

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.

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

March 1985

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

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

Other _____

Gaspard, Chairman	Johnson
Bauer, Vice Chairman	Kiskaddon
Rinehart, Vice Chairman	McDermott
Bender	McManus
Benitz	Patterson
Craswell	Saling
Fleming	Stratton
Goltz	Warnke
Guess	

Marcus S. Gaspard
Marcus S. Gaspard, Chairman

Jim McDermott

Albert Bauer
Albert Bauer, Vice Chairman

Mike McManus
Mike McManus

Nita Rinehart
Nita Rinehart, Vice Chairman

E. G. "Pat" Patterson
E. G. "Pat" Patterson

Rick S. Bender
Rick S. Bender

Gerald L. (Jerry) Saling
Gerald L. (Jerry) Saling

Max E. Benitz

Lois J. Stratton
Lois J. Stratton

Ellen Craswell

Frank J. Warnke

George Fleming
George Fleming

H. A. "Barney" Goltz
H. A. "Barney" Goltz

Sam C. Guess

Stanley C. Johnson
Stanley C. Johnson

Bill Kiskaddon
Bill Kiskaddon

Passed to Committee on Rules for Second Reading

PROPOSED SUBSTITUTE SB 3421

1 AN ACT Relating to education and other programs to enhance human CR85B
2 intellect; adding a new chapter to Title 43 RCW; and creating a new F
3 section. S

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON: -2210

5 NEW SECTION. Sec. 1. (1) The legislature finds that: ;1

6 (a) Society is experiencing a rapid transformation into a PARTA
7 technological age requiring citizens to be capable of mentally ;1
8 processing increasingly larger amounts of information; 10

9 (b) Current research on human intelligence and the innate 11
10 capacities of the brain shows that individuals can be taught to 12
11 master the basic skill of learning how to learn in order to more 13
12 effectively use their inherent brain power and that such mastery can 14
13 positively affect those brain functions affecting emotional 14
14 maturation, as well as individuals' total personal growth including 15
15 physical development; 15

16 (c) The ability to reason, solve problems, think critically, 16
17 exercise independent judgment, and perform other intellectual 17
18 functions at higher levels can be enhanced in every person; 18

19 (d) The community human intelligence project and the applied 19
20 thinking skills project in Santa Barbara, California, and the 20
21 nationwide intelligence project in Venezuela have shown good results 21
22 with promising social and educational benefits; 21

23 (e) The state of Washington, consistent with its reputation as a 22
24 lighthouse state on education issues, should assume a leadership role 23
25 in implementing research-supported innovations that can enhance the 24
26 formal educational experiences for students and stimulate interest in 25
27 the value of life-long learning; and 25

28 (f) The development of intellectual potential should be stressed 26
29 for all persons. 26

1 (2) The legislature in creating the office for the enhancement of 27
 2 human intellect intends to provide personal and social benefits to 28
 3 the people of the state of Washington and to ensure that the state 29
 4 takes maximum advantage of the emerging technological age. 30

5 NEW SECTION. Sec. 2. This chapter may be known and cited as the 32
 6 office for the enhancement of human intellect act. 33

7 NEW SECTION. Sec. 3. Unless the context clearly requires 35
 8 otherwise, the definitions in this section apply throughout this 36
 9 chapter. 36

10 (1) "Office" means the office for the enhancement of human 37
 11 intellect. 37

12 (2) "Coordinator" means the coordinator of the office for the 38
 13 enhancement of human intellect. 39

14 NEW SECTION. Sec. 4. The governor shall establish a state-wide 41
 15 office for the enhancement of human intellect within the office of 42
 16 the governor, and appoint a coordinator who may employ such staff as 44
 17 necessary to carry out the purposes of this chapter. The provisions 45
 18 of chapter 41.06 RCW do not apply to the coordinator and the staff 46
 19 hired by the coordinator. 46

20 NEW SECTION. Sec. 5. The office, working in cooperation with 48
 21 the state board of education, the superintendent of public 49
 22 instruction, school districts, educational service districts, 50
 23 individuals, local groups, and organizations throughout the state, 51
 24 may undertake any program or activity for which funds are 53
 25 appropriated or are otherwise available which furthers the goals of 54
 26 this chapter. These programs and activities may include, but are not 54
 27 limited to: 54

