Jeff Deery-Chairm·an of the Board of Trustees Lake Highland Preparatory School

901 Lake Highland Ave

Orlando, Fl 32803

Dear Mr. *Deery* and Lake Highland Trustees

Since 2017 I have tried my best to raise awareness and compel action within LH's leadership to an ideological cancer that is destroying education and now threatens to tear apart our republlc. I wrote to this board in December, 2017 and to President Harms directly in June and December of 2019. As forecast in those letters to LH, the slogans in our streets today are the ideological dogmas taught in our classrooms for the past 40 years. These dogmas began in education decades ago and have metastasized into our larger culture primarily thru education. These dogmas are also the excuses offered for the street violence every day now in this country. However, my efforts and concerns clearly pre-dated current events and are, in fact, a-political.

This destructive ideology goes by many names, but its advocates recognize it by the term *intersectionality.* lntersectionality purports to pursue "social justice" thru "inclusion", "diversity" and "equity". These neologisms are actually ideological doublespeak designed to capture the imagination and allegiance of sincere people with genuine concerns about the state of American society. Closer scrutiny, however, demonstrates that intersectionality is a mostly dogmatic and admittedly political ideology which demands conformity and the destruction of western civilization itself. lntersectionality is not inclusive. It is intolerant, specifically of anyone who disagrees with its agenda. It promotes diversity of group identities, but zealously suppresses diversity of individual thought. It's demand for "equity" is merely a revived Marxist demand for government enforced equal outcomes, not the equality of opportunity of America's founding. Of its numerous flaws I'll cite just two which I have referenced in my earlier letters and which one would think should suffice to raise your concern. First, intersectionality is demonstrably racist. Second, it rests on a theory of human nature that is scientifically refuted.

lntersectionality is racist because it insists that every student view themselves and everyone around them according to the color of their skin not the content of their individual character. It literally turns Dr King's wisdom on its head. lntersectionality first assigns every individual a membership in this or that racial group. Then it ranks those racial groups In a hierarchy of value in which one's individual civil rights and moral standing depend on one's membership in either a so-called *oppressed* group or an *oppressor* group. According to orthodox intersectionality, the oppressors are almost always "white" and male. The oppressed are everyone else {"people of color"). If that wasn't racist and objectionable enough, intersectional dogma subordinates one's individual identity to their assigned group identity. Those in the

assigned oppressor group today are considered personally guilty for the historical sins, real or imagined, of anyone and everyone in that group, back to the beginning of time. Those assigned to the oppressed group are victims of these historical sins, whether they know it or not, who must accept and embrace the intersectional narrative of their oppression, or else face ostracism and personal and financial ruin as "traitors" and "sell outs" to their racial group.

Second, intersectionality is grounded on a claim about human nature which has been refuted by every subdiscipline of the natural science applicable to human beings. Known as *social construct theory,* it maintains that there are no inherent biological differences between women and men. Rather, male and female are *purely* social linguistic constructs, merely assigned at birth according to fluid, arbitrary, and oppressive "patriarchal" norms.

And yet, intersectionality's social construct theory of human nature was systematically and scientifically debunked at least 20 years ago by Professor Steven Pinker in his book *The Blank Slate: The Modern Denial of Human Nature.* It remains scientifically debunked to this day, most recently by Charles Murray in his 2020 book *Human Diversity: The Biology of Gender, Race and Class.* Social construct theory has been expressly rejected by the National Institute of Health, the largest biomedical research institute in the world. Since February, 2016 the NIH requires that all biomedical research grant applications specifically state how the proposed research effects men and women differently, if at all. Research must also account for the variability between men and women in the researcher's data collection, data analysis and conclusions. Further still, *The Journal of Neuroscience Research* published a special issue in January/February, 2017 titled *An Issue Whose Time Has Come: Sex/Gender Influences on Nervous System Functions.* In 800 plus pages from 68 peer reviewed papers and 5 commentaries, the leading neuroscientists in the field utterly annihilate intersectional social construct theory with data and evidence.

These are only a fraction of the scientific resources proving, without question, that human beings, like almost every multi-celled organism in the known universe, are sexually dimorphic. Divided, inherently, into male and female, for a whole laundry list of evolutionarily adapted reasons. And yet lntersectional social construct theory persists in education, taught by "educators", and cited as the basis for radical proposals in public policy, including the administering of irreversible hormone treatments to children and the insistence that biological males compete against female athletes. Worse, intersectionality is now the dominant, if not hegemonic, operational pedagogy in almost every college and university in North America and almost every public school as well. In other words. every LH graduate will encounter these intersectional dogmas when they go to the next level. Worse still, with the systematic suppression and prosecution of "incorrect" student and faculty speech and thought widespread in academia today, every LH student will be expected to embrace this racist pseudo-scientific nonsense.

