

Teacher's Strike

NEWS RELEASE

WILLIAM DONALD SCHAEFER
OFFICE OF THE MAYOR
230 CITY HALL

FOR RELEASE: THURSDAY, FEBRUARY 21, 1974, 3:30 p.m.

In an effort -- a heartfelt and sincere effort -- to show good will, and to do everything that we can in good conscience do to arrive at a settlement of the current teachers' strike, I have today taken an action of considerable importance.

I have asked that the hearing on a possible contempt citation against the striking Public School Teachers Association, scheduled for tomorrow, be postponed.

Judge James W. Murphy has agreed with my request, and has delayed that court action. The hearing has been re-set by Judge Murphy for next Wednesday morning.

I hope that it will not be necessary to obtain a contempt citation. The additional time between tomorrow and next Wednesday will give all of us -- the striking teachers, the school system, the parents and citizens of Baltimore -- some more time to consider the critical position in which we find ourselves.

I want to emphasize that the action I have taken, in seeking a postponement of proceedings which would end in a contempt citation and probably in fines against the PSTA, is being taken to underscore the fact that the city wants to exhaust every possible means, use every possible moment, and use every possible restraint, in seeking a settlement of what has come to be a tragic situation.

(MORE)

The tragedy affects, most of all, our children, our school system and everyone who lives in this community.

I am distressed that the school teachers strike is getting out of perspective.

It is coming to be regarded as a confrontation, which one side is going to win, and which the other side will lose.

If we look at the strike that way, the only thing that we can ensure is that all of us will lose.

If we look at this as a confrontation between two forces, we are losing sight of what is really the source of the problem we face.

This is the fact that the City simply does not have the money to meet the demands for an 11 percent pay increase, being made by the teachers.

I think that all too many people are losing sight of a very important fact: increased wages are going to mean increased taxes. And the more that we increase wages, the more that taxes will go up.

It is not simply a matter of being nice and coming up with the money to settle the strike. The money is going to have to come from someplace --- and that someplace is from our own taxes.

I can raise money for meeting the teachers demands by other means than raising taxes. I can cut city services.

(MORE)

But where do we cut? Police, fire, garbage collections? To cut these would do damage to the City that I am sworn as Mayor to protect.

I want to repeat that the offer the City has made to the striking teachers is a full and fair one. It will provide the teachers with a 3 percent raise for the current year, and 5.5 percent for next year. It will cost us, over the next two years, 11 million dollars to finance it. It would represent about 18 cents' increase in the property tax rate, for the teachers alone.

There is still time for all of us to stop and think about where we are, and what we are doing --- to ourselves, to the children attending our schools, and to our City.

The Baltimore delegation to the General Assembly is working hard to try to get help for the City. They are doing all they can. Now is the time for all of us to support those efforts. We must make it clear to the Governor, to the Legislature, and to our fellow Marylanders that Baltimore needs and deserves help in meeting the crisis that faces us.

We must make them realize that this is not just Baltimore's problem-- it is Maryland's problem, because this crisis threatens the well-being of the City that is the economic, commercial and cultural center of this state.

I hope that the teachers who are on strike will re-consider our fair, and generous, offer, just as I have re-considered going into court tomorrow.

#

POSITIVE DIRECTIONS FOR QUALITY EDUCATION MEETING

Walbrook High School Auditorium

Monday, March 4, 1974

7:00 - 9:00 p.m.

Sponsored by:

The Walbrook Community Council

Baltimore Urban League

Chi Delta Mu

Fairmount Associates

Greenlawn Neighborhood Association

Me-Do-So- Club

Mt. Holly Improvement Association

Rosemount Improvement Association

Walbrook Civics Club

Walbrook Community Association

Winchester Improvement Association

Winchester Neighbors Club

Windsor Hills Neighbors

P.T.A.'s and S.P.T.A.'s of Region 7

Region 7's School Listing

Elementary

<u>No.</u>	<u>Name</u>	<u>Address</u>
28	William Pinderhughes	Laurens St. & Fremont Ave.
29	Matthew A. Henson	1600 N. Payson Street
30	George Street	601 Brune Street
63	Rosemont	2777 Presstman Street
67	Edgewood	1900 Edgewood Street
157	Robert Brown Elliot	Carey and Gold Streets
27	Gilmore	1311-21 N. Gilmore
112	William M. Alexander	1330 Laurens Street
119	John H. Murphy	1000 N. Gilmore Street
132	Fannie Jackson Coppin	1114 N. Mount Street
138	Robert Fulton	1807 Harlem Ave.
142	Robert W. Coleman	2201 Walbrook Ave.
144	James Mosher	1000 Wheeler Ave.
145	Alexander Hamilton	800 Poplar Grove Street
202	Lafayette	850 Braddish Avenue
217	Belmont	1406 N. Ellamont Street

Secondary

75	Calverton	1100 Whitmore Avenue
411	Walbrook	2000 Edgewood Street
430	Frederick Douglass	2301 Gwynns Falls Pkwy.
454	Carver	2201 Presstman Street
181	Houston-Woods	1601 N. Calhoun Street
301	William S. Baer	2001 Warwick Avenue
303	Upton	811 W. Lanvale Street

Sub-Council Organization

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
28, 112	30, 138	29, 202	67, 411
157, 181	454, 303	144, 75	301, 450
107, 142	119, 132	145, 63	301A, 217

Community and Student Affairs Team Region 7

Yancy Whittaker, Regional Specialist	Ms. Aliya Cotel,
John I. Crooms - Educational Specialist	Ed. Associate

Positive Directions For Quality Education

Purpose: To Highlight Positive Action

Theme: Priorities for Quality Education in Baltimore City

Greetings and Introduction

of Participants Colyn Harrington,
Chair-Walbrook Community
Council Education Comm.

State Legislators Clarence Blount, Senator
Verda Welcome, Senator
John W. Douglass, Delegate

City Government Mayor William D. Schaefer
Walter Orlinsky, President
of City Council
Alexander Stark, Chairman
Education Committee

Education Department John Walton, President
Board of School
Commissioners
Roland N. Patterson,
Superintendent of
Public Instruction
Jeffery A. Moss, Supt.
of Region VII

Moderator Mary B. Adams, Council-
woman, 4th District

Presentation of Ed. Needs... Mildred Forehand, Chairman
Response from Participants of Walbrook Community
Questions from Audience Council

Summary - Positive Actions. John Ferron, Exec. Director
of Balto. Comm. Relations
Commission

Appreciation Violet Lindsay, Parent Rep.

Positive Actions

1. If your group has not done so, organize an Education Task Force to work on promoting the budget. Work to promote other measures for quality education.
2. Register your Education Task Force with Region 7's Community and Student Affairs Team and with your school's sub-council in order that all efforts will be coordinated and your group will receive information.
3. Communicate with Mr. Charles L. Benton, Baltimore City treasurer, by March 11, 1974 to let him know that your group supports the budget.
4. Communicate with the Board of Estimates before March 21, 1974. Send letters, telegrams, etc. Arrange to have a representative at the public hearing.
5. Request an audience with the Baltimore City Council before April 12, 1974. Call Mr. Orlinsky. Send letters and telegrams in support of the budget.
6. Visit your school. Participate in programs and activities. Be an active member of the organizations that serve the school. Point out positive directions for quality education.
7. Have your group draw up its plan of positive action for quality education. List the specific actions that you will take. Get the endorsement of citizens, parents and students. Send copies of your plan to Community and Student Affairs Team. Publicize your plan.

PARENTS

ACT

NOW

FOR

YOUR

CHILDREN

COMMITTEE

Earl Jones	John Feathers
Isiah White	Louise Murphy
Carrie Staten	Horace Ashby

SUPPORTING MEMBERS

TOTAL REGION #8 STAFF

PARENTS ACT NOW FOR YOUR CHILDREN

T O P I C - NO SCHOOLS, NO VOTES, NO SECOND TERMS

PRESIDING Carrie O. Staten
Joseph H. Lockerman Sch. #100

OVERVIEW Mr. Earl Jones
Assistant to Regional
Superintendent

STUDENT SPEAKERS

Elementary Earl Jones
Joseph H. Lockerman Sch. #100

Junior High Yvonne Rosenborough
Gwynns Falls Park Sch. #91

Senior High Joseph Bradley
Edmondson, High Sch. #400

Seniors Annie Hanson, Patricia Spriggs,
David Woodbine
Southwestern High Sch. #412

SONG 4 HAS ANYBODY HERE SEEN OUR TEACHERS?

PARENT SPEAKERS Mrs. Willa Dickerson
Mrs. Frances Graham

SONG 2 ARE YOU SLEEPING?

TEACHERS Dr. Joseph Atenson - Sch. #412
Mr. Rodger Mills - Sch. #4

ADMINISTRATOR Mr. Isiah White - Sch. #91

"Where We Go From Here And Why"

REGION #8 SUPERINTENDENT Dr. Neubert Jaffa

SONG 1 MARCHING TO PRETERIA

EXPLANATION OF REGION #8 MASS MARCH
IN SUPPORT OF TEACHERS Mr. Isiah White

MASS MEETING

WHO SHOULD ATTEND? E V E R Y B O D Y!

CHILDREN ORGANIZATIONS
PARENTS CITIZENS

BRING SOME SIGNS, BANNERS - ASSEMBLE IN SCHOOL GROUPS

ASSEMBLE AT REGION #8 OFFICE

THURSDAY, MARCH 7, 1974

12:00 NOON

PURPOSE: TO MARCH TO CITY HALL AND HOLD RALLY OUTSIDE
OF MAYOR'S OFFICE

CLOSING OF WEDNESDAY'S MEETING Carrie Staten

CHEERS Edmondson's Cheering
Squad

SONG We Shall Overcome

* * * * *

(NOTE) Immediately following this meeting, there will be a letter
writing session in the cafeteria. Please take time to come,
Write your letter now! We have all the materials you need.

THANK YOU - WE NEED YOUR
SUPPORT!

(LOCATION OF REGION #8 OFFICE - 226 North Carrollton Avenue

S O N G S

(1)

Tune - Marching to Pretoria

I'm with you and you're with me
And so we are all together,
So we are all together,
So we are all together.
Sing with me, I'll sing with you,
And so we will sing together
As we march along.

We are marching for the children,
the parents, the teachers,
We are marching for the people,
We're marching, marching, on.

(2)

Tune - Are You Sleeping?

Are you sleeping, are you sleeping?
Mayor Don, Mayor Don?
Educate our children
Educate our children,
Right on! Right on!

(4)

Tune - Abraham, Martin and John

Has anybody here seen our dedicated
teachers?
Can you tell me where they're gone?
They taught a lot of children
And they helped a lot of people
I just looked around and they were
gone.

(3)

Tune - We Shall Overcome

We shall overcome, we shall
overcome,
We shall overcome someday.
Oh deep in my heart, I do
believe
We shall overcome someday.

We will fight with you
Teachers, 'til you win,
We will fight with you today.
Oh, deep in my heart, I do
believe
We shall overcome today.

Black and white together,
Black and white together,
We shall overcome someday.
Oh deep in my heart, I do
believe
We shall overcome someday

NEWS RELEASE

WILLIAM DONALD SCHAEFER
OFFICE OF THE MAYOR
230 CITY HALL

FOR RELEASE: MONDAY, FEBRUARY 4, 1974 - 10 A.M.

The bargaining agent for the Baltimore Public School Teachers --namely the Public School Teachers Association, Incorporated--- has officially called a strike against the Baltimore City Public Schools.

Under the laws of the State of Maryland, strikes by public employees are prohibited, and the strike that has been called is thus illegal. This morning, at my direction, the Law Department of the City of Baltimore went into court and obtained an injunction which orders a halt to the strike and the picketing activities that are now in progress.

Copies of this injunction are currently being served upon all organizations and individuals who are participating in this strike. Intensive negotiations designed to obtain a settlement were carried on--day and night--by representatives of the School Board, the Labor Commissioner, and teacher representatives.

It was my sincere hope, and the hope of everyone in this community, I am sure, that we would be spared the misfortune of a strike. I am sure that all of us will agree that a prolonged strike by Baltimore City Public School teachers would be detrimental to our entire City...but the greatest detriment would be to those 186,000

(more)

children who attend our public schools.

Dr. Patterson informed me this morning that all Baltimore City Public Schools are open. As Mayor, I will make every effort to keep the schools in operation and to ensure the safety of all children and staff.

I would hope, however, that the injunction will be honored by our school teachers, and that they will promptly return to their classrooms.

All City agencies--including the Department of Recreation and Parks, the Mayor's Office of Manpower Resources, Model Cities-Community Action Agency, the Enoch Pratt Free Library and its branches, and others--are making their facilities available to any of our school children who may be kept from classes as a result of this walk-out. Reports indicate that numerous items are being negotiated, including teacher rights, work load and other working conditions which can be categorized as both financial and non financial issues.

Recent developments, which were beyond the control of the City, will make our future financial position even more difficult.

It is important, therefore, that the negotiators keep these factors in mind, and thus hold their demands in line with the City's ability to meet them.

It is my earnest desire that both sides continue negotiations, in order that this dispute may soon be resolved, and the business of educating our youth may proceed.

#####

S U P P O R T O U R S C H O O L S

If You Support Quality Education
For
All Children in Maryland

JOIN US FOR A MARCH ON ANNAPOLIS

-----Baltimore City Public Schools need money to pay our teachers and
improve the quality of our children's education

-----We demand that the State Government give us the necessary funds
to solve the Baltimore City School Crisis

WHEN: February 18, 1974

WHERE: State House

TIME: Buses to leave Baltimore 6:00 P.M.
Rally at Annapolis 7:00 P.M.
Departure 9:00 P.M.

TRANSPORTATION: Buses will leave from and return to various Baltimore
locations, arranged by your local P.T.O. or P.T.A. President.
Contact local P.T.O. or P.T.A. for fares, times, etc.

NAME _____

ADDRESS _____

PHONE _____ SCHOOL _____

I NEED TRANSPORTATION _____

I WILL ARRANGE TRANSPORTATION FOR MY SCHOOL _____

If you need help with transportation, call:

Sue Kleinberg
664-0181

Eddie Montgomery
367-8969

BALTIMORE CITY'S SUGGESTED PROGRAM FOR STATE ACTION:

1. Full State funding of education
2. State assumption of teachers' salaries
3. Density aid (education) from \$50 per child to \$100 8.8M
4. Repeal of local government contribution to State 6 M
hospital care program
5. State aid for police protection - increase ceiling 10 M
from \$55 to \$80 per capita
6. Earnings tax (1%) 40 M
7. Assessment basis (rollback) 6 M
8. Full funding of judiciary costs of State's 2.5M
Attorneys and Sheriffs' Office
9. Immediate assumption by State of all social 2.8M
services costs
10. Upward revision of State aid to education .7 M
formula from \$610 to \$624
11. Dedication of surplus lottery funds to education
12. State aid to the Enoch Pratt Central Library, 1 M
designated the State Library Resource Center

CITY BUDGET - FY 1974

Total City budget	\$ 1,158,563,654	
Less Capital budget	- 405,516,000	
	<hr/>	
Operations budget	\$ 753,047,654	
Salaries and wages (all employees)	\$ 388,350,287	
Fring benefits (Blue Cross, etc.)	+ 50,054,006	
	<hr/>	
Total	\$ 438,404,293	- THIS IS 5 THE BUDGET

DEPARTMENT OF EDUCATION

Operating Budget	\$ 218,762,330	- This is 2 City's op tions bud
Salaries and wages	\$ 156,445,705	
Fringe benefits (Blue Cross)	+ 7,959,283	
	<hr/>	
Total salaries, wages & benefits	\$ 164,404,988	- This is 7 of operat budget.

WHERE DO WE GET OUR EDUCATION FUNDS?

