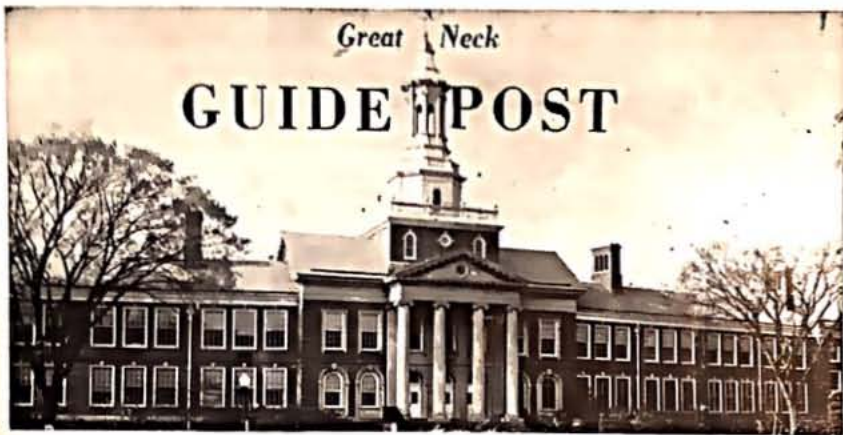


Great Neck GUIDE POST



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Badeau Stresses "New Near East"

"There are two levels to the Middle East problem," began Dr. John S. Badeau in Monday's Blakemore assembly. "The first is that of the recurring cries and tensions that we read about in the headlines; but the second concerns the basic causes underlying these tensions—the change in Middle East society."

Dr. Badeau, who is president of the Near East Foundation, is former president of the American University at Cairo, and has written and lectured for the Foreign Policy Association. He was speaking on "The Peoples and Problems of the Near East". He outlined three factors involved in the tension and instability of this area:

"The first," he said, "is the recognition of a new Near East." Only recently have the Arab political states emerged with their own independent and sovereign life, he pointed out, and the Western powers can no longer use them or command them to protect their own interests. "We must deal with the Arab nations as with independent and sovereign states," urged Dr. Badeau. "We are committed to a diplomacy of consent." He explained further that, "We can no longer force either the Arabs or Israel to act; we cannot repudiate the concept of sovereignty."

Boundaries Imposed

Another consideration that Dr. Badeau mentioned is that the boundaries of the political states have not been formed naturally, but have been artificially imposed by the West. Recent moves toward unity and the resistance to Israel have occurred because the states are not based on natural divisions of language, geography, or economy.

The second important factor, according to Dr. Badeau, is that there is a "new Europe" as well as a new Middle East. "We know that Europe needs the Middle East," he remarked, "but we forget that the Middle East also needs Europe." But "there are two Europes, one east and one west of the Iron Curtain, and for the first time, the Arabs can choose which Europe they want to deal with."

Third, in weighing the Middle East's problems, we must recognize the "new society." In the place of the old two-class society in which the masses were un-

FACULTY MOURNS

Mr. Clifford R. Tupper, head of the Latin Department and a member of the high school faculty for 31 years, died Sunday morning, April 13, at the Nassau Hospital.

His death followed a prolonged illness. The funeral service will be held today at 2:00 P.M. at the Fliedner Funeral Home in Great Neck.

concerned with political and governmental affairs, there is now a general political consciousness which penetrates deep into common life. Consequently, "an Arab leader may now act only within the limits of public opinion." What interests the Middle East are the problems of education and raising the standard of living, not of guns and air bases.

Dr. Badeau concluded that what happens to the people of the Middle East "may determine not only their destiny, but also the peace of the world."

Music And Art Weld Offerings

Youthful Picassos and Raymond Scotts of Great Neck High School will combine talents to present an evening of art and music, at 8:30 p.m., April 17, in the Girls' Gymnasium.

The Art Department says: "The arts belong together and can provide a well-rounded and pleasurable evening; then one program enriches the other. On the practical side, it enables busy people to attend these affairs in one evening instead of coming twice." This is the second annual presentation of such a combined program under the supervision of the Art and Music Faculty at the High School.

The musical portion of the program will be presented in the auditorium at 8:30 p.m. on Thursday evening; the art exhibit will take place in the Girls' Gymnasium and will be open to the public an hour before and after the exhibit. Admission to the exhibit is free of charge. Tickets for the music concert may be purchased for 75 cents apiece at

The box office in the main lobby at the performance, in the main lobby before and after the morning session, and in the cafeteria from 11:30-12. G.O. stubs will be honored.

