

Georgia insight

Sue Ella Deadwyler
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"She hath done what she could."
Mark 14:8a
"...and having done all ... stand."
Ephesians 6:13c

Perdue or Nunn: Which would make Better Decisions in U.S. Senate?

To determine which candidate would better represent Georgia in the U.S. Senate, consider the responsibilities of U.S. senators. Certainly, senators make laws and introduce resolutions and bills, but additional major items of Senate business include the confirmation of Supreme Court Justices and ratification of foreign treaties. If ratified by the Senate, foreign treaties become the law of the land by superseding the U.S. Constitution, State Constitutions and statutes.

David Perdue or Michelle Nunn: Which would vote *your* values on the following issues?

- a. What qualifications would Perdue or Nunn require of nominees to the Supreme Court*?
 - b. Which candidate would secure borders and stop illegal entry into the U.S.?
 - c. Which would give amnesty to illegal aliens and invite more "unaccompanied" illegals?
 - d. Which would vote to enact a global tax to be collected and redistributed by the U.N.?
 - e. How would Michelle Nunn or David Perdue vote on national or global disarmament**?
 - f. Would they ratify the U.N. Convention on Rights of the Child and deny parental authority?
 - g. Would either ratify the U.N. Convention on the Rights of Persons with Disabilities and its hot-line authorizing U.N. intervention between patient/parent and patient/physician?
 - h. Would Nunn or Perdue agree to the U.N. Law of the Sea Treaty (LOST) and the International Seabed Authority with its total jurisdiction over all oceans and everything in them, including the ocean floor with its solid, liquid or gaseous minerals? If it were ratified, the U.S. would be surrendering national sovereignty, independence of action, and wealth.
 - i. How would Nunn or Perdue handle the International Criminal Court treaty and its power to put service members serving overseas at risk of prosecution for petty or malicious charges?
- (If you don't know their positions on guns and justices, consider the two planks of their party platforms below.)*

Excerpts from Democrat and Republican Platforms

****Judicial Appointments***

Democrat Party will select and confirm judges who are men and women of unquestionable talent and character, who firmly respect the rule of law, who listen to and are respectful of different points of view, and who represent the diversity of America.

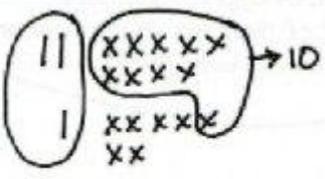
Republican Party will insist on appointing constitutionalist judges, men and women who will not distort our founding documents to deny the people's right to self-government, sanction federal powers that violate our liberties, or inject foreign law into American jurisprudence.

*****Gun Ownership***

Democrat Party recognizes that the right to bear arms is an important part of the American tradition, and we will preserve Americans Second Amendment right to own and use firearms ... subject to reasonable regulation ... like closing the gun show loophole, improving our background check system, and reinstating the assault weapons ban

Republican Party upholds the right of individual Americans to own firearms, a right ... solemnly confirmed by the Second Amendment. ... We oppose federal licensing of law-abiding gun owners and national gun registration as violations of the Second Amendment.

First-Grade Math: Common Core Style

The old way:	The new way:
$\begin{array}{r} 1 \\ 29 \\ + 17 \\ \hline 46 \end{array}$	$\begin{array}{r} 20 + 9 \\ 10 + 7 \\ \hline 30 + 16 \\ (10 + 6) \\ 40 + 6 = 46 \end{array}$
<p>We use the word evidence in math to help students find evidence in the text that shows this math situation is increasing (adding), decreasing (subtracting), or comparing (finding the amount that is different: more or less.)</p>	 $30 + 10 + 6 = 46$

Education Reporter, April 2014 published David G. Bonegura, Jr.'s article, "Common Core's Newer Math: A Return to Mathematical Ignorance," recounting his first-grade son's Common Core math lesson. To better explain his son's instructions, Mr. Bonegura included the above drawing of "decomposing" two-digit numbers to "emphasize the concept of place value." Using the same process, $13 - 4$ is warped into $13 - 3 = 10 - 1 = 9$. Mr. Bonegura said:

No longer is it sufficient to solve a word problem or algebraic equation and "show your work;" now the work is to be explained by way of written sentences....The most egregious manifestation of the "writing imperative" is the Four Corners and a Diamond graphic organizer that my son's school has implemented to help prepare for the writing portion of the state assessments. The "fourth corner" requires students to explain the problem and solution in multiple sentences. How all this writing helps them with math is yet to be demonstrated.

Wall Street Journal, August 5th, included an article by Professor Marina Ratner, who also explained why parents can't help children with Common Core math. Basing her assessment on first-hand experience with her sixth-grade grandson's classwork, Professor Ratner said:

The teacher required that students draw pictures of everything: of 6 divided by 8, of 4 divided by 2/7, of 0.8×0.4 , and so forth. 'For example, create a story context for $2/3$ and use a visual fraction model to show the quotient ...' [Puzzled, Professor Ratner asks] Who would draw a picture to divide $2/3$ by $3/4$? A student who gives the correct answer right away (as one should) and doesn't draw anything loses points.

Here are some more examples of the Common Core's convoluted and meaningless manipulations of simple concepts: 'draw a series of tape diagrams to represent $(12 \text{ divided by } 3) \times 3 = 12$, or: rewrite $(30 \text{ divided by } 5) = 6$ as a subtraction expression.'

This model-drawing mania went on in my grandson's class for the entire year, leaving no time to cover geometry and other important topics. Simple concepts are made artificially complex with the pretense of being deeper – while the actual content taught is primitive. The Common Core standards will move the U.S. even closer to the bottom in international ranking.

ACTION – Ask Georgia General Assembly candidates whether they would remove Common Core from Georgia.

