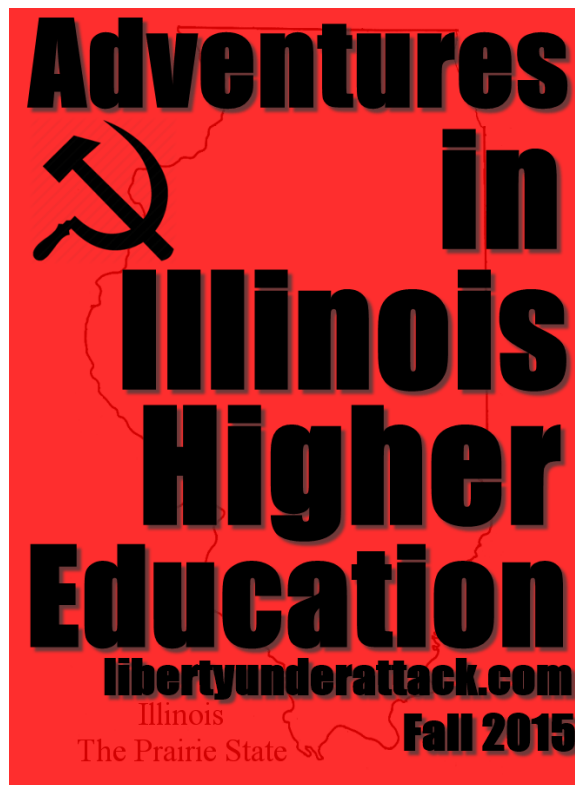


# *Adventures in Illinois Higher Education: Communist Indoctrination*



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## Foreword

Austrian economist Dr. Murray Rothbard pointed out [back in 1971](#) that “the State has been warring with parents for control over their children.” In a sense, it could be said that such control for the minds of the next generation is not limited to K-12 public schooling, but also includes so-called **higher education**, as well. The evils Shane Radliff describes as a firsthand eyewitness at Heartland Community College are, I think, the inevitable results of [centrally planned indoctrination](#) by Leviathan.

*Adventures in Illinois Higher Education* (AIHE) is a quite revealing series detailing the utter horror that is the [government failure](#) of public education, which might as well be the playing out of what was originally mentioned by Dr. Rothbard. As a former homeschooler myself, I found AIHE to be reminiscent of what others in my former Boy Scout troop explained in hushed tones during campouts and similar events about their experiences in public school, namely, the complete nightmare from not just most of the student body, but also the authoritarian teachers and other despicable faculty, as well. Needless to say, what I learned was less than pleasant, but unfortunately, nobody thought back then of the value for going public.

AIHE is invaluable because it marks quite possibly the very first time parents and other adults can have detailed, firsthand accounts of what is occurring at the collegiate level of public schooling. Unlike my second-hand knowledge, Shane’s explication is noticeably more reliable, because quite differently from my sources, Shane actually bothered to **document** his experiences right away. This naturally increases the authenticity of what he describes, and I would give a lot more credibility to his reports and articles rather than what I was told in whispers all those years ago. If only more students emulated Shane’s good example in whistle-blowing and exposing the evils of public schooling, then parents might just be more convincingly persuaded in having their children homeschooled.

Whether it be the [avoidance of the Fourteenth Amendment](#) in his political science class, or “[checking your privilege](#)” social justice verbiage being propagandized in his sociology class, Shane’s bold exposés truly question the political agendas of those who publicly advocate for dubiously vague notions of equality, like [Cathy Reisenwitz](#). Parents must ask themselves at what point does their advocacy for the “reform” of public education incur notorious opportunity costs that may very well result in their children becoming lost to them forever? What is it going to take to successfully convince parents to take direct action for the sake of their children, whether through homeschooling or some other form of free market education?

In summation, I think the AIHE series is worth your time, because concepts like social justice are being used by the State in order to censor the remnants of the free press. Shane’s reports demonstrate that this anti-libertarian advocacy is by no means an Internet-only phenomenon, but rather, openly accepted and



*<http://www.libertyunderattack.com/category/adventures-in-illinois-higher-education/>*

promoted by mainstream academia. If you care about human liberty, then it is incumbent upon you to take what Shane has to reveal to heart.

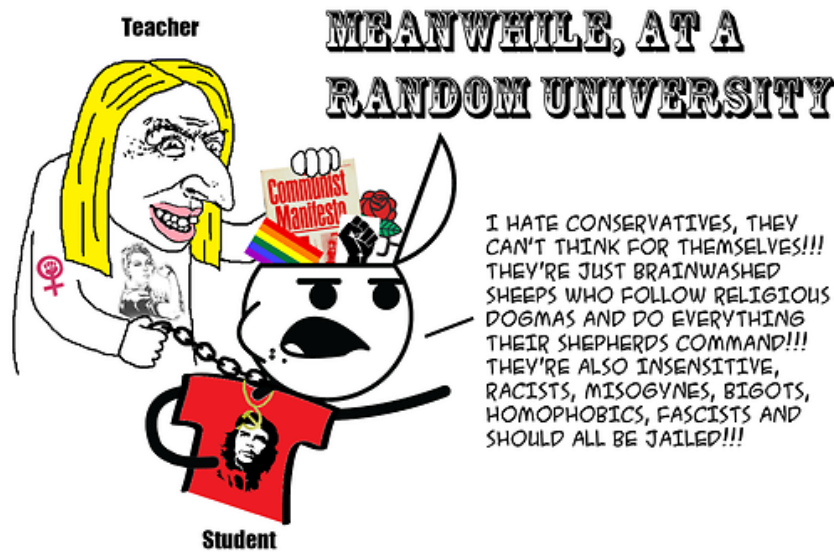
Kyle Rearden

Austin, Texas

December 2015

# Adventures in Illinois Higher Education: My Sociologist Justice Warrior Teacher is a Commie

August 25<sup>th</sup>, 2015



Education is extremely important throughout the life of any human being. We are born with critically thinking brains and most everyone strives for knowledge, in whatever field of study interests them. The critical thinking skills of humans have derived technological innovations, philosophical principles, and have equipped us with survival skills and the ability to problem solve, among

other important things.

That is, until [urbanization](#) and the adoption of public schooling into the geographical area known as America. Urbanization has removed humans from nature, stripping the majority of basic survival skills and public schooling has destroyed critical thinking and is the main cause for the newfound longing for socialist and communist ideals in America.

The deadly ramifications from public schooling aren't escaped when one graduates high school and moves on to higher level indoctrination—it is commonly known in libertarian circles, and also from my own personal experiences, that the destructive, leftist ideals only become more aggressively pushed at the college level.

For those who are unaware, I am in the last semester of my second year in college. Currently, I am attending a community college and will transfer to a four year university early next year to study journalism and public relations. As you can tell from the introduction (and throughout the rest of this article), I have a high-level of hatred and concern regarding public schools, and with good reason. The

only reason I am attending is to get the magic piece of paper, and to secure a job working for my father, when he opens up his distillery.

Last semester, I had a couple of interesting experiences in my higher level indoctrination classes. The only one I have written about up to this point, was when a [young commie advocated for mandatory breathalyzers in every vehicle](#) to act as a deterrent for drunk driving, during one of her speeches.

From three class periods of this semester, I can already see that this series is going to grow exponentially. Currently, I am taking American Government and Politics, Philosophy 101, and Sociology 101.

I have already heard my American Government and Politics State propagandist, mention that “Donald Trump is a libertarian”, and “Rand Paul is an isolationist.” Additionally, I have heard some truly outrageous things from my Sociologist State propagandist and those are the experiences I intend on divulging to you, the reader, in this article.

I’m still not quite sure why I chose sociology, and I surely regret my decision; especially after today’s indoctrination workshop.

The teacher of the class (whose name I will withhold for privacy reasons), is an ex-cop that hates cops. Apparently, she filed a lawsuit against a local police department for sexual harassment and has disliked the extortionists ever since.

Continuing on, at the end of the first class, she said something along the lines of, “We have been indoctrinated, brainwashed, to be extremely judgmental of anything outside of the norm [she’s referring to transgenderism, homosexuality, racism, etc.]. In this class, I will push the boundaries. You may feel uncomfortable, but that is not a bad thing. I will assist you in dispelling your preconceived notions and start helping you view the world in a different way.” [Author’s note: Added for clarification]

In the following class, she introduced us to sociology. There was one PowerPoint slide in particular that really stood out to me.

On the left side, it said, “You”, “Restart Your Mind”, and “Beginner’s Mind”, from top to bottom.

In the “You” section, it stated that “we” have preconceived ideas, “we” are ethnocentric, biased, and that “we” have conformed to social norms based off of our life experiences.

The “Restart Your Mind” section stated that “we” may experience “culture shock”. It also mentioned that the goal is to force us to look at the world through “new eyes”.

Lastly, the “Beginner’s Mind” section, stated that, with this new mind, “we” will be: “accepting and ready”.

At this point, I feel it is necessary to clarify my position. As far as for homosexuality, transgenderism, and things of that nature, those are personal choices. As someone who holds the twin libertarian axioms in high regard, personal choice issues warrant no opinion from me, although, I *tolerate* those ideas; I do not *accept* them.

Continuing on to the hellish class period I had to experience today, the next subject was “1700-1800s: The Age of Enlightenment”. My frustration built up quickly, as I saw Karl Marx’s face on the first slide.

Before she started her Marxist worship, she discussed “Society” and “Social Institutions”. She provided an example of how “we” classify and group individuals based off of race, gender, money, age, etc. She chose the example of race. She referred to the U.S. Census Bureau, on classifications of race, and the term “black” came up.

She then said, “I know that that term is offensive to some. For those of you in here, does the term ‘black’ offend you? Please tell me, I don’t want to offend anyone. ‘Black’ or ‘African American’?”

One of the student’s then asked, “What is the politically correct terminology?” At this point, I was cringing.

And of course, the [cultural Marxist](#) went on her little rant about what is politically correct, and apparently, she was taught that both terms were.

She then mentioned [Rachel Dolezal](#), the white lady that “changed races”, to become the President of the Washington State NAACP chapter. The Statist propagandist said, “She used her [\[white\] privilege](#) to change races and gain that position.”

Hey, at least it took two full classes for her to mention privilege. She must be feeling “white guilt”.

After that discussion, we arrived at the Karl Marx slide. The first bullet point said, “Economist” and I almost laughed out loud at the absurd identifier. It all went downhill from there.

After wrongly labeling him an “economist”, she went on to state, “Karl Marx is a communist.” The fact that she feels the need to mention that in a college classroom, shows you how great public education is at “*educating*”.

