

# **The Resilience of Anti-Semitism**

## **The Lies of *The Protocols of the Elders of Zion***

A three-part unit for high school students prepared in conjunction with the Anti-Defamation League special exhibit of Will Eisner's *The Plot*

A Publication of the Anti-Defamation League





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The Anti-Defamation League, founded in 1913, is one of the nation's premier human relations and civil rights agencies, working to combat anti-Semitism and all forms of bigotry.

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# The Resilience of Anti-Semitism

## The Lies of *The Protocols of the Elders of Zion*

### ABOUT THIS UNIT

#### Curriculum Connections

Social Studies (World History, U.S. History), English/Language Arts

#### Time

Part I: 90 minutes + research time

Part II: 90 – 120 minutes

Part III: 90 minutes

#### Grade Level

Grades 9 – 12

#### Key Words and Phrases

anti-Semitism, Black Hundreds, blood libel, Bolsheviks, Confederate, conspiracy, co-opt, Czar, deception, dehumanize, demonize, Dreyfus Affair, fabricate, fearmongering, forgery, fraud, hoax, Holocaust, ideology, Ku Klux Klan, manipulate, mendacious, nationalism, Nazi, Palestine, parody, persuasive, perverse, plagiarism, pogrom, propaganda, protocol, pseudo-science, resilience, revisionist history, Russian Revolution, satire, scapegoat, superiority, white supremacist, Zion/Zionism

#### Strategies and Skills

analyzing visual media, brainstorming, connecting past to present, cooperative group work, critical thinking, forming opinions, historical understanding, large and small group discussion, media literacy, reading skills, research skills, role play, substantiating factual information, using the Internet, writing skills

### RATIONALE

This three-part unit has been prepared in conjunction with the Anti-Defamation League (ADL) special exhibit of Will Eisner's *The Plot* (2005), a graphic history of *The Protocols of the Elders of Zion*. The purpose of the lessons is to increase student understanding of the history of anti-Semitism and the destructive influence of anti-Semitic myths and stereotypes over time and throughout the world. The unit also aims to raise awareness about the tactics used to spread hate propaganda, and to provide students with the skills to respond effectively to hate on the Internet and in other arenas.

### OBJECTIVES

- Students will learn about the history/historical context surrounding *The Protocols*.
- Students will increase their understanding of the impact of anti-Semitism.
- Students will learn how to identify propaganda techniques.
- Students will increase their awareness of hate groups and their destructive influence.
- Students will increase their ability to critically analyze various media.

### LESSON PREPARATION

#### Handouts/Supporting Documents:

- *A Hoax of Hate* (one per student)
- *Hate Group Propaganda* (one for teacher only)
- *One Lie, Many Versions* (one for teacher only)
- *Propaganda Techniques on Hate Web Sites* (one per student)
- *Hate Propaganda* (one per small group)

Other Materials: Chart paper, markers, laptop/LCD projector/screen, Internet access, copies of *The Plot: The Secret Story of The Protocols of the Elders of Zion* by Will Eisner

#### Advance Preparation:

- Prepare handouts as directed above.
- Prepare charts as directed in Part I, step #1 and #3; Part II, step #1b and #3c; and Part III, step #3 and #4.
- Gather copies of *The Plot* for use in Part II.
- Prepare laptop/projector/screen and Internet access as directed in Part III, step #4.
- Arrange for computer/Internet access as directed in Part III, step #7.

# PROCEDURES

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**NOTE:** The content of this lesson may be particularly difficult for Jewish students and their families. It is important for Jewish students and their families to be consulted prior to the start of this lesson to notify them that the topic of anti-Semitism will be discussed in the classroom, and to gauge the comfort level of Jewish students in participating in the lesson. As is true when exploring the experiences of any identity group in the classroom, Jewish students should not be called upon to answer questions on behalf of the whole Jewish community. Every student is an individual and can only answer for their own individual experiences and perspective. These recommendations are true for students belonging to any religious, racial, ethnic or cultural group.

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## Part I: Prior to Viewing the Exhibit/Novel (90 minutes plus time for research)

1. In the center of a large sheet of chart paper write, “THE PLOT,” and beneath it add the following quote:

*Whenever one group of people is taught to hate another, a lie is created to inflame the hatred and justify a plot...The target is easy to find because the enemy is always the other.*

Allow students to react to the quote and discuss some of the following questions:

- What might have motivated the author to write something like this?
  - Can you think of any examples of a lie used to stir up hate or prejudice?
  - What kind of plot might the author be referring to?
  - What groups of people have historically been “the other”?
  - Does this quote bring to mind any specific incident in history or current events?
2. Tell students that the author wrote these lines as a prelude to a book about one of history’s most diabolical conspiracies to “inflame hatred” against a group of people. Explain that they will engage in research that will provide background information on the conspiracy, and that will ultimately reveal the target of this infamous plot.
  3. Draw eight spokes emanating from the title/quote in the center of the chart posted earlier, and write the following topics at the end of each spoke:
    - The Bolsheviks
    - The Russian Revolution
    - The Black Hundreds
    - Pogroms
    - Theodore Herzl
    - The Dreyfus Affair
    - Alfred Rosenberg
    - Zionism/First World Zionist Congress (1897)
  4. Divide the class into small groups of 3-4 students and assign each group a topic. Direct groups to consult 2-3 sources and write a summary paragraph describing what they have learned about their topic. Instruct groups to then create a visual representation of the topic that can be placed on the chart posted earlier (e.g., copy of a primary document, depiction of an artifact, illustration, imagined letter or journal entry, etc.)

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**NOTE:** For the purposes of this lesson, students should focus their research on the late 19<sup>th</sup> and early 20<sup>th</sup> centuries only. If there is not sufficient time or resources in class, have students do the research for homework and work on the visual representation in class.

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5. Have each group, one at a time, post its visual representation on the chart and read aloud its summary paragraph. Answer any questions students may have about each topic.
  6. Following the presentations, point out that these topics—like pieces of a puzzle—provide the historical context for “the plot” discussed earlier. Ask if, based on what they have learned about events taking place in Russia and Europe at the turn of the 20th century, students have any ideas about the nature of the lie or the hatred referred to in the quote. Ask who they think “the other” or the target of “the plot” was.
  7. After some conjecture, reveal that the Jewish people were the targets of a campaign of hatred by the Russian secret police, who fabricated a book called *The Protocols of the Learned Elders of Zion*, which falsely claimed to be the confidential minutes of a Jewish council plotting world domination. Make sure that students understand the meaning of protocol (*a detailed plan of a procedure; the records of a conference*) and Zion (*the Jewish people; the Jewish homeland that is symbolic of Judaism*).
  8. Ask students to think about what might have motivated a conspiracy of this nature. Tell them that in order to investigate further, they will be viewing the work of Will Eisner, who chronicled the story of how *The Protocols* was created and disseminated in a graphic novel called *The Plot*. Share the information about Will Eisner included in the text box below.

**Will Eisner** (1917-2005) was a legendary figure in comics. He was present at the birth of the comic book industry in the 1930's, creating such titles as *Blackhawk* and *Sheena, Queen of the Jungle*. He created *The Spirit* in 1940, a unique and innovative 16-page Sunday newspaper insert which was syndicated until 1952. As a Pentagon-based Warrant Officer during World War II, Eisner pioneered the instructional use of comics, continuing to produce them for the U.S. Army under civilian contract into the 1970s, along with educational comics for clients as diverse as General Motors and elementary school children. In 1978 Eisner created the first modern “graphic novel,” *A Contract With God*, launching a bold new literary genre. Nearly twenty celebrated graphic novels by him followed, including *To the Heart of the Storm*, *The Dreamer*, *Fagin the Jew* and *The Plot*. Established in 1988, the comic industry's top award for excellence is named after him, “The Eisner Awards.” See <http://willeisner.com> for further information.

## **Part II: Viewing the Exhibit/Novel** (90 minutes - 2 hours)

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**NOTE:** This part of the lesson can be used in conjunction with the ADL special exhibit of Will Eisner's *The Plot* or with the graphic novel that inspired it. The sections below correspond with the four panels of the ADL exhibit. Approximate page ranges from the book that match up with each section are included for those who cannot attend the exhibit. All page numbers are from the first edition (hardcover) of Eisner, Will. 2005. *The Plot: The Secret Story of The Protocols of the Elders of Zion*. New York: W.W. Norton & Company, Inc.

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### **1. The Plot is Hatched** (corresponds roughly with pages 21-30 and 53-60 of *The Plot*)

- a. If students have not participated in Part I of the lesson, provide them with a brief overview of the exhibit/novel they are about to view/read (see Part I, step #7-8 above).
- b. Post the following question so that all students can view it: “What will it take to save Russia at this time and how do the Jewish people factor into your thoughts?”
- c. Tell students that they will view/read the first part of the exhibit/novel in small groups, and will pay special attention to the key players in the evolving plot against the Jewish people.
- d. Divide students into five groups and assign each group one of the following historical figures: Nicholas II, Sergei Witte, Ivan Gorymikine, Pyotr Rachkovsky and Mathieu Golovinski. Tell each group that as they view/read the exhibit/novel, they should focus on the motivations that drove their specific figure to become involved in “the plot.”
- e. Tell students that when the class reconvenes, each group will be asked to take the perspective of their assigned figure and answer the question posted in step #1b above in character. Allow 15 minutes for viewing/reading, and remind groups to discuss how they will accomplish the role play assignment.
- f. Reconvene the class and have each group present their role play. After all groups have answered the question in character, summarize the various motivations that contributed to “the plot.”
- g. Engage the group in a discussion using some of the questions below and answer any questions they may have about the first part of the exhibit/novel.
  - How would you describe Czar Nicholas II? In what ways did he fuel the unrest that was brewing in Russia in the last years of the 19th century?
  - What political conflicts existed in Russia at this time?
  - What was the relationship between the Russian leadership and its Jewish citizenry during the late 1800’s? What is a pogrom (*an organized attack or massacre*) and why were pogroms directed against the Jewish people?
  - What is a scapegoat (*a person or people blamed or punished for things done by others*)? How were the Jewish people used as scapegoats by the opponents of Sergei Witte and others who sought to modernize and liberalize Russia?
  - What was “the plot”?
  - Explain how each of the following influenced the conspirators behind “the plot”: (a) the Dreyfus Affair; (b) Maurice Joly; and (c) Theodore Herzl and the First Zionist Congress.

**2. The Plot Spreads** (corresponds roughly with pages 66-67 and 95-106 of *The Plot*)

- a. Give students 10-15 minutes to view/read the second part of the exhibit/novel (independently or in small groups), and direct them to pay special attention to the specific circumstances that made it possible for a deception of such magnitude to take hold throughout Europe and the world.
- b. Reconvene the group. Engage them in a discussion using some of the questions below and answer any questions they may have about the second part of the exhibit/novel.
  - Who was Sergius Nilus and what role did he play in circulating *The Protocols*?

- What was Bloody Sunday? How did escalating violence and unrest in Russia lead to the spread of *The Protocols*?
- How did Russian defeats at the beginning of World War I contribute to further acceptance of the idea of a Jewish plot to dominate the world?
- How did the overthrow of the Czar help to spread *The Protocols* to other countries?
- How did *The Protocols* reach Germany and influence Hitler and the Nazis?
- How did *The Protocols* get publicized in the U.S.?
- What is propaganda (*a type of message aimed at influencing the opinions or behavior of people*)? How was *The Protocols* used to support campaigns of misinformation among various groups?

c. Read aloud the following quote:

*When we get through with the Jews in America, they'll think the treatment they received in Germany was nothing.*

Ask students what feelings these words elicit and who might have said them. Explain that after giving a Nazi salute, these words were spoken at a 1938 rally in New York City by Father Charles Coughlin, a popular Michigan-based radio personality listened to by millions of people each week. Tell students that Coughlin republished *The Protocols* in July of 1938 with financial help from Henry Ford and from the Nazi Party in Germany. Ask students if they are surprised to learn that prominent Americans helped to spread *The Protocols*, and that there was a large audience for such anti-Semitism in this country.

### 3. **The Plot Is Exposed** (corresponds roughly with pages 67-94 and 102-112 of *The Plot*)

- a. Give students 10-15 minutes to view/read the third part of the exhibit/novel (independently or in small groups), and direct them to pay special attention to the methods used to expose *The Protocols* as a fraud.
- b. Reconvene the group. Engage them in a discussion using some of the questions below and answer any questions they may have about the third part of the exhibit/novel.
  - How was *The Protocols* proven to be false and first exposed to the world as a fraud?
  - What did the court in Bern, Switzerland say about *The Protocols*? Did this decision help to stop the spread of the ideas in the book?
  - What led Henry Ford to apologize for his series, “The International Jew”? Did his public statement have an impact on the spread of anti-Semitism?
  - What did the U.S. Senate report on *The Protocols* conclude?
- c. Tell students that in the final part of the exhibit/novel, they will learn how *The Protocols* has lived on despite being proven a forgery and denounced for over 80 years. Post the following quote for students to read or ask for a volunteer to read it aloud.