OPERATING BUDGET

State of Maryland	\$ 81,110,000	(excluding pens
Special funds for special programs (Federal and State)	36,887,710	
City of Baltimore	100,659,620	
Miscellaneous	+ 105,000	
TOTAL	\$ 218,762,330	

The City tax rate for education is \$2.22 - or 38% of the City's property tax rate is allocated for schools.

City Tax Rate for...

Education	\$2.22
Public Safety	1.26
Hospitals	.13
Social Services	.23
Library	.11
Sanitation	.22
All Others	<u>1.66</u>
	\$5.83

In order to remain where we are, at the present level of services, without any decrease in the present budget, or any labor negotiations cost:

REVENUES

Revenue-sharing, growth, etc.	\$22 million available
Loss due to assessment rollback	<u>\$ 6 million (-\$.20)</u>
	\$16 million

BUILT-IN INCREASES

Personnel, debt service, etc.	\$22 million
Loss M. V. F.	4 million (-\$.13)
LEAA funds and expiration of programs	<u>2 million (-\$.03)</u>
	\$28 million

Thus, with \$28 million in built-in increases, and only \$16 million added revenue to meet them, the City confronts a \$12 million deficit. This \$12 million deficit translates into an additional 36¢ on the tax rate, just to maintain the present level of services without any increases in budget or added labor costs.

INCREASED LABOR COSTS: Salaries without any
other increases in budgets

Current City Tax Rate \$5.83

11% wage increase - costs \$33 Million --increases tax rate \$1.10 -
to \$6.93

40% wage increase - costs \$120 Million - increases tax rate \$4.00
to \$9.83

Each 1% cost is 3 million dollars, or a 10-cent increase in the
tax rate.

Every increase in the City budget of \$300,000 means one additional
cent on the tax rate.

COMPARISON OF TAX RATES IN MARYLAND SUBDIVISIONS

	<u>1968/69</u>	<u>This Year</u>
Baltimore County	\$3.47	\$3.29
Anne Arundel County	2.89	2.59
Howard County	2.60	2.50
Carroll County	2.30	2.56
Harford County	2.16	2.66
Baltimore City	4.74	5.83
Montgomery County	2.65	3.37
Prince Georges County	2.88	2.58

WHY IS CITY TAX RATE HIGHER THAN COUNTY?

Answer: Cost of services in an urban setting is higher

PER CAPITA COST OF SERVICES - 1973

	Police	Fire	Sanitation	Recreat and Pa
Baltimore City	\$ 76	\$ 40	\$ 49	\$ 23
Baltimore County	23	14	14	6
Anne Arundel County	23	15	6	3
Howard County	28	19	30	10
Harford County	4	1	7	9
Carroll County		2	4	2

Teachers' Salary Schedules: Maryland Public Schools: 1973-74

Bachelor's Degree (Standard Professional Certificate)

	Local Unit					Prince George'
	Anne Arundel	Baltimore City	Baltimore	Howard	Harford	
1	\$ 8,152	\$ 7,750	\$ 7,900	\$ 8,025	\$ 8,200	\$ 8,080
2	8,634	8,000	8,230	8,450	8,594	8,565
3	9,117	8,650	8,778	8,875	8,987	9,050
4	9,601	8,900	9,216	9,300	9,381	9,534
5	10,111	9,550	9,655	9,725	9,774	10,100
6	10,594	9,850	10,094	10,150	10,168	10,666
7	11,077	10,150	10,643	10,575	10,562	11,150
8	11,560	10,450	11,191	11,000	10,955	11,635
9	12,043	10,750	11,741	11,425	11,349	12,120
10	12,526	11,100	12,289	11,850	11,742	12,605
11	13,037	11,450		12,275	12,136	13,090
12		11,800		12,700	12,530	13,574
13		12,150			12,923	14,059
14		12,500			13,317	
15				13,125	13,710	
16		13,200	12,789			
17				13,550		14,302
18	13,520		13,289		14,010	
19				13,975		14,625
20			13,789		14,310	
21			14,289		14,610	

Parents, we love you,
and we need your help!

Parents rally around cause of striking schoolteachers

Sympathetic mothers joined the picket line at Yorkwood Elementary School, in the 1500 block of Yorkwood road, and served teachers coffee and doughnuts out of a paneled van parked in front of the school.

"Our teachers are lovely people," said Grace K. Dinsmore, the mother of an 8-year-old student and an organizer of the support team. "If they walk out there's a reason for it. They're worth every penny they can get."

Parents from Northeast Baltimore Parent Teacher Associations were circulating letters last night asking parents to contact their legislators.

Delegate's View
Delegate Paul Weisengoff, (D., 6th) head of the city delegation, claimed that if I'm convinced that the mayor's future programs do not include education, I'd be the first to be adamantly opposed to any other programs until education is taken care of."

The city teachers strike may be one of the greatest mobilizers of parent action in many a year.

A squad of mothers from Yorkwood Elementary School, 5391 Yorkwood road, was moving from school to school in Northeast Baltimore yesterday morning, joining teachers on picket lines.

"When Yorkwood teachers walk, there's got to be a big reason," read a sign carried by Mrs. Donald McAnany, the Parent-Teacher Association president.

Parents of students enrolled at Highlandtown Elementary School, 231 South Eutaw street will be up early this morning, picketing bus

stops. Their children are being transported temporarily to a school on Frankford avenue while a new Highlandtown is under construction.

"We're fearful of our children in the learning process," said Betty Deacon, a Highlandtown parent representative. "They're not learning; they're watching films and coloring. We feel that they're being punished by going to school."

Probably the most successful example is at John Ruhrah Elementary School, in the area known as "The Hill," between Dundalk and Highlandtown.

Three generations in the family of Mrs. Joseph Kupid-

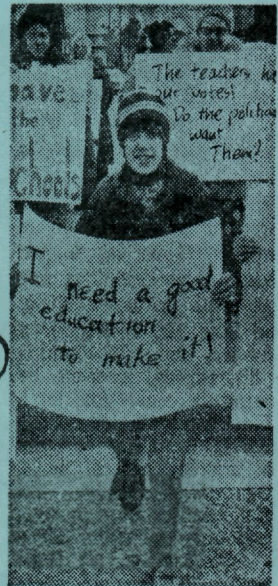
owski were picketing the school yesterday. Mrs. Kupidowski, who has nine grandchildren, was carrying a sign reading:

"Grandmothers are concerned, too."

Her daughter Dolores Hadel, declared, "No teachers and no substitutes, and as far as we're concerned, no kids are going into that school. I'm one of the substitutes."

"I don't appreciate the heat being on in that building when my thermostat is turned down, and I don't appreciate buses pulling up here with two children on them."

At other city elementary much the same. Parents,



At Hazelwood

children and teachers picketed Hazelwood Elementary School.

"Our parents are keeping our children away in sympathy with the teachers' cause," said Joan M. Larchiuta, president of the Hazelwood Parent, Teachers and Student Association. "The teachers have been pushed to the limit."

"Those who are saying the teachers are due the money—I agree," the Mayor said.

Please - call, write, or wire

Mayor William Donald Schaefer
City Hall, Baltimore, Md. 21202
phone: 396-3100 or 945-5559

PUBLIC SCHOOL TEACHERS ASSOCIATION, INC.

Bulletin #2 from Financial Assistance Committee of PSTA



INTEREST-FREE LOAN INFORMATION

THE UNITED TEACHING PROFESSION will provide INTEREST-FREE LOANS for the duration of the strike.

ELIGIBILITY:

- * All Baltimore City Teachers on strike - regardless of affiliation.
- * Picket Captains at your school must verify the dates and days you were on strike.

WHEN TO APPLY:

Three (3) days after receipt of your last pay check.

WHERE TO APPLY:

Applications may be obtained from Picket Captains or from PSTA Headquarters - 106 East Chase Street.

AMOUNT OF LOAN:

- * \$300.00 per striking teacher - INTEREST-FREE.
- * Interest on these loans will be paid by THE UNITED TEACHING PROFESSION.
- * Loans must be repaid within one (1) year from the date the strike ends.

BRING YOUR COMPLETED APPLICATION TO:

PSTA Headquarters
106 East Chase Street
Baltimore, Maryland 21202

Bulletin #3 will be in your hands soon! It will also include specific information from the Credit Union.

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February 11, 1974

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Executive Director

TRAVIS W. VAULS

Mrs. Marguerite J. Campbell
24 S. Abington Avenue
Baltimore, Maryland 21229

Dear Mrs. ^{margaret} Campbell:

Thank you for our recent receipt of your check of \$5.00 renewing your membership in the League. In response thereto, I enclose a membership card and a receipt.

The Baltimore Urban League is most grateful for your confidence in our programs as evidenced by your continuing tangible support.

The staff joins me in continuing to strive to justify your confidence in us.

Cordially yours,

Travis W. Vauls
Executive Director

sng

Enclosures

Contributions to the
Baltimore Urban League
are tax deductible



MEMBER AGENCY OF

FEBRUARY 14, 1974

URGENT!

URGENT!

URGENT!

DEAR PARENTS:

I AM SEEKING TO GAIN THE SUPPORT OF ALL THE PARENTS OF STUDENTS ATTENDING SCHOOLS NO. 71 AND 73. WE, AS PARENTS, FOR TOO LONG HAVE BEEN SLIGHTED AND ON OCCASIONS HAVE BEEN LEFT OUT OF THE DECISIONS THAT GOVERN OUR CHILDREN'S LIVES. FOR TOO LONG WE HAVE BEEN CONTENT TO LET SOMEONE ELSE DO THE WORK. I AM HERE TO INFORM YOU THAT BECAUSE OF THIS DECISION WE ARE IN THE PREDICAMENT THAT NOW CONFRONTS US. WE, AS PARENTS, NEED TO UNITE IN ORDER THAT WE MAY HAVE SOME SAY IN THE DECISIONS THAT EFFECT OUR CHILDREN'S LIVES. I AM SPECIFICALLY REFERRING TO THE AMOUNT OF MONIES THAT ARE ALLOCATED ANNUALLY FOR THEIR EDUCATION. ON SUNDAY, FEBRUARY 24, 1974 AT 2:00 P.M. AT ST. JOSEPH'S MONASTERY SCHOOL, LOCATED AT THE CORNERS OF OLD FREDERICK ROAD AND MORLEY STREET, THERE WILL BE A MEETING OF THE CONCERNED PARENTS. I IMPLORE YOU TO TAKE TIME OUT FROM YOUR BUSY SCHEDULES AND ATTEND THIS IMPORTANT MEETING.

YOURS TRULY,

MRS. BEVERLY CARTER
A CONCERNED PARENT

JANUARY 2-5 TO CONSERVE FUEL. WITH THIS FACT IN MIND, IS THERE AN IOTA OF LOGIC IN WASTING HEATING FUEL AND ELECTRICITY IN OVER 200 LARGE SCHOOL COMPLEXES, WHILE ONLY 10% OF THE PUPILS ARE ATTENDING? WHILE THE PEOPLE OF OUR COUNTRY ARE BEING ASKED TO SET THEIR THERMOMETERS BACK, MAYOR SCHAEFER, DR. PATTERSON AND THE SCHOOL BOARD ARE INDISCRIMINATELY WASTING LARGE AMOUNTS OF ENERGY FOR NO APPARENT REASON.

THE ARGUMENT THAT MAYOR SCHAEFER, DR. PATTERSON AND THE SCHOOL BOARD ARE ACTUALLY SAVING MONEY BY KEEPING THE SCHOOLS OPEN IS NOT REALISTIC. IT HAS BEEN INTIMATED THAT THE AMOUNT OF MONEY THE CITY IS SAVING BY KEEPING THE SCHOOLS OPEN AND NOT PAYING THE STRIKING TEACHERS WILL MORE THAN MAKE UP FOR THE ENORMOUS AMOUNTS OF ENERGY BEING WASTED. THIS IS, OF COURSE, RIDICULOUS SINCE THE TEACHER NEGOTIATING TEAM HAS STATED THAT THE TEACHERS WILL NOT RETURN TO THE CLASSROOMS UNLESS THEY ARE COMPENSATED FOR THE DAYS LOST STRIKING. THEY HAVE ALREADY UPPED THE ANTE FOR THIS YEAR'S CONTRACT FROM 3% TO 5% TO COVER THE LOST DAYS. SO, IF MAYOR SCHAEFER'S STRATEGY WAS THUS INTENDED, IT CERTAINLY HAS BACKFIRED.

ALL OF THESE SEEMINGLY ILLOGICAL PROBLEMS COULD HAVE BEEN RESOLVED BY THE CLOSING OF THE SCHOOLS. THE STUDENTS WOULD MAKE UP ANY DAYS LOST DURING THE SUMMER. THE TEACHERS WOULD ALSO MAKE UP THE LOST WORKING DAYS AND LOST PAY DURING THE SUMMER. THE WASTING OF FUEL AND ELECTRICITY WOULD BE AVOIDED.

AND SO AS THE QUESTION HAS BEEN RAISED SO TOO IS IT INCUMBENT ON THE MAYOR, DR. PATTERSON AND THE SCHOOL BOARD TO ANSWER TO THE TAXPAYERS, PARENTS, CHILDREN AND TEACHERS OF BALTIMORE CITY.

THIS STATEMENT HAS BEEN DRAFTED BY THE CONCERNED TEACHERS AND PARENTS OF BALTIMORE CITY.

BOARD HAVE OVERLOOKED IS THAT OUR COUNTRY IS CURRENTLY IN THE TH

ORIGIN. IN FACT, THE SCHOOLS WERE CLOSED OFFICIALLY FOR THREE EXTRA DAYS FROM

WHY ARE THE SCHOOLS OPEN?

THE ABOVE QUESTION IS ADDRESSED TO MAYOR SCHAEFER, DR. PATTERSON AND THE SCHOOL BOARD OF BALTIMORE CITY.

DURING THE CURRENT BALTIMORE TEACHERS STRIKE, THE POLICY OF MAYOR SCHAEFER, DR. PATTERSON AND THE SCHOOL BOARD MUST BE BROUGHT UNDER CLOSE SCRUTINY. WITH MORE THAN 85% OF THE PUPILS AND TEACHERS NOT REPORTING TO SCHOOL, IT IS BECOMING INCREASINGLY EVIDENT THAT THE SCHOOL CHILDREN OF BALTIMORE CITY ARE BEING DEPRIVED OF THEIR RIGHT TO PUBLIC EDUCATION.

THE STATE LAW OF MARYLAND STIPULATES THAT EVERY MARYLAND SCHOOL SYSTEM MUST PROVIDE AT LEAST 180 SCHOOL DAYS. MAYOR SCHAEFER, DR. PATTERSON AND THE SCHOOL BOARD HAVE SEEN FIT TO DENY THE PUPILS OF BALTIMORE CITY THIS INALIENABLE RIGHT. UNDER THE PRETEXT THAT THE SCHOOLS ARE OPEN, MAYOR SCHAEFER, DR. PATTERSON AND THE SCHOOL BOARD ARE ASKING THE RESPONSIBLE PARENTS OF BALTIMORE CITY TO SEND THEIR CHILDREN TO WOEFULLY UNDERSTAFFED SCHOOLS, IGNORING THE FACT THAT WITHOUT PROPER SUPERVISION THE SAFETY AND WELL-BEING OF THEIR CHILDREN ARE HIGHLY QUESTIONABLE.

ALTHOUGH THE STRIKE DOES POSE SOME INCONVENIENCES AND PROBLEMS, THE 180 DAYS OF EDUCATION NEED NOT BE AFFECTED. IF THE SCHOOLS ARE OFFICIALLY CLOSED, THE STATE LAW DEMANDS THAT ANY DAYS LOST MUST BE MADE UP AT THE END OF THE SCHOOL YEAR. TO PUT IT SIMPLY, IF THE SCHOOLS ARE CLOSED FOR 10 DAYS, THESE 10 DAYS MUST BE MADE UP DURING THE SUMMER.

