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**AMERICAN JEWISH ARCHIVES**  
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

**MS-630: Rabbi Alexander M. Schindler Digital Collection, 1953-1996.**  
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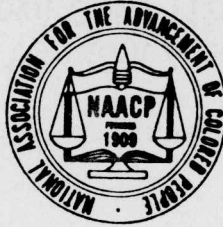
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National Association for the Advancement of Colored People,  
1985-1992.

For more information on this collection, please see the finding aid on the  
American Jewish Archives website.



**The Washington Bureau of the  
National Association  
for the Advancement of Colored People (NAACP)**

**has moved to a new suite at:**

**1025 Vermont Avenue, N.W.  
(new) Suite 1120  
Washington, DC 20005  
Tel: 202/638-2269  
Fax: 202/638-5936**



COPY

RAVBI ALEXANDER M. SCHINDLER • UNION OF AMERICAN HEBREW CONGREGATIONS  
PRESIDENT 838 FIFTH AVENUE NEW YORK, N.Y. 10021 (212) 249 0100

*naa ef*

June 22, 1992  
21 Sivan 5752

Dr. William F. Gibson  
Chairman  
NAACP National Board of Directors  
239 East Broad Street  
Greenville, SC 29601

Dear Dr. Gibson:

Your June 17th letter to Rabbi Schindler reached our office during his absence. He is currently overseas where he must attend meetings in Israel and Brussels and will not return to his desk until the very day of your meeting in Nashville. Thus, as you can see, it is impossible for him to join you when you give your keynote address on "The Call."

Since you have requested some suggestions for the development of a 21st Century agenda, I am taking the liberty of sharing your letter with our incoming Director of Social Action, Rabbi Eric Yoffie as well as Rabbi David Saperstein, Director of the Emily and Kivie Kaplan Religious Action Center in Washington. I am certain they will be able to share with you thoughts and suggestions to help create a multi-ethnic and broad based agenda for a national summit on the crisis in our cities. This is a critical undertaking and it is certainly important that every ethnic and religious group on the American scene be included in preparing and mounting such a summit meeting. I am confident that Rabbis Yoffie and Saperstein with contact you directly with their thoughts.

Please also note that your letter will be held for Rabbi Schindler's return. While he cannot be in touch

Dr. William F. Gibson  
Page 2  
June 22, 1992

with you prior to July 13, there will be an opportunity  
for him to be in touch with you in advance of the  
national summit you hope to call later in the year.

With every good wish and kindest greetings, I am

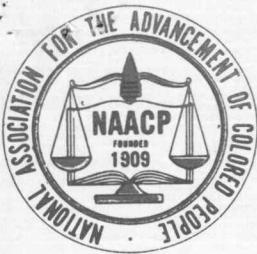
Sincerely,

Edith J. Miller  
Assistant to the President

cc: Rabbi Eric Yoffie  
Rabbi David Saperstein

*bcc AV*





## NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

Dr. William F. Gibson, Chairman, NAACP National Board of Directors  
239 East Broad Street, Greenville, South Carolina 29601 • (803) 233-7355

June 17, 1992

Rabbi Alexander Schindler  
Union of American Hebrew Congregations  
838 5th Avenue  
New York, NY 10021

Dear Rabbi Schindler:

in 1905 W. E. B. DuBois issued a "Call" to all men and women of goodwill to meet in Niagara Falls, Canada to develop an organization to address the problem of race in the United States. This historic call to action ultimately led to the formation of the National Association for the Advancement of Colored People.

Today, I am issuing a new "Call" to men and women of goodwill to meet with me in the Nashville Convention Center - Room 213 on Monday, July 13, 1992 at 2:00 p.m. to begin this most important task. I am also asking you to stand with me as I give my keynote address on "The Call" on Monday Night at 7:00 p.m. in the main arena of the Nashville Convention Center.

The call is to propose solutions to the crisis facing the urban core of the United States. We are faced with the scourge of drugs, crime, unemployment, lack of adequate education and a crumbling infrastructure. I believe that it is time for those of us who represent organizations along with individuals representing residents of the cities and towns of this nation to sit down together and formulate something akin to a "Domestic Marshall Plan," which will help make this country of diverse people the true "Community" we all truly expect it to be.

When Dr. Martin Luther King, Jr. accepted the Nobel Prize in 1964 he said, "We still have a choice today: nonviolent coexistence, or violent coannihilation. This may well be mankind's last chance to choose between chaos and community."

I truly believe that we stand at a crossroads in the history of this nation. Events in Los Angeles have crystallized the extent of the crisis we face. The Summer of 1992 must be the point at which we recognize the need to stop blaming each other for the problems. It is clear that we must choose between the chaos of urban riots and mass despair or begin to develop and implement new strategies and new programs aimed at bringing about that true sense of compassion and resolve, which will lift us to a level in which all United States citizens feel that they are a part of one community. Our effort must be a global one. This "Call" includes everyone.

Rabbi Alexander Schindler  
The Call  
Page 2

I am asking that you join with me as representatives of other organizations on July 13, 1992 at the Nashville Convention Center for a preliminary meeting to develop an agenda for a "National Summit on the Crisis in our Cities" that I propose be held later in the year. This invitation is being extended to a wide variety of leaders and organizations. It is being sent to business and civic leaders as well as civil rights groups. It is being sent to White groups, Hispanic groups, Asian groups, Arab groups and Native American groups. This invitation is being distributed to a broad range of secular and religious organizations. We want this group to represent all of the variety that is America. We know, if the solutions posed by this Summit are to work, they must represent the input of as many points of view as possible.


In light of the crisis that confronts us, I am requesting that, for the purpose of our planning and the Summit itself, we put aside our individual agendas. We must recognize the threat of national chaos is so great that we must come together to seek workable solutions to the problems facing all our people.

Several years ago, we were all assured that "A rising tide lifts all boats." Today, we know that if we are not all in the 'same boat' when the tides comes in, some of us will surely drown. This "Call" is an urgent plea to throw out a life line. It is time we enlarged the boat and patched the leaks. It is time we come together to begin to prepare this nation for its future. It is time we stopped chiselling that damning epitaph "Too Late".

If for some reason you will be unable to be with us in Nashville, I would appreciate your written input in developing this 21st Century Agenda. Because our agenda must be multiethnic and reflective of the broad range of agencies, organizations and individuals which affect our lives. It must be focused on solutions, which will lead to the future, not just rhetoric and blame laying of the past. To this end, I would like to have your ideas and suggestions. Please respond to me directly at: 239 East Broad Street, Greenville, South Carolina 29601.

Thank you for your input.

Yours in the struggle,

  
Dr. W. F. Gibson, Chairman  
National Board of Directors, NAACP

wfg/cnb

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# of pages ▶

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To <i>Lynne L</i>	From <i>Lane M</i>
Co. <i>RAC</i>	Co. <i>NY</i>
Dept. <i>Account</i>	Phone #
Fax # <i>it</i>	Fax #

07/08/92

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RABBI ALEXANDER M. SCHINDLER • UNION OF AMERICAN HEBREW CONGREGATIONS  
PRESIDENT 838 FIFTH AVENUE NEW YORK, N.Y. 10021 (212) 249-0100

*Leek*

October 16, 1990  
27 Tishri 5751

Mr. Benjamin Hooks  
Executive Director  
NAACP  
186 Remsen Street  
Brooklyn, NY 11201

Dear Ben:

I have your recent circular letter in which you appeal for additional sums and contributions for the LCCR. As you probably know, since the LCCR is housed in our Washington building, we have made rent concessions to the tune of approximately \$5000 a year, which, if I am not mistaken, should make us one of the larger supporters of the organization.

You are probably aware of all this, but unfortunately our indirect subsidy does not show up on dues and contributions records. I hope you will understand that our contribution is not insubstantial and that you will relay this to the leadership of the LCCR.

Sincerely,

Alexander M. Schindler

cc: Albert Vorspan  
Rabbi David Saperstein



**RELIGIOUS ACTION CENTER**  
OF REFORM JUDAISM

October 9, 1990

To: Alex Schindler  
From: David Saperstein  
Re: Ben Hooks letter for additional LCCR support  
cc: Al Vorspan

Just for the record, in the form of rent subsidies, we support the LCCR to the tune of some \$5,000 a year making us among the top ten supporters of the organization. While the leadership of the organization is aware of this, it does not show up specifically in their dues and contributions records. But you ought to just keep it in mind in any perfunctory communications they initiate on this.

Having said that, we are going through an interesting process right now where we will need to determine which of the three remaining groups in the Center (Congress, Committee or LCCR ) we will need to let go. Al, Harris and I have reached a tentative, albeit painful, conclusion that it will probably need to be the LCCR -- for a whole number of reasons. If you would like to discuss this at some time, I'd be most interested in your own thoughts on the matter.

*The Religious Action Center  
pursues social justice and  
religious liberty by  
mobilizing the American  
Jewish Community and  
serving as its advocate  
in the nation's capital*

2027 Massachusetts Ave NW  
Washington, DC 20036  
(202) 387-2800

Harris Gilbert, Chairman  
Commission on Social Action  
of Reform Judaism

Albert Vorspan  
Co-Director

Rabbi David Saperstein  
Co-Director and Counsel

*The Religious Action Center  
is under the auspices of  
the Commission on Social  
Action of Reform Judaism,  
a joint instrumentality of  
the Central Conference of  
American Rabbis and  
the Union of American  
Hebrew Congregations  
with its affiliates:  
American Conference  
of Cantors,  
Association of Reform  
Zionists of America,  
National Federation of  
Temple Brotherhoods,  
National Federation of  
Temple Sisterhoods,  
North American Federation  
of Temple Youth.*



naacp

October 2, 1989  
3 Tishri 5750

Mr. Benjamin L. Hooks  
Executive Director  
NAACP  
4805 Mt. Hope Drive  
Baltimore, MD 21215-3297

Dear Mr. Hooks:

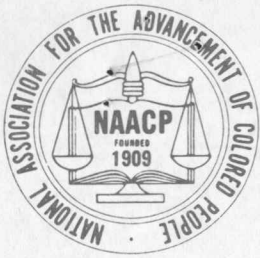
Much to my regret it will not be possible for me to join you for the Conference on the Present Crisis to be held in Washington, October 29-November 1, 1989. Alas the time you have selected is in direct conflict with the UAHC's 60th Biennial Assembly to be held in New Orleans, November 2-6, 1989. Thus you can appreciate why I cannot attend the important meetings you have called. Alas, as our entire staff is fully involved in our major convention, I am unable to suggest an alternate attendee.

With every good wish and warm regards, I am

Sincerely,

Alexander M. Schindler

ccw



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE  
4805 MT. HOPE DRIVE • BALTIMORE, MD 21215-3297 • (301) 358-8900

BENJAMIN L. HOOKS  
Executive Director/CEO

*Regrets -  
B. L. Hooks*

September 22, 1989

Rabbi Alexander Schindler  
Union of Amer. Hebrew Congregations  
838 5th Ave.  
New York, NY 10021

Dear Rabbi Schindler:

Again, I want to thank you for your support of our "Silent March on Washington." It was a marvelous occasion that achieved its purpose: to alert all Americans, particularly white Americans, the Administration and the Congress to the dangers posed by the present majority of the United States Supreme Court.

The March alone was not the total answer. Follow-up is of vital importance.

Eighty years ago, the founders of the National Association for the Advancement of Colored People called a conference "for the discussion of present evils, the voicing of protests, and the renewal of the struggle for civil and political liberty." Now it is time for another major conference.

Black Americans face numerous problems and it was difficult to determine the scope of the conference. We have decided to deal with the major thrust of recent efforts--the quest for remedial legislation to overcome the Supreme Court decisions. But there are also issues of political empowerment, economic empowerment, and the problems of that segment of Black America that journalists and social scientists describe as the underclass. We have limited ourselves to exploring the issues listed above.

Accordingly, the National Association for the Advancement of Colored People is convening a CONFERENCE ON THE PRESENT CRISIS, October 29 - November 1, 1989, in Washington, D.C., "for the discussion of present evils, the voicing of protests, and the renewal of the struggle for civil and political liberty."

