



United States  
of America

# Congressional Record

PROCEEDINGS AND DEBATES OF THE 82<sup>d</sup> CONGRESS, FIRST SESSION

## The Greatest Subversive Plot in History – Report to the American People on UNESCO

Extension of Remarks  
of

HON. JOHN T. WOOD  
of Idaho

In the House of Representatives  
Thursday, October 18, 1951

**Mr. WOOD** of Idaho. Mr. Speaker, I am herewith appending an article published by the American Flag Committee, 376, Granite Street, Philadelphia, Pa., bearing the title “A Report to the American People on UNESCO.”

How anyone who venerates and loves Old Glory as the symbol of the deathless march of the United States through the years to fulfill its destiny as a free and independent Republic can read this documented evidence of the greatest and most malignant plot in history against the future of this country, and its children’s children, is more than I am able to comprehend.

Just how careless and unthinking can we be that we permit this band of spies and traitors to exist another day in this land we all love? Are there no limits to our callousness and neglect of palpable and evident treason stalking rampant through our land, warping the minds and imaginations of even our little children, to the lying propaganda and palpable untruths we allow to be fed to them through this monstrous poison?

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

### A Report to the American People on UNESCO by the American Flag Committee

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

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

### Scheme to Pervert Public Education

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

- I. Some Suggestions on Teaching about the U.N. and its Specialized Agencies.
- II. The Education and Training of Teachers.
- III. A Selected Bibliography.
- IV. The U.N. and World Citizenship.
- V. In the Classroom with Children under 13 Years of Age.
- VI. The Influence of Home and Community on Children under 13 Years of Age.
- VII. Some Suggestions on the Teaching of Geography.
- VIII. A Teachers’ Guide to the Declaration of Human Rights.
- IX. Some Suggestions on the Teaching of World History.

### Columbia Hotbed of British Fabianism

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

### Teach Disloyalty to Children

UNESCO’s booklets read like the propaganda put out by United World Federalists, Inc., which has been denied tax exemption because of its specifically political nature. They begin by advancing

the totally un-American doctrine that the prime function of public education in the United States must be that of capturing the minds of our children, at the earliest possible age, for the cause of political world government. The teacher is urged to devote every classroom minute to this end, and every subject taught must serve, or be revised in such a manner that it is made to serve, this same central objective.

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

### Poisoning the Minds of Teachers

Following this same line of attack upon patriotism and its parental encouragement, the same booklet, on pages 58-60, goes on to further poison the minds of our teachers by adding:

“As we have pointed out, it is frequently the family that infects the child with extreme nationalism. The school should therefore use the means described earlier to combat family attitudes that favor patriotism. Education for world-mindedness is not a problem that the school can solve within its own walls or with its own means. It is a political problem even more than an educational one, and the present position of teachers does not, in general, permit them to intervene in the field of politics with the requisite authority. We thought with cautious optimism that educators could also try to influence public opinion. Certain members of our group thought that educators might now besiege the authorities with material demands in the manner of a trade union. In our opinion it is essential that, on the one hand, a children’s charter should secure for all children such education as is summarized in this report, which alone can create the atmosphere in which development of world-mindedness is conceivable, and that, on the other hand, a teacher’s charter should secure for all members of the teaching profession the liberty to provide such an education by the means they decide upon, as well as the right of access to commissions and councils responsible for the organization of public education.”

Aside from encouraging the public school teachers to make war upon the ideals of patriotic national devotion which UNESCO sees as infecting our children in the home, precisely what kind of instruction would the authors of these UNESCO booklets introduce by influencing public opinion, besieging the authorities with material demands in the manner of a trade-union, and by pressing for a Children’s Charter and a Teachers’ Charter, which refer to instruments prepared in treaty form, making UNESCO principles the supreme law of the United States? Let’s see.

### Teachers Urged to Suppress American History

First of all, teachers are urged to suppress American history and American geography, which might enhance pro-American sentiments which UNESCO wishes to sterilize. **Here is how booklet V. on page 11, treats the problem as it affects children aged 3 to 13 years:**

“In our view, history and geography should be taught at this

state as universal history and geography. Of the two, only geography lends itself well to study during the years prescribed by the present survey. The study of history, on the other hand, raises problems of value which are better postponed until the pupil is freed from the nationalist prejudices which at present surround the teaching of history.”

**Translated into less abstruse phraseology, the teacher is instructed to purge American geography from the elementary school classroom, by divorcing it from its national element, and to completely ignore the teaching of history until the pupil enters high school, since this subject cannot be similarly internationalized, and so is too risky to advance until the youngster’s patriotic spirit has been thoroughly emasculated. Parents who take a bit of time to investigate may find, (as we found in eastern Pennsylvania) that a number of elementary schools have already dropped American history as a standard, required subject.**

### Logical Teaching Methods to be Discarded

Logical and orderly teaching methods are also to be discarded if found to obstruct UNESCO’s program for de-Americanizing the minds and hearts of little children. Discussing the usual method of teaching geography, booklet V. page 11, continues:

“One method much in use now is to teach geography in a series of widening circles, beginning with local geography (i.e. the classroom, the school building and its surroundings, the village, the country) and proceeding to a study of the nation and the continent. Only when that routine has been accomplished is the child introduced to the rest of the world.

