

The Round Table

Volume X, Number 6

Stamford High School

Stamford, Connecticut

March 1982

35 cents

Violence in our public schools— What is the truth?

by Debbie White

Violence, which occurs in our public school system, and more specifically in our city high schools, has been an issue of great importance in Stamford for some time. The controversy which has ensued over this problem is neither a new nor neglected topic. Too many misconceptions have evolved from past incidents and many have been damaging to our school. These misconceptions must be dispelled so that a clearer picture may emerge.

It is true that the violence rate in public school systems has increased over recent years. However, it has done so gradually over the past decade. Today's incidence of violence is nearly equal to that of 1971. Despite this fact, the upset these incidents cause has only become apparent over the past four years. This obviously suggests that although the situation is not new, the publicity it invokes is. Some feel the publicity is a blinding factor, obscuring the facts, while others welcome publicity as revealing the truth.

In September 1981, Dr. Jerome Jones, Superintendent of Schools said, "From the point of view of community perceptions, discipline has reached a crisis stage."

In November of the same year, a new discipline code was instituted and a definitive code is being formed for 1982. The assumption then is that the old one was either ineffective or unenforced.

The opinions about this assumption are mixed. Speaking to students, one would find the 1981 policy effective. Cathy Raymond, a senior, told me, "It's been a calm year. Violence is a combination of things. It cannot be controlled at all times."

"I don't know how people

can blame the administration, violence just happens" said Karol Nielson, a junior.

Others take a contrary view. Gilbert Vincent, a history teacher, said, "You have to direct fault at those who enforce the rules."

Is there someone to blame? For many years the Board of Education, the administrators of public schools and parents of public school students have made efforts to stop student violence. Each of these groups have done everything within its power to control the problem of student violence.

In 1971 a concerned mother asked for tougher action when her child was threatened with a knife. In 1978, teacher assault was cited as "A school headache." In 1980 and 1981 Stamford reached school violence highs according to state surveys.

In all of these instances, concern and action followed. When leadership was questioned, the Board of Education sent forth a "no fault" verdict.

What exactly does spark school violence? Previous incidents have been attributed to racial tension. In 1978 such a case occurred at SHS causing great controversy. Now however, racial violence is minimal. The chief cause of student violence stems from basic environmental and personality factors. An SHS junior who wished to remain anonymous stated, "Kids like that don't just surface—they're known."

There is validity to this student's statement. Various studies, one of which was done at Harvard University, agree that past behavioral patterning points toward violent tendency. One wonders if closer observance of these patterns could help stop school violence.

Has school violence actually increased? In January of 1980 an SHS teacher was assaulted by a student [the student was expelled and pressed with criminal charges]. Asked if violence here has decreased, Mr. Richard Martin, victim of the assault, refused direct comment but did say, "There is an utter absence of support for those teachers who are trying to get their students out of the halls and into the classrooms. We have calendars for bagel and candy sales...is this school an educational institution or a baby sitting service?"

Mr. Paul Kuczo, science teacher, felt that while "There has been no increase in violence, a firm discipline code should be made and enforced." He also suggested that "The responsibility is on the shoulders of the administration to inform teachers of past 'anti-social behavior.'"

Concern as to the actual type of violence is evident. In Stamford they fall into two basic categories: knife attacks and beatings. Knife assaults include: one at Rippowam in 1971, one at SHS in 1971 and the recent one involving an SHS senior.

Beatings are more numerous. There were teacher assaults at Rippowam in 1978, SHS in 1978 and 1980, Cloonan and Turn-of-River Middle Schools in 1978, Westhill in 1978 and at Willard Elementary school in 1978. It is apparent that we can no more categorize violence than stop it.

The change in our priorities and difficulties is obvious when one realizes that in 1961 a teacher could be fired for spanking a student. Now we wonder what should be done if a student *spanks* a teacher?

In 1971 a discipline report revealed that "Junior High

Schools appear to have the greatest concentration of seriously disruptive and dangerous acts." The report includes "assault, fighting, extortion and stealing" in this category. The concentration of violence has not changed but rather has grown more widespread. Perhaps this diversity has decreased violence. Mr. John Nolan, vice-principal, who was a member of the committee which compiled the 1971 report commented, "I believe that both statistically and attitudinally, violence is down. Kids get along better and are more likely to settle arguments in non-violent ways. They accept their differences and come for help now—that's a great improvement. We can't predict violent behavior, but we try to modify it. Kids go through stages."

When asked about enforcement of discipline codes he said, "We suspend immediately and recommend for expulsion. We will not tolerate violence. This school is a safe place."

There are no answers to this problem which can be immediately suggested. The only possibility for the gradual end of all school violence is concerned action. In the preamble to that 1971 report these words are written: "When any child must suffer a beating...that is intolerable! ...When any child must suffer by witnessing teachers obliged to suffer profane verbal abuse or physical attack...that is intolerable! [and] So long as we accept violence in our schools, violence will be visited upon them."

If each student, parent, teacher and administrator can remember and abide by these words, violence may be stopped. After all, isn't one incident one too many?

SHS begins evaluation process

by Sarah Siegel

Stamford High students may never have heard of the N.E.A.S.C., but in this next year and a half it is sure to become a household abbreviation. The initials not only stand for the New England Association of Schools and Colleges, but they also can determine whether or not S.H.S. and over six hundred other New England public secondary schools receive New England college accreditation.

Why is accreditation impor-

tant? "Though there has been a strong link between college admission and accreditation, accreditations is more important because it identifies the types of kids you have here and how well you are meeting their needs."

Last month Ms. Morash spoke to the faculty, community members and various student representatives at our school and explained the eighteen month process of accreditation Stamford High must go through in order to receive accreditation

process for which there are three steps. The first, a self-study, the second, a visiting team, and the third, a follow up study.

