SENATE BILL REPORT

SB 3421

BY Senators Kiskaddon, Rinehart and Zimmerman

Creating the office for the enhancement of human intellect.

Senate Committee on Education

Senate Hearing Date(s): March 4, 1985

Senate Staff: Larry Davis (786-7422)

AS OF MARCH 1, 1985

BACKGROUND:

Current and ongoing research on human intelligence provides evidence that individuals can be taught to learn how to learn through better understanding of the process of learning. It is suggested that a state-level office would promote awareness of issues relating to human intellect.

SUMMARY:

The Governor is required to establish within the Office of the Governor an Office for the Enhancement of Human Intellect. The Governor is directed to appoint a coordinator for the Office, whose appointment shall be confirmed by the Senate.

The Office for the Enhancement of Human Intellect, working in cooperation with the Superintendent of Public Instruction, school districts, educational service districts and other groups, is authorized to undertake various programs and activities to promote public awareness on human intellect issues, maintain an appropriate clearinghouse of information, sponsor events, and publish relevant information.

The Washington State Council on Human Intellect is established to assist the Governor and the Office for the Enhancement of Human Intellect in addressing issues relating to human intellect.

The Office is authorized to receive gifts, grants and endowments from public or private sources for the use and benefit of the purpose of the Office.

An account for the Office is created to consist of gifts, grants, endowments, fees, and other revenues. The State Treasurer is custodian of the account.

[ 1 ]
The Office for the Enhancement of Human Intellect and the Washington State Council on Human Intellect are added to the sunset schedule and shall terminate on June 30, 1987. The Legislative Budget Committee is directed to conduct a performance audit of the Office and the Council and report its findings to the Legislature no less than six months before the scheduled termination date.

**Appropriation:** $200,000 for the Office of the Governor.

**Fiscal Note:** requested
SENATE BILL REPORT

SB 3421

BY Senators Kiskaddon, Rinehart and Zimmerman

Creating the office for the enhancement of human intellect.

Senate Committee on Education

Senate Hearing Date(s): March 4, 1985; March 6, 1985

Majority Report: That Substitute Senate Bill No. 3421 be substituted therefor, and the substitute bill do pass.
Signed by Senators Gaspard, Chairman; Bauer, Vice Chairman; Rinehart, Vice Chairman; Bender, Fleming, Goltz, Johnson, Kiskaddon, McManus, Patterson, Saling, Stratton.

Senate Staff: Larry Davis (786-7422)
March 7, 1985

AS REPORTED BY COMMITTEE ON EDUCATION, MARCH 6, 1985

BACKGROUND:

Current and ongoing research on human intelligence provides evidence that individuals can be taught to learn how to learn through better understanding of the process of learning. It is suggested that a state-level office would promote awareness of issues relating to human intellect.

SUMMARY:

The Governor is required to establish within the Office of the Governor an Office for the Enhancement of Human Intellect. The Governor is directed to appoint a coordinator for the Office, whose appointment shall be confirmed by the Senate.

The Office for the Enhancement of Human Intellect, working in cooperation with the Superintendent of Public Instruction, school districts, educational service districts and other groups, is authorized to undertake various programs and activities to promote public awareness on human intellect issues, maintain an appropriate clearinghouse of information, sponsor events, and publish relevant information.

The Washington State Council on Human Intellect is established to assist the Governor and the Office for the Enhancement of Human Intellect in addressing issues relating to human intellect.
The Office is authorized to receive gifts, grants and endowments from public or private sources for the use and benefit of the purpose of the Office.

An account for the Office is created to consist of gifts, grants, endowments, fees, and other revenues. The State Treasurer is custodian of the account.

The Office for the Enhancement of Human Intellect and the Washington State Council on Human Intellect are added to the sunset schedule and shall terminate on June 30, 1987. The Legislative Budget Committee is directed to conduct a performance audit of the Office and the Council and report its findings to the Legislature no less than six months before the scheduled termination date.

**Appropriation:** $200,000 for the Office of the Governor.

**Fiscal Note:** requested

**EFFECT OF PROPOSED SUBSTITUTE:**

The Governor is required to establish within the Governor's office, a position of coordinator to promote the enhancement of creative thought and development, rather than establish an office for the enhancement of human intellect.

Language is deleted requiring that the Governor's appointment to the position of coordinator be confirmed by the Senate.

