

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

CAMPUS REPORT

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A MODEST UN PROPOSAL

By Malcolm A. Kline

What exactly does a model United Nations look like.?

Can it be that students gather annually around the country to construct “Model United Nations” because the real one has failed so miserably?

“What good does it do?” Judge Jeanine Pirro asked a packed, admittedly conservative audience at the Capitol Hill Club in Washington, D. C. last Monday. Judge Pirro was in town to receive the annual Reed Irvine award for Investigative Journalism from Accuracy in Media.

Judge Pirro suggested a two - pronged approach to the UN: Get out of it and get it out of New York. She also noted that when she served as DA in Westchester County, there were sex offenders and pedophiles they could not prosecute because they had diplomatic immunity.

Indeed, the United Nations was essentially created by an American traitor—Alger Hiss. “At the time he founded the U.N.—and Hiss was the first acting secretary-general of the organization—he was a State Department official,” Cliff Kincaid wrote in a column for AIM which appeared in 2008. “He was convicted of perjury for denying that he was a Soviet spy.”

“Ex-communist Whittaker Chambers had identified Hiss as a member of a communist spy ring and had evidence to prove it.”



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Director's Corner

By Malcolm A. Kline, Executive Director of AIA



May 2015

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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Dear Reader,

Reagan's policy towards the Soviet Union was "Trust but verify." Our policy towards academia should be "Verify, then trust." Academics are not quite as trustworthy as the Soviets were.

For example, teachers and professors rarely present much more than the ideal of the UN and gloss over the glaring failures of the international body. Elites tend to give the UN the veneration few Catholics give the Vatican.

Similarly, universities attempt to put a spin on post-graduate employment practices that looks like they are trying to deceive incoming students who fret over whether there's a career at Starbucks in their future.

In like fashion, Deborah Lambert shows us just how limited the marketplace of ideas is on campus itself.

Finally, the attempts to rebrand the failed Common Core education reforms beloved by established Democrats and Republicans alike are failing to delude parents and students who can see that it is pretty worthless, at best.

It gives us no pleasure to report all of the above. We want everybody to live happily ever after. Nevertheless, when elites make an obstacle course of their pursuit of happiness, we feel duty bound to report it so that you, our readers, can know what you are in for.

You see, we actually do believe in transparency and try hard to practice what we preach.

All the best,

Mal Kline,
Executive Director

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THE REALLY LOST GENERATION

by Malcolm A. Kline

Colleges and universities have always been mystified by the workplace. Recessions and even Depressions haven't given them any epiphanies either.



For example, American University proudly announces that “New AU grads are ready to succeed” because “100 percent are working, in grad school or both. Unless these grads are related to a politically connected dynasty such as the Bushes or Clintons, they might notice the difference between being in school or working. Could AU be trying to sugar-coat the graduates’ dismal job prospects?”

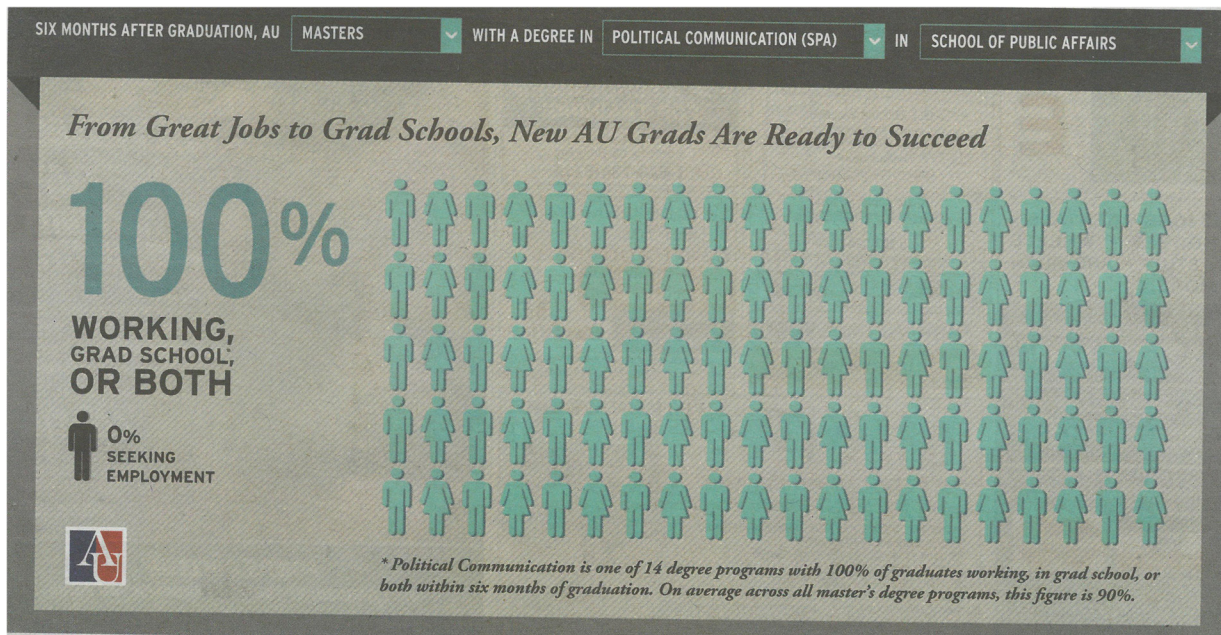
If the raccoon coat-wearing youth of the 1920s really were the lost generation, what would you call millennials? Generation Opportunity, “a national, non-partisan youth advocacy organization,” crunched the employment and unemployment data for March in its Millennial Jobs Report for March 2015” and found that:

