

MTA VOICE



FALL 2014

President's Message by Terri Weitz

Welcome to the 2014-15 school year! I hope you all had a wonderful vacation. After all the hard work, time, and effort we put into transitioning into the Common Core last year, the vacation was definitely well-deserved. Our teachers went truly over and above last year with night meetings, extra assignments, and curriculum development.

We also worked together as a cohesive unit to attend board meetings and share our thoughts and concerns with the School Board. We demonstrated that UNITED we can accomplish great things.

This year is sure to be a positive, exciting year as we continue the expansion of Common Core and begin to work with our new Superintendent, Mr. Tom Baumgarten. I am looking forward to meeting regularly with him and sharing our members' ideas, strengths, concerns, and needs. I am encouraged by Mr. Baumgarten's desire to meet and collaborate.

CTA has informed us that there is an extremely positive outlook for the budget this year, so I am hopeful that we will be able to work together through the negotiation process to develop a fair and reasonable contract and salary and benefit package.

In order to continue the positive

direction we have begun, I am going to call upon each and every one of you throughout the year to give your support and share your presence at board meetings and upcoming elections. Now, more than ever, we are going to have to bring in positive, new blood to the school board through the two open positions.

We have demonstrated over and over again that MUSD has the absolute best teachers who care a great deal, who are willing to go over and above in our commitment to students, and who have helped our students excel both academically and personally. This year, we will welcome over 30 new teachers into our family. I hope everyone will help them transition and welcome them to MUSD.

I am honored to have the opportunity to serve as your president for another term. I appreciate all of you and your support, and I want you to know that I will work hard on your behalf. Please feel free to contact me, members of your elected Executive Board or your Site rep if you have any ideas or concerns. You may reach me through my email teresaweitz@hotmail.com or at 760-285-4398. My work site is still Black Rock. Together I am confident we will make 2014-15 another positive school year for all.

Terri Weitz
"United we bargain, divided we beg"

Election News by Michelle Maresh

Tuesday, November 4th is Election Day. Mark your calendars! Be ready to vote. If you are not registered, please do! Voter registration forms will be available at all schools or through your Union Representative. This election will determine the future of MUSD. There are two, 4 year spots which we, and the general public, will vote to fill. Please be prepared to attend a candidates' forum, Wednesday, October 22 . . . place and time will be announced at another date. The public and media will be invited to this mediated question and answer forum. This election MUST have a huge teacher turnout. This is your opportunity to have your voice heard. Please encourage family and friends to be involved. We NEED MAXIMUM teacher involvement!

In California, you can register to vote online at <http://registertovote.ca.gov/>. The deadline to register or re-register to vote for any election is 11:59:59 p.m. Pacific Time on the 15th calendar day before that election. (Friday, October 17) If you submit an application after this time, your application will still be processed for future elections.

To register online you will need:

- Your California driver license or California identification card number
- The last four digits of your social security number
- Your date of birth

Your information will be provided to the California Department of Motor Vehicles (DMV) to retrieve a copy of your DMV signature.

If you do not have a California driver license or California identification card, you can still use this form to apply to register to vote by completing the online interview by 11:59:59 p.m. Pacific Time on the 15th calendar day before an election.

For more information on registering to vote you may want to visit the Secretary of State's [Frequently Asked Questions](#).

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MTA Flex . . .**a note to new employees**

**assembled by S.V. Brown
with input collected from dozens of
MTA Members**

How does one beat back the curse of cynicism once it catches hold and infects the entire establishment? This has to be a question that pervades the Morongo Unified School District and all of its employees. For those who are new to the district, or new to the teaching profession, perhaps it is too early in your career to ask this question. You are probably walking around with the bright light of optimism twinkling in your eyes and actions, not giving a second thought to the many valleys that lie ahead of you, especially in this district. Let's talk, newcomer. Let's think about just what has occurred in MUSD over the last decade and a half.

You weren't here when this little district was ruled with an iron fist (and zero input from any stakeholders) by Colonel Majchrzak. Actually, if you listen to some of the voices on our respective campuses, you might hear some already beginning to romanticize the time when he was in control, back when the influence of his intimidation spread fear among the ranks. "At least things got done," some are already saying of his tenure. Of course, no one really talks about the threat of multiple lawsuits that hung around him or the knee jerk decisions that he made which are still stirring litigation. That was, of course, before the implementation of our latest attempt at choosing a short-lived leader, Dr. English. Not to worry, though, because rumor has it that the Colonel is still hanging around behind the scenes, continuing to offer the depth of his advice to our school board members on a regular basis, and, if sources be true, lending a hand to one of our more prominent board members in creating an environment where Dr. English never had a chance to be successful.

Ah, newbie, you don't have the luxury of recalling the implantation of the California State Standards, the overlay of NCLB to enforce what the majority of those in this profession knew were

unobtainable goals, and the replacing of those concepts with the new Common Cores. You haven't had a chance to play witness to a district leadership style so lacking in vision that dozens of new programs, new texts, new software systems, new cutting edge technologies have all gone by the wayside as the next new thing comes along. There are those, of course, who have been in MUSD long enough to remember it all, and if you get a chance to talk to them you'll quickly catch that hint of cynicism, that overtone in their speech that questions why we would follow any "mandatory" guidelines when those idealistic concepts will soon be replaced, removed or altered in less than the time it took to implement them . . . as though full implantation is ever accomplished.

Oh, and while you are walking the campus, you'll be sure to see or hear of the many teachers in this district that underperform to the point of making you cynically ask yourself why you break your back trying to enlighten the students in your charge. You will recognize them pretty quickly. They reside in the classrooms where the television is continually, not occasionally or infrequently but continually blasting out the "movie version" of the text. They are the ones with the remnants of eye burn from continually surfing the web while their students have their daily dose of the "busy work" worksheets. They are the ones subversively, subliminally and often conspicuously promoting to their students the greatness of their theology or damning the politicians of the party opposite of their own. They are the ones who are supposedly "educated," and yet they will make ignorant commentary and loose suggestion that flies in the face of a Mount Everest of empirical scientific research in favor of political expediency or theological tendency. Of course, you won't even have to make drastic effort looking for them because your students and their students will continually keep you updated on the nothing they are doing in that teacher's class or inform you of

the latest outrageous commentary made in front of their students. You will hear the arguments made from both sides . . . your MTA rep will encourage you not to speak ill of these underperformers for the sake of the cohesiveness of our union . . . you will hear your administration depressed at the exorbitant funds it takes to remove them from the system . . . you will wonder why anyone defends them at all, or doesn't take responsibility for hiring and giving them tenure in the first place. Of course, you will eventually become so disgusted by the number of educators in this district that bring personal agendas (both political and theological) into their classrooms in hopes of influencing the youth of this district in their own "special" and self righteous ways that you will come to the point of believing, with that same cynicism, that the only way to combat them is to keep the door shut to protect the learning environment you have created in your own classroom, damned be collaboration! Be ready, fresh face. It's all out there for you to see, and you *will* see it whether you like it or not.

