

Power

Power

Purple and Gold

Peace In

Vietnam

Vol. XXIII - No. 1

POWER MEMORIAL ACADEMY, NEW YORK, N. Y.

October, 1967

Enlarged Council Makes Plans

"This year, we plan to have a senior and junior prom, a senior day, a revision of all activities, and a greater amount of coordination among the members of the council and the student body."

And so, this year's student council, enlarged by five to a total of sixteen members, begins its annual zealous drive of reform within the halls of Power Memorial Academy.

In years past, one would have been justified if he laughed and ignored these prophecies because very few of the council's plans ever evolved into worthwhile activity among its membership. Indeed, since its institution some years ago, the council's apparent value has been shared only by the members themselves.

And yet, let us examine the council of 1967-1968. A few laudations must be granted to them. It is while they were juniors that the officers of this year's council helped to change the ancient dress regulations. It was also they who made strong attempts at having a prom for the junior class, only to have their actions censored by the class itself.

Last year also saw a change in the constitution, providing for membership among the sophomores last year and the incoming freshman class this year. This may well prove to be the most valuable piece of legislation passed by the council.

Therefore, one cannot say that, as juniors, they did not try to fulfill their responsibility as liaison between the student masses and the establishment. There is only one problem though that one can find in this record that serves as the key to their future and that is that all this reform occurred last year.

"What will happen this year?"

There are many factors which can affect this situation. First, there is the council itself. Its greater membership poses the problem of a difficult majority in all its decisions. The administration too has changed. A new dean of studies as well as a relatively new faculty may react differently to any of the plans which the council may have. The student body has changed. There is a new senior and a new junior class. Will their reactions to the council's attempts at reform be as narcoleptic and stifling as in the past? Probably — but this thought must not stop Stephen Walsh, the president of the council. He, as well as his fellow representatives, must remain leaders in this renaissance — otherwise, free thought will again disappear into the cracks and holes of Power.

Students Honored

At the Fall assembly, Bro. O'Connor announced that Letters of Commendation honoring students for their high performance on the 1967 National Merit Scholarship Qualifying Test (NMSQT) have been awarded to 2 students at Power Memorial.

Those named Commended students are Charles M. Carberry and Bernard J. Powers.

They are among 40,000 students in the United States who scored in the upper 2 percent of those who will graduate from high school in 1968. The Commended students rank just below the 14,000 Semifinalists announced in September by the National Merit Scholarship Corporation (NMSC).

John M. Stalnaker, president of NMSC, said: "Although Commended students advance no further in the Merit Scholarship competition, their outstanding record in a nationwide program deserves public recognition.

Their significant academic attainment gives promise of continued success in college.

"The Commended students should be encouraged to pursue their education since their intellectual talent represents an important and much needed natural resource. Our nation will benefit from their continuing educational development."

The Commended students' names are reported to other scholarship-granting agencies and to the colleges they named as their first and second choices at the time they took the NMSQT. The reports include home addresses, test scores, anticipated college majors and career intentions of the Commended students. NMSC encourages these students to make every effort to continue their education.

We, at Power, are proud to have among our midst two such students chosen from this nationwide competition.

COMPUTERS BRING RELIEF

The computer age has arrived for high school students facing the college selection crisis. From now on you will be hearing a lot about something called the SELECT College Consulting Program.

It works on the principle that each student is unique — as are his college needs. The student fills out a questionnaire describing himself — his background, scholastic record, interests, likes and dislikes, and especially his requirements for college. Financial considerations are also taken into account.

This information is computer-matched with two million items of information on the 3000 colleges in the United States. SELECT then sends the student and his adviser a selected list of the ten to fifteen most ideal schools for his particular needs. Together with his college adviser, he can now analyze these few chosen schools in depth, and make a sound decision on where to apply.

K&B Associates developed the SELECT Program to insure that the college bound student does not overlook any schools that are ideally suited to his interests and requirements. The cost of the service is \$10. Questionnaires have been distributed nationally and are available to high school students through their guidance offices.

