

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

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NEWSPAPERS OF NEXT CENTURY

By: Malcolm A. Kline

What students are getting out of their college years—other than debt, hangovers, and the chance to change their relationship status on Facebook several times over—is far from clear.

Higher education may be on the downward slide to oblivion, but its proprietors haven't quite entertained that prospect yet. “Will college education be the newspapers of the next century?” Teresa Lubbers, Indiana's commissioner for higher education asked at a conference last month in Indianapolis.

Lubbers spoke at a forum on international education sponsored by the Atlas Economic Research Foundation. “The articles that you read about ‘Is college worth it?’ are generally written by people with two or three degrees,” Lubbers observed. “Show me one that is written by a high school graduate.” Those articles, as consumers of them know, usually come down on the heartily affirmative side of that question.

In Indiana, 60 percent of high school graduates have some type of degree. The state's higher education policy emphasizes degree completion over college graduation focused on four-year degrees that boost the self-esteem of people who have undertaken various “studies.” Thus, nursing and technical training are treated as worthy goals.

As best-selling novelist Tom Wolfe pointed out in a talk in New York in March, “No one is going to pay you to study gender.” As Lubbers said in Indianapolis last month, “It is very difficult to determine in higher education what anybody learns.”



QUANTITY WITHOUT QUALITY

Parents, students and taxpayers ultimately footing the bill for the epic cost of college should have buyers' remorse. “Tuition at Harvard in 1960 was \$1,250, or \$9,800 in today's dollars,” George Leef of the John William Pope Center for Higher Education Policy pointed out in remarks at a recent conference in Indianapolis. “Today, tuition at Harvard is \$50,000.”

Harvard, as its denizens will tell you, is special, but still a good illustration of what is happening to the cost of college nationwide. Nevertheless, the difference between the housing bubble and the higher education bubble seems to be that at least with the former, people got houses.

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Director's Corner

By Malcolm A. Kline, Executive Director of AIA



May 2013

Dear Reader,

Two changes, both for the good, have occurred since our last dispatch:

- We've moved, to 4350 East West Highway, Suite 555, Bethesda, Maryland 20814, a lovely neighborhood; and
- Spencer Irvine has joined us as a writer. He will also be handling Accuracy in Academia's social media. Spencer has joined us for defined time periods in the past, lending his prodigious energies and talents to our enterprise. He is also the grandson of our founder—Reed Irvine—and is the third generation of Irvines who has worked at Accuracy in Media and Accuracy in Academia.

Outside of our walls, unfortunately, much change is not for the good, particularly in academia. For example, the latest Chronicle of Higher Education features a story on baby boomers unable to pay back their student debt. Moreover, as we show in these and other issues of our newsletter, they are not getting an education worth going into debt for.

There is more good news. We have commitments from speakers who will address upcoming AIA author nights:

- M. Stanton Evans, author of *Stalin's Secret Agents: The Subversion of Roosevelt's Government*;
- Anne Wortham, author of *The Other Side of Racism*;
- Clemson University professor Darren Linvill, who will debate the topic of academic bias with AIA director Mal Kline; and
- Egyptian human rights activist Cyn Farah, author of the political novel *Cognac*.

These events are part of The Frank A. Fusco Conservative University Lecture Series this year, made possible by a generous grant from The Frank A. Fusco and Nelly Goletti Fusco Foundation, 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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CAMPUS REPORT

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Editor: Malcolm A. Kline
Contributing Editor: Deborah
Lambert

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Here is how Harvard itself breaks down its annual tuition:

Tuition	\$37,576
Health Services Fee	\$930
Student Services Fee	\$2,360
Room	\$8,366
Board	\$5,264
Subtotal	\$54,496
Estimated Personal Expenses	\$3,454
Estimated Travel Costs	\$0-\$5,000
Total billed and unbilled costs	\$57,950 - \$62,950

What students are getting out of their college years—other than debt, hangovers, and the chance to change their relationship status on Facebook several times over—is far from clear. “The Bureau of Labor Statistics reports that a higher number of graduates are in jobs that do not require a degree,” Leef noted. Indeed, Enterprise Rent-A-Car brags about its highly educated workforce: “We hire over 8,000 college graduates a year.”

Leef spoke at the Atlas Economic Research Foundation Forum on International Education. “The reality, as I saw when I taught at Northwood University in Michigan in the 1980s, is that students are academically weak and disengaged,” Leef averred.

Currently, the American Institutes of Research found, “Approximately 30 percent of students in 2-year institutions and 20 percent of students in 4-year institutions have *Basic* or below quantitative literacy.” In other words, “they are unable to estimate if their car has enough gasoline to get to the next gas station or calculate the total cost of ordering office supplies.”

