

A New Marking System A Useless Language Lab?

See Editorial Report, p. 7

THE SCHREIBER TIMES

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Paul. D. Schreiber High School, Port Washington, New York

10¢

Wednesday, January 17, 1962

Way Off-B'way Opening

"My Three Angels" Previews in Mineola

In "My Three Angels," by Sam and Bella Spewack, the Thespian Troupe's January 26 and 27 production, Ron Wilson, Dan Bahr, and Bob Snibbe play the three angelic convicts who disrupt the lives of a family in French Guiana. Lori Payne, as Emilie, the mother and Dave Tobis, as Felix, the father — along with their daughter Marie Louise played on separate nights by Chris Wilsey and Teddy Wade — find their Christmas a most unusual one, as the angels decide to bring them a special kind of holiday cheer.

The principals presented a preview of the play to an audience of Mineola freshmen and sophomores on January 10.

The cast was nervous, the director Mr. Gael Barr, was even more nervous, as they set out for Mineola

High School. It was the first time that they were to perform before an audience and they were scared.

A trifle disconcerted to find that the Mineola stage and auditorium were not identical to the ones at Schreiber on which they had been rehearsing, the cast nevertheless took their opening scene positions on stage.

Just as the curtain was about to open the boy who was working the lights in the wings hissed, "Watch out, the freshmen throw PAPER CLIPS!"

In spite of everything, the scene went smoothly, and the audience reaction was so good that everyone quickly forgot his nervousness.

It was a happy cast that returned to Schreiber just in time to begin the afternoon rehearsal.



One of the sights seen by Schreiber Science Trip participants in Florida was this porpoise. Mr. Grosmark: "I thought he looked like a couple of students I know."

Science Students Awarded Week in Florida

photos on p. 2

Three Schreiber students, Margaret Moore, Stephanie Burmeister, and Dan Bahr, and science teachers Mr. Jay Grosmark from Schreiber and Mr. Ken Swanson from Sousa, spent the Christmas holiday in Florida as participants in the Florida Science Study Program. The students were chosen on the basis of their marks in science and their interest in the program. Meeting with students from Chicago and other parts of Long Island, they explored an everglade, received the keys to the City of Miami Beach from the mayor, and toured Cape Canaveral. Mr. Grosmark hopes to be able to show slides of the trip in an assembly soon.

Tremante Talks

The experiences of an American teacher in a school in Italy were revealed on Tuesday, January 9th, to history classes of Schreiber by Mr. Louis Tremante. Mr. Tremante is a Citizenship Education teacher at Sousa who taught on a Fulbright Scholarship in Salerno, Italy, during the 1960-61 school term.

Mr. Tremante, assigned to an Italian-English class in Salerno, Italy, admitted that in the beginning he could not understand the students because of their "foreign accents." All the students, he said, are under the impression that all Americans are rich. All of them wanted to know about American Rock 'n' Roll.

Mr. Tremante explained that schools in Salerno are divided into six years of elementary school and 7 years of secondary school.

Their final year in high school, he said, is equivalent to the first year of college in this country. It is mandatory in this final year, for all students to take 12 subjects, including Italian, Italian history, calculus, science, biology, chemistry and a choice of three foreign languages, French, German or English.

Students are allowed to leave school at 14 years of age, or at the end of the 9th grade. Although all must complete this minimum requirement, he said that only 15% of the students continue on to higher secondary education.

All schools are in session for six days a week, from eight o'clock in the morning until two o'clock in the afternoon. Students stay in the same room at all times. It is the teachers who change classes. There are no cafeterias or libraries in the schools, and the gymnasiums are for boys only. There are no lunch or "snack" hours.

At two o'clock in the afternoon, not only do the schools close, but all the storekeepers close their

shops to go home for their "big meal of the day." At 4:30 p.m., they reopen their stores to stay until 8 o'clock at night.

Mr. Tremante mentioned that Spaghetti is not really an Italian dish. Its equivalent, pasta, is a or as a main dish with sauces.

At two o'clock in the afternoon, the family meal consists of soup, pasta, meat, chicken, fish, vegetable, salad, bread, fruit, dessert, cakes and coffee. Although meat is not always served because it is expensive, wine is always on the table throughout the entire meal, he said. He mentioned that a half-gallon of wine in Italy costs approximately 80 cents. The same bottle in America would cost \$3.84, he said.

Money is quite scarce in Italy, Mr. Tremante observed. The average Italian farmer earns \$16 a month.

Not all homes have television sets because of the high cost. But, he did mention that there are no commercials on TV. All commercials, he said, are in the movie theatres.

Mr. Tremante also briefly outlined the Fulbright Scholarship. He said that after World War II, our allies, in exchange for American help of arms and munitions, offered to award living expenses to U.S. students. This offer was later revised, he said, to include teachers. But in Italy, Mr. Tremante continued, there is a law stating that a foreign teacher is not permitted to assume full

control of a class. He was frequently called upon to give reports on America, its history, and a background of the United States. He also mentioned that the school year in Italy is from October to the middle part of June and stress-gymnasiums are for boys only. He said that the student attends six days a week which makes it difficult to ascertain whether the American or the Italian has the longer school year.

all the storekeepers close their

Margie Speaks to Jr. Clio

Margaret Gear, our A.F.S. student from the Union of South Africa, spoke at the Junior Clio meeting of Dec. 14. Her topic was apartheid, the separation of whites and Negroes.

Although Margie, herself, is against this policy of apartheid, she presented an unprejudiced view of it. The news which reaches us from South Africa, she said, is often prejudiced and distorted. She remembers small demonstrations which our newspapers enlarged into scenes of mob violence.

Controversy and violence have raged over passbooks. Margie explained that these must be carried by each Negro, or Native. They contain information which enables the government to keep track of where people are from, what they are doing and when. The government claims, although Margie questions this, that these passbooks protect Johannesburg Natives' employment. This is done in much the same way state universities accept applicants from their own state first. That is, by information from these passbooks, employers know where the Natives are from, and give Johannesburg Negroes preference over those constantly pouring in from the provinces.

What good has the government done for the natives? Margie stated that she has seen thousands of houses built by the government for Natives in place of filthy shanty towns. These homes, known as "locations" are small houses, each having a small amount of land.

The end purpose of apartheid, according to the South African government, Margie stated, is to establish Negro countries in certain parts of South Africa. Towards this end, productive land has been set aside and the Natives are being educated so that some day they may have their own, self-governing countries.

Two Sophs Win U.N. Trip

Dick Dickerson and Janet Kesterberg, both sophomores at Schreiber, are the winners of an essay contest held last November to determine Port's representatives to the annual United Nations Pilgrimage for Youth. The Pilgrimage for Youth is a trip to be held in July sponsored by the Odd-Fellows and the Rebeccas of the United States and Canada. The trip will consist of a week's stay in New York and an observation of the United Nations in action. The contestants were assigned the topic "Why I Hope the United Nations is the Last Hope for World Peace." The teacher of the senior class in Schreiber judged the entries.

The two winning essays presented different points of view concerning the United Nations. Dick Dickerson, in his essay "The United Nations — Hope For World Peace?" questioned the true worth of the United Nations as an agency of peace. According to Dick, the U.N. is too disorganized to accomplish any noteworthy advance toward peace because there is a lack of common conviction among the member nations. Dick suggested that the U.N. could be improved to better promote friendship among nations, if not true peace. Janet Kesterberg stated in her essay that the U.N. was absolutely necessary for preventing world war, and that a third World War has not enveloped the earth because of the conciliatory efforts of the United Nations.

Russian to Come; Fraternity Debate

An assembly featuring a member of the Russian delegation to the United States is planned for late January. This assembly will be open only to members of honors classes, announced Mr. Hendrickson.

