SHAKER HEIGHTS TEACHERS ASSOCIATION

SHTA NEWSLETTER No. 8

March 1971
Editor, Burton Randall

ACADEMIC SENATE: - January 26, 1971

To: Mr. Salvadore J. Fabrizio

From: John H. Lawson

Subject: Academic Senate-Type Model

This will summarize our discussion about the proposed academic senate-type study which was approved by the majority of the staff on December 15, 1970.

1. The purpose of this study would be to ascertain the feasibility of an official district structure which would guarantee teachers and administrators more involvement in the major education decisions of this school district.

2. Such involvement would also provide teachers and administrators opportunities to receive a broader and clearer understanding of the district's programs, needs and financial commitments.

3. This study committee, as proposed, would have a membership of nine, including seven teachers and/or counselors to be appointed by the President of S.H.T.A., a principal and a member of the central staff to be appointed by the Superintendent. The nine members would elect a chairman.

4. The charge to this committee would be to study the need for and the desirability of a senate type organization for the Shaker Heights Schools. A preliminary report of the study would be distributed to the staff and administration in May.

5. After studying the preliminary report the staff would decide whether to terminate the study or to complete it.

6. If the study is completed, it will be presented to the staff and the Board of Education for reaction. Completion of the study will not commit the staff or the district to the adoption of any senate-type structure but will merely provide opportunity for a decision to be made.

I think that these points capture the details we discussed during our conference of yesterday. I will be available to discuss any of these details with you and/or the members of S.H.T.A.

JHL:ewh

1971 HUMAN RELATIONS WORKSHOP:

The Council on Human Relation
278 The Arcade-Cleveland, Ohio
Telephone: 216-781-6630

HUMAN RELATIONS WORKSHOP (cont'd.)

Purpose and Scope

The Workshop will concern itself with the problem which has troubled humanity since the very beginning of history, namely, the tendency for one social group to generalize adversely about another social group. The resulting sterotype has created deep animosities and, in truth, set man against himself.

Science, in the form of the persistent question, coupled with a new conception of individuality, can lessen and eventually eliminate such prejudicial attitudes.

The Workshop, therefore, will examine the process of individual and social change; it will seek to understand the nature of authority which deters or produces change, and the ways in which positive and supportive standards can be developed.

Time and Place

The Workshop will open on Wednesday, March 3rd. Thereafter it will be held on Tuesdays through April 6th. Each session will begin with the dinner at 6:15 p.m. and will close approximately at 9:00 p.m.

The Workshop will be held at St. John College on Superior Avenue at 12th Street. Free parking is available from Rockwell Avenue just north of the Cathedral. All sessions will begin in the dining room.

Cost

The cost of the Workshop is $35.00 which includes the six meals. Checks should be made payable to The Council on Human Relations.

Registration

The Workshop will be limited to about 50 participants. Please use the application form on the reverse side of this page, enclose your check with the completed form and send both the The Council on Human Relations.

Workshop Sessions

Mar. 9 Second meeting
The Personal Dimension...
Workshop Participants and Staff.

Mar. 16 The Black Protest Movement,
an Instrument to Social Change
August Meier, University Professor of History, Kent State University.

Mar. 23 The Search for Authority
Matthew Holder, Professor of Political Science, The University of Wisconsin

Mar. 30 Creative Experience and the Individual
Neille Shoemaker, Professor and Director, Humanities Institue, Baldwin Wallace College

Workshop Sessions - (cont'd.)

Apr. 6 Procedures and Programs on Human Relations;
Workshop participants & staff.

Staff

J. D. Nobel, The Council on Human Relations, Director of The Workshop

Karl B. Bonutti, Assoc, Prof. of Economics, Cleveland State University

Dr. Wanda Jean L. Green, Principal, Empire Junior High School, Cleveland Public Schools

Alfred Hill, Manager, Equal Opportunities and Urban Affairs, Lamp Division General Electric Company

Joseph V. Szwaja, Coordinator of Human Relations, Shaker Hts. Public Schools

APPRECIATION:

The Council on Human Relations expresses its appreciation to Msgr. Lawrence P. Cahill, President of St. John College who has been most cooperative in the planning of this Human Relations Workshop.

. . . . REGISTRATION . . . .

I would like to attend the Workshop.

My check ($35.00) is enclosed.

