Teachers Recruitment Index

American Federation of Teachers — 16, 17, 23
Anne Arundel County, Md. Public Schools — 28
Aurora, Calif. Public Schools — 24
Baltimore City Public Schools — 25
Baltimore County Board of Education — 20
Baltimore Public School Teachers Association — 31
Baltimore Teachers Union — 9
Bethlehem, Pa. Area School District — 22
Boston Public Schools — 27
Brentwood, N.Y. Public Schools — 19
Camden, N.J. Public Schools — 19
Chicago Board of Education — 29
Chicago Teachers Union — 28
Clark County, Nev. School District — 25
Cleveland, Ohio Public Schools — 27
Dade County, Fla. Public Schools — 23
District of Columbia Public Schools — 24
Duluth, Minn. Public Schools — 22
Fairfax County, Va. Public Schools — 28
Flint, Mich. Community Schools — 7
Framingham, Mass. Public Schools — 23
Harford County, Md. Board of Education — 24
Harrisburg, Pa. School District — 2
Hillsborough County, Fla. Public Schools — 20
Ithaca City, N.Y. School District — 11, 27
Jefferson County, Ky. Public Schools — 11
Kalamazoo, Mich. Public Schools — 23
Kansas City School District, Missouri — 25
Kenosha, Wis. School District — 25
Kern City, Calif. Public Schools — 10
Lansing, Mich. School District — 14
Milwaukee Public Schools — 22
Minneapolis Public Schools — 12
Modesto, Calif. City Schools — 12
Montgomery County, Md. Public Schools — 19
National Association of Indepednent Schools — 10
National Education Association — 3, 5
New Haven, Conn. Public Schools — 8
Newark, New Jersey Board of Education — 7
New York Public Schools — 26
Pennsylvania State Department of Education — 32
Philadelphia, Pa. School District — 14
Pittsburgh, Pa. Public Schools — 27
Pittsfield, Mass. Public Schools — 19
Plainfield, N.J. Public Schools — 12
Portland, Ore. Public Schools — 26
Prince Georges County, Md. Public Schools — 8
Princeton, N.J. Regional Schools — 20
Providence, R.I. Department of Schools — 29
Ramapo Central School District, N.Y. — 20
Rochester, N.Y. City Schools — 29
Sacramento City, Calif Unified School District — 24
Saginaw, Mich. Board of Educaion — 11
United Federation of Teachers — 21
Vallejo City, Calif. Unified School District — 28
Washington, D.C. Teachers Union — 13
White Plains, N.Y. Public Schools — 8
Wilmington, Del. Public Schools — 8
York, Pa. School District — 29

ERNEST CRICHLOW — Black people in America are always . . . caged, fenced, boxed, imprisoned . . . in the ghettos. So many times I have seen our children peering through iron fences and gates . . . looking . . . waiting . . . and hoping.

Friend or foe... the Clark Plan

By WILLIAM H. SIMONS

WASHINGTON, D.C. — Among the responsibilities of a professional organization is that of protecting the clientele which it services.

At times this can be a difficult task, but if an organization is dedicated to this proposition then no means should be left untapped in order to carry out this responsibility.

It was with this in mind that the Washington Teachers' Union found it necessary to take extreme measures in order to prevent the community from becoming victim to an ill conceived program.

• • •

In Washington, D.C. an attempt was made by the board of education to respond to some of the critics by adopting a proposal written by Dr. Kenneth B. Clark and the Metropolitan Applied Research Center.

• • •

It is an accepted fact that the board of education is the policy making body for the public schools of the District of Columbia.

It is also an accepted fact that when the board of education recognized the Washington Teachers' Union as the bargaining agent for the Teachers of the District of Columbia that it relinquished some of its prerogatives in terms of making unilateral decisions.

Contrary to the pronouncement of the board of education, the Design for Academic Excellence adopted in July goes beyond a policy statement.

There is a difference between policy and program development.

The goals of the proposal might have been formulated into such a policy statement which would not have caused conflict.

However, the total proposal designed by Dr. Clark transcends policy and goes directly into program development which should be left to the chief executive officer of the board, the superintendent of schools.

The proposal deals specifically with curriculum and staff development.

As such these matters are clearly covered by the agreement between the Washington Teachers' Union and the board of education and are subject to negotiations between the two parties.

