

Grants...

Athletics

The Easton Sports Development Foundation gives grants to encourage archery and bow hunting programs and help further skills of archers of all ages. Funds of up to \$25,000 are awarded on an ongoing basis. For more info, visit www.esdf.org.

History Fellowships

The James Madison Memorial Fellowship was established to improve history teaching in secondary schools in the United States. These fellowships were created to honor Madison's legacy and Madisonian principles by providing support for graduate study that focuses on the Constitution. The maximum fellowship award is \$24,000. Deadline: March 1. For more info, visit www.jamesmadison.com.

Unsung Heroes

ING Unsung Heroes Awards reward excellence in U.S. schools. These grants are intended to support educators with excellent, innovative educational projects or programs that lack the necessary funds to bring potential high-quality learning experiences to fruition. Awards of \$2,000 to \$25,000 are available. Deadline: April 13. For info, visit ing@scholarshipamerica.org.

Math and Science

The Mathematics Education Trust, the charitable arm of the NCTM, gives grants to improve the teaching of mathematics. The School In-Service Training Grants for Grades PreK-5 Teachers grants are intended to provide financial support to elementary schools for in-service training of elementary math teachers. Grants of up to

\$4,000 are available. Deadline: May 7. For more info, visit nctm@nctm.org.

Corporate Support

The Payless ShoeSource Foundation gives grants worth over \$1 million annually on an ongoing basis. The foundation focuses on support for the following areas: education, the arts, health, and social services, particularly with an emphasis on improving the lives of children. To apply for grants, visit payless_foundation@payless.com.

Change the World

The Siemens We Can Change the World Challenge is now open for grades K-5. The purpose of the challenge, sponsored by Siemens and Discovery Education, is to involve teams of students in projects address-

ing important environmental issues in their communities. Prizes and funds up to \$10,000 are available. Deadline: March 15. For more info, visit <http://wecanchange.com>.

Writing Challenge

Reading Rockets' The Exquisite Prompt is a series of monthly writing challenges designed as a classroom activity for students in grades K-12. Teachers can engage their students by trying a new challenge every month. The writing prompts are inspired by 18 authors and illustrators. Students will submit writing via email. Winners will have their writing published, receive autographed books and be eligible for a visit by an author or illustrator through Skype. Deadline: June 30. For more info, visit readingrockets@weta.org.

Roll Call...

— Detroit Federation of Teachers Membership Meeting — December 10, 2009

Academy of the Americas
Ann Arbor Trail
Bagley
Barsamian
Barton Elem.
Bates Academy
Beckham Academy
Bennett Elem.
Bethune Acad.
Blackwell
Bow
Boykin C.E.C.
Breithaupt C.T.C.
Brewer Academy K-8
Brown Acad.
Bunch
Bunche Acad.
Burt
Burton International
Campbell
Carleton Elem.
Carstens Elem. School
Carver Elem.
Cass Tech.
Chrysler Elem.
Clark Elem.
Clark, J.E.
Clemente Learning Acad.
Clippert Acad. Middle
Cody H.S.
Coffey Middle School
Cooley High School
Cooley North-Wing
Crockett
Crockett Career Tech. Ctr.
Curriculum & Development
D.F.T.
D.I.A.
D.T.C. East
D.T.C. West
Davis Aerospace
Davison Elem.

Denby
Det. School of Arts
Det. Trans. Ctr. East
Detroit City High
Detroit International Acad.
Dixon
Dossin
Drew Attendance
Duffield Elem.
Duffield Middle
Duke Ellington
Durfee
Earhart
Early Intervention
East Side Ctr. Adult Educ.
Edison Elem.
Edmonson Elem. School
Edward Duke Ellington
Ellington Conservatory
Emerson
F.L.I.C.S.
Farwell
Ferguson
Field, Moses
Finney H.S.
Fisher Lower
Fisher-Upper
Fitzgerald
Gardner Elem.
Garvey
Golightly C.T.C.
Greenfield Union
Hally
Hamilton
Hancock
Hanstein Elem. School
Harding
Harms Elem.
Heilmann Park Elem.
Henderson
Henry Ford
Holcomb

