITISM AT THE CITY COLLEGE

Shortly after the Coudert Committee's William M. Canning, part-time tutor in the Evening Session at City College, testified at public hearings of the Committee, a questionnaire was circulated among the Evening Session teachers of Mathematics at City College containing an unprecedented question on religious affiliation. This incident foreshadows the introduction of open religious qualifications for employment. It is significant that this incident occurs in a department in which, for a period of more than fifteen years prior to 1937, no Jewish teacher was added to the permanent staff despite a marked expansion in the size of the department.

The editor of the College Teachers Union bulletin at City College, one of the teachers attacked by the Coudert Committee, has received two anonymous anti-Semitic letters. These letters were written on College stationery and delivered through the College mail system. This leads to the inference that the letters were sent by members of the staff.

PUBLIC HYSTERIA AROUSED

The Teachers Union and the individuals attacked by the Coudert Committee have been the targets of a flood of Jew-baiting, red-baiting letters. Most of them are anonymous. Some are unprintable. Only a few are here described to indicate how public hysteria is being whipped up.

More than a dozen of the City College teachers have received communications from "A Loyal American" which read, "You are a Commu-Nazi-Jew-Traitor." Some of these teachers have received postal cards from the Ku Klux Klan depicting a hooded horseman carrying a flaming cross. A newspaper clipping was mailed to one of these teachers and across a picture of himself was scrawled, "dirty Kike, why don't you go back where you came from?"

The following are excerpts from letters received by the Teachers Union:

People like you should have been put in concentration camps long ago.

Too bad some of the people can't take things into their own hands.

I have written . . . to see that Christians are better represented on the Faculty of City College. Take note of the racial names against whom charges are being brought.

BIG AND LITTLE STORM TROOPERS

Teachers in the public schools report that fights between white and Negro students, between Gentile and Jewish students, between native and foreign-born students are on the increase. In at least one area pitched battles and ambushes in which stones have been thrown and dangerous weapons menacingly displayed have been so frequent that parents have been forced to appeal for police protection for their children. Principals have become seriously worried and have organized inter-faith rallies to combat increased tensions.

Students are not the only ones involved. Jew-baiting teachers are becoming more overt in their actions. In one school a teacher who has long been known for his anti-Semitism has finally taken to expressing his views to students in the classrooms. Teachers and students have submitted statements to the effect that he makes slurring remarks against his Jewish colleagues and preaches that Jews are the cause of all the ills of the world. His behavior has become so outrageous that a group of teachers have finally been compelled to bring charges against him before school officials. For this one case of an anti-Semite under fire, there are dozens in which no action has been taken.

There is a definite connection between the Coudert Committee and this new wave of intolerance. When the Coudert Committee neglects to act against *The Tablet*-Father Coughlin-Christian Front-Nazi Bund Axis, the propagandists of Fascism and anti-Semitism, it encourages the bigots and must assume responsibility for the results. The resurgence of the Christian Front (to be described later) foreshadows a further intensification of anti-Semitism. In this critical period, the indifference of the Coudert Committee is tantamount to cooperation.

Whose Interests are Served By the Coudert Committee?

The great threat to our schools comes from the very forces that created the Coudert Committee, and for whom the Coudert Committee is acting. To demand that the Coudert Committee conduct an investigation of the real enemies of democratic education is as futile as demanding that the Coudert Committee investigate itself. To understand this, it is necessary to know how the Coudert Committee came into being, who its backers are and what they expect to get out of the work of the Coudert Committee.

THE COUDERT COMMITTEE — THE RESULT OF REACTION

The Coudert Committee is not the first of its kind in New York State. The Lusk Committee and the McNaboe Committee were similar outrages. Legislative inquisitions, in the manner popularized by Martin Dies, have been for a long time important weapons in the arsenals of reactionary organizations. Thus, it will be shown later that the "investigation," headed by Senator Coudert, is being supported by budget-cutters, purveyors of bigotry, and propagandists for fascism such as the American Education Association, the Teachers Alliance, Professor Fenlon, Merwin K. Hart and his State Economic Council, the New York State Chamber of Commerce, *The Tablet*, and *Social Justice*.

By the end of 1939 the general atmosphere had become favorable for the maneuvers of reactionary groups which were seeking to gain their objectives behind the smokescreen of a legislative witch-hunt. The war situation was splitting the ranks of those who could usually be counted on to defend civil rights and academic freedom. Anti-democratic forces were utilizing the defense program as a shield for increased attacks on labor, progressive, and minority groups. Economy blocs were seizing the opportunity to swing their axe

over education, social service, and relief budgets. It is not surprising, therefore, to find the national emergency being used by *The Tablet* to rally support for the Coudert Committee. In an editorial on November 2, 1940, *The Tablet* asserted that the Coudert Committee should be supported by "all who are genuinely interested in the security of our nation."

