



Testimony to oppose [HF874](#), A constitutional amendment for education
House Education Policy Committee March 8, 2021

Child Protection League Action opposes HF874 for the following reasons:

1. HF874 transfers much of the authority over education from the legislature to the state. By “state” is meant not only the legislature, but also the departments of the executive branch and the courts. This is an obvious violation of the structure of our state and U.S. Constitution, because in a Republic it is the legislature that determines policy. It is not the executive nor judicial branches. We cannot amend the Minnesota Constitution in a way that makes our state something other than a Republic. The U.S. Constitution guarantees a republican form of government to every state (Article IV, Sec. 4). In Senate testimony last year, Mr. Kashkari himself noted that the legislature merely “gets to have a say.”
2. This intended transfer of power from elected representation to the state bureaucracy and the courts additionally extends state authority about the content of curriculum to all nonpublic education, thereby abrogating Minnesota’s long-followed policy of allowing private schools to remain private. For religious schools, this is a clear violation of the First Amendment of the U.S. Constitutions which guarantees the “free exercise of religion.”
3. “Quality” is measured for *all* students by state standards. “Standards” unfortunately has become code language for requiring the teaching of highly controversial and partisan beliefs and values, and they are frequently the very reason many parents choose nonpublic alternatives. HF874 would extend public school standards to all young people in the state. For example:
 - a. The first draft of the new proposed social studies standards essentially removed significant benchmarks on World War I, World War II, the Holocaust, the rise and effects of communism and socialism, the Communist Revolution, major events of the American Revolution, significant leaders such as George Washington and Thomas Jefferson, causes of the Civil War, and main ideas of the debate over slavery and states’ rights. Instead, they highlight “systemic racism.”

The first draft focused on social, cultural, and political inequities and on gender, race, and class identities. In other words, public school standards are becoming a laundry list of leftist political ideology.

- b. Curricular standards in public education are riddled with false narratives of racism and white supremacy. Math itself is now under attack for supposedly promoting capitalist, imperialist, and racist views, such as showing their work, expecting correct answers and reinforcing objectivity. This crazy talk ironically primarily hurts the students it is supposed help. The sad truth is that public education has shifted from teaching knowledge and skills to transforming students into social justice activists.

- c. Legislation now under consideration and expected to pass the Minnesota House would mandate a Comprehensive Sexuality Health Education (CSE) curriculum standard to all public/charter schools from pre-K to 12th grade (HF358). Parents understandably intensely oppose HF358. CSE teaches children they have the right to be sexually active, teaches them to masturbate, teaches them oral and anal sex, and promotes multiple sexual orientations and gender identities. Under this constitutional amendment, any mandated CSE curricula would also be extended to nonpublic schools and homeschools.

Do not be deceived by sweet-sounding but totally false words like “quality education” and “closing the achievement gap.” Creating a constitutional right to “quality for all” is worse than a mirage when the definition of quality rests in the hands of those little interested in genuine education and more on indoctrinating children into an ideological agenda.