

WHITE
~~COLLAR~~
CHALK
CRIME™

The REAL Reason
Schools Fail

WHITE CHALK CRIME:

A democracy needs to negotiate and protect its values, not allow the system erected to sustain them to haphazardly destroy them. We cannot survive as the nation we claim to be if we continue to forge our children's characters on the anvils of hypocrisy.

A system that strikes down its people who show signs of wanting to make a difference cannot produce leaders who can make a difference.

Teacher abuse, the vital but covert tool required for the execution of White Chalk Crime, rather than like the enormous crane standing tall beside a high rise about to be erected, is the secret blueprint known to only the trusted masterminds in line to share in the spoils.

What distinguishes a journalist from a writer is that he will uphold principles and go to jail. There is a characteristic that distinguishes a teacher from someone just running a classroom, and that quality is an insistence on protecting the children, not just doing whatever he is told.

When they talk about circling the wagons to protect one of their own, they haven't seen circling until they have seen Education up close. A school is organized to serve the public; it should not deceive the public. And if it makes a mistake, it is obligated to rectify it, not cover it up.

The REAL Reason Schools Fail

Our polluted schools produce citizens with missing intellectual, social, and emotional pieces, the upshot of which is diminished citizens. We discover these missing pieces as our youth enter the work force. We observe teachers with inexplicable behaviors that would not baffle us if we accepted that they too are products of depraved schooling.

My advice to Eli Broad and Bill Gates (who plan to donate \$60 million to put Education on the agenda of presidential candidates) is the following: you can save \$59,999,820. Read this book, get it in the hands of the presidential candidates, stop listening to white chalk criminals, and start listening to those who genuinely care about Education! The NO CHILD LEFT BEHIND reform act missed the point!

NO CHILD LEFT BEHIND WHITE CHALK CRIME™
NO CHILD LEFT BEHIND WHITE CHALK CRIME™
NO CHILD LEFT BEHIND WHITE CHALK CRIME™
NO CHILD LEFT BEHIND WHITE CHALK CRIME™
NO CHILD DESERVES WHITE CHALK CRIME™!

Finally,
the real reason schools
fail –

WHITE CHALK CRIME™

People called to teach are unique, which must be understood in order to complete the puzzle that EducRAT\$ keep dumping on the floor so you won't discover White Chalk Crime. This applies to hundreds of thousands of teachers gainfully employed with holes in their hearts, aware that they sold their souls to keep their jobs and to stay out of the line of fire, aware that they are cheating the children by remaining silent. They have given far too much money to unions who have sold them out. Bullied into submission, they have given up far too many of their principles. They may still have jobs, but they need their souls back.

White
Chalk
Crime™

The
REAL Reason
Schools Fail

By Karen Horwitz, M. Ed
Published by BookSurge Publishing
Charleston, SC

White Chalk Crime™: The REAL Reason Schools Fail

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*If you are perusing this many years from its published date and are shocked to hear about White Chalk Crime™, this book is still current. If you still do not know about teacher abuse and the crime it hides, then it is still happening in our country and you need to read this book and beg forgiveness from all who have been harmed.

Dedication:

This book is dedicated to my grandchildren, Maya, Nate, and Rayna, who deserve the schools my parents provided for me, but that we no longer have.

Finally, the REAL reason schools fail!!

ABOUT THE AUTHOR: Karen Horwitz graduated with honors in 1963 from Oak Park River Forest High School in Oak Park, Illinois, and with honors from the University of Illinois, Champaign where she earned a B.A. in Elementary Education in 1966. She taught elementary school for four years in Berwyn and Hillside, Illinois as well as Phoenix, Arizona, before starting a family. She felt a calling to teach elementary students so that she could share her strength in preparing children to succeed as students and as citizens, goals that she believes require talented teachers to be realized. When teaching jobs were scarce during the 1970's, she worked in business as a sales representative and as a marketing director for an educational film company. However, teaching always was her first love. She eagerly returned to elementary teaching in her forties after earning an M. Ed in Reading at National Louis University in Evanston, Illinois in 1992. She has raised three children and has grandchildren who inspire her to do the work of exposing the truth about Education; she believes that they, as well as all children, deserve better - much better.

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GRATITUDE: Above all, I want to thank my husband, Jeffrey W. Horwitz, who has made this work possible in countless ways. He contributed immeasurably to help me accomplish the work needed to ensure that teachers have rights and thus children stand a chance, from pro bono legal work to sharing me with hundreds of devastated members.

I want to thank Lindsay VonAsten who helped edit this work. She worked hard to help make flow what needed to remain an emotional piece to reflect the nature of the topic. She respected my decision to keep it the voice of an abused teacher, while continually reminding me of the need to spare the readers who could not grasp the emotions this experience stirred.

This book is based on over a decade of research part of which was made possibly thanks to Frankie Bailey, our talented webmaster, who has given her time to this cause since 2002, and has created and kept our website so that our voices will be heard. This generous, retired math teacher formerly from Pittsburgh, now living in Florida, shares her talents as another part of her legacy to Education. She works hard to keep posting new stories on our site. I also want to thank Darlene Goodman, who served as Vice President of NAPTA from 2002-2005 and helped build NAPTA in many ways. In addition to her valuable editing of the website, she shared many ideas and served as a support to get NAPTA off the ground. Her superior knowledge of the English language has not only helped this cause directly, but it continually reminds me why I must do this work. Teachers like her belong in the classroom!

I want to thank all of the teachers and parents who allowed me to include their stories, particularly those who had the courage to share their names so that this nation could no longer pretend this is not happening. Kudos to them for not turning their backs on our children! I thank all of the NAPTA members who faithfully forwarded articles, documents, and anything they could find to help prove the criminal undertakings in Education and those who helped me in other ways including moral support when I needed it. There are too many to mention, and some need anonymity. However, they can all take pride in having helped make this book tell the story all of them so wanted told. This book is what it is because of so many faithful members that are determined not to give up on our schools.

I want to specifically thank NAPTA Georgia member Beth Harris for helping to design the cover. I felt it needed artwork created by abused teachers to penetrate the heart of this issue. She has literally and figuratively given her heart to Education and helped me create a cover that reflects the message: whatever teachers have to say can be easily erased.

I would be remiss not to thank all my former students who gave me a chance to practice the profession I so loved. They inspired me to do what I taught them to do – do your best and not give up. As I worked at this, especially at difficult times, I kept thinking about them and how I had to do as I always told them to do. I was teaching fifth grade at the time my administrators were abusing me. Many suspected things, and some knew of the conflict from newspaper articles or their parents, but I told them I could not discuss my issues with them. This book is also for them now that they are adults. I recall some of the articles they wrote for our class newspaper in which they shared their despair over their missing teacher when their principal was using her power to hold me hostage, and I want to weep. They did not deserve to be used as pawns.

At the same time, I want to thank the parents who supported me so valiantly through all of the abuse, which resulted in many having to endure retaliation. The fact that all that they did, and they really did come through, amounted to nothing, has no reflection on the merit of their efforts. They were terrific. I will not forget them. Many of them wrote heartfelt letters and many graciously traveled downtown to testify, thinking the truth mattered when it never did. White Chalk Crime™ is far more powerful than the will of several dozen parents who tried everything in their power when they had no power. I will not mention names here either since as long as White Chalk Crime™ prevails, it is in their best interest that I don't.

I want to thank the following authors who graciously gave me permission to quote from their thoughts to help make this book connect way beyond our stories. I want to start with Karenni Gore Shiff whose *Lighting the Way: Nine Women Who Changed Modern America*, © 2005, Miramax Books, not only provided these valuable connections, but served as inspiration to keep me, a woman who chose to work on making a difference for reasons, which sometimes make me wonder, on task. Also, Michael Josephson's writings served as ongoing support; they reminded me that I am not alone in caring that our schools be about character.

I want to thank Joseph T. Wells who extended permission to quote from some of his lectures and his website. It is my hope that his work will be focused on K-12 Education one day as his ideas are urgently needed in Education. In addition, I want to thank Professors Joseph and Jo Blase, for their permission to quote from their groundbreaking book: *Breaking the Silence: the Mistreatment of Teachers*, © 2002, Corwin Press, and for their courageous research. While other universities keep awarding Education degrees to teachers who are more than likely headed for abuse rather than fulfillment, they, along with University of Georgia, had the wisdom to do research that will truly make a difference in Education and in our society. This is a must read book!

I thank the rest of the authors, whose ideas I used beyond a sentence or two, and who generously granted permission to quote their brilliant thoughts. I thank them in alphabetical order rather than in order of the significance of their contribution in terms of helping understand this complex topic. Also, although all helped develop and communicate the ideas in this book, those marked with asterisks are the ones I highly suggest that you read to further develop the essence of White Chalk Crime™:

*Kathy Emery and Susan Ohanian, *Why Is Corporate America Bashing Our Public Schools?* © 2004, Heinemann (business paradigm in education)

Robert Fuller, *Somebodies and Nobodies: Overcoming the Abuse of Rank*, © 2004, New Society Publishers

*Armand A Fusco, Ed. D, *School Corruption: Betrayal of Children and the Public Trust*, © 2005, *iUniverse* (corruption - White Chalk Crime™)

Dan Goleman, *Social Intelligence: The New Science of Human Relationships*, © 2007, Bantam Books

Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, © 1997, Jossey-Bass

*Joe Williams, *Cheating our Kids: How Politics and Greed Ruin Education*, © 2005, Palgrave Macmillan (unions)

I want to thank Tim Fields who wrote, *Bully in Sight: How to predict, resist, challenge and combat workplace bullying; overcoming the silence and denial by which abuse thrive*, © 1996, Success Unlimited. He had one of the first websites that helped me grasp what I had experienced so that I could get beyond the pain and do this work. Sadly, Tim passed away last year. I cannot help but think that his bullying experiences took a toll on his health as it so undeniably does. May he rest in peace knowing that so many of us took solace in his writings.

PROLOGUE: Imagine if administrators and school boards obstructed educators from following the laws that protect children from harm and that guarantee them a proper Education. Imagine if they did this while making decisions geared toward their own self-serving interests, not the public's. No need to imagine. It's happening all over this nation, which is why our schools are spiraling further and further into an abyss and are unable to compete globally. This raiding of our schools, which boards methodically conceal from the public, has generated a state of hypocrisy so profound that our students must use coping mechanisms with progressively more dangerous outcomes as issues clandestinely escalate. Few teachers speak of this; they will suffer severe abuse if they dare protest or report this.

I was one that tried to expose this. I experienced this abuse firsthand. To the extent one is abused, one either retreats into darkness or draws deeply from one's heart. I chose the latter. I wrote a book that crystallizes the story of teacher abuse, the calculated use of psychological terror to squelch resistance used on me and many others, into what it really is about: White Chalk Crime™ - uninvestigated acts that insecure, incompetent, sadistic, and most of all greedy imposters regularly inflict upon our children and our country as they raid our schools, posing as educational leaders who pretend to care about our children. Besides presenting a social problem that deliberately spawns incapacitating prejudice against teachers to keep it so well hidden that it is unsolvable despite being a dual system of terror used against both parents and teachers, this book constructs a framework for unraveling it and healing the nation with first-rate schools that will be within reach once the truth emerges. The truth offers all of Education's legitimate stakeholders the chance to win, while ensuring that all those harming our children will lose. Once educated about White Chalk Crime™, our nation can overcome its wounding legacy of inferior schools.

My passion to devote my time to expose the White Chalk Crime™ in our schools culminated in this book, which aspires to be a weapon of mass destruction against our corrupted schools - a Trojan Horse filled with warring words that will forever emit into our culture what must be heard and rectified. (Despite many years of battling, the Greeks failed to conquer Troy. So they pretended to retreat while leaving behind a huge wooden horse that appeared to be a war trophy, in which they hid a number of Greek soldiers. The Trojans accepted the "trophy" into their walled village and the Greek soldiers were then able to attack the unsuspecting Trojans and conquer Troy.) The idea for this book came to me in 2001, a devastating year for me in so many ways - I lost my federal lawsuit, my state unlawfully denied me a decision for my termination hearing, and then the unimaginable. The aftermath of 9/11, the worst horror of our lifetime, triggered a vision for reforming our schools that set me on a path that provided the energy and insight needed to take the direction I took. That tragedy made most of us value other Americans regardless whether they were conservatives or liberals, Blacks or Whites, Christians, or Jews, or believers in other religions or no religion at all. We were galvanized. Why? We realized that we were truly close in values compared to those who could perpetrate such evil. Patriotism flourished despite our differences as we worked together to repair our nation - at least for a while.

We can reclaim that spirit against another common enemy. After you read this book, I promise you that you will feel close to all who have refused to partake in White Chalk Crime™, all who had no idea it was occurring, all who remained silent in fear, and all but those who eagerly participated in an organized scam that began to benefit those in power and has devolved into institutionalized child abuse. And this feeling of mutual respect despite our differences will achieve the impossible - the reforming of our schools. Disagreements will always exist amongst people. However, the obstacle to reform lies outside our disparate values and until we unite against the common enemy, we will continue to lose. You must read this extensive book designed to scale the walls of propaganda to learn this. You will not learn this in a sound byte, or anywhere else for that matter. EducRAT\$ have locked out

leading reporters including those at *Time Magazine*, which: “*How to Make Great Teachers*,”ⁱ shows with its naive reporting: “We never forget our best teachers—those who imbued us with a deeper understanding or an enduring passion, the ones we come back to visit years after graduating, the educators who opened doors and altered the course of our lives. ...It would be wonderful if we knew more about teachers such as these and how to multiply their number. How do they come by their craft? What qualities and capacities do they possess? Can these abilities be measured? Can they be taught? Perhaps above all: How should excellent teaching be rewarded so that the best teachers—the most competent, caring and compelling—remain in a profession known for low pay, low status and soul-crushing bureaucracy?”

You will hear from these coveted teachers in this book. You will learn that they came by their craft naturally; they were born to teach and just adore it. You will learn that although teaching them can improve them, most of what they have to offer is innate; it comes from deep within. You will learn they possess: a love of children and need to protect them; a tenacity to not give up on children or on principles even when destructive political battles erupt; and such a deep capacity to care about this profession that they must tell their stories against all odds. Contrary to the principal who believes that he can find great teachers by offering high salaries, reported in: “*At Charter School, Higher Teacher Pay*,”ⁱⁱ it is not about money for those who are called to teach. The article said: “The school’s creator and first principal, Zeke M. Vanderhoek, contends that high salaries will lure the best teachers. He says he wants to put into practice the conclusion reached by a growing body of research: that teacher quality - not star principals, laptop computers or abundant electives - is the crucial ingredient for success.” He is correct about their worth, but the only “reward” they desire to keep them teaching is protection from abuse and White Chalk Crime™. Those trying to tell their story, such as the *Time* reporter, must cease calling it a “soul-crushing bureaucracy” and call it what it is: a publicly funded, seething mass of uninvestigated, organized crime that indeed crushes teachers’ souls as it secretly disposes of them. What’s more, Vanderhoek would be wise to contact me. The best teachers are currently invisible.

***This vision and the passion for this work never would have materialized if not for an appalling experience that should not have happened in America, much less an affluent suburb in this presumed to be free nation. Within a short time of teaching at Avoca School District in Wilmette, Illinois, I stepped from the America I knew, into a world that resembled the former Soviet Union, where they changed the rules anytime they desired. The work I have done to expose what I experienced was born of the anger that I refused to let consume my spirit. I reshaped this outrage over the abandonment of law in Education, and in particular the perverted way our country treats teachers and children, with the passion that I hold for democracy, which had called me to teach. Surely any American who helped change this nation did so with channeled rage; nothing less would support the amount of energy required when up against a devious system that uses all its force to attack any threat to its status quo.

Working to reveal this has been a monumental challenge since so few teachers will talk about what they know is true – our schools are engulfed in lawlessness due to the runaway power allotted those in charge, and endangering all who come into contact with them. Their silence is understandable, however. Retired superintendent Dr. Armand Fusco, a steadfast warrior trying to expose the corruption said: “if you look for corruption and know where to look, you will find it in some degree ‘festering’ in every school district. ... So anyone who starts to point out such failures ...the resistance is incredible. And when they don’t like the

message, they attack the messenger. ... That is the experience I am having and thank God, I can't be fired from retirement. The problem that remains as the biggest obstacle is that whistle-blowers, regardless of any protective laws, are retaliated against repeatedly. I have had numerous incidents sent to me of what has happened to whistle-blowers. Until they are really protected and the retaliators are punished, much will remain hidden because honest people have no protection against 'being honest.'"ⁱⁱⁱ

After three years of surfing the web, I finally found a few other like-minded individuals who were eager to blow the whistle on teacher abuse, and co-founded NAPTA, *National Association for the Prevention of Teacher Abuse*, in 2002, and as of 2008, NAPTA includes well over eight hundred voices that will tell their calculatedly unheard stories about corruption at their schools to force the deserved shame on this debauched system of Education that urgently needs intervention. This work has delivered me from a state of disillusionment to a place where I experience the joy I used to feel as a teacher who made a difference, and where I have discovered why all this was my destiny.

Education is the backbone of our culture. The America about which I signed up to teach no longer exists. We now have a country obsessed with power, ignorant of history's lessons, deserving of ridicule and enmity. We have a government that gave us Katrina, misled the public into a mismanaged war declaring: "Mission Accomplished," when it was far from accomplished, and failed to protect our borders. We have a legislature that values special interests over the people, a Pentagon that exploits its troops for public relations' sake, and a court system that often ignores our Constitution. All that remains is the power of the people to stand up to this broken system that melds arrogance and incompetence together. Yet most people are too busy or too preoccupied with celebrities, gossip and their next material desire, and thus unconsciously facilitate dictatorial rule by default. People have abandoned trying to change things and have turned to hollow lives because the powers that be have made it so futile to stand up to their vast power. If the portion of the public that cares about its children and about its freedom will learn the truth about our schools and stand up for just this one shattered aspect of our society, the Education that will evolve will raise a new generation who will carry the ball of democracy and protect us all from electing future ruinous governments. It is crucial that our nation restore its backbone. We can take our schools back if the public is willing to take the time to learn how. Since *we the people* are all that is left to do this job, a fact that the documentation in this book confirms, the public must become knowledgeable about what is really going on so they can stop the crime. If we could reverse these educators' stories that you are about to hear so that what they had attempted to do could actually be done, we would have schools that deliver the American dream and give the next generation the tools to take our country back.

God had a plan to create loving, patient people, whose qualities complement the needs of children and who can educate them for success: devoted teachers. With those running our schools methodically disposing of those who were called to teach with a deep love for their work, and who can continually turn their students' lives around, our entire nation has begun to collapse. It is not that we do not have great teachers. It is that our EducRAT\$ deliberately cleanse them from the system because they have turned the system intended for the people into their cash cow. This preventable state of affairs launched my career as a conscientious objector. Until *we the people* insist that White Chalk Crime™ ends, we will have it and its subsidiary, teacher abuse, rather than a system that sustains children and our democracy.

My teaching career morphed into an activist career in 1993, after a principal with a vision for Education, who had hired me at Avoca West School, resigned soon after. The new principal, Venette Biancalana, was 29 years old with limited experience. During her first year, she terminated two older teachers who were up for tenure, thus angering the community. Parents, who recognized my value to children, put the district on warning that

they were going to watch what it did with me as she had a track record of devaluing experienced, mature teachers, and the board had a track record of permitting such wrongs. Sure enough, the next year she gave me tenure with one hand while covertly harassing, bullying, and accusing me of false charges with the other. As a resident of the nearby district that also fed into one of the most acclaimed high schools in the nation, the board knew I wasn't working for survival. It mistakenly figured that abuse would persuade me to quit. On the contrary, discovering what the district was about, I added investigative reporter to my job profile. I diligently documented the truth to expose our schools. It became survival of my soul.

Parker J. Palmer's book, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, © 1997, summed up my feelings at that time: "To live divided no more is to find a new center for one's life, a center external to the institution and its demands. This does not mean leaving the institution physically; one may stay at one's post. But it does mean taking one's spiritual leave." I include my personal teaching story, in which I took "leave" to protect children, in the second section of this book, THE FINAL LESSON, where I feature the process of teacher cleansing based on my ordeal. Some who have previewed this book have suggested that I put my story first since it helps readers understand the source of my passion for this work. It is understandable that without knowing what I endured, it is difficult to comprehend why I became so dedicated to this mission to expose the truth about our schools. However, I placed it second because I could not rank what happened to me, despite how cruel it was, before what is happening to so many. Also, I did not want this book to appear to be the story of a disgruntled, whiny teacher and discourage readers from ever getting to the critical lessons. This book needs to connect with the hearts and minds of the readers for the sake of the children.

The public needs to worry about our schools. Recent reports alleged that Oprah Winfrey, popular talk show host and great humanitarian, cried for a half hour, distraught over the abuse at her African school. This book should elicit far more tears. Thus, I did not want to compile it in any way that might detract from why I wrote this book – for our children and our country's future. Furthermore, unlike most teachers, I had resources to ease the blows, making my story less despairing than many. Plus, at the time I wrote the first section, my legal case had not reached the highest court possible, or the U.S. Supreme Court, which meant that with my story at the end I could relate it with a more complete legal journey. Nonetheless, my story supports my urgent call for public involvement, as does NAPTA's website, EndTeacherAbuse.org, this book's website, WhiteChalkCrime.com, and books recommended throughout, and can be read first if one so chooses. I will relay a few appalling facts of my story at this point, however, to help you grasp what inspired me so that my story can wait.

***My principal's agenda of disposing of the older teachers at our school created a hostile and harmful environment. Because I reported this to the board, it ordered me to see Dr. Peter Fink a forensic, testimony-for-fees psychiatrist, infamous in Chicago for testifying for the prosecution that a nine year old boy understood his rights, despite that police had read this mentally slow boy his Miranda rights late at night with no adults present. In the same spirit, Fink determined that I was fit to teach while denying me an opportunity to prove that my administrators had harassed me, and cleverly found that I would need psychological testing if I "continued" to "imagine" harassment.

During my entire eight years as their employee, my evaluations were "Excellent." Sixty parents signed a petition asking them to support my attempt to get the board to investigate

the abusive administrators. The board refused, and built a bogus case to terminate me. The Illinois State Board of Education, (ISBE), held my kangaroo tenure dismissal hearing in the summer of 2000 at which the board president testified that I was an excellent teacher, but insubordinate. The board submitted a parent's letter that conveniently had text missing. (The board didn't know I had a copy of the original letter.) The missing text stated: "Throughout the years, past experience has shown that what the parents want and what the children need is not important. It is what [Superintendent] Dr. Sloan wants is what [sic] goes." The board possessed enough arrogance and disrespect for the law to obstruct justice any way needed to succeed at silencing me.

Their confidence was well founded. Hearing Officer Stephen Rubin, who by law was to be unbiased, refused to hold the board accountable for this altered document. When my attorney attempted to submit the authentic document, Rubin screamed at him and obstructed him from putting on the record that the text was suspiciously missing. Rubin stated that he would not allow witnesses to speak to the lack of credibility of the administrators since they were not on trial and that he didn't care if they were after me. And, although insubordination is the refusal to follow a reasonable order, Rubin barred any investigation as to whether the orders were reasonable, stating that he it did not matter what these officials did since "higher order is higher order." The decision was due by Illinois statute in the fall of 2000. No decision was rendered, however.

