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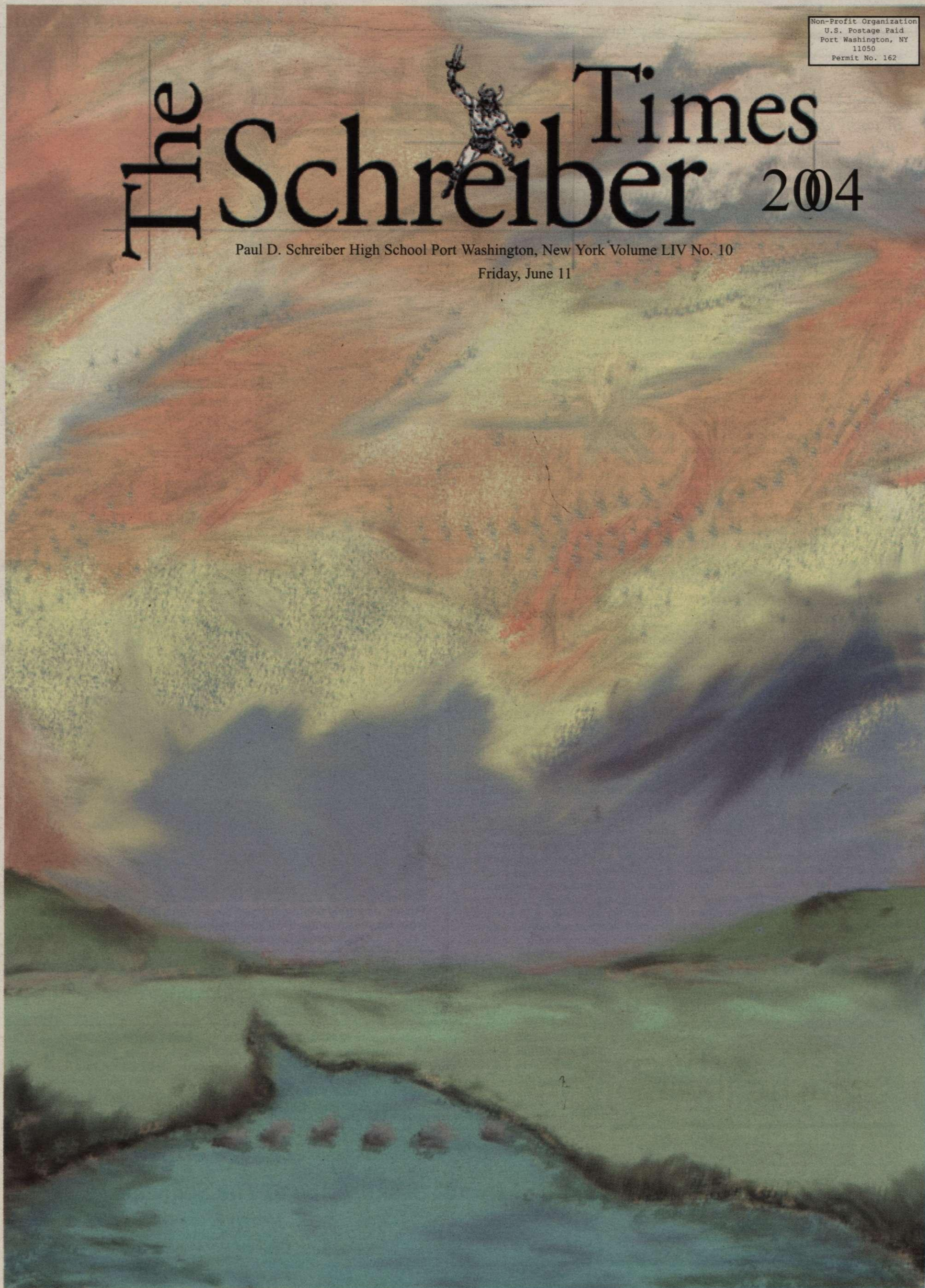


The Schreiber Times

2004

Paul D. Schreiber High School Port Washington, New York Volume LIV No. 10

Friday, June 11



NEWS BRIEFS

Student Outreach donates money to the Gift of Life

The Student Outreach Club, advised by Social Studies teacher Mr. Eric Begun, donated five thousand dollars to organization called the Gift of Life. This money was generated from the Teacher Talent show earlier in the school year. The Gift of Life is an organization that donates money to children around the world in need of heart surgery. Money donated by the organization allows these children to travel to the United States to receive proper medical care.

This year, the money raised by the Student Outreach Club was donated to Nickolai, a seventeen-year-old student from Russia. Nickolai was given the opportunity to travel to the United States in order to receive heart surgery. The Student Outreach Club plans to continue its support of the Gift of Life program and looks forward to sponsoring another student in need of heart surgery. Sophomore club member Katie Mancher commented, "The Gift of Life is a really wonderful organization that shares the modern medical technology of our country with less fortunate children from around the world. I hope that we, Student Outreach, will be able to help many more kids in the future."

~ Leigh Cooper

Students offered tours of the construction site

A group of Schreiber students had the opportunity to take a tour of the construction site on Schreiber's campus on May 18. Technology teachers Mr. Donald Shaefer and Mr. Raymond DiGiacomo, along with supervisor of construction Eric Vonderhorst, organized the tour for the students.

Mr. Vonderhorst and other construction workers talked to the students about the many hours that go into planning and finally constructing these new developments. Students had the chance to ask construction workers questions about the new additions to Schreiber.

After questions were asked, students were then given hardhats and walked through one of the new wings. Mr. Vonderhorst then took the students to one of the classrooms in the new development, and showed the group model drawings of the new wing. All plans for the new developments have been posted up on the Portnet website at <http://www.portnet.k12.ny.us/plans/>.

The technology department plans to have another tour of the construction

site earlier on next year. For further information, please see Mr. Shaefer in the Technology Department.

~ Amelia Box

Annual Fun Day hosted for elementary kids

This year's annual Fun Day, held for fifth graders moving up to sixth grade in Weber this fall, was at the Weber and Schreiber field on May 21. All of the fifth graders from the elementary schools in the district, including Daly, Guggenheim, Mannorhaven, and Sousa were present at Fun Day. Fun Day spanned from eleven o'clock in the morning to three o'clock in the afternoon, and gave fifth grade students a chance to enjoy the superb weather while acquainting themselves with students from other elementary schools.

Many Schreiber students opted to act as role models and leaders for the younger kids, and did so by directing the elementary school students in various ice-breaker activities, including relays, kickball, wiffleball, water balloon toss, and volleyball. Schreiber's Letter Club along with Physical Education teacher Mr. Kevin Braddish organized the event. Students who were not a part of Letter Club who wanted to participate in the event were permitted to do so after they filled out a form of consent.

Letter Club member Emily Sorg, commented, "It was great to see the incoming sixth graders interact with each other for the first time. It made me reminisce about my own experience at Fun Day."

~ Melissa Heller

Students show off their hot rides in the Car Show

Students were able to demonstrate to the school their unique cars on May 21 in an event run by Donald Schaefer, chairman of the technology department.

On that day, the lawn behind the school was filled with the hottest cars at Schreiber. It displayed both new and old models, each having a distinguishing feature. There were even some originals from the 1950s and 60s. Some cars had incredibly large speakers so that music could be heard for miles, or, as in the case of senior Robert Grogan's gold minivan, had a computer installed in the trunk. Fellow students and members of the community were allowed to marvel at these technological masterpieces throughout the day.

~ Shira Helft

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1912

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Photo Gallery



For Ms. Jaworski's Photo II class, sophomore Tom Lisi took a scene from Rogers Avenue in Brooklyn, part of his old neighborhood. He, regretfully, never got a haircut at Jean's.

FRONTPAGE by Ray Suh

CENTERFOLD by Mea Geizhals & Daryl Koopersmith

BACKPAGE by David Lindenbaum

The Schreiber Times

Published by the student body of Paul D. Schreiber High School. Letters to the editor should be addressed to *The Schreiber Times*, 101 Campus Drive, Port Washington, New York 11050. The editors reserve the right to refuse, print, edit, return, or not return any submitted material. All letters must be signed by each author. We have a circulation of 2,000 copies per issue with subscriptions available for \$10.00 per school year. We accept camera-ready ads or will design ads to your specifications. For information, call our business office at (516) 767-5862.

Frank Banta, principal
Anne Pellett, Evelina Zarkh, advisers
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Fox Five Good Day New York visits Schreiber

BY Sophie Kroft
News Editor

The Fox Five *Good Day New York* program visited Schreiber on May 18. Schreiber was part of *Good Day New York's* "School Spirit Week." After Schreiber qualified for the School Spirit Week, Principal Dr. Frank Banta was contacted, and when he responded with enthusiasm, Schreiber was selected.

The program spotlighted the Schreiber's Intel semifinalists, the TV studio,

and the Concert Band. The Intel semifinalists had a chance to comment on their projects on a New York television program. Throughout the segment, Reporter Ernabel Demillo asked who Paul D. Schreiber was, and Intel semifinalist and senior Chiara Condi stated that he was the superintendent of schools for many years. Ms. Phyllis Serfaty, mentor of the science research program, said the following about some of her students' TV debut. "It was an impressive showcase of the academic, technological, and creative activities available at Schreiber." In the TV studio segment, there

was a question-and-answer session with the members of the crew back at the *Good Day New York* studio. Finally, the band performed two pieces, *Black Horse Troop* by John Philip Sousa and *In All Its Glory* by James Swearingen. Mr. Mark Brenner, the Concert Band director, remarked, "Performing on live television was a great experience. We were honored by this opportunity, and we were thrilled by this educational experience." Sophomore Spencer Bloom, who participated in the band segment of the program said, "It was extremely exciting to be a part of such a wonderful experience and be able to share the band's music with New York." Avid viewer of *Good Day New York*, parent Bea Loerinc Helft commented, "I was very proud to see how poised our Schreiber students were. They spoke well and had a sense of humor. The band was terrific, and Schreiber was shown in a good light."

The crew for the news program consisted of Thomas Ginocchio, the segment producer, and Ernabel Demillo, the reporter. After talking with them, students learned that the field of television is a different medium of journalism. The crew told students that it is beneficial to have a strong foundation in writing in

the field of television news. Many people in television do not have a strong writing basis because they think they don't need it.



Fox Five's *Good Day New York* reporter Ernabel Demillo visits the Schreiber aspiring television studio.



The program spotlighted Schreiber's Intel semifinalists, the TV studio, and the Concert Band.

Ernabel told Schreiber students that she "...considers [herself] a journalist because [she is] versatile and able to cover many stories."

This event was able to show Schreiber's unique academic and extracurricular programs, and it was exciting for all of those who participated and watched the news program. Dr. Banta stated, "I was proud that our school was selected. It was a wonderful opportunity to showcase three excellent programs."

All photos by Emily Gordon.

Schreiber's It's Academic team places second in Nassau County Finals

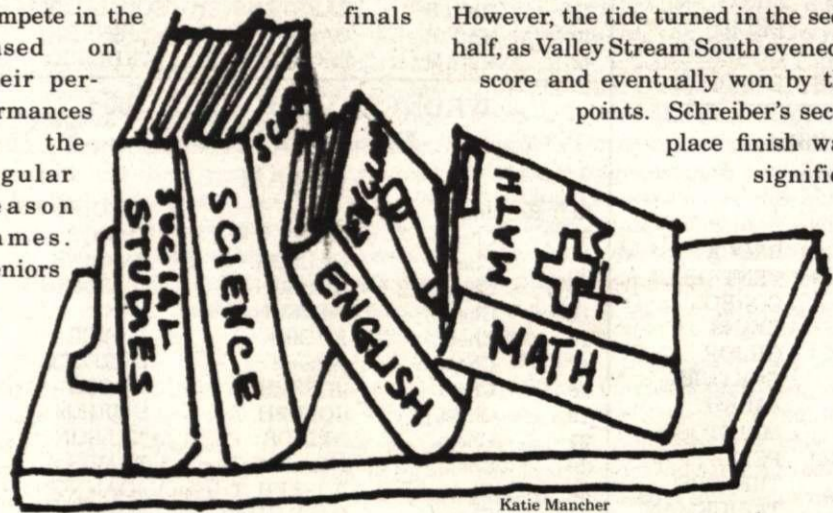
BY Jen Schmirer
News Editor Emeritus

Schreiber's It's Academic team finished second in the Nassau County Finals competition, which was held at Garden City High School on May 26.

Four teams qualified to compete in the finals based on their performances in the regular season games. Seniors

team members include senior Daniel Morgenroth and juniors Daniel Braman and Adwait Parker. Braman, Morgenroth, and Parker were not present on the day of the final competition.

Despite a slow start, Schreiber was able to come back and take the lead by the end of the first half of the competition. However, the tide turned in the second half, as Valley Stream South evened the score and eventually won by three points. Schreiber's second-place finish was a significant



Katie Mancher

improvement from last year's fourth-place finish. Junior class adviser Mr. Carmine Matina, the team's coach, felt that the four played a competitive game, especially considering the strength of their opponents. Junior Peter Gil commented, "The game was super-cool, super-fun, and went super-fast. In short, it was supreme."

Andrew Malone and Megan Zebroski and juniors Jessica Becker and Peter Gil competed against the teams from Valley Stream South, Garden City, and East Rockaway. The event consisted of 200 trivia questions that tested the students' knowledge of a range of academic subjects, pop culture, and current events. Other

Foreign Language Honor Society holds ceremony for new inductees

BY Sophie Kroft
News Editor

The Schreiber Foreign Language Honor Society Induction took place on May 25. The ceremony commenced at seven in the evening with a statement from Principal Dr. Francis Banta and senior Desiree Grauel performing *Abendmündung*.

All students who have consistently attained high grades in their respective foreign language classes and commendable grades in other classes are invited to participate in the Honor Society.

A number of students performed at the ceremony. Superintendent of Schools Dr. Geoffrey Gordon read a speech, and *A Duet for Two Celli* was played by junior Brandon Chan and sophomore Dan Koh. This performance closed the evening.

After the closing statement, refreshments were served. Sophomore Tom Zebroski commented, "The ceremony was a good way to introduce new members to the Honor Society."

Diana Weinstein
Paul Winters
Deena Zepelowitz

Sophomores
Alina Fomovska
Amanda Furino
Sinsub Jeong
Jilly Miscioscia
Marianela Parra
Rachael Seeman
Jordan Thaler
Tom Zebroski

Freshmen
Kristen Ablamsky
Mallory Beberman
Robert Bellon
Adam Berkowitz
Erin Betsch
Damian Bidikov
Lesley Brown
Randi Bushell
Rebecca Byun
Christopher Catalano

Sara Condi
Brian Courage
Suzy Cummins
Nick DeFeo
Emyln Diakow
Michelle Doscas
Alyssa Epstein
Katrina Fahey
Catherine Fish
Tarryn Fisher
John Forman
Marissa Fox
Peter Gabrielli
Lianna Gordon
Melissa Heller

Amanda Hertzberg
Samira Irvani
Ben Jaffe
Michael Kaplan
Alexandra Kohn
Lara Kovat
Gayle Krebs
Megan Lamberti
Heather Larkin
Jana Levinson
Max Lewin
Sarah Lifson
Richard Maiman
Brandon Maldonado
Alexandra Mogul
Matt Mondragon
Sarah Moore
Sarah Nash
Tamara Nowakowsky
Gabrielle Paolini
Benjamin Pierce
Nicole Pond
Alissa Potter
Rebecca Prowler
Daniel Reese
Sam Reichenbach
Peter Rosenberg
Melinda Salaman
Lisa Schechner
Andrew Seiden
Kyra Siegel
Jake Singer
Zach Singer
Daniel Stewart
Brenda Vicente
Lauren Wasserman
Ester Yoon

Inductees:

Juniors
Yacquelin Campos
Carola Cassaro
Adam Gold
Jisoo Kim
Elizabeth Liu

Leslie Melgar
Marisol Melgar
Josselyn Portillo
Kira Silver
Emily Singer
David Verni

FINALS AND REGENTS EXAMINATION SCHEDULE

MONDAY, JUNE 14, 2004
LOCAL EXAMS
8:30 AM - 10:30 AM

| RM | EXAM | TEACHER | PROCTOR |
|-----|-------------|-------------|-------------|
| 2 | Global I | BRADY | BRADY |
| 6 | Global I | BYRNE, S. | BYRNE, S. |
| 7 | Global I | BYRNE, S. | BEGUN |
| 8 | Global I | BYRNE, S. | BIRO |
| 11 | Global I | MACRIGIANE | MACRIGIANE |
| 15 | Global I | MACRIGIANE | KLAFF |
| 17 | Global I | MATINA, D. | MATINA, D. |
| 18 | Global I | MATINA, D. | O'CONNOR |
| 19 | Global I | MATINA, D. | MCCLEAN |
| 21 | Global I | SILVERSTEIN | SILVERSTEIN |
| 23 | Global I | SILVERSTEIN | GIAMANCO |
| 38 | Global I | THOMAS | THOMAS |
| 40 | Global I | THOMAS | JOANNON |
| 42 | Global I | THOMAS | KLOTZ |
| 122 | Global I | WEBSTER | WEBSTER |
| 120 | Global I | WEBSTER | DEL GAIS |
| 118 | Global I | WEBSTER | BRADDISH |
| 127 | Shakespeare | VALENTI | VALENTI |

11:00 AM - 1:00 PM

| RM | EXAM | TEACHER | PROCTOR |
|-----|-----------|-------------|-------------|
| 2 | Math 2AB | REYNOLDS | REYNOLDS |
| 6 | Math 2AB | REYNOLDS | ANDERSON |
| 7 | Math 2AB | TEDESCO | BEGUN |
| 8 | Math 2AB | SHANNON | SHANNON |
| 11 | Math 2AB | SHANNON | BIRO |
| 15 | Math 2AB | SIENER | SIENER |
| 17 | Math 2AB | SIENER | BRADY |
| 18 | Math 2AB | TECUSAN | BYRNE, S. |
| 19 | Math 2AB | TECUSAN | EDWARDS |
| 21 | Math 2AB | LESSER | FRANK |
| 23 | Math 2AB | PICKKUR | TRAVIS |
| 38 | Math 2AB+ | HEALY | HEALY |
| 40 | Math 2AB+ | LEDERER | LEDERER |
| 42 | Math 2AB+ | GANZEKAUFER | GANZEKAUFER |
| 127 | Pre Calc | SCHMALZBACH | SCHMALZBACH |
| 117 | Pre Calc | SCHMALZBACH | NELSON |
| 118 | Pre Calc | SIENER | SERFATY |

TUESDAY, JUNE 15, 2004
LOCAL EXAMS
8:30 AM - 10:30 AM

| RM | EXAM | TEACHER | PROCTOR |
|-----|----------|-------------|-------------|
| 2 | Math 1A | CAYEMITTE | CAYEMITTE |
| 6 | Math 1A | CAYEMITTE | MEYER |
| 7 | Math 1A | GALLAGHER | GALLAGHER |
| 8 | Math 1A | GALLAGHER | JOSEPH, T. |
| 11 | Math 1A | DIVENUTO | DIVENUTO |
| 15 | Math 1A | VERITY | VERITY |
| 17 | Math 1A | VERITY | JONES |
| 18 | Math 1A | SCHMALZBACH | JOHNSON |
| 19 | Math 1A | SCHMALZBACH | FISH |
| 21 | Math 1A+ | TECUSAN | TECUSAN |
| 23 | Math 1A+ | PICKKUR | PICKKUR |
| 38 | Math 1A+ | REYNOLDS | EZRATY |
| 40 | Math 1A+ | TEDESCO | TEDESCO |
| 42 | Math 1A | CARSTENS | CARSTENS |
| 127 | Math 11H | HEALY | CASE |
| 118 | Math 3H | CARSTENS | BRANDT |
| 120 | Math 3H | CARSTENS | APICOS |
| 122 | Math 3H | TECUSAN | HAZAN |
| 215 | Math 2H | TEDESCO | LEDERER |
| 217 | Math 2H | GANZEKAUFER | SCHMALZBACH |

12:00 PM - 2:00 PM

| RM | EXAM | TEACHER | PROCTOR |
|----|------------------------|---------|--------------|
| 2 | Business Law | | HARING |
| 7 | Accounting | | SERVAT |
| 8 | College Accounting | | GLOVER |
| 4 | ESL Living Environment | | DECKER |
| 6 | ESL Life Science | | GRASSO-KREBS |

WEDNESDAY, JUNE 16, 2004
REGENTS EXAMS
8:15 AM

| RM | EXAM | TEACHER | PROCTOR |
|----|------------|------------------|-------------|
| 2 | US History | BEGUN | SILVERSTEIN |
| 6 | US History | BEGUN | EDWARDS |
| 7 | US History | BEGUN | ANDERSON |
| 8 | US History | KLAFF | BEGUN |
| 11 | US History | KLAFF | SCHNURR |
| 15 | US History | KLAFF | MARSHALL |
| 17 | US History | O'CONNOR (AP) | KLAFF |
| 18 | US History | SILVERSTEIN (AP) | MCCLEAN |
| 19 | US History | SILVERSTEIN (AP) | HERZ |

| RM | EXAM | TEACHER | PROCTOR |
|-----|------------|--------------|-------------|
| 21 | US History | MCCLEAN | O'CONNOR |
| 23 | US History | MCCLEAN | SELIGMAN |
| 122 | US History | SILVERSTEIN | THOMAS |
| 120 | US History | SILVERSTEIN | ROTHMAN, P. |
| 38 | US History | MCCLEAN | DIGIACOMO |
| 40 | US History | MCCLEAN (AP) | BYRNE, J. |
| 42 | US History | MCCLEAN (AP) | HINCHLIFFE |
| 4 | US History | MINGORANCE | ESL DEPT. |
| 2 | Physics | FISH | FISH |
| 4 | Physics | FISH | BEST |
| 6 | Physics | FISH | BRANDT |
| 7 | Physics | FISH | CONTE-LAWE |
| 8 | Physics | JOHNSON | JOHNSON |
| 11 | Physics | JOHNSON | EZRATY |
| 15 | Physics | JOHNSON | JONES |
| 17 | Math A | | |
| 18 | Math A | | |
| 21 | Math A | | |

THURSDAY, JUNE 17, 2004
REGENTS EXAMS
8:05 AM

| RM | EXAM | TEACHER | PROCTOR |
|-----|--------------|-----------------|------------|
| 2 | Comp. Eng. I | | BROCK |
| 6 | Comp. Eng. I | | CENTRELLA |
| 8 | Comp. Eng. I | | CORBO |
| 10 | Comp. Eng. I | | EVANS |
| 11 | Comp. Eng. I | | GILIOF |
| 15 | Comp. Eng. I | | GOKTURK |
| 17 | Comp. Eng. I | | ZARKH |
| 18 | Comp. Eng. I | | MCINTOSH |
| 19 | Comp. Eng. I | | PELETT |
| 21 | Comp. Eng. I | | TREVERS |
| 23 | Comp. Eng. I | | TABICKMAN |
| 4 | Comp. Eng. I | ESL STUDENTS | ESL DEPT. |
| 2 | Global Hist. | BRADY | FRANK |
| 6 | Global Hist. | BRADY | LINDEMANN |
| 7 | Global Hist. | FRANK | MACRIGIANE |
| 8 | Global Hist. | FRANK | MONTUSI |
| 10 | Global Hist. | KLAFF | THOMAS |
| 11 | Global Hist. | KLAFF | WEBSTER |
| 15 | Global Hist. | MACRIGIANE | MORFFI |
| 17 | Global Hist. | MACRIGIANE | BRADY |
| 18 | Global Hist. | MACRIGIANE (AP) | MATINA, D. |
| 19 | Global Hist. | O'CONNOR (AP) | ORTIZ |
| 21 | Global Hist. | O'CONNOR (AP) | HERZ |
| 23 | Global Hist. | THOMAS | BYRNE, S. |
| 38 | Global Hist. | THOMAS | EDWARDS |
| 40 | Global Hist. | ROTHMAN (AP) | WHITE |
| 42 | Global Hist. | ROTHMAN (AP) | BIRO |
| 122 | Global Hist. | WEBSTER | DELIO |
| 120 | Global Hist. | WEBSTER | GONZALEZ |
| 4 | Global Hist. | ESL STUDENTS | ESL DEPT. |

12:15 PM

| RM | EXAM | TEACHER | PROCTOR |
|----|----------------|--------------|--------------|
| 2 | Comp. Eng. II | | BROCK |
| 6 | Comp. Eng. II | | CENTRELLA |
| 8 | Comp. Eng. II | | CORBO |
| 10 | Comp. Eng. II | | EVANS |
| 11 | Comp. Eng. II | | GILIOF |
| 15 | Comp. Eng. II | | GOKTURK |
| 17 | Comp. Eng. II | | ZARKH |
| 18 | Comp. Eng. II | | MCINTOSH |
| 19 | Comp. Eng. II | | PELETT |
| 21 | Comp. Eng. II | | TREVERS |
| 23 | Comp. Eng. II | | TABICKMAN |
| 4 | Comp. Eng. II | ESL STUDENTS | ESL DEPT. |
| 2 | Earth Science | TRAVIS | PARADIS |
| 6 | Earth Science | TRAVIS | CASE |
| 7 | Earth Science | TRAVIS | FISH |
| 8 | Earth Science | TRAVIS | GRASSO-KREBS |
| 10 | Earth Science | PARADIS | TRAVIS |
| 11 | Earth Science | PARADIS | JOHNSON |
| 15 | Earth Science | PARADIS | JOSEPH, T. |
| 17 | Earth Science | PARADIS | MEYER |
| 19 | Bio./Liv. Env. | JONES | O'BRIEN |
| 21 | Bio./Liv. Env. | JONES | KOSIBA |
| 23 | Bio./Liv. Env. | APICOS | JONES |

FRIDAY, JUNE 18, 2004
REGENTS EXAMS
8:15 AM

| RM | EXAM | TEACHER | PROCTOR |
|----|----------------|--------------|--------------|
| 2 | Comp. Eng. II | | BROCK |
| 6 | Comp. Eng. II | | CENTRELLA |
| 8 | Comp. Eng. II | | CORBO |
| 10 | Comp. Eng. II | | EVANS |
| 11 | Comp. Eng. II | | GILIOF |
| 15 | Comp. Eng. II | | GOKTURK |
| 17 | Comp. Eng. II | | ZARKH |
| 18 | Comp. Eng. II | | MCINTOSH |
| 19 | Comp. Eng. II | | PELETT |
| 21 | Comp. Eng. II | | TREVERS |
| 23 | Comp. Eng. II | | TABICKMAN |
| 4 | Comp. Eng. II | ESL STUDENTS | ESL DEPT. |
| 2 | Earth Science | TRAVIS | PARADIS |
| 6 | Earth Science | TRAVIS | CASE |
| 7 | Earth Science | TRAVIS | FISH |
| 8 | Earth Science | TRAVIS | GRASSO-KREBS |
| 10 | Earth Science | PARADIS | TRAVIS |
| 11 | Earth Science | PARADIS | JOHNSON |
| 15 | Earth Science | PARADIS | JOSEPH, T. |
| 17 | Earth Science | PARADIS | MEYER |
| 19 | Bio./Liv. Env. | JONES | O'BRIEN |
| 21 | Bio./Liv. Env. | JONES | KOSIBA |
| 23 | Bio./Liv. Env. | APICOS | JONES |

| RM | EXAM | TEACHER | PROCTOR |
|-----|----------------|----------|-----------|
| 18 | Bio./Liv. Env. | APICOS | NELSON |
| 34 | Bio./Liv. Env. | BRANDT | SERFATY |
| 44 | Bio./Liv. Env. | APICOS | NELSON |
| 42 | Bio./Liv. Env. | O'BRIEN | APICOS |
| 38 | Bio./Liv. Env. | O'BRIEN | MILLER |
| 36 | Bio./Liv. Env. | O'BRIEN | BYRNE, J. |
| 35 | Bio./Liv. Env. | O'BRIEN | BRENNER |
| 34 | Bio./Liv. Env. | BRANDT | SERFATY |
| 31 | Bio./Liv. Env. | BRANDT | GLOVER |
| 30 | Bio./Liv. Env. | BRANDT | PINELLI |
| 122 | Bio./Liv. Env. | CRIVELLI | BRADDISH |
| 127 | Bio./Liv. Env. | SERFATY | BRANDT |
| 120 | Bio./Liv. Env. | SERFATY | COOPER |
| 118 | Bio./Liv. Env. | CRIVELLI | EZRATY |
| 142 | Bio./Liv. Env. | EZRATY | SELIGMAN |
| 144 | Bio./Liv. Env. | JONES | DEL GAIS |

MONDAY, JUNE 21, 2004
REGENTS EXAMS
8:15 AM

| RM | EXAM | TEACHER | PROCTOR |
|-----|----------------------------|---------|-------------|
| RCT | US History | | SPECIAL ED. |
| 117 | Introduction to Occupation | | REINHARDT |
| RCT | Science | | SPECIAL ED. |

TUESDAY, JUNE 22, 2004
REGENTS EXAMS
8:15 AM

| RM | EXAM | TEACHER | PROCTOR |
|----------|---------|------------|-----------------|
| ChoirRm. | Spanish | ORTIZ | ORTIZ/LINDEMANN |
| 18 | Spanish | KORBA-RAPP | KORBA-RAPP |
| 207 | Spanish | ZOVE | ZOVE |
| 17 | Spanish | MORFFI | MORFFI |
| 21 | Spanish | JOSEPH, E. | JOSEPH, E. |
| 140 | Spanish | GONZALEZ | GONZAL/JAWORSKI |
| 19 | Latin | HAUKELAND | HAUKELAND |
| Stage | French | MONTUSI | MONTUSI/DELIO |
| 12 | Italian | WHITE | WHITE |
| RCT | Global | | SPECIAL ED. |

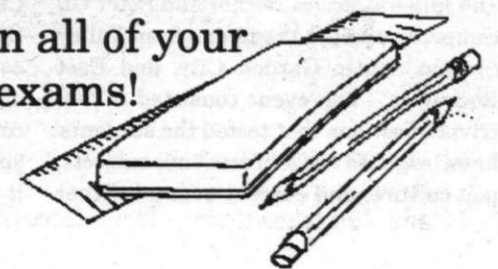
12:15 PM

| RM | EXAM | TEACHER | PROCTOR |
|----|--------|---------------|-------------|
| 2 | Math B | DIVENUTO | CARSTENS |
| 6 | Math B | DIVENUTO | CAYEMITTE |
| 7 | Math B | GALLAGHER | GANZEKAUFER |
| 8 | Math B | GALLAGHER | DIVENUTO |
| 11 | Math B | LEDERER | HEALY |
| 15 | Math B | LEDERER | PICKKUR |
| 17 | Math B | SIENER | GALLAGHER |
| 18 | Math B | SHANNON | TECUSAN |
| 19 | Math B | SHANNON | REYNOLDS |
| 21 | Math B | TEDESCO | SHANNON |
| 23 | Math B | CARSTENS (3H) | SCHMALZBACH |
| 40 | Math B | CARSTENS (3H) | SIENER |
| 42 | Math B | TECUSAN (3H) | TEDESCO |

WEDNESDAY, JUNE 23, 2004
REGENTS EXAMS
8:15 AM

| RM | EXAM | TEACHER | PROCTOR |
|-----|---------|-------------------|-------------|
| RCT | Reading | | SPECIAL ED. |
| 6 | Chem. | CASE | APICOS |
| 8 | Chem. | NELSON | PARADIS |
| 10 | Chem. | NELSON | GIAMANCO |
| 11 | Chem. | NELSON | CASE |
| 15 | Chem. | KREBS | MEYER |
| 17 | Chem. | KREBS | SERFATY |
| 18 | Chem. | JOSEPH, T. | KLOTZ |
| 19 | Chem. | JOSEPH, T. | O'BRIEN |
| 21 | Chem. | APICOS | NELSON |
| 23 | Chem. | NELSON (Hon.) | TRAVIS |
| 42 | Chem. | JOSEPH, T. (Hon.) | JOANNON |
| 44 | Chem. | CASE (Hon.) | JOSEPH, T. |

Best of luck to you on all of your exams!



International News

Is Kim Jong Il's North Korea Selling Nuclear Arms?

