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Instruction On Communism - An Educational Need and Responsibility

Lewis F. Powell Jr.

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Kenneth Hansen

my speech file

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Lewis F. Powell, Jr.
Richmond, Virginia

Prepared for Delivery to
Strategy Seminar of Omaha
Chamber of Commerce,
Omaha, Nebraska
April 6, 1962.

INSTRUCTION ON COMMUNISM -
AN EDUCATIONAL NEED
AND RESPONSIBILITY.*

(Text as actually delivered)

As a prelude to talking about the urgent need for more adequate instruction on the subject of Communism, I would like - at the risk of reviewing the obvious - to focus attention on the startling transformations which are occurring so ^{rapidly} ~~swiftly~~ in this disquieting age of the mid-twentieth century.

~~In little more than two decades, America has~~ moved from deep isolationism ^{in the '30s} to unchallenged leadership as the world's strongest and most influential nation, ^{by 1946.} ~~and then~~ ^{Since then, with incredible swiftness, we have been forced} to a defensive position of grave peril - as Soviet led Communism wages a new type of war against all free institutions.

America's position today can best be appraised by contrasting it with that of only 16 years ago. In 1946 we had just won the greatest war in history. Our enemies lay prostrate. No nation had ever formed so powerful an alliance.

* The program identifies me as the chairman of an American Bar Association Committee. While the greater part of my talk will be based on the ABA Pamphlet entitled "Instruction on Communism and Its Contrast with Liberty under Law", recently released by the Committee, I appear here today solely in my individual capacity, and not as a spokesman for or representative of the ABA.

alliance. In addition to our western allies, we were entitled to rely upon the gratitude of China and other Asian nations which we had defended or liberated. The Soviet Union had been our ally, and our bemused people accepted at face value the promises and blandishments of Yalta and Potsdam.

The British Empire, although weakened by the War and emerging forces of nationalism, still seemed in 1946 a formidable force for peace and stability. India was part of the Western Alliance. So were the Middle East and North Africa, where British and French control remained unchallenged. Israel was hopefully about to join the family of nations. The raw materials and peoples of Africa were dependable resources of the western powers. The same was true of the Dutch East Indies. France still had Indo-China, as well as her African colonies.

South America was relatively tranquil, and the orientation of its countries to the United States (except perhaps Argentina) was unquestioned. Cuba was almost a "49th" state.

In 1946 the United Nations had just been created. America and her allies dominated both the Security Council and the General Assembly.

It was thought - at least by most Americans - that we had entered a new and lasting era of peace and world

order.

order.

But just in case allies proved faithless or the United Nations ^{UN} ineffective, America was still able to impose its will upon the world. We were the richest and strongest industrial power. We possessed the most formidable military forces ever known to history. We thought we could afford to demobilize these, as we had a monopoly on a super-weapon. We were the only nation which possessed the atomic bomb - or which even appeared to have the requisite industrial power and scientific knowledge to produce one in the foreseeable future.

Thus, only 16 years ago, within the vivid memory of most of us, America enjoyed a position of unchallenged strength and pre-eminence unequalled perhaps by any nation since the flood-tide of the Roman Empire.

* * * * *

Let us now assume that a Rip Van Winkle had slept during the past 16 years, and awakened today. What would he find with respect to the world and America's position?

The emergence of the Space Age might be deemed the most spectacular change. But a social scientist would recognize, as even more portentous, the sweeping advances of International Communism, and the corresponding deterioration of America's position. At the end of World

War II,

War II, Russia itself was the only country of any importance controlled by the Communists. Now, some one-third of all the people of the world are ruled by this relatively new and menacing force.

All of Eastern Europe has been subjugated. Berlin, a symbol of America's naivete, is a tinder box of ^{incalculable} incalculable danger. Our former ally, China, with its 600 million people, has become militantly ~~and aggressively~~ Communist, and bitterly anti-American. French and Dutch colonies in Asia and the East Indies have been lost. Korea, after a bloody and inconclusive war, remains an armed camp. Laos is now almost certainly headed for Communist control, and the grave situation in South Vietnam appears to be worsening.

