Meet The Board

When Rey was asked to do a biographical sketch of himself, he fell into a state of depression as he could think of nothing interesting to say and when he was requested to produce a black and white photograph of himself, he was thrown deeper into despair as he had to go to a 75c "Four Pictures in 2½ Minutes" photo booth, as evidenced above.

You must realize that Rey views his life somewhat as a failure as he did not attain his lifelong ambition of becoming a professional ball player. He has settled for practicing law to supplement his part-time activities as first baseman for the Wading River - Shoreham Kiwanis Club.

On a serious note, Rey is engaged in the full-time practice of law, spending most of his Court time in Riverhead and Hauppauge and during evenings, negotiates for various police associations including the Riverhead Town Police. Rey is happily awaiting the spring semester at which time he expects to serve as a part-time instructor either at the State University or Suffolk Community College. Rey Mauro was elected to the Board during what he views to be the peak of parental concern over the development of the district. Although he sees improvement in coordinating activities, in his view, we still have a long way to go to enable Shoreham - Wading River to reach its potential as the finest school district on Long Island.

Rey Mauro admits much of his discomfort with education today is a carryover from his own parochial school education. Rey attended Our Lady of Victory Grammar School in Floral Park and Bishop Molloy High School in Jamaica. He received his Bachelor's degree from Hofstra, majoring in history and political science, and attained his law Degree from Brooklyn Law School in 1969.

Effects Of Television Violence On Children And Youth

Michael B. Rothenberg, M.D.

Dr. Rothenberg is a professor of psychiatry and pediatrics at the University of Washington in Seattle.

As a people, we Americans are not unaccustomed to violence. Its thread is woven into the entire fabric of our history, from frontier lawlessness through Chicago gangsterism assassination. Consider the following statistics, printed on the editorial page of the October 12, 1974 issue of the San Francisco Chronicle.

There are an estimated 200,000,000 guns in the United States, which averages out to one for almost every man, woman and child in the country. A new hand gun is sold every 13 seconds and used ones are traded at the rate of one every 30 seconds. Five million new ones come off assembly lines every year for civilian purchase.

Every four minutes someone is killed or wounded by gunfire. Every three minutes someone is robbed at gunpoint.

On the basis of Nielsen Index figures, the average American child will have reviewed some 15,000 hours of television by the time he has been graduated from high school, as compared with his having been exposed to some 11,000 hours of formal classroom instruction. He will have witnessed some 18,000 murders and countless highly detailed incidents of robbery, arson, bombing, forgery, smuggling, beating and torture - averaging approximately one per minute in the standard television cartoon for children under the age of ten. There is an average of six times more violence during one hour of children's television than there is in one hour of adult television.

Twenty - five percent of the television industry's profit comes from the 7% of its programming directed at the children. While the Code of Hammurabi in 2250 BC made selling something to a child or buying something from a child without power of attorney a crime punishable by death, in 1975 AD our children are exposed to some 350,000 television commercials by the time they reach age 18, promising super - power, sugar - power, toy - power, and kid - power.

Finally, against this backdrop, consider these words of Walt Whitman:

There was a child went forth every day, and the first object he look'd upon, that object he became, and that object became part of him for the day or a certain part of the day or for many years or stretching cycles of years.

SPECIAL EDUCATION PROGRAMS (5 to 21 Years Old)

Special education programs are built around five major concepts:
Meeting the needs of the individual child;
Giving the child an opportunity to have as much contact as possible with nonhandicapped children;
Supporting the child with teachers trained to work with handicapped children and materials designed to meet the child's special needs;
Involving parents as much as possible in the child's education;
Making the program understandable to parents by defining special objectives for each child, explaining the child's educational program plan, and reviewing the program.

Individualized Educational Programs

Your child is entitled to an educational program that will meet his/her individual needs. To see that your child gets needed services, your district must see that an individualized educational program plan is prepared for your child. If your child is attending an approved nonpublic school, an individualized educational program plan must also be developed. The plan will describe how your child is currently performing in school, what the specific goals and objectives of the program are, what new skills your child may learn during the year, what educational services he/she will receive, what educational materials will be used, how much contact he/she will have with nonhandicapped children in school, when and how long special education services will be provided, and how your child's progress will be evaluated.

Your district must see that an individualized educational program plan is prepared for your child within 30 school days from the day that he/she first enters school. You are to be involved in the preparation of the plan, and your child, if it seems appropriate to you. An interpreter may go with you to the planning conference. The classroom teachers and others in the district who can be helpful are also to take part in the planning process.

