

*“It is an affront to treat falsehood with complacency.”* Thomas Paine

# CAMPUS REPORT

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## EDUCATION PROFESSORS vs. EDUCATION

*By: Allie Winegar Duzett*

It would appear as though the people teaching tomorrow’s teachers believe that it is more important for future teachers to be “agents of change” than to be “effective” teachers within “the realities of today’s public schools.”

A recent study by Steve Farkas and Ann Duffett should strike fear into the hearts of parents of students across America.

This new study, entitled “Cracks in the Ivory Tower?: The Views of Education Professors Circa 2010,” takes an in-depth look at how today’s education professors view their role in society and in preparing the future teachers of our nation’s children. The results are distressing. Observe this nugget from the study’s key findings:

Asked to choose between two competing philosophies of the role of teacher–educator, 68 percent believe preparing students “to be change agents who will reshape education by bringing new ideas and approaches to the public schools” is most important; just 26 percent advocate preparing students “to work effectively within the realities of today’s public schools.”

It would appear as though the people teaching tomorrow’s teachers believe that it is more important for future teachers to be “agents of change” than to be “effective” teachers within “the realities of today’s public schools.” As if that isn’t enough, the study also found the following:

The vast majority of education professors (83 percent) believe it is absolutely essential for public school teachers to teach 21st century skills, but just 36 percent say the same about teaching math facts, and 44 percent about teaching phonics in the younger grades.

You read that correctly: only about a third of the professors teaching our children’s future teachers think teaching math facts is essential. And less than half view teaching phonics to younger children as essential. Meanwhile, 83 percent view “21<sup>st</sup> century skills” as essential. Those skills are defined in the study as “critical

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# EDUCATION PROFESSORS vs. EDUCATION

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thinking, creativity, collaboration, and global awareness.”

Yes: “global awareness” and “collaboration” are apparently viewed as being more important than math and reading.

Meanwhile, the study points out that “Just 37 percent say it is ‘absolutely essential’ to focus on developing ‘teachers who maintain discipline and order in the classroom.’” This is despite the fact that discipline in the classroom and student management is, as Jay

Mathews at the Washington Post calls it, “the hottest topic among young teachers.”

In case we were wondering why our public schools so often perform so dismally, we may have found our answer.

*Allie Duzett is the Director of Strategic Operations for Accuracy in Media, Accuracy in Academia’s sister group.*

## MY OWN PRIVATE BERKELEY

*By Malocolm A. Kline*



The good news is that Berkeley produces a skewed world view. The bad news is that it provides an all too accurate microcosm of academia. “Campus radicalism is back, big time,” Michael Cohen writes in the latest issue of *Radical Teacher*.

“For the first time in a generation, massive rallies, marches, blogs, and, increasingly, student strikes, building occupations and confrontations with the police are drawing the public’s attention to the crisis in public higher education.”

“On March 4 of this year, rallies in 28 states and 11 different countries testified to a growing movement to reverse the now thirty-year neoliberal trend towards privatization and inequality not just in higher education but in American life in general.” Cohen teaches American Studies at Berkeley. *Radical Teacher* is “a socialist, feminist and anti-racist journal on the theory and practice of teaching.”

“These growing protests have both immediate causes and long term roots,” Cohen writes. “In California, where I live and teach, we are witness to the spectacle of the richest state in the country claiming that it is broke, and that billions in deficits must be made up for

exclusively by cuts to schools, parks, food stamps and other necessities of public life.”

“These cuts have fallen on public higher education where the community colleges are canceling entire quarters, the California state schools are reducing enrollment by nearly 40,000 and the University of California system just raised student fees 32 % while furloughing faculty and laying off 1900 unionized workers.”

“The 2010 Budget Act holds General Fund spending essentially flat compared to the prior year—\$86.6 billion in 2010 compared to \$86.3 billion in 2009-10,” according to the recently enacted budget in the Golden State. Nevertheless, Cohen sees budget cuts.

“In a shocking reminder of the state’s skewed priorities, California now has the dubious honor of spending more to incarcerate people than it does to subsidize higher education,” Cohen alleges. Perhaps if the state didn’t provide sanctuary to all of those gang members from south of the border....

