JIPP Journal of Interdisciplinary Public Policy
Volume 2 Issue 3 (Summer 2021)

K-12 Education Policy

Arts Under Attack: A Multinational Perspective on Creative Arts Education

Berkeley Borkert and Lloyd Skinner

The Stubborn Resistance of Anti-Drug Education

Gene Bressler

And more...

FRONT MATTER

The Journal of Interdisciplinary Public Policy is a quarterly, open-access journal for youth. We elevate diverse perspectives in public policy and highlight the need for interdisciplinary thinking to create equitable policy. Whatever your interests or skills, there's a home for you at JIPP.

Our next issue on **Technology in Policy** is coming soon! Stay connected for more wonderful student-driven policy and contribute your own perspectives as well! Other forthcoming issues are expected to include international relations, immigration, and more. Stay connected with us here!

Enya Gu *was the Lead Editor of this publication. Enya is a senior at Nashua High School South, where she is the captain of her debate team. She has received regional and national awards in several events at the Technology Student Association competitions, and was a Bank of America Student Leader in 2021. She is also the editor for many comic and novella publishing groups that have garnered over 2 million views. In her spare time, Enya loves to learn about policy issues, international and domestic.*

Maanas Sharma *was the Issue Head of this publication. Maanas is a member of the International Youth Council and the founder/Editor-in-Chief of the Journal of Interdisciplinary Public Policy. He is a competitive policy debater, published author, nationally ranked mathematician, and classical pianist. At his core, Maanas is passionate about transdisciplinary public policy and bringing historical and social-scientific understandings to data science and quantitative policy solutions.*

K-12 Education Policy

Volume 2, Issue 3

Summer 2021

ESSAYS

School Choice: A Lifeline for American Education

Luc Drymer Graham

Luc Drymer Graham is a high school student at Lower Canada College in Montreal, Quebec. He is passionate about economics, the environment, and international affairs and is a strong believer in the importance of free speech and ideological diversity in solving global issues. Luc is an avid world traveler with a love for adventure and community service and is a champion tennis player.

School choice is based on the principle of funding students over institutions. In practice, it can be implemented through a variety of different policies, but the goal is always to allow families the maximum level of freedom in determining the institution that best fits the needs of their children. Despite its stigmatization among certain political factions in America, school choice is one of the best tools in the country's arsenal for reforming its broken education system.

America's education system is in tatters. In its 2018 report, the Program for International Student Assessment found the country's teenagers trailing their counterparts in far less wealthy and developed nations in reading (ranked eighth), science (ranked 11th), and math (ranked 30th) — distinctly unimpressive showings for the most powerful and prosperous nation on Earth (Schleicher). These dismal results are inevitable outgrowths of a system controlled by large education monopolies that stymie the ability of parents to enact reforms. Fortunately, there exists a simple solution that can reverse decades of negative trends, a tool that can naturally regulate the quality and character of educational instruction: school choice, the revolutionary idea that parents are better arbiters of their children's needs than the government. Giving families of *all* income levels an opportunity to choose where and how their children are educated will decrease wealth inequality, promote national unity, and bolster upward mobility for lower-income students.

School choice can take the form of many different policies. While charter schools, educational vouchers, tax credits, and inter-district enrollment options all differ in structure,

their goals are identical: to promote parental choice and hold institutions accountable. Most low-income students — who are disproportionately minorities — across the country are assigned a public school based on their zip code, for which a significant portion of funding comes from local property taxes (Reschovsky). Since neighborhoods are generally segregated by class, many schools do not have the means to offer the same quality of instruction as those in wealthier localities. The promise of more secure and well-equipped environments is also a major incentive for the most experienced teachers to leave failing schools. Ultimately, it is the students who are left behind. Throwing money at inefficient schools is not necessarily the solution; deserving kids must be given the option to enroll in better-performing institutions, where they can receive the tools they need to thrive in the modern world. Once again, this can be achieved in many different ways, but it is essential that these children be set free from the shackles of their assigned schools.

School choice, however, is more than just a solution to the persistent racial and income disparities in education; it also ensures that parents have the opportunity to send their kids to schools that reflect the values espoused at home. Say a parent is not content with a school's sexual education curriculum and believes that their child's development would be better served by exposure to more traditional values and constructs of morality and religious community. Under school choice policies, this parent could enroll their child in a more like-minded public school district and would not have to belong to the highest income bracket to be able to send this child to a private, parochial institution. One could, of course, still debate if schools should instill traditional values in their pupils in the first place, but the beauty of educational choice is that no parent is ever bound by the personal decisions of others. Everyone gets to raise their children in the manner in which they see fit.

The same principle holds true on ideological grounds: disagreements over what should be taught in the classroom are inevitable in a diverse society. The current incarnation of these disputes has taken shape in the form of prolific battles over the application of the vulgarized outgrowths of Critical Theory to the analysis of class, race, history, and current events. But, in reality, these arguments have existed for centuries and, while they may change in substance, will persist as long as people of varying viewpoints are forced to subsidize the same schools with their tax dollars (Tuccille). It is certainly important to teach young people how to deconstruct and analyze the world around them, but it is an inherently subjective endeavor. A focus on exposure to different perspectives is always helpful, but public schools are not necessarily the best avenues to achieve it. According to a 2014 paper published in the Journal of School Choice, "greater exposure to private schooling is not associated with any more or less

political tolerance" than what would be found in public schools (Cheng). Furthermore, "students with greater exposure to homeschooling tend to be more politically tolerant—a finding contrary to the claims of many political theorists." (Cheng) Allowing parents to choose the institution that best fits their values bypasses the toxicity of curriculum battles without sacrificing a sense of community and national unity, two of the main goals of the original public education system ("The Battle to Control the System"). With school choice, the Culture War battles of the past decade — the classic caricature of red-faced suburban mothers causing chaos at a school board meeting, screaming at a daïs of impassive administrators before being forcibly removed by security — would no longer make nightly news.

The most insidious argument employed by defenders of the status quo is that school choice programs siphon money from public school systems (Mull). This would undoubtedly harm the vulnerable students who depend on these schools for opportunity and upward mobility, they say. However, beneath this deception lies an inherent contradiction: public schools are funded by taxpayer dollars, including money paid by the parents of enrolled children (DeAngelis and McCluskey). The principle of funding students over institutions is simply based on returning school subsidies back to the families who provided them. By diverting money from the vast education bureaucracy into the pockets of parents where its purchasing power can be maximized, school choice programs allow for tailored decisions most fitted to the needs of children and families.

In addition, giving families the freedom to choose their school does not necessarily mean they will decide to leave the one they were assigned. The fact that teachers' unions, for example, continue to claim that certain schools will lose money concedes they do not believe parents would choose to remain at their schools (DeAngelis and McCluskey). If teachers' unions and school boards were confident in the quality of their instruction, then simply giving parents the option to search for other schools would be of no risk or concern to them.

It would follow the basic economic laws of competition that, upon the dissolution of unaccountable public monopolies, the quality of education would increase. When a particular school sees students — and precious funding — move elsewhere, it is naturally compelled to make changes necessary for its survival. If it is unable to do so, then it will succumb to the pressures of its patrons and will be forced to close. This pressure can only be achieved through policies that promote educational freedom. Inter-district enrollment options and the deregulation of charter schools have both produced more desirable outcomes for children across America, especially the marginalized students stuck in underperforming schools.

In particular, charters — shining testaments to the innovation that can be unleashed when government steps aside — have shown to improve performance among their students relative to those attending district schools. A recent study from Harvard University's Program on Education Policy and Governance examined trends in school performance using data from the National Assessment of Educational Progress (NAEP). From 2005 to 2017, charter students showed learning gains that were three months ahead of their district school counterparts (Peterson and Shakeel). The effect was most pronounced for charter students in the lowest socioeconomic quartile, who saw their NAEP math and reading test scores improve at a rate equivalent to an extra half-year's worth of learning over the aforementioned time period (Peterson and Shakeel). No wonder there were almost 50000 students on charter school waitlists in 2019 in New York City alone ("New York City Charter Schools are in Demand")! Unfortunately, with the misguided intention of "protecting" public schools, many governments, including that of New York City, have placed caps on the number of charter schools permitted to open (O'Connell-Domenech). If only they would realize that long charter waiting lists are the product of widespread disappointment with the status quo.

Charter schools are only just the tip of the iceberg; researchers at the University of Arkansas's School Choice Demonstration Project have developed an Education Freedom Index to compare all aspects of educational choice present in different states. A study of the data found a strong correlation between the index rankings and state NAEP test scores for math and reading (Wolf et al.). Between 2003 and 2019, the authors write, "higher levels of education freedom are significantly associated with higher NAEP achievement levels and higher NAEP achievement gains." (Wolf et al.) While the study doesn't prove causation, at the very least, its findings suggest that the interscholastic competition resulting from school choice policies puts upward pressure on academic performance (The Editorial Board).

Educational choice — be it through direct or residual effects — benefits every single child in the country. Its expansion is essential to fixing America's broken education system that leaves too many families underserved. It will make the nation's economy more productive, families more secure, and will finally bring the American dream within reach for marginalized communities. Institutional improvement begins with the input of parents, and school choice is the only way to give them a voice. America must fund students, not schools.

References

DeAngelis, Corey A., and Neal McCluskey. "West Virginia Looks to Expand Educational Freedom." Reason Foundation, 11 Mar. 2021, www.reason.org/commentary/west-virginia-looks-to-expand-educational-freedom/.