ANOTHER IMPORTANT FACT THAT MAYOR SCHAEFER, DR. PATTERSON AND THE SCHOOL BOARD HAVE OVERLOOKED IS THAT OUR COUNTRY IS CURRENTLY IN THE THROE OF AN ENERGY CRISIS. IN FACT, THE SCHOOLS WERE CLOSED OFFICIALLY FOR THREE EXTRA DAYS FROM

INFLATION REALLY HURTS TEACHERS

Why must teachers demand a salary increase?

. Since teachers last had a salary increase, the Consumer Price Index has gone UP 13.1%. As a result teacher buying power has gone DOWN 13.1%.

. A first year teacher employed in 1972 could buy \$7750 worth of goods with the beginning teacher's salary. The 200 new teachers employed last week can buy only \$6735 worth of goods at today's prices. A LOSS OF \$1015 in buying power.

. A teacher on the 10th step of the Master's Degree salary schedule must endure A LOSS OF \$1546.

. A teacher at the top of the Master's Degree schedule has A LOSS OF \$1729.

. If salaries had kept pace with the cost of living, the 200 teachers hired last week should have been offered a beginning salary \$1015 higher than they are going to get.

Does the City "give a damn" about its teachers?

Judge for yourself.

With inflation taking big chunks of money out of teachers' pockets, the Mayor has told teachers to be satisfied with a 3% salary increase - 10% less than what is needed to catch up to where the CPI was in December. Who can guess where the cost-of-living will go before next September?

Will our good teachers stay in the City under these conditions? Will next year's school children be made to suffer in the long run?

What can be done?

If you believe teachers are being treated unfairly...

If you believe the quality of education in Baltimore City is in jeopardy...

If you believe the public has a right to be heard...

Then - call, write, or wire Mayor Schaefer now.

Mayor William Donald Schaefer
City Hall, Baltimore 21202
Phone: 396-3100 or 945:5559

TEACHERS APPRECIATE YOUR WORDS OF SUPPORT
NOW WE NEED YOUR ACTION

Authority: Karl Boone, President
Public School Teachers Association

PUBLIC SCHOOL TEACHER'S ASSOCIATION, INC.

Bulletin #1 from Financial Assistance Committee
of PSTA

PROTECT YOUR CREDIT

Notify all creditors that you are a Baltimore City Teacher on strike and make arrangements for payments.

- A. All companies we have contacted are sympathetic and willing to assist you.
- B. ARRANGEMENTS MUST BE MADE ON AN INDIVIDUAL BASIS, by letter, telephone, or in person.

MONEY PROBLEMS

1. Present Obligations:

(Mortgages, rent, charge accounts, utility payments, etc.)

Many companies will:

- accept payment of interest during the period of the strike and
- allow deferments on payments of principle to the end of your payment schedule.

Persons who pay rent should contact apartment manager landlords to make arrangements for payment, IMMEDIATELY, before the rent is due.
ARRANGEMENTS MUST BE MADE ON AN INDIVIDUAL BASIS.

2. Loans which may be incurred:

Consider your assets; determine your needs BEFORE considering a loan. GUARD AGAINST PANIC BORROWING.
Try to use your cash on hand as wisely as possible.

We have already contacted the Credit Union on your behalf. Future details of arrangements will be available in our next bulletin. Other sources for funds will be available during the emergency. WATCH FOR BULLETIN #2.

Please report uncooperative creditors to the PSTA Financial Assistance Committee at 539-2505. All questions should be directed to this committee.

Please pass this information on to all Baltimore City Teachers!

SOUTHWEST CHRISTIAN PARISH

**410 SOUTH MONROE STREET
BALTIMORE, MARYLAND 21223**

**FRANKLIN E. SMITH
PARISH MINISTER**

**OFFICE: 945-2700
RESIDENCE: 945-8235**

Mrs Gloria S. Juonquist (Region 9)
P.O. Box 1092
Baltimore, Md 21203

Make copy of list of all ~~names~~ ^{names} & phone
numbers of mayor, councilmen, etc.

1. Marguerite J. Campbell 24 S Abington Ave 21229 Reg 8
2. Dollie Walker 1314 N Potomac St 21213 Reg II
3. Mary DeBor 2300 Barclay St 21218 Reg I.
4. Elsie Y. Williams 2558 Harlem Ave 21216 Reg. 5
5. ²³²⁷⁻³⁰¹⁴ Edwina Green 1517 N Luzerne Ave 21213 Reg 2 & 3
6. Gloria M. Gray 2916 Boardman Ave 21215 Reg VI
7. Leonard L. Saunders 3021 Piedmont Ave 383-9024 21216 Reg 1
8. Maria C. Hinkle 2811 Buckart Ave. 21214 (phone. 320) (126 8349) Reg 4
9. Franklina F. Smith 410 S Moore St. 21223 945-8235 Reg. 2
10. Gloria S. Juraquid PO Box 1092, 21203 355-2613 Reg. 9
11. Nathaniel Mcadden Sr. 222 St. Paul #2409 539-8208
12. Clementine Henson - 2313 Barnett Ave Reg 2
13. Eugene Row - 4013 Maine Ave. - 2nd Flr. 243-5548
542-6218

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6. Gloria M. Gray 2916 Boardman Ave 21215 Reg VI
7. Leonard L. Saunders 3021 Piedmont Ave 383-9024 21216 Reg 7
8. Maria C. Henkle 2811 Ruckert Ave. 21214 (phone 426) 426-8349 Reg 4
9. Franklin F. Smith 410 S Monroe St. 21223 945-8235 Reg 2
10. Gloria S. Juruguid PO Box 1092, 21203 Reg 9
355-2613
11. Nathaniel Mc Ladden Dr. 222 St. Paul #2409
539-8208
12. Clementine Henson - 2313 Barnett Ave Reg 2
13. Evelyn Reed - 4013 Maine Ave. - 2nd Flr. 243-5548
542-6218

mm

- 1 Elizabeth C. Fletcher 566-6399
3214 N. Baltimore St 21229
- 2 Geraldine Thompson 235-6089
2387 Seamon Ave. Balt. Md.
- 3 Karen Olsson 426-4916
3214 Berkshire Rd Balto Md 21214
- 4 Georgia Friel
1200 Cherry Hill Rd. Balto Md 21225 ³²⁵⁻⁷⁸⁴⁸
- 5 Carroll H. Thomas 1004 Beaumont Ave. T.
21212 ASCBC.
- 6 Mrs. Beverly Carter 818 Marley 233-2459
- 7 Mrs. Peggy Baupak 644-1976 ~~St.~~
School #12 3 children #701 child #239 2 children
- 8 Raymond R. Allen 667 Cement St
School #76 S.B.C.C.
- 9 Stelios Spiliadis 664 4079 Mt Washington Elementary
- 10 Mrs. Elizabeth C. Savage 1408 Stonewood Rd. #242 Kalthood
- 11 Mrs. Watina Horton 1245 Sheridan Ave #242 Northwood
- 12 Lois Hybl 4107 Westview Rd #242 Northwood
- 13 Irene Voyakis 513 Umbra St. #208
Ropin. 3
- 14 Doris Barndt 608 S. Tolson St #228
- 15 Odell Spencer 234 N. Hilton St
- 16 Rosa L. Williams 504 Roundview Rd. 355 3565
- 17 Karen Whitman 3133 Guilford Ave 21218

LET'S GET IT
TOGETHER!

MASS MEETING
AT

EDMONDSON HIGH SCHOOL

WEDNESDAY - MARCH 6, 1974
3:30 P.M.

PARENTS AND OTHER INTERESTED CITIZENS IN REGION 8 ARE URGED TO ATTEND.

LET'S GET TOGETHER TO TELL THE MAYOR AND HIS BOYS THAT NO MONEY FOR SCHOOLS
MEANS NO VOTES AND NO SECOND TERM IN OFFICE.

IF YOU ARE INTERESTED IN
EDUCATION YOU'LL BE THERE!

V. L. Kinnear
Vera Lee Kinnear
Principal
Irvington School #71

Bork faults desegregation by school merger

By DEAN MULLS

Washington Bureau of the Sun

Washington -- Robert H. Bork, the solicitor general, asserted before the Supreme Court yesterday that lower court rulings calling for the merger of suburban school districts with the city system were an "improper exercise of judicial power."

The court, he said, jumped from the premise that there has been unconstitutional segregation within the Detroit city system and that there are too few whites within the city to achieve meaningful desegregation to the erroneous conclusion that multi-district desegregation is the only constitutional remedy.

Mr. Bork argued as a friend of the court in the case, which could decide the future pattern

of school desegregation in urban areas. The vote, expected to be cast by the justices sometime late this spring, is virtually certain to be a close one.

In a similar case from Richmond last year, the justices split 4 to 4 on the issue of the court-ordered merger of urban with suburban school districts. Justice Lewis F. Powell, Jr., who did not sit on the Richmond case because he had been a member of the school board, is participating in the Detroit case.

The solicitor general suggested a way for the Supreme Court to avoid deciding the main issue in the case. The matter, he said, might be remanded to the district court with instructions for the lower

court to determine whether there had been any "interdistrict violations" that would justify an "interdistrict remedy."

But only if officials in one of the suburban districts involved could be shown to have conspired with officials of the Detroit system or of other suburban systems can it legally be included in any desegregation plan, he argued.

The lower courts found that the Michigan State Board of Education had been guilty in a long pattern of discrimination against blacks and that other state and county officials had contributed to de facto segregation through a pattern of discrimination in other areas, particularly housing.

Local school districts, as agents of the state board of education, can therefore be included in a desegregation plan even if they have not themselves discriminated, the courts found.

Frank J. Kelley, the Michigan attorney general, told the justices yesterday that reasoning amounted to "a classic case of a remedy in search of a violation." He accused the courts of "straining" to involve state officials in the case in order to lay the groundwork for area-wide desegregation.

"The record in this case is devoid," he said, "of any purposeful act by a public official with the intent to segregate anybody at any time."

William B. Saxton, who rep-

resents 24 of the suburban districts that might be touched by an area-wide desegregation plan, charged the lower court are trying to use desegregation as "a rubber band to snap all metropolitan school districts into the Detroit system.

"You will search this record in vain," he said, "to find on whit, one jot, that any suburban district committed de jure segregation."

J. Harold Flannery, arguing for the NAACP, said a merger of predominantly white suburban districts with the predominantly black Detroit system is the only "practicable" system for desegregating inner city schools.

Such a solution is justified, he said, by a pattern of discrimination over decades by state and local officials in such areas as pupil assignment, choosing sites for schools and housing discrimination.

"All these practices operated in lockstep," he argued, "confine black families to an identifiable core in Detroit" surrounded by a "corresponding reciprocal ring of white schools."

WHAT YOU CAN DO TO SUPPORT QUALITY EDUCATION IN
BALTIMORE CITY

1. **JOIN THE WALK-A-THON ON MONDAY, MARCH 4.** Parents, teachers and concerned citizens will be assembling at Memorial Stadium at 12:30 p.m. and walking from there downtown to City Hall. Bring with you a personal letter to the Mayor, expressing your support for the teachers' strike. These letters will be collected and hand-delivered, thus saving you a 10¢ stamp. The WALK-A-THON will culminate with a rally in the War Memorial Plaza. Join the WALK-A-THON. Bring your children, your neighbors, and your favorite striking teacher.
2. **PICKET AT YOUR NEAREST SCHOOL.** Many parents are joining the picket lines at neighborhood schools. Usually these lines are in action from about 7 a.m. to about 9:30 a.m. Some parents are even picketing for a short while before they go to work. This is a good way to show active, on-going support for the strike.
3. **LET YOUR PUBLIC OFFICIALS KNOW HOW YOU FEEL!!!** We must continue to pressure our state and city officials to meet the just demands of the Baltimore City teachers. So far, we are doing a good job of convincing them that education must be a TOP PRIORITY of city and state. We need to keep insisting on this principle of QUALITY EDUCATION, by any means necessary. All of your city and state representatives should be contacted, but of utmost importance are letters to:

Mayor William Donald Schaefer
City Hall
Baltimore, Maryland 21202

City Council President, Walter S. Orlinsky
City Hall
Baltimore, Maryland 21202

Governor Marvin Mandel
State House
Annapolis, Maryland 21404
4. **ATTEND THE CITY COUNCIL MEETINGS** on Monday evenings at 5:00 on the third floor of City Hall. Bring your children. Your presence will be noticed, we assure you.
5. **ATTEND THE NEXT MEETING OF THE BARCLAY -BRENT EDUCATION CORPORATION**, Monday, March 4, at 7:30 p.m., at Barclay School, 29th and Barclay Streets. The strike will be discussed at this meeting, and further plans made to support the teachers.

HOUSE OF DELEGATES

Joseph S. Bonvegna, 3511 Gough Street (24) 675-8266
Edward J. Dabrowski, Jr, 17 N. Highland (24) 342-3398
Raymond A. Dypski, 2824 Dillon Street (24) 675-5561
Charles J. Krysiak, 364 S. Cornwall (24) 633-2927
James J. Silk, 2641 Hudson Street (24) 675-5488
Elmer Elmo Walters, 17 North Curley Street (24) 675-5225
Camillo N. Antonelli, 525 North Ellwood Avenue (05) 327-3238
Torrey C. Brown, 3941 Canterbury Road (18) 243-5721
Joseph A. Chester, 3027 East Federal Street (13) 327-2679
John W. Douglass, 1535 East North Avenue (13) 837-2589
Frank O. Heintz, 321 E. University Parkway (18) 243-6058
Maclyn McCarty, Jr. 1450 S. Rolling Road (27)
Joseph R. Raymond, 12 W. Mt. Vernon Place (01)
Andrew J. Burns, Jr. 6033 Bellona Avenue (12) 433-3336
Gerald J. Curran, 2901 Montebello Terrace (14) 426-1736
John J. Gallagher, 2617 Chesterfield Avenue (13) 889-1694
Henry R. Hergenroeder, Jr., 5336 Perring Parkway (14)
John J. Kent, Jr., 425 St. Paul Place (02) 752-2100
Martin A. Kircher, 425 St. Paul Place (02) 752-2100
John F.X. O'Brien, 6405 Alta Avenue (06) 426-8575
Frank C. Robey, Jr., 3830 Monterey Road (18) 243-6130
Hildagardeis Boswell, 1208 Druid Hill Avenue (17) 669-2765
Troy Brailey, 2405 Baker Street (16) 523-5205
Frank M. Conaway, Suite 106 Old Town Bank Bldg., Fallsway & Gay St.(02)
Isaiah Dixon, Jr., 1607 West North Avenue (17) 523-0100
Calvin A. Douglass, 901 North Fremont Avenue (17) 669-7491
Lena K. Lee, 1103 One Charles Center (02)
Lloyal Randolph, 3400 Woodbrook Avenue (17) 523-7236
Murray Abramson, 3118 Parkington Avenue (15) 764-9190
Benjamin L. Cardin, 211 St. Paul Place (02) 539-0606
Walter R. Dean, Jr., 4308 Liberty Heights Avenue (07) 542-0299
Sol J. Friedman, 115 Equitable Building (02)
Alan M. Resnick, 303 East Fayette Street (02) 727-0555
Steven V. Sklar, 2104 Northcliffe Drive (09) 466-1301
Kenneth L. Webster, 2836 Oakley Avenue (15) 466-3467
R. Charles Avara, 3508 Coolidge Avenue (29) 644-3057
Albert F. Baumann, 1505 Jackson Street (30) 539-3458
George W. Freeberger, 3045 Lorena Avenue (30) 644-3941
Margaret A. Murphy, 1927 Griffis Avenue (30) 644-8610
John A. Rutkowski, 314 Washburn Avenue (25) 354-0459
Paul E. Weisengoff, 555 Brisbane Road (29) 644-3695
Joseph M. Wyatt, Jr. 4801 Stafford Road (29) 644-0006

COMPARISON OF TAX RATES IN MARYLAND SUBDIVISIONS

	<u>1968/69</u>	<u>This Year</u>
Baltimore County	\$3.47	\$3.29
Anne Arundel County	2.89	2.59
Howard County	2.60	2.50
Carroll County	2.30	2.56
Harford County	2.16	2.66
Baltimore City	4.74	5.83
Montgomery County	2.65	3.37
Prince Georges County	2.88	2.58

In order to remain where we are, at the present level of services, without any decrease in the present budget, or any labor negotiations cost:

REVENUES

Revenue-sharing, growth, etc.	\$22 million available
Loss due to assessment rollback	<u>\$ 6 million (-\$.20)</u>
	\$16 million

BUILT-IN INCREASES

Personnel, debt service, etc.	\$22 million
Loss M. V. F.	4 million (-\$.13)
LEAA funds and expiration of programs	<u>2 million (-\$.03)</u>
	\$28 million

Thus, with \$28 million in built-in increases, and only \$16 million added revenue to meet them, the City confronts a \$12 million deficit. This \$12 million deficit translates into an additional 36¢ on the tax rate, just to maintain the present level of services without any increases in budget or added labor costs.