Leef sees some good news in the development of online education. He points to the emergence of the so-called Massive Open Online Courses, or MOOCs, and, specifically, sites such as Professor Direct, in which the student contracts directly with the professor.

Leef observed that Adam Smith himself endorsed such a system, arguing that under it, students learned more. “Writing in 1776, Adam Smith lamented getting away from the financing scheme of the ancient Greeks, famously noting that the quality of teaching fell at Oxford when students stopped paying the professors directly and gave their tuition payments to the university,” economist Richard Vedder, who spoke at an AIA event, wrote several years ago.

Also, the chances for indoctrination abate somewhat when the student’s interactions with the professor are over a modem rather than in a lecture hall, Leef asserts.

SQUEAKY CHALK

by Deborah Lambert



COLLEGE GRADS FACE WALL OF WORRY

In a front-page piece on February 19th of this year, The New York Times proclaimed that “The college degree is becoming the new high school diploma: the new minimum requirement, albeit an expensive one, for getting even the lowest-level job.”

This isn’t exactly news to current college grads, many of whom are saddled with \$100,000 or more in debt, and reduced to applying for the night shift at McDonald’s, which may not be such a bad deal, considering the current labor market with 90 million unemployed.

But there are other reasons for the poor employment prospects of many college graduates. According to Jackson Toby, Emeritus Professor of Sociology at Rutgers, “Too many have enrolled in college believing they could have four years of fun and graduate from *any* four-year college after majoring in *any* field—gender studies, sociology, ethnic studies—and obtain well-paying jobs easily.”

While this may have worked in the past, today’s grads face an entirely different job market. Those with engineering or technical degrees and internships on their resumés still have an inside track, but liberal arts majors

loaded with knowledge but light on experience, should plan on going to the back of the line, even for entry-level jobs.

Today, you can no longer major in fun, then go out into the real world and count on people taking you seriously. Learning is tough, and job recruiters can pick out the serious students from the fun seekers in a heartbeat.

The fact that so many grads end up living a Wayne's World existence in their parents' basements is sending a wake-up call to other students: You either learn some marketable skills in college or you could end up living on the dole.

One more piece of advice that Prof. Toby submits to current grads: This might not be a good time to apply for grad school where sooner or later you may be saddled with even more debt – and still not have a job.



ARE REPULICAN GUN OWNERS SUICIDAL?

It isn't easy being a gun owner in America today. And if you happen to be a Republican gun owner, it's even more difficult, since this makes you an easy target for leftist faculty members like University of California (Riverside) Sociology Prof. Augustine Kposowa, who "links the risk of suicide with gun ownership rates and people who voted for George W. Bush," according to The College Fix.

The prof bases his conclusions on results of a recent study he published showing that "states with the highest rates of gun ownership" – such as Alaska, Montana and

Idaho – also had the highest suicide rates, and "were carried overwhelmingly by George Bush in the 2000 election."

While he believes that "stricter gun control laws would reduce suicide rates," The College Fix reported that the prof was paraphrased as saying that opposition to "meaningful gun control" comes from Americans who argue "they have a constitutional right to bear arms."

Prof. Kposowa also said that despite Americans' belief that "keeping a gun at home protects them from intruders," research shows that "when a gun is used in the home, it is often against household members in the commission of homicides and suicides."



FINALLY: THE TRUTH ABOUT SNAIL SEX

Despite the fact that there are 90 million unemployed Americans and our debt hovers at just under \$17 trillion, you can trust the federal government to march bravely forward to test new scientific horizons.

This time, it's the National Science Foundation (NSF) which is "supporting research "into the implications of sexual and asexual reproduction of the Potamopyrgus antipodarum, aka the New Zealand snail."

CNS recently reported that the NSF "awarded a grant for \$876,752 to the University of Iowa to study whether there is any benefit to sex among New Zealand mud snails and whether that explains why any organism has sex."

Apparently, the broader implications of the study are

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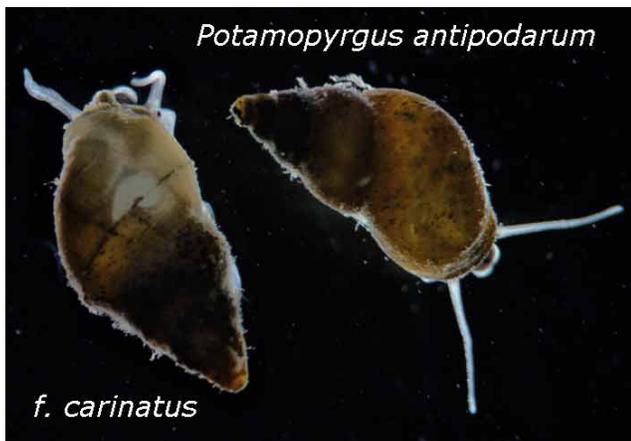
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to investigate “why sexual reproduction and males exist,



arguing that sex is biologically inefficient for females.”