Despite this obvious reality in academia, LH is failing to prepare its graduating students for this inevitable encounter with intersectionality. When last I was able to actually review the course content for LH's upper school curriculum {2019), there was no systematic presentation anywhere of this rock­ solid science, nor any specific refutation of intersectional social constructive theory dogma specifically. Incredibly, as I pointed out in my June, 2019 letter to admiral Harms, this dogma is actually a part of LH's

curriculum. Specifically, in the Global Online Academy course called *Gender Studies.* In that earlier letter, I critically analyzed LH's GOA Gender Studies class syllabus. I showed how its content is grounded on intersectional dogmas, like social construct theory, and how it is patently unscientific, and designed to indoctrinate and politicize students into zealously pursuing its ideological agenda. As I said above, the slogans and violence in our streets today are the dogmas taught in our classrooms yesterday. Some have seen this coming and have tried to warn the rest for quite some time. In fact, the astute historian of

collectivist ideologies has seen this movie before, again and again and again, throughout the 20th century and it always ends poorly. Yet educators, generally, and LH specifically, are not meeting this challenge. Incredibly, most in education writ large promote and embrace these refuted dogmas.

I want to be clear. I am not advocating that LH restrict its existing curriculum in any way. lntersectionality, and its collectivist group thinking, needs to be discussed openly and honestly challenged with reason, data and historical evidence. In fact, rather than restricting knowledge I am simply asking that LH take this problem, created in education by educators, seriously and update its institutional knowledge and curriculum.

I'm **asking, specifically, for consideration of two proposals. One,** that LH's curriculum introduce students to the scientific evidence from each of the scientific subdisciplines establishing the dimorphic nature of human beings; how male and female are not just social constructs, but genetically, biologically, physiologically, neurochemically, psychologically, and psychometrically distinct, with frequent overlap in interesting and important ways. The sources cited above provide an excellent and easy starting point for integrating this current science into what should be a mandatory part of the curriculum. **Two,** that LH's curriculum nurture and encourage in every LH student an understanding of themselves and those around them first and foremost as unique individuals, each entitled personally by their creator to all civil rights and liberties, and protected by the rule of law and the United States Constitution. It would emphasize how characteristics like race, sex, sexual orientation, etc. are almost always trivial and certainly secondary at best. Most importantly, it would educate thru history how those, like intersectionalist today, who demand subordination of one's individuality to the authority of the group, are engaging in a kind of collectivists ideology that is responsible for the worst genocidal horrors, beginning with the ancient institution of slavery, common to every human culture, thru to the modern socialist slave states of Stalin's gulags, Hitler's death camps, Mao's cultural revolution, Castro's dungeons and Pol Pot's killing fields.

I find it incredible that a college "preparatory" school of LH's caliber insists on remaining unaware, apathetic and inactive to the destructive, racist and scientifically illiterate ideology of intersectionality dominate in education today. Which brings me to what is, potentially, most troubling and hopefully not revelatory about the LH administration's lack of interest.

Strangely, ever since my June, 2019 letter describing the GOA Gender Studies course, the LH website, for some reason, now restricts parents like myself (with kids only in lower school) from actually viewing the course syllabus of the middle and upper school classes. I'm told this restricted access is temporary, and yet it persists. Failing to clear a blind spot in your curriculum by preparing LH students for their inevitable encounter with the racist and unscientific dogmas of intersectionality is troubling in and of

itself. But intentionally hiding LH's curriculum from inquisitive parents like myself so as to save the administration from having to answer tough questions about what it teaches our children would be an intentional, outrageous deception. It would literally violate the very words on the rock sitting on LH's front lawn. I say "would be" because I still trust the LH administration, and Admiral Harms, with the education of my children. I still accept the assurances that this recent lack of transparency in its

curriculum is merely "temporary"; that fill LH parents will have access soon to what LH is teaching in fill

its classes at every level. I still trust the explanation that the old Atlas system (which allowed access to every course syllabus for every class taught) is just being replaced, but that it is taking a little tonger than expected. Other than the glaring blind spot addressed in this letter, I believe LH does an excellent job and is the superior alternative to educating my children.

While certainly not your biggest benefactor, for the past 3 years I have been pleased to donate and qualify for the Founders Circle. I also remain ready and willing to continue funding the entire costs of the annual presentation of a speaker from the Foundation for Individual Rights In Education (FIRE) if you choose to allow it again. Educating LH's upper class on their constitutional rights to free speech and due process on college campuses, and how some colleges and universities are systematically suppressing those rights today, is more important than ever. By hosting Samantha Harris from FIRE in 2019 LH was fulfilling its mission as a school preparing students for entry into the environment of higher education today. FIRE (www.theFIRE.org) and its speakers are an invaluable part of the solution to the intolerant dogmas of intersectionality dominating academia today.

Sincerely