The student co-chairmen of the Art Department are Deena Berliant and Susan Straussberg. The co-chairmen of the music portion of the program are Elizabeth Colin and Judith Plant. Mr. Paul Koehler and Mr. Clifford Ormsby will direct the music program.

J. P. Presents Steinbeck Movie

East of Eden, starring James Dean and Julie Harris, will be presented this Friday afternoon at 1:30 in the Great Neck High auditorium.

The film, based on the best-selling novel by John Steinbeck, comes through Junior Players. Admission will be 25 cents with a Junior Players membership card and 35 cents without. Directed by Elia Kazan, the film is in technicolor and co-stars Raymond Massey and Burl Ives.

The story tells of the conflict which arises when two brothers love the same girl and the jealousy generated by the father's rejection of one son's love. It takes its theme from the Biblical story of Cain and Abel.

Juniors Wingding At Spring Fling

Picnicking juniors will flock to Spring Wing Ding, the last event sponsored by the Junior Class, which will be held on May 22, from 4:00 to 8:00 on the track field of the High School.

Co-chairmen of the picnic are Andy Fortunoff and Steve Goldmark. The highlight of the picnic, games, will be handled by Frankie Sherman and her committee. They also will organize the entire picnic. Kenny Miller and his committee are planning and serving the picnic supper. For the close of the evening, some entertainment is being planned by Billie Goldwyn and her committee. Emily Doumaux and Maxine Murray are in charge of publicizing the event. Ellen Faust chairs the Invitations and Hospitality committee.

Juniors Will Select Beauty Queen Candidate

A "Miss North Shore Hospital" candidate will represent Great Neck today, after the vote of the Junior class is tallied. The winner will compete with contestants from several other North Shore schools.

Last year, Sheila Yurman, now a senior won the contest. Among her winnings were a trip to Puerto Rico and some jewelry. This year, the prizes will be similar. Fran Lembo is another winner from our school. She won the year before last.

Entered as candidates are: Linda Berman, Carole Conklin, Norma Giffords, Ursula Lingner, Linda Tockar, Suellen Tuby, and Jackie Winer.

The winner of the contest will reign at the North Shore Hospital Fair to be held in June.

G.O. Creates Council In Revised Constitution

A new G. O. constitution now exists, owing to an investigation that revealed weaknesses in the organization.

Under the new constitution, the G. O. will be composed of two bodies, a legislative assembly presided over by the vice-president and a co-ordinating council presided over by the

GN Sponsors Summer Study

A new summer school program will offer students opportunities for enrichment, improvement and advancement in their academic programs at Great Neck High School.

The purposes of the project, as stated by the Great Neck Board of Education are: (1) to enable highly capable pupils to enrich their regular secondary school program; (2) to help pupils meet special college requirements; (3) to give students an opportunity to make up deficiencies or time lost during the school year.

The summer school program is being set up in cooperation with Roslyn, Port Washington and Manhasset. These communities will take turns in providing facilities for the school every summer. Mr. Crosby Redman, head of the Great Neck High School English Department, will direct it this year. Plans for the school's operation are being made by the Board of Control. This is composed of the five high school principals in the four communities. (Great Neck is included in the plan.)

Courses in social studies, English 1, 2, 3, 4, elementary algebra, 10th and 11th year math, trigonometry, biology, chemistry, physics, typing for personal use, drivers' education, and first and second years French, Spanish, and Latin will be offered. Only student residents of the four communities in the plan will be allowed to register for these courses. Classes will be held in the morning only.

Final registration date for all courses except Drivers' Education will be June 26. All those wishing to take Drivers' Education must sign-up before May 16.

Dr. Mossman has asked that students do not seek additional information from the Guidance Department or the office until further instructions are announced.

president. The legislative assembly will be composed of social studies representatives and will act on an agenda prepared by the Coordinating Council. Motions may not originate from it. All motions must be made personally to the Coordinating Council which will refer them to either the proper committee or the assembly.

This council shall be composed of permanent committee heads, an equal number of G. O. representatives elected by the assembly, and temporary committee heads who will serve in an advisory capacity while their committees are in existence. Duties of the council consist of preparing the agenda for action by the assembly, sponsoring motions and supervising recall proceedings.

Interpretation

As explained by the committee's publication of the constitution's interpretation, the Coordinating Council eliminates the present order of business committee and serves as a check for unnecessary or foolish motions. Since all motions have to be referred to relevant sources by the council and followed through by their initiators, everyone who makes a motion will take an active part in the G. O.

