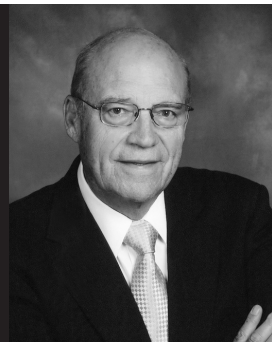




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The Schwarz Report



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Communism Revisited

by Ileana Johnson Paugh

“Communism is Soviet power plus the electrification of the whole country.”—Lenin’s formula as presented by the Communist Party Program of the Soviet Union, p. 62

The draft of the *Program of the Communist Party of the Soviet Union* was presented to the Communist Party’s Twenty-Second Congress in October 1961. Crosscurrents Press in New York published it in English “as an aid to everyone wanting to understand the plans and intentions of those who lead and govern the Soviet Union.” It was a time when the Cold War highlighted the existential fight between communism and capitalism, separated by an invisible red line in the sand.

The communist platform emphasized the phrase “scientific communism,” with contrived stages of development in an attempt to give it a scientific facade. Communism, as a concept and linguistically derived from the Latin word “communis” (shared) is neither scientific nor “shared.”

The theory of scientific communism had to be developed and propagandized and the Communist education had to be improved. (p. 124)

Public education was required to prepare citizens for vocations needed by the communist society. Children were to be molded into “harmoniously developed members of Communist society” and the “elimination of substantial distinctions between mental and physical labor.” The principles of the “Communist outlook” were to be taught and school children were to be engaged in “socially useful labor to the extent of their physical capacity.” (*Program of the Communist Party of the Soviet Union*, Crosscurrents Press, New York, 1961, p. 112)

The parental influence of their children’s education had to be harmonized with “their public upbringing.” Schools were meant to inculcate not just “love of labor and of knowledge in children” but also “to raise the younger generation into the spirit of Communist consciousness and morality.” (p. 113)

Literature and art had to be “imbued with optimism and dynamic Communist ideas.” (p. 119)

Collectivism was highly encouraged and the cult of the individual was discouraged. (p. 124)

The Party’s banner was inscribed, “From each according to his ability, to each according to his needs.” The Party’s motto was “Everything in the name of man, for the benefit of man” and the militant slogan proclaimed, “Workers of all countries, unite!” (p. 9)

In case there was any doubt that the socialist world was expanding and the capitalist world was cut down to size, the program proclaimed that “Socialism will inevitably succeed capitalism everywhere” because it is the “objective law of social development.”

When communism eventually accomplished its mission, the Soviets said, there will be no social inequality, no oppression, no exploitation, no war, just “peace, labor, freedom, equality, and happiness on earth.” I wondered how the 100 million innocents worldwide who were killed by communists would have responded to such empty and meaningless rhetoric.

“Capitalism extensively exploits female and child labor.” (p. 11) Before this document was published, child labor was a thing of the past in the United States, and women comprised 29.6 percent of the labor force in 1950. Many women stayed home to raise their children and care for their families.

Communists, under the leadership of Lenin, “worked out a plan for the radical transformation of the country, for the construction of socialism.” The plan had three prongs: the industrialization of the country, agricultural cooperation, and the Cultural Revolution.

Industrialization

As those who lived through socialism can attest, forced industrialization into a large scale modern industry resulted in an impoverished populace who survived on the crumbs left after a lot of funds and natural resources, that should have been earmarked for improving the population's standard of living, were used to industrialize a poorly run centralized economy that wasted a lot of resources.

The *Program of the Communist Party* proposed the development of a first-class heavy industry, defense, and services for the population in the areas of "trade, public catering, health, housing, and communal services." As we well know, life under communism was very brutal in every aspect.

