



# UNION TEACHER



Bulletin of Boston Teachers Union, Affiliated with the American Federation of Teachers

Vol. XXVII No. VII

DEMOCRACY IN EDUCATION

APRIL 1975

## EDITORIAL

### Faculty Senates Everywhere

by Thomas J. Gosnell

Whatever the final desegregation plan may be, it is reasonably clear that it will be extensive, affecting practically every school in the city. Already there are proposals in the masters' plan to which some faculties have addressed themselves by submitting statements to the court. When the final plan is mandated, all faculties need to be prepared for change. The mechanism for faculty participation in next year's adjustment is the faculty senate. No longer can there be a delay in forming a senate in every school or school district.

Some faculties believe that a senate should be formed only when a critical situation arises. This is a fallacious notion. The function of a senate

is to offer advice on any educational or administrative policy affecting the school at any time.

HOWEVER, next year will be a critical time. There will be widespread desegregation. Hopefully the process will be free of tumult, but even if it is totally serene, there will be important issues confronting many faculties. If the appropriate structure for faculty initiative is not present, there will be no faculty initiative, no faculty participation in decision making, no faculty influence on the administration, and no faculty control over its destiny.

If you have a senate, strengthen it now.

If you do not have a senate, start one now.

NOW!!!

### Women's Conference



Ms. Kitty Dukakis at Conference

By Pat Yingling

The Women's Committee of the Boston Teacher's Union held its first conference on March 1 at Boston State College. The morning began with a short film on sex-role stereotyping in the classroom followed by some strong and forceful speeches. Irene Garrity, chairperson of the committee, began by welcoming everyone and introducing Kitty Dukakis for the keynote speech. Ms. Dukakis

pointed out that men now dominate administrative positions in the education field and stressed the importance of women assuming positions of leadership and responsibility in education.

Reggie Healey, Commissioner of the Mass. Commission Against Discrimination, followed with a discussion of state law 622 which she helped to introduce and is now involved in enforcing. Basically 622 says that no one

## DESEGREGATION

### Union's Response....

The Boston Teachers Union would like to respond today to the plan presented last week by Dr. Robert Dentler and Dr. Marvin Scott, the court-appointed experts.

It is probably important to note the original role of these experts. They were appointed to aid the court and the court-appointed masters in evaluating other plans presented by the various parties to the desegregation case and in recommending the final plan that would become the Phase II desegregation order for Boston.

The experts apparently decided that none of the plans proposed by the other parties met the standards required by the court. They therefore rejected all the other plans and generated their own plan. The responsibilities that they have assumed and the consequences for Boston and its school system are massive.

There are some positive features to the "experts' plan," the most obvious of which is their recognition that a successful desegregation plan must address itself to educational issues and that parents, students, and teachers must be assured that educational improvements will be an integral part of any plan.

However, it seems to the Boston Teachers Union that the experts, in their zeal to solve some problems, have managed to create new ones. The one constant that permeates the "experts' plan" is an almost total lack of specificity.

What is the role of the

colleges and universities? What is the role of community councils? How did the experts arrive at the figure of approximately 60,000 students that would represent the total student population in the Boston school system next September? These and other unanswered questions make a reasonable analysis of this plan virtually impossible and raise substantial doubts as to the feasibility of its successful implementation next September. The Boston Teachers Union hopes that Judge Garrity does not make the serious error of too quickly accepting what is to us a very dubious proposal.

The following is a list of some of the more serious problems that the Boston Teachers Union sees as created or unanswered by the experts:

#### 1-Number of Teaching Positions

As a teachers union the Boston Teachers Union is obviously and properly concerned with the projected loss of teaching jobs that could result under the "experts' plan."

This concern is heightened when one examines the "experts' plan" and notes the vagueness that dominates it.

The Boston Teachers Union believes that if any plan is to succeed, a necessary ingredient must be increased educational offerings for all students. We made a series of proposals to the court in an effort to address these problems.

The "experts' plan" addresses itself to educational offerings only in a very general

way, and it does so in such a way that more questions are raised than solutions are suggested.

#### 2-Number of Projected Students in "Experts' Plan"

One of the most frightening statistics in the "experts' plan" is the contention that there will be only 60,000 students in the Boston school system next September.

This figure represents a loss of approximately 30,000 students since Phase I began last September.

The Boston Teachers Union seriously questions the validity of this figure and believes that the experts must substantiate it before the rest of the plan can be logically examined. We remember only too clearly that the Massachusetts Department of Education, with more time and more expertise than the experts, once "lost" 8,000 Boston students.

The State Department also advocated closing a number of schools and then sadly discovered that these closings were predicated on their own underestimation of the number of Boston students.

The Boston Teachers Union is further dismayed by the figure used by the experts, since only last Wednesday, Dr. Scott, speaking to Boston teachers, denied that there had been any white student flight during Phase I.

Surely a projected loss of 30,000 students must include some student flight from the

(Continued on Page 7)

can be denied access to courses on the basis of sex alone. She pointed out that reporting of violations of the law is not limited to students who are discriminated against. Anyone who sees a violation may file a complaint. Ms. Healey also touched on Title IX which prohibits sex discrimination in educational programs and activities which receive Federal aid. This recently signed executive order is another valuable tool in eliminating sex discrimination.

When John Doherty, President of the B.T.U. rose to speak

(Continued on Page 5)



At The Day Care Center

# Survey On Faculty Senates

By Frank Stevens

Over the past three months the Committee on Faculty Senates has conducted a survey which attempts to discover both the extent and the effectiveness of Senates across the city. To date, fifty-two (52) schools have responded. By level, they are thirteen (13) of nineteen (19) high schools, eleven (11) of twenty-two (22) middle schools and twenty-eight (28) of fifty-seven (57) elementary school districts.

If there is an operating faculty senate at your school please contact either me at 542-1471 or one of the following members of the Committee on Faculty Senates:

Thomas Gosnell - Boston Latin Academy (High School - 825-4240)

Joe Green - Mary E. Curly (Middle School - 524-2020)

Marie Donegan - M. Perkins (Elementary School - 269-2020)  
Harriet Cohen - Marshall (Elementary School - 436-3130)

The following is a synopsis of the results of the survey. Several patterns are obvious from these responses. My com-

ments on what they indicate will be reserved for the next issue of the Union Teacher.

