MADISON PRINCIPAL **ADVISES TEACHERS** TO SET NEW GOALS

By DR. JOSEPH CALIGURI Principal, Madison Elementary School

AS THE NEGRO'S VOICE gains strength within the mainstream of American social life, a parallel social and economic phenomena is also occurring regarding the teacher's voice in school affairs today. Teachers' groups wear-ing the NEA (National Education Association) and AFT (American Federation of Teachers) labels are beginning to move quickly and effectively from merely advisory to bargaining re-lationships with school officials.

The NEA recently reported that professional

negotiation agreements have been instituted in 346 school districts in the United States. The AFT also has negotiated bargaining agreements in an increasing number of school districts in communities with strong industrial backgrounds. In short, teachers want better salaries, improved working conditions and a stronger voice in setting educational policy.

On an even more hopeful note, the Las Vegas VOICE, recently noted that the Virginia Education Association voted to admit Negroes to membership for the first time. It was also noted that the NEA has finally adopted a resolution this year directing all member organirestrictive membership requirements dealing with race, creed or ethnic affiliations. Segregated Negro teachers' organizations in the south affiliated with the national organization have long been a sorry blot on the NEA's pious language about social and economic justice for American teachers. American teachers. As a vanguard stand for equal rights and equal opportunities, the NEA's long awaited action on this matter is highly commendable.

IT SEEMS READILY APPARENT that the accelerated movement for Negro civil rights in our society has made a definite impact upon the consensus of thought in education regarding the needs and interests of Negro children as well as the issue of equal rights for Negro teachers to participate in school affairs.

Focusing only on the teachers' side at this point, the writer has indicated in an article to be published in the California Journal of Educational Research in early 1965, dealing with the readiness of teachers' groups to bargain with school officials, that teachers' organizations must re-evaluate their goals as they seek to establish bargaining relationships with school officials. In addition, teachers' organizations must also re-evaluate their policies and procedures in relation to democratic participation of memberships. It has long been recognized that teachers' groups are run by small, active leadership cliques while the majority of the membership enjoy the material benefits in passive receptivity.

In view of the move by teachers' groups to

secure bargaining agreements, and in view of the increasing militancy of Negro Americans, the opportunity for Negro teachers to partici-pate in the arena of schooldom's decisionmaking process is growing from vague hope to actual reality.

(See CALIGURI, page 15)





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