The British Empire, despite Sir Winston's eloquence, has been substantially liquidated - not by the Communist, but by irresistible forces of nationalism. India has left the Western Alliance, and with predictable regularity follows the Soviet "party line."

The Middle East has also drastically changed for the worse. Israel, rather than a new hope, has unwittingly become a focal point for permanent discord. English and French influence among the Arab states has ended dramatically. A resurgent Egypt has joined India in supporting generally the foreign policy of the Soviet Union. Indeed,

the greater part of the Arab world has been alienated from the West.

Nor is the situation in the rest of Africa much brighter. Western and American influence is on the wane, as nationalistic tides run strongly against the colonial powers. It is true that most of the new African nations profess to be "non-aligned" between the Communist powers and the West, but even on the issue of Soviet resumption of nuclear testing last fall it was evident that "non-alignment" has about the same significance as "peaceful co-existence." *Defined by Dr. Bouscaren as: "Surrender on the installment plan"*

In this hemisphere, America's position has also sharply worsened during this period. The Monroe Doctrine has been breached or circumvented. A Communist state and military base exist, ominously, within 90 miles of our mainland. And the major South American powers refuse to join the United States in applying even the mildest sanctions.

* * * * *

These momentous and adverse changes in the world situation have occurred despite unprecedented American foreign aid of more than 85 billion dollars, and defense spending at levels exceeding 40 billion dollars annually.

This massive effort has also failed to preserve America's relative military strength. Our monopoly of nuclear weapons has gone; Soviet missiles, capable of destroying much of this country in less than thirty minutes, have created a "stalemate of terror"; and, in the new and awesome age of space, we are second to the Soviets both in prestige and rocket thrust.

The United Nations still stands. But few would deny that it has been a disappointment. Ineffective in Korea and Indo-China, helpless in Hungary and Berlin, and fumbling now in the Congo and Laos, the United Nations seems at times little more than a forum for the Khrushchevs and Castros to make propaganda and heap invective upon the free world, and for the non-aligned nations to practice their double-standards. ^{The UN} ~~It~~ may, nevertheless, ^{one of} be man's last hope for world order, and thus we should resist the natural impulse to abandon it. Rather, as Senator Jackson recently argued, we should use the U.N. more realistically and never permit it to determine or dominate American foreign policy.

* * * * *

This, in summary, is the world situation only 16 short years after America stood at the pinnacle of her power and influence. It is, many will think, an unduly pessimistic summary - and perhaps this is true. There have, of course,

been some favorable developments. America, without training for world leadership, has not flinched from this new responsibility. We have tried honestly and patiently to lead the world to a just and durable peace. We have been generous - to friend and foe alike - beyond any precedent in all history. While we have made ~~many~~ ^{- many of them incredible -} mistakes, it must be remembered that we are inevitably handicapped in the Cold War by the necessary limitations of a free democracy and free allies. But whatever may be said to explain or justify the course of events, the fact is that the balance of history has been against America, and every citizen has a duty to face up to this sobering reality.

* * * * *

At this point I digress to repeat a story which appeared in the New York Times. ^{Sulz-berger} C. L. Sulzberger, famed foreign correspondent of the Times, was reporting on America's loss of prestige and influence in South America. He quoted the President of a South American country as having said:

"In the beginning we all knew America was strong. You were pioneers who settled the Wilderness. ^{But} Now America seems to us as weak as a widow who has lost her husband."

In the same article, Mr. Sulzberger quoted the cabinet minister of a South American country, who was wondering when American promises would become a reality, as follows:

"We feel

"We feel like a young bride whose husband has been sitting for months at the bedside - telling her how lovely its going to be." *

* * * * *

The audience here today is comprised of community leaders, ^{of this great State.} Obviously you are familiar with all that I have said to this point. You are no doubt wondering - with just cause - why I have taken your time to outline the profound transformations of the past 16 years. My purpose has been to put in sharp focus the need which I shall now discuss:

This is the need for sound education - in considerable depth - on the history, doctrines, objectives and techniques of the Communist movement.