Reference to the "basic skill of learning how to learn" is modified to refer to the "fundamental skill of learning how to learn."

Specific reference to projects in California and Venezuela is deleted and generic language referencing national and international projects is included.

Language is added to clarify that the coordinator's efforts to enhance creative thought and development can positively affect total personal growth and the coordinator is directed to include among activities to promote public awareness the use of public service announcements on radio and television.

The appropriation is deleted and implementation of the bill is made subject to funds being appropriated or available.

Sections creating definitions, creating the Washington State Council on Human Intellect, and creating a name by which the act may be cited are deleted.

**Senate Committee - Testified:** Senator Kiskaddon, sponsor; Dee Dickinson, Associate Coordinator, New Horizons for Learning; Barbara Dugan, teacher; Bill Hainer, Washington Education Association; Larry Norwood, Washington Association of Secondary School Principals; Chris Shardelman, citizen; Ben Edlund, Washington State School Directors' Association
REPORT OF STANDING COMMITTEE

Senate Bill
No. 3421

(Type in brief title exactly as it appears on back cover of original bill)

Creating the office for the enhancement of human intellect.

(Reported by Committee on Education): (17)

Recommendation - Majority

Do pass

Do pass as amended

X That Substitute Senate Bill No. 3421
be substituted therefor, and the
substitute bill do pass

Other

———

Marcus S. Gaspard, Chairman

Albert Bauer, Vice Chairman

Nita Rinehart, Vice Chairman

Rick S. Bender

Max E. Benitz

Ellen Craswell

George Fleming

H. A. "Barney" Goltz

Sam C. Guess

Stanley C. Johnson

Bill Kiskaddon

Jim McDermott

Mike McManus

E. G. "Pete" Patterson

Frank J. Warnke

Gerald L. (Jerry) Saling

Lois J. Stratton

Passed to Committee on Rules for Second Reading
AN ACT Relating to education and other programs to enhance human intellect; adding a new chapter to Title 43 RCW; and creating a new section.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. (1) The legislature finds that:
(a) Society is experiencing a rapid transformation into a technological age requiring citizens to be capable of mentally processing increasingly larger amounts of information;
(b) Current research on human intelligence and the innate capacities of the brain shows that individuals can be taught to master the basic skill of learning how to learn in order to more effectively use their inherent brain power and that such mastery can positively affect those brain functions affecting emotional maturation, as well as individuals' total personal growth including physical development;
(c) The ability to reason, solve problems, think critically, exercise independent judgment, and perform other intellectual functions at higher levels can be enhanced in every person;
(d) The community human intelligence project and the applied thinking skills project in Santa Barbara, California, and the nationwide intelligence project in Venezuela have shown good results with promising social and educational benefits;
(e) The state of Washington, consistent with its reputation as a lighthouse state on education issues, should assume a leadership role in implementing research-supported innovations that can enhance the formal educational experiences for students and stimulate interest in the value of life-long learning; and
(f) The development of intellectual potential should be stressed for all persons.
1 (2) The legislature in creating the office for the enhancement of
2 human intellect intends to provide personal and social benefits to
3 the people of the state of Washington and to ensure that the state
4 takes maximum advantage of the emerging technological age.
5
6 NEW SECTION. Sec. 2. This chapter may be known and cited as the
7 office for the enhancement of human intellect act.
8
9 NEW SECTION. Sec. 3. Unless the context clearly requires
10 otherwise, the definitions in this section apply throughout this
11 chapter.
12 (1) "Office" means the office for the enhancement of human
13 intellect.
14 (2) "Coordinator" means the coordinator of the office for the
15 enhancement of human intellect.
16
17 NEW SECTION. Sec. 4. The governor shall establish a state-wide
18 office for the enhancement of human intellect within the office of
19 the governor, and appoint a coordinator who may employ such staff as
20 necessary to carry out the purposes of this chapter. The provisions
21 of chapter 41.06 RCW do not apply to the coordinator and the staff
22 hired by the coordinator.
23
24 NEW SECTION. Sec. 5. The office, working in cooperation with
25 the state board of education, the superintendent of public
26 instruction, school districts, educational service districts,
27 individuals, local groups, and organizations throughout the state,
28 may undertake any program or activity for which funds are
29 appropriated or are otherwise available which furthers the goals of
30 this chapter. These programs and activities may include, but are not
31 limited to:
32 (1) Promoting public awareness through public service
33 announcements on television and radio and providing information about
34 programs, activities, and resources of value to individuals, groups,
35 and organizations interested in human intellect issues;
36 (2) Maintaining a clearinghouse of information on human
37 intellect;
38 (3) Sponsoring recognition events for outstanding individuals and
organizations involved with human intellect programs or projects;

(4) Organizing, or assisting in the organization of, training workshops, seminars, and conferences; and

(5) Publishing schedules of significant events, lists of published materials, accounts of successful programs and programming techniques, and other information concerning the field of enhancing human intellect, and widely distributing this information.