Total industrial output proposed was to exceed in 10 years 150 percent of the 1961 level of the US industrial output and in 20 years by 500 percent, leaving the US far behind. This was to be accomplished by raising productivity in ten years by 100 percent and by 300-350 percent within 20 years. The goals are laughable today just as they were in 1961. (p. 65)

Major economic areas were set up in the Urals, the Volga, Siberia, Transcaucasia, the Baltic area, and Central Asia and production planning was centrally done. (p. 82)

Labor productivity was supposed to increase in agriculture through the kolkhoz (collectives) system as charted by Vladimir I. Lenin by merging kolkhoz property and individual property into one Communist property. Productivity was to increase 150 percent in ten years and then 5-6 times more in the following ten years. That certainly never happened. Machinery, spare parts, and repair know-how were lacking and the young agricultural labor force tended to seek employment in cities for better opportunities. (p. 74)

Agricultural Cooperation

Agricultural cooperation meant that everyone had to give up their land for the common good, willingly or by force, with no compensation whatsoever, and form cooperative farms from which the communists derived the lion's share of income from crops, cattle, pigs, horses, and chickens. Peasants were lucky to escape with their lives and the clothes on their backs, and very fortunate to survive the forced move into high-rise concrete block apartments located in very crowded cities.

"Millions of small individual farms went into voluntary association to form collective farms." Large-scale "socialist farming" predicated on confiscated land destroyed the formerly plentiful crops of each individual family who brought home the fruits of their labor. Now

each family had to be content with the leftovers after the Party claimed their planned share.

Cultural Revolution

The Cultural Revolution included the forced indoctrination and reeducation in labor camps of those who resisted communism: "skeptics, capitulators, Trotskyists, Right opportunists, nationalist-deviators, and other hostile groups." (p. 15)

To achieve this Cultural Revolution, illiteracy had to be wiped out. The socialist intelligentsia was created through indoctrination and the so-called classless society was now comprised of workers, peasants, and intellectuals, all ruled from the top by the communist party elites.

The ridiculous idea that now citizens have a material interest in the fruits of their labor was expressed in the motto, "we pretend to work and they pretend to pay us." They never raised the people's standard of living as they claimed, on the contrary, they impoverished the former well-off farmers whose land they confiscated.

There was never an awareness that workers labored for themselves and society. The awareness was that everyone worked for the government bureaucrats who were beholden and answered to the communist party elites.

Although freedom of speech, press, and assembly were written in the Constitution which was often revised, nobody lived under the false sense of being able to speak their minds without disappearing the very next day and never to be seen again.

Because the Socialist revolution "established the dictatorship of the proletariat," 100 nations and nationalities lived harmoniously within the USSR. At least that is what the propaganda led you to believe. The only dictatorship the Eastern European block has experienced has been the dictatorship of the Communist Party elite and its chosen dear leader.

"The Socialist reorganization of society" has been so successful, claimed the Communist Party's program, that "The highroad to Socialism has been paved. Many peoples are already marching along it, and it will be taken sooner or later by all peoples." (p. 21)

"The countries of the Socialist system have accumulated considerable collective experience in the remolding of the lives of hundreds of millions of people." (p. 22)

I can personally attest to this remolding of our lives. We were comfortable and had a home one day and the next day we lost everything to the new communist regime. Several family members went into gulags for being "bourgeois," some survived, some did not; property was confiscated; everyone was impoverished overnight; savings and personal belongings taken and forced re-education

into the cult of personality and adulation of the president and his wife Elena.

According to the *Program of the Communist Party of the Soviet Union*, the Socialists had in common:

- Same type of economy based on the social ownership of the means of production
- Same type of political system based on the rule of the people led by the working class
- Same Marxist-Leninist ideology
- Same defense against the “imperialist camp”
- Same common goal of communism (p. 22)

Communists believed that their number one responsibility was to educate the “working people” in the vein of “internationalism, Socialist patriotism, and intolerance of all possible manifestations of nationalism and chauvinism. Nationalism is harmful to the common interests of the Socialist community.” (p. 25)

It is now easy to understand the planned drive to erase national borders and sovereignty that have previously defined successful western nations with capitalist economies. “Bourgeois nationalism” and “national egoism” are vehemently opposed, however, “Communists always show utmost consideration for the national feelings of the masses.” (p. 26)

It is interesting to note how much money, force, police, and military might the Communist Party employed to keep the masses from escaping the borders of the impoverished, poorly run, and spirit-suffocating socialist states, heavily guarded by devoted and brain-washed apparatchiks and well-paid informants. The East Germans even built the Berlin Wall between them and their West German brothers and sisters who believed in freedom. The wall was built not to keep people from coming in but to keep people from escaping communism.

