

New Colorado Law Mandates Public Schools To Adopt Policy About Psychological Procedures

A new Colorado law mandating every board of education within the state to adopt a policy concerning "all educational programs and courses of instruction or study which expose pupils to any psychiatric or psychological methods or procedures" went into effect July 1. This law gives parents a tool with which they can safeguard their children and families against psychological risks, as well as against the invasions of privacy, which are now so frequently found in the curricula and programs of public schools.

The new law further requires that before such action is taken, the local school boards must "provide an adequate opportunity to allow review by and receive recommendations from" parents and members of the public, as well as school personnel. The final clause of the new law declares a finding by the state legislature that this act "is necessary for the immediate preservation of the public peace, health, and safety." (see text on page 2)

Colorado parents believe that this new law can help to reform the school systems which have become increasingly intrusive in psychological areas at the same time that academic standards have declined.

The citizens' campaign for this new law started when a parent in Boulder, Colorado, David R. Reed, discovered that his 7th grade child had been subjected to hypnosis as a "stress reduction" assignment in a health class. This involved the use of a cassette entitled "Letting Go of Stress," particularly a selection on the tape called "A Trip to the Beach." This cassette artificially induced sleep by the use of lulling music and specific commands such as "go to sleep." While the children were in this induced "sleep" or trance, the teacher implanted post-hypnotic suggestions which were intended to modify the emotional and physical condition of

the children. Eventually, they were specifically commanded to "wake up."

Mr. Reed found that "Letting Go of Stress" came with a written medical and psychological warning of possible physical and mental hazards connected with its use. Yet, neither he nor parents of other children in the class were informed of this before or after the class assignment.

He found that this and another similar psychologically manipulative tape were used in the Boulder Valley Public Schools under the heading of "stress" education. The techniques were called "hands on" or "experiential learning." Not only was no parental consent ever obtained by the school, but parents were never even informed about these intrusions into the minds or psyches of their children.

Upon further investigation into these practices, Mr. Reed found that students had been instructed to engage in meditation processes called "fantasy journeys" as part of a program developed in the Boulder Valley School District called *Project Strain*. The course material described these as "fantasy journeys for instructor or adult student" adapted from a book entitled *Awareness: Exploring, Experimenting, Experiencing*, despite the fact that the schoolchildren are not adults but minors. "Meditation," as described in *Project Strain*, is a form of therapy for "stress management" which is supposed to be "useful in creating a state of deep relaxation as each of the body's functioning systems slows down."

Mr. Reed then discovered that other "stress reduction" lessons included having students actually undergo a type of physical manipulation which the curriculum called "deep muscle relaxation." Again, the children's parents were not informed that this was being done to their children at school. No doctor had diagnosed the

need or approved the treatment, no evaluation was made to discover whether this treatment might conflict with an existing condition or treatment, and this was all conducted by teachers in the classroom.

Mr. Reed further discovered that 6th grade children were directed to answer extensive and emotionally loaded psychological questionnaires covering their personal lives and private information about their families, friends and associates. Their parents were never notified about these privacy-invading questionnaires.

Each 6th grader was directed to answer more than 120 questions on topics such as "feeling rejected all the time, especially by your family," "no privacy at home," "crowded home," and "conditions at home are physically not good (too dirty, messy, poor)." Sixth graders were also told to answer questions about "parents separated or divorced," "parent has boyfriends or girlfriends around I don't like," "I get nervous with members of the opposite sex," and "someone I know well has been put in jail or an institution." The children were even told to provide information about "joining a group" and asked whether they are "more or less active at church lately."

Mr. Reed was shocked when he found so-

called drug education curricula used in the schools which suggested "responsible" use of illegal substances rather than clearly warning against the use of illegal drugs. He was not surprised, therefore, when he examined a study of drug use in the Boulder School District and found that a higher percentage of Boulder Valley high school seniors were involved in drug and alcohol abuse compared to their peers in the rest of the nation.

Mr. Reed alerted other parents about the curricula and together they asked the state legislature to take appropriate action. He is pleased with the passage of the new Colorado law, which he sees as a "valuable opportunity to improve education in our country." He hopes that other citizens, parents and school personnel will copy this law in other states, and that school boards will soon adopt policies to protect schoolchildren against invasions of their personal and family privacy, and against psychological manipulation and psychiatry in the public school classroom.

Mr. Reed is now on the state task force set up to help the Colorado Department of Education develop guidelines for local school districts to use in writing their new policy. ■

Parents' Rights Are Defeated at Oak Lawn, Illinois Library

An Illinois town's attempt to give parents the right to choose what their children read in the library has been dealt a severe setback.

