

National Education Assn Opposes Choice

Demands Control of Sex Ed

Many resolutions passed by the National Education Association at its Miami Beach convention in July 1991 demand the right for its union members to determine what is taught in the schools and how it should be taught, regardless of the wishes of the parents.

NEA resolutions use expressions such as "academic freedom" to support the union's unrestricted authority, and use such expressions as "censorship," "legislative interference," "book burning crusades," and "attempts to ban books" in order to restrict parental attempts to supervise what their children are taught.

In a slap at the Equal Access Law upheld by the U.S. Supreme Court in *Mergens v. Westside Community Schools* (1990), an NEA resolution condemns "groups that promote anti-public-education agendas" and instructs its affiliates "to seek repeal of these mandates."

The many NEA resolutions pertaining to sex education in public schools make it clear that the union is demanding total control over what is taught to children, regardless of the wishes or values of the parents. The NEA asserts that "the public school must assume an increasingly important role in providing" sex education, and teachers must be "legally protected from censorship and lawsuits."

Family Life Education (the code word for sex education), according to NEA resolutions, must include "birth control," "diversity of sexual orientation," and "incest." The NEA asserts that "it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality."

"Every individual" presumably includes elementary school children, who must be taught by NEA members about contraceptives, homosexuality, incest, and sexual deviations without parental interference or "censorship."

The NEA devotes lengthy resolutions to delineating its demands about various aspects of the sex courses it wants to impose on all schoolchildren. According to the NEA resolutions, "comprehensive" AIDS education must be taught "as an integral part of the school curriculum," including "all means of transmission." "Integral part" means disguising it so that parents will not be able to remove their children from the AIDS class.

In addition to demands about classroom sex education, the NEA resolutions demand that the schools provide "comprehensive school-based, community-funded student health care clinics." The NEA demands that "every child should have direct and confidential access to comprehensive health care," and "immediate, direct and confidential access to health, social, and psychological services."

"Confidential" is the code word meaning without parental knowledge or consent. "Comprehensive" is the code word for providing contraceptive devices. "School-based" is the code word for doing all of the above inside the

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Proposes Children's Bill of Rights

The National Education Association's president, Keith Geiger, set the tone for the NEA's agenda in the '90s in his keynote address by introducing and endorsing a "Children's Bill of Rights." To justify this innovation, Geiger asserted that there are five and a half million American children under the age of 12 who regularly go hungry, and that one out of four homeless people is a child.

Geiger declared that the American family is weak and beset with problems. He quoted pediatrician T. Berry Brazelton as accusing America of being "the least family-oriented society in the civilized world."

The NEA president charged that problems in the classroom are the result of problems in the family no matter the income level of the families, and no matter whether urban, suburban or rural.

"I can guarantee our fellow citizens that schools are improving," Geiger asserted. "It's childhoods that are not."

Geiger's proposed Children's Bill of Rights defines the relationship between the government and its citizen-children without any reference to the role of parents and family and their part in the raising and educating of children.

The text of the Children's Bill of Rights, as presented by Geiger to the NEA convention, reads as follows: "We, the people of the United States, in order to achieve a more perfect society, fulfill our moral obligations, further our founding ideals, and preserve the continued blessings of liberty, do hereby declare the bill of rights for children. No child in a land of abundance shall be wanting for plentiful and nutritional food. A society as advanced in medical knowledge and abilities as ours shall not deny medical attention to any child in need. Whereas security is an essential requirement for a child's healthy development, the basic security of a place to live shall be guaranteed to every child. To ensure the potential of the individual and the nation, every child shall have the right to a quality education. The government, whose primary role is to protect and defend at all levels, shall assure that children are safeguarded from abuse, violence and discrimination."

Critics of this Children's Bill of Rights approach charge that it positions government as the "parent" and creates a whole new set of

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The National Education Association (NEA), considered to be the most powerful union in the United States, held its annual convention in Miami Beach, Florida over the Fourth of July weekend. Eight thousand delegates representing two million members passed dozens of resolutions. They constitute the union's official policies and empower its staff to spend its \$137 million annual budget in support of those goals.

The NEA resolutions made it clear that this powerful and wealthy union will use all its resources, membership, and energies to resist the concept of parental choice in education. The union was unmoved by President Bush's plea in his *America 2000* plan to promote parental choice in education in order to encourage competition as a way of improving the public schools.

