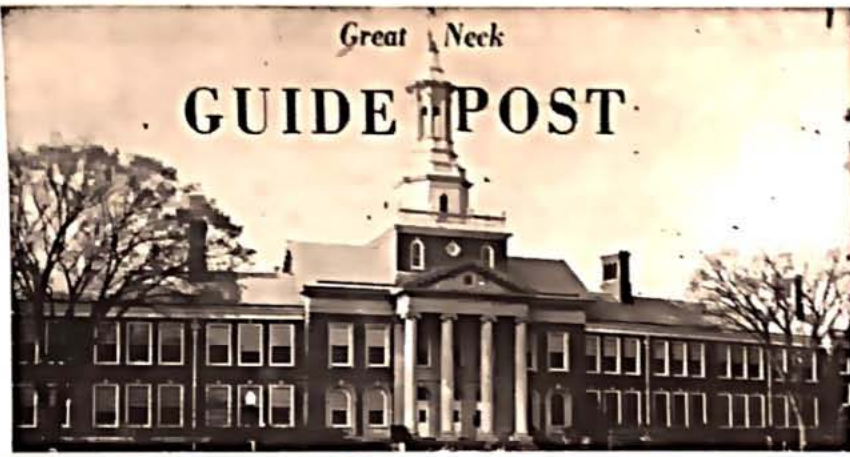


Great Neck GUIDE POST



Vol. 28, No. 22 GREAT NECK, N.Y., Tues., May 6, 1958 Price: Five Cents

Japanese AFS Student To Attend South School

Hiroharu Koike of Sasebo, Japan, will be attending Great Neck South Senior High School next year. Hiroharu, whose trip is being sponsored by the American Field Service, will be living at the home of Lenny Jacoff in Lake Success.

Seventeen year old Hiroharu is a student of Sasebo Minami Upper Secondary School where he is now in the tenth grade. He has had four years of English and speaks with a high degree of fluency. His academic average is almost entirely "5's" or, as we know it, straight "A's". His favorite subjects are mathematics and science; he hopes in the future to become a scientist so that he can "... devote my life to the development of human life."

Outside of his school life, Hiroharu has a wide variety of interests. In the field of sports, he likes volleyball, basketball, and rugby; he enjoys music, both classical and popular, and painting; his hobbies include insect study, stamp collecting, and Japanese penmanship.

Hiroharu's home is located on a hill overlooking Sasebo Port. He lives there with his "... father, mother, grandmother, sister, brothers, cats and a few chickens." His oldest brother is attending the Tokyo Institute of Technology where he is studying electrical science. Hiroharu's entire family is most anxious to have him spend the year in America.

In his letter of application, Hiroharu expressed a strong desire to visit the United States:

G. O. NEWS

The G. O. is putting on an assembly today and tomorrow in order to explain the new constitution to the whole student body.

The interim committees which are set up for the two G.O.'s next year have been selected. Members for the North School are: Richard Carsel, Ellen Faust, Peter Fidel, Jane Eisenberg, Paul Shapiro, Charles Saunders, Bob Figman, Jeff Siegel, Barbara Cohen, Debbie Hance, Penny Posner and Jane Seitz. Members for the South School are: Adrienne Yip, Woody Greenberg, Nancy Hirschland, Norma Giffords, Lenny Jacoff, Jane Heffner, Brook Hart, Steve Simons, Jill Carlton, Carol Cohen, Jim Cornhelson and Arthur Levi.

Both G.O. assemblies have voted in favor of the new constitution and the students will vote on its ratification in the near future.



Pictured above is Lenny Jacoff, who will house next year's exchange student for the south high school.

photo by M. Green

"I want to see the real America, not through books. I have heard that most Americans do not understand the real Japan—I want to do my efforts to help American people understand about my country. I would like to learn many good points Americans have in ways of thinking. My going abroad will help me bring an understanding of Japan and Japanese to other people in the world, and to bring back understanding to my own country."

Soph Picnic

Sophs will have a shortened school day tomorrow afternoon when they take time off to attend their picnic.

