

WASHINGTON REPORT

by
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NATIONAL EDUCATION ASSOCIATION

Politics, Power First -- Basic Education Last

The **SPEAKER** pro tempore. Under a previous order of the House, the gentleman from Ohio (Mr. ASHBROOK) is recognized for 60 minutes.

Mr. ASHBROOK. Mr. Speaker, the recent endorsement of the liberal Democratic slate of Carter-Mondale by the National Education Association—NEA—comes as no surprise to me. As an observer of this organization over the years, it is obvious that their thrust is political, not educational, and their goals are consistent with that endorsement. The NEA does not represent the average classroom teacher. It is possible that the more radical teacher elements in the big cities find the NEA union type tactics to their liking but not in our areas and, I feel, most areas of the country. Like most other organizations, their image is one thing and their substance is something else. The image of the American teacher is good, the substance of the NEA is anything but that, for it is at the forefront of virtually every organized liberal effort ranging from gun control and one-world thinking to budget-busting and deficit-creating new spending programs.

Its leaders hurl epithets and threats at those who stand in their way as did President Ryor in recently assailing teachers in my own State, calling them scabs. The NEA is accumulating a giant war chest for campaigns and will rank as the chief provider of political funds for liberal-left candidates in this country. It has none of the professional, dedicated qualities of the teachers we all remember. An Ollie Mae Parker, Willis Adams, or Pearl Danback would be an anachronism to these new power hungry advocates of strikes, political activity and Federal control. School boards fit that same mold so they must go, too.

Again let me point out that the Na-



School will be a concept, not a place...basic skills taught for only one-quarter of the day.

Catharine Barrett

At this critical moment no one can say with certainty whether we are at the brink of a colossal disaster or whether this is indeed mankind's shining hour. But it is certain that dramatic changes in the way we will raise our children in the year 2000 are indicated, particularly in terms of schooling, and that these changes will require new ways of thinking. Let me propose three.

First, we will help all of our people understand that school is a concept and not a place. We will not confuse "schooling" with "education." The school will be the community; the community, the school. Students, parents, and teachers will make certain that John Dewey's sound advice about

schooling the whole child is not confused with nonsense about the school's providing the child's whole education.

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. The remaining time will be devoted to what is truly fundamental and basic—time for academic inquiry, time for students to develop their own interests, time for a dialogue between students and teach-

ers. 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. Students will learn to write love letters and lab notes. We will help each child build his own rocket to his own moon.

Finally, if our children are to be human beings who think clearly, feel deeply, and act wisely, we will answer definitely the question "Who should make what decisions?" Teachers no longer will be victims of change; we will be agents of change. □

Catharine Barrett is president of the National Education Association.

If you read nothing else, study closely this article by former NEA president. It tells the real goals. While most parents want more basics taught, the NEA knows best and will opt for education which "raps with the kids" rather than teaches them what they really need to know. Also note the not too subtle threat of change --- on the liberal's terms!

tional Education Association is not the teachers of America. Indeed, it misrepresents the teachers of America. Most teachers are still free enterprise oriented, still believe in the basic traditions and values of our country and do not want strikes, guerrilla warfare, name calling and political power tactics. The NEA leaders would move the teachers in a direction of being just like dock workers rather than the professionally oriented solid citizen like Willis Adams and Ollie Parker we knew and revered.

Some will argue that the NEA started its leftward trend because of the pressure of the more radical American Federation of Teachers, a bona fide union which is strong in New York City and other big cities but of limited strength in the other areas of our country. There can be no doubt that President Ryor is always looking over his shoulder at Albert Shanker galloping up on his union charger but the NEA is basically what it has been for many years, just more open about it. How well I recall 10 years ago when NEA leaders would talk of strikes but never use the word "strike." Then they talked about sanctions. Their liberalism and distrust of local education has always been there, it's just now coming out in the open because the climate of opinion is such in our country today that virtually anything goes. Military, activism are appropriate now.

The NEA, like so many other unions, associations, and organizations, has a good case of Washingtonitis. It forgets those whom it would represent and fashions its policies on the shoals of the bureaucratic scrap heap here in the Capital. Too many liberal groups follow this course. They become a part of the Washington bureaucracy and sometimes it is difficult to distinguish them from the spenders, the regulators, and the social planners. They have forgotten, if they do not abhor, those squares, the old fashioned teachers back home.

