



A CLEAR CHANNEL TO PROMOTE ARMENIAN DECEPTION TO AMERICA AND THE QUESTION OF ARMENIA AS A PAWN OF RUSSIAN GEOPOLITICAL DESIRES:

Let their words, and their actions reveal the truth.



[DATE]

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In 1959, I was a teacher of biology and newly married to Lorraine "Pfeifer" McKay (Lorry). In late August of that year we set sail for Istanbul, Turkey from Manhattan aboard the USS Constitution. Our parents were waving to us from the docks with tears in their eyes. It was the last we would see each other for several years.

Our destination was a small distant town in Southern Turkey called Tarsus. This small town then, foreign to us, is known for being the birthplace of Christ's associate, St. Paul. The Saint's fame and deeds are well documented in his biblical letters to the Corinthians and to the Ephesians. Having been with Christ, Paul's words incorporated a message of love to all of humanity.

Both Lorry and I are the children of hard-working middle-class parents. I believe we were an extension of their dreams. Through their labors and sacrifices we graduated from the State University with a level of education that had, due to the great depression and WWI, not been available to them.

In 1959 educators of any type were, by today's standards, poorly paid. It was our thought that we probably would never be able to afford the luxury of world travel, nor the opportunity to experience new cultures. How wrong we were!

Both of us had been active as lay members of our church. One member of our church, Dr. Ford Battles was a well-known Calvin Scholar and professor at the Hartford Seminary. He suggested we might explore the possibilities of teaching abroad in one of the church's mission schools eg. In the Philippines.

The idea finally dawned on us that teaching in one of the hundreds of church schools might provide us the opportunity for world travel and adventure we had heretofore thought impossible.

After months of interviews we were actually chosen to work for the overseas branch of the Protestant Congregational Church called "The American Board of Commissions for Foreign Missions" ("the Board or ABCFM"). At that the time the "Board" had over eight hundred employees scattered all across the world.

These ABCFM workers formed a huge network creating hospitals, schools and agricultural institutions.

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The school Lorry and I contracted to teach at was not in the Philippines, but in Tarsus, Turkey: a small school called Tarsus American College, (TAC).

While our journey was exciting, we knew very little about Tarsus American College nor of Turkish students. We did know that the school was very well respected in the Turkish community and that it had been founded in the early 1800's.

Prior to WWI there had been more than 300 academies similar to TAC as well as numerous medical practices such as the Gaziantep Hospital (GH). In 1959 and since WWI only four educational institutions remained and one hospital (GH). Two of the 4 schools were for women: Izmir Girls College, and Uskudar Girl's College. The two boy's schools were in Talas and Tarsus.

Prior to WWI the "ABCFM" schools taught primarily Christian Turks eg. Armenian, Greek and other Christian ethnic groups in accordance with Ottoman educational law.

After WWI Turkish law had created different policies which set parameters on who and what could be taught in the "ABCFM" schools: Christian supported schools thereafter taught mostly Turkish students whose families were Muslim.

During the pre-WWI period the "ABCFM" schools flourished, but not always without some pain. Like Ottoman society, elderly Armenians often expected a compliant younger generation. The elders were a product of the status quo.

The educational institutions of the "ABCFM" were different because they brought the latest concepts in education from New England, USA which taught critical thinking and exploration of thought. Thus, without meaning any harm, the younger well-educated Armenian youth questioned the authority of static ideas held by their elders. The friction of new ideas was often difficult for the elders to accept and at times interrupted the new "ABCFM" schools; at times science and religion may seemed to conflict.

We, being interested in our schools, began to ask what was it about the roots of Congregationalism that created a strong interest in an inquiring form of education, and what affects did it have on Turkey?

Historically the Congregationalists were the Pilgrims. They were the persons who had fled Europe to go to America for religious freedom. They did not believe the Roman

Catholic Pope should be the interpreter of God's words as found in the Bible. They believed that an educated person should be able to read the bible, in their own language and that they themselves should be able to personally determine the book's meaning.

To reach these goals they established great universities such as Yale, Harvard, Dartmouth, Princeton, Brown, Cornell, And Columbia, etc: which are today called the Ivy League Schools. Today, these schools continue to be among the best schools in the U.S.A.

We now see that there were two eras of education that the "ABCFM" functioned under; Pre WWI and Post WWI. The former was under Ottoman Rule and the latter under Turkish rule.

The schools that operated during the Turkish era were influenced by recommendations made to the Turkish government by one of America's most prominent educators: Professor John Dewey of Columbia University circa 1923. His recommendations which mirrored the critical thinking model of education already being used in all "ABCFM" schools: lent credence to their curriculums and Turkish acceptance.

