

# Washington County, PA 9.12 Project

Volume 2, Issue 5

May 2011



## Notes from the Librarian's Desk

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"Information is the currency of democracy." - Thomas Jefferson

*Matti Gruz, Group Librarian*

### **Greetings All,**

*As some of you may already know, Washington County, PA 9.12 Project hosted a School Board Candidate Forum in Ringgold School District. I am pleased to say it went very well 😊 Friends and neighbours helped enormously. They got the word out & the number in attendance, though a little lower than I would have liked, was respectable and truly interested in hearing what the candidates had to say.*

*This reinforces for me, yet again, just how important even a seemingly minimal amount of participation may be. One person heard through Facebook, another found a flyer on their car; an entire family came because of a phone call.*

*There is still so much work ahead of us, it won't be easy, but the end results WILL BE rewarding.*

**Thank You All!**

**See you at the Polls May 17<sup>th</sup>**

## INSIDE THIS ISSUE

- 2 THE MCGUFFEY READERS
- 4 Endorsing Candidates is Unfair by: Jeff Foutz
- 5 5000 Year Leap by: Matt
- 6 Scholars Aren't Made from Dollars by: E. Stelle
- 8 Choice or Failing Schools by: Sharon Cherubin
- 14 PA EDU Spending By: Commonwealth Foundation
- 11 Toxic Influence of Progressive Education By: C. Rogér
- 16 Progressive Movement Supports by: Bill Been
- 18 National Day of Prayer
- 20 **CALENDAR**
- 24 IF Supermarkets WERE LIKE Public Schools / D. Boudreaux
- 26 NASA Proves Einstein is right

## THE MCGUFFEY READERS

1836 version

In 1833, a small publishing company called Truman and Smith based in Cincinnati, Ohio, became interested in the idea of school texts. Truman and Smith began scouting for an eminent educator who could create a series of readers. They happened upon Rev. William Holmes McGuffey.

Rev. William Holmes McGuffey had already planned a series of readers and had published his first reader. This first reader of 1841 introduces children to McGuffey's ethical code. The child modeled in this book is prompt, good, kind, honest and truthful. This first book contained fifty-five lessons.

The second reader appeared simultaneously with the first and followed the same pattern. It contained reading and spelling with eighty-five lessons, sixteen pictures and one-hundred sixty-six pages. It outlined history, biology, astronomy, zoology, botany; table manners, behavior towards family, attitudes toward God and teachers, the poor; the great and the good. The duties of youth

are stressed. Millions of pioneer men and women were alumni of this second reader college, they were able to read and write English.

The third reader was much more formal. It contained rules for oral reading of its fifty-seven lessons. This book contained only three pictures and was designed for a more mature mind, of junior high standing today.

The fourth reader was an introduction to good literature. It contained British poetry and used the Bible among its selections. This text was addressed to the highest grade in schools, its difficulty compared to that of American secondary schools. It discussed Napoleon Bonaparte, Puritan fathers, women, God, education, religion and philosophy.

The fifth reader was designed for elocutionary exercises to increase articulation, inflection, pitch, accent, rate, emphasis and gesture. It contained poetry and prose by Sigourney, Montgomery, Addison, Irving, Young and Byron.

In the sixth and final reader of 1885, there were 186 selections, 111 great authors were quoted such as Shakespeare, Longfellow, Dickens and Addison. The theme of the selections included several forms of composition, description, narration, argumentation and exposition. In this book there were also seventeen selections from the Bible.

The readers were very moralistic in tone. They presented the White, Anglo-Saxon, Protestant as the model American.

These "eclectic readers" - meaning that the selections were chosen from a number of sources - were considered remarkably literary works and probably exerted a greater influence upon literary tastes in the United States more than any other book, excluding the Bible.

Prepared by Shannon Payne

(<http://www.nd.edu/~rbarger/www7/mcguffey.html>)

## The Three Rs

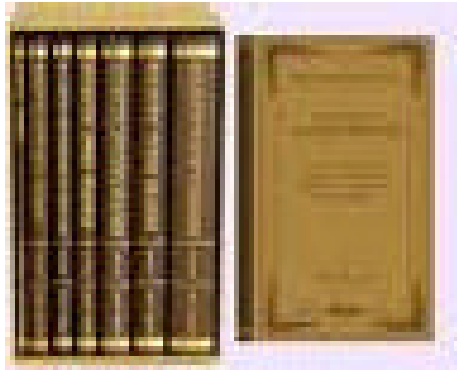
Reading,

wRiting

and

aRithmetic

# ON THE SHELF



## THE MCGUFFEY READERS

[WWW.MCGUFFEYREADERS.COM](http://WWW.MCGUFFEYREADERS.COM)

TO BORROW THESE OR ANY  
OTHER BOOKS ON THE SHELF  
CONTACT THE LIBRARIAN

[WPA912LIBRARY@HOTMAIL.COM](mailto:WPA912LIBRARY@HOTMAIL.COM)



FOR A COMPLETE HISTORY OF  
THE MCGUFFEY READERS VISIT

GUTTENBERG PROJECT

[HTTP://ONLINEBOOKS.LIBRARY.U  
PENN.EDU/WEBBIN/GUTBOOK/LOO  
KUP?NUM=15577](http://ONLINEBOOKS.LIBRARY.U<br/>PENN.EDU/WEBBIN/GUTBOOK/LOO<br/>KUP?NUM=15577)

## LESSON C.

RULE.—Be careful to give the right sound to the vowel sounds.

*Value of Mathematics.*—E. D. MANSFIELD.

1. Man may construct his works by irregular and uncertain rules, but God has made an unerring law for his whole creation, and made it too in respect to the physical system, upon principles, which, as far as we now know, can never be understood without the aid of mathematics.

2. Let us suppose a youth who despises, as many do, these *cold* and *passionless abstractions of the mathematics*. Yet, he is intellectual. He loves knowledge. He would explore nature, and know the reason of things, but he would do it, without aid from this *rigid, syllogistic, measuring, calculating science*. He seeks indeed, no “royal road to geometry,” but he seeks one not less difficult to find in which geometry is not needed.

3. He begins with the mechanical powers. He takes the lever and readily understands that a weight will move it. But the principle upon which *different weights, at different distances move it* he is forbidden to know for *they depend upon ratios and proportions*. He passes to the inclined plane, but quits it in disgust when he finds its action depends upon the relations of angles and triangles. The screw is still worse, and when he comes to the wheel and axle, he gives them up forever. They are *all mathematical!*

4. He would investigate the laws of falling bodies, and moving fluids, and would know why their motion is *accelerated* at different periods, and upon what their momentum depends. But roots and squares, lines, angles and curves float before him in the mazy dance

Washington, PA



9.12 Project

This is a letter to the editor of the Observer-Reporter that was printed on 5/6/11. Some of the original submitted letter content was removed before printing and the title changed but the point of the letter is still made.

<http://www.observer-reporter.com/or/lettereditor/05-06-2011-Foutz-Letter>

### **Endorsing candidates is unfair**

One issue that really bothers me with the election process is the endorsement of candidates before the primary election. The primary is intended to allow the voters to choose for themselves who they want to represent them in the fall election. Primary endorsements by the political parties and other groups with the intention of influencing the voters to choose their preferred candidate is disappointing.

