

PUSD TCI Text Selection Notes to date 12/27/22:

PUSD Social Studies Curriculum Text Choice

Review of TCI Social Studies Curriculum Selections: PUSD 2022 - 2023.

Note: This analysis has been conducted by an experienced educator and teacher, parent, resident of and taxpayer in the school district, holder of a Master's Degree with additional post graduate education, published author, as well as a former consultant to and partner in a distance learning and education company.

Note: In the analysis below the 'text' refers to the TCI curriculum (with a direct quote or summary) with section and page numbers. Below '**Note**' refers to the reviewer's analysis or comment on the text at that point in the curriculum.

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History Alive (Pursuing American Ideals)

Printed Text Book TCI (High School History Curriculum)

Why Study History:

p.6 Several good reasons to study are stated. Omissions are notable, particularly in that in a U.S. history book to study U.S. history to appreciate the price paid for our freedoms and the unique and extraordinary nature of the founding and development of the United States as most free and prosperous nation ever founded and developed on the face of the earth.

Note: If students are going to 'make more informed decisions' about public issues as a citizen and voter (p.6), they need to understand what makes the U.S. different from other countries and special in the history of the world. A study of actual major events in U.S. history (with these things in mind) will assist them in doing just that.

Lesson 2

p. 11 **Note:** The discussion of natural rights omits Jefferson's point that they are endowed by the Creator. This idea is listed later in the Declaration of Independence, but omitted in the discussion section on rights, thus deemphasizing the point.

p.11 The text says one of the basic rights in the Constitution is "the right to choose one's faith."
Note: This is false. The Constitution (Amendment 1) says "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." Thus, the text is antithetical to the Constitution.

p.34 The discussion of equality omits an explanation of the difference between equality (equal treatment under the law and equal opportunity) and 'equality of condition' (living standards, job

opportunities, medical care, etc.) which is equal outcome, which is essentially and logically impossible to achieve in the final analysis.

Note: This redefinition of the word equality can mislead or miseducate the student into believing that they may somehow be entitled to the same standard of living as others without consideration of differences in skills, talents, experience and effort.

p.35 The text discusses 'natural rights' as life, liberty and property based on Loch's philosophy. In the next paragraph, the text discusses 'rights' of 'affordable health care or clean environment.' The juxtaposition of these ideas, elevates 'privileges' to the status of 'natural rights' with no explanation or context.

Note: There is some explanation of Locke's natural rights position in the TCI Government book, but it does not connect natural rights to God. This omission misleads the student into thinking these additional 'rights' are of the same status as life, liberty and property.

Lesson 4

p. 33 'Contribution to American Ideals' The first table lists the Mayflower Compact as the 'First written framework for self-government in North America.

Note: This is true, but what is omitted is what is actually in the contract and how it worked out in practice.

P. 29 The text mentions the Compact creating a 'Civic Body Politic'.... with laws 'enacted for the

'general good of the Colony,' ...which it did.

Note: however, the Compact also required all to share what they grew (e.g. crops) in common with all. This is a communal approach to the settlement. According to the diary of Miles Standish (1584-1656), one of the leaders of the Mayflower expedition, the first winter after the colony was established, the colony lost about 50% of its residents, mostly to starvation, due to insufficient amounts of food being produced during the previous growing season. Standish attributed this to the young men (the producers) watching their grain and crops given to those who did not produce (or work) within the community. When Standish got the system changed to private ownership (we call this capitalism today) and each person kept what they produced, much more food was produced, trade started within the settlement and the settlement was saved the second year because there was sufficient food for all through individual ownership of property and no collectivization.

Lesson 5

p. 42, 43

'Why were the acts so Intolerable?'

Note: The pictures and captions herein omit an important Intolerable Act. The Quebec Act of 1774 is omitted from the text. This Act removed all territory and fur trade between the Ohio and Mississippi rivers from possible colonial jurisdiction and awarded it to the province of Quebec. This was a significant economic penalty to the American colonists. This act also established French civil law and the Roman Catholic religion in the resource rich area, which economically damaged and insulted the American colonists who were mainly Protestant in religious beliefs. This Act was a form of economic and religious restriction and persecution for the colonists.

Note: King George of England said, after the Acts were enacted 'The die is now cast, the colonists must either submit or triumph...we must not retreat. Everyone who does not agree with me is a traitor...' This important quote was omitted from the text.

p. 44 The discussion of Thomas Paine's Common Sense and the Declaration of Independence is included.

Note: But, this discussion omits any mention of God, Providence, or the Creator which appear several times in these original source documents and were foundational to the perspective of the colonists and founding fathers.

Text: For example, on p. 45, a quote from the Declaration of Independence mentions 'unalienable rights'.

Note: But the text fails to mention that these 'natural rights' are 'endowed by our Creator'. Again, the student is misled (by omission) that religious beliefs were not foundational in these founding documents.

Lesson 5

p. 44-49 **Note:** The Siege of Boston was omitted, which was a very significant Continental Army victory. Washington's key role in New York battles, Jersey retreat, Trenton and Yorktown battles omitted, giving him no credit for brilliant leadership, integrity and military prowess. Benedict Arnold and Gen. Gates are omitted from battle of Saratoga.

Lesson 5.3

The text says. In the fall of 1781, American troops converged on Yorktown, joined by French soldiers and naval forces. In total, more than 16,000 troops surrounded the 8,000-man British army. The [Battle of Yorktown](#) began on October 6 and lasted about two weeks. On October 19, 1781, Cornwallis surrendered.

Note: Omitted is Washington's pivotal leadership role and the critical role of other heroes of this battle (e.g. Hamilton, Lafayette, Rochambeau, DeGras).

Lesson 7

p. 76 Popular participation in the government.

Note: Two key founding fathers quotations are missing. When Ben Franklin was asked what the Constitutional Convention had developed, he said, 'A Republic, if you can keep it.' This meant, citizens must be involved, informed, vote and participate to retain the Republic.

Note: And: John Adams said, 'The Constitution is for a religious and moral people, it is inadequate for any other.' This meant that if citizens could not mostly govern (and restrain through self-control) themselves, a piece of paper (the Constitution) was not strong enough to do the job. The result of most citizens not being able to control themselves is anarchy and the remaining remedy is a government so strong and pervasive that is tyrannical.

p.77 The summary of the section that describes the development of the Constitution saying the 'framers.... wanted to create a strong yet balanced government that guaranteed individual freedoms.

