

# FRONT LINE

"My people are destroyed for lack of knowledge."  
- Hosea 4:6

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## THE LONG WAR ... and COMMON CORE



## American students 1930 ... 2013 American students

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### **How do you change a free nation into a nation of robots and zombies?**

*Education has gone from teaching students how to think to indoctrinating them with what to think.*

John Dewey is reported to have said, "You can't make Socialists out of individualists – children who know how to think for themselves spoil the harmony of the collective society which is coming, where everyone is interdependent."<sup>1</sup> (Emphasis added.)

On December 4, 2012, Bill Ayers (mentor to President Obama and today's "high priest" of teacher education) explained that schools and the classroom were where change (revolutionary, communist) must happen. Sitting at a table at New York University in a meeting titled "Change the Stakes" he tells his audience: "where change comes from," that it is "our job," and

that "if we want change to come ..." "we have to discuss the ... schools ... classrooms ..." and that "our job is movement building." "When there is movement on the ground, s\*\*\* happens."<sup>2</sup>

How do you change a free nation into a captive nation? You control the minds of the next generation – through the schools and culture. Italian communist Antonio Gramsci called it "the long march through culture," or in other words, cultural Marxism sold through the schools, media, and culture.

Is the education we are giving our kids today going to render them unable to protect themselves against an enemy intent on conquering the free world with a ideology hostile to freedom?

### **THE LONG WAR**

*This is a war, not just a battle, and Common Core is the latest skirmish that is the current front line of this war. It follows previous skirmishes in the 1930s over Progressive Education, the 1950s over Secular Humanist Education and more recently in the 1990s over Outcome Based Education. To understand this war being fought in state legislatures in Missouri and other states, we must examine the philosophy and worldview of those behind the Common Core. Originally emanating from Europe via the universities and moving through teacher education schools and then into the classroom:*

*It has become the Long War to remake America.*

cont'd page 3

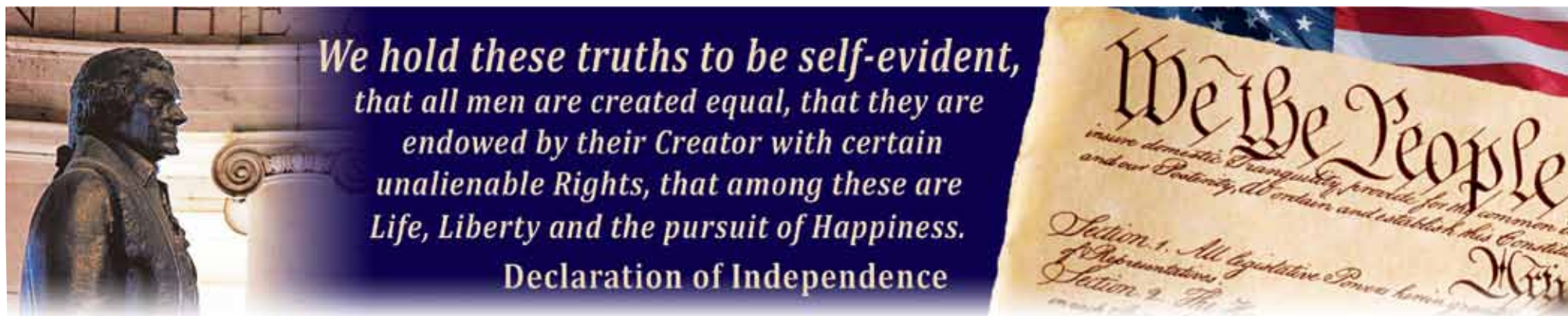
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Footnotes for *The Long War* are available at [www.constitutionalcoalition.org](http://www.constitutionalcoalition.org).

The Constitutional Coalition  
**FRONT LINE Voter's Guide**  
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## FRONT LINE

is published periodically throughout the year.

Information on issues of interest to Missourians is provided in *Front Line*, and it is not intended to influence or dictate how someone should vote. It is non-partisan. *Front Line* focuses on those issues, events and news that do not always receive full discussion. It is our hope that it can be used to help neighbor talk with neighbor about the issues in a rational and intelligent manner as well as to encourage better citizenship. Thanks to the many of you who faithfully send us ideas, clippings, emails, and stories. Keep them coming!

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### FRONT LINE

wishes to acknowledge the ongoing, generous support contributions of its readers. To contribute to our support and continuation, please see the

RETURN COUPON ON BACK.

## FROM THE EDITOR

Dear Wonderful Friends,

We continue to grow and expand in the numbers of people we reach and are SO grateful for your support in making this happen! THANK YOU for those of you who use the coupon on the back to send a financial contribution – we could not do it without YOU!

If you ever wanted to see WHY *FRONT LINE* is important, you need look no further than two recent events.

- **BENGHAZI** – where was the press in trying to interview the survivors? It has been six months since the “cover-up” and the press has been MIA.
- The **sequester** and the hype supporting the “disaster.” On March 19, 2013, *NBC Today*, news reader, Natalie Morales, warned viewers: “With a potential government shutdown looming later on this month, the White House may have to cancel its annual Easter Egg Roll. [Actually, the Egg Roll was not on the cut list as egg sales support the project.] But the real story is: Where is the math? The federal government’s increase in its budget for 2013 was reported to be 4% ABOVE last year. The sequester was to cut 2%. Ummmm! An increase of 4% minus 2% STILL leaves AN INCREASE of 2%. That means EVERYTHING funded last year could continue and still be increased 2%. So all the Scott Air Force Base layoffs, Easter Egg Rolls, White House Tours would still have been funded. *Bad Math or Bad Lies?*”

We also cover the 2013 **Missouri Legislature** where highly emotional issues such as **gun control, abortion, health care, and Agenda 21** are being looked at. Our summaries are just that – for more information go to <http://www.moga.mo.gov/> and follow the bills we have highlighted.

Spring is when school boards are elected. How many people running for office know and understand **Common Core** (a federal/private partnership to control the education of your children – for life)? **Why not call the candidates in your district and get a discussion going?** We are in the process of gathering lots more information on **Common Core** including in-depth explanations of the standards and the assessments. Hopefully, we can quickly get it into book form. If you are interested in more examples and background, be sure to send in the coupon on the back indicating your interest in purchasing **The Long War ... And Common Core**.

Finally, St. Louis City, St. Louis County, and St. Charles County are part of a proposed **Arch Sales Tax District** to be voted upon April 2, 2013. Please take time to read the overview of the issue. See how this relates to **Agenda 21**.

Again, our thanks for joining us in this endeavor to inform friends and neighbors about issue that matter.

In His Service,

*Donna Hearne*

Donna Hearne, Editor



## SHORT LINES

### ENERGY INDEPENDENCE?

“The only way to break this cycle of spiking gas prices — the only way to break that cycle for good — is to shift our cars entirely, our cars and trucks, off oil.”

(President Barack Obama, speaking at the Argonne National Laboratory on March 15, 2013.)

“On November 14, 2012, columnist Ezra Levant summed up Obama’s energy strategy in the *Toronto Sun*:

‘Barack Hussein Obama announced America’s new energy policy: He prefers Saudi conflict oil shipped in on tankers over Canadian ethical oil in a pipeline.

‘It’s a bizarre decision for the president of a country with 9% unemployment, that could use the thousands of well-paying jobs that will be created building the state-of-the-art pipeline.

‘It’s not just jobs and the property taxes that the pipeline will pay in perpetuity. It’s the energy security. There’s no risk of a Gadhafi-style revolution in Canada.

‘There’s no need to spend \$1 billion on a Pentagon mission to secure Libyan conflict oil, with friendly Canada to the north.

‘But in some ways, Obama’s decision isn’t surprising. He has adamantly opposed drilling in northeast Alaska, though his own administration estimates that would provide an additional 800,000 barrels a day, almost as much as America imports from Saudi Arabia or Venezuela.

‘Obama doesn’t much like drilling in the Gulf of Mexico either — his moratorium there caused many deep-water rigs to move to other countries, costing more than 100,000 lost jobs in states like Louisiana, jobs that won’t come back for years.’

“...The party line was repeated Friday by Obama spokesman Josh Earnest, who declared that supporting projects such as the Argonne National Laboratory, where Obama was touring, is more important to America than petroleum. The Argonne lab is just outside Obama’s home base of Chicago. Researchers there are working on advancing batteries for electric vehicles. It is part of Obama’s pledge to wean cars and trucks from oil.”

(Myers, John, “Personal Liberty Digest,” March 20, 2013, <http://personalliberty.com/2013/03/20/obamas-keystone-kops/>)



## Long War cont'd from p 1

## Where Did Common Core Come From?

Building upon the *long march through culture* (the *Long War*) of Gramsci, Dewey and Ayers, a group of big businessmen, governors, and top national and state educators joined together to

“solve the education problem.” By 2009 the National Governors Association and the Council of Chief State School Officers, along with their daughter organization Achieve, had formed the *Common Core State Standards Initiative* to develop a set of standards for **all** the states, which they copyrighted privately. Working hand in glove with these organizations and using 2009 stimulus money, the Federal Department of Education offered a pot of money in a competition called “Race to the Top.” “*Sign a blank contract and you may win the money*” was the promise. Almost all the states signed contracts to adopt the standards sight-unseen. States sold their soul for a pot of gold and tied their standards and testings to Federal dictates; *few won the money*.

The details of what happened in the 1990s in education and the answer to the question: Do the National Governors Association, Educators and Businessmen have too much power? are discussed in *Paychecks and Power, The OBE Road to Educational Reform and the Federal Paymaster, 4<sup>th</sup> edition*, published by The Constitutional Coalition. (See coupon on last page.)

Who and what is Achieve? From its own website it gives these details:

- “Achieve is proud to be the leading voice for the college- and career-ready agenda, and has helped transform the concept of ‘college and career readiness for all students’ from a radical proposal into a national agenda.
- Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship.
- Achieve is founded at the National Education Summit by leading governors and business leaders. (1996)
- Achieve begins its Academic Standards and Assessments Benchmarking Pilot Project. (1998)
- Achieve sponsors a National Education Summit (1999)
- Work begins on the development of the *Common Core* State Standards; Achieve partners with the National Governors Association and Council of Chief State School Officers on the Initiative and a number of Achieve

staff and consultants serve on the writing and review teams. (2009)

- The final *Common Core* State Standards are released; Achieve begins serving as Project Management Partner for the Partnership for Assessment of Readiness for College and Careers (PARCC). (2010)
- Achieve begins managing the state-led development of the K-12 Next Generation Science Standards.” (2011)<sup>3</sup> (Website layout modified.)

