

# FRONT LINE

"My people are destroyed for lack of knowledge."

- Hosea 4:6

FALL 2021

Vol. XLII, No. 2

OCTOBER 8, 2021 \$2.50

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### The Constitutional Coalition:

**Dedicated to inform,  
engage and enable  
Americans to restore  
truth, morality and  
rule of law locally and  
nationally.**



**by Andrew Muller**

John Adams, our second president, took his quill to paper on April 26, 1777, to write a letter to his wife, Abigail, whom he would commonly address as "my dearest friend." In this missive, he discusses how his daily tasks in his efforts to start a new nation caused him to grow weary, stating he had received no news from England, or Spain, no intelligence from Europe, or even

General Washington. The tone of Adams' entire letter has a dark melancholy cloud hovering over it. He even discusses the state of his health writing,

*"I am wearied out ... Indeed I feel not a little out of humour, from indisposition of body. You know, I cannot pass a spring, or fall, without an ill turn—and I have had one these four or five weeks—a cold, as usual."*

cont'd p 3

## What You DON'T Know About Critical Race Theory (CRT)

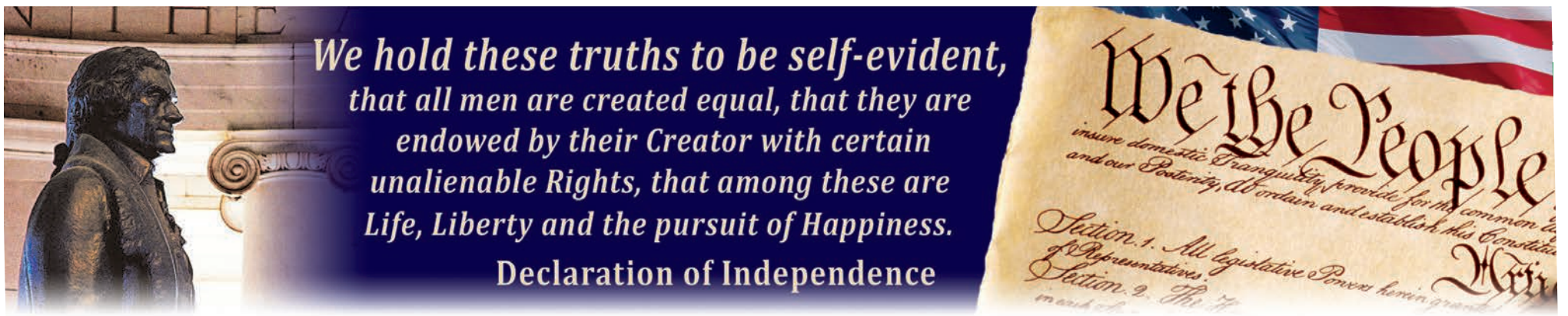
**by Mary Byrne, Ed.D**

An associate editor of *EdWeek* wrote earlier this year, "... much of the current debate [about critical race theory (CRT) in K-12 schools] appears to spring not from the academic texts, but from fear among critics that students—especially white students—will be exposed to supposedly damaging or self-demoralizing ideas."<sup>1</sup> His implication is that opponents are making unsubstantiated claims generated by uninformed hysteria.

Responding to *EdWeek's* suggestion that opposition to CRT is merely due to fearmongering, this article will show that what you don't know **will** hurt your children and your country. It will describe the myths and half truths parents and other members of the public have been told by school personnel, teacher's unions, and others who purport to know more about what is best for children than their parents.

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## FRONT LINE

is published periodically throughout the year.

Information on issues of interest to Missourians is provided in *Front Line*, and it is not intended to influence or dictate how someone should vote. It is non-partisan. *Front Line* focuses on those issues, events and news that do not always receive full discussion. It is our hope that it can be used to help neighbor talk with neighbor about the issues in a rational and intelligent manner as well as to encourage better citizenship. Thanks to the many of you who faithfully send us ideas, clippings, emails, and stories. Keep them coming!

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### Distribution:

Our thanks to the generous volunteers who give of their time to make mailing and distribution of this publication possible.

Digital design by  
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### FRONT LINE

wishes to acknowledge the ongoing, generous support contributions of its readers. To contribute to our support and continuation, please see the

RETURN COUPON ON BACK.

## Letter from the Board

Fall 2021

Dear friend of *FRONT LINE*,

I recently came across some of Donna Hearne's notes for the draft of a letter that she was composing two years ago. Her thoughts were certainly apropos for today:

"When I took up acrylic painting as an adult, being self-taught, it took a long time for the proverbial light bulb to go on. I tried and tried to make fields look like grass waving in the wind with light bouncing off the blades of grass and trees, but to no avail. All I seemed to get was either brown mud or green slime. Until, I realized that I had to layer the mud on the slime, and then the lighter slime on the mud, and then add lots of white and lots of black using different brushes and strokes. *Voilà!* There was real grass in the wind and with sunshine!

"Lesson learned? Depth comes through many applications built on top of each other. So, too, is our understanding of the world around us. Most of us settle for either the mud or the slime and miss the brilliance of understanding."

We are living at a time when there are a multitude of influences speaking into our lives. How do we sift through all the information and understand what is real? How do we see through the smoke screens, discern the truth, and view the "brilliance of understanding"? One answer is to find reputable news sources and continue to evaluate them. Listen to the source and then find another reputable source that agrees with the first one. "Facts" can be distorted and become muddy. Headlines can be interpreted in many ways or presented without the full picture. Don't allow the mud and slime to get in your way of finding the truth.

We trust that *Front Line* will be a valuable resource to presenting the truth. Our front page article clarifies the "*Fundamentals of Freedom*" based on our founding documents: The U.S. Constitution and the Declaration of Independence. We are delighted that it has been written by one of the Teen Eagles that faithfully attended our Educational Policy Conferences as a student and is now the administrator of the Teen Eagles. Thank you to those that helped to get them to the conferences. Having this young man succeed is a fulfillment of one of Donna's desires: educate the young.

*Electoral Integrity* and the next year's *U.S. Senatorial Race* are key issues about which we need to be informed. Missouri is facing a critical senatorial race in 2022 with Senator Roy Blunt announcing his retirement. Many candidates have already thrown their hats into the fray, and it is up to the citizens of Missouri to choose the best one. *FRONT LINE* has provided a list of registered candidates, and we suggest that you research each one, discover their histories and qualifications, and contact them to talk with them *face to face*, if possible. The primary election will be

upon us in no time. Start now to gather information and be prepared to support and vote for the right candidate in 2022.

We offer a brief summary of *Missouri Legislation*, along with voting records of specific bills. The workings in the legislative buildings are very complicated, and we thank Bev Ehlen for bringing understanding to the process.

Finally, we present an excellent summary on *Critical Race Theory*. Dr. Mary Byrne has shed some light on a very complicated issue that has an extremely long history. What does it really mean? When did it begin? And what do we do about it?

We also invite you to attend the *Grassroots Groundswell*, an event sponsored by The Constitutional Coalition, Eagle Forum and The Leadership Institute. We will discuss the topics of Liberty, Education, Elections, Mandates and Freedom. Our keynote speaker will be **Lt. Col. Matthew Lohmeier**, speaking on "A House Divided." (See back page for registration.)

You may have experienced hardship this year, and our prayers are with you, but now is not the time to take cover and hide away. We must continue to stay informed, to stay in touch with our legislators, and to encourage our friends and family to do the same. We must not miss the "brilliance of understanding." We must continue to fight for the best country in the world. AMERICA!

Order your copies of *FRONT LINE* TODAY!

Landreth Johnson  
Editor



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## Fundamentals of Freedom cont'd from p 1

The toils of war and administrative tasks were eating away at him. John Adams left his family for many weeks on end and sacrificed much to pave a way for a new nation. The most profound statement of this writing to his wife comes at the end of the letter:

*"You will never know, how much it cost the present generation, to preserve your freedom! I hope you will make a good use of it. If you do not, I shall repent in Heaven, that I ever took half the pains to preserve it."*<sup>1</sup>

We should feel an unshakable burden to preserve our republic, our religion, and our founding principles of liberty. In 1776, the Framers penned, "... for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor."<sup>2</sup> As the patriots of the modern day, the least that we can do is comprehend the fundamentals of liberty, to articulate a defense for our faith and freedoms, to understand their origins, and endeavor to share it. With that in mind, let us walk through *The Essential Fundamentals of Freedom*<sup>3</sup> enshrined in our Declaration of Independence and U.S. Constitution.

### The Foundation of America

**Fundamental #1:** A Sovereign American people established the government. It is "*We the People*" who are sovereign and who delegate certain powers to a limited government. As a democratic republic (not a democracy), the minority is protected and government operates at the pleasure of the people's consent, not just consensus.

"*We the People*," those famous words that begin the preamble, entail an enormous responsibility that accompanies them. If we are to have a government made "*of the people, by the people, and for the people*,"<sup>4</sup> as Abraham Lincoln said in his Gettysburg Address, then as sovereign and independent individuals, we must be a self-governing populace. It is self-government under the laws of God that allows America to have a limited government. George Washington said in his Farewell Address that was published on September 17, 1796, "*Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism who should labor to subvert these great pillars of human happiness—these firmest props of the duties of men and citizens.*"<sup>5</sup>

We so often try to fix problems in the most expedient manner, though the result of that labor may be temporary and ineffective. In America, change cannot spring from the top down, but rather at the most local and ground level, the human heart. "*We the People*" need to be religious (have faith in God and live it out in all areas of life) and be moral men and women of character. If we are self-governed (internally following the laws of God and living according to our conscience) then we will not need a large and vast government to force external laws upon us, thus resulting in a loss of individual sovereignty.

**Fundamental #2:** America is built on absolute, revealed truths. "*We hold these truths to be self-evident ...*" These historic truths cannot be changed at the whim of those who wield power through the media, academia, and government.

Barna polling stated that among teenagers—the next generation of this country—83% of them agreed that moral truth depends on circumstances, while only 6% believed that moral truth is always absolute.<sup>6</sup>

Webster's 1828 Dictionary defines self-evident truth as:

**SELF-EV'IDENT**, *adjective* Evident without proof or reasoning; that produces certainty or clear conviction upon a bare presentation to the mind; as a *self-evident* proposition or truth. That two and three make five, is *self-evident*.<sup>7</sup>

Why is it that today's youth have bought into such a relativistic way of thinking? Could it be that only 11% of Americans say they read the Scriptures daily?<sup>8</sup> At the heart of truth is God—and believing in absolute truth starts with faith in Jesus Christ. In our culture that arrogantly proclaims that gender is fluid, marriage is open-ended, or that 2+2 does

not always have to equal 4, the only way that we can endeavor to save our nation is by teaching that truth is attainable, it is always absolute, and that it comes from our Creator.

**Fundamental #3:** We are created beings, not impersonal matter.

"... *all men are created ...*" We did not evolve, but are "capable of imagination, deliberation, judgment and choice in [our] actions,"<sup>9</sup> thus accountable to our Creator.

Our proclaimed educational "experts" in academia cherish Charles Darwin's book "*The Origin of the Species*." Surprisingly, we rarely hear the entire title of the work uttered at all. The subtitle reveals Darwin's true philosophy—one of racism and classism. The full title is "*The Origin of the Species by Means of Natural Selection, or the Preservation of Favored Races in the Struggle for Life*."<sup>10</sup> When Thomas Jefferson wrote that we "*are created*," he believed that we were made by an intelligent God that granted us inalienable rights that no one could take away. The Biblical Christian view that we are created is inseparable from the idea of inalienable rights and individuality. It is only because we are **creatively/ingeniously** created that we can write poems, paint a landscape, or compose music. We have been designed to live freely and prosper under the laws of liberty. When we forget our origins and who our Creator is, we form a void that wicked ideologies such as Marxism are longing to fill. When Marx said, "*My object in life is to dethrone God and destroy capitalism*,"<sup>11</sup> he was not joking.

### Individual Americans

**Fundamental #4:** All Americans are created equal before the law with **equal opportunity and rights**. "... *that all men are created equal ...*" This means equal opportunity, not economic egalitarianism, and no redistribution of wealth.

In America we reject racism (we are the only nation to fight in a Civil War against our own brothers to end slavery), because we believe in true equality: equality under God and equality under the law. Equality does not mean a guaranteed equal outcome, nor does it mean equal success, rather it means that the opportunities, rights, and treatment of all Americans are equal. The determining factor of wealth is left up to hard work, sweat, and determination.



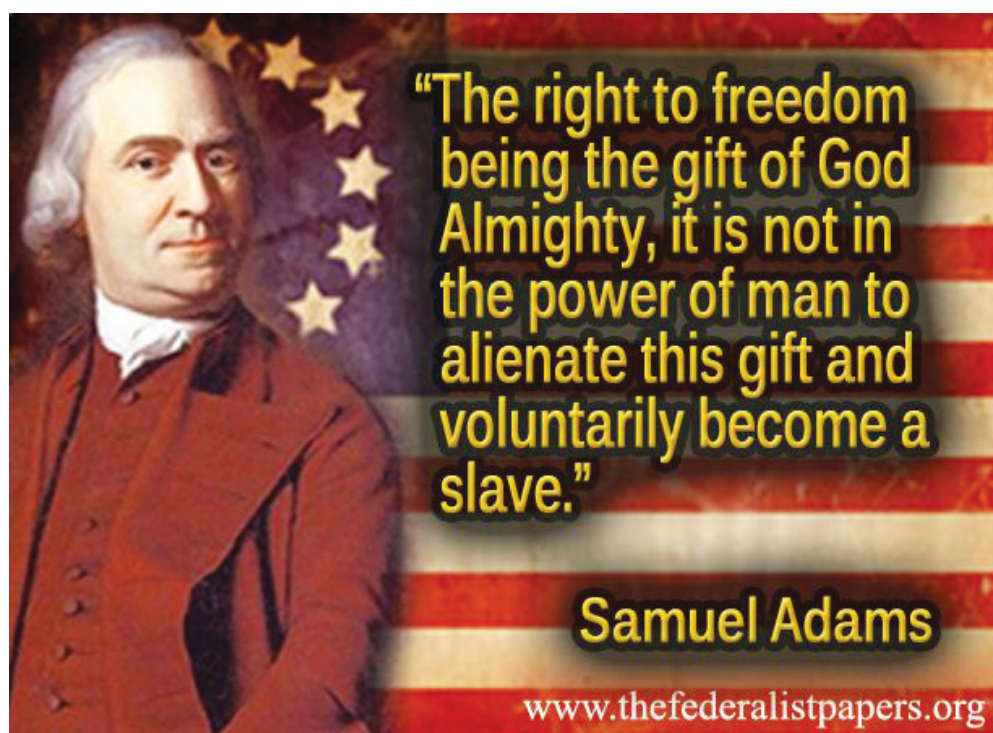
Franklin Delano Roosevelt, even though one of the most progressive presidents in American history, echoed this truth in his January 6, 1942, State of the Union Address when America was at war with Nazi Germany: "*We on our side are striving to be true to that divine heritage. We are fighting, as our fathers have fought, to uphold the doctrine that **all men are equal in the sight of God**. Those on the other side [Nazi Germany] are striving to destroy this deep belief and to create a world in their own image—a world of tyranny and cruelty and serfdom.*"<sup>12</sup>



## Fundamentals of Freedom cont'd from p 3

**Fundamental #5: Rights come from God, not government and “cannot be taken or transferred”<sup>13</sup> “... men are created ... endowed by their Creator with certain inalienable Rights ...”** “Without a transcendent foundation in the ‘Laws of Nature and Nature’s God’ or by the endowment of the Creator, our rights become the arbitrary gift of government. And what government giveth, government can taketh away.”<sup>14</sup> We, the People are responsible for our own lives and accountable to God, not to government. Government is accountable to We, the People.

