

No Issue

Next Week

Happy

Stuffing!



Vol. 29, No. 11

GREAT NECK, NEW YORK, WEDNESDAY, NOVEMBER 25, 1958

Price: Ten Cents

## Work-Study Program Trains Pupils On Job

by Joan Schloessinger

Great Neck students may earn while learning, thanks to the cooperative work study education program.

Mr. Donald Hoak, coordinator of the program, stressed the need for schools to provide each student with the type of education that best fits his individual abilities whether or not he plans to continue his studies after high school. He further explained that the work-study program is particularly designed to help students discover their vocational abilities. "For some students this is an enrichment program, for others it offers vocational or professional training," he noted.

The challenge of an actual job demonstrates the importance of formal education for many students, and it helps them develop personal initiative, self-confidence, responsibility, and skill in working techniques.

However, the actual work experience comprises only part of the program. It is supplemented by related study-classes for these students. Business students take such corners as secretarial practice, accounting

and organizes this study for one period per day. Each student, no matter in which field he studies, must have one related study class daily.

An interesting result of the work-study program is that students do become more interested in academic school work after being given an outside interest. It gives real meaning to the students' subjects and a stimulus to remain in school.

This year forty-five students are enrolled in the three cooperative programs: business, distribution and industry. A student in the business program may get a job as secretary, business machine operator, bookkeeper, file clerk, receptionist or typist.

Distributive occupations include a wide range of jobs. Any job in which people are engaged for the purpose of distributing goods or services to consumers is referred to as a distributive job. Students in

## G. P. Quizzes Faculty On Attitudes Answers Show Varied Opinions

by Enid Schildkrout

Ed note: The usual post-report card groans about attitude marks prompted the Guide Post staff to interview 22 teachers, selected at random. We asked them what they based attitude ratings on, whether or not they thought the present system satisfactory, and if not, how they might improve it.

Answers to the question, "On what do you base attitude ratings?" generally fell into three categories. All of the teachers we spoke to felt that each area would be considered in an extreme case, but usually marks were either on the need for discipline, on individual work attitudes, or on class contributions. Three teachers said that attitude marks meant little by themselves and attitude was invariably reflected in scholastic achievement.

The amount of discipline a student needed was felt to be the determining factor by three of those questioned, and an equal number cited this as partially important. One who considered conduct as the main

part of an attitude grade stated it to mean "how a student approaches me on a person to person basis — whether or not the student's attitude towards me reflects respect and willingness to co-operate." Another teacher said the attitude grade was a consideration of such things as steady attendance, making up work, tardiness, manner of approach to the teacher, and minor disciplinary infractions.

A student's attitude towards his work was most important to four teachers; four others mentioned this as a minor consideration. Turning in well-done, complete homework assignments, coming for extra help if needed, and undertaking extra credit projects were given as examples of a good attitude.

Class participation was most important to five teachers and seven others agreed that this was a somewhat valuable indication of a student's attitude. "Whether a student is a positive or negative member of a class determines his mark," said one teacher questioned. Most of those who agreed that class work was a key to their system added that good class attitudes

do not necessarily mean frequent verbal contributions. One remarked that occasionally a student who rarely speaks out in class can add something to a group learning situation. Willingness to share knowledge and to listen to the ideas of others was mentioned as a positive manifestation of class participation.

One of the three teachers who said attitude was reflected in the scholastic grade said that she "had no special desire to separate them . . . The only case in which the attitude mark might be a good one and the scholastic approach poor is when a student is not very bright . . . youngsters are capable of putting on a show for attitude marks. They may act interested but not be sincere."

### Specific Criteria

Our second question, "Do you think the present system of attitude rating is satisfactory?" brought five affirmative answers. Six others answered they thought it was only if teachers agreed on specific criteria for evaluation and on what each number meant. Three said they thought attitude marks in some form were valuable, but the present system could be improved upon. Three teachers felt that attitude marks should be eliminated.

One teacher who felt the present system was satisfactory said it offered a good chance for self-appraisal on the student's part. Another said that attitude marks sometimes tended to explain scholastic grades, and another added that the marks often caused parents to take more interest in their child. Six teachers said they thought attitude marks could be valuable if the standards for evaluation were defined. Some said that as of now, each mark meant little to the student because it was possible for him to

(continued on page 3)



Brian Hermansader works diligently at the Milling machine with the shop superintendent at Brinkmann Instruments, Inc. Brian plans to become a machinist.

Photo by Gerald Finberg

and bookkeeping. Those who work in the distributive field study business law, salesmanship and business management.

The classroom study gives the theory and answers the "Why's," while the job offers practice and answers the "How's".

Unfortunately, there are no related study classes for the industrial students. The school offers some basic courses, but more knowledge is necessary for those who want to do advanced work. Therefore, Mr. Hoak prepares a work outline and a course of study with the students' employers or superi-

ors, and organizes this study for one period per day. Each student, no matter in which field he studies, must have one related study class daily.

