

BTA Newsletter

JUNE, 1968

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THANK YOU, DAVE!



Throughout history, man has judged his leaders by their accomplishments. How will Dave Martz's two years as President of the BTA be recorded in the "chronicles" of the Association?

With the finalization of the 1968-1969 Contract, the BTA has taken an important step in attaining the professional status which we, as teachers, rightly deserve. In contracting the Agreement, Mr. Martz has built a solid foundation for future negotiations with the Board of Education. In relation to other districts on Long Island, our Contract was promptly approved by the Board. No doubt, Mr. Martz's astute and far-sighted appointment of the members of the Negotiating Team hastened the Board's action.

By instituting a regularly scheduled monthly meeting between the Executive Council and Dr. Nannini, Mr. Martz has established laudable rapport with Central Administration. Through these productive meetings, the Brentwood teacher now enjoys greater participation in the formulation of policies which directly affect him. Another noteworthy outcome is the district policy stating that job openings must be widely publicized and that Brentwood personnel are to have first preference in filling the position.

Through much effort, a teacher evaluation policy and a uniform observation form are now in use throughout the district. Mr. Martz's discerning judgment in the selection of the District Grievance Committee has also assured the teacher greater protection. Under Mr. Martz's direction, the Constitutional Revision Committee (Chairman — Bob Farina) drafted a new Constitution and solidified the By-Laws. The comprehensive document, adopted by the Delegates last November, is highly operative and efficacious. Lastly, Mr. Martz initiated the proceedings for the Incorporation of the BTA.

In conclusion, over the past two years, with Dave Martz "at the helm," the BTA has made notable advances toward fostering professionalism and heightening the educational climate in the district. For this and the countless hours spent, what can we possibly say, except:

THANK YOU, DAVE!

Lois Morella, Editor

BTA ELECTION RESULTS ANNOUNCED

Joe Gerbino, Chairman of the Nominating Committee, has announced the results of the recent BTA Election. The 1968-1969 BTA officers are: President — Shirley Seiden; Vice-President — Nick Siciliano; Treasurer — Joe Basso; Recording Secretary — Lois Morella; Corresponding Secretary — Anita Alleyne; and Financial Secretary — John Durant.

Prior to her active participation on the Executive Council for the past four years, Miss Seiden was a BTA Delegate from Southwest Elementary School for one year. Miss Seiden was Corresponding Secretary for two years and has been Recording Secretary for the past two years. She also served on the Orientation Day Committee and has been a member of the In-Service Committee for the last four years. As a member of this year's Contract Negotiating Team, Miss Seiden, representing the elementary level, was instrumental in procuring a comprehensive agreement.

Mr. Siciliano has been the Chief Delegate from the Ross Building for five years and a member of the Executive Council for two years. He has served as Chairman of the Community Relations Committee and as an Alternate NYSTA Delegate. As Co-Editor of the BTA NEWSLETTER, Mr. Siciliano has been an invaluable resource person and has assisted in the development of a well-received format for the publication.

Mr. Basso has been re-elected to his current position. He was a BTA Delegate from South Junior High School for six years and a member of the Executive Council for one year. Mr. Basso also has served on the Salary and Welfare Committees, as well as on the Nominating Committee for two years.

Miss Morella was a BTA Delegate from Laurel Park School for two years and has served on the Executive Council as Chairman of the Publicity Committee for the past two years. As Publicity Chairman, she has been responsible for the monthly House of Delegates Report. In this position, Miss Morella has also been Editor-in-Chief of the BTA NEWSLETTER for the past two years. She also represented the BTA on the Orientation Day Committee.

As Corresponding Secretary, Miss Alleyne has been re-elected to her current position. Miss Alleyne was a BTA Delegate from South Junior High School for two years and a member of the Executive Council for one year. Miss Alleyne's other BTA activities include service on the Con-

stitutional Revision Committee and the Committee on Education and Research.

