



CITIZEN COMMENT CARD

The Board of County Commissioners values your participation

Please fill out this card if you wish to speak or record your sentiment regarding an agenda item or general topic. Individuals wishing to speak may do so for up to three minutes when called to the lectern.

Citizens to be Heard

Agenda Item

CODE ENFORCEMENT

Agenda date: 3/7/2017

Agenda item number (NOT case number): _____

Speaking:

For Against Undecided

Waive speaking:

In Support Against

(The Chairman will read this information into the record.)

Topic: CODE ENFORCEMENT

Name: CHARLES DESTRO

Address: 1705 THOMAS DR

City: CLEARWATER Zip: 33759

Email: 

Please refer to the *Pinellas County Commission Public Participation & Decorum Rules* for details.

Visit Pinellas County online at www.pinellascounty.org



CITIZEN COMMENT CARD

The Board of County Commissioners values your participation

Please fill out this card if you wish to speak or record your sentiment regarding an agenda item or general topic. Individuals wishing to speak may do so for up to three minutes when called to the lectern.

Citizens to be Heard

Agenda Item

Agenda date: March 7, 2017

Agenda item number (NOT case number): _____

Speaking:

For Against Undecided

Waive speaking:

In Support Against

(The Chairman will read this information into the record.)

Topic: Common Core -
Critical Thinking

Name: Lenore Faulkner

Address: 11109 Kapok Grand Cir

City: Madison Beach Zip: 33709

Email: _____

Please refer to the *Pinellas County Commission Public Participation & Decorum Rules* for details.

Visit Pinellas County online at www.pinellascounty.org

Gerard V. Bradley, Professor of Law
c/o University of Notre Dame, The Law School
3156 Eck Hall of Law, PO Box 780
Notre Dame, IN 46556

Common Core
Pinellas County Commission
March 7, 2017
Sign In Lenore Faulkner

Subscribe

FOR INCLUSION
IN THE RECORD
KTU

October 16, 2013

This letter was sent individually to each Catholic bishop in the United States. 132 Catholic professors signed the letter.

Your Excellency:

We are Catholic scholars who have taught for years in America's colleges and universities. Most of us have done so for decades. A few of us have completed our time in the classroom; we are professors "emeriti." We have all tried throughout our careers to put our intellectual gifts at the service of Christ and His Church. Most of us are parents, too, who have seen to our children's education, much of it in Catholic schools. We are all personally and professionally devoted to Catholic education in America.

For these reasons we take this extraordinary step of addressing each of America's Catholic bishops about the "Common Core" national reform of K-12 schooling. Over one hundred dioceses and archdioceses have decided since 2010 to implement the Common Core. We believe that, notwithstanding the good intentions of those who made these decisions, Common Core was approved too hastily and with inadequate consideration of how it would change the character and curriculum of our nation's Catholic schools. We believe that implementing Common Core would be a grave disservice to Catholic education in America.

In fact, we are convinced that Common Core is so deeply flawed that it should not be adopted by Catholic schools which have yet to approve it, and that those schools which have already endorsed it should seek an orderly withdrawal now.

Why – upon what evidence and reasoning – do we take such a decisive stand against a reform that so many Catholic educators have endorsed, or at least have acquiesced in?

Subscribe

In this brief letter we can only summarize our evidence and sketch our reasoning. We stand ready, however, to develop these brief points as you wish. We also invite you to view the video recording of a comprehensive conference critically examining Common Core, held at the University of Notre Dame on September 9, 2013. (For a copy of the video, please contact Professor Gerard Bradley at the address above.)

News reports each day show that a lively national debate about Common Core is upon us. The early rush to adopt Common Core has been displaced by sober second looks, and widespread regrets. Several states have decided to “pause” implementation.

Others have opted out of the testing consortia associated with Common Core. Prominent educators and political leaders have declared their opposition. The national momentum behind Common Core has, quite simply, stopped. A wave of reform which recently was thought to be inevitable now isn't. Parents of K-12 children are leading today's resistance to the Common Core. A great number of these parents are Catholics whose children attend Catholic schools.

