

Great Neck  
GUIDE POST



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## Sr. English Courses Are Elective; Offer Variety And Specialization

by Enid Schildkrout

Editors' note: If a single English course attempted to include every aspect of English language and literature, it would probably end up as nothing but an elaborate outline. To avoid this type of surface-learning, prospective seniors may select one of six courses offered by the English department. To clarify exactly what the English elective program includes, Guide Post now takes a look at the program as a whole and at the activities of a number of representative classes.

When the third year English regents was developed seven or eight years ago, the entire English program was re-designed. Formerly, every student took the same senior course which was simply a continuation of work done in the junior year. The English department, according to Mr. Redman, waited for a junior regents and when it came, they immediately initiated the elective system. "We felt we could challenge students more and have things for different interests and different needs," Mr. Redman said.

### Basic Skills

Certain basic things are included in all six courses, although the emphasis depends on each class. "The skills of reading and writing and the promotion of an appreciation of good literature are integral parts of all senior courses in English," says the list of course offerings. In all classes, the Lincoln Diagnostic Spelling test, the Mechanics of Expression and the Reading Comprehension test are given. If any serious gaps in a student's ability are uncovered, he will work on them no matter what class he is in.

This year most seniors have decided to continue the work done in earlier years and are taking English XII-A. There are seven sections of "A" while there are four each of "C" (Practical English) and "E"

The highlight of last Saturday's Junior Prom, "Elysium," was the crowning of the king and queen. Elected by the balloting of all juniors were Eric Gruenstein and Pat Jaffe, who were chosen from 13 nominated couples. Eric and Pat did not know of their election until just before the ceremony. The runner-up couples filling out the Greek court were James Albert and Karen Renard and Mike Saphier and Allene Rubin.

(World Literature); there are two in factual writing "G" and one each in creative writing "H" and drama "J."

In English "A" time is regularly taken for reviewing such things as punctuation, spelling, and word usage. The weaknesses of a class can be seen from standardized tests and the teacher uses these as a guide in planning his work.

### Practical English

The practical side of English (i.e. letters to colleges, business letters and parliamentary procedure) is studied in English "C." Mr. Fabrick, who teaches two sections of "C," said that students who take this course are "basically interested in improving skills, grammar, and spelling. Review of these things take about one-half of the class time."

In the two days a week that are spent on literature, much of the class discussion is about subjects stemming from their reading.

Mr. Fabrick encourages his students to read on their own by giving them objective tests in September on 100 books they should have read by their senior year. He then distributes a list of these books and tells

the students they will have the same test again in May. Mr. Fabrick said this seemed to be an effective method for encouraging students to read.

"It is somewhat presumptuous of us to think that we can cover all of world literature in one year. All we can do is give a taste of what reading the literature of the world means," said Mrs. Thompson who teaches two sections of World Literature.

This problem is solved somewhat by narrowing the study to one country at a time. The class decides on the country and books are read as a class, according to the school's supplies. Mrs. Thompson explained that her class began the year with a study of some national

(Continued on page 3)

## G. P. Delegates Will Visit NBC

Enid Schildkrout, editor-in-chief, and Mr. Jack Fields, Guide Post sponsor, will be among 1000 participants in the first annual NBC Broadcast News Conference on Friday, February 20.

The purpose of the one-day work-session conference is to explore, with NBC newsmen, the frontiers of electronic journalism and the job opportunities in radio and television reporting.

Highlight of the day-long session will be the announcement by Robert W. Sarnoff, chairman of the board of NBC, of the first annual High School Editors NBC Fellowship.

In the evening session, local versus national broadcast journalism will be contrasted on WRCA-TV's "Gabe Pressman Local News" and NBC-TV's "Huntley-Brinkley Report." The announcement of the NBC News Fellowship Award and a farewell address to the conference by Mr. Sarnoff will bring the conference to a close.

## Mr. Watson Brings Philosophy To Members of Science Club

by Larry Krakauer

Science club members learned about the philosophical basis and background of science, and the relation between science and a culture, when Mr. Franklin Watson, teacher of social studies, addressed the group on Friday, February 6, 1959.

Mr. Watson began his career in science as a chemical engineer, but found it "not frustrating enough", so he switched to the social sciences. He explained that the social sciences are definitely not outside the world of science. He also noted, however, that science is not the only way to look at the world. Western science is based on two main assumptions. One is that the natural world can be comprehended by man, and the other is that it is possible for a man to step out of a situation and look at it objectively. If you drop these hypotheses, you step out of the bounds of western science. It is difficult to look at the world objectively because of cultural conditioning, individual conditioning, the problem of semantics, and the problem of old binding traditions. These are known respectively as the idols of the tribe, the idols of the cave, the idols of the market place, and the idols of the theater.

