Received: from e3000b.state.ms.us by governor.state.ms.us; Tue, 08 Jan 2002 08:42:48 -0600 Received: from mx1.its.state.ms.us (mx1.its.state.ms.us [192.42.4.253]) by e3000b.state.ms.us (8.10.0/8.10.0) with SMTP id g08Ewq406231 for <governor@governor.state.ms.us>; Tue, 8 Jan 2002 08:58:52 -0600 (CST) Received: from hotmail.com (oe25.law11.hotmail.com [64.4.16.82]) by mx1.its.state.ms.us (8.10.0/8.10.0) with ESMTP id g08Et6q12610 for <governor@governor.state.ms.us>; Tue, 8 Jan 2002 08:55:06 -0600 (CST) Received: from mail pickup service by hotmail.com with Microsoft SMTPSVC; Tue, 8 Jan 2002 06:58:43 -0800 X-Originating-IP: [128.197.130.138] From: "Neil Hubacker" <neilhubie@hotmail.com> To: <governor@governor.state.ms.us> Subject: Date: Tue, 8 Jan 2002 09:58:50 -0500 MIME-Version: 1.0 Content-Type: multipart/alternative; boundary="---=_NextPart_000_0007_01C1982B.12C76E40" X-Priority: 3 X-MSMail-Priority: Normal X-Mailer: Microsoft Outlook Express 5.50.4807.1700 X-MimeOLE: Produced By Microsoft MimeOLE V5.50.4807.1700 Message-ID: <OE25jmH4PrC1AuAP7MQ0000232b@hotmail.com> X-OriginalArrivalTime: 08 Jan 2002 14:58:43.0779 (UTC) FILETIME=[F75C7130:01C19854] This is a multi-part message in MIME format. -----=_NextPart_000_0007_01C1982B.12C76E40 Content-Type: text/plain; charset="iso-8859-1" Content-Transfer-Encoding: quoted-printable Date: December 12, 2001=20 From: Satish Chandra, P. O. Box 1629, Cambridge, MA 02238, U. S. A.=20 FAX: 617-825-4973=20 Telephone: 617-407-0071 E-Mail: satchandra02@hotmail.com Web Page: http://www.Psychotherapy.eBoard.com RE: SERVING THEIR POLITICAL INTERESTS. TO HELL WITH THE NATIONAL = INTEREST. =20 Relevant to the nationwide debate on education is the fact = that high levels of aggression in children and poor school performance = go together. "Currently the prognosis for aggressive children is poor. = Services provided by mental health, education, and juvenile justice = agencies often have little impact on the downward trajectory of = aggressive children" (Timothy A. Cavell, 'Working With Parents of = Aggressive Children', page 19). I found an effective intervention with = exceptionally aggressive ninth graders to be telling these students, = still in their formative years, the serious consequences of their = current behavioral course ('a life of crime and a life in jail') but was = told that saying such things is "taboo in public education". By the time =

it is not taboo, it is too late. The consequences affect suburbanites as = well as urban communities.=20 Current policies are worse than ineffective. I have found that the = vast majority of ninth grade mathematics students in an urban = school(Chelsea High School) cannot do simple addition and subtraction = that they are supposed to have learnt in grade school. I was told to =

observe the class of another teacher held out to me as a model and found = him telling the students he will give them "one hundred percent credit" = if, in solving a simple equation, they just show him the steps, even if = their addition, subtraction, multiplication and division are wrong and = regardless of their answers. This is fraud upon the public.=20

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If some children (not schools) are failing because they REFUSE to = learn, transferring them to other schools will not make much difference, = nor will tutoring, nor state takeover of schools, etc. Bringing back = corporal punishment will.

As a scientist and scholar, the undersigned is as far above the = superintendent of the school district as she may be above a grade school = drop-out (see web page above). But, for his pains, he has been fired. = The school's staff was also inciting violence against him. This case is = a model of how the nation's schools function as breeding grounds for = crime. The ever-present day-to-day terrorism of street crime, it should = be noted, has a more negative impact on the quality of life than some = other kinds of terrorism. Many of the current programs, running into = many billions at the Federal and state levels, are unwittingly funding = terrorism.

By refusing the guaranteed increases in special education funds, = the U. S. House-Senate conferees may have slowed making a bad situation = worse but they have not done anything to make it better.

Even for students who are not refusing to learn, their mathematics = textbooks, for example, could be made ten times lighter and ten times = more useful. Increasing Title I funds, for example, has an effect like = making their textbooks heavier.

ADDED ON DECEMBER 15, 2001: In reaction to the above, the U. S. House of = Representattives "rallied" to the education bill & passed it, = emphasizing the importance of providing adequate funds (the earlier = resolve not to make special education "another Federal entitlement = program" was due to the paragraph about street crime above). Well, they = could double the number of teachers, halving class sizes and still not = exhaust this avenue of making things better by providing adequate funds = (though there are ten times more effective and fifty times more = economical alternatives which I will tell them if they ask).

ADDED ON DECEMBER 17, 2001: The Massachusetts House chairman, in = response to a "revolt" amongst members and plans to remove him due to = the above, says the critics have not said WHAT it is they want to cut. = Well,

i) cut out the Federal and state departments of education as well as = schools of education, most of the teachers and staff from local schools = and all Federal and state financial support (local funds will be more = than they will be able to use);

ii) borrow wholesale from the armed forces programmed instruction in = various subjects including books, equipment and the automatic testing = that occurs during programmed learning.

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Satish Chandra=20

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Cambridge, MA 02238, U. S. A. <BR>&nbsp;&nbsp;&nbsp; &nbsp; Telephone:=20
617-407-0071   FAX: 617-825-4973 <BR>&nbsp;&nbsp;&nbsp;&nbsp; =
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