

The Patriots' Truth

Flint Hills TEA Party News

See us at McALISTER'S DELI, EVERY WED after 5:30pm — *Join the Working Group. Next meeting Mar 15 — 9:30AM, Manhattan City Library Auditorium. The Special Speaker will be: TBA. Bring Your Important issues to be discussed. The Working Group meets at McAlister's, 5-6 Wed. evening. We MUST keep God in our Hearts. See you at the Library Sat, March 15 or at McAlister's on Wed evenings. GOD be with you & yours!!*

My opinion of the February 17th Manhattan Mercury Opinion By Larry Tawney of FHTP

I wonder at The Mercury's wonder about what Kansas Legislature think, but I shall try and give voice.

Kansas Representative Willie Dove, along with others, held a committee meeting in Topeka February 19th. This was on the bill to stop Common Core, HB 2621. The meeting room was packed and I mean standing room only with at large group outside committee room doors. My estimate was several hundred Kansans.

Alas, back to opinion or an opinion of an opinion as to why Representative Dove was mentioned as the only one pushing to pass the bill out of Committee. I disagree. I believe strongly that other Committee members believe it will and should be passed out to House floor for debate!! The Mercury opinion piece lists these items – Killing Common Core standard, in Reading, Math, and Science, will benefit Kansas students. How does the Mercury know it won't prohibit school districts from giving tests – I believe Representative Dove – means the test that profile and data taken from our children from preschool to K-12 with the Federal government's overreach in data mining now and NEA potential security breach, the potential damage could be catastrophic.

The Mercury opinion says it is a step backwards, ideologically driven and unworthy of serious consideration. My opinion along with other concerned parents and grandparents say what affects our children are not unworthy of serious consideration.

Then The Mercury opinion gives the blessing of the Kansas Board of Education that constitutionally sets statewide educational policy. For an interim governor and unelected Kansas Board of Education employee to adopt these standards is not constitutional.

The Mercury opinion mentioned criticism from conservatives in Kansas because the present White House is involved. What The Mercury failed to point out in their opinion was that of the 45 states that originally signed up for Common Core Standards, 20+ states now are trying to get out and away from Common Core. It is our children that concern us, not the present White House occupant.

The Mercury opinion piece then goes on to claim that thousands of private citizens are for Common Core. What the opinion piece overlooks are the tens of thousands of private citizens that are against Common Core.

The opinion the Mercury puts forth is that Microsoft founder Bill Gates is an ardent supporter of Common Core. What is not mentioned is Bill Gates is buying companies and intellectual rights in education software & publishing. Mr. Bill Gates will make a great deal of money off of his investment. So his ardent support of Common Core has a bit of a smell to it.

The final piece of The Mercury opinion states, "instead of against Common Core" opponents ought to go beyond the myths and preconceptions of Common Core.

Here are some of those myths:

1. Common Core Standards in Reading, Math & Science – Kansas had to lower their standards in Science to work with other states.
2. Constitutionality & the KS Board of Education – An interim Governor and an unelected KS Board of Ed. employee signed off on Kansas' involvement. It was NEVER brought before the Kansas Legislature.
3. Cost of adopting Common Core Standards – There is no cost estimate, just cost-projections (the tests will cost more, and every child will need a computer to take the electronic tests. I call this a Bill Gates payoff.
4. Data Collection & Tracking children from pre-school to K-12 – This is not for educational purposes as proposed, but to be shared with the Federal Gov't with no security, no parental or guardian consent.
5. Kansas Educators set the Standards – Only 15% of the Common Core standards written by Kansans. The other 85% is written elsewhere. The 85% is what will be tested, NOT THE 15%.

6. College-Ready High School graduates – Today, of the 70% of high school graduates who go to college, 35% need to take remedial classes to achieve Basic College Standards. Of that total, only 30 - 35% will graduate College. What they mean by “College Ready” is actually “ready for Trade or Tech School.” The adoption of Common Core will add 1 to 1½ years of remedial classes to be ready for Basic College Courses.