A recall clause making it possible to remove a poor representative is also included. A member of the class must present a good case before the council to start proceedings.

The new constitution abolishes the Supreme Court on the premise that there no longer seems to be a need for it. Any discrepancy in the interpretation of the Constitution may be voted on in the assembly in the form of a motion.

A G.O. committee called the club committee will replace the club senate. This will be a permanent committee.

The new Constitution set the standard of a G. O. officer's scholastic average at 85% but last Thursday an amendment was passed lowering the qualification to 80%. At the same meeting a motion was proposed switching the positions and duties of the president and vice-president. This motion was tied 20-20 and will have to be voted upon by the sophomore assembly on Thursday.



Pictured above are five of the candidates for the junior class representative to the "Miss North Shore Hospital" contest. Standing left to right are: Jackie Winer, Carole Conklin, Suellen Tuby, Linda Tockar, and Norma Giffords. Not pictured are Ursula Lingner and Linda Berman. Photo by Jack Storm

BELATED MIST

Sea Mist, the last G. O. Dance of the season, which was snowed out, has been rescheduled for May 3.

The co-chairmen have announced that two singers will accompany the band and that "Carvel" will be the featured refreshment at the dance.

Starting at 8:30, Sea Mist will take place in the Senior high boy's gym.

Understanding Through Language On Foreign Languages - A Symposium

by Ellen Foust

Today the world hangs suspended over the abyss of nuclear annihilation. Only the willingness to apply reason and the will to talk things over serve as a barrier against this abyss. Communication, as a deterrent to war and as a means of increasing human understanding, becomes more imperative each day. One important road toward understanding is the ability to speak the other person's language.

In this issue we have tried to point out some of the weaknesses in our approach to foreign languages. We have gathered opinions from many sources, regarding the age at which a language should be started.

No one refutes the value of languages as an aid to understanding the peoples and cultures of other countries. Yet under our present language system, a student must wait until the eighth or ninth grade before beginning his study, thus allowing him a maximum of only four years. A very great part of this time is spent in a study of grammar. We are not denying that under these circumstances grammar is necessary; obviously in such an artificial situation, time must be spent on mechanics. But one can't understand the thinking of a nation by knowing how to conjugate its verbs.

Our research reveals that childhood is the time to instill habits. Why then, we ask, should the habit of communicating with others be delayed until high school? From time to time, communities throughout the country, Great Neck among them, have experimented in grammar school language instruction. Although considered highly successful by some, the program was opposed by others causing it to be discontinued. Parents of elementary school students played a large part in the opposition. Their opposition was based on "practicality," on the argument that children learn to "read and write" rather than train for diplomatic careers.

Yet in a sense, as tourists in other countries, as pen pals to foreign children, and as citizens of the world, each American is a part of our diplomatic corps.

At the present time, Great Neck grammar schools are carrying on a greatly modified language program, which somehow has never managed to reach the depth and level of the earlier program. In our series we are attempting to bring out the pros and cons of introducing languages in the elementary grades. We do not yet know all the limitations of such a program. Yet when we look back on past accomplishments and study other school systems, when we hear language experts advocate early instruction, we wonder if more can't be done.

The New Order

Can a high school government serving only 2,000 students afford to bog down in the familiar red tape of bureaucracy?

The mechanics of the present G. O., while imitating the federal government, have proven so complex that, in reality, there is a maximum of talk with a minimum of action. A new constitution seems to be the only way to effect a clean-cut system. Adding more committees to investigate committees only increases the present mess. In creating the new constitution, out-dated ideas were discarded while the school's current problems were considered.

Supreme Court, Club Senate, Order of Business Committee — these all may sound well on paper but they are powerless and they are bottlenecks in a school organization. The proposed Co-ordinating Council combines the worthwhile functions of all these branches into the one compact, efficient unit. It co-ordinates the duties of the legislature, the committees, and the clubs, Action once taken will not have to be brought before the assembly for hours of pointless discussion.

The most distinct advantage of the council, however, is for the student, who is not on a permanent committee or is not a representative, but who wants something done. If his proposal is a simple measure, the council will direct him to the proper committee, which will work with him personally. If the idea is controversial or important enough, he will speak to the assembly directly. Salt and pepper shakers, for instance, are not worthy of assembly discussion. The Cafeteria Committee can take care of them without lengthy legislative debate. The Council would make this possible. But the council cannot control the agenda completely. If a student is not satisfied with going to a committee, he may demand to see the assembly. His will cannot be ignored by the council. The Council itself has no direct powers. It cannot prevent action or make policy.

