

**EXTRAMURAL EDUCATION  
AN INTERIM PLAN**

**FROM STATE SCHOOLING  
TO FREE MARKET ALTERNATIVES**

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## **ABSTRACT**

Public Education in America is in deep trouble, and the problems are increasing with each passing day; with each child enrolled; with each illiterate graduate. The problems multiply with each traditionalist staff member culled; with each destructive and expensive government regulation; with each erroneous progressive philosophy, method and material foisted upon innocent children.

Our goal should be to close all government schools and replace them with free market alternatives. The problem will be that a total conversion, of such a massive and convoluted system, to one of parental choice among autonomous schools, is not going to be easy and cannot possibly be instantly designed, financed, organized and brought to closure. It behooves us to begin now to create interim plans that will meet the needs of the children, while allowing the free market to adjust and meet the educational needs of the nation.

In short, an interim plan should disband all local school boards and all school districts; ignore all state and federal regulations, including compulsion of attendance; ignore all certification for teachers. For the interim plan, communities should seek "born" teachers who are open and enthusiastic about creating small schools and willing to use proven traditional teaching methods to instruct all children in basic skills and foundational knowledge; who are willing to discard all progressive methods and materials. An interim plan should provide basic education during the changeover, as determined by each autonomous community unit. Without such plans, all calls for total parental choice and non-compulsory schooling are little more than wasted breath, and dreams lacking substance or hope.

## **PROBLEM -**

### **A COSTLY NATIONAL COMPULSORY SCHOOL SYSTEM THAT LACKS EFFECTIVENESS, ACCOUNTABILITY, SHAME, AND ANY HOPE OF REFORM**

Public Education in America is in deep trouble, and the problems are increasing with each passing day; with each child enrolled; with each illiterate graduate.

In *The Ethics of Liberty*, Murray Rothbard accurately described the situation:

The public school system, once a sacrosanct part of the American heritage, is now under severe and accelerated criticism from people across the ideological spectrum. It is now becoming clear (a) that public schools do not properly educate their charges; (b) that they are costly, wasteful, and require high taxes; and (c) that the uniformity of the public school system creates deep and unresolvable social conflicts over vital educational issues--over such matters as integration vs. segregation, progressive vs. traditional methods, religion vs. secularism, sex education, and the ideological content of learning. *Whatever* decision the public school makes in any of these areas, either a majority or a substantial minority of parents and children are irreparably injured. Furthermore, compulsory attendance laws are being increasingly perceived as dragooning unhappy or uninterested children into a prison not of their or their parents' making. (Pg 272)

B. K. Eakman, author of *Cloning of the American Mind: Eradicating Morality Through Education*, describes today's schools as "sick, toxic environments with *Lord of the Flies* mentalities." (Educational Policy Conference Speech, 01-30-2004, St. Louis)

Unfortunately for the nation, and sadly for the students, Ms. Eakman describes modern schools with clear insight and "spot-on" accuracy. The situation becomes even more frightening when we realize that, in truth, no one in the system has the power or the control to do anything that would stop the disintegration of the schools; that no one is ultimately accountable.

Our current, progressive schools are part of shameless system that encourages such behavior to fester among students, faculty, administrators, boards of education...and up through the layers of the evermore powerful, but not evermore intelligent, chain of command. John Taylor Gatto explains the conundrum faced by anyone who would foolishly attempt reform:

Under all its disguises, that is what institutional schooling is, an abstraction which has escaped its handlers. *Nobody can reform it. First you have to realize that human values are the stuff of madness to a system; in systems-logic the schools we have are already the schools the system needs; the only way they could be much improved is to have kids eat, sleep, live and die there.* (Italics, his. *The Underground History of American Education*, Pg 318.)

There is absolutely no way to reform a schooling system that has grown this far from its accountability to parents, churches, communities, and taxpayers.

John Taylor Gatto explains that public schools were designed specifically to prevent free market enterprise:

The most candid account of the changeover from old-style American Free market schooling to the laboratory variety we have under the close eye of society's managers is...*Principles of Secondary Education*...Any lingering doubts you may have about the purposes of government schooling should be put to rest by Alexander Inglis. The principle purpose of the vast enterprise was to place control of the new social and economic machinery out of reach of the mob.

The great social engineers were confronted by the formidable challenge of working their magic in a democracy, least efficient and most unpredictable of political forms. School was designed to neutralize as much as possible any risk of being blind-sided by the democratic will. Nelson W. Aldrich Jr., writing of his grandfather Senator Aldrich, one of the principle architects of the Federal Reserve System which had come into being while Inglis' cohort built the schools--and whose intent was much the same, to remove economic machinery from public interference--caught the attitude of the builders perfectly in his book, *Old Money*...

[Inglis] wrote that the new schools were being expressly created to serve a command economy and command society, one in which the controlling coalition would be drawn from important institutional stakeholders in the future...

Conant...president of Harvard from 1933 to 1953...pushed secondary schools to gigantic size in the 1960's and forced consolidation of many small school districts into larger ones...

In his book Conant fairly shouts, the clock cannot be turned back! "Clearly, the total process is irreversible." Severe consequences would certainly follow the break-up of this carefully contrived behavioral-training machine: "A successful counterrevolution...would require reorientation of a complex social pattern. Only a person bereft of reason would undertake [it]."

Reading Conant is like overhearing a private conversation not meant for you yet fraught with the greatest personal significance. To Conant, school was a triumph...a pinnacle of the social technocrat's problem-solving art. One task it performed with brilliance was to sharply curtail the American entrepreneurial spirit, a mission undertaken on perfectly sensible grounds, at least from a management perspective. As long as capital investments were at the mercy of millions of self-reliant, resourceful young entrepreneurs running about with a gleam in their eye, who would commit the huge flows of capital needed to continually tool and retool the commercial/industrial/financial machine? As long as the entire population could become producers, young people were loose cannon crashing around a storm-tossed deck threatening to destroy the corporate ship; confined, however, to employee status, they became suitable ballast upon which a dependable domestic market could be erected.

*(Underground History, pgs 320-322)*

However, and thankfully, the public schools are failing, despite careful planning by the likes of Conant, Aldrich, Dewey and their cohorts. Every day innumerable articles address these problems and bemoan the decline and coming crash of the public schools. Several cities are moving to take over the failing schools within their jurisdiction in hopes of running them more effectively.

Allan Quist, author of *FedEd: The New Federal Curriculum and How It's Enforced* (2002), recently stated, "The battle for America is occurring in our schools."

(Ed. Pol. Conf. 01-30-2004, St. Louis) He is accurate. The battle for America--as a nation; as a culture; as a way of life--is underway and the schools are the battleground.

The problem we currently face is that our arsenal is overflowing with opinion and rhetoric, but under-stocked with battle plans and weapons. The pen has been said to be mightier than the sword, but words were far more lethal during the time of Thomas Paine; during eras when most adults could read and comprehend complex essays positing complex theories. The pen was mightier than the sword during eras when citizens made their decisions then based their actions on clarity of thought; on intelligent, logical analysis of issues--rather than on 30-second television commercials. Those of us currently involved in the fight to even maintain status quo, let alone to affect reform, have allowed the government to win the toss of the coin, and draw the battle lines. Foolishly we have agreed to play by the same flawed regulations and methods that have brought these schools to the brink of catastrophe. Fighting a state department of education over benchmarks and standards might help in the short term, and in isolated places, but it will not take back our schools, let alone close them and so end a lengthy and sad era in American History. Reform is not a realistic, as even Conant acknowledged in 1918.