Doug Pitman, chairman of the committee which arranged this visit, announced in student council on Monday, January 15 that he had spoken to a Soviet representative by phone and had written a letter to him. He stated that he had been given a favorable reply on the phone, and that tentative dates for the assembly have been set. It will be held in two shifts in the auditorium, second and third periods on either January 24, 26, or 30. Arrangements have been made whereby honors English classes which meet during these periods will be able to hear the speaker.

Another planned assembly is being considered by the council for late February. It will consist of either a debate or a discussion on the subject of fraternities and sororities. Further discussion on this assembly will be held at the next council meeting.

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COUNCIL COMMENT

For 1962

by Steve Rohde

You have not heard from me for quite a while, but I hope you have been keeping up with the G.O.'s activities. If not, let's look over the accomplishments of the student council in the past month or so.

Just before the vacation we had a return engagement from the "Colgate 13". Since we saw them last our own John Weingart has joined and is a fine addition. A G.O.'s sponsored ski trip was held on January 6th, with 30 skiers attending.

The budget has finally been set and presently we have a little over \$1,600 in the treasury. The snack bar is now in working order under the supervision of Marilyn Ryan and committee. The pepsi machine has allegedly been repaired—NO Comment.

The Student-Teacher Advisory held a meeting last month under the direction of Mr. Coulombe. The board considers its greatest problem one of school discipline. A plan to ammend old rules and write new ones is being worked on.

Many items are in the planning stage. The question of student

forums is currently being discussed in the council. A new handbook containing descriptions of rules, clubs and sports, is soon to be planned, printed and made ready for distribution next September.

It is now January 17, but not too late for New Year's resolutions. How about a few for the G.O.?

In 1962, history teachers will give twenty minutes a week to student council affairs.

In 1962, the minutes of council meeting will be typed correctly and distributed early in the week to every history teacher.

In 1962, the pepsi machine will be working every day after school.

In 1962, the vice-presidential affair will be resolved once and for all.

In 1962, senior sections will be dismissed first from assemblies by our president.

In 1962, we will have a diligent, organized, efficient, successful G.O....

These may be difficult resolutions; but I challenge the G.O. to accomplish them.

The Regents' Prayer

Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers, and our country. Amen.

by Bob Salomon

I cannot and will not pray to God five times a week between the hours of eight and nine in the morning. Though I am quite sure that there once existed and still may exist an ultimate essence, I do not believe it necessary (or possible) to worship it thus. Unfortunately, many people today are worshippers of the word—not the word of God, but simply the word "God". The word itself refers to nothing other than having a vague emotional connotation associated usually with

Mother and Country. Its emptiness reflects the emptiness of contemporary religious forms. I cannot earnestly worship such a god (though I very often find much to worship), and I refuse to be a hypocrite. I am not irreligious because I do not believe in a controlling superhuman power which is entitled to obedience, reverence, and worship. I am in continual pursuit of the values of the ideal life. I do not worship them. I try to live

by them. No one really "knows God;" therefore, no one has the moral right to impose his conception, or lack of conception, on anyone else. The Regents prayer should not be enforced by any institution (especially a public school). Those who enforce the prayer are overstepping their moral rights. Anyone who "falls in line" with this rule, contrary to his religious views, is lost.

by Ricky Read

The practice of saying the Regents' Prayer every morning during the homeroom period is frequently criticized. These attacks often take the form of cliché-ridden appeals which hurl forth vague and emotional cries of "separation of church and state" and "down with empty forms!" This is unfortunate, since the issue is important and deserves dispassionate and intelligent evaluation.

regarded as non-denominational. After all, both Protestants and Roman Catholics approved it.

However, as Jewish immigration increased, non-Christians began to constitute a larger segment of our population. Eventually, it became apparent that the old definition of "non-denominational" was too narrow. The Bible, though approved by all Christian sects, was denominational by reason of the fact that it was Christian. Eventually most Christians conceded that America's non-Christians were correct in their contention that readings from the New Testament had no place in the public schools. Nevertheless, there was considerable fear that the cessation of the traditional practice of reading Bible passages might create a spiritual vacuum in the public schools. For this reason, the New York State Board of Regents agreed upon the adoption of a truly non-sectarian prayer, acceptable to people of all major religious faiths.

gents' Prayer as a meaningless exercise. They say that meaningful prayer is only possible during certain moments of spiritual repose and inspiration. They express the opinion that it is ridiculous to expect students to experience moments of spiritual truth at 8:15 sharp every weekday morning. They protest that they are not robots who can pray on command, and that they are therefore performing an empty ritual every weekday morning. It is interesting to note, however, that many of those who complain that they are incapable of praying meaningfully at the fixed time every weekday morning, seem quite capable of praying meaningfully at the fixed time on weekends when they attend religious services. It is difficult to see any reason why it should be easier to experience moments of divine inspiration at a fixed time every Sunday, than to do it at a fixed time every weekday. The point is that these people make an effort to assume an attitude of reverence before attending formal religious services. If they applied themselves to this task in homeroom every morning instead of trying to think up reasons for not saying the prayer, they might find that the case against it is less one-sided than they now believe.

There are those who criticize the Regents' Prayer as being bland and banal. Perhaps a tendency toward such qualities is unavoidable in a non-sectarian prayer. Admittedly some things must necessarily be sacrificed if a prayer is to be acceptable to all faiths, but isn't this compromise better than a complete spiritual vacuum?

Finally, some persons denounce the daily recitation of the Re-

In Florida (Continued from page 1)



Island Hammock State Park; part of the everglades; on cat walk above swamp.



Entering Tom Gaskin's Cyprus Kneeland, where the knees of the cyprus trees were cut off to make the place into an ornamental swamp.



Stephanie Burmeister looking at birds at Crandon Zoological Park.

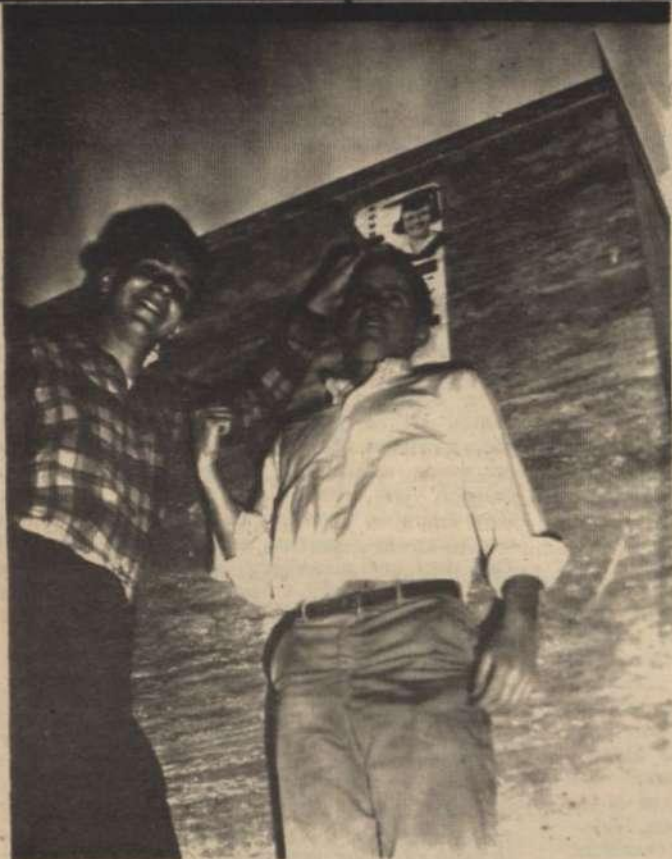


Dan Bahr at Cyprus Gardens.

photos by Mr. Jay Grosmark

Margaret Moore at Sea Aquarium.