I wrote to every conceivable government official in Illinois. The ISBE ignored my plea that tolerating Rubin's dereliction of duty was unconstitutional since it violated my 14th Amendment rights. Eventually I received a letter from the ISBE telling me that I needed to choose between two unjust options - a new hearing, (the hearing had cost me about \$100,000), and a new hearing officer who would reconstruct a record from the transcripts, (the new officer could not judge the credibility of the witnesses and would not know about the altered letter). There was no guarantee that any future hearing officer would rule either, especially considering that Rubin had replaced another officer who had quit after reviewing the case. The ISBE had the audacity to add: it might not be able to retrieve the record from Rubin. Both the union and the ISBE did nothing about Rubin's refusal to rule or his withholding of my record. Upon my urging, a newspaper reporter questioned the ISBE, and it rapidly figured out a way to force Rubin to perform his duty.

In April of 2002, I sent Rubin, a Harvard Law School graduate a humiliating and threatening letter. I received a decision on July 1, 2002, 19 months late. Of course, his decision was negative. Even if he hadn't already been biased, which was quite apparent by how he had mistreated me during the hearing, he knew I was the one forcing him to rule since the district had what they wanted - me out - and no reason to push for a decision. His decision was a 67-page, single-spaced vendetta that personally attacked me and accused me of being delusional about problems at Avoca.

The IEA/Union refused to support an appeal or a lawsuit to prove the process unconstitutional. The Illinois Attorney General's office, professing to care about teachers and children, helped me long enough to gather information for the other side, and then dumped me. The ACLU said they did not have the money to support this, nor was this widespread enough, despite the documentation I had that proved that dozens, if not hundreds of teachers have begged them to protect teachers' rights. All public officials either ignored me or gave me the runaround; the media refused to investigate beyond their single phone call despite its effectiveness. Avoca's state reading scores declined significantly during Principal Biancalana's regime. Since she had focused her attention on teacher cleansing rather than Education, falling scores were inevitable. Whereas the other prominent feeder districts remained mostly in the 90 percentiles, her third grade reading score was 73%, an unprecedented score for such a highly educated community. There was so much more.

Suffice it to say that if the district where I taught had not operated above the law and as unethically as it did, you would not be reading this book.

***For over a decade, the contents of this book orbited my brain, loath to land on paper, perhaps in fear that the writing process of a book born of these thoughts and memories would produce emotional pain paralleling childbirth. Yet, I could not put this experience in the past or obliterate the vision for this book. So I perused book stores hoping to see the truth about Education surface in the consumer market, hoping that it would finally be exposed through someone else's voice, preferably someone with clout. Barbara Kingsolver, the journalist who wrote *Holding the Line: Women in the Great Arizona Mine Strike of 1983* ©1996 (2nd edition), reminded me why I could not just leave this bad experience behind me when she described why the subjects of her book did not surrender quietly: "a sacred trust ...occupies a different dimension from wages and benefits: it is a family history, honor, a promise never yet broken. Its value is measured by the risk mining families took to defend it, for a strike means putting earning, possessions, friendships, and sometimes lives on the line."(p.6) As a dedicated teacher, I had a "sacred trust" that compelled me to not surrender to EducRAT\$. It pressured me to make a career of this dream.

Finally, my then twenty-one year old daughter brought me closer to knowing what I had to do. It was Mother's Day. She told me of a contest that she had almost entered for daughters who wanted to see their mothers' dreams come true. Knowing she was an expressive writer, she felt she could have won a dream for me. However, it needed to be a different dream, not my burning desire to expose what is really happening in Education in our country via what was brutally done to my students and me, when I wanted nothing more than to share my gift to teach children. She knew that my dream to somehow expose the dirty secret about our schools wouldn't sell to a corporatized America that wants this political nightmare buried deep in the bowels of society. Teachers cannot be heard. She didn't want to waste her time trying. This is material America and my dream to see good conquer evil is an ideal, not a marketable concept. Dreams have to fit into sound bytes; understanding what is going on in our schools is too complex. Yet, I knew that if I could reveal that White Chalk Crime™ is erasing Education, the public would demand its end. Teacher abuse, its chief weapon, is shameful and what it enables, power mongers looting our schools, would no longer be tolerated. I needed to either find or write that book.

I continued to devour books on this topic, not unearthing any that explained the crime in our schools in a way that could empower the public. I almost stopped looking since I knew that publishers, a segment of corporate America, publish what sells and certainly would not subsidize what few in power want known and few want to believe - how many of our schools are about ENRONcation, not Education. However, in these days of self-publishing that bypasses corporate censorship, I decided it was worthwhile to take one last look for that miracle, sparing me from the ominous work of dismantling EducRAT\$' impervious misinformation machine. I searched Barnes and Noble unable to find the Education section in the Social Sciences. I sought help. An eager salesperson escorted me to a shelf far across the store, in the children's section, near the washrooms. There could be no clearer message that Education needed me to write a book. The relegation to kid status and the toilets shouted what I needed to do. I began emptying thoughts onto paper. And so this book is finally out there, overflowing with hope that my dream, and the dream of thousands of teachers and parents also trapped behind a solid wall of lies, will come true: our schools, our dens of inequity, must never be the same.

***Emails have regularly brightened my computer screen with reminders of the teachers who are not teaching because of these criminals controlling our schools. I thoroughly investigated and researched Education for over a dozen years to arm myself with irrefutable documentation. I wrote this book as a witness to what needs to be known about our schools that has remained as hidden as priest abuse did for years. We now know that many knew that priests were abusing children and did nothing. We must not betray our children again – particularly in an arena as massive as this. It is imperative that parents find out about teacher abuse, the shield that protects dubious administrators from accountability to parents and children. With silent teachers, administrators are free to operate above the law and outside the wishes of parents, which explains our failing schools. Presently all, even the media, find it hard to believe that teacher abuse exists. It does exist, just as child abuse and wife abuse existed long before people believed it did. Certainly we can't expect to attract and keep quality teachers to an institution that denies teachers their constitutional rights.

Moreover, as you will see, teacher abuse is connected at the hip to wrongdoing. And in 1994 when I discovered it, I set out to expose it not just because it is indefensible, but because of the white collar crime it hides. Schools are organized crime, stunning in their audacity to violate laws. I designed this book to show you how and why our educational leaders have been able to substitute their own sinister plan to raid our schools of authentic Education, and why their plan will continue to damage our children and our country unless you get involved and say NO MORE.

Avoca conducted a witch-hunt against me that resembled many around the US. They wasted well over \$300,000 in legal costs. Compiled from data in the local paper, the *Wilmette Life*: For ten school years from June of 1997 to June of 2007, the period in which we engaged in legal conflict, Avoca, a district with 676 students, reported expenditures of close to \$750,000 on legal fees. (This relates to my tenure hearing; it does not reflect legal fees paid for my federal case for which the board had an insurance policy or possible increased insurance rates due to claims involving my federal case.) During the 1997–2000 fiscal years, the height of their compiling bogus charges against me, Avoca spent \$168,000 with their regular law firm, Robbins, Schwartz, Nicholas and \$55,000 with Scariano, Himes, and Petrarca, a law firm hired just to litigate my case. A district of this size typically spends approximately \$20,000 per year. The legal fees paid to Scariano, et. al., hired just to litigate my case, totaled \$291,000, and does not include expert witness fees or the cost of the extensive bogus psychological report and other court costs. They reported an \$8,000+ payment to Dr. Hazard, the Education expert witness, to say he knew nothing of teacher abuse. One could easily estimate that Avoca squandered public funds of over \$400,000 to cleanse me from their system despite parents' protests, while wasting taxpayers' funds on excessive legal fees in general.

They needed to silence me because if just one teacher manages to prove what is really going on, the game is over. You may be thinking that abusing great teachers makes no sense. It does make sense for those seeking total domination of our schools. It is a vehicle to further administrative agendas that are in conflict with parents' and taxpayers' needs, as well as the law. Propaganda shores up teacher abuse. "*Test success can come cheap: State figures show levels of spending not big factor,*"^{iv} is one of many articles that confirm that EducRAT\$ are using our money inefficiently, irresponsibly or illicitly. It showed that districts are "duplicating the results...with far less money." Discussing 2001 suburban Chicago school district expenditures it said: "Taxpayers spend \$5,917 per student in Western Springs, but the district scored just as high on the state tests [as Kenilworth's Joseph Sears School, which spent \$10,676 per student]." (This same article listed Avoca School District, the district that paid excessive legal fees to abuse me out of their system, as spending \$11,291 per student with 88.5% passing while nearby Kenilworth spent \$10,676 with 93%

passing while Western Springs spent \$5,917 for parallel results with Kenilworth.) Money spent on superfluous legal fees evolving from teacher abuse is just one of many public betrayals. We must stop it for reasons well beyond the teachers. I wrote a few years ago: *Teacher abuse is purposeful and deliberate. It is designed to maintain a system of powerless people who go along to get along so those in power can do whatever they want. And so they do. Our schools are dysfunctional because they are focused on power and perks and not on children - teacher abuse is the sledgehammer that allows this to be. Until we can get teachers brave enough to speak about this, we can expect teacher abuse to thrive. Thus, I run an organization called NAPTA, which is designed to organize people who want to make our schools accountable to the public. Membership is free; go to endteacherabuse.org and join. I am also working on a book that describes the truth about our schools, and hope to have it published soon. Armed with this manual as well as a large membership of teachers, parents and citizens that are fed up with our Enron-like schools, I intend to get us on television. I still don't know who the lucky reporter will be, but I am open for applications from someone with a powerful pen and a powerful heart.*

This book and the organization I run is what I can do to expose this rigged system. I do this work with the audacity of hope, as our honorable Illinois Senator Barack Obama advocated in his book, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*, © 2006. He promoted what I have done: “Get involved in an issue that you're passionate about. It almost doesn't matter what it is--improving the school system, developing strategies to wean ourselves off foreign oil, expanding health care for kids. We give too much of our power away, to the professional politicians, to the lobbyists, to cynicism. And our democracy suffers as a result.”^v Although I began this work long before I read his words, it is encouraging to know that this ostensibly admirable leader finds it wise to audaciously pursue a dream for America. Alas, I had to modify “admirable” with “ostensibly” since I must see how he handles the truth I present in this book first. I believe he cares, but I believed in Education once upon a time.

There is an old Jewish saying: words that come from the heart must end up in the heart of the listener. These are words from my heart that almost broke having seen a system that is ruthless in its treatment of children, yet able to prevail in a country that prides itself in being the best. This is not the best; it is a disgrace. Words are teachers' only weapon. Thus, many of us have religiously documented to bear witness to our leaders' raiding of Education. Without speaking out, this system that demands blind allegiance coerces us to live without a heart. I, along with the others who speak in this book, cannot. I hope you cannot either.

INTRODUCTION - EXPOSING THIS SECRETED, ORGANIZED SCAM SO REFORM CAN FINALLY BEGIN: The primary purpose for writing this book was to connect the public with the truth that corruption thrives behind the backs of an intelligent citizenry due to the widespread use of a shameful, covert practice - teacher abuse, and prove this beyond a doubt. It takes a book to explain what must be done to clean the White Chalk Crime™ slate. Recently, I discussed teacher abuse on a radio show and a caller asked why I wasn't more specific about what teacher abuse actually was. In the few minutes I had, it was impossible to spell it out. Then he asked why I hadn't seized upon a legal aspect of it such as age discrimination, since there are remedies for that. If I had had enough time, I could have explained that I had pursued that route and that he was wrong. It takes a book to explain that there are few if any remedies for teachers. Those in power in Education operate above the law, at their pleasure, and there is currently no way to stop them. Using teacher abuse, they can eliminate their adversaries. And if that fails, using public funds, they can buy their way out of their legal violations. Our schools are like a 10,000-piece jigsaw puzzle with a monotonous background nearly impossible to assemble, like a picture of an ocean with few distinguishing characteristics. One normally completes a difficult puzzle by starting with the corner pieces – the only ones with a distinguishable shape. Disappointingly, the corner pieces to this “puzzle” deal with carefully hidden issues, incapacitating one's ability to even start this puzzle. Some may have tried to figure out how the schools could have deteriorated so, but few to none have deduced the answer – corruption facilitated by teacher abuse. This book will provide the corners so you can complete the puzzle for the sake of our children and our country.

Robert Fuller's book, *Somebodies and Nobodies: Overcoming the Abuse of Rank*, © 2004, that discussed how abuse in relationships negatively affects society said: “Teachers, professors, and administrators are not the source of Education's failures. Most of us, at least once during our schooling, have had a teacher who stirred our soul. Such figures can evoke a love that rivals that for our parents; the Educational epiphanies we experience under their tutelage often shape the rest of our lives. The real problem in Education lies not with teachers, but with the bureaucratic monopoly within which they work. We are paying the same price paid by command economies – inefficiency, apathy, passive resistance, and obsolescence – for insulating our Educational system from healthy rivalry and customer response...Why has Education been exempt from genuine competition and consumer feedback for so long? “(p.37) This book will answer that question fully.

John Adams said: “Liberty cannot be preserved without general knowledge among people.” I cannot promise you that learning these truths will be easy. But I can promise you that armed with the knowledge presented herein you can: help to protect our children's right to the freedom a good Education provides; help to protect them against the violence that has erupted in our ENRONesque schools; and help to strengthen our society by producing the leaders we need.

This awareness will help you take back your share of the goodies that our government only makes available to those participating in White Chalk Crime™ behind all of our backs. The only people who should not waste their time reading this book are those who have made a career of bilking the public as EducRAT\$, those leaders hired or appointed to educate children who are RAT\$ more interested in \$\$\$\$ and power. For them, this book will engender the *Rumplestiltskin* effect - anger that their game has been foiled. Everyone else, young and old, rich or poor, parents and citizens, all stand to gain by learning about an institution that has annihilated the American dream. As Americans we take pride that our country is the land of guaranteed freedom. Education is freedom from ignorance - the core of our ability to be free. Marie Curie, the Polish-French physicist said: “You cannot hope to build a better world without improving individuals.” Aristotle said: “All who have meditated

on the art of governing mankind are convinced that the fate of empires depends on the Education of youth.” Ignoring these truths, EducRAT\$ have replaced our ticket to freedom with a shell game. Thus, we are all losers. Even those who can afford alternative schools suffer a life amongst the ever more ignorant society our schools are fomenting. We all live in a lesser world within a declining empire because when Education fails any of us, it fails us all.

I wrote this book for all affected including caring teachers, which are the majority of teachers. The following chat board dialogue between Eddie, a teacher, and Ellen, an abused teacher, illustrates the gap that exists between teachers who have been abused and those who have not been abused, a gap that EducRAT\$ have diabolically erected for their conquest.

On 7/22/07, Eddie wrote: Ellen - I'm very sorry you had a bad experience, but not everyone does...nor is every person in the entire system out to get everyone. Admin jobs can be gotten without connections, Administrators can be good and can make a difference for both kids and teachers. We just need more of them, and should encourage good people to do consider it. Please lighten up, you will live longer!

On 7/22/07, ELLEN responded: ... I will not lighten up on the Education Business in our country. Our future depends on it as well as the welfare of the nations Children. Remember the children have no say in our schools. As adults and taxpayers it is our duty to protect them from unscrupulous politicians and Education Administrators. You need to read the newspapers more!!!!

On 7/22/07, Eddie wrote: Please do not make assumptions that I do not read newspapers. I wouldn't be in this profession if I didn't understand the urgency and criticality of educating the kids in this country. However, you are making huge generalizations and judgments on an entire swathe of people (e.g. administrators) that is not only unprofessional, but also inaccurate. Balance of thought and perspective is needed if we plan to encourage change. As the newspapers aptly point out about the world we live in, extremism is not a productive point of view.

On 7/22/07 Karen Horwitz wrote: I can see both sides of this argument. People who have not directly experienced teacher abuse really cannot grasp what Ellen is saying. The same phenomenon went on in Nazi Germany or there never would have been so many people murdered. Many people were perfectly happy with their lives in Nazi Germany and the "few" who were taken off in cattle cars seemed to be overreacting until it became known it was more than a few and a lot worse than anyone suspected. I am not being sarcastic. The public finds the beginnings of anything horrific impossible to detect because the complainers sound crazy and those in power control the public airwaves and make sure that they sound crazy. It does sound like extremism when one cannot prove the extremes in play, which Ellen cannot at this point. What I deduce from the above dialogue is a teacher who does care about Education, but who has had such different experiences he cannot relate – a gap that compounds the issues in Education by virtue of the animosity it causes.

Thus, I realized that the only way to bridge this gap between the “have been abused” and the “have not yet been abused” was to write an informative book explaining this as I really do not believe that Eddie is wrong to suspect Ellen or to tell her to lighten up or is wrong to object to extremism. The public has been intentionally fragmented to further the control of those in power. What these people can't grasp is how cruel they were to Ellen so to Eddie it is just sour grapes, revenge, or “her problem.” People need a more thorough explanation of what is going on to even comment about this, and that is what I am working on. (Go to endteacherabuse.org for information.) In the meantime, my advice is: Ellen

shouldn't lighten up, but she should stop spinning her wheels with people like Eddie because he cannot "get" this even if he reads newspapers; it isn't in them. Those in power do not want this known. Our EducRAT\$ have spun a web far too sophisticated for outsiders to see in. "Getting it" requires a detailed explanation - Education is too big a mess to resolve without an in depth study, plus people who care enough to read a detailed explanation. I will be supplying the former and hoping that a higher power supplies the people who care! I give Eddie credit for even dialoguing.

EducRAT\$ will pray that you do not read this book. This book is the manual needed to unveil the EducRAT\$' status quo agenda of corruption, which I refer to as THE GAME. Corruption is: "An act done with the intent to give some advantage inconsistent with official duty and the rights of others. It includes bribery, but is more comprehensive; because an act may be corruptly done, though the advantage to be derived from it be not offered by another. Sometimes corruption is understood as something against law; such as, a contract by which the borrower agreed to pay the lender usurious interest. It is said, in such case that it was corruptly agreed, etc." ^{vi} EducRAT\$ cause all of us to lose so that they can win, an act "inconsistent with official duty."

Too large a segment of Education is in the hands of people with corporate ethics mirroring that of the infamous Enron leaders, with little to no regard for children. In the battle between politics and principles, politics has won, leaving behind a system void of rule of law and void of candor. Therefore, educators who place principles over politics, no longer fit. "Do schools, teachers have the freedom to be great?"^{vii} described the teachers we need: "When great teachers are defined, words like these are used: *high expectations for students, being prepared, organized, clear, smart, in touch with parents.*" It pointed out that more is needed and that includes the ability to inspire "students to look at the world in new ways," adding the following traits: "a passionate, creative personality who takes detours now and then through the curriculum." It expressed the root cause for why great teachers are scarce: "what they need is the freedom to use their ideas in unique ways to inspire children. I fear that these days, with more rigid curricula, we are going to lose whatever great teachers may still be hanging on." What this author has not ascertained is that rigidity is calculated. Robotic scripts deliberately supplant creativity so that EducRAT\$ can eliminate great teachers and keep their real business hidden.

The following description of what would be observed in a great school contradicts what could happen where there is White Chalk Crime™, and, if observed where there is White Chalk Crime™, it is surely pretense:" Is there a sense of respect you observe as teachers talk with children, children with each other, teachers with administrators and vice-versa? ...I listen to how staff members respond to parent questions and concerns." Since EducRAT\$ are masters of deceit they easily hide the lack of respect with dog and pony shows that fool most.

The article stressed the need for "people who are responsive, caring, [and] supportive. To keep students from dropping out, either from school physically or while sitting in the classroom, schools have to be places where there is hope that something good is going to happen." You will see documentation that our schools are "dropout factories," and you will see that hope for good is a rare commodity in many of our schools. It said: "Great teachers have always been rare." With White Chalk Crime™ they are becoming extinct. It is the great teachers who have sought out NAPTA; they are the ones that cannot turn their backs on what they saw just as they were driven to bring out the best in their students. Their impassioned reaction and noble adherence to principles is a sign of their greatness as teachers, which is precisely why EducRAT\$ needed to dishonor them.

Either take the time to learn THE GAME, or expect for all of us to suffer defeat. Those who worked for Enron, who lost their life savings, now know that it was because they were subjected to a game at the top. You may think the solution is privatization or charter schools, but White Chalk Crooks are not about to relinquish easy wealth or absolute power. The metaphor of “chalk” with white collar crime defines a practice that is similar, but distinct from what transpires in the business world since whitewashing with “chalk” is a lot easier than the customary whitewashing in which our government and business players regularly engage. This tainted culture will rule our schools until we expose the corruption since contrary to business, which relies on the free market to eventually bring it down, new tax dollars are eternally tethered to EducRAT\$’ abusive and incompetent ways.

***I wrote this because I live in America, the home of the free and the brave, and in America we cannot tolerate an Education system run by a few who have grabbed our power. The present Education system and a vision for a free country are mutually exclusive. We must stop making random, impetuous waves; we must unite to create a tsunami of change in Education based on solid facts. Join me in a journey you won’t regret, keeping in mind that the principles embodied in our *Declaration of Independence* were a gift to us given by men of moral courage who risked their lives engaging in what was essentially an act of treason. That act gave momentum to our democratic system, which the Constitution protects. Without morally courageous leaders, and without adherence to the Constitution, we stand to lose the freedom it protects. I can show you that in the arena of Education, we have trashed the Constitution and that those who hold power in Education, hold it above and beyond the Constitution. We need people of courage to insist that Education remain subject to the laws of this land and that the judicial system ensures that the whims of those in power in Education do not erase the foundation of our nation.

However, courage is not enough. Take the time to learn what is really going on and you will have the knowledge to take back our schools. If you are too busy to read this, be sure what calls your name is more important; blindly trusting EducRAT\$ causes institutionalized child abuse and sells out our country’s future.

However, there is a secondary but not insubstantial reason for writing this book: to help abused teachers free themselves from the shackles of covert trauma described in: *To Redeem One Person is to Redeem the World; The Life of Frieda Fromm-Reichmann*, by Gail A. Hornstein, © 2000. This book about a twentieth century psychiatrist known for her work in saving psychotic patients including the subject of the best selling book and movie: *I Never Promised You a Rose Garden* describes a unique doctor who refused to give up on severely mentally ill patients. Fromm-Reichman based her beliefs on studies of wartime psychotherapy, (WWII), and the “extremely low incidence of psychiatric symptoms among civilian victims of the Blitz. ...Chronic disturbance occurred only among people unable to verbalize their terror.” (p.123) She concluded that since only a few became psychotic over these traumas, the “repression” of the trauma, rather than the trauma itself caused mental illness. Hornstein imparts Fromm-Reichman’s equation for helping these patients: “Trauma in the family, unlike that in war, couldn’t be dealt with openly, making serious pathology far more likely to occur. A child could hardly be expected to express her rage or terror at rape or abuse if the ‘enemy’ were her own parents. Repressing these feelings, often essential at the time, ultimately made the trauma more destructive by poisoning all the child’s subsequent relationships.” (p.123)

In the case of teachers, some repress their rage on their own, but others who speak out and fight this system find that their rage boomerangs forcibly back at them due to the

elaborate system of organized crime that envelops Education and deems them disbelieved. This causes externally forced repression similar to the internally forced repression of mentally ill patients. Hornstein says: “Casualties in a war that was invisible, psychotics were thus in the terrifying position of trying to protect themselves from dangers other people claimed weren’t there. Imagine how frightening and bizarre it would be if everyone around you ignored the threats that came at you from all sides. Imagine how suspicious you would be of such people, how useless their reassurances would seem. Imagine how desperate you would feel as your frantic efforts to get anyone to pay attention to the terror continued to go unheard.” (p.123) Since White Chalk Crime™ and one of its foremost weapons, teacher abuse are invisible to the public, teachers remain in a similar mental purgatory.