Hess, Frederick. "How to Make the Case for School Choice." Education Next, 30 July 2020, www.educationnext.org/make-case-school-choice-hess-elizabeth-warren/.

Mull, Teresa. "School Choice Doesn't Destroy Public Schools; It Makes Them Better." Deseret News, 28 Feb. 2018, www.deseret.com/2018/2/28/20640860/op-ed-school-choice-doesn-t-destroy-public-schools-it-makes-them-better.

"New York City Charter Schools are in Demand." New York City Charter School Centre, 2019, www.nyccharterschools.org/wp-content/uploads/2020/05/NYC-CSC-demand-2019-20.pdf.

O'Connell-Domenech, Alejandra. "Board of Regents Supports Charter School CAP, Votes to Reject Charter High School in NYC." AMNY, 12 July 2021, www.amny.com/news/board-of-regents-supports-charter-school-cap-votes-to-reject-charter-high-school-in-nyc/amp/.

Peterson, Paul E., and M. Danish Shakeel. "Charter Schools Show Steeper Upward Trend in Student Achievement than District Schools." Education Next, vol. 21, no. 1, 2021, www.educationnext.org/charter-schools-show-steeper-upward-trend-student-achievement-first-nationwide-study/.

Reschovsky, Andrew. Lincoln Institute of Land Policy, 2017, The Future of U.S. Public School Revenue from the Property Tax, www.lincolninst.edu/sites/default/files/pubfiles/future-us-public-school-revenue-policy-brief_0.pdf.

Schleicher, Andreas. PISA 2018: Insights and Interpretations. Organisation for Economic Co-Operation and Development, 2018, www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf?utm_source=morning_brew.

"The Battle to Control the System." Public Education in the United States: A Study and Interpretation of American Educational History, by Ellwood P. Cubberley, Boston: Houghton Mifflin, 1919, p. 167, www.ia800202.us.archive.org/6/items/publiceducationi00cubbuoft/publiceducationi00cubbuoft.pdf.

The Editorial Board. "School Choice Scores for Public Schools." The Wall Street Journal, Dow Jones & Company, 26 Mar. 2021, www.wsj.com/articles/school-choice-scores-for-public-schools-11616799171.

Tuccille, J.D. "Government Control Turns Schools into Partisan Battlegrounds." Reason.com, Reason, 6 May 2019, www.reason.com/2019/05/06/government-control-turns-schools-into-partisan-battlegrounds/.

Wolf, Patrick J., et al. University of Arkansas, 2021, Education Freedom and Student Achievement: Is More School Choice Associated with Higher State-Level Performance on the NAEP?, cpb-us-e1.wpmucdn.com/wordpressua.uark.edu/dist/9/544/files/2018/10/education-freedom-and-naep-scores.pdf.

Arts Under Attack: A Multinational Perspective on Creative Arts Education

Berkeley Borkert and Lloyd Skinner

Berkeley Borkert is a Blog Editor at JIPP and a student at Woodlands Academy in the suburbs of Chicago, Illinois, where she serves as student body president and a leader in the choir program. Outside of the classroom, she is an internationally recognized cellist, a lover of language learning, and an outspoken advocate for equity in education. Berkeley's passions lie in utilizing the arts as a vehicle for social change.

Lloyd Skinner is a JIPP Staff Writer and is currently studying a Bachelor of Arts majoring in history and Chinese studies at the University of Melbourne. Having served as an Officer in the Royal Australian Navy, he developed an interest in counter-terrorism, military policy in the Asia-Pacific, and the confluence between climate change and defense policy. In his spare time, Lloyd enjoys a variety of physical activities, including weight training, running, cricket, and has an avid passion for Romanticist literature and art.

As the world modernizes and seeks to prepare future generations for emerging careers, society is positioned to have an increased focus on studies relating to science, technology, engineering, and mathematics (STEM). However, it is vital not to lose sight of the benefits and importance of the creative arts and humanities in contemporary society and the ongoing demand for individuals with a background in humanities in the employment market. This essay aims to affirm the significance of this area of education to the functioning of democratic institutions and a constructive community by incorporating two perspectives of arts education in Australia and the United States. The centrality and importance of creative arts and humanities to society must be reinvigorated and re-emphasized without detracting from the growth of STEM. The assault on arts education occurring in Australia and the United States is highly problematic, as it risks damaging the vibrancy of our cultures and our future. The arts must be protected and adequately funded to prepare communities for the future appropriately.

The Benefits of a Creative Arts and Humanities Education

The creative arts and humanities are central components of a productive society and the future. Unfortunately, governments are often quick to assume that the future of the employment market will be underpinned by STEM (Department of Skills, Education and Employment), causing stakeholders to neglect the study of the arts. This perpetuates a negative stigma about art degrees, especially regarding their future viability. However, the humanities and STEM have an undeniable intersection that requires not the neglect of the arts, but rather cooperation between the two faculties for the betterment of society. In many circumstances, scientific facts need interpretation and dissemination of information to the public from those involved in the humanities (Miller). This is currently displayed in the communication between scientists and the general public regarding COVID-19 vaccines and the science behind anthropogenic climate change. Individuals who understand varying societies, cultures, beliefs, and motives are necessary to adequately tailor the communication of facts to specific cultural and ethnic groups. This is depicted in the case of climate change, where politicians, a career closely affiliated with the humanities, are required to communicate why changes in climate and energy policy are necessary to reduce carbon emissions as a result of the science showing that the global climate is warming at an alarming rate. This demonstrates a clear interrelationship between science and politics. As such, STEM must not supplant the arts, but the two faculties should work in tandem to ensure greater efficacy and efficiency when communicating important information.

In a similar vein, arts graduates, having highly demanded core and transferable skills, will be prized in the future labor market. As societies become more interconnected, globalized, and understanding different human societies, cultures, and languages, these graduates will become more valued by employers (Diamond). While occupations involving technical skills risk becoming redundant due to automation, attributes involving interpretation, critical thinking, and problem-solving cannot be replaced by artificial intelligence (Pinto). This includes occupations such as journalism, teaching, law, politics, public service, and consulting. This set of core skills is highly sought after, but neglecting the study of the arts risks failing to provide our society with the skills and attributes needed to prosper in the future.

Moreover, the study of arts is valuable to communities because it provides individuals with the critical and analytical thinking skills needed to hold powerful and wealthy institutions

accountable. The role of the media in ensuring the transparency and accountability of government institutions has always been closely tied to the study of humanities. The humanities afford individuals an understanding of ethics, ideologies, political systems, and their history and the capacity to judge the outcomes of political decisions. These analytical skills and an ability to think independently also enable individuals to make informed choices about who to vote for during elections. Markedly, having individuals with an apt grasp of the humanities is essential in critiquing and analyzing the powerful.

Additionally, as the phenomenon of alternative facts and "fake news" proliferates on increasingly popular social media platforms, a greater number of individuals with a background in humanities are needed to determine the credibility of information. 60% of Republicans falsely agree that the 2020 US Election was 'stolen' from President Trump (Jackson). Similarly, 17% of Americans believe that the core teachings of the conspiracy theory, QAnon, are true (NPR/Ipsos). This demonstrates the necessity of having individuals in society capable of debunking mistruths through evidence-based approaches to prevent society's dangerous fracturing. These are skills that are primarily taught and homed in the study of arts, and hence this is why the arts have an ongoing necessity to our global society.

Furthermore, emphasis on the creative arts and humanities catalyzes cultivating diverse, dynamic, and vibrant cultures. Maintaining a stable, sovereign creative arts industry that produces film, television, music, comedy, theatre, and artwork is central to forming a national identity and image. Hollywood films and American television contribute significantly to international perception of the United States (Ying). Similarly, the Australian Impressionist art movement, driven by the Heidelberg School, played a prominent role in facilitating a uniquely Australian style of artwork that espoused Australia's national 'bushman' identity before Federation in 1901. Moreover, the creative arts are pivotal to enriching individuals' lives. They provide an outlet for social connection and entertainment, which positively impact society through education, mental health, and bolstering local economies (Australian Council for the Arts, 2020). Defunding the arts or not financing it according to its needs, risks prohibiting creative industries from fostering an independent and positive culture.

Arts Education in the United States

Despite continued bipartisan support for the arts and humanities in the United States, blatant assaults on federal support for these disciplines occur in political spheres. In 1989,

Republican senator Jesse Helms became instrumental in coordinating attempts to defund the National Endowment for the Arts (NEA) after the foundation awarded government funds to artists that were deemed controversial. In multiple instances throughout the 1990s, Republicans in both chambers of Congress attempted to cease funding to the NEA; however, all proposals brought forth by the House were ultimately blocked by the Senate. More recently, the Trump administration's proposed 2018 budget called for the complete elimination of the NEA, along with the National Endowment for the Humanities and several other arts agencies (People for the American Way). His attack on the arts ultimately proved unsuccessful, much like the attacks made by his predecessors in government. Still, the party's persistence in undermining public support for the arts remains concerning (New York Times). It is essential to consider the implications of these recurring attacks on broader cultural attitudes in the country that influence public opinion, and subsequently, the policymaking process regarding arts-related affairs.

In America's K-12 classrooms, arts education is severely undervalued and underfunded. When budget cuts necessitate the loss of academic classes, the arts are always the first to go. Because teachers across the nation are put under pressure to improve outcomes in subject areas measured by standardized testing, which are therefore deemed more "essential," the clear benefits of an arts education are overlooked (Penn State). Active participation in subjects such as music, visual arts, theater, and dance have been proven to increase civic engagement, tolerance, and produce a clear reduction in discriminatory behavior. Nevertheless, the availability of these disciplines continues to decline in almost every area of the country, and the proportion of students engaged in the arts decreases each year (Brookings).