Bill Ayers was the lunchtime keynote speaker at the Renaissance Group’s 20<sup>th</sup> Anniversary Celebration in Washington, D.C. (October 4-6, 2009) Achieve President Nevin Brown launched the *Common Core* Standards Initiative along with Secretary of Education Duncan and other notables.<sup>4</sup>

## What IS Common Core?

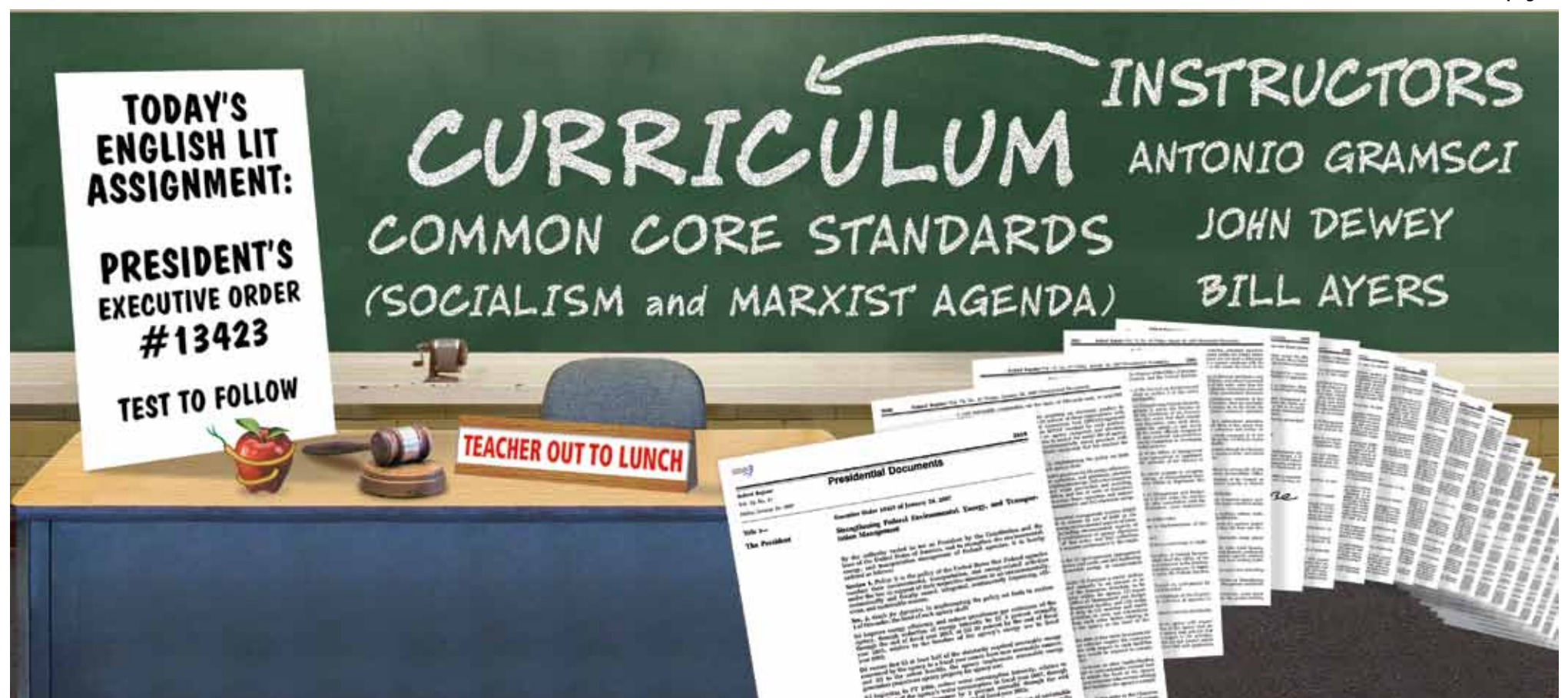
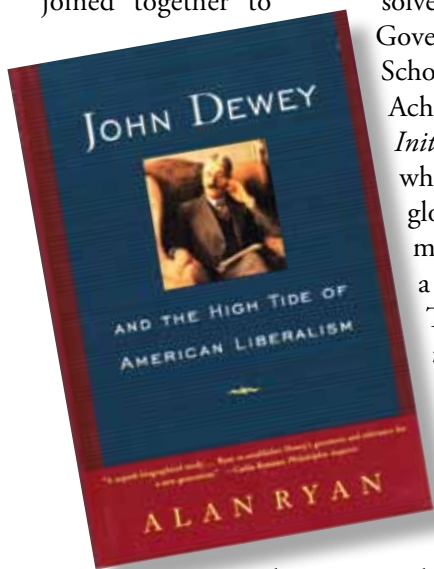
Ultimately, *Common Core* is a **national curriculum ENFORCED** by national assessments and **CONTROLLED** by anti-western elites through an immense and deeply **INVASIVE** collection of individual data. The cost? Astronomical. Consider just the mandate that every child in America will have to have access to a computer to receive curriculum and take assessments. Then add in the need to update the computers every few years and the bureaucrats needed to develop and maintain this monstrosity. And, contrary to its claims, *Common Core* is NOT state-led and controlled (the feds dictate the terms); is NOT voluntary (states will lose federal money if not in compliance); it WILL drive curriculum (schools will teach to the federal tests); and it IS funded and enforced by the federal government and its crony elites.

Because *Common Core* ultimately becomes thought control, the philosophy and worldview of those behind it must be examined.

## Philosophy and Worldview of Common Core

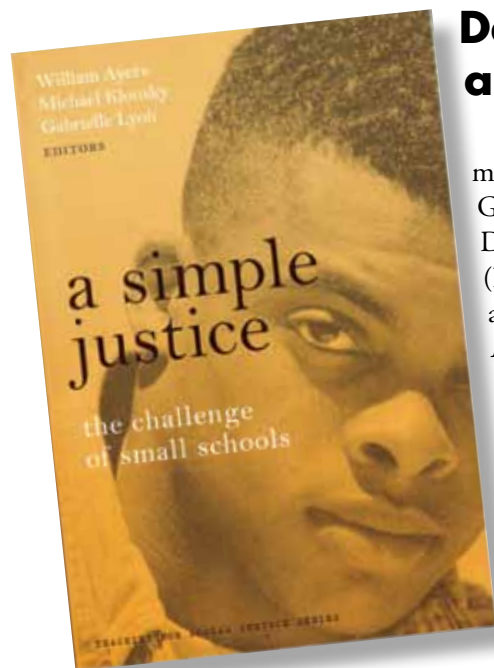
An in-depth examination of the curriculum from the past forty years as well as the *Common Core* standards, reveals FRACTURED thinking immersed in socialism (social justice) where the rich complexities and ambiguities of human life have been reduced to simple formulas about oppressors and the oppressed, capitalists and workers, Western imperialist and their non-Western victims. Government has become the solution, not the problem, as President Reagan famously said (January 20, 1981). The *CLASSICAL* education of seeking truth in an *ORDERLY* way with *CHRONOLOGICAL* history facts and *SEQUENTIAL* mathematic exercises has been replaced with *FRACTURED* thinking and a smorgasbord of short snippets of literature and history without context, mathematics without logic, and science based on *POLITICAL* thought instead of the *SCIENTIFIC* method. (Curriculums have been addressed in depth in previous issues of *FRONT LINE*, Spring 2011, [www.constitutionalcoalition.org](http://www.constitutionalcoalition.org), “Crisis in the Classroom.”)

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# Long War cont'd from p 3



## Dewey, Gramsci and Ayers

*Who is responsible for this shift?* Already mentioned are Italian communist Antonio Gramsci, secular humanist/socialist John Dewey, and social justice/Marxist William (Bill) Ayers. (For in-depth history of these and other revolutionaries, the book, *The Long War*, will soon be available from The Constitutional Coalition. See last page.)

Gasoline on the fire of educational revolution occurred in 1965 when President Lyndon Johnson created and passed, as a part of the “war on poverty,” the *Elementary and Secondary Education Act*. The law authorized federally funded education programs that are administered by the

states. In 2002, Congress amended ESEA and reauthorized it as the *No Child Left Behind Act*. Social justice planners were in “seventh heaven.”

In the 1960s, communist and socialist radicals tried to take over the United States through open revolution in the streets. One of those radicals was Bill Ayers. Failing to turn the United States into a communist country by open revolution, Ayers redirected his energies and got his teaching degree, ultimately ending up at the same University of Chicago Laboratory Schools as John Dewey. From there, he was heavily involved in educating future teachers and writing curriculum. During an interview with a college radio station on April 12, 2002, Ayers said, “I considered myself partly an anarchist then and consider myself partly an anarchist now. I mean I’m as much an anarchist as I am a Marxist ... I’m very open about that I think.”<sup>5</sup>

Although Bill Ayers left his bomb building and throwing behind, he started training teachers and writing curriculum. In his book *A Simple Justice, The Challenge of Small Schools*, as well as in his educational proposals, Ayers picks up the philosophy of (Marxist) Gramsci. In the Foreword of *A Simple Justice*, Ayers talks about “the quest for equality and social justice ... the imperatives of social change ... [and resisting] the blinding mystifying power of the familiar social evils – racism, sexism and homophobia. ... Education is contested space ... over questions of justice.”<sup>6</sup> In Chapter 1, Ayers complains about teachers who have “an unhealthy obsession with classroom management and linear lesson plans. ... [And rhetorically asks] How does authoritative knowledge deny some kids’ experiences?”<sup>7</sup>

In other words, jettison chronological traditional Western civilization history and its accompanying classic literature, because according to *Americanthinker’s* Linda Kimball, Gramsci taught that,

“... Christianized West was the obstacle standing in the way of a communist new world order. The West would have to be conquered first.

“Gramsci posited that because Christianity had been dominant in the West for over 2000 years, not only was it fused with Western civilization, but it had corrupted the workers class. The West would have to be de-Christianized, said Gramsci, by means of a ‘*long march through the culture*.’ Additionally, a new proletariat must be created. ... The new battleground, reasoned Gramsci, must become the culture, starting with the traditional family and completely engulfing churches, schools, media, entertainment, civic organizations, literature, science, and history. All of these things must be radically transformed and the social and cultural order gradually turned upside-down with the new proletariat placed in power at the top.”<sup>8</sup>

## Howard Zinn

Howard Zinn (who “described himself as ‘something of an anarchist, something of a socialist. Maybe a democratic socialist’ ”<sup>9</sup>) is the lead endorsement on the back cover of Ayer’s *A Simple Justice*. Zinn’s wildly popular history textbook is classic social justice/victimization with the U.S. **the villain**. “He wrote ... *A People’s History of the United States*, to provide other perspectives on American history. The textbook depicts the struggles of Native Americans against European and U.S. conquest and expansion, slaves against slavery, unionists and other workers against capitalists, women against patriarchy, and African-Americans for civil rights.”<sup>10</sup> Zinn’s contempt for the West is displayed in his textbooks where he maintains that “American history is nothing to

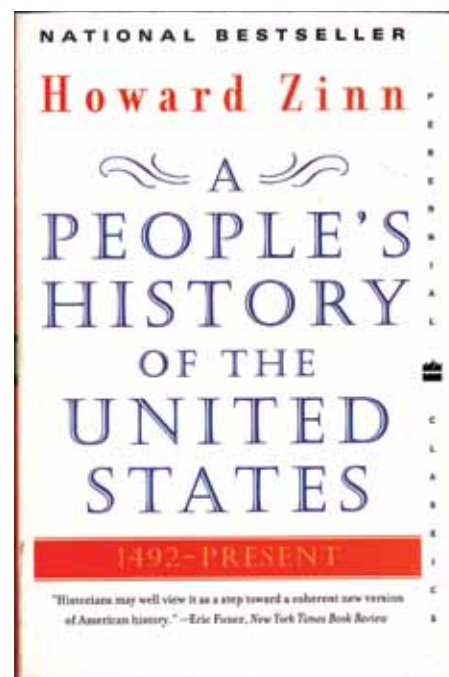
be proud of; on the contrary, it is nothing more than one long, disgraceful record of oppression, genocide and exploitation.”<sup>11</sup>

## Destroying National Values

American education, and as a result America herself, has become what the revolutionaries like Ayers and others have taught to teachers and have written in their textbooks, dividing America into oppressed, victimized groups. In U.S. history, the Howard Zinns and others have concentrated on group oppression, the evil of America, and power struggles instead of individual liberty, and opportunity.

Instead of the public schools being the melting pot of America, and immigrants striving to become Americans, today they divide, divide AND divide into race, sex, and gender until all, not just immigrants, become hyphenated Americans.

