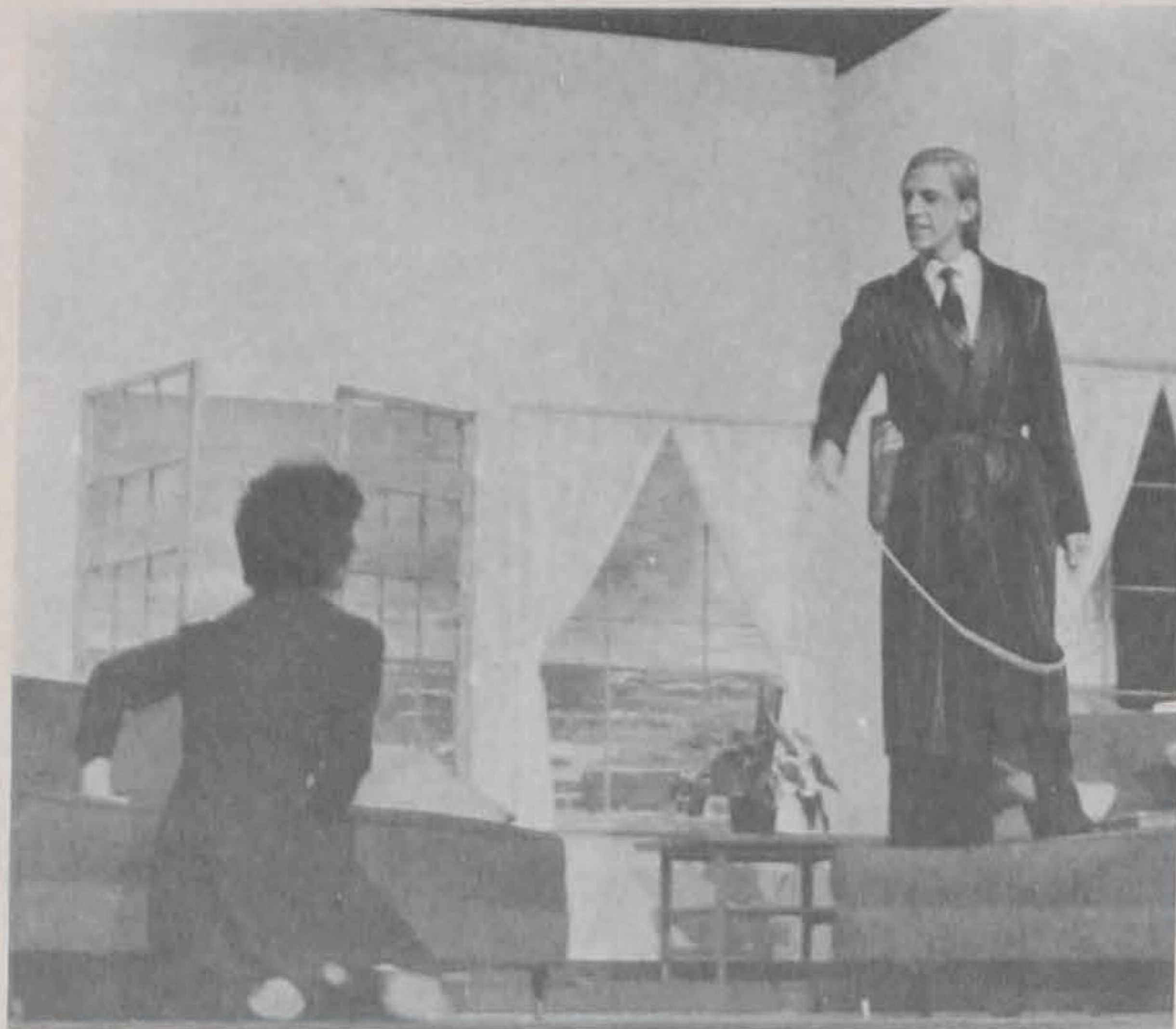


RODEQUOIT

DECEMBER 17, 1975

Irondequoit High School, Rochester, N.Y.

NO. 2



The 1975 Fall Play, "Ten Little Indians"

Indians Do Fine Job

"The fall play, **Ten Little Indians**, was a great success," declares Martha Price, a senior at IHS. The cast and crew worked hard for six long weeks to prepare for the performances. Rehearsals were five nights a week, and four hours on Sunday.

A sneak preview was given to the student body seventh period on Wednesday, November 5. Thursday evening a dress rehearsal was presented to a Drama group from Jefferson High School. It was a typical dress rehearsal: lighting, cues, and sound began to fall together.

Friday night the cast arrived at six o'clock for make-up. Actors were worried and ex-

cited; they rushed around reciting lines. Prompters begged for scripts, stage crew set up the stage and mikes, props got the materials ready. By seven thirty everyone was in the LGIC for the pep talk and a few last minute instructions.

There were a few people new to drama in the play. **Kevin Christy** was born in Honolulu, but spent twelve years in England, so his accent was authentic. Kevin played Mr. Rogers, the butler. **Jeanne Beekman** was his wife, Mrs. Rogers, who worried about the food and cleaning. It was **Nat Hunter's** first production. He played Fred Narcott, the boatman. The talkative Anthony Marsdon was played by **Steve Miller**. **John Lapham's** character was Blore, the gluttonous detective; **Dan Lapham** played Dr. Armstrong, the nervous nerve specialist. **Beta Zwick** was Emily Brent, the spinster. The audience applauded as **Scott Broxholm** appeared as General McKenzie. **Mike Juda** was Sir Laurence Wargrave, the mad justice. The witty Philip Lombard was played by **Jim Ford**, and **Joyce Parcels** was Vera Claythorne, the secretary.

The play was directed by **Cathy Duffy** and **Ms. Donna Byers**, English teacher.

Exams Given To Freshmen

By Vladimir Maximeciuc

The New York Basic Competency Tests are designed to examine the minimum level of achievement that will be required of students as adults. These were experimental tests given first time this year in all schools to ninth graders.

