**HB 1153-FN - AS INTRODUCED**

2024 SESSION

24-2154
02/05

HOUSE BILL ***1153-FN***

AN ACT relative to mandatory and elective public school curricula.

SPONSORS: Rep. Belcher, Carr. 4; Rep. Panek, Hills. 1

COMMITTEE: Education

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ANALYSIS

This bill requires mandatory "anti-communist" curricula and establishes elective curricula for public schools.

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Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

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STATE OF NEW HAMPSHIRE

*In the Year of Our Lord Two Thousand Twenty Four*

AN ACT relative to mandatory and elective public school curricula.

*Be it Enacted by the Senate and House of Representatives in General Court convened:*

1 New Paragraph; Instruction in Anti-Communism. Amend RSA 189:11 by inserting after paragraph I-c the following new paragraph:

I-d. A school district shall develop and offer anti-communism courses, which shall include instruction in the following areas:

(a) Middle school mandatory curriculum: a course of study on the connection between capitalism, socialism and communism, including the following:

(1) "Communism" and "Socialism" are all part of the same ideology and a person who is a "Communist" is also, necessarily, a "Socialist." "Socialism" was Marx's prophesied Stage 5 of "Scientific" History wherein the government must force people to be the same and equal until, according to the theory, it becomes human nature. Once it becomes human nature, and "Socialist Man" is achieved, Stage 6 of History, "Communism," has been achieved. Communism cannot be achieved, though, because it is a cult prophesy that goes against nature.

(2) "Capitalism" is what Socialists called Stage 4 of History, which they wrongly believe will naturally undergo revolution into Socialism. "Capitalism" is a caricature of free market economics, but due to confusion was adopted widely by free-market champions as a synonym, though it is not.

(3) Study will review the theorized 6 stages of history as described by Marx with a particular emphasis on the "revolution" necessary between stages 4 and 5, and the use of violent coercive state force in stage 5, including historical precedents such as the Kulaks.

(4) Course of study on the book Abuse of Language, Abuse of Power by Josef Pieper, including philosophy of communication vs. deception and creation of "pseudorealities" through misinformation – relate to the movie "The Matrix" as a metaphor for a "pseudoreality." Specifically that false information conveyed not to inform the hearer, but to confuse or control them, is dangerous, and shifts the perspective of the hearer away from reality such that reality slowly becomes incomprehensible.

(5) Course of study on the book Animal Farm by George Orwell, including on the nature of Communism and "equity" as forcing "sameness" through violence and threat," on the tendency for people to experience normalcy bias ignoring warning signs of dangerous Communist political movements until it's too late, and the use of censorship and terms such as "conspiracy theory" to delegitimize people and ideas that may be true and honest.

(6) Course of study on the Soviet and FBI archives of Project Venona, including the "Red Scare," Venona documents, and Bella Dodd testimony that largely vindicated Senator McCarthy, and laid bare the broad scope of Communist infiltration of the US government and institutions, and the FDR administration. Further, that the history of "McCarthyism" as a "witch hunt" was a Communist-and-sympathizer driven disinformation operation aimed to discredit the Senator, and the anti-Communism movement broadly, and to stymie the attempt to root out Communists in powerful positions.

(7) Course of study on Gramci, including The Prison Notebooks on "war of position," or institutional capture via counter-hegemony, and gradual institutional takeover of the "long march" to affect Communist revolution.

(8) Course of study on the Chinese Cultural Revolution, including how Communist radicalized students rose up to demand revolution and attacked adults with state sanction, including family. The five reds and five black categories of "oppressor" or "oppressed" of the cultural revolution, the efforts to destroy all existing culture, and the millions killed by mobs, and social struggle sessions shall be included.

(9) Course of study on the book Thought Reform and the Psychology of Totalism by Robert Jay Lifton, including selected readings from the book focusing on the tendency for the psychologically abused to blame themselves, the Communist application of the psychological abuse principle known as DARVO (Deny, Attack, Reverse Victim and Offender), and summary of the book in audio format by Dr. James Lindsay of New Discourses Podcast.

(10) Course of study on the Institute for Social Research (Frankfurt School), including the advent of neo-Marxism as a retooled Communist ideology after Marx's failed prophesy of proletariat uprisings. Herbert Marcuse, the concepts of "critical consciousness," and "repressive tolerance," the transition of pseudo-economic Marxism to identity-based Marxism, and the targeting of black Americans by the Communist International (ComIntern) and Frankfurt School to stoke racial hatred and black separatism – including Soviet plans for a separatist ethnonationalist black "Socialist republic" in southeast America to be overseen by Soviet apparatchiks.