The vocational ambitions of the industrial students are quite diversified. The range of jobs which may be included in industrial occupation is large, limited only by the occupations represented in the industrial establishments of this and of neighboring communities. Industrial students are being trained to be nurses, automotive mechanics, machinists, veterinarians, farmers, builders, printers, and electricians.

One unit of credit is earned for a minimum of 600 hours

## Phi Beta Honors Top G.N. Senior

Three years of outstanding scholarship brought recognition to Peter Morrison last Tuesday, when he received the Phi Beta Kappa award for having the highest average in the senior class.

Dr. Miller presented the award to Peter yesterday morning in Dr. Mossman's office; Mr. and Mrs. Morrison were also present.

This association was formed only last year to give an award to the senior with the highest three year scholastic average in each high school on Long Island.

Last year Susan Rumsel received the award at the National Honor society assembly in March. However, due to a change in policy by the Phi Beta Kappa association, the award had to be given before December 5 of this year.

of on-the-job training per year. The participants in the work-study program are lawfully employed at not less than the current minimum wage rates.

There is also a girl who knows both German and Spanish and is now seeking a job as a bilingual secretary.

Because of the comparative newness of our cooperative work-study program, the full potential of training possibilities in the Great Neck area has not yet been realized.

## Teenagers Assist Retarded Children

Crystallizing their desire to serve the community, a group of Great Neck students have recently formed a junior auxiliary of the National Association for the Help of Retarded Children.

This organization, which was formed last month, is run entirely by high school students but its work is closely coordinated with the work of the national AHRC. The members help to raise funds for the various projects of AHRC, but they also raise funds for their own projects and do actual volunteer work with retarded children of all ages. This, the first organization of its kind, has inspired other communities to form similar groups.

The first event planned by the students is a fund-raising dance, to be held in late January. There will be entertainment and refreshments. It is hoped this will stimulate community interest in the organization. They also intend to work for a telethon planned for the near future.

All high school or junior high students who are interested in helping their community by working with retarded children, or by raising funds and by doing organizational work, are welcome to join.

Whoops! Our mistake. Last week the Guide Post stated that the Girls' Hi-Y gave two \$100 scholarships. In actuality, the organization gave two scholarships totaling \$1,000, one of \$700 and one of \$300.

At their first meeting, the Club Committee of the G.O. elected officers and passed a new constitution.

Following a suggestion made by Paul Shapiro, G.O. vice-president, the club elected Peter Fidel treasurer, committee chairman and Lori Pleasser, secretary.

Ginny Shorr presented the constitution of the Folklore Club. Its constitution, which was passed, states that it is folk-singing club, formed for the purpose of studying and of singing folk songs.

### Reappraisal

A certain amount of passionless objectivity seems to be necessary in interpreting those five numbers which appear on report cards every semester. The marks themselves are only symbols, and it may pay to take a second look at exactly what they are intended to show. If the meaning of the numbers were as clear-cut as the words "average," "excellent" and "unsatisfactory" would have them seem, objectivity might be a fairly simple matter. But even words such as "average" or "excellent" can hardly be called adequate in explaining that ubiquitous phenomenon — attitude.

In an attempt to clarify some of these points the **GUIDE POST** staff has interviewed many members of the faculty. The results, which are presented in detail on page 1 clearly reveal ambiguity. To some teachers, attitude is synonymous with conduct. Their ratings are based on a student's habit of coming to class punctually, paying attention, following directions, bringing a pen, not chewing gum, being polite, etc. Other teachers interpret attitude through a student's efforts, whether he does homework conscientiously, studies regularly, completes more than the required work. Another category of judging attitude depends on a student's participation in class. Does he make a positive contribution to the group or does he perform chiefly to satisfy his own ego? Some teachers feel that there is no way of separating attitude from scholastic achievement. Some even express the view that compared with the scholastic rating, the attitude mark means little.

Another source of ambiguity lies in the numbers themselves. To some teachers, a student who is doing his best deserves a "1" even if his achievement is average. To others, the rating would be a "3" because that is the measure of the student's performance. One teacher felt that the "1's" should be equal in distribution to the "5's". Another teacher said he would give a "5" only in an extreme case.

How then, with all these varied interpretations on the part of teachers, can students and parents understand the meaning behind the symbol they see on a report card? Is Johnny to be praised or punished because he received a "3"? Obviously clarification is exigent!

We doubt that a way will ever be found to measure an attitude (something that grows out of personal relationships) objectively. Inevitably the personalities of both student and teacher must affect the rating. But we believe that a way should be found to reduce or eliminate some of the extreme differences in according these grades.

When we hear that someone received a "5" because he "talked too much and too often," or a "4" because the mark might encourage him to "try harder next time" we cannot help feeling that confusion has created injustice. Attitude marks should not be used as punishment. A "5" means failure—a student is hostile, uncooperative, detracts from the group, does not take his work seriously.