The Soviets stated that World War I and the October Revolution caused a general crisis of capitalism. Part two of its crisis began with World War II and the Socialist revolution. “World capitalism has now entered a new, third stage of that crisis, the principal feature of which is that its development is not tied to a world war.” (p. 26)

In their 1961 opinion, world wars, economic crises, the military industrial complex, and political unrest accelerated the transformation of “monopoly capitalism into state-monopoly capitalism.”

“The oppression of finance capital keeps growing. Giant monopolies controlling the bulk of social production dominate the life of the nation. A handful of millionaires and multi-millionaires (make that billionaires today) wield arbitrary power over the entire wealth of the capitalist world and make the life of entire nations mere small

change in their selfish deals. The financial oligarchy is getting fabulously rich.” (p. 27) Of course they left out the Communist Party elites who were also getting offensively rich at the expense of the proletariat. The paragraph contains eerily similar developments today.

“The state is becoming a committee for the management of the affairs of the monopoly bourgeoisie. The bureaucratization of the economy is rising steeply.” The Communist Party recognized bureaucratization because they perfected it to an art.

What does state-monopoly capitalism do? It combines state and monopolies into a single power whose sole purpose is to enrich the monopolies, suppress the population, and “launch aggressive wars.” (p. 27) The industrial military complex eager to start new wars around the world comes to mind.

Some interesting points were made about technology that replaced workers through automation, while displacing small producers. Using bombastic language, the Communist Party stated, “Imperialism is using technical progress chiefly for military purposes.” While devouring an ever-increasing fraction of the budget, “The imperialist countries are turning into militarist states run by the army and the police.” (pp. 28-29)

The Communist Party conveniently hid the fact that their police state and military readiness kept the Soviet population in a constant state of fear and of need. The communist platform identified the US as the “world gendarme” (police) who at times supported “reactionary dictatorial regimes and decayed monarchies,” and at times opposed “democratic, revolutionary changes.”

Accusing the “exploiting classes” for “resorting to violence against the people,” the Communist Party conveniently hides the fact of mass killings, 100 million innocents who lost their lives to the aggressive communist movement, indoctrination, and power grab. (p. 39)

“Anti-communism is a reflection of the extreme decadence of bourgeois ideology.” (p. 50) “Thus any staunch anti-communist born by solid experience with the pathetic life people lived under socialism and communism, by this definition is a decadent bourgeois individual.

The Soviets called the capitalist state the “bourgeois state.” It is a “welfare state” for the “magnates of finance capital and state of “suffering and torture for hundreds of millions of working men.” (p. 51)

The commies were wrong in that we have a welfare state for the masses—50 percent of the labor force today does not work but receives “entitlements” paid by those who choose to work for a living. Our “free world,” said the communist platform of 1961, is a world of “lack of

rights, a world where human dignity and national honor are trampled underfoot.” (p. 51)

The Soviets would be shocked and disgusted with so many Americans and illegal aliens on the dole. “It is impossible for a man in Communist society not to work, for neither his social consciousness nor public opinion would permit it.” According to the Communist Party platform, “Anyone who received any benefits from society without doing his share of work would be a parasite living at the expense of others.” (p. 108)

The communist moral code included the following principles:

- Devotion to the communist cause
- Conscientious labor for the good of society—“He who does not work, neither shall he eat”
- Public duty and Intolerance of actions harmful to the public interest
- “Collectivism: one for all and all for one”
- Mutual respect and humane relations
- “Honesty, truthfulness, moral purity, modesty, and guilelessness in social and private life”
- Intolerance of national and racial hatred
- Mutual respect in families and proper upbringing of children
- Intolerance to “injustice, parasitism, dishonesty, and careerism” (p. 109)

The Soviets described capitalist clericalism as using the church, political groups, unions, youth, and women’s lobby to advance their agendas. Today these groups are used to advance the communist agenda.