*It is as if, after Copernicus, Galileo, and Kepler, one were to continue publishing textbooks claiming that the sun travels around the earth. How can one explain resilience against all evidence, and the perverse appeal that this book continues to exercise?*  
—Umberto Eco, Italian writer

Ask students to think about this question as they move on to the last part of the exhibit/novel, and to be prepared to share their responses when the group reconvenes.

**4. The Plot Lives On** (corresponds roughly with pages 113-128 of *The Plot*)

- a. Give students 10-15 minutes to view/read the fourth part of the exhibit/novel (independently or in small groups).
- b. Reconvene the group. Engage them in a discussion using some of the questions below and answer any questions they may have about the last part of the exhibit/novel.
  - How would you answer the question posed by the author: “Why? When everyone knows that the ‘Protocols’ is a fake, why are they still publishing it?”
  - What does the research librarian mean when he explains that *The Protocols* is a “weapon of mass deception”?
  - Regarding the Umberto Eco quote shared earlier, what do you think is “the perverse appeal that this book continues to exercise”?
- c. Ask students if they have ever encountered hate literature in school, while online, etc. Direct students to pair up and to briefly discuss any experiences they have had and how they have responded. Reconvene the group and ask for a few volunteers to share their experiences. Elicit ideas about effective ways to respond to hate literature and hate online. Reinforce the importance of reporting hate literature to trusted adults and refraining from spreading it or responding to it in any way.

**5. Homework:** Assign students to read *A Hoax of Hate: The Protocols of the Learned Elders of Zion*, and to write a brief essay in response to the reading as instructed on the handout.

**Part III: After Viewing the Exhibit/Novel (90 minutes)**

1. Tell students that you are going to read aloud a scenario, and that you would like them to listen silently and to imagine themselves in this situation. Read aloud from the handout, *Hate Group Propaganda*, and then discuss some of the following questions:
  - How did your feelings about this group change from the beginning of the scenario to the end? Explain.
  - What do you already know about the Ku Klux Klan? Did this influence your response to the Web site?
  - What if you encounter a Web site or literature on a group that is equally attractive, free to join and seems to be “Pro-Rights,” but is a group that you’ve never heard of before? How will you know whether it is a hate group or not?
  - What, if anything, would you do to find out more about the group?
  - What are some of the things you could do to verify the information provided or to cross-reference the sources?
2. Write the word *propaganda* on the board or a sheet of chart paper. Ask students to define it and create a web of their responses. Read aloud the following definition from the Media Awareness Network (<http://www.media-awareness.ca>):

*The term propaganda refers to persuasive techniques that attempt to influence the opinions, emotions, attitudes or behavior of a group of people. Propaganda itself is neither good nor bad – it’s merely a means of persuasion and can be used for positive or negative purposes.*

Ask students for examples of propaganda that they encounter in their everyday lives (e.g., product advertisements, political campaigns, public service announcements, etc.).

3. Emphasize that while some propaganda is benign—such as an ad persuading us to buy a particular brand of toilet tissue—other forms of propaganda can be incredibly destructive, such as the Ku Klux Klan message read earlier and the messages contained in *The Protocols*. Ask students to think back on the exhibit/novel they viewed/read about *The Protocols* and post the following quotes while students reflect.

[The Protocols are] probably the most widely distributed book in the world after the bible...<sup>1</sup>  
It is no exaggeration to say that [The Protocols] cost the lives of many thousands of innocent persons and that more blood clings to their pages than to those of any other mendacious document in the world's history.<sup>2</sup>

4. Post a sheet of chart paper divided into two columns, labeled “Messages” and “Techniques.” Ask students to consider what specific messages are contained in *The Protocols* and what techniques have been used by its purveyors to persuade masses of people that this deception is actually true. Use one or both of the options below to generate discussion, and chart students’ responses in the appropriate columns (see *One Lie, Many Versions* for examples of propaganda and techniques).
  - a. Project the images in *One Lie, Many Versions*, which shows the cover art from various editions of *The Protocols* over the past century and throughout the world. Elicit from students the stereotypes that have been used to convince people of a Jewish “plot.”
  - b. Project/play the song, *Protocols* (<http://www.youtube.com/watch?v=7XrRyqses5U>), a satire created by the Hasidic rabbi, Rav Shmuel. Elicit from students the stereotypes that have been used to convince people of a Jewish “plot.”

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**NOTE:** If option (b) is chosen, make clear that the song is a parody and that while it is humorous, the problem of anti-Semitism is not. Be certain that your students are mature enough to appreciate satire and to refrain from sharing the song in contexts that might perpetuate rather than challenge prejudices.

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5. Distribute a copy of the handout, *Propaganda Techniques on Hate Web Sites*, to each student. Have students read it to themselves or read together as a group. Compare the information on the handout with the chart created earlier and invite students to add new ideas to the chart.
6. Tell students that they will be investigating the rhetoric of various hate groups (using printed excerpts from their Web sites) to deepen their understanding of propaganda techniques. Divide the class into small groups of three to four students and assign each one of the following groups (but do not provide the URLs):

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<sup>1</sup> Norman Cohn in Larsson, Goran. 1995. *Fact or Fraud? The Protocols of the Elders of Zion*. Jerusalem: AMI-Jerusalem Center for Biblical Studies and Research.

<sup>2</sup> Valentin, Hugo. 1971. *Anti-Semitism Historically and Critically Examined*. Freeport, NY: Books for Libraries Press.

- Council of Conservative Citizens  
<http://cofcc.org>
- Institute for Historical Review  
<http://www.ihr.org>
- The Knights Party (Ku Klux Klan)  
<http://www.kkk.bz>
- Martin Luther King Jr./Civil Rights Library  
<http://www.martinlutherking.org>
- National Alliance  
<http://www.natall.com>
- National Socialist Movement  
<http://www.nsm88.org>
- World Church of the Creator/The Creativity Movement  
<http://www.creativitymovement.net>
- The Zundelsite  
<http://www.zundelsite.org>

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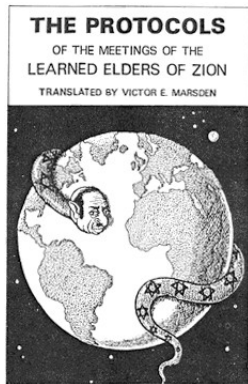
**NOTE:** The content on these sites is graphic and may be upsetting to some students. Conduct this part of the activity only if your students have had the requisite preparation, and you are able to provide the support needed to process the misinformation and hateful messages. In order to help students understand what they are viewing, share information from the following pages on ADL's Web site, which provide background on the hate groups included in this lesson: Extremism in America ([http://www.adl.org/learn/ext\\_us](http://www.adl.org/learn/ext_us)); Hate Symbols Database ([http://www.adl.org/hate\\_symbols](http://www.adl.org/hate_symbols)). It is strongly recommended that students remain on the ADL Web site when conducting this research. Students may not be mature enough to comprehend or handle information they may come across if they visit Web sites designed and supported by hate groups.

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7. Distribute a copy of the handout, *Hate Propaganda*, to each group and provide them with the pages that correspond with the site they have been assigned. Direct groups to identify the purpose of the propaganda and the propaganda techniques for their assigned site, and to record their conclusions on the handout. Allow about 20 minutes for groups to work.
8. Reconvene the class and have each group briefly share its findings. Reinforce the importance of being critical consumers of information so that students can avoid falling prey to some of the seductive hate sites, video games and music that mask their true intentions.

# A HOAX OF HATE: THE PROTOCOLS OF THE LEARNED ELDERS OF ZION

## INTRODUCTION



It is a classic in the literature of hate. Believed by many to be the secret minutes of a Jewish council called together in the last years of the 19th century, it has been used by anti-Semites as proof that Jews are plotting to take over the world. Since its creation at the turn of the century by the Russian secret police, *The Protocols of the Learned Elders of Zion* has taken root in bigoted, frightened minds around the world.

The booklet's twenty-four sections spell out the supposed secret plans of Jewish leaders to achieve world domination. They represent the most notorious political lie of modern times. Although proven false, the document is still being used to stir up anti-Semitic hatred today.

## ORIGINS OF THE *PROTOCOLS*

Serge Nilus, a religious writer, mystic and advisor to the Russian Czar, helped to publish several editions of *The Protocols*, each with a different story about how he discovered the document. In his 1911 edition, Nilus claimed that his source had stolen the document from a (non-existent) Zionist headquarters in France. Other “editors” of the Protocols claimed that the document was read at the First Zionist Congress held in 1897 in Switzerland.

The *Protocols* were actually written in Paris sometime between 1895 and 1899 by an agent of the Russian secret police, Mathieu Golovinski, who copied most of it from a French satire on Napoleon III that had nothing to do with Jewish people. The forgery was an attempt to destroy the Bolshevik-led political movement to modernize Russia by linking it to a Jewish plot to destroy Western civilization.



Nicholas II, Russian Czar (1894-1917)

## THE HOAX SPREADS



Pro-Bolshevik demonstration, July 1917

## Impact of the Russian Revolution

The Bolsheviks ultimately overthrew the Czar in 1917. Angry supporters of the old government claimed that the Bolsheviks were controlled by Jews, and that the Russian Revolution was part of a Jewish plot to enslave the world. They pointed to *The Protocols* as the blueprint of that plan and promoted it in the European countries they

fled to after the war. In later years, vicious anti-Semitic lies spread by the Soviet dictator, Joseph Stalin, kept the ideas of *The Protocols* alive in the Russian world.

### The Protocols in Other Countries

In the 1920's, two British reporters, each of whom had lived in Russia before the war, promoted the idea of a Jewish conspiracy in Great Britain. Eighteen articles on the subject of a Jewish plot and *The Protocols* themselves were published in the *Morning Post*. The introduction to the English translation of *The Protocols* included the following statement:

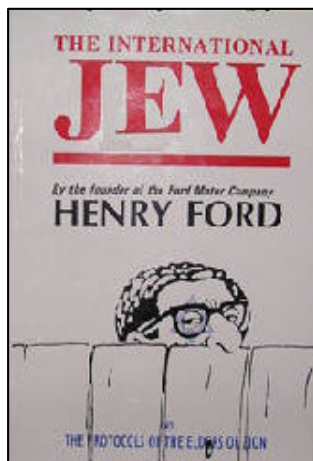
*...the Jews are carrying it out with steadfast purpose, creating wars and revolutions...to destroy the white Gentile race, that the Jews may seize the power during the resulting chaos and rule with their claimed superior intelligence over the remaining races of the world, as kings over slaves.*

A Polish language edition of *The Protocols* appeared in 1920. The following year the Arabs of Palestine and Syria used *The Protocols* to stir up anger against Jewish settlers in Palestine, suggesting that the establishment of a Jewish state would further advance the “international Jewish conspiracy.” This tactic continues in the modern Middle East, where Arabic editions of *The Protocols* have been widely circulated by official Saudi sources, among others.



Polish edition of *The Protocols*

### First Appearance in the United States

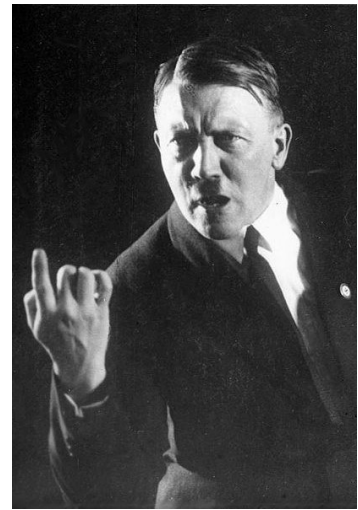


*The Protocols* were publicized in the U.S. by Boris Brasol, who had been a lawyer in Czarist Russia. Auto mogul Henry Ford was one of those who took interest. The *Dearborn Independent*, a newspaper owned by Ford, published an American version of *The Protocols* between May and September of 1920 in a series called “The International Jew: the World’s Foremost Problem.” The articles were later republished in book form with half a million copies distributed in the U.S., and were translated into several foreign languages.

Several years later Ford apologized for the “International Jew,” but hundreds of thousands of people around the world had already been encouraged to accept *The Protocols* as truth.

## ***The Protocols in Nazi Germany***

*The Protocols* reached Germany sometime around 1918. One of those who brought them to Germany was Alfred Rosenberg, who first learned about *The Protocols* as a student in Moscow. When he fled his native Estonia following the Russian Revolution, he took *The Protocols* with him. In Germany Rosenberg often lectured on *The Protocols*, and he introduced them to Adolf Hitler in the early 1920's. *The Protocols* became the basis for much of *Mein Kampf*, Hitler's 1925 book outlining his hateful political ideas. Rosenberg's book, *The Myth of the 20th Century*, was the most influential Nazi text after *Mein Kampf*, and sold more than a million copies by 1944.



*The Protocols* was used to justify anti-Semitism in Hitler's Germany. The myth of a Jewish plot to control the world became the driving force behind Hitler's thinking, and he linked Germany's economic troubles during the 1920's to the "secret plot." Once in power, Hitler used *The Protocols* to pass anti-Semitic laws and policies, starting with a 1933 one-day boycott of Jewish businesses and leading up to the "Final Solution," the Nazi plan to systematically eliminate the Jews of Europe.

