

Public Schools & Teachers: a pointed examination

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Date: February 11, 2017

In the past I have been somewhat critical of Teachers, and while I may still be critical, it is not to the depth of yesteryear. Today I have a different view of Teachers because a Teacher has taken the time to show me what Teachers face in today's public schools. As a beginning, let us take a look at the philosophy of education.

We at this particular school encourage the full ***self*** development and individual ***self*** actualization of each child we attempt to educate. We want to provide curricular interventions which will give the individual development and specific ***self*** actualization goals to each child that comes through our door.

Sounds *good*, really *good* actually. Let's take a look at public education and see if we believe this philosophy to be true.

True Nature of Public Education

But, before we get into that, we need to know the true nature of the current Public School System. While American schools began as a private enterprise in which parents would band together and hire a teacher, that wonderful system of education was eventually replaced by the Department of Education. In 1933, President Franklin Roosevelt, through Executive Order, declared the United States a bankrupt entity. As is common in bankruptcy, a reorganization plan is implemented. It began with the Emergency Banking Relief Act of March 9, 1933, just 4-days after Roosevelt was inaugurated.

This act contained the language of the *Trading with the Enemy Act* of October 6, 1917, but some language was amended. Whereas the original 1917 Act excluded United States citizens and domestic transactions from the operation of the law, the 1933 Act included them. The result of this is far reaching. Since the Trading with the Enemy Act gave Government Leadership total authoritarian control over the commercial activities of an identified enemy, they

now had total authoritarian control over the commercial activities of Americans that they did not have before. Thus, it became a simple task to convert all of the normal and regular activities of U.S. citizens into a *commercial activity* in order to regulate, tax, and control them in everything they do.

But more strikingly, this act led to the commercialization of the whole of Government. While the Constitution **MANDATED** that a *republican form of government* be maintained in all states of the Union, Leadership now acted to violate the supreme law of the land and no longer provide that **mandated** form of Government. And so, Government at all levels, from Federal to State, to County, to City, all became *commercial municipal corporations*. This can be confirmed with an appropriate **Dun & Bradstreet** search. For a sampling, click [here](#).

This *commercial status* creates an irreconcilable conflict of interest. Every Office, Agency, Bureau and Department of Government has a fiduciary obligation to the people, but they also have an obligation to an investor. And since the Government has descended into bankruptcy by virtue of Leadership mismanagement, the obligation to the investor trumps the fiduciary obligation. Therefore, Government has managed to stay afloat by a *con-game* in which Leadership has converted every normal and regular activity of the American people into a commercial activity that Leadership can regulate through fees, tax after implementation, and control. It's one large criminal conspiracy to take more productivity (money) from the American people so that Government can continue operating in bankruptcy as they have since 1933.

However, this scheme may be about to collapse, in which case Leadership will attempt to RESET the system and start anew. You can learn more about this by clicking [here](#).

And although many of us don't think of public school in these terms, it is a Department of Government. You will find your local public schools listed on **Dun & Bradstreet**. You may find that you will be required to use the *District Name* rather than the individual school name, but it will be there.

Therefore, the public school is just another Government Agency that has an obligation to an investor. Now, how is this *investor* serviced? Where does the money come from that is going to service the *investor*? Well, of course it comes from the people of the United States, through property taxes. Think of all the businesses out there that have to charge more for their products or services in order to pay property taxes. Think of all the homeowners and ordinary American owners of real-estate that pay property taxes. Think of all the renters who pay higher rents to cover the property taxes. And in California, that still wasn't enough to cover the cost of Public Education and service the obligation to the *investor*, so the corporate STATE OF CALIFORNIA implemented the Lottery, and told the people there would never be any necessity to have special propositions or bond measures to fund public schools in the future, or so they said at the time the Lottery was to be voted upon by Californians.

So, public schools are not a ***de jure*** Government agency of the republic, instead, they are a commercial, for profit entity of *commercial Government*. In 2010, the United States spent an average of \$11,000 per Elementary student, per year, to educate them. And the same year, spent \$12,000 per high-school student.

With an average of 30-children per classroom, that is three-hundred-thirty-thousand dollars (\$330,000) per year per classroom. Let's analyze this:

	330,000	Beginning Sum
-	50,000	Teachers Salary
-	10,000	Utilities and Maintenance at \$1000 per month
-	130	Books; \$650 / 5 years
-	0	Pencils, Paper, etc. - paid for by parents
-	0	Photocopies of tests and teaching materials - paid by teacher
-	0	Chart paper, Construction paper, - paid by teacher
-	0	Laminating - paid by teacher
-	0	Ink Jet printer ink, only two color and two black provided by school, teacher buys the rest

	\$ 269,870	

As we can see, \$60,130 goes toward education of the student, and \$269,870 goes toward the **Administrative Empire**, from **ONE** classroom. Back in the 1990's, I was reading the Pro's & Con's on a California school funding measure, and the "Con's" side of the argument was pointing out that for every 100 Teachers in the Public School System, there were 110 non-teaching personnel.

In the United States, we are conditioned not to see what is clearly before our eyes. Therefore, I'm going to lay the foundation for a QUESTION. I'm going to do this by commission of a CRIME! The ultimate intent of this "question" is to invite the reader to **think outside the box** into which the Public School System has placed him, or her. In answering the proposed question, the reader may see their own contribution to the *obligations* heaped upon all of us by government, thus providing an insight into how lives are taken over and controlled.

So now I set the stage to put matters into proper perspective. In *setting the stage* we will agree on some basics as a foundation for the "question." That being said, we begin.

If I were to encounter you on the street and put a gun to your head in order to take your money (your property), what is the *mechanics* of what is taking place? In reality, I am using the threat of force and violence, or, in necessary, actual force and violence, to place your life in peril or at risk in order to force you to relinquish your money to me. Using force and violence (or the threat thereof) to take your money (property) without your permission is a crime! Anyone sitting in judgment of this action would conclude that I am guilty of the crime of robbery, and I would be sent to prison.

