

TEACHERS' STRIKE DUE ON L.I. TODAY

Plainview Union Says Allen
Order Will Be Ignored

By ROY R. SILVER

Special to The New York Times

PLAINVIEW, L. I., March 7

The Plainview Federation of Teachers continued preparing today to begin tomorrow the first teachers' strike on Long Island despite an order from the State Education Commission not to strike.

Representatives of the teachers' union met in Mineola with Robert W. MacGregor, Nassau County Labor Commissioner, who had offered to mediate be-

tween the teachers and the school board.

Representatives of the board, however, refused to attend. A telegram to Mr. MacGregor from Irving Wolliver, president of the board, said the strike issue "is an educational and not a labor matter," and that the board was prepared to meet with the union tomorrow night if the strike were called off.

Paul Rubin, a teacher at Plainview High School, told a citizens committee last night that the union would not call off the strike unless the board discussed the issues.

Picketing is scheduled to begin at 7 A. M. tomorrow, Union leaders said.

Key Demands

Jerry Berger, the president of the Plainview Federation of Teachers, affiliated with the American Federation of Teachers, A.F.L.-C.I.O., has said

the teachers want an average 2-year increase of \$1,500, and better fringe benefits. They also seek a written contract and participation in school policy-making.

Salaries now range from \$5,650 to \$11,750 after 15 years. Under a new schedule, salaries will go from \$5,900 to \$12,100 after 15 years with a guarantee of improvements.

Dan Sanders, a spokesman for the federation, said his organization expected 500 of the 590 teachers in the Oyster Bay school district No. 4 not to report for work tomorrow.

Meanwhile, Dr. Robert Savitt, the superintendent of schools, said he had written parents in the district that all schools would be open tomorrow. He met with his staff today to draw plans.

He said "we are confident we will have a sufficient number of teachers to operate our

schools." The district has 12,000 students in 12 schools.

The key issue appears to be a demand that the school board agree in writing to bargain until agreement is reached.

Dr. Savitt said that if the union abandoned "the one unattainable and illegal objective—its demand to share in decision making—the whole matter could be speedily ended."

Last Friday the State Education Commissioner, Dr. James E. Allen Jr., noted that in his 10 years in office he had never issued a stay against a threatened strike. He said that while he was not passing judgment on the merits of the Plainview teachers' demands, he was acting under the Condon-Wadlin Law, which prohibits strikes by public employes.

Dr. Allen said that a strike by the teachers would be a violation of their oaths of office. He declared that "teachers

have a special obligation to uphold the law because willful violation of the law by a teacher harms not only himself and the profession, but the children whose welfare he is expected to advance."

Joseph Campanella, attorney for the school board, said that Dr. Allen could suspend a teacher or revoke his license if he failed to heed his order. Ernest Fleischman, the union's lawyer, said the Commissioner's order could be ignored.

Information Explosion Fought

WASHINGTON, March 7 (UPI)—The National Academy of Sciences and the National Academy of Engineering announced today the creation of a committee to help deal with the "information explosion" that they believe threatens to slow progress in science and technology.

Passenger Trains Crash In Montana, Killing Two

CHESTER, Mont., March 7 (UPI)—Two Great Northern Railroad passenger trains crashed today at a siding near this north central Montana town, killing the engineers and injuring 44 passengers.

The westbound Western Star, running three days late after being stuck in a blizzard at Breckinridge, Minn., smashed into the eastbound Empire Builder, which was moving into the siding.

The fatalities were Bernard L. Runyon, 67 years old, engineer on the Western Star, and Eric A. Walters, 68, engineer of the Empire Builder. Both were from Whitefish, Mont.

Twenty-two persons were taken to a hospital in Havre, Mont. None were believed critically injured.

LICENSE LOSS DUE IN SCHOOL STRIKES

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grounds for disciplinary action."

The reprimand will not affect the teachers' present jobs, but it could be held against them by future employers if they applied for teaching or supervisory positions elsewhere.

The state's Condon-Wadlin Law prohibits strikes by public employes under penalty of instant dismissal, but the penalty has never been enforced in teachers' strikes.

Basis For Discipline

Dr. Allen could not be reached for comment yesterday, but sources within the State Education Department said the Commissioner's action laid a legal foundation for strong disciplinary action, outside the controversial Condon - Wadlin Law, against teachers who take part in strikes from now on.

Albert Shanker, president of the United Federation of Teachers, said New York City teachers still planned to boycott the public schools here next Sept. 8 and 9, despite the Commissioner's warning.