Fromm-Reichmann realized: “Bizarre behavior, in other words, might be the only way a person could protect himself from being traumatized yet again.” (p.124) It is my contention that teachers all over this country suffer from being trapped in the mental anguish that accompanies repressed traumas, and that getting the public to accept that all this trauma is truly happening in Education, will, in addition to giving our schools back to their rightful heirs – the public, free abused teachers from the imprisonment of a secreted trauma and the “bizarre behavior” of devoting their life to expose these White Chalk Criminals. Only one who has not lived through this can label this book as ranting. It may take until we have monthly Columbine tragedies until the wanting-not-to-believe-public accepts the uncomfortable truth. And, for those who still have a problem accepting the reality and impact of teacher abuse after having read Lesson #1, skip to Lesson #12 and read about parent abuse before resuming the lessons.

***This book had to be long. It is a complex and shocking topic that requires a thorough explanation to lift you over the skillful, tax-subsidized EducRAT smear operation that instantly prejudices you against any of us who speak of a reality that those holding the power need and want hidden away. My studies of brain-based research taught me that no student actually learns new ideas unless that student can connect new pieces of knowledge to something already known. Hence, a good teacher does not present information that has no connectivity. For instance, if a layman tries to read medical literature, he usually has to read it many times just to make minimal sense of what he read. It would be futile for me to explain teacher abuse, a complex issue understandable only within the context of institutionalized corruption occurring in our schools of which few have knowledge, by merely describing the process of teacher abuse, separate and apart from why it is needed to maintain the schools that we currently have. Lacking schemata for why abusing teachers would benefit EducRAT\$, most bombard those of us who try to expose this dirty secret with disbelief and even condemnation for expressing such repugnant thoughts. And to further justify the length: if a book explaining the Enron debacle can be 742 pages - the length of *Conspiracy of Fools* in which Kurt Eichenwald dissected that disaster - asking you to read 648 pages about a topic that has the power to end our entire way of life if we do not wrap our brains around it is most reasonable. I accept that I am on the defensive on this topic. After all, few could imagine why this needed to be so long, much less what is going on before reading this book. Yet, once read, few will recall a better use of their time or brain power! I guarantee that those who read this book will know beyond a doubt how and why our schools took such a downward trajectory!

It is preposterous that our children’s stewards are intentionally abusing good teachers and branding them as pariahs so the public will scorn them. Therefore, I had to teach the public about what is going on in many of our schools, if not most, by reducing the information into logical chunks within lessons designed to grasp this unthinkable concept in stages. This required many narratives from other abused teachers and citizens, which you

will find interspersed throughout, mostly written in italics, with real names included for those with the courage and/or the life circumstances that allowed for speaking out. I removed most of the specific EducRAT names from these narratives since my goal is to help the public see the patterns rather than make cases against specific people; this is a cultural crisis that must be identified as such rather than viewed as the work of individuals. My goal is to reveal its nature - organized crime with a mafia-like quality – so we can suffocate its ability to exist. There is no Al Capone leading this. We have human beings acting badly because the system is so seductive and so out of control without an Elliot Ness type fighting it!

Yet, we can learn from the mob. An article teaching “Mob 101” entitled: *“Mob trial starts at the beginning: Al Capone,”*^{viii} said: “Capone and his organization figured out how to earn ‘vast sums of money’ by catering to public demand for vices such as prostitution and gambling and then used that wealth in part to corrupt politicians, the legal system and law enforcement. ...Its members expect absolute loyalty from one another.” As you read this book, you will see “vast sums of money” disappearing into the hands of EducRAT\$, but not from catering to the public; the Capone-like leaders accomplish their crime in Education by fragmenting and disempowering the public with the use of propaganda and teacher abuse. However, the use of wealth “to corrupt politicians, the legal system and law enforcement” is identical, with union sidekicks and absolute loyalty crucial for victory.

Articulating this as organized crime with a touch of the Wild West builds a historical model to expand comprehension. I can best clarify my use of the term “organized crime” by referencing an episode of *“I Love Lucy,”* the well known television comedy, in which Lucy found herself in conflict with a small town store owner. She complained to the sheriff, the judge, and the jail warden, all of whom turned out to be the store owner. There have been many classic movies with this same theme – justice is impossible since the bad guys own the town. Now, in my situation, I cannot say that the same person decided my fate from the school board to the state school board to each court. However, I can say they worked in unison, with disregard for the law, to ensure that what the local school board wanted to happen did happen. A consummate example is the ISBE’s stonewalling of my decision for 19 months past the date required by statute so that I would lose the ability to use the decision to merit a jury trial via my federal complaint. This entailed clever organization! Each player had to organize around an agenda rather than the law that mandated a decision in 30 days. Countless other teachers also experienced this kind of conspiratorial effort and revealed it in their narratives herein. A teacher from a western state truly had a “Lucy” experience: *My superintendent was the Chairman of the State Board of Education while superintendent, which extended his power statewide; he also proclaimed himself as a voice for Education in our state on a national level. The state legal adviser also sat on the Finance committee with my superintendent, and was one of the defense attorneys for my superintendent and the other defendants. Our governor appointed the above officials as well as the Commissioner for our State Human Rights at the same time. Last but not least, one school board member sat on the State School Board Association and her husband's company (CPA firm) oversaw the school's books. Despite the district losing my federal lawsuit, my superintendent remains on the State Board and the principal that created the mess is now the Assistant Superintendent.*

Although there are many books that describe disturbing issues in Education, this is the first to weave these issues together and to provide an explanation for why so many appalling practices take place in our schools, using the voices of the people experiencing them. There is an unsavory but logical thread woven within the plastic fabric we call Education and once you listen to these educators and parents, it will all make sense. Also, you can go to

WhiteChalkCrime.com for updates on how the awareness of White Chalk Crime™ is increasing on the public's radar as others act to force change in our dreadful schools. I will update you with responses or lack thereof from public officials and offer an opportunity to blog with other like-minded individuals. This book has opened the door to the truth, which will continue to open wider as more people learn what can never be concealed again. It will corrode the propaganda that keeps the present system sealed.

If you are perusing this book many years from its published date and are shocked to hear about White Chalk Crime™, then this book is still current. If you still do not know about teacher abuse, and the crime it hides, then it is still happening in our country and you need to read this book. It will need to be read even more than it did in 2008. Light a candle for the thousands of abused teachers we could have saved and apologize to the children for the ghastly schools filled with hypocrisy and White Chalk Crime™, to which we inadvertently subjected them, and read this now. None of the dates herein matter. I can assure you it is even worse if you read this in the future and people still do not know about our debauched schools. This book bears witness to a shameful period in American history, which might still be going on, and which must never be forgotten or it will repeat itself. Every day that White Chalk Crime™ occurs beyond the date of this publication, when the truth became publicly available, adds to the public disgrace and makes it more imperative that you read this and take action.

This book had to include the words of dozens of abused educators, perhaps too many for your liking, because nothing less will get you to believe a truth that is so despicable, so appalling and so un-American that it has yet to be identified. Nothing less can counter the propaganda that EducRAT\$ and their sycophants use because they need White Chalk Crime™ undisturbed. It had to include these teachers' lengthy, uncensored comments, their emotionalism, their rambling, and their utter inability to cope. This is genuine. This is how people talk when they are traumatized with no ability to be heard. EducRAT\$ abused us in ways that made telling our stories so complex that we couldn't tell them without opening ourselves up for rejection. Condemning abused teachers for the length of their words is like condemning the boys abused by priests for discussing sexual issues. It is unfair to blame victims for irritating speech, when the essence of abuse is harming others in ways calculated to harm victims again and again as they try to reveal the initial harm. Abuse is the creation of diabolical and sinister traps that keep on harming so that the predator remains in power. As a compromise, I have included excerpts in the book while alerting you to the complete stories on NAPTA's website. However, in some cases I believed the entire piece or story needed to be there.

Also, I decided to err on the side of too much proof of White Chalk Crime™, rather than write a short book that might fail to capture your hearts and minds. In this "he said, she said" dispute, with EducRAT\$ as the Goliath-like "he's," and principled teachers, educators, parents and citizens as the David-like "she's," no amount of substantiation is too much. This had to be an enormous book; it imparts an enormous problem. This book is my gift to a country that I love and respect, not for how it is today, but for what it has the potential to be because people can form alliances and make things right. This book is the culmination of over a decade of work. I wanted it to be potent enough to reach people. Thus, it needed lots of stories, lots of articles, and lots of repetition so that what is unbelievable can be absorbed and etched in your souls. You see, I have no intention of writing a sequel. This is it. This is not a contrived reality show or a made for television soap opera. This is a serious topic that people either need to embrace or let it embrace, or I should say strangle them. It must foil propaganda spinners and create new believers.

Without principled people intervening, this avalanche of concealed problems facing our schools will leave them barely clinging to life. Rosa Parks sat on the bus and started a

movement. She did that so others could use her act to force change. My journey and this book represent one person's refusal to get off the "bus" so others can use it to force change. Acts of civil disobedience must be judged for their purpose rather than on their form. This book had to be what it is to accomplish what needs to be done: take back the absolute power from those holding our schools hostage, if not by directly ending White Chalk Crime™, then by teaching people not to choose teaching as a career, or by teaching parents to identify this crime and not send their children to these corrupt schools so that the laws of supply and demand will then take hold and destroy White Chalk Crime™ indirectly. Exposing the truths herein will spare many idealists from the psychological torture awaiting those who choose to teach. There are careers where one can make a difference, but teaching is progressively not one of them; being a teacher is akin to playing Russian roulette with one's soul. Also, our children's futures call for a comprehensive book. Parents need to know that the financial cost of private school may be small compared to the high cost of subjecting children to our unsafe public schools, as well as become aware that White Chalk Crime™ spills over into all schools, even private schools.

At the end you will find an essay test, or final, the passing of which is a gift for your child, grandchild, and for our country. Regardless what comes of the truths herein, at least by reading this you can show your children you care enough to try and protect them. Sydney Smith said: "It is the greatest of all mistakes to do nothing because you can do only a little. Do what you can." With many doing a little, it will be a lot.

ⁱ *Time Magazine*, posted at www.time.com, by Claudia Wallis, on February 13, 2008

ⁱⁱ Posted at newyorktimes.com, on March 7, 2008, by Elissa Gootman

ⁱⁱⁱ "An Interview with Armand Fusco: About School Corruption," by Michael F. Shaughnessy, Senior Columnist EdNews.org, posted at EdNews.org, on January 7, 2008

^{iv} Published by *Chicago Tribune, Metro* Section 4, November 25, 2001, by Diane Rado and Geoff Dougherty

^v Quoting Obama in a review of his book at Amazon.com

^{vi} Defined by www.lectlaw.com

^{vii} Posted at: Philly.com, on Oct. 31, 2007, by Dorothy Rich founder and president of the nonprofit Home and School Institute, MegaSkills Education Center, in Washington

^{viii} Posted at Chicagotribune.com, on June 25, 2007, by Jeff Coen

LESSON #1: WHITE CHALK CRIME IS OUR EDUCRATS' REAL PURPOSE

Dysfunctional Schools You hear query about Education all over the media, although not nearly as much as one would expect considering its dismal state. For instance, Lou Dobbs of *CNN Cable News* recently asked: “Why are we failing a generation of students? We’re talking about kids’ lives.” He has asked that question repeatedly as have many, many other pundits, reporters, and public officials. This book conclusively ends this bewilderment. White Chalk Crime - unregulated, uninvestigated, tax subsidized lawlessness topped with mismanagement and incompetence - is the root cause. This book offers authentic solutions heretofore unavailable because EducRAT\$, desiring to feast at our expense, have secreted the conundrum that has devastated our Education system by operating as outlaws. (EducRAT\$ are hired, appointed or elected leaders who are RAT\$ more engrossed in \$\$\$ and power than in educating our children, and who have made careers of bilking the public, and who will do anything to protect their operation, including pretend whatever they did was no big deal when caught, i.e., put the accuser on the defensive)

It seems incredulous that we have allowed Education to deteriorate to the extent it has, from sacrosanct to sleazy. However, what makes no sense only makes no sense because of EducRAT\$’ systemic mode of cover up. Schools are not about children to EducRAT\$. They are opportunities for power and perks. Those running the schools, just as heads of political parties, see their job as expanding power, not expanding children’s minds and well-being. Tax driven rather than profit driven, they have an inexhaustible source of money and an inexhaustible source of credibility with the public assuming that they are of the highest ethical order; their duty to the public enjoys a sacred trust. Thus, they operate with the wind on their back as a monopoly with an absence of healthy skepticism. They do not have to succeed as does a business that must be profitable to survive; they do not have to worry about regulatory bodies as does a business that must be lawful to survive. Taxes keep coming in regardless what they do. The only regulatory feature in place to ensure that they cannot betray the public is local elections, which, in reality, is cleverly not in place as you will see. EducRAT\$ have fragmented Education, turning their underlings into puppetry, and using their absolute power to ensure unbalanced news from the local press. This insidious culture, aided and abetted by institutions steeped in prejudice and greed, focused on money and power, not ideals, rests on a foundation of lies spun into “truth” by an endless propaganda campaign, referred to herein as THE GAME, courtesy of a team dedicated to politics, not children. It should be identified as ENRONcation, not Education.

An accurate description of our schools is arrogant monopolies that have abandoned logic as well as morality because they can, with White Chalk Crime existing at the pleasure of those in charge. As long as the public does not know this, their allies are in lockstep, and their agendas are in position so that the public cannot unearth the truth, nothing will change because it does not have to change. According to Benjamin Franklin: “There is no kind of dishonesty into which otherwise good people more easily and frequently fall than that of defrauding the government.” Our schools have provided a magnificent opening to partake in such a decline since the truth of why our public schools are so dysfunctional lies buried under layers of carefully positioned propaganda, and skillfully constructed terror, courtesy of our school boards all over our nation. Covert teacher abuse is the foremost weapon that guarantees EducRAT\$ that these scheming leaders, not the people, are in control, and is thus the first aspect of White Chalk Crime we need to crack down on to force change.

Interestingly, when I began writing this book, I coined the word ENRONcation for what Education in America is today because of the parallels between what went on at Enron and what is going on in our schools: insiders and people with power taking advantage of

outsiders and those without power by selling dubious energy contracts that made the Enron executives wealthy while almost bankrupting the state of California and causing shareholders to lose their investments. I had no idea that a few years later an actual dubious energy contract scenario would surface within the White Chalk Crime's landscape to make this analogy a potent concept. Indeed, school boards in Illinois have given me the teachable moment of which most teachers only dream in an article by Diane Rado published by the *Chicago Tribune* on March 5, 2007, entitled: "*Suit filed over fees for school utilities: Energy consortium collects millions*," which described a lawsuit that a concerned Illinois taxpayer had filed. The article said that the Illinois Energy Consortium has charged districts with fees unrelated to utility charges. It also stated: "Most districts have hired the consortium without getting bids from competitors." It went on: "About \$4.5 million in fees was collected from school districts in the last three years, with the bulk of it going to the consortium's creators." The consortium's creators were three associations, which the article identified as the "main advocates for school boards and administrators in the state." It continued: "Another \$1.3 million in fees went to the school business officials association, which was chosen to market the consortium statewide. ... And close to \$1 million in fees went to the consortium for consultants and other operating costs." The article pointed out that this "consortium bills itself as an 'Illinois not-for-profit corporation' organized exclusively for charitable and educational purposes," and claims it "only charges what's necessary to cover the costs of utilities." Rowden, the lawyer representing the taxpayer said: "If you're telling the world, or the circuit court, that you only charge what is necessary to cover the cost of the commodity, how do you then charge these fees that generate millions over time directed back to [the school associations]?"

In order to secure more information on this suspect situation, I went to a link,¹ which contained a link to a radio interview, with the two lawyers who had filed this lawsuit for the concerned taxpayer, conducted by the show's host, Bruno Behrends, who began the interview saying: "the stuff that goes on in schools, if you knew about it, you would be mad about it," which is essentially the theme of this book; because he spoke my language, I listened to the entire interview. The two lawyers explained that this lawsuit came about because Palatine-based Township High School District 211 had entered into a no bid energy contract with this aforementioned consortium, IEC, after a couple of private meetings in violation with School Code that mandates that procurements of this size be purchased via a process including bids to assure proper use of taxpayers' funds. They also explained that this consortium was formed by a group of former superintendents with no experience in the energy industry, working with a consultant in Iowa who did have experience.

They said the school district justified this no bid process despite constituents' protests, using an exemption in the School Code that allows for no bid contracts when procuring items available via only one source, which at one time was the case for energy and no longer applicable since multiple suppliers existed for utilities. They pointed out that they had found out much information through the discovery process connected to this lawsuit. This included that the contract only limited the costs for the first seven months, after which there would be no price ceilings, working as an adjustable rate mortgage works. Basically this contract was based on trust, not on a guarantee that the rates would remain reasonable. They said it included a penalty for early termination, like cell phone companies use, that amounts to approximately \$200,000, which prevents purchasers from escaping exorbitant future rates. Thus, this is one-way trust: communities trust while EducRAT\$ allegedly commandeer a gainful business deal.

They also discovered through the legal process that two districts that had publicly bid their contracts in accordance with School Code and had received written responses and then

decided on the lowest cost provider did not choose IEC since it contained the second highest cost for electricity. These lawyers alleged that this lawsuit shows “a lack of respect for the law.” They also emphasized that the board members, knowing that they have a duty to use transparency in their dealings, did not ask a single question before voting to accept this contract. They said that the entire pretense of the transparent district model is a sham, and that “these are folks that do what they are told.” They pointed out that no bid energy contracts numbered over 300 and that about one third of all districts violated School Code. They alleged that they were not saying the IEC is composed of bad people, but that it encouraged a process that did not follow the law that requires competitive bidding to save money. I would add to that: we do not know they are not bad people either because acts like this regularly go without investigation of any sort. This defines White Chalk Crime: acts that violate the law, or betray the public, leading to EducRAT\$ receiving power and perks, and no one ever finding out.

Behrends made the point that “on its face it is untoward with an appearance of impropriety.” Superintendents getting together to sell electricity without bids would raise suspicion if the public hadn’t been lulled into ideation that administrators are only there for our children. Unfortunately, regardless where this lawsuit goes, it is unlikely that any authority will ever criminally investigate whether some of these people deserve cells next to Jeffrey Skilling of Enron. I am sure some do. What was more reprehensible was that one of the three associations running this consortium, the IASB, Illinois Association of School Boards, received \$205,000 from the IEC, funds usable to advance their political agendas, one of which surfaced in the discovery process. An email from District 211 to IASB expressed concern about this lawsuit posing a threat to the IASB business model and asked the IASB to assist them in Springfield [Illinois capitol] to make sure they “don’t have to bid contracts and lawyers can’t sue us for not following the law.” According to these lawyers, the IASB wrote back, providing a draft of revised law to take this out of public bidding.

Describing what went on as possible “money laundering” or a “pyramid scheme,” they said that most likely the EducRAT lobbying will succeed at changing the School Code so that no bid contracts will become legal, i.e., they will use your tax money to weaken the law protecting your tax money. These lawyers said that irresponsible spending of taxpayers’ dollars “needs to be shouted out so everyone’s aware of this.” This incident contains many elements of White Chalk Crime. First, they mentioned that the concerned taxpayer filing the lawsuit had exposed himself to the wrath of EducRAT\$ to have the law followed, which means his name will be smeared. Then they said: “No matter what angle you look at it, it is about hiding information from public; these people are able to purchase legislature,” which shows how White Chalk Crime is systemic in nature. And they pointed out that the company that stands behind this energy deal is currently under investigation for charging exorbitant fees and that tax monies earned by a convenient business venture such as this gives the IASB more buying power to elect more board members who will “do what they ask – put the money back into association.”

Behrends said: “Caught red-handed, the Superintendents/Administrators are now trying to get their bought and paid for minions (Legislators) to change the rules after the fact, despite the fact that you can’t legislate outcomes of a pending lawsuit.....I’ve told you once, and I’ll tell you 1000 more times, Public Education has become a money laundering scheme for a privatized and protected class of mediocrities. If you and your neighbors and any sense of outrage, these people would be frog marched like Jeffery Skilling and Ken Lay.” Having read Kurt Eichenwald’s book about Enron, *Conspiracy of Fools*, © 2005, I can honestly say that Education has earned its characterization as the other Enron. Eichenwald described how Enron had bullied Wall Street firms into issuing unwarranted, favorable reports about its

share price using a threat of taking away profitable banking fees as well as how it manipulated electricity prices during the California energy crisis of 2000, all of which contributed to the crisis. EducRAT\$ bully unions into sabotaging dedicated teachers to force them out of the system using a threat of pushing unions out permanently, and this energy consortium deal surely was a manipulation of facts that resulted in many districts blindly choosing what districts that conducted their business legally had rejected. Although I do not recall buying legislation as a component of the Enron debacle detailed in Eichenwald's book, one must factor in that Enron was subject to regulation and thus had to manipulate or "buy" the agencies in position to detect fraud and stop them from reporting Enron's fraudulent acts whereas EducRAT\$ have no oversight, so their manipulation needs to focus on the laws that have the potential to detect fraud and stop their fraudulent acts.

A close look at either situation has fraud written all over it with unbalanced power ensuring certain people benefit and others do not find out. During Behrend's radio interview, a board member called in applauding the exposure of this suspicious energy deal, describing the difficulty of being a minority member of a board that does not care about protecting taxpayers' dollars. She pleaded for others to join the forcing accountability bandwagon with her, expressing frustration that so few will. This same difficulty applies to anyone operating within this system of White Chalk Crime who actually believes schools have a purpose of educating our youth, especially teachers who care about children. This system now belongs to thieves, not to the public.

Having learned about this consortium, a typical example of business as usual in Education or Enronation, it becomes evident that White Chalk Crime thrives due to cooperation amongst likeminded types. The coordination amongst these players appears to be dazzling, all the way down to the puppet school board. Joe Williams, a former Education reporter for the *Milwaukee Journal Sentinel* and the *New York Daily News*, explained how this works in his article entitled: "*The Public Education Cartel*,"² from his book, *Cheating Our Kids: How Politics and Greed Ruin Education* © 2005, which conveyed an accurate picture of the schools we have. In this article, he defined school cartels as networks of people in the school system "interested primarily in self-perpetuation rather than teaching and learning in the classroom. ...In the world of commerce, cartels are agreements between most or all of the producers of a product to either limit their production or fix prices." There is no doubt our EducRAT\$ have limited the product of Education.