If we are not created by an intelligent God, and we have just evolved from nothing, then we have no rights given to us by God. They can logically only derive from the hand of man. If this is so, then our rights have no assurance other than the whims of government, the mob, and the frailty of the human heart. Indeed, man is created, and “... endowed by their Creator with certain unalienable Rights.”<sup>15</sup>



**Fundamental #6: All human life is sacred and must be protected.**

The right of ALL Americans is to be respected, honored, and revered. “... Rights that among these are Life...”

To even be eligible to enjoy liberty, property, or pursue happiness, you must first be alive. This is a right so undeniable, yet in America we have allowed abortion to snuff the spark of life out of children, denying them of that first God-given right to life. *The Western Journal* released a headline that adds perspective to the real pandemic in America: abortion. It stated that “It Would Take COVID 23 Years to Kill as Many People as Abortion Killed in 2020 Alone”<sup>16</sup> We must prioritize and fight to allow the generations to come to simply be allowed to live.

Did our Founders truly believe that ALL human life is sacred when they signed the Declaration of Independence proclaiming “... that all men are created equal ...”?<sup>17</sup> Some would ask, how could someone like Thomas Jefferson, the author of the former statement, truly believe that all life is sacred and be opposed to slavery when he was a slave-owning bigot? Well, that simply is not based on facts.

Jefferson’s true beliefs on the issue can be understood and defended by reading one document: his rough draft of the Declaration of Independence. Thomas Jefferson, Robert Livingston, Roger Sherman, John Adams, and Benjamin Franklin were assigned by the Continental Congress to serve on the Declaration Committee. They were tasked to write the famous document that would make us a sovereign nation. Jefferson was the primary author of the document while John Adams and Benjamin Franklin offered many suggestions and revisions. The most powerful aspect of the draft that Jefferson wrote was his strong stance against slavery. He stated in a grievance against the king that “he [King George III] has waged cruel war against human nature itself, violating

... sphere, or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of infidel powers, is the warfare of the Christian king of Great Britain determined to keep open a market where MEN should be bought & sold. he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce; and that this assemblage of horrors might want no fact

its most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of infidel powers, is the warfare of the **Christian** king of Great Britain. Determined to keep open a market where **MEN** should be bought & sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce.”<sup>18</sup>

Only one word is fully capitalized in the entire document: MEN. Jefferson also underlines and draws attention to the word “Christian” as he describes King George III, calling out his hypocrisy. This grievance in Thomas Jefferson’s draft of the Declaration would have been included in the final document presented before the Continental Congress, but due to the objection of two colonies it was not.<sup>19</sup> The Declaration had to be “The unanimous Declaration of the thirteen United States of America,” and though Jefferson’s anti-slavery position was held by many, it was not held by all.

**Fundamental #7: Liberty means risk taking.** The right of all Americans is **self-determination**; to freely decide at their own risk, their course of life without governments dictating their actions. “... Rights, that among these are Life, Liberty ...” Liberty, not security. Benjamin Franklin said, “They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.”<sup>20</sup>

The COVID-19 pandemic has revealed a great fault line in our nation that could lead to the end of our country if not corrected; men are willing to trade their freedom for safety. Notice what Benjamin Franklin said, “They that can give up **essential** liberty ...” The word essential is worth noting as we all give up a certain degree of freedom to be governed. For example, we surrender the freedom to drive down the highway at 100 mph in an effort to keep fellow motorists safe. But would you consider driving at a high rate of speed an *essential* freedom? Of course not. We must understand what freedoms are essential and that those freedoms are never worth surrendering for safety. The choice to inject your body with certain medicinal fluids or the freedom to buy and sell without a given piece of documentation stating that you participated in a medical experiment, these are examples of “safety” that are not worth the surrender of **essential** freedoms. We must decide which freedoms are essential and which must never be given up.

**Fundamental #8: The right of all Americans is to own and use their physical and intellectual properties unencumbered by government.** “... Rights, that among these are Life, Liberty, and the pursuit of Happiness ...” Pursuit of happiness insures that man has “the right of [his] own life and the right to pursue the purposes or ends of his nature,”<sup>21</sup> including the **right of property**. According to John Adams, “the property of the public or people, and of every one of them, was secured and protected by law. This idea, indeed, implies liberty; because property cannot be secure unless the man be at liberty to acquire, use, or part with it, at his discretion, and unless he have his personal liberty of life and limb, motion and rest, for that purpose.”<sup>22</sup>

When Thomas Jefferson wrote “... Rights, that among these are Life, Liberty, and the pursuit of Happiness,” he was very likely inspired by George Mason—a delegate to the Constitutional Convention of 1787, and strong Anti-Federalist that was one of the three that refused to sign the Constitution—who wrote the *Virginia Declaration of Rights* (June 12, 1776),



## Fundamentals of Freedom cont'd from p 4

that stated “the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.”<sup>23</sup>

Liberty and the right to own property are inseparable. The right to liberty and property appears in the U.S. Constitution in many places, specifically in the Bill of Rights. The first five amendments all deal with varying aspects of property; the First Amendment protects our most valuable property that we own—our **conscience**: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” The Second Amendment protects our right to **defend our property**: “the right of the people to keep and bear Arms, shall not be infringed.” The Third Amendment speaks to our **homes and dwellings**: “No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner.” The Fourth Amendment establishes **warrants**: “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated.” Finally, the Fifth Amendment is where we find the **Double-Jeopardy Clause/Self-Incrimination Clause** (pleading the fifth), and a further protection of property in the criminal justice procedural system: “nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.”<sup>24</sup>

These five examples from our Constitution illustrate just a fraction of the many applications of private property being tied to liberty. This is why socialism can never work in America (or anywhere for that matter), because people are created to be free and “fill the earth, and subdue it,” as Genesis 1:28 commands.

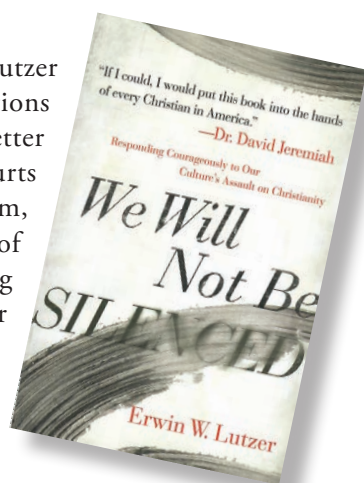
### Government

**Fundamental #9: Government’s job is to protect and secure liberty and individual rights, not “group rights.”** “... *That to secure these Rights, Governments are instituted among Men ...*” Governments are a “voluntary agreement among the sovereign people about how they shall govern themselves to secure the rights they possessed by nature – a social compact.”<sup>25</sup>

Government’s main job is to protect our rights, promote good, and serve justice against the evildoer. When these beautiful words were penned by Thomas Jefferson, “Governments are instituted among Men, deriving their just powers from the consent of the governed,” the idea was that government was accountable to the people. “We the People,” as individuals, need to be reminded that we can and should keep our government accountable to us. President James Garfield echoed that sentiment saying, “Now more than ever before, the people are responsible for the character of their Congress. If that body be ignorant, reckless, and corrupt, it is because the people tolerate ignorance, recklessness, and corruption. If it be intelligent, brave, and pure, it is because the people demand these high qualities to represent them in the national legislature.”<sup>26</sup>

### A MUST READ

In *We Will Not Be Silenced*, Dr. Erwin W. Lutzer prepares you to live out your convictions against a growing tide of hostility. Gain a better understanding of nonbelievers’ legitimate hurts and concerns regarding issues like racism, sexism, and poverty. Identify the form of manipulation called “gaslighting” that is being used to destabilize you and question your judgement. In the process, you’ll see how you can show compassion and gentleness to those outside of the faith without affirming their beliefs. (See back page to order your copy.)



**Fundamental #10: The Rule of Law** (the written Constitution) trumps the rule by force or rule by humans. “... *Governments are instituted among Men ...*” Rule of Law “stands above” rule of force or human rulers – “government as well as the governed are subject to the law and ... all are to be equally protected by the law.”<sup>27</sup> Without the Rule of Law, there is no freedom and there are no rights.

The Declaration of Independence (1776), the Articles of Confederation (1777), The Northwest Ordinance (July 1787), and the U.S. Constitution (September 1787), make up the organic law of the United States. Anything that contradicts or goes against the organic law is null and void, and when we see laws being created that go against the principles of freedom, it is our duty to hold the government accountable.

**Fundamental #11: Government is a servant and limited by the people to certain, enumerated powers.** “... *instituted among Men, deriving their just powers from the consent of the governed ...*” See the United States Constitution’s Bill of Rights, Amendment IX, which states, “The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people,” and Amendment X states, “The powers not delegated to the United States, but the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

Our 30<sup>th</sup> President, Calvin Coolidge (probably the most conservative president of the 20<sup>th</sup> century) said, “Unless the people, through unified action, arise and take charge of their government, they will find that their government has taken charge of them. Independence and liberty will be gone, and the general public will find itself in a condition of servitude to an aggregation of organized and selfish interest.”<sup>28</sup> We have the power to take back certain powers from the government when it becomes too invasive and large. The Ninth and Tenth amendments state that not all rights are enumerated in the Constitution, rather, the Bill of Rights exists as a negative designation of rights the government cannot encroach upon.

**Fundamental #12: One of government’s fundamental duties is to protect and secure the liberty of the nation.** According to the Preamble of the Constitution, “*We, the People of the United States ... to ... provide for the common defense ... do ordain and establish this Constitution ...*”

**I**n America, we need a competent and small government that has the capabilities to carry out its tasks: to defend our rights and property, provide defense, and promote good and punish the evildoer. When government becomes too large, it is not government’s fault; **IT IS OURS**. We have failed to act and be the ultimate check on government.

God tells us in Deuteronomy 4:9, “*Only be careful, and watch yourselves closely so that you do not forget the things your eyes have seen or let them fade from your heart as long as you live. Teach them to your children and to their children after them.*”

Freedom is always on the brink of extinction. It is now up to us to know our freedoms, to live out our freedoms, and educate others in love about the legacy of liberty in America. If we do this with love in our hearts for God and love in our hearts for others, we can be certain that we have done our duty and live as patriots.

— Andrew Muller is a staff member at the Pillar Foundation and the administrator of the St. Louis Teen Eagles. His passion in life is to express the Biblical Christian worldview by researching and teaching God’s Word and America’s forgotten history and heroes through the means of facts and artifacts to emphasize God’s Providential hand in our nation.



# CRT cont'd from p 3

It will not only substantiate the lack of transparency about CRT in education that has frustrated and angered the public, but will also draw connections between CRT tenets and failed implementation of the Common Core State Standards (CCSS) Initiative. As part of the legacy of Donna Hearne<sup>2</sup> (late director of The Constitutional Coalition), this article will educate the public about what the education establish is not telling them.

## Myths Schools Tell the Public about CRT

### Myth 1: "School district anti-racism training sessions are instituted in response to the death of George Floyd."

In a December 2020 interview with the Association of Research Libraries, diversity trainer Dr. Judith Katz stated, "The response to the murder of George Floyd, ... has brought a renewed and important focus on anti-Black racism and structural inequality ... We have seen many leaders and organizations today, for example, making public statements of support of Black Lives Matter following the death of George Floyd."<sup>3</sup> Katz referenced a "renewed" focus on anti-racism because she had introduced anti-racism training into human resource departments with her 1978 book, *White Awareness: Handbook for Anti-racism Training*. In that book, she promoted the definition of racism Pat Bidol developed for her high school curriculum, *Developing New Perspectives on Race*.<sup>4</sup> Bidol defined racism as "prejudice plus power" and said racism is a white problem.<sup>5</sup>

About a week after Floyd's death, on June 3, 2020, the National School Superintendents Association (AASA) issued a press release: "... the following statement [is] in response to the latest unrest in the U.S., following the [May 25, 2020] killing of George Floyd. ... Equity is central to the work of superintendents and school systems they lead ... Leading a system-wide effort requires that we ensure that cultural responsiveness permeates ... all levels of professional development and community engagement. ... These strategies must also include a renewed focus on an anti-racist curriculum in our history lessons ...<sup>6</sup> On that same day, the National Association of Secondary School Principals (NAASP) posted an open letter to school leaders identifying the death of George Floyd as a catalyst for reaffirming "our role as champions of equity."<sup>7</sup>

By fall 2020, school districts around the country were incorporating components of Critical Race Theory's (CRT) anti-racism into mandated teacher and administrator training sessions. Though CRT scholars described, "Conflating Critical Race Theory (CRT) with workshops on white privilege [as] an example of the profound ignorance," school districts such as Springfield Public Schools in Missouri, required employees to watch a silent video of a dying George Floyd, acknowledge their white privilege, and describe steps they will take "to become an anti-racist."<sup>8</sup> A report to the district board of education at the end of 2020 indicated that components of CRT were incorporated into the content.<sup>9</sup> A lawsuit filed by school personnel who are mandated to participate in the training alleges that, "The expressed

goal of the equity training was to create a shared understanding of "identity and self" and "complex issues of systemic racism and Xenophobia"; that is, white employees were to understand the effects of their whiteness as a mental illness.<sup>10</sup>

Katz discussed racism in the medicalizing language of sickness and trauma. She referred to White's racism as, "a form of schizophrenia," "a pervasive form of mental illness, ... deeply embedded in White people from a very early age on both a conscious and an unconscious level." Jane Elliot, who developed the Blue Eyed / Brown Eyed Exercise for her third-grade students to teach them "empathy," also discussed racism as a mental illness.<sup>11</sup> But the history of psychology studies with conditions like those Elliot used contradicts her claim that she was teaching empathy. *The goal of such studies is to determine the extent to which people with high status or of one's own group are treated differently.*<sup>12</sup> Elliot's experiment is viewed through a Marxist lens as mediation of internalized oppression and internalized domination.<sup>13</sup>