In *The Victims’ Revolution, The Rise of Identity Studies and the Closing of the Liberal Mind*, author Bruce Bawer’s Preface notes that “Americans lament the loss of shared national values,” but do not understand that it is more than that, it is a “rejection, indeed the demonization, of the very ideas that once defined” America. He quotes “celebrated liberal historian” Arthur Schlesinger, Jr., as pointing out that “what holds a nation together” is for two hundred years in America a “brand-new **national identity** by individuals who, in forsaking old loyalties and joining to make new lives, melted away ethnic differences.” (Emphasis added.) Bawer observes, “To point out the miraculous nature of their accomplishment [America’s cohesiveness] – its utter lack of precedent in all of human history ... is to note that, in a world where violent intergroup enmity and conflict have been the rule rather than the exception, America found a way for increasingly diverse groups of people to live together not only in peace but with a strong sense of **shared identity** – an identity founded not on ethnicity but on commitment to the values of individual liberty, dignity, and equality articulated in the Declaration of Independence and the Constitution.”<sup>12</sup>



Schlesinger, he notes, lamented “the most disastrous by-product of the civil rights movement was multiculturalism, a philosophy that teaches, as Schlesinger put it, ‘that America is not a nation of individuals at all but a nation of groups.’ For two centuries, Americans had been held together by a shared sense of **national identity**, a belief in individual liberty, and a vision of full equality...[but] the very idea of a shared identity began to be challenged, condemned, dismantled – and replaced with a new conception, founded not on individual rights and liberties but on the claims of group identity and culture.”<sup>13</sup>

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## SHORT LINES

### Success Begins at Home

America’s greatest hope continues to be in the home. As Family Research Council’s research makes clear, an intact married family who worships regularly is the antidote for almost every social ill ...

**POVERTY:** The married family is less likely to be poor than any other family structure. Only 5.8% of married families were living in poverty in 2009, compared to 16.9% of male householders and 29.9% of female householders. Additionally, intact families are less likely than cohabiting families or single individuals to have ever participated in the Food Stamp Program.

**EDUCATION:** Children from intact families exceed their parents’ educational attainment (sons by 2.8 years, daughters by 2.5 years) ... Students who grew up in an intact married family and currently worship at least weekly have higher grade point averages, are more likely to graduate high school, and are more likely to receive a Bachelor’s degree than their peers.

**UNEMPLOYMENT:** Married-couple families generate the most income, on average. ... Up to 20% of children are unequipped to compete in the modern economy because of a lack of essential skills that are formed within the intact married family.

(Family Research Council, “Washington Update,” February 12, 2013)



The Socialist/Marxist/social justice crowd has successfully forced classrooms to sort everything by **groups** of victims and have even succeeded in creating an America where civil discussions between friends have been reduced to anger and hostility over perceived victims. Anger, and even hatred, reign over Christian love and compassion.

## How Does Common Core Reflect the Revolutionary Worldview?

A careful reading of the thousands of pages of *Common Core* Standards and the accompanying state assessments reveals the philosophy to be fractured, socialist, anti-human, and anti-Christian postmodernism.

### 1) Fractured, non-Contextual

The full title of the English Literature Standards is, "English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects" and they are written for **all** of the areas mentioned in the title. Mixed in with great literature selections are historic speeches, scientific problems, and government publications. Selections for classic literature are numerous, but short. Although not a suggested reading list, so many are quoted that teachers will be challenged to choose which selections to teach, since their classroom time is limited. For English teachers to teach the Declaration of Independence along with other historic documents on top of their normal poetry sections, fiction, plays, etc. does not allow for the context of the Declaration to be discussed and taught. Already teachers are complaining that they have to drop Shakespeare in favor of the technical reading, since the Standards specify more technical readings.

The Standards give "exemplars" (examples of readings to use to teach the Standards). The choice of the exemplars seems to be random. Students are instructed to read out loud (without emotion) George Washington's Farewell Address of 1796 and Lincoln's Gettysburg Address of 1863. Such writings, when treated as technical writings, remove them from their historical context of *what* was happening at the time, *why* was it happening, and *who* the players were. There is no time in English class to study the people connected to the documents and their worldviews. The historical readings do not tie into a chronological study of history in the Social Studies departments, and because they are floating freely in time and background, the student cannot appreciate the context. Further, Washington's address is written with numerous biblical references, doctrine and alliteration, yet nowhere is reading the Bible even suggested.

How can a child understand, much less remember, these pieces when they are so far removed from their context and meaning? Without context, these pieces become meaningless. For hundreds of years students were educated by the passing on of knowledge and understanding of the world around them in a *logical, sequential, and chronological* way set within context. A search for truth inspired great inventions and discoveries, but it was done based on the belief that there was order and purpose to the world.

Thrown into the mix in the eleventh grade English Literature Standards is Presidential *Executive Order 13423: Strengthening Federal Environmental, Energy,*

## Truth in American Education

Reprinted from [truthinamericaneducation.com](http://truthinamericaneducation.com)

### Open Letter to Parents of Public Schooled Children

Posted on March 15, 2013, by Heather Patenaude

This fall as you buy your school supplies, tennis shoes, and backpacks, make sure you do your homework on the shift that has taken place within the halls of public schools across this nation. Common Core State Standards are creating a dark future for education, and parents must educate themselves on these new standards and their radical implications.

#### What you need to know about CCSS:

1) These standards claim to be "rigorous" and will prepare your child for "college and career." But upon review, you will find that these standards will prepare your child with empty skill sets and will teach them what to think, not **how** to think. They will also foster "teach to the test" practices!

2) These standards claim to be "state led," but this is one of the largest myths of CCSS. Truth is CCSS were initiated by private interests in Washington, DC, without any representation from the states. Eventually, the creators realized the need to present a façade of state involvement and therefore enlisted the National Governors Association (a trade association that doesn't include all governors) and the Council of Chief State School Officers, another DC-based trade association. Neither of these groups had a grant of authority from any particular state or states to write the standards. The bulk of the creative work was done by Achieve, Inc., a DC-based nonprofit that includes many progressive education reformers who have been advocating national standards and curriculum for decades. Massive funding for all this came from private interests such as the Gates Foundation.

3) The Race to the Top stimulus funds and No Child Left Behind waivers were available **ONLY** to states signing on to CCSS. This specific requirement was inserted by the Department of Education and was not a part of the stimulus bill language as passed by Congress. Through the RTTT applications, governors and state school superintendents signed onto CCSS without input from state legislatures, state school boards, parents, **OR** taxpayers. This commitment to implement CCSS was

made before the standards were even written. (First round RTTT applications were due January 2010, first draft of CCSS arrived March 2010.) So they agreed to them sight unseen!

4) CCSS will cost states millions of dollars and this will fall on the backs of the taxpayers. This is a massive unfunded mandate. (Anyone already have high property taxes?!?) Most states have not even done a "cost analysis," but with yearly computerized testing and teacher training, CCSS carries a hefty price tag!

5) There will be a massive data tracking system on each child with over 400 points of information collected. This information can be shared among organizations and companies and **parents don't have to be informed** about what data is being collected. They will collect information such as: your child's academic records, health care history, disciplinary record, family income range, family voting status, and religious affiliation, to name a few. Big Brother will be watching your child from preschool until college (P20 Longitudinal Data System). You, the parent, are **UNABLE** to opt your child out of this tracking system.

6) As a parent, you will have no voice. If you are unhappy with what is being taught, you can't go to your school board, your principal, or even your state senator. No one can change the standards of your state. This is "education without representation"! Removing states' power of education is unconstitutional and should make the patriot in you rise up and fight to remove CCSS from your state!

Please don't take my word for it, do your own homework. CCSS are one giant step towards nationalized curriculum!

**Truth in American Education** ([www.truthinamericaneducation.com](http://www.truthinamericaneducation.com)) is a broad-based community of contributors working to educate others on the implications of Common Core. (See *Myths vs. Truth* <http://truthinamericaneducation.com/common-core-state-standards/myths-verses-facts/>)

Thank you for your time,

Concerned parent, teacher, and taxpayer

Heather Patenaude is a mom who is concerned about the implementation of the Common Core State Standards in her home state of Illinois. She holds a B.S. in social work from the University of Illinois at Urbana-Champaign.



# MISSOURI LEGISLATION

Every year thousands of bills are introduced in the Missouri Legislature, which runs from the beginning of January to the second Friday of May. **FRONT LINE** has pulled those bills that are “active” and of interest to our readers. We have focused on a small number and separated them into the *good* bills – furthering liberty, limited government, sanctity of life, strong nuclear families, free enterprise, and individual property rights, and *bad* bills – limiting freedom and promoting more unnecessary government power.

As we have cautioned in past years, the bills are sometimes changed in committee and on the floor, and in some cases can end up doing just the opposite as intended, so if you are interested in any of the bills, read them carefully as they make their way through the legislative process. We will give you what the bills are as of the middle of March when the legislature went on vacation. Most of the bill summaries are taken from the official Missouri Legislature site <http://www.house.mo.gov/billcentral.aspx?pid=26>. “The summaries are prepared by the Research Staff of the Missouri House of Representatives and are used by permission.”

**Statistics** – in the State Senate alone, there are 185 legislative topics listed on chart to right. Some bills will be listed in several places due to multiple topics covered. Where helpful, background information is given on the issues covered.

TOPIC	SENATE	HOUSE
Abortion	6	6
Children & Minors	36	63
Cities, Towns & Villages	25	25
Constitutional Amendments	26	32
Education, Elementary & Secondary	47	69
Elections	32	40
Energy	19	14
Environmental Protection	1	10
Firearms & Fireworks	13	30
Health Care	22	46
Licenses-Drivers	2	16
Teachers	10	32
Transportation	22	15

Kansas City, Kirkwood, Lee’s Summit, Riverside, St. Louis, St. Louis County, Town & Country, and University City.<sup>2</sup>

Many of these cities have signed agreements with ICLEI to reduce carbon emissions in their city by a certain percentage and pay ICLEI to be a part of the program. (See article *The Web of Slavery, Will America Continue to Breathe Free?* in **FRONT LINE**, Spring 2012, for in-depth discussion of Agenda 21.)

## Abortion/Right of Conscience

**HCS HB 457** Tim Jones – Specifies that anyone providing medical services cannot be required to perform or participate in activities that **violate his or her conscience or principles**. **Status:** 3/12/2013 – Reported to the Senate and First Read

**SB 84** Scott Rupp – Provides for the **conscience rights of individuals** who provide medical services. **Status:** 3/11/2013 – SCS Voted Do Pass S Judiciary and Civil and Criminal Jurisprudence Committee (0610S.03C)

**Background:** When Obamacare included abortion services and drugs, pro-life citizens became liable if they did not comply. Right of conscience would allow them to opt out. Proponents argue that for Obamacare to work all must participate.

In the Senate five bills have been offered specifically to modify and control abortions:

**SB 50** Wayne Wallingford – Provides protections for **Alternatives to Abortion** Agencies to freely engage in **religious practices**. **Status:** 2/18/2013 – Hearing Conducted S Judiciary and Civil and Criminal Jurisprudence Committee

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## Sovereignty – Local Government Control vs. UN Control

**SB 265** Introduced by Senator Brian Nieves. This act prohibits the state and any political subdivision from implementing any policy recommendations that **infringe on private property rights without due process and are traceable to Agenda 21** (adopted in 1992 by the United Nations) or any other international law or ancillary plan of action that contravenes the federal or state constitutions. In addition, this act prohibits the state and any political subdivision from entering into an agreement with, expending any money for, receiving funds from, contracting services from, or giving financial aid to any organization accredited and enlisted by the United Nations to assist in the implementation of Agenda 21. **Status:** 3/14/2013 Voted Do Pass, S General Laws Committee.