BY Kathryn Podobinski
Staff Writer

With the attention of the Bush Administration focused on the War in Iraq, international inspectors have dropped a bomb of their own. Recent evidence has convinced the International Atomic Energy Agency, or the IAEA, that the 1.7 tons of slightly enriched uranium hexafluoride recovered from the scrapped nuclear program in Libya may have been provided to the Libyan government by North Korea in 2001. This is the first evidence that North Korea has sold nuclear weapons to another country and also the first time any country has been found to be involved in the illicit nuclear trade.

Until this latest report, it was presumed that Pakistan was the source of Libya's uranium. Many of the details of this transaction have surfaced through interviews with members of the secret nuclear supplier network set up by Abdul Qadeer Khan, the former head of Pakistan's main nuclear program. Since this transaction took place through the black market and with numerous middlemen involved, information is still insufficient and it is uncertain whether even Libya knew that the source of their uranium was actually North Korea. Authorities are currently seeking methods to confirm this information. Since the IAEA inspectors were evicted from North Korea on December 31, 2002,

there has been no communication with the government of North Korea.

Although North Korea has been thought to be a rogue nation by many, this news of a nuclear transaction sent shock waves throughout the international community. Evidence found that the North Koreans have been selling weapons to many countries for years. Now their sales of missiles and other military hardware to countries such as Iran, Syria, Egypt, Pakistan and others will be scrutinized to see if other more serious transactions were included.

Countries familiar with the international market are not totally surprised.

It is common knowledge that money talks in North Korea. A western diplomat explaining that the

news was not totally unexpected said that Libyan leader, Moammar Qaddafi, was a major customer to the impoverished North Korean government, supplying much needed hard currency for technology, mainly through engineering and medical contracts.

American government officials are trying to portray this discovery as an intelligence success resulting from the months of negotiation with Colonel Qaddafi that led up to the dismantling of Libya's nuclear program. However, it is a major intelligence lapse. American satellites monitoring North Korean activities failed to detect the uranium shipments and until now American officials believed that North Korea was selling nothing more than missiles.



Agencies within the Bush administration are scrambling to make sense of this latest news. Through separate reviews, there exists an internal debate assessing how far the North Korean nuclear program has progressed since the IAEA was expelled from the country. The State Department is not convinced that North Korea has converted the then-existing nuclear fuel rods into bomb fuel, while both the Central Intelligence Agency and Defense Intelligence Agency believe that the processing of the fuel is probably complete. For his part, Khan, the nuclear scientist, claims that he provided North Korea with his expertise in developing a uranium bomb. North Korea denies the claim.

Another troublesome fact that has surfaced in recent months is that North Korea also has nuclear ties to Iran. Iran has initiated a nuclear program that they claim to be a peaceful one. Iran's program was aided by Khan's black market network and is suspected of being a primary mover in the black market nuclear trade. A further possibility that is being explored is that North Korea could have sold a more lethal form of uranium to another customer. Given the fact that North Korea may have supplied nuclear weapons to Libya, investigators worry that there may have been other customers for North Korea's nuclear technology. This may even include terrorist organizations.

Seniors reminisce at the annual Senior Supper

BY Jen Schmirer
News Editor Emeritus

This year's annual Senior Supper was held in the cafeteria at 6:30 p.m. on June 3. Seniors were given the opportunity to meet together and sign each other's yearbooks. This night offered a chance for seniors to reminisce about their four years of high school.

Administrators, teachers, and students spent the supper sharing memories while signing each other's yearbooks. Also, seniors were given the opportunity to have dinner while signing. The supper was very successful and it gave everyone a chance to begin to say goodbye to one another.

Senior Brett Haberman commented, "It was pretty amazing that all my high school experiences were able to be bound

between two covers, and it just made me even more sad to realize that I was the senior in the color picture, and that I was graduating."

Another senior, Alanna Bares stated, "The senior supper was great because I got to see people whom I had seen separately for four years all together in one room. The yearbook committee did an excellent job with the yearbook, and their efforts are commendable."

Senior Samuel Rappaport remarked "Though I went to middle school in Port Washington, I spent my other three years of high school at private schools. The senior supper was my only opportunity to see everyone in the same room again since Weber graduation. It was nice to catch up with people whom I hadn't been lucky enough to run into this year."



(1) Various seniors are engaged in writing farewell messages to their beloved friends. (2) Seniors Aaron Sidford and Zoe Rosenberg flip through the yearbook surrounded by close friends. (3) Senior Marla Diakow is surprised to see her yearbook pictures and what her friends have written. (4) Senior Tiffany Koo takes a break from eating to sign another yearbook.

All photos by David Lindenbaum.

Seniors recognized for

AWARD:

National Merit Scholarship Winner
Congressional Medal of Merit
Triple "C" Award

Community Service Award
Beacon Hill Women's Club

Ann Sue Israel Scholarship
Comptroller's Achievement Award
NYS Comptroller's Achievement Award

Garber Family Award
Frances Elliott Wing Prize in Poetry
Leaders of Tomorrow Scholarship
Community Scholarship

Port Washington Teacher's Association

Port Washington Retired Educators
Burger King Founders Award

Alan Becker Memorial Scholarship
Principal's Leadership Award
Lee and "T." Aschenbrenner Scholarship

Dr. E.K. and Joyce Johnson Memorial Scholarship

Noah Kreiger Scholarship
The Fred and Gilda Nobel Scholarship for Excellence in Chemistry

The Fred and Gilda Nobel Scholarship for Excellence in Music

Americana Scholarship
Ann Renfrew Memorial Scholarship

Rotary Club Four Way Award

Edward A. Pickett Science Award

Ernie Simon Award for Journalism and Communication

Douglas E. Larsen Business Award

RECIPIENT(S):

Andrew Malone
Adam Carron
Ritesh Chatterjee
Lesley Staffe
Robert Grogan
Francisco Diaz
Alysha Teta
Natalie Teo-Gonzalez
Sandra Alvarez

Joshua Bloom
Emily Silverstein
Anne Bollerman
Genna Frappaolo
Andrew Malone
Arian Rustemi
Shobnam Akhter
Sandra Alvarez
Samantha Blake
Anne Bollerman
Rosa Castellon
Alexandra Corteselli
Christopher Cosolito
Angelina David
Amirhadi Ekrami
Genna Frappaolo
Bryan Goode
Hyejin Kim
Keith Klang
Allison Maraboli
Sergio Orellana
Amanda Otte
Lisette Pena
Milan Petkovic
Jolie Signorile
Alexandra Smith
Alysha Teta
Lindsay Weinstein
Jaclyn Zaccherio
Megan Zebroski
Sandra Alvarez
Angelina David
Marla Diakow
Phyllis Record
Jolie Signorile
Alexandra Smith
Christopher Utzig
Megan Zebroski
Amanda Otte
Jose Garcia
Rossana Pena
Victor Schaefer
Genna Frappaolo
Anne Bollerman
Phyllis Record
Maxwell Schneider

Alanna Bares
Ray Suh
Ryosuke Nishioka
Michelle Mancini
Ken Sheldon
Marla Diakow
Andrew Malone
Joshua Bloom
Jordan Sinclair
Marla Diakow
Megan Zebroski

Chrisine Choe
Keith Klang
Joseph Fradelakis
Stephanie Holzer

Christina Choe
Keith Klang
Joseph Fradelakis
Stephanie Holzer

Christina Choe
Keith Klang
Joseph Fradelakis
Stephanie Holzer

Christina Choe
Keith Klang
Joseph Fradelakis
Stephanie Holzer

AWARD:

Justin Bakst Scholarship
Daisy Bacon Scholarships

Harvey Lewis Scholarships

John M. Marino Sons of Italy Award

Dante Award

John M. Marino Sons of Italy Award for Italian Studies

Alan Duarte/Juan Carlos VillaLobos-Garcia Memorial Scholarship

Sumeet Chopra Memorial Scholarship
Korean Parents Association Award

Tibbets Fund Scholarship

Jason Garfield Memorial Scholarship

PW Association of Educational Secretaries

Patrick J. Hopkins Community Service Award

Sheila Breen Memorial Scholarship

Jan Havasy Memorial Award

Cecil B. Tinder Memorial Scholarship

Participation in Government Award
NY Association for Superintendents of Buildings and Grounds

American Institute of Architects Award
PW Paraprofessionals Association Award

Baha'is Award for Race Unity
Peter Vabulas Memorial Scholarship

Stop & Shop Scholarship
Polish American Cultural Association Scholarship

Pride in Port Scholarship

Semper Fideles Award for Musical Excellence

Semper Fideles Award for Academic Excellence

Semper Fideles Award for Academic Excellence

Semper Fideles Award for Academic Excellence

RECIPIENT(S):

Genna Frappaolo
Shobnam Akhter
Martha Anyarin
Angelina David
Marla Diakow
Genna Frappaolo
Jose Garcia
Marbin Luc-Say
Amanda Otte
Phyllis Record
Alexandra Smith
Lindsay Weinstein
Alanna Bares
Anne Bollerman
Rosa Castellon
Alexandra Corteselli
Christopher Cosolito
Genna Frappaolo
Keith Klang
Lisette Pena
Phyllis Record
Alexandra Smith
Stephanie Tardone
Lindsay Weinstein
Megan Zebroski
Kristin DeStefano
Phyllis Record
Jessica Rich
Alexandra Smith
Rachel Wilke
Jaclyn Zaccherio
Megan Zebroski
Daniela Pisani

Daniela Pisani

Martha Anyarin

Lisette Pena

Karl Jin

Soo Min Shon

Yeu Un Yoon

Sandra Alvarez

Angelina David

Lisette Pena

Alexander Mott

Amirhadi Ekrami

Brynn Stepinowski

Scott Falconer

Danielle Gil

Alysha Teta

Martha Anyarin

Alexandra Smith

Jana Ansel

Jesse Frank

Bryan Goode

Alexander Mott

Alexandra Corteselli

Jeremy Hirshhorn

Kristin DiStefano

Sandra Alvarez

Genna Frappaolo

Michelle Mancini

Jolie Signorile

Nicholas Marmor

Megan Zebroski

Shobnam Akhter

Santiago Del Castillo

Santiago Del Castillo

Santiago Del Castillo

Santiago Del Castillo

Santiago Del Castillo

Santiago Del Castillo

Santiago Del Castillo

Santiago Del Castillo

outstanding achievement

AWARD:

RECIPIENT(S):

SCHREIBER ACADEMIC/ACTIVITIES AWARDS

Excellence in English

Edward A. Morse Writing Award

Fay McKenzie Award
Kaleidoscope Award
Schreiber Times Award for Outstanding Contribution

Schreiber Times Advisors Award
Excellence in Biology
Excellence in Chemistry
Excellence in Physics
Ileane Cooper Schwartz Scholarship
LISELA - Biology Award
LISELA - Chemistry Award
LISELA - Physics Award
Outstanding Achievement in Biology
Outstanding Achievement in Environmental Science

Excellence in French

Excellence in Italian

Excellence in Latin

Excellence in Spanish

Linda Lundberg Award
Excellence in American Sign Language
Excellence in Health Education

Superior Achievement in Art

Superior Achievement in Painting
Achievement in Drawing

Achievement in Art

Aida Whedon Memorial Scholarship
Craft Guild Award
National Choir Award
National Orchestra Award
Band Award
Choir Award
Orchestra Award
Recognition of Outstanding Leadership in Music Award

Louis Armstrong Jazz Award
Woody Herman Award
John Phillip Sousa Award
Band Award
Orchestra Award

Rachel Brandstadter
 Aapta Garg
 Jacqueline Hehir
Andrew Malone
 Amanda Otte
 Emily Silverstein
 Megan Zebroski
Ritesh Chatterjee
 Andrew Malone
 Michelle Mancini
 Amanda Otte
 David Silverstein
 Andrew Malone
 Jolie Signorile

 Kevin Boroumand
 Adam Carron
 Christine Choe
Samuel Eichner
Karl Jin
 David Lindenbaum
Jennifer Schmirer
 Aaron Siford
Jeffrey Stricker
Ray Suh
 Robert Grogan
Maiko Kume
Ryosuke Nishioka
 Aaron Sidford
Jessica Chung
 Alanna Bares
Joshua Farhadian
 Samantha Mirzoeff
 Megan Zebroski
Andrew Malone
Chiara Condi
 Megan Zebroski
 Rosie Alaimo
 Yusuke Fukuda
 Saman Moazami
 Samantha Mirzoeff
 Andrew Malone
 Marla Diakow
 Rachel Brandstadter
 Gregory Hiller
 Kenneth Seligson
 Emily Silverstein
 Alanna Bares
Marbin Luc-Say
 Janes Thompson
 Victoria Langley
 Eunic Lee
 Jolie Signorile
 Yeu Un Yoon
 Yusuke Fukuda
 Karen DeLuca
 Madeleine Roslow
 Rachel Silberstein
Anca Risca
 Nazania Roudini
 Andrew Malone
 Jessica Chung
 Michelle Mancini
Bradley Tashman
Alexandra Smith
Music Award
Andrew Malone
 Gregory Hiller
Christopher Utzig
Jonathan Rothschild
Sheira Schiff
Marla Diakow

AWARD:

RECIPIENT(S):

Choir Award
Hank Senft Award for Excellence in Acting

Drama Club Award

Excellence in Theater Dance
Excellence in Theater Production
Excellence in Theater Art

Excellence in Music Theory
Excellence in Theater Orchestra
Excellence in Band
International Thespian Honor Society
Port Light Award for Outstanding Contribution

Port Light Advisor's Award

John Joseph Rossetti Sr. Memorial Award
ESL Service Award
ESL Recognition
International Student Award
Joshua David Blumenfeld Memorial Award

Nassau County Interscholastic Mathematics League

Excellence in Mathematics

Mu Alpha Theta Award

Milton Ryeck Memorial Award for Excellence in Mathematics

Excellence in Photography

Excellence in Digital Photography
Excellence in Technology Education
Excellence in Automotive Technology

Excellence in Architectural Drawing

Schreiber News Line
Excellence in TV News
Rhoda & Edgar Rothman Memorial Award
Excellence in Business

Excellence in College Accounting

Excellence in Business Law

Excellence in Computer & Networking
Senior Class Scholarship

John Powers Memorial Scholarship
Excellence in Home Economics
Driver Education Award

Voice of Schreiber
William Strafino Award for Excellence in Psychology

Jonathan Harris Memorial Award for Excellence in Social Studies

Schreiber Mock Trial Award

Lauren Elicks
 Amanda Otte
 James Thompson
 Michelle Mancini
 Bradley Tashman
 Lauren Elicks
 Sheira Schiff
 Ashley Gamell
 Bradley Tashman
 Arum Chun
 Ray Suh
 David Gibaldi
 Andrew Malone
 Jonathan Glickman
 Tae Hyun Kim
 Tiffany Koo
 Sheira Schiff
 Marbin Luc-Say
 Martha Anyarin
 Jose Barrera
 Luisa Maraboli
 Shobnam Akhter
 Martha Anyarin
 Angelina David
 Francisco Diaz
 Jose Garcia
 Marbin Luc-Say
 Samantha Mirzoeff
 Marla Diakow
 Aaron Sidford
 Robert Grogan
 Uri Nazryan
Megan Zebroski
Stephan Grande
Jessica Lovens
Karen DeLuca
Jeremy Hirschhorn
Scott Falconer
Stefano Ferrucci
Robert Gannon
 David Gibaldi
John-Michael Kostallas
Kristen DeStefano
 Aron Frey
 Matthew Weitzman
 Matthew Weitzman
 Stephanie Holzer
Joseph Fradelakis
 Stephanie Holzer
 Bryan Goode
 Henry Tarlow
 Joshua Bloom
 Lindsay Weinstein
 Tae Hyun Kim
 Shobnam Akhter
 Angelina David
 Phyllis Record
 Jennifer Regan
 Lisette Pena
 Phyllis Record
 Kristin DeStefano
 Paul Miraglia
 Shobnam Akhter
 Jacqueline Hehir
 Andrew Malone
 Kevin Boroumand
 Jane Forman
 Jeremy Kasle
 Amanda Otte

Retiring teachers get ready

Dr. Frank Banta ends his term as Schreiber's Principal

BY **Daniella Malekan**
News Editor

Principal Dr. Francis Banta will be ending his term as Interim Principal of Schreiber at the end of this year.

Although his plans for retirement are indefinite, Dr. Banta would like to continue his involvement with the organization SCOPE, which was the institution through which Dr. Banta got his job as principal of Schreiber two years ago. SCOPE provides schools with temporary replacements for administrative positions when there are last-minute promotions or retirements in the district. Dr. Banta decided to take the position because, after retiring once, he came to the realization in 2001 that he preferred being active.

Dr. Banta was not new to teaching or administrative roles. He began his career in education as a teacher in the Schreiber Social Studies Department, and he was later promoted to the position of chair-

man of that department. After many years, he left to be the assistant principal in another district, but returned to Schreiber in 1978. He was the principal for nine years. In 1987, he became the Assistant Superintendent of Schools in Massapequa, after which he was the Superintendent of Schools at Oyster Bay and East Norwich until his retirement.

In Dr. Banta's view, although there are



Dr. Banta takes part in annual Mardi Gras festival.

many similarities between the 1970s Schreiber and the school today, he has seen noticeable differences in the school each time he has worked here. One of these changes is the way the role of computers in education has increased in importance. Dr. Banta also took note of the increasing number of courses at Schreiber, and the fact that these courses are continuously changing. As of this year, there are 311 challenging course choices for students, courses which range from Regents, to AP, to career orientation.

Schreiber saw many accomplishments in the two years that Dr. Banta served as principal. The

most rewarding experience for him was the increase in the number of students

who reached the mastery level on the New York State Regents, as well as the decline in the number of student failures. The dropout rate for students is at a low of one percent, and, last year, ninety-four percent of students graduated. Finally, the Compact Committee's program to promote self-respect and anti-hazing within Schreiber was a great success.

Dr. Banta was very happy with the continuous participation and support of the Schreiber HSA, as well as the support of the students, staff, and administrators, especially when their patience was tested during the long months of construction. He witnessed very strong school spirit that was displayed through students' dedicated participation in clubs and athletic teams. Dr. Banta especially appreciated the "...outstanding qualifications of the staff, the excellent relationships teachers have with students, and the diversity of the student body."

Ms. Jackie Marshall retires after a memorable thirty-five years

BY **Sophie Kroft**
News Editor

Ms. Jackie Marshall is retiring after thirty-five years of dedication to Schreiber's Guidance Department. Ms. Marshall has spent her entire teaching career at Schreiber, but started out as a Spanish teacher, instructing students in AP Spanish for fifteen years. For the past twenty years, Ms. Marshall has been the lead guidance counselor.

Ms. Marshall has contributed much to Schreiber throughout her time spent here. In Washington D.C., Ms. Marshall and Dr. Banta received recognition for

Schreiber's excellence from the President of the United States. Ms. Marshall also began the Peer Counselor Program at Schreiber.

Ms. Marshall has many plans after her retirement. She hopes to continue partaking in her many hobbies, such as tennis, golf, swimming, reading, taking educational courses and traveling. She also plans to visit her one-month-old granddaughter more often. In the future, Ms. Marshall might take a part-time job in consulting or even go back to teaching. As she departs from Schreiber, Ms. Marshall will miss the students the most. She commented, "The kids are the best; they're

great." She knows that the students are not infallible and has loved helping them grow over the years and strongly feels that children "keep you young and honest." Her favorite aspect of being a guidance counselor was the college process and the ninth grader initiation. Ms. Marshall will also miss the sense of community among the beloved faculty, as well as reaching out to the students. She looks forward to not having anymore paperwork and staying up late on Sunday nights, and she still plans to write her juniors' college recommendations. Ms. Marshall remarked, "My whole life is here, so I will miss it a lot."



Ms. Marshall plans to embark on a new journey after retirement.

Ms. Kathy Centrella

BY **Jessie Becker**
Editor-in-chief

After thirty-two years of teaching English at Schreiber, Ms. Kathy Centrella is retiring. She received both her undergraduate and graduate degrees from Long Island University. Before coming to Schreiber, she taught at Copiague High School for a year. Since she has been here, Ms. Centrella has taught a whole range of classes to ninth, tenth, eleventh, and twelfth graders. Now, however, she teaches Freshman Studies and the sophomore course, Foundations of Literature. To the students at Schreiber, Ms. Centrella advises you to enjoy life, but to never lose sight of what's important.

In her time here, Ms. Centrella has loved the students, as well as the



Ms. Centrella plans to teach at Molloy College.

sense of camaraderie among the teachers. She considers her fellow teachers to be another family to her. Upon leaving Schreiber, she will teach two communication arts courses at Molloy College. As for her other plans, Ms. Centrella replied, "I'm going to take it one day at a time and see what life has in store for me."

Sophomore Elyssa Jakim commented, "I love Mrs. Centrella because she made my introduction to Shakespeare beautiful and this introduction will add to my further development in the area. I thank her for her intense passion in teaching us the text, and for motivating me to dive swimmingly into the words. I will miss her dearly after she leaves Schreiber, and I hope she has a great time doing whatever she chooses."

BY **Emily Gordon**
Managing Editor

Nurse Ellen Kort is retiring this year after eight years in Schreiber's medical office.

Before working at Schreiber, Ms. Kort spent ten years at Mercy Hospital where she worked as a nurse in the maternity unit caring for the newborns and their mothers.

Ms. Kort noted what an immense challenge working with high schools students has been. However, the students were also what made her years most gratifying. She enjoyed her time at Sch-

reiber because everyday was unique and presented a new challenge to her.

After retiring from Schreiber, Ms. Kort plans to move to North Carolina with her husband to spend more time with her three sisters. However, she is unsure whether



Ms. Kort will miss Schreiber students after she leaves.

Schreiber will be the last stop in her career. She may decide to work at the infirmary at North Carolina State University to be around student.

Recently at a retirement party she attended, a former Schreiber student was so thrilled to see her and would not stop hugging her. "If we weren't moving, I wouldn't be leaving," said Ms. Kort. Her favorite part of Schreiber is the students, which is why she wants to work with students in the future.

to say goodbye to Schreiber Ms. Ann Mingorance Ms. Gladys Moslin

BY **Miranda Tomic**
Contributing Writer

ESL Social Studies teacher Ms. Ann Mingorance will be retiring this June. Ms. Mingorance has taught and enriched the lives of countless students over the past twenty-five years at Schreiber. "Teaching for me is not like a normal job; it's a mission!" comments Ms. Mingorance.

Ms. Mingorance has been more than just a teacher for the students in the ESL program—she has been their friend and has tried to help them in difficult times. Over these past years, Ms. Mingorance has been the coordinator of many extracur-



Ms. Ann Mingorance has enriched Schreiber with Student Outreach and the annual International Festival.

ricular activities, including the Student Outreach Club and the Annual International Festival. "I know my students as whole individuals, beyond just what they do here at school," she said.

Although Ms. Mingorance is officially retiring, she will be returning for the maternity coverage of another ESL teacher this coming October. Once retired, Ms. Mingorance plans on visiting Spain and Puerto Rico with her husband. She will be greatly missed by all of her students. Former student Maki Okamura says, "When I came here, I really thought I would fail. But

now, I think, probably I can pass the Regents because you taught me plainly and clearly. I think, you are a very, very great teacher!"

BY **Emily Mottahedeh**
Contributing Writer

After twenty years of dedicated service to Schreiber, Ms. Gladys Moslin will be saying farewell. Ms. Moslin was a teacher assistant in the ESL department.

Ms. Moslin received a degree in sociology, and working with the ESL students gave her the opportunity to utilize her skills in that area. She was also eager to help in other areas such as jobs and housing for immigrants to the United States. Ms. Moslin is very fond of her students and they share very close relationships. She describes her students as a great, appreciative group that has much to offer. She reflected, "Teaching them is like traveling around the world without spending a dime, such a diverse group, so many different cul-

tures, it makes everything an adventure." She says that teaching her students has been a teaching experience for herself as well, and that she is honored to have the privilege and opportunity of working here at Schreiber every day.



Ms. Moslin will be retiring after twenty years of dedication to Schreiber.

Ms. Moslin does not have any formal plans for retirement but she

feels that it is time for her life to take a different path. She is eager to sleep late, enjoy long lunches, and read some trashy paperback novels! After a great teaching career, Ms. Moslin has touched the lives of many students.

Mr. Bob Baker

BY **Pam Arnett**
News Editor

Health teacher Mr. Bob Baker will be retiring this June after thirty-five years of teaching. Throughout his career, Mr. Baker has taken the standard health curriculum to new heights. In September of 1971, Mr. Baker introduced the Heart-saver AED Program to Schreiber High



Mr. Baker's enthusiastic presence will be dearly missed at Schreiber.

his generosity has made its way into the hearts of hundreds of Schreiber students over the years. As junior Ellen Simon comments, "Mr. Baker is just a wonderful teacher. He really cares about his students and tries to reach out to them and help them in any way he can."

Prior to teaching at Schreiber, Mr. Baker taught at Sousa Junior High School, now an elementary school. When asked about what he will miss most when he leaves Schreiber this June, Mr. Baker replied, "I definitely will miss this school, but I'm more concerned that I will be scared—I'm scared that I will miss the students. These students are my life; they really mean a lot to me, and I feel very lucky to have been their teacher. They are just great kids."

School, giving students the opportunity to become CPR certified. Until this day, Schreiber stands as the only high school on Long Island that offers the CPR program to its students.

Not only has Mr. Baker transformed the health curriculum by adding many new and exciting lessons to the original New York State health curriculum, but

Mr. Baker plans to spend more time with his family and his cherished dog, Coconut, once he retires. He also plans to spend more time partaking in the activities he loves, such as boating. Although Mr. Baker will retire this June, he does plan on visiting Schreiber and proctoring the SAT next year.

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Research students participate in symposia

Mathematics

BY **Rebecca Sander**
A&E Editor

Math Research held its annual showcase of seniors' projects on the evening of June 1. The event was a chance to say farewell to the seniors and, at the same time, it was a chance to welcome a group of aspiring freshmen into the program.

The boards prepared by research students for competitions were set up on display tables outside for parents, teachers, and students to view. The festivities began with the singing of the Star Spangled Banner by sophomores Elyssa Jakim, Kathryn Podobinski, and Claire Talcott.

Next, students from Math Research were given the opportunity to share their talents. Sophomore Sinsub Jeong, accompanied by pianist senior Arum Chun, played Bach's "Concerto in A minor." This act was followed by a jazz piece entitled "Moose on the Mooche," played by sophomores Andrew Gross on the saxophone and Johnny Marx on piano.

Following this, one student from each grade presented his or her paper. Sophomore Shira Helft spoke of her paper entitled "Period Optimization for Periodic Polyalphabetic Ciphers," and junior Danielle Bourget of her award-winning project, "A New Procedure Using Pascal's Triangle to Approximate Square Roots." Finally, senior Dan Kenger talked about how he aided the blind in his project, "First Prototype Mouse-Enabled Web Browser for

the Blind." After, senior Sun Jung Jin sang a song originating from Korea. The seniors expressed their feelings about their years in Schreiber's Math Research in a poem read by senior Uri Nazryan. Then, the seniors were surprised with gifts of personalized frisbees from the sophomore Math Research class.

It was then time to induct the new class of researchers, freshmen John Byun, Shimon Ishikawa, Adam Johnson, David Kim, Daryl Koopersmith, Michael Lau, James Lee, Matthew Mondragon, Sarah Nash, and Nicole Pond. They each received a copy of their summer reading book, *The Art of Problem Posing*. A comical ten-minute skit performed by the juniors mocked both the research adviser Dr. Fritz Cayemitte and the senior class.

To provide tips about what future math

research parents and students should do, Professor Thomas Schweitzer gave a few words of advice as a veteran research parent. After that, math teachers Ms. Geri Ganzekauer, Ms. Beth Carstens and Ms. Tina Gallagher presented awards to math research students for their participation in various competitions throughout the year. Some of these competitions include New York Math League, American Math Contests 10 & 12, American Invitational Mathematics Exam, High School Mathematical Contest in Modeling, Al Kalfus Long Island Math Fair, Shipley Invitational Science Fair, Long Island Science and Engineering Fair, Junior Science and Humanities Symposium and Intel Science Talent Search. The night ended with refreshments in the lobby.

Science

BY **Jen Schmirer**
News Editor Emeritus

Science Research held its annual Science Symposium to honor the graduating seniors and to welcome the incoming freshmen on June 2. The evening began with a dinner and poster session. Then, students from each grade presented their year's research to the students and their parents. Sophomore Nick Werle presented his project, "The Effects of in vitro Over-The-Counter (OTC) Medica-

tions on *Propionibacterium acnes*." Junior Sarah Catanzaro presented her project entitled "Mineralocorticoid Hormones Accelerate Atherosclerosis in ApoE-Deficient Mice." Lastly, Senior Greg Hiller presented his project, "Partitioning of Amino Acids Between Water and Oil Layers for Waste Treatment."

The Research Ensemble, consisting of sophomores John Krauss, Johnny Marx, and Andrew Gross, performed "Moose on the Mooche" by Charlie Parker to entertain the audience. The juniors performed "The Science Research Slumber Party," a comical skit which the seniors enjoyed

thoroughly. Science teacher and research adviser Ms. Phyllis Serfaty presented the students with the various awards they had won during the year. Finally, each senior inducted a freshman into the Science Research Program by giving the student a binder containing the summer assignment, as well as words of wisdom. Graduating seniors include Adrienne Barasch, Greg Hiller, Tiffany Koo, Maiko Kume, David Lindenbaum, Melanie Maiman, Roy Miler, Alexandra Smith, and Megan Zebroski.

The ten inductees include Chris Catalano, Gulus Emre, Katrina Fahey,

John Forman, Ben Jaffe, Max Lewin, Tamara Nowakowski, Lisa Schechner, Zach Singer and Daniel Stewart. Tiffany Koo commented on the night and her research experience, "The Science Symposium was bittersweet. We have all accomplished so much over the last three years. Even though it has been difficult, it was one of the most rewarding aspects of high school. Tonight was a good way to share our memories one last time." All of the seniors thanked Ms. Serfaty for everything, especially her guidance and enthusiasm for science research.

BY **Shira Helft**
Staff Writer

Schreiber's annual Social Science Night took place at seven o'clock in the evening on May 20. The night honored the graduating seniors and welcome the new freshmen into the program. All of the students in the Social Science program, as well as their parents, were invited to attend.

The event began with a viewing of the seniors' Intel projects

in the lobby. After, dinner was served. Since Social Studies Department Chairman, Dr. Mark Rothman, and Mr. Gary Silverstein, the junior social science adviser, could not attend the program, Dr. David O'Connor spoke on behalf of all of the teachers involved with the Social Science program. Dr. O'Connor began with a speech about the members of the sophomore class and the papers they were working on for the Long Island Historical Journal. Next, he introduced the juniors and gave an explanation of what they would be working on and with whom they would be working during the

summer for their Intel research. The seniors were then wished goodbye and good luck, and Dr. O'Connor gave a description of each individual student and his or her accomplishments of the past three years. When, each senior was called up to the podium, the girls received roses while the boys received compasses. Brett Abrams, Joshua Bloom, Rachel Brandstadter, Ritesh Chaterjee, Chiara Condi, Jane Forman, Andrew Malone, Kenneth Seligson, Jeff Stricker and Ray Suh are the seniors who participated in the Social Science program and will be graduating from Schreiber.

Lastly, Dr. O'Connor introduced freshmen Adam Berkowitz, Damian Bidikov, Emlyn Diakow, Michelle Doscas, David Ehrlich, Marissa Fox, Samira Iravani, Chung Kim, Heather Larkin, and Kyra Siegel, the new inductees into the program. Social studies teacher Mr. Silverstein will be their teacher for the next three years.

Emlyn Diakow commented, "The night was great, and I'm excited to start working next year. I hope it will be as much fun for us as it was for the seniors who are graduating this year."

