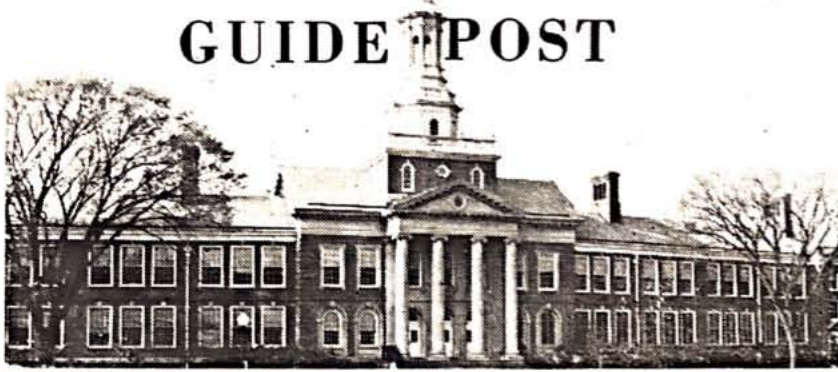


La Vie

En France

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Great Neck Wins

First Game

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Vol. 29, No. 12

GREAT NECK, NEW YORK, WEDNESDAY, DECEMBER 10, 1958

Price: Ten Cents

School's Four GI Teachers Talk Shop: Treatments And Topics Differ Greatly

by Barbara Milman

Ed. note: Students often come to the conclusions that social studies is a matter of dates and names only, but in the Great Issues course offered to seniors, students have an opportunity to study the underlying problems and concepts of our society. The Guide Post has recently investigated the Great Issues classes as they are being taught this year.

Great Issues has been in existence in Great Neck for more than five years, and its name as well as its organization came from a required senior course at Dartmouth College.

According to Mr. Kehrig, head of the social studies department, "it is a course which demands deeper reading, writing and particularly, deeper thinking into fundamental issues."

Although each of the four G. I. teachers has his own approach to the course, each covers four basic topics: the nature of democratic society; individual, minority, and majority rights; an analysis of the American economy; and the role of the United States in the world today. However, the teachers are free to emphasize whatever they want, and there is no standardized test for this course.

Mr. Kehrig

At present, one of the classes, which is taught by Mr. Kehrig, is studying Alexis de Tocqueville's book, *Democracy in America*, in an attempt to see our democracy objectively, from the viewpoint of an outside observer. They are concerned with the validity of his observations both today and in the 1830's, when he visited the United States. Later in the year, the class will study foreign policy, economics, and civil rights in America.

Mr. Kehrig defined education as being "when the student picks up and pursues a subject on his own," or, in other words, studying for the sake of learning, not simply studying to earn good grades.

Purpose of Education

Mr. Price's Great Issues class began by an inquiry into the purpose of education. They are questioning the role of education in a free society and individual education as a creative function. Next they will study American foreign policy in the 20th century, using only original manuscripts, governmental declarations, speeches, and selections, from books written by individuals who took an active part in shaping our country's destiny.

The class also plans to make a study of immigration through the novel; they will read such books as *The Emigrants*, by Wilhelm Moberg, *Rickshaw Boy*, by Lao Shaw and *The Jungle* by Upton Sinclair. A study of civil rights will follow and the last unit will be

chosen by the class itself. Mr. Price hopes to show his students that the problems we face today are not new, but that they are simply ramifications of the ethical and moral struggles that have gone on through the years. One of his major aims is "to acquaint the students with materials and methods of investigation of a more advanced nature."

Liberty vs. Security

When asked what he hoped to accomplish in his Great Issues course, Mr. Durfee replied, "I hope that as a result of the course, the student will come to see some of the values of independent thought and the need to preserve a degree of individualism." Mr. Durfee's students are discussing "the paradox of the quest for liberty and the quest for security, since in many ways the two are mutually exclusive."

