

## THE ROUNDTABLE

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**FEATURES STAFF**—Amorel Sessa, Kevin Myler, Frits Drescher, Jean Dixon, Pam Hodge, Eva Runch, Amy Peterman, Michele Caputo, Jon Cash, Connie Wilson, Pete MacDonald.

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**GRAPHICS ARTS**—Tom Nolan, Guy Hope, Gary Gosney.

**ADVISORS**—Mr. Rembetsy, Technical, Mr. Palley, Overall Production.

*THE ROUNDTABLE is published monthly, October through June. The cost is 10 cents a copy.*

### A Man with a Vision

by Connie Wilson

Probably the most common question asked around the halls of S.H.S. during the first few weeks of school was: "Why haven't we seen Mr. Catania around?" Well, for those of you who haven't already heard, Mr. Catania returned to school to work on a thesis for his doctorate. He attended UConn for approximately 2 months, doing research on his thesis topic—programs and curriculum for exceptional children.

Although this topic does not necessarily apply directly to Stamford High, Mr. Catania does have definite ideas for the future of this school. He believes that the open-ended day is an asset to the program here and hopes that the students will make good use of this privilege.

When asked about the concept of an open campus, Mr. Catania commented that it is a good idea, but is not a workable plan for S.H.S. He said that the school is too centrally located and this would create problems with, among other things, keeping non-students out.

One workable plan that he does

have for Stamford is a curriculum that would be more fitting to the needs of the teachers and the students. This may include giving school credit for community activities, such as working in a hospital or nursing home. This would give students a chance to see, and work with, the outside world, rather than being confined to the classroom for 4 years of high school. He would also like to see more "independent study" type courses. Although there would be some basic courses that would be mandatory, the student would be able to break away from tradition and plan his own education. This type of program, in theory, would better prepare high school students for their post high school years.

Mr. Catania hopes that he can present his ideas as a workable plan for S.H.S., and hopefully someday they will be accepted.

As of right now, Mr. Catania plans to finish the research on his paper and then start writing, during nights and weekends—his only spare time.

He did comment that he was very pleased with the way the school was run while he was gone. He also said that he was glad to be back, and I'm sure the teachers and students are glad to have him back.

## Ralph Rip-off Strikes Again

Defacement of the walls, bent banisters in the stairwells, and mangled hinges on doors are only few areas that vandals have struck in S.H.S.

With all the important things that our school could really put to use why should money have to be spent for someone else's ignorance? People who thoughtlessly destroy school property and feel that they are striking back at the administration are sadly mistaken. They are injuring your chances of receiving much needed sports equipment, aural and visual aids, or art supplies. If the school can not purchase certain objects needed by you, the money comes from your pocket. Observe the numerous things that have been ruined by students. The money for repairs adds up.

The appearance of S.H.S. also lies in the hands of our friend the vandal. Why would anyone set up a half decent display, with constant fear that it will not stay that way for more than a few days? Practically no effort at all goes into school bulletin boards (there are exceptions) because in a brief span of time cork board appears more likeable to eye than shreds of paper. Expensive school equipment, when it is bought, is limited to a few privileged individuals because it has to be forever protected.

Students frequently complain about having to attend study halls and not being permitted to leave school property for lunch. Permission for this would only be granted when a feeling of trust is established. Vandalism in it's own way, hinders this trust because the administration surely does not want students destroying personal property outside of S.H.S. during school hours, when they are responsible for your behavior.

The majority of vandalism aggravates students, because it causes an inconvenience or hazard. A vandal's work does not impress anyone except the vandal himself. Stop him. He's hurting you, the student, most of all!

MR. CATANIA: "Welcome Back!"



(Round Table photo by Kathy Fahey)

## In the Arts

by Frits Drescher

During the year there will be a lot of good things happening in the arts at SHS. This year the students will not only be able to work out their frustrations by indulging in painting, drawing, ceramics, and photography, etc., but will also have a chance to exercise their talents in two new additions to the art curriculum; a Gourmet Chef course taught by Miss McGill in which the students will explore the art of fine cooking, and a course in Construction taught by Mr. Lyons in which people will work with glass, plastic, and wood. Judging by enrollment and eagerness to work it seems that both courses have been received with great enthusiasm.

