

How Has Hicksville Education Helped Our Students and Graduates?

Mid-Island Herald
A PLAINVIEW HERALD JERICHO
PLAINVIEW
HICKSVILLE
ISLAND TREES • BETHPAGE BETHANY
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HICKSVILLE, L. I., NEW YORK 104

PTA Council Dinner Honors Mary Raffa

Mary Raffa, active in the Parent Teacher Associations here since 1950, was the guest of honor at the 13th annual Founders Day Banquet of the Hicksville PTA Council on Thursday night, Feb. 24. A blizzard-like snow fall failed to deter her many friends who attended at the Holiday Manor, Bethpage.

Mary Raffa, principal of Old Country Rd. School, was toastmaster of the evening. Each of the PTA units of the district had their own honored guests present for the evening.

The audience heard remarks from Donald F. Abt, superintendent of schools; Herbert R. Johnson, president of the school board; Mrs. John E. Vandermast, district director for PTA Nassau LI district; and Mrs. Jacques Schwartz, chairman of the banquet committee.

Introduced were such guests: Mrs. Margaret Wolf and Mrs. Helen Lafferty, Burns Ave.; Henry Crib and Mrs. Emilio Santolucchi, Dutch Lane; Mrs. John Ambrosio, East St.; Mrs. Rubin Feldberg, Park Lane; Mrs. Thomas Horne and Mrs. James Farrington, Lee Ave.; Mrs. Frank Abramowitz, Nicholas; Mrs. Stella Giovenco, Old Country Rd.; Mrs. William Glanelli, Willet Ave.; Mrs. R. Lawrence Dagnu, Woodland Ave.; John Kouras, Junior High; Mrs. Aaron Stein and Thomas B. Horne, Senior High School.

"Despite the population growth," Duncan told the audience "we remain a small town. In many ways this is a family affair with an informal atmosphere. For this reason we accepted the request of the Superintendent of Schools and the President of the Board of Education to sit with their wives rather than on the dais."

Introducing Mrs. Raffa, the current PTA Council president, Duncan said "because of personal tragedies and hardship in early life, she never became bitter or self-centered. When she came to Hicksville she proceeded to teach us all how to live as an American citizen should."

Mrs. Raffa spoke briefly, thanking all who had cooperated with her over the years in various phases of the PTA.

President Johnson in his remarks stated that the proposed "twenty five percent completed" but due to various pending legislation in Albany it is difficult to estimate the tax rate for next year.

DECA Chapter Awards Placques

The Hicksville High School DECA chapter held its third annual Employer Employee Luncheon at Howard Johnson on Old Country Rd., Hicksville on Feb. 8.

The purpose of the luncheon is to honor those local merchants who have cooperated in the Distributive Education Program by employing retailing students thus furthering their education. Placques were presented by the club's President, Miss Maureen Hanifan. Among the establishments represented were: Buchners, Crown Bakery, Gerts, Mid Island Herald, Nassau Stores, Orbachs and Sears.

Miss Carol Chapman, the guest speaker, spoke on the role of the student in the retailing field.

First Teacher Union Here

Hicksville teachers have formed a local of the American Federation of Teachers recently, the first teachers' union in the School District's history, and the 22nd on Long Island.

Officers, elected include William Dean, president; Edward Albert, vice-president; Joseph Colasanto, treasurer; and Mrs. Audrey Foley, secretary.

At its first meeting the Hicksville Federation of Teachers voted unanimously to support a program of improving education for Hicksville students. This would include better facilities and materials for teaching, improved curriculum, and better working conditions for teachers.

OUR MEN IN SERVICE

George Raffa, son of Mr. and Mrs. Anthony Raffa of Haverford Rd., Hicksville, has completed advanced infantry training at Fort Dix, N.J. He entered the Army on Aug. 28.

See Text in this Issue:

Set Public Session On Study of Schools

The Hicksville Board of Education is making available to all residents the text of a survey of the School district's educational program conducted during the past eight months by the American Institutes for Research of Pittsburgh. The survey will be the subject of discussion at a special public meeting on Friday night, Mar. 25, which may be continued the following morning if necessary.

As a public service, the HERALD in this issue offers the full text of the material being distributed to the community. Dr. John C. Flanagan of AIR presented his report to the Board last Friday night during a one-hour oral commentary. Questions and comments were reserved by the Board and Administration pending a detailed study for the Mar. 25 meeting, when Dr. Flanagan will return.

The school budget for the current year included \$15,000 to cover the cost of an evaluation of the educational program. Harvard, Princeton, New York University, the University of Pennsylvania, University of Pittsburgh, Yale and Columbia were considered by the administration prior to the recommendation that the task be assigned to AIR which is associated with the University of Pittsburgh.

The work began in July of last year and the procedures followed are detailed in the text made available to the public. In addition to the basic report, there is a heavy volume of statistical detail of which a limited number of copies have been delivered. The detailed document is a public record and available for public inspection at the office of the District Clerk in the new administration building on Division Ave.

Two principal areas for improvement of the Hicksville public school program are suggested: (1) individualization of education and (2) assisting students to orient themselves with respect to their potential roles.

The present guidance program, particularly on the high school level, is the subject of some criticism, according to the preliminary observations.

The Board of Education will meet on Thursday night, Mar. 24, to conduct the regular business of the district, adjourning to Mar. 25 to discuss the report with Dr. Flanagan in detail.

The text being distributed to the community covers 27 pages. The detailed exhibits, charts, etc. embraces 260 pages.

Becomes Volunteer Fighting Poverty

Jeanne Dethlefsen, 19, who worked three summers as a leader in the Hicksville School District Recreation Program, is one of 46 volunteers completing the University of Oregon's third VISTA training session. VISTA is Volunteers in Service to America. After a six week training program, she and five other volunteers were placed in positions in Lane County Youth Study Board, Eugene, Oregon, for their year of service in the War on Poverty.

Miss Dethlefsen attended the State University at Oswego and was a casualty rater for an insurance company for one year.



AMONG 55 YOUNG WOMEN capped Tuesday night in a candle-light ceremony at The Community Hospital School of Practical Nursing, Glen Cove, were Judy Marcus (left) of 6 Albany St. and Donna Kershaw of 55 Wishing Lane, both Hicksville. The caps are permanent and will be worn until after graduation in June. The capping signifies the successful completion of six months clinical training by each student in the year-long course.

Special Events Mark Girl Scout Week Here

A Brownie Father Daughter banquet attended by 120 Brownies and their fathers was held Sunday afternoon at Levittown Hall, Hicksville. Hostesses were troops 156, 531 and 607. LaTosha Spaghetti donated the main course. Senior Scouts of troop 17 helped the leaders with the project. Cadette Troop 608 received a great thank you from their "adopted grandma" Mrs. Edna Brown. She made and presented 24 heartshaped aprons to the cadettes for their many services in recent months.

The week of Mar. 6 to 12 is Girl Scout Week. The following special religious observances are planned: Midway Jewish Temple, Mar. 4 at 8:30 PM; Holy Family mass and communion, March 5 at 9 AM; Our Lady of Mercy mass and communion, Mar. 6 at 8:30 AM; St. Ignace Loyola mass and communion, Mar. 12 at 8:15 AM; and Trinity Lutheran Church, protestant service, Mar. 6 at 5 PM.

There are 55 registered troops in the Mid Island Council as follows: 18 Brownie, 24 Junior, 10 cadette, one senior and two retarded.

An international fair "C'est un Petit Monde" at the Hicksville Junior High boys gym on Mar. 12 from 1 to 5 PM when all will be welcome. Admission will be free. Junior, cadette and senior troops will participate with many exhibits and demonstrations.

TEACH Seeks Board Candidates

Potential candidates for the Hicksville school board election in May are being sought by the Taxpayers' Educational Assoc. for the Children of Hicksville (TEACH). The Assoc. says "any individual who is aware of the school board's responsibility to the community in ascertaining its educational needs and who is willing to assume a leadership role in purpose and promoting the programs which will best meet those needs" is invited to call Diane Parker at OV 1-4566 or Trish at ED 4-3157 for an interview by TEACH.

Three Winners In Regent Test

Three Hicksville young men, students of Chamunda High School in Mineola, had the distinction of being awarded a New York Regents Scholarship. They were among 80 winners and 78 alternates from Chamunda and include: John J. Ryan, of 63 Winding Rd., John Breachard of 3 Terry St., and Robert Dean of 38 Beacon Lane.



Retailing Students Bring Home Honors

WHEN THE EXCITEMENT DIED DOWN at the annual Nassau County Distributive Education Conference, at Long Beach High School, March 1, seven Hicksville High School students carried off high honors. Students from 22 schools of the county participated in contests that climaxed the business education they received during the year. Of the 15 entered by Hicksville High, the following received medals for their achievements: Maureen Hanifan, Judy Goodman, Irene Viejo, Kathy Kalinowsky, Marge Walskanis, Gayle Schoenberg, and Judy Rudowsky.

The winners now have the opportunity to put their talents and knowledge against other leading contestants of New York State when the state conference convenes on March 13, at the Concord Hotel, Kiamasha Lake, N.Y.

Honorable certificates of achievement were awarded to the following participants: Carol Chapman, Carol Kansas, Susan Messinger, Robert McNally, Gerri Fredericks, Peter Cramer, Rochelle Riser-vato, and Daniel Shaughnessy.

