

# BTA Newsletter

April, 1968

No. 2, Vol. 2



AUSTIN HARNEY, a member of the Brentwood professional staff for the past seven years, was appointed Principal of the East Elementary School on February 28, 1968 by the Board of Education.

## Harney and Caruso

### Appointed to New Positions

The Board of Education recently approved two new appointments. Austin Harney has been appointed Principal of East Elementary School and Andrew Caruso the Principal of Summer School (Elementary).

Mr. Harney has been with the district for seven years in various capacities. He has an extensive background in many areas of the elementary school. From 1961 to 1965, Mr. Harney taught fourth and sixth grades at the Village School. In 1966, he was then appointed to the position of GIS at Northwest Elementary School. Until his recent appointment, Mr. Harney has been the Assistant Principal at Southwest Elementary School since 1966.

After teaching Earth Science at the High School from 1965 to 1966, Mr. Caruso was appointed GIS at Southeast Elementary School. Mr. Caruso views that the position of Principal of Summer School will entail the organization of the elementary program, implementation of curriculum, and the hiring of professional personnel for summer appointments.

## "Impending Negotiation Crisis"

A Report From the  
COUNCIL of PRESIDENTS  
of the  
SUFFOLK ZONE  
NEW YORK STATE  
TEACHERS ASSOCIATION

There exists in the form of meaningless and insulting board counter-proposals (or lack of any), remarks of board members, public statements of the Nassau-Suffolk School Boards Association and its spokesman, ample evidence that many school boards have decided to thwart the intent of the Taylor Law and have in essence engaged in "bad faith" bargaining. By design or naivete they are seeking to create a crisis of major proportion across the Island when associations will be forced to call for mediation and literally swamp the offices of the Public Employee Relations Board.

We are deeply concerned by the apparent willingness of board members to turn their responsibilities over to third-party mediators. Our member associations will exhaust every attempt to bargain with their boards, and failing this we will exhaust every legal avenue afforded by the Taylor Law. No responsible professional association desires to resort to threats of strikes nor does any association wish to see strikes come to Long Island. But we must warn the public. We will not allow boards to make us their scapegoat for rising taxes nor will we allow them to use teacher salaries as subsidies for their tax rates.

The studies of the Nassau-Suffolk School Boards Association have verified the fact that teacher salaries are falling further behind those of other professionals and the rising number of uncertified teachers on Long Island is verification of the inability to hire competent, certified teachers.

The reluctance of boards and administrators to grant meaningful participation to teachers in the formulation of educational policy is the height of conceit and poor educational policy. To believe that an elite handful possess a monopoly of educational expertise is to fly in the face of logic and experience. Teachers don't want to run the schools, but we do intend to have a say in those matters which affect us and in which we possess knowledge, experience, and expertise.

### STATE AID

On the question of state aid to education one thing is becoming obviously clear—education will once again be the victim of partisan politics and politicians too concerned with votes to have the courage to

vote needed taxes. They'll leave that honor to board members who will bear the wrath of the taxpayer.

State aid must be raised to the \$800 per pupil level and the state tax structure is the means to pay for it. The middle class property owner of Long Island shouldn't be the victim of legislative irresponsibility to provide adequate state aid.

### LEGISLATIVE IRRESPONSIBILITY

Each year the air is filled with the platitudes and pious expressions of concern for education and the welfare of teachers. New York State's minimum salary law for teachers stand at \$5,200; teachers must retire with pensions of less than half salary after 35 years of service and some teachers are still being subject to mock justice in tenure hearings as in Baldwin last summer.

At the same time the legislature raises its salaries, increases its "lieu-lieus," proposes a 50% pension for 10 years of service, and works three days a week for four months. They feather their own nests at everyone's expense!

To deal with this flagrant display of abuse by Boards and the Legislature the Council of Local Association Presidents will undertake the following actions:

1. We will proceed to raise an Emergency Fund for teachers to bring the facts to the public through paid advertisements and to assist any of our members in obtaining the expert assistance needed to achieve victory. We will ask each teacher to pledge a contribution to this fund. We start our drive with pledges in excess of \$3,000, and expect to raise \$20,000-\$25,000 in Suffolk.
2. We will begin a massive campaign to secure passage of our legislative program and increased state aid to education.
3. We will begin an immediate study to determine the exact number of uncertified teachers on Long Island and make this information available to all interested educational and citizen groups.