The issues plaguing arts education serve as a microcosm for greater systemic issues of diversity, access, and equity in American society. A recent federal government report found that US schools with higher percentages of minority students and those designated as "needing improvement" under the No Child Left Behind Act were more likely to report decreased art instruction time (United States Government Accountability Office). Because of its absence in many American schools, students and families often have to rely on external programs to receive a quality arts education, often at a hefty price. The tuition and fees for top youth music academies in the country often exceed several thousand dollars per year, not including competition and travel costs, instrument repairs and upkeep, and other necessary materials (Institute for Arts Integration and STEAM). Even with financial aid and scholarship programs in place, it is almost impossible to become a high-caliber musician at such institutions without receiving years of quality private instruction beforehand, which also comes at an exorbitant price. Simply put, the costs are too much to bear for many low and middle-income families. As

a result, an extreme lack of racial and socioeconomic diversity exists within communities and organizations where the arts are permitted to prosper.

Several mentorship programs exist to ameliorate this opportunity gap, an example being Young Music Scholars, a program I volunteer with through (MYAC) in the suburbs of Chicago, Illinois. Members of the symphony orchestra at MYAC, like myself, offer weekly lessons and regular performance opportunities to low-income string players throughout the Chicago area. Participating in this program as a mentor to a cellist not much younger than myself, as well as my other personal experiences as a cellist and singer, have opened my eyes to the issues facing the future of the arts in the United States. So much talent exists in our underserved communities, yet it is actively suppressed. Existing policy frameworks, government support, and sociocultural attitudes are absent or ineffective.

The Assault on the Arts in Australia

In Australia, the creative arts and humanities have been under attack by the federal government, which risks tarnishing the fabric of Australia's culture and education system. In October 2020, the Conservative Coalition government passed legislation that instigated a major shakedown of university funding in Australia (Parliament of Australia). The bill, titled "Job Ready Graduates," was intended to provide further funding to university courses relevant to "occupations of the future," namely STEM careers. However, the price of earning creative arts and humanities degrees suffered a significant hike. Personally, after deferments and discounts, the cost of my undergraduate Bachelor of Arts majoring in history and Mandarin tripled from $10,632 to $32,012 AUD. The product of this government decision is that students who are passionate about the arts will likely stay the course in their studies but be punished with higher university fees and student loan debts for following their interests. Secondly, this may influence some students to study cheaper courses even if they are not passionate about it. This creates a miserable society where individuals cannot pursue careers they are passionate about. Additionally, as the fee hike may dissuade individuals from attending university altogether, this will proliferate wealth inequality as individuals from low-income families may be discouraged from going to university, which is recognized as the primary method to become wealthier (Kelly). Moreover, the financial impact of tripling a student's loan debt will be severe. The burden of tens of thousands in debt will be felt when seeking to purchase a home, take out a mortgage, or have children.

What is most disappointing about the "Job Ready Graduates" law is its baselessness. Humanities graduates have higher employment and earnings than graduates of Australia's science and mathematics faculties (Quality Indicators for Teaching and Learning). Arts and law graduates average an employment rate of 91.1% and 95.8%, respectively, with arts graduates earning $70,300. Math and science graduates have an employment rate of 90.1% and an average income of $68,900 (Quality Indicators for Teaching and Learning). This shows a direct contradiction in the "Job Ready Graduates" scheme and means that the new tertiary fee restructuring does not effectively equip students for future employment.

Moreover, the new price of arts and humanities degrees is not commensurate with the amount of support and guidance received by students. The work inherent to the humanities and creative arts is mainly self-guided, involving minimal contact hours and private study, consulting readings, and writing essays. The price does not match its worth for an arts degree involving minimal staff support, guidance, and resources. This is yet another reason why the fee hike is unjustified.

In Australia, there are strong social security safety nets for students. The Higher Education Contribution Scheme does not require students to repay their student loans until an annual income of approximately $47,014 AUD is reached (Australian Taxation Office). Even so, the fee increase is immoral and illogical from the standpoint that it discourages students from undertaking degrees necessary for the future job market. Overall, the defunding of the arts is an inexcusable act that defies logic and morality and does not appropriately prepare Australia for the future.

In addition to this, the scheme disincentivizes students from undertaking degrees in the fine arts, which are also victims to the funding hike. Moreover, the creative arts industry in Australia has profoundly struggled during the pandemic. Due to pandemic-related social distancing and travel restrictions, a lack of work and revenue has caused unemployment to become rife in the industry (The Music). Unfortunately, the industry was one of the first-affected sectors, and they will likely be the last to reopen (Smale & Johnson, 2020). Even so, Australia's creative industries were chronically underfunded by the Federal Government prior to the pandemic, and expectedly, the Federal Government failed to provide adequate assistance during the pandemic.

This functions to discourage students from the creative arts because post-degree employment prospects are bleak. Creative arts graduates have one of the worst employment

rates of graduate students, at 89.3% (Quality Indicators for Teaching and Learning). This is mainly due to the industry having a severe funding shortfall as the government's financial support for the arts fell by 4.9% between 2007-08 and 2017-18 (Australian Academy of the Humanities). The pandemic exacerbated the damage, as around 255,000 gigs or events were canceled, 500,000 people were impacted, and at least $280 million was lost (Lost My Gig). Short-term financial assistance was provided to businesses and individuals affected by COVID-19 restrictions; however, the support was terminated in March 2021, despite a continuation in lockdowns and pandemic-related restrictions that prevented the creative industry from reopening.

The more students are deterred from contributing to the arts, the more talent and potential will wither away (Hall). As fewer people engage in the study of the creative arts, the less creativity and imagination there is in communities, undermining the entire culture of our society. Specifically, the creative arts have been under assault continually by conservative governments, which have engaged in a protracted culture war with the arts. This is because it believes the education of the humanities and creative enterprises are peddling a political message ideologically opposed to its interests (Barnes). Renowned as having a progressive political center and a more diverse, feminist, and critical scholarship since the 1960s (Guillory), the humanities and creative arts faculty has had an evident antagonism with cultural conservatives. As such, desolate employment opportunities due to years of underfunding and a rising cost for completing degrees in the creative arts endangers the future of Australia's culture and national identity.

Conclusion

The arts and humanities provide essential benefits to the constructive functioning of our society and enhance our readiness for the future. However, in both the United States and Australia, the arts and humanities are underfunded, inaccessible, and inequitable at present. If there is no such improvement, the arts will likely be denied their true capacity to flourish and provide the myriad of benefits to a thriving and prosperous culture. Stakeholders and students of the arts must call on local, state, and federal governments to protect the arts and make education in such disciplines accessible for all. Only through collective action can arts education be genuinely reinvigorated.

References

"Access to Arts Education." *U.S. Government Accountability Office (U.S. GAO)*, www.gao.gov/assets/gao-09-286.pdf.

Australian Academy of the Humanities. "The Big Picture: Public Expenditure on Artistic, Cultural and Creative Activity." *Australian Academy of the Humanities*, 2019, www.humanities.org.au/new-approach/report1/.

Australian Council for the Arts. "Creating Our Future: Arts and Creativity Increasingly Important to All Australians | Australia Council." *Australian Council for the Arts*, 26 Aug. 2020, www.australiacouncil.gov.au/news/media-centre/media-releases/Creating-Our-Future-arts-and-creativity-increasingly-important-to-all-Australians/.

Australian Taxation Office. "HECS-HELP Debt." atotaxcalculator.com.au/help-debt.

Barnes, Joel. "Defunding Arts Degrees Is the Latest Battle in a 40-Year Culture War." *The Conversation*, 03 July 2020, theconversation.com/defunding-arts-degrees-is-the-latest-battle-in-a-40-year-culture-war-141689.

Clarke, Marcus. "Why Is STEM Important?" *Department of Education, Skills and Employment*, 2020, www.dese.gov.au/australian-curriculum/national-stem-education-resources-toolkit/introductory-material/why-stem-important.

Diamond, Ian. "Why Arts, Humanities and Social Science Students Are Key to Our Future." *The British Academy*, 27 Feb. 2018, www.thebritishacademy.ac.uk/blog/why-arts-humanities-and-social-science-students-are-key-our-future/.

Global Education Times News Team. "University Graduates in Australia See High Salaries and Employment Rates | GET News." *Global Education Times*, 23 Oct. 2019, www.globaleducationtimes.org/news/oceania/university-graduates-in-australia-see-high-salaries-and-employment-rates/801/.

Guillory, John. "The Sokal Affair and the History of Criticism." *Critical Inquiry*, vol. 28, no. 2, Jan. 2002, pp. 470–508, 10.1086/449049.

Hall, Stuart. "Un-Settling 'the Heritage', Re-Imagining the Post-Nation Whose Heritage?" *Third Text*, vol. 13, no. 49, Dec. 1999, pp. 3–13, 10.1080/09528829908576818.

"Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 – Parliament of Australia." *Home – Parliament of Australia*, www.aph.gov.au/Parliamentary_Business/Bills_LEGislation/Bills_Search_Results/Result?bId=r6584.

Jackson, Chris. "Press Release: Reuters/Ipsos: Trump's Coattails (04/05/2021)" *Ipsos,* 05 Apr. 2021, fingfx.thomsonreuters.com/gfx/mkt/oakvelbwlpr/Topline%20Reuters%20Ipsos%20Trump%20Coattails%20Poll%20-%20April%2005%202021.pdf.