Model Congress partakes in international business at the United Nations

BY **Jumanah Hassan**
Staff Writer

More than a thousand high school students came together at a Model United Nations Conference at the Javits Center and the United Nations building an attempt to solve some of the world's most pressing issues on May 21 and May 22. Although these students were mostly from New York City schools, there were some delegations traveling from as far as Germany, Mexico, and India in order to take part in this special event. There were fourteen main assemblies, including the Commission on Human Rights, the Food and Agriculture Organization, two Security Councils, and two General Assemblies. A country was assigned to each delegate and throughout the entire two-day event he or she was to represent

it in the best way possible. This required students to put aside their own thoughts and beliefs, instead adopting their own country's point of view.

In the committee of food and agriculture, the topics of rural development and food security were discussed. Delegates were faced with the challenge of finding ways to grow crops in barren land, as well as ways to ensure equitable distribution of food. Currently, billions of people are starving due to malnutrition and lack of food, while others are owners of a surplus amount of food. In a resolution started by the students of Schreiber, new ideas were proposed to solve this problem. It was suggested that programs should be established to reconstruct the topography of the land and set up a system of irrigation routes that would water crops. Biotechnology was also included in the plan, with

the hope that it would aid people suffering from malnutrition. During voting procedure, the entire room was locked down as delegates decided which resolution would be most beneficial to their country.

In the opening ceremony, delegates were welcomed by a variety of speakers. Ben P. Zuniga, the conference's Secretary General, opened the event with a discussion of the ideals and hopes of the UN. He discussed the increasing amount of connections and communication within the global community, and the need for cooperation between countries.

Dr. Rodriguez, Vice President of Education in the UN, expressed her appreciation for the large turn out, addressing the students with a message of hope. She said, "You students are the leaders of today and tomorrow." Ambassador William Luers commented further, "You're the world."

Schreiber students, under the guidance and direction of Social Studies teacher and club adviser Mr. Harry Anderson, accomplished much in this conference. Junior Dan Febrer and freshman Jake Singer won the best delegate award for General Assembly Plenary B, while juniors Sarah Catanzaro, and Melissa Glasser, and sophomores Jumanah Hassan, and Evelyn Astor received Honorable Mentions. Throughout the two days, sophomores Jessica Bick, Brian Tashman, and Jordan Thaler worked hard drafting resolutions and giving multiple speeches. The Model United Nations Conference was beneficial for all students involved because it helped them gain a greater perspective on diplomacy, and it also gave them a chance to research and to learn about the world that we live in.

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Point/Counterpoint

A meaty matter: Are hamburgers more delicious than hot dogs?

BY Sam Salkin

Georgia Correspondent Emeritus

What do you get when you cross a boot, some animal parts, and a tire? You guessed correctly: a hot dog. For years, hot dogs have been the kid brother to the ultimate summertime BBQ treat, the hamburger. The hamburger is the all-American treat—strong, delicious, and warm. The hot dog might as well be from France—dirty, ambiguous and unnecessary. The hamburger is a mainstay of the economy and the hot dog pales in comparison.

While I may be among one of the chief critics of how the fast food industry has deteriorated the quality of life in America through its economic practices and its effect on the environment, let's get real for a second. Far and away, which food has yielded the most restaurant franchises? I'll give you a hint, its not popcorn shrimp, that's for sure. McDonalds, Burger King, Wendy's, Fudrucker's, Sonic, Steak 'n Shake, Johnny Rocket's, White Castle and even our beloved Cheeburger Cheeburger are chains founded with one food in mind: the hamburger. Sure, there are other fast food chains; Taco Bell, Pizza Hut, Subway and southern treat Chic-fill-a. However, they are dedicated to toxic Mexican food, frozen pizza, "healthy" sandwiches, and chicken on a bun. So, to all the hot dog fans out there, where's your messiah now? Of course, how could I be so ignorant as to forget Nathan's Famous Hot dogs? After performing an in-depth and extensive Google search, Nathan's Famous is essentially the only national hot dog chain in the country... that is, if you don't include Wienerschnitzel, Hot Dog on a Stick, or Ted's Hot Dogs. So as I was saying, there is really only one national hot dog chain in the country, Nathan's. While we are being discriminatory, we might as well also acknowledge that no one goes to Nathan's for their hot dogs, but rather goes to this Haven of Grease for fries. There is a good reason for that. Hot dogs are the most ambiguous food ever.

According to the Food Safety and Inspection Ser-

I'm not so hot anymore!

vice, a part of the US Department of Agriculture, "Frankfurters (a.k.a., hot dogs, wieners, or bologna) are cooked and/or smoked sausages according to the Federal standards of identity...the stan-

dard also requires that they be comminuted (reduced to minute particles), semisolid products made from one or more kinds of raw skeletal muscle from livestock (like beef or pork) and may contain poultry meat." What does that mean? Essentially, all a hot dog needs to be is a sausage-sized link. Furthermore, according to this FSIS report, up to forty percent of your hot dog can be fat and water. The one saving grace is that, according to the FSIS, at least fifteen percent of a hot dog must contain real meat from the animal carcass that defines the type of hot dog it is. However, even that fifteen percent is undefined. Fifteen percent could come from the feet of a chicken or the calves of a baby calf. At this point, fifty-five percent of a hot dog could consist of water,

BY Mea Geizhals

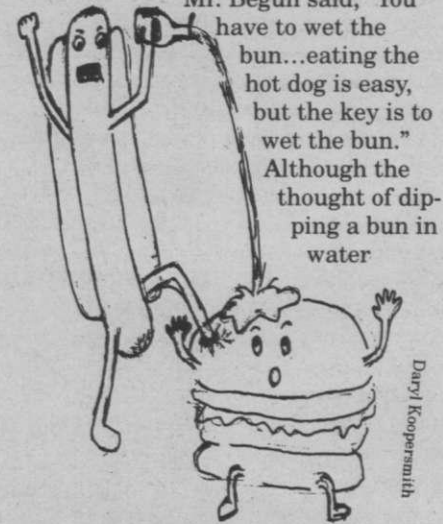
Editor-In-Chief Emeritus

With the changing seasons come the wonderful, carefree joys of summertime: days at the beach, water balloon fights, and barbecues galore. At these barbecues, family and friends gather to share in good weather and good meat, and thus the difficult question arises, "Hot dog or hamburger?" Hot dogs are the obvious choice.

The hot dog's most fundamental elements symbolize the free man. For one, eating a dog is a no-strings-attached experience: three, maybe four, bites, and you're done. No messy juice, no commitment. When it comes time for toppings, dogs have no boundaries. Unlike the limiting factor of the top-

per, faster than his competitors. Sharing some competitive hot dog eating advice

Mr. Begun said, "You have to wet the bun...eating the hot dog is easy, but the key is to wet the bun." Although the thought of dipping a bun in water



Daryl Koopman

before letting it slide down your throat Jello style is disgusting, competitive hot dog eaters are intense. I don't see any competitive hamburger eaters around these halls. Unfortunately, Mr. Begun says he will not be honoring any more challenges, but rather will "quit while he's the 'top dog' around."

Hot dogs are available, hot and ready to go, for your convenience. Standing tall, hot dogs are the pure man's food; not mixing with the hamburger crowds of McDonald's and Burger King, hot dogs travel in style along the streets of Manhattan, boardwalks, and amusement parks across the nation in the mobile food carts. There's no waiting either, as hot dogs will be waiting for you—rolling, for even heating, until you're ready for your order.

Not hungry for a whole dog? Not a problem. Pigs in a Blanket are the perfect appetizer; sorry White Castle, but no one's craving your "Sack of Ten" around here. Looking for something more than a light meal? Done: foot-long hot dogs are available. To increase the fulfillment of a hamburger, you're forced to add meat patties, while a hot dog eater will ask for a longer dog. The surface area of a hot dog far surpasses the surface area of a burger, and the more surface area, the more enjoyment—clearly dogs are the way to go.

Looking for something other than the traditional dog? The original hot dog has been built upon to form chili-dogs, corn dogs, and even the more creative fondue hot dog with melted jelly or mustard. Hot dogs allow chefs to cook outside the box and to create new meals for the whole family to enjoy. Hot dogs are also children friendly. There is no need to use dangerous kitchen appliances like stoves, ovens, and grills to make a hot dog—just stick the dog in the microwave and, there you have it, a perfectly delicious hot dog without the use of fire or boiling water.

The word "hot dog" does not only represent the wonderful food, but the "hot dog" dog as well. And who wouldn't want to associate their meals with man's best friend?

Schreiber Speaks

"I can't say that I like one of them more. As a vegetarian, I don't like either!"

- Marissa Fox, freshman

"Hamburgers are much better. Unlike hot dogs, they're not mystery meat."

- Lisa Lee, sophomore

"Hot dogs are better because they're fun to eat inside a bun."

- Michelle Davis

"Hot dogs are better because I never know what's"

- Nick Marmorek, senior

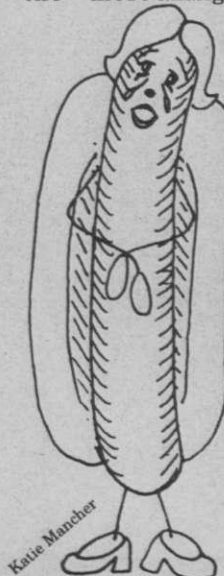
fat and some undefined meat. The real question is: from where does the other forty-five percent come? Does anyone know? Perhaps from an old boot?

Sure, there are plenty of other reasons to explain the hamburger's supremacy. You can only use hot dog buns for hot dogs. Hamburger buns are as versatile as your George Foreman grill, which, by the way, does not make hot dogs. Some will say that, since hot dogs are the official food of baseball, our national pastime, they are the most patriotic food we have. However, must I remind you that hot dogs are also the official food of 7-11, distributor of beer to underage drinkers? I leave you with this thought in my final article for *The Schreiber Times*: perhaps if we were to obliterate all hot dogs then teenage drinking would go down, causing students' commitment to scholastic studies to rise and our students to gain advantage in the world. Japan, watch out, a hot dog-free America is coming to overcome you in electronics and academia, and there is nothing you can do about it.

bun on hamburgers, the sky's the limit while piling ketchup, mustard, and relish onto a dog. Life with hot dogs is simple. There are no specifications about how you'd like your dog cooked; the only question is how many you can eat at one time.

In the world of competitive eating, hot dogs are a much more logical food item than hamburgers. The straight line of munching, rather than the in-and-across style, lends itself much more easily to speed eaters. Takeru Kobayashi, of Japan, holds the record for eating the most hot dogs with buns—50.5 in twelve minutes—while Donald Lerman of Levittown, New York, holds the record for eating the most hamburgers at a measly 11.25 burgers in ten minutes. I think it's clear that within the International Federation of Competitive Eating, Kobayashi could whoop Lerman any day.

Our very own Mr. Eric Begun of the social studies department holds Schreiber's Speed Eater record. At the Teacher Talent Show this year, Mr. Begun ate two hot dogs, and buns,



Katie Mancher

New discovery: the mysteries of Senioritis solved

Senior describes the causes and effects of laziness in graduates

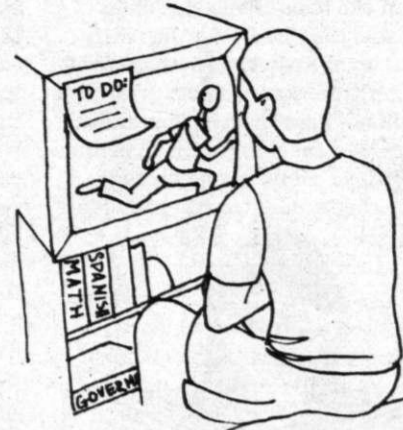
BY Kesh Iyer
Contributing Writer

Ever set your alarm clock to wake up at 7:45 rather than the usual 7:05? Do you find yourself coming late to school by increments of five minutes each day? Do you consider first period optional? If you have answered, "Yes," to any of these questions there is no need to run to the school nurse... you've got "Senioritis!" Now, we've all heard this term before and its definition changes each year, but I think it's time for you to get the low-down about what I think of the subject. As a senior, I feel more than obligated to report to my peers about what Senioritis is, how it affects the minds of even the most diligent students, and how its cure will never be found.

First, what is Senioritis? Senioritis is an inevitable feeling that every senior must endure. It's a mixture of laziness and a special "false" realization with a healthy dose of "I just don't care." Now, the laziness is inherent in every student. However, such laziness throughout the years has been

suppressed by the various obligations a student has to fulfill in order to graduate to his or her next level of study. For juniors, whom I would consider the least lazy, the SAT, along with AP exams and any entrance exams, play a major role in stimulating the non-lazy genes. However, for seniors, such obligations fail to exist. Many seniors come to realize a hard truth: much of what we consider "obligations" are actually meaningless. For instance, if the current AP classes seniors are taking are not acceptable to the college they plan to attend or any possible colleges they foresee themselves transferring into, the seniors become victims to their own inherent laziness.

Next, we have what I call the "false" realization. This realization to many is that college is on the way and that, having already been admitted,



Katie Mancher

any or all high school homework can be put on the back burner, or never acknowledged. This "truism" results from the simple "truth" that such work will not help in any sense of the word. Now, the word "false" is key because, as a Schreiber student, academic integrity is what I strive for, so I will continue to work diligently. I will not allow any intervention of such a fallacious realization as current work being useless to shape or form my work in anyway. Yeah, that's it.

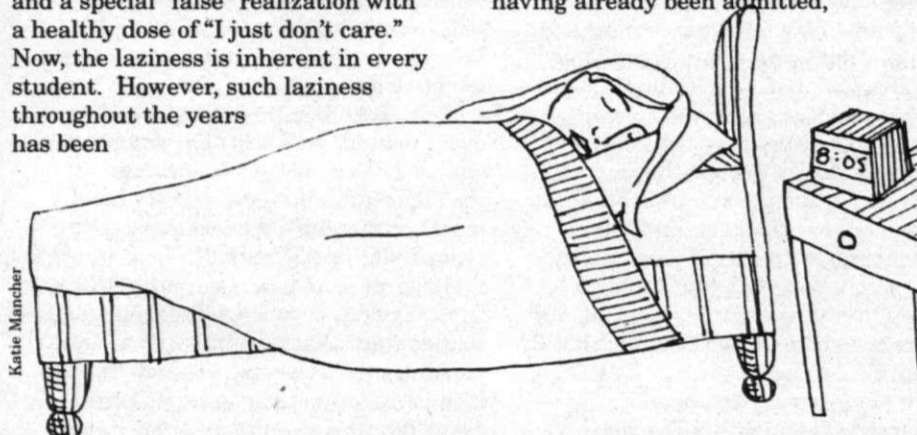
Right. Back to the topic at hand, the final part of Senioritis is missing—the "I don't care" factor, commonly known to me as the "KB" factor. I call it the "KB" factor because only one senior classmate comes to mind when discussing the last, yet most crucial ingredient. Right now, a man we shall call

"KB" and I are engaged in an online conversation. The topic: the mode of transportation and pickup time to get to school tomorrow. After much debate, "KB" responds with an, "Okay, pickup's sometime tomorrow morning." Understanding and ever acknowledging, I understand "KB's" cryptic language and will prepare myself to be ready at 7:55 tomorrow morning. "KB" has demonstrated that, among other things, he "doesn't care" about learning the English language in his period one class.

I do not do this to spite my fellow

“It's a mixture of laziness and a special "false" realization with a healthy dose of "I just don't care."”

teachers or classmates; I do this, because, frankly, I just don't care. I am a victim of Senioritis, I feel it everyday and it affects my work. I find myself often giving my teachers false representations of my true abilities in order to score myself an extra hour of sleep time. I also find my mind wandering when trying to focus and unable to accomplish my tas...



Katie Mancher

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Junior analyzes the credibility of the College Board's SAT

By Emily Gordon
Managing Editor

The climbing rate of applications received by colleges across the nation from high school seniors has left many universities scrambling to find a way to cope. Now it seems as though colleges are placing a greater emphasis on standardized testing than they did in the past to narrow their applicant pools. Although some schools have dismissed field-leveling tests like the SAT and the ACT as insignificant and have labeled them a poor measure of a student's intelligence and ability, a greater number of schools are raising the bar and weighing these standardized tests equally with four years' worth of work.

So what exactly does this infamous test – the SAT – stand for? As a junior, it was not until after I had even taken the SAT for the first time that I found out what the notorious acronym actually meant. Originally SAT stood for Scholastic Aptitude Test and was intended to measure how a prospective student would perform in college. Disagreements over the nature of the exam led to the changing of the name to the Scholastic Assessment Test in 1993. There were debates over the accuracy of this new name as well, so presently it is called the SAT I Reasoning Test. The letters do not stand for anything. So if the SAT does not measure aptitude or assess a student's knowledge, how exactly does the SAT measure a student's reasoning skills, and why do colleges place such a large emphasis on the test?

According to the College Board, the SAT measures a student's verbal and mathematical reasoning skills. Most students would agree, however, that the verbal and mathematical reasoning skills tested on the SAT are not skills taught in high school. The College Board recognizes this and states, "The SAT I measures verbal and math reasoning abilities that you develop over years of schooling and in your outside reading and study. The test is designed to allow you to demonstrate your abilities in these areas regardless of the particular type of instruction you've received or textbooks you've used."

More and more, the SAT is changing

“ Before colleges decide to use the SAT scores as one of the top factors for admittance into the class of 2009, admission officers should stop and contemplate some recent affairs that have occurred very close to our home. **”**

from a standardized test to a test that has been dissected and taught. Especially on Long Island and in other affluent areas, private tutoring and review classes focus on teaching what the SATs are going to ask and strategies to work the test to your advantage. Harmless, right? But how far is too far in preparing for this exam? Before colleges decide to use the SAT scores as one of the top factors for admittance into the class of 2009, admission officers should stop and contemplate some recent affairs that have occurred very close to our home.

In March, news of some foul play pertaining to the March 27 administra-

tion of the SAT was reported. A group of students from different Long Island districts including Jericho, Roslyn and Great Neck recognized the math portion on the test. Some students, who realized they had seen the math section in its entirety before the day of the test, left the examination. They felt they could not sign the agreement at the end of the test that states that they had not gained an unfair advantage over any other student. Other students



cancelled their scores afterwards as well. Apparently, the math section was identical to a group of unreleased tests given in June 2003. The students who identified the test were linked back to a former Jericho teacher – also a SAT math tutor – who had illegally obtained copies of the June 2003 test and other SATs.

ETS made a decision to cancel the test scores for the thirteen students who used the tutor in Jericho. In addition, ETS and the College Board decided to give Jericho a different version of the SAT on May 1, 2004, which students feared was more difficult than the test given across the country. This incident caused rage among parents and students alike from the district. It is not even certain that the thirteen students involved even took the exam at the Jericho test center.

In a search for information about the College Board, I came across a website: www.collegeboard.com. On this site, I encountered discussion forums about the SATs, including a thread which identified the May 1 SAT as containing sections from a different 2003 examination. Why is the College Board suddenly repeating its tests? Did they think they could recycle material and no one would notice?

The reason for this repetition of tests is most likely due to the fact that the College Board is currently revamping the SATs. The College Board has decided to modify the SAT to "improve the alignment of the test with current curriculum and institutional practices in high school and college." For the most part, the adjustments will probably be positive. The New SAT, as it is referred to, will not only expand upon mathematical skills incorporating topics that mirror those of Math A, but will also include a new section which tests writing and grammar skills. Analogies and quantitative comparisons will

be eliminated from the standardized test entirely.

The New SAT is supposed to go into effect for students entering the eleventh grade next year. As a result, the College Board has likely been extremely busy in its efforts to create the new test for 2005. The preoccupation with the New SAT has caused ETS and the College Board to become careless and lazy. The reason they are repeating old versions of the current SAT is because they do not want to spend the money to create new tests for the last year of the old SAT.

On the "college confidential" website, there are threads in which students discuss their answers from recent tests. This includes posting of the questions from memory. If ETS is reusing SATs from previous years, there is a good chance that some of the questions can be found on this website. Thus the tutor in Jericho is not the only means by which previous test information is made public. This website is a lot less sinister, however, and falls in a gray area between what is right and wrong. I am by no means condoning illegal action, but if the College Board expects to do something completely unintelligent like reuse their tests, then they cannot expect it to be a valid analysis. Although it is probably safe to assume that the large majority of students do not pursue these activities, it is not fair to ignore that some do. Hopefully, colleges admitting students to the class of 2006 are aware of these recent SAT issues.

In May, two weeks worth of Advanced Placement Exams were

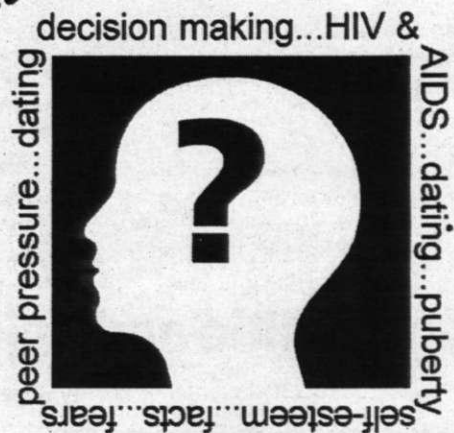
administered at Schreiber and across the country. Any student who sat for the three-hour test will agree that ETS takes extra precautions to ensure that there is no cheating. The exams arrive in packs sealed in plastic, and when they are handed to the students, each exam booklet is also wrapped. At the end of the test, the booklets are sealed with labels and then counted by the proctor. In the SAT administration of the test, although the booklets are counted, it is easy for a proctor to leave the room with a copy of the test, and return with the exam photocopied, without having to open a plastic seal. Why does the College Board take such precautions with Advanced Placement exams, but not with SATs?

The answer is money. Many colleges accept AP tests and grant credit. A student with enough AP credit at the beginning of college can get sophomore standing, thereby eliminating one year's worth of tuition. This is money that colleges lose. Therefore, schools want to be absolutely certain that a student earns these credits that they are granting them. Thus, security is a top priority.

However, shouldn't security be of equal priority for a test that determines admissions to college? It is evident that the SATs and their validity have a much greater weight on college acceptance than the AP tests.

Regardless of how secure the SAT is, it's evident from sites like "college confidential" that students will discuss questions from the test. Therefore, it is imperative that the College Board never repeat a test in any form.

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Growing up: the transition from middle school to high school

Senior discusses the changing attitudes between Weber and Schreiber years

BY Melinda Salamán

Contributing Writer

Approaching the end of the year, students at Schreiber can now reflect on how different the years in high school are from those in middle school. Weber's atmosphere required rapid maturation, perhaps even more rapidly than some were able to handle. We exited from

elementary school—a child's world—prepared to prove to the world, and to our parents, that we were ready for this big leap. As a result, cliques, fads, and gossip began. We tried to emulate what we saw as adulthood, portrayed on television, and we slowly became a more disgraceful version of that. Middle school was a time of transformation in our lives, a time when we wanted to break out of our childish

shells a little too quickly than we were ready to.

In middle school, social acceptance based on behavior alone was hard enough. Then we had to add in body maturation as well. Whose voice cracked in science? Whose chest grew over the summer? Who became freakishly tall all of sudden? Who had their first kiss? Who didn't? All of these questions were asked in middle school, usually accompanied by mocking laughter. But how could people help what their bodies were going through? They couldn't. Yet, everyday someone made fun of, laughed at, talked about, or bullied them. And the people being teased believed it. They accepted what others thought of them. In middle school, what others thought of you slowly became your "own" opinion of yourself.

Not such a grown up world, huh? And yet, everyone thought they were ready for this step, ready to step into middle school and be an "adult." But they weren't. By the time they enter the halls of Schreiber, though, most should be ready; they should be ready to look at themselves and formulate their own opinion, not base their feelings on what others think. High school is the time when your own feelings are your own opinions.

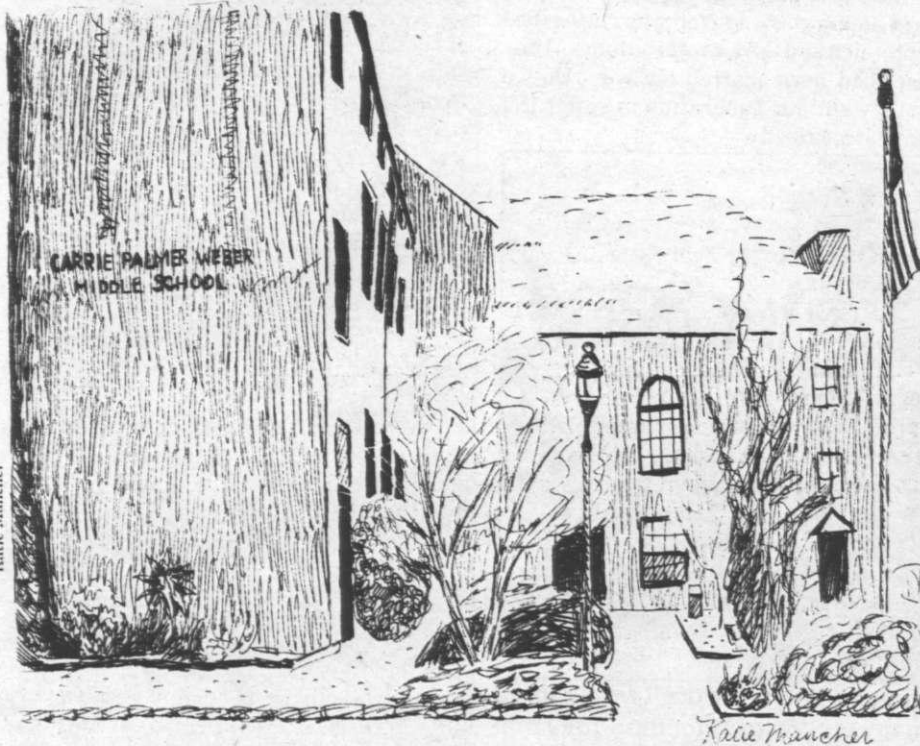
By the time we reach high school, the real people who have changed aren't the people around you. Chances are that it's you who have changed—your perception of life in general has changed. The same people are going to be gossiping and talk-

ing about you because you can't change the way they are and that's a fact. But at this point, as you observe these same people, instead of crying and feeling self-conscious like you might have in middle school, you are now thinking about how much you like yourself. And yes, this may not happen to all of the people who attend our high school, and you really shouldn't expect it to, but at this time the majority of us have grown up, truly, into the person we *wanted* to be at the beginning of middle school.

By the end of your time at Weber, all

“ Whose voice cracked in science? Whose chest grew over the summer? Who became freakishly tall all of sudden? Who had their first kiss? Who didn't? ”

you really need is high school. This is a place where differences are more often rewarded and social acceptance isn't as important as being accepted by yourself. By the end of high school, we should all be ready for a new step, an even greater step. But, if we haven't gotten past our middle school behavior, how far can we really go?



Katie Mancher

Katie Mancher

The dessert decision: vanilla or chocolate?

BY Jessica Aloe

Contributing Writer

Life is full of decisions.

Some of these decisions impact the rest of your life: what career path to choose, what city to move to. Other decisions don't. These are the decisions that are made and then quickly forgotten, such as what to wear to school today, or whether to get chocolate or vanilla.

Virtually everything that comes in chocolate also comes in vanilla, the exceptions being chocolate chips and hot chocolate (although you can put vanilla flavoring in hot chocolate). What can you get in both chocolate and vanilla?

“ What can you get in both chocolate and vanilla? Ice cream, yogurt, frosting, cakes, cupcakes, SlimFast, Starbucks coffee, pudding... ”

Ice cream, yogurt, frosting, cakes, cupcakes, SlimFast, Starbucks coffee, pudding, milk, and more recently, Oreos. So, which does someone choose when faced with this choice? It may seem simple and inconsequential, but in reality, it's not.

Chocolate comes from the cacao tree,

a tropical plant that is grown in South America and contains seeds that can be processed to make chocolate. It was made into a spicy, frothy drink by the Mayans and the Aztecs, and brought back to Europe by the conquistadors. It then became a prized import and luxury drink, a symbol of wealth and power because of the massive amounts of labor it took to harvest and process cacao into a drink. It wasn't until the inventions of machines like the cocoa press and the conching machine that chocolate could actually be processed into a solid form to eat. Today, chocolate is a traditional gift to give to someone you love, and can be seen as a food of passion and love. Chocolate has even invaded the world of its closely related cousin, coffee, with drinks like the mocha latté. Many believe that the secret to chocolate's allure is in its chemistry. Although we know that chocolate contains caffeine and chemicals that can stimulate the release of endorphins, much about chocolate's makeup is mysterious — although that is not because people are disinterested in the subject! Students at the prestigious Massachusetts Institute of Technology are currently engaged in chocolate. So, why choose chocolate? Why *wouldn't* you choose a drink with so much history and tastiness?

Maybe because you chose vanilla instead. The Aztecs discovered this bean, just like chocolate, after conquering the Totonaco people. Vanilla was brought back to Europe by the conquistadors, and was considered a highly prized commodity and a symbol of wealth and luxury. Vanilla beans are grown in four major

regions, and each region produces beans with slightly different characteristics. The largest producer of vanilla beans is in Madagascar, an island off the coast of Africa. This vanilla, widely known to be one of the best varieties of vanilla, is called Madagascar bourbon. (The term bourbon applies to beans from the Bourbon Islands, composed of Madagascar, Comoro, Seychelle, and Reunion.) Bourbon vanilla is creamy, sweet, smooth and mellow. Indonesia is the second largest producer after Madagascar. Together, Madagascar and Indonesia produce ninety-percent of the world's vanilla. Mexico, from where vanilla originates, is third in vanilla output, and the fourth is Tahiti. Tahitian vanilla is grown from a different genus of the vanilla orchid.

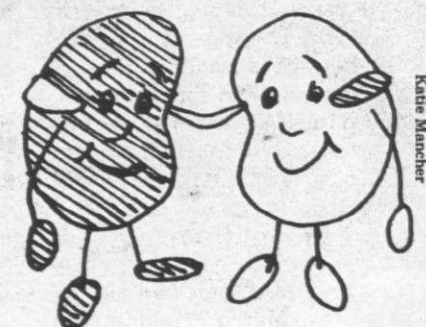
Vanilla is used to flavor everything from sauces in Mexico to cookies and ice cream in America to fruits in Polynesia. It is one of the most popular scents for perfumes and colognes. Vanilla has other uses besides food—a few drops in a can of paint will eliminate that dizzying paint-smell, and just one vanilla bean under the car seat will act as a very powerful air freshener. Want to cut the acidity of tomatoes in sauce or chili? Add a teaspoon of vanilla! Not having any luck fishing? Put some vanilla extract on your hands to hide your scent. Not only is vanilla delicious, it's useful too.

Although vanilla is very functional (besides its wonderful taste

in desserts), chocolate prevails as the ultimate flavor. Its healing and energizing characteristics make it wonderful for a “pick me up” candy. Have you gone into the grocery store lately? There is a greater variety of chocolate treats compared to vanilla ones. Hot chocolate has become a favorite winter drink, with summer-time counterparts chocolate milkshakes and iced mocha coffee. There is even chocolate chicken as a Mexican dish! Something for everyone can be found within this tiny little bean.

As for its inedible uses, vanilla isn't the only scent which captures the noses of many. Walk through a fragrance or bath-products store — cocoa is everywhere! On Valentine's Day, stores do not stock up on vanilla, but on chocolate candies for their loved ones. It could be argued that it is the most romantic food in existence. It is no wonder that it was a representative of wealth in its early discovery. It's rich. It's romantic. It's perfection.

Ready to make that decision? If not, don't worry! Chocolate and vanilla go extremely well together.



Katie Mancher

Ignoring the draft: Falling deeper into the Iraq abyss

Junior warns Schreiber about the potential passage of the Universal National Service Act

BY Jamie Warner
Staff Writer

Recently, we celebrated Memorial Day, a day dedicated to our veterans and those who died in wars protecting the country in which we live. After I marched in the Port Washington parade, I spent part of the day listening to veterans speak. Standing there, I realized that one day, I might be that veteran standing at the podium giving a speech about the terrors of war and the friends whom I had lost. I'm not planning to join the Army, the Navy, or the Marines. I'm referring to a bigger issue: the draft.

“This bill has been around for two years, yet the media has scarcely mentioned its presence.”

With many rumors circulating about a pending draft for 2005, the Selective Service System has issued a statement denying the talk; rather, the agency “remains prepared to manage a draft if and when the President and Congress so direct.” The Universal National Service Act of 2003, which is currently in Congress, aims “to provide for the common defense by requiring that all young persons [ages eighteen to twenty-six] in the United States, including women, perform a period of military service or a period of civilian service in furtherance of the national defense and homeland security, and for other purposes.” This

bill has indeed been introduced (S-89, HR-163), but the question remains whether or not it will pass.