1 - The number composing a faculty senate ranged from a ratio of one member for every ten personnel, to the entire faculty. The average is one for six.

2 - Thirteen respondents indicated that their schools have had Faculty Senates for five to seven years, while twenty-six have been formed this year.

3 - The number of times senates met ranged from zero to thirty. Most meet monthly, but several indicated they met bi-weekly.

4 - The number of times the senate met with an administrative head ranged from zero to twelve. The average was three. (Just one comment here that can't wait till next month-the contract requires the administrative head to meet with the faculty senate at least once each month. If yours isn't, grieve it).

5 - Six schools indicated they had formed by-laws for the operation of the senate.

6 - To the question. "What method is used in electing your faculty senate?" The following responses were indicated:

At large - 32

By dept. - 4

By pods, areas, etc. - 8

Total faculty - 7

Other - 1

7 - To the question. "How would you rate the cooperation of your administrative head?" The following responses were indicated:

Excellent - 17

Good - 18

Fair - 11

Poor - 2

No response - 4

8 - To the question. "How would you rate the effectiveness of your faculty senate?" The following responses were indicated:

Excellent - 9

Good - 20

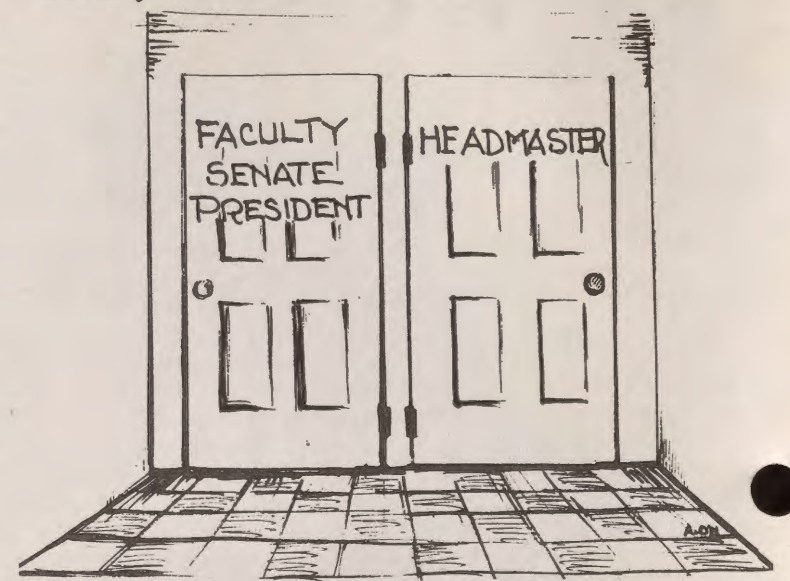
Fair - 13

Poor - 3

No response - 7

It is extremely difficult to restrain my comments on the responses to these last two questions, but I said I would hold them until next issue.

## Faculty Senate Corner...



## Agassiz - Getting Together

By Sandra White

Who needs a Faculty Senate at the elementary level? Why bother? At the Agassiz we found that indeed we did need one, and we bothered to get one together.

We are an Open Space school with a faculty of about forty-five, and we are divided into learning areas with four or five teachers in each area. This kind of structure can, and did, lead to isolation and lack of communication among the

faculty. We found that each area had the same kinds of problems, but we didn't often get together to talk about them or to discuss possible solutions. So we found that things stayed the same. We still complained, but no one did anything positive.

In September we talked about the need for improved communication. We elected a Faculty Senate of nine, including the two Building Representatives. I wish each area had nominees in the election, each area has a representative on the Senate. We set up a schedule of meetings for the entire year. We meet twice a month, once in an open meeting to which all the faculty are invited to participate, and once with the Acting Principal.

So far several things have been accomplished by the Faculty Senate. The school now has a monthly Awards Assembly program at which outstanding children receive citizenship awards, and all enjoy an entertainment program.

When we were faced with starting a breakfast program in December, the Faculty Senate got together and agreed on rotating duty assignments, which we then presented to the Acting Principal for approval. The plan was ok'd and is working well.

Several Faculty Senate members are working on Chapter 636 proposals for new programs at the Agassiz.

An important task before us now is to evaluate and decide whether to recommend adopting a computerized individualization program for next year. Since the whole school would be involved in the program, it is essential that each teacher have some input into the decision making.

Through the Faculty Senate each teacher will have a voice. At the Agassiz, the Faculty Senate has worked well. Teachers are communicating more among themselves, and with the administration. Cooperation between Faculty and Administration is at an all-time high. We have input into what is happening at our school, and that is an important dimension of teaching.

## Mary E. Curley

By Joseph E. Green

A faculty senate is the product of the will and knowledge of a faculty. Any faculty confident that the appointed administrators in this system are capable of protecting the best interests of the students, teachers, and parents does not need a faculty senate or a union. Now, let us address the real situation. Faced with the prospect of being governed in all in-house matters by the appointees of the Boston School Committee, any sensible faculty should at least guard against some notions. Those arrant, romantic, optimistic, paternalistic, 19th century, pseudo-professional notions, which express the feeling that minding one's shop (class) and one's business (obedience to bureaucratic whims as well as nostrums for daily educational aches and pains) will ensure education, happiness, tranquility and peace for all, can only lead to disaster. After all, take a good look at those administrative people in your building. Do they really deserve the whole say in the matter of handling your school's problems? Indeed, left to their own devices, their endeavors probably would become wholly smoke. The problems, crises, and difficulties of education today are just too pressing for teachers to simply close off the whole school's troubles and merely concentrate on the business at hand. We have no choice. We must participate in advising our leaders and in

consenting to or expressing disapproval of their policies and procedures.

The on-going existing organ devised for faculty participation in important decision-making can be the faculty senate. In fact, any principal conversant with the contemporary scene will eagerly assent to the notion of faculty participation in decision making if only to share the blame. Teachers must ensure that the faculty

help the faculty senate organize and function but he could also talk and think at least (nearly) as well as the Principal and Asst. Principals.

Perhaps the first step in the organizing of a faculty senate, which did more than talk and write letters praising the performance of the Assistant Principals to the Area Superintendent, was a confrontation. After an unusually bad riot in which a student from another school assaulted a young

demands. The particulars are not important. What is important is that WE THE FACULTY without a doubt had initiated change, not only change, but change for the better. We could lead and we never forgot it. Now we demand a say. We plan a released-time program. We do participate in important areas of decision making, and nearly every step of the way there are attempts to belittle the work done and the results obtained. But the progress continues - in spite of apathy, frustration, and unhappy occurrences.