Kelly, Cait. "Data Debunks Morrison Government's Argument against Arts Degrees." *The New Daily*, 21 June 2020, thenewdaily.com.au/news/2020/06/21/arts-humanities-degrees/.

Kisida, Brian, and Daniel H. Bowen. "New Evidence of the Benefits of Arts Education." *Brookings*, 12 Feb. 2019, www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/.

Miller, Tyrus "4 Reasons the Future Will Rely on Humanities Majors." *University of California*, 1 Mar. 2019,

www.universityofcalifornia.edu/news/4-reasons-future-will-rely-humanities-majors.

NPR/Ipsos. "More than 1 in 3 Americans Believe a 'Deep State' Is Working to Undermine Trump." *Ipsos*, 30 Dec. 2020, www.ipsos.com/en-us/news-polls/npr-misinformation-123020.

Pinto, Sarah. "Catapult Your Career: How to Get Ahead at Work." *This.*, 26 Nov. 2018, this.deakin.edu.au/career/catapult-your-career-how-to-get-ahead-at-work.

Quality Indicators for Teaching and Learning. "Data Debunks Morrison Government's Argument against Arts Degrees." *The New Daily*, 20 June 2020, thenewdaily.com.au/news/2020/06/21/arts-humanities-degrees/.

Riley, Susan. "The True Cost of an Arts Education." *The Institute for Arts Integration and STEAM*, July 2013, artsintegration.com/2013/07/11/the-true-cost-of-an-arts-education/.

Smale, Simon, and Paul Johnson. "Coronavirus Updates: Crackdown on Social Distancing Sees Pubs, Indoor Sporting and Religious Venues to Close - ABC News." *ABC News*, 21 Mar. 2020, www.abc.net.au/news/2020-03-22/coronavirus-australia-live-updates-covid-19-latest-news-lockdown/12078506.

"The Arts and COVID-19." *Philanthropy Australia*, www.philanthropy.org.au/stories-arts-in-COVID/.

The Music. "COVID Unemployment Stats Confirm Aussie Arts Industry Hit Hard." *The Music*, 05 May 2020, themusic.com.au/news/australian-arts-industry-covid-unemployment-stats/xlrS2Nv3dw/05-05-20/.

"Trump Attack on Arts and Humanities Undermines American Values, Harms American Communities." *People For the American Way*, 30 Aug. 2017, www.pfaw.org/blog-posts/trump-attack-on-arts-and-humanities-undermines-american-values-harms-american-communities/.

"Trump Tried to End Federal Arts Funding. Instead, It Grew." *The New York Times*, 15 Jan. 2021, www.nytimes.com/2021/01/15/arts/trump-arts-nea-funding.html.

Ying, Lingli. *Relationship between Foreign Film Exposure and Ethnocentrism*. MA Thesis, Cleveland State University, May 2009.

Native American History: The Need for a Comprehensive Curriculum

Ty Kushi

Ty Kushi is a Senior at Santa Monica High School, where he leads the Samohi Forum Club and the Samohi Heal the Bay club. His passions include anthropology, archaeology, and cultural resource management.

The history of Native Americans is incredibly long and significant, dating thousands of years and persisting after the pre-Columbian Era. Learning this past is essential to understanding not only the current state of Indigenous peoples, but the state of our country as well. Unfortunately, a large number of Americans remain ignorant to this history. K-12 learning standards, which require a complete Native American history and a curriculum developed in part by Native groups, are essential to combat this ignorance.

Although Native Americans make up around two percent of the US population, rampant misrepresentation and our failure to educate students about Indigenous peoples has ensured that the vast majority of Americans remain ignorant about Native American history and complexity ("American Indians and Alaska Natives - By the Numbers") . This perpetuates harmful stereotypes, influences public policy, and creates conflict between Native and non-Native communities. To erase our national ignorance, we must adopt comprehensive learning standards ensuring that all students are taught the complexity of American Indian culture, and Native American history up until the modern day.

Archaeological evidence establishes that Native Americans have occupied the American continent for approximately 24,000 years (Rutherford). From that time to the present, many varying Indigenous cultures and civilizations have taken root. Estimates have put North American native populations at many millions prior to Western contact (Denevan). After European colonizers arrived in North America, a series of resultant events led to a massive drop

in population among American Indians (Than). Those who survived suffered from forced assimilation, suppression of religion and culture, racism, and discrimination.

The legacy of American Indian oppression still persists today. But while modern-day America continues to alter Native American life, Native Americans have found their own way to shape America. Native American culture has found ways to prosper and thrive, and Native Americans have served as leaders in business, politics, science, humanities, and the arts. Unfortunately, all of these realities are too often ignored.

Despite the massive amount of known Indigenous history and its being integral to the history of the US, most K-12 public schools relegate it to only a small portion of social studies; current educational standards place little importance on promoting understanding of Native Americans. In a survey of 28 states with federally recognized tribes, only 43 percent required Native American history to be taught in schools ("Becoming Visible"). 27 states do not even mention a single Native American individual in their K-12 curriculum ("Becoming Visible"). To make matters worse, even when Native American history is included, it is all too often generalized and incomprehensive. Native Americans are excessively portrayed as a monolith, although there are 574 federally recognized Nations, all with different cultures, traditions, and histories ("Federal and State Recognized Tribes"). Furthermore, Native American history is often whitewashed, intentionally concealing American Indian suffering. Perhaps the most infamous examples of this are Thanksgiving lessons, which have frequently been portrayed as a symbol of goodwill in which colonial settlers and Native Americans happily united for a feast. In reality, the native Wampanoag Indians were not invited and rather joined the pilgrims after the feast began. They intended to promote a strategic alliance, but it later failed and spiraled into war with the settlers (Dion).

Accurately sharing the history of Native peoples with all Americans is crucial. When we learn the historical facts, we see that the current problems American Indians face are not the result of just or excusable actions. History explains the present, but when the past is palliated, the origins of contemporary issues become arcane. This is why it is not only important to accurately portray the start of our country, but also the recent history of American Indians.

Worse, the role Native Americans have played in the American past since the nineteenth century is repeatedly ignored. 87 percent of state history standards do not cover Native American history after 1900 ("Becoming Visible"). Students subsequently develop an antiquated view of Native Americans. When schools fail to educate students, the media can dominate our

understanding of American Indians. This is especially problematic because Native Americans are either portrayed as historical figures from before the 20th century or poor, addicted, and uneducated in the present (Qureshi). Since most Americans don't interact with American Indians on a daily basis, they don't have the experiences to counter these stereotypes.

Unsurprisingly, the failure to properly educate Americans on the history of their Indigenous counterparts has led to a false and minimal understanding of Native Americans in the US. 78 percent of Americans admitted that they know little to nothing about Native Americans (EchoHawk). Even more troubling, many Americans are not sure if American Indians still exist, an unfortunately understandable reality when most school standards deem Native American history beyond 1900 irrelevant (EchoHawk). The lack of knowledge regarding native Americans in the present day is a testament to the dated and colonial lens by which current American history lessons perceive Native Americans.

American Indians do indeed exist, and their situations can be greatly affected by how other fellow Americans view them. Education, or lack thereof, has real-world implications. When modern Native American history isn't taught, non-Native Americans become susceptible to ignoring modern-day problems facing the Indigenous population. Well past 1900, Native Americans continued to suffer from forced cultural assimilation through boarding schools, government attempts to dismantle tribes and relocate their members, destruction and looting of cultural resources, and other attacks on their ways of life. Native Americans weren't even granted citizenship until 1924 ("Congress Enacts the Indian Citizenship Act"). The legacy of marginalization has left its mark. Today, Native Americans remain the most impoverished minority group in the US with the least educational attainments (Muhammad et al.). Suicide rates and alcohol-related disorders among Native Americans are also higher than any other minority group (NICOA). In 2017, approximately three-fourths of Native Americans believed Native Americans faced discrimination (*Discrimination in America: Experiences and Views of Native Americans*). Significant numbers said that they personally experienced violence, threats, slurs, offensive comments, harassment from police, and discrimination in employment because of their heritage (*Discrimination in America: Experiences and Views of Native Americans*). In some cases, more than a third reported such treatment (*Discrimination in America: Experiences and Views of Native Americans*). This is a disheartening and unacceptable level of injustice faced by the original occupants of our country.

Non-native Americans have a responsibility to confront the problems that have been forced upon American Indians. However, an issue can't be addressed by those who don't believe it exists. As of 2018, a study found only about a third of Americans believed that Native Americans face discrimination ("Research Reveals America's Attitudes about Native People and Native Issues."). When compared to Native views mentioned previously, this massive discrepancy shouts a lack of understanding on behalf of non-Native Americans. These differing attitudes demonstrate why Native American perspectives must be incorporated into history lessons. Even more disturbing, the study reported that a significant amount of Americans believe that Native Americans receive "free rides" from the government. This dangerous assertion, lacking in a factual basis, compounds misunderstanding and can lead to conflict between Native and non-Native communities. Lawmakers have admitted that the "invisibility" of Native Americans has impacted public policy ("Research Reveals America's Attitudes about Native People and Native Issues."). In other words, ignorance is manifesting itself in the law.

