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president wasn't King George III, the Constitution was stronger than Trump, certain principles weren't repealed -- and they seemed relaxed. Since then it has become harder to maintain faith in these truths. Our daughter said she hated being a kid because she felt powerless to do anything. The day after the inauguration, my wife took her to the Women's March in midtown Manhattan. She made a sign saying we had power, too, and on the march she sang the only protest song she knew, we'll get over it. Days later she marched through the house and shouted: Show me what democracy looks like! Our son less accepted joining the cause and raising his fist. Being older, he also understood the difficulty of the issues better, and they suppressed it, because he knew that children could really do very little. He was painfully aware of climate change throughout elementary school - first grade was dedicated to recycling and sustainability, and in third grade, during a unit in Africa, he learned that every wild animal he loved was facing extinction. Why are humans good besides destroying the earth? Asked. Our daughter was not immune to the heavy mood -- she came home from school one day and expressed a desire not to be white so that she would not have slavery on her conscience. It doesn't seem like a moral victory for our children to grow up hating their own sex and themselves. We decided to cut down on the political talk around them. It's not that we wanted to hide the truth or give false comfort -- they wouldn't have let us even if we had tried. We just wanted them to have their kids. Carries all the weight of the world, including the new president we allowed into office. We owed our children 1,000 apologies. The future looked terrible, and somehow we expected them to fix it. Did they really have to deal with it while they were still in elementary school? I can imagine the claim -- the rebuke for everything I wrote here: your right spared them. There is no answer to this -- and therefore it is a powerful weapon -- except to say that identity alone should not sustain or disqualify an idea, or that we have lost enlightenment to pure tribes. Adults who recruit young children for their own reason might think they're empowering them and shaping them into moral people (a friend calls the Instagram photos parents post about their children selfless). In reality, adults make themselves feel more righteous, indulge in another form of narcissistic pride, spread their guilt, and move the load of their anxious battles on children who cannot bear the burden, because they lack the intellectual drive and political power. Our goal shouldn't be to tell the kids what to think. The point is to teach them how to think so they can grow up and find their own answers. I wish our son's school would teach him citizenship. At the age of 10 he studied the cultures of ancient China, Africa, the Early Dutch in New Amsterdam, and the Maya. He learned about the genocide of Native Americans and slavery. But he was never taught about the republic's entrenching. He did not learn that conflicting values and practical compromises were the life's blood of self-government. He was given no context for the meaning of free speech, no knowledge of the democratic ideas Trump was destroying or the tools with which citizens could be held accountable to those in power. Our son knew about the worst betrayals of democracy, including the one that darked his childhood, but he wasn't taught the principles that were betrayed. He obtained his citizenship from Hamilton.The citizenship provision has been reduced since the 1960s - a casualty of political polarization, with the left and right accusing each other of using the issue for endocrination - and with it the public's basic knowledge of American government. In recent years, citizenship has been making a comeback in some countries. When our son came in fifth grade, the first year of the Trump presidency, no subject was really empowering. If you fail seventh grade you fail middle school, if you fail middle school you fail high school, if you fail high school you fail college, if you fail college you fail life. Each year, instead of the tests, the students at the school presented a museum of their subject of study, a combination of writing and handicrafts on a particular subject. Parents came in, wandered through classrooms, Admire and ask questions of students, who stood by their projects. These days, called stocks, were my best experiences in school. Some of the work was good for kicking, it all showed thought and effort, and the association of parents and children felt like a realization of everything the school symnened to be. The fifth grade part, our son's last, was different. This year's curriculum included the Holocaust, Reconstruction and The James Crow. The focus was on the columns - people who refused to be bystanders to evil and raised their voices. It was education in activism, and with no grounding in civics, activism was just going to talk. At the end of the year, fifth graders presented a diorama on all the difficult issues of the moment -- sexual harassment, rights to benefit, gun violence. Our son built a plastic bag factory who had his smoke emitter emigrated endangered animals. Compared to previous years, writing was minimal and students, when asked, had little to say. They were not encouraged to explore their subjects, make intellectual discoveries, answer potential counter-issues. The dumout included cardboard, clay and slogans. Paul Spella8.Students in New York City public