Interested in seeing where this lecture went, I continued to listen intently. She went on to state that, “Communism is truly a great idea. For example, if I have a pie, I would cut it equally into 20 pieces and we would all get a slice. Doesn’t that sound great? The only problem is that human nature comes into play. That, and governments decide they want 50% of the pie, and the people split the remaining 50%.”

At that point, my anger rose furiously, although, I controlled it; I still need to get a decent grade in this class. I wanted to say, “But Mrs. Doe, did you know that [260 million people were killed by way of](#)

[democide in the 20<sup>th</sup> century](#), and the majority of that was done under communist regimes? Do you really think it is worth the risk, once again?”

I also wanted to debunk communism in its entirety. I wanted to bring up Ludwig von Mises’ [Human Action](#) and mention that communism has never solved the [economic calculation problem](#), and that only a truly free market could do that.

I kept my mouth shut though. I feel a little regret for doing that, but there will be plenty of opportunities to rebuke her nonsensical arguments.

She went on to praise [Marx’s Conflict Theory](#) and continued to show her hatred of capitalism by blaming everything on the rich. She prefers a redistributive model, whereby everyone is equally impoverished and controlled by a dictatorial regime.

Already, I have seen the State propagandists misusing and misrepresenting the philosophy of libertarianism, political correctness run amok, and the indoctrination into the deadly communist ideology.

As you can tell, this is going to be one hell of a semester.

## Adventures in Illinois Higher Education: Bronies, Mindless Millennials, & Professor Statist

September 17<sup>th</sup>, 2015



This semester marks the very first one that I have been motivated to consistently attend my higher level indoctrination classes, and the reasoning is certainly not a commonly cultivated one. As I discussed in the [last installment of my Adventures in Illinois Higher Education](#) (AIHE) series, modern-day public education is not meant to teach students; rather, it is for the molding of minds in hopes of producing profitable tax slaves.

You may be asking, “Well, Shane, if it’s not for learning, then what is the reason for your motivation?”

There are a couple of reasons; one quite cliché, and the other unique. As with every other student, I am there to get the “magic piece of paper”, which indicates that I have completed my coursework and am now “qualified” to move into the “real world”.

The final reason is this: with the classes I am taking this semester, the writing content is pure gold and to not take advantage of this opportunity, would be a regrettable decision.

*Author’s Note: Since no update was released the week of the 7<sup>th</sup>, this will cover two weeks.*

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My class days start with “learning” about the superstition known as American Government, as well as politics. The class always starts with “current events” and the hot-topic last week was Kim Davis, the Rowan, Kentucky County Clerk who refused to issue homosexual marriage licenses. I knew this was

going to be interesting, as I was surrounded by a bunch of millennial leftists who get all their “news” from Fascistbook, and never inquire further.

The discussion started as you would expect from the demographic, and everyone took the side of the homosexuals. Most of the class openly supported the State’s use of force to lock Davis in a cage since she disobeyed the orders from the gowned tyrants. That admittance from the violence advocates proved to me, that, 1) I am surrounded by a bunch of lunatics, and 2) I am now certain that they are my enemy, as well as the enemy of freedom.

The discussion went on for a little while, and I remained silent. I’m attempting to be as incognito with my anti-political beliefs as I possibly can, but if no one was going to bring logic and rationality into the discussion, it had to be me.

I raised my hand and told Professor Statist:

“But, Prof. Statist, according to the [2004 amendment to the Kentucky Constitution](#), as well as the Federal Constitution, she was perfectly within the law and was upholding the oath she took when she came into office. The State of Kentucky voted on the amendment, and they decided that gay marriage should remain illegal. There is something terribly wrong with this situation. *(Warning: I will now begin using statist vocabulary)*

If “we” are going to live in this democratic republic, it should be based on majority. ~75% of Kentucky voters decided that marriage should be between one man and one woman. It seems quite undemocratic for 9 Supreme Court Justices to overturn the decision of the majority.

Additionally, marriage is not listed a single time in the Federal Constitution, which means that, according to the [10<sup>th</sup> amendment](#), that power is to be left to the states. It was left to the states, Kentucky decided, and then this ruling was done by way of the [14<sup>th</sup> amendment](#). Don’t you see something terribly wrong, if one amendment can usurp one of the original ones?”

I’ll first say, the entire room was staring at me when I finished my rebuttal to the nonsensical rhetoric that had been spewed out of every orifice for the first 15 minutes.

His response took the wind out of my sails, and I didn’t pursue it any further.

“And that is another interpretation, but the Supreme Court’s job is to interpret the Constitution. They saw the denial of gay marriage as a violation of the equal protections clause and they ruled accordingly. Like I’ve said many times before, logical, rational people disagree, and that is what politics is for: to solve problems and determine the values of society.”

If you were confused before, as to why I ended the short-lived debate, now you know why. There are a few things that need to be pointed out, in regards to his nonsensical rebuttal.



First off, the Supreme Court's job is *not* to enact law, which is what they did through the [Obergefell v. Hodges decision](#). Additionally, their job is to uphold the Federal Constitution, which means that they must abide by the 10<sup>th</sup> amendment. Their ruling usurped multiple State Constitutions, including Kentucky and Texas.

Secondly, politics is *not* a thing because "logical, rational people disagree, therefore, politics is a way to solve problems and determine values of society." No sir. That is not the role of politics. Politics is a tool used by the State to dupe mindless fools into believing that they can enact change through the political means. It is a way to take attention off of the coercive, violent institution known as the State, and give people hope that if they just change rulers, everything will be fine.

Lastly, Prof. Statist's love for the 14<sup>th</sup> amendment is extremely frustrating, and the only two times I have rebutted his arguments were when they related to the aforementioned amendment.

That concludes American Government and Politics. Now onto Sociology.

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For those who haven't read the last installment of the AIHE, my sociology teacher is quite literally a social justice warrior, Marx-loving, Communist. I'm not quite sure her admiration for Marx can be topped, nor am I sure if I can top her 2<sup>nd</sup> grade definition of Communism that she explained to a class full of college students, but I'll give it a shot.

She welcomed us to another session of social engineering and started off the class by playing a [YouTube video](#) titled, "Are Bronies Changing the Definition of Masculinity?"

Before I move forward to the video, I'd like to tell you about my first experience with "Bronies". My brother used to go onto 4Chan a lot. One evening, he sent me a link and said, "Go take a look." 4Chan has a tendency to be pretty dark, and the Bronies subpage didn't fail on that note either. There was obviously the mild side (still creepy as all hell), with artwork, discussions, and even *My Little Pony* tattoos on grown men. There was surely a darker side though. If you've ever heard of Erotic Novels, the Bronies have their version of that too: we'll call this Ponyrotica.

So, as you could imagine, when this video started playing, my mind reverted back to my traumatizing first encounter. Those four minutes felt like forever, and I was cringing the entire way through. It promoted the re-assigning of gender roles and failed to mention the extremely dark side of this community. Also, this show is made for little girls and 20-something year old men (sometimes older) are attending these *My Little Pony* events.

My teacher then asked the class if anyone is part of the Bronie community. Three or four hands raised. To my surprise, there were actually a few students that shared their concern, so I didn't have to. The



Brony discussion lasted for the first 20 minutes of class. The rest of the class was spent destroying traditional “marriage”, promoting the idea of men acting like women and vice versa, and talking highly of the [mental disorder known as transgenderism](#).

As I mentioned in the last installment, personal choice issues aren’t any of my concern. The issue I have is with the politicization and the way these ideas are propagated in higher level indoctrination classrooms, such as this one.

That concludes last week’s classes.

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This week was a slow week. All three of my classes were cancelled on Tuesday, for various reasons, and today was a day full of tests and quizzes, except for Philosophy.

In American Government and Politics, we had an extremely simple quiz over “Traditional Democratic Theory” (TDT). The essay we had to write was interesting, and when I tell you the question, you will understand why I had a field day with that one. Prof. Statist wanted our opinions on whether the United States today, fits the TDT. The five aspects of TDT are: equality, participation, information, majority rule/minority right, and representation.

I selected participation and representation for my two points of evidence and argued against modern day America meeting the criterion for TDT. For the representation part, I discussed lobbyists, unions, and other special interests groups, and how if you watch policy, you can see that they represent their money-interests, not their constituents. For the participation part, refer to my article titled, “[The Communist State of Illinois: Voting Does Not Work, An Analysis](#).”

He also had us determine whether or not the political cartoon below, was in-line with our opinion. My stance was yes, but I expanded far beyond what was needed, as “there is no wrong answer,” according to him.



Following that class, was sociology once again, and we had an exam. I didn't spend a single second studying for either, and luckily, it wasn't necessary. The sociology test was a joke: 35 multiple choice/true & false questions with two short answers. If you count the duplicate, re-worded questions, it would probably amount to a mere 20.

There were about five questions on Karl Marx's Conflict Theory, all of them basically the same. I completed the test in about 15 minutes and was relieved to be free from the day's activities.

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After these past two weeks, my hatred and concern for public schooling only became more substantial; better yet, my experiences in higher level indoctrination are *a posteriori*.

There is also an opportunity cost involved. The 7 ½ hours I spend there a week could be much better spent on research, the radio show, and more articles, but instead, I am having leftist propaganda shoved down my throat by professors that are not grounded in reality, just so I can get a "magic piece of paper"; not to mention, the exorbitant price of "higher" education.

But rest assured, this series is only in its' infancy and it will get worse as time goes on, especially since next year I will be at Illinois State University, the land of Bernie Sanders rallies. Stay tuned for more lunacy, more statism, and a complete disregard for logic and rationality.

I'm looking forward to it and you should be too.

# Adventures in Illinois Higher Education: Race and Gender are Social Constructs

October 1<sup>st</sup>, 2015



Liberty Under Attack's roots can be traced back to the [social media website, Tumblr](#). When I started taking an interest in politics, it was where I started my first political blog. The website wasn't created until about six months later, but nonetheless, my time-spent on Tumblr provided me a little experience with these social justice warriors.

I never gave them the time of day and didn't consider their movement to be a threat, but

nonetheless, they were always a nuisance and their nonsensical, irrational arguments have literally taken over the platform. That was the biggest factor in my decision to stay away from it as much as I possibly could.

When I started listening to [Christopher Cantwell](#) a few months back, it was easy to tell that he was on a merciless tirade against those involved with this movement. We shared similar sentiments, but it wasn't until this semester of classes when I understood the sheer lunacy that encompassed this entire movement.