One of the most blatant examples of the implications of ignorance is the estimated 2,000 teams, most of them schools, which have Native mascots (Davis-Delano et al.). Mascots of Native Americans have been shown not only to be a symptom of inequality, but a cause of it as well. "Depressed self-esteem, community worth, and future achievement-related goals, and increased negative feelings of stress, distress, depression, dysphoria, and hostility" have been found to be effects of Native mascots (Davis-Delano et al.). However, defenders of Native mascots claim that they honor American Indians. The white, non-Native owner of the Washington Redskins football team (now Washington Football Team) defended the name as "honor," "respect," and "pride."("What Redskins Owner Dan Snyder Has Said about the Team's Name"). Many American Indians disagree. A UC Berkeley study found that around 52 percent of Native Americans with federally recognized tribal affiliation were offended by the "Redskins"(Anwar). Only amidst racial justice protests arising from the death of George Floyd did the name change.

Opposition to changing mascots has gone so far as to become law. Amidst calls for the University of North Dakota to drop its "Fighting Sioux" mascot, the North Dakota Senate approved a bill ordering the school to keep the mascot. The bill was signed into law (Barrett). While the University of North Dakota eventually changed its mascot, hundreds of others across the country still remain. Each one represents a lack of understanding with regards to Native Americans that must be addressed in education.

The need for adopting teaching standards on Native Americans is clear given the divide created between non-Natives and Natives. But while the lack of in-depth teaching on Native American history is discouraging, it is hopeful that the vast majority of Americans want to improve. 78 percent of Americans want to learn more about Native American history and culture and 72 percent support changes to the K-12 curriculum to incorporate teaching Native American history (EchoHawk). We must act to capitalize on this overwhelming support for such an important measure.

But what would Native American history look like? Fortunately, the concept of updating the curriculum on American Indians is not uncharted territory. Native Knowledge 360° (NK360), an education initiative of the Smithsonian's National Museum of the American Indian, was designed in 2018 to tackle shortcomings in the way in which Indigenous history is currently taught and offer new perspectives on the Indigenous past. The initiative outlines 10 essential understandings for students that elaborate on the complexity among Native Americans and their culture. Among these are the individuality, diversity, culture, technology, power structures, and civic ideals of Native Americans before and after European arrival. It also provides needed resources to teachers who are willing to teach their students a more profound Indigenous history ("Framework for Essential Understandings about American Indians"). NK360 is an essential step towards providing better education regarding Native Americans.

Some states already recognized the need to integrate education about Native Americans into their curriculum. California has taken steps to broaden its curriculum and add a Native American studies class (Jones). Washington requires Indigenous history to be taught with the help of American Indians (Janzer). Oregon also started teaching Native history in early 2020, with a curriculum developed in part by the state's nine federally recognized Native American tribes (Brown). Indigenous tribes have recently sued the state of Montana for failing to follow its own laws' requirements to teach Native history (McCullough). The importance of these states' and tribes' efforts cannot be overstated. The framework they have provided can serve as an aid to all schools in the country, and their willingness to take action has proven that this is a problem that can be addressed. Each state, and ideally each school district, should adopt a unique curriculum based on the perspectives of local tribal nations.

Ignorance about America's Indigenous population has resulted in prejudice and policies that have harmed Native Americans up to the modern day. To address this critical problem, states must adopt mandatory standards for teaching comprehensive Native American history, including their contributions since 1900, and highlight the diversity among Native Americans.

These standards and lessons must be designed in part by local Native organizations because of their unique perspectives. Only by taking this step can we effectively address our shameful national failure to know the true history and culture of Native Americans.

References

"American Indians and Alaska Natives - by the Numbers." Administration for Children and Families, U.S. Department of Health & Human Services, www.acf.hhs.gov/ana/fact-sheet/american-indians-and-alaska-natives-numbers.

Anwar, Yasmin. "Washington Redskins' Name, Native Mascots Offend More than Previously Reported." *Berkeley News*, 04 Feb. 2020, news.berkeley.edu/2020/02/04/native-mascots-survey/.

Barrett, Joe. "Sioux Nickname Yields." *The Wall Street Journal*, Dow Jones & Company, 10 Nov. 2011, www.wsj.com/articles/SB10001424052970204224604577028320279217872?mod=googlenews_wsj.

"Becoming Visible: A Landscape Analysis of State Efforts to Provide Native American Education for All." National Congress of American Indians, Washington, DC, September 2019, www.ncai.org/policy-research-center/research-data/prc-publications/NCAI-Becoming_Visible_Report-Digital_FINAL_10_2019.pdf

Brown, Jordyn. "Schools Start Teaching Lessons from Oregon's Native American Tribes." *The Register-Guard*, Gannett Co., Inc., 16 Jan. 2020, www.registerguard.com/news/20200116/schools-start-teaching-lessons-from-oregons-native-american-tribes.

Brownstone, Sydney. "Teaching Tribal History Is Finally Required in Washington Public Schools." *The Stranger*, Index Newspapers LLC, 24 Jun. 2015, www.thestranger.com/news/feature/2015/06/24/22438654/teaching-tribal-history-is-finally-required-in-washington-public-schools.

"Congress Enacts the Indian Citizenship Act." *History.com*, A&E Television Networks, updated 01 Jun. 2021, www.history.com/this-day-in-history/the-indian-citizenship-act.

Davis-Delano, Laurel R., et al. "The psychosocial effects of Native American mascots: a comprehensive review of empirical research findings." *Race Ethnicity and Education*, vol. 23, no. 5, 08 Jun. 2020, pp. 613-633, doi.org/10.1080/13613324.2020.1772221.

Denevan, William M. "The Pristine Myth: The Landscape of the Americas in 1492." *Annals of the Association of American Geographers,* vol. 82, no. 3, 1992, pp. 369-385, doi.org/10.1111/j.1467-8306.1992.tb01965.x.

Dion, Eryn. "What You Learned about the 'First Thanksgiving' Isn't True. Here's the Real Story." *Cape Cod Times*, USA Today Network, 24 Nov. 2020, www.capecodtimes.com/in-depth/news/2020/11/19/plymouth-400-mayflower-first-thanksgiving-pilgrims-wampanoag-massasoit/6283891002/.

Discrimination in America: Experiences and Views of Native Americans. National Public Radio, Nov. 2017, legacy.npr.org/documents/2017/nov/NPR-discrimination-native-americans-final.pdf.

EchoHawk, Crystal. "Stolen Land, Stolen Bodies, and Stolen Stories." *Stanford Social Innovation Review*, 25 Feb. 2021,

ssir.org/articles/entry/stolen_land_stolen_bodies_and_stolen_stories.

"Federal and State Recognized Tribes." *National Conference of State Legislatures*, 2020, www.ncsl.org/legislators-staff/legislators/quad-caucus/list-of-federal-and-state-recognized-tribes.aspx.

"Framework for Essential Understandings about American Indians." *Native Knowledge 360°*, Smithsonian National Museum of the American Indian, 05 Oct. 2018, americanindian.si.edu/nk360/pdf/NMAI-Essential-Understandings.pdf

Janzer, Cinnamon. "States Move to Add Native American History to Education Curriculum." *U.S. News & World Report*, U.S. News & World Report L.P., 19 Nov. 2019, www.usnews.com/news/best-states/articles/2019-11-29/states-move-to-add-native-american-history-to-education-curriculum.

Jones, Carolyn. "Native Americans Push Schools to Include Their Story in California History Classes." *EdSource*, EdSource, 26 July 2018, edsource.org/2018/native-americans-push-schools-to-include-their-story-in-california-history-classes/600669.

McCullough, Carson. "Tribes Sue Montana over Lack of Native American History Taught in Public Schools." *CNS*, Courthouse News Service, 22 July 2021, www.courthousenews.com/tribes-sue-montana-over-lack-of-native-american-history-taught-in-public-schools/.

Muhammad, Dedrick Asante, et al. "Racial Wealth Snapshot: American Indians/ Native Americans." *NCRC.org*, National Community Reinvestment Coalition, 4 Dec. 2019, ncrc.org/racial-wealth-snapshot-american-indians-native-americans.

NICOA. "American Indian Suicide Rate Increases." *NICOA.org*, National Indian Council on Aging, Inc., 09 Sept. 2019, www.nicoa.org/national-american-indian-and-alaska-native-hope-for-life-day/.

Qureshi, Farah. "Native Americans: Negative Impacts of Media Portrayals, Stereotypes." *The Journalist's Resource*, Harvard Kennedy School, 10 Feb. 2016, journalistsresource.org/race-and-gender/native-americans-media-stereotype-redskins/.

"Research Reveals America's Attitudes about Native People and Native Issues." *Cultural Survival*, 27 June 2018, www.culturalsurvival.org/news/research-reveals-americas-attitudes-about-native-people-and-native-issues.

Rutherford, Adam. "A New History of the First Peoples in the Americas." *The Atlantic*, Atlantic Media Company, 18 May 2021, www.theatlantic.com/science/archive/2017/10/a-brief-history-of-everyone-who-ever-lived/537942/.

Than, Ker. "Massive Population Drop Found for Native Americans, DNA Shows." *National Geographic*, National Geographic Partners, LLC., 05 Dec. 2011, www.nationalgeographic.com/science/article/111205-native-americans-europeans-population-dna-genetics-science.

"What Redskins Owner Dan Snyder Has Said about the Team's Name." *NBC Sports*, Comcast SportsNet Mid-Atlantic, L.P., 03 July 2020, www.nbcsports.com/washington/redskins/what-redskins-owner-dan-snyder-has-said-about-teams-name.

COMMENTARY

The Stubborn Resistance of Anti-Drug Education

Gene Bressler

Gene Bressler is a freshman at Wake Forest University. They are a member of the national competitive Wake policy debate team and enjoy making music and philosophy. They can be contacted at bresem21@wfu.edu.