NEW SECTION. Sec. 6. (1) The office may receive such gifts, grants, and endowments from private or public sources as may be made from time to time, in trust or otherwise, for the use and benefit of the purpose of the office and expend the same or any income therefrom according to the terms of the gifts, grants, or endowments. The office may charge reasonable fees, or other appropriate charges, for attendance at workshops and conferences, for various publications, and for other materials which it is authorized to prepare and distribute for the purpose of defraying all or part of the costs of those activities and materials.

(2) An account known as the human intellect office account is created, which consists of all gifts, grants, and endowments, fees, and other revenues received under this chapter. The state treasurer is the custodian of the account. Disbursements from the account shall be on authorization of the coordinator or the coordinator's designee, and may be made for the following purposes to enhance the capabilities of the office's activities, such as: (a) Publication and distribution of materials pertaining to human intellect; and (b) for other purposes designated in gifts, grants, or endowments consistent with the purposes of this chapter. The account is subject to the allotment procedure provided under chapter 43.89 RCW, but no appropriation is required for disbursements.

NEW SECTION. Sec. 7. The office shall cease to exist on June 30, 1997, unless extended by law for an additional fixed period of time. The legislative budget committee shall cause a performance audit of the office to be conducted. The final audit report shall be available to the legislature at least six months before the scheduled termination date. The audit shall include, but is not limited to,
1 objective findings of fact, conclusions, and recommendations as to 99
2 the continuation, modification, or termination of the office. 100

3 **NEW SECTION.** Sec. 8. Sections 1 through 7 of this act shall 102
4 constitute a new chapter in Title 43 RCW. 103

5 **NEW SECTION.** Sec. 9. Implementation of this act is subject to 105
6 funds being appropriated or available for the purposes of this act. 106
AN ACT Relating to education and other programs to enhance creative thought and development; adding a new chapter to Title 43 RCW; and creating a new section.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. (1) The legislature finds that:
(a) Society is experiencing a rapid transformation into a technological age requiring citizens to be capable of mentally processing increasingly larger amounts of information;
(b) Current research on creative thought and development and intelligence and the innate capacities of the brain shows that individuals can be taught to master the fundamental skill of learning how to learn in order to more effectively use their inherent brain power and that such mastery can positively affect those brain functions affecting emotional maturation, as well as individuals' total personal growth including physical development;
(c) The ability to reason, solve problems, think critically, exercise independent judgment, and perform other functions of the mind at higher levels can be enhanced in every person;
(d) Recent national and international projects and seminars have shown good results with promising social and educational benefits;
(e) The state of Washington, consistent with its reputation as a lighthouse state on education issues, should assume a leadership role in implementing research-supported innovations that can enhance the formal educational experiences for students and stimulate interest in the value of life-long learning; and
(f) The enhancement of creative thought and development potential should be stressed for all persons.

(2) The legislature in establishing the position of coordinator to promote the enhancement of creative thought and development
Sec. 1

intends to provide personal and social benefits to the people of the state of Washington and to ensure that the state takes maximum advantage of the emerging technological age.

NEW SECTION. Sec. 2. The governor shall establish a position of coordinator within the office of the governor to promote the enhancement of creative thought and development. The provisions of chapter 41.06 RCW do not apply to the coordinator and such staff as the coordinator may employ as necessary to carry out the purpose of this chapter.

