

Critical Race Theory and Education in America: A Bibliography

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One doesn't have to be steeped in the mindless jargon and virtue signaling of postmodern theory, critical theory, and its race-obsessed progeny to see that Critical Race Theory is an intellectual house of cards with no more credibility than the Marxist theorizing that gave it birth, and infuses its justification. A person of average intelligence and common sense can see right through this blatant attempt by a small minority of academic elitists to transform society and race relations by having us treat people on the basis the color of their skin, not the content of their character, and obsessing about race 24/7, 365 days a year. Nor is there anything positive about Critical Race Theory which, as part of a more insidious Marxist agenda, attempts to divide us by skin color and place the blame for the state of the black underclass on the backs on innocent white schoolchildren.

The efforts of Guilford schools superintendent Paul Freeman, among others, to introduce the tenets of Critical Race Theory into the curriculum have justifiably aroused the ire of parents and citizens who comprehend the racist nature of CRT, and the manner in which such concepts as "social justice," "racial equity," and "diversity, equity and inclusion" act as veiled stand-ins for a similar agenda. Paul Freeman's repeated denials that CRT is not being taught insult the intelligence. One should expect more honesty from someone entrusted with the education and health of our children and grandchildren. He has blatantly violated that trust, as has every member of the Guilford Board of Education who, like mindless sheep, follow his every lead.

Despite his attempts to dismiss such criticism, Freeman's purchase and distribution of Ibram X. Kendi's book **How to Be an Antiracist** to all Guilford faculty at a cost of thousands of taxpayer dollars speaks volumes about his understanding, or lack thereof, of these complex issues. In short, he is way over his skis on a complex subject for which he has no training. An EdD (or PhD) in school management from a School of Education does not give the holder the knowledge to address complex social issues. If it did, he would naturally display a degree of humility and circumspection, instead of pushing an ideological agenda that is bereft of reason, evidence and epistemic adequacy. Indeed, numerous surveys have revealed that schools of education are

among the least intellectually demanding departments on their respective campuses. One is reminded of the statement by the Nobel Prize-winning physicist, Richard Feynman, who said:

“Outside his or her field, the scientist is just as dumb as the next guy.”

And Feynman was speaking of scientists, not graduates of teacher training schools that are, by comparison, intellectual playgrounds for the far less qualified. And while there are many fine and dedicated teachers who have survived the dumbing down that characterizes the education school experience, the vast majority of teachers are not experts in anything, but primarily transmitters of knowledge and information generated by those with subject matter expertise. Yet, these teachers are now placed in the uncomfortable position of grappling with subjects, including those of race, gender and climate science, for which they are singularly unqualified and unprepared, but which serve the interests of the indoctrinators.

Of all the books on race relations, **How to Be an Antiracist** is one of the most extreme, divisive, and intellectually impoverished expositions on the subject of race relations, a reflection of the author’s deep-rooted racial animus and vengeance against white people. It is markedly different from the rigorous, balanced, fact-based, and positive treatments of scholars like Shelby Steele, Thomas Sowell, Glenn Loury, and John McWhorter, Robert Woodson, and Ian Rowe, to name just a few.

The following bibliography provides interested parents and citizens with a representative selection of books, articles, and YouTube presentations that provide an objective and fair-minded treatment of Critical Race Theory, race relations, gender dysphoria, literacy, and education in the United States generally, and how we can come together as a nation based on our common humanity. Indoctrination, which is what Critical Race Theory and its tenets represent, has no place in our education system. And this misplaced focus on race has done nothing to advance the educational and career prospects of minority children, as many of these books document.

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