Clarification, even an itemized check sheet, can never explain the subjective impression one person has of another. And while we are aware of the many difficulties teachers face in trying to "balance the record" of student performance, we believe that one fact should predominate before the moving finger writes. The fact is that the number does not represent a thing — it represents a person.

### Language Studies Become Creative

In response to the oft-repeated charge that foreign language studies in the United States lack the vitality necessary in holding the attention of the more creative student, a new concept in this area of teaching has emerged through the efforts of a national committee, whose latest report explains that in schools where these vibrant, striking methods are already used, students are no longer artificially stifled by rote repetition of unimaginative material ("Maitre Corbeau sur un arbre perche . . . lecechhi!" cries one committee member). These students are now engaged in the composition of original poems in other languages ("how stimulating" is a typical remark). We here reproduce a representative cross-section of these — written, respectively, by students of Italian, German, French, and Russian:

<b>Vendor's Song</b>	<b>Trilogy</b>
Rigoletto	Ach
Il farsolletto	Schatz
	Platz
<b>C'est La Vie</b>	<b>Co-existence</b>
Mon Dieu!	Nyet
Il picut	Yet

### Chapter One

A slight tremor here and there. Jerkily, the spasm starts. Jolting, leaping in a sort of Carmagnole until it regains Control and splutters convulsively to a halt. Still, There remains a slight tic on Earth's nervous face. Some scraggly, stunted underbrush throws thin veins of shade Over the roots of three prickly, green dwarfs. Stolid in the midst of the lurching sands. Tiny, biting bits Of desert, moisture and life scalded out of them by one of their Yellow brothers who, it seems has long ago become bloated Like an oyster's irritating grain, and risen to the sky. Now it burns. But pallidly compared to the searing red-black pillar which Flashes here sometimes, a hell on earth. It mushrooms, But for only a short time, growing great and dark with malignant Rapidity. It is not here now. A toad, in conservative dust shades, looks awake. At some bright, orange lizard who is, indeed, quite out of place. Something is wrong here. Not the fit of sand or the garish, Darting animal. Something strange here. Seeping perhaps? Hovering? There is a vague, queasy feeling. Something frightening. Yellow yellow yellow. A vast jaundice case. A contrasting purple sign: Danger, Atomic Testing, 1958 Series, A. E. C. The very land Blanches at the thought as it does halfway around the world, where Earth, frostbitten, swarthened in sterile, argent gauze, Shivers faintly. Small swirls appear, never daring the challenge The cold peace, always lying obediently down again, these timid Insurrections against the blanket of stillness. At times, brazen noise makes an invasion, but only for a short while. The red-black of its rude companion casts a fiery glow. It is not here now, yet something foreign remains. Creeping? Falling without a sound? Falling as quietly as the snow? Something wrong, alien, undefined. Earth, like a small child afraid, Inches further down under her white sheets.

by Ellen Kaplan



### Ancient Philosopher Watches Pawns: Ancient Philosopher Pawns Watch

"When I lecture on this fascinating subject, I am devastating," admitted the Ancient Philosopher. He was on the platform, and was featured in the role of guest speaker at a meeting of the International Chess Federation of the International Chess Masters.

"Chess is the game of kings and of the intellectual nobility. It is therefore a natural gambit for me," continued the savant.

**God Save The King**  
"I became interested in it, and then a master of it, when I realized that countless monarchs indulged. It is said of Ivan the Terrible, whose chess game was also terrible, that for every move it took him a vanquish his opponent, ten heads would roll. It's little sideights like these that add to the glamor of the game.

"Now take the kings on the chessboard," commented the sage. "They don't compare with the queen and the rook. In reality, the king is a helpless figurehead. He seldom can attack, and he always has to be protected. Now the knights can really dash about, and the queen can move in several directions. So can every man on the chessboard, if you can get away with it. And I can. No one dares to challenge my strategy and my manoeuvres.

"A basic part of my game is a brilliant opening. I thoroughly disagree with the classic moves like P-K4 or P-Q4. I confound my opponents with dar-

### E. Faust Gives Soul To Gargoyles Back In Paris

**Q:** Hmm. Says here that your name is Ellen Faust and you're calling in *Guide Post* Feature Editor and American Field Service Chairman and . . .

**A:** Aw piffle. That's just professionally; I have taken on side jobs as church organist and as Dodge City gun-toter. And I scrubbed the gargoyles of Notre Dame with a

tooth-brush. They were very dirty, I sneered.

**Q:** Now wait a minute. Is this a nexus or a hiatus?

**A:** It's um. It's that I was an extraordinary child. I was in the army for three years. And the gargoyles?

**A:** That's as cozy as amo, ama, amantur. You see, I was in France two summers ago. My parents and I motored through Italy and Austria as well. This trip first showed me the importance of knowing foreign languages — that translations can't say the same things. One hotel's journal for its English-speaking guests boasted "two slices of toast in between swiss cheese and ham." "Repair: Unembossing and Palfin." But then I gently cooed into the microphone, "Ton the, a-tel ote ta toux?" (Your tea, toots, he has taken off your cough!" But as I say, French is a subtle language, and always loses something in translation.) All of which gave language study . . . that . . . irresistible je ne sais quoi, so that I can hardly wait to take on Italian, German, etc.

