

# Communist Indoctrination Methods

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**P**RIOR to World War II, after the rise of a strong Nationalist state in the Soviet Union, Joseph Stalin apparently had had enough of the bizarre distortion of education dominant in Soviet schools and universities during the exaltation of successful revolution; and by a stroke of the pen he liberated the school system from the mob rule of zealous *Komsomols* and restored it to the teachers. Embarrassing publications were quietly withdrawn and textbooks rewritten. History took on a new look, and the formerly discredited heroes, such as Peter the Great and Ivan the Terrible, were reinstated.

The time had come when Leninist principles of materialism

should be put to work seriously. This required the creation of a new generation which would unflinchingly accomplish the causes of Party and state. A gigantic training program was launched whereby all Soviet citizens would be transformed into political and state automatons. Today, the "new man" which Soviet psychologists so boastfully point to is, in fact, a reality.

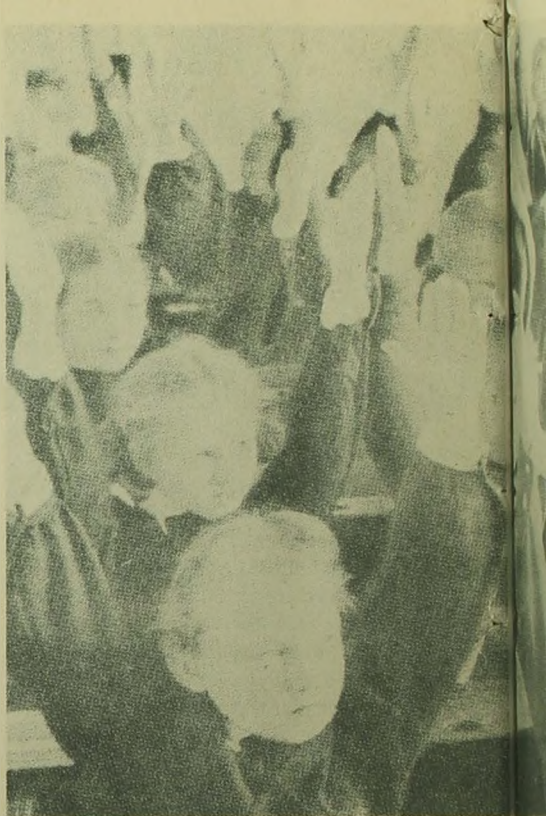
Education was obviously the most immediate and effective tool for the creation of this new generation, and quickly became the dominant class instrument for inculcating attributes in students to ensure the power of the Party and to elicit active devotion to the Communist state. It was with

**Despite the intensive efforts of party, pressure groups and civil organizations, and churches using the mass media of communications, the American people are not concerned with national or ideological issues.**

genuine seriousness, then, that the *Literary Gazette*, published in Moscow, 3 September 1949, warned:

*It is in the school, at the desk, in the first class, that the foundations for a Communist outlook are laid in the future Soviet citizens. The country entrusts the school with its most treasured possessions—its children—and no one should be allowed to indulge in the slightest deviation from the principles of Communist materialistic upbringing of the new generation.*

Strict discipline is the underlying principle of character molding, the outward manifestation is control based upon a system of morality. Communist morality—the underlying factor of Party discipline—is given inexhaustible attention in every aspect of thought control. The foundation of this morality is systematically laid in preschool institutions—exemplified in the home, where a mother, under the watchful eye of the house commissar, sings Communist lullabies to her children. It is present particularly in the kindergarten which enrolls children from 3 to 6 years old. It should be noted that in the Soviet Union the kindergarten is a major educational institution. This constitutes the formal beginning of Party training. The youngsters are kept interested by stirring imaginative stories of Soviet Army heroics, celebrating revolutionary holidays, marching in formation dressed in uniforms, carry-



Lenin once said: "Give us a child for eight years and we will give you a Communist."

ing little flags, and wearing insignia of infantrymen, tankmen, or airmen.

There are three distinctive features of the Soviet educational system which give it a seriousness that cannot be matched in the United States:

1. It is *social* in purpose.
2. It is extremely *broad in scope*.
3. It is *monolithic in control*.

That the system is essentially and profoundly *social* in purpose



ears and it will be a Bolshevik forever

emerges from the fact that Stalin converted it into an instrument entirely and unreservedly committed to the achievement of his purpose. The approved educational textbook of the Soviet Union states: "Education in the USSR is a weapon for strengthening the Soviet state and the building of a classless society." The school, therefore, is regarded as a powerful and indispensable organ of the Communist Party, of the same order as the Government, the econ-

omy, the Army, or the political police.

