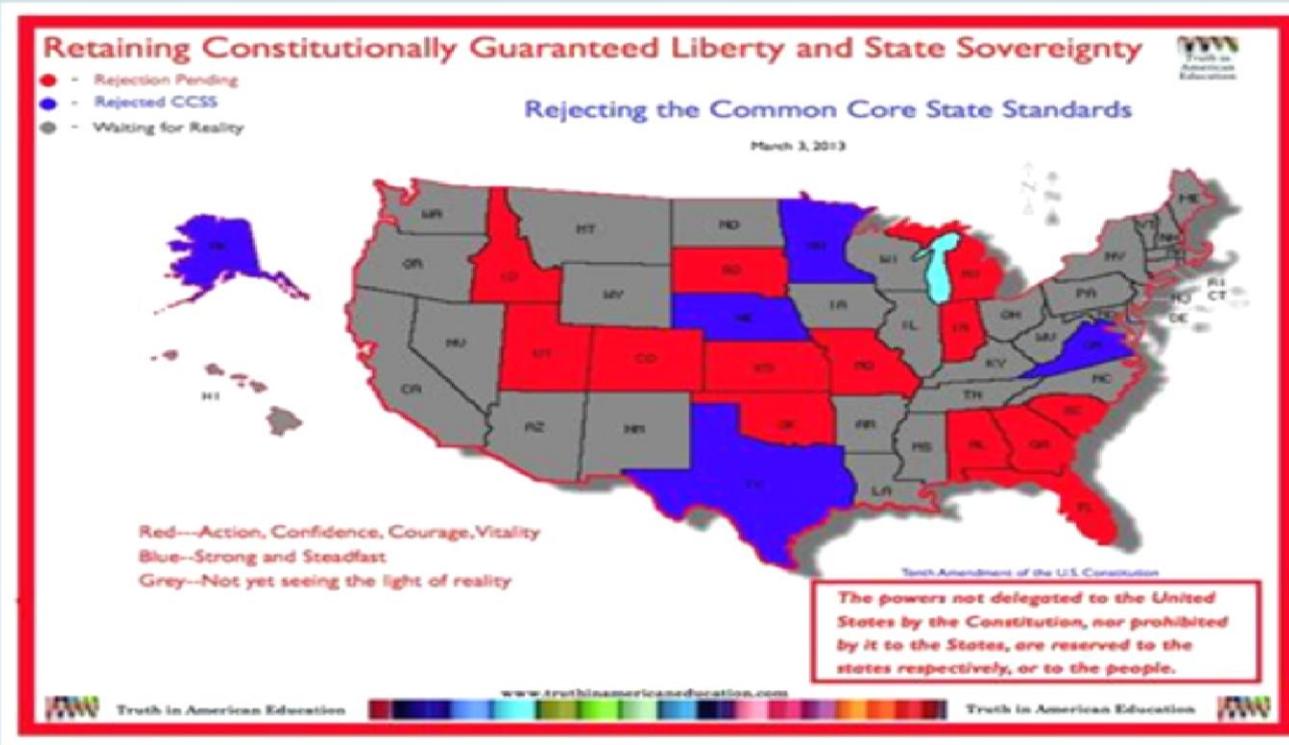


Map of States rejecting Common Core





'Even though our knowledge be incomplete. We must aim to make (psychology) permeate every educational activity in our national life...we had made a useful attack on a number of professions. The two easiest of them naturally are the teaching profession and the Church; the two most difficult are law and medicine...'

Brigadier General James Rawlings Rees, "Strategic Planning for MENTAL HEALTH...speech to annual meeting of National Council for Mental Hygiene, 1940.

"...every child in America entering school at the age of five is insane because he comes to school with certain allegiances toward our Founding Fathers, toward his parents, toward a belief in a supernatural being, toward the sovereignty of this nation as a separate entity...It's up to you (Psychologists and Psychiatrists) to make all these sick children well..."

Dr. Chester M. Pierce, Harvard Univ. keynote address to Assoc. for Childhood Education International Colorado. 1972

In early America, the three “R’s” of learning were often accompanied by a fourth, religion.

There was **NO CONFLICT** of **CHURCH** and **STATE**.

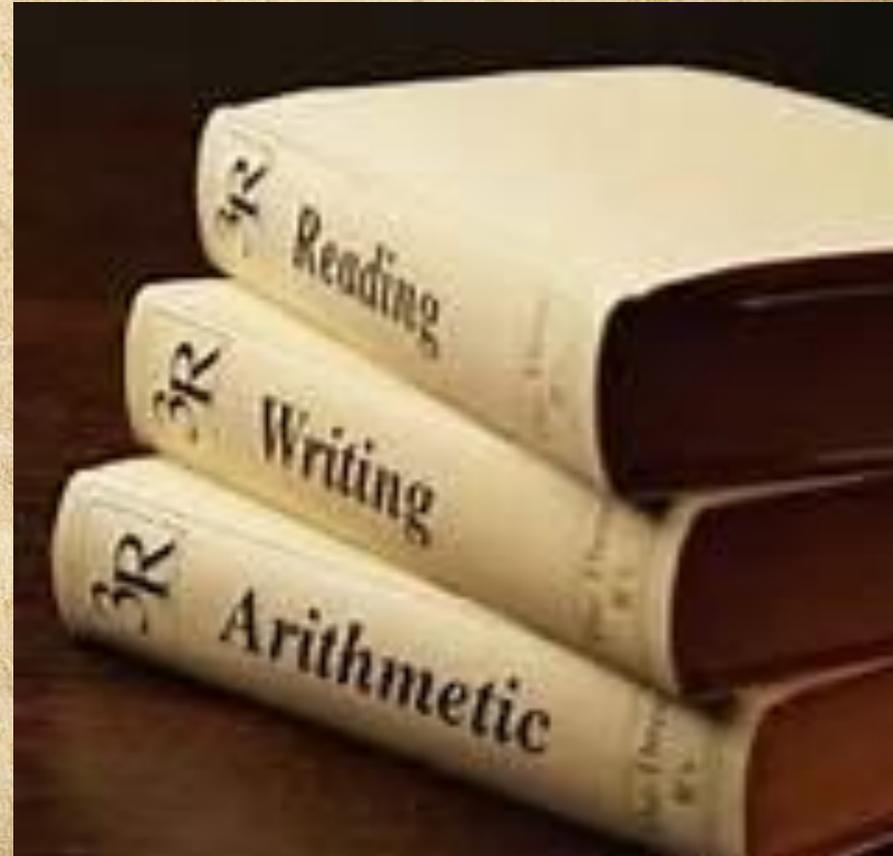
Local communities determined schooling needs.
ATTENDANCE was NOT COMPULSORY
until the 1840’s.