Holmes, A.L.
Holmes, O.W.
Homebound Teaching
Howe
Hughes, Langston
Hutchins/McMichael
Hutchinson @
McMichael
Hutchinson Elem.
Instructional specialist
Jamieson
Jordan, Barbara Middle
Keidan Elem.
Kettering West Wing
King H.S.
King, J.R., K-8
Law Academy
Lessenger K-8
Logan Elem. School
Longfellow Annex
Longfellow/Oakman
Loving
Ludington
Mac Dowell
Malcolm X Acad.
Mann Elem.
Mark Twain @ Boynton
Mark Twain Academy
Mark Twain Elem.
Marquette Elem.
Maybury
McFarlane
McColl
McFarlane Elem.
McKinney, J.
McMichael
Mumford H.S.
Murphy K-8
Neinas
Nichols Elem.
Noble Elem.
Nolan K-8

Nolan Middle
Northwest Attendance
Northwestern High
Office of Mathematics
Osborn College Prep.
Owen Academy
Parker Elem. School
Pasteur Elem.
Pershing H.S.
Phoenix Acad.
Priest
Psych Services
Psychological Clinic
Psychological Services
Pulaski/Carleton
Randolph C.T.C.
Randolph Voc. Center

Renaissance H.S.
Retired
Retired
Robeson Early Learning Ctr.
Robinson, R.
Ronald Brown Acad.
Rutherford
S.S.W. Elem. West
Sampson
School Social Work
Schulze
Sherrill Elem. School
Southwestern
Spain
SSW/Marquette
T. Marshall
Taft

Thirkell
Trix Elem.
Trix/Nichols
Trombly
Turning Point Acad.
Van Zile Elem.
Vernor
Vetal
Wayne Elem.
Webster
West Side Acad.
Western H.S.
Westside Multicultural
White Elem.
White, J.
Wilkins
Wright, C.
Young Elem.

Visit the New

DFT Web site

www.DFT231.com



Dossin teacher assistant Nancy McRae is implementing a program she learned while working toward her certification at Wayne State University. Her preschool students are learning entrepreneurial skills. They baked cookies and sold them to themselves and other students.

How Teachers Can Help Abused Children

By Ron Seigel

Many students in our classrooms are facing abuse in their homes. In adult life they experience great inner suffering. In their anger and confusion, they sometimes cause suffering to others, often in the form of violence and crime.

There are many exceptions. Dr. Alice Miller, who has written extensively about child abuse, noted at least one important reason for these exceptions. They meet at least one person who acts “as a balance against the cruelties otherwise dominant in a child’s everyday life.”

This is a particular challenge for teachers.

Miller notes that some people can help when they “actively give sympathy and affection to beaten and neglected children.”

Teachers may not be able to know what children are facing, particularly with large class sizes, which make it difficult to know students individually. Young people may be reluctant to let anyone know. In some cases it may be nearly impossible to detect emotional, psychological or verbal abuse, particularly in subtle forms that may exist in the most functional families.

Miller adds, though, it is possible for people to help such children through their general actions and attitudes, without being aware that this is what they are doing. They can enable children in difficult situations to “see that

there is such a thing as love in the world.” They can help children recognize “they are not bad or evil but worthy of kindness from others.”

“In the best cases,” she noted, “they learn to develop trust in their fellow humans and accept the love and kindness that come their way.”

Crime fighter Gavin de Becker wrote, “I have learned the kindness a teacher, a coach, a police officer, a neighbor, the parent of a friend, is never wasted....The child sees his own worth reflected. Though nothing apparent marks the occasion, inside [the child] a new sense of self might take hold. He is not just a person worthy of neglect or violence, not part of a burden to the sad adults in his life, not just a child who fails to rescue them from pain or madness or addiction or poverty or unhappiness.”

“This,” he added, “can be shown through appreciation of a child’s artistic talents, physical ability, humor, courage, patience, curiosity, resourcefulness or any of the many activities children bring to us in such abundance.”

Gavin added, “I had a fifth-grade teacher, Mr. Conway, who showed kindness ...[and] gave me some alternate designs for self-image, not just things some children logically deduce from mistreatment... (“If that is how I am treated, then this is the treatment I am worthy of.”)

Ron Seigel is a freelance writer who lives in Highland Park, Michigan.

DFT Lawyers Report on Recall

By Mary Ellen Gurewitz
Sachs Waldman, P.C.

At its meeting on Jan. 7, 2010, the DFT Executive Board was presented with petitions seeking the recall of President Keith Johnson.

Article VIII, of the DFT Constitution, Recall of Officer, states:

(a) Petition for the recall of any officer for violation of his obligation of office shall be initiated by a recall petition clearly stating specific charges and signed by not fewer than 1,000 members in good standing from not fewer than 20 percent of the schools or work location.

