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Marijuana Legalization: One Giant Smokescreen

Former *New York Times* and *Denver Post* reporter Alex Berenson has set forth powerful arguments against marijuana legalization in his new book, *Tell Your Children: The Truth About Marijuana, Mental Illness, and Violence*. The meticulously researched book has garnered positive reviews even in many liberal news outlets, and has disrupted the comfortable fiction that marijuana is a relatively harmless substance.

Writing in the *Wall Street Journal* in January, Berenson cites arguments from his book to dismantle marijuana myths propagated by the marijuana industry and other proponents of legalization. Just as Big Tobacco obfuscated the growing body of evidence that cigarettes were harmful to human health, vested interests today cast doubt on the evidence that marijuana use is linked to mental health disturbances, including psychosis and violence.

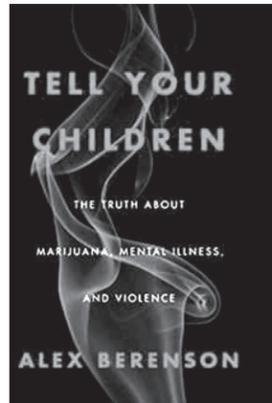
For example, legalization advocates claim that marijuana must not cause psychosis, because if it did, psychosis would be on the rise. The truth, however, is that while there is no central registry in the U.S. for severe mental illness, the incidence actually does appear to be increasing. For example, one survey found that twice as many American young adults were seriously mentally ill in 2017 as in 2008. Furthermore, research in Finland and Denmark, where mental health is tracked more centrally, has shown sig-

nificant increases in psychosis in both countries since the year 2000. Marijuana use has also increased over the same time period.

"None of these studies prove that rising cannabis use has caused population-wide increases in psychosis or other mental illness, although they do offer suggestive evidence of a link," writes Berenson. "What is clear is that, in individual cases, marijuana can cause psychosis, and psychosis is a high risk factor for violence."

Cannabis advocates have urged states to legalize marijuana so that police could focus their energy on thwarting violent crime and stopping the trafficking of harder drugs. They also often claim that marijuana does not lead to violence and may even prevent or reduce it — as when in 2017, Senator Cory Booker (D-NJ), in a speech calling for federal legalization of marijuana, claimed that states that have legalized "are seeing decreases in violent crime."

But as Berenson shows, Sen. Booker is flat-out wrong.



Consider the first four states to legalize marijuana — Colorado (2014), Washington (2014), Alaska (2015), and Oregon (2015). In 2013, before any of those states had legalized, the four states combined suffered about 450 murders and 30,300 aggravated assaults. In 2017, those numbers increased to almost 620 murders and 38,000 aggravated assaults. These increases were much greater than the national average.

Booker, who intends to run for president in 2020, and many other national and state leaders are exhibiting a great lack of foresight.

States believe marijuana will better their economies but fail to take into account the long-term negative impact of a drugged-up populace that will later require treatment. There are also big dangers to the brains of developing teens who experiment with the drug as it is more readily available. Children who overdose, especially when they happen

upon the "edibles" in the form of candy or baked goods, are also at risk.

Berenson urges his readers to take the dangers of marijuana seriously and to act to prevent the harm caused by legalization — and by the marijuana myths that have assisted both legalization and rising rates of cannabis use.

Berenson concludes:

... 20 years ago, the U.S. moved to encourage wider use of cannabis and opiates. In both cases, we decided we could outsmart these drugs — enjoying their benefits without their costs. And in both cases, we were wrong. Opiates are riskier than cannabis, and the overdose deaths they cause are a more imminent crisis, so public and government attention have focused on them. Soon, the mental illness and violence that follow cannabis use also may be too widespread to ignore.

(*Wall Street Journal*, 1-4-19)

Is Mathematics Racist?

University of Illinois at Urbana-Champaign's Rochelle Gutiérrez has for years been talking about "whiteness" in mathematics, claiming that changes to math teaching would make the subject less "racist." Gutiérrez "works on equity issues in mathematics education, focusing primarily on how race, class, and language affect teaching and learning." Focusing on "political knowledge," she dismisses the "objects, truth, and knowledge" that are the basis of learning and teaching math.

In early 2019, her keynote speech at a mathematics education conference in India will include promoting her belief that "the relationship between humans, mathematics, and the planet has been one steeped too long in domination and destruction." She asks in the conference blurb, "What are appropriate responses to reverse such a relationship?"

