

Education



MADNESS

A SAPIENT Being's Guide
to Fixing America's Dysfunctional
& Illiberal Educational Systems

Corey Lee Wilson

Education Madness

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Dysfunctional & Illiberal Educational Systems**

By

Corey Lee Wilson

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FRATIRE PUBLISHING LLC

4533 Temescal Canyon Rd. # 308

Corona, CA 92883 USA

www.FratirePublishing.com

FratirePublishing@att.net

1+ (951) 638-5502



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Acknowledgements

I owe a debt of gratitude to the following for “heavily” borrowing at times pieces of their and/or outright sections. I do this unashamedly to use the sapient phrase, “if it ain’t broke—don’t try to fix it.” Most of the borrowed works and research cannot be improved upon—so why try? It’s better to assemble these meaningful parts, profound messages, and eloquent arguments into a cohesive whole, told with high school and college students in mind, and that’s what I’ve done and where my talent lies.

Below in alphabetical order are the major contributors to *The SAPIENT Being* 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.

ACTA: Founded in 1995, the American Council of Trustees and Alumni (ACTA) is an independent, nonprofit organization committed to academic freedom, excellence, and accountability at America’s colleges and universities.

City Journal: Is a public policy magazine and website, published by the Manhattan Institute for Policy Research, that covers a range of topics on urban affairs, such as policing, education, housing, and other issues. The *City Journal* and its authors were the most widely used resource for *Education Madness*.

Epoch Times, The: Is America’s fastest-growing independent news media, founded in 2000, and their mission is to bring readers a truthful view of the world free from the influence of any government, corporation, or political party. Contrary to fake news organizations, their aim is to tell readers what they see, not how to think; and they strive to deliver a factual picture of reality that lets readers form their own opinions.

Greene, Ph.D., Jay P.: Is a Senior Research Fellow at the Heritage Foundation and his research was cited four times in the U.S. Supreme Court’s opinions in the landmark *Zelman v. Simmons-Harris* case on school vouchers.

Hirsch Jr., E. D.: Is an American educator, literary critic, and theorist of education and is the founder and chairman of the non-profit Core Knowledge Foundation. He is best known for his 1987 book *Cultural Literacy: What Every American Needs to Know*, which was a national best-seller and a catalyst for the standards movement in American education. A prolific writer, his other education policy books include, *The Dictionary of Cultural Literacy* (1988), *The Schools We Need and Why We Don’t Have Them* (1996), *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and Tougher Standards* (1999), *The Knowledge Deficit* (2006), *The Making of Americans: Democracy and Our Schools* (2009), *The Making of Americans* (2010), *Why*

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Knowledge Matters: Rescuing our Children from Failed Educational Theories (2016), and *How to Educate a Citizen: The Power of Shared Knowledge to Unify a Nation* (2020).

Mac Donald, Heather: Is an American political commentator, essayist, attorney, author, a Thomas W. Smith Fellow of the Manhattan Institute, and a contributing editor of the institute's *City Journal*. She has written numerous editorials and is the author of several books like the bestseller *The Diversity Delusion: How Race and Gender Pandering Corrupt the University and Undermine Our Culture*.

McManus, Bob: Is a contributing editor at *City Journal* covering Richard Carranza and his stories have appeared in the *New York Post*, Fox News, RealClear Politics, HotAir, Commentary Magazine, RealClear Markets, RealClear Policy, and more publications and media.

National Association of Scholars: Is an American non-profit politically conservative advocacy organization, with a particular interest in education, utilizing a network of scholars and citizens united by a commitment to academic freedom, disinterested scholarship, and excellence in American higher education.

National Review: Is an American semi-monthly editorial magazine, focusing on news and commentary pieces on political, social, and cultural affairs and its authors contributed a considerable number of articles to this textbook. The magazine was founded by the author William F. Buckley Jr. in 1955 and has played a significant role in the development of conservatism in the United States, and is a leading voice on the American right.

Randall, David: Is the Director of Research at the National Association of Scholars and a Policy Advisor to The Heartland Institute and leads research studies on education and trends in the curriculum.

Rufo, Christopher F.: Is a senior fellow at the Manhattan Institute, contributing editor of *City Journal*, and the foremost leader exposing progressive indoctrination taking place throughout our education systems.

The Heritage Foundation: Is an American conservative think tank that is primarily geared toward public policy and the foundation took a leading role in the conservative movement during the presidency of Ronald Reagan, whose policies were taken from Heritage's policy study *Mandate for Leadership*. The Heritage Foundation has had a major influence in U.S. public policy making and is among the most influential conservative public policy organizations in America.

The James G. Martin Center for Academic Renewal: Is a private nonprofit institute dedicated to improving higher education policy and their mission is to renew and fulfill the promise of higher education in North Carolina and across the USA.

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A SAPIENT Being's Preface

According to many government statistics, America's education system is failing due to lower expectations and the shift in focus from academic excellence in mathematics, science, reading, and history toward the implementation of social constructs like critical race theory equals fewer literate graduates.

"Public records and other evidence show that state-level and some local education officials are no longer focused on maintaining high academic standards and providing the best public education possible to students," according to Liv Finne.

"Instead, a concern for learning has been replaced by an aggressive political agenda designed to instill doubt, mental pain and low expectations in students. This race-centered agenda also seeks to divide children from teachers, their own communities and from each other.

This harmful trend can only be resolved through policies that return high-quality academic standards to public education and well-funded and supportive education-choice programs that allow families to access alternatives services to meet the learning needs of all children."

Finne, a former adjunct scholar now serving as Director of the Center for Education at Washington Policy Center, has been analyzing education policy for the past 13 years. Her research suggests the unmistakable decline in the literacy of America's students from fourth to twelfth grade is a direct result of the shift from academic excellence toward social constructs such as CRT.

"Internationally, we do pretty well at the fourth grade," Finne told *The Epoch Times*, "but we decline from there." Recent statistics support her claim.

Government data for 2019 shows the average fourth grader has a 41 percent proficiency level in mathematics. By the eighth grade, the proficiency level drops to 34 percent. By the twelfth grade, America's students have an average math proficiency level of only 24 percent. In reading, fourth graders have an average proficiency rate of 35 percent. By eighth grade, the proficiency level drops to 34 percent, and by the twelfth grade, America's average student shows only a slight proficiency improvement to 37 percent. In writing, the proficiency levels are 28 percent in fourth grade with eighth and twelfth graders sharing a score of 27 percent.

America's students fare worse in science, with fourth-graders having only a 36 percent proficiency rate and eighth-graders dropping to 35 percent. Twelfth-graders have only a 22 rate of proficiency in science. The worst scores come in history, with fourth-graders starting out with only 20 percent proficiency and dropping to 15 percent by the eighth grade. By grade 12, America's students have a paltry 12 percent proficiency level in history.

Are you interested in how bad is America's union and leftist dominated public education system is and how to reverse their 'D-' grade to an 'A+' grade? If yes, read on but be forewarned: For

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some of you this *MADNESS* textbook will be a revelation, an epiphany, a sapient being moment. For others, it will be a triggering event, denial of truth, and a painful intervention.

For our civic leaders, elected officials, policy advisors, school board members, college trustees, public and private school officials, state legislatures and departments of education, house and senate members—*Education Madness* provides an essential resource to fight the illiberal, woke, Marxist, racist, ethnic studies, and progressive programs designed to fundamentally change America and destroy our republic.

If these essential resources interested you, please read on and if you also believe in the message of this textbook and willing to fight for it—please considering supporting, joining and/or participating in one of the three SAPIENT Being programs below.

Sapient Conservative Textbooks (SCT) Program is a relevant and current events textbooks program (published by Fratire Publishing LLC) to help return conservative values, viewpoint diversity, and sapience to high school and college campuses—and enlighten them on the many blessings to humankind that are the direct result of Western European culture, American exceptionalism, and Judeo-Christian values.

Free Speech Alumni Ambassador (FSAA) Program helps create faculty and administrative positions, throughout America’s predominantly liberally staffed college campuses, that can serve as much needed conservative club advisors—because conservative students are facing many obstacles when they attempt to start and charter a right-leaning student organization on campus due to faculty members fearful of losing their jobs or tenure for becoming these organization’s advisors.

Make Free Speech Again On Campus (MFSAOC) Program is an interactive opportunity and nexus for high school and college students to start SAPIENT Being campus clubs, chapters, and alliances where independent, liberal, and conservative minded students can meet, discuss, and debate important issues by utilizing the sapient principles of viewpoint diversity, freedom of speech, and intellectual humility—and develop sapience in the process.

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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 crucial 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 tough 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



1 – How Bad Are America’s High School, Community College & University Systems?



Credit: EAG.

Learning has been replaced by an aggressive political agenda designed to instill doubt, mental pain, and low expectations in students. According to government statistics, America’s education system is failing. According to one expert, lower expectations and the shift in focus from academic excellence in mathematics, science, reading, and history toward the implementation of social constructs like critical race theory equals fewer literate graduates.

As noted by Thomas Sowell, a senior fellow at the Hoover Institution, Stanford University, decades of dumbed-down education no doubt have something to do with this, but there is more to it than that. Education is not merely neglected in many of our schools today, but is replaced to a great extent by ideological indoctrination. Moreover, it is largely indoctrination based on the same set of underlying and unexamined assumptions among teachers and institutions.

If our educational institutions—from the schools to the universities—were as interested in a “diversity of ideas” as they are obsessed with racial diversity, students would at least gain experience in seeing the assumptions behind different visions and the role of logic and evidence in debating those differences.

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The failure of our educational system goes beyond what they fail to teach. It includes what they do teach, or rather indoctrinate, and the graduates they send out into the world, incapable of seriously weighing alternatives for themselves or for American society.

