Southern Teachers Joining The Union

ATLANTA — In no other region was the civil rigats movement related so closely to the unionization of teachers through the AFT-AFL-CIO.

In 1951 the American Federation of Teachers national convention passed a resolution indicating that the policy of having separate black and white locals was undesirable.

In 1953, the AFT convention passed an additional resolution indicating that not only were racally segregated locals undesirable but that such locals would not be chartered in the future.

AFT A Friend

In 1954, AFT was a friend of the court in the Brown Decision which in essence, said that segregated education was bad education

In 1956, AFT concluded its five-year period of transitional integration by a convention mandate which said that all locals would be integrated or their charters would be withdrawn.

This committee to principle resulted in a loss of some 1,000 members out of a total membership of 21,-000.

Lean Years

The decade from 1956 to 1966, proved to be lean years for AFT recruiting in the South.

During that span of time affiliates of the NEA passed lofty human relations resolutions at each convention, but inevitably concluded that action on the resolution would subject to state soverignty.

Therefore, it was not until the late 60's that most NEA Southern affiliates integrated their locals.

Florida Debacle

Following the 1968 Florida strike, appropriately termed by NEA's Sam Lambert as the Florida debacle," an intensive Florida organizational drive, under the direction of Ralph Lloyd, now AFT public relations director, was invited.

The Jacksonville Federation of Teachers, chartered in 1968 and now has more than 1,000 members, leads an impressive list of 12 Florida AFT locals

Membership in Florida increased by 68 per cent in 1971-1972, with Jacksonville and the State University Local 1880 leading the way.

On Threshold

The United Teachers of New Orleans, AFT-NEA, with a membership in excess of 2,000 teachers is now on the threshold of collective bargaining.

In Alabama, in addition to having locals in both Birminaham and the surrounding county, Jefferson, membership in the Mobile Federation of Teachers has exceeded 1,000 and a collective bargaining election is on the immediate horizon.

Anti-Union Tactics

In spite of intensive anti-union tactics, the first collectve bargaining election for teachers in the State of Alabama resulted in an AFT victory on May 25, 1972 in Fairfield.

Not to be overlooked was the chartering of the University of Alabama, Local 230, with more than 100 members on May 23, 1972.

The 1971-1972 session also saw the joint chartering of AFT locals in both Greensboro and High Point, N.C.

Joint Chartering

On Nov. 13. 1972 the joint chartering of both Guilford County and Forsyth County (Winston-Salem, N.C.) also took place.

L.A. Names Library After Mary Bethune

LOS ANGELES — The desire of the black community to honor American heroes and heroines of color may lead the Los Angeles City Public Library Board of Commissioners to make an exception to the usual policy of naming branch facilities for geographical locations.

If the recent recommendation made is followed, the library at 1479 W. Adams Blvd. will become the Exposition Park Mary McLeod Bethune Library.

Pioneer educator Mary McLeod Bethune founded the Daytona Normal and Industrial Institute for Girls in Daytona Beach, Fla. in 1904 when higher education for young Black females was virtually unheard of.

The school, now called Bethune-Cookman college since a 1923 merger, stands as one of many tributes to the courage of this black woman who served as a consultant to every President of the United States from Hoover to Eisenhower.

She became the first black woman to achieve Cabinet status when President Franklin Delano Roosevelt named her Director of the Division of Negro Affairs of the National Youth Administration in 1935.

Mrs. Bethune's birthplace was Mayesville, S.C. She died in 1955.

If the City Council's Committee on Recreation and Parks approves, the name will be changed by the Library Commission.

Calif. Women Active In Teachers Union

BURBANK, Calif. — The California Federation of Teachers, AFT, AFL-CIO, in keeping with the union's emphasis on social justice, elected a 15-member "Women in Education" committee in response to a resolution passed by the CFT's state convention.

Due to the active participation of black women on the committee, white women were made aware that thre exists greater degrees of discrimination — namely that of being a woman, as well as being a member of a minority group.

At recent "Women in Education" conferences, sponsored by the California Federation of Teachers, topics of discussion were:

Sexism, Racism

Sexual Socialization in the Schools, Sex and the Curriculum, Double Discrimination: Sexism and Racism in the Schools:

Day Care Centers, Legislation for Women, Affirmative Action Programs, agencies designed to fight Sexual Discrimiation and Women as Negotiators.

The next step for the state-wide committee is to embark upon an action program pertaining to sexism in the schools, in the union and in the community.

Local Level

They will also be meeting with local "Women in Education" committee chairpeople to assist in developing their own "Women in Education" conferences at the local level.

This will involve black, Chicano and white men and women.

