NEA expands its leadership in human rights

Vigorous NEA support has made it possible for teachers to effect dramatic improvements in the quality of education in the state of Florida and in an increasing number of communities throughout the nation.

Because Florida's educational climate had deteriorated so severely, NEA's national convention imposed sanctions against the state in July 1967. The following month, over 35,000 teachers rallied in Orlando. Their determination to resign if the state failed to take immediate action forced the governor to reverse his position and call Florida's first special legislative session on education. A three-week boycott by more than half the state's teachers during the special session finally induced the legislature to increase Florida's educational expenditure by 71 percent.

Over $1,400,000 in direct loans and grants was contributed by NEA to Florida teachers who suffered loss of income or vindictive dismissal because of their participation in the boycott.

NEA's forceful stand and financial support has also helped to improve teaching conditions in Utah and Oklahoma and in several school districts in Maryland, Kentucky, Michigan, and Rhode Island.

The Educational Problems of Appalachia was the subject of the Sixth National Conference on Civil and Human Rights in Education meeting in the fall of 1968 in central Appalachia. Pictured below are several teachers from Appalachia during the preliminary planning conference in Washington, D.C., November 1967.

Young citizens of Resurrection City in the daycare care center provided at NEA Headquarters during the Poor People's Campaign.

In order to carry out the urgent recommendations of a special NEA Task Force on Human Rights and extend the Association's efforts to economic and social programs, a Human Relations Center was establish in the summer of 1968 to direct NEA's growing human right activities. This new major unit is expanding the dynamic role performed for several years by the Committee on Civil and Human Rights of Educators of the Commission on Professional Rights and Responsibilities.

Working closely with its external advisory council of representatives from civil rights organizations and government agencies concerned with integration, the PR&R Committee introduced many innovative programs to advance equality of educational opportunity.

NEA Urban Task Force tackles decentralization

WASHINGTON — Decentralization education's latest growing pain — has brought hope and — joy to some, and terror to the hearts of others. The pros and cons of this vital issue were presented to the National Council of Urban Education Association's conference recently in Portland, Ore., by four members of the staff of NEA Task Force on Urban Education.

"For the past year the task force has concentrated its efforts on in-depth studies of community control and decentralization," says George Jones, director of TFUE.

"We have examined all facets of the issue as they relate to the greatest priority in education today our children. In the long run we can, as we have in the past, survive crumbling school buildings, scarcity of school supplies, inadequate books, and a host of other deficiencies, but this nation is doomed if our children continue to be thrust out of the classroom with mental and emotional tools appropriate to the Stone Age," he added.

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"This crucial awareness of the relevancy of education for all children — black, white, red, yellow brown — has finally reached into the dark holes of urban slums, stirred anger and frustration in the long-suffering tax-paying parents of these children, and today they are taking a stand," according to the Rev. Joseph Devlin, S.J., program specialist for the Task Force.

"People are not attacking — nor am I — the values upon which our institutions are built but the failure of the representatives of society to recognize the gap between the real and the ideal. This struggle, although ulcer-creating, is a very hopeful sign.

"I think it's the most creative thing going on in the world today — despite the moon shots, the shake 'n bake chicken, the glass skyscrapers, and the silly millimeter longer," Father Devlin believes.

• • •

The deep divisions of this country Father Devlin says, are based on fear and anger, and these are rooted in the gut and not in the mind. This conclusion is shared by John Leek and Linda Morris, professional assistants to the Task Force, who along with Mr. Jones and Father Devlin, will outline the countless myths created by the white power structure which, up to now, constituted the warp and woof of American life.

These fears, like brooding dragons at the bottom of a swamp, have now surfaced and are striking terror in the hearts of many who have built up their own self concepts by denying the existence of other men's dignity and worth.

"Among educators, the phrase 'community control of schools' conjures up pictures of angry parents, always black, usually illiterate, sometimes inarticulate often frighteningly vocal," says Mrs. Morris. Already the words "community control" have created, in the minds of some, visions of violence, anarchy and total destruction of educational institutions.

"Among the residents of the inner city the same phrase signifies a chance and a right; a chance for them to make sure that schools respond to their children; a right which they have been denied.