AN INCIDENT IS CREATED

The proponents of an educational witch-hunt had one technical difficulty to overcome. There was little excuse for an investigation. Therefore, a pretext had to be created.

The Tablet and the Hearst press strove to build up into major incidents the Jablonower appointment to the Board of Examiners, and the forced retirements of Dr. Colligan and Dr. Robinson as presidents of Hunter and City Colleges respectively. The sparks failed to catch fire.

Then came the appointment of the world-famous mathematician and philosopher, Bertrand Russell, to the faculty of City College. Bishop Manning gave the signal and all the big guns opened up. If ever an incident was manufactured, this was it. Russell's views on morals, expressed many years before, were made the occasion for a violent smear campaign, despite the fact that they had nothing whatever to do with the course in logic which he was scheduled to teach.

THE TABLET HEADS THE WAY

The parade was led by *The Tablet*, which reflects the opinions of the reactionary section of the Catholic hierarchy supporting Father Coughlin and the Christian Front. On March 2, 1940, *The Tablet* demanded an investigation of the Board of Higher Education because of the Russell appointment and the resignation of Dr. Colligan. A week later *The Tablet* carried a letter from Dr. Milo F. McDonald, head of the American Education Association. The letter was devoted to Russell, "the heathen," and pointed out that the elimination of the city colleges would free the taxpayer of the burden of paying salaries to such men. In *The Tablet's* next

issue, the campaign against Dr. Russell and Mr. Jablonower was used as a springboard for vigorous advocacy of the Coudert-McLaughlin Bill permitting the use of school time for religious education. On March 30, the headlines in *The Tablet* read:

**STATE INVESTIGATION OF
EDUCATION SCANDALS
DEMANDED AT ALBANY**

**Jablonower, Russell and
Hunter College Cases
Assailed in Resolution**

SEN. DUNNIGAN IS AUTHOR

The scheme worked. As *The Tablet* headlines indicated, State Senator John J. Dunnigan, a Democrat, had introduced a resolution demanding "investigation of education scandals." But the Republican majority, recognizing a good political issue, took Senator Dunnigan's resolution and incorporated it with the Rapp-resolution which called for an investigation of school costs. The final resolution creating the Rapp-Coudert Committee dropped all mention of Bertrand Russell. Senator Dunnigan's demand for an educational witch-hunt had been cleverly woven into the text of the Rapp-Coudert resolution.

After the establishment of the Coudert Committee, *The Tablet* gave conclusive proof that its agitation against the Bertrand Russell appointment was the pretext for a sweeping attack on the public schools. The Rapp-Coudert Committee was created in March, 1940. The following June, 1940, *The Tablet* stated: "The investigation was prompted by the controversy over the appointment of Bertrand Russell to City College." On October 12, 1940, *The Tablet* commented editorially: "Evidently there is work aplenty for Mr. Paul M. Windels and his committee appointed as a result of the Bertrand Russell debacle, the Jablonower case and the dismissal of Dr. Colligan."

AN OBSTACLE TO BE REMOVED

The kind of people who were clamoring for a legislative inquiry and the flimsiness of the pretext leading to the formation of the Coudert Committee were clues to what could be expected from the Coudert Committee. The Committee's activities during the past

sixteen months have justified the fear that the principal task assigned to the Coudert Committee was to arouse public hysteria in order to undermine public resistance to budget-cutting and to the abolition of democratic concepts in education.

One obstacle had to be removed—the Teachers Unions. The Teachers Unions had just carried through a successful campaign against budget cuts and had demonstrated their power to rally labor, parents, students, and all friends of education to the defense of the public schools. John F. Kavanagh, speaking at a meeting of the Taxpayers Federation on December 4, 1940, paid the union a great compliment when he stated: "Corrective measures" for reducing the cost of education "have been frustrated by the Teachers Union."

Senator Coudert has recognized the need for smashing the Teachers Union as a necessary preliminary for successful attainment of the main goal. The parent who was previously mentioned in connection with a conference with Senator Coudert on January 3, 1941, has the following to report: "According to Mr. Coudert, 'the legislators in Albany are fed up with the Union' and will make a determined effort to get rid of it."

It is not surprising, therefore, that the Coudert Committee has spent most of its sixteen months trying to obtain the membership lists of the Teachers Unions and attacking union members.

