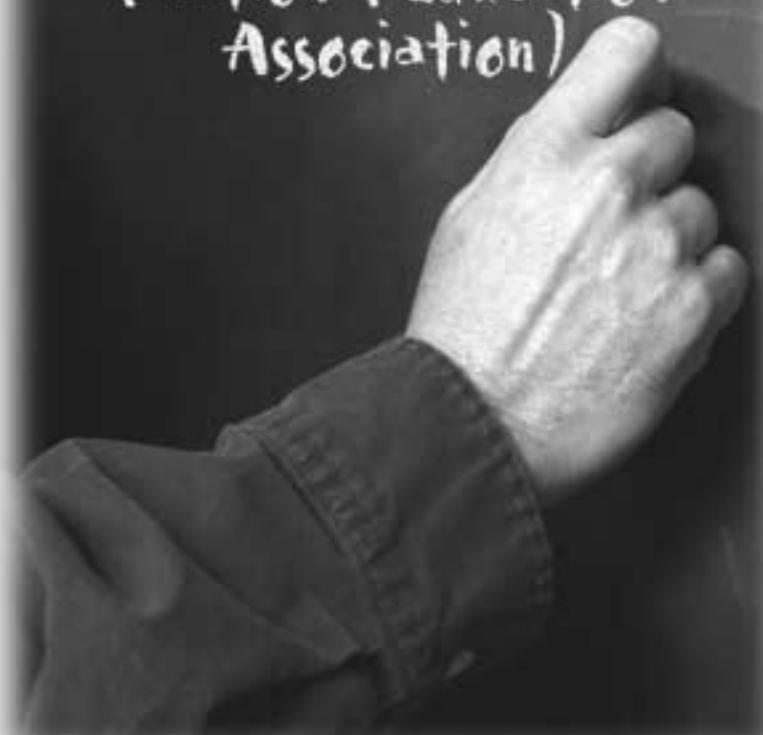


# THE GRAB FOR POWER

A Chronology  
of the NEA

(National Education  
Association)



by DENNIS LAURENCE CUDDY, PH.D.

# The Grab For Power

## A Chronology of the NEA (National Education Association)

### Introduction

Most of the problems in America today can be traced to the ongoing battle between the principles of the American and French Revolutions. The American Revolution was based largely upon principles of Biblical morality, capitalism, and individual responsibility. The watchwords of the French Revolution were “liberty, equality, fraternity,” which at first sound quite commendable. However, by “liberty” was meant license, a “do your own thing” morality rebelling against authority. By “equality” was not meant equal opportunity, but rather a leveling of the masses under “philosopher-kings,” an elite (including educational) who through social engineering would shape a socialistic society. And by “fraternity” was not meant a brotherhood based upon the Bible, but rather a humanistic brotherhood based upon what all ethical systems have in common.

That humanistic education is “religious” proselytizing of students in opposition to Biblical beliefs is evident from a statement by John Dewey, co-author of the first Humanist Manifesto (1933) and honorary National Education Association president (1932), in “Religion and Our Schools” (*The Hibbert Journal*, July 1908):

Our schools ... are performing an infinitely religious work. They are promoting the social unity out of which in the end genuine religious unity must grow. ... Religion ... associated with ... dogmatic beliefs ... we see ... disappearing. ... It is the part of man to labor persistently and patiently for the clarification and development of the positive creed of life ..., and to work for the transformation of all practical instrumentalities of education till they are in harmony with these ideas.

The non-dogmatic “positive creed of life,” which Dewey would come to call a “common faith,” was like the humanistic brotherhood (and sisterhood) of the French Revolution. And the NEA has been perhaps the organization most responsible for furthering the principles of the French Revolution in the United States in this century. The following chronology of the labor union during this time is not meant to be complete, but rather simply to identify important events, people and quotations relating to this powerful and politically ambitious organization.

1906

*June 30:* The National Education Association (NEA) becomes federally chartered or incorporated (H.R. 10501, Public No. 398). The NEA had been founded in 1857, but until 1870 was called the National Teachers Association.

1912

The NEA begins to promote the training of teachers in sex education and sex hygiene.

1913

The NEA establishes the Commission on the Reorganization of Secondary Education, which has a membership including several “young rebels” of the era. The Commission will produce a report in 1918 containing seven cardinal principles or objectives for the education of every American boy and girl, including “ethical character.”

1915

The “Educational Trust” known as the Cleveland Group (because its first meeting is in Cleveland) meets for the first time. Among the members of the group are: George Strayer (professor at Teachers College and NEA president 1918-1919), Elwood Cubberly (dean of Stanford University’s School of Education), and leader of the “Educational Trust” Charles Judd (colleague of John Dewey) who received his doctorate from Wilhelm Wundt in Leipzig in 1896. In David Tyack’s and Elisabeth Hansot’s *Managers of Virtue* (1982), Judd is quoted as urging the Cleveland conference to attempt “the positive and aggressive task of ... a detailed reorganization of the materials of instruction in schools of all grades. ...” Tyack and Hansot will also write:

There were ‘placement barons,’ usually professors of educational administration in universities such as Teachers College, Harvard, University of Chicago, or Stanford who had an inside track on placing their graduates in important positions. One educator commented after spending a weekend with Cubberly in Palo Alto that ‘Cubberly had an educational Tammany Hall that made the Strayer-Engelhardt Tammany Hall in New York look very weak ... ‘ [And] one principal recalled ‘Strayer’s Law’ for dealing with disloyal subordinates is ‘Give ‘em the axe.’