The Soviet people with their average equal incomes were never more prosperous than employees of the capitalist economy. What Soviets termed “parasitical classes” under capitalism were no more parasitical than all the communist apparatchiks who stole left and right from the wealth of the people. (p. 84)

Did Soviet communists deliver the promised public consumption funds and goods as promised, according to need and at public expense? The answer is generally no. When they did deliver some services, they were highly inadequate: (pp. 90-91)

- Caring for disabled people, orphans, and elderly with no family left (few were cared for, were abused, and died shortly in their care)
- Free education (yes, but it was highly competitive and unfairly distributed at the university level)
- Free medical services (yes, substandard care and full of malpractice that was never addressed because it was government run; severe shortage of medicines)
- Rent-free housing, free public transportation (no,

it was subsidized)

- Free use of some communal services (yes, libraries, bath houses, culture houses)
- Grants to unmarried mothers (yes)

The communist experiment at Jamestown, Virginia, in 1607 failed miserably when many starved to death. Bonded laborers worked on the communal land but there was no incentive to do more. Crops were placed in storage from which everyone took according to their needs but members worked according to their ability.

Communism did not succeed around the world and will never succeed no matter who is in power because it is premised on a highly organized society of free, socially conscious workers who self-govern and labor for the good of the people. Some men by nature work harder and are more conscientious and altruistic than others. Responsibility, consciousness, industriousness, equality, discipline, and devotion by government decree cannot be forced. Some men or groups of people will always be more equal than others.

—*Canada Free Press*, July 29, 2014



Jesse, Fidel, and Che

by Humberto Fontova

Maybe it’s just a coincidence that somebody like Jesse Ventura is also a major fan of Fidel Castro and Che Guevara? (Or claims to be for the publicity value among the “hip”?)

Recalling his visit to Cuba and meeting with Fidel Castro in 2002, Ventura grew misty-eyed: “Fidel Castro looked into my eyes and told me I was a man of great courage. . . . Maybe he (Castro) saw a little of him in me.”

Recall the Cowardly Lion’s reaction when the Wizard grants him “the NERVE.” Well, Jesse Ventura’s moronic gloating outdoes even the lion’s (“Shucks, folks, I’m speechless. . . ha-ha. . . Ain’t it the truth! Ain’t it the truth!”)

And this imbecile and buffoon (or is it master fraud and expert showman?) was elected governor of a populous and prosperous state, and honored by Harvard University with the title of “Visiting Fellow,” to say nothing of his career as media host and author.

“And I’ll tell you another thing that shows me a little bit more about Castro” also revealed Ventura in an interview. “The main downtown building in Havana has this huge flat wall and it has got a huge portrait on it. It’s not Castro. It’s Che Guevara. The biggest photograph in downtown Havana was a mural on a wall of Che. Now if

Castro was such an egomaniac and all this, wouldn't he put himself up there instead of Che?"

For a man with Ventura's (mostly self-) vaunted "street smarts," Fidel Castro's blandishments of (the conveniently dead) Che Guevara should be a cinch to plumb. Didn't Don Barzini send the biggest and fanciest flowers to Don Corleone's funeral?

The *Minneapolis Star Tribune* reported how on his Cuba visit Ventura spoke at the University of Havana where he "exhorted students to dream big and work hard to achieve success!" Here one blinks, looks again—and gapes. You long to believe otherwise, you grope for an extenuation, you hope you misread—but it's inescapable: A man elected as governor of a populous and prosperous US State (and a "Harvard Visiting Fellow") cannot distinguish between the subjects of a Stalinist police state and the attendees of an AmWay convention.