(11) Course of study on the historical transition from the "Science" of alchemy to modern scientific methodologies, including that the principles of modern science as falsifiability, reproducibility, and testing of theorems run contrary to Alchemy as being primarily about a predetermined (prophesied) outcome, and making human understanding fit within that frame. Emphasis on the nature of Hermetic Alchemy and associated metaphysics, and efforts to corrupt modern science with alchemy.

(b) High school mandatory curriculum, including the following:

(1) Freshman year course of study on defected Soviet KGB agent Yuri Bezmenov, including the Soviet program of "demoralization," the concept of rendering people without discernment and intellectual defenses, and the concept of Mass Formation Psychosis. Study should

include interviews with Bezmenov, and brief history of the Soviet and ComIntern ideological subversion campaigns.

(2) Freshman year course of study on the eugenics movement championed by early American Hegelians and New Age Alchemists including the coerced or forcible sterilization and abortion of many based in New Age concepts of "soul quality," and deficits of "quality souls" compared to reproductive rates. Welfare programs designed to break the family unit, and particularly the work of Cloward-Pliven strategies. Planned Parenthood founded as an anti-black eugenics organization by New Age eugenicist and racist Margaret Sanger, who believed blacks to be a lesser race unable to contribute towards achieving the Age of Aquarius. Overview of the false historical allegations that "Jews" are behind Marxism or Communism, that disposition towards Communist ideology is a human universal, as all people experience the oppression of nature and are therefore vulnerable, and that the Marxist cult beliefs parasitized sects of Judaism like it does all other belief systems.

(3) Sophomore year course of study reviewing selected readings from the book The Critical Turn in Education: From Marxist Critique to Poststructuralist Feminism to Critical Theories of Race, by Isaac Gottesman, including the infiltration of American colleges of education by radical Marxists in the 1960s onward, and the shift in training and curriculum towards Marxism. The influence and current prevalence of Brazilian Marxist Paulo Friere, and his works including Pedagogy of the Oppressed, and Politics of Education within American colleges of education.

(4) Junior year course of study on the publication Unrestricted Warfare, the Chinese Communist Party war doctrine against America, including selected readings identifying America as vulnerable to ideological subversion and political warfare paradigms. Selected readings, drawing from other resources where necessary, to identify the ruthlessness of the Chinese Communist Party's war doctrine against America, including the desirability of training Chinese children to be willing to murder women and children, to commit genocide, and to dominate the whole globe – including the American heartland.

(5) Junior year course of study on the German idealist philosopher Hegel, including the "Hegelian dialectic," from the alchemical origins of Hermeticism to the weaponized Problem-Reaction-Solution formulation of political warfare. The movement of "Young Hegelians" and "Old Hegelians," which spread this Historicist ideology around the world, including to avowed "Hegelian" thinkers Karl Marx, Woodrow Wilson, John Dewey, Franklin Delano Roosevelt, and so on.

(6) Senior year course of study on selected readings from the book Bloodlands: Europe Between Hitler and Stalin, by Timothy D. Snyder, including the atrocities of the Soviets in their march through Eastern Europe. Study should incorporate audio and video resources including portions of historian Darryl Cooper's MartyrMade podcast, episode 19: The Anti-Humans. Senior year viewing of film Mr. Jones, 2019, a historical thriller documenting the history of the Holodomor forced famine of Ukrainian "Kulaks" by Stalin.

(c) Electives offered to all students at the high school level (to be offered at minimum in alternating years):

(1) Political Warfare 101, a deeper study into the concepts of political warfare, including:

(i) "Active measures," the entire political warfare practice of actively subverting the opposition, including disinformation, demoralization, counter-hegemony and counter-state operations, co-opting persons and organizations, and compromising and turning enemy agents.

(ii) "Reification," the social science concept of bolstering a presupposition by adoption of the framework, usually done when attempting to argue against an item at face-value that was intended for the purpose of reifying some other concept.

(iii) "Entryism," or the Marxist political warfare tactic of infiltrating an organization or institution,

and utilizing the internal control mechanisms (such as hiring and firing) to bring in more Marxists and expel anti-Communists.