Spring of 1968 need not be a time of strife on the Island. But if it is not to be such, then the coming weeks will have to bring evidence of good intentions by the Boards and substantial progress. It will also be necessary for the Boards to mobilize the public to bring the necessary pressure to bear upon our state legislators to provide the relief which is necessary.

But regardless of what occurs teachers will not allow themselves to be the pawns of a struggle which is political in nature and which ignores their needs and aspirations.

## Calendar For Educators

### APRIL

- 1-30—Teaching Career Month
- 2-6—National Association of Art Education—New York City
- 3-7—National Association of Women Deans and Counselors—Chicago, Illinois
- 7-9—New York State Council for the Social Studies—Grossinger, New York
- 8-11—American Personnel and Guidance Association—Detroit, Michigan
- 10-12—Driver and Safety Educators Association of New York State—Grossinger, New York
- 14-19—Association for Childhood Education International—San Diego, California
- 16-20—Council for Exceptional Children—New York City
- 17-20—National Council of Teachers of Mathematics—Philadelphia, Pennsylvania
- 24-26—New York State Speech Association and New York State English Council—Buffalo, New York
- 24-27—International Reading Association—Boston, Massachusetts
- 25-27—New York State English Council—New York City
- 25-27—New York State School Social Workers Association—Saratoga Springs, New York
- 25-27—New York State Art Teachers Association—Rochester, New York
- 26-28—New York State Industrial Arts Association—Monticello, New York
- 26—School Librarians of Southeastern New York—Tarrytown, New York
- 28-May 1—New York State Association for Supervision and Curriculum Development—Kiamesha Lake, New York
- 30-May 3—Association for Educational Data Systems—Fort Worth, Texas
- 30-May 4—American Industrial Arts Association—Minneapolis, Minnesota

## Consumer Benefits for NYSTA Members

NYSTA recently instituted a consumer benefit purchase plan for its members in the Suffolk, Nassau, and Westchester zones. This money-saving buying service was arranged through an affiliation with Purchase Power Consumer Groups of Greater New York, Inc.

This organization is presently associated with dealers in New York City, Long Island, Westchester County, and metropolitan New Jersey. Dealers, participating in this consumer program, were selected on the basis of their reliability, courtesy, and service facilities.

The purchasing plan is for major expense items and services which would amount to over \$100 in cost. The program enables the consumer to purchase such items as: new and used automobiles; major appliances; carpeting; TV, radio and stereo equipment; furs; jewelry; vacations; furniture; cameras and photographic equipment; and pianos and organs. A food consumer service is also to be added in the near future.

To take advantage of this service, NYSTA members should call Purchase

Power at (212) 246-2384, give their group number (215), and specify the desired item. You will then receive a certificate from NYSTA stating the name of the dealer nearest you. Specific purchasing instructions will be enclosed with the certificate. At the time of purchase, a one dollar service fee is collected by the dealer for Purchase Power. This is the only charge for utilizing the plan and the "specially negotiated prices are guaranteed lower than those obtainable by the most skilled shoppers, even through sales, discount houses, and other buying services."

## NYSTA's Legislative Program for 1968

The following is a brief summary of NYSTA's Legislative Program which has already been adopted by the association's House of Delegates:

### 1. State Aid (Public School Support)

Presently \$660 per pupil for operating expenses.  
S 1065 Dominick (Education), A 1804 Kotler (Ways and Means) raises state aid to \$800.

### 2. Minimum Salary Bill

Increases state minimum for BA from \$5200 to \$7200 for first year teacher. Introduces index schedule for increments and differentials.  
10% of base salary for every 30 hours. (1st yr. teacher). 11 automatic increments equal in amount to 7% of base. 10% after tenure and 10% after 15 and 20 years.

### 3. Variable Annuity (A 1687 Lifset)

Will allow members of retirement system to invest 50% or 100% of contributions in an equity fund.  
Program will begin 7/1/68—members permitted to change once per year.  
Upon retirement—member may elect to receive a fixed amount regularly or all benefits at once.

### 4. Tenure

Provides an impartial hearing for tenured teachers by a body other than their employer. This measure would take effect when a teacher is charged with an offense that could lead to his dismissal.

### 5. Maximum Class Size

Provides funds to school districts which have 50% or more pupils below minimum achievement level.  
Purpose—to develop specific programs for a maximum class size of 20 students.