For the self-study phase, a Steering Committee has been appointed which broadly represents the entire faculty. The members are Mr. Tucci - Chairman; Mrs. Cantow - Secretary; Mr. Biagotti, Mr. Cleary, Mrs. Dennon, Miss Gibson, Mrs. Gorman, Mr. Gurney and Mr. McGovern. The Steering Committee sees to it that the entire S H S staff is

at least two committees. One of these is a learning area committee, the other is a committee to evaluate the degree to which S.H.S. adheres to one of the Commission of Public Schools' eleven Standards of Memberships. These standards include philosophy and objectives, facilities, educational media, school atmosphere; and school and community relations. The main purpose of the self-study, said Ms. Morash, is "To evaluate the kinds of educational opportunities for the kinds of kids in

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Opinion: Is our school safe?

by Rick Rozier

Lately, there seems to be a rash of violence at Stamford High. I am not just referring to the most recent act of violence either. I am talking about all the little fist fights, profanity filled discussions, and other acts of rage.

In case some of you are unaware of the violence in the school, let me bring you up to date a bit:

1) There's the highly publicized stabbing of an SHS senior that we all know about. The way that it started is open to debate. Some say the fight was over a girl. Some say that the person who was stabbed provoked it. No matter how it started, the fact remains that someone was hurt and there was violence.

2) There was a fight among the girls after the Staples basketball game. Some of the people told me that it involved race. The truth is that some people held a grudge after last year's game which simply carried over to this year. No matter how it started, the fact remains that someone was hurt and there was violence.

3) About a month or so ago, there was a fight between two guys on the second floor. It happened about noon. I missed the fight, but went to the scene afterwards. There was blood on the floor and even a clump of one young man's hair. No one seemed to know how it began, but the fact remains that someone was hurt and there was violence.

Why does this violence connected with school have to be? Doesn't a school have enough problems without adding to them like this? If students would just use all this energy in a positive fashion, say in sports, then maybe our school would be a better place. This is not to say that defending yourself is never justified. There are cases where self-defense has no substitute. But when you don't really need to fight someone—*DON'T!* Violence only makes you, your family and your school look bad.

SHS is a safe place

by Joe O'Rourke

As we all know, recently there was a stabbing at Stamford High. This one isolated incident has been totally blown out of proportion by the city newspaper. They have made it sound as if this is an everyday occurrence at our school. As far as I can remember, there has not been one other such incident since I have been at Stamford High School. Stabbings are definitely not an everyday occurrence.

The article stated that students carry knives because they fear attacks in bathrooms and hallways. I do not know anyone who is afraid to go into

people dealing drugs or ripping doors or dispensers off the walls. Most of the time we find people combing their hair. The most vandalism you can find in our school is written. The walls of the bathrooms have names of ex-students or present students. This is a common problem throughout Stamford schools. It can be found in all the high schools, not just ours. The Advocate makes it appear that our school is full of drug dealing vandals. That is not true. There are more good students at Stamford High who have pride in their school than dealers and vandals.



"I have a dime...but where's the phone?"

by Elizabeth Willis

How many of you have ever gone to a sporting event or to a dance in our gym? Of those of you who have, how many needed to call home for a ride when it was over? You all know that you have to walk to Mister Donut to do so, sometimes in the rain, snow, cold and darkness. True, it's not a long walk but in harsh weather conditions it's not a pleasant one.

What happened to the phone that used to be in the corridor just outside the gym doors? There used to be one there but a few years ago it was taken out supposedly due to vandalism. However, we do need to have a public telephone installed. It is dangerous at night to have to walk, often alone, to Mister

Donut and use their phone.

Let's suppose our basketball team is playing Darien. When the game is over some fans of Darien want to call home for a ride but there is not phone to do so. These people from other schools don't know to walk to Mister Donut to find a public phone. How are they to get home? They are stuck in downtown Stamford.

If we are supposed to be a public high school, we are supposed to serve the public. We are not doing so in the case of the phone. Something must be done so that we can avoid the inconvenience of this problem. If a telephone were installed I doubt it would be vandalized since we have two others in the building and they haven't been.



Isn't winter wonderful?

by Sue Dorso

Don't you just love winter? I know I do.

You start out your typical school day by getting up out of your nice, warm bed at six a.m. You run the shower for fifteen minutes hoping for some hot water, but you're forced to give up and take a refreshing luke-warm one. After drying your hair and getting ready, you have at least two and a half minutes to gobble down a yummy spoonful of Cheerios or if you're lucky a granola bar.

By now it's time to put on your winter bulk and face the beautiful weather awaiting you on the other side of the front door. Having a mere fifteen seconds to make the bus, you prepare yourself for the big slide down the driveway and wish you had that old pair of ice skates still buried in the

at least a second to spare, you find your blue-faced friends waiting knee deep in snow for the bus which is late. Twenty minutes later you notice icicles forming on your friend's hair. Another ten minutes pass and your legs have become numb.

Finally the bus appears. After that freezing bus ride you arrive at Stamford High (aren't you lucky?). You manage to catch the last four minutes of your first period class, then you move on through the day until your toes finally thaw out just in time to go home. At the end of seventh period, it is time to race to your locker and to the two o'clock bus which is just pulling away as you run out the door. Now you get to wait until 3:30 so you pretend you have something to do as you walk around the school twelve times.

After catching the late bus

Where are they now?

James Cobb

by Sue Dorso

Do you ever think about where you and your classmates will be 10 years from now, or what Stamford High will be like in 10 or 20 years? Well, James Cobb, a 1971 graduate of Stamford High School can often be found after school, working out in the Stamford High gym, but he finds it quite different than when he attended. James remembers a lot of camaraderie among the students, and that they really cared about each other. The students had a dedication to reach their goals and were interested in community and self. Mr. Cobb reminisced about after school activity. Everyone would be working at something, sometimes until five or six o'clock.