If we are going to speak openly about all of this cynicism, then we have to include the students that will be sitting in your classroom, and the parents who have raised them. While you will be encouraged by the handful of respectful and diligent students who walk into your classroom on a daily basis, you will be just as disgusted with the many unfortunate and misinformed attitudes that exist in MUSD. Be ready for the students who walk through your door who have never, through no fault of their own, been exposed the concept that education is important, whose highest dream is of one day beating the latest video game craze, scoring an eighth from the local dealer, or of seeing just how much chaos or destruction they can render in your classroom during this lifetime. In the elementary years, these students will inhibit the learning process of others . . . by the high school years they become dangerous . . . in the adult world they perpetuate the cycle because they never become functional enough to either leave the area or educated enough

to become the axis of cultural change. They come armed with the narrowest of political and theological concepts, bred fully into them by the self-perpetuating generational ideas that have clung to the Morongo Basin for decades upon decades, and they (along with their parents) will be ready to contradict, conflict, and compromise your lessons (no matter how deeply researched and empirically based your lessons are) whenever the opportunity arises . . . which means daily.

If we are going to continue looking at the rise of cynical attitudes among the teaching professionals in MUSD, new friend, then you must take in a school board meeting. There is no doubt that you will at first be amused by the dysfunctional circus of personalities on display at one of these gatherings, but eventually depressed by the end of the session that these elected representatives are at the highest rung of the MUSD educational ladder. On display, you will certainly see an assortment of self-serving political and theological agendas, power hungry personalities and the heights of an uninformed caucus meandering through an assortment of statements and decisions that are geared only toward maintaining and protecting their places at the round table. While respectful disagreement certainly is the life-blood of a healthy governing board, the unmitigated disrespectful commentary made between board members during these meetings is beyond embarrassing. Of course, the heights of this can be measured by an assortment of events over the last decade and a half . . . a board that actually discussed limiting the teaching of quack sciences such as intelligent design . . . a governing body that has continually been disingenuous with the community and MTA about available funds . . . a group of elected members who at first called for input from MTA membership when selecting a new superintendent, only to go forward with the selection without the requested participation . . . a body that for years was controlled by the dictates of a powerful district office and anti-teacher financial planning seminars

instead of taking the initiative to make informed decisions on their own, resulting in missed opportunity after missed opportunity to better our schools and staff morale . . . a board that has so diminished the ability of our schools to serve the at-risk student that they paved the way for charter schools to get a foothold in our area (and, once those charter schools had depleted MUSD enrollment, and convenient decisions were made to diminish the funding for MUSD at-risk students, the chief financial officer for MUSD in charge of charter school oversight just so happened to take a job with Hope Academy) . . . a body that feels free to bend rules at a whim depending upon which way the political and community winds are blowing . . . a board that has repeatedly maneuvered with health benefits to pit teacher against teacher, families against singles over an amount that they freely piss away on “mistakes” (see the end of this list) . . . a board that has repeatedly through their actions devalued the teaching professionals in this district while hypocritically speaking out the other side of their faces about how important MUSD teachers are . . . all culminating with our BOE’s recent hiring of our short-lived superintendent, Dr. English, and the close to \$400,000 “mistake” our elected board members have passed on to our district budget. The list could go on and on, and yet nothing ever changes as with every new election the same core group remains, or endorses another similar joker or two that eventually take the place of the outgoing members. Welcome again, new employee, to the cycle of unfortunate decisions that have created the cynicism that you will find so deeply rooted among the teaching professionals in this district.

You probably had a charming idea that when you obtained your degree and jumped through the hoops to achieve your credential that you were going to make a difference. You put on your impenetrable cloak of optimism, and answered that recruiting call to come to MUSD. Heck, maybe you even joked around a bit with your friends and family

about having the summers off (even if it is summer in the desert), but at the same time knowing that your heart was bent upon being a beacon of light to the youth of our community, our state, our nation. You thought about your new classroom, your bright faced and eager students, the comradery you would share with your fellow teachers, and the huge amount of support you would be receiving from your supervisors. Of course, though, reality exists, and, if all statistics hold up, you will eventually end up leaving within the next five years for the greener pastures of the private sector, or perhaps filled with so many cynical thoughts that you continue this job just for the benefit of a paycheck, or so profoundly determined to hang onto your optimism that you’ll damn the torpedoes and plow full ahead against the circumstances that will continually seek to crush your enthusiasm. Godspeed, new member. You are about to be tested by cynicism as you never have before. Just know that you are not alone.



What Business Are We In?

By J. Riley Ferguson
Teacher and Human

"To be educated is to become more human."

J. Lawrence Walkup, President Northern Arizona University

"No One Gives a S**t What You Think or Feel."

David Coleman, Principle creator of "The Common Core"

The quotes above are both expressions that have moved me to think about school, education, and my relationship with the students that I teach and have taught. The quotes are separated in time by about fifty years. One I have grown to believe strongly and the other troubles me. The first was spoken by a college president and was incorporated as a motto for my alma mater. The second, was said to a group of teachers assembled to learn about the basis of Common Core instruction.

The "To be educated" line I first saw on a plaque on a building near the old forestry building on the north campus of NAU. I walked by it on the way to the first university class I was enrolled in as an undergraduate. From that first time I began to evaluate whether I felt it was true or not as I pursued my education at NAU and later other institutions. I wasn't convinced that the class I was headed to that first semester was likely to improve my humanity. As I recall it was something like "Basics of Resource Conservation". It was an 8:00 A.M. class. At NAU, 8:00 A.M. means cold. It was in the forestry building that meant being surrounded by forestry majors. They were equal parts flannel wearing Paul Bunyans, dreadlocked hippies and Monkeywrenchers of various sorts who seemed basically harmless but an odd bunch. Human but.... Cold, odd, and smelly is a tough way to start the day or an educational journey. Here I was

supposed to become more human?

It was a semester length class and in the 18 weeks I spent there the professor challenged just about everything I believed to be true about the relationship between people and everything else that makes up the physical world. It was the first time I had seen physics and other science disciplines coordinated with things like right/wrong, morality, economics and the psychology of human nature. We talked about values, goals, and things like common obligations and mutual consideration. To my amazement numbers could be inserted in these thoughts in order to make them more rather than less clear. It was as much about human relationships as it was about trees and wildlife. Using our gift of thought to improve things in general seemed to be the underlying purpose.

The class was very topical and we were encouraged to discuss the issues and voice our positions on the subjects at hand. The topics were often local Northern Arizona issues such as land use, forest and open space preservation and various water and pollution issues. Then as now there were very distinct differences of opinion on these topics even among cold, sleepy undergraduates. I heard lots of opinions from the stupid to the sublime, was introduced to the Navajo view of creation, and saw the beginning of at least two fistfights. All in all a pretty good class for 8:00 A.M. and 5 degrees F.. In retrospect I do believe that some movement towards humanity was made available to some of us. I don't know if there was ever hope for the guy who said we should connect the Grand Canyon to the railroad and use it as a garbage dump for Phoenix (a precursor to the first fistfight) but I and others left with a few answers and some new questions. I have referred often in my teaching career to things discovered here. I guess that's human.