(b) No officer shall be subject to recall proceedings without being given at least 30 days written notice of the charges preferred against him and an opportunity to appear before the membership at a regular or special meeting. Two-thirds of those present and voting at the meeting shall be required to recall the officer.

Neither the Constitution nor the By-Laws have any provisions regarding the procedure to follow for recall. However, Article VIII is not self-executing. To insure compliance with the requirements of the Constitution, a determination must be made as to the sufficiency and validity of the signatures and the sufficiency of the petition language – does the petition (1) clearly state (2) specific charges (3) of violations of the obligations of office.

The DFT Executive Board was elected by the membership to direct the affairs of the union. It has the responsibility to interpret the Constitution and to see that its provisions are followed.

The Executive Board voted to appoint a Special Committee on Recall to address the issues arising out of this recall effort. The Executive Board appointed nine of its members to serve on this Special Committee and it charged the Committee with the following responsibilities:

1. To determine whether the petition language clearly states specific charges of violation of the officer’s obligations of office.
2. To determine whether the recall sponsors have filed a sufficient num-

ber of genuine signatures of members in good standing.

The Special Committee was further advised to consider these issues in whatever sequence appeared to be most efficient, as the Constitutional requirements regarding petition language and signatures must both be satisfied before a recall action can proceed.

The Special Committee on Recall met on Jan. 8 and Jan. 13. On Jan. 13, 2010, it reported to the Executive Board that it had determined that the allegations on the petition do not clearly state specific violations of the officer’s obligations of office. Because of this conclusion, it was unnecessary to continue the work of verifying the petition signatures. Based upon the report of the Special Committee on Recall, the Executive Board voted to dismiss the recall petition. The recall cannot go forward because the petition language does not satisfy the requirement in the DFT Constitution for the initiation of a recall.

In interpreting its governing documents the Executive Board was doing exactly what AFT locals around the country and virtually all other unions regularly do. The membership does not have the authority to reject or overrule the decision of the Executive Board on constitutional questions. If the membership could overrule the Executive Board then the Constitution would have no fixed meaning.

Rather it would mean nothing more than what a majority at any membership meeting, however large or small, would decide. The membership has the authority to amend the Constitution in accordance with the terms of that document. It does not have the authority to reject the Executive Board’s interpretation and application of that document.



The Year in Review:

A Look at DFT Finances

By Mark O'Keefe
DFT Executive Vice President

When I decided to run for executive vice president, I thought my experience as a CPA would be useful in dealing with the district's financial problems. I had no idea that some of my biggest challenges would involve the union's finances. After completing one year in office, it is an appropriate time to look at where we were, where we are, and where we are going.



Mark O'Keefe

One year ago, at the general membership meeting, we were informed that the union had made a profit of \$332,069 during the preceding six months. A few weeks later, our CPA firm issued statements for the same six months showing a loss of over \$530,000. We were behind in our payments to AFT national, AFT -Michigan, DPS, City of Detroit Property taxes, and pension contributions for our clerical employees. With over \$3,200,000 in past due bills, the union still had found \$250,000 to invest in the stock market, losing \$100,000 in one year.

We took quick action to put together an accurate budget, improve the accuracy of monthly statements, improve internal controls, reduce expenses, get out of the stock market and enter a lease for the second floor that will bring in over \$800,000 in rent during the five-year term. As a result, the union showed a profit on its June 2009 financial statements for the first time in five years. Based on our improved financial situation, we were able to convince our bank to forego an interest rate increase that would have cost the union another \$20,000 per year.

Many of the problems with our finances were attributable to a former union employee who we terminated last May. In place of the former employee, we hired a controller, Vito Peraino, who is a CPA with a master's degree in finance. This upgrade has been critical in our turnaround and will help ensure continuity of the financial expertise that we need on staff.

We expect to make a profit of about \$300,000 again for the year ended June 30, 2010. We are up-to-date with all of our vendors except AFT and AFT Michigan. We will be caught up with them by June 30, except for about \$1.4 million of dues to AFT from 2008 and prior years. At our current rate of profitability, it would take about five years to catch up with them.

Unfortunately, our level of profitability will be reduced if the district continues to lose students and dues-paying teachers. We project that next year alone, we will take a \$200,000 hit. Although we continue to pursue cost-saving measures and new sources of revenue, within two years, we may be losing money. We also will need to refinance our mortgage in the fall of 2014. Based on today's real estate prices and our current financial position, it will be difficult to finance the amount we still owe at the interest rate we are currently paying.