He pointed out that cartel members "get their power in a number of ways, primarily through the fact that they get to implement nearly everything that happens in school systems." He said: "One of the things that keeps the cartel running smoothly is its power over vast sums of other people's cash," certainly the circumstance in our schools. He then described how unions and school activists form a coalition to "promote the interest of its members." He pointed out that it gives us a "system that doesn't work for our neediest kids and is extremely difficult to ever reform, because there are so many grownups who are served quite well by the failing system."

I would add to his theory that this system doesn't work for any of our kids since it places high functioning children alongside dysfunctional children, which results in collateral damage for others due to bullying as well as exposure to anti-social behavior. However, the neediest kids, whether they are economically deprived or learning challenged, take the brunt of the damage.

He mentioned: "One of the most bizarre aspects of the education cartel's playbook is the way the members try to hold back people within the system who show too much initiative. They become experts at throwing up roadblocks to make life difficult for these dissidents." The primary roadblock EducRAT\$ set up is via teacher abuse directed at educators who are

dedicated and prone to advocate for their students. Because it truly seems bizarre that intelligent leaders would not want these inspired servants, outsiders misinterpret acts performed to dispose of them. They simply cannot fathom that quality teachers would be maligned and trashed; it makes no sense. This is precisely why this book had to be. The public needs a detailed explanation of why it does make sense – EducRAT\$ need to maintain the status quo to honor the cartel by-laws, which its members tacitly or openly agree to observe. They need to cleanse the system of teachers such as myself since cartels work on the principal of self perpetuation, not on the principal of expanding children’s potential. Williams made the following claim, which is unfortunately dead on: “Public education can be saved, but only if parents are ready for a knock-down drag-out fight with the people who hold the power in public education.”

I hope to simplify this “fight” by educating the public and by handing the public proof of lawlessness within these “cartels” so that they can insist that our courts and public officials play a role in this “fight.” It is no small coincidence that law and order is a commonly used phrase; without law, there is no order, which is the essence of our troubled schools. As you read through this book, you will see that although parents suffer greatly having their children deprived of a proper Education, teachers hold the weapon parents need to win the battle – concrete proof of violations of employment law and the Constitution. Thus, parents and teachers must unite against their common EducRAT enemy rather than be sucked into supporting the “cartels,” the direction that EducRAT\$ foster in our schools. As Williams said: "Membership in the cartel confers income, status, and perks." Applying this to schools, this is more than EducRAT advantages and teachers' keeping their jobs; this includes the social pressures that drive parents to support the establishment even when their gut suggests that rot hides behind the veneer.

Richard G. Neal’s book, *The Deserved Collapse of Public Schools: How We have been Hornswoggled and Bamboozled – Even Flummoxed and Hoodwinked by Entrenched Educrats, Tyrannical Teacher Unions and Pandering Politicians* © 2006, provided understanding for the framework upon which EducRAT\$ make their decisions, and further substantiates this cartel theory of operation. Deceiving the public is the core program in place; he made a case for why pouring more money into this broken system will not and cannot work (p.154). Then he mentioned “Recruitment of better teachers is further impeded by the fact that public schools show no preference for applicants who have strong academic records.” (p.210) I believe a more accurate statement would be that EducRAT\$ have a preference for weak academic records, or people who will fall into line. Not wanting bright people is a sign of not wanting innovation since innovation happens in a free environment. Education today reflects fascist values of top down control, not creativity; thus strong academic backgrounds and the independence they breed not only have no use, but threaten those in charge. Yet, explain this to students having to spend their days with teachers of limited academic prowess. Based on the direction our schools are going, explaining won’t be necessary since dropping out solves the problem for this growing group of bored, disillusioned students. However, Neal did not arrive at the core problem in our schools despite a book filled with accurate documentation about the dysfunction in this system. He said: “The answer, discussed later, is to identify the characteristics of a good teacher and to find what it takes to hire and keep such persons.” (p.242) On the contrary, EducRAT\$ have very effectively figured out who the good teachers are and have targeted each and every one of them because good teaching is not their concern, despite what most reformers believe. I take that back. It is their concern; they must dispose of good teachers before parents figure out that we could have great schools if EducRAT\$ had not turned these schools into their own private bank accounts. Good teachers and White Chalk Crime simply do not mix.

However, despite Neal's failure to grasp the role that teacher abuse and White Chalk Crime play in the disaster we call our schools, he wisely stated: "The Education Establishment is one of the most entrenched social institutions in our nation. It represents the status quo – the existing state of affairs. The status quo always exists for a reason. The status quo is that status that has won over all others. The status quo exists until a more powerful force changes it." He said that further deterioration as well as Education choice is needed for change to take place, without recognizing what the underlying reason is for the state of affairs we find Education in today. Recognition and eradication of White Chalk Crime gives us a far superior alternative to his two choices, further deterioration or choice, which are basically the same given the state of affairs. Understanding White Chalk Crime and putting EducRAT\$ where they belong - either out of Education or incarcerating them – gives us a real choice of allowing reform to start immediately. Unfortunately, crossing the bridge of understanding is tedious. If a person, such as Neal, who has studied this system for years is thrown off track to mistakenly believe that something other than good old fashioned crime is holding this together, what hope is there for a public too busy to even read this book? Perhaps there is not a lot, but no teacher ever excelled with difficult students without tenacity to see a goal through, and the end - good schools - justifies trying.

For instance, in Joe Enge's March 2, 2007, edition of "*The Voice of EdWatch Nevada*," this Education activist's watchdog newsletter, he described school districts' websites as being "walls" rather than "windows" in their attempt to avoid transparency. He wrote regarding school district web sites: "In addition to saving money, technology can truly make public schools transparent. That's the real objection. What would happen if everybody could see what was taught and emphasized in classes? What would happen if the public could see biased, one-sided supplementary information being forced on students? What would happen if the public had access with a mouse click to the union contract, budget, and disbursement checks? It would be chaos, bedlam, and the end of the world as we know it, at least in the view of some in power." He said: "To prevent this [loss of power if the public had the facts], districts have developed some tricks of the trade. A common one is to post information so it is difficult to find. In this way the district can claim it is on the site, but knowing full well most people wouldn't be able to find it." (This reminded me of how my board evaded alerting the public to a meeting to terminate me despite the Open Meetings Act. The board hung a very small sign way over on the side of the front door so no one would see it. Manipulatively complying with laws displays EducRAT\$ at their apex, ignoring laws is second choice since it means damage control.) "Another trick in their repertoire is to not publish board members' e-mails and instead filter them through the superintendent."

In anti-fraud specialist Joseph T. Wells' article: "*Corruption: Causes and Cures: Auditors can help detect and deter bribery and kickbacks.*" © April 2003,³ posted at the Association of Certified Fraud Examiners' website, Wells pointed out what assists him in detecting fraud: "As corruption schemes progress, conspirators usually get careless. ...The perpetrator's modus operandi tends to change over time. Initially, the crooked employee carefully covers his or her tracks. But as the crime progresses without being uncovered, perpetrators look for ways to accomplish the same illegal goals with less hassle. In the beginning the suspect may make sure all of the documents appear in order. Later, he or she may not even bother with any phony paperwork."

Thus, applying cover up routines whenever information could reach the public such as on a website so few people will find that information and force EducRAT\$ to have to issue phony denials is first stage fraud. However, the few who see beyond the surface of EducRAT "facts" and question them, spawn a second stage tactic: maligning the attacker so no one will listen. What distinguishes situations in which attempts to appear legal occur and

situations in which EducRAT\$ don't bother to cover up is the progression of White Chalk Crime. Based on my district's use of phony paperwork to make a case against me, White Chalk Crime was still in its infancy. However, if the U.S. Supreme Court denies my case, which could occur, districts will not need to bother with phony paperwork; EducRAT\$ will "accomplish the same illegal goals with less hassle."

This is not an easy journey. EducRAT\$ have worked hard to muddy the waters, and thus it takes much diligence to see through the mud. As mentioned, you must build awareness for this dark arena little by little. Understanding how teacher abuse fits into the big picture is crucial, and to do that, I need to help you clear the slate of information about our schools that EducRAT\$ have craftily crammed with propaganda to keep you from ever figuring out THE GAME. Just remember that teachers, infantilized and held hostage due to teacher abuse, behave as EducRAT\$ desire – robotically following their masters' menacing lead in mindless lockstep. Also, remember that solving this problem requires that we get to the root of the problem rather than attack the effect. Bad teacher behavior and bad curricula decisions are the effect; corrupt schools and their absolute power are the cause.

This Crime Needs Defining I am sure you have heard the saying that "40" is the new "30," i.e., this generation no longer feels middle-aged at 40. Along that line of thinking, EducRAT\$ are the new Mafia. EducRAT\$ have organized white collar crime into something unique, hence white collar crime modified with the word "chalk." Chalk is literally symbolic as a stereotypical teacher tool, and figuratively symbolic as easily erasable, the fundamental nature of White Chalk Crime. While the Mafia with a capital "M" refers to blue collar crime such as drug dealing, gambling, protection, and prostitution amongst other vices commonly known as racketeering, the EducRAT mafia with a lower case "m" refers to white collar crime such as manipulative mismanagement, circumvention of laws, teacher abuse, embezzlement, bribery, and kickbacks. A NAPTA member defined *racketeer* while imparting the parallels in Education, indicating that the similarities far exceed the discrepancies: "A person who commits crimes such as extortion (*Forced resignations*), loan sharking (*student loans*), bribery (*keep your mouth shut/keep your job*), and obstruction of justice (*political and judicial connections*), in furtherance of illegal business activities (*text book companies, student loans, administrator owned consultants*)"

Other qualities these mafias have in common include: a well-organized system of crime working as a team; durability over time, which resistance to reform epitomizes; enough power to use fear to have their way; ability to commit crime while existing as an integral part of the tapestry of society; insulation from the law; parasitic existence off a host, which in both cases is the public; and a code of honor that maintains silence. The key differences are that the Mafia accesses their money via vice, while the EducRAT mafia accesses the bulk of their money via taxes, and the Mafia uses physical brutality and murder to induce fear; the EducRAT mafia uses psychological brutality and control of the legal system to induce fear. Although EducRAT\$ often drive teachers to suicide and systematically rob them of their property rights, directly robbing and/or murdering people is not part of their agenda to the best of our knowledge. Another significant difference is that the EducRAT mafia enjoys the respect of the public and is insulated from scrutiny by bias that EducRAT\$ have our best interest in mind whereas the Mafia is an object of scorn. Take a look at what this teacher has to say after undergoing teacher abuse and then read her entire story:⁴

I can hold a "little" respect for the mafia. They are what they are and make no bones about it. They are thieves, killers, intimidators, etc. You know what you're dealing with when they come to your door. But in my heart I have come to know that school districts and state

education departments are of much worse character and violence. They publicly act so respectably and yet quietly, secretly use the power of the government and self crafted administrative laws to kill off and intimidate innocents. If I had to deal with the mafia or the governmental school machine, I'd choose the mafia. I know what I am dealing with, the public would be scared but sympathetic and the mafia would do the kindness of just putting a bullet in my head.

All criminals need a plan; using teacher abuse to replace hit men is EducRAT\$' perfect design. The fear of hit men deters most people away from going after Mafia members; the fear of teacher abuse frightens most teachers away from exposing what is going on. An article by Joseph T. Wells, anti-fraud expert: "*Collaring Crime at Work*,⁵ confirmed the effectiveness of squelching teachers' voices. Wells said: "Most fraud is uncovered as a result of tips and complaints from other employees. To deter and detect fraud and abuse, many experts believe an employee hotline is the single most cost-effective measure." Silencing teachers is the most cost-effective measure to hide crime.

White Chalk Crime and NAPTA Because EducRAT\$ have the ability to galvanize teachers and other teachers and teachers and parents against each other so effectively, we needed an organization to counteract this force as well as organize abused teachers so EducRAT\$ could no longer impugn them by isolating them and obliterating any chance the truth would be heard. Thus, in 2002, I co-founded National Association for the Prevention of Teacher Abuse, or NAPTA, a nonprofit organization that consists of a website⁶ and a mass of people coming together with a vision for law abiding schools, many of whom are teachers who became targets of EducRAT\$ for having stood on principles such as: protecting children from discrimination and bullying; ensuring that children receive legally guaranteed services as well as a proper Education; speaking publicly about discrimination against teachers, particularly veteran teachers; and for speaking publicly about EducRAT\$ misconduct, principles that EducRAT\$ have banished from Education along with the teachers who stood for them. NAPTA members refuse to be defined by the White Chalk Criminals running our schools, and refuse to allow White Chalk Criminals to define our schools. NAPTA's goal is to use democratic tools to expose the truth about our schools with the belief that if we fail to reclaim our schools from the White Chalk Criminals who have stolen them from the public, these tools will soon vanish too. Upon joining NAPTA, one member said about NAPTA's purpose, "I love this! We are being Americans." That sums up the spirit of how we are fighting and that for which we are fighting by networking and sharing our stories as well as our advocacy. Our belief is that exposing the truth is fundamental to taking our schools back. Once wise to EducRAT\$, the public can dismantle this organized system of crime.

Think about how the government defeated Al Capone - for income tax evasion - probably the least of his bad deeds. NAPTA's position is that as teachers who have been legally violated we have the goods on EducRAT\$ and together we can force accountability that will end White Chalk Crime. Also, with teachers free to speak, crime will no longer pay. Although abused teachers easily form an alliance with other abused teachers, parents remain puzzled by what brought these teachers together. Due to their inherent mistrust of teachers, many misconstrue our purpose. Below is an excerpt from *NAPTA Carves a Path to Reform; It is Not the Plan for Reform*, a description of NAPTA's purpose, informing parents that we are not just uniting to protect our jobs. This is a movement to expose and end White Chalk Crime, of which teacher abuse is just one part, but the part that guarantees that White Chalk Crime prevails. This explanation will help you wade through the propaganda that exists in

this calculated cover up:

*NAPTA focuses on teacher abuse because we believe that it is the shield behind which sinister administrators hide. Once we expose them, the playing field will level and schools will be about children, not money and power. **Only then reform can begin.** NAPTA is about uniting with parents to force these people to follow the law. NAPTA is about accumulating documentation to accomplish this. We want parents to join us in getting the media to present proof of our allegations. We want our documents shown, proving the guilt of many administrations. However, right now there are hundreds, maybe thousands of us, with the proof in our hands, being blocked by our unions and our schools. Those of us who were bullied and criminally violated by the system have contacted every agency imaginable and none can or will investigate. From the ACLU to the governors, attorney generals and senators to the FBI, it is not something they can or will do. Administrators control the sole agency that could investigate our schools - our school boards; and they can only investigate their individual school, which at best would give isolated, temporary relief.*

We are not saying that teachers should never be fired; if they cannot do the job, they need to go. But the termination process should be humane and constitutional, and should be utilized on teachers damaging children rather than on dedicated teachers as punishment when they refuse to be a part of THE GAME. Our information will prove that EducRAT\$ violate the laws of the land regularly, with no accountability, as they dispose of teachers who get in their way. In spite of parents' huge numbers, they make little progress against EducRAT\$ without the insider information we can provide to bring unethical, self-serving administrators down. We have the documents. We have the testimony. We can go on Oprah or Dateline and prove what is happening. Parents will never be able to do that without us. Yet, we will never be able to do this without parents since our numbers will remain small as long as abuse keeps most fearful teachers silent. Pundits have asked Oprah why she opened schools in Africa rather than in our country and she has replied that we have free schools whereas Africa needs her help. She may be an exceptional person, but she is not clairvoyant and does not know what is really going on in many if not most of our schools and how they are not free to really educate our children. Furthermore, she is not going to listen to a few of us speaking; we need numbers for her to trust us as frankly, it sounds incongruous and is irrational that this is occurring. We cannot expect her or anyone to believe a small percentage of people when so many people claim our schools are doing their best and EducRAT\$ exert effort to contradict us. Therefore, we must become a large group to establish credibility. Yet, EducRAT\$ have the power in their hands to keep us small and without a voice.

*Whatever issues bother you in our schools, know that they are smoke and mirrors that EducRAT\$ hide behind. A distracted public allows EducRAT\$ a window of opportunity to make special deals. They want the public focused on something other than their misdeeds and political control of the boards. Programs that parents find ineffectual, or offensive, or just plain stupid, aren't the real cancer; if parents continue to expend energy at that surface level, nothing will ever change. We need to work at the seed level to change this scene. We need parents to spread the message so more people will help us. We have the proof, but not the means to do anything with it at this point. **Their ace in the hole is that teachers are too weak and too financially constrained to do anything with the proof, even if teachers get over their fears of retaliation.** NAPTA's agenda is to acquire the means to reveal and stop the abuse, and we will do it somehow, because we are dedicated teachers who took our devotion and dedication to the profession that turned out to be an illusion, and have placed it into this cause. And just as we used to turn children's lives around, we will turn this*

around. We know we can. But it will happen much faster with people like you helping. NAPTA teachers are citizens and many of us are parents first. This fight is not about our careers, but about our outrage that our most vulnerable citizens, our children, are being abused - through the abuse of teachers.

Understanding White Chalk Crime Via Teacher Stories The above message was geared to reach parents and citizens who were actively working to improve our schools. The hope of this book is to get this message to all affected by EducRAT\$ operating above the law – anyone who is not in line with their hands out at the expense of the rest of us. Following are more excerpts from teachers’ stories to help you see the hidden agendas that make teachers, who prioritize servicing children’s needs, into pariahs; the nightmare situations in which teachers find themselves all over this country will help you establish a big picture view of what is going on in Education. Due to space limitations, I am only mentioning the tip of the iceberg of mistreated teacher stories. NAPTA’s website⁷ contains the complete versions of these stories and many more, with new stories added regularly. Other stories are interwoven throughout this book.

The truth must be known or we can expect these malignant practices to continue to destroy the opportunity for quality Education in America. In *“Strong Leaders Won’t Save our Schools,”*⁸ Jerry Jesness prudently warned: An entrepreneur who discharges competent employees in order to surround himself with sycophants likely will find his business on shaky ground or perhaps even in bankruptcy. There is no such consequence for a school administrator who does the same because few are aware of this hideous practice. As you read these and other stories, think about the children who respected these teachers only to find out that these respected, caring people are disposable in a society where money and power come first. The lesson in our schools is: rather than respect human dignity and people who give from their heart, worship money and power.

Below are excerpts from anonymous English as a Second Language teacher story: *“Money as a Second Language Curriculum in Education,”*⁹ which was a rebuttal of her principal’s unfair evaluations. Know that schools receive funding for specific placements, which explains why these students are erroneously placed and why the teacher is told to use phony assessment results. Interestingly, this teacher joined NAPTA after reading about her abusive principal in another teacher’s story on our website. Remember: while this principal keeps securing employment, the teachers give up on Education, and the students suffer.

I have taught both English and Spanish to beginning language students of all ages for the past 20 years. I am fluent in three languages—English, Spanish and Italian. I have my masters in Spanish Linguistics with studies in Applied Linguistics, Language Acquisition and Methodology. After 20+ years teaching language part-time and independently, I procured my type 29—Transitional Bilingual Certification –and I am taking graduate classes to pursue an 03 teaching certificate with graduate-level studies in Bilingual Bicultural Education. According to what I’ve been learning in...Bilingual Education—TBE and TPI are not in compliance with state code at my school.

She described violations including the erroneous placement of students, assignments geared to cause teachers to fail, false assessments, and the denial of proper services. It was obvious that this teacher received a fabricated evaluation as well as underwent demeaning and unprofessional comments because she raised concerns about compliance with the law. She said: “I had been warned by other teachers in the beginning of the year not to question the principal, apologize for anything she accused me of and to keep my mouth shut. I had hoped through honest work and open communication we would provide a wonderful

environment for learning. I just couldn't believe that the environment was so toxic...The worst of this is that nobody feels comfortable bringing any concerns to the principal because there is a fear that she will 'shoot the messenger.'... Because of the hostile work environment, I would not renew a commitment to work with her again."

Placing children in unneeded classes can be for higher test results or because federal monies are attached to ESL students and thus principals mislabel students for financial gains. Obviously, this teacher's desire to meet her students' needs made her an object of teacher abuse since her unethical principal needed compliant types, not focused on students' needs. Below, a teacher from New Mexico experienced similar unlawful directives and is no longer teaching in the United States:

As a bilingual teacher I was ordered not to teach so much English. One year the administrators tried to keep all of my students in the bilingual program and succeeded in keeping most of them in the program in spite of the fact nearly all were qualified to go into the English program. I was not allowed to continue teaching in the bilingual program because I couldn't pass the Spanish language test. So, I moved to Special Education where I was ordered to violate many students IEP's and eventually my contract was not renewed in spite of my students being very successful. I was given a growth plan and told if I met all the terms of the growth plan (none of the parts had anything to do with education quality) I would be rehired but I met the terms of the growth plan but was not rehired. I got a horrible evaluation which makes it almost impossible for me to get a job in USA so I'm working overseas. I filed a lawsuit in federal district court a year ago but the judge refuses to rule on any of the motions and I can't get a lawyer because all the lawyers in our state claim they have conflict of interest as they work for the schools on some issues.

Then there is Jeff La Marca, a dedicated California teacher harassed out of his position after being forced to file a complaint with the United States Department of Education, Office of Civil Rights (OCR) regarding racial and special needs discrimination against some of his students, which the OCR found to be occurring throughout the district. In June of 2001, La Marca won his second OCR case against the district. OCR found that the district was in violation, on two counts, of the Civil Rights Act of 1964 for retaliating against Mr. La Marca. That case was finally closed in June of 2002 shortly after: the district had undergone several years of monitoring for their abuses; notices were sent to all parents and teachers informing them that they had the right to file complaints against the district without threat of retaliation; signs were posted at all schools regarding the same; and all district administrators had been required to attend a full day training session on how to not retaliate against teachers, parents, and others who engage in protected activities such as the filing of lawful civil rights complaints against the district. La Marca, however, is currently on disability due to Post-Traumatic Stress Disorder with an inability to work in a school setting after having experienced so many years of severe harassment. EducRAT\$ forced one more very wonderful and dedicated teacher to leave the teaching profession. Jeff is truly the teacher you wish your child had. Read his complete story.¹⁰ See his website,¹¹ which exposes the truth about our schools, and which was my first contact with another like minded soul. Jeff La Marca lit the spark that got NAPTA going. His site helped launch us.