Note: This (and the material below this statement in the text) leaves out the main, historic and first-in-the-history-of-the-world nature of the Constitution. The Constitution is a document LIMITING government. The government shall not....no law shall be made to..... are found in many areas of the Constitution and its first 10 amendments. To omit this point, particularly at this point significantly misleads and miseducates the student.

Lesson 8

p. 81 This section of the book briefly summarizes (two paragraphs) Washington's two terms as the first president.

Note: Nowhere does the text mention that Washington voluntarily resigned as head of the Army (should be on page 49) and voluntarily resigned as head of the Constitutional Congress that developed the Constitution (should be on page 61) or that Washington, also voluntarily, did not seek a third term as president (should be on p 81.....the 22d the Amendment did not exist then).

Note: Since in each of these positions Washington had the potential for dictatorial power, the fact that he voluntarily retired showed uncommon and extraordinary integrity and devotion to the new nation and the rule of law. King George (mortal enemy of the Colonists and Washington) said, upon hearing of Washington's intention to resign, 'If he does that, he will be the greatest man in the world.'

Note: The TCI text omits many of Washington's virtues and accomplishments which diminishes his contribution to the founding of the United States and the freedoms which we enjoy and leaves a significant gap in the student's education.

p. 89 Second Great Awakening.

The text only mentions two persons associated with the leadership of the movement, Dorthea Dix/Horace Mann, with a picture of Dix.

Note: Dix's role was important, however, many more were associated with the founding of the Awakening and leadership, such as James McGreevy, John McGee, Barton Stone, Timothy Dwight, Lyman Beecher and Charles Finney. Omission of these roles misleads and miseducates the student.

Lesson 10

Civil War

Section 1

pp. 106-109

The text spends 2 whole sections discussing the effects of the war on slavery and spends one paragraph on the Emancipation Proclamation.

Note: This treatment undervalues the Proclamation. Also, the text makes it seem that Lincoln was not particularly anti-slavery until the Proclamation. Of course, the reason the South seceded was that Lincoln had made his position well known publicly in the 1850s.

The text speculates as to why Lincoln issued the Proclamation.

Note: The text does not discuss any of the character traits of Lincoln that made him a great leader (e.g. integrity, humility, perseverance, steadiness under stress, etc.).

The text discussed the exploits of the 56th regiment from Mass.

Note: The text notes the exploits of no other regiment. There were many of note, e.g. the Maine 20th, which held the line, without ammunition, at Gettysburg.

Note: The text omits description of many other major battles (e.g., Shiloh, Fredericksburg, Chattanooga, etc.). This minimizes or ignores the full price paid for saving the union and freeing the slaves. Thus, the student is miseducated about the value or worth of the sacrifices of our ancestors to give us a free country.

Lesson 16

Uncovering Problems at the Turn of the Century

Intro **Note:** This whole section presumes that progressives were the only ones looking at or capable of uncovering problems. The intro highlights a photographer as the source of the 'discovery' of many things that needed fixing in America. Most middle and lower class people already knew the problems well. This section discusses the problems of the era, with no appreciation of how much the Industrial Revolution helped millions escape a lifetime of drudgery in the dirt in agriculture with a lifetime of manual, unskilled, low pay labor. Of course, not everyone benefited, (which is the text criticism) but the text omits that many millions were lifted out of the lowest levels of poverty by capitalism and the Industrial Revolution.

p.188 'Politics of Bribery and Fraud'

Note: Omitted is a label of 'Boss Tweed' as a Democrat at the center of the corruption in NYC in the late 1800s.

Note: Republicans are labeled as such when associated with the Roaring 20s, 'Reagonomics,' and other events described negatively, without mentioning the Democrat corruption.

Lesson 17 Origins of Progressivism

p. 687-8 The text describes the good intention beginnings of the Progressive movement in the late 1800s and early 1900s.

Note: The text never returns to the movement to determine if any of these initial aspirations worked out or the cost of the social changes or how Progressivism views religion, which the text highlights as a part of the movement's beginning.

Lesson 17

p.195 'The Progressives respond.'

Note: Omitted is a clear definition of Progressivism. The student is just left with the 'good feelings' about the word 'progressivism' with no examples where it worked over time. Teddy Roosevelt is shown under this context as a good (progressive) president, but never labeled a Republican.

Note: The tone and substance of the text is that without the Progressives, the nation would have been doomed.

Lesson 34

Part 1 "Stalin creates totalitarian Dictatorship in the Soviet Union."

p.384-80The text labels Stalin as establishing a 'Totalitarian Dictatorship' and Mussolini as establishing a 'Fascist Dictatorship' and Hitler as establishing a Nazi Dictatorship.

Note: For accurate parallelism, Stalin established a 'Communist Dictatorship'. References occur in the text to communism; the issue is the headlines are not parallel, thus deemphasizing Stalin as a communist and reducing the parallelism between communism, Fascism and Nazi oppression. In actuality, Fascism and Nazism started WWII with about 60 million people killed and Communism killed over 100 million of its own citizens in peacetime in the 20th century.

Note: The section mentions communism several times. However, the ideology by which Stalin and his mentor Lenin took power and convinced the people their cause was just was communism. The title omits the word Communism, thus the student can be led to believe that Stalin's dictatorship was created by him, when it was created by Lenin following the Communist ideology.

Note: The text omits entirely the labeling of the purge of political rivals in the Ukraine in 1932-3 by government forced starvation (See the authoritative account the Red Famine). This Red Famine purge killed about as many (7 million or so) citizens who were seen as political rivals to Stalin in the 1936-8 purge of military, etc. The text says 'By 1936, the Soviet secret police were rounding up and killing enormous numbers of party leaders, military officers, industrial managers, and others.' The text omits that some of the others included teachers, artists and the intelligence of Russia. The text understates the loss of party faithful. In the purge, 99 of 101 Central Party officials were shot.

Note: The text defines Totalitarianism as 'a system in which the government completely controls all aspects of a society, including the economy.' This definition omits other foundational aspects of Communism which supported to Stalin's totalitarian dictatorship.

Lesson 33 Great Depression

Note: Omitted in this lesson is the destructive effects of multiple FDR tax increases, each time the economy was beginning to recover, which significantly lengthened the Great Depression.

Students are miseducated regarding government's role in the economy and action consequences.

What follows is an analysis to support the notion that FDR's tax increases lengthened the Depression:

NOVEMBER 16, 2022 1:56PM

Tax Increases and the Great Depression

By [Chris Edwards](#)

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Did tax increases deepen and extend the Great Depression?

That is one topic explored in a new book by Art Laffer, Brian Domitrovic, and Jeanne Cairns Siquefield, [Taxes Have Consequences: An Income Tax History of the United States](#). The authors include a discussion of federal, state, and local tax increases during the 1930s.