“Public records and other evidence show that state-level and some local education officials are no longer focused on maintaining high academic standards and providing the best public education possible to students,” Liv Finne wrote in her September 2021 report regarding the lowering of academic standards by school officials in Washington state as they implement CRT.

“Instead, a concern for learning has been replaced by an aggressive political agenda designed to instill doubt, mental pain and low expectations in students. This race-centered agenda also seeks to divide children from teachers, their own communities and from each other. This harmful trend can only be resolved through policies that return high-quality academic standards to public education and well-funded and supportive education-choice programs that allow families to access alternatives services to meet the learning needs of all children.”

Statistics Show America’s Education System is Failing

Per the Patricia Tolson “Statistics Show America’s Education System is Failing: CRT and Lower Expectation Equals Fewer Literate Graduates, Expert Says” *Epoch Times* article in January 2022:

Liv Finne, a former adjunct scholar now serving as Director of the Center for Education at Washington Policy Center, has been analyzing education policy for the past 13 years. Her research suggests the unmistakable decline in the literacy of America’s students from fourth to twelfth grade is a direct result of the shift from academic excellence toward social constructs such as CRT.

“Internationally, we do pretty well at the fourth grade,” Finne told *The Epoch Times*, “but we decline from there.” Recent statistics support her claim.

Government data for 2019 shows the average fourth grader has a 41 percent proficiency level in mathematics. By the eighth grade, the proficiency level drops to 34 percent. By the twelfth grade, America’s students have an average math proficiency level of only 24 percent. In reading, fourth graders have an average proficiency rate of 35 percent. By eighth grade, the proficiency level drops to 34 percent, and by the twelfth grade, America’s average student shows only a slight proficiency improvement to 37 percent. In writing, the proficiency levels are 28 percent in fourth grade with eighth and twelfth graders sharing a score of 27 percent.

America’s students fare worse in science, with fourth-graders having only a 36 percent proficiency rate and eighth-graders dropping to 35 percent. Twelfth-graders have only a 22 rate of proficiency in science. The worst scores come in history, with fourth-graders starting out with only 20 percent proficiency and dropping to 15 percent by the eighth grade. By grade 12, America’s students have a paltry 12 percent proficiency level in history.

Recent numbers from USA Facts show similar results. According to Finne, there are a number of reasons for the steady decline in literacy among America’s students the longer they remain in school. Number one is “the low expectations we have of our teachers.”

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Lowering the Academic Achievement Bar

Rather than develop curriculum that provides students with the qualifications needed to graduate high school, Finne says the education system has opted to lower the bar of academic standards.

“They’re lowering the bar in a couple of ways,” Finne explained. “Like the Ethnic Studies framework passed by the State of Washington in 2019, critical race theory concepts are now woven into the learning standards of all of the different subjects.”

As Finne explains, traditional educational standards have been reorganized into systems of oppression and the whole CRT construct—a “false philosophy from radical professors in higher education” is now being “imposed as the truth” in the standards of learning in K-12 schools.

“When you take attention away from the basics, and focus on teaching this ideology, you’re going to get a lowered level of knowledge and skill acquisition of the basics in reading, math, history, and science; not to mention learning falsehoods in history like the 1619 Project,” Finne insisted. “It’s astonishing.”

The Status Quo System

According to Finne, the new push by the school system to abandon efforts of academic achievement and shift toward social constructs like CRT is an effort to hide the fact that they have failed in their jobs to educate our children.

“The whole idea is that if the community knew that their schools are not educating their children to basic levels they would rise up,” Finne said. “Just look what’s happening now with the uprising of parents against CRT in places like Loudoun County [Virginia] and they’re still going forward with it. It’s a huge uphill battle for parents.”

“The whole system has promoted children whether they learn the content or not,” Finne said. “So why should they care if a whole generation of children lost the content of a year (from the pandemic)? It’s consistent with their practice. They do not individualize education. They don’t make sure each, individual child is ready to go on to the next grade. They move them along, especially minority children. The only people blocking real reform are the defenders of the status quo, the ones who like it just the way it is.”

Teachers Unions are indeed the ones who fight against charter schools, school choice, and parental involvement and fought to keep kids out of classrooms during the COVID-19 outbreak. According to Finne, “if they really cared about black lives, they would be expanding their options for charter schools. But they’re not. If these critical race theorists are truly intent on helping the children, they would be going after the unions. But they’re not.”

The Silver COVID-19 Lining

Ironically, Finne believes the greatest hope for the education of America’s children will rise from the ashes of the COVID-19 school lockdowns.

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“The silver lining is we will eventually figure out how terrible it has been,” Finne said. “Through the COVID shutdowns it has become clear how far behind so many kids are and the movements to expand school choice is not going away, because parents have woken up. That’s what’s so exciting about the COVID school shutdowns. Together with the takeover of the schools by this crazy critical race theory idea that children are bad and if they’re white they’re racist and if they’re not white they’re victims, that is going to lead to lawsuits.

“Maybe out of the ashes of this, school choice will arise,” Finne opined of the educational chaos that ensued during the lockdowns. “This is still a democracy. The exchange of ideas is still happening in education because we do care about our children. That’s what I’m hoping; that people will see the wisdom of giving parents real control, not just window dressing like involving parents and having parent involvement coordinators, but real control.”

What Are Public Schools For?

From the Oren Cass “What Are Public Schools For?” *City Journal* article in December 2021:

Recent battles over racially divisive curricula prompted Virginia gubernatorial candidate Terry McAuliffe to remark, “I don’t think parents should be telling schools what they should teach.” But those battles, and the peculiar response that parents are best kept away from the process of educating their children, are signs of a much larger crisis. The gap in perspective between professional educators and the communities they serve about what public education is for has grown unsustainably large.

The gap is most evident, and costly, on the question of what outcome a good education should lead toward. For the current generation of reformers, the answer is simple: a college degree.

Embracing this college-for-all mentality, secondary schools have become college-prep academies held accountable to rigorous testing regimes and college-going rates, while policymakers have plowed hundreds of billions of dollars into subsidizing higher education. Leading proposals for “free college” and student-loan forgiveness reinforce those commitments.

American parents disagree. In partnership with YouGov, the organization, American Compass, surveyed 1,000 American parents with a child between the ages of 12 and 30 about their priorities for the public education system. We asked: Which is more important, helping students “maximize their academic potential and gain admission to colleges and universities with the best possible reputations,” or helping them “develop the skills and values to build decent lives in the communities where they live?” By more than two to one, parents chose life preparation over academic excellence.

Uncommon for contentious issues in American life, this opinion holds across all the usual divisions. “Build decent lives” earns 68 percent among Democrats, 69 percent among Republicans, and 77 percent among Independents. It earns 68 percent among lower-class parents (defined by education level and income), 69 percent in the working class, 75 percent in the middle class, and 71 percent in the upper class; 68 percent with women and 74 percent with men, 76 percent with whites, and 63 percent with nonwhites.

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Parents also express this view across various experiences for their own children. While having a child drop out of college is correlated most strongly with a preference for life preparation (79 percent), parents whose children have completed college still choose it over academic excellence 69 percent of the time. The preference also holds by similar margins regardless of whether parents report their children are “living the American dream,” “getting by,” or “struggling.”

An optimistic educator might argue that developing the skills and values to build decent lives is what public schools already do, but parents would again disagree. Most rate their school system’s performance as good or excellent at teaching students academic skills and engaging students in extracurriculars, but not on life preparation. In a parallel survey, young people aged 18–30 were even more frustrated with their schools’ academic focus. They gave priority to life preparation by a four-to-one margin; fewer than one-third rated their school’s performance on that task positively.

College isn’t always the answer

Parents and young people with recent experience in America’s education system seem to understand something that the experts designing it do not: college isn’t always the answer. Nationwide, only one in five young people moves smoothly from high school to college to career. Twice as many never enroll in college at all; twice as many enroll in college but drop out, or graduate into a job that doesn’t require a degree.

The main constituency for the college fixation is Democrats with postgraduate degrees, who prefer the idea of full-tuition scholarships by more than two-to-one. Yet that perspective seems to dominate public debates. For all the political energy expended on college costs and college debt, meaningful non-college programs that would help students develop the skills to build decent lives in the communities where they live are scarce.

Most parents want options that meet the needs of their children; this means not only that high schools should cater to the majority of students who will not succeed in college, but also that public education should offer as much after high school to this non-college majority as it offers those fortunate enough to pursue a college degree.

In *The Making of Americans*, education scholar E. D. Hirsch observes that our tradition of public education began with an emphasis on “common knowledge, virtue, skill, and an allegiance to the larger community shared by all children no matter what their origin.” Our schools were “the central and main hope for the preservation of democratic ideals and the endurance of the nation as a republic.”

Today, they resemble strip-mining operations—serving the needs of the academically talented by extracting them from their hometowns to ivory towers in faraway lands from which they will never return. Some go on to run the education system and see nothing wrong with this state of affairs. For reformers to succeed in improving public education, they will need to remember what public education is for.

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Learning for Self-Government

From the David Randall “Learning for Self-Government” National Association of Scholars article in February 2022:

In 2021, the American people awoke to the longstanding crisis in K–12 civics education. Not the old crisis of plummeting test scores and abysmal knowledge of our republic’s structure and our nation’s history, but the new crisis—that radical advocates have seized control of our K–12 public education system and have imposed a curriculum that forwards their dogmas in the guise of civics and history—and, indeed, not only in these subjects but also in classes ranging from literature to science to mathematics.

Critical Race Theory (CRT) has emerged as the flashpoint of political conflict regarding the Woke Educators’ curriculum, but subjects of dispute include action civics (vocational training in community organizing) and a host of other radical distortions of our school curricula, imposed piecemeal over several generations.

