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## Teachers, Textbooks and Travels: Communist Action in the World's Schools

EXTENSION OF REMARKS  
OF

**HON. ROMAN L. HRUSKA**

OF NEBRASKA

IN THE SENATE OF THE UNITED STATES

*Thursday, May 4, 1961*

Mr. HRUSKA. Mr. President, on April 12, 1961, the Honorable Lyman B. Kirkpatrick, Jr., Inspector General of the Central Intelligence Agency, addressed the seventh annual National Military-Industrial and Educational Conference at its meeting in Chicago, on the subject "Teachers, Textbooks, and Travels: Communist Action in the World's Schools."

Meetings with this conference were under the sponsorship of the Institute for American Strategy, which is a non-profit educational corporation whose objective is to further public understanding of the nature of the contemporary totalitarian challenge to American freedom.

This institute conducts programs designed to increase public awareness of the nature, objectives and methods of communism, and also of the ideals and assets inherent in our free society for meeting its challenge. The institute is tax exempt, nonpartisan, and privately managed. It is financed through the contribution of some 100 corporations of the United States and a number of foundations.

It is a splendid organization for its declared purposes. Those who support

it and are active in its affairs are to be highly commended.

Mr. Kirkpatrick has had long and varied experience in the field about which he spoke. The information and the thoughts which he expressed are deserving of more widespread circulation.

Mr. President, I ask unanimous consent that the text of his speech be printed in the CONGRESSIONAL RECORD at this point.

There being no objection, the address was ordered to be printed in the RECORD, as follows:

TEACHERS, TEXTBOOKS AND TRAVELS: COMMUNIST ACTION IN THE WORLD'S SCHOOLS

(Address by Lyman B. Kirkpatrick, Jr., Inspector General of the Central Intelligence Agency, to the seventh annual National Military-Industrial and Educational Conference, Chicago, Ill., April 12, 1961)

The world's educational institutions will be one of the decisive battlefields in the fight for existence between communism and the free world.

The election by the Communists to pursue their struggle for world domination by competitive coexistence has signaled an intensification of their efforts in education.

Let there be no illusion that the Communist efforts in the schools, colleges, and universities will be confined to the area of the Red bloc. Throughout the world there is ample evidence that the Communists are determined to win the youth as the first step in winning the world.

In a report entitled "Communist Target—Youth," J. Edgar Hoover, the eminent Director of the Federal Bureau of Investigation and a foremost authority on both com-

munism and the problem of youth, wrote: "The successful Communist exploitation and manipulation of youth and student groups throughout the world today are a major challenge which free world forces must meet and defeat."

You will recall that Lenin wrote: "Give us the child for 8 years, and it will be a Bolshevik forever." He also noted: "He who has youth, has the future."

On the first day you heard from Mr. Sullivan, the Chief of Research of the FBI, on the subject of "Communism and Education in the United States." I am sure his excellent report left no doubt in your minds that the United States is a major target of this Communist offensive in education. The statement of Gus Hall, general secretary of the Communist Party of the United States, to the national committee on January 20, 1961, certainly made their intentions completely clear. He said: "There is a mushrooming of Marxist- and Socialist-oriented groups on the campuses in all parts of the country, and we have witnessed the emergence of a new and very successful youth paper." He went on to say: "the party must give much higher priority for the work among youth in all fields of endeavor."

This is a worldwide effort on the part of the Communists. The statement of policy adopted by the Moscow conference of 81 Communist Parties in December 1960 has been called the sharpest declaration of war ever adopted by any international Communist gathering. This statement emphasized Communist youth work in saying "there are new opportunities now to draw the younger generation into the struggle for peace and democracy, and for the great ideals of communism."

It is our purpose today to present a factual analysis of how the Communists plan to pursue their objectives in the field of education. These objectives are clearly recognizable in the underdeveloped, education-starved and intensely nationalistic countries of the free world. Here the aim is to capture the future leadership and to utilize the pull of educational centers in the free world, particularly the United States, the United Kingdom, and others. Propaganda which identifies communism and the bloc with the national aspirations and anticolo-

nial attitudes of the young generations creates a favorable climate for the operation.

