



CASES

TIME FOR DEMOCRACY

top illustration:
garden ornament
Division at State (1200N, OEWS)
Chicago, Illinois
2012 August 1

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Introduction

CASES discusses frauds that I saw in the Chicago Public Schools (CPS) as a parent of a school child and as a school teacher. My 11-year career as a Special Education (SPED) teacher ended when I suffered a retaliatory firing for distributing materials that describe some of the wrongs I've seen.

At the time I was fired, the Chicago Board of Education (CBE) had seven members. Members included executives from three multi-national banks, each of which was heavily involved in the Chicago and suburban Cook County mortgage markets. Real estate values were inflating insanely and fraudulently for their profit. The executives were white, black, and Hispanic. The Hispanic population was growing while white and black populations shrank. Indeed, the in-migration of Hispanics is the primary reason CPS hasn't gone out of business for lack of customers.

Another CBE member was a jet-setting, female 'public financier' and socialite who used a Latino surname instead of her husband's white non-Hispanic surname. She had a second home in France. Public financiers have been the bane of existence in Europe and world-wide since the days of the ancient empires. Without public financiers, there would be no taxation. They conspire with corrupt government officials to create government debt serviced by tax revenue as investment opportunities for their anonymous wealthy clients who live the good life world-wide. 'Tax' is a horrible-word on its own. Taxation is an innovation on the ancient and long-lasting affliction known as 'tribute'. Tribute is the capital that gangs and protection racketeers extort from productive people, usually by violence.

Two CBE members were black non-specialists. They were Mayor Daley's go-to people when he needed someone to follow-through on his backers' expectations for various agencies. The female puppet passed from education to garbage disposal. The male puppet had previously founded a bank to finance home ownership in a poor black neighborhood. He seemed to be the only CBE member who acted in good faith. He went missing in 2009 November. His car was found at the edge of the Chicago River; and he was presumed dead.

CBE member #7 was a South Asian medical doctor who worked at a private HMO clinic in another poor black neighborhood. Maybe the doctor helped the CBE make healthy decisions. However, CBE was diverting more and more tax revenue to so-called Charter Schools. In practice, charter schools convert tax revenue intended solely for education to private real estate ownership. The doctor's HMO converted federal and state Medicare and Medicaid tax revenue to private real-estate ownership, too. South Asians are involved in most or all sectors of the US economy, including charter schools.

For the first year-and-a-half after I was fired, I spent 10-hour days on research in libraries and on the internet. The original purpose was to ponder the wisdom of suing CBE for the retaliatory firing. One of my colleagues had said that an Ohio court awarded a woman like me \$5 million. Illinois isn't Ohio. Illinois is notoriously corrupt. (A friend said his small Ohio town government was probably more corrupt than Chicago's.) My research led to the conclusion that, for the most part, ordinary people win civil cases only if the outcome serves the interests of corrupt people.

My chapter on COURTS says I'd already spent too much time with lawyers and judges because of bad marriages and the preponderance of scumbags in Chicago.

Another consideration was that I don't carry the weight of the world, or the city, on my shoulders. If my case was successful (and no guarantee that it would be), many people who didn't do the grunt work would get the benefit of my suffering. I'd get none. I'd help make the job better for teachers, but I was no longer a teacher; and I despise most of the teachers I've known. I might make the school experience better for children, but I had no children in the schools. I'd home-educated my children after one year of putting one child in Hell. Forty years later, he has not yet recovered.

The most compelling consideration for me is that the teachers and administrators who committed the wrongs in my various complaints wouldn't pay the \$5 million out-of-pocket. The penalty would pass to taxpayers. I'm a taxpayer. Indeed, after the firing, my relationship with schools is almost entirely as a taxpayer. I didn't want to stiff myself and other taxpayers. Some taxpayers might be good people, though most of the ones I deal with aren't.

Like most people, I suffer the bad effects of the bad schooling that fraudulent school personnel inflict on society. I hardly ever get the benefits of the educated society I pay for with my twice-a-year property tax payments. Though I won't personally sue the schools for property theft under-color-of-law, I'm happy to contribute my findings and insights for the greater good. For me, the reward is how much I enjoy my life as an independent researcher and writer.

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cases in pdf

The website is a work in progress.
All texts are drafts.
The author takes it for granted that you can say the same things better, and will.



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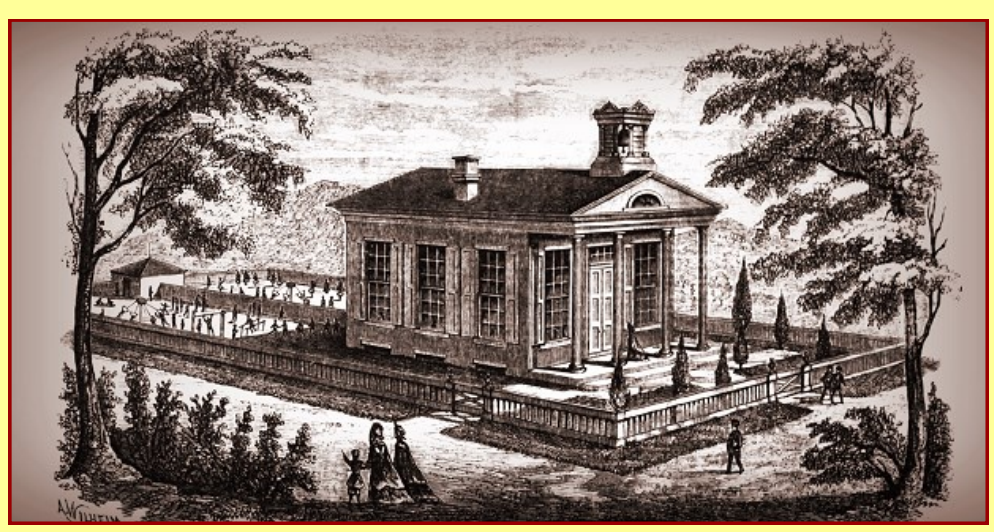
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Laurel Lee
Time For Democracy
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Chicago, IL 60647-0988

CASES

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top illustration:
A country schoolhouse
frontispiece in Wickersham, James Pyle (1825-1893) (author)
School economy: a treatise on the preparation, organization,
employments, government and authorities of schools
Philadelphia: Lippincott (1867)
contributed by the University of California; digitalized by Google
<https://archive.org/details/schooleconomyat03wickgoog>

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A Note on Anecdotes

The public discussion of the Uvalde, Texas, school shooting in 2022 May converted almost immediately to demands for gun control. A television commentator who posts on Twitter provided a video of a woman who shot a man who came at a group of people with the same kind of assault rifle as the Uvalde shooter's.

The television commentator might or might not be a strict constructionist regarding the Second Amendment to the US Constitution. Several tweeters sneered at the video for being 'anecdotal' instead of hard scientific evidence that proves the value of privately owned weapons.

I didn't reply to the sneers. By the time I realized how wrong they were, I'd deleted the email that gave me the thread. So, I'm posting my reply here, where it fits very well.

Anecdotes (known as anecdotal in Special Education) are the mainstay of scientific literature. They're the mainstay in the hard sciences as well as the soft sciences such as psychology, sociology, anthropology, and education. Anecdotal have the capacity to consider the many factors at work in human behavior. Anecdotal also respect the intelligence of potential readers. They allow the reader to figure things out for himself. Statistical data doesn't have the capacity to consider all the factors. Pretty much every statistical study can be criticized for failing to take into account a long list of factors.

Statistical data is also unreliable because the people who collect and analyze data are mercenaries. They collect and analyze for pay. Few people have money to spend on unbiased studies. Most financing comes from special interests that expect researchers to draw specific conclusions. Government funding is as vulnerable to corruption by special interests as private funding. Government funding merely puts the cost of biased research on taxpayers instead of making special interests pay out-of-pocket.

My SPED teaching certificate and graduate level pay required me to pass a course known as Measurement and Evaluation (M&E). I passed it twice because of a 20-year gap in my career. M&E covers data collection and analysis. By the time a professional statistician gets done with data that can't prove anything because it doesn't consider many important factors, he can turn a No to a Yes and a Yes to a No.

Because the data is likely to be inconclusive, it might be something like 49% Yes and 51% No for the special interest's wished-for outcome. The statistician will then admit that he could have made some errors, therefore he has to offset the data with a plus-minus margin of error. If the margin of error is 5%, he can increase the 49% to 54% and decrease the 51% of 46%. Voila! The study proves what the special interest wants proved, though in a far from convincing way.

Three local businessmen were having breakfast in the diner of a small Ohio town. The new car dealer said, You know a Bachelor of Science is BS. Well. The MS is more S; and the PhD is Piled Higher and Deeper.

The American immigration problem would end if the BSs, MSs, and PhDs stopped conning the American people to escape doing the real work that many immigrants do. In the meantime, the children of immigrants go to college so they can con the American people even more than the special interests behind immigration already do.

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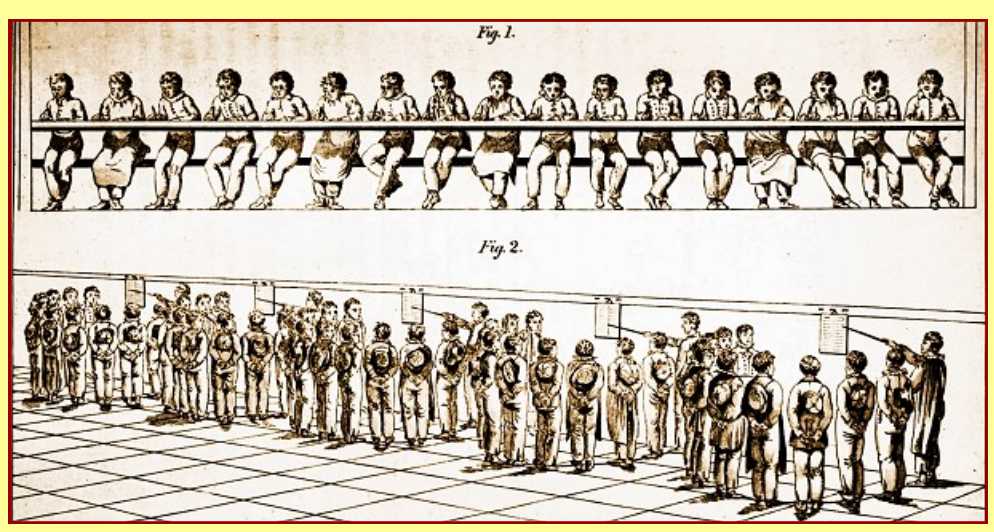
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top illustration:
Manual of the system of primary instruction
pursued in the model schools of the British and foreign school society
(91 pages) London: British and Foreign School Society (1839)
found at HathiTrust. original at University of Michigan Library

Education 101

During a teacher training course at a state university in The Sixties, the professor said that public schools are a failed experiment; and there's no way to fix them.

The experiment began in the late 1700s in England, around the time of the American Revolution. The experiment is better known as (and is more appropriately named) Mass Education because Public Schools was the term for private schools in English-speaking countries in the 1700s. Public Schools are privately-owned. Their owners open them to the public for a fee and under certain restrictions. The true definition of public survives in Public Utilities such as gas, electric, and telecommunications offered by private, for-profit corporations.

The definition of public in the term Public Schools was deliberately and maliciously altered in the United States in the early 1800s after US founders put the term in a 1785 law. The law interfered with the plans of public financiers to gouge the common people every which way, including taxation for the education of children.

At the time of the American Revolution, fifty-percent of the English population worked and paid taxes to support the fifty-percent that didn't work. The industrial revolution was underway; and the English people were especially fascinated by gadgetry. A Scotsman named Bell designed a school room that could be cost-effective at lifting the children of paupers out of poverty and making them useful citizens. Bell peddled his plan around English government offices and couldn't find any buyers. He tried the American colonies. The Virginia legislature turned him down; and the other American legislatures wouldn't look at the Bell design. Eventually, the English Colonial Office gave Bell some money to set up an experiment in South Asia. Results weren't good.

In the early 1800s, an Englishman named Lancaster claimed to improve the Bell design. He convinced private charities to finance experimental schools in several English slums. He claimed glowing results, but the usual special interests were the only other people to see the glowing results.

When English government officials decided to implement Lancastrian education with tax revenue, and make attendance mandatory, government officials had to reassure middle class parents that attendance at Lancastrian schools wasn't mandatory for their children. Their children could continue to receive private education from tutors and at Public Schools at parent expense.

Bell became wealthy from speaking tours and other endeavors. Lancaster lost most of the money he made even though he was more actively involved in promoting the plan and distributing manuals. In the 1840s, after Lancaster died, monarchies throughout Europe (including Russia) established tax-financed Lancastrian schools in their homelands and colonies and made attendance mandatory. Though the US wasn't technically a European colony, it still marched to the British drummer, and continues to be a dumping ground for excess European and colonial population.

The Lancastrian design is also known as The Monitorial System. It's cost-effective because only one paid adult is required for a room of 100 (plus or minus) children. The only real change in mass education since the 1840s has been the reduction of the number of children in a room. (Thirty-four in Uvalde, Texas, in 2022.)

The adult doesn't supervise the 100 children. He identifies ten or more capable older children or peers to monitor the 100 without pay, thereby holding back what might be the most intelligent children without actually bringing the least intelligent children forward. The adult spends his time testing, rather than teaching. The monitors spend their time observing, disciplining, and grading. The children teach themselves.

Then as now, education was an excuse for government officials to enter into contracts with vendors of construction materials and services, school furniture, paper, printing supplies and printers, writing implements, heating devices and fuel, food and food preparation, cleaning supplies and services, and other non-educational services on which the ever-expanding adult population becomes dependent (and feels entitled to), without ever eliminating widespread poverty and ignorance.

The essence of the Lancastrian plan is a hierarchy of bullies. It created an entirely new class of public servants known as school inspectors. Monitors bully children. Adults bully monitors. Inspectors bully adults.

It's probably impossible to know why Bell and Lancaster institutionalized bullying. Eighteen years ago, I read somewhere on the internet that the fathers of both men operated Public Schools. I couldn't find my printouts or the sources when I looked for them ten years later. Instead, I found alternate biographies that steer analytical readers away from reasonable explanations for why Bell and Lancaster hated children.

Nonetheless, the children who suffer most from schools are the children of teachers. A child who should have his father and/or mother entirely for himself must share his parent/s with approximately 100 other kids. He doesn't see mother or father during the best hours of the day. At the end of the day, he has to deal with burned out parent/s obligated to take their work home with them. The loyalties of his parents and his teachers are divided in many ways; and he receives short shrift.

Lancaster claimed his plan was non-violent. He said the children weren't abused. However, at least one passage in his manuals and/or the manuals of other Lancastrian educators describes instruments of corporal punishment.

Most schooling is a variation of the Lancastrian plan, because there are no cost-effective alternatives.

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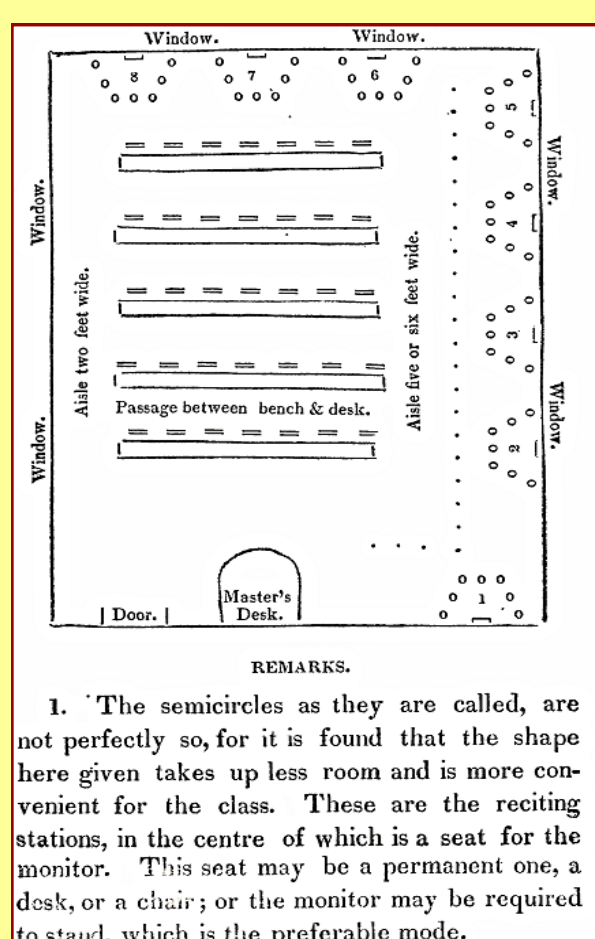
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Monitorial system
P.C. Klæstrup, P.C. (1820-1882) (author)
Education method that became popular on a global scale during the early 19th century
This method was also known as mutual instruction or the Bell-Lancaster method
after the British educators Dr Andrew Bell and Joseph Lancaster
wikimedia.org/wikipedia/commons/...Monitorial education system Bell-Lancaster 19th century.png



Semi-circles. page 7 in Russell, William (1798-1873) and Fowle, William Bentley (1795-1865) (authors)
Manual of mutual instruction; the improved system adopted in the Monitorial school, Boston
Boston (MA): Wait, Greene (1826)
contributed by The Library of Congress; digitized by the Sloan Foundation
https://archive.org/details/manualofmutualin00russ/page/n4

The rich possess ample means to realize any theory they may chuse to adopt in the education of their children, regardless of the cost; but it is not so with him whose Subsistence is derived from industry.

Lancaster, Joseph (1803)
Improvements in Education, As it Respects the Industrious Classes of the Community
London: Darton and Harvey

The less a master's voice is heard among his scholars, the more he will be obeyed. The noise of a school is generally in proportion to the noise a master makes in it himself.

When logs are unavailing, it is common to fasten the legs of offenders together with wooden shackles: one or more, according to the offence.

Lancaster, Joseph (1810)
The British System of Education
Being a Complete Epitome of the Improvements and Inventions Practised at the Royal Free Schools
Southwark: Royal Free School Press

Occasionally boys are put in a sack, or in a basket, suspended to the roof of the school, in the sight of all the pupils, who frequently smile at the birds in the cage. This punishment is one of the most terrible that can be inflicted on boys of sense and abilities.

Lancaster, Joseph
in Salmon, David (editor) (1932)
The Practical Parts of Lancaster's Improvements and Bell's Experiment
Cambridge (England): University Press

All men being considered as enjoying an equality of rights, the propriety and necessity of dispensing, without distinction, the blessings of education, followed of course.

When I perceive one great assembly of a thousand children, under the eye of a single teacher, marching, with unexampled rapidity and with perfect discipline, to the goal of knowledge, I confess that I recognize in Lancaster the benefactor of the human race.

Clinton, DeWitt (1809)
Address on Monitorial Education
Clinton instituted mass tax-financed education while he was Governor of New York state
Abraham Lincoln said he aspired to be like Clinton

There was very little corporal punishment. A system of rewards and fines in representatives of federal currency was used .. it was feared by the patrons of the school, that its tendency was to develop very undesirable passions and genius (counterfeiting).

Williams, B.O. (1818)
Reminiscence of the Lancastrian School in Detroit
Pioneer Collections: Report of the Pioneer Society of the State of Michigan

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top illustration:
Playing teacher
Prang, L. & Co. (copyright 1890 August 6)
<https://lccn.loc.gov/2003663918>
<https://cdn.loc.gov/service/pnp/cph/3b50000/3b53000/3b53000/3b53021r.jpg>

Education 101, continued

Why did the first experiments in mass education fail; and why will all cost-effective variations fail?

Quite a few writers have already answered the question in part, though not in whole. They leave out the most devastating factors, such as:

1. The cynical mis-use of the word 'education' to make money for public financiers at the top of the social ladder and for adults lower down.
2. Intimidation inhibits learning in the moment. The damage can persist for the remainder of the child's life.
3. Bullies are bad role models. Bullying often begets bullying. Beware of the cute young teacher who says she's wanted to be a teacher ever since she was in first grade. When she was six, she saw teachers boss around little kids. Bossing around six-year-olds appealed to the six-year-old future teacher. It isn't quite as satisfying when she's 25. Inevitably, she gets administrative credentials from a diploma mill and proceeds to boss around her adult peers. Her male counterpart was inappropriately influenced by the drill sergeant in An Officer And A Gentleman.
4. Schools isolate children from the real world and degrade real-world workers; while teachers try to pass off what they do as work, no matter how unproductive and destructive it is.
5. Schools take sibling rivalry to an insane new level.
6. Grading and testing are stressful to the child being graded and tested. The bullies won't let him act out in school, so he acts out everywhere else. Anti-social behavior and being a public nuisance become normal and, eventually, socially acceptable; thereby perverting the definition of yet another term.
7. Many children and families use cheating to cope with the stress of being graded and tested. Cheating (and corruption) become their way of life. Eventually, cheats taint the credibility of all grades, test scores, diplomas and professional certificates, as well as most, if not all government and private institutions.

(continued on page 5)

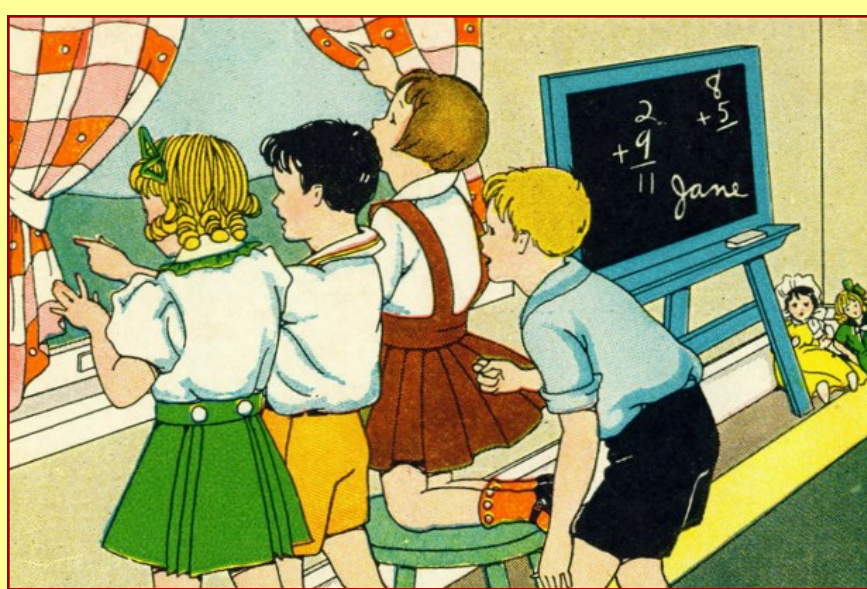
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The bright little teacher
A little girl holds a stick while she teaches a dog to read the word 'chien' in a book on her lap.
Knight, D.R. (original artist). Queen, James Fuller (circa 1820-1886) (artist). (copyright 6289, Joseph Fuller, 1869)
Philadelphia (PA): Philadelphia Chromos. Hoover, Joseph (1830-1913) (publisher & printer). 804 Market Street
Library of Congress Prints and Photographs Division
<https://lccn.loc.gov/2009630963>
<https://cdn.loc.gov/service/pnp/pga/07900/07961v.jpg>

School in the Kitchen
Holton, Margaret (illustrator) in Dopp, Katharine E., Pitts, May, and Garrison, S.C. (authors)
Busy Days With Little Friends in Series: Happy Road to Reading
New York: Rand McNally & Company (copyright 1935)

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illustration at top:
 The last day of school (top)
 McCutcheon, John Tinney (1870-1949) (artist). Chicago Tribune (1915 June 25)
 Library of Congress Prints and Photographs Division, Cabinet of American illustration
<https://lccn.loc.gov/2010717156>
<https://cdn.loc.gov/service/pnp/cai/2a13000/2a13800/2a13863r.jpg>

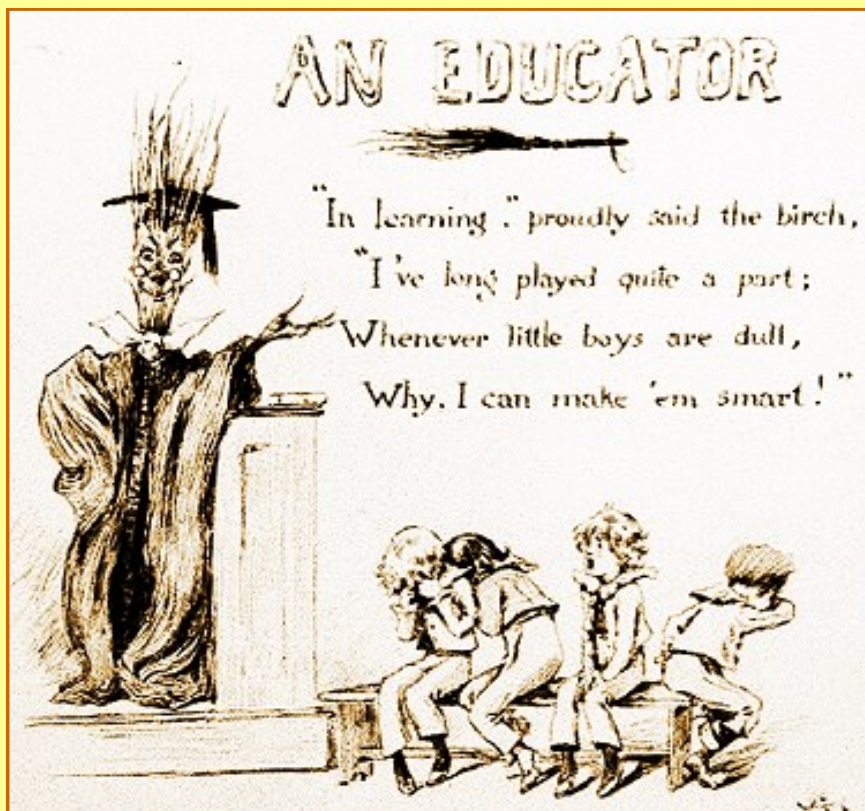
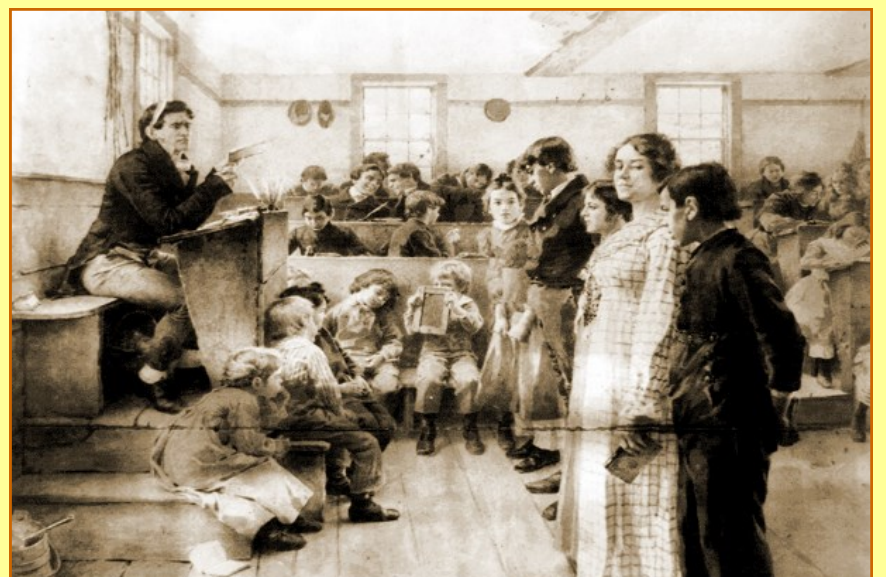
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above
 An educator
 In learning, proudly said the birch, I've long played quite a part
 Whenever little boys are dull, why, I can make them smart
 Birch, Reginald Bathurst (1856-1943) (artist). St. Nicholas magazine, volume 23, page 1017 (1896 October)
 Library of Congress Prints and Photographs Division, Cabinet of American Illustration
<https://lccn.loc.gov/2010715150>

Two boys fighting and two boys pushing on door through which schoolteacher tries to enter
 Guerin, Fitz W. (photographer) (copyright 1902)
<https://lccn.loc.gov/2003675196>

The last day of school (bottom)
 McCutcheon, John Tinney (1870-1949) (artist). Chicago Tribune (1915 June 25)
<https://lccn.loc.gov/2010717156>

at right, top to bottom
 The children were usually the first
 page 164 in Fleming, Peter (photographer and author). One's Company: A Journey to China
 New York: Charles Scribner's Sons (copyright 1934)
 Japan invaded China and propagandized the captive people, starting with children

A skeptical but timid parent goes to ask why the board ...
 Fogarty, Thomas (1873-1938) (artist) and Selden, Charles A. (author)
 Illiterate America. Ladies Home Journal. volume 39, issue 4 (1922 January)
 digital ID cai 2a12337. card # cai1996000886/PP

Parish schoolmaster holds a schoolboy by the hair while he strikes him with a switch, probably in Norway.
 Taylor, Bayard (1825-1878) (artist). gift by Charles F. Heartman (1922).
<https://lccn.loc.gov/2004662084>

Schoolmaster about to whip a small boy
 Fogarty, Thomas (1873-1938) (artist) (circa 1890-1938). published in Legend of Sleepy Hollow
<https://lccn.loc.gov/2010715787>

Start School
 Common School
 Nolin, Lesley, Swan, Howard A., & West, Peter C. (editors) (1991)
 Historical Images of Education. Melrose Park (IL): Lake Book Manufacturing, Inc

Teacher and students in a one room school
 Taylor, W. L. (artist) (1900)
 digital ID 3a10961 cph

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top illustration:
 Syms-Eaton School, the first free school in the English colonies
<http://www.onlyinyourstate.com/virginia/things-va-did-first/>
https://crgis.ndc.nasa.gov/historic/Syms_Free_School_Site

Benjamin Syms, by his will of 1634, gave 200 acres on the Poquoson River, with the milk and increase of eight cows for the education of the children of the parishes of Elizabeth City and Kiquotan. The money arising from the first increase of the cattle was to be used to build a school-house, and the profits from the subsequent sales of cattle to support the poor scholars.

In 1642, the Virginia Assembly sanctioned the will with: "Be it enacted ... the said will and testament with all donations therein contained concerning the free school and the land appertaining to the same, shall be confirmed according to the godly intent of the said testator, without any alienation or conversion thereof to any place or county. In 1803, the Syms school was combined with the Thomas Eaton Charity School, founded in 1659.

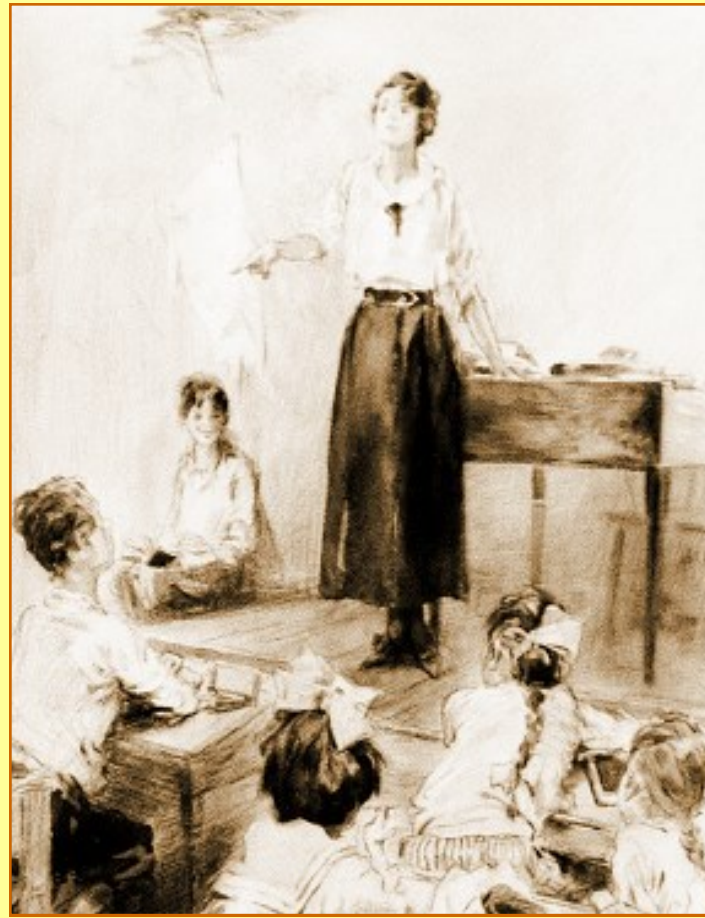
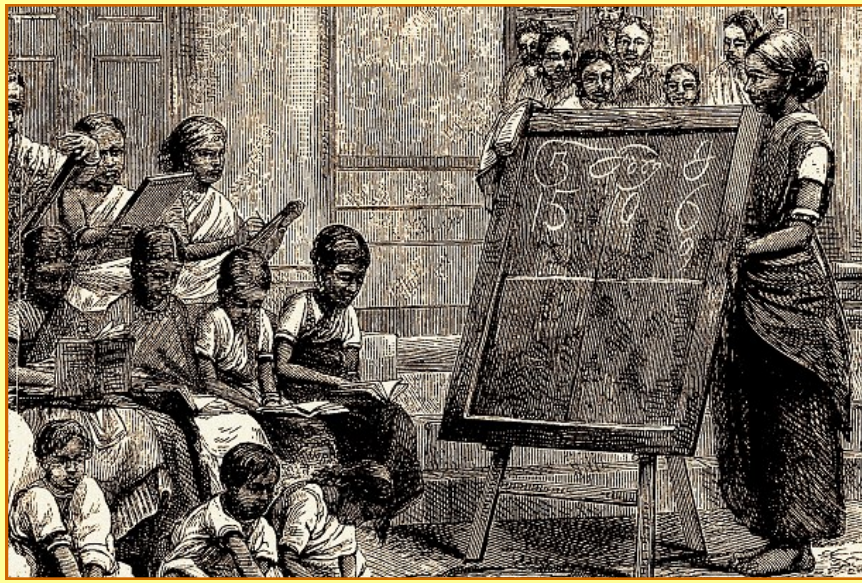
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Tamil Girls. Source of image unknown. found 2005 March 27
 possible file name S-1-5-21-1367075486-3608605741

The new school-mistress
 Brownscombe, Jennie (artist). page 817 in Harper's weekly (1873 September 20)
<https://lccn.loc.gov/92504487>

The kindergarten in the North End Industrial Home, Boston
 Wood engraving in Frank Leslie's Illustrated Newspaper (1881 June 4)
 Library of Congress Prints and Photographs Division, Washington, DC 20540 USA
 digital ID 3a04606 cph. card # cph31859

What a splendid thing the little old red school house was for this country
 Fogarty, Thomas (1873-1938) (artist) and Selden, Charles A. (author)
 Illiterate America. Ladies Home Journal. volume 39, issue 4 (1922 January)
 Library of Congress Prints and Photographs Division, Cabinet of American Illustration
 digital ID cai 2a12338. card # cai1996000887/PP



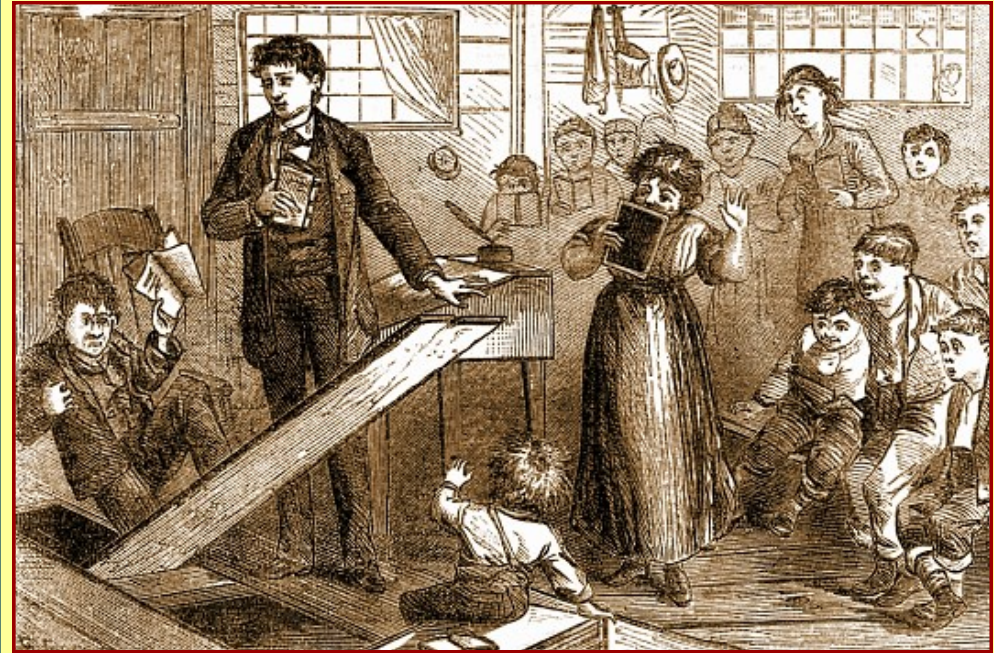
Patrick is making discipline impossible
 Steele, Frederic Dorr (1873-1944) (artist).
 illustration in Kelly, Myra (author). Bailey's Babies
 Woman's Home Companion, volume 37, issue 7 (1910 May)
 Library of Congress Prints and Photographs Division, Cabinet of American Illustration
 digital ID cai 2a14968 card # cai1996003395/PP



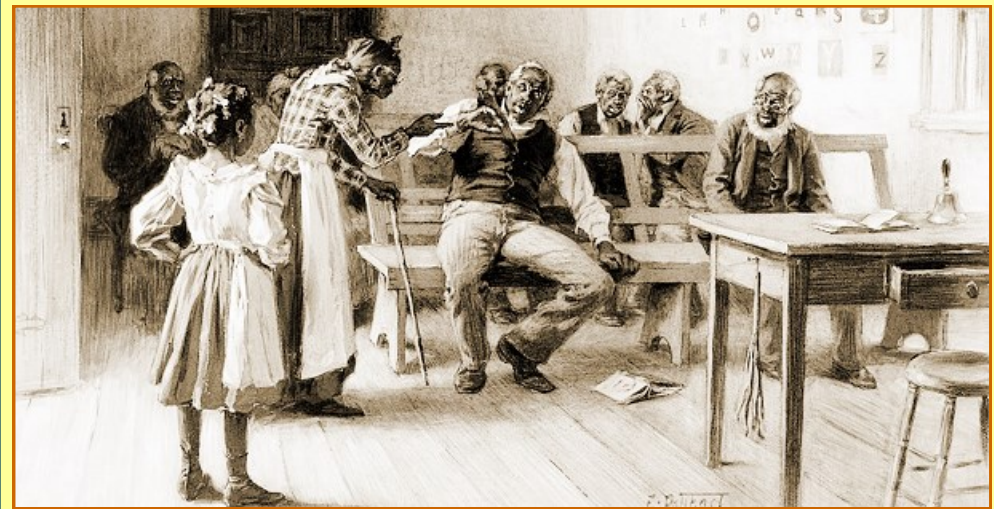
Upon Fone a school-master
 Abbey, Edwin Austin (1852-1911) (artist).
 in Harper's young people. volume 4 issue 36 (1882 November 21)
 Fone says those mighty whiskers he do's weare, Are twigs of birch, and willow, growing there
 Is so, we'll think too, when he do's condemne Boyes to the lash he do's whip with them
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Caught. in Nolin, Lesley, Swan, Howard A., and West, Peter C. (editors) (1991)
 Historical Images of Education. Melrose Park (IL): Lake Book Manufacturing, Inc



Hank Banta's improved plunge-bath
 Beard, Frank (artist).
 page 36 in Eggleston, Edward (1837-1902) (author)
 The Hoosier school-master. New York: Orange Judd (1871)
 contributed by New York Public Library. digitalized by MSN
<https://archive.org/details/hoosierschoolmas00egg3>
<https://ia800204.us.archive.org/28/items/hoosierschoolmas00egg3/hoosierschoolmas00egg3.pdf>



Is you gwine hush when you spoke to, or is I bound to whup you befo' de school?
 Caricature showing adult African Americans in a classroom with the elderly female teacher
 disciplining a man seated in the front row; a young girl stands on the left, in the foreground
 Potthast, Edward (1857-1927) (artist). in Stuart, Ruth McEnery (author). A Fully Little School
 St. Nicholas magazine volume 25, issue 45 (1897 November)
 Library of Congress Prints and Photographs Division, Cabinet of American Illustration
<https://lccn.loc.gov/2010717436>
<https://cdn.loc.gov/service/pnp/cai/2a14000/2a14100/2a14175v.jpg>

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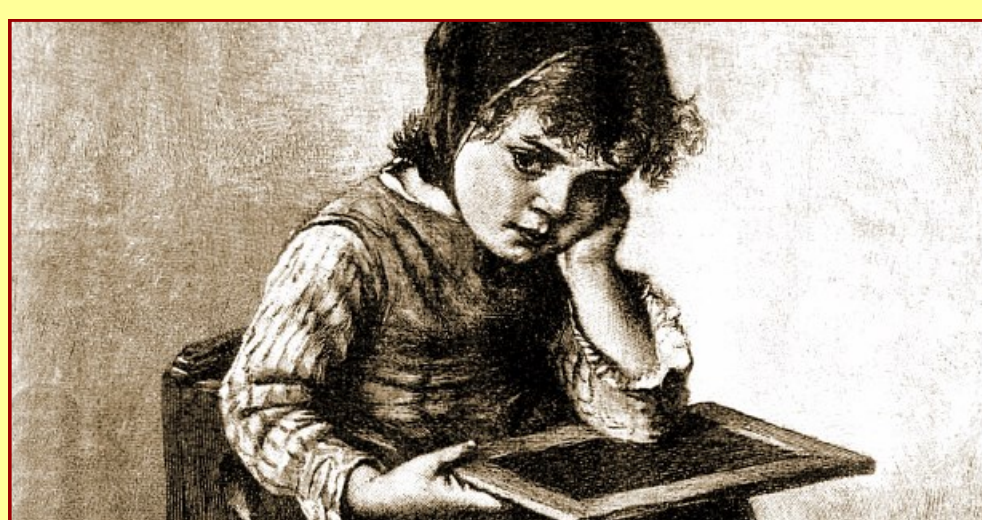
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Laurel Lee
 Time For Democracy
 Box 477235
 Chicago, IL 60647-0988

CASES

TIME FOR DEMOCRACY



(page 7 of 49)

illustration at top:
Difficult Task
Nolin, Lesley, Swan, Howard A., & West, Peter C. (editors) (1991)
Historical Images of Education
Melrose Park (IL): Lake Book Manufacturing, Inc

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essays, tutorials & books



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pages 88-90 in From the Kheyder to the Grave
Part II, Chapter 2 in
Zborowski, Mark and Herzog, Elizabeth (authors)
Life is With People. The Culture of the Shtetl
New York (NY): Schocken Books (1962)
copyright 1952 by International Universities Press, Inc.
introduction by Margaret Mead. dedicated to Ruth Benedict
accessed at archive.org

Learning has a beginning but no end. Formal education begins between the ages of three and five when the boy is first taken to the dardeki kheyder, the small children's school. From 8 am to 6 pm, five days a week, and half-a-day on Friday he sits in the teacher's home crowded with 15 or 20 children and lays the foundation for a life of study.