CITY BUDGET - FY 1974

Total City budget	\$ 1,158,563,654	
Less Capital budget	- 405,516,000	
Operations budget	\$ 753,047,654	
Salaries and wages (all employees)	\$ 388,350,287	
Fringe benefits (Blue Cross, etc.)	+ 50,054,006	
Total	\$ 438,404,293	- THIS IS 58% OF THE BUDGET

DEPARTMENT OF EDUCATION

Operating Budget	\$ 218,762,330	- This is 29% of City's operations budget
Salaries and wages	\$ 156,445,705	
Fringe benefits (Blue Cross)	+ 7,959,283	
Total salaries, wages & benefits	\$ 164,404,988	- This is 75%+ of operating budget.

WHERE DO WE GET OUR EDUCATION FUNDS?

OPERATING BUDGET

State of Maryland	\$	81,110,000	(excluding pensions)
Special funds for special programs (Federal and State)		36,887,710	
City of Baltimore		100,659,620	
Miscellaneous	+	105,000	
TOTAL	\$	218,762,330	

The City tax rate for education is \$2.22 - or 38% of the City's property tax rate is allocated for schools.

City Tax Rate for...

Education	\$2.22
Public Safety	1.26
Hospitals	.13
Social Services	.23
Library	.11
Sanitation	.22
All Others	1.66
	<u>1.66</u>
	\$5.83

WHY IS CITY TAX RATE HIGHER THAN COUNTY?*

Answer: Cost of services in an urban setting is higher

PER CAPITA COST OF SERVICES - 1973

	Police	Fire	Sanitation	Recreation and Parks
Baltimore City	\$ 76	\$ 40	\$ 49	\$ 23
Baltimore County	23	14	14	6
Anne Arundel County	23	15	6	3
Howard County	28	19	30	10
Harford County	4	1	7	9
Carroll County		2	4	2

INCREASED LABOR COSTS: Salaries without any
other increases in budgets

Current City Tax Rate \$5.83

11% wage increase - costs \$33 Million --increases tax rate \$1.10 -
to \$6.93

40% wage increase - costs \$120 Million - increases tax rate \$4.00 -
to \$9.83

Each 1% cost is 3 million dollars, or a 10-cent increase in the
tax rate.

Every increase in the City budget of \$300,000 means one additional
cent on the tax rate.

BALTIMORE CITY'S SUGGESTED PROGRAM FOR STATE ACTION:

1. Full State funding of education
2. State assumption of teachers' salaries
3. Density aid (education) from \$50 per child to \$100 8.8M
4. Repeal of local government contribution to State hospital care program 6 M
5. State aid for police protection - increase ceiling from \$55 to \$80 per capita 10 M
6. Earnings tax (1%) 40 M
7. Assessment basis (rollback) 6 M
8. Full funding of judiciary costs of State's Attorneys and Sheriffs' Office 2.5M
9. Immediate assumption by State of all social services costs 2.8M
10. Upward revision of State aid to education formula from \$610 to \$624 7 M
11. Dedication of surplus lottery funds to education
12. State aid to the Enoch Pratt Central Library, designated the State Library Resource Center 1 M

Teachers' Salary Schedules: Maryland Public Schools: 1973-74

Bachelor's Degree (Standard Professional Certificate)

Step	Local Unit					
	Anne Arundel	Baltimore City	Baltimore	Howard	Harford	Prince George's
1	\$ 8,152	\$ 7,750	\$ 7,900	\$ 8,025	\$ 8,200	\$ 8,080
2	8,634	8,000	8,230	8,450	8,594	8,565
3	9,117	8,650	8,778	8,875	8,987	9,050
4	9,601	8,900	9,216	9,300	9,381	9,534
5	10,111	9,550	9,655	9,725	9,774	10,100
6	10,594	9,850	10,094	10,150	10,168	10,666
7	11,077	10,150	10,643	10,575	10,562	11,150
8	11,560	10,450	11,191	11,000	10,955	11,635
9	12,043	10,750	11,741	11,425	11,349	12,120
10	12,526	11,100	12,289	11,850	11,742	12,605
11	13,037	11,450		12,275	12,136	13,090
12		11,800		12,700	12,530	13,574
13		12,150			12,923	14,059
14		12,500			13,317	
				13,125	13,710	
20		13,200	12,789			
21				13,550		14,302
25	13,520		13,289		14,010	
				13,975		14,625
30			13,789		14,310	
35			14,289		14,610	

BALTIMORE CITY'S SUGGESTED PROGRAM FOR STATE ACTION:

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PRESENTATION

BY

MAYOR WILLIAM DONALD SCHAEFER

TO

BALTIMORE CITY MEMBERS OF GENERAL ASSEMBLY

FEBRUARY 11, 1974

FULL STATE FUNDING OF EDUCATION

Full State funding of public education in Maryland is the logical way to assure that our children, all the children in the State will have uninterrupted and adequate schooling.

In Baltimore we are going through the wasteful and harmful effects of a teachers strike. The children of the City are suffering the indignities of strike action; the teachers are suffering the economic loss of pay and the possibility of other consequences of their illegal strike; and the public suffers, not only the superficial inconveniences of the strike, but also the more fundamental realization that there are not enough local resources available to resolve the economic issues to everyone's satisfaction.

What is happening in Baltimore City today can happen at other times in other communities of this State. The failure of any subdivision of this State to be able to provide sufficient funds for adequate education can happen in other political subdivisions. When children anywhere in the State, are receiving inadequate education, the adverse social and economic consequences will be felt by the entire State for decades.

Many commentators have said that the problem in the Baltimore City Public Schools is not solely confined to teachers' salaries. This is very true. Inadequacy of available funds has pitted teachers against taxpayers, program against program, school against school, and one school official against another in the competition for the scarce public dollar. Virtually every decision made within the school system is weighed not only in terms of its educational desirability in relation to the cost, but also in terms of what effect it may have on the funding of other programs and activities. This has been an extremely negative force in an already under-funded system.

STATE ASSUMPTION OF THE COST OF TEACHERS' SALARIES

In earlier actions the State of Maryland has assumed entire financial responsibility for the cost of public school construction and for the cost of teachers' retirement programs.

The whip-sawing demands for teachers' salaries among the various political subdivisions has led to the situation in which Baltimore City and a number of other subdivisions find themselves unable to meet teacher demands to have their salaries brought up to the level set by the most affluent populous subdivisions. I call upon the State to assume the full cost for teachers' salaries, on a uniform basis, subject to such actual cost-of-living variations that may exist among the various regions of the State.

No teacher in any subdivision with limited resources will find it necessary, under such a uniform state system, to strike, and no child will have his education interrupted because of the inability of a political subdivision to meet the level of teachers' salaries established by the richest of them. And no subdivision will be able by virtue of salary differences to deprive the children of the State of the benefit of equal educational opportunity.

DENSITY AID

Some years ago the General Assembly recognized that a populous central city such as Baltimore has special problems of education and special costs of education that are not adequately recognized in the general State-wide program of State aid for education. Accordingly the program of "density" aid was adopted providing an additional \$50 per child for Baltimore City. It should be painfully obvious that the differential in cost of educating City children is far greater today than when this figure was arrived at. Therefore I am recommending that this amount be doubled to \$100 per child for Baltimore. This will produce an additional \$8.8 million in revenue.

LOCAL GOVERNMENT CONTRIBUTION FOR THE STATE'S PROGRAM OF HOSPITAL

CARE FOR THE INDIGENT AND MEDICALLY INDIGENT

The State of Maryland by law has provided that the political subdivisions contribute to the cost of the State's program of hospital care for the indigent and the medically indigent. This program costs Baltimore City \$6 Million a year, and the other political subdivisions \$5 Million, a total of \$11 Million for all local governments.

I am recommending repeal of this requirement for the localities to contribute to the cost of a program in which they have no administrative or functional responsibility. Immediate ^{repeal} ~~appeal~~ would benefit Baltimore City by \$6 Million. Another approach has been suggested that the local contribution be phased out over two or three years.

STATE AID FOR POLICE PROTECTION

It is well known that costs for police protection in Baltimore City are much higher than police costs are anywhere else in the State. Public safety is one of the important programs whose requirements make the City's general expenses much heavier to bear than in the counties.

Police activity in an urban setting such as Baltimore City is much more expensive than elsewhere in the State despite the fact that our policemen are not paid as high salaries as are paid by some subdivisions. Failure to meet the need in this area could have dire consequences on the safety of the entire State.

The present formula is inequitable because it provides State matching of all of the police costs incurred in the counties of Maryland. But since the State formula does not take into account any expense in excess of \$55 per capita, a large portion of Baltimore City's police expense is not matched by the State of Maryland. Our current costs for police protection total about \$80 per capita. Therefore, we are requesting revision of the police aid formula to bring up to date the maximum per capita eligible for matching purposes. Increasing the maximum from \$55 per capita to \$80, to reflect our actual current level, will produce additional State aid for police protection in the amount of \$10 million.

EARNINGS TAX

I am asking the General Assembly to repeal prohibition against a local earnings tax for Baltimore City. The earnings tax would be applicable to the earnings of residents of Baltimore City and to the earnings of non-residents who are employed within the City or conduct business within the City. The non-residents would no longer have a "free ride" on the City services which they enjoy at their place of employment. Of our own municipal employees, some 22 percent live outside the City. We are not looking to restrict where people live but some equity must be accorded us. The economic burden of a 1% earnings tax would be slight on the individual tax payer; the revenue to be gained - approximately estimated at \$40 million - would be used to avoid potential ruinous increases in property tax levels and, therefore, would be of benefit to the overall economy of the City. The earnings tax would be levied in addition to existing piggyback income taxes collected by the State of Maryland.

It is also important that this source of revenue would grow in proportion to inflationary increases in earnings and would therefore keep pace with the increases in the City budget resulting from the same inflation. This would prevent the need for further disadvantageous property tax rate increases in the future.

ASSESSMENT BASIS

Baltimore City is advocating a reversal of the recent changes in inflation allowance adopted with respect to the 1975 Fiscal Year tax base. If this change is made the City will not experience the \$6 million revenue loss it would otherwise suffer.

At the same time, a reversal of the rollback will eliminate the cost to State revenues, estimated at \$3.1 million, which the December action has produced.

There is a measure already introduced into the House of Delegates which would compromise this matter by reestablishing the inflation allowance at 45%. This would be exactly one-half of the fiscal effect as a complete rollback - \$3 million of the City's revenue loss would be restored, and the State Government's loss would be reduced by \$1.5 million. This does not go far enough to meet the needs, not only of the City, but also of most of the other subdivisions. I am therefore requesting a full rollback.

COST OF SOCIAL SERVICES

The State Government has recently embarked on a program of phasing out the James formula which specifies the extent of local contribution for the State's Social Services Program. Under this legislation the present 8¢ contribution for public assistance will be phased out over four years beginning the the 1975 fiscal year. Also at the end of that time period local costs for food stamp administration will be absorbed by the State.

These programs now cost Baltimore City approximately \$3.4 million. The State budget provides for the reduction of our costs by about \$600,000 during the 1975 fiscal year. I am recommending that this program be accelerated to provide for the immediate elimination of local contributions for Social Services and food stamp administration. This will relieve the City budget of an estimated additional \$2.8 million.

JUDICIARY COSTS

In recent years the State has moved to reorganize the financial and administrative arrangements of its Court System. I am requesting the State to remove the financial responsibility of the political subdivisions for the operation of the State's Attorneys' Office. At present the State has assumed full financial responsibility for the Public Defender System. It is only logical for the State to assume the same responsibility for the State's Attorneys' Office. In the case of Baltimore City this would relieve us of a burden of about \$2 million per year. It would also assure that the same resources were available for the prosecution of crime as the State make available to defend persons accused of a crime.

Similarly the Sheriffs' Office which operates as an ancillary facility of the Courts should receive its funding from the State of Maryland. In Baltimore City Sheriffs' employees are in the State Merit System. Their salary levels are determined by the State Secretary of Personnel; their functions are determined entirely by State law and relate solely to the Judicial processes of the State. Transferring financial responsibility of the Sheriffs' Office will relieve the City of a net burden of approximately \$250,000. This figure assumes that the revenues collected by the Sheriffs would be remitted to the State as the State assumes the burden of the expenses of the office.

LIBRARY AID

Several years ago, after exhaustive study the General Assembly adopted the recommendations of a Gubernatorial Commission that the State designate the Enoch Pratt Central Library as the State Library Resource Center, in recognition of the vast reliance of the entire State Library network upon the research resources of that facility. The General Assembly also adopted the recommendations of full State funding of the State Resource Center.

Unfortunately the contributions by the State of Maryland for the State Library Resource Center have fallen far short of actual costs, thereby necessitating an inequitable burden upon the City taxpayers to finance this facility. I am now calling upon the State to honor its legislative commitment and to appropriate sufficient funds to meet the entire costs of the State's Library Resource Center. This should amount to approximately \$1 million.

LOTTERY PROCEEDS

Governor Mandel has already committed one-fourth of the proceeds of the lottery to programs for the handicapped and another one ^{fourth} to programs for the aged.

The State of Maryland as a whole benefited from Baltimore's poverty and enormous tax effort in the federal allocation of Revenue Sharing to the extent of \$9 million per year. Because of a technicality in allocation standards the City did not get this money. Instead this money went to our sister subdivisions such as Montgomery and Baltimore Counties to name two.

The State must recognize that our poor people and their enormous effort to pay their own way demands redress of this inequity. The surplus lottery money is an equitable and fair way to redress this situation in part. This would produce \$4.4 million and serve in a small way to undo this wrong.

STATE AID FOR EDUCATION FORMULA

When the last revision of the program of State aid for education was adopted by the General Assembly and the State Administration, it was stated to represent a commitment to increase the level of State support for current expenses of education by \$21 Million a year for each of five years. At the end of the five-year period the program was expected to result in a cost level \$105 Million higher than would have been the case in the absence of the new program.

Even at this \$105 Million level it was known that the program would be inadequate to provide and equalize a realistic per pupil cost of education.

The program has fallen short of its fiscal objectives. It is distributing only \$18 Million of additional funds in the 1974 Fiscal Year, and the budget for next year contemplates that the program will rise only by \$18.3 Million.