**Q:** Yes. You have a career in mind?

**A:** I think I would like to be a palm-reader on Harvard Square. If the traffic becomes too heavy, I may have to go into foreign languages or mathematics.

**Q:** What about family?

**A:** Well, we call Daddy "the mad scientist." The den is his own inner sanctum and it's filled with transistors, tubes and condensers. He gets all his inspiration from the glass eyes of the African wooden head on the wall. The head must have fallen through the roof (no safari hunter, Daddy). Mother writes poetry, doesn't cook exotic messes and she doesn't even pick out ties for the mad scientist. He doesn't pick them either. They must fall through the roof too.

**Q:** Fair enough.

ing moves which I cannot publish. They are too brilliant for the average person to read or understand.

"Then we get to the middle game. It comes after the opening. It is not important to discuss here. Just be sure to have a middle game when you play chess. That's cricket, you know. "Now for the closing game. Amateurs confuse this with the opening. But experts know the end of a game when they see it. For a quick ending when the going gets rough, take three consecutive moves while your opponent takes none. Then clinch the endgame by kicking your opponent in the leg. If he has any nerve tissue worthy of the name, he will jump up abruptly. This will knock over the chessmen. You immediately file a protest, and if there is any justice, your opponent will be disqualified.

"In understanding chess, there is certain basic terminology which one must master. I have chosen six words that truly represent the ideals and principles of this great game. Memorize the definitions of the previous week's intramural chess tournament.



1. Double move: you move twice in a row hoping that your opponent did not see your first move.

2. Hiding: you cover up squares on the edge of the board that are invaluable for your rival's game.

3. Anticipation: towards the end of the game you move away from the table because you don't have position and you think the other fellow is going to kick you.

4. Check: a word exclaimed when you realize that you accidentally are threatening the opposing king.

5. Checkmate: one of three legal ways of ending a game (of course there are other effective ways, but they are illegal).

6. Obstruction: you just happen to put your hand in front of a valuable piece that your opponent can take.

"Speaking of disturbances, did I ever tell you about the time . . . ?" But here the applause broke out. It continued steadily until the Ancient Philosopher, with great dignity, walked solemnly off the stage. Like all great actors, he recognized an exit cue when he heard it.

### Kids Turn

by Esta Diam and Simmy Dul Grade Two

One Saturday morning about a month ago, a bound bus sped along way bearing a hoarding, jumping, birsalami-eating T.A.P.I. all destined to spend in Great Neck's K Park. This mess's K country was the of planned by T.A.P.I. of this club catch New York each spend the day with children from the H settlement house, h ways, chasing mus being chased by guards, and enjoying ute of it.



This opening something new for children turned their leaders and Great Neck to Kings Point Park test well and was ample replacement Yorker's Central P children could play the grass, dig woods, and bring of their experience could fill themsel frankfurters, and home-baked supplied by TAF less shiny grea Great Neck that group of slight rather happy, d and one snapping covered in the Gr an avid naturalist.

TAPI has ma growth since its ning not too m Mr. Gary Price, 4 sent sponsor, wa of the club when dent in Great N the time there w or ten members; largest club in t

No Boy Officials of the settlement house depend upon T out their progr many ways, at their staff. At a at the settleme ents of prospec were told that t day for their cl was Saturday. I no boy scout. It seems that fused to have give up TAPI t

In the searchmittance into v interests, TAPI come in contac of people, both passive. Ever couldn't get a owner of a bi couldn't open Henry Street, heartiest con seems that al they go, TAP terest in their lacted the te

**GREAT NECK GUIDE POST**

EDITOR-IN-CHIEF ENID SCHILDKROUT  
ASSOCIATE EDITOR ESTA DIAMOND  
ASSISTANT TO EDITOR LORI FLESHER

EDITORIAL STAFF  
New Editors: Barbara Milam, LORI FLESHER  
Feature Editor: Ellen Faust  
Assistant: Edna Kaplan  
Co-ordinating Editor: Shady Magale  
Sports Editors: Linda J. Feldman, David Katzman  
Copy Editor: Alex Schloesser  
Photography Editor: Judy Green  
Art Editor: Mike La Muelina  
Exchange Editor: Judy Sherry  
Judy Sherry  
Judy Sherry

BUSINESS STAFF  
BUSINESS MANAGER RICHARD FINE  
Circulation Manager: David Feinberg  
David Hartman

Advertising Manager: Arthur Wassersprung  
Typing Manager: Judy Thomas  
Office Manager: Lynn Holby  
SPONSOR: MR. JACK FIELDS  
Printer: Herb Weiss Associates  
Published weekly by the students of Great Neck North High School.