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All Around Town

Michael Znach of 3 Cornwall Lane, Hicksville, was among 21 Long Island men who completed 25 years service with Chas. Pfizer & Co. Inc. during 1965 and were honored by the diversified chemical and pharmaceutical company's board of directors at the Hotel Grand in Brooklyn on Feb. 21. He received an engraved timepiece.

The Holy Name Society of Holy Family Church in Hicksville will hold its annual St. Patrick's Day Dance on Friday night, Mar. 11 at Levittown Hall, Hicksville. Music will be by Tom Maloney. There will be door prizes and refreshments.

LEGAL NOTICE

NOTICE IS HEREBY GIVEN that License No. 1-914 has been issued to the undersigned to sell liquor, wine, cider and beer at retail, under the Alcoholic Beverage Control Law at MAGLIN'S WINE & LIQUOR STORE for off premises consumption.

SAUL ROTHSTEIN
DBA MAGLIN'S WINE & LIQUOR STORE
69 Broadway
Hicksville, N.Y.

MID 38X 3/3

NOTICE IS HEREBY GIVEN that License No. 6 R.L. -7243 has been issued to the undersigned to sell liquor, wine, cider and beer at retail, under the Alcoholic Beverage Control Law at 451-453 New South Rd., Hicksville, N.Y. on premises consumption.

John Krajewski
John's Oasis

MID43x3/10

Dear Lynda

The underpass section of the LIRR at Jackson Ave. (soon to be widened as part of Newbridge Rd) might be called the "kissing bridge." Every morning cars drive up and park most anywhere while commuter hubby kisses his wife, she slides behind the wheel and heads back to the kids and dishes. Happens five days a week....PAUL'S TAVERN at 100 North Broadway, near Hicksville Post Office, is having a corned beef and cabbage party on Saturday night, March 19. Scotty will be at the piano....The new Board of Education meeting room in the Administration Bldg on Division Ave was not used for the session last Friday night because the audience seating had not arrived. ROBERT PETROSS, building consultant, was at the session to make his final report to the Board before leaving the district....

Pageantry in Brass

By the St. Ignatius Girls Cadet Corps

"Pageantry in Brass" is a column about the St. Ignatius Girls Cadet Corps. This column is for them and in some cases written by the girls themselves. Because it is important that each girl feel that she is a vital part of the Corps all girls regardless of age or position will be given an opportunity to express her views. It is easy to see how important this activity is to the girl who wrote the following article.

Through the St. Ignatius Girl's Cadet Corps you can find one of the greatest means of teamwork. We play as a team, we march onto the starting line as a team, and during the summer we even live as a team. Belonging to a Corps is also helping us to grow up to be good clean adults. I could name a dozen ways it helps us.

In the winter we work as a true team. We work our heads off to learn marching, music-making and music. We learn center pivots, squad movements, and platoons. We are trying to get an armory in Brooklyn for Sundays which we will use to do our drill. A drill is a complicated form of marching in which we do different rudiments, marching in different directions, each group doing their own job. This involves true teamwork because if one girl doesn't do her part and practice, the way she should, we wouldn't be the Corps we are.

In the summer we hit the line or march in a parade as a team. We know we have done our best and are glad we are together marching on to the fields we love. Sometimes a girl gets sick

from being tired, we all work together to help the girl who has gotten sick. Our summers don't only offer contests to us we also enjoy staying in different motels throughout the country. We like the swimming pools they offer us. We work as a team throughout the year, through the winter and summer, the spring and the fall. We play as a team, travel as a team and grow as a team.

Lifeguard Jobs Open at Park

Public Works Commissioner Herbert J. Simins announced that applications for lifeguard positions at the Canteague Park swimming pool in Hicksville are now being accepted. The positions will be full time - 40 hours per week - from June through Labor Day. Both male and female applicants are eligible but they must be 18 years of age or over. Proficiency tests will be held on April 4 and 11 at the Long Beach Swimming Pool. Persons wishing to apply may write to Personnel Unit, Dept. of Public Works, County Executive Building, Mineola.

The swimming pool complex, now nearing completion, is the first to be constructed by the County. It will consist of an 82 by 165 foot Olympic-size pool, a separate 45 by 50 foot diving pool, a 36 by 75 foot instructional pool, and a children's spray pool. Admission will be charged on a daily rather than seasonal basis.

All Around Town

The Hicksville Community Orchestra conducted by Charles Gouse and sponsored by Hicksville Recreation will present its third concert of the current season on Sunday, March 13, at 3:00 P.M. in the Auditorium of Hicksville Senior High School.

The Rosary Altar Society of St. Ignatius Loyola R.C. Church of Hicksville is sponsoring a "Luncheon is Served" on Wednesday, Mar. 9, at 1 PM in the new cafeteria of St. Ignatius School. Tickets are \$1 and baby sitters are available. Call M. Gallagher at WE 5-2267 regarding tickets.

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PUBLIC WORKS COMMISSIONER Herbert J. Simlas of Jericho accept the congratulations of County Executive Eugene H. Nickerson following his swearing-in. With Mrs. Simlas are (left to right) Richard, Robert and Russell.

All Around Town

On Monday, March 7th, the Willet Ave. P.T.A. of Hicksville will sponsor a Children's Art Exhibit. Alongside the art work done by the Willet Ave. children will be a showing of art executed by children from a British school in Nottingham, England. Harold Stanton, a British teacher, will be there to show slides of the school and to answer questions about the exhibit. Stanton is in the United States presently completing courses at Hofstra University. The Willet Ave. art exhibit

has been arranged by the art instructor, Miss Lang.

On March 12, the Freeport Triangle, a Masonic youth organization, is sponsoring a Military Bridge card party at the Spartan Masonic Temple on 20 South Grove St. in Freeport. It will begin at 8:00 p.m. in the evening.

The Central District of the Nassau County Council of Camp Fire Girls will hold its first "Fun and Frolic Fair" on Sunday, March 13, 1966 at Levittown Hall from 12 P.M. until 5 P.M. There will be Games, Prizes, Handicrafts, Grab Bag and Refreshments. The admission is Free.

Joannette Christ of 172 Lee Avenue, Hicksville, a senior religion-philosophy major at Wagner College, has been named to Who's Who Among Students in American Universities and Colleges.

The possessor of an above-average academic record, Miss Christ is an active member of the Lutheran Student Association.

A Purim Carnival will be held at Hicksville Jewish Centre, Jerusalem Ave. and Maglie Dr., on Mar. 6 from 1 to 5 P.M. For information call PY 6-4589.



Janice Klemenko

Mr. and Mrs. Trofim Klemenko of Hicksville have announced the engagement of their daughter, Janice, to Ernest Leslie Spence of Hewlett.

The future bride is a graduate of Evansville College, Evansville, Indiana. She received her Bachelor of Arts degree in Sociology.

Her fiancé, the son of Mrs. Jemima Spence and the late Mr. Ernest L. Spence, earned his B.S. degree in civil engineering from New England College, Henniker, New Hampshire.

A May 28 wedding is planned.

QUINNY

FUEL OIL

WE 1-2077

29 East Carl Street
Hicksville, New York

Girls Bantam Whites Remain Undefeated

Our Lady of Mercy's C.Y.O. Girls Bantam White Basketball team completed their regular season by defeating St. Edwards of Syosset 17-8, thereby remaining undefeated and capturing the section C.Y.O. championship.

The girls were led by Cheryl Carney, Pat Doepper, Mary Lawrence and Lucille Cano. Cheryl and Pat combined to lead the offensive play and Mary and Lucille were the stalwarts of the defense. The game was closer than the score indicates, with four minutes to play St. Edwards had closed to 11-8 and was threatening to take the game. At this time, Mary Lawrence and Lucille Cano both blocked attempted lay-ups, Pat Doepper receiving a pass from Denise Zawol calmly dropped in a set shot and quick successive baskets by Diana Urso and Pat Doepper sealed the victory.

These girls were ably backed

LEGAL NOTICE

Notice To Bidders
Sealed proposals for ground maintenance will be received by the Board of Commissioners of the Plainview Water District at the office of the Board, No. 10 Manetto Hill Road, Plainview, New York, until 8:00 p.m. on Tuesday, March 8th, 1966, at which time they will be publicly opened and read. Specifications may be obtained at the office of the Superintendent, at No. 10 Manetto Hill Road, Plainview, New York.

The right is reserved to reject any or all bids, waive any informalities and to accept such bid which, in the opinion of the Board, is in the best interest of the Water District.

Board of Commissioners
Plainview Water District

PL X 3/3
February 28th, 1966

NOTICE IS HEREBY GIVEN that License No. 6RL 3854 has been issued to the undersigned to sell liquor, wine, cider and beer at retail, under the Alcoholic Beverage Control Law at FRED'S INN for on premises consumption.

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MID 40X 3/3

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A daughter, Christine Ann, was born to Mr. and Mrs. Thomas Paine of 69 Ontario Ave., Plainview, at Mercy Hospital on Saturday, Feb. 19.

