

Free Speech



MADNESS

A SAPIENT Being's Guide to
Multi-Media Bias Against Truth,
Conservative Ideals & Free Speech

Corey Lee Wilson

Free Speech Madness

**A SAPIENT Being's Guide to the War Against
Truth, Conservative Ideals & Freedom of Speech**

By

Corey Lee Wilson

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Below in alphabetical order are the major contributors to *Free Speech Madness* that I borrowed verbatim, quoted, and conceptualized much of their content from a little to a lot. Wherever this happened, I did my best to acknowledge my source. If I didn’t at times within the 15 chapters, I did so intentionally because doing so would have distracted from their message. Nonetheless, they are more than acknowledged in the References and Index sections of this textbook.

Dershowitz, Alan – Is an American lawyer known for his work in U.S. constitutional law and American criminal law. He taught at Harvard Law School from 1964 through 2013, where he was appointed as the Felix Frankfurter Professor of Law in 1993. Dershowitz is a regular media contributor, political commentator, and legal analyst.

Foundation for Individual Rights in Education (F.I.R.E.): Is a non-profit organization that effectively and decisively defends the fundamental rights of tens of thousands of students and faculty members on our nation’s campuses while simultaneously reaching millions on and off campus through education, outreach, and college reform efforts.

Heterodox Academy (HxA): Is a non-profit and nonpartisan collaborative of 5,000+ professors, educators, administrators, staff, and students who are committed to enhancing the quality of research and education by promoting open inquiry, viewpoint diversity, and constructive disagreement in institutions of higher learning.

National Review: is an American semi-monthly conservative editorial magazine, focusing on news and commentary pieces on political, social, and cultural affairs. The magazine was founded by the author William F. Buckley Jr. in 1955 and is currently edited by Rich Lowry.

Pew Research Center: Is a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping the world. They conduct public opinion polling, demographic research, content analysis and other data-driven social science research and do not take policy positions.

Prager U: Is an American nonprofit organization that creates videos on various political, economic, and philosophical topics from a conservative perspective. The university was created by conservative Dennis Prager, an American syndicated talk show host, to teach fundamental concepts. Its content is sapient and relevant, and they educate millions of Americans and young people about the values that make America great.

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The Epoch Times: Is the SAPIENT Being's most trusted and used news source and deserves special mention for their sapient editorials, timely articles, and in-depth reports and they're consistently the number one go-to-source for the MADNESS series of textbooks content for the depth and breadth of article and sapient contributors.

The remarkable American story unfolds under a protective umbrella of freedom of speech that is guaranteed by the First Amendment. However, these rights are under attack in unique and novel ways in the 21st century and this textbook is going to explore, expose, and analyze the reasons why with facts, figures, truth without bias, practical logic, viewpoint diversity, intellectual humility—and most importantly of all—freedom of speech and expression.

The most important thing about America is liberty and in particular the freedom of speech and expression that is guaranteed every American citizen from the First Amendment.

So many have sacrificed so much to secure our liberty and preserve it for future generations. How do we honor their sacrifice and that of so many others in our nation's 245-year history? We stand and fight to uphold liberty and our unalienable rights enshrined in America's founding documents. If liberty is to be lost, it won't be on our watch.

With these important points noted, we end this section with the words of John Adams, "wisdom, and knowledge ... diffused generally among the body of the people [is] necessary for the preservation of [the people's] rights and liberties."

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A SAPIENT Being's Preface

Free speech in America is under attack and the primary targets are conservatives and their ideals, values, and organizations. Lacking in viewpoint diversity, intellectual humility, and critical thinking skills from decades of exposure to fake news and false narratives—impressionable young minds increasingly embrace illiberalism.

Illiberalism in popular usage describes an attitude that is close-minded, intolerant, and bigoted and it manifests itself with free speech suppression. It's increasingly prevalent in leftist, liberal and Democratic Party ideals, policies, and organizations and perpetuates itself in the form of cancel culture, social justice warriors, and the progressivism 'regressivism' movement.

Generations X Y Z have been denied many sapient conservative ideals and values and now view Antifa, BLM, OSF and SPLC as social justice warriors—whereas conservatives, whites, Republicans, and Trump supporters are seen as privileged racist fascists. It's a world gone mad and the inspiration for the SAPIENT Being's *MADNESS* series of sapient conservative textbooks.

Everyone is entitled to their own opinions—but they're not entitled to their own facts, logic, or truths. However, mainstream news, social media, and academia have avoided the telos of truth and are in many ways the media arm of the Democratic Party. Some are infected with various stages of Trump Derangement Syndrome (TDS).

So much so, a number of on-campus watchdog groups have shown how widespread TDS is by interviewing students as to what their opinions are on many of Trump's accomplishments by falsely claiming these were instead by progressives, Obama, Democrats, and so on. Repeatedly, the misinformed students are shocked when they learn they occurred under the Trump administration.

Every topic in *Free Speech Madness* provides a sapient point of view on the intellectual playing field—versus the 'so-called' progressive ones—and challenges all distractors to prove otherwise. For the close minded—this textbook will be a triggering event, denial of truth, and a painful intervention. For the open minded—it will be a revelation, an epiphany, a sapient being moment. Which one are you?

If you're the later, you'll be interested to know this textbook is a continuation of sorts of the first and essential sapient conservative textbook *Fake News Madness*. Why? Because when the overwhelming liberal, leftist, and Democrat Party aligned mainstream media, big tech, and academia (i.e., mediacrats) can influence, suppress, and censor the daily news cycle by utilizing a 21st century armory of illiberal tactic in the form of fake news journalism, false and biased narratives, and unproven non-truths due to their relative monopoly on the marketplace of ideas.

Like all *MADNESS* textbooks, *Free Speech Madness* offers an opportunity to be part of the solution to these many issues. Are you interested in learning about the war against

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truth, conservative Ideals and freedom of speech? If yes, please read on and if you also believe in the message of this book and willing to fight for it—please considering joining or participating in one of the three SAPIENT Being programs below.

Make Free Speech Again On Campus (MFSAOC) Program

Provide high school and college students the opportunity to start SAPIENT Being campus clubs, chapters, and alliances where independent, liberal, and conservative minded students can meet, discuss, and debate important issues and develop sapience in the process. Learn more about the process of practicing, protecting, and promoting viewpoint diversity, freedom of speech, and intellectual humility as part of the Make Free Speech Again On Campus (MFSAOC) program for on or off site campus groups at <https://www.sapientbeing.org/programs>.

World Of Writing Warriors (WOWW) Program

Return free speech, open dialogue and civil discourse to high school and college students and journalists without the cancel culture against those with differences in opinion, ideologies, and practices. Encourage open debate, dialogue, and the free expression of alternative and non-orthodox viewpoints with the goal of creating a World Of Writing Warriors (WOWW) program at <https://www.sapientbeing.org/programs> that upholds journalistic standards throughout all types of campus journalism and media.

Sapient Conservative Textbooks (SCT) Program

Relevant and current events textbooks program to help return conservative values, viewpoint diversity, and sapience to high school and college students and enlighten them on the many blessings to humankind that are the direct result of American exceptionalism, Western European culture, and Judeo-Christian values. The ethos for every textbook in the Sapient Conservative Textbooks (SCT) program is truth without bias and for more information on the 50 titles please visit the program website at <https://www.fratirepublishing.com/madnessbooks>.

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Are You a Sapient Being or Want to Be One?

Sapience, also known as wisdom, is the ability to think and act using knowledge, experience, understanding, common sense and insight. Sapience is associated with attributes such as intelligence, enlightenment, unbiased judgment, compassion, experiential self-knowledge, self-actualization, and virtues such as ethics and benevolence.

Being a sapient being is not about identity politics, it's about doing what is right and borrows many of the essential qualities of Centrism that supports strength, tradition, open mindedness, and policy based on evidence not ideology.

Sapient beings are independent minded thinkers that achieve common sense solutions that appropriately address America's and the world's most pressing issues. They gauge situations based on context and reason, consideration, and probability. They are open minded and exercise conviction and willing to fight for it on the intellectual battlefield. Sapient beings don't blindly and recklessly follow their feelings or emotions.

Their unifying ideology is based on the truth, reason, logic, scientific method, and pragmatism—and not necessarily defined by compromise, moderation, or any particular faith—but is considerate of them.

Most importantly, per a letter written by Princeton professor Robert George in 2017 and endorsed by 28 professors from three Ivy League universities for incoming freshmen, "Think for yourself!"

George's letter continues:

Thinking for yourself means questioning dominant ideas even when others insist on their being treated as unquestionable. It means deciding what one believes not by conforming to fashionable opinions, but by taking the trouble to learn and honestly consider the strongest arguments to be advanced on both or all sides of questions—including arguments for positions that others revile and want to stigmatize and against positions others seek to immunize from critical scrutiny.

The love of truth and the desire to attain it should motivate you to think for yourself. The central point of a college education is to seek truth and to learn the skills and acquire the virtues necessary to be a lifelong truth-seeker. Open-mindedness, critical thinking, and debate are essential to discovering the truth. Moreover, they are our best antidotes to bigotry.

Merriam-Webster's first definition of the word "bigot" is a person "who is obstinately or intolerantly devoted to his or her own opinions and prejudices." The only people who need fear open-minded inquiry and robust debate are the actual bigots, including those on campuses or in the broader society who seek to protect the hegemony of their opinions by claiming that to question those opinions is itself bigotry.

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So, don't be tyrannized by public opinion. Don't get trapped in an echo chamber. Whether you in the end reject or embrace a view, make sure you decide where you stand by critically assessing the arguments for the competing positions. Think for yourself. Good luck to you in college!

Now, that might sound easy. But you will find—as you may have discovered already in high school—that thinking for yourself can be a challenge. It always demands self-discipline, and these days can require courage.

In today's climate, it's all-too-easy to allow your views and outlook to be shaped by dominant opinion on your campus or in the broader academic culture. The danger any student—or faculty member—faces today is falling into the vice of conformism, yielding to groupthink, the orthodoxy.