This is, as it should be. Using force and violence to take someone's property is a criminal act, and we would all agree that this is not *proper intercourse* for the American landscape. However, I might have decided to rob you to help out the needy and underprivileged, but that makes no difference. With all the noble or selfish excuses stripped away, robbery is using force or violence, threatened or actual, to take your property against your will.

As matters would have it, law is also ***force & violence***, thus its proper role lies in delivering someone to justice who has caused actual harm to another! Law is not intended to be used offensively. Implementing legitimate law is using whatever ***force & violence*** necessary to make you comply with the law. That is why *law* must be *just and honorable* in its application. For if it is not *just and honorable*, then law itself becomes criminal.

With these understandings we may now consider the question.

Is it not the same crime for Government to threaten through law (***force & violence***), to place your body in prison where your body will be brutalized and raped on a regular basis by other more powerful and aggressive prisoners, to deprive you of your liberty and ability to provide for yourself and your family, all to take your property (money) from you to educate *my child?*

Take a moment before continuing to consider this question. Is not the same crime of robbery being committed? The problem we face, of course, is that we in society tend to equate *law* with morality. The axiom is that if the action is sanctioned by law, it must be moral. But is it? This is your opportunity to *think outside the box*. While it is probably necessary to have laws that govern the behavior of a people, those laws should confine themselves to obtaining justice for people who have been injured. Law should not become the source of injury to an individual who has harmed no one.

And so there we have it. Government Leadership forcibly, or if necessary, violently takes one person's money to "educate" (actually indoctrinate) the child of another individual. Then Leadership make laws that require children to be in school ***and they force compliance***. What is the result. I'll let Constitutional Attorney, John Whitehead answer this question. Mr. Whitehead, you have the floor.

“ ‘Every day in communities across the United States, children and adolescents spend the majority of their waking hours in schools that have increasingly come to resemble places of detention more than places of learning. From metal detectors to drug tests, from increased policing to all-seeing electronic surveillance, the public schools of the twenty-first century reflect a society that has become fixated on crime, security and violence.’ — Investigative journalist Annette Fuentes

“In the American police state, you’re either a prisoner (shackled, controlled, monitored, ordered about, limited in what you can do and say, your life not your own) or a prison bureaucrat (police officer, judge, jailer, spy, profiteer, etc.).

“Indeed, at a time when we are all viewed as suspects, there are so many ways in which a person can be branded a criminal for violating any number of laws, regulations or policies. Even if you haven’t knowingly violated any laws, there is still a myriad of ways in which you can run afoul of the police state and end up on the wrong side of a jail cell.

“Unfortunately, when you’re a child in the American police state, life is that much worse.

“Microcosms of the police state, America’s public schools contain almost every aspect of the militarized, intolerant, senseless, over-criminalized, legalistic, surveillance-riddled, totalitarian landscape that plagues those of us on the “outside.”

“From the moment a child enters one of the nation’s 98,000 public schools to the moment she graduates, she will be exposed to a steady diet of draconian zero tolerance policies that criminalize childish behavior, overreaching anti-bullying statutes that criminalize speech, school resource officers (police) tasked with disciplining and/or arresting so-called “disorderly” students, standardized testing that emphasizes rote answers over critical thinking, politically correct mind-sets that teach young people to censor themselves and those around them, and extensive biometric and surveillance systems that, coupled with the rest, acclimate young people to a world in which they have no freedom of thought, speech or movement.

“If your child is fortunate enough to survive his encounter with the public schools, you should count yourself fortunate.

“Most students are not so lucky.

“By the time the average young person in America finishes their public school education, nearly one out of every three of them will have been arrested.

“More than 3 million students are suspended or expelled from schools every year, often for minor misbehavior, such as “disruptive behavior” or “insubordination.” Black students are three times more likely than white students to face suspension and expulsion.

“For instance, a Virginia sixth grader, the son of two school teachers and a member of the school’s gifted program, was suspended for a year after school officials found a leaf (likely a maple leaf) in his backpack that they suspected was marijuana. Despite the fact that the leaf in question was not marijuana (a fact that officials knew almost immediately), the 11-year-old was still kicked out of school, charged with marijuana possession in juvenile court, enrolled in an alternative school away from his friends, subjected to twice-daily searches for drugs, and forced to be evaluated for substance abuse problems.

“As the Washington Post warns: “It doesn’t matter if your son or daughter brings a real pot leaf to school, or if he brings something that looks like a pot leaf—okra, tomato, maple, buckeye, etc. If your kid calls it marijuana as a joke, or if another kid thinks it might be marijuana, that’s grounds for expulsion.”

“Many state laws require that schools notify law enforcement whenever a student is found with an “imitation controlled substance,” basically anything that look likes a drug but isn’t actually illegal. As a result, students have been suspended for bringing to school household spices such as oregano, breath mints, birth control pills and powdered sugar.

“It’s not just look-alike drugs that can get a student in trouble under school zero tolerance policies. Look-alike weapons (toy guns—even Lego-sized ones, hand-drawn pictures of guns, pencils twirled in a “threatening” manner, imaginary bows and arrows, even fingers positioned like guns) can also land a student in detention.

“Acts of kindness, concern or basic manners can also result in suspensions. One 13-year-old was given detention for exposing the school to “liability” by sharing his lunch with a hungry friend. A third grader was suspended for shaving her head in sympathy for a friend who had lost her hair to chemotherapy. And then there was the high school senior who was suspended for saying “bless you” after a fellow

classmate sneezed.

“Unfortunately, while these may appear to be isolated incidents, they are indicative of a nationwide phenomenon in which children are treated like suspects and criminals, especially within the public schools.

“The schools have become a microcosm of the American police state, right down to the host of surveillance technologies, including video cameras, finger and palm scanners, iris scanners, as well as RFID and GPS tracking devices, employed to keep constant watch over their student bodies.