Name_____

Address_____

Zip_____Tel._____

Position Held_____

FINANCIAL REPORT
SHAKER HEIGHTS TEACHERS' ASSOCIATION * February 18, 1971

FINANCIAL REPORT

A. Composite Balance

Balance December 18, 1970	$6,962.04	
Receipts	3,744.10	
		$10,706.14
Expenditures		404.83
BALANCE		$10,301.31

B. Bank Reconciliation

Checking Account--Cleveland Trust	$7,215.37	
Shaker Heights Teachers' Credit Union	3,090.77	
		$10,306.14
Less Outstanding Check		
Check Number 1230		4.83
BALANCE		$10,301.31

Respectfully submitted,

Dennis R. Griffith
Treasurer

CONDITION OF ACCOUNTS AS OF JANUARY 20, 1971

Fund	Budget 1970-1971	Expended	Balance
Contingency	$ 200.00	$	$ 200.00
Delegate and Affiliate	600.00	322.31	277.69
Legal aid and Welfare	3,090.77	550.00	2,540.77
Office Supplies	500.00	85.65	414.35
President Honorarium	300.00		300.00
Program (Human Relations)	500.00	172.54	327.46
Publications	800.00	60.45	739.55
Rent	1,200.00		1,200.00
Scholarship	400.00		400.00
Secretarial	2,100.00	81.25	2,018.75
Social	400.00	63.55	336.45

THE FOLLOWING IS AN NEA BULLETIN:

1972 BUDGET SHORT-CHANGES ELEMENTARY AND SECONDARY SCHOOLS

President Nixon has sent to Congress a fiscal 1972 budget including $4.7 billion for education programs administered by the U.S. Office of Education. Although this is about $300 million more than estimated outlays for fiscal 1971, most of the increases-- almost $850 million -- go to higher education for proposed reform of college grants and loans which expire this June. The President asked only $1.85 billion for elementary and secondary education -- a drop of $50 million from FY 1971 appropriations. There were sharp budget cuts for individual programs such as libraries and educational communications, down $35 million; vocational education, down $25 million; and impact-aid to federally affected schools, down $110 million. Mr. Nixon requested no money for school equipment and minor remodeling, nor for construction of public libraries (see detailed chart below). The decreases in vocational education reflect the Administration's intent to consolidate existing programs into four broad categories: basic grants to states, research and special projects, adult education and planning and evaluation. The low request (continued below)

HIGHLIGHTS OF 1972 APPROPRIATION REQUEST (in thousands)

Program	1970 Actual	1971 Est.	1972 Request
Elementary and Secondary			
Educationally deprived (ESEA I)	1,339,014	1,500,000	1,550,000
Library resources (ESEA II)	42,500	80,000	80,000
Supplementary Services (ESEA III)	130,810	143,393	143,393
Equipment & remodeling (NDEA III)	36,854	50,000	---
Bilingual education (ESEA VII)	21,250	25,000	25,000
Dropout prevention (ESEA VIII)	4,981	10,000	10,000
Strength. St. Depts. (ESEA V)	29,750	29,750	33,000
Federally affected areas	520,498	550,657	440,000
Planning and evaluation	8,825	8,825	3,825
Handicapped	84,865	105,000	110,000
Vocational and Adult	341,345	505,096	476,073
Higher Education (student and institutional aids)	843,226	967,839	1,816,711
Education Professions Dev.	117,675	135,800	135,800
Libraries and Ed. Communications	126,713[2]	85,280	29,400
Research and Development	82,325	98,077	105,000
TOTAL (including items not shown)	$3.8 billion	$4.4 billion	$4.7 billion

[1] Consolidated with NDEA V-A in the 1970 ESEA Amendments

[2] Formerly Community Education, including University Community Services (now under Higher Education) and Adult Education (now under Vocation Education) for impact aid also reflects a renewed Administration effort to pass the Impact-Aid Reform Act reducing assistance to several thousand districts.

Highlights of 1972 Appropriation Request (cont'd.)

The other major area besides higher education which benefited in the budget request was research and development. This indicates an expansion of the Nixon experimental schools project, and an emphasis on educational reform through the funding of a proposed National Institute of Education. Although there is no actual request in the budget, the Administration plans to ask Congress for $1 billion in fiscal 1972 for emergency school desegregation funds. The President also requested money to fund the new Environmental Education Act and Drug Abuse Education Act at their fiscal 1971 levels, $2.5 million and $6 million respectively.

