SHAKER HEIGHTS TEACHERS' ASSOCIATION

March, 1971
Editor, Burton Randall

SHTA NEWSLETTER No. 9

FROM THE PRESIDENT'S DESK:

At our general meeting held at Byron on February 8, 1971, I said "that it had taken us three months to compile a list of salaries paid to the top administrators and their percentage increases over the past 5 years." These comments later appeared in our Newsletter No. 5 and have caused some concern among the members of the Board's negotiating team. A check of the negotiating minutes shows that our first formal written request for this information occurred at our negotiating meeting held on January 29, 1971. The SHTA team remembers that this was discussed and requested at earlier meetings in the informal "good of the order" parts of our meetings (these comments do not appear in the minutes), but our first formal written request did come during the meeting held on January 29th after the Board's team confronted us with a percentage break down of our (SHTA team) percentage increases during this ame time period.

At our March 4, 1971 meeting, we were given part of the information requested in the form of a 1970 salary print-out for all employees. We agreed that before we publish any of this information we would discuss its possible use with the Board's team. Although we did not receive earlier salary figures upon which to base a percentage increase study, our team is now breaking this print-out down into more meaningful categories in an effort to determine the actual percentage of our total budget used for teacher salaries.

Sal Fabrizio
President - SHTA

ANALOGY:

"In the process of negotiations, neither side should expect to be a winner or loser. Unfortunately this year with the board being in the financial position we feel they are in, we are of the opinion we are not only loser but big losers.

"In my years Rocky River, we have never had as many angry, disgusted and disappointed teachers as we do now. This is not simply a matter of our differences in dollars and cents; more important than money is the respect for and confidence in the board of education and the administration the teachers should have.

Roy Kaupe, President of the
Rocky River Teachers' Association

Question -- What happens to the quality of education in a school system where the policies of school board and administration are such as to produce this state of mind in the teaching staff?

TLC:

Personnel director to applicant: "We like to keep salaries low so tax deductions won't be a burden."

Dale McFeatters
Publishers-Hall Syndicate

HEIGHTS TEACHERS BLAME SYSTEM FOR LEVY DEFEAT: Reprinted with permission from the December 23, 1970 Plain Dealer.

The executive board of the Cleveland Heights teachers union has blamed the two-time defeat of an 8.9-mill additional levy on too much experimentation in the schools, too little discipline on the secondary level, a larger number of administrators than necessary, and the practice of hiring administrators from outside the system.

In letters sent to Cleveland Heights-University Heights Board of Education members, teachers also attributed the losses to an expenditure of $55,000 for a "ridiculous" consultants' report that suggested the schools restructure along 6-2-2-2 year lines instead of the traditional 6-3-3 (six-year elementary school and three-year junior highs).

In view of past voter approval of issues, the union said, the November and December defeats amounted to a "revolution" involving something other than simple economics..."

THE UNION SUGGESTED that "if our school district is to receive approval by a majority of voters" it:

- "Refuse educational experimentation that does not originate with and from classroom teachers."

- "Address (itself) realistically to the problems and consequences of more freedom for our students."

- Reject the 6-2-2-2 plan, which the board had left in limbo since the defeats.

- "Recognize the excellence of our own staff and seek to fill administrative positions from within our system."

The union, representing about 100 of the system's 700 teachers, is an AFL-CIO affiliate.

A teachers' association, with a larger membership, has reacted to the defeats by asking for several cutbacks so teachers' salaries may be increased to meet a contract agreed on last summer.

The two groups probably will consider a merger over winter vacation.

Shaker Teachers may be happy that our own situation has not reached the state of near-wreckage described above. But parallel's to and portents for us should be obvious to the eye.

WORSE:

The Strongsville Education Association charges that there is a breakdown of communications within the school system, and that there is mistrust and fear among the staff, the school administration and the board of education."

All of us here in the Shaker schools hope that our own situation will not degenerate to the point of charges and probes and the resulting inevitable rifts. It need not do so, with good will and an active spirit of co-operation among all sectors. To date, however, the Board offers remain scarcely changed, and very far below what the vast majority of Shaker teachers have made clear

they consider a minimum acceptable figure. The present figures would not even restore us, in terms of inflation, to where we where two years ago - and that was highly unsatisfactory.

Co-operation has to go two ways; so far, teachers have had far the worst of it.