During his high school years, James played basketball, was the baseball captain, and was all-county centerfielder for SHS; in football he starred as running back and was named All State.

After his education at Stamford High, James attended Dartmouth College and attained a BA degree in history with a minor in French. An experience that helped him while studying French was that he lived with a French family for three months. He was also involved in many college clubs and activities such as varsity football and the French Club. After school, he became a substitute teacher and a travel agent, then returned to Stamford and became a career counselor. James is now living in Stamford, where he is an instructor of Adult Basis Training for CETA (Comprehensive Training and Employment Act), a full time law student at the University of Bridgeport, and a recreation director.

It was in high school that he found his true friends and discovered his talents aside from academics. James was a

leader in high school and he considers himself a leader in everything he does. In Mr. Cobb's opinion, "Today's young people are good people, they have awareness, but exhibit a lack of moral values. The society today is freer and that leads to lessening of the importance of family and God, and today's youth tends to be more concerned about themselves than we were."

James advises students to have faith in everything they do. He was brought up with the idea that God is the answer for any crisis or problem, and if God is with you, you can accomplish anything. Mr. Cobb thinks that "Young people can make it - nothing is hopeless in this lifetime." James' family was successful because of self respect. Everyone cared and was supportive of each other. He believes that if you have respect for yourself, you can set a goal, keep striving toward it and attain it. It can also give you future career ideas.

When Mr. Cobb was in high school, there was Viet Nam to think about after graduation, but he still feels that "Today's students should think about more serious things, not just what their plans are for next weekend. They have to know what's going on for after high school." But he also feels that you shouldn't forsake your youth and let everything pass by - "Try everything and see how many skills you have." According to Mr. Cobb, Stamford will be a big leader in this generation, so you need your education. "Not doing your work isn't getting back at your teachers; they've had their education, you need yours. Your teachers help you, so you should respect them and be sensitive to their needs." His view on life is that it is just beginning and you make it what it is. He loves education and knowledge and thinks you should have a learning attitude and keep learning all through your life.



Teenage Alcoholism

by Robert Greene

Alcoholism is a growing problem among the youth of today. The National Institute on Alcohol Abuse and Alcoholism reports that over 1.3 million Americans between the ages of 12 and 17 have serious drinking problems. These problems usually stem from a child's homelife. Most children with drinking problems have parents with drinking problems.

The Federal government estimates that there are anywhere from 12 to 15 million children of alcoholics in the United States. Only about five percent of these children are receiving any kind of help. Many of these children develop drinking problems of their own. Research indicates that these kids whose parents drink excessively have twice the normal chance of developing drinking problems themselves.

Much of today's teenage alcoholism stems from family environment, but others stem

from different sources. One source is the easy accessibility of alcohol. Most children can find it in the home. They constantly see beer ads on television. Alcohol is also socially accepted in society.

Many parents don't realize the dangers alcohol possesses. They laugh it off saying, "Thank God it isn't drugs." Well, alcohol is a drug! It is the most abused drug in American today. Out of all the alcohol-related traffic deaths, 60 percent involve teenagers.

According to National surveys most children have their first drink before entering high school. Once in high school, nearly a third of the students will get drunk heavily at least once a week.

One of the reasons that alcohol has become such a problem is because of people's ignorance. Adults today don't know enough about adolescent alcoholism. Problems today will get worse if somebody doesn't start doing something about them.

The world according to Bruce

by Bruce Miller

Society is based on repetition, but our society has taken this to extremes and I'm fed up. Hence, I am putting forth the following list. If there be a God in heaven to preserve and protect us, let us have no more about:

Neil Diamond, Ziggy, Rainbows, Preppiness, Bo Derek, Anorexia, Brooke Shields, Bill Blass chocolates, Diana Ross & Lionel Ritchie, that guy from Apex Tech, disco, herpes, horror flicks (enough of the night he came home), feminine hygiene product ads, AC/DC, Walkman's, Rubik's cube, Pac-Man, the western look, General Hospital, Natalie Wood jokes, Jazzercise, Jerry Falwell, designer jeans, REO Speedwagon, TV sitcoms, Dallas, Devo, the draft, mechanical bulls, Garfield, "Scientific Creationism", home computers, Jane Fonda, the sixties, women's body building, Donny and/or Marie, diet books, Carl Sagan, CB jackets, decorated shoelaces, roller disco, medflies, and lastly, enough of Billie Jean King/Marilyn Barnett jokes,

things I'd like to see less of, here are some things I'd like to see more of (take that as you will):

Smoke alarms for the deaf, Amy Irving, Hill Street Blues, John Irving, Fran Leibowitz, Stephen King, mind-altering drugs, Rachel Ward, Tom Petty and finally, of course, my column.

I realize these lists are incomplete, and right at this moment ideas are racing through your mind. Please keep them there. Suggestions should be kept to yourself. After all, it's my list. Make your own.

He was so funny that *Dial A Joke* called him.

Above, a typical Carson quip. Competitors are invited to compose their own such wit-ticism, using the form "It was so—— that..."

Write all entries and deliver them to Room 205. Name and grade should be included. Winners will be published in the April Round Table with

Arthur Asks

What would you do with a kirtle?

by Terri Flynn

Jane Ballo - Give it to my mother.

Billy Harvey - Drink it.

Barbara Palomba - Give it to Wayne.

Richard Falzetti - Smoke it.

Donna Venneri - Flush it down the toilet.

George Garcia - Put it in my pocket.

Heidi Mrus - Throw it away.

Doris McLaughlin - Put it in my drawer for a rainy day.

Greg Weir - Blow it up.

Dee Dee Jacob - Pop it.