At many colleges and universities what John Stuart Mill called “the tyranny of public opinion” does more than merely discourage students from dissenting from prevailing views on moral, political, and other types of questions. It leads them to suppose that dominant views are so obviously correct that only a bigot or a crank could question them.

Since no one wants to be, or be thought of as, a bigot or a crank, the easy, lazy way to proceed is simply by falling into line with campus orthodoxies. Don't do it!

To be sure, our overly-politicized culture has a hard time viewing any “verbal cacophony” as a sign of strength and vibrancy. And perhaps nowhere is this truer than on many college campuses where political correctness is rampant, groupthink is common, and social media “mobs” arise in a flash to intimidate anyone who openly strays from the prevailing orthodoxy.

At the SAPIENT Being we're not intimidated—and our primary purpose is to seek the truth by enhancing viewpoint diversity, promoting intellectual humility, protecting freedom of speech and expression while developing sapience in the process—no matter what the cost on the intellectual battlefield, campus classroom, and marketplace of ideas. This is our ethos! Is it yours?

Best regards and sapiently yours,



Corey Lee Wilson



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1 – The Demise of Civil Debate, Discourse & Freedom of Speech in the USA



Today, many people who claim to support freedom of expression regularly turn around to suppress the views of others. As noted by Allen C. Guelzo in his Autumn 2018 *City Journal* article titled “Free Speech and Its Present Crisis: In today’s America, the right to express one’s opinion is threatened by activists and authorities alike:”

In her Constitution Day lecture at Princeton University in September 2018, anthropology professor Carolyn Rouse called free speech a political illusion, a baseless ruse to enable people to “say whatever they want, in any context, with no social, economic, legal, or political repercussions.”

There are, Rouse said, varieties of speech, and not all of them should be deemed deserving of the protections of freedom. What, then, serves to sort out the speech that does from the speech that does not deserve the shield of the First Amendment? Rouse’s answer is culture: “culture is what helps us determine the appropriateness of speech by balancing our rights as enshrined in the Constitution with understandings of context.”

And by culture, Rouse means her vision of culture. A climate-change skeptic, she explained, has no right to make “claims about climate change, as if all the science discovered over the last X-number of centuries were irrelevant.” Climate change is not the only topic for which many are seeking to censor open debate.

In December 2016, Rouse organized a walkout of a lecture by sociologist Charles Murray, charging in a flyer that Murray represented the “normalization of racism and classism in academia.” This is the same Charles Murray who was later shouted down and physically attacked by student activists at Middlebury College.

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In an even more sensational confrontation, campus authorities at Evergreen State College refused to protect biology professor Bret Weinstein from physical threat by angry student activists after Weinstein, a self-avowed progressive in politics, questioned the wisdom of a day of racial “absence” that excluded white students from the Evergreen campus.

In a foreshadowing of Rouse’s Constitution Day rationalization, the Evergreen activists insisted that Weinstein’s questioning violated the norms of Evergreen’s culture. “He has incited white supremacists and he has validated white supremacists and Nazis in our community and in the nation. And I don’t think that should be protected by free speech,” said one student in a Vice News interview on the protest.

Majority of College Students Support Shouting Down Speakers They Don’t Agree With

Furthermore, a majority of college students support shouting down speakers with whom they don’t agree, according to a new survey from the Foundation for Individual Rights in Education (FIRE). Sixty-six percent of students said they supported speaker shout downs, an increase of 4 percentage points over last year, the study found. Meanwhile, 23 percent said they support going so far as to use violence to stop a speaker, an increase of 5 percentage points from last year.

As noted in the September 2021 National Review article “Support for Shouting Down Speakers on Campus Spikes after Political Chaos of 2020” by Brittany Berstein:

Wellesley College and Barnard College, both of which are elite women’s colleges, had the highest number of students supporting the use of violence, at 45 percent and 43 percent, respectively. Sean Stevens, a senior research fellow in polling and analytics for FIRE, told National Review in a recent interview that the shift is likely reflective of the national political climate of the last year.

Stevens noted that the FIRE study results echoed findings from similar studies by the American National Election Studies and other outlets that have asked Americans about the acceptability of violence and have seen upticks in their data as well.

The results come as part of FIRE’s 2021 college free speech rankings. FIRE, a non-partisan, non-profit group that focuses on protecting free speech rights on U.S. college campuses, worked alongside College Pulse and RealClearEducation to survey over 37,000 students at 159 of the country’s largest and most prestigious campuses.

FIRE then compiled a list of free speech rankings assessing a school’s free speech climate based on seven main components: openness to discussion of controversial topics, tolerance for liberal speakers, tolerance for conservative speakers, administrative support for free speech, comfort expressing ideas publicly, whether students support disruptive conduct during campus speeches, and FIRE’s speech code rating.

He added that most students are “very tolerant of speakers they politically agree with” and are “intolerant of ones they politically disagree with, with almost equal potency.” Students surveyed showed “much greater” intolerance for campus speakers with conservative positions.

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Universities Are Becoming Increasingly Hostile to Diverse Ideas

Sean Stevens pointed to a recent study published by the American Sociological Association that found that higher education liberalizes moral concerns for most students and promotes moral absolutism rather than relativism. While the study analyzed four waves of data from the National Study of Youth and Religion, the most recent of which was taken in 2013, Stevens hypothesized that the effects found then “are probably stronger today.”

He said the results may support the argument that CRT and DEI efforts easily allow students to begin thinking that what they’re learning is the truth, though it’s simply one perspective, because the teachings portray a black-and-white view of the world without outside viewpoints.

Americans used to frequently quote Voltaire’s declaration: “I disapprove of what you say, but I will defend to the death your right to say it.” This is no longer the case at too many of our colleges and universities. We have entered the era of what has been called “the heckler’s veto.”

Nat Hentoff, a long-time eloquent advocate for free speech, said, “First Amendment law is clear that everyone has the right to picket a speaker, and go inside a hall and heckle him or her—but not to drown out the speaker, let alone rush the stage and stop the speech before it starts. That’s called the ‘heckler’s veto.’”

A recent study by the Association of American Colleges and Universities of 24,000 college students and 9,000 faculty and staff members found that only eighteen per cent of the faculty and staff strongly agreed that it was “safe to hold unpopular positions on campus.”

There is a difference between an opinion and an argument. An opinion is an expression of preference; it does not require any support (although it is stronger with support). An opinion is only the first part of an argument and to be complete, arguments should have three parts: an assertion, reasoning, and evidence (easily remembered with the mnemonic ARE).

We live in a climate ripe for noise: Media outlets and 24-hour news cycles mean that everyone with access to a computer has access to a megaphone to broadcast their views. Never before in human history has an opinion had the opportunity to reach so many so quickly regardless of its accuracy or appropriateness. This is a huge problem!

Educators are well positioned to provide a counterweight to this loudest-is-best approach. Speaking in a classroom or school environment is different from speaking in the outside world. Schools and classrooms strive to be safe places where students can exchange ideas, try out opinions and receive feedback on their ideas without fear or intimidation.

Children, of course, often come to school with opinions or prejudices they have learned in their homes or from the media. This means that it is also possible for schools to become places of intolerance and fear, especially for students who voice minority opinions.

Schools must work to be sites of social transformation where teachers and young people find ways to communicate effectively.

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The Heckler's Veto and Squelching Speech

The sad reality is that many college campuses today have become hotbeds of bullying and intimidation. Speech which challenges “politically correct” doctrine is often shouted down. Or relegated to tightly-restricted “free speech zones.” Or deemed unworthy of respectful consideration.

The point here is that all of us (whether on the Left or the Right or in between) are capable of trampling on the freedoms of others. And the danger appears to be particularly great when one holds considerable power—as the white supremacists did in the Jim Crow South and as progressives do on today’s college campuses.

Now, none of this would surprise our nation’s founders (who had their own shortcomings, lest we forget). As James Madison famously said, “If men were angels, no government would be necessary.” And part of the reason Madison penned the First Amendment is so that the public square could be filled with the vigorous exchange of (both popular and unpopular) ideas.

Hate Speech and Political Correctness

Although 58% of students opined that “hate speech” should continue to receive First Amendment protection, 41% take the opposite view. Sixty percent of college women surveyed believe that efforts to promote and enforce an inclusive society are more important than fulfilling the First Amendment. Only 28% of men share this view, while 71% of college men support free speech over inclusion. A minority of women (41%) concur.

Women are not alone in this opinion. African-American college students, more than those of other races, are more inclined to believe that inclusion should trump free speech. More than six in ten African-American students believe that fostering inclusion and diversity should take priority over upholding the First Amendment. Forty-nine percent of Hispanic college students agree, whereas 42% of white students endorse this opinion. Fifty-eight percent of white students, and 50% of Hispanic students, place free speech as primary, with inclusion second.

There is also a religious dimension to the survey results: Eighty-one percent of Mormons, 71% of white evangelical Protestants, 64% of white mainline Protestants, and 62% of Catholic students believe that that upholding the First Amendment is more imperative than promoting inclusion. In contrast, 65% of Jewish students, 60% of students who profess Eastern faiths such as Hinduism or Buddhism, and 54% of religiously unaffiliated students believe that inclusion is more critical.

Most Students Appear to Agree With the Supreme Court’s Rulings

Per the May 2019 “New Report: Most College Students Agree that Campus Free Speech is Waning” article by Tom Lindsay of *Forbes*:

When it comes to offensive or “hate speech,” most students appear to agree with the Supreme Court’s rulings declaring such speech to be protected by the First Amendment. The survey

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defined hate speech as “attacks (on) people based on their race, religion, gender identity or sexual orientation.” Nearly 60% of surveyed college students say that such speech should be protected, whereas 41% disagree.

However, opinions vary on this according to gender: 53% of college women opine that offensive speech should not be protected free speech, whereas 74% of college men answered that such speech should be protected by the First Amendment.