The president will be a representative of the council, a link between the committees and the assembly. Instead of juggling with the complexities of parliamentary procedure, he will be able to clearly define his stand. He is elected for his ability and his judgment. If chairing a meeting were his only duty, anyone could be appointed for the job. A president's position should be powerful within the system of controls outlined in the new constitution.

In effect, the students have a greater responsibility. Ideas must be worked on and carried through by the students themselves. The new government can provide a simple and efficient structure for handling school problems. But no constitution, good or bad, means anything without an alert student body.

In the decade prior to 1940, the Great Neck school system experimented with an unusual addition to the elementary school curriculum: foreign language. This was not an attempt to familiarize the community's toddlers with the fine points of French literature or Latin grammar; it was an opportunity for children in the upper elementary grades to experiment with the sounds and concepts of a foreign tongue (French). Great Neck had scored another educational success. Here was a system which was highly regarded by educators throughout the nation. And yet, although participating students and their subsequent language teachers reacted favorably to this program, it was discontinued at a moment when economy, science, and the "self-contained classroom" were being discovered by Great Neck administrators.

A vacuum was created. High school teachers observed a marked difference in the first class to reach the high school without this training. Here was a group who had not mimicked sounds at that age when they were most receptive. Here was a group who had not lived with languages in the classroom and on the playground. In short, here were students who were first encountering language as a part of an obstacle course leading to graduation, rather than as a delicious dessert after a lesson on fractions.

Mrs. Thompson

Five years ago, the Blakemore Foundation granted five hundred dollars to Mrs. Elizabeth Thompson, then a Great Neck helping teacher, to conduct research in the Southwest. Upon returning, she published a pamphlet based on her observations concerning the need for language study in the elementary schools. Attacking the system that had existed in Great Neck, one which the vast majority of language teachers naturally held so dear, Mrs. Thompson asserted that in a community such as Great Neck, formal language education had no place at the grade school level.

While agreeing that children should not be deprived of valuable language experience, Mrs. Thompson questioned the value of learning by rote some teacher-selected phrases. She found students learning to discuss the date, the time, and colors, without emphasis "... upon the building of an individual class vocabulary and conversation related to the unique and actual experience of a particular group including conversation pertaining to the making of their garden, their turtles, the class bakery, or the grocery trip..." Although she recognized that at present, few elementary school classroom teachers are equipped to teach languages, Mrs. Thompson nevertheless opposed the use of a staff consultant as in Great Neck's former experiment. This position calls for a specialist in teaching language to young children. His daily schedule includes visiting several classes for perhaps twenty minutes each. His presence is regarded by certain modern educators as an intrusion upon "the self-contained classroom" in which the children have learned to look upon one person as boss.

Students Teach Better

Mrs. Thompson indicated that language for children should be made a social, rather than an intellectual pursuit. Ideally language should be learned from contacts with bi-lingual playmates. Mrs. Thompson sees improved human relations as the only justifiable cause for teaching language to children. This would involve areas in which there is a large immigrant population; this is not true of Great

Neck. She rates as secondary the enjoyment derived thereof as well as the cultural value. She mentions that a language program "... must be considered primarily in the light of justifiable purpose. Teaching practices, use of devices and classroom activities which elicit children's interests and enjoyment are not adequate to justify foreign language instruction."

In short, Mrs. Thompson's program is a casual approach to language experiences, whereby those students who happen upon it will benefit. She has based these conclusions on various considerations of practicality — teach language if students need to speak it in their community, if their own classroom teacher is an accomplished linguist — if all this can be instituted for those students who specifically seek and can find language opportunities.

Conversation Counts

Part of the practicality problem is derived from the fact that elementary school teachers rarely have adequate language preparation. In fact, few teachers' colleges require any foreign language whatsoever for graduation. Those graduates who happen to have studied language most frequently took courses in literature and intellectual movements, rather than in developing conversational ability. Obviously such abstract ideas are not to be presented to children.

If language were an ordered series of postulates, the teacher could retain his self-sufficient classroom by boning up each night for the next day's "bonjours." Perhaps, say some, there is no need for the elementary school teacher to be an expert in language, any more than he needs to be an authority on calculus at that level. If, however, an oral-aural program is to be successful, most language teachers feel that the class

should be conducted entirely in that language. This calls for a conversational knowledge of the language considerably more extensive than the liberal arts graduate generally has. Therefore, the circulating expert. The problem engendered here is essentially one of time, for the amount this person can spend in each class is limited.

