

COMMENT

The Belgrade Conference

by Peter Fay

This past summer has been one of political activity. The political observers have said that one of the most important events has been the Belgrade conference of non-aligned nations. This group which was commonly known as "neutrals," has just emerged as a power to be reckoned with, since the admission of several newly-independent Asian and African Nations to the United Nations last fall.

Basically, the heads of state discussed various topics that affected them. Among these were colonialism (which was unanimously denounced), further efforts to insure peace, a request to President Kennedy and Chairman Khrushchev to meet and seek solutions to world problems, and a condemnation of the Soviet Union for its decision to resume nuclear testing.

However, there were other accomplishments of these meetings, of greater value. First, those nations termed "non-aligned" nations are steadfast in their position as neutrals, and this position

is not just a front. These nations do not intend to be swayed by financial grants or technical assistance, for they are mainly interested in enabling their countries to surge ahead as quickly as possible, and as independent powers.

These actions call for a revision of U.S. foreign policy, so that we may gain the respect of these nations. It would seem to this writer that such action would not be of such nature that would damage the esteem of the U.S., which we Americans value so dearly.

These nations are doggedly determined not to be swayed from their objective, and this conference has clearly shown the unity of their opinion.

They are adamant in their demands for peace, and since they have now formed a formidable block, they will see that their demands are upheld.

So, this conference has shown a strength of purpose not known before, which will now be an important voice in the world, in the mouths of the "non-aligned" powers of the world.

"The Boy Friend" Stars Rohde, Kent, McMillan

"The Boy Friend" has been cast. It will be the musical presentation of the Music Department and Thesplan Troupe of the high school. Steve Rohde is the male lead, and Pam Kent and Carol McMillan are the female stars. The play will be given on November 16, 17, and 18, and there will be two casts in the different evening and matinee performances. Exceptions are the parts played by Steve Rohde and Skip Barth. The exact division of casts has not yet been made.

Steve Rohde is the president of the Thesplan Troupe. "The cast of 'The Boy Friend' is good; it should be a delightful show," he said. Steve has been in other Thesplan productions - "My Sister Eileen," and the "Romeo and Juliet" scene for the Shakespearean Festival at Hofstra. This summer he was seen at the Towndock Theater in its final production, "Silas the Chore Boy."

Pam Kent had the lead in "Okla-

homa!" last year, and is one of the best vocalists in school, receiving "A" ratings in many solo competitions, including County Sectionals.

Carol McMillan, another fine vocalist, was in "Oklahoma!" last year. This is her first big role. The show will be directed by Mr.

Harold Doughty and Mr. Gael Barr. Choreography will be under the supervision of Miss Betty Mallet. Alena Lize, a junior, will be Costume Mistress. Ronny Wilson, Treasurer of the Thesplans, is State Manager; and Susan Lee, Vice President, is assistant to Mr. Barr.

CAST

THE PERFECT YOUNG LADIES

MAISIE.....Lynn Resler/Vivian Conde
DULCIE.....Eileen Fay/Diane Shields

POLLY BROWN.....Pam Kent/Carol McMillan
FAY.....Nancy Kellner/Claire Flemings

NANCY.....Christine Godfrey/Gale Washton
MADAM DUBONNET.....Kathy Hallack/Mimi Knowles
HORTENSE.....Heather Tobis/Julie Wilson
PERCIVAL BROWN.....Tom Pellaton/Dave Blodgett
BOBBY VAN HUSEN.....Skip Barth
TONY.....Steve Rohde

LORD BROCKHURST.....Peter Fay/David James
LADY BROCKHURST.....Christine Jordan/Claudia Hartley

THE BOY FRIENDS.....Bob Yarri Luke Edman, Walter Johanson, Mike Langley, Gary Lyons, Dick Kash, Doug Matthews, Elliott Oldak

THE GIRL FRIENDS.....Shelly Cheosky, Val Healy, Marcia Patterson, Ann Cornwall, Camille Barr (and two more to be cast.)

THE SCHREIBER TIMES

PAUL D. SCHREIBER HIGH SCHOOL
PORT WASHINGTON, NEW YORK

Vol. I No. 2

5¢ Wednesday, September 20, 1961

Seniors Hear of Tests, Colleges

by Adele Clarke

Last Friday morning all college-bound seniors met with their respective guidance counselors to discuss the decisions and events of the coming year. Individual appointments with guidance counselors will begin this Thursday, Sept. 21. The students may make appointments but they will not be scheduled unless the Activity Record and the College Planning Worksheet have been filled out and handed in to the Guidance Office. Guidance counselors will not be available until Thursday for any reason because they are figuring grade averages. The counselors will begin meeting with parents a week after they begin with students. However, the counselors would prefer to see the individual students alone before they meet with the parents.