Many economists would point to monetary policy mistakes for causing the initial slide into the Great Depression. The nation's money supply fell [nearly 30 percent](#) between 1930 and 1933.

But Laffer and coauthors argue that the "chief cause of the Great Depression was taxation." That is a bold claim because policymakers made [many mistakes](#) during the 1930s. Aside from adverse monetary and tax policies, the government undermined the economy with regulatory interventions, labor union laws, and a general antagonism toward businesses and high earners. George Selgin discusses the era's economic policies [here](#).

Let's explore the major tax increases of the 1930s, based on the Laffer book, an [analysis](#) by Alan Reynolds, and numerous other sources. Herbert Hoover signed the first two laws listed here and Franklin Roosevelt the others.

- **Smoot-Hawley Tariff Act of 1930.** Signed in June, the act raised import tariffs on thousands of goods. Two-thirds of the tariffs were specific charges per unit, so the [real burden rose](#) as prices fell during the early 1930s. In response, foreign nations retaliated against U.S. trade. The stock market dropped coincident with the congressional debate and passage of the law.
- **Revenue Act of 1932.** The law was signed in June but retroactive to January. It increased all individual [income tax rates](#) with the top rate rising from 25 percent to 63 percent. The act broadened the income tax base, raised the corporate tax rate from 12 percent to 13.75 percent, and increased the top estate tax rate from 20 percent to 45 percent. The act also imposed a slew of large excise tax increases on items such as cars, tires, radios, and electricity. As a result, excise taxes raised more federal revenue than income taxes the rest of the decade.
- **Gold Confiscation.** Roosevelt issued an executive order in April 1933 requiring all Americans to hand over to the government all their gold worth more than \$100 for payment at a set price per ounce. After the government grabbed the gold, it set a higher price in 1934 thus devaluing the dollars that people had received. Laffer and coauthors say the "gold confiscation was a wealth tax, pure and simple."
- **Agricultural Adjustment Act.** This May 1933 law imposed processing taxes on agricultural products that raised an enormous [\\$526 million a year](#) by 1935, or more than 10 percent of federal revenues. Wheat and hogs were big tax revenue producers. The law was struck down by the Supreme Court in 1936.

- **National Industrial Recovery Act.** This June 1933 law [imposed](#) capital stock and excess profits taxes on corporations and a short-lived five percent tax on dividends.
- **Alcohol.** Prohibition ended in 1933 and federal and state governments began collecting large revenues from beer, wine, and liquor. The federal liquor tax rate was almost tripled between 1933 and 1940, and state liquor tax rates were also increased. Probably because of the high taxes, bootlegging [was still](#) a major problem at the end of the decade.
- **Revenue Act of 1934.** Passed in May, this law broadened the income tax base and aimed to reduce tax avoidance (exacerbated by now-higher tax rates) by increasing taxes on personal holding companies. The act also raised the top estate tax rate from 45 percent to 60 percent.
- **Revenue Act of 1935.** Passed in August, this law hiked top-end individual income tax rates, with the highest rate rising from 63 percent to 79 percent. The act also increased taxes on corporations a number of ways, including raising the top corporate tax rate from 13.75 percent to 15 percent.
- **Social Security Act of 1935.** This law imposed one percent payroll taxes on both employers and employees effective in 1937.
- **Revenue Act of 1936.** Passed in June, this law imposed a surtax of up to 27 percent on undistributed corporate profits on top of the normal corporate income tax. The idea was to hit corporations that had been retaining earnings in response to the high tax rates on individuals.
- **Revenue Act of 1937.** This law broadened the income tax base and imposed new rules to reduce tax avoidance [in response](#) to Treasury concerns that the 1936 tax hike were not raising as much revenue as expected.
- **Revenue Act of 1938.** This law—combined with follow-on legislation in 1939—repealed the undistributed corporate profits tax after widespread recognition of the damage it was causing to business investment. FDR opposed repeal and allowed the act to become law without his signature.

FDR had a misguided zeal to penalize high earners and corporations, and Hoover had a misguided zeal to balance the government's budget with his 1932 tax hike. Hoover's signing statement [here](#) illustrates his government-centric view of fiscal policy.

State and Local Tax Increases

State and local governments jacked up taxes during the 1930s.

- Property taxes hit hard in the early 1930s because assessments often remained high even as incomes were falling. Nationwide, property tax revenues increased from 4.3 percent of gross domestic product (GDP) in 1929 to 7.4 percent by 1932.
- General sales taxes were adopted by [23 states](#) during the 1930s.
- Individual income taxes were adopted by [17 states](#) during the 1930s.
- Corporate income taxes were adopted by [15 states](#) during the 1930s.

The chart below shows total federal, state, local revenues and spending as a percentage of GDP, based on [national income data](#). Total tax revenues dropped between 1929 and 1932 but GDP fell much further, which resulted in taxes rising substantially as a share of GDP. Early in the 1930s, the largest revenue increases as a share of GDP were local property taxes and federal excise and customs taxes. Later in the decade, those revenue sources faded and federal income and payroll taxes grew.

Taxpayer Responses

Tax revenue data only partly captures the harm imposed on the private sector by tax increases. Taxpayers respond to tax hikes by changing their behavior. The larger the changes the more economic damage is done, which is referred to as deadweight losses. Large taxpayer responses also reduce government revenues. Thus if the government jacks up income tax rates on high earners, and they respond by substantially reducing productive activities and increasing tax avoidance, it would create major economic damage but raise little revenue.

Alan Reynolds [finds](#) that high earners responded strongly to the income tax increases of the 1930s, which is supportive of the analysis in the Laffer book. Reynolds shows that the reported incomes of high earners got slugged in the early 1930s and remained low the rest of the decade. This suggests major economic damage.

