

Never

# Purple and Gold

Again

Vol. XXIV. No. 4

POWER MEMORIAL ACADEMY, NEW YORK, N. Y.

June 1971

## Seniors and Band Win Trophy

The Seniors and Marching Band won the annual trophy for their participation in the Saint Patrick's Day Parade. This came as a surprise to many who, seeing the highly intelligent efforts of the seniors, thought the trophy was lost. The school's participation in the parade is dedicated to the memory of a student, Thomas Brady, who was killed on March 15, 1948 by a madman. The killing took place on Sixty-first street after marching practice.

This year's parade went off without incident with the exception of a few hysterical bystanders who reacted to seeing their friends in the line of march. Among those reviewing the parade were Cardinal Cooke, Mayor Lindsey and Brother Synan, former principal and ever popular teacher.

The coaching for the marching seniors was done by Brother Noone. Through his constant praise and encouragement the seniors mustered enough skill and energy to march down the avenue and favorably impress the judges. The seniors were rewarded for the effort by a day off.

When thinking of Ireland, as one does on the seventeenth of March the following quote comes to mind. Worthy of consideration, it stands as a statement of the present condition in Ireland and the state of mind of many "Irishmen" living in America.

"Ireland as distinct from her people, is nothing to me; and the man who is bubbling over with love and enthusiasm for Ireland, and can pass unmoved through our streets and witness all the wrong and the suffering, the shame and the degradation brought upon the people of Ireland—aye, brought by Irishmen upon Irishmen and women. Without burning to end it, is in my opinion, a fraud and a liar in his heart, no matter how he loves that combination of chemical elements he is pleased to call 'Ireland'."—  
—Jan. Connolly.

## The Guidance Department

Most of the services provided by a school are carried out in a group setting, whether it be a class, a club, an activity or a team. However, the guidance services are a departure from this pattern, and function primarily as an individual service, on a one-to-one basis. Many students are not aware of its true function. The basic premise behind its proper functioning is one of mutual cooperation, on the part of the student and counselor. Guidance is not something that can be forced upon all students; it must be willingly offered and received. It is not simply a matter of college applications, standardized tests, and remedies for poor school performance, although these are certainly important. It is there rather to serve the whole person, since you are faced with many situations, decisions and problems at home, in school and in life in general. In other words, it is there for any reason that a student wants it to be there.

The aim of the guidance counselor as I see it is not to see how many times he is going to see every student during the school year, but rather to be there and be of help when needed. This may involve matters of serious concern, or just simple talk, but if it establishes confidence and communication, it is very worthwhile.

The guidance services will be available to all Power students during the summer. Information has been distributed to all students, and it is hoped that any interested students will take advantage of the opportunity provided.

Richard V. Coppolino

## Solution to the Drab Environment

A stimulating environment is essential to a good education for a student. If that environment in which a student is to learn is of a lurid nature, where his eyes only see the dull shapeless formation of colorless objects, of bare walls hidden behind a gorge of more colorless paint, of hallways and classrooms which have never seen the barest reflection of any type of art which can enhance the perceptions of an individual, and open up his cemented mind; if there is nothing that goes beyond the flat blackboards and stark concrete columns, then education will be just as formless and dull as the bare walls of its enclosure.

It is the purpose to enhance education and stimulate a creative flow of individual imagination within a student that gives him the chance to culturally grow, but there has to be that environment which can propagate this creative growth, and it is this creative environment that Power so desperately lacks.

In an open meeting which occurred a month ago for students to give individual suggestions towards the batterment of Power, it was remarked many times by both students and teachers that Power's classroom walls,

## Photo Contest Ends

The photography contest announced earlier this year has come to a close. With the record breaking number of entries flooding the newspaper office, it was hard to choose a winner. It was equally difficult to examine the entries objectively. It was difficult because no entries were submitted, another compliment to the student body.

and its total environment was completely colorless and dull, lacking a stimulating spirit. To offset the lack of school spirit the student council proposed an activity period which has given students a chance to participate in activities on school time, but still the problem of a dull shapeless and colorless environment lingers in the school. This point of the unstimulating environment was brought up most eloquently by Mr. Gerald Grimmer, who pointed out its unfavorable effects on the students. Mr. Grimmer's point about the school environment has made many individuals realize that the school itself does not encourage school spirit, and that something worthwhile must be done about the school's environment.