Pointing to a 33% real increase in public school spending during the 1980s without a commensurate improvement in quality, President Bush supports choice options and other strategies rather than more federal spending. The NEA, however, is looking forward to directing funds away from the U.S. defense budget and into the public schools.

NEA resolutions label all parental choice plans "deleterious" and "detrimental," proclaiming the union's bitter opposition to all "federally or state-mandated choice or parental option plans." NEA resolutions instruct NEA members to "work for the defeat" of all plans for tuition tax credits or vouchers.

Showing fear of competition from private

schools, the NEA even resolved that "closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools."

The NEA resolutions take strong positions against homeschooling. The NEA demands that, if homeschooling is allowed, the parents must have teachers' certificates, be licensed by the state, and teach only a curriculum approved by the state bureaucrats.

The National Education Association not only opposes parental choice for school-age children, but the union opposes parental choice in regard to the age at which parents enter their children into school. In its 1991 convention resolutions, the NEA comes down foursquare on the side of forcing little children into the public schools at a younger age than ever before.

The NEA calls on its members "to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten with compulsory attendance." Several resolutions reaffirm the NEA's demand for compulsory kindergarten and instruct NEA members to "seek legislation to ensure such programs."

NEA lobbyists are currently active in many state legislatures trying to pass laws to require this.

Alabama Parents Defeat Compulsory Kindergarten

Alabama parents won a stunning victory against the entire education establishment in defeating a compulsory kindergarten law in the state legislature. Arrayed in support of the law were the powerful Alabama Education Association, the Governor's administration, and the Business Council.

Compulsory kindergarten was part of the Governor's education reform package and appeared to have the support of "everybody" — except parents. Expensive new education bills are being pushed in most state legislatures, and usually involve a joint effort of the Governor, the public school bureaucracy, and business leaders.

The test vote came on a House amendment offered by Rep. Arthur Payne (R-Center Point) to remove the compulsory kindergarten requirement. His amendment passed by a decisive 68-18. The Senate then voted 20-4 to concur with House amendment. The education reform package, stripped of compulsory kindergarten, then went to the Governor to be signed.

Under the proposed compulsory kindergarten bill, if parents could not afford tuition at a private kindergarten, they would be forced to put their children in an all-day public kindergarten. Homeschoolers would be required to put their children in kindergarten, too, unless the parent were a state-certified teacher.

According to Rep. Payne, "It should be something left up to the choice of the parents. We can't develop strong families by taking the kids out of the family at age 5 and 6 years old."

Paul Hubbert, executive secretary of the

Alabama Education Association (the Alabama branch of the National Education Association), had argued earlier in the legislative session that parents should not even have the choice to opt their children out of an otherwise mandatory kindergarten requirement. In the end, Hubbert admitted, "the AEA just didn't have the votes in the House to keep it in. They outworked us."

Hubbert was the Democratic nominee for Governor of Alabama in the November 1990 election. He was defeated by Republican Governor Guy Hunt in a close race in which the radical policies of the NEA became the chief issue. The NEA's legislative agenda includes compulsory kindergarten, reducing the compulsory school age, and putting preschool children into the public schools.

Vicki Winstead, a parent active in the grassroots campaign against compulsory kindergarten, said: "The battle was won because we were 'armed with undeniable documentation from all areas of child development showing that mandatory kindergarten is not in the best interest of the child and could even be harmful.'"

Parents argued that child development research does not justify early formal schooling, but instead shows that normal children admitted too early will often underachieve and suffer burnout. This issue also involves parental rights.

Parents quoted child development expert Dr. David Elkind as saying, "There is really no evidence that early formal institutionalization brings any lasting or permanent benefits for children. By contrast, the risk to the child's

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EDUCATION BRIEFS

Nevada's largest school district may refuse Planned Parenthood advertisements in school newspapers, a federal appeals court ruled on August 5. The ruling drew heavily on the U.S. Supreme Court decision in *Hazelwood School District v. Kuhlmeier* which upheld a Missouri school principal's right to censor student articles. Planned Parenthood argued that, by virtue of accepting outside advertising, school newspapers could be considered a public forum. Planned Parenthood of Southern Nevada sued the Clark County School District in 1986 after the district refused to allow the agency to advertise in high school newspapers.