“Making matters worse are the police.

“Students accused of being disorderly or noncompliant have a difficult enough time navigating the bureaucracy of school boards, but when you bring the police into the picture, after-school detention and visits to the principal’s office are transformed into punishments such as misdemeanor tickets, juvenile court, handcuffs, tasers and even prison terms.

“In the absence of school-appropriate guidelines, police are more and more “stepping in to deal with minor rule breaking—sagging pants, disrespectful comments, brief physical skirmishes. What previously might have resulted in a detention or a visit to the principal’s office was replaced with excruciating pain and temporary blindness, often followed by a trip to the courthouse.”

“Thanks to a combination of media hype, political pandering and financial incentives, the use of armed police officers to patrol school hallways has risen dramatically in the years since the Columbine school shooting (nearly 20,000 by 2003). Funded by the U.S. Department of Justice, these school resource officers (SROs) have become de facto wardens in the elementary, middle and high schools, doling out their own brand of justice to the so-called “criminals” in their midst with the help of tasers, pepper spray, batons and brute force.

“The horror stories are legion.

“One SRO is accused of punching a 13-year-old student in the face for cutting the cafeteria line. That same cop put another student in a choke-hold a week later, allegedly knocking the student unconscious and causing a brain injury. In Pennsylvania, a student was tased after ignoring an order to put his cell phone away.

“Defending the use of handcuffs and pepper spray to subdue students, one Alabama police department reasoned that if they can employ such tactics on young people away from school, they should also be permitted to do so on campus.

“Now advocates for such harsh police tactics and weaponry will tell you that school safety should be our first priority lest we find ourselves with another Sandy Hook. What they will not tell you is that such shootings are rare. As one congressional report found, the schools are, generally speaking, safe places for children.

“In their zeal to crack down on guns and lock down the schools, these cheerleaders for police state tactics in the schools might also fail to mention the lucrative, multi-million dollar deals being cut with military contractors such as Taser International to equip these school cops with tasers, tanks, rifles and \$100,000 shooting detection systems.

“Indeed, the transformation of hometown police departments into extensions of the military has been mirrored in the public schools, where school police have been gifted with high-powered M16 rifles, MRAP armored vehicles, grenade launchers, and other military gear. One Texas school district even boasts its own 12-member SWAT team.

“According to one law review article on the school-to-prison pipeline, “Many school districts have formed their own police departments, some so large they rival the forces of major United States cities in size. For example, the safety division in New York City’s public schools is so large that if it were a local police department, it would be the fifth-largest police force in the country.”

“The ramifications are far-reaching.

“The term “school-to-prison pipeline” refers to a phenomenon in which children who are suspended or expelled from school have a greater likelihood of ending up in jail. One study found that “being suspended or expelled made a student nearly three times more likely to come into contact with the juvenile justice system within the next year.”

“Not content to add police to their employee rosters, the schools have also come to resemble prisons, complete with surveillance cameras, metal detectors, drug-sniffing dogs, random locker searches and active shooter drills. The Detroit public schools boast a “\$5.6 million 23,000-sq ft. state of the art Command Center’ and ‘\$41.7 million district-wide security initiative’ including metal detectors and ID system where visitors’ names are checked against the sex offender registry.”

“As if it weren’t bad enough that the nation’s schools have come to resemble prisons, the government is also contracting with private prisons to lock up our young people for behavior that once would have merited a stern lecture. Nearly 40 percent of those young people who are arrested will serve time in a private prison, where the emphasis is on making profits for large mega-corporations above all else.

“Private prisons, the largest among them being GEO and the Corrections Corporation of America, profit by taking over a state’s prison population for a fee. Many states, under contract with these private prisons, agree to keep the prisons full, which in turn results in more Americans being arrested, found guilty and jailed for nonviolent “crimes” such as holding Bible studies in their back yard. As the Washington Post points out, “With the growing influence of the prison lobby, the nation is, in effect, commoditizing human bodies for an industry in militant pursuit of profit... The influence of private prisons creates a system that trades money for human freedom, often at the expense of the nation’s most vulnerable populations: children, immigrants and the poor.”

“This profit-driven system of incarceration has also given rise to a growth in juvenile prisons and financial incentives for jailing young people. Indeed, young people have become easy targets for the private prison industry, which profits from criminalizing childish behavior and jailing young people. For instance, two

Pennsylvania judges made headlines when it was revealed that they had been conspiring with two businessmen in a \$2.6 million “kids for cash” scandal that resulted in more than 2500 children being found guilty and jailed in for-profit private prisons.

“It has been said that America’s schools are the training ground for future generations. Instead of raising up a generation of freedom fighters, however, we seem to be busy churning out newly minted citizens of the American police state who are being taught the hard way what it means to comply, fear and march in lockstep with the government’s dictates.

“As I point out in my book *Battlefield America: The War on the American People*, with every school police raid and overzealous punishment that is carried out in the name of school safety, the lesson being imparted is that Americans—especially young people—have no rights at all against the state or the police.

“I’ll conclude with one hopeful anecdote about a Philadelphia school dubbed the “Jones Jail” because of its bad reputation for violence among the student body. Situated in a desperately poor and dangerous part of the city, the John Paul Jones Middle School’s student body had grown up among drug users, drug peddlers, prostitutes and gun violence. “By middle school,” reports *The Atlantic*, most of these students “have witnessed more violence than most Americans who didn’t serve in a war ever will.”

“According to investigative reporters Jeff Deeney, “School police officers patrolled the building at John Paul Jones, and children were routinely submitted to scans with metal detecting wands. All the windows were covered in metal grating and one room that held computers even had thick iron prison bars on its exterior... Every day... [police] would set up a perimeter of police officers on the blocks around the school, and those police were there to protect neighbors from the children, not to protect the children from the neighborhood.”