Your participation is greatly desired.

The Conference will consist of four (4) concurrent mini-conferences on the following themes:

- 1) Crisis in the Courts and the Resurgence of Racism
- 2) Economic Empowerment
- 3) Political Empowerment
- 4) Problems of the Underclass

We are specifically urging national black organizations with a local presence to be the principal participants of the mini-conference on the Problems of the Underclass. Of course, all attendees may participate in the mini-conference of their choice, depending on space availability.

Your prompt return of the enclosed questionnaire will assist us in conference preparation.

The registration fee will be \$50 for each individual attending the conference. The registration fee will cover the cost of the two scheduled luncheons.

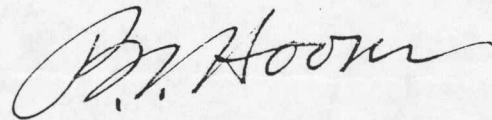
Conference attendees are invited to attend the opening reception on Sunday evening.

In the next few days, we will send you hotel and other conference information.

Let me emphasize that your participation in the conference does not commit you to any of the conclusions that may be reached.

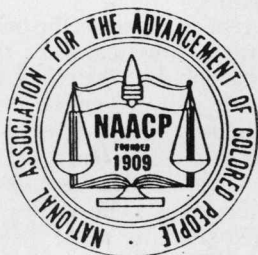
I look forward to hearing from you--and to seeing you in Washington.

Sincerely,

A handwritten signature in dark ink, appearing to read "B. L. Hooks", with a stylized, flowing script.

Benjamin L. Hooks  
Executive Director

**NAACP  
CONFERENCE  
ON  
THE PRESENT  
CRISIS**



**October 29 -  
November 1, 1989**

**Washington, D.C.**



Staff task forces are presently being formed to develop position papers on the aforementioned issues. We welcome any position papers and other background information which your organization may want to share for review by the staff task force. Please submit any papers by October 9.

Will you be able to attend all sessions of the Conference?

☐ Yes ☐ No

If so, please list those sessions that you or your representative(s) will attend:

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Are there other items you would like to have added to the agenda. If so, please list:

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Please return this form by October 15.

Send to:

Benjamin L. Hooks, Executive Director/CEO  
National Association for the  
Advancement of Colored People  
4805 Mt. Hope Drive  
Baltimore, MD 21215-3297

## TUESDAY, OCTOBER 31, 1989

9:00 A.M. - Registration  
12:00 Noon

9:00 A.M. Mini Conferences (Continued)  
12:00 Noon

12:00 Noon - Luncheon  
1:30 P.M. Reports from mini conferences:

- Black Underclass
- Crisis in the Courts and the Resurgence of Racism
- Economic Empowerment
- Political Empowerment

Points on Lobbying  
Althea T. L. Simmons, *Director*  
Washington Bureau/NAACP

2:00 P.M. - Congressional Visits  
4:30 P.M.

## WEDNESDAY, NOVEMBER 1, 1989

9:00 A.M. - Congressional Visits (Continued)  
1:30 P.M.

2:00 P.M. - Plenary Session — Reports on  
3:00 P.M. Visits with Congress —  
William F. Gibson, Presiding

3:00 P.M. - The charge for "Back Home"  
4:00 P.M. Action —  
Benjamin L. Hooks

## BACKGROUND

Eighty years ago, the men and women who founded the National Association for the Advancement of Colored People issued a call to a conference "for the discussion of present evils, the voicing of protests, and the renewal of the struggle for civil and political liberty."

Now, in the waning days of 1989, in the last year of the decade, the time seems ripe for another major conference. Accordingly, the National Association for the Advancement of Colored People has called a CONFERENCE ON THE PRESENT CRISIS, to meet in Washington, D.C., October 29 to November 1, 1989.

This conference, too, will be devoted to "the discussion of present evils, the voicing of protests, and the renewal of the struggle for civil and political liberty."

The "Conference on the Present Crisis" is not an exaggerated term, for the problems of Black America are deep and pervasive.

The black community in America is confronted by a resurgence of racism, represented most egregiously in recent days by the gunning down of Yusuf Hawkins on a street in Brooklyn, solely for the offense of being black and daring to enter a "white" neighborhood.

The Supreme Court decisions, already mentioned, represent an erosion of previous hard-won civil rights gains.

Another great challenge is the political empowerment of African Americans. In that connection, there is reason to be concerned about the 1990 Census, which will determine representation in legislative bodies at every level of government — federal, state and local. Thus, we must deal with the crucial issue of the Census undercount of minority Americans. The issues of reapportionment and redistricting must also command our attention.

Political empowerment also embraces the problem of low voter turnout among black Americans and low registration of those who are eligible to vote.

Economic empowerment is another challenge. This challenge is posed in at least two areas. We must encourage and nurture black entrepreneurship. That is one reason the Supreme Court decision in *City of Richmond v. Croson*, the set-aside case, is so devastating. The undermining of set-asides threatens the continuing viability and expansion of black entrepreneurship, with a consequent negative impact on black employment.

However, economic empowerment also includes the continued effort to see that blacks and other minorities have the opportunity to work in major

ity businesses and in the public sector. That is why affirmative action is so important.

Within the decade, the image of a "black underclass" has worked itself into the national consciousness. This term, "underclass," has been popularized by journalists and social scientists. Some people find the term too harsh for their taste.

But whether or not the term is accepted, the grim reality represented by the term remains to be confronted.

We are obliged to face the fact that masses of black people, young and old (although the young spur special concern), find scant comfort and little meaning for their own lives in the gains that blacks have achieved in civil rights and economic opportunity. These people are locked in poverty, many in the poverty of the female-headed household. Many are deprived of hope, even of dreams. Although drug trafficking and substance abuse pose problems for every segment of black society, these ills tax the poorest and most vulnerable members of the community with a special vengeance.

Now is the time to come together for a concerted attack on the problems that beset the most vulnerable segments of black society.

Black Americans face a plethora of problems. The magnitude of the situation has made it difficult to determine the scope of the conference. In our planning, we realized that we could not cover every conceivable concern of black Americans and those other Americans who wish to achieve a truly color-blind society, not the "color-blind" society preached by those who seek the perpetuation of ancient privilege and the status quo.

It was apparent to us that a major focus of any conference would have to be the recent decisions of the United States Supreme Court in the areas of affirmative action and minority set-asides. The overwhelming response to the NAACP's recent Silent March on Washington amply demonstrated the importance that black Americans and their allies attach to those decisions. It was also apparent that we had to deal with the questions of political and economic empowerment and the plight of the underclass.

Accordingly, The Conference on the Present Crisis will be divided into four (4) mini-conferences, which will meet simultaneously. The Conference topics will be:

- 1) The Supreme Court Decisions and the Resurgence of Racism.
- 2) Political Empowerment
- 3) Economic Empowerment
- 4) Problems of the Underclass

## NAACP CONFERENCE ON THE PRESENT CRISIS

October 29 - November 1, 1989  
Washington, D.C.

Sunday, October 29, 1989

8:00 P.M. Reception

9:00 P.M.-10 P.M.

Conference Plenary Session

### Presiding

Mrs. Enolia P. McMillan

President NAACP

### Brief Overview of Conference

Benjamin L. Hooks

NAACP Executive Director/CEO

### Remarks

William F. Gibson

Chairman, NAACP National Board of Directors

### Mini Conferences Schedule

Rev. Edward A. Hiles, Sr.

Vice Chairman, NAACP National Board

## MONDAY, OCTOBER 30, 1989

9:00 A.M. - Registration  
5:00 P.M.

9:00 A.M. - Mini Conferences  
12:00 Noon

- Black Underclass
- Crisis in the Courts and the Resurgence of Racism
- Economic Empowerment
- Political Empowerment

12:00 Noon - Luncheon  
1:30 P.M. Address: "The Present Crisis"  
Benjamin L. Hooks, NAACP  
Executive Director/CEO

1:45 P.M. - Mini Conferences (Continued)  
5:00 P.M.

(Cont. on back)

## REGISTRATION The Conference On The Present Crisis October 29 - November 1, 1989 Washington, D.C.

In order to facilitate your participation at the Conference, please complete this form and return by October 15. We urge your personal participation. If it is not possible for you to attend, please designate a representative.

I will participate in The Conference on the Present Crisis.

☐ Yes ☐ No

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

I will not participate in the Conference; however, the following individual will participate as my personal representative:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Please prioritize the Mini Conference you would prefer to work with by indicating your 1st, 2nd, 3rd and 4th choices.

\_\_\_\_\_ Political empowerment

\_\_\_\_\_ Economic empowerment

\_\_\_\_\_ Black underclass

\_\_\_\_\_ Crisis in the Courts and the Resurgence of Racism

TEAR OFF HERE



naacp

October 26, 1989

Dr. Benjamin Hooks  
CEO/Executive Director  
NAACP  
186 Remsen Street  
Brooklyn, NY 11201

Dear Dr. Hooks:

It was most gracious of you and Mrs. Hooks, and Mr. and Mrs. John Kluge to invite me to be your guest at the NAACP's Gala 80th Anniversary celebration. I much appreciate your thoughtfulness.

Unfortunately, Rhea and I are unable to be with you. I am sure you can appreciate that I simply cannot attend the reception and dinner inasmuch as they have been planned for the Jewish Sabbath. I would have loved to share in this celebration with you, and hope you can appreciate the reason for my declination.

It is my fond hope that your gala celebration will be a successful as well as a very beautiful evening.

With warm good wishes and kindest personal regards I am,

Sincerely,

Alexander M. Schindler

6861-6061



# **NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE 80th ANNIVERSARY GALA**

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Thomas E. White  
Miss Tammy Johnson  
*Ex-officio*

### **EMERITI**

Mrs. Daisy Bates  
Theodore W. Berry, Esq.

Msgr. Archibald W. McLees  
Dr. Eugene T. Reed

Hon. Henry R. Smith  
Dr. Robert C. Weaver



Since 1909, the National Association for the Advancement of Colored People (NAACP) has served as the voice and shield of minority Americans. As the nation's oldest and largest civil rights organization, the NAACP has sought to end discrimination and bring about peaceful change through legal action, political pressure, marches, demonstrations and effective lobbying. During the past quarter century, the Association has also directed its energies to the problems of the black urban family and especially disadvantaged black youngsters. The NAACP's vast volunteer network in 2200 community-based branches has successfully instituted Back to School/Stay-in-School Programs, Curriculum Improvement, SAT Test Preparation Clinics, ACT-SO programs fostering academic achievement, Open Housing and Operation Fair Share whereby large corporations and public employers are providing thousands of jobs and promotions for minorities.

MR. AND MRS. JOHN W. KLUGE

Chairmen

and

JOHN F. WELCH  
PERCY E. SUTTON

GERALD SCHOENFELD  
BERNARD B. JACOBS

Co-Chairmen

Cordially invite you to the

**NAACP 80th ANNIVERSARY GALA**

Friday, December 15, 1989

The Waldorf-Astoria  
Grand Ballroom

Entertainment by  
Stevie Wonder and  
Lionel Hampton & His Orchestra

Black Tie  
Reception 7 p.m.  
Dinner 8 p.m.

Reply card enclosed

**NATIONAL ASSOCIATION FOR THE  
ADVANCEMENT OF COLORED PEOPLE  
80th ANNIVERSARY GALA  
Friday, December 15, 1989  
The Waldorf-Astoria  
RSVP**

MY GUESTS ARE:

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OR I WOULD LIKE TO BE SEATED WITH:

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## Reservations

### ☐ UNDERWRITER

Table(s) at \$25,000. Includes VIP Reception, seating in the Platinum Circle, special recognition in the program.

☐ **CORPORATE/GOLDEN BENEFAC-  
TOR** Table(s) of 10 at \$10,000. Includes private reception, VIP seating and special listing in the program.

☐ **SILVER BENEFACITOR** Table(s) of 10 at \$5,000. Prime seating and special listing in program.

☐ **SPONSOR** - Table(s) of 10 at \$2,500. Preferred seating and listing in program.