We should recognize at the start that what we are talking about today is the struggle between those forces who want to create the Communist man and those who want men to be free. The international Communist movement is dedicated to and organized for the destruction of all non-Communist institutions.

Teachers are the principal targets of Communist activity. East Germany provides a picture window on what happens in an area that falls under Communist domination. Every year from 2,000 to 2,500 teachers have fled from East Germany. These men and women could not live with themselves under Communist conditions. They recognized that they were no longer educators, but propagandists and political puppets.

The Special Committee on Refugee Teachers from East Germany of the World Confederation of Organizations of the Teaching Profession reported the reasons for the teachers' flight as follows:

"He is not only forced in all classes and to pupils of all ages to represent the political conditions and measures in the Soviet Zone as right and good, but in addition has political tasks to fulfill outside school, such as taking part in political organizations, leadership work at political rallies and propaganda meetings, participating in courses of political instruction."

This same report goes on to say that the teacher is obliged to determine the political views of the parents. He cannot have any religious convictions and he must influence children to abandon the church.

The same report noted that the economic circumstances of the teachers in the east zone are quite good compared with other professions. This is a significant aspect of the problem of which we should take note.

One of the principal Communist appeals to teachers is that in many areas of the world they are underpaid and socially insecure. Quite a few turned to Communist doctrines in search of a political philosophy which would assist them in explaining the complexities of modern life to themselves and their students. Sad to say, the training afforded teachers has often neglected modern history and the political sciences

and left them all too vulnerable to the impressive pretensions of Communist pseudo-science.

Communist peace propaganda attracted teachers because their daily contact with young students kept questions of pacifism and militarism continuously before their eyes. This propaganda skillfully combines the teachers' economic and professional demands with its disarmament bid: "If the defense budget is reduced the Government can build new schools, raise teachers' salaries and provide for new research facilities."

Some teachers accepted Communist leadership of their professional organizations and unions for the same reason as many industrial workers did: the Communists promised them everything they wanted in a material sense—higher salaries, increased job security, old-age insurance, etc. The fact that these promises mean nothing is often not recognized until it is too late. Mr. Hoover says in his book "Masters of Deceit": "The Party keeps stressing Marxist-Leninist education: Party schools, reading the Communist press, self-study. It builds up a discipline that automatically attacks doubts, rationalizes contradictions inside the Party structure, and guides every decision in the Party's favor."

To prevent deviations there is constant pressure from the Party or from the union which is affiliated with the World Federation of Teachers Unions, an affiliate of the Communist-run World Federation of Trade Unions.

The history of the World Federation of Teachers Unions indicates its true nature. It was organized in 1946; was expelled from Paris in 1952 for "fifth column activities." The WFTU moved to Vienna; was again expelled from that city in 1956. It finally settled its headquarters in Prague.

The World Federation of Teachers Unions claims a membership of some 6 million from 30 countries. However, the bulk of its membership comes from the Communist bloc. Among its objectives it lists the establishment of universal free education, meaning under Communist control; and the outlawing of all textbooks propagating militarism, imperialism, or racial domination, meaning all those not written from a Marxist-Leninist point of view.

Under the sponsorship of the World Federation of Teachers a third World Conference of Teachers was held in Conakry, Guinea, in July 1960. This conference was attended principally by delegates from Communist countries and Communists from Western countries. There were actually more minor officials from the various ministries of education present than there were teachers. There was little serious discussion of the problems in education facing Africa, but considerable political propaganda was directed at the United States. The tactics were in keeping with the pattern established by the World Federation of Teachers Unions, wherein educational problems are never studied as such, but always from the viewpoint of the so-called class war.

To propagate its philosophy the World Federation of Teachers Unions publishes an illustrated monthly magazine, Teachers of the World, in English, French, German, Spanish, and Japanese. This is but one of the many Communist publications designed to have an impact in the field of education.

The Communists have long recognized the tremendous impact of the printed word. But in their use of the printed word they are extremely careful to see that the student and intellectual see only the right words. It should be noted here that without exception education in the Soviet orbit is praised, while that in the United States and the British Commonwealth is ceaselessly criticized.