To ease the entry into the adult, masculine realm of study, a special assistant of the teacher will carry the child to and from school until he is ready and able to go by himself. The assistant, the belfer, is usually rough with his charges and often manages to collect as bribes the sweets and pennies given to them by their mothers.

The teacher, the melamed, is looked down upon by the whole community. To share a wealth of knowledge is among the most beautiful of deeds. To sell a meager stock of it is unworthy.

The dardeki melamed, who lives by selling what should be given, is not even a learned person. If he were, he would be a rabbi or a teacher of advanced students. It is generally assumed that a man who teachers little children has failed elsewhere. 'One who can't even tie a cat's tail becomes a melamed.'

Almost every Jew in the shtetl knows enough to teach little children the first elements. But almost any of the slightly schooled would prefer to carry his own studies further and make his living at some other occupation. Even the rabbi in the shtetl does not receive direct payment for dispensing his knowledge of the Law. Other means are found for enabling him to make a living.

The dardeki melamed seldom has any pedagogical ability or interest, is almost always gloomy and angry, and never misses a chance to vent his spleen by severe, often sadistic punishments. Memories of childhood often include accounts of the melamed's punishments - a field in which he usually showed more energy and enterprise than in the field of letters.

'When the melamed started to beat us, he forgot all limits and no cries or screams would stop him. To complain at home about the melamed's methods is of no avail. The teacher is right. This is the way the father was taught, this is the way one opens, painfully and laboriously, the portals to eternal truth and wisdom.

The mother may weep in agony as her child is beaten for failing to know his lesson, for speaking while another was reciting, for laughing when he should have been deep in the Holy Writ. But she will not raise a finger or say a word of protest.

Homework

Long story short. In the 1970s, an entity filed a case against the Chicago Public Schools (CPS) to force school integration in what was alleged to be the most segregated city in the US. The case proceeded; and a federal judge ordered CPS to integrate its schools.

Another entity explained to the judge that there weren't enough white children enrolled in CPS to effectively integrate the schools city-wide. A series of events in The Sixties, starting with Martin Luther King's visits to Chicago, had led to white flight;. A head tax imposed by the City Council on city employers led to the flight of private sector employers. Job loss impoverished their former employees. An inevitable escalation of crime and taxation followed; and more families left the city. A series of mayors voted into office by a minority of registered voters agreed to exorbitant demands by municipal employees; and the contracts continue in force. Property tax revenues had to inflate to fulfill the contracts; and city residents had yet another reason to get out of Dodge. (But, hey, higher taxes create more government jobs to offset the loss of private-sector jobs. And government jobs buy votes for government officials.)

To divide up a tiny minority of white children and bus them out of their relatively safe white neighborhoods to be 5% or less of children in the schools of relatively unsafe black neighborhoods would be to drive remaining white families out of the city or into private schools.

The judge agreed to a plan of magnet school busing. CPS would create specialty schools—and specialty programs within regular schools—and bus children of all races to them, if their parents applied to the programs and the children were accepted.

A program for Gifted Children opened in a regular school at the far corner of my neighborhood, where Italian families predominated. The school also housed a program for poor black children from the projects who'd been identified as Slow Learners.

My family has produced several gifted children. I filled out the application for the older of my two sons when he reached kindergarten age. I took him to the test. I received the acceptance letter. I was overjoyed and expressed my gratitude to school personnel. I put my son on the bus for the first day of school. Then I learned to hold off saying Thank You until a thing reveals itself over time.

The kindergarten was All Day. Program administrators required that parents cooperate with two-hours of homework assignments per evening and more on weekends. I cooperated.

The regular school had the usual PTA. Gifted parents decided to form a separate parents' organization without teacher participation. I joined. I got to know other parents at GPA meetings and children's birthday parties. The homework burden after all-day school was brutal. At least one parent exploded at each GPA meeting and was gone by the next.

The kindergarten teacher was also brutal. Children came home with tales of physical and psychological abuse. My son didn't. However, the teacher called me one evening to tell me my son is a bad boy. She didn't tell me what he did. I'd been a teacher in a predominantly black school before I was a mother. The first time I called a parent to report bad behavior, the boy said the next day that his mother beat him. It was the last time I called a parent; but I knew that my son's teacher expected me to spank my son, so I spanked him.

My son's side of the story came out later. The school segregated kindergarten children. At lunch time, they were provided lunch trays in the kindergarten room. Fried freshwater fish fillets were on the trays that day. (I didn't grow up in the Fish Fry on Friday tradition. I don't serve freshwater fish at home.) My son had no experience of fish. He didn't eat the fish on his lunch tray; and the teacher was enraged. She grabbed the fish and stuffed it in his mouth. He vomited it back at her. Good for him.

A Puerto Rican mother with a son by an Irish-American man wanted to see for herself what was going on in 'that room'. She said it took a very long time to convince school personnel to let her in as a volunteer. She said she didn't see anything that looked like a Reading Program or any other instruction. At the end of the school year, when the teacher passed back the children's folders, all the papers in her son's folder had been homework.

She said the teacher was frequently absent from the classroom. The gifted program was created by a Jewish man from California (which explains why it resembled my grandfather's description of his shtetl school in Moldavia). The creator had peddled his plan nation-wide, but Chicago was the only school district that bought it. Then the program gained popularity. School administrators and teachers flew in from all over the US to sit through an orientation and observe classrooms.

The kindergarten teacher was a good-looking, well-groomed black mother of two. She presented the orientation. The school office didn't call for certified substitutes when she was out of the room. Instead, the school sent two 8th grade girls from the Slow Learner program into the kindergarten room. The girls didn't like little boys. They yelled at the boys and hit them. The regular teacher didn't like boys either, and neither did the admissions test. In a class of 32 children, only 9 were boys. The teacher isolated 6 of them at a table in the corner that she named The Bad Boys Table.

The standard punishment for boys and girls by the certified teacher and her slow-learner substitutes was for a child to hold a heavy book without any support for a very long time.

The class roster stayed at 32, but an untold number of parents withdrew their children during the kindergarten year. Their children must have been replaced by children on the waiting list, children with lower scores. I was one of only six parents who returned a kindergarten graduate to the school for first grade in the fall.

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CASES

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top illustration:
George Washington learns to read from tombstones in churchyard
Dresser, Lawrence (Illustrator)
in Stevenson, Augusta (author)
Washington, Boy Leader
Indianapolis/ New York: The Bobbs-Merrill Company (1942)

The schoolmaster criticized George to his mother. She told the schoolmaster off.

(page 8 of 49)

Homework, continued

It had become clear during the kindergarten year that teachers and administrators were ignorant of Best Practices for Gifted Children. Their assignments were similar to programs for mildly retarded children. By November of my son's First Grade, I realized that the teachers were problematic because they knew that many children in the Gifted Program hadn't scored as gifted on the admissions tests, but the teachers didn't know which children were which.

The school year began with teachers and administrators intimidating parents. If parents didn't sign a pledge to make their children do all homework assignments, their children would be expelled. If I remember correctly, the letter also said that the origin of giftedness is shrouded in mystery, but is definitely not attributable to parents. So, trust the teachers.

In September of first grade, my son finally told a tale on a teacher. The first grade teacher was a chubby, blond mother of two with a European surname. The days were hot and the classroom windows were open. Three days in a row, wasps flew in the window and went straight to the same girl. My son raised his hand and asked, Why her? The teacher said, Shut up and color your handout. According to Best Practices for Gifted Children, the correct response was to discuss the interesting scientific phenomenon.

The teacher assigned the usual composition, What I did last summer. My son wrote about our visit to the Dickson Mounds in central Illinois. The teacher savaged his paper with her red pen. She lined out Dickson and corrected it with Dixon. Dixon is the name of an Illinois town and a former Illinois Secretary of State. Dixon is not the name of the farmer who found an Indian burial ground on his property and created a museum. I wrote a note to the teacher to correct her mistake. She savaged me.

Then she called me to say my son is a bad boy. She didn't say why. I asked her what she did to provoke him. She flew into a rage and said I'm a bad mother. I'm bad because I don't spend enough time with my children. As data and anecdotes about bullies and other narcopaths pile up, we learn that they project their own wrongs on their victims as the excuse for the bad things they do to their victims.

The first grade teacher was almost certainly similar to many other females. She'd rushed into child-bearing and home ownership because she was jealous of other women. She wanted more of the finer things in life than her husband could supply. She dumped her children on daycare so she could get a job to pay for bragging rights, including children. When she could have been with her own kids during the day, she was with the children of other women; and her children were with a different adult. When she could have been with her children after school, she graded homework she assigned to other women's children. Her children were probably not intelligent and needed help with homework that she had no time to give. The teacher was mentally defective.

I'd thought ahead when I was young. I postponed gratification; and got by without status symbols, except for bell bottoms and a Navy pea jacket. I bought a cheap, non-bragging rights house and paid off the mortgage before I had children. My family got by on one paycheck and still had money in the bank. I had a lot of time for my kids.

Perhaps the ugliest moment during the 12 months my son attended the gifted school came when I had to pry him through the front door frame and carry him kicking and screaming to the bus. A brat born to a woman with different values than mine had made my son feel bad for not owning a pair of Nikes. He never recovered. Fads have ruled his life ever since. Several years later, he tried to pimp me out to an unnamed employer so I'd buy him a banana bike.

My son told another tale on the chubby blond. Every time he raised his hand to get a bathroom pass and left the room, another boy asked for a pass and the teacher gave it to him. When the boy got in the bathroom, he tried to touch my son's penis. A similar boy lived on our block. One such boy is too many such boys. CPS policy is usually Only One Child In The Bathroom At A Time.

I called the school principal; and he told me to call the Gifted Program administrator. The administrator put me on hold. When he got back on line he answered a question I didn't ask. He said, Yes, your son is one of the gifted children.

CPS would be swamped with expensive lawsuits if it admitted the wrongs of its employees. CPS deals with some of the obnoxious people on its payroll by closing their schools for renovation, preferably when the obnoxious employees are unlikely to find replacement jobs. The regular school closed for renovations some years after my experience of the Gifted Program, but too late to achieve justice. The Gifted Program was gone when the school reopened.

Most disgruntled gifted parents transferred their children to other magnet programs or to regular schools. I didn't expect any other school to be better than the Gifted Program. My husband did the legwork to enroll my son in an Umbrella School for home educators; and I began the long process of Un-Schooling my child.

I'd barely begun Un-Schooling when a newspaper reported that the US Department of Education had published a book named What Works. It was for educators and parents who want to improve schools. To live as long as I've lived is to know that there has been no time when schools do not need improving. School Improvement is only a game that government officials play to get through another term despite irate parents and a disgusted general public.

I sent away for a copy of What Works. Sometimes the most important section of a book is half-way through it. I let What Works fall open to approximately the middle.

The centerpiece of What Works is Homework. Homework makes the real difference between school failure and school success. Everything else in the book was filler. Children who do homework score well on the standardized tests used to measure failure and success. Children who don't do homework score poorly.

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What Works

forward by William J. Bennett, Secretary, US Dept. Education

1986



1987



Bunday, Karl M. (1996)
Nobel Prize Winners Hate School
http://learninfreedom.org/Nobel_hates_school.html

One of the most laughable defenses of the government-operated school system, is the notion that Nobel Prize winners and other eminent persons prove the effectiveness of our school system. What do the Nobel Prize winners themselves have to say about this?

Rabindranath Tagore (1861-1941) (1913 Nobel Prize in literature)
My School, in Personality: Lectures Delivered in America
London: MacMillan and Co., 1921, pp. 114-115

School snatches away children from a world full of the mystery of God's handiwork, full of the suggestiveness of personality. It is a method of discipline which refuses to take into account the individual. It is a manufactory designed for grinding out uniform results. According to the school, life is perfect when it allows itself to be treated as dead, to be cut into symmetrical conveniences. And this was the cause of my suffering when I was sent to school. My mind had to accept the tight-fitting encasement of the school which, being like the shoes of a mandarin woman, pinched and bruised my nature on all sides and at every movement. I was fortunate enough in extricating myself before insensibility set in.

Albert Einstein (1879-1955) (co-winner 1921 Nobel Prize in physics)
Autobiographical Notes, in Albert Einstein: Philosopher-Scientist, Paul Schilpp, ed. (1951), pp. 17-19 © 1951 by the Library of Living Philosophers, Inc.

In physics, I soon learned to scent out that which was able to lead to fundamentals and to turn aside from everything else, from the multitude of things which clutter up the mind and divert it from the essential. The hitch in this was, of course, the fact that one had to cram all this stuff into one's mind for the examinations, whether one liked it or not. This coercion had such a deterring effect that, after I had passed the final examination, I found the consideration of any scientific problems distasteful to me for an entire year. In justice I must add that in Switzerland we had to suffer far less under such coercion which smothered every truly scientific impulse in many another locality.

George Bernard Shaw (1856-1950) (1925 Nobel Prize in literature)
A Treatise on Parents and Children, preface to Misalliance (1909), reprinted in Bernard Shaw: Collected Plays with Their Prefaces, volume IV (1972), page 35

There is nothing on earth intended for innocent people so horrible as a school. To begin with, it is a prison. But it is in some respects more cruel than a prison.

Sigrid Undset (1882-1949) (1928 Nobel Prize in literature)
Autobiographical Sketch, Twentieth Century Authors, Kunitz and Haycraft, editors (1942), page 1432

I hated school so intensely. It interfered with my freedom. I avoided the discipline by an elaborate technique of being absent-minded during classes.

Bertrand Russell (1872-1970) (1950 Nobel Prize in literature)
Education and the Social Order. London: George Allen & Unwin, 1932, pages 69-71
London: Unwin Books edition, 1967) pages 41-42.

I have no doubt that the ideal school is better than the ideal home, at any rate the ideal urban home, because it allows more light and air, more freedom of movement, and more companionship of contemporaries. But it by no means follows that the actual school will be better than the actual home. The majority of parents feel affection for their children, and this sets limits to the harm they do them. But education authorities have no affection for the children concerned; at best, they are actuated by public spirit, which is directed towards the community as a whole, and not merely towards the children. At worst, they are politicians engaged in squabbles for plums. Another merit of home is that it preserves the diversity between individuals. If we were all alike, it might be convenient for the bureaucrat and the statistician, but it would be very dull, and would lead to a very unprogressive society.

Winston Churchill (1874-1965) (1953 Nobel Prize in literature)
My Early Life (1930) (1988 reprint), pages 8-9, 12-13.

Churchill learned to read and do arithmetic at home, in the care of a governess. He was sent to school at age seven. In his words, A much worse peril began to threaten. I was what grown-up people called a troublesome boy. It appeared that I was to go away from home for many weeks at a stretch in order to do lessons under masters. Much that I had heard about school had made a distinctly disagreeable impression on my mind, an impression thoroughly borne out by the actual experience. Adults assured me that school life nowadays was one long treat. All the boys enjoyed it. I was told, some of my cousins who were a little older were quite sorry to come home for the holidays. When cross-examined the cousins did not confirm this; they only grinned. Anyhow I was perfectly helpless. Irresistible tides drew me swiftly forward. How I hated this school, and what a life of anxiety I lived there for more than two years. I made very little progress in my lessons, and none at all at games. I counted the days and the hours to the end of every term, when I should return home from this hateful servitude.

Richard Feynman (co-winner 1965 Nobel Prize in physics)
Genius: The Life and Science of Richard Feynman (1992), p. 30 © 1992 James Gleick

The New York public schools of Feynman's era gained a reputation later for high quality because of nostalgic reminiscences of famous alumni. Feynman himself thought that Public School 39 had been stultifyingly barren, and "an intellectual desert.

Andrei Sakharov (1975 Nobel Prize for world peace)

Soviet dissident Andrei Sakharov thought school was a 'waste of time' after his homeschooling during Stalin's rule. His rare educational background might account for his intellectual courage and willingness to resist tyranny even at the risk of his own life.

Arno Penzias (co-winner 1978 Nobel Prize in physics)
Philip E. Ross, in "Software as Career Threat," Forbes, May 22, 1995

Arno Penzias is vice president of research at AT&T Bell Laboratories. He predicts the market will demand not fancy degrees but experience. He said, "I think we've tied acquiring knowledge too much to school."

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CASES

TIME FOR DEMOCRACY



(page 9 of 49)

top illustration:
 illustration on title page
 McGuffey, William Holmes (1800-1873) (author)
 McGuffey's eclectic primer
 New York (NY): American Book Co. (1909)
 contributed by New York Public Library
 digitized by Microsoft
 from Google free ebooks
 archive.org ID mcguffeyselecti00mcgu

Homework, continued

It was obvious to me that at least some of the research had come from the CPS Gifted Program.

The CPS Gifted Program wasn't a gifted program. It was a research study to collect data on the effect of diligent fulfillment of homework assignments on standardized test scores. For my part of the city alone, the Gifted Program office had two full-time psychologists, in addition to the creator and office staff. The psychologists crunched the numbers from admission tests at the beginning of the school year and standardized tests at the end.

The Gifted Program admitted a few actual gifted children as a control group. Gifted children were in the Gifted Program only to compare and contrast the effect of homework on the learning rate of regular children and slow learners. Classroom activities had to be irrelevant so that homework could be isolated as the primary factor in improvements. And, classroom activities had to be dumbed down to accommodate slow learners.

When I resumed my teaching career 15 years later, homework was mandatory in all CPS schools. It seemed to be mandatory in all schools nation-wide and, possibly, world-wide.

The case against the Gifted Program:

1. It experimented on children without parental consent.
2. It violated a provision in the 1970 Illinois Constitution that guarantees an appropriate education to every child.
3. It bullied parents into doing the teachers' work for free; and it paid teachers for work the parents did.
4. It committed the three wrongs listed above to promulgate homework, even though the data would be tainted by a long list of factors that include child abuse, cheating parents and mentally defective teachers.
5. It spread misinformation to schools nation-wide that has affected adversely the quality of education and of life.

The case against Homework:

1. It exceeds the jurisdiction of school personnel. They have no authority over parents except on the school campus. They have no authority over children off campus and outside regular school hours and activities.
2. Homework policies have been instituted by fraud solely to cover-up the failure of mass education and justify continuing taxation for schools.

Now, when I see and hear mass media promote homework, all I can think is, How corrupt are you?

When I meet the parent of a school child, all I can think is, How stupid are you? You use school like a babysitting service so you can work all day to buy the Nikes; and then you do the teachers' job when you come home bone tired. How would you react in a scenario that's only slightly different? You take your car to a mechanic for repairs. He keeps the car all day. When you pick it up, he tells you how to fix it at home and bills you \$1,500, payable in cash or credit.

At the birthday party for one of the bad boys, his mother said she did the homework for him, making his post-scores invalid.

The family of another bad boy socialized with my family for several years. His mother said that before she signed up for the admissions tests, she'd heard about a woman who coached children for the tests, so she paid the woman to coach her son, making his pre-score invalid.

The mother seems to have forgotten that she cheated on the admission test for her son. She made a life plan based on the belief that her son was gifted because she's gifted. She enrolled in law school with intent to become a judge. She asked me to babysit all four of her children while she was at school. I said I'd be happy to exchange occasional Saturday night babysitting so I could get out of the house, but I wouldn't commit to daytime babysitting. I needed the time for my own pursuits.

By her definition of gifted mother, I was the more gifted because my child didn't need coaching to score gifted on the entrance tests. The mother's attempt to turn me into her nanny in the same class as an uneducated teenaged girl from Nicaragua was an obvious putdown. It was also an attempt to get some of my magic for her kids.

During a recent fact-checking expedition online, I learned that the Chicago Bar Association refused to endorse the bad boy's mother when she ran for judge. CBA said she'd gotten way ahead of herself. My opinion exactly.

Of the six children who continued from the gifted kindergarten to first grade, three dropped out before my son; and one left afterwards. Only one kindergarten veteran continued at the school. He was the second-born of two boys who would have been my nephews if my first marriage lasted.

My first husband was Asian-American. His brother married an Asian woman he met while he was in the military overseas. Asian women market themselves as the producers of high academic achievers. My observations indicate that they rub their children's noses in books, starting when the children are very young. The purpose is to raise the Asian family's status and put down whites. The result is children with extreme near-sightedness, thick glasses, and a facial tic, such as blinking eyes, as well as a class of managers and intellectuals that gets few things right.

My ex got rich in one of the international financial markets after the divorce. He used some of his wealth to buy space in prestige universities for his niece and his nephews. The niece attended an Ivy League school. She married a wealthy man who brokers investment opportunities for Asian businessmen in US real estate. She has a career as society wife. She can raise funds for your charity. The older nephew passed from the gifted K-8 program to an elite state science school. Then he attended college in California, where the family has its US roots and continued his education in the Ivy League. He is currently an economics specialist in a US government office. I'm pretty sure he got there by relatives pulling strings, and not by giftedness.

Though the younger nephew sat at the same table as my son in kindergarten, neither boy was invited to the other's birthday party. Currently, my ex's younger nephew lives with a white non-Hispanic male partner and works as a bean counter in a suburban HMO.

The nephews' father is a lawyer. He defended and won a case against an Asian businessman accused of violating the Equal Opportunity Employment Act. The businessman advertised job openings by word-of-mouth through his Asian employees. The businessman won the case; and US government lost. My former brother-in-law then sued US government for his client's legal costs. He lost the case; and his client had to pay up. The judge said he'd gone too far.

(continued on page 10)

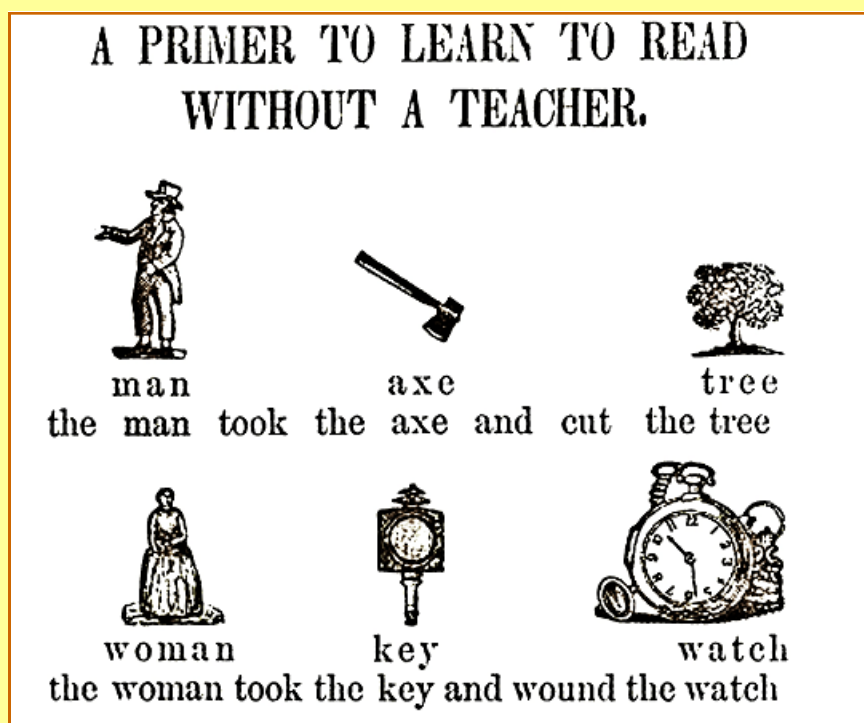
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Nouns illustrated. a page in A Primer to learn to read without a teacher. page 5 in Harper's Half-Hour Series (copyright 1862)
 Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://lccn.loc.gov/2004678738>
<https://cdn.loc.gov/service/pnp/cph/3b00000/3b03000/3b03400/3b03418r.jpg>



Murals on CPS facilities idealize home-schooling and un-schooling
 One Chicago school was actually named for John Holt, the godfather of unschooling

mural on east façade, Hawthorne School
 School Street at Seminary, Chicago, Illinois (2005 July 28)

mural on north façade, Paderewski School
 Cermak at Ridgeway, Chicago, Illinois (2008 May 12)

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Top illustration:
Tax delinquent residential property has been seized and razed
One of the consortiums that buys seized properties at auction offers the empty lot for sale
68th at Justine (2008 April 11)

A large new school building is a block away
It houses two separate schools, both financed in large part by property tax revenues
The Ralph J. Bunche Elementary School, a CPS facility, and
the Providence-Englewood Charter School, managed for profit by private entrepreneurs

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historical records of US Congress

Homework, continued

The current status of integration and busing

1. The 1970s integration order had an end date; and it has expired. Busing continues; and companies continue to provide income for low achievers and slow learners when they reach adulthood.
2. The integration order expired in time to save Hispanic and Asian immigrant children from integrating black schools.
3. The proportion of races in the schools has changed so that Hispanic children are a large minority or a majority of total enrollment. Hispanics play the race card and want to continue to do so. Thus, they don't want to be seen as racist, but they also don't want black neighbors and schoolmates for their children. (I can personally attest that Hispanics aren't comfortable with white people, either.) Chicago taxpayers have financed the construction and outfitting of numerous new schools for Hispanic children, though under-populated black schools are nearby. Hispanics have achieved dominance in the trades, and gain financially from new school construction.
4. The newspaper article at left illustrates racism and hypocrisy. The article is about Carver high school on the campus of Altgeld Gardens, a Chicago Housing Authority (CHA) project. Most or all students are black. Community groups documented significantly higher rates of disease caused by toxic waste throughout the area. Nonetheless, the school remains open. It's now a military academy.

The old school remains open in an unhealthy environment despite the fortune spent on new schools and school rehabilitation for Hispanic children on the excuse of asbestos and lead paint in pre-existing schools.

Even worse, Altgeld Gardens is the home of Barack Obama's 'black mommas' according to a documentary he prepared for campaign purposes. He brags that he got CHA to rehab Altgeld Garden housing for the 'mommas'; despite the fact that the unhealthy environment argued for demolishing the apartments; and even though most CHA projects city-wide were being demolished and replaced with vouchers for apartments in scattered, small privately-owned buildings.

5. Hispanic and black parents and politicians are extremely territorial about the schools their children attend. If whites were the same, they would be castigated as racist.
6. Hispanic parents are predominantly Roman Catholic, but many don't want to pay Catholic school tuition for their children. The outflow of white families reduced revenue for Catholic schools that the inflow of Hispanic families didn't replace. To solve the church's problem, CPS rents vacant Catholic school buildings for Hispanic children permanently or until it can provide new construction.

Catholic or non-Catholic, children assigned to the schools have Catholic icons in their face going to and from school and in school. Many teachers might be former Catholic school teachers or students. If so, they're permeated with a philosophy that has earned Catholic education a bad reputation.

To give the appearance of fair play, CPS has also rented at least one Hebrew school attached to a synagogue.



Right Bus Company parking lot
Chicago Avenue 4201 west (2006 April 6)



Booker Transportation disabled bus
unknown location (unknown date)



Residential income property seized for delinquent taxes
68th at Justine (2008 April 11)

The former handyman said that two sisters inherited the building from their parents. Because of the job market, their tenants couldn't afford rent increases to cover tax increases. Chicago bought the property from the Cook County Treasurer. Tenants qualified for grants to pay moving expenses, deposits and rent in other buildings. The sisters qualified for nothing. The handyman is out of a job. Chicago seems to be rehabbing the building prior to selling it to another landlord. Chicago officials can't explain how the new owner can find tenants to cover his expenses when the old owners couldn't. The neighborhood is a wasteland of boarded up homes and empty lots.

For the most part, the property tax is a thinly veiled excuse for the exercise of eminent domain without cause. Seizures for tax delinquency aren't for the public good. They transfer properties from private ownership to private ownership. The tax burden on individual properties continues to inflate. Mass education is the excuse for the majority of the tax; and its percentage of the whole tax continues to increase.



Lucille Patterson, who was transferred from Carver High after complaining about the air. "There is something wrong out there."

An air of mystery a U.S., state to probe complaints of pollution

By Monroe Anderson and Casey Bukro

FEELING WEAK and dizzy. Lucille J. Patterson collapsed Nov. 16 in a shopping center on the far Southeast Side while seeking a breath of fresh air during her lunch break. "I was crying, that's how awful I felt," said Mrs. Patterson, a Carver High School English teacher, who says polluted air at the school had made her sick. The Chicago Board of Education's hardship review committee on Jan. 11 approved Mrs. Patterson's request to transfer to another school out of the Carver High School district to protect her health. "I think that acknowledges that what I'm talking about is right, that there is something wrong out there," she says.

FOR YEARS, Mrs. Patterson and other teachers at the high school have complained about mysterious odors. For years, they listened to students complain of nausea, headaches and breathing problems. Some teachers reported similar symptoms. Because of Mrs. Patterson's complaint and others like it, the first environmental investigation of its kind in Illinois is expected to be begun next month in Chicago's Lake Calumet region to test the air, the water and the soil for public health hazards. It is the first probe aimed at finding out whether the neighborhood is overloaded with dangerous wastes.

Carver High School, 13100 S. Doty Ave., sits in a pocket of poverty next to the Altgeld Gardens housing project, one of Chicago's poorest neighborhoods and mostly black. It is in the most heavily industrialized part of the city—home of steel mills, paint and chemical factories, refineries and countless waste dumps. Heavy traffic streams past on the Calumet Expressway nearby. The air is notorious for heavy dust, the stench of rotting garbage and chemical fumes.

STATE AND federal agencies are gearing up for the studies at Carver and in the area. They will include a check of the high school's ventilation system. A final report is expected in October.

Upon learning of the study, Dr. Gloria Jackson of the clinic in Altgeld, said:

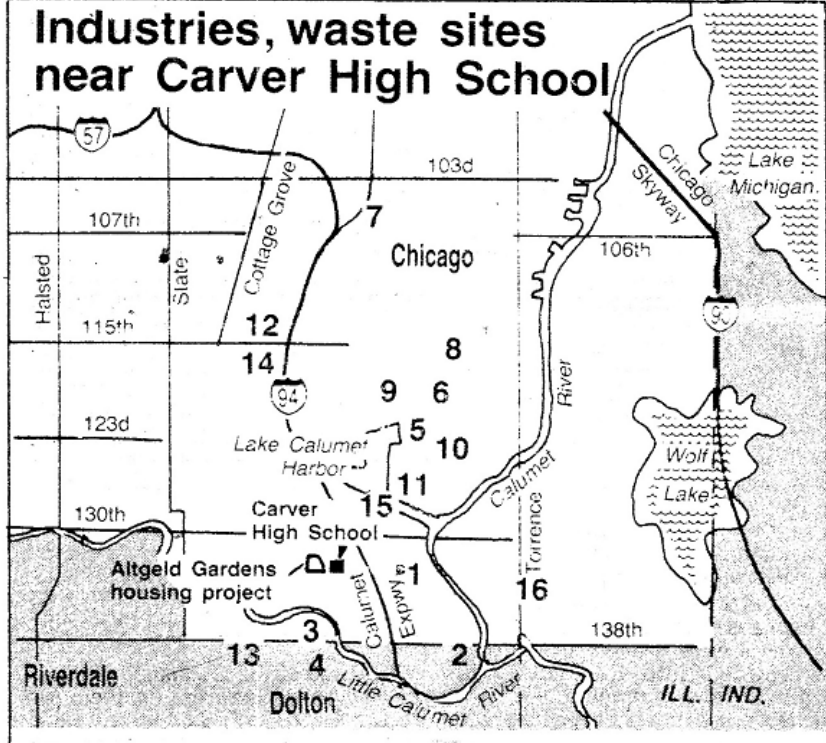
"I'm pleased to hear that. There's a certain fear involved in what is going on here: The constant burning, the smell of gas, the stench. This is where people live day and night."

"It's an area in which there is a lot of potential for environmental problems," says Dr. Stephen Hessl, chairman of Cook County Hospital's division of occupational medicine. "There are waste dumps, incinerators and many factories in the area which could have polluted the environment."

Dr. Hessl examined Mrs. Patterson and concluded that her complaint is "compatible with environmental exposure, but we don't have any definite proof of that." Symptoms of such exposure, he said, can include eye and nose irritations, headaches, and fatigue.

BUT THE doctor points out, "Such symptoms could be caused by hundreds of problems." Environmental sicknesses can be pinpointed, though these often go undetected because they seem so general and the sufferers do not seek medical attention.

"The possibility exists that inhabitants of that [Carver High School] area might be at great risk," said Dr. Hessl. "That's a vague statement, but I don't have hard



1. CID (Calumet Industrial Disposal) landfill No. 2 for hazardous wastes and refuse, 134th Street & Calumet Expressway, operated by Waste Management of Illinois Inc.
2. CID landfill No. 1 for municipal, special and hazardous wastes, 138th Street & Calumet Expressway, operated by Waste Management of Illinois
3. Land & Lakes landfill No. 1, 138th Street & Cottage Grove Avenue, operated by Land & Lakes Co.
4. Land & Lakes landfill No. 2 for municipal and special wastes, Grove Avenue, Dolton
5. Potential waste site owned by Waste Management of Illinois
6. SCA Chemical Services incinerator, 11700 S. Stony Island Ave.
7. Auburn liquid waste incinerator, 2200 E. 119th St.
8. Chem-Clear Inc. metal plating waste treatment and storage site, Butler Drive, Lake Calumet
9. Closed Liquid Dynamics treatment and storage site, 655 E. 114th St.
10. McKesson Chemical Co. treatment site for processing and re-use, Buffalo City Hall White House

Toxic waste and health problems around Altgeld Gardens CHA project
Chicago Tribune, page 4 (1983 January 23)



Mural, Liberty Store Fixtures (north façade)
75th Place at Marshfield (2008 April 11)

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All texts are drafts.
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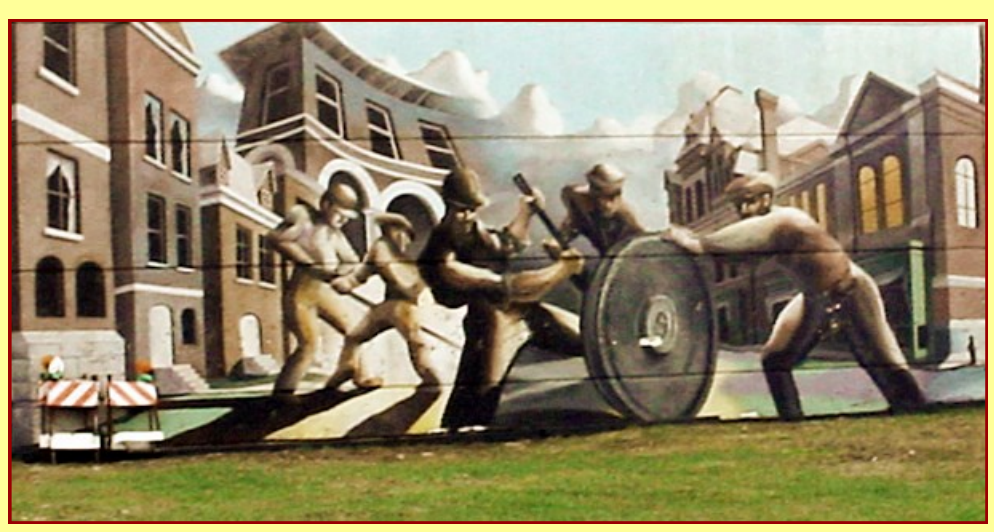


illustration at top:
Mural on park building, Pullman Village
111th and St. Lawrence, Chicago, Illinois
2008 April 11

(page 11 of 49)

Pullman

George Pullman founded an industrial school near his industrial complex on Chicago's southeast side. Like other private charitable endeavors in Chicago, the school migrated into the public sector. In this way, private charity became a burden on taxpayers and an opportunity to invest in municipal bonds that perpetuates family wealth for the heirs of the original entrepreneur.