“In other words, John Paul Jones, one of the city’s most dangerous schools, was a perfect example of the school-to-prison, police state apparatus at work among the nation’s youngest and most impressionable citizens.

“When management of John Paul Jones was taken over by a charter school that opted to de-escalate the police state presence, stripping away the metal detectors and barred windows, local police protested. In fact, they showed up wearing Kevlar vests. Nevertheless, school officials remained determined to do away with institutional control and surveillance, as well as aggressive security guards, and focus on noncoercive, nonviolent conflict resolution with an emphasis on student empowerment, relationship building and anger management.

“The result: **a 90% drop in serious incidents** — drug sales, weapons, assaults, rapes — in one year alone. As one fifth-grader remarked on the changes, “There are no more fights. There are no more police. That's better for the community.”

“The lesson for the rest of us is this: you not only get what you pay for, but you reap what you sow.

“If you want a nation of criminals, treat the citizenry like criminals.

“If you want young people who grow up seeing themselves as prisoners, run the schools like prisons.

“But if you want to raise up a generation of freedom fighters, who will actually operate with justice, fairness, accountability and equality towards each other and their government, then run the schools like freedom forums. Remove the metal detectors and surveillance cameras, re-assign the cops elsewhere, and start treating our nation’s young people like citizens of a republic and not inmates in a police state.”

Thank you John, well said! But, I’ll take it one step further. Give children and their parents a choice whether or not they wish to attend public school. With this, it will now be the job of Administration to provide an experience that will draw students to the school. No longer will they be compelled under threat of force and violence to attend. No longer will Administration be in a comfort zone of *not having to do anything to have a school full of students*. This will force Administration to **do their job**. What a thought - *Administration doing their job*.

Thus, with a 90% improvement we can see it is **Administration policies** that have led to the poor attitude and performance of so many students. By virtue of the *no child left behind* policy, the Teacher is saddled with teaching to lowest performing students in the class. And, as matters would have it, I suffered this teaching practice in college. In three Semesters of work in a particular discipline, we were in Chapter 11 of a book designed for all four semesters. In a book with 35-Chapters, this was a joke.

We should have been in Chapter 11 by the end of the first semester. Instead, we were covering 3.6 chapters per semester. When I complained at the beginning of the fourth Semester, I was thrown out of the program by the Professor whom I had criticized.

In short, I and other students were there to get an education, but because the Teacher (Professor) was teaching to the lowest performing student in the class, we serious students were being robbed of the Education for which we were there to receive. The Professor would go over, and over, and over, and over the same material as many times as necessary for the poorest performing students. It was easy to get A's in his class without study, I had heard the lecture repeated so many times.

And the same is true for today's public schools. The capable children are being robbed of a good education by Administration policies like, *no child left behind*. It is a perfect policy if one is attempting to fail at educating capable students.

Because Leadership, presumably with the approval and support of Administration, has made prisoners of today's students, Teachers are now, more and more, faced with a different student attitude than those from students of the years before *public education*. There is a growing number of students who do not want to learn. In the private schools of yesteryear, there was the one-room school house and the older and more advanced students, were involved in teaching the younger students. Learning became an adventure in teaching. It's absolutely no wonder at all that students of the years before public school were so much more intelligent.

Because of the Administrative Policies of Public School, there has, for many years now, been a continual lowering of *acceptable performance standards*. With the *no child left behind policy*, we seem willing to lower achievement standards until a cow can pass on to the next grade, now that's something Administration can be proud of. This frustrates teachers and so their attitude changes. If the *public school system* is going to adopt policies that virtually guarantee a general failure of the educational process, then why try? Just put in the hours pretending to be teaching in a **no win** situation and go home. This *no win policy* is forced upon Teachers and students alike. While Administration is visibly *cheering for a touchdown*, they are, at the same time, blocking anyone on their team from picking up the ball.

As we have seen, public education engages in **overt robbery** to fund its activities. Let's think about this for a moment. Do I the power and authority to compel you to dig fence-post holes? "NO", you say! Then what makes you think I have the power and authority to **FORCE** you to go to a public school? Well, I don't, and neither does Leadership unless they have used *fraud, via deception* to sucker you into **contracting** with them – another crime in itself. [Contract = Acquiring a registered **Birth Certification**, or acquiring a Social Security Account with the United States of America, Inc.] This, in itself becomes a *role model* for students to do the same, to engage in criminal activity and think that if someone benefits, it's O-K!

If a student volunteers to be in public school, I can see where they might require a student to wear an identification card around his neck. But only if he volunteers. If the student is being **forced** to be there, schools don't have the authority to force the wearing of identity cards. But this is all part of conditioning the student to the arena and realms of COMPLIANCE. Comply, comply, comply, comply. No individuality or independent thinking is allowed!

If we are going to have an educational system funded by **criminal behavior**, then what do we expect to be the outcome? This, then, begs the next question: **"How can we have a true 'educational environment' that is based in and funded by a criminal activity?"** The answer is simple of course, **we cannot**. In short, we cannot expect a positive outcome in which 90% of the students are well educated, and this has to be disheartening for teachers. True education

cannot take place when it is forced upon the student. This is akin to *Riding a Dead Horse*.

Riding A Dead Horse

Tribal wisdom of the Dakota Indians, passed on from generation to generation, says that when you discover that you are riding a dead horse, **the best strategy is to dismount.**

However, in modern Government, and especially Public Education, a whole range of far more advanced strategies are often employed by Administration in search of the best means to ride a dead horse. Strategies such as the following:

1. Buying a stronger whip.
2. Changing riders.
3. Threatening the horse with termination.
4. Appointing a committee to study the horse.
5. Visiting other sites to see how others ride dead horses.
6. Lowering the standards so that dead horses can be included.
7. Re-classifying the dead horse as “living, impaired”.
8. Hiring outside contractors to ride the dead horse.
9. Harnessing several dead horses together to increase the speed.
10. Attempting to mount multiple dead horses in hopes that one of them will spring to life.
11. Providing additional funding and/or training to increase the dead horse’s performance.