The attack on the Teachers Union is entirely consistent with the anti-democratic purposes of the Coudert Committee. The Teachers Union has always been the leading exponent among teachers' organizations of democracy in education. It has vigorously fought for the welfare of school children and defended the interests of parents, teachers, and the community. Its consistent record of opposition to un-American activities in the schools is particularly noteworthy. *Brith Abraham* praised the Teachers Union on March 10, 1940, for its vigorous fight against Christian Front and other anti-Semitic activities. In its issue of June 10, 1940, it credits the Teachers Union with having initiated action on the Murphy case. *The Congress Bulletin* (official organ of the American Jewish Congress), for May 24, 1940, gives similar credit and offers to supply further evidence to back up the charges which the Teachers Union had made. The Teachers Union magazine, *The New York Teacher*, has, from time to time, exposed the activities of pro-Fascists and anti-Semites in the schools.

In contrast to the Teachers Union there are other teacher

organizations whose activities and objectives can be characterized as un-American. At least two of these organizations, as will be shown later, have been called intolerant and anti-Semitic, and are suspected of having engaged in activities which do not promote democratic aims. These organizations have not been investigated by the Coudert Committee.

THE PRO-FASCIST FRIENDS OF THE COUDERT COMMITTEE

Honest legislative inquiries often lead to wise legislation but they are usually forced to do their work against the opposition of reactionary pressure groups. One can distinguish a real inquiry from a witch-hunt by the type of organizations that line up behind it. These are the friends of the Coudert Committee:

1. THE AMERICAN EDUCATION ASSOCIATION, headed by *Dr. Milo F. McDonald*.
2. THE TEACHERS ALLIANCE, headed by *Mr. Francis S. Moseley*.

In May, 1940, Mrs. Johanna M. Lindlof, member of the Board of Education, accused both of these organizations "of spreading intolerance and anti-Semitism. Although Jewish teachers are in the Teachers Alliance, they unwittingly lend themselves as 'window-dressing' to the association . . ." (*New York Times*, May 12, 1940).

The Teachers Alliance sued Mrs. Lindlof for defamation. Mrs. Lindlof offered Mr. Moseley an opportunity to see the evidence in her possession. The suit was dropped.

The Teachers Alliance and the American Education Association, although ostensibly separate organizations, have such an identity of associations and fundamental objectives that they may be considered to be two units of the same organization. Both reflect the point of view of Father Coughlin in the world of education. Extensive and frequent reports of both organizations' activities appear in *The Tablet*. This Coughlinite newspaper also reprints articles, often in their entirety, from the publications of both the Teachers Alliance and the American Education Association. Both Dr. McDonald and Mr. Moseley have contributed to *The Tablet*. Dr. McDonald of the American Education Association has contributed to the Teachers Alliance publication, *Better Schools*.

The American Education Association has been selling to teachers

stock in a "co-operative" enterprise which will perform "a great service by fighting Communism on its economic level." *Brith Abraham* for June 10, 1940, said it suspects "the new co-operative organizations will line up with groups, such as the Bund, Christian Mobilizers, etc., in the 'Buy Christian' campaign now being pushed throughout the country." *Brith Abraham's* suspicion is strengthened by the fact that the activities of the Christian Front are condoned in *The Educational Signpost* of February, 1940. *The Signpost* condemns an editorial in *The Jewish Examiner* of November 17, 1939, criticizing Father Coughlin and the Christian Front. *The Signpost* maintains that such an editorial justifies a lack of forbearance on the part of the Christian Front

The associations of the Teachers Alliance are worth scrutiny. *The New York Times* of February 4, 1940, reports a conference in the Murray Hill Hotel, New York City, of representatives of various patrioteering organizations including: Robert Appleton—American Defense Association; John B. Trevor—American Coalition of Patriotic Societies; and Francis Moseley—Teachers Alliance. Representative Hook states in the *Congressional Record* (Vol. 86, No. 14, page 850) that the Senate Civil Liberties Committee has shown Trevor to be a "promoter of racial and religious hatred." *The New York Post* of November 30, 1939, has disclosed that Appleton provided free desk space for Joseph McWilliams who became too disreputable even for the Christian Front and had to found his own organization, the Christian Mobilizers.

The Tablet of April 5, 1941, reports a meeting of the Alliance at which a resolution was passed offering whole-hearted support to the Coudert Committee. Not long after, the Teachers Alliance modestly stated: "We hope that a public legislative commission may be able to accomplish a long needed clean-up which the Alliance as a private institution was able merely to inaugurate." (Bulletin of the Teachers Alliance as reprinted on the front page of *The Tablet*, April 12, 1941.) The kind of clean-up desired from the Coudert Committee by the Teachers Alliance can scarcely be expected to promote tolerance and democracy in the schools.