There will be a board meeting of the Sisterhood of Temple Beth Elohim, Old Bethpage, on Monday Mar. 7 at the Temple at 8:30 PM

Operation VFW

William M. Gouse Jr.
Post No. 3211
by Eddie Klebing

It can be said, without any diversity of opinion, that our 31st Annual Dinner and Dance was a social success. Chairman Frank Aug, through the medium of this column, wants to thank his committee, Al Hanlon and Les Lehle; the members and friends who attended, and all others who helped him to make the affair a success. I can assure you the committee worked hard to put this shindig together. At our last meeting, somewhere in the vicinity of midnight, Frank, Al and Les were in a huddle figuring out the impossible— a seating arrangement to please everybody.

It may be a wise move for any young man going into service to look into a new booklet published by the Government entitled, "Soldier's and Sailor's Civil Relief Act". The booklet offers full text of law protecting servicemen from financial hardship due to their service. The publication can be purchased at Government Printing Office, Superintendent of Documents, Washington, D. C., 20402, for the price of 15 cents. Another thought for young men going into service to keep in mind is the fact that under the new life insurance plan which covers all members of the uniformed service, he should carefully consider designation of a beneficiary. If positive designation is not made the insurance will be paid in the following order: widow or widower; child or children; parents, if none of the above; to the executor or administrator of the estate, if none of the above; to the next of kin of such member of former member under laws of domicile of such members at the time of his death.

We are still looking for names of men living in the Hicksville postal area, and now serving in Viet Nam. Names and APOs can be mailed to Robert Williams, chairman, 51 Oak Street, Hicksville, N. Y.

EDITORIAL OPINION

Improving Education Here

The survey of the Educational Program of the Hicksville Public Schools prepared by the American Institutes for Research at the direction of the Board of Education and the expense of the school district (as budgeted last year) may well be one of the most important steps taken in the community since the initial McCormack Report and its subsequent updatings.

Dr. Felix McCormack of Columbia Teachers College some years ago prepared a long range study and projection of building facility requirements for the district. It was drawn at a time when the community population was less than 15,000 persons and has stood up remarkably well as we grew to a current 51,000.

The title page of the AIR survey, dated Feb. 25, carries the subtitle "Emphasizing studies of improvement in the current (educational) program." Because of its significance in plotting the future educational programs in Hicksville, the Board of Education has arranged for the distribution of the explanatory text prior to a discussion meeting with John C. Flanagan of AIR on March 25 (which may, if necessary) continue on Mar. 26.

While finding much of merit in our system, the report does not hesitate to point to areas for improvement consistent with modern day needs and requirements of students. We urge all interested in our public educational program (obviously beginning with the parents of the children being educated) to become familiar with the findings and recommendations.

Alumni Meets Mar. 14

The annual meeting of the Hicksville High School Alumni Association will be held at the senior high school on Monday, Mar. 14 at 8:30 PM when election of officers for 1966-67 will take place. All high school graduates are cordially invited to attend.

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WE 1-9648

How Has Hicksville Education Helped Our Students and Graduates?

To the People of Hicksville:

During the 1965-66 school year the Board of Education authorized an evaluation of the public schools of Hicksville. The plan was to measure the abilities of students served by the schools, examine the educational program intended to develop those abilities, and also follow up our graduates in order to find out how they have fared in the post-high school world.

The superintendent of schools was directed to seek the services of an outside independent agency to conduct the evaluation. Among the institutions considered were Harvard, Princeton, New York University, University of Pennsylvania, University of Pittsburgh, Yale, and Columbia. The contract was finally awarded to the American Institute of Research in the Behavioral Sciences, an organization associated with the University of Pittsburgh.

The investigative team was headed by Dr. John C. Flanagan, president of the Institute, and for the past twenty years a professor at the University of Pittsburgh. Other principal investigators included Dr. Frederick A. Zehrer, who has had extensive experience as a psychologist and guidance director, and Dr. Ruth Flanagan, formerly a professor of education and director of the child study center at Newark State College. They began the survey in July of 1965, and the report of findings was submitted to your board of Education on Friday, February 25, 1966.

Because of all parents' concern for the education

of their children, the Board of Education has arranged that a summary of the findings prepared by the Institute be printed and sent to each of you. The report summarized here provides: a general evaluation of the academic progress of Hicksville students as compared with that of students in similar school districts in New York State and in the nation; the results of a questionnaire asking graduates of Hicksville schools to assess the quality of education they received; and recommendations for further improvements in the educational program.

To clarify the report Dr. Flanagan will meet with the Board and our professional staff in a public meeting on Friday, March 25, in the cafeteria of the Senior High School at 8:15 p.m. If there is not enough time available on Friday, the meeting will continue on Saturday morning, March 26. Everyone interested is invited to attend.

HICKSVILLE BOARD OF EDUCATION

Herbert H. Johnsen, President
George A. Jackson, Vice President
Irving Lawrence, Secretary
Cornelius J. McCormack
Caleb Hornbostel
Marvin Goldberg
John McManus

Hicksville, New York
March 1, 1966

A SURVEY OF THE EDUCATIONAL PROGRAM Emphasizing Studies of Improvement in the Current Program

Introduction

Education is receiving increasing attention both from the American public and the federal government. Large sums of money have been made available in recent years for developing new instructional programs in various subject matter fields. Programs have been developed to help schools make effective use of the new instructional media such as slides, films, tapes, and television. Schools are being encouraged to develop and improve vocational and technical education. Guidance programs have been extended and enlarged with some assistance from government sources.

The Board of Education of the Hicksville Public Schools concluded that this was an excellent time to have an outside group take a look at their educational program and make recommendations as to how Hicksville might take advantage of these new developments to improve the quality of education available to its youth.

An effective program for the improvement of any system requires knowledge of what the system is trying to accomplish, what it is in

fact accomplishing, and what those most directly concerned, including its students and its graduates, feel it should accomplish. Thus, statements of the educational objectives of the school system are needed, measures of how well these objectives are being attained in terms of student achievement must be obtained, and finally the process and the product need to be examined with respect to their value for preparing students for realizing their full potential and achieving their life goals.

To make the present discussion concrete and specific, the educational objectives proposed in various recent national reports such as "Goals for Americans" will be assumed to be the broad aims of any American school system. These include developing the individual's full potential:

1. For effective performance in the roles of a responsible citizen.
2. For effective participation in an occupation.
3. For effective performance in non-vocational roles including such cultural factors as understandings, appreciations, insights, interests, information, creativity, and special skills

related primarily to leisure time activities.

Although all students have certain specific educational objectives in common, such as effective performance in the roles of a responsible citizen, most of the specific objectives included under the other two main headings above vary according to the individual's potentials and preferences. Thus, the key element in the goals of the Hicksville Schools becomes the effort to meet the individual needs of each student in developing into the type of person he will derive most satisfaction from becoming.

Methodology Of This Study

In general, given a set of educational objectives for each individual, there are various methods of collecting data to improve the effectiveness of the school program in achieving them. The method most frequently used is to test the students using measures of their achievement of a common set of specific educational objectives. The average of the performances of all the students on these measures is com-

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pared with that of other groups of students in the nation, the state, groups having similar academic aptitude, or groups from communities having similar socio-economic status. Unfortunately, this method does not answer the question of how well the instructional program has prepared each student to use his maximum capabilities in achieving the goals which he has set for himself. Another method is to ask the students to evaluate the appropriateness and success of their instructional programs in assisting them to attain their objectives. A third approach which is a variation of this method is to ask recent graduates who have presumably gained more maturity and perspective to evaluate the education they obtained.

Two other methods of evaluating the outcomes of educational programs require the evaluation of the program for each student in terms of the unique set of objectives which define his needs. This can be done by measuring his progress towards these objectives at any given point in his educational development. A more complete variation of this is to evaluate the individual's educational development after he has completed his formal educational program and had an opportunity to test its adequacy in terms of its value in assisting him to progress towards his ultimate goals. In evaluating educational outcomes in this way the judgments of qualified experts must be applied to the facts regarding the development of each student. This is not a major difference in type of evaluating procedure however, since similar types of judgments are involved in selecting measures and interpreting results in all approaches to evaluation.

The last method of evaluating an educational program to obtain data on how to improve it is to ask competent specialists to observe specific aspects of the program and review

other evaluative data as a basis for suggesting possible improvements in the work in this special field.

In the evaluation of the Hicksville Schools all six of these methods were applied. The study consisted of four parts. First, a relatively conventional evaluation was made from the average school achievement in various subject-matter fields of selected classes in the Hicksville Public Schools. These results were interpreted as indicators of the relation between the potential ability of these students to learn and the extent to which they have learned. A second part, a more novel approach, involved an intensive study of students at four grade levels in which both the student and a specialist were asked to evaluate the appropriateness of the educational program in meeting the requirements for this student's development. The third part was somewhat similar to the second except that it was based on two groups of graduates who were one and five years out of the schools, respectively. The fourth part corresponded to the last method described above and involved the observation and analysis of the educational program by five subject matter specialists in addition to the observations of the project staff.

Organization of This Report

The following sections of this report will present "The Plan of the Study," "Principal Findings from the Survey," "Basic Concepts for Improving the Educational Program," and "Suggestions for Organizing for Improvement."