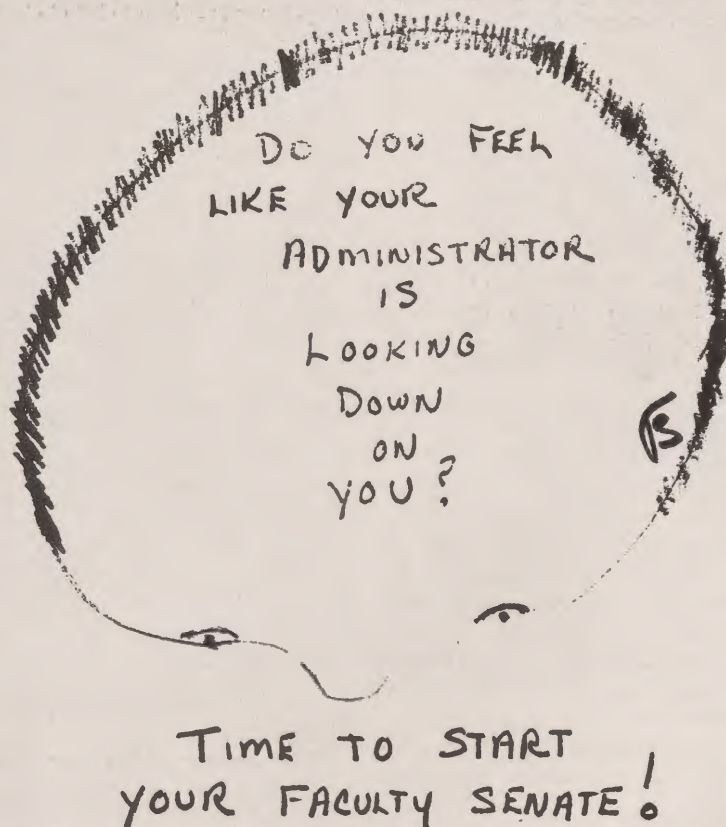
People who come to the open senate meetings can air their grievances, suggest creative or new policies, define problems, and review school programs. They even feel that something will be accomplished. They do not fear harassment or intimidation for freely stating their views. It's enough to make a person want to stay in the classroom for more than a few years. The classroom teacher on the firing line has much to offer if he/she is observant and allowed to communicate those observations, ideas, and reforms produced by first-hand experience.

Finally, a word about faculty-administration relations. We have all learned to listen and respect each other's views. All of us are interested in the goal of attaining the best education possible given existing resources. Cooperation now is based on the respect felt among equals, however grudgingly given. Our faculty has been a force to be reckoned with and a force to be respected for several years.

senate is more than a straw man, however.

Dealing now with more personal experiences, this writer can only express his feelings of surprise at finding, a while ago, that not only could

woman teacher, an angry faculty member confronted the usual "take it easy - it's a big joke anyway" routine of the administrators. Amazingly, they accepted our demands, four hastily constructed



# Local No. 66: Looking Backward

by Martha E. O'Neil

## Part IV LOOKING BACKWARD: Other Legislative Accomplishments

The members of Local No. 66 in the early forties became fully conscious of the fact that many of the grievances of teachers could be resolved only by legislation. Our president who was also an attorney, had made an extensive study of school law and had found in it little protection for the classroom teacher.

Historically, teacher organizations had always been dominated by school administrative personnel, especially by principals and headmasters. Although a "classroom teachers" division had been established in the NEA to meet the protests of teachers, that was eventually to become strongly pro-administration. It was not until the teacher union movement showed the way that the NEA began to champion the cause of the classroom teacher.

A case in point was the inequality of compensation between male and female teachers, the latter being on the lower rung. In 1946 a law, filed and supported solely by the MFT members, was passed, requiring that the question of equal pay be placed on the ballot. In Boston, our speakers' bureau attended the popular political rallies which were held in every part of the city. They recalled to their audiences the plight of the veterans of WW I who, when

they had returned from war, had found their former jobs held by women at lower wages than they had received. Congress had acted to prevent the recurrence of this after WW II and our audiences had many listeners sympathetic to our arguments. The voters of Boston supported us in a 5 to 1 smash victory.

Once the pay differential was removed, many more male teachers were hired. School committees could no longer economize by hiring females only (except for administrative positions, of course!) Our chief opponent in this fight were some male teachers who were perhaps motivated by the fact that the presence of more men would result in greater competition for these administrative positions. Our friends

were the League of Women Voters, the city and state labor movements, and especially the voters!

The next year, 1947, with the support of the Massachusetts Federation of Teachers, our affiliate, the tenure law was amended to include Boston teachers who had previously been excluded by the phrase "except Boston."

Tenure was further protected by a law supported only by union groups in 1953. After several successive tries in the legislature, marriage was removed as a reason for dismissal of a female teacher. This was lobbied largely by reducing to an absurdity the equating of incompetence with marriage.

Next: Further Progress in the Fifties.

## Perils Of A Proposal

By Irene M. McCarthy and Joseph A. MacFarlane

Last fall while most schools in the city were a whirlwind of activity proposing various projects for funding under Chapter 636, the teachers at the Taft Middle School labored in the vineyards ignorant of the fact that the race for funds had started. This was neither the first nor last time Taft teachers had not been informed in time - if at all - of things they had every right to know.

The first word on what had occurred was received when two people from EPC came to the building in the middle of December. The Principal had allowed a vendor to write a proposal for two thousand dollars worth of reading materials and had submitted that proposal without the staff's knowledge. The proposal was, of course, rejected.

The Taft desperately needed a reading program. As in most city schools there are a significant number of students reading below grade level (over half of the eighth grade at the Taft) and many reading well below grade level. We had no sixth grade reading program, no reading lab, no reading specialist. Nearly all the teachers are content area specialists with no training in the teaching of reading.

Permission was obtained from the principal to write a real reading proposal for one school. We had a week to complete it before Christmas vacation. Since writing a proposal was foreign to the faculty, the building reps. with the aid of a committee of interested teachers took on the challenge. The committee with the cooperation and encouragement of the teaching staff went to work gathering

statistic, combing catalogues and contacting resource people from the community and college level. With guidance from EPC and the reading coordinator from Area VI, the task was accomplished. 99 percent of the work was done on the teachers' own time; so some teachers worked until 3 a.m. on several occasions. The faculty breathed a sigh of relief when the proposal was submitted to EPC on time.

