



Stand Together Against Racism and Radicalism in the Services



The Indoctrination of Air Force Academy Cadets

1. Once USAF Academy candidates accept an appointment offer, they are given an extensive checklist that must be completed prior to arriving at the academy. This year the list included a new training section on Diversity, Equity and Inclusion (key Critical Race Theory (CRT) terms). As you can see in the linked video below, the training was overtly pro-Black Lives Matter (BLM) and portrayed the "white male" as an insensitive racist that needed educating. One of his supposedly most egregious comments was suggesting that "all lives matter" would be a more unifying slogan. The video in the link is one of many scenarios they had to work through.

<https://drive.google.com/file/d/1-w5UkrdyVFloBtgAuHSs67eNNINSJcTd/view>

There was no discussion in any of the training about BLM's Marxist roots, its anti-family, anti-police, anti-US (BLM calls for "tearing or burning the system down"), anti-religion and anti-white ideology, nor the BLM-led destructive riots, looting, assaults and murders that terrorized many of America's larger cities for much of 2020.

Other segments of the training were about privilege, intersectionality and other tenets of CRT.

One appointee's assessment of the DE&I training was "Overall it is pushing identity politics instead of E Pluribus Unum (out of many, one). It's just the constant theme of the white person

always being in the wrong, and the person of color being the victim that is irritating to me and other friends that I have spoken to that have completed the training."

2. George Takei's book *They Called Us Enemy* was handed out to the Class of 2025 on in-processing day. The USAFA's Dean shared her excitement of the book selection on in Instagram post stating, "Welcome Class of 2025! We are so excited for this year's One Book One USAFA read *They Called Us Enemy*." In a later encomium she remarked, "Our shared institutional read this year focused on dignity and respect. We are getting our Basics ready for what's ahead."

Most Basic Cadets are raised in non-military families, so the first summer at USAFA serves as the transition between civilian and military life. The concepts of duty, honor, and service remain in the rudimentary stage, but new cadets are filled with high expectations and an eagerness to learn about their chosen career. They are inspired by the likes of Robin Olds and Chuck Yeager to fly, fight and win, and take an oath to support and defend the U.S. *Constitution*. Yet now they are bombarded with mixed messages when issued *They Called Us Enemy*, written by a progressive, polarizing activist about his experience as a child in a Japanese internment camp 75 years ago.

STARRS contends that it was inappropriate to issue Takei's book to Basic Cadets on their first day in the US military. A more appropriate document to issue and have basics study would be the U.S. *Constitution* since they swear an oath to support and defend it against all enemies foreign and domestic. Copies of the *Declaration of Independence* and the "Gettysburg Address" would also be much more appropriate reads for mostly 18-year olds just starting their military journey.

NBC News published an article about the book's distribution to Basic Cadets:

<https://www.nbcnews.com/news/Asian-American/air-force-academy-distributes-George-takeis-called-us-enemy-cadets-rcna1294>

3. Lynne Garcia, an associate professor at the USAFA, admitted in an opinion piece published in The Washington Post that she teaches CRT tenets to cadets during her political science courses. Her Op-Ed advocated teaching it at the military academies and claimed it was not unpatriotic and did not promote division among the ranks. Yet she emphasized the inequalities of the past and contends minorities are still at a major disadvantage today. You can read about her comments at:

<https://www.washingtonpost.com/opinions/2021/07/06/military-academies-should-teach-critical-race-theory/>



Who Are You?

By Scott Sturman

“Game of Thrones” is one of the most popular and successful cable television series in history. One of the show’s heroines, Arya Stark, enters an apprenticeship in hopes of joining the Faceless Men, an elite guild of assassins. First she must prove her worthiness by relinquishing her identity to the organization. As graphically depicted in the series, she endures unremitting physical and mental torture to test her resolve. Throughout the ordeal her mentor asks, “Who Are You?” Only when she attains complete self-denial and melds her consciousness with the Faceless Men, will her claim, “I am no one,” be deemed genuine.