Mr. Sal Fabrizio, President
Shaker Heights Teachers Association
Shaker Heights, Ohio

Dear Mr. Fabrizio,

May I alert you to the availability of PTA funds for teacher fellowships. Since 1966 we have been giving $200 awards to teachers interested in further studies or special projects, the benefits of which will come to our children in their classrooms. The list of qualifications and past winners is enclosed.

This year we hope to have enough money (depending upon the generosity of our PTA units) for three or four of these awards. I can let you know early in May exactly how many can be granted.

Yours truly,

Mrs. D. King
PTA Scholarship Chairman

3156 Becket Road
752-1474

PAST WINNERS OF PTA TEACHER FELLOWSHIP AWARDS

| | | |
|---|---|---|
| 1965-66 | Mrs. Dorothy Ferster | - High School English |
| | Mrs. Mildred Richards | - Onaway 4 |
| | Miss Rae Hamill | - Sussex 1 |
| | Miss Nan Leibold | - Speech Therapist |
| | Mr. Keith Scott | - Byron English |
| 1966-67 | Dr. Marvin Dress | - Byron Social Studies |
| | Mr. Robert Hanson | - High School English |
| | Mr. J. William Jarvie | - Byron Geography |
| | Mr. Carl Krabill | - Woodbury Art |
| | Miss Nancy Murphy | - Onaway 1 |
| 1967-68 | Miss Dorothy Lungmus | - High School Social Studies |
| | Miss Caroly Bruce | - Byron Physical Education |
| | Mr. John Waugh | - Mercer 6 |
| | Miss Norma Teeter | - Onaway Vocal Music |

Past Winner of PTA Teacher Fellowship Awards (cont'd.)

| | | |
|---|---|---|
| 1968-69 | Mr. Martin Meshenberg | - High School Counseling |
| | Miss Lillian Politella | - High School Spanish |
| | Mr. J. William Jarvie | - Byron Guidance |
| | Mrs. Jacqueline Tensley | - Onaway Guidance |
| 1969-70 | Miss Jean Sylak | - Lomond 6 |
| | Mrs. Lois Hambleton | - Malvern 4 |
| | Mr. Jerry Graham | - High School Social Studies |
| | Mr. Terrence Pollack | - High School Social Studies |

Qualifications for applicants.

The $200 grants are to be used before the following June by a teacher(not administrator) who has been at least three years in the system and expects to continue in Shaker Heights. The project or course of study should aid in the teacher's professional growth as well as be of direct benefit to his students. Another criterion is that the applicant not be anticipating another grant or fellowship for the same project. If a proposal is especially worthy, the stipend may be larger to fit its requirements.

The recipients will be selected by the committee for Conditions for quality teaching by the SHTA president. Awards will be announced at the Annual SHTA meeting in May. All requests for forms and completed forms go to Jeanne Armitage, Mercer.

FROM: WILLIAM H. GREENHAM, PRINCIPAL, to High School faculty and staff. Reprinted, with Dr. Greenham's permission, in the belief that teachers in the other buildings will wish to know the facts.

The report in the Thursday, March 4, Sun Press, regarding a student pulling a gun in the cafeteria is not entirely accurate. The student did threaten another student on Thursday, February 25, displaying a gun in the process. The incident was reported to us the next morning, and an investigation involving Sgt. Joseph Gardner of the Shaker Heights Police was begun immediately. Within an hour, the gun had been surrendered to Sgt. Gardner. It is an air pistol sometimes used to start athletic events. The pistol is incapable of discharging any type of projectile. It is not classified as a deadly weapon. The student involved has been suspended from school since last Friday morning, pending completion of Sgt. Gardner's investigation. The police report was received by us this afternoon.

We have been advised that there is no legal basis for school authorities to file charges against the student involved. Charges can be pressed only by the threatened victim. The victim did file the official complaint, which is public information and which provided the basis for the newspaper article. The victim and his parents have not yet decided whether to press charges, although they are being urged to do so. School authorities can and will take appropriate disciplinary action against the student involved in creating this incident.

Please feel free to discuss the details of this incident with anyone who is interested in the facts, including your students. I am most willing to confer with you privately on this matter, if you wish.

William H. Greenham
March 4, 1971

## KUDOS

Ralph Tinianow, Woodbury band and orchestra instructor, was honored for 25 years of service as a music educator in the state of Ohio at the North Central Division of the Music Educators National Conference in Cincinnati Sunday, March 14.

A well deserved honor. We are all stronger for Mr. Tinianow's devoted work.