The story doesn't end there. The Taft proposal was sent to Beacon Street on a Thursday in January along with other approved proposals. The following day, a member of the reading department, who was interested in establishing a program at the Taft asked to see a copy. All copies had disappeared. A messenger was sent to the Taft with what was supposed to be the Taft proposal for the signature of the principal. A member of the faculty scanned the so called Taft proposal - it wasn't ours. Fortunately we had another copy and it was sent via the messenger to Beacon Street. What happened to all the copies of our proposal - no one but no one could answer - the copies just disappeared into thin air. The faculty did learn from a Beacon Street secretary that it was not unusual for some proposals to disappear.

The proposal had cleared the city and was now at the state level. The state called the school to get clarification on the proposals - there were two of them. In talking with the Office of Equal Education Opportunity we discovered that the reading department had submitted a proposal of their own, which was approved by an assistant principal at the

## ELECTIONS

The editor invites candidates for President, Vice-President, Secretary, Treasurer, Field Representative, and the Executive Board to submit statements for publication in the May issue of the newspaper. Statements by candidates for the Executive Board are limited to 130 words. Statements by the other candidates are limited to 175 words.

Each candidate can also submit a photograph. This can be any size, but it must be a black and white glossy. The editor will determine size for publication, but all photographs appearing in the newspaper will be of equal size.

If there are fewer candidates than the number to be nominated, publication of submitted material will be postponed until the June issue of the newspaper.

All material must be typed, double spaced, and in the Union office no later than noon on Tuesday, April 22.

Send to:

Tom Gosnell, Editor  
Boston Teachers Union  
38 Chauncy Street  
Boston, Massachusetts 02111

Taft but not seen by anyone else. Further, there were now many proposals at the state level similar to the one produced by the committee of Taft teachers.

The reading proposal was finally approved in the middle of February, - about the time everything should have been in operation. The letter of approval arrived about a week later. Due to the usual red tape the actual go ahead to implement the program came even later. At this writing things are just beginning to jell. Soon a 30 hour workshop for teachers will begin; a reading specialist and aides will be hired for the remainder of the year; all students will be tested and reading problems diagnosed; and, hopefully, Taft students will get some of the help they need and deserve.

While many may wonder why - why wasn't a reading program established years ago - why didn't it come as a matter of course - we know and won't forget. The work is far from over. This proposal is just a first step in the battle for

a reading program that some members of the faculty have been involved in for several years. This is the first time the faculty has had any real input into the curriculum. In spite of low morale and disgust with conditions within the building the faculty is determined that this program will be a success and our students will begin to get the help they so desperately need.



## Quotes From Our First Contract Or Famous Last Words

"It draws open the curtain of mystery that has covered the rights of teachers for many years."

Wm. O'Connor,  
Member, B.S.C.

"The harmonious relationship between teachers and administrators in the Boston Public Schools has become a tradition and a source of pride to all of us."

Louise Day Hicks,  
Member, B.S.C.

"Because of it, the teacher will no longer be the vassal of an isolated hierarchy."

"The wisdom of his vast experience as a footsoldier in the war against ignorance will be imparted to the generals."

Thomas S. Eisenstadt,  
Chairman, B.S.C.

"I am certain that in the future, relations between the Teachers Union and the Administration will be vastly improved as a result of sensible, deliberate negotiations which will solve many problems that have plagued the system in the past."

John J. McDonough,  
Member, B.S.C.

### THE BOSTON UNION TEACHER

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## Legislation

By Marty Foley

Hearings have been held on all of our bills except the ones dealing with Racial Imbalance and its implementation. These bills will be heard the beginning of April.

H 2301 and H 2302, our assault and dangerous weapons legislation are still being held in the Judiciary Committee. We are hoping to bring these bills to the House floor some time in the early part of May.

This is a bad year for all retirement legislation. Most retirement legislation requires an increased cost to the Commonwealth and as a result of the austerity program the Public Service Committee has killed almost all of this type of legislation.

BTU bills reported out unfavorably this year from the Public Service Committee include:

S 1280 - Bill relative to the retirement of teachers at fifty percent of their salary after twenty years.

S 1281 - Bill placing teachers in Group II of the contributory retirement system.



Marty Foley, Legislative Agent

H 2363 - Bill providing that certain teachers shall be credited with service in non public schools.

H 3569 - Bill placing teachers in the employ of the Commonwealth or its political subdivision under the Heart Law.

I hope that by next year the fiscal problems of the Commonwealth will be solved so that some of this much needed retirement reform may become law.

On April 2 the Education Committee will give a hearing to the Daly-Sullivan Bill (H2439). As of this time (March 25) the staff of the Education Committee has not completed a redraft of this bill. The BTU has presented

several ideas to the Education Committee staff as to how amend this legislation to make it more acceptable to the BTU. At this time we do not know if our suggestions are in the new draft of the bill.

On March 20 we placed the BTU on record as in favor of the State employees cost of living increase. This is a most important union position. We as unionists cannot allow an employer to not negotiate in good faith. When he grants a cost of living increase for his employee, he cannot refuse to honor it if it costs too much. All BTU members should ask their senators and representatives to support a cost of living increase for state employees.

## Do You Remember....

by Arthur Krozy

DO YOU REMEMBER ..... PROFESSIONAL DAY, March 24, 1970 TEACHERS WALKING INSTEAD OF CRAWLING

I along with more than 3,000 Boston Teachers' Union members were to establish a first in the history of our Union and the Boston Public School system. The Membership had declared a "Professional Day" to take place on March 24, 1970.

As I recall, it was a beautiful early spring day. The weather was cooperative which was more than anyone could say about the Boston School Committee's attitude toward the collective bargaining process (nothing has changed, has it?).

It was a day when more than 3,000 teachers were in effect delivering their "Magna Carta" to the Boston School Committee. We demonstrated that we were united in spirit and action. Some as I did, thought of the occasion as a "renaissance." Truly a long overdue awakening from impotency and complacency.

The then prevailing attitude at 15 Beacon Street was that 'they will never do it, they don't have the guts.' The odds must have been at least 5 to 0

that we would have a successful "Professional Day." Well, we proved them wrong.