• • •

Had such negotiations taken place in July, as

(Continued on Page 28)

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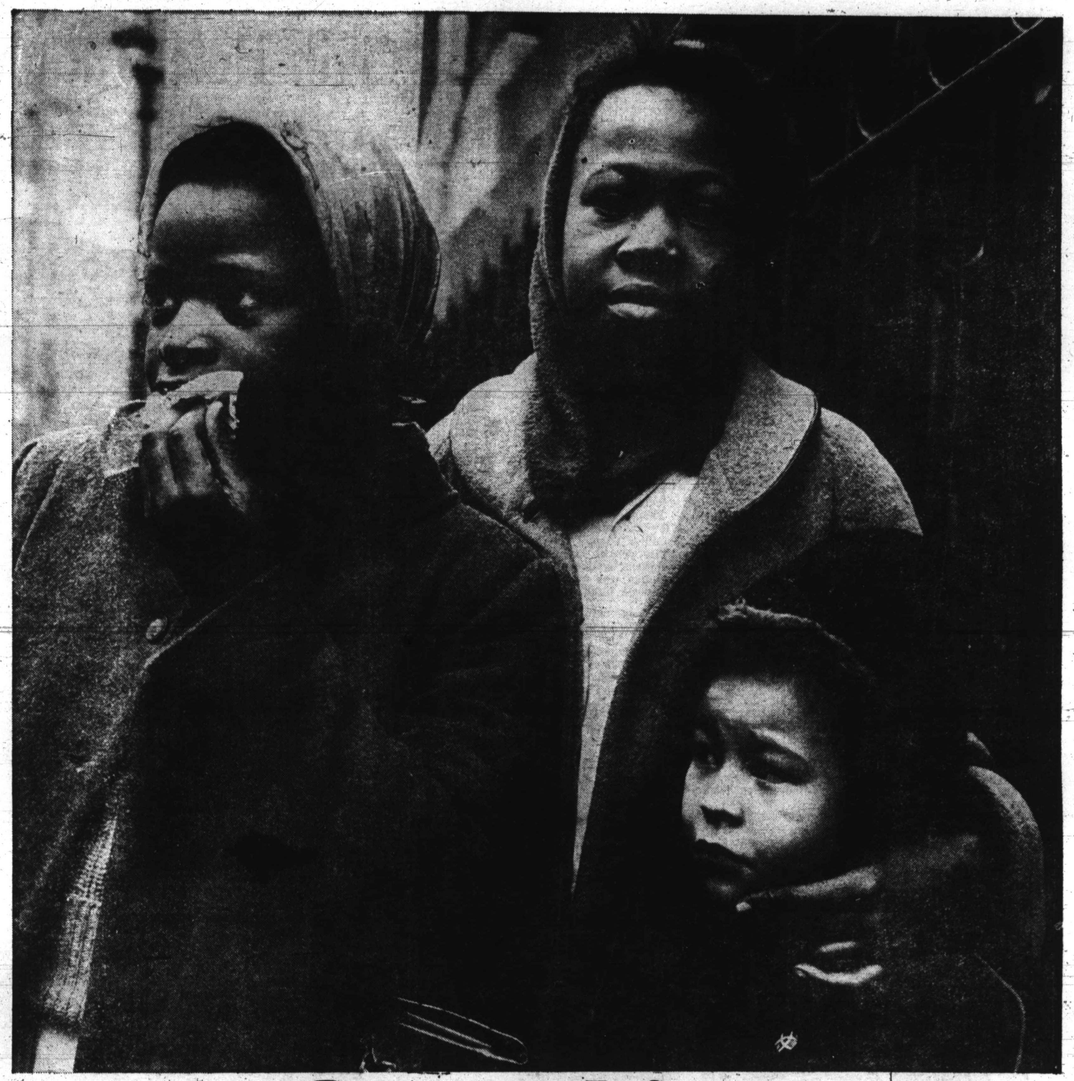

Our work is their future

Our work is involvement, *aggressive* involvement in tackling the social and human problems that stand between our children and a good education, a fulfilling career, a meaningful life. We'll continue to demonstrate our deep concern and strong commitment to improve the quality of education for black and other minority children. They need us. We need you.

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