Mr. Durant is a newcomer to the Executive Council, however, not to the BTA. For the past two years, Mr. Durant has been a BTA Delegate from Oak Park School.

(Editorial Comment —

"APPROVAL OR APATHY")

As an organization, with nearly nine hundred members, in what direction is the BTA heading? Perhaps, the recent BTA Election can afford some indication.

Although the Association increases its membership every year, it seems to be more difficult to involve interested and capable people in BTA activities. With the increased membership, there are more teachers who are making demands and less who are offering their services.

With advance notice of the purpose of the April House of Delegates Meeting — presentation of the slate by the Nominating Committee, it seems inconceivable that there would be no nominations from the floor. Although the Nominating Committee is to be commended on its slate of candidates, I pose the following question — Does an unopposed slate indicate an overwhelming vote of confidence and "unanimous APPROVAL" of the Committee's selection; or does it denote "unadulterated APATHY?"

Lois Morella, Editor
Laurel Park School

IN MEMORY OF
ROBERT F. KENNEDY
November 20, 1925 - June 6, 1968

"My brother need not be idealized, or enlarged in death beyond what he was in life, to be remembered simply as a good and decent man, who saw wrong and tried to right it, saw suffering and tried to heal it, saw war and tried to stop it . . .

"As he said many times, in many parts of this nation, to those he touched and who sought to touch him.

"Some men see things as they are and say why. I dream things that never were and say why not."

Sen. Edward M. Kennedy's
tribute to his brother in
St. Patrick's Cathedral
on June 8, 1968

New Appointments Announced

The Board of Education has recently made the following appointments:

Mrs. Helen Miller — Mrs. Miller, formerly G.I.S. at Loretta Park School, has been appointed Assistant Principal of the Southwest Elementary School, effective May 1, 1968.

Mr. Andrew S. Coccari — Formerly Supervisor of Health, Physical Education and Safety, Syracuse City School District, Mr. Coccari has been named Coordinator of Health, Physical Education and Recreation (K through 12), effective August 12, 1968.

Mr. David Fincher — Mr. Fincher has been appointed to the position of Assistant Principal of the Summer Elementary School.

Mr. William Kiriluk — Formerly Associate Principal of Brentwood High School, Mr. Kiriluk is to be Principal of the North Junior High School, effective July 1, 1968. Mr. Kiriluk has been in the District since 1957 and Associate Principal at the High School since 1963.

Brentwood Teachers Association

P. O. Box 33

Brentwood, N. Y. 11717

President David Martz
Vice President Joseph Gerbino
Treasurer Joseph Basso
Recording Secretary Shirley Seiden
Financial Secretary Marion Gray
Corresponding Secretary Anita Alleyne
BTA Newsletter Editor (Publicity
Chairman) — Lois Morella, Laurel Park
Co-Editor — Nick Siciliano, Ross
Building

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

An Answer to Our Growing Pains: "SCHOOL WITHIN A SCHOOL" Concept

The following report is an attempt to give some of the rationale and data relating to the utilization of a House Plan for the Brentwood High School for the coming 1968-1969 school year.

A House Plan is a system for the allocation or assignment of students, faculty, and facility. It represents a form of the "school within a school" concept. This plan attempts to provide the student with an environment where he is able to know his peers, his teachers, his guidance persons, and his administration.

Brentwood High School will be divided into four houses. The following is a breakdown of the houses in terms of location and students serviced.

1. House I — House I contains the A and part of the B wing of the Ross Building. Because this area contains business rooms, many of the tenth grade business students will be centered in this area. Included, as well, will be students who will take either Physics or Biology.

2. House II — House II is located in the present C wing and the East portion of the B corridor. This area will service tenth, eleventh, and twelfth grade Science students; and tenth grade Industrial Arts students.

3. House III — House III is located on the first floor of the Sonderling Building. Students located in this area will take Earth Science, Biology, Industrial Arts, and Home Economics. This will be primarily a tenth grade house.