NEW SECTION. Sec. 3. The coordinator, working in cooperation with the state board of education, the superintendent of public instruction, school districts, educational service districts, individuals, local groups, and organizations throughout the state, may undertake any program or activity for which funds are appropriated or are otherwise available which furthers the goals of this chapter. These programs and activities may include, but are not limited to:

1. Promoting public awareness through public service announcements on television and radio and providing information about programs, activities, and resources of value to individuals, groups, and organizations interested in creative thought and development issues;
2. Maintaining a clearinghouse of creative thought and development information;
3. Sponsoring recognition events for outstanding individuals and organizations involved with creative thought and development programs or projects;
4. Organizing, or assisting in the organization of, training workshops, seminars, and conferences; and
5. Publishing schedules of significant events, lists of published materials, accounts of successful programs and programming techniques, and other information concerning the enhancement of creative thought and development, and widely distributing this information.

NEW SECTION. Sec. 4. (1) The coordinator may receive such gifts, grants, and endowments from private or public sources as may be made from time to time, in trust or otherwise, for the use and benefit of the coordinator's activities under this chapter and expend the same or any income therefrom according to the terms of the gifts, grants, or endowments. The coordinator may charge reasonable fees, or other appropriate charges, for attendance at workshops and conferences, for various publications, and for other materials which it is authorized to prepare and distribute for the purpose of defraying all or part of the costs of those activities and materials.

(2) An account known as the creative thought and development account is created, which consists of all gifts, grants, and endowments, fees, and other revenues received under this chapter. The state treasurer is the custodian of the account. Disbursements from the account shall be on authorization of the coordinator or the coordinator's designee, and may be made for the following purposes to enhance the capabilities of the coordinator's activities, such as:
(a) Publication and distribution of materials pertaining to creative thought and development; and
(b) for other purposes designated in gifts, grants, or endowments consistent with the purposes of this chapter. The account is subject to the allotment procedure provided under chapter 43.88 RCW, but no appropriation is required for disbursements.

NEW SECTION. Sec. 5. The position of coordinator shall cease to exist on June 30, 1987, unless extended by law for an additional fixed period of time. The legislative budget committee shall cause a performance audit of the coordinator's activities under this chapter to be conducted. The final audit report shall be available to the legislature at least six months before the scheduled termination date. The audit shall include, but is not limited to, objective findings of fact, conclusions, and recommendations as to the continuation, modification, or termination of the position of coordinator.

NEW SECTION. Sec. 6. Sections 1 through 5 of this act shall constitute a new chapter in Title 43 RCW.

NEW SECTION. Sec. 7. Implementation of this act is subject to
SENATE BILL NO. 3421
State of Washington 48th Legislature 1985 Regular Session
by Senators Riskaddon, Rinehart and Zimmerman

Read first time 1/29/85 and referred to Committee on Education.

1 AN ACT Relating to education and other programs to enhance human
2 intellect; adding a new chapter to Title 43 RCW; and making an
3 appropriation.
4
5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:
6
7 NEW SECTION. Sec. 1. (1) The legislature finds that:
8 (a) Society is experiencing a rapid transformation into a
9 technological age requiring citizens to be capable of mentally
10 processing increasingly larger amounts of information;
11 (b) Current research on human intelligence and the innate
12 capacities of the brain shows that individuals can be taught to
13 master the basic skill of learning how to learn in order to more
14 effectively use their inherent brain power;
15 (c) The ability to reason, solve problems, think critically,
16 exercise independent judgment, and perform other intellectual
17 functions at higher levels can be enhanced in every person;
18 (d) The community human intelligence project and the applied
19 thinking skills project in Santa Barbara, California, and the
20 nationwide intelligence project in Venezuela have shown good results
21 with promising social and educational benefits;
22 (e) The state of Washington, consistent with its reputation as a
23 lighthouse state on education issues, should assume a leadership role
24 in implementing research-supported innovations that can enhance the
25 formal educational experiences for students and stimulate interest in
26 the value of life-long learning; and
27 (f) The development of intellectual potential should be stressed
28 for all persons.
29 (2) The legislature in creating the office for the enhancement of
30 human intellect intends to provide personal and social benefits to
31 the people of the state of Washington and to ensure that the state

-1-
takes maximum advantage of the emerging technological age.

NEW SECTION. Sec. 2. This chapter may be known and cited as the
office for the enhancement of human intellect act.

NEW SECTION. Sec. 3. Unless the context clearly requires
otherwise, the definitions in this section apply throughout this
chapter.

(1) "Office" means the office for the enhancement of human
intellect.

(2) "Coordinator" means the coordinator of the office for the
enhancement of human intellect.