Letter From The Principal

I want to thank the Moderator, Editor and Staff of the Purple and Gold for affording me this opportunity to address a few thoughts to the Student Body.

I have already extended to you, the students, my best wishes for your success this year. I do this again both in my own name and that of the Faculty. However, I would like also to emphasize that regardless of the sincerity or earnestness of our wishes, the fundamental responsibility for your success rests on each of you as individuals.

In the world in which we live, education can be so important a factor that to ignore your responsibility as students would be disastrous. Not only can you adversely affect your own economic future, but, even more vitally, you can stunt your development as Christian people. Any opening of the mind to truth must significantly lead to a greater knowledge of oneself — a key factor in one's self-fulfillment. Beyond this, our Christian Faith emphasizes the importance of cooperating with the movements of the Holy Spirit — could we not also call this "opening our minds to truth."

I hope that you will work at your education with this thought in mind. The period in which you are presently living urgently needs Christian individualists — your years of education can dramatically assist or retard the fulfillment of this need.

BROTHER O'CONNOR

POWER ON PARADE

The Senior class at Power marched again at the annual Columbus Day parade on Thursday, October 12. The parade itself was not anything out of the ordinary. A friendly smile from Cardinal Spellman, the usual presence of politicians and city officials in the reviewing stands and the lonely applause of Power parents, girlfriends, friends and relatives served to compose the highlights of the parade. There was one row of seniors with bright yellow flowers pinned to their sport jackets and coats.

In the days of preparation for the parade, mass confusion had taken over. Supposedly, the parade was a must for all seniors. Then, the seniors had to practice marching after school hours. And in the best tradition of barter trade at Power, the seniors in turn were promised a day off for "giving up their own time for the school." Thus, the practice was divided into two sessions, one at 2:20, the other at 3:05. After a half-hour of shouting, fun and frolic and total chaos, the herd of

seniors was dismissed, having learned nothing.

Marching practice was taken very lightly and it seemed that the senior class would look much like a bunch of Girl Scouts at a picnic, which although being more pleasant, is not exactly in the line of past Power showings at the Columbus Day parade.

Therefore, when the academic assembly was called on Wednesday, October 11, the senior class was invited to the Gym a few minutes ahead of the other classes. They were faced there by Brother O'Connor.

The Principal spoke about the lack of achievement in the practices to that date. He did not make any fiery speeches about responsibility to the school and about how the senior class represents the school as a group. Instead, Brother O'Connor sincerely stated that our marching would simply provide scholarship funds for the school. In other words the parade had but monetary and prestige values.

(Continued on Page 3)

PURPLE AND GOLD

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An Inward Glance

"The mass of men lead lives of quiet desperation."
 —Henry David Thoreau

Except for his weekly participation in the intramural shuffleboard games, the student leads a life of detachment — as he enters the Power machine — which he has helped to create. That student is dead and he must hold himself responsible in great part for his mental dissolution.

Too often are we tempted to free ourselves of our faults by fixing the guilt upon our authoritative superiors. If we are unhappy about the present system, if the present administration is inadequate, we have ourselves to blame for having permitted its birth and then its growth.

However, such is not the case at Power. The student became so unconcerned with his educational environment that he is no longer aware of his mental demise. Fortunately, during the past few years, the administration has created a progressive trend which is very likely to spread gradually and, hopefully, make a true school of Power.

As with most systems conducted by humans, the system at Power is far from lacking imperfections which eventually will be eliminated. (Incompetent or inefficient teachers have left Power during the past few years. A few are still roaming through the halls and stumbling into classrooms. Hopefully, for the sake of the human element or whatever is left of it, these men will leave us in the future.)

Another problem still plaguing the success of the educational system at Power is the nagging presence of a ludicrous discipline. The presence of a discipline is necessary, but only as a means of maintaining an atmosphere where education may take place. (It should never be a set of archaic rules controlling appearance. Discipline should NOT be concerned with appearance. If not for the section on appearance, the disciplinary rule book at Power would be a fairly reasonable one.)