The NEA and the Health, Education and Welfare bureaucrats are a virtual tweedledum and tweedledee. There is no appreciable difference. The NEA's big lie in the original debate over Federal aid to education was that there would be Federal money but no Federal control. Now the NEA advocates those very controls most teachers do not support and is in front of the advocates of forced busing, withholding of funds for racial balance reasons and would use Federal funds to force a type of education on taxpayers back home that neither they nor their local boards of education want. In short, the NEA has become a bureaucratic agency—of, by and for the bureaucrats rather than for the teachers, taxpayers and children. It is the adversary of local education and the advocate of a changed educational system which would be disastrous.

There is an almost incestuous relationship between NEA, the U.S. Office of Education, the various foundations and the National Science Foundation, Grants of taxpayers' money by the millions go to these same educational bureaucrats who study subjects like the dislocation of black eighth graders in metropolitan cities. Millions go down these ratholes which should be going to our schools. Millions are siphoned off at the top by thousands of grants and projects of meaningless value.

NEA GOES POLITICAL

The National Education Association is gearing up for a massive political effort in the 1976 elections. This effort will be directed at both the Federal and the State level. The goal will be to elect its friends and purge those who disagree with the legislative objectives of the organization.

For the first time a major push will be made in the race for President. Overturning its previous policy, the NEA has decided to endorse and actively support a

SUMMARY OF NEA'S

GOALS FOR EDUCATION

- forced busing of students
- strikes, unionization
- more federal controls
- take away local control of schools
- less emphasis on basics
- more bureaucracy, more programs
- one-world teaching
- increase taxes and spending
- no federal funds for private education
- take away local control
- involvement in the home

... ALL OF THIS PLUS

- strong gun control legislation
- coalition with liberal-radical groups
- leading source of political funds for liberal-left candidates
- bail out New York City
- violate no-strike laws

N.E.A. Chief Predicts More Strikes by Teachers

By GENE L. MAEROFF
Special to The New York Times
MIAMI BEACH, June 29—Terry E. Herndon, the executive director of the National Education Association, said today that the number of strikes in

ing number of strikes by teachers was a reflection of "the morass of broken promises, the massive layoffs, threats of further reductions and the insecurity

Moody's, and one of the main targets of their wrath at this convention is the United States Supreme Court

NEA Emerges as a Major Force in National Politics

NEA President James Harris views the Association's growing political punch during a whirlwind trip through Ohio

Teachers plan \$3 million for political races

By ATHIA L. HARDT
The National Education Association and its affiliates will pump \$3 million into local and national political campaigns this year, NEA President John Ryor said Friday.

Speaking at a Phoenix press conference, Ryor said the 1.8-million-member association plans to endorse a presidential candidate "for the first time in our 118-year history."

An NEA committee will

ers begging in 2na is past, be- sident James A.

association func- wind trip through rris said there are SA's

Another record year for teacher strikes seen

By Casey Banas
Education editor
Chicago Tribune Press Service
MIAMI BEACH—The 201 teachers

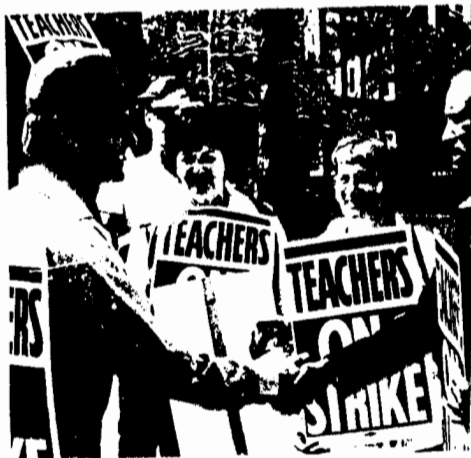


OEA Urges Members To Withhold Support From PTA Units

OEA Representative Assembly acts in response to PTA's position of continually joining with it management coalition in opposing OEA legislative efforts.

OEA alternatives to PTA and encourage ment of PTA with other or organizations. Local with assistance from motion, should develop form each PTA unit activities of the state PTA organ tion. Executive Committee member that Task Force are OEA president David C. Abbott, N. E. Brundige, William C. McDonal Olga Roberson-Conley.