Some Aspects and Assumptions of White Culture in the United States		
While different individuals might not practice or accept all of these traits, they are common characteristics of most U.S. White people most of the time.		
<b>Rugged Individualism</b> <ul style="list-style-type: none"> <li>•Self-reliance</li> <li>•Individual is primary unit</li> <li>•Independence and autonomy highly valued and rewarded</li> <li>•Individuals assumed to be in control of their environment</li> <li>•"You get what you deserve"</li> </ul>	<b>Holidays</b> <ul style="list-style-type: none"> <li>•Based on Christian religions</li> <li>•Based on white history and male leaders</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>•Adherence to rigid time schedules</li> <li>•Time viewed as a commodity</li> </ul>
<b>Competition</b> <ul style="list-style-type: none"> <li>•Be #1</li> <li>•Win at all costs</li> <li>•Winner-loser dichotomy</li> <li>•Action Orientation</li> <li>•Master and control nature</li> <li>•Must always "do something" about a situation</li> <li>•Aggressiveness and Extroversion</li> <li>•Decision-Making</li> <li>•Majority rules (when Whites have power)</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>•Based on Northern European immigrants' experience in the United States</li> <li>•Heavy focus on the British Empire</li> <li>•Primacy of Western (Greek, Roman) and Judeo-Christian tradition</li> </ul>	<b>Future Orientation</b> <ul style="list-style-type: none"> <li>•Plan for future</li> <li>•Delayed gratification</li> <li>•Progress is always best</li> <li>•"Tomorrow will be better"</li> </ul>
<b>Justice</b> <ul style="list-style-type: none"> <li>•Based on English common law</li> <li>•Protect property and entitlements</li> <li>•Intent counts</li> </ul>	<b>Protestant Work Ethic</b> <ul style="list-style-type: none"> <li>•Hard work is the key to success</li> <li>•Work before play</li> <li>•"If you didn't meet your goals, you didn't work hard enough"</li> </ul>	<b>Family Structure</b> <ul style="list-style-type: none"> <li>•Nuclear family (father, mother, 2.3 children is the ideal social unit)</li> <li>•Husband is breadwinner and head of household</li> <li>•Wife is homemaker and subordinate to husband</li> <li>•Children should have own rooms, be independent</li> </ul>
<b>Communication</b> <ul style="list-style-type: none"> <li>•The King's English rules</li> <li>•Written tradition</li> <li>•Avoid conflict, intimacy</li> <li>•Don't show emotion</li> <li>•Don't discuss personal life</li> <li>•Be polite</li> </ul>	<b>Emphasis on Scientific Method</b> <ul style="list-style-type: none"> <li>•Objective, rational linear thinking</li> <li>•Cause and effect relationships</li> <li>•Quantitative emphasis</li> </ul>	<b>Aesthetics</b> <ul style="list-style-type: none"> <li>•Based on European culture</li> <li>•Woman's beauty based on blonde, thin -- "Barbie"</li> <li>•Man's attractiveness based on economic status, power, intellect</li> <li>•Steak and potatoes; "bland is best"</li> </ul>
	<b>Status, Power and Authority</b> <ul style="list-style-type: none"> <li>•Wealth = worth</li> <li>•Heavy value on ownership of goods, space, property</li> <li>•Your job is how you are</li> <li>•Respect authority</li> </ul>	<b>Religion</b> <ul style="list-style-type: none"> <li>•Christianity is the norm</li> <li>•Anything other than Judeo-Christian tradition is foreign</li> <li>•No tolerance for deviation from single god concept</li> </ul>

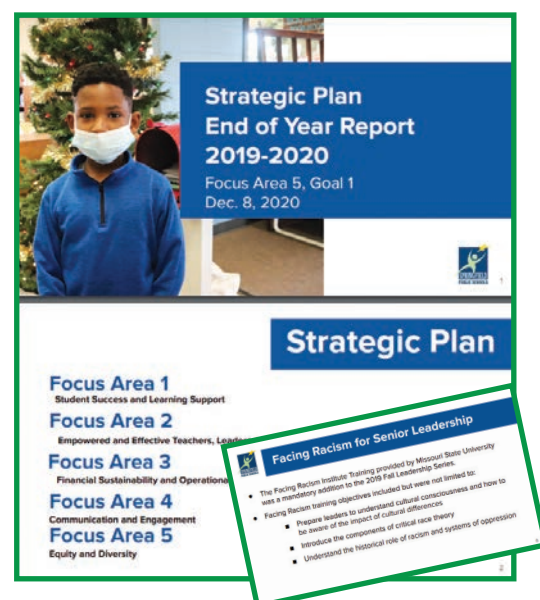
Judith H. Katz ©1990. The Kailee Jamison Consulting Group, Inc. All Rights Reserved

Both Katz and Elliot suggest that Christianity is an aspect of white culture. Katz's chart, "Some Aspects and Assumptions of White Culture in the United States" (1990) repeatedly indicates Christian values and traditions as white.<sup>14</sup> In addition, she suggests that the contributions of the Enlightenment to the development of Western Civilization are also aspects of whiteness. The content of that chart became an infographic posted on a Smithsonian Institute's website until public pressure called for its removal in the summer of 2020.<sup>15</sup>

Elliot described her reaction to young children subjected to her experiments saying, "I watched brilliant little blue-eyed white Christian children become timid and frightened, and angry and unable to learn."<sup>16</sup> The question is, if she is teaching about the evils of discrimination, why did she single out Christian children as victims of her emotional abuse?

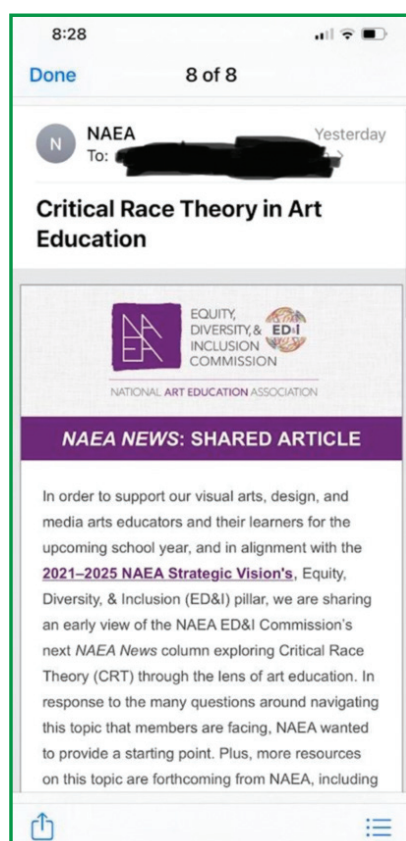
A medical model of white racism took on a whole new dimension in June of 2021, when psychiatrist Dr. Aruna Kilanani made an online presentation hosted by Yale Medical School's Child Study Center entitled, "The Psychopathic Problem of the White Mind." Kilanani said, "We are asking a demented, violent predator who thinks that they are a saint or a superhero to accept responsibility."<sup>17</sup> The medical school later restricted access to a recording of the presentation after receiving complaints, but Kilanani's proposition was not new.<sup>18</sup> Interestingly, Bonilla-Silva stated in his 1997 article, "... orthodox Marxism insists on the irrational and imposed character of racism."<sup>19</sup>

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Dr. Carl Horowitz challenged the idea that all whites are racist, and racism is a mental illness in his special report, “The Authoritarian Roots of Corporate Diversity Training.”<sup>20</sup> The report described accusation and humiliation exercises as psychological warfare against employees—more specifically white employees—to “cure them of racist beliefs.” Strategies similar to those Elliot used with students were recently described in a lawsuit against a Nevada charter school. The lawsuit exposed a teacher’s alleged abuse of a student who has light skin color. The student’s mother, who is Black, filed the suit on behalf of her son and said that the teacher delivered regular *privilege checks* to the student as deliberate and protracted harassment and emotional abuse.<sup>21</sup> Similar psychological manipulation techniques are described by refugees from Maoist China who endured Maoist struggle sessions.<sup>22</sup>



The goal, of course, is to indoctrinate members of the target group with approved attitudes, values, and mindsets, also known as social-emotional learning (SEL) goals. SEL is implicit in the Common Core State Standards (CCSS).<sup>23 24</sup> The implication is, student mastery of the CCSS cannot be achieved without demonstrating mastery of associated SEL standards.

Harvard sociologist Peter Bregman reported findings from a study of the effects of diversity training in over 800 companies administered over 31 years. He and his colleagues found, “Diversity training doesn’t extinguish prejudice. *It promotes it.*”<sup>25</sup> [Emphasis added.] The World Economic Forum recommended, “... don’t offer diversity training, unconscious bias training, ... because there’s no evidence that they work. ... A new wave of money and effort could now be wasted on actions that don’t lead to change.”<sup>26</sup> Despite the chronic failure of diversity training, there’s a renewed interest in the Katz-Elliot style of training that include components of CRT.<sup>27</sup> That school employees’ job security or full credit on student assignments is contingent on agreeing with CRT’s ideas about racism suggests that the purpose of the training is not about improving school climate. Rather, it is about imposing a social credit system that requires conformity with Marxist ideas.<sup>28</sup>

**Myth 2:** CRT is an analytical tool that is used at the university level for evaluating the legal system and is not appropriate for the K-12 curriculum.

Dr. Linda Darling-Hammond, head of Obama’s and Biden’s education policy transition teams, the first African American woman to lead California’s State Board of Education and founding president of the Learning Policy Institute told *The Washington Post*, “Critical race theory is a legal theory. It was something that was developed by legal scholars to look at laws and regulations ... it’s not something that people typically teach in school, except in the context of history and social studies classes, where you might look at law and policy as they have unfolded over many years.”<sup>29 30 31</sup>

It is curious that Darling-Hammond would describe CRT’s influence as limited to high school academic social studies content

when Darling-Hammond described how CRT’s tenets are applied to issues of school discipline, tracking, curriculum and history, achievement testing, finance, as well as other areas of school culture.<sup>32</sup> In March 2021, she co-authored a paper calling for districts to “critically examine racial inequities and transform systems of oppression in schools.”<sup>33</sup> As president of the California State Board of Education, Darling-Hammond presided over the board’s approval of an Ethnic Studies Model Curriculum that included an implementation guide for districts. A section under Chapter 3, entitled “Useful Theory, Pedagogy, and Research,” recommends that instructors “familiarize themselves with current scholarly research around ethnic studies instruction, such as ... critical race theory, and intersectionality, which are key theoretical frameworks and pedagogies. ...”<sup>34</sup>

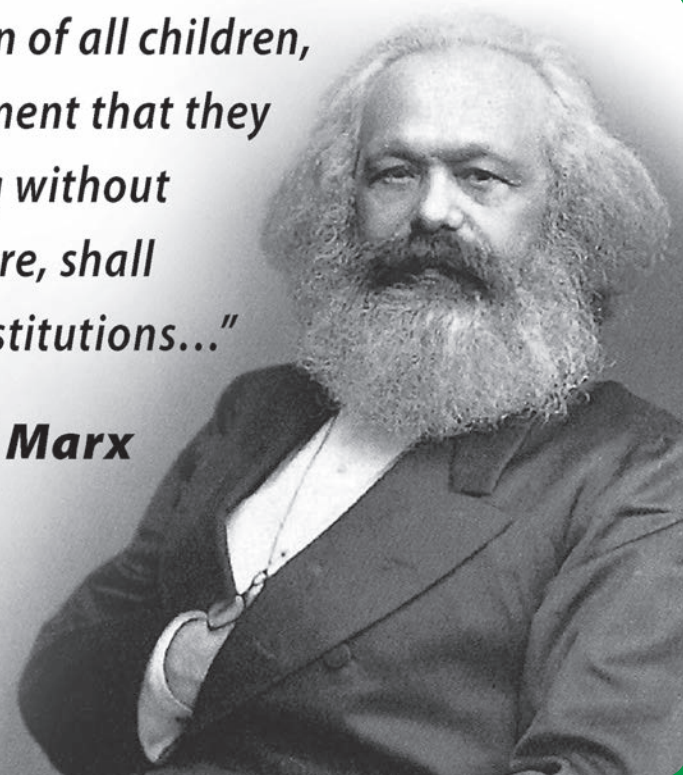
The July 2021 National Arts Education Association (NAEA) newsletter titled “Critical Race Theory in Art Education” obviously contradicts Darling Hammond.<sup>35</sup> Also, Darling-Hammond’s comments are not consistent with the Critical Race Studies in Education Association’s (CRSEA) statement that, “[CRT] represents a collection of theoretical analyses [including] activist-oriented actions, (actions based upon a commitment to dismantling white supremacy).”<sup>36</sup> Furthermore, they do not align with the writing of critical legal scholar Richard Delgado, who described CRT founders as “a bunch of Marxists.”<sup>37</sup>

In *Critical Race Theory, An Introduction*, Delgado distinguishes CRT from other theories in that CRT has an activist dimension.<sup>38</sup> CRT activism correlates with Marx’s thesis that, “The philosophers have only interpreted the world, in various ways; *the point is to change it.*”<sup>39</sup> Andrew Feenbern (2015) explained that for Marx, “Revolution appears as a philosophical method in place of the speculative methods of modern philosophy ...”<sup>40</sup> Antonio Gramsci used the phrase “philosophy of praxis” as a code phrase for Marxism – praxis meaning practice.<sup>41</sup> CRT education scholar Dr. David Stovall’s discussion of critical race praxis (CRP) in education describes the Marxist revolutionary agenda of CRT educators.<sup>42</sup>

Contrary to the remarks of a leading education policy thought leader, CRT in education is not restricted to “looking at laws and policy” in history or social studies classes. Rather, CRT activism has propelled a shift in high school social studies curricula from traditional

***“The education of all children, from the moment that they can get along without a mother's care, shall be in state institutions...”***

**Karl Marx**





# CRT cont'd from p 7

civics to 'new civics' or 'action civics' with a radical agenda, and the Biden administration is poised to support this transformation with federal funding.<sup>44 45</sup>

## Myth 3: "CRT is about 'unity and healing'."

When President Biden rescinded President Trump's ban on federal spending for CRT-aligned diversity and sensitivity training for federal employees, he memorialized George Floyd in his remarks and said, "Unity and healing must begin with understanding and truth, not ignorance and lies."<sup>46</sup> A tool used in school personnel diversity training that is reportedly used to promote unity and healing is a stylized image of the "Oppression Matrix," which identifies white Protestant males as privileged.<sup>47</sup> Parents have reported similar content in student assignments.

Matrix of Oppression				
Social Identity Categories	Privileged Social Groups	Border Social Groups ↔	Targeted Social Groups	Ism
Race	White People	Biracial People (White/Latino, Black, Asian)	Asian, Black, Latino, Native People	Racism
Sex	Bio Men	Transsexual, Intersex People	Bio Women	Sexism
Gender	Gender Conforming Bio Men And Women	Gender Ambiguous Bio Men and Women	Transgender, Genderqueer, Intersex People	Transgender Oppression
Sexual Orientation	Heterosexual People	Bisexual People	Lesbians, Gay Men	Heterosexism
Class	Rich, Upper Class People	Middle Class People	Working Class, Poor People	Classism
Ability/Disability	Temporarily Abled-Bodied People	People with Temporary Disabilities	People with Disabilities	Ableism
Religion	Protestants	Roman Catholic (historically)	Jews, Muslims, Hindus	Religious Oppression
Age	Adults	Young Adults	Elders, Young People	Ageism/Adulthoodism

© Teaching for Diversity and Social Justice, Second Edition, Routledge, 2007

The "Matrix of Oppression" is in Appendix 3C of *Teaching for Diversity and Social Justice* (Adams, Bell & Griffin, 2<sup>nd</sup> ed., 2007), a definitive text used in teacher education courses. Ferber, O'Reilly Herrera & Samuels (2007) at the University of Colorado-Colorado Springs explained that the "Oppression Matrix" draws on the work of the radical Black feminist sociologist Patricia Hill Collins (1990), and that the matrix is used to instruct students in finding their *social location*. That is, they "can place themselves within the matrix of domination based on their own social locations; they begin to understand how their actions in their own lives can affect society, and they are empowered to become agents of change."<sup>48</sup> Identifying *social location* is a concept of Communist philosopher Max Horkheimer who was the director of the Frankfurt School and interested in "classificatory science" and the categorization of human beings.<sup>49</sup>

Hill Collins developed her "Matrix of Domination" or "Matrix of Oppression" (1990) from Marx and Max Weber's theories of social constructionism.<sup>50 51</sup> Weber's theory differed from Marx in that Weber did not limit social stratification to economic factors alone.<sup>52</sup> Weber proposed that stratification is organized around unequal power in society, and that power is directly associated with Lutheran and Calvinist teachings. In *Protestant Ethic and the Spirit of Capitalism*

(1930), Weber said Protestantism is the genesis of the rational-legal nation-state in the Western world, and Calvinism supplies the moral energy and drive of the capitalist entrepreneur.<sup>53</sup> Weber proposed two different classes around the axis of *privilege*: the *property class* and *acquisition class*. All of these ideas are expressed in Hill Collin's matrix.

