

## **CRITICAL RACE THEORY: What It Is, Where It Came From, and Where It's Going**

by Diane Rufino, April 29, 2021

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### **A. WHAT IS “CRITICAL RACE THEORY” IN GENERAL?**

Christopher Rufo, a visiting fellow for Heritage's domestic policy studies, having knowledge and expertise on Critical Race Theory, sat down for an interview with Michelle Cordero on the subject. In that interview, he explained what Critical Race Theory (CRT) is and how it is dividing America. [You can access the full interview, along with its full transcript here - <https://www.heritage.org/progressivism/commentary/how-critical-race-theory-dividing-america> .

Here is part of that interview: (The interview opens up with a clip from an interview of then President Donald Trump with Chris Wallace), which Cordero then commented on.

Chris Wallace: This month your administration directed federal agencies to end racial sensitivity training that addresses white privilege or critical race theory. Why did you decide to do that, to end racial sensitivity training? And do you believe that there is systemic racism in this country sir?

Donald Trump: I ended it because it's racist. I ended it because a lot of people were complaining that they were asked to do things that were absolutely insane, that it was a radical revolution that was taking place in our military, in our schools, all over the place and you know it and so does everybody else ...

Chris Wallace: What is radical about racial sensitivity trainings?

Michelle Cordero: President Trump and Fox News' Chris Wallace are talking about Critical Race Theory. The topic came up briefly in the first presidential debate but what is critical race theory? It's such an academic term. Wallace called it racial sensitivity training which is easier to digest but is that what it really is? Does this sound like a fruitful exercise in equality? Here's what happened at Sandia National Laboratories which designs America's nuclear weapons.

Christopher Rufo: In one case at the Sandia National Nuclear Laboratories they held a segregated training session, a segregated reeducation camp for white male executives, where they took them away for a weekend and they were teaching them how to deconstruct their white male culture, how to accept their complicity in white supremacy, and then force them to write letters including some letters of apology to women and people of color all under this idea of denouncing their own whiteness and doing better to join this critical race theory, honestly an indoctrination cult.

Michelle Cordero: That's Christopher Rufo, a visiting fellow for Heritage's domestic policy studies and our guest today. The concept of these taxpayer funded critical race theory trainings entered the mainstream conversation after Rufo released an expose. His investigation led to an outpouring of other examples from whistleblowers in the federal government who shared their own experiences. Today Rufo will share more examples of what he found and help us understand the destructive routes of critical race theory and how it's dividing America. Thank you so much for joining us today. Chris I want to just start out by asking if you could explain at a 101 level what critical race theory is because it sounds pretty academic.

Christopher Rufo: Critical race theory is the idea that the United States is a fundamentally racist country and that all of our institutions including the law, culture, business, the economy are all designed to maintain white supremacy. And the critical race theorists argue that all of these institutions are in a sense beyond reforming, they really need to be completely dismantled in order to liberate the oppressed people.

And it sounds extreme and I think the best way to think about it is you take the old Marxist concept of the proletariat and the bourgeoisie or the oppressed and the oppressor. But instead of looking at it in economic terms as Marx did you change it and you graft the new identity politics and you think of it in racial terms. So, instead of the poor and the rich it's essentially the white and the people of color are the two dynamics. And this is the new oppressor and oppressed and all of the old Marxist, dialectic is really just reinterpreted through the lens of race. And that's really at the heart of critical race theory. And then what you see is that that basic academic concept is repackaged in diversity trainings, articles, academic literature, HR programs, but that's really the key core philosophical concept at its heart.

Michelle Cordero: So that were all unconsciously racist or bias in some way?

Christopher Rufo: Yeah. Well, even worse than that according to the critical race theorists. According to the critical race theorists these institutions were designed in many cases explicitly to uphold white supremacy and then over time they've shifted where we don't have explicit racism, slavery, then segregation. And they basically say oppression hasn't been abolished, oppression has simply become more sophisticated, become more subtle, become more insidious. So they make the argument that we have a system today that is akin to slavery but it's more implicit, it's more subconscious, it's more hidden. And again, the constant they hold is that racism and white supremacy are constant, they're ubiquitous, they're everywhere at all times. It's just up to the intelligentsia or the vanguard to understand it, uncover it and demolish it.

Michelle Cordero: So you did a really big thing here by releasing your expose and exposing this policy. And your investigative reporting showed everyone how this theory is infiltrating our federal government. Can you give us some examples of what you found?

