Teacher exams set at Dillard

Dillard University has been designated as a test center for administering the National Teacher Examinations on Feb. 1.

College seniors preparing to teach and teachers applying for positions in school systems which encourage or require applicants to submit their scores on the National Teacher Examinations along with their other credentials are eligible to take the tests.

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At the one-day session, a candidate may take the Common Examinations, which include tests in Professional Education and General Education, and one of the 15 Teaching Area Examinations.

DARE

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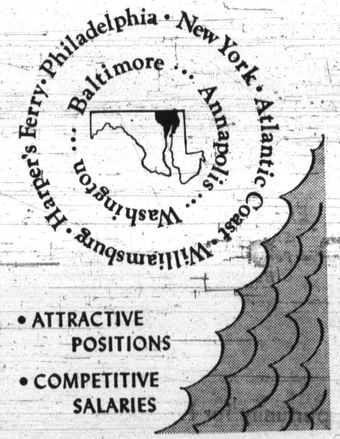

• ATTRACTIVE POSITIONS

• COMPETITIVE SALARIES

400 TEACHERS NEEDED FOR SEPTEMBER, 1969

- Elementary classes average 27 pupils
- 6 Secondary schools on educational parks
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Board of Education of Harford County
45 East Gordon Street
Bel Air, Maryland 21014

More teachers are taking Canadian jobs each year

OTTAWA — Maybe it's the bark of the Huskie or the smell of oil on the Assinaboine, but American teachers have been taking jobs in Canadian schools and colleges in significant numbers in recent years.

In 1967, the last year for which statistics are available, 857 high school principals and college professors emigrated to Canada from the U.S., a 400 per cent increase over the 206 who migrated in 1963, according officials.

• • •

The figures for other teachers show a slightly higher ratio of increase at 485 per cent, from 199 in 1963 to 965 in 1967.

Nearly the same salaries, with particular advantages for high school teachers, are usually listed by newcomers as reasons for moving, along with a slower pace of life and the chance for adventure.

Since Canadian immigration does not list newcomers by race, the mixture of this group would be hard to determine.

• • •

Americans have congregated particularly in Calgary and Edmonton, Alberta, where an oil boom is in progress and cattle ranching reminds them of the western states.

Some also seem to have answered the call of the wild, being attracted to the frontier in the North.

University teachers sometimes stress more intimate relationships betwen faculty and students and a more congenial campus community life. A few also contend there is greater academic freedom in Canada.

$1.4 million given to Project Interchange

WASHINGTON, D.C. — A special program of the National Education Association to move the best of Job Corps teaching into the public schools enters its third year with a new $1.4 million grant.

The money comes from a contract signed last week by the Office of Economic Opportunity, which supports both Job Corps and the NEA-operated Project Interchange among its many activities in the War on Poverty.

While the Job Corps is expressly designed to give school dropouts asecond chance, Project Interchange works to prevent the need for that second chance by preventing dropouts in the first place. The more successful Project Interchange is, the fewer "customers" there will be for the Job Corps.

In its first two years, Project Interchange has concentrated on two things: Sending public school teachers into Job Corps centers to teach and, once they had completed their teaching experiences with Job Corps methods and materials, using these same teachers to staff back-home projects to prevent school dropouts.

This year, Project Interchange plans to maintain and expand its activities and extend itself into other areas.

Teachers aiding minority pupils

SAN JOSE, Calif. — Two day-long sessions to acquaint teachers in the San Jose school system with the problems of their minority students were sponsored recently by the San Jose Teachers Assc., the California Teachers Assc. and the NEA.

The first session, held Nov. 20, was designed to sensitize San Jose's 1,650 teachers to the cultural differences, problems and attitudes towards education of Mexican-Americans.

The second meet on Dec. 11 focused on the problems of the black students within the 36,000-pupil system.

All of the city's 54 schools will close for three days early in January to provide a follow-up to the initial sessions. In addition, groups of teachers are working with minority students on Saturdays and during vacations.

THE BROTHERS NEED YOU!

Teach At A Black College In The South.

S.E.P., a non-profit, foundation supported agency, serves as a recruitment clearinghouse for 94 black colleges in 17 states.

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859½ Hunter Street, N.W.
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Saginaw Boards of Education
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Area 517-755-6501
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placement of teachers who are members of minority groups.

The Center will also continue the Committee's liaison with civil rights organizations that have educational concerns and with government agencies that have human rights concerns. We hope that the cooperative approach, which has proved so valuable nationally, will very soon be extended to state and community activities. As other NEA units expand their human rights concerns, the Center will serve as a coordinating force for their efforts.

An important function of the Center will be to serve as a communications resource. For individual ter will supply practical information and, whenever educators whose rights have been abridged, the Cenpossible, will perform the role of ombudsman. By rapidly putting teachers who have suffered injustice in touch with the most effective procedures for seeking redress, the Center will expedite the restoration of their human rights.

