

In Our Opinion

School Negotiations Getting Ugly, Not Only Here But Across State

Farmington readers have already had a sample of what an outstate administrator predicts will be a state-wide situation this year — "a lot of ugliness" in negotiations between teachers' unions and school boards.

Farmington Supt. G. V. Harrison found himself the target of a personal attack by a Michigan Education Association (MEA) field representative who works with teachers here. The gist of the attack was that the superintendent's personality was to blame for problems in last year's labor negotiations.

Shortly thereafter, in a Washington conference, East Lansing Supt. Charles R. Young predicted the "ugliness" in this year's negotiations. Young said, first, that school boards are going to be unwilling to give in to increased teachers' demands and, second, that negotiations are being complicated by a power struggle between various teachers' unions.

LAST YEAR was the first, in most school districts, in which genuine union-management type negotiations were conducted. The change was brought about by the Legislature's amendment of the Hutchinson Act, broadening teachers' bargaining position.

There's a widely held view that teachers in many districts failed to bargain as skillfully as they could have last year. A labor observer told me that the MEA is "naive" about the collective bargaining process. His observation is underscored every time the MEA denies it's a union.

Obviously, the MEA and its local affiliate, the Farmington Education Association, will sharpen up with experience. The fact that they consented recently to reveal some of their goals in interviews with newsmen indicates they no longer have the prissy, hide-it-under-the-rug attitude that has long characterized educators.

In reporting on these negotiations, The Enterprise plans to take a position between the silent extreme, in which nothing is disclosed about the talks, and the noisy extreme, in which both sides are either encouraged or allowed by the press to wash their dirty linen in public.

Our position is that the taxpayers and consumers of public education have a right to be given a broad outline of the negotiators' problems, but that the teachers and the school board should not indulge in grandstanding or reveal all the gory details of what goes on at the bargaining table.

EDITORIALLY, HOWEVER, we do have one suggestion to make. It stems from the fact that in Farmington, as in most school districts, the superintendent is chief of the board and the administration-board bargaining team.

Union leaders — whether they be machinists, teamsters, auto workers or teachers — sometimes feel it necessary to lambaste management's chief negotiator as a dictatorial, ill-tempered ogre. It has happened in the past, it's happening in Farmington now, and it will happen in the future.

We suggest, therefore, that the Board of Education look to the day when someone other than the superintendent is the chief negotiator and spokesman for management.

The reasons are many. The superintendent may not be a skilled bargainer; the superintendent must preserve his public image for those all-too-frequent millage election campaigns; as an educational leader of the teachers, the superintendent ought to avoid direct clashes with them.

A personnel manager, a hired lawyer, an assistant superintendent, a business manager — one of them ought to be chief negotiator and develop a real expertise in a field that needs experts.

There's going to be "a lot of ugliness" in teacher-school board negotiations in the years ahead.



In Old Farmington: The World of Letters

Between the years of 1880 and 1900, the Young People's Literary Club held sway in Farmington. Most of the members lived in the township, though a few attended from West Bloomfield and Southfield.

An Enterprise from that period reported on a meeting of one such literary society: "The first meeting of the Literary Club which was held at the home of Mrs. Minnie Wilber, Wednesday afternoon of last week, was very much enjoyed by those present. The house was prettily decorated with bitter sweet berries and autumn leaves. Roll call was responded to with 'Echoes of Summer.' After a short business meeting, the program was opened with a duet by Mrs. Wilber and Mrs. Lee followed by

five-minute speeches on the following subjects: Topics of the Day, Woman's View of the Political Situation, Woman's Part in the Prohibition Movement, What Science Has Done for the Home, Does a Clever Man Need a Clever Wife?, The Dawn of Womanhood, Our Boys of Today, the Citizens of Tomorrow, Mother's Love, Woman's Pin Money, Woman's Place in the World, Issues of the Day.

"Miss Katharine Sprague gave an interesting talk on 'The School System of Minnesota' and the program was completed by an instrumental solo by Mrs. Edna Dohany, after which the ladies enjoyed a social hour, and a dainty lunch of tea and wafers was served by the program committee, Mesdames Pierce,

Wilber and Chamberlin."

This leads one to wonder what topics could possibly have been left for a second meeting.

Pictured above are (front row from left) Clarence Utley, Myra Utley, Will Walters, Bertha Crosby, Myrtle Sowle, Floyd Nichols, Gouverneur Drake.

Second row (from left) Ed Moore, Suey Severance, Perry Lamb, Emma Hinkley, Harry McCracken, Hattie Steele, Andrew Moore, Nona Drake, Mark Sowle.

Back row (from left) Arthur Greene, Ida Steele, Glen Power, Nell McCracken, Orion Everett, Francis Drake, Will Kyle, Enos Barber, Rosa Drake, Myra Green, Will Green, Myrtle Smith.