The Washington County Bar Association released the results of its poll in advance of the May 17 primary based on 260 eligible voting members. With 176 members responding, this allows the candidates to lobby their peers for support and have a prominently placed endorsement in the O-R, diminishing the need to appeal to the voting public for their support.

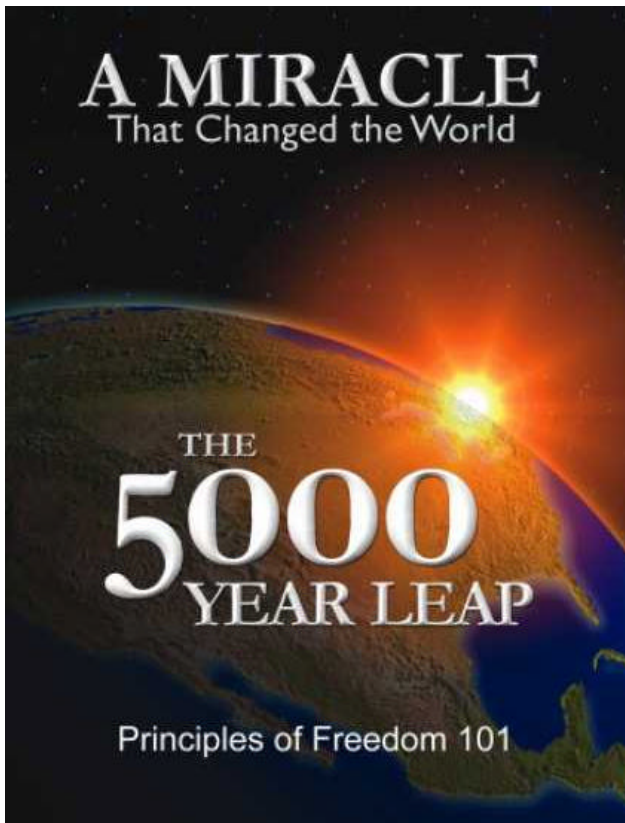
The major political parties are guilty of this as well. State party endorsements carry many advantages for the endorsed candidates, while the unendorsed candidates are pushed to the side and forbidden to take part in the political party events and representation by the county parties in any way.

Being involved in the political process and having first-hand experience in the way that this process works is irritating, at best.

This is clear in a recent memorandum sent to the county party chairmen of a major political party in Pennsylvania. The content of the memorandum makes it clear that only candidates endorsed by the party should be recognized and/or allowed to speak at official events such as county dinners, endorsement meetings, candidate forums, etc. The memorandum also makes it clear that county chairs, county party staff and county party members should only be distributing materials for candidates that have been endorsed by the party and should decline any promotion materials from non-endorsed candidates.

The primary election process has been heavily influenced by the state parties and other organizations that wish to influence who is elected to represent the people in the fall election. This is our country; we should be able to freely choose who we want to represent us without influences over who is preferred by anyone but the educated voters who are motivated enough to turn out at the polls on May 17 and the volunteers that support the individual candidates enough to help them get elected.

Jeff Foutz  
South Strabane



## Principles of Liberty

Matt R. has written a summary of each of the 28 principles outlined in the *5000 Year Leap*. I am pleased that he has agreed to let me use them in this and future newsletters. Thank you, Matt.

**Principle 11**—*The majority of the people may alter or abolish a government which has become tyrannical.*

The eleventh principle is about how the majority of people may alter or abolish a government that has become tyrannical.

"Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes ... but when a long train of abuses and usurpations ... evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security."  
- Thomas Jefferson in the Declaration of

The Founders knew very well the anger and problems resulting from an abusive, autocratic government, with England injuring colonists that were in violation of the English Laws.

John Locke said in his book *Second Essay Concerning Civil Government*: "The reason why men enter into society is the preservation of their property.... [Therefore], whenever the legislators endeavor to take away and destroy the property of the people, or to reduce them to slavery under arbitrary power, the officials of government put themselves into a state of war with the people..."

Basically, if a man has property, and the government takes it away, it is pretty much waging war on the whole people.



Thomas P. Rossiter, *Signing of the Constitution*, ca. 1860-1870



# Scholars Aren't Made from Dollars

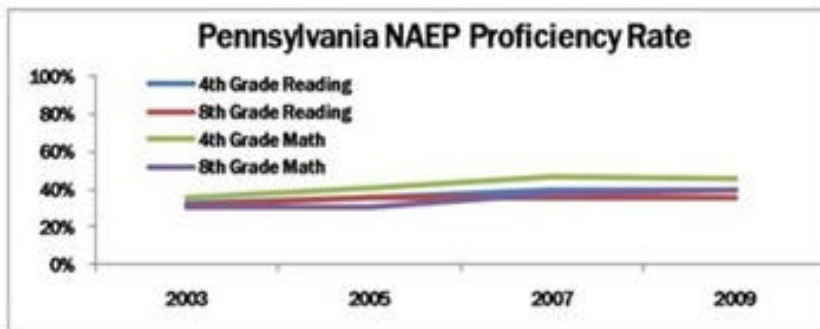
APRIL 4, 2011

Commentary by ELIZABETH STELLE

Pop Quiz: If throwing more money at a problem solves it, why hasn't doubling taxpayer spending on education over 15 years, to \$26 billion per year, given us better schools and results?

All indications say academic performance remains inadequate, with thousands of children trapped in failing schools while waiting lists for charter schools and Educational Improvement Tax Credit scholarships grow. The proponents of education status quo say they need still more time and more money. But can Pennsylvania afford to allow another generation of children to fail in a broken system?

Today, Pennsylvania taxpayers spend more than \$13,000 per student—\$2,000 more than the national average. In some of our chronically underperforming public schools, taxpayers are paying nearly \$20,000 per student. Public schools increased jobs for adults by 33,000, while enrollment declined by 26,960 students since 2000.



With large funding increases, achievement should be through the roof; instead,

Pennsylvania's academic performance has flat-lined. Scores on the National

Assessment of Education Progress, which compares children across the 50 states, has remained relatively unchanged for years.

<http://nces.ed.gov/nationsreportcard/states/>

Only 40 percent of Pennsylvania 8th graders score at or above proficiency on the NAEP reading and mathematics exams. SAT scores for Pennsylvania students have changed little over time, and the commonwealth lags other states with high participation.

<http://www.commonwealthfoundation.org/policyblog/detail/2010-sat-scores-by-state>

Academic studies find little or no correlation between student achievement and class size, teacher salaries, or per-pupil expenditures. A 2010 study comparing 11th grade math, reading, and science scores on state tests with district per-pupil spending found low-spending districts often outperform high-spending ones.

The evidence is so clear that even progressive organizations, such as Center for American Progress, which usually aligns with union interests, admit more dollars do not equal more scholars. CAP's

**study** comparing school district spending

and performance concluded that more resources are not correlated with higher test scores, even after adjusting for variables such as poverty.

There is even evidence that throwing more money at schools may

be inhibiting learning. The 21<sup>st</sup> Century Partnership for STEM Education looked at

the 30 Pennsylvania school districts that improved the most on 11th grade reading and math performance and the 30 districts that declined the most from 2004 to 2010. Schools that declined actually had **higher** increases in total per-pupil spending.

Still, the education establishment clings to their mantra that more tax dollars will improve schools. But throwing more money into a flawed system is clearly not helping children succeed; so why do we keep doing it?