In the United States and other free countries the students in courses of political philosophy and economy are given a careful objective analysis of the various types of political and economic systems. Original documents and publications from the various countries of the world are used.

In Communist countries a course in political economy presents the capitalist system within the framework of a Marxist interpretation of history. Students are not allowed access to current Western texts. In the political economy course required of all students in Communist universities there are books by only four authors: Friedrich Engels, Karl Marx, V. I. Lenin, and Josef Stalin.

Such is education in the Communist bloc. These efforts are not so obvious in areas of the free world, but equally dangerous. In one important area of southeast Asia, where as you know there are large Chinese communities, it is estimated that as high as 90 percent of the students in the Chinese secondary school systems are under Communist influence. With few exceptions the textbooks used are identical with those used in Communist China. They are carefully written in order to create a sense of identification with China, so that the schooling, rather than providing an objective and balanced education, is in effect creating a fifth column for Peiping.

In a major Latin American city a new school is being organized under the direction of two prominent Communist activists whose role, if they are successful in their covert activity, will be unknown to the public, to most of the teachers and to the students. In other words they are using respectable citizens and educators as a front. The courses which will be presented have most respectable names: Political Economics, Philosophy, and History. What these courses will actually present are the political economics of Marxism, dialectical materialism, and the history of socialism.

Perhaps we should note here in passing that the Cuban public schools have recently received an order from the government to give instruction in Communist doctrine.

Under the Communist scheme of things the student is not just a passive recipient of indoctrination. The objective is to bring him under firm control and to make him an activist.

Terror is not an unknown weapon in this effort. Force is used against teachers and nonconformist students—something that never fails to affect the impressionable young. Social ostracism is used by listing the names of opponents on the blackboard and labelling them as traitors.

Enticing scholarship offers attract many, particularly those students who are bright but poor. In order to get and keep their scholarships students are required to read prescribed books and to follow the orders of all leaders.

Tool of the Communists in their activities among students is the International Union

of Students which was founded in Prague in 1946 and which claims a membership of more than 3 million students in some 36 affiliated organizations. Most of the non-Communist affiliates of this organization left it by 1950.

The International Union of Students holds periodic World Student Congresses, and works closely with the World Federation of Democratic Youth, another Communist-front, in running the biennial World Youth Festivals. It uses every opportunity to criticize conditions in the free world eulogizing life in the Communist countries. Indicative of the wide extent of its activities are the departments in the secretariat in Prague. (1) Education, culture, and travel; (2) student needs and welfare; (3) press information; (4) administration and finance; and (5) faculty bureau.

This organization is among those responsible for the mass of Communist literature available to the students from secondary schools and universities. Attractive books and periodicals are sold for very little. These print distorted reports and half-truths about the United States and the free world and extol the conditions of life in Communist countries. It is small wonder that many students are tempted to travel to Communist countries for university education.

Chukwuemeka Okonkwo, of Nigeria, wrote of his experiences in this regard in the Nigerian Sunday Times. He reported that he was consciously trying to test the suitability of communism as a state system in order to prepare himself to play a part in the development of Nigeria. He obtained U.N. sponsorship to study in the Soviet Union. Before going he read everything he could lay his hands on about the U.S.S.R. and about Marxism-Leninism. He was impressed by the promises of aid to Africa and by the objectives stated.

Here is his report in his own words: "On the basis of what I had read \* \* \* I formed a mental picture of a perfect society, devoid of social, economic, and political injustice, a highly organized state, potentially greater than any other."

He goes on to say that upon first arriving in Moscow the students were pampered and feted. They were allowed to mix with the Russians. "It was hoped no doubt that

they would influence us." But he reports that the reverse was true. The Russian students had never experienced such free and open discussions and questions in class—"they could not understand this at first; but they, too, began to imitate us because we \* \* \* got away with it." The inevitable followed: "The authorities called a halt to fraternization. They put us in separate hostels and gave us passes. \* \* \* From your hostel through the Russian sectors to the classroom you had to use three passes."