Two exams were given: reading and mathematics. The tests in social studies and science are in the development stage and will be given at a later time. It is hoped in the future that all schools will administer the tests at any grade level.

For the first year a score of 65 is suggested as the minimum passing grade. This mark may be raised or lowered depending on the results of the tests. If a student does not achieve this score, he may retake the exam at a later date.

Suggestions are welcome from teachers and students in order to make the tests more useful to the schools. The scores will give the school a better understanding of the levels of mastery its students achieve.

Phase System Assists Student

The English Department has devised a new phase system designed to assist students in selecting suitable courses for the '76-'77 school year.

The Department provided recommendations based on previous and present English teachers' judgements of each student's ability level. Mr. John Thompson, head of the English Department, states, "The nature and difficulty of some courses were not clear enough with only

four levels. New phases will describe each course in terms of the needs and abilities of the students."

Phase one will be offered to students who need or desire help with basic skills of reading and writing. For students who only have some problems with basic skills and want to improve them, **phase two** will offer relevant, practical instruction in reading and writing at a moderate pace.

Phase three includes courses which center on language, literature, and composition at the pre-college level with importance placed on careful reading and thoughtful, articulate writing. Critical reading and advanced composition is the emphasis in **phase four**. This phase is offered to students who have a good command of basic skills and who desire more challenging courses. **Phase five** will be for students who seek stimulating and self motivated study in language and literature at the college level. Emphasis is on close reading of literature and on advanced forms of rhetoric and composition. Multi-phase courses are open to students seeking courses at various levels. Many courses are described as multi-phase, such as 1-3 or 4-5.

New English courses offered next year will include Myth and Modern Man I and II, Effective Reading, Individualized English in the Election year, Basic Reading, Adolescence in Literature, and American Heritage I and II. The most successful courses judged by the pre-registration will be offered next year.

Students Aid New Center

By Grant Zwerger

"The learning improvement center is a spot where students may come to learn and identify themselves," states Mr. Norman Drake. Mr. Stewart Agor and Mr. Drake head the program. Mr. Drake continues, "Its purpose is to identify and make the learner aware of his strengths and weaknesses."

Many skills are worked on at the center including study, organization, writing, looking, listening, math, and spelling. The learning improvement center has been requested for some time by parents and the student-faculty council.

The learning center is located in Room 310 around the corner from the third floor art corridor. Students may visit the center Monday and Wednesday, first and third periods, and Tuesday, Thursday, and Friday all day. Mr. Drake adds that mostly ninth and tenth grade students visit the center, but everyone is welcome to come in and see how it works.

There are forty students presently enrolled in the program and more are coming in. Mr. Drake will attempt to measure the new program's effectiveness later on. It has already been successful in the middle school for five years and in the kindergarten through fourth grades for three years.

Mr. Stewart Agor is a teacher at IHS who is helping out. Mr. Drake is also a teacher but in a different sense. He was assigned to work with the pupils by Dr. Michell Salim, who is director of Pupil Personnel Services. Mr. Drake has had prior experience in this area when he worked on it for five years at RIT.

Students' Apathy of PAC Robs Them of Benefits

By Steve Gleason

The students of IHS are ignoring what could potentially be their most valuable asset. The Principal's Advisory Committee (PAC) was founded in 1972 upon the remnant of the relatively ineffective "Nuts and Bolts Committee"; the enthusiasm of Principal Richard N. Stacy during his first year at IHS was the primary cause of its conception. Now, in its third year the PAC is functioning satisfactorily, but student apathy has prevented increased productivity of the committee.

Unlike the student-run student government, the PAC consists of student and faculty members, both of whom are able to participate in the affairs discussed by the committee. One student representative from each class, four representatives at large, and two runners-up are elected each year by the student body to serve on the PAC. Eight teachers and one runner-up are also elected each year for service on the committee by their fellow teachers. Four members of the administration find out the list of members of the PAC. As neither the runners-up nor the members of the administration are allowed to vote on matters discussed by the committee, both the students and the teachers have eight votes.

Despite an equal number of votes, neither the teachers nor the students have ever voted as blocs. A majority vote will pass any measure discussed by the PAC; the measure is then forwarded to Mr. Stacy, who although he is able to veto any recommendation passed on to him by the committee, has never exercised this power in the three-year history of the PAC.

Mr. Stacy states, "The PAC is an enormous aid in advising me on school rules and policies." Characterizing the committee as definitely the most effective means to institute changes or work with problems, Mr. Stacy indicates that student apathy has hindered the potential of the PAC greatly. While visiting freshmen English classes this fall, Mr. Stacy was surprised to discover that a vast majority of the freshmen were not aware of the existence of the PAC. Findings such as this have led to concern over whether the PAC really represents the whole student body.

Both Doug Edleman and Mr. Frank Clapp, co-chairman of the PAC, express concern over the lack of interest in the PAC. Mr. Clapp explained that he feels the big problem is making people aware of the committee's existence; he also stressed the fact that anyone is free to sit in on a PAC meeting. Doug also feels that much more student involvement is needed. Enthusiastically, he adds, "Almost anything can be accomplished if proper support is lent."

Most members of the PAC are in general agreement that the committee has been a success. At the meetings, organizational matters and subjects such as the Vandalism Fund are being discussed. However, serious approach of both the student and faculty members has not alleviated the obstacle of student apathy. "The PAC cannot be aware of what the students really want unless more students become involved and express their views to their representatives," concludes Doug Edleman.



Mr. Norman Drake, head of Learning Improvement Center

IHS Should Prohibit Smoking On Campus

by Polly Smith

In allowing the students a place on the campus where they can smoke, the school is assisting the students in their self-destruction. Noted cancer experts have proven that smoking can cause lung cancer besides producing a hacking cough. They also warn that each cigarette takes approximately eight minutes off the smoker's life. By designating the raised asphalt area at the end of the Industrial Arts corridor as a smoking section, the school acknowledges the fact that many students smoke and does not in any way dissuade them. It also encourages students before the age of eighteen to buy cigarettes, which is illegal. Without any attempt to keep the students healthy by curtailing their smoking, the school admits defeat and does not sincerely have the students' best interest at heart.