Christopher Rufo: Exactly. So critical race theory, the concept that has been percolating in academic circles, really enforced since the 1990s, it used to be that you could dismiss it. You could say, "Well, that's just some academics at, universities that are doing this stuff." But what's happened in the subsequent years is that it's migrated from the academy into the nonprofit sector, into the philanthropy sector, into the education sector and into the bureaucracy so into the actual public government sector. And what I uncovered in my investigative reporting is that critical race theory has really become the default operating ideology of the federal government.

Christopher Rufo: And I uncovered a series of critical race theory based trainings at more than a half dozen, actually at this point more than a dozen government agencies. Where in one case at the Sandia National Nuclear Laboratories they held a segregated training session, a segregated re-education camp for white male executives, where they took them away for a weekend and they were teaching them how to deconstruct their white male culture, how to accept their complicity in white supremacy, and then force them to write letters including some letters of apology to women and people of color all under this idea of denouncing their own whiteness and doing better to join this critical race theory, honestly an indoctrination cult. And other examples were similar, they were really expounding on the most toxic and divisive elements of critical race theory, singling out people on the basis of race, judging people on the basis of race. In some cases, even harassing people on the basis of race which is not only awful and distasteful but it's also likely illegal as a violation of the Civil Rights Act.

So, after all of this reporting I hammered away at this agency, after agency, after agency, predominantly using whistleblower documents that showed exactly what was happening. And then appearing on Laura Ingram and then Tucker Carlson for a feature segment I put out the call and the president answered the call and the white house put out a brilliant executive order basically saying, "You can no longer teach the toxic and divisive concepts of critical race theory in the government and the military and also in corporations that are federal contractors."

Michelle Cordero: Another thing that I think we should really highlight further is that these trainings are taxpayer funded and there are agencies that are profiting off of this.

Christopher Rufo: Yeah, it's a huge industry. I think 15 years ago I believe they estimated it as an \$8 billion industry. I imagine that it's grown sizably. By now, it has become a lucrative business for essentially race trainers that are brought in to government agencies to essentially teach the tenets of critical race theory, to denounce people on the basis of those theories and then collect checks at the back end.

Needless to say, none of this has a basis in scientific fact. The evidence for many of these convictions is non-existent. And in fact, a study from Harvard University of 800 organizations over a timeframe of 30 years found that diversity trainings do nothing to actually bring people together, to improve working conditions and in some cases they actually harm the workforce. And my own reporting can confirm that where people are in some cases joining public service, they want to work for the government to deliver services to the public, to do the public good. And then they find themselves in the midst of these extremely ideological struggle sessions and they're intimidated, they're scared, they're angry, they're hurt. And employees of all racial backgrounds have told me, "This has no place in the government and thank you for getting rid of it."

Michelle Cordero: So, can you speak a little bit on how critical race theory is infiltrating not just the federal government but other institutions?

Christopher Rufo: Yeah it's everywhere and I think that we've fallen asleep unfortunately as these things have pervaded all of the institutions. I mean, corporations are going full-scale into this. They're now, the famous woke corporations or woke capitol where they're highly profitable predominantly in the major cities that are now really just falling all over themselves in order to seek the approval of the progressive media and progressive philanthropic sector and the progressive activists that really have a stranglehold on culture and power in the large cities. But I think even worse you have, this has really gone viral within the education system. And I've seen both as a reporter firsthand but also as an observer of other people's reporting that public schools are now teaching students as young as second and third grade that whiteness is synonymous with evil, that the police systematically hunt down and murder black men deliberately, and all these other highly charged political convictions that they're teaching as if they're uncontested fact.

## **B. WHAT IS “CRITICAL RACE THEORY” AS IT RELATES TO NORTH CAROLINA?**

CRITICAL RACE THEORY is a policy, or in this particular case, a plan to have educators and administrators in our North Carolina public school system emphasize RACE and how racism is inherent and prevalent in our society and in our country as a whole – whether intentional, unintentional, direct, subtle, incidental, or systemic. And by emphasizing it and teaching it to our children, they are indoctrinating them also to focus on race and to see things in terms of race. We're talking about children whose brains are not yet fully developed and who are especially vulnerable and susceptible to what is taught to them. As we all know, discrimination and racism go back to the days of slavery and then the Jim Crow era, and apparently to progressives and Democrats, the discrimination still continues. In fact, they say, it's now engrained into our system.