The probability of it passing is questionable, considering it has been sitting in committee since January of 2003. This could be an attempt to quietly make the bill into law, or it could just be the beginning of a long, dormant period, ultimately leading to the death of the bill. If it were to pass, the bill would institutionalize multiple changes. The “National Service” it speaks of is undefined, and it could mean anything. The one thing that is clear is the power it would give the government over the lives of young Americans. Many countries require a period of military service for all citizens, and, if this bill is passed, the United States could as well.

The bigger issue here is the fact that questions are not being asked. This bill has been around for two years, yet the media has scarcely mentioned its presence. Neither Bush nor Kerry has commented on the draft. With many Schreiber seniors eligible to vote in the next election, this should be a very important issue. According to the census, thirteen percent of Americans able to vote in the 2004 elections will be between the ages of eighteen and twenty-five. That thirteen percent would all be eligible if the draft bill were to pass. So, why is everyone letting this issue slide? Americans need to exercise their rights. What good is free speech if it goes unused? Besides, judging from what American history has taught us about wartime, we may not have the ability to exercise these rights much longer. Even if you feel that you agree with the present administration's actions, you should still

try to remain informed about the occurrences that will impact your life in the near future.

Throughout the Bush presidency, there has been conflicting information on a vast array of subjects, proving again and again how little our President can be trusted. Despite what our leadership may say, if the war in Iraq continues, a draft will be necessary. And it is our generation that will be drafted. No matter who you are, this should concern you. The veterans at the Port Washington parade did not have happy stories to tell; they described depression and the loss of loved ones. They described lives scarred by war. Do we really want our generation to suffer the same atrocities?



Unfortunately, the draft would force many others to suffer the agony that the soldiers in Iraq experience.

Not Quite newsworthy

Frank explores the best real estate on the market

BY Jeremy Frank
Staff Writer

Unless you've spent the last year in a cave, on Mars, with your fingers in your ears going “la-la-la-la,” then you've probably turned on the TV and seen all the footage of the war(s) in the Middle East. Every channel is covering it and dealing with it in its own way (except ESPN2, home of Timbersports and the National Jump-rope Championship). What could this mean? It's either a record of solemn time that will forever live in infamy or brilliant marketing.

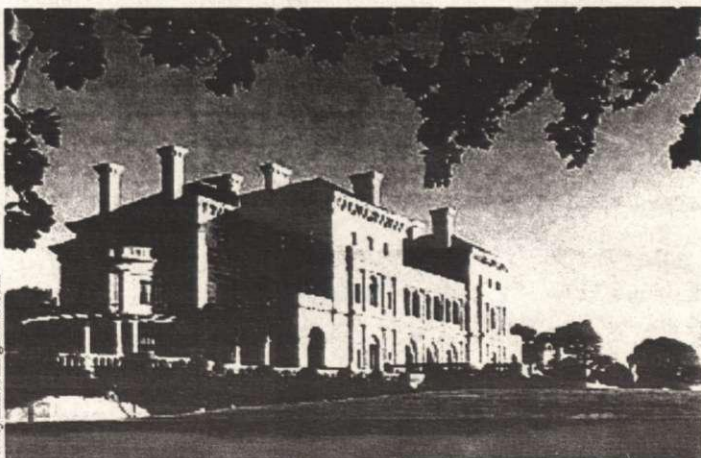
I know it sounds odd, but certain events are starting to come together. I think it's pretty obvious this entire war is about tourism. The airtime issue would be the first piece of evidence. I mean, with all the descriptive detail they use when speaking about

Iraq, news reporters might as well say, “Today, three Coalition soldiers were killed outside of BEAUTIFUL, SCENIC NAJAF!” I swear, I turned on Fox and thought I heard, “A weapons cache was discovered inside one of BAGHDAD'S MANY HISTORIC MOSQUES!”

Coincidence? Overly exaggerated? Well, you're probably right on both counts, but I have even more evidence that will shake you like a cat in some sort of burlap sack. It was only a few weeks ago when that actor-who-fell-off-the-face-of-the-earth, Scott Reiniger, star of the 1978 film *Dawn of the Dead*, discovered he was an Afghan prince. Indeed, he was alerted that he was the great, great, great grandson of Josiah Harlan, the first American to set foot in Afghanistan, and due to a treaty he signed, granted his heirs the title “Prince of Ghor” (a province in Afghanistan). Now isn't this a convenient,

almost cliché turn of events? I've seen this gimmick used on reality TV before, where you take some washed-up actor from the '70s and put him right in the middle of turmoil. Now that the Middle East has a celebrity claim to fame, I can imagine it growing into the next L.A. It's already got so many similarities. It's so hot it's practically uninhabitable. Their smoke and poison gas is comparable to Los Angeles' smog attacks; mortar shells easily emulate L.A.'s earthquakes; sacred and/or surgical layers keep inhabitants adequately fake, and no one takes the bus, because either you own a car or there are no roads.

Well, facts don't lie. And since I don't have any, you'll just have to believe me. But I know one thing: If the Middle East is where it's at, then I'll buy a timeshare in the smoldering remains of a neighborhood.



Location, location, location: could the Middle East be the next hot property?

Schreiber Ethics

BY Sarah Catanzaro
Opinions Editor

How can one make a graceful exit?

Remember the day you entered Schreiber? Can you recall your first day at your current job? Surely, those first moments were thrilling. Hopefully, you were welcome with open arms and the experience was a positive one. But now it's time to move on...

Sarah Jessica Parker and the rest of the *Sex and the City* crew abandoned ship with their heads held high. The cast of *Friends* may have left some in tears but still managed to conjure a warm, fuzzy feeling in their viewers. Exits are a part of life, and the senior class of 2004 can testify to that, but there's a difference between exiting with class, and exiting like Britney Spears from her divorce attorney's office after legally concluding her twenty-four-hour marriage. Thus, I leave the Schreiber student body – and not just the seniors – with a few tips on how to exit gracefully.

Feelings need to be considered. Some friends may offer a “good luck,” others will utter “good riddance,” and still others will break down into sobbing fits. You're going to have to confront tearful parents, seemingly ecstatic siblings, and a melee of other emotional people. Be kind, and realize that this response is elicited because, to some extent, these people care about you.

Don't focus on the negative. Forget that time you squabbled with a coworker if you are leaving a job. Expel from your memory about that cat-fight you had last year with your best friend if you are leaving high school. While you might think that remembering such upsetting experiences will make your transition easier, it actually complicates your exit even more as you become entangled in a web of old grudges, long-forgotten rivalries, and other petty events. I'm not saying you need to be ebullient – this is not Hollywood. Everyone need not throw their caps with a picture perfect smile, but there is no need to highlight your most brutal encounters.

Allow for ceremonies. As lame as your going-away dinner may seem, it's not all that bad. Such rituals allow you to recognize the worth and impact of your experience. Plus, there may be the promise of a free meal, usually with adoring friends and family – and who could deny that?

End on a high note. Just because you are quitting your job or leaving high school doesn't mean you should slack off. I know that senioritis is a potent and contagious disease, but with minimal effort you can still pull off something better than a fat ugly F and a seat in a summer school class.

Arrive refreshed for the next step. While I already advise you not to focus on the negative, there is no need to grovel in memories of the good ol' days either. Get enthusiastic; a new and exiting experience awaits you. In the words of the good Dr. Seuss, “Oh the places you'll go.”

So, to conclude this column, I will end with a list of platitudes (I apologize in advance for my sappiness). Take things with a grain of salt. Have fun. Follow your heart.

Letter to the Editor: Super Stop and Shop

Dear Editor,

The past two issues of *The Schreiber Times* have included articles about the new Port Washington Super Stop & Shop. The first, a feature article, voiced concern over a loss of our sense of community and the impact of a large supermarket chain on small local businesses. The second, on one of the opinion pages, termed the store monstrous and, at the same time, ordinary, as if it were no different from every other strip mall on Long Island. As the job coach for the developmentally delayed students here at Schreiber, and as a Port Washington resident and consumer, I would like to add another perspective, and clear up a few discrepancies presented in the articles.

The first sign announcing the new Super Stop & Shop was posted in May 2003. The opinion article indicates that there was a veil of secrecy concerning what was being built, but this sign, posted almost a full year before the store opened, clearly indicates otherwise. The construction took place behind fences for security and safety reasons, not secrecy.

When I first saw the sign, I was elated. I knew from a colleague in another district that Stop & Shop had a very strong program for hiring adults with special needs, adults very similar to the teenage students I work with here at Schreiber. That was an important piece that was missing from our program. While community businesses were very helpful in accepting these students as volunteers, I knew that



economic restraints would make it very difficult for any of the small businesses to hire one of these students in a paying position. Having worked for several years in the training department of a large supermarket chain, I knew what a valuable vocational experience a large store could provide in addition to the social interaction with customers and co-workers. I immediately sent a letter to their Human Resources department to find out more information concerning their program.

In November 2003, a new sign displayed days and hours for the hiring office. I stopped in to introduce myself to the Customer Service Manager, Joyce Busnardo. Thus began a very beneficial relationship between Sch-

reiber High School and Stop & Shop. They have wholeheartedly welcomed our developmentally delayed students and allowed us open access to a truly wonderful vocational experience. From the store manager, Paul Niewierowski, to each department manager, to all part-time employees, we have been made to feel comfortable and secure. As a company, Stop & Shop is a strong proponent of hiring special needs adults, allowing a number of local special needs adults to find employment at their store.

From a Port Washington consumer's point of view, I appreciate having a choice between two full-service supermarkets in town. By offering an alternative, Stop & Shop has created

a healthy competition with King Kullen to offer better prices and sales. From a Port Washington resident's point of view, I am happy with the commercial development of this parcel of land. Oil tanks previously occupied this site, and once they were dismantled, it was an unkempt and overgrown property directly across the street from a picturesque view of Manhasset Bay. Compared to this, I would hardly consider the new shopping center monstrous. It is extremely well maintained, attractively landscaped, and set far back from the busy Shore Road. The "Baywalk" across the street has not yet been completed, but once it is, it will be a short walk from various parking areas, and there are traffic lights and crosswalks for crossing safely at intervals all along Shore Road.

In terms of Stop & Shop's impact on local competitors, small businesses throughout Port Washington offer unique products and services, as well as "main street" convenience, but, as a rule, people are not doing their weekly grocery shopping there. Furthermore, the small businesses in the Delco Shopping Center benefit from the increased customer traffic.

Of course, not everyone will agree with me about the new Super Stop & Shop, but I certainly appreciate the opportunity to explain how I feel. It is always good to hear both sides of the story.

Pat Baglio
Job Coach/TA - Special Education

Ronald Reagan dies at 93

Last week, after suffering from Alzheimer's disease for a decade, the United States' fortieth president, Ronald Reagan, died at the age of ninety-three. *The Schreiber Times* acknowledges how Reagan was a recognizable figure through the majority of the twentieth

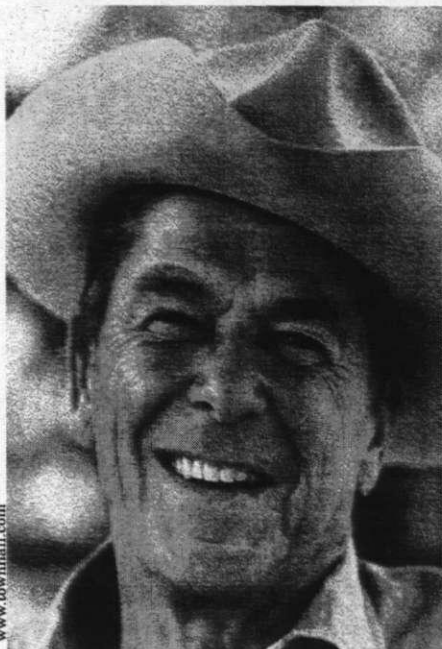
Iowa," Reagan became an American icon through his film career, during which he also met his wife, Nancy.

Reagan had deep admiration for the strong and noble leadership of Franklin Roosevelt. It influenced him to start a political career, and, in 1966, he was elected governor of California. His time as governor was a controversial one, as he served during the flower power movement in the Bay Area and other parts of California. While losing the nomination for president several times, Reagan finally won it in 1980, and took Jimmy Carter out of the White House.

During Ronald Reagan's eight years as president, his policies faced extreme criticism, but his personality and passion for his country was always admired. His oratory skills and his ability to connect with the public were strengths both his friends and foes appreciated.

As both a president and a man, Ronald Reagan will always be remembered for his charm and commitment to our country. Last week, a Reagan's speechwriter said on *Meet the Press*, "You knew Reagan was coming in the halls of the White House because suddenly you would hear laughter. That's how you knew the boss was on his way."

~Opinions staff



President Ronald Reagan, here in one of his hallmark poses, fought with Alzheimer's for the last ten years of his life.

century, even from his start as a sports announcer on the WHO station in Des Moines, where he lifted Iowan spirits during the Great Depression. After being known as the "only happy man in

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EDITORIALS

Violence/Vandalism

Over the past year, Schreiber has accomplished many things. We had an astounding eight Intel semi-finalists, an undefeated Model UN team, and an Academic Decathlon state championship. Despite these wonderful accomplishments, things have happened within Schreiber's walls that were not so admirable. Throughout the past year, Schreiber has been forced to deal with a great amount of violence, vandalism, and theft. Such acts were not only detrimental to individuals, but also counterproductive to everything that Schreiber's staff and students work towards every year. We at *The Schreiber Times* feel that students must take it into their own hands to start next year at school with a safe and positive atmosphere.

When stories of violence within school are shown on the news, we at Schreiber often turn our heads because there is no violence at Schreiber, right? Wrong. Violence has occurred throughout the year here, and has ranged from fights outside to more recently, a stabbing at Monfort. Obviously, violence is an issue at Schreiber, and should not be seen as a joke. Students should not have to feel that coming to school could endanger their safety. Fighting gives our school a bad reputation, which gives parents and community members a reason to look past the accomplishments that students, athletic teams, and clubs make on a daily basis.

The issue of vandalism is one that has been especially relevant due to the ongoing construction at Schreiber. All students want new classrooms and more space in the cafeteria, yet we are unwilling to protect our investments. This was most clear when seniors wrote obscenities all over the windows of the newly built cafeteria as a senior prank. Not only was the prank simply not funny and pointless, it cost Port Washington tax payers money.

Theft has also been a major problem at Schreiber that has been addressed by *The Schreiber Times* before. As responsible young adults, we should be living by responsible principles. If a student finds something that is not theirs, they should return it to the office to be put in the lost and found. Break-

ing into someone's locker and taking things from it is not appropriate behavior. There is no reason that the gym locker room should have to be locked after class begins so that people can feel that their personal items are safe and secure. It is an unnecessary inconvenience for the gym teachers and for students as well.

The Schreiber Times feels that it is the job of the student body to take responsibility for its actions. Violence, vandalism, and theft should not, and will not, be tolerated in a high school environment.

Roslyn Financial Scandal

In the fall of 2002, the Roslyn School District discovered that Chief Financial Officer Pamela Gluckin stole \$250,000 from the district's total funds. Ms. Gluckin then repaid the money and was allowed to resign quietly, without the information revealed to the community. In February, an anonymous letter spurred an investigation by the district attorney. It turns out that \$250,000 was only the tip of the iceberg.

Ms. Gluckin has been accused of embezzling more than \$1 million over the course of her career. The school district has also discovered that a further \$7.8 million has been questionably spent, though some of it may have been for legitimate school costs. In addition to that overwhelming sum, the district is looking into several Jeeps and phones given to employees that were purchased without school board approval. Curiously, Harvey Gluckin, husband of the former financial administrator, worked as a salesman in the area where the Jeeps were purchased.

As the investigators delved more deeply, they found that popular Superintendent Frank Tassone had also been exploiting the district's funds. This came as a surprise to many, because Mr. Tassone had been both a respected and trusted official. However, he was still suspended when the Roslyn District uncovered that he paid Stephen Signorelli's company, WordPower, \$800,000. Charles Piemonte, the Assistant Superintendent of the district has been called upon to tentatively replace Mr. Tassone. Amidst all this corruption, the Roslyn school budget failed for the first time in twenty years.

Paul Vitello, a *Newsday* writer, commented on the situation in one of his articles. A resident of Roslyn, Mr. Vitello admitted that he felt guilty for not attending any Board meetings, voting in any elections, or being responsible for the educational system in his town. Although the corruption is not a direct result of the lack of societal participation, greater awareness would have prevented the matter in the first place.

Other residents took a different approach. Mindy Finestone says that "obviously, [the school] can operate with less funds." This is a tricky assumption. The school district needs money to fund all its programs, and when it cannot allocate such money, certain areas will be affected. Lisa Butler, however, gets the point: "I bet you if they stopped stealing money, they'll have money for what they need." The scandal has caused a backlash against education, which in turn caused their proposed budget to fail. Corruption anywhere affects not only the guilty individuals, but also the education of all students in the district.

As we look to adults in our community as role models, it is disheartening to hear that they are capable of such acts. We at *The Schreiber Times* condemn this behavior, and hope that we can grow as a community in the wake of such a scandal. Furthermore, we should actively promote a society in which people are respectful of their peers and surroundings.

The "honor code" we learn in kindergarten does not only apply to young children. Everyone is responsible for his or her actions and words, including adults.

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EIC FAREWELL

The 2003-2004 Editors-in-Chief, Mea and Robert, would like to use the last issue of the year to personally thank all of the people who made *The Schreiber Times*' fifty-fourth year of publication possible. To our advisers, Ms. Pellett and Ms. Zarkh, thank you for all of your support and the constant laughs. Thanks to Ms. Pellett, who has taught us the importance of transportation construction, specifically bridges, and to Ms. Zarkh, whose contagious laugh has made Saturday hours fly. Thanks to the custodial staff, especially Santos, who have always been there for us with a set of keys and a pleasant smile. To the staff -- thanks to Graphics (ie: Deena, Dan Kenger...and Ray) for all of the last minute graphics. Thanks to Photo for waking up early to take pictures and for continuing to keep the paper non-racist. Thanks to the frisbee team, a.k.a. Computer Managers, for staying athletically fit. Thanks to the Sports section for reminding us how to spell ("illiterate," guys...) and for expanding the computer's usage to more than simply InDesign, but to UnRealTorment also. Thanks to A&E for making life easier for the rest of us by looking so much alike (Sam's proud of his boys). Thanks to Features for actually talking to students who aren't on the staff and for shortening the "Top 10...er 9" list. Thanks to Opinions for keeping up the controversy. Thanks to News for maintaining the *news* status of our newspaper. Thanks to Copy for being there, and to Managing for your endless humor.

As a staff we have gone through a lot-- burning MacLabs, badger attacks, and battles with nature, yet we have come out victorious by sticking together and laughing off all of these bizarre incidents as the nights grew longer, the friendships stronger, and our days as a staff came to an end. Best of luck to next year's editors...keep smiling!

Times Policy Statement

The Schreiber Times' primary purpose is to inform its readers of events, issues, and ideas affecting Schreiber High School. *The Times* also serves as an open forum in which members of the Schreiber community may express their ideas and opinions.

The Times will report all news accurately, honestly, and fairly. We will not give preference to any group or individual. We will respect the rights of all information sources and any errors will be corrected promptly.

We will print submitted materials on the basis of their quality and significance as determined by the editors of this publication. The editors reserve the right to print, refuse to print, or return any submitted materials. The editors also reserve the right to edit any submitted articles.

We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libelous, or contain unfounded charges. *The Times* reserves the right to shorten letters if doing so does not alter their meaning, and to choose a representative letter from a group of related ones. Letters do not necessarily reflect the opinions of the editors. We will not print any anonymous letters.

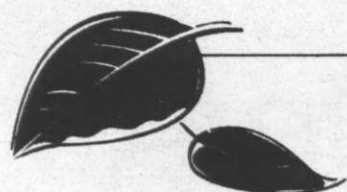
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| FORMAL MAKE-UP APPLICATION | 50.00 |

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| LIPWAX | 6.00 |
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| CHIN | 6.00 |
| NECKLINE | 8.00 |
| HALF ARM | 15.00 |
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| BRAZILIAN BIKINI WAX | 30.00 |
| HALF LEG | 15.00 |
| FULL LEG & BIKINI | 30.00 |
| HALF LEG & BIKINI | 20.00 |
| UNDER ARMS | 10.00 |
| STOMACH | 8.00 |
| MEN BACK | 35.00 |

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| | |
|---------------------|-------|
| DEEP PORE CLEANING | 40.00 |
| BACK & NECK MASSAGE | |
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| 30 MIN. | 35.00 |

FEET

| | |
|-----------------------------|-------|
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| FRENCH PEDICURE | 22.00 |
| SPA PEDICURE WITH EXFOLIATE | 25.00 |
| POLISH CHANGE | 10.00 |
| PEDICURE WITH REFLEXOLOGY | |
| 10 MIN | 30.00 |
| REFLEXOLOGY 20 MIN | 20.00 |



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Akhter, Shobham
Alaimo, Rosie
Alkan, Bigof
Allen, Jesse
Alvarez, Sandra
Ansel, Jana
Anyarin, Martha
Aprin, Dorra
Arsenault, Kristen
Avila, Cesar
Azarnejad, Chris
Bain, Dara
Barbasch, Adrienne
Bares, Alanna
Barkai, Rebecca
Barrera, Elisabeth
Bellino, Michael
Benavides, Ana
Bensen, Elaine
Bernat, Luis
Bick, Adam
Biroi, Alkan
Blake, Samantha
Bloom, Joshua
Bollerman, Anne
Boroumard, Kevin
Bowle, Taylor
Bramante, Edward
Branstadter, Rachel
Brot, Alexander
Buglist, Nicholas
Busamante, Elizabeth
Butler, Meredith
Cahn, Catherine
Calle, Gabriel
Carligiani, James
Carlson, Susanna
Carron, Adam
Castellon, Rosa Elizabeth
Cerga, Paulina
Chatterjee, Ritesh
Chen, Bryan
Chiu, Kok Yan
Choe, Christine
Choi, Jun Young
Chun, Arum
Chung, Jessica
Chusid, Jennifer
Cohen, Brandon
Cohen, Trevor
Comentale, Frank
Condi, Chiara
Contractor, Sanoma
Corteselli, Alexandra
Cosolito, Christopher
Costa, Lauren
Curci, Robert
D'Agostino, Alfred
David, Angelina
Davies, Kevin
Davis, Adam
Davis, Regina
Del Castillo, Santiago
De Stefano, Gina
DeLuca, Karen
DeMeo, Nicole
DePouli, Laura
DeSalvo, Nicholas
Di Lucia, Danielle
Diakow, Marta
Diamantakis, George
Diaz, Emilio
Diaz, Francisco
DiStefano, Kristin
Doytchinov, Boyan
Dumpson, Chantal
Dumpson, Frederick
Echeverria, Gerson
Effertz, Catherine

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SUNY Purchase
SUNY Binghamton
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Undecided
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Egashira, Midori
Eichner, Samuel
Ekrami, Amirhadi
Elicks, Lauren
Espinoza, Karen
Eull, Michael
Falconer, Scott
Farhadian, Joshua
Ferrucci, Stefano
Fleming, Christopher
Forman, Jane
Fradelakis, Joseph
Frank, Jesse
Frappaolo, Genna
Frey, Aron
Fuentes, Luis
Fukuda, Yusuke
Furino, Michael
Gabielli, Stefano
Garnell, Ashley
Gannon, Robert
Garcia, Jose
Garg, Aapta
Geiger, Matthew
Gibaldi, David
Gibbons, Alison
Gil, Danielle
Gill, Amit
Glickman, Jonathan
Gogna, Ashika
Gold, Robyn
Goode, Bryan
Grande, Stephen Jr.
Grogan, Robert
Haberman, Brett
Hafer, Shane
Halpern, Kelly
Hare, Ryan
Hassan, Saad
Hehir, Jacqueline
Hernandez, Juan
Hetherington, Richard
Higurashi, Shohei
Hiller, Gregory
Hirschhorn, Jeremy
Holzer, Stephanie
Honig, Daniel
Horvilleur, Christopher
Hugurashi, Shobham
Ishikawa, Oki
Islam, Aminul
Iyer, Kesh
Jakim, David
James, Ira Jr.
Jikko, Yuichi
Jin, Sung Jun
Kammerman, Marisa
Kasle, Jeremy
Kaufmann, Michael
Kearney, Brendan
Keene, Daniel
Kenger, Daniel
Khizar, Waqas
Kim, Cho Long
Kim, David
Kim, Dong Hyun
Kim, Hae Min
Kim, Hye Jin
Kim, Min Ah
Kim, Min Young
Kim, Tae-Hyun
Kirov, Stefan
Kirsch, Stacy
Kitley, Christopher
Klang, Keith
Klement, Daniel
Koo, Tiffany
Kornblau, Michelle
Kostallas, John Michael
Kropacz, Lauren
Kume, Maria
Kumra, Shveta
Kunita, Yu

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Not Available
University of Hartford
Middlebury College
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Nassau Community College
Vassar College
Not Available
SUNY Oswego
Nassau Community College
Skidmore College
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Hamilton College
Employment
Wagner College
Johnson and Whales University
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Indiana University
Haverford College
Long Island University - C.W. Post
SUNY Oneonta
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Nassau Community College
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Manhattan Community College
University of Colorado
University of Maryland
Lynn University
Norwich University
CUNY New York City
New York University
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SUNY Binghamton
SUNY New Paltz
Not Available
Undecided
SUNY Stony Brook
Syracuse University
George Washington University
University Technical Institute
SUNY Albany
University of Colorado
University of Michigan - Ann Arbor
Undecided
SUNY Stony Brook
St. John's University
University of Wisconsin - Madison
Queens College
University of Rochester
Undecided
Undecided
University of Michigan - Ann Arbor
Case Western Reserve University
Towson University
NPI Auto Tech. School
SUNY New Paltz
Nassau Community College
Boston College
University of Michigan
Undecided
Undecided
Washington University in St. Louis
Boston University
Japan

uation for '04 seniors?

Kut-Reg

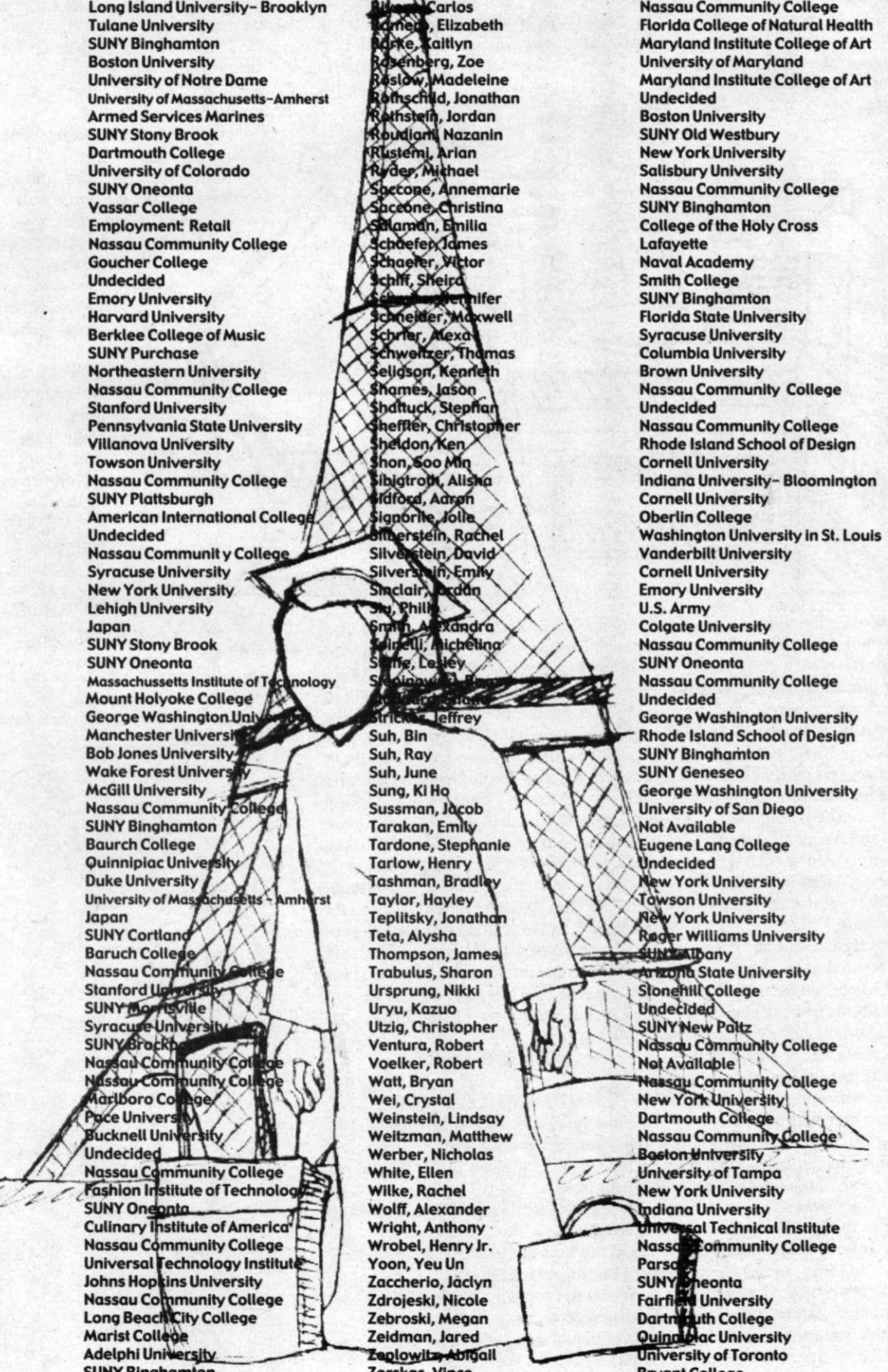
Rei-Z

Kutner, Michael
 Labanca, Joseph
 Lam, Stella
 Landis, Brittany
 Langley, Victoria
 Lazarovic, Jesse
 Lee, Ji Hyun
 Lee, Kimberly
 Lee, Soung Yoon
 Leptourgos, Andreas
 Levering, Matthew
 Levine, Amanda
 Lezcano, Pablo
 Lincoln, Rachel
 Lindenbaum, David
 Lipkins, Zachary
 Lipson, Beth
 Livingston, Melissa
 Lopilato, Ashley
 Louie, Patrick
 Lovens, Jessica
 Luc-Say, Marbin
 Maiman, Melanie
 Malone, Andrew
 Mancini, Michelle
 Mannion, John
 Maraboli, Allison
 Maraboli, Luisa
 Marmor, Nicholas
 Marten, Samantha
 Marx, Jacqueline
 Matinale, Anthony
 Maura, Jacqueline
 May, Nicholas
 McManus, Jacquelyn
 Menzel, Aaron
 Miglietta, Richard
 Mikki, Mika
 Miler, Roy
 Millillo, Jenna
 Minato, Eri
 Mintz, Alexander
 Miraglia, Paul
 Mirzoeff, Samantha
 Mittler, Karen
 Moazami, Saman
 Moore, Duncan
 Moore, Lindsey
 Moran, Brian
 Morgenroth, Daniel
 Morris, Brian
 Mott, Alexander
 Mujuru, Ngonidzaishe
 Murphy, Elizabeth
 Nazryan, Uri
 Newmark, Katie
 Nishioka, Ryosuke
 Nordstrom, Jenna
 Orelanna, Sergio
 Ospina, John
 Otte, Amanda
 Park, Soon-ho
 Peckelis, Scott
 Pena, Lisette
 Pena, Rossana
 Pereira, Jasmin
 Peres, Anushka
 Petkovic, Milan
 Pieper, Christopher
 Pineda, Marvin
 Pineda, Sussan
 Pisanik, Daniela
 Pita, Casey
 Pita, Jesse
 Prudente, Michael
 Pymm, Jessica
 Raja, Vikram
 Ramirez, Mindy
 Rappaport, Sam
 Rashti, Sarah
 Record, Phyllis
 Regan, Jennifer

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 SUNY Binghamton
 Long Island University-- Brooklyn
 Tulane University
 SUNY Binghamton
 Boston University
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 SUNY Stony Brook
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 University of Colorado
 SUNY Oneonta
 Vassar College
 Employment: Retail
 Nassau Community College
 Goucher College
 Undecided
 Emory University
 Harvard University
 Berklee College of Music
 SUNY Purchase
 Northeastern University
 Nassau Community College
 Stanford University
 Pennsylvania State University
 Villanova University
 Towson University
 Nassau Community College
 SUNY Plattsburgh
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 Nassau Community College
 Syracuse University
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 SUNY Stony Brook
 SUNY Oneonta
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 Manchester University
 Bob Jones University
 Wake Forest University
 McGill University
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 SUNY Binghamton
 Baurch College
 Quinnipiac University
 Duke University
 University of Massachusetts--Amherst
 Japan
 SUNY Cortland
 Baruch College
 Nassau Community College
 Stanford University
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 Syracuse University
 SUNY Brockport
 Nassau Community College
 Nassau Community College
 Marlboro College
 Pace University
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 Undecided
 Nassau Community College
 Fashion Institute of Technology
 SUNY Oneonta
 Culinary Institute of America
 Nassau Community College
 Universal Technology Institute
 Johns Hopkins University
 Nassau Community College
 Long Beach City College
 Marist College
 Adelphi University
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Reid, Jamal
 Reilly, Joseph
 Reinhard, Hannah
 Rich, Jessica
 Riquelme, Pamela
 Riscovanca
 Rivera, Carlos
 Roman, Elizabeth
 Rourke, Caitlyn
 Rosenberg, Zoe
 Roslow, Madeleine
 Rothschild, Jonathan
 Rothstein, Jordan
 Roudjian, Nazanin
 Rustemi, Arian
 Ryder, Michael
 Saccione, Annemarie
 Saccione, Christina
 Salaman, Emilia
 Schaefer, James
 Schaefer, Victor
 Schiff, Sheila
 Schmitt, Jennifer
 Schneider, Maxwell
 Schrier, Alexa
 Schweitzer, Thomas
 Sellison, Kenneth
 Shames, Jason
 Shattuck, Stephan
 Sheffler, Christopher
 Sheldon, Ken
 Shon, Soo Min
 Sibigron, Alisha
 Siford, Aaron
 Signorile, Jolie
 Silberstein, Rachel
 Silberstein, David
 Silverstein, Emily
 Slaughter, Jordan
 Sui, Phil
 Smith, Alexandra
 Solimelli, Michelina
 Spivey, Leley
 Spivack, Daniel
 Spivack, Jeffrey
 Suh, Bin
 Suh, Ray
 Suh, June
 Sung, Ki Ho
 Sussman, Jacob
 Tarakan, Emily
 Tardone, Stephanie
 Tarlow, Henry
 Tashman, Bradley
 Taylor, Hayley
 Teplitsky, Jonathan
 Teta, Alysha
 Thompson, James
 Trabulus, Sharon
 Ursprung, Nikki
 Uryu, Kazuo
 Utzig, Christopher
 Ventura, Robert
 Voelker, Robert
 Watt, Bryan
 Wei, Crystal
 Weinstein, Lindsay
 Weitzman, Matthew
 Werber, Nicholas
 White, Ellen
 Wilke, Rachel
 Wolff, Alexander
 Wright, Anthony
 Wrobel, Henry Jr.
 Yoon, Yeu Un
 Zaccherio, Jaclyn
 Zdrojeski, Nicole
 Zebroski, Megan
 Zeidman, Jared
 Zepowitz, Abigail
 Zorskas, Vince

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 University of Florida
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 Undecided
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 Nassau Community College
 Florida College of Natural Health
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 University of Maryland
 Maryland Institute College of Art
 Undecided
 Boston University
 SUNY Old Westbury
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 Salisbury University
 Nassau Community College
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 College of the Holy Cross
 Lafayette
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 Smith College
 SUNY Binghamton
 Florida State University
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 Columbia University
 Brown University
 Nassau Community College
 Undecided
 Nassau Community College
 Rhode Island School of Design
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 Cornell University
 Oberlin College
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 Nassau Community College
 Undecided
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 Eugene Lang College
 Undecided
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 New York University
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 Parsons
 SUNY Oneonta
 Fairfield University
 Dartmouth College
 Quinnipiac University
 University of Toronto
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Education for '04 seniors?

