

## WE NEED RATIONALIST EDUCATION.

By Martin E. Bunge

Now -when the world is sorely torn by strife- and tangled up in the meshes woven by unreasonable instigators of war and a false patriotism- now-it is high time that we begin at the very bottom- begin with the children- and - for the first time in the history of humanity - establish a Rationalist Education.

Until recently- up to Francisco Ferrer and his fore-runners- a Rationalist Education has not been offered to the growing up men and women. Education of the young in the past has not been directed by Reason- or the interest~~ed~~-the welfare of allhumanity- but by policies calculated to benefit a few exploiters- and the two great motives to hypnotize children into a proper state of mind for future exploitation have been: Superstition and false patriotism.

Looking thru the long vista of years gone by- thousands of years of human struggle for better and happier life- all tragedies are due to this wrong education.

If you- for instance -study the history of Babylon- your heart thrills from joyous sympathy with the man and women of that time-many thousands of years back- building up a great civilization. Babylon's history goes



and children in pursuit of useless or worse <sup>objects</sup> ~~aims~~ -they dissipate the substance of their brawn and brain in the maintenance of the discipline of immobility. As the Christian believes that a certain posture is most effective <sup>in prayer</sup> ~~for~~ for the persuasion of the supernatural, so the teachers believe it essential to have a certain statue-like position and rigid attitude in order to accomplish the work. In our school we do not care in what position or attitude the children learn the facts of universal life-whether they sit on the branch of a tree, or in a swing-or on the banister of the porch-whether they sit or stand or perambulate - as long as they learn them. We all know how a certain rigid attitude tires a child, and we want them to be alert and awake all the time while they learn.

Our children learn individually, they study themselves <sup>and other</sup> ~~the~~ textbooks are ~~the~~ sources ~~of the sources~~ of information like other material placed into their hands by the teachers. The teachers are there to help them when they ~~are~~ have become entangled in some difficulty. -How much breath is wasted in other schools in constant discourses of teachers. How much patience of children to wait till others catch up. <sup>in</sup> ~~the~~ <sup>and</sup> ~~in~~ <sup>entire</sup> recitation-periods ~~so~~ in entire classes. How much time is wasted to wait till the prescribed course of a class allows the pupil to go on.

We have no lock-step-system. A boy who is exceedingly bright in Arithmetic can finish the whole <sup>course</sup> ~~book~~ in one year if wants to and is able to -without ~~waiting~~ waiting till ~~the~~ the others in the class have caught up, or till the school year

has come to an end- or till he is up in geography or history-or any other study. If in the old system a boy fails in <sup>one</sup> ~~the~~ study he is forced to <sup>stay</sup> ~~pass~~ in the same class another year, having to go over the same ground even in studies in which he was successful. - <sup>discourage advance</sup> ~~With us no system will retard and~~ <sup>external</sup> In this school there is no force-no threat-

no reward -no punishment

(Insert Reverse of this page)



Children should be moved to increase their knowledge of ~~the~~ facts of universal life by an inner force only - by a natural deep interest to explore their ~~actual~~ surrounding and find the relation of things to one another - by a natural tendency to absorb universal life for their own benefit, for their own development to higher potentialities.

The ~~old~~ old system by offering an artificial incentive by prizes, ~~and~~ punishment, discipline of immobility and silence, promotion <sup>and</sup> honors, has created an artificial tendency. Children ~~do~~ do not absorb truth in joyful satisfaction of an inner craving, but force themselves in a cramped mental condition to satisfy the teachers and parents.

We want to introduce the real Democracy of Education - free from ~~the~~ coming slow to mother Nature - studying the facts of natural life and the relations of these facts to <sup>one</sup> another - free from force, free from any prejudice, free from any dogma, with an open and independent mind, ~~to~~ with a feeling of joy and satisfaction.

But how does one deal with abnormally maladjusted children? How do we protect the other children and <sup>the</sup> teachers from those <sup>who</sup> ~~deliberately~~ deliberately and persistently hinder the educational work of their fellow beings?



If a child by his or her behaviour should become dangerous to the peace and peaceful work of the other children- then the principal of this school would speak with the parents - and temporarily or permanently suspend the child. The children love this free, cheerful, effective method of studying so much that they fear a suspension more than anything else.

