



FOUNDATION  
AGAINST  
INTOLERANCE  
& RACISM

# Responding to Bill 67

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A presentation to the Ontario Chapter of FAIR

By Dr. David M. Haskell

My  
interest in  
the topic

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# Goal of my Talk Tonight

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Provide a clear & concise method for explaining to others (friends, educators, politicians) why Bill 67, **the Racial Equity in the Education System Act**--and its associated ideas—need to be resisted.



# Step One—Context and Background

## **Name of the Bill**

Bill 67, the Racial Equity in the Education System Act.

## **History of the Bill**

- passed second reading with all major party support
- to committee now
- bound for third reading & potentially law



Step Two  
“A” —  
Situating Your  
Audience  
Morally

1) Should someone be judged as an individual or according to the group to which they belong?

2) Should someone be discriminated against because of an immutable trait?

Step Two

“B” —

Identify the  
Problem;  
Wolf in  
Sheep’s  
Clothing

### Main Claim

Explain to your audience that the bill proports to be a bill that will fight racism in our public schools... but, in fact, it will promote racism

### Sub-claim

The Bill Purposely Uses Omission of Information and Manipulative Language to Misrepresent its True Intent

# Step Three— Supporting the Claim the Bill is a “Wolf in Sheep’s Clothing”

## First Proof

- In section 1, it says that “anti-racism” means the policy of opposing racism including anti-Indigenous racism, anti-Black racism, anti-Asian racism, antisemitism and Islamophobia.
- You need to point out to your audience that one racial group is purposely excluded in that definition.
- Anti-racism... as defined in this bill and elsewhere... endorses racism against white people.

## Second Proof

- Highlight to your audience that the Bill repeatedly uses the term racial **equity** rather than racial equality. That’s no mistake.
- Equity is not equality. Equality means treating everybody the same. Equity means treating people differently, unequally, according to their race. That discrimination is the essence of anti-racism.

## Step Four—The History/Pedigree of the Ideology; Explaining where “anti-racism” originates

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While the larger pedagogical movement is Critical Race Theory... to win approval, the ideas of the movement are presented using the purposely misleading term “Anti-racism.”

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Show the ethos of “anti-racism” by identifying the “anti-racism experts”

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The two most well-known promoters of “anti-racism” ideology are US university professors Robin DiAngelo and Ibram Kendi.

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-DiAngelo’s ***White Fragility*** and Kendi’s book ***How to Be Anti-Racist*** are the most read sources on the topic.



# Step Four... continued

## Summarize the message of the “anti-racism experts”

Kendi’s and DiAngelo’s work (and the message of “anti-racism” education)

- 1) explicitly denounces whites and advocates discrimination against them
- 2) implicitly claims that people of colour can’t succeed on an equal playing field without rigging the game (insidious racism of lower expectations)

## Quoting the Anti-Racism Experts

In her work, DiAngelo tells us that only whites exercise power and thus only whites can be racist. Moreover, she demonizes whites saying they are inherently racist, prone to oppressing others.

Robin DiAngelo says: “a positive white identity is an impossible goal. White identity is inherently racist; white people do not exist outside the system of white supremacy.”

In his book Kendi categorically rejects the idea of treating all people equally. Instead, he insists that to make society “equitable” whites must be denied equal treatment and be made to pay for any past historical wrongs.

Ibrim Kendi Says: “The only remedy to racist discrimination is antiracist discrimination. The only remedy to past discrimination is present discrimination.”

Step Five—Detail  
the Extent to  
Which this  
Ideology Will  
Control  
Education in  
Ontario  
if the Bill  
becomes Law

1) The bill, if law,  
will compel new  
teachers to  
receive training  
vindicating this  
practice.

2) It will link the  
advancement of all  
teachers to their  
willingness to subscribe  
to this indoctrination;  
the bill states “a  
performance appraisal  
of a teacher shall  
include competencies  
related to a teacher’s  
anti-racism awareness  
and the teacher’s  
efforts to promote  
racial equity.”

# Step Six—Explain the Damage this Kind of Ideology Does to Students

## General

- Regardless of their socio-economic status or country of origin, under this bill, white students will be condemned for the collective guilt of their ancestors and for unearned “white privilege.”
- Conversely, students of colour will be told they are victims and less likely to succeed without outside intervention.

## Specific

- In 2019 a study was published in the **Journal of Experimental Psychology: General**

Erin Cooley, an assistant professor of psychology at Colgate University and one of the study’s authors, stated:

“What we found startling was that white privilege lessons didn’t increase liberals’ sympathy for poor Black people. Instead, these lessons decreased liberals’ sympathy for poor white people...This would mean that the sort of social justice training programs offered by numerous universities could be having an undesirable effect...”

# Step Seven--Call to Action



**Call to  
Action!**

- use these steps to communicate with friends, educators, politicians
- seek out political parties that will advance a pro-human agenda not an “anti-racist” agenda (e.g., a party that **prevents the teaching** of divisive falsehoods like... *an individual, by virtue of their race or sex, is inherently privileged, racist, sexist, or oppressive, whether consciously or subconsciously*)