Before school each morning, about a hundred students huddle in the designated area and smoke. Perhaps many began smoking because of the convenience and lure of an area where they can talk with other disillusioned students at the same time defying society. Besides, a school which prohibits card-playing and coin-pitching actually allows smoking, so it must be acceptable, they easily reason.

Because of the area's accessibility, many students who might not otherwise smoke, join the

crowd. The school, though students might not admit it, has an affect on the students' beliefs. When the school condones smoking, students, even non-smokers also condone smoking, for it becomes commonplace to see people waving unlit cigarettes in the halls and lavatories. Gradually, as more students join the smoking ranks, people lose their inherent fear of the habits' possible results, and smoking becomes an acceptable pastime.

To discourage students from smoking, the school should prohibit the practice in the building and anywhere on the campus. With this inconvenience, only the determined students, who are willing to walk a distance, will be able to smoke. Whoever explains this new regulation to the students would have to do it in such a way that students realize the school wishes to protect them from damaging their health and is not denying them smoking from malice. At first, many students will ignore this rule. The offenders, however, should not be suspended. Instead, they should be forced to attend an after-school seminar, where people can discuss with them the disadvantages of smoking and possibly curing them of their habit.

If school authorities believe smoking is damaging to one's health, then they should prohibit smoking on the campus and attempt to help a student smoker in "kicking the habit."

Learning With Color

By Dr. Donald J. Lehr

(Editor's Note: Dr. Lehr is a professor of psychology at the State University College at Fredonia.)

Those of us weaned on "living color" don't have to be sold on the fact that bright colors add pizzazz to any visual experience.

No doubt about it, the ability to perceive color adds much to our viewing enjoyment. Virtually any information presented in color is more appealing than a black-and-white alternative.

Advertisers often present their newspaper or television ads in color. The use of color in advertising seems to serve at least two purposes: colored ads attract attention, and are very appealing. Beyond these benefits, which are certainly of value to advertisers, we might wonder whether the use of color results in easier learning or in better memory. Students at least, would seem to think so.

One of the first purchases made by students is colored marking pens which are used to underline or highlight parts of their books which seem most important. Because some of the words are made more colorful, they are more appealing and will receive greater attention than words left in black.

Recently, publishers have begun to print certain information in color (usually red). Why all this effort and expense? Is the information which is underlined or printed in color learned or remembered better than the information presented in black-and-white?

The answer is yes, despite the fact that color has no effect

on either learning or memory. The answer to this apparent contradiction is somewhat tricky but straightforward. Consider the problem for a moment: colored information is learned and remembered better than information presented in black-and-white—yet color alone plays no role in either learning or memory.

Learning and memory are strongly related. Material which is learned thoroughly is easily remembered. As study time increases so does learning. Therefore, a simple chain of events exists: increasing study time increases how well information is both learned and, therefore, remembered.

Perhaps the answer to the apparent contradiction in the above paragraph is at hand. Color has no direct effect on either learning or memory. Information which is emphasized through the use of color—an attention-grabbing device—is, thus, studied more than information presented in black-and-white.

It is this increased study time which is directly responsible for better learning and memory. It has been shown that when colored and black-and-white material receive equal study time, there are no differences in either learning or memory.

Should students and publishers continue to highlight certain information in color? It would seem to be a good idea—with a word of caution as far as students are concerned. Let's hope the portions of your textbook you highlight in living color are those your teacher thinks are important, too!

Students Comment On Talk Hall

By Jerry Belair

Note: The talk hall has been changed this year from the large cafeteria to the small. Now the large cafeteria is the quiet and supervised study hall.

What do you think of the change in the study halls?

Karen Wales, junior: "It's insane; there's plenty of room in the large cafeteria, and no one goes to the quiet study hall anyway."

Bill Crary, junior: "There's not much change, but I like it better

in the small cafeteria because you're closer to everybody and talking is a lot easier."

Tony Difabio, senior: "It's a little bit more crowded in the small cafeteria, but I'm not in study hall that much, so it makes no difference to me."

Patti Rossi, junior: "I don't like it in the small cafeteria; there isn't enough room. The atmosphere was a lot freer in the large."

Tom Lapham, senior: "It doesn't make sense because there are more people in the talk hall than

quiet and supervised."

Mike Maynard, junior: "Small cafeteria is better because it is near the smoking area; it's easier to get to."

Randy Bryant, sophomore: "It is a waste to have talk hall in the large cafeteria; all the space isn't used up."

Linda Kriske, senior: "I like it. It's smaller and everyone is a lot closer; it is a lot friendlier."

Ken Keating, junior: "There isn't much difference, but I prefer the large cafeteria because of the room."

Jamie Gandy, senior: "I don't understand why they did it. There are not enough people in the quiet study hall. The people in the talk hall have experienced over-crowded conditions."

Mr. Jack Burrough's, mathematics teacher: "It's working out much better because there is an easier access to the outside away from the main part of the building. It is also much better for freshmen in the large cafeteria because it gives them more room and enables teachers to keep it quiet in supervised."

John Bardo, senior: "First, it was a good idea to have the talk hall to be used when you're done with your homework and there's nothing to do. The talk hall is better in the small cafeteria because there aren't any underclassmen who are "goofing off" and should be studying in the large cafeteria."

Survey at IHS Shows Euthanasia is Favored

By Brian Weaver

The Euthanasia Council in New York has prepared a will to be used by any interested person. Many sign this document to request a dignified death, unmarred by artificial means to prolong life if they ever become seriously ill with no reasonable expectation of recovery.

A survey recently conducted in a senior homeroom at IHS shows that 9 out of 10 students would sign such a document. Many expressed that they would rather die naturally than be kept alive by a machine as a vegetable.

