SHAKER HEIGHTS TEACHERS ASSOCIATION

SHTA NEWSLETTER No. 7

March 1971
Editor, Burton Randall

FACTS:

Plain inescapable facts. Statistics published in the February 24 Plain Dealer (page 10-A) show that workers in the construction trades earn substantially more than does the Shaker Heights teacher at the M.A. Maximum after 14 years of service.

Compare. The base hourly rate (not the toal hourly rate including fringe benefits) paid a terrazzo helper is $7.85. A construction laborer, $6.52. A fully skilled craftsman earns more - the roofer, $8.26, the iron worker $8.10; the trades average about $8.25. A fulltime workman at the average $8.25 earns $16,500. He does not need a college degree, professional certification, and 14 years of service to reach this. His $16,500 looks very good in comparison to the Shaker teacher's $13,400 (this year) after 14 years of professional service. This does not even consider fringe benefits. The construction laborer at $6.52 for fulltime work earns $13,040 - a lot more than the well educated, professionally trained and certified, and highly competent average Shaker teacher at $10,703

Construction is hard work. So is teaching - very taxing, very exhausting when done with will and enthusiasm. The record shows that this is how Shaker teachers do teach.

It is the contention of this editorial that the average Shaker teacher works more hours per year than the fulltime construction worker. As in any profession, many of these hours are invisible ones. We do not pay the dentist solely for the time he spends working directly with us; we pay also for his professional study, his preparation both longterm and specific, his record-keeping, his laboratory time, and so forth. The teaching profession has comparable duties. Many of the teacher's most productive hours - productive for his students - are not in a school building at all. They are hours of creative planning, study, the reading and annotating of student papers. They are just as necessary to the teacher's professional competence as is the doctor's study.

The fact, then, is that the average Shaker teacher is paid worse than the average fulltime construction laborer. The fact is that the average Shaker teacher is a very fulltime worker.

It would at least be something to be paid comparably to a skilled workman in the trades.

We wought, of course, to be remunerated as professionals in a manner comparable to the other professions.

In the ongoing effort to improve education it is time for the community of Shaker Heights to stop following reluctantly after the nation's best schools in faculty salaries while at the same time taking satisfaction in the high reputation of the Shaker schools.

In short: cut the cackle and pay us.

NEIGHBORS:

The City of Cleveland's salary improvement-$1950 at the M.A. Maximum - is a step in the right direction. Not enough, but a step - a great deal longer step than what the Shaker Board has yet offered its teachers.

MORE ON SALARY:

Our salary schedule is far below nearly all the other Lighthouse Districts. In many salary respects - as this Newsletter has repeatedly stated this year - we are at the bottom in salary in comparison to the other Lighthouse Districts. (See Issue 4, pp. 3-5, for the statistics.) Administration and School Board point with pride to the accomplishments of the Shaker system and compare it favorably with the other Lighthouse Districts. That achievement rests upon the hard work and high competence and enthusiasm of teachers as well as upon the community's commitment to education.

Yet the Shaker teacher is very badly underpaid in comparison to his colleagues in the other Lighthouse Districts.

What is the logic of comparing our product, as it deserves to be compared, to that of the best schools in the nation if teachers are to be paid at a rate comparable only to local districts? Skimpily comparable, at that.

The fact is that so far as teachers' salaries are concerned, Shaker Heights has got by for years on the cheap. If other costs in the district are, as the Association's leaders think likely, high in relation to other Lighthouse Districts, let cuts be made and a proper reallocation of funds be made to place the emphasis in education where it belongs: not in offices and building, but in the daily work together of teachers and students.

We all need to know the full facts. What is the proportionate relation of administrative salaries to teaching salaries? What percentage of the Shaker schools' budget goes to all professional salaries properly classified as administrative rather than teaching? What are the comparative figures for this in the nation's best schools? What percentage of the budget goes to salaries paid for actual instruction, in direct teacher-student relationship, here, and in the nation's best schools? Is Shaker Heights paying its administrators but not its teachers at a rate comparable to the nation's best schools?

DON'T CAVE IN!

It would appear from reports around the state that there is a concerted effort on the part of school boards to destroy the effectiveness of the negotiation process. Board proposals are for the most part designed to "hold the line", to force the teacher to accept low settlements. Their efforts may destroy teacher confidence in the local association.*

Sounds familiar.

*Quoted from the Oregon Education Association Newsletter of January 19, 1971.