There is also a racial gap on the question: 62% of white collegians believe that offensive speech should be protected by the First Amendment, whereas 48% of black students concur. Fifty-one percent of black students deny that hate speech should be protected. Fifty-two percent of Hispanic students affirm First-Amendment protection of hate speech, while 47% do not.

There is also a significant difference in opinion based on sexual orientation. Sixty-four percent of straight college students agree that hate speech should be protected, compared to 35% of gay and lesbian students.

Fifty-three percent of white students believe that it is never acceptable to attempt to bar speakers on campus from expressing their views while 41% of Hispanic, 38% of black, and 37% of Asian Pacific Islander students concur.

Sixty-five percent of white male students believe shouting down speakers (the “heckler’s veto”) is never acceptable; 45% of white female students agree.

Universities have not only failed to stand up to those who limit debate, they have played a part in encouraging them. The modish commitment to so-called diversity replaces the ideal of guaranteed equal treatment of individuals with guaranteed group preferences in hiring and curricular offerings.

Something Very Strange is at Work on University Campuses

Most analyses of this new survey data pay insufficient attention to the one conclusion on which an overwhelming majority of college students agree: Sixty-eight percent of collegians “largely agree” that the campus climate today prevents some students from being able truly to speak their minds for fear of offending someone. Only 31% disagree.

Samantha Harris, director of policy research at the Foundation for Individual Rights in Education (FIRE), said censorship used to come primarily from the top down but now is coming from students. “Students increasingly seem to be arriving on campus believing that there is a generalized right not to be offended beyond the actual right to be free from harassment and threats, this amorphous right to emotional safety. It’s a troubling trend,” she said.

Most professors and campus administrators want an open environment where all members of the academic community can express their ideas honestly. But, in recent years reports that students and faculty have been self-censoring their views in the classroom and on campus in general, have increased and are concerning.

If this is going on in your classroom, or at your university, then it is vital to know: WHICH students are feeling intimidated, about WHICH topics, and WHY? Are students primarily afraid

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of the professors, or of other students? Is it happening in all departments, or only in a few? Heterodox Academy's Campus Expression Survey is an easy to administer tool for professors and administrators that provides a diagnosis, or X-ray, of what is going on in your classroom or on your campus.

Civic Illiteracy in America is Partly to Blame

Through restoring genuine civic education, by which all students, regardless of political persuasion, would come to see that their rights, no less than others,' depend ineluctably on a content- or viewpoint-neutral First Amendment--we can reverse this illiberalism on campus and elsewhere.

"The electorate is largely ignorant, and there is an overall deficit of civic learning," said Charles Quigley, the executive director of the Center for Civic Education, a nonprofit group that advocates for civics learning. The political climate at the state, local and national levels, and the steady drumbeat of negative news, "has people wondering, 'How the hell could this have happened?'"

That our high school and college students are not receiving such an education is demonstrated irrefutably by recent polling drawn from questions on the USCIS Citizenship Test. This test is passed by 92% of immigrants applying for citizenship. Passage requires getting only six out of ten multiple-choice questions correct. However, only 36% of native-born Americans can get even six out of ten questions right.

Worse, and directly relevant to the free-speech poll under examination, there is a wide age gap in the civic knowledge of native-born Americans. Seventy-four percent of senior citizens can pass the Citizenship Test. But only 20% of native-born Americans under 45 can even get six out of ten questions correct. We expect immigrants in America to pass the USCIS test in order to become citizens. Yet four out of five native-born Americans under 45 cannot fulfill this minimal condition.

Think about that for a moment: Eighty percent of under-45 native-born Americans are strangers in their own country, bereft of needed knowledge regarding what their rights and duties are as citizens of a self-governing polity. They have been given no instruction in why all human beings are equal, in why we are born with the inalienable rights to life, liberty, and the pursuit of happiness, and in why and how we established a limited government.

A *Newsweek* survey from 2011 found that 70 percent of Americans didn't even know that the Constitution is the supreme law of the land. Sadly, this is not the only piece of evidence indicating that Americans are not as familiar with the Constitution and the Supreme Court as one might expect—a 2016 survey by the Annenberg Public Policy Center of the University of Pennsylvania found that only 26 percent of respondents could name all three branches of government, and only 33 percent knew that, in the case of a 4-4 Supreme Court tie, the decision of the lower court stands.

Recent studies demonstrate that two-thirds of Americans can't name all three branches of the government, yet three of four people can name all three stooges. Only 29 percent of eligible voters participated in the 2016 primary election. (And) less than half of the public can name a

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single Supreme Court Justice; yet two-thirds of Americans know at least one of the American Idol judges.

Why Is American Public's Civic Literacy Is So Poor?

The reality and importance of our civic literacy crisis is no longer subject to partisan debate. In 1983, the Reagan Administration published *A Nation at Risk*, which detailed the decline of American public education. The report was criticized for being “conservative.” In 1987, when Allan Bloom’s *Closing of the American Mind* argued that “higher education has failed democracy and impoverished the souls of today’s students,” it too was greeted by some as a “conservative” critique.

No more. Concern over Americans’ civic illiteracy has gone bipartisan: The title of a CNN op-ed by Chris Cillizza screams its conclusion: “Americans know literally nothing about the Constitution.” Cillizza draws evidence for his contention from the most recent poll from the University of Pennsylvania Annenberg Public Policy Center, the results of which constitute, in Cillizza’s words, a “bouillabaisse of ignorance.”

Among other things, the Annenberg Center survey found that 37% of those polled could not name even one right protected by the First Amendment. Worse, 33 percent of Americans surveyed were unable to name *even one* branch of government.

These dismal findings prompt another, broader question: why is it that the American public’s civic literacy is so poor? The basic organization of American government is not overly complex, and the U.S. Constitution is a relatively short document. Americans should therefore have a much greater level of familiarity with the way their government operates. Schools, at both the K-12 and collegiate level, must make civic education a priority and should specifically ensure that students understand the Constitution and the Supreme Court.

And if that is the case, one possible remedy is this: Require all high-school as well as college students to spend a semester diving into our country’s fundamental documents, which still define us today: the Declaration of Independence, U.S. Constitution, and the Bill of Rights.

We can’t protect what we don’t understand. So long as civic education in this country continues to decline, expect more assaults on our core principles of individual liberty and limited government. You cannot practice what you don’t understand and if you don’t have a basic civics knowledge of the United States then you’ll never be able to fully appreciate freedom of speech and expression and why it’s made America special.

The Student Experience

In addition to this analysis of state policy, the Brookings Institution in 2018 explored an important aspect of civics education: the student experience. Using data from the nationally representative 2010 National Assessment of Educational Progress (NAEP) student survey on civics education, the report looks at the types of activities students report engaging in through their civics coursework.

Similar to the policy inventory, students’ self-reported experiences reflect an emphasis on in-class, discussion-based civics education. The below figure illustrates that discussion of current

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events occurs regularly, whereas opportunities for community engagement and participation in simulations of democratic procedures occur considerably less frequently.

Many of the failures in civic education seem to originate from a disagreement regarding what a civics education should include. Dr. Michael Poliakoff, president of the American Council of Trustees and Alumni (ACTA), believes that many schools have shifted away from traditional civics education. "I think there's been a very misguided trend towards ignoring the actual knowledge that a person needs to understand our institutions."

"What's happened is there's been a very good, a very wholesome, focus on civic obligations on community service; things that are really quite important for our duty to our communities, but are very different from the things that a school quintessentially is responsible for doing, which is exposing students to the knowledge and skills that they need."

Rebecca Burgess, who manages the American Enterprise Institute (AEI) Program on American Citizenship, provided another explanation for why there is little consensus surrounding the components of a thorough civics education in an interview with the HPR: "For a very long time, going back to say the 60s, the whole idea of a civics education kind of got subsumed within this idea of social studies, and that was just this big umbrella that covers sometimes everything from history to economics to geography to actual civics ... And when you have an area that is so large, it's hard to know exactly what it is that you're going to do within that."

While it would be misleading to say that poor civics education is the predominant cause of America's current political division, it certainly has played a role. Burgess traced some of our political tensions to poor civic knowledge: "If a third of adult Americans don't even know what the three branches of government are, that there are three branches of government, that we have a separation of powers, then...our ideas of what government ought to be doing will be different from people who think that there are three branches of government."

The repercussions of failing to convey basic civic knowledge to students are not always immediately understood, but they are rather dire. To Poliakoff, the consequences of civic illiteracy are severe. "When our schools and our colleges and universities fail to set the kind of requirements that ensure that the students who leave their halls will be ready for engaged citizenship, they're really letting the nation down." In other words, we all suffer when civic education suffers.

A Wake-up Call for Civic Literacy

Thomas Jefferson wrote that "wherever the people are well informed they can be trusted with their own government," implying that our democratic system rests on the assumption that citizens are civically literate. He also warned us that "no nation" can expect to be "both ignorant *and* free." If we are to believe Jefferson, surveys of Americans' civic knowledge indicate that "the people" currently cannot be trusted to govern.

While civic literacy as a whole is inadequate, it seems that Americans' knowledge of the Supreme Court and the Constitution is especially poor. A recent survey commissioned by C-SPAN found that 90 percent of likely voters agreed with the statement, "decisions made by the

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U.S. Supreme Court have an impact on my everyday life as a citizen,” yet 57 percent couldn’t name a single justice on the court.

All available evidence suggests that the American education system fails to convey basic civic knowledge to students. Despite civics being a common requirement in schools, only 24 percent of 12th grade students scored “proficient” on the 2010 National Assessment of Educational Progress civics test. Even among college graduates, civic literacy is startlingly poor. A 2016 report by the ACTA found that almost a tenth of college graduates thought Judith Sheindlin—more commonly known as Judge Judy—was a member of the Supreme Court.

What Happened to Civics Education?

To understand why civic literacy is so poor, it is necessary to consider the various pressures that have caused civics education to fall by the wayside. In a 2015 report on the state of professional development for civics teachers, Burgess argues that the focus on STEM—science, technology, engineering, and math—has limited federal and state funding for civics education.