Categorizing people by skin color falsely assumes that an entire race, as determined by skin color, can be characterized as privileged or as an oppressor. Black critical legal scholar Kevin Brown alluded to a similar fallacious assumption that all people who are Black identify as oppressed.<sup>54</sup>

Brown distinguished voluntary immigrants (specifically, Blacks who immigrated to the U.S.) from involuntary minorities (descendants of former slaves). Brown explained that Blacks who voluntarily immigrated to the U.S. strived to assimilate into the dominant culture. In contrast, assimilation is not the goal of descendants of slaves. Rather, their goal is to remain a group distinct from white Americans, maintaining, "that certain behaviors and understandings are ... white ..., and hence inappropriate for them." Yet, Brown's binary categorization of Black people is challenged by the descendants of slaves in America who don't identify as *oppressed*. These include Derrick Wilburn<sup>55</sup> who opposed CRT at a school board meeting and Burgess Owens, a Congressman in Utah's Fourth Congressional District and who has written against CRT.<sup>56</sup> Also, Civil Rights leader Bob Woodson established *1776 Unites*<sup>57</sup> specifically to oppose CRT proponents' narrative about American history and the oppression of Black people.

What's more, the matrix indicates that Asians are oppressed; however, an open letter from the Chinese American Citizens Alliance Greater New York denounces CRT as a "hateful, divisive, manipulative fraud."<sup>58</sup> Clearly, the matrix is not a valid representation of the thoughts of all people of color (POC). Rather, it is a representation of the world according to neo-Marxists whose goal is not to unite and heal, but to divide and conquer. The matrix illustrates CRT's false narrative that does not promote unity, but fosters conflict.

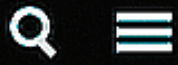
## Myth 4: "We are not teaching CRT."

One of the effects of the COVID-related school shutdowns was that parents who blindly trusted their school boards to adopt curricula and policies traditionally supported by their local communities were shocked and dismayed by what they saw on their students' laptops when homeschooling their students using their school's assignments. Foundation for Individual Rights in Education's (FIRE) Director of High School Programs, Bonnie Kerrigan Snyder, reported receiving numerous complaints from parents who believed they were deceived about what was happening in their students' schools. She described her own experience with the lack of transparency when she inquired about content taught in her daughter's classes. Snyder increasingly hears reports of children "being indoctrinated, bullied, and harassed by their fellow students and teachers for not falling into line on various topics."<sup>59</sup> She said CRT is a big part of the informal indoctrination process as student assignments include a fusion of identity politics with elements of Marxism. Theories need not be explicitly taught to inform decisions about designing instruction, hiring practices, library book selection, school calendar decisions, and other aspects of school culture. Kerrigan Snyder said, "... there's a difference between teaching about it as a theory to consider and teaching it as a system of belief that you must affirm."<sup>60</sup>

When members of the public, including a state legislator, made requests to obtain materials used in public schools, districts respond

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redefine and reconsider who we revere as heroes.

For older students, this may look like incorporating current events into reading assignments. Teachers can allow students to apply critical lenses, such as critical race theory and Marxist theory, to the reading of news articles to allow students to think more deeply about who is being most affected and why. Students could consider the types of stories that are being published. What voices and communities are being represented? Which communities and voices are not?

by demanding exorbitant fees.<sup>61 62</sup> But this past summer, major trade organizations removed the veil that until now has covered CRT in K-12 education. The United States Conference of Mayors adopted resolution Number 68, which states, "... the nation's mayors support the implementation of CRT in the public education curriculum . . . ."<sup>63</sup> The largest teacher union in the U.S., the National Education Association (NEA), passed Resolution 39 making it clear that CRT is being taught in K-12 education settings, and that the NEA supports the Zinn Education Project and Black Lives Matter at School in providing CRT-aligned material for classroom instruction.<sup>64</sup> The American Federation of Teachers (AFT), which featured CRT thought leader Ibram Kendi at its 2021 TEACH conference, announced that it will legally defend K-12 teachers who teach CRT-aligned instruction as an "honest history."<sup>65 66</sup>

Public trust in public schools is directly proportional to the transparency the public perceive from school personnel. The disconnect between what students report to parents, what the public sees in national news, and what they are told by many school administrators and school board members breeds animosity and mistrust. The imposition of the Marxist CRT-aligned instructional content at the expense of traditional knowledge and skills, and the associated drop in state and national test scores for the last decade, suggests that the education of U.S. students has been sacrificed for a destructive Marxist ideology embedded in the tenets of CRT in education.

**Myth 5:** "CRT proponents are 'teaching truth' about American history."

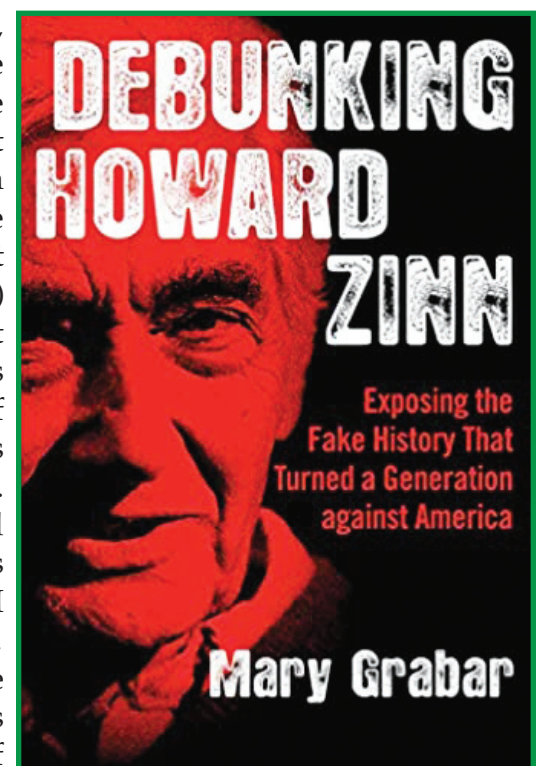
American Federation of Teachers President Randi Weingarten defended CRT and teaching history lessons from the 1619 Project as "a factual version of oppression in America."<sup>67</sup> Weingarten vowed that AFT would defend members who are punished for teaching an *honest history* of the United States and promised to defend teachers in states that attempt to limit lessons on racism by labeling it as CRT.<sup>68</sup> At its 2021 convention, the National Education Association adopted New Business Item 39, which stated that the NEA would fight back against anti-CRT rhetoric and join with Black Lives Matter at School and the Zinn Education Project to teach lessons about structural racism and oppression.<sup>69</sup>

The Zinn Education Project suggests that opponents to teaching CRT-aligned history lessons to K-12 students are working "... to rob children of access to a usable past, an account of history that helps them fully see and understand their present." The Zinn Education Project offers free, downloadable lessons and articles for middle and high school classrooms based on the lens of history highlighted in Howard Zinn's best-selling book *A People's History of the United States*.<sup>70</sup> Its website says, it offers a *#TeachTruth Syllabus* "as a gesture of defiance and education."<sup>71</sup>

What the authors of the *1619 Project* and *A People's History of the United States* have in common is their insistence that their narratives about U.S. history are not objective, nor should they be. Zinn stated in a 2002 interview, "... it's not possible to be objective, and it's not desirable if it were possible."<sup>72</sup> Zinn was a radical leftist historian of the 1960s who yoked his writing to a political agenda. Similarly, *1619 Project's* journalist author, Nikole Hannah Jones, insisted, "The *1619 Project* explicitly denies objectivity. We state in the intro that this was a reframing of history ..." and "The fight here is about who gets to control the national narrative, and therefore, the nation's shared memory of itself."<sup>73</sup> **If both authors deny objectivity as a feature of their work, and identify their goal as controlling the national narrative, can their work be defended as truth?**

Mary Grabar exposed Zinn's textbook as dishonest in her book *Debunking Howard Zinn, Exposing the Fake History That Turned a Generation against America*. Grabar wrote, "... what Zinn is selling is the very same communist utopian fantasy that killed more than a hundred million human beings in the twentieth century."<sup>74</sup> Similarly, leftist academic historians wrote a scathing review of Hannah Jones's Pulitzer Prize-winning work in *The New York Times'* *1619 Project* and the *Racist Falsification of History*.<sup>75</sup> Editor David North wrote, "... the *1619 Project* sought to discredit American history's two foundational events: the Revolution of 1775-83 and the Civil War of 1861-65. This could only be achieved by a series of distortions, omission, half-truths, and false statements – deceptions that are catalogued and refuted in this book." Grabar recently released *Debunking the 1619 Project: Exposing the Plan to Divide America*.<sup>76</sup> She exposed the Hannah Jones's work as flat-out lies, distortions, and noxious propaganda.

Efforts to distort U.S. history have not been limited to the work of individuals writing content that omits facts. A larger destructive force was unleashed when the architect of the CCSS Initiative, David Coleman, became the president and CEO of the College Board. His first project was to revamp the curriculum framework for the College Board's Advanced Placement United States History (APUSH) course. The release of the first edition of the framework was met with severe criticisms of the omissions and distortions that misrepresent U.S. history. Just like critics of Zinn's and Hannah-Jones's work, critics of the College Board's APUSH framework said that it "... relentlessly advances a negative view of America," and dwells on the "rigid racial hierarchy" of







# MISSOURI LEGISLATION

## SPRING 2021

### 101st General Assembly, First Regular Session First Extraordinary Session and Veto Session

The legislative session of 2021 was a very interesting one to be sure. The Missouri General Assembly did not fund the expansion of Medicaid. The majority of the Republicans stood strong and rejected putting the Missouri budget in jeopardy by expanding the coverage to able bodied individuals and single individuals.

The Missouri General Assembly also passed what has been called the strongest Second Amendment Protection Act in the country. That bill wasn't passed until the last days of the Senate. It was a popular bill and was being used as leverage for an unpopular bill: the increase of the gas tax **SB262** sponsored by Sen. Dave Schatz (R-26.) Sen. Schatz is President Pro Tem of the Senate. There is great power concentrated in that office.

Missourians were clamoring for relief from the mandates related to COVID

19-masks and vaccines and medical protocol that differ from the historical practice of medicine.

Missourians were demanding Election Integrity, which includes hand marked paper ballots and photo ID, no mail-in ballots or expansion of absentee ballots. The bill that was being used to usher in meaningful election revisions was within reach of making the finish line, but the Senate adjourned early on the last day of session, leaving a few things such as Election Integrity and "True COVID Liability Act" – **HB1358** undone.

Another measure that was left undone was the renewal of the Federal Reimbursement Allowances (FRA.) For years this renewal was passed routinely. Missouri relies on the federal dollars to pay for many government funded medical services. This renewal became contentious this year as there were

attempts to deny abortion providers or any affiliate or associate thereof any of these federal funds. There was a battle between the Republican Senators who have a pro-life preference and those Republican Senators who have a pro-life conviction. Agreement could not be made during the regular session. So as not

to jeopardize the \$72 million in these annual amounts of federal funds, the Governor called the First Extraordinary Session to address the FRA.

Sen. Bob Onder (R-2) offered the amendment that prohibited funds from being expended to any abortion facility or any affiliate or associate thereof to SB1 sponsored by Sen. Hegeman (R-12). That amendment was defeated by a vote of 12-21. Eleven Republican Senators voted with the ten Democrat Senators to defeat Sen. Onder's amendment. SS#3 SB1 was Third Read and passed by the Senate on 6/25/21 by a vote of 28-5.

The House convened on 6/30/21 to consider SS#3 SB1. Rep. Nick Schroer (R-107) had filed HB2 which was a legislative fix to the federal funds being used for an abortion facility, or to any affiliate or associate of such abortion facility. The plan was to pass SS#3 unencumbered with such language and address any public funds from going to abortion facility, or to any affiliate or associate of such abortion facility legislatively through HB2. The House passed HB2 by a vote of 109-45. The House then went on to pass SS#3 SB1 by a vote of 140-13.

The House then sent HB2 over to the Senate, but instead of taking it up during this special session, Senate GOP leadership said it would work with the House and the governor's office "in the weeks and months to come." The joint statement from Senate President Pro Tem Dave Schatz and Majority Floor Leader Caleb Rowden also said they



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## MO Legislation cont'd from p 10

would establish an Interim Committee on Medicaid Accountability and Taxpayer Protection to study the MO HealthNet program and work on the “continued protection of unborn life” in the state. With the exception of Sen. Bill Eigel (R-23), every Republican member of that Interim Committee on Medicaid Accountability and Taxpayer Protection was those Republicans who had voted against Sen. Onder’s amendment prohibiting an abortion facility, or any affiliate or associate of such abortion facility from receiving the federal funds.

It was a tough lesson for individuals who vote for Republicans because of the sanctity of human life issue. It is evident that there are individuals who run as Republicans who have a pro-life *conviction* and there are those individuals who run as Republicans with a pro-life *preference*.

**T**he struggle continued during Veto Session. The House overrode the Governor’s veto of Section 12.265 of CCS SCS HCS HB 12 – funds for which Rep. Randy Pietzman (R-41) has worked very hard. Pietzman said “Due to the

overwhelming amount of sex crimes on children, we created a task force just for this problem. The House and Senate approved a \$300,000 line item to be funded by the General Revenue to be used to hire two full-time detectives, one special prosecutor, and a community outreach person. The intention was to create a program that could go state-wide with the hopes of preventing some of the sex crimes on children.” The House and Senate had already approved the \$300,000 for this pilot program in Lincoln County. There was money in the Missouri Budget for that purpose. That override vote in the House was 150-3.

The House also voted to override of the Governor’s veto of Section 4.056 of CCS SS SCS HCS HB 4 – funds for which Sen. Mike Moon has worked since 2015 to get business owners who are due a refund from the Department of Revenue. That override vote in the House was 152-2.

It really got interesting in the Senate. Sen. Mike Moon stood to make a motion that the Senate take up and vote to override the Governor’s veto of Section 4.056 of CCS SS SCS HCS HB 4. President Kehoe

stated that Senator Moon (R-29) was not recognized to make that motion. Sen. Bill Eigel (R-23) raised a point of order, and the negotiations began. Since Moon’s motion was ruled out of order because of the tradition of the Senate (that only the sponsoring senator could make a motion for an override vote), it was decided that Sen. Hegeman (R-12) would make the motion. (Hegeman is the Chairman of the Appropriations Committee.) Sen. Hegeman did make the motion, but he voiced his opposition to the override. Another tradition is that one doesn’t vote to override the veto of the Governor if that governor is of the same party. The Senate voted down that motion to override and guarantee those taxpayers the refund of what is due them by a vote of 13-15. Sen. Hegeman then moved to vote for the override of the Governor’s veto of Section 12.265 of CCS SCS HCS HB 12, the allocation for the task force on sex crimes in Lincoln County. That vote failed 16-13.

