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Conflict We Are Losing

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The Conflict We Are Losing

I. ANALYSIS OF THE NATURE OF THE COMMUNIST THREAT

1. Distinction between People, Government and Party

(As Soviet Union is major base of international communist movement, will discuss this distinction in relation to it - though same situation largely exists in China and other communist countries.)

(a) Russian people

We could live in peace with them.

(b) Government

Facade

Constitution - window dressing

But even if government were merely totalitarian, we might live in peace with it.

E.g. Spain, Portugal, etc.

(c) Party (only 3-1/2 to 4%)

Dr. Charles Malik: It is impossible to have any peace with the Marxist-Leninist International Communist Party as such. So long as this Party dominates any government,
there can be no peace. Marxism-Leninism is an absolute spiritual assault on the fundamental values of man, freedom, truth, spirit and God, and with such an assault there can be no peace."*

2. **The Communist Threat is the Marxist-Leninist Party**

With it, there can be no compromise. There must be victory or total defeat.

II. **SOURCES OF STRENGTH OF COMMUNIST PARTY IN USSR**

1. **Must Understand These - Otherwise No Hope of Defeating Marxism-Leninism.**

   (a) Necessity for education in depth on Communism.

2. **A "Cause" - With Great Appeal to the Ignorant and to Naive Idealists (Slogans)**

   (a) Classless society - "withering away of state."
   
   (b) "To each according to his needs; from each according to his ability".

3. **A "Program"**

   (a) Marx's philosophy - inevitability of communism
   
   (b) Lenin's pragmatic concepts of an international revolutionary movement - with professional leadership.

*Speech, Va. State Bar Ass'n, July 1962.*
4. **A "Means"**
   
   (a) Dictatorship
   
   (b) International conspiracy

5. **Education - A Source of Power and Tool of Party**

   Nicholas DeWitt: "Communist education sets itself a much broader task than mere instruction. It not only aims at providing the youth of the country with those kinds of knowledge and skills that will be most useful to the state, but also it seeks to remold the character of the individual and inculcate a uniform pattern of prescribed beliefs, attitudes and values - all consonant with communist aims and ideology".

6. **Elementary and Secondary Education**

   Home replaced
   
   210 to 230 days (6 days per week)
   
   9 A.M. to 6 P.M.
   
   Circles - extra curricular work.
   
   Boarding schools - 2,500,000 pupils*
   
   Curriculum - science and math
   
   foreign language
   
   "Sweet taste of physical labor" -
   
   two years of labor

*Dr. Gordon O. Thayer, Address to NAM Board, Homestead, September 22, 1961.
7. **Science and Engineering - "Secret Weapon"**

(a) **Secondary Schools**

(b) **Higher Education - Quality**

*National Science Foundation* (DeWitt's Study 1962)

57% of all graduates at bachelor level were in science and engineering - as compared with 24% in U.S.

Soviet Union produces 190,000 such "professionals" each year, the U.S. produces only about 90,000.

(c) **Higher Education - Quality**

*National Science Foundation*: "Soviet professional higher education in most scientific and engineering fields is at least equivalent to, and sometimes is more extensive, than that of the U.S."

Admiral Rickover.

8. **Scientific Research**

9. **Party Schools**

(a) Inter-regional party schools - 25,000 enrollees. Cf. with 10,000 is law schools.

(b) Higher party schools
(c) Foreign students

(d) News media - all journalists, radio and TV personnel must go to party school.

10. The Iron Curtain
   Black-out of truth

11. The "Ugly American"
   The Hate campaign

12. Discipline of the People - Extraordinary
   Hard work
   Spartan life
   Low Crime rate
   Discipline of youth

13. Pride in Achievement - Fierce
   World Power
   Sputniks

14. Total Lack of Moral Scruple
   Marxist theory of "end justifying means" - a vicious weapon against own people and the world.

III. WHAT CAN WE DO TO WIN

1. Education at All Levels - The Most Important Thing.
2. **If We Had Understood Communism**

(a) Aid program in World War II would have differed.
(b) Never made concessions at Yalta.
(c) Never made the absurd Berlin arrangement.
(d) Never permitted USSR to become a nuclear power.
(e) We would have **won** Korean War - we had the capacity to win it.
(f) We would **not** have disarmed after World War II.
(g) We would not have trusted Soviet Union to abandon nuclear testing.
(h) We would never have tolerated a Soviet base in Cuba.
(i) We would understand that communism **never** negotiates in good faith; that "co-existence" and "total disarmament" are merely a part of Soviet strategy to destroy us.