Much of today's vigorous debate focuses upon particular standards in English and math. Supporters say that Common Core will “raise academic standards.” But we find persuasive the critiques of educational experts (such as James Milgram, professor emeritus of mathematics at Stanford University, and Sandra Stotsky, professor emerita of education at the University of Arkansas) who have studied Common Core, and who judge it to be a step backwards. We endorse their judgment that this “reform” is really a radical shift in emphasis, goals, and expectations for K-12 education, with the result that Common Core-educated children will not be prepared to do authentic college work. Even supporters of Common Core admit that it is geared to prepare children only for community-college-level studies.

No doubt many of America's Catholic children will study in community colleges. Some will not attend college at all. This is not by itself lamentable; it all depends upon the personal vocations of those children, and what they need to learn and do in order to carry out the unique set of good works entrusted to them by Jesus. But none of that means that our Catholic grade schools and high schools should give up on maximizing the intellectual

potential of every student. And every student deserves to be prepared for a [Slice of the](#) imagination, of the spirit, and of a deep appreciation for beauty, goodness, truth, and faith.

Subscribe

The judgments of Stotsky and Milgram (among many others) are supported by a host of particulars. These particulars include when algebra is to be taught, whether advanced mathematics coursework should be taught in high school, the misalignment of writing and reading standards, and whether cursive writing is to be taught.

We do not write to you, however, to start an argument about particulars. At least, that is a discussion for another occasion and venue. We write to you instead because of what the particular deficiencies of Common Core reveal about the philosophy and the basic aims of the reform. We write to you because we think that this philosophy and these aims will undermine Catholic education, and dramatically diminish our children's horizons.

Promoters of Common Core say that it is designed to make America's children "college and career ready." We instead judge Common Core to be a recipe for standardized workforce preparation. Common Core shortchanges the central goals of all sound education and surely those of Catholic education: to grow in the virtues necessary to know, love, and serve the Lord, to mature into a responsible, flourishing adult, and to contribute as a citizen to the process of responsible democratic self-government.

Common Core adopts a bottom-line, pragmatic approach to education. The heart of its philosophy is, as far as we can see, that it is a waste of resources to "over-educate" people. The basic goal of K-12 schools is to provide everyone with a modest skill set; after that, people can specialize in college – if they end up there. Truck-drivers do not need to know Huck Finn. Physicians have no use for the humanities. Only those destined to major in literature need to worry about Ulysses.

Perhaps a truck-driver needs no acquaintance with Paradise Lost to do his or her day's work. But everyone is better off knowing Shakespeare and Euclidean geometry, and everyone is capable of it. Everyone bears the responsibility of growing in wisdom and grace and in deliberating with fellow-citizens about how we should all live together. A sound education helps each of us to do so.

The sad facts about Common Core are most visible in its reduction in the [study of classic](#), narrative fiction in favor of “informational texts.” This is a dramatic change. It is contrary to tradition and academic studies on reading and human formation. [Proponents of Common Core](#) do not disguise their intention to transform “literacy” into a “critical” skill set, at the expense of sustained and heartfelt encounters with great works of literature.

Professor Stotsky was the chief architect of the universally-praised Massachusetts English language arts standards, which contributed greatly to that state’s educational success. She describes Common Core as an incubator of “empty skill sets . . . [that] weaken the basis of literary and cultural knowledge needed for authentic college coursework.” Rather than explore the creativity of man, the great lessons of life, tragedy, love, good and evil, the rich textures of history that underlie great works of fiction, and the tales of self-sacrifice and mercy in the works of the great writers that have shaped our cultural literacy over the centuries, Common Core reduces reading to a servile activity.

Professor Anthony Esolen, now at Providence College, has taught literature and poetry to college students for two decades. He provided testimony to a South Carolina legislative committee on the Common Core, lamenting its “cavalier contempt for great works of human art and thought, in literary form.” He further declared: “We are not programming machines. We are teaching children. We are not producing functionaries, factory-like. We are to be forming the minds and hearts of men and women.”

Thus far Common Core standards have been published for mathematics and English language arts. Related science standards have been recently released by Achieve, Inc. History standards have also been prepared by another organization. No diocese (for that matter, no state) is bound to implement these standards just by dint of having signed onto Common Core’s English and math standards. We nonetheless believe that the same financial inducements, political pressure, and misguided reforming zeal that rushed those standards towards acceptance will conspire to make acceptance of the history and science standards equally speedy – and unreflective and unfortunate.