We must get beyond the accurate however too simplistic proclamation, "Public schools must be totally replaced by Free Market schooling!" because that is *not* going to occur quickly or easily unless we begin to plan *now* for that time when the public schools collapse ([Taylor, Linda Schrock, "Crooked House - Crumbling Foundation: Public Education's Coming Collapse"](#)). For a successful and complete conversion of schooling in America, we must begin now to create interim plans that will 'buy time' for the free

market; interim plans that are absolutely necessary if we seriously intend to open enough schools, offering enough variety, to serve the children of this large nation.

When a few children are pulled from public schools, the effect is a ripple compared to the overall shock that will occur during a total overturn---from a compulsory school system to one directed only by parental choice and family dollars. Plans must be formulated that will not only set the stage by providing model schools that other communities may decide to follow or modify; plans that will give entrepreneurs the time to organize, finance, plan, and open alternative schools.

Such a project cannot come to fruition overnight, and unless we are prepared to welcome the chaos that will descend upon the land when the public schools fall, we must go to the drawing board now! If we delay much longer, expending our energies on essays and rhetoric, rather than on plans and procedures, we should resign ourselves to the consequences that will result when a confused, frightened populace demands that the State "Do something!" To ask the State to end the chaos will be to welcome the State's final steps in the totalitarian takeover of this nation and its people. Time is growing short. For us to continue ranting that the public schools need to be closed--despite the fact that we have honorable and solid reasons to support our contention--is delusional and dangerous while we remain totally unprepared to provide acceptable, affordable, and available alternatives to 40 million school children.

## **CATALYSTS -**

### **THAT COULD BRING ABOUT A SCHOOLING CRISIS AND ACCOMPANYING NATIONAL CHAOS**

That the public school system cannot continue as it is, nor be reformed to what it should be, is a given. It is not yet clear exactly how and when the final dissolution of this counterproductive system will come about, but it will occur. The schools may implode quietly as increasing numbers of parents pull their children from the schools until those establishments are so financially weakened that they can no longer stay open. This outcome is especially likely to occur: if parents heed the warnings of educational activists and family advocates like [Dr. Laura Schlessinger](#), [Dr. James Dobson](#), [John Taylor Gatto](#), [Charlotte Iserbyt](#), [B.K. Eakland](#); if organizations like [The Separation of School and State](#), [The Exodus Mandate](#), and the [LDS Church](#), are successful in their campaigns to encourage parents to turn their backs on the shameless, ineffective, actually destructive schools.

The system may be brought down by state and federal financial shortages; by bureaucrats collecting massive salaries leaving little money with which to actually educate children. Increasing pressure from communities over the obvious failure of the system to educate children may bring the deathblow. As Americans begin to understand that our industrial base frequently moves offshore due to the inability of manufacturers to find motivated, competent, literate, educated workers, the people may wake and clearly see the travesty that is the public school system. Frightened, angry, financially destroyed people may turn on the schools--as well they should--and demand closure until restructuring can be accomplished. A citizen tax crisis caused by the widespread loss of jobs might be a most welcome catalyst.

Mothers, returning home after losing jobs, may decide to homeschool, adding to the numbers already fleeing the public schools. The lure of vouchers and charter schools

can speed the flight. The transfer of power that will accompany the increased enrollments in homeschools, charter schools, and in alternatives made available via vouchers, may be the final push necessary to completely unbalance the already precarious structure of public education, causing it to tilt, list, and tumble.

Talk about 'loose cannon on storm-tossed decks"! Add this power shift to the one already underway--that one developing in response to the federal government's demands that all schools in all states meet every aspect of every regulation in the No Child Left Behind law, and the collapse of an already crumbling edifice is assured. It has been estimated that school districts will have to spend \$575 per child in order to comply with the NCLB laws. The federal government will supposedly reimburse the local districts for meeting those regulations--at the rate of \$77 per child. That amount of monetary drain will destroy most any district, and should be the final blow to the public educational system as a whole.

People are tired of hearing about 'federal regulations' and are becoming offended by the restrictions placed on themselves and on their children in the drive to meet those poorly contrived regulations. Public schools are not educating; are not training; are not fulfilling the promises to prepare the children of today to be the future leaders of America. Even our less-educated parents note the deficiencies and become angry that their children are being cheated. Additionally, these parents are angry that school administrators choose to ignore or discount their concerns.

Murray Rothbard, discussing public education in *For a New Liberty*, explains:

The public school bureaucrat...The point is that *whatever* he decides, and if he decides according to the wishes of the majority of the public, there will always be a substantial number of parents and children who will be totally deprived of the kind of education they desire...The more that

education becomes public, the more will parents and children be deprived of the education they feel they need. The more that education becomes public the more will heavy-handed uniformity stamp out the needs and desires of individuals and minorities. (*For a New Liberty*, PrintFriendly, Part 6, Pg 8.)

Fortunately, that 'substantial number' is growing as the homeschooling movement continues to gather momentum, and as the aforementioned persons and groups rally parents, explaining that it is a parental right, as well a parental responsibility, to stop the deprivation that schools are trying to pass off as education.

When the public school system collapses and leaves those 40 million school children without educational structure, chaos will reign and the Feds will happily rush in with State-type solutions: youth camps; a new school system that looks and functions just like the old one; media under orders to calm the fears; further theft of Rights from the citizens. People will be vulnerable and will also be in need of 'day care'--which all too often is basically what too many schools provide.

Without some kind of preparation, average people in average neighborhoods will have no idea how to organize their own local schools. Furthermore, people have been brainwashed into believing that only 'trained and certified teachers' are capable of taking care of schooling and teaching the vitally important basic skills, i.e. "The Three R's." It will be of utmost importance that we, who are able to do so, prepare sensible, flexible plans that can readily be put into place in by neighborhoods and communities during the changeover to all free market schooling. This period will be the one most fraught with danger, both from the overwhelmed populace, and from the totalitarian goals of the State.

## **GOAL -**

### **TO REPLACE THE ENTIRE PUBLIC SCHOOL MONOLITH WITH FREE MARKET, NON-COMPULSORY SCHOOLING**

In *For a New Liberty*, Murray Rothbard definitively defined this goal and thus is the person best able to speak to these issues:

**The libertarian prescription for our educational mess can, then, be summed up simply: Get the government out of the educational process. The government has attempted to indoctrinate and mould the nation's youth through the public school system, and to mould the future leaders through State operation and control of higher education. Abolition of compulsory attendance laws would end the schools' role as prison custodians of the nation's youth, and would free all those better off outside the schools for independence and for productive work. The abolition of the public schools would end the crippling property tax burden and provide a vast range of education to satisfy all the freely exercised needs and demands of our diverse and varied population. The abolition of government schooling would end the unjust coerced subsidy granted to large families, and, often, toward the upper classes and against the poor. The miasma of government, of moulding the youth of America into the direction of the State, would be replaced by freely chosen and voluntary actions - in short, by a genuine and truly free education, both in and out of formal schools. (PrintFriendly, Part 6, Pgs 20-21)**

We must get on with the business of making the kinds of plans that can and will bring about this libertarian state of education so clearly envisioned by Murray Rothbard.