Innuendo

Seniors seem to have snow on their minds...Skiers, I think we've been drafted, back to the barracks...M.L.R., K.C., L.P., etc. Thanks for the help skiing...Gratitude swells in their hearts...M.L.R.: Thanks for the help, but what did you tell him?...5th period - thanks for the cake...Old age attacks our seniors...Happy 18th birthday *country style* M.L.R., S.D., & K.M.! Happy 18th B-day Liz...Advice to the lovelorn...S.G., wish you'd say "hi" or maybe even smile at us!...Now for some bodily contact...K.C., nice to hit the ref...and someone tells us Jice is the master with the best body around!

Juniors aren't keeping things to themselves...M.R., Eugene loves ya!...Happy birthday Maria!...and then there are some strange messages...TAZ, spin out! M.T., wake up! R.R., red's your color! "Bowling" ugh!...L.B. "I love you!" ...and finally, J.D. and P.S. reunited!

Sophomores have finally come to their "senses" — L.Z., do you smell smoke?...M.V., your taste is declining! SYRU, seen any UFO's lately??...M.V. have you seen M.V.?...Now for a little food and drink...T.M., had any M & M's lately?...T.M., "You're the cream in my coffee"..."Love in the afternoon"...R.D. is in love with B.C....G.K. is in LOVE finally!...Sophs are so cool—we want the return of "Cool breeze"—What's up "icy crag"?...We're people you can count on..."2 Beer Pat" drinks six, throws up four!...C.C., A.A., N.C., how many did you score?...Parts of the body...B.O., nice neck!...M.W., you grew some teeth!...Finally...R.K., hope it lasts...

Freshmen girls seem to be having trouble with their "Fresh men."...P.C., he's all mine!...J.P. is slipping through your fingers...M.L., HAVE YOU GOTTEN L.J. yet?...D.C., you've got a secret admirer (not J.S.) and it's not a girl!...L.K., will *anything* deflate that ego?...C.M., don't give up hope!...J.S., *Tapeworm!!!*...A.S., how's the nuclear war?...D.Z. loves beautiful (go get her D.Z. you big lovin' man!)

Knight Light

Scott Kogan

by Cindy Steele

Walking on the 2nd floor after school or just walking through the park on an early spring morning one may find indoor track and cross country star Scott Kogan.

Scott is a very interesting student who participates in many activities, in and out of S.H.S. An active member of indoor track and cross country teams, Scott, who started out just trying to get in shape, ended up winning the Cross Country city championship.

His other activities in the school include the Honor Society and serving as Vice President of the Student Council. He was also a member of the band in his freshman year where he played the trombone. Scott also plays the trombone in the Young Artist Philharmonic Orchestra.

A recent interest and talent as well is a free lance writing hobby. This landed Scott two articles published in Seventeen Magazine. One article was about Dungeons and Dragons, published in the November 1981 issue, and one which was a book review in the October 1981 issue.

During his limited free time, he belongs to the Temple Sinai Youth Group.

Of scholastic achievements, Scott received an award for a state-wide competition called Teams competition. This contest involved written tests in



various subjects. Scott took a test in chemistry and came in 1st place. Stamford High came in 2nd place of the schools which participated from the entire state of Connecticut.

Scott's future plans include college and he has applied to Brown, Yale, Harvard, Cornell and Princeton Universities. He plans to pursue a goal in medical or scientific studies.

Scott can usually be seen working at the Ferguson Library as a substitute for the other employees, or at Cove Park where he spends much of his time.

I'm sure we'll be seeing a lot more about Scott Kogan over the next several years as he continues on the path to success.



James Core
Administration Specialist



Steven Guzda
Airlift/Bombardment
Aircraft Maintenance Specialist



William Harvey
Mechanical Specialist



George Koukourakis
Administration Specialist



Oscar Rodriguez
Mechanical Specialist

*THESE STUDENTS WILL EARN WHILE THEY LEARN

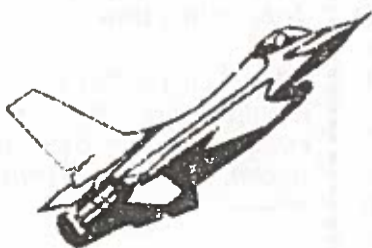
*COLLEGE FINANCIAL ASSISTANCE PROGRAMS

*TRAINING IN THE SKILL THEY REQUESTED

*30 DAYS VACATION WITH PAY EVERY YEAR

*ADVANCEMENT OPPORTUNITY

*JOB SECURITY



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SHS Pride Day scheduled for May 26

by Sarah Siegel

Get psyched! May 26th is SHS pride day! What you can do is:

*Wear Orange and Black. Wear your team uniforms, class pins, T-shirts, painter's caps...anything with SHS school colors. There will be a prize for the best spirit costume.

*Go to the junior and senior pride assembly.

*Make a poster on the theme of SHS PRIDE DAY. The artist of the best poster will receive a check for \$25.

*Come up with a spirit slogan. There is a \$25 prize for the best one.

*Write an essay on why you're proud to be an SHS student. The prize for the best essay will be \$100.

*Buy snacks at the SHS PRIDE DAY Bake Sale. The proceeds will go towards a special college scholarship for a deserving senior.

*Most of all — *Have fun!*

*Listen for details. Remember, SHS PRIDE DAY — May 26th. Think Orange and Black!



Members of *The Round Table* staff and others get in the spirit for SHS PRIDE DAY scheduled for May 26. An essay contest, slogans, button and bake sales, an assembly and other special activities are planned. The PRIDE

DAY committee, under the direction of Mrs. Wilcox, Mr. Deary and Mr. Alswanger, have been meeting with class and club advisors and student leaders in order to make this day a success. (*Round Table* photo by Tory Hamilton)

Madrigal choir tours Midwest during break

by Maria Palermo

The Stamford High School choir did something they enjoyed over vacation—singing! Under the direction of Mr. Macari, the choir made a trip to the Divine Word International College in Chicago.

The Divine Word International College is a religious organization which has missions all over the world. The head of the music department at the Chicago campus is Brother Robert Herlet. He found out about our choir

through Mr. Macari's son John who is a student there.