Currently, the CPS school is enclosed in a private Catholic campus that also includes a Chicago Public Library. The church campus has been improved with tax revenue through a municipal program. The two main buildings display the Eagle and the Cross—symbols of the Roman Empire before and after it transformed to the Holy Roman Empire.

No Trespassing/ Private Property signage reinforces the fences and gates that block access to the combined church and municipal property. Few property tax payers can afford the same level of protection from trespassers and vandals.

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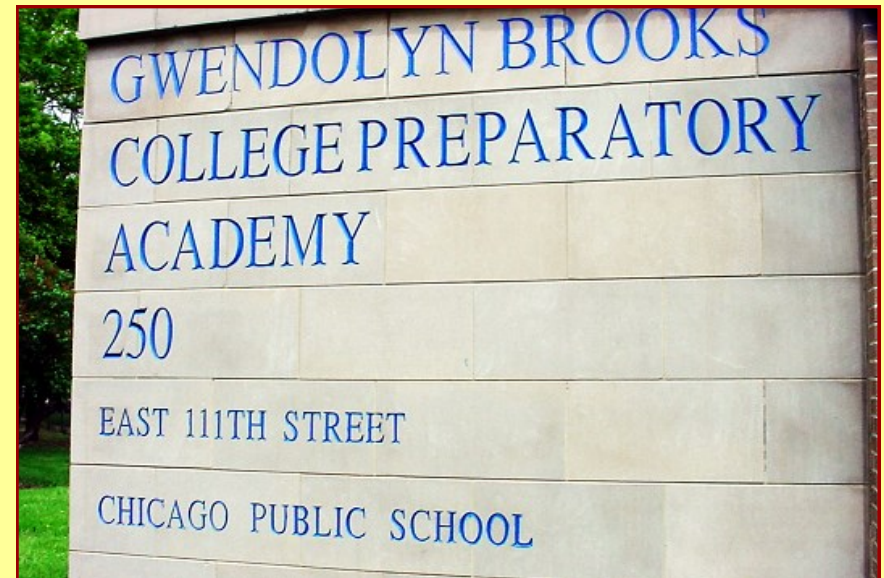
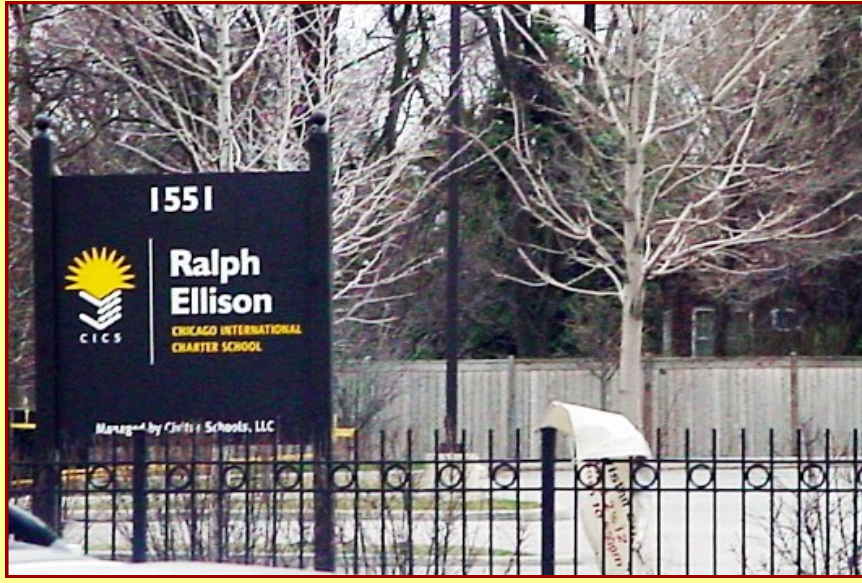


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Chicago International Charter Schools
Ralph Ellison (3 photos). 95th Street at Ashland (2008 April 11). Located on the campus of a Protestant church. School and church are new construction. Two large crosses on the school's north façade. African-American patronage workers have several enclaves on Chicago's south side, as well as an aristocracy of entrepreneurs, professionals, artists and athletes. Investigation might reveal that patronage paychecks support the church; and an alderman or church member with political clout might have finagled tax-financing for a private religious school.
Northtown Academy (2 photos). Peterson near Pulaski (2004 September 7). Catholic high school cornerstone at entrance to a tax-financed private school in a predominantly Asian community.



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illustration at top:
Mural on park building, Pullman Village
111th and St. Lawrence, Chicago, Illinois
2008 April 11

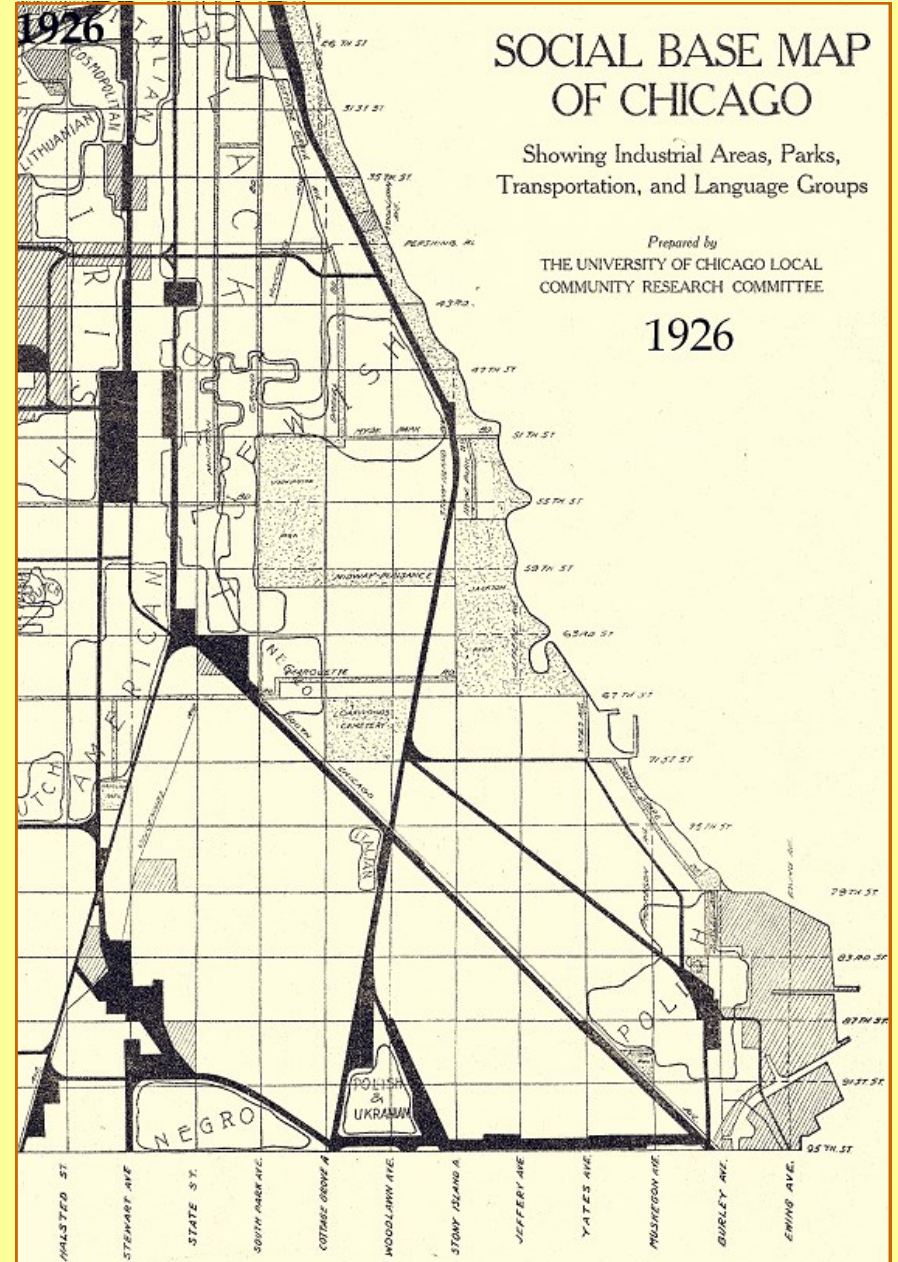
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Pullman, continued

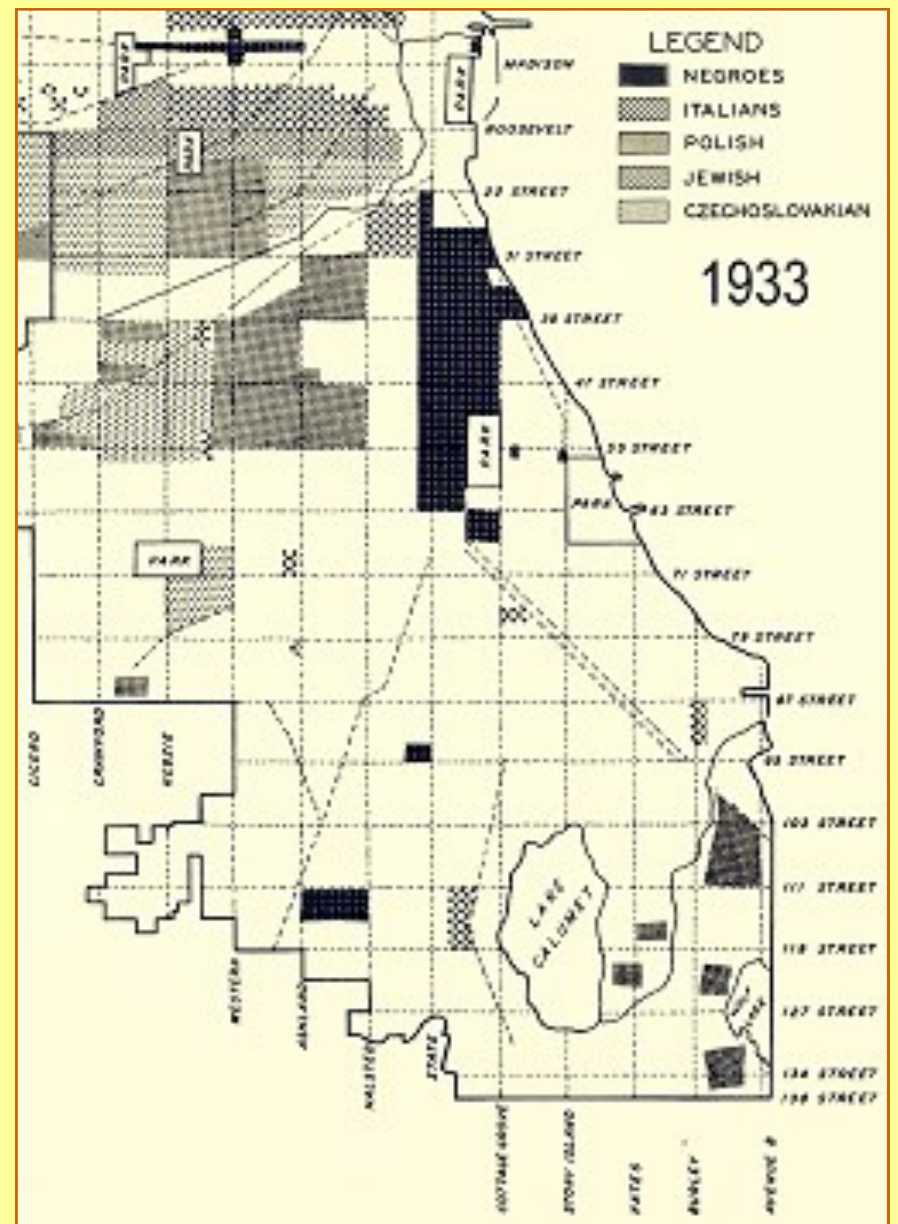
The territoriality of elite south side blacks who enjoy the benefits of Gwendolyn Brooks Academy is matched by their revisionism. They've been re-writing history to give themselves a larger role in Chicago history than they actually had, probably as a reaction to the totally irrational territoriality of Chicago's Hispanics. For a while, signage indicated that the old Pullman fire house in the factory complex would be converted to a museum for Pullman porters (photos at left). Few blacks worked in Pullman factories to make trains. Many blacks were hired as Pullman porters to assist passengers on the trains. Porters got on the trains at the historic Illinois Central headquarters at Roosevelt Road and Michigan Avenue, in downtown Chicago. The Pullman Porters Museum sign was later removed, and the property seemed to be in limbo when I last saw it.

University of Chicago demographic maps provide some help in learning when and where the races and nationalities lived.

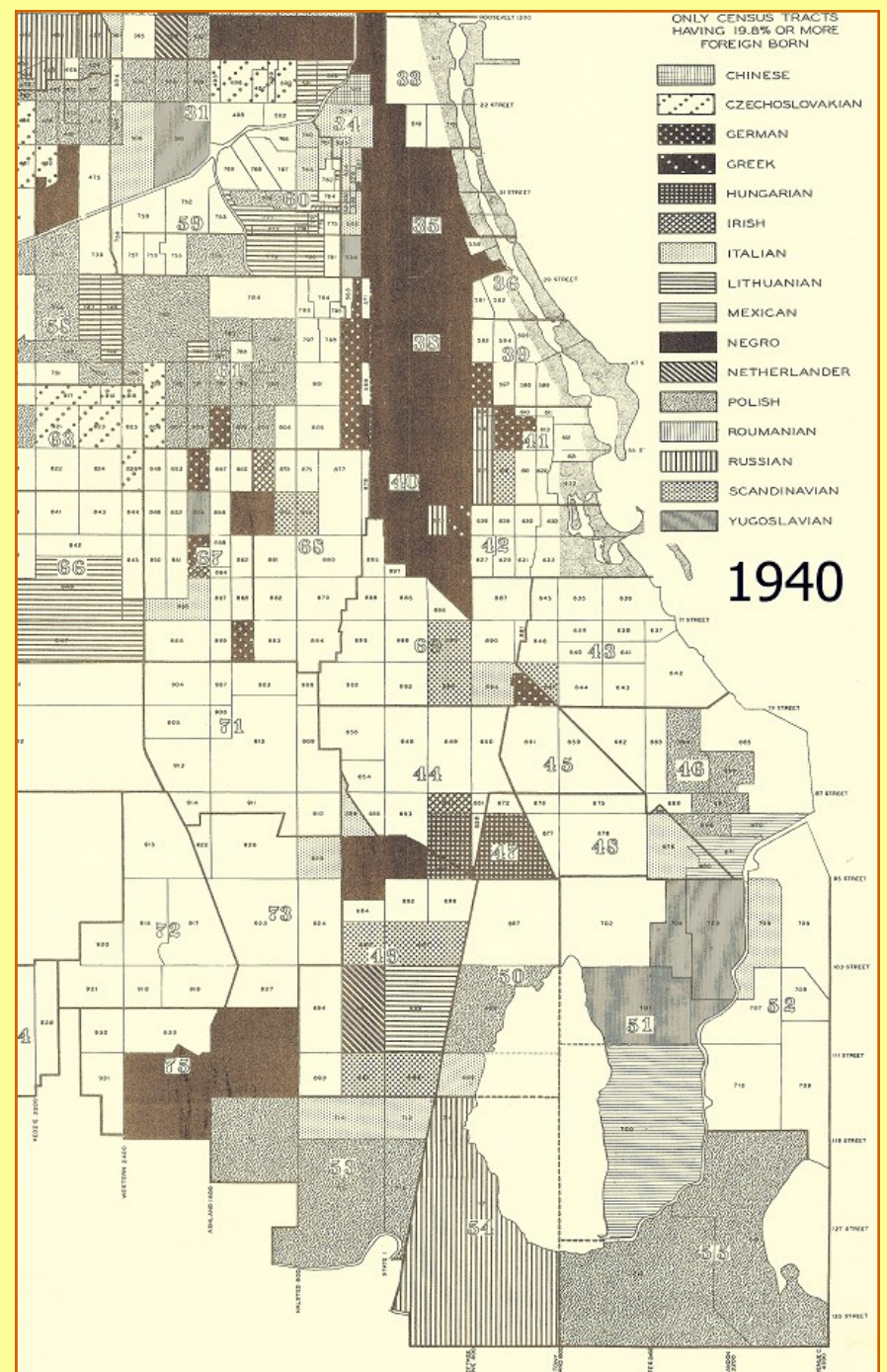
Chicago 1926. Industrial areas, parks, transportation, and language groups
University of Chicago Local Community Research Committee. University of Chicago Press
call # G4104.C6E1.1926.C5
<http://www.lib.uchicago.edu/e/collections/maps/chisoc/G4104-C6E1-1926-C5.html>



Chicago 1933. area occupied by predominant racial or nationality groups
Chicago: Social Science Research Committee, University of Chicago, [1930-1935]
call # G4104.C6.1933
<http://www.lib.uchicago.edu/e/collections/maps/chisoc/G4104-C6-1933-U5-n.html>



Chicago 1940. Census tracts
Chicago: Social Science Research Committee, University of Chicago, [1930-1935]
call # G4104.C6.1933
<http://www.lib.uchicago.edu/e/collections/maps/chisoc/G4104-C6E1-1940-U55.html>



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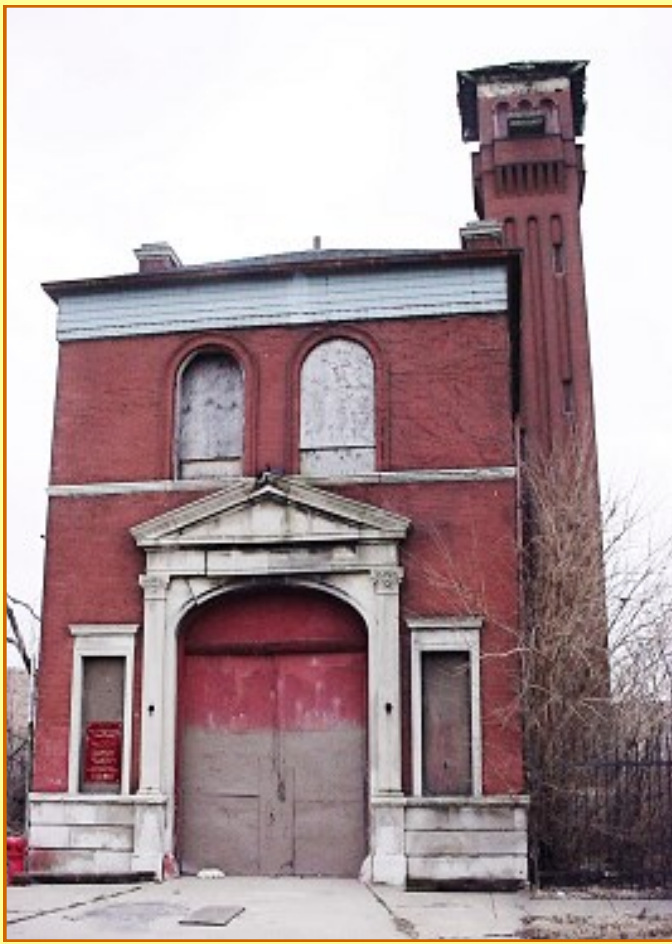
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Pullman Fire House
108th at Champlain, Chicago, Illinois
(2005 February 23)

George Pullman's fire house was marked as a museum commemorating Pullman Porters. It was named for A. Philip Randolph, a legendary African-American lawyer who sued the US in the World Court.



Pullman Fire House
108th at Champlain, Chicago, Illinois
(2008 April 11)

The Pullman Porter Museum sign is down. A Chicago Department of Planning and Development is up



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Illustration at top:
Sartskai a' shkola. Samarkand
Sart teacher and two rows of young male students seated at desks in courtyard with blackboard in background.
Prokudin-Gorskii, Sergei Mikhailovich (1863-1944) (photographer). Views in Central Asia, Russian Empire (circa 1905-1915)
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://lccn.loc.gov/2018680232>
<https://cdn.loc.gov/service/ppn/prok/02300/02304v.jpg>

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Blended Church & State

- UNO (United Neighborhood Organization) Charter Schools
1. new construction on abandoned industrial site
 2. re-purposed Catholic orphanage
 3. on Catholic campus

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poster in plate glass window advertises Humboldt Park School, a new UNO charter school

Office of Roberto Maldonado, alderman, 26th ward
Cynthia Soto, state representative, 4th district
Felix A. Vazquez, Attorney-at-law
Division 2434 West, Chicago, Illinois (2011 August 26)



UNO calls Humboldt Park School a public school, though it's a private school
It has all the attributes of private schools, except that taxpayers instead of parents are forced to finance it
UNO's confusion takes school nomenclature full-circle

In 1785 May—when *public school* meant *private school* in American English, as in British English—US founders reserved from sale one-square mile out of every 36-square-mile township for the support of *public schools*. The townships, sometimes called Congressional townships, were surveyed in the Northwest Territory and all other territories the new nation acquired. Surveys occurred prior to selling the land into private ownership, by a deed that guarantees purchases to the original buyer, his heirs, and assigns forever. Most current property owners are assigns.

Known as Section 16, or school land, the reservations were a way to finance education without levying an un-democratic and un-wanted tax on the American people. (Undemocratic, because all the power of a democratic government is limited by the powers of its individual citizens. No citizen has the power or right to take his neighbor's property for any purpose, including the education of his children. An education tax and the seizure of property are monarchical or tyrannical.) Unfortunately, people who wanted to get rich by investing in government debt disappeared school land reservations ASAP so that education would be an excuse to levy taxes. These unscrupulous people transitioned the term *public school* so that people would think *public school* means *tax-financed government school*, as people assume today. Charter schools reflect a wish by most parents to enroll their children in *private schools* (formerly known as *public schools*). The problem of charter schools is that the people involved want the perks of *private schools*, but not the financial restraints imposed by the parents' ability to pay tuition out-of-pocket. Charter school administrators and corporation executives want the blank check that taxation has become.

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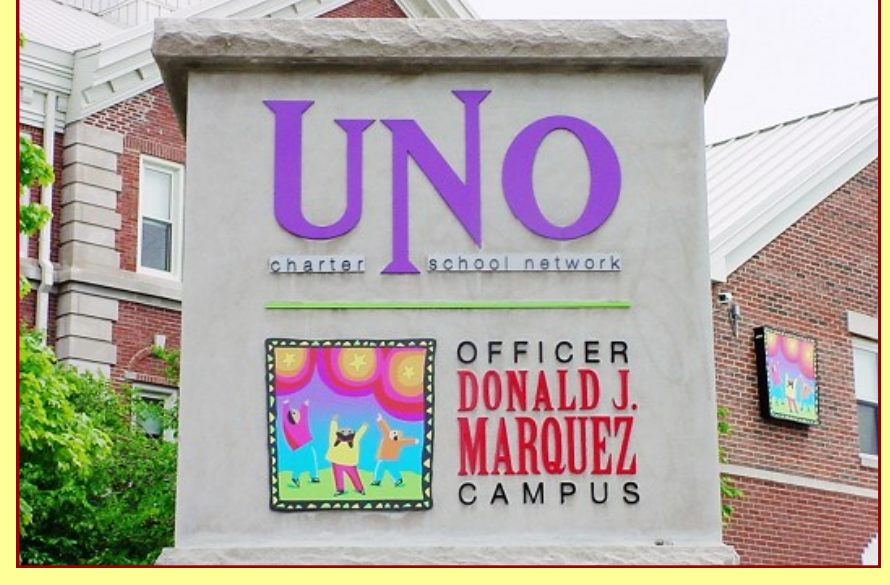
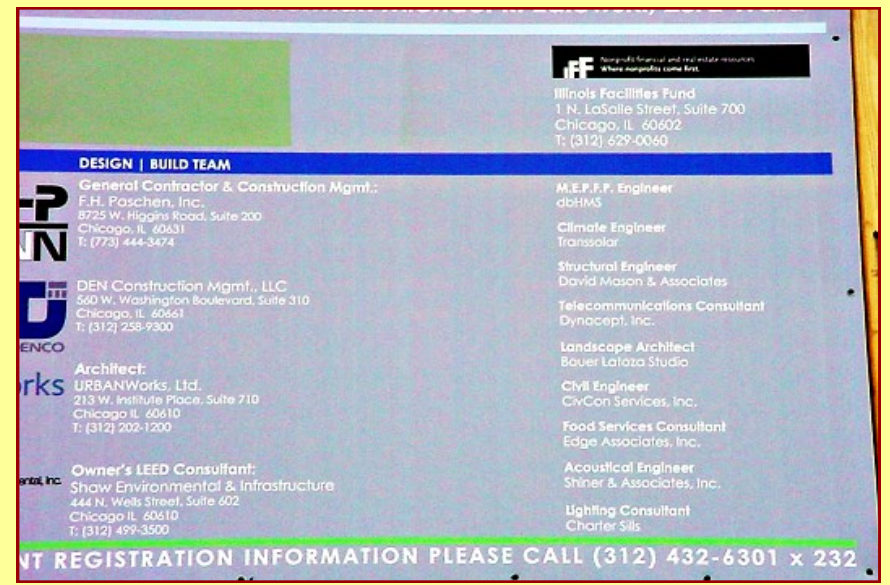


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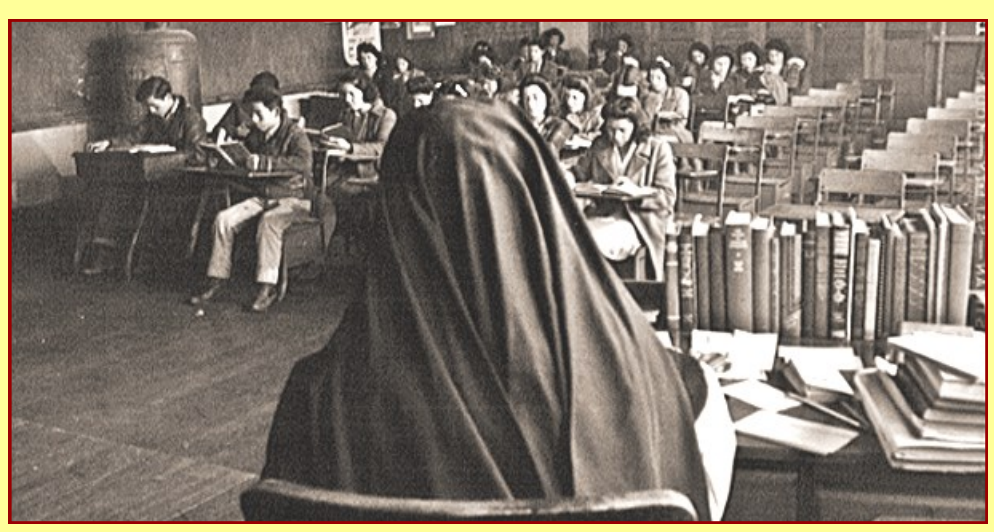
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illustration at top:
 Penasco, New Mexico
 High school supported by the state, but administered by the Catholic Church (1943 January)
 Collier, John, Jr. (1913-1992) (photographer)
 United States Office of War Information. Overseas Picture Division. Washington Division; 1944
 Farm Security Administration. Office of War Information photograph collection
 Library of Congress Prints and Photographs Division Washington, D.C.
<https://tile.loc.gov/storage-services/service/pnp/fsa/8d12000/8d12800/8d12865v.jpg>

Blended Church & State (continued)



Pritzker College Preparatory School
 Noble Street Charter School
 Cortland at Kedvale 4131 west, Chicago, Illinois
 2009 July 19

J.B. Pritzker, a billionaire, is currently the governor of Illinois, hoping for a second term. He's the grandson of a Jewish emigrant from Ukraine who was able to amass a fortune in the US. The patriarch needed start-up money; and the source of it is questionable. His heirs own a large chain of hotels. They invest in foreign industry. Some of J.B.'s wealth is off-shore. He campaigned on the issue of higher income tax rates for rich people, but his proposal didn't pass the Illinois General Assembly. Many upper middle-class Illinoisans moved out-of-state anyway. J.B. doesn't make property taxation an issue, except for cheating on his own. He does say he's contemplating alternatives to raising Chicago property taxes to fulfill pension provisions in contracts with Chicago teachers. J.B. and his family might invest in municipal bonds. J.B. spends lavishly to achieve name-recognition. The family name is spread like graffiti on buildings in downtown Chicago and on schools in Puerto Rican neighborhoods, such as the public school in a former Catholic school on the northwest side. I haven't seen Pritzker on schools in black neighborhoods. The family name is on a military museum that supplies programs to PBS, indicating that J.B. might have presidential aspirations and is qualifying himself to be Commander-In-Chief. The Northwestern University Law School is now named Pritzker.



Namaste Charter School
 37th and Paulina, Chicago, Illinois
 2008 June 12

Namaste is a polite Sanskrit greeting. It means peace and everyone on earth is one. Propaganda originated in South Asia and China, though it's named for a group of French Catholic priests who organized in the 1600s to make all the world Catholic. A person with a lot of dots to connect might suspect that South Asians fabricated all the religions of Eurasia to make other people weak and easy to dominate. South Asians in the Chicago area and nationwide hold elected and appointed positions of power in excess of their representation in the population.

The church campus at 37th and Paulina (Back Of The (Stock)Yards neighborhood) includes a memorial to Slavic and German immigrants who died in WWI. Like other genocides of Europeans, it left many vacancies for outlanders to fill. Chicago leaders imported the foreign workers to rebuild Chicago after the Great Fire of 1871. The Chicago Tribune was the mouthpiece of Chicago's real estate speculators and developers, a list of which reads like the Cromwell family tree. They were frightened of the Catholics and lumped them together as Bohemians, which became Bohunks, and then Honky in black parlance. A newspaper comic strip about the people of Upper Slobbovia persisted into my childhood.

Hispanics, mostly Tejanos and Mexicans, now occupy Back Of The Yards and a much larger part of Chicago's SouthSide.

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1. Big Picture. Charter school corporation re-purposes North Loop commercial building
2. Passages. Charter school re-purposes north side commercial building
3. Leavitt at 36th. CPS school deep in Roman Catholic campus



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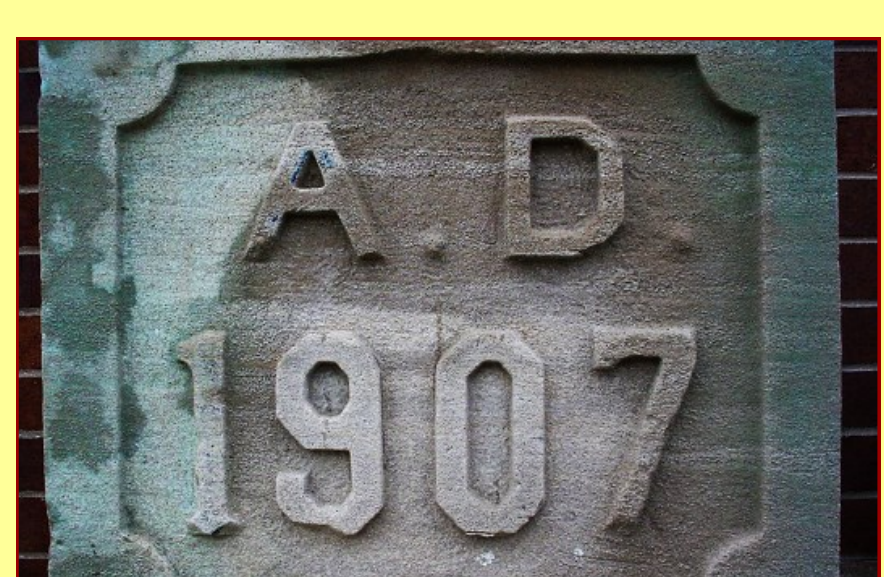
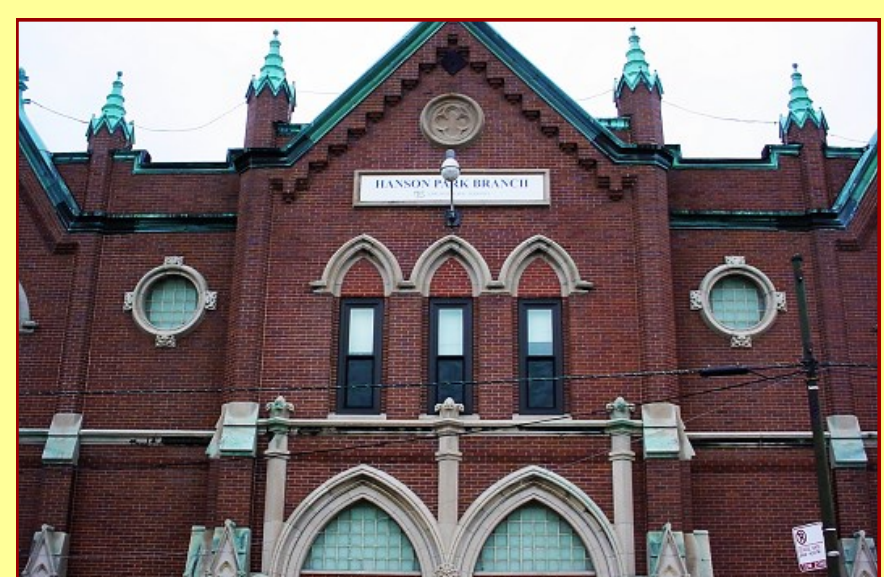
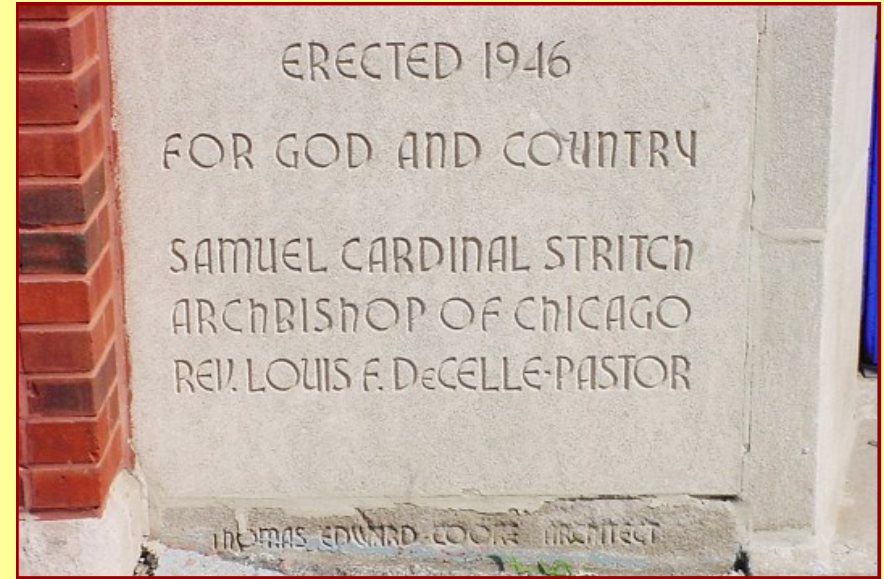
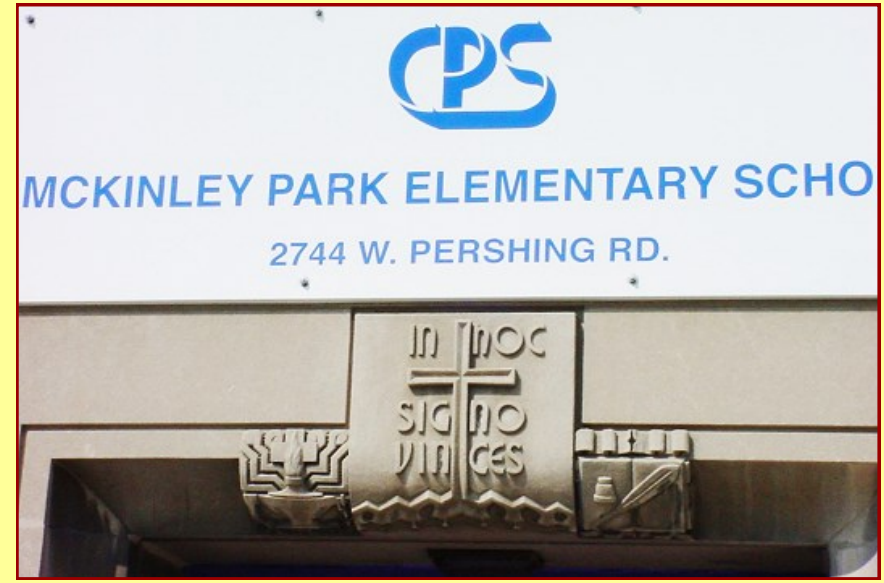
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illustration at top:
 Quizzing an oracle
 Birch, Reginald Bathurst (1856-1943) (artist). illustration in Cameron, Agnes Dean (author)
 Humor in School. Century magazine volume 80, page 477 (1910 July)
 Library of Congress Prints and Photographs Division, Cabinet of American Illustration
<https://lccn.loc.gov/2010715136>
<https://cdn.loc.gov/service/pnp/cai/2a11000/2a11700/2a11738r.jpg>

Blended Church & State (continued)



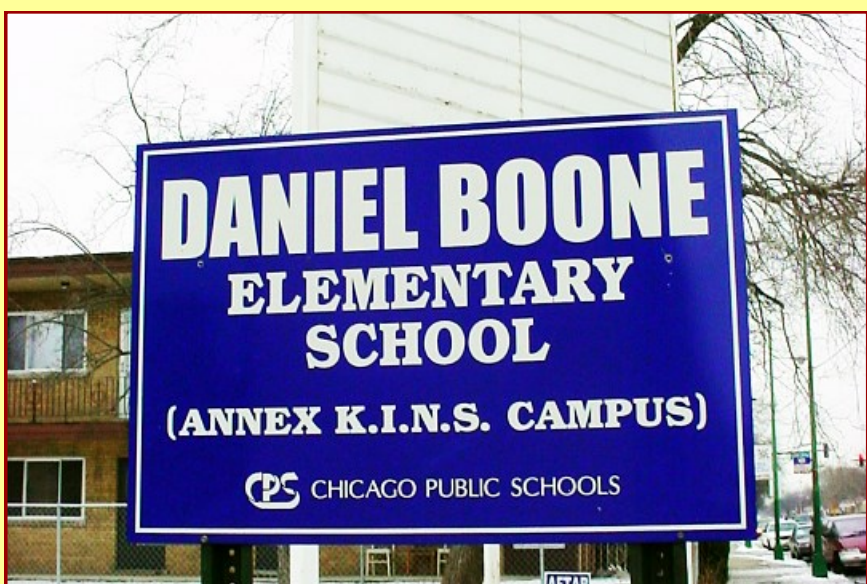
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The congregation is also among several Jewish congregations that ask members and neighbors to donate to a private endowment fund for church-based education. Scholarship endowments were common among southern gentlemen before and after the American Revolution. New England Puritans accomplished the same goal by setting aside land (glebes) to help pay for schooling, especially apprenticeships for the children of poor men and widows.