The counselors said that it is necessary for all college-bound students to take the College Board S A Ts to meet the entrance requirements of almost all colleges. These exams are administered in December and January. The counselors recommended that we take the Mornings in Dec, along with the Writing Sample if we so desire, and the Afternoons or Achievements in Jan. We were also told that the P.S.A.T.'s are necessary for certain scholarships.

When we apply we will make three applications and of these three, the counselors recommend one "anchor school", a college that we are sure to get in, one that we would probably get in, and one "moon-shot", a school at which we have no idea whether or not we would be accepted. Each of us will have three applications processed and sent in and we may have a fourth or fifth, but we must wait until everyone has had three sent in. All applications must be made through the school. We are to fill out the application forms as completely as possible and bring them along with the application fees to the Guidance Office. The counselors will complete them with the recommendations and the official

(Continued on page 3)

COUNCIL COMMENT

A Slow Start

by Steve Rohde

The first meeting of this year's G.O. came to order last Monday. I use the words "came to order" very loosely. The meeting was held in the cafeteria, which added to the confusion. New and old students, teachers, committee chairmen, and officers were all milling around trying to get something done. One other cause for confusion was the fact that most of the representatives did not sign up in the G.O. room as they should have. Representatives must sign up or every meeting will be like the first.

Finally everyone settled down and Peter Donovan began to read his welcome address to the council. The fact that he prepared an address is all well and good, but he should not have read it to such an unattentive group. I feel more welcome if a person talks to me than if he reads a prepared statement.

What Peter read was important. He outlined the most current plans for the G.O. He stressed Port's-a-Poppin, which will be held two nights, October 6th & 7th. He announced that the "Colgate 13", Jackle Robinson, and a German delegate will be three of this year's assembly programs.

Mr. Flicop, the student council advisor, stated that every week, on either Tuesday or Wednesday, the G.O. representative should be given half the history period to discuss the past meeting. He also said that homerooms are welcome to visit the council meetings at any time, if they do so in an orderly manner. I recommend that every homeroom visit the council at least twice during the year. This is your council and you should know more about its internal workings.

The treasury situation looks bad. We have \$70 in the treasury but \$600 should come from last year's carnival. The total is still not enough to keep our active G.O. going. Your support is the answer to this problem.

"Olu" Speaks On Nigeria

Asks For Objectivity

by Julie Wilson

On Thursday, September 7, almost everyone in school had the opportunity, through their history classes, of hearing Adebisi Morayo Olusanya, "Olu," a twenty-year-old student from Nigeria, speak about his country, Africa, communism, the West, and the current world scene. Olu, who was staying with Hal Lenke for four days, came to school Thursday morning

and was introduced to Mr. Charles Kezar, World History Teacher. Mr. Kezar asked Olu to speak to the high school students, and with no further notice Olu did speak for six and a half hours, for every period except one during which he ate lunch.

Olu thought our students interested and polite, and was pleased

with the intelligence and importance of the questions which were asked him. A typical question from a high school audience in the South would be, "How many elephants have you seen in your life?" Olu



Photo By Rob Hyde

"Do not believe everything you read"



Photo By Rob Hyde

"Olu" speaking in the auditorium. Mr. Charles Kezar, who invited him to school for the day, sits to the left.

said. Such questions, not peculiar to the South, bespeak the ignorance of Africa that most Americans have, he added.

Olu was also impressed with the school system and thinks it is one of the best he has seen in the States. He was surprised to find that physics, chemistry and math are offered, even stressed, here, while they are no in the South. (Olu enters his sophomore year at



Photo By Rob Hyde

Adebisi Morayo Olusanya, ("Olu")

Morehouse College in Atlanta, Georgia, on the eighteenth of this month. He is concentrating in the field of physics and math; he wants to be a mechanical engineer when he returns to Nigeria, and plans to go to M.I.T. in 1962-63.)

He is understandably disturbed by the false impression that news stories and "authoritative" books have created about Africa. In every period he stressed one thing: never take for granted as being true anything you read. Everything you read and see must be considered with an open mind, objectively. He went on to say that the best way to find out the truth about a country and its people is to get to know the people personally, and to try to understand their ideas, government, and way of life through them.