Raul Sebazo

## Teacher Honored

Brother Thomas Jensen was awarded a trophy by the senior class as having been the best teacher encountered in four years. Coming close behind in the voting were Mr. G. Grimmer, and Bro. Sheridan. The award went to Bro. Jensen because of his untiring devotion to the student body. Not limiting his devotion to the classroom, Brother coached the Freshman Basketball team and the Junior Varsity Baseball team. He also gave a series of lectures on Greek Civilization aside from his tutoring activities in Math.

More important than the awarding of the trophies is the concept of gratitude felt for the many teachers who devote their free time toward the development of the students under their charge. It is needless to say that the many school activities could not function without the aid of the faculty advisors and moderators. Knowing the nature of the student body it would be unrealistic to disregard the efforts of the many faculty members who at least try.



LXVIII—Lao Tzu  
 The best soldier does not attack  
 The superior fighter succeeds without violence  
 The greatest conqueror wins without struggle  
 The most successful manager leads without dictating  
 This is called intelligent nonaggressiveness  
 This is called mastery of men  
 This is called matching the wisdom of nature.

## PEACE BE WITH YOU

## PURPLE AND GOLD

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### Power Memorial

It is often very difficult to distinguish between the character of an institution and the characters of those which govern it. In history, many examples can be viewed in which the leaders of movements and countries have exerted unbalanced influences over the life of the societies in which they play prominent roles. The "cult of personality" of the late Stalin bears out this characteristic's veracity. The true test of the value of any institution is whether it benefits the people it is created to benefit, or whether it does them harm.

Power Memorial is an institution. With this basic nature it falls victim to many of the institutional woes which are becoming so well known among the well educated. In the past, the view Power has given to those who pass through its doors has often been shaped by the personalities of those who manage the institutional side of the school. Far too often, Power has become the victim of the faults of a few individuals. In order to examine Power's value one must look at the faculty and student body as a whole. The actions of one principal, one teacher or one student, good or bad must be seen in context.

Without truly understanding the mechanism of a school many students judge the institution according to the one person who heads it. A principal hardly determines the quality of a school. He may exert as a strong influence in the direction a school may take, but the greatest factor in the shaping of the real policies is the faculty. However, not all faculty members have the same power. Regardless of how a majority of teachers think, if the real power is decided by a few then the few shall shape the school.

Over the past four years, Power has seen three different principals. Even though these men have differed greatly, Power has remained essentially unchanged. Over the past few years, any other faculty members have come and gone, but Power is still the same school. The only thing that has not greatly changed has been the student body. The faces have changed, the nationalities have altered slightly, the hair has grown a bit, but it is still the same type of student. Power cannot progress until the students want it to. The trouble with the movements for change in Power has been the limited number of people (students) who desire to see the old way of doing things ended. The smallness of any group or the lack of conviction of the members have always insured failure in Power. Until the student body decides to act according to their times, there will be no new Power, only different faces.

It rests upon the students abilities and desires whether Power will ever give its teachers the chance to challenge their students and themselves. The routine of teaching sheep is far more boring and detrimental for the teacher than it is for the students. The quality of education and the quality of student-faculty respect depend upon the students. Any desire or hope must be passed on from student to student, or it dies and rots.

—Michael D. Barry

### IN GRATITUDE

Throughout the past school year a feeling of deep concern for the student body has been shown by a very active and interested priest, Father Peter Jacobs. Father Jacobs has helped many students with their personal problems, however intricate. Now that we are at the end of another school year, we wish to thank Father Jacobs for his never ending interest and help. Anyone who might need some kind of assistance during the summer may call Father Jacobs at 929-8222.

## LETTERS

### A Letter On Apathy

It seems that there has been a great deal said, yet little, if anything at all, done about the problem of student apathy. Apathy, as you all well know, is a sense of indifference where people are satisfied to remain uninvolved in a situation—even if the situation involves them! While apathy in general is not something to be forgotten, it is student apathy that we should be most concerned with at present.