This is the beginning of a plan to use the “credentialing process” to control education.

1932

“Father of Progressive Education” John Dewey is made honorary president of the NEA, and in 1933 will co-author the first Humanist Manifesto. In 1934, Dewey will author *A Common Faith*, in which he proclaims:

It is impossible to ignore the fact that historic Christianity has been committed to a separation of sheep and goats; the saved and the lost; the elect and the mass ... Those outside the fold of the church and those who do not rely upon belief in the supernatural have been regarded as only potential brothers, still requiring adoption into the family. I cannot understand how any realization of the democratic ideal as a vital moral and spiritual ideal in human affairs is possible without surrender of the conception of the basic division to which supernatural Christianity is committed.

1934

*July:* At the 72nd Annual Meeting of the NEA, held in Washington, D.C., in a report titled "Education for the New America," Willard Givens (who will become executive secretary of the NEA in 1935 and serve for 17 years) said:

A dying laissez-faire must be completely destroyed and all of us, including the 'owners,' must be subjected to a large degree of social control. ... An equitable distribution of income will be sought. ... [And] the major function of the school is the social orientation of the individual. It must seek to give him under-standing of the transition to a new social order.

Givens had submitted similar language in the report of the Committee on Education for the New America of the Department of Superintendence of the NEA at the department's meeting in Cleveland on February 28 of this year.

*December:* *NEA Journal* editor Joy Elmer Morgan writes an editorial calling for government control of corporations.

1938

*June 29:* *The New York Herald Tribune* covering the NEA Convention in New York City reports:

Dr. Goodwin Watson, Professor of Education at Teachers College, Columbia University, begged the teachers of the nation to use their profession to indoctrinate children to overthrow 'conservative reactionaries' directing American government and industry. ... (He) declared that Soviet Russia was one of 'the most notable international achievements of our generation.'

1940

The NEA begins promoting the "Building America" social studies texts, which a California Senate Investigating Committee on Education will later condemn for its subtle support for Marxism or socialism contrary to American values.

1942

*December:* *NEA Journal* editor Joy Elmer Morgan writes an editorial, "The United Peoples of the World," explaining a world organization's or world government's need for an educational branch, a world system of weights and measures, a world police force, and other agencies.

1946

*January:* The *NEA Journal* publishes "The Teacher and World Government" by Joy Elmer Morgan (editor of the *NEA Journal*, 1921-1955), in which he proclaims:

In the struggle to establish an adequate world government, the teacher. ... can do much to prepare the hearts and minds of children for global understanding and cooperation. ... At the very top of all the agencies which will assure the coming of world government must stand the school, the teacher, and the organized profession.

*April:* The *NEA Journal* prints "National Education in an International World" by I. L. Kandel of Teachers College, Columbia University, who comments:

The establishment of the United Nations Education, Cultural and Scientific Organization [sic] marks the culmination of a movement for the creation of an international agency for education which began with Comenius. ... Nations that become members of UNESCO accordingly assume an obligation to revise the textbooks used in their schools. ... Each member nation, if it is to carry out the obligations of its membership, has a duty to see to it that nothing in its curriculum, courses of study, and textbooks is contrary to UNESCO's aims. The NEA played a significant role in UNESCO's founding (see *NEA Today*, February 1993).

*August:* The NEA sponsors a World Conference of the Teaching Profession (representatives from 28 nations are present), which drafts a Constitution for a World Organization of the Teaching Profession.

The organization will hold its first regular meeting in August 1947 in Glasgow, Scotland, and will be a "mighty force in aiding UNESCO," in the words of William Carr (associate secretary of the NEA's Education Policies Commission).

1947

October: The *NEA Journal* includes “On the Waging of Peace” by NEA official William Carr, who states:

As you teach about the United Nations, lay ground for a stronger United Nations by developing in your students a sense of world community. The United Nations should be transformed into a limited world government. The psychological foundations for wider loyalties must be laid. ... Teach about the various proposals that have been made for strengthening the United Nations and the establishment of world law. Teach those attitudes which will result ultimately in the creation of a world citizenship and world government. ... We cannot directly teach loyalty to a society that does not yet exist, but we can and should teach those skills and attitudes which will help create a society in which world citizenship is possible.

1948

“Education for International Understanding in American Schools—Suggestions and Recommendations” is produced by the NEA with partial funding by the Carnegie Corporation, and contains the following statements:

The idea has become established that the preservation of international peace and order may require that force be used to compel a nation to conduct its affairs within the framework of an established world system. The most modern expression of this doctrine of collective security is in the United Nations Charter. ... Many persons believe that enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. It is a system of international anarchy — a species of jungle warfare. Enduring peace cannot be attained until the nation-states surrender to a world organization the exercise of jurisdiction over those problems with which they have found themselves unable to deal singly in the past.