A federal judge ruled August 7 that school officials in Concord, New Hampshire violated the rights of a disruptive boy for three years by requiring his parents to give him the drug, Ritalin, a stimulant often prescribed for hyperactivity or attention deficit problems. The boy's parents claimed it made their son act like a "zombie." Judge Martin Loughlin of Federal District Court ruled that Casey Jesson, who is now 12 years old, is entitled to seven and a half months of compensatory education after he finishes high school or turns 21. He also ordered the school district to pay the parents' legal fees and begin an individualized education plan for Casey that will be subject to review at least once a year. The New Hampshire Civil Liberties Union joined with the parents, stating that the school's requirement violated Casey's right to privacy and his civil rights as a handicapped child.

The principal of a Staten Island, New York, public elementary school with the third highest reading scores was accused by the Board of Education on July 18 of tampering with student scores on standardized tests for the last five years. Officials say the tampering was done to raise his students' ratings in reading and mathematics. The principal, Murray N. Brenner, was shaken after hearing the allegations from a reporter, but intensely denied the allegation. New York schools Chancellor Joseph A. Fernandez said the "behavior in this matter cannot be accepted or tolerated," and ordered disciplinary proceedings against the principal.

The Montgomery County, Maryland, School Board approved the use of contraceptive display kits in biology and sex education classes, despite strong parental objections. Only Blair Ewing, president of the eight-member board, voted against the resolution, which permits sealed display kits to be used as instructional tools in biology, sex education, and family living courses in high school. Parents are planning to campaign against the reelection of members voting for the displays, using 8,000 bumper stickers which read, "Remember the contraceptive kit and the board that voted for it." More than 2,500 letters opposing the kits were received in the three days before the meeting, and another 10,000 letters are expected by the next board meeting on August 28.

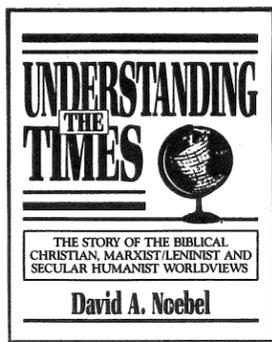
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Book of the Month

Understanding the Times, by David A. Noebel, Summit Press, 1991, 891 pp., \$29.95.

The modern Christian student is often overwhelmed with information and opinions from the media, the schools, and the government. It seems that the Biblical Christian worldview is being attacked from all directions. It is imperative that our society's future leaders understand the times and can discern truth.



Understanding the Times is a tool to accomplish this task. It not only informs Christians about various intellectual battlefields and the armies opposing them, but it equips them to defend their point of view. This text contrasts three worldviews of Western civilization — Biblical Christianity, Secular Humanism, and Marxist/Leninist — to show that Biblical Christianity morally and intellectually triumphs over the others. It explores each worldview's fundamental beliefs with regard to theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history.

The study emphasizes the importance of understanding the Christian worldview's relevance in an academic environment. This is especially important since many university courses are taught from a non-Christian perspective. The book points out that "Christians in the United States clearly outnumber their worldview rivals." It states that 192 million Americans claim to be Christians, while Isaac Asimov, president of the American Humanist Association admits that there are only 7.3 million Humanists in the United States. Yet, "taxpayers' schoolchildren are taught almost exclusively the Secular Humanist religious worldview." This text is intended to encourage Christians to speak up in the classroom.

Everybody has a worldview of some kind, according to the author, although they may not be able to identify it. The book asserts that, since Secular Humanism is a religious worldview, it has no place in the classroom. It does not ask that Biblical Christianity be the only worldview taught in the classroom — the text just urges fair representation.

Understanding the Times highlights the fallacies and inconsistencies of Marxism/Leninism, Secular Humanism, and the New Age movement, and demonstrates the coherence and truthfulness of the Biblical Christian worldview.

For example, in the section on ethics, it points out that Secular Humanists have no God-ordained ethical guidelines because they deny the existence of God. Secular Humanists have no absolute standard of right and wrong, so each man invents his own standard for behavior out of the context of his own experience. According to Humanist ideology, every man is free to choose his own ethical system.

