



Cafeteria Changes Color

When Schreiber students walked into the cafeteria that gloomy Monday morning after Christmas recess, they woke up fast. The walls of the lunchroom had mysteriously been transformed from the previous color of institutional- blue to eye- opening shades of pink and yellow.

It really wasn't so mysterious, though; Schreiber's Art Club was feverishly at work all vacation to cover over the chipped and cracking walls. The project was financed by the school and supervised by Mr. Hurley, a Schreiber art teacher, who picked the colors.

The painting was originally supposed to have been initiated last spring as one of several projects by a committee of students established to beautify Schreiber.

In the former senior section of the cafeteria is a mural designed by Mindy Leiner. The picture, as yet uncompleted, will be of a girl backed by a wooded landscape and was selected from a number of works exhibited in last year's Art Festival. Also assisting in the painting of the mural is Claudia Rose.

Garofalo Wins Classmates Today Neighbors Tomorrow Award



Tinka Garofalo, a Schreiber senior, has been chosen to receive the "Classmates Today, Neighbors Tomorrow" award. This award was presented to Tinka by the Nassau-Suffolk district of the Jewish War Veterans and the Long Island region of the National Conference of Christians and Jews, in recognition of her outstanding service to the community. Tinka plans to continue her work in this area by majoring in community leadership and development.

Early Decision

The following Schreiber students have been accepted as early decision candidates: Alison Atz, Vassar College; Dion Binkowicz, St. Joseph's College; Susan Black, University of Denver; Robert Brozman, Hobart College; Michael Cantor, University of Hartford; Leonard Cappe, Northeastern University;

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Sommers Survey

Students Have More Positive Attitude Towards Teachers, Raps About Work Increase, But Student Teacher Relationships Still Limited

When modular scheduling was the subject of much controversy last year, administrators, faculty, and students seemed to feel it would improve student-teacher relationships. The students of the school have had about one-half year of the new scheduling. Has it affected their relationships with their teachers and their ideals of how teachers should act towards students?

Factual answers to these important questions are coming from the work of John Sommers. John said "as far as I know, my survey is the only controlled study of student-teacher relationships in Schreiber High School over a period of time covering before and after the switch to modular scheduling."

The "Survey on Student-Teacher Relationships" is a tool for measuring the extent and nature of student-teacher relationships as well as students' feelings about their teachers and their ideals for how teachers should behave. Last May, the survey was administered to 156 students chosen to be representative of the student population of the

school. A preliminary analysis of the results was published in the Schreiber Times on June 9, 1971.

This year the survey was administered on January 19 and 20 to a sample of 150 students again chosen as representative of the student population. Because, John said,

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Schreiber Times

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Thieves Steal From Lockers

Bartels Says, "We Must Change Combinations"

Eighteen students have had things stolen from their lockers this year at Schreiber. Tape recorders, watches, money, coats, and cameras are among the things that have been stolen. The values of the thefts range from \$4.00 to about \$250.00.

According to Mr. Bartels there are a couple of reasons for the thefts. Sometimes a student closes the locker and something gets caught in the door. When this happens another student can jar open the door and take what he or she wants. Some students make it a habit to look over the shoulders of their neighbors until they learn the combinations.

A major reason for the thefts may be the fact that many of this year's combinations are the same as last year's combinations. The combinations are supposed to be changed every summer, but for some reason the combinations are on the same cycle this year as last year.

Mr. Bartels says "The only solution seems to be to change all the combinations over the February vacation." Mr. Berry agrees that it would be a good idea to change the combinations but says it would be a big job. However he is going to speak to Mr. Russell to see what can be done.

SAM Officers



S.A.M. held its mid-year elections last Friday. Chosen as officers were, from left to right: Amy Halpern, secretary; Gordon Helman, vice-president; Dave Smith, president; and Ed Keller, treasurer. Not shown in the picture is Matt Klein who was named publicity chairman. The S.A.M. will meet again soon to discuss future projects.

Voices, Inc. Presents "Beauty of Blackness"

A Tribute to Martin Luther King



Courtesy of Yearbook Staff

"The Beauty of Blackness" was presented on January 6th, at Schreiber High School, by Voices, Inc. as a special tribute to Dr. Martin Luther King whose birthday falls on January 15th. Voices Inc. is a group of black actors and actresses who depict a view of black-American history through music and dance.

The presentation started with the black man in Africa and his forced emigration. It continued by depicting his plantation slavery, his emancipation and his life in urban American today. The conclusion of the program included the singing of "Amen" by the entire audience.

Eleventh-grade students were chosen to see the program because their American history course included a segment focusing on black studies. Other students, teachers and members of the community were also in attendance.

Mrs. Verdell Hines, an English teacher and co-teacher of "Soul: The Black Experience," made the special arrangements to bring Voices, Inc. to Schreiber High.

Future Plans Of Early Grads

- Berman, Bonnie-Work, then college (major in English)
- Bliznik, John- Undecided
- Blumenfeld, Riva-Work, Travel to Europe, then college
- Bridges, Susan-Travel, then college
- Bukowski, Janine-Work
- Cantor, Michael-Work, then college
- Caruthers, Bonnie-Travel, then work and college
- Cocks, Janet-Work, then business school
- Codoluto, Concetta-College, study music
- Contino, Gloria-College
- Daniels, Mindy-Work, then college
- DeMaret, Caroline - art school in Europe
- Demers, MaryBeth-Work for a year, then art school
- Dodds, Matthew-Travel to S. America, college (business school)
- Furlotte, Peter-Travel
- Glasserow, Liza-Travel, possibly college
- Goldrich, Terri- Moving away, continue high school, part-time work, then college
- Hoffman, Mark- Learn to fly
- Hughes, Susan-Train to be an actress
- Jaffe, Norman-Work, then college
- Jaroslow, Amy-work then college
- Jay, Jonathan-Fordham University
- Jay, Melissa- Fordham University
- Kamisher, Lisa- Work to fund European travel, then college
- Kartee, Russ- Miami University - study business law
- Kernell, James- Graduating in April-travel to Europe

(Continued on page 5)



Students return to the building after Schreiber's third false alarm in the period of one week. The Times staff joins a dejected student body in hoping that these alarms will stop.

JAPANESE EXCHANGE STUDENT

Schreiber is fortunate enough to have a Rotary Exchange Student from Japan this year. Kaoru Taki is from Osaka,

Japan, where she attended a public high school. At home, Kaoru said all seniors study the same materials, covering a total

of fourteen subjects in a school year. With English the foreign language offered, Kaoru has been studying it for several years. She said that she prefers our school system where students are allowed to take courses they want to study, her restricted program. This year Kaoru is taking French Math 11, English, College Spanish, Typing, graphics, and physical education.

Kaoru feels the students at Schreiber have been "very nice and helpful" to her. She says that "people are people" wherever you go, "kids think about the same things here as at home, college, politics....." She also notes that Port Washington is "nice, very clean," in comparison to her home town, as well as a high school. Kaoru said that her home town has many programs to fight the pollution, but little has resulted.