The picnic is being arranged by Marlene Gerstein and Maddie Hans of the general planning committee, the Sophomore Class Council, and Sue Snyder and Roberta Jaffe of the special picnic committee. Steve Glassman has been chosen as master of ceremonies and will head a cast of entertainers including singers Marsha Feldman, Joan Lebedinsky, Leslie Lehman, "The Embers" and Carlos Casal and dancers Penny Posner and Babs Engel.

Carnival booths, relay races, and a special obstacle course will be located on the track, while other games will be held on the tennis courts. Supper, consisting of franks, beans, ice cream and soda, will be served at the completion of the sports events and will be followed by entertainment in the boys' gym.

The picnic will begin at about 4:30 and should end at approximately 8:00 p.m.

Aurora Beams On Senior Prom

A revolving "midnight sun," a Norwegian chalet, and a blazing Aurora Borealis will make up the landscape of the Great Neck High School gyms, May 10.

The decorations committee, headed by Judi Cohen and John Aspinall, are responsible for the gala decor of "Midnight Sun," the theme of the Senior Prom.

Dancing will be done under the northern lights, in an outdoor Norwegian scene in the boy's gym. Music will be provided by a band obtained through the band committee chaired by Penny Lawrence and Dave Leonard.

Soph waiters will serve refreshments in the chalet (the girls' gym). The food will be provided by the refreshment committee headed by Carol Weil and Dave Barkin.

Evening's Plans

At 10:45 in the chalet, the King and Queen will take their place on the throne to reign over the festivities. The general arrangements committee, chaired by John Harris and Penny Kramer, organized the elections and arranged for the tables, gyms, etc.

Immediately following the coronation, entertainment will also be offered in the chalet. This year the senior class breaks precedent in that refreshments and entertainment will be in one gym, while dancing will go on in the other.

A wide variety of entertainment is promised by Barbara Eisenstadt and Mutsy Christov, chairmen of the entertainment committee.

Other committee chairman are: Jerry Perlin and Ila Lane, publicity; Judy Sterne, invitations; Vaughn Koehler, hospitality; and Heleen Hartog and Liz Colin, clean-up.

G. N. Students Reap Nation's Top Honors

A total of 34 Great Neck students have qualified for National Merit, General Motors, and Regents Scholarships. All the winners are members of this year's senior class.

The General Motors Scholarship, offered to only one hundred students in the United States, was awarded to Gary Goldberg, Clifton Smith, Wendy Doniger, and Elliot Zashin.

GN Latin Team Wins Competition

Great Neck's Latin team won the regional championship in Henry Martyn Baird Memorial Latin Contest, sponsored by the Classical Language department of New York University.

Winning honors for sight reading were Michael Schwartz and Janie Eisenberg, Juniors, and Donald Bloch, Sophomore. Bloch was awarded a certificate of honorable mention for his superior paper. Wendy Doniger won a bronze key for second best paper in the upper team. Michael Schwartz was awarded a silver key for the best paper in the region, as a representative of the lower team.

The awards of Schwartz and Doniger were for high individual achievement, while the combined efforts of Eisenberg, Bloch and Schwartz earned an award as the highest ranking team in the region. Entered altogether in the contest were approximately 900 students.

Key Club Will Battle Faculty

To console the grieving rooters of those two teams that have recently departed, the Key Club is presenting, on May 13, the first annual Key Club — Faculty Softball Game.

The contest will be held on the Junior High School athletic field. With the help of daylight saving time, the game will start at 5 P.M., permitting sophomores to witness all the action.

The annual game is being sponsored by the organization to raise money for the Key Club Scholarship. It is to be awarded to a deserving senior, chosen by the Great Neck Community Scholarship Committee. Tickets may be purchased for 25¢ from Key Club members.

Mr. Turner is now shaping up a "formidable" squad to test the team of "talented" Key Club members.

Out of 18 finalists from Great Neck, Merit Scholarships were won by Wendy Doniger, Elliot Zashin, and Lenore Veit. However, Wendy and Elliot refused their's in preference to the General Motors Scholarship.

