

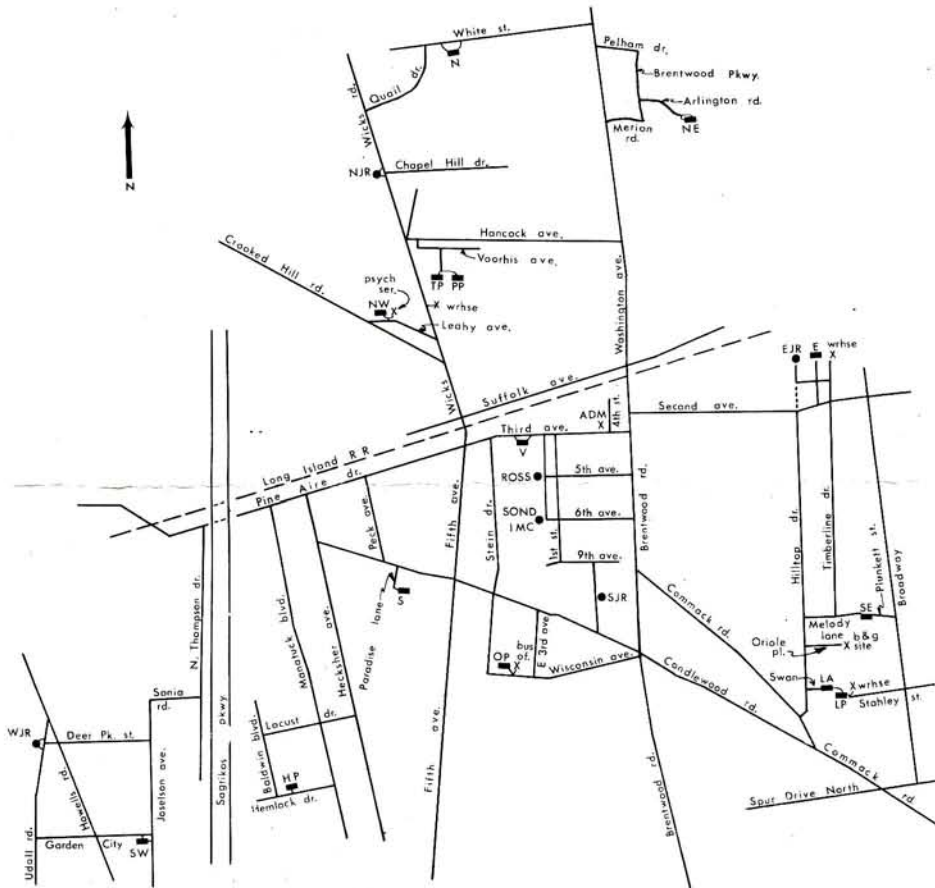
Orientation Issue

BTA Newsletter

September 1967

No. 1 Vol. 2

Focus On Brentwood



BRENTWOOD PUBLIC SCHOOLS

- SECONDARY
 - BRENTWOOD HIGH SCHOOL (2 BLDGS.)
 - ROSS - ROSS BLDG.
 - SOND - SONDERLING BLDG.
 - SJR - SOUTH JR. H. S.
 - NJR - NORTH JR. H. S.
 - WJR - WEST JR. H. S.
 - EJR - EAST JR. H. S.

- ELEMENTARY
 - E - EAST
 - HP - HEMLOCK PARK
 - LA - LAUREL PARK
 - LP - LORETTA PARK
 - N - NORTH
 - NE - NORTHEAST
 - NW - NORTHWEST
 - OP - OAK PARK
 - PP - PINE PARK
 - S - SOUTH
 - SE - SOUTHEAST
 - SW - SOUTHWEST
 - TP - TWIN PINES
 - V - VILLAGE

- x OTHER BLDGS.
 - ADM - DISTRICT ADMINISTRATION
 - bus. of. - BUSINESS OFFICE
 - b & g site - BLDGS. & GROUNDS OFFICES
 - wrhse - WAREHOUSE
 - psych ser. - PSYCHOLOGICAL SERVICES
 - IMC - INSTRUCTIONAL MATS. CNTR.

Need Assistance?