If taxpayers can no longer afford to fund

an education system where spending is tied to buildings and special interests, instead of children, then Pennsylvania needs to change the script to talk about moving its schools to incentives.

Where more spending has failed to improve education, parental school choice has a proven record of success. When parents have the ability to choose the best school for their child, student achievement improves. Nine of 10 "gold standard" evaluations of voucher programs reported statistically significant gains in achievement for all or some voucher recipients.

Indeed, choice and competition have resulted in public school improvement as well. Offering scholarships to families,

expanding Pennsylvania's successful Educational Improvement Tax Credit and increasing access to charter schools would increase the opportunities and performance of our students.

Merit pay for teachers—treating educators as professionals by rewarding and retaining good teachers—also has shown to improve the quality of education. So too should

Pennsylvania scrap the tenure system which protects bad teachers, and give schools the flexibility to retain staff based on performance, not seniority.

Dramatic spending increases over the past decades only benefited adults employed by the

educational bureaucracy. We cannot sit by and tell parents to wait a few more decades while we put more money into failing schools. We must reform our educational system now or we will fail the test.

#####



*Elizabeth Stelle is a Research Associate with the Commonwealth Foundation ([www.CommonwealthFoundation.org](http://www.CommonwealthFoundation.org)), an independent, nonprofit public policy research and educational institute based in Harrisburg.*

<http://nces.ed.gov/nationsreportcard/states/>

## THE REASON FOR REFORM: **CHOICE OR FAILING SCHOOLS?**

### What is the real purpose of Pennsylvania's "School Choice" Bill - SB1

#### **Sharon Cherubin,**

Executive Director UNITEPA, Lancaster  
[www.unitepa.com](http://www.unitepa.com)

April 20, 2011 –

The Pennsylvania Public School System is under a microscope once again, as our legislators scramble to sell the "school choice" bill to the public. Millions of dollars have been pumped into our public school system with the unions standing by defending the cost and the outcome. The National Education Association Union is the largest union in the United States with a budget of \$353 million dollars and 3.2 million members. 40% of 9th grade students in Philadelphia will drop out of school. 44% of Pennsylvania's eleventh graders are not proficient in math, while 34% are not proficient in reading. Pennsylvania ranks 43rd on average SAT scores. The schools blame the parents and the parents blame the schools for a spiraling decline in academic achievement in the public system.

For years, Pennsylvania has heard the battle cry by legislators and school choice advocates: "Every child deserves school choice!", "School Choice means the parent gets to choose how to best educate their child", "School choice is a civil right", and most recently, "The parent should be the arbiter when it comes to their child's education"! Yet, SB1 does not reflect any of these sentiments or good policy as our politicians have not been able to define REAL school choice. They offered a weak bill that had no vision for the future of our mandatory public education system and no real reform. As a result, the bill was unexpectedly pulled from the schedule last week. Where is the road map for fixing a bureaucratic public education system and the

promise of Choice? Families want to see a thoughtful plan and legislation from their elected officials that is equitable and principled. They voted for transparency and accountability in November yet many officials have been living in a vacuum and not injecting themselves into this decade old conversation.

This is a gladiator moment for our Senators and Representatives. Most are watching policy groups, teacher's unions, grassroots organizations and school choice advocates battle it out while they sit at the Capitol waiting for the dust to clear. Yes, the unions are making calls and aggravating the Senate members who have not been bought and paid for, but for the majority, they are silent on this extremely important issue. The politicians that are speaking out do not have control over the message nor do they fully understand the great divide among supporters and those that stand on principle.

Although reform is being prompted by failing schools, it should be about choice and giving parents the ability to choose what is best for their child. In July of 2010, SB1 was written under the assumption that any family making over 130% of the poverty line has school choice. This assumption declares that if you have the means to move outside of a failing school district then that is choice. If you have the ability to get a second or third job to pay for private school, than that is choice. Many surveys have been conducted to prop up SB1 but no one has asked the middle income families if they should be exempt because they might have the means. A large majority of parents might have the will to choose private education but they do not have the power.

May 5th is the 10th Birthday Celebration for the outstanding "Educational Improvement Tax Credit Program". Pennsylvania should celebrate with those that had the vision and foresight ten years ago and be thankful for the assistance that has come from local businesses and corporations. But maybe this year our government should be thanking the thousands of Pennsylvanians who have voluntarily opted out of public education. They save the state over 4 billion dollars every year by making the personal sacrifice to educate their children in a non-public setting. How about a cake for the 22,000+ homeschoolers who saved the state over \$286 million dollars last year by educating their children at home? Taxpayers are the ones who support public education. This money is not the property of the public school system. The money should follow the child.

School choice is not really about school choice in SB1. It is about creating another government program which gives a small segment of the population special rights. Last week, middle income families were added to the fourth year in an attempt to appease grassroots critics that believe the bill is a liberal idea meant to fix a government problem. Now, middle income families will have to plan their child's education on an unreliable system which does not guarantee funding. The middle income provision is based on leftover monies that may or may not be available.

There are some outstanding schools in Pennsylvania and yet no one has taken the time to compare the success with the failures in order to duplicate what works. We cannot afford to fund failure. Most parents fully understand that more money and more time is not going to fix our broken school system. Parents want the power to choose how to educate their child. So how do we get there?

Instead of sending out SB1 support groups peddling a bill that is based on the premise that "vouchers" will inflict pain on the unions, let's build a road map for REAL reform. We could suggest the following: offer the EITC money up front with a "voucher " program that is supplemental not primary, place a cap on the amount of the "voucher", provide homeschooling families and private school students tax credits for educational supplies and specialized classes and offer individual tax credits for those that want to contribute to the EITC program. We could also investigate the possibility of Educational Savings Accounts which function similarly to Health Savings Accounts. A universal voucher program is not "school choice". The government still has control over "your" money and it is an invitation to inflated tuition costs and special interest groups.

For two years, the grassroots movement has worked tirelessly to promote the principles of our founding fathers, elect righteous leaders and defend our freedoms and liberty. So everything that we have worked for to restore this great nation will be in vain if we pass the baton onto a generation of future leaders that cannot meet basic academic standards. SB1 is Senate Bill One because it is a Senate Priority. So remind your Senators that "Choice" is the priority. Parents make the best decisions for their own child's education, not government!

### **UNITEPA of LANCASTER COUNTY**

is a non-profit grassroots organization dedicated to up holding the principles and values set forth by our nation's founding fathers.

**Sharon Cherubin is the Executive Director of UNITEPA, Lancaster**

[www.unitepa.com](http://www.unitepa.com)



# Pennsylvania Education Spending

## Public School Staffing has Increased while Enrollment has Declined

- Since 2000, enrollment has **decreased** by 26,960 while schools **have** hired **32,937 more staff** members.
  - Most of these new employees pay dues to the PSEA labor union, which runs one of the largest political action committees in Pennsylvania.
  - The PSEA, Pennsylvania School Board Association, and other groups receive tens of millions of dollars from school districts while lobbying for more education spending and against substantive education reforms, including school choice and taxpayer control of tax increases.

<http://www.commonwealthfoundation.org/research/detail/pennsylvania-education-spending-2>

## School Choice Costs Taxpayer Less

Private schools, charter schools, and homeschools educate more than 395,000 at far less a cost to taxpayers than the \$13,000 per student spent by school districts.