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illustration at top:
So this, this was the way he looked in a picture
Pedro knew how that fortunate prince must have felt
Steele, Frederic Dorr (1873-1944) (artist) (1925)
Stone, Elinore Cowen (author)
illustration in The Little Black Box
Woman's Home Companion, volume 55, issue 30 (1928 January)
Library of Congress Prints and Photographs Division, Cabinet of American Illustration
Washington, D.C. 20540 USA
call # CAI - Steele, no. 125 (B size) [P&P]
digital ID cai 2a15025

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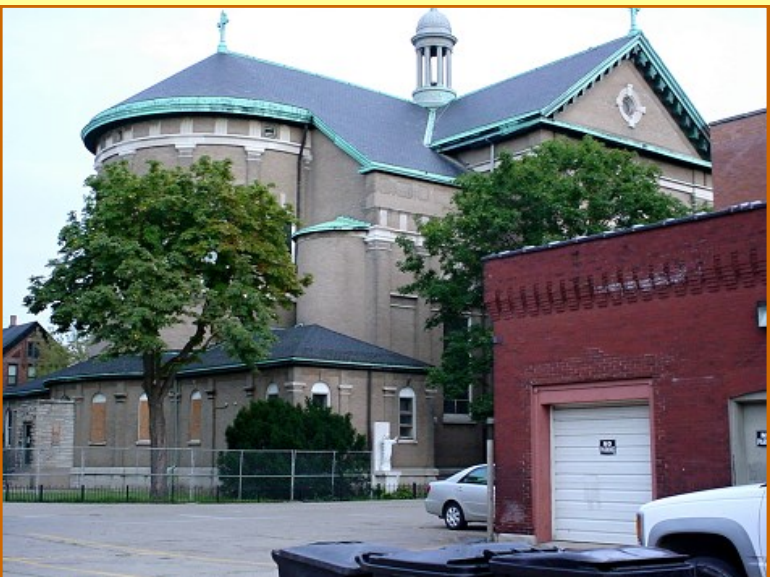


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Bucktown Charter School, on the campus of a Roman Catholic church
a Chicago International Charter School, Managed by American Quality Schools
Hamilton 2235 North at Lyndale, Chicago, Illinois (2008 August 23)



In the 1800s, Protestant US settlers established a precedent for religious meetings in government buildings. Their townships usually had land and volunteers to build a town hall before religionists could build churches. Congregations paid rent to the township to use the town hall for their Sunday Schools until they could afford their own building. They donated their hard-earned money to build churches and were very proud of them. There is no precedent for municipal schools to operate on church campuses. Citizens who paid for their churches also paid for their children's religious schooling.

The only excuse for government funding of K-12 education now is a provision of the 1787 Northwest Ordinance, amplified in George Washington's 1796 Farewell Address. Religion and morality are important in a democracy; therefore education shall be encouraged. Context clues indicate that Morality means church-based education; Education means college level schooling. Encourage means laws that help private institutions organization, sometimes with a grant of land.

The Chicago Board of Education, like school boards nation-wide, bought into the idea that private entrepreneurs can provide better education than government schools. Therefore the Board enters into contracts that divert tax revenue from public schools to private schools, though there's no good reason to think that charter schools can tap into a higher quality labor pool, materials and methods than government schools can access. Furthermore, charter schools acquire real estate at taxpayer expense, same as municipal schools, but privatize the title. Do their contracts agree to revert the real estate to the school board when the private corporation dissolves?

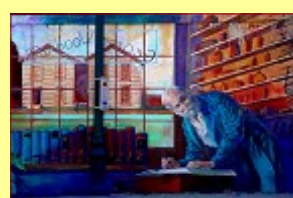
The reality of charter schools is that they cherry-pick their student population; while city schools have to accept whatever walks through the door. Research that says charter school kids out-perform public school kids is fatally flawed.

If the day has not yet arrived when charter school corporations sell shares on the world's exchanges, the day will probably arrive soon. When charter schools go public, Chicago property tax payers, who've always been treated as a cash cow, will be billed for dividends dictated by an international gang of wealthy investors.

When charter schools use vacant school buildings on Roman Catholic church campuses, they market their product with the help of an unfounded prejudice that Catholic schools educate children better than public schools. Chicago's archdiocese expanded its education system during the baby boom after World War II. Catholic parents seemed to want to segregate their children from non-Catholics, of which I'm one. The scuttlebutt among my classmates in the 1950s-1960s is that Catholics were cheaters and they played rough. Worse, Catholic boys tried to use Protestant girls for sex, so they could marry Catholic virgins when they were ready. They were welcome to their segregated schools and sports leagues.

Currently, most Chicago Public Schools force children to wear Catholic School style uniforms, even though, in the 1960s, a judge ruled that public school dress codes violate civil rights. The myth of Catholic School superiority persists, and its superficials have invaded public schools.

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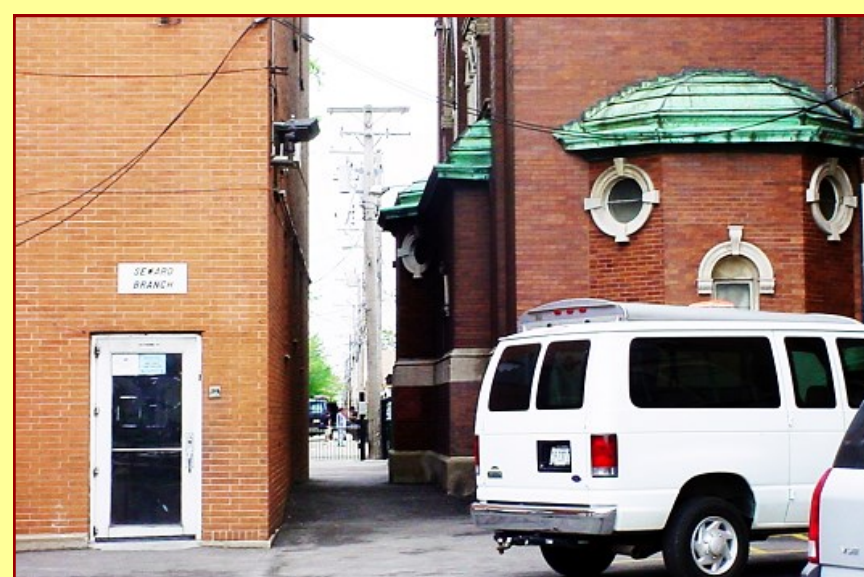
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Blended Church & State, continued

Seward Communication Arts Academy & Holy Cross Roman Catholic Church
46th at Wood, Chicago, Illinois (2008 June 12)

Catholic church and municipal school face each other across the street. Mexican & a remnant of Slavic Catholics impose their religious imagery on municipal school students. The municipal school has an annex on the church campus. Catholic Charities parks a bus in the municipal school parking lot. An allegedly municipal park is a shrine to the Virgin of Guadalupe. An Hispanic social service agency operates on the fourth corner.



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top illustration:
illustration, page 13
McGuffey, William Holmes (1800-1873) (author)
McGuffey's eclectic primer
New York (NY): American Book Co. (1909)
contributed by New York Public Library
digitized by Microsoft
from Google free ebooks
archive.org ID mcguffeysecti00mcgu

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Local School Councils

In the 1980s, while yellow school buses distributed preK-8 children among Chicago Public Schools, black teenagers walked or rode regular Chicago Transit Authority (CTA) buses to integrate high schools.

It was alleged that black teenagers made trouble in white neighborhoods on their way to and from school. It was then alleged that a grassroots movement of white neighborhood residents demanded protection. The allegations became the excuse for the Illinois General Assembly (IGA) to pass what was called a school reform act specific to Chicago. The IGA passed a different school reform act for the remainder of the state's school districts, though laws are supposed to be uniform.

My neighbors and I were alleged to be part of the grassroots movement. We weren't, that I know of. However, a friend of a friend who lived three miles away appeared on television the face of the grassroots movement. Our mutual friend said she was rewarded with (1) special treatment for her daughter at school and (2) paid employment in the school. Actually, she moved to the suburbs within the year. When I asked her about the school job years later, she said she didn't get one. Our mutual friend got the story wrong.

One afternoon a young man rang my doorbell. He introduced himself as a student in the University of Chicago graduate school of education. (Later, somebody told me that the Education Department at Northwestern University was also involved.) The graduate student said he was from West Virginia; and he was canvassing the neighborhood to invite residents to a school reform meeting in a bingo hall. The bingo hall was in a former grocery store owned by a neighborhood federation; and bingo paid the federation's bills.

The federation had organized a decade or so earlier to get Chicago's mayor out of a jam. The Mayor had promised black voters that, if elected, he'd build an expressway from their neighborhoods to the suburbs. Their neighborhoods had suffered extensive job losses when private sector employers left the city. Some employers built new facilities in the suburbs, and the expressway would give blacks access to the jobs while suburbanites dithered about allowing blacks to move to the suburbs.

The mayor didn't really want to build the expressway. White voters owned houses and businesses along the proposed route; and they didn't want to lose their property to public domain condemnation. They made a little noise through the neighborhood federation; and defeated the bogus expressway plan.

The federation wanted to keep going and needed another issue. Employers were moving out of white neighborhoods, too. The organization tried, but failed to make one large employer stay. Then what? Black kids walking to school through white neighborhoods was the next excuse to keep the neighborhood federation alive.

I went to the meeting in the bingo hall. I was the only neighborhood resident there. Organizers expected no better. To fill additional seats, they bused in senior citizens from one of the city's public housing projects.

The Chicago school reform law had actually been drafted in advance by academic elitists on behalf of people at the top of government. Neighborhood input was a formality. There had been no grassroots movement that demanded school reform; and efforts to sell it to the people failed. When common people refused to support the pretense, the grassroots movement dropped out of the news. It was replaced by an article about a half-dozen local businessmen. Apparently, when black teenagers went into the candy store on the way home from school, they weren't entirely respectful. For this reason, shopkeepers wanted school reform.

Concurrently, in an attempt to divert attention from their own anti-social behavior, numerous Hispanic property owners installed black wrought iron fences along sidewalks where black kids walked. Local fence companies made a killing on school integration.

(Where is the neighborhood federation now? It's found a long-term excuse for its existence. It facilitates house purchases for low-income Hispanic immigrants and referees landlord-tenant disputes.)

The Chicago School Reform Act transferred control of neighborhood schools from the Chicago Board of Education (the Board) to school principals and Local School Councils (LSCs). Four groups of stakeholders elect LSC members. Neighborhood residents, teachers, parents and students. The student representative is an observer and has no voting power. The school's principal is the LSC chairperson.

A person who wants to be a school principal applies to the LSC; and the LSC votes the candidate up or down. Then the LSC engages in a four-year contract with the candidate of its choice.

The Chicago School Reform Act transfers the power to hire and fire school employees from the Board to the principal, which gives principals control over the teacher contingent in LSCs. Principals have the power of discipline over students. Principals can alter student grades and are sometimes accused of altering standardized test booklets and scores, giving principals carrot-and-stick control over parents on the LSC.

Principals can't control the neighborhood resident contingent, but aldermen can. Superficially, the school district is a separate taxing and spending entity over which aldermen have no control. However, Board members aren't elected. They're appointed by the Mayor; and aldermen had veto power in the past, until a new state law allows Chicago's Mayor to appoint Board members without City Council approval. But politics is a game of quid pro quos, and alderman can exert control over LSCs and principals. Through LSCs, aldermen can dictate hiring and firing and the disposition of school funds.

The Chicago School Reform Act transfers control of large sums of money from the Board to the LSC and principal. The totality of power in the new School Reform Act gave aldermen more power over schools and school spending than ever before.

The \$millions in discretionary spending per school initiated a tremendous amount of LSC hanky-panky. It motivated more people than ever to get administrative certificates. Competition for principal-ships became vicious.

Discretionary spending money bribes parents to tolerate lousy education and not ask questions. When parents go along to get along, they and their children receive trinkets and tokens, and invitations to luncheons, dinners, theater parties, weekend retreats, and vacation outings.

Education consultants now swarm the schools, charging large consultancy fees, though they have no more to offer than teachers and administrators learned previously to get their certificates.

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top illustration:
mural in South Side railroad underpass
Chicago, Illinois
2008 May 24

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Special Education 101

In the mid-1970s, the Illinois General Assembly enacted a new special education (SPED) law. It was considered landmark legislation. However the US Congress enacted a similar law at the same time. The federal law is known as the Individuals with Disabilities Education Act (IDEA). It governs what states and local school districts must do to qualify for federal aid.

The Illinois law was known as the 3-to-21 Act because it provided tax-financed schooling for disabled children as young as three and as old as 21.

IDEA and 3-21 require that a team of adults familiar with a child meet at least once a year to write an Individual Education Plan (IEP). The goal of an IEP is to help a specific child get as close as possible to normal or above normal academically, depending on the disabilities involved.

An IEP team includes the child's parents, teachers, school administrators, psychologists, medical professionals, therapists, social workers, pastor, and other adults who are familiar with the child. When the IEP team agrees to the specifics of the child's education for the next nine to twelve months, their plan becomes law. The IEP has the force of law; and people obligated to fulfill the plan are subject to penalties and prosecution if they don't. Most of the obligation falls on the school principal and school board members.

SPED categories are many. They include blind & partially sighted; deaf & dumb; temporary & permanent medical problems; temporary & permanent physical disabilities; mild, severe & profound mental retardation; learning disabilities; and emotional & behavior problems.

The number of children in each category was small when SPED began. The number is still small in most categories. Indeed, as medical science advances, the incidence of many disabilities should decrease. Theoretically.

But, the categories of mental retardation, learning disabilities, and emotional & behavior problems are growing. Categories that allege mental defects in children lend themselves to abuse by the incompetent bullies who run schools and profit from them. They need scapegoats to explain why the children under their charge don't learn. SPED blames their victims. It creates their scapegoats.

A simple fact of the educators' lives is that not all parents are willing to do the teachers' work at home. Not all children react well to bullies; and some children are so sensitive, only one episode of bullying turns them off to school for life. Not all children are willing to submit to testing. Of those who do submit; not all are concerned about getting high scores that make schools look more competent than they are.

Though special education is a growth industry; it can do what it's supposed to do only by identifying the true cause of most school failures. The true cause isn't defects in children and families. It's defects in school personnel and the politicians who front for wealthy entities that invest-for-profit in schools.

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top illustration:
Gender Is Not Of Essence In Matters Of Intelligence
 mural, west façade
 Clemente Park Fieldhouse
 1201 N. Western (at Division) (2400 west)
 Chicago, Illinois
 (2005 March 9)

Special Education 101, continued

A standard textbook for SPED teachers, *Educating Exceptional Children* (Samuel A. Kirk, 1972) (free access at archive.org) discusses the incidence of all SPED categories. The data depends entirely on reports from schools. School personnel vary in how they understand SPED categories and the accuracy with which they identify the categories. Reports might cover only disabilities or might include giftedness.

The incidence or recognition of giftedness in US children began to increase during World War II and accelerated during the Cold War for the purpose of national defense.

Schools and school districts vary in how many SPED children they serve, compared to how many somebody thinks they should serve. In 1970, the incidence of SPED children nation-wide might have been approximately 10-12%.

Mild Mental Retardation (MMR)

MMR is known as Educable Mentally Handicapped (EMH) in Illinois. It has been defined as scores two or more years below grade level on standardized tests.

A child can't score two or more years below grade level until he's in third grade. So, the child suffers through first and second grade like my son and his classmates suffered. Finally, the child passes to third grade; and a complicit teacher refers him for an evaluation so he can be taken out of regular classes.

A psychologist administers a battery of tests, including an intelligence test, such as Stanford-Binet, that yields an intelligence quotient (IQ). Psychologists and test-makers believe that a graph of the scores of all test subjects yield a Bell curve (a hump like the back of a snail). The scores of most people are in the elevated middle. The scores of retarded people are in the low-rise area left of the hump. Gifted people are in the low-rise area right of the hump.

Kirk's incidence data is for the larger category of Mental Retardation that includes profoundly retarded and Trainable Mentally Handicapped (TMH) children. Between 1968 and 1969, the incidence of all mental retardation decreased 9% (1,503,000 < 1,360,737). To lump all three categories of retardation together is devious. It hides the fact that an increasing number of children were being labeled EMH.

Most children identified as EMH are black. Within ten years of the enactments of IDEA and 3-21 that got municipal schools out of their jam, black psychologists challenged IQ tests in a California court and won. The psychologists said that the tests are culturally-biased. They test children on their familiarity with the morés of middle-class white society.

Subsequent research showed that scores on IQ tests and achievement tests coincide. IQ tests don't test intelligence. They test achievement. They favor children who are being groomed for Harvard. They're biased against children who couldn't care less about an Ivy League education and a bump up the social ladder.

Schools recovered quickly from the theft of their main tool for blaming their victims. The EMH category got smaller; and the Learning Disabilities (LD) category got larger. The companies that write IQ tests wrote new tests that confirm the presence of LDs.

Learning Disabilities (LD)

Samuel A. Kirk earned his degrees at the Universities of Chicago and Michigan. He began his teaching career at a SPED school in Chicago. To the best of my knowledge, he was a professor at the University of Illinois (Urbana/Champaign) when he discovered or invented the LD category, though current online biographies don't mention it. The story is, he noticed that children with cerebral palsy (CP) had trouble learning the three Rs as well as trouble with walking, talking, and using their hands.

Brain injury at birth is the usual cause of CP. The professor hypothesized that the brain injury affected neural pathways used for reading, writing, and arithmetic. He turned the diagnosis of LD into an Agatha Christie mystery. The diagnostician has to figure out which neural pathway(s) was/were damaged. The professor designed devices that exercise and strengthen damaged pathways or create new ones.

Kirk's data for 1968-1969 in the US shows an increase of 43% in the category Other Health Impaired Including Learning Disabilities. (759,900 > 1,089,817). The increase was probably not in children with cerebral palsy, because lawsuits encouraged obstetricians to deliver babies by C Section. Insurance companies encouraged C sections by reimbursing hospitals more for them than for vaginal delivery.

In the beginning, if a psychologist determined that a child has LDs, he recommended placement in a room where class size is small and the teacher knows how to use Kirk's educational toys.

Twenty-five to thirty years later, LD consultants still led seminars that saw a child's reading and writing mistakes as clues to the mental glitch or glitches in the child's brain.

However, the definition of LD had changed. Now it's 'scores two or more years below grade level', same as the definition of EMH had been.

I've heard, but have no evidence, that the state considers children in EMH and LD categories to be hardships for their parents. Many parents are already on welfare. SPED children yield larger benefit checks. Therefore, parents are unlikely to challenge SPED labels on their children. Children accept SPED placement because the rooms are nicer and the work load lighter.

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 Journal of Child Neurology, 7, (1992) pp 431-445

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top illustration:
Schools Not Jails
mural, Martroy Electronics, east façade
63rd Street at Kedzie (6300 south 3200 west), northeast corner
Chicago, Illinois
(2008 June 12)

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Special Education 101, continued

Emotional and Behavioral Disorders (EBD)

A determination of Emotional and Behavioral Disorders (EBD) gets a child removed from a SPED room and assigned to a padded cell until he can be transferred out of a regular school and into a private specialty school/ psychiatric facility.

As always, adults who work in the school are the child's problem. He acts out because he's small; he's weak; and he doesn't have the skills to handle problem adults maturely.

SPED classrooms are a dumping ground for teachers, as well as for children. SPED teachers should be highly intuitive, educated and skilled, but most are not. Special training has always been sparse, even when SPED became a growth industry to keep up with the growth of SPED labelling.

SPED children didn't perform well in regular classrooms, and expectations are low that they'll get over themselves and do well in SPED rooms. SPED teachers have even less obligation to teach and succeed than regular classroom teachers.

SPED teachers pass through the same diploma mills as regular teachers. Making them good teachers isn't on the agenda. School districts need warm bodies to fill job slots to stay in business. Schools of Education provide warm bodies.

The Assistant Principal of one of the schools where I worked said the problem is, teachers teach how they were taught. She's right.

The problem leads to kindergarten and first grade teachers lecturing from a podium and scribbling on a blackboard like they saw in their most recent experience of school, in college. If they can remember further back, they chase children around the room with a five foot stick like nuns did. No amount of well-intentioned special training can break through.

Teaching and policing jobs attract a similar type of low IQ person. Both careers antagonize some children and adults past their ability to control their response. Acting out becomes a habit that's hard to break.

At my last teaching job, a colleague volunteered at the Cook County Jail. She said that a research team found more than 80% of inmates had been labeled LD in school. (The EBD label is much harder to pin on a child. It's usually limited to children whose parents had them admitted to psychiatric wards in neighborhood hospitals and discharged with prescriptions for mind altering medications.)

Everyone in the justice system—government and outsourced to the private sector—have a personal financial stake in the existence of criminals, of people who don't control the impulse to act out.

Schools groom children for prison as much as they groom children for Ivy League and lesser institutions of higher learning. What would the employees of mental health institutions do for a living without the grooming children experience in schools?

Providers

A school with a large number of SPED children has a full- or part-time Case Manager. The case manager presides at the annual IEP meeting.

SPED teachers do double-duty as Providers. Providers administer LD tests and gather data on the child. Then the provider fills out a form provided by the Case Manager. The form is usually the basis for the IEP.

At the last school where I worked, the form wanted the most recent standardized test scores. It didn't want the full history of test scores during the long-term of the child's schooling.

In the course of filling out forms, I learned that standardized test scores are deleted from the CPS central database after the scores are given to parents. The deletion of SPED student scores is a way to deceive stakeholders about the effectiveness of tax-financed education.

Student scores on standardized tests are being used to grade teachers and schools, though the tests weren't written for that purpose. They're written and administered solely to analyze the progress of children. Testing children to judge principals and teachers makes them as crazy as it makes children and parents.

From time to time, a local news affiliate reports on schools where adults tamper with answer sheets. At the last of the apartments in which I lived, the downstairs neighbor was an IT specialist at the CPS central office computer. One of his colleagues worked alone in a separate room. It was his job to tamper with the database (falsify scores) to make individual schools and the whole system look more competent than they are.

A copy of SPED student test scores goes into the child's folder in the counseling office, but not in the cumulative folder in the Case Manager's office. However, the cumulative folder does have the forms that Providers fill out for IEP team meetings.

I had earned my living creating spreadsheets in the private sector. The last few months I worked as a teacher, I created spreadsheets to trace the progress of children on my Provider list, using the forms filed away by previous Providers. The children made progress in their elementary schools, but when they got to high school their math and reading scores stagnated or got worse.

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top illustration:
mural, railroad underpass
Lunt at Glenwood (7000 north 1400 west)
Chicago, Illinois
(2008 July 5)

The central figure in the mural seems to be a teenaged Amerindian girl from Central America. She holds a white baby high in the air, like a trophy. A possible father is a little blond haired boy standing to her left. Various stereotype people of color surround the couple. They seem to flow out of the head of a larger than life black woman. Though the mural is strange, it illustrates the fantasies, ambitions and delusions of real people who live and act in Chicago.

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Bennett, William J. (2001)
co-director of Empower America
chairman of K12, an Internet-based elementary and secondary school
The Next Chapter in American Education
<http://www-hoover.stanford.edu/publications/digest/011/bennett.html>

Spending More to Get Less

In our nation's public schools, from kindergarten to the 12th grade, we spend more than \$6,000 a year on every child, almost three times what we spent per student, in constant dollars, in 1960. Despite this increase, academic achievement among our students has, at best, stagnated during the past 40 years

According to the best measure of student achievement (National Assessment of Educational Progress) (NAEP), by the fourth grade, two-thirds of American children cannot read at a proficient level, three-fourths cannot write proficiently, and four-fifths are not proficient in mathematics.

According to a recent report from the Brookings Institution on American academic progress, the area in which American students are weakest in math is basic arithmetic. Tom Loveless, the author of the report, also examined the results of the long-term-trend math test of the NAEP and found that math and science scores have remained essentially flat since the tests were first administered in 1973.



School B: Teachers' Strike 2012

In the foreground, two white teachers flank two Hispanic children. The red-haired female teacher at left posted the photo on her Facebook page. She was born in Italy. She migrated to the US as an adult and found her way to Hollywood. Through a receptionist job in a small studio that makes information videos for private industry, she met and married a middle-aged, chain-smoking studio executive. He died soon enough. She may have inherited houses in the Hollywood Hills and Florida.

The widow went on a dating site and attracted the attention of the principal of School A before or after he and his first wife divorced. The widow moved to Chicago, they married; and she became joint tenant on the title of his suburban home, with or without buying in. She became a Special Education teacher when SPED students had been renamed Diverse Learners. When she was hired, she had no teaching or subject matter education and certificates. However, Italian and Spanish languages are similar, and the people who speak one can communicate with people who speak the other. The couple fulfilled the Chicago residency requirement by using the address of a condominium in the city that he bought during his first marriage. He has since retired.

His first wife is also a retired school administrator. She came to Chicago from Puerto Rico. She maintains a second home in Florida and is concerned about the welfare of Puerto Ricans. She has also remarried. Her second husband is a former administrator of School C, quoted in the column at right. They live together in the suburban McMansion that was her family home during her first marriage.

Pensions of CPS retirees for some years can be accessed online at websites maintained by third parties. Pertinent data for the three administrators who've retired to Peyton Place are:

retired administrator	retired at age	born in	paid by employee to pension fund \$	paid by pension fund to retiree as of 2016 \$	annual pension in 2016 \$	annual pension in 2017 \$
School A	58	1953	175,414	586,667	124,588	123,321
School ?	58	1952	147,934	336,269	71,412	73,554
School C	58	1949	109,067	538,747	67,408	69,431

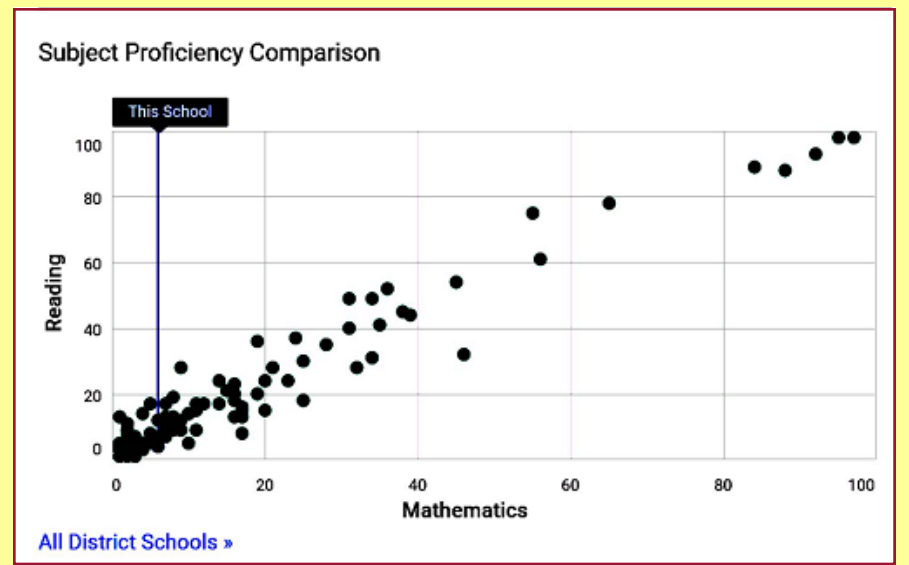
Special Education 101, continued

During the 6 pm news, 2019 October 16, Chicago's CBS affiliate reported that student enrolment continued to fall. In 2015 it had been 297,000. In 2019 it was 265,300. Of the 2019 enrolment, 60,000 children were categorized as SPED.

If the policy of deleting the scores of SPED children was still active, 22.6% of the district's scores were deleted from the CPS central database before CPS reported student progress to the public and to the agencies that certify it.

Also in 2019, I visited the websites of three high schools where people I'd known had worked as teachers and administrators. The schools currently serve predominantly Hispanic populations, though they're in historically white neighborhoods. One school is 4 blocks from my home, and serves my Hispanic neighbors, many of whom seem EMH, LD, and EBD. Black children are a small minority in the schools.

The CPS websites directed me to the website of US News & World Reports. At that time, it graphed average student scores on standardized math and reading tests for each school. Most schools are clustered in the lower left-hand corner between -0- and 20%, including the two schools I studied. Magnet schools account for the dots spread out toward the upper right-hand corner.



graph of quality of 106 CPS high schools measured by student scores on standardized tests of math and reading Only 31 of the 106 high schools had average student scores above the 20th percentile US News & World Report (2019 July 12)

School A

The first high school I looked at opened in the 1930s. My mother and her brother were among the many talented and academically gifted children in its first graduating classes. I was born a stone's throw away before white flight. In 2019, average student achievement test scores were:

- Math proficiency 6%
- Reading proficiency 4%
- % students who took at least one AP test 18%
- % students who passed at least one AP test 6%

The student population was 39% black, 38% Hispanic, 15% Asian. The graduation rate was 75%, indicating that students with very poor basic skills are getting high school diplomas that qualify them for higher education.

School B

Neighbors of a high school near my home were alleged to be the origin of the grassroots movement for Chicago School Reform that led to Local School Councils. Its 2019 student data was:

- Math proficiency 11%
- Reading proficiency 15%
- % students who took at least one AP test 51%
- % students who passed at least one AP test 11%

The student population was Hispanic 73%, black 14%, white 8%, Asian 2%.

School C

In a 2006 puff piece about a school near my home, the journalist quoted an administrator:

I think the students feel they weren't shortchanged. They got a school comparable to a college-prep school. For a general high school, it's a unique facility.

The journalist continued, The architectural firm designed (the school) for transparency literally and figuratively.

The journalist omitted actual student achievement. What were average student scores per US News & World Report in 2019?

- Math proficiency 7%
- Reading proficiency 10%
- % students who took at least one AP test 40%
- % students who passed at least one AP test 17%

The school's 2019 population was Hispanic 84%, black 14%, white 1%.

Fifty years after municipal schools began to purge their regular classrooms and their test score databases of under-achievers; and thirty years after the imposition of mandatory homework, Chicago adolescents demonstrate a national trend towards the dumbing down of American people. The question is, Who wants us stupid?

It should be obvious to Chicago parents and taxpayers that the good grades and awards their schools send home are false. They're a public relations effort on behalf of everyone who makes money from schools. The flattery isn't worth the high cost in taxes.

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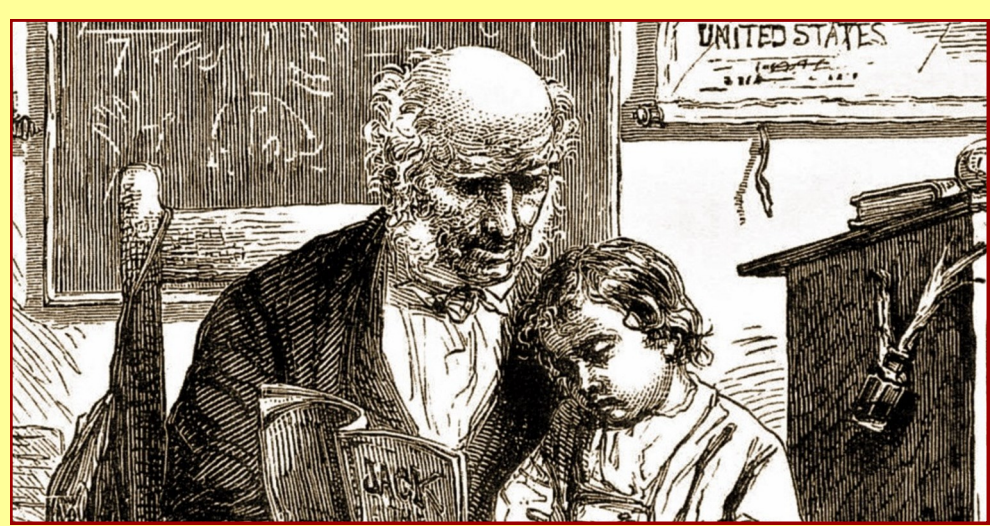
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CASES

TIME FOR DEMOCRACY



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top illustration:
Boy On Knee
Nolin, Lesley, Swan, Howard A., & West, Peter C. (editors) (1991)
Historical Images of Education
Melrose Park (IL): Lake Book Manufacturing, Inc.

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COREY H DOCUMENTS



Corey H summary with links to documents
7 pages
University of Michigan Law
<https://www.clearinghouse.net/detail.php?id=11069>



Corey H docket 1992-2017
70 pages
<https://www.clearinghouse.net/chDocs/public/ED-IL-0001-9000.pdf>



Corey H decision 1998
12 pages
Legal Eagle
http://www.leagle.com/decision/19981895995FSupp900_11793



Weatherwoman Kathy Boudin pleads guilty in Rockland County, New York courtroom
Mrs. Boudin and guardian Bill Ayres watch from behind (1984 April 26)
page 63 in Church, Marilyn and Young, Lou (authors)
The art of justice: an eyewitness view of thirty infamous trials
Philadelphia (PA): Quirk, Enfield Publishers Group Worldwide (copyright 2006)

Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
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Digital ID ppmsca 31190 //hdl.loc.gov/loc.pnp/ppmsca.31190
Reproduction # LC-DIG-ppmsca-31190 (digital file from original item)
<https://lccn.loc.gov/2011645395>

Hello, I'm going to read a declaration of a state of war
Within the next 14 days we will attack a symbol or institution of American injustice
Bernadine Dohrn

With these words, the Weathermen, a group of young American radicals, announced their intention to overthrow the US government. They went underground during the 1970s and bombed targets that, to them, symbolized the real violence that capitalist powers inflicted around the world. As a well-organized clandestine network, the Weather Underground was involved in battles with Chicago police, a bombing of the US Capitol in Washington, and breaking the LSD guru, Timothy Leary, out of prison. While they attempted to foment revolution, they successfully evaded one of the largest FBI manhunts in history.

Weather Underground
DVD liner notes
produced by Free History Project, KQED Public Television (San Francisco), ITVS et al
Everything else is pure fiction
2003

(Laurel Lee: Scuttlebutt on college campuses in The Sixties is that the FBI set up fake violent student activist groups to capture real violent student activists. That Dohrn and Ayres may have been government agents explains why they weren't imprisoned and why they achieved influential positions in the universities. The ever untrustworthy US news and entertainment industry supported the myth.)

Mainstreaming

After Chicago Public Schools (CPS) and other school districts removed a significant number of children from regular classrooms, they had a change of heart. They wanted to put underachievers back in regular classrooms where they'd already failed to thrive. Mainstreaming is the word for putting SPED children in regular classrooms.

Mainstreamers had gotten underachieving SPED student scores deleted from the database by which schools are judged. They couldn't care less if EMH, LD and EBD children failed miserably again in regular classrooms. Nor did it matter to them if the regular curriculum had to be dumbed-down to accommodate SPED children.

The Illinois General Assembly (IGA) refused to pass a law to allow mainstreaming.

What mainstreamers couldn't get in through the front door of the legislature, they got in through the back door of the courts. The back door case is named Corey H, for a wheelchair-bound boy, because his name is first in a list of physically-handicapped children whose parents sued CPS.

The Corey H case was almost too devious to think on.

First, the plaintiffs were physically-handicapped. They were a small minority of SPED students, but the inevitable outcome of the case would order physically able children with alleged learning problems into regular classrooms.

Second, The pretext for the case is a provision in IDEA and 3-21 that SPED children be educated in the Least Restrictive Environment (LRE), but the term LRE doesn't appear in the federal and state SPED laws.

IDEA says "schools are to educate children with disabilities with non-disabled peers 'where appropriate'". (Martin, Edwin W. to the Honorable Robert W. Gettleman, judge in the Corey H. case, 1992) (reprinted in The DLD Times, 2000 summer-fall) (The Division for Learning Disabilities of The Council For Exceptional Children)

Nonetheless, LRE replaced Mainstreaming in the vocabulary of education. Then Inclusion replaced LRE, in a typical three-step wandering from the realm of right into the realm of wrong. Most SPED children are black. Inclusion sounds like Integration. Heaven forbid that underachieving black children should not be included in regular classrooms in a predominantly black school. Why shouldn't a child who can read at only the second-grade level not be in a class with a textbook at the tenth-grade level?

Third, the attorneys for Corey H et al came from legal aid clinics at the usual ritzy private universities that had been founded by Chicago industrialists of questionable integrity during the Gilded Age. The universities manufacture alleged intellectual paragons who rubber-stamp whatever corrupt government officials want, as agents for public financiers.

The Corey H. case originated after I cancelled all my newspaper subscriptions and tuned out television news. The case proceeded during a decade I didn't work as a teacher. I don't know who directed the Northwestern Law School Clinic at the beginning of the case. I do know that Bernadine Dohrn was the director at the end of the case. Dohrn had been a member of the infamous Weather Underground. She and Bill Ayres, her boyfriend, disappeared in The Sixties to avoid prosecution for allegedly bombing several large corporate and government buildings. Bombing big buildings was a fad at the time. Puerto Ricans were doing it all over the place.

When Dohrn resurfaced unscathed and with law credentials and a gig at the Northwestern Law Clinic, Ayres resurfaced as a professor of Education at the University of Illinois in Chicago.

The two of them lived in substantial rowhouse in Chicago's Kenwood neighborhood, a couple blocks from Barack Obama's Chicago home, north of Hyde Park where the University of Chicago is located. University of Chicago people seem to have fabricated Obama out of thin air.

A man named Arne Duncan was CEO of CPS when Judge Gettleman issued his decrees at the end of the 10-year Corey H case. Duncan oversaw the mainstreaming of SPED children and turned a blind eye to the bad effects that any fool could figure out. When Obama became president, he appointed Duncan as his Secretary of Education. To read the history of the notoriously corrupt state of Illinois is to see the same surnames repeated during the centuries the state has existed. Apparently, only a select few families can be trusted to carry on the state's tradition of wrongdoing.

Fourth, The last four years of my teaching career began when Gettleman's Corey H decrees took effect. A copy of the decree went in my mailbox. I threw it away. A few years later, when I had time to think, I spent hours and hours trying to find the whole case in the University of Chicago Law Library. I photocopied as many pages as I could afford. As best I can tell, the topic of education never entered the courtroom. The judge himself was experienced in bankruptcies. He has since become the go-to judge for school districts that want to pull some kind of stunt. I don't see the connection between bankruptcies and special education, but it must be there somewhere.

SPED periodicals bristled with outrage, because specialists were locked out of the case. Nobody gave them notice. They weren't invited to testify. Instead, attorneys brought in two alleged experts from nowhere after the University of Illinois suddenly gave them positions. The only expert testimony in the Corey H case was a fabrication. Though it's true that previous experts were fundamentally complicit in a fraud, they did serve to get therapeutic school experiences to at-risk children.