**House Bill 42** Introduced by Rep. Lyle Rowland. **Prohibits** the state and all political subdivisions from **adopting or implementing United Nations** or international

environmental and developmental policies that infringe or restrict private property rights without due process. **Status:** 2/14/2013 Voted Do Pass out of Tourism and Natural Resources Committee

**Background:** Increasingly, local governments are contracting with The International Council on Local Environmental Initiatives that is part of the UN Agenda 21 efforts to reduce global warming, promote public transportation, and smart growth, etc. Agenda 21’s footprints can be found in many local communities budgets for ICLEI. Their method of operation is very successful because ICLEI’s policies are implemented through city staff and effectively bypass elected officials, public discussion and voters. “Over 1200 cities, towns, counties, and their associations worldwide comprise ICLEI’s growing membership. ICLEI works with these and hundreds of other local governments through international performance-based, results-oriented campaigns and programs.”<sup>1</sup> Included in that list in Missouri are: **Clayton, Columbia, Creve Coeur,**





## MO Legislation cont'd from page 6

**SB 175** Wayne Wallingford – Requires the **physical presence** of the physician who prescribed or dispensed any **abortion-inducing drugs** while such drug is administered. **Status:** 2/18/2013 – Hearing Conducted S Judiciary and Civil and Criminal Jurisprudence Committee

**SB 318** Scott Rupp – Modifies provisions relating to **abortion reporting** and recordkeeping. **Status:** 2/28/2013 – Second Read and Referred S Judiciary and Civil and Criminal Jurisprudence Committee

**SB 393** Doug Libla – **Requires an ultrasound** to be conducted and reviewed with the pregnant woman prior to the 24-hour waiting period for an abortion. **Status:** 2/27/2013 – S First Read – SB 393-Libla and Emery

**SJR 17** Brian Nieves – “Upon approval by the voters, this constitutional amendment **prohibits the Missouri legislative, executive, and judicial branches of government from recognizing, enforcing, or acting in furtherance of any federal action that exceeds the powers delegated to the federal government.** The state also shall not recognize, enforce, or act in furtherance of any federal actions that: restrict the right to bear arms; legalize or fund abortions, or the destruction of any embryo from the zygote stage; require the sale or trade of carbon credits or impose a tax on the release of carbon emissions; involve certain health care issues; mandate the recognition of same sex marriage or civil unions; increase the punishment for a crime based on a perpetrator’s thoughts or designate a crime as a hate crime; interpret the establishment clause as creating a wall of separation between church and state; or restrict the right of parents or guardians to home school or enroll their children in a private or parochial school or restrict school curriculum.” **Status:** 2/6/2013 – S First Read – SJR 17 – Nieves

## Children/Education

**SB 95** Joline Justice – Requires the Department of Elementary and Secondary Education to establish a voluntary prekindergarten program. “Each child, who has reached the age of three, [has an opportunity] to voluntarily enroll in a **publicly-funded prekindergarten** program. ... The Department of Elementary and Secondary Education will be responsible for implementing and overseeing the program. Private, for-profit, non-profit, and public schools may enroll children in their prekindergarten programs and receive public funds for doing so. The Department **must establish standards** that providers must meet in order to participate in the program. The department **must** also establish teacher-child ratios, class sizes, **student learning standards**, guidelines, and qualifications for teachers and staff, as described in the act ...” (Emphasis added.) **Status:** 1/17/2013 – Second Read and Referred S Education Committee.



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**SB 250** Rob Schaaf – “[P]ossession of **child pornography** is a Class D felony if the person possesses one still image of child pornography or one obscene still image. ... Under current law, possession of child pornography is a Class B felony if the person possesses more than 20 still images of child pornography or one video of child pornography. This act also makes it a Class B felony to possess more than 20 obscene still images or one obscene video.” **Status:** 3/11/2013 – Hearing Conducted S Judiciary and Civil and Criminal Jurisprudence Committee

**SJR 15** Rob Schaaf – “Upon voter approval, this constitutional amendment would allow, in prosecutions for **crimes of a sexual nature involving a victim under eighteen years** of age, relevant evidence of prior criminal acts, whether charged or uncharged, to be admissible for the purpose of corroborating the victim’s testimony or demonstrating the defendant’s propensity to commit the crime with which he or she is presently charged. Also, courts would be able to exclude such evidence if its probative value is substantially outweighed by the danger of unfair prejudice.” **Status:** 3/11/2013 – Hearing Conducted S Judiciary and Civil and Criminal Jurisprudence Committee

**SB 75** Dan Brown – “Authorizes school districts and charter schools to provide training and education about **firearms safety** and addressing potentially dangerous or armed intruders.” **Status:** 2/27/2013 – Referred H General Laws Committee

**SB 200** Maria Chappelle-Nadal – “This act creates the Missouri **Teen Dating Violence Prevention** Education Act, to provide students with the knowledge, skills, and information to prevent and respond to teen dating violence. ... School districts or charter schools may provide teen dating violence prevention education as part of the sexual health and health education program it provides to students in grades seven through twelve. Each school district or charter school may establish a curriculum or materials to address this issue, which may be used by school districts. School districts may use school personnel or use outside consultants, as described in the act, for the education. Components for teen dating violence prevention education are described in the act. (Sections 170.023 to 170.028) ... A school district or charter school may cooperate with other governmental, nonprofit, or private entities, as described in the act, to develop a curriculum. (Section 170.265)” **Status:** 1/31/2013 – Second Read and Referred S Education Committee

**SB 210** John Lamping – “**Prohibits** the State Board of Education and Department of Elementary and Secondary Education from implementing the **Common Core State Standards** for public schools developed by the



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**Common Core** Standards Initiative or any other statewide education standards without the approval of the General Assembly.” **Status:** 3/6/2013 – Hearing Conducted S Education Committee

**Background:** See cover story, *The Long War ... and Common Core*, for an in-depth discussion.

**SB 221** John Lamping – “This act modifies the **Public School Retirement System of Missouri** (PSRS) and the Public Education Employee Retirement System of Missouri (PEERS). This act requires that the employee and employer contribution rates for both systems not be fixed below the 2011-2012 school year rate until the systems experience a funded ratio of one hundred percent. In addition, the level rate of contribution for a fiscal year cannot exceed the level rate of contribution for the prior fiscal

year by more than one-half percent for PSRS or one-quarter percent for PEERS.” **Status:** 2/14/2013 – Second Read and Referred S Seniors, Families and Pensions Committee

**SB 232** Wayne Wallingford – “Makes permanent several alternative retirement provisions for members of the **Public School Retirement System** and Public Education Employee Retirement System.” **Status:** 2/14/2013 – Second Read and Referred S Seniors, Families and Pensions Committee

**SB 476** John Lamping – “Requires the board of trustees of the **Public School Retirement** System of Missouri to establish a defined contribution plan for members hired on or after July 1, 2014.” **Status:** 3/13/2013 – Second Read and Referred S Seniors, Families and Pensions Committee

**Background:** Missouri, along with the other states, has promised generous pensions for teachers as well as public employees. The funds taken in to cover these promises fall seriously short of what has been promised. The taxpayers then must make up the difference.

**SB 239** Ed Emery – “This act **prohibits school districts** from requiring a student to use an identification device that uses radio frequency identification technology to identify the student, transmit information regarding the student,

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## SHORT LINES

### The Gipper

*Any system that penalizes success and accomplishment is wrong. Any system that discourages work, discourages productivity, discourages economic progress, is wrong. If, on the other hand, you reduce tax rates and allow people to spend or save more of what they earn, they'll be more industrious; they'll have more incentive to work hard; and money they earn will add fuel to the great economic machine that energizes our national progress. The result: more prosperity for all – and more revenue for government. A few economists call this principle supply-side economics. I just call it common sense.*

— Ronald Reagan



## MO Legislation cont'd from page 7



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or monitor or track the location of the student.” **Status:** 3/5/2013 – Hearing Conducted S General Laws Committee

**Background:** Two schools in San Antonio, Texas, have mandated students to wear a radio ID. A lawsuit has been filed by Andrea Hernandez claiming her privacy has been violated as well as the radio frequency is an unlawful search.

**SB 408** Ed Emery – “SCHOOL REPORT CARDS: The State Board of Education must prepare annual reports of the results of the statewide assessment program that describe student achievement in the state, each district, each school, and each charter school. The reports must include the percent of students performing at or above grade level and making a year’s learning growth in a year’s time in reading and mathematics. The State Board of Education must develop a simplified annual school report card for each school attendance center. Each school will be given a letter grade of A, B, C, D or F.” **Status:** 3/13/2013 Second Read and Referred S Education Committee.

**SB 450** Joline Justus – “Modifies provisions relating to **sexual education** ... The students shall also be presented with information about the health benefits and side effects of all **contraceptives** and barrier methods as a means to prevent pregnancy and to reduce the risk of contracting sexually transmitted infections or other diseases as well as information regarding the vaccine for the human papilloma virus. ... This act also repeals the prohibition on abortion providers providing human sexuality instruction and instead provides that a school district shall make all curriculum materials and names and affiliations of presenters used

in the school district available for public inspection.” **Status:** 3/13/2013 – Second Read and Referred S Education Committee

**SB 284** Scott Sifron – “This act modifies the requirements for school anti-bullying policies. The definition of “**bullying**” is **modified to include discrimination** and to include actions that substantially interfere with a student’s educational performance, opportunities, or benefits, or that substantially disrupt the orderly operation of the school. ... This act removes the requirement that school policies treat all students equally and not identify lists of protected classes of students. Instead, bullying that is based on certain characteristics or categories, as described in the act, is prohibited.” **Status:** 2/20/2013 – Second Read and Referred S Education Committee

**HB 34** Casey Guernsey – “Establishes the **School Construction Act** which exempts construction and maintenance work done for certain school districts from the prevailing wage rate requirement upon the school board’s approval.” **Status:** 3/07/2013 – Second read and referred: Senate Small Business, Insurance, and Industry (S)

## Energy

**SB 6** Brad Lager – “Where a rural electric cooperative allows **attachments on its utility poles**, this act allows any telecommunications provider or broadband service provider to be able to place attachments on such poles for the purpose of **deploying electric smart grid or broadband technology**. No attachment shall be made before an agreement is made between the parties.” **Status:** 2/5/2013 – Hearing Conducted S Commerce, Consumer Protection, Energy and the Environment Committee

**SB 207** Mike Kehow – “Currently, gas corporations may file a petition with the Public Service Commission for rate adjustments to **recover costs incurred for infrastructure replacement projects**. This act allows electrical corporations to follow a similar process to recover costs for infrastructure replacement projects. The types of costs that can be recovered include certain work on electric plants, certain capital projects undertaken to comply with environmental or safety regulations, and costs of facilities relocation due to public works projects.”

**Status:** 3/22/2013 – S Informal Calendar S Bills for Perfection – SB 207-Kehoe, et al., with SCS

**SB 277** Jason Holsman – “This act establishes the Missouri **Energy Efficiency Performance Standard** which requires electrical corporations, gas corporations, municipals utilities, and rural electrical cooperatives to reach specified energy savings as dictated by the Missouri Public Service Commission.” **Status:** 2/20/2013 – Second Read and Referred S Commerce, Consumer Protection, Energy and the Environment Committee.

**SB 299** Jason Holsman. – “This act establishes the Capital Green Program to provide funding for energy efficiency improvements including geothermal, wind, and solar energy resources to certain state buildings.” **Status:** 2/26/2013 – Hearing Conducted S Commerce, Consumer Protection, Energy and the Environment Committee.