Typical NEA poster sent to U.S. schools



NEA President James A. Harris was on the scene to give encouragement to the picket line in front of a Champion school.

Presidential candidate in the upcoming election. Of course, only one ticket for them—Carter-Mondale.

According to former NEA President Helen Wise, "It is our intent to translate our successes in the congressional elections of 1974 into a mandate to elect a friend of education to the White House in 1976."

NEA also plans an active role in congressional contests. Target categories have been established for 1976 House and Senate races. Top priority will be given to reelecting incumbents with good NEA voting records in marginal districts and defeating incumbents with bad NEA voting records.

NEA-PAC

The growth in NEA's political activism

is a relatively recent development. It was not until 1972 that it formed a political action committee—NEA-PAC. In that year's elections, NEA claims that 141 out of 184 House candidates and 12 out of 19 Senate candidates receiving teacher support were elected to office.

NEA followed up its success in the 1974 elections. NEA-supported candidates won 229 out of 282 House races and 21 out of 28 Senate contests.

Overall, in 1974 NEA-PAC made financial contributions totaling almost \$225,000. And this was only the tip of the iceberg. State and local association political action groups contributed \$2.5 million to Federal, State and local races.

I think it is revealing to look at who the NEA supported. The December 1974 issue of the NEA Reporter shows the

House and Senate candidates endorsed by NEA-PAC, including those who received financial contributions.

Our of the 323 candidates listed as receiving NEA support, 283 were Democrats. Only 40 were Republicans. That works out to a 7 to 1 ratio of Democrats over Republicans.

In California, for example, only 2 out of 33 were Republicans. In Indiana, 0 out of 10. In my home State of Ohio, only 1 out of 12 was a Republican. Most of NEA's financial support went to liberal democrats.

Such disproportionate levels of support call into question the nonpartisan claim of the NEA. Inasmuch as an NEA membership poll showed that 37 percent considered themselves Democrats and 37 percent Republicans and the rest independents, it also casts doubt on whether the NEA leadership is representing the views of the members.

LEGISLATIVE GOALS

One of NEA President Ryor's campaign promises was to work hard for continued development of the Coalition of American Public Employees. CAPE is an amalgamation of the NEA, the American Federation of State, County, and Municipal Employees, the National Treasury Employees Union, the American Nurses Association, the Physicians National Housestaff Association and the National Association of Social Workers.

A major goal of CAPE and the NEA is the passage of a Federal collective bargaining statute for public employees. This legislation would give public employees the right to organize and strike. In testifying before a subcommittee of the House Education and Labor Committee, Ryor testified that the strike "provides the most effective basis for dealing with the question of bargaining impasses." The bill would also open the door for compulsory union membership in Federal, State, municipal and local public employee groups, as well as teachers.

Public employee unions would be a disaster for our Nation. Essential government functions such as schools, sanitation departments and police and fire departments would be in the hands of private organizations unaccountable to the public. Areas of vital concern to the taxpayer could be closed without regard to duly elected public officials.

Local governments and public institutions no longer would be controlled by the people through their elected representatives. Instead, a clique of union bosses would determine the direction of government and the tax burden.

Public sector labor unions are not the only unwise legislative goal of the NEA. Another priority is strict gun control legislation. According to a recent NEA resolution, the NEA "shall take immediate action to support and lobby for strict gun control legislation that limits the

The NEA has also worked against strong antibusing legislation. The June 1, 1974 Congressional Quarterly reports that Stanley McFarland, director of NEA's Government relations department, was "flatly opposed to the House antibusing amendment."

According to Congressional Quarterly: McFarland's staff considers Congress' continuing debate over anti-busing legislation to be one of its major legislative disappointments. NEA policy "recognizes that acceptable desegregation plans will include a variety of devices such as geographic realignment, pairing of schools, grade pairing and satellite schools. These arrangements may require that some students be bused."

The primary long-range legislative objective of NEA is to obtain more Federal funding of education. Presently, the Federal share is about 8 percent. NEA would like to raise that figure to at least one-third. Legislation has been introduced to achieve that goal.

Such a level of Federal funding is unrealistic as well as undesirable. The NEA bill would result in an additional \$20 billion in Federal spending for education. Inasmuch as this year's budget deficit is already running in the \$70 to \$80 billion range, we can hardly afford to add billions more to that amount.