☐ **BENEFACITOR** ticket(s) at \$1,000 each. Choice seating and listing in the program.

☐ **PATRON** ticket(s) at \$500 each. Special seating and listing in program.

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*naacp*

August 7, 1989  
6 Av 5749

Mr. Benjamin L. Hooks  
Executive Director  
National Association for the  
Advancement of Colored People  
4805 Mt. Hope Drive  
Baltimore, MD 21215-3297

Dear Ben:

I have your letter concerning the "silent" symbolic march to protest recent decisions by the U.S. Supreme Court on affirmative action and minority set-asides. Unfortunately, it is not possible for me to be in Washington on August 26, as I have a long-standing speaking engagement for the entire weekend in Madison, Wisconsin. I will be participating in the 50th anniversary of a UAHC member congregation.

While you may also have written to Al Vorspan, I am taking the liberty of sharing all of these materials with him for follow-up. However, once again there may be a problem inasmuch as the march as been called for our Sabbath.

With every good wish and warm personal regards, I am

Sincerely,

Alexander M. Schindler

# NAACP Special Contribution Fund

National Office: 4805 Mount Hope Drive • Baltimore, MD 21215-3297 • (301) 358-8900

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May 17, 1989

Rabbi Alexander M. Schindler  
President  
Union of American Hebrew Congregations  
838 Fifth Avenue  
New York, New York 10021

Dear Rabbi Schindler:

The nation's growing shortage of black and Hispanic teachers is a matter of serious concern to the constituents of the NAACP. Federal cutbacks in financial aid, the appeal of higher paying and higher status professions, and the rather sudden imposition of various tests that are used to admit or bar students from entering the teaching profession have all had the effect of diminishing the numbers of black and Hispanic men and women who are becoming teachers. At the same time, the proportion of minority students in the public schools is increasing, which means that these children will be deprived of valuable role models, while the gulf between family and school becomes even wider by their absence.

The attached proposal addresses the effect of the sudden testing phenomenon on aspiring minority teacher candidates. Many educators, researchers, and civil rights advocates decry the use and the effect of these tests, for there is no evidence that they can actually measure and sort potentially effective from ineffective teachers. The effect of the tests, intended or not, is to provide an allegedly scientific device that is preventing minority students who want to become teachers from entering that field or disqualifying practicing teachers from continuing.

Of course we want teachers who are intelligent, well-prepared in their subjects, and skilled in pedagogy. We also hope they are motivated to teach and that they enjoy being with children. Equity without excellence is really worth very little to us. However, in our view, neither goal can be realized without the other. But the use of the National Teacher's Examination does not address the situation in a useful way. For this reason, the NAACP Education Department advocates the development of alternative tests and means of screening that can be used to assist aspiring teachers to better prepare themselves for their chosen field and to assure that only qualified teachers will be admitted to the profession.

The debates and controversies about testing, about what constitutes "excellence," about cultural and racial bias, and the often inferior

*edit*  
*I say either ignore it or just acknowledge it*  
*realt*

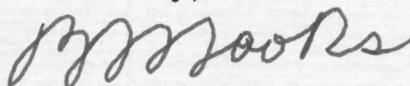
quality of education that minority students have received all the way up the ladder, are complicated and ongoing. These issues will not be resolved tomorrow. As an interim measure, we have decided to initiate a pilot project of test preparation clinics in to help minority students and teachers prepare for the National Teacher's Examination in the following cities: Baton Rouge, Louisiana; Baltimore, Maryland; Greensboro, North Carolina; Hampton Roads, Virginia; Jackson, Mississippi; Kansas City, Missouri; Louisville, Kentucky; Memphis, Tennessee and Trenton, New Jersey. Based on the successful model of the NAACP's SAT Test Preparation Clinics which were piloted, evaluated, and then replicated by scores of NAACP Branches with technical assistance from our Education Department, these clinics will offer intensive sessions in skill-sharpening and test-taking. If the evaluation of the pilots indicates a significant increase in the passing rate for the students who enroll, then the NAACP will seek to disseminate this model throughout its branch network, which numbers over 1,800 units in virtually every community with a black population in the nation.

The budget for our first year in operation is \$187,835. With the generous support of United Global Ministries of the Methodist Church, Union Carbide Corporation, Beazley Foundation, The Clayton Baker Trust and The William Baker, Jr. Memorial Fund, we have, thus far, successfully raised \$75,000, leaving us with a balance of almost \$110,000 for us to begin this important work. Our second year budget is \$213,130.

We ask that you read the attached proposal and give it your serious consideration. Even if you are unable to fund the total remaining costs of the first year of the pilot, a grant towards that sum and a two-year commitment would be greatly appreciated. If your focus is regional, you may apply your contribution to the appropriate local site. This pilot project has the potential to assist many aspiring minority students in surmounting this new obstacle, thereby helping to stem a decline that bodes ill for the future composition of the teaching force. Understood not as a panacea but as an interim measure, we believe the test preparation clinic project can help to prevent a bad situation from getting worse.

We thank you for your thoughtful attention. Our Education Director, Dr. Beverly P. Cole, would welcome the opportunity to discuss this proposal with you at your convenience.

Sincerely,



Benjamin L. Hooks  
Secretary

BLH:sc  
Enclosures



# NAACP Special Contribution Fund

4805 MT. HOPE DRIVE, BALTIMORE, MD 21215-3297

## A PROPOSAL FROM THE NAACP SPECIAL CONTRIBUTION FUND FOR TEST PREPARATION CLINICS FOR NATIONAL TEACHER'S EXAM PILOT PROJECT

### I. INTRODUCTION

The NAACP has historically fought to remove the barriers to upward mobility and obstacles that hinder entrance into the American mainstream for its constituents. **Standardized testing is such a barrier that has precluded access to education and employment.** In its efforts to correct the abuses and misuses of tests, the NAACP has convened several conferences to discuss the nature and scope of the problem, implemented test-preparation workshops throughout the country, and has written articles and disseminated educational materials.

The first invitational conference on minority testing, held in 1976, resulted in a comprehensive report entitled "The NAACP Report On Minority Testing" (NAACP, 1976). The report not only discussed the issues in detail, but provided an action agenda for the testing industry, for psychologists, the NAACP and laymen.

The **NAACP Test Preparation Clinics For Disadvantaged Black Youth** were implemented in 1983. The six pilot workshops, each consisting of sixteen three-hour sessions twice a week, attempted to sharpen the reasoning and analytical skills of students in the verbal and math content areas, teach test-taking strategies, help diminish anxiety, review the standardized test format, and discuss the politics of testing. After rigorous evaluation statistically significant and important gains were demonstrated in five out of the six workshops. The average gains ranged from 50 to 100 points on the post-exam. Undeniably, **coaching does make a difference** (NAACP, 1984).

Because this project was so successful and is being replicated by our branches, the NAACP would now like to address the serious concern of **teacher competency tests, which are being used for admission to teacher training programs, certification and dismissal.**

Over the last two years, approximately 148,000 Core Battery Tests, which make up the National Teacher Exam (NTE) (Communication Skills, General Knowledge, and Professional Knowledge) have been administered to aspiring teachers. Approximately 11 to 13 percent of the test-takers were black.

The highest qualifying score set by a state would eliminate nearly 70 percent of the black, but only 14 percent of the white candidates (Goertz, 1984).

As the supply of black teachers is shrinking, minority student enrollment is increasing. The loss of black professionals in the schools will weaken the schools' effectiveness for all its students. For this reason, the National NAACP must attempt to rectify this situation.

Proposed here is a plan to develop pilot test-preparation clinics for the teacher candidates taking the NTE in nine cities and states as part of a coordinated national pilot program. A detailed evaluation will be conducted to determine their effectiveness. Should the pilots prove effective, the NAACP would develop a plan for their replication on a wide scale similar to the successful SAT project that is now being replicated by local NAACP Branches across the country.

## II. THE PROBLEM

Thirty-eight states have established some form of standardized or custom-made tests for entry into teacher-preparation programs, certifications, and continued employment. The assumption that those who pass teacher competency tests will be more effective teachers than those who do not, resulting in higher student achievement, has not been demonstrated. In fact, researchers have stated emphatically that "as appealing as the common sense argument may appear, there is scant evidence to support the contention that performance on a teacher competency test is correlated with effective teaching."

In spite of the lack of evidence for these policies, states continue to enact more and/or stricter standards for the purpose of weeding out rather than developing the talents of those who wish to become teachers.

The tragic consequences of these practices is that a disproportionate number of minorities are failing the tests, and thus are being excluded from the teaching profession.

In 1980, minority teachers constituted approximately 12.5 percent of the national teaching force with blacks representing 8.6 percent. By 1986, the proportion of black teachers had declined to 6.9 percent and has continued to drop.

Evidence of the devastating impact of the competency tests can be seen in the data compiled by G. Pritchey Smith in his in-depth analysis. His new unpublished study, "The Effects of Competency Testing on the Supply of Minority Teachers," revealed that nearly 38,000 minority candidates have been excluded from the teaching profession because of failure to pass state-mandated competency tests. This report, hailed by "Education Week" as "one of the most comprehensive investigations of the subject to date," estimates that approximately 21,515 black teaching candidates in the 19 states studied were excluded from the teaching profession because they were unable to pass the qualifying exams. Typical first-time passing rates were 15% to 50% for blacks, and 71% to 96% for whites.

The author of the report, G. Pritchey Smith, a professor of education at the University of North Florida, was commissioned by the Council of Chief State School Officers and the National Education Association. Smith asserts, "State-mandated competency testing is one of the major reasons for the minority-teacher shortage." He predicts that, if the trend persists unchecked, fewer than 5% of America's teachers will be members of minority groups by the year 2000. Meanwhile, as the number of minority teachers declines, the number of minority students increases and will soon constitute nearly 30% of the school-age population.

Smith also concludes that the existing test methods do not accurately nor fairly measure "applied knowledge and skills in the classroom." Rather than accepting



the evidence as supporting dubious assertions that minority candidates were merely less qualified, Smith questions the very validity and use of the current teachers tests. He recommends that extant teacher testing methods be abolished.

State policies also operate in other ways to discourage minorities from entering teaching. Awareness of low passing rates discourages minorities from entering teacher education programs or from taking certification tests.

On October 28, 1988, The New York Times front page featured the news that the Educational Testing Service, which devised one of the most influential means by which many teachers gain certification, publicly acknowledged that their own testing procedure does not accurately measure teaching ability. Critics assume that the admission is partially in response to the 19-state study. Teachers' unions, along with other critics, determined that "the test is inherently discriminatory." (NYT)

This is not news to the N.A.A.C.P. which has been addressing the cultural bias of standardized testing for students and teaching candidates, the dwindling number of qualified minority teachers, and the resulting crisis in minority education. While the Educational Testing Service, which has been working closely with the N.A.A.C.P., is seeking to revise its evaluative methodology of teachers, and has promised to institute new tests in the future, no major reform will be seen for five years at the earliest.

The lack of remediation and early elimination of students from teacher training programs, limit the opportunities of minorities to overcome past educational inadequacies. And finally, policies that penalize degree granting institutions for the failure rate of their students on teacher tests have placed traditionally black institutions in jeopardy (Cole, 1984).

While the future holds some promise for massive reform in the area of recruitment and retainment of qualified minority teachers, minority students face overwhelming obstacles now. This interim measure can stem the decline of minority teachers and inferior minority education, and bridge crisis to reform.

#### GRIM TRENDS IN THE MINORITY TEACHING FORCE

In its thorough survey of the educational status of black Americans, Equality and Excellence (1985), the College Entrance Examination Board analyzed trends which disastrously affect the minority teaching force. They included the following determinations:

- \* There is not now a sufficient number of qualified teachers, and the supply looks still more grim for the foreseeable future. Inequalities in available teacher resources will also affect the quality of minority students and educational programs..."

- \* Emerging teacher shortages have led to projections that by 1988 only 70% to 80% of the demand for new teachers will be satisfied.

- \* There is no consistent relationship between scores on extant teacher certification tests and teaching performance.

- \* Mandated competency tests disproportionately eliminate minority candidates from teaching, since the failure rate for blacks is two to ten times higher than for white applicants.