**CAMP**  
Bon  
Gree  
Open F

# Kids Turn Tables On TAPI South Cuts North On Unlucky Day

by Esta Diamond and Jimmy Dubofsky  
Grade Twelve

One Saturday morning, just about a month ago, a shiny greyhound bus sped along the highway bearing a hoard of laughing, jumping, bird calling, salami-eating T.A.P.I. children, all destined to spend the day in Great Neck's Kings Point Park. This mass retreat to the country was the opening trip planned by T.A.P.I. Members of this club catch the train to New York each Saturday to spend the day with a group of children from the Henry Street settlement house, hopping subways, chasing museum guards, being chased by museum guards, and enjoying every minute of it.

This opening picnic was something new for TAPI. The children turned the tables on their leaders and came out to Great Neck to meet them.



Kings Point Park stood the test well and was accepted as ample replacement for the New Yorker's Central Park. Here the children could play football on the grass, dig holes in the woods, and bring home relics of their experiences. Here they could fill themselves with grilled frankfurters, gallons of pop, and home-baked cookies, all supplied by TAPI. A slightly less shiny greyhound bus left Great Neck that day with a group of slightly subdued, rather happy, dirty, children and one snapping turtle discovered in the Great Woods by an avid naturalist.

TAPI has made quite a growth since its modest beginning not too many years ago. Mr. Gary Price, the club's present sponsor, was the founder of the club when he was a student in Great Neck High. At the time there were some nine or ten members; today it is the largest club in the school.

### No Boy Scouts

Officials of the Henry Street settlement house have come to depend upon TAPI to round out their program. It is, in many ways, an extension of their staff. At a recent meeting at the settlement house, parents of prospective boy scouts were told that the only available day for their children to meet was Saturday. Well, there are no boy scouts at Henry Street. It seems that the parents refused to have their children give up TAPI trips.

In the search for special admittance into various places of interests, TAPI members have come in contact with all sorts of people, both sympathetic and passive. Even Wall Street couldn't get over TAPI; the owner of a bank, although he couldn't open his vaults to Henry Street, extended his heartiest congratulations. It seems that almost everywhere they go, TAPI officers find interest in their club. They contacted the telephone company

to find out about a possible Saturday afternoon tour, and interested operators called back three times to suggest other trip ideas.



Last May TAPI members were met at the Great Neck station by two photographers who followed them into the city, to the Settlement House, to Central Park, and back to Great Neck, shutters clicking all the way. This was done by Woman's Day as part of an article on TAPI to be printed sometime this year.

In December, Teenagers Pitch In will hold a Christmas Party for 200 TAPI children. Members plan to donate food and clothing to an underprivileged family as a part of Newsday's "Adopt a Family" campaign. The officers hope to have some social workers speak at club meetings throughout the year.

TAPI members are not often rewarded by pretty thank-yous and by looks of gratitude. Henry Street children do not follow obediently by their leader's sides, laughing at what should be laughed at, admiring what should be pretty. They are lively and excited, and mischievous. They sneak under subway turnstiles, mark up walls, fight with each other and sometimes get in trouble with the police. Henry Street children are easily lost in traffic; their respect and affection is not easy to gain, but this is a club of social workers and those who have stuck with it love what they are doing.

Thirteen proved unlucky for the girls' interschool hockey team, as they lost their last game 1-0 to the South School on November 13.

The archery group did better by defeating the confederates 1255-1130. Eileen Psaty led the tournament with 220 points in 6 ends.

All wounds were healed later in the afternoon when the south school served refreshments and the "Yankees" provided entertainment. Spirits were high and the girls said goodbye, looking forward to their next meeting in December when they will compete with other in volleyball.

As the cheers for football turn to those for basketball, the thoughts of girls partaking in the intramural program change from hockey, tennis, and archery to volleyball, tumbling and bowling. Fifty girls from all grades are trying out for positions on the inter-school volleyball team while 68 sophomores are taking part in a round robin volleyball tournament. The top team of this group will later participate in playoffs with the juniors and seniors. One hundred twenty girls have turned to the tennis.

Congratulations are in order for Sue Feminella, newly elected G.A.A. vice president, who will replace Marge Josias when she moves to Brazil in January. The G.A.A. has also chosen new managers for several of the winter and spring sports: Beverly Simon, tumbling; June Alpert, beginning bowling; Billie Goldwyn, golf; Pat Sadowsky, lacrosse.

After much contemplation, Terspichore, the modern dance club, decided on the theme of "Through the Looking-Glass" for the first half of its recital. The second half will be devoted to many dances with no particular theme in mind. The program will be held on March 21.

# Ne Fait Rien

The scene takes place in a large and decorator-furnished living room. The father is seated in a plastic armchair. He is reading Dostoevsky. The son, just out of college, is reading the finance section of the New York Times.

Father: I've given you everything a father could give his son. I've given you money, clothes, a car, an education and bought you a college when you didn't make top 10%. I kept you out of the army by making a deal with a general and by spending six months at Fort Dix. Anything you wanted was yours. Why don't you hate me?