4. House IV — House IV will contain the eleventh and twelfth grade business student, as well as, Science majors.

Every effort will be made to have the students take as many as possible of their subjects within one house. The students would move from the house for lunch, gym, and any subject which is not offered in the house because of facility or a break in sequence.

The following are some of the obvious benefits that the students will experience under the house system:

1. A sense of identification — The student operating in this "school within a school" system will find that he is one of 800 rather than one of 3,120. He will see his teachers not only during the lesson, but as he walks from class to class. Group relationships will be easier because he is dealing with a smaller number of individuals. However, he still has the benefit of the large school extra curricula program.

2. Less movement — Because of the proximity of classes, less time will be spent moving from room to room. At present, the student has seven minutes between periods to reach his next class. This represents 15 percent of the average student's school day.

3. Increased Guidance services — Guidance counselors will be assigned to houses rather than by homerooms and alphabetical listings. This system will enable the counselors to keep closer contact with the student. He will be aware what teachers and students are in which houses. Also, the student will be aware of what counselors service what house.

Benefits to the teacher are also afforded by the "school within a school" system.

1. Increase in communication — The plan provides the teacher with a greater amount of inter-disciplinary communication. He is more likely to meet teachers who share the same student, rather than teachers who share the same subject. The teacher is also aware of the guidance counselors who service the house. Therefore, he is able to obtain more complete information on his students through less effort.

2. Support facilities — At present, it is planned to provide each house with a teacher work area. This area would contain teacher work stations, duplication equipment, and a professional library relating to content and educational theory.

3. Structured meetings — It is conceivable that the large faculty meeting will change in relation to its aim and scope. Administrative matters can be engaged through small house meetings. Meetings will also be held to discuss students and general house problems. At these meetings guidance counselors will be present as part of the house team. Also, teachers may request department chairmen or administrators to attend these meetings. Every effort will be made to provide common preparation periods for house teams.

In summary, it is hoped that this plan will provide Brentwood High School with a schedule that will be beneficial to all concerned. Refinement of the program will come from the faculty and administration. The cooperative efforts of both will be the final determinant of success.

MR. THOMAS HASTINGS — Newly Appointed Director of Personnel

Mr. Thomas Hastings, presently the Director of Pupil Personnel Services, has accepted the new post of Director of Personnel. He will assume his new duties July 1, 1968, although he is presently "wearing two hats". In his new capacity, Mr. Hastings will be responsible for the recruitment and hiring of all professional personnel. He brings to this new position knowledge and skills gained from a background of varied experience.

Mr. Hastings holds a B.S. in Math from Syracuse University and an M.A. in Secondary Education from N.Y.U. In 1946, upon his release from military service, he taught Math at the N. Y. City Tutoring school. From 1947 to 1955, he was employed at Maybrook High School — first as a Math Teacher, then as a Vice-Principal and Director of Adult Education.

He joined the Brentwood High School Faculty in 1955 as a teacher of Math and Driver Education. He holds permanent certification in Math and Biology (common branch subjects) and as Elementary and Secondary Principal. He also holds a 5 year provisional certificate in Guidance. In 1956, he was appointed Administrator of Pupil Personnel Services for the district, with only 6 teachers on his staff. In the intervening 12 years, he has helped the P.P.S. to grow to its present size—122 persons—and variety of services.

Mr. Hastings is a man of many parts. He has done his job with quiet dignity and concern for students, parents, faculty and administration. We are sure he will continue in the same manner in his new position. Our sincere congratulations and best wishes.

On the Role of the Teacher —

(Part Three in
a Series of Articles)

"Citizen of a Community"

It was long thought that a teacher should exemplify the moral virtues admired by the community which he serves. In particular, he was to exemplify personal virtues such as chastity, charity, abstention from alcohol, and simplicity in dress. Today, people tend to be more tolerant of teachers who, in these matters, live by the community's mores rather than by its cliches. Civic virtues, on the other hand, are coming to the fore, in the expectations of teachers and in the permission of communities.