It is recommended that the State restore the level of fiscal commitment it adopted in 1973 by increasing the amount per pupil which will be reached by 1978 from \$610 to \$624 per pupil. Baltimore City's share of the increased commitment will be approximately \$700,000.

Honorable William Donald Schaefer
Mayor of Baltimore
City Hall
100 Holliday Street
Baltimore, Maryland 21202

Dear Mayor Schaefer:

I support teachers and quality education.

As a Baltimore taxpayer I urge you to use City funds now to solve the immediate problems facing our system of education.

I will support your efforts to gain more aid for our schools in the future.

Please, Mr. Mayor, solve this problem NOW.

Sincerely yours,

Signature

Address

City Zip Code

March 4, 1974

We, the PARENT AD HOC COMMITTEE of the nine school regions, request that the Mayor hold the present package, as is, until the approximately 7,000 striking teachers be permitted to vote.

We request that Karl Boone, President of P.S.T.A., hold the voting on Tuesday, March 5, 1974, at all schools with parents as monitors.

We support the proposals of W.J. Usery, Jr., the federal mediator; with the additional suggestion that make-up days be April 8-11, June 18-21, and June 24-28. The seniors and their teachers should get together to map out a workable plan to recoup days lost, so graduation can go as scheduled.

We also ask that employers make adjustments in the work schedules of those students affected.

Nathan Irby, Jr.
Chairman

Clementine Henson
Secretary

WHY A LAW SUIT?

The present system of financing education in Maryland is grossly inequitable. Some counties spend over \$1800 per pupil per year while others have less than \$700 per year to spend. In other words, a 600 student elementary school located in a richer county has as much as \$660,000 more educational resources than does the same size school in a poorer district. This difference can be reflected in terms of smaller classes, better paid (and therefore potentially more qualified) teachers, more teaching materials, etc.

Financing of public primary & secondary education in the State of Maryland
~~The reason for these disparities is that the present system of State financing favors the wealthy counties. Financing is based on two contributions—State and local. The State share is fairly uniform, that is, each county gets approximately equal amounts per pupil from the State. The balance is raised by local taxes, for the most part property taxes. Obviously, a county with a great deal of local property wealth can raise much more money than a poor county, even if it taxes at a lower rate. Thus, some counties can raise \$300 more per pupil (at least) per year than less wealthy counties, even though the richer county taxes property at a lower rate. The result is a system that favors the wealthy counties.~~

For instance, if the average home in a wealthy county costs \$50,000 and is taxed at 3% per year, it will produce \$1500 in revenue, but an average \$15,000 home in the city, taxed at 5% per year will produce only \$750.

Since the Governor ^{of the Legislature} of Maryland refuses to acknowledge these inequities, and ^{to} address ^{himself} to the seriousness of the present situation in Baltimore, it is up to the ^{citizens} parents of Baltimore City to sue the State for equitable distribution of educational funds.

The purpose of this suit is to seek a judicial declaration that the present system of finance is unconstitutional. According to the State constitution, education is a State—not a local—responsibility. We feel, and we hope that the Maryland courts will agree, that the State cannot discharge its responsibility by designing a financing system that favors one county over another simply because one is wealthier than another. Similar suits have been brought in other states. Some courts have decided their cases favorably to our suit, while others have not. We hope Maryland courts will join the ranks of those which have refused to countenance intolerable inequities any longer.

A group of Baltimore lawyers have offered their services to help the citizens of Baltimore sue the State of Maryland for equality of State educational funding. In order to bring this suit, at least \$10,000 to \$20,000 will be needed for court costs, for computer and statistical analyses, for consultant fees for expert testimony, for transcripts of cases, and other legal fees. IF EVERY PERSON IN BALTIMORE CITY WHO SENDS A CHILD TO THE PUBLIC SCHOOLS WOULD DONATE \$1.00, THE SUIT COULD BE ADEQUATELY FUNDED!!

Checks can be made payable to Maryland Organization to Reform Education and sent to Mr. ~~Allen Schmitt~~, Treasurer, 2221 Arden Rd., Balt., Md. 21209.

P.G. Streett

901 Kaylor Bldg. 21202

Next Mtg. - 3-10-74 8 p.m.
Greater Homewood Hqtrs.
21A W. 28th St

March 4, 1974

We, the PARENT AD HOC COMMITTEE of the nine school regions, request that the Mayor hold the present package, as is, until the approximately 7,000 striking teachers be permitted to vote.

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We also ask that employers make adjustments in the work schedules of those students affected.

Nathan Irby, Jr.
Chairman

Clementine Henson
Secretary

Where Do You Stand?

The time has come for all parents and citizens of Baltimore City to demand better education for the children who attend the public schools. We need action now and to have this action continued in the future until our elected officials understand that we will not be satisfied with the crumbs from the educational table. As parents and citizens, you can do the following:

1. On Thursday, March 7, 1974, at twelve noon assemble at the Regional Office located at Saratoga Street and Carrollton Avenue to march on City Hall and the Governor's Office in the State Office Building. We are asking that you stage non-violent sit-ins in the offices of all elected officials on a daily basis until financial help is forthcoming. It is possible that many may be arrested, but this is the sacrifice we must make for our children.
2. You can write letters, send telegrams, and make telephone calls to the Governor, Mayor, President of the City Council, and all other elected officials.
3. You can ask your neighbors to join you in this effort as we attempt to provide quality education for this city.
4. From now until November you can assist us in our efforts to register all eligible voters in this region and in other parts of the city.
5. You can campaign against those in office who have been unresponsive to our needs, and vote them out of office come election time.
6. You can help our children to improve their achievement, their attendance, and their behavior in schools so that no one can criticize your commitment to education.
7. You can involve your various ministers and churches in this effort on a continuing basis as a warning to elected officials that we want nothing less than the best.
8. You can send lobbyists to Annapolis to influence legislators who make the rules and regulations for this state.
9. On Thursday, March 28, 1974, you can assemble at Mondawmin at 8:30 to join in a caravan to visit the Governor and the legislators in Annapolis as a show of strength.

There can be no excuses, for the future of our children is at stake, and nothing should take priority over this.



Principal of School #91

Lessons Of The...

1. Philadelphia Teachers' Strike;

2. Battle for "30 for 40!"



British trade unionists won the eight-hour day in 1856.

Progressive Labor Party Pamphlet

10¢

PLP Makes It Perfectly Clear

The battle to win shorter hours and higher pay can confiscate large amounts of the surplus bosses steal from the working class, but, in and of itself, it can't destroy the private profit system and establish one that places all surpluses in the hands of the working class.

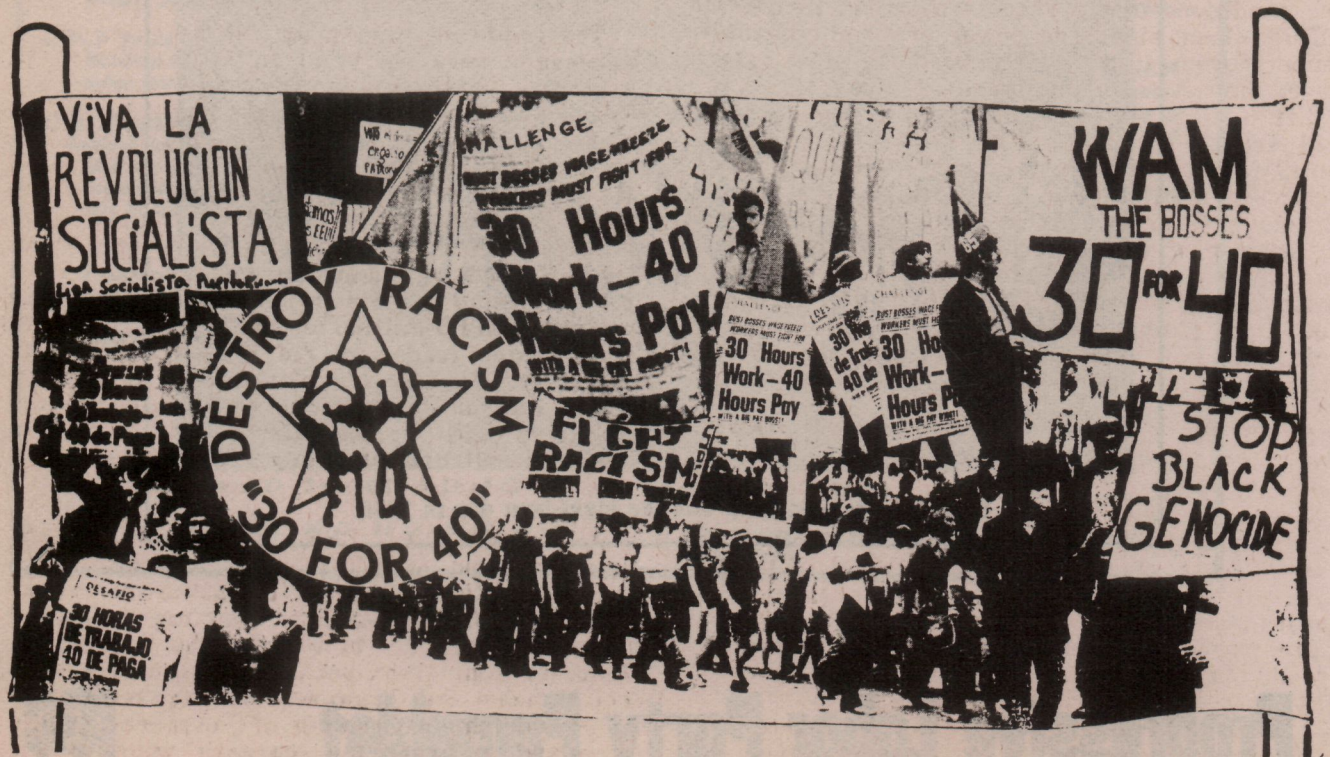
IN THE SAME WAY, ALTHOUGH RANK-AND-file led trade unions can play a key role in winning 30 for 40 with a big pay boost, by themselves, they can't overthrow capitalism—the bosses' dictatorship—and establish a workers' dictatorship.

In order to accomplish this—the greatest of all goals for the working class—a special type of organization is needed: a communist party. Only a communist party—guided by a revolutionary working class outlook and immersed through its leaders and members in the day-to-day battles of workers and others—can scientifically estimate the working class' strategy and tactics at every turn and point the way forward to socialism. Only a communist party with unbreakable ties to masses of workers and oppressed people can serve as the clearing-house for the vast storehouse of political and tech-

nical knowledge the working class will need to keep power once it has seized it. Only a communist party that constantly replenishes its members and leaders from the ranks of workers and oppressed people can guarantee ultimate victory over this murderous system.

The Progressive Labor Party is attempting to develop as such a party. Wherever workers and others are fighting for a better life—in shops and factories, in communities, schools, and hospitals, on campuses and in the bosses' armed forces—PLP members fight alongside their brothers and sisters and, through trial, error, criticism, and self-criticism, attempt to steel the working class with the science of class struggle.

PLP's **NEWSPAPER CHALLENGE-DESAFIO** sets forth the sum of the knowledge gained in this struggle. Of all the papers published in the U.S. today, it is the only one thoroughly dedicated to the principle of working-class revolution and socialism. Read it. Subscribe to it. Write for it. Work with and join the PLP!



**PHILADELPHIA,
1973:**

Why The Spectre Of A General Strike Loomed From The Teachers' Fight

Introduction

The courageous 8-week strike battle waged by the Philadelphia Federation of Teachers (PFT) has written a stirring chapter in the history of the international working class. The general strike which was threatened and planned by almost every major union in the city overwhelmed momentarily every enemy of the working class. This was a display of solidarity unequalled in the United States since the 1937 General Strike in San Francisco.

PHILADELPHIA'S WORKERS REACTED FROM the gut against the union-busting tactics of the city's bosses led by Mayor Frank Rizzo. Rizzo acted as a crazed rhinoceros in defense of the School Board and the City Council, who were determined to break the PFT and further worsen the conditions in the schools by taking the limit off of class size. The power of a united trade union movement put an end to these plans, and paved the way for many future advances.

Rizzo, who was previously known for his "law and order" campaigns against the black community as police chief, now climbed higher on the public-enemy list of the U.S. working class. When Rizzo's actions proved that racism is on the side of union-busting and strike-breaking, the black and white workers stood together as one class in defense of their unions. The facts of life, brought out in the strike, forced many white workers to reject this politician they had recently elected as their "law and order" savior.

SUCH SOLIDARITY "COULD NEVER HAPPEN," many people said—or thought. You, too, probably go along somewhat with the idea that the workers are too racist, too stupid, too selfish, or too bought-off to ever get together around a single issue. When the very survival of their unions depended on it, the workers of Philadelphia got it together. They have made the General Strike a pressing issue for all U.S. workers, as workers around the world in Mexico, Great Britain, Argentina, Italy, etc. are calling for the same.

This Article by the Progressive Labor Party will describe the main events of the PFT strike, and analyze the main lessons of

the struggle. We will show how the power of the general strike can win enormous advances for the workers of the world—especially the 6-hour day for 8-hours pay with a big pay boost in every country. We will present our party's program to fight against racism and nationalism, which the bosses use to divide us and keep us exploited. We believe that increased trade union unity along with the presence of a revolutionary communist party will lead all oppressed people to the conclusion that workers' power—**SOCIALISM**—is the only way of life under which our class can survive and flourish. If you've got all the workers together, who needs bosses?

Political Background

The conditions that made the teachers' strike necessary were set up by collaboration between the city's bosses and top union leaders, long before the contract expired. Rizzo had been elected Mayor in 1971 and took office in January 1972. He campaigned as "champion of the working man." He promised no new taxes for any reasons, and he promised cutbacks in public services to save money. On June 30 of 1972, the City Council, with Rizzo's encouragement, dropped the 3% net corporate income tax, which would have produced an estimated \$14.5 million for the schools. Virtually every union leader in the city wholeheartedly supported Rizzo on his platform of racism and budget cuts, and tax cuts for his billionaire friends. As Rizzo said "...the expiration of this tax on business will bring the city a long range benefit that will outweigh the short-range loss."

THE PFT LEADERS, FRANK SULLIVAN, president, and John Ryan, chief negotiator, also supported Rizzo. In much the same manner as Meany supported Nixon for reelection, they urged their members not to vote for the Republican, Thatcher Longstreth, because he was anti-labor—which meant that Rizzo wasn't. Longstreth, head of Philadelphia's Chamber of Commerce, openly promised to break the teachers' union or any other union of city employees who demanded more



Arrested teacher waves to fellow strikers after posting bail.

wages or benefits. Rizzo had his union busting plans, but Rizzo wanted 2,000 more cops—which he since got—for the same reason.

This political framework shows that the class struggle of the teachers and all of Philadelphia's workers was essentially a political struggle. Every arm of the government and big business, including the TV and newspapers, had set up the conditions to provoke the strike and were now ready to break the PFT as an example to all workers across the country as to what Nixon's Phase III is all about. As one worker put it, "Philadelphia is Nixon's Model City."

The Issues

The union was demanding smaller class size (25 students, per class maximum), a 5.5% wage hike, wage parity for the Get Set day-care teachers—mostly black—who earn almost \$3,000 per year less than elementary and secondary school teachers. The School Board, crying broke, proposed a 3% salary hike across the board, and wanted secondary teachers to work 3 hours longer per week with no extra pay. The Board insisted that teachers would be assigned to schools on the basis of attendance rather than total enrollment.

This scheme would bring about larger classes and take teachers away from the ghetto schools. It amounts to pure racism against minority children, who comprise about 65% of the public schools.

Finally, teachers demanded a 2 year contract, the Board wanted 3 years.