Kaoru has lived for several months with Mr. and Mrs. Morgan and is presently living with Mr. and Mrs. Wilsey. When Kaoru returns to Japan, she will have to make up her senior year at high school and then plans to go to college.



Letters to the Editor

To the Editor:

I come to school every morning on a school bus. As I walk into it, it feels as if I'm walking into a solid block of cigarette smoke. I guess I should start by saying that I don't smoke. This smoke cloud stings my eyes and comes close to choking me. It wouldn't be so bad if a window were open, but everyone wants them closed—the windows get fogged up with a mass smoke-cloud and a crowded bus—it's enough to make someone die of suffocation. Well, as I was reading the New York Times "Medicine/Science" section last week, I realized that it was a pretty important issue to bring up to the school newspaper. The current Surgeon General, Dr. Jesse L. Steinfeld declared that the smoking of cigarettes in the presence of a nonsmoker might be considered as an act of aggression and that cigarette smokers in a crowded, ill-ventilated room (our bus and Schreiber girls rooms in this case) can raise the level of carbon monoxide to the danger point or even beyond, he reported.

Surprisingly enough, there is carbon monoxide in cigarettes. Most people think that carbon monoxide is the deadly gas that only comes from a car's exhaust. Yet the smoke from a cigarette contains copious amounts of carbon monoxide, tar, nicotine and warm air.

Carbon monoxide is harmful to both smokers and nonsmokers. In a closed car or bus, ten cigarettes can raise the level to as much as 100 parts of carbon monoxide per million. This causes smokers and nonsmokers to have trouble with eye-hand coordination, and could lead to erratic driving for the driver. The maximum Federal level permitted for occupational exposure in a 40 hour week is 50 parts per million, and 35 parts per million represents the maximum one-hour once-a-year exposure permitted by the Federal air quality standards for the entire public.

I'm not preaching to stop smoking, but to try to get people who DO smoke to wake up and be more considerate of nonsmokers

in CROWDED, closed-in, smokefilled bathrooms and busses. We have a smoking area outside for that purpose. Smoking areas should be well-ventilated at all times. Carbon monoxide, tar and nicotine are health hazards to everyone.

To The Editor:

Apathy '72

Another year has begun. I heard Dick Nixon say something about getting out of Indo China by next Election Day. I'd swear I've heard something like that before.

No one listens to what goes on over there anymore. No one cares. The war's winding down, you see. Sure, just look at the death tolls: it's down to only four or five Americans a week now. Not bad; not bad at all. Around 300 Viet Nameese a day, though. Oh well, only four or five Americans. That's what counts, anyway.

Wait a minute now, I thought we were fighting to help the Viet Nameese people . . . naw, that couldn't be right. Oh well, it doesn't matter.

They're bombing North Viet Nam again. Lot of civilians getting it. So what? Does it really make a difference?

Not too many rallies or demonstrations anymore either. Viet Vets Against the War been doin' a little protesting lately. But hell, they're just a bunch of longhaired kids, right Spiro?

Hmm, maybe we should pick up a little with the protesting . . . no, it doesn't matter, nobody's listening. I mean look, we've been trying to shake loose from this war for years now and it sure hasn't changed that much.

Maybe we should be letting Nixon know that we still care . . . oh, it probably won't help any. We'll be stuck there just as long as Dick wants. He never listens to us.

Yeah, maybe we will be out by Election Day; he's going to run again and we gotta be out by then if he thinks he's going to win. I mean, it's only eleven months away — and only four or five Americans a week . . .

Gordon Helman

Female Enrolled in Auto Mechanics



"I'm not taking auto mechanics to be equal or anything but just because I like it". Sherry Pettit, a junior at Schreiber, is one of the two girls enrolled in the auto mechanics course. The course is taught by Mr. Nofi and last for two terms.

Sherry's reason for taking auto mechanics is two-fold. Her father is a mechanic and when she was younger he started teaching her about cars and how they run. The other reason for her interest is that her boyfriend is an "ace mechanic" and is always working on his car.

Sherry has also taken plastics,

wood and metal shop. She began in 8th grade because "There was nothing else to do and I already knew how to cook."

"If girls want to take shop they should go ahead and try". Sherry doesn't think there's anything special in her taking auto mechanics. "It was something I wanted to do and went right ahead and did it." She has no thoughts about the fact that auto mechanics is considered a masculine course. Her feelings are that if girls want to take shop and boys, home ec then the school should do nothing to stand in their way.

Trips Abroad

Are you tired of Port Washington? If so, you now have the opportunity to go abroad with a Schreiber teacher.

There will be two tours to Morocco, one led by Mr. Preston Johnson, and the other by Miss Bajardi. The tours will start February 19 and February 21. Such cities as Marrakesh, Casablanca, and Agadir will be explored. The cost, \$360, will include transportation, accommodations, meals, sight-seeing, baggage and tips for eight days.

Mr. Johnson stresses "educational travel". He believes that by traveling to a country and having personal contact with the people, one learns much more than by merely studying it in a classroom. He plans to hold seminars in Morocco to discuss the geographical, political and social aspects of the country.

The tour is open to any student of Schreiber High School. There will be about twenty people on each trip. If there are not enough interested Schreiber students, then students will be permitted to invite a relative of high school age.

Miss Forgione, a Spanish teacher, plans a six week tour to Spain this summer. The tour is a nationwide one, conducted by FLACS (Foreign Language Association of Chairmen and Supervisors); Miss Forgione is the "counselor" for this area.

The trip lasts from July 6 to August 14. It will include 4 days in London, 4 days in Lecaroz, 10 days in Leon, and 21 days in Madrid. The tourers will stay at the university in Madrid. There will be classes and field trips; any other outside trips can be arranged.

This tour is open to any-high school student studying Spanish.

Tuna Plays at Schreiber Spanish Serenaders



SCHREIBER TIMES

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Editor-in-Chief

Philip Friedman
John Sommers
Danny Velleman
Howery Pack
News Editors

Sports Editors

Photography Staff

Contributors: Steve Havasy, Mike Fendrich, Mical Atz, Debbie Monfort, Ed Dissosway, Randy Pearl, Tom Rosotti, Ted Hecht, Fredda Casell, Vince Chiappetta, Tom Denning, Gordon Helman, Alix Walsh, Amy Halpern, Sue Bridges, Caron Schreiber, Greg Nissen, Sherri Harnick, Lisa Butler, Paula Chavkin, Jerry Grunwald, John Bond, Mike Sheely, Naomi Nissen, Mrs. Finnerty, Pat Felix.

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Ode to Kaleidoscope

There shall be a mag called kaleidoscope, which will consist of, we have great hope,

The work that's contributed And later distributed By Schreiber's very own folk. The work may consist of a story,

A poem or a photo (not gory). Any work of art

That comes right from your heart Which when published will bring you great glory.