The *scope* of Soviet education is so broad as to go far beyond the mere workings of the school system. The system itself embraces a vast network of institutions from nursery schools, elementary, secondary, vocational, technical, and professional schools of different grades up to the universities, scientific institutes, and academies. It reaches out to include all organized agencies capable of molding the minds of both young and old. The coordinating factor in the case of the child is the teacher. The teacher has enormous control over the life of the student—over his social activities, his work, study, and play. Political soundness and education is the sole objective.

Education is *monolithic* in control. Regardless of the forms of administration constructed along political divisions of the country, actual control of this vast educational system is completely centralized, and rests squarely in the hands of the All-Union Communist Party. The teachers are no more than technicians who implement directives of Party leadership. Results of such monolithic control can be seen clearly in the case of rewriting of history. Facts are distorted or expunged, important omissions occur, and the addition of pure fiction is common.

The following comment published in *Culture and Life* apparently served as a reminder to deviationists:

*A Soviet encyclopedia cannot remain a mere collection of information expounded in an impartial, neutral, and political indifferent manner. It should expound all aspects of human activity and knowledge from the standpoint of militant Marxist-Leninist world outlook.*

### Two Great Myths

It is obvious that the Soviets are building in the minds of the young two great myths—one about themselves, and the other about the rest of the world. This process of myth-building depends upon absolute ban of cultural and social intercourse between the Soviet Union and the West. In place of free exchange of ideas, there exists a purposely, and completely, warped impression, not only of themselves, but of America in particular. To cause a more complete break with other nations, foreign history and literature were eliminated as requirements for graduation from secondary schools.

In comparing subjects taught between the Soviet and Western systems, one sees an important difference in slant and presentation: each subject—be it science, literature, art, education, or history—must contain political implications. No objective approach is permitted. The "truth" lies only in communism, and scrutiny of any other system of thought leads directly away from "truth," therefore to "sin" or to "bourgeois objectivity." As a consequence, they conclude, certain facts must be ex-

cluded from the classroom; open discussion and freedom of investigation cannot be tolerated. Scientific methodology with which we work in the West is unknown today among Soviet students and the bulk of Soviet scientists.

The universities offer not only the usual technical courses in highly specialized form, but stress engaging courses in political science where unusual personal benefits are given, such as housing, food, and salaries. Of the 35 important universities, there are a few which specialize in educating future world leaders of communism. The leading one for this purpose is the new Lenin University in Moscow; here foreign students from all countries of the world—including the United States—may "learn much about the practical, the realistic side of a Communist government. They are taught concretely how to maintain and execute the power of government under a dictatorship should they be called on to do so in their own country."

During the third year of this course the students remain in Moscow where they are officially attached to one of the Commissariates of the Government—such as the Ministry of Foreign Affairs or the Ministry of Labor. The most promising students, that is, those displaying the proper revolutionary reliability and aptitude for running a country, are attached to the personal staffs of the principal leaders of the Comin-



*Trained in subversion while Soviet POW's in World War II, many Japanese returned home to try to undermine Japan's efforts to become a real democracy.*



"... Knowledge—full unfettered knowledge of its own heritage, of freedom's enemies, of the whole world of men and ideas—this knowledge is a free people's surest strength."

*Dwight D. Eisenhower*

form. The last 6 months of this year is devoted to teaching a rounded knowledge of operations of a Soviet dictatorship wherein the students are attached to important missions of the Cominform outside the country. The entire curriculum is designed to provide training in methods of fomenting revolution, gaining power, setting up a dictatorship, and handling the forces of oppression. The students are given a background of power politics. They are drilled in military science, espionage and sabotage, together with such practical problems as how to form combat groups, methods of induction, and troop training techniques. There is a special course in weapons and noise; the latter, to fit them for clear thinking during armed crises.

The Soviet Ministry of Internal Affairs (*MVD*) teaches the organization of the Soviet political po-

lice systems. A vast amount of detail is stressed such as: how to operate a railway, or its destruction, methods of operating a locomotive, and its effective repair or destruction. Methods of instigating widespread terror and repression are given much attention. Hand in hand with such studies, the individual character formation is not neglected. Students are carefully coached and warned against personal weaknesses which might induce compassion. To attain their objectives they must be thorough, complete, and ruthless.