Thus, in this first area of the course, the social area, the class is studying the problems of individualism and conformity, juvenile delinquency, discrimination and segregation.

Agan, in the political area, Mr. Durfee said that, "instead of being a question of conformity and non-conformity, it is a question of political and civil liberties versus efficiency and security." His students will also consider basic economic structures such as capitalism, socialism and the concept of the welfare state, and foreign policy, concerned mainly in the question of freedom and security on the international level.

When asked why he chose this particular subject, Mr. Durfee replied, "I think that freedom and security, in all their ramifications, are possibly the most important problems we face."

Mr. Watson quoted Margaret Mead's statement that the "survival for a culture depends on the quality of the questions asked." Typical of the questions he poses to his class are: What is the basic nature of man? Is he naturally a social or anti-social animal? What is your definition of freedom? What are the challenges for the creative person in our culture? What are the creative value of various cultures? What responsibility does an individual have to be disloyal to his culture?

Mr. Watson's students are reading selections from Camus, Marx, Lenin, Fromm and many other authors in their study of the anatomy of revolution.

Mr. Durfee said "Actually, there are more Great Issues than any one class could cover in ten years, let alone one," stating an opinion that many G. I. students have formed by themselves.

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Maestri Will Perform In N. Y. Music Festival

As a reward for years of practice, six students have been chosen to participate in the New York state conference of the Music Educators National conference, Eastern division, and the New York State School Music Association at Buffalo, on Saturday, January 24, 1959.

Advance Regents Extra Week-End

An extra week-end for boning up on Regents examinations is in store for students this year, according to the New York State Board of Regents.

The Board issued the following statement:

"The Jewish Holy day of Shavuoth falls on Friday, June 12, 1959. In accordance with the long-established policy of the Board of Regents to encourage the full observance of religious tenets by pupils of all faiths, the June, 1959 Regents examinations period, originally scheduled to begin on Friday, June 12, and conclude on Thursday, June 18, will begin on Monday, June 15 and conclude on Friday, June 19."

This, however, will not affect graduation, which is scheduled for Friday evening, June 19.

These students were selected by audition. They will play in the band and orchestra and sing in the chorus.

Approximately 130 students are in the New York All-State Band, and among them are: Robert Ratshin, cornet; Edward Haas, clarinet; and Kenneth Lauber, percussion.

The New York All-State orchestra, composed of 125 musicians, will include Barbara Dancis and Kenneth Friedman, violinists. Barbara Rose, soprano, is singing in the All-State chorus.

All six students will leave Great Neck on Wednesday, January 21, rehearse from Thursday until Saturday, perform that night and return home the following day.

F. N. A. Will See Cardiac Operation

A glimpse into the operating room of St. Francis Cardiac Hospital will give future nurses a taste of modern medicine.

Sometime this month, members of the Future Nurses of America club will have the opportunity to witness a heart operation at this Glen Cove hospital. This special project is part of the club's many-faceted program designed to aid interested girls explore a possible vocation.

Many members of F.N.A. hold part-time jobs at local hospitals where they work as nurse's aides or volunteers. In addition to this, the club brings in speakers on such topics as nursing programs, public health, visiting nurses, and college programs geared for a nursing career.

The F.N.A. also offers services to the community in the form of club projects. Last year the girls held a Christmas party complete with presents for a local orphanage, and played Santa Claus to children at the Saint Francis, North Shore, and Long Island Jewish hospitals. Currently, the club is engaged in making a flannel board and characters for the Long Island Jewish Hospital. This gift may be used by nurses to bring fairy tales to life when reading stories to the children.

Future plans for the future nurses include trips to Glen Cove Hospital and to a practical nursing school, and work in various pediatric wards along with the girls from Great Neck South high school.

two most deserving senior girls each year. Last year's winners were Martha Mery and Gwynn Chow.