The American Education Association also lays claim to the credit for the birth of the Coudert Committee in a letter published in *The Tablet* of June 22, 1940. The American Education Association's program for the Coudert Committee is clearly set forth in the November issue of its publication, *The Educational Signpost*. The Coudert Committee is advised to investigate the activity program, the

National Education Association, the Teachers Union, some members of the Teachers Guild, the free colleges, President Shuster of Hunter College, and several others.

The attitude of the American Education Association to the free colleges is particularly significant. *The Protestant Digest* for February-March 1941 notes that the "Catholic Church is the country's largest private educator" and "strives to obtain public funds." According to this liberal Protestant journal, one of the measures advocated by the Catholic Church to accomplish this objective is "to abolish the New York City Colleges, substituting state scholarships so that Catholics can attend Catholic colleges." We now find the American Education Association, whose leadership reflects the opinions of the reactionary section of the Catholic hierarchy, using the argument of economy in urging the Coudert Committee to recommend the abolition of the free colleges and the substitution of a system of state scholarships. (*Signpost*, November 1940). In other words, the pretext of an investigation of subversive activities is used by the American Education Association to ask for the elimination of the free municipal colleges. The real purpose behind this demand is not only to economize at the expense of lower income groups seeking educational opportunities for their children, but also to shift some of the financial burden of parochial education from the Catholic Church to the public treasury.

3. DR. EDWARD I. FENLON, *Professor of Philosophy at Brooklyn College.*

One of the early attacks on Brooklyn College, one of the municipal colleges, resulted from Dr. Fenlon's voluntary appearance before the Dies Committee in 1938. He sought to perform the same service for the Coudert Committee but was overshadowed by Dr. Bernard Grebanier, another Brooklyn College teacher, whose lurid tales at the public hearings gave the press a Roman holiday.

Dr. Fenlon's anti-democratic attitude may be seen from the following statement:

I would like to see everyone wary when it comes to this ceaseless, this inane, talk concerning "democracy." . . . (This talk) was started and is kept alive by our Communist brethren and their so-called "liberal" friends. And what does it signify? Nothing. It is a mere rebellious, anarchistic, paganistic shibboleth. (*The Tablet*, January 20, 1940, reporting Fenlon's speech to the Holy Name Society, Church of Our Lady Help of Christians.)

Dr. Fenlon and Dr. McDonald were featured speakers at a Brooklyn meeting on Education for Americanism. At this meeting the final speaker, Dr. Elias Lieberman, then Principal of the Thomas Jefferson High School and now Associate Superintendent of Schools, failed to receive the cordial response obtained by his predecessors. He was subjected to "anti-Semitic outbursts, uncurbed by the chairman. The heckling so begun grew into disorder which was continued outside the hall by a group known as the Christian Front." (*New York Teacher*, May 1939.)

Dr. Fenlon, like Dr. McDonald and Mr. Moseley, has written articles for *The Tablet*. His association with the Teachers Alliance is demonstrated by the fact that he has contributed to *Better Schools*.

4. SOCIAL JUSTICE—COUGHLIN—CHRISTIAN FRONT

Prominent, progressive educators in New York City's schools and colleges were attacked as "Jew-Communists" by Father Coughlin's *Social Justice* even before the Coudert Committee was created. In November, 1939, *Social Justice* published a series of articles in which leading members of the Teachers Unions were listed as "Jew," "Jewess," or "Gentile." The attacks of *Social Justice* on the Teachers Unions and on the public schools were similar to those made by the Coudert Committee. The "exposes" differed in content but they were similar in that an attempt was made to give them an air of veracity by use of a multitude of undocumented, contradictory, and untested details.

The Christian Front, a product of Father Coughlin's activities, has been described as "(1) a membership organization formed along semi-military lines . . . and (2) a coordinating center for a united front of various anti-Semitic, Fascist and Nazi groups. . . . In short, it enlists both individuals and organizations under its banner." (*Equality*, October, 1939.)

The Christian Front has been active in the distribution of scurrilous leaflets and stickers in the public schools of New York. *Brith Abraham* for March 10, 1940, reports that one of the effects of this propoganda has been to lead "certain Christian teachers to the point where they refused to have lunch with Jewish teachers."

Yet, the Coudert Committee has shown no interest in the activities of the Christian Front.