Inherent in Critical Race Theory is the notion that whites are “privileged” in this county and therefore somehow bad; they are seen as “oppressors” who overwhelmingly benefit in our society. And African-Americans continue to be victims of discrimination and systemic racism; they continue to be the oppressed.

This, in essence, is what Critical Race Theory is all about.... A system, a society comprised of “oppressors” and the “oppressed.” Some inherently benefit and others inherently are discriminated against. This is what is being promoted in our public schools, at least in certain ones (certainly all the ones in the Wake County School system), but it is looking like the policy will catch on with other school systems in the state. I don't see what good the policy does or what good it could possibly achieve.

I find this next part is particularly offensive and subversive:

Critical Race Theory gives educators the ultimate authority to encourage students to “view problems and issues through the lens of race” and therefore takes the task of raising our children and influencing them away from their parents and puts them in their hands. It is an insidious policy that is based on self-shaming, continued victimization, and hatred and shame for our country.

Some people – and I’m talking about Democrats, progressives, Marxists, leftists, the Black Lives Matter movement - see racism everywhere. The idea that America is fundamentally flawed because some people harbor racism in their hearts and minds and that this equates to systemic racism is ridiculous. It’s absolutely preposterous and demeaning to white people and insulting to our system of laws and our history of judicial rulings. We, as Americans, have abolished slavery, abolished segregation, and have gone as far as to institute affirmative action policies in almost all areas of education and business. Back in the 1860’s, we adopted the Reconstruction era constitutional amendments (13th, 14th, and 15th), in 1953, the Supreme Court handed down the *Brown v. Board of Education* ruling ending school segregation, and in the 1960’s, Congress passed civil rights legislation – the Civil Rights Act in 1964 and the Voting Rights Act of 1965. That’s a history of a country recognizing its past sins and wanting to do the right thing. This is what should be taught and emphasized in our schools.

I love this comment that one parent gave: “My parents always told me that it doesn’t matter whether people like you; it matters whether or not the law protects you, and it does.”

And I also love the remarks that US Rep. Tim Scott (R-SC) gave last night following President Biden’s address to Congress. He said: “America is not a racist country. It’s backwards to fight discrimination with different types of discrimination, and it’s wrong to use our painful past to dishonestly shut down debates in the present.”

Rep. Scott also said: “We embrace traditional American values. We love people, not parties. We love the content of one’s character, not the color of one’s skin. Our nation stands in greatness because we fought back against the darker angels and we believed in the better angels. I wish the Democrats would look in the mirror and ask themselves: ‘Would they put up with such conduct from anyone other than themselves?’ If they aren’t willing to police themselves, don’t look to the other side.”

### C. WHEN DID CRITICAL RACE THEORY COME INTO EXISTENCE?

Teaching Critical Race Theory in the North Carolina public schools is not a product of any bill or policy adopted by the NC General Assembly or by an executive order issued by Governor Cooper. It is a policy that was initiated, embraced, and adopted by teachers themselves. From what I’ve read, it was adopted by teachers in the Wake County School system last year. (I should mention that a form of Race Theory was officially articulated back in 1989).

If you want an eye-opener regarding Critical Race Theory and how it has made its way into North Carolina’s public school system, check out this informative article, titled “**Subversive Education**,” written by Christopher Rufo on March 17 of this year for *City Journal*:

North Carolina’s largest school district launches a campaign against “whiteness in educational spaces.”

Last year, the Wake County Public School System, which serves the greater Raleigh, North Carolina area, held an equity-themed teachers’ conference with sessions on “whiteness,” “microaggressions,” “racial mapping,” and “disrupting texts,” encouraging educators to form “equity teams” in schools and push the new party line: “antiracism.”

The February 2020 conference, attended by more than 200 North Carolina public school teachers, began with a “land acknowledgement,” a ritual recognition suggesting that white North Carolinians are colonizers on stolen Native American land. Next, the superintendent of Wake County Public Schools, Cathy Moore, introduced the day’s program and shuffled teachers to breakout sessions across eight rooms. Freelance reporter A.P. Dillon obtained the documents from the sessions through a public records request and provided them to *City Journal*.

At the first session, “Whiteness in Education Spaces,” school administrators provided two handouts on the “norms of whiteness.” These documents claimed that “(white) cultural values” include “denial,” “fear,” “blame,” “control,” “punishment,” “scarcity,” and “one-dimensional thinking.” According to notes from the session, the teachers argued that “whiteness perpetuates the system” of injustice and that the district’s “whitewashed curriculum” was “doing real harm to our students and educators.” The group encouraged white teachers to “challenge the dominant ideology” of whiteness and “disrupt” white culture in the classroom through a series of “transformational interventions.”