NEW SECTION. Sec. 4. The governor shall establish a state-wide
office for the enhancement of human intellect within the office of
the governor, and appoint a coordinator, subject to senate
confirmation, who may employ such staff as necessary to carry out the
purposes of this chapter. The provisions of chapter 41.08 RCW do not
apply to the coordinator and the staff hired by the coordinator.

NEW SECTION. Sec. 5. The office, working in cooperation with
the state board of education, the superintendent of public
instruction, school districts, educational service districts,
individuals, local groups, and organizations throughout the state,
may undertake any program or activity for which funds are
appropriated or are otherwise available which furthers the goals of
this chapter. These programs and activities may include, but are not
limited to:

(1) Providing information about programs, activities, and
resources of value to individuals, groups, and organizations
interested in human intellect issues;

(2) Maintaining a clearinghouse of information on human
intellect;

(3) Sponsoring recognition events for outstanding individuals and
organizations involved with human intellect programs or projects;

(4) Organizing, or assisting in the organization of, training
workshops, seminars, and conferences; and

(5) Publishing schedules of significant events, lists of
published materials, accounts of successful programs and programming
techniques, and other information concerning the field of enhancing
human intellect, and widely distributing this information.

NEW SECTION. Sec. 6. (1) The Washington state council on human
intellect is created to assist the governor and the office in the
accomplishment of its mission.

(2) Giving due consideration to geographic representation, the
governor shall appoint the members of the council as provided in this
section.

(3) The governor shall appoint a chair for the council.

(4) The advisory council shall have, including its chair, a total
membership of nine.

(5) Members of the council shall upon request be reimbursed for
travel expenses as provided in RCW 43.03.050 and 43.03.060.

(6) The council and its members shall:

(a) Advise the governor as the governor requests and directs;

(b) Propose, review, and evaluate activities and programs of the
office;

(c) Represent the governor and the office on such occasions and
in such manner as the governor may from time to time direct; and

(d) Deliver to the governor and the legislature on the 15th of
December, 1985, and of each year thereafter, a report outlining the
scope and nature of promoting human intellect activities in the
state, assessing the need and potential for human intellect
activities in the state, identifying and recognizing significant
accomplishments of individuals, groups, and organizations, and making
such recommendations as the council determines by majority vote.

NEW SECTION. Sec. 7. (1) The office may receive such gifts,
grants, and endowments from private or public sources as may be made
from time to time, in trust or otherwise, for the use and benefit of
the purpose of the office and expend the same or any income therefrom
according to the terms of the gifts, grants, or endowments. The
office may charge reasonable fees, or other appropriate charges, for
attendance at workshops and conferences, for various publications,
and for other materials which it is authorized to prepare and

SB 3421
-2-

SB 3421
-3-
Sec. 7

distribute for the purpose of defraying all or part of the costs of
those activities and materials.

(2) A fund known as the human intellect office fund is created,
which consists of all gifts, grants, and endowments, fees, and other
revenues received under this chapter. The state treasurer is the
custodian of the fund. Disbursements from the fund shall be on
authorization of the coordinator or the coordinator's designee, and
may be made for the following purposes to enhance the capabilities of
the office's activities, such as: (a) publication and distribution
of materials pertaining to human intellect; and (b) for other
purposes designated in gifts, grants, or endowments consistent with
the purposes of this chapter. The fund is subject to the allotment
procedure provided under chapter 43.88 RCW, but no appropriation is
required for disbursements.

NEW SECTION. Sec. 8. The office and the council shall cease to
exist on June 30, 1987, unless extended by law for an additional
fixed period of time. The legislative budget committee shall cause a
performance audit of the office and the council to be conducted. The
final audit report shall be available to the legislature at least six
months before the scheduled termination date. The audit shall
include, but is not limited to, objective findings of fact,
conclusions, and recommendations as to the continuation,
modification, or termination of the office and council.

NEW SECTION. Sec. 9. Sections 1 through 8 of this act shall
constitute a new chapter in Title 43 RCW.

NEW SECTION. Sec. 10. The sum of two hundred thousand dollars,
or as much thereof as may be necessary, is appropriated for the
biennium ending June 30, 1987, from the general fund to the office of
the governor for the purposes of this act.
PROVISIONS OF THE SUBSTITUTE BILL

1. Creates within the Governor's Office, a position of Coordinator to promote the enhancement of creative thought and development.

