

JV
football
wins big
—back page

Gender specific LEGOS? —Centerfold

Fiddler opens November 18
—page 14



PAUL D. SCHREIBER HIGH SCHOOL

Non-Profit Organization
U.S. Postage Paid
Port Washington, NY
11050
Permit No. 162

The Schreiber Times

Port Washington, New York, Wednesday, November 17, 1993

Volume XXXI, No. 3

Custodial crew fights vandals

by Ken Mandel

Though most of us may not see it, a vandalism epidemic has been destroying the walls, rooms, and desks of Schreiber.

Between October 30 and November 2, numerous malicious acts of vandalism were committed at Schreiber. A new wall, the doors of the school, and the trailers in the rear of the school were spray-painted. Most of the damage went unnoticed due to the efficient custodial cleanup crew.

Unlike the harmless painting of the bleachers last year, the spray-painting was meant to be a destructive and deliberate act of vandalism. Many students do not realize that vandalism has been occurring all year. The custodians routinely clean spray-paint and other destructive art found on the walls of the halls and bathrooms. Custodian Amado Garcia said that each individual incident of graffiti takes anywhere from five to ten minutes to clean. Many surfaces have had to be repainted entirely.

"It's a ridiculous thing that wastes time and money," said head custodian Michael Sarluco. "It is one of the most useless things I can think of." Mr. Sarluco estimates that upwards of \$1,500 has been spent cleaning up graffiti this year, and he believes that the custodians spend more time battling graffiti than actually



Schreiber custodians scrub graffiti from the front steps

cleaning the school.

Graffiti is not the only pointless and destructive act committed here at

Schreiber. Mr. Sarluco contends that many desks are literally torn apart by students. The custodians attempt to

repair the damage, but the next day the vandalism is back on the desks in every classroom.

Schreiber's recycling program revamped

by Susanna Bass and Preeti Parasharami

The Port Washington School District will adopt a new and more efficient recycling service this December in response to complaints concerning the ineptitude of the former carter.

The prospect of a new recycling program in the schools was first brought up in a School Board meeting in mid-August.

Christopher Scott, head of purchasing in the district, said, "Dr. Heebink appointed me the 'Recycling Czar,' and therefore gave me overall responsibility for coordinating recycling activities on a district-wide basis."

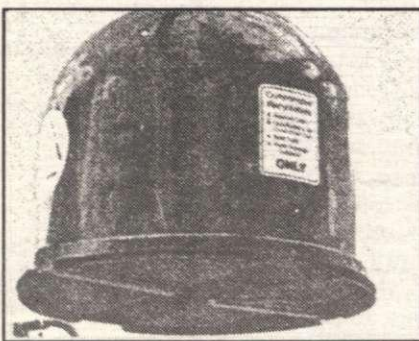
Assistant superintendent for business Richard Helfont, who is also involved in the recycling program, said that the new service was also decided

upon because "in the past the old carter has not always separated the materials. [There were] many problems of inefficiency, in that the carter did not pick up the materials weekly."

The new program will place eighteen new trash bins around the school. The bins will be placed, specifically, in the gym, T.E.S.L., language, English, science, art, social studies, technology, and music departments, and in the cafeteria and lobby. Students and Faculty will therefore be able to dispose of glass, plastic, and cans, as well as batteries in the same bin.

School Board Vice President, Candy

Rossette said, "Under our new program, these activities will be expanded to include additional material for recycling and will be coordinated district-wide by central administration."



With the help of both students and faculty, the materials will be placed in a fiberglass receptacle called an igloo, with an opening at the top. The igloo will be located on school grounds and will be easily accessible for the Jamaica Ash Company to pick up.

According to Dr. Scott, the igloo's shape will help maintain pest control, because "rodents and roaches are un-

able to enter the small fiberglass opening."

The igloo will then be taken to the plant where its contents will be separated by the Jamaica Ash Company and made into reusable materials. This process is more efficient than that of the last recycling program because the previous carter had to separate the materials before shipping them to a plant, taking more time. Although paper will not be put in the "igloo," it will still be collected and recycled by the Jamaica Ash Company.

Head custodian Michael Sarluco said, "For recycling to work, it can't just be us. Everybody needs to get involved to achieve the main goal of recycling."

Student Activists for the Environment (S.A.F.E.) President senior Simone Thor said, "S.A.F.E. will definitely help."

Director of maintenance Henry Alilionis said, "This program will definitely be in effect within a month."

Research programs raise funds

by Matt Engel and
Elizabeth Kass

The science and math research classes have raised over \$2000 through bake sales, a car wash, aluminum can recycling, and a \$1000 donation from the Student Government.

