

“It is an affront to treat falsehood with complacency.” Thomas Paine

CAMPUS REPORT

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CLEAR & PRESENT DANGERS

By: Isabel Mittelstadt

What do the Cold War and the War on Terror have in common?

Contrary to what history classes may teach, the Red Scare was not some purging of innocent Americans: it was a noble effort to rid the government of powerful Communist infiltration and influence.

Author M. Stanton Evans explores this matter in his latest book *Stalin's Secret Agents: The Subversion of Roosevelt's Government*. Sharing his thoughts with a group of Capitol Hill and D.C. area interns during Accuracy in Academia's second author's night of the year, Evans explained the dangers Soviet Union sympathizers within the United States government posed to Western ideology and policy.

“One reason why communists got into the government during World War II,” he said, “was because the Russians were our allies, so many saw them as ‘the good guys’ and we couldn’t bar them from our government.”

In fact, some agents of the Soviet Union, as Russia was then known under Communist rule, held extremely high levels of power during the war, Evans explained. At the Yalta Conference, a meeting between the United States, United Kingdom, and Soviet Union leaders to discuss the threat of Adolf Hitler, Communist State Department official Alger Hiss “was the most influential single American,” Evans said. “All the questions were being referred back to Hiss.”

“The people in these conferences who were making the decisions for ‘our side,’” Evans explained, “were actually Soviet Union agents.” But it wasn’t just the fact that communists were present that made them dangerous. “It’s what they did *when* they were there,” Evans said. “Spying wasn’t the real problem – the problem was the policy influence.”



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Director's Corner

By Malcolm A. Kline, Executive Director of AIA



August 2013

Dear Reader,

With summer drawing to a close, college students are returning to their classes. Here at Accuracy in Academia, we did our level best to at least give the ones based here in Washington, D. C. for the season the chance to hear speakers offering insights and information they are unlikely to get on campus or, for that matter, in the congressional offices where most of them interned.

These events, part of AIA's Conservative University lecture series, are made possible by a generous grant from the Frank A. Fusco and Nelly Goletti Fusco Foundation for which we are most grateful. What students hear at these authors' nights often contrasts sharply with what they have heard.

- For example, more than a month before the fall of the Morsi government in Egypt, Egyptian human rights activist Cynthia Farahat forecast the downfall of the Muslim Brotherhood in her homeland. Meanwhile, academics still can't figure out what went wrong with the Arab Spring there, during which scholars failed to acknowledge the totalitarian nature of the opposition to former President Hosni Mubarak.
- Similarly, the New Deal may be deified on campus but M. Stanton Evans showed its dark side in *Stalin's Secret Agents: The Subversion of Roosevelt's Government*, a book he co-authored with the late Herbert Romerstein.
- Finally, journalist Diana West showed that the U. S. government is making the same mistakes coming to grips with threats posed by adherents of radical Islam that it made in confronting the Communist threat.

What all three have in common is their use of primary sources. Their willingness to actually comb through government archives and speak truth to power, or at least ask the powerful provocative questions, sets them apart from garden variety academics who mostly quote each other.

It is said that the lawyer who represents himself has a fool for a client. Does the scholar who seeks confirmation from intellectual soulmates have foolish sources?

All the best,

Mal Kline,
Executive Director

Voodoo Anyone?

How to Understand Economics Without Really Trying



by

Christopher T. Warden

Forewords by M. Stanton Evans & Malcolm A. Kline



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CAMPUS REPORT

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Stalin's Secret Agents explains these policy influences, using research Evans and his co-author, the late Herbert Romerstein, collected from primary source documents such as declassified U. S. government reports and congressional hearings.

Evans stressed the importance of using primary sources, explaining to the audience that secondary sources – such as the Internet – are often just “recycled [information] that people have not researched themselves.” The authors’ reliance on primary sources in developing the research for their book gives readers a strong sense of credibility.

The conclusions Evans reached from conducting this thorough research brought him to draw parallels between Communist infiltration during World War II and problems he sees in today’s politics.



“People during World War II would say, ‘They’re just members of the Communist Party. What’s the problem?’” he said. “You see the same mindset in the past decade with radical Islam.”

Today’s government, Evans believes, has downplayed the scope of and the threat that radical Islam poses to the United States. After a radical Islamist tried to drive a car bomb into Times Square in May of 2010, the government tried to determine the terrorist’s motivation for the attack.

“When questioning [Attorney General] Eric Holder about what motivated the car bomber, [Holder] said it could have been any number of factors,” Evans said. Failing to identify radical Islam as one of those factors, Evans

explained, Holder’s answer exemplifies a clear resemblance to the Roosevelt administration’s failing to correctly identify dangerous Communist infiltration during World War II as a threat.