The Senior Stretch

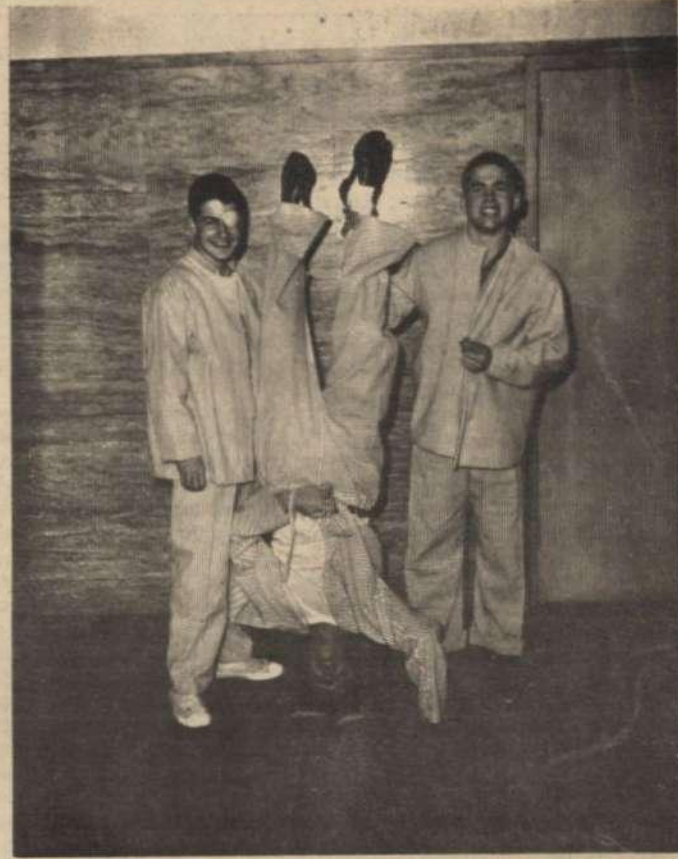
Richard Wheeler is measured for cap and gown by George Lambert.

STAB Meets

On Monday, December 18, there was a meeting of the Student-Teachers Advisory Board, the members of which are: Mr. Bretner, Mr. Coulombe, Mr. Barr, Miss Haugaard, Miss Greenfield, Mr. Glynn, Bob Golde, Gale Washton, Ellen Tibby, Sue Shirk Barbara Larson, Rob Mitchell, and Bob Snibbe, Chairman.

The purpose of the meeting was twofold: First, it was to serve as a place where students and teachers alike could take their complaints about the other; secondly to present some worth-while ideas and suggestions to Mr. Hendrickson on such things as school spirit and student body conduct.

The first subject to be brought up was that of student discipline. Mr. Coulombe conducted a tour through the boys' lavatory which was, as he pointed out, quite a mess. Another item that was brought up for discussion was student conduct in the halls and in assemblies. Hand-holding should be prohibited, according to some of the teachers present. Students present complained that detention halls aren't punishment enough for many offenses, and they felt that a system of demerits should be adopted. Under this system, a student would receive a certain number of demerits for each offense, and a certain number of demerits would mean suspension and, ultimately, expulsion.



"My Three Angels," Onstage and Off

The title role is played collectively by Dan Bahr, Ron Wall, and Bob Snibbe.

The second major subject introduced for discussion was the problem of many teachers giving tests on the same day, and many students having a test every period on one day. The possibility of scheduling tests on specific days was considered. The teachers' main objection to this was that

they had tests whenever they finished a unit of work and they couldn't schedule tests very far ahead. They will try, however, to manage it so that all mid-term exams and major tests will not be on the same days.

Before the meeting adjourned, Gale Washton remarked that too many people are concerned with conformity to speak out for what they think is right. The general feeling was that if the leaders of the various social groups realized that the less that they deface and destroy school property, the better place this school will be, and the more they will enjoy it; that the rest of the student body will change, and the school will be a much more pleasant place to work.

Librarian Leaves Us For D.C. Post

Miss Olive DeBruler, our assistant librarian since September, left Schreiber over the holidays to take on a new position. She is now Supervisory Director of Library Services in the public schools of the District of Columbia. In this position she will plan a library program for 128 elementary schools, 23 junior highs, and 12 senior highs.

Before coming to Schreiber, Miss DeBruler taught at the University of Illinois graduate school of library sciences, and also was school library chairman and audio visual director of Juliet township, Illinois.

She is entering a new field, as there have been few supervisory positions open in the past. In the District of Columbia, there was a supervisor for high schools only, and Miss DeBruler will be working with school principals.

Mrs. Marjorie Kent, formerly a librarian at the Port Washington Library, and mother of Senior Pam Kent is taking Miss DeBruler's place.

Bits and Pieces

by Adele Clarke

On behalf of the school I would like to thank Port Washington or whoever takes care of such things for the traffic light and tripper on the corner of Campus Dr. and the Blvd. One of the best things they've ever done! How was Florida, Mr. Grosmark? Speaking of warm weather(?), the Seniors are paying for the Skip Day buses this year or we don't go. That's why the class dues, due today by the way, are \$3. So break open the piggy banks.

Was that Mr. Coulombe I saw almost run down by the indoor track team the other day? Better be careful on the first floor after school these days, unless you can fit into a locker—and fast!...Three cheers!!! The Beacon Theater is remodeling at last.

Unless you're blind you have seen the posters for the Soph. Dance, Okefenokee...Come twist in the mist...Stomp in the swamp...Slop in the glop! Isn't this going too far? But all's fair in love and publicity. Has anyone looked into Chubby Checker's draft status lately? In case you are interested, he'll be at the Copa in March.

Seniors, attention! Senior superlatives are to be voted on in the first week of February so start thinking about who you'll be voting for...Our President, Pete Donovan, is now an Amherst man. Congratulations Petel! Also to Bruce Whitmore who was accepted at Tufts U... A new innovation in the Port Light—blurbs on teachers. Something more to look forward to in June.

Is there anyone who wasn't depressed after the college round-up? Exceptions—those who always study twelve hours a day and can live on 4 hours of sleep—a week.. Why are people so surprised the Viking is free?

I am not anti-kilt but some of the knee-toppers are beginning to look like waist ticklers. Unless they come down, I've heard someone may put his foot down....Did you know that on October 13, 1927 there was an exhibition by a Venetian Glass Blower here? I didn't.

There is to be a CHEMISTRY CONTEST! It is open to any student at POSHS. The information is available—all it takes is a little looking in the right places. No faculty member can give assistance. The first student to



Adele Clarke

present the correct answer to Mr. Rothberg, room 204, in writing, will be the winner of a fabulous prize. Name the following compound: H3C - CH2 - O - CH2 - CH3. Rots a ruck, Charlie.

Margie Gear had a busy week before the Christmas vacation speaking at an A.F.S. Meeting on December 11 and at a Junior Clio Meeting on December 14.

What happened while Mr. Broza was out to lunch on Wednesday last? When he returned to his seventh period class the blackboard started making noises at him and he finally evacuated his class from the room. One of our heroic custodians bravely entered the room and upon his touching it the board burst from the wall into

smitheries. Due to Mr. Broza's commendable forethought no one was injured. It was the opinion of one of the custodians that the extreme change in temperature in the room was the cause of the minor explosion.

I hope everyone saw the article on Bob Snibbe in NEWSDAY on January 11, 1962. If you are interested, it's in the Sports Section and a really big spread. Congrats Bob!

Mr. Coulombe has been keeping his classes busy writing critical analyses of magazines -- one magazine per student per week. Have fun.

For those of you who signed up, don't forget the UN Contest on January 18.