Kut-Reg

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Gutner, Michael
 Habanica, Joseph
 Ham, Stella
 Harandis, Brittany
 Hargreaves, Victoria
 Hazzarovic, Jesse
 Hee, Ji Hyun
 Hee, Kimberly
 Hee, Soung Yoon
 Hektourgos, Andreas
 Hevering, Matthew
 Hevine, Amanda
 Hezzano, Pablo
 Heincolin, Rachel
 Heindenbaum, David
 Hejpkins, Zachary
 Hejpson, Beth
 Hejvingston, Melissa
 Hejopilato, Ashley
 Hejpaie, Patrick
 Hejovens, Jessica
 Hejuc-Say, Marbin
 Hejaiman, Melanie
 Hejalone, Andrew
 Hejancini, Michelle
 Hejannion, John
 Hej araboli, Allison
 Hej araboli, Luisa
 Hejarmor, Nicholas
 Hejarten, Samantha
 Hej arx, Jacqueline
 Hej atinale, Anthony
 Hej aura, Jacqueline
 Hej ay, Nicholas
 Hej cManus, Jacquelyn
 Hej enzel, Aaron
 Hej glietta, Richard
 Hej ki, Milka
 Hej ler, Roy
 Hej lillo, Jenna
 Hej nato, Eri
 Hej ntz, Alexander
 Hej raglia, Paul
 Hej rzoeff, Samantha
 Hej ttler, Karen
 Hej bazami, Saman
 Hej bore, Duncan
 Hej bore, Lindsey
 Hej bran, Brian
 Hej brgenroth, Daniel
 Hej orris, Brian
 Hej st, Alexander
 Hej juru, Ngonidzaishe
 Hej rphy, Elizabeth
 Hej rryan, Uri
 Hej wmark, Katie
 Hej ihioka, Ryosuke
 Hej rdstrom, Jenna
 Hej elanna, Sergio
 Hej pina, John
 Hej e, Amanda
 Hej rk, Soon-ho
 Hej ckelis, Scott
 Hej na, Lisette
 Hej na, Rossana
 Hej reira, Jasmin
 Hej es, Anushka
 Hej kovic, Milan
 Hej per, Christopher
 Hej eda, Marvin
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 Hej ani, Daniela
 Hej i, Casey
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 Hej dente, Michael
 Hej nm, Jessica
 Hej a, Vikram
 Hej nirez, Mindy
 Hej paport, Sam
 Hej hti, Sarah
 Hej ord, Phyllis
 Hej an, Jennifer

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 Long Island University- Brooklyn
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 SUNY Oneonta
 Vassar College
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 SUNY Purchase
 Northeastern University
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 Pennsylvania State University
 Villanova University
 Towson University
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 SUNY Plattsburgh
 American International College
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 Nassau Community College
 Syracuse University
 New York University
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 Mount Holyoke College
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Reid, Jamal
 Reilly, Joseph
 Reinhard, Hannah
 Rich, Jessica
 Riquelme, Pamela
 Riscobanca
 Rivera, Carlos
 Risher, Elizabeth
 Rorke, Caitlyn
 Rosenber, Zoe
 Roslow, Madeleine
 Rothschild, Jonathan
 Rothstein, Jordan
 Roudjani, Nazanin
 Rustemi, Arian
 Ryder, Michael
 Saccone, Annemarie
 Saccone, Christina
 Salaman, Emilia
 Schaefer, James
 Schaefer, Victor
 Schiffr, Sheira
 Schindler, Jennifer
 Schneider, Maxwell
 Schrier, Alexa
 Schweitzer, Thomas
 Seligson, Kenneth
 Shames, Jason
 Shattuck, Stephen
 Sheffler, Christopher
 Sheldon, Ken
 Shon, Soo Min
 Sibigiroh, Alisha
 Walford, Aaron
 Signorile, Jolie
 Silberstein, Rachel
 Silverstein, David
 Silverstein, Emily
 Sinclair, Jordan
 Sja, Phill
 Smith, Alexandra
 Spinelli, Michellina
 Spivey, Lealey
 Spriano, Frank
 Spriano, Frank
 Strickland, Jeffrey
 Suh, Bin
 Suh, Ray
 Suh, June
 Sung, Ki Ho
 Sussman, Jacob
 Tarakan, Emily
 Tardone, Stephanie
 Tarlow, Henry
 Tashman, Bradley
 Taylor, Hayley
 Teplitsky, Jonathan
 Teta, Alysha
 Thompson, James
 Trabulus, Sharon
 Ursprung, Nikki
 Uryu, Kazuo
 Utzig, Christopher
 Ventura, Robert
 Voelker, Robert
 Watt, Bryan
 Wei, Crystal
 Weinstein, Lindsay
 Weitzman, Matthew
 Werber, Nicholas
 White, Ellen
 Wilke, Rachel
 Wolff, Alexander
 Wright, Anthony
 Wrobel, Henry Jr.
 Yoon, Yeu Un
 Zaccherio, Jaclyn
 Zdrojeski, Nicole
 Zebroski, Megan
 Zeldman, Jared
 Zepowitz, Abigail
 Zorskas, Vince

Nassau Community College
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 University of Massachusetts-Amherst
 Undecided
 School of Visual Arts
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 Florida College of Natural Health
 Maryland Institute College of Art
 University of Maryland
 Maryland Institute College of Art
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 New York University
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 Smith College
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 Colgate University
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 Nassau Community College
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 George Washington University
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 SUNY Geneseo
 George Washington University
 University of San Diego
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 Eugene Lang College
 Undecided
 New York University
 Towson University
 New York University
 Roger Williams University
 SUNY Albany
 Arizona State University
 Stonehill College
 Undecided
 SUNY New Paltz
 Nassau Community College
 Not Available
 Nassau Community College
 New York University
 Dartmouth College
 Nassau Community College
 Boston University
 University of Tampa
 New York University
 Indiana University
 Universal Technical Institute
 Nassau Community College
 Parsons
 SUNY Oneonta
 Fairfield University
 Dartmouth College
 Quinnipiac University
 University of Toronto
 Bryant College

Schreiber students reflect on

BY Gulus Emre
Asst. Features Editor

9 Thank goodness for summer vacation. Now that the year is over, all the students of Schreiber High School have two leisurely months to kick back without worrying about tests, books, or teacher problems. Even though I'm sure no one would like to focus on our journey through the school year, but rather the adventures that lie ahead this summer, time should be taken to comment on the year that we all have finally completed.

As a freshman, this year has definitely been a big change. More unstructured time, more responsibilities, and more homework have really been a big part of my life, as well as of the lives of most freshmen. No more "babying." We are accountable for our actions. Now we realize that many things we do and don't do in high school will have a more serious bearing on our futures than they did in middle school. In many ways, high school is exactly how it was described to us in Weber: more work, less sleep (the official bedtime has been moved from 11p.m. to 1a.m.), and much more unstructured time.

But in certain ways, freshman year wasn't what I was expecting at all. There were no serious "Freshman Friday" cases, and the upperclassmen, far from being frightening and difficult to deal with, were genuinely helpful and supportive. In addition, I did not think that we would be given as much of a choice about the directions of our studies as we actually were. I thought that art classes would be mandatory, and we would attend core

“As a freshman, the high school atmosphere is amazing; very adaptable, with everyone eventually finding their own niche.”

classes everyday. However, that was not the case.

Not only was art optional, but there were so many branches of it that many freshmen wanted to sign up for more than one class. You could get into photography, painting, sculpture, jewelry making, and many other creative choices. In science, you could choose from different electives, such as genetics, zoology, and marine biology. The freedom to structure our schedules any way that we wanted was a great aspect of freshman year. In addition to having more self-expression through the classes that we chose, we could also accentuate our interests through various clubs that Schreiber offers.

Schreiber has many clubs that allow freshman to express our individuality, from the Gay-Straight Alliance and the Yearbook club, to the Debate team and

the *Schreiber Times*. People have more outlets to show what they're interested in, and to what they wish to dedicate their free time.

Another uplifting surprise when entering high school was the help and support coming from the teachers. We were sometimes told that the teachers in high school wouldn't "baby" us, and that we would have to really help ourselves. Although this is true to a certain extent, help is always available when you need it. The resource rooms are excellent, not only because you can receive help at any time during the day, but also because your teacher doesn't even need to be there for you to understand a difficult topic—other teachers are more than willing to answer questions.

Another new development in high school was the more friendly relationship that one can have with one's teachers. Instead of a more straightforward teacher-student atmosphere, you can actually joke with your teachers, and I find that, in most cases, a candid relationship helps forge an irreplaceable bond. This more social transaction with teachers has been increasing throughout our years at school, and many students find it a pleasant change. Along with a more amicable teacher-student relationship, student-to-student relationships have strengthened as well.

In addition to tightening old friendships, we have formed many new ones. Individuals with whom you never spoke in middle school suddenly become your new friends once you start sharing classes and off-periods with them. It is astounding how much your life can change under the influence of your new friends, because the people with whom you spend time have a heavy bearing on your attitude and perspective on life. In my case, I know that new friends really made a difference in my freshman experience.

From a freshman's point of view, I found the high school atmosphere to be very accommodating to newcomers—eventually, everyone discovered his or her own niche. Aside from all of the tests and countless quizzes that we have taken, freshman year has been a blast. And although some might not agree, we all learned a lot this year, most of which we have to retain for the years to come. But for the meantime, just relax, and enjoy the wonderful, glorious, magnificent, and superb two months of rest that lie ahead.

BY James Pyo
Contributing Writer

10 Sophomore year is just a blur of events and images—from dealing with construction for the first couple weeks (read: months) of the year, to lacrosse practice in twenty degree weather, to having pages and pages of Euro text to read for a test, plus a book critique, to an English

Moved on to *Catcher in the Rye*, we were stacking our books high.

Read a play with P. Diddy and a man named Asagai

Chem was full of jokes and random equations and formulas.

We were convinced that most of the time the teacher was confused more than us.

Math was filled with constant laughter and time-consuming stories—

I forgot all about triangles, honestly, it was pretty boring.

And, although we could write essays on existentialism,

We still weren't able to take the Euro AP test without a problem.

We had a fire drill in the snow and Blue won Sports Night.

How can we forget the goose incident and the food fight?

Went to math fairs and science competitions, we had a ball—

Won prizes with projects that didn't seem to work at all.

JV Lacrosse had an amazing season—

Eleven and three, I played well goal keeping.

It's scary to think, next year we'll be juniors—

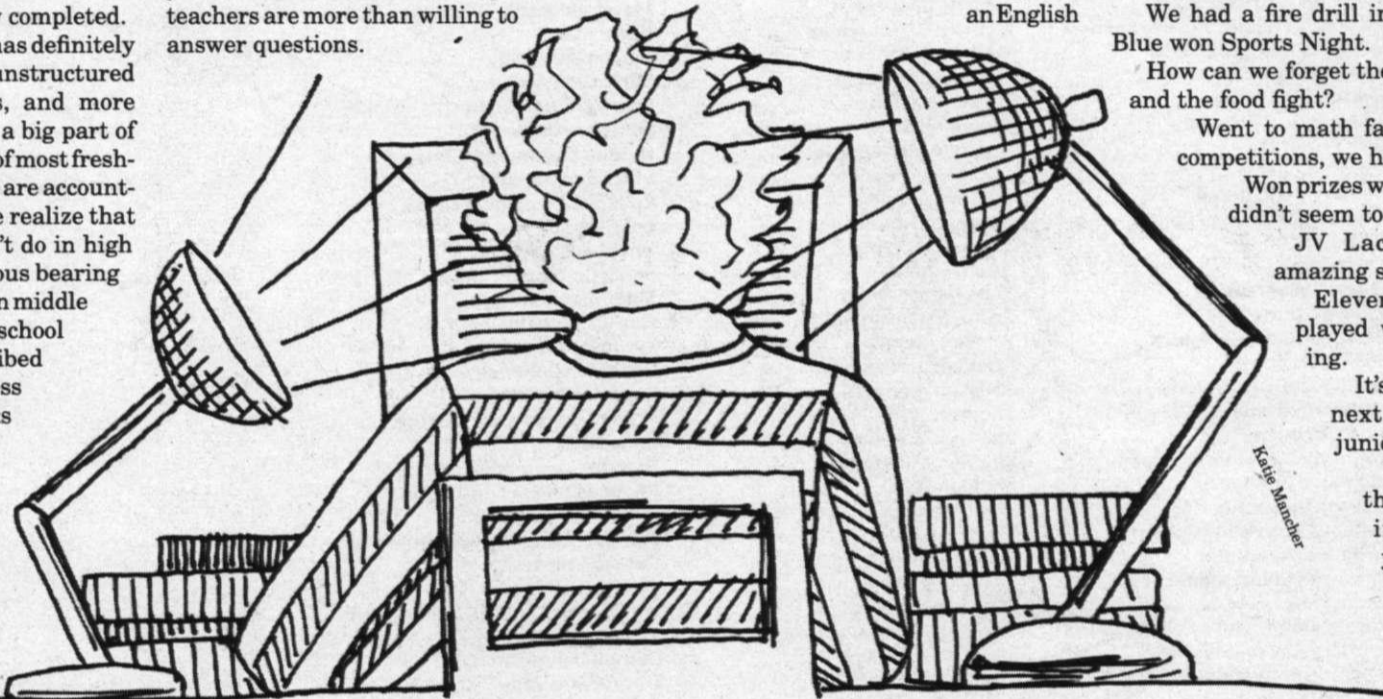
We'll be out of this school here in just a few years.

With new fears, old friends, and more responsibilities,

New worries and new things to test our abilities

We still have a lot to learn, led by Mr. Fitz.

I hope you have a good summer, class of 2006.



essay due, to math, chemistry, and Latin tests on the same day. We have learned so many lessons over the course of these past nine months. We have grown in ways that we didn't think were possible, and forged new relationships with people whom we didn't know enough about to judge. Sure, it all sounds really cliché and tacky, but it's true. There were so many new experiences this year that I almost can't put them into words. To tell you the truth, it's kind of difficult remembering all the times we had in the 2003-2004 school year. To sum up the events that I could recollect I wrote a little rhyme for you, and for those of you who remember, this is so much better than my talent show performance. So I hope you enjoy it, and good luck to everyone for the future.

James Pyo

“Raps Up the Year”

This year was full of surprises, fun times, and full chalkboards.

This year the class of 2006 became sophomores.

We came into the school year with high expectations.

By the end of the year, the teachers were testing our patience.

We were no longer freshmen; we had a little experience.

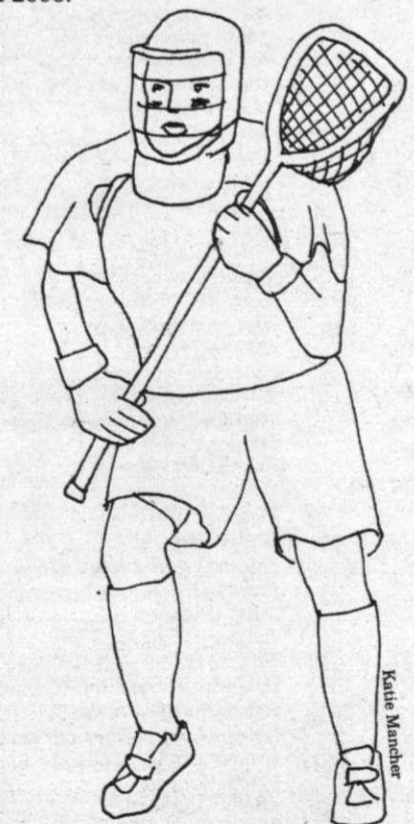
We looked so innocent—we can't be judged by our appearances.

We thought we were grown, but Dr. Banta grabbed our attention—

If we walked off campus, we got smacked with five days detention

We read about little boys stranded on a deserted island.

One got crushed by a rock, I thought it was a little violent.



For excerpts from senior graduation speeches and a senior reflection, see page 24

lessons learned in past year

by Shelby Kovant
Contributing Writer

11

“Junior year? Oh, don’t worry; it’s not as bad as you think.” I can’t count how many times I had been told this before venturing into the ordeal that was junior year. While I was going through it, I could not understand how anyone could possibly think that the year was anything less than complete and total torture. For me, the classes were more than just tough. Juggling work and extra-curricular activities took up all my energy, and making it to Portette practice in between Sports Night practice and physical therapy seemed impossible. Throughout the year, all I could do was complain about my workload and lack of time. I wasn’t the only one; friends with similar schedules joined me in my complaining. I knew all along that the items on my schedule were activities that I had chosen to do, that I wasn’t required to take all the hardest courses, be a Peer Helper Steerer, participate in Letter Club, and take dance classes. I was overwhelmed and stressed by it all. Looking back, I think I had blinders on for most of the year. It was hard to see the big picture when all I could think about was the next day’s back-to-back math and AP American tests.

But looking back, I see that the year was not so bad overall. The frustration of junior year academics didn’t teach me time management or how to cope with stress, but it did bring me closer to my peers. The year taught me that I was not alone. While, at the beginning, it seemed to me that I was always the only one working into the early hours of morning and that my work was the most grueling, over the course of the year, I slowly realized that we

“This year I reconnected with many of the people from whom I had grown away after leaving Weber. I also formed new friendships with people I had never spoken to before.”

were all going through the sort of stress and trauma about which I constantly complained. I remember during one of my near-all-nighters I glanced at my AOL Buddy List to take a break from a project

at around four in the morning. I expected to be the only person online—who else would stay up to work so hard? But, to my surprise, two of my classmates were online. Together, we whined about our pointless projects. It was a small act, but it really made a difference to me, and showed me that junior year was a challenge for everyone.

Whenever I had thought about junior year before I went through it, the first things that always came to mind were honors classes, colleges, and the one test

that made too much of a difference, the SAT. But, coming out of it, I see that this year was so much more than just a “critical” year in school. People change with time, and I inevitably grew and changed

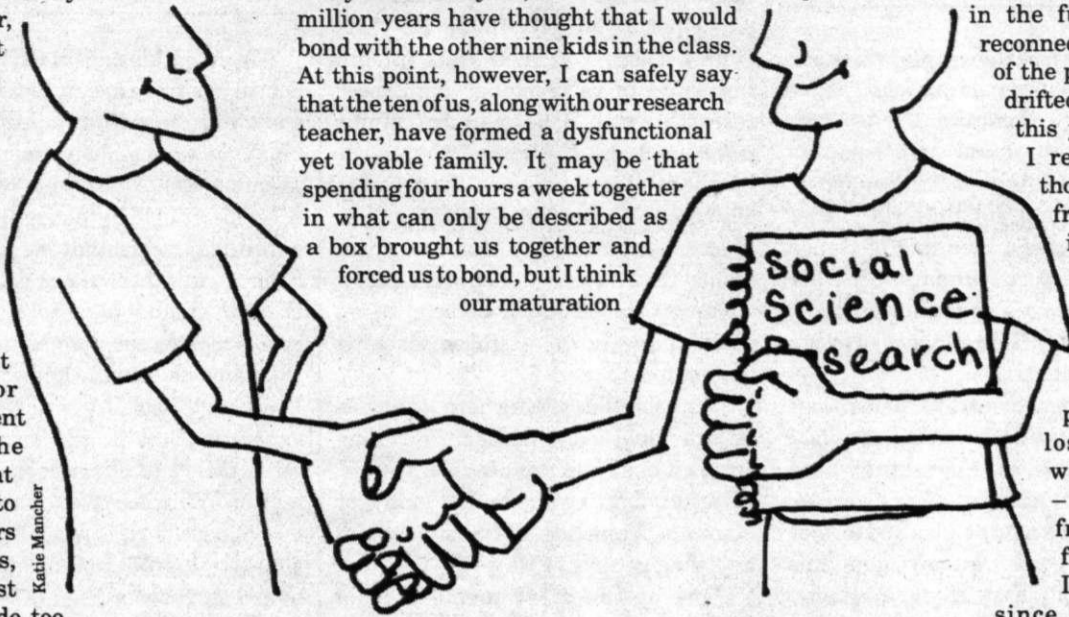
throughout the year. My relationships with classmates and teachers were transformed as I matured

and began to really see them in a different light. For instance, when I was inducted into Social Science Research at the end of my freshman year, I would never in a million years have thought that I would bond with the other nine kids in the class. At this point, however, I can safely say that the ten of us, along with our research teacher, have formed a dysfunctional yet lovable family. It may be that spending four hours a week together in what can only be described as a box brought us together and forced us to bond, but I think our maturation

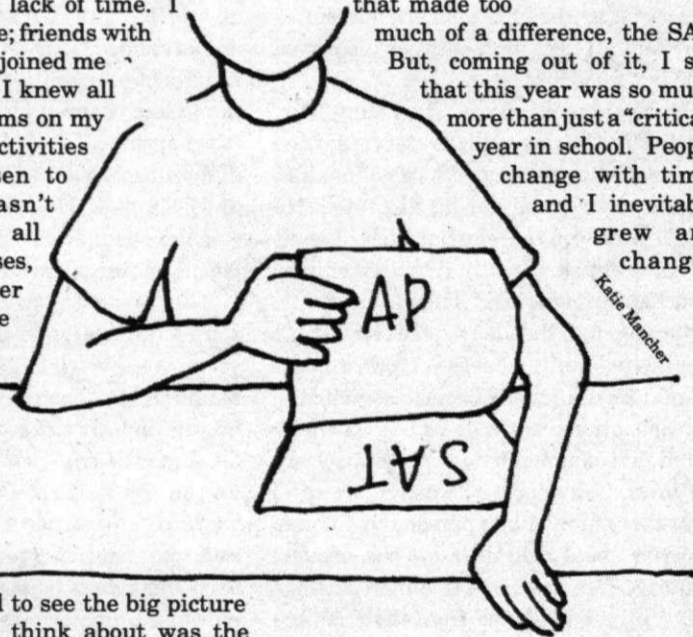
allowed us to accept each other with all our differences and quirks and let us form genuine relationships. My relationships with others changed outside the classroom as well. No matter how much I may joke about the contrary, I really did make many new friends this year. For my first two years at Schreiber, I remained in my group of best girl friends. I did not make an effort to stay close with anyone else in my grade, but rather pursued friendships with older students. Fortunately, this year I reconnected with many of the people from whom I had grown away after leaving Weber. I also formed new friendships with people I had never spoken to before. Whether I made new friends through clubs, via other friends, or simply from getting stuck sitting next to someone for five days a week in class, I feel lucky to have had so many great people come into my life this year. Still, the changes and growth that led me to make all these new friends caused me

to grow apart from some old ones. Over time, it is impossible to stay as close with everyone and still create new relationships. But I would like to think that in the future I will reconnect with some of the people I have drifted away from this year, just as I reunited with those I had been friendly with in Weber. Throughout all of this “branching out”—meeting new people and losing touch with others—my best friends, the friends whom I have had since elementary school, were there for me. Over the year we each developed as individuals but the differences that emerged between us only brought us closer. I am grateful to them and all of my friends and acquaintances for making the year so memorable.

As the year ends, I really think that our grade has become closer as a class. We experienced so much together as juniors—taking the arduous SATs, learning to drive and getting our licenses, going to Junior Prom, and thinking about colleges. I’m happy about the fact that the social clique lines have blurred and overlapped, and that we are all moving on into our senior year together. I can’t say that I look back on the year with no regrets whatsoever...I can, however, say that all I got out of this year was worth my experiences. I know that while we were in the midst of junior year, most of us could not wait for it to end, but now that we have only a limited time left together, I hope that we all truly appreciate it.



Katie Mancher



Katie Mancher

Schreiber Reflects...

“Schreiber has been a much better experience than Weber. My friends, teachers, and teammates have been a big part of my year. The environment up here is much looser. We have more freedom but also a heavier burden, because this is the time that really counts.”

-Emlyn Diakow, freshman

“I’m still recovering from the dead goose and the food fights in the cafeteria!”

-Aileen Schafer, sophomore

“It was really difficult to balance the classwork with the preparation work. It went from an interminable year to not enough time to get everything done.”

-Zach Levine, junior

“Difficult and stressful at first but very fun by the end.”

-Ray Suh, senior

Seniors share their speech spotlights

Kasle, Brandstadter and Forman reflect on their years at Schreiber

BY **Jeremy Kasle**
Contributing Writer

We must "love our principle, order our foundation, and progress our goal." Once said by Auguste Comte, a 19th century philosopher whose words can encompass our feelings today. As we sit in the shadow of our new building, we understand that it is a symbol of the meaning of things being built on a sure foundation. We are fortunate to live in a community that is devoted to the principle and goal of excellence in education.

Since the day we entered elementary school to the last class we sat in Schreiber, we, as individuals, have constantly been molding the foundation of our future, developing our own principles and formulating our own goals. We have done this through interactions with our teachers, guidance counselors, administrators and each other. . .

These men and women have been a force in molding us; whether teaching us how to create a PowerPoint presentation, making sure that we know our founding fathers, or even making us memorize the steps of the Krebs Cycle. However, most, importantly, they have also taught us lessons about life. . .

In speaking about our mentors and teachers, we must speak of Mr. Bryan Frank, who not only has influenced what I plan on studying in college, but has taught all his students so much about life, and today he is fighting for our freedom in Iraq. . .

Probably the most important event that demonstrated the depth of our friendships was when we were all sophomores on the tragic day of September 11th, 2001. I remember sitting in the third seat of the 2nd row during a second period Latin class when the announcement came over the loud speaker. Instantaneously, we all turned towards each other in a state of shock. . . We all looked for TVs to see what was going on. The cafeteria was filled with silence; I remember seeing many of my friends and our classmates frantically trying to call their parents who may have worked in that area. And as I watched all this happening I remember feeling a hand on my shoulder, the hand of someone who I never got along well with in elementary school; however, on this day he reached out to ask if I was okay. We all came together, through the tears and the silence; we reached out to each other, we respected, and most importantly, we cared. We let nothing shake our founda-

tions. . .

Another example of our class's devotion to a cause to is the overwhelming participation in The Relay For Life Walk-a-Thon, a 12 hour walk around the track to raise money for cancer research. Anne Bollerman, one of our peers, and the co-chair of the event, has been able to capture the interest of so many of us in this event. Together we were determined to raise as much money as we could to help this cause, we found something to believe in, we acted and were successful in reaching our goal.

For each of us sitting here today has an individual goal, whether it be owning our own business, running a huge corporation, fighting in the US Army, or becoming a teacher. We must never let anything get in our way. . .

One of the most memorable of these experiences took place in the beginning of this year when many of us were Grade A meat in the Slaughter of '04. The Slaughter of '04 was a term coined by the seniors who were either rejected or deferred, during the Early Decision college admissions process. The atmosphere around school for the last two weeks in December seemed to be that of a funeral home. Walking into the guidance office was like walking into an Emergency Room, where there was confusion and looks of disbelief. The ambiance in the senior hallway was extremely dismal. But we had each other and eventually we all found a place for next year and were able to celebrate as each of us moved closer to achieving our goals.

There will always be many things that will continue to shake our foundation, challenge our principles and ultimately try to prevent us from reaching our goals. However, when we face these situations, we can remember our challenges in Schreiber and how we were able to succeed. Today we conclude four magical years that were spent in one of the top high schools in the nation, not to mention one of Fox 5's top five schools in the tri-state region. Schreiber has been our home, our stomping grounds, and our institute for learning, and for all this, we will always remember Paul D. Schreiber High School.

We are all different in who we are, who we hang out with, what clothing we wear, what we are doing next year, and what we will end up doing in thirty years. But together, WE ARE THE GRADUATING CLASS OF 2004.

BY **Rachel Brandstadter and Jane Forman**
Contributing Writers

Upon thinking about what Schreiber High School has truly meant to us, and the experiences that we wanted to express on Graduation Day, we suddenly stopped and thought to ourselves, "wait, who really is Paul D. Schreiber?" Oddly enough, throughout the entire four years that we spent within the halls of our school, never did we really learn about the man this school is named for. Who is this mysterious man behind the building? Does anyone actually know?