## ***The Protocols in Modern Times***

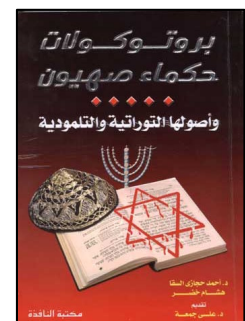
Anti-Semites around the globe still actively circulate *The Protocols*. In 1974 *The Protocols* were published in India under the title *International Conspiracy against Indians*. It has been published in Japan as recently as 2004, where it has been quoted as evidence of a "Jewish conspiracy to dominate the world." A 2005 edition published in Mexico City suggests that the Holocaust was planned by the "Elders of Zion" in exchange for the founding of the State of Israel. *The Protocols* have also been spread throughout Latin America, including Argentina, Brazil, Chile, Colombia and Paraguay.



Japanese edition of *The Protocols*, 2004

*The Protocols* have become a major source of Arab and Islamic propaganda. In 2002 a 41-part miniseries ("Horseman Without a Horse") based on *The Protocols* aired on Egyptian television, and in 2003 another miniseries ("The Diaspora") aired on Hezbollah's Al-

Manar TV, which depicted a "global Jewish government." A 2005 edition of *The Protocols*, approved by the Syrian government, claims that the "Elders of Zion" coordinated the September 11, 2001, terrorist attacks on the U.S. Article 32 of the "Covenant of the Islamic Resistance Movement" (HAMAS) reads:



Egyptian edition of *The Protocols*, 2003

*The Zionist plan is limitless. After Palestine, the Zionists aspire to expand from the Nile to the Euphrates. When they will have digested the region they overtook, they will aspire to further expansion, and so on. Their plan is embodied in The Protocols of the Elders of Zion, and their present conduct is the best proof of what we are saying.*

In the U.S., *The Protocols* are a favorite of extremist groups, such as the Ku Klux Klan and Aryan Nations. The most common U.S. edition was published by hatemonger Gerald L. K. Smith's Christian Nationalist Crusade. *The Protocols* have been sold and distributed by some American Muslim student groups and at Islamic meetings throughout the U.S.



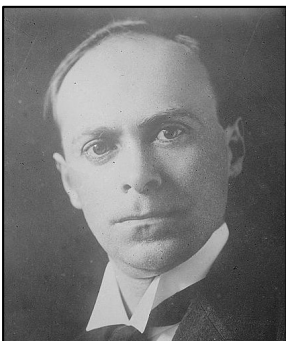
In Russia, where *The Protocols* were first published a century ago, there has been a reappearance of this document. A book called *On the Class Essence of Zionism* repeatedly speaks of Jews' "constant efforts to gain control of the world." And sections of *The Protocols* have reportedly been read during meetings of the anti-Semitic Russian nationalist movement, Pamyat (Memory).

Today a typical Internet search for *The Protocols of the Elders of Zion* generates over 180,000 matches.

### CRITICISM OF THE PROTOCOLS

For 90 years, world leaders and scholars have shown *The Protocols* to be a fake:

- **1920:** Lucien Wolf, a British journalist, exposes *The Protocols* as a fraud in *The Jewish Bogey and the Forged Protocols of the Learned Elders of Zion*.
- **1921:** Journalist Phillip Graves exposes *The Protocols* as a plagiarism in a series of articles in London Times and New York Herald reporter, Herman Bernstein, publishes *The History of a Lie: The Protocols of the Wise Men of Zion*, the first exposure of *The Protocols* as a fraud in the U.S.
- **1924:** Benjamin Segel, a German-Jewish journalist, exposes *The Protocols* as a forgery in his *The Protocols of the Elders of Zion, Critically Illuminated*.
- **1935:** A Swiss court rules against a group charged with circulating *The Protocols* at a pro-Nazi demonstration, referring to *The Protocols* as "ridiculous nonsense."
- **1961:** The Assistant Director of the CIA states at a Senate subcommittee hearing: "More than 60 years ago the Czarist intelligence service concocted and peddled a confection called *The Protocols of the Elders of Zion*."
- **1964:** The U.S. Senate Judiciary Committee issues a report titled, *The Protocols of the Elders of Zion: A "Fabricated" Historic Document*, which concludes that "the peddlers of *The Protocols* are peddlers of un-American prejudice who spread hate and dissension."
- **1993:** *The Protocols* is declared a fraud in a Moscow trial of Pamyat, an extremist Russian organization that published *The Protocols* in 1992.



Journalist Herman Bernstein  
(1876-1935)

- **2003:** The United Nations Educational, Scientific and Cultural Organization (UNESCO) condemns a library exhibition of holy books in Egypt that includes a copy of *The Protocols* next to the Torah (the most important Jewish holy book).

## CONCLUSION

In 1935 a Swiss judge, presiding at a trial of two Swiss National Socialists charged with circulating *The Protocols*, wrote:



Court building, Berne

*I hope that one day there will come a time when no one will any longer comprehend how in the year 1935 almost a dozen fully sensible and reasonable men could for fourteen days torment their brains before a court of Berne over the authenticity or lack of authenticity of these so-called Protocols . . .that, for all the harm they have already caused and may yet cause, are nothing but ridiculous nonsense.*

Unfortunately, the judge's hope has not yet been fully realized. There are still those anti-Semites and their willing audiences who remain ready to circulate and believe this fantasy of hate.

## HOMEWORK:

Respond to the quote below in a brief essay in which you discuss why you think *The Protocols* continue to be spread and accepted as truth even though it has been proven a fraud. Also discuss whether or not you agree with the idea that “we are not meant to see the truth triumph.” What do you think it would take for truth to prevail? What role do *you* have, if any, in fighting for the truth?

*...Nilus was typical of the classic anti-Semite, when he contended that the truth is not decisive for the value of The Protocols. So his kindred souls will continue to believe in them and deceive others, however many further proofs of their fraudulent nature are added...Maybe it is true “that in this world we are not meant to see the truth triumph, but only to fight for it.”<sup>1</sup>*

<sup>1</sup> Larsson, Goran. 1995. *Fact or Fraud? The Protocols of the Elders of Zion*. Jerusalem: AMI-Jerusalem Center for Biblical Studies and Research.

## GLOSSARY

- anti-Semitism: prejudice and/or discrimination that is directed towards Jews. Anti-Semitism is based on stereotypes and myths that target Jews as a people, their religious practices and beliefs, and the Jewish State of Israel.
- Bolsheviks: meaning “those who are more,” the Bolsheviks were a Marxist political group headed by Vladimir Ilyich Lenin that led the October Revolution in Russia in 1917 and later became the Communist Party of the Soviet Union.
- conspiracy: a secret agreement between two or more people to perform an unlawful act.
- Czar (*also spelled Tzar, Tsar, Czar or Zar*): title of the ruler of Russia before 1917; taken from the word Caesar, which means emperor.
- fabricate: to make up something artificial or untrue.
- forgery: an imitation or copy that is represented as the original.
- fraud: someone or something that is not what it claims to be.
- hoax: something intended to trick an audience into believing that something false is real.
- Nazi: an abbreviation for the National Socialist Workers Party, a political party headed by Adolf Hitler from 1921 to 1945 that was strongly anti-Semitic, racist and nationalistic.
- Palestine: one of several names for the region between the Mediterranean Sea and the Jordan River; a former British territory divided between Jordan and Israel in 1948.
- plagiarism: stealing someone else’s ideas and presenting them as your own.
- propaganda: a type of message aimed at influencing the opinions or behavior of people; these messages are often one-sided, biased or false.
- protocol: a detailed plan of a procedure; the records of a conference.
- Russian Revolution: The 1917 Bolshevik uprising against the Russian Czar; it was an effort to turn a peasant society into a new kind of democratic, collectivized country.
- Zion: an ancient Hebrew name for Jerusalem that symbolizes the whole land of Israel or the Jewish homeland.
- Zionism: a political movement that supports a homeland for the Jewish people in the land of Israel; the First Zionist Congress was held in 1897 in Switzerland and the movement was successful in establishing the State of Israel in 1948.

## HATE GROUP PROPAGANDA

*Read the following passage aloud to students and discuss the questions that follow.*

You are surfing the Internet and you type in “Confederate” because you are learning about the Civil War. You want more information about slavery and about how the South wanted to secede from the union. You come across a Web site that has amazing graphics, a picture of the Confederate flag and a number of links to regional Ku Klux Klan groups. You click on one of the links, just because you’re sort of curious. It’s a very official looking site, and the first thing that comes onto the screen is the following statement:

“This is not a hate page. We only wish to express our pride in our White Heritage. There are many political groups who voice their opinions—such as Black groups and Communist groups. We believe everybody should be proud of what and who they are.”

The Web site goes on to say: “We continue to fight our battles to protect the rights of White Christians on the street and in the courts.”

The site then offers ten reasons to support the Ku Klux Klan and describes the Klan as “Christian,” “legal,” “secret,” and “free speech advocates.”

You scroll down the screen and find a picture of a cross burning, and Ku Klux Klan members (wearing their traditional white robes and pointed hats) are encircling the flaming cross.

Below that a message reads: “We know that the strongest supporters are often not able to pay, and we wouldn’t want to sacrifice our strongest members, so we only request donations if you are able to contribute. Our membership is free. You must fill out our membership registration form, giving us your name, address, and racial background. You cannot write comments because there are always Blacks who can’t avoid using profanity. And since we don’t want profanity on our site, they have ruined it for White Christians. Please register now and enter our chat room.”

### Questions for Discussion

1. How did your feelings about this group change from the beginning of the scenario to the end? Explain.
2. What do you already know about the Ku Klux Klan? Did this influence your response to the Web site?
3. What if you encounter a Web site or literature on a group that is equally attractive, free to join and seems to be “pro-rights,” but is a group that you’ve never heard of before? How will you know whether it is a hate group or not?
4. What, if anything, would you do to find out more about the group?
5. What are some of the things you could do to verify the information provided or to cross-reference the sources?

## ONE LIE, MANY VERSIONS

*Messages and methods used to persuade others to accept The Protocols.*

MESSAGE	TECHNIQUES
<ul style="list-style-type: none"> <li>▪ Jews as evil, Satan, the anti-Christ, damned</li> </ul>	<ul style="list-style-type: none"> <li>▪ Co-opting religious and mainstream symbols to legitimize ideas</li> </ul>
<ul style="list-style-type: none"> <li>▪ Jews as Christ-killers, rejecting Christ/Christianity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using religion to suggest that certain ideas are sanctioned by the church or God</li> </ul>
<ul style="list-style-type: none"> <li>▪ Blood libel (Jews murder non-Jews for blood to make Passover matzahs and other rituals)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Suggesting that a particular group poses a national threat</li> </ul>
<ul style="list-style-type: none"> <li>▪ Jews as rich, greedy, penny-pinching, money-grubbing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instilling fear by promoting false dangers</li> </ul>
<ul style="list-style-type: none"> <li>▪ Jews as controlling major industries (banking, media, etc.) and secretly conspiring to dominate the world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promoting distorted versions of history</li> </ul>
<ul style="list-style-type: none"> <li>▪ Jews as deceptive, sneaky, conniving, cunning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using powerful imagery and words to evoke emotion</li> </ul>
<ul style="list-style-type: none"> <li>▪ Jews as foreign, international</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Jews as infiltrators, newcomers, imperialists in holy land</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Jewish state of Israel as proof of plans for expansion and global conquest</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Jews as secretly allied with other sinister groups (Nazis, Communists, Freemasons, etc.)</li> </ul>	

**ONE LIE, MANY VERSIONS**



Original Russian edition of *The Protocols*, 1911

## ONE LIE, MANY VERSIONS



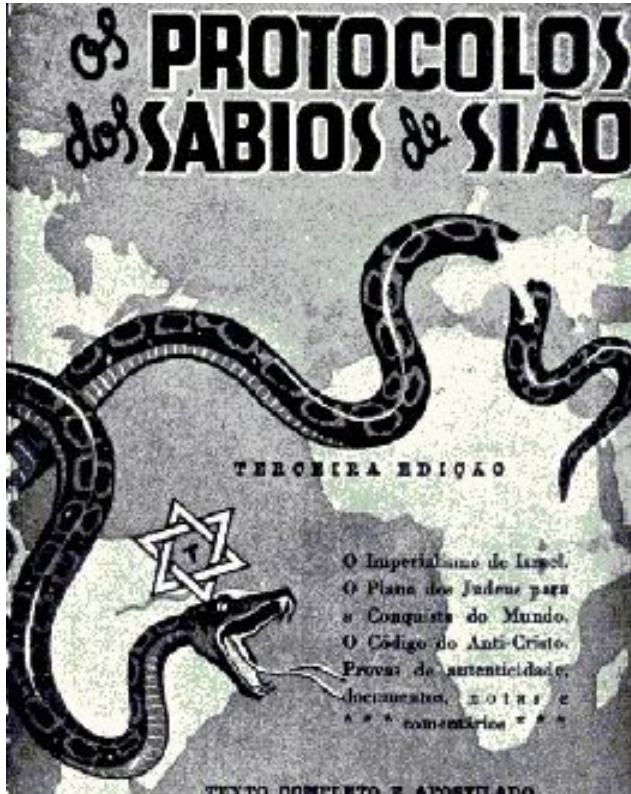
Spanish edition of the *The Protocols*, 1930: “The Invisible World Government, or the Jewish Program to Subjugate the World”

## ONE LIE, MANY VERSIONS



French edition of *The Protocols*, 1934: “The Jewish Danger:  
Complete Text of the Protocols of the Elders of Zion”

## ONE LIE, MANY VERSIONS



Brazilian edition of *The Protocols*, 1937  
(The snake's head is in Brazil and its tail is in Zion).

