Academics love to portray college campuses as places where dissent can flourish. Yet and still, we find that it flourishes best off-campus.

We found that to be the case recently at the regional meeting of the Philadelphia Society in Indianapolis. The Philadelphia Society is a group of conservative intellectuals that was formed in the wake of the Goldwater defeat in 1964.

Civics for Grown-Ups

Some professors are more rooted in reality than others. Unfortunately, they tend to be retired.

“President Lincoln called on every mother to whisper words of liberty to every listening babe,” William B. Allen, a professor emeritus at Michigan State University said in Indianapolis last weekend. “We should do the same for grownups.”

Dr. Allen, the author of Reviving National Character in the Midst of Political Disorder, lamented the trend towards submersion of American identity when U. S. Supreme Court Justice Stephen Breyer “declared that he was ready to declare capital punishment unconstitutional because it was leaving us isolated in the world in
November 2015

Dear Reader,

Whether at home or on the road, we all too rarely get a chance to cover real scholars, as opposed to those with ersatz credentials. Thus, our biannual forays to Philadelphia Society meetings are a refreshing change of pace.

Accordingly, we are sharing some of the highlights of the Society’s last meeting in this issue of our newsletter. We also get to meet writers of demonstrated accomplishment when we invite them to speak at our authors’ nights.

We are going to incorporate footage of some of our past author’s nights in an online course we are assembling on the history of Communism. Many view this as a rather mossy topic, except, of course, the communists who are constantly updating their history with new chapters.

Those who don’t want them to repeat themselves may want to check out our new product.

All the best,

Mal Kline,
Executive Director
applying the death penalty."

Yet ultimately, he regretted one overriding change in American history: “Deference to the people has become reduced to commanding the people.”

**IS AMERICA A NATION OF IMMIGRANTS?**

Generations of students have been taught that we are a nation of immigrants but inquiring minds beg to differ. Well, actually, they don’t beg.

“What we have never been is a nation of immigrants,” veteran journalist Ralph Kinney Bennett said. “We were put through the process, rough-edged though it may have been, to become Americans.”

“We did not suggest that they shed their heritage but make it part of a larger heritage.” Bennett retired as senior editor at the Washington bureau of Reader’s Digest in 2001.

Dr. Allen said in remarks the night before Bennett’s luncheon address that “There is a vague intuitive geographic U. S. identity that we are a nation of immigrants as if to imply that immigrants remain immigrants and never become Americans.”

“Our diversities do not constitute a national character.”

Christopher Burkett of the Ashbrook Center at Ashland University, said in a panel that preceded Bennett’s talk, “Benjamin Franklin urged immigrants not to come to America if they had nothing to recommend them but their birth in Europe, that in the United States, people do not ask where you were born but what you can do.”

“You cannot be a Frenchman in the truest sense of the word without being born there but you can become an American,” Brandon McGinley of the Pennsylvania Family Institute pointed out in another panel. “Putting aside his communism, I think of Woody Guthrie’s “This land is your land,’ the idea that just by participating in America you become an American.”

Herman Belz, a professor emeritus at the University of Maryland, pointed out that “The idea of an American nation took root in the 19th century and was contested in the 19th century.”

“In the century following the Civil War, the idea of American nationalism flourished. From the 1960’s on we had racial identities and multiculturalism.”

“Before that, immigrants were accepted into America on those terms [of small r republican government] and assimilated.”

**THE OTHER SIDE OF MULTICULTURALISM**

It turns out that American students have something in common with their Latin American counterparts: They don’t learn anything good about America either.

“In Latin America children are often exposed to the negative aspects of American history but are seldom exposed to the negative aspects of their own history,”

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WHY COLLEGES TURN OUT POOR WRITERS

The inability of so many college college grads to express themselves in writing is a serious topic these days, and rightly so. “People who cannot put strings of sentences together in good order cannot think,” noted the late Professor Richard Mitchell, who filled his 1979 book *Less Than Words Can Say* with examples of poor writing, “not by students, but by college grads, including teachers, college professors and government officials,” according to the Pope Center’s George Leef.