Though Paul D. Schreiber was in fact the superintendent largely responsible for the construction of our school, it doesn't really matter. Why doesn't it matter? Though we owe him great recognition for his work, we're simply trying to communicate the idea that the actual facts about Paul D. Schreiber are not as important as the emotions and memories that we will all take with us from the school that he is named for.

In his Vietnam War novel, *The Things They Carried*, Tim O'Brien utilizes storytelling to emphasize the importance of the emotions and memories experienced during this time. He writes, "I want you to feel what I felt. I want you to know why story-truth is truer sometimes than happening-truth." This, everyone, is our main point: the idea of emotional truth versus factual truth. Factual truth concentrates only on the actual events that occurred, whereas emotional truth deals with the feelings and personal memories that a story can evoke in an individual. . . Though we can't recount every individual's personal memories and stories about Schreiber, we can use our own stories to extract the common feelings that everyone has gained from their unique experience here.

Although it was sometimes easy to get caught up in the social life of Schreiber, let's not completely forget the "main" reason our parents wanted us here: to learn. With the guidance of our teachers, the rest of the Schreiber faculty, and the endless support of our family, we were all challenged in many fields and driven to success. . . I know for myself, realizing that today our class will graduate, truly signifies the rewards that come with academic dedication. This feeling is something we all share. . .

Truly one of the most rewarding experiences for Jane and me at Schreiber High School has been my participation in the Social Science Research program. It served a dual role in my life, in that it challenged me academically, but mainly allowed me to develop friendships with individuals outside of my usual group of friends. This class, consisting of ten students, perfectly illustrates how Schreiber has offered us all an opportunity to meet such a wide range of people. . . This experience in my life demonstrates how the academic environment provided by our school encouraged all of us to meet new and different people. You've all experienced sitting in class with someone you once did not know and eventually discovering that you could form a friendship with that person. You've all grown accustomed to seeing one another in the classroom and a large amount of you

sitting here today have acquaintances or friends outside your normal group of girls or guys who you may have met doing labs in Chemistry, or writing a paper in English, or just sitting next to a new face in any class. This is the beauty of Schreiber: the eclectic mix of individuals that has allowed us to construct a wide variety of friendships throughout these past four years. The same way that friendships here have flourished inside and outside of the classroom, similar companionships have been formed through the many sports programs at Schreiber.

The sense of accomplishment that I have felt in my specific sports is parallel to those emotions of members of other teams. These emotions shared by athletes also extend beyond the field. Perhaps, if you chose a different path and participated in the drama program, for example, you do in fact have more in common with an athlete, than meets the eye. The same anxiety and anticipation that is felt by an actor before stepping into the spotlight is not unlike that felt by an athlete before "the big game." In this sense, we all had different experiences, but the emotions and feelings of these experiences are one and the same, thus bonding us in ways we might never have realized.

Clearly, with all the opportunities that were available to us during these four years, we have all forged different paths for ourselves. Though the paths of some may never have crossed, we undoubtedly all share the true Schreiber experience. For, in the spirit of Paul D. Schreiber, we have all learned that the emotions and personal memories underneath each individual person's stories, exists a deeper connection that each of us can carry with us in the future; next year, in our first year away from Schreiber, and throughout the rest of our lives. Each and every one of us, united as a class today on our day of graduation, ought to feel an overwhelming sense of pride and accomplishment. The excellence that we have all achieved is plainly visible in our halls, in the art exhibits, on the banners in the gymnasium, on the stage in the auditorium, and most of all in the faces of our graduating class and our proud family and teachers. We have all contributed and made a lasting mark on our school. Even more importantly, we have all made lasting impressions on one another, helping us to develop into who we will ultimately become. Tim O'Brien truly was right when he wrote, "What stories can do, I guess, is make things present." So although graduation implies the leaving behind of the past and the moving ahead to the new, the emotions gained from Schreiber will never be left behind because they can be found in our stories. What we hope to leave the class of 2004 with is not a memory of the specific words spoken here, but rather with the feelings evoked. This is what we hope for all of us today. CONGRATULATIONS AND GOOD LUCK TO THE CLASS OF 2004!!

CONGRATULATIONS TO THE CLASS OF 2004

The loss of Schreiber's innocence

Freshmen address the concept of a "fast-paced" adoption of smoking, drinking, and sex

BY CAELI HIGGINS AND JULIE EVANS
Contributing Writers

As you know, freshmen are usually faced with a pretty tough situation when they enter high school. They have to deal with a new school, new friends, harder classes, and the infamous bad treatment that they receive from the older grades. Although every class of freshmen goes through this experience to some degree, this year's class seems to have gotten it pretty bad. While some may say this is normal, the freshmen have had a pretty rough time. But why?

The freshmen this year are, to some people, considered a bit more "fast-paced" than previous freshman classes. Although this may be true, it's unfair to say that all other classes, when in 9th grade, did not experience the same situations or do the same things that this year's freshman did. This issue has become important, and there are many different theories and opinions addressing it. Senior Andreas Leptourgos says, "I don't think it's a fair statement to say that younger grades are more fast-paced; I just think it's a common misconception due to limited perspective, and Port is too privileged. So even though no one is promoting drugs, sex, and alcohol, it's out there and always will be, so kids need to make their own decisions in order to mature."

But the real issue is that; however fast paced and out of control this year's

class seems to be, the middle schoolers are becoming even worse. Freshman Sabrina Cutaia says, "I think that it's horrible how we're so much more advanced than all of the other grades, but even though we all know it's bad, we do it anyway because we look up to them. We started earlier because we wanted to be like them when we were younger, and we knew that's what they did. It's even worse that the kids in the middle school are doing more than we do now, in terms of sex, smoking and drinking. I think that soon, 8-year-old kids will be drinking and all that because no one does anything to stop it; no one really cares enough since we're all too lazy."

Sabrina's theory has proven to be true; every year students start to try things at younger ages, a pattern caused by every grade looking up to the next, and the drinking, drugs, and sex trend has had a sort of domino effect in schools. Many freshmen that we talked to said that the reason they started

to undertake controversial actions at a young age was because they saw older kids doing it when they were in 8th grade, and they wanted to fit in once they got into high school.



This trend has seemingly become popular with even younger grades because, at the middle school, the students' behavior is getting to be more out of control. Freshman Josh Marten says, "I think it's true that middle schoolers are more fast-paced now and that it's mostly girls trying to fit in with older guys and trying to impress them, and the 8th grade girls are just following the 9th graders." Although most people would consider this a bad situation, some don't.

Freshman Marco Scordio says, "I think it is fine that the middle school kids are doing things at a young age...it's better that they learn

and experience now, rather than later on in life when messing up really means something."

Although this information may shock some people, when you look past the stereotypes of Long Island kids, you find that 70% of high school seniors drink on weekends, and 40% smoke marijuana. These two activities are often found to lead to sexual promiscuity, drug and drinking problems, health problems, and crime activity. In recent years, this kind of behavior has become increasingly popular. Junior Anthony Platt says, "I'd say it's typical...following trends of indecency and immorality which seemed to have plagued and gripped this increasingly sexual country, and an openness and acceptance for that behavior. If you'd ask me, I see no problem with being experimental at younger ages, as long as you are ready and rational enough to handle it, and as long as you are participating in such behavior within mature relationships, with an individual whom you trust, care about, and are comfortable around. Sex, or even oral sex, with multiple partners, is a bit over the line. We've all been guilty of it at some time in our lives, but there comes a time to move forward with the progression and development of ourselves and our culture, both individually and nationally."

Now that we are faced with this new situation, it will be interesting to see how the grades progress as they move up through Schreiber.

Zahler discusses the changing age of adolescents engaging in risky behavior

BY ALYSSA ZAHLER
Contributing Writer

"Welcome to the age of un-innocence," echo the words of Carrie Bradshaw, quite possibly the most infamous of all fictional television writers. The topic of discussion in her fictitious column: SEX. Every Sunday I've sat fixed to the TV set with my girlfriends watching *Sex and the City* religiously (and yes, we all cried as the last episode aired). Enough about the show—the point is that I'm not trying to emulate Carrie Bradshaw. I'm not trying to talk about all the clichés and taboos that surround sex, nor am I one to preach, or tell people they have sinned. Innocence is a fragile thing—it is more priceless than

“I'll try it once," became "been there, done that." Some of my "not-to-do's" became proclamations of the past.

anything talked about in a MasterCard commercial. It's the one thing we should want to hold on to, but for many, it's the first thing we try to shed upon entering high school.

In eighth grade, I made a personal grocery list of all the things I would never consider doing as a teenager—sex was one of these things. But then that fateful night came, the night before my freshman year began. I didn't sleep; the racing of my heart alone was enough to keep me up all night. As I entered the fast paced highway of high school, it became increasingly challenging to adhere to my original plan. "I'll try it once," became "been there, done that." Some of my

"not-to-do's" became proclamations of the past. This couldn't have struck a better chord with my peers. I remember conversing with my friends (back when I set my initial limits) and talking about how we would remain chaste until marriage. We knew so little about sex, yet we wished to learn so much about it. This high school promise-breaking was not unique to my group of friends alone. Many girls shared a similar experience—initially making pacts to be prudent, then eventually engaging in risky activities for the first time.

As dangerous as some of the typical teenage pursuits may be, they are generally expected of socially active youths of the appropriate age. The concern is not that this is happening in general, but that it is happening too early for some teens. Everyone takes risks when they come of age, but reaching that stage in life at too early an age is unacceptable. Transforming into a high schooler in seventh grade is a major problem. My grade has gone through the stereotypical stages of "pre-teenagehood" and "teenagehood," but in a timely manner. In general, the "experimental stage" began to occur during freshman and sophomore year. When my grade was in our freshman year, my peers and I were often chastised for our "outrageous behavior." Seniors tortured us by calling us "sluts," while we continued engaging in the "cool" acts that we had had earlier deemed as "bad."

Time passed, and we became upperclassmen, released from the ridicule of those with the prized "seniority." As upperclassmen, we gained control of the situations in which we had merely been pawns before. We can put down rumors, as well as destroy someone's reputation with fictitious events. Ironically, we, the former "sluts" of Schreiber, had now become the moral dictators of our domain, setting

boundaries for the behavior of incoming freshmen. As we assumed this role, we began to judge the freshmen just how we had been. Were our judgements too critical, or were we simply being objective, we wondered. It became clear to us immediately that the latter was true. Sure, we had heard stories about their inappropriate behavior as middle schoolers, but it wasn't until they entered high school that we saw their outrageous antics first-hand. We saw them breaking boundaries that we attributed to seniors when we were their ages. These nonchalant attitudes towards sex and other teenage vices seemed completely out of place from the youngest class in the school.

The issue of younger and younger kids becoming sexually active has even gotten the attention of the media. In the New York City public schools, stories have surfaced of a sex game that has taken over middle schools. Kids participating in the game wear different colored bracelets, each color representing a different lewd sexual favor. When the bracelet is broken, the act it represents must be performed. Stories of sexual promiscuity like this one, but coming from Weber, are constantly being told to Schreiber students. "I walked into my basement, shocked to find my 7th grade sister and her friends with a bottle of vodka in the middle of the floor and two girls completely topless, prancing around in front of pre-pubescent boys," said an anonymous Schreiber junior. Accounts like this lead to poor reputations of entire grades, when, in actuality, it might be a small percentage of students.

It is evident that sexual revolutions are occurring at younger ages. At seventeen, my peers and I aren't even sure of what we are doing; twelve-year olds

and thirteen-year olds certainly do not. This uncertainty in today's youths leads to a neglecting of the risks of pregnancy and disease, even among those who are well informed.

With increasingly lax attitudes about sex and sexual relationships, there also comes a rejection of relationships. Relationships are fading and hookups are becoming what is accepted amongst teenagers. A recent article in *The New York Times Magazine* about "hooking up" reads: "High school is about keeping options open. Relationships are about closing them." A sixteen-year old by the name of Brian was interviewed in this article, and explained that "...real relationships complicate everything. You feel obligated to be all, like, couply. When you're friends with benefits, you go over, hook up, then play video games, it rocks." Such "morals" place higher emphasis on personal satisfaction than on moral obligation and individual values. Unfortunately, "friends with benefits" is becoming a norm...even in middle school.

Is the age of un-innocence gradually shifting? Is innocence being lost at perpetually younger and younger ages? Is it flying out of sight sooner than it was generations ago? If it is shifting, are they aware of the responsibilities and risks involved in their actions? If middle schools continue playing this game of "follow the leader," the stakes are going to be higher and there will be more to lose. This is not meant to bash anyone, but, unfortunately, this is not just a game; it is life, with severe consequences. "I'm a trisexual, I'll try anything once," says Samantha Jones from *Sex and the City*. Unfortunately, many youths are living by these words, by making this their very own creed.

Goodbye, retiring teachers!

Dear Mr. Baker,

Things almost went drastically wrong the first day of your class. As you extolled the virtues of your beloved Vikings and football, you made the following comment about my favorite sport: "Hockey? I'd rather watch Jell-O harden." The nervous laughter of the people sitting around me alerted you to the fact that I was, indeed, a diehard hockey fan. Almost immediately, you told me, "great sport, but not my thing." This brutal honesty combined with your signature humor made it easy to overlook your flawed sports mentality.

While I joke about our different views on sports, it is your ability to understand juniors and high-schoolers that makes you the teacher you are. Your class was a no-stress zone. Mostly this was because your lessons were like stand-up comedy routines. A friend told me she would rather have your class than an off period "because it was so freaking funny." But it was not just mindless fun; we actually learned a lot!

Your frequent anecdotes, spelling skills, and ability to reach out and connect with an exhausted group of upper-classmen are what make you Mr. Baker. You respect us, and treat us like equals. As a member of the last junior class to benefit from your teaching, I think I speak for all of us when I say thank you. Thank you for all you taught us, all the knowledge, but most importantly, for caring about our sanity. We hope that you have a great retirement, and that you enjoy your boat, your car, and your dog, Coconut.

Jessi Becker

Dear Mrs. Mingorance,

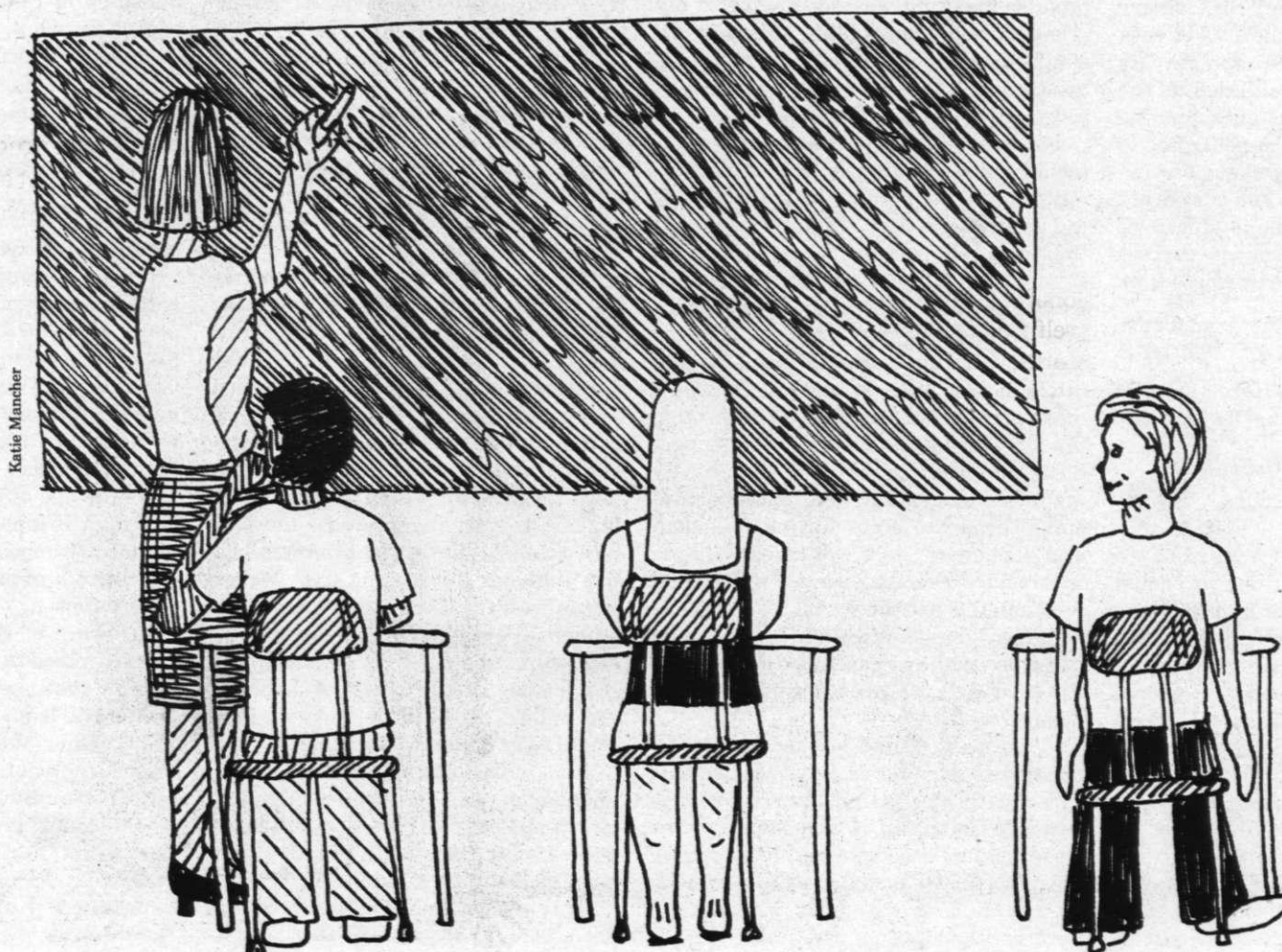
Thank you for everything. When I came here, I really thought I would fail. But now, I think, probably I can pass the Regents because you taught me plainly and clearly. I think, you are a very, very great teacher! So, I don't want to say good-bye! I will really miss you!!!! I will try as best I can and I promise I will graduate here! I hope I can see you again someday. Thank you very much.

Love,
Maki Okamura

Dear Mrs. Moslin,

I felt so sad when I heard the story that you are going to retire. I will really miss you!! Thanks for helping me. We ESL students won't forget your smile, voice, and love. We are always with you. Enjoy your life.

Love,
Eri Minato



Katie Mancher

Schreiber will miss you...

Dear Mrs. Kort,

These weeks of disablement have been very tough on me and, if it weren't for you, I do not think that I could have made it through this. You have been so very kind to me and have led me through this horrible injury. It has been great getting to know you because you are a very sweet person, and you are always brightening my day just by being the enthusiastic, upbeat person that you are. I appreciate all that you have done for me, and I bet the rest of the school would also like to thank you for your effort throughout your years at Schreiber. No matter how bad the sickness or the injury, you always do your best to help them through it, as you did for me. I hope you have enjoyed our company as much as we have enjoyed yours. It is terrible that you are retiring when I have just begun to get to know you; but I, along with the rest of the student body, hope that you enjoy your days of relaxation by taking it easy instead of having to deal with our nonsense. We all will miss you tremendously, and I will especially miss you, because to us you are not just a nurse, you are a source of high spirits and a healer of all. I have loved the time we have spent together and I will think of you whenever I twist my ankle.

With my best and warmest regards,
Dan Marmor

Dear Mrs. Centrella,

When I first came to Schreiber, I knew that it was going to be a very different experience from Weber. All my classes were very intimidating. As soon as I walked into your English classroom, though, I was reassured that I would make it through the first semester because of the welcoming atmosphere you offered.

Each day was not only academically enriching, but also filled with lessons about life. You would always have interesting stories to tell that would not only keep most of the students from falling asleep to *Of Mice and Men*, but also instill important morals that we will use throughout our lives. Your enthusiasm for teaching brought the class to life, even in the middle of winter. The group activities that you had us do were fun, even though we had to take copious notes. Your choice of pieces of literature was excellent, and my favorite unit was the one on Edgar Alan Poe. I loved how you let us watch all the movie versions of the books to really bring them to life.

I am so glad I was lucky enough to have you as my first semester teacher during my freshman year. It helped make the transition into high school so much easier. It's too bad that future students will not have your guidance and warm welcome into Schreiber as I did. Thanks so much and best of wishes for the future!

Sincerely,
Sophie Kroft

Dear Dr. Banta,

Thank you so much for acting as our Interim Principal with the presence of a permanent one. Through being on your Student Advisory Committee and speaking with you in person, I noticed that you were anything but hesitant to better our schooling environment, despite your relatively short tenure. From the improvement of the Monfort Steps to the reduction in hazing, Schreiber will be forever indebted to your focus on the students.

Your most striking characteristic, however, was your constant presence in the hallways, cafeteria, and classrooms. I remember my math teacher telling the class at the beginning of my sophomore year, "Dr. Banta will be very different from what you are accustomed to...you will always see him walking around the school." You proactively avoided being sucked into the traditional role of an administrator by interacting with students, rather than isolating yourself from us. The teacher in you revealed itself during the past two years through prioritizing such interaction.

While you were more than willing to leave your office for the hallways of Schreiber, students who wanted to escape those same hallways always found your doors open. Even before school started last September, I remember meeting with you to discuss the future of our debate team. Despite your obviously having myriad obligations, you chose to prioritize the students' wishes first—a choice that did not go unnoticed. During the year, when a personal problem arose regarding my schoolwork or extra-curriculars, you always took the time to speak with me directly, whether for praise or punishment, rather than relying on the bureaucracy of school to take care of "unimportant" students.

Thank you, Dr. Banta, once again, for focusing on the otherwise-ignored students. We will all miss you.

Forever indebted,
Adwait Parker

Dear Mrs. Marshall,

On behalf of the students at Schreiber, I would like to wish you a happy retirement. Many students are indebted to you for your support throughout all your years as a guidance counselor, and words cannot express all the thanks we owe you. High school is one of the most important times in a person's life – full of instability and chaos, and Schreiber was truly blessed to have a solid and strong person such as yourself to guide the students. Thank you for all the years of dedication, and have a great retirement!

Kelly Moran

His radiant smile will always be remembered

Junior reflects on the recent death of Wheatley student Craig Grumet

BY Julie Ptaschnik
Contributing Writer

The heart-wrenching news reached me the afternoon of Saturday, May 8, 2004. I was in my aunt's car when my cell phone rang and a frantic voice muffled by static said, "Craig Grumet is dead." Again, the voice repeated, "Craig Grumet is dead," only this time the voice was not stifled by static but by tears. Immediately, I entered a state of shock, the words haunting me; my best childhood friend was gone. I looked out the window, praying that the information was false, a rumor, a lie, hoping that any minute I'd be snapped out of the awful nightmare; however, this was no rumor. Craig was dead.

Craig was one of my most cherished and beloved friends. His charismatic, selfless, thoughtful nature caused my sister and me to immediately befriend Craig as toddlers. Growing up, I remember days playing by the pool, at the park, and around our respective homes. I remember Craig and Amanda, my sister, running by the pool and me screeching, "Don't run by the pool." I remember our endeavors through the labyrinth of Craig's closet into our secret hideaway, a room with a few black couches and a television set. The room was always quickly transformed into a jungle only for us to know about. I remember Craig and I playing as toddlers in the hot tub that resided in his backyard. We'd sit for hours, splashing the bubbles at each other, always smiling, always laughing. Craig was always eager to play; he had this smile that lit up the entire room. Craig was my buddy, whether I was in need of a helping hand, advice, or a fun time; he

make new players shave their heads, but Craig refused. One team member recalled thinking of Craig as being "tough as nails." Craig was indeed tough—even when the seniors on his team dyed his hair pink, he remained resilient and gained the respect of his teammates. Opponents would laugh at Craig's long hair, but once they saw Craig on the field they realized that this was no ordinary boy. I remember that as a child, Craig stood out from all the other kids on the playground—the haircut and smile were a giveaway. Although he was unique, he was an innate leader. Craig's leadership was evident everywhere he went—whether it was on the soccer field or within one of his many social circles, he loved and was equally loved.

When I received the phone call alerting me that Craig had died, the entire world stopped, waiting for a breath. Silence, disbelief, denial, and a desperate search for an answer while refusing to accept the awful truth, filled the minutes. Then, almost as though Craig had felt my pain and confusion, the sky opened, and in response to my suffering, it rained, it poured, it thundered and lightning lit up the sky. I began to sob tears of confusion, wondering, "Why Craig?" I lay in my bed stagnant. The world began spinning, quickly. Instead of moving with the world's sudden speed, I grasped on to my friends and my family, my loved ones, tightly and unwillingly to let go. Amongst the mourners at Craig's home, we stood in despair, together, and yet alone. We were all hit hard by the shock and unfairness. I wondered, if everything happens for a reason what could be the explanation for this? How could God allow this? That Sunday night, I finally lulled into



Craig Grumet sports his signature long hair, headband, and smile.

still had not sunk in.

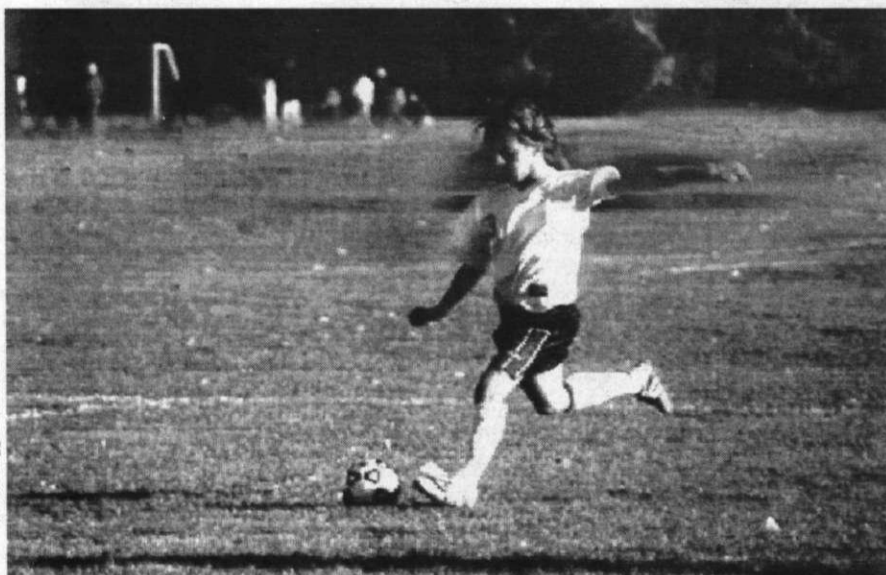
At the funeral the reality began to hit hard. Rows were quickly filled by Craig's thousands of friends and family members, leaving only a few places for stragglers to stand. It didn't matter though; we were all there for one reason—Craig. One friend proudly spoke of being Craig's best friend by default, simply because he was his first friend. Another friend, speechless for any other words, recited Puff Daddy's "I'll Be Missing You." However, in common, everyone spoke of Craig's compassion, selflessness, and "offbeat" fashion, specifically his long hair. The service concluded with the Rabbi's prayers and statement, "Craig should still be with us, he left us well before we were ready to let him go."

After the service, my sister, another childhood friend Marin, and I sat in silence for several minutes—crying, hugging and holding on to each other. We could not face the reality that Craig was gone. We realized that, although we had grown up a lot since our days in the playground, the memories would remain within us forever. In our hearts, we hold a permanent place for Craig.

Prayers for our beloved friend were recited at the cemetery. Friends and family performed the burial rituals in tears. We lined up in two parallel lines as his immediate family walked through. I stood at the very end of the line and gave Craig's parents hugs. His mother, Ginny, hugged me tightly, saying "My babies, my babies... you're too young to go through this." We looked at each other as tears ran down our cheeks and an image of Craig flashed through my mind. I knew there would be no more games of pick-up sticks, but that Craig was a legend, living on in each of us forever.

A Scholarship has been set up in memory of Craig. Donations can be sent to:

The Wheatley School
The Craig Grumet Memorial Fund
11 Bacon Road
Old Westbury, NY 11568
As well, for further information:
www.craiggrumet.com



Craig kicks the ball to victory; soccer was his favorite sport.

was always at most a phone call away. I remember one occasion in elementary school, when I was having "one of those days." Craig cheered me up with a knock on my bedroom door. He asked if I wanted to play our favorite game, pick-up-sticks, and I reluctantly said yes. I did not want to play pick-up-sticks but Craig, even as a child, knew that that was just what I needed. That's how Craig was—keen, understanding, and compassionate.

Craig's smile and long hair were his trademarks. Everywhere he went, he wore an illuminating smile on his face. Craig had long beautiful hair that was not to be mixed up with a mullet and was certainly not girly. As a freshman, Craig made his high school's varsity soccer team. Traditionally, seniors on the team would

bed. No music was to be played; rather, the only sound in my room that night was from tears streaming down my cheeks as I slept. I woke up the following Monday morning to a sopping wet pillow, swollen red eyes and the bright sun entering my bedroom, betraying my feelings. Instead of following my morning routine, I walked into my parents room, gave each a hug, and I began to cry. I knew I had to go to school before the funeral, but I could not function—I longed for my best childhood friend. I could not help but think how unfair it was that he was gone. I walked into school Monday morning and my friends and I sat and talked and talked and talked. I recalled many memories, some of which made me laugh and some cry, but the reality that Craig was gone




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Skateboarding: It's not just a sport, it's a way of life

BY J.M. Kostallas
Contributing Writer

Over the past forty or so years, skateboarding has grown from being a pastime of surfers who wanted to keep going once the waves died down to a globally recognized sport with millions of participants and enthusiasts. At present, there is a skate shop and skate park in close proximity to pretty much anywhere in the U.S. There are skateboarding movies, clothes, video games and even action figures. But skateboarding was truly in its prime in the mid-to late '90s and very early 2000s.



Tony Hawk travels to Sierra Leone with a sports charity. He dedicates his time to helping kids in one of Africa's poorest countries.

About sixty-two percent of Schreiber students surveyed said that skateboarding is a "cool" and thrilling activity. Fifteen percent of the students argued that skateboarding should not be considered a real sport, and twenty-three percent said it was a public nuisance. Of the school population, only half of the student body has tried skateboarding.

Over the years many people have created their own styles of riding a skateboard and a wide variety of tricks. The

“Being experienced in skateboarding doesn't necessarily mean that you've mastered all the tricks.”

skateboarding tricks invented in the "old school" period of skateboarding were the most original in style, and paved the way for more popular tricks of today. Being very experienced in skateboarding doesn't necessarily mean that you've mastered all the tricks, though many skaters wish to learn new ones. Senior Jason Shames commented on his goal, "I would like to learn how to do a kick-flip." Some of the basic tricks invented early on are the "Ollie", in which a person jumps with the skateboard while in motion, and the "Fast plant", in which the skater's front foot is planted on the ground and then pushed off into the air while grabbing

the board with the opposite hand. Both these moves were invented in previous decades, but were perfected and pushed further during the later part of the 1990s. Skaters began jumping down stairs, sliding down handrails, spinning on fire hydrants, riding walls and using many unconventional everyday objects as skate obstacles. The "McTwist" is where a skater spins 540 degrees while grabbing his board on a half-pipe. Until this day it remains one of the hardest and most

popular tricks. Sophomore Danny Marmor shares his opinion on the new styles of tricks when he says, "I think the one footed manual is pretty sick but I haven't been able to land it yet. Also, a kick flip into a manual is pretty sweet. These tricks take mad time and skill to master." As a result of the difficulty of the tricks, many people believe that skateboarding is dangerous, and advise students to be careful not to be seriously injured. After polling the school, it was found that thirty-seven percent disagreed saying that it wasn't dangerous and an unexpected sixty-three percent said it was. Senior Matt Weitzman believes "what makes skateboarding dangerous is lack of experience."

Skaters have a very distinct style, which is very hard to miss. Hair is always an important part of their unique style. The clothes of a skater are also very noticeable. A majority of the student body agrees that it is easy to spot a skate boarder in a crowd. A key part of the wardrobe and essential to the performance of the skater is the shoe. "Skaters usually wear baggy and loose clothes because it gives you more freedom to move. A skate shoe has a flat bottom so you can do tricks and stand on the board the right way," says Marmor. Many skating shoes are signature shoes made by pro skaters. Most of the clothes are designed by skaters for skaters as well.