With numerous projects on the agenda it's going to be an exciting year but also a busy one for the people on the third floor. Among things planned for the coming months, is the construction by the photography classes of Photo-Murals to be placed in the empty panels above the class room doors, and the mass production by the Graphics department of various Silk-screened T-shirts, to be offered for sale around the school later on this year.

The biggie this year, an event which everybody is looking forward to will be an art fair, which is scheduled for sometime in the early spring. It will feature work done by students from various classes, including some short films produced entirely by people involved in Cinemaking classes, and considering that Mr. Preu and his staff is masterminding it, the fair as well as the rest of the year in the arts should be a gigantic success.

**Z-Z-Z-Z**

by Jean Dixon

Have you noticed it? I mean that sleepy feeling that trails after you all day. It's worse than last year, because this year we start ten minutes earlier. So, everyone sets his alarm for even earlier and wakes feeling like he has been

dashed with cold water.

Pity the poor freshmen. It is earlier by about half an hour for them. Can you remember what it was like to sleep until eight, for grammar school? It was so long ago and we thought it would go on and on for eternity. No more. Reality is upon us. Now most of us are up by 6:30.

What is the use for this earlier day? We get out ten minutes earlier so there is no gain of learning time. It is worse this way, because now our minds refuse to function until second or third periods. We are sluggish and non-participating lumps, barely breathing let alone thinking.

No one is about to go to bed earlier, especially with the new shows on the television, or homework. (Which ever is higher on the list of priorities.) So we lose ten fantastically blissful minutes of sleep.

Teachers don't like it any better than the rest of us, I'm sure. They enjoy sleep, too. Until recently, teachers used to be able to eat slow breakfasts (Unless they overslept.) Now the

educators of Stamford High School rush through breakfast to school, to open the rooms and lesson plans for the sleeping student body.

We haven't noticed the subtle change in timing until now, because our internal clocks were used to the late hours of the summer. But we can now see that some crafty planner is out to ruin us. The lost time has been piling up, higher and higher, and soon it will topple over and the school will be filled with sleeping bodies, operating in a total stupor.

I am making an appeal. Give back our ten minutes! LET US SLEEP!!!