Twenty-eight State Regents Scholarships were awarded to twenty different Great Neck students. This is five more than last year's class, which had 23 scholarships. The award winners are Cary Bader, Bruce Carlton, Bob Cordover, Joy Felsner, Neil Flax, Gary Goldberg, Andrew King, Steven King, Edward Kirschner, David Leonard, David Lidov, Jean Mammen, Cecily Orenstein, Barbara H. Paul, Harvey Rosen, Pete Schuck, Marilyn Shafra, Alfred Steinberg, Ronald Stone, Judith Tissenbaum, Carolyn Vogel, and Joseph Weisenfeld. Winners of the Regent's math and science awards are Cary Bader, Bruce Carlton, Frederick Lehrer, David Lidov, Harvey Rosen and Alfred Steinberg.

Winners of the Nursing and Cornell Scholarships, another part of the regents awards, will be announced shortly.

Thespians Inducted

The Thespians' second induction of the year took place on Friday night, May 2, 1958. A total of 16 Neophytes were inducted, after veteran members pit them through a series of exhausting but amusing antics. The following were inducted:

John Aspinall, Marge Brosgol, Richard Carsel, Arnold Daxe, Esta Diamond, Heleen Hartog, Andrea Mayland, Peter Morrison, Barbara Rose, Barbara Sankel, Charles Saunders, Frank Seelman, Jill Schutz, Joanie Sherman, Lucy Simon, and Frank Ury.

Lucky Seniors Earn Breather

Qualifying seniors may now legally spend study hall periods either outdoors or at certain open classes as a result of senior privileges instituted May 1.

B averages and attitude ratings from 1 to 3, qualify seniors for the following: 1. Study hall periods may be spent outside. After signing out of study halls, seniors may go to the picnic area or the small soccer field. 2. Eligible seniors may, with the permission of the subject teacher, visit classes during a study hall and may stop at the cafeteria en route to purchase food.

Neal Kurk, president of the senior class, stated that the privilege program this year was made possible through the combined efforts of the seniors. He also said that this action was imperative in as much as senior privileges were supposed to have been discontinued after last year.

A committee headed by Sandy Ravetz drew up the plans for the present program. These plans were submitted to and approved by Dr. Mossman who said that he was pleased to know that students wanted something other than just getting out of classes.

Laudes Discipulis Latinae



Five of Great Neck's top Latin students: Don Bloch, Wendy Doniger, Ellen Faust, Jane Eisenberg, Mike Schwartz.

Photo by Bob Steinberg

FOR THE RECORD

A glance at page one of this issue will confirm a box score of 53 scholastic award winners. While this record may not be unusual for Great Neck students, it is outstanding when compared with that of other school systems.

This year, for example, we had 18 National Merit Scholarship award finalists, out of a total of 7,300. Originally, 256,000 students had entered the competition. The highest number of finalists from any other school in either Nassau or Suffolk counties, according to the report of Newsday, was five. Of the General Motors Scholarships, based on College board scores, seven Great Neck seniors were finalists and four won scholarships this year. GM offers a total of 100 scholarships nationally each year. Twenty-two regents scholarships were awarded to Great Neck students this year, as well as six regents engineering awards. In special competitions, such as the Baird Memorial Latin and the Interscholastic Mathematics contests, Great Neck has been consistently high on the list of regional and individual awards.

This is a record which justifies pride in the quality of our students as well as our teachers.

Hi-Y Veep Has Passion For Spaghetti And Peanut Butter

Susan Rusmislal intends to get into Sweetbriar College, the commercial designing field, and become a designer.

Years ago, when a neighbor warned that Sue would never make it if she persisted in her daily routine of digging up the remains of a dead pet canary to make sure that he was not getting dirty, she heeded this advice and now claims that her fate is assured.

Ching, the only animal in her life today, after being described as "just a dog" proceeded to have at being dismissed so lightly, yelped throughout the entire interview. His mistress, the practical type, revealed that she saves all such items as Christmas cards, letters, back issues of Life Magazine, old postcards, programs, paper napkins from places of interest and various other bare essentials. We've never seen the napkin collection but it must be quite impressive, for Sue's travels have taken her to sundry spots in Washington, D. C. (her birthplace, Philadelphia, North Carolina, Virginia, New England, and the West.

This French Club president, Treble-ette and Vice-President of Hi-Y insists that she really "doesn't know very much about anything" and prefers to have a splattering of interests. Evidence of the latter is her playing of the guitar, clarinet and piano (this last with three fingers and no lessons), her liking for music in general and folk music in particular, and her passion for peanut butter, spaghetti and oatmeal cookies. She wishes she could "stop eating

and never say things to hurt people" and feels this could be accomplished by "keeping my mouth shut." She already has her tongue in cheek.