As harsh as the physical and physiologic challenges Arya faces are, how do they compare with a Basic Cadet entering a United States military academy? She is confronted with only two expectations: to blindly follow orders and to subsume her persona into a cult. She bears no responsibility to her peers, no constraints imposed by morality or the law, no concept of self-worth, and no ability to exercise compassion or discretion. Her’s is one puzzle with two pieces while a cadet’s is one puzzle with many permutations.

The intensity of training at military academies has changed over the past 50 years, but the argument will be made that today’s cadets face a far different and perhaps more difficult journey than the classes of yesteryear.

The class of 1972 entered the Air Force Academy in June 1968. At that time the country was embroiled in the Vietnam War and Herbert Marcuse’s radicals brought chaos to American college campuses. Upon admission we became disengaged from our civilian peers by both our conspicuous appearance and contrasting sense of moral obligation to our country.

Only three of five of cadets who began in June 1968 graduated four years later. Training was intense in all aspects, and cadets were subjected to incessant ridicule, discomfort, and intimidation. Unfair, capricious, and irrational treatment quickly identified those who could withstand a pressure filled environment and those who could not. Becoming “no one” and identifying with one’s class was a source of strength and the key to overcoming self-doubt and the temptation to resign.

But what did we of the class of 1972 not experience? No officer or member of the Department of Defense publicly questioned the legitimacy of the country’s founding, and despite the turbulent times, civilians did not intervene with the purpose of politicizing and inculcating the military establishment with reformulated Marxist doctrine. Communism was recognized for what it is: a totalitarian system based on false premises that has led to the death of tens of millions of innocent people. One’s phenotype, the least important human characteristic, was just that - unimportant. The words *Unus pro omnibus, omnes pro uno* (one for all, all for one) typified the attitude toward fellow cadets, rather than Critical Race Theory, which breeds hate, division, and suspicion.

More recent classes attending USAFA experience intense training, but it arguably lacks much of the overt hazing, corporal punishment, and physical restrictions imposed on classes of my era. Yet these cadets face hurdles more subtle and insidious than what we encountered 50 years ago. Social media and the political establishment, as well as the upper echelons of military leadership, including the Secretary of Defense, the Chairman of the Joint Chiefs of Staff, and the Chief of Naval Operations overtly promote and defend Critical Race Theory. Traditional concepts and responsibilities unique to the military are blurred, and cohesion among class members is threatened by the teachings of Marcuse and Delgado.

Within the Academy itself, cadets live in an environment of mixed messages. On the one hand, they are inspired by the likes of Robin Olds and Chuck Yeager to fly, fight and win, and support and defend the *Constitution*. While on the other, the football coaching staff, with the apparent consent of high ranking officers, publicly extols Black Lives Matter, and the Dean of Academics lauds the distribution to all Basic Cadets of the book *They Called Us Enemy*.

Cadets of today face obstacles more complex and ambiguous than the fictional Arya. “No one” becomes “everyone” as they search to answer multiple masters with competing priorities. In many ways the gauntlet they pass is more treacherous than that of cadets attending the Academy decades ago. Our path was difficult, but the foundations of faith, duty, country, and loyalty to fellow

classmates remained undisturbed. Today's cadet lives in a world described in Yeats' poem, "The Second Coming," where values are twisted and contorted by forces all too willing to undermine the United States military.



HISTORY: Weapon or Fair Treatment

By William Ross

I love history. What I don't like is history to be one-sided to make political points and used as a weapon. Today our country is under attack by our political leaders, high-tech companies and most importantly our institutions of higher learning to paint a distorted picture that America is a rotten place and has always been rotten to the core. Unfortunately this includes the military academies of the United States. George Takei's Book *They Called Us Enemy* perpetuates this anti-American perspective on our future military leaders.