12. Doing a productivity study to see if lighter riders would improve the dead horse's performance.
13. Declaring that as the dead horse does not have to be fed, it is less costly, carries lower overhead, and therefore contributes substantially more to the bottom line of the goals and agenda of Administration than do some other horses.
14. Re-writing the minimum expected performance requirements for all horses.
15. Promoting the dead horse to a supervisory position.

I have nothing against someone else providing funding for the education of my children, but it should be done by charitable means or by philanthropy. The open and un-forced willingness of others to help. Not by ***force and violence!*** In doing otherwise we teach our children that it is O-K to plunder and pillage your neighbor when it is to your benefit. And then we wonder why there is so much crime among the young.

Parent Involvement:

I have often heard teachers complain about the lack of support they receive from parents. Well, why should the parents be supportive? Administration has asked Leadership for laws, and received them, that virtually guarantee the failing educational outcome in America today. Would parents be more involved if they were paying for their child's education out of their pocket, and not their neighbor's pocket? Probably! But, I think that Administration knows this, thus, the conclusion is that Public School Administration does not want parental involvement in the education of their children.

Additionally, if the teacher had a totally uncooperative and/or disruptive child in class, in a private system the teacher could expel and refuse to work with the child, thus preventing one child from disrupting and robbing the education of other students. What a thought... a teacher in control of the classroom. Not the school administration, not the Department of Education, not the

Principal... the teacher. It just boggles the mind!

There is a point here that may escape the reader and it is this. If a Teacher has bad policies of education, those policies can ruin the education of one class. If the Department of Education has bad policies, those policies can ruin the education of an entire nation.

Today's Teachers, confirmed by my friend, do not teach that there are at least three "United States" defined in law, yet:

"United States. This term has several meanings. It may be merely the name of a sovereign occupying the position analogous to that of other sovereigns in a family of nations, it may designate territory over which sovereignty of United States extends, or it may be collective name of the states which are united by and under the Constitution. *Hooven & Allison Co. v. Evatt*, U.S. Ohio, 324 U.S. 652, 65 S.Ct. 870, 880,89 L.Ed. 1252." – Blacks Law Dictionary, Sixth Edition

And since the corporate United States (definition #2) has its own Constitution separate from the republic, this then begs the question: "*When a public office holder takes an oath to protect and defend the Constitution from all enemies, both foreign and domestic, to which Constitution is he, or she, swearing this oath of office?*" The whole of Government has become one big commercial deception, it is Walmart with guns. But Teachers are not allowed to teach.

From the Teachers Mouth

"Had I remained a problem-solver I would have drowned in life for sure, but a habit of mind that demands things in context sensitized me to the culture of schooling as a major element in my work and that wariness eventually allowed me to surmount it. **The highest school priorities are** administrative coherence, student predictability, and institutional stability; ***children doing well or poorly are incidental to the main administrative mission.*** Hence teachers are often regarded as instruments which respond best if handled like servants made to account for the silverware. In order to give these vertical relationships strength, the horizontal relationships among teachers — collegiality — must be kept weak. – [Underground History of American Educaiton](#), Pg. 107

From this observation we see that the educational performance of school students is “incidental” to the *administrative mission*, which does not seem to include education. But, *with no child left behind* we already knew this. With our growing comprehension of the character of Administration, should we believe that life is easy for the teacher in public schools? If so, we need to consider the following:

“There was a humorous aspect to what transpired over the next few years. I had no particular trouble keeping a lid on things, but for teachers who counted upon support from administrative staff it was a different story. Now, if they asked for a hand, often they were pressured to resign, or formally charged with bad classroom management, or worst of all, transferred to an even more hideous school in expectation they would eliminate themselves.

“Most, under such tension, took the hint and quit. A few had to be pushed. I remember a magnificent math teacher, an older black woman with honors and accomplishments to her name, much beloved and respected by her classes, singled out for public persecution probably because she acted as an intractable moral force, a strong model teacher with strong principles. Daily investigative teams from the district office watched her classes, busily took notes in the back of her room, challenged her style of presentation openly while children listened. This went on for two weeks. Then the administration began to call her students to the school office to interrogate them, one by one, about the teacher's behavior. They coached some kids to watch her during her classes, coached them to look for any telltale signs she was a racist! Parents were called and offered an option of withdrawing their kids from her classes. Broken by the ordeal, one day she vanished.” – [Underground History of American Educaiton](#), Pg. 118-119

At the beginning of this construction I made it known that a Teacher had taken the time to educate me about his world, and the incident above dovetails with his experience, but to a slightly lesser degree. The School Principal, his boss, was in his classroom one day, monitoring his Teaching style and skills, and during that viewing, a student used wholly inappropriate language that my Teaching friend missed while having his back turned to the students - facing the chalk-board, and speaking to the class himself. And this became a big issue on his next *Performance Evaluation* and he received low marks for his

classroom management.

Administration, in this case the Principal, held him accountable in this instance and gave him a poor Performance Review because of this incident. As though the Teacher should be responsible for all the bad behavioral habits this student had acquired since being in Public School and allowed to get away with. Yet, if the Teacher had caught the student in his bad behavior, and referred him to “higher authority”, his punishment would have been to remain absent from that class for the rest of that one period only, and then return the next day. But, Administration will hold the Teacher responsible and give a poor Performance Evaluation, pretending they are doing their job of furthering education while, in reality, being the biggest road block to education success.

The whole of Administrative behavior seems a little irresponsible to me. In my view, it is the job of Administration to pave the way for the worker’s success, in this case, the teacher’s success. And this is not happening. Suppose the Teacher were to point this out, what would happen then. Well, as a worker, nothing will alienate you any quicker in today’s Childish Administration than expecting Administration to do their job. If an American worker does this, Administration will knock themselves out to get rid of such an employee and the Public School system is no different.