THE 13,000-MEMBER PHILADELPHIA FED-eration of Teachers had no choice but to strike on the first day of school in September when their contract expired. Liberal Judge and "friend of labor" D. Donald Jamieson wasted little time in issuing a court injunction outlawing the strike. The union immediately defied the boss-made "law." However, in a back-room maneuver, after 3 weeks of striking, PFT leaders reached a "Memorandum of Understanding" that would send the members back to work until January 8. Meanwhile negotiations would continue for the money that the city claimed "didn't exist," needed for smaller classes and pay raises of 5.5%. At a mass union meeting, this Memorandum barely passed the vote, as many teachers militantly felt that working without a contract was a bad precedent that could lead to the destruction of the union.

Since no progress was made in the negotiations, the strike was on again January 8, with thousands

of picketing teachers carrying signs reading, NO CONTRACT, NO WORK," and "WE NEED SMALLER CLASSES." Over half of the city's 280 schools were shut completely, the other half manned by scab skeleton staffs. Jamieson issued another anti-strike injunction, but the union kept the strike going and the battle was raging. Sullivan and Ryan, PFT top men, were charged with contempt of court.

Mass Support For Strike

On January 18 support from the Philadelphia AFL-CIO Council began. A massive rally attended by several thousand teachers and other workers was held at Convention Hall on very short notice, and almost blacked out of the news media. Leaders and members from almost every major local in the city attended, including the United Auto Workers, International Longshoreman's Association, the Amalgamated Clothing Workers, the Retail Clerks Union, the United Farmworkers, and the United Electrical Workers. Everyone condemned the Board of Ed.'s strike-breaking tactics and urged the teachers to fight on with support from parents and the whole trade union movement.

The big union leaders, who ran the meeting, betrayed the rank and file by refusing to discuss concrete actions to help support the PFT. Their excuse was "this wouldn't be necessary." At the end of the 3-1/2 hour meeting, after many people had left and everyone was tired, PFT officials asked the rank and file to stop mass picketing. Boos greeted this request, and the teachers manned the picket lines early the next morning, forcing the leaders to change their tune.

VIRTUALLY EVERY UNION LOCAL IN THE city was now passing resolutions of support for the PFT and their defiance of the court order. Jamieson declared the strike as "a clear and present danger to public health, safety, and welfare." Few workers believed this cover-up for the strike-breaking attempts of Rizzo and the Board. They knew school conditions were rotten. As one teacher put it, "It's not just money... in my school, we haven't had a new basic reading book in 5 years." A substitute from Vaux Junior High school told how he had to teach reading to 8th and 9th graders without books.

As rank-and-file anger grew against William Ross, head of the School Board and traitorous union leader, the PFT took Ross to censure proceedings at the Philadelphia AFL-CIO Council, of which he was a leading member. Ross resigned, rather than face the embarrassment of conviction for "leading the charge" for the bosses. (However, this scab remains as head of the ILGWU Joint Board of Phila., and as Vice-President of Pennsylvania AFL-CIO.)

Bosses Push Race Hatred

The media constantly portrayed the strike as a

battle of white teachers against black students, in an attempt to whip up a race-war atmosphere. Mayor Rizzo and PFT's Ross and Ryan had all been condemned in September as "3R's for Racism" by many black community groups. Their combined efforts were hated by most black workers, whose children attend the worst schools in the city without a peep from any of these big shots—especially since union spokesmen Ryan and Sullivan supported Rizzo in the mayor election. Many black parents and union members did not support the strike at first because they were fed up with the racist conditions that their children suffered from—dilapidated buildings, classes over the 35-student maximum, cuts in materials, rotten lunches, and more. Also the ideas of "genetic inferiority," "the justice of social inequality," "the mental imbalance of rebels," etc. are among the killing ideas taught in such schools—ideas that keep the working class divided.

BUT BLACK WORKERS COULD NOT BE hoodwinked into believing that Rizzo and Ross were now "on the side of the community." As it became clearer that the PFT was the scapegoat for a union-busting precedent, black workers were among the most adamant supporters of the General Strike, despite the past racism of AFL-CIO Council leaders.

General Strike—Real Threat

After a month of relatively low-key struggle, in which the board tried to starve the teachers out and wear them down by recruiting scabs, Friday, Feb. 9, Sullivan and Ryan were sentenced—6-month to 4-year jail terms without bail. The union was fined \$116 thousand and \$10,000 a day for the remainder of the strike. That day 48 labor leaders met with Rizzo and threatened a General Strike—the only obvious solution. Rizzo immediately upped the city's offer by \$10 million—fearing the coming demonstrations and work stoppages. A big thorn in his side was the weekly massive demonstrations in support of the union of up to 2,000 people—parents and teachers—at the regular Thursday City Council Meeting.

THE MOST INSPIRING ACTION OF THE strike was then held on Tuesday, February 13. Over 2,000 striking teachers and supporters from other unions closed the Board of Education by blocking all entrances for almost 10 hours. The entire block was surrounded by pickets 6 or 7 abreast, arms locked at times, marching in the bitter cold and wind. The "wind-chill" index was near 10°. Hundreds blocked each doorway.

Sound trucks from the retail clerks union played "Solidarity Forever":

**"When the union's inspiration through
the workers' blood shall run,
There shall be no power greater
anywhere beneath the sun..."**

Teamsters' Local 115, Amalgamated Clothing Workers, Transport Workers, Postal Workers

Union, United Electrical Workers—not just union officials, but rank and file delegations 100 or more strong from each local—united behind the PFT.

Over 500 pickets had already assembled by 5:30 A.M. when the cops arrived. By 7 A.M. the pickets totalled 2,000. Chants of “Go home scabs, Go home” and “No contract, No work” filled the air with a deafening roar. A phalanx of cops tried to escort some scabs through the picket line. Arms locked, chanting, and refusing to retreat, the teachers and their supporters held firm. Then the scabs chickened out, and the police backed off. The building stayed shut as all scabs were either intimidated or carried off bodily.

LITERALLY THOUSANDS OF RANK-AND-file workers from many industries were now organizing to follow the strike-support plans of the AFL-CIO Council. Many locals were “adopting” a school to help with the picketing. After the mass action at the Board of Ed, many people said, “We’ll be back tomorrow.” However, Edward Toohey, head of the Central Labor Council, said the Council had no plans to participate in another action the next day. The Board came up with another \$10 million the next day. Ryan and Sullivan were conveniently let out of jail each day to negotiate.

ILGWU (Ladies Garment Workers) union hall, home of Board of Ed. President Ross (also the chief sellout of that union), was picketed daily. On Tuesday, February 13, his limousine was surrounded for half an hour by a score of angry teachers. Daily picketing continued there, until Ross resigned as Board President near the end of the strike.

On Thursday, February 15, 98 pickets were arrested at Jones Junior High School, when they locked arms and refused to obey the court injunctions. They were supported by many angry parents. Later that afternoon, about 2,000 teachers and parents rallied at City Hall and blocked traffic, protesting the arrests and insisting that City Council raise the money to meet their demands. All except the picket captains were released without charges. On Friday, 319 pickets were arrested at several schools. This time they were booked for contempt. About 40 of those arrested were from other unions.

MEANWHILE, UNION LOCALS WERE BEING polled about support for a General Strike. By this time it was clear that the Philadelphia labor movement had awakened like a sleeping giant. The workers could not be turned back and could not be divided by racism. With the TWU contract for the city’s transit workers expiring March 14, the bosses had a lot to be scared about.

That same Friday night, Rizzo appeared on TV with a Special Report, much the same as Nixon reporting on the Vietnam War. In his most distorted attack yet, he charged that the teachers’ union’s “arrogance is an affront to the process of meaningful collective bargaining. This public-be-damned attitude by the leaders of the Phila-

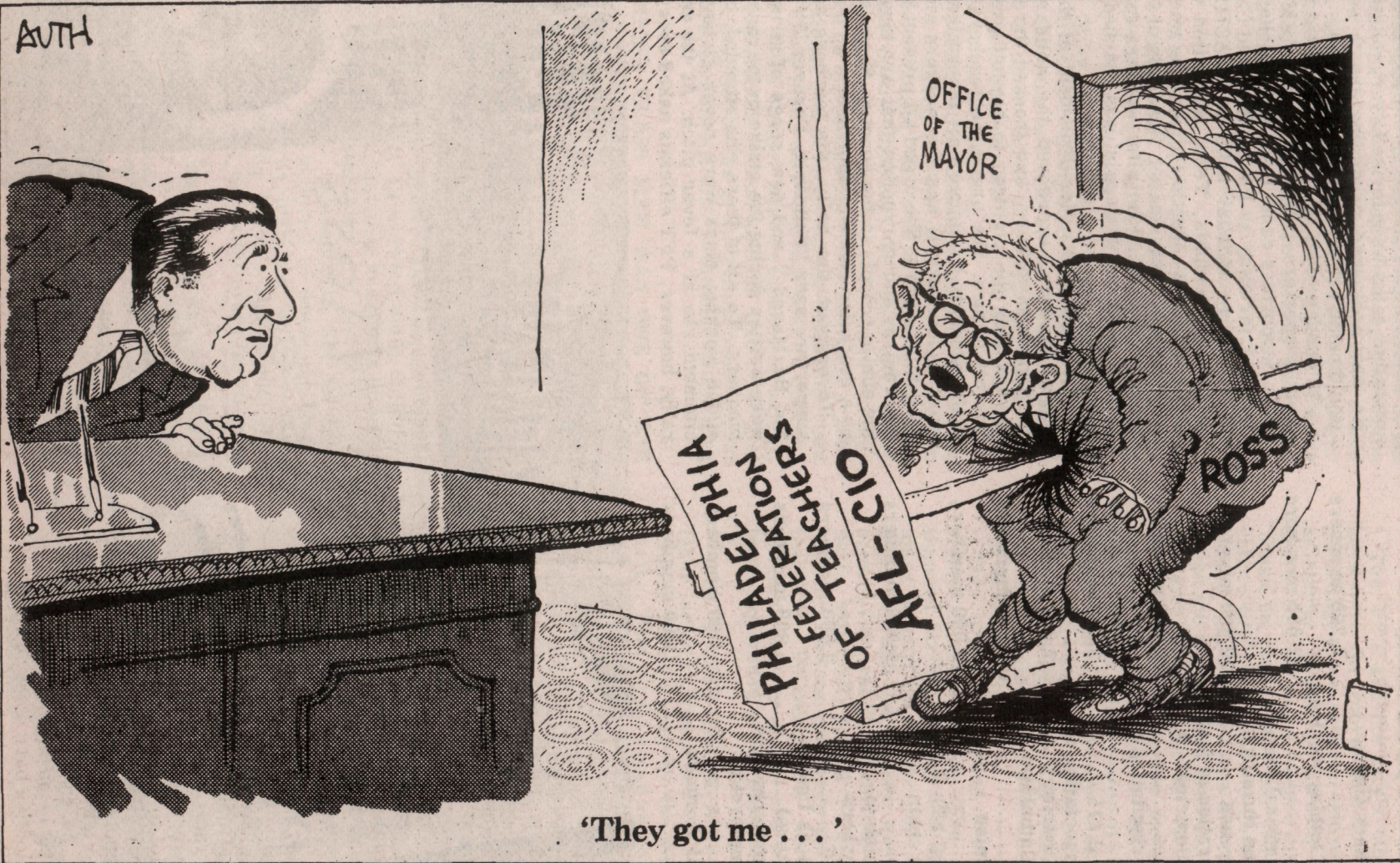
delphia Federation of Teachers must be accepted for what it is—an act of blackmail by a power-hungry few against all the people of our city.” He said also, that “the teachers have placed a gun to the taxpayers heads, and threaten to pull the trigger unless we surrender unconditionally to their greed. This I will not do.” Rizzo distorted the teachers wages and came up with the incredible statement that the teachers averaged \$18.90 per hour. Needless to say he left out the real facts, like the starting salary for Get Set teachers—barely \$6,000, and all other teachers at \$8,900 per year to start.

The response of the city’s unions—and hence the “public”—was to continue building for the General Strike. The Labor Council met on Tuesday, Feb. 20th, and called the General Strike for Wednesday, the 28th. That same Tuesday, Nixon sent his chief labor troubleshooter, Assistant Labor Secretary William Ussery, to Philadelphia in an attempt to end the walkout. Labor Department sources in Washington revealed that Ussery was sent as a result of a personal request from George Meany. The National AFL-CIO Executive Board Meeting in Miami, Florida put off discussing national support for the PFT in order to have time to be addressed by President Nixon. They said that they would wait and see how Ussery did, since Meany thought he was “tough” enough for the job of mediator. So it was Meany to the rescue... for the bosses... and they needed it.

WHEN THE PLANS FOR THE GENERAL strike were finally announced, Rizzo shook on behalf of the whole ruling class. He trembled on TV when he spoke; “I just hope it doesn’t come off. If you’re talking about anarchy, this is how it starts.” William Ross resigned as Head of the School Board the same day, saying that, “I’m really doing it to eliminate the personal element in the strike.” That’s right, the workers were ready to kill one of the worst traitors they had ever known. Too bad he took it personally. Rizzo’s response was typical: “They got Bill Ross, but they’ve still got to get by me... Let me tell you something. They (the teachers) had better come down by some millions. They better be prepared for a long strike. I’m not going to sell the people of this city down the river.” Still the “Champion of the People”—with all the workers set to strike against him! After Ussery entered the negotiations, Rizzo was strangely silent. He must have gotten the word... to button up.

Friday, Feb. 16, 1973	Philadelphia Inquirer
AS THE TEACHERS piled into the two vans and seven paddy wagons carting them off to the Police Administration Building, nearly 100 school children looked on.	here,” said 13-year-old Ronald Hauser.
“I don’t want to go to school because my teachers are out	Thirteen-year-old Elizabeth Musha: said, “We don’t want those scabs to teach us. Those teachers don’t teach right.

AUTH



'They got me ...'

UNIONS COMMITTED TO THE WALKOUT
(this is a partial listing)

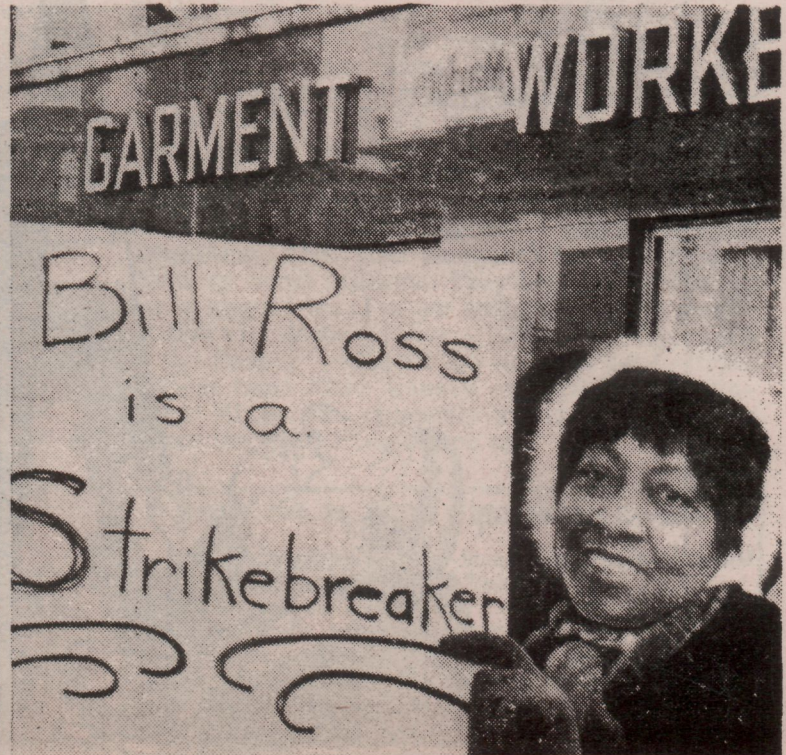
Transport Workers Union, Local 234.....	5,200 members
Amalgamated Clothing Workers of America	22,000 members
Local 1199C, National Union of Hospital and Nursing Home Employees.....	*10,000 members
American Federation of State Council and Municipal Employees	20,000 members
Local 427, City Sanitation Workers	3,000 members
Teamsters Local 115	3,000 members
International Association of Machinists, District 1	7,000 members
Association of Catholic Teachers	940 members
Retail Clerks Union, Local 1357	12,000 members
Teamsters Local 169 (supermarket chain warehouses).....	4,000 members
International Union of Electrical Workers (Local 119, GE).....	6,000 members
Pa. Social Services Union (Welfare workers).....	900 members
International Brotherhood of University Employees (Temple U)	300 members
American Postal Workers Union	7,000 members

“Arbitrator” Ussery used Nixon’s “Peace is at hand” tactic. He was “very hopeful,” and the marathon talks were termed “very constructive.” He never stopped predicting that a settlement would come before the General Strike.