28 (1) Promoting public awareness through public service 55
 29 announcements on television and radio and providing information about 56
 30 programs, activities, and resources of value to individuals, groups, 57
 31 and organizations interested in human intellect issues; 57

32 (2) Maintaining a clearinghouse of information on human 58
 33 intellect. 58

34 (3) Sponsoring recognition events for outstanding individuals and 59

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1 organizations involved with human intellect programs or projects; 61
 2 (4) Organizing, or assisting in the organization of, training 62
 3 workshops, seminars, and conferences; and 63
 4 (5). Publishing schedules of significant events, lists of 64
 5 published materials, accounts of successful programs and programming 65
 6 techniques, and other information concerning the field of enhancing 66
 7 human intellect, and widely distributing this information. 66

8 NEW SECTION. Sec. 6. (1) The office may receive such gifts, 68
 9 grants, and endowments from private or public sources as may be made 69
 10 from time to time, in trust or otherwise, for the use and benefit of 70
 11 the purpose of the office and expend the same or any income therefrom 71
 12 according to the terms of the gifts, grants, or endowments. The 72
 13 office may charge reasonable fees, or other appropriate charges, for 72
 14 attendance at workshops and conferences, for various publications, 74
 15 and for other materials which it is authorized to prepare and 75
 16 distribute for the purpose of defraying all or part of the costs of 75
 17 those activities and materials. 76

18 (2) An account known as the human intellect office account is 77
 19 created, which consists of all gifts, grants, and endowments, fees, 78
 20 and other revenues received under this chapter. The state treasurer 80
 21 is the custodian of the account. Disbursements from the account 81
 22 shall be on authorization of the coordinator or the coordinator's 83
 23 designee, and may be made for the following purposes to enhance the 84
 24 capabilities of the office's activities, such as: (a) Publication 85
 25 and distribution of materials pertaining to human intellect; and (b) 86
 26 for other purposes designated in gifts, grants, or endowments 86
 27 consistent with the purposes of this chapter. The account is subject 88
 28 to the allotment procedure provided under chapter 43.89 RCW, but no 89
 29 appropriation is required for disbursements. 90

30 NEW SECTION. Sec. 7. The office shall cease to exist on June 92
 31 30, 1987, unless extended by law for an additional fixed period of 93
 32 time. The legislative budget committee shall cause a performance 94
 33 audit of the office to be conducted. The final audit report shall be 96
 34 available to the legislature at least six months before the scheduled 97
 35 termination date. The audit shall include, but is not limited to, 98

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

Read first time 3/8/85.

1 AN ACT Relating to education and other programs to enhance
2 creative thought and development; adding a new chapter to Title 43
3 RCW; and creating a new section.

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

5 NEW SECTION. Sec. 1. (1) The legislature finds that:

6 (a) Society is experiencing a rapid transformation into a
7 technological age requiring citizens to be capable of mentally
8 processing increasingly larger amounts of information;

9 (b) Current research on creative thought and development and
10 intelligence and the innate capacities of the brain shows that
11 individuals can be taught to master the fundamental skill of learning
12 how to learn in order to more effectively use their inherent brain
13 power and that such mastery can positively affect those brain
14 functions affecting emotional maturation, as well as individuals'
15 total personal growth including physical development;

16 (c) The ability to reason, solve problems, think critically,
17 exercise independent judgment, and perform other functions of the
18 mind at higher levels can be enhanced in every person;

19 (d) Recent national and international projects and seminars have
20 shown good results with promising social and educational benefits;

21 (e) The state of Washington, consistent with its reputation as a
22 lighthouse state on education issues, should assume a leadership role
23 in implementing research-supported innovations that can enhance the
24 formal educational experiences for students and stimulate interest in
25 the value of life-long learning; and

26 (f) The enhancement of creative thought and development potential
27 should be stressed for all persons.

28 (2) The legislature in establishing the position of coordinator
29 to promote the enhancement of creative thought and development

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

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

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

18 (1) Promoting public awareness through public service
19 announcements on television and radio and providing information about
20 programs, activities, and resources of value to individuals, groups,
21 and organizations interested in creative thought and development
22 issues;

23 (2) Maintaining a clearinghouse of creative thought and
24 development information;

25 (3) Sponsoring recognition events for outstanding individuals and
26 organizations involved with creative thought and development programs
27 or projects;

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

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

35 NEW SECTION. Sec. 4. (1) The coordinator may receive such

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

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

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

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

35 NEW SECTION. Sec. 7. Implementation of this act is subject to

Sec. 7

1 funds being appropriated or available for the purposes of this act.