- More than 300,000 students attend private and nonpublic schools, with state support (including transportation costs going to school districts) of less than \$1,000 per pupil.
  - Educational Improvement Tax Credit scholarships—**which averaged about \$1,100 in 2008-09**—served approximately 45,000 of these students, with an average family income of less than \$30,000.
- Charter schools, including cyber charter schools, served 73,000 students in 2008-09 at about \$1,500 less per student than school districts spent.
- Approximately 22,000 students are homeschooled in Pennsylvania. Homeschool parents receive no direct taxpayer support.
- In total, school choice saved taxpayers **more than \$4 billion**, based on school district spending per student.

### **THIS IS ONLY A FEW OF THE FACTS**

For more information on the Pennsylvania State Budget, visit [CommonwealthFoundation.org/Budget](http://CommonwealthFoundation.org/Budget)



To download the full PDF version,

[http://www.commonwealthfoundation.org/docLib/20110422\\_EdSpending.pdf](http://www.commonwealthfoundation.org/docLib/20110422_EdSpending.pdf)

## The Toxic Influence of Progressive Education Schools on K-12 Curricula

By Chuck Rogér

In the 1960s, America's education schools began conditioning teachers to peddle impossible social and economic theories to captive human sponges in K-12 classrooms. Since then, teachers taken in by progressive indoctrination have been planting fallacies in students' minds using a pernicious device: the "deconstruction" of reality.

Deconstruction aims to disassemble traditional Western culture and replace that culture with a collectivist utopia operated under rules set by the deconstructors. Between Inauguration Day 2009 and the January 2011 GOP House takeover, a congressional wrecking crew led by President Barack Obama did an amazing amount of deconstructing.

The ouster of much of the wrecking crew in last November's election was a small step toward stopping America's descent into a utopian hell. But it is the 2008 election of a full-bore statist and the statist's still decent approval rating which suggest that too many Americans embrace socialist-collectivist promises. Such naïveté and ignorance of socialism's miserable track record are stunning.

Though naïveté will always afflict some people, ignorance can be corrected by objective education and heightened awareness. One thing is certain. The nonstop flow of pre-primed, left-indoctrinated university graduates must be stopped, which means that the K-12 education system which feeds the universities must be rehabilitated.

Cleaning up K-12 requires understanding how schools devolved into left-wing ideology centers.

Starting in the 1960s, academics took heightened interest in Italian Marxist Antonio Gramsci's cultural Marxism. Members of the political class glommed onto the resulting "social justice," affirmative action, "diversity," multiculturalism, political correctness, and other malignancies spawned by cultural Marxism. Progressive politicians came to view society as a hodge-podge of racial, ethnic, gender-based, and now also sexual orientation-based groups locked in zero-sum combat with Western whites.

Generally speaking, cultural Marxism's indoctrinees have learned to view morality and knowledge as "constructs" and social and economic power as commodities to be transferred from "oppressor" to "oppressed." Progressives routinely label minorities as oppressed and anything that benefits minorities as moral. Such thinking dominates the Democrat party platform.

In embracing Western middle class deconstruction, universities took a radical left turn. To ruinous effect, the radicalism gradually descended below freshman level. Cultural Marxism entered high school, then middle school, and now infests elementary schools as well as preschools. One illustration of the use of anti-wealth, anti-American fallacies in K-12 classrooms is the showing of the virulently anti-capitalist video, *The Story of Stuff*. The video presents baseless, hysterical vitriol as fact. For instance, schoolchildren are told that:

... extraction ... is a fancy word for natural resource exploitation, which is a fancy word for trashing the planet. What this looks like is we chop down trees, we blow up mountains to get the metals inside, we use up all the water and we wipe out the animals.

Thousands of schools and churches have the video, while "hundreds of teachers" have required students to view the propaganda on the Internet. Googling the phrase, "The Story of Stuff," nets 2.2 million hits, and though the web buzzes with concern over exposing schoolchildren to the video's venomous distortions, interspersed amid the alarm is a shocking amount of gushing praise.

What motivates such praise? What motivates teachers to bias students against capitalism? Answers lie within education schools which influence K-12 teachers and curricula.

University of Arkansas researcher Sandra Stotsky found that education schools push "evidence-free theories" to influence curriculum development. One theory, "constructivism," argues that children learn

best by constructing class topics and methods in ways which leverage the children's personal experiences. The notion "feels" seductive, but contains no factual basis.

Constructivist theory recklessly assumes that racial, ethnic, gender-based, and sexual orientation-based subgroups learn what's truly important by absorbing teacher-led dissection of Western middle class knowledge and values. Constructivism holds that after such cleansing, the subgroups should be qualified to select study topics of their choosing. The method aligns with the equally baseless views of early progressive education theorist John Dewey, who wanted *children* to specify "relevant [classroom] material." [1]

Related to constructivism, "reader response theory" teaches students to ignore authors' actual words and assign preferred meanings to written works. Children are conditioned to believe that truth is relative to individual or tribal experience. Ayn Rand captured the tribalistic aspect of minority exploitation in her essay, "Global Balkanization." [2] Rand observed that government "manufactures pressure groups," especially ethnic groups.

The profiteers are those group leaders who discover suddenly that they can exploit the helplessness, the fear, the frustration of their "ethnic" brothers, organize them into a group, present demands to the government-and deliver the vote.

By encouraging minorities to resist socioeconomic assimilation, progressive politicians maintain a nationwide nursery of government-dependent adults from which to draw lifelong votes...and income. Progressive teachers steer students toward a strange-brew mindset of anti-assimilation, collectivism, diversity, and we-are-the-world-ness.

Stotsky points out that the "evidence-free" education school theory of "social justice" alleges that minority children learn best when encouraged to embrace grievances against middle class whites. Social justice-indoctrinated teachers instill resentment in "non-dominant" (minority) children and guilt in "dominant" (white) children. Judging by the abundance of guilt-ridden white Americans, the tactic is working its magic well.

Social justice education deemphasizes knowledge retention and the development of traditionally productive skills. The theory's fanatical adherents maintain that teaching American history to blacks and Hispanics is oppressive. It's also oppressive to force blacks to "think like whites." "Diversity consultant" Glenn Singleton teaches that blacks must be excused from developing "annoying white characteristics, such as being 'task-oriented' and 'intellectual.'" Together, government dependency and social justice education have fashioned a super-progressivism turbo-charged by cultural Marxism. Stunted black academic achievement and disintegration of the black family are but two of the many devastating results.

In truth, disintegration of not only the black family but of wholesome tradition itself begins in preschool, as discussed in my introductory analysis of Soviet psychologist Lev Vygotsky's influence on early childhood curricula. A study by Stanford education professor David Labaree frames the scope of disfiguration of America's education curricula. Education schools fit "solidly in the progressive camp." Teachers are conditioned to "integrate the disciplines," use "socially relevant themes," and push morally relativistic versions of "community, cooperation, tolerance, justice, and democratic equality" in ways that make the concepts appear noble, indeed innocent.

But there is no innocence in the effects of the progressive conditioning of teachers. More K-12 students than ever are now being manipulated through lesson plans warped into platforms for moralizing against capitalism, the white middle class, and America. The deconstruction of American society is proceeding. The ghosts of Gramsci, Dewey, and Vygotsky are probably smiling.