His *Radical Teacher* bio claims that Cohen “is also a member of the Berkeley Solidarity Alliance, a coalition of student, worker and faculty groups dedicated to fighting for free higher education in California.

Cohen’s *ratemyprofessors.com* page shows that he has his camp followers but also his detractors. The reviews

# MY OWN PRIVATE BERKELEY

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from both sides make for interesting reading:

•“I want somebody from the Board of Education to audit this course. The last six reviews for Cohen, even the positive, indicate that he’s got an agenda that teaching is second to. Even if you agree with his far-left [sch][sic]muck, you have to agree that this is not teaching. He’s just like the prof in Simpsons season 19 ep. 11 except much more extreme.”

•“If you’re a white male, prepare to either accept that your achievements are less deserved than a minorities [sic] or accept a C (estimate) [for] the class. It’s the Michael Cohen version of Culture Wars: learn how white male capitalists have ruined, oppressed, and stolen everything ever! This professor is such BS that I almost want to change majors!”

•“Amazing lecturer! Very liberal with many radical views but it was also interesting to see American history from a much different perspective. He pushed his agenda pretty hard during the strike (for it) and he’s either a Marxist or an anarchist, possibly both. Very passionate, I would recommend taking his class!”

•“Okay, I admit that he does not always present the most objective views (leans towards socialism), but honestly, he knows how to keep the class interesting! He incorporates different types of media into his lectures, and references pop culture into his slides. 2 short essays and 1 midterm and final. Readings were a bit boring, but movies were cool.”

We contacted Dr. Cohen to get his response to the above reviews but as of yet he has not responded.

## SQUEAKY CHALK

*by Deborah Lambert*



### THE FRAUD CONTINUES

Despite the fact that Al Gore gets jeers instead of cheers during his stump speeches on the environment these days, the global warming fraud has taken on a life of its own, according to CNSNews.com.

At a recent sustainability summit in Washington D.C., U.S. Education Secretary Arne Duncan noted that since his department hadn’t done enough to further the sustainability movement, he planned to move full speed ahead to teach children as early as kindergarten about climate change, and take a “leadership role in educating the next generation of green citizens.”

He added that one of President Obama’s top priorities is clean renewable energy, because it’s the best way to “truly transform our economy, protect our security and save our planet.”

At the same conference, U.S. Rep. John Sarbanes, D-MD, went even further. He stressed the importance of indoctrinating – er educating – children at an early age, saying that “if you get young people invested in

those ideas early on, that will result in positive policy developments.”

Sarbanes added that raising awareness about climate change, population growth, etc. in young children will help to “promote the agenda.”

In a CNS interview during the conference, Sarbanes noted that introducing these concepts early creates what he called a “wonderful partnership where the adults can create this policy framework and help support it with grant funding and other kinds of initiatives and then the young people are going to take that, and push it to the next level.”

Citing an essay by John Holdren, director of the White House Office of Science and Technology, he said that “the human race must face up to a ‘world of zero net growth,’ reduce material consumption and limit population growth.”

Asked how he thought those policies would help the U.S. economy, Rep. Sarbanes replied that “the more you focus on the environment, the need to preserve the environment and protect the environment, the

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by Deborah Lambert

more it's going to lead to sensible policies going forward."



## EDUCATION DEPT. SLAMMED

While the mere mention of abolishing the Dept. of Education can set off cries of outrage in some circles, U.S. Sen. Tom Coburn (R-OK) recently summed up the situation by noting that during her first 200 years, America became a global superpower and the envy of the world.

However, in its eagerness to "placate special interests," the country bowed to the National Education Association unions and created the Dept. of Education in 1979.

Coburn said that the creation of this monster, which was opposed by the New York Times and Washington Post, inspired a nationwide debate. And rightly so. After all, since 1965 the Feds have injected \$2 trillion into our public education system. And for what?

"Stagnant test scores, abysmal graduation rates, and piles of debt."

Consider this:

All those federal "investments" in higher education have caused college costs to skyrocket nearly 500 percent in the past 25 years. Meanwhile graduation rates are abysmal.