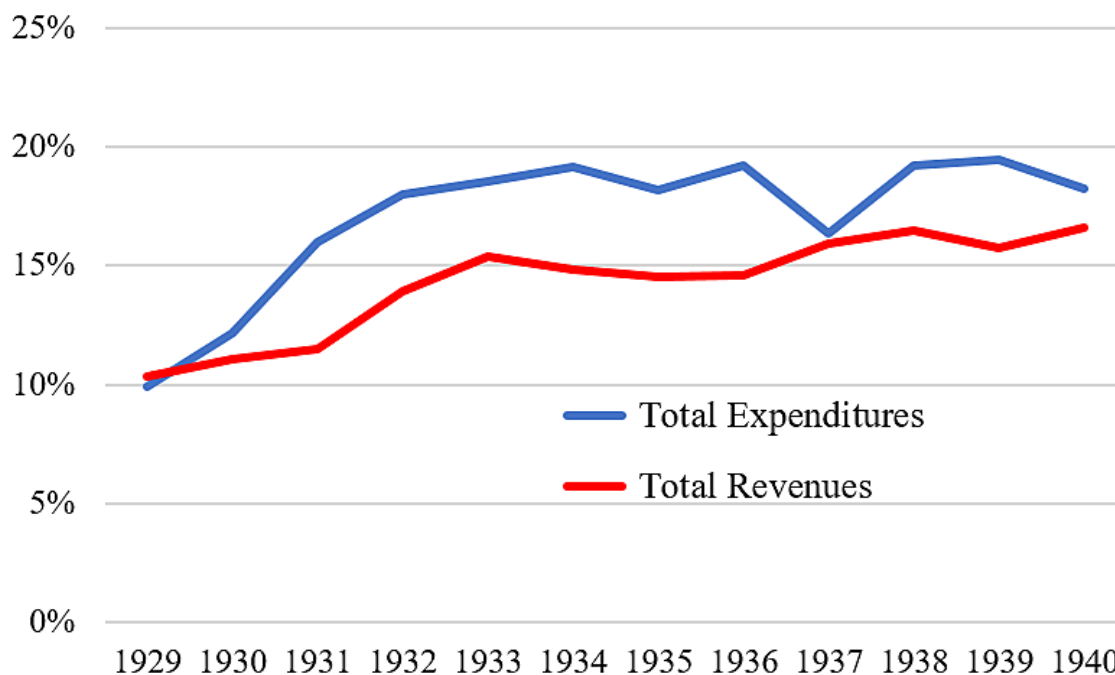
At the local level, taxpayers responded strongly to rising property taxes. Tax revolts spread across the nation in the early 1930s because millions of people were suffering and could not afford to pay their property taxes. Citing a history by David Beito, Laffer and coauthors report that for cities over 50,000 in population, the median property tax delinquency rate rose from 10 percent in 1930 to 26 percent by 1933. In Chicago, about half of homeowners were refusing to pay their property taxes by 1932.

The large undistributed profits tax imposed in 1936 was widely criticized by business leaders for undermining investment. In response to the outcry, the tax was repealed in the revenue laws of 1938 and 1939. More generally, U.S. real private investment plunged in the early 1930s and only fully rebounded to surpass the 1929 level in 1940. ([1.1.6](#))

Rising federal and state alcohol taxes during the 1930s appears to have caused a large tax-evasion response. A [1941 article](#) noted, "The Alcohol Tax Unit of the Bureau of Internal Revenue had 4,184 employees on December 31, 1940, of whom 1,293 were investigators and special investigators. These men, successors to the prohibition agents of fifteen years ago, are kept fully occupied in the business of trying to prevent bootlegging and the operation of illegal stills. The extent of liquor law violations is indicated by the fact that convictions totaling 4,941 persons, or 46.5 per cent of all federal prisoners committed to penitentiaries in the fiscal year 1940, were attributed to the work of the Alcohol Tax Unit."

Despite these taxpayer responses to higher tax rates, the chart shows that governments did manage to squeeze substantially more money out of the public during the 1930s. Tax revenues as a percentage of GDP rose from 10.3 percent in 1929, to 15.4 percent in 1933, and then to 16.6 percent in 1940. Meanwhile, government spending soared from 9.9 percent of GDP in 1929 to 18.0 percent in 1932, and then remained near the higher level the rest of the decade.

Federal, State, and Local Government Spending and Revenues as a Percentage of GDP



Notes: I estimated total government expenditures from BEA's Table 3.1 as current expenditures plus gross investment less consumption of fixed capital. Taxes, including Social Security payroll taxes, were about 94 percent of BEA's total government revenues or "receipts" during the 1930s. A good survey of policy mistakes during the 1930's is Jim Powell's *FDR's Folly: How Roosevelt and His New Deal Prolonged the Great Depression*. A source for the tax history of the 1930s is W. Elliot Brownlee, *Federal Taxation in America: A Short History* Lesson 38

Origins of the Cold War

Lesson 38

p.432-433 Text:..... The United States and the USSR envisioned Europe's future differently partly because of their different experiences in World War II. The USSR had sustained enormous casualties—as many as 20 million Soviet citizens died in the war, including at least 7 million soldiers. In contrast, the United States suffered comparatively less from the war. Approximately 290,000 U.S. soldiers died, but civilian casualties were limited to those killed or wounded in the Pearl Harbor attack.

Note: The clear inference is that, somehow, the USSR death's were the fault of the US, thus this was a contributor to the start of the Cold War.

Omitted is the connection to Stalin wiping out his military cadre in the 1938 purge, Stalin signing a non-aggression pact with Hitler and not coming to the aid of the British, the battle and civilian deaths of other countries, e.g. Britain, France, China, etc.

Note: The two sides envisioned Europe's future differently because one (USSR) wanted to subjugate all of Europe under communist rule (they got part of it - Eastern Europe) with

no democracy and no elections. The other side (Allies) freed the other countries to return to their own sovereignty with free elections and democracy, which the western European countries did in fact do.

P. 433 Paragraphs 3-5

These paragraphs describe the capitalist and communist systems.

Note: The paragraph on capitalism does discuss the positive results of capitalism (economic prosperity and freedom) and does not discuss the negatives of communism or how communism is regarded by capitalists.

The paragraph on communism discusses what the communists dislike about capitalism.

This presentation is not balanced and is slanted toward a favorable view of communism.

The United States, for most of the 20th century was opposed to the spread of communism.

Students need to understand why the United States opposed communism in a way that helps them appreciate the benefits of the limited government, capitalist and freedom centered society in which they live.

P. 439 and 440 beginning at Paragraph 4 on p. 439 and ending on p. 441 – Marshall Plan

Note: This presentation leaves the student with the impression that the Marshall Plan (U.S.) and the Molotov Plan were roughly equivalent in intent and effectiveness. E.G. on p.441 'The Soviets responded (to the Marshall Plan) with the Molotov Plan.' The Marshall Plan was a very big success resuscitating the Western European economies. The Molotov Plan did no such thing in Eastern Europe. Eastern Europe economies and populations suffered greatly during the entire Cold War and subjugation under the Soviet Union for about 45 years, until the Soviet Union collapsed in 1991.

Lesson 39

The Cold War Expands

P. 448-449 Korean War

Note: This presentation leaves out many contributing factors to the war.