Unfortunately, this trend has accelerated over the years. Professor Gerald Graff, who teaches at the U. of Illinois, observed in a recent essay for *The State of the American Mind* that “Bad writing means lower productivity in the workplace, and it also spells deteriorating discourse in the civic sphere. Since the quality of our writing reflects the quality of our thinking, slovenly writing breeds weak citizens – people who are slow to see through propaganda and nonsense.”

Prof. Graff’s teaching methods are a welcome exception to the current spate of “rambling, feelings-oriented writing that now passes for academic work.” First, he actually allows student to write instructs them in the “they say/I say” method where they learn to summarize other’s opinions. Dr. Graff also avoids “hot current topics and professors who think their job is to turn students into “change agents.

GENDER PRONOUNS MULTIPLY

One noticeable trait of those preoccupied with “gender” is that they love to tell others what to do. Case in point: students at Claremont-based Scripps College,”students are offered eight different gender pronouns” by the school to use for identification purposes during the school year,” according to Breana Noble at Hillsdale College.

The options, available on a drop down menu, range from “Hu, Hum, Hus,” “Per, Pers, Perself” and “Ze, Zir, Zir” to “none” and “just my name.”

Student preferences then appear on class rosters and other documents throughout the academic year.

An interesting feature of this ID rundown is that although Scripps College has functioned as an all-female institution since its founding in 1926, the drop-down list does not

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*SQUEAKY CHALK*  
*by Deborah Lambert*

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CAMPUS REPORT November 2015  
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default to the “She, Her, Hers, Herself” option, but instead, “Select Pronoun.”.

The list of options, along with phonetic pronunciations for the less frequently used choices, was provided to The College Fix by a campus official:

1. E/Ey, Em, Eir/Eirs, Eirself/Eirself (A, M, ear, ears, earself)
2. He, Him, His, Himself
3. Hu, Hum, Hus, Humself (hue like HUman,/hue-m like HUMan, hue-s, hue-mself)
4. Just My Name Please
5. None
6. Per, Per, Per/Pers, Perself (per/purr, pers, perself)
7. She, Her, hers, Herself
8. They, Them, Their/Theirs, Themself
9. Ze, Hir, Hir/Hirs, Hirself (zee, hear, hears, hearself)
10. Ze, Zir, Zir/Zirs, Zirself (zee, zeer, zeers, zeerself)

Interestingly, the new Scripps College pronoun options were rolled out shortly after the announcement of a new admissions policy, noting that the school would accept students who “self-identify as women,” which means “transgender women, or people who identify as female even though they are biologically male.” At least one student named “Rachel Neuberg told The Student Life newspaper that the new gender pronoun options allow Scripps to combat oppression found on college campuses.”

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**OBSCURE COLLEGE DEGREES**

One reason for some college grads’ complaints about the difficulty of finding a job these days could be that they majored in areas that are not in high demand in the marketplace.

Some current examples include:

**Cannabis Cultivation:** Students at Oaksterdam University in Oakland, can complete a program with non-degree certification by passing tests and finals with scores of 75 percent.

Courses include “cooking with cannabis, dispensary management, cannabis terminology, history of marijuana, cultivation law” and “methods of ingestion.” In 2014, “the Drug Enforcement Agency, IRS and the U.S. Marshalls conducted a raid on the university’s campus ‘with a battering ram, a sledgehammer, power saws and a locksmith.’”

**Vitaculture and Eonology - Cornell University:** While a major in alcohol may be a cynical campus joke, it can be a reality for students at the Cornell University College of Agriculture and Life Sciences where students have been majoring in winemaking or wine industry management since 2008.

The major offers two areas of specialization: viticulture, which focuses on “vineyard management, grapevine biology, and grape pest management”; or enology, which focuses on “wine chemistry, production methods, and sensory evaluation.” Prerequisite courses include biology, microbiology, chemistry and biochemistry. Viticulture
students take classes in “plant genetics,” . . . “horticultural plant biodiversity and evolution.”

A student-managed vineyard offers practical application of the lessons they have learned in class. “Our new program is teaching tomorrow’s grape-growers and winemakers the specific skills they need to help New York’s cold-climate grape industry thrive,” according to the program’s brochure.