### 6. Final Average Salary

Redefines final average salary to mean "during any three years" rather than the average of five consecutive years. Pension to be based on this amount.

### 7. Retirement for Military Service

Allows member of retirement system to claim retirement credit up to 10 years of military service. Member must pay both own and employer's share.

### 8. Health Insurance

Requires school authorities (except N.Y.C.)

to provide a health insurance plan for employees. (Less than 10% of school districts do not have this now.) Governor has proposed a statewide health insurance program which may cover this.

### 9. Temporary Supplemental Retirement Allowances

Provides supplemental retirement allowances to teachers retired prior to 1968 for disability and those who were 62 and over. (Based on first \$7000 of retirement allowance.)

### 10. Non-contributory Retirement

Provides fixed uniform retirement benefits based on 2% of final average salary for each year of credited service. (Comparable to Civil Service Employees—retire at 50%.)

Provides retirement at age 55 or upon completion of 30 years service. Disability requirement reduced from 15 to 10 years. Death benefit increased from 12 to 36 years. (One month's salary for each year.)

## 'WHAT MAKES TEACHERS MILITANT?'

By JAMES CASS and MIX BIRNBAUM, director, Boston University Human Relations Laboratory.

Many of the factors that have an important bearing on teacher militancy have been obscured by the emphasis on salaries in contract negotiations. The question of take-home pay is an important one, to be sure, but equally crucial for many teachers is the issue of job satisfaction.

The rewards of teaching are complex and subject to a variety of local influences.

As a larger number of men entered teaching after World War II, salaries took on added importance, but teachers also sought a stronger hand in determining their own professional fate. Therefore, in recent years there has been a growing emphasis in contract negotiations on the demand for a more influential voice in developing school policy, as well as on conditions of teaching, and the facilities available for instruction.

The forces that have contributed to teacher alienation, and, consequently, to militancy, almost certainly are going to increase rather than diminish in the years ahead. And the virus of change is already spreading from its point of origin in the city to the suburbs and beyond. We can expect that as the forces reducing job satisfaction for many teachers increase, the demands for higher salaries will become more intense. And each time the teachers win one more bitterly fought contest for higher pay and improved working conditions, their sense of group solidarity will be increased—and their feeling of alienation from the community will grow.

Any realistic appraisal of teachers militancy today seems to indicate that we have seen only the beginning.

Quotes from Saturday Review, January 20, 1968.

**Teachers Interested in Summer Travel Advised to Register Early — NEA / State Association Program Includes Six Continental U. S. Tours—Three of Them for Credit.**

Washington, D.C.—The rush is on for hotel and airline space and for tourist services within the continental U.S.A. as a result of the two-year "See America" campaign promoted by the government and as a repercussion to the announcement of possible restrictions on overseas travel.

The National Education Association (NEA), through its Division of Educational Travel (sponsor of more than 75 tours for teachers), is this year operating three domestic tours for which Western Illinois University will grant up to 8 quarter hours of academic credit on each, plus three other continental U.S. tours. Teachers desiring credit will thus be assured of pre-arranged accommodations if they register for one of the following tours: AMERICAN HISTORY PILGRIMAGE, priced at \$489 for 21 days, a deluxe motorcoach tour of major historical sites, such as Williamsburg, Jamestown, Gettysburg, Salem, Niagara Falls, and Washington, D.C.; EXPLORING ALASKA, selling for \$828, and PACIFIC NORTHWEST AND CALIFORNIA, at \$563 for 23 days. All prices include transportation, hotels, sightseeing, a Western Illinois University instructor, tips, accident and baggage insurance, baggage portage, and some meals on certain of the tours.

The three other continental U.S. tours will be: NEW ENGLAND - CANADIAN MARITIME PROVINCES (departures from New York on July 3, July 10, and July 17), costing \$599 and offering a panorama of what was once colonial America, plus coastal Canada and Quebec; CANADIAN ROCKIES-PACIFIC NORTHWEST (leaving Chicago on July 1, \$649); and the WESTERN NATIONAL PARKS tour, with departures from Chicago (July 9) and Denver (July 10). The WESTERN NATIONAL PARKS tour will include 8 of our most scenic national parks, among them the Rocky Mountain, Grand Teton, Yellowstone, Zion, and Bryce. The cost from Denver will be \$397 and from Chicago \$471.65.