My prior experiences in Sociology 101 have been discussed previously. I've heard my [communist sympathizing teacher praise Karl Marx](#), I've witnessed a [30 minute discussion on "Bronies" and the re-defining of gender roles](#), and today might put the icing on the cake, just over a month into the semester.

This past Tuesday's class was titled, "What is Race?" My teacher introduced the subject with an [eight minute video](#), going over the history of race in America. I didn't notice anything *too* historically incorrect, if at all, so I suppose that's a positive. My sociologist justice warrior teacher then had the audacity to say, "Race is a socially constructed category. We made it up."

Let's be honest for a moment, here. We are certainly all human beings and I'm sure no one would dispute that, other than racialsists like the [Aryan Brotherhood](#) or [Margaret Sanger](#). Although, there is certainly a distinct difference, and that is color. It's extremely insignificant but to ignore that basic fact is irrational and goes against basic science. "Race" is just the identifying word that has been chosen. It's certainly not a social construct, and the fact that we discussed the subject for over an hour basically goes against her statement.

She then went on to discuss a couple of points in regards to the "social construction" of race. The first point being: "Dominant groups define the minority group," otherwise known as the "victims," and the final point was, "Minority groups experience prejudice and discrimination due to their [victim] status."

20 minutes was then allocated towards discussing the Census Bureau's racial tendencies. Apparently, according to her, the Census Bureau sets a quota on ethnicities to ensure that whites will remain the "*master race*." The class thus far was already laughable, but then she had a conniption fit about [America being 74% white](#). Her "[white guilt](#)" was pouring out of every orifice.

The collective pronouns entered into the picture, and she said things like, "WE did this to the blacks" and "OUR Founding Fathers were slave-owners." Now hold on a fucking second. I've never done any of these things you speak of and I sure as hell don't consider anyone my father, except for the biological one.

The class ended with her explanation of the "Four Elements of the Social Construction of Race":

1. Humans produce races, not social forces or biology.
2. Races constitute a part of socialization, including gender and social class.
3. The definitions of race change quickly.
4. Races are constructed together.

There are a couple of things that I need to rebuke in regards to those statements. I will reiterate this point again: humans didn't construct "race", they just selected it as an identifier, since there is clearly a difference, regardless of how insignificant. To conclude, the second point reminds me of [cultural Marxism](#) combined with [Marx's conflict theory](#); not a promising combination, to say the least.

This Thursday touched on the second part of the aforementioned point #2: Gender.

I walked into class about ten minutes early and sat on my normal side of the room. I took a look around and noticed that the males and females had been segregated.

Class began and she told us to pair up. We were instructed to come up with a list of "privileges" that the other gender has. I paired up with a gentleman and started listing "female privileges." The first two I came up with, were in regards to children and divorce. Women almost always get custody and also get

child support, alimony, and most of their husband's belongings. The final one I'll mention here is the lower sentencing for the same crimes committed by males.

Class reconvened and she wrote the answers on the board. The "male privilege" list amounted to things like:

- Males don't have to deal with pregnancy [as if that's not crucial to the survival of the human race]
- Males aren't expected to work *and* raise children
- Males don't have to deal with catcalling/sexual harassment
- Males aren't expected to always look in "tip-top" shape
- Males make more money, thanks to the [fallacious] gender wage gap
- Males are able to obtain jobs more easily

And a bunch of other shit, but you get the point. The "female privilege" amounted to things like:

- Females almost always gain custody of the children
- Females almost always obtain the majority of the belongings in divorces and are paid child support/alimony
- Females often get off of basic traffic violations
- Females are always the presumed "victim" in domestic violence cases, regardless of whether she aggressed or not
- Females get free drinks at the bar

You get the point. I don't intend to sound like a [Men's Rights Activist](#) here, but the only way I could survive this ridiculous exercise was to win the argument, and I did so by highly evidenced statements. It's easy to tell which side is more severe, and it's not even close.

So, next time you are told to "[Check your male privilege](#)", you can tell your opponent to *kindly fuck off*.

The rest of the class was spent playing "Battle of the Sexes" and there is only one more noteworthy thing. After class ended, the biological female who identified as a male (and as such, was on "our" team), was asked by a female classmate what SHE identified as, and what pronouns she prefers; obviously, referring to the "gender-neutral" pronouns. I evacuated the building as quick as I could, so I didn't hear the response.

That concludes this past week of Sociology.

American Government and Politics was actually quite bearable so there's not much to report there. I received my quiz back and surprisingly, there were no remarks about my extensive analysis of democracy. As has been the trend, Professor Statist continued to use collective pronouns ("OUR" government, etc.) and even praised the passing of Obamacare.

That concludes this past week of American Government.

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In the first three installments of AIHE for this semester, I have yet to mention anything regarding Philosophy 101. The class has actually been bearable for the entire semester. There has also been a strange overlap in my own research, with what we have been reading for class. We read works by David Hume and William Paley, who are predecessors to [utilitarianism](#), and John Stuart Mill who was key in the development of the philosophy. I have no negative feedback in regards to this class, and it has assisted me in learning to make philosophically sound arguments and also solidified the definitions of [a priori](#) and [a posteriori](#).

Rather than having a negative report, I had an interesting conversation with my teacher. We received our test grades at the end of the class and I was a couple minutes behind on leaving. I walked up and turned my test back in and he inquired about the [shirt I was wearing](#). The shirt was the [Liberate RVA](#) one with the bolt cutters, olive branch, and "Liberate the Market" on the sleeve. Attempting to remain as "grey man" as I could, I just told him the symbols that were on the shirt.

He responded with, "It looks an awful lot like an anarchy symbol."

I quickly said, "It very well may be." He further inquired about the meaning and I explained the symbolism on the shirt, Liberate RVA, what their goals were, and what my philosophy entails. He responded with, "Hmm, very interesting." I told him goodbye, and left.

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## Conclusion

If you would have told me six months ago, that I would be writing weekly/bi-weekly articles discussing my experiences with social justice warriors, I honestly wouldn't have believed you. It was never something that I felt was worth discussing; that is, until I experienced these lunatics first-hand.

Due to the nature of my experiences, I feel compelled to share them. If this was just some online movement, it may very well be a different story. The issue here is the fact that it is being shoved down a significant number of student's throats, along with the pushing of a communist agenda. Colleges around

the United States are now offering “gender-neutral” options and one university has definitely stepped up the insanity.

In early September, the [University of Tennessee released an article](#) discussing their shift towards gender-neutral pronouns. Luckily, soon after that, they removed the post and [System President Joe DiPietro](#) said that it was one of the biggest controversies he’s faced since he took that position in 2011. The chart they proposed is below:

	Subject	Object	Pronoun	Pronunciation
Gender Binary	she	her	hers	as it looks
	he	him	his	as it looks
Gender Neutral	they*	them*	their*	as it looks
	ze	hir	hirs	zhee, here, heres
	ze	zir	zirs	zhee, zhere, zheres
	xe	xem	xyr	zhee, zhem, zhere
*used as singular				

As shown in the previous image, these social justice warriors now want to alter the English language so they feel less like an “*oppressed minority*,” although from their previous actions, it doesn’t seem like it will ever be enough.

As I’ve mentioned many times before, I am a [Voluntaryist](#) that holds the twin libertarian axioms of non-aggression and self-ownership as serious as a heart attack. As far as what someone wants to do with their own body, who they wish to associate or contract with, and in whatever manner, is of no concern to me as long as it is voluntary, consensual, and doesn’t infringe on someone’s person or property.

The issue with this entire social justice movement boils down to this: they consistently use government violence to shove their agenda down the throats of everyone. Although, their complete denial of highly successful gender and reproductive roles surely takes the cake.

I’ll end with a quote from Christopher Cantwell. He lays out the social justice movement, quite succinctly, in his article titled, “[Social Justice Cannibals](#)”:

“Demanding equality, and diversity in the same breath. Demanding peace, by way of State violence. Building coalitions of “oppressed” classes where each oppressed class is the other’s supposed oppressor. This is what happens when you abandon reason and thrust upon society an

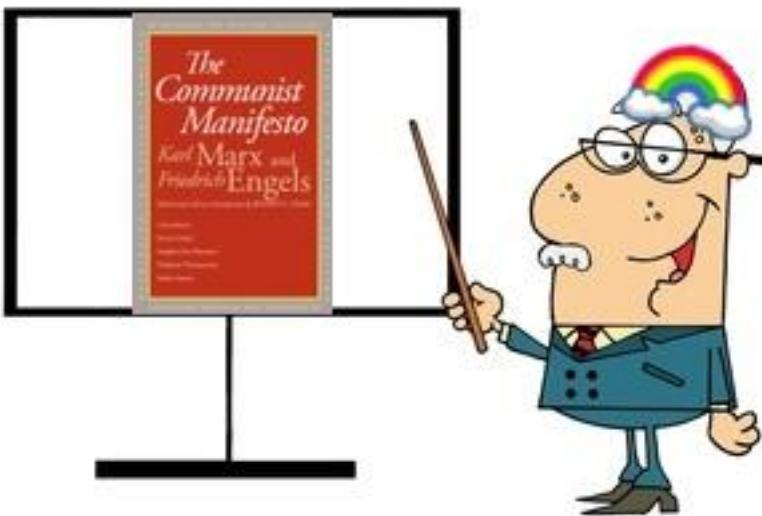
incoherent philosophy fraught with contradiction. Blatant inconsistency, factual inaccuracy, and demonstrably false theories dominate the discourse. Shutting down speakers, disrupting events, laws suppressing speech, and all manner of violent and deceptive deeds are not malfunctions, they are features. They become necessary aspects of the belief system, crucial to its very survival, because to allow reason into the discussion, would be the equivalent of pressing an atomic self-destruct button.”



# Adventures in Illinois Higher Education: Can My Professors Stop Quoting Marx?

October 16<sup>th</sup>, 2015

*“Socialism has scammed the oppressed peoples of the world into believing that socialism offers them relief and a future utopia upon this earth; and it is a lie.”* – Bill Cooper, [“The Truth About Socialism”](#) (March 21, 1996)



I’m now halfway through the semester and some days are better than others; one day, you will hear your teacher [advocate for communism and praise Marx](#); the next you will be lost in an extended conversation about [“Bronies”](#); and when you think you’ve seen it all, you haven’t: [race and gender are \(allegedly\) social constructs](#).

You may be asking, “Well, what are the good days?”

The answer? When class is cancelled.

Due to the unbearable circumstance I find myself in, skipping class is far too easy and it is reducing the number of reports that I am able to provide. I apologize in advance, but unless you have attended college as a voluntarist, you would be hard-pressed to understand my current situation. Nonetheless, midterm grades came out. With a complete lack of interest and studying for exams, I was able to obtain two “A’s” and one “B”. The “B”, being in **American Government & Politics**—I guess he didn’t appreciate my responses to the two essay questions, where I basically called his profession into question.