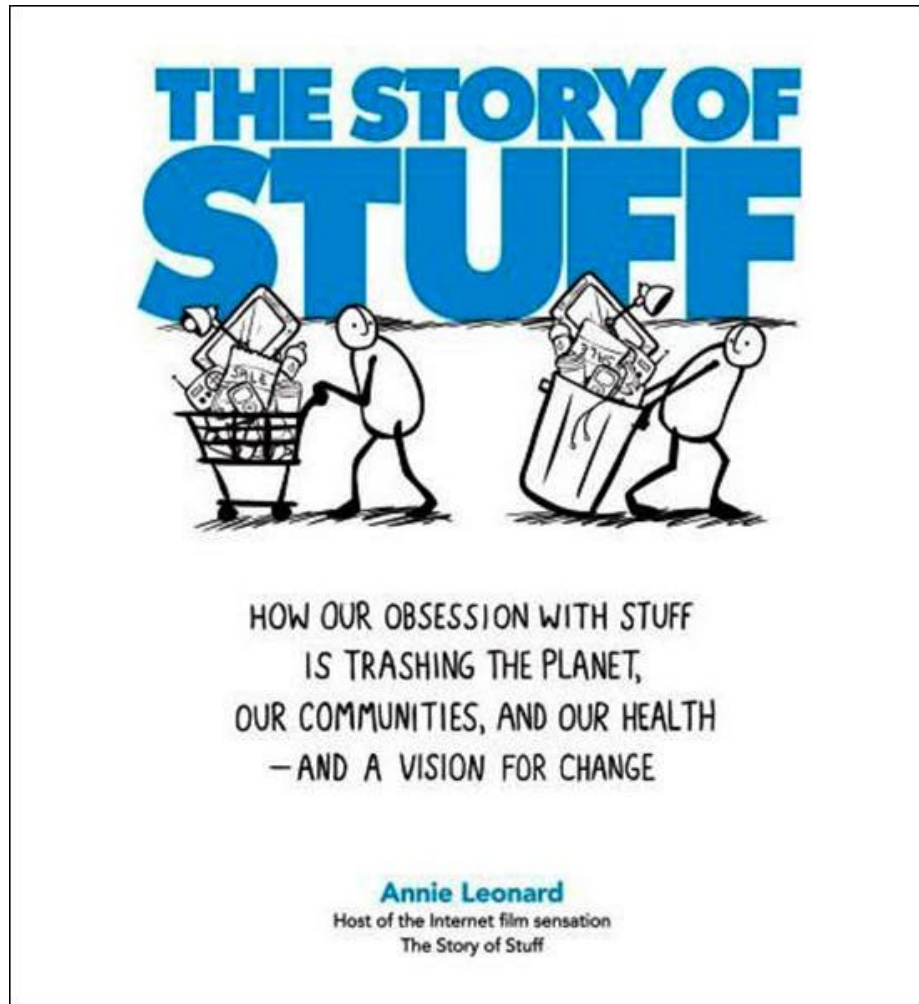
***A physicist and former high tech executive, Chuck Rogér invites you to visit his website, [www.chuckroger.com](http://www.chuckroger.com). E-mail Chuck at [swampcactus@chuckroger.com](mailto:swampcactus@chuckroger.com).***

1] John Dewey, *The School and Society* and *The Child and the Curriculum*, BN Publishing, 2008, p. 94.

[2] Ayn Rand, "Global Balkanization," in *Return of the Primitive*, 1999, p.198.

# THE STORY of STUFF

[www.storyofstuff.com](http://www.storyofstuff.com)



A quick search on STORY of STUFF netted this helpful site...

<http://ecochildsplay.com/2010/11/23/10-book-recommendations-are-your-kids-books-destroying-the-rainforest/>

Where I found out...

Any early childhood educator knows that the single most important thing a parent can do for their child's cognitive development is read to them. Any environmentalist knows that rainforest destruction is a huge contributor to climate change. Combine children's literature with rainforest sourced fibers, and what is good for your child's developing mind is bad for the planet.

That led me to...RAINFOREST ACTION NETWORK <http://ran.org/bookguide>

Where they ask the question...

**Did you know that some of the books you buy could be contributing to Indonesian rainforest destruction?**

Well thankfully, they compiled a very colourful report and handy pocket guide

[http://ran.org/sites/default/files/rankidsbooks\\_report.pdf](http://ran.org/sites/default/files/rankidsbooks_report.pdf)

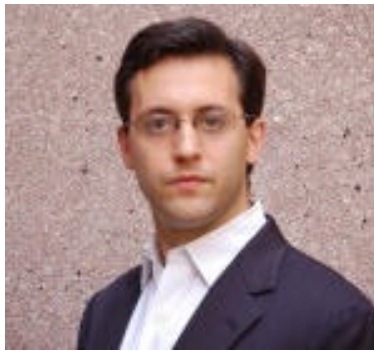
[http://ran.org/sites/default/files/rankidsbooks\\_pocketguide\\_media.pdf](http://ran.org/sites/default/files/rankidsbooks_pocketguide_media.pdf)

# THE STORY of STUFF

## The Critique

Lee Doren of the **Competitive Enterprise Institute**,  
<http://cei.org>  
produced a four-part critique of the Story of Stuff.

<http://www.youtube.com/watch?v=c5uJgG05xUY>



<http://leedoren.com/>

Another person critiques THE STORY of STUFF

<http://thinkingbeyondcompetition.wordpress.com/2009/07/11/a-critique-of-the-story-of-stuff/>

# Progressive Movement Supports

## "Religion of Peace"

By William E. Been

One of the most powerful political movements, if not the most powerful, is the Progressive Movement consisting of multiple anti-American groups that desire to destroy freedom and liberty through the transformation of America to a socialistic totalitarian style society. That this powerful movement is directly linked to the encroachment of

Islamic radicals accentuates the threat that both of these movements pose to America and patriots who support the ideals vested in our Constitution and the words of our Founders. Over the past few years, it has become painfully clear that many Americans have no awareness of the Progressive Movement objectives and are unable or unwilling to recognize that the nation building objectives of Islam are threatening our way of life.

The purpose of this document is to show the direct linkages of the Islamic movement to the politically powerful Progressives. Although there are many

Progressive groups, this document will focus on those that possess political power either within or directly supporting the federal government. By far the most significant of these groups is the

**Founded in 1963, the Institute for Policy Studies has long been a source for Marxist, Socialist, and Communist propaganda.**

Congressional Progressive Caucus which currently dominates the Democrat Caucus in the House of Representatives. In

a supporting role, one of the most influential

Progressive "think tanks" is the Institute for Policy Studies which works directly with the Congressional Progressive Caucus. That neither of these groups have respect for the American Constitution has been clearly demonstrated in recent years with Speaker Pelosi's response to a question concerning the constitutionality of the Health Insurance Act accentuating their desire to ignore our history and traditions.

The most direct physical linkage is

provided by the fact that two Muslims now sit in the House of Representatives and are both members of the Congressional Progressive Caucus.

Andre Carson, from Indiana, is the 7th District Representative which includes Indianapolis. Keith Ellison, from Minnesota, is the 5th District

Representative which includes Minneapolis. Congressman Ellison was elected to one of the two Co-Chair positions of the Congressional Progressive Caucus in January, 2011. This former supporter of Louis Farrakhan and the Nation of Islam is now sitting at the top of this large, influential caucus within the U.S. House of Representatives.