These new standards will very likely lower expectations for students, just as the Common Core math and English standards have done. More important, however, is the likelihood that they will promote the prevailing philosophical orthodoxies in those disciplines. In science, the new standards are likely to take for granted, and inculcate students into a materialist metaphysics that is incompatible with, the spiritual realities –soul, conceptual

thought, values, free choice, God— which Catholic faith presupposes. We fear, that the history standards will promote the easy moral relativism, tinged with a pervasive anti-religious bias, that is commonplace in collegiate history departments today.

Sign Up

Subscribe

Common Core is innocent of America's Catholic schools' rich tradition of helping to form children's hearts and minds. In that tradition, education brings children to the Word of God. It provides students with a sound foundation of knowledge and sharpens their faculties of reason. It nurtures the child's natural openness to truth and beauty, his moral goodness, and his longing for the infinite and happiness. It equips students to understand the laws of nature and to recognize the face of God in their fellow man. Education in this tradition forms men and women capable of discerning and pursuing their path in life and who stand ready to defend truth, their church, their families, and their country.

The history of Catholic education is rich in tradition and excellence. It embraces the academic inheritance of St. Anselm, St. Augustine, St. Thomas Aquinas, and Blessed John Henry Newman. In contrast to such academic rigor, the Common Core standards lack an empirical evidentiary basis and have not been field-tested anywhere. Sadly, over one hundred Catholic dioceses have set aside our teaching tradition in favor of these secular standards.

America's bishops have compiled a remarkable record of success directing Catholic education in America, perhaps most notably St. John Neumann and the Plenary Councils of Baltimore. Parents embrace that tradition and long for adherence to it – indeed, for its renaissance. That longing reflects itself in the growing Catholic homeschool and classical-education movements and, now, in the burgeoning desire among Catholic parents for their dioceses to reject the Common Core.

Because we believe that this moment in history again calls for the intercession of each bishop, we have been made bold to impose upon your time with our judgments of Common Core.

Faithfully in Christ, we are:

Institutional Affiliations Are for Identification Purposes Only

Why – upon what evidence and reasoning – do we take such a decisive stand against a reform that so many Catholic educators have endorsed, or at least have acquiesced in?

Subscribe

In this brief letter we can only summarize our evidence and sketch our reasoning. We stand ready, however, to develop these brief points as you wish. We also invite you to view the video recording of a comprehensive conference critically examining Common Core, held at the University of Notre Dame on September 9, 2013. (For a copy of the video, please contact Professor Gerard Bradley at the address above.)

News reports each day show that a lively national debate about Common Core is upon us. The early rush to adopt Common Core has been displaced by sober second looks, and widespread regrets. Several states have decided to “pause” implementation.

Others have opted out of the testing consortia associated with Common Core. Prominent educators and political leaders have declared their opposition. The national momentum behind Common Core has, quite simply, stopped. A wave of reform which recently was thought to be inevitable now isn't. Parents of K- 12 children are leading today's resistance to the Common Core. A great number of these parents are Catholics whose children attend Catholic schools.

Much of today's vigorous debate focuses upon particular standards in English and math. Supporters say that Common Core will “raise academic standards.” But we find persuasive the critiques of educational experts (such as James Milgram, professor emeritus of mathematics at Stanford University, and Sandra Stotsky, professor emerita of education at the University of Arkansas) who have studied Common Core, and who judge it to be a step backwards. We endorse their judgment that this “reform” is really a radical shift in emphasis, goals, and expectations for K-12 education, with the result that Common Core-educated children will not be prepared to do authentic college work. Even supporters of Common Core admit that it is geared to prepare children only for community-college-level studies.

No doubt many of America's Catholic children will study in community colleges. Some will not attend college at all. This is not by itself lamentable; it all depends upon the personal vocations of those children, and what they need to learn and do in order to carry out the unique set of good works entrusted to them by Jesus. But none of that means that our Catholic grade schools and high schools should give up on maximizing the intellectual

potential of every student. And every student deserves to be prepared for a Side of the imagination, of the spirit, and of a deep appreciation for beauty, goodness, truth, and faith.

Subscribe

The judgments of Stotsky and Milgram (among many others) are supported by a host of particulars. These particulars include when algebra is to be taught, whether advanced mathematics coursework should be taught in high school, the misalignment of writing and reading standards, and whether cursive writing is to be taught.