Regarding "no one gives a s*** what you think or feel", I first read that line about a year ago in my personal research while acquainting myself with various views and attitudes being expressed

about the upcoming reform (?) known as Common Core. David Coleman is the principle creator of the Common Core and has since become the president of The College Board and thus executive of all of its associated educational arms. (PSAT,SAT,AP et al) His views and opinions we must give a s*** about as they heavily influence what we do. In fairness, the quote (yes it is a direct quote profanity and all) was directed toward a group of ELA teachers in New York in a training session about student writing. The observation being that typical student writing is subjective, opinion driven, and largely narrative; much like human interaction. The point, I believe, was that in a goal oriented professional setting tools of analysis and evidence are necessary to accomplish organizational goals. That in itself is true, but only placed in the proper context. There are many kinds of writing meant to serve many purposes. Among those are entertainment, speculation, emotional arousal, and perhaps even propaganda. (Where would Fox and MSNBC be without this style) Tools of analysis and evidence are vital to writing a legal brief or a business plan but less useful to a novelist, songwriter, or poet.

I am curious how much of our GNP is spent on the purchase of entertainment of various sorts. Do we give a s*** about these products and activities? Does Mr. Coleman? I spend a lot of time and money on various types of obscure music. Music and literature are by nature emotionally communicative and generally highly opinionated. Some forms bridge centuries of human experience and are as powerful and pertinent today as when created. They are often used to communicate both personally and commercially with millions of people. Are these non sourced and non footnoted creations valueless? Are the feelings and opinions elicited from readers and listeners sewage? *Cogito ergo sum* indeed. Who is education for, and who and what purposes should it serve?

Our goal in ELA and the Social Sciences is to meet the students where they are and help them acquire the tools

they need to achieve their goals. Hidden in Mr. Coleman's line is a strong bias toward directing students toward his goal, and perhaps business or industry's goals but with no consideration of the writer's purpose. There is value in analysis and persuasive writing but it is not isolated there. Additionally, education is a relationship. In fact a series of relationships: Teacher- class, teacher-student, teacher-subgroup etc.. In order to facilitate the flow necessary for education to occur a student's views and opinions matter a great deal. A person's feelings and opinions are emblematic of the person herself. Denigration is no starting point for education.

Writing in any format serves to clarify and make real those things about which we care. Once a view or opinion is tangible (written) we can order it, arrange it, or supplement it to suit our purpose. We may come to understand it better and improve it or oddly as in the scientific method we may choose to discard it after seeing it in full form. Writing is a process. The beginning is necessarily felt and thought. The human construct of language allows us to direct these feelings toward a task but it does not require that we diminish the thought or feeling. Different writers pursue different goals and that must be recognized in order to facilitate the writer's skills. Mr. Coleman seems fixated on a narrow and constricted view regarding the purposes and value of writing.

We write about, analyze, and persuade about the things that matter to us. These things and our ability to understand ways in which we can act on them are what make us human. We must not place the process above the principle. We should not place one goal above all others. The process exists to serve the value and that value (feeling, opinion) needs to be respected if we expect to lead students to a greater understanding of their topics and therefore themselves. We cannot discard opinion and feeling and remain what we are. The quote was not "To be educated is to be an algorithm".

MTA Executive Board Changes 2014-2016 By Terri Weitz

I want to take this time to say a huge **THANK YOU** to the **outgoing** Executive Board (E-Board) members who have served MTA faithfully and tirelessly and have given up many hours of personal time to represent the 400+ certificated members who work for MUSD. I feel honored to have worked with them in this volunteer capacity.

Carol Dougwillo (CES) as our Treasurer

Jason Bolt (YVHS) as our BOE representative

Terry Burdett (TPJHS) as our Secretary (she is now our **Secondary Coordinator**)

Mary Riggs-Cuyno (YVHS) as our Secondary Coordinator (she is now our **Grievance Chair**)

And finally, **Richard Lejniicks** (LCMS) as our Grievance Chair
*******Thanks for the hard work and the memories!!!!**

Next, I would like to personally **introduce** and **welcome** the **newly elected** members to the MTA Executive Board:

Shelley Howell (FHES) joins the Board as Secretary.

Kojo McCallum (YVES) joins the Board as the Minority-at-Large

Doug Walters (TPJHS) joins the Board as Treasurer

Lisa Rigdon (BRHS) joins the Board as BOE representative

******I look forward to working with each one of you!!!**



Jason Bolt and Kate Philllips



Richard Lejniicks



Doug Walters



Shelley Howell

HARRIS V QUINN DECISION SILENCES WORKERS' VOICES

<http://www.cta.org/Blog/2014/June/Harris-v-Quinn.aspx>

This morning, the U.S. Supreme Court issued its long-awaited decision in Harris v. Quinn along the narrow scope of the original case. In the 5-4 decision, the high court ruled that eight Illinois home health-care workers cannot be required to contribute union bargaining fees.

Justice Samuel A. Alito Jr. wrote for the majority: "Because of Abood's questionable foundations ... we refuse to extend Abood to the new situation now before us," Alito wrote. "If we allowed Abood to be extended to those who are not full-fledged public employees, it would be hard to see just where to draw the line, and we therefore confine Abood's reach to full-fledged state employees."

We believe everyone benefits from working together in the union, so everyone should contribute a fair amount to pay for the value they receive. At issue in this case was whether non-union members could reap the wages, benefits and protections negotiated in a collectively bargained contract without needing to pay their fair share.

Harris v. Quinn was brought by the National Right to Work Legal Defense Foundation (NRTW), a political group whose extreme agenda seeks to weaken the power of working people. This extreme anti-worker group is funded by billionaires like Charles Koch and the Walton family. This case is the latest in a decades-long attack on the rights of working people to join together to improve their jobs and the quality of services they provide.

"This decision really goes to the heart of two big concerns in America. First, do we truly care about seniors and people with disabilities, and second, are we going to seriously take on the issue of income inequality? That is what's really at stake here, and the systematic attack on working people is pushing us in the wrong direction on both fronts. We stand strong with our brothers and sisters in Illinois and across this great nation as the corporate forces behind state and national efforts take aim at the rights and values of middle class families." - CTA

President Dean Vogel in a statement to the media today.

The National Education Association, joined by California Teachers Association and Change to Win, filed an amicus brief with the Supreme Court to expose the truly radical nature of NRTW's arguments and underscore their audacious claim that public-sector collective bargaining itself is constitutionally suspect. Employers and states have also filed in support of fair share arrangements because they know they serve to stabilize the workforce, improve the quality of training and support for workers and most importantly improve the quality of care and services that people receive.

While NEA and CTA narrowly escaped the loss of fair share fees, other cases are in the pipeline to strip unions of rights set forth in Abood. "The corporate forces behind these state and national efforts have a lot of money, but we have the spirit and the numbers and a court case will not change our resolve," said Vogel. "Today, we are more resolute than ever that joining together against these ill-intended forces is the best way to fight for our students, keep our communities safe, and ensure good jobs and freedom in our workplaces. We will not give up fighting for the rights of our students and members, their families, and our middle class brothers and sisters."



Kojo McCallum



Mary Riggs-Cuyno



Carol Dougwillo



Terry Burdett



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Support and Committee Positions

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MTA VOICE

You are encouraged to contribute.