Children were then forced to attend public schools, the last in 1880 UNDER GUNPOINT.

Up to the early 1800s:

Calvinism (Presbyterians) influenced schools by teaching that man was a sinner in need of a holy Savior.

UNITARIAN (humanist) philosophy took over: believing that man was essentially good. Evil in the world was the result of poverty/ignorance. The Crusade for secular schools began!



“It is impossible to rightly govern the world without God and the Bible”

George Washington. Farewell Address 1796.

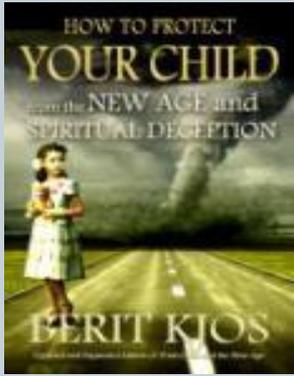
*The Founders sought to **protect PROPERTY, WEALTH, INDIVIDUAL LIBERTY** and our ability to control our **OWN HAPPINESS** from governmental controls. A clear majority realized only **THE BIBLE** could influence the corrupt human heart.*

*“We have staked the whole future of the American civilization, not upon the power of government, far from it. We have staked the future...upon the capacity of each and all of us to govern ourselves, to control ourselves, to sustain ourselves according to the
Ten Commandments of God.”*

James Madison, known as the father of the U.S. Constitution.

Old system: built on biblical boundaries for morals; personal freedom and free enterprise.
Government BY THE PEOPLE.

New system: without debate or vote, imposes socialist system sold as sensual freedom, collective economy and a government that controls the masses.



From Factual Education to Global Mind Control



- Part 1: The Global Roots of "Common Core" Education
- Part 2: The Rising Force behind "Common Core" Indoctrination
- Part 3: Common Core: Who Will Rule the Global School?
Brave New Schools, Chapter 2: The International Agenda

1919: The **Institute of International Education** was established with a grant from the **Carnegie** Endowment for International Peace. ... **John Dewey** served on its National Advisory Council.[1]

1933: **John Dewey**, "**father of progressive education**" and honorary president of the **National Education Association (NEA)**, co-authored the first **Humanist Manifesto** which called for a "**synthesizing of all religions**."

1934: Former Executive Secretary of the **NEA Willard Givens** warned that "*...all of us, including the 'owners', must be subjected to a large degree of **social control**... [T]he major function of the school is the **social orientation** of the individual. It must seek to give him understanding of the **transition to a new social order**."*[3]

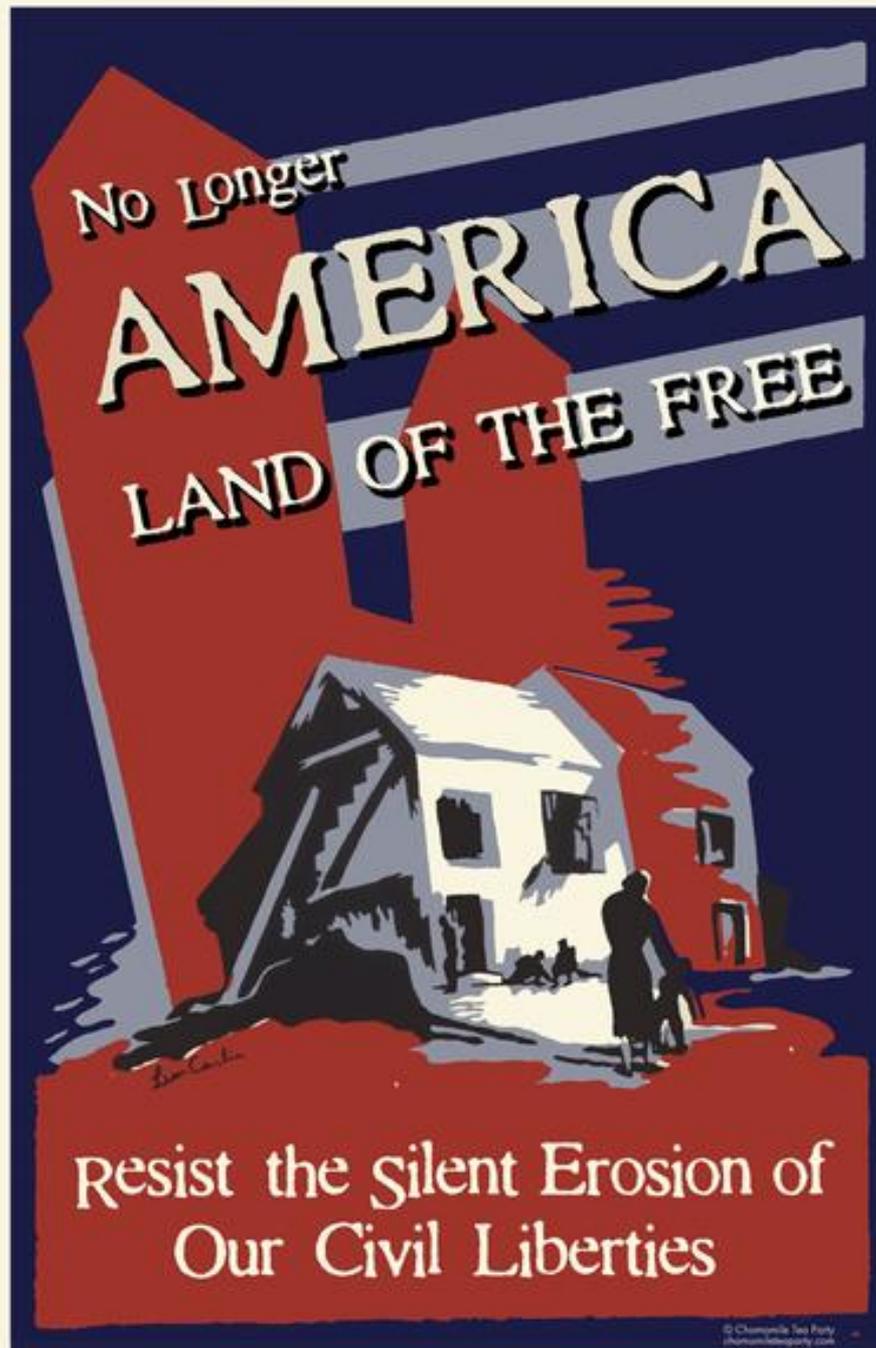
1947: "The task before **UNESCO**... is to help the emergence of a **single world culture** with its own philosophy and background of ideas and with its own broad purpose." [4] **Julian Huxley**, the first head of the **United Nations Educational, Scientific and Cultural Organization (UNESCO)**

"O our God... we have no power against this great multitude that is coming against us; nor do we know what to do, but our eyes are upon You."