All Agreed

As to the amount of benefit derived from exposure to properly taught language at an early age, Great Neck teachers were unanimous. Miss Redding says, "Naturally I favor conversational foreign language activity for grade-school children, from the earliest possible grade, PROVIDED that the teacher directing this activity has correct speech patterns (pronunciation, intonation, idioms, etc.) as well as the normal skills for working with small children. This is such a big 'if'! More harm than good can be done otherwise."

Mr. Calabrese feels that "... from the conversational approach most profit could be derived from language study if started when the child starts school, even in nursery school. A tremendous hindrance to language learning is self-consciousness on the part of the learner. A young child is naturally imitative, but as he grows older and more aware of the world's awareness of him, he hesitates to try out the new and unfamiliar sounds. Waiting until the child is in high school and in his adolescent years catches him at the worst possible time for learning a language."

It is evident that most people interested in education agree that language experiences can be a valuable part of growing up. The question confronting administrators, faculty, and community is what media should be explored.

'Fair Lady' Puts Lublin To Sleep

Among the sorrows of Brooklynites, two facts stand out emphatically from all the rest. They can no longer lay claim to Duke and Peewee and never have they been able to claim another figure of the sports world, ex-sports editor, Ed Lublin.



Ed Lublin

Having hastily made it clear that he hails from the borough of Manhattan, Ed gave us some clues to his personality through the recollections of several traumatic experiences. Excruciating memories of Mike Riess and raw fish at a Japanese restaurant... sleeping through "My Fair Lady"... a vaguely remembered series of sixth grade impeachment hearings where his young voice could constantly be heard above the din shouting something about "political propaganda"... getting down ski trails in the most embarrassing and unglamorous manner possible... These events have shaped the life of tomorrow's market expert, who

is fully prepared to lose his money "right and left, just like everybody else does." A tennis, basketball and sailing enthusiast, also a skier and golfer, our boy needs plenty of sleep. He gets it too — usually in class, thus giving himself the opportunity to further develop, on his own time, intense dislikes for school red tape, teachers who refuse to discuss marks and then "let you in for the big shock," his G. O. representative, etc. (It really is a pity that half this interview consisted of those fascinating "et ceteras" which cannot appear in print.) This Hi-Y member also nurtures the notion that a certain school organization, which shall remain nameless, is something of a farce.

When asked for a few of his preferences, Ed came up with pop and jazz music and Harlan Groot.

In an effort to lend some pertinence to this piece, we asked Ed how he felt about the recent move to amend the G. O. Constitution. He was all for it and this may be attributed to the fact that he was one of the first to urge the proposition. In his reply he also felt that it would be a ridiculous parallel to compare our government with that of the nation.

And, on this note of seriousness, we close a penetrating, intimate glimpse into the life of another school personality.

Guide Post

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posium

conducted entirely in English. This calls for a special knowledge of the considerably more extensive liberal arts generally has. There is no time for the person who can spend is limited.

Agreed amount of benefit exposure to prop- erty at an early age. Teachers were in Redding says, favor conversation- language activity for children, from the grade, PRO- teacher direct- ly has correct- ness (pronuncia- tions, etc.) as normal skills for small children. "big 'if'." More it can be done

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Prof's On Language Question

What value is there in studying classical lan- guages?

Miss Lilienfeld: The nature of man requires that he communi- cate with other men. The greater that communicative ability, the wider the vistas of human learning open to him.

The study of classical lan- guages effects a communication among men of different ages in the history of the world. Since we are prone to think that we are the only generation of men to inhabit this planet, it is beneficial to appreciate the con- tinuity of the human condition and the changeless verities of human nature. Thus, we gain perspective.

Language indicates the thought patterns of men. Witness the polyglot nature of ours, owing so much to so many, and the heavy durability of indirect discourse and a Roman road, both built to last through all time.

Why not read translations? There is no English word or phrase to render the Latin "Virtus." Courage will not do. "Virtus" is the distinguishing characteristic of a "Vir," a man. Animals may have courage, but only a man has "Virtus." A small point? Men are small things.

Latin increases understand- ing of English, in its structure, vocabulary, and efficient use of words. Further, it opens the door to history, philosophy, and all the Romance languages; it throws light on politics and religion, indicating some of the routes traveled since inception. But most important, it convinces us of the brotherhood of men, all men and of all ages. For this, certainly, there is no sub- stitution. It has rarely been more important for men to appreciate what they have sur- vived. Let men know what they have suffered, what they have yet to suffer, and how they too shall endure and live on, as generations not yet conceived will puzzle their way through the grammars of countless lan- guages not yet heard, and

Latin, of course, to give them proper perspective on the na- ture of language and of men.

