

10-1-1968

## Teacher Power

Homer L.J. Carter  
*Western Michigan University*

Follow this and additional works at: [https://scholarworks.wmich.edu/reading\\_horizons](https://scholarworks.wmich.edu/reading_horizons)



Part of the Education Commons

---

### Recommended Citation

Carter, H. L. (1968). Teacher Power. *Reading Horizons: A Journal of Literacy and Language Arts*, 9 (1).  
Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol9/iss1/1](https://scholarworks.wmich.edu/reading_horizons/vol9/iss1/1)

This Editor's Note is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact [wmu-scholarworks@wmich.edu](mailto:wmu-scholarworks@wmich.edu).

## *Editorial Comment*

### TEACHER POWER

A massive, militant drive for power by teachers has become apparent. The National Educational Association and the American Federation of Teachers are blacklisting cities, imposing sanctions, and recommending the use of the strike. Eventually this drive for power will spread to every school district in the country, and strikes will increase manyfold. Apparently teachers are "up in arms" and really intend to fight for what they want and believe they deserve. They no longer want to be the optimistic Pollyannas and the dedicated Uncle Toms.

Is this drive for power a good thing for teachers, schools, and children? Will it lead to a higher degree of professionalism on the part of teachers? Will unionism and collective bargaining help to raise professional standards and provide better teaching? Do nurses, physicians, policemen, and military personnel have the same right to put on a drive for power? These questions require careful consideration on the part of the American people.

Surely, there are better solutions to the injustices and apathy on the part of school boards. American fathers and mothers are interested in the education of their children and undoubtedly will work out collective bargaining laws with adequate penalties which can prevent strikes. Compulsory and binding arbitration can become a protection of all the people against the power plays of some of the people. Teacher power, like white power, student power, and black power, cannot exist for itself alone.

Homer L. J. Carter  
Editor