# ONE LIE, MANY VERSIONS

Nakład II-rz.

Cena 2 złoty

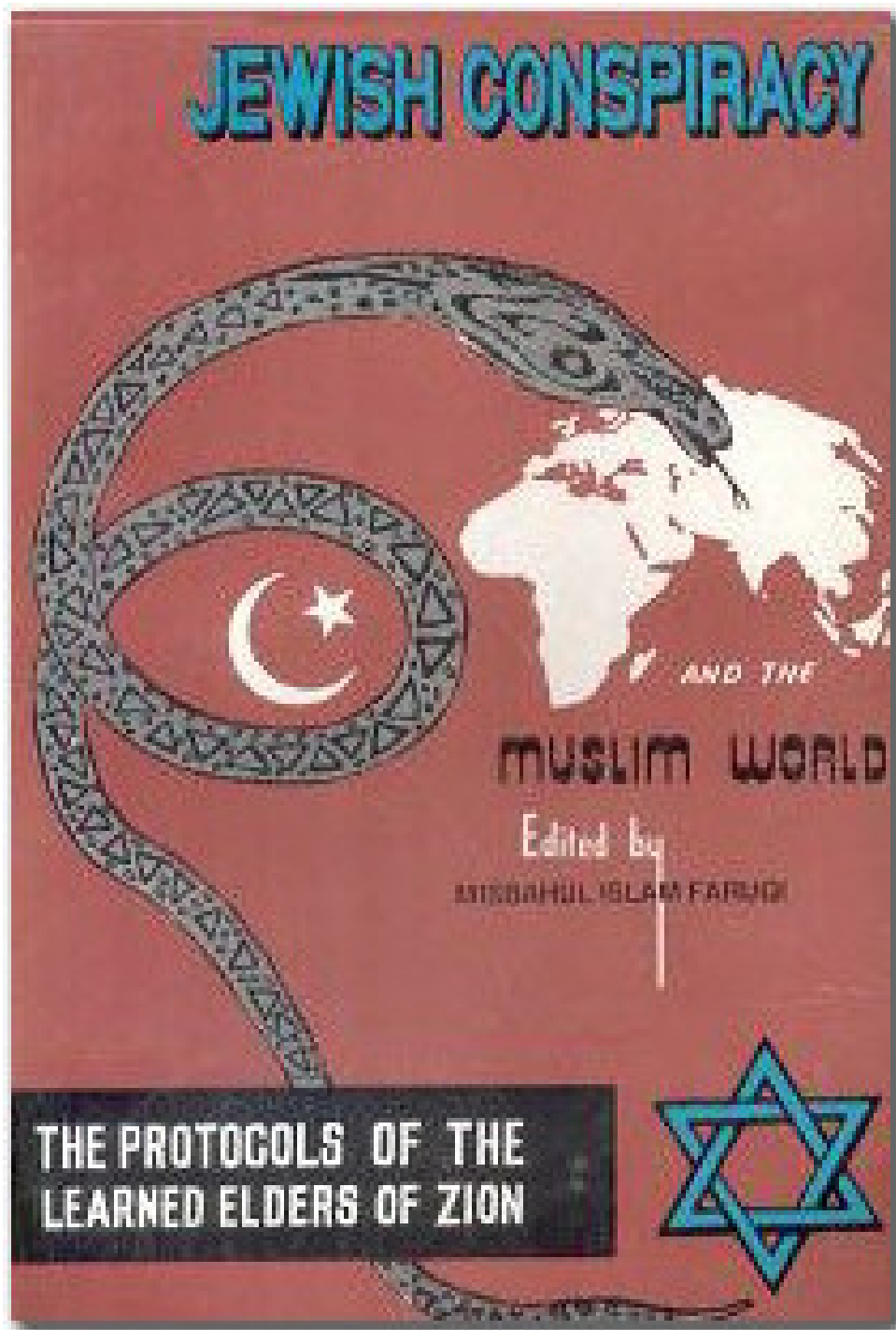
## PROTOKÓŁY MĘDRCÓW SYJONU



**Czytaj i zastanawiaj się!**

Polish edition of *The Protocols*, 1943

**ONE LIE, MANY VERSIONS**



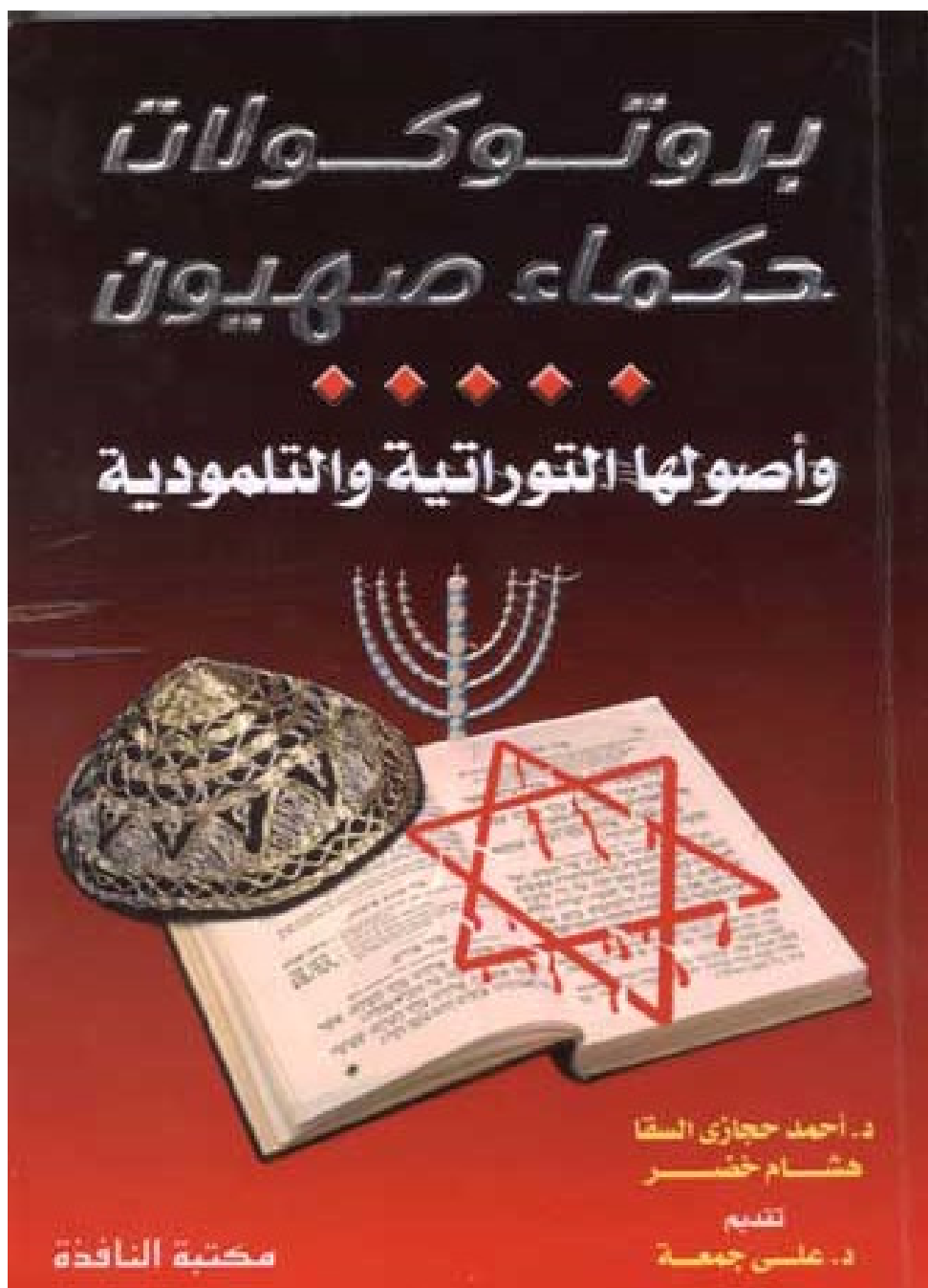
Pakistani edition of *The Protocols*, 1969

**ONE LIE, MANY VERSIONS**



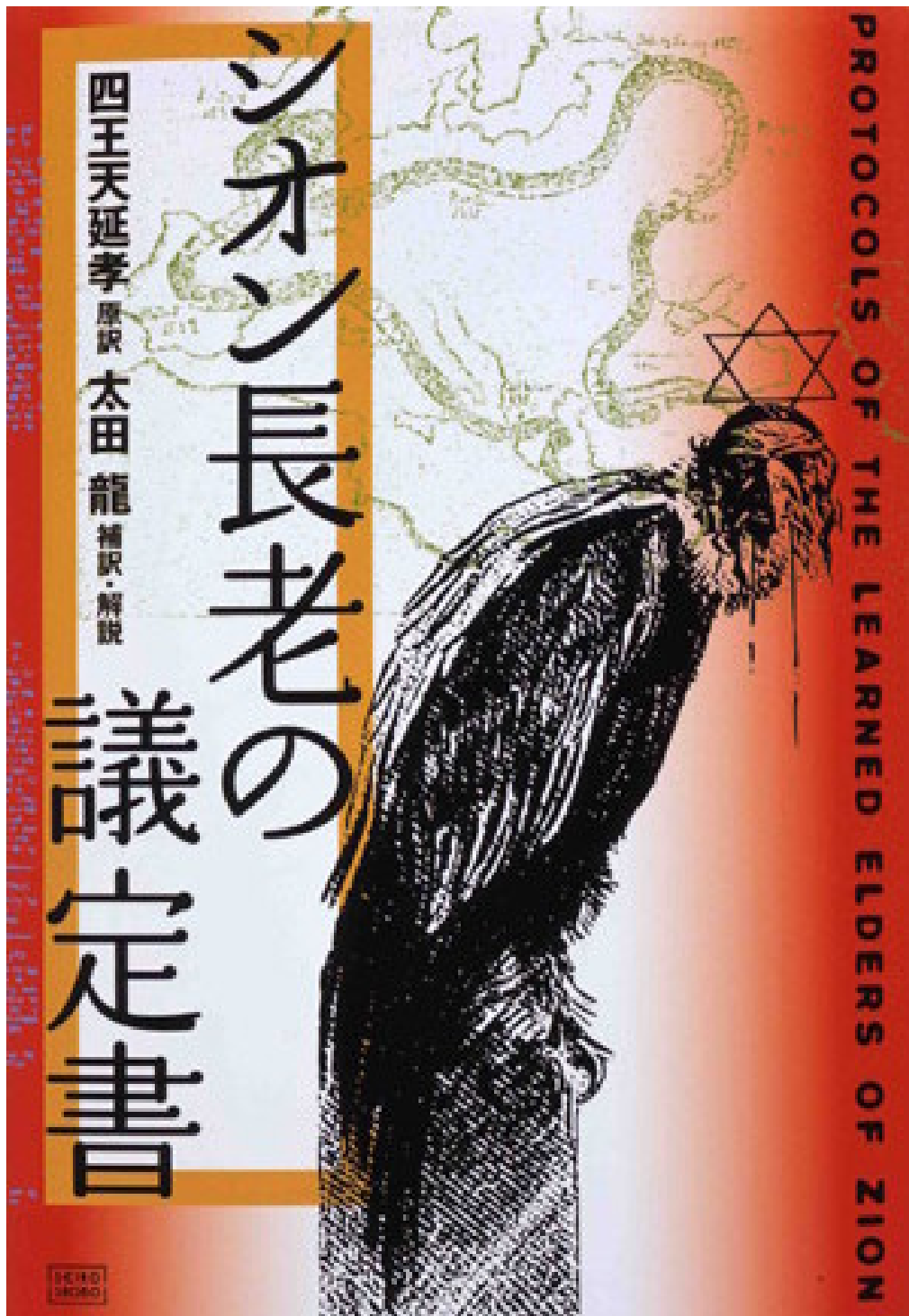
British edition of *The Protocols*, 1978