Okonkwo said many of the African students had a grudge against the West for what they considered the injustices of colonialism, and were urged to make statements favorable to the U.S.S.R. and anti-Western. He said: "We did not know it then, but later it dawned on us that not only were the Russians striving to convince the world of their own system, they were hard put to it, trying to convince their own people about communism." He wrote: "Today I know that communism in theory reads better than any ideology on earth; but I know, also, that communism in practice is the most oppressive, the most abominable and the most inhuman government machine that has yet been evolved."

Okonkwo isn't the only African who had illusions shattered by the realities of the Communist system of education. Another commented: "In Africa they all want to come here. We come to be taught but we find, when we get here, that you cannot be neutral in this country. They won't let you." And a third student said: "The best way to become an anti-Communist is to live here."

We would be foolish to presume that education in the Communist countries affects many in this manner. But even if a few students see through the sham, we cannot conclude that Communist manipulation of education is so obvious that it is self-defeating. Young people are often intelligent but rarely wise.

Most students are selected with care by the Communist embassies, or the Communist Party, or front organizations. Several countries have expressed concern over the direct recruitment of students in this manner. The Indian Government has indicated that it will not permit it, and further that the 30 to 40 students selected to attend the

new Friendship University in Moscow will not be permitted to take political or ideological courses.

The Friendship University will be the lodestone by which the Communists will try to attract more and more foreign students to Moscow. It opened October 1, 1960, with 500 students—only about 10 percent from the Soviet Union and all the rest from Asia, Africa and Latin America. It has been stated that the foreign students will not have to take courses in Marxism-Leninism which are compulsory for all Russians. Foreign students will get free tuition, a free room, medical care, a clothing allowance and \$70 a month. Transportation will be provided to Moscow—and home again after 5 years. In 3 years this university will have 3,000 to 4,000 undergraduates in everything from engineering to Marxist economics.

The Soviet Union is not alone in offering expanded opportunities for foreign students. African youth leaders are trained free at the Wilhelm Pieck Youth College in Bernau. Czechoslovakia has offered 40 technical scholarships to Mali, each for a 2- to 3-year period with all expenses paid. Leipzig University has a department of African studies and many other opportunities are offered in schools and universities from Prague to Peiping.

The challenge that this Communist offensive poses for the free world is impressive. It is a challenge which must be met or we will truly be buried.

First, as Allen Dulles said in a speech to the Veterans of Foreign Wars in Detroit last August: "We need far and wide in this country more education on the whole history of the Communist movement.

"We should not be afraid to teach the subject. A history of communism and all of its works would bear its own indictment of the system. Let the facts speak for themselves."

There is no shortage of literature on the subject. Your own Dr. Kenneth Colegrove produced the book "Democracy Versus Communism" under the auspices of the Institute of Fiscal and Political Education. J. Edgar Hoover's book "Masters of Deceit" should be required reading. And there are other studies produced by many research organizations throughout the country.

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Second, every effort should be made to permit others the opportunity to study not only communism but the free world. Already many fine research institutions in the free world are studying the problems of the Communist world particularly in such countries as West Germany, England, and Japan. There should be more such institutions and they should particularly be open to scholars from the new and underdeveloped nations.

Third, worldwide efforts are required to improve the status of the teacher. I have described what attracts teachers to communism, and perhaps the most important is the poor economic state in many parts of the world. Salaries of teachers are all too often insufficient to meet the necessities of life. The Hong Kong Government reported that a growing interest on the part of teach-

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ers in communism vanished when a more adequate salary scale was adopted.

Fourth, students in the world should not be permitted to have empty stomachs and intolerable living conditions. These conditions breed communism regardless of the education they receive.

Finally, there should be a full and free interchange of unclassified information. When a chemistry student spends 6 months in the Soviet Union without being permitted to see the list of chemistry courses offered by the university in which he is enrolled, it is obvious that Communist practices do not match their promises of freedom.

The Communists are terrified of the searchlight of truth—they will not allow it to shine on their own people; they will strive to keep the light from all others.

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