Son: Because I don't believe in Freud.

Father: What must a parent do? I made you play football when you had hemophilia; made you stay home during the summer when everyone went to camp; made you work in the office when you wanted to become a doctor; broke up your engagement with that all-american girl next door. Now don't you hate me?

No

Son: No, Father. I don't hate you. I enjoyed making touchdowns; I played pool during the summer when everyone was in camp; I learned how to run errands and empty wastepaper baskets; I probably would have made a very poor doctor; besides, there will always be an all-american girl next door.

Father: Can't I make you hate me? Just look at the mess our generation made of the world.

Son: You're not completely to blame. Our generation had as much to do with it as yours.

Father: But do you know that I've had a life in the apartment above ours for ten years behind your mother's back? And when I went up there I was not borrowing sugar, but drinking, eating spicy foods and watching the T.V. programs I wanted to.

Son: That's nice, Father. Mother won't be hurt by something she doesn't know Why

didn't you invite me up there?

Father: Remember your childhood, son? All the traumas you have as a result of your unhappy experiences?

Son: It was probably for the best Father; you taught me all about life early. I'm grateful to you.

(Enter the mother. She is wearing a leopardskin leotard and carrying a long holder and cigarette in one hand, martini in the other.)

Mother: Well hello, you two. What have you been chatting about? Nothing important, I hope.

Father: I was telling our son how miserable he should be, and how much he should hate us.

Son: And I was telling Father about how it makes no difference to me.

Oh

Mother: Oh. That's nice. Oh, by the way, son, don't you think it's time you married a waitress or chorus girl and got disinherited?

Son: Oh no, Mother. When I marry, it has to be for money.

Mother: Father, I think you're right. He doesn't hate us.

Son: I think I'll trot down to my brokers and pick up some IBM stock. See you later.

(He leaves through left. Light dim — spot on parents)

Mother: We've failed our child. He doesn't hate us.

Father: He doesn't even hate himself.

Mother: He doesn't even hate anything.

Father: How did we fail? We did everything according "to the books". Why doesn't he hate us?

Mother: (sighing) Well cheer up, dear, we haven't failed entirely. At least we hate each other.

Due to a printer's error, the author of last week's story, "The Game" was not mentioned. To make amends, we shall print the writer's name twice:

Albert Hutter  
Albert Hutter

# Pupils, Pedagogues, Present Views On Attitude

## Teachers

(continued from page 1)

tell what his teacher considered. Another said that students could not possibly take the marks seriously since a "5" from one teacher might mean a "3" from another; or a "1" in one class might equal a "3" in another. Another teacher added that the marks were good because they could be used to encourage students, and although they were subjective, "all life is that way, and in the end it balances."

"I would rather have the giving of attitude marks optional, rather than required," one teacher added.

Those who said attitude marks should be eliminated cited one of the following reasons: the attitude is reflected in scholastic achievement, judging attitudes is so subjective that to understand a mark you "must know the teacher's whole philosophy," it is impossible to test attitude objectively, as there are too many factors involved on both the student's and teacher's part.

It was mentioned by a teacher who felt that a good attitude meant a student's working to the best of his ability, that it is difficult to achieve this unless the class experience is directed at his ability level. In homogeneous classes every student could work up to his capacity and attitudes would naturally improve.

As far as specific ratings were concerned, most teachers said they regarded three as good and as average. Most said

they started at three with what they considered normal attitudes and marked up or down. One teacher said he had no average but "waited until the person proved himself." Two teachers said they rarely gave "1's" and a few said that "5's" were extreme. "It is difficult to arrive at a "1" or a "5," since extremes are always difficult to explain." "I try to make the number of "1's" I give equal the number of "5's." "A "1" usually means the student has done more than normally expected, in other words, extra work." "Anyone who is doing his best deserves a "1."

## Students

Do you think that the system of attitude marks is good? Can you suggest any changes?

Alan Corwin: The main trouble is that almost every teacher has a different interpretation of them and therefore places emphasis on different things. A uniform evaluation of attitude marks should be established so that behavior which is worth a "2" in one class will not be worth a "4" in another.

Joan Lubin: I think that attitude marks serve no purpose, since the basis for them is different in each class, and since we have no way of determining why we have received a certain mark, or how we can improve it.

Steve Frank: The obvious fallacy of attitude marks is the lack of uniformity in their use. The teacher's interpretation of the attitude system varies in several ways: some teachers feel

that a "3" is "definitely no criticism of the student" while others, and perhaps the majority of students, would disagree. Some teachers combine poor attitude in the scholastic grade and call it "classwork." I would suggest either more specific instructions for the use of attitude marks or else elimination of the system. Either of these would be a great improvement.

Sue Bernstein: Attitude marks serve a purpose in one aspect. They give parents the opportunity to see that their child may be trying, but cannot grasp the work.

Richard Klein: I think that the new teachers in the school should be acquainted with the proper use of them. As things stand now, I think they should be abolished.