Thought for the week -- from Gardner McKay: "I haven't any spare time....Spare time is wasted time."

Hey. Maybe we'll have a carnival this year! But meantime, if you have a free minute and would like to write or report for the SCHREIBER TIMES come down to room 9 sometime and see me. We can really use your help.

Band News: In April and May of this year, the band, under the direction of Mr. George A. Christopher, will participate in an exchange with the Portland, Maine high school.

Thesplans: Try-outs were held on January 12 for the scene form HAMLET to be presented at the Hofstra Shakespeare Festival. Mike Langley quit the cast of "My Three Angels"; he had too much school work. Dave Tobis is taking his part. In order to do this he had to quit Varsity Basketball.

Celerity: Twenty-five dollars was made by Celerity at its two-day cake-sale. They have been busy all year ushering at different functions.

Circle News: At the end of this year Circle plans to award a scholarship to a deserving student. The members have been doing all sorts of odd jobs to increase the amount of scholarship. A really worthwhile endeavor.

THE SCHREIBER TIMES One More Debut

The last issue of "The Schreiber Times" appeared on November 1, 1961. At that time the student newspaper of Paul D. Schreiber High School declared its inability to continue publication under the existing condition of lack of support.

On November 29, 1961, Dr. James A. Hall, Port Washington Superintendent of Schools announced, for the administration of the high school and the Board of Education, that the high school paper would receive a stipend of two thousand dollars. This appropriation was accepted gratefully by the editors, who immediately began reorganizing the newspaper.

Dr. Hall had also declared that the costs of the high school newspaper will in future years be underwritten to some degree by the administration and the Board.

"The Schreiber Times" will appear on alternate Wednesdays. New subscriptions will cost seventy-five cents with a G.O. Card, one dollar without a G.O. Card, and \$1.50 by mail. Single copies will cost ten cents.

Advertisements will not be actively solicited. If someone would like to place an ad in "The Schreiber Times" he should call PO 7-3308.

The new flag was designed by Peggy Muller. The editorials are on page six.

New Magazine Rivals

"Kaleidoscope"

CONTRAST-

"To fill the gap"

A new magazine of general interest will soon appear at Schreiber. This new publication, written and edited by the students of Mr. Gerard Coulombe's second and sixth senior English classes, promises, according to the editors, "to fill the gap created when Kaleidoscope went 'intellectual.'"

"Contrast," the appropriate name of this magazine, will contain a wide variety of articles and will be geared toward the interests of as many students as possible. Editors, Lorri Gebhart and Dave Blodgett promise that, unlike "Kaleidoscope," "Contrast" will be a magazine of general interest with something for the sports fan, art lover, historian, scientist, and intellectual alike.

REVIEW - I

KALEIDOSCOPE
I Love You Somewhat

A Love Song With Reservations

This is a paean, not an elegy. I have come to praise Kaleidoscope, not to bury it. The fall 1961 issue of this publication is the handsomest pamphlet of high school student work that I have seen on Long Island. It is attractive from Lee Barker's highly stylized abstract cover design to Clare Segin's equally highly stylized cat on the inside of the back cover which all but smugly says, "Last the best of all the game."

The quality of the work is uneven. Clare's two cats are drawn with a professional competence that is as praiseworthy as their conception. On both counts they contrast sharply with the over-pretentious and amateurish full page doodlings that are the weak point of the book. Ronny Saloman's floral abstraction, also in contrast, has a cleanliness and clarity of line that soars imaginatively.

The honest understatement of Franco Cappelletto's ambivalently nostalgic "An Italian Newspaper" demonstrates an ear for cadence and a sense of the telling detail that produce a good poem. Its only competitor for best poem in the issue is Katy Kramers extended simile, "A Worry." Christine Godfrey's playful quatrain on "Truth" is fun. Why does Ronny Saloman allow the wrong preposition in the last line of his "Sermon" to obtrude and trip the reader intent upon savoring his satire? The perennial flaws of the poetaster mar the other poems: they are pretentious, imitative, and as unaware of the disciplines of stanzic verse or of the musical effects proper to free verse as David Blodgett is of the artistry of e.e. Cummings.

In "Suoni E Luce" Italy come to the fore again as Betsy Pulaski recreates a dramatic pageant of history that obviously moved her. Here, once again, the honesty of an emotional experience is evident. On the other hand Jim Creed's "The Defeat" achieves a mood of historical romance by its erudite outpouring of exotic details and specific references.

Emily McDermott's "Fable" would have had greater impact if their dissatisfaction with their lot had contributed to the pigs' unhappy end. Its futility as it now stands makes one ponder the virtue of any effort. Ken Neiman's opening satire is somewhat over-wrought and has two annoying grammatical errors as well as major typographical error, but it is amusing in conception and merits attention. The irony of the final truth in Bob Kaiser's "Story of the Strange Man" redeems it from the unreality that began to creep into it when the man "decided to build a house made entirely of brick."

Kaleidoscope - fall 1961 has not attained perfection in any of its departments. It has, however, made strides beyond any recent creative publication at Paul D. Schreiber High School. It is to be commended for this. It is to be recommended beyond this because there are glimmerings of talent here with which we may like to boast of our acquaintance in the sweet bye and bye.

by Mr. William B. T. Mock,
Chairman, English Department

Vicki Buie



Did you miss seeing Vicki Buie gaily leading the Portettes on the football field earlier this year? Well, never fear, you have another chance. Just come to the home basketball games and you will see her performing the intricate routines to perfection. Florence Victoria Vuie, better known around school as Vicki, is an extremely busy girl in other activities as well. Take a look at the Varsity Cheerleaders sometime and you will find Vicki among them yelling her heart out so willingly for the Port Team. As Senior G.A.A. Blue Captain, Vicki has some really good ideas hidden up her sleeve. According to her, "This year the Blues can't be beat!" As you can tell, her giggle is heard mostly around the gym.

Vicki can also be found at meetings of the Spanish Club of which she is the competent and busy Secretary. A member of the Spirit, Service, and Cultural Understanding Committees, Vicki is kept occupied full-time. She hopes to return to the Library Staff for the second semester. Next fall it is Vicki's fondest dream to attend the Fashion Institute of Technology, F.I.T., in New York City, and her goal is to someday be a fashion coordinator. With all the pep and enthusiasm that she puts into school activities it's sure that she will succeed.

REVIEW - II

"YOUTH"

I was asked to read the article in the current issue of the Saturday Evening Post on American Youth, by Dr. George Gallup and Evan Hill, and to write my opinion of it. I think that it is a thought-provoking article, but perhaps too critical and discouraging. I am not a believer in making generalizations and drawing conclusions based only on statistics. It is also not true for me to think that I have seen "American Youth", because I have only come in contact with a few teenagers from a limited area, which are surely not a true representation of the rest of the country. This made me wonder if there is really a Typical American Youth, as the article suggests.

In the article, the American teenager is accused of being a pampered hothouse plant, who will settle for low success rather than risk high failure. He has little spirit of adventure. He is a reluctant patriot who expects nuclear war in his time and would rather compromise than risk an all out war. He wants so little because he has so much. There is some truth in this. Many teenagers are spoiled. Do they realize what living in the country with the highest living standards in the world really means? Do they think that most teenagers in the rest of the world live as they do? Beautiful homes, television sets, radios, cars, and frequent vacations are all taken for granted. The teenagers enjoy the maximum amount of freedom both in their homes and in the schools. I often wonder how many of them could stand the rules, regulations and strict discipline of the school that I went to in South Africa. Every moment of our day was governed by bells, from the time that we got up till late at night. We had little choice in what subjects we took at school; we had compulsory sports five days a week. In the home here, in America, the teenager is trusted for more as an adult at a younger age than his European counterpart. He is free to come and go as he pleases, often owning his own car at a very young age. In school he is his own boss, who can pick and choose his subjects and extra-curricular activities as he wishes. However, for all his material belongings, all Americans of all ages are known for their generosity and concern for others, not only in the States, but in other less-fortunate countries. Look what a response the Peace Corps got throughout the country.