P. 448 paragraph 4 mentions that the Soviets and U.S. supported groups in the country had, effectively, divided the peninsula.

Note: This leaves out the fact that the Soviets waited until the U.S. had nearly singlehandedly defeated Japan and dropped the first atomic bomb, before the Soviets committed forces against Japan to assist the war effort. So, the U.S. had been fighting Japan for four years and the Soviets put troops in Manchuria and N. Korea the last few days of the war and kept the territory communist. The U.S. turned over the territory it had taken back from Japanese acquisition to the war to the original countries' governments (e.g. Korea, Indonesia, Vietnam, etc.).

This omission to give the impression of legitimacy to the Soviet occupation of Korea and is misleading to students.

Note: Also, a speech by Dean Acheson (U.S. Secy of State introduced on p.447) in January of 1950 defined a U.S. protection zone in the Pacific Rim as to include Japan, Formosa, the Philippines, etc., but left out South Korea. This was an invitation to Mao and Stalin to collaborate and support the N. Korean invasion of S. Korea, which started the war. These events have been confirmed by researchers particularly those who examined Russian cable traffic and records after the Soviet Union fell in 1991. This omission of this information misleads the student and gives with the impression that internal differences on the peninsula were the sole cause of the war (see paragraph 4) and, once again, that the opposing sides were, essentially, morally equivalent.

p.447-449 The text says:

Alarmed by the approach of UN forces, China sent tens of thousands of soldiers streaming over the border into North Korea. A combined army of more than 400,000 Chinese and North Korean troops forced the UN forces back to the 38th parallel. General MacArthur then called for an expansion of the conflict. He wanted to blockade China's ports and bomb major Chinese industrial centers.

Note: Omitted is the coordination between China, N. Korea and Russia to invade N. Korea from China. This was proved by cable traffic discovered in archives at the fall of the Soviet Union after 1991.

- p. 450 The U.S. Information Agency. The description of the USIA discusses the US interests in influencing communist nations.

Note: The text section fails to mention that USIA information was also directed at other nations including non-communist dictatorships. The Voice of America had (and still has) very large transmitters beaming programming to all major parts of the world (e.g. South America, the Middle East, Southern Asia, China, etc.). The text treatment leaves out this larger role of the USIA leaving the student to conclude that the USIA is unneeded now since the Soviet Union no longer exists.

The text provides some detail into the programming of USIA saying the USIA programming was designed to generate a 'fear of communism', but the text generates no specifics of the Soviet propaganda system. This emphasis withholds critical information from the student regarding the actual communist objectives and tactics. This is a major omission.

Note: Since I listened to a number of VOA (part of the USIA) broadcasts live in the 1950s-60s, I can say first hand that the overriding programming objective and outcome was to generate a positive impression of the US and Western nations, not inject 'fear' into the listener.

Thus, this presentation is not only misleading but false.

- p. 451 Cold War Expands to other parts of the world

Note: CIA discussion but no reference to COMINTERN in the 1920s based in Moscow...the international school for communist spies and agitators with the mission to spread communism throughout the world by force if necessary (e.g. Ho Chi Minh in N. Vietnam). Thus, again, the U.S. is portrayed as an instigator with no mention of the opposition's strategy, tactics and actions.

Lesson 41

- p. 465 Peace, Prosperity and Progress

The subhead question for the Lesson on the first page asks 'Why are the 1950s remembered as an age of affluence?'

Note: The chapter's own economic and demographic charts (e.g. on pps. 466, 471, 473, 475) demonstrate that the 1950s were unquestionably a time of economic prosperity in the U.S. The chapter subhead would be more accurate if it said 'Why were the 1950s an age of affluence?'

Note: The use of the word 'remembered' implies that a person's own opinion determines whether or not the 1950s were an age of affluence. Yet, in other parts of the curriculum, the texts use charts, numbers and graphs to support the point of the text without a need to 'remember.' This diminishes the student's understanding of the economic achievement of the U.S. in the years following WWII.

Lesson 44 The Civil Rights Revolution

- p. 515 The activist organization portrayed starting in paragraph five is portrayed as an organization seeking '...freedom, power to determine our own destiny, jobs, decent housing, education that teaches our true history...an end to police brutality...'

Note: What is left out is that some of this activist organization programs were funded received training funding from Muammar Gaddafi's government in Libya. Gaddafi was an international sponsor of terrorist organizations. According to the firsthand accounts of communist Romanian high government officials in the book *Red Horizons* (see reference below), the Romanian equivalent of the CIA funded these (and other) terrorist training operations directly through Libya Gaddafi funded the organization referred to in this section and some of that funding was funneled from Communist satellite countries. A sentence or two could easily explain that there was significant concern about these activists due to this connection to terrorism and communism. With the text as is, the activists are presented as a mostly peaceful organization just looking for justice which gives the student a distorted view of the actual situation. See book reference below.

Reference:

Note: From *A History of the BPP 1966-1972* U. of Mass. Amherst 1/1/1990: A Curriculum tool for Afrikan American Studies (by Kit Kim Holder) [Note: Holder is not an Ast. Professor at Rowan University in Education]:

p. 62-4 (Holder) BPP broke into factions, some factions (e.g. NY with Cleaver) advocated armed violence, including 'numerous attacks on police' (in NYC; Right On January, 1972). the 'NYC faction formed into the Black Liberation Army.'

p. 74 (Holder) 'BPP publication The Black Panther 1/9/71:3....'programs (like breakfasts) were for the purpose of "survival pending revolution."

p. 66 (Holder) (Cleaver BPP leader...'we are now openly engaged in a war..., - statements such as this contributed to BPP involvement in armed struggle'),

p. 164-5 (Holder) (1969 - partial financing of BPP by Libya and 'elevation to the status' of the PLO - terrorist organization and African National Congress)

Note: Communist Romania leadership was 'best friends;' with Libya's leader Gaddafi during the period and provided many financial and business arrangements to help support the spread of terror and communism through Libyan support of terrorist and revolutionary organizations from other countries: *Red Horizons* (Ion Mihai Pacepa, 1987) p. 426 , 110-113, 120 (Pacepa)

p. 163-4 (Holder) (1969 hijackings of airplanes to escape to Cuba for leaders to avoid prosecution in U.S.) <https://core.ac.uk/download/pdf/220130537.pdf>

Lesson 56 Cold War Winds Down

p. 642-643 The text omits Reagan's role in the fall of the Soviet Union.

Note: From Reagan's own diary (primary source document) it is clear he moved strategically to place the Soviet Union in an untenable economic position by escalating the US military build up to a point the Soviets knew they could not spend enough to keep. The Soviets released their satellite countries, thus breaking up the Soviet Union to reduce costs and survive as Russia.