We assembled at about 9 a.m. between the Boston Common and the Boston Public Garden. Placards and all we were ready to go. Bystanders would have no problem in knowing why we were out there. It was the School Committee that had to get our message.

We first lined up ten abreast but the police asked that we reduce our march column to three across to minimize traffic problems.

There we were, a line of march extending more than three blocks long. We walked with heads held high, a new spirit and sense of pride within each of us.

We proceeded down Charles Street to Beacon Street. Turning right on Beacon Street up Beacon Hill toward our "golden domed" State House allowing our legislators to take notice that there really was a Boston Teachers' Union.

We passed the State House and were quickly approaching School Committee Headquarters (15 Beacon Street). Looking up I could see Beacon

Street personnel gazing with curiosity and shock at what was passing below.

This may have been reason for some to release stored up anger by shouting choice words appropriate for the occasion. This caused most of the onlookers to leave the windows. Most marchers observed decorum appropriate for the occasion. An admirable observation in light of the fact that some may have been emotionally compelled to do otherwise.

As I passed in front of the School Committee building I noticed a few of Beacon Street's officialdom taking notice of the passing procession.

As a side note, later that day it was related to me that one Beacon Street official told one of our parade marshalls that what he was doing was no way to get ahead in the system. An intimidating remark, typical, but not unexpected.

We moved down Beacon Street, across into School Street, toward Washington Street. People going to work, shopping etc. took notice of our placards removing any question in their minds as to what the march was all about and what our purpose and objectives were. Improved working conditions for both teachers and pupils, needed educational improvements, a decent salary, an equitable contract for all bargaining members, doesn't this all have a familiar ring?

We continued our walk turning left on Washington

Street. A short distance away, our destination, City Hall Plaza.

There were concluding speeches expressing our purpose and goal in observing a "Professional Day." It was hoped that the School Committee would receive our message, after all, seeing is believing. Some may have felt that this would forestall further organizational action.

But of course, it was not to be. The School Committee did not take us serious that we were in fact a Union, and we were here to stay. There was no change in their attitude of

indifference and simply not giving a damn. This perennial attitude provoked and culminated in the first teachers' strike in the history of the Boston Teachers' Union and the Boston Public Schools.

The Boston Teachers' Union and its members would never crawl again. Let not Professional Day, March 24, 1970 have been in vain.

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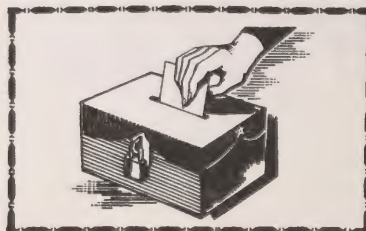
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## MEMBERSHIP MEETING

Wednesday, April 9  
FLORIAN HALL



## 622 and Girls' Athletics

by Bonita B. Mitten

(Ed. Note: State law 622 states that no one can be refused entrance to a course on the basis of sex alone.)

If schools have one team only, open to both boys and girls, the girls will be eliminated from interscholastic sports. The only survivors will be the exceptional female athletes. Unfortunately, these girls are few and far between, since girls have few opportunities to participate in athletic programs at an early age. Boys have had Little League, PeeWee Hockey, and various other programs for years. Girls have had nothing.

622 may change that since girls are now allowed to compete for berths on a team previously designated for boys only. However, girls' programs in physical education will have to change in order to give them the same skills as the boys.

Separate-but-equal programs appear to be the answer. Only then will equal opportunity really be given to girls. Many colleges are now offering athletic scholarships to girls, and unless our programs are upgraded, these scholarships will be unused. If the girls have to compete with boys for berths on a high school team, then they will lose out.

In Boston, girls have always taken a backseat to the boys in athletics. While the boys play an 18 to 20 game basketball

schedule, the girls have 5 or 6 games scheduled. If they want to play more games, they have to come up with the referees, and, in some cases, they also have to come up with the money to pay these referees. In order to qualify for the state basketball tournament, women coaches in Boston had to go looking for additional games to reach the minimum of ten.

Attitudes on the part of many coaches and administrators will have to change and cooperation will have to be the order of the day. Shared facilities must be just that, not used by one team exclusively. Girls must be recognized for their ability and potential, as well as the boys. A good program in athletics is as important for girls as it is for boys.

Things are looking up in Boston, however. For the first time uniforms have been provided for the girls, and interscholastic volleyball and softball have been added. Even with 622, girls may eventually have separate-but-equal opportunity in Boston.

### Conference....

(Continued from Page 1)

he mentioned that only four years ago at a national convention of the A.F.T. the idea of a Women's Committee was treated jokingly. Mr. Doherty went on to say that this was no longer the case. He empha-

sized that male support is needed in order for conditions to change for women within the Union. He pointed out that the founding charter of the B.T.U. was signed by only one male; the rest of the founding members were women.

Dealing with intimidation was the focus of Marya Levenson's short but pertinent speech. Ms. Levenson said that women are uncomfortable at Union meetings. They are unfamiliar with parliamentary procedure and thus have difficulty in being recognized when they have something to say. She added that women have the numerical advantage but are not getting out and participating as they should. Ms. Garrity closed the opening session by outlining the committee's future plans and inviting everyone to the next two meetings on April 2 and May 7.

The balance of the conference was taken up with workshops. On the whole the workshops were lively and reflected the concerns of both male and female teachers. Similar issues surfaced in a number of workshops. Day care for teachers, paternity and child care leaves, and the need for revision of absolute veteran's preference - all emerged as common concerns.

Elementary school teachers were concerned about the lack of availability of non-sexist classroom materials. They talked of how powerless they feel, how isolated from other

## A Man's View... A Single Step

by Paul Angus

On Saturday, March 1st, The BTU Women's Committee held a conference at Boston State College. The conference was addressed by the First Lady of the Commonwealth, Kitty Dukakis. Speaking in behalf of the Massachusetts Commission Against Discrimination was Regina Healy. Also speaking were Union President, John Doherty, and Myria Levenson from the Women's Committee. The conference proceeded to form small groups of workshops. I have become aware of the need to have a membership both informed and involved and committed to resolve sexism. Sandwiched between the workshops and the realizations was a delicious box lunch, and there were also many loving hands to provide day-care.