To bring about united action and avoid wasteful duplication of effort, the Center will act as an unofficial clearinghouse for educational human rights programs. Enabling civil rights groups, government agencies, and NEA-affiliated organizations to share experiences will make it possible for every group to build upon the work and development of the others.

It is important that the Center be responsive to changing situations and ready to meet emerging crises. Therefore, we will maintain a flexible organization and pursue a dynamic policy rather than develop a rigid structure and static program.

The Task Force Report documents our nation's desperate cry for stronger human rights and its recommendations challenge American educators to become a needed source of strength. "No child, no teacher, can be isolated from the struggle of the American civilization to breathe life into the ideals it has propounded since its founding." It will be the goal of the Center for Human Relations to provide leadership in this struggle.

— Samuel B. Ethridge, NEA assistant executive secretary for human relations; director, Center for Human Relations.

• *Report of the Task Force on Human Rights*, Washington, D.C.: the Association, 1968. 90pp. $1 Stock No. 831.11834. Order from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

NEA PRESIDENT Elizabeth D. Koontz cuts ribbon to launch the new Center for Human Relations at ceremonies in the nation's capital. Left to right: Sam M. Lambert, NEA Executive Secretary; Mrs. Koontz, Samuel B. Ethridge, Assistant Executive Secretary for Human Relations, NEA; Wade Wilson, Chairman, Task Force on Human Rights, NEA.

THOUGHTS ABOUT A BEST SELLER

By ELIZABETH DUNCAN KOONTZ

• "Historically, the educational institution has maintained a position of 'neutrality' on racial issues —an apparent neutrality which in effect reinforces the discriminatory orientation of the other institutions of society."

• "The educational institution preserves the middle-class culture intact from the influence of other cultures in our nation by teaching all children that the middle-class culture alone is good and acceptable."

• "Unequal protection of human rights, both under the law and in practice, has brought the nation to a condition of crisis. Those whose rights have long been denied are now demanding equal protection, equal treatment, and equal opportunity. Their demands, and the frighteningly violent response of segments of the middle-class society, make it imperative that all responsible citizens and institutions use every means in their powder to transmute the American ideal of equality into fact."

These are strong words. They are also harsh words. And for educators, the strength and the harshness of these words are increased because they come from a best-selling booklet entitled REPORT OF THE TASK FORCE ON HUMAN RIGHTS, recently published by the National Education Association.

But the booklet also contains many, many hopeful words. This may be one reason why it is such a best seller.

If there is one underlying theme throughout the entire report, it is this: When the rights of the minorities are protected, the rights of the majority are strengthened and preserved. This also happens to be the one magnificently discernible theme in the original documents which shaped this country and helped make it the power that it is today.

So it is good to see that the first chapter of the report calls attention to these documents with full realization of their majestic power. In outlining "Certain American Truths," the Task Force Report clearly states at the outset: "America was founded upon the recognition that human rights are universal and innate — something a man is born with, not something he can be required to earn."

But the Task Force Report also points out that each generation has had to endure a struggle to perpetuate these rights. For today's generation, "the struggle for human rights must be fought in many areas of human activity. It involves open housing, equal employment opportunity, equal sharing of public services, and equal opportunity for health care. All of the institutions of our nation must apply their energy and resources to solving the problem if it is to be solved at all — if denial of human rights is to decrease rather than increase."

MRS. ELIZABETH D. KOONTZ

Among the most important areas in which human rights must be secured is education. The Task Force Report has specific recommendations on teacher education, integration, curriculum school policies, and community improvement.

There are also 21 specific program recommendations on a variety of subjects:

- Radical improvement in urban education.
- Evaluation of teaching materials.
- Integration of student populations and faculties.
- Application of professional sanctions to protect human rights.
- Effective funding of the educational program.
- Protection of the rights and standards of the education profession.
- Development and dissemination of information on human rights and human relations.

• • •

The principal structural recommendation of the Task Force is already in operation — the Center for Human Relations. It is the most significant and exciting organizational change in the NEA in more than a decade. The Center has been given the mandate by the representative assembly to plan, develop, and promote activities relating to the protection and advancement of civil and human rights of educators and students.

Combined, all of the recommendations make interesting and stimulating reading, for they show that here is a committee of educators with a bold, vigorous, exciting plan for today. Here is a practical, set of proposals for dealing with today's problems which have been endorsed by the NEA representative assembly. Here is an immediate way for educators to encourage each child to develop his abilities to the fullest extent, and to help the entire nation to move closer to the basic ideals which are our very reasons for existence. To get your copy or the Task Force Report, send one dollar to Publications-Sales Section, NEA, 1201 Sixteenth St., NW, Washington, D.C. 20036.

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