Radical advocates have seized control of our K–12 public education system and have imposed a curriculum that forwards their dogmas in the guise of civics and history. American schools traditionally have upheld the principle that classroom instruction, above all in the public K–12 schools, should be nonpartisan—that students should not be taught to support a particular party, political position, or ideology.

Teachers knew that they had great power to influence young minds, so they chose pedagogies that restricted their ability to impose their personal predilections on the students entrusted to their care. Civics and history, in particular, sought to convey a broadly consensual account of American history and government, which would teach students an intelligent love of their country founded on knowledge of how it came to be, how its system of government worked, and what their fellow Americans had done since their country’s founding. Students would be prepared by this education to act as they saw fit as self-reliant citizens of the United States of America.

The new radical pedagogy destroys virtually every aspect of the old curriculum

Above all, it replaces the old commitment to nonpartisan education with a commitment to partisan education.

The partisan positions they support are, in substance, revolutionary and illiberal departures from the American tradition, including the primacy of group “identity” over individual membership in the republic, the replacement of equality of individual opportunity with equity (equal outcomes for each identity group in every component of the polity, society, and culture), quasi-Marxist economics, a commitment to revolutionary “liberation” from an “oppressive” status quo, and a redefinition of intellectual inquiry from the collective pursuit of truth to the imposition of power. These positions in themselves appall most Americans—but even more appalling is the basic fact that the advocates of this new radical pedagogy believe that school instruction should forward any partisan position.

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Radical activists are defined by their basic commitment to remolding America's education system to facilitate ever more avowedly partisan teaching by means of a host of obscurely denominated pedagogies—and by their equally basic redefinition of “civics education” to mean “exercises in political activism” instead of “classroom instruction in American history and government.”

The national coalition Educating for American Democracy (EAD) has published a Pedagogy Companion to the EAD Roadmap that usefully catalogues a substantial number of the new curriculum's pedagogies and their unsapient program aspects as follows, and more details about them can be found in the Appendix:

Action Civics, Applied Civic Learning in Community, Carpet-Time Democracy, Chrono-Thematic, Civic Agency, Civic-Focused Schools, Collaborative Teaching, Community-Based, Constructivist Teaching, Cooperative Approach, Culturally Responsive Teaching, Democratic Competency-Based, Democratic School Climate, Experiential Learning, Inquiry-Centered Learning, Open Climate, Problem-Based Learning, Positive School Climate, Project-Based Learning, Service Learning, Simulation of Democratic Processes and Roles, Social Emotional Learning.

These pedagogies are articulated in impenetrable, jargon-heavy terms that are hardly clarified by the Appendix's paragraph-length definitions. “Action civics,” for example, was defined above as “vocational training in community organizing.” What this means is that in “action civics” history and government classes, students spend class time and receive class credit for work with “nongovernmental community organizations.”

This substitution degrades teachers' and students' esteem for classroom instruction, which is deemed not to have sufficient civic purpose in itself. It reduces the scarce time available for students actually to learn about the history of their country and the nature of their republic. Most importantly, it introduces a pedagogy that facilitates teachers' ability to impose their personal predilections on their students, by influencing the process by which students choose “community partners” with which to work.

It also facilitates the ability of peer pressure to impose group predilections on individual, dissenting students. We may note that the advocates of “action civics” explicitly distinguish this activity from volunteering: action civics is meant to change the political system, not to support civil society.

Action civics is meant to change the political system, not to support civil society

Practically speaking, it is extraordinary how many “action civics” projects support groups affiliated with progressive political goals, such as environmental justice or immigration amnesty, and how few—to my knowledge, none—support conservative goals such as Second Amendment rights or immigration enforcement. “Action civics” exemplifies a putatively nonpartisan pedagogy that is, in fact, a means to commit students' to work, during school time and for class credit, for progressive nonpartisan organizations. It is essentially a form of Saul Alinskyite organizational tactics, with students serving a double role as the subjects and the means of community organizing.

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In substance, this radical curriculum reduces to disaffecting Americans' children from their country, providing tactical tips on how to undermine it, and providing a moral education to fit our children to be the subjects of a managerial-therapeutic regime, divided into identity groups, rather than the self-governing citizens of a republic, united by their common membership in the American nation.

The radical activists seek to introduce this curriculum by an extraordinarily wide variety of means, which includes federal grants, national "frameworks," state laws and curriculum standards, school district policies, and teacher initiatives in the classroom. The careful combination of putatively bipartisan compromise, impenetrable jargon, and euphemized but extensive ideological commitments together radicalize America's sprawling K–12 civics education.

These means, cumulatively, have been extraordinarily effective. Scarcely a school in America has not marbled some portion of the radical catechism into its curriculum, camouflaged by education-school jargon.

Patriotism Starts in the Classroom

The effort to indoctrinate students in progressive, anti-American ideologies that pervades our universities is also ravaging K–12 education as noted in the Kennin M. Spivak "Patriotism Starts in the Classroom" *National Review* article in July 2022:

State education departments issue standards that public and charter K–12 schools, and their teachers, must follow. Particularly in larger states, these standards determine the content of textbooks and standardized tests, influence private and homeschool curricula, and impact public-college admission requirements.

Traditional standards are aggressively being usurped by the principles of critical race theory, social justice, and "action civics," which promotes student involvement in protests for progressive causes. The National Association of Scholars (NAS) has identified at least 45 state education standards in 25 states that incorporate radical doctrine, including CRT, the 1619 Project, and other expressions of anti-American animus.

More than twelve federal and 200 state bills have been introduced that would incorporate progressive civics education in K–12 schooling. By July 2020, more than 4,500 schools taught the 1619 Project as truth, despite its author's admission that it is a parable. That number is likely considerably greater today.

Concurrently, states are eliminating or dumbing down tests and otherwise lowering standards, imposing, for example, "equitable grading," which excludes factors such as class participation and returning homework on time. The motivations for doing so vary but consistently include an effort to reduce or obscure performance differences to promote "equity."

This debasement is occurring against a backdrop of declining test scores, with proficiency ranging from just 12 percent to 46 percent in the eleven subjects included in the Department of Education's national assessment of fourth-, eighth-, and twelfth-graders. As in our universities and colleges, if a radical canon supplants traditional content standards in K–12 schools, we can

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expect a steep drop in patriotism among our youth, and in their understanding and support for American institutions and principles.

The hostility to Western civilization in our universities

Douglas Murray well describes the hostility to Western civilization in our universities. If strong remedies are not swiftly applied, our K–12 schools are about to catch up. Eliminating the foundations and premises of Western civilization, American exceptionalism, and liberty leaves students uninformed about America’s history and unique story.

Even after tests have been watered down, national scores in history and geography have declined, and scores for civics are flat. In 2018, only 15 percent of eighth-graders scored “proficient” or above in U.S. history, along with about a quarter in civics and geography. Many students do not even know why the American Revolution was fought, how a city differs from a state, or how to locate the United States on a map of the world. Replacing history, geography, and civics with ethnic studies and protest politics will not fix this.

It is particularly disturbing this Fourth of July weekend that so many Americans are graduating ignorant of, and estranged from, America’s history and ideals. A 2020 Echelon Insights poll of high-school and college students underscores how progressive indoctrination in college changes beliefs.

For example, 66 percent of high-schoolers view the U.S. as exceptional and unique, compared with 47 percent of college students; 63 percent of high-schoolers are proud of the U.S., compared with 40 percent of college students; 70 percent of high-schoolers have a favorable view of U.S. history, compared with 44 percent of college students; and 58 percent of high-schoolers are patriotic, compared with just 35 percent of college students. In other results, high-school students were consistently more supportive than college students of American institutions.

This conclusion is bolstered by a poll that the Institute of Politics at the Harvard Kennedy School conducted among Americans 18 to 29 in October and November 2021. Those with a college education were 82 percent more likely to identify as liberal. Sixty percent of respondents with a college degree, and 52 percent of those who did not attend college, believed that America’s democracy was “in trouble” or “failing.”

Nearly two-thirds of respondents with a college degree believed that there were “other nations as great or greater than America,” compared with 44 percent of those who did not attend college. Just one-quarter of respondents with a degree said that America was the greatest country, compared with a third of those who did not attend college. In other poll results, those with a degree were consistently less supportive of American institutions than were those who had not attended college.

If progressives achieve the same success degrading K–12 standards that they have achieved in our universities, there is no reason to expect a different result.

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Universities Breed Anger, Ignorance, and Ingratitude

As per the Victor Davis Hanson “Universities Breed Anger, Ignorance, and Ingratitude” *National Review* article in October 2019:

In turning out woke and broke graduates, our higher education system has a lot to answer for like the question of: What do widely diverse crises such as declining demography, increasing indebtedness, Generation Z’s indifference to religion and patriotism, static rates of home ownership, and a national epidemic of ignorance about American history and traditions all have in common?

Answer: 21st-century higher education.

A pernicious cycle begins even before a student enrolls

A typical college-admission application is loaded with questions to the high-school applicant about gender, equality, and bias rather than about math, language, or science achievements.

How have you suffered rather than what you know and wish to learn seems more important for admission. The therapeutic mindset preps the student to consider himself a victim of cosmic forces, past and present, despite belonging to the richest, most leisured, and most technologically advanced generation in history.

Without a shred of gratitude, the young student learns to blame his ancestors for what he is told is wrong in his life, without noticing how the dead made sure that almost everything around him would be an improvement over 2,500 years of Western history.

Once admitted, students take classes from faculty who, polls reveal, are roughly 90 percent liberal. According to one recent survey, Democrat professors on average outnumber Republican faculty by a 12-to-1 ratio on the nation’s supposedly diverse campuses.