During the course of the year articles by Mr. Olusanya will be printed in "The Schreiber Times," giving us the very precious opportunity of learning about another country from one of its citizens.

EDITORIALS

This Is Not PDSHS

A pun sneaked into the sombre "Students' Handbook" that was distributed to everyone on the first day of school. We don't know how it got by the staid authors, but it did, and provided a brief grin. "Large pocketbooks and the like require a look-in, too."

The Handbook was unfortunately deemed necessary by someone. At any rate, the review of common sense and basic social behavior provided in the booklet may be worthwhile, refreshing someone's memory and making him realize that the school is a disciplined and organized institution, but...

The main trouble with the Handbook is its tone. Granted, a presentation of the rules and regulations, penalties and behavior, is a difficult task to do gracefully, but perhaps it could have been more artfully accomplished than it was.

The Handbook turned out to be a cold warning, almost threatening any would-be truants, criminals, and individualists that they had better conform and adhere to "the law," or dire consequences would follow.

As we said, such a book etiquette and law does serve the purpose of reminding, and does make the school appear as if it will tolerate no "funny business"—and this is as it should be. Almost no mention of academic work was made; it was assumed perhaps that the subject could be covered in other places. No mention of education was made, nor of Schreiber's purpose nor the reason for the Board of Education or the public school system existing.

No word of welcome from anyone is offered.

The introduction is fallacious, poorly constructed, and ungrammatical—this is not a fit welcome to school.

Nothing is said to the proven or potential "good citizens;" every word seems directed at those who drag race up Campus Drive and throw cigarette butts into the sink.

Let us not call that a Student Handbook which is a supplement to the Motor Vehicle Bureau Laws.

When we introduce a class of sophomores or an out-of-towner to Paul D. Schreiber, let us not be solely Robert's Rules of Order, amended to fit our high school situation. Let us be more friendly, more helpful and more instructive, letting the new students know that we not only reprimand and jail, we also educate.

POSTSCRIPT: We hope that the General Organization's 1962 Handbook Committee goes about its job with the knowledge that such a handbook can be of the greatest help in introducing students to high school and to Paul D. Schreiber. It can be a valuable source of information, to be referred to throughout a student's stay at the high school.

\$1.50 = \$25.00

Starting today, you will be able to buy a PDSHS General Organization Community Merchant and Services Discount Card. We just coined that name; we all call it a G.O. Card. It is being sold for \$1.50, and you should buy one. Not only can it save you at least \$25.00 in the course of the school year, but G.O. Card sales account for the greatest income of the high school G.O. This seems to us to be the most painless way of "supporting your school"—you benefit as much as the G.O. does.

THE EDITOR'S COLUMN

FOR THOUGHT

Let us pose some questions. Is education important; how did it become considered important, and why? Why do newly-independent nations create first, or almost first, a department of education? Why do established nations place great emphasis upon education? What forms can education take? Should education be organized; must people be made to "go to school," to listen to teachers, to recite tables and figures, to report on books; is it hypocritical to go to school for about fifteen years, and then leave formal, organized, regular, supervised, gradual, but steady education behind, to go into business—or is it of value spending one-third of a lifetime in school...does this time serve as a wasted period or as a foundation for the enjoyment of life? Can one get enough out of life so that he can say he has lived a valuable and meaningful and worthwhile and justified existence?

What levels of education exist? Does a person grow in intellectual or spiritual ways if he becomes so involved with the material and mundane that he does not appreciate a flower or a book or a glass of water? Can a man stop learning and observing and absorbing, recognizing and appreciating, and settle into a linear existence, and still be called an entity with a mind and soul?

What forms of education are valid; or are they all? What is expected from education - a fuller enjoyment of life? Of what value is mathematics to a poet? Why is it true that poor farmers who desperately need help will send their right-hand help, their sons, or daughters, to school, declaring that this will be of more benefit than tilling the soil so there will be food to sell? What realization, or revelation, has come to those who toil and sacrifice and deprive themselves in the name of education...and is this an inevitable realization, or a revelation? Is education a necessity?