And no normal child will feel that opposition to the teachers that the children feel in schools where their freedom, their individuality and their liberty of action is constantly restrained. They have no occasion to see in their teachers but their very best friends, the protectors of their rights, the promoters of their happiness.

We treat all studies from the point of true Monism-recognizing the union between all of them. A pupil may be encouraged to <sup>on</sup> read and <sup>while doing so simultaneously</sup> write geography-~~learning while reading~~ <sup>spelling,</sup> and writing the art of reading, and writing, <sup>at the same time</sup> geography, <sup>h</sup> ethnography, history, statistics, arithmetic, commerce, and astronomy. So <sup>ten</sup> ~~nine~~ studies <sup>will be naturally by simultaneous</sup> can be pursued while pursuing one.

We induce children to learn that which really useful, we are taking them directly into the realm of nature. And by eliminating the non-essentials we can lead children to finish the course of a common graded school in <sup>a shorter</sup> ~~one half~~ the time.

Truth is our only authority- no other authority exists for us. This truth the children learn themselves independent of prejudice. That makes them stronger in character, <sup>Independent study produces</sup> creates great individualities.- Have you ever observed that the greatest men of this country were taught in country schools ~~or in the same way~~ taught themselves without <sup>2.</sup> school-like Lincoln? -In Country schools one teacher takes care of eight grades-that means that seven grades must study alone while one has recitation period- or the



teacher will take every child <sup>individually</sup> <sup>11</sup> while all the rest study <sup>every child will study alone at least seven eighths of the time.</sup> for themselves. These pupils that have to study independently

most of the time accomplish more than the children in our well-equipped city schools—who after being guided—in lock-step-system—constantly tutored—imbued with traditional spirit—filled with traditional and conventional prejudice—will leave schools and colleges—in the majority superficial parrots—easily lost if once <sup>they get</sup> you have them off the track of textbooks and regular routine. —Strong individuality—strong character—selfresponsibility—selfdependence—faculty of reasoning—an intellect free of prejudice—free of the dead of the past—all these qualities make true men and women, and make more efficient than mechanic book-knowledge.

<sup>children must stand on their own feet, think with their own brain, make their own deductions from analysis, their own analysis.</sup>

And now I ask those of you who have children in school-age:—Do you love your children enough to pay a little tuition so they can be brought up in an atmosphere of freedom and independent investigation?

<sup>I ask</sup> All of you—whether you have children of your own or not—I ask:—Do you love humanity ~~enough to help developing a future race that is not hindered or crippled in mind by a wrong system of education?—Are you conscious of the fact that~~ <sup>the</sup> ~~our~~ <sup>of all of us</sup> ~~all~~ happiness depends <sup>on the right bringing up of the</sup> ~~future~~ <sup>growing up</sup> generation.

And you members of this school-association:—Are you willing to make this system as extensive and broad as the sunshine?—Will we all forget all narrowness and prejudice of which vices we have been so fond and unite with all and everybody to make this wonderful system a grand <sup>international</sup> success?—!

I may remind you of one great man who unselfishly devoted all the fortune left him without restriction or direction by a wealthy lady to the uplifting of the youth in Spain, gave all his life's energy—to the



last breath for the Modern School ~~of Spain~~. I am speaking of  
 one of the noblest men <sup>who</sup> ~~has~~ ever lived Francisco Garcia ~~Rodriguez~~ Ferrer,  
 who by his indefatigable effort for the free education in  
 Spain thus exasperated the <sup>priests</sup> ~~clergy~~ of that unhappy country,  
 who for centuries had waxed fat in exploiting <sup>or</sup> ignorance and  
 superstition, by suppressing facts of truth, that they  
 under false pretenses demanded his death. He was shot  
 near Barcelona in 1909. -As a candle gives its <sup>life</sup> light drop  
 by drop to give others light- so he gave his <sup>drop by drop</sup> life for  
 the enlightenment of humanity. He gave all the best  
 within him freely as a flower gives its fragrance and beauty  
 free without hoping upon recompensation in a hereafter,  
 as the night gives its dew, and the day its warmth and light.