It was this need which prompted the House of Delegates of the American Bar Association in February 1961 to go on record, unanimously: ^{quote} "encouraging and supporting our schools and colleges in the presentation of adequate instruction" on Communism, "thereby helping to instill a greater appreciation of Democracy and freedom under law, and the will to preserve that freedom." ^{End Quote}

The dramatic changes

* New York Times, December 25, 1961.

The dramatic changes in the world situation which I have described have not resulted solely from Communism. There are various other contributing causes, each of which the Communists have fully exploited. These include (i) the forces of nationalism unleashed by World War II, (ii) the disenchantment with colonialism, and (iii) the understandable desire and determination of millions of underprivileged people of Asia, Africa and South America to raise their economic status from its present pitiful plight.

But let us always remember that it is the International Communist movement - not these collateral problems - which has created the desperate world conflict called the "Cold War." In less than half a century, and mainly within the past 16 years, this revolutionary movement has already gained control of 1/3 of the world's people. It manifestly has the will, and avidly seeks the final means, to dominate the entire world and destroy freedom everywhere.

National Self-Interest

Belatedly, the need for thorough education on the Communist movement is now becoming recognized. There are, broadly speaking, two underlying reasons for this need. The first is national self-interest and the very survival of freedom. As Dr. Sidney Hook recently said:

quote
In order to survive,

"In order to survive, the free world must acquire a more sophisticated knowledge of Communism. . . . The task must be shouldered primarily by scholars and educators. . . . on the appropriate levels of our educational system" * *Core Quote*

America, the champion of freedom under law and the only nation strong enough to oppose Communist power, is the prime target of the Soviet Union and the world-wide conspiracy which it directs. At best, America faces many years - if not many decades - of continued conflict with this determined enemy. There are no easy solutions or short cuts to dramatic "victory." This is a new type of world conflict, little understood by our sheltered and generous people. It is clear that the wisdom, patience and will of our people and leaders will be sorely tested.

As decisions in a democracy derive basically from the people, and must be supportable in public debate and a free press, it is obvious that our people - including those in schools and colleges - must understand the nature and seriousness of the Communist threat. This means more than an uncomfortable awareness that Communism threatens freedom and our country. It means a great deal more than creating feelings of fear, antipathy or hatred. The real need is for widespread knowledge in some depth of the history, doctrines, objectives and techniques of the Communist movement.

There is

* Dr. Sidney Hook (head of Philosophy Department, New York University), Saturday Review, December 31, 1960.

There is also a need for a more thorough understanding of our own system of constitutional government and freedom under law. This kind of understanding will be facilitated by the contrast with the Communist system.

Thus, in brief, the first and overriding reason for the program of the American Bar Association^{ABA} is that it is urgently in the national interest. Indeed, it relates to the most basic interest of all - perhaps survival itself, and certainly survival of freedom and our form of government.

Sound Educational Requirement

But even if one lived in a so-called "non-aligned" nation (and believed, ^{foolishly,} ~~naively,~~ that neither survival nor freedom was at stake), Communism would still be an appropriate subject for education. The history of much of this century is incomprehensible without a considerable knowledge of the Communist movement.

There is, therefore, a second reason for including this subject in the curriculum of schools and colleges. It is a sound educational requirement entirely without regard to other considerations.

And here, the importance of viewing this particular program as education - rather than some form of counter-propaganda - should be emphasized. In America, the educational process is closely and properly related to a

principal objective

principal objective of our society - ^{namely,} freedom of the individual. This obviously includes freedom of the mind, and this in turn includes freedom and capacity to think and make rational choices. In the light of these great traditions, the subject of Communism (like any other subject) should be taught factually, thoroughly and objectively. This is, indeed, in our national interest as American students jealously reserve to themselves the right to make rational choices, and they would be the first to resent - or later to be disillusioned by - teaching which departs from these traditional standards.

There is no danger in teaching the truth about Communism. As Allen Dulles wisely said:

"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." *

* * * * *

WHAT IS BEING DONE IN THE SCHOOLS?