We do not write to you, however, to start an argument about particulars. At least, that is a discussion for another occasion and venue. We write to you instead because of what the particular deficiencies of Common Core reveal about the philosophy and the basic aims of the reform. We write to you because we think that this philosophy and these aims will undermine Catholic education, and dramatically diminish our children's horizons.

Promoters of Common Core say that it is designed to make America's children "college and career ready." We instead judge Common Core to be a recipe for standardized workforce preparation. Common Core shortchanges the central goals of all sound education and surely those of Catholic education: to grow in the virtues necessary to know, love, and serve the Lord, to mature into a responsible, flourishing adult, and to contribute as a citizen to the process of responsible democratic self-government.

Common Core adopts a bottom-line, pragmatic approach to education. The heart of its philosophy is, as far as we can see, that it is a waste of resources to "over-educate" people. The basic goal of K-12 schools is to provide everyone with a modest skill set; after that, people can specialize in college – if they end up there. Truck-drivers do not need to know Huck Finn. Physicians have no use for the humanities. Only those destined to major in literature need to worry about Ulysses.

Perhaps a truck-driver needs no acquaintance with Paradise Lost to do his or her day's work. But everyone is better off knowing Shakespeare and Euclidean geometry, and everyone is capable of it. Everyone bears the responsibility of growing in wisdom and grace and in deliberating with fellow-citizens about how we should all live together. A sound education helps each of us to do so.

The sad facts about Common Core are most visible in its reduction in the study of classic, narrative fiction in favor of “informational texts.” This is a dramatic change. It is contrary to tradition and academic studies on reading and human formation. Proponents of Common Core do not disguise their intention to transform “literacy” into a “critical” skill set, at the expense of sustained and heartfelt encounters with great works of literature.

Professor Stotsky was the chief architect of the universally-praised Massachusetts English language arts standards, which contributed greatly to that state’s educational success. She describes Common Core as an incubator of “empty skill sets . . . [that] weaken the basis of literary and cultural knowledge needed for authentic college coursework.” Rather than explore the creativity of man, the great lessons of life, tragedy, love, good and evil, the rich textures of history that underlie great works of fiction, and the tales of self-sacrifice and mercy in the works of the great writers that have shaped our cultural literacy over the centuries, Common Core reduces reading to a servile activity.

Professor Anthony Esolen, now at Providence College, has taught literature and poetry to college students for two decades. He provided testimony to a South Carolina legislative committee on the Common Core, lamenting its “cavalier contempt for great works of human art and thought, in literary form.” He further declared: “We are not programming machines. We are teaching children. We are not producing functionaries, factory-like. We are to be forming the minds and hearts of men and women.”

Thus far Common Core standards have been published for mathematics and English language arts. Related science standards have been recently released by Achieve, Inc. History standards have also been prepared by another organization. No diocese (for that matter, no state) is bound to implement these standards just by dint of having signed onto Common Core’s English and math standards. We nonetheless believe that the same financial inducements, political pressure, and misguided reforming zeal that rushed those standards towards acceptance will conspire to make acceptance of the history and science standards equally speedy – and unreflective and unfortunate.

These new standards will very likely lower expectations for students, just as the Common Core math and English standards have done. More important, however, is the likelihood that they will promote the prevailing philosophical orthodoxies in those disciplines. In science, the new standards are likely to take for granted, and inculcate students into a materialist metaphysics that is incompatible with, the spiritual realities –soul, conceptual

thought, values, free choice, God— which Catholic faith presupposes. We fear that the history standards will promote the easy moral relativism, tinged with a pervasive anti-religious bias, that is commonplace in collegiate history departments today.

Sign Up
Subscribe

Common Core is innocent of America's Catholic schools' rich tradition of helping to form children's hearts and minds. In that tradition, education brings children to the Word of God. It provides students with a sound foundation of knowledge and sharpens their faculties of reason. It nurtures the child's natural openness to truth and beauty, his moral goodness, and his longing for the infinite and happiness. It equips students to understand the laws of nature and to recognize the face of God in their fellow man. Education in this tradition forms men and women capable of discerning and pursuing their path in life and who stand ready to defend truth, their church, their families, and their country.

The history of Catholic education is rich in tradition and excellence. It embraces the academic inheritance of St. Anselm, St. Augustine, St. Thomas Aquinas, and Blessed John Henry Newman. In contrast to such academic rigor, the Common Core standards lack an empirical evidentiary basis and have not been field-tested anywhere. Sadly, over one hundred Catholic dioceses have set aside our teaching tradition in favor of these secular standards.