The following list is offered as an assist to those who wish to seek information, as well as to those who may be confronted with individual problems throughout the school year. District personnel, their office location, and their telephone extensions are given below:

Payroll Department (Business Office - Oak Park) - Adie Murphy Ex. 320.

Hospitalization (Business Office - Oak Park) - Mrs. Pat Troy Ex. 319.

Certification and Salary Adjustments (District Principal's Office - Administration Building) - Rita Brooks Ex. 325 or 326.

Retirement (Assistant District Principal's Office - Administration Building) - Mary Villar Ex. 327 or 328.

BTA Election Results Announced

Sam Weitzman, Chairman of the Nominating Committee, announced the results of the BTA Election. The following have been elected by the members of the Association: President - David Martz; Vice President - Joseph Gerbino; Recording Secretary - Shirley Seiden; Financial Secretary - Marion Gray; Treasurer - Joseph Basso; Corresponding Secretary - Anita Alleyne.

Mr. Martz, Mr. Gerbino, Miss Seiden, and Mrs. Gray have been re-elected to their current positions while Mr. Basso and Miss Alleyne are newcomers to the Executive Committee, however not to the BTA. Mr. Basso has been a building delegate for the past five years and has served on the Salary,

Nominating and Welfare Committees. Miss Alleyne's BTA activities include being a delegate for two years and serving on the Constitution Revision and Education and Research Committees.

Congratulations are in order for the newly elected officers, as well as for the other candidates, all of whom have been so willing to offer their services to the BTA.

New I R S Ruling
See Page 4

"Just Two Kinds Of People"

-Anonymous

There are two kinds of people on earth today,
Just two kinds of people, no more I say.

Not the sinner and saint for it's well understood
The good are half bad and the bad are half good;

Not the rich and the poor, for to rate a man's wealth
You must first know that state of his conscience and health;

Not the humble and proud, for in life's little span
Who puts on vain airs is not counted a man;

Not the happy and sad, for the swift flying years
Bring each man his laughter and each man his tears.

No, the two kinds of people on earth I mean
Are the people who lift, and the people who lean;

Wherever you go, you will find the earth's masses
Are always divided in just these two classes;

And oddly enough, you will find, I mean
There is only one lifter to twenty who lean.

BE A LIFTER, NOT A LEANER - SUPPORT YOUR BTA.

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
The Curriculum Corner - Nancy Kidd, GIS, Village
The Question Box - Tony DeMarco, North Jr. High

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

Two Assistant District Principals Appointed

The Brentwood School District has two new Assistant District Principals. Mr. Gerard E. Smith, Assistant District Principal for General Services, and Dr. Foster Hoff, Assistant District Principal for Instructional Services were appointed by the Board of Education and have been fulfilling their responsibilities as of July 1, 1967.

Mr. Smith is not new to the Brentwood School District. He has been with the district for seven years in various capacities. He has been a guidance counselor, Director of Guidance, and Director of Federal Projects. Mr. Smith replaced Mr. Leigh P. Stuart who retired June 30, 1967 after 35 years of service to the district. He views his role to include such matters as: transportation, budget, buildings and grounds, business office, personnel and publicity.

Mr. Smith received his B.A. and M.A. Degrees at Syracuse University, and has taken advanced graduate studies at New York University. He has worked for the New York State Education Department,

U.S. Air Force, and in industry as a psychologist and business consultant. As a consultant in education, he has worked for the N.Y. State Education Department, State of New Jersey, and Western Electric.

Dr. Hoff has served in the public schools of New York State for eighteen years. He has been a teacher of mathematics and science, a curriculum coordinator, a guidance counselor, and a secondary school principal. He has worked in the Lockport, Freeport, and Middle Island School Systems. Dr. Hoff received his B.A. and M.A. Degrees from Colgate University and his Doctorate from New York University.

As Assistant District Principal for Instructional Services, Dr. Hoff will be responsible for the development of curriculum and instructional materials and the organization of an inservice education program. He will also develop a program of supervision, evaluation, and interpretation of the quality of the instructional program.