As the need is evident, it is important to know with reasonable accuracy what is actually being done to meet it.

The Legislative Ref. Bureau

* Allen W. Dulles, address before Veterans of Foreign Wars, Detroit, August 22, 1960.

The Legislative Reference Bureau of the Library of Congress made a survey in early 1960 at the high school level, using a carefully drawn questionnaire sent to the school superintendents in the 58 largest American cities. Replies, from 54 of the cities surveyed, showed a conspicuous absence of formal units or courses on the subject of Communism. Only two cities had separate semester courses and one of these was merely an elective in one high school on Russian history. Nearly two-thirds of the cities also said there was no requirement that any specified time within some other course or courses be devoted to study in this area.

The ABA conducted its own survey in the spring of 1961, with similar results. Of the 278 communities which responded to the questionnaire, nearly three-fourths reported no separate units or courses, and in many others it was evident that the effort is incidental to other instruction.*

The Prevailing Pattern

The high school curriculum pattern in the social sciences generally found today would not be unfamiliar to

* This discussion is directed to the situation which prevails generally in the United States. No special study has been made of Nebraska, although Section 79-213 (4) of Neb. School Laws requires that "the dangers and fallacies of Nazism, Communism and similar ideologies" be taught in high school civics courses. This statute also places a wholesome emphasis on patriotism and American citizenship.

those who

neb -

those who attended school prior to the momentous impact of the Cold War. There are much the same type of courses on history and government of the United States, and there are survey courses (often electives) on world history and comparative government. It is in these courses, rather than in separate units or courses, that the high school students of America receive a limited amount of instruction on Communism and the leading exponents thereof, the Soviet Union and Red China. And this instruction is scattered through several courses over the high school years with little coordination or concentration.

(I am speaking here generally of the situation across the country. I am not familiar in detail with your situation in Neb.)

No criticism of these courses is intended or implied. Much of their content is a basic part of high school education and a prerequisite to the thorough study of Communism. But such courses are not designed to, and do not meet, the need in question.

The Need for Separate Units or Courses

The position of the ABA Committee is that these existing courses should be supplemented by separate courses or units dealing with Communism in depth, and specifically contrasting its doctrines, its methods and its objectives with the American system of freedom under law.

The essential point is to accord this subject the importance and emphasis which it so urgently deserves. The ABA Committee believes that this can best be accomplished by specific and separate courses or units. While the duration

of these

of these may vary, there is sound reason to believe that a full half-year course (i.e. one semester) is necessary for the most effective treatment of this important and complex subject. It will be remembered that many subjects, less exacting in mental discipline and certainly less significant to national survival, are widely taught for full semesters or longer.

Encouraging Recent Developments

Although the over-all picture (outlined above) is *still* one of widespread need for prompt and constructive action, there is heartening evidence of recent progress. An increasing public awareness of the need is becoming evident, and this is causing educational authorities and organizations to act.

Only last week (March 26-28) the United States Office of Education held a significant conference in Washington, attended by some 150 educational leaders. Commissioner McMurrin, in announcing the conference, said:

"This conference has been arranged in response to a growing demand that education assume a more active responsibility in the long struggle for the preservation of freedom and world peace.

* * * * *

"The question of how to teach the facts and fallacies of Communism is one of the most pressing problems that faces our schools today. * * * I believe the conference will make a major contribution

towards clarifying

*Note that Communism 17-19 years ago
the question is how to teach the facts
about Communism. This represents
progress - as the question for years
has been whether
to teach such facts*

toward clarifying this and other issues so important to our understanding of the world and to the defense of freedom."*

Many educators have hesitated to act in the past only because of apprehension as to public misunderstanding. Happily, this situation is now changing, and influential citizens, such as you here today, can make a real contribution by encouraging and supporting your schools and colleges in this effort.