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

5 NEW SECTION. Sec. 1. (1) The legislature finds that:

6 (a) Society is experiencing a rapid transformation into a
7 technological age requiring citizens to be capable of mentally
8 processing increasingly larger amounts of information;

9 (b) Current research on human intelligence and the innate
10 capacities of the brain shows that individuals can be taught to
11 master the basic skill of learning how to learn in order to more
12 effectively use their inherent brain power;

13 ~~(c) The ability to reason, solve problems, think critically,~~
14 exercise independent judgment, and perform other intellectual
15 functions at higher levels can be enhanced in every person;

16 (d) The community human intelligence project and the applied
17 thinking skills project in Santa Barbara, California, and the
18 nationwide intelligence project in Venezuela have shown good results
19 with promising social and educational benefits;

20 (e) The state of Washington, consistent with its reputation as a
21 lighthouse state on education issues, should assume a leadership role
22 in implementing research-supported innovations that can enhance the
23 formal educational experiences for students and stimulate interest in
24 the value of life-long learning; and

25 (f) The development of intellectual potential should be stressed
26 for all persons.

27 (2) The legislature in creating the office for the enhancement of
28 human intellect intends to provide personal and social benefits to
29 the people of the state of Washington and to ensure that the state

1 takes maximum advantage of the emerging technological age.

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

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

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

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

11 NEW SECTION. Sec. 4. The governor shall establish a state-wide
12 office for the enhancement of human intellect within the office of
13 the governor, and appoint a coordinator, subject to senate
14 confirmation, who may employ such staff as necessary to carry out the
15 purposes of this chapter. The provisions of chapter 41.06 RCW do not
16 apply to the coordinator and the staff hired by the coordinator.

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

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

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

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

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

34 (5) Publishing schedules of significant events, lists of

1 published materials, accounts of successful programs and programming
2 techniques, and other information concerning the field of enhancing
3 human intellect, and widely distributing this information.

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

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

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

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

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

15 (6) The council and its members shall:

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

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

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

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

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

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

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

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

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

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

SSB 3421 - CREATING THE OFFICE FOR THE ENHANCEMENT OF HUMAN INTELLECT

(AN ACT RELATING TO EDUCATION AND OTHER PROGRAMS TO ENHANCE CREATIVE THOUGHT AND DEVELOPMENT)

PROVISIONS OF THE SUBSTITUTE BILL

① CREATES WITHIN THE GOVERNORS 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

④ COORDINATOR'S POSITION PUT ON THE SUNSET SCHEDULE WITH TERMINATION SET FOR JUNE 30, 1987.

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.

1 AN ACT Relating to education and other programs to enhance CP85B
2 creative thought and development; adding a new chapter to Title 43 F
3 RCW; and creating a new section. S

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON: -2397

5 NEW SECTION. Sec. 1. (1) The legislature finds that: ;1

6 (a) Society is experiencing a rapid transformation into a PARTA
7 technological age requiring citizens to be capable of mentally ;2
8 processing increasingly larger amounts of information; 11

9 (b) Current research on creative thought and development and 12
10 intelligence and the innate capacities of the brain shows that 14
11 individuals can be taught to master the fundamental skill of learning 14
12 how to learn in order to more effectively use their inherent brain 15
13 power and that such mastery can positively affect those brain 16
14 functions affecting emotional maturation, as well as individuals' 17
15 total personal growth including physical development; 17

16 (c) The ability to reason, solve problems, think critically, 18
17 exercise independent judgment, and perform other functions of the 19
18 mind at higher levels can be enhanced in every person; 20

19 (d) Recent national and international projects and seminars have 21
20 shown good results with promising social and educational benefits; 22

21 (e) The state of Washington, consistent with its reputation as a 23
22 lighthouse state on education issues, should assume a leadership role 24
23 in implementing research-supported innovations that can enhance the 25
24 formal educational experiences for students and stimulate interest in 26
25 the value of life-long learning; and 26

26 (f) The enhancement of creative thought and development potential 27
27 should be stressed for all persons. 28