Lesson 59 Debating America's Founding Ideals (Summary)

Text: Conversations about America's founding ideals sometimes result in calls for political action. When legal decisions are made about these complex debates, the outcomes can ripple through American society for many years into the future.

Equality Due to *Obergefell v. Hodges*, same-sex married couples now enjoy the same legal status as married couples who are opposite sexes. In the workplace, men and women continue to strive to achieve equality in areas like salaries and parental leave.

Note: Omitted are founding ideals of freedom, limited government, checks and balances in government. Sources for these 'founding ideals' are court decisions occurring well after the founding of the country. This significantly misleads students.

Note: Also omitted is the original definition and use of the word 'equality' to mean equal treatment under the law and equal opportunity. This significantly misleads students.

Opportunity Diversity in the workplace and education remains a major issue, not only for companies and schools but also legally *Fisher v. University of Texas* upheld that affirmative action policies could continue to be used in higher education.

Note: Nowhere in the founding father's documents is 'diversity' mentioned or an idea that supports affirmative action to government designated sub-groups in the population. This significantly misleads students.

Liberty *Bell v. Itawamba County School Board* illustrates that much uncertainty still exists in the area of student rights. Everyone in the United States has the right to express beliefs or protest in groups as long as there are no threats or violence.

Note: Again the founding fathers perspective of liberty is seriously misrepresented here.

Rights *District of Columbia v. Heller* was one of the few cases that the Supreme Court heard related to Second Amendment rights and gun control. Eminent domain can significantly impact an owner's property rights. Privacy is not a right that is explicitly guaranteed in the Constitution.

Note: The founding fathers highly respected property rights, this treatment undermines that ideal.

Democracy *Gill v. Whitford and Husted v. A. Philip Randolph Institute* may affect how states are allowed to manage and oversee voting in the future. Some Americans have called for nationalized voting so that the process becomes standardized. Others disagree with nationalization due to concerns about the privacy and security of voter information.

Note: This treatment omits the checks and balances system specifically to avoid a direct democracy in the US. This mistreatment of the topic significantly misleads the students.

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Check For Understanding

This is your practice space. Your work will not be graded or shared.

Drag each term to its correct definition.

Vocabulary Term

eminent domain

marriage equality

counterprotest

1. legal recognition that gives all same-sex couples who are otherwise eligible to marry the same benefits, protections, and status as opposite-sex couples
2. the act of protesting in opposition to an existing protest
3. authority that allows the government to take control of private property for public use, but the government is required to give the property owner just compensation for the property

Note: This exercise greatly distorts 'founding ideals' of the US.

Government Alive!

Power, Politics and You: Printed Text for High School

Book Cover Note: The subtitle infers that the role of government is firstly about power. This misleads the student into believing that the U.S. governmental structure is the seat of power

Note: This omits the Constitution and Declaration of Independence structure that has the power resting and originating with the people.

Introduction to Lesson 1

'Why should you care about government power....?'

Note: Note the obsession about government power. The question should be something like 'Why should you care about limited government?'

p. 3 The US was born as an 'explosion of revolution against authority. (...and continues to this day. The text then cites a current 'survey - 2017' to justify this position.)

Note: The student can easily conclude that this rationale justifies revolution against Authority today. Thus, the text seems to encourage revolution for revolution's sake since it does not justify (in this section) the basis for this resistance.

p. 10 'How should power be distributed?'

Note: This implies that it is someone's (e.g. government) to distribute and 'if I don't get my 'fair share' I will be discontent, at the least. The natural rights, constitutionally limited government and power begins with the people notions are omitted.

p.12-17 **Note:** Omitted is a picture or description of a protest from the political right (e.g. right to life, second amendment, religious freedom, etc.).

Note: This section is essentially a primer on political activism with a slant toward progressive activism.

p.23 Last paragraph.

Note: A brief review of communism here is appropriate to describe the practical effects of communism. This explanation could be greatly expanded with graphic examples to counter-balance other text (e.g. TCI history book) examples of favoring communism.

p. 29-32 The text describes the US form of government as a 'Presidential Democracy.'

Note: This is a false characterization.

Note: Omitted is the correct US form of government which is a Constitutional Republic.

Lesson 2 p. 31

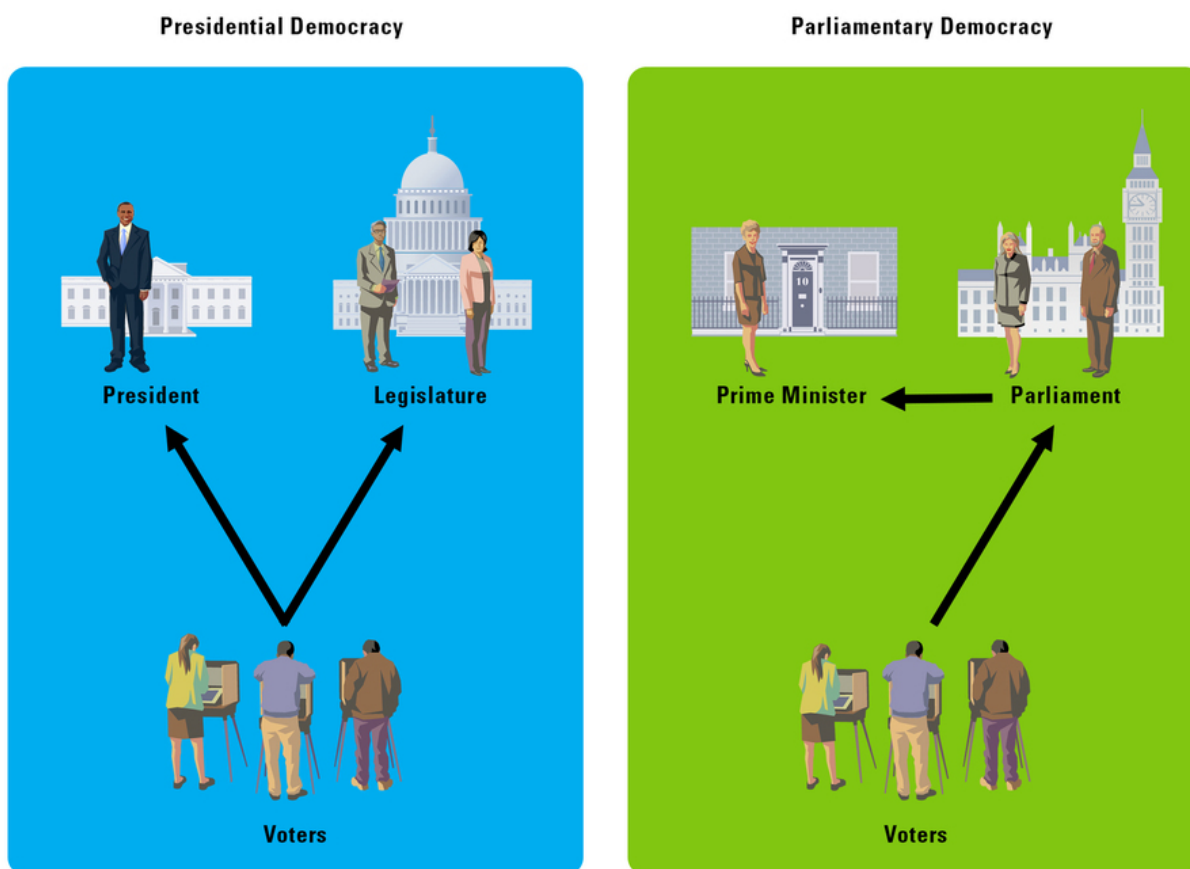
TEXT: Presidential Democracy: Rule by Representatives of the People

