

# EDITORIALS • LETTERS

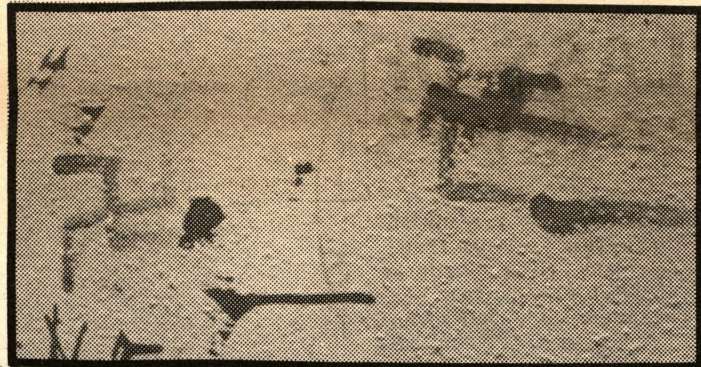
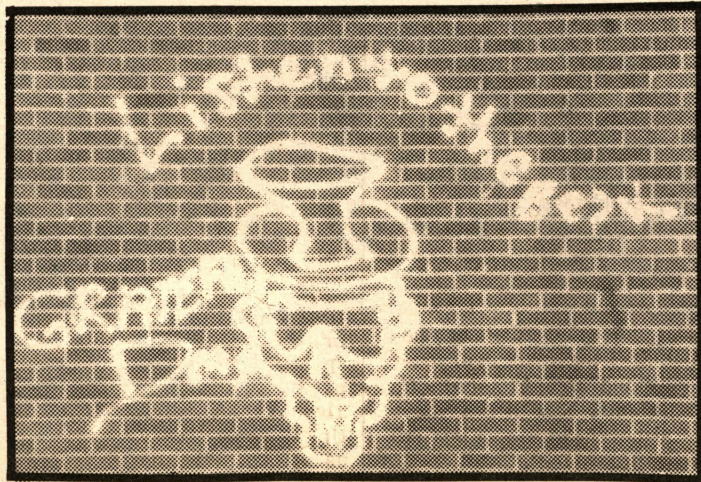
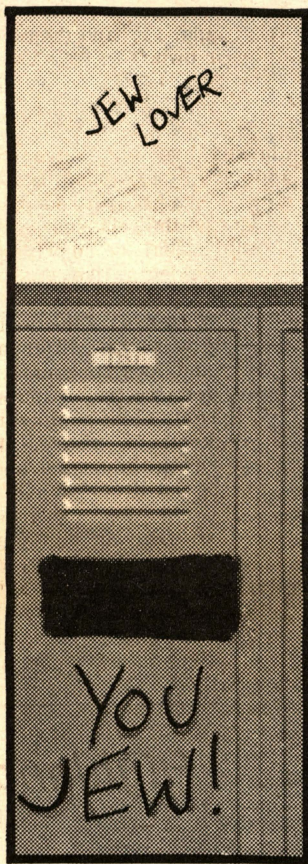
## BLACK MARKS ON SCHOOL

The smut written on walls, doors, lockers and windows around the school is an insult to everyone. Students are hurting each other in more ways than one. Aesthetically, the names of rock groups or allusions to drugs or alcohol are just not pleasant to see day after day. Visitors to the school tend to see these as a reflection of the student body. Is the phrase "DO BONGS" a true image of the majority of the students?

The second injury inflicted upon the school population is, however, much more severe. Sayings, scribbled in black ink, such as "Kikes eat..." and "Niggers..." deserve our outraged condemnation.

Is our generation bringing back the hatred of Jews that was so prevalent during World War II? Is the hostility toward blacks that was carried on for years becoming ingrained in youth today? The writing on the walls seem to indicate that it is.

Our reaction should not be mere passive acceptance, a "What can I do about it" type of response. Instead, we must notify the perpetrators, in whatever way possible, that their hatred and ignorance is not acceptable.



ON TOP OF REGULAR CHORES, CUSTODIANS MUST REMOVE GRAFFITI AND RACIAL SAYINGS SUCH AS THE ABOVE THAT REMAIN ON LOCKERS AND WALLS FOR HOURS; SOMETIMES DAYS.

## Principal Responds

To the Editor:

I would like to respond to the letters in the first issue regarding the moment of silence at school for John Lennon.

The position of the School Administration is that this action was completely out of order. It was done without the knowledge and consent of the Administration, and had the

request been made, it would have been denied.