Bobb is Not an Academician

In reference to Detroit Free Press editorials "Detroiters Can Set a New DPS Path" (12/10/09) and "State Must Give Bobb Full Academic Authority" (12/17/09):

I strongly disagree and do not think the Michigan State Legislature should give academic control to Mr. Bobb.

First, Bobb is NOT an academician. Mr. Bobb ought to talk to principals, teachers and students at Detroit schools that are achieving and apply those lessons to all the other schools in the district.

Unfortunately, the fourth and eighth graders' low scores on a nationally recognized reading and math assessment tests are being used as a pretext to give academic power to Mr. Bobb.

Bottom line: What is needed is a superintendant with educational expertise who believes in the students' ability to learn and achieve, who will establish small class sizes, foster discipline, school principals and teachers and involve parents who believe, support, and expect their students to achieve.

Dr. Arthur J. Divers
Retired Educator



Students in the first grade at Blackwell International Institute received new coats and boots from the Moose Lodge.

Moose Lodge is Support for Detroit Teacher

It all started with a car accident. Detroit teacher Tish Giacalone got in a terrible accident several years ago and needed the aid of friends and family for nearly everything. Her cousin, Betty Sera, held fundraisers and took food to Giacalone.



Sera worked at Macy's and recounted the needs in Giacalone's classroom. Her co-worker, Shelby Rundgren, was a Moose Lodge member and her club was looking for a classroom to support. Rundgren and the Moose Lodge adopted Giacalone's class and never looked back.

For six years, St. Clair Shores Moose Lodge 69 has acted like a rich uncle to each year's group of students.

There are back-to-school supplies at the start of the year. Then Halloween treat bags. At Christmas this year, the Moose gave each child in Giacalone's first-grade class at Blackwell Institute a new coat, boots, and board game.

More gifts and gestures come for Valentine's Day and Easter.

"They kept adding more and more on," Giacalone says. "They love helping. One of the men said, 'This is my Christmas.'"

Rundgren says the partnership is rewarding for the men and women of the Moose.

"It makes you feel good," Rundgren said. "The kids are really great. They appreciate everything. I think they want someone to think about them."

Giacalone says the Moose follows her wherever she goes.

"She's a very dedicated teacher," Rundgren says. "The stuff she does for the kids is different than a normal teacher. She cares and you can see it."



Members of the St. Clair Shores Moose Lodge 69 (pictured here) support teacher Tish Giacalone (pictured above).

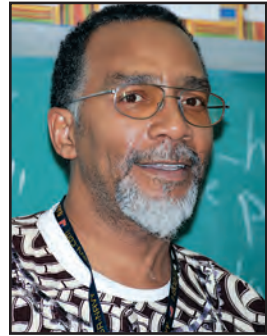
African Centered Education:

A Historical Impact on DPS

By Victor Gibson
Malcolm X Academy

“Jambo” means hello. “Habori Gana?” means “What’s the news?”

This being Black History Month, we thought it would be appropriate to begin with a quote by the late African American historian Dr. John H. Clarke on his philosophy of history.



Victor Gibson

Dr. Clark said, “History is a clock that tells a people their political and cultural time of the day. It is also a compass that people use to find them-

selves on the map of human geography. History tells a people where and what they’ve been and what they still must be. The relationship between history and a people is the same as the relationship between a mother and her child.”

The history of African Centered Education in Detroit Public Schools began in 1990. African Centered Education was implemented in DPS almost 20 years ago. Its goal was to help stem the tide of self-destruction

by African American males at a time when data indicated that large numbers of them were headed to jails and cemeteries at a very early age.

An intensive legal battle on the legalities of all-male (gender school) academies, African Centered Education was established in three academies (Malcolm X, Marcus Garvey and Paul Robeson). Each academy began as co-ed academies although the ratio was about 4:1 in most of them.

After the development of content area ACE curriculum, DPS instituted ongoing professional development for all staff in these academies. Normative training was mandatory for all staff members. In addition, many workshops were developed for the parents and guardians of students in these academies.

The impact of African Centered Education on student achievement has been documented by many studies. DPS students showed not only higher testing scores but, equally important, these students demonstrated a higher morality index. Many continue to come back to Malcolm X Academy to show how successful they’ve become. We were on the verge of creating a model school district that would shine throughout the nation.