The village of Oak Lawn's library board, which voted in June to establish an optional "restricted access" card for children under 13, reversed its vote in a 4-3 decision after strong pressure from the American Library Association and the American Civil Liberties Union. The optional children's card would have given parents the right to keep their children from reading adult books and magazines.

The card was proposed amid concerns that parents could not prevent their children from reading *Playboy* in the library, since children of any age have access to any book or periodical in the library. According to a U. S. Department of Justice study completed by Dr. Judith Reisman, *Playboy* magazine depicts children an average of 8.2 times an issue, and almost always as enjoying being sexually exploited. The study concluded that exposing children to *Playboy* and other pornographic magazines is extremely harmful to children's psyches.

The American Library Association charged

that the restricted access card would violate its "Library Bill of Rights," a document of no legal standing which states that all library material must be available to any age at any time. However, the Oak Lawn Library already has a policy, instituted by librarians, which restricts the rental of library videos and typewriters by children, and the ALA has not filed a protest against that policy.

Nancy Czerwiec, a member of the library board of trustees and author of the children's card policy, blasted the board's decision to eliminate it. She said that some reading material is "inappropriate" and "dangerous" for young children, and that the card would have simply given parents the right to choose what their children should read. Under her proposal, no child would be forced to have a "children's card;" it would only be issued to children on parental request, and the parents could change their minds at any time.

Mrs. Czerwiec said the opposition to the card came from "a strong network of people," controlled by the American Library Association. ■

NEA Meets in Kansas City

The peace dividend, abortion, academic tracking, and mastery learning were among the topics discussed at the National Education Association's national convention, held July 5-8 in Kansas City, Missouri.

In the Representative Assembly's keynote address, NEA President Keith Geiger announced the NEA's plan for where the U.S. Government should spend the peace dividend: "Operation Jump Start," a \$2.2 billion plan designed to give a "quick-hit, high energy jolt for kids who need some attention and confidence."



The program, if passed by Congress, would add an extra two weeks of schooling for "one-third of the elementary school children of America" and would be funded by both the federal and state governments. Geiger also proposed making public schools "the primary provider of preschool education for America's three-and four-year-olds," and he said that "education should begin at age three."

In a press conference, Geiger said that he wished that "an international judge would declare the entire United States system of education funding unequal" as judges in Texas and New Jersey have already done about their states' educational systems.

The NEA refused to change its official pro-abortion stance despite the efforts of the NEA Respect Life Caucus and Teachers Saving Children, two groups of NEA members working

to make the NEA have a neutral position on abortion. The NEA passed a strong new business item in favor of *Roe v. Wade*.

In other convention news, the NEA discussed the possible elimination of academic tracking and grade levels in elementary and secondary schools. NEA speakers also look with favor on establishing Mastery Learning as the substitute for the Carnegie Unit system of credit hours.

Spokesmen for IBM and Macintosh computers appeared at a press conference to announce a partnership with the NEA on "EdStar," a new computer program for teachers. Roxanne Bradshaw, secretary-treasurer of the NEA, said that every school district in the nation should buy a computer for each teacher in order to cut down on paperwork. Buying a computer with the EdStar program would cost at least \$2000 per teacher. Critics of the plan suggest that these computers could have Orwellian consequences, with files being set up to monitor students and parents who are perceived as threats to the NEA.

While in Kansas City, the NEA also voted on its budget and passed a host of resolutions and new business items (see related articles, page 4.) ■

Quest Scandal?

See page 3

EDUCATION BRIEFS

After a long debate, the Los Angeles Board of Education has finally voted to expel students from the district's junior and senior high schools who bring guns, knives and other weapons to school. The board also voted to expel students who severely assault other students or teachers. The move to tighten up disciplinary standards came after a 9th-grade student stabbed his English teacher in a local junior high school last year.

In a speech to 2,500 Southern Baptists at a New Orleans luncheon, Bush Cabinet member William Bennett said that the nation's drug problem is "a values and morals problem" and that strong religious values have proved to be a strong deterrent against drug use. Bennett said that value-neutral drug education and prevention programs do not work because they don't address students' "spiritual health."

Renowned Los Angeles teacher Jaime Escalante was fired from his position as head of Garfield High School's math department because he "concentrated too much attention on the students and not the teachers." Escalante, whose life story was told in the movie *Stand and Deliver*, brought calculus into the lives of inner-city Hispanic youths and helped hundreds pass the Advanced Placement Calculus test and earn college credit. He will continue to teach at Garfield High School.