The emphasis on standardized test scores in subjects other than civics has also taken a toll on students’ knowledge. Burgess explains that while “civics teachers themselves are immensely dedicated to the field ... they’re just not given much time by their own districts. And so, they might be the one ... class of teachers ... who would like more testing, because that seems to be the only way where you can get attention.”

Despite the numerous problems that come with excessive testing, Burgess argues that a standardized civics test would be beneficial. Poliakoff agreed, suggesting that a good “baseline” would be if “all the students that leave high school can at least pass the same test that a new citizen would have to pass.”

It is worth noting that the deterioration of civics education is not limited to K-12 schools; it has also been seen at the collegiate level. The 2016 ACTA report found that of more than 1,100 liberal arts colleges and universities surveyed, only eighteen percent required students to take a course in American history or government. Considering this statistic, it is unsurprising that many college students graduate civically illiterate.

“What’s happened in higher education is a retreat from addressing the core question of any institution,” Poliakoff explained, “which is what does it mean to be a graduate of our institution, what does it mean to have a college or university degree? What’s happened is that departments have splintered and fragmented into their own little silos.”

How College History Departments Leave the United States out of the Major

The American Council of Trustees and Alumni (ACTA) released the second edition of *No U.S. History? How College History Departments Leave the United States out of the Major*. Using the 2020–21 U.S. News and World Report’s rankings, we identified the top 25 liberal arts colleges, top 25 national universities, and top 25 public universities. Examining university catalogs going back nearly 70 years, we asked whether the baccalaureate major, as well as the core curriculum, required all students to complete a course in U.S. history in 1952, 1976, 2000, and 2020.

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The troubling results reveal the extent of America's crisis in civic education. Only 18% of colleges and universities nationwide require the study of U.S. history and government in their general educational programs. National surveys have documented the consequences of failing to graduate students who understand their nation's history and institutions of government. In a multiple-choice question, for example, more than 50% of respondents failed to identify the correct term lengths for Members of Congress; 18% of American adults selected New York congresswoman Alexandria Ocasio-Cortez, as the architect of President Franklin Roosevelt's New Deal.

Our coarsening public discourse is traceable to the erosion of a common sense of purpose in the citizenry which stems, in large part, from ignorance. For much of our nation's past, America's institutions took seriously the profound responsibility to educate students about their country's history and cultivate civic virtues. When American history vanishes from the curriculum, so does a shared basis for informed civil debate.

Top universities have neglected to teach America's history and, worse, they have politicized it. As such, institutions essential to building civic literacy have become engines of division. Take the controversy surrounding the *New York Times'* 1619 Project, which aims to "reframe" America's Founding instead of aspiring to historical objectivity. Schools should work to teach a common history rooted in historical fact, not opinion.

Better Ways to Teach Civics

While the level of civic ignorance may be frightening, there are numerous efforts underway to reinvigorate American civics education. A number of programs assist civics teachers by offering free teaching materials. For example, the Civics Renewal Network (CRN), run by the Annenberg Public Policy Center, is a group of nonprofit organizations that offer free, online civics education teaching resources.

The CRN seeks to "bring together the many, many civics education organizations that are out there, to collaborate, to start talking to each other ... to make more efficient use of our resources," Ellen Iwamoto, the director of research support services at the Annenberg Center, told the HPR. The goal is to "help teachers by creating a website where they go and find great resources that they may not have known about."

One of the most promising programs is iCivics, which was founded by former Supreme Court Justice Sandra Day O'Connor in 2009 with the mission to improve civic education throughout the country. iCivics hosts free games and lessons plans that can be used by teachers and students to "make the subject come alive."

In an interview with the HPR, iCivics Executive Director Louise Dubé said that the platform currently has over five million student users, over halfway to its goal of reaching ten million citizens. "The original idea was to reinvent, or reimagine, civics, by putting kids at the center of the action," Dubé said. "So, in iCivics games you play as the president of the United States. We think that's the only way to make it relevant to you."

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By making knowledge about our constitutional system more accessible to the average student, this kind of innovation has the potential to drastically change the way civics is taught and to increase the number of Americans who are civically literate.

As proof of iCivics' teaching model, Dubé points to Florida, which in 2010 passed the Sandra Day O'Connor Education Act to require a semester of civics education in seventh grade. According to Dubé, at least 80 percent of these seventh grade teachers are using iCivics, and last year their students had a remarkable 68 percent proficiency. When compared to the 23 percent of eighth graders who were proficient on the 2014 NAEP civics test, it is clear that iCivics is indeed making a significant difference.

Hope for the Future?

While programs like CRN and iCivics offer free, high quality resources to teachers and students, their success depends on whether people actually access those resources. Every school must make civics education a priority, rather than simply a minor graduation requirement. In today's highly politicized environment, civics may be confused with politics, but they are not at all the same.

According to Burgess, "a large part of the civics problem, is that as soon you start to talk about what is a good citizen, or what does citizenship mean, you start to rub up against values." As a result, teachers "either retreat from inviting more controversy in the classroom, or just try and talk about it in the vaguest, largest way possible." Requiring students to learn basic information about our government is not a partisan endeavor; it simply ensures that our democracy can function.

Despite the promising efforts being made to improve civic education, there is much more work to do. As Burgess puts it, "Everyone nods and says, 'oh my goodness, (civic illiteracy) is an immensely ... troubling problem' and then they move on, immediately. Part of that is just because it's not an immensely sexy issue; it's a long-term project."

Admittedly, there is no easy solution to the civic illiteracy our country faces, but it is a problem worth solving. The costs of an uninformed public are simply too great for us not to address the current deficits in civic knowledge.

A Look at Civics Education in the United States

The policy solution that has garnered the most momentum to improve civics in recent years is a standard that requires high school students to pass the U.S. citizenship exam before graduation.

According to our analysis, seventeen states have taken this path. Yet, critics of a mandatory civics exam argue that the citizenship test does nothing to measure comprehension of the material and creates an additional barrier to high school graduation.

Other states have adopted civics as a requirement for high school graduation, provided teachers with detailed civics curricula, provided community service as a part of a graduation requirement, and increased the availability of Advanced Placement (AP) United States Government and Politics classes.

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When civics education is taught effectively, it can equip students with the knowledge, skills, and dispositions necessary to become informed and engaged citizens. Educators must also remember that civics is not synonymous with history. While increasing history courses and community service requirements are potential steps to augment students' background knowledge and skill sets, civics is a narrow and instrumental instruction that provides students with the agency to apply these skills.

A recent report on civics education in high schools across the country, *The State of Civics Education*, from which this section is drawn, finds a wide variation in state requirements and levels of youth engagement. While this research highlights that no state currently provides sufficient and comprehensive civics education, there is reason to be optimistic that high-quality civics education can impact civic behavior.

As noted by Dr. April Kelly-Woessner, Professor of Political Science and Chair of the Department of Politics, Philosophy and Legal Studies at Elizabethtown College, "What we find is that confidence in civic knowledge correlates pretty strongly and is a good predictor of political tolerance.

So, if you think you know a lot relative to other people, if you think you can hold your own in a political conversation, you're more tolerant than people who are insecure about their civic knowledge. The perception of these college students protestors is that they're ideological radicals who have these strong opinions, and yet what the data shows is wanting to shut down other voices reflects an insecurity to defend your own. The decline in civic knowledge is a big factor in political intolerance."

15 – Freedom of Speech Models & Policies for America’s Public-Private Institutions



Credit: Wallpaper Cave.

Though the Cold War ended 30 years ago, our nation is still in a war that has been brewing for decades—a war for America’s soul. Nikita Khrushchev, who ran the Soviet Union from 1958 to 1964, openly predicted the destruction of the United States and said it would happen in the way that every society eventually collapses.

“We will take America without firing a shot,” he said. “We do not have to invade the U.S. We will destroy you from within.” He was talking about an entire system of Marxist indoctrination and takeover that had been refined and executed in country after country during the 20th century.

Soviet defector Yuri Bezmenov, a former KGB operative and high-level Russian propagandist, escaped to the West in 1970. He warned the United States about the KGB tactics used to subvert a nation that he witnessed firsthand in the Soviet Union. Those tactics amounted to a planned process of altering the way people think for a particular purpose, which is to affect a regime change.

Per the September 2021 “We Are in a War for America’s Soul” article by Michele R. Weslander Quaid of the *Epoch Times*: It’s effectively the brainwashing of society—a slow, methodical transformation. Those who conduct that ideological subversion are very patient to employ the tactics over decades. This ideological subversion has four stages and follows the Hegelian dialectic, a tactic long exploited by Marxists and Fascists to control people.

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Stage 1: Demoralization. This is the destruction of faith in the government and society. Believing that society is broken, systems are failing, and patriotism is evil are three key beliefs that are promoted to create guilt. This leads to the acceptance of radical new ideas, because the current structure is believed to be harmful. Traditional Judeo-Christian morality, classical education, and U.S. patriotism are discarded.

Stage 2: Destabilization. With the decision-making ability of Americans negatively affected through demoralization, the next step takes a foothold—destabilization of the nation’s foundations. Destabilization causes citizens to believe the worst of what they hear about their nation and form of government. Supporters of traditional values and foundational structures in the nation are ostracized and even demonized.

Stage 3: Crisis. The altered values of Americans cut to the root of the current systems. Upheaval presents opportunities for change. Once a society is destabilized, it begins to collapse into chaos. At that point, citizens want the government to provide stability.

We saw that recently as a demoralized and destabilized society responded with fear and panic when a “pandemic” faced our nation. Americans are willingly trading civil rights and freedoms for authoritarianism and overreach that they believe will keep them safe. The messaging in all of this is key. The mainstream media and their “tell-a-vision” programming play a key role in framing the prescribed narrative as truth.

Stage 4: Normalization. The “new normal” is a term we’ve heard constantly lately, and it’s an accurate description of what the normalization stage is all about. When the government and societal structures have changed to restrict liberty, citizens are told the radical transformation is “the way it has to be.” Ironically, it’s described as normal when it’s not normal at all. Normalization creates a new baseline for what a nation will accept, value, and promote. The cycle is complete.