Without further ado, I present you with the newest edition of Adventures in Illinois Higher Education.

I strolled into **American Government & Politics** Thursday morning, feeling quite refreshed from a closer-to-full night's sleep. I had a delicious cup of coffee and was ready for what higher level indoctrination had to offer today.

Professor Statist arrived and apologized for cancelling class on Tuesday; *surprisingly*, not a single student seemed upset or angry for the interruption in their overpriced "education". He went on to state that he didn't have the most recent test, event paper, or introduction to our term paper graded, even though midterm grades were due in roughly 14 hours. As usual, with every single fucking class, I got my dose of "current events": the reprehensible [news cycle](#). The main topic of discussion was the dog and pony show, more commonly known as the anti-democratic Democratic presidential debate.

For once, I actually watched the entire debate, and it wasn't for the illogical, nonsensical policy propositions posed by the aspiring presidential rulers. The reason I watched was for [Christopher Cantwell's commentary](#)—with Bernie Sanders and Hillary Clinton on stage, you are guaranteed entertainment, especially when they discuss all of the "free" things they plan on giving away, all funded by taxpayers and borrowed money from the unborn citizenry, of course.

The first comment made was by one of the mindless, obedient little commies. He brought up one of the lackey's closing statements, which was [something along the lines of](#), "Here at the democratic national debate, we didn't make racist or sexist comments, or spout hatred towards minorities..." That may be true, but as democrats, one of the positions they must hold is "equality", even though [egalitarianism is a revolt against nature](#).

Having listened to the entire debate, I expected a windfall of statism to start pouring out of the orifices of Professor Statist and the obedient little socialists, but it was actually rather mild, considering the subject matter.

The subject of Hillary Clinton came up, and me being the optimistic person I am, hoped that someone would mention her war-hawking and socialist skid-marked underpants, but I was surely disappointed. Instead, one of the young, obedient socialists remarked on her ability to handle the recent scandals as well as she has. Accountability really doesn't matter to these fucking people, unless it's in regards to the "other party"; not that it does for me either, but at least my beliefs and viewpoints aren't influenced by which way the wind of political expediency blows.

Professor Statist responded to the obedient socialist's comment and said, "It's Hillary's to lose. If she keeps herself in the clear until 2016, she has a great chance of winning."

This discussion continued for 10 or so minutes, and this rampant expression of partyarchy, which included over half of the classroom, made me cringe; rather than caring about freedom, they would rather discuss which ruler best suits their violent, thieving agenda.

Professor Statist then brought up Bernie Sanders and that he is an openly-avowed socialist. To my surprise, he stated that socialism has had its downfalls, but the “key” is to find the ideal centrally planned economy; the perfect blend of socialism and capitalism (as if the spontaneous order of the Market could ever be “equitably regulated” by the State). He then paraphrased Marx and said, “Capitalism inevitably falls into socialism.” This reaffirmed my previous conclusion: Professor Statist is not an economist, much less an Austrian one.

Class formally began and the topic for the next few classes is, “The Constitution and Bill of Rights.” That announcement brought me sheer excitement, the reason being, I’ve already witnessed his inability to remember what the 14<sup>th</sup> amendment entailed (I had to help him out).

According to him, the three things the Founders considered when they drafted the Constitution were:

1. Human Nature: Are people inherently good or bad?
2. Political Conflict: What are the political conflicts?
3. Role of Government: What is the proper role of government?

As usual, my anarchist fire alarm went off.

First off, whether human beings are inherently good or bad is a non-issue. If they are “good”, then there is certainly no need for government, and if they are “bad”, then the last thing anyone can afford to do is put terrible people into positions of power, to unleash their statist wrath onto the populous by way of instituting the most violently coercive monopoly in the history of mankind, which is the State.

Second off, if the myth of “authority” is dispelled, then there would be no such thing as politics, and taking this to its logical conclusion, there would be no “political conflicts.”

Lastly, there is no proper role for coercion and initiatory violence, which is what the State inherently is.

He then discussed something called, “The Madisonian Model”, and its conflict with traditional democratic theory. The only two points covered in class were the limiting of majority rule and direct participation.

That concludes **American Government and Politics**, the study of the most dangerous superstition by conveniently making false assumptions about the nature of politics, which [An Illusive Phantom of Hope](#) easily dispelled.

Next was philosophy.

I entered class about 15 minutes early, and spent that spare time reading a bit of Murray Rothbard's, "[The Ethics of Liberty](#)".

Class started and my professor gave us back our test grades and told us a bit about what to expect for this next segment of learning material. To my surprise, [utilitarianism](#) is actually a philosophy that will be examined, along with Plato, John Stuart Mill, and Immanuel Kant.

It will be interesting to see where this next month or so goes. I also plan on divulging more of my anarchist philosophy to my teacher in a private setting. I am still going as "[grey man](#)", but from what we have discussed so far in class, he is aware of much more than any other "educator" I have come across, and he has spent his entire life in philosophy. More updates on that momentarily.

I'm eagerly awaiting something to critique about this professor, but up to this point, there is absolutely nothing.

That concludes my uneventful week in philosophy.

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This week in sociology...

Thankfully, class was cancelled on Tuesday and I skipped class on Thursday. For some extremely "odd" reason, I just couldn't deal with her shit that day. I struggled through the aforementioned experiences in **American Government & Politics** and my desire for witnessing the open advocacy of communism and cultural Marxism was running low.

It was a good week in sociology, and yes, this is probably the only time I will ever say that.

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The title of this edition of *AIHE* will also be the lead of the conclusion: "Can my professors stop quoting Marx?"

If they were quoting Marx to discuss how the Austrians have debunked socialism and communism, by way of the [economic calculation problem](#), that would be a different story; but they aren't. They are quoting Marx for the purpose of pushing an anti-free market, communist agenda that will lead the peoples of the world into despotism and democide. That is inhumane and something I cannot morally live with.

One semester away from my Associate's Degree, and I have already witnessed everything imaginable. What's even worse, is that this is happening at a community college. I haven't even stepped foot inside a university yet and the higher level indoctrination agenda is loud and clear, for all with a brain to see.

If you're attending for the reason of getting your "magical piece of paper", then more power to you; but if you're attending to learn something, then your head is so far up your ass I don't think it's possible to find it.

# Adventures in Illinois Higher Education: “Denial”

## PowerPoint Transcript

October 30<sup>th</sup>, 2015

Note: This is a direct translation, with the speech disfluencies included. It contains strong language.

[Video Source](#)

[Begin transcription]

Hey guys, this is Shane from Liberty Under Attack Radio. I'm not going to have an article edition of Adventures in Illinois Higher Education for you this week, partially because all of today was spent taking tests and quizzes, but, luckily my sociologist justice warrior teacher, was, uh, I've mentioned in previous articles that it's far too easy to skip sociology class because I just, it's hard to deal with the shit that is spewed in that class; especially the pro-Communist, pro-Marx rhetoric that's constantly spewed. So uh, yeah, I skipped a couple of classes and luckily she, she's a good person, she doesn't want offend, she doesn't want to, I guess, negate the opportunities for other people. So, yeah, luckily she gave me the opportunity to make up this stuff, and I was printing out the PowerPoint, or printing out what she sent me so I could do the assignments and, uh, yeah, before I realized it, I was printing out this PowerPoint and I saw a couple of things come through and I was like, holy shit, this is pure gold, I've gotta do a video on this. So yeah, I haven't I guess vetted this stuff before, so to speak, I haven't seen all the stuff in this PowerPoint, but you see a few of these things and it's like, wow, I've gotta get on and talk about this, so that's what we're going to do today, and this PowerPoint is called “Denial”, so let's go ahead and move forward through this, and see what kind of stuff we can suss out from this PowerPoint.

Okay, “So, how do we get off the hook for someone else's misery?” I'm assuming that's from the textbook that I didn't purchase, because she said we didn't need it at the beginning of class, and, I mean, why would I spend 100 bucks that I don't have to spend? “How do we get off the hook for someone else's misery?” Well, pretty simple, if you didn't cause it, then it's not really your fucking problem; so, let's move forward, I guess.

“Deny and minimize: these aren't problems anymore.” I'm not sure what “these” they're referring to, but let's move forward. “I don't see color.” Well, it's kind of hard not to see color, continuing forward, “we are ‘post racial’.” Um, yeah, I mean, for me, I judge people off their actions, I don't care if they're

Jewish, Christian, Black, White, Purple, Alien, I don't give a shit what they are. I judge people off their actions, so yeah, I definitely see color, but it doesn't factor into my judgement on the person.

"Women are equal to men now in the US." Well, it's pretty similar, and the gender pay gap has been debunked by Walter Block back in, I think it was 1981, so if that is what is being referred to here, then, yeah, try again.

"Everyone has access to the American Dream if they work hard enough." Well, as George Carlin said, it's called the American Dream because you have to be asleep to believe it, so, not sure what they're referring to there, probably referring to freedom, or something along those lines, which is a myth but, "There are no gay people in my workplace so I don't have to worry about it."

Okay. Yeah, some people don't have gay people in their workplace, they don't have to necessarily worry about gay rights, and a lot of these people have religious beliefs that make them only tolerate gays, not accept them, so yeah, I'm sure they're going to have to worry about that here soon, if they don't already from the Obergefell v. Hodges decision.

Moving forward, "Affirmative action..." Oh, god dammit, affirmative action... "Just made it more difficult for whites and men. We are the victims now."

Really?! Really?! That's the best you've got. I don't feel like a victim. That's the victim mentality. I am white and a man, and I don't live off the victim mentality, I live to make myself a better person and to make myself a productive member, not of society, but I try to create innovations that people want, so it's a voluntary exchange; I don't expect charity, I don't expect special treatment; so yeah, I'm not a victim. I'm not a victim. I promise you that.

So let's move forward, we're only on slide number three right now, so let's see what we can get through here.

"Blame the Victim." Oh boy, here we go. "She shouldn't have worn that outfit if she didn't want men to touch her."

Well, first off, there's a couple of issues here. If a man is going to touch a woman because of the outfit she's wearing, then they obviously don't respect self-ownership. So, I'm not really sure what else there is to say about that.

"She asked for it." This is starting to sound like the rape culture arguments.

"If blacks worked harder, they would be more successful." Well yeah, I'm sure that obviously factors into some blacks, as it does with some whites, as well as some Asians. Yeah, if some of them worked harder, they would probably be more successful; it doesn't have to just do with blacks.