But such political asymmetries are magnified by a certain progressive messianic self-righteousness that turns the lectern into the pulpit, the captive class into a congregation. The rare conservative professor is more resigned to the tragedy of the universe and, in live-and-let-live fashion, vacates the campus arena to the left-wing gladiators who wish to slay any perceived heterodoxy.

Campus activism has replaced the old university creed of disinterested inquiry

Students are starting to resemble military recruits in boot camp, prepping to become hardened social-justice warriors on the frontlines of America’s new wars over climate change, gun control, abortion, and identity politics. In Camp Yale or Duke Social Warrior Base, they learn just enough about purported historical oppression to make them dangerous, as they topple statues, demand the renaming of streets and buildings, and swarm professors deemed politically incorrect.

No wonder that certain issues—abortion, global warming, illegal immigration—are mostly off-limits to campus disagreement. Safe spaces, racial theme houses, and censorship have replaced the 1960s ideals of unfettered free speech and racial and ethnic integration and assimilation.

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Today's students often combine the worst traits of bullying and cowardice

They are quite ready as a mob to dish it out against unorthodox individuals, and yet they're suddenly quite vulnerable and childlike when warned to lighten up about Halloween costumes or a passage in *Huckleberry Finn*. The 19-year-old student is suddenly sexually mature, a Bohemian, a cosmopolitês when appetites call—only to revert to Victorian prudery and furor upon discovering that callousness, hurt, and rejection are tragically integral to crude promiscuity and sexual congress without love.

The curricula in the social sciences and humanities are largely politicized

Culture, history, and literature are often taught through the binary lenses of victims and victimizers, as a deductive zero-sum melodrama. There is little allowance for tragedy, irony, and paradox or simply the complexities of the human experience. That preexisting slavery, imperialism, and atrocity were as common in the New World, Asia, and Africa as in Europe is rarely mentioned in the boilerplate campus indictment of the West.

Regarding the cost of a university education, the federal government guarantees student loans to pay skyrocketing tuition, room, and board. That guarantee has empowered crony-capitalist universities to hike their annual costs far above the rate of inflation—without much worry over what happens to their customers when and if they graduate.

Eighteen-year-olds entering college are seldom warned by campus financial officers exactly how long their debt obligations will last—or which majors are likely to lead to better salaries after graduation. None are given itemized bills that are broken down to show where their money is going. Many who will remain in debt for years might have wished to know how much they paid for the vast swamp of non-teaching facilitators and high-paid administrators.

Colleges today can never assure students that after graduation they will at least test higher on the standardized tests than when they entered

If colleges could do that, they'd long ago have required exit examinations to boast of their success. Instead, the higher-education industry insists that almost any baccalaureate degree is a good deal, without worrying about how much it costs or whether their brand certifies any real knowledge. Again, the logic is that of consumer branding—as we see with Coca-Cola, Nike, and Google—in which status rather than cost-benefit efficacy is purchased. Does anyone believe that a graduating senior of tony Harvard, Yale, or Stanford knows more than a counterpart at Hillsdale or St. John's?

The net result is a current generation that owes \$1.6 trillion in college loans to the federal government. And that debt is now affecting the entire country, including those who never went to college, who as taxpayers eventually may be asked to forgive some if not all the debt. An entire generation of Americans has costly degrees; many cannot use them to find well-paying jobs, and they increasingly forgo or delay marriage, child-rearing, and buying a car or home until their mid-twenties or thirties. All that pretty much sums up the profile of Antifa, Black Lives Matter, and Occupy Wall Street adherents—or the environmental-studies major who is shocked that a skilled electrician makes three times more than he does.

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Colleges are turning out woke and broke graduates

They are not up to ensuring the country that they will pass on to the next generation an America that's as prosperous, secure, and ethical as what they inherited and have so often faulted.

Ignorance, arrogance, and ingratitude are now the brands of the undergraduate experience. No wonder a once duly honored institution, higher education, is now either the butt of jokes or cynically seen as a credentialing factory.

National Suicide by Education

Per the Philip Carl Salzman "National Suicide by Education" Minding the Campus story in September 2022:

It's true that children are our future, for good or ill, depending on their education. Ill-educate children, as we are doing in the United States and Canada, and the result will be cultural decay, social breakdown, and political decline.

We now teach our children that our country is illegitimate, based on genocide and racism, and is systemically evil. Will this lead the next generation to love or despise their country? Who will volunteer for the military, to risk their lives to protect their evil country? When generals assert that the military is racist and sexist, homophobic and transphobic, and harbors white supremacists and domestic terrorists, who will volunteer for the military, to risk their lives to protect their country? Recruitment for the military in both the United States and Canada is severely down, and no one can figure out how to increase it.

We teach our children that our society is divided between helpless victims and cruel oppressors. BIPOC (black, indigenous, people of color) and females are all and everywhere oppressed, and whites and males, Christians and Jews, and (astonishingly) Asians are privileged, evil villains. Children learn to fear and hate their fellow citizens of other races, sexes, religions, and ethnicities. What kind of society will we have when we teach children that race hatred, sexism, and ethno-supremacy are justified and virtuous?

Children are taught that speaking and writing correct English is racist, and so they must not learn correct English

Math too is racist, when really, there are no correct answers, and to deny that two plus two can equal anything is oppressive. The demand for correct answers, logic, and scientific proof are sins of "whiteness" that must be eradicated from the socially just society. Thus, it isn't a weakness that American children perform poorly on international tests of reading, math, and science, but a demonstration of virtue, of social justice.

When schools teach the counterfactual lie that police every day murder innocent black and brown people, a lie refuted by every serious study, is it a surprise that police are viewed by black and brown children with fear and hatred? The constant insults and attacks on police by BIPOC children as well as adults are a predictable result of such inculcation. So too is the low morale of police in almost all urban jurisdictions, their unwillingness to engage in proactive policing, the flood of resignations, early retirements, transfers to rural jurisdictions, and suicides, and the lack

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of recruits to fill the large gaps in almost every urban police force. It's no surprise that the crime rate has shot up in every urban jurisdiction.

Race and gender disparities in academic participation and performance are explained by one and only one possible factor: racist and sexist discrimination. The other likely causes—family weakness in single-parent homes, community pathologies, and individual choices—may not be mentioned or investigated. In this way, disparities in participation or performance are deemed illegitimate, and therefore must be wiped out in order to achieve “equity,” that is, equal results among census categories of the population, and “social justice.”

Thus, poor performers are “victims,” and measures must be taken to ensure that outcomes are the same

This is done by giving preferences to underperforming BIPOC pupils and students, canceling accelerated programs for which they do not qualify, canceling examinations in which they do poorly, and setting aside performance standards. Programs in which females are underrepresented must prioritize recruiting females through special preferences and benefits.

BIPOC pupils and students are taught that their academic participation and performance is not their responsibility, but the responsibility of others who victimize them, and who owe them preference, benefits, and reparations. This is the perfect pedagogical plan for destroying individual motivation and a sense of responsibility. There's always someone else to blame.

In order to advance “equity,” based on demographic “representation” of race, sex, ethnicity, etc., alternative criteria for judgment, such as individual achievement, merit, and potential, are denounced as, you know, “racist,” and rejected. So recruitment to academia, science, media, professions, and government will be of the demographically underrepresented, not of the most capable candidates.

The foundation of this plan is the racism of low expectations, assuming that people from BIPOC categories could never make it on merit. This guarantees mediocrity or complete incompetence throughout our institutions: in medical care, scholarship and teaching, engineering, the press, law, and governance. The consequent trajectory is a societal decline and decay.

Female pupils and students are taught that they are being excluded due to sexist discrimination

This counterfactual claim ignores the reality that females are the majority in universities and in most schools and programs. Those few programs where they are not, in spite of all of the heavy recruiting—physical sciences, mathematics, computer science—is a result of the choices of females who prefer to enter other fields. Yet females are continually told that they are victims of sexist discrimination. And male pupils and students are told that non-existent female victimhood is their fault.

Given the understanding that reason, logic, the search for evidence and correct answers, and science are taught as features of oppressive “whiteness,” it should come as no surprise that schools discourage students from basing their understandings on scientific facts. A particular focus of teaching from kindergarten through graduate studies is the rejection of biology and its

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knowledge of biological factors in human life. Biological sex is now taught to be irrelevant to human life; the only thing that counts is one's feelings about gender.

Children are taught that they can be any of a hundred genders that they choose. Some teachers groom children to be supporters and "allies" of LGBTQ+, and to join in wherever they choose. Some children who are uncomfortable with their sex or confused about it are in some schools recruited into the trans community. Schools funnel pupils to sex transition clinics run by people, who still call themselves doctors, where children are subjected to life-changing chemical treatments and surgical mutilation in the futile effort to transform children from their biological sex to a replica of the other.

What devious force brought all of this cultural destruction into being?

Who injected this destructive poison into our educational system? The source, of course, is our universities. They were taken over by grievance studies advanced by various particular interest groups. First and most decisive were the feminists who established women's and gender studies to advance what they defined as the narrow interests of women.

They adopted the Marxist model of society divided into two warring classes; in place of the proletariat versus the bourgeoisie, they defined the conflicting classes as females versus the patriarchy, all men. The feminists inspired queer studies and LGBTQ+ activism. Black studies, Latinx studies, and Asian studies all championed their races in alleged conflict with the other races. Universities no longer were about what can we learn about the world and its people, but about what you could do through propaganda and activism to advance the narrow interests of your category.

All of these activisms were absorbed in social science and humanities programs, often by joint appointed professors with one or another grievance study. Administrators were either activists themselves or were won over and instituted "social justice" measures of "diversity, equity, and inclusion," hiring "diversity officers" to police the staff and students to ensure that no "wrong think" was allowed to flourish.