"Communism" as an ethic of science means common owner-

## Exchange Students Represent Seven Countries On Program

Seven American Field Service exchange students will discuss various topics of interest at a panel program today, February 18, at 8:30 p.m. in the auditorium.

The A.F.S. committees of the high school and of the community organized the program which will include a dinner for the visitors prior to the panel program. Also attending the dinner will be teachers and their wives, and the A.F.S. committee chairmen, Janie Eisenberg and Ellen Faust.

## Boys' Hi-Y Puts Classics On Sale

An assorted stock of paperbacked books will be available to students after the vacation when Boys' Hi-Y puts its book stand into operation.

The books, now on order, will be sold at regular list prices ranging from 25 to 75 cents. The stock will include classic works by Dickens, Shakespeare and Mark Twain. Poetry anthologies, foreign language pocket dictionaries, and documentary histories, will be obtainable at the book stand. Books on Greek philosophy and current scientific and political works will also be included in the sale of the soft-covered volumes.

The main purpose in setting up the book stand, according to Mr. Franklin Kehrig, Hi-Y sponsor, is to make important and useful books readily available to a majority of students. "We are not interested in cowboys, robots or murders," he said. The book stand, supervised by Bruce Lefkon and Richard Levine, will be open every day during lunch periods. All profits will go to the Boys' Hi-Y scholarship fund.

Representing France is Therese de Felcourt, who will be Ellen Faust's guest; representing Spain, Carmen Santos, Enid Schildkrout's guest; Turkish Ayse Baran is staying with Esta Diamond; an Italian boy, Mino Mattina, will be the guest of Dick Levine, while Anders Ljungh, from Sweden, will stay with Marc Fasteau. Hiro Koike, the A.F.S. student in the South School, will also speak on the panel, as will Alicia.

### Topics Of Discussion

Several of the topics which will be discussed are education, the social life of teenagers, attitudes toward the idea of alliances in the cold war in each of the countries represented, cultural awareness of American students, position of women in the country's society, and the government and politics of each country.

The following day, our visitors will be permitted to visit classes. Some of the classes they may observe are creative writing, G.I. music, art, language, and science. The students have been privately invited to remain in Great Neck over the weekend.

## 47 N.Y. Regents Scholarships Go To North High Students

Forty-seven scholarships were awarded to Great Neck North high school students this year by the New York Board of Regents. Thirty-six seniors won the Regents College Scholarships and eleven won the Regents Scholarships for Education in Engineering, Chemistry, Physics and Mathematics.

The Regents College Scholarship entitles the winner to a yearly stipend of \$250 to \$700 depending upon financial need. It may be used in any accredited school in New York State. The following seniors were among the 5,480 winners in the entire state and 430 in Nassau County: Harry Back, Stephen Beckerman, Michael Bumagin, Marjorie Cantor, Richard Carasso, Allan Corwin, Anthony Drexler, Marc Fasteau, Ellen Faust, David Feinberg, Steven Frank, Kenneth Friedman, Robert Glaser, Judith Gozan, Judith Grossman, Lawrence Krakauer, Andrew Lewin, John Lobell, Henry Ludmer, Barbara Milman, Peter Morrison, Eugenia Norris, Marvin Rosen, Stephen Rosenberg, Charles Saunders, Enid Schildkrout, Alan Schlosser, Linda Schorr, Michael Schwartz, Paul Shapiro, Ronald Shapiro, Frankie Sherman, Frank Simunek, David Sussman, Stephen Wilhelm, and Leonard Zimmerman.

The engineering, science and math scholarships entitle the following Great Neck North seniors to awards ranging from \$300 to \$850 depending upon financial need. These also are good at any accredited New York State school: Michael Bumagin, Marc Fasteau, David Feinberg, Steve Frank, Kenneth Friedman, Lawrence Krakauer, Peter Morrison, Marvin Rosen, Charles Saunders, Paul Shapiro and Ronald Shapiro. These number among 1000 winners in the state.



## Tonight!

Great Neck students contributed their time and money last year to bring a foreign student to our school; tonight they will be able to see tangible results when a panel of seven American Field Service students speaks in the high school auditorium.

In this program, the second of its kind for Great Neck, the students will compare the social life and educational system in America with those of their own countries. But these are just two of the topics they will discuss. Tonight's panel offers a unique opportunity for Great Neck students to see America through the eyes of an observer, and to hear about life in other countries first-hand.

We hope that there will be a large turn-out tonight, since this panel discussion promises to be a rewarding experience for all who attend.