• • •

"The myths created by the white power structure, and adopted by the black community for so many years, cover a range of incompatible and illogical concepts. On the one hand we state as a "truth" that all black men are lazy and shiftless, but turn around and say that all black men bear within them the seeds of violence and destruction," says Mr. Leeke.

"It is now time to put aside these myths, along with teddy bears and roller skates, and get down to the essentials of education, its structure, its meaning to our citizens," Mr. Leeke stresses. "The big questions confronting us now must be the differences between control of education and governance of the profession — parent power vs. educator power, and how these factors can teem their efforts toward the most important goal ... quality education for our children.

• • •

"The Task Force will outline these and many other fears, problems, possible solutions and guidelines resulting from our investigation," Leeke says. "On the basis of our reports we hope to create an atmosphere for open discussion, and more specifically come away with positive recommendations on action to be taken by NEA and the NCUEA," he observes.

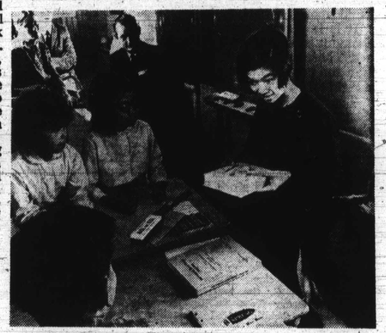
The NCUEA is an autonomous council of urban and suburban affiliates of NEA. It sponsors and develops training programs in cooperation with NEA to assist urban association leaders in achieving a high degree of effectve leadership, and promote and disseminate information concerning programs and practices which have helped develop effective urban education associations. presently, over 115 urban associations located in 32 states are members of the NCUEA.

Le Savoir Parle Bien des Langues

Learning speaks many languages. Bilingual instruction is essential for nonEnglish-speaking children, and it offers a unique opportunity for their "Anglo" classmates.

"The most acute educational problem in the Southwest is that which involves Mexican-American children." This conclusion was stated in 'The Invisible Minority,' the report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking. To stimulate urgently needed action, NEA, through its PR&R Committee and its affiliated organizations in the five Southwestern states, sponsored a symposium in October 1966.

Pictured below are symposium participants: Samuel Ethridge, NEA assistant executive secretary; Senator Ralph Yarborough of Texas; and Maria Urquides, chairman, NEA-Tucson Survey.



Senators Yarborough and Joseph Montoya of New Mexico, two symposium speakers, sponsored bills for a Bilingual American Education Act and a Southwestern Human Development Act. During hearings on this legislation, 'The Invisible Minority' and the report of the symposium were entered as testimony. Both bills have become law.

A special class of nonEnglish-speaking pupils is ebing observed at P.S. No. 1 in New York City by a group of paid apprentice teachers from Fordham University and an interning principal. P.S. No. 1 is one of over 200 schools participating in the demonstration center program administered by NEA's National Commission on Teacher Education and Professional Standards.

ADVERTISEMENT

List A/Subject/Position

For use with Items 17, 18, 19.
(College Subject/Positions NOT Included)

To express your educational background, experience, and job choice, select the item which comes closest to the one you want. Keep in mind that individual states and jurisdictions have variant course titles. The Elementary, Junior High, and Secondary headings are merely for convenience; what really count are the subject descriptions. Example: Remedial Reading is more often found in elementary education (and hence appears under that heading), but you may use it for secondary level as well. In Item 18, you express your preference for an elementary or secondary position.

Elementary

010—All, K-8; 011—K; 012—Grades 1-3; 013—Grades 4-6; 014—Grades 7-8; 020—Art; 018—Math; 021—Music Gen.Specialist; 023—Music-Instrumental; 031—Phys. Ed.; 019—Science.

Junior High

051—General/Multisubject; 047—Art; 092—English; 091—Home Economics; 089—Industrial Arts; 097—Mathematics; 059—Social Studies; 060—Science.

Special Education

030—Behavioral Disorders; 026—Deaf and Hard of Hearing; 029—Gifted; 032—Learning Disabilities; 022—Mentally Retarded; 024—Physically Handicapped; 027—Remedial Reading; 028—Speech Correction.

Other Specialties & Misc.