The deadline is leap - year day, Feb, 29th. as others would say. To your own English teacher Or some similar creature Turn in your work - and pray!

Jerry Grunwald

Sommers Surveys Student-Teacher Relations

Continued from page 1)

comparison of this year to last has such important implications for evaluating modular scheduling, he is withholding some of the data and some of the conclusions for verification through further analysis and research. He emphasized that within the necessary limitations of using a survey to study student-teacher relationships the conclusions are reliable and valid. He cited several limitations:

Limitations

- "This year the math department was the source of students instead of the English department which was used last year. This introduced a bias in the sample—only about 100 students of the 1615 in the school take math. To some extent this bias was corrected, but not for seniors."
- "Since there are no 'tracks' comparable to last year's, I had to work out a definition for 'track' based on the math program and interpolate the percentages I wanted from each track on the basis of last year."
- "Because of the ungraded program this year, I did not get a good sample of 10th grade students. This limits the significance of conclusions that can be drawn from the data on tenth graders alone but does not affect the overall results as a weighting factor was introduced to compensate."

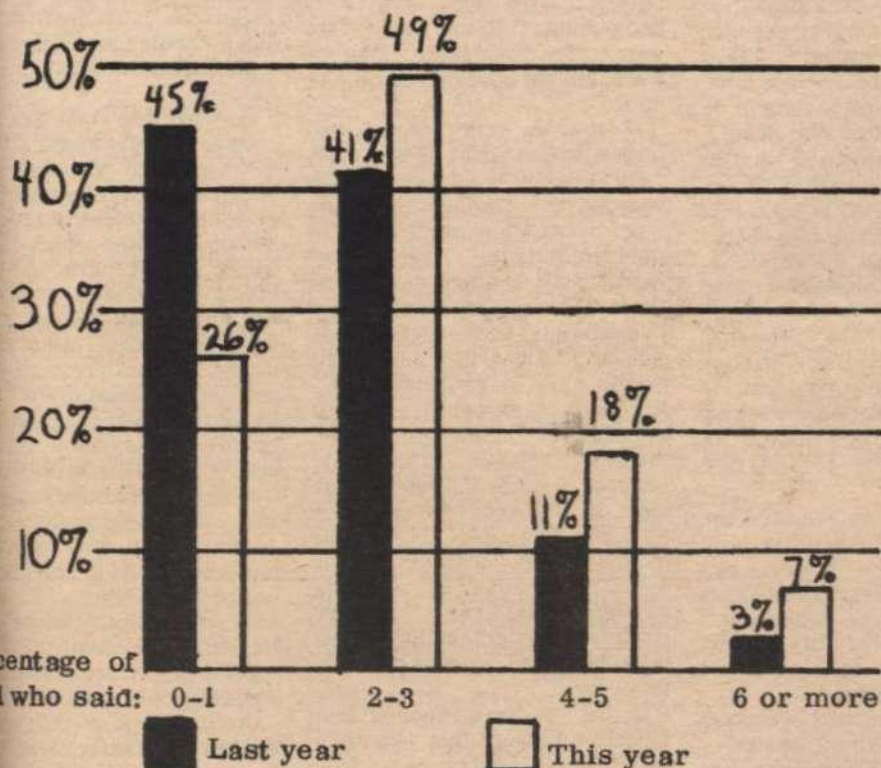
Extent and Nature of Student-Teacher Relationships

Structure: One section of the survey measured the extent and nature of student-teacher relationships.

- 91 percent of the students last year had 5 or more teachers. This year it is 89 percent.
- Last year the extent of student-teacher relationships was very limited for the majority of students. Most students:
 - Did not talk outside of class about topics related to the course.
 - Were not involved in deciding what they would study in the course,
 - Do not talk outside of class about topics of interest to them, and
 - Do not talk outside of class about themselves, with more than 2 of their teachers.

There was a significant shift in the responses to No.1 above. Students talk outside of class about course related material with more of their teachers than before (see bar graph). Now 49 percent of the student body talks outside of class about topics related to course with 2-3 of their 5,6,7, or more teachers.

With how many of your teachers do you talk outside of class about topics related to the course?



However, they are slightly less involved in curriculum decisions and talk slightly less about topics of interest to them. They talk slightly more about themselves with their teachers outside of class.

The extent of student-teacher relationships is still extremely limited for the majority of students. The most significant change in the nature of relationships has been an intensification of the functional, course-related aspect outside the classroom.

Student Attitudes Constant

Attitude: A second section of the survey measured how students feel about their teachers with regard to: 1. how friendly their teachers act; 2. how much their teachers respect them; 3. how much teachers like to rap with them; 4. how much their teachers exercise authority; 5. the extent to which teachers care about the students as people; 6. the extent to which their teachers treat them as individuals.

The questions in this section could be answered "agree", "don't know", and "disagree". As was true last year, there was only one question in this section which received a significant majority response of "agree" or "disagree". 83 percent of the students, both years, felt that their teachers acted in a friendly way towards them.

While there were all shifts in the responses to the other questions, students' feelings about their teachers this year were strikingly similar to their feelings last year. It is easiest to interpret student replies in this section by dropping out the "don't know" responses. The following is a list of negative responses in order of magnitude:

- Majorities of those students who had either feeling, but not "don't know", for both years, felt:
 - Their teachers made them uncomfortable when they challenged the teacher's authority.
 - Their teachers cared about how they did in their courses but not about how they felt about what was on their minds.
- Large minorities of those students who had either feeling, but not "don't know", for both years, felt:
 - Their teachers' use of authority makes them uncomfortable with their teachers outside of class.
 - Their teachers don't treat them as individuals.
 - Their teachers don't respect them.