Do students begin to study language today with sufficient background in English grammar?

Miss Garcia, modern language instructor. In answering this question, I am not taking Great Neck as a measuring stick, but rather my experiences with students in a number of high ranking colleges. I feel that our American system for securing language fluency has been in- effective. It has formed stu- dents without a capability for coping with foreign language intricacies. The inescapable fact is that a student must first be mono-lingual before he can be bi-lingual.

Dr. Resnick, modern lan- guage instructor. Usually not, but I don't think that the Eng- lish Dept. should devote most of its time to teaching gram- mar as a possible aid in a for- eign language course. We try to explain new points of gram- mar as they occur by giving many examples and we try to teach grammar not for gram- mar's sake, but as a means to the end of learning to read, speak and write the foreign language.

Miss Redding, modern lan- guage instructor. Our Great Neck Senior High English de- partment is, on the whole, com- mitted to a philosophy of Eng- lish teaching which is pragmatic and functional. I cannot com- ment on Junior High and grade school attitudes. Since our stu- dents start foreign language study in the eighth grade, the latter needs to be explored. I think I can say that many stu- dents find that they learn what- ever meaningful grammar they know and much vocabulary chiefly in foreign language classes. I also feel that no student whose English grade is below 75% should be allowed to enroll in our present lan- guage courses. I also note that many "students" do not know how to read intelligently in any language.

To A Friend

Mr. Clifford R. Tupper was born in Princeton, Maine, a small town near the Canadian border. After graduating from Bowdoin College, he taught first in Baltimore, Maryland, and then in Cranford, New Jersey. He came to Great Neck in Sep- tember, 1927, with his wife Marian.



In 1940 the Arista was dedi- cated to Mr. Tupper for the "profound understanding of the affairs of modern youth togeth- er with his jovial sociability" which made him "the class's counselor-at-large." Imbued with a distinctive appreciation of the works of Cicero, and Vergil he has imparted a zeal for studying Latin to students under his di- rection. Mr. Tupper's discern- ing smile and classical anecdotes will often recur to us in years to come.

Both teachers and students spoke of his friendship. Students always seemed to know him a little better than perhaps they knew other teachers; whenever it was time for faculty recom- mendations or the signing of yearbooks or college recom- mendations or Christmas cards, Mr. Tupper's room was notice- ably fuller than any other. And he knew his students, too — knew their problems and their abilities and their older brothers and often their parents. He loved teaching, and even after he became seriously ill and his speech was impaired, he insist- ed, "Soon as I can talk, I'm going back."

In his free time he traveled a great deal, to Spain, Mexico, Panama, Jamaica, Hawaii — and of course, Rome. Teachers and students remember him as a true scholar, a man who knew the classics, literature, several languages, and a host of pecu- liar little stories and facts that he alone seemed to come across in the course of his extensive reading. He had a tremendous influence on his students, and,

Sheriff "Maverick" Sokol Analyzes Tricky Tardies

While Mr. Sokol was sleeping in fox holes, surrounded by vermin and musk, little did he dream that he would return from the wars as an attendance officer in addition to his regular duties as mathematics teach- er "Bring 'Em Back Alive" Sokol, as he is called by his

as one teacher put it, "always stimulated thought, and I really don't know of anything more important than that."

Those who know him admired him for his knowledge, but even more than that for his wonder- ful sense of humor, his dry wit, his ability to "banter on a pseudo-intellectual fling," and often to mask a profound re- spect for scholarship with little jokes belittling learning. One teacher said, "In the twenty- seven years I've taught here with him, I never ran into him when he was down in the dumps, and that's not something you can say about many people." Teachers who knew him only casually looked forward to jok- ing with him at lunch, chatting with him for a few minutes in front of the mimeograph ma- chine in the faculty room. He was always relaxed, congenial, and able to brighten up the dull- est Monday.

No one seemed to be able to say anything about his death. Even those who had known of the severity of his illness seem- ed unable to realize that he had actually ceased to live. "Death is so hard on the other people," said a teacher. "It makes things so lonely. He made me feel so good to know him." The notice of his death in the New York Times stated, "In lieu of flow- ers, it is requested that dona- tions be made to the Nassau Academy of Medicine," and one teacher said of this, "Flowers are just symbols. The memories of the people who are there will be the flowers." And in an in- terview last year, when a teach- er was asked what was the most wonderful thing that had ever happened to him, he replied, "The most wonderful thing that ever happened to me was meet- ing Mr. Tupper."

