

Thoughts on Education and Freedom

Hello Fellow Americans,

At this time in our nation's history, many of us have recognized the need to defend our freedoms. Our federal and state governments used the excuse of a questionable viral pandemic to attack and restrict our Constitutional rights, including freedom of speech, freedom of assembly, freedom of religion, the right to bear arms, the right to due process of law, and the right to a fair trial. As well, our medical and health freedoms, including the right to bodily autonomy and informed consent established through the Nuremberg Code, were blatantly ignored and violated. It is no wonder that as concerned Americans we gather in fellowship to share experiences and ideas with the goal to *make Americans free again*.

Each of us relates to these endangered rights and freedoms in different ways, which is why it is both critical and essential that they *remain* freedoms.

Relinquishing these freedoms ultimately leads to enslavement. The most potent weapons that “the enemy” uses to turn the populace into willing slaves are:

- 1) the use of propaganda (controlling the narrative, preferably with fear),
- 2) the censorship of ideas (canceling or ridiculing dissenting opinions), and
- 3) the co-opting of education within our schools for the purpose of indoctrinating our children into a Marxist ideology cheered as “progressive.”

We, in our family, have personally witnessed and been subjected to this indoctrination within our public and private elementary schools, secondary schools, undergraduate universities and colleges, graduate degree programs, and work-place professional development programs.

This “training” is mandated for all (students, faculty, and staff), and it takes the form of instruction in such non-academic initiatives as:

~ **Critical Race Theory (CRT)** which promotes a victim/oppressor social order in which whites are always oppressors and minority races are always victims.

~ **Diversity, Equity, and Inclusion (DEI)** which defines *diversity* within approved superficial identity markers such as race (skin color), sexual orientation, gender declaration, and physical and intellectual disabilities (these diversity initiatives are always about promoting *uniformity* of thoughts and ideas); *equity* as removing standards of academic performance with a focus on tearing down high achievement while celebrating mediocrity; and *inclusion* as intolerance of independent thought and the rejection of anyone holding traditional American family values.

~ **Social Emotional Learning (SEL)** which is part of society's effort to wrest the privilege and responsibility of raising children from parents and re-assign the child-raising task to the state via schools and medical experts. SEL is a tool used by medical and educational institutions to retrain children to think in a more confused and less natural manner about themselves and their emotions. SEL reinforces the mental confusion that accompanies childhood chronic diseases (including autism). This confusion makes children susceptible to gender dysphoria suggestion and the acceptance of false gender and social concepts, which in turn weakens the parent-child bond as children are encouraged to reject parents' traditional value systems. Ultimately, the social engineering that includes SEL leads to immense suffering for children and their families.

~ **LGBTQ plus initiatives** which promote the sexualization of children, along with the concept of *gender as a social construct*, to children of all ages (as young as kindergarten).

Each one of us is watching this happen to our children in our schools. When we quietly go along with this agenda, we become part of the problem. **We are not victims**; we are willing participants.

When did we decide to hand over the raising of our children to others? When did we stop placing value on the role of the parent? When did we buy into the idea that a mother's or father's job of raising a family was no longer important? When did we decide that our only worthy pursuits involved seeking financial wealth through employment outside of the home? When did we turn over the raising of our children to screens (screen entertainment, screen propaganda, screen social media), smart technology, and the elite technocracy? When did we adopt Science as a religion instead of as a method of active inquiry and debate within the search for truth? When did we decide to replace our humanity, including our God-given intelligence, with the imposter now promoted as Artificial Intelligence (AI)?

We can pick and choose our battles within our schools' curricula piecemeal, but this does not address the overall top-down problem of progressive societal indoctrination. Do you really want your child to be taught *any* academic subject, be it math, reading, or history, by a teacher and institution that promotes or mandates experimental mRNA injections (without parental consent), masking, sexuality as a child's "right," gender fluidity, racial discrimination through CRT, and intolerance of religious beliefs and traditional values? Do we really want our children to become addicted to screen technology, enslaved by false ideologies, and left uneducated and unable to think for themselves?

These are but a few of the weighty questions that we are all asking ourselves as we wake up to startling societal decay and we engage with the disturbing events that are unfolding daily within our communities, our nation, and the world at large.

WHAT ARE THE SOLUTIONS?

Unfortunately, we do not have satisfactory answers to these questions, nor do we have a “silver bullet” solution to these disturbing societal problems, but we *can* share with you a few things that we are doing as we resist the systematic attacks on our Constitutional rights and freedoms.

First, we have made the decision to follow the example of Aleksandr Solzhenitsyn, Soviet-era Christian dissident and recipient of the 1970 Nobel Prize in Literature. Solzhenitsyn made the commitment to “live not by lies” in the face of Soviet totalitarianism. He refused to affirm anything that he knew to be untrue. We can do this also in the face of the present-day “soft” totalitarianism.

Second, in order to *live not by lies*, **we must not comply** when our rights and freedoms are under attack. This is neither easy nor convenient, but we can make a powerful statement by not complying when we resist together.

What does this mean in practice? For us as educators it means that we have drawn the line at what conditions we are willing to accept for ourselves and to enforce on our students within the school environment. **It means we have left teaching positions that required us to live by lies.** We determined that we would not enforce masking, social distancing, and experimental mRNA injections on students. We consider such behaviors to be abusive to our students and soul destroying to all. We refused to comply with the mandates of experimental COVID injections and masking for ourselves while teaching and coaching. We refused to indoctrinate students into the false ideologies of CRT, DEI, SEL, etc. We refused to pledge allegiance to these false ideologies within faculty meetings. Instead, we expressed opposing opinions in an effort to engage in respectful debate among our peers. As faculty, we refused to consent to mandatory outside professional development courses for the purpose of further indoctrination into false progressive ideologies (as opposed to professional development courses that contribute to academic subject area understanding and the exploration of novel teaching techniques). We did not leave our teaching positions until *after* we had witnessed first-hand the physical and emotional harms being inflicted upon students through the implementation of these damaging policies. We regret playing a part in this abusive treatment of both our students and ourselves during the COVID pandemic.

We then decided to join forces to create an educational alternative to the schools that we had left: to contribute to a parallel polis by bringing our vision of education into the world. We are not sure how this vision will ultimately manifest, but for now it exists as ***DesBois Tutoring & Enrichment***. We are passionate about education. We believe that education is about expanding our capacity to think. It is about equipping students with the tools of learning. Education is ***not*** about enslaving the mind. We want to instill a love of learning in our students. We believe it is time for a renaissance in education.

We hope that our thoughts, questions, and actions stimulate thoughts and actions of your own. We hope you begin to question how we interact with technology and humanity within our educational institutions. Progress involves *looking where we are going*, along with *creative problem solving* at those times when we have lost our way. Sometimes moving forward involves retracing our steps and reclaiming that which is of value.

Respectfully Yours in Defense of Education,

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“The line separating good and evil passes not through states, nor between classes, nor between political parties either – but right through every human heart – and through all human hearts.”

– Aleksandr Solzhenitsyn (1918-2008)
from *The Gulag Archipelago*