The United States, Indonesia, and most countries in Latin America are **presidential democracies**. Voters in these countries choose a president to lead the government as the head of the executive branch. They also elect lawmakers to represent them in a national legislature. Both the president and the legislators serve fixed terms of office.

This system has some advantages over a parliamentary democracy. Because presidents are directly elected by the people, they may be more responsive to the public than to their party. They may also enjoy more legitimacy and public support than does a prime minister chosen by a parliament. The presidential system also separates executive and legislative powers, which allows each branch to watch over the other to prevent abuses of power. Also, with fixed terms, a

presidential system may be more stable than one in which the prime minister can be dismissed at any time.

This system does have several disadvantages when compared with a parliamentary one. First, it is almost impossible to remove presidents from power before their terms end, no matter how unpopular they might be. Also, when presidents are not from the political party that controls the legislature, the result can be gridlock—a situation in which little or no progress is made on pressing issues. Finally, in some countries, presidents have used their power to establish authoritarian regimes.



Note: The U.S. is a Constitutional Republic. The notion of a Presidential Democracy would be news to the founding fathers. This significantly misleads students.

p.33 Diagram. 'How power flows in Three Systems of Government.'

Note: All these diagrams show the power in a society flowing from the Constitution through the government to the people. The U.S. was founded on the idea that the power comes from the people to the government.

These diagrams mislead the student into believing that they must rely on some element of government to get 'power.' This whole notion is antithetical to the U.S. founding and original primary source documents.

p.36 The text describes a 'command economy' as 'public' ownership of private property.

Note: A more accurate description would be government ownership of private property. If there any doubts about this, survivors of the Soviet Union are still alive and can provide testimony.

p.107 'The impact of the Supreme Court on Devolution.'

Note: Discussion of the 10th amendment on these issues is omitted.

The 10th amendment states “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

This page describes some Supreme Court decisions which 'shift power' back to the states.

This is called 'devolution.' The obvious reference is evolution is good and devolution is bad. The objective appears to be more centralized power in the Federal government is good (evolved) and less (e.g. power to the states) is devolution or undesirable. This misleads the student into the notion that the federal government is the source of power which is antithetical to the founding father's and founding documents view and basis for the country.

Lesson 1 Part 4 – Political Games

p.12-17 The text says: 'While the goal of the power struggle game is survival...'

Note: This section is a primer on political activism using examples of César Chávez and

Machiavelli. Where is the explanation of the foundational principles of the U.S. being an informed and productive citizen voting and influencing others as a political tactic?

The 'goal' of the power struggle is survival, what of Alexander Hamilton's statement

That the Constitution is 'ambition countering ambition,' not ambition annihilating the other side.

Lesson 8

Test Your Civic Engagement - Activity

Text: “Since 2002, CIRCLE's Civic Engagement Quiz has asked students about their involvement in nineteen specific civic actions, including volunteering, voting, and signing petitions. Using results from the survey, you can investigate where you fit in CIRCLE's four typologies of civic engagement: Disengaged, Civic Specialist, Electoral Specialist, and Dual Activist. Then, compare your results to national survey results of civic engagement.”

Note: Omitted is a check of student's character, work ethic, leadership skills, only activist involvement.

Econ Alive! The Power to Choose (High School Economics)

Book Cover Title

Note: The recurring theme is 'power.' Economics in a free market is about choosing as seen from a self-interest point of view (consumer and producer). This is not selfish, but self-interest, a strong motivator, but a motivator that ensures an efficient marketplace with the lowest cost to the consumer (assuming competition).

The underlying theme is power, who has it who does not have it and how is it 'distributed.'

Omitted is the notion that each of us is responsible for our own prosperity or lack thereof.

Lesson 14

p. 263 Para. 5. Text: Who is responsible for monitoring the U.S. economy to prevent recessions, or at the very least to minimize the pain they cause? The answer given is that today it is the federal government and the Federal Reserve System (The Fed).'

Note: This chapter is strongly based on Keynesian economic theory (p. 264 to 269). This means that the Fed raising interest rates (as they are doing today in 2022) is in response to a vigorous economy created by the Fed keeping interest rates too low for too long to satisfy a desire by some politicians to stimulate the economy with easy money. Thus, the Fed is simultaneously the arsonist and fireman.

"Even if the government spends itself into bankruptcy and the economy still does not recover, Keynesians can always say that it would have worked if only the government had spent more."—Thomas Sowell.

The TCI omission is explaining the larger dynamic of a centrally controlled economy that overdoes loosening or tightening monetary and fiscal policy too much/too little, too soon/too late, precisely because it is centrally planned. Individual consumers can always react faster than the centralized federal bureaucracy and, thus, lessen the length of downturns.

The text introduces Milton Freedman's ideas on Fiscal and Monetary policy, but gives less attention to Freedman's free market ideas, implying that Freedman is also a big government economist. This is clearly misleading.

Note: Below is a more accurate view of Freedman, including 'Friedman makes the case for the importance, indeed the primacy, of economic freedom over political freedom.'

Note: "Milton Friedman's *Capitalism and Freedom* is a modern classic. Along with F.A. Hayek's *The Road to Serfdom*, Friedman's 1962 book introduced many readers to classical liberal or libertarian ideas. Friedman stated his philosophy of freedom, and filled in the details with many examples and applications. He not only taught the reader the meaning of freedom, but how to apply the freedom philosophy to real-world issues.