2. The Coordinator, working in cooperation with:
   - State Board of Education
   - Superintendent of Public Instruction
   - School Districts
   - Educational Service Districts
   - Individuals
   - Local Groups
   - Organizations
   is authorized to undertake any program or activity for which funds are appropriated or available to further the enhancement of creative thought and development.

Activities may include:
   - Public service announcements via TV and radio
   - Maintain an appropriate information clearinghouse
   - Sponsor recognition events
   - Organize workshops/seminars/conferences
   - Publish schedules of events

3. Coordinator may receive gifts, grants and endowments which must go into a special account

COST:

Staff estimates no more than $140,000 for the biennium based on analysis of budget request for the State Center for Voluntary Action.

Implementation is subject to funds being appropriated or available.
by Committee on Education
(originally sponsored by Senators Kiskaddon, Rinehart and Zimmerman)

Creating the office for the enhancement of human intellect.

Read first time
AN ACT Relating to education and other programs to enhance CP95B
creative thought and development; adding a new chapter to Title 43 RCW; and creating a new section.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. (1) The legislature finds that:
(a) Society is experiencing a rapid transformation into a PARTA
   technological age requiring citizens to be capable of mentally;
   processing increasingly larger amounts of information;
(b) Current research on creative thought and development and
   intelligence and the innate capacities of the brain shows that
   individuals can be taught to master the fundamental skill of learning
   how to learn in order to more effectively use their inherent brain
   power and that such mastery can positively affect those brain
   functions affecting emotional maturation, as well as individuals'
   total personal growth including physical development;
(c) The ability to reason, solve problems, think critically,
   exercise independent judgment, and perform other functions of the
   mind at higher levels can be enhanced in every person;
(d) Recent national and international projects and seminars have
   shown good results with promising social and educational benefits;
(e) The state of Washington, consistent with its reputation as a
   lighthouse state on education issues, should assume a leadership role
   in implementing research-supported innovations that can enhance the
   formal educational experiences for students and stimulate interest in
   the value of life-long learning; and
(f) The enhancement of creative thought and development potential
   should be stressed for all persons.
(2) The legislature in establishing the position of coordinator
   to promote the enhancement of creative thought and development
intends to provide personal and social benefits to the people of the
state of Washington and to ensure that the state takes maximus
advantage of the emerging technological age.

NEW SECTION. Sec. 2. The governor shall establish a position of
coordinator within the office of the governor to promote the
enhancement of creative thought and development. The provisions of
chapter 41.06 RCW do not apply to the coordinator and such staff as
the coordinator may employ as necessary to carry out the purpose of
this chapter.

NEW SECTION. Sec. 3. The coordinator, working in cooperation
with the state board of education, the superintendent of public
instruction, school districts, educational service districts,
individuals, local groups, and organizations throughout the state,
may undertake any program or activity for which funds are
appropriated or are otherwise available which furthers the goals of
this chapter. These programs and activities may include, but are not
limited to:

1. Promoting public awareness through public service
announcements on television and radio and providing information about
programs, activities, and resources of value to individuals, groups,
and organizations interested in creative thought and development
issues;

2. Maintaining a clearinghouse of creative thought and
development information;

3. Sponsoring recognition events for outstanding individuals and
organizations involved with creative thought and development programs
or projects;

4. Organizing, or assisting in the organization of, training
workshops, seminars, and conferences; and

5. Publishing schedules of significant events, lists of
published materials, accounts of successful programs and programming
techniques, and other information concerning the enhancement of
creative thought and development, and widely distributing this
information.

NEW SECTION. Sec. 4. (1) The coordinator may receive such
1. gifts, grants, and endowments from private or public sources as may be made from time to time, in trust or otherwise, for the use and benefit of the coordinator's activities under this chapter and expend the same or any income therefrom according to the terms of the gifts, grants, or endowments. The coordinator may charge reasonable fees, or other appropriate charges, for attendance at workshops and conferences, for various publications, and for other materials which it is authorized to prepare and distribute for the purpose of defraying all or part of the costs of those activities and materials.

2. In an account known as the creative thought and development account is created, which consists of all gifts, grants, and endowments, fees, and other revenues received under this chapter. The state treasurer is the custodian of the account. Disbursements from the account shall be on authorization of the coordinator or the coordinator's designee, and may be made for the following purposes to enhance the capabilities of the coordinator's activities, such as:

(a) Publication and distribution of materials pertaining to creative thought and development; and (b) for other purposes designated in gifts, grants, or endowments consistent with the purposes of this chapter. The account is subject to the allotment procedure provided under chapter 43.88 RCW, but no appropriation is required for disbursements.