Ask anyone familiar with Communism. To achieve "success" in such as Castro's Stalinist fiefdom, you join the Communist Party, you pucker up and stoop down behind Fidel and his toadies and smooch away. (Either that or jump on a raft.)

So come to think of it, Jesse Ventura indeed had much to teach those Havana U. students. On his Cuba visit he performed brilliantly.

Years later when, during an interview, *The Daily Caller's* Jaime Weinstein suggested to Ventura that Castro runs a very inhumane dictatorship, a "shocked" (or expertly performing?) Ventura gasped: "They have the highest health care of any Latin American country! . . . What has he (Fidel Castro) done that's inhumane?"

For the benefit of the esteemed academics who granted Ventura's "Visiting Fellowship" at Harvard University's John F. Kennedy School of Government here's a few fully- documented items that might address their esteemed "Visiting Fellow's" question:

Fidel Castro's regime jailed and tortured political prisoners at a higher rate than Stalin's during the Great Terror, murdered more Cubans in its first three years in power than Hitler's murdered Germans during its first six and came closest of anyone in history to starting a worldwide Nuclear war. In the above process Fidel Castro and Che Guevara converted a nation with a higher per-capita income than half of Europe and a huge influx of immigrants into one that repels Haitians and boasts the highest suicide rate in the Western Hemisphere.

"What has Cuba ever done to us?!" the again "shocked" (or masterfully miming?) "Harvard Visiting Fellow" gasped recently on his show *On the Grid*. "We've been practicing terrorism against them!"

"War against the United States is my true destiny," Fidel Castro had confided in a letter to a friend in 1958. "When this war's over, I'll start that much bigger war."

"Of course I knew the missiles were nuclear-armed," responded Fidel Castro to Robert McNamara during a meeting in 1992. "That's precisely why I urged Khrushchev to launch them!"

But for the purposes of this discussion let's overlook the above trivialities, as they're obviously regarded by Harvard's esteemed academics. Instead let's focus on the fact that Jesse Ventura claims some sort of "fellowship" with American servicemen, especially Vietnam veterans. (Granted, this fellowship is—to put it mildly—not fully reciprocated.)

So again, for the benefit of the esteemed academics who granted Ventura's "Visiting Fellowship" at Harvard University's John F. Kennedy School of Government, we'll mention a few items to highlight their "Visiting Fellow's" ignorance (or expert burlesque?) To wit:

In 1967 Fidel Castro sent several of his regime's most promising sadists to North Vietnamese prison camps to instruct the Vietnamese reds in finer points of their profession. Testimony during Congressional hearings titled, "The Cuban Torture Program; Torture of American Prisoners by Cuban Agents" held on November 1999 provide some of the harrowing details.

The communists titled their torture program "The Cuba Project," and it took place during '67-'68 primarily at the Cu Loc POW camp (also known as "The Zoo") on the southwestern edge of Hanoi. In brief, this "Cuba Project" was a Joseph Mengelese experiment run by Castroite Cubans to determine how much physical and psychological agony a human can endure before cracking.

The North Vietnamese—please note!—never, ever asked the Castroites for advice on combat. They knew better. Unlike director Steven Soderbergh, they saw through the whole "Che as Guerrilla" hoopla for what it was and is: a Castroite hoax to camouflage the Inspector Clousseau-like bumbblings of an incurable military idiot—and more specifically, Castro's own hand in the idiot's offing.

No, the North Vietnamese sought Castroite tutelage only on torture of the defenseless, well aware of the Castroites expertise in this matter.

For their experiment the Castroites chose twenty American POWs. One died: Lieutenant Colonel Earl Cobeil, an Air Force F-105 pilot. His death came slowly, in agonizing stages, under torture. Upon learning his Castroite Cuban affiliation, the American POWs nicknamed Cobeil's Cuban torturer, "Fidel."