Introduction

We have a crisis of public health: Since Richard Nixon's 1971 declaration of the American "War on Drugs," its racialized telos has permeated every aspect of society. The War on Drug's declared focus on prevention, protection, and recovery has only resulted in more casualties. In the year following Nixon's announcement, the country suffered an estimated 3,000 overdose deaths (Stobbe). In 1983, when the Drug Abuse Resistance Education program (DARE) was launched, the number had increased to 6,100 (Warner et al.). By 2019, that number had skyrocketed to 70,000 (Washington Post).

DARE was the first entrance of the war on drugs into the educational system, promising to reduce overdose rates by educating youth on the potential risks of use and addiction. After becoming the object of immense public scrutiny, DARE was defunded by the federal government in 1989, to be replaced with a variety of programs aimed at school-aged youth, many of which survive to this day. While the programs evolved in presentational form and vocabulary, the same criticisms of DARE can be applied to all modern anti-drug education. Bringing these programs to the educational setting opened a series of doors that cannot be closed, no matter the reformatting. For example, police officers that were initially brought in under the auspice of educating children about the perils of drug abuse have now been given full-time work in schools while retaining their militaristic tendencies. They are armed, loaded, and permitted to handcuff children, even for non-criminal offenses like food outside the cafeteria (Williams).

But it doesn't have to be that way. Drug education is not a lost cause. It *is* possible to curtail drug use, reduce the severity of symptoms, and prevent overdoses. Modern drug

education programs fail because, like Nixon's original war, they never focus on these things. According to Nixon's aide, John Ehrlichman, the war on drugs began because "We knew we couldn't make it illegal to be either against the war or black, but by getting the public to associate the hippies with marijuana and blacks with heroin, and then criminalizing both heavily, we could disrupt those communities." These racialized and conservative political projections of the Nixon administration continue to influence the drug education system American youth are brought up in — one that is more guided towards brute force and fearmongering rather than methods that are proven to be more effective.

Why DARE Failed

DARE, and other subsequent iterations, have demonstrated a refusal to listen to the preponderance of studies showing that cops in the classroom are a brutally inefficient way to deter drug crime. Even specialized, trained police officers brought into the classroom to "scare at-risk youth straight" are historically ineffective at preventing drug use or crime, raising academic performance, or reducing disciplinary infractions (Rosenbaum et al.). Michael Slater, anti-drug activist and trained psychological expert, explained the failure of the "scared straight" style as the result of empty hyperbole (Lopez). In order to have a sufficiently terrifying narrative about drugs with real, but often unsensational, consequences, false narratives are crafted about the use of drugs being an instant portal to failure in all facets of life. Slater believes that once kids anecdotally find out that their parents, best friend, or a star athlete frequently consume(d) marijuana, they begin to aggressively question every lesson taught to them in anti-drug education (Lopez). When all drugs are treated as equal in education, the skepticism is applied equally to what has been learned — kids begin to reason that if educational professionals were wrong about marijuana, they might also be wrong about cocaine/heroin/oxycontin. This thought process is a large part of why DARE is frequently found to increase rather than decrease the use of "hard" drugs. It is also possible to view this as an explanatory heuristic for the phenomenon of "gateway drugs" that is frequently cited as a reason to crack down even harder on users of marijuana/nicotine and other "soft" drugs. While it is generally accepted that marijuana users are more likely to try hard drugs, it may be possible that that is not intrinsic to the use of recreational drugs, but the result of an educational system that treats all drugs as equals.

Drug Education in the Future

Alternative programs that avoid the trap of fearmongering have been proposed and, in many local governments, implemented. While the programs discussed in this article are demonstrated to be successful in their early stages, it is necessary to treat them with a degree of healthy skepticism due to the combination of their relative newness and the difficulty in acquiring bulk data about drug education.

The first model is inspired by the popular "Be Under Your Own Influence" project in Missouri. Rather than push scary stories about the perils of drug use, these programs emphasize the many ways choosing not to do drugs can be brave and individually empowering (Slater et al.). This is especially effective in neighborhoods that are the victim of over-policing, poverty, and rampant drug use, where many kids will be able to relate to the program's message, which emphasizes breaking the cycles of abuse that plague their community. Such programs are able to show teenagers — who are growing up and looking for avenues for self-actualization, individuality, and courage — that the best thing they can do to challenge the systems that are designed for them to fail is to refuse to "play the game" and veer away from institutional traps like drug abuse. Due to the recency of this design, the research surrounding it is inconclusive. Still, it establishes reason to be cautiously optimistic, highlighting the reduction in overdoses, death rates, and opioid abuse in children who received similar programs (Lopez; Slater et al.).

I am proposing a supplement to this model in the form of an extension of "Good Samaritan" laws into the public school system. "Good Samaritan laws" refers to a set of common, state-level laws that prevent criminal charges from being levied against those who report overdoses or other events that require immediate medical attention. For example, if two friends were doing fentanyl-laced drugs together, and one of them fainted, the second friend would not face legal penalties for calling an ambulance/police officer to the scene. These laws are repeatedly demonstrated by non-partisan think tanks to reduce overdose deaths and other irreversible harms significantly (US Government Accountability Office). Taking such laws a step further could yield similar results. If a student is bringing drugs on campus, struggling with abuse, etc., they should be offered care rather than suspensions/expulsions. Suppose a child is willing to report that they or a friend are struggling with abuse. In that case, they should be exonerated of any of the usual punishments associated and placed in a rehab program similar to those for adults who struggle with addiction. Drug addiction is a disease, not a choice, and treating it like a poor decision only makes it spread further and faster by encouraging failed strategies that model deterrence.

The models of drugs we currently have are remnants of a long bygone era that focused on hard-nosed deterrence, tough on crime strategies, and brutal penalization. An abundance of research has shown the inability of this strategy to translate towards material harm reduction. However, a transition towards a more hospitable method is possible and has demonstrated itself to be highly efficacious. The lives of hundreds of thousands are at stake, and rely on a fundamental change to the way we educate our young people on addiction and abuse.

References

Lopez, German. "Why Anti-Drug Campaigns like DARE Fail." *Vox*, Vox Media, 01 Sept. 2014, www.vox.com/2014/9/1/5998571/why-anti-drug-campaigns-like-dare-fail.

Rosenbaum, Dennis P., et al. "Cops in the Classroom: A Longitudinal Evaluation of Drug Abuse Resistance Education (Dare)" *Journal of Research in Crime and Delinquency*, vol. 31, no. 1, 01 Feb. 1994, pp. 3–31, doi.org/10.1177%2F0022427894031001001.

Slater, Michael D., et al. "Assessing Media Campaigns Linking Marijuana Non-Use with Autonomy and Aspirations: 'Be Under Your Own Influence' and ONDCP's 'Above the Influence.'" *Prevention Science: the Official Journal of the Society for Prevention Research*, vol. 12, no. 1, March 2011, pp. 12–22, doi.org/10.1007/s11121-010-0194-1.

Stobbe, Mike. "Opioid Epidemic Shares Chilling Similarities with Past Drug Crises." *STAT*, Associated Press, 29 Oct. 2017, www.statnews.com/2017/10/29/opioid-epidemic-shares-chilling-similarities-with-past-drug-crises/.

U.S. Government Accountability Office. "Drug Misuse: Most States Have Good Samaritan Laws and Research Indicates They May Have Positive Effects."*GAO-21-248*, 29 Mar. 2021, www.gao.gov/products/gao-21-248.

Warner, Margaret, et al. "Drug Poisoning Deaths in the United States, 1980–2008" *NCHS Data Brief*, no. 81, Centers for Disease Control and Prevention, Dec. 2011, www.cdc.gov/nchs/products/databriefs/db81.htm.

Washington Post. "Opinion | The Deadly Opioid Epidemic Is Getting Worse. It Must Not Be Forgotten." *The Washington Post*, WP Company, 02 May 2021, www.washingtonpost.com/opinions/the-deadly-opioid-epidemic-is-getting-worse-it-must-not-be-forgotten/2021/05/01/b71b81ba-a13f-11eb-a774-7b47ceb36ee8_story.html.

Williams, Patricia J. "The War on Drugs Is a War on Kids." *The Nation*, 13 Feb. 2013, www.thenation.com/article/archive/war-drugs-war-kids/.

The School to Prison Pipeline: An Exploration

Lucas Lobo

Lucas Lobo is a senior at Calvert Hall College High School in Baltimore, Maryland. He competes nationally in Policy Debate, where he has reached the late elimination rounds of several national tournaments and been ranked in the top 30 nationally. He is also the Founder and President of Calvert Hall's CASA (Court Appointed Special Advocates) Club, an organization that provides legal counsel and aid to children in the foster care system.

Between 1995 and 2010, juvenile incarceration rates decreased by 41%, according to *Vox*. Yet, at the same time, the number of out-of-school suspensions has been on a continual rise, increasing about 10% since 2000. There is a simple explanation for this phenomenon: in-school discipline efforts have overlapped with several out-of-school juvenile justice measures, creating what is known as the "School to Prison Pipeline." At first, this data flew under the radar as the public dismissed it as an inevitable outcome of police presence in schools for violent offenses. However, recent videos circulating on social media of police officers acting aggressively, untrained, and irrationally toward students in tandem with new policies being implemented at a state and local level prove that zero-tolerance approaches are wholly preventable. Instead, educators, parents, and communities across the nation have created durable solutions to the new wave of police violence.