*A There is a Symposium tomorrow on
"What Can I Do?" Encouraging and
supports schools & colleges to
teach the facts about Communism*

Special Interest of ABA

At this point, I should like to point out why the ABA feels that lawyers and the organized bar have a special responsibility to support this program. The first object of the ABA, as stated in its Constitution, is "to uphold and defend the Constitution of the United States and maintain representative government." If the ambitions of the Communist dictators are realized, our Constitution and representative government in America would be destroyed. In a broader sense, freedom under law would be destroyed everywhere. The preservation of this basic freedom - which embraces all of our cherished freedoms - has traditionally been within the unique competency and responsibility of lawyers and judges.

*should
be high
on the
priority
list.
Can
omit*

* Press release, United States Department of Health, Education and Welfare, March 22, 1962.

Problems: There are, of course, various problems - of teaching training, crowded curricula, and adequate text and teaching materials - but these can ~~and~~ ^{and must be solved,} ~~and~~

Word of Caution

Now - before closing, a word of caution: ^{should be}

It must be remembered that this ^{is} a program in education, undertaken in the national interest and in the belief that broader knowledge of the Communist conspiracy will assure its ultimate defeat. But in the implementation of this program, great care must be exercised by ^{all concerned} ~~citizens' committees and educational authorities~~ to avoid - in fact and in appearance - all implications of domestic politics. As the subject of Communism tends to evoke extreme and emotional reactions, special care must also be exercised to avoid extremist influence of both the right and left, and to refrain from branding as "pink" or "communist" differing or unpopular views.

Much of the extremism - and also the naivete so often found on this subject - stems from ignorance and lack of understanding. One of the purposes of ^{teaching the truth about Communism} ~~this program~~ is to dispel this ignorance, and to focus informed attention on the real enemy of freedom - the International Communist movement and its imminent threat to our country. This must, of course, be done with determination and conviction, but also factually and with due regard to the Bill of Rights and standards of fairness which are the hallmark of the freedom under law we seek to defend.

TO PRESERVE FREEDOM

Lenin, the principal architect of the world-wide Communist movement, wrote:

quote "Give us the child for 8 years, and it will be a Bolshevik forever He who has the youth, has the future." *unquote*

In keeping with Lenin's dictum, the Soviet Union - and indeed every Communist country - employs education as a prime tool of the state. In such countries, the sole purpose of education at all levels is to further the Communist goal of enslaving the world.

Obviously, we should never subvert American Schools and colleges in this way. But in our anxiety to see that education properly serves the needs of individuals in a free society, we must never lose sight of a paramount duty - namely, that education must adequately prepare and train our people to understand and appreciate our form of government, to comprehend that Communism gravely threatens America and freedom everywhere, and to be willing to serve and defend America - the great country upon which the entire free world depends.

Quotes From Dr. Bouscaren's Article
In U. S. Naval Institute Proceedings
October 1961:

Peaceful Coexistence:

"Peaceful coexistence is surrender on the installment plan."

World War III:

"The Communists are likely to win World War III
because they know they are in it."

Institute of Am. Strategy

*Houghton - Mifflin
Brace - Harcourt
Prentice Hall*

Saturday, April 7, 8:00 P.M.

**A Positive Strategy
For America**

DR. WALTER H. JUDD

Dr. Judd is now serving his tenth consecutive term as a member of congress from Minnesota's 5th congressional district. He lived 10 years in China as a medical missionary. He was born in Rising City, Nebr., graduated from the University of Nebr. as an M. D.; was an instructor of zoology at the U. of Omaha. He is a nationally recognized authority on U. S. Foreign Policy and is a member of the committee on Foreign Affairs. He served as delegate to the General Assembly of the United Nations in 1957 and as delegate to the World Health Organization Assembly in 1950 and 1958.



*Chairman - V. J. SKUTT, President and Chairman of the Board,
Mutual of Omaha*

*Benediction Rev. D. Wright Lunsford,
Minister of First Christian Church of Omaha*

★ ★ ★

CAN YOU ASK QUESTIONS? Of course. Take the white cards from any of the ushers at the doors or raise your hand and one will be brought to you. Direct your questions to any of the participants. Ushers will take them to the stage for reply as long as time will permit. In addition, you may ask questions from the floor. When the chairman indicates the time for questions, stand and a microphone will be brought to you. Please keep your questions brief and to the point.