Party Sponsor Hoops It Up



Mr. Durfee took a rest from his philosophizing on the individual and on society to practice his technique for the hula hoop race at the junior class party last week. Amazed juniors looking on are (left to right) Vic Zinn, Steve Rosenfeld, Steve Glassman, and Jeff Siegal.

Photo by La Monica

Bulletin Notices Cookies 'N Cake Inform Seniors Buy Scholarships

Events, dates and meeting places will be posted in the new senior class bulletin. The bulletin will be delivered in home-rooms and will be read weekly by the representative. It will give seniors an easy reference to the time and place of activities. When special emergency meetings are held, however, those involved will be personally notified.

Changes in the Executive Board's responsibilities have also been initiated. Formerly, all committees for class functions were under the general supervision of the vice-president.

Cakes, cookies, and brownies tempted Great Neck citizens into buying the home-baked goods which the Girl's Alpha Hi-Y sold at Sterns' on Saturday, November 22.

Hi-Y made a net profit of \$86.65 from their annual cookie-cake sale, under the direction of Sue Schultz and Nancy Lubin. Since there was no overhead, all money collected will go to the Girl's Hi-Y scholarship fund.

Hi-Y awards the scholarship to whomever they think are the

That Time of Year

That time of year, College Board season, is upon us once more. Many seniors took the tests last Saturday and many more will take them in January.

Since a great many colleges do require Boards, students tend to regard them with an apprehension bordering on panic. This probably accounts for the numerous cram courses, which claim to be able to raise a student's score. Preying on anxiety and apprehension, these courses rake in \$50 per nail-biting pupil.

The three-hour morning boards of Scholastic Aptitude Tests are designed to measure English and math aptitude or ability. Therefore it would follow that no amount of last minute cramming could possibly shoot the student into a higher bracket. What he has not learned in eleven or twelve years of education cannot be pounded into his head a few short months. What value would this test have if this were possible, since colleges use the SAT as a standard for evaluating all applicants on an equal basis?

It is understandable that a student who has not taken math for a year or two might be rather rusty. We think he could dissolve the rust just as well by working on his own to receive his knowledge of the fundamental skills. Of course, this takes a good deal of self-discipline. It is worth it, though, if one realizes that \$50 has not been squandered in an attempt to discern the number of colored jelly beans in a sock. A little do-it-yourself refresher course can probably alleviate the galloping knee-knocking to some extent.

We would be foolish to warn you not to worry about College Boards. We can only repeat what you have heard many times. Prepare for them by making the most of your education.

A Letter: Slipping Traditions?

To the Editors:

True, Great Neck North Senior high school is nominally a new institution this year. However, the student body is the same and we are used to a school in which there is a place for both studies and traditions. As they say, "It's the little things that count" — that make our school have meaning for us. For many years, the A Capella choir has serenaded all classes in the halls the last day of school before the Christmas vacation. The singing "disturbed" the students only in that it put them in good spirits.

It seems to me that pushing this singing back to some days before the vacation and limiting it to one period will destroy much of this holiday spirit. The entire arrangement I feel, loses its significance.

Traditions give unity and loyalty to a student for his school. The traditions of our school seem to be slowly but surely slipping away. These matters may seem unimportant but the loss of a small tradition leads to the loss of a larger and more important one; and when a school loses its traditions and customs it becomes — just a school.

Brendo LeVine

Catch Her In The Scotch

Well, it's not like I ever wanted the lousy mutt in the first place only, you see, that stupid Mary kid comes skipping by with that stupid little lamb of hers about two weeks ago with some messy-looking stray she probably fished out of some dump or something and starts up with that whining of hers. ("Oh, but heth thuch a cute li'l doghly-woghly," she says — I nearly got sick), and then she gives me this line about how thith poor li'l puppy juth lookth the hungry, and I just thought, if we stand here much longer I'm a sure bet to knock her teeth in, so I finally had to take the dirty thing just to get rid of her only no, no she's got to go make a whole speech, ("Oh, Mother Hubbard, you're the kind," she says). Anyhow, she finally goes, and there I am, stuck with this crumby mongrel.