“Because an asexual organism can simply clone itself faster than it can reproduce if it finds a mate, the study seeks to determine if there are other benefits to sexual reproduction that outweigh this ‘cost’ of finding a mate.”



BOWDOIN COLLEGE

An exhaustive study on liberal education by the National Association of Scholars has just been released – and the results are not pretty.

Using Bowdoin College as a case study, the report shows that the school not only fails to teach the basics, but also includes “incoherent and trivial courses” such as one called “Queer Gardens,” which “surveyed the horticultural achievements of gay and lesbian gardeners, and was (fortunately) dropped due to lack of interest,” according to The College Fix.

The NAS study, “What Does Bowdoin Teach” by Peter Wood and Michael Toscano, demonstrates that a “college that had pledged itself to open-mindedness and critical thinking features instead a curriculum that fails to teach and suffers from a culture devoid of values.”

The educational philosophy at Bowdoin demonstrates the failure that results when students are “liberated” from following a “prescribed path” to study whatever they want. This notion, coupled with the marked lack of intellectual diversity and skewed academic focus, creates a student body that is, as the report describes, “extremely well versed

in racial grievance, anti-capitalism, multiculturalism, and social justice. Yet students know little, if anything, about the plays of Shakespeare, the Civil War, or Aristotle.”

These results may not be surprising, considering the ideological makeup of the faculty. The report estimates that there are about four or five conservative faculty members out of the approximately 182 total at the school.

“In the 2012 presidential election 100% of faculty donations went to Obama. The President of the College, Barry Mills, has acknowledged this lopsided political bias. But he and the faculty at large see this as no hindrance to Bowdoin’s goals of open-mindedness and critical thinking. Mills argued that liberal professors aptly and sufficiently present conservative views on campus.”

“Beyond the classroom, the report adds that Bowdoin has long given up on cultivating students’ moral life, yet by virtue of teaching such young and malleable minds, cannot refrain from shaping students’ character. As such, the college definitively promotes sexual promiscuity, disdain for America, and a haughty sense among the students of being ‘know-it-all’ flattered by their own brilliance.”



CONNECTICUT SCHOOL TEACHES THAT GUN RIGHTS AREN'T CONSTITUTIONAL

A Connecticut father is up in arms over the fact that his son’s school district is apparently teaching children that Americans do not have a constitutional right to bear arms, according to Fox News. Steven Boibeaux of Bristol, Connecticut, says his eighth grade son, a student at Northeast Middle School, was given an anti-Second Amendment worksheet, “The Second Amendment Today,” which allegedly proclaims that American citizens do not have the right to guns.

“In an interview with Fox News’ Todd Starnes, Boibeaux said that he’s ‘appalled’ and that the school seems to be ‘trying to indoctrinate our kids.’” The worksheet in question, published by Instructional Fair, purportedly says that “The courts have consistently determined that the Second Amendment does not ensure each individual the right to bear arms,” adding that “The courts have never found a law regulating the private ownership of

weapons unconstitutional.”

“When it comes to interpreting the Second Amendment, the worksheet provides additional parameters through which the constitutional provision should be viewed.

“The worksheet, published by Instructional Fair, goes on to say that the Second Amendment is not incorporated against the states.

“This means that the rights of this amendment are not extended to the individual citizens of the states,” the worksheet reads. “So a person has no right to complain about a Second Amendment violation by state laws.

“According to the document, the Second Amendment ‘only provides the right of a state to keep an armed National Guard.’”

Boibeaux also alleges that the teacher told the class that the Constitution is a “living document” and the worksheet seems to drive this point home, noting that “the interpretation changes to meet the needs of the times.” “I’m more than a little upset about this. It’s not up to the teacher to determine what the Constitution means,” the father told Starnes. “I just don’t appreciate this as a parent. I expect teachers to teach my kids and tell the truth—not what they think their point of view is.”

SOCIOLOGIST DIAGNOSES PRESIDENT OBAMA



By Malcolm A. Kline



An African-American sociologist recently offered a diagnosis of America’s first African-American President. “In President Obama, you see a socialized mind at work, a collectivized mind at work,” Anne Wortham said at the annual meeting of the Philadelphia Society.

Wortham, who teaches at Illinois State University, has resisted socialization and collectivization for all of her seven decades on the planet. “I love this term, ‘Give back to society,’” she said at the



Indianapolis confab, with a toss of her head indicating she clearly doesn’t. “What did I take?”

“That conversation that Bill Clinton is always talking about having? You can’t have it between two liars.”

“It’s what David Brooks calls ‘One-Downsmanship’ and what Ayn Rand called ‘Altruistic Appeasement.’” In it, “the individual will downplay his achievements and placate others less fortunate or lower achievers,” she explains. A corollary maxim among elites is seeking “a cause greater than self.”