Write an article for publication on any union issue that concerns you.

Agree or disagree with any article that has been published in previous issues.

This is your publication, paid for by your union dues.

Be a part of it!

Send ANY contribution (article, quote, link, photo, etc.) to the Communications Chair:
DandyBrown@msn.com

Only submissions titled "Voice Contribution" in the subject line will be opened.

All submissions must be received by November 1, 2014 to be considered for the Winter issue.

MTA ONLINE

Two places to find MTA information and post comments:

MTA.coffeecup.com

and

[facebook.com/Morongo TeachersAssociation](http://facebook.com/MorongoTeachersAssociation)

When to Ask for Your MTA Site Rep

Provided by Richard Lejneiks

An employee may want or need a site representative in the following situations:

1. An administrator calls a conference with the employee and there is reason to believe that the employee may be subjected to a reprimand or disciplinary action.
2. An employee received an adverse evaluation. A conference is scheduled to discuss the evaluation.
3. A complaint has been lodged against an employee, and a meeting has been scheduled to question the employee with respect to the allegations.
4. An employee has a grievance. He or she is entitled to Association representation at every step of the grievance process, including the informal conference. The earlier the representation occurs, the more effective it most probably will be.

Important Notes:

1. The employee must assert his/her right to representation. The district does not have an obligation to inform the employee of the need for representation.
2. An employee has the right to ask to halt any conference already in progress with any administrator if the conference becomes disciplinary in nature, and may demand a postponement for a reasonable amount of time to obtain representation.
3. An administrator may refuse to meet with a union representative, but in that case the employee may continue to demand a union representative.
4. If an employer refuses to allow a union representative and insists upon meeting or continuing a meeting, the employee is advised to attend, but to not provide substantive responses and instead to respond to all questions with, "I am asserting my right to a union representative."
5. An employee may request a specific MTA representative and the district must grant this request if the representative is "reasonably" available.

Historic Steps and Good Will Shared at Denver RA Reports Submitted by Kojo McCallum and Terry Burdett

Kojo McCallum:

This year, as the newly elected MTA Minority-at-large representative, I attended the RA in Denver. In addition to electing a new president, Lilly Eskelson-Garcia (Utah teacher), the new Vice President is Rebecca Pringle (Pennsylvania Science Teacher), and the new Secretary-Treasurer is Princess Moss (Virginia Music Teacher). Not only will three women lead us into the future, but three minority women will lead us. This represents a big step as far as the future of education is concerned. This is a historic new NEA Leadership Team. The NEA is the first major union to be represented by three women of color. To quote, President Elect Eskelson -Garcia, "We are fearless, and we will not be silent!" They will take the helm and lead us into the future on September 1.

A California educator, George Sheridan, was elected to the NEA Executive Committee. Sheridan will represent California and advocate for great public schools across the nation. The executive committee is a nine member governing body that represents our three million members and associates. His three year term begins September 1.

At the NEA, there was a call to end "Toxic Testing." There will be a national campaign against toxic testing. The NEA will put the focus of assessment and accountability back on ensuring equity and supporting student learning and end the "test blame and punish" system that has dominated public education in the last decade. The average American student and teacher now spend about 30% of the school year preparing for and taking standardized test. NEA's nearly 9,000 delegates voted for new measures to drive student success. The impact of excessive testing is particularly harmful to many poor, minority, and special-needs students. In addition, test based accountability has not closed the gaps between affluent and poor schools and students. Eskelson-Garcia says that we will not be silent and allow politicians and other non-educators to tie teacher evaluations to test scores.

The 2014 NEA teacher of the year is Sean McComb of Maryland. He spoke to us at the RA. Sean says our schools are the land of opportunity in this country. In addition, Sean says educators are the "decisive element" in the lives of millions of students who are facing challenges every day of their lives.

The 2014 NEA educationist support specialist, ESP, of the



year is Paula Monroe. Paula is from Redlands, California. Paula emphasized the key role education support specialist play in the success of students. Paula said that winning the award was the greatest honor in her life. Serving 26 years with the Redlands Unified School District, Paula Monroe has built an impressive record of local, state, and national association service. She is a path breaker who started her career as a paraprofessional before changing course to serve the district as a clerk-typist and then a secretary. In her speech, Monroe underscored the need for the education community to work together to better serve students' needs. Paula went on to say, "We cannot expect students to be whole unless we as an education community are whole first." That means teachers and education support professionals working together as a team to promote the success of students.

Hundreds of NEA members from across the country spent the day, June 29, 2014, refurbishing Denver's elementary schools, handing out food to the homeless, and doing various other volunteer projects while in Denver representing that RA, NEA, and their State and Local communities.

Lastly, attending the RA has allowed for both Terry Burdett and me to bring light and attention to MTA and MUSD. I plan on running for State Council and being more active on the state and local level so that we can continue the progress and gains made through the CTA and NEA. The next Representative Assembly (RA) will be held next year in Orlando, FL.

Terry Burdett:

NEA Representative Assembly New Business Items Highlights from July, 2014

NEW BUSINESS ITEM A

NEA Campaign Against Toxic Testing

NEA will conduct a comprehensive campaign to end the high stakes use of standardized tests, to sharply reduce the amount of student and instructional time consumed by tests, and to implement more effective and responsible forms of assessment and accountability.

COST IMPLICATIONS

Cost of \$44,770.

NEW BUSINESS ITEM C

In recognition of supporting quality teaching, as well as learning over testing. NEA will work with state affiliates in states that have adopted the Common Core State Standards or other state standards to ensure that the standards are properly implemented and that educators are empowered to lead that implementation process.

COST IMPLICATIONS

Cost of \$1,000.

NEW BUSINESS ITEM 15

Employee and student Lactation Support: NEA, using existing publications and social media, will urge state and local associations to encourage educational institutions to adopt policies for employee and student lactation support. These policies will include setting aside, in each work site a clean, safe, non-restroom location that is shielded from the public view, to be designated as an area in which any nursing mother is able to take breaks of reasonable length during the school day to express milk to feed her child.

COST IMPLICATIONS

Cost of \$1,250.

NEW BUSINESS ITEM 21

NEA will support drop-out prevention initiatives and programs led by NEA members to increase graduation rates by increasing awareness nationwide and across constituency groups of the importance of daily school attendance Pre-K--Graduate School. NEA will participate in making September the School Attendance Awareness month. NEA shall also partner with other organizations committed to this effort.

COST IMPLICATIONS

Cost of \$18,500.

***NEW BUSINESS ITEM 23**

The NEA Representative Assembly joins other educators and parents in calling for the resignation of U.S. Education Secretary Arne Duncan for the Department's failed education agenda focused on more high-stakes testing, grading and pitting public school students against each other based on test scores, and for continuing to promote policies and decisions that undermine public schools and colleges, the teaching education professionals, and education unions.

COST IMPLICATIONS

Cost of \$2,500.

NEW BUSINESS ITEM 30

The NEA will work together through its existing connections to advocate for the Perkins reauthorization currently in Congress. Either by letters, phone calls, or direct contact, Perkins Authorization should also be included in one of the Board of Directors Capitol Hill advocacy efforts at their national meetings. In addition, NEA will use existing channels, such as edvotes.org, to update NEA members on the status of Perkins funding.