Dr. Gallup says that American Youth is both ignorant and unconcerned about intellectual achievements. I think that can hardly be said of a country that has such a fantastically high percentage of college-going students. Colleges

are so difficult to get into, and the difficulty is increasing, that the high-school kids have to work harder and harder to get into good colleges. I don't think it is fair to make generalizations about teenagers here being lazy and unconcerned about honesty. In every society there are both the lazy and the hard working people; the honest ones and the cheats.

An amazing number of teenagers here work during all or part of the year. They may do it just to earn themselves some pocket money, or more seriously, to pay their way through college, but either way they are proving that they are able to take responsibility. I think that teenagers in America are far more independent than they are elsewhere, where they are allowed less responsibility. Another factor may be that they are given so much freedom, which builds up their self-confidence as well as ability.

In the article, great emphasis is put on the theory that American Youth has lost its sense of individualism. "Togetherness appeals; singleness does not," Dr. Gallup thinks that everyone is content to be only average rather than above normal, where they would be noticed. I think that in schools both here, and at home, there is a tendency to follow the herd, which I am sure is true of other generations as well as our own. However, I think that most teenagers have got their own ideals and goals, although they may not act always as individuals. In America, clubs and other organizations play an important part in most people's lives, and this may take up some of the time that would otherwise be spent doing individual activities, but is companionship such a bad thing? The article seems to suggest that it is. I think that the schools here encourage students to form their own opinions, and the teenagers I have met have all got their own definite ideals and goals, as well as being more mature at a younger age than their age-group elsewhere.

To quote an American boy from New Orleans, who is reputed to have said in his questionnaire for the article, "It may not be as hopeless as you think. What my generation needs is necessity. You didn't lack it, You had a war. You had a depression. I really think if we were faced with the necessity, we'd respond". I am sure that the statistics in the article have been taken too generally and that it is not fair to generalize as to the Typical American Youth, and then to paint such a discouraging picture of him.

by Margie Gear

The following is an excerpt from the article on Youth reviewed above. It appeared in the combined issue Dec. 23-Dec. 30, 1961 of "The Saturday Evening Post."

In effect, we have created the typical or composite American youth, and while the facets of his character may fog or gleam, depending on the individual, we now know fairly well what he is as a group.

Here is what we've found:

No one can say that the American youth is going to hell. He's not. But he is a pampered hothouse plant and likes it that way. The beatnik is a rarity; the delinquent is a minority.

Our typical youth will settle for low success rather than risk high failure. He has little spirit of adventure. He wants to marry early—at twenty-three or twenty-four—after a college education. He wants two or three children and a spouse who is "affectionate, sympathetic, considerate and moral"; rarely does he want a mate with intelligence, curiosity or ambition. He wants a little ranch house, an inexpensive new car, a job with a large company, and a chance to watch TV each evening after the smiling children are asleep in bed.

He is a reluctant patriot who expects nuclear war in his time and would rather compromise than risk an all-out war. He is highly religious yet winks at dishonesty. He wants very little because he has so much and is unwilling to risk what he has. Essentially he is quite conservative and cautious. He is old before his time; almost middle-aged in his teens.

While he has high respect for education, he is critical of it—as he is about religion—and he is abysmally ignorant of the economic system that has made him what he is and of the system that threatens it.

In general, the typical American youth shows few symptoms of frustration, and is most unlikely to rebel or involve himself in crusades of any kind. He likes himself the way he is, and he likes things as they are.

The United States has bred a generation of nice little boys and girls who are just what we have asked them to be and what we so frequently say they are not. They will one day shape the nation. And there are those who say

the world will trample a genuine generation. As Leo Durocher has said, "Nice guys finish last."

Of course, the nation is endowed with other hardy, vigorous young people like Ted Swartz. But they are scattered thinly through the land. We can think of the two smooth-checked Miami high-school boys who are coldly furious at the state of the nation; one is aiming for a United States Senate seat, the other won't settle for less than the White House. There is the twenty-one-year-old airline stewardess who learned to fly at sixteen and acts as "a sort of mother-confessor" to harried businessmen who are her passengers. We remember the young college boy who reads great gulps of history and economics and almost makes a vocation of writing letters to Congressmen. There is the calm high-school girl who "would like to help the world in some small way," and the Kansas college boy who has tithed since he was in the ninth grade "because I'm getting much more from life than I'm giving." These are exceptions.

We can also remember the typical: the whining boy in Albuquerque, a huge youth—six feet, three inches tall—who, in the last two years, has had three cars of his own and a motor scooter, who says he'd like to help the unemployed but won't, for he knows "they'd just want a thousand dollars or something." There is the Pennsylvania girl who says, "Any normal person will cheat in school. It's up to the teacher to stop it." And the college boy who wants a Navy career "so I can retire early" and the Texas youth who is "just dying to travel. But I've gotta go first class, of course." And the Los Angeles boy who stole a radio because he "just couldn't see mowing fifty lawns to earn it." We see a hundred well-scrubbed faces politely—and shamelessly—revealing compromise, conformity and intellectual poverty. We see them in their cotton-batting world of gossip, television thrillers and adolescent mating rites. These are the majority; this is the generation that will participate in the perpetuation—or the liquidation—of the human race.

FROM OUR EXCHANGE FILE THE VANGUARD

Published monthly by the students of W. Tresper Clarke High School, East Meadow, New York.

Ban Takes The Worry Out

It isn't too often that students have the chance to make their own rules. We sometimes resent rules made for us because we had nothing to do with their evolution and even less to do with their enforcement. At last, we have the chance to make our own rule, one that the Vanguard believes will benefit every student and every activity in which he participates.

Too often, we have noticed how a talented student will become active in so many organizations that both his school-work and club leadership suffer. Instead of devoting all his spare time to one club, he dilutes his ability and trickles a thin frosting of it all over the school. He is president of one club, treasurer of another, an editor of a publication, and a member of practically everything else. Although he becomes famous in school—his picture appears in the yearbook at least five times—he is actually a mere figurehead, a non-working star of everything.

The Vanguard believes that the student body should impose upon itself a student ban on activities. Students would then limit themselves to one major activity and two minor ones. Meeting with a faculty coordinator, a committee of students would decide which activities and positions belong in major categories, and which in minor categories. The student ban would be enforced by the students themselves. No administrator or teacher would interfere in the general program of the student ban. Basically, the activities would be classified in the following way or in a way similar to it.

Major Activities

- President, Vice-President, Secretary, or Treasurer of G.O.
- President or Vice-President of Language Club, Key Club, Leaders' Club, or any other large, active organization.
- Editor-in-chief of *Scope* or the *Vanguard*.
- Major roles in dramatic productions.
- Leadership of athletic activities which demand five-days-a-week participation after school.
- Ninth period hall patrol or R.S.E.
- Minor officers and editors of publications who must participate regularly after school.

Minor Activities

- Lesser roles in dramatic productions.
- Minor editorship of publications.
- Reporting for *Spectrum*, *Scope*, *Vanguard*, *Interpreter*; *Reflection*.
- Membership in any club.
- Participation in after-school sports.
- Minor officers in organizations which do not demand much time.
- Any other activity which is not time-consuming.