Most of us realize the emptiness of the appearance game. We discuss its evils in class, read about it in books. We inherit proverbs from our ancestors warning us against it; we publicize its dangers, yet we find ourselves not only deeply involved in it, but also encouraging it. Certainly, this is not education.

Therefore, it is the student's duty to fight the Madison Avenue element in the school and not simply for the sake of being labeled as a "Time Magazine" non-conformist or a Hippie rebel. Empty rules enforcing a certain conformity in appearance should always be opposed for they are dangerous in themselves. They are only a step away from shaved heads, and IBM computer cards and numbers tattooed on one's wrist are not totally dissimilar. Nineteen eighty-four is much too close and too real to be considered as mere science fiction.

(We are told that a set of meaningless rules will be reduced to insignificance and then to nonexistence if it is unchallenged and in that sense ignored. This is the type of reasoning which permits institutional rules to grow into a fascist fortress. We ARE "free" to disobey the rules, but that is as far as this form of protest will carry us.

What can we do? Nothing much actually. We find ourselves limited in our struggle against senseless restrictions. We can only appeal to the august powers who control us and hope that our plea is heard.

(Hopefully, someday all restrictions will be dropped. And after the trash about maturity and responsibility is openly recognized as obsolete, then the emphasis shall finally fall on education.)

Then Power can become a house of learning in the true sense of the word. Power would be a school with both qualified teachers and qualified students, a school where the students would learn from the teachers, where the teachers would learn from the students and above all, where the students would learn from the students.

When we reach this true form of education and have crushed the appearance game in the process, we will have conquered the dark ages of neon lights and packaged civilization.

Brooklyn Academy Happenings

The impact of scientific and technological advances will be explored during a series of six lectures on "Life in an Age of Technology" at the Brooklyn Academy of Music during 1967-68. The series, cosponsored by the Academy and the Polytechnic Institute of Brooklyn, will begin October 11.

Polytechnic faculty will discuss topics ranging from "Computer Music" to the use of the computer in producing animated films and in composing music; from the new plastics revolution to the role of technology in solving problems of the population explosion and law enforcement.

Lectures in the series will be presented once a month on Wednesdays at 2:30 p.m. in the Lecture Hall at the Brooklyn Academy of Music, 30 Lafayette Ave. There will be no lecture in December.

Lectures will be free to Academy members. Public tickets are \$1.00 each. Tickets or memberships are available through Brooklyn Academy of Music offices. Annual memberships are \$20.00 a year; members' guests can purchase individual lecture tickets at 85 cents each. New

York area high school science teachers and their students can obtain free tickets by making arrangements with the Brooklyn Academy.

The series opens on Oct. 11 with "Engineering for Tomorrow's City" as the topic for Dr. John G. Truxal, Provost of the Polytechnic and Professor of Electrical Engineering. Dr. Truxal will discuss how current technological developments hold promise for improvements in such areas transportation, communications, medicine and law enforcement.

"Expanding the World's Resources" will be the second lecture, on Nov. 1, and will show how new technology may help solve world problems associated with the population explosion, substandard living and the drain on natural resources. The speaker will be Prof. Donald Othmer, Distinguished Professor of Chemical Engineering at the Polytechnic.

Using the latest computer equipment, Prof. Robert Benenati, Director of the Polytechnic's Computer Center, will discuss "Computer Magic Today and Tomorrow" at the lecture on Jan. 3.

Continuing with the computer theme, Prof. James C. Tenney, Visiting Professor of Electrical Engineering, will discuss "The Use of the Computer in Musical Composition." His talk on Feb. 14, will include tapes of computer-generated music.

Using the computer to produce animated films will be discussed by Dr. Edward E. Zajac on March 13. Dr. Zajac, Head of the mathematical Physics Dept. at Bell Telephone Laboratories, Murray Hill, N.J., produced computer-made films during a leave of absence as Visiting Professor at Polytechnic during the past year. The lecture, "The Computer as Filmmaker," will be illustrated with computer-made films.

"Chemistry and City Problems" will be the final lecture in this series, on April 10. The speaker will be Dr. Herman F. Mark, Dean Emeritus of Polytechnic and internationally known for his work in the chemistry of high polymers, the long complex chain of molecules that make up many of the new man-made products in use today, including plastics and "miracle" fibers.