It is anticipated that action plans will be formulated as a result of the local meetings.

Social Justice

As a result of their involvement in the Brown e al case of 1953, regarding segregation, the AFT withdrew the charters of all segregated chapters.

They made this move in social justice, despite the fact that they lost 8,000 of their 28,000 members.

In contrast, the NEA did not make the change regarding segregation until the late 1960's at its national convention, 15 to 20 years after the Supreme Court decision and the AFT's leadership.

Leading Fight

Once again the AFT is leading NEA in the fight for equality and social justice.

AFT has always expected active participation of women in their union, while NEA allowed women into their organization only after they had achieved their voting rights through the women's suffrage movement in 1920.

The CFT's "Women in Education" committee looks forward to meeting the challenges of the '70's with courage, conviction and active participatory democracy.

Parents Join Teachers In Washington Strike

WASHINGTON, D.C. — Washington is the unique city!

There are many school districts beset with similar problems, but, no district or city has to solve its problems like the District of Columbia.

In the District, in order to supply children with pencils, it actually takes an act of Congress

Finds Rdiculous

This, which the Washington Teachers Union finds ridiculous, with many other similar situations precipitated a strike of the Washington school system.

The strike was primarily centered around the need for more teachers, the need for supplies in the classrooms, the need for additional salaries to offset the increased cost of living and the outstanding need for protection for teachers and children in the buildings

The 70 per cent effective strike, promoted more by dissatisfaction, than by preparation, was shocking to the administrative officials.

More Shocking

But more shocking was the reaction of the parents and the general community.

Never before had so many citizens unified in support of a teacher work stoppage.

Nightly they assembled in 14 or more meetings throughout the city.

Expected To Attend

Each School Board member was expected to attend a meeting or meetings called in his/her election district to explain the ways of the strike and planned methods of resolution.

These groups put pressure on city fathers as well as congressional leaders to bring the cessation of work to a hurried conclusion

Money was found to supply the needed work materials.

Staff Hired

Staff was hired to deliver much needed equipment And Congress was employed to pass a salary bill, not all that the teachers wanted, but adequate to settle the dispute.

Ways and means to protect school children and teachers were devised and implemented.

Inshort, the teachers of Washington now have the attention of Congress. And, it is an established fact that in order to accomplish anything, it is necessary to first get your adversary's attention.

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Court Modifies Minneapolis Plan

MINNEAPOLIS — Following the directive of the U.S. District Court decision last May, the Minneapolis Public Schools are proceeding with the implementation of the desegregation plan in several specific areas.

Judge Earl Larson, has, however, retained jurisdiction over the case and has ordered reports from school official on the progress of desegregation every six months.

The judge declined to order the desegregation/integration plan which is to be fully implemented by 1974 — speeded up to an earlier date.

Federal Support

The plantiffs in the case requested that the plan be fully implemented by the fall of 1973.

Judge Larson said the Minneapolis plan for Desegregation / Integration meets constitutional requirements.

School officials are seeking federal support from several sources to aid in the expense of desegregation.

Plan Adopted

The Desegregation/Integration plan, which was adopted by the board of education April 25, 1972, has been modified as follows:

The minority student percentage shall be reduced to 35 per ent acrording to the court ruling.

Marshall Kaner, acting associate superintendent of schools for elementry education, reports the following progress in this area:

Paired Schools

The Bethune and New Webster complex boundaries may be drawn to include additional white children from east of the river.

Willard's minority percentage will be reduced by drawing more majority pupils from Bremer and Cleveland as well as by altering the Willard boundary students into the North expanded community school.

The paired schools composed of students from Hay, Penn and Loring will possibly be increased with inclusion of McKinley students.

McKinley and Penn were to be razed, but it will be necessary to renovate one with the new redistricting: Penn is the probable choice due to cost of rehabilitation.

May Ruling

Secondary school staff balance, as ordered by the judge, must be the same proportion of teachers per school as the total system.

As of Sept. 1, 1973, seven per cent of secondary teachers must be minority; the required 30 per cent of this goal has been attained for Sept. 1, 1972, according to Cory Nichols, Director of Personnel.

Dr. Joyce Jackson, assistant director for secondary personnel, states that 11 out of 20 schools not in compliance at the time of the May ruling now have the required seven per cent minority composition.

Court Decision

Elementary faculty balance, as defined in the court decisuon, consists of one full-time minority teacher in each building. At the time of the ruling, 32 of the 68 elementary schools were not in compliance.

As of Sept. 1, 1972, the required one-third of these schools were integrated, leaving the remaining two-thirds to be integrated in the fall of 1973.