As a conscientious citizen, a teacher—

1. Works individually and with others to influence the public toward policies and toward a level of financial support which he believes would improve education

2. Works for a healthier community, for he recognizes the impact of conditions in the community on the accomplishments which the schools can aspire to

3. Recognizes the educational impact of many forces outside the school, takes account of them in his teaching, and uses his rights as a citizen to influence them

4. Demands and exercises his right to take a stand, including a dissenting stand, on great public issues, thus setting an example for pupils.

Some communities prohibit teachers from exercising their rights as citizens. Teachers associations should work to remedy these situations, paying due attention to the just concern that no grounds be given to doubt the objectivity of teachers or their competence to serve equally all the students in the community.

Many teachers either fail to recognize the impact of community conditions on their teaching or feel helpless to alter those conditions. A primary objective of teacher education, both pre-and in-service, should be to develop a perception of the connection between community and classroom, in practice as well as in the abstract. Teachers should also be acquainted with examples in which teachers, by joint action, have affected communities significantly.

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

MRS. ELINORE SCHMIDT —

Dental Hygiene Teacher —
Retiring

Mrs. Schmidt is leaving our district and retiring from active employment after 13 years. She is, and has been, an asset to our district. Never one to "blow her own horn," she has been a constant source of help to students, parents and faculty.

Mrs. Schmidt graduated from the Eastman Dental Dispensary in Rochester, N. Y. and began working for Dr. Dillon as his dental assistant. From 1942 to 1946 she was a Dental Hygiene Teacher at the Cobleskill Central School. For the next six years, she returned to private practice as dental assistant to Dr. Meisburger and, briefly, Dr. Sleeper. In 1952 she joined the faculty of Long Island Agricultural College (now S.U.A.T.I.) at Farmingdale, as an instructor of Dental Hygiene. She held this post for three years, leaving in 1955 to become the lone Dental Hygiene Teacher in the Brentwood Public Schools.

In the 13 years she has spent with us, she has seen the Dental Health Services Staff expand to the present 5 full time Dental Hygiene Teachers. She has willingly and gracefully filled the role of coordinating dental hygiene teacher. She has helped develop the dental health services and dental health education programs to the point they are today. Mrs. Schmidt has been a capable dental hygiene teacher, leader, resource person and friend to all.

We will miss her charming smile and ready wit. We will miss her skills, but most of all, we will miss her. Her retirement takes effect at the close of this school year. We wish her a fond farewell and a joyous, fulfilling retirement.



After 13 years of active service, Mrs. Elinore Schmidt, Dental Hygiene Teacher, is retiring.

Disadvantaged Need

Educational Revolution

By WINTHROP R. ADKINS

The recent and continuing controversy about how the poor and disadvantaged Americans shall participate effectively in the control of the schools and poverty programs, and the current dismay over cutbacks in federal spending for educational programs for the disadvantaged, such as Headstart, Job Corps, and manpower training programs, have focused public concern on education for the disadvantaged on the

main questions: decision-making and money.

While these two main issues are of primary and critical importance, it is likely that over the next few years, after much conflict and debate, there will be vastly increased spending for education and training and much greater leadership exercised by the poor in the determination of local policies and programs that effect the education of their children. There is no question that the resolution of these two issues will bring greater improvements in the education of the disadvantaged in our urban and suburban schools and training programs.

Current experience in special programs for the poor indicate that we need vastly improved methods for the teaching of reading and other communication skills, better means for producing relevant and individually-paced curriculum, a much greater variety of carefully designed and interesting curriculum materials, more effective techniques for diagnosing learning skill deficiencies and a greater awareness of how to cope with problems of motivation and personality change.

In addition, better systems must be developed to prepare the millions of teachers who will be required to have the necessary knowledge, skills and attitudes. More sensitive and useful means must be found to evaluate the effectiveness of classes, courses and programs so that they may be improved. There will have to be greater experimentation with promising technology and more effective ways of developing new educational institutions which will enhance, rather than undermine sound educational objectives, to name a few.