The text shows that, for the Marxist/Leninist, an act is considered ethically good if it assists the

flow of history toward a communist end. Killing, stealing, and lying are not immoral if they help produce the classless communist society. If the rest of the world labels such activity as wicked or evil, that disapproval is considered a small price to pay when the end result will be the creation of the new man, untainted by belief in God or capitalism.

The book explains the Biblical Christian viewpoint that there is a God whose moral nature is absolute and unchanging. The Bible tells the difference between good and evil and provides a framework from which ethics are built.

The book prepares the student for the academic environment, where professors with the Secular Humanist or the Marxist/Leninist worldview often scoff at the existence of a certain moral order.

This is an excellent text for teachers to teach in a classroom setting, but it is also a great resource for anyone who wants to understand these important issues. This text cultivates wisdom and other leadership qualities in committed Christians. It helps the student not only to appreciate the truth of Biblical Christianity, but to recognize the "worldview bias" around him.

Summit Ministries also has available a tool for teaching this worldview analysis to high school students. *The Understanding the Times Curriculum* includes 60 video segments, day-by-day lesson plans, one teacher manual, one student manual, one textbook, five supplementary books, quizzes, two project packets, posters, and diplomas. For more information, send \$15.00 for the *Curriculum Information Kit* to Summit Ministries, P.O. Box 207, Manitou Springs, CO 80829, or call (719) 685-9103. ■

ACLU, NOW File Suit vs. All-Boys School

The American Civil Liberties Union and the NOW Legal Defense and Education Fund have obtained a federal court injunction against schools which were created to meet the special needs of black urban boys. The August 15 preliminary ruling requires the schools to admit girls this fall, pending final resolution of the lawsuit.

Three elementary schools for boys were established by the Detroit Board of Education in February as an experiment to steer boys away from a self-destructive path that often leads to drugs and prison. The schools were aimed at increasing the self-esteem of black boys by stressing discipline and civic responsibility. Single-sex schools or classes for boys have also been discussed in New York, Milwaukee, Baltimore, Washington, D.C., San Diego and Chicago.

Detroit school board vice president Frank Hayden said that the board had been willing to work with the ACLU and NOW to set up a girls-only school. But that did not stop the lawsuit. Despite Title IX, the 1972 federal law against sex discrimination in education, many educators consider the plight of the black males serious enough to warrant experimentation with this new initiative. ■

Parental Objections To Compulsory Kindergarten

- Compulsory kindergarten cannot be justified on the basis of research and our present knowledge about young children. Consequently, only seven states mandate kindergarten.

- Institutional schooling too early can harm children emotionally, intellectually, and socially, and may later lead to greater peer dependency.

- Research indicates that most academic gains shown by normal children schooled early do not last past the second grade.

- The advisability of early schooling for some disadvantaged and at-risk children does not justify mandating kindergarten for ALL children.

- Demands for earlier schooling ignore maternal attachment.

- Normal children who remain at home longer are able to cope more effectively with the demands of formal academic discipline.

- As children begin school earlier, the incidence of myopia (abnormal nearsightedness) increases.

- The younger the child the more susceptible he is to the numerous childhood diseases; therefore, mandating all day kindergarten will place younger children at greater risk.

- No conclusive research supports the claim that pre-school programs will save the taxpayer dollars.

- Parents, who are the most sensitive to the individual needs of their children, must retain their right as legal guardian to decide when each child is ready for kindergarten.

The above is the text of a flier distributed by Alabama parents to legislators. ■

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motivation, intellectual growth, and self-esteem could well do serious damage to the child's emerging personality. It is reasonable to conclude that the early instruction of young children derives more from the need and priorities of adults than from what we know of good pedagogy for young children." ■

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school building.

The NEA demands that the public schools not only do "counseling" of all students "beginning at the prekindergarten level," but that this counseling "be integrated into the entire education system." "Integrated" is the code word for infusing the course among various classroom subjects so parents will not be able to remove their children from this unwanted psychological manipulation. This counseling, according to the NEA, should include counseling about sexual orientation, stress, and suicide. ■

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institutions dependent on increased taxation and an expanded bureaucracy. Critics of Geiger's proposals say that this sort of governmental "social parenting" would undermine the family by proclaiming "rights" that would be enforced primarily against parents, and by transferring to the state the responsibility for the care and education of children. ■

National Education Assn 1991 Resolutions

A-3. Public Education/National Defense. The Association supports a policy of economic conversion to facilitate the orderly redirection of resources from military purposes to alternative civilian uses, including education.