The United States Could Be On the Verge of Collapse

Those steps are repeated over and over, bringing a greater result with each cycle, until there’s a controlled collapse. The United States could be on the verge of collapse right now unless we collectively wake up to reality and take a stand to stop tyranny.

The Hegelian dialectic is the framework for guiding people’s thoughts and actions into conflicts that lead them to a predetermined solution. The enemies of the United States are using that tactic to create fear, turn citizen against citizen, and divide our nation. A house divided can’t stand.

If people don’t understand how the Hegelian dialectic shapes their perceptions of the world, then they don’t know how they’re helping to implement the agenda, which ultimately is to advance humanity into a dictatorship—whether by the fascists, the communists, or the globalists and their New World Order. We must step outside the dialectic so that we can be released from the limitations of controlled and guided thought.

The most important thing about America is liberty. America is what has stood between power-hungry people and their goals of world domination. The true enemies of the United States are

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trying to convince us that we're each other's enemies and that big government and control of the lives of the many by a few is the cure for what ails us.

We must all recognize that they're weaponizing the crisis and that this narrative is a lie. Government bureaucrats are now labeling anyone who thinks that they've overstepped their constitutional bounds as enemies of the state—"patriot terrorists." What liberty-loving people are now combating is pure evil.

All it takes for evil to prosper is for good people to do nothing. As we reflect back on Sept. 11, 2001, one thing that stands out about that time following the terrorist attacks is that we forgot about the things that divided us. We united as Americans. There's no better example than what we saw in New York. We were united together in support of one another fighting a common enemy.

So many have sacrificed so much to secure our liberty and preserve it for future generations. Many of us have lost a loved one on a foreign battlefield or from a service-connected illness after they had returned, or in the line of duty here at home. How do we honor their sacrifice and that of so many others in our nation's 245-year history? We stand and fight to uphold liberty and our unalienable rights enshrined in America's founding documents. If liberty is to be lost, it won't be on our watch.

Free Speech Suppression Thrives Without Civics Literacy

It should be mandatory for all students to take courses relating to civic education and the U.S. Constitution. According to a recent study, only 18% of American colleges and universities require their graduates to take a foundational course in U.S. history or U.S. government.

But civic education should accompany these other mandatory courses. By the time they've graduated, all college students should have analyzed the text and history of the Constitution. They should have read the Federalist papers, Alexis de Tocqueville's "Democracy in America," and other important foundational documents: It's a matter of empowering our citizens by teaching them their rights and responsibilities.

"Knowledge will forever govern ignorance," said James Madison, "and a people who mean to be their own Governors, must arm themselves with the power which knowledge gives." We are failing to educate our students about American institutions and self-government. And this failure, if uncorrected, will lead to greater political ignorance, greater political polarization, and a greater disconnect between those with power and those without.

And as long as we fail to provide young people with a civics education, we are what we teach.

The First Amendment and Public Schools

Public schools embody a key goal of the First Amendment: to create an informed citizenry capable of self-governance and political debate. As many commentators have observed, a democracy relies on an informed and critical electorate to prosper.

On the eve of the Constitutional Convention in 1787, Benjamin Rush stated that "to conform the principles, morals, and manners of our citizens to our republican form of government, it is

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absolutely necessary that knowledge of every kind should be disseminated through every part of the United States.”

Not surprisingly, universal access to free public education has long been viewed as an essential to realize our democratic ideals. According to the Supreme Court in *Keyishian v. Board of Education*, 1967:

The classroom is peculiarly the “marketplace of ideas.” The Nation’s future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers “truth out of a multitude of tongues, (rather) than through any kind of authoritative selection.”

Schools must, of course, convey skills and information across a range of subject areas for students of different backgrounds and abilities. They must also help students learn to work independently and in groups and maintain a safe environment that promotes learning. Given the complexity of these responsibilities, school officials are generally accorded considerable deference in deciding how best to accomplish them.

Modern Supreme Court decisions have made it clear that the right to free speech and expression can sometimes be subordinated to achieve legitimate educational goals. (See discussions of *Hazelwood School District v. Kuhlmeier* and *Bethel School District v. Fraser*.)

A school is not comparable to a public park where anyone can stand on a soapbox or a bulletin board on which anyone can post a notice. While students and teachers do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate” (*Tinker v. Des Moines*), speech is not quite as free inside educational institutions as outside.

This does not mean that students and teachers have no First Amendment rights at school. Quite the contrary. But within the educational setting, the right to free speech is implemented in ways that do not interfere with schools’ educational mission. Students cannot claim, for instance, that they have the right to have incorrect answers to an algebra quiz accepted as correct, nor can teachers claim a right to teach anything they choose.

Restoring Free Speech on Campus

Restrictions on free expression on college campuses are incompatible with the fundamental values of higher education. At public institutions, they violate the First Amendment; at most private institutions, they break faith with stated commitments to academic freedom. And these restrictions are widespread.

The good news is that the types of restrictions discussed in this section can be reformed. A student or faculty member can be a tremendously effective advocate for change when he or she is aware of expressive rights and is willing to engage administrators in defense of them. Public exposure is also critical to defeating speech codes since universities are often unwilling to defend their speech codes in the face of public criticism.

Unconstitutional policies also can be defeated in court, especially at public universities, where speech codes have been struck down in federal courts across the country. Many more such policies have been revised in favor of free speech as the result of legal settlements.

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Any speech code in force at a public university is vulnerable to a constitutional challenge. Moreover, as speech codes are consistently defeated in court, administrators cannot credibly argue that they are unaware of the law, which means that they may be held personally liable when they are responsible for their schools' violations of constitutional rights.

Censorship in the academic community is commonplace. Students and faculty are increasingly being investigated and punished for controversial, dissenting or simply discomforting speech. It's time for colleges and universities to take a deep breath, remember who they are and reaffirm their fundamental commitment to freedom of expression.

The suppression of free speech at institutions of higher education is a matter of great national concern. However, by working together with universities to revise restrictive speech codes and to reaffirm commitments to free expression, we can continue to stride toward campuses that truly embody the "marketplace of ideas" that such institutions must be in our society.

With these issues and goals in mind, in 2015, the University of Chicago convened a Committee on Freedom of Expression to do exactly that. The committee issued a statement identifying the principles that must guide institutions committed to attaining knowledge through free and open discourse. Guaranteeing members of the academic community "the broadest possible latitude to speak, write, listen, challenge, and learn," the statement guarantees students and faculty the right "to discuss any problem that presents itself."

The Chicago Statement (Committee on Freedom of Expression)

How should students and scholars respond when challenged by speech with which they disagree, or that they even loathe? The Chicago Statement (Committee on Freedom of Expression) sets forth the answer: "by openly and vigorously contesting the ideas that they oppose." Anticipating the push and pull of passionate debate, the statement sets forth important ground rules: "Debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed."

Perhaps most important, the Chicago statement makes clear that "it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive." Laura Kipnis, Alice Dreger, and Teresa Buchanan would have benefited from this frank and necessary recognition.

"Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn."—The Chicago Statement.

Since last year's report, FIRE has observed an increase in the adoption of free speech statements at colleges and universities inspired by the "Report of the Committee on Freedom of Expression" at the University of Chicago (better known as the "Chicago Statement"). As of May 2019, 63 institutions or faculty bodies have adopted or endorsed the Chicago Principles or a substantially similar policy statement.

Thousands more need to follow!

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Adopting the Chicago Statement

All colleges that are seriously committed to free inquiry and robust debate should consider adopting a version of the Chicago Statement. In doing so, the college not only reaffirms its core purpose as a place for discourse and debate, but also encourages the campus community to engage in such expression. By actively prioritizing free speech in this manner, universities can outline a set of principles that will become the hallmark of the community they aspire to build.

As eloquently described in the Chicago Statement, “fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University’s educational mission.” That is the type of campus community FIRE and HxA hope all colleges will aim to cultivate.

When institutional leaders wait until controversy erupts on campus to publicly endorse free speech, detractors often accuse well-meaning administrators of favoring one side over the other. A proactive endorsement of free expression principles effectively shuts down any criticism that the university is picking sides in the latest campus controversy. Why wait until a controversial speaker comes to campus or racist posters fill your residence halls to take a principled stand on free speech? Instead, consider adopting a free expression statement today.

The Chicago Statement Can Take Three Different Forms

As tracked by FIRE, endorsement of the Chicago Statement may take three different forms: official adoption by a university, approval by a governing board, or endorsement by a faculty body. Additionally, to ensure campus-wide engagement with the free speech issues raised by the Chicago Statement, many institutions choose to include several other stakeholders in the process, such as the student government and other campus community members.

Backed by a strong commitment to freedom of expression and academic freedom, faculty could challenge one another, their students, and the public to consider new possibilities, without fear of reprisal. Students would no longer face punishment for exercising their right to speak out freely about the issues most important to them.

Instead of learning that voicing one’s opinions invites silencing, students would be taught that spirited debate is a vital necessity for the advancement of knowledge. And they would be taught that the proper response to ideas they oppose is not censorship, but argument on the merits. That, after all, is what a university is for.

Free speech and academic freedom will not protect themselves. With public reaffirmation of the necessity of free speech on campus, the current wave of censorship that threatens the continuing excellence of U.S. higher education can be repudiated, as it should be, as a transitory moment of weakness that disrespects what our institutions of higher learning must represent.

Say “No!” to Campus Mob Fascism

In response to the Berkeley riot incident in 2017, FIRE issued this statement:

No university may be considered “safe” if speakers voicing unpopular ideas on its campus incur a substantial risk of being physically attacked. A university where people or viewpoints are likely

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to be opposed with fists rather than argumentation is unworthy of the name. Granting those willing to use violence the power to determine who may speak on campus is an abdication of UC Berkeley's moral and legal responsibilities under the First Amendment.