The basic data for this report are included in detail in six separate exhibits as follows:

- Exhibit 1. Administrative Arrangements and Personnel Involved in the Study.
- Exhibit 2. Facts and Figures about the Hicksville Public Schools.
- Exhibit 3. The Analysis of Data from Students in the Hicksville Schools.
- Exhibit 4. The Analysis of Data from Hicksville Graduates.
- Exhibit 5. Reports by Subject Matter Consultants.
- Exhibit 6. Appendices.

The data collection, data analysis, the preparation of the report of the findings and interpretation presented in Exhibits 3 and 4 were done by Dr. Frederick A. Zehrer. The studies of objectives and curriculum materials and the observations of instructional methods in various subject matter fields as reported in Exhibit 5 are the work of the following consultants:

Dr. Eleanor Delaney, Professor of Education, Rutgers University -- the elementary school program with special attention to the language arts.

Dr. Howard F. Fehr, Chairman of the Department of Mathematics Education, Teachers College, Columbia University -- the mathematics program.

Dr. Filomena del Oimo, Special Consultant in Foreign Languages -- the foreign language program.

Dr. Erling M. Hunt, Professor of

History and Director of the Division of Instruction, Teachers College, Columbia University -- the social studies program.

Dr. Kenneth D. George, Assistant Professor of Science Education, University of Pennsylvania -- the science program.

Plan of the Study

As a background for making an appraisal of the quality of education in the Hicksville Schools information was obtained concerning the characteristics of schools, including such items as fiscal support, teachers, specialized staff, enrollment, curricular offerings, objectives, standards, instructional organization, and related factors which directly affect the students.

The following four steps were then undertaken: (1) studies were made of the performance on tests of samples of students at various grade levels and these were compared with appropriate measures of their learning potential; (2) a representative sample of students was evaluated in various critical stages of the school program; (3) graduates from the senior high school were queried to determine: the smoothness of their transition from school to further education, training, or jobs; their current status; their behavior in certain citizenship roles; and their opinions and suggestions concerning the Hicksville Schools offerings; and (4) subject matter consultants observed and evaluated the educational program. To collect background data and plan the survey, members of the AIR staff met with the Superintendent of Schools, his administrative assistants, the Director of Research, school principals, curriculum and special services supervisors to discuss the evaluation study and to learn of local policies, facilities, services, procedures, and general background information concerning the growth and development of the school system. After plans were formulated, task assignments were made using as many local Hicksville Schools staff as possible. This gave the staff an opportunity to gain in-service knowledge with minimal interference to their primary duties while helping AIR to expedite the completion of a large task with minimal funds.

The first step was carried out primarily by collecting data from school records on the test results of various groups of students.

In preparation for the second step, that of evaluating the educational development of each student in a sample group, statements of specific educational objectives were prepared by the Hicksville curriculum supervisors with particular attention to desired outcomes for students who have completed grades 3, 5, 8, and 11. These were essential for three reasons: (1) to clarify Hicksville Schools' aims, (2) to act as points of orientation for student development, and (3) to serve as reference materials for special consultants who were to appraise the foreign language, mathematics, science, social studies, and elementary school programs as part of the fourth step. It should be noted that be-



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President of AIR

The American Institutes for Research in the Behavioral Sciences (AIR) is an independent non-profit, scientific and educational research organization. The primary aim of the Institutes is to conduct comprehensive programs of research and development on socially important problems relating to the behavioral sciences. The major objective in conducting research at AIR is to establish general principles to enhance the scientific understanding of a broad range of human behaviors.

cause of a misunderstanding the last task was carried out as a study of the elementary school with special attention to the language arts rather than as a study of the language arts with special attention to the elementary school program.

AIR developed survey forms specifically for the Hicksville School population. For grades 4, 6, 9, and 12 these forms provided initial information and served as guidelines for individual follow-up interviews conducted by local Hicksville Schools personnel. In addition, forms were prepared to record test scores and related pertinent data on all students who were to be participants in the survey.

For this study a stratified random sample of 400 students enrolled in grades 4, 6, 9, and 12 was selected. This sample was planned as a ten per cent sample at each of the four grade levels. However, because a number of parents refused permission for their children to participate, the final sample population consisted of about 90 students from each of the four grade levels. These grades were selected because they represented crucial stages in school progress: grade 4 begins in the intermediate level; grade 6 completes preparation to enter junior high school; grade 9 starts the secondary level; and grade 12 marks the terminal point of the program.

Each of the 365 students in the sample completed the survey form already mentioned and each was interviewed by a member of the Hicksville staff. In grades 4 and 6, these initial interviews were conducted by psychologists, guidance counselors, reading specialists, and speech correctionists. In grade 9 the guidance counselor interviewed those students assigned to him for counseling during the previous two years, and in grade 12 guidance counselors and psychologists interviewed the students. In each instance, the interviewer made abstracts of the student's personnel record prior to the interview. With the data from this record, the survey form information, and the individual interview, the interviewer made an evaluation of the effectiveness of the educational program for each student with particular attention to such items as: special factors which contribute to, or interfere with, the student's educational progress; the suitability of the instructional content and methods to the student's estimated abilities; the quality of the student's motivation for learning; whether any specific deficiencies were noted which could be corrected by the school; an over-all rating of how effectively the student's needs for education and guidance are met by the school program; and, finally, an explanation of the reasons for the assigned rating.

To determine the extent to which the interview assessments were consistent among interviewers, AIR

* This is a 20-year study which involves testing and follow-up of a representative sample of more than 400,000 high school students throughout the nation. The initial test battery was given in 1960.

staff members check-interviewed 80 of the 365 sample students. From the sampled students, 20 from each of the four grades were selected: 10 at random, 10 on the basis of items which included unusual factors such as very high accomplishment, suspected under-achievement, specific learning difficulty, enrollment as transfer from a foreign nation. In addition, the teacher of each child from grades 4 and 6 and the guidance counselors, psychologists, or speech specialists who were working with specific students in the sample in grades 9 and 12 were interviewed. A summary evaluation was prepared on each of the 80 students.

After the interviews, the students in grades 9 and 12 in this sample were administered tests of academic aptitude and achievement which had been developed for, and used in Project TALENT.*

The battery included tests of creativity, abstract reasoning, English, reading comprehension, and arithmetic reasoning. The purpose of the creativity test was to measure a student's ability to find clever solutions to practical, real-life problems, which require ingenuity. The abstract reasoning test involves concept formation for simple geometric figures. The tests of English, reading comprehension, and arithmetic reasoning are largely measures of school-acquired knowledge and skills.

In the third type of evaluative approach, special survey forms were prepared and sent to Hicksville High School graduates from the classes of 1960 and 1964 in the summer of 1965. The aim of this approach was to determine how well the school system prepared them for jobs or further education.

For the fourth step, five AIR consultants on curricula reviewed the Hicksville programs of studies, and the elementary school. They then visited Hicksville Schools to observe class sessions and to interview curriculum supervisors. Their expert opinions are presented in Exhibit 5 associated with this report.

The information compiled in this study is intended to survey the Hicksville School system in relation to several main points. These include: (1) the learning abilities of the students; (2) the achievement of these students in comparison to national and state groups; (3) the appropriateness of the subject matter and instructional methods for individual students; (4) the effectiveness of the staff and teachers in helping students to select and work toward appropriate goals; (5) the extent to which students are given an opportunity to develop a sense of responsibility for their own behavior and are stimulated to learn beyond minimum requirements; and (6) the provisions for the education of children with exceptional needs.

Principal Findings From the Survey

Findings Related To Students' Learning and Academic Achievement

PERFORMANCE OF GRADUATES. The most important evaluation of a school system is in terms of the performance of its graduates. The findings most directly related to this evaluation are based on follow-up studies of the classes of 1960 and 1964. A four-page questionnaire was mailed to these groups in July. With the aid of reminders and further follow-ups over the next six weeks 84 per cent of the 753 members of the class of 1964 and 72 per cent of the 429 graduates in the class of 1960 returned completed questionnaires. These high rates of return plus the consistency of the findings from the two classes indicate that considerable reliance can be placed on the findings reported below.

Perhaps the most important question relates to what these students have been doing since graduation from high school and what they are doing at present. In both classes more than 60 per cent of the graduates entered either a two or four year college. For the class of 1960, 76 per cent of the boys and 45 per cent of the girls enrolled in a college or junior college. Similarly for the class of 1964, 75 per cent of the boys and 50 per cent of the girls have enrolled in a college or junior college. It appears likely that fewer than 35 per cent of the graduates will obtain a bachelor's degree from college. In both classes nearly twice as many boys as girls entered four year colleges granting bachelor's degrees.

In reporting their career plans in the summer of 1965, about 40 per cent of the males in the class of 1960 indicated they planned a career which requires a bachelor's degree at least. Approximately 20 per cent planned careers in business which might or might not require college training, and 40 per cent planned careers in technical or skilled trades not requiring college training. Of the 40 per cent of the students not taking any college work, approximately one-third had entered some other type of training school.

Approximately two-thirds of the female graduates of the class of 1960 were married by the summer of 1965. Of the girls in this class reporting career plans other than as housewife, about half planned careers in teaching or library work. Office work was planned by about 14 per cent and nursing an additional eight per cent. These proportions show an interesting contrast with the reports from the females in the class of 1964. In this class more than a third of the girls planning careers other than as housewives planned to be teachers and librarians and nearly another third planned to be office workers with about 10 per cent planning to be

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nurses. Somewhat less than 10 per cent of the girls in this group were married. It thus appears that the girls tend to drop their plans for careers as office workers very rapidly after they get married, but are more apt to retain plans for careers as teachers.