1952

The National Training Laboratories (NTL) becomes a part of the NEA. The NTL was founded in 1947 and sponsored by the NEA’s Division of Adult Education Service. In 1968, the NTL will separate from the NEA and become an independent organization, and it will later be called the NTL Institute for Applied Behavioral Science (1986).

1961

The NEA’s Commission on Professional Rights and Responsibilities lists among its purposes:

to gather information about various individuals and groups who criticize or oppose education, and make resumes of their activities.

1962

*Issues in (Human Relations) Training* is published by the National Training Laboratories (of the NEA), and in this book the editors write that human relations or sensitivity training:

fits into a context of institutional influence procedures which includes coercive persuasion in the form of thought reform or brainwashing. ... The book also includes information about ‘change-agent skills’ and ‘unfreezing, changing and refreezing’ attitudes. And in David Jenkins’ essay in the book, he explains that the laboratories conducted by the NTL have recently moved from an emphasis on skill training to ‘sensitivity training,’ and he declares that “the trainer has no alternative but to manipulate; his job is to plan and produce behavior in order to create changes in other people.” The manual also states regarding children that although “we appear to behave appropriately ... this appearance is deceptive. ... (We are) ‘pseudo-healthy’ persons who can benefit from sensitivity training.”

April 26: *The Tulsa Tribune*, after learning that the NEA had a file on its editor under “critics of education,” printed an editorial asking:

What is the function of the National Education Association—to improve the education of America’s children or to stifle criticism of present educational methods?

October: *The Chicago Sun-Times* publishes an editorial stating:

That the National Education Association ... advocated Federal aid has surprised us at times. But no longer. For control — real control over the Nation’s children —is being shifted rapidly to the NEA. That organization has about completed the job of cartelizing public school education under its own cartel. It is doing so under an organization known as the National Council for Accreditation of Teachers Education, an agency whose governing council is tightly NEA controlled ... The manner in which the NEA is usurping parental prerogatives by determining the type of education offered ... is ... very simple: control the education and hiring of teachers. ... NEA has no apprehension regarding Federal control of public schools as a consequence of Federal aid. It has control itself. It is extending that control over colleges and universities. In the NEA scheme of things it will be a simple matter to extend control over whatever Washington agency handles the funds.

October 20: *The New York Times* publishes “McMurrin Insists He Quit to Teach” by Wallace Turner, in which he writes that before Sterling McMurrin resigned as U.S. Commissioner of Education, Dr. McMurrin told NEA head William Carr:

You and I head up the biggest bureaucracies in Washington. NEA has all of the bureaucratic shortcomings and is in danger of moving toward national control of education, not by the Federal Government but by the NEA.

1963

*March/April*: A special supplement of *AV Communication Review* is published as Monograph No. 2 of the Technological Development Project of the NEA. The project is under contract #SAE-9073 with the U.S. Office of Education of HEW, as authorized under Title VII, Part B, of the National Defense Education Act of 1958. The contractor is the NEA, and in this supplement one finds:

Another area of potential development in computer applications is the attitude changing machine. Dr. Bertram Raven in the Psychology Department at the University of California in Los Angeles is in the process of building a computer-based device for changing attitude. This device will work on the principle that students' attitudes can be changed effectively by using the Socratic method of asking an appropriate series of leading questions logically designed to right the balance between appropriate attitudes and those deemed less acceptable.

1967

"Humanizing Education: The Person in the Process" is edited by Robert Leeper for the Association for Supervision and Curriculum Development of the NEA, and contains Carl Rogers' article, "The Interpersonal Relationship in the Facilitation of Learning," in which Rogers declares:

"... The goal of education is the facilitation of change. ... "

Rogers was taught by William H. Kilpatrick at Teachers College where he received his doctorate in 1963. As a psychiatrist, he originated client-centered psychotherapy and helped found (with Abraham Maslow, Rollo May, Ira Progoff, and others) the Association for Humanistic Psychology in 1962.

*October*: The *NEA Journal* publishes "Helping Children to Clarify Values" by Louis E. Raths, Merrill Harmin, and Sidney B. Simon, in which the authors declare:

The old approach seems to be to persuade the child to adopt the 'right' values rather than to help him develop a valuing process. ... Clarifying is an honest attempt to help a student look at his life and to encourage him to think about it in an atmosphere in which positive acceptance exists. ... The teacher must work to eliminate his own tendencies to moralize.

*November*: The *NEA Journal* publishes "The 'New' Social Studies," in which one reads:

Probably the most obvious change occurring in the social studies curriculum is a breaking away from the traditional dominance of history, geography, and civics. Materials from the behavioral sciences ... sociology, social psychology ... are being incorporated into both elementary and secondary school programs.

NEA Executive Secretary Sam Lambert comments:

NEA will become a political power second to no other special interest group. ... NEA will have more and more to say about how a teacher is educated, whether he should be admitted to the profession, and depending on his behavior and ability whether he should stay in the profession.

1968

Elizabeth Koontz becomes the head of the National Education Association, making "teacher power" the rallying cry of her administration. She advocates that teachers "organize, agitate, and strike." She also promotes the Kibbutz concept. On September 23, she addresses the American Association of Colleges for Teacher Education and states:

The NEA has a multi-faceted program already directed toward the urban school problem, embracing every phase, from the Head Start Program to sensitivity training for adults — both teachers and parents.