Strong-arming one's belief onto others is just a form of mob fascism—no matter what side of a political spectrum you are coming from.

If the Chicago Principles support allowing any invited speaker, as the statement does, then great. We must value our wonderful educational space, framed by laws and policies on one side and supported by documents like the Chicago Principles on the other. We need students to feel free to offer any viewpoint and likewise to offer any challenge, both within the context of our curriculum and on campus, to open up a discourse, and to learn from the engagement.

Let's underscore that point at the beginning: the Chicago principles envision and protect both controversial viewpoints and protests against those viewpoints, with the proviso that protesters "may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe."

How Can I Bring the Chicago Statement to My Campus?

Any statement or policy that supports students' freedom of speech rights is welcomed. Below is an excerpt from the Chicago Statement as a reference if there is ever a question or push-back about allowing a controversial speaker on campus because someone finds some topic of inquiry distasteful.

"Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn . . . it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive."

The "Chicago Statement" refers to the free speech policy statement produced by the Committee on Freedom of Expression at the University of Chicago. In July of 2014, University of Chicago President Robert J. Zimmer and Provost Eric D. Isaacs tasked the Committee with "articulating the University's overarching commitment to free, robust, and uninhibited debate and deliberation among all members of the University's community." The Committee, which was chaired by esteemed University of Chicago Law School professor Geoffrey Stone, released the report in January of 2015.

Here are several tips for ensuring that your university will be the next institution to stand in solidarity with the Chicago Statement's principles:

- Work to pass a student government resolution calling on the university to adopt its own version of the Chicago Statement.
- Reach out to faculty members and work with faculty governing bodies on campus.
- Build a broad coalition of students and groups, particularly across the ideological spectrum, to support the Chicago Statement and raise awareness on campus.

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- Publish articles and op-eds in student newspapers and other outlets.
- Host events on campus, such as debates, speakers, and panels to discuss the principles supported by the Chicago Statement.
- Communicate and collaborate with members of your university's administration.
- Host a petition drive, asking students to pledge their support for the Chicago Statement's principles in a petition that will go to the administration.
- Work with other freedom of speech groups like the SAPIENT Being.

Every University Should Adopt the University of Chicago's Academic Freedom Statement

The statement, which can be adapted to all universities—not just your high school, college, or university—guarantees “all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn.” Most importantly, it makes clear that “it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.”

Showing Your Commitment to Campus Freedom of Speech

The Chicago statement is one of the best, most inspiring declarations of the critical importance of free speech on college campuses. They have become a gold standard among institutions that wish to show their commitment to American higher education's core principle of freedom of expression, argues Dr. Michael Poliakoff, ACTA President. And make no mistake about it, if universities reaffirm the necessity of free speech on campus, our students will enjoy better educations.

FIRE's often quoted author Will Creeley and University of Chicago Law Professor Geoffrey Stone write in their 2015 *Washington Post* op-ed:

Backed by a strong commitment to freedom of expression and academic freedom, faculty could challenge one another, their students, and the public to consider new possibilities, without fear of reprisal. Students would no longer face punishment for exercising their right to speak out freely about the issues most important to them.

Instead of learning that voicing one's opinions invites silencing, students would be taught that spirited debate is a vital necessity for the advancement of knowledge. And they would be taught that the proper response to ideas they oppose is not censorship, but argument on the merits. That, after all, is what a university is for.

Get Your University or Alma Mater to Endorse the Chicago Statement

If you want your high school, college, or university *alma mater* to endorse the Chicago statement, I encourage you to sign FIRE's pledge and write to your *alma maters* or local institutions. The 931-word statement is balanced and nuanced, protecting both those articulating unpopular viewpoints and the rights of protesters.

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It is, moreover, all too short a step from that to Herbert Marcuse's theory that tolerance of viewpoints that diverge from liberalism is itself repressive, and from there to the contemporary meme that speech that departs from the perceived interests of the oppressed is a form of violence that justifies physical violence to counter it.

At institutions throughout America, the fruit of that ideology has stained the reputation of higher education. The clarity of the Chicago principles is urgently needed to clean up the mess of freedom of speech suppression.

The worst irony of all is that the world of higher education, which should be eager for vigorous debate and challenge, often lags behind the diverse leaders who embrace free speech as the engine of progress. U.S. congressman and civil rights leader John Lewis asserted, "Without freedom of speech and the right to dissent, the civil rights movement would have been a bird without wings."

And, in a more recent struggle, Jonathan Rauch, senior fellow at the Brookings Institution and LGBTQ advocate observed, "Not long ago, gays were pariahs. We had no real political power, only the force of our arguments. In a society where free exchange is the rule, that was enough. We had the coercive power of truth."

Campus Free Speech: A Legislative Proposal

In her 2016 convocation speech, Brown University President Christina Paxson explained that a reporter had recently asked school officials if Brown had established any "safe spaces" on campus. "What on earth are they referring to?" Paxson said. "Idea-free zones staffed by thought police, where disagreement is prohibited?"

Yes, precisely such spaces as detailed in the "Campus Free Speech: A Legislative Proposal" by Stanley Kurtz, James Manley, and Jonathan Butcher of the Goldwater Institute.

Sadly, this kind of challenge to campus free speech is now widespread. Surveys show that student support for restrictive speech codes and speaker bans is at historic heights. As both a deeply held commitment and a living tradition, freedom of speech is dying on our college campuses, and is increasingly imperiled in society at large.

Nowhere is the need for open debate more important than on America's college campuses. Students maturing from teenagers into adults must be confronted with new ideas, especially ideas with which they disagree, if they are to become informed and responsible members of a free society.

In order to protect the increasingly imperiled principle and practice of campus free speech, this brief offers model legislation designed to ensure free expression at America's public university systems. It is hoped that public debate over these legislative proposals will strengthen freedom of speech at private colleges and universities as well. The key provisions in this model legislation are inspired by three classic defenses of campus free speech: Yale's 1974 Woodward Report, The University of Chicago's 1967 Kalven Report, and the University of Chicago's 2015 Stone Report.

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The model legislation presented and explained in this brief does several things:

- It creates an official university policy that strongly affirms the importance of free expression, nullifying any existing restrictive speech codes in the process.
- It prevents administrators from disinviting speakers, no matter how controversial, whom members of the campus community wish to hear from.
- It establishes a system of disciplinary sanctions for students and anyone else who interferes with the free-speech rights of others.
- It allows persons whose free-speech rights have been improperly infringed by the university to recover court costs and attorney's fees.
- It reaffirms the principle that universities, at the official institutional level, ought to remain neutral on issues of public controversy to encourage the widest possible range of opinion and dialogue within the university itself.
- It ensures that students will be informed of the official policy on free expression.
- It authorizes a special subcommittee of the university board of trustees to issue a yearly report to the public, the trustees, the governor, and the legislature on the administrative handling of free-speech issues.

Taken together, these provisions create a system of interlocking incentives designed to encourage students and administrators to respect and protect the free expression of others.

Free Speech is Under Siege on America's College Campuses

Freedom of speech, that cornerstone of our liberty and most fundamental constitutional right, is under siege on America's college campuses. Speakers who challenge campus orthodoxies are rarely sought out, are disinvited when called, and are shouted down or otherwise disrupted while on campus. Speech codes that substantially limit First Amendment rights are widespread. New devices like "trigger warnings" and "safe spaces" shelter students from the give-and-take of discussion and debate.

When protestors disrupt visiting speakers, or break in on meetings to take them over and list demands, administrators look the other way. Students have come to take it for granted they will face no discipline for such disruptions. Administrators themselves often disinvite controversial speakers and limit the exercise of liberty to narrow "free speech zones." Administrators also focus enforcement on silencing "offensive" speech and give short shrift to due process protections for students accused of saying the wrong thing to the wrong group.

University governing boards (boards of trustees) rarely act to curb these administrative abuses. Substantial sections of the faculty have abandoned the defense of free speech. The classic advocates of liberty of thought and discussion are rarely taught. Surveys show that student support for restrictive speech codes and speaker bans is at historic heights.

In short, as both a deeply held commitment and a living tradition, freedom of speech is dying on our college campuses, and is increasingly imperiled in society at large.

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The Goldwater Institute has partnered with Stanley Kurtz of the Ethics and Public Policy Center to craft a model bill that will allow state legislatures to restore freedom of speech to our public university systems. As legislators introduce this bill across the country, a national debate on preserving campus free speech should influence both private colleges and the broader culture.

In 2016, the Goldwater Institute helped design a policy protecting free speech on Arizona campuses. Under HB 2615, community colleges and universities cannot create “free speech zones” that relegate free expression to narrow areas of campus. Rather, there is a presumption in favor of free speech and tailored restrictions to address legitimate time, place, and manner concerns are the exception.

The bill also “removes permissive language” in existing Arizona law that allows a “university or community college to restrict a student’s speech in a public forum.”

The model legislation presented in this white paper is patterned on recommendations contained in three reports widely regarded as classic statements on campus free expression: Yale’s Woodward Report of 1974, the University of Chicago’s Kalven Report of 1967, and the University of Chicago’s Stone Report of 2015.⁵

Model Bill is Designed to Change the Balance of Forces

The model bill offered herein is designed to change the balance of forces contributing to the current baleful national climate for campus free speech. Administrators generally feel pressured to placate demonstrators who interfere with the free expression of others, so as to move campus controversies as quickly as possible out of the public eye.

Students who know they have little to fear in return for shouting down visiting speakers or interfering with public meetings feel free to protest in highly disruptive ways. In this atmosphere, students or faculty who disagree with current campus orthodoxies are left intimidated and uncertain of administrative support for their rights. Meanwhile, all students suffer for want of opportunities to hear the very best arguments on opposing sides of public questions.

The model legislation offered here challenges this balance of forces in several ways:

- First, it creates an official university policy that strongly affirms the importance of free expression, while formally nullifying any existing restrictive speech codes.
- Second, it establishes a system of disciplinary sanctions for students and others who interfere with the free-speech rights of others, while strongly protecting the due-process rights of those accused of such disruption.
- Third, it empowers persons whose free-speech rights have been infringed to seek legal recourse and recover court costs and attorney’s fees.
- Fourth, it ensures that students will be informed of their university’s commitment to free expression, and of the penalties for the violation of others’ free-speech rights, during a special section of freshman orientation.