PROGRAM

of the

***Cold War
Strategy Seminar***

April 6 and 7, 1962

Joslyn Museum

Sponsored by

The Omaha Chamber of Commerce

SATURDAY, APRIL 7, 8:30 to 11:45 A.M.

Chairman - RALPH SVOBODA, President, Nebraska Bar Association

The Psycho-Political Threat

DR. PAUL LINEBARGER

Dr. Linebarger is a political scientist who has attended schools in Honolulu, Shanghai, Baden-Baden, and 4 universities in the U. S. He has taught at Harvard, Duke, and John Hopkins. He rose to Lt. Col. in the U.S. Army and is author of numerous works on China and the Far East. At present he is Professor of Asiatic Politics at John Hopkins University.



Communist Grand Strategy

MR. ANTHONY BOUSCAREN

He is a graduate of Yale, U. of California and has served on the faculty of the U. of San Francisco, Marquette and the National War College. He is a major in the U. S. Marine Corps Reserve, the author of 5 books on Communism as well as numerous pamphlets and articles. Received Christopher award and Freedoms Foundation award. Now is Professor of Political Science at Le Moyne College.



The Military Danger

DR. WILLIAM R. KINTNER

Dr. Kintner retired from the Army after 21 years service and joined U. of Pennsylvania. He was Chief of Long Range Planning, U. S. Army. Author of 7 books on Communism. He is Professor of Political Science at Wharton School and Deputy Director of the Foreign Policy Research Institute, both of the U. of Pennsylvania.



NOON — Lunch will be served in the Floral Court

Saturday Afternoon, 1:30 P.M.

What Can I Do?

A panel conference with audience participation. The following panelists have lived behind or near the Iron Curtain and will recount their personal experiences. After their statements, the audience is invited to ask questions or state their opinion concerning the role of the individual citizen in the cold war:

Mrs. Helia Pico, from Cuba less than 6 months ago and is now a Spanish teacher in our Omaha high schools.

Mr. Paul Becske who fought in the Hungarian revolt and is now a landscape architect with a local engineering-architectural firm.

Reverend Vojislav Dosenovich, Pastor of the St. Nicholas Serbian Orthodox Church. He fought in Yugoslavia under Mihailovich before fleeing for his life.

Charles Doubek, owner of a flour mill in Czechoslovakia who fled for his life and is now a head machinist for a food processing firm in Omaha.

Reverend Father Donal O'Mahony was in China for several years as part of the Foreign Mission of the Columban Fathers and helped many evacuees from Red China.

Moderator — JOHN FISHER

He is a graduate of Miami U. Was an Army Air Corps pilot during World War II; a special agent for the FBI for 6 years and then a Sears and Roebuck Company executive. Since 1955 he has served as president of the American Security Council. In January, 1962 he was named president and chief executive officer of the Institute for American Strategy. He also headed a nation-wide research organization.



Christianity and Communism

DR. CHARLES W. LOWRY

President, Foundation for Religious Action in the Social and Civil Order. He is an Episcopalian and has degrees from Washington and Lee, Harvard, Episcopal Theological School and Oxford. Represented U. S. at first International Convention on Peace and Christian Civilization in Italy. President, American Peace Society. Awarded 2 Freedoms Foundation medals. Author of COMMUNISM AND CHRIST and 5 other books and many articles.



NOON — Lunch will be served in the Floral Court

The Value and Cost of Freedom

DR. KENNETH D. WELLS

President, Freedoms Foundation at Valley Forge. Holds 5 degrees. An economist who had his own financial reporting organization. Taught economics at U. of Akron and U. of Southern California. Director of American Association of Advertising Agencies and Association of National Advertisers. Co-founder of Freedoms Foundation. Nationally recognized by Boy Scouts, Shrine, Elks, and V.F.W. for outstanding service to the nation.