## The Unpaved Highway

Every fall, three million or so American youths depart on their merry way to institutions of higher education, more commonly called colleges. Their trip to various colleges is a smooth one, thanks to the perfected development of the car, train, plane, and boat. The road they take is straight, designated for safety by the A.A.A. and highway inspectors. There is no chance of becoming lost since directional arrows and road-signs mark the way.

Reading the previous paragraph, one would think that going to college is a ritual enjoyed by nearly 3,000,000 young adolescents. That is too many. Some have an opportunity to attend classes and to receive a fine education in the place of their own choice.

There are, however, individuals who, although they will be attending college, will not be completely satisfied with this accomplishment. This refers to those who will have to settle for their second or third choice. Naturally, this excludes those situations where both the first and second choice college, and sometimes even the third choice are equally good. Then, there are a few, who think it nice to go to college, but who could not even walk in the back door of one.

### Three Categories

Of course, not everybody has the ability to enter a university of the highest quality or one that has a fine reputation. This fact can be easily understood. But these are students of great ability who have never given it a chance to display itself. And there are students of not-so-great ability, but with an aptitude for intelligence, who have never given it an opportunity to reveal itself, and there are people with average or superior intelligence who strive to achieve their educational goals.

Practically all the students in this school fall into one of these categories. Which one are you in? If it is one of the first two, are you satisfied with your results? If you are, then you have found your place in life as a student. After a few moments of concentrated thought you may realize you are not completely satisfied.

Most seniors have their college applications mailed out already. Many might say that it is too late to do anything about their grades now. As far as college admissions go, that might be true. But it is not too late

## Mail Box

### Bravo On Intros

#### To the Editors:

Bravo! I'd like to commend you on the wonderful interviews each week in the Guide Post and I certainly hope that they will not be discontinued simply because a small minority does not enjoy them.

Sincerely,  
Kristie Trump

to mold your new study habits for the future, while still in high school. No matter which college you attend, grades are important.

For juniors and sophomores who have up to now only been wall fixtures, the high school picture is bright. There is still time to break away from poor work habits and make high school count.

It is fine to talk about these changes, but there is always that old saying, "Actions speak louder than words."

It is not easy to change study habits. But it is possible. There have been many cases where sophomores and juniors have "awakened" to the realization that in order to go to Michigan, Columbia, Cal. Tech. or Syracuse, they must fulfill their capacity in grades. It can be done. Why make your road to college a rough one? It is about time that some of us get down to work and woke up to reality. If not, our college application may be addressed to Desert Guleh Junior College of Forestry, where the highways aren't paved and road signs are non-existent.

by Mike Lewis



## A Cat's Carnation

There is a cat in the museum. He is made of stone, has turquoise eyes and wears gold earrings. He sits so quietly with front paws primly together. And he stares at the other wall, a showcase of Egyptian funerary sculpture. This is where all his melancholy memories of living in splendor and homage are recalled. This is where he sees all cats with turquoise eyes worshipped as superior beings (not that they weren't) with every Egyptian burning a little incense under his stone nose. But to be a real cat.

All those years cramped up in the same position, in the classical pose with eyes supposedly gazing into the future. But his eyes look into the past and see more memories.

There was a real cat in the pyramid . . . he was trapped by careless workmen and undoubtedly had his revenge in another carnation. At any rate, he found his way to the burial chamber and lived there for a



Mr. Redman recalls that he began his career in education as a high school principal — in a school with an enrollment of fifty-five and a faculty of three; Mr. Redman remembers vividly the picturesque view of Maine seacoast from his office: "I could see the hills of Bar Harbor to the left, and to the right there was Camden." Mr. Redman's career subsequently took

# Dept. Head Offers Rich Background

Few members of the Great Neck faculty can boast as long and varied a career as Mr. Crosby Redman, chairman of English department. You can find him in his office (it's the one adjacent to the health office), where he works amidst books and mimeographed sheets and pads of clean paper, all arranged in neat stacks. Occasionally—only very occasionally you can find him at a moment when he is not in conference with a student, teacher, or committee, nor is he composing a memo. At such times, you simply knock gently, and Mr. Redman will invite you in for a chat ("Talking comes easily to us New Englanders.")

him to a military institute in New Mexico, a private school in Seattle, preparatory schools in Massachusetts and Pennsylvania; he has covered the map, and he has covered a broad range of educational experiences. "I don't often talk about the fact that I once taught French," he confided, once caught off guard. "I've been teaching only English for a long time, now, and my French, I'm afraid, has been easy to forget."