\* In 1971, 8.1% of public school teachers were black. In 1981 the proportion dropped to 7.8% and continues to decline.

\* In 1981, 6.4% of newly qualified teachers were black, and only half of them were teaching full-time.

#### THE URGENT NEED FOR MINORITY EDUCATION

The necessity for quality minority education is plainly critical. Comparative studies show that many of the advancements in minority education, which had led to higher achievement and higher employment among blacks since 1965, have begun to reverse since 1971.

\* The education of minority children is most threatened by trends of decline in the teaching force, since they attend schools in districts where salaries and working conditions are least conducive to attracting and retaining high quality teachers.

\* In 1982 nearly half of all black children lived in households below the poverty line.

\* The proportion of blacks living below the poverty line remained constant at 34% between 1971 and 1981, but the absolute numbers increased from 8 to 9 million persons.

\* The real median income for black families decreased by 8.3% from 1971 to 1981, and the ratio of black to white median family income declined steadily to the same level as in 1960.

\* Unemployment rates for black men and women of all ages have increased since 1965. In 1982-3, one in five blacks in the labor market was unemployed, with significantly higher rates for teenagers and young adults seeking work. This figure does not even include the discouraged who ceased looking for work. It is estimated that in 1982 there were 1.8 million such discouraged, and 32% were blacks and other minorities.

\* While marked positive changes have occurred for blacks who achieve the college level, college attendance and completion among blacks have declined since 1975.

\* Reductions in federal aid for compensatory education at the elementary and secondary levels, as well as in financial aid for higher education hit minority students the hardest. The importance of financial aid is apparent; in 1981, 48% of black college-bound seniors came from families with incomes under \$12,000., in contrast to only 10% of their white counterparts.

\* Although educational performances among black elementary and secondary students have risen in many areas, as evidenced by standardized achievement test scores, they still remain lower than those of any other race and ethnic groups in 1980.

\* In 1980, 32% of black high school seniors were enrolled in vocational programs in contrast to 23% of their white counterparts. Non-white students,

however, were enrolled earlier and more extensively in programs specifically designed for low-status occupations, while white vocational students were groomed for more managerial positions.

### III. PROPOSAL

Levels of educational achievement among black students have improved since 1960, but substantial erosion in these gains has occurred since 1975. Current policy trends threaten to reverse the movement towards equality irremediably. The recent acknowledgement by experts in education, as well as by the Educational Testing Service itself, that current teacher-testing is both inaccurate and biased is encouraging, if long-overdue. Unfortunately the implementation of more equitable teacher testing will not begin for at least five years, at the earliest. We cannot wait that long. Furthermore, new testing methods will address but one facet of a multi-faceted crisis. The N.A.A.C.P. has designed an aggressive outreach program to recruit and qualify minority teachers, not down the line, but now. The impact of this approach, especially if replicated on a widespread basis, can increase the accessibility of quality minority education by the number of students each teacher reaches, that is to say exponentially.

The focus of this proposal is the development of an intervention strategy that would assist black teacher candidates in overcoming the barrier of the competency tests. The NTE was chosen as the criterion instrument since, according to the Office of Educational Research & Improvements, at least twenty states use these tests to 1) admit students into teacher education programs; 2) evaluate student performance in these programs; 3) screen candidates for initial certification; 4) provide an alternative to the approved program approach for certification; and/or, 5) select teachers to participate in Master Teacher or Career Ladder Programs (OERI, 1987).

### IV. OBJECTIVES

The primary goal of this project is to enhance significantly the scores of black teacher candidates on the Core Battery of the NTE and thus increase certification and entrance rates into teacher training programs which require those scores.

In addition, the following objectives will be pursued:

- 1) To diagnose, identify and assess students' basic content needs and to design instruction to address these needs.
- 2) To provide students with basic test-taking strategies.
- 3) To sharpen the reasoning, problem-solving, and analytical skills of the target group.
- 4) To develop coaching materials, strategies, and techniques that will be useful for teacher candidates taking competency exams.
- 5) To build self-confidence and reduce test anxiety among the target population.



- 6) To compile data on coaching minorities for teacher competency tests.

It is assumed that this project, if successfully implemented, will result in an increased number of black teachers.

## V. METHODOLOGY

### **Clinic Format:**

The NTE Core Battery has been chosen as the criterion instrument since it is used by the largest number of certification testing programs (OERI, 1987).

The project calls for three test preparation clinics to be held in as many as nine cities, the times to correspond with the administration of the NTE exam. The clinics will be scheduled to end the week prior to the NTE exam to assure maximum retention. The nine pilot clinics will be held in Baltimore, Maryland; Greensboro, North Carolina; Hampton Roads, Virginia; Jackson, Mississippi; Kansas City, Missouri; Louisville, Kentucky; Memphis, Tennessee; Trenton, New Jersey; and, Baton Rouge, Louisiana. If successful, this network of pilot clinics will, through the NAACP branch structure, be replicated on a wide scale in all regions of the country where the NTE is being administered.

Each clinic will consist of sixteen sessions which will be held twice a week for three hours each. The format and curriculum are designed specifically to address those skills that are most needed by black teacher candidates. It will stress familiarity with the test content and format, test-taking strategies, and the reduction of test anxiety.

The sessions will include:

- I. Pre-Test (Shortened version of the NTE).
- II. Analysis of Pre-Test Results; Explanation of Scoring Procedures; Discussion of the Politics of Testing, Test Anxiety, and Test-Taking Skills.
- III. Item Format and Test-Taking Skills
- IV. Communications
- V. Communications
- VI. Communications
- VII. Communications
- VIII. Individual Assessment of Communication and Analysis of the Results
- IX. Science (Stressing Content)
- X. Science & Social Science (Graphs)

- XI. Social Science (Charts & Maps)
- XII. Fine Arts & Literature
- XIII. Math (Quantitative Skills)
- XIV. Math (Quantitative aspects of Professional Knowledge)
- XV. Professional Knowledge
- XVI. Post Test, Feedback & Summary

The class size will be limited to fifteen students to allow for maximum individual attention.

Homework will be assigned and evaluated. In addition, computer labs will be provided in order for the students to practice individually. These activities will provide opportunities for extra time on task.

#### Target Group:

The target group will be those students who are planning to take the NTE for the first time or those who have taken it before but have failed to reach the necessary cut-off score for any portion of the Core Battery.

Students will be expected to pay \$100 for sixteen sessions (workbook and materials included.) All who are unable to cover the cost of the clinic will be given partial or full scholarships according to need.

#### Staffing:

\*Advisory Committee -- This group was carefully chosen because of their expertise in teacher training and/or teacher testing. A group of approximately twenty distinguished educators, psychologists, psychometricians and civil rights advocates have agreed to serve as the advisory group for this project. The Advisory Committee met November 5 and 6, 1987 at Norfolk State University to plan the project. They will continue to play a significant role in monitoring, developing and implementing the training program for instructors, and in the design of the evaluation instrument. Further, they will be of great assistance in disseminating the results of this program to the wider educational and civil rights community. Their expertise, experience and contacts are invaluable.

#### Project Director & Coordinator:

The project will be directed by Dr. Beverly P. Cole, the Director of Education for the NAACP Special Contribution Fund. Dr. Cole, an educational sociologist, has been the National Director of Education for the NAACP for the past seven years.

A local coordinator for the project will also be required. The coordinator will handle the hiring and training of the instructors, the recruitment of students,

---

\*See appendix for list of advisory group members.



and the establishment of the clinic at a community center or school. The coordinator will also secure the cooperation and support of the local teacher training institutions and community groups.

This person will be responsible for developing and/or compiling the instructional materials. Thus, the coordinator must have administrative skills and be familiar with testing and curriculum design.

#### Instructors:

There will be two or three instructors for each clinic. One instructor will cover literature and fine arts, test-taking skills, and communication. Another instructor will cover social studies, math, and science. A third instructor will assist with the computer lab, science and math.

The instructors shall receive two-and-one-half days of training, which will be videotaped so that it can be used with all instructors, providing consistent and standardized information.

One instructor will be paid an additional stipend to serve as the local coordinator, providing the detailed management and coordination needed during the eight week period.

#### Evaluation:

The evaluation will be sub-contracted out and designed by one or more members of the advisory group.

### VI. CONCLUSION

The NAACP used this same strategy to design test-preparation clinics for junior and senior high school students taking the SAT. This pilot project, which was evaluated by Dr. Sylvia Johnson of Howard University, resulted in statistically significant increases averaging 100 points on the SAT.

Performance on the NTE has been found to correlate approximately 80 percent with performance on the SAT. With this in mind, we anticipate that this project will be quite successful.

It should be noted that this is a pilot project. The model that will be developed, if successful, can be replicated at much less expense by NAACP branches across the country in the same manner as they are currently implementing the successful SAT project.

#### Funding:

Each pilot project is designed for three cycles, fifteen students per cycle, that will be given within a twenty-four month period. Total costs for the first year of the nine pilots is \$187,835 and for the second year \$213,130. (Budget attached.) Should the evaluation indicate that the project merits replication, it can be offered for less than one hundred dollars per student.

We are seeking your support towards the costs of this national pilot project for 1988-89.

24 MONTH PROPOSED BUDGET

<u>PERSONNEL</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>TOTAL COST</u>
Local Coordinator	\$ 2,400	\$ 3,000	\$ 5,400
Project Coordinator	30,000	31,000	61,000
Part-Time Secretary	8,000	8,000	16,000
Fringe Benefits @ 12.50%	5,050	5,250	10,300
Payroll Taxes @ 12.50%	5,050	5,250	10,300
Instructors (432 @ \$125 per session)	<u>24,000</u>	<u>30,000</u>	<u>54,000</u>
Total Personnel Cost:	\$ 74,500	\$ 82,500	\$157,000

OPERATING EXPENSES

Telephone	\$ 3,000	\$ 3,500	\$ 6,500
Office Supplies	2,000	2,400	4,400
Student Materials (405 students x \$50)	9,000	11,250	20,250
Postage	2,400	2,700	5,100
Equipment (Rental/Lease)	2,400	2,400	4,800
Printing	2,800	2,800	5,600
Professional Services (Videotaping, etc.)	2,000	2,000	4,000
Travel	30,000	35,000	65,000
Rent @ \$25 per session	<u>4,800</u>	<u>6,000</u>	<u>10,800</u>
Total Operating Expense:	\$ 58,400	\$ 68,050	\$126,450
Total Operating & Personnel Expense:	\$132,900	\$150,550	\$283,450
General & Administrative (@15%):	\$ 19,935	\$ 22,580	\$ 42,515
Sub-Total:	\$152,835	\$173,130	\$325,965

CONSULTANT

Consultant-Evaluation (Sub-Contract)	\$ 35,000	\$ 40,000	\$ 75,000
Total Consultant Cost:	\$ 35,000	\$ 40,000	\$ 75,000
TOTAL COST:	\$187,835	\$213,130	\$400,965

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## APPENDIX II

### ADVISORY GROUP MEMBERS

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**APPENDIX II cont.**

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# Teachers' Exam, Often Criticized, To Be Replaced

By EDWARD B. FISKE

In a move that will substantially alter the way new teachers are certified, the Educational Testing Service said yesterday that it would replace its much-criticized National Teachers Examinations with more sophisticated tests.

The examination now consists of a single multiple-choice test of general knowledge and knowledge about teaching. Thirty states, including New York and New Jersey, use the test in issuing provisional teaching certificates. Connecticut has its own test, as do several other states.

Critics, including teachers' unions, say the basic examination is simplistic and does not measure the diverse knowledge and skills required to be a teacher. They also say that since prospective teachers from non-white groups fail at a much higher rate than whites, the test is inherently discriminatory.

The new system, to be in use by 1992, will consist of examinations given over two or more years during a candidate's college education and early teaching career. Educators said this could act as an incentive for teachers to improve their skills before and after they are in the classroom.

Officials of the Educational Testing Service, one of the country's largest test makers, said the new sections, which are still being developed, would probably include examinations such as these:

QA written test of general knowledge as early as the end of the sophomore year in college.