Well, anyway, that crazy Goozie dame who writes comes by a little later and says she wants to do a story on me and the mutt. Sort of human interest, she says. Oh murder, I felt like human interesting her right out the window, only it's like the Spratts next door say, (By the way, did you ever get a good look at the slop she serves him? And as if that ain't bad enough,

you ought to see the table manners those two slops got.) So, it's like the Spratts say, you gotta humor her, so I sit her down and go inside to get us something to drink 'cause I figure maybe that way I'll be able to stand her a little better, you know what I mean? So when I get there the cabinet is bare, see? Well, I knew right away that that girl had been in there again, (Would you believe it? She just denied it when I asked her, like all the times before that, but I figured I'd catch her at it sooner or later. Honestly, servants these days). Getting back to Goozie, Well, I walked back in and I was just about to tell her what happened when I get this brainstorm, and it was really something, (when I told Muffet about it the next day she says we're gonna have to pickle my brain someday and send it to the Smithsonian Institute. Whatever that is—it's just like Muffet to use all these big words that I'll bet she doesn't even know what they mean). So like I said, I get this real brainstorm and I say to Goozie, "Well, I just now went to the cupboard to get my poor dog a bone, but on account of it was bare when I got there, he can't have none now." Well, you should of seen her crack up. I thought she was gonna flood the two of us right over to the next town. So then she goes and writes this real sob story bit about me and the mutt and the A.S.P.C.A. comes around the next day after that and says I'm Real Brave and everything. Facing Starvation here with my little puppy-dog and they hope it won't Break my Heart, but for the good of everybody they're gonna have to take him to a new home where he'll be Well-Cared-For, and please try Not to Cry, I can maybe visit him sometimes, and then a whole bunch of committees were formed and they all sent me money and came here in bunches to console me on account of I had just lost my dog, and I nearly laughed right in their faces.

Well, things have been going pretty good since then. I bought that squirrel trap I had my eye on for so long with the money they gave me and you know, the other day, when the last one of the committees were here, I did catch that girl, right in the scotch, and I straightened her out good. Well, I had wanted to do that for years and years and I guess I never would of caught her if it hadn't of been for Mary and the mutt in the first place, 'cause if it hadn't of been for them, the committees wouldn't of been here. And then lately I got to thinking more and more about the mutt's floppy, cheerful little face.

by Ellen (Solinger) Kaplan

Who Else But B. Figman Can Be VP, Sigh "G.I.", And Grin?

- Q. Who are you?
- A. Me Bob Figman, who else?
- Q. What town did you inhabit before coming to Great Neck?
- A. I lived in Locust Valley, N. Y., until the summer before my sophomore year.
- Q. What are your school activities?
- A. To start with, I am Vice-President of the Senior Class. I'm a member of Key Committee. Also, in my spare, time I'm a student.
- Q. What's your ambition in life?
- A. I've wanted to be a doctor ever since I stopped wanting to be a lawyer.
- Q. What was your name again?
- A. Figman, Bob . . . F-I-G-M-A-N!
- Q. Say! You're not the person I'm supposed to interview.
- A. Oh, that's too bad.
- Q. I guess I might as well interview you . . . ah . . .
- A. Bob.
- Q. Yes! Well what is your favorite subject?

- Q. You mentioned that you were a Vice-President. What exactly do you do in this official capacity?
- A. It's my responsibility to coordinate the activities of my class. I also add my two cents at all class meetings.
- Q. Where do you want to go to college?
- A. In New England.
- Q. Why?
- A. How should I know? Maybe the snow, the Yule logs, er, . . . ah . . . But then how should I really know?
- Q. Why shouldn't you know?
- A. Hey! What are you trying to do? Psychoanalyze me?
- Q. What's your G. I. course about?
- A. It teaches us how to think creatively about great issues. Great!

by Mike Lewis



I love my math, but oh Euclid!