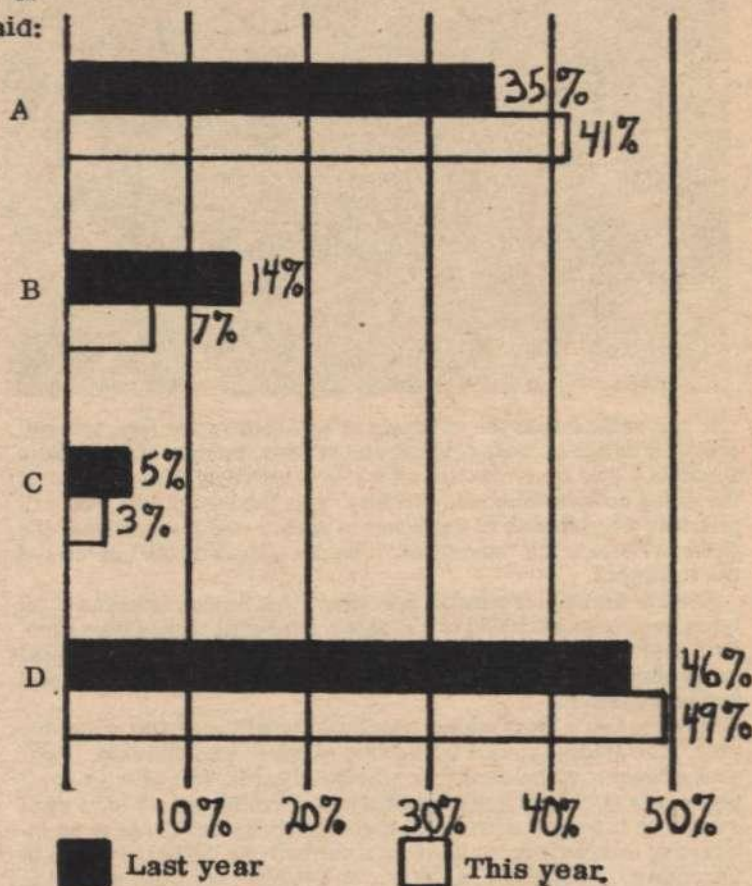
'Don't Know's Increase

Between last year and this year there was a small but consistent increase in "don't know" responses for each question in the attitude section. This can be interpreted as either a sign that students' feelings about their teachers are beginning to change or that students' feelings are becoming less strong.

There is one question on the survey which measures students overall attitude towards their teachers. Responses of A and D indicate that students think of their teachers as benevolent. B and C responses indicate an appraisal of teachers as non-benevolent. A and D can be thought of as expressing a positive attitude towards teachers; B and C expressing a negative attitude. Between last year and this, the

Choose one of the following as most descriptive of teachers:

Percentage of total who said:



A—Most teachers mean well and try hard but it doesn't seem to make much difference the way things are.

B—Most teachers really don't understand where it's at, and often it seems that they hurt more than they help.

C—If most teachers could have their way they would probably do more harm than good.

D—For the most part, teachers are good people and come through when it counts.

percentage of students with a positive attitude rose 9 points from 81 percent to 90 percent; students responding negatively dropped from 19 percent to 10 percent (see graph). This indicates an increasingly positive attitude towards teachers among the student body as a whole.

How Teachers Should Act

III. Ideals: A section of the survey measured how students thought teachers should act towards them.

A) Both last year and this year, most students thought their teachers should decide with them individually what they will study in the course.

B) Both last year and this year most students thought that friendliness on the part of their teachers would not decrease their teachers' ability to teach them.

C) Between last year and this year, there were two important shifts in the responses to two questions in the section on student ideals.

1) While the majority of students still think that their teachers should rap more with them outside of class, this majority dropped 10 percentage points (from 76 percent last year to 66 percent this year). A possible explanation for this shift is that some students who last year wanted to rap more with their teachers, and this year are rapping more, no longer think of this as part of an ideal student-teacher relationship. Another explanation is that some students still holding this as an ideal are rapping more with their teachers this year and therefore find less of a discrepancy between what they desire and what they have.

Treat Students As People

2) While the majority of students still think their teachers should treat them more as people and less as students, this majority dropped 13 percentage points between last year and this (from 86 percent to 73 percent). This is again open to two interpretations: It could be that some students no longer hold that personal relationships with their teachers are ideal, or that some students see less of a need for their teachers to treat them more as people (presumably because their teachers are treating them more as people than they use to).

Little Change In School

In the main, there has been little change in the structures, attitudes, and ideals measured by the survey. According to the section on ideals, most students want more extensive (beyond the classroom) personalized and individualized relationships with their teachers. They also want a larger role in making decisions regarding course work. According to the structure section, such relationships hardly exist at Schreiber.

The attitude section of the survey tested out several possible reasons why there are so few "good" relationships. Each of the questions can be used to identify whether students see a particular quality in teachers. There is no way to know from the survey whether these qualities were present in teachers or whether students just felt they were. The feelings themselves, however, can be considered possible blocks to good relationships. But the overall favorable attitudes of most students towards their teachers does not seem to warrant the bad state of student-teacher relationships. (The most important of the attitudinal factors of two relationships are listed above in section II).

Teachers Are Benevolent

Question 18 sheds some light on this seeming paradox. Of the two "benevolent" choices, a response of A implies that a student feels that teachers are not very important in his life, whereas D implies that teachers are a potent force for good. The close split in responses (see graph) suggest that there is a passive separation between students and teachers. It is not that students intensely perceive faults in their teachers, but that they do not feel intensely involved with them as people in the first place.

A few shifts in response patterns between last years and this year seem likely to be the result of the introduction of modular scheduling. That more students talk with 2-3 of their teachers about course-related topics than before seems to be a direct consequence of the new program. In fact, theoretically, all students should be talking to all their teachers outside of class about course-related material. The slight decline in student participation in curriculum decisions is a possible consequence of the extensive amount of advance planning of curriculum by teachers. The decreased percentage of students who showed a very hostile attitude towards their teachers on question 18 is a possible consequence of the decrease in time these students are forced to spend with their teachers.

Chess Attracts All Types



If you venture into the cafeteria at any hour of the day, you will probably notice a clump of silent and serious students. Two of these students will be concentrating even more intensely than the rest of the group on something. If curiosity gets the best of you, you will probably wander over to this scene of silence and discover that the game of chess is the "something" that is captivating the interests of the students.

Chess is the newest craze at Schreiber High School. Students of all types have been attracted to this game. President of the Chess Club, Eric Schiller, notes that, "there is an avid chess player from almost every clique in the school including jocks, freaks, intellectuals, and non-intellectuals."

Why has there been such a manifestation of interest in chess this year? One student voiced the opinion of many when he said, "Last year whenever we had free time we played cards. This year we can't play cards (Card playing is against school rules) and we have even more free time so we had to find something to do. Chess is an interesting and challenging game so it seemed like the best solution to the problem." A girl added, "Yeah, and as more students decided to play chess the reputation of the game got better. It used to be considered kind of queer to play chess but it's not anymore."

There has been such an interest in chess that the annual chess tournament, which in the past has been open to only Chess Club members, is open to the school this year. There are fifty students participating in the tournament which began Jan. 14. The tournament will last eight weeks and each player will play one game per week. Students are matched arbitrarily and at the end of the eight week period the student who has won the most games will be the school champion.

Next time you go into the cafeteria don't be surprised if you see a clean-cut computer-brained student sitting across the table from a leader of a motorcycle chain gang. Chances are they're playing chess.

Look Homeward, Angel: Feb. 4-5



Missy Meell, Craig Delaney, and Ken Hof rehearse.

No doubt a good look homeward every now and then does the heart good.

With that idea firmly in mind, Schreiber's Dramatic Department has scheduled for presentation February 4 and 5 "Look Homeward, Angel", a comedy-drama.

The story line of the play is essentially melodramatic, with the added spice of a few funny one liners. Basically, the plot deals with a seventeen year old boy, Eugene Gant, who lives in a rooming house in the southern United States circa 1916 with his drunken father, neurotic mother, and a brother and sister—each character simultaneously involved with his own personal traumas.