An intensification of this sort of activity can be expected now

that the Christian Front is being revived. *The Hour* of April 12, 1941, reports that on or about April 1, 1941, the discredited John Cassidy was replaced by William Ryan, an anti-Semite and fanatical pro-fascist. Weekly meetings are now held in Acme Hall in Brooklyn. Large amounts of literature are being issued from P. O. Box 17, Times Plaza Station, Brooklyn. A sizeable unit has been organized in the Bronx under the guidance of one Bryan Masterson. A New York Women's Auxilliary is being formed. Street corner meetings are to start soon (see also *Brith Abraham* for May 10, 1941). A campaign to enlarge the Front membership and to increase the circulation of *Social Justice* has begun.

5. THE TABLET AND ITS ASSOCIATES

The Tablet is a weekly newspaper of considerable size which describes itself as "maintained by and in the interest of the Roman Catholic Diocese of Brooklyn." Both *The Tablet* and certain leaders of the Brooklyn diocese have been a source of considerable embarrassment to democratically-minded Catholics everywhere. As has already been indicated *The Tablet* serves as the organ of expression for all those groups and individuals previously listed in this section. *The Tablet* has led the fight against the appointment of Bertrand Russell and against the forced resignation of Dr. Colligan. *Commonweal*, a Catholic magazine, asserts that, "For months *The Tablet's* correspondence columns have been the free public forum for the national director of the group (Christian Front), John F. Cassidy." (Quoted in *Brith Abraham*, March 10, 1940.)

The Tablet has been influential in mobilizing Catholic support for the Coudert Committee. It defended the Coudert Committee against the criticism of Professor Franz Boas and Professor Walter Rautenstrauch (December 28, 1940). The efforts of the Teachers Unions in defending themselves, their membership lists, and the school system from the attacks of the Coudert Committee have been denounced by *The Tablet*. At the same time, *The Tablet* has been unstinting in its praise of the Coudert Committee (October 26, 1940; November 2, 1940; February 1, 1941; March 1, 1941). It defended the Teachers Alliance and the American Education Association against Mrs. Lindlof's charges of anti-Semitism (May 18, 1940).

Father Edward L. Curran, President of the International Catholic Truth Society and a frequent contributor to *The Tablet*, has on several occasions spoken from the same platform as John Cassidy, the former leader of the Christian Front. On one such

occasion the list of speakers included Doctor Patrick F. Scanlon, editor of *The Tablet*, and the notorious Coughlinite, anti-Semite, Allen Zoll, who was arrested in July, 1939, on the charge of attempting to extort \$7,500. from Donald Flamm, head of radio station WMCA.

Father Edward F. Brophy, whose statements also appear frequently in *The Tablet*, is the author of *The Christian Front—Its Justification and Need*. At a Christian Front meeting in July, 1940, he asserted that the Declaration of Independence "was a Christian document, intended for Christians only." Father Brophy appeared on the platform at a meeting on April 2, 1941, to initiate William A. Ryan as the successor to John Cassidy in the leadership of the Christian Front. *The Tablet* of January 20, 1940, carries a long letter from Father Brophy attacking the *Jewish Examiner* as Communist because it criticized Father Coughlin and *Social Justice*.

At a meeting of the Christian Front in January, 1940, Albert Gunnison, a prominent Frontist, stated that "the Brooklyn Diocese was behind Cassidy and his men (arrested for conspiracy) and would support them to the end." As far as is known, this statement has never been repudiated by *The Tablet* or the Brooklyn Diocese.

Father Brophy, Father Curran, Patrick Scanlon—these are the kind of people who campaigned so vigorously for the Coudert Committee and who have so ardently defended its activities.

That *The Tablet* and its associates have been a source of embarrassment to liberal Catholics is shown by the fact that, on April 2, 1941, Msgr. John A. Ryan, director of the National Catholic Welfare Conference, was impelled to write to a correspondent: "Your judgment that 'this country is drifting into Communism fast,' is utterly wrong. You must have been reading *Social Justice* or the *Brooklyn Tablet* or recalling some of the wild speeches made by Father Coughlin. Don't let yourselves be fooled or frightened by fakers."

6. THE NEW YORK STATE ECONOMIC COUNCIL, headed by *Merwin K. Hart*.

Merwin K. Hart was one of the most vigorous advocates of an educational witch-hunt. His council's bulletin reports:

The Council has long urged a legislative investigation of subversive activities in the public schools. Last winter's legislature responded. (Economic Council Letter No. 86—Dec. 15, 1940.)