### In The Old Days

It was eleven years ago that Mr. Redman came to Great Neck. Since that time, he has seen the opening of the North Junior high school and the South schools. The curriculum has changed, too. In those days, there were no English electives, but simply one prescribed course for each of the three upper high school grade levels. The bookroom, too, has seen change; the increasing flexibility of the English curriculum has made for a growing variety of books on the English department shelves — none of these "eleventh grade anthologies" — a single compendium of all the literature a school can offer the eleventh grader.

### On The Other Hand

Students, on the other hand, appear not to have changed at all. And, in connection with the constancy of the people with whom he has worked in Great Neck, Mr. Redman can "say in all honesty that never, throughout my experiences in education, have I enjoyed so intensely teaching, students, — the whole school system, as here in Great Neck."

"I can show you what I mean," he went on. "Part of the joy of working in Great Neck has been the fact that we have a very forward-looking school superintendent, and in fact we have a mature, modern educational outlook in general. For

example, I think it is fairly significant that our course of study is, in title and in concept tentative."

Mr. Redman feels very strongly that the English teacher should strive to effect an intellectual awakening in each of his students, whether or not he is academically inclined or gifted. "It is the business of young people to develop themselves intellectually as fully as possible — to become aware of the world of books, and to learn to find their way about in it." And as for the uninterested students, Mr. Redman feels that they are a great challenge to him. He is very concerned about such students, for they must learn to "furnish their minds with ideas, or else they will become dull." He is interested in his students as human beings, and his job as a teacher, he feels, is to develop each one within the limits of his abilities, rather than to insist upon perfection in the few who might approach it, and to feel anger at the others. And in fact, he wishes students could appreciate constructively their own differences. "The bright student has no right to feel that he is suffering by being educated along with less able ones. One must learn to share the experience of living with his neighbors, and he must learn it early."

### Second Hand Teaching

In line with his concern for the personal aspects of education, Mr. Redman feels that personal contact is the keynote to successful student-teacher communication. Television might make interesting expansion on the thoughts of an inspiring teacher; it can never replace him. In fact, he feels a certain sympathy for the teachers at the time when the printing press was invented, for they "must have been shaken to their foundations! Books are certainly a necessary adjunct to teacher-provided education but the motivation of students is a process which only a teacher, through his direct communication with the student, can achieve."

This is Mr. Crosby Redman. He has an intense concern for the maturing, the welfare, the literary experiences of his students; to him they are whole people, not fifth period, fourth seat, or first-marking—period-B. There's a lot more to a student than learning to not split infinitives.

## GREAT NECK GUIDE POST

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glyphics and burial ornaments.

The dust cleared and there was burial statuary once again before the stone cat's eyes. It was unbearable being cramped now, in another age . . . new costume and culture . . .

Five years in a museum after five thousand in a tomb — really little to worry about, although the museum guards kept his eyes from glazing over with dust. And now it was New Year's Eve, closing time. The doors to the room swung shut and all was quiet. A black pyramid once more. But then a stone ear catches the sound of softly padded feet walking over the marble floor. Then the turquoise eyes meet the yellow, and not a word is spoken. A guard has carelessly let a stray cat into the Egyptian room. It walks evenly up to a pedestal and places a live paw on the stone one. It is the new carnation, now. Yellow eyes speak: "Cat, like let's bug out of this pad and exist."

by Matt Robbins

month with the stone cat. When he first walked in, tail held proudly erect, even on the brink of starvation, he came immediately upon the stone cat and asked him how he survived in the pyramid. With his large cold eyes the stone cat stared at the opposite stone wall. Immediately comprehending, the live cat followed the gaze and came upon the food cache . . . it lasted for a month. Those last few minutes of the live cat's life were spent in thanking the stone cat for his charity.

Febly, he sat before the cat, the turquoise eyes sadly gazing in and beyond the yellow eyes of the live, dying feline. "Someday," spoke the ebbing voice, "in another carnation, you will be fully rewarded." And with those words, he passed from the tomb to another mysterious place.

The turquoise eyes gradually glazed over dust, forgetful dust, clouding over the tomb, hiero-



# Background

I think it is fairly certain that our course of study in this title and in concept is a man feels very strongly. The English teacher tries to effect an awakening in each of us, whether or not we are naturally inclined or gifted. The business of young people is to develop themselves fully as possible, to become aware of the books, and to learn to work about in it. For the uninterested student, Mr. Redman feels that this is a great challenge to be very concerned about, for they must furnish their minds or else they will be. He is interested in us as human beings, as a teacher, he develops each one within the limits of his ability to insist upon it, and to feel anger. He is in fact, he thinks could appreciate their own difficulties. The bright student may feel that he is less able ones. One to share the experience with his neighbor must learn it.