1969

*January*: *Today's Education* (published by the NEA) contains an article, "Forecast for the '70's," by Harold and June Shane. Their article is a digest of many articles, within which one finds the following comments:

Ten years hence it should be more accurate to term him [the teacher] a "learning clinician." This title is intended to convey the idea that schools are becoming "clinics" whose purpose is to provide individualized psychosocial "treatment" for the student, thus increasing his value both to himself and to society. ... Educators will assume a formal responsibility for children when they reach the age of two ... [with] mandatory foster homes and "boarding schools" for children between ages two and three whose home environment was felt to have a malignant influence, [and children would] become the objects of [biochemical] experimentation.

1970

*July 3:* NEA President George Fischer tells NEA representatives at an assembly that:

A good deal of work has been done to begin about uniform certification controlled by the unified profession in each state. A model Professional Practices Act has been developed, and work has begun to secure passage of the Act in each state where such legislation is needed. With these new laws, we will finally realize our 113-year-old dream of controlling who enters, who stays in, and who leaves the profession. Once this is done, we can also control the teacher training institutions.

*September:* In NEA's *Today's Education* editorial, one reads:

The change-agent teacher does more than dream; he builds, too. He is part of an association of colleagues in his local school system, in his state, and across the country that makes up an interlocking system of change-agent organizations. This kind of system is necessary because changing our society through the evolutionary educational processes requires simultaneous action on three power levels.

1971

*Rules for Radicals* by socialist Saul Alinsky is published. According to Suzanne Clark in *Blackboard Blackmail*, John Lloyd (executive director of the Kansas National Education Association, an NEA affiliate, from February 1, 1980, to June 1984) will say that this book by Alinsky will become the NEA's "bible." In Alinsky's book, which has an "Acknowledgment" to Lucifer at the front, he asserts that:

Any revolutionary change must be preceded by a passive, affirmative, non-challenging attitude toward change among the masses of our people. [He continues to say that the radical organizer] dedicated to changing the life of a particular community must first rub raw the resentments of the people of the community; fan the latent hostilities of many of the people to the point of overt expression. He must search out controversy and issues. ... An organizer must stir up dissatisfaction and discontent. ... He knows that all values are relative. ... Truth to him is relative and changing.

Perhaps not coincidentally, at about this time, HEW lets contract number OEC-0-8-080603-4535(010) under which portions of *Training for Change Agents* (1973) by Ronald and Mary Havelock will be developed, and in which one reads:

The Advocate-Organizer-Agitator (ADORAG) and Social Architect change agents would receive training in value clarification. ... Because of his political and ego strength, the ADORAG is relatively invulnerable to the system. He is able to ride or create a crisis ... to escalate frictions and protests. ... Knowledge of the law and strategies of confrontation and civil disobedience will be extremely helpful. ... Three to six "crucial" school districts in one state would be identified in which inside and outside change teams would work on their projects.

In the spring of 1974, the federal Office of Education will give a grant of \$5.9 million for 500 "change agents" to be trained at 21 institutions of higher education around the country.

*Schools for the '70s and Beyond: A Call to Action* is published by the NEA, and declares that

... teachers who conform to the traditional institutional mode are out of place. They might find fulfillment as tap-dance instructors, or guards in maximum security prisons or proprietors of reducing salons, or agents of the Federal Bureau of Investigation—but they damage teaching, children, and themselves by staying in the classroom.

1972

NEA President Catherine Barrett states:

We are the biggest potential political fighting force in this country and we are determined to control the direction of American education. (See "A Relic of the New Age: The National Education Association" by Robert Kagan in *The American Spectator*, February 1982.)

1973

*February 10:* In the *Saturday Review of Education*, radical feminist leader Gloria Steinem declares, "By the year 2000 we will, I hope, raise our children to believe in human potential, not God. ..." In the same edition, NEA President Catherine Barrett pronounces that:

Dramatic changes in the way we will raise our children in the year 2000 are indicated, particularly in terms of schooling. ... We will need to recognize that the so-called 'basic skills', which currently represent nearly the total effort in elementary schools, will be taught in one-quarter of the present school day. ... When this happens—and it's near—the teacher can rise to his true calling. More than a dispenser of information, the teacher will be a conveyor of values, a philosopher. ... We will be agents of change.

1974

NEA President Helen Wise addresses NEA political fundraisers and comments: "We must reorder Congressional priorities by reordering Congress. We must defeat those who oppose our goals."

1975

The NEA Resolutions Committee meets in Washington, D.C., and proposes a resolution that says no person should be "dismissed or demoted because of ... sexual orientation." This is typical of the radical types of resolutions (on such subjects as abortion rights) that the NEA will support in future years. These resolutions will also clearly demonstrate the hypocrisy of the NEA, which on the one hand will advocate the right to abortion as a matter of "privacy," but then will support comprehensive sex education which includes a virtual "sexual organ recital" kindergarten through twelfth grade. This curriculum ignores students' "privacy right" not to be exposed to this in a public school classroom with other students (male and female) present.