GREEN GRASS DEPARTMENT:

The Prince George's County Educators' Association reports that dollar increases for its Bachelors' Degree holders will be $739 to $1170 with increment and that the percentage of increase for teachers in the middle of the salary scale will be 12%

SCHOOL BOARD MEETING MARCH 2:

Members of the SHTA Executive Board and Negotiating Team strongly recommend that any teacher who can do so attend the Board meeting March 2, 8:00 p.m., scheduled for the high school's Social Room, at which it is expected that two vital issues, millage and proposed cuts in the existing program, will be considered.

A FRIEND LEAVES US:

Ruth Klein of Woodbury's social studies department has retired after eighteen and a half years of service. Her friendliness and steady helpfulness will be missed. The Board of Education has expressed its sincere appreciation to Mrs. Klein, and the Teacher's Association adds its gratitude, its sense of loss, and its best wishes for happy years ahead.

VISITATIONS:

It seems likely from discussions with members in a number of buildings that many Shaker teachers are not aware of the opportunities available for visitation of classrooms in other schools in the system, which can be a very valuable and broadening experience. Programs do exist to make this opportunity available; interested teachers should consult the building principal, or, if information does not prove to be readily available in the building, should write a note to President Fabrizio.

ITEMS FROM THE MINUTES OF THE REPRESENATIVE COUNCIL MEETING - Thursday, January 7, 1971, at Mercer:

Calling the meeting to order at 4:10 p.m., President Fabrizio touched on the following topics in his opening remarks:

It is an unpleasant fact of life that the school budget will be $400,000 short during 1971 because of the drop in property evaluation, and no relief can be expected before 1972. If teachers want a voice in setting priorities for the cuts which must be made, they should be thinking and talking about it now, since the Board of Education expects to adopt a final budget for the year at its next meeting on February 11. *There is a decided possibility that teachers who leave in June will not be replaced in September unless other means more acceptable to teachers and parents can be found to make a sizeable dent in current expenditures.

A joint committee is being formed to consider a calendar for 1971-72. Jean Brattin has agreed to represent SHTA on that committee.

Building Representatives are urged to advise all teacher not to sign anything critical -- especially a resignation -- under pressure. Talk to Sal first.

*This was delayed until March 2.

Letters should be sent to Mr. Hansell, congratulating him on his election as School Board President; to Dr. Rawson, thanking him for his service in the same post; and to the families of Loretta Jones and James Baker, offering condolences.

The cost of substitute teachers is approaching $75,000. How much of this is due to the use or abuse of personal leave? The new policy is on a trial basis this year. Is everyone aware of the importance of being professional?

A request has been received from OEA asking that SHTA wire a message of support to the Wisconsin Rapids Teacher's Association which has found it necessary to go on strike. No details were available.

At the Administrative Council Meeting, Dr. Lawson told of a high school student who won the opportunity (at a Student Council Auction) to spend a day with him. Apparently it was a success, and Dr. Lawson says he's willing if some teacher would like to have the same opportunity.

REPORTS OF OFFICERS:

Presurer. Denny Griffith distributed copies of his report, first an overall accounting showing a balance of $6962 as of December 18, and second, a breakdown of funds budgeted to committees and their current balances. Copies of both are appended. A question was raised about the possibility of keeping a smaller balance in the checking account and putting the rest in a regular savings account to gather interest.

Elementary Liaison. John Waugh stated that Sadie Schwartz, Jerry Hall, and he are the teacher members of the joint Teacher Transfer Committee.

NEW BUSINESS:

It was moved by Ellen Joslin, seconded by Dick Oberdorfer, that $25 from the Welfare Fund be donated to the Woodbury Library for the memorial planned for Loretta Jones. Unanimously carried.

Dick Oberdorfer moved that the Corresponding Secretary be directed to write to Mr. Hansell, Dr. Rawson, and the families of Mrs. Jones and Mr. Baker, as suggested by the President in his opening remarks. Seconded and passed unanimously.

Roger Colucci moved that a telegram of support be sent to the Wisconsin Rapids Association. Seconded and passed unanimously.

GOOD AND WELFARE:

Dorothy Lungmus inquired about the possibilities of arranging the schedules of non-tenure secondary school teachers who must take classes after school to quality for tenure under the present policy. (Copies of the policy, which was adopted several years ago with SHTA approval, should be in each building for reference.)

There being no further Business, the meeting was adjourned at 5:35.