A person's schooling is in many ways instrumental in determining what course his life may follow, and as a result of this he cannot allow it to be antithetical to his future intentions. However, there remains a tremendous amount of students who do no more than endure standard curriculums that may be totally irrelevant to whatever aspirations they may hold. It should be the right of students to be able to have some say in the updating of old curriculums as well as the formation of new. As you are subject to them, and it is you who will either be procrastinating or benefiting from them. Nonetheless, it is the responsibility of students to see to it that archaic curriculums be made useful or dropped.

Here at Power, you formerly had to make a "big noise" to be heard, and even then you did not receive much recognition. It is this sort of policy that brings about apathy, for if you realize that any attempt at anything that you make will be futile, you become unconcerned and generally stagnant. However, things have changed for the better, for you are now able to at least voice your opinions, and you should by all means do so. I do not advocate going to extremes, but sensibly stating your case, and then strengthening it with reason. In this manner, what you have to say cannot justifiably be dismissed without any consideration.

Joseph F. Camean

(This letter is a reprint from the last issue.)

### A Reply On Apathy

Joseph Camean's letter on apathy does an excellent job of condemning the students, and, while I will not deny that certain advances have been made by the school in the past several years, there is much more to be done—most of which cannot be accomplished by the students; such as doing away with several teachers, or at least improving their classes—and I hardly think

it acceptable to excuse a teacher on the grounds that he was influenced by the students, as I believe a teacher cannot be weak-willed and immature enough to have his entire attitude toward teaching changed by a few students. Far more often teachers change a student's concept of school such as teachers whose consistent vituperations, profanities and fulminating remarks make them appear to be arrogant, ignorant and immature to most students rather than "in". Also teachers whose base attitudes are reflected in his boring classes. And then we have teachers whose unintelligible classes, and inability to cope with arrogant and rule students, has resulted in vast inattentiveness on the part of the students. I could mention twice as many teachers whom I consider excellent, but they are irrelevant to my point.

Allow me to recall several incidents concerning extra-curricular activities:

✓ CAMERA CLUB — two meetings all year;

PHOTOGRAPHY CLUB — two instructive meetings — all the rest were concerned with the publication of the yearbook. Photography club this year deals mainly with development—I don't have my own darkroom at home.

To enter the photography contest, I was originally told you must develop your own pictures.

THE PURPLE & GOLD — I have been paying for it since I came to this school, yet this is the first year I have received it.... Still wonder why I show little faith in it?

ATHLETICS — This is probably the only area which is well organized and successful, and sports is, after all, what school is for, isn't it? It had better be what school is for because that's what Power's reputation is built upon.

And as far as changing your Academic curriculum goes, you have obviously never tried. One year I filled out a form stating that I did not wish to take a certain subject. My parents then wrote a letter requesting the same, and on several occasions, I told the Brother in charge that I did not wish to take it... It was on my schedule the following year. I am not particularly enthusiastic about the subject I am taking in place of it. Granted, it was an elective, but when you consider that my only other choice was bookkeeping or typing (the latter of which I can already do quite well). Also, I know of several students who requested bookkeeping and instead were given chemistry—I hope you

realize there is a difference.

Least I should forget, one summer when I requested a form to allow me to attend summer school for a certain subject; I was not granted the form because "No school in New York City offered the subject". After a goodly number of telephone calls and a lot of explanations, I found and attended summer school without the "Required" form.

Sending a letter home to the parents, with two similar solutions which would change the school policy and one which would retain the present one, as you did in the case of the dress regulations, will not correct anything. If we are lucky about half the parents would reply and partially due to the split vote, the school policy would remain unchanged. It seems if there is apathy among students, it was inherited from their parents.

I will not leave this school for specific reason which I will not state here. This letter is my voice—it is up to you to make it heard—do you want to take odds on its publication?

P.S. In order to protect my good name, good marks, and good health from those who may be offended by this rebuttal, rather than bettered by it, I am signing it merely...

"A POWER STUDENT"

### Editor's Reply

Dear Power Student,

First of all, allow me to thank you for showing interest in the Purple and Gold. Coming as your letter has, at the end of the year, I feel it necessary to reply to your rebuttal immediately. I hope to examine your letter point by point, in order to be thorough and fair.

The first sentence (and your title) seems to set your purpose as trying to defend the students from Mr. Camean's point of view. This is somewhat ironic because throughout the answer you give you cite examples that merely bear witness to Mr. Camean's premise, namely that Power students are balefully apathetic. You also support his position on changing curriculum, or at least improving the implementation of the old curriculum.

