HOW CAMPUS PINKS BECOME RED RIOTERS

ANNOUNCER: AMERICA WAKE UP, in cooperation with the Daughters of the American Revolution, State of Illinois, presents Phyllis Schlafly:

MRS. SCHLAFLY: Nothing in recent years has so clearly shown the power of the international Communist underground as the amazing way that it is able to make so-called "spontaneous" student riots suddenly appear all over the world. In the last few years, angry student mobs, aroused to a frenzy of hatred by professional agitators, have overthrown the heads of three of the most anti-Communist and pro-American governments in the world: South Korea, Turkey and Japan. Student riots appeared in Uruguay to embarass President Eisenhower and to make a hero out of Chessman; in Panama to incite the Panamanians into stealing the Canal from us; and in San Francisco to discredit the House Committee on Un-American Activities.

The San Francisco riots (which took 400 policement with clubs and firehoses to stop) awakened many Americans to the ugly fact that Red rioters are not men made mad with hunger and social injustice, as the Communists want us to believe. On the contrary, these Red rioters are well-fed university students, the sons and daughters of our business and intellectual elite. A typical young rioter among the 70 who were arrested in San Francisco was the granddaughter of Albert Einstein. Communist propaganda even caused the students at two New York high schools to object to American Legion awards for patriotism.

Many Americans naively assume that Communism is caused by poverty and social injustice. This is the false "stomach" theory of Communism. But Communism is not a disease of the stomach; it is a disease of the mind and soul. Communism does not originate with the poor,

the uneducated, the exploited or the working classes. Every major world Communist figure who became a Communist in a non-Communist country did so as a student intellectual, materialistic in philosophy and atheistic in faith. The list of important Communist agents who were well-fed student intellectuals includes Marx, Engels, Lenin, Stalin, Mao Tse-tung, Chou En-lai, Chu Teh, Liu Shao-chi, Ho Chi-minh, Alger Hiss, Harry Dexter White, William Remington, Klaus Fuchs, Julius Rosenberg, Bruno Pontecorvo, Guy Burgess, Donald MacLean, and Fidel Castro. The chief vehicle of Communism is not a hunger for food of the poor, but the hunger for power of atheist intellectuals.

The most vigorously anti-Communist countries in Europe are the poorest: Ireland, Spain, Portugal and Greece. In Italy, most of the Communists are in the more prosperous northern half, while poorer southern Italy has comparatively few Reds. Kerala has the most advanced educational system of all the states of India; yet, when the people elected a Communist government in 1958, nine of the eleven members of the Communist clique which took control were the sons of Indian aristocrats or intellectuals. When a study was made of the entire early leadership of the U.S. Communist Party, it was found that only one came from the working class; he later recanted and gave valuable testimony to our government. Communism has been so much more successful with student intellectuals than with the less fortunate , that the Communist conspiracy has been forced to take college students and send them to the workbenches of the factories in order to "colonize" the working classes.

Why is Communism winning so many converts among university students all over the world? (1) The Communists realize (even if we do not) that the fundamental battle is for the minds of the young intellectuals, the leaders of tomorrow; and Red propaganda and personnel

are cleverly directed toward the capture of this number-one target. (2) The Communists bombard the students with a massive literature campaign prepared and distributed by 500,000 Reds at an annual expenditure of $2 billion. They know that the chief weapons of World War III are books not bullets. More than a half million pieces of Communist propaganda destined for student and youth groups enter the United States monthly from the Soviet bloc, and none of this material is labelled as Communist. (3) Trained Communist organizers are working tirelessly to bring students into the core of the Communist Party. In Latin America they use the tactic called the "fossil": a professional Communist, long past student age, who remains on a university campus year after year, taking one or two courses, so he may bring promising students into the Party. Mob violence is only one form of Communist warfare for which students are especially trained in Moscow.

The basic formula for recruitment into the Communist Party is: Attract by intoxication and keep by fear. Once a person is caught in the net by promises or fallacies, he is kept there by the threat of reprisals if he leaves, either moral (slander or exposure of some past misdeed) or material (bodily harm, economic or social sanctions). Here are three of the many forms of intoxication used by Communists to recruit young prospects:

(1) The Star Gazers. Communism offers the young man or woman the promise of paradise on earth, the perfection of human nature, the abolition of original sin, the elimination of all poverty, suffering, injustice, crime and class distinction. This is a mirage. But the student whose education has been atheistic and materialist is ripe for the Communist procurer. The Communist design fills the religious vacuum in his life and induces him to participate in a criminal con-

spiracy to attain his earthly paradise.