Faculties of education, being weak in academic content and lax in pursuing that, adopted grievance theory with a vengeance, and trained their students, the future school administrators and teachers, in the most radical forms of grievance activism. The faculties of education have contaminated our K-12 schools and made them what they are now.

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15 – Reversing America’s ‘D -’ Grade Education System to an Ascendant ‘A +’ Grade



Credit: The Family Foundation – Parents’ Bill of Rights.

Per the Jay Schalin “The Pushback Against Classroom Indoctrination Begins” The James G. Martin Center for Academic Renewal article in July 2022:

America is finally waking up to the fact that poisonous, divisive ideas are proliferating in public education, from pre-K to graduate school. The question is how to push back against such ideas, and recognize the damage that is being done to young minds. We must never downplay how serious this issue is as we consider another frightening quote, this one from Vladimir Lenin: “Give me four years to teach the children and the seed I have sown will never be uprooted.”

Solutions are easier in K-12; primary and secondary teachers do not have the same protections of academic freedom that college faculty have, and the K-12 curriculum is more tightly controlled by state agencies. The issue is more complex in academia, where academic freedom reigns and the curriculum is controlled by a decentralized faculty.

The situation is also more dire at the college level: Higher education is where the bad ideas originate, and, for a long time, academia has seen little opposition to radicalization of the public universities. While boards of trustees have the legal right to control curricula, they have almost universally relinquished that power to the faculty in practice.

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In recent years, however, with the degradation of much of the academy reaching an advanced stage, state legislatures have begun to rise to the challenge and push back against radical encroachment on the public-college curriculum.

State legislatures have begun to push back against radical encroachment on the public-college curriculum.

The Pushback Against Classroom Indoctrination Begins

One such attempt is Florida's "Stop the Wrongs to Our Kids and Employees (WOKE) Act." This 2022 law statutorily prohibits discriminatory classroom teaching. It targets such divisive ideas as Critical Race Theory (CRT), which demands that members of a racial group must perpetually atone for injustices committed by members of their group centuries before, and that claims by aggrieved minorities against the offending groups should pass unchallenged.

It should be obvious that such a system of preferences and punishments along racial and ethnic lines will make a pluralistic society such as the United States unworkable without oppressive government control. Simply accepting the status quo of this biased indoctrination is no longer acceptable to the majority of Americans who, as taxpayers, provide many of the funds for public universities. Thus, the situation screams for reform.

But not everybody wants that reform, and the Stop Woke Act is a point of departure from many long-established academic practices. As can be expected, the law has received a hailstorm of criticism from faculty and civil-rights organizations that favor the status quo. A rapidly filed lawsuit intended to render the law unconstitutional was thrown out of a U.S. district court because the plaintiffs lacked the necessary "standing."

Much of the criticism depends on a fundamentally incorrect assumption about who "owns" the public universities and is therefore in charge of institutional policies such as who decides what and how to teach. Many academics and their supporters claim that higher education belongs to the faculty, deriving this notion of ownership from the formation of medieval universities in Northern Europe (especially England) as "guilds" of faculty.

Our public institutions of higher education were created by state legislatures explicitly for the benefit of the state and its residents

But this self-interested claim—obviously advantageous to those making it—is false with respect to public universities in the U.S. Our public institutions of higher education were created by state legislatures explicitly for the benefit of the state and its residents; the residents, citizens, and taxpayers of the state are the rightful owners and express their control through their elected representatives. As such, they are the ones who should hold the ultimate power over classroom content. This fact was expressed in Florida by the legislature and governor when they enacted the Stop Woke Act.

Another wrong assumption in the critics' reasoning is the claim that academic freedom is a First Amendment issue. It is not; it is a matter of employment, not a matter of legality. Nobody's rights as a citizen or resident to express themselves are infringed by the Florida law; nobody will face criminal charges or civil fines for speaking their minds.

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But even as a matter of employment, the Florida law does not silence faculty members from expressing their opinions. It is only concerned with classroom teaching, not with research or extramural comments, and these vehicles for speech are still protected by traditional academic-freedom conventions.

Even the oft-cited 1967 decision *Keyishian v. Board of Regents of the State University of New York*, from which faculty and others derive their claim that academic freedom is a First Amendment right, would not apply in this case. It concerns “membership in a subversive organization,” not classroom teaching. Furthermore, even Keyishian’s declaration that academic freedom “is ... a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom” does not apply here. The Florida law does not impose “orthodoxy” but attempts to remove from the classroom the imposition of orthodoxy in the form of one-sided discriminatory politics. It does so while protecting open discussion by encoding it within its text:

It is not the role of a professor to teach his or her opinion of racial preferences.

Legal Coalition Forming to Stop Critical Race Theory Training Around the Country

Per the Sam Dorman Fox News January 2021 legal brief “Legal Coalition Forming to Stop Critical Race Theory Training Around the Country”:

A network of private attorneys and the conservative organizations are launching a "war" against critical race theory trainings across the country as President Biden rolls back the Trump administration's efforts on the issue. Why? Because federal diversity trainers weaponize critical race theory to systemically attack the unifying ideals of America.

Led by Discovery Institute researcher Chris Rufo, the network's stated goal is to bring a complaint before the U.S. Supreme Court and "effectively abolish critical race theory programs from American life."

It comes just after Biden repealed Trump's executive order banning critical race theory training from the federal government, a move by Trump that Rufo appeared to precipitate by releasing documents leaked from federal employees.

"Critical race theory is a grave threat to the American way of life," read Rufo's press release, which echoed Trump's previous condemnation of the training.

"It divides Americans by race and traffics in the pernicious concepts of race essentialism, racial stereotyping, and race-based segregation—all under a false pursuit of 'social justice.' Critical race theory training programs have become commonplace in academia, government, and corporate life, where they have sought to advance the ideology through cult-like indoctrination, intimidation, and harassment."

The Discovery Institute's Center on Wealth and Poverty is leading the effort with help from the Southeastern Legal Foundation, Upper Midwest Law Center, Jonathan O'Brien with Schoolhouserights.org, The Pivtorak Law Firm, Wally Zimolong of Zimolong, LLC, and Eric Early and Peter Scott of Early, Sullivan, Wright, Gizer, & McCrae.

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Fox News previously reported on O'Brien's lawsuit, which involved a multiracial high school student's complaint over a Nevada charter school course directing him and others to choose oppressive aspects of their identity.

That particular lawsuit alleged discrimination "on the basis of race and color, in addition to sex, gender, and religion, in violation of Title VI and Title IX of the Education Amendments of 1972."

Critical race theory, or diversity training, appeared to grow in the aftermath of George Floyd's death, which prompted a wave of calls to dismantle alleged institutional racism. Governments and schools from around the country have adopted so-called anti-racist initiatives with training for employees and students.

Florida Parents Take Back the Classroom

Per the Zach Weissmueller "Florida Parents Take Back the Classroom" *Reason* article in January 2022:

"It is a fundamental right of parents to direct the upbringing, education, and care of their minor children." That's the opening line of Florida's Parents' Bill of Rights, signed into law in June 2021. Similar bills have been proposed in Missouri, Kentucky, Texas, and even at the federal level.

"Our children do not belong to the government," says Patti Sullivan, state coordinator for Parental Rights Florida, which has pushed for legislation of this sort since 2013. But parental rights laws and anti-critical race theory bills can't end the curriculum wars. Only school choice can. "We do not co-parent with the government. And these entities seem to think that they are entitled to our children, and they are not," says Sullivan.

State bans on the teaching of critical race theory (CRT), which have swept the nation, are a more aggressive attempt to limit the discretion that teachers and administrators have over what's taught in school. They've been especially popular with voters.

Republican Glenn Youngkin ousted the heavily favored Terry McAuliffe in the Virginia governor's race after he campaigned against CRT in schools, and on his first day in office, he banned it from classrooms via executive order. Four other states have also banned CRT, and several more are considering similar bills.

However, opponents of CRT bans and more modest bills to force schools to post their curricula online say that "curriculum transparency bills are just thinly veiled attempts at chilling teachers and students from learning and talking about race and gender in schools," as the American Civil Liberties Union recently tweeted.

Parents have never had the "right to shape their kids' school curriculum," authors of a recent *Washington Post* op-ed argued. If that's what parents want, it says, they should opt out and "send their children to private or religious schools."

But why should families who can afford private school be the only ones who have a say in how their children are taught?

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"I'm pretty skeptical of the government deciding what should be taught in any type of school," says Corey DeAngelis, national director of research for the American Federation for Children and a senior fellow at Reason Foundation (the nonprofit that publishes this website). He says public school parents should also have the right to choose the most fitting academic setting for their kids. The solution is to "fund students, not systems," giving families the choice to spend education dollars on the schooling of their choosing instead of the one-size-fits-all approach offered by traditional public schools.

"[CRT] bills are just a form of whack-a-mole, where your CRT battles of today were the common core battles of yesterday, and it'll be something else going forward because the reality is parents disagree about what kind of education they want their kids to have...And the better solution is the bottom-up accountability in allowing families to vote with their feet," says DeAngelis.

This has become such a hot-button issue because the pandemic gave parents direct exposure to exactly what their children were and weren't being taught.

"Parents are awake now that they have seen the curriculum," says Tina Descovich, a former Brevard County, Florida, school board member and co-founder of Moms for Liberty. "They now understand school district policies, which they had never looked at before. They are understanding the structure, who holds authority, and what types of authority, within the education system. I think that's vital, and it's something that's been lacking for a long time."

Florida Parents' Bill of Rights

In contrast to CRT bans, the Florida Parents' Bill of Rights broadly affirms that parents have a right to know what schools are teaching and providing to their children.