- “The effective (U-6) unemployment rate

for **18-29-year-olds**, which adjusts for labor force participation by including those who have given up looking for work, is **13.9 percent** (NSA). The (U-3) unemployment rate for 18-29 year olds is **9.1 percent** (NSA).

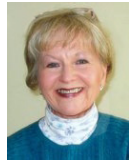
- “The declining labor force participation rate has created an additional **1.842 million** young adults that are not counted as “unemployed” by the U.S. Department of Labor because they are not in the labor force, meaning that those young people have given up looking for work due to the lack of jobs.
- “The effective (U-6) unemployment rate for 18-29-year-old **African-Americans** is **20.2 percent** (NSA); the (U-3) unemployment rate is **16 percent** (NSA).
- “The effective (U-6) unemployment rate for 18-29-year-old **Hispanics** is **14.3 percent** (NSA); the (U-3) unemployment rate is **9.4 percent** (NSA).
- “The effective (U-6) unemployment rate for 18-29-year-old **women** is **11.8 percent** (NSA); the (U-3) unemployment rate is **8.1 percent** (NSA).”

Editor’s Note: NSA = national statistical average



SQUEAKY CHALK

by Deborah Lambert



SESAME STREET FOR GROWNUPS



Michelle Joni Lapidos is not only doing something unusual and fun – she’s starting a business that gives her one more reason not to grow up.

Lapidos, described by the Village Voice as “part-hippie, part-four-year-old,” is determined to give adults a chance to break out of their bubble of adulthood and revert back to the childhood they left behind.

She and a friend Candice Kilpatrick have just started a pre-school for adults, which will, she believes, open up brand new horizons for adults who long for the good old days of Sesame Street, popsicles, finger-painting, show and tell, naptime and bedtime stories.

Lapidos describes her decision to embark on this venture as a eureka moment, explaining that “Adults are in this routine, this stagnation, and by tapping into the ‘play’ part of our brains by skipping or doing the things that we did in preschool, we’re bringing ourselves back to

another place, another time with ourselves, maybe when we were more believing of ourselves, when we were more confident and ready to take on the world. And I want to nourish that in people,” Lapidos says.

Beyond getting adults to reconnect with their four-year-old selves, Lapidos and Kilpatrick believe that Preschool Mastermind applicants might be looking for a way to get “unstuck.”

“The price of the course ranges from \$333 to \$999, excluding art-supply, snack-day, and class-trip expenses. Installments are also welcome. Classes are being held one night a week in Lapidos’s home-office ‘play space’ in Park Slope, Brooklyn.”

“Maintaining a sense of playfulness into adulthood is highly conducive to creativity,” says Dr. Scott Barry Kaufman, a scientific director of the Imagination Institute at the University of Pennsylvania. “Creativity sometimes requires deactivating the prefrontal cortex [a part of the brain that helps regulate complex cognitive, emotional, and behavioral functions] and letting ideas wander freely.”

“It’s New York. You take any type of adventure you want in New York, and now you can go back to preschool!” Lapidos declares. “It’s going to be magical!”



STUDENTS TO LEARN “HOW TO HANG OUT”

Believe it or not, the U. of Chicago student government is investing \$25,000 in developing a course that teaches students “How to Hang Out,” according to The College

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Fix reporter Matt Lamb.



Student Alec Goodwin's idea has already been approved by the student government's Uncommon Fund, which agreed to spend \$25,000 encouraging students to find "creative ways to relax." Goodwin, who pitched the idea in a humorous video, promised to lend authenticity to the project by gathering a team of experts in the field of hanging out, such as Chicago rapper Chief Keef, actor James Franco, and "of course" Vice President Joe Biden. He has also proposed some workshop ideas, including "Advanced Time Killing" and "Maxing and Relaxing."

