

Georgia insight

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*"She hath done what she could."
Mark 14:8a*

H.B. 917 Takes Power from Voters

Appointee would take Election Duties from Elected Secretary of State

H.B. 917 should be scuttled right now. If it passes, it would turn our election process up side down, but not for the better. After deciding she wanted to drastically change election laws in Georgia, Representative Mary Margaret Oliver pre-filed H.B. 917 in December and, officially, introduced it January 17th. If passed, her bill would strip the Elections Division from the Office of the *elected* Secretary of State and eliminate the State Election Board, now chaired by the *elected* Secretary of State, who, along with the State Election Board are directed to oversee and coordinate state and local elections. H.B. 917 removes their authority over elections and transfers it to an *appointed* chief election officer that would, then, administer all election laws.

This would affect (a) some 25 employees in the Secretary of State's Election Division Office in Atlanta, and (b) everyone connected with the five-member State Election Board chaired by the *elected* Secretary of State. It would, also, affect (c) 159 self-governing county boards of election, now coordinated and supervised by the *elected* Secretary of State. H.B. 917 purges the words "Secretary of State" and "State Election Board" from Georgia law a total of 73 times and inserts "chief election officer" in all 73 places. This enormous loss of voter control takes authority from an *elected* constitutional executive officer and gives it to a *hired hand*.

H.B. 917 creates within the executive branch an Office of State Election Administration, headed by an *appointed* chief election officer. The Office and its chief would be independent of other agencies. The governor would select a chief from a list of possible *appointees* provided by the legislature. If confirmed by three-fourths of the House and Senate, the *appointee* would serve a five-year term, with a salary that *could increase*, but would be guaranteed not to decrease.

Qualifications for an *appointed* chief election officer are almost non-existent in H.B. 917. In contrast, the Georgia constitution requires the *elected* Secretary of State to be at least 25 years of age when the oath of office is taken and duties are assumed. In addition, to qualify to run for the *elected* office of Secretary of State, candidates must have been U.S. citizens for ten years, legal residents of Georgia for the four years prior to election, and provide a bond and security.

We cannot presume that appointees would meet the qualifications required of the Secretary of State, since the bill makes no such demands. Unless U.S. citizenship, state residency and age limits are required, *anyone in the world could be hired to oversee and coordinate our elections*.

Everything about this bill is bad, but a five-year term for a salary-guaranteed *appointee*, who's beyond the reach of voters, makes it dramatically worse. Voters cannot afford to give away what little power they have. H.B. 917 must be defeated. It is, simply, too dangerous to pass.

ACTION – Oppose. Call House Governmental Affairs Representatives Austin Scott, Ch., 404 656-5132; Geisinger, 656-0254; Burns, 656-0213; Butler, 463-2247; Chambers, 656-3949; Hamilton, 656-0188; Hatfield, 656-0109; Meadows, 656-0298; O'Neal, 656-5103; Brooks, 656-6372; Floyd, 656-0314; Morgan, 656-0109; Mosby, 656-0287; Powell, 656-0202.

January 25, 2008

H.B. 939, Kindergarten for 3-Year-Olds

Q. Why do Professionals want to “Socialize” Toddlers? *A. Early Indoctrination*

Attitudes of Social Engineers:

“It is for the best for the children and society that a universal and compulsory preschool program become clearly indoctrinating, thus enabling society to intervene more directly when it comes to the children’s values and attitudes.”

– *The Atheist’s Handbook*, Stockholm: Prisma, 1963, p. 59

“You know we want the children by the time they’re two years old.”

– President Emeritus, Westminster Schools

Parents, Beware!

When enrolling children in kindergarten, parents may think it’s a good place for toddlers to be “socialized,” *i.e.*, taught to get along with other children. But, it’s extremely important for parents to understand that today’s “socialization” is, actually, *social engineering* – a process to control and shape attitudes and behavior by using psychological techniques and manipulation.

In order to change culture, today’s social engineers have been very creative. Since mandatory attendance laws in Georgia don’t kick in until children are six years old, social engineers can’t swoop down and demand kindergarten for all children beginning at age two. So, they use “baby steps” (pardon the pun) to accomplish change, by first creating kindergarten for five-year-olds. Then, they added kindergarten for age four and, now, K – 3 kindergarten is proposed.