These classifications are not necessarily final. It would be impossible to develop the student ban program without cooperation from the entire student body. We who are interested in developing the plan want to make the student ban the first student-oriented movement in Clarke's history. Speak to your friends about it. Whether you decide for or against the idea, write a letter to the editor. Tell us what you think, in no uncertain terms. The student ban on activities will not succeed without student participation. Government of the students, by the students, and for the students need not be considered an unreachable goal. Today the ban—tomorrow the world!

Like, To Be

One of a series of articles by Richard J. Stonessfer, released by Franklin and Marshall College.

If Hamlet were alive today, would he be a beatnik? It might be fascinating to kick this around, but it is no way for high school students to approach Shakespeare's play, according to John R. Searles of the University of Wisconsin. He denounced "the cult of the periphery" at last month's meeting of the National Council of Teachers of English.

"The idea is abroad," Searles added, "that language and literature may best be studied by studying something else." As examples he cited building models of the Elizabethan stage instead of reading Shakespeare intensively, or one benighted teacher's assigning her students the construction of toy guillotines to arouse their adolescent passions to get them interested in *A Tale of Two Cities*.

"If building a model of a medieval castle ultimately leads to a love of *Ivanhoe*," Searles said, "is it really the direct route? Should we allow carpentry to dominate literary study?"

Teachers of English frequently have pushed the language and its literature aside, consumed by one of several heresies. According to Searles, who is a man tailored to my taste completely, there are

"the activity heresy" — in which model building or play-acting replaces reading, and "the communications heresy" — which maintains that analyzing all of the ways in which people communicate with one another is within the province of the teacher of English.

Mr. Evan Lodge, directing supervisor of English in the Cleveland (Ohio) Public Schools, provided two examples of this latter when he cited instruction in group dynamics and proper etiquette on the telephone as items that ought not to be included in an English program.

The problem, said Mr. Lodge, is that the study of English has been broadened to include reading, writing, speaking, and listening. In some cases it is no longer called English but "communication arts." And, recently, some critics have urged that a refocusing of the program in English is overdue.

If instruction in English is what another panelist called it, "the last stronghold of the humanities in our secondary schools," then most reasonable people would agree with these teachers in their concern. Mr. Lodge urged the nation's high

(Continued on page 7)

ARE YOU REALLY

SOPHISTICATED



—or are you methodically screening out a large part of reality from your life?

Sophistication is not playing *roulette* with men named Raoul on the French Riviera.

Sophistication is not even experience. Some people can travel around the earth and come home no more sophisticated than if they had spent the time looking for worms in an Iowa corn field.

True sophisticates know that today's demand for experts tends to turn people into "specialized splinters" — narrow people who know a great deal about one subject, and almost nothing about anything else.

They know that true sophistication is a way of looking at the entire world — the wars, revolutions and other major upheavals. But also at other meaningful things — the face of a mother who has just seen her son sworn in as a judge . . . the revealing grin of triumph when a politician undercuts an opponent . . . a human, detailed report of a courtroom battle.

They don't want to be insulated from reality by nice-nellyism, Mrs. Grundy and official pomposity.

They read the *Daily News*. It delivers all the news but delivers it with a knowing wink. A paper that talks back. A paper that is sophisticated.

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THE SCHREIBER TIMES

Published by students of
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Port Washington, New York

Clifford F. Hendrickson, principal

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Wednesday, January 17, 1962

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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.

Springboard, by Hal Lenke

The Cool Wind Blows Cold

or Life and Thought in the Tomb of the Unknown Schreiber

Two high schools in South America were described by CBS News recently as "hotbeds of political extremism."

Not only isn't our high school a hotbed of political extremism, but it often appears to be devoid of any interest in or knowledge of the rest of humanity, the part that lives out of the domain of the "Great White Father" that the North Shore has become to so many students.

It would be well to realize that any education we get at Schreiber is useless if we never come into contact with people after we graduate. Our education is geared to the outside world. Not only doesn't seem that the cool wind of noncommittal disinterest and uninvolvement blows through our school and town, but it becomes increasingly evident that warmth is unwelcome, regarded as sabotage or subversion. Sometimes it is easy to get the impression that views on the rest of the world are actively discouraged.

There is little sign that the students want to talk, or that the teachers encourage free debate on many topics. Do they know about Albany, Georgia or the many student movements throughout the country?

These movements are not limited to colleges by any means. High schools, whether in Britain, Japan, or Venezuela, have always been "hotbeds," if not of political extremism, then at least of political and social discussion.

It is hard to believe that Port Washington is so much more removed from the world than Great Neck is. Three stops on the Long Island Railroad can not possibly be enough to break off communications with students throughout the country, yet Great Neck has been the scene of several noteworthy student actions, and Port Washington has not. Witness the following:

Resolved: The student body of Great Neck South Senior High School, realizing its responsibility as citizens of the United States, does hereby stand in favor of integration, in support of those actively seeking this end, and will work towards this end.

Or the fact that this resolution was followed up by sending letters during the first days of the Freedom Rides, a food and clothing drive for Fayette and Howard Counties, and money to CORE. Or read the letter from David Chandler printed elsewhere on this page. David doesn't feel that emotion and action have to be limited to college. High school students are older in these days than they ever were -- that is, as the world is getting smaller, the demands upon teenagers become greater. If we are going to survive profitably we must learn other languages. There are new mathematics and undreamed-of sciences. These can be applied only if we have a world. If we are consumed by racism, by prejudice by the cunning international politics of bribery, fear, and threat, we will not be able to put into practice those things that we learn. The human race is the concern of all of us as soon as we are old enough to be aware of other people besides ourselves. We at Schreiber must realize this, and do something actively, and sincerely about it.

Could it be that Port Washington students are so busy studying and reading text books and taking tests in math and chemistry that

they don't have the time to get into a conversation about segregation or Eichmann or nuclear testing? Are they so intellectually aloof and indoctrinated that they feel their discussion and action can do nothing, so they plan to wait until they are in a position -- ten years from now -- when they can. Is it that Schreiber students don't feel that any of these things affect them or are worthy of discussion? Maybe it is felt that such actions as petitions, letters, protests, strikes, marches, panels are too extreme to be part of, or perhaps they are felt to be inspired and organized by communists... that's always good for an explanation, it seems.

Our teachers don't watch things go by. Some of them are now signing a petition: "We support the plan to turn over approximately 235 acres of Mitchel Field for educational purposes to Nassau Community College."

Would this happen without Schreiber teachers signing this petition? Perhaps. But this is the premise upon which our country is based -- that each individual will register his tiny vote in order to come out with a massive display of opinion, a display which will govern the actions of the entire State.

Oh, we're not advocating riots or violence. The point is that sympathizing with causes, having opinions about world events, and TAKING ACTION about the events in Georgia -- which, believe it or not, DO affect us -- are not actions reserved for leftists, rightists, anarchists, atheists, perverts, beatniks or Zen Buddhists. They are actions that even a Schreiber student can become part of without compromising his family name or his standing in class. They are, in fact, vital to a student body if that student body aspires to be anything more than a mesmerized mob of anemic academicians and twisters.

Discrimination, HUAC, CORE, and SANE are within the legitimate province of high schoolers' interests. If anything can be called part of "The American Way," interest in these causes can, for it shows that events which affect a body of people can be analyzed and criticized by that body, with the end in mind of bringing about better conditions than those existing. As William Lederer points out in his book A NATION OF SHEEP, America is built upon the premise that the public will amend, contend, and defend; whatever else it does, the American public can not stagnate. High school students are part of the American public, and the things that should interest them often do not: it is possible to live in a world if you got an F in geometry; it is not possible to live in a world of radiated milk.

The herd baas, has "little sisters" and "big brothers" and complains about bread meat loaf while it goes steady. Trivia makes them angry. Real issues leave them cold. Paying only infrequent verbal homage to responsibility and freedom and to involvement in mankind, the students search for security, for job and college, for mate and date, for booze and idolatry -- all at the same time.