**If education were strictly private, then each and every group of parents could and would patronize its own kind of school. A host of diverse schools would spring up to meet the varied structure of educational demands by parents and children. Some schools would be traditional, others progressive. Schools would range through the full traditional-progressive scale; some schools would experiment with egalitarian and gradeless education, others would stress the rigorous learning of subjects and competitive grading; some schools would be secular, others libertarian and stress the virtues of free enterprise, others would preach various kinds of socialism. (*For a New Liberty*, PrintFriendly, Part 6, Pgs 8-9.)**

However, we need an interim plan that will provide local structure, while providing foundational educations for children lost in the fray during such a massive and total changeover. The conversion of the federally regulated public school system to a fully free market one, is not going to proceed easily and naturally, just because we all think---we all *KNOW*--that it will be best thing that could ever happen.

**One crucial task of libertarians is to highlight the common cause of all groups of parents against the State's educational tyranny. Of course, it must also be pointed out that parents can *never* get the State off their educational backs until the public school system is totally abolished and schooling becomes free once more. (Rothbard, *For a New Liberty*, PrintFriendly, Part 6, Pg 13)**

Reading of Murray Rothbard's concern for education impels one to explore options and possibilities for assisting--communities, states, the nation as a whole--in putting a complete and final end to the public school system.

Rothbard presents us with the encouragement and the impetus to get busy and get plans made that will control the coming chaos while assisting neighborhoods and communities to establish sensible, cost-effective, interim local schooling. Such plans will not only educate children during this time of crisis and chaos, but will allow entrepreneurs opportunities to plan, finance, organize, and establish the kinds of schooling choices that Murray Rothbard understood to be ones that would lead the population toward the direction in which our nation, and mankind as a whole, should proceed:

**Furthermore, one of the great glories of mankind is its diversity, the fact that each individual is unique, with unique abilities, interests, and aptitudes. To coerce into formal schooling children who have neither the ability nor the interest in this area is a criminal warping of the soul and the mind of the child. Paul Goodman has raised the cry that most children would be far better off if they were allowed to work at an early age, learn a trade, and begin to do that which they are most**

**suited for. America was built by citizens and leaders, many of whom received little or no formal schooling, and the idea that one must have a high-school diploma--or nowadays, an A.B. degree--before he can begin to work and to live in the world is an absurdity of the current age. Abolish compulsory attendance laws and give children their head, and we will return to a nation of people far more productive, interested, creative and happy. Many thoughtful opponents of the New Left and the youth rebellion have pointed out that much of the discontent of youth and their divorce from reality is due to the every-longer period in which youth must remain at school, wrapped in a cocoon of dependence and irresponsibility. (*For a New Liberty*, PrintFriendly, Part 6, Pg 2)**

## **AN INTERIM PLAN**

Originally I thought that, following the collapse, the schools would need to remain closed for a six months period. I believed that it would take that much time for the communities to accept the reality of the crisis; to assume the responsibility for providing interim schooling; to organize ways to create and manage schools without the assistance, structure and financial support of state and federal authorities.

Additionally, I thought it would take some time before parents reacted to the stress of having unschooled children at home--unoccupied; underfoot; adding to the parents' own survival woes. I thought it would take time before the pressure would become intense enough, on both parents and community groups, to force them to meet and find local solutions to their local schooling challenges.

However, recently a nearby town experienced a schooling crisis whereby a nearly new high school was found structurally defective and dangerous, thus forcing the community to quickly arrange alternate service models. After observing the speed and the resourcefulness of the community's cooperative efforts to solve the problems, I have

decided that the initial planning phase for a broad interim plan can be considerably shortened.

In the situation of which I speak (See Appendices A-E), heavy snowfalls caused a roof to buckle, forcing the evacuation of the building. The problem began on February 19, 2004. I was surprised when, only seven (7) days later, it was announced, "The school closing is causing parents to consider other options--homeschooling or private schools." (TV 9 & 10 News, 7:06 AM, 2-26-04, Cadillac, MI) That same evening a special school board meeting was held to discuss options. On February 28<sup>th</sup>, it was announced that the school would be vacated and classes relocated to the middle school and to churches in the area. By March 6, 2004, the decisions had been made; the agreements had been drawn up with the churches; the students had already been moved; classes were already back in session; and children were being interviewed regarding their reactions to the changes. Students attending classes in the churches responded with, "I like this better than our old school; it's homey." (Eighth grader, Sean Carpenter); "It's like we don't have to put up with all the other grades, and our classes are smaller. It feels like you get closer to other people." (Ashley Hoffman) and "pretty decent." (Seventh-grader Beth Knight)

Thursday, February 19<sup>th</sup> school evacuation; Sunday, February 29<sup>th</sup> churches vote to share space; Week of March 1<sup>st</sup> classes relocate to churches. In less than two weeks this community had the schools completely in session once again! This confirmed my belief that when faced with a schooling crisis, local people will find a way to quickly put together a local plan for educating their children. The State erroneously believes that they have successfully trained and bred all local initiative out of the population, but that

community proved them wrong, and I believe that we can prove the State wrong on a national level, as well.

Following the collapse of the public schools, each community; each neighborhood--whether located in rural or inner city areas--will face the same need to act quickly to school the children and so calm the population; strengthening them against an unwanted takeover by the State. However, I now believe that we would only need a closure similar to a long school vacation. This would allow time for better planning: for organization; for prioritizing needs; for training personnel; for arranging contracts and agreements for the physical housing of the students. With advance warning, even guidance in the form of written manuals, or speakers addressing community leaders, as well as the community at large, more solid and sensible action could be expected in each locale. We should begin before the crash to do this type of community and citizen preparation. If people feel that they are already 'forewarned' then they will see themselves as 'forearmed.' People must be made to see that they have options that are do-able; that they are not stuck with a problem wherein they have 'No Choice' regarding outcome.

In short, an interim plan should disband all local school boards and all school districts; ignore all state and federal regulations, including compulsion of attendance; ignore all certification for teachers while seeking personnel who are open and enthusiastic about creating small schools and willing to use proven traditional teaching methods for the instruction of all basic skills and foundational knowledge, while discarding all progressive methods and materials.

**Buildings:** The issue of where to house the students during an interim period is one of grave importance, and I titled this paper "*Extramural Education*" specifically to emphasize the point that the students must be educated *outside* the existing school buildings during the entire period of an interim plan. I strongly believe that any attempt to redesign schooling within the walls of the same sick buildings would be to invite disaster and a return to the shameless situations currently faced in too many public schools. I believe that a community's success in creating effective schools will depend on the priority of getting the children *out* of the buildings where they developed inappropriate attitudes, motivations, and behaviors. By moving students into other structures, they stand a better chance of realizing that there is no going back; that it is time to 'turn over a new leaf' and begin anew, with new morals, positive attitudes, and motivation for learning.

The buildings, be they community centers, churches, fire stations, Grange Halls, VFW and American Legion buildings, even basements and garages in the homes of individuals willing to assume the responsibility---should be thought of, and run as, traditional, orderly, multi-graded small units modeled after the one-roomed schools of yesteryear. Each location should be organized around high expectations for all who enter---students and adults, alike.

The main issue to keep in mind when choosing extramural buildings, and planning the time span during they will be used as school settings, is that the children be kept out of the public school buildings long enough to break each child's unhealthy psychological, emotional, and habitual ties. The children should not be allowed back into those former schools until such time as the buildings are leased to private individuals or

groups who are prepared to open free market schools with an entirely different set of expectations for learning and behavior. With moral teachings plus a strongly academic and constitutional base, schooling in America would finally have the opportunity to be totally, and radically, transformed into a free market paradigm. All parents would be able to choose the schooling experiences for their children; paying for those choices during the tenure of their children in those schools; and parents will have the freedom to move their children to a different model if the first choice is found to be unsuitable or ineffective. The free market, left to its natural processes, will winnow out the chaff, and fuel the growth of cost effective schools that can provide quality educational opportunities in a multitude of settings.