2 Chronicles 20:12

COMMON CORE:

Who Will
Rule the
Global
School?



America today is a divided nation with eroding liberties for Christians who refuse to embrace today's contrary new rules and global values. The seeds for this transformation were planted long ago, but few saw the warning signs. The evidence is too vast to deny.

COMMON CORE: Who Will RULE America's Schools?

Goals envisioned more than a century ago by dominant elites (wealthy corporate giants) steered the process from behind the scenes. Though the labels changed through the years, they all followed a globalist vision toward a totalitarian world equipped to mold young minds for a Socialist/Communist system.

EACH decade brought us closer to the fulfillment of this ANTI-CHRISTIAN agenda. The latest DECEPTIVE LABEL of the international education plan "Common Core" (CC) hide the global agenda, at least for the moment.

"Bill Gates Teams Up With UNESCO"



"Common Core Standards"

Is NOT NEW!!

The road to a NATIONALIZED EDUCATION SYSTEM—the beginnings of which began after the Civil War and has become overtly obvious in the past 60 years.

- Education for All
- Outcome Based Education (OBE)
- Mastery Learning
- Goals 2000 (Bill Clinton)
- No Child Left Behind (George Bush)
- Race to the Top (Barack Obama)

WHAT IS COMMON CORE (CC)?

A set of 'patented' math and English language arts standards, created by the Department of Education and ACHIEVE, Inc., a *progressive* non-profit group receiving most of its funds from the Bill and Melinda Gates foundation, to 'standardize' ALL curriculum nationally.

'All' meaning public, private, religious and home schools; ultimately no one will be exempt!

45 states adopted CC under the cloak of secrecy. North Carolina State Board of Education along with the former Governor Beverly Purdue unanimously adopted CC in 2010 to accept the President's bribe of 'Race to the Top' funding *WITHOUT public review...and a waiver for No Child Left Behind requirements...used as a 'bribe' to escape educational accountability.*

1973—The NEA PRESIDENT PROCLAIMED:
"The day of basic skills is over...we will be the conveyor of national values."

BENJAMIN BLOOM pioneered MASTERY LEARNING

His philosophy, "*purpose for education...to change the thoughts, feelings, and actions of students.*" Forerunner to Outcome Based Education (OBE),
feelings more important than facts.

- Sex Education Death Education
- Mastery Learning/OBE

*All Taught at Littleton High School, Colorado in 1991
As a WORLD CLASS Education!*

- *Students could **fail** all classes and graduate if he passes all demonstrations.*

- NC Public schools started NEW CC Math and English Language Arts standards in the fall of 2012.
- CC supporters tell us they are NOT writing the curriculum *only* the tests. But when you control the test, you control the curriculum.
- Former North Carolina teacher and author, Kris Neilsen of 'Teaching to the Core' said:

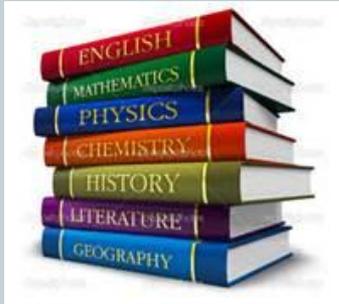
"English classics are replaced by 'informational texts', dry government documents, refrigeration repair manuals. Grammar, spelling, diagramming of sentences are NOT on the test. Social Studies rarely taught, PE becoming extinct, no more time for field trips, concerts etc. Now the directions are 'shut up, sit still and soak up everything'...

kids CAN'T be kids".

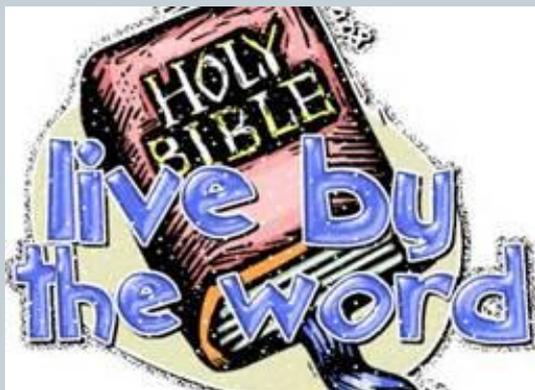
Common Core Means

- **SOCIAL ENGINEERING**
- **VERY EXPENSIVE for TAX PAYERS**
(Conservative est: \$16 billion nationally!)
- ****DATA MINING TRACKING SYSTEM of all!****
- **NO ACCOUNTABILITY for ADMINISTRATORS
and UNIONS**
- **TESTING IS NOT LEARNING**
- **REGIMENTATION**

***Lest we forget...the price of freedom is eternal vigilance
...A textbook case of today's political
correctness/progressive liberalism/humanism/socialism!***