In 1959 Tarsus American College taught:

1. Only Turkish students
2. The student body was of boys and young men
3. Islam was the only religion taught
 - a) The required religious course was taught by a certified Islamic Teacher (Hodja) in Turkish
4. Turkish cultural courses such as literature and history were only taught in Turkish by a Turkish person.
5. Turkish Military was taught in Turkish by a Turkish Military Officer.
6. Admissions to "ABCFM" schools were strictly controlled by a difficult entry examination. Past grades, social status and politics did not help a student gain admission.
7. English as a second language was required of all students.
 - a) English was taught primarily by native speaking Americans.
8. Sciences such as Physics and Biology were all in English and taught by "ABCFM" appointees.

9. As in the first job description of “ABCFM” teachers the job description was to do good.

As a young man my thoughts were not of the past. I was living and reacting to the present. Before my eyes we were seeing a country in transition...one blooming onto the world stage. The alumni of the “ABCFM” schools had gained the language ability and educational skills to be an instrumental part of Turkey's transition into the Modern Republic of Turkey. The young men and women from the “ABCFM” schools were becoming Ambassadors, Ministers of State, Professors, Pharmacists, Military Officers and Business Leaders.

Over time Lorry and I began to absorb some of the Anatolian Plains' history. Many civilizations have come and gone: Stone age man, Hittites, Greeks, Romans, Selcuk/Ottomans and Arabs to name just a few.

In the modern era of Turkey, the “ABCFM” schools have had a very close relationship with the Turkish people, primarily Islamic. Just prior to WWI and during the war, the schools were closely aligned with Ottoman citizens who were not Muslim.

In this chapter we are focusing on the Ottoman Armenian population due to the entanglement of “ABCFM” schools with the Ottoman Armenian community. Overlaying this situation are: claims by Armenians of genocide and representations that they were victims of the Ottoman government's cruelty.

At the other side of the ledger are documents and records that show a different picture. By the end of WWI, the country of Turkey was in shambles. The “Green Cross” (Equivalent to the American Red Cross) estimated that one third of the country had died of war, starvation or disease. The old government ceased to exist, chaos was everywhere, food supply chains were broken and there was no currency.

So, we begin to see two sides of the same story. European countries wanted to dismantle all that was left of the Ottomans and beat them into submission. Worse than this abuse these countries sought to divide the Ottoman Territories for themselves or as was done in the Arabic sections of the Ottoman Empire: Create geographic regions which they could control to extract oil. Those actively seeking gain for themselves included: England, France, Italy, Greece, Armenians and Russians. After WWI and in the southern/Arabic area of the Ottoman Empire, the British created artificial boundaries for new countries—Syria, Iraq, Iran, Lebanon, Jordan, etc.: some ethnic groups get more than they deserved, some less and others none. Today, current conflicts and

wars in the Middle East may be attributable to these somewhat arbitrary and momentous decisions.

The enemies of Turkey encircled the country creating a ring of fire, death and destruction: Winston Churchill had a fleet of ships sailing up the Dardanelles? to conquer Constantinople (Istanbul) in the Levent, the French were bombarding the southern shores. Tarsus American college to this day has a large window to replace an opening created by a French bombardment where a shell had hit Stickler Hall.

As Terrorists, within the Ottoman Empire, Arrmenians were cutting Ottoman telegraph communications, blowing up bridges, attacking villages and conspiring with Russia under the leadership of Hovannes Katchazmnoreni? (HK). HK had aligned with Russia because they promised an autonomous area to form an Armenia where one had for over 800 years never existed; neither during any of the Selchuk nor Ottoman reigns. With such bold promises Armenians also joined the Russian army to attack the Ottoman Northeastern areas of Anatolia.

Recognized by all countries as one of the greatest leaders of his time, Mustafa Kemal Ataturk played a major role in repelling the European invaders. He and the Turkish people rallied and either defeated the invading countries or made treaties of peace which saved the Anatolian Peninsula and a small portion of Europe butting Istanbul for what in 1923 would become the Republic of Turkey.

During the pre 1923 era scholars and instructors/ teachers give little attention to the treachery, not only of the Europeans but most particularly, the Armenians. The usual narrative is that "Turks" unfairly had a government policy to kill and slaughter the Armenians of Ottoman Turkey. Today, due to Armenian political lobbying, there is even a louder voice saying Armenians were killed in an Ottoman policy of Armenian genocide. The same proclaimers of genocide, when given the chance, have never proven their case in any court of law where evidence could be subject to impartial scrutiny.

I would not be writing this chapter if there was direct information available to me in support of these brazen Armenian claims.

As in WWII Germany, ghettos and places of congregation would be ideal places for government military forces to pick up Armenians for execution. Had there been such a policy "ABCFM" schools would have met that criteria well: as there were huge Armenian student bodies and a network connecting the students to their families.