In my opinion this had no place in a public school. I regret very much that it was done and have taken steps to insure that there will not be a reoccurrence at some future date.

Mr. John Mintzer  
Principal

## Defending the Sixties

To the Editor:

I had a good, long laugh when I read Mr. Gordon McPherson's letter in your last issue. Not only was his letter totally inane and incredibly cynical, but in my opinion, very wrong. He stated how he couldn't understand this "longing to recapture the 1960's, a depressing, dark time..." and how, during this time our college students were turned into "murdering maniacs". In his own words, "give us a break". First of all, just because two songs performed in the assembly related to the sixties is no evidence whatsoever on which to claim that the performers wished to bring back the decade. Secondly, the decade was far from perfect, but it has always been stereotyped as the time when people, especially college students and their age group, came together for peace and love for the world. It was the time of flower children and peace protesters.

The song, "Abraham, Martin, and John" is about how we should remember the "things they stood for", mainly civil

rights and freedom. It was chosen for these reasons.

Oh, and by the way, Abraham Lincoln was around in the 1860's not the 1960's.

Yes, the song I suggested for mine and my friends' performance, "Blowin' in the Wind" was a popular song in the sixties, but I chose the song specifically because it was about peace, not because it was about the sixties. The Vietnam War was not the end of all wars; there are still many going on and unfortunately will continue to do so if we people don't start doing something about it. So, obviously, the song does not pertain to the one war; it can be easily related to Russian invasions, the situation with Iran and any other area in the world where peace is needed.

Finally, I'd like to ask, what is the "Philosophy of the 80's"? If it consists of the irrational and pessimistic views of Mr. McPherson, I'd rather be back in the idealistic (not pseudo-idealistic in my much less cynical opinion) and liberal sixties.

Thank you,  
Carol Benson

## Proud To Be Sixty-Niner

To the Editor:

There is much to be said for the spirit and accomplishments of the 1960's. Social, scientific, and political improvement were brought forth by such developments as progressive civil rights legislation, an ambitious space program, and the birth of a sincere peace movement. Music of the era (e.g. "Abraham

Martin, and John", etc.) reflects a philosophy that transcends time and place. I am proud to have been a member of the high school graduating class of 1969. My peers and I were certainly not a bunch of "murderous maniacs".

Mr. William Zimmerman  
Dept. of Mathematics

## Where Was The Announcement

To the Editor:

On January 20, 1981, the 52 American nationals who had been held captive in Iran for 444 days were released. It was a moment of great rejoicing and relief for all Americans that these 52 of our own had been returned safely.

At a time when the world's eyes were on the hostages, and almost everyone, everywhere stopped what they were doing

to breathe a sigh of relief, our administration did not share with us this long awaited and dreamed of moment. I feel sorrow and astonishment that they did not see fit to make an announcement. For many years, we have had to report on current events in our classes. Why couldn't they have reported this one to us? We're citizens too, and deserved the right to share in this happiness.

Should something of this importance ever happen again, I hope school officials will consider the students of this school as being worthy of sharing in it. I know the administrators of Ramsey, Waldwick, Ramapo and Midland Park high schools made an announcement, and I am confident most others in the country did also.

Sincerely,  
Molly Kissel

## Teachers: Get With It

To the Editor:

Webster's Dictionary defines teaching as the act, practice, or profession of a teacher. According to this, a teacher could stand in front of the class and do nothing, and still be teaching, because doing nothing is his act or profession. Some people believe the major difference between a good student and a poor one is the amount of caring he puts into his work. This could also apply to teachers, and just as a "successful" student learns, a "successful" teacher must teach. It is true that every teacher in this school fulfills

the definition above, but how many teachers actually get through to their students?

True, there are many students that might not be reached, but emotions are contagious--if the teacher is uninterested in his subject, the students won't be enthusiastic either. But if a teacher takes an interest in his subject and students, even a bored student might ask, "What makes him (the teacher) so interested?" and perhaps he'll start to listen, and maybe--just maybe--he will develop an interest.

An important part is the effort. "If the teacher doesn't try,

why should I?" One teacher once told me he gave his best to his students and expected their best in return. That is a reasonable request. But how many students will work hard for a teacher who's not willing to return the effort? Do enough teachers think, "How can I make this lesson interesting for my students?" and "What questions can I ask to make them think, not recite?" TEACHERS--if you don't try to show people exactly how good you can be, if you don't try to challenge them and help them broaden their intellect as well as themselves, then you are NOT a teacher.

Kathy Krippendorfer

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