An in-depth review around the proposed inclusion of Critical Race Theory and the 1619 Project into our Federal Education system cannot begin until we have examined the roots and origins of their Core Related Beliefs, Concepts, and Ideologies: Nihilism, Deconstruction, Oppressor/Oppressed, Argumentation theory, Postmodernism, Marxism and Communism.

The material is both vast and nuanced so I will abbreviate the complexities to convey context, succinctly. The urgency to convey the magnitude of what is being promoted by the US Department of Education’s inclusion of these argumentation theories as mandatory requirements in K-12 public school education is critical.

Foundational Beliefs - Postmodernism, Marxism, Communism

-Nihilism denies the existence of genuine moral truths or values and rejects the possibility of knowledge or communication while asserting that life is ultimately meaningless or purposeless.

-Deconstruction, initially a form of philosophical and literary analysis questioning the fundamental concepts of Western philosophy through the examination of both the language and the logic of historical texts. Deconstruction further radicalized over time to where today its meaning is the critical dismantling of tradition or traditional modes of thought.

-Oppressor/Oppressed, expresses a relationship of burden by abuse of power.

-Argumentation theory, is the study of how conclusions can be reached through logical reasoning, conclusions that are claims based, regardless of their being sound or not

Ideological Doctrines

Postmodernism is the push against recent and currently held assumptions and values of Western philosophy, a straightforward denial of cultural philosophy and social norms. A few examples are the Denial/Rejection of:

-Truth/Fallacy as substantive realities.

-Science and Technology or even reason and logic, characterizing them as conceptual constructs that are inherently destructive and oppressive.

-Empirical (including scientific) knowledge.

-That psychology has anything to do with who you are innately. The insistence that almost all aspects of psychology are socially determined,

-The immutable meaning of a word, that it is not a static thing or idea, basically, that language and so words, are mutable and inconstant.

The coalescing of the postmodernist theory is a denial or rejection of all prevailing scientific, logical, language-based theory because their nature is transitory and dependent on the influence of the current ruling class who use them as tools in the Oppressor/Oppressed struggle. Although the ruling class always centers as the oppressor, particular emphasis is often placed on the Paternal figure or Paternal Authority. Postmodernism is the Mother of Marxism, by extension Socialism and ultimately Communism.

Marxism - Revolutionary Socialism

The Marx (Engel) doctrine, evolving out of postmodernism, declared that one must be concerned with transforming the world and consciousness with it. His vision focused on

Appropriation, Alienation, and Praxis. Marx’s vision was one of a classless body of people, free of government, in which goods production would be under community control and he believed with absolute conviction that class warfare was the means by which to achieve it. Marx’s mechanism for progressing his doctrine was through direct political and revolutionary education.

A Glance at Marxism in the Eastern Block

Lenin and Stalin set forth ideologies of power and activism that was far more volatile than Marx’s approach. This form of government was primarily, single party rule, which tolerated no opposition or dissent, and property was controlled by the state, not the people. The result of Stalin’s dictatorial policy to increase production through an anti-capitalist approach was through repression and the centralization of power. Leninism and Stalinism, both deadly and grotesque, would lead to Trotskyism.

Trotsky believed the socialist revolution must be global and permanent by directing their war against the population majorities of all countries. Strategically, Trotsky designs intended to drive insurrection through a movement of anarchies by the proliferation of socialist indoctrination of the lower classes to revolutionize them through education. Trotsky believed this would ensure future bureaucracies would be avoided.

Mortality: Socialism and Communism

Conservative estimates of the mortality associated with Communism in the 20th century put the rate around 100 million lives lost, less conservative estimates range around 140 million and these numbers do not include mortality from war.

Socialism: In Summary

The origins and intent of these Socialistic movements was, and is, to undermine existing power structures, specifically capitalism, through revolution. The three greatest weapons to subvert population unity (otherwise known as Intersectionality) are:

-Manipulation of language (to change the fundamental meanings of words and concepts to pervert them into weapons against their enemy)

-Education, the enshrining of their doctrine in education allowing the subversion of independent thought at a massive scale. It seeded their doctrine across massive populations, simultaneously.

-Political Coercion and Exploitation or Anarchism.

Socialistic Anarchism: Kendi, Hannah-Jones

We can clearly see the roots of Marxist Socialism in the teaching of Kendri, Hannah-Jones. Instead of Class Division they are using Racial Division. They denounce the social unifier of Equality, as they piously cry Equity. Instead, they should proclaim Equalization, which is closer to the mark, as their goal is not to raise poor people up but to drag all other people down socially and economically to satisfy their perverse sense of social justice. They are openly using all language and tactics of their Marxist forefathers. Having said this, I believe the true focus of this attack is at an institutional level on all Americans (a multiracial, multicultural, religiously, politically and gender diverse body of people who believe in our country’s founding and its documents that both enshrine our individual liberties while guaranteeing protections and rights that are immutable under law), they are just initiating their war on White Americans.

The US Department of Education and Constitutional Protections

The teachings and activism of Kendi and Hannah-Jones are pernicious and represent malice incarnate but with the support professed by this inquiry, the US Department of Education looks to ensure that they have the power to wage that war directly on our defenseless children starting as early as kindergarten, an assault they have no mental or social faculty to protect themselves from.

The US Department of Education federally mandating the volatile and abusive indoctrination of race-based hate on the grounds of free speech is not only abhorrent, but it is also illegal. You are not only liable as representatives of the US Department of Education, but as individuals. By turning our federal education system into a broadcast system for the racist, socialist vitriol of Kendi and Hannah-Jones you bring the federal government in as enforcers to their strategic race war. As a result, You, the US Department of Education, completely violate the constitutional right of every single child in this country to the Equal Protection Act, a federally protected right, to be free from harm or harassment based on their race, religion, color, creed or sexual orientation and with that violation comes accountability.

In closing, the answer is a resounding NO to the inclusion of any of the teachings of Kendi or Hannah-Jones, or any similar inflammatory or destructive influence, in either our federal or state school systems.

Sincerely,