According to Mary Ann Olsen, assistant director for elementary personnel, guidelines are being prepared to allow for transfer of staff if natural vacancies ity teacher in every elementary school — until there is at least one minor ity teacher in every ele mentary school.

Student transfers made through Principals' Agreement are now subject to provisions of anew transfer policy that was specificolly constructed to comply with the May 24 U.S. District trict Court decision.

Transfer requests denied by principals which negatively affect racial balance are handled through the transfer appeals committee, Rufus Webster, chairmare

Also, 371 new transfers for 1972-73 were granted under eligibility provisions of the Urban Transfer Program.

New Building

New Buildings and additions not already in the which therefore needed to be filled with the court, according to Marvin Tenhoff, director of school building planning, are:

Purchase of the United Parcel Service building to be used as the district automobile vocational and transportation center.

Acquisition of the Jefferson site to be used as open space student artivities.

Human Relations

A biannual report, as directed by Judge Larson, was made Dec. 31, 1972.

The Minneapolis Public School System is fully committed to providing quality education and equal educational opportunity for all students in its schools.

In 1967, the Minneapolis Public School System initiated and adopted a set of human relations guidelines, almost two years prior to a request in 1969 from the State Commissioner of Human Rights for a plan to improve human relations in the public schools.

Guidelines Set

The plan, developed in 1967, was consistent with the direction set forth in a Minnesota State Board-issued policy on equal educational opportunity in the fall of 1970.

A more comprehensive set of guidelines was adopted by the Minneapolis Board of Education in 1970.

The Minneapolis Public School System has been engaged in a number of activities, and it has made significant strides, which are indicative of its continued quest to achieve a city-wide, comprehensive, integrated educational program of excellence.

Provide Leadership

The following are examples of these activities:

A Department of intergroup education was opened in the fall of 1969 to provide leadership and guidance in effectuating a sound human relations program in Minneapolis Public Schools.

The mission, central to this department, was the development of a comprehensive system-wide set of Human Relations Guidelines, adopted by the Board of Education on Nov. 24, 1970.

A Direction

These guidelinesgive the Minneapolis Public School System a direction ffor the 1970's in its guest for a program of equal educational opportunity and quality education for all students.

These guidelines emphasize a racially representative school, city-wide performance standards in reading and computational skills, magnet elementary and secondary school programs, ethnic cultural centers, a comprehensive K-12 social studies program, mechanisms to monitor and assess human relations communications network, mechanisms to monitor and assess human relations materials and programs and an expanded urban transfer policp.

More than 700 students participated in the olun-V tary Urban Transfer program during the 1971-72 school year.

Task Force

A task force on ethnic studies continues to be a supportive mechanism to faculty and community groups.

These materials developed jn micro-units, are usually in the field of social studies, history, political science and black studies, history, political science and black studies, but some units have been developed for literature, music and art courses as well.

Special Packets

The task force on ethnic studies also prepared special packets for city-wide distribution for special days in commemoration of the late Dr. Martin Luther King, Black History Week, and American Indian Week.

Ethnic Studies Programs are now offered in eight secondary schools.

Fourteen schools were involved in the "934" Human Relations Program, made possible through the State Legislative appropriations.

Curriculum Bank

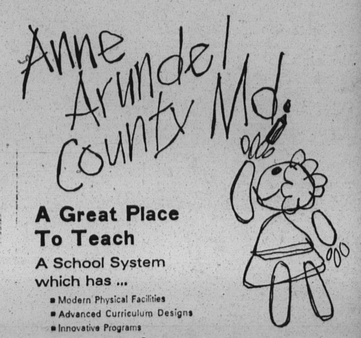
In an effort to expand a curriculum bank of multi-ethnic materials, the department of intergroup education opened communications with six ethnic groups:

The Japanese-American Citizens League, from which several bibliography sources were collected; Anti-Defamation League; Minneapolis Jewish Council; American Association for Jewish Education; Minneapolis Polish Alliance; American Swedish Institute Sons of Norway and Mexican-Americans.

Seventeen units reflecting an experience of black Americans and Indian Americans have been developed and field-tested for city-wide distribution.

Thirty two educators, members of the City-Wide Faculty Human Relations Chairmen Committee, participated in an all-day communications laboratory at South High School on Nov. 6, 1971.

These are a few of the many activities to facilitate implementation of the Human Relations Guidelines for the 1970's, adopted by the board of education and to improve the human condition in Minneapolis Public Schools.



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UNIVERSITY PARK, Pa. — National Black History Week was observed this week at the Black Cultural Center at **Pennsylvania State University**. Portraits of Marian Anderson, Alain Locke, Jessie Fauset and Harry T. Burleigh will be displayed at the Center for a month.