There’s more, but in my opinion, Kansas students and their parents deserve the truth of Common Core.

The last Question? 10 years from now, when all the good intentions of Common Core have failed our children and laid waste to their education, whom do we blame? How do we “fix” their education?

I suggest you call the Members of Kansas School Board and your State Legislators. The Governor needs to hear from you also. You can find all their contact information here:

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Contact each and every one of these people, if you can. That is the ONLY way they will know how you feel and what YOU want them to do!! They are YOUR EMPLOYEES!!!

=> KEEP this list!! USE this list!! Let these people KNOW YOU MEAN TO KEEP IN TOUCH!!!

“One of the great mistakes is to judge policies and programs by their intentions rather than their results.”
~ Milton Friedman

DO THE MATH – COMMON CORE = A MASSIVE, RISKY EXPERIMENT ON YOUR KIDS By Dr. James Milgram, Emmett McGroaty/Published July 30, 2013/FoxNews.com

Controversy is swirling about the new Common Core national standards, which are designed to transform K-12 education in English language arts and math.

Especially in the area of math, Common Core proponents insist that it is the only way to address the problem of lagging achievement by American students. But the Common Core Math standards fall far short of what students need for more advanced work.

In some ways Common Core amounts to a massive experiment with our children – an experiment we think the states would be wise to reconsider.

Most educators would agree that mathematical education in the U.S. is in crisis, and that the reason is the way math is currently taught. But Common Core does nothing to address this problem. And in fact, in many areas the national standards are fully as poor as the standards of the weakest states.

One of Common Core’s most glaring deficiencies is as its handling of adding, subtracting, multiplying, and dividing numbers.

Remember “fuzzy math”? It’s back with a vengeance under Common Core.

The classic method of, for example, adding two-digit numbers is to add the digits in the “ones” column, carry the remainder to the “tens” column, and then add the “tens” digits. This “standard algorithm” works first time, every time. Hidden in Common Core is the real objective – presenting the minimal amount of material that high-school graduates need to be able to enter this work force in an entry-level job.

But instead of teaching this method, which enables students to solve problems quickly and routinely, Common Core creates a two-step process.

The first is to let students choose from several alternative algorithms (number lines, estimating, etc.) for doing one-digit additions, subtractions, and multiplications.

The second is probably to extend these students constructions to more complex calculations. (We say “probably” because the standards are not at all clear on this point).

There is no point where the student-constructed algorithms are explicitly replaced by the very efficient standard methods for doing one-digit operations.

Why does Common Core adopt this convoluted method of teaching math? The stated reason is that learning the standard algorithm doesn’t give students a “deeper conceptual understanding” of what they’re doing. But the use of student-constructed algorithms is at odds with the practices of high-achieving countries and is not supported by research. Common Core is using our children for a huge and risky experiment.

There are also severe problems with the way Common Core handles percents, ratios, rates, and proportions – the critical topics that are essential if students are to learn more advanced topics such as trigonometry, statistics, and even calculus.

As well, the way Common Core presents geometry is not research-based – and the only country that tried this approach on a large scale rapidly abandoned it.

In addition to these deficiencies, Common Core only includes most (but not all) of the standard algebra I expectations, together with only some parts of standard geometry and algebra II courses. There is no content beyond this.

Hidden in Common Core is the real objective – presenting the minimal amount of material that high-school graduates need to be able to enter the work force in an entry-level job, or to enroll in a community college with a reasonable expectation of avoiding a remedial math course.

There is no preparation for anything more, such as entering a university (not a community college) with a reasonable expectation of being able to skip the entry-level courses.

(Virtually no university student who has to take an entry-level math course ever gets a degree in a technical area such as the hard sciences, engineering, economics, statistics, or mathematics.)

Common Core thus amounts to a disservice to our students. It puts them at least two years behind their peers in high-performing countries, and leaves them ill-prepared for authentic college course work.

Those who doubt that this low-level workforce-development is the goal of Common Core should ponder the admission of Jasonimba, one of the chief drafters of the math standards.