**SB 396** Jason Holsman – “This act modifies provisions relating to renewable energy. ... This act **removes the exemption for electric corporations to pay** subsidies, fees, or rebates to customers, and the exemption of meeting any mandated solar renewable energy standard requirements, if the corporation achieves an amount of eligible renewable energy technology nameplate capacity equal to or greater than 15% of the corporation’s fossil-fired generating capacity.” **Status:** 3/13/2013 – Second Read and Referred S Commerce, Consumer Protection, Energy and the Environment Committee

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## SHORT LINES

### Applying for Obamacare ‘Enormously Time Consuming and Complex’

March 12, 2013

According to Jason Howerton, at *The Blaze*:

“Applying for benefits under President Barack Obama’s health care overhaul could be as daunting as doing your taxes. The government’s draft application runs 15 pages for a three-person family. An outline of the online version has 21 steps, some with additional questions. Seven months before the Oct. 1 start of enrollment season for millions of uninsured Americans, the idea that getting health insurance could be as easy as shopping online at Amazon or Travelocity is starting to look like wishful thinking. At least three major federal agencies, including the IRS, will scrutinize your application. Checking your identity, income and citizenship is supposed to happen in real time, if you apply online. That’s just the first part of the process, which lets you know if you qualify for financial help. The government asks to see what you’re making, because Obama’s Affordable Care Act is means-tested, with lower-income people getting the most generous help to pay premiums. Once you’re finished with the money part, actually picking a health plan will require additional steps, plus a basic understanding of insurance jargon. And it’s a mandate, not a suggestion. The law says virtually all Americans must carry health insurance starting next year, although most will just keep the coverage they now have through their jobs, Medicare or Medicaid. HHS estimates it will receive more than 4.3 million applications for financial assistance in 2014, with online applications accounting for about 80 percent of them.”

## SHORT LINES

### Definition of Insanity

*Fathom the hypocrisy of a government that requires every citizen to prove they are insured ... but not everyone must prove they are a citizen. And now, any of those who refuse, or are unable to prove they are citizens will receive free insurance paid for by those who are forced to buy insurance because they are citizens.— Ben Stein*



# ARCH TAX

**Proposition P, The Safe and Accessible Arch and Public Parks Initiative**, more commonly referred to as the “**Arch Tax**,” is on the ballots of St. Louis City and County April 2, 2013. At this point in time, St. Charles voters will neither vote on the tax proposal nor be taxed. The tax must be approved in BOTH the city and county for it to go into effect. Here is what the ballot language (not the entire proposal) says:

“For the purpose of increasing safety, security, and public accessibility for the Gateway Arch grounds and local, county and regional parks and trails for families and disabled and elderly visitors, and for providing expanded activities and improvements of such areas, shall the City of St. Louis join such other of the counties of St. Louis and St. Charles to impose a three-sixteenths of one cent sales tax in addition to the existing one-tenth of one cent sales tax applied to such purposes, with sixty percent of the revenues derived from the added tax allocated to the Metropolitan Park and Recreation District for Gateway Arch grounds and other regional park and trail improvements, and the remaining forty percent allocated to the City of St. Louis for park improvements as authorized by the Board of Aldermen of the City of St. Louis under Ordinance No. 69372 on the 18th day of January, 2013, with such tax not to include the sale of food and prescription drugs?”

On March 3, 2013, David Hunn of the *St. Louis Post Dispatch* noted, “Parks in the city are projected to get \$2.5 million a year. Parks in the county would add \$10 million a year, bailing the county government of the ‘major cuts’ of which some are warning. ... The tax would add \$6 million a year to the St. Louis County’s \$23 million parks budget ... Municipalities would get the remaining \$4 million of the county’s portion, more than doubling their current tax funding. ... Average Missouri sales taxes are already higher than most states. St. Louis City sales taxes – nearly 10.5 percent in some neighborhoods – rank among the highest in the states.”<sup>1</sup>

“It’s known as the Arch Tax, but if St. Louis City and St. Louis County voters approve the measure next month, the biggest chunk of money goes to parks in the region. ... Critics worry that many residents can’t afford more taxes, especially since sales taxes in some areas of the city and county rank among the highest in the state.”<sup>2</sup>

## Analysis

Notice the words used in the first sentence of the proposal. “Increasing safety, security ... for families and disabled and elderly visitors ...” These are trigger, emotionally evocative words used to gain support. What the language does not clearly tell the voter is the Arch only gets 30% of the funds and another 30% percent goes to the Great Rivers Greenway, and the last 40% goes to local parks.

The appeal is to persuade the “families, disabled and elderly” to support the tax, yet the 30% that the Great Rivers Greenway receives would be used for walking and biking trails that the disabled and elderly most likely will not and cannot use.

## Agenda 21 and Sustainability

“Great Rivers Greenway, the tax-funded agency that has built more than 100 miles of walking and biking trails, would pull down \$9.4 million, [if the Arch tax passes] roughly doubling its annual income ...”<sup>3</sup> Great Rivers Greenway’s vision reflects the Agenda 21 Sustainability vision of moving people out of automobiles into public transit (buses and light rail) connected to bikes and walkways. “At Great Rivers Greenway, we are working to transform St. Louis

into a walkable, bikeable region. From St. Charles County to downtown St. Louis, we envision a region where a clean, green commute is truly possible.”<sup>4</sup>

“Our vision [is] of a clean, green and connected St. Louis community that people of all abilities can enjoy. Our visual conception of one, united region is the River Ring, an interconnected system of trails and greenways that will encircle the St. Louis region.

“When complete, the River Ring will encompass a 600-mile web of more than 45 greenways, linking three counties, joining two states, covering an area of 1,216 square miles – an amenity available to the more than 2,000,000 residents within the district. It will also provide access to trails, parks and greenways in Madison and St. Clair Counties in Illinois, developed by the Metro East Parks and Recreation District.

“In November of 2000, the people of St. Louis City, St. Louis County and St. Charles County voted in favor of Proposition C, the clean water, safe parks and community trails initiative. To implement the vision of a clean, green and connected St. Louis region, our organization, the Great Rivers Greenway district, was created. Since then, we have worked to reconnect the region back to our rivers, one greenway, park and trail at a time.”<sup>5</sup>

“As part of the Bike St. Louis program, we are integrating greenway development with *transportation corridors*, to ensure that greenways are relevant to the daily patterns of our region’s residents. The results are encouraging. As more people leave their cars in the garage, they are relieving traffic congestion and improving the region’s air and water quality.”<sup>6</sup> (Emphasis added.)

**T**ransportation corridors are part of the Agenda 21 Sustainability plan where most citizens rely upon light rail, bikes, and walkways. Cars are considered the enemy. Already in St. Louis, “Studies are underway to recommend how to redevelop the neighborhoods of more than a dozen MetroLink light-rail stations — including two that don’t yet exist — to make them more walkable and transit-friendly.”<sup>7</sup> The proposals discussed feature concentrated multi-purpose, multi-level buildings encompassing housing, retail, and small business.

The **Arch Tax** is in addition to the renovation work underway at the Arch. “A pedestrian bridge or lid to the Arch is already paid for and \$15 million has been committed by Great Rivers Greenway to build a new trail along the riverfront.”<sup>8</sup> Much of the push for renovating the Arch has come from civic-minded businessmen such as Walter Metcalfe and former Senator John Danforth. Frustrated with the lack of progress by the federal government in addressing some real needs, CityArchRiver,<sup>9</sup> was formed several years ago to raise private funding as well as tap into state and federal revenues. It has raised \$57 million with \$10 million in private funds and expects the work to connect the Arch grounds with the city to be completed by 2015.

### Endnotes:

<sup>1</sup> Hunn, David, “Stltoday.com,” March 3, 2013, [http://www.stltoday.com/news/local/metro/arch-tax-would-bring-windfall-for-st-louis-county-and/article\\_b3ee3ef0-1a40-5dac-a204-19f2fd300f35.html](http://www.stltoday.com/news/local/metro/arch-tax-would-bring-windfall-for-st-louis-county-and/article_b3ee3ef0-1a40-5dac-a204-19f2fd300f35.html).

<sup>2</sup> The Associated Press, “St. Louis Public Radio,” March 4, 2013, <http://news.stlpublicradio.org/post/why-arch-tax-bit-misnomer>

<sup>3</sup> Ibid., Hunn.

<sup>4</sup> Great Rivers Greenway, “Providing Transportation Choices,” <http://www.greatriversgreenway.org/about-us/providing-transportation-choices.aspx>.

<sup>5</sup> Ibid., “News: The River Ring ...,” <http://www.greatriversgreenway.org/news.aspx?tabid=351&entryid=28>.

<sup>6</sup> Ibid., “Providing Transportation Choices.”

<sup>7</sup> Bryant, Tim, “Stltoday,” March 15, 2013, [http://www.stltoday.com/business/local/planners-look-at-ways-to-redo-metro-link-neighborhoods/article\\_bfc30f92-6837-524b-8ec1-b9cae5cf52f0.html](http://www.stltoday.com/business/local/planners-look-at-ways-to-redo-metro-link-neighborhoods/article_bfc30f92-6837-524b-8ec1-b9cae5cf52f0.html).

<sup>8</sup> Lloyd, Tim, “St. Louis Public Radio,” January 29, 2013, <http://news.stlpublicradio.org/post/park-service-seeks-public-input-arch-plan>.

<sup>9</sup> CityArchRiver 2015, <http://www.cityarchriver.org/>.





## Long War cont'd from p 5

and *Transportation Management*. *FedViews* by the Federal Reserve Bank of San Francisco, *The Cost Conundrum*; *Health Care Costs in McAllen, Texas*, and *Untangling the Roots of Cancer* are also presented as examples to study. Eighth grade standards require students to master the “California Invasive Plant Inventory” based on the claim that “invasive non-native plants threaten wildlands.” What teenager wants to cuddle up in bed at night with copies of the above? There is no time for a long work of fiction such as *The Last of the Mohican’s*, which would more likely capture their attention. In addition, a good story line and plot pull the student through new and more difficult vocabulary words as the story context helps explain their meaning. Unlike government documents with terminology that has no meaning and which cannot be explained in the text, a classical piece of literature stimulates additional learning instead of boredom.

“The University of Arkansas’ Sandra Stotsky argues that an emphasis on informational texts actually prevents children from acquiring ‘a rich understanding and use of the English language’ and ‘may lead to a decreased capacity for analytical thinking.’ Dry government documents such as those recommended in the *Common Core’s* are ‘hardly the kind of material to exhibit ambiguity, subtlety, and irony,’ she observes.”<sup>14</sup>

## 2) Socialist/Marxist

*Executive Order 13423*, the *Executive Order on Strengthening Federal Environmental, Energy and Transportation Management* also raises the question of *is this socialist thinking?* “*Is it good* to strengthen the federal management to do such things as “reduce greenhouse gas emissions ... through reduction of energy intensity ... [and] implement ... sustainable practices for (i) energy efficiency, greenhouse gas emissions avoidance or reduction, and *petroleum products use reduction*, [and] ensure that (i) at least half of the statutorily required renewable energy consumed by the agency in a fiscal year comes from new renewable sources, and (ii) to the extent feasible, the agency implements renewable energy generation projects ...”<sup>15</sup> (Emphasis added.)

In context, *Executive Order 13423’s* climate change goal extends to an August 2012 Executive Order mandating the private sector: *Accelerating Investment in Industrial Energy Efficiency*. Talk show host Mark Levin warned, “This is a fiat from on high for these utilities to change the way they process energy – an *enormous* capital expense and many of them are going to close down’ ... And they only have eight years to do it as part of this ‘cap-and-trade,’ and ‘green energy,’ ‘climate change’ bull\*\*\*\*”<sup>16</sup>

A most recent example of this possibility was reported in an article in the *St. Louis Post Dispatch* (March 2013). The writer lamented that the huge increase in cost to the small town of Marceline, Missouri, would send the city into “financial instability.” The article, “For tiny town, gamble on coal plant becomes a fiscal crisis,”<sup>17</sup> describes how the Prairie State coal plant ended up doubling in cost due to federal regulations and permitting.