One person commented, "It is senseless to be kept alive if I am better off dead." Another expressed, "I wouldn't want to burden anyone I love."

One of the students stated, "If I have no reason to expect recovery, I'll go to God for healing," and added "it always works." Another remarked, "It's too hard to draw the line where there is reasonable expectation of recovery. No one can make that judgement."

The controversial Karen Quinlan case brought up some

Senior Wants Music Major

Dear Editor,

Colleges demand that applicants must fit specific requirements; therefore, a music major is required to have as much math as a math major.

However, I feel that once a musician has a general knowledge of math that will help him with his taxes or give him the knowledge of how to build something, he should not be forced to learn about cosine curves. When I asked a trigonometry professor of what use cosine curve was going to be to me, he replied, "When you will be an oceanographer;...." But, I am a tuba player who can't swim.

Harmony and theory are no more beneficial to a mathematician than algebra and trigonometry are to a musician. However, the system states that liberal arts education is needed to form a "well rounded scholar, a universal man." Wouldn't a better term be a "Jack of all trades, or master of none?"

Instead of throwing the high school student in the middle of a sea of useless information praying they will swim through the state's requirements and find a solid job, high school should help them find a niche in society. Teachers should direct a student into ways the student's talent leads him.

Yours truly,

John Bardo

interesting ideas. Again, 9 out of 10 feel they should "pull the plug" on her. "Her mother testified she thought her daughter would not want to live if she had a choice," claimed one student. "What kind of life would she have if she ever did come out of the coma?" questioned another.

However, one of the students who feel she should be kept alive cited, "If she really wanted to die, her body would totally stop working." "Where there is life there is hope," added someone else.

Although one may conclude that religion would influence ideas on the subject, many claim that religion has nothing to do with their thoughts. Most felt that it just made sense to sign the document.

N.Y. Education Department Proclaims Grant Program

The State Education Department today announced a program of small grants which will be available to school administrators, teachers, students, parents, or community groups to promote innovative educational proposals at the "grass roots" level. Under the Mini-Project Program, individuals and groups interested in the improvement of elementary and secondary education in New York State may apply for grants ranging from \$500 to \$3,000 for promising solutions to educational problems which are in direct contact with students.

The program will provide \$900,000 which will be divided among the 18 regions in New York State that comprise the Optional Education Program network and the Big Five Cities (New York City, Buffalo, Syracuse, Rochester, and Yonkers). The source of funding for these grants is Title IV of the Elementary and Secondary Education Act, according to Robert G. Kelly, SED coordinator for the project.

Purposes of the Mini-Project Program are:

1. To enable individuals or groups to obtain relatively small amounts of money to field test, study, or develop promising ideas.
2. To stimulate creative solutions to specific local problems.
3. To support projects that involve combinations of subject matter areas, educational levels, and participants.
4. To encourage fresh approaches to the teaching of regular school subjects that concern the school district as a whole or a substantial portion of the school population.

"Primary consideration will be given to those programs which are geared to treat problems integral to ongoing school programs; that is, projects, which if successful, could probably be replicated by numerous schools with similar needs and problems," explains Kelly. The exact amount of each award will be determined by negotiation with the regional or city grant recipient and the State Education Department. Projects should emphasize program, rather than the acquisition of equipment and materials, he added.

Applications and further information about these grants may be obtained from the following regional coordinators, or from the central offices of the Big Five Cities: (see list on attached page). Filing deadline is February 2, 1976.

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Mr. Bunce Praises IHS Sports Program and Phys. Ed. Choices

By John Bardo

"Our program is as broad as any going in this state," states Mr. Roger Bunce, athletic director at IHS. He says that for the size of the school and the amount of funds and equipment available, Irondequoit has one of the finest programs around. Students have a great variety of courses to choose from in their gym classes. Sports which a student has a choice of are flag football, soccer, volleyball, basketball, and floor hockey for recreation; yoga, weight training, and figure control for body conditioning; and tennis, bowling, golf, and swimming as lifetime sports. "We are fortunate to have this system as compared to old style gym class highlighted by push-ups and running," continues Mr. Bunce.

One of the main benefits of electives is the substantial decrease in the delinquency rate, from 25% down to 1%. "Although the elective program has been extremely successful, it may not survive," explains Mr. Bunce. "The cost of teachers and equipment is quite high, so there may be cut backs. However, if the school board does not change it, and the budget keeps passing, the elective program will stay. Because of their overall success, electives should be around next year," he adds.

New York State Law now required more coed gym classes. Mr. Bunce points out, "That is an idea that I am in favor of and one this school has used for years, if they want more coed classes, we will get more." Some coed classes now in practice are volleyball, yoga, and swimming. Mr. Bunce adds, "These classes have met fine responses from both students and administrators."

Mr. Bunce is very proud of the intramural program, and he is trying to increase the number of sports available and in the general quality of the intramurals. Although there is a lot of support for an extensive intramural program, the problems are quite great. Among those encountered are the lack of coaches and the fact that the coaches are not paid. Unfortunately, intramurals are not funded, this makes it impossible

to pay the coaches and buy new and needed equipment. Proper funding would make a big difference in the intramural program.

Interscholastic sports do not have the funding problems that intramurals do, and although boys' sports will not expand, the girls can look forward to new J.V. volleyball, track, and basketball teams to be formed this year. "Possibly next year and in years to come, IHS will see the birth of even more girls interscholastic sports, such as J.V. soccer teams," Mr. Bunce continues. "It should be mentioned that despite the success of the team and the hours that coaches put into their particular sport, they are only paid a few cents an hour for their efforts. This should shed a different light on coaching, making the students realize the dedication of their coaches" he adds.

Athletic Teacher Is At IHS

By Steve Gleason

Professing to have "majored in sports" during his high school years, Roger Goodman, an industrial arts teacher at IHS, is now spending most of his time putting something back into sports and helping students. During his nineteen years as a teacher at IHS, Mr. Goodman has coached at least as many interscholastic teams, including Track, Football, and Cross-country running. He has also been class advisor for several classes in past years, serving as a Junior class advisor this year.