To be sure, if we were to adapt and apply immediately the best knowledge and methods which currently exist in our middle class schools, we could improve greatly our ability to reach the brighter, less educationally damaged learner in the ghetto schools. However, the problems of the vast majority of ghetto school students are so severe that they will require specially-developed solutions if we are, in fact, to provide disadvantaged youth with the capability for competing successfully for meaningful jobs, creating stable homes, and participating effectively as citizens.

The solution of these difficult educational problems will be achieved only after considerable effort by thousands of persons engaged in well-conceived experimental programs and research efforts. The number of such successful research and development programs for the disadvantaged can now be counted on the fingers of one hand, principally because there has not been the will or the wisdom on the part of Congress and government agencies to establish the necessary conditions for their success. Moreover, to accomplish this task, the schools are currently limited by their mission, universities by their structure, private industries by their need for reasonable risk conditions for profit, and the nation by its lack of professionally trained manpower.

Winthrop R. Adkins, a resident of Hempstead, is an associate professor of psychology at York College of the City University of New York who directed two programs for disadvantaged youth in the Bedford-Stuyvesant section of Brooklyn.

(Reprinted from Newsday.)

EXCELLENT SUMMER READING - THE OUTSTANDING EDUCATIONAL BOOKS OF 1967

PI LAMBDA THETA, national honor and professional association for women in education, prepared this list under the direction of M. Virginia Biggy, with the cooperation and advice of panels of educators selected to review each major category of books.

The evaluators were chosen from the major fields in education and represent universities, school systems, and major professional organizations throughout the country. Each evaluator considered only the books in his major field of endeavor. He judged the books according to his familiarity with them; his rating of the quality of scholarship, communication effectiveness, and innovation in content; and whether or not he would recommend a book for purchase.

Those books surviving the application of these criteria by the panels of evaluators emerged as the Outstanding Educational Books of 1967.

Pi Lambda Theta publishes a comprehensive list of new education books, Educational Books of 1967, with an asterisk indicating the outstanding ones. Copies of the complete list (50¢ each) may be obtained from Pi Lambda Theta, Suite 404, 815 Seventeenth Street, N.W., Washington, D.C. 20006.

Numbers in parentheses following the annotations refer to the publishers' directory at the end of the list. Address inquiries to the individual publishers.

CURRENT TRENDS, CONTROVERSIES, ISSUES IN THE UNITED STATES

Education, Interaction, and Social Change by Harold L. Hodgkinson. A thought-provoking application of theoretical concepts and research findings in the social sciences for the purpose of contributing to a better understanding of the role and function of education in America. 228 pp. \$5.95. (13)

English, Education, and the Electronic Revolution by Edmund J. Farrell. A persuasive presentation for English educators on the potential of media as instructional tools and the cautions in their use. 77 pp. \$1.50 paper. (12)

GUIDANCE, PUPIL PERSONNEL SERVICE

Counseling and Psychotherapy: An Overview, ed. by Dugald S. Arbuckle. Selected writings on the practice and theory of counseling and psychotherapy, including their philosophical bases. Provides a discussion of basic issues in the field by individual practitioners. 231 pp. \$6.95. (9)

School Psychological Services in Theory and Practice: A Handbook, ed. by James F. Magary. A comprehensive treatment of school psychology, its history, and trends of the future, with particular attention to the relationship of the school psychologist to the teacher and the school setting 774 pp. \$10.95. (13)

EXCEPTIONAL CHILDREN

The Brain-Injured Child in Home, School, and Community by William M. Cruickshank. An overview of the available information about brain-injured children written for parents, teachers, and others who work with such children. Through specific examples, discusses symptoms of brain damage, recommends diagnostic procedures, and describes techniques that have proved effective. 294 pp. \$6.50. (15)