There is tension especially in the Senate regarding those who faithfully follow the Republican platform and those who follow the Republican platform when it suits their objectives.

## ABORTION/RIGHT TO LIFE

**SB168 – Establishes the “Born-Alive Abortion Survivors Protection Act”:** Sen. Eric Burlison (R-20) SB168 passed the Senate Health and Pensions



Committee on 3/10/21 and reported to the Senate on 3/25/21.

**Last Action:** The bill was placed on the informal bills for perfection calendar on 5/13/21.

**SB 398 – Prohibits expenditures of public funds for certain purposes relating to abortion human cloning, and prohibited human research:** Sen. Bill Eigel (R-23) Under this act, “No public funds shall be paid, granted, or expended, directly or indirectly, to an abortion facility or any affiliate of an

abortion facility, or for abortion services, human cloning, or prohibited human research, as such terms are defined in section 196.1127.”

**Last Action:** SB398 passed the Senate Health and Pensions Committee on 3/10/21. Senator Pro Tem Dave Schatz never called it from Committee to place on Senate calendar for debate and vote.

**SB443 Establishes the “Right to Due Process Act”:** Sen. Mike Moon (R-29) Under this act, the General Assembly finds that the life of each human being begins at fertilization and each person is deemed a person beginning at the time of fertilization. Children in women’s wombs and their parents have protectable interests in the life, health, and well-being of such children.

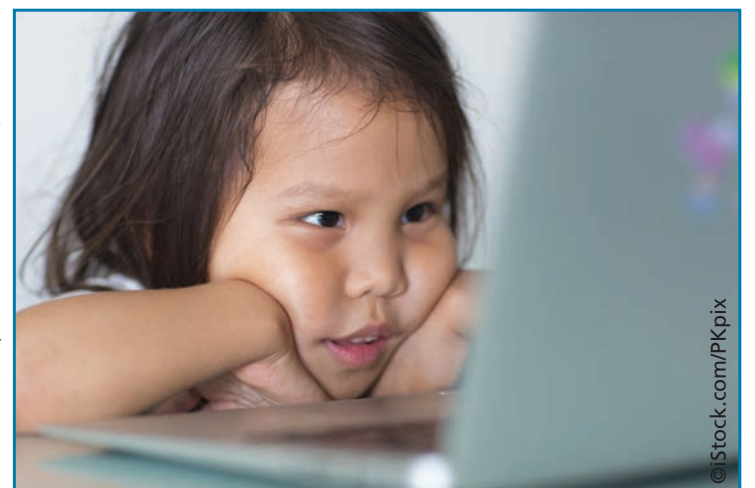
Under current law, an unborn child has all the rights, privileges, and immunities available to other persons, citizens, and residents of Missouri, subject to the U.S Constitution and the decisional interpretations of the U.S. Supreme Court, as well as contrary provisions in state law and state court decisions. This act repeals such restrictions on the rights of a child in a woman’s womb. Law enforcement

officers, officers of the court, and any licensed or state-regulated entities shall affirmatively enforce the provision of the Missouri Constitution that states no person shall be deprived of life, liberty, or property without due process of law.

**Last Action:** SB443 was assigned to but never heard in the Health and Pensions Committee

## CHILDREN AND MINORS

**HB33 Prohibits medical providers from administering any medical or surgical treatment for the purpose of gender reassignment for anyone under the age of eighteen:** Rep. Suzie Pollock





## MO Legislation cont'd from p 11

(R-123). Any licensed health professional who assists in prohibited actions will be subject to license revocation, and any parent who obtains such treatment for a child shall be reported to the Department of Social Services Children's Division for child abuse.

**Last Action:** Motion to Do Pass Failed (H) on 5/12/21.

**HJR53 Proposes a constitutional amendment to protect the integrity of interscholastic athletic contests:** Rep. Chuck Basye (R-47). Upon voter approval this proposed Constitutional amendment requires that students who participate in sex-separated athletic contests only be allowed to participate in those for the biological sex found on the student's birth certificate. Heard in the House Emerging Issues Committee on 3/3/2021. Passed that Committee on 3/10/21. Passed Rules Committee on 4/8/21 Rep. Basye offered HJR53 as an amendment to HB1141 on 4/21/21. Said amendment passed the House 100-51. HB1141 was laid over and never brought up on the House floor before the session ended on 5/14/21.

**SB335 Protect Young Minds Online Act:** Sen. Rick Brattin (R-31). Under this act, an internet service provider shall authenticate access to obscene websites and redirect an obscene website to a web page that provides the subscriber, as such term is defined in the act, the ability to enter an authentication in order to gain access to the obscene website. **Last action:** Voted Do Pass Senate Commerce, Consumer Protection, Energy and the Environment Committee 3/3/202, but Sen. Pro Tem Dave Schatz never called it from Committee to place on Senate calendar for debate and vote.

**HB919 Establishes the Protect Young Minds Online Act, which requires internet service providers to authenticate access to obscene websites:** Rep. Doug Richey (R-38).

Requires internet companies who want to do business in Missouri to provide filter on service with ability for subscriber to create password to enable authentication to continue to flagged site. Subscriber is not to share said password with minor. **Last action:** HB919 was voted do pass by the House General Laws Committee on 4/7/2021 and assigned to the Rules-Legislative Oversight Committee which never heard the bill therefore the bill died.

## CONSTITUTION

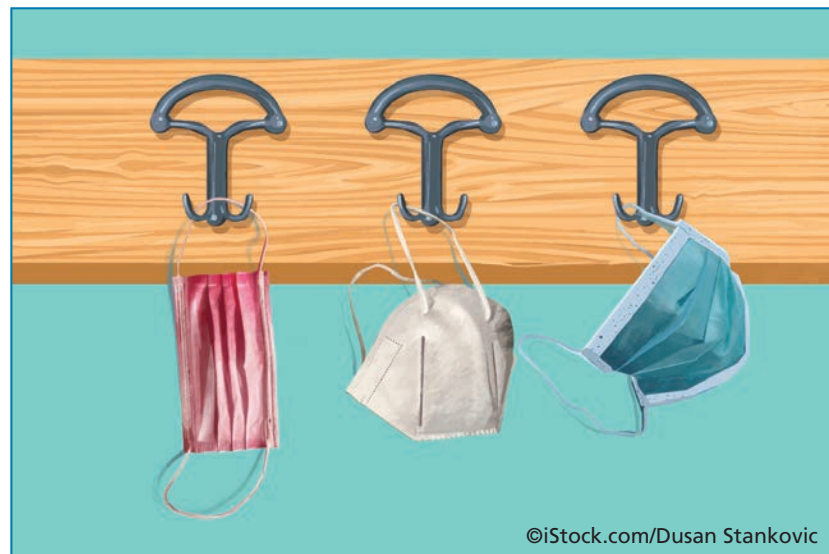
**SCR4 Calls for an Article V convention of the states:** Sen. Eric Burlison (R-20). This concurrent resolution applies to the United States Congress, under the provisions of Article V of the United States Constitution, for the calling of a convention of the states for the limited purpose of proposing amendments to the U.S. Constitution that impose fiscal restraint on the federal government, limit the power and jurisdiction of the federal government, and limit the terms of office for federal officials and members of Congress. This application repeals and supercedes the application for an Article V Convention adopted by the General Assembly in SCR4 (2017) with no sunset clause. **Last action:** Passed the House 89-64 on 5-13-21

SCR 5 Strongly urges the U.S. Congress to propose the State Powers Amendment to the U.S. Constitution: Sen. Bill Eigel (R-23) Would authorize the several states to repeal provisions of federal law or regulation. If Congress fails to act, then the resolution provides that an Article V constitutional convention would be the proper course to adopt the Amendment.

**Last Action:** SCR5 was heard in the Senate Conducted S Rules, Joint Rules, Resolutions and Ethics Committee on 3/2/21. No further action taken.

## COVID LIABILITY

**SBs 51 & 42 Establishes provisions relating to civil actions arising from the COVID-10 pandemic:** Tony Leutkemeyer (R-34) No individual or entity engaged in businesses, services, activities, or



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accommodations shall be liable in any COVID-19 exposure action, as defined in the act, unless the plaintiff can prove by clear and convincing evidence that: (1) The individual or entity engaged in recklessness or willful misconduct that caused an actual exposure to COVID-19; and (2) The actual exposure caused personal injury to the plaintiff.

**Last action:** SS#2/SCS/SBs 51 & 42 passed the Senate 20-13 on 2/23/21 and the House passed it 97-57 on the last day of session 5/14/21.

**HB1358 Creates provisions relating to contagious diseases:** Rep. Ben Baker (R-160) The bill creates the "True COVID Liability Act" and contains declarative statements regarding epidemiology, public policy relating to contagious diseases including COVID-19, susceptibility to contagious diseases, personal accountability, legal liability and government-mandated responses as outlined. The House Special Committee on Litigation Reform heard HB1358 on 4/7/21, passed the House Rules Committee on 4/26/21, passed the full House on 5/4/21 by a vote of 117-23, heard in the Senate General Laws Committee on 5/6/21 and voted do pass on 5/7/21, the Senate Governmental Accountability and Fiscal Oversight Committee heard and passed HB1358 on 5/13/21. And there it stopped. The Senate adjourned early on 5/14/21 leaving much undone.

## TAXES

**SB262 Modifies provisions relating to transportation:** Sen. Dave Schatz (R-26) This act enacts an additional tax on motor fuel, beginning with 2.5 cents in 10/21/21, and increasing by 2.5 cents in each fiscal year until reaching an additional 12.5 cents per gallon on 7/1/25. SB262 passed the Senate on

cont'd next page





MO Legislation cont'd from p 12

3/11/21 by a vote of 21-13. SB262 passed the House on 5/11/21 by a vote of 104-52.

## EDUCATION

**HB 349 Establishes the “Missouri Empowerment Scholarship Accounts Program”:** Phil Christofanelli (R-105) This Bill also specifies that any taxpayer may claim a tax credit, not to exceed 50% of the taxpayer’s state tax liability, for any qualifying contribution to an educational assistance organization. The cumulative



amount of tax credits issued in any one calendar year begins at \$50 million and may be adjusted by the state treasurer annually based upon inflation with a maximum cap of \$75 million.

**Last Action:** Passed House 82-71. HB349 passed the Senate on 5/6/21 20-13. Gov. Parson signed HB349 on 7/14/21.

## ELECTION INTEGRITY

**HB738 Modifies several provisions relating to elections:** Don Rone (R-149)

**Last Action:** HB738 passed in the House by a vote of 109-48 on March 25, 2021. It was heard in the Senate Local Government and Elections Committee on April 28, 2021. That Committee voted do pass on SCS HB349 on May 6, 2021. Senator Pro Tem Dave Schatz never called it from Committee to place on Senate calendar for debate and vote.

## HEALTH

**Medicaid Expansion** was not funded by the Missouri General Assembly. The House defeated HA13 to HB11 which would have funded the Medicaid Expansion by a vote of 47-94 on 3/30/31. The Senate rejected the funding of Medicaid Expansion when they voted on SA1 to HB10 by a 14-20 vote (four Republicans voted to fund the Medicaid Expansion) and HB11 by a 13-20 vote (three Republicans voted to

fund the Medicaid Expansion.

However, in July the Missouri Supreme Court ruled by a unanimous vote that Missouri must expand Medicaid to low-income residents, finding that a state ballot initiative that voters approved last year was constitutional.

**SB63 – Modifies provisions relating to the monitoring of certain controlled substances:** Rehder, Holly (R-27) This act establishes the “Joint Oversight Task Force of Prescription Drug Monitoring” within the Office of Administration, with members selected from the Board of Registration for the Healing Arts, the Board of Pharmacy, the Board of Nursing, and the Missouri Dental Board. The Task Force shall enter into a contract with a vendor, through a competitive bid process, to collect and maintain patient controlled substance prescription dispensation information submitted by dispensers throughout the state as specified in the act.

**Last Action:** The Senate passed SB63 on 4/2/21 with a vote of 20-12. The House passed it on 5/11/21 by a vote of 91-64 after Floor Leader Dean Plocher would allow NO amendments to be offered.

## SECOND AMENDMENT

**HB85 Establishes the “Second Amendment Preservation Act,” which creates additional protections to the right to bear arms:** Jered Taylor (R-139)

**Last Action:** The Senate passed HB85 on 5/13/21 by a vote of 22-10. The House passed HB5 on 5/14/21 by a vote of 111-42. The Governor signed HB85 on 6/12/21.

## SEXUAL ORIENTATION

**SA1/SA6 to HB661 Would expand sexual orientation and gender identity protection:** Sen. Greg Razer (D-7)

Said amendment was passed 21 to 9. The yes votes included 11 Republican senators. One can find that vote on pages 1700-1701 in the Senate Journal for 5/11/21.

Sen. Mike Moon (R-29) then withdrew his amendment to which Sen. Razer had attached his amendment thus killing the amendment. However, it is troubling that eleven Republican Senators do not understand the importance to reject adding sexual orientation and gender identity to the Missouri Non-Discrimination Clause.

