



# The Teacher's ADVOCATE!

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## Roy, Shut Up and Listen It's The Discipline, Governor!

by Dr. John Trotter, MACE Executive Director

Why is it that **private schools** (be they military schools or otherwise) where parents wait with baited breath to see if their child is accepted and then pay thousands of dollars in tuition in order for their child to have the privilege to attend have virtually no disciplinary problems, compared with **public schools**? The reason: Private schools know the value of good discipline in the educational process and simply won't tolerate **intolerable behavior**. That's why there's such a long waiting list to attend not only the older private schools like **Westminster** (that's where **Roy Barnes'** Chief of Staff apparently sends his children), **Lovett**, **Marist**, **Galloway**, **Woodward**, et al., but also to attend the younger Christian, Hebrew, and Muslim academies. Parents inherently know that their children, in order to get an

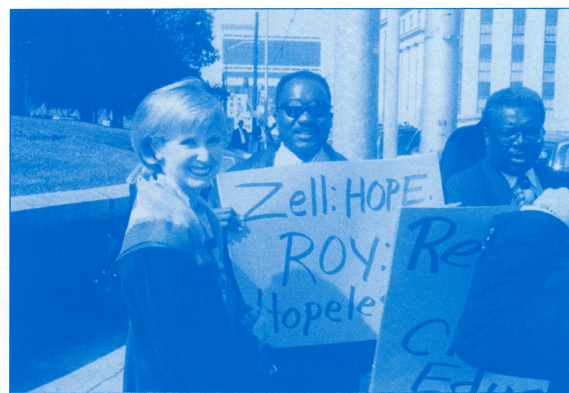
optimum education, must be in an orderly and highly disciplined environment. However, our public school administrators and educators are either **too stupid** to understand this or **too scared** to speak up! Our public schools are imploding because of the **Dr. Spock** mindset.

**Dr. Spock** has public education by the throat. Our children are **pampered** and **spoiled rotten**. They can do no wrong. Only the teachers can do wrong! If we applied this same **Dr. Spock** mentality to our **military**, our country

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Sending Roy a message: "One Term!"



State Superintendent Linda Schrenko visits the picket line at the Capitol. She was greeted by the teachers with shouts of "Schrenko For Governor." A year later, she announced that she will indeed run for Governor! Perhaps teachers will be cheering, "Let's Go With Schrenko!"



Representative Jim Stokes (D-Covington) trying to explain to Dr. Trotter and teachers why his vote for House Bill 1187 really wasn't a vote against teachers. No one was buying his explanation. Evidently, Mr. Stokes was somewhat conflicted since his wife was teaching in Newton County at the time of his vote.

## You Asked For It! Now You've Got It! What? TheTeachersAdvocate.Com

The MACE Message & Movement Continues To Spread -- Now Worldwide. Visit **TheTeachersAdvocate.Com** and peruse **The Teacher's Advocate!** (magazine), **The Lion's Roar!** (A Quick MACE Update), Teacher Benefits & Discount Prices, And A Whole Assortment of Exciting Information. **The TeachersAdvocate.Com** Is Entertaining, Stimulating, Enlightening, And Bold! It's Not Meant For The Timid, The Weak, The Faint-hearted, Nor For The Administrators. It's A Must See For Teachers! It's The Teacher's Friend. It's The Teacher's Advocate! **Junior's A Moron: A Diagnosis Of Public Education Is Coming Soon On TheTeachersAdvocate.Com!**

**WARNING! 18 USCS Sec. 1702** states: "Whoever takes any letter, post card, or package out of any post office or any **authorized depository**...before it has been delivered to the person to whom it was directed, with design to obstruct the correspondence, or to pry into the business or secrets of another, or opens, secretes, embezzles, or destroys the same, shall be fined under this title or imprisoned not more than **five years**, or both." In Atlanta, **School Board Policy GBS-R** specifically states: "Employee organizations shall be provided bulletin board space in a central location, and the use of **employee's mailboxes** and the school mail for the dissemination of organization information and notices." The **U.S. Supreme Court** has held that school board policies against unions using internal mail and billboard facilities are unconstitutional (Carland decision, 1989). The Georgia law states: "A person commits the offense of theft by taking when he unlawfully takes or, being in lawful possession thereof, unlawfully appropriates any property of another with the intention of depriving him of the property, regardless of the manner in which the property is taken or appropriated" (**OCGA 16-8-2**). **Administrators: You have been warned.**



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would have no defense. Our military leaders rightly realize that the first thing that they must establish is **discipline**. If a new recruit's ego is slightly bruised, then so be it!