Future generations will have more to deal with than radical Islam, however. When asked by one audience member to clarify the current threat of communism, Evans said that “communism has never totally gone away.”



With countries such as China, Vietnam, Cuba, and North Korea, communists will continue to be a threat to the Western way of life, Evans said. And, one wonders if the Western way of life is threatened even by Western governments and their lack of accountability in an increasingly technological era.

But Evans urged America’s future generation to stand strong against the threat of tyranny: “It’s up to you,” he told the young audience. “It’s going to be the world you’re living in and we’re going to need more young people like you who are willing to do the work. And it’ll be a lot of work.”

Isabel Mittelstadt is an intern at the American Journalism Center, a training program run jointly by Accuracy in Academia and its sister organization, Accuracy in Media.

If you would like to comment on this article, e-mail mal.kline@academia.org.

SQUEAKY CHALK

by Deborah Lambert



SCHOOLS HONOR TRAYVON



It appears that the legend of Trayvon Martin is already being shaped by educators in order to mold young minds.

George Mason University in Fairfax Virginia will be offering an entire course on “the life and times of Trayvon Martin this fall – although its official title is “Race

and Politics: Trevon [sic] Martin, according to Campus Reform.

“The course will be taught by Professor Rutledge Dennis of the Sociology and Anthropology Department.”

Meanwhile the Black Studies Program at Providence College has created the “Trayvon Martin Award for Social Justice” in order to commemorate victims of racism.

The award will be given “to one upper classman and one faculty member at the college who have illustrated a commitment to combating racism and promoting social justice.”

Dr. Julia Jordan-Zachery of the Providence College Black Studies Program said that her department plans to expand the award to include a scholarship in the future, according to Campus Reform.



TRANSGENDER MANIA HITS AMERICAN SCHOOLS

Welcome to America, 2013 where suddenly the country has turned upside down and lawsuits are being filed over transgender bathrooms in elementary school.

Case in point: The parents of 6-year-old Coy Mathis say that their first grader was born a boy but identifies as a girl, and should be able to use the girls’ bathroom as he/she did in kindergarten.

So when school administrators told the parents that their son would no longer be able to use the girl’s restroom in first grade, the unhappy parents sued the school.

A few months later, their concerns were addressed by the Colorado Civil Rights Division. In a first of its kind ruling in the country, they mandated that “a transgender first-grader who was born a boy but identifies as a girl won the right to use the girls’ restroom at her school,” a decision that that Transgender Legal Defense and Education Fund executive director Michael Silverman called “a high-water mark for transgender rights.”

However, in a letter to the Mathis’ lawyer, the school district noted that “as Coy grows older, . . . at least some parents and students are likely to become uncomfortable with his continued use of the girls’ restroom.”

SHOVE IT

Although First Lady Michelle Obama’s PR team may have led the public to think otherwise, it seems that some schools have not been overly enthusiastic about her “restrictive” federal school lunch takeover.

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The AJC is a joint project of Accuracy in Media and Accuracy in Academia

In fact, some kids in Illinois may wish they lived in the Catlin (Ill.) school district where “school officials decided to pull out of the National School Lunch Program this year after seeing a decline in the number of meals that were served and too much food going into the garbage last year,” according to the News Gazette.

School Superintendent Gary Lewis spear-headed the district’s move to opt out of the restrictive nutrition guidelines put into place by the federal program.

“If a kid is hungry, they’re not going to be able to concentrate in class,” noted Lewis, adding that adequate nutrition would increase students’ learning potential.

“We had to not only offer vegetables, but vegetables of a certain color, and we had to offer them so many times a week,” explained Lewis, adding that “I will eat kale. But if I tried to get my 11 and 7-year-old to eat kale, they will look at me like: ‘What are you putting on my plate?’”



SHOCK CLAIM: SCHOOL ROUTINELY INFLATED BLACK STUDENTS’ GRADES

A historically black university in North Carolina has apparently been inflating students’ grades to upgrade the school’s reputation, according to Campus Reform.

A former administrator and two professors who chose to remain anonymous reported that there had been an ongoing practice at Winston-Salem State University to raise the grades of black students while keeping the grades of Caucasian students the same.

“In the wake of the recent Fisher v. UT decision from the Supreme Court, this is just one more reminder of how the culture of racial preferences and affirmative action have poisoned the higher education system in this country.

“What we have now is a system in which people are held to different standards from start to finish—from making college admissions decision to handing out course grades—all based on skin color.”



COLOR-BLINDNESS IN ACADEMIA

When liberal academics do research on race issues,

they’re likely to come up with some creative conclusions.

Case in point: Researchers at New York University recently concluded that white conservatives are not only elitist, but that they “inherently want to keep black people in their place,” according to the College Fix.