## Missouri Senate Votes

Name	Dist	SCR 4	SBs 51 & 42	SB 262	HB 349	SB 63	HB 85
Arthur	17-D	N	N	Y	N	Y	N
Bean	25-R	Y	Y	Y	Y	N	Y
Beck	01-D	N	N	Y	N	Y	N
Bernskoetter	06-R	Y	Y	Y	Y	N	Y
Brattin	31-R	Y	N	N	Y	N	Y
Brown	16-R	Y	Y	Y	Y	Y	Y
Burlison	20-R	Y	Y	N	Y	N	Y
Cierpiot	08-R	Y	Y	N	Y	Y	Y
Crawford	28-R	Y	Y	Y	N	N	Y
Eigel	23-R	Y	N	N	Y	N	Y
Eslinger	33-R	Y	Y	Y	N	Y	Y
Gannon	03-R	Y	Y	Y	AWL	Y	Y
Hegeman	12-R	Y	Y	Y	Y	Y	Y
Hoskins	21-R	Y	Y	N	Y	N	Y
Hough	30-R	Y	Y	Y	N	Y	Y
Koenig	15-R	Y	Y	N	Y	N	A
Luetkemeyer	34-R	Y	Y	N	Y	Y	Y
May	04-D	N	N	Y	N	A	N
Moon	29-R	N	N	N	Y	N	Y
Mosley	13-D	N	N	N	N	Y	N
O’Laughlin	18-R	Y	Y	N	Y	N	Y
Onder	02-R	Y	Y	N	Y	N	Y
Razer	07-D	N	N	Y	N	Y	N
Rehder	27-R	Y	Y	N	Y	Y	Y
Riddle	10-R	Y	Y	Y	Y	A	A
Rizzo	11-D	N	N	Y	N	Y	N
Roberts	05-D	N	N	Y	N	Y	N
Rowden	19-R	Y	Y	Y	Y	Y	Y
Schatz	26-R	Y	Y	Y	Y	Y	Y
Schupp	24-D	N	N	Y	N	Y	N
Washington	09-D	N	A	Y	N	Y	N
White	32-R	Y	Y	Y	Y	Y	Y
Wieland	22-R	Y	N	N	Y	N	Y
Williams	14-D	N	N	Y	N	Y	N

### Vote Key:

Yes (Y)

No (N)

Absent with Leave (AWL)

Present (P)

No Vote Recorded (---)



MO Legislation cont'd from p 13

Missouri House Votes

Name	Dist	SCR 4	SBs 51 & 42	HB 1358	SB 262	HB 349	HB 738	SB 63	HB 85
Adams	086-D	N	N	N	Y	N	N	Y	N
Aldridge	078-D	N	N	AWL	Y	N	N	Y	N
Anderson	076-D	N	N	Y	Y	N	N	Y	N
Andrews	001-R	Y	Y	Y	Y	N	Y	Y	Y
Appelbaum	071-D	N	N	P	Y	AWL	N	Y	N
Atchison	153-R	Y	Y	Y	Y	N	Y	Y	Y
Aune	014-D	N	N	Y	Y	N	N	Y	N
Bailey	110-R	Y	N	Y	AWL	Y	AWL	N	Y
Baker	160-R	Y	N	Y	N	Y	AWL	N	Y
Bangert	069-D	N	N	Y	Y	N	N	Y	N
Baringer	082-D	N	N	Y	Y	P	N	Y	N
Barnes	028-D	N	N	N	Y	AWL	N	AWL	N
Basye	047-R	Y	N	Y	Y	Y	Y	N	Y
Billington	152-R	N	Y	Y	Y	Y	Y	N	Y
Black-007	007-R	Y	Y	AWL	Y	N	Y	Y	Y
Black-137	137-R	Y	Y	Y	Y	Y	Y	Y	Y
Bland Manlove	026-D	N	N	N	Y	AWL	N	Y	N
Boggs	157-R	N	N	Y	N	Y	Y	N	Y
Bosley	079-D	N	N	AWL	Y	AWL	N	Y	N
Bromley	162-R	Y	Y	Y	Y	Y	Y	N	Y
Brown-016	016-R	Y	Y	Y	Y	N	Y	Y	Y
Brown-027	027-D	N	N	N	Y	N	N	Y	N
Brown-070	070-D	N	N	Y	Y	N	N	Y	N
Buchheit-Courtwh	115-R	N	Y	Y	Y	Y	Y	Y	Y
Burger	148-R	Y	Y	Y	Y	N	Y	Y	Y
Burnett	019-D	N	N	N	Y	N	N	Y	N
Burton	092-D	N	N	N	Y	N	N	Y	N
Busick	003-R	Y	Y	Y	Y	Y	Y	N	Y
Butz	081-D	N	N	Y	Y	AWL	AWL	Y	N
Chipman	120-R	Y	Y	AWL	N	Y	Y	N	Y
Christofanelli	105-R	Y	Y	Y	N	Y	Y	N	Y
Clemens	072-D	N	N	P	Y	N	N	Y	N
Coleman-032	032-R	Y	Y	Y	N	Y	Y	N	Y
Coleman-097	097-R	Y	Y	Y	N	Y	Y	Y	Y
Collins	077-D	N	N	N	Y	N	N	Y	N
Cook	142-R	Y	Y	Y	N	N	Y	Y	Y
Copeland	143-R	Y	Y	Y	AWL	N	Y	N	Y
Cupps	158-R	Y	Y	Y	AWL	Y	Y	AWL	Y
Davidson	130-R	AWL	Y	Y	N	Y	Y	N	Y
Davis	056-R	Y	N	Y	N	Y	Y	N	Y
Deaton	159-R	N	Y	Y	N	Y	Y	N	Y
DeGroot	101-R	Y	Y	AWL	N	Y	Y	N	Y
Derges	140-R	Y	Y	Y	Y	N	Y	N	Y
Dinkins	144-R	N	Y	Y	N	Y	Y	Y	Y
Dogan	098-R	N	N	Y	Y	Y	N	N	AWL
Doll	083-D	AWL	A	P	Y	N	N	Y	AWL
Eggleston	002-R	Y	Y	Y	N	Y	Y	N	Y
Ellebracht	017-D	N	N	Y	Y	N	N	Y	Y
Evans	154-R	Y	Y	Y	Y	Y	Y	Y	Y
Falkner	010-R	Y	Y	Y	Y	N	Y	Y	Y
Fishel	136-R	Y	Y	Y	Y	Y	Y	N	Y
Fitzwater	049-R	Y	Y	AWL	N	Y	Y	Y	Y
Fogle	135-R	N	N	P	Y	N	N	Y	N

Name	Dist	SCR 4	SBs 51 & 42	HB 1358	SB 262	HB 349	HB 738	SB 63	HB 85
Francis	145-R	Y	N	Y	Y	N	Y	Y	Y
Gray	075-D	N	A	N	AWL	N	N	Y	AWL
Gregory	096-R	Y	Y	Y	N	Y	Y	Y	Y
Gregory	051-R	Y	Y	Y	Y	Y	Y	Y	Y
Grier	100-R	Y	Y	Y	N	Y	Y	N	Y
Griesheimer	061-R	Y	Y	Y	Y	Y	Y	N	Y
Griffith	060-R	Y	Y	Y	Y	Y	Y	Y	Y
Gunby	099-R	N	N	Y	Y	N	N	Y	N
Haden	043-R	Y	Y	Y	Y	Y	Y	Y	Y
Haffner	055-R	Y	Y	Y	N	Y	Y	N	Y
Haley	058-R	Y	Y	Y	N	N	Y	N	Y
Hannegan	065-R	Y	Y	Y	Y	Y	Y	Y	Y
Hardwick	122-R	Y	Y	Y	N	Y	Y	N	Y
Henderson	117-R	N	Y	Y	N	N	Y	N	Y
Hicks	102-R	Y	Y	Y	Y	Y	Y	Y	Y
Hill	108-R	Y	Y	Y	N	Y	Y	N	Y
Houx	054-R	Y	Y	Y	Y	N	Y	AWL	Y
Hovis	146-R	AWL	N	AWL	Y	Y	Y	N	Y
Hudson	138-R	Y	Y	Y	N	Y	Y	N	Y
Hurlbert	012D	Y	Y	Y	Y	Y	Y	Y	Y
Ingle	035-D	N	N	P	Y	N	N	Y	N
Johnson	023-D	N	N	N	Y	N	N	Y	N
Kalberloh	125-R	Y	Y	Y	Y	N	Y	Y	Y
Kelley-127	127-R	Y	Y	Y	N	N	Y	N	Y
Kelly-141	141-R	Y	Y	Y	N	Y	Y	N	Y
Kidd	020-R	Y	Y	Y	Y	Y	Y	N	Y
Knight	129-R	Y	Y	Y	Y	N	Y	Y	Y
Lewis-006	006-R	Y	Y	Y	Y	Y	Y	N	Y
Lewis-025	025-D	N	N	N	Y	N	N	Y	N
Lovasco	064-R	N	Y	Y	N	Y	Y	N	Y
Mackey	087-D	N	N	N	Y	N	N	Y	N
Mayhew	121-R	Y	Y	Y	N	Y	Y	Y	Y
McCreery	088-D	N	N	Y	Y	N	N	Y	N
McDaniel	150-R	AWL	Y	AWL	N	Y	AWL	Y	Y
McGaugh	039-R	Y	Y	Y	Y	N	Y	Y	Y
McGill	118-R	N	Y	Y	Y	Y	Y	N	Y
Merideth	080-D	N	N	N	Y	N	N	Y	N
Morse-151	151-R	AWL	A	AWL	Y	N	Y	Y	AWL
Mosley	068-D	N	N	N	Y	N	N	Y	N
Murphy	094-R	Y	A	Y	N	Y	Y	N	Y
Nurrenbern	015-D	N	N	Y	Y	N	N	Y	N
O'Donnell	095-R	Y	Y	Y	Y	Y	Y	Y	Y
Owen	131-R	Y	Y	Y	Y	Y	Y	AWL	Y
Patterson	030-R	Y	Y	Y	Y	Y	Y	Y	Y
Perkins	040-R	AWL	Y	Y	N	Y	Y	N	Y
Person	074-D	N	N	N	Y	N	N	Y	N
Phifer	090-D	N	N	Y	Y	N	N	Y	N
Pietzman	041-R	AWL	N	AWL	N	Y	Y	AWL	Y
Pike	126-R	Y	Y	Y	Y	N	Y	Y	Y
Plocher	089-R	Y	Y	Y	Y	Y	Y	N	Y
Politt	052-R	Y	Y	Y	N	N	Y	N	Y
Pollock	123-R	Y	N	Y	N	Y	Y	N	Y
Porter	042-R	Y	Y	Y	Y	N	Y	N	Y

Name	Dist	SCR 4	SBs 51 & 42	HB 1358	SB 262	HB 349	HB 738	SB 63	HB 85
Pouche	013-R	Y	Y	Y	N	Y	Y	Y	Y
Price IV	084-D	N	N	AWL	Y	AWL	N	Y	N
Proudie	073-D	N	N	Y	Y	N	N	Y	N
Quade	132-D	N	N	N	Y	N	N	Y	N
Railsback	008-R	Y	Y	Y	Y	N	Y	Y	Y
Reedy	057-R	Y	Y	Y	Y	N	Y	Y	Y
Richey	038-R	Y	Y	Y	N	Y	Y	N	Y
Riggs	005-R	Y	Y	Y	Y	Y	Y	Y	Y
Riley	134-R	Y	Y	Y	N	Y	Y	N	Y
Roberts-161	161-R	N	Y	Y	Y	Y	Y	Y	Y
Roden	111-R	Y	Y	Y	N	Y	Y	N	Y
Roeber	034-R	---	---	---	---	Y	---	---	---
Rogers	018-D	N	N	Y	Y	N	N	Y	N
Rone	149-R	Y	Y	Y	Y	Y	AWL	Y	Y
Rowland	029-D	Y	A	N	Y	N	N	Y	AWL
Ruth	114-R	N	Y	Y	Y	N	Y	Y	Y
Sander	033-R	Y	Y	Y	N	Y	Y	N	Y
Sassmann	062-R	Y	Y	Y	Y	N	Y	N	Y
Sauls	021-D	N	N	P	AWL	N	N	Y	N
Schnelting	104-R	AWL	A	AWL	AWL	Y	Y	AWL	AWL
Schroer	107-R	Y	Y	Y	N	Y	Y	N	Y
Schwadron	106-R	Y	Y	Y	N	Y	Y	N	Y
Seitz	156-R	N	N	Y	N	Y	Y	N	Y
Sharp	036-D	N	N	Y	Y	N	N	Y	AWL
Sharpe	004-R	Y	Y	Y	Y	N	Y	N	Y
Shaul	113-R	N	Y	Y	N	Y	Y	Y	Y
Shields	011-R	Y	Y	Y	Y	N	Y	Y	Y
Simmons	109-R	Y	Y	Y	N	Y	Y	N	Y
Smith-045	045-D	N	N	N	Y		Y	Y	N
Smith-067	067-D	N	A	P	Y	N	N	Y	AWL
Smith-155	155-R	N	Y	Y	Y	Y	Y	Y	Y
Smith-163	163-R	Y	Y	Y	N	Y	Y	N	Y
Stacy	031-R	Y	Y	Y	N	Y	Y	N	Y
Stephens-128	128-R	Y	Y	Y	Y	Y	Y	Y	Y
Stevens-046	046-D	N	N	N	Y	N	N	Y	N
Tate	119-R	Y	Y	AWL	Y	N	Y	N	Y
Taylor-048	048-R	Y	N	Y	Y	Y	Y	N	Y
Taylor-139	139-R	Y	N	Y	N	Y	Y	N	Y
Terry	066-D	N	A	N	Y	N	N	Y	AWL
Thomas	124-R	Y	Y	Y	N	Y	Y	N	Y
Thompson	053-R	Y	Y	Y	Y	N	Y	Y	Y
Toalson Reisch	044-R	N	Y	Y	N	Y	Y	N	Y
Trent	133-R	Y	Y	Y	N	Y	Y	N	Y
Turnbaugh	037-D	N	N	N	Y	AWL	N	Y	N
Unsicker	091-D	N	N	N	Y	N	N	Y	N
Vacant	034	---	---	---	---	---	---	---	---
Van Schoiack	009-R	Y	Y	Y	Y	N	Y	N	Y
Veit	059-R	Y	Y	Y	Y	AWL	Y	AWL	Y
Vescovo-Speak	112-R	AWL	Y	Y	N	Y	Y	N	Y
Wallingford	147-R	Y	Y	Y	Y	Y	Y	N	Y
Walsh	050-R	N	Y	Y	N	Y	Y	N	Y
Walsh Moore	093-D	N	N	N	Y	N	N	Y	N
Weber	024-D	N	N	P	Y	N	N	Y	N

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## MISSOURI U.S. SENATOR 2022

**W**e would like to extend our thanks to Missouri's U.S. Senator Roy Blunt as he retires from office after serving two terms in the U.S. Senate. He began his political career as a county official in Missouri before being elected as Missouri's Secretary of State in 1984 and serving in the U.S. House of Representatives from 1996 to 2008.

His retirement leaves a large gap and a multiple of people are willing to hold that office. Two Independents, seven Democrats, and eight Republican have tossed their hat in the ring for this vital seat. Missourians will have a plethora to choose from in the Primary Election on August 2, 2022, and the General Election for November 8, 2022. There is still time to beat the filing deadline of March 29, 2022 so you may expect more names to show up on the Primary ballot.

We will furnish you with updated information in our Spring 2022 issue of *Front Line*, but for now the candidates who have filed are:

### INDEPENDENT (I):

**Jeremy Gundel:** Jeremy has worked as a farmer; he ran as write-in candidate for Lt. Governor of Missouri in 2020. Campaign focus has been on promotion of universal voting rights, green energy, and strengthening the USPS and IRS.

**Nicholas Strauss:** Nicholas is an engineer; he has worked as a system administrator, and has experience in the aerospace industry. Campaign focus has been on energy conservation, clean environment, improved healthcare policy, and reduced global conflict.

### DEMOCRAT (D):

**Ronald Deets:** Ronald was born in St. Joseph, Missouri. He received a bachelor's degree in 2012 and a graduate's degree in 2014, both from Northwest Missouri State University. Deets' professional experience includes working in medical accounting. Deets originally registered to run as a Republican and later changed his affiliation to Democrat.

**Jewel Kelly, Jr.:** Jewel served in the U.S. Air Force, studied law at Washington University, and co-founded a mental health foundation. Campaign focus has been on the need to reduce cost of healthcare and higher education.

**Lucas Kuncze:** Lucas served in the Marine Corps, studied law at Yale and worked with a non-profit organization that addresses corporate monopolistic practices. His campaign has focused on revival of anti-trust laws, improved measures to reduce congressional overreach, and desire to abolish corporate PACs.