Not all students buy what Gutiérrez is promoting.

One student writing at RateMyProfessors.com says, "She focuses [on] spreading her ideologies more so than teaching the subjects. Her ideas are not sane; she talks about privilege all the time."

Although her overall ratings are low, some of the professor's ratings are fully positive, like the one praising her for "not allowing for bigotry." Some are more mixed, like the student who says:

Dr. Gutiérrez professes social justice as a constant practice, and stemming from the understanding of other's circumstances. She repeatedly holds

us after class ends, making rude comments to the students who leave, including insulting a student who had to leave class to go to her job."

Gutiérrez is responsible for teaching teachers how to teach math but is she actually confusing them? She would like to change mathematics to "mathematx" and claims that "math is a verb, not a noun."

It has been said that Gutiérrez has helped teachers "develop their political knowledge," and that she encourages them to help their students develop "empathy" for those who answer questions incorrectly because of "different mathematical assumptions." Math should be a "moral issue" rather than a "rational" one, according to Gutiérrez.

But one student reviewer says: Gutiérrez proclaims herself as a scholar who argues mathematics operate as whiteness and I was quite embarrassed that I shared the same intellectual space with someone who is confused about math. Students benefit from truth not fiction.

Reportedly, Gutiérrez has received National Science Foundation and Bureau of Educational Research grants. She is a keynote speaker at the Mathematics Education and Society 10th International Conference to be held in Hyderabad, India from January 28 to February 2, 2019. She teaches at a public research university that was founded in 1867. Illinois taxpayers contribute to the salary she receives.

(TheCollegeFix.com, 8-21-18)

'Education Is Biggest Issue for 2020'

Two recent articles in *American Thinker* offer suggestions for Americans struggling with education issues.

American Thinker author Bruce Deitrick Price suggests that there needs to be a WalkAway movement in the realm of public education. Many may have heard of the WalkAway from the Democratic Party movement in which former Democrats declare they're done with a party whose leaders have become too socialist and have left them behind. It is suggested that public education needs the same sort of shake-up.

Bruce Deitrick Price says parents and taxpayers are angry and should "refuse to continue the same destructive relationship" with schools. He continues, saying, "The liberal leaders at the top of the Education Establishment are exactly the same people whom working-class Democrats have learned to scorn." He says that "studying K-12 education is a great way to understand the warped politics of the party. Same people, same goals, same collectivist thinking."

Price says:

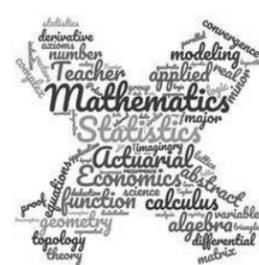
You know what the schools are doing to children: keeping them ig-

norant and illiterate. You hate this. You don't want it being done in your name. Or with your taxes.

He says, "Kids can't read, not fluently." He blames "dysfunctional theories and methods that never seem to work as promised." He mentions the mess that is Common Core. He says, "Students don't know the simplest things about geography, history, science, or anything else."

Pulling children out of public schools and moving to private education or homeschooling should be done by every family who can manage it. For those who cannot, Price says, "Just walk away — if not physically, at least emotionally." He continues, "Parents with kids in a public school have to deal with teachers and school officials." Price says, "Let the Education Establishment know that you don't approve of their dumbing-down strategies." He suggests that even if parents decide they can't leave public schools, they have alternatives. He says some could leave kids in school, "But you can withhold support; you can show disdain for programs you don't like."

What this looks like isn't precisely (See *Biggest Issue*, page 4)



EDUCATION BRIEFS

New York has come up with a plan to avoid educating students by killing them in the womb or as soon as they're born. The Reproductive Health Act allows abortion "at any time when necessary to protect a patient's life or health." The law's language states this can be done by a "licensed health care practitioner." Kathleen Gallagher, director of pro-life activities for the New York State Catholic Conference, says that the bill's proponents claimed it simply codified *Roe v. Wade* but that it actually lets non-physicians perform abortions, allows late-term abortions, and even allows for the killing of children born alive in a so-called botched abortion. (*Townhall*, 1-7-19)

The new president of Planned Parenthood admits that the organization primarily provides abortions and is a political entity, after initially claiming to be a physician-leader who wanted to avoid controversy. Leana Wen said, "The 2018 midterms, including the record number of women and the historic pro-reproductive health majority elected to House, prove that Planned Parenthood continues to be a powerful political force across the country." In a tweet, she said, "Our core mission is providing, protecting, and expanding access to abortion and reproductive health care." Planned Parenthood performs about 321,000 abortions per year. (*National Review*, 1-8-19)