COST IMPLICATIONS

Cost of \$1,500.

NEW BUSINESS ITEM 39

NEA will take a position of support for an International Day of Peace Campaign starting September 21 and widely advertise support through publications, websites, and other appropriate means.

COST IMPLICATIONS

No additional cost.

***NEW BUSINESS ITEM 40**

The NEA President will write a letter cosigned by the presidents of respective state affiliates to all State Legislators advocating for resources and support necessary for those nurses to best support their most medically fragile students and promote the issues on the NEA website.

COST IMPLICATIONS

Cost of \$7,213.

NEW BUSINESS ITEM 48

To build safe and welcoming environments that are conducive to learning, NEA will, using existing resources, influence state and local educational institutions through our affiliates to advocate for the use of The Respect For All Project in our classrooms. Ground Sparks, Respect For All Project facilitates the development of inclusive, bias-free schools and communities by providing media resources, support, and training to students, educators, and service providers.

COST IMPLICATIONS

Cost of \$7,750.

NEW BUSINESS ITEM 61

That NEA, through existing means, support efforts that increase awareness and address the need for a qualified career technical education teacher pipeline.

COST IMPLICATIONS

No additional cost.

NEW BUSINESS ITEM 62

NEA will institute a protective policy to encourage members to uncover what can be typified as fraudulent claims made by administrators and other stakeholders.

COST IMPLICATIONS

Cost of \$20,500.

NEW BUSINESS ITEM 67

NEA shall provide members with links to information regarding parents' rights, specifically concerning their right to opt out of

standardized tests for their children. This information will be provided via existing communication vehicles.

COST IMPLICATIONS

No additional cost.

NEW BUSINESS ITEM 80

The NEA leadership shall develop a coordinated campaign and draft model state legislative language to require charter schools to comply with the same standards and requirements as traditional public schools in the areas of financial transparency, bidding of contracts, ethics (including nepotism), Freedom of Information Act (FOIA) requests, services offered to special needs students, and teaching staff qualifications.

Such campaign may involve the formation of a task force, cross-affiliate teams, and/or the redirecting of staff focus. The actual means will be at the discretion of NEA leadership.

COST IMPLICATIONS

Cost of \$7,750.

NEW BUSINESS ITEM 83

We ask that NEA President Dennis Van Roekel send a written letter to the Obama Administration urging them to address the basic needs of the children being detained at the U.S./Mexico border, so that they may maintain the fragility of their childhood. This request is in line with the belief statement of NEA's core values, "...with a just society, we believe public education is vital to building respect for the worth, dignity and equality of every individual in our diverse society."

COST IMPLICATIONS

Cost of \$1,500.

NEW BUSINESS ITEM 86

NEA will update their dropout prevention guides and publications to include updated statistics, strategies, and tools, with an emphasis on the connection between dropout rates/chronic absenteeism and the school to prison pipeline and the connection between dropout rates/chronic absenteeism and the cutting of vital programs such as preschool, health and human services, the arts, career technical education, etc. and distribute electronically.

COST IMPLICATIONS

Cost of \$36,250.

NEW BUSINESS ITEM 91

NEA will advocate with education decision makers to allow only professional teachers who have completed an

independently accredited teacher training program that includes student teaching to begin their careers at Title 1 schools. NEA will further advocate that all new teachers at Title 1 schools receive meaningful mentorship and support.

COST IMPLICATIONS

Cost of \$500.

NEW BUSINESS ITEM 95

NEA will provide webinars on the Americans with Disabilities Act (ADA), the Fair Labor Standards Act (FLSA), and the Family and Medical Leave Act (FMLA) on the NEA website for our members and leaders.

COST IMPLICATIONS

Cost of \$13,000.

NEW BUSINESS ITEM 96

NEA shall adopt the following Educator's Oath:

I swear to the best of my ability and judgment, this covenant:

I will honor the tried and tested gains we've made in education and gladly share such knowledge as is mine with those who are to follow.

I will respect the individual differences in all human beings.

I will remember there is an art to teaching as well as a science, and that warmth, sympathy, and understanding may outweigh narrowed instruction designed for singular outcomes.

I will not be ashamed to say, "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a student's advancement.

I will respect the privacy of my students, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of success and hardship. If it is given me to inspire learning, all thanks. But it may also be within my power to squelch the love of learning; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play judge.

I will remember that I do not treat a non-reader, a resistant learner, but an impressionable human being in need of an education, whose difficulties may affect the person's family and economic future. My responsibility includes these related issues, if I am to care adequately for each student.

I will prevent ignorance by building a firm foundation; for this is preferable to remedial intervention.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those educated and those who are not educated.

If I do not violate this oath, may I enjoy life and art, respected while I live, and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of teaching those who I am given to educate.

COST IMPLICATIONS

No additional cost.

NEW BUSINESS ITEM 104

The NEA will publicize our opposition to Arne Duncan's intention to judge the success of special education programs by standardized test scores.

COST IMPLICATIONS

No additional cost.

NEW BUSINESS ITEM 107

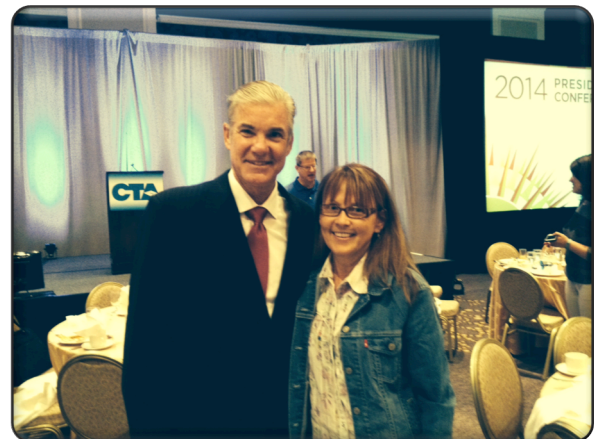
NEA shall call for the Health, Education, Labor & Pension Committee to hold congressional hearings to investigate the over-emphasis, costs, poor implementation, and misuse of standardized testing in the nation's K-12 public schools

COST IMPLICATIONS

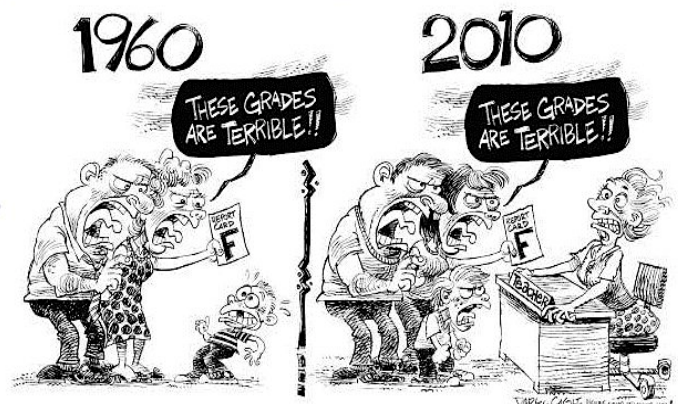
Cost of \$1,500.