Vive La France - Eggheads And All

by Joan Schloessinger

Editor's note: Joan gathered all the information below from observing, conversing, and reading during her stay with a French family in Paris this summer.

They tell no "egghead" jokes in France! Pride in intellectualism and a desire and respect for learning prevail far more there than in the United States.

The accessibility and abundance of books and cultural opportunities encourage an atmosphere in which knowledge is appreciated. There are about five times as many book stores in Paris alone than in New York City. Equally important is the fact that books cost about one-fourth the price of our books: a good paper-back costs about thirty-five cents.

"Bachot"

The school system in France, as well as in the other European countries, is built to insure a continuity of education. The baccalaureate, more commonly referred to as "bac" or "bachot" is a final exam given at the end of the equivalent of high school. Although most students take the "bachot," only thirty-five per cent pass the first time. The exam covers all material studied in the years of high school. It is in two parts, written and oral. These tests are very difficult and

preparation for them requires early acquisition of good thinking and learning habits.

Not working merely from vacation to vacation, the students take their work very seriously during the entire year. They have assignments to be completed during the summer and they do not feel a complete separation between academic training and the independent use of free time.

Museum Going

The government, too facilitates student learning. With a student's card one may enter a museum for half-price. As it is, entrance costs only about twelve cents on weekdays and is free on Sundays. There are numerous museums in Paris, many of which are quite specialized. Always crowded, they are open six days a week. Art and culture are very important to the French. Many people spend Sundays at the Louvre after church.

Libraries are always open to the public. They are intended primarily for research; books do not circulate. Upon presenting an admission card (these may be obtained by anyone), an individual can enjoy free use of the library's facilities.

Although television is becoming more and more popular in France, most French still do

not own TV's. People, therefore, are not so dependent upon them as a source of entertainment. Rather, they provide their own amusement and in this pursuit, quite a bit.

Pas De Biagues

Frenchmen, I found, do not joke as much as we do, and yet they do not take themselves as seriously as we. When people asked what I wanted to study in college, and my answer was "psychology," they gave each other knowing glances, and said, "Oh everybody in the States does that. They're crazy." It seems Americans "take themselves too seriously." And yet, the French are constitutionally more serious, with a greater concentration on worthwhile conversation, rather than on joking. (Much of what I have said applies not only to the French, but to Europeans in general.)

Another advantage offered to students is the Thursday theater presentation. There is no school on Thursday and so the "Comedie Francaise" offers students a chance to see plays at reduced prices.

Since appreciation of learning and of culture are deep-rooted in the French, this emphasis on acculturation applies not only to the upper classes and intelligentsia but to all.



- A. I'd imagine it's a tie between Mr. Watson's G. I. course and my Paltrandian Physics course. But they're all lovable.
- Q. Have any idea of what an ideal teacher would be to you?
- A. No.
- Q. Well I want a more specific answer than that.
- A. Oh! In that case—to me an ideal teacher is one who likes me and understands me.
- Q. Have you ever met this teacher?
- A. No, but not to take any credit away from my present ones, I'd say I've come close.

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away from it all, as she longed to? The clock hadn't moved in an eternity. At that moment, it was the middle of the night in some far off strange place. She was eager to know of these places and of these people. They may not be any better, but they were different and she had to find out. Life wasn't just this and now. Here, in this place, she would always be an outsider. These people were content to do and think the same things day after day. There must be an escape!

Different

The chair was unbearably hard and she wished it would turn into a magic carpet and take her away. She looked around hesitantly, as if someone had heard her thoughts. They would think her different and she couldn't be different. She wasn't strong enough. All she could do was dream. Her life stretched out before her, an endless chain of dreams.