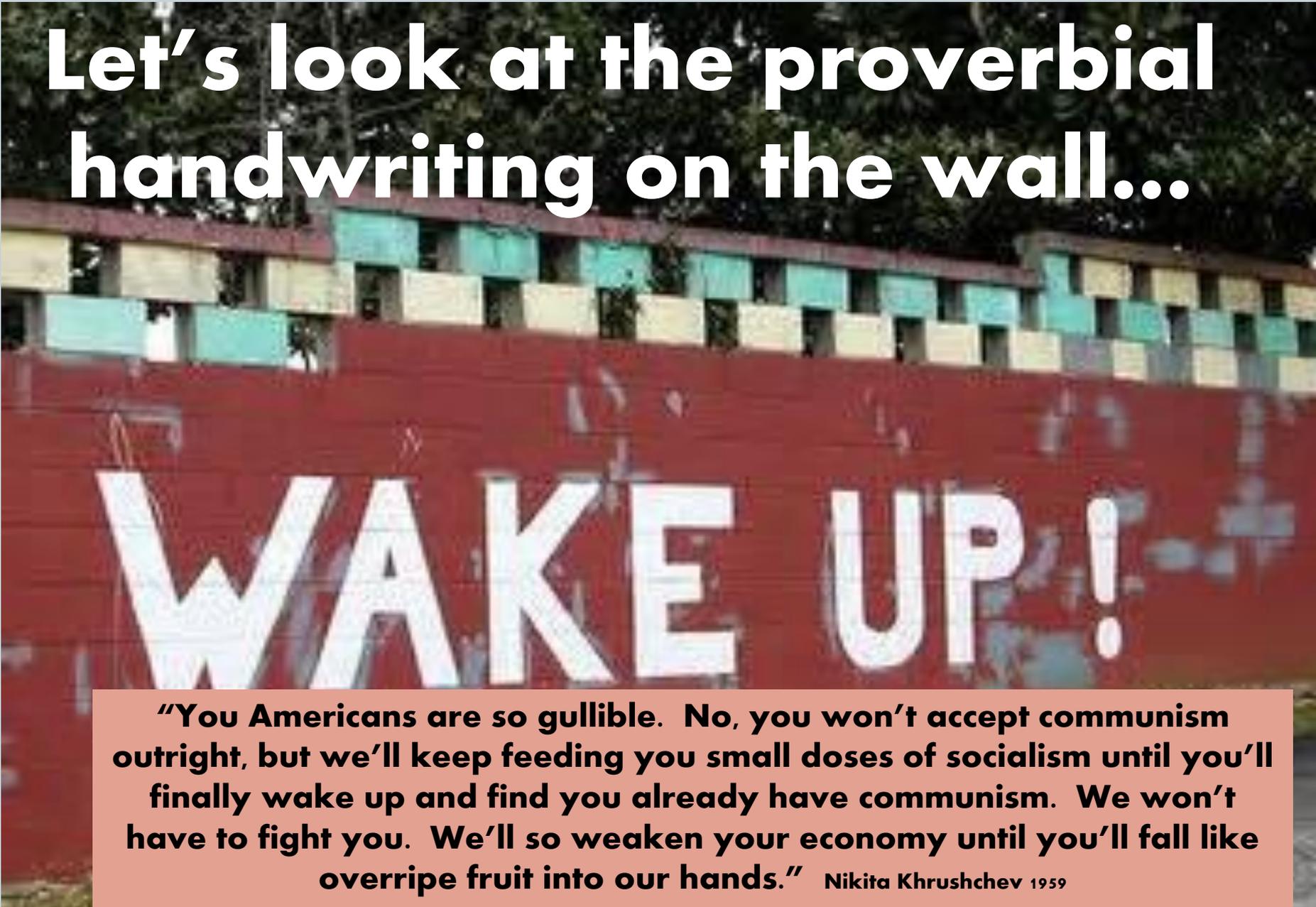
- **Corrupt the young**
- **Divide the people into hostile groups**
- **Always preach true democracy**
- **By specious argument cause the breakdown of the old moral virtues**
- **Cause the registration of all firearms - Vladimir Ilich Lenin**



“If we ever forget that we are One Nation Under God, then we will be a Nation gone under.”

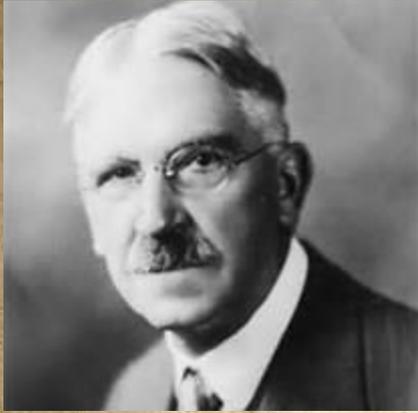
President Ronald Reagan

Let's look at the proverbial handwriting on the wall...



WAKE UP!

"You Americans are so gullible. No, you won't accept communism outright, but we'll keep feeding you small doses of socialism until you'll finally wake up and find you already have communism. We won't have to fight you. We'll so weaken your economy until you'll fall like overripe fruit into our hands." Nikita Khrushchev 1959



Dewey was a confirmed **atheist and Socialist** who believed learning to read and write too difficult for the early grades...and that schools should take an active part in creating a "new social order". His purpose: **DESTROY EACH CHILD'S INDIVIDUALITY** and impose group consensus as the measure of progress.

"We must help the **GOD**-indoctrinated person realize that morals and ethics are manmade...(and thus teach him to) discard his outdated, immoral, or evil values....(by) replacing them with **RATIONAL ONES**."*

John Dewey, known as the father of the modern day public school;
co- author of
The **HUMANIST MANIFESTO I** in 1933 advocated:

- Man is responsible for what he/she gets out of life. There is *no hereafter*.
- Should be **NO LIMITS** to pleasure one can seek in life.
- UNLIMITED ABORTION RIGHTS, HOMOSEXUALITY, DIVORCE, EUTHANASIA, and SUICIDE** exalted as an acceptable way out of an unhappy life!

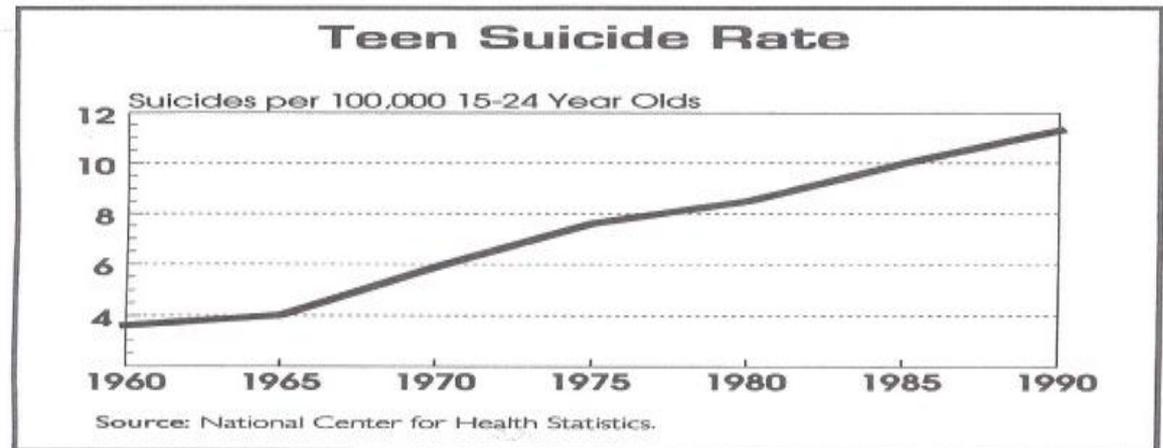
•**SUICIDE** now a leading cause of **DEATH** among teens **AND our military!**

Youth suicide, once unheard of in America, went from barely 500 a year to over 6,000 a year.

Dr. John Stormer: None Dare Call It Education

The School Counselor magazine, May 1977:

"Death Education will play as important a *part in changing attitudes towards death as sex education played in changing attitudes toward sex...and wider acceptance of various sexual practices.*"



Year	Rate (per 100,000)
1960	3.6
1965	4.0
1970	5.9
1975	7.6
1980	8.5
1985	10.0
1990	11.3

Source: National Center for Health Statistics.