But continuing forward, “People with disabilities just don’t want to work.” Well, I can think of a couple people in my classes now that are definitely disabled in ways where are still attending class. A lot of them want to be functioning members of society, so I mean... I really don’t know what they’re trying to allude to here in this PowerPoint, but I guess I missed the lecture, so I guess maybe I’m missing something here, but I’m sure you guys are missing it too, so let’s continue forward to the next one.

“Call it something else... Battle of the Sexes... Personality Conflict...” Now, that’s not really saying much, I have nothing to say on this slide, that doesn’t really... I don’t know what they’re alluding to here.

“It’s better this way... People prefer things just the ways they are... Change terrifies people... The butterfly effect... Opening Pandora’s box...” Well, first off, from previous slides and also from class, I know what they’re kind of referring to here, when it comes to people prefer things the way they are, and change terrifies people, and this is referring to the LGBT movement and probably also race too; but that’s bullshit, that is complete bullshit. Most people today, thanks to the social justice warrior movement, if they’re not religious, they openly accept the LGBT community. There’s not a lot of discrimination in today’s society; there really isn’t. Most people accept them with open arms, and if you look at these fucking rallies going on Chicago and other major cities, uh, yeah, they’re pretty accepted, there’s not a whole lot of discrimination going on. And change terrifies people? What fucking change are you talking about? What change? Obviously not, well maybe even the same change Obama was promising, because it really wasn’t anything different than what we had before. So I mean, I really don’t know what the fuck these people are talking about when they’re putting together these PowerPoints, discussing these things.

But we’re not done yet, we’ve got a few more slides.

“I’m one of the good ones... I have a black neighbor... I have a gay friend... I never owned...” I’ve gotta stop there for a second before I move onto the “I’ve never owned slaves” thing.

So, do I have a black neighbor? I’ve got a couple of them; I’ve never talked to them. But, that doesn’t mean I’m racist, as I mentioned before, I judge people off their actions, not off of their skin color. “I have a gay friend.” Um, let’s see, do I have a gay friend? I really don’t know if I do. I don’t think I do, but I’m a libertarian, small “l”, not part of the Libertarian Party, one that believes in the non-aggression principle and self-ownership, um, so I don’t really give a shit what people do with their own personal lives; if they want to go bang a dude in their fucking bedroom, I don’t care what the hell they do with their lives. It has nothing to do with me, I’m just against the politicization and, uh, their willingness to use State violence against me for not accepting them... I will tolerate them, but I will not accept them.

Now, this golden one that I’ve heard propagated in class before: “I never owned slaves.” Yeah, I haven’t. I’m not going to take responsibility for people 200 years ago; I’m not going to. I mean yeah, they may have been white too, but I don’t have “white guilt”; I’m sorry, I don’t have “white guilt”. I never owned fucking slaves, I never enslaved anybody. I respect people as human beings. I live by the non-aggression



principle and self-ownership, so no, I never owned fucking slaves, I'm not going to fall into your "white guilt." Okay. Jesus Christ.

"I may be white, but I worked hard for all I have." I may be black too, and I may have still worked for all that I had. I may be Asian and worked hard for all that I had. What the hell are they trying to allude to here? Is it some anti-capitalist argument, which wouldn't surprise me because I've heard those about every single class period so far? Uh, so what? Isn't that what you're supposed to? Work for what you... Actually, no, never mind, you aren't supposed work for what you earn, because these people are advocates of the welfare state, so, uh yeah, that's true, doesn't matter how hard you work for anything because, uh, yeah, gotta redistribute that wealth. Gotta redistribute that wealth.

"I don't belong to any type of hate group." Yeah? Most people don't nowadays. The shit that you're talking about hasn't been around for 20 years. Yeah, there may be the fringe groups, but uh, yeah, for the most part, the KKK and groups like that are pretty much done; they're pretty much dead. Yeah, there are neo-Nazi groups, I won't deny that, but they're very, very fringe and there's not many of them.

"I don't use racial slurs or tell racist jokes." Okay, I may say a joke or two here or there, I'm not funny, so I don't say them much. But, uh, like I said I don't care what skin color people belong to, or what color of skin they have; I really don't. I judge them off their actions. So, yeah, still not feeling any "white guilt." Sorry guys, not feeling any "white guilt", but let's continue.

This should be the last slide, last two.

"Sick and tired... Why do we always have to talk about race? Every day? Always in the media, every hour and every minute? Can't we talk about something really important?" ...I mean, yeah, I'm kind of annoyed by these race baiters, these Black Lives Matter people, uh, yeah, I'm kind of sick of these social justice warriors too, uh, because, I can see through the plan; it's divide and conquer, and if you can keep people segregated based off of race and things of that nature, then yeah, it's very easy to rule over people; so, yeah, I am sick and tired of hearing about that shit, but it's not because I'm a racist piece of shit, it's because I care about freedom. And uh, yeah, divide and conquer is a very, very well-known tool used by authoritarians to gain control, and to keep control, and to continue control. So yeah, I am sick of it.

But let's move forward to this final slide here, and then we'll conclude.

"Getting off the hook by getting on... Getting off the hook by getting on..." So, I'm assuming they want us to adopt these things that are on this slide, so let's see. "Taking on the burden of privilege." Really?! So, one of the things they're advocating for is to actually feel this privilege; probably because I'm white, and because I've been so terrible to people in my entire life, and you know, I was responsible for those racist, authoritarian Founding Fathers. No, fuck no.

“Belong to groups that help less dominant groups.” So, in order to not feel “white guilt”, I have to accept privilege, my white male privilege, and I have to belong to groups that help less dominant groups; so, I’ve gotta subjugate myself, I guess is what they’re kind of wanting me to do, which, as I mentioned before, less dominant groups, I mean, uh, I don’t really believe in that shit.

Last bullet point: “Make ourselves feel ‘less guilty’”. Well, there’s a lot of collectivization going on here. Make “ourselves” feel less guilty. Well, I mean, any human being has done bad things in their lives; I definitely have, but they haven’t been because of race or because of my “dominant status in society”; nothing like that.

So yeah, this is what I’m dealing with in this sociology class. I’ve written about it before in various editions of Adventures in Illinois Higher Education, but now you can kind of see firsthand the type of things that are spewed in this class, all the way from, I mean, “white guilt”, to privilege, all the way up to irrational conclusions about the American Dream; the victim mentality is heavily pushed, because, I mean, if you’re a victim, you can get special privileges from the State and that means that you can use initiatory force against others to elevate your status in society. But, apparently, for us that judge people based off their actions, we’re the pieces of shit in society for not just accepting these people with open arms, not believing their bullshit, all of the lies and rhetoric that they have spewed for years now; I mean, it’s definitely getting ramped up now, when you look at the gender neutral pronouns and stuff, but, yeah, this is truly, truly fucking ridiculous. It’s definitely ridiculous. I know, I’ve definitely gotten pissed off in articles before, but um, you’re seeing this stuff for the first time, just as I am. Like I said, I saw a couple of these come out the printer, and I knew there was a place for a video for this.

So, yeah, this is the newest edition of Adventures in Illinois Higher Education, and uh, you’re seeing the screen share right now, for the first time, as am I. So, uh, yeah, now you know firsthand, the material that is being pushed in these college classrooms, and it’s truly, truly, truly fucking despicable, and is the complete embodiment of the social justice warrior narrative.

And, yeah, I will say, if this was just some online movement, as I said in one of my previous editions of AIHE, it would be a different story, but this shit is being pushed in higher level indoctrination, all across college campuses, and uh, yeah, I will side with Christopher Cantwell on this point. And that is, the fact that they’re kind of denying all basic science here, all basic science; the survival of the human race depends on reproduction and these anti-science mother fuckers, these anti-rational and logical people, yeah, they’re definitely against science and everything that it embodies; I mean, the most basic science, you need reproduction for a race to survive.

So, yeah, it’s definitely a dangerous thing that’s being messed with here in America, but it’s exactly what you would expect from cultural Marxists, and exactly what you’d expect to be pushed by folks like Hillary Clinton.

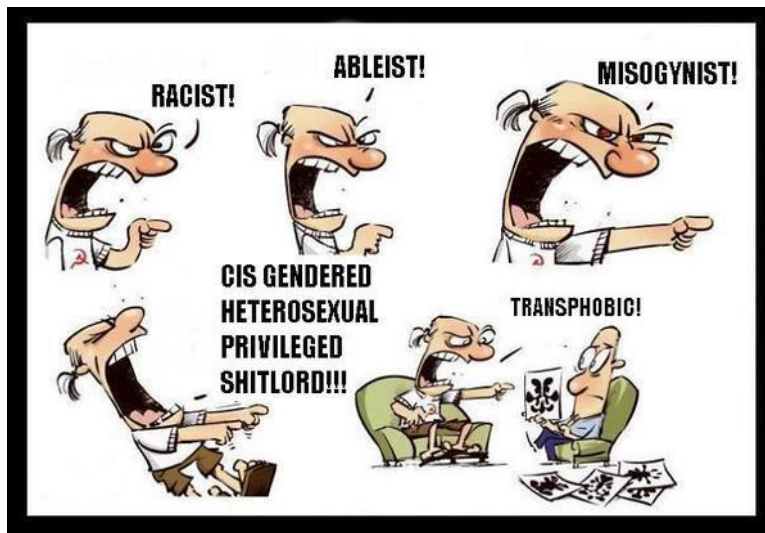
So, that is the newest edition of Adventures in Illinois Higher Education; uh, it's the first video edition I've done of it, but I felt this would be best, so you guys get a firsthand view of exactly what the hell that I am seeing and witnessing in this class. I guess the benefit that you guys have, is this one doesn't praise Karl Marx or Communism, so, I guess, good for you guys! You got one of the better ones.

So, yeah this is Shane from Liberty Under Attack Radio and this is the newest edition of Adventures in Illinois Higher Education. I hope you didn't enjoy it, because it's truly despicable, but I hope you enjoyed the video, as far as entertainment value goes.

[End of Transcription]

# Adventures in Illinois Higher Education: There is No Equality Under the Law

November 17<sup>th</sup>, 2015



My journey within higher level indoctrination thus far has been nothing short of enlightening. And when I say “enlightening”, it would be incorrect to construe that to mean anything in regards to a quality and rewarding “education”. Rather, I have been a pragmatic witness to the pushing of a communist agenda, along with a fair amount of social engineering. I am coming up to the end of the semester, with 5 or so days of class left, and this series has already become a doozy; not to mention, I have another two years left of these reports.