As we said before, Sue, who enjoys school very much and claims she will surely cry at graduation, wants to attend Sweetbriar. ("It's the only one I applied to; that's frightening.") to design "greeting cards and wallpaper and things like that," and also to get married. But mostly, she says, get married.

Miss Gluckstadt: (Modern language) Students should not consider every subject in school as leading directly to a career or to making money. Learning a foreign language makes it possible for us to understand different reasoning processes, to speak informally to people in foreign lands and to foreigners here, to understand our native tongue better, and to talk with impunity about secret matters in front of the uninitiated.

Mr. Swenson: (Head of Modern Language Department) Besides the obvious advantages of increased understanding and appreciation for other cultures, a language student gains something more from his studies. Even if he does very poorly or fails the course, his time has not been wasted; he has gained another philosophy. He begins to realize that his isn't the only way of doing something—that what is "table" to him is la table to the French, and der Tisch to the Germans. In this the student has demonstrated good will by showing his desire to learn the other guy's language.

Miss Garcia: (Modern Language) — Every student should study languages. They contribute in making a person more articulate, logical, and exact in his thinking. They are imperative for all who intend to work

Language Symposium — Part II:

Wantagh Children Parlent And Hablan Happily

by Esta Diamond and Ellen Faust

In discussing the pros and cons of language study for elementary school children, the questions of value and practicality inevitably arise. Perhaps the inspection of such a program in operation will provide the means for a concrete evaluation.

The Wantagh public schools began their unusual experiment three years ago. At that time, all fourth graders received instruction in French which they continued to study through the sixth grade. Since then, each succeeding 4th grade has had language added to its curriculum. Every other year, Spanish rather than French is offered to the fourth grade, and is similarly continued.

"Surprisingly enough," commented Mr. Donald Walker, principal of the Wantagh School, "we have had no complaints from dissatisfied parents who desire their children to learn a different language."

Unlike many other programs, Wantagh offers this primary instruction to all children, regardless of ability, until the 7th grade. The students then pursue one of two educational tracks: Those who have displayed linguistic ability are urged to continue with a language throughout secondary school; although those original 4th graders are only in the 7th grade and administrators are not yet certain how much can be accomplished, it is probable that these students will be attending college level seminars by their senior year. On the other hand, those students with limited ability in language are taken out of the accelerated group at the completion of elementary school. They may, however, resume their studies in the ninth grade as regular first year students.

A carefully selected linguist provides instruction in each of Wantagh's four elementary schools. He teaches each class for a twenty-minute period every day. In Great Neck, an argument given against this type of teaching is that it dis-

rupts the "self-contained" classroom. In response to this, one elementary school teacher remarked to us that "... in as much as gym teachers, shop-teachers, sewing teachers, and music teachers find a welcome in the classroom, why not language teachers?" The enthusiasm for the language instructor and his subject in Wantagh seemed to confirm the statement.

In attempting to institute a language program, some school systems are stymied by the wide range of linguistic aptitudes among the children. On the contrary, Wantagh administrators found that this problem is least acute during the grammar school years. In this primarily oral-aural approach, students are not called upon to do abstract grammatical thinking. A child learns the new language



much as he once learned English. To combat the problem of absentees and the occasional slow-learner, the school provides extra help. "Although voluntary," commented Mr. Walker, "there is an excellent response from eager students."

Five years away from elementary school had caused us to forget how interested and enthusiastic youngsters are. It is this sincere desire for and curiosity regarding new things which makes them so receptive toward language. Unlike high school students, they were completely free of self-consciousness; they had no fear of making a mistake and being laughed at. Thus they experimented, tried new ways of saying things, struggled with the foreign words, and in the end came up with the right way.

The classes were taught almost completely in the foreign

language. Neither teacher nor student used English. Class started with the usual "Bonjour," "Como estas?" etc. A few



comments concerning the weather, a favorite in any language, were exchanged between teacher and student, and the children were encouraged to say anything in the way of normal conversation. One teacher had drawn up simple pictures and he asked his students to think up suitable phrases describing them. This they did without hesitation, always using complete sentences. A good part of each lesson was spent in competitive language games, usually boys versus girls. A representative of the girls would ask a boy a question which, if answered correctly, allowed him to go to first base. The questions concerned anything from the days of the week to the color of the teacher's dress.