In a public meeting of the Massachusetts State Board of Education in 2010, Dr. Zimba testified that Common Core is designed to prepare students only for a non-selective community college, not a university.

In the waves of Common Core advocacy from Republicans as well as Democrats, this was indeed an unusual moment of candor.

So before states forge ahead with a set of standards created, owned, copyrighted, and controlled by anonymous interests outside the state, they should be aware that those interests seem to be motivated by the desire for minimal workforce-development rather than genuine math education.

Is the Common Core experiment the best we can do?

Parents and teachers should refuse to settle for this Common Core mediocrity, and demand truly world-class standards for the good of our students and our country.

Dr. James Milgram, Professor of Mathematics at Stanford University, has extensive experience developing mathematics standards throughout the nation and served on the Validation Committee for the Common Core Standards.

Emmit McGroarty, serves as Executive Director of the American Principles Project’s Preserve Innocence Initiative which informs Americans about the dangers of centralizing education through the Common Core. He is co-author of “Controlling Education From the Top: Why Common Core Is Bad for America.”

A Bill of Rights for Students 2014

Given the many counterproductive ideas that sweep through education, given all the endless, murky debates conducted in our media, it is helpful for the American people to focus on what, at a minimum, young people are entitled to in our schools:

1) THE RIGHT TO LEARN TO READ. All progress in education depends on literacy. It is imperative that children learn the alphabet and the sounds early, and that they are reading in the first grade. Children have a right to be reading age-appropriate books by the second or third grade.

2) THE RIGHT TO MASTER BASIC ARITHMETIC. Again, as fads have undermined effective teaching for many decades, millions of children never learn how to add, subtract, multiply and divide. These are such basic skills--easy enough to teach, easy to test. If administrators can't ensure that all children can do these essential things, find other administrators.

3) THE RIGHT TO WRITE, IN BOTH SENSES. One essential goal in the first years of schooling is to be able to write a small essay or a letter to grandmother, signed with a real signature. Cursive handwriting, according to many experts, is an indispensable assist in learning to read, write, and spell.

4) THE RIGHT TO KNOW CORRECT SPELLING. Very quickly children need to know that there is a right and wrong way to spell words, just as there are right and wrong ways to compose and punctuate sentences. Correctness and precision are birthrights that children are entitled to. Fuzziness and guessing are detrimental.

5) THE RIGHT TO GEOGRAPHY. Children have a right to know the names of their city, state, and neighboring states. During the first eight years of school, one reasonable project is to learn the names of the 50 states. A parallel project is to learn the names of the 25 countries most often mentioned in the news. Without basic geography, children cannot understand history, literature, environmental science, current events, etc. Geography was once called the Queen of the Sciences – it's that important.

6) THE RIGHT TO LITERATURE. Children need to experience the rich legacy of their own language--nursery rhymes, poetry, fairy tales, scenes from Shakespeare, popular songs, limericks, novels, anything that shows children what the cleverest people have done with English through the centuries. (Ideally, children study a second language, which will sharpen their skills in English, and make them more appreciative of language in general.)

7) THE RIGHT TO HISTORY. Children need a sense of history and time. They understand when people talk about Colonial Times, the Middle Ages, Greco-Roman Civilization, the Judeo-Christian tradition, and Ancient History. They should learn first about their own culture, and then the world. When a teacher says, "Vasco de Gama sailed around the Cape of Good Hope looking for China," children should be able to go to a map and explain what that sentence means.

8) THE RIGHT TO SCIENCE. Children need to know how the world works. What, for example, is snow? What is a moon? Kids should start learning General Science in the first grade. This leads by easy steps to biology, chemistry, physics, math, etc. Studying the physical reality around us is an obvious introduction to scientific thinking, cause and effect, and a systematic approach to solving problems.

9) THE RIGHT TO MEMORIZATION. Children have a right to know things in a permanent, and intimate way, as they know the memories of their own life. Children learn facts, names, and dates, because all of these together make history and all other subjects more meaningful and three-dimensional. Students should be encouraged to learn knowledge now so they won't have to look it up later.