The Feds' heavy hand and "the obscene amount of power accumulated by teachers unions has made a discussion about reform almost impossible. Even though the unions and big government have failed catastrophically, somehow it is those who dare question

the wisdom of expanding the federal government's role in the classroom who are denigrated as undermining our children's education."

Coburn says that in view of our \$13.5 trillion dollar national debt, we "no longer have the option of indulging in the failed spend-our-way to success education policies of recent years. . . . The American people are demanding a serious debate about education because they know our system is broken."

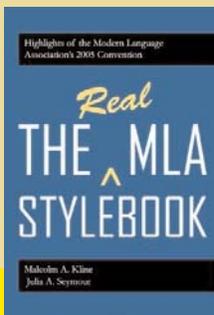


## THE SMOKERS' CODE

In an excerpt from Jonah Goldberg's new book, *Proud to be Right*, a young conservative writer who graduated from Yale in 2008, relives his experience as a smoker at an Ivy League school where such habits had nearly been snuffed out by the health police.

In recounting the issues that separated his traditional and libertarian friends, he observed that their basic solidarity arose partially from the fact that "our libertarians tended to be Southerners and Westerners who cared as much about manliness and personal honor as our traditionalists, and partly because our Catholics were more dissipated than our anarchists. I'm sure that the foxhole mentality of being conservatives on an Ivy League campus helped. But I think the glue that really held us together was the fact that, conservative or libertarian, we all smoked like busted tailpipes. . . .

"We smoked on principle. It was reactionary, libertarian, spiritual, and aesthetic all at the same time. *Cigarettes Are Sublime*, Richard Klein's tribute to nicotine, was our Bible, because it had sentences like this: 'When the religious dignity of smoking is completely obscured, we have lost a right to pray in public.'"



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# SQUEAKY CHALK

by Deborah Lambert

He noted that his group's preoccupation with freedom dictated that although they were fortunate enough to have one bar close by that still allowed smoking, "it seemed like every other week brought news of another city banning smoking in bars, which we took as proof of an incipient police state."

"Smoking bans bothered us because they gave the modern cult of health the force of law, which was more than we thought it deserved. The little joys of cigarette smoking – a moment of late-night camaraderie, an excuse to talk to an attractive stranger, just the right prop for an emphatic gesture, or simply a moment of relaxation at the end of a long day – these were all more important to us than health."

"There was something unappealingly technocratic about the state's attempt to boil the argument down to heart disease rates. Unlike the libertarians, we thought smokers should have to make a convincing case that the benefits of smoking in bars outweigh the costs. Unlike the Left, we thought unquantifiables like the way good bourbon mixes with a Marlboro should count."



## Castro on Campus

Every year since 1998, Beloit College has released its annual Mind-Set List, "a look at the cultural touchstones that shape students' lives," according to the school's website

This year, Inside Higher Education noted that the list had a new reader – someone by the name of "Mr. F. Castro, of Havana, Cuba, who – along with your grandmother and National Public Radio – was

shocked to learn that American college freshmen think that Beethoven is a dog. *A dog!*

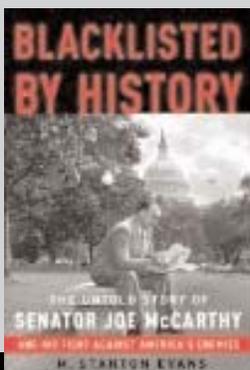
"Mr. Castro writes in his blog (please raise your hand if you knew that Fidel Castro had a blog) about 'a study published by Beloit College' that reveals the intellectual bankruptcy of the U.S. education system: 'I was stunned to realize to what extent education could be distorted and prostituted in a country with more than 8,000 nuclear weapons and the most powerful means of war in the whole world.'

"Beloit reports that it learned of the Castro essay 'from a friend of the college in Havana,' which set us to wondering about a couple of things:

"1. Does Beloit have connections to the communists, the Central Intelligence Agency, or both?

"2. Why did it take so long for Mr. Castro to learn of Beloit's list? He actually appeared six years ago on the one for the Class of 2008: '47. Castro has always been an aging politician in a suit.'