What can be greater-what can be a better  
 task for your short life than to free and build up minds  
 of growing-up men and women-to make children happy and ~~strong~~  
 strong?!-- To fill the coming generation with the light  
 of truth -of all the real facts of universal life?!-To dignify  
 coming men and women by giving them self-reliance-and the  
 power of independent investigation?! -To lead mankind thus  
 out of the dark dungeons of ignorance and superstition into  
 the free, open air of real universal life- ~~To open the~~  
~~door of darkness and help everyone to the light of a new~~  
~~day?!- What joy to see dull eyes grow slowly bright?!-~~  
 To make our children free partakers of all the joy  
 and light in the world- brothers and sisters to flowers,  
 trees and crystals- to the running brook -to the eternal stars  
 -to destroy dogmas of terror and fear- and help presenting  
 to future mankind a new generation happy and free?!

On then-- my dear friends- we have learned  
 to take the lightning from the sky to light our homes-we  
 communicate <sup>along</sup> ~~thru~~ ether waves thru great distances -we



have narrowed the ~~scope~~ <sup>scope</sup> of this planet thru ~~airplanes~~ <sup>and the</sup>  
~~planes~~ <sup>steam</sup> - dirigibles - wireless - electricity - ~~steam~~ - vibration of  
 the minutest - let us bring this spirit of the new age  
 also into the realm of education -- let us take the  
 fire of enthusiasm from the eternal skies -- and with the  
 same torch of intellect utterly burn and destroy all *rubbish of the past,*  
*all* that is poisonous and detrimental to the wellfare  
 of man , woman and child - and at the same time kindle  
 the spirit of a new freedom - of a new intellect - and thus  
 build a new race - conceived in liberty and self-reliance.



THE LAST ROSE OF SUMMER.

(Published by Request.)

'Tis the last rose of summer  
Left blooming alone;  
All her lovely companions  
Are faded and gone;  
No flower of her kindred,  
No rosebud is nigh  
To reflect back her blushes  
Or give sigh for sigh!

I'll not leave thee, thou lone one!  
To pine on the stem;  
Since the lovely are sleeping,  
Go, sleep thou with them;  
Thus kindly I scatter  
Thy leaves o'er the bed  
Where thy mates of the garden  
Lie scentless and dead.

So soon may I follow  
When friendships decay,  
And from love's shining circle  
The gems drop away!  
When true hearts lie withered,  
And fond ones are flown,  
Oh, who would inhabit  
This bleak world alone?

--Thomas Moore.



AN ACROSTIC

By Tom Hickey

**S**tands like Gibraltar's rock,  
**T**hat stood the test of time,  
**A**s one that never trembles in the  
storm;  
**R**eliable as the oak tree and the vine.

**S**ure as fate itself in promise made;  
**T**hat's our record—read as you may.  
**A**ltho we are but mortals that err,  
**T**ho safe you'll be because of our  
fair play  
**E**re many clouds have fled across the  
sky.

**B**e sure that we will gain your  
strong support  
**R**egardless of the hazards of the  
game.  
**O**f us you will hear no bad reports;  
**K**ick in with us and sail in fortune's  
sea;  
**E**very man who dares to take a  
chance  
**R**ewarded then you certainly will be.  
**A**ltho goddesses of bad luck may  
prance,  
**G**o to the men that guarantee you  
square dealing  
**E**ven if you are of doubtful heart.

**C**ome with us and you will ne'er re-  
gret it;  
**O**n with us and we will do our part.



Theodore Debs,  
Terre Haute,  
Ind.



**The Wales,**

THOS. M. PIERCE, Proprietor  
CHAS. A. RYAN, Manager  
DUBUQUE, IOWA.

Ed



Don Hickey,  
Hallettsville  
Texas



# A DETECTIVE

By

WILLIAM D. HAYWOOD

A detective is the lowest, meanest, most contemptible thing that either creeps or crawls, a thing to loathe and despise.

A detective has the soul of a craven, the heart of a hyena. He will barter the virtue of a pure woman or the character of an honest man. He will go into the labor unions, the political party, the fraternal society, the business house, the church. He will drag his slimy length into the sacred precincts of the family; there to create discord and cause unhappiness. He breeds and thrives on the troubles of his own making. He is a maggot of his own corruption.