Mike Bernstein: I disapprove of attitude marks since a great deal of the time they can only be acquired by extra credit work.

Peter Kleinman: They're unfair to the majority of students since teachers aren't familiar enough with most of the students to pass judgment on them. There has to be a connection between attitude marks and scholastic marks no matter how hard the teachers may try to the contrary, thus making it an unfair contrast between the better students and the poorer students in an unnecessary way.

Dick Fried: The junior high system is more successful in accomplishing its purpose for it gives the individual an idea of where improvement is needed.

# Club Chit-Chat

Mock conventions, guest speakers, and timely discussions are part of the post-election plans of the Forum Club. Last week, candidates introduced themselves to their fellow members, in view of the club's December 3 vote. The club is under the direction of Mr. Liquori.

Pros and novices alike showed up by the score for the Bridge club meeting last Monday. High trump in the club are Cal Post, president; Steve Sharfstein, vice-president; Roz Avnet, secretary and Mr. Fabrick, sponsor.

Future Teachers of America, under the sponsorship of Miss Ducas, began the year by inducting new members. This club meets the first and third Thursdays of the month. A few weeks ago, F.T.A. took a field trip to Bethpage where many of Long Island's F.T.A. clubs met for dinner. Several speakers expounded the progress and aims of the association. The officers are Linda Chait, president; Sue Nelkin, vice-president; Sue Abroff, treasurer; Ellen Cantor, corresponding secretary; Madi Heller, recording secretary.

At their last meeting, U.N. Youth conducted a panel discussion in which those members who had gone to the UN Building in New York participated. They gave their views on what they saw. The officers of the club are Michael Silbert, president; Michael Jacoff, vice-president; Sue Mandell, secretary; Tina Jacobson, treasurer; Mr. Davis sponsors the club.

## CAMP & CAMPUS

Bond Street  
Great Neck

Open Fri. Till 9:30

# Great Neck Bowling Team Defends Championship

Intramural and interscholastic bowling promises to be popular again this year. Mr. Carl Ring will coach the varsity bowling squad.

Over sixty-five students have turned out for intramural bowling. It is from these boys that the varsity and junior varsity squads will be picked each week. The top twelve bowlers of the previous week's intramurals will comprise the squads. The top six will be varsity and the next six will be J. V. In this manner many different players may have a chance at interscholastic competition.

Each squad will consist of five men and one substitute.

## 30 Sophs Vie For JV Team

A disappointing turnout of 30 boys marked the first meeting of J.V. basketball on Friday, November 14. The team, comprised wholly of sophomores at present, held its first practice Saturday afternoon in the boys' gym.

Commenting on what has taken place so far, Coach Thomas Pierzga emphasized conditioning and fundamentals as the most important things in practicing to make the squad. He made no comment on the outlook for this season and said it was too early to predict anything.

The boys that should make the squad are Steve Richman, Bob Cohansky, Howie Schacter, Steve Jacob, Bruce Maggia, Mike Bernstein, Ken Behar, Jerry Green, Lloyd Harris, Bob Miller, Ken Shapiro, Rich Klein, Jeff Kaplan and Don Adler.

Coach Peirzga said that when the final cut is made there will be 15 men on the team: ten sophomores and five juniors.

### Vars Buick Corp.

"Oldest General Motors Dealership in Great Neck" HU 2-2800

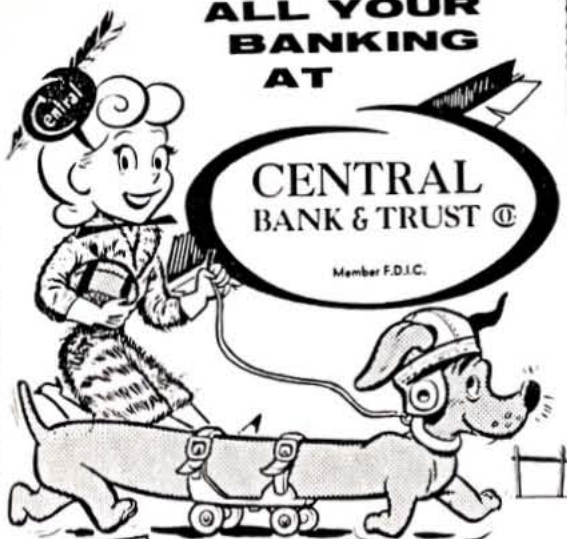
Centralia says:

# Central-ize

## ALL YOUR BANKING AT

### CENTRAL BANK & TRUST

Member F.D.I.C.