THIS IS ONLY A SNAPSHOT OF THE WORK COMPLETED.

For a complete list of NBI's and other business completed at the RA, visit <http://www.nea.org/grants/33354.htm>



Terry Burdett with Tom Torlakson at the EMAC Meeting





2nd Annual Ride N' Dine

MTA will be hosting its first social event of the school year in October at the Palm Springs Aerial Tramway Ride N' Dine.

More information will be coming from your MTA Site Reps soon! Please plan on coming!

Investing for Retirement By Margaret Reed

As we head back to school, usually the last thing on our minds is our retirement investment plan. But, with some extra money in our paychecks this year, maybe this is the perfect time to examine our 403(b) or 457 retirement accounts, or start one if you are one of the 60-70% of teachers who haven't already.

If you already contribute to a 403(b) or 457 retirement account, do you know exactly how much you are paying in fees? High fees will drastically eat away at your potential savings, so it's important to make sure you have a low cost investment plan. A great website to compare all of the fees for all the plans offered through our district and Schools First is www.403bcompare.com.

If you haven't started to contribute to a retirement plan but would like to learn more about them, www.ctainvest.org is a great place to start. On this California Teachers Association investment site, you will find many articles, videos and planning calculators geared towards educators who want to invest wisely. It is a wonderful, unbiased resource.

During the school year, your lunchroom might be visited by a salesperson selling a variety of investment products. Please be aware that this salesperson represents only one company out of dozens that offer financial products to the teachers in MUSD. What follows is printed from the FAQ section on the ctainvest.org website, and contains some good questions to ask of anyone offering financial services:

What Questions Should I Ask My 403(b) Advisor When I Sign Up?

Before signing up for a 403(b) plan, you should get answers to the questions about the advisor, the investment and the fees.

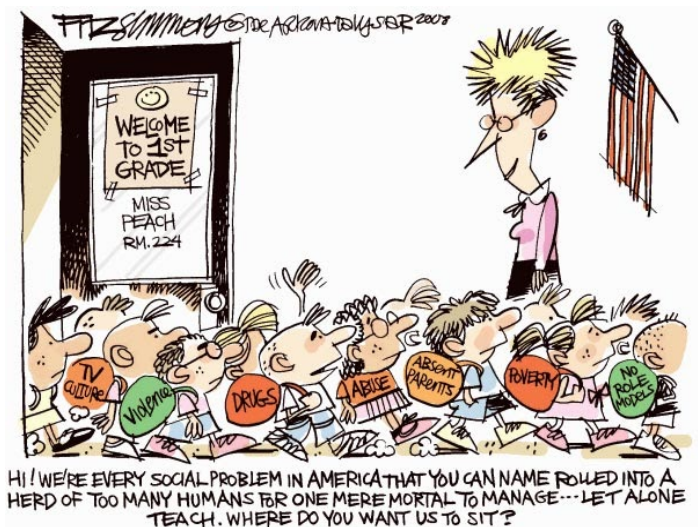
The Advisor: Ask if the advisor is willing to work in a fiduciary capacity on your behalf, and, if so, if he or she will put it in writing. As about he advisor's education, background, credentials and licenses. Find out how he or she is paid and whether he or she is registered with the Securities Exchange

Commission and the California Department of Corporations. Ask about limits on the types of products and services the advisor can recommend to you.

The Investment: Ask if the investment makes sense for you in light of your goals, timeline and risk tolerance. Is it a mutual fund or an annuity? What is its historical performance? What specific risks are associated with the investment?

The Fees: Have your advisor disclose, in writing, all the direct and indirect fees that are included in the product he or she is recommending. Ask how they compare to fees on other investment options available to you.

For more information on the questions you should ask your 403(b) advisor, watch *Finding A Trustworthy Financial Advisor*, or read the guide to *Working with a 403(b) or 457 Advisor*, both on CTAinvest.org.



Vergara ruling: Attacking teachers' professional rights hurts schools

by Bill Freeman & Richard Barrera

The recent landmark ruling on teacher tenure found that state laws giving teachers strong lifetime employment protections after less than two years on the job has resulted in a school system that denies poor and minority students an equal education by disproportionately assigning them to incompetent teachers who are virtually impossible to fire. Critics of the decision say it's unfair to teachers. Below is a commentary on the ruling from and a teachers union representative and a local school board trustee. For another view, go here.

A trial judge in Los Angeles recently bought into the hoax that teachers are to blame for low student test scores and should be stripped of their professional rights.

In Vergara vs. California, a judge issued a ruling that strikes down statutes protecting teachers from arbitrary firings, providing transparency in layoff decisions and supporting due process rights. These statutes provide important employment protections to California educators. The court's decision is an egregious example of legislating from the bench. Worse, the court's policy preferences are fundamentally flawed.

The case, manufactured by a Silicon Valley millionaire and a corporate public relations firm, misrepresents the beneficial purposes of the laws under attack. The suit has nothing to do with what's best for kids, but is about undermining the teaching profession and pushing their agenda on our schools. Providing due process, often erroneously referred to as "tenure," to teachers provides various benefits to schools and students. Those benefits include giving teachers freedom to take pedagogical

risks such as challenging "drill and kill" test preparation or canned curriculum. The statutes give teachers peace of mind that they will not be fired as a result of favoritism or political pressures. The statutes value teachers' experience and professionalism. They ensure that more experienced educators will not get laid off simply as a cost-cutting measure.

During the trial, numerous school administrators, principals, renowned education experts and teachers testified that the statutes work well and are used efficiently by school districts throughout California. For example, administrators are easily able to identify what plaintiffs call "grossly ineffective teachers" within even the first year of practice, and they regularly release probationary teachers who have not performed satisfactorily. While we should do everything we can to avoid layoffs in the first place, using hire dates in the layoff process is fair, transparent and efficient. It recognizes that experience counts and is much more reliable and sensible than trying to rank teachers based on students' standardized test scores.

The Vergara backers argue that due process statutes negatively and disproportionately impact poor students and students of color. Without evidence, they claim the statutes somehow cause inexperienced and incompetent teachers to be assigned to high-needs schools.

Let's put aside the inconsistency between this argument and their challenge to the layoff statute, premised on the illogical notion that experience doesn't matter and shouldn't be considered in the layoff process. Let's also put aside that if it were true these statutes caused poor student outcomes, then charter schools, which are exempt from the statutes, would perform better than regular public schools rather than on average performing the same or worse. Professional rights for teachers neither treat minority students differently nor cause the achievement gap. This is caused

by more profound factors like lack of funding, poverty, class sizes and inadequate student support.

As San Diego Unified School District's experiences show, the way to improve student achievement in high-needs schools — and, indeed, in all schools — is to foster collaboration among teachers and trust among the school community, while also ensuring great learning and teaching conditions in those schools. A real problem we face, especially in high-poverty schools, is extraordinarily high teacher turnover. Nearly 50 percent of teachers leave the profession in the first five years, mainly due to under-resourced schools, and difficult learning and teaching conditions.