She looked out again into the vast eternity beyond her small cramped world. Then the bell rang and she again joined the race—she had had her moment of escape.

by Susan Randall

Strange

It was strange to see him again, to feel my stomach jump and my heart pound, leaving me speechless at his swift strides toward, past, and away from me. The loneliness that follows such a moment is sometimes unbearable. For the truth shines in my eyes, burning away all my silly hopes and dreams, revealing that for me his strides will always pass swiftly by.

by Amy E. Stone

There must be some mistake, I was rejected.

The Hunchback of Notre Dame

by Victor Hugo

reviewed by Ken Hodor

"He was one of the most grotesque creatures on Earth." This was the way Victor Hugo, author of the classic, described Quasimodo, the Hunchback of Notre Dame.

Occurring during the 15th century in the city of Paris, the story opened on the day of the Festival of Fools, and also on the day of the marriage of the son of Louis the XI. The people were looking for a Prince of Fools. He had to be a man of remarkable physical ugliness. Many crackpots were contesting for this honor but none seemed to be suitable. But when Quasimodo appeared, he was acclaimed as the "Prince of Fools". Here he became known.

A poor man, Quasimodo was the bellringer of Notre Dame. He was extremely ugly and misshapen. His only friend was Frolo, a priest who had taken him in as a baby when he had been left at the gate of Notre Dame. He was loyal to Frolo and did anything he said. Quasi-

modo appeared as a poor lonely man who had been given this imperfect body by God. I don't think he felt sorry for himself because he never tried to hide from people. However, society shunned him and forced him to live alone. I believe he was very unhappy because of this and because he had no friends. However, he was loyal to Frolo and would probably have been just as loyal and good to anyone else who was his friend.

Esmeralda

The beautiful gypsy Esmerelda was also a kind person. She was believed to be a sorceress and a witch because of the medicines, or magic potions, as they were called, that she used. I was able to see her kindness when she saved Gringoire, a poverty-stricken poet, from being hanged by a group of thugs.

When Esmerelda was to be hanged for the alleged killing of Captain Phoebus, her sweetheart, and for her witchcraft and sorcery, Quasimodo appeared and carried her off to sanctuary in the church. As long as she stayed within the church, Esmerelda would be safe. Quasimodo locked her into his cell and he slept outside guarding her. I thought this showed Quasimodo's devotion and consideration for the gypsy because he knew his ugliness would frighten her.

When the crowd tried to get her out, Quasimodo bolted all the doors of the cathedral and threw rocks and poured molten lead on them. When the people

ments?" "Well," she smiled, "I received the silver 'M,' which means a lot at Manhasset, and was in the top ten in my class, but I couldn't have done it today without giving up cheer-leading, or sailing, or something."

"Sailing?" "We didn't have a schooner or anything, but I raced our little old eighteen-foot Meteor at the Port Club every other day all summer until I won the championship in my junior year. The next year I was elected sailing instructor for the club because the war was on and all the boys were gone. Sailing is really a wonderful sport — takes precise skill in boat handling and a great deal of fast thinking. My husband

tried to set up ladders, he quickly knocked them down. He killed hundreds to keep her safe. This again showed his feeling of devotion for the girl and his love for her which he knew would never be returned.

When Frolo had unlocked Esmerelda's cell and taken her out of the cathedral, the crowds caught her and hanged her. In a fit of anger, Quasimodo took Frolo and threw him into the crowd and killed him. When he realized the horrible thing he had done, he wept over the body of his only good friend. Quasimodo was never found after that. However, during the reign of Charles VIII, they discovered a hunchback's bones with his arms around a lady in white. When they tried to separate the two bodies, the bodies crumbled to dust.

I thought Victor Hugo presented this book in a provocative manner. He showed that everyone needs some love and devotion, a quality which Quasimodo was never able to obtain from anyone. I think this hurt Quasimodo more than anything. I also felt that basically Quasimodo was a good, fine, and considerate man who was not given a chance in his cruel world.



"What was he majoring in?" "We both majored in English."

"What about your final year at Middlebury?"

"Well, I received a degree from Middlebury, but I finished my senior year at Williams."

Williams: "Isn't that a men's college?"