On Sunday, Feb. 25th, over 4,000 teachers and their supporters rallied at Temple’s McGonigle Hall. Supporters came from AFT teachers’ locals from as far away as Puerto Rico and California. Jerry Wurf, national head of AFSCME, spoke about the Memphis, Tenn. sanitation workers’ strike that Rev. Martin Luther King was backing when he was assassinated. Hundreds of teachers, hotel workers, and hospital workers came from N.Y.C., as a new high point was reached in labor solidarity.

Dolores Huerta, Vice-President of the United Farm Workers, expressed the solidarity of 3 million farmworkers, and thanked the teachers for teaching the children to boycott grapes and boycott lettuce. She urged the teachers to teach their students to support all the strikes of the workers because it was the workers who really built this country. She urged all present to reject the racism and corruption that are taught in all the public schools in the country. She was greeted by a deafening round of applause.

Throughout the rally, the teachers and their supporters sang “Solidarity Forever,” “We Shall Not Be Moved,” and new songs of struggle that were written during the strike by the rank and file teachers. To all of those who attended, the ideas of the working class were never stronger. Excitement ran at a fever pitch. At the end of the rally, however, PFT officials asked everyone not



Phila. strikers rightly lump Scab Ross together with Racist Rizzo.

to demonstrate when they left and not to do anything that would "damage the atmosphere of the negotiations." Toohey spoke cautiously about the "Day of Conscience." Many thought that a deal was in the wind. Many saw Ussery as the Kissinger of Labor Affairs; after all, for the price of a few B-52 bombers, at \$8 million apiece, the strike could be settled.

The Settlement

Just on the eve of the General Strike, Ussery, PFT leaders, and school Board officials announced a temporary settlement at 2 P.M. Toohey announced a postponement of the General Strike. Rizzo came up with \$60 million extra and was happy to escape. Everybody claimed to be happy except the rank and file of the PFT and Philadelphia's other labor unions, especially the parents and students whose needs were virtually ignored by the settlement.

At the first ratification meeting on Feb. 28, the teachers refused to vote until they had time to read the contract, which wasn't distributed until the time of the meeting. The next day, at the second ratification meeting, one angry teacher summed up the settlement: "Unfortunately in your negotiations, you have put off the most important thing, class size, until the last year of the contract." Union Leader Ryan responded by saying, "We dedicated \$8 million to class size in the last year. It may not be the greatest improvement, but it's more than anyone else in the city was willing to do."

REDUCED CLASS SIZE WAS ONE OF THE rank and file's top demands and one of the main reasons that this teachers' strike won so much solidarity from worker-parents. The present "maximum" is 35, and even that is constantly violated by the board, especially in the ghetto schools. Initially the strikers were fighting for 25; the PFT leadership changed this demand to 33 and then settled for a far-off 33—to take effect in 1975. By then violations of the present 35 will have multiplied still further. Extra-large classes discriminate against all working-class children, but they are most devastating in schools attended by black and Latin students.

In another racist development, Get Set day-care teachers, the majority of whom are black, didn't get wage parity until the 4th year of the contract. Considering Nixon's budget cuts, it's questionable whether or not the program will even exist by then.

This is a 4-year contract. It was designed by Nixon-Ussery-Meany-Rizzo to lock the teachers in on inflation and budget cuts. Rizzo can get re-elected before another strike (he reasons) and enjoy the \$100 million Nixon gave him to celebrate the 1976 Bicentennial of U.S. capitalism in Philadelphia. Many teachers did not want to accept the contract, but they felt backed in the corner after the General Strike had been called off.

Lessons of the Struggle

The PFT and the city's other workers could have won far more than this after 8 weeks of picketing, mass arrests, and overwhelming labor solidarity. Rizzo has already made it clear that there will be more budget cuts in the schools. These he claims will pay the teachers' meager raises (4%). Already the government, helped by Meany, has set the stage for racist divisions between the parents and teachers, hoping to get each to blame the other for the worsening conditions in the schools. No worker anywhere should be a sucker for this kind of tactic of divide-and-conquer. The united power of Philadelphia's trade union rank and file won some important gains during this struggle. Before the strike the Board wanted to settle for a \$32 million package. On the eve of the General Strike they actually settled for \$99.3 million.

This arithmetic alone should be a powerful lesson to all workers. The mere threat of a General Strike, coupled with the already existing mass support for the teachers, was enough to win \$67.3 million the bosses would otherwise have kept. A General Strike could have won incalculably more, especially among the anti-racist demands: smaller classes and wage parity for the Get Set teachers. Philadelphia's workers flexed their greatest muscle—unity—and for days on end the bosses quivered as far away as Washington.

THE BOSSES (NIXON AND CO.) AND THEIR labor lackeys (Meany and Co.) were backed into a corner momentarily by the threat of the general strike. That threat arose because the workers saw that the attempt to break the PFT—take away the right to strike, and force the union into binding arbitration—was a vicious attack on every worker, black or white. Rizzo's blunderbuss attacks on the whole trade union movement ignited a spark in the ranks of the working class that enabled the unions to overcome the historic division of racism (which the bosses created in the first place). Once the workers had arisen in defense of their CLASS INTERESTS, no outside force in the world could have overcome this avalanche of unity—not Rizzo or his cops, not Nixon or his army of slick, hired arbitrators (Ussery, etc.), not Meany or his putrid crew of labor sellouts (Philadelphia's AFL-CIO Council).

The General Strike was called off (even though many workers wanted to carry it out) because there was no guiding force to give the overall leadership and coordination necessary to launch and maintain the strike. This guiding force can only come from militant rank-and-file leaders and revolutionary communists. A communist party arms the workers with Marxism-Leninism, the science of the class struggle, the science that can transform hatred of the bosses into higher political knowledge. This knowledge will enable the workers to build a revolutionary movement that will eventually smash racism completely and wipe out the whole capitalist class of exploiters, its

liberal and conservative politicians, and its state power.

Make no mistake about it—the cutting edge of racism, the plank in Rizzo's campaign that brought him to office, was seriously blunted. Rizzo was famous nationally for smashing every struggle of Philadelphia's black workers that he could find, with his gestapo police force. His performance for the bosses during the teachers' strike has set him at odds with every worker in the world. The racism of Rizzo and Nixon (and McGovern and Kennedy are no different, just smoother) against the black people in this country, against the Vietnamese peasants and workers, against the American Indians, and against the workers of any country competing with the U.S. (like Japan with clothing and radios) is the same racism that they will use to break any union they can.

RACISM IS ONE OF THE MOST DEADLY ideas that the bosses' system of TV and press and schools sows among the oppressed people. The rank and file of every union should fight like hell to make anti-racism a living plank in their union constitution. Teachers, particularly, must take a stand against the racist filth that they are forced to teach in the classrooms. They should make the ban of all racist textbooks a non-negotiable contract demand. Racist "Buy American" garbage is pushed by the ILGWU, the same union whose Philadelphia head was President of the School Board and arch strike-breaker, scab recruiter.

Right now the government is developing the WIN Program in every state to force Welfare recipients to work for as little as \$1.20 per hour, and take away the rights of these people to join unions. They will be used as a scab labor force to break strikes, if we let the government get away with bringing back this slavery. The plan will be pushed by using the racist ideas that people on Welfare are "lazy, stupid, chislers." Workers in every union must stop these plans for their own good, as well as for the sake of the millions of poor people forced to live on welfare because there are no jobs for them, or because they are disabled, or are the sole guardian of their children.

What the Future Holds

The threatened general strike in Philadelphia has made it clear that the unions, united together for the common good of all workers, have the power to stop such programs aimed against the people. Nixon recently admitted that he could have never brought the Vietnam War to the successful conclusion that he did without the "patriotic" support of labor leaders like George Meany. In other words, general strikes by the majority of U.S. workers, who opposed the war despite their leaders, could have driven the U.S. out of Viet-

nam, and could have made it impossible for the Rockefellers, Kennedy's, etc. to butcher over 7 million Vietnamese people in a war of aggression and genocide. What would general strikes do to the wage freeze? What would they do to the soaring meat prices? There's no end in sight to the power of the unions.

Of course many workers are cynical about their union leaders, and they have good reason to be. The story presented here of the Philadelphia Teachers strike should give them more reason to be. But mainly this tremendous event should inspire workers everywhere to get involved in their unions, throw out the crummy "leaders" that betray them on every issue—from wages, to racism, to the war—and push forward in the class struggle.

THE FIGHT FOR THE SHORTER WORK WEEK, which is gaining steam throughout the country, due to the efforts of the Workers Action Movement, can come a lot closer to reality if workers build the solidarity of many trade unions **with each other**. This is an issue that the rank and file will have to fight for on their own, and put pressure on the union leadership to produce—or else. The 30-hour work week will be a tremendous victory for all workers and it can bring fuller employment with it, if the workers are united as a class. Massive general strikes can win the 6-hour day, just as the 8-hour day was won in many countries due to the international unity of the working class. This type of solidarity would benefit all workers, since at one time or another all groups of workers would be on the receiving end of such universal support. Just as an injury to one is an injury to all, help for one is help for all.

Solidarity Leads To . . . ?

All of this solidarity leads one place—and that's to victory. Not only will the workers win their defensive battles, when they fight from a position of defending their organizations, but they can take the offensive and win the 6-hour day in every corner of the globe. They can stop imperialist wars that are aimed at super-exploiting the workers of one country. They can . . . you name it.

It leads still further; it leads to the road to revolution and socialism. When Rizzo said that he feared "anarchy" that's what he was getting at. He was afraid, as all bosses were afraid, that a general strike in Philadelphia would raise the political consciousness of all workers to higher levels. Why should the power of the whole working class be confined to "collective bargaining" for a piece of the bosses' pie? Why shouldn't the working class own and control what is rightfully ours?

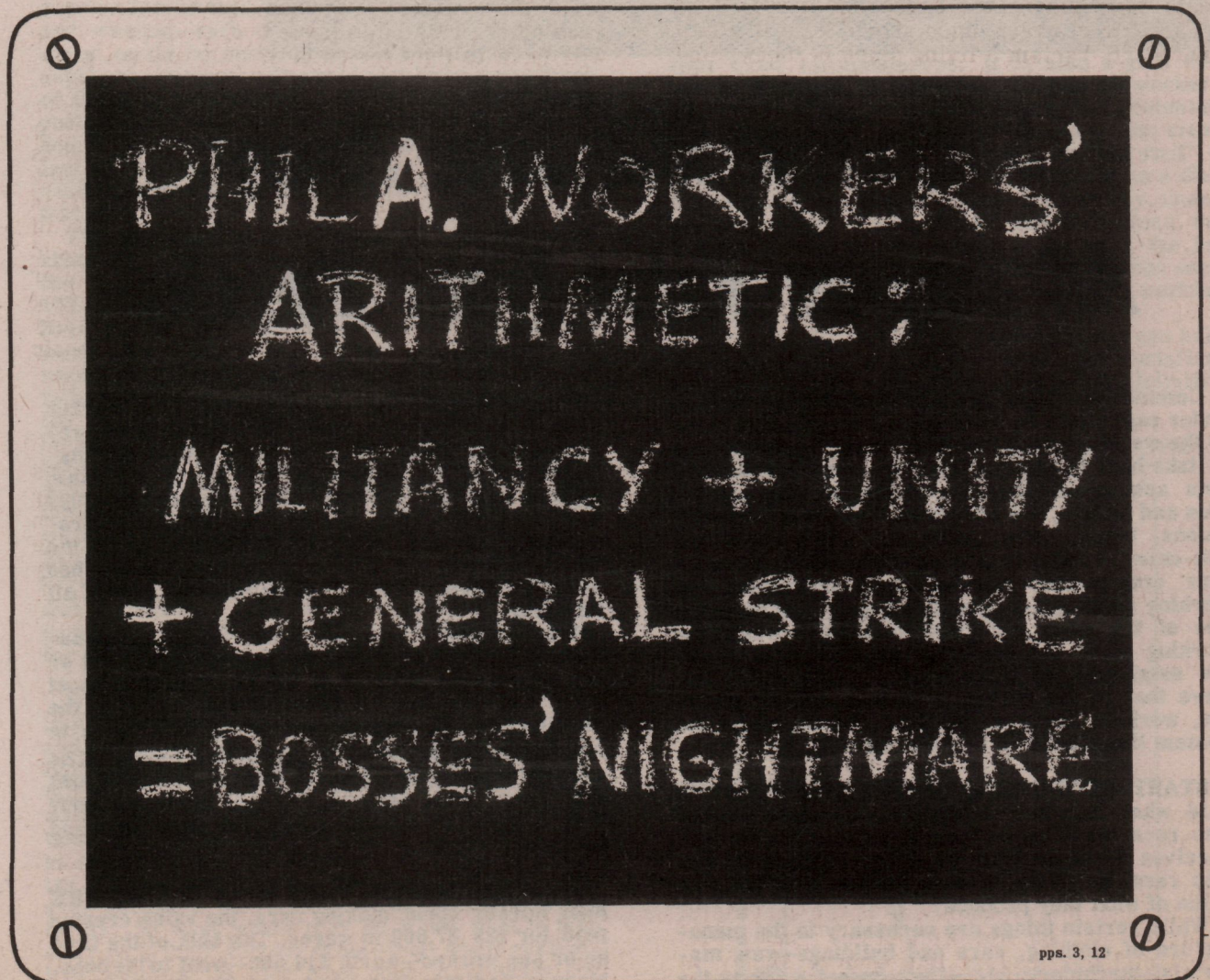
When every branch of the bosses' state power has been used against you—the cops, the courts, the prisons, the schools, the news media, etc.—and when the U.S. government is exposed on every level for pushing racism, then the only solution is

revolution and overthrowing the government. The whole capitalist system of exploitation, racism, chauvinism, and war can only be eliminated by eliminating the government and the bosses that currently rule our country and the world. That's what real democracy for the working class is all about—SOCIALISM and the dictatorship of the proletariat, the collective ownership by the workers of all the operations of production and distribution, and control over the government to back it up.

UNDER SOCIALISM THERE WILL BE NO UN-employment and there will be no racism taught in the schools. In addition to the 3 R's the schools will teach the history of the working class and our many struggles, and how to protect our revolutionary society from all who want to bring back

capitalism. The media will have the same purpose, and the Workers' State and the workers' revolutionary communist party will back us up. This is what the Progressive Labor Party is all about, and this is why the bosses are scared to death of general strikes.

The fierce determination of the Philadelphia teachers and the valiant support by much of the trade union movement has proven that all these goals may be closer than we think. Solidarity is not an impossibility—**IT'S A NECESSITY FOR SURVIVAL**. It's a necessity that every oppressed person must realize and work for. It's no wonder that the national media hushed up all coverage of this tremendous struggle. The great Philadelphia Teachers' Strike of 1973 will never be forgotten. The workers of this city blazed the way forward, because we all knew that we were in it together.