The Teaching staff, all 4-year-graduates of College and professionals, are treated like they are the enemy by Administration, rather than the team that gets the work done. It is counter productive to berate a Teacher on his evaluation for the behavior of a student who has been taught for six previous years by the Public School System that **acts have no REAL consequences**. Administrative policies have created the problem, and now they want to hold the Teacher responsible for the very problems their policies have engineered.

Inmates

So far I’ve been using the term “students”. But let’s be honest, they are **inmates**, or if you prefer, **slaves**. When Government made it a law that children are required to attend public school, and are willing to use force and violence to compel the children to attend, they are no longer free. Leadership **talks** freedom here in the United States, and then enslaves the children,

getting them accustomed to being told what to do, when to do it, and how to do it. Ultimately leading to enslavement of the Adult. If you disbelieve this, look at the huge number of adults that need bigger Government and more Government to be their parent.

An Experience

When my daughter was in 5th Grade, I was given an opportunity to address the class and was invited to give a presentation on computers. Since computers work with the *binary number system*, I decided to present *binary mathematics* to the class. And I did this, first by demonstrating the concept of *column value* in decimal, and then in *binary*. Then showing that the rules are the same in each number system. The presentation went on for about an hour, and in that time period, I had over half the class doing binary mathematics. That is simple addition and subtraction with binary numbers. And recognizing the value of the binary number. There is, now, an old sage story that there are 10 types of Teachers, those who understand binary, and those who don't. I know, right off there will be those who say that's two types of Teachers, not 10. Well, 10 in binary is 2 in decimal.

And half of the class of 5th Graders understood this. They could write binary numbers as well as read them. And, they learned how to subtract by adding, which is kind of neat because then you can build a computer with only "addition" capability and still be able to subtract. And of course, multiplication is only rapid addition, and division is rapid subtraction. And since the computer can add and subtract real fast, these two later functions can be achieved.

I still remember the name of one of the students, a beautiful little African-American girl whose name is Stacie. I remember her because she caught on to the concepts so quickly and was always one who had her hand up when I asked a question. From the look on the Teacher's face, I could tell she didn't understand, but over half her class did, and I could see the puzzlement in her face as she watched her students with answers to binary mathematics. She couldn't understand how these 5th-graders could comprehend binary, and she couldn't.

I also had the opportunity to tutor mathematics in College. And all the students I tutored, passed their classes. It was rewarding, but... but... but, I was tutoring students who wanted to learn and who were just having trouble comprehending the material. When it was explained to them in different ways, they could then understand the principles or axioms. And teaching someone who wants to learn is much different than teaching students who have no desire to learn. Which provides an opportunity to introduce the Sudbury School.

The Sudbury Valley School

“I know a school for kids ages three to eighteen that doesn’t teach anybody to read, yet everyone who goes there learns to do it, most very well. It’s the beautiful Sudbury Valley School, twenty miles west of Boston in the old Nathaniel Bowditch "cottage" (which looks suspiciously like a mansion), a place ringed by handsome outbuildings, a private lake, woods, and acres of magnificent grounds. Sudbury is a private school, but with a tuition under \$4,000 a year it’s considerably cheaper than a seat in a New York City public school. At Sudbury kids teach themselves to read; they learn at many different ages, even into the teen years (though that’s rare).

When each kid is ready he or she self-instructs, if such a formal label isn’t inappropriate for such a natural undertaking. During this time they are free to request as much adult assistance as needed. That usually isn’t much.

In thirty years of operation, Sudbury has never had a single kid who didn’t learn to read. All this is aided by a magnificent school library on open shelves where books are borrowed and returned on the honor system. **About 65 percent of Sudbury kids go on to good colleges.** The place has never seen a case of dyslexia. (That’s not to say some kids don’t reverse letters and such from time to time, but such conditions are temporary and self-correcting **unless institutionalized into a disease.**) So Sudbury doesn’t even teach reading yet all its kids learn to read and even like reading. What could be going on there that we don’t understand?” – [The Underground History of American Education](#), Pg. 84-85

Sudbury realizes that children are NOT little automatons, and that it cannot be expected that they will all be at the same level of comprehension at the same time. Which is one of the impossible goals that Administration expects from Teachers of today.

Me “Michael [my son and now an adult], why did you learn to read so early?”

Mike “Because Dad, as I watched you sitting at your bench and working when I was four, using all that electronic equipment, and pushing all those buttons made me realize that you were able to do that because you could read. And with that realization came another, that everything I wanted to know about was written down somewhere in a book, waiting for me to learn how to read.”

Pretty wise for a four-year-old child. Here is his thought on public education:

"The first freedom of every human is freedom of the mind, the great free will. Essential to this is education. Mankind must accept education as an individual responsibility. Turning over the responsibility for your personal education to another is to surrender your free will. By controlling what you can learn, others control you as neatly as a shepherd herds sheep. If mankind cannot accept the personal responsibility for self education, then I am wrong and mankind deserves to be treated as sheep, both shorn and slaughtered, while in the interim herded by a few smart dogs that lick the shepherd's hands.

“The second freedom of every human is to rise up against oppression, whether it comes from the lowly hands of a common thief or from the high hands of the so called sovereigns.” — Michael C. Keehn

Fixing the Problem

So, how do we fix the problem. Quite obviously, the best fix would be to get rid of *Public Education* and go back to parents hiring teachers themselves. Go back to the one-room school house, where older and more advanced students would teach the younger ones in the lower grades, thus becoming more educated by teaching. It was a wonderful system of education.