Chairman - MARVIN SCHMID, Vice President, Omaha Chamber of Commerce

Recipients of Freedoms Foundation Awards

1. St. Bonaventure High School, Columbus, Nebr.
2. Bishop Ryan High School, Omaha, Nebr.
3. St. Joseph School, York, Nebr.
4. Rabbi Sidney H. Brooks, Omaha
5. The Thomas D. Murphy Company, Red Oak, Ia.
6. Harold C. Ramsey, Omaha

Friday Afternoon, April 6 - 2 to 5 P.M

Chairman - DR. MILO BAIL, President, U. of Omaha

Economics of National Defense

MR. FRANCIS HOEBER

Senior Economist, Defense Analysis Center of Stanford Research Institute. Graduate of Antioch College. Served Borg Warner Corp. as Manager of Marketing Research and was partner in a management consultant firm in Chicago. Served as consultant with various policy making agencies of the Federal Government. Aided Germany in revising industrial production. Author of numerous papers on economics and operations research.

Communist Vulnerabilities

DR. STEFAN POSSONY

Director of International Studies Program, Hoover Institution of Stanford U. Born and educated in Vienna. He came to U. S. in 1944. Served with Carnegie Institute, Life Magazine and taught at Georgetown U. and University of Pennsylvania. Was Psychological Warfare Specialist with Naval Intelligence and also special advisor to U.S.A.F. Author of several books on Communism.



Red China's Role in International Communism

MR. EDWARD HUNTER

Foreign correspondent, author and psychological warfare specialist. Reporter for various newspapers in U. S. and Far East. Editor of Hankow Herald and Peking Leader. Pioneered in revealing brain-washing. Author of 6 books. Prominent lecturer.



..... **OBJECTIVES**

1. **PROVIDE** facts on Sino-Soviet military, economic and technological capabilities.
2. **ANALYZE** Communist covert and propaganda operations inside U.S.A., Afro-Asia, Latin America, Middle East and Europe.
3. **RE-EXAMINE** and revitalize our own ideological armament.
4. **ANSWER** the question of the private citizen, "What can I do?"

..... **CO-SPONSORS**

- NEBRASKA BAR ASSOCIATION
- GREAT PLAINS CHAPTER, ASSOCIATION OF THE U. S. ARMY
- NEBRASKA STATE NURSES ASSOCIATION
- OMAHA CHAPTER, RESERVE OFFICERS ASSOCIATION
- AK-SAR-BEN CHAPTER, AIR FORCE ASSOCIATION
- NEBRASKA TELEPHONE ASSOCIATION
- OMAHA POST NO. 1, AMERICAN LEGION
- OMAHA EDUCATION ASSOCIATION
- NEBRASKA DENTAL ASSOCIATION

..... **PROGRAM**

FRIDAY, APRIL 6, 1962
8:30 to 11:45 A.M.

INVOCATION . . RIGHT REVEREND RUSSELL T. RAUSCHER
Bishop of the Episcopal Diocese of Nebraska

WELCOME —

- FRANK B. MORRISON *Governor of Nebraska*
- JAMES DWORAK *Mayor of Omaha*
- A. F. JACOBSON . . . *President of Omaha Chamber of Commerce*

CHAIRMAN —

EDWARD W. LYMAN . . . *President, United States National Bank of Omaha*

Permanence of Communist Aggression

DR. GERHART NIEMEYER

Educated at Cambridge, Munich and Kiel Universities with LL.D. from Kiel. Taught at Princeton, Oglethorpe, Yale and Columbia Universities. Planning Adviser in the Department of State for 3 years. On the faculty of the National War College. Author of **LAW WITHOUT FORCE, AN INQUIRY INTO SOVIET MENTALITY** and **FACTS ON COMMUNISM**. Prof. of Political Science, U. of Notre Dame.



Instruction on Communism: The Responsibility of Our Schools

MR. LEWIS F. POWELL

A native Virginian with degrees from Washington and Lee, Harvard Law School, and Hampden-Sydney College. Partner - Hunton, Williams, Gay, Powell & Gibson, Attorneys of Richmond, Virginia. Chairman - Committee of Education in the Contrast Between Liberty Under Law and Communism of American Bar Association.