False testimony has since exfoliated and is the mainstay of teacher training now. LRE/ Inclusion experts swarm the system, trying to make something unworkable work. Trying to fix something unfixable.

Judge Gettleman, the Corey H attorneys, and Inclusion experts are almost certainly the cause of the current high rate of crime in poor black neighborhoods

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CASES

TIME FOR DEMOCRACY



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top illustration:
Millet, Aimé (artist) (1850)
Bas-relief on the façade of L'Asile
a mutual or parent school
85 Vaugirard Street, Paris, France
http://www.wikiwand.com/fr/fr/%C3%89cole_mutuelle

The French government paid mothers to stay home with their children
in the recent past and perhaps in the present
Wisconsin gives a property tax break to home-schooling parents

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mural on east façade. Martroy Electronics
63rd at Kedzie, Chicago, Illinois (2008 June 12)

at left:
I'll help you take care of him
Elliott, Elizabeth Shippen Green (artist) in Glasgow, Ellen (author). *Whispering Leaves*
Harper's magazine. volume 146, page 377 (1923 February)
digital ID cai 2a13077. card # cai1996001609/PP

Father with child by fence
Relyea, Charles M. (1863-1932) (artist) in Smith, Gertrude (author). *The Big Booboo and the Little Booboo*
St. Nicholas magazine, volume 24, page 1046 (1897 October)
digital ID cai 2a14296. card: cai1996002749/PP

Jimmy and Arturo, his fourth son, preparing pecano con piedra, an ostrich stew
page.144 in Childs, George Herbert (author). *El Jimmy: Outlaw of Patagonia*
Philadelphia/London: J.B. Lippincott Company (copyright 1936)

A day in the country
Sherwood, Rosina Emmet (1854-1948) (artist) page 36 in Harper's second reader
New York: Harper & Brothers (1888)
<http://www.loc.gov/pictures/item/2010717896/>

Irish Education
Nolin, Lesley, Swan, Howard A., & West, Peter C. (editors) (1991)
Historical Images of Education. Melrose Park (IL): Lake Book Manufacturing, Inc

Schoolmaster and child. detail of Progress of Civilization
east pediment, Senate wing, US Capitol
Crawford, Thomas (circa 1813-1857) (sculptor) (1863). French, Benjamin Brown (photographer)
<https://lccn.loc.gov/2009631430>

John Pounds (1766—1839) late of St. Mary Street, Portsmouth
who while earning an honest subsistence by mending shoes was also school master
gratuitously to some hundreds of the children of his poor neighbours
They cannot recompense thee for thou shalt be recompensed at the resurrection of the just (Luke 14:14)
Sharp, William (1803-1875) and Bouve, Ephrain W. (1817-1897) (artists) (circa 1843-1845)
<https://lccn.loc.gov/2003674416>



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top illustration:
It Takes A Village
mural, east façade
Westside Health Authority
Division 5437 west (1200 north)
Chicago, Illinois
(2005 September 6)

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Chicago School for Physically Handicapped Children (1933)
4:34 minute clip from 14:33 minute silent documentary
produced by Chicago Public Schools for Chicago's World's Fair (Century of Progress)
<https://archive.org/details/51394ChicagoSchool>

Clips include children in the physical therapy room, a heart patient checkup, immersion therapy for polio patients, violet ray treatment for children with tuberculosis, and mobility practice. Text in the video points out that physical rehabilitation went hand in hand with academic education. Judge Gettleman's Corey H decree deprives physically handicapped children of convenient rehabilitation services in the school building during school hours. The Corey H decree increases burdens on parents to get children to therapy centers after school hours or disrupts the children's education by transporting them to and from therapy centers during school hours.

CPS might or might not have been a pioneer in building schools for physically handicapped children in the late 1800s and early 1900s. Special education for physically and mentally disabled children overlapped several major epidemics worldwide. Tuberculosis killed as many as one in seven humans in the 1800s. The rate was much higher in certain demographics, especially children.

Tuberculosis has afflicted humans for 6,000 to 9,000 years and might have been found in prehistoric human remains. It spread along trade routes; and when it passed to animals, they spread it along their migrations. Scientists struggled for millennia to understand the disease. Eventually they agreed that TB is contagious and spread by socializing, not by inheritance. A microbe causes TB. A gene doesn't. In the 1800s, TB extinguished a large part of the world's population; and the stakes were high. Governments and private entities promoted sanitation measures, including a massive campaign against spitting. While scientists worked on medications and vaccines to treat TB, many communities world-wide built sanatoriums to separate TB patients from the general population. Treatment included fresh air even on the coldest winter days. The 1933 rebuild of the Chicago School for Physically Handicapped Children features high ceilings, an exterior wall of ceiling-high windows, and a fenced roof accessible by elevators and ramps.



Outdoor recitation, Camp Algonquin (1911)
Goldsberry Collection of open-air school photographs.
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://lccn.loc.gov/2004679508>
<https://tile.loc.gov/storage-services/service/pnp/cph/3b00000/3b03000/3b03600/3b03677r.jpg>



Slater, Catherine (author)
Chapter Four--Segregation, Incarceration and Eugenics 1800-1945
Idiots, Imbeciles and Intellectual Impairment
A History of Mental Handicap/Learning Difficulties from 1000AD to 2000AD
<http://caslater.freesevers.com/images/speschool.jpg>
<http://caslater.freesevers.com/disability4.htm>

In 1914 the power to provide education for mentally defective children became a duty and in 1918 for physically disabled children. Special schools and private institutions were often run as charities supported by voluntary subscriptions. The main purpose was to reduce the burden of handicapped people by training and discipline.

Experiences: School 1

My teaching career began before IDEA and 3-21 were enacted. I'd worked my way through college, mostly as a typist and medical secretary in two large university teaching hospitals. I earned a degree in The Teaching of High School English, but I didn't take two courses required for a state certificate. I didn't take Proofreading and Library Science.

When I graduated, the office manager of the department where I typed offered me a full-time job as Department Editor. I didn't know what editors do. As a typist, I'd corrected spelling and grammar for MDs who didn't always appreciate my input.

I said to the Office Manager, Therese, I just went through a lot of trouble to become a teacher. I should become a teacher.

At the time, it was said that a Mafia of Irish Spinsters dominated Chicago Public Schools. Therese was an Irish spinster who knew the principal of a nearby high school for physically handicapped children.

The principal hired me to be a Homebound Teacher when CPS maintained a cadre of teachers to work with children who had to stay at home or be in hospitals because of short- and long-term physical problems.

Only a few children are homebound before the onset of slippery winter sidewalks and streets. An assistant principal kept me busy typing. Then a teaching position opened in the hospital where I still typed part-time after school.

The hospital didn't have any wards dedicated to teenagers. Teenagers were admitted to wards for adults and young children. The wards were supposed to call me when they booked an adolescent, but they never did. I made my rounds every morning to see who'd come in since yesterday.

The hospital provided two classrooms for CPS teachers. One room was in the pediatric ward. The other room was by the elevators for an Orthopedics ward. A curtain divided the Orthopedics schoolroom in half, one half for two elementary school teachers (one full-time and one part-time) and the other half for the high school teacher.

Enrolment was usually low. Except for one week of the four years I worked at the hospital, only two children were on approximately the same page at the same time. I worked with my students in their rooms more than in mine.

Hospitals infantilize patients. Whenever possible, to counteract the bad effects of hospitalization, I made my students get dressed, put on shoes or get in a wheelchair, and go for a tour of the huge hospital. It had two museums full of gory stuff, a zoo, an operating room for animals, and what seemed like miles of underground corridors.

Children were admitted from all over the state. Their teachers didn't go on strike when CPS teachers went on strike, so I worked through strikes to fulfill the state's commitment to the children.

Their hometown teachers were supposed to send me books and assignments, but I can't recall that they ever did. I made it my job to get the students ahead of their classes so their transition back to regular school would be easier. I guided traumatized children through all subjects at every level.

Homebound and hospital teachers met at the school for physically handicapped children one morning every two-weeks. Only a few of my colleagues actually taught. The others put on a dog-and-pony show. Teachers who worked in homes, hospitals and the school building were supposed to earn 32 graduate level credit hours in courses related to all disabilities and psychology. I didn't see any of them in any of the courses I took to earn 45 credits.

Most of the teachers with whom I socialized hoped for a career in the Arts. I think they wanted to prove that they were better than people from where they came. They exuded a vengeful kind of competitiveness that increased with native Chicagoans like me. Their jealousies put a huge stain on my memories.

I've made so many mistakes in life, it's hard to say which is the worst. At or near the top of the list is my decision to accept an offer to work in a classroom at the school for physically handicapped children. For some reason, I thought the hospital job didn't qualify me as a teacher.

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CASES

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top illustration:
Fannie Bowman, 15 years old. Postural deformity (Boston, Massachusetts) (1917 January)
Correct position in work most essential. Can undertake either sitting or standing position if takes care to keep good posture. Picture shows extremely bad working position for this physical defect. A hunched, stooped-over position. Book-keeper. Need for advice of examining physician.
Hine, Lewis Wickes (1874-1940) (photographer)
National Child Labor Committee collection
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://tile.loc.gov/storage-services/service/pnp/inclc/05100/05141v.jpg>
<https://lccn.loc.gov/2018677175>

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Elizabeth Rudensky. Right dorsal curve. Scoliosis (Boston, Massachusetts) (1917 January)
Real spinal case - bad. Showing wrong kind of occupation for this physical defect. No support for the feet. Defect would be greatly increased by this kind of occupation

Hine, Lewis Wickes (1874-1940) (photographer)
National Child Labor Committee collection
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://tile.loc.gov/storage-services/service/pnp/nclc/05100/05143v.jpg>
<https://lccn.loc.gov/2018677177>

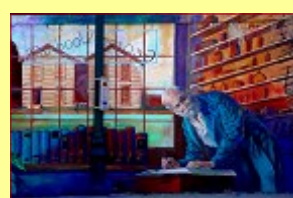


Tubercular child seated on bed, outdoors, at Sea Breeze Hospital, Coney Island, New York (circa 1900-1920)
Goldsberry Collection of open-air school photographs
Library of Congress Prints and Photographs Division Washington, D.C., 20540 USA
<https://tile.loc.gov/storage-services/service/pnp/cph/3c20000/3c24000/3c24100/3c24114v.jpg>
<https://lccn.loc.gov/99472323>



Syrian Arabs. A blind man carries a deformed man on his back (1889)
Dumas, Tancredé R. (photographer)
Library of Congress Prints and Photographs Division Washington, D.C., 20540 USA
<https://tile.loc.gov/storage-services/service/pnp/ppmsca/04400/04456v.jpg>
<https://lccn.loc.gov/2004671956>

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Experiences: School 1, continued

Three significant hospital patients:

'Aubrey' was 16 when I met him. He had sickle cell anemia. He'd been homebound throughout his elementary and high school years.

Aubrey couldn't write his name or read. His mother was puzzled because, of her two older children, one had a PhD and the other a Masters degree. The day I found Aubrey, he was wearing hospital pajamas and sitting up in bed, playing chess with a hospital orderly.

Aubrey watched a lot of tv. He said that he was watching a talk show when a guest said that most sickle cell patients die before they're 21. So, why should Aubrey waste his time on reading and writing when he loved chess and tv?

I asked Aubrey if he could play chess blind-folded. He could. I made the moves he instructed me to make with his pieces; and I made my own moves. Aubrey won. Then I said that his ability to visualize the chessboard in his mind was a good indicator that his brain had everything needed to learn to read and write.

Aubrey agreed to learn reading and writing during the next few days he was in the hospital.

At the next bi-weekly meeting of home and hospital teachers, an assistant principal reported that Aubrey's mother had called the principal. Mrs. Aubrey said that she was surprised the Chicago Board of Education had the sense to hire me.

Aubrey's homebound teacher was at the meeting. She was an elderly black woman. Like all Aubrey's homebound teachers, she had some explaining to do, but she only stared daggers when I passed my lesson plans and materials to her. She was a harbinger of things to come. She exemplified black people who think their enslaved ancestors, if such ever existed, entitle them to do-nothing tax-financed jobs.

Several other teachers congratulated a young white woman who was my roommate at the time. My roommate accepted the praise instead of re-directing the praise to me. She was another harbinger of things to come. Many people have taken credit for my accomplishments since; and quite a few of them have been abusive. They don't like being copies; and they want the original to disappear.

Aubrey's mother got angry at me later, the next time Aubrey was hospitalized, I asked the MD if Aubrey could go to regular school. The MD said yes, and filled out the forms. Aubrey's mother didn't want Aubrey to mingle with the riffraff at school.

'Luz' was a small, fragile, 14-year-old Puerto Rican girl. She couldn't hear or speak; and she had a very serious heart problem. Her family spoke only Spanish. She attended the high school for physically handicapped children when she wasn't in the hospital. Her freshman English teacher was in my social group. When I asked the English teacher for assignments, she gave me a regular freshman English grammar book and worksheets. Luz couldn't and didn't do the assignments.

Luz was depressed. She stayed in a flimsy hospital gown in her room all the time. She threw tantrums when her parents visited and wanted her to get up. However, she was happy when a black male orderly rolled in a wheelchair to take her for tests.

I found a book on how to teach English as a second language. I modified the ideas to accommodate a deaf-dumb person. I further modified the ideas to accommodate a teenaged girl who couldn't care less about academics. I insisted that Luz get out of bed and put on pretty clothes. I pushed her to my classroom, and then we played.

I showed Luz pictures of girly things or the real thing like lipstick; and wrote out the words, only a few at a time, until she could put words and things together. Love and a picture of a heart went together. We worked on pronouns, such as I and You. We worked on the syntax for questions and answers.

One afternoon, there was a note on her bedside table. Luz had written, I love you. Do you love me? The orderly had written, I love you, too.

Her parents arrived to take her home on a cold winter day. They'd brought a coat. Luz refused to put it on. I communicated to the parents that life-threatening pneumonia was a real possibility. They could and should insist. They insisted; and she put on the coat. Then she was out of the hospital and back into the real world. Luz was yet another harbinger of things to come. I don't know what's going on in Puerto Rico to explain why the people produce a high percentage of violent, spoiled, bratty females, most of them with no heart condition for an explanation.

'Billy' was 18 when he was admitted to the Orthopedics ward. His mother, a young black girl, abandoned him when he was born. He was put in a crib in a state hospital and there he stayed for 18 years. A white female social worker found him. She said that the black women who worked as aides didn't do their job. Billy failed to thrive because the aides failed to stimulate him. He was small; and his muscles had locked into the fetal position. He couldn't feed himself, walk, or talk. If he could be tested, the results would say he was profoundly retarded.

The social worker arranged for surgery to unlock his muscles, but doctors weren't hopeful. Billy's muscles would lock back into the fetal position when he went back to the state hospital.

The Orthopedics staff put Billy in the room at the end of the elevator corridor. It had a big window facing the corridor. They propped Billy up facing the window so he could see everyone going to and from the elevators; and they could see him. They made funny faces and danced. They did everything they could think of to keep Billy sitting up; to keep him from rolling over into the fetal position. There were smiles all around; and Billy made sounds that might have been laughter.

When I was a high school junior, a counselor had lined up a scholarship for me to study SPED at the University of Illinois. Luckily, my situation changed; and I escaped being brainwashed by Professor Samuel Kirk. The elementary school teacher on the other side of my classroom curtain wasn't so lucky. She used her set of Kirk's LD manipulables on most of the children on her roster.

When I got Billy to my classroom and did what I thought best, the Kirk apostle radiated cold professional contempt and couldn't make eye contact with me thereafter. Billy needed large motor movements, not small ones. He needed to mirror movements. He needed pattycake. He needed peekaboo. He needed to throw his toys on the floor so poor mommy had to get down on all fours to pick them up. He needed laughter.

(continued on page 27)

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TIME FOR DEMOCRACY



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top illustration:
The New Tom Thumb, with an account of his wonderful exploits
Mackenzie, William (1772-1852)
London: Printed for J. Harris, Corner of St. Paul's (1815)
contributed by University of California Libraries; digitized by microsoft
identifier: newtomthumbwitha00mackiala
<https://archive.org/details/newtomthumbwitha00mackiala/page/n1/mode/2up>

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Experiences: School 1, continued

During the first of my two years in the school for physically handicapped children, I was assigned to teach Social Studies to physically disabled teenagers who were labeled EMH and EMH/LD in addition to PH. IDEA and 3-21 were in force, so what happened to two of the boys shouldn't have happened.

'Tony' was a small, 16-year-old, wheelchair-bound black boy from a dangerous neighborhood. In a second, he could whip a metal footrest out of his wheelchair and turn it into a lethal weapon. He got into fights most days, sometimes to prove his manhood, and sometimes to disrupt classes. He couldn't read; and he wrote his name backwards.

I met Tony before I had sons of my own and before my older son suffered hellish teachers in kindergarten and first grade, and before I was a substitute teacher in similar rooms. Tony helped me understand the children and adults I observed later; and they helped me understand him.

My observations support a theory of the ambidextrous brain. I think the two sides of the human brain are mirror images of each other. They developed for survival during evolution, same as mirror image eyes, ears, nostrils, arms, hands, lungs, kidneys, legs and feet. A person can survive if he loses one of the pair.

I think sensory input goes up the spinal cord to the corpus callosum, an organ that sits between the two halves of the brain. The corpus duplicates sensory input and sends it to the right and left halves of the brain, though only one half is dominant and in use most of the time, like right and left hands.

When a person is stressed, the backup half jumps in to rescue the dominant half. You can see the problem when you pay your monthly bills. Chances are, you reverse some of the amounts you have to give up. When stressed people don't reverse words and numbers, they stutter and perseverate. They repeat themselves for no good reason, except that messaging by the two halves of their brain is frantic and jams the corpus callosum..

English is only one of the world's many written languages. English is written and read from left to right. Other languages are written right to left. Additional languages are written top to bottom, starting at the left or right side of the page. Humans are obviously not genetically programmed to scan a page—or the world beyond the page—from left to right, top to bottom.

A child will be uncomfortable with English language books if he naturally sees a thing somewhere besides the top-left corner. The child will be uncomfortable with books if he usually moves his eyes other than left to right in a generally downward direction. To force such a child to read English is the same as putting him in a straitjacket. It's stressful.

A child who needs to see trouble in the distance before it gets to him will not want to spend his time looking at any book from any start point, especially if somebody is rubbing his nose in it.

A stressful teacher doesn't achieve good results with her students except under extraordinary circumstances like the Gifted kindergarten. As a bully, she blames her victims. She seizes on reversals and repetitions as reasons to refer her failures to a school psychologist for testing and special education placement. Boys like Tony don't mind in the least. The referral takes the pressure off. To reinforce and perpetuate the placement, the Tonys write something backwards or say the same thing over and over.

When Tony wrote his name backwards for me, I asked him if he could write it the way that looks right to me. He could and he did. I told Tony that the 10 years he spent in classrooms without learning anything, he'd actually absorbed the lessons. They got into his eyes and ears even if he didn't want them to. They were in his brain. He could decide to learn; and when he did, he'd catch up rapidly.

As a classroom teacher, I couldn't focus on Tony alone and take him back to first grade reading groups and primers. I made flashcards of vocabulary to go with a primer. I asked a middle-aged, black, male Child Welfare Attendant (CWA) to work with Tony at his post in the hall outside my room. Tony made progress for two or three days. Then the CWA was gone.

CWAs help physically-disabled children with toileting and mobility during passing periods between classes and with eating in the lunchroom. Most CWAs start and end their work days helping children on and off school buses. Their work load is light; and they spend most of their clock time sitting on their butts. If they sit with another CWA, they gossip.

The black male CWA was gone because two fat black female CWAs who sat around the corner told the principal that he sexually molested boys in the toilet. Why didn't the malicious gossips speak up before? Why did the alleged victims never speak up?

The situation became yet another harbinger of trouble to come. Time would prove that the incidence of pathological lying and victim-blaming is quite high in some black and most brown communities. Motives include laziness, jealousy, covetousness and incompetence.

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CASES

TIME FOR DEMOCRACY



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top illustration:
Community youth center
east façade
Uptown Neighborhood
Sheridan Road 4700 North, Chicago, Illinois

Experiences: School 1, continued

'Chad' was a large, ambulatory boy from an Italian-American neighborhood that produces troublemakers and bullies. He was Tony's sparring partner. During the fights, Chad shouted, I'm going to kill you. Chad could also not read and write. Children disrupt classes for several reasons. One reason is to avoid discovery that they've got lousy basic skills.

One of my colleagues dealt with Chad's disruptions by asking him to move classroom furniture before he had time to disrupt. She changed the floor plan almost every day.

Chad's folder in the physical therapy office was five inches thick to cover 10 or more years of special education. A nurse reported that Chad was the second born of twins. The first born was normal. Only Chad had physical and mental problems. When Chad was five, his father said something he didn't like; and Chad shouted back, I hope you die. His father died of a heart attack that very night.

Researchers think that children aged four and five believe themselves to be omnipotent. They take credit and blame for all that happens around them. Chad might have blamed himself for his father's death. His mother and siblings might have blamed him. He probably wished desperately for somebody to prove that he isn't a killer. So, I provoked Chad; and he said he was going to kill me. I told him he didn't want to kill me. He backed down; and he didn't make trouble in my room thereafter.

It turned out that Chad had failed a vision test and was supposed to wear glasses. Poor vision was one of the many problems Chad suffered because he was stuck in the birth canal too long. I asked if he had the glasses. He did. They were at home. Would he bring them to school? He would. But he wanted to keep them in my desk because he'd wear them only in my room. He said, The other teachers don't care. Chad made some progress in reading and writing to the end of the school year.

Chad was entitled to tax-financed government education until his 21st birthday or high school graduation, whichever came second. But, his homeroom teacher wanted him gone as soon as he turned 17. So, she allowed Tony and Chad to continue to fight. She had Chad suspended for fighting until, in her mind, he qualified for expulsion. He was expelled the next year.

It happened that Chad's homeroom teacher was a black single mother of my age who lived in a black community that was expanding into Chad's community. The expansion was complete in the next few years. Though Chicago-area Italian-American boys fought back under pressure from racist blacks and browns, Italian adults caved to block-busting and moved on.

In the meantime, I bought a house in a nearby community. The seller was a 72-year-old widow who'd raised five children and nursed a sick husband in the house. One of her daughters was divorced and moved back home with a 21-year-old son. The boy was full-sized and profoundly retarded. He couldn't walk and talk. He couldn't feed and toilet himself. The widow washed his cloth diapers and hung them in the attic to dry. He spent his days and nights on a wood cart with a back that could be propped up. He pounded holes in his bedroom wall. One of the widow's reasons to sell the house was to replace it with a house with a main floor at ground level so it would be easier to get the grandson in and out.

One of my hospital teacher colleagues came to Chicago to get into theater. Her teacher paycheck was essential to her plan. Between her first day with CPS and her retirement with full pension, she found several ways to get a teacher's paycheck without teaching. When the 3-21 law was enacted, she offered to find all the profoundly retarded children in Chicago so they could be bussed to a school. The plan would make even more work for the widow and her daughter. If they knew of the plan, they might be glad the boy was 21 and dodged the bullet. There were no houses with main floors at ground level in their preferred area.

I spent one more year at the school for physically handicapped children. Several children suffered osteoporosis and hemophilia. They were extremely fragile and slight injuries could kill them. Teachers were supposed to monitor hallways and stop fights during passing periods. I waded into fights outside my room through the eighth month of pregnancy. My colleagues didn't stop fights. The situation evolved quickly to the students who needed to fight to save face but didn't really want to fight staged their fights outside my room. Serious fighters fought at the far side of the building.

I wondered what was wrong with my colleagues. I think the answer is that angry and violent teenagers with low self-esteem serve a purpose for their racial community. Violent black children encourage white families to cede territory. Then the territory becomes a racist voting bloc that gives blacks political power. They don't want to give it up. Rumors and a constant barrage of bad news in the media discourage other races from putting their moves on the territory. Hispanics have used exactly the same strategy to take over large parts of The Greater Chicago Area.

Chad's classmates reported the incident to their homeroom teacher. She stormed downstairs and chastised me outside my room. She said, Don't ever do that again. I told her, Don't ever second-guess me again.

Then I thought about the dynamics. They were yet another harbinger of things to come. The homeroom teacher didn't want anyone to pacify Chad, let alone bring him forward in the Three Rs. To bring him forward was to point out her absolute incompetence as a teacher.

The homeroom teacher and the tattletales, thrive on drama. They need drama outside their scrambled brains to avoid solving personal problems they aren't capable of solving. Almost 30 years later, the news from Chicago's black communities is worse than ever. The territoriality backfired. Black flight has been almost as large scale as white flight, while Hispanics and Asians claim ever more urban property.

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Four young children loading rocks into a wagon while a smaller child sits on the ground playing with his toy ponycart (circa 1915)
Beals, Jessie Tarbox (photographer)
Goldsberry Collection of open-air school photographs.
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://tile.loc.gov/storage-services/service/ppn/ppmsca/11700/11782v.jpg>
<https://lccn.loc.gov/2006683709>

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CASES

TIME FOR DEMOCRACY



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top illustration:
My Mistake Tavern
Damen Avenue 2300S, southwest corner
Chicago, Illinois (2008 May 24)

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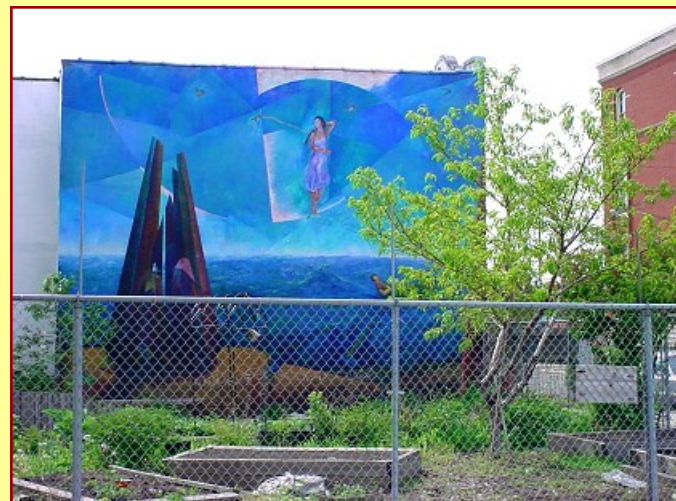
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historical records of US Congress



essay



mural idealizes and sexualizes female Mexican; male figure daydreams far below east façade, private residential building

faces garden funded by private donors and taxpayers: American President Lines; Chicago Botanic Garden; Chicago Community Trust; Urbs en Hortis; Chicago Recycling Coalition; City of Chicago Departments of Environment, Forestry, Streets & Sanitation; Cozzi Iron and Metal employees; Duran Hardware; Fernandez Auto and Glass; Field Family Foundation; Illinois Department of Education; National Gardening Association; Open Lands Tree Keepers; University of Illinois Cooperative Extension Service.

garden maintained by Whittier School
23rd Street at Wolcott. Chicago, Illinois (2008 May 24)



Texas. Moving dirt since 1896 (LUOE 150 ASIP)
mural, rear windshield, pickup truck parked on
Wolcott at 23rd Street. Chicago, Illinois (2008 May 24)

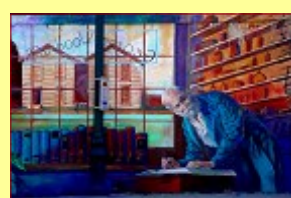


Rocky Ridge, El Estado Grande, Chihuahua, Mexico
mural, tailgate, pickup truck
parked at abandoned fire & police station
Damen 2259 S (northeast corner at 23rd Street, 2000W)
. Chicago, Illinois (2008 May 24)

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Experiences: School 2

During the 11th year I was a stay-at-home mom and managed a home school in the unschooling style, my schoolteacher husband moved out and filed for divorce to sabotage it all because of his personality problems. I was a scapegoat for his mother and sister. I had no money for a lawyer; and he made motherhood abusive, so I turned the children over to him. He told the court he wanted custody, but all he really wanted was the house, thinking the house goes to the parent the children go to. He was wrong. He thought taking my children would stress me to death. Instead, I healed at least a little from more than a decade of his narcissistic abuse.

I needed money only to pay taxes and utilities because I'd paid for the house before my children were born, but I couldn't hold down a full time job. I was also a middle-aged white woman in a job market that preferred young women of color to avoid discrimination lawsuits. In addition to menial low wage jobs, I got occasional substitute teaching assignments.

A 2-day assignment in early November to work in a high school SPED room turned into a full-time job that lasted until June the following year.

I described the school's situation in 'Essay', linked in the left column and on the timefordemocracy.com homepage. Hispanics, mostly Mexican-American, had forced Slavs and Germans out of an historically white neighborhood or into Catholic schools. (Current histories are politically correct. They fail to tell the whole truth and nothing but the truth.) Now Hispanics were trying to force black children out of a high school that also served a somewhat historically black neighborhood.

I became the receptionist in the Counseling Office. Almost immediately, an Hispanic man called and had me write down a phone number for one of the counselors to call. Then he called the principal to complain that I got the number wrong. I didn't get it wrong. He gave me the wrong number. He was playing the language game that so many Hispanics play to steal jobs for Hispanics.

A school psychologist tested an Hispanic SPED student and determined that he wasn't EMH. The boy's older brother stormed into the office. He wanted Little Brother to be retarded. Why? Maybe a special allowance from the state was involved. Maybe Big Brother's self-esteem depended on an inferior Little Brother.

My job description didn't include teaching, but a few opportunities arose. When the principal cleared the hallways, he'd throw some of the loiterers at me to deal with.

The reception area and an adjacent room were lined with 4-drawer filing cabinets full of old student folders. Scientists can confirm that God's filing system still isn't entirely in order. For humans, hard copy, non-digital alphabetizing is a never-ending task. I'd have the teenagers pick a drawer and alphabetize the folders.

One black EMH Freshman girl stood motionless at her file drawer. What's wrong, I asked. She couldn't see. She was the second SPED child I met who'd failed a vision test and was supposed to wear glasses. Where were her glasses? They broke. Could she get another pair? Yes. Her family was on welfare. The social worker would get her a new pair. The girl brought her new glasses to the Counseling Office, and filed through a whole free period. But by the next day, she'd lost the glasses again. I could almost relate, except that I'd rather wear glasses and read, than not wear glasses and not read.

A Mexican-American girl came in to get a school transfer. Her family were migrant workers; and they were moving out of state for the season. She sat quietly and looked at a book while I did the paperwork. Suddenly, she lifted her head and asked a deep question about world history (18th century France). I answered as best I could. I thought I was experiencing what real teaching is. Teaching isn't force-feeding. It's answering spontaneous questions and giving children the time and space to think them up.

Another Mexican-American girl was in a very agitated state when she came into the Counseling Office. Her period had started. She was past the onset of puberty; and the event should have been humdrum, not high drama. I wondered why the girl was upset. I think the probable answer is that she'd had sex and wanted to be pregnant. Why did she want to be pregnant? To trap a boy in a lifelong relationship. A few years later, when I had a private sector secretarial job, my co-worker came from the same neighborhood and demographic except that her Mexican mother was married to a German-American man. She got pregnant to trap a Texas-Mexican boy, but he moved back to Texas and married one of his own.

Getting pregnant was also a fad, like saddle shoes and poodle skirts had been a fad for my generation where I grew up. While I worked in the counseling office and while girls got pregnant, boys killed for Troop jackets. Social workers and government officials pondered the pregnancy problem for a decade. According to one social worker, girls got pregnant so they could usurp their mother's position in the household. Babies rule; therefore babies' mommas rule. The epidemic of teenage pregnancies was an Oedipal thing.

Two pregnant black girls had alphabetized diligently during the winter months. When warm weather arrived, they lumbered into the air-conditioned reception area, plopped down on chairs, and fanned themselves vigorously. Their filing days were over. I'd rejected unwed motherhood for myself. I reconsidered, now that I was going through a painful custody battle. An article crossed my desk that said black mothers in Africa had usually been the multiple wives of one man. In Africa they developed a long history of mutual assistance that carried through the slave era to modern times in the US.

Two non-pregnant black girls visited the reception area several days in a row. They were in an Office Practice class; and I suspected that the teacher told them to study me to prepare for their own careers in office work. One day I asked the girls to handle the phone while I ran an errand. Then I ducked into a vacant counselor's cubicle and spied. The girls copied me exactly. Words. Tone. Standing up. Sitting down. Scribbling on the message pad. They giggled throughout. In their minds, they were mocking me. But mockery is imitation. Imitation is flattery and learning.

A middle-aged black female counselor stood in front of my desk and peeled the wrapper off a candy bar. She dropped the wrapper on the floor. I told her to pick it up. She said, Hell no. I'm creating jobs for black men.

My experiences at School 2 made me think the US would be a much better place if high school students fulfilled their community service requirement with work on American farms. Everyone likes to eat. Everyone should contribute to the food supply. Stoop labor and manure shoveling shouldn't be a lifelong career, but only a short apprenticeship between childhood and wisdom.

Thirty years later, US News and World Report school data is:

83% Hispanic, 15% black, 2% white
20% math, 13% reading, 4% science
8.3% SAT, 62% graduation rate

Note: The US News graphs for School 2 and schools on the next page are misleading. Actual average student scores are positioned higher than their proper position on the gauge at the left side of the graphs.

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top illustration:
Native American Church of Itzachilatlan
mural, east façade
20th at Paulina, southwest corner
Chicago, Illinois
2005 March 3

Experiences: School 2, continued

Murals on schools and other structures.



Murals, north façade
Cooper Elementary School. 18th Place 1645W (at Ashland). Chicago, Illinois. 2008 May 24

Mexicans have marked their territory at a school in an historically white neighborhood. A middle-aged Hispanic male points at mediocre graffiti while college students or tourists gaze with politically-correct admiration. US News and World Report identifies Cooper as a Dual Language Academy, which might mean it teaches English as a second language to Mexicans. It isn't a magnet school that integrates children of various descents and teaches them a variety of second languages. The racist murals indicate the school doesn't teach respect for the pre-existing population and other races; but uses language to exclude them.. Data for 2021:

Hispanic/Latino 99.1%; black, Amerindian, white, or mixed 0.2% each
math 27%; reading 22%

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mural, west façade, Abril Restaurant (closed)
Logan Blvd at Kedzie & Milwaukee (northeast corner) (2600N, 3200W)
Chicago, Illinois (2006 April 29)
discussion in left column

The mural targets the restaurant's white neighbors and upwardly mobile lakefront clients. Like their third grade readers, it idealizes poor Mexican farm families who migrate north rather than south to augment farm income. Their migrations intensify when the US is involved in foreign wars to fill the slots departing soldiers leave behind.. Migrations were heavy in World Wars I and II, when Latin Americans hustled north to take jobs that US women and students could have done. Migrations have been in the many hundreds of thousands and millions annually from the Vietnam War onwards. In retrospect, Vietnam looks like a strategy to distract Americans from the more relevant attack on their own country. The American defeat began with the treaty that ended the 1898 Spanish-American War. It grants US citizenship automatically to Puerto Ricans, Filipinos and other inhabitants of former Spanish territories despite precedents for rigorous naturalization laws.



mural, west façade
26th Street at Hamlin (2600S, 3400W) (northeast corner)
Chicago, Illinois (2005 March 5)
discussion in left column

Eagles have been used to symbolize several empires, including those that model themselves on ancient Rome and its alternate capitol in Spain. This Little Village (La Villita) mural references Aztec and Spanish empires, but the message is unclear. Do Chicago mestizo Mexicans lament their defeat by Spain? Have they revised history and claim victory? Are they reconciled with European demons; and their heritage that was once combined by force is now moral support for a northerly conquista nueva?

In 2001, the Chicago Tribune reported that when the Orozco principal arranged for the murals, 'Mendoza drew an icon of La Virgen de Guadalupe, the patron saint of Mexico. School board officials said the saint's image violated the constitutional separation between church and state, so Mendoza replaced her with the Aztec version, Coatlicue, the great mother. Still, a close examination of one mural panel reveals a small image of the verboten Virgin of Guadalupe, hidden on a bookshelf behind a portrait of a Latino family. Mendoza said about his slyness, It's almost like history repeats itself. 500 years ago, when the Spaniards entered Mexico, it was forbidden to paint any Aztec icons, and these artists were painting these murals for the Spaniards and they were slipping in their pre-Columbian icons. It's almost like genetics.' (www.chicagotribune.com/news/ct-xpm-2001-10-02-0110020150-story.html)

In 2022, the status of Orozco Academy is unclear. A CPS website says it's a neighborhood middle school program that serves students in the Pilsen community from 6th through 8th grade; A Deaf and Hard of Hearing cluster for middle school students; A Severe and Profound cluster for middle school students; and a Gifted Bilingual Program that goes from K-8. (orozco.cps.edu/apps/pages/index.jsp?uREC_ID=447717&type=d)

In 2018-2020, articles at blockclubchicago.org cover a fight between CPS and Orozco principals and parents about converting the school to an area-wide magnet school for gifted children. CPS said the Mexican candidates didn't test as gifted. Orozco might have wanted higher status for financial reasons. My experience at another Latino school suggests that Orozco administrators and parents wanted to segregate middle class from working class Hispanic children. (Their kissing cousins from South Asia are currently engaged in caste wars at US universities.).

In 2021, US News and World Report data (www.usnews.com/education/k12/illinois/orozco-elementary-fine-arts-sciences-203784orozco):

Hispanic/Latino 98.6%; white 0.8%; American Indian or mixed race 0.3% each
math 27%; reading 34%

In 2022, Orozco Academy is described as a Regional Bilingual Gifted Program at (orozco.cps.edu/). Math and reading scores are from 2021.

Photos of Orozco students circa 2006-2008 are in a report by a consultant for Science education funded by Atlantic Philanthropies, Chicago Community Trust, MacArthur Foundation (archive.lisc-chicago.org/uploads/lisc-chicago/documents/orozco.pdf). MacArthur Foundation headquarters are in Chicago. The husband of a former CEO was a consultant to CPS principals and teachers. Atlantic Philanthropies was the project of a wealthy Irishman. He might have been Catholic and meddled in Pilsen affairs to promote a Catholic population. His charity shut down in 2020.

The CPS policy on discrimination is at (www.cps.edu/about/non-discrimination-statement/).



One plus of 17 Venetian glass mosaic murals (2100 square feet), south façade
Orozco Community Academy. 18th Street 1940 west (at Damen, 2000W) (northeast corner)
Chicago, Illinois (2008 May 11)

The muralist has copied statues of American Indians in Chicago's Grant Park east of Michigan Avenue. The center figure and objects could be Icarus and his wings fallen from the sky, or Jesus and his halo risen from the Illinois Central tracks, Lake Shore Drive, or the harbor.