NEA's reaction to the FY '72 budget was summarized by President Helen P. Bain, who declared that Mr. Nixon's request showed "no recognition of education as a top governmental priority....This budget, if enacted, would waste precious resources and ignore the needs of children and youth who need them most." The Nixon budget, Mrs. Bain continued, showed no perception of the huge federal investment needed in education--more money for classrooms, equipment, teachers supplies, instructional innovation, and compensatory programs for the large number of children who live in racial and social isolation.

REVENUE SHARING DECEIVING

As part of the budget, the President proposed sharing a portion of federal income tax revenue with state and local governments. Under the Nixon plan, roughly the same amount would be appropriated but in broad block grants, not under categorical programs. Governments receiving the money could spend it as they wished, under general federally specified purposes. Existing grant programs would be kept only where there "is a clear, continuing national requirement." The Office of Management and Budget estimates that education would receive $3 billion in special revenue sharing during the first full year. All titles of the Elementary and Secondary Education Act would go into the proposed revenue sharing funds for education. Even if revenue sharing were enacted quickly--an unlikely possibility--elementary and secondary education would receive only $92 million more than it did in fiscal 1971. (NEA has endorsed the principle of revenue sharing, providing it would make a "significant contribution to public school finance.")

CABINET DEPARTMENT NEEDED

The Nixon education budget prompted NEA to renew its call for creation of a Cabinet-level department of education. Such a department, Mrs. Bain noted, "would eliminate duplication of effort, make more realistic budgets possible, and provide Congress with the rationale for substantially increased commitment to education".

NEA believes a Secretary of Education is necessary to provide an effective spokesman at the very summit of government and give education the high level of public and governmental visibility required to make meaningful progress toward an adequate share of total national expenditures. A number of bills have been introduced in Congress to create the department, and NEA is mounting a strong national campaign to convince the Administration of the urgent need for it.

In December, 1970, the number of members participating in the programs sponsored by the NEA Special Services Division was:

Program	Members Participating
Life Insurance	107, 909
Accidental Death and Dismemberment Insurance	61,561
Homeowners Insurance	Not Available
Tax-Deferred Annuity	5,670
In-Hospital Income Plan	9,374
Book Program	3,545
TOTAL	188,059

"Great national interest has been shown in Special Services Programs," reports Arnold W. Wolpert, Director of the Division. "Requests for information come from all over the United States. We are delighted with the response to services that are relatively new in the history of the NEA."

"The Division, established on June 1, 1966, has as one of its fundamental principles to offer high quality services to NEA members at the lowest possible cost. We believe the programs listed above are a fulfillment of this principle," he said.

PROGRAM INFORMATION

Life Insurance - Four plans of low-cost, high-value life insurance, underwritten by the Prudential Insurance Company of America, are available to meet members' needs.

Plan A: up to $5,000 of protection for only $11.30 semi-annually ($4.55 if you are under age 30)

Plan B: up to $12,000 with double payment for accidental death for only $22.60 semi-annually ($9.10 if you are under age 30)

Plan C: up to $21,500 with double payment for accidental death and extensive disability protection for $40 semi-annually ($65 for those over age 50)

Plan C+: All the benefits of Place C plus a program of 120 monthly payments of $100 (providing an additional $12,000 of protection) up to age 65.

DEPENDENTS COVERAGE IS ALSO AVAILABLE WITH EACH PLAN.

Current statistics (December 1, 1970) are as follows:

Number of members insured:	107,909
Number of lives insured:	216,410
Insurance in force:	$1,324,604,855
Annuated premium:	$6,702,865

ACCIDENTAL DEATH and DISMEMBERMENT INSURANCE

A carefully-designed form of travel-accident insurance, underwritten by The Prudential Insurance Company of America, offers protection up to $100,000 for death in a public conveyance, $30,000 for death resulting from a private automobile either as a driver, passenger, or pedestrian, and $12,500 for accidental death resulting from any other cause. Coverage is around the clock and around the world. The annual premium is only $19. Coverage may be spread to include spouse and children.

Current enrollment statistics (December 1, 1970) are as follows:

Number of members insured:	61,561
Insurance in force:	$4,946,522,500
Annuated premium:	913,696

Homeowners Insurance

The NEA and State Education Associations co-sponsor a program of fire and homeowners insurance underwritten by Horace Mann Insurance Group. It offers NEA members basic fire insurance coverage at a 20% advantage from Board rates, broader homeowners coverage at a 15% advantage. The four forms of homeowners policies -- Renters, Basic, Broad, and Special-- provide a complete range of coverage to meet nearly every conceivable requirement you have for protecting one of your greatest investments. NEA's Homeowners Insurance is offered only in states that sponsor or co-sponsor the program.