[\(http://dicoverthenetworks.org/\)](http://dicoverthenetworks.org/)

Although Congressman Ellison promotes himself as being a unifying agent, the Huffington Post reports his reaction to the opposition to the Park51 mosque as follows: "The real drivers of it are people who openly proclaim that Barack Obama is not a citizen. The real organizers of this thing are people who are just proponents of religious bigotry. Nothing more, nothing less."

Another indication of the relationship between the Congressional Progressive Caucus and the Muslim movement involves a letter dated April 6, 2010 sent to the House leadership of the House Committee on the Budget. The

Progressives are writing in support of at least \$58.5 billion for the International Affairs Budget and make a specific

reference to the President's request to "...create a new initiative to forge better and new relations with Muslim communities globally...." This sounds innocent enough except that no other specific communities are mentioned except for a reference to Haiti and Chili as special needs due to devastating earthquakes.

Founded in 1963, the Institute for Policy Studies has long been a source for Marxist, Socialist, and Communist propaganda. That it remains such in 2011 is well documented in my book Masters of Audacity and Deceit.

From their website, an article written by John Feffer dated November 7, 2010 is validation in itself for the linkage of the Muslims with the Progressive Movement. Feffer is listed as a Staff member of the Institute for Policy Studies in their annual report for 2009. The title of the article is "The Lies of Islamophobia" and the article portrays the Muslims as having been misunderstood throughout the centuries as he uses an eleventh century poem, The Song of Roland, to start this argument.

Feffer's objective is very clear in that he is presenting a revision of history

covering ten centuries. He casts the Crusaders as being marauders

attacking many enemies while replacing these enemies with a Muslim adversary in his revision of history. He calls the Muslim violence throughout 14 centuries a myth and also calls global Muslim ambitions a myth. His last myth of Islam that he presents is the view of Islam as a "religion of the sword" which he attributes to the Crusaders who he implies slaughtered many more people than the Muslims.

Feffer ends his diatribe and name calling by declaring that the elections on November 2, 2010 suggest that we will be living with Islamophobia for some time due to the Tea Party Movement and the increased power of Republican militants in Congress. He calls the current wars the "West against the Rest," and concludes by calling Western behavior Crusade 2.0 which he describes as the new dark age we find ourselves in.

Solidifying the relationship between the two Movements is an article published by *The Muslim Observer* on December 24, 2008 where one of the two debriefers at a nationwide conference call concerning the "Israeli Occupation of Palestine" was another Institute for Policy Studies Staff member named Phyllis Bennis. Similar to the approach

of John Feffer, she accuses America's ally of Occupation and violating

international law. Demonstrating the audacity of this group of people, she declares that "We try to change the U.S. policy."

The research to write this article indicates that there are many other connections between the various Progressive Movement groups and the Muslim threat to America. However, the linkages reported in this document should be sufficient to raise considerable concern within all Americans who desire to have a future without the oppression of a corrupted government that no longer respects American values and traditions. The transformation of America is well underway lead by the Progressives and supporters such as George Soros, New World Order ideologues, and President Obama himself. The Muslims find sanctuary within the related movements which clearly means that the Muslim aggression to our way of life cannot be stopped without the continuation of the change in Washington that hopefully started on November 2, 2010. The American people must awaken with daily vigilance to restore and preserve our country by returning to the founding principles. The next critical milestone is November 6, 2012!!!

To read more by this author of "Masters of Audacity and Deceit", William E. Been, please visit [WebPatrioticServices.com](http://WebPatrioticServices.com)

## History of the National Day of Prayer

“Fasting and prayer are religious exercises; the enjoining them an act of discipline. Every religious society has a right to determine for itself the time for these exercises, and the objects proper for them, according to their own particular tenets; and right can never be safer than in their hands, where the Constitution has deposited it.” Thomas Jefferson, 1808

Because of the faith of many of our founding fathers, public prayer and national days of prayer have a long-standing and significant history in American tradition. The Supreme Court affirmed the right of state legislatures to open their sessions with prayer in *Marsh vs. Chambers* (1983).

The National Day of Prayer is a vital part of our heritage. Since the first call to prayer in 1775, when the Continental Congress asked the colonies to pray for wisdom in forming a nation, the call to prayer has continued through our history, including President Lincoln’s proclamation of a day of “humiliation, fasting, and prayer” in 1863. In 1952, a joint resolution by Congress, signed by President Truman, declared an annual, national day of prayer. In 1988, the law was amended and signed by President Reagan, permanently setting the day as the first Thursday of every May. Each year, the president signs a proclamation, encouraging all Americans to pray on this day. Last year, all 50 state governors plus the governors of several U.S. territories signed similar proclamations.

1952 Harry S. Truman declares a National Day of Prayer and signs into law an annual observance there of – United States Congress passed Joint Resolution 382 on April 17, 1952/ President Truman signs Public Law 82-324 (Public Law 82-324; 66 Stat. 64—April 17, 1952).

1988 Ronald Reagan signs into law the designation of the first Thursday in May as the annual observance for the National Day of Prayer – President Reagan signs Public Law 100-307

January 25, 1988, in the Second Session of the One Hundredth Congress (Public Law 100-307—May 5, 1988).

1998 Pub. L. 105-225, August 12, 1998, 112 Stat. 1258: The President shall issue each year a proclamation designating the first Thursday in May as a National Day of Prayer on which the people of the United States may turn to God in prayer and meditation at churches, in groups, and as individuals.

### Historical Summary

**1775** – The first Continental Congress called for a National Day of Prayer

**1863** – Abraham Lincoln called for such a day.

**1952** – Congress established NDP as an annual event by a joint resolution, signed into law by President Truman (82-324)

**1988** – The law was amended and signed by President Reagan, designating the NDP as the first Thursday in May (100-307).

**<http://nationaldayofprayer.org/about/history/>**

# Proclamation Appointing a National Fast Day

Washington, D.C.  
March 30, 1863



By the President of the United States of America.

A Proclamation.

Whereas, the Senate of the United States, devoutly recognizing the Supreme Authority and just Government of Almighty God, in all the affairs of men and of nations, has, by a resolution, requested the President to designate and set apart a day for National prayer and humiliation.

And whereas it is the duty of nations as well as of men, to own their dependence upon the overruling power of God, to confess their sins and transgressions, in humble sorrow, yet with assured hope that genuine repentance will lead to mercy and pardon; and to recognize the sublime truth, announced in the Holy Scriptures and proven by all history, that those nations only are blessed whose God is the Lord.

And, insomuch as we know that, by His divine law, nations like individuals are subjected to punishments and chastisements in this world, may we not justly fear that the awful calamity of civil war, which now desolates the land, may be but a punishment, inflicted upon us, for our presumptuous sins, to the needful end of our national reformation as a whole People? We have been the recipients of the choicest bounties of Heaven. We have been preserved, these many years, in peace and prosperity. We have grown in numbers, wealth and power, as no other nation has ever grown. But we have forgotten God. We have forgotten the gracious hand which preserved us in peace, and multiplied and enriched and strengthened us; and we have vainly imagined, in the deceitfulness of our hearts, that all these blessings were produced by some superior wisdom and virtue of our own. Intoxicated with unbroken success, we have become too self-sufficient to feel the necessity of redeeming and preserving grace, too proud to pray to the God that made us!

It behooves us then, to humble ourselves before the offended Power, to confess our national sins, and to pray for clemency and forgiveness.