One of the most controversial aspects of the bill is how it applies to medical and mental health services. It establishes that any medical services provided without parental consent can result in misdemeanor charges.

Sullivan says some parents are particularly concerned that schools are counseling their kids on their sexuality and gender identity without parental consent. The parents of one student in a Tallahassee public school sued after the staff held a meeting without their knowledge to discuss accommodating their 13-year-old's shift to a nonbinary gender identity. They also noted in a file that the student's "privacy when [staff are] speaking to parents" must be considered.

"The law states that they must share all information with the parent," says Sullivan. "I think that it's very important that we maintain the fact that these parents are entrusting their children to these [government] entities, and they are not qualified or equipped to make those decisions [regarding sexuality and gender]."

DeAngelis maintains that the clash of values is best addressed through increased school choice.

"We force families into a one-size-fits-all, government-run school system, and these bills try to prohibit or encourage certain types of policies in that one-size-fits-all system," says DeAngelis. "The only way to move forward with freedom rather than force is to allow the money to follow the child to wherever they want to get an education that aligns best with their parents' values."

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The pandemic-related school closures have bolstered the school choice movement, with 22 states expanding, improving, or implementing new school choice programs in 2021.

Florida is already far ahead of most states in providing parents with school choice, but DeAngelis says it should go further by offering universal vouchers and education savings accounts, which would truly empower parents and children to opt for any school of their choosing.

"What better way to assert parental rights are important than to empower them directly by allowing the money to follow their child to wherever they get an education? Funding students directly truly empowers parents when it comes to their kid's education. That is the best way to assert those rights," says DeAngelis.

DeSantis Introduces 'Stop WOKE Act' to Ban Critical Race Theory in Schools

From the Bethany Blankley "DeSantis introduces 'Stop WOKE Act' to ban critical race theory in schools" Just the News story in December 2021:

Gov. Ron DeSantis announced another bill for the legislature to consider when it convenes next year: a law banning so-called critical race theory from being taught in K-12 schools.

But the law goes beyond other similar CRT bans passed in other states in that it also protects employees from CRT training in the workplace and allows workers and parents to sue those that violate the ban.

DeSantis' "Stop WOKE Act," or "Stop Wrongs Against Our Kids and Employees Act," would statutorily ban the teaching of CRT in all K-12 schools in Florida. It would also prohibit Florida school districts, colleges and universities from hiring CRT consultants—and allow employees and parents to sue if they did.

"In Florida we are taking a stand against the state-sanctioned racism that is critical race theory," DeSantis said. "We won't allow Florida tax dollars to be spent teaching kids to hate our country or to hate each other. We also have a responsibility to ensure that parents have the means to vindicate their rights when it comes to enforcing state standards. Finally, we must protect Florida workers against the hostile work environment that is created when large corporations force their employees to endure CRT-inspired 'training' and indoctrination."

Critical Race Theory is broadly defined as a set of concepts used for "examining the relationship between race and the laws and legal institutions," according to Merriam-Webster's dictionary.

Thomas Lindsay, a distinguished senior fellow of higher education and constitutional studies at the Texas Public Policy Foundation, explains that CRT programs are "being instituted down to the third grade, where they're telling third-grade children that because of the color of their skin, they are oppressors, meaning that because of the color of their skin, they're bad."

"That used to be called racism," he said. "And unfortunately, critical race theory is the new racism."

According to the UCLA School of Public Affairs, CRT "is an outgrowth of Critical Legal Studies, which was a leftist movement that challenged traditional legal scholarship. It recognizes that

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racism is engrained in the fabric and system of the American society. The individual racist need not exist to note that institutional racism is pervasive in the dominant culture. This is the analytical lens that CRT uses in examining existing power structures. CRT identifies that these power structures are based on white privilege and white supremacy, which perpetuates the marginalization of people of color.”

The new Florida law codifies the CRT ban issued in June by the state Board of Education. Because not all schools are necessarily following the department’s ban, DeSantis implied, the legislation will give “parents a private right of action to be able to enforce the prohibition on CRT and they get to cover attorney fees when they prevail.”

Speaking Up

As per the Teresa R. Manning “Speaking Up” *City Journal* article in September 2021:

In 2021, North Carolina congressman Greg Murphy introduced the Campus Free Speech Restoration Act, designed to enhance free expression in American universities. Murphy’s bill defines “expressive activities” to include peaceful assembly, speaking, and listening and protects them from “improperly restrictive” institutional incursions, such as speech codes, bias response teams, and “free speech zones.”

That legislation of this kind might be necessary is a sad commentary on academia. But as observers of American higher education know, college is now a place where free inquiry, free speech, and intellectual growth are imperiled. Surveys show that many professors and students now self-censor for political reasons. A punitive progressivism has become dogma, and vague harassment policies, zealous students, and ideological administrators chill dissent. Laws such as Murphy’s can help, but it’s vital to get the details right.

Public universities, legally subject to the First Amendment, get away with unconstitutional practices when authorities fail to respect and enforce the law. This is because no constitutional provision is self-enforcing. To give it effect, an injured party must sue a school. But after filing suit, that party often endures years of “lawfare”—stonewalling, appeals, trials, re-trials, and remands—that public universities, with taxpayer funds and lawyers at their disposal, greet with a yawn. All too often, individual lawsuits against universities are simply pebbles thrown against the citadel.

Murphy’s bill addresses this problem with two innovations. First, it authorizes the Department of Education to condition Title IV federal funding on First Amendment compliance at public schools. While the bill does not specify how this would be implemented, it could easily appear alongside longstanding requirements in each school’s Program Participation Agreement, which requires that institutions refrain from discriminating based on race and sex.

The condition could also be the subject of an independent, annual certificate of compliance filed separately by the school with the Department of Education. The certification would force schools to document their efforts to protect free expression and to record where and when it was threatened—whether in “shout-downs,” intimidation of speakers resulting in rescinded

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invitations or canceled lectures—and to list measures taken to prevent such events from recurring.

Second, the bill creates a new position in the Education Department to oversee the status of free speech on campus and to enforce the First Amendment there, independent of time-consuming and expensive litigation. This official would investigate credible complaints of First Amendment threats and would be authorized to impose penalties in the event of noncompliance.

Finally, the bill should require the Department of Education to notify a school's regents or trustees of any complaint, investigation, or injunction, as well as the associated costs. The board can then communicate with the general assembly to deduct such costs from the school's annual appropriations, which would, of course, be refunded or re-appropriated should a final judgment exonerate the school.

Taken together, these provisions would ensure that the institution bears the cost of likely constitutional violations—not the individual and not the taxpayers. More could be said about required elements for injunctive relief and about finding the right person to fill this new position. But with time and some tinkering, Murphy's legislation could be an important step toward rescuing American higher education.

Why the Fight Over Critical Race Theory Matters

CRT is not just an attack on the American inheritance of political institutions; it is an attack on the social function of public schools as noted by the Michael Brendan Dougherty "Why the Fight Over Critical Race Theory Matters" *National Review* article in June 2021:

Moms are rising up in counterrevolutionary revolt. I'll say it again, moms are rising up in counterrevolutionary revolt against critical race theory, "anti-racism," the introduction of the 1619 Project into high-school curricula, and the suddenly invasive demands of diversity, equity, and inclusion consultants who are being hired by their school districts. Although progressives wish, in vain, that this movement were an Astroturf operation run by shadowy right-wing donor networks, it has been springing up in school districts in reaction to initiatives led by administrators themselves.

Tatiana Ibrahim stood up in front of the Carmel school board in Putnam County, N.Y., and denounced what she termed the "communist values" that teachers and administrators in the district are promoting. "Stop indoctrinating our children. Stop teaching our children to hate the police. Stop teaching our children that if they don't agree with the LGBT community, they're homophobic," Ibrahim demanded. "You have no idea of each child's life," she said, before announcing, in an only-in-America moment, that she is a Christian and her daughter is a Muslim.

She's far from alone. "Telling my child or any child that they are in a permanent oppressed status in America because they are black is racist—and saying that white people are automatically above me, my children, or any child is racist as well," said Quisha King, a mother in Duval County, Fla. "This is not something that we can stand for in our country." Other revolts—as in Southlake, Texas, and Loudoun County, Va.—have been even more dramatic.

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But there is something else at work that is drawing liberals and populists into the fight: Progressives have abandoned the dream of Martin Luther King Jr. and instead are dedicated to thoroughly re-racializing America's civic space. The mainstream of life in the United States is recoded from its national name, "American," to a racial one, "white."

This destabilizes the entire idea of a mainstream or a common civic inheritance. A refusal to recognize oneself as an oppressor is reframed as "white fragility." A simple allegiance to equality under the law, traditionally understood, is ridiculed as color blindness, a stubborn unwillingness to recognize how racial identity structures power. And perhaps strangest of all, an odor of religiosity permeates the proceedings. Microaggressions are repented of and confessed. Identity experiences are received as testimonials. Privilege is recognized, like original sin, as an inherited guilt.

Critical race theory is not just an attack on the American inheritance of political institutions, it is also an attack on the social function of public schools as described by the once-radical education theorist and pragmatist philosopher John Dewey (1859–1952), who was the primary influence on the development of America's public schools. The critical-pedagogy movement would overturn Dewey's vision in key respects, and the popular defense of the social function of public schools should be recognized as some popular allegiance to the Deweyite philosophy, however unconscious.

Parents' Guide to Children's Rights Aims to Save America's Public Schools From CRT

Per the Jack Fitzhenry The Heritage Foundation June 14, 2022 article "Parents' Guide to Children's Rights Aims to Save America's Public Schools From CRT":

The most important battleground in the fight to save our American republic is the public schools." So says Kimberly Hermann, general counsel at the Southeastern Legal Foundation, in the introduction to the foundation's guide for parents, "Your Child's Rights and What to Do About Them: A Parent's Guide to Saving America's Public Schools."