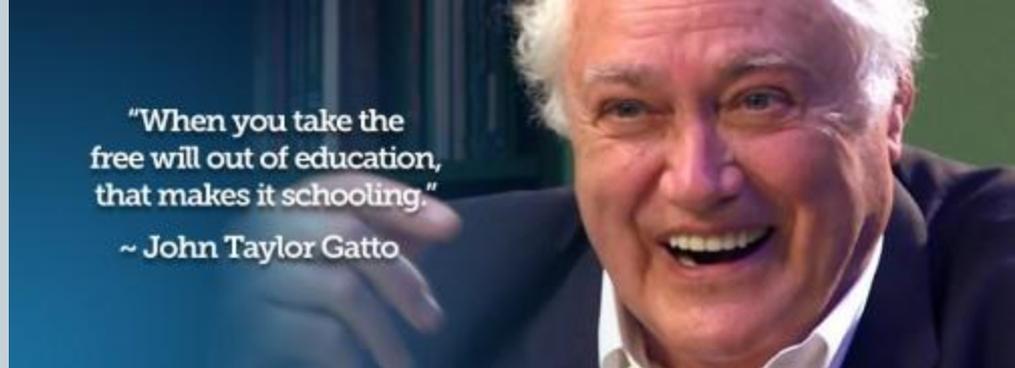
Analysis: The rate at which teenagers are taking their own lives is increasing rapidly. Since 1960, the teen suicide rate has more than tripled. These statistics alone do not give a complete picture of the extent of the problem. Suicide is now the third leading cause of death among adolescents—behind motor vehicle accidents and all other accidents.

According to Edward Zigler, professor at Yale University, for every successful suicide there are fifty to one hundred adolescent suicide attempts.²¹ Looked at another way, in 1990, using conservative estimates, more than five percent of all teenagers tried to take their lives, compared with one percent in 1960.

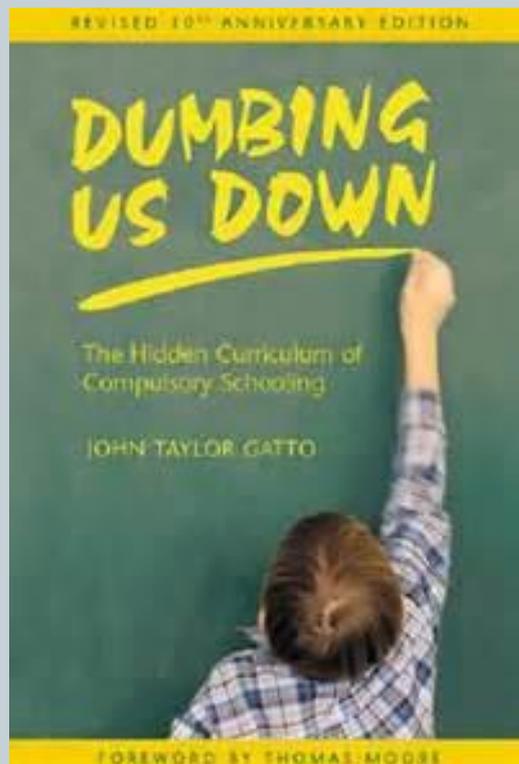
Where suicide has been taught as a potential escape to one's problems in life, the suicide rate has tripled.

The Bible warns that: "All who hate me (GOD) love death." Proverbs 8:36

Three Time Teacher of the Year John Taylor Gatto said the following about education:



"When you take the
free will out of education,
that makes it schooling."
~ John Taylor Gatto



- “Our nation ranks at the bottom of 19 industrial nations in reading, writing and arithmetic.”
- “Children belong to parents, NOT government elites.”
- “Home schooling produces children 5 to 10 years ahead of public school graduates.”
- “More money and more people pumped into this sick institution will only make it sicker.”
- Quit teaching – “he was no longer willing to hurt children.”

Gatto said:

“Between 1967 and 1974, teacher training in the US was covertly revamped by major corporations and the Department of Education to manipulate personal opinions.

Teachers, to function as government CHANGE AGENTS were told that “behavioral science (psychology/psychiatry)” would...replace academic curriculum in schools...and that CHEMICAL EXPERIMENTATION ON MINORS would be normal.”

Gatto realized schools were not failing, they were succeeding in reducing standards for a docile workforce!
Succeeding spectacularly!
Outcome Based Education (OBE) demands CONFORMITY.

All students proceed at the pace of slowest.

*Virginia's model of OBE was called *COMMON CORE OF LEARNING* before CC came out nationally!

"WORLD CLASS STANDARDS, SKILLS TO COMPETE IN GLOBAL ECONOMY"

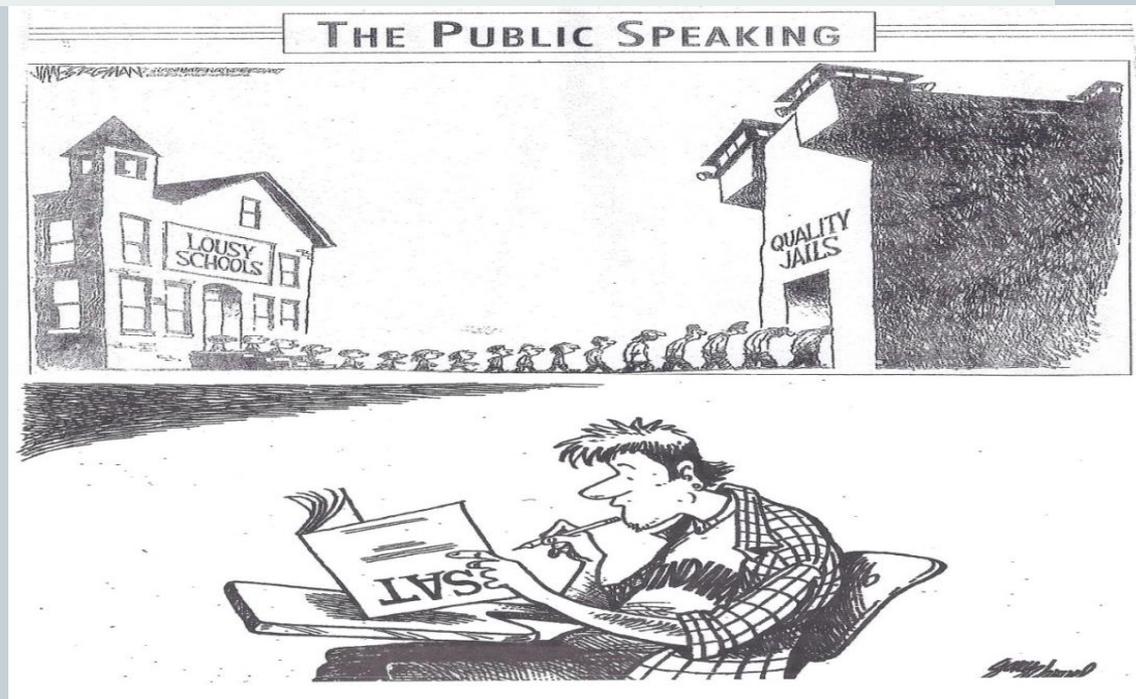
Even Union Leader, Albert Shanker noted standards were vague and fluffy!