One of Economic Council's chief objectives . . . was accomplished when both houses voted unanimously what the *Herald-Tribune* called "a sweeping investigation of New York City's public school and college system," searching in particular for subversive activities. Senator Frederic R. Coudert, Jr., one of the legislature's best men, will lead the investigation. (Economic Council Letter No. 77—April 1, 1940.)

Who is Mr. Hart, the man who claims the Coudert Committee as his own and who calls Frederic R. Coudert, Jr. "one of the Legislature's best men?"

Mr. Hart has been called a Fascist by Secretary Harold L. Ickes on three public occasions (*New York Times*, December 18, 1940).

Representative Hook has published an expose in the *Congressional Record* (Volume 86, No. 14, January 22, 1940) of Hart's connections with Father Coughlin, Fritz Kuhn, Allen Zoll, and other notorious anti-Semites. The Congressman also reports that Mr. Hart presided at a mass meeting in New York City at which he paid tribute to Hitler and Mussolini. In Mr. Hook's opinion, Mr. Hart "is, by the record, a whole-hearted participant with the Christian Front in its affairs and purposes. If he is not a member of it, he is certainly one of the most energetic and cooperative internal 'fellow-travellers' of the Christian Front I can hope to find anywhere."

For technical reasons these remarks of Mr. Hook's were later expunged from the Record. However, in a letter to the New York City Coordinating Committee for Democratic Action on February 21, 1940, Mr. Hook stated that he stood by everything he had said about Mr. Hart.

After dining with Mr. Hart, Mr. O. K. Armstrong said that he had never heard such anti-democratic, anti-Semitic talk in his life. (*City Reporter*, April 15, 1941.)

Mr. Hart has stated that "This country was founded on the Christian religion and Christian principles. Most of the troubles of the past ten years are due to departing from these. . . ." (*Economic Council Letter* No 73, February 1, 1940.) Other samples of Mr. Hart's philosophy are the following:

If you find any organization containing the word "democracy" it is probably directly or indirectly affiliated with the Communist party. (Quoted by *Frontiers of Democracy*, November 15, 1940.)

In an address before the Union League Club, Mr. Hart asserted that the United States was planned as a republic and not as a democracy.

It is time to brush aside this word with its connotations. It is time to return to the conception of the republic. (*Economic Council Letter*, No. 83, October 15, 1940.)

New York has a criminal anarchy act. It has not been invoked in many years. Doubtless the Coudert Committee will study this statute. (*Economic Council Letter*, No. 86, December 15, 1940.)

According to the Co-Ordinating Committee for Democratic Action (*City Reporter* of April 15, 1941), "Hart can be credited, as much as any one in America, with the triumph of General Franco, first major Fascist victory and the threshold to Munich."

Is it likely that such a man would support a legislative inquiry that would devote itself to the preservation of democracy and tolerance in the schools?

Mr. Hart is one of the most dangerous enemies of democracy and education. In 1940, he demanded a \$50,000,000 cut in educational appropriations in New York State. He calls progressive education an indulgence in "silly theories." He organized a national campaign against the Rugg textbooks.

A recent addition to the leadership of the Economic Council is Archibald E. Stevenson who is now its Vice-President. Appropriately enough, Stevenson served as counsel to the infamous Lusk Committee, the Coudert Committee of twenty years ago, and was called the "chief witch sniffer" of that period by Ernest L. Meyers, former columnist for the *New York Post*. George Seldes lists Stevenson as an associate of the notorious anti-Semites, Ralph M. Easley and Fritz Kuhn (*Witch Hunt*).

7. THE NEW YORK STATE CHAMBER OF COMMERCE

The Chamber of Commerce is another pressure group which is counting on the Rapp-Coudert Committee to make major reductions in educational appropriations. Its attitude toward education is clearly set forth in the report of its Special Committee on Education issued August 14, 1939:

It seems to us there is a definite line which must be recognized, and that is the line between the amount of education it requires to kill illiteracy and the amount of education we give beyond this point.

... we should keep clearly in mind the great purpose for which the schools were founded.

By and large States are not preserved and strengthened by culture or education or knowledge. They stand on,—character, morals and physical well-being.

A review of history indicates that as culture rises, morals and physical well-being go down and that often the destruction or disintegration of the State has followed.

In the summer of 1939, the Chamber of Commerce issued a report by Dr. Harry H. Laughlin entitled *Conquest by Immigration*. The nature of this document can best be seen from the reply drafted by a committee composed of Professors Nelson P. Mead, Donald Lancefield, William M. Malisoff, and Franz Boas. The Chamber's report was denounced as "proclaiming the very same racial myths which are causing so much hatred and brutality in the world today" and aiding "the rapid spread in our country of the hysterical cry that the alien or the Jew or the Catholic, or some other scapegoat, is responsible for all the ills of the society."