Literary Magazine: Searching

A section of the Publications Department which has received little or no publicity in the past few years at Power is the Literary Magazine. Rarely has it received support from the student body either in the form of being read or through contributions for publication.

The principle reason for this is that most of the students are not even aware of its existence. Even when it is mentioned either in the student bulletin or by word of mouth, it is scorned as being a waste of time or a snobbish game for the rather minute intellectual element in the school. This reaction can be easily understood by anyone who is aware of the cultural degree of the average Power robot. It would be false to deny that the Magazine was not the work of a clique in the past few years, but it is only through their effort that the Magazine's survival was made possible.

This is not an appeal to the large-mouthed vegetables, to the snobs, or to the practitioners of mental drivel. This is an appeal to those students, whoever they may be or whatever classes they come from, who are willing to contribute some creative writing, whether in poetry or prose — fiction or essays. Topics and subjects shall not be censored.

Any student who wishes

to contribute some of his own writing to the Magazine should see either Leonard Tonetti or Joseph Salamone or leave it with someone in the Publications of-

fice. The manuscript(s) should be preferably typed and must be signed. Your cooperation and show of interest will be greatly appreciated.

A Plea For Response

A school newspaper should be both an adequate and a forceful means of communication. This suggests that the student body should also participate in this means of communication. A newspaper reflects the abilities of the school in general, because it publicizes the activities that are such an integral part of the environment in which we live for six hours of each day. A newspaper also voices the opinions of the few in the student body who wish to do so.

It seems, many a time, that the students become very lax in their duty to share their opinions with others. It must never be forgotten that if we do not communicate, our minds stagnate and, therefore, degenerate into a blob of jelly, hanging in our heads with no meaning at all. Think of *Nineteen Eighty-Four*, and you will see what this means. A world of mutes would only vegetate, for a world without communication would be no world at all, just an assem-

bly line, a horrible world of mechanical death. This is the reason why it is a duty to speak out.

Everyone does not have the ability to write well, but nevertheless, a newspaper is a means of communication, and each person should try to make his opinions felt about the articles put out in this publication. If a student disagrees with the content of the newspaper, he should write a letter to the staff of the *Purple and Gold*, and even if the individual agrees enthusiastically, he should openly demonstrate his vivid appreciation.

The newspaper in the past, has received a minute amount of replies to the staff. This demonstrated a lack of interest on the part of the student body in the communicative obligation of the individual. It is the ambition of the present staff that this lack of interest will vanish. Even if your interests lie in other fields, the job of making your opinions known should never stop you for contributing any thoughts to this paper.

Telling It Like It Isn't

There is, I believe, a surprisingly great concern by many people over our educational systems at the moment. This is a time during which we see books on the comprehensive high school and articles on progressive education (the New Republic recently published a study on English schools and the Saturday Review one on American education in the last decade). It is the period in which a priest (Father Kavanaugh in *A Modern Priest Looks At His Outdated Church*) calls for a radical decrease in the number of traditional Catholic schools while, simultaneously, thousands of Catholics take an active part in the movement for aid to these same institutions. And, of course, there is a sizeable group which is curious about the educational system which produces the outspoken and often unconventional men and women to be seen today. Even those involved in this system are interested in observing how the movies see them. As students protest and teachers strike, the interest continues to increase.

Up *The Down Staircase* is probably the best film on education that we'll see for some time and, though those involved in the production should be deservedly proud, this is a somewhat sad fact. For *Staircase* and *To Sir With Love*, a basically similar film, are too close to the heart of Hollywood (although neither film was made there) for discomfort — the discomfort which audiences should be made to feel by films on education.

There is no reason to believe that either picture resulted from a dissatisfaction with today's schools and methods of teaching. The makers of *To Sir* probably welcomed the chance to take a pleasant (if not very novel) novel about a Negro teacher in London and create a pleasant movie with Sidney Poitier. *Staircase* was a best selling book which, by being transferred to the screen with what is called "mass-audience appeal" virtually had its profits already in the bag. The makers of both pictures must have, at one time or another, asked themselves "Can we make a movie to please everybody?"