*November-December: Today's Education* (the NEA's journal) publishes NEA President John Ryor's editorial, "The Uses of Teacher Power," in which he declares: "We must become the foremost political power in the nation."

1976

*February 5: The Los Angeles Times* publishes Richard Bergholtz's article, "Teachers Group Seeks National System Like Hitler's for U.S. Schools, Reagan Says," in which the future President Reagan says at a Florida rally that the NEA really wants:

A federal educational system, a national school system, so that little Willie's mother would not be able to go down and see the principal or even the school board. She'd actually have to take her case up to Congress in Washington. I believe this is the road to disaster and the end of academic freedom.

The NEA makes available to public schools around the nation a program titled "A Declaration of Interdependence: Education for a Global Community."

*September-October: Today's Education* publishes NEA President John Ryor's editorial, "Education for a Global Community," describing the NEA Bicentennial Committee theme of world interdependence. In the same issue is also published "The Seven Cardinal Principles Revisited" concerning the NEA Bicentennial Committee's work (culminating in the NEA Bicentennial Ideabook) regarding "a reframing of the cardinal principles of education (1918) and recommendations for a global curriculum." A report has been prepared by Project Chairman Harold Shane. In this article, there is material from the report dealing with the seven cardinal principles, including the statement:

There are striking similarities of thought between the 1918 report and the present Panel's thinking. For one thing, the NEA Bicentennial Panelists emphasized the importance of a global viewpoint. Various statements supported "loyalty to the planet as well as to the nation," the "need for a world view," "world citizenship," and the need for "membership in much larger societies" or for recognizing that "citizenship is more narrow than chauvinism."

The report also said, "Educators around the world are in a unique position to help bring about a harmoniously interdependent global community."

Terrel H. Bell of the U.S. Office of Education was a member of the NEA's Cardinal Principles Preplanning Committee, and he will be named by President Reagan as U.S. Secretary of Education in 1981.

1978

*November: Reader's Digest* publishes "The NEA: A Washington Lobby Run Rampant" by Eugene Methvin, in which he remarks:

By the early 1970s, a 'Young Turk' faction had gained control of the NEA ... and launched into full-scale unionism. ... When Terry Herndon became NEA's executive director in 1973, he set about building a huge political machine. ... What is the NEA's ultimate goal? Herndon is blunt: "To tap the legal, political and economic powers of the U.S. Congress. We want leaders and staff with sufficient clout that they may roam the halls of Congress and collect votes to re-order the priorities of the United States of America."

1979

*December 6:* The U.S. Department of Education is established, despite editorials by *The Washington Post* and many other major daily newspapers indicating there should not be a federal Department of Education. President Jimmy Carter, however, had pushed hard for the establishment of the Department as a fulfillment of his campaign promise to the NEA to gain its endorsement of him in 1976.

1980

*July 9: The Washington Post* prints David Broder's nationally syndicated column in which he describes his interview with NEA Executive Director Terry Herndon at the union's annual convention. Broder asks about parents' and voters' concern over the poor quality of public schools, and Herndon replies that the convention speakers and delegates

don't know what the answer is. ... We don't have the answers. Our executive board spent more time talking about the crisis in urban education than any other topic this year, but we have no answer.

1982

The NEA sues Suzanne Clark for her published criticisms of the labor union. She is legally defended by Concerned Women for America, and in her book, *Blackboard Blackmail* (endorsed by Dr. D. James Kennedy), she will later relate that in deposition testimony, then-NEA President Willard McGuire admitted it would be accurate to say the NEA effectively “declared war against the New Right” and the lawsuit reasonably could be characterized as an example of that declaration. Dorothy Massie with the NEA admitted she maintained about 12 file drawers on the “New Right,” but on the advice of her attorney, she refused to produce any information from those files. On December 2, 1983, the NEA withdraws its suit against Suzanne Clark. In her book, she quotes Kansas National Education Association Executive Director John Lloyd as stating that the NEA

is controlled and run by a group of non-educators, ... well-paid professional staff who have their own agenda, which is not necessarily in the best interests of public education or of the poorly paid teachers who faithfully serve it.

Lloyd is also reported to have revealed that *Rules for Radicals* author Saul Alinsky, hired to train NEA staff members, “integrated radicalism” into the union.

1983

*April 5: The Washington Post* editorial, “Political Teaching,” accuses the NEA of preparing curriculum materials on nuclear weapons, atomic war, and the American arms build-up, which are “political indoctrination.” The curriculum is called “Choices: A Unit on Conflict and Nuclear War.”

*Early June:* John Demars, director of NEA Peace Programs and International Relations, and Sam Pizzigati, associate director of NEA Communications, travel to Nicaragua and make an on-site report which compares Marxist Nicaragua favorably to El Salvador. Their conclusion states that “the United States should stop its military aid to the Contras” fighting the Marxists in Nicaragua.