**Leadership:** At the onset of the crisis, the first level of leadership for creating alternative, interim schools should fall to the local public leader nearest the heart of the community or neighborhood center. That person should not be one of the administrators or educators employed in any of the public school districts. In rural areas, each township supervisor should assume the role of "Extramural Education Coordinator." In small towns, the mayors and/or the fire chiefs should assume, or share, the role. In large towns and cities, each fire chief should assume the leadership role since fire stations, due to the nature of their responsibilities, are generally spaced evenly throughout the metropolitan areas thus creating neighborhoods that they then serve. As an added benefit, most of these individuals will have employees who can assist in the early days and weeks of the Plan, if not for the entire time. Such leaders will have buildings immediately at their

disposal--city halls, township halls, fire stations. In all likelihood, these individuals will be ones who the community would turn to for problem solving, anyway.

These first leaders should begin the process by enlisting the aid of trusted, intelligent, non-political adults in their communities--adults viewed by ordinary citizens as 'natural leaders.' This Local Education Advisory Board (L.E.A.D.) should form small committees to plan the schooling that will be offered in their specific locale, only. The goals of these citizen committees will be to: set educational priorities and timelines; arrange for classroom space; determine the number of children to be served; recruit and train those willing to teach in alternative settings using traditional 'Back to Basics' methods; assist in gathering appropriate materials, supplies and curricular products from the now-empty public school buildings; plan for interim education to continue until private schooling entrepreneurs are able to establish enough schools to serve the community. Additionally, these committees must keep in mind the possibility that their areas may not attract free market schools, in which case the local people will eventually need to establish local schools based totally on local goals, local finances, local facilities.

**Populations to serve:** American education made a very grave mistake when it moved toward everyone being educated towards complete equality. That is an impossible dream since human beings differ so greatly from one another--in innate abilities, in skill development, in intellectual levels, in interests, in backgrounds, in support from home. Rothbard explains:

Furthermore, it is inevitable that the State would impose uniformity on the teaching of charges. Not only is uniformity more congenial to the bureaucratic temper and easier to enforce; this would be almost inevitable where collectivism has supplanted individualism. With collective State

ownership of the children replacing individual ownership and rights, it is clear that the collective principle would be enforced in teaching as well...Not only has there been a trend toward increased State control, but the effects of this have been worsened by the very system of equality before the law that applies in political life. There has been the growth of a passion for equality in general. The result has been a tendency to regard every child as equal to every other child, as deserving equal treatment, and to impose complete uniformity in the classroom. Formerly, this had tended to be set at the average level of the class; but this being frustrating to the dullest (who, however, must be kept at the same level as the other, in the name of equality and democracy), the teaching tends more and more to be set at the lowest levels. (*Education, Free & Compulsory*, Pgs 11-12)

Interim schools should not attempt to offer equal educations--neither based on equality for individuals; nor based on equality to that which other children in other local areas are receiving. Each locale should provide the best that it can with the resources that it has available, and by doing so will meet their responsibilities to the citizens of that specific area. Each citizen is free to enroll their children in other schools; in other communities; to make the decisions each family, as an autonomous unit, chooses to make. "People usually know what is better for kids than experts do." (Senator Michelle Bachman, MN, Educational Policy Conference speech, St. Louis, 01-31-2004) It is time to provide parents with the rights, and the opportunities, to make their decisions and exercise their individual choices.

Additionally, Interim Schools should not attempt to serve every child. I suggest that Interim Schools be modeled after Amish schools, and offer First (1<sup>st</sup>) through Eighth (8<sup>th</sup>) grade educations. If the schools are efficient in offering basic knowledge using traditional methods, communities will soon notice that exiting eighth graders will have skills and knowledge at, but more than likely above, today's graduating Seniors. Children younger than six (6) will be best off staying at home while they learn the lessons of the family. Students older than fourteen have other decisions to make, and directions in

which they can move. They could go directly into an apprenticeship for a trade or into the minimally skilled workforce. They could attend the Interim Schools, working half time as volunteer aides for the instructional staff, and as tutors for the younger children. The remainder of their days could be spent doing Independent Studies under the guidance of anyone in the community who the child's family deems competent to oversee and guide the learning in the chosen areas. Very intelligent and knowledgeable high school students could test for early admission into colleges and universities, saving themselves the boring years of 'putting in time' in high school simply because of government compulsion or regulated credit-counting. Those students, who hate school and everything about it, will be under no compulsion to enroll. However, if they do choose to attend, they must abide by all rules, meet expectations, and work hard to develop literacy, critical thinking skills, and a desire for scholarship.

If one simply thinks in term of providing interim, alternative education to all 40 million school children, the task does, indeed sound daunting. However, communities, in the end, would find that they would not need to provide for even half of that number. With no students in the 9<sup>th</sup> through 12<sup>th</sup> grades, and no students receiving special education services for behavioral problems, potential enrollment numbers drop considerably. There would be no need to provide classes for kindergarten, pre-kindergarten or preschool children. Families are where those children need to remain, anyway. Additional students will leave the population to go to parochial, private and home schools. The unmotivated and the misbehaving students will no longer be forced to attend school, and will be dropped from the count. Many others will be drawn from the eventual group in need of education by homeschooling neighbors who take the

children in, creating replicas of the old "Dame Schools." Some communities and neighborhoods could find themselves needing to provide interim schooling for as few as 25-30% of the original school population at the time of the collapse of the public school system. Communities will soon see that such percentages are certainly manageable, even with the limited resources--financial, personnel, and space.

An email from a long-term educator offered support for the questions I am posing, and the concepts I hope to expand, "If our nation is to survive this latest onslaught, we must educate each and every child in this country to read and to think critically. I'm with you now, we need to scrap the system and begin all over again...I also agree with your concept that we do not need to strive for equality in the educational presentation, only to assure that all children have access to a quality education--it's for them to make of it what they will, but it must be available." The quality of education must be judged by the effectiveness of early literacy and math instruction, and not by how many federal grants a school can amass. My friend then asked, "Where will we obtain the [teachers] who truly desire to impart a love of learning?"

**Instructional Staff: No certifications necessary!** The key to recruiting competent, effective staff to teach in the Interim Schools, will be to look for people who possess the skills we wish to have taught; understand or have experienced a traditional education themselves; and are committed to travel "back to the future" to reconstruct schools that work. We need to find individuals who can understand the time constraints necessary to quickly remediate and accelerate learning for the children in these schools. In addition, we will want individuals capable of, and willing to, train others in how to

teach effectively; how to undo much of the damage done to the children by inaccurate teaching methods; how to deprogram corrupted ideas, morals and attitudes. There will be no time to waste. There will be a definite 'need for speed.'

Communities would be wise to recruit from their senior citizens--those who are most likely to have received solid foundational educations under traditional methods, many of whom would have actually been taught, for at least some of their school years, in one-roomed schoolhouses. These persons can lead the way in organizing instruction based on traditional methods, and can also train other adults, as well as skilled teens, in providing effective, efficient instruction.