What of criticisms and recommendations involving the present system of education in America... does it achieve its goals; does it produce educated people, or people who benefit from having the education; is it worth the trouble to compare specifics of American education with those of other nations? Does American education place enough emphasis on the right goals, values, and accomplishments? Does it matter what are the relative positions of achievement in engineering, mathematics, or atomic physics in America, and in Britain, Scandinavia, Africa, or Russia? Is it as important for the world to be supplied with educated people in the field of poetry as in chemistry? What benefits are derived from being a "well-rounded" individual? Are values misplaced and goals warped in America? Is there an "American standard for education"...should there be? Can Americans be as proud of their intellectual development, achieved under guidance, as Britons or Russians? Are Americans "under achievers" with criteria for success, happiness and worth that are invalid or perverted or destructive criteria?

Is education important? Then, what kind of education is important...why do more people learn how to drive a car, than learn what causes cancer? Does this matter? Is education, on any level, as valuable or useful as on any other level?

By the way, could an educated man survive and thrive in a world where there is no money, no status based on economics, no necessity for salary or material reimbursements? That is, can education be valuable for its own sake?

Profile Peter Donovan



Photo By Frances Farrell
Peter Donovan of the G.O.

Peter Donovan is a conservative Republican, a good tennis player, an avid sailing fan, and, most important, President of our G.O.

We should know our Student Council officers, if not personally at least through hearing about some of their ideas and opinions and background, since they are working for us. The President of the Student Council is one of the most important jobs held by a student in the school.

Peter decided to run for President because he was interested in serving his school; he wants to do what "you" want done. Also he wanted to give more students the chance to see how government works. He is also very interested in politics and is opposed to federal aid to education. He feels that the John Birch Society (an extreme Right Wing group, which is completely against any com-

munist, and accused many of the nation's leaders of being communists), is too extreme. He feels that if they were to impeach their leader, Robert Welch, and become more liberal, they would serve a worthwhile purpose.

But Peter has a lighter side, too. This summer he sailed, played tennis, and went to see some plays. He took Driver's Ed, and worked--tutoring French and doing backyard-work. And, of course, he worked on the G.O.

Peter has cut his choices of colleges down to three: Williams, Dartmouth, and Amherst. (He visited them this summer.)

Peter realized that the job of President is not easy, but he is certainly standing up well so far. He urges all students to buy a G.O. Card, to go to "Port's a Poppin'" and to attend all athletic contests.

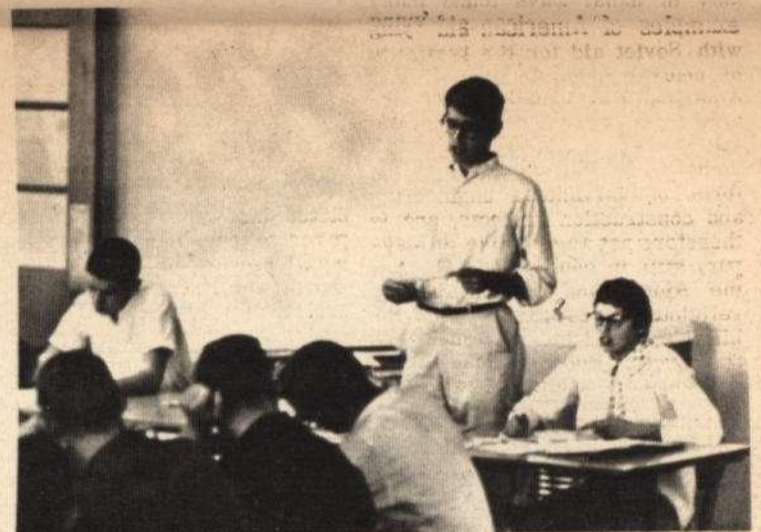


Photo By Paul Henkart

The first G.O. meeting was held in the auditorium on Monday, September 18. Seen at the table are Parliamentarian Joel King, President Peter Donovan, and Secretary Sue Dorfman.

THE SCHREIBER TIMES

Published by the students of Paul D. Schreiber High School, Port Washington, N.Y. Clifford F. Hendrickson, Principal

\$1.00 yearly with G.O. card, \$1.90 yearly by mail MA 7-7076

Editor - Hal Lenke Editorial Director - Dave Tobis
Business Manager - Bob Salomen Faculty Advisor - Mr. Gerard Coulombe
EDITORIAL STAFF - Chris Godfrey, Bob Verdi, Steve Rohde, Dick Lewis, Jeff Friedman, Ellen Tibby, Mike Marsano, Julie Wilson, Christine Jordan, Carole Heller, Diane Shields, Adele Clarke, Heather Tobis, Vicki Buie, Bob Snibbe, Claudia Hartley, Hank Nikkels, Paul Henkart
Printer - Photonews, Bethpage

I am one, but still I am one, I cannot do everything, but still I can do something; and because I cannot do everything I will not refuse to do the something that I can do.—Edward Everett Hale

Dave Duffy-Traveler Returned

by Ellen Tibby

Among the students welcomed back to the fold of the Port Washington school system from travels abroad is David Duffy, a sheep of many colors. Dave's father, Dr. John Duffy, was last year sponsored by the United States Department of State at the invitation of the India Medical Association to teach and help cure Indians with speech disorders and hearing problems. Dave, now a junior was invited, along with his mother and sister, to accompany the doctor.