You state, that students cannot change teacher's attitudes but teachers do change students attitudes toward the school by "vituperations, profanities and fulminating remarks." Passing over the questionable accuracy of this judgement, I shall note that attitudes must be looked at as an interchange of reactions occurring in two directions. Since students' attitudes are changed by the exceptional behavior of these teachers than they must conform to a type of individual that can alter his outlook as a result of the actions of a few other individuals. You set the rules for the type of individual, namely "weak-willed and immature," that can be so easily altered. Your own arguments seem to bear out the opinion of Mr.

(Continued on page 3)

## The Power Seven

During the month of January seven Power juniors and six Cathedral juniors attended the Bowery Savings Bank Youth Leadership Development Program at the Bowery Savings Bank main office, 110 East 42nd Street. These students of Power and Cathedral attended the six meetings of this program and came away with a wider perspective in many controversial subjects.

The theme of this program was "Individual Security Through Community Leadership and Participation." The leader of most of these discussions was Mr. Frederick Clark, Community Relations Director of the Grand Street Bowery Bank branch, and one of the Program Directors of this program. The subjects discussed were: individual security, morals, prejudice, drugs, crime on the streets, school codes and busing.

This program that Power has participated in for about the last twenty years was born in 1948 at the Grand Street Bowery Bank. The reason for beginning the program was because of a juvenile delinquency problem and a lack of community leaders. Since the purpose of a mutual savings bank such as Bowery Bank is to help people and their community, the reason for this program.

Since the beginning of this program, more than 10,000 students from public

## N. H. S. Winner

The National Honor Society's creative writing contest ended with Raul Sebaceo winning. His short story (not being printed because of length) and poetry exceeding in talent, deserved the award. Two juniors won honorable mention. Sheldon Graham of room 402 won for his short story *The Smile* and Gerard Murname won for his short story *Grandpa*. The society would like to thank all those who entered and congratulates the winners. Printed here are two of Raul Sebaceo's poems.

### CITY

You are Cold and Dark.  
Oblique against the asphalt  
You are Vast.  
And your jagged edifices shoot out  
Like imperial Gods who  
Tower unconcerned over their majestic  
Creation.  
And at the setting of the sun  
Your red tinted roof tops glisten  
In the twilight.  
Far off in the stretches of the streets  
Omniscient cries are heard in pain  
I hear them, they are muffled.  
And if you listen closely you will  
Hear them too. They speak softly,  
And with Hope.

### CHILDHOOD KING

I remember when I was a child  
That in those soft summer days  
When nothing kept me captive within a  
Bleak enclosure — That I stood atop  
In poor ragged cloths and looked down at  
The ancient cobbled streets and gaze for  
Hours long at the inhabitants of my kingdom.  
Creatures which walked below my feet  
And Giants of concrete that went miles into  
The sun, and stood tall and straight at my  
Commanding tongue.  
I would flash my wooden stick and fence with  
Upmost care the harmless metal pipes of my roof —  
And I slew them all dead.  
I truly made an immortal and ferocious king  
Against the chimney smoke  
Atop a small city spire  
On those warm August afternoons  
Amidst my childhood desires.

and parochial, junior and senior high schools have participated in this program. From these 10,000 students, many of these students have gone on to very successful careers. From 1948 to now there has been nothing but praise for the program, and it seems that's the way it's going to be for a long time.

LETTERS... (Cont. from p. 2)  
Camean, that students are immature.

You also state that teachers are too mature to react to the behavior of a few bad students. Therefore, the teachers' "blase attitudes," "vituperations, profanities and fulminating remarks," and their "unintelligible classes, and inability to cope with arrogant and rude students," must be a reaction to more than a few students, possibly a majority! This is the conclusion that you arguments seem to lead to.