"Yes," she laughed, "but by then, Bob had joined the faculty there, and teacher's wives are allowed to attend classes. It was quite an experience."

"After I finished, and we had both lived at Williams for a few years, we came here to New York. Bob is now teaching English at Columbia, and it was there that I first realized how teaching fascinated me. I had put my boys in the Columbia faculty nursery school and once a week I helped take care of the entire group. I found that I truly enjoyed teaching and the learning process and started on my M.A. A little later I began scouting around for a teaching job. I was lucky enough to find this position as an English teacher here at Great Neck, and it has proven as interesting and enjoyable as I hoped it would."

"Yes!"

by Al Hutter

Cigars, candy, and an announcement that Dr. Pall-rand's wife gave birth to an eight pound one ounce baby girl named Nannette greeted the faculty December 2. Our congratulations!

Escaping the December cold, the former Miss Margaret Morris and her husband, Mr. Larry Sadler, are honeymooning in Florida. Mr. Daly's secretary, Mis Morris, was married November 22, 1958, and she will return to school on December 10.

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Orange And Blue Bowlers Crush Bulldogs In Opener

Extending last year's winning streak to eight games, the Great Neck varsity bowling squad defeated Island Trees 4-1 at the 51-lane Roosevelt Bowlerama.

The five-man varsity squad bowled an average of 148 pins per game. At the same time, the junior varsity trounced Bethpage 5-0, while rolling up an average score of 137. The varsity scoring attack was led by Peter Marcus, who amassed a 191 average for three games. Art Wasserspring led the J.V. with a 172 average for three games. Artie, who was bowling his first match in interscholastic competition had the high score of the day with an impressive 298. The varsity and junior varsity squads, picked entirely from the intramural teams' top scorers, consisted of six men each. The following six men comprised the varsity squad: Peter Marcus, (191); Fred Ross, (145); Ronnie Rebhuhn, (136); Mike Frank (133); Ira Wolfe, (140); and Dave Wechsler, (126).

These keggers made up the J.V. team: Mel Grappell (138), Art Wasserspring (172), P. Wershals and Dick Rubin (119), Joel Finkle (147), and Bruce Colan (118).

This match was a non-league contest. The first league game will be played on December 17, against Glen Cove. Five points are awarded for each match: one point for each game won, one point for the high game, and one point for the high series. Coach Carl Ring said that anyone can still come out for bowling intramurals. They still have a chance to make the

varsity or J.V. squads, as both teams are shifted each week. Anyone who can bowl a consistent high score has a chance to win a letter.

Woodsmen Humble Blazer Wrestlers

Last Saturday an inexperienced Blazer wrestling squad suffered a shocking 5-3 defeat at the hands of Island Trees. The loss was due mainly to inexperience, as the team has only four veterans on this year's roster.

Junior Harry Wein was the only victorious grappler for Great Neck. Wein was awarded a 6-0 decision over his opponent. In the 140 lb. class, Kenny Shapiro lost a tight 6-4 decision. The remaining ten grapplers were all pinned by the Island Trees matmen. Ricky Vachio (103) lost in five minutes; Bruce Meyer (110) was pinned in 45 seconds; Fred Shaw (110) hit the canvas in 1 minute 27 seconds; Richie Carso (128) lost in 5 minutes.

In the heavier weight classes, Alex Eddleman (134) was pinned in 1 minute; Bill Thurston (158) lost in 2:33; Barry Riggs (168) was beaten in one minute; Alex Kreeger (178) lasted only 1:48; Roger Rosen (unlimited) lost in 3:56.

The situation should improve as the season progresses, for the most serious weakness is a lack of practice. Since many of the boys are wrestling for the first time, Coach Levy has had to devote most of the time teaching the fundamentals of the sport. Some of the promising newcomers are Kenny Shapiro, Harry Wein, and Ricky Vachio.