Eugene meets and falls in love with a woman six years his senior. Their love, of course, is doomed, and the ending of this affair incites Eugene to sever every tie he has with the past in order to determine totally for himself his own future.

"Look Homeward, Angel" was

adapted by Ketti Frings from Thomas Wolfe's novel of the same name. The play won the Pulitzer Prize and the New York Critics Award in 1958.

Scheduled for Friday and Saturday evening, February 4 and 5 at 8:30, all tickets are selling for \$1.

The cast includes: Ken Hof, Missy Meell, Naomi Nissen, Robert Fieldsteel, Louise Diamond, Steve Best, John O'Connor, Greg Wood, Barbara Loree, Jeanne Morris, Marjorie Epstein, Keith Power, Sue Kranz, Pat Stockhausen, Kevin Hickson, Craig Delaney, John Golomb, Julie Meyers, and Tony Solomita.

One interesting point about the play is the statue of an angel being used in the production. Made by Elmer Tangerman for the Play Troupe in 1967, it appears to be carrara marble but is actually only styrofoam. The product of extensive research into the numbers and kinds of angels possible to copy, it is being lent to the Schreiber Dramatic Department for its production of "Look Homeward, Angel".

Times Poll :

Students Vie Modular Scheduling

Last week Matt Klein, Mical Atz, Steve Havasy, Gordon Helman, and Michael Fendrich conducted interviews with a representative sampling of Schreiber's student body on modular scheduling. The purpose of the interviewing was to obtain quotes from a wide variety of students concerning their opinions on modular scheduling and to find out how they are functioning in the school with the new modular scheduling system. Some forty different students were interviewed and the following contains the most interesting and varied answers to the questions asked:

Q. In what ways has modular scheduling affected school for you? Marc Kramer: "Modular Scheduling has had no effect at all." anonymous: "It has made school tolerable." Brigitte: "I waste more time now than ever in my life." Fred Lawrence: "There is more emphasis on the individual and a more relaxed atmosphere in school." Amy Elenowitz: "It is more of a learning experience this year." anonymous: "There is more time for social life in school as well as work." Dave Balaban: "I do more of my work on my own time. I'm not pushed." Taryn Krive: "There is more free time to see teachers, time to do the things you feel like doing."

Q. Where do you go or what do you do with most of your unstructured time? Tab Burke: "I spend my time in the auto shop." Steve Labor: "In the cafeteria, talking." Steve Cortiselli: "I spend my time using the computer." anonymous: "In the cafeteria, library, or Social Studies Resource Center. My time is equally divided between working and relaxing." Kevin Kelly: "In the library, studying or playing chess."

Q. How often have you used the resource centers, if at all? Nadine Dumpson: "I never use the resource centers. There is not enough space and equipment." Amy Elenowitz: "Only rarely. The atmosphere in them is not conducive to learning."

Q. Are the resource centers adequate for your needs? anonymous: "There are not enough teachers and books in the resource centers." Diane Truss: "Sure, there is more than enough material." Marty King: "The resource centers are cramped and hard to study in." Fred Lawrence: "The material itself

is adequate. The major problem is the amount of material stolen."

Q. Do you ever cut classes? If so, which ones and how often? anonymous: "I don't know the time and cut by mistake. The 20-minute mod is a burn." Steve Hubschman: "There is no need to cut because modular scheduling gives you more free-time." anonymous: "I cut whenever the large group or small group is worthless to me." anonymous: "I sometimes cut large group because its boring." Danny Goodman: "I never cut."

Q. Do you find it easier to work with modular scheduling? anonymous: "Yes, the lack of rigid scheduling makes me more ambitious. I can't stand being told, 'Look, this is what you HAVE to do!'" Richard Pine: "My mind was more willing to work under the old system." Patty Villava: "There is no difference between this year and last."

anonymous: "Before you knew what to do, when and where. Now you have to think for yourself". Diane Truss: "It's easier to work with modular scheduling. It's just great. I don't think I could go back to the old system." anonymous: "It was easier last year. This year there is more work, but not enough free time to do it."

Q. How do your grades compare with last year? anonymous: "My grades have gone down because my teachers give me more work, thinking I have so much free time." Robert Brozman: "My grades have gone down because I'm a senior and I've already been accepted at college." Richard Pine: "My grades have stayed the same." Richard Schwabb: "With modular scheduling I get better grades." Shaun O'Connell: "School is more interesting this year so my grades have gone up." Don Simunek: "My grades have gone up. However, this is mainly because of working harder this year." Marc Kramer: "My grades have gone down because I can goof off more this year."

Q. Do you have more or less incentive to work this year than last? Fred Lawrence: "The same, my incentive comes from within myself." Don Simunek: "More incentive, but this is due to the pressure of college." anonymous: "Incentive depends on the teacher, not the type of scheduling." Steve Labor: "Less

incentive, but this is due

principally to being a senior." Q. Do you think the classes general were better or last year? Fred Lawrence: "Classes were more organized last year, but not as well organized. The flexibility and informalization of this year is preferred." Danny Goodman: "It's far better organized year, I'm able to talk to teachers." Kevin Kelly: "There was more uniformity last year." anonymous: "Schreiber better organized with the modular system." Peter Furlotte: "This year's classes were so organized that the teachers were always on your back."

Q. What do you like best about modular scheduling? anonymous: "With modular scheduling, you can't get you have a single subject three times a week." Cosolito: "I like it compared to last year." Don Simunek: "This year is less hectic. I can take things more easily. There is less work at home, and more free time at school." anonymous: "The time is great." Steve Lab: "At a seminar, the discussions are on a smaller scale, allowing for individual participation." Eaton: "Modular Scheduling is good because I learn to work on my own."

Q. What don't you like? Dave Spann: "I have not done my open Chemistry because my teacher takes away all her student's lots of free time which I barely have time to eat." Steve Cortiselli: "Modular scheduling is a different pace with the same stuff." Halby: "I need pressure to work and there's none there." DeSantis: "If you're used to a lot of free time, modular scheduling is boring." anonymous: "I don't like modular scheduling because you're expected to do more work." Amy Elenowitz: "Some teachers are using the reactive teaching method last year."

Craig Murphy: "Classes are too few and far between." Lawrence: "The only advantage of the system is ironed out with time." Krive: "Modular scheduling is a step in the right direction, but bigger steps must be taken to improve education." Brigitte Tucci: "School is school."

Sabbaticals

Seniors graduating at the end of January will not be the only ones leaving Schreiber. Mr. Mock of the English department, and Mr. Young of the Industrial Arts department will also be leaving to go on their sabbaticals. Mr. Mock will be going to Florida to work on a vocabulary text, and then sailing to Naples at the end of March. After one month there, he will be going to Paris for two weeks, followed by one week in London, and then returning home at the end of May. Mr. Young will be visiting various schools in regard to their Industrial Arts program under modular scheduling. He plans to conduct his observations at schools in many other states.