That you may know how small a detective is, you can take a hair and punch the pith out of it and in the hollow hair you can put the hearts and souls of 40,000 detectives and they will still rattle. You can pour them out on the surface of your thumb nail and the skin of a gnat will make an umbrella for them.

When a detective dies he goes so low he has to climb up a ladder to get into hell, and he is not a welcome guest there. When his Santanic Majesty sees him coming, he says to his imps, "Go get a big bucket of pitch and a lot of sulphur, give them to that fellow and put him outside. Let him start a little hell of his own, we don't want him in here, starting trouble."



*of the mythical Adam and Eve - I know.*  
thousands of years back-- <sup>and now 2</sup> we picture these <sup>ancient</sup> people living  
in a regular paradise between the Euphrates and Tigris -ri-  
vers- in an unexcelled climate- on a soil that allowed the  
wheat to be cut twice a year-that issued fruits ,flowers,  
and vegetables in great abundance- we see them doing <sup>wonderful</sup> great  
works of art-~~long~~ <sup>many thousands of years</sup> before the mythical Adam and Eve-erect  
colossal ~~the~~ buildings,construct <sup>ingenious</sup> wonderful water-works,  
canals for sanitation- walls for protection -335 feet  
high-35 feet wide-with 250 towers-100 gates ,all of brass,  
with brazen lintels and posts-the spaces between the walls  
were broad enough to allow four-horse-chariots to turn-  
The inner enclosures were faced with colored brick-  
representing in inlaid colors hunting scenes-ferry boats  
plied between the landing places of the gate-a  
movable draw bridge -supported on stone piers -joined the  
two parts of the city separated by the Euphrates. They had  
two large libraries in Babel-they had hanging gardens,  
suspended 75 feet high ,to the trees ,shrubs and  
flowers of which water was raised on a screw.- They  
had innumerable pretty homes where children grew up  
surrounded by gardens full of roses and fruits,they  
basked in the sunshine and co-vibrated with universal  
energy - many thousands years before Noah had his excur-  
sion boat floating on the turbulent waters raised by  
the wrath of angry Jehovah. -And then-- what happened  
every then and when?-Every little while the Babylonians  
would arm their people and go out to <sup>bring death</sup> kill and  
destroy <sup>action upon</sup> some neighboring nation that likewise had  
employed much energy to create happy homes and fruit-  
ful fields. -At another time these people would come  
back and fall over Babel ,and destroy homes, <sup>the</sup> ruin cities.  
*This ancient city* Wonderful Babel was laid waste and entirely razed to the ~~ground~~



The Saints and Birds  
of Dallas



BY  
W. W. BALLEW  
CORSICANA, TEXAS



"THE SAINTS AND BIRDS OF DALLAS."

---

Now in "Good," old Dallas City,  
(Oh Lord look on her with pity),  
The Holy Parsons, so sedate,  
Full oft do meet in Royal State,  
And at Oriental dinners,  
Plan warfare, upon all sinners.

The "Pigions" white, must fly from Town,  
All bare of feet, and scant of gown.  
The "Blackbirds" *shall* have *all* control,  
And chances to destroy the sweet soul,  
Of Dallas Saints, and men, and boys,  
Who love to sport in midnight joys.

Fly! Birdies fly, far from the scene,  
Where you have been so bad, and mean,  
To other Towns, now fly away,  
And make your nests, so nice, and gay,  
That all unsaintly men, and boys,  
Will seek you out, and know your joys.



The "Birds" of black, and "Birds" of brown,  
Shall glean the morals of your town,  
"Our Holy Men," and Doctors too,  
Will e're long have all they can do,  
To prate, and preach, and also pray,  
And save "Our Boys," and make them pay.

The "Doves" of dark shall have the day,  
In Dallas Town, also the pay,  
That naughty boys, so freely give,  
For social sports, where e're they live  
And when the shades of Night roll down,  
All the "Blackbirds" will roam the Town.

Poor men, and boys, no pen, or words,  
Can change the present choice of "Birds."  
Long, and loud may be thy sad plaints,  
But blame us not, just blame your "Saints."  
Your men of God, and Godly men,  
Have left no choice of "Dove," or "Wren."