## Hand Teaching

With his concern for the aspects of education, Mr. Redman feels that the key to the student-teacher community. Television might be an expansion of an inspiring teacher can never replace. He feels a certain respect for the teachers at the printing press, for have been shaken. Books are necessary adjunct to education but a number of students is not only a teacher, direct communication with the student, can Crosby Redman. His concern for the welfare of the students is that they are whole during the period, fourth period, fourth period-B. More to a student do not split infinitives.

## NECK POST

- STAFF
- Richard Fine
  - David Fehner
  - David Hartman
  - Wasserman
  - Judy Fickler
  - Lynne Hickey
  - Jack Fields
  - Home Association
  - by the students
  - High School.

## Elective Sr. English Courses, Cont'd.

characteristics of Americans, leading through the *Anthology of World Literature* to get an idea of the material they had to choose from. Mrs. Thompson's classes chose to examine French literature first and read *Pere Goriot* and *Eugenie Grandet* by Balzac. Russian literature was studied next and in conjunction with this, nine students saw the play *Ivanov*. Now they are studying *Hamlet* for, according to Mrs. Thompson, "a breather." Later this year they will read *Buddenbrooks* by Thomas Mann in conjunction with a study of German literature.

Most of these two classes' written assignments entail working from notes; many require research. Style, ideas, and characteristics of the country being studied are emphasized in class discussion. They try to find universal ideas and to make comparisons between countries and authors. Occasional classwork is supplemented by visitors who lecture on related topics. This year Mrs. Hoffman spoke about France.

Mrs. Kubat, who teaches the two other World Literature sections, feels that the course is an important one for improving general reading ability. "One of the most important things," she said, "is for a student to learn to read anything — and to be able to understand and to evaluate it. Evaluation is partly an examination of the techniques by which an author expresses an idea."

Mrs. Kubat's classes have chosen a program different from Mrs. Thompson's. They began studying by reading Dante's *The Divine Comedy*, in a study of Italian literature; then they continued with French and Russian literature. If the students want to, they will spend some time on Greek plays and read one play by Ibsen. A minimum of one book is required each month.

In discussing the general ability of their students, both World Literature teachers felt that their students' general reading backgrounds and ability to interpret was good. Mrs. Thompson said that mostly "A" and "B" students sign up for World Literature. Mrs. Kubat added that she has "been a little surprised about the general lack of knowledge of English literature. Perhaps this could be solved by a course in 'English Literature.'"

Literature and writing cannot really be separated in the work of the creative writing class. The method in which a writer conveys his ideas is a major part of the class's study. Much time is spent discussing literary criticism and applying these methods and standards of criticism to the students own work as well as to the literature they read. One written "piece" is required per week, and one of these each month must be a book response. Mr. Fields, who teaches the course, does not give letter grades on these weekly papers but points out to the student the merits and special problems in the work. Subject and style are left up to the student, and although no special form of writing is assigned, they usually try to write in the form of the literature they are studying. Many students have tried short stories and poems; most feel that their novels will have to wait.

In the first few weeks of the course students spent time in trying to solve some of the common problems of the writer. That is, they worked on such things as transition, "creating in action," description, character sketching, dialogue, and conveying an emotion through

words. In the first part of the year each student wrote a research paper on one writer. They read about his life and personality to discover how it affected his writing and his ideas on art.

The creative writing students have learned how to read poetry. Mr. Fields has taught them a method developed originally by I. A. Richards, for discovering the meaning of a poem. In this way "meaning" is divided into sense, tone, feeling and intention.

At the present time each student is following up, particularly with extensive reading, some idea in the humanities that interests him. The tangible result of this work will be a research paper.

Mr. Fields has expressed one of the major goals of the course as gaining an "understanding of art and of the writer as an artist. The writer should perceive experience and re-interpret it as an artist does."

Drama is another aspect of English and is studied as a separate course in Miss O'Connor's class. This is not a course



in acting although some reading is done aloud in class. Beginning with the Greek miracle and mystery plays, they study the development of drama through the modern playwrights. Sophocles, Greek life, theater, festivals and plays are all stressed in learning to understand fully their drama.

A good deal of time is spent in reading Shakespeare. Each student does a special project on something about Shakespeare's life or his times, and a paper on *Hamlet*; the entire class saw *Hamlet* at the Old Vic.

After their work on Shakespeare they will read plays from more modern period — those of Chekhov, Shaw, Ibsen and O'Neill. Students will have a chance to become familiar with all the plays of the latter two authors since each person will read at least one and report on it to the class.

Written work is centered about the literary periods the class is studying, and is done often. Outside reading is encouraged in fields other than drama. Miss O'Connor said that people who take the course should be good readers.