QAAn examination of teaching knowledge and skills at the end of the student's training, making use of videotapes, computer simulations and other techniques.

QAClassroom observation once a candidate has begun full-time teaching.

## New Approach Is Taken

Gregory R. Anrig, president of Educational Testing Service, emphasized that the new plan was not a "revision of the N.T.E." but "a whole new approach to teacher certification."

"It's a response to the growing interest in teacher testing on the part of

state legislatures," he said. "We're also building in new measurement techniques that were not technically possible before."

The changes were welcomed by the country's two largest teachers' unions, both of which had representatives on an advisory committee that helped draft the changes. Mary Hatwood Futrell, president of the National Education Association, called the change "a step in the right direction." Albert Shanker, president of the American Federation of Teachers, termed it "much better than what we have now."

Mr. Anrig declined to speculate on whether the new approach would narrow the gap between the performances of white and non-white teaching students, but he added, "The one thing that no test will do is change the fact that there are unequal educational opportunities in this country."

Another likely factor in the decision to abandon the testing program was the pressure from the newly established National Board for Professional Teaching Standards, set up two years ago with foundation support. The current test generates about \$10 million a year for the nonprofit test maker, which is in Lawrence Township, N.J.

## National System in Works

The board of teaching standards is devising the first national system of advanced certification for experienced teachers. It would be comparable to the specialty boards in medicine.

The board is conducting research on new techniques for evaluating teacher performance, such as the use of video and computer simulations, that are likely to make multiple-choice tests obsolete.

"We're talking about assessing new teachers, not experienced ones," said Mr. Anrig of the Educational Testing Service. "But we plan to cooperate with the national board and make full use of any of their findings that are relevant to what we're trying to do."

E.T.S. says 30 states use the National Teachers Examinations to evaluate new teachers, up from 8 in 1983. Other states use their own tests or those of other publishers.

The testing of prospective and current teachers has increased enormously in the 1980's, mainly as a result of the wave of school-improvement efforts enacted around the country. In 1977 only Mississippi and North Carolina required new teachers to pass statewide licensing examinations. Today 43 states do so.

State and local politicians have sought the tests as a means of assuring that money allocated for higher teacher salaries or other projects will be well spent.

## Variance in Passing Rates

Critics also note that non-whites pass standardized teaching tests at much lower rates than whites. A 19-state

study, which included New York, Connecticut and New Jersey, found the average passing rate for black teaching candidates to be 15 to 50 percent, while the rate for whites was 71 to 96 percent.

"Unless these standardized tests are altered, the number of minority teachers will continue to dwindle," said G. Pritchey Smith, a professor of education at the University of North Florida who is the author of the study.

The new system addresses these criticisms. For one thing, there will be a series of assessments over two or more years, rather than a one-time test.

Ms. Futrell praised the fact that the test of general knowledge will come in the middle of a student's undergraduate studies rather than on the eve of certification. "Students will be told the results early, which means that there is plenty of time for them to make up any deficiencies," she said.

The new test of teaching skill knowledge, coming after a student has completed his or her education courses, will make use of such devices as videotapes of classroom situations or interactive computer exercises that will permit more varied responses.

For example, one question on a past test presented a situation in which a teacher "seemed unable to engage students in extended classroom discussion." The students, it said, "usually answered 'yes' or 'no' to any questions they were asked."

Test takers were given the choice of five possible teaching strategies, including "give the students positive reinforcement more often" and "analyze the kinds of questions that were asked." The latter was the "correct" answer.

In the new tests, students might be shown the classroom situation on video and even have the opportunity to see an enactment of the consequences of whatever choice they made. They could then answer follow-up questions that might help better guide them.

Ms. Futrell, who has said the teachers' examination was racially biased, suggested that adding classroom observations to the certifying process should help the performance of minority students.

Mr. Anrig said that his organization expected to spend \$20 million developing the new assessment program.

Candidates now pay \$35 to \$90 to take one or more parts of the N.T.E. Mr. Anrig declined to estimate how much more the new system might cost.

The District of Columbia and the following states currently use the National Teachers Examination:

Arizona	Maine	N. Carolina
Arkansas	Maryland	Oregon
California	Minnesota	Pennsylvania
Delaware	Mississippi	Rhode Island
Hawaii	Montana	S. Carolina
Idaho	Nebraska	Tennessee
Indiana	Nevada	Texas
Kansas	New Jersey	Virginia
Kentucky	New Mexico	W. Virginia
Louisiana	New York	Wisconsin



# Many Minority Teachers Plan to Quit, Poll Finds

By LEE A. DANIELS

Despite a noticeable improvement in their salaries and morale in recent years, a substantial number of teachers plan to quit teaching within five years, especially young teachers and black and Hispanic teachers, according to a new national survey.

The finding gives further backing to a widespread view among educators that the number of public school teachers who are members of minority groups will probably fall sharply in the next decade. The educators say this could severely jeopardize efforts to improve urban school districts, especially because it will happen as the number of black and Hispanic students increases.

The poll of 1,208 teachers and 2,700 students in the 4th through 12th grades by Louis Harris & Associates also found that teachers and students said relatively little teaching or learning occurred much of the time in the classroom.

And the study showed that students said that alcohol and drug abuse and incidents of violence appeared to be far more prevalent than teachers knew.

## Report Is 6th in a Series

The report, "The American Teacher 1988: Strengthening the Relationship Between Teachers and Students," is the sixth in a series on public education that the Metropolitan Life Insurance Company has sponsored since 1984.

Louis Genevie, vice president of Harris, said the latest study was designed in part to examine the attitudes of black and Hispanic teachers.

Nationally, teachers who are members of minority groups make up 11 percent of the teaching force; they make up about 25 percent of the Metropolitan Life survey.

Black and Hispanic teachers expressed as great a love of teaching as teachers who are not members of minorities and are just as likely to say they exchange ideas, techniques and subject matter with their colleagues. Still, 41 percent of the black and Hispanic teachers surveyed said they would probably leave teaching in the next five years, as against 25 percent of the white teachers.

That 41 percent included more than half the black and Hispanic teachers with less than five years of experience, and it included 21 percent of those minority teachers who said they were very satisfied with their careers. Only 12 percent of the nonminority teachers who said they were

very satisfied with their careers also said they would probably leave.

Among all teachers with less than five years of experience, 34 percent said they would probably leave teaching within five years, nearly twice the number who said so three years ago. The percentage rose even as the percentage of teachers who said they were very satisfied with their career rose to 50 percent, from 44 percent in 1985.

Mr. Genevie said black and Hispanic teachers' views were not much different, just more intense and widespread, than their white colleagues' views.

He noted that, despite steady salary increases, many teachers felt pressure to earn more money and said this caused them to look for jobs

## The pressure to switch careers has grown as new fields open up.

in other occupations. The survey found that 26 percent of all teachers earned more than \$30,000 a year, as opposed to 13 percent in 1985. Even so, 30 percent of the teachers in the \$30,000-a-year bracket said they would probably quit teaching.

## Other Recent Studies Cited

Several other recent studies, including one released last month by the Carnegie Foundation for the Advancement of Teaching, have found that a substantial number of teachers are considering leaving the profession because of the relatively low salaries or a lack of meaningful involvement in the decisions that affect their working conditions.

Mary Hatwood Futrell, president of the National Education Association, the nation's largest teachers' union, said that one reason so many teachers were thinking of quitting was that "in too many school districts teachers are still not considered partners in the decision-making process." Significant change in that direction, she said, "is still more talk than action."

Mr. Genevie said that "the pressure on black and Hispanic teachers" to switch careers had grown "as opportunities in other, more lucrative fields have opened up."

## Who's Likely To Quit Teaching

Categories of teachers who said they are very likely or fairly likely to quit for another profession within the next five years.

<b>TOTAL</b>	<b>26%</b>
Male	33
Female	24

## Years teaching

Less than 5 years	34
5-9 years	30
10-19 years	19
20 or more years	34

Elementary	25
Junior high	30
High school	27

## School location

Poor urban	28
Total urban	21
Suburban	24
Small town	29
Rural	26

## Teacher's race

White	25
Nonwhite	41

## Annual teaching income

\$20,000 or less	28
\$20,001-30,000	25
\$30,001 or more	30

From a nationwide survey of 1,208 public school teachers, interviewed by telephone from April to June 1988 by Louis Harris & Associates.

But he said another reason for the discrepancy was that, unlike teachers who are not members of minority groups, black and Hispanic teachers are much more likely to work in inner-city schools, where many students come from families with low incomes. These teachers are much more likely to say that drug use, violence, teen-age pregnancy and drop-outs are very serious problems in their schools.

## Performance Is Undermined

While the poll found that minority teachers were more likely than their white colleagues to have informal contacts with students, something students value highly, Mr. Genevie said teaching in a troubled environment clearly took a toll on teachers.

That general finding was also con-

tained in an educational study released in late September by the Institute for Educational Leadership, a Washington-based nonprofit organization. That report said the bad condition of many urban school buildings and classrooms and a lack of supplies, equipment and staff were undermining teachers' performance.

Many educational experts also say the imposition of standardized tests in the last 10 years as the primary means of certifying teachers is hurting the ranks of teachers who are members of minority groups.

G. Pritchey Smith, a professor of education at the University of North Florida, one of many critics who question whether the tests actually measure a teachers' ability, said that if the trend continued minority teachers would probably make up just 5 percent of the nation's teaching force by the year 2000.

#### **A Decline in Role Models**

Educators say that as the proportion of minority teachers falls, role models who could encourage minority pupils to pursue careers in education will also decrease, along with the importance of academic achievement in general.

The largest discrepancy between the views of teachers and students in the Metropolitan Life survey was in their views of violence and the use of alcohol and drugs among students.

While 45 percent of high school teachers said alcohol was a very serious student problem in their schools, 84 percent of high school students, asked the question in a slightly different way, indicated that it was a very serious problem. Only 18 percent of high school teachers said students' drug use was a very serious problem in their school; 48 percent of the students said it was. And just 1 percent of high school teachers said violence was a very serious problem in their school, but 26 percent of the high school students said so.

The divergence of perceptions is "a reminder," Mr. Genevie said, "that teachers aren't and can't be policemen, and that adults aren't aware of all the things that teens see and do."

He added, "We have to make a major stand in making school comfortable for students in junior-high school, which is where these social problems really sprout."

#### **Classroom Time Wasted**

Another finding of the Metropolitan Life survey was that teachers and students said considerable classroom time was wasted. About 40 percent of teachers said they taught less than 75 percent of the time they spent with students, and 13 percent said they spent less than half their classroom time teaching.

Those teachers also said students spent even less time listening to them in class. Only 36 percent said their students paid attention at least 75 percent of the time. The majority said students did not pay attention most of the time, and more than a quarter of the teachers said students paid attention less than half the time they were teaching.

The poll found that students essentially agreed with the teachers' perceptions.

Copies of the survey are available free from the Metropolitan Life Insurance Company, Area 12 H, 1 Madison Avenue, New York, N.Y. 10010.



# EDUCATION WEEK

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## Tests Found Barring Thousands Of Minority Teacher Candidates

By Lynn Olson

Almost 38,000 minority candidates have been excluded from the teaching profession—many in the last five years—because of their failure to pass state-mandated competency tests, a new study has found.

The unpublished report, "The Effects of Competency Testing on the Supply of Minority Teachers," is one of the most comprehensive investigations of the subject to date.

Determining the cause for the minority-teacher shortage has become an increasingly sensitive issue in recent years, particularly as the problem approaches what many consider to be crisis proportions.

Fewer than 12.5 percent of American teachers are now members of a minority group. Moreover, that proportion is shrinking at a time when minority students will soon constitute nearly 30 percent of the school-age population.

Earlier versions of the competency-testing study had already stirred some controversy about how much testing has contributed to the dwindling supply of minority teachers, compared with the poor quality of minority education in general and the availability of job opportunities in other fields.

According to its author, G. Pritchey Smith, "The impact of state testing policies makes it difficult not to conclude that the minority teaching force is under assault."