The "Crows," or "Birds" of black, or brown,  
Are all, that flit through street, or Town,  
The sport is tame, the chase soon over,  
"Birdies" black, soon find the clover.  
Gone are the "Doves" of soiled fame,  
Half white, or black, now are your game.

Go to your "Parson," let him pray,  
Go to your Doctor, take him pay.  
Your sins are vile, your ills e'en more,  
The price you pay may make you sore,  
Cash cures all sin, and also ills,  
Just call on "Dad," to pay the bills.

On Arlington Heights, there is a "Corner,"  
Held in Escrow for Doctor Horner.  
The men of God sometimes of late,  
Mix sins of 'Birds,' with "Real Estate."  
The "Doves" must fly, or land in jail,  
Or see some "One," and fix up bail,



A nest on Elm, or Royal Main,  
Or Commerce Street, will save the stain,  
And fill the purse, of "Godly Saints,"  
Who lease fine rooms, without restraints,  
To one, and all, the bad, and vile,  
And play "Godlike" men, all the while.

Soon Railroad Switching grounds, and yards,  
Will replace the "Reservation Wards,"  
And profits large, and quickly made,  
Will drive our "Holy Men" to shade.  
The schemes, complete, the games soon end.  
The "Doves" fly back, the morals mend.

With song, and praise, and "Lordly Dinners."  
Our "Saints" will feast, like "Royal Sinners,"  
And boast, and brag, with laugh, and rhymes,  
Like "Saints Elect" in "Ancient Times,"  
And plot, and plan, and scheme yet more,  
For worldly fame, and worldly store.

W. W. BALLEW.



ground several times, and all the labor of many generations had been for nothing, its result being totally destroyed.

The same phenomenon appears in the history of all nations:- generations of patient labor creating better homes and finer surroundings-then war and destruction ruining it all. - Why has this been? Because the people were ~~from childhood on~~ wrongly educated. -They have never till now taught in public schools to apply the "Golden Rule" to nations.- The golden rule as applied to individuals has been taught by philosophers long before the Bible- in the Shi King of the Chinese which book was revised by Confucius 2500 years ago, but was <sup>in the old books of Persia, India and Egypt.</sup> then already hoary with age. -There has never been any teacher of note of any age, of any country that has not taught the law of reciprocity, and the rulers of the countries seem to have had not much objection. -The <sup>Golden</sup> rule has grown out of experience:- If I throw stones into my neighbours window when he is gone, and he -suspecting me -takes revenge in my absence-I come back cutting down his young fruit trees, he gets his revenge by killing my chickens, and we keep that up for a year-we both are minus many good things and plus several bad things as: wrath, anger, vexation and worry. If we turn around and help us each other, we both will be benefited. -Even the animals saw into that long before the evolution of living organisms into higher beings. We find the golden <sup>rule</sup> much better observed among the bees and birds than among the christians-and even the wolves do not kill their own kind as the Christians <sup>yet</sup> are constantly doing. -This rule has not been taught as applied to nations-why not? because the rulers of the nations never allowed it being taught. In stead of that a <sup>are unbound, selfish interests</sup> wrong ~~so called~~ patriotism was

the intervention of some revolution or some horror pains from the skies.



taught which consisted in two main sentiments-~~the~~ firstly  
 was ~~that~~ selfglorification- the own nation is the  
 only great nation- select<sup>(ed)</sup> by the Gods- all other nations  
 are inferior-any one being ~~that~~ <sup>sufficiently</sup> nationally self-  
 conceited is a one hundred percenter -~~others~~ <sup>people who are more broadminded</sup> are wicked  
 traitors.- the other sentiment<sup>- involved in this false patriotism -</sup> is that of extreme hatred,  
 and murderlust. The best murderer of <sup>inhabitants of other nations</sup> people belonging to  
 other nations is a heroe, any one opposed to mass murder  
 is an abominable pacifist. -The <sup>G</sup>reeks called the Non-  
 Greeks Barbaroi-the Jews the Non-Jews Gentiles-the Babylonians  
 could never be persuaded that people outside of the  
 Babylonians were nearly human. These sentiments were incul-  
 cated by education into the little children in impressionable  
 age<sup>to make them lasting</sup> ~~so it might stay~~. The little ones were trained in  
 early age to idolize the flags or insignia or whatever  
 fetish ~~they had~~ <sup>was</sup> carried before them in battles-and by this  
<sup>education</sup> education they were thus hypnotized that whenever some  
 greedy men of their nation wanted to do some abominable  
 thing in order to enrich themselves -all they had to do  
 was to raise this flag or this insignium, and cry for the  
 gods and the fatherland-- and mothers would willingly  
 give their sons -nourished and protected for 20 years,  
 flesh of their flesh- to be butchered for the benefit of  
 a few monsters. -Only a few years ago-- in ~~Spain~~ <sup>in Spain</sup>, in the  
 year 1909- a few merchants <sup>in Spain</sup> who had interest in some mines  
 in Morocco-persudaded and bribed the ~~government~~ <sup>of that government</sup> to make  
 war upon that North-African country-- tho no one had  
 interest in such a war except these few greeedy monsters,  
 the government raised the flag<sup>and the cry of "patriotism"</sup>, and hundreds had to leave  
 wife and child, mother and father -to die for this ~~th~~ commer-  
 cial scheme the success of which could not benefit  
 any one of them. They were hypnotized to sacrifice their