This course was formerly given as a communications course in conjunction with a study of radio and T.V. Now, however, radio workshop is given as a separate course under the direction of the dramatics department.

## Brotherhood

Harry Golden, editor of the *Carolina Israelite*, suggested that brotherhood is a question of semantics. He wrote: "Since we use the term 'colored' for the Negro race, I would suggest that the Negro use the term 'colorless' for the white race. 'A group of colored and colorless go together for a meeting.'"

## Guidance Reveals Head of Henry Street Talks To TAPI On Social Work

Future college freshmen may get an idea of what to expect for their first semester grades, thanks to a report released by the guidance department concerning the successes and failures of members of the 1958 graduating class.

Of the 458 graduates, 400 went on with their education, 71 percent going to college, 19 percent to junior college, 6 percent to schools of specialized training and .04 percent to preparatory school. The report was based on the grades received by 366 of the graduates.

In all, over 2,500 individual subject grades were reported by the schools. Of these, 12.9 percent were in the "A" group; 37.7 percent were "B's"; 36.5 percent were "C's"; 9.9 percent were "D's". Only 3.3 percent of the marks were failures. Although some institutions indicated grades for the entire freshman year, most of them reported only first semester grades.

"What TAPI's job means to us and also to the people at 305 Henry Street" was the subject of a talk by Mr. Tefferteller, director of the Henry Street Settlement House. He spoke to TAPI at a meeting here on February 11, 1959.

"The boys and girls in TAPI belong to TAPI mainly because they feel that they would like to help people", Mr. Tefferteller said. "These people are, of course, the youngsters at the Settlement House. In the 30 or so trips that TAPI plans each year, its members help these children to understand and see more of the city to which they belong.

"At times, however, these children to whom you donate your time for a day, make you feel that they don't want your help. It can be discouraging, but in this we are experiencing the beginnings of social work. You are, in fact, junior social workers", he told the group and "as such, you can come up against a multitude of problems!"

Mr. Tefferteller said that by belonging to TAPI the student can prepare himself for social work after college and for two years of graduate training. "At the Henry Street Settlement, TAPI members meet and associate with many different people. Our job, specifically, is to work with and take care of different groups of youngsters.

"If you continue with social work, later you might take case work, be a psychologist, or possibly a counselor in a family case. You might even find your-

self as an administrator in social work."

Speaking of social work as a career, Mr. Tefferteller said, "You may or may not choose to be a social worker. Today, however, social workers are in great demand. There are only a small supply of trained people who are now doing this work and many more are needed.

"As members of TAPI you help the settlement house by reporting to the administrators the actions of the youngsters on the trip. From these reports, Henry Street can determine what help or discipline should be given to the individual child."

All TAPI members will not necessarily want to be social workers. Mr. Tefferteller said that TAPI undoubtedly helps to decide whether or not we are suited to this career. "If you are, you will learn to see the youngsters that we take on trips as human beings trying to face the problems that confront them. If you choose not to be social workers, working with TAPI will have been an experience in helping other human beings that will have been invaluable."

President, Simmy Dubofsky has said that all those TAPI members who want to make social work their career will be formed into a separate branch of TAPI. These students will have discussions and give programs at future TAPI meetings. A panel discussion on the different aspects of social work is one of the programs in which this group will participate.

## FTAers Observe At Saddle Rock

The staff of the Saddle Rock elementary school recently played host to a group of girls from the Future Teachers of America club. Twenty-seven members were accompanied on their outing by Miss Duca, the club's sponsor.

Once at the school, the girls spent time observing both the upper and lower grades in the classroom. After these visits, FTA members were introduced to the different specialty teachers and learned about each one's specific job.

Lunch in the school cafeteria was next on the agenda. This was followed by a discussion of the day's activities with Miss Kregan, the assistant coordinator of curriculum.

These trips, along with the cadet-teaching program are designed to assist FTA members in deciding whether they are interested in teaching.

A six-inch Hippocampus Trudsonius (sea horse to non-scientists) has been added to the Biology department. Mrs. Boly brought this male specimen in for study and observation by her students.

The problem in keeping him alive is that the water in his tank must be kept at a constant temperature and salt content; if this is not done, he will die. Another problem is that seahorses are supposed to eat brine shrimp, but Mrs. Boly said that our's will not, if he does live, he is expected to have babies. He was bought because the reproductive system of the seahorse is so unusual.