Past finalists for Uncommon Fund awards included last year's "Identity Week, designed to help students explore every conceivable identity group with which they could identify," while "other finalists sought to bring insect-based food to campus and bake the world's largest muffin."



MEMO TO COLLEGE CONSERVATIVES: STAND UP TO THE LEFT

Not long ago, college conservatives actually stood up to the leftist epidemic of free speech zones and other politically correct claptrap, saying they weren't going to take it anymore. In many cases they were successful – too successful in fact, for the leftist predators, which is why they took steps to remove the majority of remaining campus freedoms by paring down the size of the "free speech zones," for example, making them available a few times a year, only if you played your cards right.

Although silence reigned for a while, there have been indications recently that a revolt among right-thinking students was brewing. Which is why the irrepressible comedic intellectual Jonah Goldberg has been front and center recently, offering students some suggestions about how they can successfully confront their campus antagonists.

Goldberg explained in a recent interview with The College Fix that left-wing students are devoid of insight. This allows them to roll out the ad hominem attacks – i.e. right winger, fascist, extremist, hate – monger – and the like while portraying themselves as "morally superior free thinkers."

Goldberg notes that the biggest myth on the academic circuit is that being liberal is rebelling against the system. "Let me get this straight," he says to students. "Your professors are liberal. The administration is liberal. Your high school teachers were liberal. The mainstream media is liberal. The music industry – Hollywood and the fashion and publishing industries are liberal. And yet you think you're sticking it to the Man by agreeing with them?"

Being a liberal, says Goldberg, is probably about the least rebellious thing you can do on a college campus these day, adding that if you really want to "break with the herd," be a Christian conservative.

Something else to keep in mind: Political correctness, speech codes and hate crime hoaxes are all efforts to control what is said and how it is said – "What the left does is manufacture crises that give them more authority and power."



Goldberg's parting suggestions for campus conservatives: Develop better methods to win over fellow students, and remember, "Nothing pisses off the left more than a conservative who's enjoying himself."



WHAT HAPPENED TO FREEDOM OF SPEECH?

In an article published by Inside Higher Education on April 13, 2015, Jonathan Zimmerman reported that “the University of South Carolina suspended a student for writing the n-word on a whiteboard in a campus study room.” The university president explained that the student had violated the Carolinian Creed, which bars “racist and uncivil rhetoric.”

But Zimmerman said that “in the United States, there’s another creed that’s supposed to take precedence over all the others: the Constitution. And the university -- not the offending student -- violated it.

“So did the University of Oklahoma, when it expelled two students last month for leading a racist chant on a fraternity bus trip. The chant referred to the lynching of African-Americans, one of the ugliest chapters in our nation’s history, and the students deserved all of the condemnation they received.

“But our university leaders deserve censure, too, for their craven disregard of the First Amendment. Everyone has the right to speak their mind, no matter how much it offends yours. When Americans work themselves into a fine moral lather, however, freedom of speech is always the first thing to go.

“Campus speech codes date to the mid-1980s, in the aftermath of several well-publicized racist episodes. Following the last game of the 1986 World Series between the Boston Red Sox and the New York Mets, drunken brawls erupted at the University of Massachusetts at Amherst between white Red Sox fans and black Mets supporters. At one point, a mob of 3,000 whites chased and beat black students.

“Liberals were quick to blame the alleged rise in racism on Ronald Reagan and the so-called New Right. As conservative politicians stoked the fires of prejudice, the argument went, our campuses should remain bastions of racial equality and justice.

“Enter speech codes. By 1992, fully one-third of colleges and universities had enacted some kind of speech regulation. The most famous one -- which became a model

for many other measures -- was adopted by the University of Michigan, which barred “verbal or physical behavior... that stigmatizes or victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap or Vietnam-era veteran status.”

But as a U.S. district judge ruled in 1989, when he struck down the Michigan speech code, the words “stigmatizes” and “victimizes” were notoriously slippery. “What one individual might find victimizing or stigmatizing, another individual might not,” the judge wrote.

In 2003, “the University of Pennsylvania charged a student with violating its speech code after he pleaded with some partying African-American sorority members to keep down the noise.” . . . “Shut up, you water buffalo,” the student shouted. “If you want a party, there’s a zoo a mile from here.” In his native Israel, the student later explained, the term “water buffalo” referred to a rowdy person; but the black students interpreted it -- and his zoo remark -- as racial insults.