The association-sponsored travel program is actually world-wide in extent, consisting of tours as well as low-cost transatlantic flights by chartered aircraft. For a detailed itinerary on any of the tours or air flights sponsored by the NEA and its cooperating state associations, address inquiries to: Division of Educational Travel, NEA, 1201 16th Street, N.W., Washington, D.C. 20036.

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(The views and opinions expressed in this newsletter are those of the authors and are not necessarily those held by the Brentwood Teachers Association.)

**Editorial Comment**

**"Its a Clique"**

Does that comment sound familiar? Have you, one time or other, expressed this sentiment about the BTA? The following fabricated conversation between Ann Association and Buddy Did-Nothing is not written in defense of the BTA but to clarify any misconceptions which may have arisen:

Buddy Did-Nothing—As a member of the Executive Council, the so-called "in-group," dont you think that the BTA has become a clique?

Ann Association—I don't understand what you mean, Buddy. Anyone can become a member of the BTA. You're a member, aren't you?

Buddy Did-Nothing—I'm proud to say that I'm a card-carrying member of the BTA. If I never join any other professional organization, I always feel obligated to part with \$5 for the BTA to show that I'm behind the local association one hundred per cent!

Ann Association—That's very noble of you, Buddy, a sign of true loyalty! But do you take an active role in the association?

Buddy Did-Nothing—Why . . . no. That's what I mean! I tell you that the BTA has become a clique, an impenetrable fortress! I always see the same faces at meetings and whenever anyone talks about the BTA, the same names always seem to pop up.

Ann Association—Buddy Did-Nothing, don't tell me that you sincerely believe what you are saying!

Buddy Did-Nothing—I certainly do! And for that matter, so do several other card-carrying members. Let's see—there's Ned Ne'er-Do-Well, Ida Idle, Freda Fruitless, Amy Aimless, Frank Futile, Vic Vacant, Mona Motionless, Inez Inertia, Silas Slothful, and Ignatius Indolent. Yes, you can be sure that we all feel the same way about the BTA

Ann Association—Did any of the others ever make any attempt to become actively involved in the BTA?

Buddy Did-Nothing—Well . . . er . . . no. But I explained why.

Ann Association—No, you didn't! All you offered was an excuse. Buddy Did-Nothing, you're the kind of person who shirks responsibility but constantly complains and boasts how expertly you could have handled the situation!

Buddy Did-Nothing—Now, wait just one minute, Ann! You avoided my original question—very clever of you.

Ann Association—I didn't avoid your question. I wanted you to reach the proper conclusion yourself. But I guess it's useless. Mr. Buddy Did-Nothing, the simple fact is that because only a few people are willing to take an active part in the BTA, as a consequence, you keep seeing the same people and hearing the same names over and over again. The President and the Executive Council then learn to rely on those few people, because they are the only ones who make themselves available. Buddy, do you comprehend what I am trying to say?

We will never know Buddy Did-Nothing's response but how about you? Have you been enlightened? For this is the core of

the problem—at times, cliques are formed out of necessity and a kind of self-preservation. By definition, a clique is an exclusive group of people who have common goals, interests, and needs. Can't we make the BTA an inseparable clique of 1,000 plus strong? Are you a non-participating member? If so, you may become a disinterested member! Be more than just a card-carrying member, a BTA member in name only. Come to the House of Delegates meetings, read the BTA Newsletter and other association bulletins, question your building delegates, participate in committee work, and volunteer in an area of your particular interest.

Lois Morella, Editor  
Laurel Park School

(Editor's Note—Any similarity in names is purely coincidental. The characters are entirely the product of the author's imagination and have no relation to any person or event in real life.)

**CONTRIBUTOR TO THE FORMULATION OF EDUCATIONAL POLICY**

Of all the roles a teacher has, this is probably the one which is growing fastest. It is growing because of a spreading recognition that teachers have a peculiarly good vantage point for judging the wisdom of much educational policy. Each teacher lives with the effects of educational policy at the point where the payoff of public educational efforts is focused. It is therefore wise for teachers to have an important say in developing policy, though it must be recognized at all times that the ultimate control of education is justly and legally a public function.

A conscientious teacher —

1. Works for and participates in channels to influence the making of policy at the level of the school, the school district, the state, and the nation. He influences policy relating to such matters as curriculum, materials, organization of services to teachers, financial support, composition of the student body, and the proper extent of teachers' freedom of action and decision.