For 185 years, Stephens College was a private all-female college in Missouri, but as of the fall semester of 2019, it will accept biological males who "identify" as female. The school will not admit females who identify as male. It justifies the changes, saying, "All of the nation's women's colleges are reconsidering their admissions policies in light of the changing cultural understandings of sex and gender" and that out of 39 colleges in the Women's College Coalition, 26 are following the same policy. (*Breitbart.com*, 12-28-18)

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Pillars of a Reliable College: Christ, Scripture, Truth, & Wisdom

Oklahoma Wesleyan University is the result of mergers of colleges and church denominations dating back to 1910. Today the school aims to "provide higher education within a Christian environment for Wesleyan youth." It is "an evangelical Christian university of The Wesleyan Church." The Wesleyan Church was founded in 1968 when the Wesleyan Methodist Church and the Pilgrim Holiness Church merged.

This Bartlesville, Oklahoma school is a four-year university of liberal arts and sciences. The current location, about 40 miles north of Tulsa, was purchased in 1959.

Oklahoma Wesleyan University is accredited by the Higher Learning Commission, the National Council for Accreditation of Teacher Education, the Commission on Collegiate Nursing Education, and the International Assembly of Collegiate Business Education.

The school has four "Pillars." These are:

1. The Primacy of Jesus Christ as the incarnate Son of God, the Alpha and Omega, the Beginning and the End, who is the lens for all learning and the Lord of our daily lives.
2. The Priority of Scripture as the inerrant and authoritative written Word of God that guides us in all matters of faith, learning, and living.
3. The Pursuit of Truth as an objective, attainable reality grounded in the person and example of Jesus Christ and anchored in the Bible.
4. The Practice of Wisdom as the goal for all members of the university community, who work to promote healing and wholeness in a broken culture and hurting world.

Student Life & Community Standards

Oklahoma Wesleyan University (OKWU) is a residential campus where all unmarried students and full-time students are required to live on campus. Male and female students are housed in separate dorms. There is a curfew after which time students are expected to be in their own dorm rooms and campus security locks the exterior doors. Students living with their parents or who are se-

niors or older than 22 may apply to live off campus.

OKWU is a drug- and alcohol-free community. Students can't possess, be under the influence of, or distribute illegal drugs or alcohol on or off campus without risking university sanctions and/or police involvement

"OKWU affirms that sexual relationships are designed by God to be expressed solely within a marriage between a husband and wife."

Giving Back

In December, the OKWU website reflected on ways the university has given back to the local and international community during the school year. More than a dozen members of the men's basketball team and four coaches spent a week in the Dominican Republic in partnership with GO Ministries. The young men held sports camps in three communities. They brought along basketballs as gifts and spent time painting houses for local residents.

The women's basketball team volunteered close to home at a local Christian outreach and church. They served as a welcoming committee for new students moving into campus dorms and helped around the school with maintenance and gardening duties.

The Volleyball team served at a local mission where they and their coaches served lunch for almost 200 members of the local community.



Student leaders partnered with a local organization to provide free babysitting so that foster parents could enjoy a night out. This was in conjunction with alumnus Eric Mills who leads Faces With Names, a non-profit that aims to "serve as a catalyst ministry to engage and equip churches to create the culture of orphan care through foster care, adoption, and global orphan care."

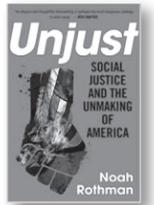
Find out more at OKWU.edu.



Book of the Month



Unjust: Social Justice and the Unmaking of America, Noah Rothman, Gateway Editions, 2019, \$28.99



Author Noah Rothman offers examples showing "that a preoccupation with identity becomes a mania when it forms the basis of an ideology, and that ideology blinds its devotees to certain inopportune realities." Many believe there's an unjust faction of society trying to normalize prejudice. The victims often aren't those members of society against whom prejudice was historically wielded.

Rothman says, "... social justice in its modern form encompasses the idea that an ill-defined class of persecutors and oppressors is due for a reckoning." Seeking revenge for "repression of the past" rarely ends well.