Unfortunately, in the case of *To Sir With Love* the answer is probably "yes." The advertisements set the tone: "See the mods of London (thus capturing

the younger audience) and the teacher who made them call him "Sir" (an appeal to the older moviegoers who like to see kids both put in their place and gain the most desired result of education — manners).

Both Poitier in *Sir* and Sandy Dennis in *Staircase* are new teachers facing hostile students — Poitier in a London slum; Miss Dennis in a New York one (incidentally, the latter picture was filmed at Haaren High School and in the vicinity around Power — dilapidation, anyone?). Actually, Poitier has the greater advantage — or lesser disadvantage, you might say. His pupils are so hostile that he can see where he stands with them. With few exceptions, Miss Dennis' pupils are merely indifferent to what she is trying to teach them. Involved in their own weary worlds, they don't — perhaps almost can't — give a damn about Emily Dickenson or Charles Dickens. And if they attempt to respond, they do so with untrained and pathetically unknowing minds.

The students in *To Sir With Love* seem less like "real" characters than foils for Mr. Poitier's superficial speeches on the dignity of Man and the need for law and order. (Roles such as this have given Mr. Poitier the unique distinction of being the one Negro whom white mothers would almost want their daughters to marry). They are never taught to really think but leave school with "Sir's" words ringing in their ears and in their brains.

In comparison, any other film on education would immediately brighten but, even on its own, *Up The Down Staircase* comes off as a surprisingly honest and perceptive example of the best that Radio City has to offer. Both of the movies mentioned are fortunate in having actors with the capabilities of Dennis and Poitier. However, *Staircase* is also blessed with Tad Mosel's intelligent screenplay. It penetrates the facades of our "higher institutions" to show the teachers engaged in tiffs, the decaying classrooms and the emotionally introverted youngsters who fill them. However, these characters — both teachers and students — while possessing distinct personalities and having problems which we can both realize and identify with, are placed into situations which are both melodramatic and a bit trivial.

nor, the Director of Activities, Brother Binkley and from the new Dean of Studies, Brother Loveterre, expressing their happiness.

As a whole, the Columbus Day parade was a success for Power, for those who like parades.

BOWLING . . .

(Continued from Page 4)
ill-fated whooping crane; an improper execution of the latter usually renders extensive damage to the weak steel floor.

The cult of bowlers is strange and varied indeed. Participants range from eager freshmen to ruthless but fairminded seniors. Nevertheless humility seems

(For example, an awkward student attempts suicide by jumping from a classroom window when she is humiliated by the teacher on whom she has a crush).

To Sir With Love is an inoffensive film with some magnificently photographed sequences and a telling characterization by Sidney Poitier. Up *The Down*

"\$ In God We Trust \$"

The Power Other

Why is a human life so precious? I have been trained, like Pavlov's dogs, to believe that every human life is valuable. No intelligent reasons have been offered to me for this claim, except for a specious argument that only God has the right (not the power, mind you, for we all have this power) to take human life. I think we're supposed to infer that we must be rather important, if only the omnipotent God can decide on the matter. But I've never been personally told by God that only He has the right to kill. I've been told by people who've been told by God — or so they said. Now where did these people get their information from? Judging from the world around me, God definitely shows no eagerness to protect His right. Perchance He ran out of lightning bolts? His words are there (second-hand, though) but the correlating actions are missing.

Some will laugh triumphantly and gurgle "A-ha! But God will punish those killers after death!" Equally triumphant, I'll throw a felicitous obscenity their way and say, "The idea that only God has the right to take human life is a theory which dissolves when we scan our own milieu. What you then seek to do, when

to ring throughout the contented minds who take pride in rolling a ball (with questionable skill) down an alley. The "snake charmers" (those bowlers who attempt to coax the pins off-balance by all sorts of weird gestures) rarely find fault with their own exotic rituals but rather with some mysterious force operating against them.