## IF YOU CAN READ THIS...

**C A  
P E Z  
1 0**

... then you're Capezio-minded and shouldn't miss our fashion show (all day Saturday, February 28) to celebrate the opening of our new store at 40 Middle Neck Road. Models from the Colony Ballet School will display the complete spring-summer line of Copozio footwear, leotards and leotites.\* Coordinating fashions by the Wicksbury Shop. Refreshments will be served. Drop in any time between 10 A.M. and 5:30 P.M.

Speaking of Capezios, our new store features a complete Capezio Department — with dressing room — devoted solely to the bright, bold, madcap fashions for which this capricious maker is famous. P.S. Tell the boy friend we've got a new Stag Shop too, catering exclusively to the progressive male.

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# Orange and Blue Keglers Retain League Leadership

On two successive days, the varsity keglers edged second-place Garden City 3-2, and then blanked Roslyn, 5-0, to retain possession of first place in the NSAL section 1 league. The two game average for the squad was 162.

For the varsity, Pete Marcus compiled a 170 average against Garden City with the help of a high game of 206. Great Neck won the match on the strength of one series (174 average for the five men) and Marcus's lofty score. In that game, Roland Dorhoffer bowled a 204 and Ira Koondel missed the 200 mark by only one. Other keglers and their combined game averages follow: Richard Gluckman — 155; Bill Dinkes — 153; Steve Gold — 152.

At the same time, the J.V. overwhelmed Great Neck South and Locust Valley, winning both by identical scores of 5-0. The box score: Bob Trauner — 132; Manager Art Wasserspring — 154; Richard Pine — 144; Len Zimmerman — 139; Ronnie Rebhuhn — 140.

Great Neck remains in league-leading position and Garden City still occupies the second place spot, four points out. One half point behind the Trojans is Manhasset with Hicksville following. Since only two matches remain, the three teams are coming down to the wire in a tight group. One match could mean the title.

# Blazer Hoopsters Down Maroons After Overtime Upset By Lions

## E. Simonsen Stars In 63-61 Win

Failure to play possession basketball in the waning moments of the regulation time proved costly to the Great Neck Blazers, as they lost a thrilling overtime contest to Port Washington on the victors' court. Port was the same team the Blazers had trounced by 19 points only three weeks ago at the junior high court. But the Lions reversed things on Monday, led by the sparkling play of Gene Simonsen, who pumped in 22 points, and Bill Jensen, with 14 points.

The first period was loosely played with both teams unable to score consistently. The Blazers managed to pull in front on a foul shot by Spanier and a lay-up by Spahn for a 12-9 lead.

At the outset of the second quarter, Jensen and Simonsen of Port poured through eight straight points. Then Spanier hit for two field goals to keep the Blazers in contention. Another basket by Spanier before the half time buzzer left the Portmen leading 29-128.

Port maintained its one-point lead and led 45-44 at the end of the quarter. At the start of the fourth period, the Blazers began hitting on their shots. A technical foul on Port gave the Blazers three points. Spanier sank a jump shot increasing Great Neck's lead to five points. Coach Morrison's boys, however, could not hold onto the ball and Port came back with five quick points. Again the Blazers pulled in front, this time by four points, as Roger Trupin hit for two fouls and a jump shot. At this point, with less than two minutes to go, the Blazers were unable to freeze the ball and Port scored four points on buckets by Simonsen and Gibbons to tie the score at 59 all. The Blazers had another shot with only seconds to go, but it went awry and the game went into a three minute overtime.

Port scored first in the overtime on a jump shot by Simonsen. Spahn hit for the Blazers and it was a tie game 61-61. Port missed a shot and in the ensuing scramble for the ball, a foul was called on Great Neck and Gene Simonsen hit two foul shots to clinch it for the Portmen.

Jeff Spanier turned in another fine performance, scoring 19 points. Spahn was second high man with 17.

Scoring their second victory over Mineola, the Blazer varsity hoopsters humbled the Maroons 85-68, in an important league contest played last Friday night at the Junior High. Mineola looked like a different team from the one which the Blazers edged in an overtime game 67-66 on January 23 at the Maroon's gym. The explanation can probably be found in either Great Neck's full-size court or in Art Katz's comparative ineffectiveness.

Katz, who played with a bad cold, was overshadowed in the first quarter by the play of Steve Spahn. Spahn scored 13 points for Great Neck mostly on lay-ups and foul shots in a tight first period, with Mineola gaining a 19-18 edge.

### Blume and Slayton Excel

The lead changed six times in a see-saw second stanza. Led by the rebounding and defensive play of Jim Blume and the fine passwork and 7 points contributed by Paul Slayton, the Blazers squeezed out a 43-41 intermission edge. As Katz had scored only 10 points in the half, Bob Young who scored all of his 17 points for Mineola in quarters 1 and 2 was the only factor that enabled Mineola to keep up with the strong Blazer showing.