Perhaps even more important, one third Federal funding would almost certainly lead to greater Federal involvement in local education matters. This would be extremely unfortunate.

As I have repeatedly warned my colleagues in the House, Federal aid means Federal control. We have already seen this in such diverse instances as forced

NEA LOBBIES FOR YOU:

busing, the title IX sex discrimination regulations and the mandatory record-keeping requirements on school discipline.

Washington, D.C., bureaucrats and the Congress view the giving of Federal dollars to a local school district as a first step toward Federal rule of the school system. Consequently the more the financing of education is moved to the Federal level the less control local communities will have over the education of their children. The traditional local control of schools will be replaced by Federal dictate.

This is not the only budget-busting proposal advocated by the NEA. In addition, the NEA backs what it calls "a major bill to provide comprehensive cradle-to-grave national health insurance."

Such a program could cost anywhere from \$80 to \$100 billion. This would match the entire estimated budget deficit for fiscal year 1976.

It is ridiculous for the Government to spend billions more when it cannot afford the programs that it already has. It is ridiculous to add another new and costly social program on to the backs of the American taxpayer. It can only mean higher taxes and increased inflation.

The NEA also supports passage of the Child and Family Services Act. This legislation would establish a comprehensive child development program run by the Federal Government. A new bureaucracy would be set up—the Office of Child and Family Services—which would designate prime sponsors and administer the program.

I have opposed this bill since it first came up in 1971. It would authorize further Federal involvement in areas dealing with the family, particularly the parent-child relationship. This is an inappropriate area for the Federal Government.

SCHOOL OF THE FUTURE?

What should be the direction of education in the United States? Catherine Barrett, a past president of the National Education Association, has given us her vision of the future. Think about this "vision" in light of her statement that "we are determined to control the course of education."

According to Barrett:

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. The remaining time will be devoted to what is truly fundamental and basic—time for academic inquiry, time for students to develop their own interests, time for a dialogue between students and teachers. 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. Students will learn to write love letters and lab notes. We will help each child build his own rocket to his own moon."

Frankly, this is absurd. To deemphasize basic skills would be disastrous for our children and our Nation. If any-

Gun Control (HR 11193). The House Judiciary Committee has reported a compromise gun control bill which bans the domestic manufacture, importation, and limits commercial sale of cheap, easily concealable handguns ("Saturday night specials"). But the bill would permit private possession and transfer of such weapons and use factoring criteria employed by the Treasury Department's Bureau of Alcohol, Tobacco, and Firearms to judge whether or not a handgun has a "sporting purpose." Under this system, guns are judged on a point system which considers such items as size, caliber, weight, and safety features.

Under policy adopted by the Representative Assembly, NEA has worked with the National Coalition to Ban Handguns in efforts to secure a strong law limiting the ownership of handguns.

As part of NEA's coalition with liberal-radical groups, a strong anti-gun position emerged on its top priority agenda for legislation! This excerpt from their recent newspaper indicates NEA is lobbying FOR teachers in advancing this radical bill. Most teachers in the 17th District ARE NOT in favor of registration, confiscation.

thing, greater stress should be placed on developing basic reading, writing and mathematical skills.

Colleges and universities are being swamped with students who cannot write coherent sentences or handle simple math. More and more they have had to establish remedial programs to make up for student deficiencies.

According to a recent article, placement tests administered to freshmen at Ohio State University show that 26 percent have not mastered high school mathematics and 30 percent cannot write on an acceptable college level. Consequently both the English and mathematics departments are preparing full-scale remedial programs.

It is ridiculous to have our institutions of higher education teaching skills that should have been learned years earlier. This is a waste of money and a waste of talent. Our children do not need philosophers, they need teachers.

Barrett has more to say:

Finally, if our children are to be human beings who think clearly, feel deeply, and act wisely, we will answer definitely the question "Who should make what decisions?" Teachers no longer will be victims of change; we will be agents of change.

This is hard to believe. Teachers supposedly are in the business of fostering the intellectual development of the child and instilling the values of the community and the Nation.

Barrett, however, would make the teacher an "agent of change." But a change to what? And why should the

teacher or the NEA be the ones to decide rather than the parents of the child? It is really the job of the teacher to modify the child in order to change our society?

I think not. It is not the purpose of education to use the classroom as a vehicle for modifying the child and changing our society. Most teachers I know would agree.