The part of the book that deals with the internment camps is relatively factual and probably does reflect his thoughts and experiences. However, the last four pages of the book makes conclusions that are illogical, unexplained and have nothing to do with Japanese internment camps. The book suddenly jumps to the present and tries to connect Trump's ban on immigration from terrorist countries to the mistreatment of the Japanese in the internment camps and goes on to promote total open borders. It is a blatant political ploy trying to say that, because of Trump's ban we (America) have not learned our lessons from the internment camps and will remain a horrible country until we have totally open borders. So much for the ending of George Takei's book. It is disgusting.

Let us now deal with the balanced history of George Takei's book. Nobody denies that the camps existed, nor that the treatment of the Japanese (US citizens) was wrong. The book makes America look bad because the only point of view given is in isolation from all other dynamics at work throughout a world at war. OK, it is history, but not balanced.

Other countries during that same time period and continuing to this day, had their camps, namely NAZI Germany, Russia and China (today). To be fair, this part of history needs to be told for history to be **BALANCED**. Unfortunately, the educational system is not doing this, so I will. They say a picture is worth a thousand words, therefore let the facts and pictures do the talking.

Documented deaths of Japanese in US camps:

- 2 while trying to escape, possibly not warranted
- 1 dispersing a crowd
- 3 who got too close to the perimeter fence

1 accidental death
1 truck driver
0 Tortured to death
0 Starved to death
0 gassed to death
0 burned alive

Arkansas camp apartment

Japanese-American High School kids outside classrooms

Documented deaths of Jews in NAZI concentration camps:

6 MILLION starved, shot, tortured, gassed or burned alive



German doctor Fritz Klein stands amid the corpses of prisoners in one of the mass graves at the Bergen-Belsen concentration camp soon after its liberation by British troops in April 1945.

Documented deaths of prisoners in Russian Gulags

14 MILLION starved, shot or tortured to death



Not every political prisoner was pushed into forced labor. Here, the bodies of thousands of Polish people lie dead in a mass grave.

Mao Zedong's Cultural Revolution in China, 1966

In 1966, China was thrust into 10 years of turmoil, bloodshed, hunger and stagnation. Gangs of students and Red Guards attacked people wearing “bourgeois clothes” on the street, “imperialist” signs were torn down and intellectuals and party officials were murdered or driven to suicide. “Our objective is to struggle against and crush those persons in authority who are taking the capitalist road...so as to facilitate the consolidation and development of the socialist system.” But it was also an attempt by the elderly dictator to reassert control over the party by obliterating enemies, real or imagined.

By August 1966 - so-called Red August - the mayhem was in full swing as Mao’s allies urged Red Guards to destroy the “four olds” - old ideas, old customs, old habits and old culture.

After the initial explosion of student-led “red terror”, the chaos spread rapidly. Workers joined the fray and China was plunged into what historians describe as a state of virtual civil war, with rival factions battling it out in cities across the country.

By late 1968 Mao realized his revolution had spiraled out of control. In a bid to rein in the violence he issued instructions to send millions of urban youth down to the countryside for “re-education.” He also ordered the army to restore order, effectively transforming China into a military dictatorship, which lasted until about 1971. As the army fought to bring the situation under control, the death toll soared.

Party officials, teachers and intellectuals also found themselves in the cross-hairs: they were publicly humiliated, beaten and in some cases murdered or driven to suicide after vicious “struggle sessions”. Blood flowed as Mao ordered security forces not to interfere in the Red Guards’ work. Nearly 1,800 people lost their lives in Beijing in August and

September 1966 alone. Historians believe somewhere between 500,000 and two million people lost their lives as a result of the Cultural Revolution.

See the attached photos that depict what happened to those that dared to speak out against the approved party narrative. Do you see any parallels with what BLM and ANTIFA are doing in our cities today?