Now, therefore, in compliance with the request, and fully concurring in the views of the Senate, I do, by this my proclamation, designate and set apart Thursday, the 30th. day of April, 1863, as a day of national humiliation, fasting and prayer. And I do hereby request all the People to abstain, on that day, from their ordinary secular pursuits, and to unite, at their several places of public worship and their respective homes, in keeping the day holy to the Lord, and devoted to the humble discharge of the religious duties proper to that solemn occasion.



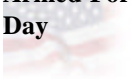

All this being done, in sincerity and truth, let us then rest humbly in the hope authorized by the Divine teachings, that the united cry of the Nation will be heard on high, and answered with blessings, no less than the pardon of our national sins, and the restoration of our now divided and suffering Country, to its former happy condition of unity and peace.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

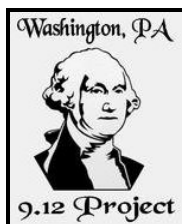
Done at the City of Washington, this thirtieth day of March, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States the eighty seventh.

By the President: Abraham Lincoln  
William H. Seward, Secretary of State

<http://showcase.netins.net/web/creative/lincoln/speeches/fast.htm>

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2 <b>*Ringgold School Board Candidate Forum @ 7PM</b>	3	4	5 <b>*Wash County Commissioners @ 10AM Courthouse Square</b>  <b>National Day of Prayer</b>	6	7 <b>*Candidates Night</b>
9	10	11	12 <b>*WCPA 912 Meeting 7PM</b>	13 <b>LAST DAY FOR ELECTIONS OFFICE TO RECEIVE ABSENTEE BALLOTS</b>	14  <b>WCRP COFFEE CLUB @10AM</b>
16	 <b>VOTE</b> <b>PRIMARY ELECTION</b>	18	19 <b>*Wash County Commissioners @ 10AM Courthouse Square</b>	20 <b>CONTINUE REGISTERING VOTERS FOR THE GENERAL ELECTION</b>	21 <b>Armed Forces Day</b>  <b>RINGGOLD COMMUNITY DAY</b>
23	24 <b>LAST DAY TO RECEIVE OVERSEAS MILITARY BALLOTS</b> <b>* Rep Daley staffer in Monongahela 9:30 -11AM</b>	25	26 <b>*WCPA 912 Meeting 7PM</b>	27	28
30 <b>MEMORIAL DAY</b> 	31	1 <b>*PTR</b> <b>It's Time for Two 6-8:30PM</b> <b>Meet Statewide Judge &amp; WC Commissioner Candidates</b>			<b>MAY 2011</b>

...All info subject to change ☺



Washington County 9.12 Project hosted the Ringgold School Board Candidate Forum on May 2<sup>nd</sup>. We were able to hold it in the Ringgold High School and 9 of the 12 candidates attended. It was a moderate turn-out but the feedback has been enormous. Thanks to all that helped and all that attended.

Jeff Foutz, organizer of the Washington County 9.12 Project, was the man behind the scenes at the **NATIONAL DAY of PRAYER** on the Washington County Court House Steps, May 5<sup>th</sup>. It was an inspiring and informative. **God Bless America!**

The flag should be displayed, from sunrise to sunset, on all days when the weather permits, especially on:

**National Day of Prayer**, the 1st Thursday of May

**Mother's Day**, May 8



A mother understands what a child does not say.

~Author Unknown

**Armed Forces Day**, 3<sup>rd</sup> Saturday in May

**Memorial Day** (half-staff until noon) May 30

“The bravest are surely those who have the clearest vision of what is before them, glory and danger alike, and yet notwithstanding, go out to meet it.”

~[Thucydides](#)





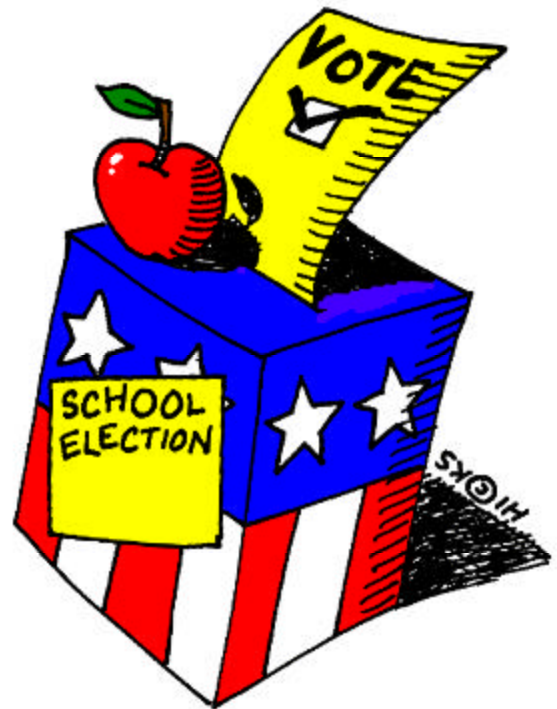
# School Board CANDIDATE FORUM

Location: Ringgold HS

Date: Monday, May 2<sup>nd</sup>

Time: 7PM

After the candidates  
speak, public questions  
will be welcome.



The future of our children's education is in your hands, you must **VOTE** on May 17<sup>th</sup>

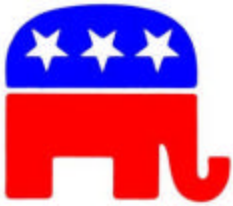
Hosted by:



## Washington County, PA 9.12 Project

[www.washingtonpa912.com](http://www.washingtonpa912.com)  
[wcpa912@hotmail.com](mailto:wcpa912@hotmail.com)

P.O. BOX 325  
Meadow Lands, PA 15347



# WCRP COFFEE CLUB

**Greetings Friends,**

Spring is here and the best way to start off the season is with a lovely garden of vegetables. We are fortunate to have the following speakers ....

Alan Popey, a certified Penn State Master Gardener, will teach composting and how to plant a successful garden.

Sheila Burcin, former Penn State Co-Operative Extension expert will teach food preservation. Learn how to preserve the bumper crop from your garden.

Many of us are concerned about the state of the economy. In emergency situations, we need to prepare our homes with water and food. On our agenda, we have a fellow Republican, who has researched the subject.

Frank Chacko, will discuss water purification and how, where and why to purchase the different dried food options available, eg. Meals Ready to Eat.

Set aside this date and join us for coffee and donuts! A question and answer period will follow the event. It will be wonderful to see everyone again!

**Warmest regards,**

**Mary**

**WHEN: Saturday, May 14<sup>th</sup>**

**TIME: @10:00 A.M.**

**WHERE:**

**GOP hdqtrs  
75 E Maiden St  
Ste 100  
Washington, PA 15301**

**RSVP...724-233-1001**



# If Supermarkets Were Like Public Schools

What if groceries were paid for by taxes, and you were assigned a store based on where you live?  
<http://online.wsj.com/article/SB10001424052748704436004576299571015982098.html>

By DONALD J. BOUDREAU

Teachers unions and their political allies argue that market forces can't supply quality education. According to them, only our existing system—politicized and monopolistic—will do the trick. Yet Americans would find that approach ludicrous if applied to other vital goods or services.

Suppose that groceries were supplied in the same way as K-12 education. Residents of each county would pay taxes on their properties. Nearly half of those tax revenues would then be spent by government officials to build and operate supermarkets. Each family would be assigned to a particular supermarket according to its home address. And each family would get its weekly allotment of groceries—"for free"—from its neighborhood public supermarket.