3. **Urge Our Government to Take Offensive**

(a) Sell our product - Freedom
(b) Tell the truth about Communism
(c) Intensify Propaganda
   (i) Our effort is mere trickle
(d) Economic pressure
(e) Use "Foreign Aid" as weapon of Cold War
   (i) Deny aid to countries which aid communism.
(f) Support our friends vigorously
   (i) Our sell-out of Dutch in New Guinea is tragic example of how to keep on losing cold war.

4. **Recognize There Is No Choice Between Winning the Cold War and Losing Everything.**
Very short notes for lecture on Communism & Karl Marx

Cops (The Founder of Communism)

Karl Marx (1818 - 1883)

Well-born, Protestant Prussian family.
Well-educated - Doctor of Philosophy - U of Jena.

Became newspaper man - radical thinking

Left Germany for Paris

Then to Brussels (forced to leave Paris)

Communist Manifesto - 1848 (co-wrote by Engels)

"A spectre is haunting Europe -
The spectre of Communism"

Wanted to break in 1849 - expelled from Germany

Remained in London until death, 1883

Das Kapital written there - British Museum

British didn't approve Marx:
"Vengeful", "arrogant", "contemptuous"
"No trace of compassion" - for anyone
"End justifies any means"

"Humanitarian" myth - Overstates show true character of Marx.
Definitions of "Communism":

"Few can define it intelligently - yet most think (unknowingly) that they know all about it."

1. Webster's New Collegiate Dictionary (1952 Ed.): *
   "A system of social organization in which goods are held in common; The opposite of the system of private property."

2. Derivation - Latin word "communis" = common. Before Marx converted the word into a revolutionary political theory, "communis" in mid-18th cent. meant simply the "ownership of property by the whole community." This was being urged by small groups of social reformers when Marx commenced his work.

3. Prof. Wm. Ebenstein (Two Ways of Life - p 347)
   (Prof. of Political Science - Princeton)
   "A doctrine which calls for state ownership of all economic resources and state regulation of all social, cultural and economic activities. An international movement (which) aims at world domination through the overthrow, forcible or otherwise, of all existing economic and political systems and their replacement by Communist dictatorships."

Comment: Note the expansion by Ebenstein of Webster's definition.

* Webster's New Collegiate Dictionary (1952) has a more realistic definition very similar to Ebenstein's
Definition of Communism (cont.)

4. Quotations (Henry & Benard) (What We Must Know About Communism - p.9)

"A strange new force has entered our world. The strangest and most enigmatic in all history. Equipped with a formula and a strategy, it has, in a brief 40 years (1917 to 1957), taken control of 1/3 of the world's people."

5. What, indeed, is communism?

Is it a religion? An economic system? A form of government?

Webster calls it: a system of social organization

Einstein: "a doctrine -- "

Quotest: "a force -- the strangest and most enigmatic in history"

Truth:

The truth is, communism cannot be identified in one word or defined in one sentence. It is all of these things: a system, a doctrine, a religion to many, a force - a world-wide international conspiracy to destroy all other values and institutions.
1. Course of history determined by economic forces.

"Economic factors dominate" of history.
- Marx: "Economic factors determine all human action.
  - Wealth caused by economic factors.
  - Ownership of means of production is critical factor.

Fallacy: Ignores other forces of history such as (i) religion, (ii) scientific discoveries (e.g., atom), (iii) artistic and literary creativity, and (iv) impact of great leaders.

2. Doctrine of Class War

Marx: "All history is the history of class struggle." (This follows from Marx's views on the controlling effect of economic forces.)

"Human labor" = sole source of wealth

"Exploitation" of workers by capitalists

Many of "polarization":
- Marx predicted, erroneously, that society would "polarize" — i.e., people would either be capitalists (fewer & fewer) or exploited workers.
- No middle class.