2. Is motivated in these pursuits by a desire to improve education through contributing to the policy development process his special knowledge of school needs. At the same time, he recognizes that the purposes and financing of education are properly decided by the people as a whole and that persons appointed by and responsible to the school board have specialized responsibilities in the administration of education.

Again, major obstacles to teacher participation in the formulation of educational policy are lack of time and lack of a concept of teaching which includes this function. In the first case, the employment of auxiliary personnel will help. In the second case, teacher education can provoke thought in all future teachers about the role that they might play in policy development. In both cases, encouragement by administrators can have considerable impact. In all cases, dictatorial or paternalistic school boards and school administrations, which are still fairly common, are to be condemned.

Teacher educators and leaders of teachers organizations should encourage teachers to ponder deeply the various functions required to operate the education enterprise.

Reprinted in part from a pamphlet distributed by the Educational Policies Commission.

## Committee Investigates the Problem of the Slow Learner

by Nick Siciliano, Ross Building

Over the past several months, a committee of Senior High School teachers has been studying the problem of the slow learner. As part of its study, the committee compiled and then distributed a questionnaire to the entire faculty in order to ascertain its views on the slow learner.

The questionnaire encompassed several areas of this crucial educational issue. Teachers were to state the subject area and the ratio of the total number of classes to the number of "D track" classes that they presently teach. Other questions dealt with implementation and improvisation of instructional materials. Finally, the staff was asked to comment on its perception of a "D track" student and on the general forces which motivate him. Some of the resulting answers to these questions were universal but others gave new insight into the long-existing problem.

In most cases, teachers stated that they simplify subject matter and course material to accommodate the needs of the slow learner. Many even devise their own instructional materials and teaching aids. This seems to be necessary, as a lack of appropriate materials is a major problem in teaching the slow learner.

What are the behavior differences, if any, between the slow learner and other student groups? The replies to this question varied. Some felt that the "D track" students, in individual cases, had been placed there because they were considered to be discipline problems. All of the teachers seemed to agree that the slow learner has a short attention span and that he is most receptive during the morning periods of instruction. Inadequate language and study skills were also listed by many teachers as constituting a major problem in teaching the slow learner. Several teachers also seemed to realize the "crux" of the entire matter when they stated that there would be no problem if the course of study was well structured and adapted to meet the needs of the slow learner.

What was the faculty's image of a "D track" student? Generally speaking, the replies were congruous to prevailing notions regarding the slow learner. He is seen as an under-achiever with a problem in reading. Lastly, the slow learner doesn't necessarily manifest emotional problems but has, most assuredly, experienced little success in the school setting and learning situation.

All are in agreement that there is a need to develop meaningful programs of study to assist the slow learner. After its preliminary research, the committee plans to continue its investigations in an attempt to achieve this aim.

## It's Easy to Teach Elementary Science

by Ruth L. Rosenthal,  
Director of Science Education

The philosophy and methodology of science education are inferred by an ancient Chinese proverb I translate as:

"I see . . . and I forget

I read . . . and I remember  
I do . . . and I understand."

The content, the unit plans, the lesson plans you can use are all suggested by your text "Science for Tomorrow's World." It is more than just a text—it is an entire program which is completely appropriate and developed in accordance with the principles of the learning theory of Jean Piaget.

Many of the problems of teaching are met by using the text properly.

Materials?—You work with simple materials at a concrete level and develop generalizations and concepts through these activities.

Student involvement? — Solved! — They are all involved in the activities and eager to talk about their experiences and discoveries in the post-activity discussion!

Something goes wrong? The experiment didn't work? That's great! You always learn more from the unexpected result than from those that are in accordance with the predicted outcome! The "unexpected" can lead to either a discovery of the many variables possible, or to a realization of the necessity to check measuring devices, or to the care necessary in following procedure, OR to a brand new discovery: i.e., Mme. Curie discovered Radium because she explored the possibilities of a measurement that did not agree with her expectations.

The students ask questions you can't answer? Fine! It is impossible for any teacher to know all the answers to all the questions in science that a child can ask. BUT it is rank heresy not to use each such opportunity to teach children to search for the answers we don't know. Another intriguing thought—much of what was "fact" yesterday was disproven today.