Quel Just!

Occasional lapses into English on the part of the children could not be avoided. For instance, in discussing their favorite fruit juices, one boy, after futilely struggling for a French equivalent, came out with "C'est V-E." The biggest surprise of the day came when we found a fifth grade French class pledging their allegiance to the flag of the United States of America — "en francais." We saw one little girl act as professor for the day. She asked the class questions with amazing fluency and accuracy. A smattering of culture from countries was injected into each class. One teacher made use of the American game of "Hot and Cold" in teaching a Spanish song to her class. A child was sent out of the room while another hid some object. When he returned, the class began singing "Cielito Lindo" as he searched for the object. When he drew near it, the class sang louder, and when he went off the track, softer.

Obviously the classes could not compare with high school first year language students. The children were limited to the present tense, and were confined to fairly simple conversation. In the sixth grade, they learn to write the language and to do a little reading, but even then everything is kept unhindered by grammar. It's important to remember, however, that the purpose of Wantagh's program is not to create linguistic experts by the end of grammar school. It is rather to spark an interest in the language, customs, and culture of other countries. Already the Wantagh schools have tied together, in small ways, the social studies and language programs.

There is another important advantage to this early start; under Wantagh's present plan, the equivalent of first and second year grammar will be spread out over the 7th, 8th, and 9th grades for those taking the program. This enables them to receive as much grammar as do regular high school classes plus far more conversation and literature.

Under this plan, students can accumulate nine full years of language by graduation, and what is more important, the classes will not exist merely as Regents courses taken as part of the long road to college.

What Is The Importance of Language?

for advanced degrees. Language furthers commercial, scientific and social intercourse with foreign countries. Since the U. S. A. is a melting-pot and every important country has made its contribution to our civilization, a study of language provides a better perspective of American culture and a basis for comparison. Finally, since military, racial, and economic barriers are surging everywhere, communication and understanding of peoples will help combat these forces and foster justice and good-will.

Mr. Burgess: (Mathematics Department) — Modern Language is definitely a key to the culture and reasoning of a nation. This is evidenced the fact that conquering nations try first to force their language upon subdued peoples. By doing this, they feel that they have passed on the most important part of their culture. Facility with language is, to me, the mark of an educated person.

Liz Gruber: Language is our greatest means of communication and, in a world with unbelievable power of destruction, we have tremendous need for understanding between peoples. The means to this end is language, and, as such, its place in education should be ranked next to science, if not above. I feel that language should be started in the primary grades

as early as first and no later than third grade. For example, students are first taught Spanish in the ninth grade in our present system. The student continues until eleventh grade and suddenly finds that there will be no fourth year course offered him. By this time, he has finally gotten his grammar down pat, and has had his appetite whetted by a smattering of reading, writing, and conversation. He is then stopped and, in all probability, will forget what little he has learned. The lack of foresight in this field has been deplorable. It is bad enough for the student who is serious in his study but for the larger problem of world understanding, it is far worse.

Larry Dubin: I don't think languages are important because I'll never go to a foreign country.

Margot Fox: A knowledge of languages is necessary in this day since more and more people receive the advantages of travel and meet peoples of other lands. I think that languages should be started sooner than they are here in Great Neck and should be taught entirely in that language. I have had seven years of languages here and feel that I have gained a speaking knowledge in only one.

GREAT NECK GUIDE POST

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Students Obtain Part-Time Employment As Phase Of Work-Study Program

by Maddy Magzis

Great Neck High has initiated a unique Work-Study Program—a special guidance and curriculum program designed to assist students in discovering and developing their vocational ambitions. It is a cooperative activity conducted by both the school and the employers. Students hold jobs in industrial and business establishments in the community and surrounding areas. The employer provides planned work experience for a trade or occupation through actual part-time employment.