It should be very gratifying to the Hicksville Schools to know that only six graduates of the class of 1960 and nine graduates of the class of 1964 reported that they were unemployed. Only two of these in each class were males. More than half of the males in the graduating class of 1960 had served either six months or more in the military services or were now serving. In reply to a direct question asking whether or not they voted in the last national election, 80 per cent of those answering the question reported that they did vote with the remaining 20 per cent reporting they did not vote. Thirteen respondents (about four per cent of the total) did not mark this question. Fifteen of the group not voting indicated that they were not eligible to register to vote. Their reports on their reading habits and their participation in civic, social, and religious organizations also suggest that they are performing their responsibilities as citizens well.

The graduates were asked to provide their own overall evaluation of the preparation they received in the Hicksville schools by answering the following question: "Immediately following graduation from high school how well do you believe you were prepared to enter into your new role as a paid worker or as a student?" About 30 per cent of both classes indicated they were very well prepared. Another 45 per cent in each class indicated they were fairly well prepared. The remaining 25 per cent in the two classes indicated that they were generally prepared but lacked some specific, or that they were not well prepared. THE PERFORMANCE OF STUDENTS. To supplement the findings from the study of graduates, an intensive study of student performance on various types of achievement tests and other tests was carried out. Standard tests of reading comprehension and arithmetic reasoning, administered in grades 3 to 9, indicated that the Hicksville students exceeded the norms by about a half a grade level in the third grade, about a whole grade in grade 4, and between one and two grades in grades 5 to 9. To compare the students with the very accurate norms developed in Project TALENT, samples of ninth and twelfth grade students were given selected tests from this battery. The ninth grade group exceeded the national norms by about one or two grade levels on all of the tests and subtests used. The arithmetic reasoning and the various parts of the English test showed mean scores

which exceeded the norms by from one and one-tenth to one and nine-tenths grades. For arithmetic reasoning and total English score Hicksville students did one and seven-tenths grades better in their mean score than did ninth graders nationally. Their scores were two and a tenth grade levels better than the national scores on the reading comprehension, two and two-tenths higher on the abstract reasoning, and two and six-tenths higher on the creativity test. The twelfth grade students exceeded the national norms by six-tenths of a grade for total English, one and seven-tenths grades on arithmetic reasoning, one and six-tenths grades on reading comprehension, and two and three-tenths grades on abstract reasoning and creativity. On two sub-tests of the English test, usage and effectiveness of expression, they were respectively two-tenths and three-tenths of a grade score below the national norms for these sub-tests. This might suggest the desirability of a review of these topics in the English courses in the later grades to see of performance in these areas might be improved without losing some of the other excellent results now being achieved in these courses.

Before leaving the discussion of the Project TALENT test results, one of the findings of the national 1960 survey which is also true in the Hicksville schools should be emphasized: This is that in mathematics, English, and reading comprehension, 25 to 30 per cent of the ninth grade students attained scores which exceed those of the average student in the twelfth grade. This dramatizes the wide range of achievement existing in any school system within a specific grade and the importance of an instructional program which makes it possible to deal effectively with students of many types and at many levels of achievement. It is clear that instruction aimed at the average student will be inappropriate for many.

An obvious question at this point is how well the Hicksville schools are doing in terms of expected achievement from the quality of students who enter their schools. A common technique is to compare the intelligence level of the students with their achievement test scores. Although this procedure is partly circular because the contents of the intelligence tests used are usually similar to those of the achievement tests, the former include some other factors which tend to make them at least partially measures of academic aptitude rather than academic achievement. For the samples studied the mean language intelligence quotient was about 114. (The language intelligence quotient was selected because of its greater relevance to the academic achievement question.) For students in the fourth grade with an intelligence quotient of 114, the expected academic achievement would be a little more than one grade above the norms based on a sample in which the intelligence quotient was 100. In the ninth grade, groups with an intelligence quotient of 114 would be expected to be about two grades above the norm based on groups having an in-

telligence quotient of 100. Most norms are, however, based on the students in the ninth grade at the time of standardization, and usually these groups will have an average I.Q. of something above 100. It is therefore concluded that the Hicksville results as reported above represent slightly better performance in most cases than could be expected simply on the basis of the academic aptitude scores shown by the students.

As noted above, academic aptitude scores are partly a function of the excellence of the school program. Therefore, in its quality measurement program in 1957 the New York State Department of Education used a socio-economic index as an indicator of learning potential as well as the intelligence quotient. Using the father's occupation as the basis for the socio-economic index (following the New York State quality measurement procedures, a mean of 3.06 was obtained, which is just between the high and middle occupational groups. This corresponds to the Urban-2 level of the New York State study. Comparing the Hicksville results with those of schools in New York State classified as having Urban-2 quality students, it was found that in seven of eight comparisons including reading comprehension and arithmetic reasoning the Hicksville students performed better than the average of the other districts in New York State having the same quality of students. Averaging for all eight comparisons, the difference favoring Hicksville schools is about a half a grade level.

The final data to be presented regarding the academic performance of Hicksville school students relates to scores on the New York State Regents Examinations. In 1964, 65 per cent of Hicksville graduates received a New York Regents diploma; and in 1965, 58 per cent were awarded this diploma. The percentage of Hicksville students who take the Regents examinations and pass them in the five main subject matter areas is higher than the rate for students in the state as a whole. This is not regarded as a crucial comparison, however, since schools vary in their policy with respect to the proportion of their students who take the Regents examinations.

In summarizing the data presented in this section, it seems clear that the Hicksville students are learning the types of materials included in these tests somewhat better than expected from the performance of students in other school systems having similar potential for learning.

Studies of Individual Students' Educational Development

The results based on average achievement of the students in the Hicksville schools provide a general summary type of evaluation which may be useful, but they do not include the specific data about the development of individual students which would supply the fundamental information needed for improving the program for these students. To ob-

tain this type of specific information, a sample of a little less than 10 per cent (365 students in grades 4, 6, 9, and 12) was selected in such a way as to be representative of the total group of students in these classes in terms of learning ability. This sample was used to study the appropriateness of the educational program being provided these students and to identify ways in which their educational development could be improved.

Various types of data were collected. First, the pertinent information in the cumulative record for each of the students was summarized. Next the students in grades 6, 9, and 12 were asked to complete a questionnaire regarding their school program. Teachers and specialists were consulted regarding these students and some of their problems as indicated by an analysis of the data about them. The final step was the interview of each of the students by counselors and other special service personnel of the schools.

To check on the consistency and the completeness of these interviews, 40 students were selected at random from among the various classes and an additional 40 students were selected after reading the evaluative reports by the interviewers to identify particularly interesting problems for further exploration. The interviewers were asked to answer the question, "Is instruction suited to the student's ability?" In 82 per cent of the cases the answer was an unqualified "yes." In 14 per cent of the cases "yes, with some exception" and in four per cent of the cases the answer was "no."

Another judgment the interviewers were asked to make was in answer to the question, "What is the quality of student motivation for learning?" For the four classes combined the evaluators rated the motivation for learning as outstanding or excellent for 30 per cent, as fair or good for 60 per cent, and as poor or very poor for 10 per cent.

A very interesting finding is that there was a very definite downward trend in motivation on the part of the students in the judgment of these interviewers, with 41 per cent of fourth grade students having excellent or outstanding motivation and only 12 per cent of twelfth graders having excellent or outstanding motivation for learning. It seems very likely on the basis of other evidence that similar findings would be obtained in most school systems in the country. Direct comparative data are not available. Nevertheless, it would appear to be an indicator of a situation which should be of concern to school people.

The interviewers also responded to a question asking whether students had specific deficiencies which the school could help to correct. In 52 per cent of the cases or 190 out of 365 students such deficiencies were noted. In all four grades the primary item was "needs help in learning good study practices." In grades 4 and 6 a frequently mentioned item was the need for remedial reading or similar help. In grades 9 and 12 a frequently re-



HICKSVILLE SENIOR HIGH SCHOOL on Division Ave. Present students as well as graduates of the classes of 1960 and 1965 were surveyed by the American Institutes for Research in planning its report to the Hicksville Board of Education.

ported need was for personal, educational, or career counseling.

The interviewers were asked to give a summary evaluation indicating the overall effectiveness of Hicksville Schools in meeting the needs of children in education and guidance. The interviewers estimated the schools were meeting the students' needs "nearly perfectly" for 25 per cent of the students, "In most respects" for 49 per cent of the students, "well in some respects and poorly in others" for about 22 per cent, and either "fairly unsatisfactorily" or "very poorly" for four per cent. The reasons for the unsatisfactory evaluations were such items as the schools having failed to detect a severe visual handicap, misplacement of a student, failure to provide psychological assistance, lack of remedial instruction in the early grades, and lack of personal counseling.