Early in the school year, you should receive a notice that tells you when a conference will be held to develop your child's individualized educational program plan. If you do not receive such a notice, contact your local school district. Request that a planning conference be scheduled. Attend the planning conference and tell the staff about your child's needs. Make sure that the educational program plan that is developed describes specific objectives for your child and describes when and how your child's progress will be evaluated.

Program Options

School districts are responsible for making educational programs and services available to handicapped children. Each board of education is responsible for determining the methods by which such services are made available to handicapped children within the district that districts can meet their responsibilities. Many districts offer some programs to handicapped children. However, handicapped children are not always educated directly by the school districts.

Some school districts which have small numbers of handicapped children make arrangements with Boards of Cooperative Educational Services (BOCES) to provide required special education programs. The BOCES provides teachers, classes and special materials to handicapped children. In other areas, arrangements are made with neighboring school districts to provide special educational services. Additionally, school districts may contract with approved nonpublic schools for special educational services. However, school districts must place children in appropriate public programs if they exist. Therefore, a district may contract with a nonpublic school only when the district finds that none of the available public programs is appropriate for the needs of the child, subject to the approval of the Commissioner of Education.

For some children who have severe or unusual handicapping conditions, the districts may make arrangements with special schools that are supported or operated by the State. Many of these schools are residential. They are accountable to the State Education Department and must conform to standards defined by the Education Department. Before recommending the placement of a child in a residential program, the district must make certain that no appropriate nonresidential program is available. The Education Law very clearly states that no handicapped child shall be placed in a residential school unless there is no appropriate nonresidential school program available to meet the needs of the child. The intent of the law is to make certain that handicapped children have as much opportunity as possible to have contact with nonhandicapped children.

Some handicapped children are educated in programs administered by other State agencies such as the Department of Mental Hygiene, the Department of Health, the Department of Correctional Services and the Division for Youth. Local school districts must be aware of handicapped children living in their districts who are educated in programs run by other State agencies.

In all cases, handicapped children, from the time they reach school age until they reach 21 or receive a diploma which is equivalent to a high school diploma, must have appropriate educational services available to them. These services must be available to them at no cost to their parents.

The education of handicapped children is expensive but it is a public expense, not a personal burden to be borne by parents. Of course, nothing in the law prevents parents from exercising their free choice to select and pay for a private program at their own ex-
Special Programs

From time to time the Newsletter publishes a story and pictures about pupils involved in special programs for children with learning disabilities and difficulties. Occasionally residents ask why we publish these stories and identify the children, fearing that there might be some embarrassment for a child to be identified as participating in such a program. The Newsletter publishes these stories because we feel that positive publicity and recognition for students who are overcoming certain problems through additional effort is a reward and not a stigma. These are very often problems that all pupils encounter in the learning process. However, with some students we have found that a more concentrated effort is necessary.

People

Dr. Richard R. Doremus, District Principal, has recently been appointed to the Educational Advisory Committee of WNET, Channel 13. Dr. Doremus is one of seven educators in the New York metropolitan area who serves on this committee.

TRANSPORTATION POLICY

Transportation will be provided for all residents attending private and parochial schools outside the District to a distance not to exceed fifteen miles from the pupil’s place of residence to the school. The parent or guardian of each child to be so transported shall file a written application prior to April 1st. of each calendar year. Parents or guardians who do not reside in the District on April 1st, but who establish residence at a subsequent date, must make a written request for such transportation within 30 days after establishing residence but not later than August 1st.

The District will not be required to honor any requests received after the above stated deadline. Late applications will be approved only when such transportation can be provided at no additional cost to the District.

Parochial schools designated for attendance by District residents are: St. John’s, St. Isidore’s and Mercy High School.

COMMUNITY EDUCATION PROGRAM

REMEMBER:

LAST CHANCE TO REGISTER FOR SPRING COURSES; WEDNESDAY, FEBRUARY 8TH, AND MONDAY, FEBRUARY 13TH—7:30-9:30 P.M.
HIGH SCHOOL LOBBY—CLASSES BEGIN FEBRUARY 27.