Students participating in this program attend school in the morning and work in the afternoon. They are lawfully employed at not less than the current minimum rates for learners in this locality. Although they start at the minimum, students often get raises throughout the year. They must work at least 600 hours per year or 3 hours a day. Mr. Donald Hoak, coordinator of the program, estimates that the total earning of



Thomas Brooks, employed by the R. E. F. Manufacturing Company in Mineola is constructing crates for aircraft kitchens.

Photo by LaMonica

The 23 students taking the program for the first 30 weeks of school was somewhere in the neighborhood of \$12,000.

Working is considered a part of the school program. A unit of credit is earned for its completion. A class is held daily in the subject material directly related to the trainee's job. The curriculum includes training in the business, distribution, and industrial fields.



Mathew Parhasky is learning to repair heavy trucking equipment at Mason-White Trucks in New Hyde Park.

Photo by LaMonica

Any boy or girl, providing he is 16 years old, is eligible to take the program. Students are selected on the basis of ability, interest, personality, and desire to work. Careful consideration is given to the previous school record of all applicants before they are selected for training.

The program has many advantages to students and employers alike. It offers the student a chance to learn any trade or occupation in the community under experienced guidance, and to earn money while still attending high school. Unlike a trade school, the program creates an opportunity for experience on real jobs under actual working conditions. The school, being fully informed on a pupil's progress, gives technical instruction related to his job at a time when it can be used most advantageously. Employers are encouraged to vary the work experience as much as possible so that the student may explore the many different phases of his job. His work is supervised until he can assume the responsibilities of an adult worker, equipped with the necessary skills, habits, and technical knowledge. Later, he will have enough experience and ability to secure good full-time employment.

The employer benefits by having a potential full-time employee, trained under his own supervision in accordance with his own methods. Yet the employee has had a more thorough

and extensive program than the employer alone could provide.

One student, employed by Vars Buick, learned his job so well that the company is paying his tuition at a General Motors school where he will have specialized training in automatic transmission, engine maintenance, repair, power brakes and steering. After he has completed classes, he will be able to take an examination to train at the General Motors Institute, Flint, Michigan.

The employer has the advantage of knowing that each candidate was carefully selected. If he is considering someone for a managerial or supervisory position, he is assured by this knowledge that the employee is capable.

Students enjoy their work because they feel it gives them an insight into the working world and prepares them to assume civic and economic responsibilities. They also gain valuable experience in human relations. In the words of one student, "I am experiencing the working-man's life, but I will not necessarily pursue a career working in an aircraft factory. Working with people is just like living with them in respect to learning about them. My job also teaches me to think in a practical way. Once, when building crates for aircraft galleys, without thinking, I used nails which were two sizes too long. I nailed the box to the floor."

Often the employees get in-

Kruder Preference Tries Patience

Guide Post's Counseling Service advises you to take this simple preference test to determine your special interests. This is the Kruder Preference Test for the highly intelligent. Answer the questions as honestly as possible if you want the results of the test to be accurate. Would you rather:

- A. Collect garbage
- B. Work in a sewer
- C. Work in a slaughter house

If you chose to collect garbage, you rate highly in social service. If you preferred work in a sewer, you enjoy working in the great outdoors. If your taste ran to working in a slaughter house, you enjoy being with animals and probably should be a veterinarian.

Would you rather:

- A. Be dictatorial and have no friends
- B. Be stupid and have no friends
- C. Be radioactive and have no friends

Despots, teachers and salesmen all tend to have bossy personalities. If you chose "A", you too would have a high rating in persuasiveness. If you picked "B", then you are!! The choice of "C" indicates a strong scientific bent and you would probably be valuable for Geiger Counter testing services.

Would you rather:

- A. Read the book
- B. See the movie
- C. Read the classics comic

If you'd rather read the book, apply to Oxford, University of Geneva or the Sorbonne. For those of you who prefer to see the movie, being an usher or popcorn vender would be the ideal job. If you'd rather read the comic book, you're with us!!!

If your answers to the foregoing questions have spelled out

involved in humorous and even frightening experiences. One boy went to pick up a car for Green Ford. On the way back, he ran out of gas. He pulled the car to the side of the road, locked the car, and went to sleep in it while his companion went to get gas. A policeman came along and knocked on the window. "At first I didn't pay any attention. Finally, I looked up and noticed it was a policeman. He thought I had stolen the car and I worried plenty but soon the guy came back with gas and the cop left. Also, in haste, the license plate had been put on upside down. The cop said, 'Do you expect me to stand on my head to see the plates?'"