*November 14:* U.S. Senator Steve Symms writes a letter in which he states:

I am writing you today to alert you to a radical Big Labor takeover of the schools in your community. The National Education Association (NEA)—a union second only to the Teamsters in size and power—is about to seize total control of public education in America. Unless you and I take immediate action on this emergency situation, the NEA will succeed in pushing legislation through Congress that will force compulsory unionization on every public school in the country. This is not an idle threat. It is just one part of the NEA’s Legislative Program for the 98th Congress, adopted at its July 1982 Convention in Los Angeles. Further, the NEA has publicly boasted of its plan to seize control of the agencies and boards that decide who is allowed to teach and what is to be taught ... The NEA has become the most powerful special interest group in the U.S. Their lobbying has brought about a 17-fold increase in federal education spending in the last 20 years. In 1982, their contributions of \$1,183,215 and their army of “volunteer” campaign workers helped elect 222 congressmen—a majority of the House of Representatives. But instead of using its influence to improve the quality of American education, the NEA has presided over the virtual crumbling of our nation’s schools.

The NEA distributes “Combating the New Right,” which is a training program developed by the NEA Western States Regional Staff. It criticizes Phyllis Schlafly, Mel and Norma Gabler, Howard Phillips, and other members of the “New Right.” The program tells a teacher, “You are a target of the Far Right” if “you ask students to examine their values, teach sex education, ever indicate it may be OK to lie, teach about values different from those of the students’ parents, teach that ‘anything goes’ or, ‘if you feel it’s OK, do it,’ train students to be ‘global citizens,’ teach humanism, etc.” A number of NEA state affiliates will follow the NEA lead in this area and produce their own publications, such as the Michigan Education Association’s “Far Right/Extremist Attacks on Public Education.”

1983-84

In the NEA’s *Today’s Education*, 1983-84 Annual Edition, one reads:

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students.

Parents apparently are not to know what communication occurs between their children and these educators.

1987

The Gay and Lesbian Caucus of the NEA is established.

1988

*February 1-5:* The Soviet American Citizens' Summit (New Age networker Barbara Marx Hubbard is an organizer) is held in Alexandria, VA, with a delegation of approximately 100 Soviets coordinated by the Soviet Peace Committee (SPC). According to a 1985 State Department report on Soviet "Active Measures," the SPC is linked to the Soviet Central Committee's International Department, which was created by Stalin to carry out subversion within other countries. Interesting is the fact that the education task force at the summit recommended that the National Education Association guide a global computer program.

*May 13-16:* Along with the Carnegie Council on Ethics and International Affairs, Foreign Policy Assoc., Global Tomorrow Coalition, International Development Conference, and others, the NEA cosponsors The American Forum on Education and International Competence. Some of the workshop topics include: Developing Strategies for Internationalizing State Curriculum; the U.N. University—Ten Years of Thinking Globally, Acting Locally; Will They Use It? Implementing Global Education Initiatives; the United Nations in Global Education; Political/Religious Challenges to Global Education.

The NEA adopts Resolution C-34, which states:

The National Education Association believes that home-school programs cannot provide the child with a comprehensive education experience. The Association believes that, if parental preference home-school 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.

1990

*October:* *NEA Today* prints the comments of Mary Faber (of the NEA's Human and Civil Rights Division) that:

Both right-wing and religious extremists have ... secured bans on textbooks containing stories about violence and sorcery. [And Ms. Faber recommends that teachers] report "anti-satanist" activity immediately to your local [NEA] association. It's your best defense against what's usually the real aim of such activity—an attack on public education.

1991

*March:* *NEA Today* publishes an interview by NEA staffer Stephanie Weiss with Planned Parenthood President Faye Wattleton, in which the latter expresses her support for school-based distribution of contraceptives and "comprehensive sexuality education" which would begin "well before ... kindergarten age."

1992

The NEA passes resolutions supporting sex education, abortion and homosexual rights. The NEA has a "Gay and Lesbian Caucus," and spends millions of dollars supporting political candidates. This "labor union" is active in many areas not strictly academically related.

1993

*January 23:* Meeting in Stockholm, the 240 international affiliates of the National Education Association (known as World Confederation of Organizations of the Teaching Profession, or WCOTP) and the American Federation of Teachers (known as International Federation of Free Teachers Unions) join to form Education International (EI). Former NEA head (and current head of WCOTP) Mary Hatwood Futrell will be the president of EI. This could mean the NEA and the AFT in the U.S. will soon merge and attempt to further their goals of nationalizing American education (e.g., national goals, national tests, national teacher certification, etc.), and then internationalizing Americans' and other nations' education.

*June 7:* *Forbes* magazine publishes "The National Extortion Association?" by Peter Brimelow and Leslie Spencer. In this article sharply critical of the NEA, the authors note that:

as the National Education Association has gained in monopoly power, the cost of education has increased while its quality has deteriorated.

*July 2-5:* At the NEA's annual convention in San Francisco, delegates approve resolutions supporting "multicultural/global education," abortion-rights, and "comprehensive school-based clinics." Resolutions are also passed advocating that teachers "be legally protected from censorship and lawsuits" related to sex education, including education regarding sexual orientation.

Resolution B-1 states that "The NEA supports early childhood education programs in the public schools for children from birth through age eight."

And concerning home schooling, Resolution B-58 indicates that:

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.