Pro skaters such as Tony Hawk, Bucky Lasek, and Bob Burnquist have helped make skateboarding very popular. Tony Hawk has a very large impact on students at Schreiber. "Some of the tricks he has created are just so awesome," says sopho-

more Billy Brown. Although Tony Hawk is such a huge legend, it took many years of his life to perfect his skateboarding skills. He has been skating for twenty-one years and seventeen of those years he has been pro. Tony Hawk is sponsored by many companies such as Birdhouse, Adio, Quiksilver, Fury, TSG Helmets, ESPN, Club Med Hot Wheels, Hawk, Arnette, Swatch, Bagel Bites, Activision, and Tech Deck. He landed the Nine Hundred in 1999, which made him the only skater to ever do it. Although he makes a lot of money he also gives to the skateboarding community; he has set up skateboarding camps and built skate parks all over the place. Hawk, who started with the creation of the Tony Hawk Foundation, has made an effort to give something back to the sport that has given him so much. He has decided to promote and help finance public skate parks in low income areas. The foundation distributes more than \$400,000 a year to non-profit groups building skate parks throughout the U.S. for kids around the nation, according to tonyhawk.com.

Skaters mostly take to the streets of their local towns and cities to find spots to skate. But these days many town and city people feel that it is reckless

and dangerous to ride around on the steps and handrails of local buildings. Skate parks are full of ramps and rails for skaters to learn and show off their skill, ability and skating style. "My favorite ramp in the skate park is the fun box. This is a ramp that looks like a box but has a ramp on either side and a grind rail in the middle," says senior George Diamantakis. Skate parks are mostly made out of wood which, usually after a few years, needs to be replaced because the wood will usually warp. Now the technology has stepped up, and the people who build skate parks are building really nice ramps out of plastic. They also make permanent skate parks out of cement, which is beneficial for places where it is warm because they don't have to worry about the pavement cracking.

Skaters have a different but awesome lifestyle. Some might say a skater is dirty or doesn't dress to his or her best, but skaters over time have made an impact in this world by creating video games, action figures and tech decks (a small pocket size skateboard that you can whip out during class). Skateboarding is a very thrilling sport and everyone should have the opportunity to try it out. The only thing to remember is to be safe!



Schreiber Speaks

"Skateboarding is a public outrage. All skateboarding should be banned from public parks and buildings. Skaters are just trying to rebel and it's a nuisance."
- Matt Silverstein, sophomore

"I believe that skateboarding is more than a hobby, it's a real sport. It takes just as much skill and practice as any other sport does."
- Henry Klion, sophomore

"Skateboarding is a legitimate hobby, and skaters should not be looked down upon because they have different styles of clothes and hair."
- Dave Rafe, freshman

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Joe Reilly: the modern-day Fonz?

By Jessica Becker
Editor-in-Chief

"Joe Reilly is the American Dream"
-Jeremy Klaff

As Joe and I walked to the Social Studies Resource Room, where I was to conduct the interview for this article, I noticed an interesting phenomenon. For every step that Joe took, someone called out, "Hey, Joe!" or "Joe Reilly!" This short trip is completely demonstrative of Joe's widespread appeal—everyone knows him, everyone loves him.

But why is this? Where did the "cult of Joe" come from?

It all started eighteen years ago, when Joe Reilly was born on September 30, 1985, in Flushing, Queens. He lived there until he was thirteen, at which time he moved to Port Washington. But instead of attending Schreiber for his freshman year of high school, Joe went to Portledge, a small private school in Locust Valley. Joe describes Schreiber as falling between Portledge and Flushing in terms of diversity and size.

One thing Joe especially appreciates about Schreiber is the teachers, about whom he had a lot to say. Initially, he didn't want to name specifics, as he considers them all to be dedicated and knowledgeable. After some prodding, however, Joe talked about some of the teachers who have made the biggest difference during his time at Schreiber. Mr. Jeremy Klaff, the assistant track coach, made an impression on Joe throughout Joe's participation

on the team, by creating a laid-back and easy-going atmosphere. Victor Schaefer, a friend of Joe's, commented, "Joe was a track champion and a strong member of the team's 4 x 800 relay." Joe is particularly proud of his accomplishments on this relay, the best in Schreiber history at a time of 8:45.9. Mr. Klaff praised, "Joe Reilly exemplified teamwork, pride, and sheer determination this year on spring track. His teammates looked up to his intensity, but not for just track, but for life itself."

Among others, Joe cites Mrs. Joan Lisecki, his American Literature teacher, as a great support, and credits Mr. Petro Macriagne for showing him the importance of handing in Global II homework. Along these same lines, Mr. Robert Bracken, the twelfth-grade administrator, taught Joe how very important it is to come to school everyday. But although he keeps up friendly relations with all his current and former teachers ("I say, 'Hi,' to all of them in the hallways. They're nice people"), Joe reserves the ultimate distinction for his current English teacher, Ms. Anne Pellett. "The MVT—Most Valuable Teacher—for the 2004 season is Ms. Pellett. She wanted us to finish the year strongly, held after-school sessions for us, and was dedicated to our doing well. She also cares about how we're going to improve personally, when she's not around to guide us." Clearly, Joe's teachers have had a huge impact on his time here at Schreiber, and he appreciates all they've done for him.

Classmates marvel at the power of Joe Reilly—at how he can walk into class a half-hour late and receive nothing but a smile

and a nod from the teacher. His easy-going attitude, epitomized by his signature phrase, "Alright, alright," endears him to his peers, and makes everyone want to be him. Brett Haberman commented, "If Joe Reilly were to run for President, he would win by a landslide."



Marc Flamm

An example of his pervading influence on Schreiber could be seen during the Student Council elections. Part of junior Eric Hirsch's campaign tactics included posters bearing the phrase, "Joe Reilly's voting for Eric Hirsch. Are you?" Eric Hirsch was victorious.

Joe Reilly's retro sense of style has only added to his legendary status. He has developed a very unique flair which has subsequently been dubbed the "Joe Reilly Style." This includes, but is not

limited to, wild, untamed hair, a 1980s style headband, cut-off shorts, and, of course, an athletic print t-shirt. Joe has also been known to wear his now-famous "Port Football" windbreaker, which should be donated to the Port Washington Athletic Association's Hall of Fame.

Joe's two sisters, Erin and Caitlyn, are just as adventurous as he is and often travel abroad in search of new opportunities. Caitlyn left recently to study in Spain, while Erin and Joe recently went exploring in Scotland. Joe and Erin also have plans in the summer to travel to Germany and discover all that it has to offer.

When asked how he has become somewhat of an icon at Schreiber, Joe responded thoughtfully, giving students advice based on his experiences. "I think that growing up in a diverse place like Flushing started me on the right track; I wasn't like everyone else and they weren't like me. When I came here, I was thrown in at an awkward time, and many people had formed close friendships. I wasn't really interested in groups, I was more interested in a lot of different things and different people." Joe advises, "It's important to meet as many people as you can," and to not "judge people before you know them."

Next year, Joe will be at SUNY Oswego. What are his plans for college? "It's a big question mark. I just want to meet new people, try new things."

Joe Reilly: the athlete, the explorer, the legend.

Top Ten Jokes of the Day

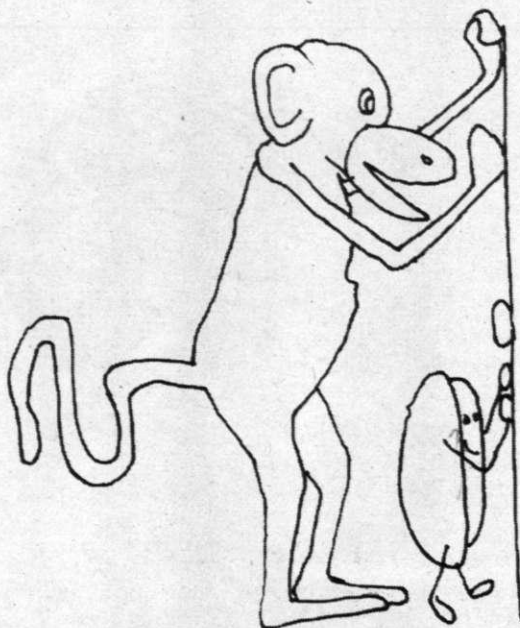
One man... One loudspeaker... One Joke.

10. Why didn't the hot dog star in the movies?
Because the rolls weren't good enough.

6. Why did the chicken lay an egg?
Because if she dropped it, it would break.

4. Why didn't the skeleton cross the road?
Because it had no guts.

9. What did the mayonnaise say to the refrigerator door?
Shut the door, I'm dressing!



3. Why did the grizzly steal the joke of the day?
Because he couldn't bear it.

8. Why did the golfer wear two pairs of pants?
In case he got a hole-in-one.

2. Why is there no joke of the day today?
Because Rebecca forgot it.

7. What year do frogs like the best?
Leap year!

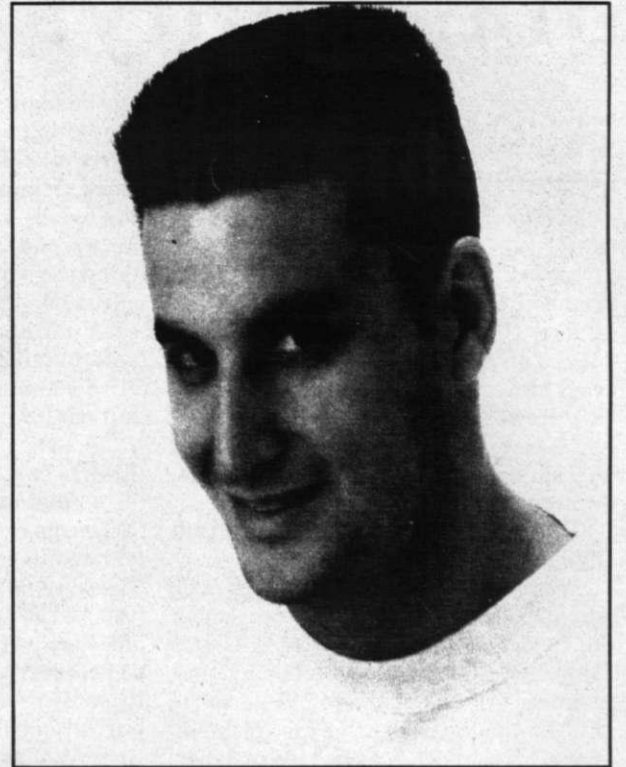
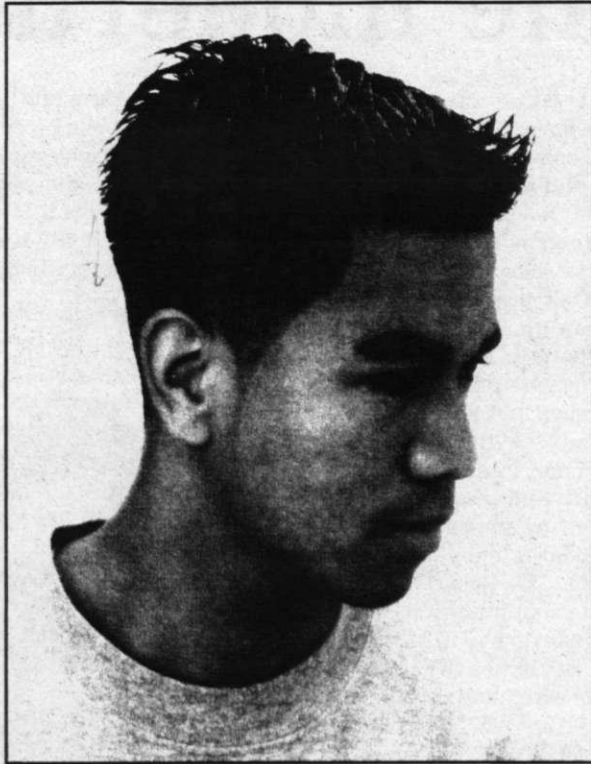
5. What kind of key does not unlock any door?
A monkey.

1. Why do mother kangaroos hate rainy days?
Because their kids have to play inside.

Katie Meecher

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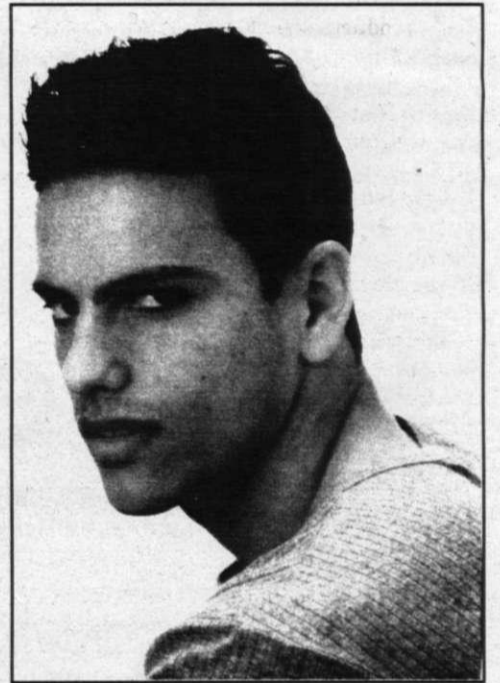
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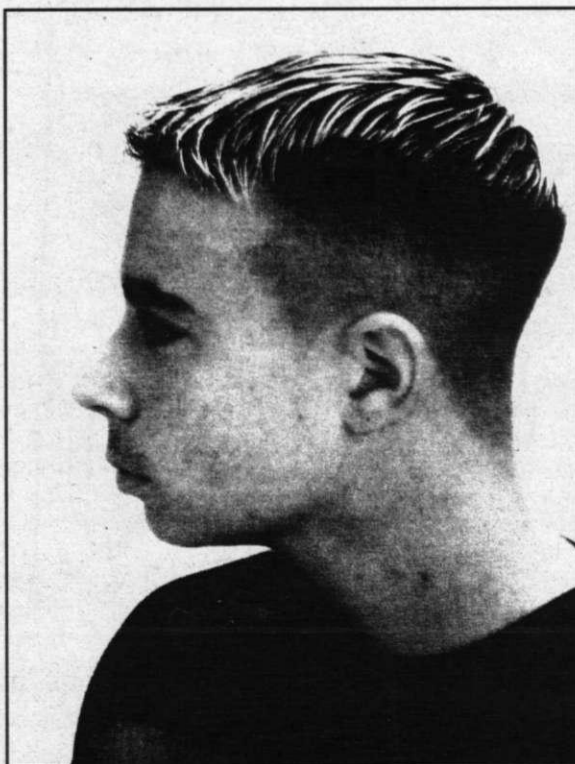
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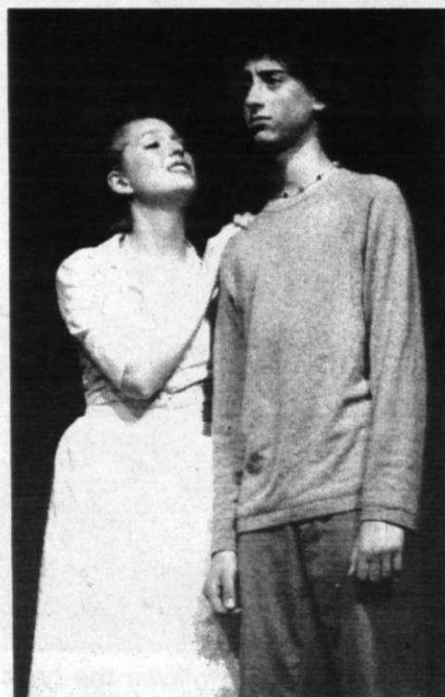
Young Playwrights' Festival showcases student talent The Drama Club performs and directs student written sketches

by Katie Mancher
Graphics Editor

The Young Playwrights' Festival took place from May 21 to May 23. The Festival is an annual production of the Drama Club, advised by Mark Gamell. The production featured six short plays, each written, directed, and acted by Schreiber students.

The first play, *Talking of Michelangelo*, was written by sophomore Elyssa Jakim and directed by senior James Thomson. It starred sophomores Matthew Katz and Laila Selim. This play featured a conversation between two strangers stuck in an elevator together. The conversation between Katz and Selim was very realistic and well acted. Because the play consisted of only one conversation, it ran a bit more slowly than some of the other plays. The simple setting and plot put more focus on the themes, which dealt with the interesting topic of what exists beyond conceivable reason. I found this to be rather thought provoking.

The second play was *Table for One*, written by senior Andrew Malone and directed by junior Alison Rich. Seniors Roy Miler and Brad Tashman, junior Kira



Jakim and Freifeld as Voice 1 and Man, respectively. The duo performed Fomovska's *Turn on the Lights*.

Silver, and sophomore Sarah Pickering performed in this play. The play was about a woman, played by Pickering, dealing with a harsh break-up. Pickering's acting

was very well done and realistic. I found that it was easy for the audience to connect with the character's inner turmoil. Silver, acting as Pickering's best friend, was very good, and was a nice, lighthearted diversion from the overall melancholy tone of the play.

Transparent Friendship, written and directed by sophomores Katie Leon and Alina Fomovska, respectively, was the third play. It starred senior Jessica Lovens, sophomores Ali Bernhard, Selli Blum, Melissa DeSiervo, Christine Imperatore, John Krauss, Leslie Krotman, Jake Litke, Lisa Qui, Shari Zimmerman, and freshmen Kristen Ablamsky, Elena Box, Lesley Brown, and Allison Schenkler. This play dealt with the relationships between people and their long-lost imaginary friends. It put an ironic spin on a topic that I'm sure never crosses most of our minds at this age. I found this play to be very enjoyable. Lovens was especially good as Krauss' flustered imaginary friend who had just reappeared to him. While it was a bit confusing at times regarding who was who, and who was doing what, everything fell into place at the end.

The fourth play, *Civility*, was written by Malone and Thomson, and directed by Tashman. Seniors Malone, Michelle Mancini, Amanda Otte, and Thomson, sophomore Katie Leon, and freshmen Bridget Davidson and Elena Box performed in this play. *Civility* was about the eccentric lifestyle of six highbrow friends, and how an unknowing neighbor is swept up into it. I found this play to be the most entertaining of the night. Each part was well acted, and a song and dance number was an added bonus. This play was another ironic take on "civil society," which turns out to be not so civil at all.

Next was *Turn On the Lights*, by Fomovska, and directed by Malone. The play starred junior Laura Aiges, sophomores Elyssa Jakim and Ariadne Pavlakis, and freshman Michael Freifeld. This play was about the muses who inspire a young writer to create a great work. It was an interesting premise, but at times it seemed too sophisticated for the audience.

The final play of the night was *Thought Process*, written by Pickering and directed by Mancini. It starred seniors Malone, Alex Smith, Tashman, and Thomson, junior Sammi Garrett, and sophomores Rachel Sidford and Beth Spergel. This play was about the thought industry, and the production of original ideas, which turn out to be not so original at all. This play was another "thought provoker," and a good finale to the night's event. Tashman was very good as Mr. Clever, the man who tries



(l-r) Malone, Otte, Leon, Box and Thompson join together for a musical number in Malone and Thompson's *Civility*.

to convince the Child, played by Garrett, to think for his company. Whether or not manufacturing original ideas, or being a manufacturer of original ideas is a good thing, is left to the discretion of the viewer. The play was a good summation of the ironies expressed by all of the plays throughout the night.

This production was a nice exhibition of the dramatic talent that our student body possesses. The plays were all very

creative and unique, and displayed the diversity of the playwrights, directors, and actors well. While each moved at a different speed, and some had more concealed meanings than others, it was overall a strong production, which impacted all of the viewers in one way or another.

Photos by Hunter Zupnick



Port Washington Summer Show

Port Washington Summer Show production of *Anything Goes* will be performed from August 5 to August 8 in the Schreiber auditorium. The Summer Show is a tradition that has been in place since 1987.

The show chosen for performance this year, *Anything Goes*, a Cole Porter musical, set in the 1930s. The entire play takes place on a cruise ship, the Ocean Greyhound, "America," travelling from the United States to Paris. The story has classic boy-meets-girl plot, complicated by events that ensue on the voyage.

Community members Martha Zeleznik and Dee Otte will be in charge of running the show over the summer.

Auditions for the musical have already been held; all actors from seventh grade to twelfth grade were invited to try out.

Last year's musical *Good News*, meet with huge successes, as it appealed to many different age groups, and was complete with jazz-style, up-beat musical numbers. The Summer Show's committee hope to match last year's success with *Anything Goes*.

Revivals of *Anything Goes* have seen financial success, as the situations, although set in the 1930s, are still relevant today.

~A&E Editors

First movies of the summer hit the

The Day After Tomorrow is visually stimulating, but ridden with cliché

BY Sarah Silvergleid
A&E Editor

The highly publicized film *The Day After Tomorrow* has come to theaters as the latest "end of the world" film. Roland Emmerich, the director of the highly acclaimed film *Independence Day* as well as the science fiction movie *Stargate* and the other disaster movie *Godzilla*, directed the movie. In *The Day After Tomorrow*, Emmerich offers a huge blockbuster using state-of-the-art special effects to destroy all the monuments he left behind in *Independence Day*. Manipulating the recent global warming hype, Emmerich gives a scientific explanation for the massive ice age, and, in the process, provides viewers with very visually stimulating destruction scenes. Although the special effects throughout the movie are undoubtedly entertaining and enjoyable, the plot is predictable and ridden with typical end of the world movie clichés. The poor character development and typical roles and scenarios make *The Day After Tomorrow* just another 1970s dramatic science fiction film with better special effects.

The Day After Tomorrow relies heavily on special effects. Undeniably, the disaster scenes are entertaining and make the movie worth the nine dollars. The premise of the disastrous events that unfurl in the first hour of the film is global warming gone awry. Global warming causes an imbalance in the climatic trends of Earth, causing wide-scale global weather disasters. Even though it is seen by many as a left-wing story line attempting to guilt people into taking up environmentalist causes, the science is tolerable and even slightly believable. The scientific reasoning proves to be insignificant in the story, however, because the main attraction comes

from its consequences. Starting in Japan where massive hail rains on Tokyo causing death and destruction, this global warming disaster brings the audience through a tour of the entire Northern Hemisphere getting destroyed. Multiple tornadoes tear through Los Angeles and cut up its landscape and city buildings. In Manhattan, the Atlantic Ocean rises, entrenching the entire city in dozens of feet of water, taking cars, buses, and buildings with it. Helicopters flying overhead in England are taken down by extremely cold conditions and people

beginning of a new ice age proves very interesting and make the movie worth watching. The later scenes of the main characters surviving the repercussions of these events show exactly how much the film actually depends on these effects. Soon clichés from other films of the genre guide almost every character's action and every new dramatic scenario to the point where intense action is neither surprising nor interesting.

Anyone who has seen *Deep Impact*, *Armageddon*, or even *Independence Day* knows the formula by which end of the

to the aforementioned scientist. These predictable roles combined with poor dialogue make it impossible to become emotionally affected at all throughout the movie. Some of the dialogue is so expected and goofy that it provokes unintentional laughter from the entire audience.

Another irritating aspect of the movie is the attempt to convey greater moral lessons and poorly thought out political criticism. The film is obviously trying to promote environmental causes and the lesson of saving the world for a better tomorrow but it fails to do anything of that nature. It is too extreme and outlandish to get any real response or feeling of guilt. Also, the political figures are vaguely reminiscent of President Bush and Vice President Cheney. Their antagonism toward the "save the earth" attitude of the scientists is an obvious attack on the current administration. Also, the "ironic" element in which the unaffected Third World countries have to provide assistance for Americans and Europeans is supposed to criticize our dealings with the Third World. This is a poor criticism because their actions were fostered by an unrealistic global event. This can be seen as nothing more than badly evidenced anti-Bush sentiment. Although this is easy to ignore with all the fancy special effects, one easily irritated by clichés and poorly thought out moral values probably shouldn't bother paying to see the movie.

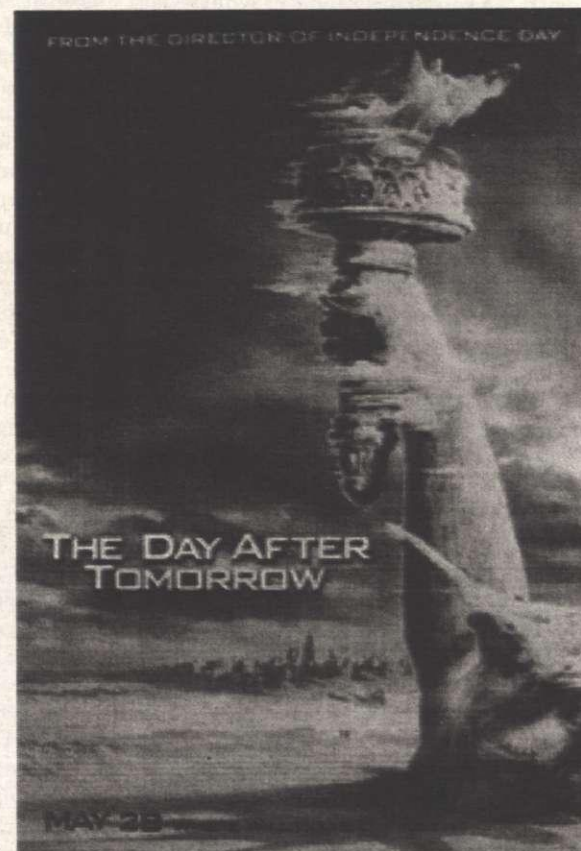
Overall, *The Day After Tomorrow* is enjoyable but cannot be considered a good movie. It can be grouped with all the other movies of its type that came before it including *Deep Impact*, *Armageddon*, and the 1970s disaster films that follow the same formula. Anyone who can tolerate



In the first of the disaster scenes of *The Day After Tomorrow*, global warming offsets the Northern current to cause multiple tornadoes to destroy Los Angeles.

literally freeze instantly upon stepping outside. This series of events provides for a visually stimulating first hour of the film. The highly advanced special effects used make watching America's own cities getting destroyed into a spectacle. The first chain of destruction scenes that attempts to show the massive toll the weather takes on human life and the

world movies always abide. I entered the theater with a hope that *The Day After Tomorrow* would stray from the general plot lines and situations of all other end of the world movies. When a love story appeared, though, I knew I would be disappointed. Just like every other movie in this genre, a romantic subplot is worked into the story. *The Day After Tomorrow* strays from the original "the world is ending" plot to an intricate love story that always ends the same way: the guy finally gets the girl and through their traumatic experience, they realize how much they love each other and what they have taken for granted. At the beginning of the film, millions of people are obliterated to a degree unprecedented in history, but instead the movie's focus turns to a predictable and unimportant teenage crush. *The Day After Tomorrow* includes all the typical scenarios: daring rescues, heroic gestures involving the death of auxiliary characters, carnivorous animals somehow escaping the zoo and attacking the protagonists, and the typical upright scientists and politicians who are opposed to all that is right in the world. These situations and cliché scenarios might have been acceptable if not for the terrible character development. Every character is a generic movie character: the down-to-earth guy who just wants his dream girl, the scientist who wants the truth to be known against all odds, the crooked politicians who end up refusing to listen



The Day After Tomorrow follows the typical "disaster movie formula" while incorporating state-of-the-art special effects.

a movie solely based on its exciting visuals should see it, because *The Day After Tomorrow* is a product of the new special effects movie era.

UPCOMING MOVIES



1. *Harry Potter and the Prisoner of Azkaban*
2. *Spiderman 2*
3. *The Corporation*
4. *I, Robot*
5. *Around the World in 80 Days*
6. *The Stepford Wives*
7. *The Chronicles of Riddick*
8. *Garfield*



big screen to mixed reviews

Troy presents Homer's *The Iliad* with dazzling modern filmography

BY **Damian Bidikov**
Contributing Writer

The latest big-budget Hollywood epic, directed by Wolfgang Peterson, is based on an ancient Greek epic written over two thousand years ago by Homer. For *Troy*, Peterson assembled a set of famous pretty faces, incorporated an impressive and extensive stage set in several distinct environments, and even turned to philosophy by questioning the meaning of human life in order to magnify the timeless story of betrayal, love, honor and blood.

Many are familiar with the plot line of *The Iliad*, which is essentially a poem about a great ancient war. The war is kindled by a love affair between Paris, prince of Troy, played by Orlando Bloom, and the beautiful Helen of Sparta, wife of the Greek King Menelaus, played by Diane Kruger. The affair escalates into an excuse for Menelaus' brother, King Agamemnon, to unify all of Greece and sail his army straight for Trojan shores. Agamemnon intends to reclaim Greek honor, while completely destroying and looting a marvelous civilization along the way. The star of *Troy* is Brad Pitt, who plays Achilles. According to legend, Achilles is the greatest warrior of all time and a necessary figure in Agamemnon's battle. Agamemnon hates the skilled Achilles, a feeling most likely caused by jealousy. As Achilles struggles with Agamemnon's demands, Pitt struggles to emulate an honorable, arrogant and fiery leader.

That being said, when the fighting finally starts, the battle sequences

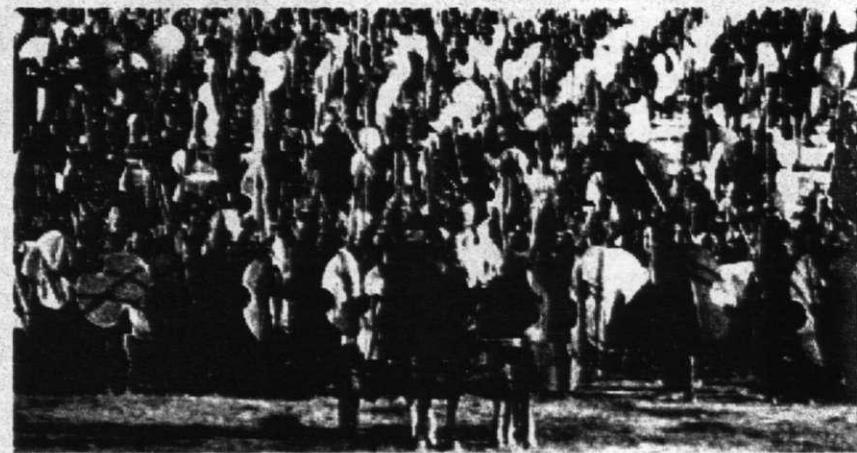
are the most entertaining scenes in the movie, and center around the respective heroes. Achilles and his followers take the beaches of Troy against unbelievable odds and the respected and brave Trojan Prince Hector, played by Eric Bana, defends his city's walls against the unrelenting Greek army. Digital brushing makes the two armies even larger and more frightening, and their clashes are brutal and seemingly apocalyptic.

Peterson takes an unusual step with respect to the extensive battles: he decides not to include the influence of the deities. The gods played an important role in Homer's poem, shaping the actions of everyone and the outcomes of everything. Peterson places the focus of the story on mortal men. Here *Troy* falters slightly, with cheesy dialogue and awkward love scenes, particularly between Achilles and his captured slave, lover, and inspiration, Briseis, played by Rose Byrne.

Throughout the story, I found it difficult to decide whether the movie criticizes war by denouncing the glory which warriors fight to achieve as pointless. Also, it was hard to tell whether *Troy* shows the fruits of cunning and courage or the price of greed and selfishness. That is not to say the film is ambiguous. When the story reaches its conclusion, you can feel the greatness of the characters and their actions. Whether you have read *The Iliad* or not, *Troy* is worth seeing if you enjoy extensive action scenes. Many people will be surprised by the simple and unpolished entertainment that *Troy* provides.

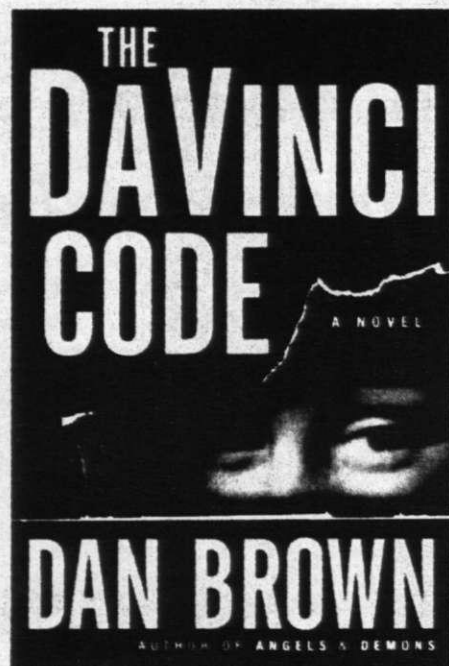


The blockbuster production *Troy*, starring (top l-r) Brad Pitt and Orlando Bloom recreates the Greek epic *The Iliad*. It features the battles between Greeks and Trojans in dramatic action scenes.