To one of our best friends, he bid "Vale."

struant friends, wishes it known to all students and faculty that this war was the Second World War, not the Civil War as is often believed. "I may be old, but not that old!" he is known to interject pleadingly into the conversation at random.

Mr. Sokol's reputation as a great war hero is equalled only by his reputation as a philoso- pher. Admittedly his favorite saying is, "There's a little cloud in the sky, we're going to have a lot of tardies today." It is a mistaken impression that he thinks of students as either "tardies" or "on times." He also thinks of a select few as attendance workers.



Alexander Sokol

Photo by LaMonica

"The attendance office is run according to state educa- tional law relative to excuses, absences, tardies and the like," Mr. Sokol said, "but you should hear some of the gems I get. One poor pneumonia victim called to inform me that he was very sick. The poor little fellow sounded like he was on his last lungs. He said he was going to the hospital and would be back in school in a few weeks. A few weeks later he called again, this time to say he was feeling better and was home from the hospital. His weak little voice betrayed that he was not yet up to par, so I told him to stay out until he was completely recuperated. Then I got a call from him saying, between coughing spells, that he had had a re- lapse and was awfully sick. I got to feeling sorry for the poor kid, missing so much school, so I sent someone up to his house to see what was what and to console him. No one was there! I sent the truant office back at 6:00 and the whole family was there with the kid as healthy as a horse. Naturally this made me a bit suspicious. It turned out that he had been leaving the house every morning, heading towards the bus stop, and then taking off. He came home every day at the right time; his parents never suspected. He missed fifty-nine days of school but he never admitted to playing hooky."

Excuses, Excuses

"Then I have the regular run-of-the-mill cases," Mr. Sokol continued. "Youngsters call up to say the dog had pups so they can't come to school, or grand- pa just died. I have to start keeping a file. Some people seem to be dying more than once. It's also surprising that some parents have very youth- ful voices," Mr. Sokol laughed. "And hand-writing of parent and child is often very similar, it must be heredity."

"In spite of anything I've said that seems to point to the contrary, I think the young people in Great Neck are won- derful." Mr. Sokol concluded earnestly, with an ineffable smile.

#7 in a series

Three Pretty Maids

in clothes bright and chic, decided on jobs that they would seek.

One would be a typist, one a stenographer, and one wanted most to be a telephone operator.

Good jobs they wanted, and what better could there be than a job with the Telephone Com-pa-n-y.

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Tracksters Vanquish Cyclones By 75 - 29

Winning ten of twelve events, Great Neck's varsity track squad rolled over South Side, 75-29, at the Junior High track. The Cyclones' two triumphs came in the mile and the broad jump.

Neil Conover, performing smoothly under pressure, sealed the bar at 6'6" to win the high jump. South Side leapers Jim Day (5'10") and Sandy McNeil (5'8") placed second and third respectively.

Ed Sussman turned in his best performance of the campaign in copping the 100 and 220. Ed clocked 10.3 and 23.9 respectively and also anchored the Orange and Blue's winning relay team. The Blazers' Stan Kase placed third in each and also ran on the relay team. Cory Henry and Brian Robinson comprised the rest of the relay quartet, which triumphed in 1:38.8.

Leading all the way, Steve Rosenblum annexed the quarter in 55.8. Dick Kall was a close second, losing by a single tenth of a second. The Blazers swept the event as Bob Kallish finished third. With 220 to go, Fred Mletzko took the lead and held

it to win the half in the excellent time of 2:04.2. Joel Lauthner was third. Bob Shor and South Side's Bob Cormack battled it out for three laps of the mile but Cormack pulled away in the final quarter to win in 4:58.9. Shor was second and Jeff Vaughan wound up third.

Steve Lapidus pulled a minor surprise when he won the pole vault with the excellent leap of 11' 0". Bob Gregory, Ken Brust, and Cory Henry finished in a tie for second at 10' 6". The losers' Sandy McNeil, breaking 19 on all three jumps, won the broad jump as he leaped 19' 2 1/2". Steve Oliphant (18' 10") and Bruce Gibson (18' 2 1/2") finished 2-3 respectively.

Sophomore Jon Siegal won his first varsity event as he copped the 100 hurdles. Jon's clocking of 23.4 was five tenths faster than second place finisher, Bernie Strauss. Great Neck finished 1-2 in both the shot put and discus. Stu Sheppard annexed the discus with a flip of 142.2". Bill Levinson, who also won the shot at 49.3", placed second. Bill Merlini was second in the shot.