**Gena Ross:** Gena has been a professor of business and constituents services representative for former U. S. Senator Claire McCaskell. She has been involved in and supported by the NAACP and the Business and Professional Women's Federation. Her campaign focus has been on quality, non-discriminatory, affordable healthcare.

**Timothy Shepard:** Timothy's campaign has focused on protection of individual rights, climate change, healthcare, education access, and expansion of the talent pool needed by the economy.

**Scott Sifton:** Scott studied law at Michigan Law School and has been a partner in a law firm. He served in the Missouri House of Representatives 2011-2013. His campaign focus has been on expansion of Medicare, support for SEIU, Planned Parenthood, victims of domestic violence, and expansion of the Supreme Court.

**Spencer Toder:** Spencer studied law at Washington University. His campaign focus has been on making government more effective, efficient, and accountable.

### REPUBLICAN:

**John Brinkman:** John is a financial consultant and operates an insurance agency.

**Eric Greitens:** Eric has a doctorate degree from Oxford University. He is a Rhodes

Scholar and Navy Seal. He withdrew from Governor of Missouri position in 2018. His campaign focus has been on support for law enforcement, constitutional rights, and strong national defense.

**Vicky Hartzler:** Vicky is the incumbent Missouri 4<sup>th</sup> District U.S. House Representative, serving since 2011. Her campaign focus has been on protection of individual rights and freedom, preservation of factors that have helped to make our nation competitive, and the need to fight against federal government overreach.

**Billy Long:** Billy is the incumbent Missouri 7<sup>th</sup> District U.S. House Representative, serving since 2011. His campaign has focused on sanctity of life, border protection, elimination of the death tax, and increased effort to mine rare earth elements to help in maintaining our economic and military advantages.

**Mark McCloskey:** Mark is an attorney and gained attention as he and his wife guarded their St. Louis home from potential looting by demonstrators. His campaign has focused on election integrity, sanctity of life, law and order, and protection of 2<sup>nd</sup> Amendment rights.

**Dan McQueen:** Dan is an engineer and former major of Corpus Christi, TX. He was a Navy Seal Officer. His campaign has focused on growth of the economy, implementation of anti-crime measures, and solving the homeless and illegal immigration problems.

**Deshon Porter:** Deshon is a radio talk show host, playwright, and freelance writer. His campaign has focused on and he signed a pledge for support Congressional Term Limits.

**Eric Schmitt:** Eric has been Missouri Attorney General since 2019. He previously served as Missouri State Treasurer and a member of the Missouri Senate. His campaign has focused on community safety measures and tackling opioid issues. He has pledged to support Congressional Term Limits (3 terms for House Members and 2 terms for Senate Members).

Information is available at Ballotpedia.org, Wikipedia.org and the campaign websites of the individual candidates.

## MO Legislation cont'd from previous page

### Missouri House Votes cont'd

Name	Dist	SCR 4	SBs 51 & 42	HB 1358	SB 262	HB 349	HB 738	SB 63	HB 85
West	063-R	Y	Y	Y	N	Y	Y	N	Y
Wiemann	103-R	Y	Y	Y	N	Y	Y	N	Y
Windham	085-D	N	N	P	Y	N	N	Y	N
Wright	116-R	N	Y	Y	Y	N	Y	Y	Y
Young	022-D	N	N	N	Y	N	N	Y	N



**CRT** cont'd from p 9**SHORT LINES****DEATH OF COMMON SENSE**

Common Sense, aka C.S., lived a long life, but died from heart failure at the brink of the millennium. No one really knows how old he was ..., he was known affectionately to close friends as Horse Sense and Sound Thinking, he selflessly devoted himself to a life of service in homes, schools, hospitals and offices, helping folks get jobs done without a lot of fanfare, whooping and hollering.

Rules and regulations and petty, frivolous lawsuits held no power over C.S. A most reliable sage, he was credited with cultivating the ability to know when to come in out of the rain, the discovery that the early bird gets the worm and how to take the bitter with the sweet.

C.S. also developed sound financial policies and strategies such as: don't spend more than you earn; the adult is in charge, not the kid; offset eggs and bacon with a little fiber and orange juice.

... His health began declining in the late 1960s when he became infected with the If-It-Feels-Good, Do-It virus. ... his waning strength proved no match for the ravages of overbearing federal and state rules and regulations and an oppressive tax code. [He] was sapped of strength and the will to live as the Ten Commandments became contraband, criminals received better treatment than victims, and judges stuck their noses in everything from Boy Scouts to professional baseball and golf.

His deterioration accelerated as schools implemented zero-tolerance policies. Reports of 6-year-old boys charged with sexual harassment for kissing classmates, a teen suspended for taking a swig of Scope mouthwash after lunch, girls suspended for possessing Midol, and an honor student expelled for having a table knife in her school lunch were more than his heart could endure.

As the end neared, doctors say C.S. drifted in and out of logic but was kept informed of developments regarding regulations on low-flow toilets and mandatory air bags. Finally, upon hearing about a government plan to ban inhalers from 14 million asthmatics due to a trace of a pollutant that may be harmful to the environment, C.S. breathed his last.

Services will be at Whispering Pines Cemetery. C.S. was preceded in death by his wife, Discretion; one daughter, Responsibility; and one son, Reason. He is survived by two step-brothers, Half-Wit and Dim-Wit.

Obituary of Common Sense loriborgman.com/1998/03/15/the-death-of-common-sense/ March 15, 1998

colonial times and "ignores the United States' founding principles."<sup>77</sup> In fact, the College Board provides a sample syllabus to APUSH teachers that includes assignments using Zinn's text.<sup>78</sup> David Randall at the National Association of Scholars recommended to the College Board, "It should work hardest to root out its characteristic deformation of unquestioned progressive neo-Marxism, exemplified in its whitewash of Communist history and the substitution of leftist theory and progressive historiography for historical description."<sup>79</sup>

Zinn and Hannah-Jones must have been well aware of their political and ideological interests and lack of citations. These works cannot withstand standards of professional ethics in the academe.<sup>80</sup> Yet, AFT, the NEA and the Zinn Education Project use their influence to push a racist falsification of history as truth into classrooms. Unless the public rises up with moral outrage against propaganda promoted as truth, the United States will not survive another generation of indoctrinated students groomed to vote for Marxist policies.

**WAYS SCHOOLS APPLY CRT WITHOUT TEACHING CRT****ALIGN SCHOOL DISCIPLINE POLICIES WITH THE RACE-BASED THEORY OF DISPARATE IMPACT**

In his 2001 book, *Critical Race Theory, An Introduction*, Delgado stated that many in the field of education consider themselves critical race theorists and that they applied CRT's ideas to issues of school discipline. The application of CRT to school discipline was seen on a national scale in January 2014 when the U.S. Department of Education and the U.S. Department of Justice issued a joint "Dear Colleague" letter informing school administrators that the departments would review the Civil Rights Data Collection system for disparate impact in student discipline referrals.<sup>81</sup> That is, if more students of color were referred for discipline than students who are white for the same problem behavior, the DOJ would presume the reason for the difference in referrals was due to teacher or the district racism. The letter made no exemptions for districts having minority-majority populations or an influx of orphaned refugees from countries with natural disasters, such as Haiti.

School districts throughout the country avoid triggering DOJ investigations by instructing teachers to keep disruptive students in their classrooms under the auspices that they will receive the same instructional time as their classmates. This arrangement is interpreted as equitable access to instruction. Yet, evidence suggests that under this arrangement, all students may get the same amount of time in the classroom, but instructional time is reduced, negatively affecting all students' achievement.<sup>82</sup> Disruptive students in classrooms make it difficult for other students to learn and difficult for teachers to teach.<sup>83</sup> Many teachers, unable to maintain a safe classroom environment for themselves and their students, chose to leave the classroom and their jobs, which in turn contributed to increasing teacher shortages.<sup>84 85</sup>

A parallel system of data collection and analysis the U.S. Department of Education uses to monitor differences in the education of students stratified by race is the National Assessment of Education Progress (NAEP).<sup>86</sup> Like disparate impact in school discipline data, an assumption underlying the achievement gap observed between racial groups is that the gap is due to several factors, including racism.<sup>87</sup> National trade organizations funded by the progressive philanthropies promoted adoption of CCSS promising academic equitable treatment in education.<sup>88</sup> Instead, in several states, the gap has widened.<sup>89</sup> The neo-Marxist idea that comparing groups of people by the external characteristic of color and government monitoring the statistics from measuring indicators of learning **has not** and **will not** result in the promised utopian society.

**REMOVE "CHRISTMAS" VACATION FROM SCHOOL CALENDARS**

Since 1870, Christmas has been a national holiday. Judith Katz's 1990 visual identified holidays associated with Christianity as "Some Aspects and Assumptions of White Culture in the United States."<sup>90</sup> Stephen Feldman, a critical legal scholar, published, *Please Don't Wish Me a Merry Christmas, A Critical History of the Separation of Church and State*.<sup>91</sup> Feldman, a critical legal scholar, wrote in his article "How to be Critical": "critical theory either attacks or at least questions the status quo. ... critical theorists ... typically aim to disrupt ordinary practices ... Such intellectual work might be better referred to as critical activity rather than critical theory."<sup>92</sup> One could argue

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## INDIRECTLY "TEACH" CRT IN INFORMAL AND HIDDEN CURRICULA

Parents are also finding aspects of CRT in their district's informal or hidden curriculum.<sup>102</sup> The *informal* curriculum refers to the

## Marxist Criticism

### To get you thinking

■ From your general knowledge of Marxism, which of the following things do you imagine Marxist critics might do with literary texts?

- ☐ Look for signs of Western decadence?
- ☐ Burn them?
- ☐ Worship them?
- ☐ Criticize them for promoting capitalism?
- ☐ Ban them from sale?
- ☐ See them as offering moral guidelines?
- ☐ Analyze the ideas they promote in society?
- ☐ Use them as communist propaganda?

## Theory

The German philosopher Karl Marx argued that the way people think and behave in any society is determined by basic economic factors. In his view, those groups of people who owned and controlled major industries could exploit the rest of the population, first through conditions of employment, and second by forcing their own values and beliefs onto other social groups. Marxist criticism applies these arguments to the study of literary texts.

Marxist critics see literature as playing a role in this kind of exploitation. Their argument has two strands: first, they point out that literary works are commodities which can be bought and sold (and which can therefore be used to make a profit). Second, they argue that the reading and writing of literature is important in the spread of beliefs and values in a society. In other words, they see literature as a commodity which has certain social effects.

Marxist criticism approaches texts on a number of levels. On the one hand, the critic might explore the way different classes of people are represented in texts. For example, Marxist criticism might show us that a modern television drama focuses only on middle-class characters, thereby distorting the "true picture" of society, where many people are poor and homeless. This kind of criticism often argues for *social realism* in literature: a picture of society which accurately reflects class differences and differences of power.

On another level of analysis, Marxist criticism examines the particular form of a text. For example, it might argue that the sonnet, a poetic form which uses complex images and rhetoric, is a particularly middle-class form of writing, since it requires readers who are well educated (and therefore comparatively wealthy). In contrast, the realist novel, which relies on "straightforward" narrative, might be seen as requiring a less well educated readership. Marxist critics would use these observations to explain why it is that sonnets have traditionally been regarded as fine literature, whereas novels were initially regarded as trivial entertainments.

Marxist critics use these (and other) approaches to a text in order to challenge oppressive beliefs and values which might be promoted in certain texts and certain reading practices.

## Practice

This extract is from the children's story *Peter Pan* by J. M. Barrie.

Mr. Darling used to boast to Wendy that her mother not only loved him but respected him. He was one of those deep ones who know about stocks and shares. Of course, no one really knows, but he quite seemed to know, and he often said stocks were up and shares were down in a way that would have made any woman respect him. Mrs. Darling was married in white, and at first she kept the books perfectly, almost gleefully, as if it were a game, not so much as a brussel sprout was missing; but by and by whole cauliflowers dropped out, and instead of them there were pictures of babies without faces. She drew them when she should have been totting up. . . . Mrs. Darling loved to have everything just so, and Mr. Darling had a passion for being exactly like his neighbors; so, of course, they had to have a nurse.



**CRT** cont'd from p 17

learning experiences inside or outside of the classroom setting that are not described in the formal curriculum, but support students' formation of personal qualities and skills and enhance understanding of academic learning capabilities. The *informal* curriculum is sometimes referred to as *co-curricular* and may consist of activities such as participation in science fairs, student organizations, sports teams, etc.

For example, Jane Elliot's blue eye/brown eye rejection is making a comeback as a teacher-directed classroom activity, though it is not prescribed in the district curriculum<sup>103</sup> a similar exercise that stratifies and categorizes students to teach the concept of white privilege is Peggy McIntosh's "Privilege Walk."<sup>104</sup> Tenets of CRT may also be part of the *informal curriculum* when schools host "Black Lives Matter at School Week,"<sup>105</sup> or high school students participate in "The Tunnel of Oppression."<sup>106 107</sup>

Visits to the school library for self-selection of books are part of the *informal* curriculum. Book selection is shaped, however, by the library's book inventory. When the publisher of Dr. Seuss books announced its decision to stop publishing six of the author's children's books due to racist stereotypes and offensive content, the decision was based, in large part, on a 2019 report "The Cat is Out of the Bag: Orientalism, Anti-Blackness, and White Supremacy in Dr. Seuss's Children's Books."<sup>108 109</sup> The report's authors stated, "The theoretical frameworks used to guide this study consist of critical literacy and critical race theory. ..." CRT informs school personnel not only about what books to keep out of the library, but also, what books to put on the shelves.

School Library Media Research published a 2009 article, "Promoting Equity in Children's Literacy Instruction: Using a Critical Race Theory Framework to Examine Transitional Books."<sup>110</sup> Tenets of CRT and its complementary theory, intersectionality, are used not only to promote children's stories with lead characters having different skin colors or national origins, they are used to promote stories that challenge the nuclear family structure headed by a mother and father, respect for authority, and heterosexual identity.