Bingo, your V (Validity) Score is incorrect. You will have to take the test over and consider more carefully before answering. (This may indicate a suitable profession for you) You will be retested in two years to confirm that taking the exam in the first place was a grave error.

by Maddy Magzis and Joan Schlessinger

Da Or Nyet?

Should Russian be taught in the American school system?

Mr. Lincoln: Social Studies—Considering Russia's importance in world affairs today, I feel her language should be taught. If we had the opportunity to read Russian, we might be able to ferret out her diabolical system by at last discovering what is going on behind her sealed curtain. It is not important, however, to study her literature and culture since the impact of Russian literature has been almost negligible. I concede that there have been some great Russian writers but they are few in number and, of these, all wrote before the Revolution. One Russian author alone has received recognition since 1917, not because he is a great literary figure, but more for his daring to expose communism's short-comings; he is Duintzev, author of *Not by Bread Alone*, but I might add that he is now in the process of rescinding most of what he said. I'm happy to say I have no fear in saying these things. If I did, I'd move to Russia.

Mr. Parker: Social Studies—Russian is one of the most important languages for American students to learn. Because of the hostility existing today between the United States and Russia, we have an extremely warped picture of what these iron curtain people are like. Only by gaining a true understanding of the people with whom we are dealing, will we know just how to deal with them. Americans casually accept the fact that Russian students read Twain and Hemingway in English but think what their reaction would be if they ever saw an American student reading Tolstoi or Dostoevsky in Russian!

Mr. Durfee: Social Studies—The average student who intends to put in a few years of language study might do better to study Russia than Russian.

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J. V. Squad Wins 3 Straight Games

The long ball hitting of John Piccirillo and the hurling of Matt Caccioppo and Vinnie Karaktn, have helped the Jay Vee baseball squad roll up three successive victories. The Blazers edged Hicksville 5-4, and crushed Garden City 8-2 and Bethpage 9-3.

The Bethpage contest was marked by numerous walks. John Meyer and Jim Beach were the leading hitters and Vic Zinn and Caccioppo handled the pitching. Karaktn went the distance in the Trojan game. Piccirillo was the batting star as he stroked a double and a home run. John's double in the bottom of the seventh inning broke a 4-4 deadlock and gave the Orange and Blue their winning margin over Hicksville. Claude Hudson also starred at bat and Caccioppo went the route.

Couch Casey feels he has a pretty good club and that they will have a very good record. He rates Meyer, Hudson, and Piccirillo as his top hitters and Karaktn and Caccioppo as his best hurlers.

G. N. Nine Breaks Even With G. C., Farmingdale

Great Neck's baseball team split two league games last week to place them in second place in Division One behind Mineola. The games were with Farmingdale and Garden City.

The Farmingdale game was an exciting contest with the Dalers emerging victorious with a 1-0 score. The lone run was scored in the third inning on an error and two singles. Rollie Thompson, the Blazer hurler, pitched well, giving up only three hits and an unearned run in six innings. Rollie fanned nine batters and allowed only two passes. Great Neck also collected three hits. Left-fielder Dave Tucker got a single and second-baseman Ronnie Poons banded out a triple and a single.

Blazers Blast Trojans

The Garden City game was another story, as the Blazer batsmen came to life against Trojan hurling. Great Neck collected thirteen runs on nine hits. They opened up with eight runs in the first two innings and after that it was no contest. The Blazer attack was led by Andy Ferrentino, Dave Lee and Tucker. Ferrentino was two for four; Tucker was two for five; and Lee had a homer among his three hits. Garden City hurt their own cause by committing eight errors. Jeff Spanier started the game for Great Neck and gave up three hits and five runs to go with his five strikeouts and six walks. Thompson worked the

last three innings and gave no runs or hits. Rollie fanned five batters while walking one.



Port invitation high jump runner-up, Neil Conover, displays his Charlie Dumas form. Photo by Mickey LaMonica

GC Takes First In Port Invitation

Garden City edged Great Neck by the slimmest of margins for the Port Invitation track title last Saturday at Port Washington. An inability to convert any of four fifth place finishes into a fourth proved to be the difference. The Trojans collected 27 1/3 points against the Blazer's 27 in a meet which was run on a rain soaked track.