Apparently, the study showed that “white conservatives are more likely than liberals to identify mixed-race individuals as black,” because – to quote the research team – they want to maintain “racial divisions that are part of the historical legacy of the social system in the United States.”

Although “a person’s race is often thought to be clear-cut and fixed,” psychology doctoral student Amy Krosch, who led the study, told campus officials that their “research suggests that the perception of a person as black or white is related to one’s political views and beliefs about equality,” a concept that George Zimmerman

“So if you show a white conservative a picture of mixed-race individuals such as Tiger Woods or Barack Obama, they’re more likely to say they’re black, as opposed to saying they’re white - an indication of what Krosch described as the link between political views and beliefs about equality.”

Their results showed that “conservatives exhibit stronger system justification tendencies in general and are presumably more sensitive than liberals to challenges directed at the legitimacy or stability of the social order, with its attendant degree of racial inequality.”



STILL AFRAID OF THE BIG BAD MOOC

Author and political scientist Benjamin Ginsberg noted in a recent commentary on MOOCs that Bard college professor Walter Russell Mead “likened MOOCs to Craigslist which siphoned off the bulk of the classified advertising that had formerly been a source of profit for most newspapers.”

“In the same way, Mead suggested, MOOCs will capture the most profitable course offerings to offer their more expensive small classes just as Craigslist left newspapers with their expensive foreign correspondents.”

Although Ginsberg admits this is a distinct possibility, he suggests that “MOOCIFIERS dream of a world in

which all or most classes will be taught mainly in the form of MOOC lectures,” adding that “even the five-student seminar on Babylonian archaeology mentioned by Mead could be MOOCified and offered to several hundred schools that offer such a class.”

Ginsberg, who says that lecturing is what he does best, and that he enjoys being the “sage on the stage,” admits that “an education consisting entirely of large lectures is shallow and deficient,” because it cannot “offer much depth or respond to student questions and concerns.”

To illustrate his point, Ginsberg recalled that several years ago he delivered a lecture on primary elections to a large class at Cornell. He spent a “good deal of time preparing the lecture and presenting what I thought was an excellent overview of the history of primaries, and the legal issues surrounding primaries.”

As he was leaving the lecture hall, he recalls that a student ran up to him and said: “Professor Ginsberg, that was very interesting but I missed one point. Did you say that the primary came before or after the election?”

For this reason he believes that classes “based on a MOOC model should not receive college credit, because they lack sufficient intellectual content.” He suggested that college administrators should think in terms of their self interest in this regard, since “in a MOOCified world, “there would be less need for deans, deanlets and deanlings.” On second thought “every cloud does have a silver lining,” he added.



BLACK EDUCATION TRAGEDY

While many TV viewers were glued to the testimony during the recent trial of George Zimmerman, what struck Professor Walter Williams was the unfortunate appearance of the lead prosecution witness Rachel Jeantel, a friend of Trayvon Martin.



When George Zimmerman's defense attorney asked the 19-year-old girl to read a letter written

to Trayvon's mother, “she responded that she didn't read cursive, and that's in addition to her poor grammar, syntax and communication skills.”

In a column written after the trial, Dr. Williams said he was astounded that Jeantel had actually made it to 12th grade without being able to read cursive, a skill usually mastered by 4th graders. Noting that 39 percent of



students at her school, Miami Norland, scored basic for reading and 38 percent scored below basic, he blamed the education establishment for graduating Jeantel “from elementary and middle school and continuing to pass her along in high school.”

This phenomenon is not unique to Florida, since the National Assessment of Educational Progress, nationally most black 12th-graders test either basic or below basic in reading, writing, math and science. Drs. Abigail and Stephan Thernstrom wrote in their 2004 book, *No Excuses: Closing the Racial Gap in Learning*, that “blacks nearing the end of their high school education perform a little worse than white eighth-graders in both reading and U.S. history, and a lot worse in math and geography.”

“Whether a student is black or white, poor or rich, there are some minimum requirements that must be met in order to do well in school, said Dr. Williams. “Someone must make the student do his homework, see to it that he gets a good night's sleep, fix a breakfast, make sure he gets to school on time and make sure he respects and obeys his teachers. Here are my questions:

Which one of those requirements can be achieved through a higher school budget? Which can be achieved by politicians? If those minimal requirements aren't met, whatever else is done is mostly for naught.”

Dr. Williams ended by saying, “I hope Rachel Jeantel's court performance is a wake-up call for black Americans about the devastation wrought by our educational system.”