Excerpts from the Minutes of the Joint Executive Board--Representative Council Meeting Thursday, March 11, 1971, at Woodbury

President Fabrizio introduced Bill Stone, OEA's staff representative in this district. Mr. Stone will keep OEA informed on the negotiations situation in Shaker and help us in any way he can to bring the negotiations to a successful conclusion.

President Fabrizio then asked for a report from each building on the survey taken to assess the strength of the support for the SHTA package. Different questions were asked in different schools; so no compilation of results by percents is possible, but several conclusion seemd clear:

1. If the Board's two options were presented for a formal vote, they would be overwhelmingly rejected.

2. The members do not wish to oppose the levy, but many consider it inadequate to cover more than a 1-year, 4-month contract.(Editor's Note: Many also have expressed the opinion that in the intended levy there is possible a much improved salary offer to teachers.)

3. There is still room for minor adjustment in the SHTA package and major improvement in the Board's offer; the membership wants negotiations to continue.

4. In the event of an impasse, a large majority of the staff would vote to take some form of overt, united action as a last resort.

The OEA representative was asked a number of questions. One concerned the possibility of administrative reprisals against non-tenure teachers who participate in a slowdown, study day, or other form of protest. Mr. Stone said that the only real protection for any teacher lay in the strength of the association, and he gave an example of a united association forcing the retraction of reprisals. He suggested that for protection, teachers hang on to their own copies of their evaluations and that no signatures be required on any ballots.

The question of the morality or legality of certain overt actions troubles a few of the members. Mr. Stone said that morality was a matter of personal standards, and that each individual's decision must be made on the basis of his own conscience, but that in his view it was neither immoral nor illegal to participate in cooperative professional action since we have no master contract which restricts such action. The OEA has already been alerted to our situation and stands ready to help us with manpower, legal aid, and even financial support.

TO: Presidents of State and Local Affiliated Associations

FROM: Helen P. Bain, NEA, President, February 16, 1971

At its October 1970 meeting the NEA Board of Directors passed the following motion:

> "That the NEA serve notice to all of the persons and firms with whom we do business, that as of January 1, 1971 no further purchases will be made from any firms which cannot demonstrate that they are equal opportunity employers."

I hope you will join with us in this endeavor.

FOR OUR NEWEST COLLEAGUES

The Membership Chairman wishes to remind you all that we have some new colleagues who are potential members of SHTA. They may join by paying $10 or half the annual dues. Also OEA has notified us that a half-price deal is available for joing both OEA and NEA for the remainder of this year. The latter offer is available to "only persons new to teaching, not previously employed in an Ohio Public School system." For further information or to remit dues please contact Maggy Jones at the High School. Half of OEA dues is $17.50; half of NEA dues is $12.50.

ALL IS RELATIVE

"But the Dues To Join the 'United Teaching Profession' Are Too High...." Ever hear teachers give this as an excuse for not joining the local-state-national associations? Acquaint them with annual dues paid by other groups: airline pilots, $825; stewardesses, $425; typographers, $339; physicians, $295; attorneys, $245; plumbers, $236; electricians, $200; carpenters, $189; butchers, $182; truck drivers, $170; longshoremen; $164; pharmacists, $146; grocery clerks, $146; parking lot attendants, $134; and machinists, $123. These ammounts, of course, may vary depending upon dues charged at state and local levels.

It costs money to build a strong organization. One reason for the past weakness of teachers' professional organizations has been a picayune view of professional dues.

QUOTED FROM THE NEOTA NEWS, February, 1971

Exerpts from the President's Message

A remark that is often heard wherever teachers gather (especially in the faculty lounges) is that the professional organization are not doing enough for the welfare of the members of these professional organizations. And there is probably a great deal of truth to this accusation.

What people too often fail to realize is that the NEA, the OEA, the NEOTA and the local organization are basically ideas, that is, these organizations are not entities unto themselves, but merely represent the hopes and aspirations of the teachers who are willing to join together to bring these hopes and aspirations to fruition.

Excerpts from the President's Message (cont'd.)

Thus, if any one or even all of the organizations mentioned above are not doing enough for the members, the answer is that the members are not doing enough for themselves.

In other words: Yes, the professional organizations are not doing enough for the teachers, but primarily because the teachers are not doing enough for themselves.