North Carolina implemented OBE in 1993 along with many other states. Curriculum revision costs *then*:
\$80 million alone in Kentucky.

Teachers objecting to vague curriculum were not re-certified.



“Teachers...told that CHEMICAL EXPERIMENTATION ON MINORS would be normal.” How many do you know who are taking a drug to ‘improve their focus’.



Common Core Standards

FUZZY MATH - NEW MATH

Rejects drill, memorization... dependent on calculators.

FEW TEXTBOOK (if any!)

Publishers sell overheads, dice, spinners, practice problems.

MTV

Lots of color/pictures that have no **relationship to mathematics**.

POLITICALLY CORRECT

PC math problems-save the trees or whales. Grades on PC.

DISCOVER IT YOURSELF/GUESSWORK

Avoids direct instruction, work on problems they have no idea how to solve.

GROUP LEARNING/GROUP TESTING

Slow kids go along for the ride.

INTEGRATED CONTENT

Mixes math development algebra/geometry achievement, impossible to assess.

WRITE ABOUT IT

Assumes student can explain their math!

Gatto's Conclusions:

AMERICAN SCHOOLS mission --RETARD MATURITY --CREATE INTELLECTUAL/EMOTIONAL DEPENDENCY, and CONFUSION. REASON THEY MUST BE COMPULSORY!

The plight of Black Americans now seems

to be worse than it was in 1960..an unseen social cost of all this has been the destruction of family life, the loss of home as sanctuary..bewilderment of children raised by strangers..This psychopathic megalith has grown more powerful despite colossal failures to educate...and succeeds in surviving only because it employs the police power of the state to fill its hollow classrooms.

Teaching must be decertified ASAP!

Give families their money back to pick and CHOOSE what's best for them. We did it before and we can do it again! Gatto

American LITERACY RATES before WWII:

Out of 18 million men (all races) applying/drafted:

- 1940-1941
84% of American blacks who applied for the Army were **FULLY LITERATE**
- 1950 - Figure dropped to 38%
- 1960 - Figure dropped to 28%
- Today- Lower than 28%

In 1940, **99% of American whites** inducted in WWII **were literate.**

The NY State Education Department stated last year that only 50% of state adults could read bus instructions and fill out simple forms.

Randy C. Murray, ex-NC teacher wrote in the Fayetteville Observer:

"Thousands of kids are functionally illiterate. For 50 years experimental teaching strategies have come and gone.

WHOLE LANGUAGE means "anything but phonics".

1600 Whole Language words memorized vocabulary by end of 4th grade

COMPARED TO

phonics kids, same grade level, can have a reading vocabulary of

24,000 words!





OpinionJournal

from THE WALL STREET JOURNAL *Editorial Page*

[PRINT WINDOW](#) [CLOSE WINDOW](#)

REVIEW & OUTLOOK

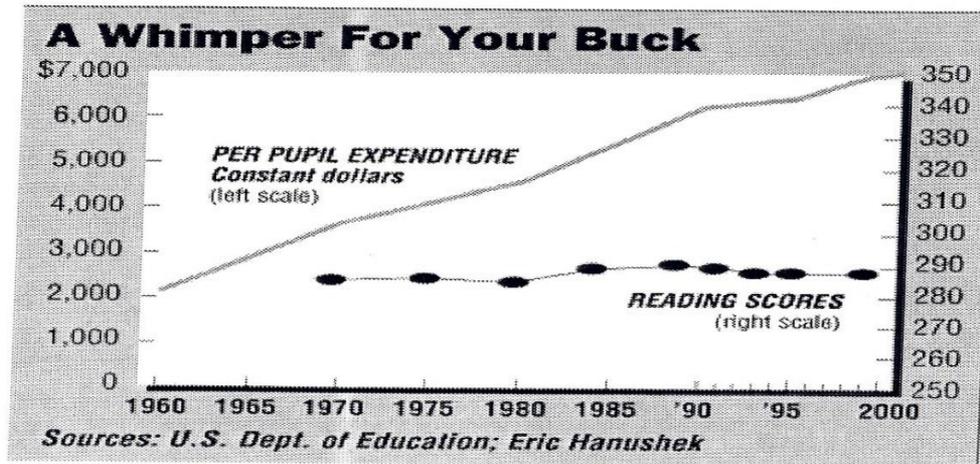
More Money?

No. Competition is the way to improve the schools.

Wednesday, December 20, 2000 12:01 a.m.

Yoo-hoo!

Who? We address ourselves to almost all Democrats, especially those in Congress who just voted for an 18% increase in education funds, the many Republicans who agree with them, and the 78% of the voters who last month told CNN exit pollsters that they thought "more funds" were the answer to improving schools. We ask all of you to cast your eyes on this chart:



What you are seeing is the impact of ever more money being tossed at elementary and secondary public school education. The ever more money (in real dollars) is represented by the line that streaks upward, while the impact on public education--in this case, scores on reading tests--is represented by the line that is about flat. The results for scores on math, science and writing tests reveal about the same situation:



MORE money and more people pumped into this sick institution will only make it sicker...For 140 years this nation has tried to impose objectives downward from a lofty command center made up of "experts", a central elite of social engineers. It hasn't worked. **IT WON'T WORK.**" John Taylor Gatto

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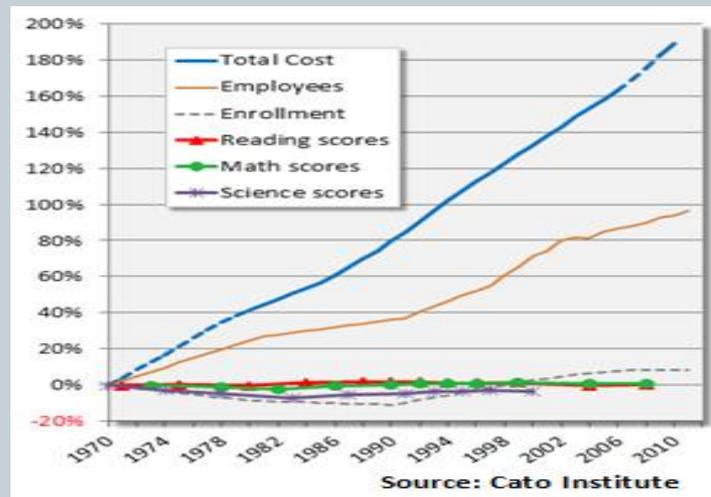
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August 16, 2013

America's Educational Madness

By [Robert Weissberg](#)

Imagine you were the CEO of something called "American K-12 Public [Schools](#)" and it was the annual Board meeting. With everyone assembled, the firm's Chief of Research distributed this one-page "progress" report ([Chart](#) prepared by Andrew Coulson of the Cato Institute and derived from the US Department of Education "Digest of Educational Statistics," and NAEP tests, Long Term Trends, 17-year olds):



In a nutshell, and in constant 2013 dollars, the cost of a K-12 education in 1970 was \$57,602; the same education in 2010 was \$164,426 all the while employment in education rose sharply and school enrollments remained flat.