A-11. Deleterious Programs. The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers).

A-12. Federally or State-Mandated Choice/Parental Option Plans. The National Education Association opposes such federally or state-mandated choice or parental option plans.

A-13. Tuition Tax Credits. The National Education Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation.

A-14. Voucher Plans. The National Education Association believes that legislation designed to establish or implement prekindergarten through grade 12 voucher plans is detrimental to the public interest and calls upon its affiliates to work for the defeat of such legislation.

A-17. National Health Insurance. The National Education Association believes that a national health care insurance plan should be supported and funded by the U. S. Congress. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards.

A-25. Public School Buildings. The National Education Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools.

B-10. Career Education. The National Education Association believes that the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

B-13. Sexism in Education. The National Education Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals. The Association endorses the use of nonsexist language by all schools. It further believes that appropriate training of education employees is necessary to eliminate sexism and sex discrimination from the curriculum and the total educational environment.

C-3. Early Childhood Development. The National Education Association supports the inclusion of prekindergarten early childhood education programs within the public school system in facilities that are appropriate to the developmental needs of this age group. These programs should include prekindergarten screening, child care, child development, appropriate developmental curriculum, and special education. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs. The Association advocates the establishment of fully funded, early childhood special education programs. The Association urges its affiliates to seek legislation to ensure

that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten with compulsory attendance.

C-9. Health Care for All Children. The National Education Association believes that every child should have direct and confidential access to comprehensive health care. The Association urges its affiliates to support legislation to provide comprehensive health care to all children.

C-10. Student Health and Personnel Services. The National Education Association believes that every student should have immediate, direct, and confidential access to health, social, and psychological services within both school and community settings.

These services must include —
Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement, but not supplant, school nurses.

The Association urges that, if deemed appropriate by local choice, these health care services include birth control methods and instruction in their use.

C-12. School Counseling Services. The National Education Association believes that guidance and counseling services should be integrated into the entire education system, beginning at the prekindergarten level.

C-13. Student Sexual Orientation. The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling by trained personnel for students who are struggling with their sexual/gender orientation.

C-14. Student Stress. The National Education Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs for students and to provide staff development workshops for personnel in direct contact with these students.

C-15. Suicide Prevention Programs. The National Education Association believes that suicide prevention programs should be an integral part of the school program.

C-24. Multicultural/Global Education. The National Education Association believes that multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others. The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs.

C-30. Family Life Education. The National Education Association believes that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits. The Association urges its affiliates and members to support appropriately established sex education programs, including information on sexual abstinence, birth control and family planning, diversity of sexual orientation, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies. To facilitate the realization of human potential, it is

the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality.

C-39. Home Schooling. The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience. The Association believes that if parental preference home schooling study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used. The Association further believes that such home schooling programs should be limited to the children of the immediate family, with all expenses being borne by the parents.

C-46. AIDS Education. The National Education Association recommends that educational institutions establish comprehensive acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. AIDS education must include education about all means of transmission, including sex and intravenous (IV) drug use.

C-60. Day Care. The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs.

Second New C. Kindergarten. The National Education Association believes that early childhood development programs should culminate in mandatory kindergarten with compulsory attendance and urges its affiliates to seek legislation to ensure such programs.

E-1. Selection of Materials and Teaching Techniques. The National Education Association believes that teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials.

E-3. Instructional Materials and Teaching Techniques Challenges. The Association deplores prepublishing censorship, book burning crusades, and attempts to ban books from the school library/media center and school curriculum.

E-6. Academic and Professional Freedom. The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrine and/or groups that promote anti-public-education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist.

F-5. Pay Equity/Comparable Worth. The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

F-22. Nondiscriminatory Personnel Policies/Affirmative Action. The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation. To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage active

recruitment and employment of women, minorities, and men in underrepresented education categories. It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination.

F-37. Recording Devices in Schools. The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited.

F-45. Employees with AIDS. The National Education Association believes that educational employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) antibody or have been diagnosed as having AIDS or AIDS-related complex (ARC).

