

EXCERPTS FROM AN ADDRESS
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Thirty years ago college graduates gave no thought, for example, to the impact which the Federal government might have on their lives. World-wide peace seemed assured then, six years after the Armistice Day of November 1918. No totalitarian government threatened our American way of life by direct attack on our mainland, or by ruthlessly planned and organized subversive activities within our midst. No atom or hydrogen bomb had been dreamed of. No military draft law was in existence. No one thought of going to work for the Federal Government as a career. Income taxes were low enough so they didn't enter into calculations about having enough wherewithal to get married. National debt was no drag on the immediate fruits of one's labor.

Today, however, the Federal Government and its far-flung activities are perhaps the greatest factor in the calculations of a college graduate as to "where do I go from here". First, for most of the men there's the draft law, with a necessary period of military service as an initial part in building for oneself and other Americans a safe world in which to live. Then, many graduates have to give careful thought to whether they're going to work for the Government or in defense facilities maintained by Government contracts. A very large proportion of our people do now work directly for Government. Then, too, the burden of two world wars and a depression and of the current threats of Communist aggression

have lifted the load of national debt and taxes to a point where every graduate, even with a modest beginning income, must pay part of it directly to Government, and thereby postpone accumulating his own savings.

So far as we can see ahead, until the imperialistic dictators in the Kremlin change their plans for world-wide aggression, and decide to stop their "hate" campaign against the United States, we must live in a world in which peace will be more nearly an armistice.

Such a society, on any long-term basis, is new to our country. It poses problems of social, economic and legal significance which are important and will call for the same ingenuity and dedication to freedom and individual liberty shown by our Founding Fathers when they developed a constitutional Government which gave to a central authority sufficient power to deal on the world scene - to wage war if necessary - yet returned for the people in their local communities the freedoms set forth in the Bill of Rights and the right to accumulate property under a system of free enterprise.

In speculating on the solutions to these problems, we cannot overlook the trends and changes of the past thirty years. Many of you will remember that it was almost fashionable, in some circles, during the Thirties and until the late Forties, to join organizations with high-sounding liberal names, to glibly mouth phrases and ideas promoted by the active leaders in these so-called "front" organizations; to work hand-in-hand with them for obscure causes.

But in many cases the fellow travellers, the frontiers, the parlor pinks never realized that secret orders came from Moscow -- from the leaders of the international Communist conspiracy. All they knew was

that there were some mighty peculiar swings in the party line.

For example, through the late Thirties, the Communist party here and abroad preached pacifism. It was against war on the surface. It organized -- or encouraged -- campus peace rallies. That peace effort was intensified during the period of the non-aggression pact between Nazi Germany and Soviet Russia. Suddenly Germany attacked Russia. The party line in the United States did a quick U-turn. Now the cry was for war, for helping Russia, for fighting Germany.

Some of the followers were so indoctrinated that they found it hard to comprehend the change, to go along with it. And what was the answer that some of the younger Communists were given by a teacher in a Communist school in the heart of New York City? It was simply this, and I'll read it:

"Where else would a Communist get training on how to use a gun? If we are going to make a revolution, we are going to have to learn how to use a gun. You join the United States Army and learn how to use modern equipment."

This was their answer. Pacifism may have been fine but it would be finer to know how to use a gun to take part in a violent revolt someday against the Government of the United States.

And, further, we know that no Communist went to the Armed Forces or came out of the Armed Forces without reporting to the Communist leaders his experience, his work. No Communist came home on leave without contacting his leaders and learning the latest party line to take back with him to the barracks and bunkers. And, I might add, they haven't changed.

Communists who were teachers tried to obtain assignments to

indoctrination work in the Army. They were ordered by the Communist leaders to preach the idea that the Soviet Union was the most perfect form of government in the world, a true democracy, a true land of liberty. We know better, of course, but when it came to men in uniform as official Army doctrine it created a question in the minds of those men.

The Communist teacher in the schools has one basic job. It is so simple it could be ridiculous if it did not carry so many diabolical implications. The job is primarily to foster the normal spirit of rebellion in children -- rebellion against parental authority, against law and order, against custom, against the hard facts of life, against Government in all its forms.

As one former Communist party leader reported to us only last year, "The youth of America are a very special target of the Communists. They want youth because the youth are the government of tomorrow. The people of today are pretty well through as far as they are concerned. They want to indoctrinate and teach the people with whom they will take over tomorrow."

What's more, this person told us, that efforts to infiltrate the educational process extends from the nursery school to the university. While these efforts to infiltrate our American institutions with Communistic doctrine were being made, other significant activities were being carried on in our midst by agents of a foreign power.

Let's look back over the years and consider some of the losses our nation suffered to espionage agents of the Soviet.

Our biggest loss, we all know, was in the atomic field. The

sordid story has been told in our courts.

Two of the principals were Julius and Ethel Rosenberg. They obtained from David Greenglass data on the location, security measures and names of leading scientists of the Los Alamos atomic experimental station. In a later and fuller report, Greenglass provided Julius Rosenberg with a sketch of a lens mold used in the atomic experiment. Then he gave him a sketch of the cross-section of the atomic bomb and a 10-page exposition of it.

Later, to Harry Gold, Greenglass gave, among other things, a sketch of the lens mold, showing the basic principles of implosion.

There is no way of evaluating this loss in terms of dollars. But one doesn't need scientific training to realize what this betrayal saved the Russians in time and effort in their own atomic research program.

Atomic secrets were not the only secrets which the Rosenbergs got for the Russians. For instance, Julius admitted to Greenglass that he had stolen a proximity fuse from a factory and given it to Russia.

Then there was another facet to this web of espionage. Gold conspired with Alfred Dean Slack to obtain information relative to a highly-secret as well as highly-powered explosive material, known as RDX. He not only passed a sample of this explosive -- fruit of American research -- to Gold, but also the details of how it was made.

More recently, two spies, both veterans of our own armed forces, conspired with a member of the Soviet Embassy in Washington to obtain various information concerning aircraft, defense plants and other data within the United States. These men, both of whom subsequently pleaded guilty and were given long prison terms, did manage, while overseas, to pass on to Russian intelligence agents information relating to the number of personnel, disposition, equipment, arms and morale of the United States Army and Air Force in European countries.