Before going to India, however, the family decided to see the world, and accordingly, on July 1, 1960, they boarded a plane which eventually landed them in London, Paris, Nice, Geneva, Lucerne, Venice, Florence, Rome, and Cairo. (Cairo, in the mysterious, exciting land of Egypt, was, says Dave, "a dump, a hot, miserable hole.") On July 30 they arrived in Bombay, India, where they were to spend the year.

In Bombay Dave entered an English boy's school which met from nine until four o'clock three times a week; the periods were forty minutes long. The English curriculum, in his opinion, did not offer courses that would allow him to continue successfully in an American school later on, so Dave devised a scheme that he hoped would be satisfactory. In September 1960 he wrote to PDSHS for text books, and prepared to teach himself! At the end of the British school term in October he withdrew, and, while waiting for his books to arrive, travelled through central India.

In central India he toured a Russian-built steel plant in which Russians filled important engineering posts, and the Indians did the menial labor. During his stay in India, Dave found many examples of American aid vying with Soviet aid for the partiality of neutral India. Dave feels that American aid, usually in a monetary form only, is not as immediately able to impress the Indians as is Russian aid, in the form of gargantuan engineering and construction projects, and is therefore not as effective. In Magpur, still in central India, he saw the Ajunta and the Ellora, two religious caves carved from the hillside, which contained, respectively, Buddhist and Hindu paintings and sculpture.

Studies and Recess

Back in Bombay, his books having arrived, Dave set up a schedule for himself—8:30 in the morning until four or five o'clock—and began to study. He found it difficult to decide exactly what lessons to read and what exercises to complete, and eventually ended up doing more reading than writing.

To break up his studies, he toured through southern India and stopped at Madras, "a colorful city on the Bay of Bengal," says Dave, "where the fishermen are primitive but happy people who live in thatched huts along the beach." The government wants to relocate these people in modern apartments, but Dave feels this action will only lead to slums unless the Indians are educated to accept the change.

On a boat trip from Cochin, a port near Goa, to Bombay, Dave had a chance to meet and speak with Indians from all over India, and then home again once more, he resumed his studies. The work for Dave became interesting when he read for knowledge alone, and as he continued, the interest built up. He found he could stick to the job he had laid out for himself but soon saw the importance of the competi-

tion and drive that one encounters in a school.

Helps with Exams

In another respite between studies Dave toured the modern city of New Delhi and then went with his father to the village of Bettiah in the state of Bihar. There, Dr. Duffy was attempting to find a correlation between gopher and deafness, both of which are prevalent among the people of Bettiah, and have helped his father by giving hearing tests with an audiometer to many of the patients.

From Bettiah they flew to nearby Nepal where Dave, with an American college boy he met by chance, toured various museums and temples in Katmandu, the capital, and in the surrounding country, took bicycle trips and hikes up and down mountains, and even got a glimpse of Mount Everest as a "faint speck in the sunlight." Returning to Delhi, Dave and his father had a personal appointment with Jawaharlal Nehru, the Prime Minister of India, and spoke for twenty minutes about the Peace Corps, instilling in Nehru a new interest and enthusiasm in the Corps.

... And Home Again

In Bombay once more Dave completed his school work and prepared to leave India. Before leaving, however, his family flew to Calcutta, a city of wretched poverty, of beggars, and disease, where thousands of men, women and children sleep in the streets, wrapped only in a blanket as a protection from rats and insects. They then flew on to Bangkok, Rangoon, Singapore, Hong Kong, Osaka, Tokyo, and Kyoto, completing their picture of the East. Dave was particularly impressed with Japan as a land which has greatly advanced by imitating the inventions of other countries, but whose people were not and still are not prepared to meet the sudden changes that are taking place. The Japanese, he felt, must be polite, because to be so is traditionally part of their culture, yet to him their culture seemed ironically static.