003—Counselor; 007—Counselor-Elementary; 005—Counselor-College Admissions; 004—Counselor-Voc. Guidance; 001—Preschool; 002—School Librarian; 006—School Social Worker; 016—School Psychologist; 017—School Nurse; 015—Curriculum Specialist; 008—Adult Education; 009—Religious Education; 035—AV Building Coordinator; 034—Educational Media; 036—TV Production/Utilization; 037—AV Graphic Production; 038—Photography (Still/Motion); 039—TV Teacher.

Secondary

050—General/Multisubject; 052—Art; 062—Biology; 081—Business Education; 063—Chemistry; 071—Coaching-Baseball; 072—Coaching-Basketball; 073—Coaching-Football; 074—Coaching-Gymnastics; 075—Coaching-Swimming; 076—Coaching-Track; 077—Coaching-Wrestling; 094—Drama; 064—Earth Science; 044—Economics; 093—English; 053—French; 061—General Science; 043—Geography; 054—German; 042—Government; 069—Health Education; 041—History; 058—History-Black and/or Afro-American; 090—Home Economics; 099—Humanities; 100—Industrial Arts-Gen.; 101—Industrial Arts-Woods; 102—Industrial Arts-Metals; 103—Industrial Arts-Electricity-Electronics; 104—Industrial Arts-Drafting; 105—Industrial Arts-Automotive/Power; 106—Industrial Arts-Crafts; 107—Industrial Arts-Graphic Arts; 095—Journalism; 055—Latin; 098—Mathematics; 066—Music-General; 067—Music-Instrumental; 068—Music-Vocal; 070—Phys. Ed.-Gen.; 078—Phys. Ed.-Athletic Director; 065—Physics; 056—Russian; 048—Safety/Dr. Ed.-Supv.; 049—Safety/Dr. Ed.-Teacher; 046—Senior Problems; 040—Social Studies; 045—Sociology; 057—Spanish; 096—Speech; 080—Voc. Ed.-Gen.; 083—Voc. Ed.-Agriculture; 084—Voc. Ed.-Auto; 082—Voc. Ed.-Distributive; 085—Voc. Ed.-Electronics; 086—Voc. Ed.-Metal; 087—Voc. Ed.-Wood; 081—Voc. Ed.-Office Practice; 090—Voc. Ed.-Home Economics.

Administrative

175—Supervisor; 176—Consultant/Coordinator; 177—Consultant/Specialist; 178—Director; 179—Superintendent; 180—Assist. Superintendent; 181—El. Principal; 182—Mid. Sch. Principal; 183—JH Principal; 184—SH Principal; 185—El. Assist. Principal; 186—Mid. Sch. Assist. Principal; 187—JH Assist. Principal; 188—SH Assist. Principal; 189—Federal Coordinator; 190—Intergroup Relations Coordinator.

Note 1. Items 13 & 16. If you do not hold a bachelor's degree (and do not expect to have it by August of this year) you probably should not register with NEA*SEARCH. This new service is meant primarily for college graduates with regular or standard teaching certificates. There are exceptions which apply to very few states and certain teaching specialties where trade experience is considered of primary importance.

Note 2. Item 22. NEA*SEARCH now includes a provision to encourage school systems to set up a specific set of criteria for beginning teacher assignments, including (1) professional assistance and a planned orientation program; (2) assignment according to preparation and background; (3) adequate consideration of suggestions and comments; (4) acknowledgment of the principles of equal opportunity; (5) comparable provisions in matters of salary, employee benefits, etc. (Item 22 on this form will be matched against a related item on the employer vacancy description form regarding the importance placed on such criteria by the individual school system.)

Cut here and mail—complete both sides of form

19 What subject (position) would you like to teach (fill) in your next job? You may select up to 3 from LIST A, and use "X" in all weighting circles, OR, use numerical weights. (See right) ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○

For special administrative fields such as "Art Supervisor," select administrative level (175) and follow with subject (052), paying strict attention to weighting instructions at right.

IMPORTANT
WEIGHTING permits you to express how strongly you feel about your choices. The letter "X" will tell the computer that you will consider NO OTHER SELECTION(S). The numerical weights of 3, 2, and 1 allow you to state a relative preference between your selections (Items 19, 25, and 27) and/or the importance of items carrying a single weight. LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM.

X—I INSIST ON IT. (You must use "X" if you will accept no other selection(s).) 3—I strongly prefer it. 2—I prefer it. 1—I will accept it.