## Reading, 'Riting, and Railroad Riding

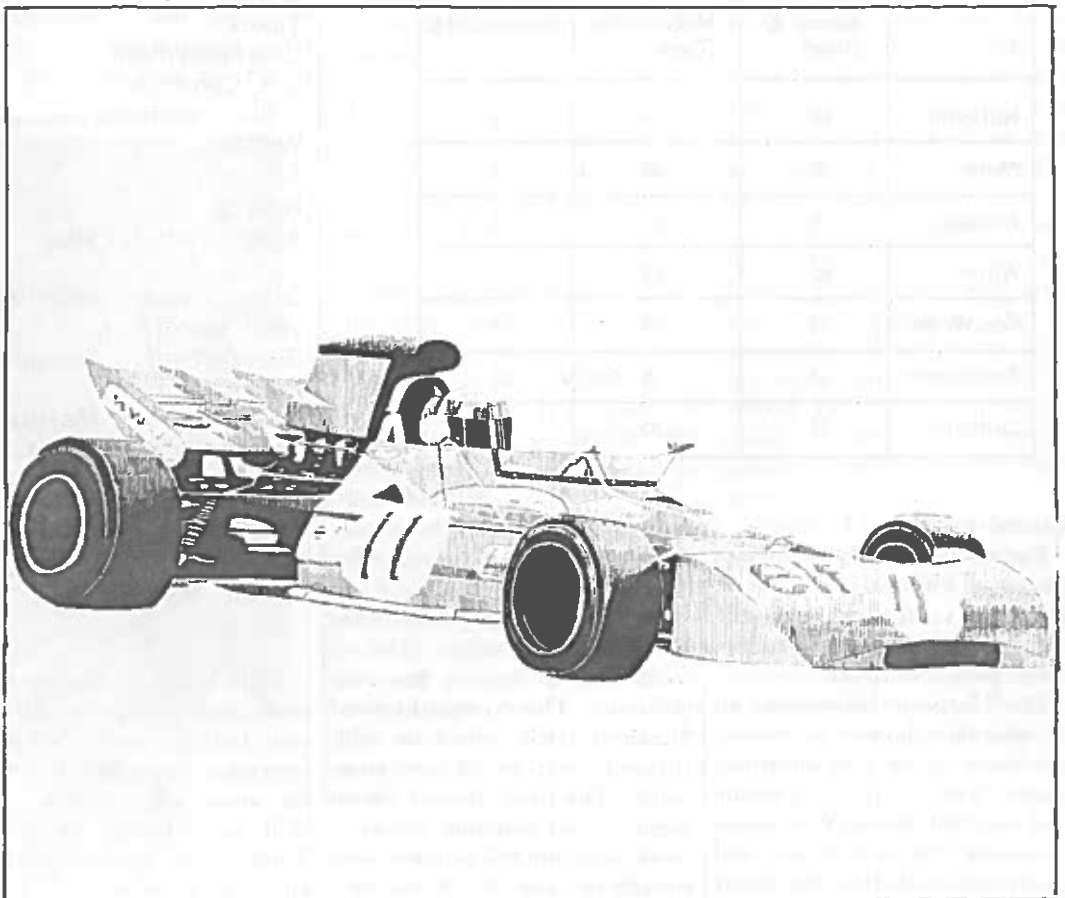
by Celia Speiser

One of the most boring times of the day is the ride on the train for commuters. Many commuters either sleep or read until they get off at Grand Central Station. A year ago Adelphi University on Long Island decided to try and

solve this problem with the help of the Long Island Railroad Line. They offered college courses on the train during the rush commuting hour. Apparently this plan worked since there are now one hundred students and they had their first graduate last week, Joseph Marian. He received his Masters Degree in Business Administration and was very grateful because he is forty six years old and has five children. College officials are contemplating the thought of expanding the program to another Long Island Line and to the Harlem Division of the Penn Central. Many commuters are finding more interesting things to do on the train than snooze. Score two points for the sleepless scholars!

During the filming of "The Great Escape" cast members were served 461 gallons of coffee, 22 gallons of soup, 511 doughnuts and 31 gallons of tea by United Artists; as compared with 2,860 gallons of coffee, 3,660 doughnuts, no soup, 4,220 pots of tea served by Mike Todd during the filming of "Around the World in 80 days."

Technical Drawing



by Paul Traub; Mr. Burkhardt, Instructor

MR. WALSH: "Not your local Narc."



(Round Table drawing by Henrik Drescher)

## Teacher of the Month Mr. Walsh

by Michele Caputo

The friendly bearded face behind the desk in room 118 does not belong to your local narc. The owner is Mr. Thomas Walsh who teaches a junior-senior elective called Human Behavior.

November's "teacher of the month" lives in Ridgefield, Connecticut on two acres of wooded land. He is part owner of a 10 acre lake, and he is surrounded by wildlife and solitude. He values both equally. Mr. Walsh considers himself to be a metaphysician and a naturalist and he finds great satisfaction in the privacy of his secluded home in the woods.

This teacher is not totally a hermit, however. He is married to a person of many talents, from weaving to baking bread to making music—his wife Laurie. They have a two year old daughter, Kindley (old Dutch for "one who is born"). The Walshes used natural childbirth (La-Maze Method) with Kindley and were together at the moment of her birth. They are now chairmen of the Ridgefield area branch of C.A.L.M. (Connecticut Association for the LaMaze

Method). The group holds monthly meetings for prospective parents at a local hospital. A childbirth film followed by a question and answer period with an obstetrician in on the regular agenda. Each year as part of his course in Human Behavior, the Walshes talk with his classes about their experience with natural childbirth.

Some of Mr. Walsh's interests include conservation, chess, and reading. His literary pleasures range from Thomas Merton to Sir Arthur Conan Doyle to the Bhagavad Gita. He is presently reading the "Upanishads" which is Sanskrit for "a sitting for an instruction". It is a type of Hindu Bible. Mr. Walsh also enjoys physical entertainment. Both he and his wife are avid cross-country skiers. They spend weekends and vacations traveling, and recently purchased a Volkswagon camper.

Last summer the Walsh family tented throughout eastern Canada, Nova Scotia, Prince Edward Island, and Cape Breton Isle. Mr. Walsh loves the ocean and the mountains and finds their near perfect combination on Cape Breton. The Walshes also have enjoyed European travel and have a continuing love affair with Holland. In the future they are planning to exchange houses during summer vacations with Dutch friends who own a farm outside of Amsterdam.