From Japan the Duffys flew home to the U.S., and on July 13, 1961, they arrived in New York.

Dave, in retrospect, is glad that he went to India. He believes that he now better understands the problems of the countries he has seen and the problems of the world in general. He thinks he understands the values of education more, since his trip gave him an opportunity "to take time" and reflect slowly and deeply on the meaning and importance of things. However, Dave says, he is glad to be home, since now he has the opportunity to apply what he has learned.



Photo By Paul Goldblatt
Dave Duffy of India

SENIORS

(Continued from front page)

transcripts and send them to the colleges. We must obtain recommendations from three teachers to accompany our records.

If you desire any College Board grades to go to your prospective colleges, either fill in the colleges in the supplied space on the S A T registration slip for this year's tests or write to the College Board in Princeton, New Jersey and ask that your specific grades be sent to your prospective colleges.

The counselors also recommended that we make college trips to the schools that we are definitely interested in now even if we have seen them in summer so that we may see the college in its academic and social atmosphere. They said it would be advisable for us to speak to the kids and see the dorms while they are actually in use, as well as to see some actual classes in action.

This is a general calendar for college-bound students for the next few months:

1. Students who took Achievement tests during the summer should go to the Guidance Office for the results after Thursday.
2. Thursday, October 5, N.Y.S. Regents Scholarship Exams all day.
3. Saturday, November 4, A.C.T. Exams required of applicants at certain Midwestern schools.
4. S A T registration information and slips available in Guidance Office.
5. Saturdays, Dec. 2, and Jan. 13, dates of College Board Exams.

Next Week

Mr. Louis Tremante,
teacher at Sousa,

Returns from teaching

under a Fulbright

Scholarship in

Salerno, Italy

By Christine Jordan

REVIEW:

"Ballad of a Soldier"

"Ballad of a Soldier" is presently playing at the Cinema Theater. This story of a young soldier going home on furlough to see his mother is both moving and beautiful. The touching of the emotions is brought about by the stirring beauty and simplicity in the lines and story. The fact that the audience had to read the subtitles certainly did not lessen the impact of the film.

Not once during the movie was the enemy mentioned, yet the misery of war was apparent everywhere. The opening scene of the movie portrayed the soldier in a situation which almost cost him his life. The soldier disabled two tanks and emerged from the encounter as a hero. Rather than accept a decoration the young man asked to see his mother, to whom he had never said good-bye. A trip which under normal circumstances would take twenty-four hours, took the boy three days. For the first time in the boy's life he sensed a feeling of love for someone other than his mother. His experiences were shared with a young girl he met in the cattle cars of the train. Their acquaintance was short, and when it ended, even though there was no dialogue, the audience felt the loss, along with the soldier. The climax of the picture was the most stirring scene in the movie, yet for about three minutes there was silence on the screen.

The simplicity of the movie did not attempt to camouflage the hardships the people were subjected to. There was no glamour or Hollywood atmosphere present. The scenery was perfect for the movie and the photography was both excellent and unusual. Even the background music blended with the mood of the picture. Nothing could have been added to make the presentation more moving.

Gale Washton



Photo By Paul Henkart

WHO AND WHAT?

Who is in the photo above?

What is the person doing?

The first student to bring the correct answers to Room 9 will win this contest, and will receive a free lunch in school.

Bob Verdi's Sports

One of the lesser known but nevertheless up-and-coming sports, Cross Country, will open its schedule a week from tomorrow (September 28), under a new coach, Mr. Joe Zeitler. All matches will be contested on a revamped two-and-a-half-mile course that has been set up behind the high school.

Mr. Zeitler, who will also coach indoor and outdoor track, is currently the gym teacher at Flower Hill Elementary School. He has always been interested in track, and a handful of records including National High School half-mile winner and a member of the winning 2-mile relay team in the Penn Relays while attending Manhattan indicate that Mr. Zeitler was a fine athlete, in addition to coach. He coached track for eight years at St. Ann's, now Mulloy, and he was very successful at St. Mary's of Manhasset for six years.

Mr. Zeitler stresses that the success of the Cross Country team depends upon the number that come out and are willing to work hard in this sport, where desire matters as much as ability. Cross country is also an interesting sport to watch, and students are invited to attend the meets.