But, I think the question we really want an answer to is, how do we fix the problem within Public Education. I'm not sure it can be fixed so long as we continue to operate under War and Emergency Powers granted by the Emergency Banking Relief Act of March 9, 1933. It is, since that time, that the Red, White and Blue U.S. flag began flying above State flags on the same pole as evidence of **occupation** under War and Emergency Powers. Another event that Teachers are not allowed to teach. Prior to this time, the flags flew on separate poles at the same height, indicating an equality of power, authority and responsibility. Washington, District of Columbia is not within (inside of) the republic of these united States of America, it is without (outside). It is a jurisdiction foreign to the republic. And it is this foreign jurisdiction that is currently "OCCUPYING" the States, and under War & Emergency Powers, it is operating un-Constitutionally. Yet again, more facts not allowed to be taught by Teachers. Therefore, we do not have a *de jure* Government, we have a *de facto* Government. A return to Lawful Civil Authority would be a BIG HELP to education. But Teachers are not allowed to teach the fact that we are operating under War & Emergency Powers since 1933.

"The majority of American Citizens have lived all their lives under **emergency rule**. For forty years, freedoms and governmental procedures guaranteed by the constitution have in varying degrees been abridged by laws brought into FORCE by states of national emergency. And in the United States action taken by the government in times of great crises have, from at least the civil war, in important ways shaped the present phenomenon of a permanent state of national emergency." — Senate Report 93-549, (1973)

Emergency rule is another way of saying un-Constitutional rule. This is why we have so many WARS!! The War on Drugs. The War on Terrorism. The War on Poverty. The War on YOUNAMEIT. These declarations give Government Leadership the Emergency Authority to operate the country un-Constitutionally, but, unfortunately, Teachers are not allowed to teach. Therefore, giving teachers the latitude to Teach would be a big step in furthering public education. But alas, Administration and those above them, do not want educated students, they do want little program controlled automatons. And so, the many wonderful Teachers out there continue the company line, that the Naked Emperor's new clothes are so extraordinarily

beautiful. And your child isn't educated.

When I was in sixth grade I learned a simple math puzzle, it is as follows:

1. Pick a number from one to ten and do not tell me the number, but do not forget the number.
2. Add eight (8) to your number.
3. Double that answer.
4. Divide that answer by four (4).
5. Subtract one-half the original number.
6. Your answer is 4!

In reality it doesn't really matter what number they pick, the answer will always be 4 in the example above. We just have them pick a number from one to ten to keep the numbers manageable in their head. The answer will always be one-half the number you tell them to add in step 2. In this case the number was 8, so the answer was 4, one-half of 8. If you had told them to add 10, the answer would be 5, and so on.

Some people can do this simple math exercise in their head, so long as they pick an *even number*, but almost no one is able to complete the exercise without a calculator if they pick an odd number. But, when I was in school, virtually all sixth graders could do the math in their heads with no problem at all. So let's do an odd number problem.

We pick 7. Adding 8 we get 15. Doubling that answer, we get 30. Dividing that answer by 4 — oh my, 4 doesn't divide evenly into 30, and this is where most people, and even students in high school begin to become boggled. Well, the answer to dividing is ALWAYS something and one-half, in this case, $7\frac{1}{2}$. Then we subtract half the original number, which is $3\frac{1}{2}$. Therefore, $7\frac{1}{2} - 3\frac{1}{2}$ is 4, the answer to the problem regardless of the number picked.

If you were to give this simple math exercise to people today in a simple test, I'm guessing that only about 1 in 10 will be able to complete it without writing it down, or using a calculator. It's a simple test that illustrates how well Administration is doing in public schools today. And if you are not able to

complete the task, thank Administration for not doing their job, DO NOT BLAME THE TEACHER!!!

When we talk about behaviors there has to be consequences for certain actions. I grew up with a wood stove. And I was told not to touch the stove because it would burn me. But that didn't stop me, and so I touched the wood stove and got a little burned from it. Then I learned what HOT meant. There was a **consequence** for stupidity, as there should be.

But, for some reason, ignorant educational philosophers of today do not think there should be **consequences for stupidity** and their public school system failure shows the wisdom of this. They think that the child's ego is too fragile to suffer failure. And so what happens? The children grow up, leave high school without the skills to be successful in any serious collegiate or technical undertaking. Then what? Some push carts in at Walmart, some become drug addicts, some become street criminals, some go home to live with mom and dad, some commit suicide. And very few are able to think and analyze. This is the educational success that public school Administration has brought us.

So, the first thing public education must do is to get rid of this STUPID no child left behind policy. It's O-K if a student falls behind, they'll learn when they are ready. No matter how much Administration might want all sixth-graders reading the same book, on the same page, in the same paragraph, on the same line, at the same time, **IT'S NOT GOING TO HAPPEN**. Education cannot be FORCED ROTE. It is NOT O-K is for Administration to give Teachers poor performance evaluations for poor performing students. I'm not a qualified or trained Teacher, but, if I can have a half-class of 5th-Graders doing binary mathematics in an hour, I know that America's Teachers can teach without Administration breathing down their neck. Give Teachers back the power and authority to control their classroom without due process! Maybe Teachers could try to hold a Trial in class, and let students participate. Let the accused plead his case before the student jury. And, give Teachers the latitude to teach from books not approved by the Department of Education

MAKE EDUCATION AN ADVENTURE, students will love it, and they'll come to school to be part of it. When you teach **history**, lay out the logistics and ask

the class what they might do under the circumstances. Then show them what actually took place. Draw them in. The link above is to a *history of the United States* written first in the 1890's and this edition is 1905, long before *revisionist history*. It reads like an adventure novel, but probably the most important thing it does is to give the reader a connection to the people who came before him. The reader will develop a bond with the people who sacrificed so much for him and his freedom. This is something that is totally removed and sanitized in today's history books. Leadership, and public school Administration does not want students to have a connection and bond to those who sacrificed so much.

I watch my Teacher-tutor friend spend one-third to one-half of his free time grading papers and planning lessons. Time he should be spending with his family and for which he is never paid. But this sacrifice doesn't show up on his performance evaluation. Even though he sacrifices a large block of time from his private life, he faces a severe problem. Because his students have not acquired the necessary skills from previous years of schooling, many, if not most, do not have the *automaton* ability to meet the Administrative standards and requirements for sixth grade curriculum. And should he return to teaching skills that should have been learned in previous grades so the students have the ability to learn sixth grade skills and is caught doing this, that too will be on his evaluation as a teaching failure. How is he supposed to get around this ***Administrative-roadblock-boondoggle*** to educate your child?