RAYMOND E. LEOPOLD, President, NEOTA

HE'S HELPING US ALL - Quoted in NEOTA NEWS from ("News 'N' Notes" -- Cuyahoga Falls E.A)

There's a guy in Columbus who is presently a janitor in an insurance office. He used to be a teacher in Columbus, but was fired last year, and was not given a hearing, and the reasons he was fired were rather secret, even from the teacher. He went to court and stated he thought teachers should have the same rights as other professionals, and should know what the reasons are for their being fired, and also have a chance to respond to these charges.

This teacher has had a tough time so far. The Columbus Board of Education has appealed all the decisions made in the case. When a court said that the Board had to pay him until the case was settled, the Board even appealed that decision. So, as it stands now, he can't teach anywhere else, because he may not legally be fired, but he also can't teach in Columbus yet. So he is currently working as a janitor.

Court costs so far total over $4000. The Columbus Education Assoc. has paid some of this, OEA has paid some of it, and NEA is now giving him a subsistence pay. (These are those organizations that never do anything for us). The teacher could probably get another teaching job, if he wanted to just shut up and stop "rocking the boat." But, there's a thing called PRINCIPLE. This is a landmark case, and if he wins, he will have made a giant step in giving all teachers a basic right of due process and protection in their jobs.

ASSOCIATIONS FIGHTING CUTBACKS - quoted from OEA's SCOPE

Any local association taking decisive action in opposition to proposed educational cutbacks is finding a lot of compay. Neighboring associations and others in virtually every corner of Ohio are fighting similar battles as Ohio undergoes an unprecedented period of educational curtailment proposals.

Significantly, in many cases the educator associations are encountering new avenues of cooperation and communication with parents and citizen groups who likewise are concerned about instructional reductions.

NEA ASKS....
TELL THE PRESIDENT: "I'm in favor of a Cabinet-Level Department of Education"

"The clear and firm commitment of our nation to promote the cause of education was spelled out as long ago as the Northwest Ordinance of 1787, which pledged that 'the means of education shall be encouraged.' We realized long ago that the strength of education in our society presents a clear and essential responsibility--it is long since time to give education in the executive branch a position equal to that responsibility."

--Sen. Abraham A. Ribicoff
(former HEW Secretary)

MARCH 29 to APRIL 6 WRITE-in WEEK

We need a letter to the President from you saying that education must be the top priority in the nation.

We ask that you write a personal letter, IN YOUR OWN WORDS, telling President Nixon why the country needs a Secretary of Education.

Here are some reasons.

Children and the nation need a Cabinet Department of Education

--to put education first among national concerns

--to serve as the focus for public support of public education

--to obtain massive federal funding for public schools

--to improve existing federal education programs

--to give education visibility and prestige

--to give Congress all the facts it needs to judge education budgets

--to fix responsibility for success or failure of federal programs

HOW TO WRITE TO THE PRESIDENT

When you write to the President asking for a Cabinet Department of Education, use the following form:

The Honorable Richard M. Nixon
President of the United States
The White House
Washington, D.C. 20500

Dear Mr. President:

Here, use your own words, simply and briefly, ask for immediate consideration of your request.

Sincerely,

Remember, Write-in Week is March 29-April 6, 1971

National Education Association
Office of Government Relations
and Citizenship
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

FOR IMMEDIATE RELEASE
NEA Launches Massive National Campaign
For U.S. Cabinet Post of Education

WASHINGTON, D.C.--The National Education Association is planning a massive all-out campaign aimed at establishing a U.S. Cabinet-level post for education.

Helen P. Bain, president of the 1.1 million-member NEA, has called for an unprecedented "write-in" campaign designed to peak during the period March 29-April 6.

Mrs. Bain, in a letter to 4,000 local, state and national association leaders, has urged teachers to flood the White House with letters asking President Nixon for "immediate creation of a Cabinet Department of Education."

"A separate cabinet department would bring order out of chaos by placing in one agency the responsibility for coordinating education assistance programs now scattered throughout the entire federal government," said the NEA president.

Among other reasons cited by Mrs. Bain for the cabinet-level post: (1) to place education first among national concerns, (2) to serve as the key for public support of education, (3) to obtain massive federal aid for public schools, (4) to improve existing federal education programs, (5) to give education visibility and prestige, (6) to give Congress all the facts it needs to appraise education budgets, and (7) to fix responsibility for success or failure of federal programs.

"NEA is committed by resolution and by actions of the Legislative Commission and Executive Committee to pursue" the separate cabinet department for education, Mrs. Bain said.

In addition to NEA, all of the other "big six" national educational organizations--American Association of School Administrators, National Association of State Boards of Education, Council of Chief State School Officers, National School Boards Association, and National Congress of Parents and Teachers-- are supporting the drive, giving impetus to a total unified effort by educators.