In Missouri’s seventh grade math assessment, students are given an example of a word problem based on a socialist premise. To prepare for the 90-100 minute two-session task, “teachers must assign students the following task as an individual/group/class activity at least 3 days prior” to the performance task. (Notice that this is also a **group**-learning activity.)

## Texas CSCOPE Review

Your Guide to What is Being Taught in Texas Public Schools

### Traditional vs. CSCOPE’s Progressive Education

**CSCOPE is a constructivist teaching philosophy. With CSCOPE, students have self-directed learning, which is called discovery learning.**

**Do you want your children to direct their own learning or would you prefer a teacher directed learning environment?**



	Traditional (Classical) TYPE #1	Progressive (Constructionist, Discovery, Authentic) TYPE #2
	Based on Type #1 (fact based) Teaching Philosophy	CSCOPE and Common Core Teaching Philosophies
Teacher’s Role	Teachers are the source of knowledge, and the authority figure	Teachers act as facilitators, counselors, and mentors
Instruction	Direct instruction by teacher in homogeneous groups (groups of students with similar abilities).	Student (self-directed) learning, discovery learning, and cooperative work in heterogeneous groups
Student’s Role	Learn what the teacher teaches, which includes discovering facts on their own · focus on intellectual, factual learning	· discover what they learn · act as peer mediators, tutors and counselors · focus on learning, feelings, and opinions
Curriculum	· focus on academic areas with facts, ideas, skills, methods that include student discovery · based on research, documented facts	· balance academic and social concerns · concerned with student’s “higher order thinking” · often based on unproven fads
Reading	Phonics	Whole-language
Mathematics	· Direct Instruction of math concepts, formulas, and facts · prefers “drill and skill” of necessary facts	· Interactive and discovery learning – “fuzzy” math · rejects memorization
Social Studies	Focus on American heritage, national sovereignty, and cross-cultural studies	Focus on diversity, multiculturalism, and global citizenship
Outcomes	Emphasis on academic skills in traditional core areas / measured objectively	Emphasis on the “whole child” approach that blends psychological, social and cultural well-being of the child / measured subjectively
Assessment	· periodic use of objective <u>achievement</u> tests · students evaluated by grades they earn	· use <u>assessment</u> tests · the 4 P’s – posters, portfolios, projects, PowerPoint · grades inflated so all students succeed
Character Development	Citizenship and self-control	Relativism (no right or wrong) and self-esteem
Equality	Equal opportunity	Equal outcome

Thanks to: Commonwealth Education Organization [www.ceopa.org](http://www.ceopa.org) <http://www.txcsopereview.com/>

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# Long War cont'd from p 10



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## “Session 1 Analyzing Census Data

“You are a data analyst and are asked to compare local census data against national census data for the time it takes workers to travel to work each day. You will present graphical representations of this data, as well as any trends, to a county commission. The commission will then use the data you provide to make decisions about transportation needs for your community ...

“Part B. Mr. Jones is one of the county commissioners. He will recommend conducting a study *to determine the need for public transportation* if over 70% of the people you class surveyed travel 35 or more minutes to work. Based on your survey results, will Mr. Jones recommend conducting a study?”<sup>18</sup> (Emphasis added.)

The exercise ignores details such as: Did they all drive the same road with the same starting and ending points at the same time of day? The underlying premise is, “*It is government’s obligation to get people to work quickly by way of public transportation if necessary.*” Is this task an **assessment** of math skills? What about the missing information that would change the entire premise of the question? For example, public transportation (whether it is walking to a bus stop or light rail, and often transferring to different lines to complete the travel then walking to the workplace) almost always takes longer than driving by car. Also, it has to be subsidized with huge taxes to entice the riders. Regardless, the assumptions in the exercise are:

- government CAN solve the *perceived* problem of taking too much time to get to work,
- it is the proper **ROLE** of government to *control* the people’s freedom of assembly (movement) and
- government can take money out of the pockets of some and give to others for a noble end (such as subsidizing public transit), even if the end *seldom* matches the promises made.

Socialism is reflected in another eleventh grade assessment: *Smarter Balanced’s* ELA.11.SR.01.10.115. Students read an *Environmental Protection Agency’s Guide to Radon*, which explains “how and why to test for radon in your home.” Again, the assumption is that this is a *proper* role of government. The sample test guide notes that “The subject is very narrow and science-specific; some understanding of how homes are constructed, etc., would enhance understanding.” This question itself is problematic in that this is for ENGLISH class, not engineering, and there is little time to study housing construction. This is another example of fractured thinking of a science problem that is not in context.

## 3) Anti-Christian, anti-Western Civilization

Science Standards are anti-Christian says Professor E. Calvin Beisner who reviewed the first draft of the national *Next Generation Science Standards* and the accompanying assessments and noted,

The Standards are *anti-human* and *anti-Christian* in “a section discussing ‘Human Impacts on Earth Systems’ [which] says, ‘Human activities now cause land erosion and soil movement ... [and] [a]ir and water pollution ... with damaging effects on other species and on human health. A later section, on biodiversity and humans, asserts, ‘Human activity is also having adverse

impacts on biodiversity through overpopulation, over exploitation, habitat destruction, pollution, introduction of invasive species, and climate change. The assumption that what people do is bad is clear in a draft of performance expectations, which requires students to ‘Provide evidence that humans’ uses of natural resources can affect the world around them, and *share solutions that reduce human impact*’ as if human impact should always be smaller, not greater.”<sup>19</sup>

“In short, the NGSS reflect the environmentalist assumption that humans can’t improve on the natural state – exactly contrary to the assumption of Genesis 1:28’s revelation of the mission of man: to fill and rule the Earth, not abusively but, reflecting God’s own actions, in a godly way that enhances its fruitfulness, beauty, and safety, to the glory of God and the benefit of our neighbors. The underlying naturalistic worldview and the politically charged positions on Darwinism and climate change in the NGSS show that this will be one more step in capturing the minds of America’s children – including those Christian children who attend public schools.”<sup>20</sup>

## 4) Postmodern

Postmodern thinking can best be summed up as thinking that proclaims there are *no absolute truths* and that *all* cultures and ideas are morally equivalent. This teaches children they are the arbiters of right and wrong. Is it post-modern teaching that allowed Stubenville, Ohio, football players to rape a 16-year-old drunk girl with numerous others observing, laughing, and posting it on *Facebook*?

One example in the *Common Core* illustrates the contradictory instructions given the students. In the Missouri *Smarter Balanced Assessment’s* Grade 10 English Language Sample PT Item C2 T4, the teacher is told that the “testing software will include access to spell-check,” implying the student would not have to spell correctly. However, when the essay is scored, the sample says “Conventions – how well you follow rules of usage, punctuation, capitalization, and *spelling*,” which actually indicates that the student would be graded on his actual knowledge of spelling. (Emphasis added.) Which is it?

cont'd page 12

### Traditional Math vs. Common Core/New Math

The standard algorithm for multiplication is a traditional way to multiply numbers, honed over the years. It involves learning to carry, and it takes seconds once learned. One of its beautiful attributes is that it grows rather slowly in complexity when the arguments grow in size.

The partial products method and the lattice method for multiplication take many more steps, are laborious, and often confusing. Further, their complexity quickly explodes when the operands grow in size. *Common Core* promotes lots of practice with non-standard algorithms such as partial products and lattice method, rather than focus on the efficient standard algorithm.

STANDARD ALGORITHM METHOD	LATTICE METHOD	PARTIAL PRODUCTS METHOD
$\begin{array}{r} 164 \\ \times 72 \\ \hline 328 \\ 11480 \\ \hline 11808 \end{array}$	$\begin{array}{r} 164 \\ \times 72 \\ \hline \begin{array}{ c c c } \hline 1 & 6 & 4 \\ \hline 1 & 0 & 2 \\ \hline \end{array} \begin{array}{l} 7 \\ 2 \end{array} \\ \hline \begin{array}{ccc} 8 & 0 & 8 \end{array} \end{array}$	$\begin{array}{r} 164 \quad 164 \quad 64 \quad 64 \quad 64 \\ \times 72 \quad \times 72 \quad \times 72 \quad \times 72 \quad \times 72 \\ \hline 8 \quad 8 \quad 8 \quad 8 \quad 18 \\ 120 \quad 120 \quad 120 \quad 120 \quad 120 \\ 200 \quad 200 \quad 200 \quad 200 \quad 200 \\ 280 \quad 280 \quad 280 \quad 280 \quad 280 \\ \hline 4200 \quad 4200 \\ +7000 \quad +7000 \\ \hline 11,808 \end{array}$

Prepared by Ze'ev Wurman (www.ieee.org) for the Educational Policy Conference 24-26, 2013.



# Long War cont'd from p 11

## Core Problems of Common Core

### 1) Control and Worldview

Even after examining the worldview of much of the *Common Core*, the issue is not as much the exemplars that are selected, but the fact that it has been developed by **nameless, unaccountable and powerful entities who rule from powerful private/public funded educational think tanks, and they now determine the fate of your child.** Organizations like Achieve, the Chief State School Officers, the National Governors Association and thousands of other closely-related-to and working-with the federal and state governments, in effect **control the future of your child.** *Truth In American Education* warns that *Common Core* “will prepare your child with empty skill sets and will teach them what to think, not how to think. *Common Core* will also foster “teach to the test” practices!”<sup>21</sup>



### 2) Measuring and Tracking

Proposed measuring and tracking student emotions using biometrics obtained while student takes test on school computer is in addition to the immense data collection already in place. Already businesses use *voice-profiling* devices that sort incoming phone calls, which then identify the caller based on their emotions, i.e., angry, frustrated, etc.

Jane Robbins of *American Principles* discovered that *The Gordon Report* “shares a philosophy with a recent report from the Office of Educational Technology at the U.S. Department of Education: ‘Promoting Grit, Tenacity, and Perseverance – Critical Factors for Success in the 21st Century.’”<sup>22</sup> One section of that report examines how to measure the intangibles that lead to academic success. It finds that although currently impractical for the classroom, “some of the most promising new directions are educational data mining and affective computing.” Educational data mining is defined as collecting and analyzing data concerning “behavioral variables” such as “time on task, help-seeking, revisiting a problem,” etc. **Here’s the alarming issue:** Affective computing is defined as “development of systems and devices that can recognize, interpret, process, and simulate aspects of human affect. Emotional or physiological variables can be used to enrich the understanding and usefulness of behavioral indicators. Discrete emotions particularly relevant to reactions to challenge – such as interest, frustration, anxiety, and boredom – may be measured through analysis of facial expressions, EEG brain wave patterns, skin conductance, heart rate variability, posture, and eye-tracking.”<sup>23</sup>

“Joy Pullmann of the Heartland Institute, discovered a report by the Department of Education revealing that *Common Core’s* data mining includes ‘using cameras to judge facial expressions, an electronic seat that judges posture, a pressure-sensitive computer mouse, and a biometric wrap on kids’ wrists.’”<sup>24</sup>

### 3) Cost

“Taxpayers will spend atrocious amounts of money on these non-proven/unresearched national standards, national curriculum, national assessments, national teacher evaluations, and a nationally intrusive database of all students/teachers/families ...”<sup>25</sup>

Henry W. Burke researched the cost of *Common Core* nationally and found that it could range in the next seven years from between \$15 billion to \$30 billion, and that did NOT include the costs to the states of “set ups and administrating a national teacher evaluation system and national student/educator databases.” He pointed out that the states did almost no cost analysis prior to committing their states to the *Common Core*. According to Theodor Rebarber, CEO of AccountabilityWorks, “Missouri will lose \$331 million alone on the implementation of the *Common Core* Standards.”<sup>26</sup>

## Solutions

### Citizens Must Address Some Fundamental Questions

The *Long War* for power to control America’s future is being played out in the classroom. The battle over *Common Core* can be reduced to socialism/totalitarianism or freedom. To start the process of retaking education back from the radicals, Americans must settle the questions of:

### 1) What is the purpose of education? What should education be?

Seventy years ago, students were exposed to the tried and true hallmarks of classical education. They were taught to know, understand and enjoy the arts – classical music and painting. The student who had been exposed to the basic tenets of Christianity, which elevated and nourished the soul, was still encouraged to dream.