Alcohol consumption among college students has dropped 12% over the past ten years, with 60% of students saying that they've had a drink within the last 30 days, according to the *Wall Street Journal*. Experts say that the decrease in alcohol consumption is due to health awareness, the raising of the minimum drinking age to 21, and the increasing concern about drunk driving.

A student menaced a classmate with a pair of scissors and held her hostage during a health class in Crosby, Texas. The hostage victim, Tonya Sonnier, was outraged to find out that the temper outburst was a set-up organized by teacher Sam Calton to teach the class a lesson on stress. "I thought it was real," she said. "I thought I was going to die and started saying my prayers." The school's principal refused to discipline the teacher for organizing the incident.

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Missouri State Board of Ed Focus: Quest Proposes Radical Reforms

Continued from page 3

The Missouri State Board of Education in July released its recommendations for improving the state's public schools over the next ten years. The report, *Missourians Prepared — Success for Every Student*, details "fundamental changes" in Missouri's educational system which are designed to "stimulate the kind of renewal required to achieve the outcome we desire by the end of this decade."

The first "fundamental change" proposed is to expand greatly the attention and resources which the public schools will devote to non-school-age persons, namely, to 3- and 4-year-olds through the program called "early childhood education," and to parents through the program called "parent education" or "parents as teachers." Critics call this latter program "teachers as parents" because it is a comprehensive plan to substitute teachers for parents, starting at a child's birth. The goal is to make this program "available to every Missouri family."

Mastery Learning

The second radical change proposed in the new Missouri plan is to change over all Missouri public schools to a system called "outcome-based education," which is also known as Mastery Learning. This system is highly controversial and has been rejected or abandoned by many school boards in other parts of the country, notably Chicago, after the then Secretary of Education William Bennett called the Chicago public school system the "worst" in the nation.

The third radical change proposed in the new plan called *Missourians Prepared*, is that the "key determinant" of education is to be "student performance — not textbooks," thereby making it impossible for school boards and parents to know in advance exactly what pupils are being taught and for how long.

The fourth "fundamental change" is to abolish the "Carnegie Unit" as the "primary organization factor" in schools. The Missouri plan asserts that this will allow students' progress to be "measured in terms of specific outcomes, not just by grade completion at the elementary level or by the number of courses completed at the secondary level." Critics say that eliminating the Carnegie Unit system, which is the standard by which students are admitted into college, will mean that no one will be able to do any effective measuring of what goes on in the public schools.

The fifth radical change is to make the public schools "one-stop centers for education, health,

Missourians Prepared— Success for Every Student

Recommendations for improving
Missouri's public schools
during the 1990s

child care and other family-support services." Critics charge that this goal is designed to make the public school a sort of "super family" substitute, which would include center-based daycare for infants and children in all their preschool years.

Comprehensive Sex Ed

Sixth, the Missouri plan proposes that all school districts provide "comprehensive health education at all grade levels" and "basic health services for children." Close observers of education trends recognize the term "comprehensive health education at all grade levels" to mean explicit sex education in the early primary grades, and the term "basic health services for children" to mean school-based clinics where children are given contraceptives without parental supervision.

Other changes proposed in the Missouri plan include extending the school year from 174 to 200 days by the end of the decade and reducing class size to 15 pupils.

Making Tax Increases Easier

Anticipating that these proposals will require extensive new funding, the Missouri plan urges that the state abolish what it calls the "archaic" requirement that a two-thirds majority approval by taxpayers be secured before new tax levies are imposed. The Missouri plan wants this requirement to be reduced to a four-sevenths majority.

These recommendations were published in a 14-page pamphlet by the Missouri State Board of Education, P.O. Box 480, Jefferson City, MO 65102.

Text of Colorado Law

SECTION 63. Article 32 of title 22, Colorado Revised Statutes, 1988 Repl. Vol., as amended, is amended by the addition of a new section to read:

22-32-109.2. Board of education — specific duties — adoption of policy. (1) In carrying out the duties specified in section 22-32-109 (1) (t), on and after July 1, 1990, each board of education shall be required to formally adopt a policy concerning the delivery of all educational programs and courses of instruction or study which expose pupils to any psychiatric or psychological methods or procedures involving the diagnosis, assessment, or treatment of any emotional, behavioral, or mental disorder or disability.

(2) Prior to taking action pursuant to subsection (1) of this section, a board of education shall provide an adequate opportunity to allow review by and receive recommendations from members of the board, the personnel of the school district, the parents of pupils enrolled in the school district, and members of the public.

(3) The department of education shall prepare model policies to provide guidance to boards of education adopting policies under subsection (1) of this section.