The entire series, thus far, is as follows:

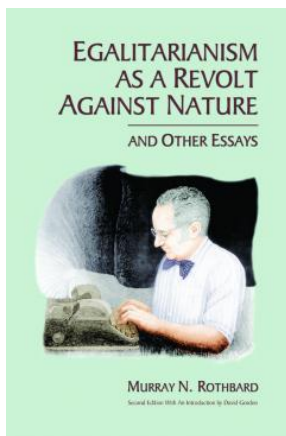
- [Statist Speeches](#) (5/5/15)
- [My Sociologist Justice Warrior Teacher is a Commie](#) (8/25/15)
- [Bronies, Mindless Millennials, & Professor Statist](#) (9/17/15)
- [Race and Gender are Social Constructs](#) (10/1/15)
- [Can My Professors Stop Quoting Marx?](#) (10/17/15)
- [“Denial” PowerPoint Video](#) (10/20/15)

From my firsthand experiences, I have grown to understand the social justice warrior movement significantly more than before and have even borne witness to an incorrect assumption propagated by the movement-at-large, which is the idea that government can “legislate equality.” That may not make a whole lot of sense yet, but allow me to elaborate.

When you look at the strategies utilized by the SJW’s, it begins to make sense. They are only “successful” when the government steps in; the most recent and well-known example being the [Obergefell v. Hodges](#) decision earlier this year that “legalized” gay marriage. Another example would be [Anita Sarkeesian’s attempt](#) at demanding that the United Nations censor the Internet to stop “cyber violence against women.”

To summarize, it begins with a [fake grievance](#) and ends with government intervention in one way or another.

There is one thing worth noting before continuing. The policies that are now being advocated for in regards to “equality”, were things initially outlawed by government. For example, [government first got involved in marriage](#) to prevent [interracial marriage](#).



This leads us into another false assumption: that the end goal of the SJW movement is vaguely defined equality. One superficial glance at this movement could lead one to believe the contrary, but that is not the case. An honest examination into the agenda and its goals shows the use of government violence to achieve a higher status in society, while conveniently leaving out any semblance of freedom. If their goal was freedom, the last thing they would do is beg the government for permission, such as asking permission to get married.

To conclude, then, we can make a few determinations about the SJW movement as a whole:

- The objective is NOT freedom,
- The objective is NOT equality; rather, it is an elevated status in society; and,
- They use government violence to achieve said elevated status in society.

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## American Government & Politics

For the months of August and September, Professor Statist’s attendance had been quite terrible. I’m certainly not complaining, as that means that I only had the class once a week for the first two months,

but some students were feeling “intellectually neglected”; one political science major in particular, who felt robbed of his entry-level course.

That being said, I arrived at class last Tuesday with a substitute teacher, who will furthermore be known as substitute Professor Statist (SPS). SPS informed us that Professor Statist has been sick all semester, and that, in the meantime, he would be filling in. SPS is also a political science professor at the college and owns his own consulting firm. He apparently has his own syndicated radio show and expressed multiple times that he “doesn’t need the money from teaching” which is why he “can be so ‘real’ with us.”

Before I move forward, I would like to give you my first impressions of SPS. He is an African-American whose voice is truly cringe-worthy. It’s not quite a lisp, but I’m unsure as to what it would be categorized as. How anyone would voluntarily listen to that on the radio, I’m not quite sure.

The first day of class was mostly frustrating, with a tinge of surprise. SPS first explained how the course syllabus is a contractual agreement between the teacher and the class, and Professor Statist’s absence is leaving the contract unfulfilled. He recommended that we go to some department head in the college and complain.

The frustration immediately followed, considering the [events at the University of Missouri](#) were all over the news cycle. From my time with him so far, I’m almost positive that he holds the same position as my sociologist teacher: “Race is a social construct.” As with the discussion in my sociology class, his narrative showed otherwise.

The class proceeded to discuss racism for a complete fucking hour, which comprises exactly 80% of the total class time. The ability to get SPS onto a million different tangents is so easy, that in three whole class periods, “we” made it through four whole PowerPoint slides.

In the remainder of that class, as well as Thursday’s, he proceeded to give the class “life lessons,” while digressing onto a million different pointless tangents.

I was actually able to find [one archived copy of his radio show](#), so you can hear his voice for yourself. And come to find out, he’s only on for 15 minutes every Monday.

To conclude American Government and Politics, the remainder of the semester will be much easier academically, but not so much so for my sanity.

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## Philosophy

As has been the trend so far, I have no negative critiques of this class or the teacher. We finished our examination of ethics with readings from [Immanuel Kant](#), [John Stuart Mill](#), and [Aristotle](#). Typically, for

each section, we are required to do a one page paper to further our understanding, but for this section, we also had a “long paper” due. “Our” task was to discuss the philosopher’s position, examine some critiques, and then evaluate their position. I chose the excerpt from Aristotle’s [Nicomachean Ethics](#).

To read my paper, click [here](#).

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## Sociology

Now that there is no time for my sociologist justice warrior teacher to praise Marx and Communism, class has gotten substantially better. Although, there are still some major issues that deserve discussion. The title for this edition of AIHE, is mainly based off of this class, although there are some derivations within American Government & Politics.

I’ve noticed an inconsistency in the application of property rights, along with the constant striving for “equality”. The students and the teacher claim that abortion is the mother’s right, as it is “her body”, yet when it comes to things such as taxation or divorce court, no one bats an eye.

To be more specific, today “we” were looking at laws in regards to marriage. The teacher named one disadvantage to women, which is the legality of men raping their wives. She stated that in most states it is still legal, and prosecution can only occur if the couple is legally separated. She never mentioned any specifics, and I can only imagine why.

In 42 states of the Union, such action has [been deemed illegal](#) and in Illinois specifically, [marital rape is illegal](#) and will be prosecuted as any ordinary case of rape. If you’ve read previous editions of this series, you can’t be surprised that misinformation is being propagated within the walls of higher level indoctrination campuses. (*Author’s note: I’m going to try to obtain a copy of that PowerPoint presentation, so I can attempt to debunk the rest of the claims.*)

Another example was brought up, and that was the case of abandonment. The teacher stated that, if a man were to get a job out of state, and the wife didn’t want to go, but he went anyways, the wife would be considered to have abandoned the husband; flip the roles around, and the wife would still be found guilty of abandonment.

Let’s examine the validity of that claim in regards to Illinois, shall we?

From what I’ve been able to find out, there’s no such thing as spousal abandonment in Illinois. Attorney and writer, John Roska, [received a question on this subject in 2006](#) and his response was:

*“...There’s no such thing as spouse abandonment, at least as a specific crime or, under any civil statute. It used to be that abandoning your wife or children “in destitute or necessitous*

*circumstances” could get you a month in the county workhouse, but not anymore. That old law was apparently abolished around 1920. So you don’t need to worry about some kind of criminal case against you for “abandonment.”*

Additionally, [other sources](#) verify that there is no civil or criminal punishment; it is merely grounds for divorce.

How “abandonment” classifies as some sort of “male privilege”, I have yet to understand.

After both of those inaccurate and misleading claims about the government’s laws were brought up, some girl had the audacity to literally scream “sexism”. If the aforementioned things were true, she would be correct; but they are not.

Let’s take a look at a couple examples that were propagated that would imply some sort of “female privilege.” The first one was the mother’s right to name the baby. After some time of research, I am unable to find any legal citation either confirming or debunking that statement. I have found forum posts, which lead to me to believe it is true, but I cannot personally vouch for the authenticity of the statement beyond that.

The other claim was that the mother could put whatever father’s name on the birth certificate that she desired, or none at all. As with the previous example, I am unable to find any legal citation proving otherwise. It does appear though, that whether the father is initially put on the birth certificate or not, they can pursue legal action, which leads me to believe that this is a moot point.

There is one final thing I would like to mention. In the PowerPoint she presented, there was one bullet point that said, “States define marriage laws.” She moved past the point quickly, and that was surely because of the *Obergefell* decision. Thanks to the [Equal Protections Clause](#) within the 14<sup>th</sup> amendment, any semblance of “state’s rights” disappeared in a cloud of smoke.

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## Conclusion

So, how does the title of this report relate to what you have just read? Well, it’s quite simple. In Sociology particularly, the expectation is for government to pass public policies to further the illogical and irrational goal of “equality.”

Additionally, from the examples she provided in class, it is quite easy to tell that there is no such thing as equality under the law; the main reason for that is because of [selective enforcement](#), but there is another reason at hand, specifically regarding the aforementioned issues.



**You can't expect the State, which inherently violates property rights, [even in its most limited form](#), to then uphold the property rights of its subjects.**

My teachers and my fellow classmates would benefit greatly from an in-depth examination into Murray Rothbard's, "[The Ethics of Liberty](#)." It is impossible to understand the entire statist apparatus, and it is also impossible to consistently apply property rights, without an honest understanding of either.

Also, I think my professors would benefit greatly from an education in how to conduct basic legal research. There are numerous textbooks and tutorials that exist on how to use this invaluable skill, and the advantages they would receive from having increased credibility should be obvious to the most ardent statist. But no, they'd rather spew out whatever they read in *The Washington Post* or *Salon* instead of devoting an hour's worth of effort into researching whether a specific activity is legal or illegal. This sort of laziness is just what I expected from the virtues of government employment. They should remember that he who is most committed to his cause, wins, and in stark contrast to them, my cause is liberty.

Two more years to go and I haven't even stepped into a university—the worship of statism, the incorporation of leftist “progressive” tendencies, and my frustration will only increase. Are you excited? I know I am.

# Adventures in Illinois Higher Education: Bomb Threats, Teacher Strikes, & “Black Lives Matter”

November 24<sup>th</sup>, 2015



The amount of insanity that I have endured this semester is far more than I would have ever imagined. I have two days left of class and then I can put this semester in the history books, although, my journey through the crazy, progressive minefield is but halfway through. As has been the trend in previous editions, social justice will be prevalent in this one as well, although “we” will examine a couple of new elements that were

brought up in class.

Before I move forward, I would like to provide some closing thoughts on this semester, what I have learned from my experiences, and why this series is crucial for your understanding, if the goal of freedom is to be achieved.

Even before I was interested in politics, I was well-aware of the prominence of the progressive agenda within the walls of higher level indoctrinated campuses. That being said, at that time, I still considered college to be important and beneficial in some aspects. Obviously, that is not the case anymore.

I witnessed the worthlessness of college firsthand and can easily tell that the overreaching goal is social engineering. That being said, there are only a couple of classes that were neutral (neutral meaning, the propagandizing was minimal): philosophy and speech last semester. The rest of my higher level indoctrination was filled with social justice, communism, Keynesian economics, more generally, and the excessive worshipping of the deity known as the State.