This progress from the particular and the immediate to the general and the remote may be logical, but does it serve our purpose?”

The booklet goes on to conclude that it certainly does not, since it is found that this manner of presentation will lead pupils to the mistaken conclusion that what is nearest to them is the most important and vice versa. UNESCO-indoctrinated teachers must therefore reverse the procedure. Upset the rule of logical sequence, and begin by teaching the 8-year-old child about the distribution of land and water, or air and sea currents, hydrography, climate, occupations, etc. But, even before this, and certainly before the youngsters are given any kind of formal study of their own country, every opportunity should be taken to enlarge the child’s imagination and encourage him in an interest in all that is remote and strange. This is accomplished by occupying the impressionable mind of the very young child with the games, occupations, tools, domestic animals, etc. of foreign lands. The purpose of this is not simply to teach our kindergarten and elementary pupils about alien peoples, but to cause them to identify themselves in their imagination with people different from themselves.

### Truth to be Suppressed

Truth, like orthodox and reasonable teaching methods, is to be suppressed wherever and whenever it stands in the way of glorifying those things which are foreign above those which are particularly American. On page 14, booklet V. there appears the following advice:

“Certain delicate problems, however, will arise in these studies and explorations. Not everything in foreign ways of living can be presented to children in an attractive light. At this state, though, the systematic examination of countries and manners can be postponed, and the teacher need seek only to insure that the children appreciate, through abundant and judicious examples, that foreign countries,

too, possess things of interest and beauty, and that many of them resemble the beauty and interest of his own country. A child taught thus about the different countries of the world will gradually lose those habits of prejudice and contempt which are an impediment to world-mindedness.”

And there you have the UNESCO instructions on geography and history: Suppress American studies in these fields: accentuate, by abundant and judicious examples, all that is especially worthwhile and attractive in foreign modes of living; but, as soon as the point of unfavorable reporting seems to be approaching, simply postpone further study, leaving the children with the false and truly prejudiced notion that the nations of the other continents are paragons of virtue, beauty and over-all perfection.

### **Like a Passage from Karl Marx’ Communist Manifesto**

What else does UNESCO’s teachers’ guides recommend that our little ones be taught? For one thing (booklet V. page 16), ‘the methods for putting the resources of the globe at the disposal of all people,’ which reads like a passage from **Karl Marx’\* 1848 Communist Manifesto.\*\* Following the same line, page 51 of the same work proposes an international anthem for American classrooms (and tomorrow (for) all the inhabitants of the world).** It is interesting to note that the booklet we are reviewing was prepared in 1949, and that **a United Nations anthem was previewed by the U.N. in 1950, being presented to the public on October 1 of that year in California’s giant Hollywood Bowl.** The anthem describes how things will be when its flag (the spiderweb banner of the U.N. – editor) waves o’er every land.

We have quoted extensively from booklet V. because it contains the most flagrant of UNESCO’s anti-American propaganda, and develops it the most extensively. Now, in the space left us, let’s quote from other volumes in the series:

### **Objective: A One-World Government**

Booklet IV. On pages 13-14, sympathetically deals with the various methods for converting the United Nations into an actual world state. The original concept of the U.N. as an assembly of delegates representing free and sovereign governments is being challenged, teachers are informed, in an effort to break up the concentration of political power in the hands of national governments, especially the great-power governments, which includes the United States of America. There are two alternative proposals. The first, to popularly elect U.N. representatives; the second, to appoint representatives who will be organized specialists in limited fields. The latter proposal follows the Fascist ideology which developed the corporate state of Italy, under Benito Mussolini. UNESCO is not perturbed on this score, however, since “it would be a beginning of functional world government based on transnational rather than international co-operation.”

### **Corrupting the Morals of your Children**

Booklet VI contains a series of research suggestions which indicate an intention to stimulate ultimate classroom expeditions into the field of detailed sex education. Here are a few samples of the type of questions by which UNESCO, which is heavily subsidized by the tax dollars of many Americans who feel that sex training rests within the domain of the home or of the tenets of their own particular religious faith, propounds for our public school teachers: “Are there devices....for limiting the family?” “What are supposed to be the typical feelings of pregnant women?” “Do parents undress before the child?” “What is he (the child) told about where babies

come from?” A sense of propriety prohibits us from quoting the even less modest projects which appear with the above.