The Book Club

Are you looking for an exotic escape this summer?



Come explore the cathedrals and castles of Europe without setting foot on a plane by reading *The Da Vinci Code*, by Dan Brown.

Discussion will commence at our September meeting!

Shrek 2 is smart and funny

BY **Shira Helft**
Contributing Writer

After *Shrek*, released in 2001, was a hit in theaters, Dreamworks pictures released a sequel, *Shrek 2*. As far as sequels go, it was one of the better, but could not live up to the reputation created by the first *Shrek* movie.

The plot was not the most original, involving a new bride bringing home her husband back to "meet the parents." Princess Fiona had received a royal summons from her parents to attend a banquet in honor of her marriage. However, the King and Queen fail to realize that their daughter would not return as a beauty in the arms of Prince Charming. Once that fact came to light, it sparked a series of events containing a ferocious feline friend, a not-so-angelic fairy godmother, and arrogant Prince Charming. However, as in all fairy tales, everyone lived happily ever after.

Despite the fact that this is showcased as a child's film, it can be enjoyable for all viewers. Some jokes throughout the film would not be fully appreciated by younger audiences, such as when Puss in Boots is searched and found to be in possession of catnip, an illegal substance. However, there is enough wide-ranging humor, especially from Mike Myers, to give the film broad-based appeal. In addition, those who play the amazing animations are certainly not children. This famous cast of characters ranges from Mike Myers, Eddie Murphy and

Cameron Diaz, who were in the original as well, to new voices Julie Andrews, John Cleese and Antonio Banderas.

In general, the movie was very enjoyable. It incorporated elements of many different fairy tales. However, as in most sequels, it could not beat the first. The ending mimicked that of the original movie, a concept which was a little cliché, and after a while the concept of what one looks like on the outside does not dictate who they are on the inside was a bit repetitive. All in all, *Shrek 2* was a light and enjoyable film. People of all ages, whether they see it with their families or not, will find *Shrek 2* a light-hearted film that delivered laughs just like the first installment.



All spread graphics from imdb.com

VIKING SPORTS

Varsity boys squad serves up great season *10-2 record boosts tennis into Nassau County Quarterfinals*

BY Brett Friedman
Sports Editor

The varsity boys tennis team finished on top of their division with an impressive regular season record of 10-2, followed by a 1-1 record in the playoffs. They reached the second round of the competitive county playoffs beating Long Beach at home only to lose and conclude their season with a close loss to Wheatley. The varsity tennis team, experiencing a three-year playoff drought before this year, was awaiting this season with hopes. They had been "rebuilding" since 2000, the year that they last made the playoffs.

The singles players were seniors Bryan Chen and Max Schneider, juniors Nick Merkelson and Dave DePouli, and freshman phenom Jake Mastbaum led

“*From volleys to serves, Makover was able to assist the players and improve each and every aspect of their game.*”

this truly talented squad to season-long success. With the veteran seniors at the helm, and an infusion of younger players as well, the teammates knew from the beginning that this season was going to be special.

The roster contained a variety of players ranging from seniors Bryan Chen, Greg Hiller, Max Schneider, and John Tiplitski; juniors Dave DePouli, Nick Merkelson, Jason Salit, and Jason Thrope; sophomores Nick Bogdanich and Jus Chadha; and freshmen Ben Jaffe, Sean Levinger, Jake Mastbaum, and Sho Kunita; and finally eight graders Josh Cohen and Matt O'Dell.

The team went 10-2 in the challenging Nassau County Conference A division and posted an excellent record, considering the strenuous schedule they were given. They overcame their diversity of starters ranging from freshmen to seniors and played through the season in a winning fashion. Many teams outside of Port Washington gained a newfound respect for the Vikings' varsity tennis team. The players were ecstatic and enthusiastic at every match, and they even received support from the junior varsity squad. The team broke out of their three-season playoff drought. This team in particular was expected to do well and even potentially go deep into the county playoffs. They exceeded expectations and rose above the anticipated outcome of their season, becoming Conference A

champions and reaching the quarterfinals in the playoffs.

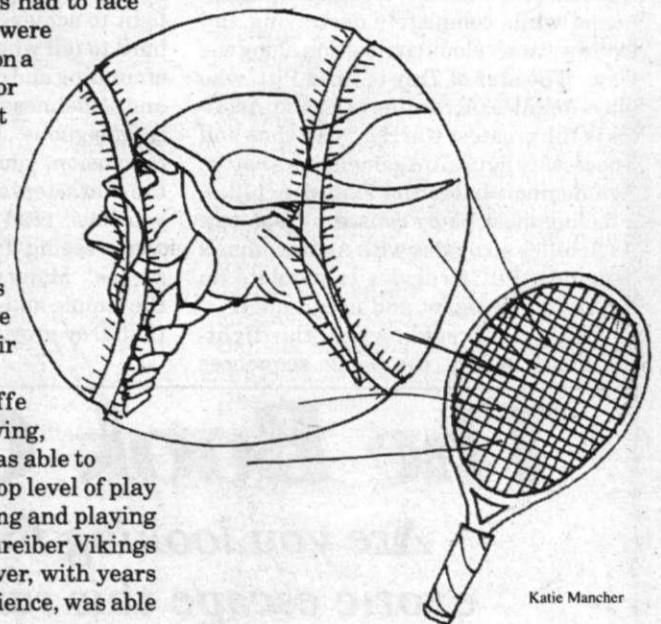
Coach Stan Makover stressed effort and proper mechanics all year. From volleys to serves, Makover was able to assist the players and improve each and every aspect of their game. Even the alternate players for this very talented varsity tennis squad had their skills improved greatly by the relentless practice and effort put into their '04 spring season.

The team started off the season with a bang after knocking off division rival North Shore, who also happened to be the next best team the Vikings had to face this season. The players were psyched to start the season on a good note after practicing for two or three weeks straight before playing in their first match. The team continued their success against South Side and Manhasset in the following two games and proved themselves worthy of obtaining the number one spot atop their division.

Freshman Ben Jaffe described the season by saying, "As an underclassman I was able to learn and experience the top level of play on Long Island by practicing and playing with the accomplished Schreiber Vikings tennis team. Coach Makover, with years of high school tennis experience, was able

to successfully prepare us for the challenging season."

The Schreiber varsity boys tennis team finished up a long spring with an impressive record in the regular season and revived the prosperity Port Washington tennis has been known for in the past. Congratulations go to the Vikings for making it past the first round of the playoffs in a tough Nassau County Conference A division for the first time in more than five years and on a hard-earned season of success.



JV baseball defeats Baldwin in season closer *End-of-year win results in respectful final record of 7-11*

BY Nikki Pond
Staff Writer

Since the beginning of March, the boys on the junior varsity baseball team have worked together to improve their skills and become a solid team. Coached by Mr. Kevin Braddish, the boys practiced everyday after school at the Gugghenheim field to achieve their goals of success. Their captains were sophomores Greg Berry and Tom Lisi. Lisi was injured midway through the season and sophomores Mike Thompson and Steve Watt stepped in.

The team was made up of eight sophomores and eight freshmen. Sophomores Zach Bergman, Greg Berry, Chris Havasy, Harry Jung, Tom Lisi, Michael Thompson, Steve Watt and Dan Wilpon were joined by freshmen David Baer, Chris Corteselli,

Sean Desimone, Danny Goldin, Mike Keisman, Brian Miller, Jordan Spivak and Matt Suh.

The team started out the season on a high note by winning their first two games; however, they seemed to lose their concentration as the season went on. They finished with eleven losses and only six wins. Freshman David Baer stated, "As a whole, we could have done better. We started off the season on the right foot, but as the year progressed, we lost the intensity that we started and ended our season with."

The six wins were against teams such as Farmingdale, Herricks, North Shore and Long Beach. In fact, the junior varsity team played a triple-header against Farmingdale and won all three games. The North Shore game ended with a Schreiber 10-5 victory, and they

defeated Herricks 6-2. In a triple-header against Long Beach, the team won their first game 8-5, but lost the other two against them. The team's defeats were to opponents such as Plainview, Hicksville, East Meadow and Baldwin.

Each and every member of the Schreiber baseball team brought different assets to the squad, distinct from their skills and leadership abilities. Starting pitchers this year included Corteselli, Thompson, and Watt. The relief pitchers were Havasy, Miller, and Wilpon; catchers were Baer, Bergman, and Lisi; first-basemen were Jung and Wilpon; second-basemen were Berry and Desimone; shortstops were Spivak and Corteselli; and third-basemen were Bergman, Keisman, Miller, and Thompson. The fielders were Goldin and a variety of other players who play several different positions, depending on

which pitcher is starting that game.

On account of the rainy weather this season, several of the team's games were cancelled. Although some were rescheduled, others were not. These games were ones that could've been additional victories for the team. All of the boys did their best to bring their best qualities to the team so they would have a great season. While they didn't win every game, the boys still had a really wonderful season filled with a lot of fun and educating experiences. Baer said, "It was a season where many of the freshmen, including myself, learned a lot about what high school baseball really is." Some of these returning sophomores as well as rookie freshmen will work in the off season to improve their game, and will come back next spring and try out for the varsity team.

Boys and girls track runs away with season

Vikings conclude winning season at annual Port Invitational

BY Brett Friedman
Sports Editor

Scholar Albert Einstein once said, "If A is success in life, then A equals x plus y plus z. Work is x; y is play; and z is keeping your mouth shut." This statement describes the dedication that was displayed every time both the girls and boys track teams put on their spikes, and went out and competed against the best Long Island has to offer. The boys and girls track team had a truly successful spring season winning numerous awards along the way. Coach Brian Elliot of the girls squad, and



Senior Adam Davis sprints easily ahead of visiting opponent in a bid for first place.

Coaches Mike Nocera and Jeremy Klaff instructed the boys squad throughout the season.

Returning seniors acting as team leaders were Adam Davis, Sam Rappaport, Joe Reilly and Matt Weitzman. These four natural leaders took charge of the boys team and led by example. Other players even expressed that they attempted to emulate the style and work ethic of these committed upper classmen. Freshman Andrew Cuthill was in stride from the beginning of the season and made a name for himself in the long jump, triple jump, and high jump competitions. This leadership plus the abundant raw talent on this squad led to numerous wins over the course of the season.

Coach Klaff reinforced the ideal situation he described at the beginning of the season. The players saw Klaff's

attitude as directed towards having fun, working hard, but not stressing yourself. The players were very comfortable with Klaff's "it's all about having fun"



Senior Joe Reilly gains on the leading Port sprinter and opposition in a close race.

mentality. Naturally the players were expected to give it their all every time they stepped onto the track or field, but

this mindset enabled the players to keep a positive attitude about the season at all times.

The coaches seemed to be very happy with the outcome of the season and pleased with how the season progressed in many aspects. The coaches must have been ecstatic when the team faced intra-division rival Freeport at home.

The girls team competed against Levittown, Hempstead, Long Beach, Massapequa, and Farmingdale. They too concluded their season with the Port invitational beginning on May 5, and the last race taking place on May 7. The girls team obviously enjoyed their season. Throughout each match and practice all the girls were training hard and having a great time simultaneously. Both coaches focused on training the players and at the same time having a fun mentality.

The boys team concluded their season, as they have in the past, with the Port Invitational on the Schreiber track and field. Sam Rappaport said, "This season was very enjoyable, and although there was a lot of fun involved, we also learned the basics of track along the way."

Floor hockey intramurals come to a dramatic finish

The Coalition finishes at the top after third straight championship win in '04

BY Ben Jaffe
Assistant Sports Editor

The Coalition defeated B Wiley's Blue Collar Gang 3-2 to win their third Schreiber High School Floor Hockey championship in as many years on May 26. The intramural tournament was established three years ago by Coaches Joe Del Gais and Roger Winter. The season consisted of a round robin between four teams, which resulted in a three-way tie between The Coalition, B Wiley's Blue Collar Gang and the Red Army who each had a 2-1 record. Since each team had suffered a loss to a different opponent the only way to decide on who got the bye to the finals and who had to play in a playoff first was by picking out of a hat. The Coalition was picked to have a bye and the Red Army and B Wiley's Blue Collar Gang faced off. In that game the Red Army had a short bench and lost 4-3, allowing B Wiley's Blue Collar Gang to move on to the main event, the championship.

In B Wiley's Blue Collar Gang, which was an upstart this year, a conglomerate of seniors and juniors were lead by their captains, seniors Brian Moran and

Lindsay Weinstein. They came out strong in the first period against the well-established Coalition, which was looking for its third championship in a row. The team has no true captain as every player does, at one point, take a leadership role, but their key has always been their goalies, seniors Adam Carron and Nick Werber. The team had overcome serious obstacles before, such as playing against the likes of then-seniors Pat Mulqueen and Scott Schnipper in their sophomore year. However, through a willingness to get physical, and a ferocious fore-check, they have been able to overcome most teams.

Despite the great amount of experience the Coalition had in pressure games, B Wiley's Gang came out fast and furious. Moran scored the only goal of the first period when he picked up the ball on the right wing and snapped a shot past Carron, allowing the Gang to leave the period with a one goal lead. However the first change in tide was about to occur as two-time scoring leader senior David Lindenbaum arrived from his field trip for the second period. The Coalition put up their most reliable forward line against a physical team consisting of senior Kevin Davies at left

wing, Lindenbaum at center and senior Robert Grogan at right wing. They put pressure on the Gang's goalie early and within a couple of minutes of the start of the period they had evened the score at one a piece, with a goal by Kevin Davies. The Coalition then switched back to its regular lines which consisted of seniors Jeremy Kasle, Lindenbaum, and Uri Nazryan on one line and Davies, Grogan and senior Tommy Schweitzer on the other. On defense the big trio of seniors Jon Glickman, Kenny Seligson and Jeff Stricker held the fort.

However the Gang did not wait long to strike back. Late in the second period, on a tipped cross-ice pass by Kasle, the ball went straight to Moran. Moran then passed it cross-ice to senior Nick Marmor. He wound up and took a slapshot that landed top glove corner and just beat Carron, who was in net. From there once again the Power line was put on and the Coalition evened it up at two.

Coming into the third period the Coalition made a strategic decision, moving Lindenbaum back to help out the tiring defenseman against the physical fore check of the Blue Collar Gang. The Gang was tiring from their frenetic pace and the Coalition was wearing them

down. Ten minutes into the third period, Grogan scored the winning goal in a crazy melee in front of the Gang's net. As the time ticked away the Gang raised their level of energy for one more attempt at bringing the game to overtime. They almost succeeded as they had multiple scoring chances but through the great defense and goalie play, the Coalition managed to hang on for the win.

After the game, B Wiley's Blue Collar Gang co-captain Weinstein had only this to say: "After we beat the Red Army we knew we could dominate any opponent through the use of HIT: Heart, Intelligence and Togetherness. Our strategy of out-muscling the Coalition was working well until we tired in the third period and they caught back up." In SFHL tradition, the Coalition signed the trophy stick for their third and final time.

All the competitors wished to express their thanks for Coach Del Gais, stating that the floor hockey tournament was one of the more memorable events of their senior year. Moran summarized his thoughts concisely stating, "Thank you Coach Del Gais."

Start a roster and enroll your friends for floor hockey next year!

Vikings golf putts just short of playoff berth

Schreiber sends two players to Nassau County tournament

BY Ben Jaffe

Assistant Sports Editor

The Vikings golf team concluded its season with an away game at Plainview on May 13. The team, coached by Coach Kathy Doughty, played well throughout the season, with an impressive 10-2 record. In addition, the Vikings' only losses were determined by a single stroke in each game. Despite the successfully played season and a 10-2 record, the Vikings failed to qualify for the playoffs due to two losses to Wheatley during the season. Although the team was disappointed with its seemingly unfair inability to make the playoffs with an imposing ten wins, the Vikings were able to send two of their top players, senior Brian Moran and sophomore Aaron Hwang, to the individual county tournament.

The team was led by senior captains Jeremy Kasle, Dan Keene, and Moran, who displayed great leadership and valiance throughout the season, often leading the team by example with their powerful drives and accurate putting. Despite being an underclassman, sophomore Hwang proved that he deserved to play in the number one slot, the position occupied by the best player on the team. Following Hwang is number two player Moran. Both Moran and Hwang played well enough during the regular season to qualify for the individual county tournament, in which Nassau County's top golfers participate. In addition, the team consists of sophomores

Max Gombert, Alice Kim, Jon Seltzer, Matt Silverstein, and Cameron Weil; freshmen Peter Rosenberg, Alex Senatore; and eighth grade Weber student Colin Kerr. The season began with a good win against Plainview, North Shore, and Glen Cove, but soon deteriorated with two losses, 6-3 and 5-4, played at Glen Head County Club against a strong Wheatley team.

In order for the team to compile its winning 10-2 record during the regular season, the Vikings had an intensive practice schedule at Harbor Links and Sands Point Country Club. Additionally, the team played their home matches at Sands Point. Practices were led by Coach Doughty,

who recently took the coaching position from the original Vikings Golf Coach, Ron Costello. Doughty was faced with the difficult task of taking over for respected Coach Costello, who coached the Vikings for twenty arduous as well as uplifting seasons as head Golf Coach.

On May 13, another successful season, led by Coach Doughty and captains Kasle, Keene, and Moran, concluded. Despite the disappointment of a playoff snuff during one of the Vikings' more successful campaigns with a 10-2 record, Vikings Golf stood firmly behind individual qualifiers, Hwang and Moran, as the two represented Schreiber in the Nassau County individuals tournament. In addition, the winning attitude now sported by the Vikings will help lead the team in their 2005 season. As sophomore Matt Silverstein put it definitively, "Next year, we will win."



Katie Mancher

JV boys lax ends strong

BY Jus Chadha

Staff Writer

The boys' JV lacrosse team finished their season on May 10, 2004, defeating Glen Cove and closing out one of the team's best seasons ever. The boys' JV team, coached by Tom Stanziale, Henry Stanziale, and Mike Candela, brought their squad to the next level. With both veteran leadership and young talent, the Vikings were able to finish the season with one of the best records in the conference, at 11-3.

The boys' JV lacrosse team came out with a starting lineup consisting of sophomores Gus Bechtold, Billy Brown, Bobby Candela, Jordan Caruso, Rob Lutin (co-captain), Tom McDonough, James Pyo (co-captain), and Bryant Rich. Freshmen starters included Sean Allen, Jeremy Goldman, Alex Lee, and Jonah Lovens.

Despite an 8-3 loss in their first game of the season against Levittown, Port remained positive. A 10-9 double-overtime win against Hicksville in their second game of the season gave Port a tremendous boost of confidence enabling them to continue their success by winning their next eight games. During their winning streak, Port defeated teams including Mineola, Bethpage, East Meadow, Long Beach, and Freeport. Furthermore, they dominated Syosset in a 9-2 victory, and capped off their winning streak with a 12-0 shutout against Jericho. Even though Port lost their next two games, they played tough and finished off the season on a positive note, defeating Glen Cove without much trouble.

During the season, Port meshed well offensively. They remained strong throughout the year and put up great numbers. On attack, Lutin lead the team with twenty-seven goals, followed by Bechtold, who posted twenty-five goals, and Brown, with twenty-four goals. Defensively, due to a lapse in communication, Port had a tough time coming together; however, by mid-season,

they became successful and proved to be a vital piece in Port's success. On defense, sophomores Rich, McDonough, and Caruso played outstandingly, displaying a great amount of aggressiveness. In goal, Pyo was a dominant figure in making phenomenal saves game after game, which was a major factor in the team's success. During their game against Manhasset, Pyo had a record-high of twenty-three saves.

As for next year, Port is hoping to capture the same success that they enjoyed this year. As the sophomores move up, current freshmen will be able to mature and lead the team with the addition of more young talent. Commenting on the season, Co-captain Pyo stated, "We had an amazing season and I think that there's a lot of talent moving up to varsity."

JV Lacrosse Starters

Attack

Billy Brown
Jeremy Goldman
Rob Lutin

Middie

Gus Bechtold
Bobby Candela
Alex Lee

Defense

Sean Allen
Jordan Caruso
Jonah Lovens
Tom McDonough
Bryant Rich

Goalie

James Pyo

JV tennis keeps hope

BY Ben Jaffe and Jus Chadha

Assistant Sports Editor and Staff Writer

The boys JV tennis team, who were winless for the past two years, finished the season with a record of 0-12-1. Despite the dismal record, Port was able to finish on a positive note by tying Cold Spring Harbor. During the season, Port, coached by Coach Peter Travis, fought valiantly in every game, showing a plethora of teamwork and effort. Coach Travis emphasized the fact that, because the team was playing in the first division, they needed to focus and put in "110 percent hard work." The team starting lineup consisted of sophomores Andrew Gross, Sam Jaffe, Sin Sub Jeog, Holman Lamb, Dan Marmor, John Mead, Aroon Rustemi, and Alan Yedid. In addition, considerable contributions were made by freshmen Robert Baldwin, Laurence Critchell, Shimon Isikawa, Richard Maiman, Jake Singer, and Jesse Wolf. Although the team was disappointed in their overall performance during the season, challenging practices and playing experience will certainly benefit the tennis players in their future goals of playing on the varsity squad.

During the season, the team displayed their potential talent; however, on the court they never were able to come together to prove the ability that they displayed during practice. During the season, they could not pull off a victory, going winless in every game, zero sets to eight sets. During the season, they lost to the formidable tennis teams from perennial Nassau County powerhouses, such as Hewlett, Syosset, Jericho, Roslyn, Cold Spring Harbor, and Plainview. Additionally, the Vikings' one positive game of their season came in their tie with Cold Spring Harbor. Despite losing previously in the season to Cold Spring Harbor, the Vikings displayed their tenacity and refusal to accept defeat by winning four sets in their only tie of the regular season. Through the season, Port practiced daily, putting together

consistent serves, volleys and strokes. However, their hard work ethic was not seen on the court due to the extreme competitiveness of the division. The Vikings ended the season on a positive note, tying against Cold Spring Harbor. In the game, Port displayed a great level of confidence and meshed well on the court, tying Cold Spring Harbor four sets to four sets. The Vikings displayed some of the strategies and techniques that they had worked on during their practice sessions at Manorhaven Park. During the game, Port received victories from second singles freshmen player Maiman, third singles player Singer, and second doubles players Jeog and Mead. During the year, freshmen Isikawa, Maiman, Singer, and Wolf all played incredibly well, composing all of the single spots of the team. They carried the team in every match, accounting for all the winning sets of the season, one coming from second singles Maiman and three from third singles Singer.

Even though the team had a disappointing season, up-and-comers Shimon Ishikawa, second singles Maiman, and fourth singles Wolf, all showed a lot of athletic talent as underclassmen, and looked to mature greatly next season. On the season, Coach Mr. Travis stated, "I thought we were a good team, it's just there are a lot of good teams out there." Fourth doubles player Alan Yedid also added, "It was a hard year, but I feel that we played strong as a team. Hopefully next year we will do better." Fellow doubles player Andrew Gross noted, "We played well and had fun. My doubles partner and I progressed steadily throughout the year, learning key fundamentals of tennis. Ultimately we were not able to produce on the court, but we are looking forward to next year." With a rejuvenated spirit, Coach Travis's work ethic, and new young talent, Port is looking forward to a strong season next year.

Sub-par record not necessarily sub-par season

Despite youth and lack of experience, softball finishes a successful season

BY David Baer
Sports Editor

The Port Washington junior varsity girls softball team finished strong this past spring, coming up just one game short of a .500 record. The team finished with five wins and six losses. However, the team remained strong throughout their entire season. Port never lost more than two games in a row, and they could be considered an offensive powerhouse, scoring in the double digits in six of their eleven games this season. Coached by Ms. Linda Kolodney, Port outscored their opponents 105-38 in their five wins. However, in Port's six losses they were badly outscored 126-44. Port allowed over ten runs in each of their six losses, while only scoring double digits in losses twice. Port was also shut out in one of their games against Farmingdale.

After Port opened up their season to a record of 2-0, the struggles began. Losing four of their next five games, Port's offense seemed to be dormant. With a tough schedule and many difficult and worthy opponents, Port did very well considering the circumstances. Although the junior varsity girls softball team finished with a losing record, it was unexpected for Port's explosive offense to be kept under ten runs in only four games.

Led by sophomore captains Rebecca Pinkus and Gina Solomita, Port's junior varsity softball squad played with supremacy, confidence, and support from these two outstanding leaders. The leadership on this team was especially necessary due to the lack of knowledge

and ability that most of the girls did not possess. Because most of the girls on the team had never played or had little



Sophomore Gina Solomita winds up against a Uniondale batter.

experience with softball, most, if not all practices were heavily dedicated to just

working on, and possibly mastering the basic fundamentals of this game. Most practice time was devoted to hitting, fielding, and actually throwing the softball. Other fundamentals consisted of baserunning, infield and outfield practice, and basic situational knowledge of the game of softball.

One of the most valued attributes that this softball team possesses is that each team member supports everyone else. As freshman Emily Mottahedeh stated in a prior article, "I like to think of our team as a community, where each member is unique and serves a very important role."

This united softball team started the year as a group of girls that were lacking in softball skills. Now, for a team that struggled in the beginning of the season to even hit the softball, they averaged an explosive 13.6 runs per contest. Now with a season of experience under the youthful squad's belt, Port's

junior varsity softball team looks forward to dominating in the 2004-2005 spring softball season.

Schedule and Results

| | |
|------------------------|--------|
| 3/31/04 @ Elmont | W18-16 |
| 4/2/04 @ Uniondale | W36-2 |
| 4/15/04 @ Lawrence | L11-28 |
| 4/19/04 | Bye |
| 4/20/04 @ Farmingdale | L 0-15 |
| 4/26/04 vs. Uniondale | W25-10 |
| 4/28/04 vs. Lawrence | L 4-15 |
| 4/29/04 vs. Elmont | L 4-19 |
| 4/30/04 | Bye |
| 5/3/04 vs. Farmingdale | W16-1 |
| 5/4/04 @ Elmont | L19-23 |
| 5/7/04 @ Uniondale | W10-9 |
| 5/10/04 @ Lawrence | L6-26 |

12-2-1 record caps off fantastic season for JV girls lacrosse

BY David Baer
Sports Editor

Port Washington's junior varsity girls lacrosse team finished with an inconceivable final record of 12-2-1. The tie came in dramatic fashion as Port found itself in a hole that was one goal deep against Garden City. With seconds left to tick away, Port's amazing ball movement, shot selection, and patience paid off. With less than one minute left, Port tied Garden City to come away without a loss. The junior varsity lacrosse squad was held together by sophomore captains Caitlin Fitzpatrick and Maya Silbert, as well as freshman captain Emlyn Diakow. Towards the end of the season, these three athletes got moved up to varsity along with other players. These players were freshmen Erin Betsch, Cristina Carrington, and Alyssa Potter, as well as eighth grader Jackie Mezzetta.

When asked about their season, team members unanimously stated that their success was greatly credited to their great coaches Ms. Liz Hutchinson and Mr. CJ Gober. Although the team lost its first game to Wantagh, the team went 12-1-1 after that game. There only other loss came at the hands of rival Manhasset, a 17-9 loss that the team would like to forget about. All season long, each player had a strong will to win and a never-giveup approach to each opponent in each game throughout the entire season.

Although two of the three captains are sophomores, the lacrosse squad was made up mainly of freshmen. As a young team this year, the Lady Vikings will be strong

next year, and will be lead by sophomores with a lot of talent and experience.

Although the girls junior varsity lacrosse team started off shaky with a first-game loss to Wantagh, they maintained their composure and finished their season successfully. Freshman Nikki Pond said, "Since the beginning of our season, we were just a group of girls and friends that were thrown together to play a few lacrosse games. However, by the end of the season,

"All season long, each player had a strong will to win and a never give up approach to each opponent in each game throughout the entire season."

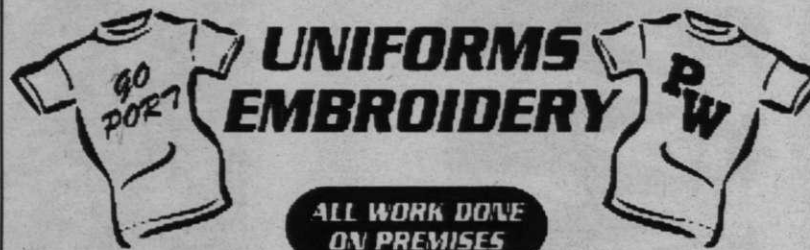
we were a rock solid team capable of beating any other team of any skill ability and playing at competitive levels we did not think we were able to play at."

The girls junior varsity lacrosse team finished their successful season with a record of twelve wins, two losses, and one tie. Both of their losses came against worthy opponents Wantagh and Manhasset. Led by Captains Caitlin Fitzpatrick, Maya Silbert, and Emlyn Diakow, the team prevailed and capped off their fantastic season with key wins. Although the captain leadership helped the team spiritually, the mentality of the "rock solid team capable of beating any other team" was the true key to the team's success.



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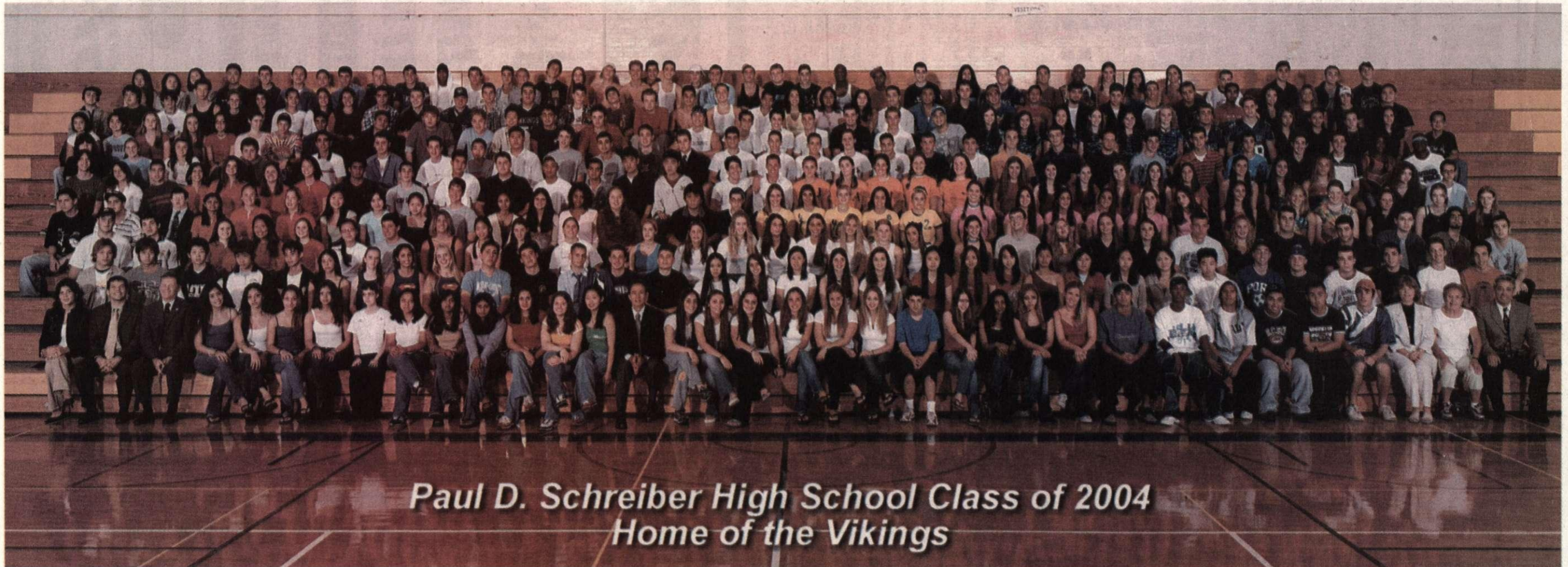
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-Eleanor Roosevelt