"But we probably shouldn't be surprised about the lag: In his latest blog entry, Mr. Castro admits that he just heard about nuclear winter, a term coined in the early 1980s."



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# CORNELL & THE COLD WAR



By James F. Davis

The irony evident in the two part article in Cornell Alumni Magazine (July-September 2010), on “Cornell in the Cold War” by Professors Glen Altshuler and Isaac Kramnick, made me laugh. The subtle-as-a-sledgehammer attempt to appear scholarly while ridiculing conservative anti-Communists was also disturbing. For example, they describe Dean Malott (Cornell’s last conservative president): “Publicly, Malott, the self-proclaimed conservative, defended dissent and free thought” as if that is something a conservative would never do when he defended the admitted Communist professor, Phillip Morrison.

Malott called upon “thinking citizens to stand behind the principles of freedom of thought and expression.” I wonder what Malott would think of Cornell’s College of Arts and Sciences today?

At the June 2007 reunion, walking to a lecture with Professor Ted Lowi, I asked him, “Is the faculty’s token conservative professor still here?” Without hesitating he said “Yes and no. Jeremy (Rabkin) is moving to George Mason University.”

The proof is undeniable. The left has proven its hostility to a diversity of ideas in the College of Arts & Sciences. No conservatives are allowed.

If the authors were serious scholars, they would have consulted primary resources such as the now available Soviet archives and declassified FBI files. These documents include the intercepted transmissions between Moscow and their spy chiefs and agents in the USA. They would have discovered that Joe McCarthy was right on virtually every person he accused of undermining our government and institutions.

I was fortunate enough to have been shown some of these declassified FBI files by M. Stanton Evans when he was researching his book *Blacklisted by History, The Untold Story of Senator Joseph McCarthy and his Fight against America’s Enemies*. In it is irrefutable proof that people like J. Robert Oppenheimer were identified by Communist leaders as party members and that Alger Hiss was a Soviet spy.

The authors should have done some serious research rather than ignore the tremendous loss of academic diversity of ideas that has transpired since the so called “McCarthy scare.” A little intellectual objectivity by these authors would have been appreciated.

*James F. Davis is the president of Accuracy in Academia.*



## CORNELL’S ENERGY CRISIS

Cornell offers a course which, in light of climbing fuel costs, might seem counterintuitive. “Drilling-Shaleshock 101 is a comprehensive curriculum that covers everything from the basics of Gas Drilling to movement building and strategy,” according to Cornell’s website. “Over the course of five class sessions we’ll cover a broad spectrum of relevant topics. This class is based on a curriculum that began last year to expand the knowledge and capacity of participants to engage in a movement to protect our communities from exploitative drilling.”—Malcolm A. Kline



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# DIRECTOR'S CORNER



By *Malcolm A. Kline*

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November, 2010

Dear Reader,

Since this year marks Accuracy in Academia's 25th anniversary, we can safely say that AIA has been annoying academics for a quarter of a century. In this issue, we continue that tradition.

Additionally, every year AIA's website covers about 300 professors from around as many colleges and universities. If the coverage seems unfavorable, we are focusing on the information they impart, or, too frequently, the disinformation.

Interestingly, when we started, our critics accused us of the C-word—censorship. As it happens, censorship is something we have often exposed and always decried.

By way of sharp contrast, our detractors have often ignored, or even endorsed, censorious policies. One vivid example of such a trend comes in the form of speech codes still prevalent on hundreds of campuses nationwide.

During our lifetime, conservative college professors have evolved from an endangered species to a virtually extinct one. Nevertheless, as with all things, there are signs of hope.

New colleges and universities have broken ground, attracting thousands of applicants. Even within old schools, new centers and institutes are already amassing a track record that embarrasses their landlords.

And tenured radicals such as Bill Ayers are retiring. The question is, who will replace them?

We'll keep you posted, with your help. It is, after all, you, the reader, who we are ultimately working for.

Correspondingly, our work continues because of your good efforts for which we are most grateful.

All the best,



**Mal Kline**  
Executive Director

# Voodoo Anyone?

How to Understand Economics Without Really Trying



by

**Christopher T. Warden**

Forewords by M. Stanton Evans & Malcolm A. Kline



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