### **Your Job as a Loyal American**

Space does not permit us to further examine the other booklets in the series, but this brief analysis should serve to alert the citizen to the menacing nature of UNESCO’s activities. Once alerted, then, it is his job – your job as a loyal American – to take the next step. Contact your friends and neighbors, show them this Newsletter, ask them to join with you in forming a local committee to obtain further data and fight the danger. Order those nine booklets of UNESCO, and also the heavier paper-bound book titled, “Handbook for the Improvement of Textbooks and Teaching Materials,” which suggested another UNESCO project (to eliminate Americanism from schoolroom reading material) which we may deal with in the very near future. Read this material for yourselves: then, as a committee, go into action.

Firstly, prepare your own report and submit it to your local school board. Introduce the matter before your parent-teacher association. Interview the teachers in your community and ask their assistance in obtaining action. Join with the American Flag Committee in **demanding that your United States Senators introduce and support legislation withdrawing our Government from UNESCO membership and terminating its activities in this country.** Many other ways will occur to you, in which **you can help safeguard our American system of public education from infiltration and undermining by UNESCO’s America last propagandists.**

### **UNESCO must Assume Responsibility**

One further word remains to be added. Several of the booklets discussed bear a preface which states that the views expressed are those of their authors, and that they do not represent the official views of UNESCO. If this weak-kneed attempt to avoid responsibility is brought to your attention by a UNESCO apologist, **tell him that one who administers poison to a Nation’s youth is guilty of a crime, whether the prescription is official or other.**

### **Karl Marx and his Communist Manifesto**

**\*Karl Marx** was a master of hatred and destruction. Frederick Engels wrote of him: “Karl Marx is a monster possessed by ten thousand devils.” Marx had eight children –seven by his wife and one by a housemaid. It is recorded that his wife and two of his daughters committed suicide; one of his daughters married a satanist; five of his offspring had premature deaths, while three died of starvation. Marx wrote that he loved nobody – hatred being his modus operandum. In addition, **Marx was a Racist**, describing Slavic persons, such as Russians, as “ethnic trash,” stating that “their very name will vanish.” He categorized Negroes as “frozen at pre-historic levels”, never able to achieve anything of value; stigmatizing Mexicans as “lazy”.

**\*\*Karl Marx** wrote in his **Communist Manifesto: “The abolition of bourgeois individuality, bourgeois independence, and bourgeois freedom** is undoubtedly aimed at...In a word, you reproach us with intending to **do away with your property.** Precisely so: that is just what we intend...**Abolition of family!** Even the most radical flare up at this infamous proposal of the Communists. On what foundation is the present family, the bourgeois family, based? On capital, on private gain. In its completely developed form this family exists only among the bourgeoisie. But this state of things

finds its complement in the practical **absence of the family** among the proletarians, and in **public prostitution**...Do you charge us with wanting to stop the exploitation of children by their parents? To this crime we plead guilty. But, you will say, we destroy the most hallowed of relations, when we **replace home education by social**...**The bourgeois claptrap about the family and education, about the hallowed co-relation of parent and child, becomes all the more disgusting**, the more, by the action of modern industry, all family ties among the proletarians are torn asunder, and their children transformed into simple articles of commerce and instruments of labor...Communists are further reproached with desiring to **abolish countries and nationality**...There are, besides, eternal truths, such as Freedom, Justice, etc., that are common to all states of society. But **Communism abolishes eternal truths, it abolishes all religion, and all morality**, instead of constituting them on a new basis; it therefore acts in contradiction to all past historical experience... **Abolition of property in land** and application of all rents of land to public purposes. A heavy progressive or graduated income tax. Abolition of all right of inheritance. **Confiscation of the property** of all emigrants and rebels. Centralization of credit in the hands of the state, by means of a national bank with state capital and an exclusive monopoly. Centralization of the means of communication and transport in the hands of the state. Extension of factories and instruments of production owned by the state; the bringing into cultivation of waste lands, and the improvement of the soil generally in accordance with a common plan. Equal obligation of all to work. Establishment of industrial armies, especially for agriculture. Combination of agriculture with manufacturing industries; gradual abolition of the distinction between town and country, by a more equable distribution of the population over the country. **Free education for all children in public schools**...**Combination of education with industrial production, etc**...**Nothing is easier than to give Christian asceticism a Socialist tinge**...**Christian Socialism** is but the holy water with which the priest consecrates the heart-burnings of the aristocrat...In short, the Communists everywhere support every revolutionary movement against the existing social and political order of things. In all these movements they bring to the front, as the leading question in each case, **the property question**, no matter what its degree of development at the time. Finally, **they labor everywhere for the union and agreement of the democratic parties of all countries**. The Communists disdain to conceal their views and aims. They openly declare that their ends can be attained only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletarians have nothing to lose but their chains. **They have a world to win...Workingmen of all countries, unite!**"\*

---

\*Editor's note: or, (the) "United Nations"?