10) THE RIGHT TO REAL CRITICAL THINKING. First, children learn the facts of history, science, etc, and then they learn to sift and analyze those facts. Additionally, they study Aesop's fables, famous quotes, and maxims. Things we sometimes call clichés are, in fact, the collected wisdom of the human race. Why is it true to say we can lead a horse to water but can't make it drink? Creative thinking, independent thinking – these are possible only when children have knowledge and are free to reach new answers about it.

THIS BILL OF RIGHTS states the need for a knowledge-based education. For most of human history, and in good schools everywhere today, this sort of education is the goal and the essence of what real educators are trying to do.

UNFORTUNATELY, SINCE THE TIME OF JOHN DEWEY, many schools have been obsessed with social engineering, and indifferent to what might be called intellectual engineering. This mistake in emphasis needs to be corrected. The goal of education is **not** indoctrination but to take each child as far as each child can go.

GENUINE EDUCATION is the cement that holds the people in a society together, and connects past, present and future.

ONLY WHEN CHILDREN acquire knowledge and master essential skills can we speak of education that will make children college- and career-ready.

Why parents are “paranoid” about Common Core by Michelle Malkin **Creators Syndicate** © 2014

This week's award for Biggest Common Core Jerk goes to Missouri GOP state legislator Mike Lair. Parents, teachers and administrators who object to the government education “standards” racket — which usurps local control, impedes academic achievement and undermines family privacy — have politicians on the defensive. The only thing these Fed Ed flacks and hacks can respond with is cowardly condescension.

Lair, chairman of Missouri's House Appropriations Committee on Education, inserted an **\$8 budget line item** to mock Common Core critics as tinfoil hat-wearing conspiracy theorists. Lair's item reads: “For two rolls of high-density aluminum to create headgear designed to deflect drone and/or black helicopter mind reading and control technology.”

Common Core jerkitude is a bipartisan disease. Lair's ridicule of grave parental concerns about Common Core data-mining follows in the footsteps of Democratic U.S. Education Secretary Arne Duncan (who derided opponents as “**white suburban moms**”) and GOP former Florida Gov. Jeb Bush (who derided opponents' motives as “**purely political**”). It's all a snitty, snotty smokescreen that will backfire as more families from all parts of the political spectrum discover the truth about Common Core's invasive nature.

Assessing Common Core is **inextricably tied** to the big business of **data collection and data mining**. States that took the Race to the Top bribes in exchange for adopting Common Core must now comply with the edu-tech requirements of two **private testing conglomerates**, the Partnership for the Assessment of Readiness for College and Careers or the Smarter Balanced Assessment Consortium. Common Core states also agreed to expand existing **statewide longitudinal database systems** that contain sensitive student data from pre-kindergarten through postsecondary education.

Will Estrada and Katie Tipton of the **Homeschool Legal Defense Association** conclude that “it will become increasingly difficult to protect the personal information of homeschool and private school students as these databases grow.” In addition to stimulus and Race to the Top enticements, both the Education and Labor Departments have funded several other initiatives to build and make various interoperable student and teacher databases.

“Before our eyes,” Estrada and Tipton warn, “a ‘national database’ is being created in which every public school student's personal information and academic history will be stored.”

It's no laughing matter.

Just this week, SafeGov.org, a computer privacy watchdog group, reported that Google has admitted in recent court filings that “**it data mines student emails** for ad-targeting purposes outside of school, even when ad serving in school is turned off.” The newly exposed documents explicitly “confirm in a sworn public court declaration that even when ad serving is turned off in Google Apps for Education (GAFE), the contents of users' emails are still being scanned by Google in order to target ads at those same users when they use the web outside of Google Apps (for example, when watching a YouTube video, conducting a Google search, or viewing a web page that contains a Google+ or DoubleClick cookie).” Last month, I reported on how Google is building brand loyalty through a questionable GAFE certification program that essentially turns teachers into tax-subsidized lobbyists for the company.