Brother Herlet wanted to meet Mr. Macari, so he asked him to visit. While there, Mr. Macari played a tape of the SHS choir and Brother Herlet was impressed. He invited the choir to perform at all the Divine Word missions in the Midwest.

A nice thing about the trip is that it was completely financed by the college. The group chosen to participate is called the Madrigal Choir. Only the

best students are qualified to be in this specialized group.

Attending the trip which took them to Tebney, IL, Epworth, IA, Perisburg College in Ohio, Rochester, NY, Borden-town, NJ, and Wagner College, Staten Island, NY, were: Lisa Hanson, Nicolina Hull, Diane Roberts, Lynn Bender, Mary Stack, Angela Macari, Roland Daniels, Kim Smolinski, John Lombardo and David Remy. The Madrigal Choir also combined with the San Marez Chorale

from St. Maurice's church. These adults acted as chaperones and drivers.

The trip encompassed over 2500 miles and eight performances in front of students from virtually every country in the world.

Mr. Macari said that SHS is the only high school in the entire United States to have ever been invited to make such a tour. This was the most major trip for the choir since their performance for Pope Paul VI in Italy in 1974.

Connecticut raises drinking age to 19 as of July 1

by Jodi Talentino

Will the drinking age in Connecticut be raised? Yes, according to the state House of Representatives which passed the senate bill raising the drinking age to 19. This new law will profoundly affect young people in our community.

In 1972 the drinking age in Connecticut was lowered to 18 from 21 when the law of majority took effect. Since then, attempts to raise the drinking age have been made nearly every year. Both Massachusetts and Rhode Island have 20 as their drinking age. The pressure to change was enormous and ultimately irresistible.

proved a one-year increase and returned it to the House for reconsideration. On April 14 the House acquiesced and sent the bill to Governor O'Neill for his signature.

Legislators who had opposed the change before, have now changed their minds and were willing to go along with a higher age. Their minds were changed by testimony showing the need to keep alcohol away from the younger high school students.

Some legislators believe that a drinking age of 19 would be sufficient to keep alcoholic beverages out of the reach of high school students, while others insist that 20 or even 21 would be more effective.

There is mounting evidence that alcohol is responsible for a

Motor Vehicles figures show that in 1980, 225 persons were killed in alcohol related automobile accidents. Among these were 148 drunk drivers and 77 others, including passengers and pedestrians. In addition, hundreds of others were injured. These figures cover all age groups, but it is well established by statistics that younger drivers are involved in more than their share of alcohol related accidents.

Some legislators who have voted against raising the drinking age in the past, on the theory that raising the age would only prompt teenagers to drive to New York where the drinking age remains 18, have now shifted positions due to the number of alcohol related accidents involving teenagers

Island have already taken action, and the New York legislature is reportedly considering raising theirs to 19.

Although an increase in the age in Connecticut will produce some financial hardship, by reducing sales at liquor stores and bars, it should reduce the rate of alcohol related accidents among teenagers.

The only telling argument against raising the age is a serious one—since citizens are considered adults with all rights, responsibilities and privileges at 18, this should include the right to drink.

However, sentiment shifted the other way and now Connecticut teenagers will have to wait another year before they are "legal." We can only hope that

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THE ROUND TABLE IS PUBLISHED MONTHLY BY THE Journalism and Communications classes, with production work by the Graphics III class.

Opinion: On fund raising

by Cristina Abella

Lately, it seems that everyone is selling everything—M & M's J.A. products, posters, candy bars, magazines and painters' hats, just to name a few. All year round classes and clubs are continuously selling products to raise money.

Selling inexpensive things are fine, but what is the limit on the sales of more expensive products? As one parent put it, "It's all right to sell to raise money, but teachers should realize that students can't keep hitting on their parents. Students should try to reach the public when they run out of people to sell to."

One suggestion is to raise money by starting car washes, tag sales and possibly grapefruit and orange sales to accommodate the public. This way students won't hit on the same people and won't have to go door to door. Another suggestion is to sell products, but with a time lapse in between. If classes are going to sell all year round, they should plan to sell for a few weeks and then waiting a few weeks before selling something else.

Perhaps I am making a big deal out of nothing, but take into consideration how the buyer feels when you try to sell your next magazine subscription or J.A. product to them. Maybe by approaching different people, or at least waiting a decent interval before approaching someone again, would be a more effective means of fund raising.

The School and Community Committee would appreciate your input on information you would like incorporated into our final report. This informational should be concerned with building a more effective relationship between school and community.

The School and Community Committee is concerned that each member of our community have the opportunity to provide input for our conclusive report. Therefore, we appreciate if you would respond to the following questions:

1) How do you see school and community working together?

(Specifically parent involvement).

2) Is there any specific area that should be emphasized or highlighted?

3) Have you every participated in an educational activity at S.H.S.? If so, what.

4) Would you be interested in being a part of our S.H.S. Resource Directory? If yes, give name, address, phone.

Thank you for your time and cooperation.

Return to Michael F. Intrieri, Stamford High School.

Book banning moves closer to home

by Karen Pike

If you love to read books you had better read all you can now. Before long you may not be able to get your hands on the book you have been told to read for English.

In the past two years many schools, in Connecticut alone, have discontinued using some very popular books. "Julie of the Wolves" was banned in Cromwell from the fifth grade curriculum because one page out of close to two hundred pages described a sexual encounter.

Both Manchester and Enfield had attempts to ban "Inquiring About Cultures" from the fourth grade social studies program because it portrayed wealthy members of society as oppressors.

The all time favorite "Huckleberry Finn" was being questioned in Philadelphia because it was racist. One family claimed their child was being harrassed because of the class reading of the book. Children's classics "Doctor Doolittle and "Mary Poppins"

were called racist and sexist.

Most of the complaints came from people who had proudly said they never read the entire book, only the part in question. How can you possibly judge a book by one paragraph or one page!