Tax-Deferred Annuity

The NEA Tax-Deferred Annuity offers both fixed (guaranteed) and variable (Mutual Fund) investment policies. The Program is underwritten by a combination of four insurance companies. The guaranteed annuity policy is handled by Horace Mann Life Insurance Company; the variable program invests in the NEA Mutual Fund. The Program is now available in most states where state law permits this kind of annuity.

Enrollment statistics (December 7, 1970) are as follows:

Number of members participating:	5,670
Average premium per application:	$ 1,436
Total annual premium:	$8,142,437
Number variable:	3,435 (60.6%)
Number fixed:	1,560 (27.5%)
Number combination:	675 (11.9%)

In-Hospital Income Plan

The newest Special Services Program, in-Hospital Income Plan, offers benefits of $20, $40, $60 per day of hospitalization regardless of other sources of compensation, and there are no physical examination or health questionnaires. Spouses and children can be included in the coverage. Additional features include:

- o Double payment for cancer or intensive care hospitalization.
- o A special "experience rating" agreement which guarantees that all profits above 2 percent will be put back into the program to increase benefits and/or lower costs.

Enrollment statistics (December 1, 1970) are as follows:

Number of applications received:	9,374
Number of lives covered:	16,635
Annuated premium:	$1,406,187

Book Program

For the fourth consecutive year a special discount book purchase program is being offered by the Division. The titles include many books which are best sellers throughout the country. Some are: Civilisation by Kenneth Clark, Love Story by Erich Segal, Zelda by Nancy Milford, House Made of Dawn by N. Scott Momady, and Eco-Catastrophe by the editors of Ramparts magazine. One of the special features of this year's program is that any member whose orders total $12 or more will receive a free copy of Bennett Cerf's Treasury of Atrocious Puns. As of December 9, 1970, a total of 3,545 member placed orders for books at a cost of approximately $50,835.

NEA NEWS -National Commission on Teacher Education and Profession Standards

"SELF-GOVERNANCE" IS THE NAME OF THE GAME

Self-governance is the core, the guts of the TEPS program...nationally, statewise and locally. TEPS believes wholeheartedly that teachers should have greater influence over their own professional affairs, and is pushing that concept with all its strength. So...to start off this new TEPS information sheet, let's be sure we're all talking about the same thing. What is self-governance?

No matter what you call it...teacher autonomy...professional self-governance... self-determination...or just plain governance...the game's the same: the right of teachers to make their own decision about matters that affect them directly --preservice and inservice education, student teaching, accreditation, working conditions, salaries, and the actual practice of teaching.

THE TEACHING PROFESSION SIMPLY--AND LOGICALLY--WANTS TO DECIDE WHO GETS INTO THE PROFESSION, HOW THOSE PERSONS ARE PREPARED, HOW THEY CONTINUE TO BE EDUCATED AS THEY PRACTICE, HOW COMPETENT MEMBERS CAN BE PROTECTED AND INCOMPETENTS ELIMINATED, WHAT ARE THE BEST WORKING CONDITIONS FOR SUCCESSFUL PERFORMANCE OF DUTIES AND THE BEST METHODS FOR ACCOMPLISHING EDUCATIONAL GOALS SET BY ALL THE CITIZENRY. IF TEACHERS ARE TO BE HELD ACCOUNTABLE FOR THEIR TEACHING, THEY SHOULD HAVE THE LEGAL RIGHT TO HELP SET THE RULES UNDER WHICH THEY TEACH. THAT'S WHAT SELF-GOVERNANCE IS ALL ABOUT.

TEPS is not only taking a stand for these things...it is taking action to make them a reality. Here's what TEPS is doing:

1. TEPS is promoting the passage of a Teaching Profession Act in all states (but first is working with several pilot states). What is a TPA? It usually provides the state with two bodies of practicing educators: a professional standards board and a professional practices commission. These groups are a cross-section of professionals with legal status, chosen by their peers to make professional decisions for their state.

2. TEPS is working to change the preservice and inservice education of teachers by involving teachers directly in influencing teacher education projects.

3. TEPS is preparing "negotiations packages" for local associations...kits of materials to use in negotiations of professional conditions for the practice of teaching.

4. TEPS is demonstrating how teachers can become accountable by working with other teachers in developing their own performance criteria, and the process for applying those criteria.