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- Fifth, it authorizes a special subcommittee of the university governing board to issue a yearly report to the board itself, the public, the governor, and the legislature on the administrative handling of free-speech issues, including the application of disciplinary sanctions.

In sum, the model bill is designed to encourage public and institutional oversight of administrators' handling of free-speech issues, thus counterbalancing pressures on administrators to overlook interference with the free-speech rights of others.

Students will know from the moment they enter the university that they must respect the free expression of others, and will face significant consequences if they do not. An annual report on the administrative handling of these issues will either hold university presidents accountable, or be subject to public criticism for failing to do so. The overall effect will be to break the vicious cycle that has placed campus free speech in increasing peril.

The Model Bill Affirms Institutional Neutrality on Issues of Public Controversy

In addition to these provisions, the model bill affirms the principle of institutional neutrality on issues of public controversy. As articulated by the University of Chicago's Kalven Report of 1967, the institutional neutrality of universities on controversial public issues is the surest guarantee of intellectual freedom for individuals within the university community. When a university, as an institution, takes a strong stand on a major public debate, this inherently pressures faculty and students to toe the official university line, thereby inhibiting their freedom to speak and decide for themselves.

We see this issue at work today in the campaigns to press universities to divest their endowments of holdings in oil companies or companies based in the state of Israel. At any university, such divestment would tend to inhibit intellectual freedom. This is particularly true for state universities, which should reflect the diverse views of the entire population of the state that provides the university funding.

It's important to note, however, that the model bill's provision bearing on institutional neutrality is aspirational in character. Rather than undertaking the difficult task of identifying a clear boundary in law between issues on which there is social consensus and issues of public controversy, the bill simply affirms the basic principle of institutional neutrality and leaves its application in the hands of the university governing board.

Considered as a whole, the model bill presented in this report constitutes the most comprehensive legislative proposal ever offered to restore and protect campus free speech.

A Far Reaching Conclusion

Freedom of speech in America is facing the greatest threats since the Alien and Sedition acts of 1798, which unconstitutionally punished "false, scandalous, or malicious writing" against the United States.

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Taken from Alan Dershowitz's "America's New Censors" *Horizons: Journal of International Relations and Sustainable Development* Summer 2021 article comes a sobering warning: Today's threats are even greater than during McCarthyism. This is true for three important reasons.

Today's censorship comes, for the most part, from so-called progressives, who are far more influential and credible than the reactionaries who promoted and implemented McCarthyism.

The current efforts to censor politically incorrect and "untruthful" views are led by young people, academics, high tech innovators, and writers—yes, writers! These self-righteous and self-appointed Solons of what is and is not permissible speech represent our future, whereas the McCarthyite censors were a throwback to the past—a last gasp of repression from a dying political order.

The new censors (Generations X Y Z) are our future leaders. They are quickly gaining influence over the social media, the newsrooms of print and TV, the academy, and other institutions that control the flow of information that impacts all aspects of American political life.

These censorial zealots will soon be the CEOs, editors-in-chief, deans, and government officials who run our nation. They are destined to have even more influence over what we can read, see, and hear.

If today's attitudes toward freedom of speech by these unsapient freedom of speech suppressors become tomorrow's rules, our nation will lose much of its freedom of thought, expression, and dissent. Those of us who cherish these freedoms must become more proactive in their defense.

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Appendix

50 MADNESS Textbook Titles: <https://www.fratirepublishing.com/madnessbooks>

- *Fake News Madness*
- *Crime Rate Madness*
- *Voting Madness*
- *California Madness*

Annual Media Fibbys – Top Mainstream Media Fails of 2021:

<https://www.youtube.com/watch?v=3T5De2S2luw>

Freedom Forum Institute: <https://www.freedomforuminstitute.org/>

Freedom to Read Foundation: <https://www.ftrf.org/page/About>

Free Speech Alliance – Media Research Center (MRC): <https://www.mrc.org/freespeechalliance>

Goldwater Institute – Campus Free Speech: A Legislative Proposal:

<https://goldwaterinstitute.org/article/campus-free-speech-a-legislative-proposal/>

Institute For Free Speech: <https://www.ifs.org/cases/marshall-v-amuso/>

Judicial Watch: <https://www.judicialwatch.org/jwtv/>

Minding The Campus: <https://www.mindingthecampus.org/author/pwood/>

MRC NewsBusters Censorship Project: <https://www.newsbusters.org/other-topics/censorship-project?page=1>

No U.S. History? How College History Departments Leave the United States out of the Major:

https://www.goacta.org/wp-content/uploads/2021/11/No.-U.S.-History_2.pdf

American Council of Trustees and Alumni (ACTA):

https://www.realclearpublicaffairs.com/public_affairs/2021/12/16/no_us_history_how_college_history_departments_leave_the_united_states_out_of_the_major_807864.html#!

Pennsbury School Board Aggressive Censorship of CRT Debate: <https://www.ifs.org/wp-content/uploads/2021/10/PennsburySchoolBoard.mp4>

Pew Research Center: <https://www.pewresearch.org/about/>

Retraction Watch: <https://retractionwatch.com/retracted-coronavirus-covid-19-papers/>

The Joy of Being Wrong – Video by the John Templeton Foundation: <https://youtu.be/mRXNUx4cua0>

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SAPIENT BEING PROGRAMS:

- **Make Free Speech Again On Campus (MFSAOC) Program:** <https://www.sapientbeing.org/programs>
- **Sapient Conservative Textbooks (SCT) Program:** <https://www.sapientbeing.org/programs>
- **World Of Writing Warriors (WOWW) Program:** <https://www.sapientbeing.org/programs>
- **World Of Writing Warriors (WOWW) Journalism Code of Ethics, Practical Logic & Sapience Guidelines:** <https://www.sapientbeing.org/resources>

Student Press Law Center: <https://splc.org/about/>

The S.A.P.I.E.N.T. Being: <https://www.fratirepublishing.com/books>

Vote Integrity – Data Analytics For Election Integrity by Vote P. Analysis:
<https://votepatternanalysis.substack.com/people/20957397-vote-integrity>

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Glossary

Algorithmic Unfairness – A social media term describes systematic programing and repeatable errors that create unfair outcomes, such as privileging one arbitrary group of users over others.

Arguments – Should have three parts: an assertion, reasoning, and evidence (easily remembered with the mnemonic ARE).

Big Tech – Refers to the major technology companies such as Twitter, YouTube, Apple, Google, Amazon, Facebook and Microsoft, which have inordinate influence.

Bill of Rights – Comprises the first ten amendments added to the United States Constitution in 1791 that clarify the specific guarantees of personal freedoms and rights, clear limitations on the government's power in judicial and other proceedings, and explicit declarations that all powers not specifically granted to the federal government by the Constitution are reserved to the states or the people.

Content Discrimination – A law that discriminates based on the content of a message — as opposed to the time, place or manner in which that message is made, or the reactions it incites in people — is considered presumptively unconstitutional.

Critical Legal Theory (CLT) – A progressive movement that challenges and seeks to overturn accepted norms and standards in legal theory and practice.

Critical Race Theory (CRT) – A progressive movement that is “a collection of activists and scholars interested in studying and transforming the relationship among race, racism, and power.”

Critical Theory (CT) – A Marxist-inspired movement in social and political philosophy originally associated with the work of the Frankfurt School.

Deep State – Is a type of governance made up of potentially secret and unauthorized networks of power operating independently of a state's political leadership in pursuit of their own agenda and goals.

DEI – Diversity, equity, and inclusion: a conceptual framework that promotes the fair treatment and full participation of all people, especially in the workplace, including populations who have historically been underrepresented or subject to discrimination because of their background, identity, disability, etc.

Democracy – A government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections; a political unit that has a democratic government.

Diversity – Diversity is desirable when it obtains organically as a result of meritocracy. Numerous reports show that companies with women and people from various demographic backgrounds in leadership out-earn companies without them. In one such report this year, McKinsey & Company found that “the relationship between diversity on executive teams and the likelihood of financial outperformance has strengthened over time.”

Equity – The Merriam-Webster Dictionary defines equity as “justice according to natural law or right, specifically: freedom from bias or favoritism.” This meaning has been completely inverted in today’s usage. Today, equity has come to mean the opposite of equality.

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False Light – A form of invasion of privacy in which a person is presented in a way that leaves a negative and inaccurate impression about that person.

Fascism – A political philosophy, movement, or regime (as that of the Fascisti) that exalts nation and often race above the individual and that stands for a centralized autocratic government headed by a dictatorial leader, severe economic and social regimentation, and forcible suppression of opposition; a tendency toward or actual exercise of strong autocratic or dictatorial control.

First Amendment – States that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances” and applies to every American citizen.

Heckler’s Veto – A heckler’s veto occurs when government attempts to suppress speech (usually of an inflammatory nature) in order to avoid an undesirable reaction. Such suppression is generally a violation of the First Amendment.

Identity Politics – Is a political approach wherein people of a particular gender, religion, race, social background, social class or other identifying factors, develop political agendas that are based upon these identities.

Idiocracy – An idiocracy is a disparaging term for a society run by or made up of idiots (or people perceived as such). Idiocracy is also the title of 2006 satirical film that depicts a future in which humanity has become dumb.

Illiberalism – The 21st century term is used to describe an attitude that is close-minded, intolerant, and bigoted.

Incitement – The act of one person causing another to consider committing a crime, regardless of whether in fact the crime was committed. Incitement is the attempt to draw in another person as a conspirator or an accomplice.

Inclusion – The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

Indecency – “Indecent” speech usually receives First Amendment protection, except when it is broadcast over the airwaves.

Indirect Burden – The standard of review used in both free-speech and free-exercise cases is the determination of whether the regulation in question poses a direct or indirect burden upon the right in question.

