

# Picketing teacher routed by downpour

By TED FINDLAY  
Managing Editor

A funny thing happened to David Kalber on the picket line. It rained.

Kalber, 38-year-old professional educator and amateur striker, carried his picket sign for four days in September when the Rockford Education Association called its walkout.

Kalber, a soft-spoken Kansan and counselor at Auburn High School, isn't a militant. "I stayed out; I certainly didn't want to go out. . . I didn't like the divisions it caused in the teachers."

Kalber, it seems, prefers teaching and talking to walking and talking. His educational principals and goals, however, clouded his preference. He walked and talked. . . and was rained upon.

The balding, bespectacled counselor ("the strike was worthwhile in what it gained, especially in the middle schools") chuckles when he recalls picket duty.

"I can't say I enjoyed walking the picket line in the rain." His grin grows at the recollection.

"It started to rain. Then it began to pour." He laughs.

"We decided we were professional in a shower, but in a downpour, we knew enough to get in out of the rain." Kalber rubs his chin whimsically, chuckling at his own witty line. So Kalber and a fellow picket sat in a car, drying out their picket signs and discussing professionalism.

"We talked . . . and kept talking after the rain lessened. Our principal (John Wyeth) came by, stopped his car, got out and offered us his umbrella.

"I sorta thought that was above and beyond call of duty." Or one umbrella salute.

**KALBER, AN UNDEDICATED** picket who became somewhat irritated by my recent printed attitude toward teacher's salaries and working hours, decided to bring me in out of the rain last week by piercing the mails with an educational harpoon (see Register-Star Mail-bag) and a conclusion that I "shoulda stood in bed."

Kalber wasn't the only Auburn High faculty member who felt I needed an "attitude adjustment" period. Meet Bernie Cannariato, 28, government-economics-social studies instructor at Auburn.

Bernie was convinced this paper didn't have the proper attitude toward Saturday night's Auburn homecoming festivities. "I'm not trying to run your newspaper," Bernie said forcefully, "but . . ."

Thus, I introduce the David and Bernie show. Translated, it means two one-hour sessions (that's the modern terminology, I understand) with two interesting, intense educators. I enjoyed it. So, I'll pass on some of their provocative thoughts.

**RACIAL TROUBLES** at Auburn? "We've only had three fights this year," Cannariato says. "And they were white-white or black-black. No black-white. The fights stem from the outside; we have problems, from the outside-in.

"Sure, we've got our troublemakers, both

black and white. Remember, the bums are just playing a role."

Cannariato's face brightens as he warms to the positive aspect of race relations at Auburn.

"There's nothing more beautiful than black and white kids taking each other for what they are — first, a human being and second, the color of the skin," he says.

"The student council is a prime example. We've got black and white kids working side by side, and to be honest, I (as student council advisor) start identifying them as individuals; I forget what color they are. I take them for what value they are."

Then Cannariato tells a homecoming story to support his statements. "I examined every ballot (for homecoming 'knight' and 'queen'). Out of 400 ballots, we had around 250 ballots for one black and one white student. I've got the ballots to prove it; do you want to see them?"

Apparently, a majority of the Auburn seniors are color-blind. To them, both "black and white are beautiful." How many adults in Rockford can make the same statement?

**KALBER, WHO** was paid a \$4,350 salary in 1961 in Dodge City, Kan., when he began teaching, thinks he is "fairly well paid" as a counselor at his present \$15,000 wage.

To a teacher, how important is salary? "Pay is important in our society," Kalber says, "because it is an indication of what rank society holds you in. We always want to demand more than we want to pay."

Then, Kalber hits with a verbal jab.

"Parents don't hesitate to take a child to a doctor or dentist. They pay for that without a whimper. But who likes to pay taxes for teachers salaries?"

"How do you put a price on education. . . how many dollars is a good teacher worth? How do you measure what your kids are worth?"

Now that he's nudged you off balance with a left jab, Kalber followed with a haymaker right.

"Why do school systems demand college educations for teachers and then pay 10th grade dropout prices?"

## Law and you

**Q. A chain letter I have received sounds like the perfect way to get rich quick. All I do is send one dollar to the first of four persons listed, then add my name and send the letter to a number of other people. It says I will get up to \$7,000. Is it legal?**

**A. No.** Chain letters of this type violate federal mail fraud and lottery laws. Both the person who takes part in the game — by adding his or her name to the list — and the perpetrator of it are in violation of the law.

