

24 August 2021

Open Letter to newly appointed CCISD Superintendent, Eric Williams, and CCISD Board of Trustees

Ladies and Gentlemen:

I'm old enough to recall a time when then powers-that-be demanded, as a moral imperative, that we lower academic standards in American public schools. It was a clarion call for the ostensible purpose of granting parity to a larger percentage of our population, to wit - so more kids could graduate from high school. Imagine that? It's no surprise that the product of the changes that followed are every bit as visible today as they were predictable then.

I don't believe that it was an accident, either. I remember the catalysts for that call. It was like a perfect set up. Perhaps not satisfied with the pace of societal degradation, we're now being introduced to an equally destructive catalyst for change called "equity"...., begging the question, how insidious is a motive that wittingly makes either victims or oppressors out of people so they can then be sacrificed on an altar of self-interests? Moreover, what is it called when the target of the motive is the easy prey of malleable young minds?

Whether or not there are people such as these at CCISD, I've no way of knowing. I'd like to think not. But there is no doubt about the depth of evil that is driving this new agenda all across our country. It's as infectious as the CCP Virus. Fair to say that most of those who champion "equity" agendas are more likely unwitting supporters, some for altruistic purposes, others perhaps for less noble reasons. No matter. The result is the same.

That brings us to the issue of the ["Equity & Equality" Audit](#) commissioned by CCISD, two terms that seem more oxymoronic than symbiotic. Striking is the touchy / feely aspiration to make everything and everyone the same, never mind that the prospect runs contrary to the very fundamentals of human nature. Even the report, itself, is hugely contradictory. It notes near the beginning (5<sup>th</sup> paragraph) that factors related to the home environment are of lesser influence on student performance than the classroom. Really? Why don't you tell that to Dr. Ben Carson? There's a two syllable, common-parlance term for that notion, which we'll just leave here to the reader's imagination.

The report goes on to suggest it would be possible to design programs that guarantee equal access with, one presumes, an expectation of equal results.

Students should no longer have to demonstrate a level of competence to gain acceptance into programs like “Science Magnet” and “Gifted and Talented”. These wizards of smart would have us believe that given the right environment, properly trained instructors, and the reallocation of resources (that would be tax increases for the uninitiated) that equal outcomes are all but guaranteed.

Similarly, it notes that the district is deficient in faculty diversity, suggesting that genetics should trump demonstrable ability and performance in its hiring practices. Gone are the days when the ‘best and brightest’ was the governing litmus.

In his writings, Aleksandr Solzhenitsyn observed that human beings are born with different capacities. If they are free, they are not equal; if they are equal, they are not free. Don’t push this ‘equity’ nonsense in our schools. Not only is it dehumanizing, it’s also destructive of civil society.

Jack Boteler