For the full article referenced here, see:

<https://www.theguardian.com/world/2016/may/11/the-cultural-revolution-50-years-on-all-you-need-to-know-about-chinas-political-convulsion>



Documented deaths of Uighurs in today's Chinese internment camps

UNKNOWN, however there are reports coming out of China that Uighur body organs are being harvested for transplants. I guess the CCP leadership wants to live forever. There are also reports of forced sterilization.

I wish to further point out that it was the Americans and their democratic allies who freed the poor remaining souls in the NAZI concentration camps.

As for the treatment of the Japanese in US camps, although they were interned, great effort was made to allow them as much of a normal life as possible. Families had small apartments, they grew crops for food, ate well, engaged in social events and the kids attended school.

Another interesting data point was over 12,000 second-generation Japanese Americans answered the call to serve their country during WWII, forming the 442nd Infantry Regiment. 1,500 of these came from the US camps and many had family members interned at the camps. If America's treatment of its Japanese immigrants was horrific, would so many have volunteered to fight for her?

We terminated the Japanese internment camps by 1946. George went on to graduate from the University of California, Berkeley with a BA and MA. He became an actor with various roles throughout the 50's and most famously portraying Mr Sulu in the original Star Trek series starting in 1965 and continuing the role in several Star Trek movies over the following decades.



Evidence of Indoctrination in the Military

1. Navy Admiral Mike Gilday suggested in June that Sailors read *How To Be Antiracist* by extremist author Abram X Kendi. Although the title sounds appealing (the vast majority of Americans don't want to be racist), the contents of the book insist that America is racist in history and continues to be today throughout our society's structures. Why would Sailors want to serve, defend and even die for a country they are told is evil to its core?

[HTTPS://com.press/K3](https://com.press/K3)

2. Doctor Rich Swier published an article by Kristina Wong on 9 July about soldiers at Fort Bliss being forced to wear IDs during diversity and inclusion training that listed their race, ethnicity, social class and other identifying characteristics that have nothing to do with military readiness or performance. As Representative Dan Crenshaw posted on Instagram "Nothing to do with their service or their training or the content of their character." Mrs. Wong obtained the information from Rep Crenshaw's post, likely based on information reported via his and Sen Tom Cotton's whistleblower website. Prior to Mrs. Wong's article started, Dr Swier began with this statement: "How to destroy the military...divide and conquer."

<https://drrichswier.com/2021/07/09/u-s-troops-at-fort-bliss-forced-to-wear-ids-with-race-and-social-class-during-diversity-training/>



Boots On the Ground Perspectives

Examples from Lt Col Lohmeier's book *Irresistible Revolution, Marxism's Goal of Conquest & The Unmaking of the American Military*:

1. Page 134: A young female explained to me that she had come to believe she was not only an outsider in her country, but also an outsider in the service. She admitted...she had recently learned it from the chaplain who had been teaching her and others at the base about "race in America." She was trained to believe that she was an outsider because of the color of her skin, and that people were out to get her—white people.
2. Page 134: Another young man explained that he was beginning to wonder if everything he had been taught growing up was wrong. He explained that he had been raised in a conservative Christian home and possessed a patriotic disposition. He knew that his worldview conflicted with the ideas presented in the base's Diversity and Inclusion trainings, as well as what he saw playing out daily and weekly in the mainstream media. He felt unanchored. He wondered if holding on to his conservative beliefs would jeopardize his career and if he spoke freely would he be considered racist?

Examples from Rep Dan Crenshaw's "The Whistleblower Files"

1. A "Privilege Walk" was required for all ranks in an Air Force squadron. The members were told to "take a step forward" if they were members of a certain class. For example: first all men had to step forward, then all white members had to step forward and this continued through every point of privilege one may have had according to their "intersectional hierarchy." The idea was to physically separate people and more or less demean and diminish the success of those with "privilege," implying they did not get to where they are because of merit.
2. In a DOD-wide training school, students were required to share with the class that they had had a "significant emotional event" in which they admit their privilege and repent racism and sexism. The whistleblower report stated it was targeted towards white students, particularly white males. If one chose not to say what was expected or the instructor didn't believe it was sincere, a student could be failed, and risk damage to his or her career.