## ONE LIE, MANY VERSIONS



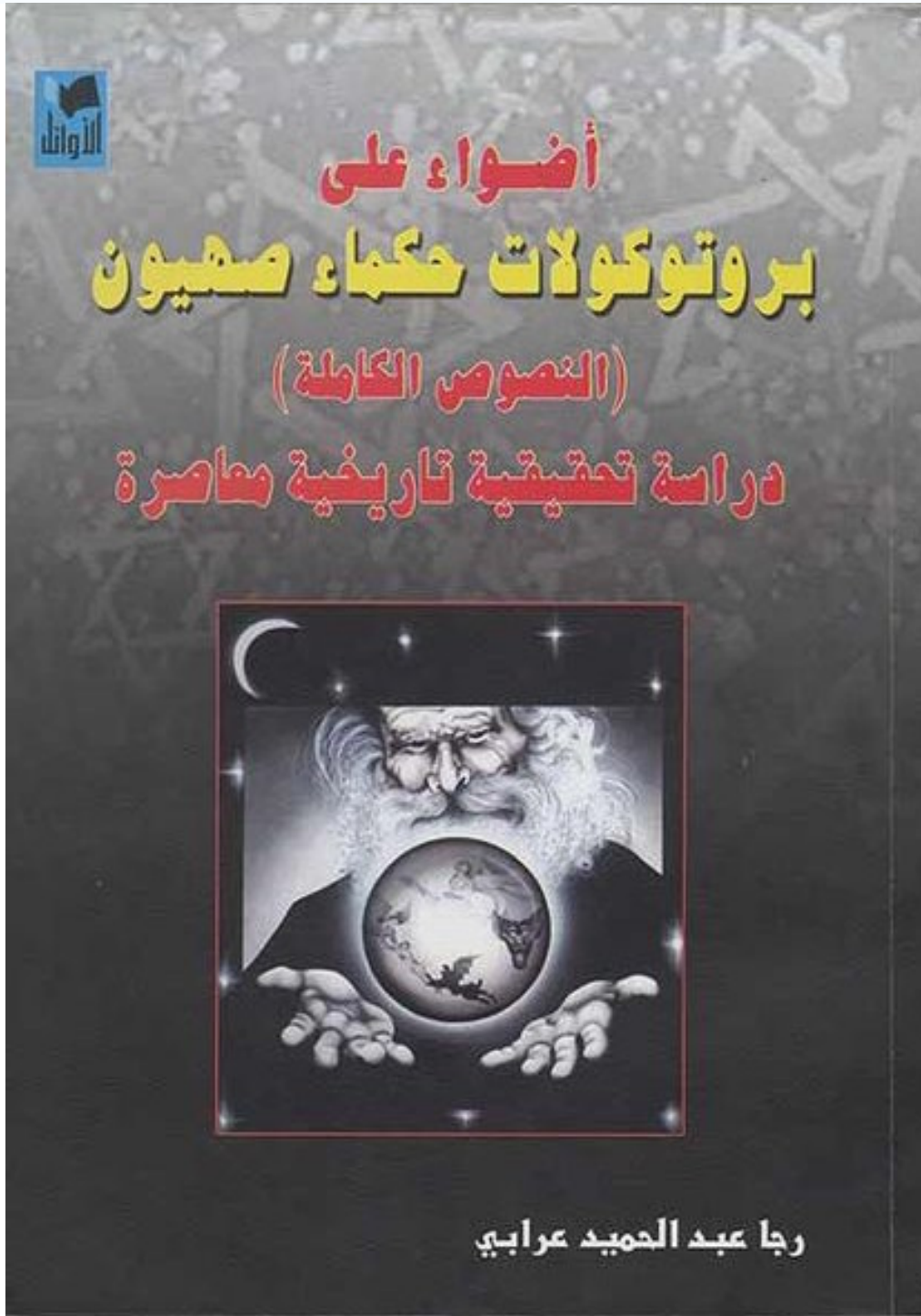
Egyptian edition of *The Protocols*, 2003: “The Protocols of the Elders of Zion and their Biblical and Talmudic Origins”

ONE LIE, MANY VERSIONS



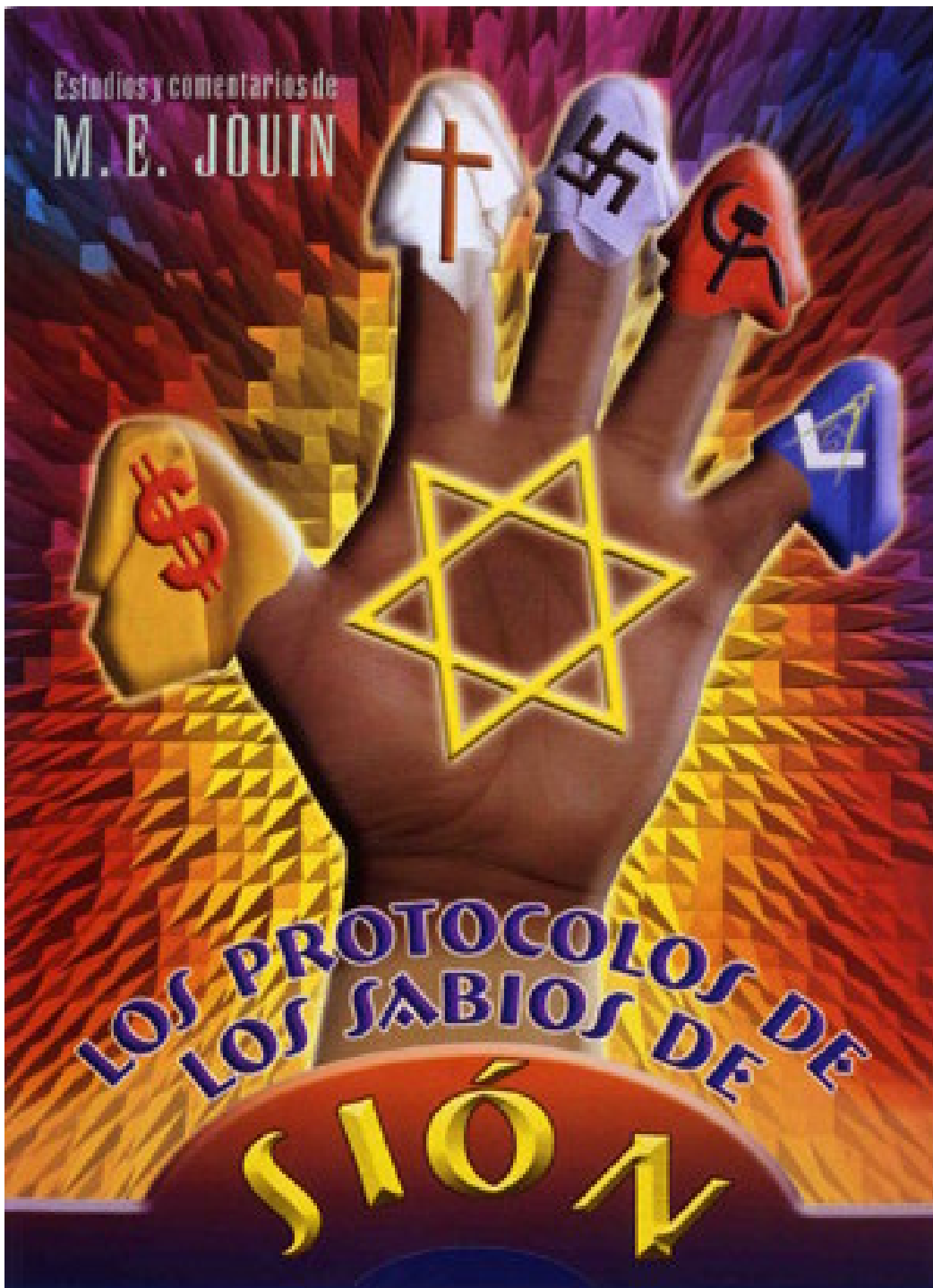
Japanese edition of *The Protocols*, 2004

## ONE LIE, MANY VERSIONS



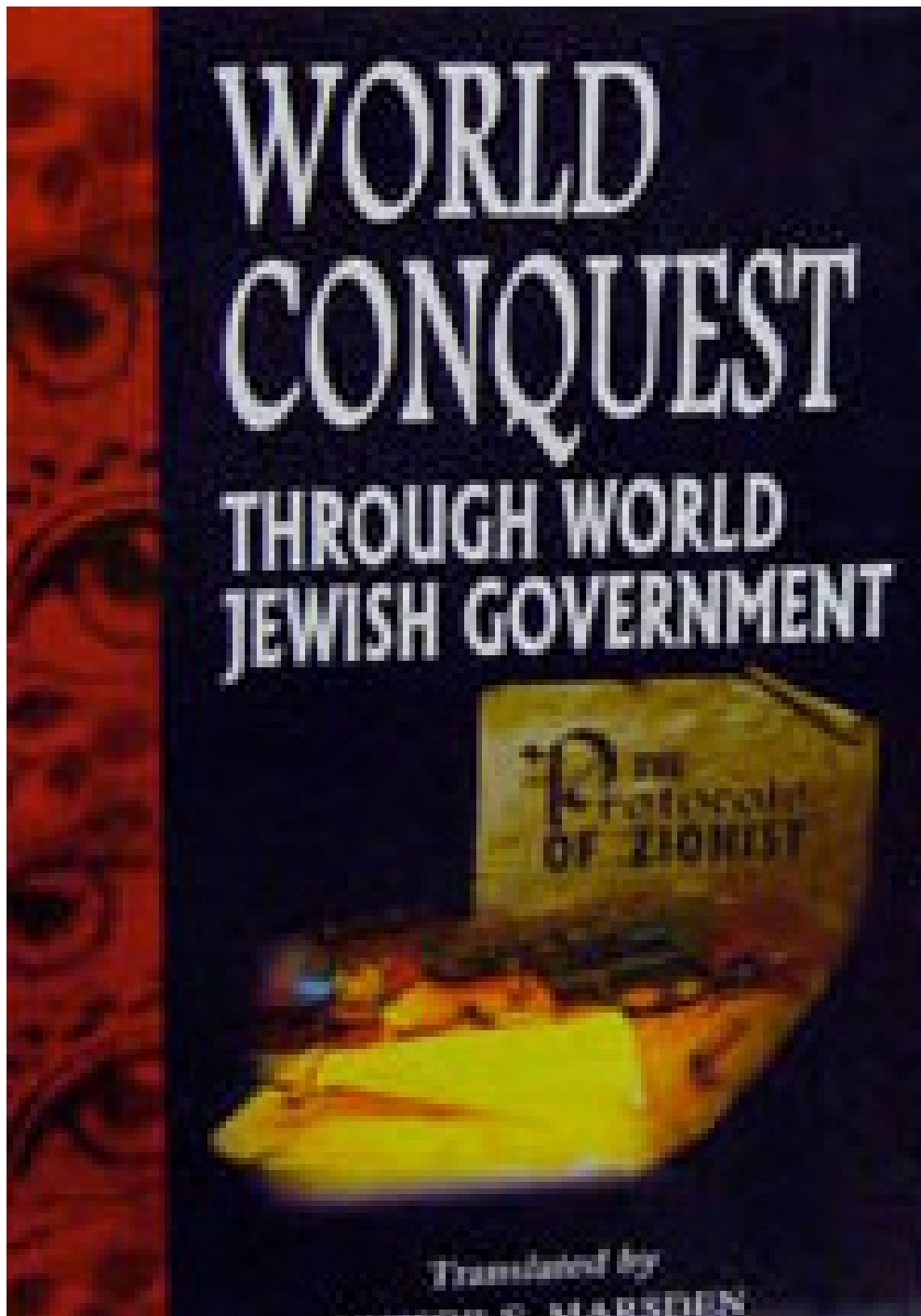
Syrian edition of *The Protocols*, 2005

## ONE LIE, MANY VERSIONS



Mexican edition of *The Protocols*, 2005

**ONE LIE, MANY VERSIONS**



Malaysian edition of *The Protocols*, 2006

## PROPAGANDA TECHNIQUES ON HATE WEB SITES

The term *propaganda* refers to persuasive techniques that attempt to influence the opinions, emotions, attitudes or behavior of a group of people. Propaganda itself is neither good nor bad – it’s merely a means of persuasion and can be used for positive *or* negative purposes.

Through propaganda, hate groups manipulate words, images and associations

- to elicit feelings of superiority
- to exploit insecurities and fears in order to demonize “others”
- to represent their ideologies and beliefs as “truths”

On Web sites created by hate organizations, the following propaganda techniques are commonly used. These techniques may be combined to maximize the effectiveness and reach of hate messages.

### **Word Play and Name Calling**

Hate groups play with words and language to frame themselves or their views in the best possible light. For example, it’s not unusual for a white supremacist group to refer to its members as “racialists” – a word with less history and stigma than the word “racist.” Old-fashioned name-calling is used to dehumanize groups that are considered to be inferior, and to justify prejudicial beliefs.

### **Symbols and Imagery**

Hate groups understand the power of symbols as a quick way to unite those who share an ideology, so symbols frequently appear on hate-based Web pages.

In order to legitimize and “brand” their organizations, it’s not unusual for hate groups to co-opt mainstream symbols such as the Celtic cross, crowns and pagan runes.

### **Religious Authority**

Many hate organizations – even those with no religious affiliations – use scripture and religious terminology to give the impression that their claims are sanctioned by God. For example, the head of a white supremacist organization might refer to himself as a “pastor,” or group objectives might be referred to as “commandments.”

### **Scientific Legitimacy**

Use of science or medicine is another way for hate groups to “borrow” authority. This borrowing might include citing studies and academic works, or presenting ideology in pseudo-scientific language. Often, hate groups will present the works and research of like-minded organizations and individuals as unbiased, credible fact.