The Chairman of the Chamber's Special Committee on Immigration and Naturalization is none other than Captain John B. Trevor whose associations with James True (who patented a small club called the "Kike Killer") and other "promoters of racial and religious hatreds" have already been mentioned.

8. LAMBERT FAIRCHILD

In a debate over radio station WMCA on February 2, 1941, Mr. Fairchild vigorously defended the Coudert Committee. From *The Hour* of February 22, and April 12, 1941, we learn that this defender of the Coudert Committee has appeared on the same platform as Allen Zoll and would-be fuehrer Major-General Van Horn Moseley. He has been outspoken in admiration of Father Coughlin and has been associated with former Judge Alfred J. Talley who recently used the "revelations" of the Coudert Committee as a spring-board for violent attacks on the public colleges and the Board of Higher Education. Judge Talley's peculiar notions are demonstrated in remarks he made at a mass meeting. *The Journal-American* of March 15, 1941, quoted

Judge Talley as denouncing communism because it advocates "absolute social and racial equality."

In April, 1941, Mr. Fairchild was ousted as Chairman of the National Committee for Religious Recovery. He accused his Board of becoming the "tool of the New Deal and the Jews."

Mr. Fairchild has defined democracy as "mob rule by people who are too dumb to talk to."

SOCIAL JUSTICE CHOOSES COUDERT'S VICTIMS

NOVEMBER 6, 1939

Behind the Red Front

NATIONAL WEEKLY
Social Justice
 Founded 1936 by Father Coughlin

Are Reds in Control of New York Schools?

Officers of Local 5, New York Teachers Union

- Charles J. Handley, President G
- Dale Zysman, Vice President G
- Elementary Schools
- Eugene Jackson, Vice President
- High Schools
- Mabel Hawkins, Vice President Gen
- Private Schools
- Bella V. Dodd, Legislative Representative (Undetermined) (Lobbyist)
- Louis J. Rosenthal, Secretary-Treasurer Jew
- Lawrence E. Prendergast, Recording Secretary (Undetermined)

Prominent Members of Local 5 (Former Executive Board Members)

- Simon Beagle Jew
- Jules Kolodny Jew
- Rose C. Discher Jewess
- Rose Riegger Jewess
- Ruth Schechter Jew
- Irving Adler Jewess
- Alice Citron Jew
- Alexander Fichandler Jewess
- F. Zahl Jewess

Joint Board of New York Locals Local 5 Representatives

- Max Diamond Jew
- Rose Russell Jewess
- Morris Kassell Jew

Executive Board

- Floretta K. Andrews Gentile
- Meyer Case Jew
- Anne Cinder Jewess
- Max Diamond Jew
- Hyman M. Forstenzer Jew
- Elizabeth French (Undetermined)
- Joseph Gallant Jew
- Florence Gitlin Jewess
- Samuel Greenfield Jew

Board of Editors, the New York Teacher, Union Organ

- Blanche Hofrichter (Chairman) Jewess
- Jacob Drachler Jew
- Morris Rosenblum Jew
- Joseph Gallant Jew
- Rose Discher Jew

Leading radicals among the rank and file of the College Teachers Union:

- Eleanor Sickels Jewess
- Mary Dublin Jew
- G. A. Koch Gentile
- Thomas Cochran Jewess
- Austin Wood Jewess
- Dr. Anita Marburg Jew
- Dr. Miriam A. Becker
- Maxwell Weisman

The Coudert Committee Must Be Repudiated

THE REAL ENEMIES

These are the friends—the creators—of the Coudert Committee. What they expect from the Coudert Committee's witch-hunt is nothing less than the elimination of educational opportunities beyond the three R's. Academic freedom and the search for the truth has no place in their philosophy. Students' ambitions for advancement and the struggles of poor parents to give their children professional careers are no concern of theirs.

These are the real enemies of democratic education whose subversive activities the Coudert Committee will never investigate. They use anti-Semitism to divide teacher from teacher, and student from student. They cry "subversive," "Red," and "Fifth-Column" at the Teachers Unions which cannot be bribed or intimidated.

George Seldes has said: "The real danger of a Fifth-Column is the danger of native American Fascism disguised as better Americanism." In the world of education, this describes the Coudert Committee.

Not only the Teachers Unions, which have felt the full force of the Coudert Committee's attacks, but other friends of democratic education have recognized the Committee's threat to the schools.