Respectfully submitted,

Jean Brattin
Recording Secretary

ADMINISTRATIVE COUNCIL STAFF DEVELOPMENT COMMITTEE:

A concern for the development of a strong program of staff development prompted the Administrative Council to appoint a committee to study this area and present recommendations. Mr. Sal Fabrizio and four members of the Council were chosen and began work in October of this school year and presented recommendations to the December 4, 1970 meeting of the Administrative Council.

Briefly, the recommendations included: a weekly released time program covering many areas of interest or study for all staff members, provision for a full time co-ordinator assisted by a five-member advisory group, solicitation of parent reaction to such a plan after May 1971, and the formation of a summer writing group to plan the program for operation in 1971-72.

Because of current budgetary difficulties, the committee has recently modified the above original recommendations. At an Administrative Council meeting in February, the committee asked for an received permission to broaden the teacher participation of the committee (to include a teacher from each level of our district) and to direct this committee to work with Mr. Edward McMillan in seeking federal and/or foundation support for a staff development program.

Presently, the committee is (through the efforts of Mr. Fabrizio) in the process of adding new members. Soon, work will begin on drafting a proposal for submission to federal and/or foundation authorities.

Dr. Robert N. Morrison
Onaway Principal

INCORPORATION:

In SHTA membership vote on the issue of incorporation of the association, 259 voted for, 12 against. Negative votes came from only three schools in the system.

ACTION THROUGH LEGISLATION:

The time has now arrived for us the educators of Ohio to take action. The General Assembly is now in session. There have already been many bills introduced, some favorable while others are not favorable, which are now being studied in committee. The committee is where the real "action" is because a bill must first come out of committee before it ever has an opportunity to be voted upon by the general membership. For example, House Bill #36 (HB 36), which provides for suspension or expulsion of students who assault teachers, had its first hearing before the House Education Committee on Tuesday, February 23. HB 36 is supported by the OEA and they will work for its passage but it takes more than the professional staff in Columbus to do this job; it takes all of us behind them. Each of us needs to let his representative know that we support a particular measure, and just as important is to let him know when we oppose a particular bill.

When you write your representative be specific, and please, confine the remarks to only one piece of legislation or related pieces. For him to do the proper job, he needs to know our feelings. Time and again legislators have remarked that teachers, in the main, do not vent their feelings on the issues.

This year let us in Shaker be heard loud and clear.

The OEA Legislative Report is published each Thursday and is mailed to every school building in the state. This report should be placed on the faculty bulletin board. The report keeps us informed on legislative action, bills introduced during the week, and the schedule of bills to be heard in the various committees during the next week. Make sure this report is posted in the building in which you teach.

MEMBERS OF THE HOUSE OF REPRESENTATIVES (Our Area)

Members of the House of Representatives
Columbus Address: Ohio House of Representatives,
Columbus, Ohio 43215

Dist. 35 Roberto, Marcus A. (D) 3377 Summit Rd., Ravenna 44266
36 Meuller, James (D) 12165 Heath Rd., Chesterland 44026
37 Tulley, Joseph P. (R) 7535 Acacia Dr. Mentor 44060
38 Lampson, E. W. (R) 46 W. Jefferson St., Jefferson 44047
41 Thompson, Ike (D) 899 E. 128th St., Cleveland 44108
42 Smith, Larry G. (D) 1871 E. 97th St., Cleveland 44106
43 Russo, Anthony J. (D) 2587 E. 127th St., Cleveland 44120
44 Thompson, John D., Jr. (D) 15611 Stockbridge Ave., Cleveland 44128
45 Jaskulski, Robert W. (D) 10109 Park Hts. Blvd., Garfield Hts. 44125
46 James, Troy Lee (D) 4216 Cedar Avenue, Cleveland 44103
47 Sweeney, Patrick A. (D) 3534 W. 100th St., Cleveland 44111
48 Flannery, James J. (D) 6907 Lawn Ave., Cleveland 44102
49 Celeste, Richard F. (D) 9407 Lake Ave., Cleveland 44102
50 Celebrezze, James P. (D) 3000 Terminal Tower, Cleveland 44113
51 Polcar, Gertrude E. (R) 7060 Ridge Rd., Parma 44129
52 Mastics, George E. (R) 3000 Terminal Tower, Cleveland 44113
53 Voinovich, George V. (R) 17717 Crestland Rd., Cleveland 44119
54 Sweeney, John G. (D) 2998 Yorkshire Rd., Cleveland Hts. 44118
55 Ostrovsky, Leonard (D) 6503 Marsol Rd., Mayfield Hts. 44124
56 Lehman, Harry J. (D) 3295 Braemar Rd., Shaker Hts. 44120
57 Rutkowski, Walter A. (D) 6110 Dunham Rd., Maple Hts. 44137

HOUSE HEALTH EDUCATION & WELFARE COMMITTEE
Murdock, Norman, Chairman (R) 628 Conina Dr., Cincinnati 45238
From our area:
Dist. 45 Jaskulski, Robert W.
51 Polcar, Gertrude E.
54 Sweeny, John G.