The *hidden* curriculum refers to a socialization process where messages about acceptable values, beliefs, and attitudes are communicated to students through their conversations with adults and other students at school.<sup>111</sup> For example, Kerrigan Snyder described a situation in which her daughter was asked to read *The Communist Manifesto*. Then, she was supposed to debate in class the merits of communism vs. capitalism; however, students were not assigned readings on capitalism. The entire class – except her daughter – concluded that communism was a better system than capitalism, and the teacher did nothing to challenge or to even enlarge on that notion. Then classmates personalized her daughter's opposition saying, "Well, you know, she's wrong because capitalism is evil."<sup>112</sup>

### IMPLEMENT RACE-CONSCIOUS HIRING PRACTICES

**D**uring a July 19, 2020, hearing of the Missouri Legislature's Joint Committee on Education, the state's Department of Elementary and Secondary Education Chief of Governmental



**Red guards at No. 23 Middle School wave the Little Red Book of the Quotations of Chairman Mao in a classroom revolution rally.**

Relations Michael Harris read a statement from the commissioner of education stating, "We as a department are also committed to diversifying our teacher work force of Missouri. Roughly three quarters of Missouri teachers are white females, so we are working hard to implement strategies to attract or obtain more male teachers and teachers of color. ... In the 2019-2020 school year, non-white teachers represented 6.8 % of the teacher work force; yet, non-white students make up 29.9% of our student population in this state."<sup>113</sup>

It is concerning that a state department is using its position to promote race-conscious hiring practices in local school districts given that several U.S. Supreme Court cases and federal courts have already ruled on the matter, specifically in situations where test scores are available to prospective employers considering candidates. Justice Anton Scalia wrote in his majority opinion (*Ricci v. DeStefano*, 2009), "Would a private employer not be guilty of unlawful discrimination if he refrained from establishing a racial hiring quota but intentionally designed his hiring practices to achieve the same end? Surely, he would. ... Government compulsion of such design would therefore seemingly violate equal protection principles. ... [T] he Government must treat citizens as individuals, not as simply components of a racial, ... class."<sup>114</sup>

This past July, Judge James Ho of the U.S. Court of Appeals for the 5th Circuit explained in *Port Freeport v U.S. Army Corps of Engineers*, "It's hard to imagine an area where we should be more wary of vesting discretion in public officials than race. ... Citizens may fairly wonder how officials can condemn race-neutral policies as racist and defend explicitly race-conscious programs as inclusive."<sup>115</sup>

### MANDATE CRT-ALIGNED DIVERSITY TRAINING ACTIVITIES

**I**n my district, when members of the public voiced concerns that CRT-aligned instruction was introduced to students, complaints were met with the response, "We don't teach it to students, only to

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teachers.” The deception of that statement is exposed by the testimony of Xi Van Fleet, a Loudoun County, Virginia, mom who fled Maoist China. Van Fleet said that upon taking over China in 1949, the first thing the CCP [Chinese Communist Party] did was to indoctrinate teachers with Marxist ideology so they could teach it to students.”<sup>116</sup>

For example, in several school districts familiar to this author, K-12 classroom teachers are equipped with materials from organizations such as Learning for Justice (an affiliate of the Southern Poverty Law Center).

The materials to encourage students to view *#Black Lives Matter* positively, encouraging student involvement.<sup>117</sup> Alicia Garza revealed at a 2015 Left Forum, “Black Lives Matter is much more than a hashtag ... it’s also intended to be a tactic to help rebuild the Black Liberation Movement. BLM-BLM.”<sup>118</sup> Van Fleet described this type of training as creating the Red Guard in the U.S. and told her school board, “You are now teaching, training our children, to be social justice warriors and to loathe our country and our history, ... The Red Guards destroyed anything that is not Communist—statues, books and anything else.”<sup>119</sup>

### LEGACY OF DONNA HEARNE

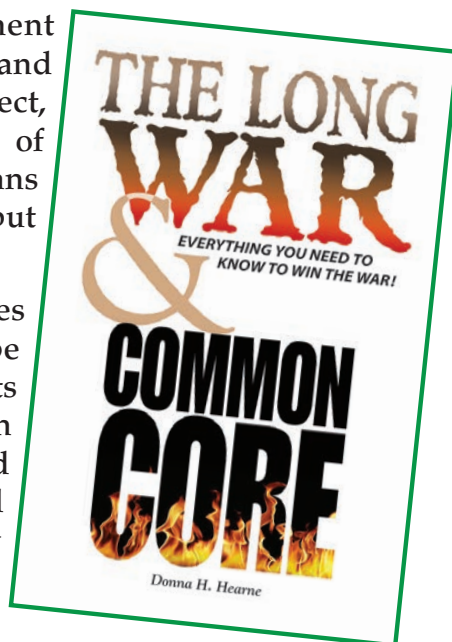
Donna Hearne knew that what you don’t know **will** hurt your children and your country. She saw the effects of the Marxist infiltration into public education through federal education policies during her time working in the Reagan administration. Her organization, The Constitutional Coalition, hosted yearly Educational Policy Conferences to educate the public about the threats those federal policies posed to children and the nation. Donna identified Common Core as one of these threats. Though CRT had not emerged as the backdrop of CCSS when they were introduced in 2010, the Marxist underpinnings of revisionist history, use of data monitoring to ensure an elusive construct called *equity*, and psychological manipulation associated with student proficiency in mastering CCSS and their companion CASEL standards all indicate CRT is made of the same Marxist cloth as CCSS.

Donna explained “Our Mission — *We the People* ...” in her 2015 publication of *The Long War & Common Core*:

In 1926 when Congress considered establishing a federal department of education, noted Princeton theologian Dr. J. Gresham Machen testified before a joint committee. Machen said,

“If you give the bureaucrats the children, you might as well give them everything else as well. ... Intellectual decline comes through the development of this principle of unification and standardization to which I object, for I think that in the sphere of education uniformity always means not something uniformly high but something uniformly low, ...”<sup>9</sup>

Every child has dreams and aspires to be somebody important, to be somebody that matters. Parents want the best for their children and work hard to encourage and enable them to excel toward their dreams. Bureaucratically controlled, Common Core stifles exceptionalism and chills the



dreams. The spirit is crushed and the soul drowned, leaving zombies who are dead, but alive without souls, or robots that are artificial beings and slaves to a master.

Push back starts in the schools, but ultimately, if successful, *we the people* are back in charge, not the progressive dictators. Push back starts when we choose to speak the truth in love. Facts sometimes are painful, but facts not spoken are often deadly. We must speak the truth to all we know and care about. Most importantly, the bottom line is that we must speak!

Two hundred-plus years ago, a group of men took pen in hand and signed a piece of paper pledging their lives, fortunes, and sacred honor. What gave them courage? Most of them were biblically literate. Could their courage have come from the familiar Scripture,

“For the weapons of our warfare are not carnal but mighty in God for pulling down strongholds, casting down arguments and every high thing that exalts itself against the knowledge of God, bringing every thought into captivity to the obedience of Christ ...” (2 Corinthians 10: 4-5)

Did these men grasp that their own strength and purpose came from being “endowed by their Creator” not only for “Life, Liberty and the pursuit of Happiness,” but for eternity? That allowed them to stand and speak in obedience to God the Father, Son and Holy Spirit.

Can we do no less? For them their convictions meant almost certain death. For us, it is still just a risk of time and money lost. Dare we wait until it gets to the point of great sacrifice?

“... ‘Let each one of you speak truth with his neighbor,’ for we are members of one another.” (Ephesians 4:25)

[Excerpts from *The Long War & Common Core* 2015.]

As Donna well understood, opposition to CCSS (by whatever name states call it) and CRT is not opposition to the progress our country needs to make to ensure our value of equality under the law applies to Americans of all races equally. Opposition to CCSS and CRT is opposition to **cultural Marxism**. CRT has been in the U.S. education for almost three decades but has recently become a federal policy priority.

**If CRT in U.S. education is not uprooted now, the Constitutional Republic that is the United States will be destroyed from within its educational system.**

Dr. Mary Byrne is a national speaker and co-founding member of Missouri Coalition Against Common Core. She has an M.A. in special education from The Ohio State University, and an M.Ed. in curriculum and instructional design, and a doctorate in special education from Teachers College at Columbia University. In 2015, Dr. Byrne served on Missouri’s academic standards work group for secondary social studies which was constituted by the 2014 Missouri legislation HB 1490. Dr. Byrne recently testified to the Missouri legislature’s Joint Committee on Education about CRT’s history and the state’s role in supporting aspects of CRT in Missouri schools.





# ELECTORAL INTEGRITY

by John H. Myers

**E**lectoral integrity or voting integrity consists of the standards, procedures and appropriate conduct surrounding and governing the election process. Although that seems to be a simple enough definition, Presidential Elections, “Super Tuesdays,” have become a bit like the Super Bowl and World Series wrapped into one event. Much time, energy and money are expended for the anticipated outcomes. The last two Presidential Elections attracted an overabundance of attention due to the closeness of the races and the reported voting irregularities

Historically, election administrators have worked hard and been successful in assuring fair, transparent elections; elections that depict integrity. Election administrators, like all of us, have their party affiliations and loyalties. Sometimes these loyalties supersede the requirement to be fair and transparent resulting in gross violations. Voters too, in their loyalties and preferences, have been known to go beyond what is legal to aid their desired election outcomes. Thus, legal measures monitoring behavior surrounding elections have long been established adding more measures over the years. However, as violators of voting laws have sharpened their skills, necessary changes have not occurred in a timely fashion, causing uneasiness and loss of confidence in the integrity of the process.

In the last two decades, more instances of voter fraud have been exposed. This knowledge is due to the work of state election boards, foundations and citizens’ groups. There are those who argue that fraudulently cast votes are only a very small part of the total votes cast, and represent no serious threat to fair elections and outcomes. Others argue the opposite and maintain that fraudulent voting has flourished, determining the outcomes in some recent

state and national elections. Nevertheless, the occurrence of voter fraud has been thoroughly documented.

**A**ccording to The Heritage Foundation, such fraud includes, but is not limited to: false registration, fraudulent use of absentee ballots, duplicate voting, altered vote count, ballot partition fraud, ballot harvesting, ineligible voting, illegal registration (voting by non-U.S. citizens), voting in the name of other legitimate voters, buying votes, and forcing/intimidation of voters.

The Heritage Foundation’s database on election fraud offers a sampling, not a comprehensive study, of recent proven cases of election laws violations from across the country. Their findings include:

- 1,328 Proven Instances of Voter Fraud
- 1,143 Criminal Convictions
- 48 Civil Penalties
- 99 Diversion Programs\*
- 21 Judicial Findings (wrong doings)
- 17 Official Findings (wrong doings)

\* Diversion Programs are operated by the Magistrates’ Court and are designed to allow an alternative way for offenders to deal with their legal matters without the recording of a finding of guilt. This is often used in cases of first-time offenders. The key point is that voting violations have occurred in these situations.

(The Heritage Foundation, <https://www.heritage.org/voterfraud>)

**S**ince the early days of our founding, the subject of who should be able to vote has been debated in communities and in the halls of Congress. Voting rights have been expanded and codified into law to include citizens without regard to race, ethnicity, gender, and disability. The Voting Rights Act of 1965 lowered the voting age requirement from 21 to 18 years old. Over the years, notwithstanding laws in place surrounding voting, illegal acts have occurred repeatedly. The U.S. Supreme Court wrote in 2008, in *Crawford v. Marion County Election Board*, “flagrant examples of such fraud ...

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have been documented throughout this nation’s history by respected historians and journalists ... [that] demonstrate that not only is the risk of voter fraud real but that it could affect the outcome of close elections.” This ruling held that an Indiana law requiring voters to provide photographic identification *did not* violate the U.S. Constitution.

Over the last few decades, there have been changes in voting laws, some of which intended to promote greater turnout. However, they have made voting fraud easier to accomplish. Such has been the case of the National Voter Registration Act of 1993, also called the “Motor Voter” law. It requires states to offer voter registration opportunity at state motor vehicle agencies and by mail-in registrations. This law, with good intentions of the sponsors, has indeed increased voting fraud; it has widened the gate for illegal voting behavior and has directly contributed to the weakening of confidence in the election process.

Currently, H.R.1 called “For the People Act of 2021” was approved in the House this past June. The Senate’s companion version, S1, was debated but did not receive the necessary votes to proceed. If approved, this bill would increase federal control over state elections; limit removal of voters from voter rolls; expand voter registration by automatic and same-day registration (then vote); increase voting access to vote-by-mail and early voting; and require states to automatically register individuals (vs. proof of citizenship). If passed into law, this would be a recipe for increased fraudulent voting.

Many citizens have been working to improve our voting process. Some improvements have been adopted and made into laws. However, more changes are needed. From a variety of sources, improvement suggestions included:



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## Electoral Integrity cont'd

- Close voter registration for all primary elections 120 days prior to the date of a party's election. Require photo identification for anyone wishing to vote.
- Require proof of current address for anyone wishing to vote.
- Prohibit mailing of absentee ballot applications to anyone who has not requested an application.

Various types of governments and leadership forms have been employed over the centuries. Some people have concluded that a benevolent kingship is the best form of government, wherein the king is not driven by desire for wealth (the kingdom is already his), fame or renown (those come with his throne). With all of the positives, the big negative is succession. Who rules when the beloved king dies? The answer is: his descendants, if any, a prince or princess. History has recorded unqualified, disinterested, or distracted descendants whereby the kingdom suffers.

Needless to say, our form of government, though far from perfect, is the best form devised thus far. This democratic republic places much responsibility on individual citizens to govern themselves first and foremost and then allows, actually requires, that they elect other citizens to represent them in local, state, and national governing assemblies. In its highest level of intention, the elected representatives serve at the conviction of the citizens and are accountable to them to work to achieve the stated results articulated and agreed upon during the election campaign. These representatives must stand for re-election at fixed intervals to retain the citizens' approval. It is a costly process in time and resources and its benefits are debatable by many. It has served us the best it can with imperfect humans (which history has shown can be corruptible), but it's still the best and has served us very well.

In order to maintain the integrity of our electoral process, we must continue to work for transparency in all phases of that process and work for the independence of elected representatives who are directly accountable to the citizens (and to none others) who placed them in office.

We cannot calculate the extent of voter fraud in the past, however, we do know that it has occurred and that it represents a *clear and present danger*; a

direct threat to our nation. Preventing, deterring and prosecuting election fraud is essential to protecting the integrity of the process. Voter fraud decreases the voting of those legally qualified to vote, as it is clearly understood that *one illegal vote cancels a legal vote*. For confidence in, and preservation of, our electoral process, each citizen must have the right to vote. And, in every election, each citizen must have *one vote, one time*.

challenged by cyber criminals attacking our energy grid and our voter computer systems. *From within*, attacks are occurring on our nation's heritage, on our institutions and on our form of government. As we have successfully persevered in the past, we must persevere now in order to secure the future for our children and grandchildren. For electoral integrity, we must work to strengthen our electoral process, make it easy for registered citizens to cast their votes, and make it very difficult for those who seek to cheat



Much attention has been given to the requirement of Voter ID. Many Democrats in the Texas State Legislature think that a Voter ID requirement is onerous, discriminatory, and suppressive. In July they chose to flee the Texas Assembly and shutdown the legislative process to avoid addressing this proposed piece of legislation. More than half of Texas' citizens opposed this walkout. We await Texas' final action on this piece of legislation.

In our current society, we are required to have ID (license) to drive an automobile, to board an aircraft, to fish, to hunt, and now some of us are being asked to have a vaccination ID to come to work, or for a table at our local restaurant. Is it too much to require an ID to cast that one vote, one time in an election?

This republic has withstood two world wars, a civil war, recessions, a depression, assassinations of presidents and civil rights leaders, civil unrest and now a viral pandemic. *From without*, we are

in the voting process. There must be severe legal consequences for voter fraud.

The writers of our U.S. Constitution knew that elections would be a challenge, but they sought to provide a foundational and practical document on which the new nation could firmly stand and conduct the affairs of governing. Even though they were fallible men, their writings were *divinely inspired*. The U.S. Constitution could not have been written any other way.

**To maintain our Constitution,  
to preserve the blessings of  
the liberties we enjoy from  
it, we must remain faithfully  
obedient to the Inspirer of it,  
Our Triune God.**



CRT cont'd from p 19

Endnotes from Critical Race Theory

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<sup>2</sup> Donna Hearn is the late director of The Constitutional Coalition, PO Box 37054, St. Louis, MO 63141. She researched and published “The Long War and Common Core” in 2015, after over 30 years of research. Copies are available at the above address.

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