When the complaint has been brought to court many decisions have favored the right of the school administrators to remove objectionable books. If the school can decide which books can and can not be allowed in the school then what is the purpose of the First Amendment?

In my opinion the school administrators should not have the right to ban books. If the students want to read the book they can easily go the nearest library and take it out.

Supreme Court Justice William O. Douglas was right when he said "Restriction of free thought and speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us."

AFS thrives at SHS

by Sue Dorso and Janet Schoenfeld

Being an A.F.S. student is an experience you'll never forget. It's a time to develop an awareness of other cultures and ways of living.

American Field Service is a program in which students can spend periods of time in a foreign country, or elsewhere within the United States.

To be a foreign exchange student, you must apply to the Regional Chapter for an interview. If you pass the local screening, your A.F.S. information is sent to A.F.S International in New York City. That is where it is determined if there is a home in a foreign country where you could fit in.

Exchange students are treated as one of the family. For instance, they refer to their host parents as "Mom" and "Dad" and have the same relationship with their host siblings as their own.

There are also short term exchanges with other com-

munities in this country. Stamford High had a short term exchange with Champlain Valley Union High School in Burlington, Vermont. From February 27th to March 2nd Champlain Valley Union students visited Stamford and at the end of March, the Stamford students visited Champlain Valley Union for five days. Thirteen students from the Stamford Schools participated in the exchange, including Kevin Nolan and Janet Schoenfeld from Stamford High. The five day trip to Vermont included an ice cream party, a day in school, a day trip to Montreal and many other activities. In many cases the Stamford students stayed with their "brothers" or "sisters" from the Stamford portion of the exchange.

If you are interested in hosting an exchange student, contact Miss Welte in room 226. It was a wonderful experience.

The "Five Year Plan" gains acceptance

by Dawn Schneider

It seems that more and more people are taking the five-year plan at SHS. It used to be an impossibly embarrassing situation for a student not to finish high school on time. Summer school was often the only answer. But now, more students are staying in school for an extra year, and acceptance is now growing for slower completion of high school.

The idea that high school ought to be completed by the time a person is 18 or within four years, is no longer as strongly observed as it once was. Society is now more

students' mental acuity. It is just that some students take longer to master their studies than others.

On the other hand, it is also becoming more common for a student to complete high school early and go on to college before his "four years" are up. It is merely a matter of the amount of time the students need to successfully complete the required curriculum.

Until now evening courses offered for those students who did not finish high school on time were the only recourse for slower students, but now there is encouragement to the older

their freshmen years without the necessary skills to successfully complete high school work.

Some people actually arrive at high school with a fourth grade reading level. It would be impossible for even the best teachers to help these students raise their reading levels eight notches within four years. That is why lighter course loads are being suggested in some schools for students that can't carry (and pass) a full schedule.

Right now many students are not finishing the four years of school. Many have problems which are more demanding of

ts in New York City have reading levels two or more years below grade level. Many students drop out because they can't handle the work load.

John McCann, principal of Evander Childs High School in the Bronx says, "Most students here are not finishing in four years anymore, and I don't know whether it is realistic to expect them to."

Not getting a diploma at the end of your fourth year of high school does not make you a failure. More and more students are taking longer to complete high school, so if you are one of them you are not alone! Just

Anorexia—when a diet becomes an obsession

by Jodi Talentino

Anorexia Nervosa is a disease that has recently become prominent in the public eye. There are now 100,000 anorexics in the United States alone, more than 10 times as many as there were a decade ago. Between 10 and 15 percent of them will die (of heart failure, infection, irreversible hypoglycemia and simple starvation).

Anorexia is almost exclusively a disease of the upper-middle and upper classes, but hospitals have recently been receiving patients from lower classes as well. Most anorexics are under 25, and 92 percent of them are women. This disease is attributed to social pressures citing as the primary culprit female weight obsessions and the progressive thinking of models and actresses.

Before anorexics become ill, they are often meek, compliant, perfectionistic overachievers, polite, rarely selfish, rarely angry, rarely loud.

Anorexia occurs most often

either at puberty or just before college, both times when the prospect of growing up might seem frightening. It is a highly effective way of turning back the clock.

Anorexics are usually overweight before they begin to diet. They feel heavier than they are and see themselves as fat. Anorexics often eat with bizarre rituals. Some will cut up their food in a certain number of pieces and stack it in a certain way. Some will not allow a fork to touch their lips. Exercise is a daily ritual, often done several times during the day in excessive amounts. Vomiting is common among anorexics, just as taking laxatives to remove food from the body. As a result they often have swollen salivary glands, abraded esophageal walls, rotten teeth (from frequent baths in stomach acid), irritated anuses and a dangerous imbalance of electrolytes such as potassium, sometimes severe enough to cause heart damage.

Anorexics experience the physical changes common to all

malnourished people - slow pulse, slow metabolism, low blood pressure, low body temperature and many of the psychological changes such as becoming silent, depressed, antisocial, disorganized in thinking and apathetic about their futures.

The remedy for anorexia is simple. All the patient has to do is eat. Unfortunately eating is the one thing she will not do. In the early 20th century the attempts to cure anorexia through psychiatric help met with mixed success. Some of the approaches that frustrated physicians were advocating were: pituitary injections, insulin shock, electroshock and frontal lobotomies.

Today's methods are both more sophisticated and more humane. They concentrate mainly on long-term psychoanalysis. Some therapists go back into their patients' childhoods and some concentrate on food and eating.

There are other therapists who believe that anorexia is not an individual problem but a disorder of the

entire family and they treat the family members together. Another approach is group therapy, although a group can have harmful effects. Some of the participants might decide to out-reduce the other members or they may pick up such habits as vomiting and laxative abuse.