life and happiness of their loved ones for the cause of injustice.- Before our very eyes -only a few years ago- there was perpetrated the most abominable crime imaginable- the crime of sacrificing-directly and indirectly-thirty millions of young men and children to satisfy a few war-profiteers.-We did not expect this to be possible in our age- but it was possible-and may repeated any day-till we educate our children to Reason and Justice. -These brutal mass-murders can only commit these crimes as long as humanity is hypnotized by a wrong education-misrepresentation of facts-of motives -and of interests.-

In a Rationalist school such a diseased patriotism shall never be taught-and the insignia of mass-murder never be adored. --Do then not we believe in a patriotism?-Yes we do. Patriotism means love to the fellow men-and fellow-women of our country. - But our country, our fatherland - has no other limits as the limits of this globe-The Earth-. The whole world is our country- and whom the Sun does not exclude from its blessing rays -we do not exclude from our patriotic love. -Wherever the Sun is willing to send its beneficent rays- warming- energizing- animating -brightening- sublimating-there we are willing to send our patriotism. In a Rationalist School hatred, self-conceit, hundred percent braggartism-will not be given out for patriotism.-Erect we stand, looking up the ~~xxx~~ great flag of the ~~xx~~ firmament-luminous with millions of stars and swear to the insignia of the solidarity of all-humanity.

The other tool of hypnotizing the developing humans -has been a kind of religion that made sacred the demands of unsatiable, greedy monsters, and could always be interpreted to demand what these monsters-or their instruments in the governments wanted. -

Even in free Greece the ruling class demanded blind belief in their peculiar brand of "religion"-and Socrates had to drink the poisoned cup -accused of the crime of impiety-unbelief in the Gods. -This great philosopher taught Reason-inductive analysis of the phenomena of the Universe, freedom of thought-and for that crime died the death of a criminal -simply for



and Truth

6

taking by his appeal to Reason the reverence for that which is old and holy from being hoary. - Let us take ancient Peru in South America for <sup>another</sup> ~~one~~ example.:-Peru had a high civilization before the Jesuits came and impressed the stamp of ignorance and superstition upon the country, and brutally exploited it. -The civilization of ancient Peru was strictly analogous to those of ancient India and Egypt. There existed an amount of knowledge most remarkable <sup>in contrast</sup> with the ignorance of neighbouring nations. The arts were cultivated with great success. The houses were filled with ornaments and utensils of admirable workmanship; their chambers were hung with splendid tapestry; their dresses and personal ornaments betrayed <sup>(love of beautiful display)</sup> ~~taste~~ and their jewels were of exquisite and varied form; their rich and flowing robes were embroidered. The Incas-as the inhabitants of Peru called themselves-had drama and art developed to great extent before the Spaniards came to their country. They had schools where useful arts and history was taught by the bards. They had roads with posthouses at certain intervals-even over seemingly inaccessible mountains and bleak deserts for hundreds of miles. But these people had been taught every one in impressionable childhood a religion which among other things ~~they were taught~~ <sup>stated</sup> that their king would always be protected by the gods who thereby recognized him, and whoever was governing must be from the gods otherwise they would not allow him to rule. -Now this belief proved fateful to a great people.-For in 1532 a handful of ragged adventurers-Catholic bigoted Spaniards, led by Pizarro landed in Peru; the king Atahualpa was very kind to the beggars, took them to his palace, had them fed and clad. But when they learned of the religion of the Incas, they lured the king to the market place and suddenly rushed upon him and publicly murdered him, calling out that the gods <sup>wanted them to rule and would not</sup> ~~would~~ have had permitted