I also fear the up and coming millennials. The damage they are inflicting can already be seen, and it comes in the form of cultural Marxism. A number of colleges have discussed the [implementation of](#)

“safe spaces” for the easily offended, and one even pondered the [implementation of “gender-neutral pronouns”](#); that is, until a shit storm of negative press stopped that idea in its tracks (for now).

Additionally, the use of government violence to silence opposition is an integral part of their strategy; the newest development being a recent study done by PEW Research, which showed that [40% of millennials want the State to censor hate speech](#).

[As George Carlin would put it](#), the “pussification” of society-at-large is progressing at an ever-increasing rate. Before “we” know it, calling someone a “nigger” on Twitter will be a jailable offense and freedom of speech will be gone in a cloud of “gender-neutral” smoke.

If the goal of freedom is to be realized, the social justice warriors need to be stopped in their tracks. Although, with their hatred and irreverence to logic and rationality, Champions of Liberty will have to get creative with their strategies and tactics in reaching that intellectually ignorant segment of society.

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Before I move forward to the happenings this week in class, there were a couple of interesting events that happened.

First off, on November 17<sup>th</sup>, the [Heartland Faculty Association filed a 10-day Notice of Intent to Strike](#) with the Illinois Education Labor Relations Board. Issues specifically mentioned were the amount of money spent to remove dead trees on campus (no joke) and a 4.75% pay increase. Heartland has offered them a 1% salary hike, but that is apparently not enough.

Come to find out, “The [average salary for FY 2015](#) for full-time, nine-month faculty [at Heartland Community College] is \$62,948.” So let me get this straight: based off of the average salary, that is roughly \$6,994.22 a month—that seems decent to me, considering the three month summer vacation. Additionally according to [Payscale](#), the median income for college teachers in the United States is \$47,209 and the highest is roughly \$73,447.

I’m struggling to figure out what the issue is here, as these are community college teachers whose salaries are in the upper 90<sup>th</sup> percentile.

Now, in a free market, teachers would be paid what they’re worth, and from my experiences at HCC, I’ve rarely had even a decent teacher. Unfortunately, in this subsidized union, quality isn’t a factor.

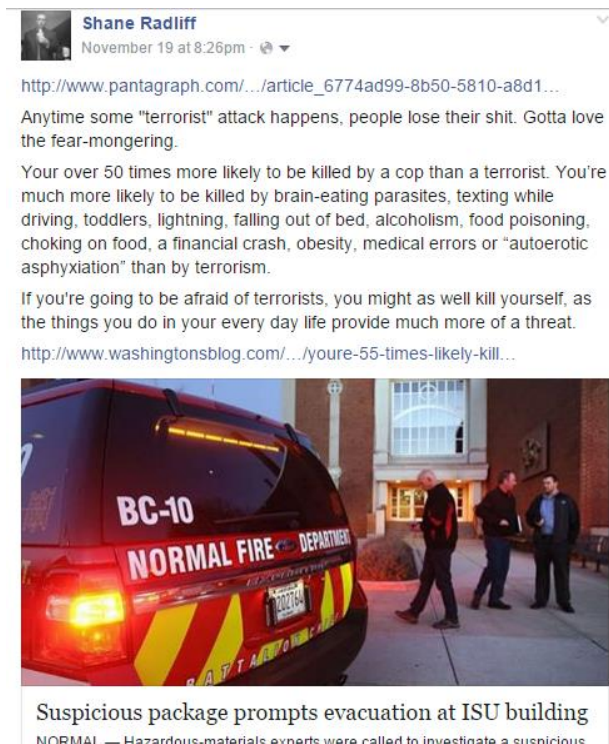
Here’s a suggestion: for all of you teachers who think that you deserve to be paid more, venture out into the free market (or, what’s left of it) and let the consumer decide your worth. Although, I won’t hold my breath; most of these teachers wouldn’t survive the free market.

Continuing forward, last Thursday was an interesting day in Central Illinois. Before I explain what happened, let me provide some context. I started my college career by taking online classes at Parkland

Community College, which is about 45 minutes away from where I live. I then decided to take on-campus classes and transferred to Heartland Community College. I am currently spending my last semester there, and will attend Illinois State University (ISU) in January.

That being said, I was in sitting in Sociology, waiting for class to start, and a news story kept popping up on my Fascistbook newsfeed. Surprisingly, [Parkland was evacuated early in the morning](#) due to a bomb threat posted on social media. I didn't think much of it, as that has no impact on me. Fast forward to later that evening, and apparently there was a "[suspicious piece of mail](#)" sent to a [political science professor](#) at ISU. One building was evacuated and the bomb squad performed their search and nothing came of it.

After hearing about both of those incidents, I proceeded to advise my fellow peers and Normalites (people of Normal) about their failure to properly assess risk. The [Fascistbook post](#) is below.



I'll conclude with this: before I even get to the happenings in class, you can already see that it was a very interesting week in Bloomington/Normal.

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This Week in American Government & Politics...

As I covered in the last edition, “we” have been graced with the presence of Substitute Professor Statist (SPS), an African-American who is unable to make it through any class material due to his constant irrelevant tangents (not that I’m complaining, it’s just the truth).

Class started, as always, with a discussion on current events (otherwise known as the bane of my existence). The dialogue began with another one of Donald Trump’s comments, this time regarding a Black Lives Matter protestor, Mercutio Southall. [Trump stated that](#), “Maybe he should have been roughed up because it was absolutely disgusting what he was doing.”

At that point, SPS went on a rather minor tangent (surprisingly), and proceeded to let the class know about his hatred of Trump. He is concerned about Trump’s desire to build a wall to keep out the Mexicans, his inaction to assist the Syrian refugees, and also his narrative towards minority groups in general; overall, he’s concerned about the possible balkanization and another internment camp, much like those [Americans of Japanese ancestry during World War 2](#).

Before moving forward, he concluded the Syrian refugee discussion by saying (and I’m paraphrasing), “If you don’t want to help them, leave,” comparing them to the immigrants that founded this country.

As you can expect, the tangent this time was completely unrelated and delved off into racism, once again. He mentioned a circumstance involving his son at school, where a white kid didn’t want to play with his son because “he was black.” I find that a little hard to believe with the acceptance/tolerance of blacks in today’s society, but I’ll take him at his word, due to the impossibility of either confirming or debunking his statement. SPS was disgusted and thinks the parents should be held accountable. In a surprising turn, he compared that to a student shooting up a school and came to the same conclusion: **the parents should be held accountable** (because why in the hell would anyone take personal responsibility for their actions?).

The rest of the class comprised of more discussion about racism and a consistent attack of right-wing candidates. At first, it was interesting that he only attacked the right, but never the left; that is, until he praised Obama for being the “most intelligent President.”

To conclude, it’s not surprising that he defended the Black Lives Matter protestors; it was even more unsurprising that he had the audacity to spout off [the false claim that blacks are killed by cops more than whites](#). Although, what else could you possibly expect from an NPR listener and adjunct college professor?

That concludes American Government & Politics for this semester.

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**This Week in Philosophy...**

I would like to congratulate this professor for not making the shit-list. It was a bearable class and some of the readings were quite interesting. Thank you, sir, for not: promoting communism, praising Karl Marx, or discussing social justice/racial issues. Here is me patting you on the back.

That concludes Philosophy for this semester.

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### **This Week in Sociology...**

Speaking of the aforementioned “shit-list”, my sociologist justice warrior teacher easily takes the cake.

As I mentioned in the previous edition of AIHE, she is now unable to praise communism due to the course content “we” are currently covering; that being said, something extremely interesting came up in class this past Thursday.

“We” were covering inter-faith marriages, the financial costs of parenting, and other issues involved with parenting. I was not surprised to see the [peaceful parenting](#) narrative overlap with what was being taught in class.

For the sake of accuracy, I’ll give you the exact bullet points on the PowerPoint slide:

#### **Problems with Spanking**

- Aggression breeds aggression
- Lessens affection between parent and child
- Teaches children to hit
- Parents who were spanked are more likely to spank
- Spanking can escalate into physical abuse

From [Liberty Under Attack’s interview with Kal Molinet](#) on the subject, at least 4/5 of those, are specifically mentioned within the peaceful parenting (PP) narrative.

Prior to this class period, I was skeptical of PP, mainly because it is easily something the State could pick up and use to further the elimination of the family; what I mean by that, is they could use it as an excuse to pass anti-spanking laws, as [47 other countries have done](#), which would then translate into more children being picked up by child protective services for supposed child abuse.

Following this class period, I am even more opposed to PP, and here’s why: **if my communist sociologist justice warrior teacher agrees, it’s certainly not something I want to be involved in.**

The class concluded with a section on dispelling myths about single mothers.

The next slide stated:



1. Most [single mothers] are employed
2. Most are not in poverty
3. Most don't have Medicaid
4. Most pay for own food
5. Most are older than 40
6. Most have one child

She told us that we didn't need to know the percentages for the final exam and now I'm kicking myself for not writing them down. I'm sure I could find some more flaws in her statistics, but without the percentages, the probability of accuracy decreases so I will abstain.

All we have left is a final exam on the 2<sup>nd</sup>, so that concludes this semester of Sociology.

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## Conclusion

This semester of AIHE yielded six articles in the series. They are as follows:

- [\*My Sociologist Justice Warrior Teacher is a Commie\*](#)
- [\*Bronies, Mindless Millennials, & Professor Statist\*](#)
- [\*Race & Gender are Social Constructs\*](#)
- [\*Can My Professors Stop Quoting Marx?\*](#)
- [\*"Denial" PowerPoint \(Video\)\*](#)
- [\*There is No Equality Under the Law\*](#)

My plan is to continue this series for the final two years of my attendance, only I would expect there to be fewer, longer reports for next semester, considering the full class schedule (in other words, I'll be busier).

All of these reports thus far have been strictly at the community college level. That being said, ISU is outright progressive (as most are); I've taken notice of Bernie Sanders rallies, pro-Planned Parenthood rallies, and a number of other things that I will have to encounter while attending.

My overall goal for the coming years is to do more on-the-ground stuff. For example, rather than writing as many articles, I want to interview Bernie Sanders supporters or advocates of Planned Parenthood.

Nonetheless, whether it's in article or video form, "we" can surely look forward to what is to come. Get ready ISU: Liberty Under Attack is coming for you.