FOOD STAMPS FOR TEACHERS

The NEA in 1975 urged teachers to apply for Federal food stamps. In a bulletin mailed to its State and local leaders, the NEA said:

Many working teachers are checking . . . and discovering that their income after expenses qualifies them to join the 17 million Americans now buying the stamps to stretch their grocery budgets.

The NEA went on to say,

No stigma should be attached to taking advantage of this program funded by the Nation's taxpayers.

HUMAN RELATIONS DAY

The NEA recommends that January 15 be proclaimed as Human Relations Day in memory of Martin Luther King. According to an NEA circular, King was "a minister, philosopher, Nobel Peace Prize winner, author of five books, warrior against barriers to human rights, and leader in the unending struggle for better human relations."

As part of the "suggested classroom activities" for that day, teachers are encouraged to "have a Martin Luther King display," "ask students to dramatize Dr. King winning the Nobel Prize," ask stu-

Mother-daughter teas banned

U.S.: no one-sex school socials would not be permitted by the Title 9 regulation

CHICAGO IS FACING NEW U.S. AID LOSS
Could Lose Funds in Battle Over Teacher Integration
By PAUL DELANEY
CHICAGO, April 3—With \$100 million in revenue-sharing money already suspended, this city now faces another threat to its Federal funds, \$150 million allocated to schools.
The Department of Health, Education and Welfare rejected

HEW Bars Boy Choirs Singers in Grade School Must Be Mixed

WASHINGTON (AP)—An elementary school's all-boy choir whose singers have not yet matured into tenors and baritone is under fire from the federal government for discriminating against little girls.

The Office of Civil Rights in the Department of Health, Education and Welfare said it was responding to an inquiry from the U.S. Department of Education and Father-son and mother-daughter events "are an immediate concern."

HEW found itself at odds with Prev. Ford in another recent controversy over sex discrimination. In that case, the department ruled that father-son and mother-daughter dinners held in Scottsdale, Ariz., schools were discriminatory.

Ford ordered the ruling suspended and an amendment to the regulation.

He said the ruling "may illustrate what happens when well-meaning but overzealous bureaucrats get hold of a good law and make it absurd."

HEW said it is reviewing the matter. "We didn't want to be in a position of . . ."

Cotter charged that the government ruling in the Wetherfield case "goes beyond the intent of Congress" in Title 9 regulations passed to give girls parity with their male schoolmates.

He said that in this case "the nation" have succeeded in interfering with the system's music program out doing much for advancing the . . .

My files are full of NEA's statements, pamphlets, etc. which categorically stated that there would be no control of local education if federal aid to education were passed. One of their pamphlets attacked friends of local education like myself who told everyone there WOULD BE CONTROLS. Now NEA works hand-in-glove with bureaucrats for forced busing and for regulations and directives which will bring local education under THEIR CONTROL!

dents to write and share in class an essay on "How I Learned About Prejudice," and "discuss 'freedom fighters' of all races."

Unfortunately this is pure propaganda. King was an advocate of violence and lawlessness. He preached an anti-American line that amounted to little more than radical drivel. To now portray him as a freedom fighter working for peace, human rights, and better human relations is to rewrite history.

A DECLARATION OF INTERDEPENDENCE

The NEA has come up with a program entitled "A Declaration of Interdependence: Education for a Global Community." Although supposedly designed to commemorate the Nation's Bicentennial the program makes a mockery of the meaning of the American Revolution.

The NEA booklet opens with the lines:

We hold these truths to be self-evident:

That 200 years after declaring our independence, the American People are entering a new era.

That today we must acknowledge the interdependence of all peoples.

That education can be a vehicle through which peace and the principles of the American Revolution—life, liberty, the pursuit of happiness—may become the guidelines for human relationships on our planet.

That educators around the world are in a unique position to help bring about a harmoniously interdependent global community based on the principles of peace and justice.

That toward the end, the National Education Association can pursue a series of programs to prepare for major reform in education.

I find it ironic that as our country celebrates its 200th year of independence the NEA is proclaiming world interdependence. Most Americans cherish their independence. The internationalism espoused by the NEA is out of step with the thinking of the American people.