Collectively, the two research programs must raise \$10,000 as part of a \$250,000 endowment fund set up by the Long Island Science and Engineering Fair (LISEF) to send winning students to the International Science and Engineering Fair (ISEF).

The Science and Engineering Fair is an annual contest that students enter from all over the country.

Math and science research students from Schreiber write research papers and give oral presentations in front of two or three Stony Brook professors for the LISEF competition. The winners of LISEF advance to ISEF, which will be held somewhere in the United States. (Last year it was held in Mississippi.)

In the past, Schreiber has done well in the ISEF competition. Two years ago, science research alumnus Adam Healy won ISEF, an incredible feat, and was awarded a trip to the Nobel Prize ceremonies.

In the past the winning students' school districts have funded their trips to ISEF. With the \$250,000 raised, LISEF will be able to assist in this funding.



George Bozards

The research classes raised over 500 dollars at a car wash on October 23, and weekly bake sales have already netted over \$100.

A fundraising auction will be held on December 9. Students will have the opportunity to bid on items and services donated by teachers and college

sweatshirts donated by research alumni. English department chairperson John Broza will serve as auctioneer.

The auction was a popular type of fundraiser at Schreiber during the mid-1970s to raise money for the yearbook. Students were able to bid on prizes ranging from the right to park in a teacher's

spot, to dinner at a fancy restaurant or at a teacher's house. Mr. Broza has been the auctioneer for many of these previous auctions.

Science research teacher Judy Ferris said, "The faculty support has been overwhelming. It [the auction] should be fun for teachers, as well as students."

Scholarship fund in financial trouble

by Joshua Gewolb

The Community Scholarship Fund of Port Washington, which gives scholarships to needy graduating seniors, is in financial jeopardy.

The Community Scholarship Fund was established by the Community Chest of Port Washington in 1950 to give both full and partial scholarships to seniors with a Grade Point Average (G.P.A.) above 2.5 who could not afford college tuition. Since then, the fund has given 25 to 30 seniors scholarships per year. In the past, the Community Chest donated the fund an average of \$25,000 per year, which made up the bulk of the scholarship money. This year, however, the Community Chest reduced its donation to \$16,000.

The Community Scholarship fund has helped write many success stories. Several years ago, a senior was forced to work to support his parents and four siblings while attending Schreiber and maintaining a respectable grade point average. After graduating, he wanted to go to college, but was forced to work to support his family. The scholarship paid his full tuition at Adelphi University and bought him a used car. This extra money allowed him to simultaneously commute to school, support his family, and get an education.

About three years ago, the fund sent a girl who otherwise would not have been able to afford college to an Ivy League school. The girl's father had

recently died, and she was left with her widowed mother and handicapped sister, who had no means of support besides her. She wanted a future, but the prospects for college looked extremely bleak. The Community Scholarship fund turned this situation around.

This year the Community Chest drastically decreased the amount of money it appropriates to the Scholarship Fund. Duncan Whiteside, president of the Community Chest, said that, "The Community Chest subsidizes many community volunteer organizations. Each year our appropriations committee analyzes the statistics, services, and standards of many organizations. ... It is a very difficult choice to decide what percentage of our money to grant to [which] worthwhile charities including child abuse prevention, legal assistance, and scholarships.

"We have supported the Community Scholarship Fund for a very long time. This year we decided to grant more money to some of the other worthwhile organizations in our community."

Due to the decreased Community Chest funding, the Community Scholarship Fund will have to make many cutbacks. The fund is in the process of organizing a direct mail fundraising campaign, which is planned for mid-March.

The chairperson of the fund, Dr. Lynn Sirow said, "I think the fund reflects the spirit of Port Washington. ... It is an extremely worthwhile charity because it gives kids a chance."

Cruise to
BEN & JERRY'S
VERMONT'S FINEST • ICE CREAM & FROZEN YOGURT™



THIS COUPON VALID ONLY AT:

*Ben & Jerry's of Port Washington
2:30 - 5pm Monday - Friday*

One coupon per customer. Expires

CUT ALONG DOTTED LINE!

UPDATE:

Student Government open forums

by Josh Jacobs

Reminders to all student homeroom representatives on October 28 stating that the Schreiber chimes would be discussed in the homeroom representative meeting on October 29 resulted in an abnormally high turnout at the open forum.

The first order of business at the meeting was to address complaints about the cafeteria. The Student Government reported that it was told by a representative from the school lunch committee the food in the cafeteria was "soggy" because of the cooks' efforts to make it low in sodium and fat. The cooks claimed that they could make tasty, unhealthful food, or food that suffers in taste but is nutritious.