Recently there have been numerous signs indicating increasing opposition to the Coudert Committee.

On May 3, 1941, Governor Lehman vetoed a \$47,000 appropriation for the payment of the legal staff of the Coudert Committee. Senator Coudert's response was immediate and violent. He accused the Governor of "sabotage," hinted darkly at his motives, and challenged him to justify his actions. Undoubtedly, the Governor's veto was not motivated merely by the desire to save some money but was rather his method of expressing disapproval of the direction in which the legislative inquiry was heading.

Another significant event was the change in policy shown on May 9, 1941, by the *New York Post*, a supporter of the Coudert Committee, when it stated editorially:

We urge (the Coudert Committee) . . . to postpone the investigation of Communist, Nazi and Fascist influences . . .

The Coudert Committee is fast losing public enthusiasm because it has failed to touch these questions (teaching standards and costs) and because its evidence about the Communist Party has remained in a minor register.

Ralph Ingersoll, editor and publisher of the Newspaper PM, said editorially on April 1, 1941:

The man who stands against the Rapp-Coudert committee whose witch hunt has led the Board of Higher Education to order a purge of Communists, does not defend either subversive activities or the Marxian doctrine. He defends the principle that a man shall not be deprived of life, liberty or the pursuit of happiness except by responsible process of law.

The *Jewish Review* very recently (May 22, 1941) noted that "Mr. Hart's friendly feelings toward the Coudert 'investigation' are shared by practically every anti-Semitic outfit in this City." The *Jewish Review* compares the "revelations" of the Coudert Committee with those of Father Coughlin's *Social Justice*. Referring to the failure of the Coudert Committee to investigate the Murphy Case and other evidence of fascist activities, the *Jewish Review* states:

We cannot help concluding that the Coudert Committee seems to have a very peculiar blind-spot in its search for subversive influences in the public schools.

THE ROLE OF ORGANIZED JEWRY

At the fifth annual convention of the National Lawyers' Guild on May 31, 1941, Mr. Edwin S. Smith, member of the National Labor Relations Board, warned that the followers of Father Coughlin were preparing an intensive national anti-Semitic campaign.

In New York City the Christian Front and the Christian Mobilizers are beginning to operate on a larger scale. Misguided young men are already roaming the streets abusing their Jewish fellow-citizens.

In the face of a situation which seriously affects the Jewish people it is natural to inquire what organized Jewry is doing about it.

Through most of 1940, the American Jewish Congress and its

affiliate, the Independent Order of Brith Abraham, conducted a vigorous campaign against anti-Semitic and pro-fascist activity in the schools of New York City. The campaign had made no apparent progress at the time the Coudert Committee was set up by the Legislature and empowered to investigate subversive activities in the schools. If one may judge from *Brith Abraham*, the official publication of the Independent Order of Brith Abraham, the attitude taken toward the Coudert Committee was one of cautious welcome. The hope was expressed that the legislative inquiry would help put an end to the anti-Semitic, pro-fascist activities in the schools. But the Coudert Committee, in its sixteen months of existence, has demonstrated that it seeks to protect anti-Semites and pro-fascists, instead of exposing them. It is the responsibility of the American Jewish Congress, the Independent Order of Brith Abraham, and all other Jewish organizations to start anew a vigorous campaign to root out this cancerous growth of anti-Semitism. In this task they will have the cooperation of all labor and progressive organizations.

NO APPEASEMENT FOR AMERICAN HITLERS

There is no longer any justification for a hope that the Coudert Committee will combat pro-fascist and anti-Semitic activities in the public school system. Instead, there is the imminent danger that silence in the face of the actual objectives of the Coudert Committee will lead to a repetition of the events that took place in Nazi Germany.

Jews must recognize that this is the time for active resistance. They must join immediately with their fellow Americans of all faiths and creeds in defending our system of education as democracy's first line of defense.

There can be no compromise with the Coudert Committee because it shields pro-fascists and anti-Semites.

The Coudert Committee must be repudiated.

This Pamphlet Will Demonstrate:

- 1—The Coudert Committee is shielding the pro-fascists and anti-Semites in the school system.**
- 2—Since the Coudert Committee came into being, a new wave of bigotry and intolerance has been growing in the public schools and colleges of New York City.**
- 3—The Coudert Committee was set up as a result of prolonged agitation by organizations and individuals whose records are pro-fascist, anti-democratic, and anti-Semitic.**
- 4—The Coudert Committee is serving the interests of those who seek a major reduction of educational facilities and the Hitlerization of what remains.**

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BELLA V. DODD, Chairman

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