"The difference between the Vietnamese and 'Fidel'

was that once the Vietnamese got what they wanted they let up, at least for a while,” testified fellow POW Captain Ray Vohden USN. “Not so with the Cubans. Earl Cobeil had resisted ‘Fidel’ to the maximum. I heard the thud of the belt falling on Cobeil’s body again and again, as Fidel screamed “you son of a beech! I will show you! Kneel down!—KNEEL DOWN!” The Cubans unmercifully beat a mentally defenseless, sick American naval pilot to death.”

“Earl Cobeil was a complete physical disaster when we saw him,” testified another fellow POW, Col. Jack Bomar. “He had been tortured for days and days and days. His hands were almost severed from the manacles. He had bamboo in his shins. All kinds of welts up and down all over; his face was bloody. Then ‘Fidel’ began to beat him with a fan belt.”

According to the book *Honor Bound* the tortures of US POWs by Castro’s agents were “the worst sieges of torture any American withstood in Hanoi.”

—*FrontPageMagazine*, August 4, 2014

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Leftist History

by John Aman

High-school history teachers nationwide will give their top students a dark retelling of US history this fall, courtesy of the College Board, a nonprofit college readiness firm led by Common Core architect David Coleman.

The College Board—which administers AP (advanced placement) courses and tests—is rolling out a revised curriculum framework for AP US history, offering the 450,000 students who take AP US history classes a heretofore account of America’s deeply stained past.

Peter Wood, president of the National Association of Scholars, calls the new AP US history framework “a briefing document on progressive and leftist views of the American past,” one which “weaves together a vaguely Marxist or at least materialist reading of the key events with the whole litany of identity group grievances.”

Conservative author Stanley Kurtz asserts the College Board is “pushing US history as far to the left as it can get away with at the high-school level.”

The new 124-page history curriculum is a dramatic departure from the five-page outline previously supplied by the College Board to guide AP US history instructors. A much more detailed “history from below,” it focuses on how native Indians and Africans suffered at the hands of Europeans in the New World.

It deletes the Pilgrims, John Winthrop, James Madison, Thomas Jefferson, Benjamin Franklin, Alexis de Tocqueville, Abraham Lincoln, and other long-celebrated figures central to America’s founding and growth.

In their place, America’s future leaders are given a warts-only take on America’s past that casts European settlers as villains. These Europeans disrupted ecologically balanced native American society, bringing “widespread deadly epidemics,” a “caste system,” resource exploitation, and slavery. The Europeans’ “belief in white superiority” was used, the framework declares, “to justify their subjugation of Africans and American Indians.”

Things got worse with the British. Instead of establishing a “city upon a hill,” as generations of students have been told, they are cast as bigots beholden to a “rigid racial hierarchy,” indicated by their failure to intermarry with native populations or Africans (John Rolfe and Pocahontas, notwithstanding).

The framework gives the father of the country, George Washington, a quick, passing nod, and the founding document, the Declaration of Independence, merits two brief mentions.

Meanwhile, Manifest Destiny was “built on a belief in white racial superiority and a sense of American cultural superiority.” The framework omits black leaders like W.E. DuBois but asserts “prominent racist and nativist theories, along with Supreme Court decisions such as *Plessy v. Ferguson*, were used to justify violence as well as local and national policies of discrimination and segregation.”

The document’s treatment of the New Deal echoes Democratic Party tributes, asserting that President Franklin Roosevelt’s Depression-era programs used “government power to provide relief to the poor, stimulate recovery, and reform the American economy.”