Cheryl Mix is a courageous Special Education teacher from Illinois who spoke out about wrongs being done to her students. After giving testimony at a gubernatorial forum hosted by Parents' Alliance for Compliance in Special Education on 2/23/2002, she was harassed by her principal, falsely accused of child abuse, and dismissed from her teaching

position by a school board uninterested in the truth. I, personally, appeared before her board on her behalf, asking them to investigate these false charges. Instead, they terminated her with no investigation. This was no surprise since they used the same law firm that my district used to dispose of me. At the forum, Mix boldly gave testimony on her experiences and struggles as a Special Ed. teacher:

I am Cheryl Mix, a Special Education teacher. I have had the honor of teaching children with disabilities for the past 12 years. I also had the good fortune 4 years ago of obtaining a teaching position in the district I grew up and where I currently reside, East Maine School District 63...I expect administrative support and to work as a team with the parents...I was no longer encouraged to work along side of parents as an equal partner. I was discouraged to communicate with parents outside of the daily notes that were sent home telling the parents about their child's day. I was given many strong suggestions not to discuss information with the parents or to say anything more than current progress of goals during IEP meetings. I was now being told to go against best teaching practices and my personal teaching philosophy, values, morals, and ethics.....

I was very up front with the Special Education administrator that I was not happy with these suggestions and the children's education would suffer as a result of this. My honesty was ignored. I was being told in indirect ways, if I wanted to keep my job I would not inform parents of their rights and I would keep my mouth shut. In order to make sure I did not get support from other teachers or principals in the district, I was moved to a different school for the current school year. I was allowed to teach preschoolers with special needs but in a building that did not contain non disabled preschoolers.....This current school year I have had many times where the administration has shown their displeasure with my views and teaching practices through subtle harassment. Unfortunately this harassment has affected my students greatly and in many negative ways....I was feeling helpless and that I was having a negative impact on my students due to lack of adequate space, materials and equipment as a result child's life hell, segregation and inequality. I know I could never allow myself to let this happen and I hope you will not allow this to continue.

Read more of Mix's story¹² as well about a courageous parent who supported her and who is still doing what she can to expose the truth about our schools. Fortunately for the public, Mix is still teaching. However, this is not the case for Carrie Clark of California. Clark's story exudes the tragedy of an unchecked system. The injuries she suffered in this demented environment are appalling. We have heard of teachers hurt worse than Clark. They are dead now and can't tell their stories. Colleagues have reported cases where teachers suffered heart attacks as they desperately tried to win over their abusive superiors, possessing ideation that if they did a little more, their principal wouldn't be so cruel. Here is the end of Clark's story, or at least as it pertains to her teaching days. At least knowing that she was one teacher who experienced some justice, we are encouraged. However, her rewards were far too small considering the harm inflicted upon her. The biggest harm was done to the children who won't have Clark for a teacher. Her story is entitled: "*Carrie Clark: There are Teachers too Gentle to Live Among the Wolves.*" She still suffers from Post Traumatic Stress Disorder, which manifests itself physically due to the extreme damages she incurred from a serial bully. Based on the last time I spoke with Clark, she still does her abuse ritual and she still tries to give meaning to her dark experience by participating in groups focused on passing anti-bullying legislation. She wrote: Labor Day, 2002, *Family, Friends and Supporters:*

My seven-year legal battle against my employer finally reached a conclusion. I was awarded a settlement of \$150,000 (US) with no "hush clause." My attorney was finally convinced that my Freedom of Speech was not for sale. I was punished on the job for telling the truth. The last thing I was willing to give up was my right to continue to speak about what I witnessed...discrimination of language minority students and misuse of federal funds in a public schoolThe school superintendent who disabled me is a serial bully. I am not his only victim. I have met and spoken with several others from four school districts over these past years. Attempts to alert various authorities garnered little action that was reported to me. He simply shuffled down the road to yet another unsuspecting school district and then another.¹³

Jeannie Crowder is another Special Education teacher caught in the EducRAT web of corruption. She coped by writing a book: *Beware the Sharks in Education: A Teacher's Perspective* © 2004. Crowder used a creative metaphor to aptly describe the horrors with which teachers contend on a daily basis. She wrote: "Many individuals will be shocked and dismayed at some of the information I am about to disclose. I was a teacher for fifteen years before I knew teacher abuse existed. I was naive and limited in my knowledge of individual rights. I had always believed that justice reigns and laws exist to protect us all. I was wrong. I'd always heard that it is extremely difficult to dismiss a teacher, but when I began investigating my recourses, I found none. Unless discriminated against due to age, race, sex, etc., all else is fair game. In all fifty states, harassment is not against the law. I found myself in shark infested waters, with nowhere to swim."(p.8) She assumed that federal law protects teachers from discrimination.

On the back cover it says: "This book is informative, shocking and entertaining. It may very well be one of the tools necessary to help change the current educational system for the better; and in the end a tool to help save our children's schools." I totally agree. It is less than sixty pages long and describes our schools with imagery that teaches well because it is connected to a metaphor we all know. In the *About the Author* section, it said that she is no longer an educator, typically the case with a teacher who dares to write a book. Her creative ability to teach a subject shines in this book, but that light has been turned off for students in Georgia where she could still be teaching if the EducRAT\$ hadn't destroyed her career. Crowder's story is not yet on NAPTA website along with about 500 other stories yet to be posted because of time and manpower.

Much of what you need to hear is not out there to be read. Bill Gates is pouring his and Warren Buffet's money into the corrupted schools, not into NAPTA; we accomplish as much as we can with our limited volunteer staff. Most members need to work. EducRAT\$ are fully aware of the powerlessness of a group of people without much money and so they boldly act in ways that normally frighten business tycoons in fear of jail. But like the tortoise and the hare, we are slowly getting our stories out and slowly being heard in hopes that people like Bill Gates learn how to really reform Education. Although a computer genius, his ability to navigate EducRAT propaganda mirrors my ability to fix my computer. We need to exchange knowledge.

Then we have Patricia Ellyn Powell of Louisiana who must have found Katrina a piece of cake after living through the nightmare of teacher abuse. In fact, as I watched the news coverage of Katrina, seeing people stranded on their roofs, or dealing with the other horrors of this incompetently run American nightmare, I thought of Powell, and thought that she will cope well because at least there is a way to resolve this tragedy unlike what she endured as a teacher. It turned out I was correct; she later published a book of poems about this experience. Earlier she had published a book describing her despair over the state of

Education called *Rotten Apples: We've Made Wormsmeat of Education* © 2002. Frankly, I think she insulted the worms, since worms contribute to the food chain keeping it vital whereas EducRAT\$ are mere parasites. Powell wrote: "It is an honor to be fired by a corrupt system. I am proud of my performance as one of the most qualified teachers in this state. Critical thinking is a double-edged sword. And once a teacher starts to do it, she becomes dangerous in the day of decay." She went on to say: "I encourage other school employees to develop and maintain the coping skills needed to deal with a rotten job, so that they may stay healthy and happy for both the kids and themselves." Powell pointed out that she was required to submit to "painful physical tests to prove her 20 year old diagnosis of Multiple Sclerosis and undergo psychiatric evaluation" and that she "cooperated and refused to resign." She continued: "Faced with no way to oust her for their own political reasons, the board hired a Baton Rouge lawyer with a plan."

It appears that the Georgia high school at which Beth Harris taught art had hired a similar lawyer based on her story.¹⁴ Not only did EducRAT\$ put this teacher with a heart condition in danger, but the description of her hearing could break anyone's heart except that of EducRAT\$, who seem to have none. She described the love she felt in the air that day despite the toxins that the EducRAT\$ put into motion to rid themselves of her. She wrote regarding her prior students: "Some of the ones who had graduated just a month ago got a rude awakening that day. I know they have to learn what life is about, but witnessing people you were taught to respect all of your school years lie and cheat while under oath, does not seem to be the kind of lesson you would expect to get so soon after commencement." You wonder what is wrong with our kids today. The answer is locked in our schools; you won't find the truth unless you work hard to listen to those of us who are blowing the whistle while an orchestra of calculated noise endeavors to drown the sound of those of us who dare to speak the truth.

Linda Shrock Taylor, a passionate teacher who writes articles about the sordid situation in our schools and whose full story¹⁵ eloquently described what teaching had done to her family: "In our home, we have had to deal with a doubling of this pain, for my son has had to suffer the brutality at two levels - in his treatment as a student in government education; in mine as a teacher who has been lied about, tormented, pressured to quit, set up to fail, unfairly reprimanded and shamed, ordered shunned - cruelty inflicted by a few small administrators with grandiose ambitions of driving me, and the few left like me, out of the schools....My child suffered my beatings with me - when I arrived home stressed; too upset to relax and play; preoccupied with hopes of escaping the chains; dreaming of one day leading a mutiny. On too many days it was impossible to hide my despair from my family. My son has had his life diminished by unnecessary suffering, and all because his mother is the kind of teacher who feels a calling to educate students so that some might escape their captors and become whole."

White Chalk Crime Thrives on Powerless Teachers How sad is it that a teacher who "feels a calling to educate students so that some might escape their captors and become whole" has been ejected from teaching and has to live a life of suffering passed onto her family? She is one of thousands in the same shoes, but one of only hundreds who have come forth to join NAPTA due to fear. When the media finally embraces this shame on our society, the power will shift. The public will finally see that teachers with power is a good thing, a necessary thing; EducRAT\$ with power is a horror. But, of course, they cannot accept the concept of teachers with power as a good thing since they have been systematically brainwashed into the ideation that teachers are the problem. Also, because others in power have concluded that teachers with power will upset our economy, requiring

us to pay teachers more, courts, politicians, and government leaders reinforce the propaganda that pins the problem on teachers, while letting EducRAT\$ off the hook. The parallels to slavery are abundant. Many think that abolitionists had to fight slave owners based only on racial prejudice, when the bigger fight was financial. Those who owned slaves did not want to take the loss that freeing slaves meant to them, and they urged politicians to back slavery for monetary reasons. Of course, racial prejudice was a major factor, but a careful study of history suggests that finances have always been the bigger determinant, far beyond any other cultural force. One can also posit that the monetary losses when slavery ended caused a sizeable portion of the subsequent racial discrimination. People simply do not part with their money very well as we all know.

In fact, the movie *Amazing Grace* that described one man's fifteen year battle to end slave trade in England, reinforced how cultural beliefs form based on financial issues. Do-gooders who want to abolish wrongs worry people who want to keep their money and there is plenty of worry that if teachers had rights, they would not work for the salaries afforded teachers. This is simply not true. First, teacher after teacher spends her own money to make her classroom optimum. Second, they repeatedly complain about teaching conditions, not money. It is the union complaining about money. Why? If they complain about money and if the public thinks they represent most teachers, the public will resent teachers. (Lesson #13 explains the teacher/union relationship.) Third, teachers cannot complain about what EducRAT\$ do to them and keep their jobs so they accept the two-faced support that unions provide and join the money bandwagon figuring at least they will have something to improve their lot in life, some compensation for the abuse.

Another reason that the public does not need to fear that treating teachers professionally and with respect as well as giving them the rights other employees have is that there are other professional groups who are often more underpaid compared to their skill level. One is architects. They can graduate from prestigious schools, with Masters' degrees and still earn salaries close to teachers. I have spoken with many and what they describe is that the culture of architects is one of love of their work and that few ever become rich because putting money first is frowned upon. They enter this field knowing this, content to participate as highly talented people earning unjustifiably meager salaries for their talents. Teachers possess this same cultural bend. They put changing children's lives far above money and although propaganda craftily warns otherwise, giving power to teachers would trigger the dawn of their respect and status and the fair appropriation of money such as merit pay, something that unions sabotage in their mission to keep the teaching profession sterile and controllable. Nonetheless, teaching as we find it today is not a profession. Webster's dictionary defines a profession as: "an occupation requiring advanced education." Given that EducRAT\$ have nullified this requirement by treating teachers as indentured servants bound to EducRAT scripts rather than to what teachers know or have learned, it's a mockery to call teaching a profession or to terminate them for being "unprofessional" when teachers cannot be professional!

Unlike ending slavery, which really did create financial losses for slave owners, ending the *teachers as slaves* model will do just the opposite. With teachers having power to speak, White Chalk Crime will end. Money will go toward educating children, not into the pockets of EducRAT\$ who divide the spoils as they work in tandem to make sure no one finds out what they are doing. Teachers' pay may or may not increase; and even if it did increase some, it would never equal the amount currently being embezzled and wasted – not even close. If one takes time to study the extent of White Chalk Crime, one will find that it is enormous. If one very small, less than 1000-student district in Roslyn, New York had almost \$12,000,000 embezzled under their nose, our bigger districts are feasting on monies that are

unimaginable. Furthermore, do not forget the legal costs that EducRAT\$ incur ridding themselves of people such as me. I have documented that my former district, which had 680 students at the time, has spent well over \$400,000 on legal fees to politically assassinate me.¹⁶ Honestly, the special interest group that stands to lose if truth emerges is school board lawyers. If EducRAT\$ cease to run our schools, these lawyers that have led the battle to maintain the status quo will suffer. They are in a position to stir up fear to keep contentious legal battles going even though ambulance chasing, what these lawyers are doing by encouraging EducRAT\$ to violate laws and by helping them outfox and bury teachers in court, is unethical. Even the unions that support EducRAT\$ to stay in business would survive a power shift since teachers need unions. They just do not need the ones we have that are in bed with EducRAT\$. But EducRAT\$ running districts or political bandits at state boards of Education will lose the most. Unless our society has decided that the criminal life is acceptable, they should lose. Linda Shrock Taylor's story ignites the soap box in all but the ruthless. Hopefully readers will take that passion and force the needed change. It is just heartbreaking that excellent people are forced to cope with the criminal minds running our schools. The story of Illinois teacher Jean Nauer¹⁷ is another one that decries what our country is doing to our teachers, and to our money:

I am a veteran special's teacher and have been teaching since 1980. The heart of teaching is the love you get back when you know you've made a difference in the life of at least one child. I remember a significant time in my life where I was valued as a teacher. The best teachers have taught from the heart. Now, I'm not sure where my heart is in the field of education because a great deal of that invigorating beat simply stopped. It's not because of being burned out. My heart has an excruciating pain that has left me with a wound that will never heal the way that it rightfully should. My main concern is about the educational funding and where the budget for education is headed. Is it really going in the right places? It's hard to say when materialistic values are more important and not as expendable, as humanistic values.

The next teacher requested anonymity despite the fact that she had retired. Fear runs deep after undergoing teacher abuse. She wrote: "I was a victim of a bullying administration for two plus years. I retired in 2005 after 25 years experience instead of teaching to thirty years to get full retirement. I almost let the situation destroy me....I have not responded to your other recent email about telling my story. I have not forgotten. I do want to write my story!! I retired at the end of last school year (2005) due to stress and bullying I could no longer continue to bear. I am presently helping a younger great teacher who was diagnosed with MS about a year ago. She is being bullied and isolated from the rest of the faculty in an attempt to force her to quit or leave. Because of her MS she has much more leverage than I had. We are in the process of getting legal help because of her ADA rights. We are preparing an EEOC complaint. Include me in any information that helps bullied teachers."

Unfortunately, this teacher like Jeannie Crowder and many, many others, believes that teachers with federal rights have some "leverage." So did Janice Howes of California who wrote *The Black Hole in the Blueprint: Teacher Abuse in San Diego City Schools* © 2005 to inform public officials about how EducRAT\$ are mistreating teachers in San Diego. The negative reviews of Howes' book at [Amazon.com](https://www.amazon.com) divulge how multi-faceted White Chalk Crime annihilates all attempts to make it public. Our attempts to be heard turn us into something less worthy than road kill. It is impossible to know if concerned citizens or EducRAT\$ wrote these reviews. Clever EducRAT\$ cloud the public with propaganda so that the public marches in lockstep with them and does the dirty work for them. Thus,

EducRAT\$ could have duped these people into believing what they are saying. When that fails, however, EducRAT\$, save their own hides and shoot the messengers, which in this case could have been by using anonymous entries to kill sales of a book that unveils the truth. (I expect an onslaught of attacks on my book!) Either way, one needs to ask why people judge Howes as a vengeful liar, rather than a hero, or why they accept the use of tactics to get rid of someone “too old” to teach when we are dealing with a group of powerful EducRAT\$ who had an interest in silencing her. Why did they make blanket accusations with no examples? Also, if she lied, why didn’t they sue her? Why are these people so cavalier? Shouldn’t parents or educators at least take pause and want to investigate why a teacher is so upset, particularly the teacher who vouched for Howes as a “loved” teacher? Most suspicious is: they conveniently ignored her mention of NAPTA, attempting to isolate her from others who agree. Those who do not care enough about kids to find the truth must be bullies with an agenda. I included a few and will comment after each review as they provide teachable moments.

Sandy "weary taxpayer" said in "abusing the public school system," June 20, 2005:

This is the story of a teacher in a financially strapped school district who was well past retirement age and was offered a golden handshake to retire. She did not want to do so and as a result wasted huge amounts of taxpayer monies and working educators' time fighting through multiple appeals and an independent court process. She lost every time. Her revenge was to publish this book. Like most self-published books, it lacks objectiveness and any kind of editorial coherence. One quickly tires of her repetitive claims of innocence maligned. Before you buy it, ask yourself if you think teachers in the public school system are entitled to work past their seventies just because they want to and without regard to the financial realities of the school system.

Harassment was not a justifiable alternative to passing a law that states a retirement age; otherwise she was protected by federal law against age discrimination. We are a civil society and inhumane treatment is wrong How could Sandy know it was revenge rather than whistle blowing without investigating? This reviewer trusts the leaders who have brought us messed up schools over a teacher? EducRAT\$ have the money and power to control the legal process. Thus, assuming revenge leaves children unprotected. The genre of “change the world” books has emerged from a need to counter the powers that be that can control systems with propaganda. The objectiveness comes from the balance they create against the misinformation from EducRAT\$. These books are the only opportunity to balance, which makes dismissing them without investigation irresponsible and foolish.

Mourning Maria (San Diego, CA) said in "The Poison in the Well," June 14, 2005:

I continue to mourn for my friend, [name], who died by his own hand in September of 2002. His death gets lots of attention in this book. The author would have you believe their principal made him kill himself. She says another staff member said it first, but she sure repeats it over and over in her book. Think about it, can any person make another person commit suicide I think this author is trying to ruin the reputations of many good people, and she is showing disrespect to [name] family and friends by publishing and trying to manipulate this tragedy. If she is willing to exploit that, what else is she exploiting? Her insincerity is palpable; this alleged “friend” included the man’s name on Amazon’s website, while Howes used only initials. This reviewer exploited this suicide by claiming that Howes had no legitimate reason to discuss the suicide, when it was an essential part of Howes’ story and legal case- her district charged Howes with mishandling a discussion with her students regarding this suicide, so it was a necessary topic in her due process case. In addition, other

staff as well as this man's spouse said that the stress at school contributed to his act. It may be an ugly fact, but it was a fact that needed to be known so that teachers will be protected from dangerous abuse. Teachers committing suicide over teacher abuse can be documented all over this country; I have countless emails from teachers saying that they had contemplated suicide prior to finding our site. Maria appears to be a manipulative, heartless bully and would succeed as an EducRAT if not already one. EducRAT\$ need to silence heroes. Bullying is known to cause victims to commit suicide; a responsible person would check out data on this serious topic before being dismissive, particularly when the wife of the suicide victim agreed with Howes and NAPTA provides information on this topic. I do agree that no one can make a bully commit suicide; bullies only think to hurt others whereas victims turn anger inward. EducRAT\$ make targets appear mean-spirited for raising issues EducRAT\$ deliberately cause. Successful teacher cleansing includes aspects that will anger others: wasting taxpayers' funds on trials; using private issues that teachers have to use in their defense; and causing accusations that are so preposterous or that "ruin reputations" so that the accusation itself scars the teacher. The priest abuse scenario perfectly illustrates this; think about how angry others were with boys accusing priests. The use of taboo issues seals teachers' fate; they are damned if they mention it, yet doomed if they don't.

Jane Morrison- San Diego "Just Because it is in Print, Doesn't Mean it is True," June 11, 2005. ...It is important to remember the simple facts when looking at this book. The author of this book was a teacher who was dismissed from San Diego Unified School District. She had her due process and she lost. She appealed every decision and still lost. Now, she not only has lost her job, but she has lost her teaching credentials and these decisions were all made by numerous objective parties. What the author does so well in her book is she blames everyone else for her losses (including her own attorney [sic]), but never looks at her own actions that have caused her to be an ineffective employee in the first place. I feel sorry for the author for not even being able to find a publisher to publish her story ...she had to write everything in quotes to get away with her libelous statements. This is precisely why the U.S. Supreme Court needs to intervene; the public thinks teachers have due process when what they have is process-to-hide-White-Chalk-Crime, which: "Audit Finds \$3 Million in Federal Funds Misspent by San Diego Schools,"¹⁸ confirmed was occurring in Howes' district. It said: "San Diego Unified misused more than \$3 million in federal funds designated for low-income students, child nutrition and other programs on a one-time pay boost for retirees, according to a federal audit. ...Others question the state's motives for defending the district's spending. Misspending in San Diego Unified, the state's second-largest school district, reflects poorly on the state Department of Education, said Diane Haney, president of the local Title 1 Parents Association.'The federal level put on the spotlight, and found that the state hasn't been doing their job,' Haney said. 'It's like a good-old-boys club, letting things pass.'"

Misusing funds to get rid of teachers is White Chalk Crime. Clearly, when the "golden handshake" documented in the article above failed to persuade Howes to retire, her EducRAT\$ resorted to teacher abuse. Lying, (see "*Liar, Liar, Pants on Fire*,"¹⁹) and intentional harassment to push a teacher out of a job is White Chalk Crime process not due process. Schools have a duty to work with ineffective employees; politically assassinating them is not working with them. The truth here is that this person feels sorry for herself that people such as Howes finally have a vehicle for bypassing the corrupted power that runs our schools. If they were libelous statements she could not "get away with them." She was able to include them because they were true. Anything less would be libel; quotes have no bearing on this issue. Me doth think this is a disguised EducRAT since she has analyzed the

book as negatively as she could and focused only on the attack and not on the fact that a teacher is crying out and that children might need protection.

“Once Upon A Time At Barnard”, June 9, 2005

*Once upon a time, there was a small school with big dreams. There were some wonderful teachers, and some that were not so wonderful. This book is a fictional account of true events - I know, because I was there. Do I like Alan Bersin and his Blueprint? Not really. Was it implemented in a professional and thoughtful manner? Nope. Were the events at Barnard a reflection of the Blueprint in action? Absolutely not! Janice Howse [sic] was a much loved music teacher at the school. She took umbrage at the changes she was asked to make, and turned it into a personal crusade. The new principal was fully committed to the children at the school and their best interests. There were no bad guys in this tragic tale, and those that paid the biggest price were the children that attended Barnard. How could there be no bad guys if children are harmed? It is negligent to arrive at such a conclusion. If Howes was a “much loved teacher,” isn’t it the obligation of the administration to work with her? Even more adrift is this anonymous person’s use of “personal crusade.” When teachers fight for what is right for children, it is not personal; it is being devoted to their students. This reviewer is obviously the type who if told to do so, falsifies grades or lies to parents and has no “personal” standards and thus fits well in our deficient schools. That is the essence of our dysfunctional and pathological schools. Teachers need to question inept principals and administrations need to work with beloved teachers since parents are the consumers and they should have what they love and what is good for their children, not teachers like this reviewer who goes along to get along. Someone was bad. It was either the principal or Howes, but the “due process” utilized did not allow testimony about how the principal behaved; so no one knows. It is foolish to ignore research such as in *Breaking the Silence*. Some principals are bullies and if this person truly believed that his district was not bad, he would not be afraid to use his name.*

“He said, she said’s” will continue to favor the power holders while the reins of power are securely in EducRAT\$’ hands and incidents are glossed over rather than investigated. *“The Bully and the Bystander,”*²⁰ an article that addressed child bystanders, is applicable here. It said: “Experts say that empowering bystanders to take action might be the key to stopping bullies. ...If the status quo at any school is that children observe bullying behavior in others and do nothing about it, then they end up tacitly giving their support to the bully.” Rationalizing bullying away, as the person above did, is comparable to being a bystander. What’s more, the silence of retired teachers and administrators creates an ominous bystander effect. This very phenomenon surfaced in Howes’ situation. As mentioned, she sent her book to over a thousand public officials, one of whom had communicated its contents to a high ranking former public official who then contacted Howes for a copy of her book. We were excited. Validation from a greatly respected figurehead would not only mitigate the bystander effect, but help make this a must-do story for the media.