What factors have caused the School to Prison Pipeline?

While there is no root cause of the School to Prison Pipeline, a few underlying factors have increased alongside the pipeline:

1) Zero Tolerance Policies.

In the 1990s and early 2000s, punitive measures in schools established a "ceiling" on the consequences for a particular action whereby administrators and teachers could evaluate the circumstances at hand and subsequently decide on a disciplinary effort. However, modern-day schools have undertaken a "floor" that automatically prescribes a harsh, minimum penalty for a

category of actions, regardless of the circumstances. Not only has this instilled an automatic presumption of guilt when a student is called to the front office, but it has also contributed to students missing valuable class time. Suspensions and expulsions are likely punishments for offenses, forcing families to undergo the tedious and difficult task of finding a new school and uprooting their daily schedule. Many experts in the educational field have analogized this pattern to incarceration efforts like mandatory minimums and collateral consequences in the criminal justice system, which require prisoners to serve a minimum sentence for certain offenses, regardless of context. In some extreme cases, the relationship between expulsions and criminal justice sentences is not even an analogy — police officers in schools often send students straight to juvenile court without prior deliberation with principals and vice-principals. The overlap of so many methods of retribution clearly demonstrates the modern existence and functioning of the school to prison pipeline.

2) School Disturbance Laws.

Similar to, although in some fashions distinct from, zero-tolerance policies, school disturbance laws are rules that students must follow to prevent disturbances in the classroom. This may include activities like physical or verbal altercations or threats to students and teachers. While on face, these may seem like proactive measures by school administrations, the waters are often muddied between what is and isn't considered a "disturbance." Nearly half of all U.S. states have school disturbance laws, but enforcement and penalties are far from uniform. This ambiguity leaves difficult decisions in the hands of ill-informed teachers and, if necessary, law enforcement officials. A clear example of this is Niya Kenny, a student at Spring Valley High School in Columbia, South Carolina. New to the school, Kenny was asked to hand over her phone to her algebra teacher and, rightfully confused, questioned the teacher's decision. Not long after, a sheriff's deputy was called to handle the situation, which led the situation to escalate out of control. Videos circulated on Snapchat and Instagram of the deputy acting aggressively towards the student, forcing the school district to launch press conferences and speak about the incident. Niya's case is far from an anomaly. According to *The Atlantic*'s report on students in the juvenile justice system, nearly "1,200 kids are charged with disturbing school in the state — some for yelling and shoving, others for cursing." The connection to the pipeline could not be more clear — the punishment for violating these laws is often time spent in juvenile detention facilities. Still, even without a comparable terminal punishment, the belligerency of police officers in schools is similar to the hostility of police officers out of schools.

3) Police Presence in Schools.

According to the University of Connecticut's School of Education, only 1% of schools reported having a law enforcement official on campus in 1975 compared to nearly 58% of schools reporting having a police officer on school grounds in 2018. This is no coincidence — the United States federal government has explicitly invested over $1 billion to increase police presence in schools and implicitly invested over $14 billion to advance community policing broadly, including at places of education. The resemblance is perhaps far more apparent to the criminal justice system than the aforementioned zero-tolerance policies: School Resource Officers, or SROs, are the juvenile equivalent to over-policing in urban, predominantly black neighborhoods. At first glance, one may assume that the increase in funding prevented large-scale acts of violence. However, enforcement of penalties originally under the jurisdiction of school administrations has shifted to police officers who discriminate racially. According to Aaron Kupchick, a professor of criminal justice at the University of Delaware, the most rigorous and comprehensive studies conclude that SROs have little to no causal relationship with reducing crime rates or preventing mass shootings. Furthermore, these studies conclude that, although crime and shooting rates have increased throughout the years, the response to this is far better suited in the hands of social workers, school psychologists, and teachers with de-escalation training.

These statistics not only demonstrate that other professions are more trained and prepared to handle these situations; they also demonstrate that SROs contribute to psychological trauma experienced by black and brown students, expanding the scope of implicit bias that students face in their day-to-day lives. Aaron Kuphick also notes that the mere presence of SROs on school grounds instills an educational atmosphere that is "more focused on law and order" and less focused on "social and emotional well-being" (Kupchick). Some form of reduction or elimination of SROs would also shore up the costly burden that school systems face maintaining police officers in school. At the very least, a reallocation of certain funds would allow better de-escalation training to a wider variety of cops. Another factor that increases the propensity of SROs to focus on law and order is the fact that very few students are aware of their legal rights. When SROs feel that there will be a more dampened form of potential consequences, they are more likely to circumvent traditional methods of arresting citizens. To counter these practices, efforts both in and out of the classroom should be explored to ensure students understand their rights when confronted with the police.

How has the School to Prison pipeline shifted with online learning?

Although the factors previously mentioned only occur in brick and mortar schools, the pipeline has undeniably adapted to COVID learning environments. Here are some of the ways that the pipeline has shifted:

1) Zoom Fatigue.

Virtual learning entailed reconceptualizing the ways that students across the country study and receive information. Instead of watching the teacher write notes on a whiteboard, students have to take notes from their computer screens. For some, this transition was seamless, but for other students, particularly those with learning disabilities like ADHD, ADD, and ASD, the switch consisted of struggles to maintain motivation and energy. This is what many experts have deemed "Zoom Fatigue," or a "physical and mental toll as a result of constant virtual meetings" (Fernstrom). This is especially true for education, because school is often a place to hang out with friends aside from actual lessons. The connection to the pipeline is evident in how teachers presuppose certain behaviors students would usually embody in regular school but not in online learning. A clear example of this is seen in Grace, a student from Beverly Hills, California. Grace was on academic probation prior to her school switching to an online format, but, as a student with ADHD, the change only made it more difficult for her learning patterns. Today, Grace stays in a juvenile detention center in Detroit, Michigan, not for committing a crime but for failing to complete her coursework in online learning. This demonstrates that, in many ways, the School to Prison Pipeline is worse in online school — all of the regular rules and expectations for students still exist, but now it is a far higher bar for students to meet. Furthermore, the pipeline has morphed to increase its harms on disabled students.

2) Police Presence in Homes.

No in-person school means no in-school police officers, but it would be foolish to assume that police presence and interference have disappeared. Instead, police presence has shifted to officers being sent to the homes of students. Similar to the reason police presence in schools may sound like a good idea, police presence in homes may sound intuitively appealing to prevent

instances of domestic abuse, child abuse, and other instances of violence. However, studies prove that not only are other professions like social workers and psychiatrists better suited to handle those situations, but such cases are a drop in the bucket of total police calls. Isaiah Elliot, a 12-year old black student in El Paso, Texas, was suspended for five days for having a Nerf gun in the background of his camera frame, which his teacher mistook for a legitimate weapon. Elliot's teacher also covertly consulted with the El Paso Police Department, and a group of officers showed up at Elliot's door. The parallels between events like these and the criminal justice system are perhaps more similar than in-person school: police officers are now called to unexpectedly show up to students' houses much like they would when an adult is suspected of committing a crime. In the instance of Elliot, police officers went to his family's house with very little evidence, much like how police warrants are obtained with very few legitimate suspicions, especially with black families.

Conclusion

The School to Prison pipeline is undeniably a new facet of American education, both in-person and virtual. The solution to these issues of SROs, hardline policies, and presumptions of guilt in online learning has already occurred in micro-level forms at the state and local levels. However, preventing the Pipeline altogether requires a unified collective to resist instances of police brutality. The first step to this, as with any social justice effort, is to spread often covert and under-the-radar information regarding the problem at hand. The statistics and accounts in this article demonstrate that pragmatic solutions to the Pipelines are well within reach.

References

Cole, Nicki Lisa. "What You Need to Know about the School to Prison Pipeline." *ThoughtCo*, Dotdash, updated 21 Oct. 2010, www.thoughtco.com/school-to-prison-pipeline-4136170.

Connery, Chelsea. "The Prevalence and the Price of Police in Schools." *Neag School of Education*, University of Connecticut, 27 Oct. 2020, education.uconn.edu/2020/10/27/the-prevalence-and-the-price-of-police-in-schools/.

Fernstrom, Madelyn. "Do You have 'Zoom Fatigue'? 7 Ways to Cope." *NBCNews.com*, NBCUniversal News Group, 16 Apr. 2021, www.nbcnews.com/know-your-value/feature/do-you-have-zoom-fatigue-7-ways-cope-ncna1264326.

Kupchik, Aaron. "Research on the Impact of School Policing." *EndZeroTolerance.org*, ACLU of

Pennsylvania, 04 Feb. 2021, www.endzerotolerance.org/single-post/2019/03/11/research-on-the-impact-of-school-policing.

National Children's Campaign. "The Virtual School to Prison Pipeline." *National Children's Campaign*, 15 July 2020, nationalchildrenscampaign.org/the-virtual-school-to-prison-pipeline/.

Nelson, Libby, and Dara Lind. "The School-to-Prison Pipeline, Explained." *Vox*, Vox Media, LLC, 24 Feb. 2015, www.vox.com/2015/2/24/8101289/school-discipline-race.

Peiser, Jaclyn. "A Black Seventh-Grader Played with a Toy Gun during a Virtual Class. His School Called the Police." *The Washington Post*, WP Company, 08 Sept. 2020, www.washingtonpost.com/nation/2020/09/08/black-student-suspended-police-toy-gun/.