Hermann's outlook is increasingly common among anyone taking stock of the proliferation of lessons on critical race theory (a radical worldview that advocates for the primacy of racial identity) in public school curriculums. And her foundation, a national nonprofit law firm that has litigated numerous cases arising in public schools and universities, is ready to persuade anyone else who will listen.

Renewed interest in curricular content is not coming from conservative quarters alone—parents of various political stripes have been galvanized by their children's encounters with critical race theory-based lessons to oppose its dominance in classrooms. That's the audience the Southeastern Legal Foundation addresses in its guide—those who "have had enough."

Why should any parent feel they've had enough of critical race theory? To many parents, the theory's doctrines of "white supremacy" and black/brown victimhood are anathema to their civic or religious convictions on the nature of the person, his or her agency, and the sources of his or her goodness, guilt, and redemption.

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To others, critical race theory is just a time- and resource-intensive distraction from their schools' persistent failure to bring students somewhere near a grade-level competence in reading and mathematics.

Fair-minded parents can and should be skeptical of the pedagogic value in a theory that dismisses “legal reasoning” and “rationalism” as mere instruments of white supremacy. After all, critical race theory-based impulses led the Smithsonian to opine that “objective, rational linear thinking” was only an “assumption of whiteness.”

Yet for all the legitimate concern parents feel when they find this racist thinking in their child's homework, there is often a gap between their desire to oppose critical race theory-based instruction and their ability to advocate effectively for that outcome. The foundation's guide is meant to bridge that gap with introductions to the core legal concepts in play when a public school introduces a critical race theory-based curriculum.

Gov. Youngkin Bans Critical Race Theory, But More Reform is Necessary

From the David Randall “Gov. Youngkin Bans Critical Race Theory, but More Reform is Necessary” National Association of Scholars article in January 2022:

The National Association of Scholars and the Civics Alliance are delighted that newly inaugurated Virginia Governor Glenn Youngkin has begun his term by declaring that he will make good on his campaign promises.

His Executive Order #1 directs the state administration to remove Critical Race Theory (CRT) from the public K-12 schools. His Executive Order #2 directs the state administration to remove the mask mandate from the public K-12 schools. We congratulate Governor Youngkin for moving so swiftly to redeem his promises—and to redeem Virginia's children from the authoritarian whims of the public school bureaucracy.

Yet the state of Virginia must do more, to institutionalize education reform in Virginia. Virginia's education bureaucracy, as education bureaucracies throughout the nation, remains deeply committed to CRT and other radical ideologies. We urge Governor Youngkin to address these priorities during his administration:

PARENTS' RIGHTS: Governor Youngkin rightly stated in his Executive Order #2 that “parents, not the government, have the fundamental right to make decisions concerning the care of their children.” Virginia should pass laws that will give parents the power to enforce their rights to determine their children's education. These laws should include:

- An Academic Transparency Act, to require public schools to publicize transparently every category of document relating to schools' policies and procedures.
- A Financial Transparency Act, to require school districts to post immediately on a public website a transparent, detailed financial statement that itemizes all expenditures.

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- A School Board Election Date Act, to shift school board election dates to the same day as the general election, and thereby improve education reformers' chances to win school board elections.
- A School Board Member Recall Act, to establish straightforward procedures by which to recall school board members.

Virginia's parents should not need to depend on Virginia's governor to find out what their schools are doing or to remove school board members devoted to indoctrination rather than education. These laws will give Virginia's parents real power to run their schools.

CRITICAL RACE THEORY AND ACTION CIVICS: Governor Youngkin's Executive Order #1 is good within its scope, but it should be expanded to be effective. Virginia should pass laws to remove CRT and action civics (which is used to provide vocational training in radical activism) entirely from the state's public K-12 schools. These laws should include:

- A Partisanship Out of Civics Act, to prevent teachers from giving credit to action civics or any other sort of public policy advocacy in history, government, civics, or social studies, and to bar civics classes from using the discriminatory ideology at the heart of Critical Race Theory.
- A Classroom Learning Act, to eliminate service-learning pedagogy from public K-12 schools.
- A Values Assessment Act, to prohibit public schools from assessing, rewarding, or punishing students, teachers, or administrators for their level of commitment to any value or attitude.
- A Contractor Nondiscrimination Act, to require contractors for school districts to prohibit the use of Critical Race Theory policies that require discrimination by race, sex, or other group identity.

REFORMED STATE STANDARDS: Radical education bureaucrats impose their ideology by distorting the state education standards as well as by explicit injection of CRT and action civics. Virginia should pass laws to restore proper education standards to its public K-12 schools. These laws should include:

- A Social Studies Curriculum Act, to mandate K-12 instruction in Economics, State History, United States History, Civics, and Western Civilization.
- A Civics Course Act, to mandate a year-long high school civics course, including requirements to study the primary documents of the American founding and bans on action civics and the components of Critical Race Theory.
- A United States History Act, to mandate a year-long high school United States History course, including requirements to study the primary documents of American history and bans on action civics and the components of Critical Race Theory.

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- A Western Civilization Act, to mandate a year-long high school Western Civilization course, including requirements to study the primary documents of Western Civilization and bans on action civics and the components of Critical Race Theory.
- A Schools Nondiscrimination Act, to mandate that no one should be either included or excluded from our nation's content standards, curricula, trainings, textbooks, and other school materials on account of their race, sex, or other group identity.
- A Historical Documents Act, to mandate instruction in historical documents and the liberty to use historical documents.
- A Legislative Review Act, to require all existing academic standards, and all forthcoming revisions, to be submitted to the state legislature and the governor for review and possible veto.

HIGHER EDUCATION: Radical advocates have also seized control of universities, education schools, and teacher licensure. The campaign against CRT and action civics, if it is to succeed, must also include work to reform these institutions. Legislative priorities should include:

- A modified version of the Partisanship Out of Civics Act, to forbid administrative trainings and policies that inculcate CRT, but which incorporates recognition of the constitutionally established sphere of academic freedom in higher education.
- An American History Act, to add an American History and Government general education requirement to public universities.
- Dual-Course Credit. Virginia should make sure that the American History and Government course added to the public university General Education Requirements is also available as a dual credit course in public high schools. This dual credit course should possess rigorous standards, forbid action civics or activism, and have transparent syllabi.
- Reform Teaching Licensure. Education schools abuse their monopoly on teaching licensure to train teachers to teach social justice propaganda and action civics. States should establish teaching licensure pathways that allow teachers to avoid education schools and that establish a preference for subject-matter specialists over education majors. States should also require teachers in state public schools who teach English or Social Studies to pass six (6) survey courses in Western Heritage, American History, and American Government. These courses should include no action civics or activism.

We make these recommendations for a broad array of laws to institutionalize the prohibition of CRT, and to make sure it cannot return. We are aware, however, that education reformers do not yet possess a sure majority in Virginia's General Assembly. We urge Governor Youngkin and his administration to push for these laws both in hopes that they can secure immediate passage and to prepare the ground for legislation when a legislative majority can be secured.

We make these recommendations, and we make one further one of the utmost importance. Make sure the Virginia education bureaucracy enforces Executive Orders #1 and #2. Bureaucrats

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are past masters of the arts of noncompliance. We urge Governor Youngkin and his administration to make it a top priority that these Executive Orders actually go into effect, both in the state Education Department and in each public school district. We urge in particular that they take all necessary disciplinary measures to ensure that CRT advocates do not sabotage these reforms.

Governor Youngkin has begun his term very well. He will do even better by enforcing his Executive Orders. We urge him to ensure the long-term success of his agenda by passing a broad range of laws to institutionalize education reform.

The Greatest Education Battle of Our Lifetimes

Per the Stanley Kurtz “The Greatest Education Battle of Our Lifetimes” *National Review* article in March 2021:

With the 2021 introduction in Congress of the misleadingly named Civics Secures Democracy Act, we are headed toward an epic clash over the spread of extremely controversial pedagogies—Critical Race Theory and Action Civics—to America’s classrooms

Because this new legislation is a backdoor effort to impose a de facto national curriculum in the politically charged subject areas of history and civics, the battle will rage in the states, at the federal level, and between the states and the federal government as well. The Biden administration’s Education Department will almost certainly collaborate in this attempt to develop a set of national incentives, measures, and penalties that effectively force Critical Race Theory and Action Civics onto states and localities.

The likelihood of education controversies moving from third-tier to first-tier issues in federal elections has never been greater.

The Obama administration pushed the K–12 Common Core on states, but the founders of Common Core made a calculated decision to omit the controversial subjects of history and civics from that effort. They understood the dangers of mixing education policy with high-intensity culture war issues.

Now, however, in an attempt to complete the creation of a de facto national curriculum, the top supporters of Common Core (including, sad to say, a few conservatives) have formed an alliance with the top national advocates of Action Civics and Critical Race Theory. The result is what we see in the “Civics Secures Democracy Act”—and what we’re likely to get very soon from the Biden administration—a de facto national curriculum in Action Civics and Critical Race Theory.

And all of this is happening as woke culture is spilling out of the campuses and into the wider society. Once the reality of this new push for education “reform” comes into the open, we will see the culture war merge with the details of federal education policy in unprecedented fashion.

Critical Race Theory, of course, is antithetical to the classically liberal principles upon which our constitutional republic rests. Teaching it is actually a form of anti-civics. Yet that is what hundreds of millions of dollars disbursed by the “Civics Secures Democracy Act” is going to be used for.