Then came the “Fakeover” by Gov. John Engler in 1999. (At the time DPS had a \$75 million surplus and the \$1.5 billion bond had just been passed). In fact, Gov. Engler was quoted by media sources as saying he would “take DPS back to the way it was 50 years ago.”

African Centered Education suddenly found itself under attack from outside forces. New outside administration began to fix what was not broken. Bogus test data began to replace cultural relevancy. Less qualified personnel took over key ACE positions.

African Centered pedagogy began to be replaced by a data-driven testing philosophy. However, thanks to a small group of grass-root activists lead by Queen Mother Helen Moore and dedicated parents like the late Mama Pam Criss, the district was able to regain its self-determination and voting rights. African Centered Education won a temporary stay of execution. Newly elected school board members all pledged to re-establish the ACE curriculum once they were in office. But egos and personal agenda soon became the order of the day. Pettiness took the place of purpose (Nia). Little meaningful business took place at board meetings. And the most important business of the district (a financial audit) never took place.

When the Emergency Financial Manager took over the district and discovered money trouble, African Centered Education became a cost-cutting line item. The program lost ground financially and in personnel. Even the department under which African Centered Education was organized (social studies) had changed to the Office of History, Society and Culture. With no organization in which to continue its mission, African Centered Education will be the baby in the bathwater syndrome.

We are attempting to organize a DFT chapter to continue the struggle of educating African American children. We are asking all those African Centered Education supporters to come out to the DFT office later next month. We must be proactive with the new reform mandates in our current contract.

African Centered Education is working to save our children from self-destruction. A people who ignores the mistakes of history will repeat them.

The African concept of “Sankofa” – return and bring forth – tells us to bring the best lessons of the past and apply them to the present.

“Kwa heri” means goodbye.

African Centered Education works, ask any student who has attended an ACE school.

The African American Student and African Centered Education

By William Weir
Schulze Academy of Technology & the Arts

The history of African Centered Education in DPS has been confusing to some and unheard of to others. The teaching of African Centered Education and Core Cultural Values has been mandated and a part of our pacing charts for over two decades. Yet this rich and flexible curriculum is seldom used and overtly ignored. Why?

First, I believe people fear what they do not fully know or understand. Second, I believe there have not been enough workshops given to explain what African Centered Education and Core Cultural Values are and how applicable they are in the classrooms.

In regards to the former, apologists have explained away African Centered Education as excluding other races and cultures and that it is limited in its scope. Nothing could be further from the truth. African Centered Education starts from scientific fact that all human civilization began in Africa and spread throughout the world. African Centered Education, therefore, embraces all cultures and civilizations in as much as a mother embraces her children no matter where her children settle.

One has only to read the carefully matrixed Nguzo Saba to see how one can teach such disciplines as character education, economics, history, geography, civics etc. by applying African Centered disciplines and Core Cultural Values.

How can one truly state that the principles of unity, self determination, collec-



William Weir

tive work and responsibility, cooperative economics, purpose, creativity and faith have no place in the classroom? Is it because those with racist leanings and those who are ashamed of their culture decry the aforementioned because of the Swahili names associated with them? Does one shy away from Core Democratic Values? Does one dismiss the philosophies of ancient Greece and Rome, or the Magna Carta? If not, why deny the richness and beauty of that born of the creativity our culture produced?

I implore you as educators to dust off your pacing charts, read with an open mind and sincere heart the Nguzo Saba. It will only be your fear, prejudice and closed-mindedness that will keep you from adopting, and adapting, African Centered Education.

I am calling on the knowledgeable brothers and sisters of Malcolm X Academy, Schulze Academy, Marcus Garvey and others throughout the district to give more workshops and educate others on African Centered Education and the Core Cultural Values. This is a necessity seeing that so-called educational reform is upon us.

We must make African Centered Education a viable part of our curriculum. It is necessary, it is needed. Let every month be African American History Month in your classrooms.

DFT Calendar for Election of Delegates to:

2010 AFT Convention
(20 plus Executive Board)

2010 AFT Michigan Convention
(20 plus Executive Board)

Jan. 15, 2010 (Friday)

OPEN NOMINATIONS: Nominations and acceptances may be mailed to P.O. Box 02010, North End Station, Detroit, MI 48202, OR hand delivered to the DFT office during office hours. Announcement of election will be mailed to schools with appropriate rules and procedures.