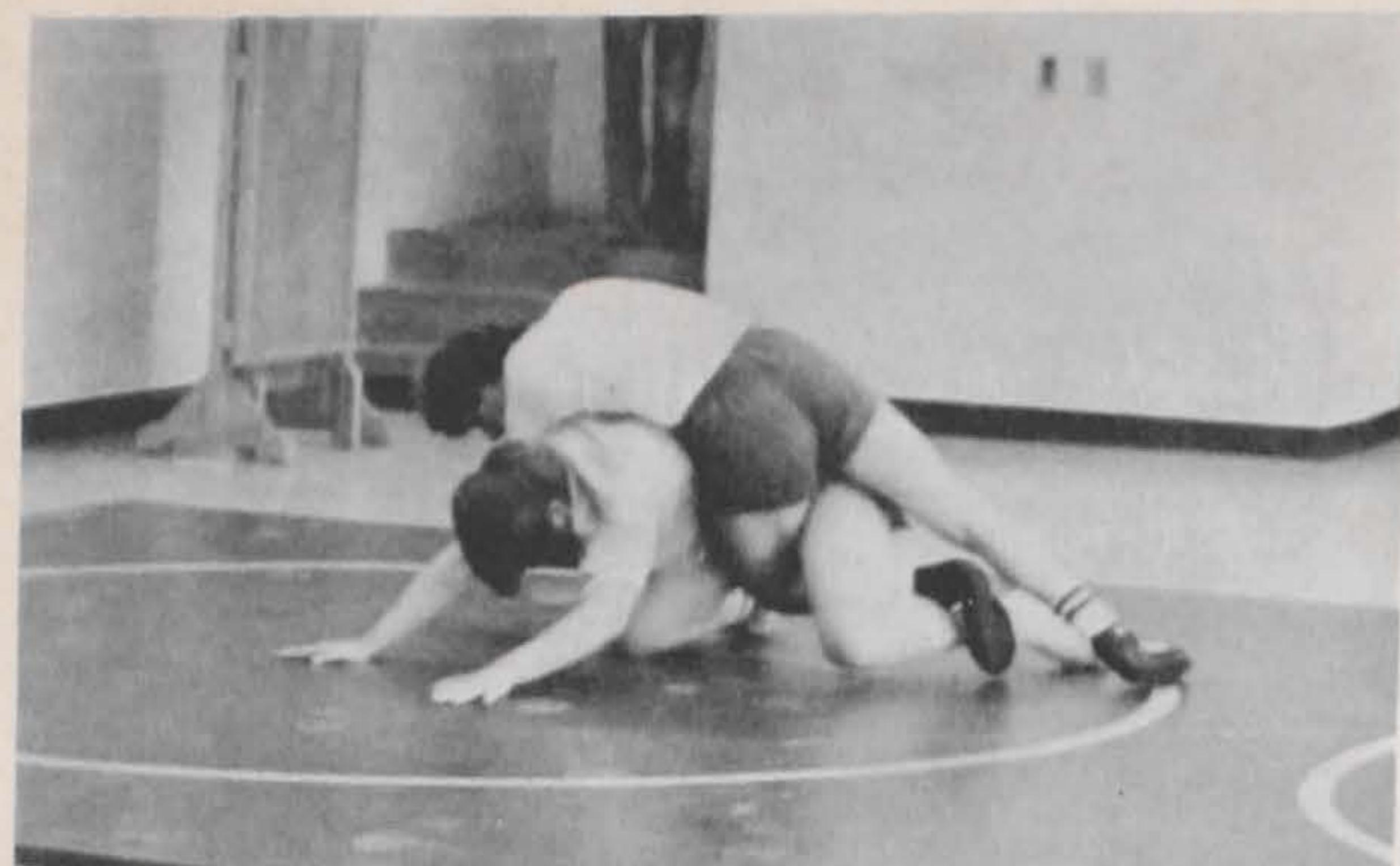
Mr. Goodman recalls his entry into the world of sports as a major turning point in his life. "At the age of twelve, doctors told me that I would never be able to do heavy labor-type work or participate in any sports. However, in eighth grade I persuaded my parents to let me play football. With the permission of my doctor and under his supervision, I was allowed to compete in all three seasonal sports. I received a letter in all three sports my first year," he adds. Mr. Goodman played first string football for three years and was awarded the "Athlete of the Year" award in his senior year.

These years as a top athlete have led Mr. Goodman to try to put something back into sports at IHS. Mr. Goodman has always developed successful teams. As cross-country coach, his team consistently finished second in the division, never experiencing a losing season. The IHS track team under his guidance has also met with similar success, winning the divisional championships twice.

Mr. Goodman's career as a teacher at IHS primarily stems from the encouragement of his high school industrial arts teacher, who convinced Mr. Goodman to attend college. Mr. Goodman worked his way through four years at Oswego to earn his B.S. degree in architecture and to earn the honor of being inducted into Epsilon Pi Tau, the international honor society of vocational and industrial majors and **Who's Who in American Colleges**. Continuing his education at Buffalo State University, Mr. Goodman acquired his Master's Degree and graduated with honors "Magna Cum Laude."

His impressive background in industrial arts led to Mr. Goodman's teaching job at IHS, where he conducts numerous courses dealing with various subjects such as mechanical drawing, architecture, and electronics. Mr. Goodman's policies as a teacher are quite liberal; his students are always allowed to make up tests on which they do poorly, and the relaxed atmosphere which prevails in his room serves to facilitate learning.

Mr. Goodman's policies as a teacher are reflected by his relaxed lifestyle. "I get a thrill out of seeing young people develop and achieve," concludes Mr. Goodman.



Varsity wrestlers practice in the corrective gym

Irondequoit Wrestling Goals for the Season

By Joyce Parcels

This is the IHS wrestling teams' sixteenth year, and Mr. Art Connorton is back to coach.