The picture is from the collection of Stanley Drake.

Public Letterbox

'THE GREAT WAR'

To the Editor:

The members of Barracks 1152 wish to thank you and the members of the staff for the excellent spread that was printed about our organization which appeared in the April 2 issue of your paper.

My duties as an officer in this organization for the district take me over five counties. I have yet to find where any newspaper has so honored the Veterans of World War I with this kind of publicity.

Again, many thanks from these old timers.

R. P. MATHIEU, Adjutant

EDITOR'S NOTE: You're welcome, R.P., but we didn't think of it as publicity. We thought of it as part of human history that would satisfy the nobler side of the curiosity instinct of our readers.

To the Editor:

With the economy showing signs of slowing up more and more every day, I believe it's time to take a real hard and long look at the ever growing spending policies of state government.

Considering a population growth factor of only a half million people, we have allowed the state's budget to rise more than double in the past five years. This is in spite of the fact that we enacted a new constitution in 1963 which was designed to

streamline governmental organizations and costs.

Apparently we can't stand prosperity or a treasury surplus too long before our lawmakers must spend us into the red and then ask the citizens for more and more new taxes.

Likewise, I noticed at the national level that the public relations cost of the executive branch of the government alone is \$425 million a year, or more than \$1 million dollars a day, just on public information. An equal amount, if not more, is spent by the government printing office and the Congress itself.

While these wild and unprecedented spending policies continue in our state and in our nation the public is being asked to approve many new tax increases, such as six percent federal surtax on income, 15 to 20 percent increase on Social Security, state income tax of 2 1/2 percent, gas and weight tax, excise taxes and many others.

Personally, I am deeply concerned as to whether or not our economy is strong enough to warrant the additional tax burdens being placed on it. Further, I wonder if it would not be wise to declare a moratorium on all new taxes and all new spending programs at all levels of government, federal, state and local. Let's take a long, hard look for any and all waste, improvements or economies that might be realized before we run the entire state and nation into bankruptcy.

GEORGE W. KUHN, State Senator 14th District

THANKS FROM POLICE

To the Editor:

I was shocked, to say the least, when I learned of the resignation of Warren McKenzie, assistant principal of the Farmington High School. His leaving this school district will be felt by many students now enrolled at this high school, faculty members, alumni, parents and members of this department.

I have had the pleasure of working with Mr. McKenzie for over the past five years, starting from the days at the O. E. Dunckel school as well as the years he has spent at North Farmington High.

Warren McKenzie is a man that can be trusted, one who was always willing to cooperate with us in any way possible, has assisted in ironing out many problems between students and the township police department, resulting in a clearer relationship between the police and the high school students.

I know in our chosen profession, it is impossible to please everyone, but this is just an occupational hazard. As a taxpayer of this school system, I know he will be missed. As a personal friend, he will be missed by me. I know there will be an empty spot in the homecoming program of 1967.

As the state motto of Michigan reads: If you seek a pleasant peninsula, look about you." In this incident I say, if you seek a good educator, look about you. I don't know who or why they are letting a man of his ability slip from their grasp. I only know that our loss is another community's gain.

In closing, I wish Warren the best of luck in his new position as principal. A fond good bye to you, Mr. McKenzie and your family.

THOMAS R. SCHRIEBER, Lieutenant, Farmington Township Police

East Jr. Hi Honor Roll

All A students, fourth report card:

Seventh grade: Tracey Baatzel, Lynn Kiss, Carol Russell.

Eighth grade: Drew Melia.

Ninth grade: Alison Ash.

The Champ Of Native War

A couple of weeks ago on the telly, there was a program about the Plains Indians called "End of the Trail," and they had a lot of good paintings and photos about the redskins, their famous battles and how their style of living was upset by the white man. It was pretty sympathetic to the Indians.

That's the way of Hollywood and the telly. Hollywood began making movies only a few short years after the last western Indian battles, and it worked with the Indians close to home; television picked up the bias.

The truth of the matter is that the Indians of the West — the Bull and Crazy Horse and all — were small tribes compared to the man Michigan spawned. In fact, the famous modern guerrilla fighters such as Mao and Ho didn't face the obstacles encountered by Michigan's great general and political organizer — Chief Pontiac of the Ottawas.

Pontiac would make superb dramatic material. GREAT BRITAIN had won an empire in the Seven Years War (1757-63), and part of the empire was the Great Lakes and Ohio River Valley. To the Indians, it meant that the British traders could no longer be played against the French for better bargaining terms; it meant there would now be only one source of precious steel axes, iron kettles, guns and powder. The story is told magnificently in "Forth to the Wilderness" by Dale Van Every.

Pontiac was head of a semi-religious secret society that extended from his own Ottawa tribe to the related tribes of the Chippewa and Potawatomi. This, apparently, was his means of control.