Highly respected, well-liked, and well-versed on football is the Vikings' new line coach, Mr. Joe Marra. He played center on the same team with head coach Dan Biro while at Port, and he received honors as one of the top linemen in Nassau County. For the past four years, he has been assistant football coach at Plain-edge High School, while also serving as a physical education instructor. Mr. Marra knows all the angles of line play, and based on the improvement shown by the varsity's forward wall, Mr. Marra's coaching is one of the best shots-in-the-arm Port football has experienced.

The football team has had a few pre-season non-league scrimmages. The Vikings looked only mediocre against Levittown Memorial, but last Saturday, in a five team scrimmage at Bethpage, they were much improved and showed plenty of drive. This Saturday is the opener -- the Vikings will face a Manhasset team that is hardly what it was last year, but rough nevertheless. A victory here would be a step in the right direction in a season that will have Port pitted against some fine football teams.

Next Saturday - PORT at Garden City
Division at Mineola
New Hyde Park at Herricks
Great Neck South at Great Neck North

PIGSKIN PREDICTIONS
This Saturday - GLEN COVE over MINEOLA
GREAT NECK SOUTH over FARMINGDALE
HERRICKS over HEWLETT
GREAT NECK SOUTH over ISLAND TREES

MR. WHITNEY STRESSES PHYSICAL FITNESS

In accordance with the President's call for physical fitness among American youth, Mr. Al Whitney, the new athletic director for Schreiber High, has announced several new plans concerning the sports program for the high school. Included in the expanded set-up for boy's gym classes are additional testing apparatus, a weight-training program for all interested, and an enlarged intramurals program that will include wrestling, volley-ball, and possibly a tennis tournament. Eventually, golf, bowling, and tennis instruction will be featured in twelfth grade gym classes.

Mr. Whitney succeeds Mr. Carl Seeber, who retired last year after directing the athletic program in the high school for many successful seasons. Born in Floral Park, N.Y., Mr. Whitney became interested in sports through his father, who both played and coached in high school. After playing baseball, track, and ice hockey in a New York City high school, Mr. Whitney became an athletic specialist in the Navy during World War II. He came to Port in 1954 and started teaching physical education at Main Street School. The success of the summer recreation program in Port over the past few years is attributable to the efforts of Mr. Whitney, whose position as recreation supervisor will prevent him from coaching any high school teams.

The competitive sports scene will see no new teams this year. The LaCrosse squad, placed in a JV league for its initial season last year, will be in varsity competition this season. Wrestling was the other new addition last year.

Commenting on the physical fitness program, Mr. Whitney stated that "America is becoming too soft; people have 'spectatoritis'—too many people would rather watch than play. Losing teams are often due to a lack of students coming out for athletics. Unsuccessful teams bring on a dip in school spirit, and ninety per cent of your teams will play better with somebody rooting for them."

In relation to high school coaching and instruction, Mr. Whitney asserted, "A winning team is seventy per cent coaching and thirty percent natural ability of the kids. A good high school coach molds good men, who can both win and lose graciously. Winning isn't all-important in high school sports, but no one should play if he doesn't try as hard as possible. The coach is just another high school teacher teaching a subject where everybody looks at the report card—the won and lost record."

Mr. Whitney feels that the current junior high sports setup is adequate, since junior high provides only an introduction to team sports. "Young children in such endeavors as Little League are pressured into winning too much, however. Large awards make boys lose their sense of values. Last year in another town on the Island I saw an eight-year-old boy receive a trophy bigger than he was for just having perfect Little League attendance. Something like that is more spectacular an award than you get in high school for being outstanding."

Summing up, Mr. Whitney noted that the officiating of Long Island high school sports "is as good if not better than any place else in the country." His final wish is one that all Schreiber shares—good luck and increased support for all Viking teams.



Photo By Frances Farrell

Mr. Al Whitney, Director of Physical Education, Health and Recreation



Photo By Paul Goldblatt

Mr. Clifford Hendrickson, Principal, PDSHS

Mr. Clifford Hendrickson, was the subject of the first press conference of The Schreiber Times. Read the transcript of that conference in the third issue of The Schreiber Times. On sale Wednesday, September 27.

Like Your Lunch?

Completely satisfied with the school lunches? On Friday, September 22, Mrs. Rose Fountain will be the guest of The Schreiber Times at its second press conference. If you would like to make any comments about the school lunches, or if you have any suggestions for Mrs. Fountain, see Hal Lenke by tomorrow afternoon.

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The Nemerson-Dickerson Report #1 OF A SERIES OF DEBATES Wagner - The New "Boss"?