The most salient difference with the schools of 2000 and the schools of 1950 and 1960 (be they all black or all white schools) is **discipline**. Ask several successful, law-abiding, well-adjusted, psychologically healthy, **normal** Americans 50 years or older if there was **strong discipline** in the public school that they attended. More than likely, they'll answer in the affirmative. And, they'll probably expound on the matter by telling you about the time that one of the teachers tore their fannies up with a paddle. They knew that they deserved the paddling and, as they look back, they appreciate the lesson that the firm hand of discipline taught them. Recently, several of my **MACE** colleagues and I were in the company of my father who is a retired Georgia principal. The topic of school discipline came up. Then, the subject of paddling and its near non-existence was discussed. My father mentioned one of his former students who started off at a bank as a teller and is now the CEO of one of Georgia's largest financial institutions. His salary is about **\$700,000.00** per year. My father quipped, "I remember paddling him and it didn't seem to damage or hurt him any."

Each year, **MACE**, like the lone prophet in the wilderness, continues to harp on the **lack of discipline** and the **lack of student motivation**. But, **Roy Barnes** and his minions are determined to try to fix public education as if it were a **technical breakdown** rather than a **motivational breakdown** -- just like former **Governor Joe Frank Harris** tried to do with his miserably failed **Quality Basic Education (QBE)**. **QBE** hurt public education in Georgia -- just like **Roy Barnes's stupid and mindless** plan will do. **Roy** might be a great trial lawyer but he doesn't know his butt from deep centerfield when it comes to public education.

Today, parents have figured out the system. They know that all they have to do is raise a little cane and the administration will quickly cave into them. The rug is immediately pulled out from under the teacher's feet. The teacher is totally undermined, and feels as hopeless as a beat cop with no gun and no arrest powers. This is the main reason for a teacher shortage -- in Georgia and nationwide. Teaching is now a **hazardous occupation**. Not only can you get physically beat up occasionally, but you are constantly **abused mentally** -- by administrators, parents, and students -- and this **mental abuse** begins to manifest itself in **physical ailments**. You're treated like a **dog** (hence the article, "Shake

Your Pound Dog Down!" pp. 12 & 13) and blamed for those conditions over which you have no control (hence "Junior Can't Read [And It's The Teacher's Fault]," p. 10). **Roy**, don't be a **jackanapes**! Please quit talking and start listening! **It's the discipline, Governor!**

Excerpts from "Discipline, Respect, & Responsibility: What We Need In Our Schools" (*The Teacher's Advocate!*, 1998, pp. 2, 3).

No one deigns to point the finger of blame at the

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students **themselves** and at **their parents**. This would be cruel. But, this would also be the right thing to do. Furthermore, you can scour the reports and the fulminations and you will never find mention of the **most obvious** and **most pervasive** and, up to now, the **most neglected** problem in America's schools and Georgia's schools: A lack of **Discipline, Respect, & Responsibility**.

Many of the students in Georgia's schools come to school each day not only determined not to learn but also determined to engage in **disruptive, dysfunctional, criminal, and predatory** behavior. And, it only takes a handful of these type of students in each class to substantially disrupt the learning processes for the other children. The children who come to school with even a modicum of motivation to learn are subjected to the circus atmosphere created by the malevolent students who are bent on engaging in a sport of harassing the teachers and performing for and/or intimidating their classmates. The teachers have to spend about ninety percent (90%)

of their valuable time on the chronic misbehavior of about ten percent (10%) of their students. And, the current caste of administrators lack the fundamental fortitude to confront this most obvious problem and to constructively deal with it. These ostrich-type administrators prefer to ignore the problem, deny the problem, sweep the problem under the rug, or shift blame for the problem onto the back of the already beleaguered, down-trodden, and disheartened teachers. Therefore, the problem remains, learning is thwarted because of the problem, good but frustrated teachers quit teaching because of the problem, and like the bastard at the family reunion, no one wants to acknowledge the problem.

We've never seen a good school that didn't first have good discipline and we've never seen good learning conditions which were not inextricably linked to good teaching conditions. Coddling disruptive students and appeasing irresponsible parents are two sure ways of ruining a good school.

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