SECTION 67. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

substantial. . . Perception of lower risk for experimentation and regular use by E group; C stable. Striking change."

• For "cocaine/crack": "A small increase in use was reported by the E group, a small decrease by the C group at the time of the post-test."

• For alcohol: "Striking increase in reported use in lifetime and in past 30 days for E group; little change in C group. . . Expression of decreased risk from alcohol use by E group; stable for C group."

The report states that while the analysis is preliminary — additional items on the survey instrument had yet to be analyzed — the results are obviously "not what Quest would like to see."

Did hope exist that a complete analysis would yield a picture more favorable to Quest? Apparently not. "Initial analysis of the remaining items seems to support the emergent pattern."

The report writer summarized as follows: "Quest students show increases in use and more relaxed attitudes toward use. . ."

Why care about this? First, because there's a war on: a war against drugs. Second, because Quest is in so many schools — some 20 percent of the nation's districts, we're told. Third, because many parents, instinctively alarmed by the idea of children learning to make decisions about drugs, are being wronged. They're called troublemakers — or fundamentalists — when they complain to school officials.

A Psychotherapeutic Classroom

We of the La Jolla Program care because our friend and colleague, the late Carl Rogers, laid out the basic plan for the so called psychotherapeutic classroom in the 1960s — "in-depth sharing," as it was called. He tested the plan, found it wanting, and as early as 1968 was willing to say so.

Adapting Dr. Rogers to drug education, Quest also found the plan wanting, but continues to push it. A recent Quest publication promotes a vision of a research-discredited, Rogerian setting for drug education. This setting, as promoted by Quest, is "student-centered, interactive. . . [A] safe, supportive classroom environment that fosters in-depth sharing. . ."

It's the historians of psychology who call such a setting "Rogerian." Most disdain it. It is false to how scientists are trained, no less than how good children have always been reared. It violates the necessity of giving direction to one's apprentices.

"Awful, simply awful!"

Dr. Rogers also disdained Rogerianism. He wanted no Rogerians, but he got them anyway, especially in colleges of education. He complained that, "When I write up my theories, at least I try to make it clear they're tentative, only the best I can do at this point. But when they get into textbooks, they sound like they came down on tablets from Mt. Sinai. Awful, simply awful! And I can't help but feel that nothing but bad can come from that."

This will continue to come to pass every time youthful drug users and youthful abstainers are forced to bare their souls to one another in the setting which Quest calls "the conversation circle."

It's time the truth is told about results of the misplaced activity of in-depth sharing in classrooms. The measured outcome of these exercises in artificial intimacy is not that users begin to abstain, but that abstainers begin to use. Quest knows that. The public deserves to know it, too.

FOCUS: Is "Quest" a Scandal or What?

The following report on Quest is excerpted from the *La Jolla Program Newsletter* of August 1990 (Vol. 23, No. 8). The La Jolla Program is a summer institute on educational reform which Carl Rogers and his colleagues launched in 1967 on the University of California campus in La Jolla. In the 23-year lifespan of the program, more than 20,000 individuals from 35 countries have participated.

A mother in Newfield, New York writes a letter to the editor of the *Ithaca Journal* protesting a drug education program in her local suburban public school. Called *Skills for Adolescence*, the program is cosponsored by the local Lions Club and marketed by an organization called Quest International.

Quest is described in a promotional brochure as "a nonprofit educational organization founded in 1975 whose mission is to 'create a world that cares deeply about its young people.'" The brochure adds, "Quest addresses the source of a variety of problems and issues among the world's youth, such as alienation, alcohol and drug use, teenage pregnancy. . . ."

The announced cosponsor for the Spanish-language edition of *Skills for Adolescence* is R. J. Reynolds Tobacco Company. In this light, how "deeply" can Quest be said to "care" for youth? The population of Hispanic teenagers is growing at five times the rate of the Anglo population in this country and is a primary target of cigarette marketing. In Puerto Rico, as we read in another Quest brochure, *Skills for Adolescence* is being implemented "in every intermediate school." The announcement names the W. K. Kellogg Foundation as sponsor of the Puerto Rican initiative in the amount of \$321,000. R. J. Reynolds is unnamed. But inquiry reveals that Reynolds also contributed to the tune of \$255,245.

"I have my rights!"

Back in Newfield, New York, *Skills for Adolescence* is required for junior high students — no exceptions. The Newfield mother tells the *Ithaca* newspaper not only about her battle with the school but one like it in Washington state, where friends succeeded in getting their son out of Quest:

"It's a quest program in the elementary schools of their city. It's called *Skills for Growing*. My friends told me their eight-year-old began to respond to his parents' directions by holding his hands over his ears. He said, 'I have my rights, I have my rights.'"