The answer is to improve learning conditions by lowering class sizes; ensuring there are enough adults in the system, including counselors, specialists, and health care workers; ensuring teachers have time to collaborate with each other; providing safe and well-maintained facilities; restoring art, music, and elective classes; training capable administrators; providing after-school programs; encouraging parent and community involvement in schools; and otherwise making schools great places to teach and learn.

Education expert Linda Darling-Hammond testified in defense of the statutes at trial, stating research proves that "schools that devote their resources to improving the teaching and learning conditions are able to maintain a stable, experienced teacher workforce." That is where we must direct our efforts. Eliminating teachers' professional rights will not improve learning conditions and will do nothing to close the opportunity gap between affluent and poor students.

Freeman is president of the San Diego Education Association, CTA/NEA. Barrera is a trustee on the San Diego Unified school board.

CALIFORNIA EDUCATORS CALL FOR DUNCAN RESIGNATION

CTA Blog from <http://www.cta.org>

US Secretary of Education Arne Duncan once again showed his lack of understanding of education law and policy, his disregard of the true challenges facing our students and schools, and his disrespect for the hard-working educators in our schools and colleges across the country when he showed support for the flawed Vergara v. State of California verdict.

Because of his ongoing lack of effective leadership and advocacy on what is really needed to help our schools succeed, the California delegation to the NEA Representative Assembly has submitted a New Business Item calling for Duncan's resignation.

His department's failed education agenda has focused on more high-stakes testing, grading and pitting public school children against each other based on test scores, and promoting policies and decisions that undermine public schools and colleges, the teaching profession, education professionals and education unions.

Since the beginning, Duncan's department has been led by graduates of the Broad Academy, Education Trust-West and other organizations determined to scapegoat teachers and their unions. Most recently, some of these former Obama administration staffers announced a national campaign attacking educators' rights.

Authentic education change only comes when all stakeholders – teachers, parents, administrators and the community – work together to best meet the needs of the students in their school or college. Teachers are not the problem. Teachers are part of the solution. And it's time we have a Secretary of Education who understands and believes that.

ELECTIONS 2014

The MTA Executive Board does not make blank endorsements of any candidates during any election season. While we are confident that our membership has the ability and thoughtfulness to make decisions on their own, the MTA *Voice* also provides space for the suggested CTA and NEA candidates and issues, and their rationale for their organizational endorsement. The following are recommendations made by these larger state and national entities in regard to the November 4, 2014 election cycle:

Vote for Jerry Brown for Governor

Gov. Jerry Brown is the choice of educators for Governor because of his commitment to California's public schools and colleges, and for navigating this state through rough economic waters. As governor, Brown has made California's students a priority by championing Proposition 30 to bring \$47 billion to public education over several years and supporting the Local Control Funding Formula that ensures low-income and minority students have the same opportunity at a quality education.

Vote for Tom Torlakson for Superintendent of Public Instruction

As a teacher, parent, and proven leader, Tom shares our core values. He supports smaller class sizes and assistance, not sanctions, for our lower-performing schools. Since we elected him in 2010, the public education successes on his watch have included the highest graduation rates of all time, the implementation of the Quality Education Investment Act, which has helped turn around more than 360 lower-performing schools, and more funding for ALL students with the passage of Proposition 30 and the Local Control Funding Formula. Tom believes in learning over testing which is why he supported legislation to eliminate outdated standardized tests and believes kids deserve a well-rounded education that includes art, music and technical training.

Vote NO on Prop. 46

Prop. 46 would make it easier and more profitable for lawyers to sue doctors, clinics and hospitals. Unless defeated, Prop. 46 will increase health care costs, reduce access to care for patients and threaten the privacy of personal prescription drug information. In addition, it threatens cuts to more than 200 health clinics on public school campuses.

Vote YES on Prop. 47

Prop. 47 seeks to replace prison system waste with common sense solutions that create safe neighborhoods and save taxpayer dollars. Prop. 47 changes low-level, nonviolent crimes from felonies to misdemeanors, which will reduce prison overcrowding, allow law enforcement to focus resources on violent crime and use the savings to support victim services, prevent crime and improve schools.



The offices that will have the most direct impact upon MTA membership, the race for the open seats on the Board of Education, are critical to our district's ability to move forward in a positive direction. Again, the MTA Executive Board does not directly endorse any of the following candidates, but does have serious concerns about their qualifications, positions, and ability to work cooperatively with MTA. The Executive Board strongly suggests that all MTA members do the critical research necessary to understand the positions and background of the following candidates before recommending or voting for any of them:

DORIS ANN LAWLESS

Email: doris.lawless@gmail.com

CINDY L. MCVAY

Email: catchastr@aol.com

L. HILARY SLOTTA

Email: slotta4schoolboard@gmail.com

GARY L. HORN

Email: glhorn2014@gmail.com

CHRIS PROUDFOOT

Email: foot0108@gmail.com

MTA will be hosting a candidate's forum on Wednesday, October 22, to give our membership and the general public an opportunity to question these candidates directly. Be there with your questions.

WANTED!

Submitted by Diana Shay Diehl

Teachers and students are encouraged to help celebrate the 20th Anniversary of the California Desert Protection Act (CDPA).

WHEN: November 16, 2014

WHO: You! Your students! Your family! Any grades. Any ages.

WHERE: High Desert Boys and Girls Club, Yucca Valley

WHY: The CDPA of 1994 turns 20 this year. This act enlarged and upgraded Joshua Tree and Death Valley national monuments to national parks, created the Mojave National Preserve, and established 69 BLM wilderness areas.

WHAT: Student art, music, and projects will be on display as well as various conservation groups, workshops on sustainable desert gardening, and more.

November 16! Mark your calendars! The CDPA needs YOU to help celebrate these desert treasures we call home.

Teachers and their students are invited to help celebrate by way of art, environmental projects, essays, anything regarding the history and value of desert conservation for present and future generations.

Diana Shay Diehl will be coordinating educational, family friendly activities with various conservation groups for this celebration. Please pay attention to your district emails as Diana sends out more specific information and ways you can be involved. We need student projects, too! This particular event, the last of a 4 day series, will focus on our youth and families. All students will receive invitational flyers in early November. **For more information, contact Diana via district email or call her at ONES, 369-6333, ext. 1807.**

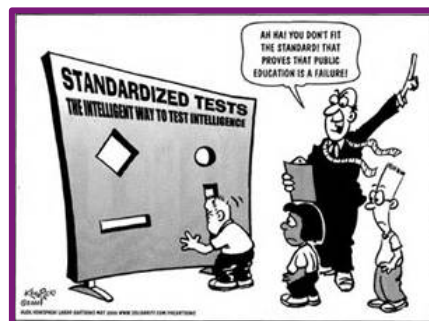
Summertime Chops



Jason Schmit (science teacher at TPJrHS) teaching an astronomy session to K-Scope students.



Travis Mahan (ROP teacher at YVHS) teaching a CPR session at the summer Kaleidoscope Program at Copper Mountain College. The K-Scope program is held for 2 weeks for grades 4-9 GATE students and is largely funded by a DoDEA grant.