(2) The Green Sickness. Envy, one of the capital sins, is a major Communist recruitment device. No position in life, from university president down to a newly-enrolled freshman, is free from the temptations against the Tenth Commandment. Communists are masters at sowing hatred, exploiting minor grievances, and of creating grievances where none exists.

(3) The Carrot. Communism offers the opportunist the promise of personal power, and inducements of economic, intellectual and social preferment, if he will go along with the conspiracy. Communist employees of the U.S. Government quickly learned that members of the apparatus would promote one another to better jobs, arrange for transfers to more important agencies, and protect each other if exposed. In other words, being a Communist was the way to get ahead.

There is an organization in the United States which gives an annual award to the best motto of the year. Last year the prize went to: "Are you working on the solution, or are you part of the problem?" The best protection our young people should have against Communist propaganda is their American high school training. Yet, instead of working on the solution of how best to combat the Communist conspiracy, high school textbooks are themselves part of the problem. In 1959 the DAR National Defense Committee made a long-needed and very important textbook study of the most widely used textbooks in our schools. This DAR Committee found that only one in five, or 20 per cent, met minimum DAR standards. Eighty per cent of the most widely used textbooks are objectionable for the following reasons:

(1) They are slanted against religion and toward materialism.

(2) They are slanted against patriotism and toward world government, sometimes disguised as "international understanding", "one-

worldism", or other high-sounding phrases.

(3) They are slanted against free enterprise (by over-emphasizing its failures) and for Socialism (by ignoring its failures and concentrating on its promises).

(4) They use Communist and Communist-front authors in their suggested reading lists, instead of the many distinguished American authors who could be used.

(5) They are anti-anti-Communist, that is, the textbooks spend more time criticizing the anti-Communists, such as the House Committee on Un-American Activities, than Communists.

(6) Their reading lists include too much so-called realistic material, which is really cheap, sordid and unsuitable for young minds.

(7) The infamous crimes of the Soviet Union are either glossed over, ignored, or defended.

(8) They teach that our country is a democracy, not a republic, which leads the student to wrong ideas about our Constitution and form of government. It leads our students to think that majority rule is the magic formula to solve all problems, whereas our system of government was founded on a belief in the God-given rights of the individual which even the majority may not take away.

(9) They debunk our Founding Fathers and teach that George Washington and the others were wealthy landowners motivated only by economic purposes, rather than men who risked everything they had for freedom. They interpret American history in terms of the Marxist class war and insinuate that the United States Constitution was a rich man's plot.

(10) The fused texts deliberately integrate history, geography, civics, personal guidance, and sometimes art, which gives an inaccurate

picture of all of them and hopelessly confuses the student. Our children are not taught history at all, but social science instead, which is nothing but a souped-up word for watered-down history. Now, obviously, every textbook does not have all these faults. Each textbook must be judged on its own merits, and this is one of the important reasons why education must remain under local control.

A recent survey conducted by THIS WEEK Magazine, William I. Nichols, editor, revealed that Nathan Hale's famous words "I regret that I have but one life to lose for my country" appeared in 11 of the 14 old history textbooks, but only one of the 45 currently-used textbooks; that Patrick Henry's "Give me liberty or give me death" was in 12 of the 14 early history books and only 2 of the 45 new ones; that John Paul Jones' stirring challenge "I have not yet begun to fight" was in 9 old textbooks and none of the modern histories.

Each American citizen should make it his responsibility to teach the young people in his family and community, patriotism, respect for the heroes who founded our country, and the facts which have been omitted from modern textbooks.

ANNOUNCER: As one of their many projects to promote Americanism among the children and young people of our country, the Daughters of the American Revolution sponsor Junior American Citizens Clubs. These JAC Clubs are open to boys and girls of all ages, races, colors and creeds. They are taught the principles of good citizenship, its privileges and responsibilities; loyalty to the United States; respect for our Flag; the history of our country and the workings of our government. JAC Clubs are sponsored by the DAR in schools, settlement houses, orphanages, community centers, and other youth groups. Membership is free, and handbooks, pins and all supplies are provided without

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