Parents, according to the teachers, should be considered an impediment to social justice. When one teacher asked, “How do you deal with parent pushback?” the answer was clear: ignore parental concerns and push the ideology of antiracism directly to students. “You can’t let parents deter you from the work,” the teachers said. “White parents’ children are benefiting from the system” of whiteness and are “not learning at home about diversity (LGBTQ, race, etc.).” Therefore, teachers have an obligation to subvert parental wishes and beliefs. Any “pushback,” the teachers explained, is merely because white parents fear “that they are going to lose something” and find it “hard to let go of power [and] privilege.”

[And so, the Wake County Public School district adopted an official EQUITY IN ACTION plan].

The Equity in Action plan encourages teachers to override parents in the pursuit of antiracism. “Equity leaders [should] have the confidence to take risks and make difficult decisions that are rooted in their values,” the document reads. “Even in the face of opposition, equity leaders can draw on a heartfelt conviction for what is best for students and families.” In other words, the school should displace the family as the ultimate arbiter of political morality.

The equity plan outlines this new ideology in chart format, announcing the district’s commitment to a series of fashionable instructional techniques, including “color consciousness,” “white identity development,” “critical race theory,” “intersections of power and privilege,” and “anti-racist identity and action.”

The equity program in the Wake County Public School System is a massive enterprise. Founded in 2013, the district’s Office of Equity Affairs has now amassed a \$1 million annual budget and hosts an ongoing sequence of school trainings, curriculum-development sessions, and teacher events. In 2019, for example, the office hosted a series of “courageous conversations” about race and a five-night discussion program about the podcast *Seeing White*, which asks listeners to consider how “whiteness” contributes to “police shootings of unarmed African Americans,” “acts of domestic terrorism,” and “unending racial inequity in schools, housing, criminal justice, and hiring.”

According to Wake County Public Schools, the purpose of these programs is to achieve “equity,” which it defines as “eliminating the predictability of success and failure that correlates with any social or cultural factor.” This is naïve, at best. Cultural traits such as family environment, transmitted values, and study habits have an enormous influence on academic outcomes. The radical-left educators believe that this is an injustice. They see their job as leveling cultural differences, grouping students into the categories of inborn identity, and equalizing outcomes.

The administrators have the logic backwards. Rather than seek to level cultural factors, they should seek to uncover and then cultivate the cultural traits that lead to academic success across all racial groups. Despite all the recent focus on racial issues in education, the greater disparity in student outcomes today is, in fact, related to social class. As Stanford’s Sean Reardon has shown, the class gap in academic achievement is now twice as large as the race gap—precisely the opposite of what it was 50 years ago.

This news should suggest an opportunity to school administrators. They could pursue educational strategies that help struggling students of all racial backgrounds. Sadly, rather than seizing this opportunity, teachers in Wake County are busy planning conference presentations on “toxic

masculinity,” “microaggressions,” “peace circles,” and “applied critical race theory.” North Carolina might be a red state, but in its largest county, the school system has fully bought in to the latest progressive dogmas.

Parents across the U.S. should not assume that their local district is immune to these trends. The new political education is spreading everywhere.

[\*\*\*\* City Journal is a publication of the Manhattan Institute for Policy Research (MI), a leading free-market think tank].

## **D. WHAT ARE SOME OF THE IMPLICATIONS OF CRITICAL RACE THEORY IN SCHOOLS??**

There are many implications – all negative – of implementing the policy in the school system and in our classrooms, but I’ll mention just three here:

- 1). It implies that behaviors such as mispronouncing a student’s name, making both too much or too little eye contact, or not equally distributing how a teacher walks around the room or calls on students is racist.
- 2). It accuses teachers and administrators who choose to treat students, parents, and colleagues equally regardless of their skin color or ethnicity of “CULTURAL BLINDNESS.” As several training sessions teach, regarding “whiteness”: “It must be nice to be able to go through life every day without having to think about race.”
- 3). Training sessions also instruct teachers and administrators to focus on “WHITE IDENTITY.” It asks questions such as: “What does it mean for you to be white?” And “How has being white helped you?” The sessions encourage teachers and administrators to adopt the mindset in their teaching that BEING WHITE IS ACTUALLY A BAD THING.