The muralist is Francisco Mendoza, born in a Mexican community on Chicago's industrial southeast side. He created two of the other murals pictured above. He was an art teacher at Orozco school until two years before his death in 2012. Sandra Antongiorgi lists the mosaics in her online resume (CV, linked at bottom of her Visual Art page) ('1991 Mosaics, Jose Clemente Orozco School, Chicago, Mosaic Design, with Francisco Mendoza'). She was born in Puerto Rico in 1971 and grew up in Chicago.

In 2000, the new Orozco Academy opened at a cost of \$22 million in a CPS \$2.7 billion construction budget. The murals cost \$250,000.

discussion in left column



Indian at the bus stop
Mestrovic, Ivan (1883-1962) (Zagreb, Croatia, Yugoslavia) (sculptor) (1928)
Randolph at Michigan (200E 200N), southeast corner. Chicago, Illinois (2008 May 15)

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top illustration:
Equal Education For All
mural, east façade
Asian Food Mart
Argyle at Winthrop, southwest corner (5000N 1100W)
Chicago, Illinois (2008 April 27)

Experiences: School 2, continued

Murals on schools and other structures, continued.



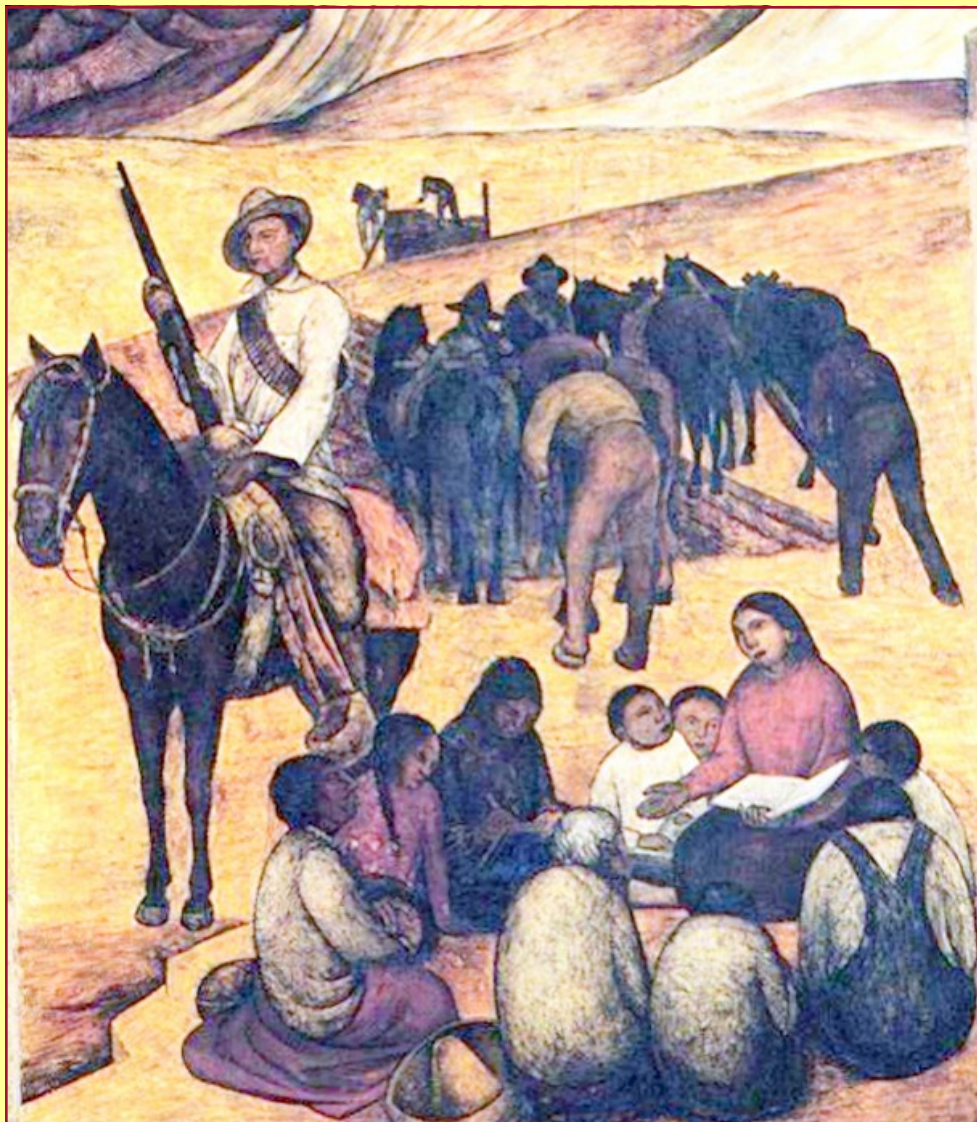
In the left panel, all Latinos join forces to nurse a common grievance—their US-sponsored dictators supported by weapons that machetes can't beat. Che Guevara is larger than life at center; and Pancho Villa enjoys eternal life at far right.



In the right panel, in the lower right corner, a snake has slithered off the Mexican flag and noses a box labeled '(illegible) school'. The identity of the three rifle-bearing soldiers is unclear. Are they US Green Berets, Sandanistas, or right wing death squads? Are the blond-haired men at far right bad guys or good guys?

No more dictators, no more high tech weapons in Latin America
mural, railroad embankment, south façade
18th Street near Western (1800S, 2400W) (northeast corner)
Chicago, Illinois (2006 March 10)
discussion in left column

The muralists' viewpoints are at (interactive.wttw.com/my-neighborhood/pilsen/art-as-activism)



The New School
Rivera, Diego (artist) (1923). fresco, south wall, Court of Labour, Ministry of Education, Mexico City, Mexico.
This image is not available to print and is not available for sale as it may still be subject to copyright
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<https://www.freeart.com/gallery/r/rivera/rivera86.html>

How dictatorial are the muralists themselves?

A typical revolutionary doesn't resent a dictator's power. He just wants the power for himself.

As if to drive the point home, an internet search on a different topic led to articles about Nayib Armando Bukele Ortez, the current president of El Salvador and a Muslim with roots in West Asia. He's a scant 40-years-old and has already held several positions of trust in Salvadoran government.

<https://www.aljazeera.com/opinions/2022/8/8/the-el-salvador-diaristhe-cult-of-nayibbukele>

<https://bpr.berkeley.edu/2022/06/02/nayib-bukele-millennial-president-age-oldautocrat-institutional-wrecking-ball/>

<https://www.cnn.com/2019/02/09/americas/el-salvador-president-bukele-profileintl/index.html>

<https://famousfacewiki.com/nayib-bukele/?amp=1>

The No More Dictators mural is a clue (but only one clue) to who wants to disarm common US citizens and why. To live among the perpetrators of murals like this is to know that they're brave as lions in the safe environment of the US. Here, they steal the race card from blacks and use it to wage open and subtle wars on blacks and whites in neighborhoods, workplaces and schools. They're too narcissistic to deal with the fact that when US legislators enacted the race card, approximately 85% of their constituents were white. It protects them, too; and, perhaps, it protects them most of all.

<https://www.census.gov/quickfacts/chicagocityillinois>

<https://www.chicagotribune.com/politics/ct-census-2020-chicago-illinois-20210812-pdmlgrdsbaqlnrw4etgd2y7a-story.html>

<https://www.wbez.org/stories/census-2020-data-in-graphics-for-chicago-and-illinois/ad8d66cb-7982-4b15-b7bf-a32fcc724b7>



vegetables & structures representing four nations
mirror image glazed tile murals
Murray students and mentor (muralists)
Murray Elementary Language Academy Magnet School, south façade
5335 S Kenwood (1332E) at Nichols Park, Chicago, Illinois (2005 August 15)

Murray murals are included here because, for 17 years, I thought they were Orozco murals. The sunflowers, peppers, corn, and possible scorpions at bottom seemed to be symbols of Mexico.. A closer look revealed that the masonry doesn't match, and bamboo.

Murray offers classes in Spanish, French, Mandarin and Japanese. The two Spanish teachers don't have Spanish names. The French teacher has a Polish name. The Mandarin teacher has an Asian name. No Japanese teacher is listed at the school's website. A 2nd grade teacher has an East Asian name. A 6th grade teacher has a West Asian name.

Murray also has one SPED case manager, and three classrooms for Special Learners. The website doesn't say if SPED children spend all day in separate classes, or if the SPED rooms are resources.

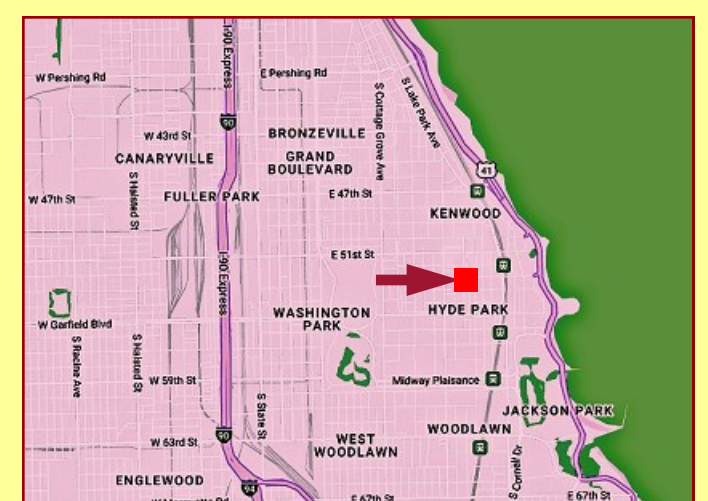
The Covid pandemic interfered with rating most attributes of the school. However, in the category, Collaborative Teachers/ Do teachers work well together and strive for excellence? Murray was rated 'weak'.

<https://www.cps.edu/schools/schoolprofiles/murray>
<https://www.murray.cps.edu/fs.html>

US News and World Report data is:

Black or African American 90.5%; Hispanic/Latino 3.5%
Two or more races 3.5%; White 1.9%
Asian; American Indian or Alaska Native; Hawaiian or Other Pacific Islander 0.2% each

math proficiency 16%
reading proficiency 32%



Murray school is located walking distance from Barack Obama's Chicago home in Kenwood, the site of his presidential library in Jackson Park, and the University of Chicago along Midway Plaisance, as well as other landmarks, such as the mansions of Elijah Muhammed and Muhammed Ali. The communities house University of Chicago staff and students (who've become increasingly Asian), upwardly mobile blacks and some of Chicago's black aristocracy. Famous white residents have been political cartoonist Bill Mauldin, child killers Leopold and Loeb, and the Armour meat-packing family.

(continued on page 32)

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top illustration:
mural, west facade
G. Delgado Kanoon Elementary School
Kedzie 2400S, 3200W
Chicago, Illinois
2008 June 12

All the children seem to be brown with tribal facial features that might reveal a genetic familiarity with the Mongol horde that ravaged and dominated most of Eurasia for thousands of years. What's theirs is theirs, and what's yours is theirs, too.

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statues on Chicago Public High School campus
(top) name plaque missing; (bottom) Benito Juarez
Benito Juarez High School
Blue Island at Ashland (1600W, 2200S), Chicago, Illinois



New Little Village High School under construction
35th Street & Kostner 4400W 3500S, Chicago, Illinois (2005 February 28)

How far I am from the land of my birth
Intense nostalgia invades my soul
As I see myself so sad and alone like a leaf on the wind
I just want to cry. I just want to die from this painful loneliness

Chulas Fronteras, a documentary
Chris Strachwitz, director and producer
Brazos Films (1975)

Strachwitz is associated with Arhoolie Records which promotes Cajun and Zydeco as well as Tejano music as part of a campaign to preserve the Acadian French language in Louisiana, next door to chauvinistic Spanish-speaking Texans.

Experiences: School 2, continued

Back in the mists of history, during the first year I was a teacher, I lived in Little Italy, the neighborhood where the University of Illinois Chicago campus is located. High-rise and low-rise Chicago Housing Authority projects sit in and south of Little Italy. The low-rise buildings had been the first; and they were built for Italian immigrants because of Jane Addams politicking. All the area projects cut Little Italy in two. Italians maintained a presence in the southern half and were its elected officials, but Mexicans became an increasingly large presence. Mexicans are the people you see on the street.

Black neighborhoods lie to the south of southern Little Italy/ Mexico. Black schools were depopulating; and Mexicans should have gone to them for several good reasons. Mexican parents wouldn't send their children to black schools for bad reasons.

Hispanics are racists. They intermarry but they maintain the attitude that either whites or morenos are superior and should rule, depending on racial history and demographics. The majority of Mexicans lived as slaves on plantations for 100 years longer than African-Americans in the US. Slavery infantilizes people and inculcates malingering as well as self-delusion, including delusions of grandeur. Mexican immigrants have had far less time than African-Americans to get real.

Hispanics were also busting into the construction trades.

Mexicans from southern Little Italy petitioned the Chicago Board of Education for a new high school in their neighborhood. The Board said no land was available. An abandoned factory burned down. Land was available; and Juarez High School was constructed in southern Little Italy.

When the Mexican population of Pilsen mushroomed, Mexicans wanted a new elementary school. Again, there was no vacant land. Accidentally, or maybe on purpose, a roofer mishandled his torch. The roof of a Unique Thrift Store on Kedzie south of 22nd Street/ Cermak Road smoldered when his shift ended and then burst into flames. Land was available for a new elementary school.

The Juarez high school campus is adorned with racist art that politically-correct people don't want to see as racist. They don't want to see that it marks territory for a specific racial/ national demographic. The name of the school and the art overawe perceived enemies, like colossal lions used to do at the gates of ancient Babylonian cities.

The Mexican population on Chicago's near south side continued to mushroom and encroach on historically white and somewhat historically black neighborhoods. Mexicans wanted yet another new high school. Integration rules require a minimum 5% minority in student and staff populations. Who's the minority when two disparate demographics claim minority status? Mexicans had to concede very little, and they conceded unhappily.

By this time, I was immersed in Chicago's Hispanic population. On a Friday evening, after a week of long days as an independent researcher-writer, I went to a coffeehouse at 18th and Halsted to relax. A private party was in full swing, but I was let in.

I knew two of the guests. The party was a naming party for the New Little Village High School. All guests were Hispanic. I didn't follow the story to learn what name they decided on.

One of the guests I knew came to the US from Venezuela. Her mother was Spanish or mestizo. Her father was English. They had one girl and two boys before they divorced. Both boys migrated to southern Europe. The girl came to the US with the belief that women don't need husbands and children don't need fathers. She had a child out of wedlock and no relationship with the father. She got a job as an art teacher in an exclusive private school to buy a house in the suburbs and support the child.

Then she had a second child out of wedlock, but maintained a relationship with the father, who was also an artist. Neither of them could earn a living selling art, but she quit her job and lived the artist's life with him. She mentioned that she was just back from a summer, or a year, in Mexico City. She'd applied for and gotten a US grant to teach art to Mexicans. I have a cousin who plays the grants game to earn a living and puff up his ego. His American grandfather was an artist from a famous colonial family who married a Cuban woman and lived the artist's life in Spain.

Is the US government nuts? During the time I socialized with middle-class Latin Americans, I learned that they hold artists in high esteem, so everyone who wants to feel superior to the herd is an artist. To send a Latina from a Latino art community to teach art to Latino artists in another Latino art community is to 'send coals to Newcastle'. I didn't have to tell the girl I thought she was a con artist. She read my mind and wandered away.

When I first socialized with Hispanics, I checked out all the English language non-fiction about Hispanics from the Rudy Lozano branch library at 18th and Blue Island. Non-fiction included Chulas Fronteras (Brazos Films) a documentary film that follows Texas-Mexican migrant farmworkers as they traveled from the border to the Midwest. The sound track is their own conjunto music. One of the pickers/ musicians told the film-maker that he wanted his daughter to get a PhD. He was, of course, motivated by the caste system of Hispanic societies, and hoped to prove that his humble Mexican folk were as good or better than the snobs.

The very same picker/ musician was at the racist Mexican high school naming party. I introduced myself as a fan of Chulas Fronteras (Beautiful Borders). I asked if his daughter got a PhD. She did. He'd settled into a factory job in Chicago and into a home in southern Little Italy so as not to disrupt her education. She got her PhD in a field that can lead only to an almost entirely frivolous career in college teaching.

New Little Village High School was built on the campus of a defunct and demolished factory, one of Chicago's many vanished productive enterprises. Property tax revenue is the primary source for funding; but opportunities to earn good money to buy property and pay property taxes vanish when productive industry vanishes.

Chicago Public Schools, acting under pressure by Hispanic immigrants, allegedly, has settled into a perpetual cycle of demolish and build on used land for lack of new and virgin land, to create jobs for a population bloated by immigrants, though the money is borrowed and inflation creates only an illusion of wealth. Property owners can afford to pay taxes only because they're deep in mortgage debt for the duration of their lives.

(end School 2)
(continued on page 33)

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(page 33 of 49)

top illustration:
Open air school, New York City
Bain News Service, publisher (undated)
George Grantham Bain Collection
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://tile.loc.gov/storage-services/service/pnp/ggbain/08000/08004v.jpg>
<https://lccn.loc.gov/2014687995>

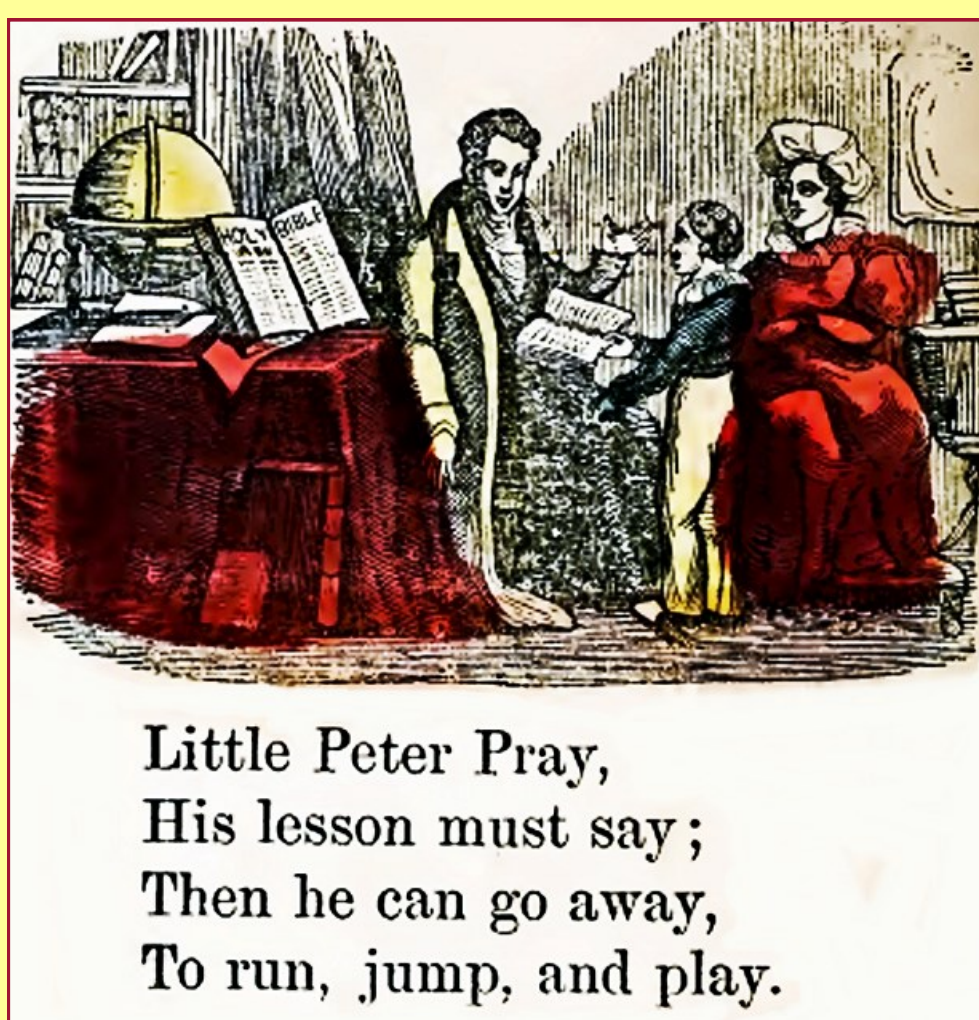
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page 18
Kris Kringle's Library: The Nursery Rhymes
New York: Cornish, Lamport, & Co.
contributed by New York Public Library
digitized with funding from University of North Carolina, Chapel Hill
www.archive.org/details/nurseryrhums00newy

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Experiences: School 3

School 3 is the schools in which I spent a few days as a substitute teacher over the course of five years. The schools ranged from a Parent-Child Center (pre-pre-school) to a magnet high school.

The Parent-Child Center served high-rise Chicago Housing Projects that sit between northern and southern Little Italy. I was assigned to 4-year-olds. Class size was very small. The regular teacher was an elderly white woman closing in on retirement. She had an elderly black female assistant.

Three walls of the schoolroom were lined with floor-to-ceiling shelves filled with bins of teaching devices/ toys. More shelves with bins covered the wall under windows on the window wall. I'd piled a lot of stuff in my younger son's bedroom. It was too much for him to take in. Every day all of it went on the floor, and every day I had to put it back on the shelves for safety reasons. I took the children outside to play on playground equipment, like I would up doing frequently for my own children during unschooling.

The moment came when the teacher assistant couldn't take it anymore. She forced the children to sit at the table and put teaching devices in front of them. She held a stick in her hand, and she made up excuses to whack the children's hands frequently.

It was the last day of school. The school office said they'd call me back in the fall. I was happy they forgot.

Then a kindergarten in a dangerous black neighborhood on the West Side, not too far from Garfield Park. The area is convenient to the expressway, so enterprising black men set up an open-air cocaine market for suburbanites.

The kindergarten was all day. A young white male assumed that anyone female and old is stupid and incompetent. In his effort to prove it true, he agitated the children. A bobby pin fell out of my hair. A little boy picked it up and stuck it in an electric outlet and singed his fingers. Finally the drill sergeant left because he didn't want to take blame.

A middle-aged black woman was supposed to be my teacher assistant, but she decided to hang out with her friend in the room next door. Middle-aged black women are still rankled by their great-great-grandmothers' experiences with the wives of plantation owners. Just as they wish plantation owners wanted sex only with black women, so they want to think only black women understand black children and are qualified to work with them. Black women sabotage white women to the maximum extent possible.

I got the children involved in call-and-response singing with a slight hint of educational value, but enthusiasm eventually waned. Without a word, a little girl handed me a 6-foot rod. Apparently, the regular teacher, a 30-something black woman, used the rod to control the children. I set it aside.

The little boy who was making trouble fell to pieces emotionally. He melted into tears. He sobbed and sobbed and sobbed. I held him; and the other children gathered around to comfort him.

His story was that his mother worked a regular 8 hour day job. The school had an after school program to accommodate working moms. After the full-day kindergarten, the boy had to report to the after school program for more of the same. He had no time to himself. No time to chill. So-called teachers were at him all day long. So he acted out to relieve stress.

Next were black EMH freshmen in a high school on the busy street by the drug market. I was still going through my divorce. I didn't have money for a lawyer. When I'd appeared in court for the first hearing, the judge said he'd throw me in jail and take away my children if I didn't get a lawyer before the next hearing. I got a lawyer. He identified with my husband.. He let my husband get away with violations, while my husband's lawyer fabricated violations to intimidate me.

On days when I didn't have a job I went to the Law Library at the University of Chicago when it was still open to the public. I also bought a discarded set of Illinois Statutes at a library sale. I read law. Most of it is a booby trap. Inconsistent. No uniformity like it's supposed to have. Unbalanced. A goldmine for lawyers and judges. Quicksand for everyone else.

While I was accused of being the worst mother on the planet, I submitted a petition to the judge to throw the laws out. The statute that should clarify what a terrible mother is for purposes of child custody determinations during a divorce is too vague to enforce. It gives the father's lawyer and judge immense discretionary power. Unwed mothers can take their children to the brink of death and beyond with impunity. The strictest childcare statute is for employees in a residential school for blind children. Little protection for children in other institutions.

More specific than any statute for the protection of children is a statute for the protection of racehorses. There can't be that many proscriptions so it's redundant as well as convoluted. Chicago's Mayor Daley and the news anchor for the ABC affiliate were on the board of Arlington Park racetrack later.

Few people listen well or are familiar with statutes, so, when I got appropriate substitute teaching assignments, I read the horse statute out loud as a listening exercise. Students were to write what I said. An EMH girl followed instructions. Then she leaped up and said essentially the same critique as I wrote in the previous paragraph. Smart girl; and she's supposed to be retarded? What about lawyers and legislators who write the crap?

I took the same exercise to an advanced placement English class in the magnet school. First I had to deal with a 30- going on 40-year-old white male teacher who kept interrupting the class to chastise me. I did finally get a chance to read through the statute almost to its anti-climactic end.

Students transcribed obediently. Not even one rolled his or her eyes, let alone leap up and speak God's own truth. So it is with the world. People who want to get ahead, go along to get along, and never, never say the Emperor has no clothes.

A Canadian psychologist wrote a book about Special Education that I found in the stacks of the DePaul University Library. He said that problem children aren't the problem. Goody-two-shoes and teachers' pets are the problem. However, when I went into the stairwell of the magnet high school, there was one of the worst of my young female Hispanic neighbors. She'd grown from a skinny, bossy, hateful little girl to a gang-banging hippo. She's the kind of Hispanic girl who manipulates blacks to wage war on whites. She and her twin cousin were bullying a smaller kid. No adult with job security stopped them. The school didn't give me security or enough respect to make me want to make it look better than it is.

My neighbor couldn't have qualified intellectually for the magnet school. She must have been there to fulfill a quota for SPED students. She wouldn't have leaped up like the black girl to react against glaring flaws in Illinois statutes. She would have leaped up to incite student rebellion; and then she'd call the cops, tell lies, and get the teacher arrested.

I got a job in a private sector office, and that was that for me in relation to schools. Or so I thought.

(end School 3)
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top illustration:
Tom fell into the dumpling batter
page 3
The Adventures of Tom Thumb
New York: McLoughlin Brothers, 1903
adventuresoftom00unse at archive.org

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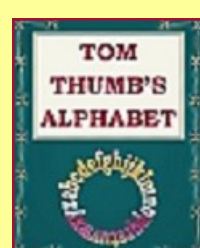
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Tom Thumb's Alphabet
A primer for parents and children
pdf ebook format, 234 pages for 1- or 2-page view
by Laurel Lee (2022 September 18)

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Experiences: School 4

Theoretically, pay and hours for teaching jobs are better than for administrative assistant jobs. My last office job was a pain, so I bargained with the Illinois teacher certification office to minimize how many more graduate courses I had to take to get a SPED certificate. I hadn't worked for the Chicago Public Schools when the Board switched from its own certification to state certification, so I hadn't been grandfathered to a state certificate. I took the two required courses. I read the CPS job openings and applied for 50. I accepted the first offer.

The school was on the campus of a notorious high rise Chicago Housing Authority project. It had been built while I was a stay-at-home mom; and I read about it in the newspaper. The Board recognized that many teenagers being raised on welfare want to get a job as soon as possible. The school trained black and Hispanic children for careers in cooking and hospitality, auto body repair, fashion, and medical assisting.

Then somebody decided that all children should go to college whether they wanted to or not. Thus, a school that was successful at job training and getting kids off welfare was put on probation because of attendance and graduation rates. The rates were sub-par because a poor child will choose to work an extra shift if offered in preference to going to school; and will take a full-time job if offered before graduation in preference to graduating.

The Board sent in a probation team to replace the regular administrators. Most students were black. The team included a black man from Tennessee who came north with a chip on his shoulder about whites. He blamed white teachers for the school's status. Apparently, he wasn't in Chicago in time to read about the purpose of the school. Probation also inflicted morning seminars on white and black teachers. Consultants who had nothing new to say wasted everyone's time and taxpayers' money.

I was hired to teach separate classes in Spanish and Science to LD and EMH students. The Corey H mainstreaming rule went into effect moments after I was hired. Then I became an 'inclusion' teacher. I passed from class to class like students to assist in regular classrooms. I won't say a word about teachers in charge of the rooms where I was 'inclusion' teacher.

The principal got more insulting towards whites, while the Board hassled the LSC. I wrote a letter that informed the principal and reminded the LSC members of the school's purpose. Nobody at the school had to take what the Board was dishing out. The LSC found courage to speak up. The Board removed the probation status. The principal thanked me.

It didn't matter. Real estate developers wanted to get rich from the land the school was on. The school was already phased out. It had no freshmen. It had no sophomores. It would have only seniors the following year.

Part of my job was to collect test scores and other information about SPED students on my 'Provider' list for their annual IEP meeting. The students weren't necessarily in the classes where I was the 'inclusion' teacher.

The black principal had been giving grief to the white auto body shop teacher. The teacher had been an auto body specialist for many years before he got the teaching job. He was very good, but he didn't know how to integrate the teaching of reading and writing into removing and putting back car parts. Teaching is hands-on and done by diagrams. I volunteered to help. In this way, I got to know a Mexican-American boy on my provider list.

His older brother was an outstanding student at the magnet school where I'd been a substitute teacher for a day or two. He'd won a full-ride scholarship to an engineering school. The boys' father had bought an old building at auction and turned it into an auto repair shop. He was well respected in his community. His younger, LD son worked in the shop as much as he could. He was very good and helped manage the business.

When I prepared for his IEP meeting, I learned that he tested at the early 3rd grade level in reading. His reading scores hadn't improved during three years at the school. The person most responsible for improving his reading skills was Mrs. LT. She was the 'inclusion' teacher in his regular English class. She was the teacher of his separate reading enrichment class.

Mrs. LT, her husband, and her daughter migrated to the US from Kenya, formerly an English colony. In Kenya, a black person was a nothing and nobody unless he had a house in town for conducting a business and a farm in the country for living the good life. In Kenya's society, a father is obligated to provide all his male children with the townhouse and farm. LT's brother died before he could give his son what the son needed to be a something and somebody. The obligation passed to LT.

I know the story because LT was a congenial, pleasant woman. But, she wasn't a good teacher. She wasn't even a mediocre teacher. She couldn't teach at all in an American school. She had a thick Kenyan accent and most of what she said was unintelligible even to me. African education is better in some ways and worse in others. It seems to rely less on making children compete, but it relies more on an unquestionable high status for teachers. LT assumed that children learned if she did what looked to her like teaching.

LT got her high school teaching job with a general elementary school SPED certificate. She had no subject-area training at the elementary or high school level. She had no advanced training in any SPED category. As an inclusion teacher, she moved around the room and stood still next to a student from time to time. As a separate remedial class teacher, she scribbled on a blackboard exactly what the regular teacher had scribbled. A true LD child is easily confused and distracted by dense scribbling, especially on blackboards. So, the 16-year-old Mexican-American boy hadn't learned to read better than a 7-year-old going into third grade.

I had to say so at the IEP meeting without hurting LT's feelings. The boy's parents were baffled by the low scores; and the Case Manager had to smooth their ruffled feathers. I had to make recommendations and write a portion of the IEP for next year that might improve the boy's reading, but there wouldn't be anyone in the school to enforce the IEP and watchdog LT.

Unlike LT, I had a degree and a certificate in the Teaching of High School English. I was a very good reader and knew why. My closest relatives were readers and writers. I'm descended from Anglos to whom the language and literature belong. During the first six years I was a teacher, I'd earned approximately 45 graduate level hours in Psychology and SPED. I'd earned 6 or 8 more credits in just the past year. My credits qualified me for a new, high quality SPED certificate as envisioned by Judge Robert H. Gettleman in his Corey H. decree.

The black principal could have dumped LT and kept me for the last year of the school's existence. But he was black, LT was black, and people of a specific race have to stick together, especially if the only problem in doing so is poor quality education for a child of a different race.

The boy fixed my car a couple times. He didn't need formal education because his family had a business. It's near my home; and it's still going more than 20 years later. Twenty-two years earlier, a black EMH/ LD boy had explained the facts of life. His uncle had a construction business. He didn't go to school during construction season; and he didn't worry about graduation.

(end School 4)
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top illustration:
Little Boy Blue
illustration 13
Betts, Ethel Franklin (artist)
Favorite Nursery Rhymes
New York: Frederick A. Stokes Company, Publishers (copyright 1906)
Project Gutenberg ebook 47284-h at archive.org

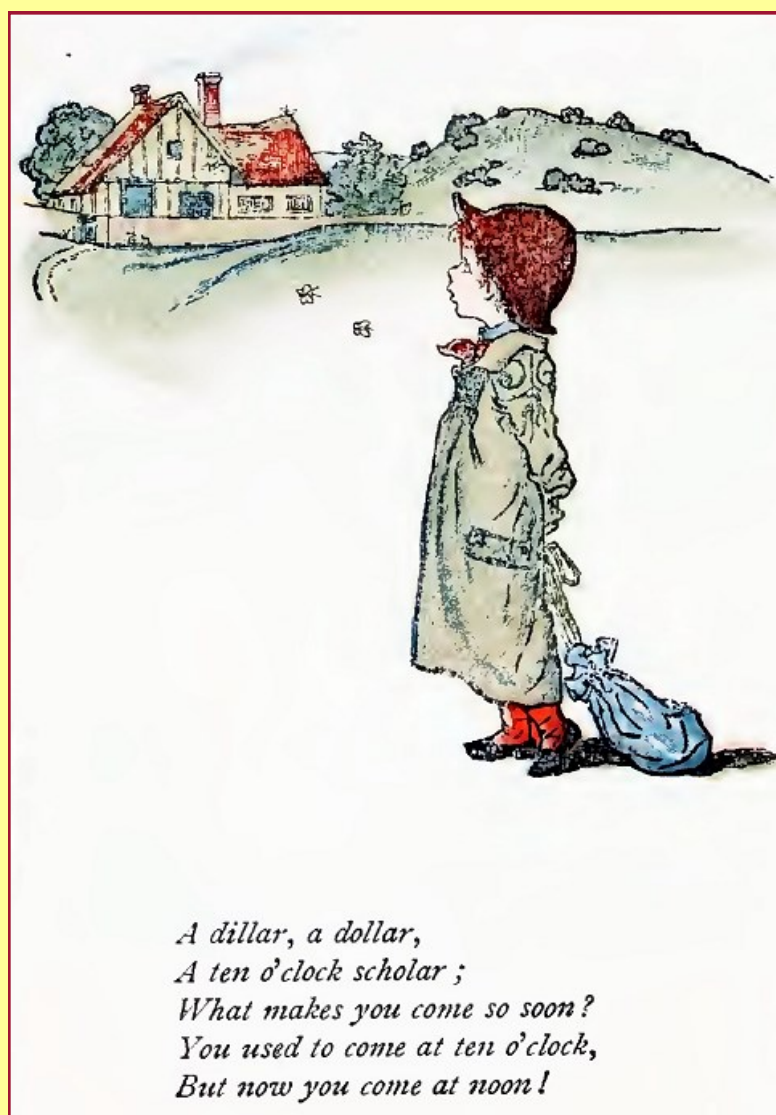
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historical records of US Congress



*A dillar, a dollar,
A ten o'clock scholar;
What makes you come so soon?
You used to come at ten o'clock,
But now you come at noon!*

A Dillar, A Dollar, A Ten o'clock Scholar
page 32
Greenaway, Kate (artist)
Mother Goose or The Old Nursery Rhymes
London/ New York: Frederick Warne and Co., Ltd.(publication & copyright undated)
contributed by New York Public Libraries. accessed at archive.org

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The website is a work in progress.
All texts are drafts.
The author takes it for granted that you can
say the same things better, and will.



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Laurel Lee
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Experiences: School 5

After I accepted the offer to work at School 4, a half dozen other principals called me for an interview, but I'd made my commitment and declined. When the school year ended at School 4, I had to apply for jobs again. My path to School 5 was long and fraught with danger.

The probation team at School 4 included a middle-aged black female assistant principal born and raised in Chicago. She was of opinion that all teacher training courses are a colossal waste of time because teachers teach the way they were taught. Some people have been taught well. Most haven't.

She was out of a job at the end of that year, same as I was. She'd found a job at an elementary school on the mid-South Side. The principal had a vacancy in the room for autistic children. My colleague asked me to interview. The commute, a short tour of the school, and a look into the autistic room argued strenuously to not take the job. My colleague repeatedly prompted me to do a better job of the interview, but I flubbed it anyway. I wasn't that desperate.

Again, I accepted the first job offer. It was for a cross-categorical room with children aged six and older with various disabilities, some physical, some mental. I learned during the preparation days before children attended that one-third of the previous year's staff had resigned and moved on. Those who didn't resign wished they could.

The school is a long but pleasant walk from Barack Obama's Kenwood home. A well-known black alderwoman oversaw the school because her nephew was a student in it. The alderwoman eventually lost re-election. She was considered corrupt. She was known for always wearing hats. She was in a gang of church women I call The Hat Ladies.

The current principal was fairly new and got her job through the alderperson. The previous principal had been elevated to a very powerful job. She was the head of the CPS Teacher Certification Office. The Board didn't certify teachers anymore, but it insisted on holding their credentials. Judge Gettleman's order increased the number and type of credentials and made them much more important.

The Board wanted teachers to apply for and be awarded a national Master Teacher certificate. I attended the seminars and applied, though many other teachers walked out. One woman said, Too many hoops. Indeed. The head of the Teacher Certification Office wanted to look over the shoulder of every applicant. She wanted to dictate, read and edit every essay. I didn't let her mess with mine. I wrote the truth as I know it, as I'm writing it here.

I usually get the highest scores on such things. I got the lowest. I didn't get the certificate or the big boost in pay. I was out \$280 for the application fee. There years later, at the very end of my teaching career, a colleague explained why. The certifying agent is a private company with offices in Texas, so it's reasonable to think that people in Texas grade applications in Texas. But no. The Texas office sends applications back to the applicants' school districts where people like the head of the Teacher Certification Office grade them. I could have guessed earlier, because the head of Teacher Certification happened to go to the elevators in the Central Office when I was already there. She saw me. She recognized me. She turned her back on me. (Lady, I know your girl gang runs the schools, but you shouldn't.)

Cross-categorical rooms are difficult; and the principal is obligated to assign an assistant to the teacher. My assistant was a 40-going on 50-year-old black female who was a precinct captain for Her Honor The Hat Lady and hung out with her most days of the week.

My assistant was of opinion that certified SPED teachers are worthless. During the previous school year, she'd made two certified teachers quit, leaving the cross-categorical room without the qualified teacher required by federal and state law and Judge Robert H. Gettleman.

My alleged assistant took over and taught as she'd been taught. She concentrated on spelling, like my son's 'gifted' school had done. Student folders were stashed in a closet. I pulled them out, dusted them off, took them home and entered test score data in a database for further analysis. The assistant was worthless for math and reading. Scores stagnated or declined. Spelling (word recognition) scores were closer to average but nothing to brag about. Reading comprehension was terrible.

My website has become quite large and comprehensive. My original purpose was to upload scores from several schools that are evidence for one or more serious lawsuits. To put them on the web would save the cost of postage and trees to send the evidence to the people who should receive and consider it. Now I'm passing the graphing to everyone else.