EMERGENCY GO-HOME PLAN FOR SHOREHAM-WADING RIVER SCHOOL DISTRICT 1977-1978 SCHOOL YEAR

This plan is submitted in accordance with the request of the State Civil Defense Commission and the New York State Education Department. It is designed to quickly evacuate all pupils from District buildings and grounds in the event that an emergency situation should occur. However, the Chief School Administrator may institute a “Stay Where You Are” plan when in his/her opinion the safety of the children is better served.

PLAN 1 — In-school emergency closing due to no heat, no water, etc.

a. Radio stations will be notified of the dismissal.
b. The bus company will be notified to proceed immediately to the schools with pick ups based upon the regular dismissal procedure.
c. Elementary schools will immediately put into effect the procedure for contacting class mothers who will then contact the parents notifying them of the dismissal and the estimated time of dismissal from the school. No elementary child will be sent home unless parent/guardian or person listed on the emergency card is home in order to receive the children.

d. The Building Principal will be responsible to see that school personnel remain until all the pupils have left the school. Such personnel should also be available to provide transportation for those pupils who are kept in school because of the inability to contact the parent/guardian or person listed on the emergency card.

PLAN 2 — A natural or man made disaster where there is adequate warning.

a. Radio stations will be notified of the dismissal.
b. The bus company will be notified to proceed immediately to the schools with a pick up based upon the regular dismissal procedure. All schools will be notified of the estimated time of arrival of the buses in order that the students may be ready for immediate evacuation.
c. Elementary schools will immediately put into effect the procedure for contacting class mothers who will then contact the parents notifying them of the dismissal and the estimated time of dismissal from the school. No elementary child will be sent home unless parent/guardian or person listed on the emergency card is home in order to receive the children.

d. The Building Principal will be responsible to see that school personnel remain until all the pupils have left the school. Such personnel should also be available to provide transportation for elementary school students whose parent/guardian or person listed on the emergency card was not able to be contacted.
e. The Building Principal will also be responsible to establish procedure for the dismissal of students who are picked up by private automobile.

PLAN 3 — Nuclear emission from LILCO plant

Suffolk County is presently working on such a plan which will be instituted in the update of the District’s Emergency Go-Home Plan prior to fueling of the plant on or about 1980.
High School News

"Coffee House '77"

"Coffee House '77", a celebrated visual and performing arts whose underlying theme was "giving," was presented in Shoreham-Wading River High School on December 23, 1977, under the direction of Ms. Mandracchia. More than one hundred students participated in this highly successful pre-holiday program and every other student had the opportunity to experience it as part of an audience and/or to participate in its other segments.

The performing art segment of Coffee House '77 included a jazz band, a rock-choral group, poetry readers of both original and traditional poetry, a Dixieland band, mime, folk singers, instrumental soloists and duets, a rock band, a Broadway musical performing group from Central Islip High School, and finally, an imitable "Kazoo Band" which produced the day's high jinks and which was conducted by a dancing Santa Tim Guercia.

Many students and teachers worked very hard to initiate Coffee House '77. Nexus, a school and community service club in the high school, was the Coffee House's organizational base. Working alongside Ms. Mandracchia, who brought the Coffee House concept into existence, Lisa Caciotta, Dave Prodel, Kurt Barnhardt and others in the club did the difficult, preparatory leg work. Teachers, Lucio Costanza, Ron Meixsell, Dave Osika, Charles Schell, Phyllis Glassman, Audrey Allison, Shelly Steinfield and Pat Bove worked with their own students and the Nexus team to organize the day's celebration.

As the community service segment of Coffee House '77, Nexus ran a toy drive for needy families. They collected, had wrapped and brought a truck load of toys to impoverished children in Riverhead. These were received with great appreciation by needy families.

The visual arts contribution featured a hand-crafted furniture and sculpture exhibit in the lobby well arranged by teachers Don Hicks and Bob Thorne. Also, students Mary Jo Badame, Pat Murphy, Marge Brynda and Esther Van Dyke with the assistance of an aide, Eileen Drouse, spent their free periods for several weeks making beautiful decorations with which they blanketed the school and band room thus creating a festive, warm mood.

The arts festival went on all day from 8:40 A.M. until 1:20 P.M. Each period, the show in the band room was different, a very difficult task skillfully accomplished by Lucio Costanza who coordinated the changing program.

The band room accommodated 150 students and teachers each period and was chosen for its intimacy. Students, teachers and guests sat together on the risers (there were no chairs) and experienced a dynamic and close interaction with the performers. The audience was entertained, at times rapt or moved and always involved. The students behaved so considerately that Ms. Meixsell asked them to applaud themselves as one of the finest audiences they had ever seen.