President Bill Clinton addresses the delegates and thanks the NEA for “the gift of our assistant secretary,” referring to long-time NEA activist and staffer Sharon Robinson, who has become U.S. Assistant Secretary of Education for the Office of Educational Research and Improvement, and who sits next to Hillary Rodham Clinton on the front row of the NEA convention. President Clinton goes on to say that he believes his goals for America closely parallel those of the NEA, further stating:

And I believe that the president of this organization would say we have had the partnership I promised in the campaign in 1992, and we will continue to have it. ... You and I are joined in a common cause, and I believe we will succeed.

*December 15: Education Week* reports that “Debra DeLee, the former director of governmental relations for the NEA, has joined the Democratic National Committee as its executive director.”

*July:* At the NEA’s annual convention in Minneapolis, delegates adopt new resolutions, including B-9. The resolution, introduced by the Gay, Lesbian, and Straight Teachers Network, states that the NEA supports “the celebration of a Lesbian and Gay History Month as a means of acknowledging the contributions of lesbians, gays, and bisexuals throughout history.”

In response, Concerned Women for America alerts its members to the resolution through a letter from Beverly LaHaye, radio broadcasts, and an ad placed in several major newspapers. The NEA and gay activists begin a campaign accusing CWA of communicating misinformation to raise money.

1996

Calls from parents and other concerned citizens, as well as disgruntled teachers, continue to flood NEA offices, forcing the organization to make some changes at their 1996 national convention. B-9 disappears, but then resurfaces in a new stealth version, B-6. The new version is anything but a change in policy.

Resolution B-6 endorses “education” to “increase tolerance and foster an appreciation of the various qualities that pertain to people as individuals or members of a group.” Among those qualities, “sexual orientation” is listed.

1997

In the wake of lost popularity, the NEA hires a high-powered public relations firm to improve its image. After studying the organization, the PR firm says the endorsement of Gay and Lesbian History Month was the group’s lowest public relations point.

But the NEA continues to push the homosexual agenda. At its 1997 national convention, a controversial pro-homosexual educational video, “It’s Elementary,” wins the organization’s support and is widely distributed. The video targets an elementary- school audience and cleverly lures them into accepting homosexuality as a normal and natural family variation.

1999

The NEA gives first lady Hillary Clinton its “Friend of Education” award. Mrs. Clinton has been a long-time advocate of expanding the role of the public schools to provide services ranging from day care in early childhood to contraception in adolescence. Her controversial book, *It Takes a Village*, describes her educational philosophy—children belong, not to parents, but to the whole community.

However, while giving her acceptance speech, the First Lady makes a *faux pas* by mentioning the merits of charter schools. Her comment silences the crowd. Sensing the disapproval, Mrs. Clinton quickly returns to accolades for the public schools, saying they produce the “best schools and smartest kids.” In the next day’s business meeting, the NEA considers a new item that condemns charter schools as “having been seized on by right wing forces as a wedge to break up and resegment education and prepare the way for privatization.”

As the old millennium draws to a close, the NEA culminates into a bastion of liberal propaganda. Its 1999-2000 convention resolutions endorse homosexuality, advocate school-based birth-control clinics, oppose even a moment of silence for fear that a child may pray, reject tax credits for education, and wish to prohibit home-schooled children from participating in public school extra-curricular activities.

### Concluding Comments

With public education having greatly deteriorated from what it was 40 years ago, the American people have noted that the precipitous decline occurred simultaneously with the NEA’s rise in political power, along with its never- ending demand for more money to be spent on education. Parents and others have called for more accountability in education, along with a return to the academic basics. Unfortunately, educational leaders usually respond with recommendations for:

- ◆ site-based management (an “end run” around locally elected school boards, with power often winding up in the hands of the NEA leader at each site);
- ◆ the “new basics” (by which the NEA means much more than traditional academic subjects); and

◆ outcome-based education (which usually involves shaping students' attitudes, values or beliefs; which usually costs more; and which allows teachers to avoid accountability by never failing students who they say are simply working at different speeds to reach outcomes).

While it is true that NEA leaders are far more radical than the average teacher who is a member of the NEA, it is important not to forget NEA President George Fischer's remark in 1970 that:

"We can control the teacher training institutions."

Most teachers who have gone through the training process have had their values "clarified" so that they believe they should not promote the imposition of a particular morality upon their students—and that is the problem! Until about 40 years ago, most teachers believed it was their job to promote the values that parents were instilling in their children at home (e.g., Biblical morality, capitalism over communism, etc.). In buying the "don't impose morality" philosophy, most teachers today apparently do not realize there is no such thing as "value-free" education, and that the non-imposition of a particular morality upon students is itself the imposition of humanistic moral relativism. Even when "honesty" is taught, it is most often not the Biblical honesty of moral absolutes, but rather the humanistic honesty of "it's your choice" situation ethics.

The NEA is interested in power and control over American education, and it is already strategically positioning itself within the National Board for Professional Teaching Standards (NBPTS) to accomplish those goals. In 1996, NEA President Bob Chase won a place on the organization's board of directors. NBPTS receives congressional funding and seeks to nationally certify all public-school teachers, a necessary step on the path to nationalized education.