No family would be permitted to get groceries from a public supermarket outside of its district. Fortunately, though, thanks to a Supreme Court decision, families would be free to shop at private supermarkets that charge directly for the groceries they offer. Private-supermarket families, however, would receive no reductions in their property taxes.

Of course, the quality of public supermarkets would play a major role in families' choices about where to live. Real-estate agents and chambers of commerce in prosperous neighborhoods would brag about the high quality of public

supermarkets to which families in their cities and towns are assigned.

Being largely protected from consumer choice, almost all public supermarkets would be worse than private ones. In poor counties the quality of public supermarkets would be downright abysmal. Poor people—entitled in principle to excellent supermarkets—would in fact suffer unusually poor supermarket quality.

How could it be otherwise? Public supermarkets would have captive customers and revenues supplied not by customers but by the government. Of course they wouldn't organize themselves efficiently to meet customers' demands.

Responding to these failures, thoughtful souls would call for "supermarket choice" fueled by vouchers or tax credits. Those calls would be vigorously opposed by public-supermarket administrators and workers.

Opponents of supermarket choice would accuse its proponents of demonizing supermarket workers (who, after all, have no control over their customers' poor eating habits at home). Advocates of choice would also be accused of trying to deny ordinary families the food needed for survival. Such choice, it would be alleged, would drain precious resources from public supermarkets whose poor performance testifies to their overwhelming need for more public funds.

As for the handful of radicals who call for total separation of supermarket and state—well, they would be criticized by almost everyone as antisocial devils indifferent to the starvation that would haunt the land if the provision of groceries were governed exclusively by private market forces.

In the face of calls for supermarket choice, supermarket-workers unions would use their significant resources for lobbying—in favor of public-supermarkets' monopoly power and against any suggestion that market forces are appropriate for delivering something as essential as groceries. Some indignant public-supermarket defenders would even rail against the insensitivity of referring to grocery shoppers as "customers," on the grounds that the relationship between the public servants who supply life-giving groceries and the citizens who need those groceries is

not so crass as to be discussed in terms of commerce.

Recognizing that the erosion of their monopoly would stop the gravy train that pays their members handsome salaries without requiring them to satisfy paying customers, unions would ensure that any grass-roots effort to introduce supermarket choice meets fierce political opposition.

In reality, of course, groceries and many other staples of daily life are distributed with extraordinary effectiveness by competitive markets responding to consumer choice. The same could be true of education—the unions' self-serving protestations notwithstanding.

**Mr. Boudreaux** is professor of economics at George Mason University and a senior fellow at the Mercatus Center.



### **Top 10 Reasons to Support School Choice Senate Bill 1 in PA**

State Senators Anthony Williams (D-Philadelphia) and Jeffrey Piccola (R-Dauphin) have introduced Senate Bill 1 the Opportunity Scholarship and Educational Improvement Tax Credit Act that would expand educational options for children. Listed below are the top 10 reasons to support this school choice bill:

- 1. It Allows Parents to Choose Their Child's School.**
- 2. It Will Save Taxpayers Money.**
- 3. It Will Not Raise Property Taxes.**
- 4. The Bill is Constitutional.**
- 5. It Will Boost Student Test Scores.**
- 6. The Bill is a First Step towards Ensuring School Choice for All.**
- 7. It Increases Funding for the Educational Improvement Tax Credit.**
- 8. It Will Help Children Rise From Poverty.**
- 9. It Does Not Regulate Private Schools.**
- 10. It Helps Remove the Teacher Unions Grip on Our Schools.**

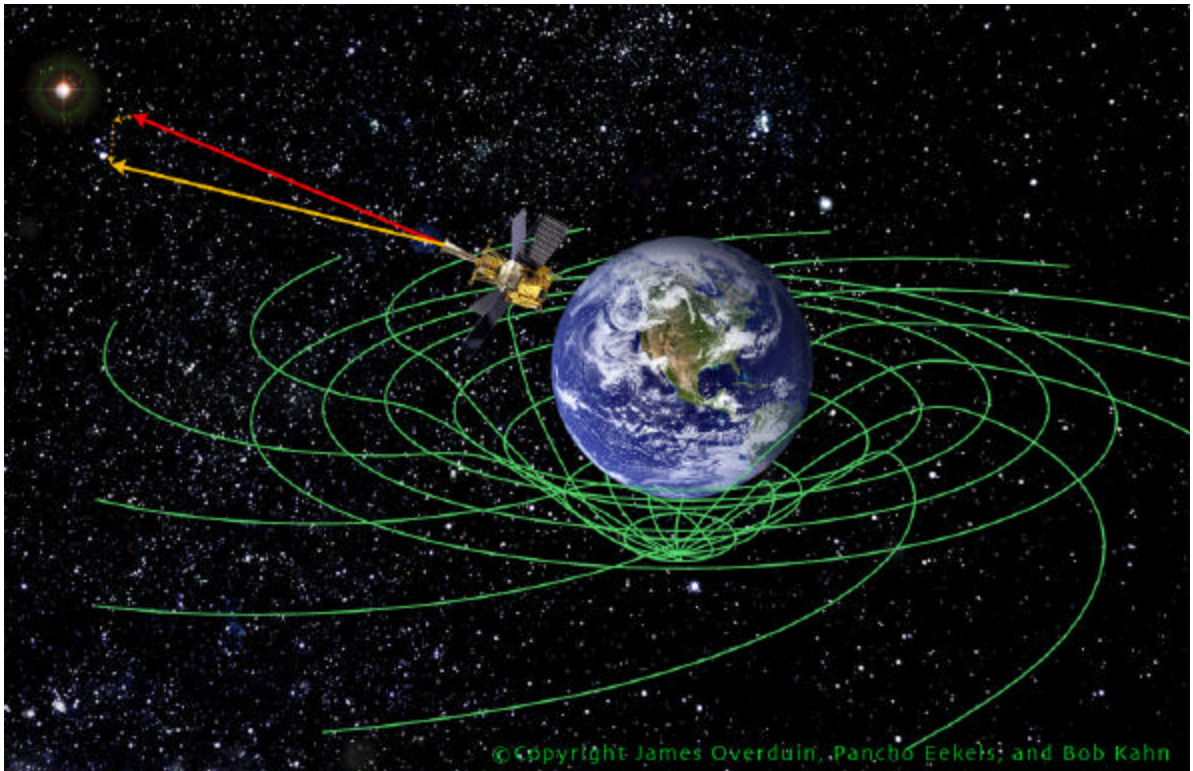
<http://www.freedomworks.org/files/PATop10SchoolChoice.pdf>

## AND IN OTHER NEWS

### NASA Announces Results of Epic Space-Time Experiment

Einstein was right again. There *is* a space-time vortex around Earth, and its shape precisely matches the predictions of Einstein's theory of gravity.

[http://science.nasa.gov/science-news/science-at-nasa/2011/04may\\_epic/](http://science.nasa.gov/science-news/science-at-nasa/2011/04may_epic/)



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<http://einstein.stanford.edu/SPACETIME/spacetime4.html>

The eternal mystery of the world is its comprehensibility." Einstein

#### **Washington County PA 9.12 Project**

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send stories or letters to the Librarian  
Matti Gruz  
[wpa912library@hotmail.com](mailto:wpa912library@hotmail.com)

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