After asking the child what Quest means to him — and learning it means "choosing for himself no matter what his parents say" — her friends removed him from the program.

Newfield, New York is just down the road from the setting of a recent promotional film on *Skills for Adolescence* narrated by Tom Selleck. "Even in the rustic tranquility of rural New York state," he says, "junior high students are faced with the decision of whether or not they will try drugs and alcohol."

Actually, says the Newfield mother, this is not true. Many students are spared this "decision" by their parents, who make it for them. For them to even to consider taking drugs is off limits.

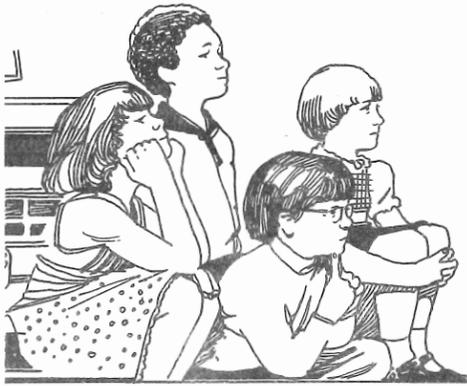
That is the best protection. Having counseled former drug dealers, smugglers and "speed cooks" for the Federal Bureau of Prisons, we've noticed that they fall into two types. One group goes out on parole in possession of moral absolutes at last. They've become determined to stay away from crime and from criminal

friends. Under no circumstances do they want to return to prison. Their attitude about drugs is, "If I get an offer, I won't even discuss it. I'll walk away."

The other group violates parole. Their first mistake is to seek out friends in the old neighborhood. Their second is to be "reasonable" with these old friends. In advance of release, when asked what they might do if offered a chance to return to crime, they are prone to say, "I might consider it." They call this attitude "realistic." They're back in prison almost before they're missed.

Traditionalists

In protesting Quest, the Newfield mother had in mind the welfare of children who are slated by their upbringing never to go near confinement in the first place. They're what the researchers call "traditionalists." If they're invulnerable to drugs, it's because their parents are directive. These children have been handed a reliable roadmap through the minefield of life.



More such children are at large in the world than the tobacco companies want us to believe. ("I bet they want us to despair," another mother says. "Like if we're desperate, we'll accept their help, maybe even sign up for that quote/unquote parent training program the Tobacco Institute puts out called *Helping Youth Decide*.")

For the children of such parents to choose to experiment with drugs is no more possible than for them to choose to skip school, to steal the principal's automobile, or to cheat on exams. To persuade them that they can make such choices is to compromise them.

Matters of import have always been left to children. In most cases, the school seems to understand this. Coaches don't let football players choose for themselves whether to wear helmets. Drivers education students aren't encouraged to choose on which side of the highway to drive. The school catalog never proposes courses in "How to Decide When to Come to School" or "How to Decide about Trashing the Lockers."

In most cases, that is, the school gives students to understand what they must and must not do. This is an act of kindness. The students reciprocate. Obedience confidently expected turns out to be obedience gratefully

given: football players wear helmets; driving students stick to the right side of the road. Theorists who say that children will not follow directions distort the norm.

But in some schools and on some issues, such as drugs and youthful sex, taking direction on critical life-and-death matters is made a matter of the child's choice.

Choice is what film narrator Selleck has in mind when he introduces Quest. The setting is New York state, where "The Lansing Middle School near Ithaca is one of 12,000 schools worldwide using a program called Quest to teach skills that help keep students drug free."

What Kind of Skills?

But many parents do not want their children to learn the Quest approach to skill-building — the method the Tobacco Institute calls *Helping Youth Decide*. Either instinctively, or because they've taken the time to read the research, they understand what really does "help keep students drug free." It's not the "skills" that Selleck has in mind.

The film goes on to describe a "process-oriented" approach to classroom education. That's what John Dewey, without knowing much about actual practices of leading scientists, called "scientific decision making."

Most process education programs, including Quest, misread science along with Dewey. They make of science a by-the-numbers routine. They name five "problem-solving" steps: First, identify the problem; second, brainstorm possible alternatives; third, consider possible consequences; fourth, make a decision and act; fifth, evaluate — if still conscious.

The addendum about consciousness is our own. As Quest executives know — although it appears the co-sponsoring Lions Clubs have not been told — youthful decision-making skills, in Quest's own experience, can lead directly to drug experimentation. And drug experimentation can lead to unconsciousness.