World trouble spots provide useful training areas. Thus, a number of students received on-the-job training during the revolution in Spain, and later in North Korea and China. The Lenin graduates, which number 5,000 annually, are screened and receive personalized classification. Some are returned with explicit missions to their home countries, others are enlisted in the ranks of the *MVD* and given Soviet citizenship before being fanned out to the outside world. Each graduate is a skilled agent of world revolution.

Other similar universities, include the Mid-European University which caters mainly to Slavs, Balkans, Canadians, and Americans—many of the latter being Negroes. Besides one in Tiflis, another in Vladivostok, there is the Frunze Military Academy, of which 30 percent of the student body are foreigners. This school provides general staff training for fifth-column activities. Many Span-

ish Communists were graduates of this academy, as was Tito of Yugoslavia. There are two universities for training Chinese students—the Sun Yat-sen, and the Far Eastern University. These two graduate 5,000 students annually. There is also a school in Leningrad operated by the MVD dedicated to the training of sabotage, demonstrations, and gangsterism. It is known that this institution provided one “special” battalion of saboteurs for the Communist cause in Spain during the revolution.

### Other Media of Control

The entire population of the Soviet Union makes up a gigantic student body for world revolution. Organization and control is slightly in evidence in this school-of-the-nation than in the classroom, but its methods are felt throughout the body politic. Its teachers are called “commissars,” “lecturers,” and “moderators,” but their tasks are the same. The Party lecture program invades every unit of society-collective—factory, workers, family, soldiers, and employees—all are forced to attend on off-duty time. The tempo and tenor of these lectures change according to the Party Line. Thus, major changes in policy begets intensification of myth-building, and purges cause invariable purification of principles.

The measure of the students' progress is called a “thought report” which is submitted regularly after every lecture by every citizen. In reality it consists of a digest of notes taken at lectures,



“Why should freedom of speech and freedom of press be allowed? Why should a government which is doing what it believes to be right allow itself to be criticized?”

*Nikolai Lenin*

together with observations and conclusions of the writer.

Intellectual assent and “voluntary” ideological submission is accomplished by various means, the most common of which is a form of self-exposure known as “self-criticism.” Any small fault, however insignificant, must be judged in this process of public confession. It is a trick of psychology that causes personal guilt reactions in the future once even a trifling “deviationary” temptation is “confessed.” Compulsion to participate in this self-exposure is stimulated by threat of suspicion by fellow workers and the authorities; failure to participate in open discussions, or to correct a public penitent, indicates a lack of social interest which is correctable only by MVD investigation and “guidance.”

Home training plays a complementing role in socializing the family. Blocks of families are placed under the watchful and zealous

care of the house commissar who supervises off-duty work programs, study and reading groups, and provides for politically progressive entertainment.

### Public Communications

Public communications constitute another powerful medium for mass instruction. Thus radio, screen, literature, and the press become textbooks for Party purposes. State-fed propaganda is constantly directed to the attention of all Soviet citizens. Reduction in interest is corrected by arousing sentiments and emotions on special holidays or during special seasons. The "hate program," for example, is designed to awaken mass emotions against "Imperialist America."

The centralized world control of publications simplifies effectiveness of this program simultaneously all over the world. The agency which controls unity of publication is the "Bureau of Cartoonists" which edits the *Handbook for Artists and Cartoonists*. This is a detailed outline ordered for the use of propagandists and newsmen throughout the world. It provides voluminous signs and symbols, and cartoons and pictures for the struggle against the "warmongering Capitalists." Habitually, the depiction of a typical American soldier is shown with the soldier carrying a dripping bayonet, trodding under foot hapless women and children. These then can be exhibited at the same moment in the *Daily Worker* in

New York, in a *Chinese Talk Book* in Hong Kong, and in *Culture and Life* in Moscow. When mention is made of such world leaders as President Eisenhower, Winston Churchill, or Syngman Rhee, specific drawings will be used. Ex-President Truman was often portrayed wearing swallowtails with top hat, dollar bills dripping from his pockets, leering about with the face and tail of a fox.