## **Nationalism**

When white-power organizations refer to “nationalism” or “citizenship,” it’s usually in the context of “protecting” the white population from perceived threats from non-white immigrants. Hate groups also use positive associations with nationalism – loyalty, nobility, heritage and advocacy – to inspire people to “join the cause.”

## **Fearmongering**

Some hate sites use fearmongering to fuel beliefs that a particular group presents a danger to society. Examples include linking groups to crime, terrorism or disease.

## **Smoke and Mirror Tactics**

Not all hate sites present their views directly. In fact, many are quite subtle. For example, some attempt to discredit groups by linking them to crime or disease, instead of referring to the real source of their hatred, which is race. Other sites provide links to articles written by respected journalists or use statistics to give an appearance of legitimacy. A good example is an online magazine that links to an article about lack of diversity on the television series *Friends*. Although the article is pro-diversity, it is followed by dozens of posts from “readers” who refute the author’s claims.

## **Historical Revisionism**

Revisionists are those who present a “revised” version of historical events. Although they present themselves as unbiased academics, historical revisionists have been known to rearrange the facts in order to promote their own interpretations of history. The most common type of revisionists, are Holocaust deniers – individuals who argue that the Holocaust was less horrific than historical records indicate, or that it never happened at all.

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## HATE PROPAGANDA

Identify the purpose of the propaganda and the propaganda techniques used on the Web site you have been assigned.

**Name of Organization/Web Site:** \_\_\_\_\_

**What is the purpose of the propaganda?**

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**What propaganda techniques are used?**

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# HATE PROPAGANDA: COUNCIL OF CONSERVATIVE CITIZENS

**Council of Conservative Citizens**  
Statement of Principles, by Dr. Sam Francis

## Welcome to CofCC.org

05 Oct

**National Headquarters**  
P.O. Box 221683  
St. Louis, MO 63122  
636-940-8474  
E-mail

**CofCC Activity**

- Louis March to speak to Jackson, MS CofCC this Thursday.
- East Tennessee Website back online.
- CofCC holds successful regional meeting in Pennsylvania.
- Man, identified by CofCC as potential terrorist in 2007, arrested for murder.
- CofCC on RT International News.

**E-mail Newsletter**

Your name

Your email

**Chapter Sites**

- Alabama
- California (Northern)
- California (Southern)
- Illinois

**RACISM, SCHMACISM**  
James Edwards

We just concluded our 2010 CofCC National Conference in Nashville, TN.

Our 2010 Conference was a huge success. Over 200 people attended over the course of the weekend. Speeches were made by Jared Taylor, Louis March, James Edwards, and 15 others. Pictures, audio clips, and video clips will be available shortly!

Saturday Evening, after the conference concluded, the Political Cesspool was broadcast live remotely from the Conference room. Many speakers and conference attendees were interviewed. The world premier release of James Edwards' book "Racism, Schmacism" was at the conference.

[Click Here to listen to a recording of the show.](#)

Hour 1 (There are a few dead spots during technical problems during hour 1)  
Hour 2  
Hour 3

*Photo Upper Right: James Edwards with new baby. Political Cesspool co-host Bill Rolan and guest sound technician Corwin are seen in the background.*

Membership is only \$25 a year and includes a subscription to our quarterly paper and several other bonuses. [Click here to join online via credit card.](#)

[Continue Reading »](#)

Posted in CofCC News

## Black thugs torch restaurant to keep white politician out.

28 Sep

Hate campaign by Shreveport's black leaders and politicians

Web page accessed October 2010

## HATE PROPAGANDA: COUNCIL OF CONSERVATIVE CITIZENS

Excerpted from “Statement of Principles” (accessed October 2010)

**The American men and women who make up the Council of Conservative Citizens (CofCC) believe in, commit themselves to, and pledge to work for and support these fundamental principles of American civilization, liberty, justice, and national safety:**

**(1) We believe the United States is a Christian country.** We believe that the United States of America is a Christian country, that its people are a Christian people, and that its government and public leaders at all levels must reflect Christian beliefs and values. We therefore oppose all efforts to deny or weaken the Christian heritage of the United States, including the unconstitutional prohibitions of prayers and other religious expression in schools and other public institutions.

**(2) We believe the United States is a European country and that Americans are part of the European people.** We believe that the United States derives from and is an integral part of European civilization and the European people and that the American people and government should remain European in their composition and character. We therefore oppose the massive immigration of non-European and non-Western peoples into the United States that threatens to transform our nation into a non-European majority in our lifetime. We believe that illegal immigration must be stopped, if necessary by military force and placing troops on our national borders; that illegal aliens must be returned to their own countries; and that legal immigration must be severely restricted or halted through appropriate changes in our laws and policies. We also oppose all efforts to mix the races of mankind, to promote non-white races over the European-American people through so-called “affirmative action” and similar measures, to destroy or denigrate the European-American heritage, including the heritage of the Southern people, and to force the integration of the races.

**(3) The United States is a sovereign and independent nation.** We believe the United States is a sovereign and independent nation, that our independence as a nation is the most precious legacy of our Founding Fathers, and that all treaties, agreements, conventions, international organizations, and institutions must recognize and respect our national sovereignty and independence. We therefore oppose the so-called “New World Order” and its attempts to abolish national sovereignty and independence and to construct a one-world state in which America would vanish and Americans would be enslaved. We call for the U.S. government to withdraw from membership in the United Nations, the World Court, the International Monetary Fund, NAFTA, and the World Trade Organization. We oppose any attempt to place American military personnel under foreign command. We oppose any effort to place Americans, military or civilian, on trial before, or subject them to legal punishments by, international courts or organizations. We oppose, and we support official U.S. renunciation of, any treaty, agreement, or convention that seeks to dictate law to the United States or any state, that violates national sovereignty, or denies or violates the constitutional rights of Americans.


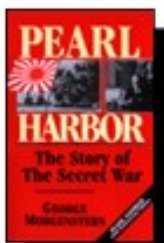
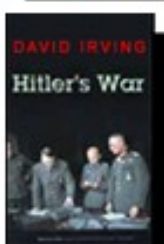

**(5) We believe in States' Rights, the Right to Keep and Bear Arms, and the Bill of Rights.** We believe in states' rights, as guaranteed by the Ninth and Tenth Amendments to the Constitution; in the individual right to keep and bear arms, as guaranteed by the Second Amendment to the Constitution; and in all the rights and liberties guaranteed by the body of the Constitution and the Bill of Rights. We therefore oppose all efforts by the federal government to dictate to the states and local governments and communities, and we oppose federal efforts to engineer or impose behavior and beliefs on citizens and communities. We oppose "gun control" in all forms and demand that all such legislation and policies be repealed. We also oppose all such legislation as so-called "hate crime" or "bias crime" laws. Such laws merely penalize thought and expression rather than genuinely criminal action and are a dangerous and frightening step toward government Thought Control. Similarly, we oppose all so-called "politically correct" speech codes and "sensitivity training" in schools, colleges, universities, and businesses that punish free expression, restrict thought and study, intimidate dissent, and generally demean and diminish human communications and community. We also oppose, as stated, all efforts to deny Americans their rights of religious expression and worship as guaranteed in the First Amendment, as well as efforts to deny rights of assembly and association.

**(6) The traditional family is the basic unit of human society.** We believe in the traditional family as the basic unit of human society and morality, and we oppose all efforts by the state and other powers to weaken the structure of the American family through toleration of sexual licentiousness, homosexuality and other perversions, mixture of the races, pornography in all forms, and subversion of the authority of parents.

**(8) Cultural, national, and racial integrity.** We support the cultural and national heritage of the United States and the race and civilization of which it is a part, as well as the expression and celebration of the legitimate subcultures and ethnic and regional identities of our people. We oppose all efforts to discredit, "debunk," denigrate, ridicule, subvert, or express disrespect for that heritage. We believe public monuments and symbols should reflect the real heritage of our people, and not a politically convenient, inaccurate, insulting, or fictitious heritage.

**(12) Traditional Education under Local Control.** We believe that education is primarily the concern of parents and families and local communities and therefore we oppose federal aid to education and federal efforts to control or direct education. We believe that education should inform and build the mind and character, not brainwash children with political propaganda or "liberate" them from the traditional values and loyalties their families have taught them. We therefore oppose all "sex education" as well as so-called "multiculturalist" and "Afrocentric" curricula, "Outcome-Based Education," and similar radical indoctrination in the schools. We oppose all efforts to inflate grades, adulterate or "dumb down" tests and examinations, and introduce irrelevant and wasteful courses for the purpose of advancing some backward students over others more talented or more productive. We believe the schools, public, private, and parochial, should teach students to be proud of being Americans and proud of their national and local identities, and that they should instill in them the values of Western, Christian, and American civilization. We support the authority of teachers and school administrators to discipline students, including the authority to expel them from school if students will not abide by the rules and laws of the community. We support the right of parents to send their children to private schools or to educate their children at home if they so desire, without government intrusion or control. We support the right of private schools to select their own students, faculty, curricula, standards, and methods of administration.

## HATE PROPAGANDA: INSTITUTE FOR HISTORICAL REVIEW

 <b>INSTITUTE FOR HISTORICAL REVIEW</b>		
<a href="#">HOME</a> <a href="#">ABOUT US</a> <a href="#">LIBRARY/ARCHIVE</a> <a href="#">AUDIO ARCHIVE</a> <a href="#">SEARCH</a> <a href="#">LEAFLETS</a> <a href="#">CONTACT</a> <a href="#">LINKS</a> <a href="#">JOURNAL OF HISTORICAL REVIEW</a> <a href="#">CONFERENCES</a> <a href="#">BOOKS ON-LINE</a> <a href="#">BOOKS, DISCS, TAPES</a> <a href="#">SUPPORT US</a>		
<p><b>Books + Discs</b></p>    	<p style="text-align: center;"><b><u>At the Forefront</u></b></p> <p>In years of effort, the IHR has established itself at the forefront in the battle for truth in history.</p> <p>Unlike our adversaries, we get no money from the government, corporations or big foundations. What we accomplish depends on support from men and women like you who understand what's at stake, and share our commitment to a better future.</p> <p>Please help!</p> <p><i>Mark Weber</i> And the IHR Team</p> <p><a href="#">To make a tax-deductible donation, click here.</a></p> <hr/> <p><a href="#">One and a Half Cheers for American Decline</a> Tom Engelhardt</p> <p>... Here's a simple reality: the U.S. is an imperial power in decline -- and not just the sort of decline which is going to affect your children or grandchildren someday. We're talking about massive unemployment that's going nowhere and an economy which shows no sign of ever returning good jobs to this country on a significant scale, even if "good times" do come back sooner or later. We're talking about an aging, fraying infrastructure -- with its collapsing bridges and exploding gas pipelines -- that a little cosmetic surgery isn't going to help.</p>  <hr/> <p><a href="#">Exposing Israel's Original Sins</a> Gideon Levy -- Ha'aretz (Israel) - 2000</p> <p>... The Arabs were always the bad guys. We [Jews] were the absolute righteous, or the</p> 	<p style="text-align: center;"><b>IHR News and Views</b></p> <p><a href="#">Fighting Online Censorship: A New IHR Project</a></p> <p>Across the US, some businesses, agencies and other institutions routinely block access to the IHR website and other "politically incorrect" sites. As part of its new campaign to fight online censorship, the IHR is contacting businesses and other institutions that block access to its website. In letters and in face-to-face meetings, the Institute is protesting this defamatory and harmful practice.</p> <hr/> <p><a href="#">Informed Talks on Wartime Axis Europe Policy Highlights IHR Meeting</a></p> <p>Two informed lectures on plans for the postwar era by leaders in Germany and other Axis nations during World War II, and their vision of a prosperous and secure European community, highlighted the IHR meeting on July 31, 2010. Adrian Davies, an English attorney and lecturer, and Mark Weber, historian and director of the IHR, presented views on how Europe might have developed if the Soviet Union had been vanquished, and British leaders had made peace with Germany. An Axis-dominated Pax Europa, Weber suggested, would have been economically prosperous, socially progressive, politically stable, and technologically advanced.</p>

Web page accessed October 2010

## HATE PROPAGANDA: INSTITUTE FOR HISTORICAL REVIEW

Excerpted from “About Us: Our Mission and Record” (accessed October 2010)

The Institute for Historical Review is an independent educational research and publishing center that works to promote peace, understanding and justice through greater public awareness of the past, and especially socially-politically relevant aspects of twentieth-century history. We strive in particular to increase understanding of the causes, nature and consequences of war and conflict. We vigorously defend freedom of speech and freedom of historical inquiry.

Through books, booklets, leaflets, audio and video discs, broadcast interviews, meetings, conferences, mailings, websites and e-mail, we work to provide factual information and sound perspective on US foreign policy, World War Two, the Israel-Palestine conflict, Middle East history, the Jewish-Zionist role in cultural and political life, the “Holocaust” remembrance campaign, war propaganda, and much more.

The Institute's director is Mark Weber, a historian, lecturer, current affairs analyst and author. Born and raised in Portland, Oregon, he was educated in the US and Europe. He holds a Master's degree in modern European history from Indiana University.

The IHR continues the tradition of historical revisionism pioneered by distinguished historians such as Harry Elmer Barnes, A.J.P. Taylor, Charles Tansill, Paul Rassinier and William H. Chamberlin. It strives, in the words of Barnes, to “bring history into accord with the facts.”