In New York, opposition from left, right and center has forced education bureaucrats to delay uploading personally identifiable student information to the Common Core-linked **inBloom** data cloud, a partnership of the Bill and Melinda Gates Foundation and Rupert Murdoch's News Corp.

In Colorado, Jefferson County families from both sides of the political aisle forced the district to withdraw from a meddling **inBloom** pilot project adopted without parental consent.

As I've explained before, the **exploding multibillion-dollar education technology sector** is driven by Common Core's top-down digital learning and testing mandates. Remember: Under the Obama administration, Grand Canyon-sized loopholes in the **federal Family Educational Rights and Privacy Act** have already opened data-mining of students' personally identifiable information (Social Security numbers, disciplinary records, biometric data, etc.) to third-party private entities.

Dr. Gary Thomson of the Utah-based Early Life Child Psychology and Education Center, a father of four and a clinical psychologist, is **asking the fundamental questions politicians refuse to ask** (and continue to scorn) regarding the Common Core-driven data collection:

- “For what EXACT purpose will this sensitive data be utilized?”
- “What organizations will have access to identifiable academic records? Other than generic information regarding race, age, gender and geographic location, why does the federal database require identifiable

information to be accessible?”

- “If the political responses to these questions are ‘all information contained in the database is unidentifiable and security stored,’ then why were changes made to FERPA to allow an exemption to educational privacy rights when it comes to the implementation of the Common Core State Standards?”

When politicians want to evade accountability, they go on the attack. They don't loathe anti-Common Core parents because they're “paranoid.” They fear them because “paranoid” is the political demagogue's word for active, alert and well-informed.

Related articles:

- Google admits data-mining student emails in its free education apps
- **inBloom** and Data-Mining: A Common Core Cousin
- Are Governor Malloy's new Google Chromebooks data-mining our kids?
- Leonie Haimson of Class Size Matters on **inBloom** in NYC

Previous articles by Michelle Malkin on Common Core:

- Common Core and the EduTech abyss
- Colorado principal: Common Core threatens our autonomy, student privacy, and mission of excellence
- A brown-skinned suburban mom responds to Common Core bigot Arne Duncan
- Big news in fight against Common Core: InBloom-peddling Jefferson County CO superintendent resigns tonight; school board severs ties with inBloom
- How NOT to argue with parents about Common Core
- Jeb Bush's latest Common Core snit fit More parents stand up to educrats, face no-trespass and gag orders
- Rotten to the Core: Jeb Bush's Crony Republicans Against Higher Standards
- Rotten to the Core, Part 1: Obama's War on Academic Standards
- Rotten to the Core, Part 2: Readin', writin' and deconstructionism
- Rotten to the Core, Part 3: Lessons from Texas and the Growing Grassroots Revolt
- Rotten to the Core, Part 4: The Feds' Invasive Student Tracking Database
- Time To Opt Out of Creepy Fed Ed Data-Mining Racket
- Rotten to the Core: Reader feedback from the frontlines
- My child's Common Core-aligned Algebra book is crap
- Rotten to the Core: Conservatives spearhead drive at RNC meeting to stop Common Core
- Today: Twitter rally to stop Common Core Who's tracking your children?

More resources:

- Stop Common Core Twitter list
- Fight Common Core Truth in American Education
- EAGNews Common Core tracker
- Freedom Works – Stop Common Core resources
- Heritage Foundation – Lindsey Burke – Reject Common Core
- Home School Legal Defense Fund Association's new white paper on Common Core
- Do the math – Common Core = a massive, risky experiment on your kids

Related education posts:

- Fuzzy math: A nationwide epidemic
- Everyday Math = junk
- Obama's Sputter-nik moment: Cash for Education Clunkers
- January 2005: NO CHILD LEFT BEHIND, ACT II
- February 2005: THE REVOLT AGAINST NO CHILD LEFT BEHIND
- Stupid education fad of the day: “Mayan Math”

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