INDIANAPOLIS—The Council of Chief State School Officers is poised to adopt a recommendation that the federal government, working in partnership with the states, create a tuition-free scholarship program for minorities interested in teaching as a career.

Under consideration, according to those taking part last week in the C.C.S.S.O.'s annual meeting here, is a proposal patterned after the kinds of programs now available to students attending the U.S. military academies or taking part in the Reserve Officers Training Corps.

Minority students entering the program would be obligated to complete a specified period of service as teachers after graduation.

Although some of the plan's specifics have not yet been agreed upon, Gordon M. Ambach, the council's executive director, said its governing board would most likely vote on the idea at its January meeting.

During the meeting here, the school chiefs expressed deep concern over the fact that minorities now account for less than 12.5 percent of the teaching force. Although some states are experiencing an increase in the number of students entering teacher-training programs, they said, the number of minorities going into education is shrinking.

"If we intend to make a difference, there has to be some scholarship offer," said Harold Raynolds Jr., superintendent of education in Massachusetts. "Education is as important as the academies or R.O.T.C."

According to John T. McDonald, commissioner of education in New Hampshire and chairman of the council's teacher-preparation committee, the state and federal governments would form a "scholarship partnership" under the proposal.

A college student receiving four years' free tuition—whose cost would be shared on some basis by the two "partners"—would be required to teach in that state for an equal amount of time.

"Here is a real statement saying 'we want you in teaching and we're willing to pay for it'," Mr. Raynolds said.

Mr. McDonald added that unless the states and the federal government are willing to provide scholarship support, the recruitment of minority teachers will continue to be difficult. The proposed scholarship program could operate on a state-by-state basis, he said, with those states having difficulty recruiting minority teachers being able to offer the tuition guarantee.

## Chiefs Ponder State-Federal Program To Hike Number of Minority Teachers

### Vocational Education

In other action, the council adopted recommendations on the reauthorization of the federal Carl D. Perkins Vocational Education Act. The law is up for renewal by the Congress next year.

In their recommendations, the school chiefs urged that lawmakers change the name of the law—to the Carl D. Perkins Vocational-Technical Education Act—to reflect technology's growing role in the job market.

The recommendations also called for an increase in program-improvement allocations, with the new money targeted to students most in need. The council did not specify an amount by which the \$842-million program should be increased.

It suggested, however, that greater effort was needed to coordinate the efforts of the various federal agencies responsible for vocational education, job training, welfare reform, and other related areas.

"There has to be greater flexibility in providing those services to young adults," said Thomas McNeel, superintendent of schools in West Virginia and chairman of the council's legislative committee.

He said the organization was not calling for a merger of the various job-training programs financed by the federal government.

Reauthorization of the vocational-education program is a priority for

the council, Mr. McNeel said, because vocational education is a powerful tool for reducing the nation's dropout rate.

"We can't afford for any young man or woman to be without basic skills or the skills needed to be employed," he said.

U.S. Undersecretary of Education Linus Wright, who was a featured speaker at the meeting, said he had reviewed the chiefs' recommendations and agreed with them.

The U.S. Education Department is currently developing its recommendations for the reauthorization, he said, noting that they would be similar to the chiefs'.

—N.M.

# Minorities in Teaching: A Shrinking Minority

**SUMMARY: Fewer U.S. college students are opting for careers in education, but the situation is especially acute among minorities. Even some black colleges are graduating no more than a handful of education majors. Some attribute the decline to tougher standards. Rising salaries may make teaching a more attractive career.**

**M**ichelle Smith, a 21-year-old aspiring teacher who will receive her bachelor's degree in elementary education from the University of Maryland next month, views her chosen profession as "the perfect job."

"You only work nine months a year, you have holidays and summers off, and it's perfect for raising your own family," she says, flashing the kind of warm smile parents hope for in their child's first teacher. "If you love kids, the pay doesn't matter."

Her views, unfortunately, are rare. Few college students appear to agree with this almost old-fashioned sentiment about teaching. Minority students in particular seem to have turned their backs on this time-honored profession. The trend is exacerbated by a slight decline in the percentage of black high school graduates going to college and by dropping enrollments at some black colleges. New tests for prospective teachers, and higher standards for the schools that prepare them, have taken their toll on minority candidates more so than on nonminority candidates.

Interest by all students in teaching plummeted for more than a decade as women turned with a vengeance away from teaching, a traditional outlet when so many other career doors were closed to them, to higher-paying jobs in business and law.

According to the Department of Education, the proportion of U.S. college graduates preparing to teach dropped from almost 40 percent of the bachelor's degrees awarded in 1966-67 to about 12 percent in 1983-84. Some 700 schools affiliated with the American Association of Colleges for Teacher Education said that they granted 77,000 bachelor's degrees in teaching or in majors combined with teacher preparation in 1984; that was down from 101,000 at the turn of the decade.

Statistics about minority teachers are more elusive, but it is estimated that the percentage of minority students in public schools is about 27 percent and climbing, while the percentage of black, Hispanic and American Indian schoolteachers among the 2.2 million teaching force is about 9 percent and falling, says C. Emily Feistritzer, an education analyst and direc-

tor of the Washington-based National Center for Education Information.

Only about 5 percent of the classroom teachers with fewer than 20 years' experience are black, compared with 7.8 percent for teachers with 20 to 24 years' experience and 9.5 percent with more than 25 years' experience, says the center's director. Black teachers were 12 percent of the teaching force in 1970, 8 percent in 1980 and are projected to be only 5 percent by 1990, according to the Carnegie Task Force on Teaching. School districts casting their nets for new teachers for the fall term describe the situation as "a national competition," as schools with predominantly minority enrollments seek minority teachers from the mere trickle coming out of institutions that provide degrees in education.

The numbers at the University of Maryland's College Park campus are typical. Professor Martin Johnson says he has two teams of 25 elementary education majors ready to graduate in May. In 1972, when he first started teaching there, the school was running 13 such sections of 40 students each. There are no black, Hispanic or Asian students in Michelle Smith's group.

Bethune-Cookman College in Daytona Beach, Fla. — one of the nation's, historically black schools — has only 10 prospects to offer spring recruiters who are descending on the campus daily from as far away as New England to search for minority teachers for the fall term, says education Professor Annette G. Shakir.

"The pipeline is virtually dry, particularly when it comes to minority candidates," says Steven M. Frankel, who a year ago surveyed all the schools preparing teachers within a 200-mile radius of Washington to zero in on prospective hires for public schools in Montgomery County, Md. Like many districts with a rapidly growing minority population and a desire to improve the achievement of disadvantaged minority pupils, the county is searching hard for black, Asian and Hispanic teachers. Last year, 40 percent of the its new teachers were from a minority.

"We went as far west as Indiana, north to New York and Massachusetts and south to North Carolina," recalls Frankel, director



Education class at Winston-Salem State University (above); biology in Seattle: Fewer blacks become teachers.

of the county school system's Department of Educational Accountability. What they found seems to sum up the situation in the country, he says. The schools in this prime recruiting region for the county conferred 10,522 education degrees in 1985. But the number of full-time seniors in the schools was only 7,473, and when they looked at the junior class there was an additional drop of 1,200.

The dwindling interest in teaching can be tracked in the nation's schools of higher education. Only one in 20 of the state of Maryland's 16,500 June college graduates, for example, got a bachelor's degree in education, says Joseph J. Popovich Jr., director of research for the Maryland State Board for Higher Education. That represents a drastic drop from 1974, when one in four Maryland college graduates prepared to teach — and the decline has not bottomed out there as it has elsewhere.

In Virginia one in 13 of the more than 25,000 bachelor's degrees conferred in 1985 was in education. Only one in 15 bachelor's degrees given out by George Mason University in Virginia's Fairfax County was in education that year. At Norfolk State University, one of the South's historically black colleges, the number graduating with bachelor's degrees in education dropped from one in four, or 127, in 1983-84 to one in seven, or 71, in 1984-85.

Educators attribute the decimation in the number of black students at historically black colleges throughout the South who are preparing to teach to the combination of higher standards states have instituted for teacher preparation programs and the use





SCOTT HOFFMANN FOR INSIGHT



JON A. REMBOLD / INSIGHT

of standardized testing procedures for college graduates seeking a teaching certificate, says Mark D. Musick, director of state services for the Southern Regional Education Board.

The Southern states, he says, each are certifying fewer than 100 teachers a year, a fraction of what they used to. Musick predicts that the percentage of black teachers in schools will continue to drop for several years. "I don't see anything offsetting that very soon," he says, "incongruous as it seems at a time when minority enrollment in the schools is going up."

Teacher shortages are, at least, forcing schools to become resourceful. Following the suggestion made by Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, South Carolina has instituted a "teacher cadet" program aimed at attracting bright high school

students to teaching careers.

Furman University in Greenville is pleased that the cadet program is attracting some minority students. In January professors began working with about 30 high school juniors and seniors and their teachers in a course that actually is an introduction to teaching, says Judy Lehr, assistant professor of education. Furman is planning to expand the program to four schools next year. About 25 high schools in the state are involved with other universities in the teacher cadet program.

Annette Shakir feels that Florida dealt Bethune-Cookman's teacher preparation program a severe blow when it instituted teacher testing nearly a decade ago. Fewer than 20 percent of the students who had gone through the education curriculum initially were able to pass the reading, writing, math and professional education tests. As

a result, enrollment in teacher preparation programs at Bethune-Cookman dropped from 500 to 80.

Florida has made it harder for students to enter the profession, requiring them to be in the 40th percentile on standardized tests given to college-bound students, she says. It generally takes teacher candidates five years to complete the bachelor's degree program, including time spent brushing up on basic skills. The professor says the negative publicity about blacks not passing the teacher certification tests still bothers her. But some good did come of it: As a result of the education reform movement in Florida, Bethune-Cookman subjected its programs to exhaustive scrutiny, and the college learned it could correct its weaknesses.

Last June, for example, Bethune-Cookman, the only black private college in Florida to have a nationally accredited teacher education program, established a Teacher Education Institute to encourage black students to become teachers and to nurture them through the process, says Shakir, the institute's director. The institute received \$250,000 from the Florida Legislature to establish a model recruitment and retention program and today enrolls 400 students.

In another attempt to boost the number of minority schoolteachers, Bethune-Cookman encourages students to become certified in more than one teaching area. For those interested in other majors, the college suggests a minor in teaching.

Rising teacher salaries could help persuade minorities to return to teaching, and emphasis on higher standards to get into education — while producing some initial setbacks — should eventually enhance the profession's prestige, the institute's director believes. "In lots of places in the South, the salary for beginning teachers is \$20,000 or higher. It's an emotional sort of figure. When beginning salaries hit that, the field begins to get some attention. Higher salaries will help, particularly since many minority students come from poor families."

Her husband, Adib, who is vice president for academic affairs and dean of the faculty at Bethune-Cookman, says the whole issue of persuading minorities to go into teaching is an emotional one. "From community to community, state to state, there's a lot of focusing on the dropout problem, and we are beginning to hear a reassertion of appreciation of the need for education among black folks," he says. "Teachers as role models play a critical role in stabilizing our community."

— Carol Innerst



The loss of Black teachers may have a devastating impact on education in America, many say. Experts believe that both Black and White students need Black role models conducting their classes in order to develop positive impressions of Blacks in society.

# The Disappearing Black Teacher

By Charles Whitaker

*Low pay, poor working conditions and biased testing keep many of our brightest minds out of careers in education*

**W**ELL before most parents begin to suspect such things, Nora Brooks Blakely's parents knew that she was destined to become a teacher. A precociously bright child, Nora began preparing for her future at age three by marshaling the children of her South Side Chicago neighborhood into her make-believe schoolhouse for daily lessons. By age 20, when she earned a bachelor's degree in education from the University of Illinois, there was little doubt in anyone's mind—least of all Nora's—that she would spend the rest of her life surrounded by chalkboards and cherubs. "I assumed that I

was going to be teaching until they rolled me out of the classroom in a wheelchair," she says.