**NEW SECTION.** Sec. 5. The position of coordinator shall cease to exist on June 30, 1987, unless extended by law for an additional fixed period of time. The legislative budget committee shall cause a performance audit of the coordinator's activities under this chapter to be conducted. The final audit report shall be available to the legislature at least six months before the scheduled termination date. The audit shall include, but is not limited to, objective findings of fact, conclusions, and recommendations as to the continuation, modification, or termination of the position of coordinator.

**NEW SECTION.** Sec. 6. Sections 1 through 5 of this act shall constitute a new chapter in Title 43 RCW.

**NEW SECTION.** Sec. 7. Implementation of this act is subject to
funds being appropriated or available for the purposes of this act.
Visit to Venezuela
Dee Dickinson

Caracas is a bustling metropolis teeming with industrious, energetic people and bumper-to-bumper traffic on the freeways. Downtown are two new luxury Hiltons, modern steel and glass skyscrapers, and innumerable buildings under construction; while many of the hillsides surrounding the city are covered with cave-dwellings and slums.

This is the setting for Venezuela’s bold experiment in raising the level of intelligence of its 14 million citizens. Dr. Luis Machado, visionary Minister for the Development of Human Intelligence, proclaims, “This century will be known as the one that produced the intelligence explosion. This is the biggest revolution in history.”

Dr. Machado began developing his theories on the malleability of intelligence when he was Chief of Staff for former President Caldera ten years ago. “I travelled the world seeking methods of improving my own mental abilities,” he explains. “I thought if such methods could help me, why should they not be used to help all of humanity. I believe everyone has the right to be intelligent, that intelligence can be taught, and that every government has a duty to make the opportunities to develop intelligence available to all its citizens.”

Since his appointment three years ago by President Luis Herrera Campins, Dr. Machado is beginning to see the fruits of his endeavors. He says, “I hold a flag for anyone to take. Any country is welcome to the information and programs we have developed and piloted.” Dr. Machado points out that educational leaders of many countries have already come to observe, learn, and take the methods back to their people, including the Soviet Union, and the People’s Republic of China. The Minister of Education of Cuba and his staff visited just last month, and will soon be implementing new educational programs there.

According to Dr. Machado, Dr. Bell, U.S. Secretary of Education, told him during his visit to Washington a few months ago, “What strikes me the most of all about what you are telling me is how simple and straightforward the decision of your country is. It is such an elementary one, such an obvious one.”

This decision to raise the level of intelligence of an entire population from birth to old age may be simple, but the implementation would be staggeringly complex unless it were done through existing structures and organizations. This is precisely how it is being done in Venezuela. Hospitals, schools, television, radio, newspapers, and organizations such as unions, civil service, and the army are all involved. All projects are being carried out through the Ministry of Education, with the backing of the Ministry of Health and Social Welfare, the Child Foundation and other private or State institutions and industries.

The recent Workers’ Collective Contract, signed by the Venezuelan Aluminum Industry, included a clause which reads, “The Company promises to offer its workers, through its own means or in cooperation with other competent official agencies, Development of Intelligence courses, in which systematic use of thinking tools and the awareness of the rights of citizens are improved upon along with a follow-up process that allows for the assessment and activation of the changes obtained....”

Although the program offers opportunities to systematically improve thinking skills of the entire population at every age, special emphasis is placed on the importance of laying foundations for developing intelligence at birth. I had an opportunity to visit the largest maternity hospital in Venezuela, the Concepcion Palacios, which serves a large lower socio-economic population. Over a hundred babies are born there every day. Only sick babies are in the nursery; the others are with their mothers in brightly muralled rooms painted by Venezuelan artists. Vision is stimulated from the very beginning, as are all the other senses.

Dr. Beatriz Manriquez, Director of the Family Program, has with her staff developed 10 video programs to teach the often illiterate mothers how to develop the potential of their babies through loving care, sensori-motor stimulation, physical exercises, and proper nutrition. The information is largely based on the work of Drs. Berry Brazelton and Burton White, U.S.A. She has recruited and trained over 1000 volunteers to help educate the mothers during their three-day stay. During that time, mothers not only learn stimulating methods to use at home, but how to sense the babies’ needs and interpret their cries, how to create educational toys from household odds and ends, and how to involve the whole family in helping the new baby to develop in every way. This is a radical departure from the recent past in which babies were swaddled and kept in dark corners to keep them quiet.