America’s central role in defeating Nazi Germany and Japan rescued much of the globe from a long night of tyranny, but the frameworks include no mention of the

Founded in 1953, the Christian Anti-Communism Crusade, under the leadership of Dr. Fred C. Schwarz (1913-2009) has been publishing a monthly newsletter since 1960. *The Schwarz Report* is edited by Dr. David A. Noebel and Dr. Michael Bauman and is offered free of charge to anyone asking for it. The Crusade’s address is PO Box 129, Manitou Springs, CO 80829. Our telephone number is 719-685-9043. All correspondence and tax-deductible gifts (CACC is a 501C3 tax-exempt organization) may be sent to this address. You may also access earlier editions of *The Schwarz Report* and make donations at www.schwarzreport.org. Permission to reproduce materials from this Report is granted provided that the article and author are given along with our name and address. Our daily blog address is www.thunderontheright.wordpress.com.

sacrifice of America's "Greatest Generation." Instead, the new College Board history curriculum announces that "the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values."

Larry Krieger, who has taught US history for 35 years and written numerous widely popular AP and SAT exam prep books, said he reacted with shock and dismay when he read the framework earlier this year.

"It's relentless left-wing indoctrination," he said, calling it "antithetical to everything that I believe about teaching and our country's history."

"Leaving aside its very leftist bias, it is a very poorly written, unprofessional document," said Krieger, adding he found it "boring" and "dispiriting."

It's also an anonymous document. While the College Board convened two committees composed of 27 college professors and teachers to oversee the new curriculum, the actual author or authors and the process used to produce it are unknown.

The framework is one of 34 AP courses that are being revised under the leadership of College Board president and CEO David Coleman, who arrived at the organization in 2012.

"When they hired David Coleman, the chief architect of Common Core, they effectively politicized the College Board," Krieger asserted. "The first thing he did was to yoke the SAT to Common Core, and now we're going to apply Common Core principles to AP courses."

The College Board denies that Common Core elements have made their way into its new AP US history curriculum, but College Board executive Lawrence Charap indicated otherwise in May. Charap, who leads the College Board's History and Social Sciences Content Development Group, told a gathering of the Organization of American Historians that his boss, David Coleman, is implementing the Common Core approach in both the AP and SAT exams, according to a report from Mary Graybar, an English professor and Common Core critic who attended the conference.

Formed in 1900, the College Board is a deep-pocketed association of more than 6,000 educational institutions. It took in \$759 million in fiscal year 2012 and reported a surplus of \$45 million. Funding sources include the federal government, the Gates Foundation, and the Robert Wood Johnson Foundation. The organization has headquarters in Manhattan and Reston, Virginia, with six regional offices around the nation. It says its mission is to promote "excellence and equity in education."

Krieger calls the new framework a "curricular coup" that shoves aside state-mandated history guidelines in favor of the new College Board curriculum.

Jane Robbins, an attorney who joined Krieger in a sharp critique of the new curriculum framework published this spring, said the framework is a radical departure from the state history standards they have reviewed.

"I would venture to guess it's different from all states," she said.

Krieger and Robbins report that a College Board-commissioned analysis turned up 181 specific elements required in the Texas Essential Knowledge and Skills are missing from the new College Board history curriculum. Another study found that 134 elements required in the Alabama Standards for US History were not in the framework.

The College Board's new history curriculum for AP students "does commandeer how history is taught," said Robbins, a senior fellow at the American Principles Project.

Instead of following state-mandated history guidelines, AP history instructors will "teach to the test" to ensure that students do well on the AP US history exam. Good AP test scores can enable students to skip college history survey courses or jump ahead to take more advanced courses.

Teachers "can't really focus on state standards," she explained, "because that is a whole different body of knowledge, in most cases, so the AP course therefore will replace the history standards."

And the impact of the new curriculum will go beyond AP classes, Robbins said, since most AP history instructors teach other students as well.

"It's very likely that whatever is taught in the AP class is going to be taught to some extent in the other history classes," she stated.

"So this is actually a quite effective way of changing what's taught in history classes all over the country, in both public schools and private schools."

It's also being done without much public scrutiny. The College Board posted its new framework on its website in 2012, but for unclear reasons that did not generate much reaction until this spring when Robbins and Krieger published their critique.