### Youth Organizations

Youth organizations provide an effective means of training. Active training is thus built upon classroom principles. At a young age the Russian child is enrolled in the "Pioneers"—the Soviet equivalent of the Boy Scouts. At the age of 10 he joins the *Komso-nols* which is really the junior party or Student Youth Organization. The objective of the *Komso-mol* is twofold: in addition to being the instrument for inculcating the doctrine, philosophy, principles, and discipline of the Communist Party, it also serves as a security agency. Its members report upon the reliability and actions of their fellow students, friends, relatives, and parents—for which blandishments and rewards are given. One can liken this activity among the youth to a giant nationwide game of cops and robbers. This body is constitutionally established, has its own rules, and is controlled directly by the Party headquarters.

The fact that there is currently an attempt to broaden the popular





*Economic pressure is another form of Communist aggression In August 1953, Red controlled labor groups tried to use French strikes to wreck France, not to help workers*

base of the Soviet regime is seen by the increase of membership within both the Party and the *Komsomol* in the Soviet Union. From October 1952 to May 1953 there was an increase in Party membership of over 100,000, bringing the present total up to well over 7 million members. If the Malenkov principle of "quality, not quantity," has been followed these figures indicate some success of current indoctrination and training methods in education. There is even a greater increase among the *Komsomol*. *Pravda* reports, on 27 May 1953, that present figures are 17 million. This represents an increase of over 1 million since October 1952.

In the past, stirring youth con-

gresses have been staged each year at one of the Soviet bloc capitals. These gatherings apparently have multifold objectives. Besides being a means of augmenting Party membership, they are used as a great inspirational rally, as well as to extend the limits of the cold war. The Party in each country selects active delegates, both Communist and non-Communist, and pays all expenses to these gatherings. The students then return to their countries with definitely assigned objectives. In August 1953, such a youth festival was held in Bucharest with 30,000 visitors. Significantly, 20,000 visiting students came from outside the Soviet bloc nations—many from the Western Hemisphere, including the

United States. The chief organizations represented were the "World Federation of Democratic Youth," and the "International Union of Students." The objectives for national "homework," which followed the Party Line, consisted of two main themes—"Unity of Action," and "Propaganda for Negotiations."

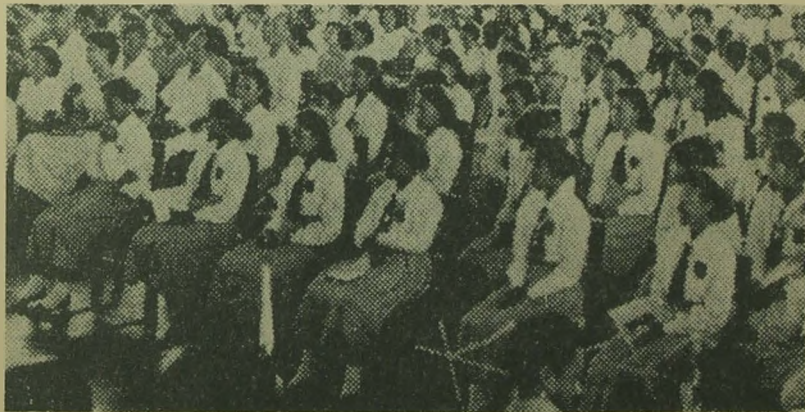
### Science and Religion

It would be naive indeed to "discover" that there is widespread intervention by the Soviet political system in the field of scholarship and science. It should be realistically clear that the scholar, caught in the web of Communist Party control, must give increasing emphasis on ideological conformity to the Party. Indeed, he must find an ideological basis for his own research work in the teachings of Marxism. The Government adds other obstacles to his path. His freedom of investigation is greatly restricted by the "state secrets law," by Govern-

ment planned research, and by official insistence on work which has practical value to the national economy. This principle was enunciated by A. V. Topchiyev, Main Scientific Secretary of the USSR Academy of Sciences, in *Pravda*, 25 August 1949:

*The Soviet scientist must remember that he labors not simply to develop spiritual culture in general—such culture does not exist—but to develop the Socialist, Communist culture. This means that in his creative activity he proceeds from the principles of the Marxist Leninist world outlook, and fights implacably all manifestations and survivals of the corrupt bourgeois ideology. This means that the Soviet scientist sees clearly the irreconcilable opposition between Socialist and bourgeois culture, and relies upon the Bolshevik Party approach in science, thrusting aside the reactionary tendencies of the professional lackeys of imperialism.*

Communist targets are these young people in the schools, colleges and universities



Since 1946 there has been a general reorganization and intensification of Party orthodoxy which has increased the work of Party organizations with scientific institutions. Since that time a large number of scientists have conformed by studying Marxism independently, in study groups, or in regular 2-year courses offered by the Party. By 1949, according to *Trud*, 12,000 scientific workers were said to be studying in 35 universities of Marxism-Leninism.