This is one that stretches across party lines. “John McCain has also spoken of ‘economic patriotism,’” Wortham notes. “David Brooks and William Kristol talk of ‘National Greatness Conservatism.’” When it comes down to particulars, though, it still amounts to “government-enforced compassion,” Wortham avers. But it can be lucrative: The Federal Faith Based Initiatives Office started by Former President George W. Bush to demonstrate “compassionate conservatism,” gives out \$2 billion a year in Federal grants, Michael Tanner of the Cato Institute calculated in 2010.

In one of the many ironies that mark her life, Wortham became more of a libertarian while serving in the Peace

Corps. In fact, although she was in Washington, D.C. at the time of Martin Luther King's "I have a dream" speech on the mall, she skipped the address. She did so not out of disrespect for the Reverend but in order to pack for her upcoming departure to Tanzania, then Tanganyika.

It was around this time that she became disillusioned with the turn that the Civil Rights movement was taking. "I wanted my rights but I didn't want to discredit the entire white race in order to get them," she said.

While abroad she read Ayn Rand's *Atlas Shrugged* and *The Fountainhead* as well as Barry Goldwater's *The Conscience of a Conservative*.

Wortham urged the fairly conservative audience at the Philadelphia Society to press liberals they may encounter on exactly what they mean by conservative epithets we frequently hear such as "anti-New Deal party." "They've been trying to keep the discussion at bay," she advised. "They've been doing this since the Enlightenment."

SOCIAL JUSTICE CLASSIC

"Social Justice" is a term widely evoked, especially academically, but seldom examined.

The word is virtually ubiquitous on campus, in catalogues, courses and clubs, Peter Wood of the National Association of Scholars (NAS), averred in a luncheon address at the Indianapolis meeting. Mostly, academic elites mean, "social justice, as currently understood, not in the right way, as in how one individual should treat another, but in terms of fairness or equality," Thomas Patrick Burke of the Wynnewood Institute, pointed out in a talk he gave at the Philadelphia Society's annual meeting in Indianapolis last weekend.

Burke taught religion at Temple for 25 years before retiring from the faculty there in 1996. The modern definition of social justice is "a big departure from ordinary justice," Burke avers. In its contemporary usage, "Social justice favors some over others," Burke asserts. "Social justice requires all institutions to move towards fairness."

"Social justice cuts the link between ethics and individual responsibility." Social justice became redefined in the United States through the New Deal and as a result of

last-minute changes to the Civil Rights Act of 1964, Burke said.

"As the Civil Rights bill moved through committee," the meaning of the concept changed "from elimination of segregation to elimination of discrimination," Burke said. "Before 1964, discrimination was a virtue: discriminate taste."

"Liberals captured the word and twisted it just as they twisted the word 'liberal.'"

"There is a distinction between coercive and peaceful (non-coercive) discrimination. Segregation is coercive discrimination."

Additionally, there was "the addition of the word sex to the Civil Rights bill," Burke stated. Ironically, this was an attempt "to kill the bill but the amendment was taken up on its merits by female members who pushed for it."

Conveniently, the manner in which the moderns define "social justice" usually entails a subsidy to the party seeking justification. Joseph F. Johnston, Jr., of the law firm, Drinker, Biddle and Reath, characterizes this approach as "bogus philanthropy."

Echoing Frederic Bastiat, he argues that in this transfer of resources, "some live at the expense of others."

"Politicians giving taxpayers money to groups is not charity," he said.

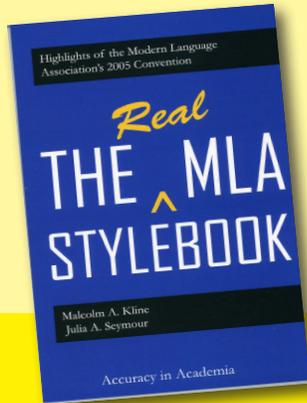
Malcolm A. Kline is the Executive Director of Accuracy in Academia.

If you would like to comment on this article, e-mail mal.kline@academia.org.

The REAL MLA Stylebook

To show what college and university English Departments are really teaching, Accuracy in Academia compiled *The REAL MLA Stylebook*, filled with quotes from a recent convention of the Modern Language Association (MLA) where thousands of English professors gather to push their politically correct, radical agenda. Outsiders who attend this event expecting to learn more about Chaucer, Milton and Shakespeare are in for a rude awakening when they discover that panels are more likely to focus on topics such as “Marxism and Globalization;” “What’s the Matter with Whiteness;” and “Queering Faulkner.”

This book is must-reading for anyone interested in learning more about the mindset of faculty members who are tasked with teaching the great works of the English language to our nation’s students.



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