*And she did dream! She read the classics, grew to love American history, and benefited from writing weekly essays, research papers, and book reports throughout her high school years. With hard work and an intense thirst to learn, she became a researcher, writer, painter, and pianist. Her soul, nourished on a steady intake of biblical wisdom, yearned to make a difference for those around her. Would it be sitting at a grand piano next to wide open doors overlooking a great valley and playing Rachmaninoff’s Piano Concerto No. 2? Or would it be capturing the pounding surf, the sky’s dark clouds piling up on the horizon with the sun fighting yet to control the coming darkness with the brilliant colors of oil on canvas? There was no limit to where DREAMS AND A SOLID CLASSICAL EDUCATION could bring her.*

Should America seek an education for its children that embraces the gifts Western Judeo-Christianity has given and unlocks the spirit and soul to dreams of doing something awesome and grand?

Should education strive to nourish the mind, body and soul with moral knowledge, understanding, wisdom and joy?

OR should it herd all people into oppressed groups and tear everything down in the name of “rights?”

Should education capture the majesty of God’s creation with purpose and order, develop and use innate talents and abilities to lift the hearts and souls of fellow man?

OR should it ignore and banish all references to the spirit and soul and try with human energy alone to oppose power and oppression and create a world of perfect human beings?

Which nourishes the soul and creates a civil society:

Immersing in the great moral works in literature and the arts?  
OR learning how to read a federal mandate on energy?

Focusing on reaching for the great and the good?  
OR dwelling upon and railing against oppression and power?

Who America will become will be decided by whose worldview prevails: the Judeo-Christian, Constitutional view OR the Postmodern view of anger and despair? The winner of the *Long War* and *Common Core* will decide.

### 2) Who should be in control? Parents or government?

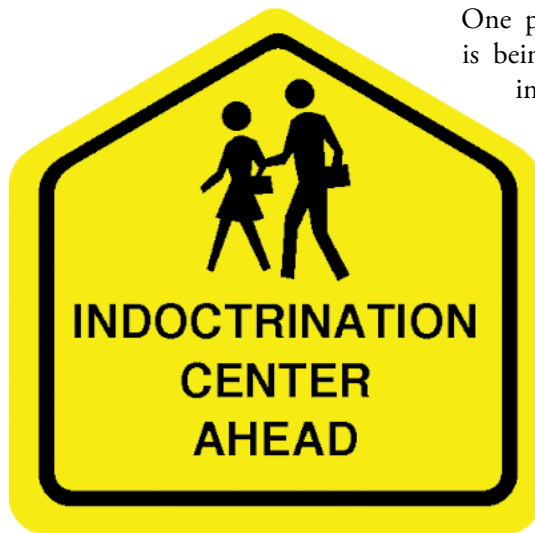
The U.S. Constitution enumerated what the federal government COULD DO and said all the rest should be left to the states. There is not a constitutional role **anywhere** for involvement of the federal government in education.

cont'd next page





### 3) Is today's education rendering Americans unable to protect themselves against an enemy intent on conquering the free world with an ideology hostile to freedom?



One prime example of how foreign ideology is being taught in schools happened recently in a world geography class at Lumberton High School, Lumberton, Texas. A “schoolteacher allegedly encouraged high school girls to dress up in full-length Islamic burqas, and then instructed the entire class that **Muslim terrorists** are actually **freedom fighters**.”<sup>27</sup> (Emphasis added.) (See *Facebook* photo on first page of this issue of *FRONT LINE*.) Training students through role-playing and with incomplete information about a culture so different than Western civilization is dangerous. An unnamed

student reported that the teacher said, “We are going to work to change you perception of Islam.”<sup>28</sup> Few curriculums point out what respected Islamic scholar Daniel Pipes said, “Islam’s public law can be summarized as elevating Muslim over non-Muslim, male over female, and endorsing the use of force to spread Muslim rule.”<sup>29</sup>

Curriculum’s content determines the worldview of future citizens. According to one of the Lumberton High School parents, “The controversial lesson came from a lesson plan provided by CSCOPE, an all-embracing, online K-12 educational curriculum used in 80 percent of the school districts in Texas. A rapidly growing chorus of critics charges that CSCOPE is a radical, back-door way for progressives to circumvent both the Texas legislative process and the desires of local school boards and communities.”<sup>30</sup>

CSCOPE is a customizable, online curriculum management system aligned with the Texas Essential Knowledge and Skills. The real concern is that CSCOPE is so similar to *Common Core* that examining CSCOPE can give us insights into how dangerous *Common Core* can be, how it will work, and how difficult it will become for parents and even teachers to undo bad curriculum.

## Organize and Educate

When enough citizens agree that the *Common Core* is not the way, they should organize to:

### 1) Remove the state from the Common Core mandates.

A number of states, including Missouri, are considering legislation to remove their states from the *Common Core*. In Michigan, the *Detroit News* editorialized in an article titled *Should ‘common’ be education’s goal?*, “... the [*Common Core*] push toward making what’s taught – and how it’s taught – in many classrooms the same is unsettling. If public schools across the country are mirrors of each other, that’s an **invitation to mediocrity**.”<sup>31</sup> (Emphasis added.)

### 2) Walk back curriculum choices and testing to the local level.

At issue is WHO is deciding what is best for children. The nation is familiar with New York Mayor Bloomberg and his campaign to regulate the people of New York’s personal decisions. As Glenn Beck said, “Bloomberg is the one deciding what the ‘good life’ looks like. Therefore, if you’re a fan of fatty foods, smoking, sodas, bottle feeding infants, guns, Styrofoam, or the latest item under Bloomberg attack (loud music on your personal media player), you might be out of luck.”<sup>32</sup> *Common Core* is, in reality, an unaccountable, distant, unelected, paid government/private employee deciding what the “good life” is for your child.

### 3) Study and understand the foundations of America and what made us free.

Our Founding Fathers innately understood the nature of man. They grappled with questions such as *Who am I? What am I here for? Where am I going when I die?*



Today, education’s greatest failure is focusing on the material and the finite as spelled out in Socialism/Marxism/Humanism instead of the infinite and eternal found in Western civilization. An in-home study group using *10 Steps FOR Freedom* is an excellent place to begin. (See additional information on last page of *FRONT LINE*.)

## Conclusion

In 1926 when Congress was considering establishing a federal department of education, noted Princeton theologian, Dr. J. Gresham Machen, testified before a joint committee. Machen said,

*“If you give the bureaucrats the children, you might as well give them everything else as well. ... Intellectual decline comes through the development of this principle of unification and standardization to which I object, for I think that in the sphere of education uniformity always means not something uniformly high but something uniformly low”*<sup>33</sup>

Every child has dreams and aspires to be somebody important, to be somebody that matters. Parents want the best for their children and work hard to encourage and enable them to excel to their dreams. *Common Core* stifles exceptionalism and chills the dreams. The spirit is crushed and the soul drowned, leaving zombies who are dead but alive again without souls, or robots that are artificial beings and slaves to a master.

Footnotes available at [www.constitutional-coalition.org](http://www.constitutional-coalition.org).

## SHORT LINES

### Axioms That Cannot Be Rejected

*You cannot legislate the poor into prosperity by legislating the wealthy out of prosperity.*

*What one person receives without working for, another person must work for without receiving.*

*The government cannot give to anybody anything that the government does not first take from somebody else.*

*When half of the people get the idea that they do not have to work because the other half is going to take care of them, and when the other half gets the idea that it does no good to work because somebody else is going to get what they work for, that, my dear, friend, is the beginning of the end of any nation.*

*You cannot multiply wealth by dividing it. —Adrian Rogers*



## MO Legislation cont'd from page 8

## SHORT LINES

## A Tale of Two Cities

(Obama's Hometown vs. a Texas Town)

	Chicago, IL	Houston, TX
Population	2.7 million	2.15 million
Median HH income	\$38,600	\$37,000
% African-American	38.9%	24%
% Hispanic	29.9%	44%
% Asian	5.5%	6%
% Non-Hispanic/White	38.7%	26%

A reasonably similar matchup, until you consider:

	Chicago, IL	Houston, TX
Concealed carry gun law	No	Yes
Number of gun stores	0	84 dedicated gun shops
Places to buy guns	0	1500 (Walmart, etc.)
Homicides, 2012	806	207
Homicides per 100k	28.4	9.6
Average January high temp, F	31°	63°

Conclusion: "Cold weather causes murder."

**SB 400** Jason Holsman – "This act modifies the definition of renewable energy credit to include electricity that has been generated from renewable energy sources and that has been sold as power to Missouri energy consumers. A renewable energy credit may be used for up to three years after creation so long as the energy associated with each unused credit was generated after January 1, 2011. This act also **repeals the exemption for electric corporations to pay certain fees and rebates** to customers if they achieve an amount of eligible renewable energy." **Status:** 3/13/2013 - Second Read and Referred S Commerce, Consumer Protection, Energy and the Environment Committee.

**SB 420** Brad Lager – "This act is intended to promote customer **ownership of small electric generating systems.**" **Status:** 3/13/2013 – Second Read and Referred S Commerce, Consumer Protection, Energy and the Environment Committee

**SCR 7** David Pearce – "This resolution supports increased acquisition and delivery of North American oil resources for domestic refining and urges Congress to: support increased delivery of oil from Canada to the U.S., and ask the U.S. Secretary of State to **approve the Keystone XL pipeline project.**" **Status:** 2/12/2013 – Referred S Rules, Joint Rules, Resolutions and Ethics Committee.

**HB 44** Bart Korman – "Allows hydropower produced in any quantity to be used to satisfy the renewable energy standard." **Status:** 3/07/2013 – Second read and referred: Senate Commerce, Consumer Protection, Energy, and the Environment(S)

**Background:** Energy that is abundant, accessible and affordable translates into jobs and prosperity. Due to new natural gas and shale oil discoveries and extracting methods, the U.S. could be energy independent (of the Middle East) in just a few years. One side of the energy debate encourages drilling. The environmentalist side does not want any drilling, including fracking, which has been occurring for years. **Fracknation** is a documentary that has just been released explaining the process as well as the debate. The film is available at Fracknation.com

## Health Care

Guns and Medical Information – See SB 266 above.

Prohibits federal government from enforcing

**Obama Care – See SJR 17 under Abortion.**

**SB 131** Jamalah Nasheed – "This act (The Medicaid Expansion program) extends benefits under the MO HealthNet program to persons aged 19 or older, but younger than 65, who are not otherwise eligible for MO HealthNet services, who qualify for MO HealthNet services under the provisions of the Affordable Care Act (ACA) of 2010. **Status:** 1/31/2013 – Second Read and Referred S Veterans' Affairs and Health Committee.