—Illinois State Bar Association

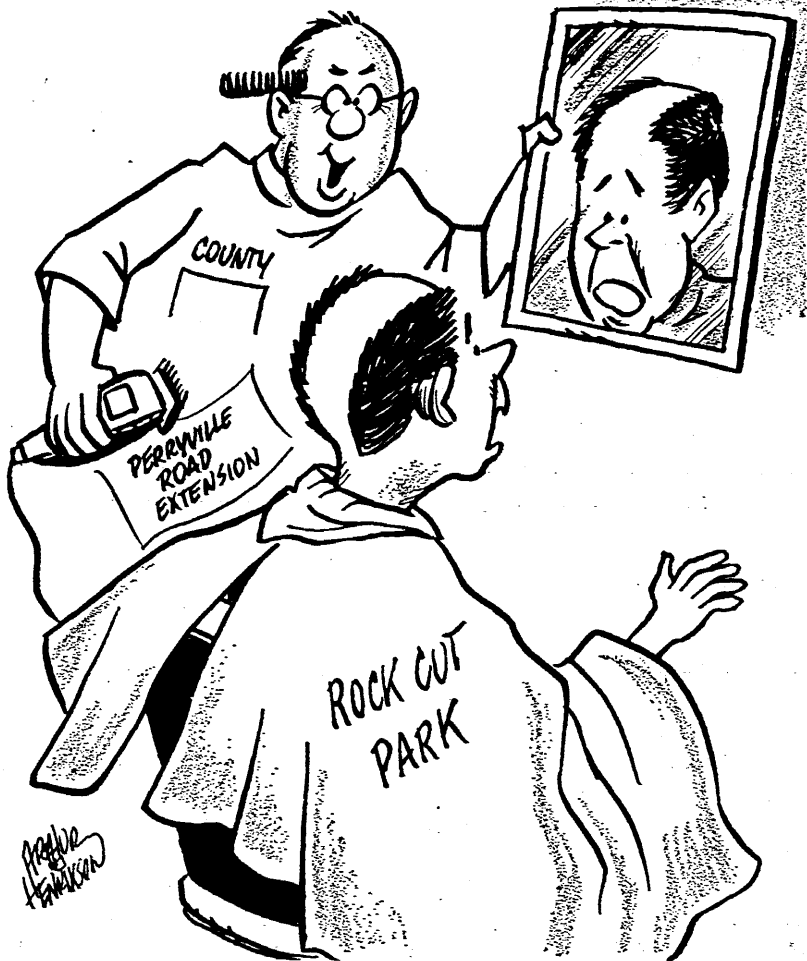
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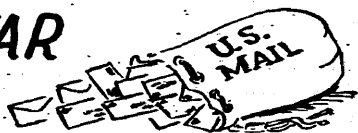
## Today's prayer

Almighty God, who sees all of us as we are, help us to turn from viewing the evil in



'That won't look too bad'

REGISTER-STAR  
MAIL BAG



## Teacher tells his side

To the editor: "First the chants, then the lessons" — but considering what Ted Findlay "learned," he shoulda stood in bed.

Lesson number one: teachers only work six hours a day, 180 days a year. Oh, yeah? Let me give you a lesson, based on 8½ years of classroom teaching in western Kansas. Let me tell you about the nights I spent until 12 and 1 o'clock grading papers and preparing lessons; about the Saturdays and Sundays doing ditto; about the "vacations" when I went home with a brief case crammed with papers; about the five or six magazines I subscribed to to keep up with what was going on in the fields I taught; about the books I bought for the same reasons (and none of this reading got done at school, except by the students when I took the material to school for them to use), about the summers I spent going to school, and the 225-mile round trip evenings for night classes; of the hours spent on the phone at night talking with, reasoning with and reassuring parents; about the students who would come over evenings and week-ends; of the countless baseball,

tennis, track, football and basketball games attended, the band, orchestra and chorus concerts, the plays and debates and a dozen other kind of shows I went to — some good, some bad, but necessary to keep up with what the students were doing, and so they could be complimented on what they did; of the trips with bus loads of kids to out-of-town games, some of them requiring a 12-hour trip after my eight hour day at school; the nights put in on the proms, and the parade floats. And, by the way, if memory serves me correctly, the teaching day in Rockford is 7 hours and 40 minutes (minimum at school), the contract year 204 days.

Comment: Sure, teachers work six hours a day for 180 days — just like ministers work one hour a week, preaching.

I have several other "lessons" from Findlay's column, but I don't think I want to cram everything into one session. Or, if you are really interested in an in-depth view of teaching and its problems, check with the teachers, especially those who put in double time as officers of the professional organizations, trying to improve teaching. — David D. Kalber, Rockford, Counselor, Auburn Senior High School.

vern 'stand' in time?