schools should apply to middle school. They rate schools in their district, six or eight or a dozen of them, by preference, and middle schools rank students based on academic work and behavior. Then a Nobel Prize-winning algorithm is suitable for every student with a school, which is almost always where the student should go. The city's middle schools are very weak; In our district, only three had a reputation for being good. An education expert next door made a decent living by offering counselling sessions to panic-stricken families. The whole process seems designed to raise the anxiety of 10-year-olds to the breaking point. If you fail a math test you fail seventh grade, said our daughter one night at dinner, looking years ahead. If you fail seventh grade you fail middle school, if you fail middle school you fail high school, if you fail high school you fail college, if you fail college you fail life. We're back in meritocracy scripts. But the country's politics changed dramatically during Bino's six elementary school years. Instead of pendants of hope around teachers' necks, one middle school hallway posted a picture of a card I said, oh no! Your right is on display. You received this card because your right allowed you to make a comment that others could not consent to or refer to. Check your right. The card had boxes marked, like a scorecard, next to white, Christian, heterosexual, competent, civilian. (Our son canceled the school from his list.) This language is not currently uncommon in World. A teacher in Saratoga Springs, New York, found a form of privilege reflection online with an elaborate scoring system, And handed it to high school students, not knowing that the worksheet was apparently created by a right-wing Internet troll - he awarded Jews 25 credits and anchored Muslims 50.The middle school mixer was subjected to dictates of meritocracy and democracy at the same time a competitive contest with rage and heavy-handed ideology.: Both systems did not coexist so much as drive children simultaneously in the opposite direction of extremism. Kingdoms that are equally uninspiring are a delicate and complex organism of a child's mind. If there's a connection between the systems, I started to think, this is it: a beautiful awakening to the race of success, making competitors feel better about the heartless world in which they push their children. Constantly checking your right is one way not to give it up. The day the acceptance letters came to our school, some students were crying. One of them was Marcus, who was ass outlined for a middle school he didn't want to attend. His mother went in to talk to a manager about an appeal. The principal asked her why Marcus didn't go instead to the middle school that shared a building with our school, which followed the same progressive approach as ours, and it was one of the worst in the country. Marcus' mother left in rage and despair. She had no desire for him to go to middle school upstairs. Our son got into one of the best middle schools. Last September he came home from the first day of school and told us something was wrong. His classmates didn't look like the kids at his elementary school. We found a pie chart that broke his new school by race, and it left him stunned. Two-thirds of the students were white or Asian; Barely a quarter were black or Latino. The competitive admissions created a segregated school. He'll be the last lesson. Two years ago, Mayor Bill de Blasio announced a new initiative to integrate New York City's schools. Our district, where there are enough white families for integration to be meaningful, was chosen as a case study. Last year, a committee of teachers, parents and activists in the district announced a proposal: remove the merrythocertic hurdle that stands in the way of equality. The proposal would get rid of the competitive admissions to middle school - grades, tests, attendance, behavior - that largely accounted for the racial ensemble at his son's new school. In the new system, students would still rate their choices, but the algorithm would be adapted to a middle school that reflects the demographics of our district, giving disadvantaged students priority to 52% of seats. That way, the district's middle schools would be racist. Integrated. De Blasio's initiative got the equity slogan and excellence for everyone. She tried to satisfy democracy and meritocitry with one phrase. I went back and forth, and finally decided to support the new plan. My opinion was unnecessary, since the change came a year too late to affect our son. I'd be very tested if Chance put him in a first experimental class. Under the new system, a girl at his former bus stop matched her 12th choice, and her parents decided to send her to charter school. There is no doubt that many other families will leave the public school system. But I saw our son thrive by attending an elementary school that looked like the city. I also saw a separate meritocracy and discouraging children based on their fourth-grade work. If you fail middle school, our daughter said, you fail in life. It was too early for the fate of children to be determined by an institution that was supposed to serve the public good. I wanted the show to work, but I had serious doubts. It comes with all the authoritative excess of the new progress. She called for the creation of a new diversity bureaucracy, and her tireless jargon squirted my hope that the authors knew how to achieve an excellent education for everyone. Instead of teaching citizenship that faced the complex truths of American democracy, the curriculum will