For its time, it was a radical book. At the end of the second chapter, he identified 14 activities that could not be justified by classical liberal principles. These included all manner of price, wage and rent controls. But they also included social security, occupational licensure and national parks. It is a gutsy modern-day libertarian who would take on the national parks.

Included on the list of 14 indefensible activities was also peacetime conscription. In 1962, compulsory military service had reflexive and unthinking support. Friedman's personal campaign against the practice helped lead to its abolition. Martin Anderson helped persuade Richard Nixon on the issue. For those who think the work of academics has no practical impact, Friedman's work on conscription stands in refutation.

Note: It is no exaggeration to say that two-and-one-half billion people today are enjoying a degree of freedom and prosperity that might not have happened, at least not when it did, but for the work of Milton Friedman and like-minded free-market economists. ...Here we are talking about the opening up of the Chinese and Indian economies (and others in what used to be called the Third World). In the very first chapter, Friedman makes the case for the importance, indeed the primacy, of economic freedom over political freedom.

Note: <https://lawliberty.org/milton-friedmans-work-free-men-and-free-markets/>

ALSO:

p. 270, TCI discusses demand vs supply side economics.

The text sets up Keynesian (academic based inferring superior effectiveness) – supply side (cut individual's taxes) vs President Reagan (not an academic – thus, an inferior source of information) – demand side (cut business taxes) tax cuts discussion as to which can better stimulate the economy. The text says there was a mixed review on the Reagan economy which was clearly the most prosperous in US history up to that point.

Note: The Reagan tax cuts and cuts in government regulation pulled the U.S. out of the hyperinflation of the Carter era and brought in historic levels of revenue to the U.S. treasury with major economic growth.

The TCI text says 'Tax revenues also increased, although not as much as some had hoped.'

Note: This understating the actual record & misleads and miseducates the student, as discussed above.

The text further states that the '(federal) deficits grew, just as supply side critics had feared...'

Note: The text says nothing about the role of Congress in constantly spending more money than the government takes in as the major contributor to federal deficits.

The criticism against the Reagan tax cuts (25 percent in federal taxes) is called 'voodoo economics.'

Note: This introduces a pejorative term to the students regarding tax cuts and undermines the student's view of supply side economics. At the end of the section the text says 'Reagan won (his second term) in a landslide election.' The text leaves out the connecting conclusion that the tax cuts expanded the economy greatly benefiting most Americans, hence the landslide election. And the voters overwhelmingly were delighted with the major reduction in inflation, interest rates and increases in economic activity, even if they occurred due to a cut in business taxes.

Note: The overall inference is that the government is better at controlling the economy than consumers and business owners, which, in the case of the Reagan tax cuts is an incorrect conclusion.

History Alive - World Connections

Textbook (High School)

- p.11 Para. 3 "...Each age tries to form its own conception of the past. Every age writes the history of the past anew with reference to the conditions uppermost in its own time."
Note: If each age writes its own view of history why do we need primary sources?
- p.10 Para. 5...."historians try to ensure their interpretations are faithful to the facts of history and are supported by evidence (e.g. primary sources)."
Note: It seems the text is saying the historians research and report based on facts, but also the 'conditions uppermost in (their) own time.' This appears to be contradictory. This kind of misidentification of historical fact confuses students and can lead to an unstable society.
- p.17 "The French Revolution is one example of a change in political structure, during which France transitioned from a monarchy to a republic."
Note: This true, but omits the element that that republic quickly devolved into the dictatorship of Napoleon. Described p. 232-233. The full extent of the destruction and tyranny unleashed on Europe by Napoleon as a result is omitted here.
- p. 19 "Among the topics covered by this theme (Social Structures) are: gender roles (1st listed and highlighted)..... division of society into social and economic classes."
Note: This listing highlights gender roles. This topic only became important in recent decades. For millennia previously the most important issue was social and economic class in the social structure. In a history book, the import of an issue at the time of its occurrence is a key factor. This treatment misleads students into believing that rewriting history and inaccurately reflecting history is good.
- Unit 4 Political Revolution and Their Legacies
Note: In this unit, revolutions discussed are from Europe and the Americas. Revolutions in Asia and Africa are omitted. A number of revolutions occurred in Asia and Africa the study of which could have significant educational benefit.
 There is a reference to the Enlightenment (p.222) but reference is omitted to the Reformation which occurred at about the same time in Europe. The Reformation was a revolution within the religious and political structure of Europe that had major, far reaching and long-lasting consequences for social, economic and political structures in many parts of the world.
 The text does not significantly discuss the revolutionary process in Latin America, which often has been to overthrow the government (often by violence) and install a political figure, regardless of title, who behaves like a dictator. This situation creates chaos, with no stable structure for developing a solid economy, society and government. This continuing process of generating chaos greatly disadvantages all but the ruling class. For example, Mexico had 26 presidents in the first 25 years of the existence of the Republic (1821-1846). To this day, Mexico has a substandard economy, a large class of impoverished citizens and rampant government corruption. In the circumstance of Latin American revolutions, most of the revolutions are viewed as failures in restoring rights to the citizens and the process renews with the same result. The text does not discuss, in any depth, the difference between the U.S. revolution and others which had different outcomes. The U.S. revolution was led by people with character and integrity. These leaders did not seize dictatorial powers after the revolution was over, but turned the power and authority over to the citizens under the Constitution. The Constitution strictly limited government role, particularly of the federal government. This combination of leadership character and a written Constitution was a first in history and led to a very prosperous and

generous nation that, in later years, led much of the world to a freer existence. This major and historically significant point is omitted in the TCI text series.

p. 233 Natural law is defined, discussing Locke and Rousseau and Aquinas.

Note: Omitted are other philosophers who emphasize individual responsibility plus the origin of natural law.

Lesson 16

p. 243 Eli Whitney is correctly credited with inventor of the cotton gin. The impact of the invention is significantly understated. '....which mechanically separated the cotton fiber from the seed.'

Note: What is omitted was the impact of the gin on the U.S. and world economy. The cotton gin improved the efficiency of processing the cotton fiber about 50 times, which drastically reduced the price of cotton and, thus clothing for everyone. The gin also allowed short fiber cotton to be grown and processed efficiently, and also expanded the land area in which cotton could be economically grown, greatly increasing supply, thus further reducing the price of cotton and clothing for everyone.

p.251 **Note:** The consequences of industrialization and impact of industrialization on revolutions, comparing it to imperialism are omitted (no chapter on the impact of industrial revolution on the average person - a few references to lower prices and improved productivity).