At the workshop on family situations people spoke on the need for day-care. It has taken over eight months to poll the membership on their personal requirements in the use of day-care. Inequities in maternity leave for untenured women teachers, and future contract considerations in the area of child care leave for women and men were also discussed.

The workshop on Secondary Curriculum was interesting and extremely informative. Enlightening to many was the discovery of the child's perception of others according

to sex, via a "man-woman game." There were women's curriculum pages, which contained information on topics such as "Alternative to Sexist Language," "Becoming aware of sexism through a study of children's Books," and "Classroom games, projects for consciousness-raising." Sex-role stereotyping is a serious problem in our society. The overriding theme of the conference was human equality and it made all members acutely aware of the need for change.

The conference has deepened my awareness of the pressing need for human equality and stimulated a positive and willing desire to get involved. This conference was especially rewarding to me, for all in attendance were enthused and expressed a sincere concern for the current problems. Discussion among conference members enhanced my working knowledge of Roberts' Rules of Parliamentary Procedure. This enabled me to feel more comfortable at the March membership meeting.

To quote a pertinent thought from the Feminist Press located in Old Westbury, New York. "Curricular materials need to incorporate a non-sexist and feminist perspective, and the teachers' behavior in the classroom should reflect a sense of the possibilities of each regardless of sex."

teachers they are, and how frustrated they are by the paternalistic attitude that is rampant in elementary schools. They also felt intimidated by Union meetings and felt that the Union was not as responsive to their problems as it was to the problems of secondary teachers. They were particularly concerned that the new hours (9:30 to 3:30) prevented them from getting to Union meetings on time. Many pointed out that they had often arrived to find that crucial votes had already been taken.

In other areas, women in physical education were in favor of equal pay for male and female coaches, equal access to facilities, and elementary specialists in physical education. At the workshop on Women in the Union people felt that the Union was not dealing with classroom issues enough and that elementary teachers in general were underrepresented. The discussion on women and the law revolved around such issues as the unfairness of maternity leave policy and the need to revise absolute veterans preference.

Participants in the workshop on Minority Women in Administration reiterated that absolute veterans preference was discriminatory to women. They also suggested that the Union might sponsor workshops on new job opportunities

and that we should push to see that the 90 day time limit for making appointments to new positions is enforced. Another recommendation was that the Union file a class action suit to insure that all minorities, including women, are represented at administrative levels. Finally, they reaffirmed the policy that all appointed positions should be posted.

This is just a sampling of some of the intense talking and sharing that went on throughout the day. The conference confirmed what we had suspected - that men and women throughout the system have genuine concerns and interest in these areas. The conference was a beginning. It gave us a chance to look at ourselves and those around us. We began to see where we are now and where we want to go. We explored the opportunities for change, the tools available to implement change, and the skills we need to develop to effect this change. It is up to us as teachers, Union members, males and females to work out solutions to these problems.

We wish to thank all those who attended and participated in the conference and to extend a special thanks to the Union officers and executive board members who attended, joined in, and listened.

# Reports From The Schools

## A "Quality" Urban School Bunker Hill

by Mary (Boyle) McTernan

The Bunker Hill School is an old and venerable institution in Charlestown. Built in 1866, the building has housed many of the parents, grandparents, aunts, uncles and teachers of the present student body. The Bunker Hill has served as a "neighborhood" school in every sense of the word. Generally speaking everything and everyone connected with the school, including the custodian, is known and respected throughout the neighborhood.

The academic life at the Bunker Hill has a "back to basics" flavor. Reading, writing, and arithmetic in large daily doses supplemented by a strong Title I program are well supported by the parents and neighborhood groups. Academic pursuits lead Bunker Hill students to enter Latin School in unusually large numbers. Rewards periodically given by parents, teachers and school department administrators up to and including Mr. Ingineri, our Area Superintendent, seem to motivate unexpected academic achievement. The student body of the Bunker Hill School also exhibit the results of a consistent, competitive physical education program by excelling in the annual intra-district competition each June!

After the strongly academic morning, some afternoons are given to interclass activities which mix children of all ages and capabilities. Due to a chronic lack of preparation time, most of these associations are of necessity planned "On the run" by very able teachers who know and respect one another's expertise and are flexible enough to draw from the other person's teaching wisdom. As most schools do, we have a couple of good vocalists and pianists, a teacher who does wonders with creative drama, an horticulturalist and visiting animals, kits, and displays from local museums. These constant sharings and interactions help to build and maintain the outstanding school spirit and tolerance of others that is prevalent at the Bunker Hill. Hopefully, everyone associated with the school can be proud of said association.

Although this academic year began with the tension of constant well supported boycotts, marches and rallies, a learning climate was maintained. On the surface, the classroom situations are "back to normal;" however,

there is great apprehension as to what the next academic year may bring. Hopefully, the Bunker Hill will see only orderly change. Whatever changes are ordered by the court, the faculty will rearrange the school patterns to best serve the students and their sense of individual dignity. Service to the children in the classrooms has been the policy and practice of the faculty and staff at the Bunker Hill School for over one hundred years. Surely, flexibility within the realm of sound educational practice will continue at the Bunker Hill.

## Tynan

By Mary B. Doherty

The Doctor Joseph P. Tynan School on East Fourth Street, South Boston, opened in September, 1972. It is an open space community school built to replace the Hart-Dean elementary complex and take in the overflow from the Choate Burnham and Tuckerman schools.

The three teaching areas are named for Presidents from Massachusetts, Adams, Coolidge, and Kennedy. The teachers in the different areas work in teams--exchanging students for reading, math, language and social studies. Within the classes, teaching techniques vary from whole group through multi-group to individual instruction. A "structured fluidity" exists, taking into account the individual student, the subject matter or study skills, and the style of the individual teacher. Most students see three or more teachers in the course of the day.

In our K-5 school, with its four kindergartens, resource room and special ed(?) class, there are very few black, Chinese, or Spanish speaking children. The majority are of Italian, Irish, Lithuanian and Polish origin, practically all American-born.

We had a good first year.

During our second year, we had four resource teachers who met with other open space resource teachers, greatly improving communication with the other schools. Ideas, techniques, even materials were exchanged. Also -- about the middle of October, we acquired an art teacher who received a rousing welcome!

This year, with the advent of Title I, we acquired several new teachers and Title I aides. Four of our new teachers are black, one a music teacher, welcomed (as was last year's art teacher) with great joy! Our children's lives, have been greatly enriched by the programs they have participated in as a result of the collaboration of the music and art teachers. The most recent such program took place this



month, a nation wide sing along featuring Woody Guthrie's music.