Some of the outstanding performances were Liz Kraza and Chris Mau's folk duet, Beth Pardo's flute solo, Mary Jeanne Arcario, Janet Gill, Mike Squillanti, Jim Hope and Kathy Sweeney's stunts as Master of Ceremonies, Mike Stogman's Kazoo players, among them Dave Block, Tom Melendy, Laurie Morris and Bill Alvino, Lynette Uckman's folk singing, Frank Bellafiore's solo on the drums, Joe Pitti's mime, Beth Auslander and Cynthia Goodman's poetry readings.

With the growing spirit of "giving" to each other and to the community, and with the wealth of talent and energy Shoreham-Wading River High School has to give, Coffee House '77 should be the first of a great number of such events.

Nexus is planning "Nexus '78" for the spring, an even more ambitious undertaking, which hopefully will involve some inter-country participation.

--- CALENDAR OF EVENTS ---

FEBRUARY 8 — COMMUNITY EDUCATION PROGRAM
Registration At The High School — 7:30 P.M.

FEBRUARY 13 — BOARD OF EDUCATION MEETING
At The High School — 8:00 P.M.

FEBRUARY 20 — WADING RIVER P.T.A. MEETING
8:30 P.M.

FEBRUARY 27 — BOARD OF EDUCATION MEETING
At The High School — 8:00 P.M.
COMMUNITY EDUCATION CLASSES BEGIN

--- PRESIDENTIAL CLASSROOM PROGRAM ---

This year the High School joined the Presidential Classroom Program in Washington, D.C. This program consists of a week in Washington working with politicians and studying the democratic process.

The selection process was indeed a difficult one. Ten gifted students competed for one position in the program. The final selection process included an exam on the constitution, an essay competition and personal interviews. Those students involved in the competition were: Mark Greene, Chickie Halama, Shane Bouslough, Lydia Iacono, Teri Bradley, Caye Driess, Jennifer Jones, Beth Pardo, Margaret Harding and last but not least, Ron Fiske. The decision was an extremely difficult one.

The winner of the competition was Lydia Iacono. She travels to Washington during February to participate in the Presidential Classroom Program. All of us at the High School wish to congratulate Lydia and wish her a wonderful trip. Upon returning from the workshop, Lydia will be reporting on her experiences to High School Social Studies classes.

ADOPT A FAMILY

The 1977 holiday season was truly a season of giving. The four class organizations in the High School, (Freshman, Sophomore, Junior and Senior) each donated to the Newsday Adopt-A-Family Program. A donation of $100 was donated to the Adopt-A-Family General Fund by the student body. Thank you students of the High School for your generosity.

Table Tennis Tournament

On February 25th, 1978, there will be an extramural table tennis event held for all Suffolk schools at Shoreham-Wading River High School. The tournament will be co-sponsored by the Long Island Table Tennis Association and the National Junior Table Tennis Foundation, who will provide awards. Competition will be held in six categories: Elementary, Junior High and Senior High boys and girls divisions.

The event will be covered by Suffolk Life, News, The High School Media Company will also videotape the event. There is also a possibility the event will be shown on Suffolk Cablevison. Representatives from over 25 schools will participate.

Please attend this event and see the world's second largest sport. The action starts at 9:00 A.M. and will continue until the conclusion of division play. Mr. Mann, the Tournament Director, can be reached for further information at the High School.
NEW PARENTS NIGHT

Thanks to an active and thoughtful group of parents, the Miller Ave. P.T.O., new families at our school were given the opportunity to mingle with each other, as well as P.T.O. members and some school personnel at an informal evening meeting.

The evening meeting consisted mainly of conversation, which helped us all understand some of the needs and problems which our new families encounter. Suggestions were made as to how we could make our new families feel more welcome. One suggestion was to put together a directory of services, agencies, recreational facilities etc. to be given to each new family. A welcoming committee has already been formed by the P.T.O. The members of this committee personally contact each new family entering our school and offer help in getting acquainted with the community.

