

## FAIR EXCHANGE

by Frits Drescher

Once again the American Field Service has brought a foreigner into our midst, this year the exchange student is a young Dane named Per Andersen. Per is from a town in Denmark known as Koege, situated about 35 miles south of Copenhagen (the Danish Capital), Koege is a slightly larger town than Stamford, and according to Per, a great place to live.

Per attends a public school in Koege, and after graduating he plans to join the Danish equivalent of our Peace Corps. His motives are the same as those which made him enter his application with the exchange program last year: he wants to see as much of the world as possible before settling down. Per feels that by traveling and being exposed to different cultures, his understanding of the world and its people will widen, and only having been here one month Per says "I think I understand a lot of your problems much better now, that I have experienced the incredible immensity of this country, here you have to consider over 200 million people every time a change or a major decision has to be made, in Denmark only 5 million. I think it makes all the difference".

Per does admit though that "although I may understand some of your problems and attitudes better now, I don't necessarily accept them. For instance, the first thing which hit me as I got off the plane at Kennedy Airport, was the fact...that the people carrying the luggage were black and the people ordering them around were white. Your racism is something which I, and certainly most Europeans find hard to understand."

Per likes the American educational system, or what he has seen of it. "Your schools here are fantastic," Per explained, "there is so much being offered in the way of curriculum, facilities and equipment, etc., also the variety of extra-curricular activities being offered after school really impresses me, it's not at all like Denmark where school ends when the afternoon bell rings, students here seem to be much more involved in sports, club, committees, etc., than back home." When asked about negative aspects of Stamford High School and other schools he had visited, Per could think of few "The only things I don't care much for, and there are two I can think of, is the impersonal, businesslike way in which a lot of the classes are conducted, and the general lack of

freedom the students have. But again I guess it's all caused by the size of the schools."

Per is really amazed at the amount of friendliness he has encountered here, "It certainly contradicts the image you receive of Americans in Europe," but asked whether he would consider living here permanently, Per answered, "No, I really like it here and I am really happy for having the chance to visit this country, but I don't think I could ever live here, things move too fast, and the day-to-day pressures are too great. I guess I, like most Danes, really enjoy living, and taking life a little easier than you do here."

Welcome to America Per! We'll try not to work you too hard.

## '72 PRESIDENTIAL POLL

The chart below is based on a survey taken recently in S.H.S. It is not a realistic survey as only a small percentage of the student body has been polled. It does show however, a definite trend toward Nixon. In our next issue we will show the results of another poll, yet to be taken, every student voting for the candidate of his choice, in homeroom.

This survey has been subdivided into categories headed by grade and sex. Both males and females cast more votes for Nixon. Thus, the highest percentage goes to the Republican incumbent, Richard Nixon.

	FRESH.	SOPH.	JR.	SR.
NIXON	Male-67% Female-33%	Male-50% Female-50%	Male-67% Female-67%	Male-67% Female-76%
McGOVERN	Male-33% Female-25%	Male-50% Female-50%	Male-33% Female-33%	Male-33% Female-29%



### WHAT'S GOING ON (Continued)

From the English Office it was just a short jump to the Library. There are no new personnel there, but we will be missing Mr. Makarian, the Media Specialist. In a short talk with us Mrs Makarian defined A.V.A. as a service organization to provide services for teachers and students by using machines. He leaves us with the hope that we will increase the number of student-teacher produced T.V. programs.

Our next stop was the Language Office two flights up. We never realized how tiring being a reporter really is. But talking to Mr. Martinelli proved worthwhile. First of all, he informed us that there are no new teachers in his department. "They all like their immediate boss too much—That's me!" What is different this year is the increased interest in continuing Spanish so that Mrs. Diaz has two Spanish IV classes. Russian, German, Italian, and Latin are offered for three years but French takes

the cake with one class in French V—Advance Placement. Mr. Martinelli mentioned the Language Clubs which have been very active in the past and named his goal as expanding the use of Audio-Visual Aids such as films, slides and tapes.

It was at our next stop that we really found something novel. Unique in a school accustomed to overcrowding, Business Cluster is a course designed especially for smaller group instruction. The Data Processing classes, too, have decreased in size and Mr. Scher expects much to be accomplished in such an "ideal constructional atmosphere." Putting in a good word for DECA, Mr. Scher stated, "We expect, based upon past experiences, they'll take State and National Honors—even more of them!"

By far the most active Department is Mr. Kovac's Kingdom in room 166. Although history might not seem like a subject that lends itself to activities, already three field trips are planned to places such as; Philipsburg Manor in Tarrytown, the U.N., Boston, Mass., and possible Philadelphia; The Voice of Democracy Contest which competes on a local, state, and national level, is coming up soon. (See your history teacher for details.) Debating Club has a new coach, Mr. Pat White. And three other new teachers have joined the department. In the area of school-work five semester courses are being offered for the first time, giving students a chance to mix and match. Advanced Placement European History is once again at Stamford High and the school welcomes Mrs. DiMartina and Mr. McWilliams to their positions in American Studies.

Downstairs, on the fourth floor, Occupational Education is also busy. Taught by Mr. Zecca, it is a program designed to "coordinate the school world with the world of work." The thirteen students involved attend a few hours of lessons each day and then are sent out to various jobs. Mr. Zecca feels the program is a successful one but the tight labor market is restricting it.

Our last stop was the Science Department. What's new there is books, plenty of them. Anyone who fell victim last year to the old Chemistry books will be relieved to learn that new ones have arrived at last. To get the full benefit of these new books all chemistry classes will meet 7 periods a week. This will give students an extra period of lessons a week and is a step towards the goal expressed by Mr. Clapes, "more quality in the classrooms."

## THE ROUNDTABLE

**NEWS STAFF**—Paul Matthews, Cecilia Speiser, Sally Lombard, Mary Stamas, Connie Wilson, Pam Hodge, Jean Dixon, Dawn Jalet, Michele Caputo, Amy Peterman, Chris Barnett, Caren Genovese.

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

**SPORTS STAFF**—Chris Barnett, Sally Lombard, Dawn Jalet, Terri Weiss.

**PHOTOGRAPHY STAFF**—Frits Drescher, Paul Longo, Kathy Fahey, Kevin Kossluk, Ellen Daffron, Margaret Carbonell, Karen Dembofsky.

**LAYOUT STAFF**—David Chien, Vikki Vandamm.

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

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

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### 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)