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SPORTS

by Dave Katzman
& Alan Schlosser

Defending champion Garden City and Great Neck are co-favorites for team leadership in the 1958 Port Invitational on May 3. Artie Foy will be the lone returning titleholder, as he will defend his high jump crown. This meet is for North Shore schools exclusively. The squads are allowed a maximum of two participants per event.

Foy is expected to face some stiff competition in the high jump. North Shore champion Neil Conover, and Wayne Reed of Roslyn are both very much in the running for top honors. We pick Conover. The broad jump should be one of the meet's top events as six "twenty footers" return. Island Trees' Pete Hirschorn, second last year, Bob Myles and Alex Kerritch of North Shore; Westbury's Dick Martillo, section champ; John Bailey of Garden City; and Steve Oliphant have broken the twenty foot barrier.

Our pick—Bailey. Great Neck will have a difficult choice of picking two entrants in the pole vault from Steve Lapidus, Bob Gregory, Ken Brust, and Cory Henry. Tony Salerno (Port) and Bruce Richardson (Wheatley) are other top pole vaulters. We pick a tie between Salerno and Lapidus. Bill Levinson seems head and shoulders above the rest of the shot put field. Bill Merlini, Matt McGuire (Carle Place) and Ed Kelley (Manhasset) are other top-notch weight men. Stu Sheppard, second in

G. N. 9 Tops Lions, Indians



Bernie Strauss displays his winning form as he clears a hurdle en route to a 22.5 victory in the Hicksville meet.

Photo by Mickey LaMonica

the event last year, should again take the discus, beating Levinson and Phil Allen (Manhasset).

Garden City is stacked in the winning events. The Trojans' Gary Terrero, second in last year's hundred, should take both sprints. Loren Darr (Garden City), Ed Sussman, Charlie Dougherty (Port), Jocko Blanco (Carle Place), and Dan Marcone (Glen Cove) will give Gary his toughest competition. The Trojans took a second and third in both the quarter and the half last year, and all four return. Bailey and Bay Lunsford are our choice in the event respectively. GC's Charles Schenk and Steve Rosenblum are top threats in the quarter and Fred Mletzko and Jim Donahue (Garden City) will press Lunsford in the half. The mile appears to be wide open with Steve Wilson (Roslyn) and Skip Allman (Port) standing out. In the hurdles, we pick Bert Waldorf (Manhasset) over Carle Place's Ted Obulies. We pick Great Neck for the team championship.

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Two infield pegs gave the Great Neck baseball squad a pair of home victories over Port Wash., Jon and Manhasset. The scores of the contests were 5-4 and 1-0, respectively.

The starting lineup for the Manhasset game was composed mostly of second-stringers. Charley Saladino, Barry Baum, Pete Kaplan and Andy Ferrentino were the infield. Dave Lee, Bob Webster and Brook Hart held down the outfield posts. The starting hurler was Adrian Meyers and Bob Sherman headed the catching shores. The Blazers collected only one hit in the entire game, while Manhasset mustered three safeties against the combined effort of Meyers, Richard Oshins and Jeff Spanier.

Ferrentino Belts Triple

Adrian toiled the first three innings, giving up only one lone single. However, the Great Neck batters didn't fare much better against Larry Zale, the Indian's moundsman. In the opening frame, after Baumand Webster fled out to left, Ferrentino blasted a line drive up the right center field alley. Andy scampered all the way to third but Saladino was unable to bring him home.

Oshins took the mound in the fourth and he also allowed only one single in his two-inning stint. Great Neck loaded the bases with two outs in the fourth but Sherman grounded out to short. Spanier went in in the sixth and he gave up a single to right field in that stanza. Jeff became the winning pitcher when Great Neck scored its run in the bottom of the sixth. Ferrentino led off by getting hit by a pitch and by then stealing second. Saladino then hit a grounder to the second baseman, who promptly threw it high and it landed under the Blazer bench. This misplay entitled the runner to two bases and Ferrentino jogged across the plate with the winner's runs.

Thompson Goes The Route

In the Port game, Rollie Thompson became the first Great Neck hurler to turn in a complete game. He gave up seven hits, along with four runs. The Blazers scored their runs on four hits. The winning tally was registered in the last inning. Marv Baum led off with a solid single to center. Dave Tucker, coming up as a pinch-hitter, grounded to third, but a wild peg by the Port tri-sacker enabled Baum to come all the way home with the tie-breaking tally.

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