Students in the ninth and twelfth grades were asked to report on the effects on them of the teaching methods used by their teachers. One of the questions which is of special relevance in connection with this discussion relates to students' replies to the question of whether or not teaching was done in such a manner as to keep them interested. Ninth grade students report the most interesting subjects to be social studies and science. In these fields well over half of the students indicate that the teaching keeps them interested. The teaching described as least effective in maintaining the students' interest in the ninth grade is in foreign languages and English, were substantially less than half report they are interested. Surprisingly, the situation is at least partially reversed in the twelfth grade where more than two-thirds report interest in English as it is taught and more than half report interest in foreign language as it is taught. Only a third of the students report that mathematics is taught in such a way as to keep them interested, and less than half in social studies and science report this type of teaching in the twelfth grade in these fields.

Although interest is important, it was believed that the basic question regarding their teaching was the question as to whether it made them want to learn more or not want to learn more about the subject than was required. In replying to this

question at the ninth grade level, the only subject which close to half of the students felt the instruction made them want to learn more was science. Social studies was a poor second with something more than a third wanting to learn more, and English had less than one in five motivated to learn more as a result of the ninth grade teaching. As in the case of the question regarding interest, the twelfth graders reported that teaching in English at that level made more than one-third of them want to learn more. This was higher than for any other subject, although it was only slightly higher than the per cent feeling the foreign language instruction made them want to learn more. All the students were enrolled in English whereas less than half were taking a foreign language course.

The least inspiring twelfth grade course was reported to be mathematics where only about one in seven of the students indicated that they were inspired to learn more. If the schools are to take seriously the objective of developing lasting interests and desires for continued learning, a study should be initiated aimed at increased understanding of the factors of interest and motivation in instruction at these levels. Comparative data from other schools would be useful.

As the final item on their questionnaire, the students were requested to write a brief summary on how successfully the school was meeting their needs for developing into the kinds of persons they would like to become. At the ninth and twelfth grade level slightly more than two-thirds of the students praised the effectiveness with which the schools were meeting their needs. The students at the sixth grade level were even more laudatory, with four out of five expressing enthusiasm for the school and the teachers.

The comments of the students in the twelfth grade were more articulate, longer, and manifested more mature insight than did those of the students in the earlier grades. Some of the specific remarks included commendations for the science courses, the advanced placement courses, the track system, and the vocational courses. The most fre-

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quent critical comments concerned the need for more mature student control within the school, greater independence in moving about the school, less strict enforcement of rules in school corridors, and more senior privileges. The students made a number of other suggestions which may have varying degrees of merit but which suggest the need for better communication between students and faculty. In interviewing the teachers of the students in the check sample, the AIR interviewer was impressed with their interest in the children and their enthusiasm about teaching.

For a number of years the Hicksville Schools have been using a track plan. In the ninth and twelfth grades something like 10 per cent of the students are in Track I in most subjects. The numbers are very much smaller in the social studies in this sample being in the neighborhood of three or four per cent. In the ninth and twelfth grades about 15 per cent of the students are in Track III, and the remaining 75 per cent are in Track II. In grade 6 approximately 20 per cent of the students are in Track I, and five to ten per cent in Track III with the remaining 70 to 75 per cent falling in Track II.

As one type of evidence regarding the track program, the students were asked the extent to which they believed the track program had helped or hindered them. About half of the students in both grades 9 and 12 indicated that they felt that the track program had either helped them or helped them very much. Only seven per cent indicated that they felt the track plan had hindered them very much. The remaining students indicated that it had both helped and hindered them. In the sixth grade more than 90 per cent of the students reported that they found it from "pretty good" to "excellent" with the remainder fairly evenly split between "not liking it very well" and "not liking it at all."

As can be inferred from some of the figures cited above, there is a very significant decrease in all subjects in the number of students enrolled in Track I during the first two years of junior high school. There is very little change from grade 9 through grade 12. The Track I students especially seem to respond very well to the program. Many commented favorably on the advanced placement courses and the acceleration of mathematics and science courses beginning in the junior high school.

One interesting observation is that in the twelfth grade sample of students only 18 per cent reported spending more than two hours per day in home study. All but two of these 17 students were found to be in two or more Track I courses. In the twelfth grade about half of the students spend an hour or less per day in home study. Comments

from students in Tracks II and III suggest that their instructional programs are not individualized to meet their special needs to nearly as great an extent as for the students in Track I.

In summary the students in Hicksville like their teachers and feel they are getting a good education. There are also a number of students whose needs are not being adequately met by the present school program. One large area where it appears that improvement could be made is with respect to increasing the interest and motivation for learning of the students. This is especially true in the upper grades.

With respect to the track plan the students report that they like it. It appears that it is especially effective for the upper 15 per cent of the students who are enrolled in two or more Track I courses. It does not appear that the program is quite as successful for the Track II and III groups.

Observation and Analysis of the Instructional Program

In addition to the teacher interviews by the staff interviewer who completed the check interviews, teachers and supervisors were interviewed and classroom teaching was observed by five subject matter consultants. The observers were greatly impressed with the quality and interest of the teachers as well as the special services staff and the administrative staff of the Hicksville schools. As has been amply demonstrated in the sections above, these are excellent schools doing a fine job. This section will emphasize those areas in which various observers thought improvements could be made in the instructional program.

All five consultants reported that in their opinion the objectives and content of the curriculum tended to be traditional in nature. In their view there was too much emphasis on information and not enough on concepts, understanding, discovery, and process variables. Similarly they felt there should be more extensive use of some of the new experimental curricular materials. Beginnings have been made by the schools in certain fields, but the consultants would like to see a more organized and vigorous effort to keep up with the new developments. To meet the needs of some students these consultants recommend that the school district request permission to make variations from the recommended program established by the Regents of the state of New York. This was believed to be especially needed for some Track III students.

Many aspects of the pilot foreign language program were judged to be outstanding. The excellent pronunciation of the students, the relatively long thirty minute period, the small class size (15), were mentioned as some of the good features of this program. The consultants did question the small size

of the program. In grade 8 it was found that only eight and six-tenths per cent of the students were taking a foreign language. Since it is believed that about 20 per cent usually start the program, this amount of attrition constitutes a substantial loss. The problem of making a decision as to which pupils would take a foreign language as early as the first grade was also discussed by the consultants. They wondered if postponing beginning of the foreign language until grade 3 or 4 might not permit a better selection of students because of the more mature decision by the student and the longer period of study by the school to determine whether or not he really does have the necessary aptitude.

The observers looked especially carefully at the track system. It was thought that Track I was working well in some fields at the senior high school level. However, the consultants were in agreement that there was a strong tendency to use the same materials for all three tracks with varying amounts of watering down for Tracks II and III, so that in effect all groups were going over the same material except at different rates of speed. The materials provided for the Track III groups were especially regarded as needing development and improvement. Many of the consultants believe that the reading material given to Track III groups is too difficult for them and results in a substantial waste of time. There was some feeling that more effective individualization of instruction in terms of the different needs of the various individuals is provided in grades 1 to 4, where there are no tracks, than in some of the later grades.

The consultants agreed that the Hicksville teachers are well educated and well trained for their teaching duties. They are also very devoted to their work and to the children. However, many of the consultants recommended that in various fields it would be desirable to make available in-service training for the teachers to acquaint them with the objectives, methods, and content of the new curriculum materials now available.

A general recommendation made with respect to all of the five fields was the need to review the program in the light of new curriculum development work for the purpose of developing new courses better suited to meeting the needs of Hicksville's students. Supplementing the comments of the consultants who observed a limited number of classes are the data collected from the students regarding the use of class time by the teachers in various fields. The students reported that in all subjects except foreign language the teacher spent more than half of the period in lecturing to the students. Many of the students indicated that they would like to see their courses taught with less use of lecture and more discussion and more student involvement.

Findings Related To Planning the Student's Education Development

Report on Planning By Graduates

In discussions of the findings regarding the achievement of graduates and students, it was frequently mentioned that the planning of the educational development of the students could be improved. To evaluate planning it is desirable to study the outcomes after the plans have been carried out. The first findings to be discussed in this section represent a backward look in the summer of 1965 by the graduates of the classes of 1960 and 1964. They were asked if they had made any important decisions relating to college or jobs which they now regretted. Thirty-five per cent of the members of the class of 1960 reported they were sorry they had made a specific decision. In the class of 1964 with only a year of experience in which to evaluate their decisions, only 22 per cent indicated they had made decisions which they were sorry about.

For the 1960 class nearly two-thirds of the regretted decisions related to either preparing for the wrong kind of work or not entering college. For the class of 1964 these two decisions represented only 40 per cent of those regretted, a very much smaller number regretting that they had not prepared for another kind of work. As noted in the previous section, five years after graduating from high school the career plans of the Hicksville graduates appear to be fairly realistic. They are relatively unrealistic at the ninth grade level and increase in realism at the twelfth grade and one year after graduating from high school. Many of the boys are planning to be scientists, physicians, lawyers, and architects at the earlier age levels. The results of the class of 1960 suggest that many of these will switch into other fields a little later.

Although the majority of graduates of the classes of 1960 and 1964 indicated they had adjusted very quickly in a job, a college, a university, or some other type of training school, a fairly substantial minority reported some problems in getting accustomed to the new situation. These latter reported the necessity for fairly frequent changes of plans which interfered with their progress.