Now, I shall move on to your second major division in the letter, the area where you deal with the extra-curricular "incidents." The Camera Club and the Photography Club are the same organization, and the group has never done any work for the Yearbook. The Yearbook has its own darkroom, and its own staff. The club you mention is a new organization that has begun its own work in the past year as the result of the efforts of Mr. Regan, a first year English teachers. Its facilities are available only to dues paying members. How the actions of this group concern a school policy, or Mr. Camean's letter is still to be seen. The second activity you mention is the newspaper. It is true that this is the first year in the past three that any issues have

come out. First of all, the reason the paper has not been functioning steadily over the past few years is the nature of the staff. Being comprised of Power students, the paper has a fundamental structural weakness. As far as trying to get a refund for services not rendered, especially when you are talking about getting money back from Power Memorial, you might as well forget it. The work required to get a refund must be done on an individual basis, by the student or the parent.

Athletics, is cynically listed as "probably the only area which is well organized and successful." Again, you seem to bear out Mr. Camean's opinion of student apathy being a school problem. Athletics at Power are run under the control and supervision of faculty members, not students. Perhaps, this is why the area is so successful, aside from student talent. It is debatable that Power's reputation is built solely on athletics. It may be the factor that spreads the Power name to those who are not connected to Power, but it is hardly what influences the parents of Power students to send their children here. There may be many wrong reasons for sending a student here, like discipline or religion but athletics is hardly one of them.

Your assertion that curric-

ulum is staid, is totally false. The curriculum may be behind some other schools but the subjects are far more advanced than those fed most public school students. The rate of change of the curriculum at Power is accelerating with every new principal that comes here. This past year, Brother Murphy asked for suggestions that students might make to change the curriculum. No viable suggestions were forthcoming from the student body. Next year, as in the past, changes will be initiated by those governing what is required for a Regent's diploma with one eye on college requirements.

The last point that major disagreement might arise from is your belief that apathy is inherited, or at least environmentally influenced. This may be very true but at least the parents of Power students have enough energy or interest to pay for their children's education.

Closing, I would like to again thank you for voicing your opinion in a reasonable manner. I only regret not having taken up your odds on publication, being rather short of funds at the moment. In order to protect my "good" name, mediocre marks, and rapidly failing health from those who may be offended by the reply rather than bettered by it, I am signing it merely  
"The Editor"



Typical student reaction to final exams.

## The French Club

The closing of the school year has left a few students disappointed. Particularly chagrined by the shortness of the academic year were the members of the French Club. Meetings for the club were held in 502 whenever needed to determine club policy. Under the highly organized efforts of Brother L. T. Murphy the club saw itself as an example for the other school sponsored activities.

The traditional French dinner was not held this year, in accordance with the general policy of other French Club endeavors. Also not held were films, lectures, discussions about French education, culture, literature, language and politics.

This year the group was directed in a revolutionary new way and next year those underclassmen who participated shall be expected to carry on the process began during the past few months.

## The King

Beware my friend—my name is King Heroine  
Known to all as the destroyer of men  
Where I was born no one knows  
But I came from the land where the poppy seed grows  
I'm a world power, and I know it's true  
Use me once and you'll know it too  
I entered this country without a passport  
And ever since then I've been hunted and sought  
By pushers, policemen, uncool dudes and chicks,  
But mostly by junkies who need a quick fix  
My little white grains are nothing but waste  
I'm soft and deadly and bitter to taste  
I can make a school boy forget his books,  
and make a world Beauty forget her looks.  
I can cause a good husband to throw out his wife  
and send a greedy pusher to jail for life  
I'm the king of crime, the prince of corruption  
I'll capture your soul and cause your destruction  
I'm not just a king—I'm a god to behold  
More treasured than diamonds—more precious than gold  
So you wish to hear more of the thing I can do  
of the men I've destroyed and the women I've slew  
I'll make a man shabby that once dressed nice  
And all who use me will go down in vice  
I'll control your mind and then your whole brain  
With a full course of torment—first pleasure then pain  
Ah, the pigs have taken you from under my wing  
They dare to defy me—I who am king  
Nights you'll toss turn and won't sleep  
You'll rise in the morning humble and weak  
You'll be hot, then cold and you'll vomit and cough  
after ten (10) days of madness you might throw me off  
You'll curse my name and cut me down in speech  
But you'll pick me up again if I were in reach  
And nights when you lie awake planning your fate  
You know I'll be waiting just beyond the gate  
I gave you a warning—you didn't take heed  
So put your foot in the stirrup and mount in my steed,  
Put your foot in my stirrup and ride me well,  
"CAUSE THE BIG WHITE HORSE WILL RIDE YOU  
TO HELL"

(Printed at the request of Bro. J. W. Noone)

## Air Pollution

A contributing factor to good health is clear air, and likewise, dirty fouled air may be directly connected to ill health. Investigations into the negative aspects of polluted air have shown that the increasing amount of pollutants in the atmosphere is a considerable factor in causing sickness and death. Air pollutants bring about and sustain such illnesses as bronchitis, asthma, and emphysema. In the event the lungs should escape disease, it is probable that the heart will be subject to other ailments.