Ever since universities created departments focusing on the real and alleged injustices suffered by minorities and women, there has been a rush to victimhood. The goal of professors and administrators seems not to have been related to fairness or justice, but instead to increase division, promote envy, and hand out special privileges.

African-American Studies, Latino Studies, Women's Studies, LGBT Studies, Native-American Studies, and more come under the heading of "social justice" topics. But those on campuses and in society who claim to seek "social justice" actually want special rights and privileges. They don't want a cohesive and collaborative society with justice for all; they want division and upheaval.

Belief that in America race, class, and sexual orientation determine individuals' ability to succeed is not borne out by facts.

Consider the danger to America when the First Amendment right to free speech is no longer given to everyone but considered instead in the "context" of who is and who is not "oppressed."

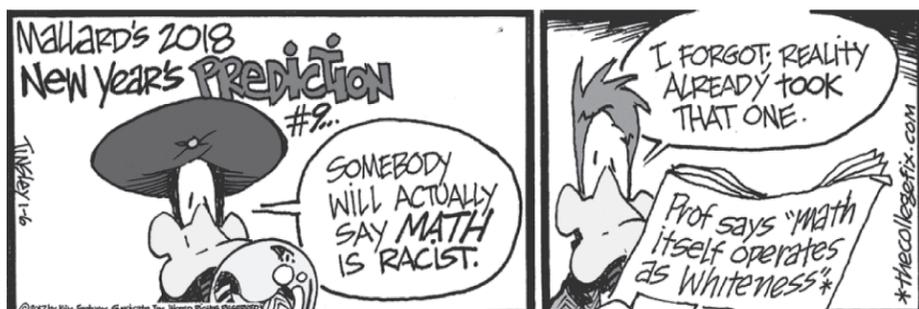
Another American principle, the presumption of innocence until proven guilty, is under siege at colleges where accusations of rape ruin lives without a fair hearing, let alone a trial.

The final chapter of *Unjust* is titled "Throw It the Hell Out." The NEA and AFT, the largest teachers unions proudly boast that they are social justice organizations. Until their faulty narratives are exposed and eliminated, there will be a continued fall toward Marxist divisiveness and socialist training throughout the education system. Particular attention should be paid to teacher-training programs.

Noah Rothman is a contributor to *Commentary*, a magazine that has existed since 1945. The magazine began with a liberal slant but has evolved to the right, as liberals have become increasingly prone to extremism.

Real justice should be available to those with valid grievances.

MALLARD FILLMORE / by Bruce Tinsley



FOCUS: Modern Youth Apprenticeships: A Cure for Education Ills?

by Karen Hoopes

This article was prepared for Education Reporter by the author. It provides a close look at CareerWise Colorado, a successful bipartisan model of modern youth apprenticeship that has been implemented in that state.

Is there a cure for America's ailing public education system? An examination of the symptoms reveals that students in schools across America are failing to achieve state minimum academic standards for literacy, numeracy, and science. After decades of education "reforms" such as No Child Left Behind, Race to the Top, and Every Student Succeeds, academic performance continues to fall short. Only 25% of U.S. 12th-grade students are proficient at math, 22% are proficient in science, and only 12% are proficient in U.S. History. These are 2017 statistics from the National Assessment of Educational Progress (NAEP), or "The Nation's Report Card." (NationsReportCard.gov)

U.S. student dropout rates remain high. One study reveals that while dropout rates have been in decline since 2007, about 800,000 students drop out of school each year — approximately one in every five students. Dropping out exacts a high price for both the student and society. Not only will the individual student fail to reach his full potential and income, depriving society of the fruits of his contributions, but each dropout costs the public \$209,100 over a lifetime in reduced tax collections, increased public health and welfare costs. There is also a heightened likelihood of criminal behavior among those who do not receive a high school diploma. ("Educational Attainment of High School Dropouts 8 Years Later," U.S. Dept. of Education)

For those students who do graduate, studies show they will be arriving unprepared at the doorsteps of college campuses and businesses: unable to think critically and independently, comprehend complex materials, and solve basic problems according to a national study conducted by Achieve. That 2015 study is titled "Employers and College Faculty Report Gaps in Recent Graduates' Preparedness in New National Survey."

A total of 61% of employers will require that students attain additional education and training to make up for the educational deficits in reading comprehension, writing, and mathematics. More than 75% of college professors will be dissatisfied with their students' preparation in critical thinking, comprehension of complicated materials, work and study habits, written communication, and problem solving. This is according to the above-referenced Achieve study.