Clearly, if our hypothetical firm was a real business, it would have long vanished.

So, what is this Board to do? Heed President Obama's admonitions to "keep investing

- **CC CONTINUES GOVERNMENT ASSAULT AGAINST TRADITIONAL EDUCATIONAL BASICS** parents expect.
- **SOCIAL ENGINEERING EXPERIMENTS** continue; SAT testing architect/Chairman of SAT Board, David Coleman was NEVER a classroom teacher..*His goal--replace traditional subjects with 'social justice'!* Parents were Marxists.
- **CC CONTINUES THE HEAVY HAND OF GOVERNMENT TAXATION FOR curriculum REVOLUTION** requiring all new data systems platforms in all schools.
- Corporations **BEHIND CC** for a uniform/standardized **OUTPUT** of workers; Administrators/unions love **CC**. They won't have to face the heat of failing grades.
- A standardized curriculum sounds good, especially to those who move frequently, but a firestorm of complaints have erupted from students, parents and teachers, across the nation. Lowers standards for Mass. **RANKED** number 1 nationally in English/L.A.
- "Experts in education have never been right; their solutions are **EXPENSIVE** and **SELF SERVING AND ALWAYS INVOLVE FURTHER CENTRALIZATION.**" John Taylor Gatto

- Schools hold vast market share of people and future consumers.
- Money to be made from DATA MINING tracking systems to create lifetime computer files on each child, family and teachers.
- Federal privacy laws rewritten to enable it. Without public consent or knowledge! .

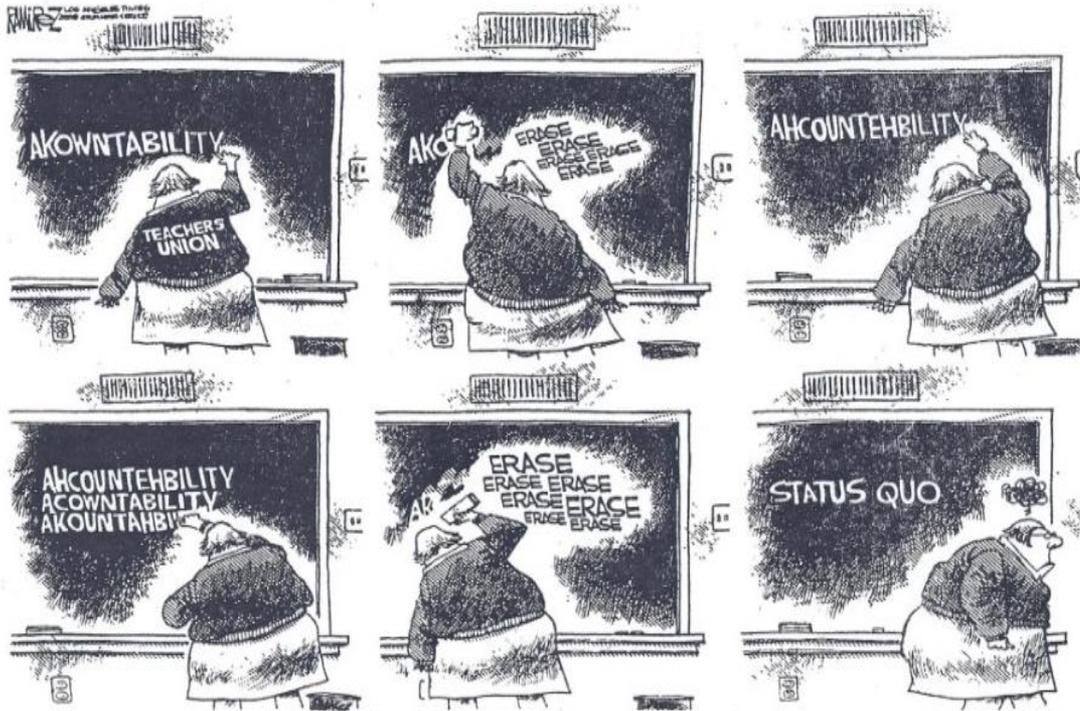
Read about **inBloom data sharing** with private corporations and continued efforts of states to track personal data.

(Remember the Communist Chinese Dagans?)

Dept. of Education strikes again

Using 'New Math,' Johnny can't add

Read Phyllis Schlafly's column on page 1.



- Parents and teachers are in a national revolt.
- Testing is not learning!
- Children **SOBBING** because they cannot make **SENSE** out of the new math, **AFRAID THEY WILL FAIL!** Their college educated parents can't make sense of their tests either!

CC will end LOCAL CONTROL and HISTORIC TRADITION of parental rights to choose what is best for their child!!!

Our Founders knew there could be no true education without a moral culture, and no true morality without Christianity.

Our freedom from regimentation made us the innovators of the world as our citizens were marvelously inventive and able to think for themselves.

If we do not demand an end to this governmental intrusion into parental responsibility and withdraw our children from this fraudulent education system, **our children and grandchildren will no longer be reading Brave New World and 1984.**

They will be living it!

Would you hire former Soviet leader
Mikhail Gorbachev (Communist!) to
teach your children about American
values?

Then why are our PUBLIC
SCHOOLS *using a curriculum
promoted by him?*

(Education Alert of The American Policy
Foundation Dec 2004)

Happening in 10,350 U.S. Schools: Gorbachev's Curriculum

- Earth Worship (pantheism)
- Evolution
- Socialized medicine
- World Government redistributes American wealth to other nations
- Contraception and "reproductive health" (legal abortion)
- Debt forgiveness for third-world nations
- Adoption of the gay rights agenda
- Elimination of the right to bear arms
- Setting aside massive amounts of private land where no human presence is allowed! (Agenda 21)



From the Garden of Eden to the Tower of Babel; to Babylon the Great, the Mother of Harlots—... the intellectual and spiritual warfare for the minds of young and old alike continues.