### Outreach and Impact

The Institute's website routinely reaches large numbers of visitors across the US and around the world. It attracts many more visitors than the sites of much larger and better funded organizations. The site is regularly updated with news and comment items from around the world, and with reports on the Institute's work. With its large library and archive, the site also serves as a valuable information and education center.

Among the items that can be downloaded from the Institute's website are many articles and reviews from the IHR's *Journal of Historical Review* (published 1980-2002) covering a wide range of historical, political, current affairs and cultural topics.

Through the internet, IHR essays, reviews and other writings are routinely distributed - not only by us, but by many others as well -- to countless thousands around the world, or are posted on other websites, including in translation in other languages -- reaching decision-makers, journalists, activists and educators across the US and around the globe

Through its media work and broadcast interviews, the IHR regularly reaches many tens of thousands of listeners and viewers in the US and overseas.

Over the years the IHR has published many books, booklets, leaflets and audio and video recordings. In addition to its own titles, the IHR distributes worthwhile books issued by other publishers. Week by

week, month after month, the IHR distributes more books, booklets, discs and flyers, and on a wider range of topics, than any similar center or organization.

### **A Target of Bigotry**

Predictably, we have come under fire from hostile sectarian groups that regard the IHR as harmful to their interests. Zionist groups such as the Simon Wiesenthal Center and the Anti-Defamation League routinely smear the IHR, attacking us as a “hate group” or dismissing us as a “Holocaust denial” organization.

In fact, the IHR steadfastly opposes bigotry of all kinds. We are proud of the support we have earned from people of the most diverse political views, and racial, ethnic and religious backgrounds.

One prominent American journalist and author who has looked into the critical claims made about the IHR is John Sack, who is Jewish. He reported on a three-day IHR conference in an article published in the Feb. 2001 issue of *Esquire* magazine. He rejected as unfounded the often-repeated lie that the IHR and its supporters are “haters” or bigots. He described those who spoke at and attended the IHR conference as “affable, open-minded, intelligent [and] intellectual.”

The Institute has been a target of authentic hate groups. It has come under repeated assault from the Jewish Defense League -- identified as a terrorist group by the FBI. On July 4, 1984, the JDL destroyed the Institute's office and warehouse in a major arson attack. Estimated property loss was more than \$400,000, including tens of thousands of books, rare documents, irreplaceable files and expensive office equipment. This fire-bombing climaxed a months-long campaign by the JDL that included numerous death threats by telephone and mail, extensive property damage, five relatively minor fire bombings, one drive-by shooting and two physical assaults.

### **For Peace And Understanding**

Bitter experience has taught people to be skeptical of the pronouncements of politicians and governments, especially during wartime when official and semi-official propagandists are most busy deceiving the public. As American historian Harry Elmer Barnes put it: “Truth is always the first war casualty. The emotional disturbances and distortions in historical writing are greatest in wartime.”

Americans have been misled into one costly, destructive and needless war after another. For example, in the months leading up to the 2003 US attack against Iraq, government officials and much of the media deceived the public to justify the invasion and occupation of that country.

Powerful interests -- including politicians and the major media -- often distort the historical record for self-serving reasons. Textbooks, motion pictures and television routinely present history in a slanted and partisan way. As George Orwell aptly noted in his classic *Nineteen Eighty-Four*: “Who controls the past controls the future. Who controls the present controls the past.”

An awareness of factual history is essential to an understanding of the great issues of our age. Especially during these troubled times, the work of the IHR in countering socially harmful historical lies, war propaganda, censorship and intellectual oppression is urgently important.

## HATE PROPAGANDA: THE KNIGHTS PARTY (KU KLUX KLAN)



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*Bringing a Message of Hope and Deliverance to White Christian America!*

The Official Website of The Knights Party, USA

### THE KNIGHTS ' PARTY PLATFORM

*The recognition that America was founded as a Christian nation.*

As James Madison, known as the "Chief Architect of the Constitution" stated; " We have staked the whole future of American civilization, not upon the power of government, far from it. We have staked the future of all of our political institutions upon the capacity of mankind for self-government upon the capacity of each and all of us to govern ourselves to control ourselves to sustain ourselves according to the Ten Commandments of God."

*The recognition that America was founded as a White nation.*

America was born as an extension of White European heritage. Those who formed the very ideals that we cherish such as freedom of speech, trial by jury, innocent until proven guilty, free enterprise, etc. were of White European heritage. All of the early laws of the United States from its very inception restricted citizenship to White people and all of the early charters, laws, compacts, etc were signed into effect by White people.

Web page accessed October 2010

## HATE PROPAGANDA: THE KNIGHTS PARTY (KU KLUX KLAN)

From "Welcome" page (accessed October 2010)

Hello, all of us at the national office would like to thank you for stopping by our site. We have prepared this site in order to give an accurate portrayal of the nationalist movement.

The entertainment industry backed by individuals with a Marxist agenda have waged an attack upon the consciences of white Christians. To further obliterate any remaining racial instinct among our people, those who hate white Christian civilization have chosen to desecrate anything which might cause a stirring of loyalty and heritage in the heart. They say Christianity must go and they say nationalist pride must go.

From changing the names of schools, streets, avenues, stadiums, libraries, etc. to Martin Luther King ....to the toppling of Southern monuments, anything which has the potential of causing a white person to swell with pride is forbidden. Even many European nations forbid their citizens from flying or displaying their very own country's flag. Sounds extreme, but the logic is that displaying ones own flag means you are a nationalist. And if you are proud of your country and have nationalist feelings than surely you must be a racist or bigot of some sort. Yes, the world has indeed gone crazy when you can't even be proud of your ancestors. In America our flag is still flown with pride, but before long the "international community" may even view that with scorn.

In America and even throughout the world, the ideals of the ku klux klan are slandered because we represent white Christians. However, we want to clarify a few points.

We want to state for the record that we do not endorse hatred. It is hypocritical for one to think a black, Asian, Mexican or any other person should be praised for being loyal to their heritage. Yet a white person can feel the same sense of pride and be criticized for it. It doesn't make sense.

We are not Klansmen and Klanswomen because we hate anyone. We belong to The Knights because we dream of a better world for our children - a safe and secure world. It is not hatred but rather the glimmer of hope in the eyes of our children that motivates us.

We belong to The Knights because we love our people - yes, even those who hate us. Klansmen and Klanswomen throughout the nation are at work distributing literature, passing out cards, talking to friends and neighbors...always spreading the good news of white Christian revival...not because they hate you, but because they love you.

Our volunteer staff at the national office is committed to the unity of all white Christians. They work hard building The Knights into a true political party - always encouraging associates - reaching out to the undecided - not because they hate you, but because they love you.

The Knights is a love group not a hate group. We love America and the Christian foundation of our nation. We love our white brothers and sisters world wide and we recognize the contributions they have made to civilization. We also realize that our nation's future and in fact all white Christian civilization is in jeopardy.

Pastor Robb and The Knights need your support. We are here to unite our people and to raise a standard in the land. I hope you will carefully view this site with an open mind and consider what part you can play in bringing a message of hope and deliverance to our people. Let Pastor Robb know that you are a proud white Christian and that our cause is in your prayers. Together we can make a difference.

Sincerely,  
Rachel Pendergraft

## HATE PROPAGANDA: MARTIN LUTHER KING JR./CIVIL RIGHTS LIBRARY

[Attention Students: Try our MLK Pop Quiz](#)

Martin Luther King, Jr.  
A True Historical Examination

That night King retired to his room at the Willard Hotel. There FBI bugs reportedly picked up 14 hours of party chatter, the clinking of glasses and the sounds of illicit sex - including King's cries of "I'm f--ing for God" and "I'm not a Negro tonight!"

Newsweek Magazine  
January 19, 1998  
Page 62



**Historical Writings**  
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**Truth About King**  
Who He Fought and Fought For

**Death of the Dream**  
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**The King Holiday**  
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The Life and Work of King

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[Watch the new Martin Luther King Educational Video](#)

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**Bring the Dream to life in your town!**  
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**Civil Rights Library**

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Hosted by Stormfront

Web page accessed October 2010

## HATE PROPAGANDA: MARTIN LUTHER KING JR./CIVIL RIGHTS LIBRARY

“Attention Students: Try Our Martin Luther King Pop Quiz” (accessed October 2010)

**How much do you really know?**

*Here’s a little MLK quiz to coincide with the upcoming MLK holiday. Enjoy!*

**Many Americans don’t know enough about MLK. After taking this quiz, you will see how little the schools, news media and political establishment have told you about the only American with his own holiday.**

1) Name the judge who has sealed King’s FBI surveillance file until the year 2027.

Answer: The Honorable John Lewis Smith, Jr.

2) According to whose 1989 biography did King spend his last night on earth in an adulterous liaison?

Answer: Reverend Ralph Abernathy. “And the Walls Came Tumbling Down”

3) According to whose 1989 biography did King spend his last morning on earth physically beating a woman?

Answer: Reverend Ralph Abernathy. “And the Walls Came Tumbling Down”

4) Who was the U.S. Attorney General who ordered the FBI to wiretap King?

Answer: Robert F. Kennedy

5) Who was the Assistant Director of the FBI who wrote a letter to Sen. John P. East (R-NC) describing King’s conduct of “orgiastic and adulterous escapades, some of which indicated that King could be bestial in his sexual abuse of women.”

Answer: Charles D. Brennan

6) Who called King a “hypocrite preacher.”

Answer: President Lyndon B. Johnson

7) What U.S. newspaper reported that King had plagiarized his doctoral thesis at Boston University.

Answer: The Wall Street Journal

8) Whom did King plagiarize in more than 50 complete sentences in his doctoral thesis?

Answer: Dr. Jack Boozer

9) Who was the Chairman of the National Endowment for the Humanities who purposely suppressed knowledge of King's plagiarism of his doctoral thesis?

Answer: Lynne Cheney, wife of Vice President Richard Cheney

10) What was Martin Luther King's real name?

Answer: Michael King, Jr. In 1935 his father, Michael King, declared to his congregation that he would henceforth be known as Martin Luther King and his son would be known as Martin Luther King, Jr.

11) In his first public sermon at the Ebenezer Baptist Church in 1947 who did King plagiarize?

Answer: Harry Emerson Fosdick

12) Name the man who served as King's personal secretary from 1955 to 1960, had joined the Young Communists League at New York City College in 1936, went to prison for draft evasion in 1944, and in 1953 was sentenced to 60 days in jail in California "lewd vagrancy and homosexual perversion."

Answer: Bayard Rustin

13) According to whom had King "privately described himself as a Marxist."

Answer: His biographer, David J. Garrow

14) Who edited King's book *Stride Toward Freedom*?

Answer: Communist Stanley Levison

15) Who made the following speech?

That's exactly what we mean-- from every mountain side, let freedom ring. Not only from the Green Mountains and White Mountains of Vermont and New Hampshire; not only from the Catskills of New York; but from the Ozarks in Arkansas, from Stone Mountain in Georgia, from the Blue Ridge Mountains of Virginia --let it ring not only for the minorities of the United States, but for the disinherited of all the earth—from every mountainside, LET FREEDOM RING!

Answer: Archibald Carey, 1952

**If you got no questions correct it means that you are exactly the kind of ignorant citizen your government desires.**

1-3 questions correct means you could be dangerous.

4-6 questions correct means you must read too much.

7-10 questions correct means you must value historical correctness instead of political correctness. Congratulations!!

11 or more questions correct means you've been reading this website and learned the truth.

Now it's up to you to tell others the truth.

# HATE PROPAGANDA: NATIONAL ALLIANCE

**The National Alliance**  
Toward a New Consciousness; a New Order; a New People

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Especially helpful for frequent visitors, this section informs you of the latest updates to this site.

**White Schools, White Excellence, True Potential**  
by *Erich Gliebe*  
Broadcast Date: September 25th, 2010  
MP3 Audio

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Web page accessed October 2010

## HATE PROPAGANDA: NATIONAL ALLIANCE

Excerpted from “National Alliance Goals” (accessed October 2010)

### *White Living Space*

In spiritually healthier times our ancestors took as theirs those parts of the world suited by climate and terrain to our race: in particular, all of Europe and the temperate zones of the Americas, not to mention Australia and the southern tip of Africa. This was our living area and our breeding area, and it must be so again. After the sickness of “multiculturalism,” which is destroying America, Britain, and every other Aryan nation in which it is being promoted, has been swept away, we must again have a racially clean area of the earth for the further development of our people. We must have White schools, White residential neighborhoods and recreation areas, White workplaces, White farms and countryside. We must have no non-Whites in our living space, and we must have open space around us for expansion.

We will do whatever is necessary to achieve this White living space and to keep it White. We will not be deterred by the difficulty or temporary unpleasantness involved, because we realize that it is absolutely necessary for our racial survival. The long-term demographic trend toward a darker world, which the disastrous policies of the last century have caused, must not only be halted; it must be reversed.