Joseph J. Standa, of NEA's Office of Government Relations and Citizenship, is campagin coordinator.

Standa said plans include appointments of state coordinators who will work with local association leaders in an effort to obtain a maximum campaign effort.

AN EDITORIAL

WHY A CABINET POST FOR EDUCATION?
by
HELEN P. BAIN, NEA PRESIDENT

One of my prime concerns as NEA president is the establishment of a separate U.S. Department of Education headed by a Cabinet-level Secretary. The United States is perhaps the only major Western nation that does not have such a post, and I would like to see this situation remedied. Let me explain my reasoning.

First, the problems of education are of such magnitude that the full-time attention of a full-time spokesman at the federal level is required--a person who has the ear and the respect of the President and the Congress, a person with intimate knowledge of schools and their functioning and of the entire educational system.

Second, it seems to me that a separate department is necessary in order to give needed direction and coordination to the various educational activities that are operated by the federal government. As you know, it is not only the Department of Health, Education, and Welfare that conducts education programs--Labor, Defense, Office of Economic Opportunity, the National Science Foundation, and literally scores of other federal agencies are also involved in education programs of one sort or another. Common sense dictates coordination of all these programs, with responsibility for them vested in one person. This would bring about better administration, less duplication, and a more systematic approach to problems.

Third, placing the responsibility for education in one agency under one unfragmented administrator would cut down on the incidence of money wasted or thrown away on frills, nonsensical experiments, and other boondoggles that inevitably result when noneducators devise proposals for grants to try things that have no practical applicability or transferability to actual classroom situations.

Fourth, a Cabinet officer, with accompanying visibility and prestige, would have an impact on bringing educational concepts to other areas of government. In other words, a Secretary would have much more opportunity to introduce a "think-education" climate government-wide than does a sub-Cabinet Commissioner.

Fifth, the appointment of a Secretary of Education as I have described would benefit the Congress. Such an official would provide a single repository of information to answer the questions that Congress has in authorizing and appropriating legislation and would also be responsible for success or failure of programs established by Congress.

Sixth, a Department of Education would probably be granted more funds for education earlier in each fiscal year. This is, of course, a political judgment or a political factor. But the fact is that a single voice for education, setting out the needs and the priorities, mustering and uniting all the lobbying efforts which are necessary to have funds approved by the executive and legislative branches, would be a potent force in seeking more equitable federal support for all education ventures.

My last reason for urging a Department of Education has to do with priorities. Although I doubt that many Americans are against education, the sad fact is that education has never had, and does not now have, a high place in our national priorities. As a society, we moan over the problems of education--student unrest, human relations problems, irrelevancy, and many other catchwords--but we don't really do much about them. I believe that a Secretary of Education would be more effective than a tripartite Secretary of HEW or a sub-Cabinet Commissioner in bringing education more forcefully to the attention of top-level officials in the highest halls of government. I am convinced that only in this way--call it a matter of prestige, of status, if you will-can education be raised to its proper high position in our scheme of priorities.

1970-71?
from NEA News

WASHINGTON, D.C., September 23--Thirty-seven per cent more teacher strikes occurred in 1969-70 than a year earlier, setting a new record of 180, the National Education Association reports. The previous year, a record 131 were listed.

FEBRUARY 28, 1971

Dr. John H. Lawson
Superintendent of Schools
Shaker Heights City School District
Shaker Heights, Ohio

Dear Jack:

The following S.H.T.A. members have agreed to serve on the joint committee charged with the responsibility of investigating the possibility of creating an academic senate model for our school system within the specifications outlined in your letter dated January 26, 1971:

Mrs. Mildred Richards, Onaway
Mrs. Frances Roth, Boulevard
Mr. Thomas Harshman, Byron
Mr. Donald Dorn, Byron
Mr. Robert Harrington, Woodbury
Mr. Niels MacKeigan, Senior High School
Mr. Edward Tekieli, Senior High School

If any of the above mentioned members finds it impossible to carry out these duties, then Mr. Roger Colucci, Malvern, will act as our first alternate.

Sincerely,

Sal Fabrizio
President, S.H.T.A.