Our beautiful library had books--but no librarian! Our children's mothers staff the library competently. They cared for a snake (from the science department) for a week so that the children could enjoy its presence. Two gerbils and some tortoises are now part of the library decor.

We averaged half a dozen children in each class at the beginning of this school year. Many of the children have older brothers and-or sisters, and their families are unhappy because of the forced busing. On boycott days our numbers drop. It grieves us that some of our former pupils are not in school. Our teachers, black and white, worry about 'next year.'

Speaking factually, we have lost over twenty children from our three fourth grades this year. At least four of the others in that grade will be gone by the summer.

As a teacher, a taxpayer, and lifelong citizen of Boston, my hope is that a compassionate, mature people will help all of our children enjoy going to school and learning there.

## East Boston High

By Dr. S. B. Potter

EBHS has not been affected by Judge Garrity's desegregation order this year, but it will be affected next year, and the faculty is seeking to make plans based on the experiences of other schools in the system. Under the auspices of the faculty senate, whose chairman is Mrs. Nancy O'Hara, a committee has been formed, headed by Frank Jackman of the faculty, to deal with the problems raised by the impending desegregation process. Under consideration are: relationships with community groups such as the Youth Activities Commission; relationships with non-teaching personnel who will be involved in the desegregation process within the building (police, aides, etc.); and building security.

Plans are under consideration to have faculty members

of EBHS visit some schools that have been desegregated and to have some faculty members of those schools visit EBHS. In this regard Miss Ann Foley of Crisis Prevention has been most helpful. She has also visited our school to address the faculty and answer questions. We have also had a visit from the Chairman of the Faculty Senate of Hyde Park High School.

It is hoped that by careful anticipation of the problems that will be facing us we will be able to deal effectively with the educational needs of all the students at EBHS and maintain effective teaching-learning situations with the least possible interruption.

## Lewis

By Jacquie Tibbetts

What does it take to teach at the Lewis, now a community Middle School, no longer a part of the Sub-system? First, it takes an understanding that we are a completely new school within an old building; a new administration; a newly formed faculty, some receiving less than twenty-four hour notice of their assignment; and a totally new student population from a variety of schools.

In September, teaching at the Lewis Middle School required a sense of wonder as to how we would ever get the building ready for the opening of school. The auditorium suggested Boston's best in text book flea markets as faculty and aides plowed through the boxes of donations. Digging in - sorting out - and cleaning up. AJAX - SOS and elbow grease, along with an urgent plea for painters to renew the halls and stairways were the mundane practicalities of a new life at the Lewis.

The Lewis also required a sense of determination to memorize the new names and faces as the faculty roster took on the suspense of a lottery list. "Mr. Breen is in the building" became the security chant and "Where did you come from?" became the stock (rather than the stork) question. Determination and hardwork overcame some of our apprehensions and brought some success to the organization of

classes, clusters, and curriculum.

The most important requirement was, and still is, a sense of humor. Like friendship, it doubles our joy and divides our grief, subtracts from our frustration and adds to our sanity.

School opened quietly, for the most part, and learning and enrichment programs were not far behind. Performances by musical groups from The Young Audience programs, trips to area museums, candy drives, talent shows, career development through the film program "Bread and Butterflies" are some of the positive aspects of life at the Lewis. A reading and appreciation of the Performing Arts proposal was written by Ms. Kathy Mitchell and Ms. Nancy Olson. Fortunately, it was funded and happily provides another exciting dimension to our "Spring Survival Kit" of interesting activities.

Minor adjustment problems are always a reality and the Lewis is not immune. Our year to date has not been perfect. There is room for improvement in curriculum design, evaluation and testing, recreational opportunities, and that old familiar phrase of the 60's - we have a need for "dialogue," with ourselves and among ourselves.

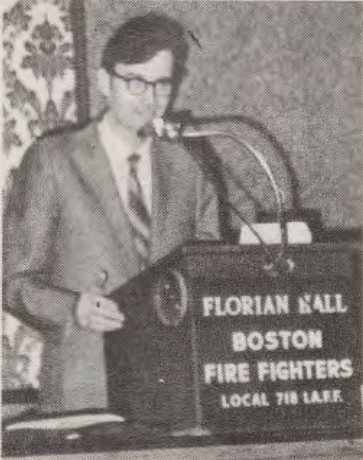
Now, what will it take to teach at the Lewis Middle School next September? It will take a sense of wonder that some of us are still here - able to benefit from our creative and innovative spring order of texts and supplies. We will be able to build on our previous efforts with the opportunity to expand and improve.

It will take a sense of determination to insure that our curriculum will be exciting and geared to high academic achievement and thoughtful human development.

It will take a sense of humor to encourage the Union to visit us in September as opposed to the end of March! And a special sense of humor to provide us with the flexibility to enjoy ourselves and our students with all our ups and downs; a sense of humor that may ultimately encourage us as people to keep our eye on the do-nut and not on the hole.



## Dollars And Sense



by Dan McDuffie

Some very basic questions about personal money management involve saving and investing. In these days of inflation and recession at the same time, personal financial planning can be most-difficult. However, the conditions that make it difficult also make it necessary.

A very important determination has to be made early in the plan and that determination involves future goals as well as current living standards. To begin with, one should build up a reserve fund for emergencies. This is a difficult item to put a definite dollar figure on but a widely-accepted rule of thumb is a reserve equal to six-months pay after deductions. This reserve fund is for extraordinary expenses. Definite anticipated expenses would be provided for by additional savings.

To illustrate, let's take insurance as an example of a definite anticipated expense: Suppose an individual knows that in the course of the year he will be required to pay auto insurance premiums totalling \$180 and life insurance premiums totalling \$150. In anticipation of those expenses, he should deposit an additional \$27.50 per month into savings so that these bills can be paid immediately without throwing the monthly budget completely out of line. The same idea would follow for vacations, a child's college education, or any expense that is foreseen.

If savings are planned in this way then one receives interest on deposits, which is a help, and one avoids the necessity of borrowing (and paying interest as a result) which also helps. Not to mention peace of mind.