### *An Aryan Society*

We must have new societies throughout the White world which are based on Aryan values and are compatible with the Aryan nature. We do not need to homogenize the White world: there will be room for Germanic societies, Celtic societies, Slavic societies, Baltic societies, and so on, each with its own roots, traditions, and language. What we must have, however, is a thorough rooting out of Semitic and other non-Aryan values and customs everywhere. We must once again provide the sort of social and spiritual environment in which our own nature can express itself in music, in art and architecture, in literature, in philosophy and scholarship, in the mass media, and in the life-styles of the people.

In specific terms, this means a society in which young men and women gather to revel with polkas or waltzes, reels or jigs, or any other White dances, but never to undulate or jerk to negroid jazz or rock rhythms. It means pop music without Barry Manilow and art galleries without Marc Chagall. It means films in which the appearance of any non-White face on the screen is a sure sign that what’s being shown is either archival newsreel footage or a historical drama about the bad, old days. It means neighborhoods, schools, work groups, and universities in which there is a feeling of family and comradeship, of a shared heritage and a shared destiny. It means a sense of rootedness, which in turn engenders a sense of responsibility and energizes a moral compass, so that people once again know instinctively what is wholesome and natural and what is degenerate and alien. It means spiritual feeling coming from the soul and unencumbered by superstition or dogma, soaring free and reaching far above today’s priest-ridden, church-bound spirituality.

### *A New Educational System*

A proper educational system serves three purposes: it passes a people’s cultural, intellectual, and spiritual heritage from generation to generation; it teaches skills and techniques; and it guides the character development of individuals from childhood to adulthood. The first purpose is served by teaching facts and ideas: language, history, science, ethics, and so on.

The second purpose is served by teaching the child or young adult how to do things which will be useful to himself and/or society: how to play a musical instrument, how to weld, how to manage a business, how to type, how to repair a motor vehicle, how to fight with and without weapons, how to draw, how to swim, how to raise children, how to grow food, how to build a house.

The third purpose is served by challenging, testing, conditioning: by forcing the child to exercise his will, to discipline himself, to endure discomfort, to make plans and carry them out, to overcome fears, to accept responsibility, to be truthful, and generally to develop and strengthen those traits of character valued by a healthy Aryan society.

The present educational system in America completely neglects the third purpose and does poorly with the first two, even in those fortunate areas not yet encumbered with an appreciable "multicultural" contingent. The most important reason for its poor performance is that it has lost any clear understanding of purpose. In order to pass on a people's cultural, intellectual, and spiritual heritage, it must first know the answer to the question: *Which* people's heritage? Today such a question is Politically Incorrect and therefore not admissible.

Even half a century ago, before it became Politically Incorrect to understand that the heritage to be passed on is European, there was no depth of purpose. The *reason* for passing on the European heritage is not just to help young people qualify for higher-paid employment or become better dinner-table conversationalists. It is to instill in them a consciousness of what it means to be European -- a race consciousness -- and thereby to make racial patriots of them. Facts and ideas have a spiritual component, and this component must be emphasized in the educational process.

There certainly will be sexual and occupational specialization in the second area of educational activity, and sexual specialization in the third. Even in the first area, children undoubtedly will be separated according to ability: not every child needs to learn Greek and Latin and the infinitesimal calculus to acquire a feeling for his race and its ways. Nevertheless, a proper educational system should provide a common body of knowledge and understanding shared by everyone, so that every member of the society has a fully developed sense of peoplehood. The boy who aims at becoming a machinist should read Homer, at least in translation, and the boy who plans to teach literature should understand what it means to be a good welder, at least to the extent of trying his hand at it.

It is by pursuing the third purpose, however, that a new educational system will make the most radical contribution to Aryan society. Education that concerns itself with the development of the whole person and focuses as strongly on forming character as on imparting knowledge or teaching skills dates back to ancient Greece, and it enjoyed an all-too-brief revival earlier this century in National Socialist Germany, before being outlawed by the advocates of permissiveness. Today permissiveness rules throughout the Aryan world. "Education" is something which takes place only in designated buildings for a few hours on prescribed days, under conditions approaching chaos. Inside or outside these buildings, discipline is minimal. Children grow up in a world without standards of performance, without clear guidelines for behavior, without any strong source of authority. We see the products of this system all around us: too many weak, indecisive men and too many unfeminine women; a general lack of significant goals and self-confidence; a self-indulgent population without self-discipline or inner strength, restlessly seeking "happiness."

By ensuring that each child born to our race grows into the strongest, most capable, most responsible, and most conscious future citizen that his genes make possible, we will gain an enormous advantage over any race without such an educational system.

# HATE PROPAGANDA: NATIONAL SOCIALIST MOVEMENT

**National Socialist Movement**  
NSM HQ  
P.O. Box 13768  
Detroit, MI 48213  
Tel: 651-659-6307

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*"Putting Family, Race and Nation First while Fighting to Secure American Jobs, Manufacturing & Innovation"  
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[NSM to rally in Arizona! Nov. 13th! Be there!](#) (Internal Link)  
[Region 2 meeting - July 18, 2010 - After Action Report](#) (Internal Link)  
[Stand in the South: Knoxville - After Action Report + photos](#) (Internal Link)

**NSM March Against Illegal Immigration - Knoxville**

70 NSM members and approx. 30 supporters from various different organizations participated in the Stand in the South Campaign in Knoxville.

[The Party That Gives!](#) (Internal Link)

[Bulgaria joins the fight!](#) (External Link)  
[Israeli court releases racist rabbi](#) (External Link)  
[Illegal Immigrants hate America - Photo Report from AZ](#) (Internal Link)  
[National Socialism is for everyone!](#) (External Link)  
[Chicago assault victim returns home to Northern Ireland](#) (External Link)  
[Whitewashing Black Racism](#) (External Link)  
[While American Citizens are out of work and American families are struggling, the ultra leftwing gov is spending 15 million dollars of American tax money on non-sense. How many millions has the US given to the Ukraine killed by the USSR?](#) (External Link)  
[Ariz. gov: Most illegal immigrants smuggling drugs](#) (External Link)  
[His honor was true](#) (Internal Link)  
[Massacre at Sea - 19 killed as Israeli's target aid ship convoy](#) (External Link)  
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[Protesters, patriots clash at anti-racism rally](#) (External Link)  
[Dresden 2010](#) (Internal Link)

Web page accessed October 2010

## HATE PROPAGANDA: NATIONAL SOCIALIST MOVEMENT

“America's National Socialist Party” (accessed October 2010)

The National Socialist Movement (aka NSM88) is the largest **National Socialist Party** operating in the United States of America today. We are the political party for every patriotic American.

We co-operate and work with many like minded white nationalist groups and many others which are either National Socialist or at least, racially aware of our European heritage.

The NSM, America's National Socialist Party, is the largest and most active National Socialist party in America.

The NSM's core beliefs include: defending the rights of white people everywhere, preservation of our European culture and heritage, strengthening family values, economic self-sufficiency, and reform of illegal immigration policies, immediate withdrawal of our national military from an illegal Middle Eastern occupation and promotion of white separation.

The National Socialist Movement was founded in 1974 and saw membership surge under the leadership of the charismatic Jeff Schoep. Jeff Schoep has worked to implement a new direction for the Party which includes focusing on truly an American National Socialist Movement which will give Americans the choice of electing a Party to power which will take the best of both the Socialism and the Capitalism in order to create system that will stop the decay while bringing innovation, prosperity and security to our American Patriots! The current system is flawed as we currently have a system that works to dismantle the work that the other Party in previous power has established and the cycle goes around and around wasting billions of tax payer monies and brings progress to a virtual halt as the two major parties in power today spend all of their time bickering rather than agreeing to disagree when need be and putting country first!

In following our Family Values policies, Membership is open to non-Semitic heterosexual of European descent. If you really care for your heritage and for the future of your family, race and nation, fill out a Membership Application today.

If you are under the age of 18 please have your parents read about the Party Viking Youth Movement.

Are you Ready to stand up and fight for your family, race and nation? If not you, then who? If not now, then when?

Join Us Today!

*Destiny is not a matter of chance. It's a matter of choice. It is not a thing to be waited for, it is a thing to be achieved.*

by William B. Jennings

# HATE PROPAGANDA: WORLD CHURCH OF THE CREATOR/THE CREATIVITY MOVEMENT

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**In Klassen We Trust**

**NEW!**

Web page accessed October 2010

## HATE PROPAGANDA: WORLD CHURCH OF THE CREATOR/THE CREATIVITY MOVEMENT

Accessed October 2010

### **The Facts on White Racial Extinction**



#### **Interracial mixing**

- Between 1968 and 1989, children born to interracial parents increased from 1% of total births to 3.4%. By 2000, this number had more than doubled to 8%
- Carry that 8% forward a couple decades—eight times two is 16, two times 16 is 32, and two times 32. . . Couple this ominous trend with the fact that the White birth rate is now well below the replacement level and falling fast, and you see that use of the term extinction is not hyperbole.
- In California in 1998, 15.3% of the babies born were interracial and 72% of births were non-white. Almost 25% of marriages are interracial.
- “Mixed-race people will become an increasingly large percentage of the population.” said Mary Heim, assistant chief of the demographic research unit in the California Bureau of Finance. **“Eventually, nearly everyone will be multiracial.”**

#### **Conclusion:**

In the short term, the loss of a white majority will result in the loss of America's Euro-ethnic traditions, culture, and way of life. In the long run, the greatest race to ever walk the Earth is committing suicide. Around the year 2100, if the current intermarriage rates and birthrates continue, the White Race will become extinct.

#### **Solution:**

**The Creativity Movement** – Dedicated to the Survival, Advancement, and Expansion of Nature's Finest, the White Race.

## HATE PROPAGANDA: WORLD CHURCH OF THE CREATOR/THE CREATIVITY MOVEMENT

Accessed October 2010

# MISSING



## A Future for White Children

**Description: Blond, red, or brown hair, fair skin; innocent, inquisitive, intelligent, trusting personality. Corrupt politicians and minority special-interest groups have abducted her future. There will be no future for her in the Third World America that our nation's enemies are planning. Let us take back our country and make it great, clean, decent, and beautiful once again. For our children's sake. The men and women of the Creativity Movement want you to join in this great, patriotic effort.**

# HATE PROPAGANDA: THE ZUNDELSITE



[Contact the Zundelsite!](#)

Shame on Germany for their detested Holocaust Lobby Protection Paragraph imprisoning revisionist researchers for "thought crimes" ! -

Weg mit dem verabscheuten deutschen Gesetz zum Schutz der Holocaust-Lobby - mißbraucht zur Inhaftierung von Revisionisten wegen "Gedankenverbrechen" ! -

## ZUNDELSITE

Revisionist News: [English](#) and [German](#)

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### Think !!!



**!!! Travelers' Alert !!!**

**Germany's Holocaust Dogma Enforcers kidnap and imprison Holocaust Skeptics at the behest of the Zionist Lobby!**



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## HATE PROPAGANDA: THE ZUNDELSITE

“Holocaust Myth 101” (accessed October 2010)

This English document comes in eight parts. It is the original document on which the following translations are based. It summarizes the following eight Revisionist claims, broadly sketched:

PART I - The Holocaust is useful postwar propaganda that started as a systematic, insidious campaign during World War II as one of the tactics employed by moneyed interests to rally the troops and engage the world, specifically America, in what turned out to be, essentially, a fratricidal war.

PART II - There is no proof that the Holocaust, as depicted by the Holocaust Promotion Lobby and the highly politicized Hollywood industry, actually occurred.

PART III - The numbers of “Holocaust” victims are irresponsibly exaggerated.

PART IV - Official state policy towards the Jews in the Third Reich was emigration, not extermination.

PART V - Not a single document has been found with Hitler’s signature ordering the extermination of the Jews.

PART VI - Zyklon B was a fumigant. It wasn’t a practical agent for mass murder.

PART VII - Zyklon B was highly toxic. This being so, it would have been foolish and counterproductive to endanger Third Reich personnel engaged in allegedly pulling bodies from the execution chambers shortly after they were “gassed.”

PART VIII - American execution expert, Fred Leuchter, delivered a scientific break-through in proving that the so-called gas chambers at Auschwitz could not have been used for their alleged purpose.

## **BIBLIOGRAPHY: THE PROTOCOLS OF THE ELDERS OF ZION**

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Presents the history of the *Protocols* as researched and dissected in various international court cases. Uses expert testimonies, exhibits, materials and verdicts from the trials to demonstrate the complexity of the false accusations. Includes illustrations, bibliography and an index.

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Traces the *Protocols* from its origins as plagiarism and forgery through its development as modern conspiracy literature. Analyzes the *Protocols* as both a false conspiracy and as conspiracy theory literature.

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Summarizes the evidence that the *Protocols* were a forgery, including the results of the 1933 trials of Swiss Nazis in which the authenticity of the text was thoroughly debunked by the prosecution.

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Presents the findings and Congressional account declaring the *Protocols* an antisemitic forgery. Includes references to sources consulted and information reviewed by the Senate Subcommittee on Internal Security.

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Presents three essays by a prominent scholar in which the author summarizes the evidence that the *Protocols* was a forged tract.

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<http://www.ushmm.org/research/library/bibliography/index.php?content=antisemitism> (accessed October 2010).