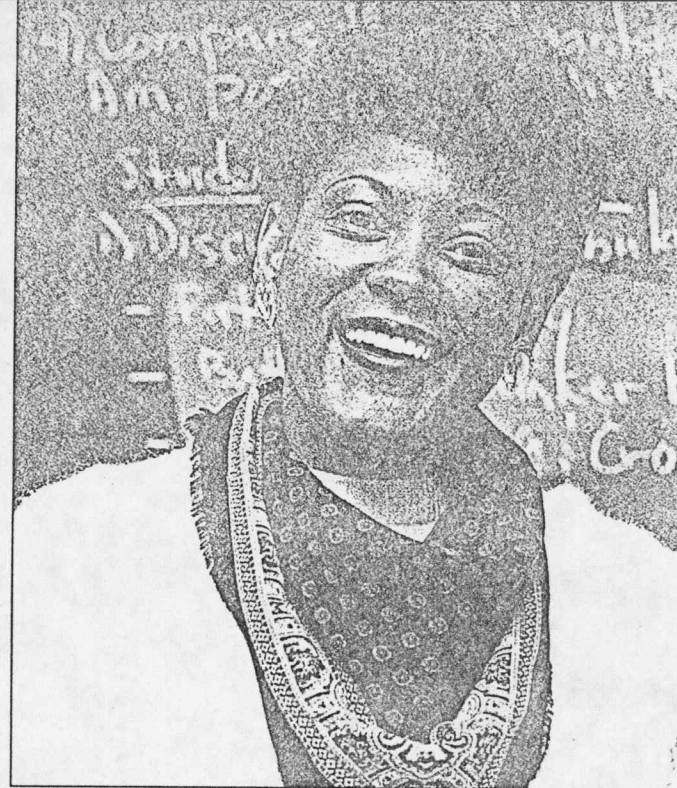
But the reality of life in an urban school system proved to be unsettling. Discipline problems, chronically underachieving students, and an indifferent administration dimmed Ms. Blakely's enthusiasm for a long career in education. After eight years of teaching upper level elementary school pupils in a Chicago public school, she called it quits, and now directs her own children's theater company, Chocolate Chips

"It just got to be an overwhelming

drain," she says of her years in the classroom. "Teachers were expected to be prison guards, secretaries and social workers. You got no respect or support from either parents or the administration. And when you're working with eighth graders whose reading scores ranged from the fifth-grade level down to first grade, you don't get those blinding success stories that make you forget about all the negatives."

Unfortunately, Ms. Blakely's is not an isolated case. More and more of the nation's talented Black teachers are abandoning careers in education. At the same time, increasing numbers of





The future of American education rests with people like Debbie E. Locke (above), who left a successful career in private industry to become a teacher. At left, Kenneth Coutee, a senior education major at Grambling State University, helps out in the classroom of Delores Chadwick (l.) and 10th grader Luxie Frierson. Says Coutee: "We need dedicated Black teachers right now."

## BLACK TEACHERS *Continued*

Black college students — daunted by the low pay and poor working conditions — are also turning their backs on teaching as a career option. To make matters worse, many states have instituted standardized licensing exams that have all but driven out many young, Black aspiring teachers.

As a result, Black classroom teachers are becoming a scarce educational resource. It is a frightening trend, and recent studies suggest that should it go unchecked, its effect on American education could be devastating.

Statistics bring this pending crisis into dramatic focus. Presently, Black children constitute more than 16 percent of the population of the nation's elementary and secondary public schools, according to a 1987 survey by the National Education Association. Yet, only 6.9 percent of the country's public school teachers are Black. The survey also suggested that at the current rate of population growth and minority teacher attrition, Blacks may make up more than 40 percent of the children in public schools by the year 2000, while constituting less than five percent of the teaching force.

Adding to the problem is the rising rate of mass defections by Black teachers already in the field. A national sur-

vey conducted by the Metropolitan Life Insurance Co. in 1988 noted that 41 percent of the Black and Hispanic teachers polled stated that they would leave teaching in the next five years, compared with only 25 percent of the White teachers who said they planned to leave the field.

Why is it that teaching — once the mainstay of the Black middle class — has lost its appeal as a career choice? The reasons are varied, and not entirely negative, many say.

One of the greatest drains on the minority teaching pool has been the windows of opportunity that have opened for Blacks in other, higher-paying fields. "When I came into teaching in the '60s, education was the province of women and minorities," says Mary Hatwood Futrell, president of the National Education Association. "But as these opportunities have opened up in business and private industry, many of the talented people who may have gone into teaching were directed elsewhere."

It is the steering of academically talented students away from careers in education that continues to make many in the field bristle. "There often is this feeling in the Black community that if a student is bright, he or she is somehow too good to be a teacher," says Dr.

Elaine P. Witty, dean of the school of education at Norfolk State University in Virginia. "The community will rain praise on students who say they are in engineering or pre-med programs, but the student who is in education doesn't get that kind of encouragement."

Joyce Nelson, 21, a senior at Grambling State University in Louisiana, says that when she told her high school teachers that she was interested in a career in education they were dumbfounded. "They all wanted to know why such a good student would want to be a teacher," she says. "Even now, people give me a puzzled look when I tell them I'm in education."

Part of the reason for the quizzical looks is the tarnished reputation teaching has developed. While it was never considered an occupation in which one could make a fortune, teaching paid livable wages and, in most corners of the country, was considered a highly respectable profession.

But the poverty and overcrowding that have wracked the nation's inner-cities, have helped turn many urban schools into battlegrounds. Teaching began to resemble police work as instructors grappled with their charges for control of the classroom. With more disciplining than instruction going on, test scores plummeted, and teachers





Many talented students are steered into other professions now that the windows of opportunity are partially opened, says Mary Hatwood Futrell (above), president of the National Education Association. Still, bright students like Joyce Nelson (left) a senior at Grambling State, remain despite the lack of encouragement from counselors.

ing the course of his school years has only one or two Black teachers out of say 40, you can imagine the message that child gets about academic achievement," says Dr. Witty of Norfolk State.

Despite the grim outlook painted for minorities in teaching, students continue to seek careers in education.

Take Debbie E. Locke, 33, who is pursuing teacher certification at Norfolk State after leaving a successful career as a recruiter for the Bell & Howell Educational Group. "I feel I have a lot to share with students," she says. "Students today need a lot. They need direction and discipline. It excites me to get in there and try to motivate them."

Kenneth Coutee, 21, a senior at Grambling State, says he wants to help guide and groom future Black leaders much in the way that he was guided by his eighth grade guidance counselor in his hometown of Alexandria, La. "We need dedicated Black teachers right now," he says. "The monetary reward in it may not be great, but it's worth it to be able to inspire the next generation of leaders."

And there are the dedicated professionals like Beverly Porter, 35, who after nearly 13 years in the Chicago Public School System remains enthusiastic about her job as a head start teacher. There are problems, she states. "But I see myself as a contributing agent for change in the community and in the field," she says. "And when you have those days when your lessons have gone well, and the children are actually getting your message, you can see it, and it keeps you going."

## BLACK TEACHERS *Continued*

took the lion's share of the blame. Salaries remained low as the public groused about declining scores on standardized tests.

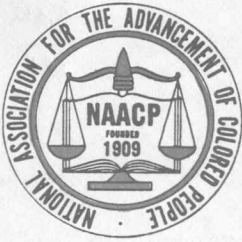
While there was much governmental tinkering done to improve urban schools, teachers were seldom included in the planning. This fact, too, was not lost on many potential educators. "When we ask young people why they don't want to go into teaching, they not only cite the low pay and the poor conditions, they say that teachers aren't treated like professionals," says Mrs. Futrell. "Teachers are treated like very tall children and are given very little input."

Another critical barrier to Blacks in education has been the institution of standardized exams. In 44 states, would-be teachers must pass a competency exam to be certified. Unfortunately, Black college students fail

these exams at a disproportionately high rate.

To many educators, the tests simply serve as a means of weeding Blacks out of teaching and are not a true indicator of teacher competency. "There is no evidence that suggests a relationship between the instructional skills that Black teachers have and their ability to pass these tests," says Dr. Charles V. Willie, a sociologist and professor of education and urban studies at Harvard University. "In fact Black teachers have cultivated Black students to the point where the majority of Black bachelor's degree holders in the United States continue to come from predominantly Black institutions."

And therein lies the crux of the educational crisis posed by the dwindling number of Black teachers. Many experts say that the academic performance of students is closely related to their role models. "If a Black child dur-



*cc: Rev*  
**NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE**

4805 MT. HOPE DRIVE

BALTIMORE, MARYLAND 21215

(301) 358-8900  
*11/21*

BENJAMIN L. HOOKS  
CEO/Executive Director

November 14, 1986

Rabbi Alexander M. Schindler  
President  
Union of American Hebrew  
Congregations  
838 Fifth Avenue  
New York, NY 10021

Dear Rabbi Schindler:

Let me thank you for your kind wishes and support of the NAACP  
"Home At Last" Dedication Week.

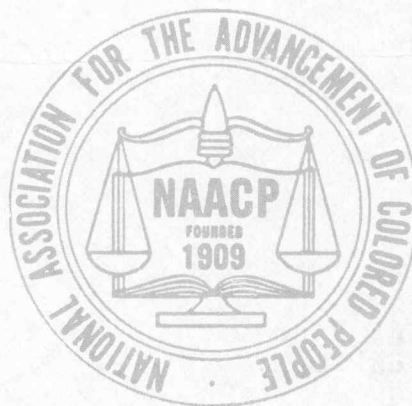
We are most pleased that the Dedication Week was a tremendous  
success.

We look forward to your continued friendship and support.

Sincerely,

Benjamin L. Hooks  
Executive Director

sah



Dr. William F. Gibson  
*Chairman, Board of Directors*

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S. W. Tucker, Esq.  
Jesse H. Turner, Sr.  
Thomas Turner  
Thomas E. White  
Sheila Williams



NAACP

September 2, 1986  
28 Av 5746

Mr. Benjamin L. Hooks  
Executive Director  
N.A.A.C.P.  
4805 Mt. Hope Drive  
Baltimore, Maryland 21215

Dear Ben:

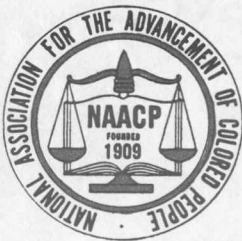
Many thanks for your gracious invitation to share in the Dedication Ceremony for the new permanent National Headquarters and Conference Center for the N.A.A.C.P. Unfortunately it is simply not possible for me to be there on October 15-19, 1986. However, I will be honored to serve as an Honorary Committee Member.

From afar I write to express a very warm and hearty mazal tov. This Dedication bespeaks the activity and growth of the organization during the seventy seven years of its being. It is my fond hope the beautiful promise of this Dedication will continue to be fulfilled in the days and years ahead.

With every good wish, I am

Sincerely,

Alexander M. Schindler



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

4805 MT. HOPE DRIVE

— BALTIMORE, MARYLAND 21215

— (301) 358-8900

BENJAMIN L. HOOKS  
CEO/Executive Director

August 18, 1986

Rabbi Alexander M. Schindler, President  
Union of American Hebrew Congregations  
838 Fifth Avenue  
New York, NY 10021

Dear Rabbi Schindler:

The NAACP is proud to announce the Dedication Ceremony for the new permanent National Headquarters and Conference Center for the NAACP. For more than 77 years, the NAACP has struggled to improve the quality of life and opportunity for all Americans. During our entire history we have not had a permanent National Headquarters. However, in August 1985 we purchased a five story, 55,000 square foot building in Baltimore, Maryland. The new Headquarters Building will provide facilities for a library, archives center and the first conference center where black organizations and civil rights leaders can meet in close proximity to the nation's capital.

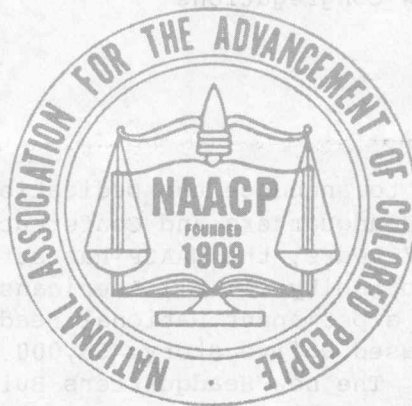
As one of America's most influential leaders, your participation and support is needed to help mark the last milestone of our "Home At Last" odyssey. We would like for you to serve as an Honorary Committee Member for our Homecoming Celebration, which will take place in Baltimore, Maryland from October 15-19, 1986.