highlight the vast historical contributions of non-white groups - and seek to dispel the many un-truths/lies associated with American and global history. Excellence wasn't an afterthought on the show. Of its 64 action items, only one even mentioned what is expected to be the most difficult problem: providing support to [district] educators in adopting best practices for mixed academic, racial and socioeconomic classes. How to make sure children with very different abilities succeed, in schools that have long been academically monitored? How to do this without giving up total rigidity -- without losing the fastest learners? We dealt with this problem with our daughter, who read long before her kindergarten score and begged her teacher for mathematical problems to be solved. When the school refused to accommodate her, and our applications to other public schools were unsuccessful, we transferred her to a new STEM-focused private school instead of risking years of boredom. We regretted leaving the public school system, and we were still wary of the competitive anomalies of the meritocracy, but we weren't prepared to abandon it altogether. The Ministry of Education didn't think about meritocracy at all. Her whole focus was on achieving diversity, and rooting out the racism that stood in the way of that. At the end of the summer of 2018, a public meeting was programmed in our district to discuss the integration plan. That was the height of the vacation. But several hundred parents, including me, showed up. Many had just heard of the new plan, which buried the results of an internal survey that showed most parents wanted to maintain the old system. We were presented with a presentation that included a picture of white adults ssurring black schoolchildren in the South in the 1960s - as if only vicious racism could motivate parents to oppose the abolition of an admissions system that met a superb job with a more challenging location. Even if location was the fruit of great historical injustice, parents are in danger; A policy that tells them to set aside their children's needs until this injustice is briefed is a request for failure. Just in case the consequences of racism weren't enough to intimidate opponents, when the presentation ended, and dozens of hands shot, one of the speakers, a progressive city councilman, announced that he would not tolerate questions. He blew off the storm that broke out. It was just like the education session my wife attended: the deal was done. There was only one truth. De Blasio's schools chancellor, Richard Carranza, answered critics of the diversity initiative by calling them into racism and refusing to allow them to silence him. As part of an initiative, Carranza has scheduled anti-bias training for every employee in the school system, at a cost of \$23 million. One training slide was called White Supremacist Culture. It included perfectionism, individualism, objectivity and the cult of the written word among the values of white supremacy to be disrupted. In the name of exposing racial bias, coaching created its own kind. The legacy of racism, along with a false meritocracy in America today that leaves children trapped where they are, is the main cause of inequality in the city's schools. But calling for racism and getting rid of objective standards will not create real equality or close the attainment gap, and it may have the distorted effect of making matters worse by driven by families of all races clinging to the idea of education based on real value. If integration is a prerequisite for equality, it's not enough. Equality is too important to be left to an ideology that rejects universal middle school values.9.In that our son immediately belied with the same kind of kids who were his elementary school friends -- strangers -- including Latino boys from the poorest neighborhood in the county. One day he told us about the N-word passing exchanged between other boys he knew - a system in which a black child, who replaces something, would allow a white child to use the word. We didn't believe such a thing existed, but it did. When one white boy kept using his passage all day, our son grabbed the imaginary piece of paper and ripped it into He and his friends heard the official language of moral instruction so often that it became a source of irony and sniring: Hey, man, you really need to check your right. When his teacher assigned students to write about how they felt about their identity, and informed the class that white was a source of guilt for her, our son told her he couldn't do it. The mission was too personal, and it didn't leave him enough room to describe everything that made him who he is. Isn't school studying math and science and reading, he asked us one day, not for teachers to tell us what to think about society? He reacted the way kids do when adults keep telling them what to think. He had what my wife called adrationaI empathy. Watching your kids grow up gives you a wonderfully vivid picture of the world you're going to leave them. I can't say I'm sane. Some days the picture fills me with fear. The pragmatic genius that Americans were well known and valued, which included a talent for educating our young - how did he abandon us? Now we're stewing with anxiety and anger, drilling with bad ideas, too caught up in our failures to spare our children. But one day the heat will break, and by then they'll grow up, and they'll have to figure out for themselves how to live together in a country that gives every child an equal chance. Opportunity.

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