**Race Track Management - University of Arizona:** The Race Track Industry Program at the University of Arizona offers a one-of-a-kind degree with a focus in either race track business management or horse management and breeding.

Students have to complete the university’s general education requirements before progressing onto “introduction to the animal racing industry,” and “introductory to horse science.”

From there, business management focus students take courses in “managerial accounting,” and “agricultural business management,” and equine management students take “physiology and anatomy of domestic animals.”

Students have a very high rate of employment immediately after graduating, according to the program’s website.

More than 600 students have graduated from the program since it was founded in 1973. Those who received a degree have gone on to work for NBC Sports and Olympics, ESPN and the Arizona Department of Racing, according to Inside Tucson Business.

**Puppet Arts - University of Connecticut:** Students have been able to obtain undergraduate and graduate degrees in puppet arts since 1964. So far, there have been more than 500 student productions with puppets, and every year the school “sees an increase in the number of people wishing to be part of our program.”

Prerequisites include drama courses, such as costuming, lighting and scenery before they move onto electives such as “puppetry production” and “marionette construction.”

Dr. William B. Allen, the author of Reviving National Character in the Midst of Political Disorder, will speak at a forthcoming AIA author’s night.

continued from page 3

Alejandro Chafuen of the Atlas Economic Research Foundation said.

Chafuen himself hails from Argentina. “In Argentina, at least before the Falklands War, we used to say that we act Italian, speak Spanish and think that we are British.”

One-sixth of the population in the United States is Hispanic, according to Chafuen. Currently, New Mexico, Texas and California have the largest Hispanic populations but North Carolina and Alabama are among the states with the fastest growing populations.

One-eighth of the Hispanic population in the United States has a Bachelor’s degree or higher.

“Hispanics are more likely than the native population to believe that hard work leads to success,” Chafuen notes. He also observes that “They support vouchers but unfortunately also support the teachers’ unions.”

**PATRIOTISM, SÍ, NATIONALISM, NO**

A Clemson scholar recently made an important distinction between patriotism and nationalism.
“Nationalism is an ideology that implies that there should be no political differences between inhabitants of a nation,” Dr. Steven Grosby of Clemson University said at the regional meeting of the Philadelphia Society. “The founding fathers had different views and visions,” he reminded the audience.

“To be patriotic is not to be equated with an intolerant nationalism,” he argued. “An individual’s patriotism does not preclude other attachments, to one’s religion, for example.”

“Nationalism seeks to suppress these.” Perhaps this is why liberals love the word “national” but cringe at the word “American.”

Grosby is a professor of religion at Clemson. “Nationality is a complicated phenomenon, made even more complicated by current academic fashion,” he said at the Indianapolis meeting.

In another panel at the Philadelphia Society meeting, a Hillsdale College professor offered an interesting take on the idea of “American Exceptionalism.” “It is very recently that ‘American Exceptionalism’ has been used,” Richard Gamble observed. “If it is used to mean that we have superpowers then it is delusional.”

ACADEMIA’S CYNICAL OUTREACH PROGRAM

Academia loves to dress up its appeal to international students in uplifting prose, but a veteran professor suggests the move may be more than just a bit calculated towards self-preservation.

“The historiography of education is very boring,” Wilfred McClay of University of Oklahoma said. “It’s always crisis.”

“Where would the students come from to fill those magnificent buildings constructed since V-J day?” Dr. McClay asked at the Indianapolis confab. “It found and created new markets for its supply.”

“In response to the crisis of the 70s, higher education redefined itself with the aid of the federal government, including taking more foreign students.” Pell grants and other student aid for the native-born also helped to fill this void.

“We went from 34,000 foreign students in 1954 to 723,000 in 2011, and growing, paid for with personal loans or money from their [the students] own countries,” Dr. McClay noted. “Universities allege that this is because American universities are so desirable that foreign students want to come here.”

The trend also reinforces the image that academics have of themselves as “citizens of the world.” University of Chicago law professor “Martha Nussbaum prefers cosmopolitanism to patriotism,” Dr. McClay noted. “Actually the cosmopolitanism of Martha Nussbaum is a form of provincialism.”

“True cosmopolitanism will have a sense of its own limitations.”

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.
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.”

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