In most cases the ills of air pollution are drawn out over a long period of time, though they are no less deadly. However, such occurrences as "killer smog." There is a direct connection, because a great deal of respiratory and heart illnesses were reported no more than twelve hours after the smog set in. Even in New York City, such occurrences are becoming more frequent. New York has had "killer smogs" in 1953, 1962, and in 1966. In the smog which occurred during Thanksgiving of 1966, 168 deaths resulted.

The manner in which pollutants induce sickness is not fully understood, as of yet. It has been established that certain varieties of particulate matter, gases, and fluid droplets cause irritation and respiratory difficulty that is immediately noticeable. Of the many pollutants that enter the lungs, some remain to form deposits which result in the death of cilia, (microscopic "fingers" which act to expel foreign matter from the respiratory tract) and increased build-up of substances. It is also believed that contaminants that enter the lungs alter the metabolism rate as well as enzyme processes that occur in the lungs. Eventually, the full extent of damage incurred by the lungs as a result of polluted air will be realized.

Hopefully, this will enable physicians to deal with all the aspects of the problem, and possibly to restore the lungs to some semblance of their original condition.

Aside from the tragic effects of pollution upon our health, it can be noted that pollution is also quite costly. If the cost of air pol-

lution to the average city dweller were to be gauged in terms of dollars, the figure would be something to the effect of eight-hundred and fifty dollars. This cost results from extra money spent on cleaning, damage to furniture, and paint, as well as the many other articles damaged by polluted air. A good example of the caustic properties of polluted air is "Cleopatra's Needle" an ancient Egyptian Obelisk now in Central park. The stone Obelisk fared better, suffering less erosion, in its thousands of years in Egypt than its less than a century stay in New York air.

While people are becoming more and more aware of the ills of air pollution, there is little that can be accomplished by the individual in the broad scope of this crisis. Since air pollution is a large scale problem, it can only be dealt with on a large scale, if any degree of success is to be attained. Thus, the pollution problem must be dealt with on a Federal level. The Federal Air Quality Act of 1967 seems to be a step in the right direction, but the programs become tied up as they descend the rungs of the governmental ladder.

While things are tied up in the workings of government, the fate of the average citizen is worsening. Air and all other forms of pollution are buffeting him from all sides. Dr. Barry

Commer, of Washington University, made the statement "The new technological man carries strontium-90 in his bones, iodine-131 in his thyroid, DDT in his fat, and asbestos in his lungs." Man's fate is worsening as the result of a population growth rate run rampant, and the flight of people to the cities. Both of these problems can be combated to some extent, but the government must take the initiative.

The greatest difficulty of any government is the question of priorities, and in our case there are many such priorities and much confusion over their value. Our last space vehicle sent to the moon cost 400 million dollars, and one wonders if that money could have been put to better use. Of course desire to aim for the stars is a good thing, but before we worry about other planets, let's clean up the mess here on our own. Such things as Vietnam should be included in our clean up, as war is unhealthy to human beings and should rightfully be classified as a form of pollution.

If man fails to take action to avert eventual doom, will he be able to adapt to his self-created environment? If he can't, he will become extinct. If so, the extinction of *Homo sapiens* can be attributed to non-functioning government, technology gone out of hand, institutions which place pecuniary gain above human life, and above all else something called apathy.

### SOME OF THE POISONS WE INHALE DAILY

**Sulfur oxides:** Produced by the combustion of fuels. They form sulfuric acid, which reacts easily with oxygen, to become sulfuric acid, a highly caustic substance.

**Carbon:** Another product of fuel combustion. Carbon generally appears as soot, which is probably the most evident sign of air pollution. Soot can carry cancer causing hydrocarbons beyond the mucociliary lining of the lung.