Myths and superstitions disregarded, however, bowling provides an excellent field where creativity and moral character can be based. Undoubtedly our ancestors, the cave men, would have smiled in uncontrollable mirth at the feats and antics of our bowlers.

Staircase is a vivid, if over-colourful, account of a teacher who meets with both success and failure. Both films have obvious and noteworthy merits. Nevertheless, at a time when the educational system is in such dire crisis, what is needed is a searching look at the students who don't jump — who stay in their seats afraid or uncaring — and the teachers who stay with them, for better or worse.

By the time this appears in print, the Lincoln Center Film

Festival will have presented a number of documentaries on subjects ranging from mental retardation to old age. Perhaps the creators of these works are the men and women who will provide the needed films on education; the films that won't play to long lines at Radio City but which will explore the hell pits into which so many students are placed and into which through ignorance, through fear, through something, they tragically place themselves. JOHN HAGAN

your theory fails in practice, is comparable to the actions of a man who alleges having a gun in a closet to which neither he nor his opponent can find the key. It's a bluff. Afterlife is an uncertainty. Since you can't win by reason, you seek to do it by playing on man's fear of the unknown."

There is no proof that God will punish the "murderers" after death. The Church is merely human beings who maintain that God is talking to them. They are analogous to the acid heads who say they've found God through LSD. The Church has no evidence that God reserves killing for Himself except for what other people say he's said — second-hand information. Worse, if our informants get their news from an angel or a saint, it's degraded to third-hand information. . . . What each Christian truly needs is a personal hot-line to God, so he can tell them like it is.

Speaking of killing and killers:

What is a soldier?

What is any military man?

They are all lawful murderers, with only one difference distinguishing an Oswald or a Speck from a soldier: society approves of the latter's murders. We were aghast at the senseless slayings by Speck and Oswald, but what is our reaction to the massive Vietnam murders that both adversaries are guilty of? (Typical of the response is Senator Dirksen blubbering out an

album applauding the masterful job of killing "our boys" are doing there. That's what all wars boil down to: a fight between two killers; each aware that victory goes not to the morally right person (if there is one) but to the better killer.) And, by its demonstration in two world wars, America has proven itself to be the champion among killers.

In my opinion, a basic antithesis seems to exist between the words father and soldier. The soldier's chief function in life is destruction but the father's role is, ideally speaking, more creative. A positive idea revolves around "father," while the word "soldier" seems rather putrid.

Yet, more and more fathers are turning into soldiers — both literally and figuratively. Fathers bomb homes and send mothers with wailing children screaming for shelter, any shelter. Fathers bayonet, strangle or shoot other fathers. The fathers had better learn well their murderers' trade. They had better learn to be more efficient and facile killers than the other fathers they will fight. The stakes aren't small — some will lose their lives and — with that — any chance of seeing their wives and children again.

Then a father will have to wait in heaven all alone for up to sixty years, if not more, before his family joins him. Of course, he may be lucky — the enemy fathers may bomb them into heaven also. Then they'll all be one big mutilated family again.

Edward Szymlarz

Publications Board Created

A Publications Board has been formed at Power. It was decided that there would be greater harmony among the members of all the publications media if there were some common meeting ground. The Board, hopefully, will fulfill this purpose. The Board consists of the editors of all the publications, a chairman and a faculty advisor.

The publications involved, and their editors, are: *The Purple and Gold* (Jean-Paul Godzich); *Power '68* (William Fiederlein); the *Photography Club* (Henri Schwan) and the *Literary Magazine* (Joseph Salamone and Leonard Tonetti). The Board will operate under the chairmanship of John Hagan, with Mr. Paul J. Ott as Faculty Advisor.

As part of the Board's service, the Publications Office on the fifth floor usually will be open each morning at 8:15 and each afternoon at 2:15. Any student having any business or problems connected with the publications will find a staff member at the Publications Office at the above mentioned times.

MARCH . . .

(Continued from Page 1)

The Principal followed by asking the seniors if they wished to march or not. He explained that if they were to march, they would have to participate in extensive practice the same day. A show of hands decided that the majority of the senior class wished to march.