America's bishops have compiled a remarkable record of success directing Catholic education in America, perhaps most notably St. John Neumann and the Plenary Councils of Baltimore. Parents embrace that tradition and long for adherence to it – indeed, for its renaissance. That longing reflects itself in the growing Catholic homeschool and classical-education movements and, now, in the burgeoning desire among Catholic parents for their dioceses to reject the Common Core.

Because we believe that this moment in history again calls for the intercession of each bishop, we have been made bold to impose upon your time with our judgments of Common Core.

Faithfully in Christ, we are:

Institutional Affiliations Are for Identification Purposes Only

Gerard Bradley
Professor of Law
University of Notre Dame

[Sign In](#)

[Subscribe](#)

Robert P. George
McCormick Professor of Jurisprudence
Princeton University

Anthony M. Esolen
Professor of English
Providence College

Anne Hendershott
Professor of Sociology
Franciscan University of Steubenville

Kevin Doak
Professor
Georgetown University

Joseph A. Varacalli
S.U.N.Y. Distinguished Service Professor
Nassau Community College-S.U.N.Y.

Patrick McKinley Brennan
John F. Scarpa Chair in Catholic Legal Studies
Villanova University School of Law

Robert Fastiggi, Ph.D.
Professor of Systematic Theology
Detroit, MI

Duncan Stroik
Professor of Architecture
University of Notre Dame

Thomas F. Farr
Director, Religious Freedom Project and
Visiting Associate Professor
Georgetown University

[Sign In](#)

[Subscribe](#)

Matthew J. Franck, Ph.D.
Director, Simon Center on Religion and the Constitution
Witherspoon Institute

Ronald J. Rychlak
Butler Snow Lecturer and Professor of Law
University of Mississippi, School of Law

V. Bradley Lewis
Associate Professor of Philosophy
The Catholic University of America

Patrick J. Deneen
David A. Potenziani Memorial Associate
Professor of Political Science
University of Notre Dame

E. Christian Brugger, D.Phil.
J. Francis Cardinal Stafford Professor of Moral Theology
Saint John Vianney Theological Seminary, Denver

Kenneth L. Grasso
Professor of Political Science
Texas State University

James Hitchcock
Professor of History
Saint Louis University



CITIZEN COMMENT CARD

The Board of County Commissioners values your participation

Please fill out this card if you wish to speak or record your sentiment regarding an agenda item or general topic. Individuals wishing to speak may do so for up to three minutes when called to the lectern.

Citizens to be Heard

Agenda Item

Agenda date: 3-7-17

Agenda item number (NOT case number): _____

Speaking:

For Against Undecided

Waive speaking:

In Support Against

(The Chairman will read this information into the record.)

Topic: EVIL'S DEVINE AND PROSIDENT?

Name: DAVID BALLARD GEDDIS JR

Address: 802 GEORGIA AVE

City: Palm Harbor Zip: 34683

Email: MyABougiePoint@gmail.com

Please refer to the **Pinellas County Commission Public Participation & Decorum Rules** for details.

Visit Pinellas County online at www.pinellascounty.org

DAVID BALLARD GUDDIS JR
GEORGIA AVE
PALM HARBOR

BOCC March 7, 2017

We've discussed this Constitution. And this Constitution, in Article 6.
And the Declaration of Independence as being Constitutionally "Out-of-order".
Serving as preamble to Hamiltons second constitution.

We discussed the "so-called" Perfect Union, (as having been inceived prior to the perfect union) birthing a sub-version constitutionally, an Evil "thereof" as a water jurisdiction.

The Declaration of Independence says this *Perfect Union* is a *Conjured Union*.
A conjured Union, Absolved of all allegiance.
(absolved) Free to take on any form, as an enemy of mankind.
Free to levy war. As Declared.
As Mankind is to suffer.
Placing those it governs, in bondage as *Qualification Requisite*, as enumerated from Article 1 section 2. Taking liberty, property and life in the 14th Amendment.
The Declaration claims Evil is Devine.
And Devine is claimed as Sacred in Declaration.

(This topsy-turvey of a cross) this Declaration, (this disarray) Our Constitution, is in/of "itself", a High Seas act of war.
Our government has Constitutionally Built-up/orchestrated a humanitarian crisis.
A position from which to govern from "absolutely" in all powers of Absolute!
Treason is *seen* in all levels of government, Levied by the water District, in Article 3 section 3.