OLD BETHPAGE VILLAGE

In early December, Mrs. Alcorn’s fifth grade class made a second visit to Old Bethpage Village. The first visit had consisted of a tour of the area. The second visit, however, was a special guided tour dealing with the manufacture and maintenance of clothing during the period C. 1850. The class visited the tailor’s shop, where they were given a detailed explanation of how the tailor fashioned clothing for men. They were shown his tools, patterns, materials and workshop. Another stop was at the hatter’s, where they learned about the composition of hats and how the hatter finished each one to his customer’s liking. Another stop was made at the shoemaker’s. His descriptions of cutting and sewing and nailing together a shoe were pointed out the difference between shoe construction then and now. The most involved stop was at the dressmaker’s. There, an explanation of the manufacture of women’s clothing was given. Most interesting, however, was the description of patchwork quilting, because each member of the class had an opportunity to do some sewing on a block for a quilt top, or to do some actual quilting! It was a very busy and informative trip.

Recently, the class has been involved in researching the history of flags used in America prior to the adoption of the Stars and Stripes. The research has brought to their attention many types of flags and the history of each has proven fascinating. After completion of a composition on one of these flags, several of the best compositions will be selected for entry into a contest being sponsored by the American Legion Auxiliary. This organization is offering prizes of $25, $50 and $100 savings bonds for the best compositions on America’s early flags.

R E A D I N G

Miller Avenue Student’s correspond with the authors of their favorite books...

Part of children’s individualized reading programs include selecting books they want to read for fun. Last month Sean Carey, a third grader at the Miller Ave. School, read Matt’s Mitt with Mrs. M. Dietz. As the story closes the author invites the reader to look for Matt’s magical mitt when they are visiting the Baseball Hall of Fame.

Sean was very disappointed to discover that Matt’s mitt doesn’t really exist. He asked if we could write to the author and find out if the story is true. Sean dictated a letter, then copied it over and mailed it to Marilyn Sachs. When Sean received a reply from Mrs. Sachs we were all so excited, even if she did confirm the fact that Matt’s Mitt is fiction. Her letter read as follows:

Dear Sean,

I certainly was happy to hear from you. No, Matt’s Mitt isn’t a real story. Wouldn’t it be wonderful to have a mitt like that?

Happy Holidays!

Marilyn Sachs

Included in her letter was a picture of herself and a brief biography including a listing of the other books she has written. Sean is now eager to read some of the other books by Marilyn Sachs. Now many children are very eager to write to authors who have written some of their favorite books and hope to get replies as Sean did.

SEAN CAREY

And Now The News . . . .

Mrs. Bruhn’s, Mr. Cavanagh’s and Mrs. Sendelbrink’s 4 - 5 interage classes are producing a News Show every Wednesday afternoon. This production involves several different children each week. There is a director (leader) and he or she gets his team together during the week in order to be ready for the upcoming program.

The program consists of news articles, interviews, sports, weather and commercials.

After the show takes place the director opens the floor to constructive criticism from the audience. Then the tables are turned and the newscasters are asked for their constructive criticisms of the audience.

The children are learning a great deal about how to perform in front of an audience, how to function in a group situation and how to be critical in a positive manner. As a by-product, they are gaining an understanding of the preparation involved in a worthwhile production.

PRINT AND NON-PRINT MATERIALS

We’ve only just begun . . . not a song but a process. An integrated collection is a method of organizing materials, (books, filmstrips, cassettes, records, kits, etc.) whereby these resources are placed together on a shelf according to classification number. In other words, a book about plants would be next to a filmstrip on plants, a tape, a pamphlet, and any other format available.

The advantages of interfilin are numerous:

1. Supports the way in which the majority of students and staff members use the media center. Although the library patrons are given instruction in locating materials through the use of the card catalog, most still browse the shelves to make their selections. By interfiling, all materials are together and available for evaluation and selection.

2. Offers library users a variety of learning formats. Research has proven that some children learn better visually than orally. By placing all resource material together, individual styles of learning will be met.

3. Improves the media users efficiency in locating resources. Rather than having filmstrips in one location, tapes in another, etc., all materials on a given subject will be in one location, saving time and search.

4. Aids teachers in developing programs. Examining the materials topically on a single shelf will alert teachers as to the nature and span of resources available to meet the diverse needs and abilities of the students they teach.

5. Promotes the use of all media for the collection of information. Students who come for one type of media may end up examining other types of resources as well, thus expanding their collection of materials.

No small task, integrating the collection will take time. We feel it’s well worth the trip.