H-5. Statehood for the District of Columbia. The National Education Association urges its affiliates to support efforts to achieve statehood for the District of Columbia.

I-17. Equal Opportunity for Women. The National Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable work), and leadership in all activities. The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state because of gender. The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language.

I-21. Family Planning. The National Education Association supports family planning, including the right to reproductive freedom. The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel.

I-37. English as the Official Language. The National Education Association believes that efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged.

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 B. NEA will work to: (a) Achieve and ensure pay equity, economic equity, sex equity, and reproductive freedom without governmental intervention. (b) Secure the reintroduction and ultimate ratification of the Equal Rights Amendment. . . (d) Secure ratification of the Equal Rights Amendment.

New Business Item 40. NEA believes it is too early to lift sanctions against the government of South Africa. NEA will continue to publicize its support for sanctions and will work for maintenance of sanctions until such time as the anti-apartheid movement believes the conditions for lifting sanctions have been met.

New Business Item 49. The NEA shall assist
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Convention Reveals NEA Political Action

The resolutions, reports, and financial statements presented at the 1991 convention of the National Education Association held in Miami Beach in July show that this largest teachers union is extremely political. The NEA has a lengthy legislative agenda, much of which has nothing whatever to do with education, and it has an extremely active political component. The convention resolutions authorize the staff to engage in lobbying at the Congressional and state legislative levels and to support political candidates who follow the NEA policies.

One resolution, for example, pledges the NEA to "assist state affiliates in expanding and refining their political data systems to assure the election of our endorsed candidates for office at the local, state, and national levels of government."

Another resolution commits the NEA to put on "awareness" training workshops for "gay-

lesbian issues in schools."

Despite a demonstration from some pro-life delegates, the National Education Association again went on record at its annual convention this year in total support of abortion-on-demand and the controversial U.S. Supreme Court decision in *Roe v. Wade* (which permits late-term abortions such as are done at the notorious Tiller clinic in Wichita, Kansas).

Other NEA declarations supporting the radical feminist agenda include resolutions supporting federally financed and regulated daycare, comparable worth (i.e., substituting government wage control for market value), the Equal Rights Amendment (defeated by the American people in a ten-year battle from 1972 to 1982), "affirmative action" employment for women, minorities, homosexuals, and the disabled, and "equal responsibility" for men and

women in the military (which means assigning women to combat duty just like men, and drafting women if a draft is ever reimposed).

NEA resolutions also support the feminist attempt to infiltrate feminist ideology into textbooks and classroom materials by censoring out what it calls "sex-stereotyped roles" (that means texts or pictures showing women as homemakers) and "sexist language" (that means using such words as mother or father instead of parent).

The NEA has climbed on board the trendy "politically correct" movement. Its 1991 resolutions demand the teaching of multiculturalism and global education.

Among the 1991 NEA convention resolutions which have nothing to do with improving the quality of education are support for the policies of the National Endowment for the

Arts in making tax-funded grants to anyone they choose no matter how offensive to the American people (this is called "freedom of creative expression"), strict handgun control and the prohibition of semiautomatic rifles, submission of international disputes to the World Court, sanctions on South Africa, socialized medicine (called national health insurance), and statehood for Washington, D.C. (so Jesse Jackson can be a U.S. Senator).

The financial report called "Your Dues Dollars at Work" shows that last year the NEA spent \$7,930,000 on Government Relations (that means lobbying), \$13,068,000 on Communications (that means spreading its policies and platform in the media), and \$4,699,000 on Human and Civil Rights (as the NEA defines it, which includes abortion, gay and lesbian training sessions, and affirmative action). ■

The following is quoted directly from NEA Convention publications:

NEA's Legislative Agenda

Children and youth.

NEA supports

- federal programs to facilitate and enhance school readiness;
- federal assistance for early childhood education programs including Head Start;
- early childhood development and education services by certified personnel for all children, with access assured regardless of income, as a critical element of educational excellence;
- coordination with the public school system of those child care services delivered by nonpublic providers and assurance of standards of excellence, nondiscrimination, and the separation of church and state;
- stringent educational, health, and safety standards to protect and enrich preschool and school-age children, including strict regulation and enforcement to assure trained and licensed child care and development workers and qualified volunteer personnel;
- creation and maintenance of a national database on early childhood care and education programs.