The marching practice was lengthy and far from pleasant. Whether it was needed or not cannot be decided now.

At the parade, the senior class made a fine showing. As the class disbanded, they received a fine hand from the Principal, Brother O'Con-

Barbary Sets Record

The Power Memorial varsity track season for 67-68 officially opened with the running of the 38th Annual Harry Coates Cross-Country Run in Providence, Rhode Island. As could be anticipated, Power made an impressive exhibition as representatives took second place in this rugged test of endurance and stamina. The individual hero of the day was Joseph Barbary, who in winning the 2.8 mile run with a near phenomenal time of 12:14.7 set a new meet record. Other members of this successful team who helped Power score its sixty-seven points are Chancey Marsh, John Lovett, Gordon Jackson, Keith Heron, Anthony Colon, and Richard O'Brien. The entire team merits a heart-felt "thank you" from students and faculty alike here at the Academy.

The average "Powerman" tends to remain ignorant of the intense training and blistering practice that must precede the reaping of laurels. If you wish to remain in this state of affairs that is your prerogative, but if you possess "school spirit" or "school interest," you should ask one of those self-sacrificing individuals who stand for Power at the runner's block. Immediately you will become aware of the fact that this young athlete is not concerned with medals or possible college scholarships but merely showing his dedication to the Academy.

Our talented young track stars are blessed with a great coach in the person of Mr. Mulligan. He is a truly perceptive man who sees the potential of all his runners and helps them realize it for themselves. Continued good fortune to Mr. Mulligan and his troop of fleet-footed trackmen.

PLAY BALL

The Power 1967-68 basketball season will open on December 2, and already, the gym is alive with the echoes of Fall practice. Coach Kuhnert and his assistant, Mr. Rayson, will select from the twenty-five candidates for the team, a squad of twelve players.

Perhaps the most encouraging aspect about the team is that it has the potential to rank among the top teams in the city. Its talents are varied and enormous and, if determination and persistence can overcome inexperience, this year's team could very well be the Cinderella team of the CHSAA. However, varsity experience on the squad will be woefully thin; of the twelve seniors at practice, only half have played varsity ball. Nonetheless, seniors R. Carpenter (6'5"), F. Cortes and R. Keenan can be called as reliable performers. Nine juniors, six of whom have J.V. experience, have within their ranks two exceptional ball-players in E. Gilbert and G. Walker. Among the Sophomores, there are four very promising prospects in E. Searcy (6'5"), J. Trimble (6'4"), L. Lawrence and newcomer R. Elmore (6'7").

This year's team is for the most part untested in varsity competition. Its success will depend on how quickly it will be able to gain the poise it needs in order to become another contender for the championship. It has all the other essentials.

Height and excellent shooting will be the chief assets of the squad, which will face such name opponents as La Salle, Rice, Molloy and Long Island Lutheran. League opposition, St. Helena's, Stepinac and the Mount should prove to be a challenge.

Frosh Track Opens

Once again as the doors of P.M.A. open for the 1967-68 school year, we welcome a new class of freshmen into our halls of learning. This also means the start of a new freshman track season and to our freshmen, a whole new experience. This year, the freshman track team is composed of about sixty members, which works out in Sheepsmeadow and Cherry Hill in Central Park.

The team seems to be in good shape and constantly

improving. Some of the freshmen harriers were asked about their feelings about the team and most of them seemed to be quite confident in themselves. Robert Fletcher said that he was happy to be part of the team and that he was sure that it will be a good season. The reins of the team this year were taken over by Brother Binkley who is also Director of Student Activities here at Power. We, of the *Purple and Gold*, know that we speak for the whole school in wishing the team a very successful year.

"Listen, you psychosomatic beings!"

SPORTS SLANTS

By JOSEPH M. SALAMONE

With the emphasis on "a sound mind in a sound body" the Physical Fitness Program at Power resumed this year with a "cordial invitation" to everyone to further develop their neuro-muscular skills. The course this year opened with somewhat of a renovated idea by Mr. Malone, in which the physical education program is no longer seeking as its chief object the development of the muscle, but rather a uniform development of all, the organs of the body, and above all, co-ordination between different sets of muscles and between muscles and the brain. It is to be sharply distinguished from the old fashioned physical training, which had as its chief objective the development of muscle.