A Call to Action

We thank you for expressing interest in STARRS and encourage you to take an active role. Engage your elected representatives at the local, state and national levels and express your concerns. Educate your fellow citizens by speaking at gatherings, writing editorials for local papers, talking to school boards and encouraging others to join us. If you have experienced the impact of this corrosive racist ideology, please share your story and observations with our editor Tracey, at:

starrsnewsletter@protonmail.com

1. The STARRS Newsletter Editor in Chief recently presented an anti-CRT speech at her local school board meeting. Please feel free to use the text for your own presentation. It is important to stop the indoctrination before students arrive at a military academy! The presentation was limited to three minutes. There was so much more to say. Limited as it was, the presentation was received with applause from the attendees.

The bottom line of my presentation is that we must stop the tenets of Critical Race Theory; Diversity, Equity and Inclusion; the 1619 Project or whatever label you attach to it, from being taught in our schools! The messages conveyed are divisive and racist and teach our children to hate America and everything it stands for. Our children are now being taught that all white people are racist regardless of their character; and that all minorities are oppressed by the whites. If you want to end racism, stop telling kids they are raciest and that they are either oppressors or victims of oppression!

Teaching the negative aspects of American history is fine as long as they are taught within historical context and balanced with progress achieved toward the vision of equality laid out in our founding documents. We must also teach our children the positive contributions the country has made not only for its citizens, but for people around the world. For instance in WWII we fought to free Europeans from fascist oppression. In a speech honoring the thousands that fought and died to liberate Europe, Gen Colin Powell said, "The only land we ever asked for was enough land to bury our dead."

It is vital to teach that slavery was NOT unique to the US, but was common throughout the world for thousands of years. Although our founding documents did not outlaw slavery, the equality clause at least laid the foundation for its ultimate abolition. In fact, America was the

second country in the world to abolish slavery after over 360,000 mostly white Union soldiers died during the Civil War!

Martin Luther King's goal was to apply the promises of the founding documents to all Americans! He dreamed of a time when people would be judged by their character, not by the color of their skin. CRT denounces his dream of a colorless society. Instead, it teaches that a person's primary identity *IS* the color of their skin and fuels hatred among the races - not unity.

Even more alarming is that CRT has its roots in Marxism and its aim is to destabilize the US and turn its citizens against each other to start a cultural revolution as happened in China, the Soviet Union, Venezuela, and Cuba to name a few, this time using race instead of class to ignite the struggle. The ultimate goal of the movement is to overturn the US government and Constitution and rebuild America as a communist country.

President Ronald Reagan warned us that we are never more than one generation away from losing our freedom. Do we want today's students to be the generation that turns its back on liberty and embraces oppressive socialism leading to tyrannical communism?

2. Paul Gardiner, LTC, US Army (Ret), recently posted an open letter on CD Media urging veterans to unite as groups to speak out against the CRT indoctrination of America's youth at local school board meetings. To make it easy, Paul developed the script below that can be used at such events. The script is based on references discussed in his letter which can be found at:

<https://creativestructionmedia.com/opinion/2021/06/19>

If you would like to contact Paul for more information you can email him at gardpgkg@comcast.net.

3. Here's a link to a motivated black father speaking out against CRT at a school board meeting. Another good example and perspective:

<https://mobile.twitter.com/conceptualjames/status/1411882228423041024?s=21>

4. A good tool for parents and concerned citizens to use to fight CRT and other progressive and Marxist indoctrination can be found at:

<https://www.manhattan-institute.org/woke-schooling-toolkit-for-concerned-parent>

5. Christopher Rufo has developed a great "briefing book" about CRT that will give you the information you need to understand and fight CRT at the local level.