[Image of a child reading a book]
Middle School Wrestling Grows

Over 70 students are engaged in this year’s (1977-78) Wrestling Program. The fever has caught on. Under the direction of Paul Jendrewski, the outlook for this season seems very bright. Returning members of last year’s squad are: Billy Trettner, Chris Jacob, Jeff Coulter, Dave Carlton, Jason Spofford, Craig Canelmo, Kurt Ackley, Tom Ward, Bruce Peterson and Bob Lombardo.

After our first six matches, Shoreham-Wading River Middle School remains undefeated. The interest in wrestling will continue to get stronger with the development of the Pee Wee Wrestling Program and with the large number of 7th graders on this year’s team. For further information about the Pee Wee Wrestling Program (Grades 3, 4, 5, and 6) contact Paul Jendrewski at the Middle School.

“IT WAS FUN TO FIND OUT...”

-A SIXTH-GRADE LIBRARY

For sixth graders, learning to use the library is an important part of becoming independent learners and developing a lifetime reading habit. How should they use library? At the Shoreham-Wading River Middle School, for one morning during the year, students become researchers and even, in a sense, librarians. In the process, the library becomes a valuable tool for them, one with which they are comfortable and familiar.

Instead of isolated instruction in the use of the library, locational skills are integrated with classroom learning in individual, small or large group situations—but it is in the library internship program itself that students begin to get a full sense of the resources available to them. After an initial orientation for the whole class, students participate in pairs as “library interns.” They spend approximately three hours one morning with the library staff, learning about the services of the library media program.

They learn the duties of the library staff: that they are available at all times to provide assistance in location of materials, guidance in the selection and use of materials, and reissuance of books that have been checked out. They learn that the library staff has something to offer to enrich the learning experience of each individual user. They learn that materials can be both print and non-print, and that they exist in a variety of formats.

They discover that, to meet the needs of all students and many different learning styles, the Middle School library interchanges all media, print and audio-visual, for easy accessibility to students and teachers. The materials they find in the library may be used in the center, in the classroom or at home; with parental permission, students may borrow non-print materials and portable equipment with which to view or listen to those materials at home.

Students learn, of course, to use the card catalog, but they also become acquainted with the selection, acquisition, processing, shelving, circulation and use of the center’s materials and production equipment, and they spend time actually participating in each of these processes. They are taken “behind the scenes” to observe each of the librarian’s functions, and they stamp books, glue cardenvelopes into them, and take their turn checking books in and out. For a short time, they become librarians.

Their major project as interns, however, is to produce a bibliography on a subject of their choosing during their morning spent in the media center. Before a student is due to participate in the program, he or she discusses the nature of a bibliography with the classroom teacher, and together they decide upon a topic about which the student wants more information. Thus the subject upon which research is done stems from students’ curiosity, not from something imposed upon them. A library staff person works individually with the student, going step-by-step through the identification of the key words in the topic, the search of the card catalog and subject guides to periodicals, finding as many different sources of information in the school’s collection as they can.

**INTERNERSHIP PROGRAM**

Visitors From Rockville Centre

In December, the administrative staff from the Rockville Centre School System visited the Middle School, to learn about setting up a Middle School. One month later the administrators sent 10 teachers to visit classrooms and talk to teachers, in further effort to help them design a Middle School in their own district.

Middle School vs. Long Island Ducks

On Friday, February 10th, at 8 p.m., the girls’ and boys’ basketball teams and the faculty of the Middle School will challenge the newly formed professional basketball team, The L.I. Ducks, in the Shoreham-Wading River High School gym. The cost of tickets will be $1.00 for adults and 50 cents for students and children. Tickets will be sold at the door and refreshments will be sold.

The evening should be enjoyable for all. The game will begin with the Ducks being challenged by the Middle School Faculty. The second and third quarters will be played first by the 8th grade boys’ basketball team and then by the 8th grade girls’ basketball team. To conclude the game, the faculty will attempt to upset the famous Ducks. There will be a special half-time show involving both the fans and the Ducks.

We are looking forward to seeing you at this exciting event. Anyone requesting further information may call Mr. Mignano at the Middle School-744-7800.
Middle School

Continued from page 6

Together they produce a one-page bibliography of major sources which is then typed and displayed in the library with some of the actual sources, the student's name, and a polaroid photograph of the student taken in the library. The child's photograph and work is highlighted for a week before being replaced by another student's work. We have room to display six students' work per week. Beside the obvious sense of pride the display gives to students, it has the additional benefit of helping the rest of the school community become familiar with the sixth graders, who are in their first year at the school. When the display is taken down, it becomes part of a bibliographical file for the use of all the students in the school.