AEA Wins Cost-of-Living, Personal Freedom Clauses. The Arlington (Va.) Education Association has reached tentative agreement with the board of education on an agreement which includes a cost-of-living increase determined by the consumer price index and a personal and academic freedom clause which reads: "The private, religious, and political life of a teacher is not within the appropriate concern or attention of the (school) board except as it may directly prevent the teacher from properly performing his assigned functions during the work day." The agreement also contains a provision for free disability insurance for teachers. For further information, write: William F. Kay, Executive Director, AEA, 915 N. Stafford St., Arlington, Va. 22203

TEACHERS DO PAY

Three times this winter the editor has learned, indirectly, that the question has arisen in the Administration Building: Who pays for the SHTA Newsletter?

It is a proper question, of course, and, anticipating it, the editor arranged early in the fall with a responsible high school administrator a mutually satisfactory procedure, to wit,

1. A typist does the work of typing, mimeographing, and collating on her own time, and is paid by SHTA.

2. Stencils and paper are paid for by SHTA, as are stamps for the growing mailing list,

3. The editor is keeping an accurate list of his use of Xerox, brown envelopes, and the like, and intends to pay for a whole box of paper clips and a note pad,

4. And an appropriate sum will be paid for use of the school's mimeographing and collating machines.

The editor wonders whether the same question about the Newsletter has ever been raised in past years, and also whether the same meticulous accounting is expected of, or suitable for, such other publications, similarly peripheral to the actual process of education, as Board Briefs, All Hands, PTA publications, the Fernway Flash, and the like. Or is one merely a goose to take a gander at the matter?

REPORT

Several teachers have requested a synopsis of the "How Good Are Our Schools" survey compiled last November. We hope the following summary will provide answers to those request. Unfortunately, we can only provide the staff with figures for Shaker schools, since the O.E.A. has not released statewide results thus far. The results were obtained from the written replies of 188 teachers, responses of several special teachers, data gathered by building representatives, and an interview with Dr. Lawson and Fred David.

From these sources the following generalizations were made concerning the Shaker system since 1966. Most improvement was shown in (1) achieving racial integration, (2) inter-district and intra-district visitation programs, (3) recruitment of an heterogenous teaching staff which reflects the unique racial and religious diversity found in Shaker, (4) excellent public support of building and operational levies enabling us to provide excellent learning facilities for Shaker's youngsters. Regretfully, we noted several areas in which Shaker ranks below districts of comparable socio-economic level and/or below recommended levels by the State of Ohio. They are--(1) vocational education - the most neglected area, (2) paraprofessional aides--needed to allow teachers to concentrate on professional responsibilities, (3) utilization of more innovative techniques--e.g., flexible classrooms, in-service training projects individualized instruction, (4) compensation programs--improvement needed to retain our excellent staff and recruit the best candidates for future employment, (5) relevant, professionally-managed programs for children with learning handicaps and emotionally- disturbed youngsters.

The summary of seventee major areas of intensive investigation rated Shaker excellent in (1) textbooks and learning materials, (2) instructional material, (3) preparation of teaching staff. We received a good ranking in (1) space for students, (2) school sites and buildings facilities, (3) teaching and learning facilities, (4) research and innovation, (5) special instruction, (6) pupil services, (7) teaching specialists, (8) guidance counseling, (9) teacher load, (10) teacher employment and turnover, (11) staff growth and development. Fair rating was given the compensation program while deficient to greatly deficient areas were (1) use of paraprofessionsla, and (2) vocational education. Although our overall ranking is far above average for Ohio, the neglected areas must be remedied if we are to maintain a 'lighthouse' rating in the nation. The question seems to be if Shaker citizens with an average family income over 24,000--the highest in Ohio and among the ten richest cities in the nation-- will accept anything less.

Finally, I must correct one major mistake made in the preliminary report which was published in an earlier Newsletter--the Board of Education policy demands non-tenure teachers obtain 18 hours of credit above a Bachelor's Degree within 3 to 5 years of employment rather than a Master's Degree as I had indicated. It is my hope that other errors of omission or commission will be brought to my at attention as well as questions and comments concerning the findings of this report.

Sincerely yours,
Cam Buckland
Chairman "How Good Are
Our Schools Committee"

# ANNOUNCEMENT

The St. Louis Suburban Teachers Association is now receiving application for the vacant position of:

## EXECUTIVE DIRECTOR

A letter will constitue a formal application and should be accompanied by a complete resume with references. All correspondence should be addressed to:

Mr. Vito Maniaci, Chairman
Screening Committee
St. Louis Suburban Teachers Assoc.
10330 Old Olive Street Road
St. Louis, Missouri 63141