Mr. Connorton has three main goals. "We have ninety-three league wins, we're going for one hundred; we have three hundred and ninety-two tournament trophies, we're going for four hundred; we want a hundred tournament champs, we have eighty-five now," he explains.

There are seven returning senior lettermen. They are Bill Olesiuk, John Etter, Mark Storms, Scott Cohen, Jerry Fischer, Tom Brayer, and Mike Rubright. Returning juniors are Tom Benedetto, Mark Hauser, Ned Owen, Jim Schick, Steve Ventura, and Jim Lehmann.

This year the team will go on two overnight tournaments instead of one. They will go to the Windsor Tournament on December 29 and 30 in Windsor, New York. Then in January, the team will be at a new tournament in Canandaigua, New York. The team was invited because

Pool Program

The IHS pool has been used constantly this fall during the school day. Groups that came from the Al Sigl Center, fourth grade classes from neighboring schools, and a tiny tot swim program, all taught by IHS students under the supervision of faculty members, made use of the pool.

Classes for the groups from the Al Sigl Center were held second and seventh periods on Tuesdays and Thursdays. The student swim aids received gym credit and gained experience from teaching in the program.

The fourth graders, being at different levels of ability, worked on their swimming strokes and other skills, usually being rewarded with a short free swim at the end of the class.

In the tiny tot classes the children through the age of four in most cases became totally dependent on their teachers. Many of the mothers of these children went into the water with them. The mother of one tiny tot commented, "Not a day goes by when my daughter doesn't mention how much she looks forward to swimming."



IHS student helps teach Al Sigl Center swim class. Photo by Bill Wurzer

IHS and Canandaigua have provided the most state champs in section 5.

The team has a new assistant coach, Mr. Paul D'Accursio. He made All County at Fairport High School in 1968 and went on to Canton Junior College where he won twenty matches in those two years, becoming the National Junior College Regional Runner-up. He transferred to Brockport State where his team won two state championships and two S.U.N.Y. championships. He placed in the top twenty in the nation twice. Mr. D'Accursio states that he himself has had great coaches. His Canton coach was a two-time All American; his Brockport coach was also an All American, and coaches the world wrestling team.

"I want everyone to know that we're back," Mr. Connorton concludes.

Fall Sports Summary

Of the five Irondequoit fall sports, the girls Tennis Team had the best record with eight wins and two losses. Coach Gene Tiesler claims, "We are the second best girls' tennis team in the country. This has been a great season, and we are a much improved team. Although we are losing five seniors next year, I look forward to another good season because several good strong players will be returning." Second doubles players Becky Jones mentions that the newcomers added a lot to the eight-two season, and she enjoyed it very much.

The boys' soccer team has scored five wins, eight losses, and three ties. Mr. David Cermak, the coach, says that the team was excellent. He adds, "Some of the losses and ties were caused by penalty kicks against us, and there has only been two games where the score differed by more than one goal." Goalie Bert Johnson comments, "Mr. Cermak got everyone in the right position and got us in condition, so we had a good season."

The cross-country team, coached by Mr. William Brown, has six wins against 14 losses. Mr. Brown explains, "This was a building year for the young team, often plagued with several injury problems. If there hadn't been do many injuries, I think we would have done much better." Runner Steve Gleason states, "The reason we did not do so well is that there was not enough team spirit and also not enough people turned out for the team. Ideally, there should be so many people turning out that the coach can pick just the good ones." Hopes are high for next season, though, because the team will still be strong. "Freshman Scott Ambrose," claims Mr. Brown, "is probably the best

cross country runner that has ever been at Irondequoit."

The varsity football team stands at five wins, three losses, and one tie. "This is the finest group of players that I have had the pleasure to coach in the past three years," says Mr. Jack Burroughs. He adds, "They are exciting to watch, explosive on offense, and good hitters on defense. This season has been a very swift one for me as the team has been tremendous."

The girls' soccer team record is three wins, seven losses and one tie. Most of the girls feel that the season was too rushed with too many games in one week and that they could have done better if there had been more practices.

IHS Gymnastic Team Is Looking Ahead At Season

The gymnastics team will be starting their season very shortly. The boys gymnastics will be coached again this year by Mr. David Wickham, and the girls team will be coached by Mrs. Karen Dobbins, girls gym teacher at Dake Middle School.

Practices usually consist of the team coming in early in the morning and limbering up. They each go then to their individual piece of apparatus to work. Some of these apparatus are the rings, mats, the parallel bars, and the balance team.

Some of the students at IHS have been seen on Channel 21 where they have performed the stunt or activity they do best.