The real point is that savings should be PLANNED. Many individuals have a financial program that consists of spending what they earn and putting any money that happens to be left over at the end of the month into savings. While that is better than no savings at all, it will only postpone - not avoid - a financial crisis that is bound to occur when something unexpected hits. An individual or a family must sit down and plan a savings program and stick with it unless the reasons for it change.

Investments, other than savings accounts, should also be based on a PLAN. A good investment for a 25-year-old could be a terrible investment for a 55-year-old. For example, shares of stock in a particular company may pay very small dividends, but prospects of the company's growth may be excellent. In this case the stock itself could be extremely valuable 30 or more years from now. The 25-year-old can expect to be working during the intervening years and the stock would then be a big plus in his retirement years. The 55-year-old would not be wise to invest in a stock with so many lean years because he will be needing his returns much sooner.

The same kind of planning is necessary in buying stock life insurance, real estate, and any other investment. First determine your goal - what you hope to accomplish through your investment - and then determine the kind of investment that best suits that goal.

Just look at the different possibilities: various government securities, company bonds, insurance, annuities, stock, mutual funds, real estate, and gold just to name a few. Each type of investment has advantages and disadvantages. To choose the right one for you, you need to know what you want to accomplish. No one else can really tell you that, but once you know that there are many kinds of advisors who can tell you what certain kinds of investments will do. You then match up the investment with your objective.

There is, however, one other element to be considered - taxes. Taxes are not included in the cost of living index, but they have been for some years now the fastest-growing of our living costs. In recognition of this fact, the Congress and the President have pledged tax reform this year. However, some items will still get above-average tax benefits. It has been a long-standing practice that the government encourage certain kinds of investment by granting tax advantages to income received from them. While the specific kinds of investment or the degree of their tax advantages may change, there will always be some investments that are favored in this way. Do not neglect to take this fact into account in deciding on an investment.

Incidentally, for excellent additional information on savings see the February, 1975 issue of CONSUMER REPORTS, "How to Pick the Best Savings Account."

Next month we will talk about a very specific kind of investment - one which most people have but not really thought much about - life insurance.

## Rome And America

By Jim Wells

Alistair Cooke, in his program called "America" on Channel 2, noted certain tendencies in this country that seem to be similar to the tendencies that Gibbon noted as the cause of the fall of Rome. I was rather surprised, because Gibbon starts his Decline and Fall with the reign of the Antonines. He considered this period to have been one of the most delightful in human history, and, as he paints its delights for us, we sorrow with him at the spectacle of Marcus Aurelius, that austere philosopher bequeathing the empire to his psychotic son, Commodus. But this is all romance. However, it titillates our sensibilities. For the fact of the matter is that Commodus did not become emperor until 180 of the modern era and the Republic that was Rome became great prior to 133 of the ancient era. When the Roman Republic ceased to work in a meaningful manner, all the dreadful consequences that could toss up an unspeakable character like Commodus became inevitable.

I am amused at comparisons between Rome and America because the people in our country who generally make them, are rich people who want to deprive the poor. Whenever they see the government being generous to the poor or to the working class, they begin to mutter darkly about the decline of Rome and speak with bated breath about the dangers of hedonism and the evil of providing the people with

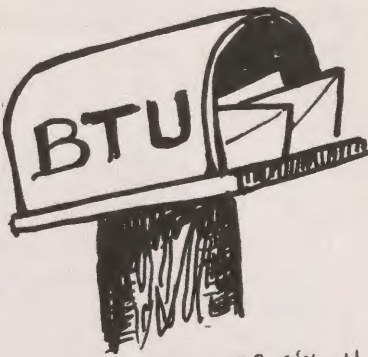
bread and circuses. Nevertheless, there is another interpretation of what happened to Rome and it is a democratic interpretation that is much better rooted in the world of reality. There was a time when, in the virtuous days of the Republic, being a senator was an onerous calling, as the hardships were many and the rewards few. As a matter of fact the senators were called the conscript fathers because they were conscripted by their fellow citizens to sit in the senate and govern Rome often to the detriment of their own private concerns. Unfortunately, after Rome successfully defeated Carthage, a few smart cookies decided that the Roman Senate was a great place from which to feather one's own nest. Within a very short time, the Roman Senate had become a club for millionaires and would-be millionaires and there was no longer a place for men like Cincinnatus in that august body. After the period of the Gracchi, Rome was a plutocracy where money not only talked, it jolly well shouted.

Now, if we are going to make comparisons between our country and Rome in its decline, we ought to examine the United States Senate very carefully; for, of late, because of the costliness of the undertaking, fewer and fewer non-millionaires have been able to aspire to that august body. More and more it has become a plutocratic body, less and less representative of the great

mass of hardworking Americans, and, if the United States is truly in decline, and I very much doubt that it is, the reason for any blunting of its purpose might well be that our senatorial leaders are millionaires who naturally are more concerned with the problem of protecting their wealth than they are in promoting the common good for us and our posterity.

Surely, a representative body that could vote 96 billions of dollars for defense, when large numbers of Americans are constrained by a downturn in the economy to live at the ragged edge of poverty must be either totally corrupt or totally insane. Every other dollar that we waste on munitions means that we must postpone, perhaps indefinitely, the good life for large groups of our citizens. Yet, we are told that the defense budget is sacrosanct; that we dare not cut it lest our enemies destroy us.

Yet, Khrushchev told our American politicians that when the Russian military wanted something, they would tell the Russian government, "They're working on it in America." Therefore, since we now have enough missiles and H-bombs to kill every man, woman, and child in the world six times over, why in the name of all that's meaningful are we still spending 96 billion a year. It seems to be an unnatural type of insanity to waste our substance fatuously. Perhaps we would be well advised to remember the old dictum; whom the gods would destroy, they first make mad.



A.G. O'Neill

Aides' Salary in N.Y.

Having thought that I was familiar with the contract benefits of the aides in New York City, I was quite surprised to see a 1971 pay scale quoted by Laurel Goodrich to be \$5500 to \$7800 per year. As accurately as I can determine (from the UFT aides' contract) the 1971 salaries ranged from \$2.80 per hour to \$4.50 per hour. On a yearly basis, this works out to a range of \$3234 to \$5197. An additional \$308 to \$495 could be earned in a 4-week summer program. As of January 1975, UFT aides earn from \$3.58 per hour to \$5.80 per hour, or \$4135 to \$6699 per year. An additional \$394 to \$638 can be earned in the 4-week summer program.

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