The most important part of the learning process involves instilling in the mother a great pride and confidence in the potential of her child. It is no wonder that child abuse is plummeting in Venezuela.

After the hospital stay, parents return to special centers with their babies periodically for the first three years to learn appropriate methods to stimulate the child’s intelligence at every age. Further information and support is...
provided by four television channels, each of which broadcast twenty-five-minute spots each day as a public service.

Administrators, teachers and the families they work with speak enthusiastically about the differences they have observed in children who have come through the program in the last three years. Dr. Martinez describes them as unusually alert, curious, eager to learn, and especially happy children.

As we reported in our September Newsletter, the education project continues from pre-school through University and into adult learning programs. The Visual Education project, based on the work of French artist Jacob Agam, begins at age three. Pre-school children are taught to identify, memorize, and duplicate basic forms in a "visual alphabet" composed of geometrical shapes, lines, and primary colors. According to Agam and the Venezuelan educators who developed the pilot project with him, this early visual education will lay the groundwork for the first learning experiences including reading. Other objectives are laying the basis for the development of intelligence through the training of visual acuity, coordination of visual and thinking processes, and creative expression.

Like the Family Project, the Intelligence Project under the direction of Dr. Margarita Sanchez, has been implemented through existing schools and institutions and has been developed through a pyramid training system of teachers. For example, in developing the Learning to Think program, based on Edward de Bono's work in England, five psychologists instructed 150 selected teachers, who in turn trained 42,000 teachers, who are now teaching the creative thinking and problem-solving processes to 1,200,000 children.

Further additions to school programs have been created around the work of Reuven Feuerstein (Israel), whose Instrumental Enrichment methods are being used with children with learning disabilities. Creative programs utilize processes developed by Jacob Agam, Calvin Taylor (University of Utah) and Suzuki (Japan). Harvard's Intelligence Project, designed specifically for Venezuela, focuses on developing reasoning foundations, formal reasoning skills, inventive thinking, language comprehension, problem solving and decision making. The Chess project is aimed not only at all seven year olds, but adults as well are learning to play chess and to apply the thinking strategies to solving problems in everyday life. Also for the adult population, 20 half-hour television programs have been developed to offer "The Tools of Thinking."

All the programs, some of which are still in the pilot stage, are being carefully evaluated and statistics are being compiled. Bolt, Baranek & Newman, an engineering firm in Cambridge, Massachusetts, is doing the implementation and statistical evaluation of the Harvard Intelligence Project.

Dr. Friedhart Klir, President of the World Union of Psychology and Professor at the University of Berlin, recently stated, "The Development of Human Intelligence Project in Venezuela represents a scientific experience that is unique in the world. We will dedicate the necessary time to the distribution of these ideas in the 50 countries that belong to our international association."

President Luis Herrera Campins, entitled last fall's symposium which drew leaders from around the world, "Intelligence for Peace." In his opening address, he noted that "The history of humanity is filled with conflicts, provoked by frustrations and injustices, by the refusal of man to be allowed access to the development of all his creative potential. The experiment with which we are laying solid foundations for this slippery and aloof peace that man seeks after with hope and at times desperation, is the same one that we are advancing and that we would like to share with all the nations of the world."

Dr. Luis Machado, Minister for the Development of Intelligence

World Symposium in Rio de Janeiro

The First World Symposium of Accelerative Learning was held at the University of Rio de Janeiro from January 13 to 20. The focus of this significant event was on promoting the development and communication of educational processes which will help people of all ages at every ability level all over the world to develop their highest potential.

Over four hundred people attended the seminars which were presented by 43 educators, psychologists and re-search scientists. Dr. Luis Machado, President of the Symposium and head of the Accelerated Foreign Language program at the University of Rio de Janeiro, summarized key information at a meeting of the entire group at the end of each day. Simultaneous translations of the proceedings were presented in English, Spanish, French, and Portuguese. As a result, the impact of the large number of presentations was intensified and reinforced. Topics included techniques for accelerated teaching of foreign languages, reading and music, brain-minded research and implications for education, the effect of environment, light, color and sound on learning, the psychophysics of learning, learning disabilities, learning styles, and how to involve more of the whole human being in