BTA Awards Student Scholarships

by Lois Morella, Laurel Park

Marion Gray, Financial Secretary and Dance Program Coordinator, announced that well over \$5,000 was awarded to deserving 1967 graduates of Brentwood High School. These scholarship awards will enable the recipients to further their education by attending colleges and vocational schools of their choice. The vocational scholarships will be matched by the schools that the students select, an idea which is unique to Brentwood.

The Dance Program, over the past two years, has tripled student scholarships. Mrs. Gray is once again to be commended for her proficient and experienced coordination of the Dance Program as the BTA's contribution to stu-

dent scholarships has soared from \$1,000 to more than \$5,000 a year over the past five years.

The Dance Program has been directed by Mrs. Daurice Synder for more than ten years. Last year the program offered classes in tap, ballet, and modern dance to 525 pupils between the ages of 5 and 17.

At the June graduation, Joe Gerbino, Vice President of the BTA, awarded the scholarships in the name of the following retiring teachers who have given many years of service to the district: Mrs. Margaret Castanza, Loretta Park; Mrs. Jean Eginton, Southwest; Mrs. Helen Burns, East Elementary; and Mr. Leigh P. Stuart, District Administrative Assistant.



Marion Gray, BTA Financial Secretary and Dance Program Coordinator, announced that scholarship grants were awarded to June 1967 graduates.



Mrs. Daurice Synder, Dance Program Director, puts two of her pupils through their paces.

CURRICULUM CORNER

by Nancy Kidd, GIS-Village

"The Brentwood Framework for Curriculum Development - An Examination" - adapted from: "A View for Curriculum Development" by Raymond Fournier and Vincent Presno.

In answer to the queries of what is the function of the school and what we teach, the Brentwood philosophy or framework could be examined. The rationale of need for a framework of curriculum development lies in the organization for the examination and development of curriculum as a totality. Organized generalizations become implications or rules for the selection of materials and activities. Once we accept certain priorities in the formation of curriculum, the framework serves as an organizer of questions. In terms of knowns and unknowns, the framework is the former and the specific lessons and activities the latter. The demands of the framework must be satisfied by assumptions, methods and aims. Most important of all is the ability of the framework to direct as well as understand people's actions. Those involved should behave differently than they would if the framework was non-existent.

Development of a curriculum framework involves a statement of value assumptions chosen from various fields of study. The selection of major generalizations involves making decisions based on value assumptions. In turn, rules for curriculum development are guides for the selection and creation of specific classroom materials. Since these rules are linked to basic assumptions, they must change as the assumptions do. Thus these changes necessitate change in educational programs.

Upon examination of the Brentwood framework it is important to note that the curriculum is directed toward factors which affect learning -- i.e. the individual in his group, knowledge to be taught and the process involved in instituting new approaches. We might say that the function of the school is to develop the individual's cognitive ability to its fullest extent.

In translating cognition to what should be taught we are concerned with those concepts which help the individual adapt to his environment. Since we subscribe to the Piaget theory that knowledge is conceptually organized, then curriculum materials and experiences themselves must organize concepts. Following the pattern, the student should be engaged in a series of related experiences (curriculum) directed at a series of related concepts (discipline). Key concepts for organization and relation with other concepts must, of necessity, concentrate on fundamentals that are of a more general nature. Their function is to maintain the

The New Teacher

by Shirley Seiden,
Southwest

1. A new teacher is something very special.

2. A new teacher comes quite confident that all the ills of the world can be cured through the classroom.

3. A new teacher must still live through that very difficult first day - that very difficult first year.

4. A new teacher must meet many new faces and learn many new names.

5. A new teacher must face many new situations - some sad - many happy.

6. A new teacher comes full of fresh and sparkling ideas.

7. A new teacher comes eager to teach and ready to be taught.

8. A new teacher becomes an idol to that first class - a once in a lifetime experience.

9. A new teacher is faced with many decisions never before even considered.

10. Finally, a new teacher is the lifeblood of the profession and of the professional organizations, for without the new teacher we would soon be extinct.

Once that first year is gone, you can never quite regain it, though you may try. You have entered the profession with the hopes of performing miracles; by the end of that first year, you may have decided that what you are trying to do is not really possible - but, PLEASE DON'T GIVE UP! As soon as you give up you have lost that spark, that newness, and that is something we all wish that we could hold on forever. As a new teacher - won't you please try to do so!

equilibrium of the hierarchy of the discipline.