However, reality soon squelched the exhilaration. When I contacted the retired official to ask permission to include comments he had made to Howes, including thanking her for exposing truths that the media fails to convey, he became silent as in the “I don’t want to get involved” mode. On the one hand I understand. I know firsthand the price of being involved and recognize why others sidestep this path. On the other hand I do not understand how those with the power to actually make a difference and especially those who served in public office could decide that White Chalk Crime does not merit their involvement. Although bewildered and disillusioned, I had to revise the section I had written for this book about these two officials, which had applauded them as heroes. I will include what I had written,

but with their names removed:

I hope that many more like them will come forth to shift the power from the forces of evil to that of good. I do not believe that a million teachers could establish a voice with the political structure being what it is, but I do believe a hundred administrators could rescue our schools whether they were ones who did the right thing, or those who want to make amends for participating in White Chalk Crime. The pleas herein and on NAPTA's site are not exaggerations; EducRAT\$ are destroying our schools with lots of support. Howes stood up for her rights in good faith. Like Howes, until my journey through the courts, I believed that federal law protected me. In fact, when you read about my legal case in THE FINAL LESSON, keep this belief in mind because one of my strongest arguments to the U.S. Supreme Court was that they need to review my case to let attorneys and teachers know that the federal law does not apply to teachers or teachers will continue to stand up for their rights, as Howes and many of us did, and innocently put their students in the line of fire. If we don't have rights, we need to know. It is time that people stopped wasting money fighting legal battles against deep-pocketed EducRAT\$ when this is a fight that needs to be fought in the media, the last bastion of democracy, which has a duty to convey these truths. However, we need heroes like these two courageous citizens or the burden to ignite the media will remain oppressive.

For every person of quality who does not want to get involved, there are stockpiles of White Chalk Criminals eager to take their place; thus, the pervasiveness of "bystander" consciousness has increased wrongdoing in our schools exponentially. At the end of the day, when the fear of being reported by fellow citizens ceases, principles alone hinder people from committing selfish acts. Yet our forefathers have duly warned us to rely on the rule of law, not on principles, since principles do not rule. The widespread corruption beyond Education substantiates this! We must follow laws since we cannot count on good, law-abiding people getting involved; their gestures of almost-getting involved are not good enough. The conditions in our schools bear this out!

Teachers' Communication Skills are an Antidote to White Chalk Crime: What excites me about NAPTA is that we are composed of people from the radical left to the radical right whose mastery of language is strong. Many of us taught language skills, never imagining that our spiritual lives would depend on them. NAPTA is truly a voice of the people that reflects the best of what America is all about – ready and willing to help each other regardless of their politics or religion. This teacher is willing to share his name with teachers, not EducRAT\$:

"Yes, feel free to share my name and e-mail to any other teacher under the gun. I am a Fulbright Teacher, James Madison Fellow, writer, and the worst nightmare for any despot. I've turned the other cheek for the last four years just on the defense as the previous despot was an ill man physically and emotionally and I am a Christian. I am now starting on the offensive as his sidekick has chosen to continue the nonsense. The former vice-principal did much of the dirty work and is now our principal. I gave him his first year to start fresh, but he has chosen not to do right and considers the abuse of power as due him after 32 years of brown nosing to work his way up. I just read "Breaking the Silence" and found your Website while searching for information. I thought our abuse of power at C High was an anomaly, but I now see it is not. I would love to have a sticker with the logo and monkeys to put on his door with my signature. I sign things unlike his stooges and untalented lackeys. It is in God's

hands now, and he did not place me here by accident. I particularly like your use of the WORD as a weapon against tyranny. The former department chair told me to play the game. I replied I don't need to as I am a writer. He gave me a real blank look and truly did not understand what I said. We forget that we are not just teachers of students, but of our peers and administrators as needed. I told him I handled the Russian mafia and gangster types in the former Soviet Union, and that I think I can handle the school building nonsense.

He is correct that the word is our weapon. In fact many of our members, including myself, were disciplined for writing memos about bad acts of our superiors occurring at our schools. My board ordered me to stop writing memos that criticized the administrators and my language, which included calling them psychological rapists, which they were indeed, led to my demise. Like many of the other teachers, I thought that the First Amendment applied to teachers and that speaking the truth could not cause loss in America. I was wrong – or we shall see what the U.S. Supreme Court decides, since my First Amendment argument is very much alive and before them as I write this.

The First Amendment did apply to some teachers such as Pamela Settlegoode.²¹ This Special Education teacher serves as an icon for success having been awarded one million dollars for being mistreated. However, we need the U.S. Supreme Court to apply laws consistently or citizens become caught in the trap of arbitrary law, a concept that our forefathers worked to prohibit by putting together a Constitution to be followed by all Americans, not just the courts in Oregon. Because the media has yet to acknowledge the seriousness of teacher abuse, her story unlike that of Scott Peterson, Anna Nicole, and Paris Hilton, did not make national news. Think about how things would be if the media prioritized Education. But again, the world is all about money. It takes a lot of money to research all of this and pop culture sells while Education does not. Most people want news to entertain, not to stimulate their intellect. It always has been and always will be a minority of the public that cares about the serious side of life; since EducRAT\$ have hoodwinked that minority, few are in position to hear the truth. If the press had published Settlegoode's victory it would have gone a long way to light some bulbs in the public's brain, especially if the media had connected the dots to NAPTA and other cases around the U.S. that I have featured. I have worked hard for a dozen years doing the research that the media would need to do to take EducRAT\$ on. It is ready for them. It is documented to the hilt. I am waiting.

A vital factor that led to her victory is that Settlegoode's husband was a litigator, which was the main reason her case made it to court; teachers have a most difficult time finding lawyers who will represent them against powerful districts with EducRAT tentacles all over a given city. Then if they are "lucky" enough to secure and then afford a lawyer, story after story contains teachers whose lawyers coerced them into settling or deserted them, as did my first set of lawyers when I refused to settle. My next lawyer lost my case at summary judgment, without a trial, since, amongst other mistakes, he failed to include statistics to prove that age discrimination was an issue and failed to get my brief in on time. The judge denied my late brief, saying that I might have a malpractice case, but he was not about to accept that brief under the circumstances. I will discuss the lawyer situation more later on, but suffice it to say that the legal terrain in Education ranges from quicksand to war zones for teachers. Special Education is an extreme war zone. Carolyn Triano is a brave Nevada Special Ed. teacher who bravely lent her story as well as her name to this cause, realizing that only with exposure will this horrific abuse stop. A few years ago, she posted this:

I graduated from UNR in Special Ed 3 years ago looking forward to serving parents

and children with special needs. I am facing a grievance hearing (I filed) before my school board on Tuesday for an unsatisfactory evaluation that my principal wrote against me last year. I was bitten over 75 times (I have pictures) by the same student as well as having my tendon ripped from my elbow as I had to lift the student over and over. My principal filed two reprimands against me. One reprimand was filed the day I left for surgery. The other reprimand occurred in the middle of my sick leave (a real trick considering I wasn't there to even do anything wrong) and the evaluation was served the day I returned from my sick leave. Very retaliatory. Believe it or not the same child was reassigned to me this year and I have all the "severe" children with emotional and behavior issues even though my Masters and credential is in mild to moderate - disabilities. One new child on my case load bites, spits, grabs and twists hair, lunges to wrap herself around your legs and it is suspected that she has fetal alcohol syndrome as well as multiple personalities (different voices talk with me and my aides). It is against her religion to have vaccinations as well as be tested for Hepatitis B or HIV (all possibilities) -- She is in 4th grade and is getting bigger each day. I finally filed a police report and am involving the Union attorney.

Did I mention that three aides have quit since August and it looks like I might be losing one more? My principal has not darkened the door of my room. He has not done even one observation. He doesn't even enter to say hello to the children. That is my story in a very brief nutshell. We do not expect to win the grievance hearing (never in the history of the school district has someone won) so we will be taking it on to court. Yuk!! I have only been teaching 3 years; am ready to throw the towel in! [after grievance] One week later, the head of personnel requested a meeting. He told me that I was dismissed from my contract due to my permanent partial disability (caused at work). I was not allowed to say good-bye to my students or other teachers. I was to pack my room immediately. The following week he sent me a written memo that stated I was dismissed from my contract due to my disability²².

Note the unlawful act of ignoring her credentials as well as failing to observe her teaching, usually a state requirement but surely a pedagogical requirement, in addition to the cruel treatment to which this teacher has been subjected. I contacted her for permission to include her story. She found another job, but expressed reoccurring fear, which so many members experience: "I still wake at night in a cold sweat waiting for the next battle. I threw out the papers (boxes) recently. The psychological scars are deep and the joy of teaching never returned as long as an administrator is involved. I was at a school today enrolling students for next year and four Special Education teachers all started to cry and said they were leaving because of administrator abuse."

An anonymous Special Education teacher from California described the violations of law she experienced. However, she seemed to believe that she is going to change her district. Based on my extensive experience in this arena, I expect to hear from this teacher in about a year, telling me that they have started an unrelenting attempt to dispose of her. This is par for the course. However, maybe she won't have to undergo abuse because by that time we will have turned the tables on EducRAT\$ if the U.S. Supreme Court listens, or if they don't listen, finally awakened the sleeping giant media. Listen to her describe what is routine all over this nation:

My students have severe disabilities. My principal has bullied me for the past couple of years, but I think she finally got the "memo" that she is to leave me alone. One of things she did was take away some curriculum features that my students really benefited from, as well as making sure I don't have enough staff coverage to keep the kids safe. I was Interested in talking to someone who has exposed a system that discriminates against the disabled. I

understand it is a systemic problem in our district.... Many teachers in Special Education have documented breaches in laws and in safety. I have called the OCR once and it helped. However, my principal is a pretty good liar, so I could tell that the girl didn't want to follow up much more than she did. Would you be interested in helping me find some resources? I have joined several advocacy groups and I know it is just a matter of time before I am ready to help the district change.

Hopeful teachers need support; some parents²³ “get it” and support them: *It is our mission to be Forsyth County, Georgia's leading internet source for valuable education information for parents, students and teachers. We LOVE OUR TEACHERS AND VALUE THEIR INPUT! The focus will be on the Forsyth County School System as well as other public school systems in the great state of Georgia. Our Goal is to encourage transparency in the education system of Forsyth County Georgia by using the Georgia Open Records Act O.C.G.A. 50-18-70 through 50-18-76 and to inform others how to do Open Records Requests. Our schools have a pattern of secrecy and blocking parents out. We know there are many unhappy teachers here who are afraid to speak out. This is ultimately affecting some classrooms. We want to expose unethical behavior and mismanagement at the top levels of the food chain.*

It is great that this parent group backs brave teachers in a nearby Georgia county. An excerpt from “*The Perfect Storm*,”²⁴ showed how: “Over ten years in the making, the perfect storm may finally be forming around the entrenched leadership of Gwinnett County Public Schools (GCPS). And the tempest could result in a long overdue cleansing of a highly toxic and multilayered web of ill-advised academic changes, appalling waste of taxpayer dollars, conflict of interest arrangements with local political, business, and even religious leaders, bullying of teachers and support staff, and a cynical disregard for the best interests of our children.” Next is an anonymous California Special Education teacher’s letter to her school board, which I expect will be ignored, because they can:

I would like to address this board meeting in person, but I am currently under a doctor's care related to work related injuries suffered at X High School. I think it is important to bring up this expensive medical situation and unnecessary cost that will be borne by our district. I work with students who have severe disabilities – most of whom are not able to speak or be left unattended. Under state and federal provisions, all students are entitled to a Free and Appropriate Public Education (FAPE). My students can learn, my students strive to be accepted by peers and by the community at large, and they are loved members of families who live in the community.

I chose to teach this unique category of students. I have memberships in professional organizations that address the educational issues my students and their families face. I am an avid reader and researcher on how best to teach to my specialty students and how to assist their families achieve success at home. I am a NCLB highly qualified teacher. I take my professional teaching specialty seriously and have earned the respect of my peers. I began to be unfairly threatened with job loss and became the subject of unfair and abusive disciplinary actions after I raised concerns about inappropriate behavior directed at my students as well as important safety and legal issues that needed remedy by site administrators. Instead of fixing the problems, my principal chose to try and drive me from my teaching assignment using a variety of tactics that should not be sanctioned by any school district. Her attempt of a “quick fix” created a bundle of new problems.

Harassment and abuse of authority resulted in the medical crisis I am in right now. My

own medical costs have gone up over 3,000% in deductibles, medications and office visits. I imagine this would affect our group insurance, impacted by this tremendous rise in medical services, as I combat the effects of improper management practices. There are a number of others at this site who have been made ill. Mine is not a unique situation. Other district employees are off on sick leave, some complain of medical symptoms and prescription costs related to unnecessary work stress, still others have left completely. Turnover and staff absence data, if analyzed, would reveal a problem that should have been attended to by the former superintendent. How prevalent is employee mistreatment, overall, in the district? I believe that something as simple as an explicit anti-bully policy would go a long way to curb medical and legal costs. Enforced, simple guidelines would help define a healthy workplace that is cost effective.... We all have to realize that we are in this together. Has Dr. X kept her eyes on our school, like she promised to do back in 2005? Quick fixes and sweeping problems under the rug can no longer be options going forward. Please don't remove health care options that we can control when intentional infliction of unnecessary medical injuries is still unchecked and still beyond a teacher's control at this time in this school district. Dedicated Special Education Teacher of High School Students who have Severe Disabilities

The following Ohio teacher also needs anonymity since she is still working:

I wanted to keep you posted on my return to my teaching job. So far so good. My co-worker that I originally had trouble with has been having problems with the Superintendent in which I had problems with. I have found this to be a Twist-of-Fate. In fact, my co-worker and another teacher filed a ULP on the Superintendent for words he used and they won. As a result of the ULP the Ohio Attorney Generals Office filed papers on the Superintendent this year, the papers were posted for all to read in the school office. These are two people that spent a great deal of time beating other teachers up.... Recently the Superintendent barged in on my co-worker over the ULP and paper work, and our Union RA, filed a Cease & Desist. I certainly know what this is all about. I offer a listening ear and open heart. I do find it hard to be humble especially when I was on the other end of the co-workers verbal and mental abuse when my torture started. I am glad to be back at my job, contrary to how it sounds. What is good to know is that I am not alone and that some teachers have finally decided to UNITE at my school and not take the superintendent's abuse.

This New York teacher points out that the essence of teacher abuse is finding yourself in a position where your reputation is permanently damaged based on false information. Thus, being able to clear one's name is crucial. Fortunately, NAPTA can help with this although the price may be not teaching. So, those who want to teach have a dilemma - they had better go along to get along. We can help with little else; the public must force change.

I was thinking today about your site and just want to take time today to thank you for all that you have done for me. I still have a nagging feeling all the time that I have not been heard, but your message board lets me vent. I sometimes feel that I am obsessive about writing on the message board, but this is the result of taking a person's work away from them - this energy has to go somewhere, and I eagerly await the day when I can again build something positive for myself in this world, but first I have to rehabilitate and the damage has been done. I remember that one of the lawyers that I fired - I wasn't sure that he had a pulse, suggested that he could take me through a legal procedure of "clearing my name". He said that not many people know about this procedure. Imagine! 3 years working as a music specialist in the Public Schools, and I have to clear my name!!!! A sad state of affairs, but I

remember, I was actually thinking about that at first!!! Anyway, I just want to say that this has been accomplished. On a Google search, you can search my name or you can search my superintendent's name, or even parent advocates and my name comes up and the whole story! This is better than any legal "procedure" that I could pay for. ...And who needs to clear their name with those creeps at my school? I just discovered this today. This is very empowering. You have empowered me to clear my own name!

This Virginia teacher wrote me at the end of her rope, after EducRAT\$ trashed her:

Dear Karen ... I know you have your hands full; I just want to update. I never thought I would say this, but I don't know how worth it this [trying to teach with teacher abuse] is anymore. It is as if I wear a sign on my back that says 'stone me'. It is guerilla warfare and I am all alone in the jungle. Everyone is given a weapon, to use anytime. I am given none. The rules are that there aren't any rules, except for me. Anyone can speak to me in anyway, threaten me, assault me - consequences do not exist, for those that do. And, if I complain ... I am seen as the problem. I have a [legal] case ... if I want to take the chance, take more abuse, and sell my home to pay the fees.

This California Special Ed. teacher hopes *Lifetime* TV will solve this problem:

I love teaching and am gifted in applying academic/behavioral strategies that create success, but I wish I'd never gone into teaching. It has killed me. I can't watch a movie without dying a little as I witness protection/justice for others on far less "issues". What allowed slavery for so long? It "worked" for those in power. Now that we can provide movies that portray the wrongs, we may be able to have people view the wrongs with such force as to alter their misperceptions or will to continue what shouldn't "work". That it's even greater in Sp Ed should be a template for how to solve teacher abuse at large: we are kept separate, then, weighted down with such staggering responsibilities/ milieu that we can handle nothing beyond our own room--or fear that connection with another will compound our grief. Today I watched a movie where the guy said he wouldn't say any more until he talked to his union because he paid dues & they had great power (of course, was not a teacher) NO one can get such support from education unions unless the cause matches a political objective. I am so distressed & disillusioned, but sometimes just one case rides so high that Lifetime makes a movie of it. That's my hope.

A Southern California teacher describes how EducRAT\$ transform teachers:

I am a 53-year-old elementary school teacher working in Southern California with 23 years experience. For 20 years I received good to excellent evaluations. Being outspoken regarding all the usual sick politics in a school environment, it all finally came crashing down on me. Suddenly teachers with the help of new principals targeted me. It would take hours to describe all the evil, vile and cruel behavior I had to endure. Transferring to another school after a 6-month stress leave did nothing but make matters worse. I have been transformed from a beloved teacher into a depressed suicidal person who cannot bear the thought of returning to the classroom after summer vacation ends. I fear I'm going to lose my retirement and health benefits since I can no longer bear the Nazi mentality of both administrators and selfish teachers hell-bent on careerism at the expense of anyone who gets in their way. Based on the input you have received in recent years, has public education become a pit of despair for an increasing number of educators? I cannot believe how things

have changed in my so-called professions over the years. I feel like a prisoner of war. I feel like a fool for having chosen education as a career since it is rapidly destroying the financial security of my family along with my mental and physical health.

This following teacher imparts the fate of Special Education teachers all over this nation along with the fate of the children under their care. Note her earlier and then later email. I could have predicted she would not make it the entire year, since most abused teachers don't. Note the use of a "non-re-elect" or termination note in a teacher's file that achieves the EducRAT goal of teacher disposal:

I a SPED teacher; this is a new program; came to this school with excellent credentials; one thing lead to another with the principal and she has been relentless. She writes the story. Whatever she says, is how it is. They (principal and assist. principal) made some very poor decisions in relation to my classroom and we had a backlash of parental complaints. I became the scapegoat. I was recently given my final evaluation along with the "invitation" to resign or face a "non-re-elect" in my file. I have been physically sick all year, migraines, worked more than I ever have, lost faith in myself. I also know that what I hear them say is way off the mark, even though they think they are right and try to make me look like the idiot. I could bring in oodles of books and research to substantiate my claims. Anyway, my children have suffered, I am out of a job that I worked very hard to get and my reputation has been tarnished. SEVERAL MONTHS LATER: After putting up with false accusations, hostile working environment, incompetent and unprofessional administration, I am now out on disability.

Another Special Education teacher speaks. Are you getting the pattern here? All teachers are subjected to abuse, but the Special Education situation magnifies it for several reasons including the federal funds tethered to these children. Thus, these targeted teachers join NAPTA in despair:

I am a special ed teacher and have battled the system for years about the physical abuse that students are allowed to subject teachers to. I cannot count how many times have been told it was just a part of my job to be hit, bitten, etc by a student. No where in my college training was I prepared for combat nor did I find a clause in a contract stating it as part of my job. Sp Ed children are becoming more and more violent - need psych help for which no teacher is trained but we must deal with this. I found you; I so hope you can help me and other sp ed teachers stop the abuse.

There are scores of teachers writing anonymously on blogs who either have yet to find NAPTA, or who want more anonymity than any group can offer since to connect up with us, they have to be brave enough to send an email, which reveals their return email address. I found this on a blog²⁵ by *Anonymous* referring to a California school district:

7/16/2006 I never understood what was going on. It all seemed so upside down. No one of authority was focused in on the students or the families in the community. SAUSD is run like some kind of corrupt club of thieves who are stealing from this poor community. They steal the best teachers by driving them out, they steal funds, they steal time from instruction, they abuse their positions of authority, and they disrespect the community members. It's just sick. Many of my colleagues are leaving the Saddleback campus again this year by putting in transfers. It is heartbreaking. These professionals are wonderful. The outrageous

harassment, screaming, career-damaging evaluations, all take tremendous tolls on people who are already doing some of the hardest work possible. ...No one can believe that [the principal] was allowed to stay on as principal after that stunt she pulled last year. She's been on a rampage the whole year, targeting good teachers for abuse.

This despondent teacher replaces “Gumby look-alikes” with Stepford teachers: “My school has entered the realm of CRAZY SCHOOL which is a parallel universe created by all of the education stakeholders across America. CRAZY SCHOOL is where you take a smooth running machine that has been in operation for some five weeks and throw it to the four winds. The result is a faculty and staff that are so incredibly flexible they can be described as Gumby look-alikes along with a slightly bewildered student body that from one day to the next has a completely different schedule. Gee, one wrong move and I might as well tear up my certificate.” Certainly more teachers express themselves on anonymous blogs than join NAPTA, but many write to us and then never join, too afraid to trust anyone. This one wrote:

I am a highly qualified California teacher. I refused to sign the second page of my evaluation because of the sleight of hand by my principal. I had heard about my principal's husband through the grape vine and decided to look up his name as a superintendent of a very close district. His name came associated with one of your stories, and that is how I got to your site. I haven't had any support from our local union. This is a very scary proposition for me. Yet, I can no longer take the "dogging" from her and have seen our happy campus become a place of fear, back biting and woe. At this time I will remain without identity.