The next item on the meeting's agenda required a vote. The science and math research classes had asked the Student Government for a donation of \$1,000 to help them reach their goal of \$10,000 for the International Science and Engineering Fair (ISEF) to defray transportation costs of future winners. While many of the representatives believed that the Student Government should donate the money, some students objected on the grounds that the donation money to the research classes would be an unfair use of the Student Government's money because it would affect so few people. These students recommended that the money could be better used if it were contributed to the band for their trip to the Rose Bowl. A vote was taken and the movement for a donation was passed.

President senior Peter Weiss then said that **The Schreiber Times** changed the meaning of his article, "A Word From the President" (**The Schreiber Times**, Volume XXXI, No. 2), to make it seem as if he were totally against senior E.J. Kahn and his petition to get rid of the chimes. He then invited the **Times'** editors to a weekly Student Government meeting to offer the opinions which they state in their editorials. He read aloud a letter to the editor which he claimed he would submit to the **Times** for publication in its next issue.

At the homeroom representative meeting on November 5, all representatives in attendance helped to make posters and signs to publicize the Student Government's Karaoke Night.

At the November 12 meeting, Weiss reported Karaoke Night was extremely successful, although resulting in a loss of \$125. Secretary senior Jason Blechman noted that it was not important that money was lost, as everyone who attended had fun. Then treasurer senior Jake Raddock gave a report on the state of the treasury. Raddock reported that since \$1,000 had been given away "on a whim" at a previous meeting, the organization was left with approximately \$4,250. Due to lack of further business, the meeting was adjourned early.

GUY

English department chairman John Broza's Shakespeare classes built lifesize effigies and displayed them in the main lobby on November 5, not only to celebrate Guy Fawkes day, but also to raise money for the Student Outreach.

The students' effigies represented Guy

Fawkes, an Englishman who tried to blow up the Parliament and King James I in London, in the Gunpowder Plot of 1605. However, before the explosives detonated, King James' Beefeaters discovered it. Guy Fawkes was arrested and burned at the stake.

As a result of his doings, November 5 was made Guy Faykes Day in England. Chil-

dren celebrate the holiday by making lifesize effigies of Guy Fawkes. Children wander the streets asking "A Penny for the Guy?"

Later in the evening, English families celebrate by burning the effigies and lighting off fireworks in their backyards.

A few years ago, Mr. Broza

first noticed a reference to the Gunpowder Plot in Shakespeare's **MacBeth**. Mr. Broza also remembered seeing children asking for money on the streets one time in England on Guy Fawkes day. He decided that it would be enjoyable and worthwhile to have his students create effigies to raise money.



Dave Arnold

by Theadora Petratos

FAYKES

H.R.C. membership dinner a success despite low turnout

by Rebecca Schiff

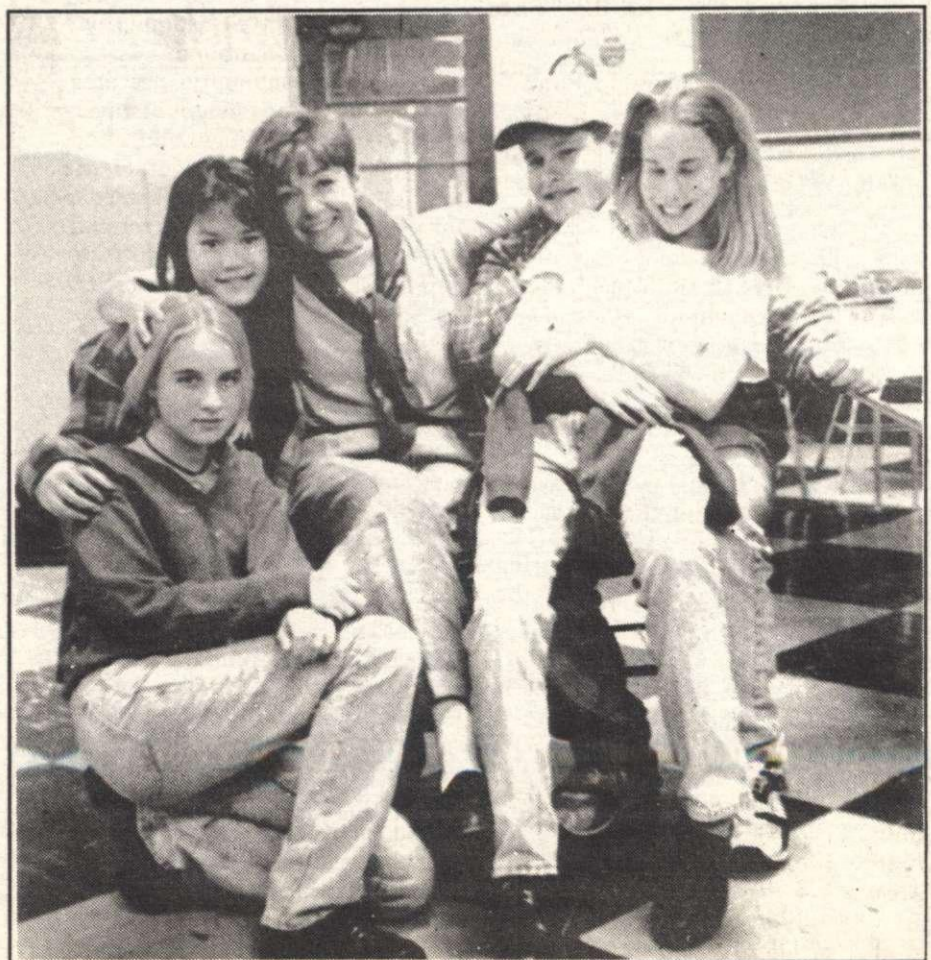
The Human Relations Club (H.R.C.) held a membership dinner to greet and familiarize the new members with the club on the evening of November 10. Despite the lack of attendance, the evening was deemed a success.