To my knowledge no "ABCFM" schools were ever used as a "pick up" spot to capture and murder Armenians.

WWI demolished the Turks: almost into oblivion. Yes, while the country was being ravaged there was an Ottoman military presence in Tarsus, Adana and Mersin.

Non combatants often became refugees, and Armenian refugees, by the thousands sought refuge within the bounds of TAC's strong stone walls and supportive mission teachers.

Picturing this situation it would be easy to conclude that the Ottoman soldiers would find it easy to gather up the Armenians so conveniently clustered together at TAC...and then; murder them as those who claim the government would do. Rhetorically why would murderers on a mass scale waste their time tracking down one Armenian at a time when thousands of Armenians could have easily been "picked-off" at TAC in one day.

The good news is that the Ottoman soldiers did not enter the TAC campus nor did they kill the Armenian refugees. The Ottomans for whatever reason acted nobly and actually supplied food to the poor Armenians. Ottoman charitable actions in conjunction with Armenian documents and events of the period provide absolute proof that the Ottoman military was busy fighting the enemy and had no ethnic cleansing policies.

Through reports of a student at the Izmir Girl's School to her parents it was told that some Armenian businessmen did not support the terrorist activities of HK. Unfortunately if they did not donate cash to the terrorist cause, their businesses were blown up.

Looking back no one can ever rejoice over human suffering. However, the allegations of genocide may be more insidious and of greater importance than any reader may first conceive.

We know Russia created a place for Armenians between the countries of Turkey and Georgia. There was approximately 7 million Armenians living under strict KGB surveillance and rule. The harshness and poverty of Russia was not pleasant. In recent years about half of the population left Armenia; many escaping back to Turkey. Armenia today is only about the size of Connecticut.

Next door to Armenia is the oil rich country of Azerbaijan. It would not have been possible for Armenia, without Russian support to raid Azerbaijan. (Azerbaijan has since regained most of its territory through military action.)

Not far away is the Ukraine: today it is partially occupied by the Russian military.

A few years ago Russia "saber rattled" the Country of Georgia by marching into the capital city of Tbilisi.

Words are almost meaningless compared to actions taken. However, in 2022 one must ask, " who benefits by the words of genocide ", when none were uttered in 1923.

This chapter is a warning to all who embrace the concept of an Armenian genocide. Not a threat, but a warning to think about Russia's motivations and Russia's documented past and present activities in the area. Russia, unlike, the U.S., covets territories of it's neighbors.

A legitimate charge of genocide could threaten Turkish borders, reparations and scorn from its allies. False claims are political weapons which could threaten alliances, create riots and other destabilizing events. Think about the repercussion of Western countries shunning Turkey. Think about the economic weakening of a NATO alliance which is at the strategic crossroad of the Middle East. Genocide is, I believe, an attempt to weaken Turkey and NATO and the wedge for Russia to gain political power and or gain access to the oceans?

Later, from the words of Armenians themselves, I conclude, as they do, that Armenia now, as in the past is and has been a pawn of Russia. There never was a genocide of Armenians nor any Ottoman genocide policy found: verbally or in writing, to exterminate Armenians. At best, from the Armenian point of view they fomented terrorism as the pawns of Russia in the hope gaining an Armenian homeland...a homeland that had never existed for at least 800 years.

Since my days as a young instructor I have become 85 years of age and the Turkish Republic is approaching its 100th birthday. Because of my relationship to TAC I have attended international conferences on the subject of Armenian genocide and created an extensive library. I've observed scholars and politicians (the latter usually for votes) jump into the "genocide game". Scholars may contribute a tidbit or two, perhaps to establish a point of view or gain some sort of a grant. In some cases their words may be helpful in the search for truth. But, as I referenced earlier the words of the

Armenians themselves exonerate the Ottoman's completely as do other first hand person accounts.

Not only was HK a leader of the Armenian military "Terrorist" group known as DASHNAGTZOUJUM but when his efforts failed he became the FIRST PRIME MINISTER of the Independent Armenian Republic in Russia. HK's report to the official convention of the DASHNAGZOUTIAN Convention was held in Bucharest in 1923.

Katchaznouni's report completely obliterates any claims of genocide and documents Armenians' failure to overthrow the Ottoman Empire. He is saddened by having been exploited by Russia and realized the oppressive life that Armenians will henceforth experience at the hands of Russia.

This small report of HK's explodes the false claims of genocide (research it at ISBN 975-343-453-7 under the title: Hovhannes Katchaznouni, DASHNAGTZOUTIUM HAS NOTHING TO DO ANYMORE. (Report submitted to the 1923 Party Convention) and may supersede all discussions about genocide.