An article: “*Teachers speak out of turn*,”²⁶ by Greg Toppo said that fear of reprisal is real if teachers reveal the flaws in their schools. He stated: “teacher blogs - often written anonymously for fear of reprisal - are finding an audience. ... [blogging is] the equivalent of a dispatch from the front lines or a letter written in a foxhole,” using a metaphor suited to the guerilla warfare in which many teachers find themselves. He said that even bloggers have been denied the ability to express their opinions: “But free speech can get messy. In Winona, Minn., in March, school administrators blocked in-school access to a blog that let teachers and administrators criticize, among others, their superintendent. ...A young teacher in Arkansas lost his job after blogging about having to teach wood shop without any equipment.” He said: “Another, at Chicago's Fenger High School, began posting an anonymous blog with unflattering details about the school, including accounts of chaos after kids pulled fire alarms. The pandemonium included vandalism, fistfights, ‘textbooks, chalk, erasers and people being thrown out of windows’ and students smoking pot while leaning against the assistant principal's car.” He resigned: “students figured out who he was, ...fearing for his own safety.”

In order to teach you about what our schools have become, I included a sampling of the group that I represent, or those who refuse to play on this team of soldiers; this alternative group consists of teachers, educators, parents and citizens, who threaten the EducRAT\$’ stranglehold of information. As I pointed out, schools are not about children and instead are opportunities for power and perks for EducRAT\$, a theme that came through these stories. Thus, outspoken educators or parents must be smeared and destroyed. EducRAT\$ do this by altering and forging documents even though tampering with public documents is a felony. As this Florida website²⁷ warned: “It is very important for all parents of ESE students in Collier County to seriously consider making a formal request for copies of all your child's education records. If you should ever find yourself embroiled in a dispute with the District,

having these records *already in hand* with a date certain, could very well save you a great deal of stress and aggravation. Many parents have discovered *after* becoming involved in disputes with the District that their child's records have been altered or destroyed." They falsely swear at hearings and perjure themselves in court. They use psychological warfare, ambush, character assassinate and extort teachers who get in their way so that targeted teachers resign, allowing EducRAT\$ to protect their control fraud from being uncovered. EducRAT\$ use their power to loot teachers' and taxpayers' property. And at stake is fundamental human rights.

Teacher Abuse Enables White Chalk Crime Teacher abuse is a comprehensive ritual; think of it as that huge chalk board eraser that removes every trace of chalk. Later I will describe the assorted techniques, ranging from petty to barbaric, as well as how it is not just limited to teachers, however defaming teachers is key. On March 23, 2006, *The New York Daily News* published an article by Helen Peterson²⁸ stating that a teacher won her appeal of a lower court's decision that had thrown out her defamation complaint, which had alleged that a vindictive principal had harassed her out of her teaching position. It stated that this teacher complained "she was not receiving 'sufficient mentoring and lesson plan development' at Public School 246 in the Bronx." It went on to state that the principal "accused the teacher of using drugs, looking dazed, screaming at students, missing meetings and not getting along with colleagues," and then fired her five months later. See the connection; the teacher complained so she had to be defamed to render her complaint dubious. My district falsely accused me of all of the above with the exception of "looking dazed" and "using drugs." Instead they accused me of reducing everyone to tears when I could have filled an ocean with tears over what they did to me. I shuddered in fear that drugs would be planted in my classroom aware of the power these people had to alter the truth. I was surprised they did not do so given the magnitude of their deceit, which included removing my lesson plans to accuse me of not having any. As with everything else, it was my word against theirs. With their power, we all know whose word counts.

The lesson here is that vaporizing teachers assures that EducRAT\$' dysfunctional methods prevail. Few teachers can afford the legal process, particularly when it means having to appeal to be heard as in her case. Teachers' lack of funds fuels the deep-pocketed predators, needing to cover up their deficiencies and desperate to keep teachers from speaking of their misconduct. This teacher may or may not win because the legal process often squelches the truth, even for the few who can afford to complete the legal process. Given the EducRAT\$' scorched earth method of combating teachers, even if a teacher survives the unbearable abuse while employed, it is unlikely she will survive the subsequent legal warfare. For those rare teacher victories in court, however, the public has lost because it paid for a cover up so the system can continue to not support its teachers rather than pay for support and materials that teachers as advocates for children need. In addition, a teacher who cared enough to speak about what is needed to help children becomes focused on protecting her good name, not on children, and most likely will leave the profession because few can cope with this rigged system. The experience will surely leave her scarred, the intended purpose of the teacher annihilation stratagem.

The Talmud, a book of Jewish law, says, "The Almighty created a disease, evil, then He immediately created a remedy, the law." This book will illuminate that the EducRAT\$ eliminated that remedy, including the how and why, and why you must create a counterforce against EducRAT\$ for the sake of your children and country. It is my hope that the knowledge herein will raise the public's consciousness to cure this disease. Obstructing justice is a way of life in this world of White Chalk Crime that has yet to be recognized. The

lesson here is this: just because you don't know about crime doesn't mean it is not happening. Think about abuse committed by priests and how for thirty years few, almost none, knew. Hush money works. Fifty years ago if someone mentioned child abuse, that person would be ostracized. It made no sense. Parents would not abuse their own children. In time, the public learned that senseless, unbelievable, horrible things happen and the longer we ignore them, the more they happen.

Recently I watched an Oprah show on pedophiles that was shocking. A divorced man adopted a five year old Russian orphan for the sole purpose of having a sex slave who serviced him for five years before the FBI caught up with him through the naked pictures of her he had circulated on the Internet. Then there was a respected man in a leadership position at a military school who won over the boys' affection and then proceeded to molest them. First of all, I do not believe I am alone in my inability to understand how adults would find molesting children enjoyable. It is so far from anything I can comprehend that I would not have considered this to be happening unless I read or heard about it. Secondly, Oprah wisely pointed out that child molesters do not wear signs indicating their desire to rape kids. Instead, they initiate a manipulative, seductive process that succeeds because the other adults do not suspect something they themselves could not consider given that the desire to rape kids is so deviant. With innocent children afraid to speak, and naïve adults in no position to contemplate sexual deviance, child molesters escape the radar. Oprah pointed out that getting molesters off the streets is "one of the reasons I was born." I would have to say that exposing the corruption in our schools, which results in institutionalized child abuse, is one of the reasons *I* was born. That is why I pursued my legal case to the highest court possible, and why I am a full time activist attempting to expose the truth about our schools.

Teacher abuse contains parallels to the pedophile dilemma. EducRAT\$ want to rape our schools and rely on compliance and obedience born of innocence and naivety. For that reason, I put together this book hoping to accomplish in this arena what Oprah has accomplished in the arena of child predators, knowing that when people grasp concepts that have never entered their own sense of what can be, they become wise and effective at forcing change. The more we enter the minds of White Chalk Criminals the easier it is to understand their motives and grasp exactly what they are doing to defraud the public.

When Joseph Wells, an ex-FBI agent, white-collar criminologist, adjunct professor at the McCombs School of Business at University of Texas at Austin, who instructs students about white collar crime, and prolific anti-fraud writer, appeared on cable television's *C-SPAN2*, he said that just a few years ago there were less than a dozen universities offering courses in fraud detection. At the University of Texas website²⁹ he said: "I've seen all of the 'how' when it comes to fraud—there are... only 15 ways that someone can commit fraud. ...*What* makes people do what they do is the most fascinating part of this business. The majority of individuals would never consider killing, maiming or raping, but everyone lies. What seems to be consistent is that criminals, even white collar ones, can't give up short-term rewards for long-term goals. These are regular people who take a job and don't even think about committing fraud, but it's a little like someone throwing open the doors of Fort Knox and telling these guys to help themselves—eventually they do."

Wells postulated that each case of fraud contains three basic elements: pressure, opportunity, and rationalization - the "fraud triangle." He said: "The person who commits the crime starts to feel a pressing financial need of some kind,...It could be Ken Lay, for example, needing to show robust earnings at Enron for his investors or be fired, or it could be a single mom needing to get braces for her child. Opportunity is governed by a person's position in a company—an executive is able to steal millions and cook the books for billions, but a bookkeeper at a little shop that has no certified public accountant (CPA) or auditor to

oversee affairs is also in a prime position to commit a crime. Then the employee begins to rationalize—‘my boss passed me over for a promotion that I really deserved’ or ‘this is just sort of a loan and I’ll eventually pay it back.’”

William K. Black, a leader in fraud detection from the University of Texas, Austin, LBJ School of Public Affairs, who wrote: *The Best Way to Rob a Bank is to Own One: How Corporate Executives and Politicians Looted the S&L Industry* © 2005, which explained the infamous Lincoln Savings scandal that went from debacle to catastrophe and showed how control fraud works. A December 3, 2003 newsletter described him: "A seasoned criminologist, Black has developed a control fraud theory that explains how CEOs manipulate accounting practices to cover up massive financial losses and how the political climate helps to create a fraud-friendly environment."

He portrayed calculated dishonesty or control fraud, as a concept that takes place when the person controlling the organization uses his ability to loot it, possessing the audacity to orchestrate a viable scheme. He pointed out that silence creates the needed control. Does this help you to understand how EducRAT\$ having unlimited power coupled with teacher abuse, which puts the necessary control in place with its ability to manifest silence, has the same affect as ownership? Control fraud aptly describes the type of fraud permeating the fabric of Education. Not only have there been numerous documented accounting irregularities occurring in school districts all over our nation, the mere presence of teacher abuse suggests fraud. In their desperate need to hide irregularities, EducRAT\$ use unlawful practices to eradicate the voices of teachers that have evidence against their administrations, many of which fall under the umbrella of obstruction of justice. When one has nothing to hide, one hides nothing. As EducRAT\$ calculatedly dispose of each teacher, that teacher's words about harmful practices are simultaneously erased. This erasure is fundamental to White Chalk Crime survival.

Furthermore, it doesn't take a majority of thieves to keep these corrupt schools running. It takes one thief with lots of control over his subordinates and clever manipulation of his board since loyalty carries most subordinates on a journey of rationalization. Teachers by nature are people who believe in others; they wouldn't choose teaching kids if they didn't believe in kids, and this quality blurs their vision of people in general. It is a good quality for teaching and a bad quality for business. It provides great raw material for manipulative leaders. One hardly needs to say a word, and most teachers would do whatever the boss ordered; they would not suspect evil motives.

Anyone who believes that the world of Education, with all its billions of dollars of resources is operating on a higher plane than what human nature has demonstrated throughout history is simply foolish. Facing a gold mine each day, along with the ability to rationalize: “dealing with parents is so difficult;” “everyone else is taking;” and “if I have to go along to get along I am entitled to at least have some luxuries to compensate for the loss of the dream I had about Education,” pushes EducRAT\$ over the precipice of ethics into a world of opportunity. The fraud triangle is firmly planted within Education. The problem is that outsiders have simply failed to consider this because conventional logic suggests that those who would steal choose business where there is more money. However, there are abundant funds in Education; there are no regulatory bodies such as the FCC; and the competition is not nearly as tough. Since Education attracts other-centered types, not business tycoons, it thus offers a much easier path to power.

What is significant is that the major figures in the world of trying to detect and end fraud such as Wells and Black, make little mention of Education in connection with their work, other than references to fraud at the university level, as though fraud merely plagues the world of business. This oversight discloses further reason why no one knows the culture

of fraud facilitated by teacher abuse in our schools. It dodges scrutiny because Education stands apart from business. It is a system draped in the American flag as if it were sacrosanct, with the best minds of society assuming it is hallowed enough to be dealt with as we have – with no authentic scrutiny.

Teacher Abuse Muddies Education Issues The home schooling movement, which has taken off so rapidly and is such a mystery to us that we don't even know if it is one or two words, illustrates parents' profound disenchantment with schools, and is a direct signal that fraud plagues the world of Education, yet concern is mistakenly focused on teachers rather than on EducRAT\$. Ongoing evidence that few leaders truly comprehend what is happening in our schools, something EducRAT\$ propagate, is evident in statements such as in: "*One Million Homeschooled Students*,³⁰ which said: "Why hasn't the announcement of more than a million home-schooled children in the United States created more interest and excitement?...None of us – not educators, not researchers, not the general public – know what to make of it [growth of home schooling]. Our lack of knowledge and our lack of concern may be blinding us to one of the most important forces shaping Education today, and it has come time to make sense of it."

Then a parent wrote an editorial: "*Homeschooling a Personal Choice not a Movement*"³¹ that said: "Homeschooling has emerged as a successful alternative to a system that is largely believed to be a failure." She called it a personal choice while pointing out a litany of reasons parents have exited the public schools, most of which stem from failures in the system, a supposition unanimously upon which most, except EducRAT\$, agree. She is correct that it is not a movement since a movement requires the knowledge that something needs fixing and the public has yet to figure out White Chalk Crime. EducRAT\$ have vigilantly layered propaganda over the failures she cited and convinced the public that these collapses of purpose are inevitable. Teachers know otherwise, but are muzzled. It is critical to end the modus operandi that suppresses them - teacher abuse - for an authentic movement to start.

Home schooling's sudden growth evolved from our toxic schools. Granted, there always were and will be a minority who choose this route based on unique beliefs; yet, the colossal growth has occurred due to a desperate need to protect children from the deficiencies and dangers plaguing our schools. Parents who have turned their backs on our schools share the spirit of Americans who participated in the Boston Tea Party. (Taxation without representation, the catalyst for the Boston Tea Party is precisely what EducRAT\$ are doing to all of us.) Homeschoolers act on their values, refuse to just go along, but without demanding change. They are possibly more patriotic than those who bear with our miserable schools hoping they will change since their acts hold potential to cause change. Increasing home schooling data reveals profound failure.

Because EducRAT collusion to maintain chaos by design is too embedded to allow participants to think they can change our school system, knowledge of the deception must come from people who are fed up enough to take the time to learn the truth. Home schooling is merely a first step on the path to say no to corrupted schools. It is a natural process of erosion born of the frustration our schools inflict upon parents, rather than a plan. Fragmentation is inevitable since unlike real leaders, who connect people to a larger purpose, EducRAT\$ disconnect people from purpose so they can raid our schools. Increased home schooling is a sign of this disconnection. Unless effort to study Education takes place, an unlikelihood knowing that academia relegates Education to the children's rather than the social sciences' section in book stores, the ability to recognize why home schooling is increasing is lost in a mysterious cloud of White Chalk Crime. We can anticipate that home

schooling will lead to EducRAT damage control rather than an opportunity to take back our schools. Thus, NAPTA's grass roots movement to study Education and raze White Chalk Crime, is the only hope for change.

The editorializing parent may have resigned to calling this choice, but that is only because she, like many, believes that administrations have these problems despite doing their best. The truth is that EducRAT\$ do not care about your children; these problems are happening because those who live above the law use their power to live above the people, their needs, and their rights. While people rationalize that home schooling is a "choice" rather than an option born of despair, EducRAT\$ enjoy the fruits of this skewed assessment. Choice connotes alternatives and subjecting children to a dangerous and/or incompetent environment is not a real choice. Furthermore, to conclude that schools need to be valueless and enemies of people who choose a religious or spiritual life is to fall for what EducRAT\$ want you to believe. Because they are valueless human beings, they have chosen to remove values from Education so they can succeed at White Chalk Crime. The majority of educators want values back. Remember: laws are codified values. No laws means no values.

As long as the paths leading to and from our schools give the appearance that administrators are not the problem, or in the reverse that teachers are the problem, the calculated gulf between parents and teachers sustains the cover up needed to prevent change. Although EducRAT\$ work hard to cause division between parents and teachers, unexamined thinking about home schooling serves EducRAT\$ well. However, unexamined, black and white thinking applied to the solution is equally destructive. There are administrators with integrity and we must allow their voices to be heard. Former Superintendent Armand A Fusco, Ed. D. wrote a book revealing shameful truths about our schools, *School Corruption: Betrayal of Children and the Public Trust* © 2005, which he would not have done if he were an EducRAT. You will be hearing about Robert Kimball, an administrator abused out of Education for being forthright and caring about students as well as refusing to participate in White Chalk Crime. Also, there were two principals pushed out of their district for advocating for special needs children discussed in February 6, 2007 article: "*Parents Fight to Reinstate Attentive Principals*,"³² which described unhappy parents in Burleson, Texas. According to this article, both the principal and assistant principal were put on administrative leave; a letter was distributed to the parents stating that the board had taken this action due to: "...alleged misconduct with internal administrative decisions." The parents protested because they believed that the true reason for the disposal of these principals was the principals' advocacy. A parent was quoted: "They [the principals] put up a fight for more funding, more resources to address the needs for the Special Education students at the school,... It was denied, and they didn't want to sit back passively and not take further action." It said that many believed that the principals' advocacy led to the decision: "A document filed by [principal's] lawyer with the district claims he was fired for '...concerns repeatedly expressed about inadequate resources for Special Education.'"

Honestly, most principals learn not to do what these principals did and most programs fail special needs children. Countless NAPTA teachers report that teacher abuse began when they pointed out noncompliance with federal laws in this arena. "*District Denies report slamming special-education program*,"³³ said: "The [Bluegrass Institute] report claims the district isn't meeting the needs of its special-education students. It cites high turnover and low morale among special-education teachers, poor communication with parents and noncompliance with laws that protect those students. ...The Bluegrass Institute issued a scathing report Tuesday on the special-education program at Covington Independent Public Schools, which the district says is inaccurate and politically motivated." Given the continuous reports of noncompliance in this area, when determining who is telling the truth

in this Ohio district, it is wise to trust Bluegrass Institute's report and not the word of the EducRAT\$.

The article said that the report based its findings on "two audits of the district's special-education program: one by the Kentucky Department of Education in 2006, and the other by the Kentucky Office of Education Accountability in 2001, [which had] 'compelling evidence that Covington schools' SD (students with learning disabilities) have been poorly served for at least the past five years.'" The EducRAT\$ accused "the institute of trying to bolster support for Kentucky House Bill 30, which would provide funding vouchers for special-education students to transfer from a public to a private school." This does reflect the politics of privatization. However, as one who has spoken with thousands of parents and teachers who wring their hands over what is being done to these children, and has experienced first-hand deceit on this topic, including having a document in my termination case altered to erase my claim of noncompliance of Special Education law, I can comfortably state that the scale more than tips in favor of the report to protect children.

Furthermore, on the day before the above appeared, "*Report: Covington schools shortchange learning-disabled*,"³⁴ said that Covington teachers were leaving in mid year, something few dedicated teachers do unless conditions are appalling or they are cleansed from the system for speaking about harm to children. A spokesman for the school district was quoted: "No one without an ax to grind would seriously assert that we in Covington schools maintain a culture of hostility, frightening to our students." This mantra, maligning the messenger, is what has buoyed our schools into a position whereby they can succeed at White Chalk Crime. NAPTA members would swear under oath that a culture of hostility, frightening to teachers, hence students and parents, does indeed exist in our schools and most likely did exist at Covington because it is EducRAT\$' way. Can you see how firing a teacher gives them "an axe to grind?" It allows EducRAT\$ to divert the focus to an "axe" rather than on White Chalk Crime. The important point here is that EducRAT\$ know how to put challengers on the defensive. It works because it is almost impossible to believe we have EducRAT\$ covering up a culture of hostility and White Chalk Crime. But we do.

Therefore, given the scarcity of administrators who would stand up to the system, and the odds they would fail if they did, as did the principals in this aforementioned Texas district, it would be wise to expect that most special needs programs are a major disappointment and that this Ohio school district is indeed failing those children. One has to scour the news to find administrators with integrity to expose these scandals because as salaries increase, the incentive to go along with THE GAME also increases. Yet, although principals with integrity are in the minority, they do exist, and they fall into the category of those who, for the same reason as teachers, become enemies of the system. Furthermore, administrators who file claims against other administrators become targets just as teachers who file complaints become targets.

A case in point was found in a December 20, 2006 article entitled: "*Principal Alleges Sexual Harassment by JPS Superintendent*,"³⁵ by Cheryl Lasseter. It said that a superintendent, who had been charged with sexual harassment by his principal, then fired the principal for "improprieties found in an audit of the school's payroll." This contained ingredients identical to episodes that abused teachers continually endure. For instance, it noted that text messages that the principal claimed as showing this harassment had conveniently disappeared. The article said, "But strangely, attorney Ross [principal's attorney] told us this. 'Back in July they (JPS) changed out their phones, so a lot of the early texts were on the phone that the district confiscated.' Ross says the district took [the principal's] phone in July, but she had the message from June to show us." It reported that the principal claimed that Jackson Public Schools failed to investigate his allegations, but the

district claimed that their investigation led to “findings [that] will be turned over to the District Attorney’s office for possible criminal investigation.” You can see the “he said, she said” that almost always declares EducRAT\$ the winner. In this case, we have one accused of sexual harassment and the other accused of improprieties. So regardless who is truthful, we know the public lost.

Yet, further information reminds us of who holds the power to carve the outcome they desire rather than serve justice. A May 29, 2007 follow-up article: “*JPS Termination Hearing Officer Steps Down*,”³⁶ by Julie Straw said that the chosen hearing officer stepped down after the principal’s attorney filed a motion for recusal because the school district had awarded that hearing officer’s moving company a \$300,000 summer job. Although it does not prove that the principal is truthful, it does strongly hint that an EducRAT used his power to have his way; the circumstances insinuate manipulation. Impartiality is vital for due process; a crony hearing officer with a conflict of interest is White Chalk Crime. Teasing out White Chalk Crime requires examination.

With a mantra that interweaves the concept of “how dare anyone question the motives of EducRAT\$,” this wicked system clothed in the American flag and motherhood, with apple pie for dessert defeats all unless the person has no use for material possessions or social status. And when these almost saint-like opponents are found, it is inevitable that stories written about them will find them as verbally butchered as teachers since they broke the cartel-like system’s rules and put children’s needs first. Until authorities deconstruct White Chalk Crime from Education, it will perpetuate a terrain that lets it prosper. Automatic sycophants produce more White Chalk Crime, which begets more White Chalk Crime because there is too much at stake to speak of it.

Teacher abuse is actually *honest educator* abuse as further proven by the following August 17, 2006 article: “*Stu Bykofsky: Ex-auditor says race, politics cost him job*,”³⁷ which reported a lawsuit initiated by McLemore, former director of auditing services for the Philadelphia School District, who “claims he was targeted because he wouldn’t approve what he believed were questionable practices by the New Foundations Charter School in Northeast Philly.” It said he had supervised a staff of auditors that uncovered a questionable relationship between the school and its landlord, which was a family controlled non-profit business. It described how this New Foundations “used a significant portion of money it got from the state to rent space... which in turn used the rent to buy the buildings it was leasing to the school, according to public documents and as reported earlier by retired *Daily News*’ reporter Joe Daughen.” Reeking of White Chalk Crime it said: “Failure to disclose that arrangement violates generally accepted accounting principles, according to school district auditors,” and that McLemore’s supervisor ordered him to change the audit, but McLemore “couldn’t sign off on something he believed to be improper.”

