A Rising Tide
Your editorial in the October issue [advocating student choice as schools increase requirements] is both wise and persuasively written. It is the kind of advice we all need to follow.

RALPH TYLER
Milpitas, California

The thing about rising tides is that they always ebb.

M. TIM GRADY
Director of Secondary Curriculum
Fort Campbell, Kentucky, Dependent Schools

Miss Darcy
I've changed jobs and a lot has happened. Still too busy to keep up with all on my desk. However, I do take time to read Educational Leadership. I found Florence Wallach Freed's poem in the October issue both thought provoking and inspirational. Thanks for including it.

LoRITH H. GRAY
Superintendent of Schools
Abbott Union Free School District
Irvington, New York

Testing Black Teachers
I have read and reread the article by Walter Mercer in the October issue. I feel I must respond to Professor Mercer's concerns about the failure rate of black teachers on the National Teachers Examination, and his assertion that black teachers will markedly decrease if a score of 500 is required.

As a black female who was educated in segregated elementary schools and who spent those years living in a housing project for low income persons, I have a stake in the decisions made about black educators. As a person who was not prepared in a teachers' college, I found I had no difficulty with the NTE on the first trial in either the common area or the teaching area.

All children need to be guided to their greatest potential. Personally, I am not concerned about the color of the persons who guide. I am concerned that the teachers employed be able to speak, read, and write intelligibly. Test-taking is part—a great part—of the society in which we live. Our students and our teachers must be taught test-taking competencies.

We need to upgrade educational preparation of black teachers so that they can pass the examination. Let's not assume someone cannot do it because of race!

DORIS L. CLINKSCALE
Philadelphia, Pennsylvania

A Quality Product
Educational Leadership is far and away the most thought-provoking subscription I take. Your writers have depth and it seems that each issue is a classic. Usually I cut out one or two articles from a given publication. With Educational Leadership issues I end up keeping the entire magazine especially since the articles run along a given theme or topic line. You're putting out a quality product.

JIM PARRY
Principal
John C. Fremont School
Carson City, Nevada

Writing for Educational Leadership
We welcome manuscripts on any aspect of curriculum, instruction, supervision, or leadership in elementary and secondary education. Authors are not paid for their contributions. Papers should be written in direct, conversational style and be as brief as possible (five to ten double-spaced pages). References may be cited as footnotes or listed in bibliographic form at the end of the article. For examples of either style, refer to a recent issue or to Kate L. Turabian, A Manual for Writers (University of Chicago Press).

Double-space everything, including quoted material and references and footnotes. We edit all manuscripts for brevity, clarity, and consistency of style, and send a typed manuscript for the author's approval. We do not return rejected manuscripts unless the author provides a self-addressed envelope with correct postage. We ask that authors submit two copies of their manuscripts to Ron Brandt, Executive Editor, 225 N. Washington St., Alexandria, VA 22314.

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