This tiny Armenian report, now printed in Turkish and English was so detrimental to Armenian political views being lobbied that Armenians began to collect and destroy every copy of HK's speech that they could find: the report was banned in Armenia.

One of the very few copies left was discovered in the Lenin Library of Moscow.

Others who have debunked Armenian false claims include:

1. Admiral Bristol. During WWI he commanded the 6th Fleet in the Mediterranean Sea. Much of the sixth fleet's time was spent transporting refugees to safe ports. Additionally the Honorable Admiral Bristol became the First Ambassador dispatched to the new Republic of Turkey.
2. A British Tribunal was organized at Armenian insistence to convict Ottoman Military Officers of War Crimes—None were found guilty.
3. Transcribed recording of Seaman 2nd Class Arthur Pfeifer. Art Pfeifer is my wife Lorry's Dad. He enlisted under the legal age into the U.S. Navy in 1918. He signed onto the U.S. Whipple, a destroyer in the 6th Fleet. There were 6 ships in each division and he was part of a 4 man gunnery crew. His home port was Constantinople. "...if the Bolsheviks were going to capture a port, our local ship would wire us and we would go to that port and take refugees out of Russia... according to the ship's log. By 1920 110,000 Russians had been recovered drifting in the Black Sea. We picked up one barge with 400 people who had

nothing but Vodka to drink... Our travels took us to Samsun, Trabzon, Batun and Sevastapol. I smuggled one refugee who didn't have the proper papers to Constantinople by hiding her in the paint locker." The Sixth Fleet was also used in getting the Greeks out of Turkey. One of the ships, called the Edsel, evacuated Aristotle Onassis.

We spent a lot of time in Beirut...the Admiral's ship was the Scorpion. We stayed in many ports, usually for a month at a time spending some of the time with local women and bars.

Note: I have spoken with my father-in-law many times. As seen from a portion of his recorded and transcribed story he was directly involved and knowledgeable about the work of the 6th Fleet and in the processing and providing safety of refugees. Also he provided information that he never hesitated to go ashore, party and meet people. In all of his discussions he never mentioned a genocide or slaughter of Armenians. Art Pfeifer was the type of straight talking person who would have talked about genocide in very blunt terms if such deplorable murders were happening. He loved the Turkish people and was about to sign up again when he learned the fleet was headed to Constantinople. Only his mother's pleadings for his returning back home swayed him to leave the navy.

4. Many other Americans and many others too numerous to list here.

AFBFM Christian supported medical and educational institutions have been part of the Anatolian area of the Ottoman Territories for over two hundred years. The institution I was involved with grew and changed as the political and social events around them changed.

During WWI many Armenians went to the Russian Armenia, fled or were relocated to the southern part of the Ottoman Empire, or migrated to other countries. The Congregational churches of the USA were of course very supportive of Armenians migrating to the U.S.A. Thus, even though people like Winston Churchill were lauding the leadership accomplishments of Mustapha Kemal, and publications like the National Geographic were featuring him on the front page of their publications very little was being heard of the damages inflicted on the Turkish people by the Armenians and other foreign countries.

Consequently and very relevant to the educational mandates required by the Turkish government, the ABCFM Congregational schools could not avoid having a close relationship with a large part of the indigenous Armenian population. The natural result

was that the tragedies of war experienced by Armenians were explained to Americans through the churches all across America (particularly New England) and these stories eventually seeped into schools.

In 1923 while Armenians were sharing their side of history in America the "old Ottomans" were at home. They themselves had banished the old government and were creating the new and modern Republic of Turkey. War had destroyed the country's energy: There was no time nor venue to talk about past events, traumatic as they were.

The Ottoman/Turkish side of history was left in the past; generally becoming unknown and today of little interest to the average person. New generations think they have their own problems and continue the age old quest for new opportunity...ignorant that the past is shaping their quest.

We spent years within the ABCFM-TAC educational environment. Our three children were born in Turkey. While at the ABCFM/TAC church related school, and along the way we began to study and learn the interrelationships of Armenia and ABCFM schools.

My conclusions are that;

1. The Armenian claims of Genocide are false
2. The support of Armenian claims of Genocide threaten American and NATO Security.
3. The Armenian claims of genocide were not seen by my father-in-law who served in the U.S. 6th Fleet's mission of relocating refugees.
4. The Armenia claims of Genocide were not supported by Armenian's top terrorist operative who later became Armenian's First Prime Minister HK.
5. Armenians leaving the Ottoman countries had a direct route into the hearts of America to spread a one sided story of war...omitting their terrorist activities to overthrow the Ottoman Empire.
6. As instructors in the ABCFM school TAC Lorry and I gained a unique perspective into world history that has forever enriched our lives.