White Chalk Crime Requires Delving For visions of White Chalk Crime to crystallize, something EducRAT\$ rely on not happening due to our busy society, one must take time to delve into what was reported herein. New Foundations Charter School was founded by the wife of the powerful Pennsylvania House Speaker, who “was an admirer of school chief executive Paul Vallas.” And since her auditors disputed the audit by McLemore, the former director of auditing services for the Philadelphia School District, “Vallas brushed it off as a dispute between ‘dueling auditors.’” It said that the School Reform Commission “accepted the view” of the New Foundations Charter School’s auditors “rather than the interpretation of the district’s own staff,” and that the New Foundations Charter School “later agreed to adopt new rules governing conflicts of interest.” While this hinted questionable practices, its description of McLemore hinted the opposite: “When McLemore first sought a

job at the district, he was motivated by more than a desire for money, title and prestige. A proud graduate of West Philly High whose wife is a special-education administrator for the district, McLemore figured any money he could rescue from waste or fraud might be directed to the needs of Philly's schoolchildren." The article said the district reassigned McLemore to district operations, "where he had too little to do and languished," amazingly similar to what happened to Robert Kimball, Texas principal who reported falsified dropout rates, who you will "meet" soon. This article said that McLemore claimed his transfer was in retaliation for his "discovery." The district, of course, denied this. The reporter said that he attempted to speak with the Speaker's wife, but "she had severed her relationship" with the New Foundations.

The article went on to point out that McLemore received a salary lower than many with similar responsibilities and that his lawsuit accused the district of racial discrimination. The issues of White Chalk Crime seem to be only collateral in this lawsuit and we can bet there will be not criminal charges issued by the state's attorney since as you will see when you get to Florida teacher Bennett Packman's story, EducRAT\$ seem to have Superman's kryptonite protecting them from what is inevitable to others in a civil society. In fact, the odds are that this case will settle, since information emerging from such a trial would be too damaging. (Later you will see how prosecutors suddenly dismissed a Texas case over false dropout rates that would have shown too much White Chalk Crime.) So let us evaluate the points herein to see if we think an investigation should have happened. Why would Superintendent Vallas brush off the views of his auditors? When did conflict of interest become incidental? Why are there so many lawsuits occurring under Vallas' watch? (More to come later.) Isn't it a betrayal of public trust when EducRAT\$' conduct causes lawsuits?

Once again we have a "he said, she said" going on. This is true in each and every teacher or educator case, including mine. Yes, all these educators including McLemore could be liars. I could have lied. But think about it. Who has motive to lie: people earning multiple six figure incomes or people like me earning \$40,000? Who is more likely to lie: people who choose the money-business track in schools, or those who want to help children? Look at the conflicts of interest and financial bonanzas that keep cropping up in article after article. Honestly, with all of us coming out of the woodwork bearing witness to this White Chalk Crime, you must conclude that we are all lunatics and EducRAT\$ are all upstanding citizens or it is impossible that so many of us are reporting what we are reporting. Yet, how did all of these lunatics win so many awards? Remember the priests; what we can't imagine is often what we need to imagine. Nevertheless, you don't need to imagine when you can assemble facts. An article: "*Deficit has school district considering budget cuts*,"³⁸ said "After four years of balanced budgets, the School District of Philadelphia has an unexpected \$21 million deficit and is scrambling to cut costs. ...City Controller Alan Butkovitz said the shortfall underscored the need for greater scrutiny of district finances." Butkovitz said: "I think it is very disturbing when there is a sudden announcement of a deficit... right after the school year has started," he said last night. "It is the kind of thing that should not happen." Once again we have a controller questioning an EducRAT. Guess who won?

White Chalk Crime Includes Teacher Abuse Too You have seen a pattern of pushed out auditors and ignored controllers with underlying conflicts of interest and budget shortfalls. If you aren't skeptical yet, let's integrate this with the quality of leadership and its impact on Philadelphia teachers. "*Teacher: We Don't Feel Safe In Classroom: School Security Chief Says Students Feel Safe*,"³⁹ said: "The NBC 10 Investigators on Tuesday said they have heard from dozens of Philadelphia teachers who said they don't feel safe in their classrooms. Almost all were afraid to talk about the situation, even when their identities

were protected.” On the other side of the ring we have Vallas. It said: ”Philadelphia School CEO Paul Vallas said on *NBC 10* Tuesday that an assault that broke the back of a Germantown High School teacher was an isolated incident.” Is it an isolated incident if all teachers were made to feel as though they cannot talk about all other incidents or are all of these teachers lying about teacher abuse? Ask Philly teacher Jan Sklaroff.⁴⁰ He called the Safe Schools Hotline after a student threatened him in March of 2007. His principal then: “kicked me out of my school ... Like in the times of the Inquisition, I was sent to a basement, with bars on the windows, in a South Philadelphia District Office, on Monroe Street within a stone's throw of our nation's Liberty Bell for over a half of a month, and waited for my principal to conduct her ‘investigatory meetings.’ I did no work. The School District refused to pay me for the time I was in the basement.” The cold basement, which compromised his health, physically and emotionally, and the lack of union support achieved the desired resignation. Their loathsome acts left behind a story so unbelievable that the public will never know – so they thought.

An important concept to add to all of this is that this violence has escalated to this point not only because Superintendent Vallas sat on a report for six months as reported on March 13, 2007, in: “*Monica Yant Kinney: A painful truth won't be denied,*”⁴¹ but that it was inevitable that a teacher would suffer to this extent based on how the district dealt with previously attacked teachers. A case in point is Bowers, who served as an icon for what happens if a teacher uses self defense and presents the “damned if you do, damned if you don't” lot of being a teacher, which applied to my personal legal journey. “*Elmer Smith: Teacher's career is on the line,*”⁴² March 16, 2007 summed up the essence of this teacher and all teachers' no-win situation: “Thomas Bowers is either a teacher who defended himself against repeated attacks by a student or an intemperate hothead who should never be allowed to teach again. ... Bowers' case points out how hard it is to define that line between control and ‘escalation’ and how teachers can be left literally defenseless against the attack of a student determined to push him over it.”

The district recommended terminating Bowers for having used excessive force, yet the reporter showed that the student had a history of violence while Bowers' colleagues described Bowers as “easygoing.” It said: “The student towers over Bowers, who is 5-3, 140 pounds.” The incident, which led to this dismissal decision occurred many months after a June incident with the same student, which Bowers and an eyewitness had reported to the school police; the eyewitness claimed to have submitted a letter to the principal reporting that the student had “‘attacked Mr. Bowers from the rear in a choke-hold.” The article said: “Under district policy, the student should have been suspended for 10 days pending an expulsion hearing and transferred out if he were found culpable.” However, it said that the principal said that she had not been informed of the report. Do you believe this convenient, recurring claim of innocent unawareness, when EducRAT\$ have a duty to be aware? In fact, it mentioned another incident where three other teachers reported having been attacked by this same student, yet this teacher is being held accountable for defending himself while this principal bears no responsibility for not protecting her teachers as well as other students.

The article stated that the dean of discipline had encountered Bowers and this student in an altercation: “According to the official incident report, [dean] ‘observed Mr. Bowers holding (the student) up against a locker with one arm on the student's neck and the other hand *hitting the student.*’ [dean] reported he had not seen the student swing back.” What is stunning is it said that the principal: “sorted out the conflicting reports and recommended the following: 1. ‘That effective immediately, Mr. Bowers is to be terminated from employment with the School District of Philadelphia.’” The principal, who had overlooked all the previous violence, maintained authority to make this determination. The reporter said of the

principal: “she declined to answer my questions about why the student was not transferred after the June incident. ... ’This is already out of my hands.” And it said that another spokesman for the district could not comment “until he has seen a report of the June incident.” All engaged in the customary EducRAT- speak.

What is more disturbing is that another school spokesman stated that this ‘teacher’s past history’ could be a factor in determining the punishment.” The article said: “He was terminated in 1997 in a similar incident while teaching at the Youth Study Center. After a lengthy arbitration, it was ruled that he had acted in self-defense.” At that time he was reinstated “but lost nine months of back pay when an arbitrator ruled his language and demeanor had been ‘intemperate and unprofessional.’” The reporter said: “Bowers has been left slowly twisting in the wind while a student who has been named in at least two attacks on Bartram teachers gets to pose as a victim.“ It is troubling that a teacher stands judged when defending his life against an out of control student.

When teachers who work in dangerous environments with extremely violent students where few teachers chose to work are held to such high standards, it leaves them with no choice but to submit to a broken neck rather than dare behave in any way that might be judged “intemperate and unprofessional.” It comes down to this: a teacher must choose between damage or job loss. And when you consider the facts of this situation – a principal who at best was negligent, but perhaps was deceitful and who failed to protect her teachers retained the authority to pass judgment on a teacher coping with survival, why would anyone want to teach in a dangerous school, or even teach at all for that matter when all is stacked against the teacher? Do you really believe that this teacher was “intemperate and unprofessional” the last time when EducRAT\$ have the power to describe incidents as if they are writing a script for a television show – not reality show for sure? White Chalk Crime includes serious negligence that damages employees as well as false reporting that sets up employees. I could not read this story without comparing my own experience where I was judged for trying to defend myself against my district’s White Chalk Crime, with no legal recourse open to me because the State holds termination hearings that exclude the acts of the EducRAT\$ and leave teachers in a no-win situation, having to choose between their personal safety and ethics, or their job. This is more than unfair. This is fodder for making teaching a career only dysfunctional individuals could accept. And we wonder why we have so many dysfunctional teachers? Teachers may start their careers in a healthy mode, but being trapped in this world of White Chalk Crime is a certain road to dysfunction. This “profession” contains all the seeds of self loss thanks to EducRAT\$, who set teachers up to fail.

Thinking about Bowers’ unjust situation, an even more horrific story came to mind. On a blog,⁴³ I found a case that contained a truly ghastly consequence of teacher abuse, *Janis Adams v. Los Angeles Unified School District*. Jo Scott-Coe, an independent scholar and researcher, who writes about gender, violence, and schools wrote: “The plaintiff, a teacher named Janis Adams, faced an extreme scenario: her face was superimposed into pornographic photos and circulated throughout the school; she was openly libeled as a former porn star who had had anal sex so many times she had to wear an adult diaper; in an accelerating pattern over a three-year period beginning in 1997, she was threatened in her classroom and off campus by students she knew well, who did not themselves suffer any significant disciplinary action, despite her reports.”

No one should have to go through what this teacher did without the support of her district. Her situation shows how teachers are left vulnerable to the whims of disturbed students and why teaching is a dangerous profession as long as there is no watchdog ensuring that laws and ethics are observed. In addition to the personal humiliation and fear

that her district made this teacher endure, think about the legal costs, which most teachers could not afford, thus are left without hope of justice - if you call what Adams received as justice given that her case says she was awarded damages but then forced to deal with an appeal. If nothing else comes of the information this book puts forth, if future teachers are warned against pursuing what truly is a physically, mentally, emotionally, and spiritually dangerous career, it was worth my time to do this work, not to mention if it causes parents to choose safer alternatives to public schools and its unchecked system. When I look back at my high school year book and see that I was a member of Future Teachers of America for four years, it makes me sick. We can no longer indoctrinate our youth to believe teaching is a place to make a difference, when it is a place to be made different – into a shell of a person fighting a lonely battle against Goliath proportioned power.

With those in power, including the courts, ignoring the truth about teaching and failing to or refusing to investigate, teachers and children are not safe. Janis Adams is not the only victim here. The students who succeeded at an appalling game have also suffered since they are children who needed and were owed guidance and discipline that the school failed to provide. Everyone lost and will continue to lose until the truth about our schools becomes public knowledge and becoming public knowledge when blanketed by propaganda subsidized by the political might of EducRAT\$ and their allies, particularly the unions, is as likely as winning the lottery. In fact, when I read a quote referring to his union representative claiming they were going to fight this on his behalf in the article about Bowers, who is being terminated for how he handled a known violent student that had been permitted to harm him, it was all I could do not to vomit. I saw what the union did not do for me. I heard what the union did not do for hundreds of our NAPTA members. I have read all about how the unions strategically arrange their finances so they can partake in political elections and secure special interest holds on candidates even though it is illegal. I know that even if that union representative was sincere in his pledge to support Bowers, his superiors will stop him, just as the higher up's stop teachers trying to advocate for children. The system is well organized for crime, not for educating children.

Fusco also referred to devious treatment of teachers in *School Corruption* since it is White Chalk Crime. He said: “There are courageous teachers and administrators who try and maintain ethical and professional standards. Unfortunately, they are too often pummeled into submission by lawyers, boards, and even colleagues or, worse yet, circumvented by higher authorities,” (p.39) “there are few cases of education whistleblowers who are vindicated in their honesty and courage, too few, and that’s part of the problem contributing to [waste and mismanagement].” (p.60)

White Chalk Crime Isn’t Limited to Public Schools Consider the following article both to grasp the essence of what is going on in Philadelphia in an alternative school, and to see what solving our Education problem with privatizing without first exposing corruption will engender. On February 28, 2007 an article: “*Ex-staffer sues city charter school*,”⁴⁴ reported: “A former guidance counselor at the Mariana Bracetti Academy Charter School has filed a whistleblower suit alleging that she was fired for refusing to doctor student transcripts to boost the school graduation rate.” They reported that this counselor claims the administration “retaliated because she refused to participate in a scheme to ensure in 2005 that the school met the 80 percent graduation requirement of the federal No Child Left Behind Act.” They said that she claims she had “told the board in June 2005 that the school had engaged in fraud to obtain an 82 percent graduation rate,” and that after making that claim, “the school's chief executive, told her: ‘I'm going to get you.’”

According to this article, this counselor “said she was pursuing the case because students deserve a good education.” This pattern of retaliating against educators who advocate for children is precisely what I will be describing in THE FINAL LESSON. Like this counselor, I reported unlawful behavior to my administration and like this counselor, my administrators and board threatened me. The essence of my case, which at this time is asking the U.S. Supreme Court for an opportunity to be heard, (and if this status changes, will be discussed in the last section of this book,) is asking our highest Court whether boards have an obligation to protect teachers and children from harm emanating from unlawful acts of administrators. Certainly, this case, as well as my case, is a “he said, she said.” However, one needs only to look at patterns throughout the teacher stories to see award-winning teachers making the very same claims. (If the U.S. Supreme Court orders that the Illinois Courts provide me with due process to present testimony regarding what my board did to me, my case will elevate from “he said, she said” status, to a proven case of retaliatory discharge. Unfortunately, most of these cases end up settling or claimants are worn down financially and give up, so the pattern of retaliatory discharge for the sake of participating in unlawful practices is an unknown weapon in our culture at this point in time. However, NAPTA is working to force this truth into the open either via the Courts or via the court of public opinion.)

Secondly, consider the following reported in this aforementioned article about the Philadelphia charter school: “The charter reported a 91.67 percent graduation rate for the 2004-05 academic year, even though more than 60 percent of students had scored below basic levels in math and reading in 11th grade. Bracetti's graduation rate was higher than the district's 68.5 percent and the state's 87.7 percent.” Suspicious statistics seem to validate the presence of fraud in this data. As long as firing teachers or educators who attempt to expose fraud solves school boards’ problem – a need to do away with honest educators who get in their way - the public will not know the truth. Lastly, this article pointed out: “Charter schools are independent, taxpayer-funded schools that are free from some government regulations.” Actually, all of our schools are free from government regulations by virtue of their ability to cover up their unlawful conduct by silencing anyone who dares report it; remember the Philadelphia auditor transferred after noting shady business at New Foundations Charter School? Hopefully, the U.S. Supreme Court will eliminate this empowering loophole by mandating that Courts provide process to ensure that teachers or other educators cannot be discharged in retaliation for doing what boards should be doing – protecting children as well as teachers’ rights.

Corrupted charter schools will be as prevalent as corrupted public schools as long as White Chalk Crime is an accepted way of life. An article about a New York charter school: “*Staff 'fires' back at principal,*”⁴⁵ said: “*Reading, writing - and wrongful firings:* That's the curriculum at a new charter school in The Bronx, where an “out of control” principal axed three teachers in a month, refused to pay the salaries of two and was found guilty of expelling students without due process, according to furious former employees.” It alleged that the principal fired a fourth person, Spanish teacher Aixa Rodriguez, “days after the state Department of Education investigated Rodriguez's claims that the principal was improperly expelling students and not providing necessary speech services.” It also quoted the former director of finance and operation, who had resigned earlier: “[The principal] was ‘verbally abusive to teachers, staff and students.’” Again, we have a “he said, she said.” Could all of these educators claiming abuse and wrongful firings be liars?

A Movement Is Needed to Expose White Chalk Crime Ten years ago, as an insider privy to sinister political machinations, I discovered the truth about our schools. I realized

that speaking of what I experienced would subject me to ridicule comparable to reporting a UFO. I grasped that I needed to do careful documentation and patiently wait for the time when the facts would line up to show the truth. So I co-founded NAPTA to locate others who would verify and document that teacher abuse is truly the weapon of cover up choice amongst our EducRAT\$ and expose this despicable practice. The teacher stories and the articles describing corruption throughout the United States at NAPTA's website⁴⁶ provide indisputable support for the lessons presented herein. However, it is important to note that the majority of abused teachers visit the site, but fail to share their stories or even join because the power structure is so fiercely skewed that they dare not take a chance. These teachers are struggling to comprehend the perverse world of teaching, where nothing makes sense if the goal of Education is to produce successful students as touted by EducRAT\$. Although aware that they must hide their identities, these teachers do not have a name for what is occurring at their district, nor even a slight understanding of why things are as they are. Often, after they read our site, they understand and then join, but it is not a direct road.

My hope was that by giving the current abusive teacher treatment a name – teacher abuse – and appealing to other dedicated teachers, a movement would be launched so that it will no longer be politically correct to mistreat teachers, opening the floodgates to real schools. Robert W. Fuller described a similar happening in the women's movement in his book, *Somebodies and Nobodies*, in which he tried to launch a movement against rankism. He wrote: "The same fate befell the feminine mystique – the reigning ideal to which women were expected to conform until Betty Friedan's book described their predicament, gave it a name, and launched a movement." (p.96) A movement to level the playing field in our schools has begun although it needs to become known to develop power. For that reason, the intricate GAME that EducRAT\$ are playing must be explained so that it will lose its power derived solely from lies that subdue the public into submission.

Politically assassinating anyone in their way, EducRAT\$ preserve their ride down easy street – a ride accomplished at the expense of all of us, not just teachers. However, teachers constitute the primary targeted group because as one rises up in through the ranks in Education, one either becomes a player or loses. Therefore, far fewer ethical types venture in that direction, realizing they are at the mercy of EducRAT\$. Whereas teachers can remain in their positions if they "mind their own business," playing THE GAME, the business of EducRAT\$, eventually becomes their business. Moreover, sidetracking parents is far easier than teachers who possess legal rights to their jobs. Thus, unraveling the truth using teachers' true experiences, and the rare administrators' true experiences is a wise beginning. Nothing has or will work until the real problem is discovered: schools are not about educating children. They are opportunities for power and perks because they have been allowed to operate as political fiefdoms, outside the laws of this land and have allowed greed to take the driver's seat. I hope you will do the work to learn this lesson, since nothing less than public opposition will force change. Otherwise, the depth to which our schools will soon careen promises to be even more depressing since a nation that has abandoned its teachers has abandoned its soul. (If you haven't reached the point where you want to stick your head out of window and shout, "I have had enough. I am not going to take this anymore," just keep reading. This book is determined to make it impossible to deny how truly malevolent our schools are.)

LESSON #1 FOOTNOTES

¹ illinoisreview.typepad.com/illinoisreview/2007/03/every_school_di.html

² Posted at www.wpri.org/WIInterest/Vol15no1/Wil15.1.pdf

³ Posted at: www.acfe.com/fraud/view.asp?ArticleID=11

⁴ Complete story at: endteacherabuse.org/AnonFL2.html

⁵ © August 1996, at: www.acfe.com/fraud/view.asp?ArticleID=9 Association of Certified Fraud Examiners' website

⁶ At: endteacherabuse.org, facilitated by Webmaster Frankie Bailey, who has generously given her time to help create a groundbreaking website to benefit teachers, parents, students, and taxpayers.

⁷ Teachers stories available at: Endteacherabuse.org/background.html#twenty

⁸ Article by Jerry Jesness, September 11, 2000; posted at: endteacherabuse.info/noconseq.html

⁹ Complete story at: endteacherabuse.org/AnonIL2.html

¹⁰ Complete story at: endteacherabuse.org/LaMarca.html

¹¹ Website at: www.edethics.org

¹² Complete story at: endteacherabuse.org/Mix.html

¹³ Complete story at: endteacherabuse.org/Clark.html.

¹⁴ Complete story at: endteacherabuse.org/Harris.html

¹⁵ Complete story at: endteacherabuse.org/Shrock.html

¹⁶ This does not include my federal case paid for by insurance or consequently raised insurance rates.

¹⁷ Complete story at endteacherabuse.org/Jean.html

¹⁸ Posted at: www.voiceofsandiego.org by Emily Alpert, Voice Staff Writer, on January 3, 2008

¹⁹ See Liar, Liar, Pants on Fire at: endteacherabuse.info/liarpant.html

²⁰ At: www.greatschools.net/cgi-bin/showarticle/ca/1098?cpn=20071017pa2, by Marian Wilde

²¹ Complete story at: endteacherabuse.org/Settlegoode.html

²² Complete story at: endteacherabuse.org/Triano.html

²³ Website at www.ga-educationadvocates.org

²⁴ See www.talkgwinnett.net for the entire *The Perfect Storm*

²⁵ Blog site at: o-juice.blogspot.com/2006/07/sausd-corruption-coming-out-with.html

²⁶ Article at: Usatoday.com on September 17, 2006

²⁷ collier-ese-reform.com

²⁸ www.nydailynews.com

²⁹ www.utexas.edu/features/archive/2003/fraud.html

³⁰ Published in *TC Records The Voice of Scholarship in Education* by Kurt J. Bauman, February 16, 2005

³¹ Published at TCRecord.org by Rebecca H. Davis, on May 16, 2005

³² Article posted at: Cbs11tv.com/endnote

³³ At Cincinnati.com's *The Enquirer* section; by Amanda Van Benschoten, February 8, 2007

³⁴ Article posted by Tom O'Neill, in *The Kentucky Post* at Cincinnati.com, on February 7, 2007

³⁵ Article posted at: WLBT.com

³⁶ Follow up article posted at: WLBT.com

³⁷ Article posted at: Philly.com

³⁸ Article posted at: Philly.com on October 11, 2006

³⁹ Article posted at: Philly.comNBC10.com on March 2, 2007

⁴⁰ Complete story at: endteacherabuse.org/Sclaroff.html

⁴¹ Article posted at by Philly.com

⁴² Article posted at Philly.com

⁴³ Blog site at: posts.blogcarnival.com/page.php?p=33840

⁴⁴ Article by writers Martha Woodal and Susan Snyder posted at: Philly.com

⁴⁵ Posted by the *New York Post* on line on March 11, 2007, by Angela Montefinise

⁴⁶ Website at: EndTeacherAbuse.org

Finally,
The Real
Reason
Schools Fail