28 (2) The legislature in establishing the position of coordinator 29
29 to promote the enhancement of creative thought and development 31

1 intends to provide personal and social benefits to the people of the 31
2 state of Washington and to ensure that the state takes maximum 32
3 advantage of the emerging technological age. 33

4 NEW SECTION. Sec. 2. The governor shall establish a position of 35
5 coordinator within the office of the governor to promote the 36
6 enhancement of creative thought and development. The provisions of 37
7 chapter 41.06 RCW do not apply to the coordinator and such staff as 38
8 the coordinator may employ as necessary to carry out the purpose of 39
9 this chapter. 39

10 NEW SECTION. Sec. 3. The coordinator, working in cooperation 41
11 with the state board of education, the superintendent of public 42
12 instruction, school districts, educational service districts, 43
13 individuals, local groups, and organizations throughout the state, 44
14 may undertake any program or activity for which funds are 46
15 appropriated or are otherwise available which furthers the goals of 47
16 this chapter. These programs and activities may include, but are not 47
17 limited to: 47

18 (1) Promoting public awareness through public service 48
19 announcements on television and radio and providing information about 49
20 programs, activities, and resources of value to individuals, groups, 50
21 and organizations interested in creative thought and development 51
22 issues; 51

23 (2) Maintaining a clearinghouse of creative thought and 52
24 development information; 52

25 (3) Sponsoring recognition events for outstanding individuals and 53
26 organizations involved with creative thought and development programs 55
27 or projects; 55

28 (4) Organizing, or assisting in the organization of, training 56
29 workshops, seminars, and conferences; and 57

30 (5) Publishing schedules of significant events, lists of 58
31 published materials, accounts of successful programs and programming 59
32 techniques, and other information concerning the enhancement of 60
33 creative thought and development, and widely distributing this 61
34 information. 61

35 NEW SECTION. Sec. 4. (1) The coordinator may receive such 63

1 gifts, grants, and endowments from private or public sources as may 64
 2 be made from time to time, in trust or otherwise, for the use and 65
 3 benefit of the coordinator's activities under this chapter and expend 65
 4 the same or any income therefrom according to the terms of the gifts, 67
 5 grants, or endowments. The coordinator may charge reasonable fees, 68
 6 or other appropriate charges, for attendance at workshops and 69
 7 conferences, for various publications, and for other materials which 70
 8 it is authorized to prepare and distribute for the purpose of 71
 9 defraying all or part of the costs of those activities and materials. 72

10 (2) An account known as the creative thought and development 73
 11 account is created, which consists of all gifts, grants, and 74
 12 endowments, fees, and other revenues received under this chapter. 76
 13 The state treasurer is the custodian of the account. Disbursements 77
 14 from the account shall be on authorization of the coordinator or the 79
 15 coordinator's designee, and may be made for the following purposes to 80
 16 enhance the capabilities of the coordinator's activities, such as: 81
 17 (a) Publication and distribution of materials pertaining to creative 81
 18 thought and development; and (b) for other purposes designated in 83
 19 gifts, grants, or endowments consistent with the purposes of this 84
 20 chapter. The account is subject to the allotment procedure provided 86
 21 under chapter 43.88 RCW, but no appropriation is required for 87
 22 disbursements. 87

23 NEW SECTION. Sec. 5. The position of coordinator shall cease to 39
 24 exist on June 30, 1987, unless extended by law for an additional 90
 25 fixed period of time. The legislative budget committee shall cause a 91
 26 performance audit of the coordinator's activities under this chapter 93
 27 to be conducted. The final audit report shall be available to the 94
 28 legislature at least six months before the scheduled termination 95
 29 date. The audit shall include, but is not limited to, objective 96
 30 findings of fact, conclusions, and recommendations as to the 98
 31 continuation, modification, or termination of the position of 98
 32 coordinator. 98

33 NEW SECTION. Sec. 6. Sections 1 through 5 of this act shall 100
 34 constitute a new chapter in Title 43 RCW. 101

35 NEW SECTION. Sec. 7. Implementation of this act is subject to 103

1 funds being appropriated or available for the purposes of this act.

104

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



Dr. Beatriz Manriquez and volunteer demonstrating sensorimotor exercises with a new baby in maternity ward.

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. Manriquez 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 Klix, 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 loof 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 research 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