History of Education in the United States

1635 Latin Grammar School established. This college prep school was the first permanent school established in the colonies. Only males of certain socioeconomic and social classes were considered for this school; girls were not included.

1647 Old Deluder Satan Act enacted (Massachusetts). "It being the chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures ..." The act required a town of at least 50 families to have a teacher to teach reading and writing and a town of 100 families to establish a grammar school (college prep). It emphasized the importance of education for religious purposes.

1779 Thomas Jefferson proposed a system of education for all supported by taxes. "A system of general instruction which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so it will be the latest of all the public concerns in which I shall permit myself to take an interest." (to Joseph C. Cabell, 1818. FE 10: 102) "It is highly interesting to our country, and it is the duty of its functionaries, to provide that every citizen in it should receive an education proportioned to the condition and pursuits of his life." (to Peter Carr, 1814. ME 19:213)

1785 Continental Congress passed a law calling for a survey of the Northwest Territory. The law created townships and reserved a portion of each township for a local school.

1794 New York State established a board of regents (a governing board for schools).

1805 New York Public School Society formed. Established by wealthy businessmen to provide education for poor children, schools were run on Lancasterian system (one master teaches hundreds of students by rote in a single room; older students teach younger). This model emphasized the discipline and obedience desired by factory owners in their workers.

1820 First Public High School, Boston English, opens.

1830s Laws Prohibiting Slave Literacy. Many southern states had in place laws forbidding the teaching of reading and writing to people in bondage.

1837 Statewide Common School System. Horace Mann, head of newly formed Massachusetts State Board of Education, supervised the creation of a statewide common school system.

1839 First Normal School established, Lexington, Mass., for the purpose of preparing teachers for schools.

1840s Catholic Immigrants Resist Protestant Curriculum. Over a million Irish immigrants were driven out of Ireland by the Potato Famine and flocked to the United States. Irish Catholics in New York City struggled to control their neighborhood schools as a way of preventing their children from being subjected to a Protestant curriculum. In the controversy over the use of the Douay Bible rather than the King James favored by Protestants, riots and burning of Catholic churches occurred. Ultimately this led to the establishment of the Catholic parochial system.

1851 First Compulsory Education Law. The state of Massachusetts passed the first compulsory education law.

1864 Law Prohibiting Teaching in Native American Languages. Congress made it illegal for Native American children to be taught in their own languages. Native children as young as 4 years old were taken from their parents and sent to Bureau of Indian Affairs reservation boarding schools.

1865-1877 Free Public Education in the South. African Americans, in most cases denied education under slavery, mobilized to bring free public education to the South for the first time.

1874 Property Taxes Support Secondary Education. Michigan Supreme Court established that property taxes could be used to support secondary as well as elementary schools.

1896 Plessy vs. Ferguson Decision of the Supreme Court, ruling that the State of Louisiana had the right to require "separate but equal" railroad cars for blacks and whites, officially recognizing segregation. Southern states passed laws requiring racial segregation in public schools.

1905 Public Education for Chinese Immigrants. U.S. Supreme Court required California to extend public education to children of Chinese immigrants.

1917 Smith Hughes Act provided funding for vocational education. Job skill training was now out from under the control of trade unions through the system of apprenticeships.

1919—NEA and the American Legion meet to seek ways to generate public support for education.

1921—NEA and American Legion co-sponsor the first American Education Week.

1926—First SAT tests administered.

1925 Catholic Schools Validated. The Supreme Court ruled that states could not compel Catholic children to attend public schools

1935—Congress creates the Works Progress Administration—resulting in the development of hundreds of new school buildings.

1939—Frank W. Cyr, a professor at Columbia University's Teachers College, sets the

standard yellow for school buses.

1944—The G.I. Bill is enacted for World War II Veterans and 238,000 become teachers.

1945—Every state now has a pension program for teachers.

1946—The Truman Commission Report is issued and recommends sweeping changes in higher education, which doubles college enrollments.

1948 Educational Testing Service is formed, merging several predecessor testing services. Carl Brigham, originator of the SAT, had done research in which he claimed to have proven the feeble-mindedness of immigrants.

1954 Brown vs Board of Education passed ruling that "separate educational facilities are inherently unequal," overturning Plessy v. Ferguson.

1958 National Defense Education Act passed as a direct response to the launching of Sputnik by the Russians. It emphasized math and science.

1959—The first ACT Test is administered. Wisconsin wins nation's first statewide collective bargaining law for public employees.

1964—Civil Rights Act is passed. The Association for Children with Learning Disabilities, now Learning Disabilities Association of America is formed. Civil Rights Act banned discrimination on the basis of race in all federally funded programs. Head Start was launched as a part of the War on Poverty.

1965—Project Head Start is initiated; the program continues to this day and is the longest-running anti-poverty program in the U.S. Elementary and Secondary Education Act gave the federal government the right to withhold funding for noncompliance. Congress has renewed this act every few years. Congress passes NEA-sponsored Elementary and Secondary Education Act (ESEA). The Higher Education Act is introduced and includes Free Application for Federal Student Aid (FAFSA). Shirley Chisholms, an African American educator, becomes the first African American woman to be elected to the U.S. Congress.

1966—Making History ATA and NEA merge.

1968—Congress passes the Bilingual Education Act, also known as Title VII, a precursor for No Child Left Behind Act. Accreditation of Teacher education is created to set uniform standards for training America's teachers.

1972 Congress passes Title IX—prohibiting discrimination in all aspects of education based on gender.

1974 The Equal Educational Opportunity Act is passed.

1975----- Congress passes the Education of All Handicapped Act—forerunner of today's Individuals with Disabilities Education Act (IDEA).

1980 Congress creates the US Department of Education.

1983 US Department of Education releases "A Nation at Risk"—calling for sweeping reforms in public education

1986 NEA member and teacher Christa McAuliffe—selected to be part of America's teacher in space program—dies in the Challenger disaster.

1991 The smart board (interactive white board) is introduced.

1994 The Improving America's Schools Act (IASA) is signed into law by President Clinton. It reauthorizes the ESEA of 1965.

1998 NEA's Read Across America is created to encourage adults to take an active role in reading to youngsters on a regular basis.

2001 Congress passes the No Child Left Behind Act—a reauthorization of 1965's Elementary and Secondary Education Act (ESEA). The Development, Relief, and Education for Alien Minors (DREAM) Act is introduced.

2004 H.R 1350 The Individuals with Disabilities Improvement Act (IDEA 2004), reauthorizes and modifies IDEA.

2007 -NEA celebrates its 150th Anniversary. Congress passes the Labor-HHS-Education appropriation bill which includes reauthorization of the No Child Left Behind Act

2010 Common Core Standards were released for mathematics and English language arts.

2011 Wisconsin legislature passes a bill removing most collective-bargaining rights from many public employees, including teachers.

The *MTA Voice* is a not-for-profit, advertisement-free newsletter approved and published by the MTA Executive Board. The *MTA Voice* is funded solely by MTA membership dues, and does not accept advertisement funding from any other source. The goal of the *MTA Voice* is to publish member-generated articles, information that is critical to MTA members, and various articles, cartoons and announcements for the entertainment, benefit and enhancement of MTA members.