Fall... Middle class & workers now stronger.
New "Ruling Class" under Communism

Milovan Djilas (The New Class, 1957)

former Vice-President of Yugoslavia, is now in prison for his writings which expose the fallacy in practice of the "classless" society. Communism leads to a "classless society". Here is what this leading Communist says about the "new class system" of communism:

"The greatest illusion was that... the destruction of capitalism would result in a classless society."

"But a new class, previously unknown to history, had been formed... a new class of owners and exploiters."

"...the new class establishes a monopoly... over the working class itself."

"The situation is different with the Communist system (i.e., different from that in other forms of organized government)... the power of the government is identical with the use, enjoyment and disposition of the nation's goods... who grabs power (in a Communist government) grabs privileges, and also indirectly, grab property."

"The new class (here) power over men which is the most complete known is history."

Note: An interesting point. Even in a feudal state, the dictator and party who "grab" power do not also grab all property of the country. But under Communism, the ruling class have both total power and total control (ownership) of all property.
Five Principles of Communism (cont.)

3. Government in a Capitalist Society is
   Merely the Tool of the "Wealthy Class:"

   This principle is clearly related to
   Marx's theory of exploitation by
   the "capitalist class:"

   Fallacy: The capitalist countries (U.S.,
   England, Western Europe & the English
   -speaking world) have developed democracy
   with capitalism. No "class" completely
   dominates the government in any of these.
   Indeed, the working class - being
   the most numerous & having most votes
   is usually the most influential.

Moreover, as Djilas so clearly
   demonstrated in his "New Class:"
   Marx's view of the government as the
   "Tool" of a class is perfectly
   exemplified by Communism. Here,
   indeed, government is nothing more
   then the mechanism by which the
   Communist Party (the New Ruling Class)
   imposes its will upon all people,
   and also elements of society.
Five Principles of Communism (cont.)


Marx's Manifesto declared that Communists everywhere must "support every revolutionary movement against existing social & political order."

Marx contended that "capitalist" would never permit social change to come by peaceful, constitutional means.

History: The initial history of the twentieth century reflects Marx on this theory. In the U.S. alone, consider the social change which commenced under Theodore Roosevelt and has continued since.

5. A Communist Movement Must be in the Hands of Carefully Trained, Full Time Professional Revolutionary.

Lénine added this to Marx's basic principles. His pamphlet "What Is To Be Done" (1902) is still a blue print for the training and formation of the hard core professionals who conduct the subversive, infiltration and conspiratorial activity of the International Communist movement.

Remember: (assumed) phrases are under legal discretion.
Communism vs Religion and Morality

1. Religion—"The Opium of the People (Marx)

(a) Against all Religion. All Communist doctrine— in the

writing of Marx, Lenin, Stalin & Khrushchev—is bitterly anti-religious. It is

against any religion which believes in a Superior Being—Christendom, Judaism,

Mohammedanism.

(b) Atheists

Khrushchev: "We remain the Atheists. We have always been; we are doing

as much as we can to liberate these people who are still under the spell

of this religious opiate."

(c) "Instrument of exploitation." Lenin said:

"Religion is a kind of spiritual intoxicant,

in which the slaves of capital drown

their humanity."

(d) Soviet Constitution. Proclaimed that Soviet

citizens are free to be "religion or

irreligious."

(e) The Church in USSR Today.

(i) My observations

(ii) V. H. Turner in talk (9/14/62)

indicates "relaxation" of anti-religious

allitude. This is typically media reaction

by Americans who know and

understand so little about

Communism.

* See Hoover, Masters of Decent, Ch 23.
2. Western Morality vs. Communist Morality

(a) "Bourgeois weakness." Western concepts of morality embrace the religious and cultural heritage of our civilization. These include belief in

Truth
Integrity
Honesty
Justice
Loyalty
Compassion

Each of these concepts is ridiculed by Communists and weakened to be exploited.

(b) The End Justifies the Means. J. Edgar Hoover describes the result of Communist morality as follows:

"No communist can be permitted to set an abstract truth above an expedient lie, or to extend compassion to an enemy whom the Party intends to waste or liquidate. ***

"This is why a communist can commit murder, pillage, destruction and terror—and feel proud; lie and feel no compunction; Communist have turned the values of Western civilization upside down."

* Warden of Deceit, p. 323