The union, which has staged two one-day strikes in the last six years, has asserted that teachers would refuse to work on those days if school officials went ahead with plans to start the fall term two days earlier.

"Where are they going to get the teachers to teach the children if Dr. Allen fires everyone who goes on strike?" Mr. Shanker asked.

During the last strike here, on April 11, 1962, slightly more than half of the 40,000 teachers then employed did not report for work.

Unlike the earlier work stoppages in this city, the Long Island strike was conducted in defiance of a prohibition issued by Dr. Allen at the request of the Plainview-Old Bethpage school board. It was the first time the Commissioner had intervened in a teacher strike.

"Nobody ever asked him to before," an aide explained at the time.

Negotiations Go On

The strike, called by the Plainview Federation of Teachers, lasted from March 8 to March 11. Negotiations are still underway on the teachers' demand for salary increases, additional fringe benefits and improved working conditions. The district has 600 teachers.

Dr. Allen, in his order issued from Albany, told the Long Island teachers:

"The schools exist to serve the needs of the pupils and thus, in the exercise of your professional duties and obligations,

the pupil must at all times come first. . . .

"To interrupt unnecessarily the regularly scheduled program of a pupil's education is to deny opportunities rightfully his. Furthermore it is of the essence of education for responsible citizenship that teachers, through their own behavior, set an example which can and will be emulated by the pupils both during their educational careers and in later life.

"It is therefore a most serious matter when a teacher, entrusted with the educational welfare of his pupils, demonstrates by his example a disregard for the law, indicating that any law with the wisdom of which he, the teacher, does not agree can be ignored."

State May Void Licenses Of Teachers Who Strike

Allen Issues a Warning in Censuring 363 Who Staged L. I. Walkout

By LEONARD BUDER

Dr. James E. Allen Jr., the State Education Commissioner, served notice yesterday that public school teachers who went on strike in the future could lose their licenses.

This was the effect of an order by the Commissioner in which he censured 363 Long Island teachers who staged a four-day strike earlier this month in the Plainview-Old Bethpage school district.

In the order, Dr. Allen ruled for the first time that participation by a teacher in a strike was unprofessional conduct.

He noted that under Section 305 of the State Education Law, he had the power to take disciplinary action "with a possible maximum penalty of annulment of license for 'cause'" against teachers who were guilty of unprofessional conduct.

In the case of the Long Island teachers, the Commissioner directed that a reprimand be entered on their official license records showing that they "failed to exercise professional responsibility" by taking part in an illegal strike.

"The violation of your pro-



The New York Times

Dr. James E. Allen Jr.

fessional obligations in participating in this strike," Dr. Allen told the 363 teachers, "is a most serious offense against the public welfare and constitutes such unprofessional conduct as is, in all other major professions,

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Education

Now the Teacher Corps

By FRED M. HECHINGER

In a surprise visit to the National Education Association's annual convention in New York last July, President Johnson called for the establishment of a National Teacher Corps to assist local schools in urban and rural slums. The idea was to ask young people to give a year or two in Peace Corps fashion, to "places of the greatest need." But the President also hoped the short-term experience might get some corps teachers hooked to a life-time commitment.

The proposal was passed as part of the Higher Education Act of 1965. But in a last-minute revolt against the Johnson steamroller, the House sabotaged the Teacher Corps by keeping it stranded without money.

Last week, Congress virtually assured that the corps will become operational. The House passed a supplemental appropriations bill which will give the new venture an initial \$10-million. In addition, the President's budget has requested \$31.3-million for the corps' first full year of action in 1967.

The Teacher Corps is not a Johnson original. Several years ago, John Kenneth Galbraith suggested a national pool from which teachers could be sent into deprived areas as educational shock troops. Two years ago, Senators Edward M. Kennedy of Massachusetts and Gaylord Nelson of Wisconsin prepared separate legislative proposals.

The bill as it has now emerged authorizes the United States Commissioner of Education to "recruit, select and enroll both experienced teachers and inexperienced teacher interns" for periods of up to two years. Selected corpsmen are to be given 90 days of intensive training at universities. Then, at the request of local school systems, they will be attached to schools with children from low-income homes.

Individuals and Teams

Some of the teachers will go out as individuals, others in teams, under "leading teachers." These experienced teachers themselves may be recruited by the corps or they may be selected from local teaching staffs.

The interns are to be paid at the going local rate for beginners. Their experienced colleagues will get the equivalent pay of local teachers with similar training and seniority.