Apprenticeships as Mitigation

Modern youth apprenticeships are showing promise as a strategy to help

students develop critical thinking and problem-solving skills, meet rigorous real world academic standards, provide them with marketable skills in strategic, high growth industries, and to provide work experience, income and college credits free of debt.

The benefits of apprenticeships are numerous. Apprenticeships can provide a second chance at mastering challenging academic concepts and help students learn how to apply theoretical and conceptual information and problem solving in real-life situations.

Many students find that apprenticeships make school more relevant and engaging because they are able to apply what they learn.

According to a national survey of high school dropouts, nearly half said the main reason they left school was because their classes were not interesting. More than 80% said their chances of staying in school would have increased if classes were more interesting and provided more opportunities to develop skills they could use in their careers and in life.

Even students who perform well academically are at risk of dropping out if what they learn in the classroom is not engaging or relevant to their lives. Apprenticeships can help connect students to school by showing them how academic content applies to the real world. The above information was gathered from "The Silent Epidemic: Perspectives of High School Dropouts."

Apprenticeships can provide at-risk youth with supportive adult relationships. Studies show that students with just one supportive relationship with a caring adult in high school are likely to be healthier, have more economic security, and be more involved in their communities at the end of high school than those who did not have a supportive relationship. Caring adults can help motivate students who may feel isolated, disconnected, and

unsuccessful during the regular school day. More details about this can be found in *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*.

CareerWise Colorado Apprenticeships

CareerWise Colorado is a modern youth apprenticeship program that was developed in that state. Loosely based on the Swiss model of apprenticeship, it is business-led and student-centered. Unlike the traditional model of apprentice-

ship where an assessment is taken and a decision is made to learn a trade or go to college, the Swiss model provides for multiple pathways to success. In Switzerland, 40% of companies participate in apprentice programs and 70% of all students participate in apprentice programs. Not surprisingly, many Swiss CEOs began their careers as apprentices.

When participating in CareerWise, students graduate from high school on time with a nationally recognized industry certification and debt-free college credit. They either enter the workforce immediately after the apprenticeship ends or after higher education. Students graduate with a professional network and valuable experience in a high-paying, high-demand occupation.

Students apply for the program during the spring semester for positions that begin the summer before their junior year of high school. The hiring process is competitive and businesses choose only the students they feel are the best fit. There are no guaranteed or forced placements, and the process is highly competitive. Once hired, apprentices spend part of the week learning at high school and the other part learning on the job at the employer site. They may even begin to take college courses as early as their first year, depending on the goals they have established and their level of readiness.

Colorado has defined five primary career pathways for students that correspond to strategic, high-growth industries in the state. These include Advanced Manufacturing, Information Technology, Financial Services, Business Operations, and Healthcare. Job positions in Advanced Manufacturing include Production Technicians, Quality Control Technicians, and Maintenance Technicians. The Information Technology pathway includes positions such as Computer Technicians, Software and Quality Control Testers, and Junior Coders. The Financial Services pathway includes Accounting Clerks, Insurance Services Experts, Financial Coordinators, and Customer Support positions. The Healthcare career pathway includes positions from Certified Nurse Assistants to Licensed Practical Nurses. Business Operations includes Project Coordinators, Purchasing Coordinators, and Operations Specialists. The career pathways, programs, employers, and educational partners will continue to grow as more become engaged.

During the first year, students spend three days a week in high school and 12-16 hours per week on the job at the employer location. Higher education courses are taken when the student demonstrates readiness. In the second year,

the student spends two to three days a week in high school and 20-24 hours on the job. In the third year, students spend no time in high school and 32 or more hours on the job.

CareerWise is currently available in four different communities in Colorado, including Denver Metro, Fort Collins, Grand Junction, and Eagle County. These encompass six school districts: Denver Public Schools, Jefferson County, Cherry Creek, Mesa 51, Eagle County, Poudre, and a number of independent schools.

CareerWise is entering its second phase with additional schools, employers, and students signing on.

Modern youth apprenticeships like CareerWise Colorado offer promise in reducing drop-out rates, improving academic performance, and helping students gain industry recognized credentials and work skills in high growth, in-demand industries at higher wages. In an economy with more jobs than people to fill them, it is increasingly important for young people to have the opportunity to obtain the skills they need to be successful prior to graduating from high school. Can Apprenticeships cure what ails education? While apprenticeships are not a panacea, with modern apprenticeship programs like CareerWise, the prognosis is good.