Graduates were asked to report for a list of eleven items those things which were very helpful to them when they were students in Hicksville High School and those which they wish had been more helpful to them at that time. The graduates of the class of 1960 indicated that the things they wished had been more helpful to them were "counseling and special services," "instruction in how to study," and "information relating their aptitudes and abilities to careers." Between 40 and 50 per cent of the

graduates of the class of 1960 indicated that they wished that these had been more helpful to them.

Items that more than a third of them wished had been more helpful, included "information about occupations," "information relating your interests and preferences to careers," "assistance in choosing a career," "assistance in making application for further education," and "information about colleges and universities." On the other hand, the only item in this list that more than 40 per cent of the graduates of the class of 1960 reported was very helpful to them was "the extracurricular activities." The three items mentioned above, marked by 40 per cent or more of the class of 1960 as items which they wish had been more helpful to them, were all similarly marked by the class of 1964. In this class two additional items were marked by more than 40 per cent of the graduates. These were "assistance in finding a job" and "information about occupations." Similar numbers of students in the class of 1964 marked the other three items which more than a third of the class of 1960 wished had been more helpful.

An indication that some of these services may be improving is found in the fact that although in the class of 1964 "extracurricular activities" was again marked the most frequently as very helpful, three other items were marked as very helpful by more than 40 per cent of the students of the class of 1964. These were, in order, "assistance in making application for further education," "counseling and special services," and "information about colleges and universities."

Graduates of these two classes were also asked to complete the sentence, "The best thing provided for me by Hicksville High School was —." In both classes the most frequent responses were "a good basic education" and "good preparation for college." In both classes another frequent response was "good, competent, interested teachers." A very small number of 1960 graduates indicated counseling or guidance as the best thing provided. About eight per cent of the students in the 1964 class indicated this was the best thing provided. Other frequent responses were courses in particular fields, extracurricular activities, and sports. A parallel item requested that they complete the sentence, "The main thing I believe I needed which was not provided by Hicksville High was —." Approximately 25 per cent of the students in each class indicated that guidance and counseling was the most important unfulfilled need in Hicksville High School. How to study was a poor second in both classes, and the other half of the students who replied made a wide variety of comments.

These reports by graduates suggest very strongly that the counseling and guidance program at Hicksville High School can be improved.

Observations and Analysis of Planning And Special Student Needs

Many of the students interviewed at the various grade levels expressed a need for information concerning occupations and the requirements for entry into various types of careers. Although their needs were not as clearly articulated as those of the graduates, it is obvious that they also felt a deficiency in this field.

One serious problem interfering with student planning in the elementary grades is that the cumulative records do not seem to be complete and the teachers do not use these records effectively. Children with above average intelligence who had deficiencies in reading did not receive adequate individualized assistance. The use of the school psychologists in planning the development of individuals with adjustment problems can be improved. Perhaps some redefinition of functions is required.

The special service area in which many examples of outstanding correctional work were noted was speech problems.

In the ninth and twelfth grades the students complained that they found it very difficult to discuss plans for their educational and occupational work with the guidance counselors. They also reported a need for information about occupations. It appears that the booklets containing information regarding occupations could be made more accessible to the students.

The decrease in motivation for learning as the students proceed through school which was noted in a previous section suggests that the students' school activities do not represent integral parts of carefully developed long-range plans formulated by the students. Many of the students report inadequate knowledge concerning their capabilities and possibilities in terms of educational and vocational planning.

It seems clear that if the students are to develop maturity and independence and are to take responsibility for their own educational development, they need more information about themselves and the post-high school world.

Basic Concepts For Improving Educational Program

The foregoing discussion suggests that there are two principal areas in which the Hicksville Public School program can be improved. The first of these is the individualization of education. By this is meant the educational development of each student in accordance with his unique pattern of potentials and opportunities. The greatest shortcomings of the school are in taking care of the special needs of students. Each student has special developmental needs, and the instructional program

(Continued on next page)

Hicksville Education

(Continued from preceding page)

needs to be adapted to meet these needs rather than to be aimed at some hypothetical average student in the class.

The second area involves the important role of the school in assisting the student to orient himself with respect to his potential roles, to take responsibility for preparing himself for these roles, to increase his motivation by demonstrating progress toward these goals, and to show increasing maturity in planning his participation in the roles which can be expected to bring him the greatest satisfactions. Although the guidance counselors and special service staff have an important role in this development of individual plans and programs, it is generally believed that the focus of the school's program should be to understand each child, to assist him to understand himself, and to help him plan and obtain the necessary education to realize his full potentials.

Although many specific improvements can be made in the Hicksville program, the findings suggest that best results can be obtained by focusing the efforts for an improved educational program on the two concepts of individualization of instruction and increased student orientation, responsibility, motivation, and maturity in planning their preparation for important life roles. It is hoped that this program will tend to increase their motivation for learning and development as they go through school rather than allowing it to decrease.

Conclusions and Suggestions for Organizing for Improvement

In conclusion it should be emphasized that although the students are learning, making good records after graduation, and are generally laudatory of the education provided, this report has noted many specific areas in which the program of the Hicksville Schools can be improved. The entire staff of the Hicksville Schools without exception entered into the spirit with which this survey program was undertaken and rendered valuable assistance in identifying ways in which improvements could be made. The interested, sincere, and frank cooperation of the superintendent, his staff assistants, the supervisors, principals, specialists, and teachers contributed much to the preparation of this report and strongly suggests that an effective program for improvement can be expected to follow.

Not only the spirit of the staff of the Hicksville Schools but their high quality and genuine interest in pupils and teaching further suggest that through an organized effort significant advances can be made. To capitalize on the findings of this survey, it is proposed that the Hicksville Schools establish a Committee on the Improvement of the Educational Program. This committee would have overall responsibility for developing detailed objectives appropriate for all of the students in the Hicksville Schools, suitable instructional methods for assisting each student to develop in the ways most desirable for him, and the supervision and training of teachers in the utilization of appropriate materials and methods.

In addition to the development of overall objectives, this committee might follow up on some of the important findings of this study, such as, what factors underlie the large differences in interest and desire to learn more than is required in various courses at the secondary school level; why is the track system not providing more appropriate content for all tracks; how can specific needs of individual students be better met; and what can be done with present staff and materials to improve the maturity and soundness of the planning the students are doing with the assistance of the guidance counselors and teachers.

In addition to this central committee, it is recommended that committees be appointed in each of the subject matter fields to develop detailed plans to carry out the overall objectives and program developed by the central committee. Each group would consider the problems that prevent some students from attaining their full educational de-

velopment and would plan appropriate programs in their fields to increase the effectiveness of the total school program as much as possible. Their initial attention might well be given to further study of some of the specific observations reported by the consultants in Exhibit 5.

A final suggestion is the establishment of a committee to promote self-understanding and personal planning among students. This committee would take responsibility for assisting both teachers and counselors to enable the student to understand himself and develop an increasingly mature view of his role in student and adult affairs. The objective of the program will be to assist the student to plan a program for becoming the kind of person and developing the kinds of abilities that will give him most lasting satisfactions.

The effectiveness of all of these committees is likely to be greatly improved by the addition of a consultant to their membership. The consultant would analyze and contribute to the work of these committees at intervals. It is proposed that the consultant also take an active role in working with the committee to develop appropriate plans and procedures.

The final recommendation is that a systematic plan be developed for evaluating the progress of the schools in improving the education program of the Hicksville Public Schools. Specifically it is proposed that an annual evaluation be carried out by the school staff with some technical advice and assistance and that once every three years a more intensive survey such as the one reported here be carried out.

25 February 1966



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WINNING ENTRIES in the Independent Art Society's competition exhibit held at the Hicksville office of Central Federal Savings and Loan Association, Mrs. Pauline Johnson (left), Hicksville High School art teacher, and painter Mrs. Aaron Rochman, known professionally as Carole Gerome, serving as art judges, indicate their first prize selection, "Share Thy Bounty," an oil by Helen Masulis. Approving their choice is Peter Amoroso, Central Federal vice president. Second prize went to "Barn" (upper left) by Marie Hoffman, third prize to "Seascape-Boats" by Almee Ghisone.

Honorable mentions were won by Virginia Hladki, Emma Meehan, Shirley Persler and Jean Lee in the two-week exhibition which was viewed by more than 1,000 persons.

Favor Liberal Divorce Laws

By a vote of better than 4 to 1, respondents in the January balloting of the Meadow Brook National Bank Community Opinion Poll supported the proposed liberalization of the New York State divorce laws. In Jericho, the vote was 80.0% for liberalization; 15.2% against it and 4.8% undecided according to Charles J. Barvels, Manager of the Bank's Jericho office.

For high scholastic standing during the Ithaca College fall term which ended in February, April Lee Canavor of Hicksville earned mention on the Dean's List. She was among the top ten per cent of the students in scholarship in the College of Arts and Sciences at Ithaca College.

Miss Canavor is the daughter of Mr. and Mrs. Fred C. Canavor, Sr., 17 Ball Park Lane, Hicksville.