Wise, experienced, knowledgeable adults can provide models for the other adults, as well as for the children. They can lead the way in establishing model schools and creating an admirable 'parallel schooling culture' as someone in the audience suggested at a recent conference. Certified teachers who have these attributes and skills would certainly be welcome, but because of their skills and motivation, and not because of the fact that they possess any license from a state authority.

**Curriculum and materials:** The goals of Interim Schooling must be to re-educate the mis-educated, develop critical thinking skills in minds dulled by TV and video games; instill a love of learning and scholarship; teach skills and knowledge so students with ability can pass competitive examinations for entrance and scholarships into competitive private high schools. All instructional staff and aides must have a clear focus on that outcome--excellence in foundational skills and core knowledge, especially of the true historical facts and motives in American History and government. The goals

must be pro-American, pro-constitution, and patriotic to the "Original Intent" of the Founding Fathers as they wrote the Articles of Confederation; the 13 original state constitutions; the Declaration of Independence; and the documents, essays and opinions coming from those.

Reading is to be the first and most basic skill taught to automaticity and rapid, clear comprehension, and it is to be done using a well-designed, methodical approach to teaching children how to 'break the code' in which the English language is recorded--i.e. Print. The fact that any teacher in this nation would believe and pursue 'reading' instruction that does not begin by openly admitting "Print is English recorded in a Code" provides, in and of itself, enough rationale for closing every public school in the land. When schools refuse to teach children how to break the code in which their native language, their mother tongue, is written, the system has turned against the children and the nation. Such evil and counterproductive centers should never be allowed to remain open, let alone to be financed using monies taken by force from the productive members of the country.

Spelling should be taught in the same, methodical, logical manner. Once students have these two skills, then learning can begin with classes in penmanship, composition, math (to automaticity with processes), grammar, vocabulary development, geography, physical science, American history and government. The focus of all learning in libertarian Interim Schools must be: Pro-American, knowledge-based, traditional instruction vs. transformational. These schools must teach the concepts, and ways to bring about and protect: national sovereignty, free market enterprise, natural law, peace, prosperity, property, liberty and Original Intent.

If plans could be made far enough in advance, it would be possible to have clearly defined goals, appropriate training and instructional materials, plus procedural and organizational guidelines, prepared in manuals which each community could then use as guides for establishing and running local Interim Schools. Independent study packets could also be prepared for high school students wishing to follow courses of independent study in areas of literature, economics, research, maths, grammar, and sciences.

**Special Education:** The area of concern brought up by most people with whom I have discussed my thoughts on Interim Schools has been that of special education. Considering the high percentage of students currently being served in special ed classes, the question is very appropriate and must be addressed. Unfortunately, and as previously discussed, not every community will offer the same level of services and quality of education as every other. The rural areas will be at a disadvantage in some educational aspects, although they will certainly offer far more personal benefits than children will receive in some metropolitan areas. All special education laws are to be considered null and void, as with all teacher and other certification laws, state and federal legislation and regulations with, or assuming, any jurisdiction over any school-aged individual in America, handicapped or normal.

Conservatively, one can figure that at least 80% of the students currently undergoing spiritual death in 'black hole' special education placements, should not even be in those rooms. The Teaching/Learning Disabled students should be placed right into the multi-graded small classrooms with everyone else, and be provided with careful, one-on-one reading and math instruction to bring their skills up to grade level, while their

daily auditory and verbal participation in the life of the classroom will begin to fill the gaps in their core knowledge.

Blind children can be placed into these same classrooms, and can learn, with the use of readers and scribes, during the time of the interim plan. If deaf children have interpreters when the schools collapse, the community may find someone willing to donate enough money to keep an interpreter available to each child. If this plan is impractical in some localities, it would behoove one of the child's parents to attend school with the child, serving as the child's aide and interpreter.

Mentally impaired children can also be an integral part of multi-graded classrooms and be taught as many skills as possible by volunteers and high school tutors. The instructors are neither to slow the pace, nor the expectations for the other students, but rather are to continue with accelerated instruction while providing what the community can reasonably provide to the special students. Severely retarded children have no place in an academic, scholarly setting, anyway, and will need to be cared for at home by their families--just as those individuals have been cared for throughout most of the history of mankind.

Autistic children and their behaviors range across a spectrum of abilities and delays. The high functioning and Asperger's autistics can be included in the interim classrooms, learning as much as, if not more than, many of the other children. The very low functioning, or behaviorally inappropriate children have no place in an academic setting, anyway, and should be cared for at home by their families. Schools have become respite care and babysitting facilities for children unequipped for academic goals. That

policy has played a great part in lowering standards in American schools as the social levelers seeks to make everything fair and equal for everyone.

I believe that communities would find that, through these stopgap measures to serve the special education population, they will end up freeing these children from special education labels and saving the majority of them from a lifetime of illiteracy and blighted thinking. The very disabled--if familial care, does not prove to bring about the same, or even better results than State babysitting--will have to wait until the interim period passes and the free market, or a charitable institution, can establish a company or an organization capable of providing the desired services.

**Financing Interim Schools:** It is not the responsibility of the America people as a whole to foot the financial bill for every child's education, especially for children incapable of being educated for fulfilling a useful, self-supporting role in society. National priorities have been scrambled, and the mis-usage of the words 'scholarship' and 'education' have warped the thinking in the public school system. By setting the goal "to educate everyone, equally," as discussed before, the intellectual and moral fabric of this nation has been stretched and weakened. For Interim Schooling we need only look at financing for the period between the collapse of the public schools, and the establishment of free market alternatives.

First we should look at the money that will be saved with the implosion of the compulsory public mis-education system:

- 1) No monies spent on supporting Federal or state Departments of Education
- 2) No monies spent on compliance with No Child Left Behind,

I.D.E.A., Section 504, or any other state or federal laws and mandates that have illegally ruled over local educational decisions for decades

- 3) No monies spent on bussing, especially over the huge areas covered by forced consolidation of schools
- 4) No monies spent on lunch and breakfast programs, government food supplements and regulations, wages, cleaning supplies, etc. By having local neighborhood classes strewn throughout the residential areas, the children will once again be able to walk home for lunch, or simply carry a sack lunch to school.
- 5) No monies spent to support Intermediate School Districts; Area Educational Agencies; or however different states label these groups.
- 6) No property taxes going to support schools or educational programs and projects that individual consumers find unsatisfactory, or even offensive and distasteful. At least by paying for one's own child to attend an alternative school, one only has to pay for the years that the child attends; and does not have to pay for everyone else's child for that consumer's entire working career---to only then pay taxes on retirement income so that the debt for educating the children of others will never end.
- 7) No monies spent on upkeep for large buildings--utilities plus custodial and maintenance staff and supplies.
- 8) No monies spent on sports programs. All sports will be community based and parent led.
- 9) No monies spent of secular and/or transformational curriculum, books, materials, consultants, inservices, training sessions...
- 10) No monies spent on high administrative salaries or on their offices, secretaries, equipment, phones...
- 11) No monies spent on special education directors, assistant directors...
- 12) No monies spent on truant officers, police officers, social workers, counselors, unclothed genital exams, birth control supplies...
- 13) No monies spent on union contract negotiations, school board attorneys, unemployment insurance, workmen's compensation

Obviously, the local areas will need money to run even small schools, although there will be no union salaries or negotiations, and hopefully there will be many retirees and community-minded individuals who will volunteer time to save as many children as possible as we all wait for the market to correct. Interim schools can be funded through several different ways. Each community should retain ownership and possession of their school building(s) and lease the facilities to interested groups and individuals for sports,

banquets, weddings, adult education classes, specialty classes, class reunions, community theaters, craft shows, gun shows, quilting bees, city orchestras and bands...the possibilities are almost endless. The cost of clean up and utility usage should be figured into the user fees. Lease and user fees would be money that each community could count on and specifically direct towards educating local children and adult non-readers. Each community should remove from the school buildings all of the furniture, books, supplies, and materials that will be needed for Interim Schools. All of those things belong to the local taxpayers and should be used for the benefit of the children. When the temporary schools are no longer needed, the furniture and remaining items can be returned to the buildings if those wishing to lease furnished rooms are in need of them. Otherwise, they can be sold at auction for the benefit of the local community.