**SB 349** – LeVota similar to SB 131.

**Background: Medicaid Expansion.** Heritage Foundation noted in its March 13, 2013, *Morning Bell*:

"The Medicaid expansion is a crucial part of Obamacare that is suppose to reduce the number of uninsured. But adding millions of people onto an already strained program doesn't help anyone.

The Medicaid program is already struggling to provide care to its core obligations—a diverse group of low-income children, disabled people, pregnant women, and seniors. So dumping more people into the program will make matters worse. Research shows that Medicaid enrollees **already have worse access and outcomes** than privately insured individuals.

"This will have real effects on America's needy, including children. Dr. Hal Scherz has seen the problems Medicaid creates firsthand. He practices in the only pediatric urology group in the state of Georgia, and more than half of his practice is made up of Medicaid patients. But Medicaid already doesn't cover the costs of many procedures, and expanding the program is only going to stretch the doctors' even further – while they get paid less."

## Labor

**SB 29** Dan Brown – "Requires authorization for certain labor unions to use dues and fees to make political contributions and requires consent for withholding earnings from paychecks." **Status:** 3/14/2013 – S Third Read and Passed.

A similar bill, **SB 71** Mike Parson – "Requires authorization for certain labor unions to use dues and fees to make political contributions and bars them from withholding earnings from paychecks." **Status:** 1/23/2013 – Hearing Conducted S Governmental Accountability & Fiscal Oversight Committee

**SB 30** Dan Brown – "Repeals all of the prevailing wage laws." **Status:** 3/12/2013 – SCS Voted Do Pass S Small Business, Insurance and Industry Committee. Similar bills are **SB 274** and **SB 301**

**HJR28** Nick Marshall – "Proposes a constitutional amendment guaranteeing the right to work." **Status:** 3/13/2013 – Referred: Workforce Development and Workplace

## Licenses

**SB 252** Will Kraus – "Prohibits the Department of Revenue from retaining copies of source documents used to obtain driver's licenses and nondriver's licenses. **Status:** 3/22/2013 – S Formal Calendar S Bills for Perfection—SB 252-Kraus

**Background:** Information began to surface in February that when applying for a driver's license, documents validating name, etc. were being scanned, and the information was being kept by the state and/or being passed on to federal agencies. This was particularly disturbing when those that had concealed carry permits were asked to turn them in. New photo machines are being installed and questions have arisen as to whether they violate Missouri laws against **biometric profiling**. Statutes 32.091.7 RSMO, as well as 302.183. RSMO forbid Missouri's participation in the federal RealID Act of 2005 and were supposed to protect

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## Facebook Picture Stimulates Child Abuse Hotline

New Jersey's child welfare authorities used this picture that had gone viral on *Facebook*, to initiate an investigation at the home of Shawn Moore. Moore had given his son a gun for his eleventh birthday to use on hunting trips. This .22-caliber rifle was a special present to Josh and only resembled a military-style assault rifle. Local police and the state's child welfare investigators went to the family's home and requested that Moore open his safe, so that they could see his weapons and make sure they were registered.

("Boy-with-gun pic causes uproar in N.J.," [www.cbsnews.com](http://www.cbsnews.com); "No Charges in Case of NJ boy pictured with gun," [www.centredaily.com](http://www.centredaily.com))





## SHORT LINES

## Second Amendment Restrictions

Background checks sound innocent enough. But what Senate Democrats are proposing could make it illegal for a father to give his son a gun. In many parts of the country, this is a rite of passage. In many families, hunting rifles and other firearms are treasured heirlooms, passed down from one generation to the next. If Senate liberals get their way, children would have to go to a gun store and apply for clearance before they receive a hunting rifle as a gift.

Moreover, it's unlikely to accomplish anything beyond creating yet another burden for law-abiding citizens. According to FBI statistics, you are more likely to be strangled or kicked to death than be murdered with a rifle or a shotgun. And thugs don't bother with background checks!

So what's the point? As we see many governments around the world trampling on individual rights, and nervously watch our own government mandating insurance and restricting religious liberty, it is perfectly understandable why people would be concerned that universal background checks could easily serve as the first step toward registration and confiscation.

(Gary Bauer, "The End of the Day Report," March 22, 2013)

Missouri citizens from privacy violations and from over-eager government agents accumulating personal information. For in-depth information, contact missourifamilynetwork.net.

## Second Amendment Protection and Gun Rights

A total of 30 bills, good and bad as of March 13, 2013, had been introduced. Here are some of the good ones that appear to be moving.

**SJR 114** Kurt Schaefer – This proposed **constitutional amendment, if approved by voters, modifies provisions regarding the right to keep and bear arms.** This amendment provides that a citizen has the right to keep and bear arms in defense of his family, in addition to the current rights in defense of home, person and property. The amendment removes language stating that the right to keep and bear arms did not justify the wearing of concealed weapons. Finally, the amendment provides that the rights guaranteed under this provision of the Constitution are unalienable. The State of Missouri is obligated to uphold these rights and shall under no circumstances decline to protect against their infringement. **Status:** 3/13/2013 – S Formal Calendar S Bills for Perfection – SJR 14 – Schaefer, et al., with SCS

**HB436** Doug Funderburk, Tim Jones – Establishes the **Second Amendment Preservation Act**, which rejects all federal acts that infringe on a Missouri citizens' rights under the Second Amendment of the United States Constitution. **Status:** 3/06/2013 – Public Hearing Completed (H)

**HB533** Jeanie Riddle – Firearms in Vehicles of State Employees. This bill specifies that the state cannot prohibit any state employee from having a firearm in his or her vehicle on state property, provided the vehicle is locked and the firearm is not visible. These provisions apply only to the state as an employer, when the state employee's vehicle is on property owned or leased by the state, and the state employee is conducting activities within the scope of his or her employment. **Status:** 3/06/2013 – Voted Do Pass from General Laws Committee

**SB 266** Brian Nieves – "Prohibits health care professionals from entering information about **firearm ownership into medical records** and school employees from asking students about guns

in their homes." **Status:** 2/26/2013 – Hearing Conducted S General Laws Committee.

**SB 124** Maria Chappelle-Nadal (Opposite SB 266) – "Creates the crimes of failing to stop illegal firearm possession, negligent storage of a firearm, and failure to **notify a school of firearm ownership** ... This act requires a parent or guardian to notify a school district, or the governing body of a private or charter school, that he or she owns a firearm within 30 days of enrolling the child in school or becoming the owner of a firearm." **Status:** 1/24/2013 – Second Read and Referred S General Laws Committee

**Background:** With the school shooting in Connecticut and the theater shooting in Colorado, those who think that regulating guns will stop the killings have aggressively moved at the federal and state level to deny certain guns and ammunition to the citizens. In response, legislation has been offered in Missouri and other states to strengthen the rights of the people spelled out in the Second Amendment of the U.S. Constitution.

## Taxes

**SS/SCS/SJR 16** Mike Kehoe – This constitutional proposal, if approved by the Missouri voters, would raise the state sales and use tax by one percent for a period of ten years. The proceeds from the additional sales and use tax are to be used for transportation purposes. The temporary sales and use tax measure must be resubmitted to the voters every 10 years until such measure is defeated. Imposes a temporary one cent sales and use tax for transportation purposes. ... Unless approved by the voters, the General Assembly, counties, and municipalities are prohibited from increasing or decreasing the motor fuel tax from the rate of the tax authorized by law on January 1, 2013, while the sales and use tax is in effect. Unless approved by the voters, the commission shall not own or operate a toll highway or toll bridge on a state highway or bridge that is in existence on the effective date of this resolution while the sales and use tax is in effect. A similar provision applies to counties and municipalities. **Status:** 3/13/2013 – S Informal Calendar S Bills for Perfection – SJR 16 – Kehoe and McKenna, with SCS & SS for SCS (pending)

## Voter Integrity

**HCB HB 48 & 216** Tony Dugger and Stanley Cox – Specifies that a person seeking to vote in a public election must establish his or her identity and eligibility to vote as a United States citizen lawfully residing in this state by presenting to election officials one of the specified forms of personal identification that contains his or her photograph.



All costs incurred by an election authority to implement the photo identification requirement must be reimbursed by the state. **Status:** Passed House and in Senate Financial and Governmental Organizations and Elections Committee

**HCS HJR 5 & 12** Tony Dugger – Proposes a constitutional amendment specifying that general law may require a person to provide valid government-issued photo identification in order to vote in an election. **Status:** 3/4/2113 Passed House, Hearings held in the Senate Financial and Governmental Organizations and Elections Committee

**SB 145** Gina Walsh – "This act creates a system to allow voters to cast advance ballots at central voting locations and satellite sites. The advance voting period will begin the third Wednesday prior to an election and shall be conducted between 7:00 a.m. and 7:00 p.m. and until 12:00 p.m. n Saturdays." **Status:** 2/18/2013 – Hearing Conducted S Financial and Governmental Organizations and Elections Committee.

**SB 375** Brian Nieves – "This act requires that all electronic voting systems produce results from paper ballots marked by hand, or in the case of disabled voters who need assistance, from paper ballots marked by a paper ballot marking device designed to assist such voters. The use of remaining direct-record electronic voting machines shall be phased out upon mechanical failure. Elections shall not be certified until a hand-counted audit is performed." **Status:** 3/25/2013 – Hearing Scheduled S Financial and Governmental Organizations and Elections Committee

**Background:** After former Senator Kit Bond surfaced dogs and dead people as registered voters, and the courts finding guilty people submitting false registrations in St. Louis, there was more awareness of voter fraud. With federal welfare agencies demanding photo IDs to receive benefits, Republicans have submitted yearly attempts to stop the vote fraud by having a photo ID instead of a utility bill, which can be fraudulent. Democrats have painted voter integrity bills as an attempt to disenfranchise low-income voters.

## (Endnotes)

<sup>1</sup> ICLEI, "Our Members," <http://www.iclei.org/index.php?id=global-members>.

<sup>2</sup> ICLEI, <http://www.iclei.org/index.php?id=11454>.





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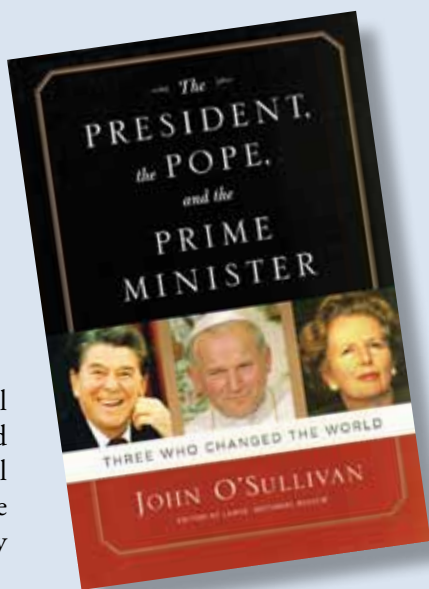
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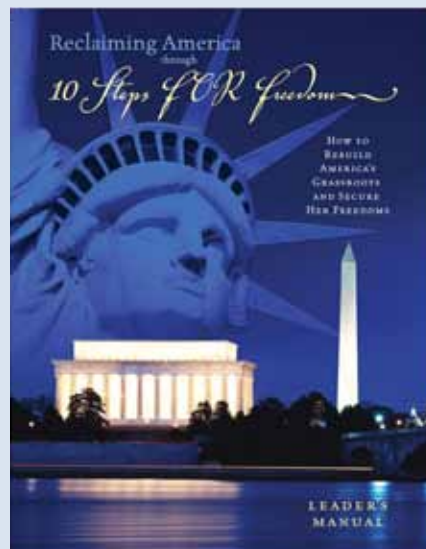
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(For UPS. No PO Box accepted.)

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_