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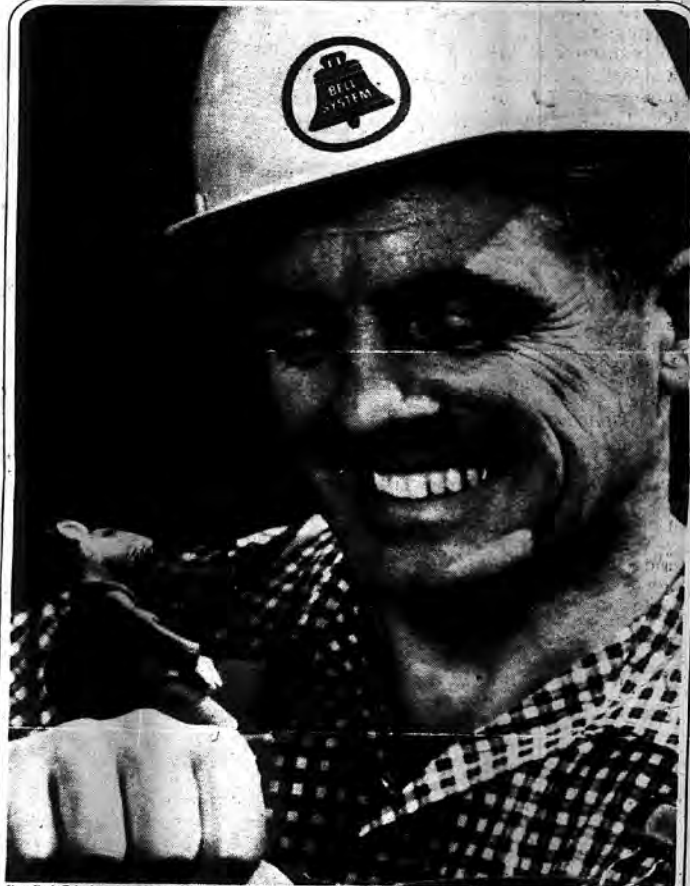
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In The Wind

By Dan Carroll

PLAIN-SPOKEN In the Bohack Shopping Center on Old Country Road we see that the former Continental Restaurant has changed hands. Adio Crocco and Ben Coluso, new owners, have joined forces to fix loose tiles, paint all the walls, and completely modernize the restaurant. Major work has been done in the kitchen and plans for a longer bar on the lower level are in the making. The upper level already features a fifty-five foot bar as well as three separate dining rooms. The Place will now be known as The Plaza Restaurant and Bar.

We'll let you know when the Grand Re-opening will take place.

Do you have a son or husband serving in Viet Nam? If so, you may be able to send him an Easter package, free of charge, from Engert's Bakery. This timely gift consists of a delicious three-pound holiday fruit cake which Frank Engert is offering to any of his customers who come in to fill out a form. Both the packing and mailing will be taken care of by the bakery. All you have to do is supply the name of your serviceman.

On or about March 10th, Bill's King of Pants will be holding a Grand Opening in the Morton Village Shopping Center in Plainview. The store will carry the largest selection of pants on all Long Island - sizes 4 to 44 - at very low prices with free alterations included. Bill and his wife have been in the pants business for thirty years in Coney Island, Brooklyn, where all the manufacturing is done. Two years ago they opened an additional store on Northern Boulevard in Great Neck and met with such great success that they are now expanding to their third location in Plainview. Although Bill's King of Pants specializes in dress pants and dungarees, it also carries shirts, underwear, pajamas, and other items.

Bill's Meat Market in the A & P Shopping Center on West Old Country Road is giving away one hundred green stamps with every purchase of two dollars or more. But you must be sure to clip out the coupon found on page

three of this paper.

Get out the bugle! Norman Greenhut comes to Hicksville with his bag of tricks! From out of Hempstead this week emerged an entrepreneur who brought with him everything from musical instruments to shotguns. Included in this array are antiques, estates, jewelry, paper clips, typewriters and luggage which will be bought, sold and traded. The

official opening of Marian's on North Broadway, Hicksville will not take place until the dust settles.

Among those attending the 70th annual Foot Care Conference of the Podiatry Society of the State, Feb. 24 thru 27 at the New York Statler Hilton Hotel was Dr. Philip Rubenstein of Hicksville.

LEGAL NOTICE

NOTICE OF PUBLIC HEARING BY THE BOARD OF ZONING APPEALS

Pursuant to the provisions of Article 12, Section 2-3.0, of the Building Zone Ordinance, NOTICE is hereby given that the BOARD OF ZONING APPEALS of the Town of Hempstead will hold a public hearing in the Hearing Room, Town Hall, Front Street, Hempstead, New York, on March 9, 1966 at 10:00 A.M. & 2:00 P.M. to consider the following applications and appeals: THE FOLLOWING CASES WILL BE CALLED AT 10:00 A.M.
159. INWOOD - Alfred H. Pearsall, two family dwelling, 212 Pearsall Pl.
160. LAKEVIEW - Charles Ciravolo, two family dwelling, 882 Taft St.
161. NORTH BELLMORE - Maria J. Brunetti, two family dwelling, 2750 Sawmill Rd.
162. NEAR ISLAND PARK - Isabelle Cashman & Ruth M. Schmidt, use premises for motor vehicle repair shop (all work inside building), N/E corner Austin Blvd. & Baker Cl.
163. NEAR ISLAND PARK - Isabelle Cashman & Ruth M. Schmidt, waive off-street parking requirement for proposed repair shop, N/E corner Austin Blvd. & Baker Cl.
164. NEAR VALLEY STREAM -

Caryl Goldberg, front yard variance to relocate vestibule entrance, S/E corner Park Dr. & Parkwood Drive East.
165. BELLMORE - Rudolph & Augusta Busch, side yard variance, variance in required front width of lot to maintain one family dwelling, side yard variance to maintain one car detached garage, W/s Farmers Ave. 436.04 ft. N/o Merrick Rd.
166. BELLMORE - Diederich & Johanna Kors, variance in required front width of lot to maintain one family dwelling, side yard variance to maintain one car garage & shed, W/s Farmers Ave. 446.04 ft. N/o Merrick Rd.
167. BELLMORE - Athan Remosis, variance in required front width of lot to maintain one family dwelling, side yard variance to maintain one car detached garage, W/s Farmers Ave. 406.04 ft. N/o Merrick Rd.
168. BELLMORE - Mae Vecchione, variance in required front width of lot to maintain one family dwelling, side yard variances to maintain one car detached garage & a shed, W/s Farmers Ave. 366.04 ft. N/o Merrick Rd.
169. BELLMORE - Ann Boston, variance in required front width of lot to maintain one family dwelling & one car detached garage, W/s Farmers Ave. 326.04 ft. N/o Merrick Rd.
170. BELLMORE - Charles Ger-

chario, front & rear yard variances, variance in required lot area & front width of lot & variance in required habitable floor area to construct one family dwelling, S/E corner Kopt Rd. & Bellmore Ave.
THE FOLLOWING CASES WILL BE CALLED AT 2:00 P.M.
171. OCEANSIDE - John W. Morse, erect 5 ft. high stockade fence along rear property line, S/s Coolidge Ave. 143 ft. W/o Harding St.
172. ROOSEVELT - Edward J. Balletta, Inc., front yard variance with stoop encroachment, variance in required lot area & front width of lot to construct one family dwelling with garage, side yard chimney encroachment, S/W corner Allers Blvd. & Hale Pl.
173. ROOSEVELT - Edward J. Balletta, Inc., variance in required lot area & front width of lot to construct one family dwelling with garage, side yard chimney encroachment, N/s Allers Blvd. 200 ft. W/o Newton Pl.
174. NORTH BELLMORE - Terra Homes, Inc., rear yard variance, variance in required lot area & front width of lot to construct one family dwelling with garage, S/E corner Lafayette St. & Dewey Ave.
175. BALDWIN - Village Oaks, Inc., front yard average setback variance with stoop encroachment, variance in required lot area to construct one family dwelling with two car garage, side yard chimney & eave encroachments, W/s Croton Dr. 48.93 ft. S/o Derby Rd.
176. OCEANSIDE - Dalewood Enterprises, Inc., extend business use throughout plot pursuant to Sec. 267 of Town Law & variance in required off-street parking for construction of medical building, N/s Lower Lincoln Ave. 87.45 ft. E/o Atlantic Ave.
177. ELMONT - Joseph J. Dalia, front yard average setback variance & rear yard variance to construct one car detached garage, N/E corner "I" St. & Cameron St.
178. FRANKLIN SQUARE - Plane Avenue Properties Corp., use of rear portion of premises for off-street parking area for proposed nursing home, N/E corner Plane Ave. & Franklin Ave.
179. ELMONT - Sam Fiedlander, front yard average setback variance to construct addition to one family dwelling, N/Easterly side Audrey Ave. 876.82 ft. N/Easterly from Dutch Broadway.
180. NEAR VALLEY STREAM - Marlon Miller, rear yard variance to construct addition to one family dwelling, N/Westerly side Hungry Harbor Rd. 133.64 ft. Southerly from Saddle Rock Rd.
181. WEST HEMPSTEAD - Schwartz Bros. & Karpay, waive off-street parking for proposed restaurant use, N/E corner Hempstead Tpk. & Buckingham Rd.
Interested parties should appear at the above time and place, by order of the Board of Zoning Appeals.

W. Kenneth Chave,
Chairman
Ed Sutherland,
Secretary

MD424/3

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