The Trojans' Gary Ferraro and bespectacled Bob Boslet of Oyster were most impressive in the sprint trials held in the morning. In the finals, it was all Ferraro. The poor-starting Boslet placed third in both while Pete Hirschhorn placed second in the furlong and fourth in the century.

Charlie's 10 flat sprinter, John McGraw, elected to run the quarter, and won in 53.2 leading the way. Steve Rosenblum placed third and John Bailey was second. Dick Kalt was very close fifth behind Jim Ayers of Roslyn.

Mietzko Wins 880

As expected, the 880 turned into a duel between Fred Mietzko and Trojan Ray Lunsford. Lunsford took the lead at the 200 yard mark until the final turn when Mietzko made his move. Fred sped past Lunsford and won by three yards in 2:03.6. Bob Murphy finished third and Joel Lauchner placed fourth.

Steve Wilson of Roslyn copped the mile in 4:47.1 by 30 yards. Skip Allman of Port took fourth, edging Bob Shor at the wire.

After clocking the excellent time of 21.5 in a heat, Manhasset's Burt Waldorf annexed the hurdles in 21.7. Bernie Strauss gave the Orange and Blue a point by placing fourth.

The anticipated battle between Neil Conover and defending champion Art Foy of Port in the high jumps did not come as Port's number two leaper, Bill Jesson annexed the event at 5'7". Conover, clearing 5'6", placed second. Foy was one of nine jumpers who tied for third at 5'3".

Brust And Gregory Tie

Junior Dick Martillo of Westbury, who finished second in the discus, copped the broad jump with the excellent leap of 20' 11 1/2". Trojan John Bailey beat out Cory Henry for fourth position by only 1 1/2". The Blazers' pole vault duo of Bob Gregory and Ken Brust tied at 10' in their specialty.

The shot put proved to be a fatal event for Great Neck as Bill Levinson and Bill Merlini were shut out and Trojan Charlie Batchelor placed first at 46'. Matt Sanzone of Wheatley beat out Merlini for fourth. Stu Sheppard, after fouling on his first heave and throwing out of bounds on his second, annexed the discus on his final throw at 124'9".

The 880 relay proved to be the deciding event of the meet. Win Evans gave Roslyn a lead in the opening leg as Cory Henry and Trojan Kieran Boyle were deadlocked in third position. The baton exchange between Henry and Stan Kase was a poor one as the Blazers quickly fell to fourth. While Kase proceeded to drop to last (sixth), GC's Loren Darr put his team in the lead ahead of Roslyn. On the third leg Mike Shermacker increased the Garden City margin as Brian Robinson brought the Blazers into fourth. Trojan George Motz held on to the lead, beating Roslyn's Jeff Levine (second in the 100) in 1:38.2. Ed Sussman passed Herb Simon of Westbury to give Great Neck third.

Orange And Blue Tracksters Trounce Glen Cove, Winning All Twelve Events

In very poor weather conditions the Great Neck varsity track squad defeated Glen Cove by a score of 85-19 in a league encounter. The meeting was a complete rout as the Blazers annexed all twelve events. Bernie Strauss set a personal mark in winning the hurdles in 22.3 and ran opening leg in the relay which was won in 1:39.1. Stan Kase won the 100 in 10.8 and ran third leg in the relay. Steve Rosenblum placed second in the 100, won the 220 in 23.4 and ran anchor leg in the relay. Cory Henry won the broad

jump with a leap of 20'4" and Neil Conover again won his specialty at 5'8". Ken Brust and Bob Gregory tied in the pole vault with fine jumps of 11 feet. Bill Merlini won the shot put at 46' over teammate Bill Levinson, who copped the discus with a heave of 130'3".

Bob Kallish took the 440 ahead of Dick Kalt in 57.2. Fred Mietzko captured the 880 with ease in 2:12. The mile run was won by Dick Giddings in 5:14.



Great Neck's Bill Levinson, one of the top weight-men on the North Shore, releases the round ball during a recent practice. Photo by LaMonica

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