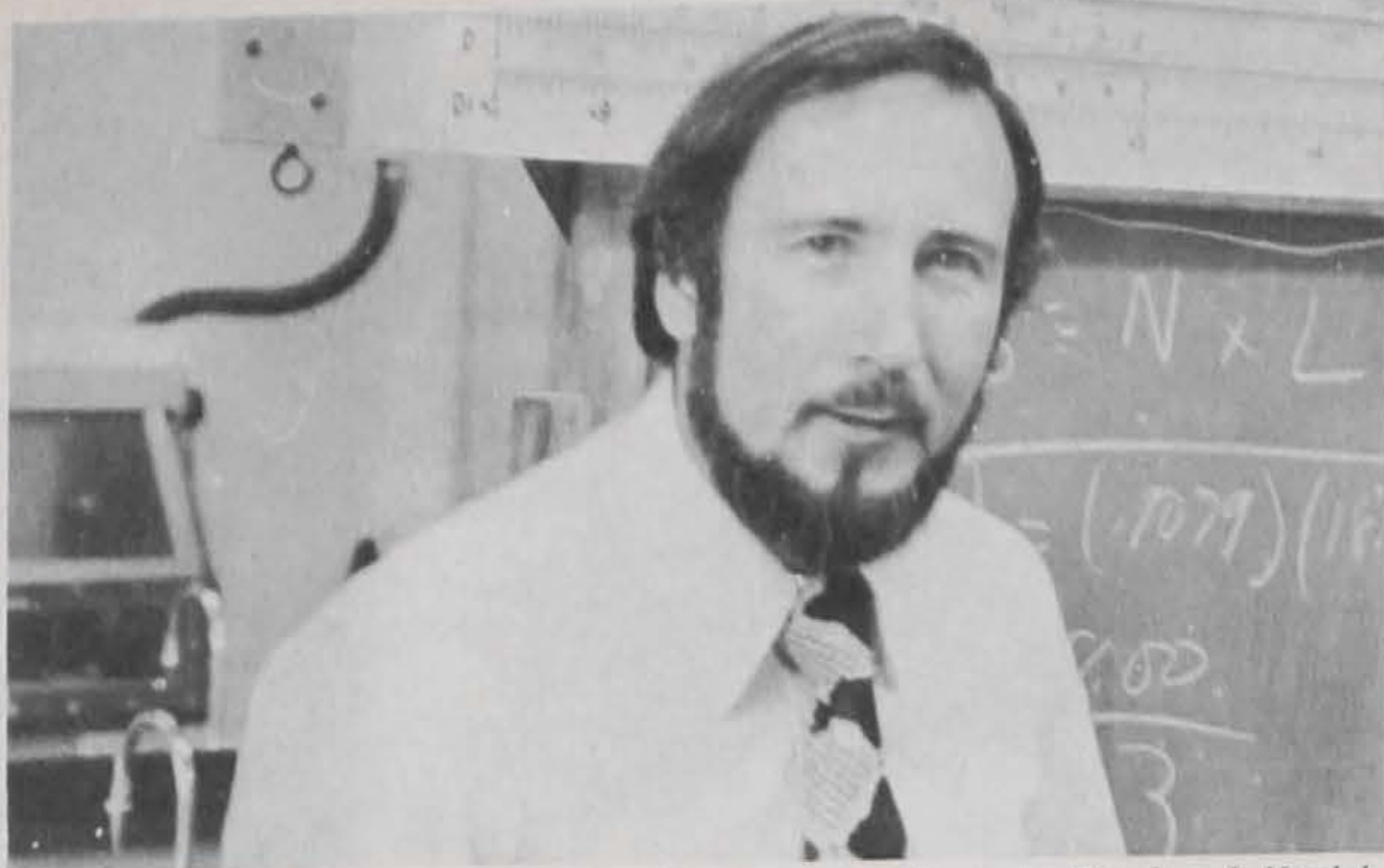
Mr. Wickham works with the boys to make sure they perform correctly. One thing both coaches insist upon is that when someone is on a piece of apparatus, they must have an

other person guard or "spot" them in case of slipping or falling.

Among the many students interested in gymnastics are Alan Gow and Priscilla Bard. Both have been working for quite a few years. Alan works on the rings and Priscilla works on the balance beam and floor exercise, among other things.



IHS Gymnastics team warms up before practice. Photo by Bill Wurzer



New head of Science department, Ron Greaves Photo by Stephen J. Heylek

Mr. Greaves Welcomed To Science Department

By Judy Whiting

The impressive Mr. Ronald Greaves is the new head of the Science Department at IHS. Born in Brooklyn, Mr. Greaves has taught for the past 11 years at Charlotte High School. He has received many degrees, chemistry being his college major at the State University at Oswego, and at Syracuse University, where he received a Certificate of Advanced Studies.

"I'd like to see the images of science change," states the 32 year old father of three, "from the dull, dry subject that it appears to be for many students, towards a more humanistic one. I'd like to see the science teacher put more of himself into the class."

Alternating jokes with truthful remarks, Mr. Greaves hopes that in one of his Regents or Advanced Placement Chemistry classes a student would also learn more about himself.

Seniors' Sales to Aid Class Funds

Reader's Digest envelopes and a bulging display case annually signify the senior Magazine Drive. This year each senior was asked to sell ten subscriptions, and the many prizes tempted him to sell more than his quota. For selling ten subscriptions, students received a milk goblet and an IHS Indian mug; for 15 subscriptions, a black-lite poster, a Hug-ums stuffed animal, or a giant sugar Daddy. Students who sold 20 subscriptions won a super-pillow, a taxi horn, a beer can radio, or a record album.

Dave Bourbon and Al Gow tied as high salesmen with the most subscriptions sold. They and five other top sellers have a choice of prizes including a tape deck, a camera, and a blow-dryer. Finally, all seniors that have sold their quota are in the drawing for a deluxe AM/FM music system.

Unfortunately, not everything ran as smoothly as hoped. One weekend, the display case was broken into and a number of the prizes were stolen. The thieves, foiled at an attempt to enter through the ceiling, removed the entire front pane of glass from the case. Hoping that the loss is covered, class officers and advisors are investigating school insurance policies.

Despite this misfortune, the year's drive was extremely successful. The class of '76 sold over \$17,000 worth of magazines, almost \$5000 more than last year's class. The class keeps 40% of the total intake; this money will help finance the Senior Banquet, the dance, and commencement.

Mr. Greaves states, "Quite frankly, there is too much offered in the field of science at IHS." He believes that it is wrong to skip a fundamental course such as physics in order to take an AP science course. With many opportunities opening for young people in scientific jobs, four years of high school science should not be a requirement. "I don't like that word," states Mr. Greaves. "I would rather make it a strong suggestion," he adds.

Irondequoit students seem to Mr. Greaves to have a better attitude towards scholastic achievement than students at Charlotte. At both schools grades appear to be more important than the subject material. He blames this not upon the students but rather on the school system itself. In any other matters the students of the two schools are the same.

The new department head and his co-workers hope to open a science resource center soon. At this time materials and lab space are just adequate," comments Mr. Greaves. "However, this situation is bound to improve in the future," he adds.

Reinstating Death Penalty

What is your opinion on capital punishment; should the death penalty be reinstated?

Margaret Wayne, junior: "It should be reinstated to be used in only a limited amount of cases."