Hospital workers from St. James hospital, south London, fighting for a 35 hour week, march to Balham tube station to give out leaflets.

Socialism Will Take Away All Surplus Value From Bosses

Communists fight for the shorter work-week under capitalism because this struggle brings gains to the working class that are harder for the bosses to take back in another form; because this demand cuts across all divisions of the working class—men and women, old and young, industrial and craft unions, black, Latin, Asian and white, union and non-union, employed and unemployed—and therefore creates the greatest unity throughout the working class internationally, a unity that becomes one of the most necessary tools with which the working class can make the greatest gain of all: the establishment of socialism. Communists believe that in the course of such a gigantic struggle, workers learn more about the nature of the system therefore how to overthrow it.

START WITH THE QUESTION: ARE WORKERS paid what they are worth? Is a garment worker who receives \$2.50 an hour or an auto worker who receives \$4.50 an hour or a construction worker who receives \$6.50 an hour getting paid the true value of what they produce?

While certain things are necessary to the manufacture of clothing, cars and buildings—raw materials, machinery, etc.—they cannot produce the new product. The key ingredient in the process is

the labor performed by the worker. The worker puts all these things together to produce a new result—a coat, auto, etc. Therefore, while the materials used in production are worth a certain amount (and, themselves, were produced by other workers previously), they ADD NO VALUE in production. The only thing that ADDS VALUE is the labor applied by the workers. Therefore, the finished product comes out worth more than the sum of all its parts.

What happens to this “value added in manufacture”? Part of it goes to pay the worker his or her wages—but NOT ALL OF IT. Not even most of it. For instance, in 1970 the value added to the manufacture of automobiles in the U.S. came to approximately \$21,000 per production worker. The average auto worker received little more than \$7,000 that year. What happened to that other \$14,000? The bulk of it became profit for GM, Ford and Chrysler.

IN OTHER WORDS, PART OF THE TIME THE auto worker spent making cars, the value created paid for his \$7,000 in wages. The bulk of the time he or she worked—worth \$14,000—went to the boss. Marx called this amount of value that the workers produced but didn't receive surplus value.

Now, in an 8-hour day, auto workers were working less than three hours for themselves and the rest of the time for the boss. If however, workers were to win a six-hour day, and received at least the same wages, if not more, they would be working half—not one-third—of the time for themselves and the rest for the boss. That is, the value produced in half a 6-hour day would go to pay the worker's wage (and more than half if wages went up as hours went down). The boss would get only the value produced by the worker in half—not two-thirds—of the working day.

Thus, a shorter work-day can take a bigger chunk of surplus value out of the bosses' pockets and put it in the workers' pockets.

IS THE BOSS CONTENT TO LET THIS HAPPEN?

Hell no! This is why, historically, the bosses have fought all-out against the workers' demand for a shorter work-day. The bosses understand that shorter hours and a pay boost cut deeply into "their" surplus value.

If workers were to force the bosses to grant a 6-hour day, what would the bosses do? Undoubtedly they would try to force workers to produce more, work harder and faster, cut wages, etc. with even greater fervor than in the past. But in fighting for—and winning—such a major victory—the working class would be unifying itself to a degree never achieved previously. It would also be learning more of the nature of the capitalist beast, which, when pushed into such a corner as the fight for shorter hours would produce, would drop much of its fig-leaf of "democracy" and "equality" and stand more naked before the world as the oppressive SYSTEM that it is.

The working class would also be learning more about the system because communists would be in the leadership of such a movement. For the past 100 years, the Left, the Marxists—communists—have always led the movement for the shorter work-week with no loss in pay. And communists would be pointing out the reason why the bosses fight this great working-class gain so hard, how the workers are cheated of their true worth—not being paid the full value of what we produce. This leads to the inevitable conclusion that to do away with the injustices under capitalism which flow from the robbing of surplus value produced by the workers, we must do away with this robbery ALTOGETHER. This means doing away with the robbers and their SYSTEM of robbery, with bosses and capitalism. This means revolution. Workers can learn the necessity for revolution in fighting for the key demand of the shorter work-week.

BUT, AGAIN, WOULD THE BOSSES STAND idly by while the workers reached this conclusion and just allow their system to go under without a fight? Well, look what they do when workers merely ask for higher wages or an end to the wage freeze which limits or cuts their wages. They get injunction, cops, the National Guard and even army troops to enforce them; jail workers and union officials; try to break the unions; blacklist militants from ever getting a job; frame people into long prison terms. So what would they do if we want to take away ALL their surplus value—their whole system? Kill millions, as they have done in Vietnam and everywhere else that workers started out by trying

to kick out the bosses.

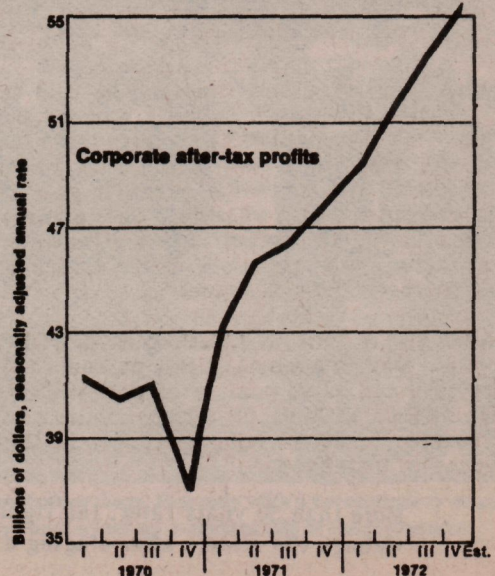
How do they do this? By employing their state power, their governmental apparatus. That's what the injunctions, laws, jail terms, etc. add up to now. And that's why they have armies—to enforce their profits and profit system through the barrel of a gun.

This is why communists say it is not enough to fight for reforms under capitalism. In fighting for these reforms, especially such gigantic ones as 30 for 40, we unite ourselves and become so solidified—nationally and internationally—that we have the chance of challenging their STATE POWER, the power that they use to crush all opposition and save their system. In this process, more workers become communists and help to organize the working class to challenge and destroy that power and erect a new power—WORKERS' POWER—in which workers control all production, all the value added by their labors, decide how all surpluses shall be organized and distributed to the best advantage of the working class. And we—the working class—hold the governmental or state power that ENFORCES this control over the means of production.

THE FIGHT FOR 30 FOR 40 BECOMES NOT only a gain that gives workers the chance for more jobs, more leisure time to spend with their families, the chance for safer working conditions under less tired circumstances. It is also a gain that comes through a struggle that UNITES all workers as never before, strips even barer the pretenses of capitalism to "democracy," sharpens the class struggle, and builds the workers' "general staff"—the communists. Capitalism is revealed as a dictatorship of the bosses' class, and thereby, under the leadership of communists and their ideas, the working class learns how—and develops the inexorable dedication—to overthrow the bosses once and for all, under the dictatorship of the working class.

The fight for 30 for 40 internationally can help lead to the fight for workers' power, for socialism and an end to the most oppressive and exploitative system the world has ever known.

Reprinted from BUSINESS WEEK, March 10, 1973





MAY DAY, Paris, 1906--French workers demand the eight-hour day.



More than 30 years later, the fight was still going on. Here metal workers marched through the streets after staging a sit-down strike to end the forty-hour week.

First Int'l Blazed Lessons for Fight

As the fight for 30 hours work for 40 hours pay picks up momentum, along with a simultaneous assault on local and national legislatures for 30 for 40 laws, workers will inevitably come into both peaceful and bloody conflict with an increasingly avaricious ruling class using every means at its control—including armed terror—to guarantee its unquenchable thirst for maximum profits.

THIS LESSON OF HISTORY, BEQUEATHED TO us from past struggles for a shorter work day and for laws governing the hours and pay for work, can best be illustrated during the years 1862-1874, when the First International or the International Workingmen's Association was formed.

Mainly centered in Europe, but with branches in the US and Latin America, the IWO, banded together in order to draw up a program of action to curtail—or even defeat—a ruling class which, on its own, was maneuvering for even greater exploitation because of vast technological improvement and heavy industrialization occurring at the time.

Despite a broad spectrum of political differences, the members of the First International were unified, at least, around the idea of the shorter work day and placed this issue high up on the list of most-wanted improved working and living conditions.

THE GENERAL COUNCIL OF THE IWO, ON THE proposal of Karl Marx, one of the organization's founders and leading spokesman, drew up the following agenda for the Geneva Congress in 1865:

"(1) To consolidate . . . the efforts being made in different countries for the struggle between Labour and Capital; (2) the trade unions, their past, present, and future; (3) co-operative labour; (4) direct and indirect taxes; (5) shorter working hours; (6) female and child labour; (7) the Moscow invasion of Europe, and the restoration of an independent Poland; (8) the permanent armies, their influence on the interests of the working class."

We see many points are devoted to problems of the economic conditions of the working class—the starting point of all social movements.

Hoping to use the blossoming trade unions as a school of struggle and a vehicle to weld the workers together as a class, a requisite without which they cannot proceed to wrest even the most minimal reforms—to say nothing of revolution—from capitalists, the IWO resolved:

"Limitation of the working day is a preliminary condition in the absence of which all further attempts at improvements and emancipation must prove abortive. We propose eight hours as the legal limit of the working day."

The call for the eight-hour day, which afterwards became the slogan of the whole international proletariat, was raised at a time when in all capitalist countries, with the exception of England, the working day lasted as long as fourteen hours. Thus, they raised slogans on the general tendency of the development of the labor movement and not only on day-to-day questions of the period. In no other reform were the lines

of battle so clearly drawn. No other reform so contained the seeds of its opposite—violent revolution to overthrow capitalism once and for all.

However, though revolution was constantly stressed as the means to eventual freedom, it was necessary for the workers to understand that they must advance from economic struggle to grab eight-hour concessions from individual capitalists here and there to the higher political level, where laws would be passed providing for the shortening of the work day and overseeing factory legislation.

THIS IS HOW MARX DESCRIBES THE NATURE OF this political advancement:

"The creation of a normal working day is, therefore, the product of protracted civil war, more or less dissembled, between the capitalist class and the working class. . . . For protection against the "serpent of the agonies" the laborers must put their heads together, and, as a class, compel the passing of a law, an all-powerful social barrier that shall prevent the very workers from selling, by voluntary contract with capital, themselves and their families into slavery and death." (Capital.)

"Protracted civil war," "preliminary conditions," "improvements and emancipation," "class," "passing of a law," "all powerful social barrier," etc.: were these terms "propaganda" designed to instill greater courage into an already courageous working class or were they the framework around which the workers could advance?

When the world's first dictatorship of the proletariat, the Paris Commune, exploded on the European continent in 1871, French workers showed how seriously they took the meaning of these terms. One of the first measures enacted by the Parisian workers when they took power was the establishment of an eight-hour day law.

IF THE PARIS COMMUNE WAS THE SYNTHESIS of all the efforts of the First International, it also sounded its death knell. The IWO lasted but two more years after the fall of the Commune. But it had served its purpose; there was no longer any need for its existence. It fell apart because of irreconcilable ideological and political differences and the crushing of the Commune.

The adherents of the First International had helped to thrust into world-wide prominence the meaning of workers fighting together as a class, the relationship between economic and political demands, the connections between the struggle for immediate demands (reforms) and the longer range pursuit of revolution, the role trade unions play in the never-ending conflict between labor and capital, and, finally, the dictatorship of the proletariat.

Substantially very little has changed since 1864, if only because capitalism is still with us and breathing hard. The rich get richer and the poor poorer; this is a hard fact of life. But this is another hard fact confirmed by history: the winning of 30 for 40, in the tradition of the eight-hour day struggles, will not only grant workers temporary relief from exploitation but will also bring them closer to their own freedom because they will learn, as did their brothers and sisters before them, that only with a revolutionary communist party can they set up a dictatorship of the proletariat.

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PARENTS.....

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EDUCATING YOUR CHILD!

→ YOU-CAN-HELP

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1. Keep your child at home until the strike is over.
2. Come to school and walk with us even if you can only spare an hour or so.
3. Call the Mayor and demand that he grant the teacher's requests and get the schools open.

Mayor Schaefer

Office
396-3100

Home
945-5559

Call these Council persons and demand that they work toward the granting of teacher's requests for salary increases.

Mrs. Mary B. Adams	396-4817	945-7127
Mrs. Victorine Adams	396-4817	383-9009
Dr. Emerson Julian	396-4817	945-6886
Domanic Leone	396-4823	
Charles Wheatley	396-4823	
William Myers	396-4823	

4. Call your PTA President and organize a day of picketing at City Hall and at the School Administration Building. Try to get the PTA's and neighboring schools to join.
5. Talk to your neighbors; we are all in this together for the good of the children.

ACT NOW!

TALK TO OTHERS ABOUT THE
ABOVE ITEMS!

YOUR CHILD'S
FUTURE.....

DEPENDS ON
YOU!!!!

Bork faults desegregation by school merger

By DEAN MILLS

Washington Bureau of the Sun

Washington — Robert H. Bork, the solicitor general, asserted before the Supreme Court yesterday that lower court rulings calling for the merger of suburban school districts with the city system were an "improper exercise of judicial power."

The court, he said, jumped from the premise that there has been unconstitutional segregation within the Detroit city system and that there are too few whites within the city to achieve meaningful desegregation to the erroneous conclusion that multi-district desegregation is the only constitutional remedy.

Mr. Bork argued as a friend of the court in the case, which could decide the future pattern

of school desegregation in urban areas. The vote, expected to be cast by the justices sometime late this spring, is virtually certain to be a close one.

In a similar case from Richmond last year, the justices split 4 to 4 on the issue of the court-ordered merger of urban with suburban school districts. Justice Lewis F. Powell, Jr., who did not sit on the Richmond case because he had been a member of the school board, is participating in the Detroit case.

The solicitor general suggested a way for the Supreme Court to avoid deciding the main issue in the case. The matter, he said, might be remanded to the district court with instructions for the lower

court to determine whether there had been any "interdistrict violations" that would justify an "interdistrict remedy."

But only if officials in one of the suburban districts involved could be shown to have conspired with officials of the Detroit system or of other suburban systems can it legally be included in any desegregation plan, he argued.

The lower courts found that the Michigan State Board of Education had been guilty in a long pattern of discrimination against blacks and that other state and county officials had contributed to de facto segregation through a pattern of discrimination in other areas, particularly housing.

Local school districts, as agents of the state board of education, can therefore be included in a desegregation plan even if they have not themselves discriminated, the courts found.

Frank J. Kelley, the Michigan attorney general, told the justices yesterday that reasoning amounted to "a classic case of a remedy in search of a violation." He accused the courts of "straining" to involve state officials in the case in order to lay the groundwork for area-wide desegregation.

"The record in this case is devoid," he said, "of any purposeful act by a public official with the intent to segregate anybody at any time."

William B. Saxton, who rep-

resents 24 of the suburban districts that might be touched by an area-wide desegregation plan, charged the lower court are trying to use desegregation as "a rubber band to snap all metropolitan school districts into the Detroit system."

"You will search this record in vain," he said, "to find on whit, one jot, that any suburban district committed de jure segregation."

J. Harold Flannery, arguing for the NAACP, said a merger of predominantly white suburban districts with the predominantly black Detroit system is the only "practicable" system for desegregating inner city schools.

Such a solution is justified, he said, by a pattern of discrimination over decades by state and local officials in such areas as pupil assignment, choosing sites for schools and housing discrimination.

"All these practices operated in lockstep," he argued, "confine black families to an identifiable core in Detroit" surrounded by a "corresponding reciprocal ring of white schools."