Advanced History¹: Common Core Style

Problems with the Advanced Placement U.S. History (APUSH) Framework

APUSH includes little or no discussion of the Founding Fathers, the principles of the Declaration of Independence, the religious influences on our nation's history, and many other critical topics that have always been part of the APUSH course.

APUSH excludes discussion of the U.S. military (no battles, commanders, or heroes) and omits many other individuals and events that greatly shaped our nation's history (for example, Albert Einstein, Jonas Salk, George Washington Carver, Rosa Parks, Dr. Martin Luther King, Tuskegee Airmen, the Holocaust).

APUSH presents a biased and inaccurate view of many important events in American history, including the motivations and actions of 17th – 19th-century settlers, American involvement in World War II, and the development of and victory in the Cold War.

APUSH describes its detailed requirements as “required knowledge” for APUSH students and the College Board admits that the APUSH examination will not test information outside this “required knowledge.”

APUSH differs radically from almost all state history standards, so that APUSH teachers will have to ignore their state standards to prepare students for the AP examination. The Framework will essentially usurp almost all state history standards for the best and brightest history students.

The College Board is maintaining secrecy about what U.S. students are actually being tested on by not making its sample examination available for public review.

Recommendations: the Republican National Committee strongly recommends delaying implementation of the new APUSH Framework for at least a year, and that during that time a committee be convened to draft an APUSH Framework that is consistent both with the APUSH course's traditional mission, with state history standards, and with the desires of U.S. parents and other citizens for their students to learn the true history of their country.

The Republican National Committee requested State legislatures and Congress to investigate and withhold federal funding from the College Board (a private NGO) until the APUSH course accurately reflects U.S. history without political bias and with respect to state standards, and until sample examinations are available to educators, state and local officials, and the public.

32 Foreign countries helped write civics course required by No Child Left Behind. The 2002 No Child Left Behind authorized the Education Secretary to contract with the Center for Civic Education, National Council on Economic Education and NGOs in other nations to “provide a course of instruction on the basic principles of the Nation's constitutional democracy” (though the U.S. is a representative republic) and history of the U.S. Constitution and Bill of Rights.

The resulting course was entitled, *National Standards for Civics and Government (NSCG)*, which referred to the U.S. as a “constitutional democracy” 123 times, never referred to the U.S. as a representative Republic, but referenced/promoted “the common good” 74 times. 32 people from 18 countries collaborated on NSCG. Then, it was critiqued by 32 international reviewers – 17 from Iron Curtain countries, 6 from Nazi Germany and 3 Socialists.

¹ Excerpts from Republican National Committee APUSH Resolution Adopted at 2014 Summer Meeting
Georgia Insight

Reno, Sparks Fire Chiefs call for Smart Meter Probe

“If you noticed any burned electrical panel, any smoke, even if it’s small, wispy smoke, if the meter is extremely hot, or you hear a noise or see any arcing, call 911 and the fire department. The occupants inside may not even be aware the house is on fire. This is very alarming to me.”

– Fire Chief Tom Garrison, Sparks, Nevada

“Reno, Sparks Fire Chiefs call for Smart Meter Probe” is the title of an article by Anjeanette Damon. It was published September 16, 2014 to alert Nevada residents about current dangers of smart meters, one of which had burned a home in Reno. The story explained that, since 2012, nine fires have been linked to smart meters in Reno and Sparks, but no official cause has been named. Four of the fires were in Reno, five in Sparks.

In July, a late-night smart meter fire occurred on Rhinestone Circle in Reno, fatally burning 61-year-old Michelle Sherman, who was found on the floor of her kitchen and taken to safety by a neighbor. She died in the hospital burn unit a day after the blaze broke out in her townhouse.

In response to the increase in blazes involving smart meters, city fire chiefs asked the Nevada Public Utilities Commission to investigate the safety of smart meters that had been installed by Nevada Energy on homes throughout the state.

The meters used in Nevada are made by the North Carolina-based company, Sensus, the same brand that’s been removed from homes in Oregon, Philadelphia and Canada. Sensus investigators have not determined conclusively how the fires started.

The forensic investigator of the Rhinestone Circle tragedy examined three additional smart meters associated with fires in Reno and Sparks, finding evidence that each had failed.

Fire Chief Garrison considers meter fires of particular concern *“because they start on the outside of the house, won’t be picked up by indoor smoke detectors and can escape immediate notice. It can burn a long time and enter the attic or the walls. The occupants inside may not even be aware the house is on fire.”*

Nevada Energy reported having responded to 70 “consumed meters,” since installation began in 2010, but had installed 1.1 million smart meters on homes and businesses across the state, for a consumed meter rate of .006 percent. Thankfully, none resulted in a structure fire.

Smart meter troubles elsewhere. Georgia Power began installing 2.4 million smart meters in January 2007 and completed the job in 2013. In 2012 smart meter fires were reported in Decatur, Georgia and Appling County, Georgia. Georgia EMCs soon allowed smart meter opt-outs¹, but Georgia Power did not allow opt-outs until the beginning of 2014. Recent smart meter fires have been reported in Australia, Canada, Pennsylvania, Oregon, and Florida. The Oregonian reported that Portland General Electric removed and replaced 70,000 Sensus smart meters in July after three “small fires” were started by Sensus meters. In 2012 Peco Energy in Philadelphia replaced 186,000 Sensus smart meters over fire concerns and media reports say Sask-Power in Saskatchewan, Canada is currently replacing over 100,000 Sensus smart meters.

¹ Public Service Commissioner Tim Echols announced in January that the PSC voted 5-0, to approve smart meter opt-outs for Georgia Power customers. Contact Georgia Power at 1 800 642-5172 or G2SMARTMTR@southernco.com. BEWARE that a replacement meter is **not a “stealth meter,” which is an analog meter with hidden transmitters.**