

## Without the “other” Stand would not have a reason to exist

Stand for Children’s concern for neighborhoods of color comes from its “othering” mentality. You see, “Othering” is inherent in Stand’s settler-minded DNA because without this “other” there would be no reason for Stand to exist. Thus, ironically, any anti-racist values Stand takes to heart will lead to the organization’s demise.

Creating “the other” helps Stand rationalize its existence. Unfortunately, for students of color and their families, this backfires and enables a neo-colonial response to the current “colonial” education system.

That's why this paper is arguing that CARE is a Stand front organization and/or initiative established to make the public think Stand is being anti-racist, when in reality, it is not. Stand cannot. The fundamental whiteness of standardization (Weilbacher, 2012) is inherent in Stand’s DNA.

So, intentional or not, this positions SfC as purveyors of coloniality and “whiteness” as normative, presupposing difference from “the norm” as somehow inherently “damaged” and needing assistance—and of course, in this case, needing Stand’s assistance.

“The crisis is not about education at all. It’s about power.” -- James Baldwin

### Stand’s neo-colonialism is not the best response to a colonial public school system

“Urban students quickly receive the message that they can only be smart when they are not who they are. This in many cases is classroom colonialism.” -- Prof. Chris Emdin

Such deficit models of these urban neighborhoods of color, which interest Stand, misconstrue social justice by emphasizing the “other.” For example, the Achievement Gap and its creator, standardized testing both perpetuates the assimilationists/missionary logic of “coloniality.” Failing to challenge Stand’s coloniality means the onus of change is forever on the colonized “other.”

Therefore, “success” for people of color will endlessly revolve around finding ways to conform and succeed on another’s terms, rather than around nurturing their own criteria for achievement.

From the perspective of this commentary, under SfC’s parent advocacy scheme (Stand University for Parents/Stand UP <http://stand.org/bachelors-program>), the value of parents will depend upon how well they’re able to get their children to assimilate towards the cultural normative dogma of whiteness.

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Weilbacher, G. (2012). Standardization and Whiteness: One and the Same? A Response to “There Is No Culturally Responsive Teaching Spoken Here.” *Democracy and Education*, 20 (2), Article 15. <http://democracyeducationjournal.org/home/vol20/iss2/15>