Mrs. Harley, who was taking over for Mr. Cahill, in the History department and Mrs. Levinton for Miss Schflander in the Math department, both left after the Christmas vacation. Mr. Cahill and Miss Schflander have already returned and resumed their original classes. Mr. Cahill and Mr. Strafino, both took leave the first semester to work towards their Masters in Education at the University of Massachusetts at Amherst.

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Math Dept; Students Are Individuals Not Numbers

Modular scheduling has caused teachers in each department to review and revise their teaching methods; the Math Department is no exception. The average tenth year math class meets five times each week, three days as a whole group and the two remaining days in small groups. This year, in contrast to the past years, students do more research on their own. They are presented with certain concepts in class and must learn to apply them during their free time. If students have any questions, teachers are always available in the math department office or in the Math Resource Center, to help them. This gives the slower student a chance to work with his teacher on a "one to one" basis. The new scheduling also allows students who grasp ideas quickly to leave the classroom as soon as they have understood the new material, the slower students remaining with the teacher to get extra help. Mr. Ryeck, a Tenth Year math teacher for instance, presents "new concepts" on Day 5. Once a student fully understands the work, he is permitted to leave, while the others remain for additional explanations. According to Mr. Ryeck, the marks of his students are better under this system.

The tenth year honors class meets as a large group four days each week. This year students are taught basic concepts and then are asked to do independent study.

Teachers who instruct tenth year classes make use of the newly formed Math Resource Center by putting the solution keys to the homework problems there so that students can go during their free time to correct their homework and ask teachers for help if they have any problems. Mr. Meyer, a teacher of Honors classes, feels that the placing of the solution keys in the center "frees time that is wasted in the classrooms going over the homework." With this method a student first finds out whether he needs help, and then goes directly to the teacher. According to Mr. Meyer, the greatest benefit of the program is that "you can so easily meet with students who have problems and questions."

The eleventh year math teachers are now employing new techniques as well. Subject matter is introduced in a large group lecture class. Medium and small groups meet after the weekly lecture is presented to discuss individual concepts and problems. Less emphasis than in the past is placed on reviewing answers to homework assignments. Instead, answer keys are distributed and only the problematic questions are actually discussed in class. Also, independent study sheets are given to the eleventh year students to be completed at each student's own pace during the school year.

In the eleventh year honors classes, tests have been eliminated and have been substituted by "mental exercises" which are not graded. Instead, students meet with their teachers and review their "mental exercises" individually. At the end of the marking period each teacher has a conference with each of his students, jointly determining the student's grade. Mr. Meystrik, a teacher of eleventh year honors math, feels that this is a "more realistic method of evaluating students' progress for this particular class."

Twelfth year "regular" classes are not being taught differently this year than they were last year because the teachers employed an experimental program last year which was geared to the switch to modular scheduling. Mrs. Siener, who teaches 12th year math, said that the large, medium, and small group arrangement was "very successful last year." She feels that one of the most important factors in this year's program is the "individual student's use of his self-structured time."

The twelfth year honors course is called "A.P." - Advanced Placement and is taught by Mr. Ryeck. He believes that "modular scheduling has not effected" his class much because of "the nature of the class. It is a select group, used to independent study... A good student is not forced to spend as much time in class. He can pursue topics which are not the syllabus." The class meets five times each week as a small group.



LATIN CLUB GORGES ITSELF

Twenty two toga-clad Latin Club members assembled on January 6 to celebrate the holiday season in the true Roman tradition. A sumptuous feast consisting of seven courses was prepared for all to enjoy. A sacrifice to almighty Jupiter initiated the proceedings. Streamers of gold, purple, and silver adorned the banquet hall (Home Ec room). With candlelight songs, and Caesar's Salad, the Roman banquet was a memorable experience for all who participated.

'Napoleon' On Gym And Jocks

"Sometimes they call me 'the little professor', 'Napoleon', or 'the little philosopher,'" said Mr. Romeo, head of Schreiber's athletic program. "But I don't mind. I take it as a compliment. I couldn't work in a program where we're just jocks."

Mr. Romeo, who is the administrator for all phases of girls' and boys' athletics, has his own educational philosophy. "Athletics are part of the educational program; that's the only way you can justify having athletics in school. The coaches area really teachers. There's a lot of pure teaching in athletics. It is the honor group for athletes."

"We try to educate the mind as well as the body," Romeo continued. "The 'idiot athlete' is no more. You've got to use your intelligence out there and it will benefit you. We teach our boys to be gentlemen and our girls to be ladies, not just animals out there to win." This is where Mr. Romeo distinguished between athletes and "jocks".

Mr. Romeo said that the coaches expect more from athletes than from the students in physical education classes. "The game is a test. We use close circuit T.V. to show the team members how they look and what they're doing wrong. It is an intensified, individualistic program. The team members are close, and the team is close to the coach. We've been through it all, we know what they're going through, we respect them, and we appreciate them."

In addition to performance, athletes must maintain a superior appearance. While this used to include regulated hair length, the hair rule has been changed. Mr. Romeo explained that three or four years ago, long hair was "just to attract in-

dividual attention." He said that the school district was spending a great deal of money on uniforms just to make the team look alike, "and then one guy would come in with hair out to here," and look different. "I used to be one of the ones who would yell at them to cut their hair. I told them, 'We might as well have different uniforms.' I was just arguing appearance, since we represented the school."

"But the state has revised their policy. The school can no longer regulate student appearance, except when safety is involved, like if long hair jeopardizes vision or performance. And I agree with that now. Guys with long hair just tie it back." But Mr. Romeo still demands uniformity of dress. "You'll notice that the basketball team all wears red, white and blue sweat bands."

Another change of attitudes has occurred in the area of alcohol, tobacco, and drugs, (as they are listed in the coaches' handbook.) Last year, if an athlete was seen using one of these three, he was immediately suspended from the team. This year, his case will be examined individually and reviewed by the principal. "We try to work with the kid and change him. We're trying to give him every chance."

Mr. Romeo is also in charge of girls' athletics. "We give the girls' program an equal opportunity. But the program is different." How? "The girls serve milk and cookies after their games. . . then they get to talk to the other team. . . Also, the girls' intramural and athletic programs are sort of combined, while the boys' are very separate."

Mr. Romeo was asked to comment on the study made in California which said that the

notion of sports building up character was nonsense. "I don't know whether it's character you build," he replied, "Maybe you help give direction to a boy or girl. 'Character' is a misnomer. We're not just building people here, we're providing hopefully educational experiences to help build the person. Education is preparing people for life. It's a broad and varied background which gives them a foundation. Most kids come out of this a better person for it. They learn teamwork, how to get along with others, how to contribute to a group, they have a sense of self-worth, accomplishment, a sense of pride, especially in wearing the uniform, even a sense of failure."