The Party criticism has attacked Soviet scholars, stressing two related themes—excessive objectivity, and internationalism. The objectivity under criticism is defined a preoccupation with technical data, neglect of Marxist theory and method, thus posing a knotty problem for scientific administrators—they must abandon useful scientific discoveries which cannot be reconciled to Communist ideology and methods. One effective means of promoting these objectives lies in the practice of personnel placement. The Party advances only those “promising” students.

Government controls, such as awarding academic degrees, making appointments, and offering patents and copyrights exclusively to Party members, are a successful means of controlling the behavior of scientists. Furthermore, there is a state secrets law referred to above. It classifies all unpublished scientific information as secret, and any exchange of such

information with foreign scientists subjects the individual to penalties of treason. Penalties for “unproved” crimes range from 4 to 20 years in a “corrective labor” camp, and if proved, the death penalty may be imposed.

Western scientists have been selected as special targets in the forthcoming campaign by all Soviet scientific publications and activities. This program, formulated at the “World Federation of Scientific Workers,” held on 12-14 September 1953, emphasized the enlisting of Western scientists in the “peace camp.” It stressed the dangers inherent in atomic and bacteriological weapons and urged all scientists to personally combat the development of such instruments of warfare.

Since it is so overtly evident that the Russian Orthodox Church has fallen completely under the direct control of the Communist Party, it is superfluous to dwell here on any detailed consideration. After many years of intense, ruthless persecution of all religious bodies, after frenzied attempts at indoctrination and mass murder, Yaroslavsky, President of the Militant Atheists and chief promoter of the destruction of religion, exclaimed with dismay, “Religion is like a nail, the harder you strike it, the deeper it goes.”

In 1948 Stalin himself took a hand in the formation of a secret branch of the Cominform for the express purpose of the destruc-

tion of religion. This branch is known as the Desinform. In the words of the Vatican radio, its first and foremost purpose is to "divide the faithful under the pretext of a purer faith, to undermine the authority of the heads of the Church, and especially the Holy See." At the Cominform Congress in Sofia in 1949, Stalin expressed deep displeasure at the continued existence of the Roman Catholic Church in Eastern Europe. On that occasion, according to Radio Vatican, he stated that he would be unable to risk another war "unless Rome were defeated first."

The Desinform agents are trained in "seminaries" conducted by former seminary students. Of the six known institutions, the principal one is located in a suburb of Moscow. One exists in Lithuania to train bogus priests for Northern Europe, one in Costanza and another in Romania for the Balkans, and still another in Feodosia for the Crimea. "Priests" for China have been trained in a school in Siberia since 1948.

The Desinform works in absolute secret, separated from the ordinary Soviet "apparat" system. So secret are its activities that chiefs of local Communist parties do not know any agents sent out by the central office. KIPA, the Swiss Catholic News Agency, has

reported that these Desinform priests receive a 3-year course in Latin, theology, and how to administer the Sacraments of the Latin Rite. Their Church is to be the Roman Branch of the Orthodox Church. The Inter-Catholic Press reports that this antichurch is to be administered by the Patriarch of Moscow, and that all Catholics will be forced to join. Bishops and priests who refuse to join would be deported to the Soviet Union. The initial trial will be in Czechoslovakia.

A National Catholic Welfare Conference (NCWC) news cable from London disclosed the fact that by autumn 1951 there were 40,000 fake priests thus ordained in preparation for the new plan. Bishop Ivan Bucko—an escaped Ukrainian bishop—claims that these 40,000 priests are all agents of the secret police, and take orders only from Moscow. They are fanned out to their destined countries equipped with ordination papers, celebrets, and credentials acceptable to genuine Catholic leaders. Many leave the Soviet Union before completing their studies and attempt to work their way into real seminaries. At the Russicum Seminary in Rome several such agents were detected and expelled. A graduate of the Moscow "Seminary" was detected in Hungary, and another in Spain within a few months.

*(To be continued)*



*A dream of thousands of Filipino war veterans of a hospital of their own came true on November 20 when the 18-million Veterans Memorial Hospital was inaugurated in Quezon City. Photos show part of the hospital and the huge crowd that attended the inauguration rite, during which President Magsaysay spoke, and Mila, his daughter, cut the inaugural ribbon. The event was witnessed by American and Filipino officials whose cooperation made the dream come true.*