Pontiac conceived the plan of massive, simultaneous, surprise attacks on every British fort west of the Appalachians. After the white man had been driven back to the coast, the Indians would drive him into the sea. The time to strike, Pontiac felt, was the spring of 1763, before the British had consolidated their position in the New World's interior.

Pontiac didn't plan every battle himself. When he did was to get the Indian tribes in half a continent to hit the British all at once. Here is what happened in the spring and summer of 1763:

May 16 — Wyandots took Fort Sandusky on Lake Erie.

May 25 — Potawatomi took Fort St. Joseph at Niles. This fort, which ranked with Mackinac and Detroit as one of the three key points in Michigan, guarded the portage from Lake Michigan to the Illinois River and the overland route from Detroit to what is now Chicago.

May 27 — Indians took Fort Miami, at what is now Fort Wayne, Ind. This point was on the portage from the Eastern lakes to the lower Ohio Valley and the Mississippi.

June 1 — Fort Ouatouan, near the present Lafayette, Ind., was surrendered with no deaths.

June 4 — Chippewas, staging a lacrosse match, charged through the fort of Fort Mackinac and massacred the garrison.

June 12 — Fort LaBaye, near the present Green Bay, Wis., was surrendered to the Sauk, Fox, Winnebago and Menominee after a siege.



PONTIAC

- June 18 — Fort Presque Isle, at Erie, Pa., was surrendered to Ottawa from Detroit and Seneca and Delaware from eastern states.
- June 19 — Fort LeBoeuf at Waterford, Pa., on the portage from Lake Erie to French Creek and the Allegheny River, was burned; the garrison escaped.

June 19 — Iroquois, believed to be friends of the English, took Fort Venango at Franklin, Pa., between Lake Erie and Pittsburgh.

The result was that English traders were entirely ousted from the American interior. The Indians inflicted losses at the rate of 10 to one; some 3,000 white men were killed — a casualty rate considerably higher than the one in South Vietnam right now.

WHY, THEN, DID Pontiac's holy war to shove the white man from the shores of America fail?

He failed to take Detroit — a siege he personally led. Key forts at Niagara and Pittsburgh also couldn't be taken. The English sent troops to relieve Detroit. The Indians got tired of the war. The movement sort of petered out.

Finally, Pontiac signed a treaty with the English. In 1869, he was slain by another Indian in Illinois.

No less an authority than Encyclopedia Americana says: "Wicanequa, the detached and unorganized character of Indian warfare is considered, recognition must be made of the notable diplomatic and military talent of the chieftain who directed the largest and most powerful coalition in Indian history, and came so near to realizing his grand object."

The Farmington Enterprise

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M. P. A.
A. N. R.



Teen Letterbox

This service of the Farmington Youth Guidance Committee is still too new to have received any actual letters from teens or pre-teens on family, school and personal problems. But here is an authentic case as reconstructed by the committee's panel:

"Dear T. L.:

"I am in the eighth grade and am having trouble with a subject, or maybe it's the teacher. I do fine on my daily work but get low marks on my tests. All the other kids do too, except a few that are real smart.

"I just don't know what the teacher wants. When my mother sees my tests she yells at me. This teacher is awfully strict and fussy. She's an old hag but thinks she's a swinger. Sometimes someone asks me a question in class and then I get caught for talking.

"In my other classes, I'm a B plus student. I have lots of friends and like art work and writing. I study and try hard but am beginning to hate this subject because I am

"GETTING NOWHERE"

DEAR GETTING NOWHERE:

Since you are a bright student let's see if you can't put that brain power to work. Tackle the subject first. It may be that you find it dull and boring, or you may lack background.

Do the homework for this class first. Set aside a certain time to study and be sure it's before or after but not during your favorite TV program. If you can find another textbook on the subject this would help. Perhaps a brother or sister has one.

More likely your problem lies in your attitude — toward learning and understanding. Accept the fact that there will always be some people (and teachers are people, not school fixtures) you will like better than others. Be attentive in class, ask questions when you don't understand, and when you are reprimanded for breaking a rule, apologize.

Shower your teacher with kindness. You may see a change.

When you flunk a test don't drop it in the wastebasket. Find out where you went wrong. Ask your teacher's help even if it means staying after school a few minutes. If it is true that all the students fail the tests, your teacher is worried too.

Your mother is angry because she is disappointed. She expects you to do even better than she did in school. Parents are like that.

You don't mention which subject you are having trouble with. Was this perhaps your mother's favorite subject? Your mother should stop pressuring you and ought to accept you as the unique individual you are with your own special traits and qualities.

Take pride in your accomplishments and the many friendships you have made. Good luck!

Confused? Perplexed? Or just plain mad? Unload your problem on Teen Letterbox. Send your questions to Teen Letterbox, Youth Guidance Committee, 32623 Grand River Ave., Farmington, Mich. All letters are confidential. Personal replies will be sent to those whose letters are not published.