Great Neck Varsity Cagers Rout Indians As Slayton Sparks Opener



Scrimmaging in preparation for Friday's home J. V. opener against Manhasset, Richie Klein closely guards Steve Richman. Both boys were stars of last year's freshman squad. Photo by La Monica

Paul Slayton's pin-point passing and dead-eye shooting paced the Great Neck Blazers to a 71-58 victory in their initial encounter against the Manhasset Indians last Friday. Slayton scored 20 points, hitting primarily on long one-handers and on jump shots. Steve Spahn, the Blazers' leading scorer with 21 points, connected on long jump shots and on a variety of lay-ups.

This victory was a real team effort, with four of the starting five scoring in double figures. Jim Cohen, in his first varsity competition, turned in a fine all-around performance, scoring 12 points. Jeff Spanier hit for only two field goals, but canned seven foul shots for 11 points. Big Jim Blume accounted for five points and was a bulwark under the boards.

GN Leads At Quarter

Great Neck opened up the scoring on a back-handed drive by Jim Cohen. The Blazers never relinquished this lead. In the fourth quarter, they poured in 14 points in a row. Slayton and Spahn were the big guns of this spree, which saw Great Neck take a 23-7 first period lead. Manhasset, with Jack Hasbruck and Gary Zale leading the attack, closed the margin at half time to 34-25.

At the outset of the third period Cohen and Slayton pulled the Blazers in front by 13. The rest of the third period saw each team exchange buckets, with Great Neck holding on to a ten point lead, 54-44. In the fourth period the Blazers turned the game into a complete romp by streaking to a 23 point lead. Great Neck ended their scoring with a jump shot by Blume and 2 fouls by Spahn, making the final score 71-58.

The only sore spot was the inability of the big men to handle Slayton's quick passes. This should be improved as the season progresses. The Blazers' next game is at home against Bethpage this Friday.

The game against a strong Garden City squad on December 19 will be the first real test. The Trojans, defending county champions, will have the advantage of playing on their own court. They are led by returning lettermen Bob Day and John Clark. In their first game, the Trojans edged Westbury, 54-49.

JV Hoopsters Overwhelm Manhasset As Branfman Stars With 16 Points

In his debut as junior varsity coach, Mr. Tom Pierzga led his squad to a 47-36 triumph over Manhasset at the Junior High gym last Friday. In a tight game, the home team managed to evade a final surge by the visitors, wrapping up the victory.

The Blazers' starting five consisted of Steve Richman, Fred Branfman, Larry Solomen, Vic Zinn, and Larry Daugherty. This team went most of the way, the only other Blazer to see action being Mike Saphier. After controlling the opening jump, Great Neck moved to a quick 4-0 lead as Branfman connected on two jump shots. Manhasset soon tied the score on four straight foul shots, but Steve Richman regained the lead with five consecutive points. Manhasset began to click, however, and at the end of the first period they led 14-11.

In the second quarter three foul shots by Daugherty, Solomen's one-hander, and a jump shot by Richman gave Great Neck a lead which they held through the remainder of the game. Baskets by Zinn and Branfman put Great Neck ahead 24-19 at half-time.

In the second half Great Neck began to take advantage of its height. With Branfman, Richman, and Saphier controlling the boards, the Blazers began to build up a substantial lead. Instrumental in this drive were Solomen, Richman, and Branfman.

Intramurals

Basketball intramurals, along with winter breezes, are in season now for the sophomores as well as the junior-senior group. The tenth grade teams captained by Goldstein, Marks and Lewis are all tied for first place with 2-0 records. The junior-senior league teams have not all played their first games, but right now Leiblein's, Gumm's, Mitchell's, and Gundy's teams lead the league with 1-0 marks.

Enough interest has been mustered by the boys to form a Saturday Recreation League. The opening games for this league are on December 6.

Bowling and wrestling intramurals are open for any boys who are interested in coming out. The bowling teams, both varsity and J.V., are chosen from the high-average intramural bowlers.

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