For more information about CareerWise Colorado and modern youth apprenticeships in Colorado, visit www.CareerWiseColorado.org/. You may also contact your state's Department of Labor & Employment to learn more about youth and adult apprenticeships and work-based learning opportunities.

Karen Hoopes works for the Colorado Department of Labor & Employment, Employment and Training Division, Department of Workforce Development. She was elected to the Mapleton Board of Education, Adams County District 1 Colorado in 2011 and served on the Board until 2014, serving as board vice president in 2013. In 2014, she served as a delegate



at the Colorado Association of School Board Directors. She was a member of the Mapleton Education Foundation Board from 2011 to 2014, raising funds for scholarships and enrichment activities. In 2014, she was presented the McGuffey Award for service at the Colorado Association for School Board Directors. The Mapleton District pioneered district-wide schools of choice. Note that the views presented in this article reflect the views of Karen Hoopes and do not necessarily reflect the views of the Colorado Department of Labor & Employment or the Mapleton Board of Education.



Biggest Issue *(Continued from page 1)*

pinpointed or explained in the article. More concrete suggestions for parents and citizens are likely offered in his book, which will be reviewed in a future issue of *Education Reporter*. The title of the book is *Saving K-12: What happened to our public schools? How do we fix them?* Price's website is ImproveEducation.org.

The Specifics of Moral and Amoral

Another *American Thinker* writer makes suggestions about how to deal with universities. Robert Oscar Lopez says that "conservatives cannot keep doing what we have been doing for the last thirty years." Lopez predicts, "Education is the biggest issue for 2020." He says, "To save America, conservatives need to dismantle the enormous social machineries the left has set up, especially in our schools and churches." Lopez says, "We must also publicly repudiate the left's false pretenses of tolerance, equality, utopian sexual license, etc." He says, "Time and again, our side avoids attacking the left's strongholds, opting for evasive arguments that focus on liberty, freedom of conscience, local control, de-

regulation, and small government." He calls those "catch words."

The "but" to this is, according to Lopez: "Liberty arguments presume an underlying relativism. In the world of education, this is catastrophic."

He says, "All these catchwords are good ideas, but they are amoral in and of themselves." Lopez says that the left must be denounced on "specifics," and that:

Unless we supplement these ideologies with strong advocacy for our specific ideals — responsibility, faith, chastity, obedience to God, decency, family integrity, and the Western tradition — the conservative case for 'liberty' merely advances relativism and thereby allows the liberals to pervert us with their falsehoods and distorted values.

Lopez is unhappy with the lack of progress at the Department of Education. He says, "The Department will take no position on curriculum, quality of research, content, ethics, or appropriateness of things like sex education or transgender policies." He says,

Kenneth Marcus, the head of the

office of civil rights for the department, stated explicitly that his office will deal with racial and sexual discrimination but will do nothing about discrimination against people based on religious beliefs.



Claiming that Christian schools aren't immune to societal ills, Lopez says they get infiltrated and that if federal money for school choice or vouchers is allowed, "People will see easy money in charging Christian parents for an education that ends up involving all the filth and perversion that takes place in public schools." He also laments that "the massive numbers of Christians in federally funded schools can get no relief from the increasing repressiveness of LGBT, feminist, and other liberal curricula."

But it isn't all doom and gloom be-

cause this author suggests solutions. On the university level, he says:

To reverse the bias of the faculty, conservatives would have to use government to coerce university administrations and committees to drop their current criteria of teaching, publications, and service. Conservatives will not do this because it sounds like interfering with local control (which it is and should be!).

Lopez has some radical-sounding suggestions that just might work. He says, "After 20 years in higher education, I know that colleges will not change if you sue them, embarrass them, or protest them. They will change only if you cut off their money." Then he explains how to do this. He says,

Lay down eligibility requirements for tax exemptions, student loan funding, and grants or other outlays that would force them to offer job training programs, eliminate tenure, abolish non-instructional spending, and cut out bad curricula like gender studies. He adds, "By the way, Hungary did this!"

(American Thinker, 11-1-18 and 11-26-18)

James or Luna?: Gender Crisis Within a Family

(Continued from page 1)

A Texas man says his ex-wife is forcing one of their twin six-year-old boys to "transition" to becoming a girl, against his will and against what seems to be the proclivity of the child. The father, Jeffrey Younger, says the mother calls her son "Luna" and takes the child to a therapist who is an LGBTQ activist. She is suing to gain sole custody of the twins and accuses Mr. Younger of child abuse for not recognizing Luna as a female. She has taken steps to prevent the father from seeing his sons.