After the concrete experience and discussion, the text material can be used as a directed reading activity with the whole class, presenting the new vocabulary first, previewing the pages, getting the main idea from the paragraph, etc. Slower students can succeed at their level even if it just involves looking at the pictures and reading the captions.

Please remember that the content of the text series is developmental. Coverage of each year's material is critical for successful presentation in succeeding years, and the elementary program forms the base for junior high science education. Two final thoughts:

Every child can succeed in science! !

The only thing sacred in science is change! !

## What is a Nurse-Teacher?

How often have you asked, or been asked, that question? How many times have you started to answer and gotten as far as: "A School Nurse-Teacher is . . ." and have been unable to finish?

Nurses employed by Boards of Education in New York State have been titled School Nurse-Teacher since July 1927, in recognition of the fact that they function in a dual capacity—as nurses and as teachers. More than that, they have been meeting Certification Requirements set by the

State Education Department Division of Teacher Certification to allow them the use of that title. One reason it may be so hard to explain what she is, is the fact that her two functions are so interwoven that it's impossible to "hyphenate" them as we do her title.

In our district her role includes both of these aspects and often many more. Sometimes she changes roles and functions from day to day, and there are certainly differences from school to school. Her role here seems to emphasize the nurse portion of the title. How so? It may be the white uniform and cap that reinforce the image. It may be that most administrators, parents and teachers identify her with the "service" aspect of the school health program. It may also be that the popular concept of the "teacher" raises some difficulty in understanding the teaching role of the School Nurse-Teacher.

The Nurse-Teacher can, does and should "wear many hats." She is functioning as a nurse when she cares for any child or member of the staff or faculty who becomes ill or has been injured. She is also fulfilling this role when she plans, administers and carries out the necessary follow-up to the various health appraisal procedures. When she explains these procedures and their purposes, and interprets the results—be it to student, parent or faculty member, she is fulfilling her role as a health educator. When she plans for a Free Lunch Program, helps get financial assistance, food, clothing, heat, etc., for some of our families, she is working both as a nurse and as a social service person. When she steps into the classroom as a guest lecturer—she is a teacher. When she provides teachers, students or parents with educational materials, reference books, teaching aids, charts, posters, pamphlets, etc., she is a resource person.

There are other aspects to her role that aren't readily visible to all—such as: periodic building surveys to help insure environmental health and safety and communicable disease control; individual or family health counseling; home visits to work with families needing to learn basic health procedures, budgetary skills, etc.; helping to arrange special services for handicapped children; working as a member of the pupil personnel services team and, in some schools, as a member of the Administrative All-Services Team.

These are some of the functions of a Nurse-Teacher in Brentwood. They are by no means all that she can, or should, be doing. Many things are changing now in our district and we want to help in those changes that affect our role. We want to work for the time when there is a better balance between the service and educational aspects of our role in keeping with current trends throughout the state and nation. We want one thing more—we want to be able to organize and publicize our role so well that no one in Brentwood—faculty, student or parent will ever again be unable to finish this sentence—"A School Nurse-Teacher is . . ."

Kathy Kruckel  
School Nurse-Teacher  
North Jr. High



## BTA Spotlights

### A NEW PILOT PROGRAM—TEACHER AIDS IN THE ELEMENTARY SCHOOLS

Theresa Iorio — 5th Grade

Hemlock Park Elementary School

"If only I had more time to work with Jim. He needs so much individual attention, but I just can't seem to find any spare moments in my day."

"After rushing through lunch, running to my recess duty, and speeding back to the classroom, I'm too exhausted to face the children in the afternoons."

"Dittos, dittos! I'm beginning to have nightmares about dittos!"

"Sometimes I wish there were three of me—the teacher, the policeman, and the office girl."

"Help!"

Fatigue is the constant companion of the elementary school teacher. Teaching is only a part of the duties he must assume during his school day. Besides certain clerical duties, the average elementary teacher has at least one day of bus duty per week, plus a daily cafeteria or playground duty. His precious half hour lunch period is insufficient time to regroup his forces, replace the haggard expression on his face with a smile, and walk jauntily back to class—ready for an afternoon of instruction. Even the heartiest of teachers is fatigued by the overload of non-teaching duties imposed upon him. The Board of Education, in conjunction with the B.T.A., has decided to alleviate the plight of the elementary teacher.