Most parents or taxpayers back home—indeed, most of the fine teachers I know who are professional and completely patriotic—don't see the radical nature of these social planning bureaucrats in the NEA and its network in the foundations and Government agencies. MACOS, the controversial textbook promoted by these Washington schemers, is about the ultimate in unconventional teaching. It tells of genocide, murder, adultery and virtually every mind-boggling situation. I have outlined this teaching monstrosity and will supply a full review of it on request. Consider this treatment of the politically controversial idea that the Nation ultimately will move to control population by increasing deaths or reducing births:

As the population crunch becomes more severe and as more is learned about the genetic basis of particular human traits, it is likely that there will be increasing advocacy of various sorts of eugenic measures [manipulation of genes].

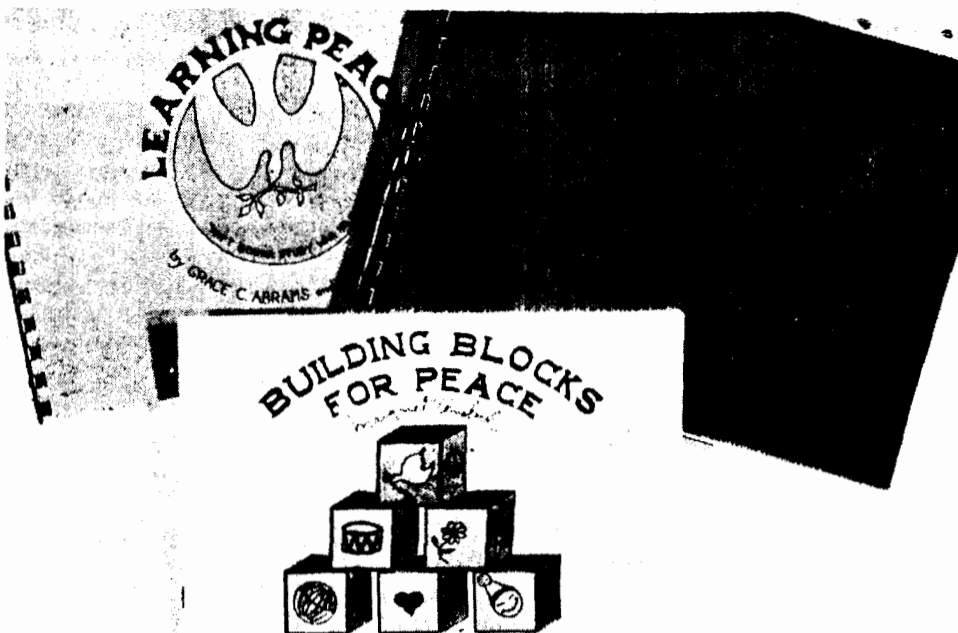
It will be proposed . . . that society identify what are thought to be the most beneficial and most harmful existing genes, and that policies then be instituted to promote widespread reproduction of the former, while the latter are systematically culled out.

Such policies could be enforced with the aid of various types of coercion, ranging from propaganda and tax incentives to government licensing of the right to reproduce.

The suggestion is clearly there that while these ideas are too controversial now, the discussion should begin with the idea that in several decades the students will be able to identify and manipulate all human gene traits. No wonder basics are not so important.

NEA work hand in glove with many nationwide liberal-left coalition groups. In no area is this more obvious than their involvement in the so-called peace movement and with one world socialists. As a Bicentennial project NEA has emphasized the teaching of peace in the schools from kindergarten on up. A study of the radical material they have used, however, shows this is a ruse and really an attempt to change the values of the children, make them hostile to nationalism and Americanism and identify them with radical pacifists and antiwar leaders in this country.

One of the books promoted by the NEA is "Learning Peace" which is published by the radical leftist group, Jane Addams Peace Association, Philadelphia. It is intended to be used in grades 7-12 to teach "about" and "for" peace. The authors ask the students to choose "court-aggus spokesmen for peace" and tell how they helped promote peace and understanding. Such representative people as Joan Baez, Daniel Ellsberg, Linus Pauling, Benjamin Spock and so forth are



In the name of celebrating the nation's 200 years of political independence, the National Education Association is promoting books such as these, published by the liberal-left Jane Addams Peace Association, which are intended to weaken school children's devotion to the independence whose declaration the bicentennial is meant to commemorate.