Initiated in the 1975-76 school year, the internship program has proven valuable in helping students gain familiarity with the center's staff as well as to become more aware of the wide variety of materials available to them. The feeling of ease with and protectiveness of the facility and its materials that develops in these students more than compensates for the three hours of time the library staff and students devote to the program many mornings during the school year. In those several hours, students truly begin to become responsible and independent learners.

The school administration, the sixth grade teachers and the library staff are gratified with the results of the program. The sixth grade students like it too, as evidenced by such comments as:

"I learned how to find books in places I didn't know." — Evie Aronson
"I had a lot of fun researching for my bibliography on modern naval ships and planes." — Jim O'Leary
"I got to know the librarians." — Mary Farrell
"I had a lot of fun and want to work there again." — Jay Janoski
"I found out a lot about where information is on a subject I like." — Tim Hager
"I liked finding out how they store cards to keep track of books." — Cindy Petterson
"Discovering the many different kinds (of information) is what I liked that day." — Nancy-Jo Samuels
"I saw new books in the library and liked working there." — Jim Rouquet
"I learned a lot more about how to find things I wanted to know." — Lisa Murphy

Black History

The Middle School conducted a Black History and Cultural Awareness Program the week of January 16th.

The program centered around Dr. Martin Luther King, Jr. and the commemoration of his birthday.

There were series of films and speakers, and a group of black students from Greenport School visited the Middle School. Mrs. Linda Trower, a sixth grade teacher was the organizer of the program.

The list of speakers included:

Mr. Hank Johnston — Suffolk County Executive Director of the Human Rights Commission.

Mr. Cleveland Johnson Jr. — Human Rights Commission.

Dr. Alphonso Anderson — Director of Labor and Employment for the National Black Veterans Organization, Washington, D.C. Dr. Anderson gave first-hand information on Alex Haley, author of Roots.

Rev. R. K. Williams — Pastor of the First Baptist Church of Bridgehampton. Rev. Williams has been very active in the Civil Rights Movement since the 1960’s. He has known Dr. Martin Luther King, Jr. and many of his followers.

Mr. Charles Randall — Director of Suffolk County Migrant Health.

Wading River PACKETS and PACHYDERMS

Students at Wading River are working on Phase I of an individualized Library Media skills program designed by the media specialist, Dawn Goldstone. The classroom teacher and Mrs. Goldstone compile individualized packets of activities for each child. The students come to the Media Center every day for about a week, where they use the Media Center resources to perform specific tasks. The students are guided by their classroom teacher, Mrs. Goldstone, and the media teacher assistant, Mrs. Hensel. Through puzzles, mazes, and treasure hunts the students solve problems in locating print and non-print materials, alphabetizing, using map skills and research experiences with reference materials. The skills the students are developing are those that are part of the district reading continuum and the district outline for library media skills.

Since his multi media program began in November, it has involved individual children, small and whole groups in some classes in second through fifth grades.

Colony Studies

As Mrs. Lamont's second grade class researches Colonial times, they can be observed creating a real Indian Pilgrim Village — including samples of food, shelter, tools and clothing. Their creativity has also extended into captioned illustrations, sign language, movement dances and songs. Their "lived through" experiences have helped them understand the interdependency of man and nature, resource development and environmental protection. This enthusiasm is further developing into plans for researching a time line from the Ice Age to Star Wars culminating with a video tape presentation in January.

Wading River News — Continued on page 8
The Library/Media Center at the Wading River School is an important part of each child's school life, from Kindergarten through 5th Grade.

Kindergarteners begin their involvement in the Library/Media Center through experiences with story reading and story telling. Some of their story telling experiences occur in other than an oral way, by making use of such materials as filmstrips and cassette tapes. The cassette tape recorded story, related in a highly interesting way and enriched by the use of a filmstrip which illustrates and animates the story, results in rapt attentiveness on the part of kindergarten children.

Mrs. Christopher's afternoon Kindergarten class recently had their first filmstrip/cassette tape storytelling experience, led by Dawn Goldstine, Library/Media Specialist.