**Carbon monoxide:** It reaches the highest concentrations of any pollutant in the urban air. In sufficient quantities it is deadly, and it is believed to be a contributing factor in automobile accidents.

**Carbon dioxide:** Causes what has been termed a "greenhouse effect" whereby the earth's mean annual temperature has been induced to rise. It has been determined that an increase of up to six degrees Fahrenheit may occur within the next 50 years.

**Hydrocarbons:** Found in fossil fuels, they are important contributors to air pollution. Certain hydrocarbons have triggered cancer in lab animals.

**Nitrogen oxides:** While pure nitrogen composes some 78% of our natural atmosphere, nitrogen oxides are in fact pollutants. They result in pollution of surface waters, and appear to be dangerous to human beings.

As well as those mentioned above, our air contains such choice substances as: arsenic, cyanide, lead, pesticides, asbestos, fungicides, and many many more.

needed again. Whether they will exist or not depends upon time and growth.

### INCOMING

Power is slowly being made ready for a large incoming freshman class. Along with the preparations will be the knowledge that the patter of little feet shall once again be heard

on the sixth floor. The size of the class was determined by the responses to the results of the co-op entrance exams.

### NO SPORTS

We regret that there are no sports covered in this issue. Because of the lateness of the issue and the amount of material covered, we are unable to fit them in. —Ed.

## The Cafeteria

The first impression that an incoming visitor would have if he entered the cafeteria after lunch, looking around at the ice cream cones tossed on the floor, sandwiches and candy wrappers lying on the stairs, and soggy pieces of cake discarded in the wrater fountain, he would think after he saw all this, that Power was teaching a batch of swine: and he would probably be correct, for it takes a batch of animals to create the slimy mess which has been running so detterently in Power.

The cafeteria has been left in such conditions since the beginning of the year that it is evident that most Power students do not know what the word decent means. It has become starkly evident that most Power students just go down the cafeteria to stuff their mouths and bellies and don't give a damn if they have to trudge through the mess which they themselves have created on the floor and tables. There has been a complete neglect of all the rules, from standing in line to discarding ones own paper plates and napkins, but most revolting of all this swine behavior is that the mess of the cafeteria has been brought out onto the stairs, the second floor, and the outside yard.

This disgusting attitude of the students confirms the belief of some teachers and brothers, and that is that a strict discipline of punishment and constant supervision is the only answer to the filthy behavior of students not only in the cafeteria but everywhere they go. It is your attitude and your filth that is so disillusioning that it is wondered whether you are entitled the rights you have been given. It is the complete neglect of your responsibilities as a sanitary human being that has caused you to create such filth, and you even have the gaul to complain about the rights not given to you by the school, and if they were given to you; you probably would pollute more.

Power students just get up from the table after they have finished stuffing themselves and they leave everything behind, expecting someone else to clean up their repulsion, this action is an example of the ethics of the society which they have been brought up in, that of passing the buck to the other guy. This must stop in the lunch room, for if it doesn't it may have a hard toll on the rights which we have received, and would result in the placement of a new and harsh discipline to deal with the repugnant conditions of the cafeteria.

Raul Sebazco

## The Power Tradition

The Power tradition is not an illusion or is it a word incorporated just for the sake of school spirit. The Power tradition exists in flesh, form and spirit and the living example of this tradition is Mr. Mulligan, Power's retired varsity track coach.

Mr. Mulligan has given fifteen years to Power as head coach of the varsity team and trained such runners as Ed Dunsany, Kevin O'Brien, Joe Barbary and Chancey Marsh, all college greats. Mr. Mulligan through his work brought Power many City Championships

and recognition as a developer of formidable teams and individual runners.

"I believe that sports is an integral part of a boy's education," says Mr. Mulligan, "just as there is a deterioration of the body there is also a deterioration of the mind if one does not exercise his physical being." Mr. Mulligan is a graduate of N.Y.U. and majored in physical education and is a good judge of character and ability in sports. Commenting on Power's undefeated cross country team he said "The team is by far teams Power has had. Its record is very impressive and Ray Naudain is a very good chance for the Olympics." Mr. Mulligan retired in 1968 as head coach due to poor health. Br. Beilen the present varsity coach took his place.

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