The scripture reading:

*“If any of you lack wisdom, let him ask of God that giveth to all men liberally, and upbraideth not; and it shall be given him” James 1:5 He noted that the Bible also warns as one of the signs of the last days is that men will be **“ever learning and never able to come to the knowledge of the truth.”***

2 Tim 3:7

For the last 10 years, North Carolina remained stuck at 48TH in the nation in SAT scores.” To continue to pay outrageous money for absurd results, Reverend Kelly said, is WILLING IGNORANCE.





IN SUMMARY, our FOUNDERS
*knew there could be **no true education***
without a moral culture, and no true
morality without Christianity. “Your ‘free
schools’---are in fact exactly opposite...
Those who pay for them do it...by
compulsion...not only is the payment
compulsory, but the attendance is
also.”

Robert Lewis Dabney was known as a prophet for his accurate writings on the
coming cultural changes following the Civil War. What the intellectuals of his day
(Darwin, Marx, Dewey, Freud) saw as PROGRESS, Dabney saw as cultural suicide.

...it is impossible to separate the ethical and intellectual functions...He that is not
WITH his GOD is against Him...Not to row, is itself, to float down the stream...” “To
educate the mind without purifying the heart is but to place a sharp sword
in the hands of a madman.”

TRADITIONAL vs. CSCOPE, COMMON CORE STANDARDS

TRADITIONAL EDUCATION:

- Teacher directed authority figure.
- Student's role: learn from the teacher, develop foundation skills for logical & analytical reasoning, independent thinking.
- Academic, fact based, skills, research, phonics; classical literature; cursive handwriting; grammar; correct spelling; expository- persuasive, research writing.
- Math: drill and skill 4 math functions memorized.
- Social studies focus on American heritage/exceptionalism, national sovereignty, Founding Documents.
- Character development: pro-faith, self control, personal responsibility, self discipline, solid work ethic.
- Grades earned by objective tests on academic skills

COMMON CORE:

- PROGRESSIVE/RADICAL learning, group think, project based, unproven fads/theories.
- Adult Facilitator, students teach each other.
- Focus on feelings, emotions, opinions, GROUP-THING, WHOLE LANGUAGE, guided reading, no cursive writing.
- Fuzzy math, rejects drill and memorization, dependent on calculators.
- Social Studies: multiculturalism, globalization, REVISIONIST HISTORY.
- Political correctness, sexual freedom, contraceptives.
- Environmental extremism, global warming/climate change, evolution
- Victimization, diversity, acceptance of homosexuality as normal.
- WEALTH REDISTRIBUTION. Without debate or vote, imposes a socialist system sold as sensual freedom, collective economy and a government that controls the masses.

Please pray that the LORD will guide our state legislators to enact legislation that will **SEVER ALL TIES** with **COMMON CORE TESTING AND USE OF CC CURRICULUM**.

ACTION:

- *Petition your local school board to follow the lead of the New Hanover School Board's unanimously passed resolution to General Assembly/Stated Board of Education for a one year delay in implementation of CC and clarity of standards. (see attached)*
- *Petition Governor McCrory, who is for CC, to invoke a one year delay for a public review of the COSTS and new requirements of CC (governor.office@nc.gov); and Lt Governor Dan Forest (lt.gov@nc.gov) Head of the NC State Board of Education who is opposed to CC .*

Ask that N.C. ENFORCE their rights under Article I, section 15 of the **NC Constitution** which affirms,
“The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.”

REFERENCES/SOURCES

www.cwfa.org (click on states for NC/)Concerned Women for America/CC)

www.johnlocke.org (Dr Terry Stoops EducationReporter: tstoops@johnlocke.org)

www.Civitas.org “CC: Who’s not telling the whole story?” Bob Luebke 7/17/2012)

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http://www.americanthinker.com/2013/04/common_core_nationalized_state-run_education.html

Web sites:

www.stopcommoncore.com, www.truthinamerica.com, www.johnlocke.org,

www.Parentalrights.org, www.worldnetdaily.com, www.cwfa.org

www.civitas.org

www.childrenofthecore.com (author/former NC teacher: Kris Neilsen)

Townhall.com story of May 8,2013 Stop CommonCore Rally Draws 9.7 Million (a rally on Twitter!) led by ParentLedReform

<http://victoriajackson.com/8959/common-core-teaches-communism> Karen Schoen explains CC

B.K. Eakman, THE CLONING OF THE AMERICAN MIND Huntington House Publishers

www.JohnTaylorGatto.org “Dumbing Us Down”

Most of the information provided is sourced in the footnotes, but there may be others not referenced for which we apologize for in advance. This continues to be a fast moving issue.

**RESOLUTION REGARDING IMPLEMENTATION OF
“COMMON CORE STATE STANDARDS,” AND “CEDARS”**

WHEREAS: The North Carolina State Board of Education voted July 2010 to adopt “Common Core State Standards,” and the North Carolina General Assembly passed laws in 2011 instructing the North Carolina State Board of Education to implement the “Common Core State Standards” and assessments; and,

WHEREAS: The “Common Core State Standards” bind our State to standards owned and copyrighted by private organizations from which we cannot subtract, replace, or add to-beyond an additional 15 percent; and,

WHEREAS: The “Common Core State Standards” have never been validated empirically to establish increased student achievement; nor have the standards been demonstrated to be the vehicle to build the skills to make our students and nation internationally competitive; and,

WHEREAS: The assessments have not been fully developed and cost are unknown; and

WHEREAS: The required costs associated with the assessments, expanding the current number of technological devices, and expanding bandwidth to each school in the system to accommodate mandatory online testing has not been determined; and

WHEREAS: It has not been determined clearly which governmental body will assume financial responsibility for full implementation; and

WHEREAS: The connections between the “Common Core State Standards,” the assessments aligned to these standards, and the collection of longitudinal student data all within the Race to the Top Grant, have generated considerable confusion for the public. Further clarification regarding data collection, dissemination and security as well as the use of federal grant dollars is needed.

THEREFORE BE IT RESOLVED: That the New Hanover County Board of Education requests that the North Carolina State Board of Education and the North Carolina General Assembly clarify the standards, assessments and financial commitment by engaging in full public discussions.

Donald S. Hayes, Chairman

New Hanover County School

Source: New Hanover School Board Passes Resolution by Lindalyn Kakadelis in Blog, News on September 4, 2013

(ALL CONCERNED: Suggest we submit this to our School Board and elected representatives as a CITIZEN’S ACTION PETITION.