Control of Children: Underlying Reasons for Promoting Kindergarten

Parents, please remember that you should not relinquish your power, because former courts have sided with you. The U.S. Supreme Court decision of 2000, *Troxel v. Granville*, affirmed the ages-old autonomy of families by ruling, “Parents have a fundamental constitutional right to rear their children, including the right to determine who shall educate and socialize them.”

The above quote affirms the child-rearing authority of parents that prevailed until truth became irrelevant and parents became obstacles to cultural transformation. The diminishing parental authority didn’t begin yesterday, last month or last year. Some 20 years ago, I was astonished to hear a president emeritus of Westminster Schools say, “You know we want the children by the time they’re two years old.” He made that statement in a committee meeting at the Capitol.

At the time he said that, parents were *still* regarded as great influences on children and state law *still* allowed them six years to instill values in children before sending them to first grade at seven, reduced to six when Roy Barnes was governor. When cultural change agents decided humans are just another category of natural resources, children became prime targets for government control and the process to remove them from parental control intensified.

On November 2, 2005 the Ninth Circuit Court of Appeals said a parents’ right to control the upbringing of children “does not extend beyond the threshold of the school door,” effectively, giving control over school children to educators. The judges’ twisted thinking is summarized in this sentence: Since parents accepted mandatory education laws that limit their parental rights, parental influence on curriculum can be limited, too. The Ninth Circuit Court said, “[T]here is no fundamental right of parents to be the exclusive provider of information regarding sexual matters to their children” and “parents have no due process or privacy right to override the determinations of public schools as to the information to which their children will be exposed.”

Parents, Reclaim Your Rights!

The judges emphasized that, once children go to public school, parents' "fundamental right to control the education of their children is, at the least, substantially diminished." Then, the court said school power extends to "protecting the mental health of children." Couple that with the long-held attitude that "all children come to school mentally ill," and the plan is clear. Some educators want to help children recover from the "illness" of absolute values taught by parents.

However, the judges' philosophical premise is a far cry from the original intent of education. Heretofore, schools have respected parental authority and deferred to parents who chose to opt their children out of objectionable material. Today's judges have joined elitist educators who disdain the role of parents and think "professionals" know what's best for children.

Fact is, today's educators and judges expect parents to give unrestricted access to children with no limit on what they're taught about anything – sex, guns, military, gay marriage, and the origins of life. Much of today's curricula is intended to undermine parental training and, actually, is more psychosocial than academic.

The current crowd of judges, educators and other pedagogical professionals are, collectively, denying parents their God-ordained position, along with their constitutional rights and parent-friendly laws passed by Congress. So, why are schools free to reprogram students? I wish I could answer that completely, but I know Congress tried to intervene in 1978 by passing the Protection of Pupil Rights Amendment requiring parental permission before students could be quizzed on privacy-invading surveys. Though that law still stands, it has never been enforced. Today, 27 years later, schools ignore parental authority and Congress is *still* trying to intervene.

After the Ninth Circuit Court ruled against parents November 2, 2005, Congress passed a resolution 310-91, disagreeing with the judges. Though the resolution didn't have the force of law, it revealed that 310 *elected* officials outnumbered *appointed*¹ judges 310 to 3, but the ruling remained in effect. Also, the judges chose to ignore this very important declaration the Supreme Court had made previously, "The fundamental right of parents to direct the education of their children is firmly grounded in the Nation's Constitution and traditions."

On January 15th Representative Oliver introduced H.B. 939 to expand Georgia's kindergarten program to three-year-olds and pay for it with lottery money. Grants would be given K – 3 programs accredited by the (a) National Association for the Education of Young Children, (b) those with a Certificate of Distinction, and any (c) that could be exemplary if improved.

There may be many reasons they want toddlers in kindergarten, but I believe "socialization" is Number One on their list. I think Number Two on their list is cultural transformation, already in progress because of the intense and early psychosocialization accomplished by Number One.