Comprehensive national health policy.

NEA supports

- a comprehensive, universal national health insurance system provided by public and private agencies to assure access to a full range of health care, including preventive services, to all;
- provision of employer-paid health insurance for all employees and their dependents.

Constitutional, civil, and human rights protection.

NEA supports

- full equality and opportunity — economic and educational — for all, including the addition of the Equal Rights Amendment to the Constitution;
- reproductive freedom without governmental intervention;
- the use of affirmative action to redress historical patterns of discrimination.

Family and medical leave.

NEA supports

- legislation to provide employees job-protected parental and medical leave covering the birth or adoption of a child, the

serious illness of a spouse or dependent family member, or the employee's own serious illness or injury.

Tuition tax credits/vouchers/"choice".

NEA opposes

- public funding of pre-K-12 nonpublic schools;
- tuition tax credits at elementary, secondary, or postsecondary levels;
- the use of vouchers or certificates in education;
- federally mandated parental option or "choice" in education programs.

Vocational education.

NEA supports

- the provision of equity and access to quality vocational education programs for those underserved in the past as well as for traditional students, and the use of vocational education as a tool for eliminating biases in employment opportunities.

Voting reform and election rights.

NEA supports

- partial public funding of federal election campaigns;
- statehood for the District of Columbia.

Guidance and counseling.

NEA supports

- elementary and secondary school guidance and counseling and other pupil services including school psychology and school social work through federal/state/local education agencies;
- establishment of administrative structures to facilitate effective integration of guidance and counseling into the entire education experience.

Professional status and personal economic security of members.

NEA supports

- repeal of the so-called right-to-work provision of the Taft-Hartley Act.

Military affairs.

NEA supports

- equal opportunity and responsibility for women and men in and following military service.

NEA's Lobbying and Politics

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.

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 points for incumbents running for reelection by helping recruit and organize campaign volunteers.

During the 101st Congress, the CCTs focused on education funding, child care, higher education, and health care. In March 1990, some 250 Association activists traveled to Washington, D.C., to advance NEA's position on education funding. CCT members were instrumental in gaining support for significant increases in spending for programs administered by the U.S. Department of Education in FY91.

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-PAC — the Association's political action arm — raises voluntary contributions from members to help friends of education in federal races. NEA-PAC also evaluates viable candidates for Congress and President and endorses proven friends of education from both parties.

NEA-PAC had outstanding success in the 1990 elections. Some 85 percent of all NEA-

PAC-endorsed candidates won in races for federal office, 247 in the House and 19 in the Senate. Big wins included the victory of one endorsed challenger in the Senate, Paul Wellstone (D-MN), and seven challengers in the House. NEA-PAC-endorsed candidates were also successful in 19 of 27 open races. As a result of the 1990 elections, the 102nd Congress may be the most pro-education group in 20 years.

Gubernatorial and state legislative races had heightened significance in 1990 due to their impact on the redistricting of the U.S. House of Representatives following the census and reapportionment. NEA's affiliates were very successful in their efforts to elect friends of education to the governorships and legislatures. Those electoral successes, coupled with training, campaign advice, and technical assistance, have positioned the Association well for the redistricting process.

Ballot issues with enormous potential impact on public education were also decided in voting booths in 1990. NEA assisted six state affiliates in their efforts to pass or defeat seven initiatives or referenda. The affiliate's — and NEA's — position prevailed on five of those ballot measures.

Tuition Tax Credits/Vouchers/"Choice"

The key battleground over vouchers in the 101st Congress related to child care and early childhood education. NEA opposed the use of vouchers to finance child care as unconstitutional, inappropriate, and an ineffective means to address school readiness. Moreover, NEA argued that vouchers in child care could set a dangerous precedent. Sadly, child care vouchers were enacted, and the scenario is playing out exactly as predicted. ■

Resolutions *Continued from page 3*

state affiliates in expanding and refining their political data systems to assure the election of our endorsed candidates for office at the local, state, and national levels of government.

New Business Item 54. The NEA shall effectively advertise and continue to offer its workshop "Affording Equal Opportunity to Gay and Lesbian Students Through Teaching and Counseling" each year until each state that desires the training has the opportunity to participate. ■