

The Curriculum Creators – Part 1

Norman Dodd was the staff director of the Congressional Special Committee—or the Reece Committee named after its chair Congressman Carroll Reece—to investigate tax-exempt foundations.

The Reece and subsequent Cox groups both failed to make any headway because of the placement of members on the committees by the heads of the very foundations being investigated.

However, earlier in his career, Dodd had been commissioned by his banking superiors to research how another stock market crash could be averted.

After 30 months of research, Dodd delivered the news: the United States must return to sound banking practices, to which his superiors replied that this could not be allowed to happen ever again.

Prodded by conscience, Dodd resigned his junior position from a Morgan bank.

In short time, Dodd found himself blackballed from the banking world and, therefore, made his major interest “to endeavor, by some means, to get the educational world to actually, you might say, teach the subject of economics realistically, and move it away from the support of various speculative activities that characterized our country.”

In 1953 he joined the Reece Committee.

The following are excerpts of a 1982 interview Dodd conducted with C. Edward Griffin, author *The Creature from Jekyll Island*.

The purpose of the committee Dodd stated was “to investigate the activities of foundations as to whether or not these activities could justifiably be labeled ‘un-American’—without, I might add, defining what they meant by ‘un-American’ . . .

“What we were able to bring forward was—what we had uncovered was—the determination of these large-endowed foundations, through their trustees, actually to get control over the content of American education.”

Dodd was told by Rowan Gaither, then-President of the Ford Foundation, that “all of us who have a hand in the making of policies here, have had experience either with the OSS during the war, or with European economic administration after the war. We have had experience operating under directives. The directives emanate, and did emanate, from the White House. Now, we still operate under just such directives.

“Whereupon, he made this statement to me, ‘We are here to operate in response to similar directives, the substance of which is that we shall use our grant-making power so to alter life in the United States, that it can be comfortably merged with the Soviet Union.’”

Dodd then recounts how the process was started by the Carnegie Foundation in 1908.

“In that year, the trustees meeting, for the first time, raised a specific question, which they discussed throughout the balance of the year, in a very learned fashion. And the question is this: Is there any means known more effective than war, assuming you wish to alter the life of an entire people? And they concluded that no more effective means to that end is known to humanity, than war. So, then, in 1909, they raise the second question, and discuss it, namely, how do we involve the United States in a war?

“Well, I doubt, at that time, if there was any subject more removed from the thinking of most of the people of this country than its involvement in a war. There were intermittent shows in the Balkans, but I doubt very much if many people even knew where the Balkans were. And finally, they answer that question as follows: we must control the State Department.

“And then, that very naturally raises the question of how do we do that? They answer it by saying, we must take over and control the diplomatic machinery of this country and, finally, they resolve to aim at that as an objective. Then, time passes, and we are eventually in a war, which would be World War I. At that time, they record on their minutes a shocking report in which they dispatch to President Wilson a telegram cautioning him to see that the war does not end too quickly. And finally, of course, the war is over.

“At that time, their interest shifts over to preventing what they call a reversion of life in the United States to what it was prior to 1914, when World War I broke out. At that point, they came to the conclusion that, to prevent a reversion, we must control education in the United States. And they realize that is a pretty big task. To them, it is too big for them alone.”

Dodd states the Carnegie Foundation Endowment then approached the Rockefeller Foundation with a suggestion: “That portion of education which could be considered domestic should be handled by the Rockefeller Foundation, and that portion which is international should be handled by the Endowment. . . .

“Then, they approach the Guggenheim Foundation, which specializes in fellowships, and say, ‘When we find young men in the process of studying for doctorates in the field of American History, and we feel that they are the right caliber, will you grant them fellowships on our say so?’ And the answer is, ‘Yes’. . . .

“So, under that condition, eventually they assemble 20, and they take these 20 potential teachers of American History to London. There, they are briefed in what is expected of them—*when, as, and if* they secure appointments in keeping with the doctorates they will have earned.

“That group of 20 historians ultimately becomes the nucleus of the American Historical Association. And then, toward the end of the 1920s, the Endowment grants to the American Historical Association \$400,000 for a study of our history in a manner which points to what this country looks forward to, in the future.

“That culminates in a seven-volume study, the last volume of which is, of course, in essence, a summary of the contents of the other six. The essence of the last volume is this: the future of this country belongs to collectivism, administered with characteristic American efficiency.

“That is the story that ultimately grew out of and, of course, was what *could* have been presented by the members of, this Congressional Committee, and the Congress as a whole, for just exactly what it said. But they never got to that point!”