

MEMORANDUM

from:

John T. Flynn
15 East 40th Street
New York, New York

BUREAU OF GLOBALONEY

The war against the American mind never ceases. The latest offensive to be launched against it is in the United States Office of Education. That bureau, established to promote educational processes and studies, is now engaged in a secret attempt to create a government-financed division of propaganda in the field of international politics. On the surface it is asking funds to establish what it calls a Division of International Education. If this were honestly named it would be called the Division of Globaloney. What is more, this little job is being cooked up by one of those inevitable emigres professors who has been in this country less than ten years and who is now prepared to take over the formation of the crude, untutored American mind in the interest of his internationalist and racial passions.

Last summer Dr. Walter Kotchnig, an Austrian, was brought into the Office of Education by its head, Commissioner Studebaker, and, without any official status whatever, given the run of the place and complete access to its files. In a few weeks he emerged with a 32-page report severely criticising the Department of Comparative Education in the Commissioner's office and ending with a proposal for a Department of International Education, which, of course, is the idea he had in mind before he began his "investigation".

This proposed department will (1) distribute propaganda pamphlets and other material to schools and other institutions, promoting Dr. Kotchnig's international or globaloney ideas; (2) send out lecturers at government expense propagandizing the same line; (3) distribute kits containing

teaching materials as aids to the propagation of the globaloney faith;
(4) send representatives abroad to be indoctrinated with internationalist philosophy. Of course Dr. Kotchnig would head the department. Moreover it seemed important to the doctor that at least two Englishmen be on the staff.

This writer has no objection to the presence in our communities of foreign scholars. On the contrary, as a member of the Board of Higher Education of New York City I have favored and even urged the presence in our colleges of men truly representative of the cultures of other countries so that our youth might be exposed to the best that old-world civilizations have to offer. We must never close our eyes and ears to the sources of knowledge and wisdom from whatever corner of the globe they may appear. This is one thing. It is quite another to take in these busybody emigres who industriously seek to worm their way into positions of power and put them in charge of the very machinery of education here. It is also another thing to create an immense and expensive propaganda machine for their alien ideologies and put that machine in their hands to use against the minds of our people.

In this instance, however, the case need not be put wholly on this ground. What policy this nation may pursue in international affairs is a subject which the people of America and their representatives must determine after deliberation and debate. Every side of the subject must be presented. In our society are many organizations well equipped to present all phases of the subject. The government must be the instrument of the people in carrying out the policy on which they finally decide. It is unthinkable that a bureau shall be set up - and stealthily too - to enter this discussion and use the power, prestige and the funds of the

people to tip the scales on one side or the other of this great debate. We should oppose such a bureau no matter what side it undertook to support. It is un-American and indefensible.

It is time to call a halt to this persistent drive of recently arrived teachers - some of them refugees - who keep everlastingly at the job of inserting themselves into our government, to control its thinking and shape its decisions in favor of objectives which are dear to them not because they are Americans but because they are the angry or injured or vengeful victims of enemies in other lands.

The report of this Austrian interloper has been subjected to analysis by members of the staff of the Commissioner of Education and this analysis reveals his whole proposal to be superficial, self-serving and worthless. Nevertheless, an effort is being made to push through an appropriation for this enterprise. I urge members of the Education Committees of the Senate and House to be on guard against it. I urge all members of the Senate and House to keep an eye open for this oily scheme to plant in this government a wholly un-American device of propaganda.

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Memorandum Concerning John T. Flynn's Letter to Certain Congressmen
entitled "Bureau of Globaloney"

It is difficult to guess what John T. Flynn's motives may have been in writing a letter which in mimeographed form he circulated to certain members of Congress on March 1, 1944, unless for some strange reason he may still be pursuing his interests as a member of the America First Committee in which, according to available records, he was an active member.

Mr. Flynn's letter refers to a modest development in the United States Office of Education in connection with its work in the field of comparative education and education for understanding international problems.

For many years there has been operated in the Office of Education a small Division of Comparative Education. The purpose of this division has been to study and compare the various educational systems of other nations for whatever suggestive value such studies might have in the improvement of educational policies and practices in the United States and thus to assist in the exchange of information about educational systems for the benefit of various countries throughout the world. For several years the Office of Education has also had a small unit dealing with problems of inter-American educational relations, cooperating in this important field of education with the Department of State, the Office of the Coordinator of Inter-American Affairs and other agencies. In the Division of Comparative Education some work has been done in recent years in the study and development of educational relationships with the Orient.

In the spring of 1943 it was realized that a somewhat better organization of the work of these units might be effected in the Office of Education. Various plans were considered under which the two small but separate units

to which reference has been made could be combined into one Division of International Educational Relations. Consultations were held with representatives of the Department of State and of the Office of the Coordinator of Inter-American Affairs, and with other agencies and individuals, to secure their suggestions as to the most important services which the Office of Education might render in the field of education for international understanding and how these departments, agencies and individuals thought the service within the Office could be organized to function most efficiently.

In connection with these studies, Dr. Walter Kotschnig, Professor of Comparative Education at Smith College, who has long been familiar with the work of the Office of Education was asked by the Commissioner of Education to prepare, without salary, a memorandum expressing his opinion with respect to ways in which he thought the service of the Office of Education in the field of comparative education might be improved. Such a request was in no sense unusual. For many years similar memoranda and proposals have been openly sought by the Commissioner of Education and staff members of the Office of Education from interested groups, agencies and individuals in many fields of education. It has been a long-standing policy thus to employ democratic procedures which invite cooperation by people generally in the development of the Office of Education.

Mr. Flynn states in his letter that the Office of Education "is now engaged in a secret attempt to create a Government financed Division of Globaloney." There is absolutely nothing secret about what the Office of Education has done. It proceeded as usual in an open discussion of the problem with interested individuals and agencies and according to proper procedures submitted its budget estimates. These estimates became part of

the annual budget message to Congress and are a part of the public record. The very modest sum requested by the Office of Education with which to improve its work in the field of education for international understanding is now before Congress. Just how Mr. Flynn could arrive at the decision that there is anything secret about such procedures is more than I am able to understand.

It should be added that the memorandum filed with the Office of Education by Dr. Kotschnig was reviewed by members of the staff of the Office of Education, by another person in no way connected with the Government, by representatives of the Department of State and by the Division of Administrative Management of the Bureau of the Budget. Dr. Kotschnig's memorandum had no marked effect upon the plans developed by the Office of Education but was considered on its merits along with many other suggestions dealing with the same problem.

Dr. Kotschnig has lived in this country for several years and is an American citizen. He is ^{an} exceptionally capable person and a credit to the United States. He is a scholar, has made extensive studies of education throughout the world and is devoted to the cause of American democracy. He would never be willing to prostitute education to the purposes of propaganda. He seeks no position in the Government but as a good citizen he is ready at all times to render services requested.