The goal is not merely to staff

schools. It is to create hatching grounds for teachers oriented toward service in slum schools. Therefore, the act provides that young college graduates, and even a sprinkling of college seniors who may be admitted to the corps, will continue their higher education part-time at Federal expense whenever nearby universities make this possible.

The aim is to graduate, after each two-year period of service, several thousand young men and women who have achieved their Master of Arts in Teaching degree while getting their feet wet in the kind of teaching that has badly needed recruits and training courses. Within four years, this could give the nation's schools an infusion of 10,000 new, specially trained teachers.

Some Controversy

For a start, 3,000 teachers would get special training this summer. About one-fourth of them are expected to have had about five years of regular teaching experience. The rest will be new college graduates or exceptional seniors.

The plan is not free of controversy. Representative Edith Green, the Oregon Democrat who has been a key figure in shaping educational legislation, last week expressed opposition to the scheme. "I doubt that the Commissioner will be able to recruit good teachers when there is a general shortage," she said.

Mrs. Green feared that the corpsmen may be in conflict with local teachers, partly because the federally supported group will get certain advantages, despite the equal salary clause, and, if they attend a university part-time, will also receive full salaries for reduced teaching service.

Finally, Mrs. Green warned that an influx of untrained teachers may depress rather than raise local standards of instruction.

Senator Nelson, on the other hand hailed the bill which he has done much to create. But he was worried about two clauses which the House has written into it.

(1) The local systems must provide 10 per cent of the funds to supplement the 90 per cent put up by Washington.

(2) All local corps operations will require approval by the state educational authorities.

The 10 per cent local subsidy, Senator Nelson said, means that needy school systems would have to take dollars from the



Associated Press United Press International

UNPROFESSIONAL? New York State's Education Commissioner, Dr. James Allen, above, said strikes by teachers were "unprofessional" conduct and "would subject them to serious disciplinary action." At right, pupils ride through teachers' picket line during strike last month at Plainview, Long Island.



schooling of poor children to financing the graduate education of future teachers.

As for the requirement that the use of corps teachers should be cleared with the state education hierarchy, Senator Nelson warned "This introduces the state bureaucracy into a program which, in its original version, would be entirely under local control."

The two clauses may be removed by the Senate Appropriations Committee where the bill is now. After an almost certain approval on the Senate floor, the measure then would go to a Senate-House conference.

Despite arguments over details, it is fair to say that the National Teacher Corps opens a new chapter in American education. It acknowledges that there is a shared national purpose in the effort to staff the very schools which have been chronically ill.

It acknowledges, too, that special skills and a special commitment are needed to help the forgotten fifth of the nation's children to find their way out of ignorance and poverty.

Perhaps most important, it acknowledges that the recruiting net must be cast wider—beyond the traditional teacher-training channels, just as the Peace Corps could not have succeeded merely by

drawing on the professional training schools for foreign and educational service.

What about the threat of Federal control? The corps teachers are to be under the direct and exclusive supervision of the local education authorities which have the sole right of assignment and determination of what is to be taught. They also retain the final say on how long any assignment is to continue.

The National Commission on Teacher Education and Professional Standards, which has been in the forefront of the fight against Federal control gave the new venture its "enthusiastic endorsement" last week.

A more serious question than Federal control may be whether the school systems which most need an infusion of fresh, outside talent will call for help. In many such systems, poverty and ignorance have built a wall of parochialism around local institutions. Gaining the confidence of some local superintendents in the small town and rural pockets of poverty may be a task like that of winning over the village elders in underdeveloped countries.

In the cities, the need for willing and committed teachers in slum areas is so great that the objections are likely to be drowned out quickly by welcoming cheers.

A Warning to Strikers

By LEONARD BUDER

Since the start of this year there have been five strikes by public school teachers throughout the country. This is as many as there were all last year and more than the annual total of stoppages in 15 of the last 25 years.

Thus teacher strikes threaten to become a routine in school bargaining tactics and—worse—a weapon in the intra-profession rivalry between affiliates of the National Education Association (943,500

members) and the American Federation of Teachers (415,000).

In Newark, N. J., the school system was recently hit by two two-day strikes—by the A. F. T. local affiliate last February. Both strikes resulted in court-imposed fines levied against the groups and their leaders for defying injunctions.

In New Orleans last month, a three-day strike by the A. F. T. lo-

cal was described as the opening gun of the federation's new organizational effort to challenge N. E. A. preponderance in the South.