As part of the 1967 negotiations between the B.T.A. and the Board, a pilot program for teacher aids in the elementary school was established. Both parties felt that relief from non-teaching functions, such as, cafeteria duty, playground supervision, and certain clerical tasks, would eliminate some of the teacher fatigue. An elimination of this fatigue would hopefully improve teacher morale, increase available preparation time, provide the opportunity for additional individual instruction, and thus, improve the teacher's overall effectiveness in the classroom.

The idea of utilizing teacher aids is not new. Many districts, such as, Oceanside,

L. I. have been previously using them. But there are some very unique factors in this program which deserve mention. The foremost of these is the involvement of the classroom teacher in formulating the program, hiring the aids, and instructing them in their duties. In fact, one might almost say that Brentwood's teacher aid program is predominantly teacher orientated and directed.

After the decision to establish a teacher aid program was made, the B.T.A. organized a committee of classroom teachers to formulate the specifics. This committee met during October and November of 1967. Much deliberation brought about the decision to select Hemlock Park as the pilot school. An agreeable cafeteria and recess schedule was plotted, utilizing Hemlock's previously existing lunch schedule. It was decided that six full time aids plus one substitute would be adequate.

The full time aids would be assigned, each to a specific grade (1-6), where they would assist the teachers with their non-teaching duties from 9:00 A.M. to 11:00 A.M. Any professional function, such as, marking papers, recording grades, or assisting in the classroom atmosphere was immediately eliminated by the formulating committee from the realm of desired aid duties. At 11:00 A.M., the aids would proceed to the cafeteria, where phase two of their day would begin — supervision of cafeteria and recess. Their day would end at 2:00 P.M. The part-time substitute would be utilized only for cafeteria duty from 11:00 A.M. to 2:00 P.M. In the eventuality of a full time aid's absence, this part-time aid would report at 9:00 A.M., and assume all the duties of the missing aid.

After formulating the program, the B.T.A. committee met with Dr. Hoff and Mr. Joseph Graff (Hemlock's Principal), to present and discuss its report. Both administrators were pleased, and it was decided that the program was ready to be presented to the Board for final approval. This approval was granted.

On Monday morning, February 26, 1968, at 9:00 A.M., the teacher aids reported for assignment. To orientate them, Hem-

lock's teachers worked with them in the cafeteria and on the playground for a week. At first, the aids observed procedures. Gradually, the teachers stepped into the background, and the aids began to function. Finally, the entire job of supervising the children during cafeteria and recess time was undertaken solely by the aids. Since most had previous experience in Brentwood, little other instruction was necessary.

The program is now in full swing. How is it succeeding? A formal evaluation will be made at the end of the school year by Mr. Graff, the teachers at Hemlock, and the formulating committee. In the meantime, however, perhaps the comments of those involved in the program might help to answer the above question.

#### From the Aids —

"I've really learned something about children since I started. I guess being a mother doesn't make me an expert."

"I never realized the amount of work teachers have. It's amazing they didn't get aids sooner." (Comments such as these point to the possibility of an increase in good public relations between school and home through such a program.)

"Would it be permissible for me to get books from the library to read to my recess classes?"

#### From the Children —

"Look at the paper balloon Mrs. S. taught us to make during recess!"

"Our aid showed us how to make that lion for our March bulletin board."

"We played a neat Math game during recess today, and I won!"

#### From the Teachers —

"I'm really surprised. I didn't think it would work out so well. I haven't noticed any extra restlessness in the children after recess."

"It's a blessing having someone to help in running off my dittos."

"Would you believe, I actually got to all my reading groups today? I never realized how refreshed I could be with some extra free time."

"I hope the aids remain with us. I'm finally beginning to feel that my prime role is teaching."



## Militancy Sweeps

### Schools in U. S.

By DAVID R. JONES

Special to The New York Times

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School and college teachers across the country, fed up with lagging salaries and a lack of voice in policy-making, are looking more and more to strikes, sanctions, mass resignations and similar tactics to change matters.

Teacher organizations and school boards are increasingly facing each other across the bargaining table in an effort to resolve their differences.

"The adjustment to collective negotiations is a formidable undertaking for legislators, boards of education, school administrators and teaching organizations," says Dr. George W. Taylor, the University of Pennsylvania's labor relations expert. "Together they have to invent the future."