In no area does the NEA show its revolutionary zeal as clearly as in its emphasis on textbook revision, curriculum development and zooming in on the home. NEA feels that liberal visionaries can rewrite history, develop correct thinking (that means changing all current values), change social patterns and reform the "ills" of society by taking over the whole child. Parents and local boards of education must step aside because NEA bureaucrats know best!

their idols. Take this assignment the young scholar would get:

Thoreau once said: "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer."

A. Investigate and assess the types of actions engaged in by the following individuals:

(a) Albert Bigelow, American Friends Service Committee, sailed into Pacific bomb-test area.

(b) Dr. Benjamin Spock, pediatrician and famous author, counseled resistance to draft.

(c) Rev. William Sloane Coffin Jr. counseled draft resistance.

(d) The Berrigan brothers and Sister McAllister burned draft records.

(e) Joan Baez withheld taxes used for war.

(f) Scott Herrick, American Friends Service Committee, exchanged children's art with children of Cuba; walked from San Francisco to Moscow; boarded a Polaris submarine.

(g) Jane Fonda presented anti-war shows to servicemen.

(h) Students and Buddhist monks set fire to themselves as a war protest.

(i) Dick Gregory said he would fast until peace came in Vietnam.

The course calls for acting or "role-playing" in promoting one of these spokesmen for peace. You guessed it, never a mention of the Russian bear or any Communist assaults on peace. It only comes from America.

The same tie can be shown between NEA and the psychological testing cult which would pry into the private lives of the student and ask such questions as "Are you ashamed of your father's job?" or "Do your mother and father argue?" These brainpicking tests have also been analyzed in depth in previous speeches I have made. My files run into the dozens of drawers on the NEA lobby which I have followed closely for the past decade. Only a few excerpts are given here.

POLITICAL JUGGERNAUT

NEA leaders are optimistic about the future. They envision even more political clout in the years ahead.

According to Stanley McFarland, director of NEA government relations:

Sometime in this decade the NEA is going to have more political resources, including volunteers and other campaign contributions, than any other single union—even more than the AFL-CIO. We may even do it by 1976.

Despite these resources, NEA's leaders may find that their effort to put a "friend of education" in the White House and more "friends of education" in the Congress backfires. I firmly believe that the American people, including most teachers, want elected leaders who are more than mere puppets for the NEA.

CONCLUSION

We have seen a decade of decline in our education. Not just in results but in the esteem that parents and taxpayers formerly had for their schools and for their teachers. The liberalism of the 1960's changed many things both in high school and college. The anti-war activists, drug culture faddists and street gang terrorists have virtually reconstituted the big city schools. I could recite in depth the recent report of a commission on violence in schools. It is shocking. While this phenomenon is largely one of our big city schools and not areas like my own Ohio District, the handwriting is on the wall. Unfortunately, the AFT and the NEA have been willing agents of this demise in the city, not antagonists of declining standards.

We are reaping the whirlwind. Parents know it. Most good teachers I know are aware of it. Civil rights goals have all to often resulted in lowered standards. Colleges are now in the backlash of this whirlwind. Policies of eased admissions, lower standards, fewer mandatory courses, no foreign language study and relaxed graduation requirements have taken hold around the country. High schools are next. You can be sure that NEA would not be fighting for the old values. Former NEA President James A. Harris put it this way:

Unfortunately, many of those who advocate a traditional education are also advocating the kind of education that equates . . . good citizenship with blind super-patriotism, and education itself with indoctrination to a rigid and racist system of thought that seeks to insulate the student from any new, perhaps unsettling, idea. . . .

Well, I advocate a traditional education and make no bones about it. The NEA liberals may think that their brand of educational perversion is just what the country needs but most parents, taxpayers and teachers will never agree.

Drugs, abortions, free love indolence, anarchy—all these can be justified under the euphemism of "differing life styles," a term the liberal education bureaucrats here love to bandy about. Most Americans want to call a halt to this NEA drivel and get back to education with a purpose. NEA bureaucrats think they know best and if they get their hands on the Federal tax dollars they want, local education will simply crumble before their phalanx of controls and modified curriculums.

There is a battle going on, right now, in this country over who shall control the schools. I believe the public, not the NEA, should control the schools. Taxpayers and teachers will have to get busy, however, lest the bureaucrats in Washington win and by bureaucrats I mean both the NEA hierarchy and the government bureaucrats.