## **E. THE PROBLEMS WITH CRITICAL RACE THEORY:**

Again, there are many problems with Critical Race Theory – with its very premise and with its implementation in our North Carolina public schools, and in American public schools in general. I will address only five of such problems:

- 1). Progressive teachers have taken it upon themselves to USE PUBLIC RESOURCES to teach policies NOT grounded in science or rationality or actual data. They are USING PUBLIC RESOURCES to push extremist views on our kids.
- 2). Critical Race Theory is a policy that amounts to INDOCTRINATION in the public school system. The school system was never meant to be a place that indoctrinates our children; it was never meant to supplant the role of the parents or the family in the upbringing of their children or the impressions of their minds. The role – the ONLY role - of the school system is to provide children an honest and accurate education. Everyone who believes it’s time to stop the Indoctrination and focus on Education should get involved – go to Board of Education meetings, write the DPI, join activist groups, file lawsuits, become a blogger.
- 3). A Critical Race Theory Plan (or whatever the name they choose to give it) transforms the primary goal of a teacher – from basic education to mind control. It gives teachers too much opportunity to shape a student’s views on social and political issues rather than being one who strictly instructs in the core subjects. How does it become the school’s job to teach children to “view problems and issues through the lens of race?”
- 4). Critical Race Theory has no place in our taxpayer-funded schools. All white people are not racists, and how dare our public schools teach that to our impressionable children. The truth is that success in life is based on a lot of things, such as a stable home life, having two committed parents, study habits, ambition, support from parents, who the child associates with, morals and values, peer pressure, drug usage, access to

technology, and yes, even religion.... but the color of one's skin isn't really one of them. How can we ever hope to teach true equality to our children and take pride in the fact that we have been able to overcome discrimination and segregation over the many years by all legal and constitutional means possible when we plan to teach that it will never be possible because of structural racism. We can't have it both ways.

And here's the kicker ---

5). Good-intentioned parents and other concerned citizens aren't willing to talk to media outlets or post on social media because their perspective will be surely be depicted as racist, even though their true goals are combating racism and ensuring equal treatment and continued academic excellence for ALL students – regardless of race, ethnicity, gender, etc etc.

**BUT WE MUST BECOME VOCAL.** We must be willing to talk to media outlets and express our views on social media. We must be willing to be seen in Raleigh, at the state General Assembly building, to oppose this policy. The First Amendment is our friend and not our enemy. Unlike those on the left, we must embrace our right to speak, to express, and to assemble to promote our ideas. The left uses racism as a means to mock and censor our ideas. We must fight for our children. We must force the schools to erect a wall between a solid education in core classes and indoctrination on socially progressive issues. We will tolerate the former, but will not tolerate the latter. That is the role of the parents and of family, and certainly involves the child's religious values. Sure, government wants to increasingly control its citizens. We see that trend. And one of the most critical and effective ways to begin controlling the population is to control the education system. We can't let government hijack the public schools. The outcome is nothing less than the survival of our national identity. No nation can survive a generation of citizens who hate their country... who are actually taught to hate their country.

Freedom is never completely free. It can't be taken for granted. It must be guarded and must be defended against an ever-ambitious government, whether it be local, state, and federal.

The future of our school system lies with the good intentions of good people and their willingness to get involved. Always remember this phrase: "A government of the People, by the People, for the People." If we don't get involved, government will be transformed into "A government for the government."

There is going to be a meeting next week of activists and conservative group leaders to learn more about Critical Race Policy and we're hoping that something concrete and actionable will come out of it.

Stay tuned.....

## **ADDENDUM: BACKGROUND on RACE THEORY:**

### **I. SOME HISTORY BEHIND RACE THEORY.**

Why is it that we must turn our attention to what is being legislated, taught, and promoted in our public schools? Well, it goes back to the issue of political power, thought control, and what to do with "useless idiots."

After the "Civil War" ("War to Prevent Southern Independence," that is) and the northern victory over the southern states, the Southern Democrat Party, embracing the contemporary notion that African-Americans were uncivilized (see the *Dred Scott* case, 1857) and uneducated, together with the fact that they associated with the Republican Party of Abraham Lincoln (the party of abolition, of freedom), used various approaches to prevent them from voting, to intimidate them, and to silence them, including violence. They created a two-tier system of "whites" and "blacks." That was the beginning of race theory. That two-tier system continued during the Jim Crow era, which lasted until the Supreme Court struck down segregation in education with the *Brown v. Board of Education* ruling (1954).

Then came the Civil Rights movement of the 1960's, and finally, African-Americans were recognized and legally protected as equal human beings, with the Civil Rights Act (1964) and the Voting Rights Act (1965).