Radical Cultural Changes Social Engineers Expect to Accomplish . . .

The obliteration of absolutes, the acceptance of situation ethics, instant celebration of alternate lifestyles, global government, eroded national boundaries, no restrictions on compliant people, persecution of nonconformists, and the destruction of constitutional government in the U.S.

¹ One judge was appointed by Jimmy Carter, one by Bill Clinton, and one by Lyndon B. Johnson. Those appointments explain why it's imperative to elect a conservative to serve as President of the United States.

If H.B. 939 Passes, What'll Toddlers be Exposed to in Georgia's K-3?

Kindergarten is not value-neutral! It's agenda-driven!

Representative Mary Margaret Oliver's H.B. 939, introduced January 15th, expanding lottery-funded kindergarten to three-year-olds. Since she specifies that first on the funding list will be kindergartens accredited by the National Association for the Education of young Children (NAEYC), parents need to know what toddlers are expected to learn in a NAEYC program.

NAEYC publications include *Anti-Bias Curriculum: Tools for Empowering Young Children*. It's designed for two- through five-year-olds in day care centers and kindergartens. The introduction says the training is value-based, meaning it *has* an agenda. The introduction, also, states that its curriculum is "about social change." So, the goal is value-based social change.

That prompts this question: what social change is NAEYC trying to accomplish? A partial answer is on page 3 that lists two of the organization's source books – (1) *Guidelines for Selecting Bias-Free Textbooks and Storybooks* and (2) *Homophobia and Education*. Right-off-the-bat, the second title reveals that a NAEYC goal is to teach toddlers that anyone, including a parent, who objects to homosexuality, is "homophobic." Incidentally, the definition of "phobe" is "fear." Translation of the word homophobic reveals that NAEYC wants children to believe that those who object to homosexuality do so because fear – fear of homosexuals.

In addition to that, NAEYC wants to prove that environmental conditioning is the only reason boys choose to play with trucks and girls choose dolls. So, NAEYC-accredited programs include strategies to confuse children about gender. Teachers are urged to schedule toy-switching days, when little girls will play with boys' toys, such as fire trucks, and little boys will play with dolls or dishes. That plan continues until all children are comfortable playing with toys usually preferred by the other sex. Then, if necessary, teachers further limit boys' time to play with cars and trucks, by scheduling a "boys only" art time or sewing activity.

NAEYC doesn't stop with confusing children about their identity as boys and girls, but makes sure all household combinations are presented as equal, normal and desirable. For example, NAEYC teaches the captive audience of toddlers that households headed by two people of the same sex, who live as husband and wife, are no different from families headed by a mom and dad. Specified lessons include stories about families headed by lesbians and gays. However, teachers are warned that "gay" and "lesbian" might not be the best words to use in class.

Georgia Example: NAEYC-Accredited Kindergarten for 4-Year-Olds

On September 6, 1995 *The Byron Gazette* article "Mother fights communal bathroom for 4K kids" reported on the kindergarten program at Fort Valley College, where four-year-old boys and girls used the same bathroom at the same time and held hands while sitting on commodes in stalls without walls. A college employee with a Ph.D. said it had been done that way for 30 years, while explaining that the lottery-funded program was the only one that was nationally accredited for four-year-olds in Peach County. National accreditation was granted by NAEYC.

ACTION – Oppose H.B. 939. Call House Education Committee **Republicans:** Representatives Coleman, 404 656-9210; Millar, 656-5064; Benton, Keown & Setzler, 656-0177; Casas & Reese, 656-0254; Dickson & Houston, 656-0202; Everson & Williams, 656-0188; Holt, 656-0152; Jones, 463-2247; Lindsey, 656-0298; Maxwell, 656-3904; and Sellier, 656-0265.

Democrats: Representatives Carter, Stanley-Turner & Thomas, 656-0325; Jamieson & Williams, 656-0202; Jordan, 656-0116; Kaiser, 656-0265; Massey-Reece, 656-7859; Morgan, 656-0109; Sims, 656-0152; and Teilhet, 656-0298.

Georgia Insight is a conservative publication financed entirely by its recipients.