20 Optional. You may indicate your ethnic identification. Do so only if you think it will be to your advantage. (Many schools are now furthering integration.) ☐ 1 American Indian 2 Cuban 3 Mexican American 4 Black 5 Oriental 6 Puerto Rican

21 Indicate your preference as to area and school district populations for your next job. A. Area ☐ 1. 100,000 or more 2. 50,000 - 99,999 3. 25,000 - 49,999 4. 12,000-24,999 5. Under 12,000 B. School District ☐ WEIGHT ○

22 If this is your first teaching job, and you would prefer a school system with a specific set of criteria for the beginning teacher (see Note 2, above) put a "1" here ☐ WEIGHT ○

23 If you are NOT a citizen of the U.S., please put a "1" here ☐

Refer to LISTS B and C for Items (24) and (25)

REMEMBER—LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM

A WEIGHT OF "X" means you will accept no other location(s); you may use the letter "X" in all four preferences (Items 24 and 25). If "X" is used in combination with numerical weights in "States and Metro Areas," the computer will consider only the location(s) weighted "X."

BY USING NUMERICAL WEIGHTS 1, 2, 3, or A COMBINATION of 1, 2, and 3, you keep your preferences broad, and your opportunities for a match are greater since location range is wider. You will also be selected, in some cases, for positions in areas outside of those listed.

24 Geographic Preference: —You may select 1 U.S. Region or Subregion OR Foreign Region from LIST B ☐ WEIGHT ○

25 —You may select up to 3 from LIST C (States and Metro. Areas) ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○
("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)

26 Minimum Annual Salary you request (for school year; typically 180 days) $ ☐☐☐☐☐ VERY IMPORTANT WEIGHT ○

27 If you prefer to work in a program that can be described by any of the options below, give code numbers here ☐☐ WEIGHT ○

01 Differentiated Staff	05 Ungraded and New Curricula	09 Teacher Corps
02 Auxiliary Personnel	06 Team Teaching and New Curricula	10 Community Relations
03 Ungraded and Team Teaching	07 Disadvantaged	11 Work-Study Program
04 New Curricula	08 Experimental	12 Intern and Student Teaching

☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○
("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)

28 Indicate type of position you are looking for ☐ 1 Elementary 2 Secondary (includes Junior High) 3 Elementary and Secondary 4 Administration 5 Other

29 Optional. If you would consider a position in a school other than public —(independent, proprietary, parochial, etc.), put a "1" in the box ☐

30 Optional. You may request that your name be kept from your present employer. If you do, put a "1" here ☐ and write below.
Name of School District ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
City ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ State ☐☐ ZIP ☐☐☐☐☐ ←very important

NEW FEE SCHEDULE: Teachers: Before Jan. 1, 1969—$8. After Jan. 1, 1969—$10. Students: $6. 50% discount to members of NEA or Student NEA.

Sign applicable space below. Enclose appropriate fee, payable to NEA*SEARCH, and mail this entire page to NEA*SEARCH, Department 80, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

(DO NOT DETACH) (DO NOT DETACH)

I certify that these data are correct to the best of my knowledge. I understand that NEA*SEARCH accepts no liability, offers no assurance of placement, and merely seeks to match my qualifications with suitable openings. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available teachers.

Attention members of the NEA or the Student NEA: You are entitled to a $0 percent discount on the fee. If you are a member in good standing of either organization and wish to claim a discount, certify by checking NEA ☐ or SNEA ☐, and signing below.

Signature _____ Date _____ Signature _____ Date _____
Optional for nonmembers: I also wish membership in the National Education Association, for which I enclose a separate check for $15, thereby entitling me to the 50% NEA*SEARCH discount ☐
(Students: See SNEA Chapter on your campus for membership.)

Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036

List C/States and Metropolitan Areas

For use with Item 25. You may choose up to 3 from the following two lists.