NO- GIVE HIM A CHANCE

The mayoralty race taking place in New York City these days officially goes as Wagner vs. Lefkowitz. Robert F. Wagner, the Democrat incumbent, opposed by Louis Lefkowitz, Republican.

But if one carefully surveys the recent happenings in the big city, it would appear as if it were more of a contest between Wagner of the future and Wagner of the past.

There is no denying the fact that the outcome of the election is based on whether New Yorkers feel justified in retaining a man who has led the way through eight of New York's stormiest years.

It has been said that his administration was scandal-ridden. What does that indicate? It simply means that there were various weak points in the city administration which were mainly the fault of public officials who did not belong where they were. There can be no doubt that the men surrounding Robert Wagner for the past eight years have all been political hacks who had control over him. I'm talking about Carmine DeSapio, Charles Buckley and the other bosses, plus their aides. These are the same men who were defeated by Wagner's forces on September 7, in one of the great displays of dem-

ocracy.

So the real issue here is not what Robert Wagner has done as the regular party candidate, but rather what he will do as "Fighting Bob Wagner," the crusader for liberal reform in the city.

A case in point is the mayor's pressing for anti-Tammany men on the Supreme Court bench in Manhattan. He is opposing Carmine DeSapio's choices. This represents independent action on the part of the mayor, something he was forbidden for eight years by the men he has just defeated in a public election.

With the obstacle of "bossism" having been successfully hurdled by Bob Wagner, it should seem rather evident that he is the logical choice for mayor. He is willing to accept the task of revitalizing New York and he will do it with a clear conscience, unpressured by anyone and uncensored by anyone.

It is now up to him to pick the right men for the jobs, to speak out on issues, and to make his own decision as to policy concerning schools, housing, slum clearance and all the pressing problems. I am confident that he will respond and will produce significant results.
— Roy Nemerson

YES-HE'S HAD HIS CHANCE

At the New York State Democratic Convention in 1958, a group of party leaders united themselves in a "reform movement" whose purpose was to rid New York City of its political "bosses." This same group recently supported a ticket headed by the present Mayor Robert Wagner, which emerged victorious over the local Democratic "organization" candidate, Arthur Levitt, and other contenders in the September seventh primary for the race for Mayor of New York City.

It appears that the Democratic voters of New York City overlooked Mayor Wagner's past failures and his scandal-ridden city administration when they renominated him as their candidate for mayor.

In the beginning of his primary campaign, Wagner moved swiftly to place Arthur Levitt on the defensive. The Mayor's first major move was to charge that the Tammany Hall leaders supporting Levitt and headed by the controversial figure, Carmine DeSapio, were the "bosses" of the city Democratic "organization", and were responsible for the widespread corruption in the present city administration which Wagner, as mayor of New

York, has headed for the past eight years! Lacking sufficient issues with which he could beat Levitt in an open fight, Wagner cleverly proceeded to level his attack on Levitt's supporter, Tammany boss DeSapio, stating that a vote for Levitt would be a vote for "bossism." This move was probably the most effective political strategy he could have devised, and insured his victory in the primary, for it caused the citizens of New York City to associate Levitt, an outstanding public servant, with the issue of "bossism", one thing to which the public was definitely opposed. Thus, Mayor Wagner, the "man who made the mess" succeeded in convincing the public that he was the man to clean it up!

For "burying the bosses" the people of New York City deserve much praise. However, they have failed miserably in destroying the cause of the "bossism" and corruption which is, unfortunately, the good mayor himself.

As soon as Wagner won the party nomination, he lost no time in publicly proclaiming himself the city's "rightful leader" of the Democratic Party, and he stated that he had a good idea who voted for and against him and he would waste no

time as the "new boss" in seeing that his opposition was "properly handled!"

It is also interesting to note that Wagner hastened to announce his appointment of Charles H. Silver as Executive Assistant to the Mayor for Educational and Industrial Development. Mr. Silver, the outgoing president of the city's outgoing Board of Education, recently entered the city's political spotlight when he, along with his fellow Board members, was "dismissed" by the New York State Department of Education on charges of corrupting the state's educational facilities. It is hard for me to comprehend the Mayor's flowery proposals for cleaning up the city government when he makes such public statements as are cited above and then appoints Mr. Silver to again help in the development of the city educational program that he has just been ordered away from, by the Director of the New York Department of Education himself!

Could it be that this "infallible" public servant, Robert Wagner, views his "reform movement" differently from the way he has publicly stated in his platform? I think he does, -- Dick Dickerson