An individual or group wishing to open a private or parochial school would surely find that leasing all or part of an existing facility would be much more cost effective than having to locate start-up capital, and then finance the construction of a new building. As the community assisted in the development of free market schooling choices, the sooner the community could get out of the education business. Of course, as addressed previously, some areas will not be viewed as potentially lucrative to entrepreneurs and so some communities may need to plan permanent local schooling options.

Families placing their children into these Interim Schools should be willing to pay fees based on a sliding scale until corrections resulting from the drop in property, state and federal taxes return money to the people, thereby allowing them to enroll their children in alternative schools as they are opened. Any school property taxes owing at the time of the collapse of the public school system should go uncollected, leaving that

much more money in the hands of the people. The children from families truly without the means to pay a fair share for the education of their children, should be advised regarding local groups, clubs, charities, businesses, or even other families that might financially sponsor a child. During the interim period, however, no child who truly wishes to attend school, and would use the opportunity wisely, should be refused entry. Usage fees from the buildings should be used to cover such expenses. Citizens should be encouraged to be as generous as possible so that more children may learn, more lives be saved, and America be made whole and strong, once again.

**Other factors:** Another issue that bears thought and planning has to do with the adults who were also short-changed by the public education system. I have long maintained that we will need to re-educate parents in order to break the chains of illiteracy and failure that now hold this country hostage. This massive problem of illiterate, underemployed/unemployed parents should be considered as we formulate goals to organize and open Interim Schools. In an article entitled, "Home Alone," James J. Beckman and Amy L. Wax, discuss the various factors thought to keep achievement low among black children. They reiterate, "The most important influences on young children's development are family, home and the immediate social circle."

Illiterate, underemployed parents will lack the ability to reinforce even the best schooling practices; the best methods of instruction; the best materials. However, if local communities use the opportunities presented by small schools, to befriend and also educate the parents, then we stand an even better chance of turning this nation from its

course of self-destruction. Heckman and Wax, seeing the same needs, conclude their paper with:

Because governments have little control over how people behave within families, reform must look to private behavior more than public policy. Mothers and fathers, and not their surrogates, are in the best position to alter the parenting behavior that affects the child's environment and development. There is no substitute for cultural change and behavioral reform within the black community itself. Parents, and the communities to which they belong, must acknowledge that they have a lot of catching up to do, and accept that only they can do it. They must take a hard look at how children are raised, especially in the early years, and ask how parenting practices can be improved. This strategy offers the only hope for substantial and enduring change. ("Home Alone", WSJ Online, 01-23-2004).

Small, multi-graded classes in *extracurricular* settings can welcome these parents as the formal public schools have been unable, even unwilling to do. Interim Schools can create models of cozy, safe places where learning can occur for people of all ages; with the community bonding together to save itself, and ultimately its nation.

Thomas Jefferson spoke to the need for successful educational programs for the common man in -

EDUCATION: If all the sovereigns of Europe were to set themselves to work to emancipate the minds of their subjects from their present ignorance and prejudices, and that as zealously as they now endeavor to the contrary, a thousand years would not place them on that high ground on which our common people are now setting out. Ours could not have been so fairly put into the hands of their own common sense had they not been separated from their parent stock and kept from contamination, either from them, or the other people of the old world, by the intervention of so wide a ocean. I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness...Preach, my dear sir, a crusade against ignorance; establish and improve the law for educating the common people. Let our countrymen know that the people alone can protect us against those evils, and that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests, and nobles who will rise up among us if we leave the people to ignorance. (Jefferson, Pgs 373-374)

The laws and bills failed to assure the level of education amongst the common man; that level Jefferson so wished to maintain and nurture. The laws and bills did not protect literacy and thus created an ignorant common class, after all. The laws and bills gave us--not kings, priests and nobles--but Congress, Departments of Education, corrupting universities and destructive schools of education.

Jefferson's goals were admirable, however, and we can design Extramural Interim Schools with ethical 'oceans' to protect the students of all ages from contamination and corrupting influences, whether those would arrive from the old world, the new world, or the entire world. We must create model schools for that "crusade against ignorance" and this time we must be successful, or all is lost. Andrew Kern describes the goal of education as the necessity to teach both Wisdom and Virtue, and stated, "We need a culture of Truth, Greatness, Beauty." Kern left us with the question, "How will our models be remembered? Clinton?" (Educational Policy Conference, St. Louis, 1-31-2004) We must get the children out of the sick buildings; out of *Lord of the Flies* schools, and into alternative schooling where their models will be remembered as scholars who crusaded against ignorance. We must lead the population in finding a moral base; in developing values based on absolutes in -- behavior, standards and expectations. We will have our chance when the public schools implode, explode, atrophy and just bleed to death.

## **CLOSURE -**

### **A PROCESS ACROSS MANY FRONTS**

"For anyone who is interested in the dignity of human life, in the progress and development of the individual in a free society, the choice between parental and State control over the children is clear." (Rothbard, *Education: Free & Compulsory*, Pg 12)

We have no idea how close we are to the coming crash of the public school system. Some teachers in my building, even ones who never research and study the situation as I do, are predicting that we are within five years of a major crisis in American education. Therefore, it is only prudent that those who understand what is coming should begin now to act, think, plan, write. When the collapse occurs, the potential outcome will hang suspended for only a short time before it shifts--either towards the evil of the State, or towards the potential goodness of community. If knowledgeable people begin now to write and speak, with the goals of warning, reassuring, calming, preparing, training, teaching the citizens, the chances will be better that the pendulum will swing back into the powerful hands of local people, unfettered by state and national encroachment into local schooling decisions.

Two lessons that were taught, and repeatedly reinforced in my home, were:

(1) Always bargain from strength; never from weakness

(2) Try to have alternative suggestions in mind before you criticize

I try to keep these always in mind, and I teach them to every student I see.

This *Extramural Education Interim Plan* is surely not perfect, but it is a start towards planning the replacement of a deleterious system that we hold in contempt.

These are my alternate suggestions with which I would replace that which I repeatedly

criticize. I believe that the plan is a manageable one; a realistic one. I believe that the plan would improve life for the people of this nation, and again, for the nation as a whole. I believe that I am bargaining from strength.

May this plan also serve as an call to scholars in other disciplines; encouraging them to formulate do-able plans for solving other problems besetting America. In truth, America is in need of a revival; a renewal; a rebuilding; a renaissance. To accomplish all of this will take wisdom applied to specific plans, rather than only to open rhetoric. We need plans for restructuring banking, courts, legislatures, executive powers... the list is lengthy, going as it does from the presidency down to the individual family unit. At Mises we become steeled with the best, the right ideas; now we must be armed with wise blueprints and the right tools. Let us not stop at restructuring the schools. That is only part of the job that faces those of us still capable of thought in this Dewey-dumbed nation.