# Adventures in Illinois Higher Education: The First Encounter with Substitute Professor Statist After His Discovery of Liberty Under Attack

December 10<sup>th</sup>, 2015



Even while I was still a [minarchist](#), I always despised the [cultural Marxism](#) that was running rampant throughout the mainstream media, higher level indoctrination campuses, and within politics more generally. Even while I was still a teenager, I understood the ramifications that this line of thinking could have on every individuals' freedom of speech. Although, what I didn't understand then, was the fact that the conclusions arrived at by those folks pushing said cultural Marxism, were founded upon illogical and irrational premises; that, and there are apparent ulterior motives at play.

In this geographical location known as the United States (and even abroad), cultural Marxism is being pushed by at least three different outlets; one of those being the false dichotic alliance between the left and the right, the second being the group known as the "social justice warriors", and the third being higher level indoctrination campuses.

When examining this unholy alliance, it's easy to see how it is so effective. It starts with the agenda put forth by those who claim to be "our" rulers; then, the government controlled media runs with whatever



ludicrous policy proposed; and it ends with said policy being hammered into the hapless minds of those who suffer through the pointless institution known as college.

That being said, I have been quite harsh (and, rightfully so) towards my professors and the agendas they are pushing; some may truly believe in what they are saying, and some may just be conforming to the college climate—although, the reasoning behind their thought process is a moot point, especially when considering the [deadly communist agenda](#) being pushed inside the walls of college campuses, that I have personally borne witness to and [have reported in previous editions](#).

More specifically, I have had some choice things to say about Substitute Professor Statist (SPS) in the two latest editions of this series. I find his focus on “[racial issues](#)” reprehensible, his “cuddling up” to the actions and agenda of the [Black Lives Matter protestors](#) to be despicable, and his [promotion of the political means](#) being similar to the naiveté experienced by a child writing a letter to Santa Claus.

Nonetheless, [SPS found the Liberty Under Attack website](#) a week ago today. Thanks to StatCounter, I am confident he read the two articles that specifically addressed him, so this final class in just under two hours is sure to be interesting. Granted, it is just the final, so I’m doubtful he will find the time to confront me, but it’s always best to be prepared for whatever outcome may arise.

As far as I see it, there are three possibilities:

1. SPS will hand out the final, I will take it, and leave without a word being exchanged;
2. I always arrive to class early, so there is a possibility that he will confront me before the exam begins; and,
3. Before SPS hands out the final, he will single me out in class.

I can’t say I would be disappointed with any of these outcomes, so it appears I win no matter what. The way I see it, it would be beneficial to [remain “grey”](#) to the rest of the class, but a confrontation sounds far more exciting and article-worthy to me.

To conclude, today is the last day I will ever step inside the halls of Heartland Community College, so I can use this as a learning experience. I will have to take extra precautions come next semester, as being found out early on could jeopardize my chance to get that “magic piece of paper.”

If something interesting happens, you can expect another article today; if not, then this series will return in January.

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*Author’s note: I just returned home from class; SPS didn’t say a word to me, although, I might have sensed a bit of tension.*

# Adventures in Illinois Higher Education: Outspoken College Student Experiences Unjust Profiling

December 11<sup>th</sup>, 2015

When I formally closed the [Adventures in Illinois Law](#) series, I had to re-open it because of [two mala prohibita violations](#) I received on the government controlled roads. That being said, just yesterday, I formally closed my [Adventures in Illinois Higher Education](#) (AIHE) series, but it appears I will have to re-open it prior to the originally projected date, due to new developments.

Before I move forward, let me just reiterate that I knew the risk I was taking in whistleblowing within the higher level indoctrination campuses. I understood that there could be some blowback or negative ramifications for my actions, but for the cause of Liberty and truth, I believe that a few minor struggles are well-worth it in the long run. *I just didn't expect it to happen so quickly.*



*Is my cover blown?*

In last [Sunday's broadcast](#) of *Liberty Under Attack Radio*, I informed the listeners that Substitute Professor Statist found the website and sent me an email inquiring further. He basically asked why I don't talk more in class, if I have so much to say. I promptly responded by saying that my interest in his

class wasn't to talk, it's just to observe, since what can I learn from somebody who prefers hearing himself rant about race, rather than actually teaching his students about politics?

That being said, I wasn't concerned about that development, as yesterday was the last day I will ever step inside the walls of Heartland Community College. That is, until I woke up this morning to a couple of interesting comments and views on the [edition of AIHE that was released yesterday](#).

Here are the two comments I received:

A	<a href="#">A friend</a>	December 11, 06:04	Hcc and Isu know who you are. As do all your teachers. Fyi.
A	<a href="#">A friend</a>	December 11, 06:10	Hcc and Osu along with all your professors know . Fyi be careful.

Those two comments came from:

Page Views: 9	Total Visits: 6
Exit Time: 11 Dec 2015 06:10:53	Location: Lansing, Illinois, United States
Visit Length: 16 mins 55 secs	IP Address: Verizon Wireless (70.194.66.73) [Label IP Address]
Browser/OS: Chrome for Android/Android	Referring URL: www.libertyunderattack.com/
Mobile Device: HTC	Entry Page: Adventures in Illinois Higher Education: The First Encounter with Substitute Professor Statist After His Discove
Resolution: 360x640	Exit Page: Home - Liberty Under Attack

For those who are unaware of the geography of Illinois, Lansing is just over two hours northeast of Normal, which leads me to believe that it could be a student returning home, but of course that is speculation.

Although, things get even more interesting, and the following view on the website could lend some credibility to the commenter:

Page Views: 3	Total Visits: 1
Exit Time: 11 Dec 2015 10:47:27	Location: Normal, Illinois, United States
Visit Length: 14 mins 4 secs	IP Address: Illinois State University (138.87.133.16) [Label IP Address]
Browser: Chrome 47.0	Referring URL: https://www.facebook.com/
OS: OS X	Entry Page: Adventures in Illinois Higher Education: The First Encounter with Substitute Professor Statist After His Discove
Resolution: 2560x1440	Exit Page: Southern Poverty Law Center (SPLC) - Liberty Under Attack

The view from Illinois State University came just under five hours after the initial comment.

So, what does all of this mean?

Well, first off, let me just say that I don't get many views from Bloomington/Normal, so it's not like my AIHE series is causing a drop in the number of applications or anything like that. Additionally, it's not like I am reporting on things that are "unknown"; all I'm doing is showing readers firsthand what it's like to be a [voluntaryist](#) inside the "progressive" education system, and why the agenda being pushed

there will lead “us” all down the road to perdition. I’m also not [doxing](#) any of professors, so privacy is not a factor here, given that I have assigned aliases to my professors. To be completely honest, I’m not quite sure what the issue is at all, except for “saving face”, if I had to guess. If anything, I wouldn’t be completely surprised if they were intimidated by the bright transparency the AIHE series shines upon their dark agenda of “thought crime”.

There is still the issue of the comments and what those could imply. That being said, there is always the possibility that he/she could be full of baloney and that it was more of a scare tactic to see if I would back off; or, it could be correct and ISU has already received their “warning” of my arrival. I’m not quite sure what actions the university might take, but they have to do so above board, if at all. Reason being, if they don’t have a viable excuse, it could be [unjust profiling](#) or political targeting, which makes for some bad press and could put them in hot water, potentially even legally. The upshot, of course, is that if the worst happened, and I was barred from attending ISU, then any pretense they enjoy of being advocates for “equality” go down the tubes; plus, with two years of my life restored to me, I could get on with the rest of my life.

Although, with this politically correct culture we live in, I really can’t be surprised with the reaction, whether credible or not. With universities now creating “[safe spaces](#)” for minorities and the easily offended, I’m wondering where my “safe space” is, or if I am just shit out of luck because I’m a white male who is politically outspoken? Chilling dissent, much?

It’s honestly hard to say what is to come in January, but I’m going to have to be at the top of my game, even more so than before; and with a stroke of luck, ISU might just put *Liberty Under Attack* on the map here in Bloomington/Normal.

I’ve said it once and I’ll say it again: get ready ISU. LUA is coming for you.

## Afterword

When I began college two years ago, I still believed in its viability and necessity. That fallacious belief continued until May of 2015, when I wrote the first article in the *Adventures in Illinois Higher Education* series titled, “[Statist Speeches](#).” At that time, I was still going through my [transformation from minarchism to voluntaryism](#), but that day in class served as a launching pad for the rest of this series.

That being said, even before I was interested in politics, I was well-aware of the “progressive” agenda that was propagated within college campuses, but I could have never fathomed how severe the corruption really was. College is commonly seen as an “intellectual haven” for those who aspire to better themselves, but my experiences have proven to me that such is not the case.

Instead of being an outlet for intellectuals, modern-day college might as well be overpriced communist indoctrination, with political correctness and authoritarianism run amok. My experiences have also provided me with a firsthand look at the up-and-coming Millennials, and their advocacy for State violence in furthering their multi-faceted agendas, is truly a scary thought, and stands in complete opposition to any notion of freedom.

There is also one other aspect that requires further examination, and that is the issue of the educators themselves. I wrote at length about three different professors: Professor Statist, Substitute Professor Statist, and my Sociologist Justice Warrior teacher. With the cost of college education today, you would expect the quality to be superb. Of course, I think I have demonstrated that is simply not true. Generally speaking, just about any blogger, podcaster, or even videographers within the alternative media could more accurately teach nearly any kind of subject matter without batting an eyelash.

I remember one distinct example where Professor Statist was not able to recall the two facets of the 14<sup>th</sup> Amendment; I had to assist him in remembering the second part. Additionally, when it comes to Sociologist Justice Warrior teacher, I don’t even see sociology as a real science, and would rather see it merged with the real, scientific field of anthropology, especially considering that the academic subfield of cultural anthropology is noticeably more academically rigorous, anyway. Lastly, is Substitute Professor Statist; instead of actually teaching his students about the course subject, he would rather talk about race for the duration of every class period, neglecting his students of an honest examination of the American governmental and political system.

To conclude, I feel it is worth mentioning the open advocacy for communism by a number of my professors. My Sociologist Justice Warrior teacher openly supported the idea and even professed her love for Karl Marx multiple times in class; her lack of understanding of communism was easy to see, especially when considering the 1<sup>st</sup> grade definition she provided to a room full of young adults.

Professor Statist also expressed his misunderstanding of capitalism, when he quoted Marx and stated that the perfect economic system, is the inexplicably perfect “balance” between free markets and communism.

For those who truly want to learn, utilize their faculties, and gain an honest understanding of freedom, college is not the answer.

Shane Radliff

Bloomington, Illinois

December, 2015

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Keep a look out in May for the second edition of this anthology.