Mr. Romeo is in charge of everything involved with interscholastic athletics. This involves a budget, supervision of coaches, transportation, awards, banquets, use of facilities, supervision of games, and making sure all the rules and regulations pertaining to athletics are obeyed. In addition, he teaches physical education classes and is on several athletic committees. "I'm not like a department chairman," he said, "because I don't work only in the school district. I work with other schools all over Nassau County, and some even in Suffolk. There's a lot of paperwork, so I have to keep organized."

"But if I didn't like kids, how could I be here? I have to be tough. If I'm not tough, then every little girl and boy comes crying to me asking to be the exception to the rule and we have chaos. Sometimes you have to make unpleasant decisions. You've got to make a judgement. That's life."

Phys. Ed. Coeds Have Fun

By Ruth Miller

One day when I was searching for a place to spend some free time, I found myself gazing through a window at the end of a corridor at the gymnasium. Instead of watching unhappy and bored faces, I was watching happy and interested faces. Overall, smiles and laughter had overtaken frowns and cries of distress.

So, instead of relaxing as I had previously intended I ran downstairs and stepped into the gym. An investigation of the new atmosphere seemed necessary.

It seems that I had been watching what is called Open Lab. This means that either the big gym, the free half of the small gym, or the gymnastics half of the small gym are available for use during certain mods on certain days. A teacher is assigned to the open area to supervise the usage of the area. At any time during Open Lab guys and girls play basketball, volleyball, or work on routines on gymnastic equipment.

Girls play better when guys are around and guys play better when girls are around. Therefore, the department has

introduced the coed class into almost all present electives. In the fall Schreiber had its first coed field hockey class composed of eight junior guys and eight junior girls. In addition, there were coed tennis, badminton and ping pong, and archery classes.

In the second quarter, sophomores, juniors and seniors played volleyball, danced folk dances, and performed on apparatus together. There was no sex segregation in these activities, and all classes were taught by both male and female teachers.

The newest arrivals to the list of electives offered are Self-defense, roller-skating and ski appreciation, modern dance, and camping and first aid. Self-defense is being taught currently and the other three are being offered for the next quarter.

The self-defense course is five weeks in length. It deals with basic escapes: if a girl is attacked and held by one arm two arms, the neck in the front, or the neck in the back, the course teaches her how to break his hold and flee. And if necessary, the girls are instructed in simple counterattacks just in case the

attacker is not frightened by her knowledge of judo.

The course in roller-skating and ski appreciation is coed and a ten week course; each subject being offered for five weeks. The roller-skating will be done in the big gym; roller skates have been rented for the students who elected to take the course. Ski appreciation is composed of two ski trips which will take place on school days. Each trip will cost \$9.50 plus \$3.50 if equipment must be rented. The students will receive a couple of hours of instruction each day. These trips will make up the time that would usually be spent in the classroom.

The course in Modern Dance is for girls only and taught by a girl only. She is one of the new gym teachers at Schreiber, Mrs. Krupskie. The fourth and last new course is camping and first aid, taught by Miss Warble, an authority on both. She has taken camping trips for weeks at a time during the summers.

It seems that this has been a worthwhile hour in the gymnasium. Now when there is free time there will be a place to go, maybe not to relax, but to have fun.

FUTURE PLANS OF EARLY GRADUATES

(Continued from page 1)

- | | |
|---|--|
| Liebowitz, Janet-Work, possibly as riding instructor, travel, college | months, then secretarial school |
| Merker, David-Work, then college | Rogers, Robert- |
| Merker, Robert-graduated in October | Salerno, Rita-Work, train for modelling |
| Meyers, Julie-vegetate, then college | Schatz, Kenneth-Work, then travel |
| Pearce, Elizabeth-Travel, then college | Warshaw, Leslie-Work, then college |
| Polk, James-Work, bicycle west, then archite tural school | Whitely, Susan,-Move away, full-time work as secretary |
| Rauso, Patricia-Full-time work six | Whyte, Scott-undecided |
| | Young, Constance-Undecided |

VIKINGS 3-1 IN LEAGUE

The Port basketball team, by virtue of a 73-53 win over division leader Syosset, has moved itself to within one half game of the Division I lead.

Port was expected to breeze through its meager competition in the league but was upset by Hicksville two weeks ago. The Vikings have won two other league games however, both were one-sided affairs against Herricks and Farmingdale.

In its first league game of the season, the team defeated a puny Herricks squad by the score of 67-45. Jim Cosolito led all scorers with 18 points, and Pete Nordhorn added 13 points and nine rebounds. When the Port second string was inserted early in the fourth quarter, they proved an equal match for the Herricks starters.

Port then met another small team, Farmingdale, and avenged their football loss by defeating the Dalers, 68-39. Port had a 55-18 rebounding edge and this statistic tells the story of the game. Stan Plominski pulled in 14 rebounds and Pete Nordhorn 10. Nordhorn took high scoring honors however, with 16 points and guard Mike Cannon added 13.

When Port took the court against Hicksville, they expected another easy game, instead they were upset by the Hicks, 43-41. Hicksville was given a good chance of winning due to the 19 turnovers Port committed.

Port was behind 20 - 13 at halftime due to three things: 1)

poor shooting, 2) abundance of turnovers, and 3) not using their height advantage.

The game got close in its later stages, mostly due to an 11 point spurt by Mike Cannon and Jim Cosolito. The winning basket was scored with four seconds left, after Hicksville had forced another Port turnover.

The Vikings ended up shooting 34 percent from the floor, (18 of 53), and 33 percent from the foul line. And in this game, for the first, and only time this year, the Vikings were outrebounded, 34-33.

On Friday night, the team played and defeated division leader Syosset, 73-53. Stanley Clarke, a surprise starter for Port, proved to be a big offensive weapon as he contributed eight points in the Viking's big 22 point first quarter.

After gaining a 20 point lead, Port's advantage was cut to eight points in the third quarter, but then Joe Teitler scored six straight points and Port was back on the right track again.

The Vikings outscored their opponents 21-9 in the last quarter and rebuilt their 20 point lead. The team shot a fine 53 percent (28 / 53) for the game and held a 44-17 rebounding edge. Craig Murphy pulled in 13 of those bounds. High scoring honors were shared by Dave Spann and Pete Nordhorn with 13 points each.

This Friday night, the team will play Plainedge away, the game will begin at 8:00.



photograph by Norbert Seifert

TRACK HAS ITS UPS AND DOWNS SORRY ABOUT THAT

by the Warped Cornflake

The Port winter track team enjoyed strong performances from several of its members and managed to give a respectable showing at this year's North Shore Relays. Vince Chiappetta was the first scorer with a 10:19.1 finish and a fourth place in the two mile. Tom McCann looked very good in capturing a fourth place in the mile with a fine 4:45 race. Tom Gerth, bothered by a weak ankle, still managed to place second in the 600 with a 1:17. The last scoring was done by the sprint medley team consisting of Tom Gerth, Jim Rasher, Charlie Cole, and Mark Bernstein; they were able to salvage a third place.