Is our inclusion in this wonderfully wise and intelligent group only to give us the medium by which we may spot, count, and announce problems? I suggest that we not only publicize the problems, but that we attempt to bring about faster change with strong, realistic plans wherein we blueprint, lead, teach, coach, train, support the common man in reclaiming, and this time in retaining, a free America solidly and permanently based on Liberty, Property and Peace; in all aspects of life, public and private.

# **FINAL THOUGHTS AND CHALLENGES**

**"And gladly would ye lerne and gladly teche."**

**Geoffrey Chaucer**

**"Dream of large national changes,  
but start in your neighborhood."**

**Marvin Olasky**  
Education Policy Conference 15  
January 30, 2004, St. Louis

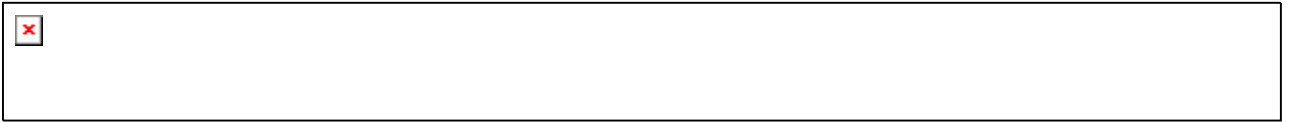
**"Apply yourself. Get all the education you can,  
but then...do something. Don't just stand there,  
make it happen."**

**Lee Iacocca**

**"By such stairs that we must take our leave of evil."**

**Dante, Canto 34**  
Quoted by  
**Andrew Kern**  
Educational Policy Conference 15  
January 31, 2004, St. Louis

## APPENDIX A



<http://www.record-eagle.com/2004/feb/19kroof.htm>

February 19, 2004

# Roof worries close Kingsley High

## Officials will meet with engineer today

By  
Record-Eagle staff writer  
and  
By  
Record-Eagle staff writer

KINGSLEY - It wasn't snowing here but hundreds of high school students enjoyed a snow day all the same.

School officials released about 430 Kingsley High School students from classes at 10 a.m. Wednesday because of concerns about the weight of a 4-foot snowdrift on the high school roof.

Most of the snow was removed, but students won't be back in class today at the 3-year-old school because of continued concern, superintendent Michael Jurgensen said.

"The reason is we need to get ahold of the structural design engineer ... ," he said. "We'd rather be safe than sorry."

The building was designed by Birtles Hagerman DeKryger Architects of Cadillac. JDH Engineering of Grandville served as structural engineer.

School officials plan to meet with the engineer today to see what damage was done. Jurgensen said there is no damage or roof buckling in the classrooms. He is worried about the trusses and the mechanical rooms.

"We definitely had some settling up there and that concerns us greatly," he said.

Principal Terry Street said the school's head maintenance worker told him about the snow problem Tuesday morning. The large drift was on a pitched roof on the east side of the high school.

"There were a couple of spots that looked like they were under undue pressure," Street said.

Jurgensen said the district tries to keep the roof dry, but when the building was constructed the district was told it wouldn't have to shovel.

"Of course, this is the worst winter that we've had in the last 10 years maybe, and we had a major drift," Jurgensen said.

Hallmark Construction of Traverse City served as general contractor during construction. Project manager David Williams said Hallmark was unaware of the problem.

Six workers from Springfield Construction in Kingsley helped shovel the high school roof.

"We did not do the original roof ... , but we are always happy to help Kingsley, it's our local school," owner Terry Umlor said.

A board meeting to discuss a personnel matter regarding elementary principal Karl Hartman will be moved to the middle school library at 6:30 p.m. today, Jurgensen said.

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## APPENDIX B



<http://www.record-eagle.com/2004/feb/25kingsl.htm>

February 25, 2004

# KINGSLEY: High school closed for week

## More snow puts pressure on roof

By  
Record-Eagle staff writer

KINGSLEY - Kingsley High School will be closed for the rest of the week because of continuing roof problems on the three-year-old building.

Superintendent Michael Jurgensen said classes were canceled Tuesday and will be closed today, Thursday and Friday. He said school officials fear the problem could be "long term," so high school students will be relocated to another building so they can resume classes by March 1.

A roof problem was discovered above a mechanical room Feb. 18. That day classes were dismissed early. Jurgensen said the roof was temporarily fixed after a structural engineer visited, and school was back in session Monday.

On Tuesday, after a snowstorm swept the area, a school maintenance worker climbed into the trusses to examine the roof. He discovered a large area in another portion of the roof that appeared to be under pressure.

He said trusses in a large area of the commons, which also includes the cafeteria, appear to be "under significant amount of stress."

"They are bent and some are broken," Jurgensen said.

The damage may have been caused by the weight of snow or could have occurred previously, Jurgensen said. The building's architect, structural engineer and general contractor as well as some school board members have examined the roof, Jurgensen said. A state building inspector is expected to arrive today.

School officials are considering several sites to hold high school classes until the roof is repaired. Classes could be moved to another building or to the middle school, which would require a split schedule to share the building with middle and high school students.

"It's not an ideal situation, but under an emergency situation I need to find a way to get our

students back in high school," Jurgensen said.

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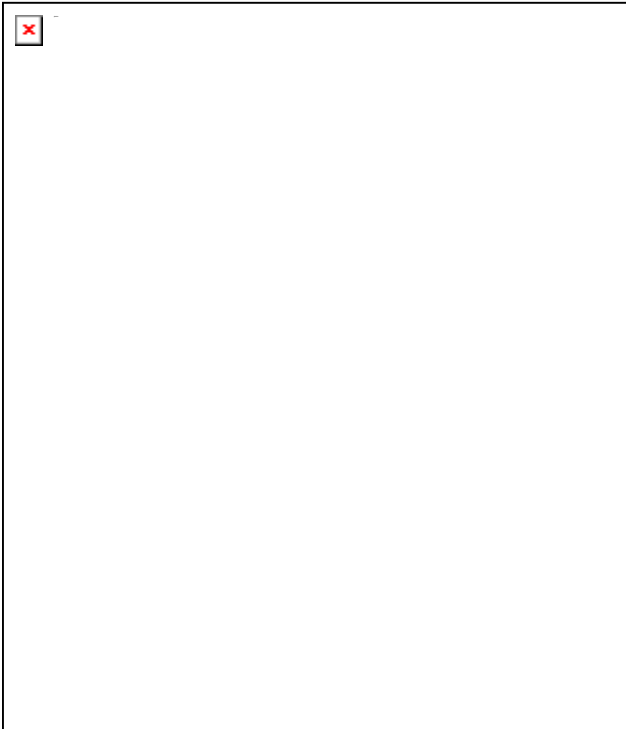
## APPENDIX C



<http://www.record-eagle.com/2004/feb/26kings.htm>

**February 26, 2004**

# **Kingsley contemplates alternate options if school closes for the year**



Record-Eagle/John L. Russell  
**Kirk Steffens shovels snow off the roof of Kingsley High School.**

## Students may have to go to middle school

By  
Record-Eagle staff writer

KINGSLEY - This was supposed to be spirit week at Kingsley High School - a fun-filled five days of dressing up in zany outfits, a lip sync event, powder puff game and a big deal dance to cap off the festivities.

Ninth-graders Angela Bodjack and Jessica Achter looked forward to joining in the high school traditions for the first time.