RETURN OF COLD WAR

By Malcolm A. Kline



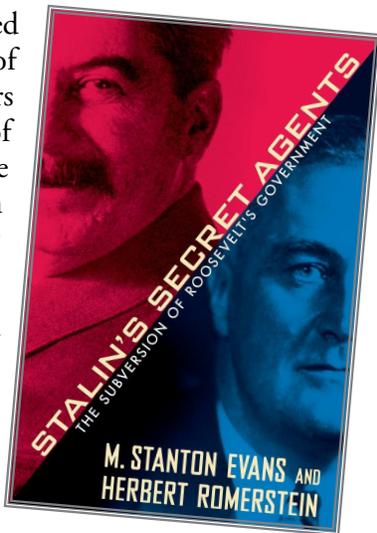
Those who treat the Cold War as a relic of the past ignore a salient fact: Communist regimes still exist, sometimes with nukes but always with human rights violations.

To get an idea of why they linger, it is helpful to see how they came into being. They were mostly established by the mother of all Communist

dictatorships, the Union of Soviet Socialist Republics (USSR). In World War II, Franklin Delano Roosevelt sought to placate wartime ally Josef Stalin, dictator of the USSR in every manner possible, particularly at the wartime conferences attended by the Allied leaders in Teheran and Yalta with British Prime Minister Winston Churchill.

From generous gifts of money and guns through Lend-Lease down to giving the man of steel, the literal translation of Stalin's name, the green light to annex whatever territory he cared to and the people who lived on it, Roosevelt placed no ceiling on America's willingness to accede to Stalinist demands.

In doing so, he was aided and abetted by a cadre of White House advisors and officials, some of whom turned out to be communists. M. Stanton Evans and Herbert Romerstein show in their new book *Stalin's Secret Agents: The Subversion of Roosevelt's Government*, that, for one thing, Alger Hiss virtually ran the Yalta conference.



Evans and Romerstein obtained copies of the papers of FDR's Secretary of State, Edward Stettinius from the University of Virginia, which shows that he relied heavily on Hiss throughout the conference, and, for that matter, much of his time on the job.

In the course of pursuing his policy of accommodation, egged on by such advisors, FDR would treat America's natural ally—Great Britain—cavalierly, to put it mildly. “In pursuit of this conception, Roosevelt at Teheran and Yalta adopted a strategy of distancing himself from Churchill and making common cause with Stalin,” Evans and Romerstein write. “This was rationalized as an effort to convince the dictator that the Anglo-Americans weren't ‘ganging up’ on him, but degenerated into a series of unfunny Roosevelt jokes at Churchill's expense—plus side remarks to Stalin about the evils of British colonialism (no comments about Soviet colonialism)—that amounted to ‘ganging up’ on Churchill.”

Here's one of FDR's knee slappers: “Slightly less strange, but strange nonetheless, was the President's reference to Wendell Wilkie,” Evans and Romerstein write. “A moderate Republican who had run against Roosevelt in 1940, Wilkie, in the war years became a kind of roving U. S. ambassador, visiting heads of state in Europe and Asia.”

“He died of a heart attack at the relatively young age of fifty-two in the autumn of 1944, some weeks before the Yalta summit. Churchill at Yalta recalled that he had given Wilkie a copy of a speech the prime minister made about colonialism and the British Empire. In response, according to the Bohlen minutes, ‘the President inquired if that was what had killed Mr. Wilkie.’” What a cutup.

Charles E. Bohlen was FDR's interpreter at Yalta. Evans is a veteran journalist and author of more than a half a dozen books.

Romerstein worked as an investigator for several congressional committees as well as at the Voice of America as an expert on Soviet forgeries. Unlike conventional academic histories of the Cold War, or much else, Evans and Romerstein relied nearly exclusively on primary sources in assembling this book.

They gathered many declassified government documents from the early years of the Cold War and material from the FDR presidential library in Hyde Park as well.

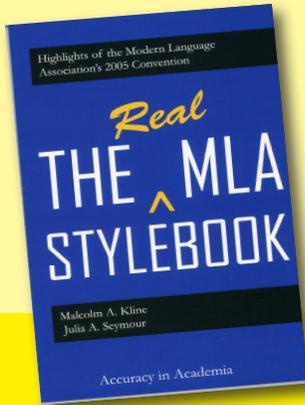
Malcolm A. Kline is the Executive Director of Accuracy in Academia.

If you would like to comment on this article, e-mail mal.kline@academia.org.

The REAL MLA Stylebook

To show what college and university English Departments are really teaching, Accuracy in Academia compiled *The REAL MLA Stylebook*, filled with quotes from a recent convention of the Modern Language Association (MLA) where thousands of English professors gather to push their politically correct, radical agenda. Outsiders who attend this event expecting to learn more about Chaucer, Milton and Shakespeare are in for a rude awakening when they discover that panels are more likely to focus on topics such as “Marxism and Globalization;” “What’s the Matter with Whiteness;” and “Queering Faulkner.”

This book is must-reading for anyone interested in learning more about the mindset of faculty members who are tasked with teaching the great works of the English language to our nation’s students.



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