The Brentwood framework has been constructed according to major generalizations in child development taken from the work of Jean Piaget. The following is a summary of these generalizations fundamental to curriculum development and the rules derived for their application.

1. Cognition is developmental . . . Curriculum must be continuous and appropriate to change in kind and quality.

2. Cognitive development takes place with experience . . . Curriculum materials must provide the student with experiences to adapt his environment for cognitive development.

3. Curriculum should be organized to correspond with the stages in the hierarchy of cognitive development.

4. Concepts developed in earlier stages should be incorporated into the generalized concepts of later stages.

5. Stages are characterized by different kinds of mental activity . . . Learning activities should be appropriate to the student's stage of development.

6. Choices of curriculum materials should correspond to the sequences of

Editor's Comment

Lois Morella,
Laurel Park,

With the first issue of the BTA Newsletter in March, 1967, it was hoped that the publication would serve a useful purpose. The newsletter was initiated and designed to be an avenue for ideas that develop as a result of our reactions to the needs around us.

Has this purpose been realized? How can this be answered if we do not react, do not question! If we have no ideas, no proposals, no plans, what is the need for and justification of such a publication?

Evidently, the BTA Executive Board must have been aware of the lack of communication throughout the district and the need for a district newsletter, as the role of the Publicity Committee was re-defined and expanded.

What platforms should the BTA support; what proposals on specific local issues should be made; what meaningful plans can be adopted to better our educational system? We, as educators, can avoid these issues or meet them head-on. Which stand will you, as an individual, take?

In conclusion, the future effectiveness of the BTA Newsletter depends on you, the professional staff, and not the Editorial Board. In addition to your ideas, proposals, and views, reporters, typists, and a Photography Editor are needed. Isn't it time that we all became more concerned and offered our service to the attainment of our long deserved professional recognition?

stages of intellectual development.

7. Curriculum must disturb the existing equilibrium and provide a step to the next stage . . . Curriculum must account for the existing and the succeeding levels.

Thus, the Brentwood framework for curriculum development attempts to contribute significantly to a child's experiences. Hopefully, his schoolwork will bring about stabilized knowledge and behavior that changes and grows in a sequence.

NY Salaries Are Third

Washington - The average annual salary paid to instructional staff members in New York State's public schools during 1966-1967 was \$8,600, the third highest in the nation, according to a recent salary survey by the National Education Association.

The survey showed that Alaska, where living costs are generally considered to be higher than those of the mainland United States, led the country with an average salary of \$9,200, with California coming in second with \$9,000. The average for all 50 states was \$7,119.

Whats New In Teacher Education

"Some of the improvements we seek in education can be brought about by spending more money by building better schools, by introducing new courses of study, new standards, or new equipment. But, the really important changes will only come about as teachers change. Institutions are made up of people, and it is the behavior of teachers in classrooms that will finally determine whether or not our schools meet or fail to meet the challenge of our times. It is at the source of supply—in our teacher-preparation programs—that review and innovation are most critically called for if we are to bring about the improvements we need in education."

Brentwood, in conjunction with Adelphi Suffolk College, is currently involved in just such an improvement. The Brentwood School District firmly believes that through the mutual effort of an institution of higher learning and the school district itself we can successfully train our future teachers. We can both broaden and enrich the professional education of teachers by providing practice with theory.

The Graduate Internship Program at Adelphi Suffolk College is designed for this purpose. During the first semester of their junior year, students are carefully interviewed before acceptance to active candidacy in the Teacher Education Program. Generally, pre-interns in the senior year are placed in teams of four in the local school districts. They are under the immediate supervision of the District Clinic Teacher. This year is designed for observation and participation at various grade levels with the respective cooperating teachers.

Upon the successful completion of the pre-internship, graduate interns are given full responsibility over their own classes. During this year of internship, direct supervision and support is continued. Interns receive six-nine credits toward permanent certification and toward the Master's Degree each semester. (If summers are used for additional course work, the Internship phase of the program leading to the M.A. may be completed in one year) This program complies with the five year N.Y. State requirement. The Intern Teacher receives three-quarters of the annual salary of a beginning teacher in the district.