If a patient is in medical danger, she must be hospitalized and forced to gain weight. Some doctor's prefer feeding through intravenous lines or stomach tubes in these extreme cases. Nearly a quarter of all anorexics evolve into chronic vomiters, addicted to a pernicious cycle of bingeing and purging known as bulimia. Another quarter regain their health but retain their weight obsession for the rest of their lives. Approximately half are completely cured.

If you know someone who suffers from this disease be sympathetic but don't try to cure her yourself. The problem is more complex than you can imagine and all you can do is suggest she seek professional help.

Visit to a special class — a real eye-opener

by Bokran Won

About a month ago I had the valuable opportunity to meet a group of special students. These students were the members of the special class of Stamford High School. Unfortunately, these students do not have many opportunities to meet people, to make friends, or to gain experience in our school, since some people feel uncomfortable about their physical appearances or

inability to communicate well with other students.

Before my first visit to this class, I didn't know much about their activities or their lives. Now that I've gotten to know more about them I want to share my knowledge about them and their feelings. I found it a very marvelous and pleasant experience spending time with them.

This class is made up of thirty students aged fifteen to

twenty-one. At 7:45 a.m. they begin their school work as other students do in our school. They mainly study math, history and English. In addition to this academic work, every day they either swim at Westhill High School or bowl at Bowlerama.

Besides the school work, some of them even work at the Smith House, a convalescent home for the elderly, as volunteers.

After graduating from Dolan Middle School, these students came to Stamford High School to continue their education. They spend time learning vocational skills and training life skills which will be useful when they are seeking jobs or merely adjusting to the community. During the summer vacation they continue their work by going to the Rehabilitation Center or camp. Some of them get summer jobs and others just stay home to enjoy their vacation.

Mr. Bingham, Mr. Foster, Ms. Alhaddad and Mrs. Koehler are the four teachers who help these students to accomplish their goals.

After my experience with this class I understand why people call it a "Special class" because this group of students is special. They are all in a group which is more like a family and they spend most of their time with each other. Because they are shy and dependent on their classmates, it is hard to find an opportunity to meet them and to know them. Yet I think these students deserve more recognition as members of Stamford High School and citizens of our community.

One of the teachers said, "These students enjoy their work and lives. Some people feel uncomfortable about them, but they have many things to offer."

After my experience I can say that I heartedly agree.

Knight Light Paula Pekkinen

by Janet Schoenfeld

How many people know that attending Stamford High is the number one orienteer in all of North America? Probably about the same number of people who know what orienteering is.

Orienteering originated in Norway, Sweden and Finland and rose to popularity there. The Swedes brought it to America.

The purpose of orienteering is to find that fastest possible way to get from one place to another, through woods, by using a map and a compass.

The organizers of the meets plan many different courses based partly on your age and sex. The competitors have registered beforehand so that the organizers have been able to give everybody a starting time. The courses cover between two and ten miles.

The orienteer is junior Paula Pekkinen who has been participating in that sport for seven years. She uses a map marked with a course, and a compass with which to compete. If she completes her



season which is in the spring and fall.

Paula was first introduced to orienteering in Finland where she was born. A friend's father was an avid orienteer and he took his daughter and Paula to one of his competitions. She began to compete on her own soon afterward in Finland, where orienteering is more popular than here in the United States. There they have competitions almost every weekend, and there is usually a large field of participants, unlike here where there are rarely more than ten competitors at each event.

Paula now has to defend her title which she won in open competition. There may be

Clarence Award

The Clarence Award is given periodically to someone, who through his own ineptitude, finds himself in an embarrassing situation.

by Joe Pace

It was an early morning in April—the sixth to be exact. Snow was coming down very strongly and a blizzard warning was in effect. All the radio stations were giving cancellations to the listening audience. As almost everyone heard, all Stamford schools were closed. Students returned to bed for an extra hour or two of shut-eye. All, that is, except for one lonesome boy. He neglected to listen to the radio on that Tuesday morning and came to school anyway.

Here is the student's account of his adventurous morning:

building anyway. Inside, the halls were dark and mysterious. It seemed as if I were the only person in school. Unaware that school was closed, I figured there was a delayed opening and continued down the hall to my locker. I then proceeded to my first period class.

As I was waiting for more students to arrive, I heard a strange and eerie noise coming from the staircase around the corner. I went over to investigate, only to find a custodian in hysterics. I asked him what was so funny and he said, "There's no school today. What the _____ are you doing here?"

That ended my adventure."

By now you must be wondering who this student is. He

Cheerleaders complete busy year

by Rick Rozier

If you have ever gone to a Stamford High School football or basketball game, you will more likely than not notice one certain group. At football games there are sixteen members and at basketball games there are fourteen members. Being all female, they sometimes steal the show from the teams. They cheer when there is no hope of winning. They cheer the good times and bad. They cheer through good weather conditions and bad. Yet, when the time comes to give credit to these who help the "High", it seems that the Black Knight Cheerleaders are left out.

The members of the squads are all concerned with the school and primarily just want to help out the school. They don't get hooked up on an ego trip either. There isn't any type of competition for "head cheerleader". Everyone just takes her role in stride.

On January 31, the cheerleaders were involved in competition at Sacred Heart University. Of course the Black Knights had a strong show and were their usual exciting selves.

The football team was led this year by Coach DeFeo and Captains Laura Rogers and Mary Lou Robie. The rest of the team were: Sally Redd,

Tracy Winn, Toni Altamaro, Sherry Fields, Kim Smolinski, Michelle Jamieson, Sharon McCarty, Mary Beth Currier, Antoinette Lombardo, Angela Macari, Stacey Rich, Maria Cabrera, Lisa Peskin and Cristina Abella.

Leading the basketball squad were Coach Carpenter and Captains Sally Redd and Bernadette Salley. The remaining members consisted of: Sherry Fields, Mary Beth Currier, Antoinette Lombardo, Nicole Stamatelos, Cheryl Calo, Carrie Druehl, Maria Cabrera, Aimee Kutz, Mary Lynn, Michelle Santora, Sharon McCarty and Jenny Athanasoulis.