Instead, the girls are preparing to possibly go back to their old middle school after major roof problems were discovered at the high school, forcing the 3-year-old building to close indefinitely.

"It's kind of embarrassing that a 3-year-old school is falling apart," Bodjack said.

The topic of conversation throughout the village Wednesday was the high school roof, its broken and bent trusses and the "Do not enter" signs posted on the doors.

Superintendent Michael Jurgensen met with engineers and maintenance workers behind a closed door Wednesday afternoon to discuss damage that caused high school classes to be canceled for the rest of the week.

He said after the meeting he doesn't know who or what is to blame for the roof damage. Extensive truss problems were discovered Tuesday in the roof above the cafeteria and kitchen.

School was closed for one day and part of another last week after a buckling roof was discovered in another part of the building. That problem was temporarily fixed, but Jurgensen said the truss problem presents a big safety concern.

"We are putting in some stabilizing bracing so that we don't have the roof cave in," he said.

Outside, a ladder extended to the school's roof where one worker shoveled snow all morning. Inside, the cafeteria ceiling appeared normal, and a group of workers ate lunch at a corner table. A maintenance worker cautioned that it wasn't safe to stand under it or near that part of the room.

Achter, who spent the day working out at Paradise Valley Fitness to get ready for softball tryouts, attended a community event at the school last Saturday.

"To know that we had 700 people in there when the building was getting ready to collapse was pretty stupid," she said.

School officials want students back in class - somewhere - by Monday.

A special board meeting will be held at 6:30 p.m. tonight in the middle school gym to discuss the options. Jurgensen said the most popular idea is to move high school students to the middle school. One group will attend classes in the morning, the others will come in around noon.

Tenth-grader Russell Painter dropped by the library Wednesday and said he liked having a few days off at first. Now it's getting a little old and he's eager to return to class - but not necessarily with middle school students.

"I used to go to the middle school, and it's kind of cramped," he said. "It would take a while to get used to it."

Senior Nicole Hitchings wiled away a few hours up the hill at Primetime Video. About this time during a normal school day she would be playing her baritone in band class. With the school closed, the band is meeting to practice for an upcoming competition at night.

Hitchings doesn't mind a few late practices, but she doesn't want to be in school late this spring to make up for days off.

"We aren't sure if we should be scared; we are quite confused," she said. "My mom is worried

about graduation because we have people coming in from all over, and we have everything on order."

The school district is focused on fixing the roof and restarting classes as soon as possible, Jurgensen said. But there are many details to solve, such as how to empty the lockers since students aren't allowed in the building.

"The kids overall are upset, but they want to be in school," said Suzanne Pierce, a parent of a high school senior and a school cook.

Pierce spent Wednesday in the high school kitchen, cleaning grease out of the deep fryer and shutting off pilots - the same routine kitchen workers go through when it shuts down for the summer. The school has sent all its incoming food orders to the middle school.

"My concern is their (the students) safety, so I am glad they are taking precautions," she said.

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## APPENDIX D



<http://www.record-eagle.com/2004/feb/28king.htm>

**February 28, 2004**

# School to be vacated

## Church to vote on allowing classes there

By  
Record-Eagle staff writer

KINGSLEY - Kingsley High School students will be back in school next week - but not their school.

The school district shuttered the three-year-old high school indefinitely Tuesday after a maintenance worker discovered extensive damage to the roof above the cafeteria and kitchen.

Another roof problem, which has been fixed temporarily, forced school to be canceled part of one day and all of another last week.

School officials said students probably would be back in class by mid-week, but not before a wholesale shuffling of high schoolers to the middle school and some middle school students to a church and St. Mary's Hannah School.

Sander Scott, Kingsley Middle School principal, said the 100 seventh-grade students will be moved to St. Mary's and eighth-graders will likely go to Kingsley Baptist Church.

"What I told the kids is that they might forget a few of the details on a science lesson, but they

will remember this for the rest of their lives," he said.

School officials continue to meet with architects and engineers to determine who or what is to blame for broken and bent roof trusses.

Superintendent Michael Jurgensen said the district is preparing to vacate the high school for the rest of the school year.

High school students will relocate to the middle school and to several portable classrooms nearby. Fourth-, fifth- and sixth- grades will stay at the middle school.

Jurgensen said the moves will cause parents and staff the least amount of trouble.

The district is also tackling other details, such as connecting Internet access at the church and St. Mary's.

Buses will pick up students at regular times and drop them off at the middle school. Shuttles will transport students to the other locations. Hot lunches will be prepared at the middle school and delivered.

High school classes will remain closed Monday and Tuesday. Elementary and middle school students also will be off Tuesday to allow staff to make the move.

Associate pastor Mike Brayton said the 150 members of the Kingsley Baptist Church will vote on the school's use of the church Sunday. He said having students occupy the sanctuary and fellowship hall could be inconvenient at times, especially when a funeral is planned.

"We've been talking about being a community church and trying to help those who need it, and we finally have an opportunity," he said. "It is going to be a unique challenge, but if there is somebody hurting in our community I want to be the ones who are there first."

Jurgensen said he doesn't know how much it will cost to make the move. He said the district plans to pay its portion of the utility bills and to provide custodial services at the other locations.

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For school updates, go to [www.kingsley.k-12.mi.us](http://www.kingsley.k-12.mi.us)

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## APPENDIX E



<http://www.record-eagle.com/2004/mar/06kings.htm>

**March 6, 2004**

# Students make the best of their new digs

## Catholic School, Baptist Church welcome them

By  
Record-Eagle staff writer

KINGSLEY - Sure, it's a pain to not have a locker.

And some Kingsley seventh- and eighth-graders miss their friends in other grades since moving out of the middle school to make room for high schoolers after roof damage forced them out of their three-year-old building.

But eighth-grader Sean Carpenter is happy with his new digs at the Kingsley Baptist Church.

"I like this better than our old school; it's homey," he said.

He and 130 eighth-grade students relocated to the church this week. The seventh-graders have taken up residence in a few classrooms at St. Mary's Hannah School.

Broken and bent trusses were discovered last month in the high school roof. School officials closed the school indefinitely and shifted students to other buildings, a move that likely will last through the school year.

Superintendent Michael Jurgensen said he is trying to arrange a meeting next week with the architect, structural engineers and "everybody involved" to devise a plan of action. The school has done some initial work to stabilize the roof, but nothing else has been done to correct the problem, Jurgensen said.

Ashley Hoffman now has language arts class in the church sanctuary. She said not having other grades around isn't such a bad thing.

"It's like we don't have to put up with all the other grades, and our classes are smaller," she said. "It feels like you get closer to other people."

"Yeah, like two inches away," cracked Robert Buckley, as he elbowed past Hoffman to get to the door.

The staff, too, is adjusting to the makeshift surroundings, teacher Joel Guy said.

Gym class is held on the church's paved parking lot. If it's raining? Cards and board games in the fellowship hall, Guy said.

Students at St. Mary's Hannah made cards welcoming the public school seventh-graders to their building. St. Mary's principal Lisa Medina said her staff helped Kingsley move in and get comfortable.

"It's going really quite smoothly. All the kids want to see what the big kids are like," she said.

"We have our neighbors who were in need, and we had to respond."

The biggest thing Kingsley students notice about their new uniform-clad fellow students?

"The clothes thing is different," said seventh-grader Beth Knight, but he added the whole deal is "pretty decent."

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