States

AL—Alabama; AK—Alaska; AZ—Arizona; AR—Arkansas; CA—California; CO—Colorado; CT—Connecticut; DE—Delaware; DC—District of Columbia; FL—Florida; GA—Georgia; GU—Guam; HI—Hawaii; ID—Idaho; IL—Illinois; IN—Indiana; IA—Iowa; KS—Kansas; KY—Kentucky; LA—Louisiana; ME—Maine; MD—Maryland; MA—Massachusetts; MI—Michigan; MN—Minnesota; MS—Mississippi; MO—Missouri; MT—Montana; NB—Nebraska; NV—Nevada; NH—New Hampshire; NJ—New Jersey; NM—New Mexico; NY—New York; NC—North Carolina; ND—North Dakota; OH—Ohio; OK—Oklahoma; OR—Oregon; PA—Pennsylvania; PR—Puerto Rico; RI—Rhode Island; SC—South Carolina; SD—South Dakota; TN—Tennessee; TX—Texas; UT—Utah; VT—Vermont; VA—Virginia; VI—Virgin Islands; WA—Washington; WV—West Virginia; WI—Wisconsin; WY—Wyoming.

Metropolitan Areas

(Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of the Budget and the U.S. Bureau of the Census.)

01—Akron, OH; 02—Albany-Schenectady-Troy, NY; 03—Albuquerque, NM; 04—Allentown-Bethlehem-Easton, PA; 05—Anaheim-Santa Ana-Garden Grove, CA; 06—Atlanta, GA; 07—Bakersfield, CA; 08—Baltimore, MD; 09—Beaumont-Port Arthur, TX; 10—Birmingham, AL; 11—Boston, MA; 12—Bridgeport-Stamford-Norwalk, CT; 13—Brockton, MA; 14—Buffalo, NY; 15—Canton, OH; 16—Charleston, SC; 17—Charlotte, NC; 18—Chicago, IL; 19—Cincinnati, OH; 20—Cleveland, OH; 21—Columbia, SC; 22—Columbus, OH; 23—Dallas, TX; 24—Davenport-Rock Island-Moline, IA-IL; 25—Dayton, OH; 26—Denver, CO; 27—Detroit, MI; 28—El Paso, TX; 29—Flint, MI; 30—Fort Lauderdale-Hollywood, FL; 31—Fort Worth, TX; 32—Fresno, CA; 33—Gary-Hammond-East Chicago, IN; 34—Grand Rapids, MI; 35—Greensboro-Winston-Salem-High Point, NC; 36—Harrisburg, PA; 37—Hartford-New Britain, CT; 38—Honolulu, HI; 39—Houston, TX; 40—Indianapolis, IN; 41—Jacksonville, FL; 42—Jersey City, NJ; 43—Kansas City, MO; 44—Knoxville, TN; 45—Lansing, MI; 46—Little Rock-North Little Rock, AR; 47—Long Branch-Asbury Park-Eatontown, NJ; 48—Los Angeles-Long Beach, CA; 49—Louisville, KY; 50—Memphis, TN; 51—Miami, FL; 52—Milwaukee, WI; 53—Minneapolis-St. Paul, MN; 54—Mobile, AL; 55—Nashville, TN; 56—Newark, NJ; 57—New Bedford-Fall River-Taunton, MA; 58—New Brunswick-Perth Amboy, NJ; 59—New Haven-Waterbury-Meriden, CT; 60—New Orleans, LA; 61—New York, NY; 62—Norfolk-Portsmouth, VA; 63—Oklahoma City, OK; 64—Omaha, NB; 65—Orlando, FL; 66—Oxnard-Ventura-Simi, CA; 67—Paterson-Clifton-Passaic, NJ; 68—Peoria, IL; 69—Philadelphia, PA; 70—Phoenix, AZ; 71—Pittsburgh, PA; 72—Portland, OR; 73—Providence-Pawtucket, RI; 74—Richmond, VA; 75—Rochester, NY; 76—Sacramento, CA; 77—Salt Lake City, UT; 78—San Antonio, TX; 79—San Bernardino-Riverside-Ontario, CA; 80—San Diego, CA; 81—San Francisco-Oakland, CA; 82—San Jose, CA; 83—Seattle-Everett, WA; 84—Springfield-Holyoke, MA; 85—St. Louis, MO; 86—Syracuse, NY; 87—Tacoma, WA; 88—Tampa-St. Petersburg, FL; 89—Toledo, OH; 90—Tucson, AZ; 91—Tulsa, OK; 92—Utica-Rome, NY; 93—Washington, DC; 94—Wichita, KS; 95—Wilkes-Barre-Hazleton, PA; 96—Wilmington, DE; 97—Worcester-Fitchburg-Leominster, MA; 98—York, PA; 99—Youngstown-Warren, OH.