Members of the Senate (Our Area)
Columbus Address: Ohio Senate, Columbus, Ohio 43215

Dist. 21 Jackson, M. Morris (D) 1717 E. 70th St., Cleveland 44103
22 Calabrese, Anthony O. (D) 501 Finance Bldg., Cleveland 44115
23 Novak, Anthony F. (D) 6218 St. Clair Ave., Cleveland 44103
24 Mottl, Ronald M. (D) 5393 Pearl Rd., Parma 44129
25 Matia, Paul R. (R) 27825 Detroit Rd., Westlake 44145
26 Taft, William W. (R) 1144 Union Com. Bldg., Cleveland 44115
27 Ocasek, Oliver (D) 302 E. Buchtel Ave., Akron 44304
31 Stockdale, Robert E. (R) 1485 South Blvd., Kent, 44240
32 Kilpatrick, Bishop (D) 195 Oak Knoll, N.E. Warren 44483

SENATE EDUCATION & HEALTH

Collins, Oakley C. (R) Chairman - 1005 Kemp Lane, Ironton 45638
From our area:
Dist. 21 Jackson, M. Morris
27 Ocasek, Oliver

Let each of us do his part to make this General Assembly Session a bright spot in the future of education in Ohio.

Donald C. Scherer, Chairman
T.R.I.E.

EXCERPTS FROM NEA NEWS:

Better Staffing and Expanded Programs Can Result
From Larger Teacher Supply, NEA Officials Say

WASHINGTON, D.C. --School boards should use the present increased teacher supply--the greatest in 16 years--to inaugurate a new era of top-notch education for all children in the nation, Mrs. Helen Bain, president of the National Education Association, urged today.

"By past standards," Mrs. Bain said, "the number of personnel to staff today's classrooms has caught up with the demand. But is this all the nation really wants of education for the 1970's? We think not."

A byproduct of turning this teacher surplus problem into an opportunity for upgrading education, the NEA leader added, would be a reduction of the widely publicized current teacher surplus. In fact, there would be a teacher shortage today--not a surplus--if all schools were operating full tilt in meeting the educational needs of all children, with the classrooms staffed only by fully qualified teachers. Even attaining "minimum standards of quality" would result in a shortage of 157,000 teachers.

The NEA president emphasized the urgent need for improved staffing in the following areas:

Replacement of teachers having substandard qualifications, hired as a stop-gap measure during years of teacher scarcity, should be undertaken in earnest. One of NEA's continuing resolutions, reaffirmed by the NEA Representative Assembly last July, states that "each educator must have the knowledge and skills necessary to perform his duties based upon a broad general education with depth of preparation in special areas and a commitment to continued learning."

Mrs. Bain also stressed the need for teachers to have responsibility for the quality of education through professional standards boards and practices commissions. Unlike other professions such as the medical and legal, the education profession's present role in self-governance is merely advisory.

Some schools are so overcrowded as to necessitate split sessions. In many classrooms the quality of education is diluted by the classes being too large. Also, partly because of past teacher shortages, many teachers have been misassigned: an English or social science teacher, for example, trying to cope with a science or math class.

Despite the general teacher surplus based on present staffing standards, a recent NEA survey indicated that applicants are in short supply in several subject areas including mathematics, physical sciences, industrial arts, elementary school librarian, remedial reading and speech correction, and girls' physical and health education.

Desperately needed are more first-rate teachers for mentally, emotionally, and physically handicapped children. Many new special education programs should be launched, and others expanded, if even the minimal needs of this group are to be met.

Vocational-technical education is becoming increasingly important, especially for inner-city schools. However, this is one of the areas where there is a teacher shortage.

Kindergarten programs should become universal. Since these early years are such a critical period in a child's educational development, the same proportion of five-and six-year-olds should be enrolled in school as are seven-year-olds now. Nursery school programs should also be expanded.

Some instruction programs have been slashed back or discontinued, and new innovative projects kept on the drawing board, because of lack of qualified personnel to operate them. Now is the time to revive or gear up these important programs.