Before deciding to allow their own school-age children to take such Quest programs as *Skills for Adolescence* or *Skills for Growing* in schools across the nation this fall, parents might want to contact Professor Stephen Jurs about what he knows. He knows what children are likely to do about drugs once they're persuaded by Quest they have a right to choose.

Professor Jurs is a member of the faculty of the University of Toledo College of Education. He contracted to do research for Quest in the 1970s and '80s. He knows the Quest effect.

Don't ask Quest executives about it. They know, too. But like the eight-year-old in Washington state, "They have their rights."

A school psychologist in Montana tried to get them to tell the truth. She'd heard rumors of bad results with *Skills for Adolescence*, and asked Quest directly.

On November 10, 1989, she received this reply from headquarters: "There are no studies known to Quest which demonstrate that participation in Quest programs leads to subsequent increases in the use of any drugs or illicit substances."

Dr. Jurs's Denial

According to Professor Jurs, this is not so. Just such studies have been around Quest headquarters since 1985; even earlier. He did one of them in 1978. It tested the effects of *Skills for Living*, an earlier Quest program. It revealed that the students had learned to use marijuana.

Maybe Quest's denial hinges on a quibble about the scientific meaning of the word "demonstrate." Professor Jurs doesn't quibble over words. He acknowledges that his 1985

study reveals just what the letter to the Montana psychologist says has never been "demonstrated": *Skills for Adolescence* leads to subsequent increases in the use of drugs. It turns out that these drugs are four in number: cocaine, marijuana, tobacco, and alcohol.

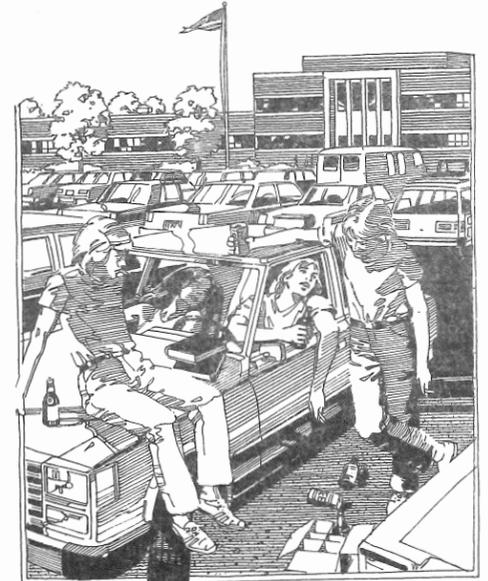
How do we know? Someone has a troubled conscience. Quest research memorandum dated June 26 and July 11, 1989. It offers an analysis that confirms Dr. Jurs's findings of 1985 and earlier. We have triple-checked the authenticity of the memorandum. It's genuine.

The memo is a preliminary analysis of the results of a survey on *Skills for Adolescence* begun in the fall of 1988. It reveals "in general . . . higher reported use and lower perception of risk between the time of the pre-test and post-test for the group of students participating in SFA." (SFA means *Skills for Adolescence*.)

Quest initiated the survey because of an acknowledged "need for rigorous, systematic evaluation of program impact." Testimonials from satisfied participants had helped the program spread across the country and around the world. But testimonials don't mean much in science.

Someone with a scientific bent must have said something like this: "Okay, we know kids like *Skills for Adolescence*. Okay. They get to sit in circles and talk about their feelings. But what about drug use? How do they behave? Do more kids use drugs after Quest than before? And how do Quest kids compare with kids who haven't had Quest?"

Now we know. It's not good. The results make the letter to the Montana psychologist — "There are no studies known to Quest which demonstrate that participation in Quest programs leads to subsequent increases" — smell of scandal.



Designating the SFA students "E" (for "experimentals") and the comparison students (those who did not take SFA) "C," the analysis has managed to produce desired outcomes exactly backwards.

"Striking Change"

• Concerning cigarettes, the memo reports "Increased use in last 30 days, much greater increase for E group. . . . Apparent perception of lower risk from heavy cigarette usage between pre- and post-test for E group; C group scores virtually unchanged."

• For "marijuana/hashish": "Increased lifetime and 30 day use reported by E; small decrease reported by C. The increases appear
See Focus, page 2

Special Report: NEA Holds Annual Convention

NEA Budget Increases 8.7%

The NEA's budget for fiscal year 1990-91 is \$147,504,000, an 8.7% increase over last year's budget of \$135,689,500. The money is obtained from NEA members' annual dues, which average \$88 per teacher, not counting dues to state and local associations.