Jan. 28, 2010 (Thursday)

CLOSE NOMINATIONS: Nominations and acceptances by 4:00 p.m. for Post Office and by 5:00 p.m. in the DFT office for hand delivered.

Feb. 1, 2010 (Monday)

UNOFFICIAL LIST of candidates mailed to schools, to home of nominees, and posted in Union office as soon as possible thereafter.

Feb. 4, 2010 (Thursday)

DEADLINE for filing grievances regarding nominations and acceptances.

ELECTION COMMITTEE hears grievances, if any.

EXECUTIVE BOARD hears grievance appeals from Election Committee decision(s), if any.

Feb. 11, 2010 (Thursday)

MEMBERSHIP hears grievance appeal(s), if any.

Feb. 15, 2010 (Monday)

OFFICIAL LIST of candidates to schools, nominees and printer. (List may be disseminated on Feb. 7 if there are no grievances).

Feb. 22 & 23, 2010 (Mon. & Tues.)

ELECTION COMMITTEE packs envelopes no later than these dates.

March 1-5, 2010 (Mon.-Fri.)

BALLOTS delivered by UPS to the schools.

March 8, 9 & 10, 2010 (Mon.-Tues.-Wed.)

VOTING IN THE SCHOOLS.

March 20, 2010 (Saturday)

P.O. BOX closed at 8:00 a.m. Tallying of votes by an independent agency at the DFT office.

DFT Notice of Election

to be held at the

March 11, 2010 Membership Meeting

Regular Election of Four Election Committee Members

(Two-Year Term of Office: March, 2010 to March 2012)

ELECTION CALENDAR

Jan. 25, 2010 (Monday)

OPEN NOMINATIONS: Nominations and acceptances may be mailed to P.O. Box 02010, North End Station, 60 E. Milwaukee, Detroit, MI 48202 OR hand delivered to the DFT office during office hours.

Feb. 11, 2010 (Thursday)

CLOSE NOMINATIONS and acceptances at 4:00 p.m. for Post Office and 5:00 p.m. hand delivered to the Election Committee at the February membership meeting.

Feb. 15, 2010 (Monday)

List of candidates mailed to schools, to homes of nominees, and posted in the Union office.

March 4, 2010 (Thursday)

DEADLINE FOR GRIEVANCES regarding nominations.

ELECTION COMMITTEE hears grievance(s), if any.

EXECUTIVE BOARD hears grievance(s), if any.

March 11, 2010 (Thursday)

MEMBERSHIP hears grievance(s), if any, and votes on decision(s). **VOTING BEGINS IMMEDIATELY THEREAFTER.**

IF THERE ARE NO GRIEVANCES, voting will begin at 4:00 p.m. Those in line at 5:30 p.m. will be allowed to vote.

Candidate's Eligibility Date: Feb. 10, 2009

Voter's Eligibility Date: Feb. 11, 2010

Calendar

All meetings will be held at 2875 W. Grand Blvd., Detroit, unless otherwise noted. Dates and times are subject to change.

FEBRUARY

- 4** Executive Board Meeting, 4:30 p.m.
- 4** Preschool Chapter Meeting, 4:30 p.m.
- 9** School Social Workers Chapter Meeting, 4:30 p.m.
- 10** Attendance Agents Chapter Meeting, 4:00 p.m.
- 11** General Membership Meeting, 4:30 p.m.
- 16** Retirees Chapter Meeting, 11:30 a.m.
- 18** Psychological Services Chapter Meeting, 4:30 p.m.

MARCH

- 1** Special Education Chapter Meeting, 4:30 p.m.
- 4** Executive Board Meeting, 4:30 p.m.
- 4** Preschool Chapter Meeting, 4:30 p.m.
- 11** Attendance Agents Chapter Meeting, 4:00 p.m.
- 11** General Membership Meeting, 4:30 p.m.
- 16** Retirees Chapter Meeting, 11:30 p.m.
- 17** Social Workers Chapter Meeting, 4:30 p.m.
- 18** Psychological Services Chapter Meeting, 4:30 p.m.
- 23** Educational Technicians Chapter Meeting, 3:30 p.m.

DETROIT FEDERATION OF TEACHERS

2009 DUES FOR TAX PURPOSES

Full Dues	\$843.62
Three-Quarter Dues	\$632.71
Half Dues	\$421.81
Quarter Dues	\$210.90