The Orange and Blue never lost the lead in the third quarter as they built up an 11 point lead, 66-55.

The game had been a rough one all along and the fourth quarter was marked by elbowing, shoving, and pushing by both sides. Mineola lost five players, including Captain Katz, by personal fouls. Coach Gehrke was thus forced to use his weaker men in the last quarter giving Great Neck an 85-68 victory.

The game's high scorer, Steve Spahn, hit for six field goals and was 15 for 22 from the foul line for his 27 points. Steve also played a fine defensive game and pulled down 12 rebounds. Katz took comparatively few shots but was still Mineola's high scorer with 21 points. Jim Blume scored 16 points and again sparked the Blazers with his beautiful driving and defensive hustle. Paul Slayton played his usual fine floor game and contributed 13 points. Jimmy Cohen, who played one of his better games, scored 8 points while Jeff Spanier pulled down 15 rebounds to go with his 7 points.

In other league action, last-place Farmingdale upset league-leading Garden City 60-58. This victory made Great Neck fans jubilant, as it gave the second-place Blazers (6-3) a chance to tie the powerful Garden City (7-2) for first place, by virtue of a possible Great Neck win over the Trojans on February 27.

## Intramurals

The soph volleyball season opened last week with a strong turnout in the first game Bob Miller's team shut out Steve Shuffman's squad, winning all three games. Dan Adler's team and Danny Drown's team also gained shutouts to beat Fred Kleinberg's and Dave Kurk's teams respectively. In the only other game played, Harry Earle's outfit decimated Van Wotosoff's 2-1. Each game consists of three separate contests 12 minutes long. The winner is the team that has won two out of the three games.

The following day, the juniors and seniors chose sides but their turnout was mediocre. However, their hope is for better participation in the future.

# JV Cagers Lose To Lions; Beat Mineola and Friends

Reversing an earlier defeat, Great Neck North's Junior Varsity quintet bounced back last Friday to trounce Mineola 65-38. This marked, perhaps, the year's top performance for Coach Pierzga's team. In other games played during the past two weeks, the Orange and Blue walloped Locust Valley Friends Academy 79-26 before being upset by the Port Washington Junior Varsity, 46-41.

### Locust Valley Routed

The Locust Valley game was played in the Junior High School gym two Fridays ago. Coach Pierzga started an all-sophomore squad that consisted of Steve Richman, Lloyd Harris, Jeff Kaplan, Bob Kohansky, and Mike Bernstein. This squad ran up a strong 24-11 advantage at half time. Coming back from intermission, a junior squad of Fred Branfman, Larry Dougherty, Mike Saphier, Larry Solomon, and Vic Zinn took over. The boys scored 28 points in this period (the team high for single period) and 27 more in the final quarter. Four boys hit for double figures, and Mike

Eernstein was high scorer with 16 points.

In the Port Washington tilt, Great Neck was off its usual shooting form, and although the team was ahead 19-18 at half-time, the crowd could foresee a rough game. The Blazers switched their defense in the final period and this proved to be a mistake. Port's high scorer, Simonsen, who had scored only one point against Great Neck's zone, broke loose and pumped in 14 points in the final eight minutes of play to wrap up the contest. Port Washington won 46-41. The only bright spot for the Orange and Blue was Fred Branfman's 15 points.

Branfman again led the scoring against Mineola, hitting from underneath throughout the night to score the season high of 21 points. The team employed a box-and-one defense against Buckridge, the Mineola high scorer, and held him to his low of the season.

The team's record is now 11-3, but the consecutive winning streak at home which started over two years ago has not been broken.

# Dalers Humble GN Grapplers

The Great Neck North Varsity wrestling squad ended the season last Friday, losing to Farmingdale, 45-2. The matmen placed last in the league with an 0-7 record. Their over-all record was 0-10.

Due to an illness of one of the grapplers, Great Neck forfeited the 107 pound class. In the 113 pound class, Bruce Bayer lost a 12-0 decision. Ricky Lane lost a close match 3-2 in the 119 pound category. Steve Schoenwetter, 131 pounds, was pinned in 3:58, and Jeff Simons, 137 pounds, in 1:15. Scoring the only points for Great Neck, Joe Washington, 151, tied Farmingdale's Platt, 2-2. Second-ranked wrestler in Nassau, Skip Burden of the Dalers, out-pointed Mike Okin, 161 pounds, 8-0. In the 171 pound class, Steve Frank lost a 7-2 decision. Great Neck's heavier men, Barry Riggs and Adrian Meyers, 181 and unlimited, were pinned in 2:50 and 5:41 respectively.

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