At \$50,977,878, or 34.6% of the total budget, Affiliate Services is the largest single portion of the NEA's expenses. Money in this category is used for membership recruitment (\$4,123,809), leadership training (\$1,450,081), staff training (\$2,392,439), coordination of services to affiliates (\$4,029,708), bargaining, member welfare and crisis support (\$664,317), organizational maintenance (8,712,205), and Uniserv, which consists of NEA staff and services for affiliates (\$29,605,319).

The NEA will spend \$1,229,900 on collective bargaining in the next year, money which goes to the "initiation and expansion of collective bargaining in non-statutory states."

The organization's budget allots \$6,831,946 for communications, which includes \$283,100 to place a bi-weekly column by NEA president Keith Geiger in the *Washington Post* and *Education Week*. Two million dollars is budgeted for NEA television and radio commercials, while \$1,393,177 is allotted to "secure accurate and timely coverage of NEA policy positions and NEA efforts to increase public support for public education."

The NEA increased its spending for Governmental Relations by 5.8% to \$8,638,683, with \$1,177,195 going for direct lobbying of Congress, and \$794,010 toward relations with "governmental agencies, state affiliates, and other national organizations." The rest of the Governmental Relations money will be used for "education and information" (\$809,368) and "political action," including increasing NEA delegates at the Democratic and Republican National Conventions, administering NEA-PAC money, and coordinating NEA's legislative agenda (\$5,858,110).

The organization will spend \$4,717,949 on Human and Civil Rights activities next year, which "advocates equity for all NEA members" and "monitors and evaluates various attacks of the radical right-wing on public schools and the NEA and devises appropriate strategies to address these attacks." The group spends \$640,893 of the money allotted to this category on "enhancing the strength of the Association and the advocacy of the employees it represents by maintaining a clearinghouse of information regarding groups, individuals and activities/actions whose purpose is to attack and undermine public education, public school employees, and the Association." Critics assert that this money is used to maintain a blacklist of parents and groups defending parents' rights, and to train NEA members how to intimidate and defame parents and parents' rights groups.

The NEA has allotted \$4,051,030 to its Instruction and Professional Development category, which includes providing "financial and technical assistance to state affiliates to establish and influence state licensure boards" and supporting "NEA representatives on the National Board for Professional Teaching Standards to achieve appropriate national certification standards and procedures." This is a union-dominated board originally set up and financed by the Carnegie Corporation, which lobbied Congress to get \$25 million of tax funds.

NEA Passes Controversial Resolutions

The NEA passed dozens of resolutions at its annual convention, held this year in Kansas City, Missouri. The NEA embarked on controversial political grounds with new resolutions, legislative amendments, and "new business items" supporting *Roe v. Wade*, the National Endowment for the Arts without Congressional restrictions, the Civil Rights Act of 1990 (known as the quota bill), Nelson Mandela's visit to the United States, sanctions and divestment of investments in South Africa, and the disruptive activities of Earth First's "Redwood Summer." The NEA went on record as opposing the Professional Golf Association (PGA) for holding tournaments at private country clubs, the electoral college, and military assistance to El Salvador.

The NEA reaffirmed dozens of its past resolutions, which include opposing school

choice (including tax credits and vouchers), homeschooling, competency testing, tape recording of teachers' lectures, drug and alcohol testing for school employees, and AIDS testing of teachers. The organization reaffirmed its resolutions supporting national health insurance, gun control, early childhood education, gay rights, comparable worth, affirmative action, statehood for the District of Columbia, and a nuclear freeze.

The 1990 NEA resolutions continue to advocate imposing its political and social views on public school children through classes on sex, contraceptives, AIDS, suicide, nuclear war, globalism, multiculturalism, and conflict resolution. The NEA resolutions continue to brand parental supervision with epithets such as "extremist." (The text of many of these resolutions was printed in the *Education Reporter*, October 1989, p.4).

In the event that an NEA member needs legal services, the organization has budgeted \$17,552,184 to provide the organization and its members "comprehensive legal protection." Of that money budgeted for Legal Services, \$6,590,460 goes toward protecting members from "personal financial liability when they are sued by parents and students as a result of employment-related activities." No fund exists to pay the legal expenses of parents who are sued by school personnel.

Money allotted for publishing, which comprises 5.2%, or \$7,730,129 of the NEA budget, goes to fund the organization's publications *NEA TODAY* and *NEA NOW* and to the NEA Professional Library.

Research money to provide "information fundamental to advancing the interests of the Association and its members," including "mail and telephone surveys in support of state/local Association development" comes to \$6,048,902 of the total NEA budget.