(iv) "Counter-hegemony," the Marxist practice outlined by Gramci whereby organizations are infiltrated, and then overtaken by Marxists by becoming the most intractable and critical group within the organization, in order to capture the organization towards revolutionary ends.

(v) "Dialectical inversion," or the Marxist practice of inverting concepts by changing the framing, usually by obfuscating between oppression imposed by man and that imposed by nature, and blaming their opposition for natural phenomena and oppression in order to cast them as the villain and demand more power or resources.

(vi) "Good trouble" and "beautiful trouble," as the political warfare concepts named by Marxists for direct action, protest, and other street-level operations and provocations.

(vii) "Framing," as the psychological practice of adopting the point of view of the "oppressed," see also "critical consciousness."

(viii) "Mass lines," as the Maoist political warfare doctrine of developing narratives and operational or information preparation of the environment such that seemingly random events are provoked at correct times and turned into mass social movements.

(ix) "Metaphysics," and "presuppositions," as the beliefs people hold that precede logic – those items taken as true on their face – as the foremost location for attack by Communist ideology, and the smuggling of Marxian metaphysics under the false banner of "science."

(x) "Epistemology," theories of knowledge, the logical fallacy of legitimation by paralogy (appeals to experts, bandwagon, authority, etc), the Socratic and scientific method, and methodology of scientific studies.

(xi) "Pedagogy," the methodologies of teaching, and the capture of pedagogy by Marxian methodologies.

(xii) "Disinformation," as the information warfare tactic of deceit, and also as the delegitimation tactic of the label "disinformation" given by political warfare operators.

(xiii) How all these concepts relate to political and information warfare with a particular focus on Maoist doctrine. Study should draw significantly from materials from Unconstrained Analytics' intelligence products, New Discourses articles and podcasts, Saul Alinsky's "Rules for Radicals" and the updated Marxist political warfare strategy guide "Beautiful Trouble.

(2) Political Warfare 102, a study on the history of political and ideological warfare, including:

(i) Occultism and secret societies from Plato's writings to New Age Theosophy and Madam Blavatsky, Hermeticism and Gnosticism, the Eleusinian Mysteries and other cult initiation rites.

(ii) Cult inner circles and intelligence agencies, mutually assured destruction through rites involving perversion and blackmail with an emphasis on the historic use of children as a sexual "honeypot" for blackmail materials: the Kincora boys' home in Northern Ireland run by British intelligence; Western intelligence agencies' links to the private island of Jeffery Epstein. Such use of children dating back to Plato, as discussed in his Symposium, and continuing through the modern era, from Herbert Marcuse's Eros and Civilization, "the road to higher culture leads through the true love of boys."

(iii) The "dialectic" as used by powerful people and organizations as a weapon through an engineered "problem," and shaping the "reaction" through cultural means, to achieve a desired outcome "solution."

(iv) Study should draw significantly from materials from Unconstrained Analytics, New Discourses Sovereign Nations, and Derryl Cooper's MartyrMade Podcast 3-episode series on Jeffery Epstein.

2 Effective Date. This act shall take effect 60 days after its passage.

LBA
24-2154
10/20/23

**HB 1153-FN- FISCAL NOTE**
**AS INTRODUCED**

AN ACT relative to mandatory and elective public school curricula.

**FISCAL IMPACT: [ ] State [ ] County [X] Local [ ] None**

| Estimated Political Subdivision Impact - Increase / (Decrease) | | | | |
|---|---|---|---|---|
| | **FY 2024** | **FY 2025** | **FY 2026** | **FY 2027** |
| **Local Revenue** | $0 | $0 | $0 | $0 |
| **Local Expenditures** | $0 | Indeterminable Increase | Indeterminable Increase | Indeterminable Increase |

**METHODOLOGY:**

This bill requires mandatory "anti-communist" curricula, and establishes elective curricula, for public schools. The Department of Education states expenditures for local school districts will increase to acquire materials and implement the content required by this bill. The Department states the curriculum can range anywhere from $10,000, for smaller districts with small student populations, up to $1,000,000 for larger districts with multiple schools and larger student populations. Costs would also vary depending on whether a district already has related curriculum materials. Ultimately, costs per district will vary and overall statewide cost is indeterminable.

**AGENCIES CONTACTED:**

Department of Education