Well, there used to be around 20-students per class room in his school, but then Administration, noticing that students were receiving the necessary personal help from the teacher to become well educated took steps to lessen the chance for good education by increasing the number of students per classroom to about thirty-two. Thus, making certain that the amount of time a teacher could spend with a single student was significantly reduced.

Maybe he could assign the smarter and brighter children to teach struggling students in groups of three or four. The *teaching student* could go home at the end of the first day, with the questions of struggling students in mind, and look up any answers he might need for the next day of teaching. *Teaching students* would feel they are contributing, not just marking time. And the struggling

student might be more inclined to ask his *stupid questions* of another student rather than to ask the teacher and show how stupid he is. But Administration would find fault with this and the Teacher would most likely face reprimand. No innovative thinking is allowed by Admin.

I'm certain that Teachers could come up with some great teaching ideas. I think this because they did when they had all GRADES of students in one classroom and the children were so much better educated and skilled with marketable abilities than students are today.

In the end, it is not Administration nor the Teacher who suffer bad education, it is the individual student. And I'm certain they know that, I knew it when I was in school. School has to be more than an *electric motor* running in the back ground. And what I mean by that is that school cannot be boring and then expect students to pay attention.

Pose questions from real world applications of math or science, and get them to think about the solution. For example, take a look at the irrigation system on the next page. You can see sprinklers hanging down from the main pipe every few yards, they appear as a thin black line with a small white spot at the end. The white spot is the sprinkler head. As you can see, it is probably two or three hundred yards long, and it travels a half circle from the well, which is visible in the picture. It does not take a rocket scientist to see that if the sprinkler system travels 5-degrees in an arc, the sprinklers out at the end are going to move a great deal further than the sprinklers close to the well. This, in turn means that the sprinklers close to the well must deliver much less water per minute than do the sprinklers out at the far end. A math teacher might ask the students to calculate how far sprinklers travel in a 90-degree arc at different distances from the well-pivot point. This is a problem that would give the student some skills to use in the real world.

In the second picture on the next page, we see a series of three *radial gates*, one of them open and the other two closed and mostly hidden. As can be seen the *radial gate* travels in an arc, akin to a circle. When movement is measured it is the *arc travel* that is measured, but it is the *true vertical travel* that is needed by the canal operators.



Therefore, this real world application gives a math teacher an opportunity to draw the students in by figuring out how to determine the vertical travel for a given arc travel.

The point is to make the education real, tie it to real-world problems. Draw the students in by asking them questions and requiring them to think and analyze. OH NO, THINKING AND ANALYZING STUDENTS? Administration might melt-down if this were to occur.

And similar problems can be found in the Auto Shop, the Ag Shop, the Wood Shop, and other places. Teachers instinctively know how to make things interesting if their noses are not held on an *Administrative curriculum grindstone* that does not allow imaginative teaching.

I can tell the reader that I never had any intention of writing when in school. My *grammar and English* grades were always “D” or “D-”. Yet, here I am, writing. After being the sole developer of a fully automated computer control system for the Tehama-Colusa Canal, and being the programmer responsible for the 10,000-plus lines of program code, I was saddled with writing the Technical Manual for the system. I was a very poor student in school, yet, the control system I developed for the Tehama-Colusa Canal was a first ever, in the World, **Fully Automated** control system for a large canal (110-miles with a full capacity of 2,000 cubic feet per second) in which a computer algorithm was making **unattended** adjustments to the gates and achieving stability, that is, no hunting condition going on with the gates.

Was a fluke, an anomaly. Perhaps. I managed to learn skills despite public school Administration, not because of them. Was I a rascal? You bet I was. I got my knuckles cracked with a ruler more than once by a Teacher for whom I still have the highest regard, Mr. Fleming. A seventh grade Teacher at Anderson Elementary. But I grew up in a time when teachers still had control of their classrooms, and had enough latitude to teach. I grew up learning to read using *phonics*. In the 4th grade, I read better than most high-school students of today.

The scandal of widespread illiteracy has finally become a topic of general discussion and debate, from local newspapers to Dan Rather on the CBS Evening News. Americans are at last being told the tragic fact that the public schools are failing to teach children how to read. Our largest and trendiest state forced the facts of illiteracy into the national news stream. California came in last in national fourth-grade reading tests, set up a state task force to find out why, held legislative hearings, discovered that the state's **Whole Language** method is a disaster, and earmarked \$100 million for new textbooks and teacher training to switch the schools back to **phonics**. — [Phonics vs. Whole Language](#) by Phyllis Schlafly

Public School Administration is responsible for the **Whole Language** method of learning to read and the **Whole Word** method for learning to spell. Evidence that if there is a failing way or method to educate, Administration will find and implement it. Meanwhile informing the rest of the country that they are the Public School Administration and THEY know what is the best education policies. Yet, parents can all see that, under your Administrative policies, their children are not really educated.

There has been a concerted effort to **dumb down** the students of the United States for a long time now, and guess what, IT WORKED!!! The **dumbing down case** is made in spades in the [Underground History of American Education](#). And now that Administration's policies of **dumbing down** the students has worked so well, administrators now want to hold the Teachers responsible for *failing public education* when they had nothing to do with the policies that brought it about. Teachers have been knocking themselves out trying to figure out a way to educate students in this Administrative created *insane asylum* known as **public education**. It's probably time they collectively began to speak out.

The Teachers Creed

We, the willing Teachers of America, led by the unknowing and unqualified Public School Administration, have been doing the difficult for the ungrateful, so long with so little, that we are now prepared to attempt the impossible with nothing.

So, do we believe the *philosophy of education* set forth at the beginning?