#### Assessing Students' Affective Behavior

For some time, the National Education Association (NEA) has been interested in assessing students' affective behavior (feelings, values, beliefs, etc.). Until 1971, the Association of Supervisions and Curriculum Development (ASCD) was a division of the NEA, and in ASCD's 1962 yearbook (*Perceiving, Behaving, Becoming*), one reads:

We need to de-emphasize tradition and the past. ... Educators can no longer deplore and resist change. Too many teachers are still insisting that things be done the 'right' way. ... Messiness, noise, confusions and mistakes out of which may come originality, creativity, and genius, are suppressed in favor of neatness, quiet, order and 'being right' out of which can come conservatism, ... rigidity.

Then, in 1969, the "ASCD, NEA" published *Improving Educational Assessment & An Inventory of Measures of Affective Behavior*, which was the result of an ASCD Council established in May 1965 "in response to concern about the plans of the Exploratory Committee on Assessing the Progress of Education (forerunner of the National Assessment of Educational Progress, NAEP) operating under a grant for the Carnegie Corporation to design a national assessment of the educational attainments of the American people."

In this volume, behavioral psychologist Ralph Tyler (former president of the Carnegie Foundation for the Advancement of Teaching) describes what he considers a need for "diagnosis," which is "an assessment of the student's environment in order to evaluate his potential success in moving ahead—home environment, language used in the home, types of behavior valued by the student's peer group, and interests and previous experience." He then talks about his work with the Progressive Education Association (Deweyites) setting educational objectives that "represented desirable and attainable human outcomes. Now, as the people from (Skinnerian) conditioning have moved into an interest in learning in the schools, the notions of behavioral objectives have become much more specific."

Next, Robert Stake writes that "we seek to serve a pluralistic society. ... Evaluators should be alert to the fact that goals are changing. Our world changes. Our needs change. Our values change." And ASCD Council chairman Walcott Beatty asserts that in promoting affective development, T-groups, or sensitivity groups, can be used with "heavy stress placed on responding to the here and now ... Group members are encouraged to be experimental, to try out feelings and ideas which they might normally inhibit in their home situations. ... We cannot leave the development of values to chance."

The last half of the book contains an inventory of measures of affective behavior. There are numerous entries, including the Pennsylvania Assessment of Creative Tendency, which measures such things as "flexible thinking" and "willingness to take risks." The interpersonal Orientation Scale assesses "preference levels for manipulative techniques including coercing, evaluating, masking, coaxing, and postponing. It has been used with school counselors, teachers, and administrators."

The Pennsylvania Citizenship Assessment Instrument questions fifth-grade students "about their behavior as well as their beliefs." In the Piers-Harris Self-Concept Scale, students respond "yes" or "no" to statements such as "My classmates make fun of me" and "I cry easily." And, in *The Way It Looks to Me* (The Ohio State University Delinquency Project's Self-Concept Instrument), students respond to questions such as "Do you think that things are pretty well stacked against you?" and "Will you probably be taken to juvenile court sometime?"

If one thinks there are only university projects in assessing student's behavior, the inventory also lists a federal program in Oklahoma City called Children's Self-Concept Scale in which students respond to the declarative statements such as, "If I could, I would hurt my friends."

#### Conclusion

The NEA set out from the beginning to make its mark on American education. Unfortunately that mark has been a negative one. The NEA has exchanged the three "Rs" of reading, 'riting and 'rithmetic for values clarification and self-esteem. It has rejected the classics and replaced them with school-based sex clinics, sex education, and the open promotion of homosexuality. As the organization's history suggests, its goals focus more on a grab for power than excellence in education. And our nation's children have suffered because of it.

But the battle for America's schools is not over. Concerned Women for America and other pro-family organizations will not surrender the American education system to the NEA. We will continue to monitor America's schools, educate the public, and encourage legislators to support only family-friendly legislation that truly promotes educational excellence.

#### A B O U T T H E A U T H O R

Since earning a doctorate at the University of North Carolina at Chapel Hill, Dennis Laurence Cuddy has taught in the public school system, as well as at the university level. Throughout his career in education, Dr. Cuddy has authored several books and articles on education issues, including the *200-year Chronology of Education*. He has also served as a senior associate with the U.S. Department of Education in Washington, D.C.

#### A B O U T C W A

In 1979, Beverly LaHaye watched a television interview with Betty Friedan, founder of the National Organization for Women. Realizing that Mrs. Friedan claimed to speak for the women of America, Mrs. LaHaye was stirred to action. She knew the feminists' anti-God, anti-family rhetoric did not represent her beliefs, or those of the vast majority of American women.

With that vision, Mrs. LaHaye founded Concerned Women for America to protect the interests of pro-family Christian women. Now the nation's largest politically active women's organization, CWA is committed to fighting for the traditional Judeo-Christian values that strengthen families.

For more information on CWA, or to find out how to become a member, call or write:

Concerned Women for America  
1015 Fifteenth Street, N.W., Suite 1100  
Washington, D.C. 20005  
Phone: 202-488-7000 Fax: 202-488-0806  
[www.cwfa.org](http://www.cwfa.org)

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Published by  
Concerned Women for America  
Washington, D.C.

First edition 1993  
Second edition 1994  
Third edition 1994  
Fourth edition 1995  
Fifth edition 2000  
ISBN0-942516-20-6