Mr. Walsh received a B.A. from St. Francis College and an M.A. from Fairfield University. He has done additional graduate study in group counseling, family relations, human sexuality and drugs. He is now considering further study in counseling at Yale University. He taught classical Greek and Latin for three years at a prep school in Bedford Hills, N.Y. He is presently co-authoring a book for John Knox publishers called "Teaching Human Beings An Effective Method and Curriculum for Human Development".

"It is as cruel to bore a person as it is to beat him," says Mr. Walsh. Consequently much time is spent making his classes in Human Behavior interesting and valuable learning experiences. He uses guided group discussions to introduce principles of behavior to students in such a way that they can better understand themselves and relate to their fellow human beings more intelligently. Classes center on such issues and topics as psychology, personal development, social relations, family relations, prejudice, violence, venereal disease, drugs, and sexuality.

Mr. Walsh feels that his most important contribution to students is private counseling. One day he hopes to become Stamford High School's first ombudsman—a person who is available all day to help anyone with any need.

He welcomes anyone to stop in and talk with him in room 118, at any time. You will find him to be a compassionate and friendly man.

## New Faces of '72 Continued

by Pam Hodge  
Jean Dixon

Mr. White, a new addition to our History Department, attended New England College in New Hampshire. He likes Stamford High but it's not new to him because he subbed here last year. His only previous teaching experience was in student

teaching and as a substitute.

Mr. White's philosophy of teaching is a simple quote from Dewey, "A child learns by doing."

Mr. DeGennaro, a new C.A.P. Math teacher, thinks SHS is fun and enjoys coming to school everyday because it's different and exciting. He previously taught in a New Haven High school and thinks SHS is quieter and more organized. He attended Fairfield University.

Mr. DeGennaro is a traditionalist when it comes to his way of teaching. He believes that new methods tend to confuse the students while the basic ones explain themselves.

Mrs. Ferrara, our new Science teacher, likes SHS very much. She taught at a boy's school in Bridgeport and the difference between the schools is great. Mrs. Ferrara attended the University of Bridgeport and the University of Connecticut, where she got her Bachelor and Master degrees.

Mrs. Ferrara believes that there should be a "firm, specific groundwork for future academic work," yet, learning should be related to the world at the same time the student is learning. In other words, learning shouldn't be just books.

Mr. May has joined our Science Department this year. He loves Stamford High and feels that it is one of the nicest schools he's been in. He attended Fairfield University and Adelphi University in Long Island. Mr. May previously taught at a middle school in Bridgeport.

Mr. May's philosophy of teaching is very liberal and informal. He believes in treating young people as he would like to be treated and making learning relevant to life.

Mr. McGee, of the History Department, is one of the new educators of SHS. He has taught in Burdick, Rippowam, Turn of River and Honolulu. He loves SHS but the "surfing isn't as good" as Hawaii. Mr. McGee is an alumnus of SHS and graduated from the University of Bridgeport. Mr. McGee has completed his Master's degree and will start further work in February.

## NOVEMBER CALENDAR

|  | MON                                     | TUE  | WED                                      | THU  | FRI  | SAT  |
|--|---|--|--|--|--|--|
|  |   |  | 1  | 2  | 3  | 4  |
|  |   |  |  | Fresh VS. Rip<br>(football)                            | Viljalundur Stefansson<br>(born 1879)  | Abrams Concert at<br>Rippowam H.S.<br>8:00 P.M.                          |
| 5  |   |  | 8  |  |  |  |
|  |   | Election Day<br>(schools out for the<br>day) |  | Kaiser Wilhelm II flows to<br>Niederlande PRR          | SHS Thespian Society<br>Production of<br>Summertree 8:30   | Summertree<br>Trumble VS. SHS<br>at home                                 |
| 12   |   |  | 15                                       |  |  |  |
|  | Holland Tunnel opened in<br>N.Y.C. 1927 |  | Zelucka (Ble night)-<br>P.L.'s Peak 1916 | N.O.W. Meeting<br>8:00<br>1st Congregational<br>Church | Movie Classics at<br>Stamford Museum 8:30  | Coffeehouse at<br>North Stamford<br>Congregational Church<br>7:12        |
| 19   |   |  | 22                                       |  |  |  |
| Concert Young Artists<br>Philharmonic<br>at Rip H.S. 7:30    | Selma Lagerlof born 1858                | Voltaire born 1694                           | School is<br>out at noon!                | Homecoming Game<br>Fairfield Prep VS SHS               | 24<br>Concert at<br>Academy of Soul 9:00<br>Sound of Music<br>at Turn of River<br>"The Miser"<br>Sterling Barn | 25<br>Homecoming Dance<br>Sound of Music<br>"The Miser"<br>Sterling Barn |
| 26   |   |  | 29                                       | 30   |  |  |
| 1 <sup>st</sup> national Thanksgiving<br>Day proclaimed 1789 |   | Stefan Zweig<br>born 1881                    |  |  |  |  |

Chris Barnett in cooperation with the Stamford Community Events Calendar.