Intellectual Humility – A mindset that encompasses empathy, trust, and curiosity, viewpoint diversity gives rise to engaged and civil debate, constructive disagreement, and shared progress towards truth.

Intersectionality – A term that refers to the “multiple social forces, social identities, and ideological instruments through which power and disadvantage are expressed and legitimized.”

Jim Crow – Racial segregation laws up to 1965, that were enacted and enforced in the South in the late 19th and early 20th centuries by white Southern Democrat-dominated state legislatures to disenfranchise and remove political and economic gains made by blacks during the Reconstruction period.

Judicial Fiat – Refers to an order or a decree especially an arbitrary one.

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Libertarian – An advocate of the doctrine of free will; a person who upholds the principles of individual liberty especially of thought and action; a member of a political party advocating libertarian principles.

Limited Open Forum – Under the Equal Access Act, a limited open forum is created whenever a public secondary school provides an opportunity for one or more “noncurriculum-related student groups” to meet on school premises during noninstructional time.

Locke, John – Often credited as a founder of modern “liberal” thought, Locke pioneered the ideas of natural law, social contract, religious toleration, and the right to revolution that proved essential to both the American Revolution and the U.S. Constitution that followed.

Madison, James – Known as the Father of the Constitution because of his pivotal role in the document's drafting as well as its ratification. Madison also drafted the first 10 amendments -- the Bill of Rights.

Mainstream Media (MSM) – Traditional forms of mass media, as television, radio, magazines, and newspapers, as opposed to online means of mass communication.

Marxism – The political, economic, and social principles and policies advocated by Marx and a theory and practice of socialism including the labor theory of value, dialectical materialism, the class struggle, and dictatorship of the proletariat until the establishment of a classless society.

Mill, John Stuart – Was a champion of diverse opinions since they stem from individuality. Even false ideas, he suggests, benefit the common good because they contribute to thoughtful discussions that might result in valuable truths.

Minorities – This term has evolved to include now the idea of “collective victimization” and is intricately tied to identity politics, which is a political project of the Left. This was not always the case, however. The modern-day usage of this word does not appear in a dictionary until 1961.

Open Inquiry – Is the ability to ask questions and share ideas without risk of censure.

Overbreadth Doctrine – This doctrine holds that a regulation of expression that curtails protected speech, even if it also restricts unprotected speech, can be challenged as invalid.

Political Correctness – A term used to describe language, policies, or measures that are intended to avoid offense or disadvantage to members of particular groups in society.

Progressivism – A political philosophy in support of social reform based on the idea of progress in which advancements in science, technology, economic development, and social organization are vital to improve the human condition.

Public Forum – Under the public-forum doctrine, government officials have less authority to restrict speech in places that by tradition have been open for free expression.

Qualified Immunity – A doctrine that protects government officials from liability in civil rights actions when they do not violate clearly established principles of law.

Reckless Disregard – In *New York Times Co. v. Sullivan* (1964), the Supreme Court defined actual malice as a state of mind in which a person or publication makes an untrue and defamatory statement about a person “with knowledge that it was false or with reckless disregard of whether it was false or not.”

Reporters’ Privilege – Reporters are protected, on a state-by-state basis, by statutory law or constitution, from testifying about confidential information or sources at trial.

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Sapience – Also known as wisdom, is the ability to think and act using knowledge, experience, understanding, common sense and insight. Sapience is associated with attributes such as intelligence, enlightenment, unbiased judgment, compassion, experiential self-knowledge, self-actualization, and virtues such as ethics and benevolence.

Sedition – Generally seen as expression with the intent to incite rebellion against the government, sedition is constitutionally protected unless it falls outside the “clear and present danger” test.

Social Justice – A political and philosophical theory which asserts that there are dimensions to the concept of justice beyond those embodied in the principles of civil or criminal law, economic supply and demand, or traditional moral frameworks.

Social Media – Websites and other online means of communication that are used by large groups of people to share information and to develop social and professional contacts.

Tort liability – A tort is a wrong done to someone, a civil cause of action for which a standard remedy is monetary damages or an injunction.

Useful Idiot – Is attributed to Vladimir Lenin. It describes naïve people who can be manipulated to advance a political cause.

Viewpoint Discrimination – A regulation is considered to discriminate on the basis of viewpoint when it attacks a particular individual’s or group’s message, as opposed to the mode in which that message is conveyed.

Viewpoint Diversity – Viewpoint diversity occurs when members of a group or community approach problems or questions from a range of perspectives.

White Supremacy – The term “white supremacy” can be confusing because it can mean an actual belief in the superiority of white people, in which case it is despicable. However, it is nearly always employed to mean something much larger—anything from classical philosophers to Enlightenment thinkers to the Industrial Revolution.

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Free Speech Madness

Author Bio



Author: Corey Lee Wilson.

Corey Lee Wilson was raised an atheist by his liberal *Playboy* Bunny mother, has three Anglo-Latino siblings, a brother who died of AIDS, a biracial daughter, baptized a Protestant by his conservative grandparents, attended temple with his Jewish foster parents, baptized again as a Catholic for his first Filipina wife, attends Buddhist ceremonies with his second Thai wife, became an agnostic on his own free will for most of his life, and is a lifetime independent voter.

Corey felt the sting of intellectual humility by repeating the 4th grade and attended eighteen different schools before putting himself through college at Mt. San Antonio College and Cal Poly Pomona University (while on triple secrete probation). Named Who's Who of American College Students in 1984, he received a BS in Economics and won his fraternity's most prestigious undergraduate honor, the Phi Kappa Tau Fraternity's Shideler Award, both in 1985. In 2020, he became a member of the Heterodox Academy and in 2021 a member of the National Association of Scholars and 1776 Unites.

As a satirist and fraternity man, Corey started Fratire Publishing in 2012 and transformed the fiction "fratire" genre to a respectable and viewpoint diverse non-fiction genre promoting practical knowledge and wisdom to help everyday people navigate safely through the many hazards of life. In 2018, he founded the SAPIENT Being to help promote freedom of speech, viewpoint diversity, intellectual humility and most importantly advance sapience in America's students and campuses.

The SAPIENT Being has three programs: Make Free Speech Again On Campus (MFSAOC), World of Writing Warriors (WOWW) and the Sapient Conservative Textbooks (SCT) all working together to promote its mission and vision of sapience. The WOWW program plans to self-publish 50 *MADNESS* non-fiction textbooks in partnership with Fratire Publishing over the span of the 2020 decade in alliance with the MFSAOC program to start 50 chapters on America's high school and college campuses by 2030.

Free Speech Madness

If you're interested in the MFSAOC Program and starting a S.A.P.I.E.N.T. Being club, chapter, or alliance please go to <https://www.SapientBeing.org/start-a-chapter>, e-mail SapientBeing@att.net, or call (951) 638-5562 for more information.

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Hopefully, this book was enlightening and your journey through it—along with mine—made you aware of the issues and challenges ahead of us. If it has, your quest and mine towards becoming a sapient being has begun. If it hasn't, there's no better time to start than now. Come join us in creating a society advancing personal intelligence and enlightenment now together (S.A.P.I.E.N.T.) and become a sapient being.

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Free Speech Madness

A SAPIENT Being's Guide to the War Against Truth, Conservative Ideals & Free Speech

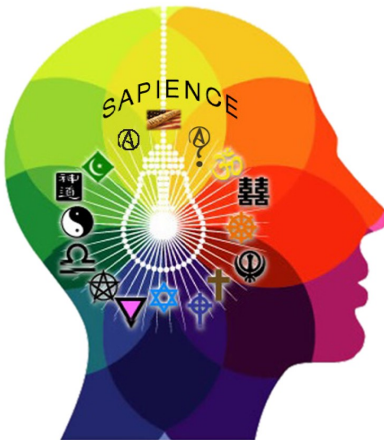
The **SAPIENT Being LLC** is an educational non-profit 501 (c) (3) organization promoting the **Make Free Speech Again On Campus (MFSAOC)** school program to enhance sapience and establish chapters on high school and college campuses and the **World of Writing Warriors (WOWW)** journalism program for student and independent writers.

VISION STATEMENT

Society Advancing Personal Intelligence and Enlightenment
Now Together

MISSION STATEMENT

Enhancing Viewpoint Diversity and Intellectual Humility to Make Free Speech Again on Campus



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Generations X, Y, and Z have been denied many sapient ideals and values as a result of free speech suppression and multi-media illiberalism. Lacking in viewpoint diversity, intellectual humility, and critical thinking skills, impressionable young minds are being imprinted by progressive 'regressive' indoctrination.

The intellectual capital of these generations has devolved due to decades of exposure to biased and false narratives to the point where Antifa, BLM, OSF and SPLC are seen as social justice warriors—whereas conservatives, whites, Republicans, and Trump supporters are automatically depicted as privileged racist fascists.

Everyone is entitled to their own opinions, but facts must be factual, logic be logical, and truth be truthful. These three cornerstones of sapient thought are being distorted by the trifecta of main stream media, big tech, and academia which have rejected the telos of truth, under the guise of a perverse version of social justice, and are in many ways the de-facto media arm of the Democratic Party.

The pervasive results have been revealed in a variety of ways. On-campus watchdog groups have repeatedly shown how widespread disinformation is by interviewing students as to what their opinions are on, among other topics, recent Republican accomplishments under the Trump Administration.

When presented with these policies, practices and their effects, a significant percentage believe they are from leading progressives, the Obama Administration, the Democratic Party, and so on. Repeatedly, the misinformed students are shocked when they discover these concepts were actually derived from more conservative sources.

Every topic in *Free Speech Madness* provides a sapient point of view on the intellectual playing field, as opposed to the pervasive progressive lens through which virtually all topics are currently presented. For the indoctrinated, this textbook can function as a difficult but vital intervention. For the open-minded, it will be one revelation and epiphany after another.

Are you a sapient being open to the unvarnished truth? If so, then *Free Speech Madness* is for you!

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