"There is no doubt in my mind that the issue of collective negotiations in public education must rank high on any priority list of imperatives for education in the United States in the late nineteen-sixties," says Dr. Harold V. Webb, executive director of the National School Boards Association, Evanston, Ill.

Most authorities agree that the teacher revolt is rooted in deep-seated dissatisfaction over salaries, which the N.E.A. says average about \$6,821 a year. This is less than the average pay of construction workers (\$7,525) and draftsmen (\$6,945). Salaries of urban teachers have tripled since 1939, but weekly earnings of factory workers have quadrupled.

The pay problem is complicated by the impersonality that seeps into school systems as they grow in size, these authorities say, leaving the teacher frustrated over what he thinks is a lack of ability to shape the educational process. This has become a particular irritant, the experts add, as more career-oriented men come into teaching.

The N.E.A., headquartered in a luxurious big building in downtown Washington, has for years been the nation's most influential educational organization. It conducts widespread legislative and research programs on behalf of nearly one million members, many of whom join as a matter of professional rote.

The association has traditionally been under the conservative influence of state affiliates, which reflect a strong rural and small town bias, and has been dominated by supervisors rather than teachers. It historically accented "professionalism" and has shunned strikes.

But a series of stunning election wins

by the federation—starting in New York and spreading to Philadelphia, Detroit, Chicago, Boston and Cleveland — has shocked the association into action lately. The organization is now shaking its conservative mantle, giving militant teachers more voice, and jumping into the fray with sanctions and even strikes.

The association traditionally pressures recalcitrant school systems with "sanctions," which brand a state as undesirable and make it unethical for teachers to work there.

The vast majority of contract demands center on higher salaries and related benefits, and settlements almost always provide for such gains.

The range of contract benefits seems almost limitless. Many contracts specify the length of the school day, provide arbitration of grievances, or put limits on the work a teacher must do each day.

"Boards are going to have to work more actively with the troops," says Mr. Lambert of N.E.A. "Teachers are bound to be involved now in personnel policies. This is no longer going to be a unilateral action of the board, but something the board works out with the teachers organization."

Dr. Harris of the Ohio School Boards Association says, "Almost every facet of decision-making has become fair game in the teacher organizations' drive for greater recognition. The term 'working conditions' is being sketched to include the entire school operation, from how much tax millage will be sought to how many pupils will be taught in a class."

"The drive is for the making of administrative decisions within limits set by negotiated agreements," notes Dr. Taylor of the University of Pennsylvania. "This means a drastic change in the way supervisors and principals have run things, and this is what most employe organizations want."

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### BTA SCHOLARSHIP DINNER DANCE

The Brentwood Teachers' Association invites all members of the staff and their friends to participate in the Brentwood-Bay Shore Citizens' Committee Scholarship Dinner and Dance, under the chairmanship of Mr. Anthony Felicio.

All proceeds will be donated to the Brentwood Teachers' Association Scholarship Fund. As you are well aware, our Association is justly proud of the many scholarships awarded to our students. Last years' total disbursements were over \$5,000.

Your Association seeks the wholehearted support of each person for this worthy and helpful endeavor. Come out and join us in an evening of fun, and help a worthy cause.

WHERE: FORLANO'S, Sunrise Highway,  
Islip Terrace

WHEN: Saturday, April 20, 1968

TIME: 7:30 P.M.

WHAT DO I GET?

COCKTAIL HOUR: 7:30-8:30

ROAST BEEF DINNER: 9:00 P.M.

1 bottle of Liquor for each table  
of 10 persons

MUSIC - DANCING

VERY SHORT SPEECHES

PRICE: \$10.00 per person,  
including gratuity

Deadline for reservations, April 9, 1968

Make All CHECKS PAYABLE to Brentwood-Bay Shore Citizens' Committee. Send all requests to Joseph C. Gerbino, South Junior High School.

### BTA SETTLES CONTRACT

On Friday, March 22, 1968 at 7:00 p.m., the BTA's Negotiation Team and the Board of Education reached agreement on the contract for the school year 1968-1969. Copies of the contract are forthcoming and will be made available for the entire professional staff.

After many hours of arduous and extensive negotiations, the negotiation team feels that the agreements reached are desirable to all concerned.

Mr. David Martz, President of the BTA, has been quoted as saying: "the contract is a major break through in the areas of arbitrated grievance procedures, a competitive salary schedule, extended illness protection, etc."