## Summertree Set For November 10,11

by Jean Dixon

Once again the auditorium walls of S.H.S. echo with voices. They belong to the Thespians, who are hard at work polishing up their production of "Summertree". "Summertree" is produced by Mr. James Palley and is directed by Mr. Richard Viti. The associate producer is Pat Cогnetta, who also plays the father. The other characters are: The young man (Fritz Olsen), his girl friend (Lisa Stafford), his mother (Beverly Robotti), and a soldier (Chris Barnett).

The play is these people's memories of a young man, from his conflict with his parents about attending music school, his high school and earlier years, his induction into the army, and finally, his death. The characters remember the development of the arguments about war and killing, and the love they all had for the boy.

To convey the passage of time, a flashback technique is utilized. Various means are employed to show the different times. Movies,

photos, blackouts and still lifes are artfully used to create this effect.

The advantage of performing in this play is that it is a direct learning experience for the players. They are able to interpret their parts the way they wish, guided along by Mr. Viti. Personal experiences are used by the actors to relate to the people they play. There needs to be interaction among the cast to make the production a smooth one. Says Pat Cогnetta, "Everyone needs to work together. This play needs teamwork, as there is contact among all the players... Every part is difficult."

The play is of homelife and it shows the joy and sorrows of one group of people, a group which slowly shatters after the death of one member. It is not a war protest, but a showing of events of any war. As Mr. Viti, "It is an every man play, presenting the facts: showing what the New York Times doesn't want to show."

"Summertree" will play November 10 and 11. Tickets will be sold by the members of the cast and the publicity committee. Come!

Other productions of the Thespian Society this year will be "Alice in Wonderland" for the grade school students and "Gnys and Dolls" this spring.

## Lumieres Anyone?

by Toni Sabia  
Rita Mediate

How many girls haven't yet joined a club this year? Well if you haven't, you're missing out on a lot of fun and great opportunities. The Lumieres is open to all girls in their Sophmore, Junior or Senior year. The club is designed to do community projects. Some projects we are now working on include a bake sale, from which money will provide scholarships for children in Liberia, and also a clothes drive. Meetings are held twice a month to discuss projects that are in progress and to plan new ones. We also arrange activities for the benefit of the girls in the club such as picnics. Any girl interested in the objects of this club please contact: President, Carolyn Pilato, Homeroom 246.

The year is just beginning, so now's the time to join!

## Polite on the Playing Field

by Chris Barnett

"We play them one game at a time."

"They can surprise you."

"We're not counting anyone out in this division."

These are phrases which seem to be known to every coach in every sport. They are cliches. It would not surprise me if in order to become a coach or manager one must take an elective called "Gamesmanship in our Society" or something equally as absurd. Why is it that many coaches, rather than "tell it like it is", will resort to polite in the form of those old chestnuts? It is difficult to believe that a team with personnel like our own State Champion Football team could be frightened by a contingent like Andrew Warde or Darien. This being true why doesn't our own team receive the plaudits it deserves? Of course one only plays a game at a time but how constructive is it to give aid and comfort to the "enemy"? I would hate to consider that these games are won in newspaper articles rather than on the playing field. Then what is the philosophy behind gamesmanship? Are we to see the day when the coach of one team refuses to give praise to his own team for fear of inciting another. How devastating can the consequences of simply saying the truth, "Yes we are better than they are." be? Will this statement make an otherwise adject team invincible? I think not. Perhaps it is wise not to degrade your opposition but not to the point where you exclude your own team. In my opinion one would give credit where credit is due. If one has earned respect and praise he should be given it. The question to be answered here is, Paraphrasing Shakespeare, "Whether it is nobler, on Saturday, to suffer the pain and tribulations of the playing field or to read in the paper on Monday how much tougher we were than expected."

From Britain comes a report that delinquent girls are being brought back to normal, modest ways, by having them chew chunks of raw swede turnips, and beet root.