Ironically, although the N. E. A. eschews labor union tactics and regards strikes as unprofessional, the organization appears to be moving away from its reliance on "sanctions" (teachers in a sanctioned district are urged not to renew their contracts when the school year is up), to more sterner, union-type tactics. Besides the second Newark strike, N. E. A. members in Kentucky staged a one-day state-wide work stoppage in February.

In the face of this upsurge of teacher militancy, Dr. James E. Allen Jr., New York State Education Commissioner, last week put teachers in the state on notice that he intended to deal severely with striking teachers.

In a precedent-setting order censuring 363 Long Island teachers who took part in a strike last month, Dr. Allen ruled that walk-outs by teachers constituted "unprofessional conduct." Such conduct he warned, would subject teachers to serious disciplinary action, including possible revocation of their state license.

As for the 363 teachers who work in the Plainview-Old Bethpage school district, Dr. Allen directed that a reprimand be entered in their official certification records. While the reprimand would not affect the teachers' present jobs, it might be held against them by other school employers if they sought to change positions.

To some observers, the commissioner's action in setting the stage for future disciplinary measures seemed unnecessary. The state's Condon-Wadlin Law, passed in 1947 prohibits strikes by public employees under penalty of instant dismissal. The law, in fact, was prompted largely by the 1947 Buffalo teachers strike.

But the law's penalties are so severe they have been rarely invoked and never against teachers. In 1960

and again in 1962, there were one-day teacher work stoppages in New York City in defiance of the law and the participants got away with it.

Dr. Allen therefore believed that it was up to him to curb what could become a runaway situation. But, as in the case of the stringent Condon-Wadlin Law, the question was raised as to whether the commissioner could actually revoke the teaching licenses of great numbers of strikers.

Albert Shanker, president of the United Federation of Teachers in New York City, which has been threatening a teacher boycott next fall to protest the lengthening of the school year, asked: "Where are they going to get the teachers to teach the children if Dr. Allen fires everyone who goes on strike?"

Dr. Allen undoubtedly knows this too. He may, therefore, pin his hopes not so much on the threat of mass-revocation of licenses as on the deterrent of a personal record that includes a censure for striking. Moreover, his action may set an example for other states.

The 'Forgotten Undergraduate'

The charge that the undergraduate is "the forgotten man" of American higher education has been substantiated by the very people responsible for telling the story of what the colleges are doing.

A survey of 450 members of the American College Public Relations Association found that there is a "de-emphasis of student activities" in the flow of news from college information offices. The college public relations officials, in fact ranked publicizing student activities and achievements eighth on their list of 10 areas of basic importance to their institutions.

Given higher priority were (1) press relations; (2) fund-raising and development; (3) the central

administration; (4) the faculty and its achievements; (5) community relations; (6) recruitment of new and prospective students; and (7) alumni relations.

Dr. Charles S. Steinberg, a former university teacher who is vice president for public information of C.B.S. Television, conducted the study and reported his findings in the current issue of the Journal of Higher Education.

He wrote: "If the student is the college's prime ambassador of good will to the outside world, as administrators like to point out, little effort appears to be made to seek out and publicize his achievements. The demands of graduate research, with its seductive grants from government and private industry, and the need to publicize expansion and development programs make the undergraduate a relatively minor concern in the entire public relations objective."—L. B.

ELEMENTARY VIEW

The gap between generations has been getting much attention on the college level. What about the gap between today's elementary school teachers and jet-age children? Dr. Eldonna L. Everitts, writing on "Dinosaurs, Witches, and Anti-Aircraft; Primary Composition," in the magazine, "Elementary English," quotes the following essay by a fifth-grade pupil in Omaha:

"One day the witch was riding on her broom over a town, when she was shot down by anti-aircraft. She was sent to prison and one week later was put in front of a firing squad. Her last words were, 'Witches don't get away with anything these days'."

A PROFESSIONAL ENDORSEMENT

In its endorsement of the National Teacher Corps, the National Commission on Teacher Education and Professional Standards said last week: "The next few months will be decisive as to whether the program will realize its potential or sink into the status quo and irrelevancy."

In its guidelines, the commission stressed the importance of selection and insisted that, as in the Peace Corps, the recruiting should rely on "direct, face-to-face contact—through visits by recruiters to college campuses and school districts."

"The conventional criteria for selecting teachers—grades, recommendations of college professors, achievement tests covering content of education courses, personal characteristics determined in a brief interview—will hardly be adequate for the Teacher Corps," the statement said.

And after the corps gets going, the commission added, supervision should be provided but without being "smothering and oppressive."

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