Since there are two sets of cheerleaders, I asked Sherry Fields which one was more popular. She was quick to say basketball because of the enthusiasm. Also because basketball is played indoors, there is more support. It's more exciting.

Captain Laura Rogers feels that the football cheerleaders were also very supportive to the football team. When it came to decorating, car-rallies, and getting the player picked up for the games, the cheerleaders were there giving their all.

So now it's time for us to give a cheer to them: Hip, Hip, Hooray!!

Innuendo



Seniors

The Seniors are getting in their last bit of gossip- and there's lots of it!... J.B., your dreams are "racey"... G.W., did you clag any flasses?... S.M., I think I've got drivahoma Rhomaphobia!... J.T., what a way with words!... did you know N.G.R.S.S.C.K.?... K.M., who's Headna?- I bet C.F. knows and K.S. is suspicious... J.T. is on the lookout for M.A....M.P., did you catch any green bow ties lately?... J.T., abig surprise is just ahead for you!... L.D. gets picked up in flat beds... M.P. can't hold her liquor... M.D.W., thanks again, the jogger. R.B. and S.M. definitely have Rhomaphobia... J.B. don't forget the pity party for D.B.!

Juniors

The Juniors are keeping their mouths shut (and their arms open)... W.C. sure is S&S-ing for F.K. ...S.S., B.K. & T.B. ... S.S., believe it or not you're riding chair... G.S., what's up Black?... B.D., R.M., K.G., in the Pits... J.B., is it salty?

Sophomores

We picked up some juicy Sophomore gossip! Like... J.W., E.W. still likes you!... R.C., looking real good!... A.K., nice bod!... D.C., who taught you how to swim?... C.D., you keghead!... R.K., they don't want you to hang around with them!... A.B. how long has it been with D.B.?... J.D., is the car moving?...S.B., you cannibal!... M.W., cutting down, huh?!... B.K., which way do I turn?

Freshman

The Frosh need to brush up on their gossiping! K.K., cut down on those sardines... E.W., your brother got all of the looks in the family!... D.C., your admirer is B.K. ... J.H., you crack us up... R.B., seen "La Casa" lately?

The world according to Bruce

by Bruce Miller

Movies have been around for a long time, and during this time some fantastic scenes have been recorded. Here are my nominees for the best moments in film:

° *The Bridge on the River Kwai* - Alec Guinness leads a regiment of starving, weatherbeaten English prisoners into their new camp, in perfect formation whistling "The Colonel Bogey March."

° *Breaking Away* - "Little Indy" bicycle race—the final sequence.

° *Raiders of the Lost Ark* - From the titles to the escape from South America, the entire opening sequence.

° *Ordinary People* - Timothy Hutton and Judd Hirsch meet for a midnight therapy session.

° *Close Encounters of the Third Kind* - First communication

behind Devil's Tower.

° *Five Easy Pieces* - Jack Nicholson, in a roadside cafe, wants a side order of wheat toast.

° *Fame* - The lunchroom scene.

° *Star Wars* - The final battle, a symphony of sound and special effects.

° *Reds* - Warren Beatty and Diane Keaton reunited on the train platform after a long separation.

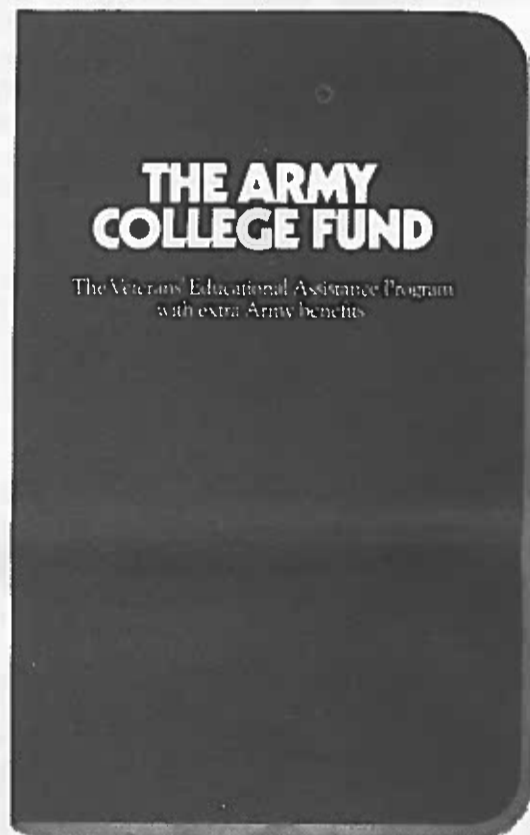
° *The Sting* - Paul Newman and Robert Redford pull off the big con.

° *Butch Cassidy and The Sundance Kid* - Newman and Redford again, this time jumping into a ravine.

° *2001: A Space Odyssey* - In his space pod, the secrets of the universe are revealed to the terrestrial traveler.

These were the most stirring, fantastic scenes in movies I have seen. They made the

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Science Bowl earns high ratings

The *Einsteins* edged the *Edisons* in the first of what may become an annual science competition between student experts in biology, chemistry, physics and earth science. Chris Napolitano, performing with the skill of an experienced quiz show moderator, threw toss-up and bonus questions to three impressive teams of students who are vying to represent Stamford High School in a city-wide competition later this month. The competition aroused keen interest and support for favorite teams before a lively student audience in the small auditorium on April 15.

Teams included: *Einsteins*, Scott Kogan, Nicole Radford, Jim Lenes and Donna Kidd; *Edisons*, Greg Garrett, Cliff Wiltshire, Cindy Lidstrom and Michele MacDonald; *Darwins*, Beth Gaipa, Carrin Passaro, Ronny Won and Desiree Ng.