In the 1970's, the question was asked "What to do with useless idiots?" Saul Alinsky, the rabid and famous progressive and Marxist, and author of RULES FOR RADICALS, had the answer --- control them, seize their minds, control what they think, and organize them for political power (for the Democratic Party, that is). This way, 'useless idiots' can be transformed into 'useful idiots.' And one of the most critical and effective ways to begin controlling the population, he wrote, is to control the education system. As the government knows all too well (and especially the Democratic element), the aim of its indoctrination is to appeal to people's emotions rather than their brains. And for school-age children and teens, with their level of brain development, emotions are easier to comprehend than facts, which have to be studied and internalized.

This was the same approach taken by Joseph Goebbels, Hitler's right-hand man (head of Nazi propaganda, beginning in 1933). The Nazi Party looked to the Marxist ideology of the Southern Democratic Party, as well as the eugenics policies of Margaret Sanger (also a Democratic policy) for their political platform of fear and oppression, as well as racial purity. That should tell you something right there. Goebbels explained: "There are two ways to make a revolution.... You can blast your enemy with machine guns until he acknowledges the superiority of those holding the machine guns. That is one way. Or you can transform the nation through a revolution of the spirit."

Policies such as Critical Race Theory, diversity (but not of thought), white privilege, white supremacy, gender identity, gender fluidity, the growing LGBT movement, genderless marriages, abortion, etc etc are not grounded in science, facts, or rational thought, but rather they are a means to an end.....to effect mind control, to teach children of the evils of this country, and to ultimately obtain and secure political power.

**II. LIEUTENANT GOVERNOR MARK ROBINSON ADDRESSES THE NC GENERAL ASSEMBLY ABOUT RACE.** In speaking to the House Committee of the Judiciary about the need for Voter ID to ensure election integrity and about the Democrats' assertion that such a law is discriminatory to African-Americans and an attempt to suppress their vote, our Lieutenant Governor Mark Robinson said that "it is not only insane but Insulting to suggest black Americans are incapable of obtaining a FREE photo ID." I would argue that it is insulting and insane to think that our country must promulgate a false and misleading position that racism is inherent in white people and therefore our society is built on structural racism to continually keep African-Americans from succeeding. I don't believe in victimhood.

Here are the remarks Lieutenant Governor Robinson delivered:

"I am very proud of the history in this nation of my people. My people were put in the belly of ships, and bound in chains during the middle passage. My people were whipped, beaten, and sold as property into slavery. During Reconstruction and during Jim Crow, my people were in intimidated, harassed, and even killed to keep them from having a voice in government. Symbols like chains, nooses, and burning crosses were not just symbols of death but symbols of forced, coerced silence. The sacrifices of our ancestors so I can have the opportunity to become the first black lieutenant governor of my state, to see a black man sit in the White House for two terms, and for millions of us to become leaders in business, athletics, government, and culture add up to an incredible story of victory.

Today we hear that our states are being compared to Jim Crow, that black voices are being silenced and that black voices are being kept out. How? By bullets, by bombs, by nooses? NO... by requiring a free photo ID to secure their vote. Let me say that again – By requiring a free ID to secure the vote. How absolutely preposterous! Am I to believe that black Americans who have overcome the atrocities of slavery, who were victorious in the Civil Rights movement, and who now sit in the highest level of this government cannot figure out how to get a FREE ID to secure their votes? Am I to believe that they need to be coddled by politicians because we can't figure out how to make our voices be heard? Are you kidding me?? The notion that black people must be protected from a free ID to secure their votes is not only insane, it is insulting. This has nothing to do with politics. It has everything to do with power."

YouTube link: [https://www.youtube.com/watch?v=CTvKswJjves&ab\\_channel=BreitbartNews](https://www.youtube.com/watch?v=CTvKswJjves&ab_channel=BreitbartNews)

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Lieutenant Governor Mark Robinson Addresses House Committee on the Judiciary, *BreitbartNews* (YouTube) - [https://www.youtube.com/watch?v=CTvKswJjves&ab\\_channel=BreitbartNews](https://www.youtube.com/watch?v=CTvKswJjves&ab_channel=BreitbartNews)

Michelle Cordero, "How Critical Race Theory is Dividing America," *The Heritage Foundation*, October 26th, 2020. Referenced at: <https://www.heritage.org/progressivism/commentary/how-critical-race-theory-dividing-america> [Includes a podcast interview and a full transcript of that interview]