Convenient Banking Hours Including Friday Evenings

GREAT NECK • LYNBROOK • EAST HILLS  
PORT WASHINGTON • NEW HYDE PARK

# Orange And Blue Varsity Cagers Oppose Indians In Season Opener

by Howard Goldberg

Under the coaching of Bob Morrison. Great Neck's varsity basketball squad is looking forward to a highly successful season. Last year the squad went to the semi-finals of the North Shore championship. Three members of last year's start-

ing team are returning. Steve Spahn, the team's leading scorer last year will again be Great Neck's big gun. Paul Slayton, the Blazers's playmaker will again be to key man in the back court. Jim Blume, the third member of last year's

starting quintet should be a bulwark under the boards. Ed Sussman, Jeff Spanier, and Roger Trupin should give the team ample height and experience in the front line. Larry Dubin is another returning varsity player who should add depth to the backcourt.

The Junior Varsity under the direction of Coach Morrison finished the season last year with a 17-0 record. Ken Miller and Jim Cohen were the stand-outs on this team. Both boys should see plenty of varsity action this season. Ron Moss, Larry Solomen, and Fred Brannaman, forwards on last year's J.V., all stand a good chance of making the varsity.

### Rough Competition

Although Coach Morrison did not say anything about his starting team, the following boys, in my opinion, could break into the starting lineup: Spahn, Slayton, Blume, Spanier, Sussman, Cohen, and Miller. I also feel that the Blazers will walk off with the sectional championship and go on to take the county championship. The Blazers have a well-rounded team: good shooters, height, experience and depth in each position. Our division will be a tough one. Most of the teams have been strengthened and there will be no push-overs in the league. Port Washington, Mineola and Garden City will present our strongest opposition. Great Neck's first encounter will pit them against Manhasset on December 5 in a non-league contest.



Jim Blume (left) and Jeff Spanier, ace senior rebounders who are heavily counted on in Coach Morrison's plans this year, think of the days when they had their afternoons free to play football.

photo by La Monica

## Orange and Blue Varsity Mat Squad Will Oppose Island Trees In Opener

Coach Marv Levy was greeted by 43 boys when he sent out a call for the varsity wrestling squad last week. He was pleased with the turnout of 13 seniors, 14 juniors, and 16 sophomores.

It is hoped that the Blazers will be able to muster enough talent to form both a varsity and a J.V. wrestling team. The grapplers will open their season on December 6 against Island Trees.

The Blazers will have two things going against them this season. There is a lack of experience and a lack of heavyweights on the squad. Only three lettermen are returning from last year's squad: Bob Contiguglia and Dick Carsel, 128 lb. class, and Mike Okin, 158 lb. class. It seems evident that unless more boys weighing over 160 turn out, the squad may have to forfeit the heavyweight matches. There is no one on

the team weighing over 175 lbs.

Coach Levy commented: "I was pleased by the turnout and by the boys' interest and desire. As many of them have not had much wrestling experience, I am stressing conditioning and fundamentals; later we will work on more advanced techniques. To counterbalance our lack of experience, we have the will to learn and to improve, which is the most important factor."

The squad's toughest matches figure to be against Farmingdale, Manhasset, and Mineola. These are all league matches.

Some of the boys who have showed up well in practice thus far are Barry Feldman, Harry Wein, Steve Frank, Alex Kreger, and Richard Rosenberg.

## Intramurals

During the past week, two new intramural activities were started. Bowling, headed by coach Carl Ring will take place on Fridays. The bowling team will be picked from the intramural turnout which Coach Ring said was less than he had expected. The team will consist of 12 men, 6 varsity and 6 junior varsity. The coach said he saw "fair" prospects.

Basketball intramurals had a large turnout. Ten teams of about eight or nine men were chosen. Bill Slone, Jeff Ordofer, Henry Meltzer, Steve Bergeson, Steve Mitchell, Gene Hutchinson, Skip Leibline, Dick Gundy, Charles Gumm and John Evans will be captaining the ten teams. They picked Dave Dorsey, Dave Feinberg, Dick Smith, Dave Hartman, Bruce Lefkon, Dick Altman, Alan Schosser, John Davidson and Steve Yavers in the first round.

In a foul shooting contest held last Thursday and Friday, the boys kept shooting until they missed ten shots. The results were: seniors: Paul Slayton, 52; Jim Wolosoff, 42; Steve Spahn, 40; juniors: Larry Solomen, 66; Jim Cohen, 58; Jeff Siegel, 43; sophs: Robert Trauner, 36; Bruce Wolff, 28; Mark Schoenberg, 23.

### For The Peppiest

Pizza In Town Go To

### Pizza Pete

98 Middle Neck Rd. (under new management)

### Hanick Press

LETTERPRESS • OFFSET PRINTING Commercial - Social - Organizational HUinter 7-1081 865 Middle Neck Road Great Neck, N. Y.

### Walnut Lanes

22 AMF Alleys Air-Conditioned

33 Walnut Street Great Neck HU 2-4565

## Stevens OF GREAT NECK

Make this a wonderful Thanksgiving Holiday

50 Middle Neck Rd.

HU 7-1110

Open Every Wed. & Fri. Till 9 P.M.

GIFTS GALORE - THROUGHOUT THE STORE!

### Rhoda Sportswear

50 Middle Neck Rd., Great Neck