The group spends \$11,849,101 in Administration Services, which funds much of the NEA national staff not directly elected by its members. Two other closely related categories comprise a sizable portion of the NEA's budget — \$5,603,480 is allotted to Business and Finances, and \$5,068,469 for Data Processing.

The NEA members who are elected to NEA offices are paid out of Governance, a separate category, which will cost \$9,929,309 in the next fiscal year. This includes funding the NEA annual Representative Assembly (\$2,825,719), paying for the Board of Directors (\$2,569,033), and paying the salary expenses and benefits of the three members of the NEA Executive Committee (\$1,284,546). ■

NEA Adopts 1991 Agenda

The National Education Association recently released its "Legislative Program for the 102nd Congress," which has three levels of priorities on the NEA's 1991-1992 legislative agenda. The program is used by NEA members and paid lobbyists in attempting to influence Congressional legislation.

The primary legislative initiative endorsed by the NEA is increased federal funding for education in both general aid and categorical assistance. The organization "supports a full partnership role for the federal government" in funding public schools.

The second tier of the NEA's "current priority Congressional issues" includes lobbying for federally funded daycare and early childhood education programs "for all children" as "a critical element of educational excellence." The organization is also lobbying for a national health insurance system, a federal law mandating parental and medical leave, and a higher and more "progressive" federal income tax.

In the next Congressional session, the NEA will continue to lobby against "federally mandated parental option or 'choice' in education programs" and any use of vouchers or tax credits. They also plan on lobbying for statehood for the District of Columbia, taxpayer funding of election campaigns, a nuclear freeze, and the elimination of research into the Strategic Defense Initiative (SDI). ■

Some New NEA Resolutions

Resolution I-47 — Freedom of Creative Expression

The National Education Association supports freedom of expression in the creative arts and therefore deplores any efforts by government to suppress, directly or indirectly, such expression. The Association further supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations.

New Business Item 46

As a fitting tribute to Nelson Mandela's visit to our country, NEA will continue to

maintain its support for United States and international sanctions against South Africa until such time as the struggle to end apartheid has become irreversible. NEA will communicate its support for sanctions in writing to the U.S. President and Congress.

New Business Item 65

NEA will oppose any legislation which will erode the status of *Roe vs. Wade* and/or which impedes access to and choice of reproductive health care options, by providing technical assistance to state affiliates.

NEA Boasts About Its Lobbying And Election Tactics

The following is excerpted from the booklet distributed at the Convention entitled Advancing NEA's Legislative Agenda, July 1990, pages 5 and 6.

Congressional Contact Teams. Much of NEA's legislative success can be attributed to the effectiveness of the Congressional Contact Team (CCT) network. NEA, with an average of 5,000 members in each of the nation's 435 Congressional Districts, is in a unique position to use at-home lobbying efforts to advance the cause of public education and improve the status and security of its members.

The Congressional Contact Teams are trained, coordinated, and briefed at the state, regional, and national levels. They provide a well-informed and dedicated force of grassroots lobbyists who complement the efforts of the full-time Washington-based and field staffs. NEA's message is delivered to Congress through lobbying efforts on Capitol Hill and in at-home contacts with Representatives and Senators.

In addition to their role in representing NEA's Legislative Program in Congress, CCT members are responsible for providing information and building support among other NEA members and the general public. CCT members also serve as key contact persons for incumbents running for reelection by helping recruit and organize campaign volunteers.

During the 101st Congress, the CCTs have concentrated on three basic issues in D.C.-based and at-home lobbying efforts: education funding, child care, and comprehensive national health care. In the fall of 1989 and spring of 1990, some 250 Association activists traveled to Washington to advance NEA's position on the child care bill.

CCT members were instrumental in gaining support for the \$1.3 billion increase provided programs administered by the U.S. Department of Education in FY90.

Political Advocacy. The Political Advocacy program works with both the Republican and Democratic parties to advance the NEA Legislative Program, and provides information and training to Association members to increase their effectiveness in the political arena. NEA also evaluates viable candidates for Congress and President and endorses proven friends of education, both Democrats and Republicans.

NEA-PAC — the Association's political action arm — has raised more than \$2.5 million through voluntary contributions from members to help friends of education in federal races.

NEA maintains relationships with a variety of organizations of various political orientations in an effort to enhance NEA's ability to influence legislation and elect pro-education candidates.

Political Advocacy has assumed much of the responsibility for coordinating contact with national intergovernmental organizations, including the National Governor's Association, National Conference of State Legislatures, Education Commission of the States, and U.S. Conference of Mayors.

Through April 1990, candidates endorsed by NEA-PAC had won in seven of the 10 special elections. ■