"PLAY TIME"

Infants, toddlers, pre-kindergarten children and parents are using the all-purpose room at the Wading River Elementary School on Fridays, from 10 — 11:30 A.M. Most of the morning is occupied with play, and parents as well as children, can socialize. Small group crafts and informal learning experiences are provided by the mothers on a voluntary, improvised basis. While there are no adult leaders, some of the activities the pre-schoolers have shared, since beginning in October, include: noodle string jewelry, peanut butter and honey play dough, story reading, circle games and guitar music and singing. Nerf balls and tumbling mats are available from the gym, and the Library Media Center, Science Living Library, and new playground are open for use.

KIDSWORLD AIRDATE SET

According to Channel 13's present schedule, March 3rd is the date the Wading River Library Media Center's Young Author Program will be featured on Kidsworld.

The nationally syndicated program sent a film crew to the school on September 29, 1977 and spent seven hours filming students as they went about their business of "publishing" their own books.

Julie Vallee, Carolyn Kalfur, and Chris Karwowski braved the heat, took and patient waiting to show other boys and girls their works as young authors.

Events such as this are often subject to a change in schedule. A flyer will be sent home notifying everyone if such a change occurs. Kidsworld is regularly seen on Channel 13 on Friday's at 7 P.M.

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Integrated Arts At Briarcliff

The Briarcliff inter-arts team has spent the last month teaching about line. Students explored the concept of line with their voices, their bodies and their eyes. They constructed lines with pens, wires, and sounds. They followed lines with their feet, and sculpted lines in space with their bodies. Many of the classroom teachers used the arts line experiences as a basis for lessons in penmanship, map making and tracking.

A highlight of this study for two of the classes (those of Mrs. Laz and Mrs. Sims), was a combined music art and gym class. The children were first asked to create a line sculpture large enough to move through. Four groups used a wide range of materials. They used hoops, yarn, rings, lace, balance beams, parallel bars, ropes, twine, ladders and crepe paper.

After their environments were constructed, the young artists were asked to become musicians and choreographers. They were told to devise ways of moving through the pathways (lines) that their sculptures had formed and to use several instruments to create sounds to mirror the movements. For instance, if the movement was to be fast the sounds were to be fast also. If the sound changed from a low to high pitch, then the movers were to change their movements from a low level to a high level. Each of the movement and music performances was a special success enjoyed by the audience made up of the other three groups and teachers and assistants.

Robert Pringle, 2nd grader at Briarcliff in goal, during pillo-polo game, played in Physical Education classes.

REINDEER FOR A SNACK?

Everyone at Briarcliff Road School is trying to eat healthy snacks. Mrs. Falco's first grade children have been discussing imaginative ways to use certain foods so that they don't always have to eat sweet foods at parties and on special occasions.

For example, the class made reindeer sandwiches with triangular pieces of brown bread filled with cream cheese and peanut butter. They used pretzels for antlers, raisins for eyes and cherries or tomatoes for a nose. Some of the children cut out other animal shapes at home and used other fruit and vegetables for decoration.

Mrs. Falco's class will continue to think of appealing and healthful desserts as festive occasions occur.

Kindergarten Science

Ms. Remek's and Ms. Kerr's kindergarten classes have been learning about pets and their care. Both classes will be taking a trip to the Bide-A-Wee Animal home on January 19. The children are earning money at home to buy dog food for a care package to help feed the homeless animals at Bide-A-Wee.

The children are beginning a unit of study of forest animals. The inter-arts team made up of Todd Kelly, Judy Conwell, and Ruth Kish have developed many activities for this unit. In the plans are a large forest environment made by the children and movement activities related to animals.

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Science In The Interage 2-3

Mrs. Doerner's and Mrs. Hodrinsky's 2-3 interage classes are exploring the world of sound. Our unit began with a visit from Mr. Brooks and Mr. Kronin. They conducted experiments to demonstrate the properties of sound. We saw how various sound waves were pictured on an oscilloscope, how sound can be produced in a vacuum bell jar, how light travels faster than sound by watching a faraway explosion in the school yard, and how sound travels more slowly through air than other materials like water or the ground.

The children are working on research projects to learn how telephones, radios, stereos, record players and tape recorders work. They are finding out about sound, how stethoscopes work (from the school nurse) and how voices are produced (from our school speech teacher.) Some children are learning about the history of various instruments such as the violin, flute, piano, and trumpet.

Mr. Grable, our music teacher, demonstrated how sounds are produced by brass, woodwind, string, and percussion instruments. He also told the children how to make their own instruments from household items. We are now in the process of constructing instruments such as drums, banjos, maracas, trumpets, etc.