Ripley, Amanda. "How America Outlawed Adolescence." *The Atlantic*, Atlantic Media Company, 11 Oct. 2016, www.theatlantic.com/magazine/archive/2016/11/how-america-outlawed-adolescence/501149/.

The Role of Educational Institutions and Mental Health in the Lives of Students

Enya Gu

Enya Gu is a senior at Nashua High School South, where she is the captain of her debate team. She has received regional and national awards in several events at the Technology Student Association competitions, and was a Bank of America Student Leader in 2021. She is the editor for many comic and novella publishing groups that have garnered over 2 million views. In her spare time, she loves to learn about policy issues, international and domestic.

Introduction

COVID-19 was, at first, thought to be nothing more than a small disease. When the first case of the disease in the United States was discovered, there was light panic, but few could possibly imagine how the country would be transformed in a matter of months. For the vast majority of K-12 students, a two-week break from school soon turned into a month, and then a full transition into online learning. School seemed to be the least of the country's worries as deaths soared across America. When fall came around again, most schools chose to remain at least partially online. Although many parents deeply wished for their children to return to complete in-person learning, the pandemic would simply not allow for that.

But what about the students? Students ranging from those in elementary to college have all faced extraordinary challenges, yet many policymakers have ignored how those challenges have affected the youth. In particular, even before the pandemic, the student population suffered from many mental health issues. The pandemic has only exacerbated this. A combination of online learning and staying cooped up at home has contributed to new or worsened stress, anxiety, and/or depression in many students. Yet, few schools have put in place policies to assist those suffering from mental health issues.

Mental Health for Young Students

Even before the pandemic, much of the young adult population suffered from mental health issues (Becker). Suicide was the lead cause of death for people ages 10-24 after unintentional injury, per the Center for Disease Control and Prevention (CDC). The pandemic aggravated these issues, and the effects were drastic. A survey conducted in the first few months of lockdown and remote learning showed 1 in 4 people ages 18-24 "seriously considered" suicide in the past 30 days (Czesler et al.), which is more than 6 times the prevalence of suicidal ideation in adults — about 4% (Piscopo et al.). In a different survey, 80% of college students said they experienced increased sadness and other negative emotions due to the COVID-19 pandemic ("COVID-19 Impact…"). Similar results extended these feelings beyond undergraduate students. A Canadian survey of students ages 12-18 reported increased stress and consequently behavioral concerns, including lack of focus and insomnia (Schwartz et al.). Overall, research has consistently placed young adults as the most vulnerable population for anxiety and depression (Becker).

As teenagers and young adults spend the majority of their time at educational institutions, schools and universities must offer mental health support for the students they serve. However, this is largely not the case. As many students struggle with mental health issues for the first time during the pandemic, with 21% of high schoolers feeling they could benefit from school-based mental health services for the first time (Prothero), schools are failing to respond. A large issue is that many students do not know where to seek help if they need it ("COVID-19 Impact…"). Only 64% of high schoolers who were learning remotely said they had a trusted adult to talk to if they were feeling stressed or having other problems, which was 20% lower than those attending school in-person (Sparks). A contributing factor may be that many faculty members are untrained to handle mental health issues (McKoy). According to a survey conducted by Boston University, less than 30% of their staff received such training, although 70% would like to (McKoy). The failure of schools to provide adequate mental health services, especially during a worldwide pandemic, is deeply troubling.

Hence, institutional changes are needed to combat the student mental health crisis. Though many schools have plans to return entirely in-person for the coming school year, in the event of continued online learning, schools need to ensure students have access to the same resources that they would have if they were at school. Schools should continue to offer meals to low-income students who need them and make sure students have the tools they need for online learning (North). Experts say that having stable access to food is one of the most

important factors for maintaining student mental health (Vox). As the pandemic led to record unemployment and a national recession, schools are one of the few places that can guarantee food to students who need it (Rakesh). Additionally, schools need to devise a plan for students that receive mental and/or behavioral services at school; they need to ensure that telehealth options are available and of the same quality as in-person services. Schools in North Carolina have experimented with telehealth focusing on physical illnesses to great success, and the same should be done with mental and behavioral services (Wicklund). While the economy will improve and schools may return in person, the necessity of some assistance from schools may diminish. However, even solely having options available for struggling students and their families will be of great help in the future, especially if similar emergencies happen.

The Path Forward

Educators also have an important role to play. Some students are not confident enough to voice their concerns, which means teachers need to be perceptive about the behavior of their students. Erratic behavior, fatigue, and signs of discomfort can all indicate a student experiencing distress (Becker). Faculty should also receive training regarding student mental health, including in mental health disorders, behavior management, and social skills (Moon et al.). This would allow them to quickly identify and assist students suffering from deteriorating mental health. Such training is doubly important for distanced learning, where it is more difficult to assess students' well-being, and teachers require support and training.

Of course, teachers should not have to shoulder the burden of managing student mental health alone. Schools need dedicated staff, such as counselors and psychologists, to help students (Prothero). Resources need to be available to students, and they need to be made known, which, lamentably, they are not now (Sparks). Administrators can create online programs to spread awareness and help students online, as well as educate parents and students about practices and programs for mental well-being (Becker). Parents can assist in this process as well by creating conducive learning environments for their children at home and knowing where to seek help (Becker).

Such drastic change would not be without its costs. Luckily, some schools and districts have already committed to using some of their federal relief money for hiring more mental health staff (Prothero), and more should follow suit. They could also use some of the funds to create more mental health programs, invest in telehealth, and train faculty members, as

advocated for earlier (Prothero). Institutions can also seek volunteers and form partnerships with local organizations, potentially cutting costs (Prothero). At the very least, schools can send out surveys, which are a cost-effective way to gauge student mental health needs (Prothero).

Conclusion

There is much to be done when it comes to student mental health. At all levels of schooling, the current educational system is not well equipped to handle mental health issues. Educators need to institute more resources and programs to help struggling students, especially because of the unprecedented pandemic and how it has exacerbated existing mental health problems. By spending more time and resources on assisting students, schools can drastically change the way they handle the mental health of students and create a better environment for the next generation.

References

Becker, Marty Swanbrow. "Educators Are Key in Protecting Student Mental Health during the COVID-19 Pandemic." *The Brown Center Chalkboard*, The Brookings Institution, 24 Feb. 2021, www.brookings.edu/blog/brown-center-chalkboard/2021/02/24/educators-are-key-in-protecting-student-mental-health-during-the-covid-19-pandemic/.

CDC. "10 Leading Causes of Death by Age Group, United States - 2017." National Center for Injury Prevention and Control, 2017, www.cdc.gov/injury/wisqars/pdf/leading_causes_of_death_by_age_group_2017-508.pdf.

"COVID-19 IMPACT ON COLLEGE STUDENT MENTAL HEALTH." Active Minds, Apr. 2020.

Czeisler, Mark É, et al. "Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic — United States, June 24–30, 2020." *Morbidity and Mortality Weekly Report*, vol. 69, no. 32, U.S. Department of Health and Human Services, 14 Aug. 2020, pp. 1049–1057. dx.doi.org/10.15585/mmwr.mm6932a1.

Kochhar, Rakesh. "Unemployment Rose Higher in Three Months of COVID-19 than It Did in Two Years of the Great Recession." *Pew Research Center*, Pew Research Center, 26 Aug. 2020, www.pewresearch.org/fact-tank/2020/06/11/unemployment-rose-higher-in-three-months-of-covid-19-than-it-did-in-two-years-of-the-great-recession/.

McKoy, Jillian. "Faculty Are Gatekeepers of Student Mental Health." Boston University School of Public Health, 13 Apr. 2021, www.bu.edu/sph/news/articles/2021/facultys-dual-role-as-gatekeepers-of-student-mental-health/.

Moon, Jungrim, et al. "Educators' Perceptions of Youth Mental Health: Implications for Training and the Promotion of Mental Health Services in Schools." *Children and Youth Services Review*, vol. 73, Elsevier

BV, Feb. 2017, pp. 384–391. doi.org/10.1016/j.childyouth.2017.01.006.

North, Anna. "Remote School Has Kids Isolated and Stressed. Here's How to Help." *Vox*, Vox Media, LLC, 10 Sept. 2020, www.vox.com/21429008/kids-covid-19-schools-students-remote-stress.

Piscopo K, Lipari RN, Cooney J, Glasheen C. Suicidal thoughts and behavior among adults: Results from the 2015 National Survey on Drug Use and Health. NSDUH Data Review; Department of Health & Human Services, 2016.

Prothero, Arianna. "Mental Health Problems Loom for the COVID Generation. Here's What Schools Can Do." *EdWeek.org*, Education Week, 24 May 2021, www.edweek.org/leadership/mental-health-problems-loom-for-the-covid-generation-heres-what-schools-can-do/2021/05.

Schwartz, Kelly Dean, et al. "COVID-19 and Student Well-Being: Stress and Mental Health during Return-to-School." *Canadian Journal of School Psychology*, vol. 36, no. 2, SAGE Publishing, June 2021, pp. 166–185. doi.org/10.1177/08295735211001653.

Sparks, Sarah D. "Data: What We Know About Student Mental Health and the Pandemic." *EdWeek.org*, Education Week, 31 Mar. 2021, www.edweek.org/leadership/data-what-we-know-about-student-mental-health-and-the-pandemic/2021/03.

Wicklund, Eric. "School-Based Telehealth Makes Health a Priority for TEACHERS, PROVIDERS." *MHealthIntelligence*, 17 Jan. 2020, mhealthintelligence.com/features/school-based-telehealth-makes-health-a-priority-for-teachers-providers.