The College Board is also keeping its sample AP US history exam for the new framework a tightly guarded secret. The sample test is provided only to certified AP US history teachers who face the loss of the AP teaching credentials—a severe, career-busting consequence—if they disclose test questions.

Teachers around the nation have contacted Krieger to vent their concern, telling him, he said: “I don’t like this. This is wrong. Can you help?”

At the same time, teachers are “very afraid of repercussions for speaking out.” They fear, Krieger said, negative consequences from either the College Board or their local school system.

One teacher who attended a gathering of some 1,000 AP exam “readers”—those who read and evaluate student AP exam essays—told Krieger 90 percent of teachers there either detested the new framework or viewed it with skepticism.

The College Board did not respond to interview requests from *WND* but claims in the framework document that teachers have “flexibility” to teach relevant history topics outside the prescribed curriculum. However, the framework also emphatically states that the new AP US history exam will be limited to information in the framework.

In boldface and underlined text, the College Board states: “Beginning with the May 2015 AP US History Exams, no AP US History Exam question will require students to know historical content that falls outside this concept outline.”

Krieger and Robbins are working to derail the framework’s implementation, alerting parents and legislators about the College Board’s new history. One pivotal battleground is Texas, where state school board member Ken Mercer wants the College Board to postpone the implementation of the framework in his state for one year. He and another school board member have said they will push for a rule that requires AP classes to conform to Texas history standards.

Texas is one of the College Board’s largest customers. Mercer told *WND* that some 46,000 Texas high schoolers take AP US history classes, more than 10 percent of the roughly 450,000 students that will be taking the class nationwide this fall. College Board President David Coleman and others executives from the AP firm have spoken with Mercer to allay his concern but Mercer remains opposed to the new framework.

He blasted the new framework as a “rewrite of American history.” “It’s so negative that only America haters like former Illinois professor Bill Ayers would like this.”

Mercer decried the glaring absence of uplifting aspects of the US civil rights struggle, including the Gettysburg Address, Martin Luther King, Rosa Parks, the Tuskegee Institute, the Navajo code talkers, and the election of Barack Obama.

“If you look at the lessons on civil rights, Martin Luther King is nowhere to be found. How can that be?”

Mercer also charged that the College Board is “usurping the authority of the states’ boards of education and the state legislatures” with the implementation of the new framework.

“I don’t believe there is any elected board in the nation that could pass what they have,” said Mercer. “These are unelected people who don’t have to stand before my constituents, and they’re taking the power away from the state board and state legislature in all 50 legislatures.”

The Texas school board won’t consider a new rule to force AP history instruction to follow state standards until it meets in September, by which time instructors will already be teaching the new curriculum across Texas.

Concerned Texans spoke out against the new AP US history curriculum at a July 18 meeting of the Texas school board. Mary Bowen, a Texas teacher with 30 years of instructional experience told the board, “If parents up and down the neighborhoods knew that this is what would be taught to their children they would be rising up in droves against it.”

The College Board’s Debbie Pennington testified as well, assuring the board that the new framework leaves ample room for the state history standards.

“This is designed so state standards can be integrated. It’s not on its own. It’s supposed to work in partnership with you to get what you need.”

Pennington also gave insight into the College Board’s approach to US history, asserting history “can be fuzzy in a lot of different places.”

“You’ve got to remember, this is not the story of dead, white men as taught by almost dead, white men,” she said, citing the words of a mentor. “There were other people there, too, and you’ve got to give room for that flexibility, you’ve got to give room for that flavor and a true understanding of all those issues.”

That view of US history—especially as it is presented in the new AP US history framework—“is designed to create a cynical generation,” Robbins countered.

“Cynicism does not coexist very well with pride in one’s country and the belief that this country can accomplish great things. So, to me, it’s very disturbing. It’s not just that it leaves [students] without some of the factual foundation they need to have, but it really does create a different mindset that is going to make them skeptical of any real belief in the country, that we are exceptional that we have something to offer the rest of the world.”

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