*(murder without divine interference)*  
this <sup>if</sup> it were not their firm will that there should be  
a change in rulership, and if they had not <sup>or</sup> ordained these  
Spaniards to rule over them. That hypnotized were the  
millions of Peruvians by their religion that they without  
resistance acknowledged this change, blindly obeyed their  
new rulers, who exploited them in the most brutal way, sent  
them to work in the mines, killed and maimed them if they  
would not yield enough gold, all the while preaching them  
thru their priests the Christian dogmas: "Do not resist  
evil" "Who suffers here will be recompensated in heaven"  
"Obey the magistrate, for <sup>there</sup> is no <sup>without being of God</sup> magistrate <sup>wherever</sup>  
there is a magistrate it is ordained <sup>by</sup> ~~from~~ God" "Obey your  
masters" "Bear Your Cross" "Crucify thy flesh and blood"  
"Blessed are the poor" etc... -- All thru the history of edu-  
cation- directly and indirectly- religion has been used  
to hypnotize people from early childhood on into a state  
of mind in which they could easily <sup>be</sup> led by big exploiters. --  
-- In this school no dogma shall ever be taught <sup>n</sup> ~~neither~~  
pro nor con- neither religious nor political- nor national-  
nor historical- neither moral nor philosophical- neither  
radical nor reactionary. - We want to teach children facts-  
or rather we want to assist them to find these facts  
themselves by putting into their hands <sup>(and other teaching materials)</sup> textbooks, that give  
them <sup>information</sup> facts without bias, history unadulterated, physiology  
without preaching of some pet-dogma, physical science without  
fear by truthful facts of evolution to offend <sup>any</sup> ~~any~~ Billy Bryan  
Billy Sunday or any other Billy, or bringing a ministerial  
association up in arms using pressure on the board of  
education that teachers should be dismissed who taught  
evolution. --- <sup>In our public school any truth is suppressed that may</sup>  
<sup>offer some thought or political policy. In this school</sup>  
<sup>no truth shall be hidden or suppressed. - (other end of this page)</sup>  
In the public schools of to day- there are  
still more than half of the things taught either useless or  
taught in a way to retard rather than to advance the child.  
In this <sup>statement</sup> most of all the prominent educators agree with us.







(four lines of page 7a after the second)

I shall only refer to Abraham Flexner -head of the General Education Board established by the Rockefeller Foundation, who said: "Generally speaking, it may be safely affirmed that the subjects commonly taught, the manner in which they are taught, and the amounts taught, are determined by tradition, not by a consideration of living and present needs."- And what a hinderance tradition is Hawthorne has illustrated. He compared the inherited and traditioned ideas and habits that we have to carry around with us to the corpse of an old <sup>ancestor</sup> grandfather which his <sup>great-</sup>grandson constantly <sup>has</sup> had to drag around with him- pressing upon him heavily- hindering and hampering him at every step. Why should not the grandson give this corpse a decent burial and place a monument on the grave -and then take upon him <sup>all</sup> the work with ~~new~~ new energy and vigor- unhindered-free!

All organisms grow and outgrow- The universal law in nature- of which we are an integral part- is:- Whatever is born shall die-but at the grave of the old and used up shall ever stand the youth and vigor of the New. And we are to day as ever in this evolution- we can and must not stagnate this growing and outgrowing life. And if the average schools do not take cognizance of this law of eternal change- constant flow- we have to form new schools where this universal fact is taken into consideration- where not more than one half of the time and energy is wasted in <sup>the futile attempt to</sup> galvanizing <sup>to maintain</sup> corpses- in maintaining that which is dead and should be buried and left in ~~peace~~ peace.

There is a great change going on now- and our children shall become conscious ~~aware~~ of this change, our education shall respond to the call of the new age.

Besides wasting time and energy of teachers