Jeanne Beekman, senior: "No, the penalty should not be used again. When the government kills someone for murdering or attempting to murder someone else, they're making the same mistake. Who gives anyone the right to kill?"

Mr. Herman Lambert, teacher: "It shouldn't be eliminated, but neither should it be indiscriminately applied. The threat of such a penalty can serve as a deterrent."

Troung Tran, senior: "It shouldn't be used when a person kills."

Bill Ackerman, junior: "When capital punishment is used as a penalty for murder, another might think twice about committing such a crime."

Betsy Davis, sophomore: "When some crimes are committed, people don't know what they're getting into and a death sentence would be too harsh."

Tom Lapham, senior: "It should be reinstated especially in cases of attempted murder of a public official or dignitary."

Sue Ward, junior: "I'm confused because without a threat of death, people think they can get away with more."

Class Spirit Comes Alive During Homecoming

By Diane Manuli

The week of homecoming at IHS is the most active week of the school year. Classes, competing against each other to prove that they have the most school spirit, line the halls with many colorful class posters.

The Senior class had activities planned each day for the school to participate. On Monday students dressed in red, white, and blue. Tuesday evening was highlighted by an IHS roller-skating party at Sharkey's. Many students donned their school colors, blue and gold, on Wednesday. The Bicentennial Homeroom Poster Contest had a very successful turnout, with many homerooms competing. The winners of the contest were freshman Homeroom 111 and senior Homeroom 117. The winning homerooms received a week of doughnuts and coffee in the faculty cafeteria. The traditional IHS pep rally climaxed homecoming week. The crowd avidly cheered on the football, soccer, and cross country teams.

IHS was victorious over Pittsford-Sutherland at Saturday's big game, winning 14 to 12, but the highlights of the afternoon were the unusual class floats. The seniors won the contest, having Steve "Spider" Casorla, dressed as Uncle Sam, jump out of a huge birthday cake. The Junior class broke tradition by having John "Beaver" Kleehammer as its home-

coming queen. Beaver, wearing a crown, tutu, jeans, and army boots, tossed plastic flowers to the wildly cheering crowd. During the game the junior class sold doughnuts and cider to the crowd. To show its spirit, the sophomore class carried American flags, wore hats, and "Kiss me, I'm American" pins. Their float, winning second prize, was modeled after the Washington Monument and the Liberty Bell. "Back in time with '79" was the freshman's theme. It's homecoming queen, Barb Blakely, was

dressed as Betsy Ross.

During half-time the band, colorguard, and IHS Varsity cheerleaders put on an impressive show. The band, led by Mr. Evan Bollinger, played such numbers as "Shaft," which the cheerleaders performed to. The colorguard, new to IHS, also put on a good show.

Homecoming activities ended with a dance featuring the group Angel. Altogether, it was a very exciting, "spirited" week for IHS.

New Volunteer Service: Student Tutors Student

By Chris McPadden

A new tutoring service has been introduced to Irondequoit High School and is run by Dr. Joseph Kloba. Working with him on this program are: Mrs. Millie Neese for the Language department; Mr. William Maxwell, English department; and Miss Christine Hoshowsky, Social Studies department.

In the Language department high school students work with elementary school students. There are six students working in this department; they go to Listwood in pairs of two during their free time. The program was started here by Beth Zwick and other interested students who wanted to help younger people.

Teacher Here From Saigon

By Judy Whiting

Formerly an English teacher in Saigon, Mr. Tin Duy Nguyen has come to the West Irondequoit school district to tutor its eighteen Vietnamese students. Working at Iroquois, Colebrook, and Lakeview schools as well as at IHS, he commutes often.

Because he had cousins living here, Mr. Tin chose Rochester as his American home. "I want to experience an upstate winter," he explains. After having been evacuated from Saigon last May, he spent time in the Philippines, in Guam, and California.

From 2:30 to 4:30 daily Mr. Tin teaches at Irondequoit; the number of months he will teach depends on the needs of his students. He would like to see them completely master English so that they may move to practical and career education.

He sees vast improvements in his students, considering the tremendous educational and social demands they face.

At 27, the tutor has worked for the Vietnamese government before the Vietcong takeover, and he has also taught at the Vietnamese American Association. One of his major concerns in Irondequoit is that his heavy schedule does not permit him to

observe how well his students are accepted by others.

"Speaking for myself and my students I would like to thank Dr. Mitchell Salem, Coordinator of Pupil-Personnel Services, for his help and guidance," states Mr. Tin. "Our program has greatly benefited from his actions," he adds.

"IHS provides a good climate for my students to learn in," continues Mr. Tin. "Although no place is better than home, a second and very friendly one is provided in Irondequoit," he states.

Assistance Offered by Students Here for New Peer Counseling

"I think it's going to be great," commented Tom Lapham, one of 25 members in Peer Counseling. "We've received a lot of good training, and there are many kids that want to go out and help other students."

Peer Counseling consists of a group of students, coordinated by Mr. Thomas Jones and Dr. Joseph Kloba, trained in counseling skills such as: question techniques, interview techniques, and discussion leading techniques. The leaders then discuss

the other students' problems on an informal basis.

Another member of Peer Counseling, Madi Hirschland affirms, "Peer Counseling is definitely worthwhile. We meet every Friday and are now having rap groups with freshmen. Although this group just started, we have thought of many ideas, hoping that they will improve the atmosphere of the school."

"The main purpose of Peer Counseling is not only to help people with problems, but also to help freshmen feel more comfortable in their new surroundings," states Mr. Jones. "We are also trying to learn more about the school," he adds. Dr. Kloba and Mr. Jones both agree that Peer Counseling is a good way to get people to know each other. "The students in this program are also resource people," adds Mr. Jones. "They know about outside agencies that can help students in certain predicaments."

Tom Lapham notes, "This program will be a great success, but we need the interest and support of the student body."



Mr. Tin is tutoring Vietnamese students

Photo by Bill Wurzer