

Impersonators In Charge of Education

When I was a child, my parents briefly stepped into Tito's Yugoslavia (since it was just across the border from both Austria and Italy). The year was 1965. They described to me a haunting scene on the main boulevard in the city of Lubino. As they walked along the sidewalk they could see into the storefronts. All that was on display was two or three light bulbs, or perhaps several boxes of matches. There was obviously a scarcity of everything. And they also noticed something else strange: the sidewalks were full of people who were walking aimlessly. (It was about ten o'clock at night.) After they asked someone to explain they learned that nearly all the people who were walking were waiting for their shift in bed. (Each bed had three eight-hour shifts.) That was Communism.

I, like my parents, also have a scene in my mind that haunts me, but mine occurred in Chesterfield County last year. I then taught (and still teach) in Chesterfield County Public Schools. As I taught my classes I noticed, time and again, that many students never joined my Meets. I also noticed that many of those who did join my Meets only remained on them for a few minutes. These were almost all minors--sixteen and seventeen-year-olds. No one was telling them that if they didn't attend their classes that they wouldn't get credit, and would maybe have to go to summer school to be able to graduate. Instead what they'd been told is that they could, in fact, skip all of their classes every day of the year and still get credit for attending all of those classes if they simply checked into the school attendance website once each day they had classes..

What I was witnessing was something I'd never thought I would see: school-sanctioned mass truancy. As I witnessed what I saw, I imagined I could hear a waterfall where all those missing students' dreams of what they wanted to do with their lives were crashing on the rocks below. It was eerie, because the school buildings were themselves mostly silent for much of that year.

The reason I brought up Tito is that my experience last year in CCPS (Chesterfield County Public Schools) is today's experience of Communism. (The current practitioners of Communism never use that term. Privately they sometimes acknowledge themselves to be "Marxists," but publicly they strenuously insist on identifiers like "Equity Advocates.") It was the Communist¹ schools of education which had so indoctrinated our school administrators that they decided that our school system would be "fairer" if we let it become (essentially) non-compulsory, which (combined with a new mandate that teachers not directly teach more than one third of the period), had the inevitable result that many students hardly ever attended any

classes, and also that the students who did attend classes learned far less than had ever been the case before.²

Creating greater fairness had also, of course, been Tito's dream. But in Yugoslavia, by making it so that no one had more than anyone else, what resulted was that everyone ended up with nothing. This is similar to the result of last year's noble educational venture in Chesterfield County. Chesterfield students are now the least educationally prepared for their future that they have ever been. What is particularly galling, though, is that those very disadvantaged students for whom this noble experiment was carried out ended up knowing by far the very least, because they (more than their peers) had been most dependent on the oversight of schools to ensure they spend time on school work.

So the Communists at the University of Michigan School of Education (which was the principal institution behind the awarding of the UCEA award to [CCPS] Deputy-Superintendent Taylor "for his distinguished administrative performance" over the past year) are, no doubt, pleased that nearly all our students learned very little last year. In their eyes, all our students are now more closely bunched together at the starting line of the new "fairer" education system. What you will not hear them acknowledge, however, is that a great many of our disadvantaged students have essentially checked out of school altogether. Many of those will now never have a chance to acquire the modicum of education presupposed as the starting point for most places of employment. The crashing sound of dreams hitting rocks at the base of the waterfall.

The naivete of our administrators' assumption that doing what they did would help any students is beyond description.

There would be some small compensation for all this devastation if only the current group of redistributionists actually believed in what they say they believe (as did Whittaker Chambers, say, until 1938). But you know that they don't because none of our Central Office administrators has begun to return any of their grotesquely over-inflated salaries to help the disadvantaged students that they claim to care so much about. (There's one person at Central Office who made over \$245,000 for presiding over this past year's debacle.)

How long will it take before Chesterfield citizens realize that actual madcap-Marxists (as well as self-serving impersonators) are sending our children's futures over the waterfall?

1 Some will claim that it is extreme to label the Equity Movement as Communist. Here's the Wikipedia entry for "21st Century Communist Theorists": "[t]he defining common ground is the

contention that ‘the crises of contemporary liberal capitalist societies—ecological degradation, financial turmoil, the loss of trust in the political class, exploding inequality—are systemic, interlinked, not amenable to legislative reform, and require ‘revolutionary’ solutions.’” (Quotations within the Wikipedia article are from Alan Johnson’s 2012 [World Affairs](#) article entitled “The New Communism: Resurrecting the Utopian Delusion.”) How else can one account for the fact that those in charge of education engineered mass truancy other than that they were under the spell of the “utopian delusion” that “revolutionary solutions” have to be implemented?

2 I time and again informed both Central Office (the administrative center of CCPS) and the School Board of simple, cost-free measures which would have instantly restored student accountability for being in class. (One of these was to have required that students provide real-time chat responses to periodic questions, and to deny attendance credit to those students who didn’t provide answers in a timely fashion.) A few of these suggestions were adopted in a halfway, face-saving manner, but none in such a way as to actually ensure that students attended class. (For instance, at the beginning of the second semester students were informed that they really had to be present at least at the beginning of every Meet. But because the policy was never changed that allowed students to receive full credit for attending class by simply checking into the attendance website, many students still failed to appear for class. Furthermore, many of those who did check into class left class shortly thereafter.) After seeing the repeated refusal by the school system to adopt any of the simple remedies that would actually have been effective at restoring attendance accountability, it became incontrovertibly clear that the enabling of mass truancy was deliberate.

Samuel S. Peters
Parent of Rising 12th Grader in Chesterfield County
Public Schools
Citizen of Chesterfield County
Physics Teacher in CCPS