At the present time, Dr. Arthur Brieger is our liaison between Adelphi Suffolk and Brentwood; the Northeast and Loretta Park School participants in the program.

Barbara S. Foreman
Northeast School

*Combs, A.W. The Professional Education of Teachers (Boston: Allyn and Bacon, 1965)

New IRS Ruling Clarifies Deduction For Teachers' Education Expenses

On May 2 the U.S. Treasury Department issued amended regulations concerning the deduction of expenses for education. The new regulations, Sec. 1.162-5, vitally affect the teaching profession by establishing more objective standards which will clarify the application of the deduction and liberalize the rules of deductibility. The amended regulations represent a significant improvement over existing regulations and previously proposed regulations, which would have severely limited the deductibility of education expenses of teachers. The National Education Association played a major role in resisting the adoption of the proposed limiting regulations and in securing the issuance of the more liberal and objective new regulations.

Teachers wishing to take advantage of the liberalized regulations -- which are retroactive to calendar year 1964 -- may do so by filing an amended return on Form 843, which is available at local offices of the Internal Revenue Service.

Following is an analysis of the new regulations, prepared by Atty. James P. Sandler of Shepherd, Murtha and Merritt, Hartford, Conn. Mr. Sandler was retained by the NEA Legislative Commission in 1966 to present the NEA position to the Internal Revenue Service.

The new regulations retain the maintenance or improvement of required skills and the meeting of express requirements of the employer as the two standards for deductibility. However, the new regulations have abandoned the primary purpose standard which required an examination of the teacher-taxpayer's intent in pursuing further education. Thus, if the education otherwise qualifies as the maintenance or improvement of skills or the meeting of any employer's requirements, the teacher's primary purpose (e.g., improved salary) will not affect the deductibility of the expenses of the education.

Under the new regulations, teachers who have not received permanent state certification will not be deprived of the deduction. A new standard for deductibility, "minimum educational requirements," has been established. A teacher who has completed the minimum education "normally required of an individual initially being employed in such a position" will be entitled to deduct the expenses of further education. For example, if a state requires a bachelor's degree for initial employment, and master's degree for permanent certification, the expenses of securing the master's degree will now be deductible. However, a teacher who has not earned a bachelor's degree (the "minimum educational requirement") and who is

employed under a temporary or emergency certificate will not be entitled to deduct the expenses incurred in securing the bachelor's degree. Previously, the Internal Revenue Service had not permitted the deduction of the expenses of securing a master's degree by a teacher without permanent state certification. Further, the restriction of previously proposed regulations which would have denied the deduction of any expenses for education leading to any degree has been withdrawn.

Also notable in the new regulations is the elimination of the disqualification for deduction of the expenses of education which would qualify the teacher for a change in professional status from teacher to principal. The former regulations denied the deduction if the "primary purpose" of the education was to obtain "a new position" or "substantial advancement in position." The new regulations expressly provide that the change in duties from classroom teacher to principal is not a change to a new trade or business which would preclude the deduction. The elimination of career advancement as a disqualification for the tax deduction of educational expenses will eliminate the discrimination against teachers pursuing education which is required for an administrative position.

The new regulations also liberalize the deduction for the expenses of "travel as a form of education." Under the existing regulation, such expenses were presumed to be nondeductible, as primarily personal in nature. A new standard has been set forth which will allow the deduction for expenses of travel "that is directly related to the duties of the individual in his employment" and if "the major portion of the activities during such period is of a nature which directly maintains or improves skills required by the individual in such employment."

The clarification of the rules of deductibility by the elimination of the subjective tests of the teacher's "primary purpose" should avoid much of the confusion and the administrative denial of deductions which have persisted since the adoption of the existing regulations in 1958. The permissive, liberalized criteria will enable the teacher-taxpayer to determine the deductibility of expenses for education without the fear of disallowance of the deduction based upon the Internal Revenue Services examination of the teacher's primary purpose or the pursuit of qualification for an administrative position.

The new regulations, realized through the efforts of National Education Association over a ten-year period, will both simplify the rules and expand appreciably the opportunities for legitimate deduction of educational expenses of teachers. It represents a dramatic gain for the teaching profession.