The depth of this political deception and the false grounds upon which it *actually* stands, shall be encompassed by its own sedition!
No escape shall be provided for any body politic of such undertaking.
No relief shall be granted to any counsel of such devise.
All constitutional stakes on this Declaration shall fall.
No bond of such will yield.

www.ourdocuments.gov

www.ourdocuments.gov

May 5, 2016

Transcript of Declaration of Independence (1776)

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object 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. --Such has been the patient sufferance of these Colonies, and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for (Naturalization) of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

INTENT TO APPEAL TO THE SUPREME JUDGE OF THE WORLD?

EVIL

ANTI-CHRIST

ALMIGHTY GOD

NOT GOVERNMENT?

13-COLONIES? CONSTITUTIONAL COUNTERFEITS

UNAVOWED UNION

NATURE'S GOD (US) ALMIGHTY GOD

NOT PEACE?

PRIVILEGE IMMUNE

STATE? COUNTY? CITY?

ACTUAL SHIP OF WAR

THE THEM THESE THEM

RESPECTING NO RELIGION

EVIL DESPOTS

EVIL

EVIL PAPER DICTATION DESPOTISM OF SUCH TO WAR THIS CONSTITUTIONAL HAMILTONS - 1ST CONSTITUTION

THIS SYSTEM IS CANDID

ALAS!

WATER IS AN ABSOLUTE

WATER NOT STATE NOT COUNTY

WHO? 14th AMENDMENT?

PERFECT UNION IS PARTNER IN CRIME.

ALSO WRITTEN IN GEORGE WASHINGTON'S FAREWELL ADDRESS

RECLAIMED WATER "VARIANCE"

ARTICLE SECTION 2

UNIFORMLY BANKRUPT/CAPTURE WATER SUPPLY ARTICLE 1 SECTION 8 #10

AS AN OBJECTIVE

#79 FEDERALIST PAPER #79

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever!

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

LEGITIMATE?

3

2

1

FOHAY!

SHIP OF WAR CAPTURING WATER

14th AMENDMENT TAKING OF LIBERTY PROPERTY LIFE

A NEIGHBORING PROVINCE
FREE SYSTEM OF ENGLISH LAW

BRITISH WATER JURISDICTION

FED PAPER #43
#43
NOT INDIAN
INDIANS

SYSTEM OF ENGLISH LAW

THOSE WHO COMMIT MURDER? HIGH SEAS

SLAVES JEWS INDIAN SAVAGES

BRITISH & PERFECT JEWISH UNION

12-TRIBES ISRAEL

FEDERALIST PAPER #342
INDIANS TAX-FREE in 14th AMENDMENT ARE NOT INDIAN INDIA

FREE OF PRINCIPLE RELIGION

12-TRIBES ISRAEL

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury (A Prince whose character is thus marked by every act which may define a Tyrant is unfit to be the ruler of a free people)

Nor have We been wanting in attentions to our British Brethren: We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence.

(They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends;

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

LIAR!

NOTHING SACRED ABOUT BLASPHEM!

-OFFENDS ARTICLE 4 SECTION 2

NOT A DIVORCE: PERFECT UNION WAS NOT MARRIED

LONG TRAIN OF USURPATIONS PUNISHING INVIOLABLE THE SAME OBJECT OF DESPOTISM.

QUALIFICATION REQUISITE SELF-EVIDENT

PROHIBITED INTERCOURSE (CONSANGUINITY)



CITIZEN COMMENT CARD

The Board of County Commissioners values your participation

Please fill out this card if you wish to speak or record your sentiment regarding an agenda item or general topic. Individuals wishing to speak may do so for up to three minutes when called to the lectern.

Citizens to be Heard

Agenda Item

Agenda date: 3/2/17

Agenda item number (NOT case number): _____

Speaking:

For Against Undecided

Waive speaking:

In Support Against

(The Chairman will read this information into the record.)

Topic: Truth

Name: Greg Pound

Address: 9166 Sunrise Dr.

City: Largo Zip: 33773

Email: _____

Please refer to the Pinellas County Commission Public Participation & Decorum Rules for details.

Visit Pinellas County online at www.pinellascounty.org