The first day of school arrived, and one boy didn't show up. He had asthma and had been taken to the hospital for a severe attack the night before. A kid who has a severe attack the night before the first day of school is saying something he can't say with words. The school is stressful. The school is very stressful.

Some education dollars were being paid to large black men who lined the hallways and barked orders at the children. (How many school employees have been unduly influenced by military recruitment films like An Officer And A Gentleman?) When my assistant deigned to come in my room for an hour or two, I didn't quite hear what some children whispered, but they might have said she brutalized them, besides playing drill sergeant.

The school building was new-ish, two stories tall, and under a flat roof. The weather was exceptionally hot. The room wasn't air-conditioned. The fan on a tall pedestal belonged to the assistant; and she withheld it except for the couple hours she was in the room. The room was unbearably hot and stuffy even with the windows open. I'm experienced with physically handicapped children. I've gotten my own children through illnesses. I have enough intuition to see trouble coming before it arrives, and to cut it off at the pass.

A boy who appeared the first day also had asthma. I took the children outside and kept them outside most of the three school days I worked at the school before resigning. I kept them in the shade of a lone tree. I initiated active games that they had the option to join or not join. In this way I averted a disaster that black 'educators' could blame on a white person.

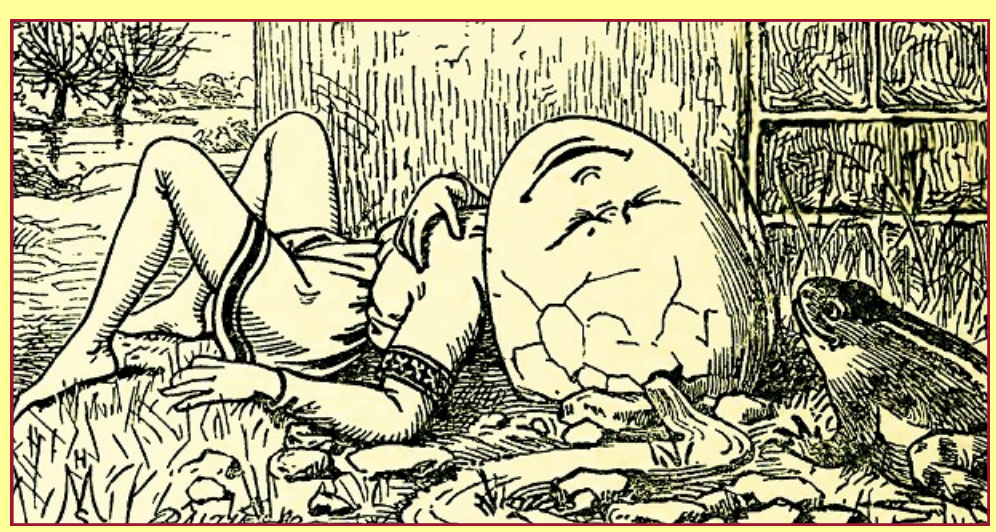
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top illustration:
Humpty Dumpty
page 30
Elliot, J.W.
Mother Goose's Nursery Rhymes and Nursery Songs Set To Music
Springfield (MA): McLoughlin Bro's, Inc.
Boston Public Library
archive.org

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Jack
page 32
Fraser, C Lovatt (artist)
Nursery Rhymes
contributed by New York Public Library
<http://www.archive.org/details/nurseryrhymes00fras>

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Experiences: School 5, continued

The boy who had the asthma attack was born to a drug addict. Custody was taken from her; and he lived with his grandmother, mother of the addict. His folder included a letter from the grandmother that authorized school employees to spank him. When he came to school, he was dressed for church with a nice suit. His shiny shoes were too small. He hobbled around in pain. I wrote a letter to the grandmother about shoes. The letter was cause to demonize me.

After I resigned, I spent several days on the internet. I learned that there was currently an epidemic of asthma deaths in predominantly black schools and on their campuses. I didn't pay attention to the news at that time, but the principals and the Board should have. They should have known that their schools, especially the staffs of their schools, were a death trap for sensitive children.

The internet didn't yield a lot of studies about the cause of asthma. I knew that my mother had asthma when she was young; and it went away forever when she got pregnant with me. My mother had a stressful childhood and young adulthood. Some part of the stress might have involved not having a baby. She lived to age 91 even though her life continued to be stressful; and she had very little medical care.

A laboratory study of a specific species of fish revealed that to stress a pregnant fish was to create lung problems in her babies and many of them died. Many pregnant black women live in stressful circumstances. That stress almost certainly crosses the placental barrier. The people who make the communities stressful should suffer consequences, starting with school employees.

Before I got on the internet, I faxed my resignation to the teacher hiring office and assumed that was that for me in relation to the Chicago Public Schools.

I got a call from the principal of a school on the West Side near another cocaine market convenient to the suburban expressway.

The job was another cross-categorical room with children aged 6 and older. I don't recall any physical disabilities. Just mental. I was hired after a one-minute interview.

The situation was similar. The teacher assistant was a 50- going on 60-year old black female who was skilled at making certified SPED teachers quit so she could play teacher; and teach as she'd been taught. She left me alone until she couldn't stand it anymore because the children and I were having fun with artsy things I'd brought in.

The assistant kept a jar of sugar candy on a cabinet. The first thing she did when she interrupted my class was to pass out candy. The children then became hyperactive. Their hyperactivity was the assistant's excuse to bully and hit them. When she had the children subdued, she scribbled lessons on the blackboard. The lessons were way above the children's skill levels. I got the assistant out of my room. She bunkered in the room across the hall. She'd make forays into my room to pull children out and take them to her room.

She found time to go to the principal's office and complain about me. An assistant principal barged into the room, grabbed a pile of workbooks from a shelf and passed them out to the children. She said, Do these so you can score better on the tests.

The assistant principal was all about looking good on tests, but had no clue how to improve test scores. The only good thing I can say about the principal of the school from which I'd just resigned is that during teacher orientation she said that research shows that textbooks and workbooks are the least effective learning materials. Teacher-made materials are the best. The principal didn't follow-through, but at least she knew right from wrong. My education in the early grades included teachers who thought spending a lot of time on arts and crafts improved math and reading skills.

Textbook and workbook publishers have political clout. Fifteen years earlier, the CPS CEO took a baby step in eliminating the publishers' control of schools by changing publishers. He didn't ditch publishers entirely. He was busted down to principal of a high school that was near the end of its transition from Polish and other white to Puerto Rican and other Hispanic. The transition was unpleasant.

Two Puerto Rican girls accused the busted-down CPS CEO of sexually-abusing them. The Board fired him entirely. However, the Illinois governor appointed him CEO of the state Board of Education (or the state Superintendent of Schools) to compensate for the publishers' vendetta and for racist politics. I read the story about the Puerto Rican girls in the newspaper. I heard about the textbooks from a real estate agent in Indiana when I was trying to get out of town. The CPS CEO was the agent's cousin.

The school day continued in the West Side school. The assistant and her workbooks glowered in her bunker. I dumped the sugar candy in the garbage.

The lunch bell rang. As at the previous school, children were lined up in the hallway under adult supervision and filed into the lunchroom. Several children vomited on the floor, leaving a stench that lasted the rest of the day. Teachers were the supervisors at this school; and I was able to observe the lead teacher, a regular first grade classroom teacher.

She was twin to my son's first grade teacher. Blond. Chubby. Ignorant. Mean. At the end of the day, when I released my students, one boy ran back in the room. The chubby blond was chasing him with a 5-foot long wood stick. She swung it around, trying to connect with any part of the boy she could. She stopped, stick mid-air, when she saw me. I should have been signing out in the school office.

She had to walk away in defeat. I held the boy until she was gone.

Another boy had stayed in the room after the dismissal bell because he had something to say.

He said, I'm in this school because I have to be. You don't have to be. Don't come back.

I took his advice and faxed my resignation as soon as I got home.

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top illustration:
Victor of Aveyron (Wolf Child)

First captured in 1797 in the woods near Saint-Sernin-sur-Rance. He escaped twice and then lived for a week with a local woman before he escaped again. Three years later he emerged from the woods on his own. His age was estimated to be 12 years; and it was assumed that he had lived his whole childhood in the woods. Jean Itard, a Parisian doctor, took him to Paris. Itard wanted to teach Victor to speak and be the first person to fully civilize a wild child. Victor made great progress in the beginning, but learned to speak only three words. Then Itard assumed that language acquisition occurs in the first few years of life and abandoned his experiment. He gave Victor to a woman with whom Victor lived until his death. He was buried in an unknown place in Paris. A statue of him was erected in the market square of Saint-Sernin-sur-Rance. François Truffaut's, *L'Enfant sauvage* (Wild Child) (1970) tells the story of Victor and Itard.

https://www.findagrave.com/memorial/15891987/victor-of_aveyron
<http://profshistoirelcl.canalblog.com/archives/2007/04/23/4723222.html>

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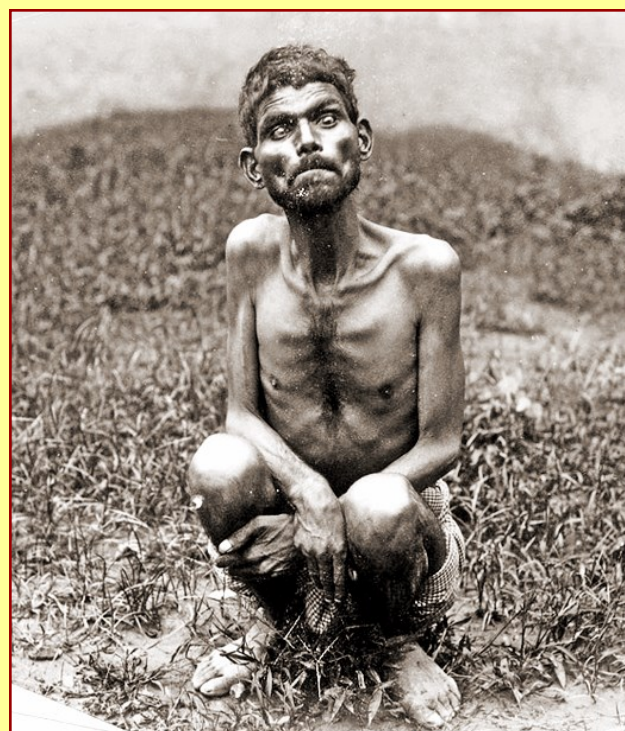
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A boy found in the forests of Aveyron, France (colored engraving) (1805)
provided by Wellcome Images, a website operated by Wellcome Trust, a global charitable foundation based in the United Kingdom
https://commons.wikimedia.org/wiki/File:A_boy_found_in_the_forests_of_Aveyron_France_who_had_been_Wellcome_V0016558.jpg
<http://catalogue.wellcomelibrary.org/record=b1175904>



Dina Sanichar in his later years (circa 1889-1894)
Dina Sanichar was discovered among wolves in a cave in Sikandra, near Agra in Uttar Pradesh, India in 1872 at the age of 6. He lived among humans for over 20 years, during which time he picked up smoking but never learned to speak. He remained seriously impaired his entire life.

from *Portrait van Dina Sanichar, bekend als de Wolfsjongen van Sikandra*
original in the Rijksmuseum
<https://upload.wikimedia.org/wikipedia/commons/9/95/Sanichar-cropped.png>



Gradie Walton, 17 yrs. old, a Product of the 4 H Club (Pocahontas County, West Virginia) (1921 October 6)
Gradie is very deficient in most school branches, except in mathematics where he shines. He is much handicapped physically. He lost one eye in an accident and the other is weak. This year he raised 135 bushels of corn on one acre. His father raised about one half as much and complained that the boy's land is better. The secret is, the boy worked hard on the plot, fertilizing and cultivating, even bringing soil in from the woods. He got the First Prize for two years.

Hine, Lewis Wickes (1874-1940) (photographer)
National Child Labor Committee collection,
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://tile.loc.gov/storage-services/service/pnp/nclcl/04300/04378v.jpg>
<https://lccn.loc.gov/2018678301>

Feral Children and Autistic Children
Bruno Bettelheim
American Journal of Sociology, Vol. 64, No. 5 (Mar., 1959), pp. 455-467
The University of Chicago Press
<http://www.jstor.org/stable/2773433>

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Experiences: School 5, continued

I can't remember how many days passed before another black female South Side principal called me for an interview. Her school was even closer to Barack Obama's Kenwood home.

She walked me through the halls for a tour of her school. Most of her teachers were 30-ish black females. In the English room, the teacher put on a dog and pony show with a very authoritative presentation on Shakespeare, focusing on vocabulary.

As the tour progressed, two teachers got into conversation loud enough for me to hear. One said, if I could get out of here I would.

The principal and I had a nice conversation in her office. She was planning to home school her children; and she'd like to have me around for advice. She filled out the hiring forms and told me to take them downtown.

I took them downtown and handed them, along with my immediate resignation, to the personnel officer. Apparently, CPS employees who pulled faxes off the fax machine dropped them in the wastebasket immediately.

Surely, CPS was done with me. But no.

The male Texas-Mexican SPED Case Manager at a predominantly Puerto Rican high school called and scheduled an interview.

First, I went to an interview at a small private school for children with behavior problems. CPS referred the children and paid their tuition. The staff was small and young.

I'd interviewed with another small, young staff at the Sonia Shankman Orthogenic School for autistic children on the University of Chicago campus. Bruno Bettelheim founded the school. It was in its heyday when I was a medical secretary at the University of Chicago and lived nearby. The façade of the Orthogenic School was a beautiful ceramic mosaic. I often walked past during my lunch hour to enjoy it. When I had visitors, I walked them there to run their hands over the cool, textured tiles. Bettelheim drew fire because he thought mothers created autism by not bonding with their children at birth. Mother rejected child. Then child rejected mother. Then child became acutely averse to human contact. His wild behavior was an attempt to evade contact. Mothers didn't want to hear about Bettelheim's theory.

After Bettelheim, explanations for autism have been all over the map, to be politically correct, and to cave to protests by manufacturers who want to avoid lawsuits. I think Bettelheim was correct; and I don't like small, young staffs who think they know it all, when they're only being politically-correct to protect their income potential—their ability to pay rent for a bragging-rights apartment in a trendy neighborhood.

During my visit to the Orthogenic school, a child had a fit and ran through the entrance hallway. More children acted out in the room beyond. The reaction of the young, hip staff showed they didn't have a clue. My visit didn't get to the interview part. The young white male director and I agreed that I wasn't a good fit.

During my interview at the Behavioral Disorders school, a child had a fit and ran into the tiny office. All the staff rushed to the child. The child set-off a long melodramatic episode that disrupted the school day. The child was a girl approximately 15 years old. Her fit made her the center of attention and she got a lot of touching. An earlier, more reality-based generation of professionals might say the girl was hysterical because she wasn't getting pregnant.

Did the staff know anything? SPED 101 says children disrupt classes for several reasons. One is to usurp the teacher's authority. Another is to avoid detection that his basic skills are too low for the assignment. He can't do it, so blast it off the planet. There are easy ways to avoid the drama. The young staff didn't know, or maybe they just didn't apply them. To not apply the methods is to perpetuate behavioral disorders and keep taxpayer money rolling in. I didn't want to babysit the staff, so I declined their offer of a job.

The job at the Puerto Rican school paid better and the hours were shorter. The atmosphere was also more diffuse, sort of.

School 5, finally.

The school had identified 18 boys as having behavior disorders, mostly because, out of a demographic as insane as Puerto Ricans, the boys were the only ones admitted to a psychiatric ward and discharged with a prescription for medications.

The year I decided to home school my children is the year that a young Puerto Rican woman who lived across the street told me her story. She was married to an Irish-American man and had a little boy who played with my children. For as long as she could remember, she'd never been close to his mother. Never had physical contact. Other Puerto Ricans had decided her mother was crazy and locked her up in a mental institution. My neighbor saw her mother only through the bars of the fence around it.

My neighbor's brother loved to read. He especially loved to read the encyclopedia. He'd take the encyclopedia into the bathroom at school where nobody would interrupt him. It was a Catholic school. The nuns assumed he was masturbating, and they expelled him for being a pervert. Public school teachers were no better. They determined that he was crazy; and he was locked up, too, for a while. He never recovered.

I'd read that Jack Kerouac, a well-known Beat poet and novelist who managed to stay out of psychiatric institutions, read the entirety of his edition of the *Encyclopedia Britannica*. He might not have known everything, but he knew a lot. I prefer smaller books with larger print. I read a lot of them. I'm a really, really good reader because I spent all my K-12 years, except kindergarten, reading a book of my choice under my desk while I kept up with the lesson in the book on top of my desk. I also drew a lot of pictures. I, too, read on the toilet for hours; but, thankfully, only at home. My teachers had the sense to leave me alone. Because I topped out the standardized tests when I was quite young, they skipped me.

More recently, I overheard a psychiatrist, who was a Cuban refugee, say that the first thing 'they' do is get rid of intelligent people. The doctor made his remark loud enough for me to hear when corrupt Puerto Rican politicians and cops had me locked up in a mental institution for observation. The doctor was having trouble with his job; and the Ricans expected him to prescribe medications, like they wanted, so they could throw me in a psych hospital every time I told Hispanic thieves, trespassers and vandals to leave me and my property alone. The doctor put some meaningless pejoratives on the discharge form, but he didn't prescribe meds. Very brave on his part. He might have wanted to get fired.

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top illustration:
Sea of Flags, mural
vicinity of Division & Washtenaw
probably east façade
northwest corner (2700W 1200N)
Chicago, Illinois (2008 June 5)

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Experiences: School 5, continued

The Puerto Rican and black EBD/ EMH/ LD boys were 9th-12th grade and divided into three groups of six each. One teacher was assigned to each group. The boys had most of their subject-area classes with the one teacher. They stayed in one room except for lunch and gym. However, with three different teachers available, it was possible for the boys to be scheduled with more than one teacher for their subjects so that their school day looked a little more regular.

The Case Manager warned me that the principal wanted the EBD boys out of the school because she wanted to attract the children of people gentrifying a nearby area. She was one of the principals signing requests to transfer CPS EBD children to private schools like the one where I'd just interviewed.

The principal repeatedly disrupted my classes. Within a month or two, she got rid of six boys, disbanded one class, and distributed the remaining twelve boys between two teachers. The disruptive principal triggered the boys' disruptive behavior, giving her cause to get rid of more of them. Eventually, by mid-year, she was down to six boys and one class. I was the teacher of the one class. However, a merely EMH boy needed a credit in Mexican history, which happened to be one of the topics I used for reading lessons, so he was the seventh boy in my room.

Based on everything I knew, the way to deal with SPED children is to understand that their 1st-3rd grade teachers screwed up royally. The way to heal the children is to take them back to 1st grade. Put them in reading circles with primers. However, the primers can't be Dick and Jane. They have to be high-school subjects ; and they have to be large print to accommodate the children whose only real problem is that they don't want to wear glasses.

I worked long hours at night locating easy reading of interest to inner city black and Hispanic boys; copying the text at a computer keyboard, searching the internet for interesting illustrations, and finding an open printer with a supply of paper to print out enough copies for my class. I used up my supply money to buy 3-ring binders. Fairly quickly, I realized I could use 3-hole paper to save the agony of the hole-punch.

As for copyright law. Federal and state SPED laws say SPED teachers must accommodate the students' deficits and bring them forward. A lot of best-practices say that teacher-made materials are best. It would be wrong to increase school budgets even more to pay royalties. To deprive children of an appropriate education violates the Illinois constitution. Maybe our beloved Congresspersons can add a clause to IRS law that allows copyright holders to estimate their loss and claim it as a charitable contribution.

My method incorporated reading instruction into the subject areas I was assigned to teach (English, Social Studies, Science, Math, Reading), except math.

I think the phonics method of teaching reading is phony. The sight word (whole word) method was successful for my generation. Whole words have shapes, like other things children recognize in their worlds. Children don't sound out their mothers' faces bit-by-bit. They don't focus on their mothers' eyelid, eyelashes, nostril, teeth, etc., to recognize her. They see her whole face; and work out the details later, as I did with words. I knew that ph sounds like an F because I read the whole word elephant first. In my opinion, parents and teachers who tell a child to 'sound it out' should spend at least a week in jail per incident per child. If a child doesn't recognize a word, just say it for him. He'll catch on.

What else did I do? I thought. Boys. Sports. Stats. Self Esteem Issues. I awarded points for every little thing the boys did, knowing all the things they did advanced their learning. I set up a spreadsheet with their names down the left column, and columns for every teeny weeny little assignment of that day. Two more columns. One for actual accumulated points. One for possible accumulated points. A table beside the spreadsheet set forth the range of total points needed for each grade letter. It took less than a week for the boys to go to the spreadsheet to check their stats as soon as they entered the room. Their status was always good. If it wasn't good, I must be doing something wrong, not them.

The boys had been violent in the past. I was supposed to have an assistant in the room at all times. Somebody was supposed to monitor the room and hallway with the two-way microphone and video camera previously installed. Didn't happen. I was Daniel in the Lions Den.

If you don't know that Puerto Ricans are extremely territorial, you don't know Puerto Ricans. They've marked their territory all over Chicago, even when it isn't their territory. Though some Puerto Ricans came to Chicago to work in a factory, per a student report on a bulletin board in the school library, most people know that the majority of Puerto Ricans came to Chicago to play the welfare system. An equivalent is a city, county or state job. Puerto Ricans had almost all the non-teaching jobs at the school. The woman assigned to be my assistant didn't have any delusions about being a teacher. She just wanted to hang out with her friends in the SPED office and spread malicious gossip. She came into my room no more than twice. When the male Texas-Mexican case manager got out of the school as fast as he could, my assistant filled his shoes though she lacked all the requisite skills.

The same situation that arose at the school for physically handicapped children arose at the school for Puerto Ricans. I needed somebody to do flash cards with a boy with very low reading skills. Two Puerto Rican women took turns when they felt like it. One did a better job than the other. The boy progressed. The principal threw a Puerto Rican girl in the mix who also needed flashcards. She progressed.

I filled out the school day with documentary films on VHS tapes from the public library. The principal was a middle-aged woman of Middle European heritage from Argentina via Texas. She was divorced. The video guru was a single middle-aged white American male. They had a thing. The school procedure for showing videos was to give your tape to the video guru for review and possible censorship, schedule a time and day for him to put the tape in his player and beam it to the tv in your room. The tv in my room didn't work. The guru could have wheeled a big tv on a cart into my room, but he didn't want to. I bought a small combo tv/ VHS player, hauled it in myself, and moved forward on my terms.

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TIME FOR DEMOCRACY



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top illustration:
Puerto Ricans Uber Alles
mural on Puerto Rican Cultural Center, east facade
(originally a Jewish synagogue; subsequently the home of a Baptist church)
Haddon (1100N) at Washtenaw (2700W). Chicago, Illinois
2011 August 26and gentry.

Experiences: School 5, continued

Throughout the second half of my year at the school, some of the boys the principal banished came back to visit. She'd been able to banish six to private schools. She banished the other six to a room in the basement with a separate entrance and no access to the school building. The room had previously been a nursery for girl students who were single moms. If I remember correctly, the principal didn't even want the boys in the lunchroom and had food delivered to their basement cell. She assigned one teacher to the room. He wasn't a certified SPED teacher. Why the principal thought she could get away with a gross violation of Judge Gettleman's mainstreaming order is on the next page. I blew the whistle in the mildest manner possible. I sent a letter to the Board.

First, the Teachers' Union rep came in my room and bullied me. Then somebody waylaid me at the time clock. I was to meet with the principal in the meeting room of her office suite. She had five other people sitting around the table for a typical barrio gang-banging/ Latin vendetta though only one person was of actual Spanish or Italian heritage. That person was the area SPED supervisor. She should have been reading the principal the Riot Act instead of running her mouth at me. I tolerated it for a while. Then I reminded them that I was off-the-clock. I wasn't getting paid, so I was out of there.

The principal kept me the remainder of the year and gave me an excellent evaluation. One of the EBD boys said, Thank you for making us a family.

Then the principal failed to notify me properly that she hired somebody else for the position. Because of the failure, I qualified for state unemployment benefits. Teachers usually don't qualify for unemployment. CPS financial officers didn't want their IDES tax to increase. As soon as I filed for benefits, I got a call to report to a job, no interview and resumé needed. The job was at School 1.

The purpose of my life seems to be to conduct studies in psychology that are repeatedly sabotaged and interrupted. For example, the violent boys I worked with at School 5 were supposed to be on psychiatric medications, but didn't take them. I didn't mind, because the medications are harmful. My work with the boys indicates that a person who tunes into actual truths about people can improve behavior and promote learning even in bad circumstances.

I don't remember a standardized test of math and reading, or seeing any scores during my year at School 5. The boys didn't come to school for the PSAT. Illinois instituted subject-area standards for curriculum; and mandated several days of subject-area testing. Teachers have complained that they can't pass the tests. I made the subject area tests a group project. We sat in our reading circle. The boys read the test out loud question-by-question, with a little boost over words they didn't know. The boys discussed potential answers to a question; and each boy wrote his choice. It was a learning experience instead of a threatening experience.

(continued on page 40)

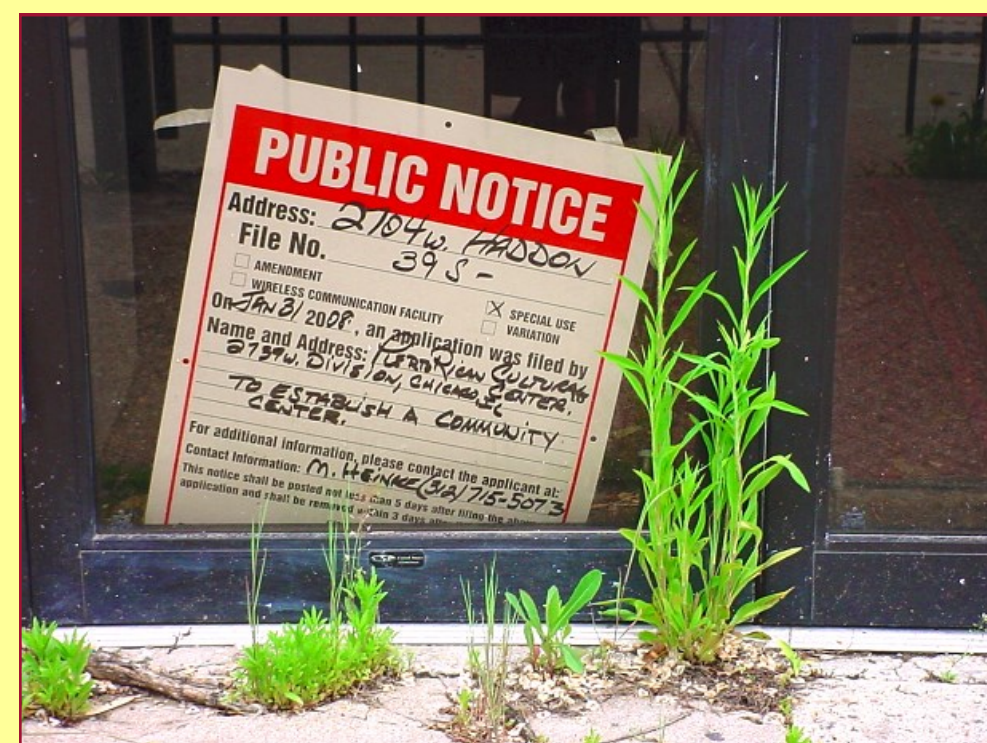
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basement window, northwest corner, Haddon & Washtenaw (1100N 2700W)
Chicago, Illinois (2008 June 5)

Posted on the window are two Chicago Tribune articles about a Puerto Rican war on Chicago police officers and the building permit for the New Puerto Rican Cultural Center. The building was originally a synagogue and Hebrew letters were still visible at the top of the south façade. Signage for a southern Baptist Church (black and/or white) was currently on the east façade. Studs Terkel, a Chicago journalist and radio personality, memorialized the Humboldt Park neighborhood in his book, Division Street.

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top illustration:
Humboldt Park No Se Vende
seen in store window at Division & Campbell (1200N 2500W)
Chicago, Illinois (2008 June 5)

Hispanic block-busting and self-segregation create powerful Hispanic voting blocs in municipal wards and in state and national legislative districts. Puerto Ricans have a voting bloc in the Humboldt Park neighborhood that they're afraid of losing because of gentrification. Puerto Ricans who gain most from the voting bloc launched a campaign that tells Puerto Ricans to not sell their property to real estate developers and gentry.

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Experiences: School 5, continued

If the School 5 principal had let me go properly, I would have qualified for the status of 'Cadre Sub' at the school of my choice on a list of schools.

A cadre sub at School 4 had been let go from School 5 a year or two earlier. He had a story to tell. His brother was the principal of School 5 when somebody else wanted the job and all its perks. Thus, when his brother was shopping in the Mens' Department in the basement of the Marshall Field State Street store in downtown Chicago, a store detective detained him and found a necktie in his pocket. The store prosecuted the brother for shoplifting. Somebody informed the Board, and the brother was fired.

It was the year that somebody decided that all children should go to college; therefore, School 5 stopped offering classes in Auto Shop. A very short time before the switch to All Collegiate, the Board paid a fortune for state-of-the-art auto repair equipment for School 5. When the thieving faction of School 5 employees got rid of the honest principal, they spirited the new and valuable equipment out the door.

Perhaps it wound up in one of the many Puerto Rican auto repair shops in Chicago. Perhaps it wound up for sale at Midnight Auto. (Midnight Auto is a stolen auto parts business that Puerto Ricans and Mexicans operated Sunday mornings in Maxwell Street market and had to move to a different location because of gentrification. A person who couldn't afford or find a certain part told the Puerto Ricans, or Mexicans, what he wanted one Sunday and returned the next to pay for it.)

The story on the female principal from Argentina is that she'd previously been the Assistant Principal at an elementary school in the Pilsen neighborhood, across the street from the blue pickup and the mural of the sylphy Mexican girl in my photos on page 29 (11 pages back).. Parents and staff at the Mexican school hated her. When she applied to fill the vacancy at School 5, parents and staff from her current school attended the LSC meeting and spoke up against her. The LSC denied her application.

The female principal's ex-husband was an Italian-American man with political clout in Chicago. Though they were divorced, she asked him for help. He pulled strings; and the Board over-rode the LSC decision. Morale was extremely low at School 5. The principal was a typical Banana Republic dictator who always got her way.

While I was at the school, there'd been a bad vibe the entirety of one day. The next day, the boys talked about a killing in the barrio overnight. Apparently, the community had built up a blood lust. One boy acted it out; and another boy was sacrificed for it.

I searched the internet to follow-up on the School 5 principal before writing about her.

Several mainstream media articles talk about a South Side black woman who applied for the principal-ship at School 5. She received death threats, possibly because she was the front-runner; and she withdrew her application.

Another set of articles discuss the Pilsen elementary school. There's no hint of corruption in them, but they're a bit too flattering of the male Hispanic principal and the female future principal of School 5.

Many Puerto Ricans, including police officers, are openly hostile to blacks. During the first decades Puerto Ricans lived in Chicago, they didn't play well with anyone. Their gangs waged war on blacks (competing for the illicit drug trade) and on young whites who tried but failed to defend their neighborhoods from takeover. Puerto Ricans also waged war on Chicago police. White CPD officers, who might have come out of the white gangs, still act like they're afraid, as they should be, of being fragged or slapped with the race card.

School 5 was built soon after Puerto Ricans settled in the attendance area of a mid-West Side high school. A look at the high school at that time indicates that blacks and mostly-Polish whites coexisted peacefully. Puerto Ricans refused to go to school with either. It would be a bad idea to force them.

Only a few blacks attended School 5 the year I worked there. The principal wanted them gone. She hired a large blond Ukrainian man to follow through. She made him the Dean of Discipline, though he had no teaching credentials or any other appropriate credentials. It's possible he was one of the *agents provocateurs* I've seen CPD officers use twice to stir up trouble.

The principal waged war on a female Vietnamese teacher almost concurrently with her war on me. The Asian woman sued and lost.

The principal's dream of turning School 5 into a school for the gentry didn't come true in her lifetime. Instead, violence escalated in and around the school. It was still a barrio school last time I looked, though many barrio gangbangers now go to college and put on airs. Must have never heard of diploma mills.

Teachers had told me that the principal used school funds to live the life of an international jet-setter. News articles seem to confirm what they said.

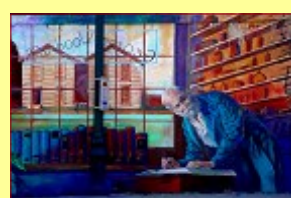
New industry brought an international cadre of well-educated and well-paid engineers to Brazil. The principal traveled frequently to Brazil to establish and administer a school for their children. She resigned from her job at School 5, mid-year, by e-mail or fax from Brazil. She died a few years later, at age 60, while swimming in the ocean.

(end school 5)
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CASES

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top illustration:
Open air school, New York City
Bain News Service, publisher (undated)
George Grantham Bain Collection
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://tile.loc.gov/storage-services/service/pnp/ggbain/08000/08004v.jpg>
<https://lccn.loc.gov/2014687995>

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Experiences: School 1 revisited

The first news to greet me through the door of School 1 is that Ms. 'HJ' had just had an emotional meltdown and retired. She was the only teacher who worked in the school for Physically Handicapped children who participated in the hospital teachers' book club. HJ is the English teacher who gave me a regular high school English textbook and handouts for the hospitalized deaf and dumb Puerto Rican girl who couldn't read and write Spanish and didn't know English.

HJ had grown up in a nice middle-class suburb. She was a spinster all her life. She didn't marry and have children because (a) she lost the one and only love of her life; and (b) all her plants died. She worried that she couldn't take good care of children. She had beautiful brown blond hair that she wore in a braid. It hung far below her waist. I asked her how long her hair had been growing; and everyone laughed.

Her meltdown began when the condition of the school library upset her. She began to rant and couldn't stop. Mrs. 'KJ' took her place as chairman of the English Department. KJ had taken my place at the hospital the first year I moved to the school building. KJ and HJ took turns being English Department chairperson during the 24 years I didn't work at the school.

I'd worked with KJ in the Reading Lab for one year 24 years ago. An Assistant Principal had set up the lab with boxes of hard-copy sequential, programmed learning. Programmed learning is supposed to make children independent learners. They should be able to do all lessons on their own, without teacher intervention. The Reading Lab had just been furnished with computers because textbook publishers had digitized sequential, programmed learning.. Again, the lessons were supposed to be self-explanatory; and children could complete them without teacher intervention.

The Reading Lab was yet another educational experiment. It should succeed or fail on its own terms. Teachers shouldn't intervene and impose themselves on the process. Children should be discouraged instead of encouraged to act helpless and ask questions.

Two groups of freshmen had been designated Slow Learners. A colleague had once remarked that she couldn't tell the difference between EMH and regular children. It's even more difficult to tell the difference between slow and regular. I worked in the Reading Lab with one group; and as an English teacher with the other group. Another teacher did the opposite. At the end of the year, KJ said one group scored higher on reading than the other. It was difficult to say why and assign praise and blame. Were the groups evenly matched for slowness? Did spoiling by one teacher or distancing by the other teacher increase scores? Did activities in the English classroom make a difference? Which room?

Since the children were reading in the reading lab, I made my class all about writing. One of several experiments in reading instruction is called The Writing Road to Reading. I wanted personal writing to get them over the hump. As usual, I graded pass/ fail. No ABCDF until needed for report cards. Nor did I desecrate their sacred personal revelations with a red pen.

I had to fail one girl repeatedly because she couldn't finish her papers. She had a whole story in mind but couldn't get it on paper because an elementary school teacher had been persnickety about cursive and scared the girl. She didn't finish her stories because each cursive letter had to be an exact height and width and shape. Her mother complained when I failed her. The Assistant Principal of Reading Lab fame chastised me. When she took the matter to the principal, he exonerated me. The Counseling Office receptionist told me, You're the one they'll remember. Chicago being both a big city and a small town, a few of them have remembered me.

Back at School 1, 24 years later, I was the inclusion teacher in KJ's freshmen English class. She remarked, They're lucky to have you. I'm not sure why. During the year she worked in the hospital, she would have learned that only a couple people despised me. Most were impressed by my work. Maybe she knew the answer to the mystery of who raised reading scores in of slow learners in the building..

The next news to greet me through the door is that Ms. 'BD' was gone but not gone enough. BD was the homeroom teacher who got Chad expelled when I wasn't positioned to protect him and when I had not yet entered Whistle Blower Mode.

BD had passed some courses that qualified her to take the exam to be a school administrator. She got out of the classroom and into an Assistant Principal's office. She got her sister hired as school treasurer. Funds went missing; and the sister was fired. BD was merely let go. She found a Principal's job in a smaller school across the street. She sat there like a glowering dragon, plotting and conniving to get back in the school for Physically Handicapped Children because it had more money.

Her machinations were successful. A few months after I returned to work, the LSC refused to renew the current principal's contract; and signed one with BD instead.. The alderman might have been involved. The principal who hired me filled out the paperwork to make me an Appointed Teacher, which made it very difficult to fire me. The principal herself was outraged by BD's games and the LSC's perfidy. She resigned before the end of the term of her contract; and the Board sent in an interim principal. The interim principal, a retired black female principal, was also dazzled by the school's budget. She used school funds in an attempt to get the LSC to rescind BD's contract and write one with her instead. The Board found out and stopped the bribery.

I seem to have subconsciously unremembered the name of another white, female teacher from days of yore who was still at School 1 when I returned. Twenty-four years plus a pregnancy earlier, when word got around that I was pregnant, three teachers and two students got pregnant, too. A nationwide epidemic of copycat unwed teenaged pregnancies was underway at the time. At School 1, two students and one teacher were unwed and black. One black and two white teachers were married. I could look up the name of the other pregnant white teacher because she signed a series of nasty letters to me after I got through School 1's door. I'll name her Bully.

Bully smeared me back when I was pregnant. What she said was cruel and inappropriate under the circumstances. Later, KJ and others were happy to tell me that Bully's labor and delivery didn't go well. Her pelvis was damaged and couldn't be repaired. She walked with a painful limp. Bully was on my case more than ever when I returned in good physical condition and still competent 24 years later.

Bully herself couldn't get good results with students. She became School 1's Test Administrator. It was a full-time job, though the student population was small and there aren't that many tests. She may have been involved in corruption, as most bullies are. Being ignorant as most bullies are, she needed time to tamper with answer sheets to make the school look better than it was.

I've been smeared enough times to know who does it and why. Corrupt people don't want to think of themselves as corrupt. They want to think that they're only doing what everyone else does. They also know they're wrong. They know they can be called out, so they go after people who don't need to cheat. Liars, cheaters and thieves cast the first stone to discredit witnesses and whistleblowers like I wound up being.

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top illustration:
class, possibly physically handicapped children in open air school
circa 1900-1920
Goldsberry Collection of open-air school photographs
Library of Congress Prints & Photographs Division, Washington, DC, USA
<https://lccn.loc.gov/2003656083>

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Experiences: School 1 revisited

Judge Robert H. Gettleman's mainstreaming decree had hit School 1 hard. Almost all the physically handicapped students were transferred to schools all over the city, though School 1 was designed specifically to provide them the special services they needed, including a loading dock for special buses.