There are a few students in the school who will enter into discussions or arguments about religion or politics, perhaps apply humanitarianism. Why only "a few?" maybe Schreiber can take the cue from Great Neck South.

IN OUR MAILBOX

To the editor:

In the next few weeks the student body of Great Neck South High School will vote on a new resolution condemning above-ground nuclear testing. This resolution reads as follows:

The student body of Great Neck South Senior High School condemns above-ground nuclear testing, and

1. Urges a multilateral agreement among all nations to stop such testing, and
2. Will support this position with whatever action it may deem appropriate.

We, the students, are the people who will suffer from nuclear tests. We are the generation that will bear the children with leukemia and genetic mutations. Can any human being, realizing this imminent threat, fail to take immediate action? Can he stand impotent watching the reckless experimentation which will jeopardize the well-being of humanity?

One should not dismiss this resolution because he feels it will allow the U.S.S.R. to "get ahead of us." This argument is oblivious of the meaning of the resolution

which states that we are against ALL above-ground nuclear testing by ANY nation. There is no defense against a nuclear war, except for the positive hope of agreement among nations.

The question arises about what our resolution can do. Students in the United States have limited powers; we should, however, exercise the few powers we do have. A letter of opinion signed by a united student body has far more power than does a letter signed by one adult. Pamphlets can be sent out discussing the nuclear testing issue. Contributions to organizations working towards a banning of nuclear tests can be made, along with helping demonstrations against nuclear testing. A united student body has the immensely persuasive power of publicity. Are we content to be considered just another twelve million students approaching voting age? Or are we to be twelve million thinking citizens?

We, the students, have a stake in humanity; I urge you at Schreiber to vote and pass this new resolution as we are doing.
David Chandler

Ahead

With the dissolution of world peace a constant threat, it is frequently difficult to clearly believe that the new year will be better than the old. This, however, is pessimistic thinking, which will only make our failure an imminent thing. What is necessary is constant belief in the forces for good in the world, and the enduring courage to resist defeat.

We of The Schreiber Times are confident that this year will not be pre-empted by some nuclear holocaust. We shall be trying to further the accomplishments of our tabloid, and hope that our efforts meet with the satisfaction of the student body. With this in mind, we would like to present some interesting prognostications for the ensuing year.

1. The best Student Council yet.
2. Undefeated athletic teams.
3. Victories for our newly organized debating team.
4. Some sizable contributions from STAB (see below)
5. Continuation of fine assembly programs.
6. Dissolution of fraternities.
7. Straight 800's for College Board's participants.

We aren't serious about all of the above. However, if we ever let our dreams become too realistic, then no one will dare to do the unusual or the unexpected. Our goal should never be to attain, but rather to improve. If we can progress in all the areas mentioned above, then 1962 will have been a smashing success. Our best wishes to all for an eventful and happy year.

STAB

The recently organized Student-Teacher Advisory Board, or STAB, can be a marvelous thing. It consists of two students from each class, plus several teachers. Bob Snibbe is the head.

What this organization offers is a chance for students to discuss school problems on an equal basis with the faculty, and for constructive action to take place afterwards, if the talk is beneficial. So far they have met once, and while no one really was sure of the true purpose of the meeting, it nevertheless showed promise of being a great thing. Among the

topics on the agenda, (although not all were discussed), were senior privileges, changes in the marking system, and seminars for advanced students.

Our only advice to the students is to feel free to discourse with the teachers as though they were friends from school. There is no need for them to have reservations on any matter. Speak your mind and let your class be represented. To the teachers, we offer our congratulations for being able to find the time for so worthwhile a cause.

We expect that as the year progresses, Bob Snibbe and his board will be making big news at Schreiber.

Think Twice (or at least once)

In the Student Council a proposal was recently advanced which was designed to prevent any one person or small group from dominating the various clubs and organizations which comprise the extracurricular activities of our school. This was approved without even the knowledge of whether or not it was needed. The principle factor supporting the proposal was that it was being used successfully in a nearby high school. Although this rule would be a fine thing if there was an oligarchy in control of our student activities, there had been no previous complaint or evidence that such a problem existed or that for any reason such a rule was needed.

Legislating just for the sake of legislating is not the job of the Student Council. If a proposal is not to the benefit of the student body but would only provide, as this one did, another cog in the already complex machinery of our school, it should not even be brought up in the Council, much less passed. There are ample opportunities for the Student Council to improve the school without wasting its time on trivial matters such as this in order to keep busy.

If the proposal is worth-while, give it all your support, but if it isn't, don't waste your or the Council's time by giving it your unquestioning support or by tolerating the same from your friends and fellow voters.

— guest editorial by Doug Robbins

EDITORIAL REPORT

In order to effect the publishing of articles of interest to the students of PDSHS, in order for you to see exactly what your fellow students believe, and to form a true picture of the students at PDSHS, every week or so, there will be a questionnaire distributed to home rooms. They will not be long, but your answers to the polls will be of great value after they have been completed. You will not have to sign your name to the poll; you should merely write your true opinion of the question asked. The questions will be on a variety of subjects, all approved by Mr Hendrickson. They will require short answers.

Compliance with this request will be of great help to "The Schreiber Times" in presenting the best articles possible.

Thank you -- the Editors.

The Language Lab

What's Happening to a Good Idea

Has the \$15,000 dollars spent on equipping one room in our school been profitable? Has the money put into Schreiber's language laboratory proven to be a good investment?

For many students, the language laboratory is a familiar place. Those of us who are studying or who have studied a foreign language know that one class period a week is devoted to the language lab. That is to say, one-fifth of language class time is spent there. Is our language lab valuable enough to take up that amount of time?

Several Schreiber language students think that the lab is a complete waste of time. Several say it is a farce because some kids sit in lab writing notes, eating, combing their hair, or doing other work. Much of the equipment is often not functioning properly. In larger classes, some students are left without a working unit because the machinery is broken or most likely because it has been broken by a student.

There is, however, the majority of students who highly feel that the lab is, a great asset to our language department. Because there are such diversified views on the subject, several students were interviewed to find out what they think both the benefits and the shortcomings of the lab are.

Most of the students who have unfavorable feelings on the lab did not wish to be quoted. Their general statements are included above under the consensus of students. Three students with that attitude did comment.

Kathy Pett: "I think it is a good idea but the students don't get enough out of it."

Denny Wade: "I think the language lab could be helpful if under the right supervision. But, under the wrong supervision, it is useless."

Caroline Holtvedt: "Too many students, it's a complete waste of time because they don't have a great enough knowledge of the language to comprehend much that is said on the tapes."

Naturally, students can judge the merits of the language laboratory only on the basis of personal experience. As teachers' classroom methods differ, so do their lab methods. Therefore, some teachers are successful in using the lab while other misuse the opportunities it offers. I feel, too, that individual students get out what they put into the laboratory.

Most of the students responded favorably when questioned on the usefulness of the language lab. Marty Gall: "It's a very good idea because it provides students with a chance to practice speaking the language, and to hear their own pronunciation."

Ellen Kleskowski: "It breaks up the monotony of classroom language study during the week."

Tom Pellator: "It definitely trains the ear to the languages with which students are unfamiliar. It provides a good outlet for teachers to give dictations and oral comprehensions."

Stephen Rohde: "The objective is good because students need more practice in oral comprehension. Mr. MacIntosh prepares a good lesson by having speakers from the Academy Francaise tape our work."

I also asked two of our foreign language teachers what they think of the language lab.

Mrs. Barnhouse, Spanish teacher: "I think the lab is good, not perfect. It would be put to much better use if lab periods were assigned besides the five class periods, not as one of them. There is more to be done at the lower level of a language. It is a great privilege to have the lab. But, if there is just listening, a teacher can simply use a tape-recorder in the classroom."