<https://christopherrufo.com/crt-briefing-book/>

6. American Thinker published an article on 30 June regarding a petition accusing Secretary of Defense Lloyd Austin of violating his oath to the US Constitution. The petition urges him to honor his oath to support and defend the Constitution of the United States by countermanning orders that have eroded military cohesion and readiness. It argues that Critical Race Theory is a toxic Marxist ideology with anti-constitutional objectives and ordering its teachings endangers national security. To read more about the petition go to:

<https://www.americanthinker.com/blog/2021/06/>

[Sign the Petition](#)



Our Educational Mission in Action

STARRS leaders have conducted numerous interviews in the last couple weeks. Please follow the links to watch and then share with friends, families and local veterans or other community interest groups.

1. STARRS President Lt Gen Bishop (USAF (Ret)) was a guest on The Jeff Crank Show on 3 July. The interview with Gen Bishop starts at 44:25.

<https://the-jeff-crank-show.captivate.fm/episode/preventing-toxic-leftist-policy-from-taking-over-our-military>

2. Lt Gen Bishop and STARRS members Tom Burbage (USNA '69) and Doctor Scott Sturman (USAFA '73) discussed how to combat CRT/Marxism at the service academies with host L Todd Wood on Information Operations (IO) Episode 39.

<https://creativestructionmedia.com/video/2021/07/08/io-episode-39-interview-with-service-academy-grads-starrs-us-on-crt-instruction/>

3. STARRS leadership has been engaging with members of Congress to educate them on the dangers of the teaching and indoctrination of CRT tenets at military academies. Senators and Representatives are taking action. Sen Cotton's whistleblower website continues to receive testimonials from service members. This past week, in the wake of Lynne Garcia's Op-Ed, West Point graduate Rep Mark Green sent a letter to the Secretary of the AF demanding Garcia's removal. In his letter he asked, "How are our future Air Force leaders supposed to take an oath to defend the Constitution if they are being taught that it is racist and promotes inequality?" He further stated that "Making them ashamed of their country will only decrease morale, retention and unit cohesion." To read more about Rep Green's letter, see the Daily Wire article:

<https://www.dailywire.com/news/for-the-sake-of-our-national-security-gop-congressman-demands-end-of-crt-at-military-academies-in-letter-calling-for-professors-removal>

4. Lt Gen Bishop and STARRS VP Dr Ron Scott joined Matt Lohmeier in a panel discussion about CRT on Denver's KOA 850 AM on 9 July.

<https://www.iheart.com/podcast/139-mandy-connell-26936030/episode/07-09-21-mike-rosen-in-for-mandy-84629309/>

5. STARRS member, USAFA graduate and CD Media IO host L Todd Wood attempted to interview USAFA Superintendent Lt Gen Richard Clark regarding the teaching of CRT at USAFA as revealed in Lynne Garcia's Op-Ed. Gen Clark refused to publicly discuss the issue twice. For more information about this and Todd's observations of changes he has seen over the last few years that have degraded professionalism and military discipline at the academy, and how they attempted to persuade him not to publicize his observations, see:

<https://creativestructionmedia.com/opinion/2021/07/10/usafa-superintendent-lt-gen-richard-clark-refuses-to-publicly-discuss-with-classmate-obvious-marxism-being-taught-in-his-classrooms/>

WAKE UP, STAND UP, SPEAK UP AND NEVER GIVE UP!

Please support STARRS' mission to unify, not divide, ensure that the U.S. military remains free of politics, and to educate Americans of the danger of neo-Marxism and Critical Race Theory ideology, by sending donations to: STARRS, PO Box 468, Monument, CO 80132

**** STARRS is a newly formed corporation, whose 501(c)3 status is pending with the IRS. Once approval for our educational mission is received, STARRS will be a qualified organization eligible to receive deductible charitable contributions, effective 26 April 2021. ****