Mr. Malone introduced this new approach to the students through his personal objectives and feeling of the benefits of physical education. Physical fitness refers "to the image the individual creates of himself — his agility, his strength, and his own self-respect, which is attained when the individual is socially confident of himself. This social aspect of physical fitness is developed through the participation of team sports, such as, baseball, basketball, and football; those individuals who do not participate in such athletic sports cannot succeed socially." Although I regard our instructor's opinion as one of experience, I believe that there is much more to one's social advancement than simply participating in athletics. The student has his "own personal goals" and it is by these goals and the character of the person which create the mold for his social development, which he will either disseminate or keep static. His environment, — the recreational and cultural as well as the athletic, — constitute much of his social advancement and maturity. The individual will certainly not be ostracized by his patterned group friends if he doesn't wish to participate in the "sports" because there is much more to living than simply playing "games" all the time. There are many other different ways

to develop socially other than going home and "doing your chin-ups to impress your friends the next day."

Mr. Malone conveyed some of his concepts of his new approach through a rather psychological pattern. He stated that the individual can attain his goals more easily "by concentrating and setting the correct mental image in his mind, by which he will set the pattern for his success." This system, of course, of establishing a correct pattern, is very helpful in not only athletic skills, but whenever the individual feels that a particular goal is hard to attain. Another concept that was mentioned in his outline was that "it is collegiately tested, that those who excel in physical activities are also those who excel in academic exercises." Although physical activity does stimulate the brain, it also has an affect which creates drowsiness in the individual and many times making him quiescent. For this reason, the student will be affected by his sluggish body and his mind will not function properly. Meanwhile, if you were to refer to most of the academic records of the athletic student at Power, you would see an academic depression of his marks. Since we are all "psychosomatic beings — and a sluggish body affects a sluggish mind."

However, no matter what program of physical education was proposed for this year, its success will be highly questionable. Perhaps, we should even take a public opinion poll amongst the students, asking them how they think that the physical fitness program could be improved. (There is more to physical education than developing co-ordination between the muscles and the brains; a system of Health Education and Sex Education (which mysteriously is bypassed in the Religion class each year by the symbolism of the Jewish Covenant with God) should be properly established in this program if it wishes to be a success. These are the modern day problems that confront not only the high school student everyday, but every person in this modern world . . .

Power Bowls

Activities have been praised and utilized as a source for broadening and awakening perspectives here at Power. Among the more flourishing and enlightening (at the present time) is the carefree sport of Bowling.

It is a pleasant (if not a familiar) sight indeed to see the weary but determined student sacrifice meaningful moments of the happiest hours of his life on such a gruesome pastime. Handcapped by torturous assignments and burdened by an excessive amount of books the dedicated bowler seems to accept the challenge gleefully.

These individuals are true sportsmen in the finer sense of the word. They are competitors who stand for in-

tegrity and virtue above the merits of victory. There is fierce team spirit (the difference between the first and second place trophy is quite noticeable) and loyalty to the principles of the team which are premier in the mind of the player.

Words however cannot totally describe the desire of these young men. It would be quite senseless to continue in such a maudlin manner (it would not be worthy of their distinguished honor). Therefore, the uniqueness and originality of the league, which deserves immeasurable discussion, will be touched on rather lightly in the following description.

Bowling (as the Power men now know it) originated from the game of bowls, probably prehistoric in or-

igin. It is quite an achievement and a credit to our bowlers that they have preserved and contained it in its natural state. The quiet sleepy student amazingly transforms himself into a Barbary ape in the stimulating atmosphere of the alleys. At the signal of the famous hunting whistle the lanes jump into action. Usually, anything which can be thrown is flung headlong in an attempt to smash those puny ten pins. When the bowler finds that such civilized methods are not always effective, he reverts to the more barbaric tactics in order to match wits with the primitive game.

Two classic approaches are the walk of the wild penguin and the flight of the

(Continued on Page 3)