We would appreciate your early response on the enclosed reply card by August 25, 1986. In the very near future, you will also be receiving important information on other activities. We are very excited about the upcoming events and hope that you will be able to join us in this landmark celebration.

Sincerely,

Benjamin L. Hooks  
Executive Director

C. DeLores Tucker  
Chair, National NAACP  
Building Dedication Week



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Benjamin L. Hooks  
*CEO/Executive Director*

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Thomas E. White  
Sheila Williams



NAACP

June 16, 1986  
9 Sivan 5746

Mr. Benjamin L. Hooks  
Executive Director  
N.A.A.C.P.  
4005 Mt. Hope Drive  
Baltimore, Maryland 21215-3297

Dear Ben:

As friend-to-friend, the UAHC congratulates the NAACP on the 77th anniversary of its founding as an organization of people, who, regardless of race, color or creed, are united in the struggle to end discrimination which segregates minorities, preventing them from entering the mainstream of American society.

77 is a symbolic number for both the NAACP and the UAHC, for the Kivie Kaplan Human Relations Institute, a joint instrumentality was established in 1977. The Institute is a tribute to the memory of Kivie Kaplan, who, as president of the NAACP and a member of the Commission on Social Action of Reform Judaism for many years, dedicated his life to the theme of this year's Convention -BUILDING TOWARDS ONE SOCIETY.

We reaffirm this commitment to work side-by-side "to prevent the dismantling of civil rights gained in the last two decades, to maintain a viable affirmative action program, to ~~prevent~~ the evil of apartheid." We remain each other's best allies in the struggle to gain equality in an open, pluralistic society.

With fond regards, I am

Sincerely,

Alexander M. Schindler





NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE  
660 DE LANEY STREET • BROOKLYN, NEW YORK 11205-0114 • (212) 693-0800

BENJAMIN L. HOOKS  
Executive Director

May 20, 1986

*Ask 1 month  
to draft  
1 page*

PLEASE NOTE:

THE ADDRESS IN THE LAST PARAGRAPH TO WHICH  
GREETINGS SHOULD BE SENT BEFORE JUNE 23,  
1986 IS:

4805 MT. HOPE DRIVE  
BALTIMORE, MD 21215-3297

WE APOLOGIZE FOR THIS OMISSION.



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE  
186 REMSEN STREET • BROOKLYN, NEW YORK C11202-9114 • (718) 858-0800

BENJAMIN L. HOOKS  
Executive Director

May 20, 1986

Rabbi Alexander Schindler, President  
UNION OF AMERICAN HEBREW CONGREGATIONS  
838 5th Avenue  
New York, N.Y. 10021

Dear Rabbi Schindler:

This year marks the 77th Anniversary of the NAACP and a highlight of the year will be our NAACP Annual Convention in Baltimore, Maryland, June 28 - July 3, 1986.

More than 4,000 official delegates are expected to attend, representing the Association's 1,800 branches and youth units in the fifty states. At the same time, an additional 6,000 people are expected, including exhibitors, friends and observers.

The theme of this year's Convention is:

"NAACP...  
BUILDING TOWARD ONE SOCIETY!"

Our delegates, and through them the Association's entire membership will be gratified and honored to receive a message from you. Your message and others of like character are perennial, welcome reaffirmations of the sharing of our ideals and objectives for that commonality of interest which guarantees victory.

Before June 23, the message should be sent to the above address in Baltimore. Thereafter, in care of Baltimore Convention Center, One West Pratt Street, Baltimore Maryland 21202.

Cordially,

Benjamin L. Hooks  
Executive Director

BLH:jh

Draft

Congratulations to the NAACP

*Pandig*  
*Deenhard*

As friend-to-friend, the UAHC congratulates the NAACP on the 77th Anniversary of its founding as an organization of people, who, regardless of race, color or creed, are united in the struggle to end discrimination which segregates minorities, preventing them from entering the mainstream of American society.

77 is a symbolic number for both the NAACP and the UAHC, for the Kivie Kaplan Human Relations Institute, a joint instrumentality, was established in 1977. The Institute is a tribute to the memory of Kivie Kaplan, who, as president of the NAACP and a member of the Commission on Social Action of Reform Judaism for many years, dedicated his life to the theme of this year's Convention - BUILDING TOWARDS ONE SOCIETY.

We reaffirm this commitment to work side-by-side in the struggle to gain equality in an open, pluralistic society.

*\*If you want to make this more specific you could substitute "to prevent the dismantling of civil rights gained in the last two decades, to maintain a viable affirmative action program, to protest the evil of apartheid". Then close with "We remain each others best allies in the struggle to gain equality in an open, pluralistic society."*





*Briefings - C.A.S. - S.A.*

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

186 REMSEN STREET • BROOKLYN, NEW YORK C11202-9114 • (718) 858-0800

*Sanderson*

BENJAMIN L. HOOKS  
Executive Director

*nuclear free*

*- Bishop  
Miami*

*Ask Annette  
to draft  
1 page*

May 20, 1986

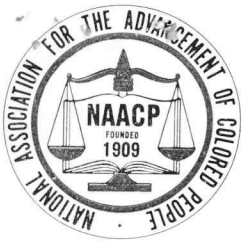
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1986 IS:

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BALTIMORE, MD 21215-3297

WE APOLOGIZE FOR THIS OMISSION.

*call net  
Judi (?)  
Agenda  
with  
notes*



**NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE**

186 REMSEN STREET • BROOKLYN, NEW YORK C11202-9114 • (718) 858-0800

BENJAMIN L. HOOKS  
Executive Director

May 20, 1986

Rabbi Alexander Schindler, President  
UNION OF AMERICAN HEBREW CONGREGATIONS  
838 5th Avenue  
New York, N.Y. 10021

Dear Rabbi Schindler:

This year marks the 77th Anniversary of the NAACP and a highlight of the year will be our NAACP Annual Convention in Baltimore, Maryland, June 28 - July 3, 1986.

More than 4,000 official delegates are expected to attend, representing the Association's 1,800 branches and youth units in the fifty states. At the same time, an additional 6,000 people are expected, including exhibitors, friends and observers.

The theme of this year's Convention is:

"NAACP...  
BUILDING TOWARD ONE SOCIETY!"

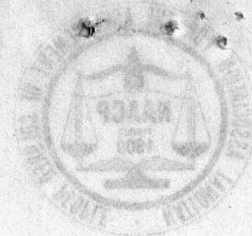
Our delegates, and through them the Association's entire membership will be gratified and honored to receive a message from you. Your message and others of like character are perennial, welcome reaffirmations of the sharing of our ideals and objectives for that commonality of interest which guarantees victory.

Before June 23, the message should be sent to the above address in Baltimore. Thereafter, in care of Baltimore Convention Center, One West Pratt Street, Baltimore Maryland 21202.

Cordially,

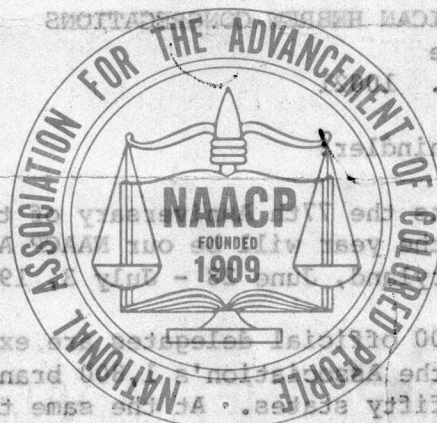
Benjamin L. Hooks  
Executive Director

BLH:jh



May 20, 1986

BENJAMIN L. HOOKS  
Executive Director



Dear Rabbi Schindler:

This year marks the 77th Anniversary of the NAACP and a highlight of our year will be our 44th Annual Convention in Baltimore, Maryland, from June 22-25, 1986.

More than 4,000 delegates, representing the NAACP's branches and youth units in the fifty states. At the same time, an additional 6,000 people are expected, including exhibitors, friends and observers.

The theme of this year's Convention is:

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BENJAMIN L. HOOKS  
Executive Director



naacp

June 13, 1985

Mr. Benjamin L. Hooks, Executive Director  
National Association for the Advancement of  
Colored People  
c/o NAACP Dallas Convention Center  
630 South Griffin Street  
Dallas, Texas 75202

Dear Ben:

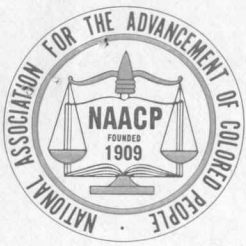
It is with pride and pleasure that I express to you and the delegates to the 76th Anniversary Convention of the National Association for the Advancement of Colored People the warm good wishes and greetings of the Union of American Hebrew Congregations. We pray your deliberations will be crowned with success. We share your dream that democracy and the NAACP will thrive in '85.

The re forging of our former strong association and the renewal of cooperative programming between the NAACP and the UAHC is heartening for us all. We are grateful that two great organizations are once again closely allied in the pursuit of justice and freedom for all in this great nation. We know that the NAACP also seeks the day when other men and women of good faith, no matter what their creed or color, will join forces with our brothers and sisters in bringing about the fulfillment of the dream we share that all peoples might live together in understanding, love and harmony.

With all good wishes and warm regards, I am

Sincerely,

Alexander M. Schindler



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

186 REMSEN STREET • BROOKLYN, NEW YORK C11202-9114 • (718) 858-0800

BENJAMIN L. HOOKS  
Executive Director

June 6, 1985

Rabbi Alexander Schindler, President  
UNION OF AMERICAN HEBREW CONGREGATIONS  
838 5th Avenue  
New York, NY 10021

Dear Rabbi Schindler:

This year marks the 76th Anniversary of the NAACP and a highlight of the year will be our NAACP Annual Convention in Dallas, Texas, June 23-27, 1985.

More than 4,000 official delegates are expected to attend, representing the Association's 1,800 branches and youth units in the fifty states. At the same time, an additional 6,000 people are expected, including exhibitors, friends and observers.

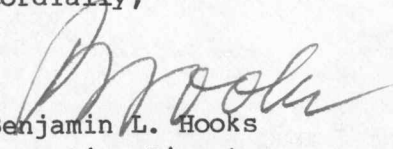
The theme of this year's Convention is:

"HELP MAKE DEMOCRACY THRIVE --  
JOIN THE NAACP IN '85"

Our delegates, and through them the Association's entire membership, will be gratified and honored to receive a message from you. Your message and others of like character are perennial, welcome reaffirmations of the sharing of our ideals and objectives for that commonality of interest which guarantees victory.

Before June 15, the message should be sent to the above address in Brooklyn. Thereafter, in care of the Dallas Convention Center, 630 South Griffin Street, Dallas, Texas 75202.

Cordially,

  
Benjamin L. Hooks  
Executive Director

BLH:tnl

*Please draft  
message -  
Ask David West  
in his judgment  
should be  
said -  
then have  
PAC go  
over &  
give me  
for approval*

Dear Ben:

It is with pride and pleasure that I express to you and the delegates to the 76th Anniversary Convention of the NAACP the warm good wishes and greetings of the UAHC. We pray your deliberations will be meaningful and crowned with success. We share your dream that democracy and the NAACP will thrive in '85! <sup>association and</sup> ~~The~~ <sup>cooperative</sup> ~~renewal of joint~~ programming between the NAACP and the UAHC is heartening for all of us. We are <sup>grateful</sup> ~~happy~~ that ~~two~~ <sup>closely</sup> ~~two~~ great organizations are once again <sup>reunited</sup> ~~working together~~ in the pursuit of justice and freedom for all in this great nation. We know that the NAACP also seeks the day when other men and women of good faith, no matter what their creed or color, will join forces with our brothers and sisters in bringing about the fulfillment of the dream that all peoples might live together in understanding, love and harmony.

~~I know that the reforging of our common-~~

*All good wishes*  
*Warm regards*