Mr. Hettler, French teacher: "The language lab is used to increase comprehension of a foreign language spoken by people of different countries in which the language is spoken. This is most helpful for advanced students. It aids in drilling basic grammatical constructions and af-

fords the student an opportunity to compare his own use of the language with that of the native. It is beneficial in correcting the difficulties of pronunciation. I found the difficulties with the equipment in the lab prevent us from putting it to its fullest use."

Mr. Frank Schoenborn, Chairman of the language department: "Yes, the language lab has been worth the money spent on it. We use it profitably in many ways -- for listening, comprehension testing, impromptu talks ...

One must remember that mechanical equipment will break down. There is vandalism in the lab, but it is at a minimum. The majority of the breakdown is due to the fragile equipment. I will not have all the students of Port Washington called vandals because of the action of a few. How can the lab be improved? First, get rid of the tops to the units. Then, we need a technician to operate the master control. The teacher should be free to circulate and help the students. Mr. Hendrickson is trying to see to all of these things.

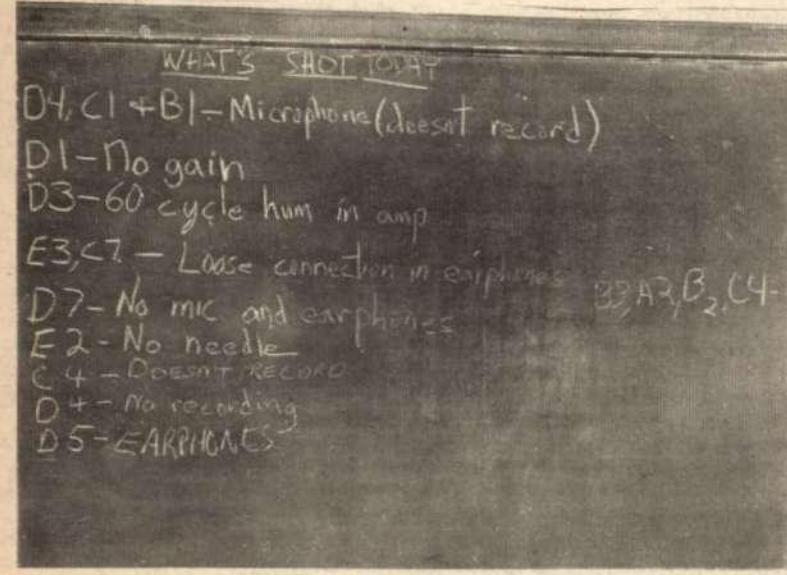
Unless the students are able to record and hear themselves speak, I agree with Mrs. Barnhouse in saying that listening can be done in the classroom. If the students do not record and listen to their voices then the lab is useless.

Some teachers have done their share by planning programs specifically for the lab. Others however, have the lab to its full potential.

The language lab has been only as valuable as the teachers and students have made it.

In the future, the lab should be put to its proposed and its correct use.

One period a week should be devoted to lab work, with the students learning the skills that the lab can be so helpful in teaching, and not with the students either hickering about slightly defective machinery or breaking the units viciously and senselessly.



The blackboard in the language lab, showing "What's Shot Today," both through "malicious mischief" and mechanical shortcomings. The first should be stopped, the second, ignored. The lab is a great plus sign, if used well. See story at right.

New Marking System At Last

A marking system including the use of minus signs and different grade groupings than at present is being seriously considered. Mr. Hendrickson, principal of Schreiber High School, plans to submit his proposals for this new grading method to the School Board within the near future.

For many years Schreiber's marking system has been under fire from various quarters. Parents and students have complained that it is more difficult to receive A's and B's at Schreiber than at most neighboring high schools, owing to the higher numerical averages required for these marks in our school. Another common criticism has been that two students with 83 and 91 averages respectively, both receive a B, regardless of the obvious difference in their performances.

To remedy these deficiencies, Mr. Hendrickson has been working on a new marking system, which he soon plans to submit to the School Board and School Superintendent. Under this marking system, which would also be used in the Junior high schools to avoid confusion in transferring records and students, the adding of minus signs to grades will be instituted. The range of numerical average a single mark indicates has been cut down to five points, instead of nine, as at present. This resolves one of the important criticisms. Also, the 90 or 91 student will receive an A- instead of a B. The proposed scale is:

PROPOSED	PRESENT
A 95 - 100	92 - 100
A- 90 - 94	
B 85 - 89	83 - 91
B- 80 - 84	
C 75 - 79	
C- 70 - 74	74 - 82
D 65 - 69	65 - 73
F below 65	below 65

This scale will also facilitate the compiling of averages, which will be fairer to the student. Instead of counting an A as four points, a B as three, or a C as two, as is done now, it will be possible to grade by half points:

PROPOSED	PRESENT
A 4	4
A- 3 1/2	
B 3	3
B- 2 1/2	
C 2	2
C- 1 1/2	
D 1	1
F 0	0

When questioned on another "problem" of our present marking system, that of the relative marking of honors and regular students, Mr. Hendrickson replied that students not achieving A's in honor's classes would probably not do much better in regular groups. He asserted that the marks are much superior in honors groups in spite of the greater work involved, and that in compiling the statistics for forming the new marking system he found that this "problem" did not really have any basis in fact. He also added that colleges take honors course marks into consideration, as is recommended on the forms that our schools forward to them. Therefore, the new marking system will not allow extra points for honors work, as is done in some other schools.

Another advantage of the new system will be its usefulness to

college admissions officers. The new marks will be more informative to the colleges, giving a better idea of the pupil's ability and standing.

Mr. Hendrickson hopes to be able to put this new system into effect next year.

NEXT ISSUE

Mr. Whitney - a profile

The new history teachers

Evolution of the Port Light

Girls' Spotlight

If you remember, a few weeks ago you voted for Sports Nite captains. If you are on the Blue team your captains are Wendy Brewster, Vickie Buie, Jill Christie, Jean Harper, Laurie Harper, and Patty May.

The White team captains are Charlotte Stoddard, Lorri Gebhart Beth Okun, Clare Selgin, Jane Schramm, and Bobbie Thornbury.

Girls' basketball is in full swing. Kathy McGauley and Mary Fialcowicz would appreciate your support. They are striving for well-trained teams this year and must get to see everyone. Practices will be held every Monday and Thursday until tryouts.

Wednesday, January 17th, is the first day to sign up for dance groups for both the Blue and the White teams. In case you do not know which team you are on, a list will be posted on the bulletin board giving that information. If you really want your team to win you must support it wholeheartedly and enthusiastically. The White Team has won Sports Night for four consecutive years, so if you are on the Blue Team come out and help to break this streak. If you are on the White Team come out and help continue the series of victories.

LIKE TO BE

(Continued from page 5)

school teachers to concentrate on having their students master four things about writing: how to write a good opening sentence, how to develop a paragraph, how to use illustrations in an argument, and how to proofread their own writing effectively.

I'm with him all the way, and said a little prayer when he was speaking, asking that it might be so. And, when it comes to studying literature, I'd prefer, like Professor Searles, that teachers force students to read the masterpieces as literature, not as take-off points for sociological discussions.

In his remarks he provided two examples that have kept me awake nights: A class that studied Remo and Juliet as an example of bad teenage relationships, and another group that used King Lear as a case-study in handling old people!

Students forced to study Shakespeare in this fashion ought, certainly, to take up an additional peripheral activity ---- fencing. Then, at the conclusion of some class, they should approach the teacher, pretending that he is Hamlet and that each of them is Laertes.

Even those who haven't read the play can take it from there....