The father says that his child isn't exhibiting "signs of gender dysphoria," which is "a mental conflict between physical sex and perceived gender." The father has witnesses who agree with him. "In the father's home, James appears to be a normal boy and doesn't identify as a girl." When there, he wants to be called by his male name, James. "He has a choice of boy's or girl's clothes there, and he chooses to dress as a boy."

The boy, according to Younger, has already been fully "socially transitioned." The father says, "All of his authority figures — his mother, his teacher, the librarian at school, the police officer at school, the principal at school — tell him he's a girl. I'm the only authority figure in his life that tells him the truth; that he's actually a boy."

According to DailyWire.com, Younger said he witnessed that his wife "was only giving [James] love and affection when he was acting like a girl." He said she used to lock James in his room and tell him monsters only eat boys.

Younger continued:

Every. Single. Day. You have to see your son sexually abused, and you have to maintain your calm because the courts are not going to be fair to you. And the only way you can sur-

vive this and get your son through this alive is to calmly allow your son to be tortured right before your eyes and outlast the opposition. That's what it's like.

The mother in this case is a pediatrician. Mr. Younger was a mathematician



who became a stay-at-home father after the twins were born to provide care for them. In court documents, he states that he has been ruined financially by the expense of the lawsuit and that his efforts to be gainfully employed have been sabotaged by the wife, who has subpoenaed every company to which he's applied for a job and caused prospective employers where he'd applied the expense of attorneys. He says now any potential employer avoids him altogether.

One of the witnesses for the father is the senior pastor of Christ Church in Carrollton, Texas. He says, "Based on the three occasions I've spent time with [the child], I'd say he acts and looks unmistakably like a healthy six-year-old boy." He continues, "I am praying for James, an average six-year-old boy, a sweet-natured, intelligent, lovable, and at this

point particularly vulnerable young man, caught up in a titanic clash of world-views."

More about the father's side of the story can be found at SaveJames.com.

Speaking from Experience

The Federalist article about this family's situation is titled "Mom Dresses Six-Year-Old Son As Girl, Threatens Dad With Losing His Son For Disagreeing." It is written by Walt Heyer, who has first-hand experience with gender dysphoria. Mr. Heyer was a victim of abuse at the hands of his grandmother who dressed him as a girl in her presence for over two years. According to Heyer, "... her actions destroyed my childhood and my family and consumed nearly 50 years of my life."

As a young adult, Mr. Heyer sought counseling from a therapist, who "like so many today, affirmed my cross-gender identity and guided me through gender transition." Heyer says, "He provided access to hormones and surgery and I soon had the full gender-affirming surgery and identified as 'Laura.'"

Heyer writes, "I felt that my gender identity and biological sex were at odds, but what the therapist failed to consider were the other factors driving my desire to change gender, which needed to be addressed first." Today he is an author

and speaker who seeks to protect others from the harm caused by mistaken diagnoses and "unnecessary gender-change surgery."

Heyer says:

A questionable diagnosis locks a vulnerable child into an alternate gender identity long before they can understand what is happening or where it might lead. It's up to the adults to observe the child carefully, consider and question the grey areas, and ultimately guard innocent children against hasty diagnoses and conclusions about something so fundamental as their gender identity.

Heyer writes in the article, "Pediatrician Michelle Cretella, executive director of the American College of Pediatricians, describes the pediatric community's encouragement of sex change and hormonal treatments for children as 'institutionalized child abuse.'"

About young James/Luna, Mr. Heyer says, "If we do not save James from a misdiagnosis, his next step is chemical castration at age eight, only two years away." He says this child needs "a more comprehensive psychological assessment." Heyer has as his goal "to raise awareness about how easily children can be misdiagnosed and labeled as gender dysphoric and the extensive damage that can cause in their young lives."

(The Federalist, 11-26-18) DailyWire.com, 1-31-19)

IN THEIR OWN (GOOD) WORDS

"We often miss opportunity because it is dressed in overalls and looks like work."

"Genius is one percent inspiration and ninety-nine percent perspiration."

— Thomas Alva Edison
1847-1915

Prolific self-educated inventor who held more than 2,000 patents worldwide.