“Penn eventually dropped the charges against the student and -- two years later -- it eliminated its speech code. But it was one of the exceptions. Most college retained their speech codes or added new ones, even in the face of judicial decisions barring such measures. Between 1989 and 1995, six courts -- including the U.S. Supreme Court -- examined university or municipal speech codes, and in every case the codes were deemed unconstitutional.

“The Supreme Court’s 1992 decision struck down a St. Paul ordinance prohibiting hate speech. Inevitably, the court ruled, city officials would be called upon to decide what was truly hateful and what wasn’t. And that’s not a call that any of us should want our government making for us.

“But that’s precisely what our campus speech codes require universities to do. Earlier this year, a Jewish student applying for a campus judicial board position at the University of California at Los Angeles was asked how -- as a Jew -- she could maintain an “unbiased view.” And at another U.C. campus, in Davis, Jewish students opposing an anti-Israel boycott measure were heckled with cries of “Allahu Akbar.”

“Why should racist comments elicit penalties while anti-Semitic ones don’t? And why should we allow our universities to discriminate between them when the courts have ruled that both types of speech are protected? We need to educate our students against bigotry without turning our backs on the Constitution. But first, we’ll

need university leaders with the courage to do it. *Jonathan Zimmerman teaches history and education at New York University. He is the author of Too Hot to Handle: A Global History of Sex Education, which was published last month by Princeton University Press.*

Delaying Common Core The Chicago Way

Opposition to Common Core continues to spread well across party lines, no matter how much the educational establishment tires to minimize the blowback. “Illinois state officials have threatened to withhold funding from school districts that refuse to administer a new state exam aligned with Common Core State Standards,” the American School Board Journal reported in the current issue of the magazine. “The threat, issued in a letter earlier this year to school districts, followed a Chicago Public Schools announcement that it would not administer the Partnership for Assessment of Readiness for College and Careers (PARCC) exam.”

“In explaining their decision, Chicago officials expressed concern about student access to technology necessary for the computer-based tests. Other Illinois districts have voiced concern about PARCC, and sporadic parent boycotts have arisen nationwide to protest Common Core or the excessive use of standardized tests.”

Actually, “More than 40 downstate superintendents have asked state schools Superintendent Christopher] Koch to delay PARCC testing, saying ‘the testing initiative has moved too fast, is ill-planned, does not support the basic tenets of quality formative assessment such as validity and reliability, is consuming vast and valuable resources (both human and monetary) at the district level, and, most importantly, will not truly benefit our students,’” Juan Perez Jr. and Diane Rado reported in *The Chicago Tribune*.

As for those “sporadic protests” that the ASBJ noted in passing, *School Reform News* reported that this year:

- The Arizona House of Representatives voted to repeal and replace Common Core;
- The Ohio House passed a bill to protect students from negative consequences for opting out of Common Core; and
- The West Virginia House of Representatives passed a Common Core repeal bill.

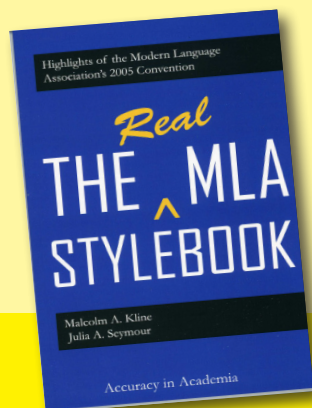
Additionally:

- Business Insider reports that “An anti-Common Core Facebook group called “Long Island Opt Out” has a spreadsheet containing district opt-out numbers. It has calculated many districts at over 50%, with the highest coming in at 82%.
- Rethinking Schools reported that in March of this year, “Hundreds of high school students in New Mexico walked out of school the first week of March to protest PARCC (Partnership for Assessment of Readiness for College and Careers)—the new Common Core standardized tests,” RT also reported. “Albuquerque Public Schools told KRQE News 13 that 900-1,000 students participated in the walkout from cities all over the state, including Albuquerque, Rio Rancho, Las Cruces, Carsbad, Hot Springs, and Santa Fe. The protest built on a week of walkouts and demonstrations in Santa Fe the previous month that climaxed with a sit-in at the governor’s office.”
- The State Democratic Party in the state of Washington passed a resolution condemning Common Core.

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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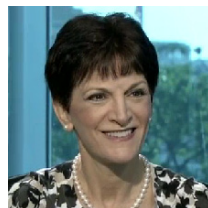
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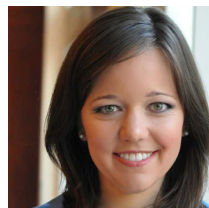
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