This just skims the top of the TEPS push for teacher self-governance. The TEPS ALERT is designed to tune you in on the action, as it happens...to provide you with ideas, news, materials, and advice on promoting self-governance in your area.

Enough of background. Let's take a look at what's happening.

WHAT STATES ARE DOING

The CALIFORNIA Assembly on July 30 established the nation's first Commission for Teacher Preparation and Licensing, composed of a majority of educators. Mrs. Margaret Lemmer, CTA state president, says "For the first time...teachers have seats at the table where decisions are to be made about licensure and certification."**** the IOWA proposal for a professional standards board for teachers, plus discussions of how the legal and medical professions achieved autonomy, are main items on the agenda of the Iowa state TEPS conference (October 7-8) in Des Moines. Iowa is one of TEPS' pilot states **** MINNESOTA TEPS division chairmen and local representatives met August 20 to discuss self-governance and its implications for Minnesota, another pilot state. A statewide workshop on self-governance is planned for November **** "How to get what you want in governance" was the theme of the NEW MEXICO Exploratory Conference on Self-Governance, held in Albuquerque September 11-12. It was sponsored by the state TEPS and PR&R (Professional Rights and Responsibilities) Commissions. Purpose of the Conference: to organize information, applications and political activities for passing a teaching profession act in this pilot state.

WHAT LOCALS ARE DOING

Local associations have a huge stake in and responsibility for self-governance. It is the local teacher who must put pressure on his state legislators...and who must negotiate for self-governance in his own school system **** The SCARSDALE (N.Y.) TEACHERS ASSOCIATION has established an inservice training institute for the teachers in its local school system, which it hopes will "become a model for many other school systems and for productive negotiation..." A booklet describing the institute and its courses may be had by writing the Scarsdale Teachers Assn., Scarsdale, N.Y. 10583.

TOOLS TO WORK WITH...FOR STATDS AND LOCALS

• A slide-tape presentation on self-governance and how to get it, is now available for state and local meetings, workshops, conference. It leads into discussions and action plans. Free on a loan basis from NCTEPS.

• Practical advice for locals is given in Negotiating Professional Standards, a booklet prepared especially for local associations by the California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010.

• A Discussion Guide on Achieving Self-Governance, prepared by Minnesota, is a practical help for local association leaders in any state. Available free from NCTEPS after November 1.

• "Teachers Speak Up," a basic handbook for discussion leaders--plus a slide-tape describing the program--deals with such topics as teacher preparation, licensure, inservice development. It is available from the New Jersey Education Association, 180 West State Street, Trenton, N.J. 08608 and is useful in any state.

AMERICAN VALUES

American Values. The cost of the nine-day Apollo 14 moon flight was $400 million. This would be enough money to provide 13 years of education (K-12) for 30,000 children in most public school systems.

OPPORTUNITIES

Francis E. Hammond
Shaker Heights Teachers Asso.
15600 Parkland Drive
Cleveland, Ohio 44120

Dear Mr. Hammond:

The National Education Association is searching for a highly qualified and experienced professional to serve as Assistant Executive Secretary for its Government Relations and Citizenship activities. A description of the position, qualifications, and salary range is enclosed.

We are requesting your nominations for qualified candidates. If you make any recommendations, would you please give their names, addresses, and a sentence or two about their background.

Your reply should be sent as soon as possible to:

Mr. Thomas J. McLernon
Chairman, Executive Search Panel
c/o National Education Association
1201 16th Street, N.W.
Washington, D. C. 20036

Sincerely,

Herbert R. Brown
Director of Personnel

JOB DESCRIPTION

I. General Description

A. Position--Assistant Executive Secretary for Legislation and Government Relations.

B. General nature of the position--To provide leadership in advancing the legislative goals, objectives and concerns of the teaching profession. Administrative direction of all legislative and political adtivities of the National Education Association.

C. Relationship to other Cabinet Posts

The Assistant Executive Secretary for Legislation and Government Relations shall report directly to the Executive Secretary and his Deputy. He shall share equal rank and status as a member of the NEA Cabinet with all other Assistant Executive Secretaries.

D. Description of the Position

The general purposes of the Assistant Executive Secretary for Legislation and Government Relations shall be to direct the implementation of the NEA legislative program as adopted by the Association's governing bodies. Further, his duties will require him to serve as a member of the NEA management Cabinet team. In this capacity he will individually and collectively, as a member of the Cabinet, provide information and advice on major management policy and decisions. Specific responsibilities shall include:

1. General administration of the NEA Office of Legislation and Government Relations.

2. General directionaand supervision of all personnel in the Office.

3. Direction of program planning activities within the Division.

4. General direction of informational activities in connection with governmental relations and legislation.

5. Carry out necessary coordination of governmental legislative information and direct fact-gathering operations as they pertain to education legislation.