ADMINISTRATION, SUPERVISION

Foundations of Educational Administration: A Behavioral Analysis by Willard R. Lane, Ronald G. Corwin, and William G. Monahan. An interdisciplinary approach to school administration that applies research findings in the social and behavioral sciences to the organizational dilemmas and role conflicts inherent in school administration. Emphasizes communication, legal structure, evaluation, and morale. 433 pp. \$7.95. (8)

Issues and Problems in Contemporary Educational Administration by Keith Goldhammer, John E. Suttle, William D. Aldridge, and Gerald L. Becker. Reports results of a special study undertaken for the United States Office of Education. Indicates the apprehension and concern of school administrators about their tasks and about the inadequacy of their preparation to meet the demands of the 1960's, and defines the help they need from universities, regional laboratories, and professional organizations. 177 pp. \$2 paper. (5)

LEGISLATION, SCHOOL LAW

Essentials of School Law by Robert L. Drury and Kenneth C. Ray. A concise presentation of the essentials of school law, organized to provide a general understanding of the processes of law as they affect American education. Includes materials and case studies that provide basic information on aspects of the law most relevant to educators. 215 pp. \$2.25 paper. (3)

CURRICULUM, TEACHING METHODS

New Designs for the Elementary School Curriculum by John U. Michaelis, Ruth H. Grossman, and Lloyd F. Scott. Focuses on those elements of curriculum design that dominate the current curriculum revolution. Emphasizes the foundation disciplines on which areas of the curriculum are based, new objectives in each subject area, curriculum designs, teaching strategies, evaluation of instructional outcomes, and evaluation of the program. 428 pp. \$8.50. (9)

The Structure of Teaching by Bruce R. Joyce and Berj Harootunian. Analyzes the five fundamental processes that constitute teaching behavior and that provide a core around which teacher education

programs can be organized: knowledge, educational decision making, teaching strategy, interpersonal leadership, and the teaching personality. 258 pp. \$5.95.

LANGUAGE ARTS

Creative Teaching of the Language Arts in the Elementary School by James A. Smith. The second in a series of books dealing with the principles of creativity in teaching as the author sees them and applying these principles to classroom practice in elementary schools. 304 pp. \$3.95 paper. (2)

Linguistics in Proper Perspective by Pose Lamb. A book for preservice and in-service elementary teachers that translates linguistic discoveries into classroom practice. Gives an overview of major linguistic principles that provides a background for applying them to the teaching of reading, spelling, and grammar. Includes many illustrations of the appropriate use of linguistic concepts in the elementary curriculum. 147 pp. \$3.95 cloth; \$1.95 paper. (10)

The Shape of English by the National Council of Teachers of English. Six papers prepared by distinguished scholars and specialists and designed to explore current thinking in the field. Titles: "Explosion in English," "So What Good Is English?," "Language—A Base for the Liberal Arts," "Reading Instruction," "My Country Write or Wrong: Literary Patriotism in America," and "A Defense of Poesy." 117 pp. \$1.75 paper. (12)

READING

Corrective Reading in the Elementary Classroom (Perspectives in Reading no. 7), compiled and ed. by Marjorie Seddon Johnson and Roy A. Kress. A collection of papers delivered at the Perspectives in Reading Conference of the International Reading Association, each dealing with a special concern. Presents some fresh thoughts on corrective reading instruction. 142 pp. \$2.50 paper. (7)

SCIENCE

Elementary School Science: A Guide to Current Research by Maxine Dunfee. A booklet for teachers and curriculum workers who need a guide to current research in science education. Summarizes innovations and research in the many facets of science education: objectives, curriculum developments, methods, materials, evaluations, and teacher education. 77 pp. \$2.25 paper. (4)

The Supervision of School Science Programs by Donald Stotler, John S. Richardson, and Stanley Williamson. A detailed consideration of the influence and the role of the science supervisor in the improvement of science education, with attention given to what makes for a good science curriculum. 136 pp. \$1.95 paper. (10)

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