School 1 staff had to repurpose the school to keep the building open and save their jobs. Repurposing the school was difficult. It had been a specialty school. The neighborhood already had a regular, general attendance school. If I remember correctly, the school made itself a specialty school in Language Arts. All classes were called Regular, except for all day classes for EMH children with one teacher and TMH children with another.

Unfortunately, almost all the children who applied to Specialty School 1 were identified as LD. They were the majority of children on class rosters. They weren't being mainstreamed. They were being taught in separate classes. However, regular teachers with no training and experience in SPED were assigned to the classes. They didn't know that most of the children were LD and had very low skill levels. Most teachers were the kind who say, Open the book, turn to Chapter 5, Section 4, read it and answer the questions at the back. Math teachers scribbled problems all over the blackboard while they mumbled and then told children to work out problems on page 45 of the textbook.

Regular teachers didn't want to change their ways. Inclusion teachers usually sat with one or two children and read out loud whatever the regular teacher told them to read. Then the inclusion teacher discussed what the answers to the questions might be. The only way to adapt was disruptive. It wasn't conducive to learning reading or subject matter.

I had two bad experiences in a class that I remember as General Science. A middle-aged white male was the regular teacher. He seemed to be one of the many who exemplify the adage, Those who can do; those who can't teach. He had some hands-on materials but didn't use them. He didn't use audiovisual materials to get ideas across without reading. He didn't like being observed by an inclusion teacher. He was cruel.

The most LD of the children was a short skinny Puerto Rican boy. He was terrified of reading. He couldn't concentrate. He lost his place and went back to the beginning time and time again. The teacher repeatedly put him on the spot. The boy couldn't answer questions off the top of his head. He couldn't remember what he and the other students had read. To find the answers, he had to pore through text he couldn't read. The vocabulary was above his skill level.

The teacher wouldn't take my advice or try to adapt to the skills of the children. By the time a man starts pushing middle age, he should have found something better to do with his life than torture children. But, over the years that public schools have existed, unions that claim to be for the good of teachers, have done much to hurt them.

In the name of teachers, union leaders 'forced' school districts into contracts that fund separate pension funds. The pension funds are neither public nor private. The money comes from property tax revenue collected from property owners who didn't (a) sign the contract personally; (b) didn't appoint Board members personally to be their agent in negotiations with teachers; and (c) probably didn't vote for the Mayor who appointed the Board members.

I birthed my first child during a moment of sanity when a Board wanted to close the teachers' pension fund and transfer the money to Social Security. To do so gives teachers the freedom to change careers when they burn out, and continue to build a retirement account. The teachers' union quashed the plan. To enslave teachers to their pensions corrupts them. The more burned out and worthless they become, the greedier they become..

Male teachers who stay after burnout, if they ever were competent, tend to be addicts. Some are addicted to various types of gambling: horses, sports; real estate, stocks & bonds. Female teachers are usually addicted to markers of social status. Clothes, houses, cars, cruises or a European tour.

I spent the last two years of my teaching career in a school where teachers clocked in, clocked out, and accomplished nothing in-between.

The TMH children were also physically handicapped and most were strapped to wheelchairs. Only a few other physically handicapped children remained in the school. A few PH children were ambulatory. A few PH children spent their days on rolling carts with backs that can be raised and lowered. One white boy had cerebral palsy. Two black girls had brain injuries.

One Child Welfare Attendant was assigned to the TMH room. A CWA was assigned exclusively to each of the other PH children. A classroom with one regular teacher and one inclusion teacher might have five CWAs.

A 35+ year old black female CWA wheeled a black girl with brain cancer into the General Science room most days. She parked the cart, put down the back rest, and encouraged the girl to sleep. The CWA read the book and wrote the answers like she was a high school student, which she might actually have been in terms of emotional development. She put the actual student's name on the paper, turned it in, and accepted it when the teacher passed it back with a grade on it. The girl who slept through class got passing grades and course credit. If she'd lived long enough, she would have gotten a diploma.

I was almost certain that doctors ordered lots of stimulation to keep the girl's spirits up and prolong her life until a cure could be found. The CWA had a break when the girl was in a math class where I was inclusion teacher. The girl wasn't LD, but I sat with her. I gave her occupational therapy as well as got her to laugh as she learned some math and got some answers right. She could write a little and she could dictate answers. She understood the problems. She could manipulate hands-on lessons. I got other children to sit with her and make friends.

The little I gave her wasn't enough. She wasted away and died before the end of the year. I thought that the CWA was a closet killer. I thought she harbored immense rage. Italians are known for considering disabled children a blessing. I haven't heard the same about Africans and African-Americans. Poor blacks might consider disabled children a blessing because of government subsidies; but if the government is stingy, they'd rather the children be gone.

I thought the CWA was just plain murderous. And stupid. She screwed herself financially when she offered a disabled child. They don't grow on trees.

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top illustration:
Anemic children in lunch line
Public School 51, New York, New York
circa 1900-1920
Goldsberry Collection of open-air school photographs
Library of Congress Prints & Photographs Division, Washington, DC, USA
<https://ccn.loc.gov/98504856>

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Experiences: School 1 revisited

The principal who hired me assigned me a room of my own. It was a long, narrow room with a tall window wall and closets for my materials.

In addition to inclusion teacher duty, I was assigned a Division (homeroom) to meet daily for a few minutes. I was also assigned a separate class of children with reading and writing problems. I did with them what I'd done at School 5.

Bully couldn't leave me alone. She decided that my room was the only room in which she could administer make-up tests. Then it was the only room in which she could administer an all-day multiple-day test to successive groups. Then my room was the only room in which she could spread out the answer sheets and booklets to do to them whatever she did.

Mrs. 'PJ' was in the room next to mine. PJ was yet another holdover from 24 years earlier. Back then, she was the second person to replace me in the hospital; and she'd replaced me in the school building when I retired to have a baby. Now, she had no Division. She didn't teach separate classes. Her room was the same size as mine but not as pleasant. PJ had many problems. She hunkered down with a newspaper for therapy and didn't want to be disturbed. Bully was her best friend. They were the Mean Girls.

I'd brightened up my room with art and decorative lamps. Maps. A singing bird clock. A desktop waterfall. A windowsill covered with pots of geraniums. Halloween costumes in the coat closet. A Christmas tree for Christmas. I think Bully was jealous of the children and wanted to deprive them.

When Bully and I were both pregnant, I gave her a ride home once. She lived near me. She's in the same demographic as some of the neighbors who spent decades trying to dispossess me of my home.

I got through the first year (or year 7) at School 1 without major problems. For summer school, I was assigned to be inclusion teacher for yet another middle-aged white male teacher. This one thought he was competent to teach English. He was unwilling to adapt to the many LD students in the room. In a conference with the principal, he was willing to split the group in half. I then managed a separate class for LD students in my room. I got several of them over the hump to reading and writing.

It was a nice summer. The only problem was Killer CWA. She'd been assigned to the white boy with cerebral palsy after the death of the girl with brain cancer. She pushed him in my room, dropped the back of his cart, put him to sleep, pulled a desk over, and prepared to open the book, read the chapter and answer the questions. That's not how I do things.

First, I don't stand at a lectern. I don't stand at all. I don't tower over small or seated children. I don't make myself the center of attention. I'm not a narcissist; and the class isn't all about me. I push desks together to make a circle. I sit with the students in a circle. We all read round robin, but not in textbooks. We read the large print books I make on various topics that are or could be mentioned in the state's curriculum. No questions at the end of the chapter.

To get better at writing, we write what's on our minds, learning to get over the embarrassment of self-expression. I don't ask the children to read their stories aloud. I don't read them aloud. Each story is between me and the child. Every child gets full credit for every story even if she's asked me to not read it. In such situations, she can wave the paper at me so I can confirm that there's writing on it.

When reading and writing wear thin, we watch documentary VHS tapes. The library should have put a warning on the cover of a documentary about a primitive tribe on a different continent. By the end of the film, one old tribal male was in full frontal nudity, like he was senile and didn't know what he was doing, and the filmmaker wasn't pulling a prank.. No children told tales. No parents complained.

The CWA wasn't there to do her thing. I told her the first day of class that she could take a long break, amuse herself elsewhere, and come back at the end of the class. I got the CP boy in the circle, involved, active and lively.

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CASES

TIME FOR DEMOCRACY



(page 44 of 49)

top illustration:
Toothbrush Drill
First grade (Ada Hand, teacher), Miner Normal School, Washington DC
circa 1900-1920
Goldsberry Collection of open-air school photographs
Library of Congress Prints & Photographs Division, Washington, DC, USA
<https://ccn.loc.gov/93502645>

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Experiences: School 1 revisited

BD became principal at the start of summer school, but was too busy to make trouble that I know of. However, my fall schedule made me the inclusion teacher in Trigonometry/ Calculus, Geometry, Algebra, and Biology. I had one or two prep periods. The teachers' union contract specifies that a principal may give a teacher no more than three different courses for which to prepare. CPS administrators and their complicit staffs blow off the teachers' contract, excepting pension provisions, as much as they blow off SPED laws.

So, I was lugging books and materials through the halls four times a day.

Principal BD also decided to rearrange the school like a woman rearranges her furniture. She put the white male General Science teacher in my room. She put me in PJ's room. My Division students interrupted PJ's newspaper immersion. She complained to her friends. My Division and I were assigned to the Biology room at the far corner of the building. I had to run around with even more books and materials.

One of my preparation periods coincided with PJs; and I ate lunch in the room. PJ could do nothing about it, except rattle the pages of her newspaper to say she was angry. She saw how and what I prepared for classes; and she began to copy me. Like many copycats, she'd rather be seen as the original; so she had another motive to make my life difficult and destroy me. When reading scores showed improvement for a handful of girls, PJ was credited in an announcement over the loudspeaker, though I worked with the same girls, and PJ learned her method from me. PJ copied only the vocabulary flashcards componenet.

PJ went to Catholic school; and is one of many people who mistakenly think Catholic schools are superior to public schools, like Catholics are superior to Protestants. I grew up as one of the Protestants that Catholics thought polluted their children. From the Protestant viewpoint, Catholics are in a separate league for sports because they cheat and play dirty. Catholic boys are supposed to marry virgins. They expect Protestant girls to meet their sexual needs before marriage. Protestant girls don't want to be used; and Catholic girls roll up the waistbands of their plaid skirts to say they don't want to be virgins.

PJ's strict Catholic education made her unfit to take over the classes I taught before I went into labor. When I hadn't prepared the children to meet her standards, her standards were wrong. The children and I weren't.

PJ got divorced and remarried during the 24 years I was gone. Her second husband was a construction worker. He injured his back permanently and was in constant pain. A long list of treatments didn't help. PJ had no children of her own. She compensated by doting on a severely disabled boy she'd met in the hospital. He had his own family, but she talked like he was hers.

Some analysts might think that PJ wanted to hold her men captive; and chose severely disabled men for that reason.

PJ had bought an expensive house in a pleasant suburb a long commute from School 1 when she anticipated a bountiful retirement. She suffered the long commute; and she was working well past her expected retirement age because the financial company that the Board chose to offer IRAs to CPS employees lost most of the money. The financial experts vanished PJ and my IRA savings, but PJ lost much more. PJ needed a scapegoat. I was it. She and Bully (a Polish Catholic) had bonded during their many years together.

Pension payouts for teachers in PJ's age range are quite generous. She could have gotten by without stubbornly trying to recoup a non-hardship loss. However, she might have been prescient. Regular salaries and pensions are paid out of property tax revenue. Some day, government might realize that the property tax violates contracts that are at the foundation of all real estate titles. The contract guarantees land to the purchaser, his heirs and assigns forever. Seizures of property enforce the collection of property tax revenue. Seizures violate the contract.

Very few teachers in my generation and the next younger earned their pay. Those who did earn their pay didn't fulfill their professional obligation to blow the whistle on those who didn't do their jobs.

Many people, especially young ones, assume that young people are superior to old people. Young people are probably more corrupt and complicit than their elders. The proof is in the epidemic of violence, riots and crime committed by the current generation of children. Something about schools is worse than ever. It's best to de-fund schools. Funding schools differently is the least intolerable of bad choices.

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CASES

TIME FOR DEMOCRACY

top illustration:
Toothbrush Drill
Franklin School, Chicago, Illinois
Burke, Frank P., photographer (circa 1900-1920)
Goldsberry Collection of open-air school photographs
Library of Congress Prints & Photographs Division, Washington, DC, USA
<https://lccn.loc.gov/92516582>



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Experiences: School 1 revisited

A retired SPED teacher came back to work at School 1. After school, she did volunteer work at the Cook County Jail. She said a research team also worked at the jail. They found that more than 80% of inmates had been labeled LD in school.

The wrongs that teachers do to children in the classroom become crimes against society when the children act out in the community.

I hadn't met one of the boys on my provider list because he didn't attend school, partly because he'd been in the Cook County jail. He didn't want to meet with me before his IEP meeting so I could give him the required test. He was assigned to the separate EMH classroom for the time being.

The Assigned EMH teacher was also the Union rep. She'd walked to my room one day and said, Al Qaida is on the move. She found a job closer to home and resigned abruptly. She was in no mood to put up with anything, especially anything that required a long commute. Her daughter had been kidnapped, raped, and murdered years before; and the Chicago Police Department had still not found the killer.

The CPS Sub Center sent over a pretty young blond girl to work in the EMH room. She was a recent college graduate. Her education included no courses relevant to teaching EMH high school age children. She was from California; and she'd just moved to Chicago to live with her boyfriend. They'd rented an expensive apartment in a trendy youthful area. She worked to help pay the rent.

A school psychologist examined the boy. She decided to drop him down from LD to EMH. She tried to bulldoze her determination through the IEP meeting and into the IEP. She was a 30-something, very well groomed, blond white woman. I'd already heard that she was an expletive-deleted.. Another spoiled brat. Some psychologists are honest. Some aren't. She was the kind that will do anything to get power over either people and dominate.

When I blocked her first attempt to degrade the boy, she scheduled another meeting. She brought the 22-year-old California girl as an expert witness. The girl talked like she knew something, but she knew nothing. I then put it on record that the psychologist engaged in fraud. The boy stopped attending school again.

Not long after my teaching career ended, in this big city that is a small town, I crossed paths with a middle-aged black woman who'd worked at School 1. She was delighted to tell me that the California girl had been fired for lying.

When the State's investigation of the school was a bust, and though the IEP preparation form asked only for current test scores, I dug through old student files to find past student math and reading scores. I charted them. They were a clear indicator that pre-Gettleman and mainstreaming, the children progressed. After Gettleman and mainstreaming, the children's scores stagnated or got worse. I collected data only on the three or four children with pending IEP meetings. To me, the data is enough to overturn the Corey H decree.

Collecting data for a lot of children in a lot of schools is somebody else's job.

While all the above was going on, principal BD was firing current CWAs so she could hire women from her church to replace them. She was yet another hat lady; and she aspired to be the Queen Bee at her church by making the other women indebted to her for their jobs.

She fired a young black man who did an excellent job with a wheelchair boy in the Algebra room. His mother was a retired SPED teacher; and he got excellent advice at home.

He chaperoned a field trip for TMH children. BD solicited a complaint against him of sexual abuse from a TMH girl; and had the man prosecuted as well as fired.

An older black woman who was CWA in the TMH room knew the allegation was false. First, the girl was grossly repulsive. Second, the girl didn't have the intellectual capacity to describe the alleged abuse. To get rid of the TMH CWA, principal BD sent her for a psychological exam. She sent me, too, to avoid suspicion of racism. The CWA attended a church near BD's. During the ride to the psychologist, she told me about BD's game plan.

The psychologist said I'm intelligent and not a danger to children. He returned me to work. About three days passed between my removal from the school by armed guards and my return, during which time I was ordered to stay home lest I harm children. I was paid for my time at home, so not a problem.

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CASES

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top illustration:
Toothbrush Drill, Fairfield, Alabama
Tennessee Coal, Iron & Railroad Company (circa 1919, May 19)
6 rows of children in military formation, saluting with tooth brushes to mouths; U.S. flag waving in background
Library of Congress Prints & Photographs Division, Washington, DC, USA
<https://lccn.loc.gov/2005688941>

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Experiences: School 1 revisited

In my role as SPED provider, I gathered information about students on my provider list to present at IEP meetings. The IEPs for LD students were identical, regardless of information presented during IEP team meetings. School 1 believed that it had to mainstream all LD students, therefore it mainstreamed all LD students. The school didn't create IEPs that mandate, with the force of federal law behind them, any enrichment or other services to focus on reading, math and other deficits.

In October, I read the Illinois law that was enacted to follow through on Gettleman's Corey H decree. I wrote a detailed complaint about the violation of the obligation to develop individualized plans for each SPED child. The statute established an investigative team (auditors) to make sure that schools and school districts comply with the federal law, the state law, and the IEPs. I mailed my complaint to the auditors.

The law gave them a certain amount of time to respond. They blew off the deadline. Almost all the children were black. I mailed and faxed the complaint with a cover letter to members of the Black Caucus in Washington. Then the Illinois goof-offs came to the school. They interviewed every teacher except me. Teachers said they treated the process as a joke. Several months later, they sent me a letter that says their findings were in essential agreement with mine.

By this time, I'd been accused of child abuse and incarcerated in a detention room at the district office with several other alleged felons. The most interesting fact about the letter is that an assistant principal hand-delivered it to me at the detention center. Principal BD should have received a copy and already know what it said.

I wasn't the only person to go over the principal's head to complain about School 1. Arne Duncan, who was CPS CEO at the time, or the Board, scheduled the school's closure. Students would be dispersed. Staff would have to apply for new jobs. Principal BD was demoted to principal of a few rooms for a few remaining students in another principal's school a long commute from BD's home. School 1 couldn't be sanctioned and forced to change because it would no longer exist.

The school area was gentrifying. The gentry liked the building and wanted it for their children. After several years of closure, the building was re-purposed again.

I knew that at some level, I'd been dealing with people who wanted to do right by the children but didn't know how to get past Judge Gettleman's decree. They might have thought that if I sued CPS for maltreatment, the problems would come out in court. Mainstreaming would be rescinded. SPED would resume separate, specialty schooling. My former colleagues thought that what they couldn't get in through the front door in a dedicated SPED court case, they could get in through the back door of a teacher personnel court case. One of my colleagues even held out a carrot. She showed me a news article about a woman in a similar situation in Ohio who won, and was awarded \$5 million.

My colleagues might have thought I was an ideal complainant because I wasn't vested in the pension fund. I had no pension to lose; and they didn't have to risk keep theirs. In my opinion, the pension plan is the worst thing that has ever happened to education. I was entirely unwilling to protect people who didn't make the sacrifices I did.

I'm not litigious. I think of other solutions to problems. I'd had enough of courts during the divorce from my lousy schoolteacher husband. and a woman-hating home improvement contractor.

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top illustration:
A woman gives five elementary school girls a lesson in bathing baby
Cleveland, Ohio (circa 1900-1920)
Goldsberry Collection of open-air school photographs
Library of Congress Prints & Photographs Division, Washington, DC, USA
<https://lccn.loc.gov/93502679>

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Experiences: School 1 revisited

'MSG', a 40-ish white woman, was assigned to teach regular English. Sixteen of 17 children on the roster were considered LD. The inclusion teacher assigned to MSG was an older white female and former Art teacher, who'd gone into SPED with the idea that it's retirement with a regular paycheck instead of a reduced pension paycheck. I didn't see her work, so I don't know what her inclusion work was like.

MSG had issues with older white women, among other issues. She quickly devolved into a screaming fit. The Art teacher left the room and refused to go back. Then principal BD was out of compliance with the requirement to have a certified SPED teacher in the room. I volunteered to take the older woman's place. I'm only a little older than MSG.

MSG had never taken SPED courses and had no SPED certification. Her English certification was shaky. She was skinny and attractive, but she chain-smoked and drank too much coffee. Her personality was unsuited for teaching.

Her story is that she was born to an American woman and Norwegian boat captain. They divorced; and child custody went to her mother, while her father lived on the ocean and in Norway. MSG treasured her father and hated her mother. She blamed her mother, instead of divorce and geography, for keeping her from her father. MSG was way too Oedipal and/or, as happens frequently, she hated discipline and disciplinarians. Her clever father forced her mother to be the disciplinarian, so that he was the Good Guy and his ex-wife was the Demon Who Says No.

MSG bragged that she was a student leader in high school, in that she was a rabble rouser who led students into revolts against school authority. She had several walkouts under her belt.

After high school or college, she volunteered for the Peace Corps and was assigned to Haiti. In Haiti, she fell in love with and married a mulatto man with a single, dark black mother. MSG loved her mother-in-law as much as she hated her birth mother.

MSG, a blond, had a baby girl slightly less brown than the baby's father. Mother, father and child moved to Chicago. Divorce occurred in Haiti or Chicago. Daughter lived with mother. MSG claimed that her ex-husband was actively involved in the child's upbringing, but certain facts didn't support her claim.

MSG was late to school every morning. Her daughter didn't want to go to school; and nobody helped MSG through the daily morning drama.

MSG bought a house in a formerly Scandinavian neighborhood more Swedish than Norwegian and had a large mortgage hanging over her. She needed the School 1 job. Other principals might not hire her.

When I observed her, she was clueless about teaching LD children. She pontificated at a lectern, saying things with which most scholars would disagree. She kept her back to the students most of the time, while she scribbled on the blackboard.

MSG socialized entirely with black security guards and other non-teaching black staff. Her motives included hate and ass-kissing.

She was supposed to give me a copy of her lesson plans, but she never did. She didn't meet with me to work out mutual lesson plans. I gave her a copy of my lesson plans; and I followed through every day. I was far more qualified for her job; and she clearly needed to de-stress.

The experience went well until the end of the year, when MSG realized she could actually do some of what I did. She could bring in arts and crafts materials for hands on activities. So, one day in the last week of school, I entered the room with my arts and crafts materials and found her making a mess with hers, unannounced, no warning, no planning together as Judge Robert H. Gettleman envisioned. Her materials had lead in them and were toxic. She flew into a screaming fit when I said so. I was at the computer to type up the incident that occurred the previous period in Biology. I ignored MSG. Sometimes people who don't have self-control can provoke people who do. Sometimes they can't.

During the previous weeks, Principal BD had repeatedly gotten on the intercom and called MSG down to her office for talks of some kind. It had become clear that MSG was the most corruptible of principal BD's teachers. MSG was ideally suited to provoke me as she'd provoked the previous inclusion teacher. To provoke me was to create an excuse to fire me, even though I was protected by my status as an Appointed teacher.

MSG and BD were plotting against me, trying to catch me doing something terrible. They were doing something terrible. They denied the one regular boy in MSG's room a regular class. They gave course credit for regular classwork to 16 other children who didn't and couldn't do it. They committed a fraud against families, taxpayers, future employers, and society in general who'd suffer incompetent service.

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CASES

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top illustration:
Children on strike for longer recess
Garfield School, 14th & Kedzie, 1400S 3200W, Chicago, Illinois
Chicago Daily News (1902 November 13)
Chicago Historical Society, Clark & North, Chicago, Illinois
digital ID (original negative) ichicdn n000473

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Experiences: School 1 revisited

MSG's English class came after the Biology class. The Biology teacher was an older white woman at the end of her teaching career. She'd retire in June. She was a read-the-chapter and answer-the-questions type teacher. No demonstrations. No hands-on. No frogs. Most of the children couldn't do the bookwork.

Five CWAs worked in the room. One was Killer CWA. Turns out she attended BD's church; and she had a twin, who was also a CWA at School 1. I couldn't tell them apart. They were probably both killers. Killer CWA A or B was assigned to Girl X. Girl X lived in a notorious high rise Chicago Housing Authority building. When she was seven, a gang of boys raped her, urinated on her, set her on fire, and threw her off the balcony of an upper story. She survived, but she was severely disabled.

Psychologists determined that she was of regular intelligence before and after the crime. She couldn't walk, control her arms, or talk. She was bused to a specialty school where she learned to move her eyes right and left to say yes and no. She learned to use a head pointer to poke at a special keyboard to communicate more complex sentences and to do school assignments. She graduated elementary school and was enrolled at School 1. She was in her sophomore year. Her special equipment had been dumped in the defunct Physical and Occupational Therapy area at the beginning of her freshman year. She wasn't LD, so I didn't work with her.

Killer CWA A or B wheeled Girl X into the Biology room. Put down the back rest, pushed the girl back, and put her to sleep. Then Killer CWA A or B wrote the answers to the questions at the end of the chapter, put the girl's name in the header, and turned them in. Biology teacher graded them and awarded class credit.

Eventually, Girl X's family complained that she didn't sleep at night. She kept the family up all night; and they didn't get the rest they needed. Nobody at School 1 did anything about it.

Doctors saw that Girl X's hands were locking into a claw-like position, like the whole skeleton of the boy at the hospital had locked into the fetal position. Doctors cut Girl X's muscles to straighten out her fingers, but weren't hopeful. I told BD that the CWA's neglect was abusive; and she should tell the state.

The last day of school for children arrived. Biology teacher took off. A South Asian woman was the substitute. She was the wife of another substitute in the school. All five CWAs came in the room, high on something, and were loud and obnoxious. They disrupted the room and agitated the children. The CWAs were doing what they'd done when they were students to explain why they hadn't and never would be good people and do well in life.

Killer CWA A or B was extremely defiant when I tried to restore order. She sassed me and everyone laughed except the South Asian woman and me. Girl X was hysterical. She flailed her arms wildly. I cupped my hand under her bandaged hand so she wouldn't injure it on the cart or the table. The CWA told the principal I grabbed the girl's hand and squeezed it. The principal called the state. A 30-something black female employee of the state spent the rest of the day on the loudspeaker ordering me hither and yon. I stood my ground and kept to my schedule. Eventually police officers took me to the office to be dismissed and sent to a teacher detention center.

By then Girl X's family had gone home. BD had called the family to the school for a gangbanging. I don't know how many black females would have jumped me if I didn't stay on my schedule. They had cause to sue BD, the CWA and many other school employees. They had no cause to sue me. The state disrupted education most of the day, smeared me, and slapped a lot of paper on me. When the state exonerated me, it didn't give me even a one-sentence notification.

When I walked out of the teacher detention center, the Board had what it needed to fire me. Strangely, the dismissal letter was on letterhead for a person who didn't work in the office. The letter had been pulled up in a computer in another wrong office and was irrelevant to my case. My firing didn't appear in the Board's minutes, though the reprimand of a black teacher and the firing of two black CWAs did.

In the meantime, I'd fulfilled all the requirements for recertification and sent the documents to the CPS Teacher Recertification Office. When I called and faxed to verify that they were there, they'd disappeared; and also the man who held them.

Did I ever want to work as a teacher again? No.

After I walked out of the teacher detention center, I walked into a university computer lab and several libraries to understand the whys of what happened. One of the results is on the next (last) page of Cases, page 49..

The notoriously corrupt Cook County Democrats were running Barack Obama as US Senator from Illinois at the time. They'd previously boosted him into the Illinois legislature, where his record is identical to the record of a notoriously corrupt Puerto Rican woman who represented the district I live in. When Obama had barely found his seat in the Senate, Cook County Democrats boosted him into the White House.

As President, Barack Obama appointed Chicago's very own CPS CEO Arne Duncan as the US Secretary of Education. It's hard to know who pulled Duncan's strings as CPS CEO and US Secretary of Education. However, executives of three multi-national banks were members of the Chicago Board of Education during my ordeal.

They laundered money for a long list of despicable people from all over the world by paying it out in mortgages to cover hugely inflated selling prices. To inflate property values is to inflate property tax revenue, some of which pays out as interest on loans by the despicable people to the city to finance schools.

In the final analysis, school employees are no better than window-dressing for a massive international tax fraud against the people.

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JUSTICE 1: CASES

TIME FOR DEMOCRACY



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top illustration:
Dangerous Work
When George Washington was a teenager he studied surveying and measured the land of his mentor, Lord Fairfax, in the Southwest Territory
Dresser, Lawrence (Illustrator)
in Stevenson, Augusta (author)
Washington, Boy Leader
Indianapolis/ New York: The Bobbs-Merrill Company (1942)

School Land to Finance Education

My message In the 2022 election season, and in all election seasons, is:

Schools and equivalent, duplicate and redundant services now take the largest part of property tax bills in Chicago, Cook County, Illinois and many other US locales.

The property tax functions as a cash cow for elected officials, their appointees and hirees, their contractors, and the public financiers who get a cut off the top of the revenue. They form a powerful voting bloc that perpetuates the tax and the reckless spending of tax revenue, with almost no accountability.

The property tax robs people of every type. Vote for candidates who guarantee they'll abolish the property tax. It's easy to do. The tax violates contracts at the foundation of all US real estate titles. Other election-time issues are for fools.

I say 'all titles' though the contract is derived from a law of 1785 May 20 for the survey and sale of land in the Northwest Territory. The 1785 law was a model for territories the US acquired later. The original, or old states issued their own real estate titles, which would seem to protect them from the protections of the 1785 and subsequent templates signed by US presidents. However, the national government assumed the Revolutionary War debts of the states. The whole nation paid the costs of acquiring all the lands. The nation's assumption of the debt grandfathered state titles to the same status and guarantees as national titles.

Real titles 1785 and forward guarantee properties against seizure. States and local governments enforce their alleged power to tax property by an alleged power to seize property for non-payment of the tax. National real estate titles trump the delusions of power of state and local officials and their backers.

US founders created an alternative to property taxes to support government services such as schools. They reserved a section of land from sale in each township, not only as places to build schools, but also to rent for income to support schools. US founders reserved an additional 4 sections to support general government.

Getting rid of school and general reservations was a top priority for notorious US robber barons and their foreign partners. They played on the ignorance and corruptibility of locals when population was small. They flooded the country with foreign labor and opportunists to increase ignorance and corruptibility. Their front men in politics played up a right to vote as democracy, though voting occurs in despotic governments. The difference between democracy and despotism is the obligation to protect property and persons. Voting is not the difference.

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counties appendix



counties



History Property Tax Illinois, Haig (1914)



National Land System 1785-1820, v 3, Treat

In 1785, the Continental Congress ordered the reservation of one square mile out every 36-mile-square township to be surveyed and sold in the Northwest Territory (Ohio, Indiana, Illinois, Michigan, Wisconsin). Congress intended rental income from the reservations to support the equivalent of K-8 education for indigent pioneers. Instead, the robber barons engineered the sale of school lands and disappeared the trust funds. When the US Congress acquired additional territory from foreign governments by conquest and purchase, it increased the reservation of school lands from one section to two sections of every 36-mile-square township. Free schools would truly be free if robber barons had left school lands intact. Some of the western states respected school land reservations and didn't sell them. An organization that studies school lands calls them 'Trust Lands'. An article entitled History of the Trust Land Grants is Chapter Two in:

Culp, Peter W., Tuell, Cynthia C., and Laurenzi, Andy (authors)
State Trust Lands in the West: Fiduciary Duty in a Changing Landscape
Cambridge (MA): Lincoln Institute of Land Policy/ Sonoran Institute (2006)

The book was revised in 2015 and the revision omitted most of Chapter Two. The 2015 revision is online for free. Google digitalized the 2006 edition as a University of Minnesota textbook with ISBN 1558441611, 9781558441613.

<https://www.lincolinst.edu/sites/default/files/pubfiles/state-trust-lands-in-the-west-updated-full.pdf>

Most of the content of the 2006 Chapter Two is online in a journal article:

Laurenzi, Andy (author)
State Trust Lands
Land Lines, volume 16, number 3, pages 1-4 (2004 July)
http://www.lincolinst.edu/sites/default/files/pubfiles/909_final_7_04.pdf

US founders reserved from sale an additional 4 square miles and all mineral lands in the townships. Rental income could (a) support all valid government activities; (b) support government in a manner consistent with the absolute rights of the people to their property; (c) defeat all attempts to tax the people; and (d) give the people control over mining and industrial enterprises most likely to rent the land. An early cohort of US Congressmen threw all these tax-alternative lands into the general fund of lands to be sold into private property. With the selling of reservations, democracy disappeared without a trace and with scarcely a whimper. The US Supreme Court wrote the following in a case involving reservations and grants:

Appropriation of land by government is no more or less than setting it apart for some peculiar use. A tract legally appropriated to any purpose becomes severed from the mass of public lands; and no subsequent law or proclamation, or sale, would be construed to embrace it, or to operate upon it. Nothing passes a perfect title to public lands, with the exception of a few cases, but a patent. The exceptions are where Congress grants lands in words of present grant.

Wilcox v. Jackson, 13 Peters, 498
footnote a (page 465)
Decisions of courts as to principles that regulate titles to public lands in Northwest Territory
Statute XXIX (Public), 4th Congress 2nd Session (1796-05-18)
Sale of Lands of US NW of Ohio River & above mouth of Kentucky River
Peter, Richards (1845). Public Statutes At Large Volume I
Boston: Charles C. Little and James Brown

For a discussion of school land, see:

Chapter VI. Centralizing Tendencies. page 79. Part Third. The Period of Reorganization
in Boone, Richard Gause (1849-1923) (author). Education in the United States
New York: D. Appleton and company (1889)
contributed by University of California Libraries. digitalized by MSN
<https://archive.org/details/educationinunite00booni/educationinunite00booni.pdf>
<https://ia802707.us.archive.org/5/items/educationinunite00booni/educationinunite00booni.pdf>

The website is a work in progress.
All texts are drafts.
The author takes it for granted that you can say the same things better, and will.

updated 2022 September



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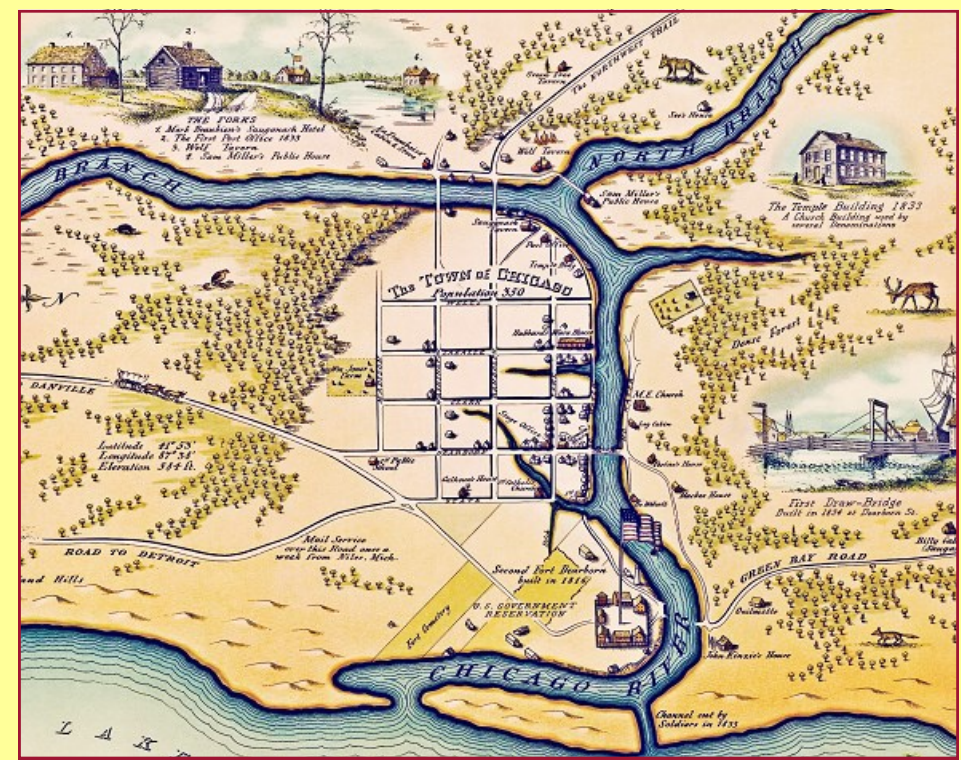
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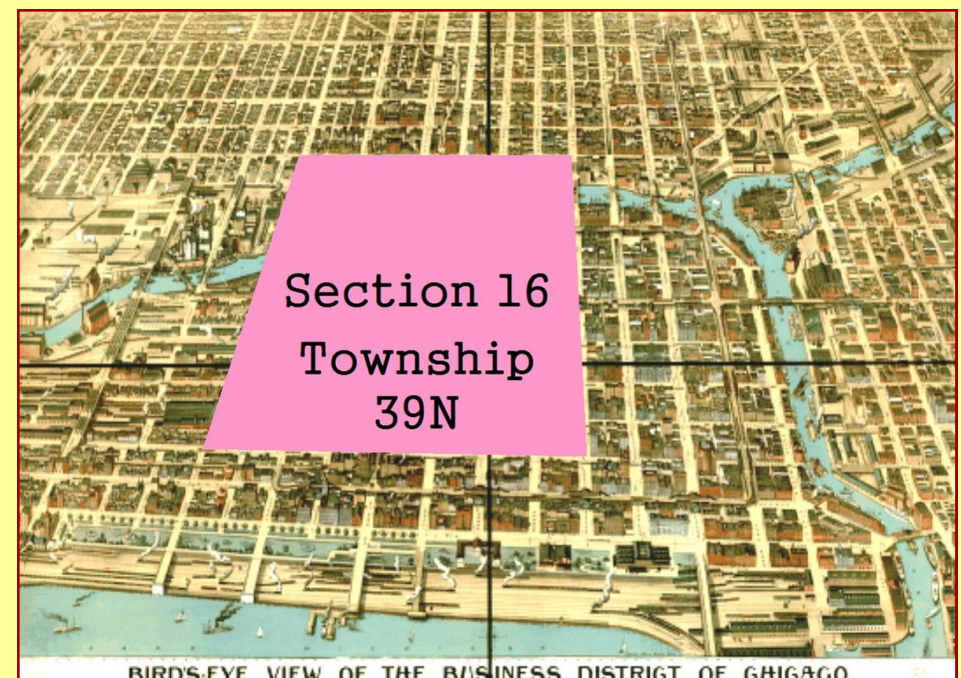


Mandatory education laws and fraudulent property tax revenue give teachers immense power over children, parents and all community residents. In contrast, Ms. Chappel, proprietor of Chicago's first school, was a private entrepreneur who was paid only what the market would bear. She had to solicit students. She had to apply to the people for a small salary paid out of a school fund supplied by the school land reservation.



The original town of Chicago was four square blocks south east of the fork of the Chicago river. School land was to the left (south) of the town on the above map. Robber barons attributed a right to vote to tenants of boarding houses and had them petition for incorporation as a town in 1833 and as a city in 1837. The boarders also petitioned for the sale of school land to real estate speculators.

Map of Chicago Incorporated as a Town August 5, 1833
By: Walter Conley & D.E. Stelzer
published by Chicago Tribune in 1933 for Chicago's World Fair/ Century of Progress
<https://thevintagemapshop.com/products/11198>



Bird's-eye-view of the business district of Chicago. Chicago (IL): Poole Brothers (1898)
Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA
<http://hdl.loc.gov/loc.gmd/g4104c.pm001530>

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