In its next meet, the team did not perform up to par and was beaten in a triangular meet by both St. Mary's and Seton Hall. The only first place finish for Port was notched by Andy Marsano in the shot put. Tom McCann placed third in the mile in 4:49 and Tom Denning and Paul Plominski took second and third place respectively in the 1000.

Port got back on the winning side when they defeated Herricks 59 1/2 - 39 1/2. First places were attained by Tom McCann and Vince Chiappetta who tied in the mile, McCann in the two mile, Tom Gerth in the 600, Charlie Cole in the 60, Dave Barnet in the high jump, Andy Marsano in the shot put, and the 880 relay team of Perry Mose, Kevin Bagnato, Tom Gerth, and Jim Rasher.

Upon reading my previous article on the sport of wrestling, readers may have interpreted my reference to "Coaches whose minds lie in yesteryear" as a lingual assault on Port Washington's Physical Education Department. The Port Washington School District has always been recognized for its progressive programs and reformations and the Physical Education Department has done its share in changing the environment and rigid atmosphere of school life. I had never intended to slander Schreiber's coaches and the implication that they are backward reactionaries is unfounded. My warning, however, to Schreiber's coaching staff is that unless some of the hideous rules and regulations are eradicated from the wrestling rule book, the sport will meet an untimely death.

Early Decision

(Continued from page 1)

Peter Chang, Massachusetts Institute of Technology; Ellen Cohn, Wesleyan University; Jane Friedman, Colgate University; Jerry Grunwald, Cornell University; Jamie Harris, Smith College; Susan Levine, William Smith College; Janet Liebowitz, Alfred University; Ruth Miller, Vanderbilt University; Debbie Monfort, William and Mary College; Howery Pack, Wesleyan University; Jim Persons, Hamilton College; Janice Rogers, Brown University; Patricia Ruskin, Smith College; Aline Smith, Skidmore College; Patricia Stockhausen, Smith College; Danny Velleman, Dartmouth College; Maryann Zaremba, University of Rochester.

reorganized the health programs in the Junior Highs into "Human Relations Workshops. Some emphasis is put on drug related topics and drug information along with a group approach to such questions as why we like or dislike people. Mr. Miller is also working with Barbara Rider-the Port schools' Audio Visual consultant on the uses of the media in exploring human interaction.

In the high schools the program is more specific form of workshop. There have been three groups of five primary school teachers, five parents of primary school kids, and five senior high students meeting intensively for two days. Five workshops had been planned for the first half of the year, but the allotted state money has not been forthcoming.

Mr. Melchoir commented on the new approach of the "Human Development" program as opposed to traditional programs. He sees the program as a step in the direction of "general preventive mental health".

INEXPERIENCE HURTS GRAPPLERS

The Port Washington wrestling team is dwelling in mediocrity this season due to the relatively inexperienced team. In its first interscholastic competition, the squad finished second at the Horace Mann Tournament held in the Bronx. However, the team returned home and won the Port Washington Christmas Tournament.

Schreiber's grapplers have also competed in five dual meets. By defeating Plainview Kennedy and Westbury and losing to Farmingdale, Locust Valley, and Great Neck North, the team has amassed a fair 2-3 record.

Captains Doug Cohen and Ames Ressa have been large assets to Port this season. They are well assisted by Chris Murray, Doug Sabo, John Doscher, John Rocco, Jason Leslie, and Craig Demeo. Sophomores Bruce Fishberg, Kevin Cunningham, and Gary Levinson are standing their ground in varsity competition.

BOWLING ROLLS ON

The Schreiber varsity bowling squad has passed the halfway mark in their schedule and are the owners of a 8-10 record. This record represents the total games that have been won and lost by the team, not the amount of teams they have beaten or lost to. This explains how the bowlers have won their last two of three matches and finished the streak with a 4-5 record.

Port triumphed over Plainedge and Island Trees by the identical score of 2-1. Against Plainedge, the high games were turned in by Ricky Hukill, 211, and Willis Hammell, 209. High series was also registered by Hammell, 561, and Hukill, 545.

Chuck Faillace took both high game, 202, and high series, 552, honors against Island Trees. After defeating Island Trees, Port had a 8-7 record. However, the pleasure of winning more games than they lost stayed with the team only as long as it took to meet Syosset in their next match. Syosset proved to be too tough for Port to handle as they swept all three games and lowered Schreiber's record to 8-10.

GIRLS NEED INCHES

If you happened to be walking by the gym last Wednesday, January 19, you would have seen Big Al passing to Tuna who passes to Stretch who takes the shot while Mini jumps for the rebound.

Under the fine coaching of Miss Carol Hulse, this year's girls basketball team is hoping for a 9-0 season. They have not officially opened the season but last Wednesday they played in their first scrimmage against Syosset.

Due to the height factor alone, Port's Varsity did not score as well as Syosset's team. Syosset had three girls on their starting team taller than any girl on our team-a definite disadvantage. On the other hand, Port's J.V. scored six baskets to every one scored by Syosset. Port plays Syosset in an official league game in March, their last league game.

KQUIEDS WIN CHAMPIONSHIP

The intramural basketball season started with 160 participants on twenty teams. After the regular season the top two teams in each of the four divisions went into the playoffs. The championship game was The Undecided; Jon Zuckerman, Andy Goodman, Eric Nelson, Bob Lager and Richard Landsberger, versus The Kquieds; Joe Lopilato, Jerry Casey, Ross Ritter, Ames Ressa, Mirno Pasquali, Fran Turner, Bill Nichols, Phil Klevan, and Tom Gerth. The Kquieds won by the score of 47 to 31.



photograph by Norbert Seifert

Miller Explains School Drug Program

What does a primary school student telling his teacher he doesn't like her have to do with drug abuse at the high school level? A relationship between the two was pointed out by Marty Miller, the coordinator of Drug Education for the Port Washington School District. In an interview for the Schreiber Times, Mr. Miller said that the "Theoretical Base" of the Port Washington schools drug education program is that a major cause of drug abuse is an inability of some people to "deal with their feelings. If students, he reasoned, had learned to be able to express anger in appropriate ways before they got to high school, they might not turn to drugs.

Under the supervision of Mr. Miller, the new drug education program is called the "Human Development" program. Unlike traditional drug scare programs, the Human Development program is primarily concerned with topics not directly related to the horrors of drugs. As Mr. Miller explained it, the program

is not classroom oriented but workshop oriented. The subject matter of the workshops is students feelings about themselves and others. The program has as its "target" group the primary school students, but also includes junior and senior high students.

Each elementary school teacher who desires to be involved has chosen a group of students to rap about their feelings. At this stage, the program is to a large extent a retraining for the teachers. Mr. Miller hopes the teachers will become more aware of students' feelings, and be able to relate in a more positive way to them.

The approach, as Mr. Miller said, is very humanistic. Teachers will be trained through the program to encourage students to express the feelings they normally keep to themselves. Eventually, when the teachers have gained experience with the students they have chosen, they will take on more students. Mr. Miller has