6. Provide aid in the development and formation of NEA legislative policy.

7. Supervise the development, maintain and direct effective legislative policies adopted by the elected governing bodies of the NEA.

8. Direct a program of guidance and leadership training in political education and legislative activities.

9. Provide staff for the NEA Legislative Commission and Citizenship Committee.

10. Assume chief responsibility for NEA Congressional lobbying activities.

11. Maintain close contact and communications with the NEA officers the NEA Executive Office, and the NEA Cabinet.

12. Advise the Executive Secretary, elected officers, and the governing bodies, upon request, on legislative matters and on questions of governmental relations.

13. Assume a chief role in the evaluation of personnel and programs of the Office.

14. Maintain close contact with members of Congress, with elected and appointed Federal government officials, NEA affiliates and with state legislative officials.

15. Remain fully informed on all governmental relations and legislative matters affecting education.

E. Personal Qualifications

The individual to be appointed as Assistant Executive Secretary for Legislation and Governmental Relations should possess the following personal qualifications.

1. Extensive knowledge of Federal government operations.
2. Broad experience and background in the field of legislation.
3. Knowledge of school finance and local, state and national tax structures.
4. Ability as a public speaker.
5. Deconstrated administrative experience.
6. Ability to work well with people.
7. Experience in making major management decisions.
8. Ability to think clearly and maintain composure and restraint under extreme pressure.
9. General knowledge of past and pending legislation in the field of education.
10. General knowledge of important educational and social issues.
11. Background in institutional organization and systems in education.
12. Basic knowledge of communications.
13. Experience in the supervision and evaluation of personnel.
14. General understanding of the purpose and operational structure of organized teaching profession.
15. A deep personal commitment to the basic principles and philosophy of public education.

F. Salary Range and Fringe Benefits

Classification--Executive
Salary range--$29,500 - $38,500
Fringe benefits--as provided to all NEA staff members

POWER TO THE PROFESSOR

Teachers Gain Right To Expel Students. The Alexandria (Va.) Education Association has negotiated a contract provision giving teachers the unprecedented power to permanently expel students from a class. The contract is now subject to teacher ratification.

10. Assume moral responsibility for all Government lobbying activities.

11. Maintain close contact and communications with the [illegible] Executive Office, and the [illegible] Departments.

12. Advise the Executive Secretary, Cabinet officers, and key [illegible] on legislative matters and [illegible] of governmental relations.

13. Assure a united front in the evaluation of personnel and programs [illegible].

14. Maintain close contact with members of Congress, both elected and [illegible] Federal government officials. Work closely with [illegible] Republican officials.

15. Remain fully informed on all governmental relations and [illegible] matters affecting education.

F. Proposed Qualifications

The individual to be considered as Assistant Secretary for Legislation and Governmental Relations should possess the following personal qualifications:

1. Extensive knowledge of Federal, governmental operations.
2. Broad experience and background in the field of legislation.
3. Knowledge of school finance and local, state and national [illegible].
4. Ability as a public speaker.
5. Considerable administrative ability.
6. Ability to work well with people.
7. Experience in making major [illegible] decisions.
8. Ability to think clearly and reliably concerning and work with [illegible] under extreme pressure.
9. General knowledge of past and existing legislation in the [illegible] of education.
10. Personal knowledge of important educational and social issues.
11. Background in [illegible] concerning and relative to education.
12. Have knowledge of governmental [illegible].
13. Experience in the supervision and evaluation of personnel.
14. Ability [illegible] with the [illegible] and [illegible] officials.
15. A key [illegible] of organized teaching profession.
16. Ability to [illegible] of political [illegible].

G. Salary Range and Fringe Benefits

Classification-Grade
Salary range--$25,000 - $30,500
Fringe benefits--are provided to all GS-16 and GS-17 members
[illegible] Plan [illegible] Act
[illegible] Plan Limited [illegible]. The Administration (U.S.) Directive [illegible] provision has been [illegible] and a GS-16 and GS-17 [illegible] receive [illegible] annuity equal to 2 1/2% [illegible]. The contributed [illegible] plus its accumulated interest.