Concurring with Mrs. Bain on the need for improved staffing in these areas, Sam. Lambert, NEA executive secretary, declared: "This nation, plagued with a rash of serious problems, can ill afford retrenchment in the education of tomorrow's citizens. Rather, it is a time for courage and determination in reordering our national priorities. Getting our schools ready to provide quality education for all children and youth merits a top position on that list."

As many as 37,600 of the 114,000 prospective beginning teachers at the elementary school level may be unable to get positions, the recent survey showed. In secondary schools, the surplus may reach 50,000 out of the new pool of nearly 168,000 beginners.

Actually, NEA reported that the long, general U.S. teacher shortage disappeared a year ago, although the supply-demand figures then showed a smaller surplus than at present.

Other factors involved in the present supply-demand situation, the 1970 survey indicated, may, in some communities, include: fewer jobs available outside teaching because of the economic slowdown; fewer present teachers retiring or leaving the profession unless necessary: reduction in teaching positions because of grave school financing problems; higher staff turnover in some schools undergoing desegregation; employment of larger numbers of former teachers who had been laid off recently by retrenching businesses or industries; and, in financially cramped districts, hiring more beginning teachers, who command lower salaries, rather than experienced teachers wishing to re-enter the field

MORE NEA NEWS

Can You Give Me a Current Example of a Good Contract? That's the question we put to Bill Stiles, director of NEA's Office of Professional Negotiations. He gave us a copy of the 1970-72 "Educational Agreement" of the Phoenix, Ariz., Union High School System and commented: "You will notice that the language is very clear." He then went on: "We are often criticized by those who say that a tightly drawn contract prohibits flexibility and inhibits experimentation, but the Phoenix agreement specifically provides for experimental and specialized programs in such a way that no other contract provision can be used as an excuse for not attempting to improve the school system." And the contract provides for cooperation of the association and the administration in developing and implementing innovative programs. Several pages of the agreement spell out teaching conditions, including inservice training, preparation of classroom activities, service to students and parents, student counseling and guidance, parent contacts, and home visits. Other features of the Phoenix agreement: standards which limit to a maximum of 20 per cent the staff to be hired with B.A. degrees only--all the rest must have at least a master's degree and those with a B.A. are given three years to achieve a master's degree; a procedure to enforce student discipline; and a provision that teacher members of all systemwide committees shall be appointed by the association--which should eliminate committees "hand picked" by administrators. For contract copies, write to Bill Stiles, Office of Professional Negotiations, NEA-DFS, 1201 16th St., N. W., Washington, D. C. 20036.

FEA TEACHERS GET COST-of-LIVING INCREASES:

The Fairfax County (Va.) Education Association has negotiated a cost-of-living increase provision (to be determined by the consumer price index) in its new two-year contract. The contract also contains a clause protecting teachers and principals from arbitrary and sudden transfers. The FEA no longer negotiates the salaries of teachers with no experience who enter the school system. For information, write to FEA Executive Secretary Allerton Barnes.

WOMEN'S RIGHTS:

NEA has urged adoption of an equal-rights-for women amendment to the constitution. A spokesman from NEA's Office of Gernment Relations and Citizenship told a Senate subcommittee that "women make up 67.5 per cent of the public elementary and secondary school teachers of the country, but comprise only a small fraction of the administration staffs...."Mrs. Bain, in a telegram to the Senate Judiciary Committee and individual senators, asserted that there is a consistent pattern of job discrimination against women in the academic world. She noted that only 3 of the 13,000 school district superintendents are women and only one of the 50 chief state school officers. Two NEA affiliates, the National Association of Women's Deans and Counselors and National Council of Administrative Women, were part of a coalition called Talent Bank which urged appointment of a special assistant to President Nixon to help seek job equality for women. The NEA Representative Assembly in its 1970 resolutions called for such equality.

FROM NEA's WASHINGTON MEMO:

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.

NEOTA NEWS:

In case you are threatened with a lawsuit, don't hesitate to contact both OEA and the E & E immediately. Both will give you concrete advice as to the steps to be taken to protect yourself.

What bothers me, though, is that the teacher seems always to be the object of such lawsuits. I believe that it is time that we initiate lawsuits on behalf of aggrieved teachers in order to establish, in the courts, our basic rights also. Any takers?

Raymond E. Leopold
in the NEOTA News

NEW FLASHES:

1. The Board has refused, in response to a formal letter of request, to negotiate directly with the SHTA Negotiating Team.

2. Despite possession of the SHTA compromise offer for a full week the Administration Negotiating Team at last week's meeting had nothing new to present.