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The Civics Secures Democracy Act of 2021 is very much part of an effort to use NAEP to force a revisionist history and civics curriculum down the throats of unsuspecting states and localities. The bill would increase and regularize NAEP assessments in history and civics, facilitate state-by-state comparisons, and condition grants on the willingness of a state to participate in the history and civics portions of the test on a regular basis. Grant renewals would also be conditioned on statewide performance on the reorganized NAEP.

In effect, we are looking at an effort to impose a new federal Common Core in the politically explosive subject areas of history and civics. Worse, the program in each of these areas does more than just lean a bit toward the left side of the political spectrum. Instead, it sharply breaks with fundamental assumptions in American education, first by promoting illiberal Critical Race Theory, and second by turning what should be a politically neutral classroom into a training ground for leftist advocacy and lobbying.

All around us, the culture war has broken the bounds of the university and spilled into our day-to-day lives. Conservatives and traditional liberals are rightly up in arms about the woke assault on our most fundamental freedoms, extending to inculcating guilt and shame in elementary-school students for the color of their skin.

The Democrats in Congress, in league with the Biden administration and the leftist Action Civics movement, are about to supercharge this culture war by injecting it into the heart of federal education policy. Whether sooner or later, this is destined to become the greatest education battle of our lifetimes.

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Appendix

1965 Moynihan Report – The Negro Family: The Case For National Action:

<https://www.blackpast.org/african-american-history/moynihan-report-1965/>

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

- *Fake News Madness*
- *Crime Rate Madness*
- *Voting Madness*
- *California Madness*
- *Free Speech Madness*
- *Democratic Party Madness*

American Council of Trustees and Alumni (ACTA): <https://www.goacta.org/>

A Model for Transparency in School Training and Curriculum – Manhattan Institute:

<https://www.manhattan-institute.org/transparency-school-training-curriculum>

EdFirstNC: <https://www.edfirstnc.org/>

Educating for American Democracy (EAD) - Pedagogy Companion to the EAD Roadmap:

<https://www.educatingforamericandemocracy.org/wp-content/uploads/2021/02/Pedagogy-Companion-to-the-EAD-Roadmap.pdf>

Education Freedom Report Card: State Rankings for Parents – The Heritage Foundation:

<https://www.heritage.org/educationreportcard/pages/all-state-scores.html>

Fighting Indoctrination In Public Schools - NC Family Policy Council:

<https://www.ncfamily.org/fighting-indoctrination-in-public-schools/>

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

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

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

Foundation Against Intolerance and Racism (FAIR): <https://www.fairforall.org/>

Foundation for Individual Rights in Education (FIRE): <https://www.thefire.org/>

Glossary of CRT Related Terms – Center for Renewing America:

<https://americarenewing.com/issues/glossary-of-crt-related-terms/>

Goldwater Institute – Campus Free Speech: A Legislative Proposal:

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

Informed Parents of California: <https://www.californiafamily.org/tag/informed-parents-of-california/>

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Inside the Woke Indoctrination Machine: <https://ricochet.com/1204723/inside-the-woke-indoctrination-machine/>

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/>

Moms for Liberty: <https://www.momsforliberty.org/>

NJ Parental Rights: <https://parentalrights.org/news/>

No Left Turn in Education: <https://www.noleftturn.us/>

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

Pacific Legal Foundation: <https://pacificlegal.org/>

Parents Against Critical Theory:
<https://www.facebook.com/photo/?fbid=1062960787883099&set=a.1062960794549765>

Parents Defending Education: <https://defendinged.org/>

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/>

Report Card on American Education: K-12 Performance, Progress and Reform
https://www.alecreportcard.org/app/uploads/2018/01/2017-ALEC-Report-Card_Final_WEB.pdf

SAPIENT BEING PROGRAMS:

- **Sapient Conservative Textbooks (SCT) Program:**
<https://www.sapientbeing.org/programs>
- **Conservative Campus Advisor (CCA) Program:** <https://www.sapientbeing.org/programs>
- **Make Free Speech Again On Campus (MFSAOC) Program:**
<https://www.sapientbeing.org/programs>
- **SAPIENT Being program handbooks:** <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>

Top School Listings by Category- public School Review: <https://www.publicschoolreview.com/top-school-listings>

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Glossary

Affinity Group – Is meant to be safe spaces for educators or students who share an identity, such as a common race or heritage, to discuss mutual concerns.

Antiracism – An illiberal term by Ibram X Kendi who argues unsapiently that the opposite of racist is anti-racist rather than simply non-racist, and that there is no middle ground in the struggle against racism; one is either actively confronting racial inequality or allowing it to exist through action or inaction.

Colorblindness – Is a term that has been used by justices of the United States Supreme Court in several opinions relating to racial equality and social equity, particularly in public education.

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) – Programs, based on a neo-Marxist ideology that originated in law schools a generation ago, purport to expose and correct “unconscious racial bias” and “white privilege” among their employees. Critical race theory treats “whiteness” as a moral blight and maligns all members of that racial group as complicit in oppression.

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

Culturally Responsive Teaching – Is an educational pedagogy that uses students' customs, characteristics, experiences, and perspectives as tools for better classroom instruction.

Deconstruction – Doesn't actually mean "demolition;" instead it means "breaking down" or analyzing something (especially the words in a work of fiction or nonfiction) to discover its true significance, which is supposedly almost never exactly what the author intended.

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.

Disparate Impact – Refers to practices in academics, employment, housing, and other areas that adversely affect one group of people of a protected characteristic more than another. When these “practices” do not exist—it is absurd to attribute the absence of proportional representation in the STEM fields, say, to bias.

Equality of Outcomes – It means that given the same opportunity and privileges two people should end up in the same position or at least equal position. But “equality of opportunity” does not promise “equality in the outcome.” People have different levels of skill and put different amounts of effort into work they do.

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

Implicit Bias Training – Are programs purport to expose people to their implicit biases, provide tools to adjust automatic patterns of thinking, and ultimately eliminate discriminatory behaviors.

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Intersectionality – A theoretical framework for understanding how aspects of one's social and political identities might combine to create unique modes of discrimination.

Marxism – The political, economic, and social principles and policies advocated by Karl 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.

Meritocracy – Is the only way a free people can create an efficient, prosperous, opportunity society. Without it, nobody has any incentive to innovate or work hard. The capable and hard-working become cynical and resentful, while the incompetent and the indolent know they don't have to step up, because they can live for free. This is the inherent flaw of Marxism, communism, and socialism.

Microaggression – It has entered the national conversation to mean brief, subtle verbal or nonverbal exchanges—often unintended—that send denigrating messages because of the recipient's group membership.

Multiculturalism – The view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgement of their differences within a dominant political culture.

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.

Restorative Justice – Is an approach to justice where one of the responses to a crime is to organize a meeting between the victim and the offender, sometimes with representatives of the wider community.

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.

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

White Privilege – The set of social and economic advantages that white people have by virtue of their race in a culture characterized by racial inequality.

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.

Woke – The Oxford dictionary describes it as an alertness “to racial or social discrimination and injustice,” and it's a term progressives and liberals aspire to be—while conservatives view it as akin to a joke, and sometimes, a social evil, like cancel culture. “At its heart, wokeness is divisive, exclusionary, and hateful. It basically gives mean people a shield to be mean and cruel, armored in false virtue,” as stated by Twitter CEO, Elon Musk.

Words Are Violence – An illiberal notion meant to stifle free speech and viewpoint diversity and is popularized by Millennial and Zillennials aged college students affected by the tyranny of feelings.

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Education Madness

Author Bio



Author: Corey Lee Wilson.

Corey Lee Wilson was raised an atheist by his liberal *Playboy* Bunny mother, has three Anglo-Hispanic siblings, a bi-racial daughter, a brother who died of AIDS, 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 (without parents) at Mt. San Antonio College and Cal Poly Pomona University (while on triple secret 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) Program, Free Speech Alumni Ambassador (FSAA) Program, and the Sapient Conservative Textbooks (SCT) Program—all working together to promote its mission and vision of sapience.

If you're interested in the MFSAOC Program and starting a S.A.P.I.E.N.T. Being club, chapter, or alliance on or off campus, 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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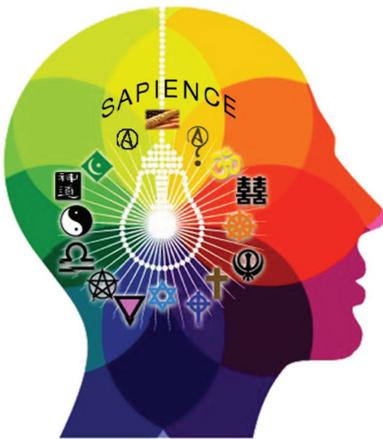
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SAPIENT BEING LLC

4533 Temescal Canyon Rd. # 308
Corona, CA 92883-4659
Office: 1+ (951) 638-5562
Email: sapientbeing@att.net

According to many government statistics, America's education system is failing due to lower expectations and the shift in focus from academic excellence in mathematics, science, reading, and history toward the implementation of social constructs like critical race theory equals fewer literate graduates.

"Public records and other evidence show that state-level and some local education officials are no longer focused on maintaining high academic standards and providing the best public education possible to students," according to Liv Finne.

"Instead, a concern for learning has been replaced by an aggressive political agenda designed to instill doubt, mental pain and low expectations in students. This race-centered agenda also seeks to divide children from teachers, their own communities and from each other.

This harmful trend can only be resolved through policies that return high-quality academic standards to public education and well-funded and supportive education-choice programs that allow families to access alternatives services to meet the learning needs of all children."

Finne, a former adjunct scholar now serving as Director of the Center for Education at Washington Policy Center, has been analyzing education policy for the past 13 years. Her research suggests the unmistakable decline in the literacy of America's students from fourth to twelfth grade is a direct result of the shift from academic excellence toward social constructs such as Critical Race Theory.

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