At the beginning of the evening, the H.R.C. officers, President junior Brooke Sadowsky, Vice Presidents senior Michael Glosman and junior Robin Schiff, Secretary senior Giovanna Bellofata, and Co-Publicity Directors seniors Rosanna Bellofata and Ross Martin, conducted some "ice breakers," games designed to acquaint the new members with the old. The evening's activities consisted of numerous games and dances.

The dinner included submarine sandwiches, heroes, and Greek salad. For dessert, brownies, cookies, and Rice Krispie treats were served.

The dinner was attended by a relatively small number of people, and as the evening progressed many of the members left early.

When asked about the success of the dinner, H.R.C. Sadowsky said, "The membership dinner was one of the best we've had in all my years at Schreiber, even though we did have a small turnout."



Karina King

H.R.C. leadership pose at Membership Dinner.

National Honor Society offers tutoring to all

The National Honor Society was founded in 1921 to create an organization that would recognize and encourage academic achievement while developing other characteristics essential to citizens in a democracy. Admission to the Athena chapter of the National Honor Society here at Schreiber is a great honor, and admitted students join a small percentage (less than 5%) of students nationwide.

Students are selected at the end of the junior year on the basis of maintaining an grade point average of 3.5 or above until the first semester of their junior year, in addition to demonstrating the qualities of scholarship, character, service, and leadership through strong participation in school and community activities and services. By serving in the National Honor Society chapter, members can further indulge in the qualities for which they were selected. Thus membership is both an honor and a commitment.

This year's National Honor Society consists of 76 members, led by seniors President Emmie Chen, Vice President Lauren Weinstein, Treasurer Jacob Raddock, and Secretary Larissa Comb. Programs organized by the officers consist of tutoring for TESL and the Special Education department, tutoring elementary school students at Sousa, and tutoring at the Littig House Community Center. In addition, the National Honor Society has a tutoring program for the entire student body (forms available on the counter in the Social Studies Resource Room), and provides volunteers for school events, such as freshman orientation. In an effort to expand its very successful tutoring program and to increase the availability of supplemental educational services, the National Honor Society also provides tutors to members of the community and tries to satisfy all requests for tutors by matching individual tutor's skills with specific needs of the individuals. Requests should be directed toward National Honor Society Advisor Dr. Mark Rothman in Schreiber High School, available during school hours at 767-4397. Prospective activities on the agenda include visits to the North Shore Hospital Nursing Home on holidays.

With respect to the history of the National Honor Society at Schreiber, Dr. Rothman professed, "The service component has grown dramatically with so many services during the last two years under the leadership of [alumni] Mike Polay and Emmie Chen."

TESL tutoring

by Jesse Peyronnel

The National Honor Society is running a tutoring program for students in the Teaching English as a Second Language (TESL) department.

National Honor Society members help students in the TESL program in various subjects from addition to English. Beginning tutors usually start by working with completely non-English speaking students to help them learn basic English words concerning such topics as food, time, and the calendar. In addition to helping with language disabilities, a volunteer with a skill in math or science may also help a TESL student.

Most National Honor Society members tutor for two mods during the week, and five to six tutors are usually available at other times during the day.

The tutoring program also consists of morning biology classes held two times a week. The classes are held on Tuesdays and Thursdays from 7:45 to 8:15 a.m. by seniors Honor Society President Emmie Chen, Vice President Larissa Comb, Patricia Fessler, and Alan Mak. Honor Society students may help the TESL students with homework, assignments, and class labs, create flashcards and diagrams, and explain concepts.

Chen commented, "tutoring other students is definitely a rewarding, mutual learning experience and a great opportunity to meet many other students in the school."

NHS helps out at the Littig House

by Theadora Petratos

Last year, students from the National Honor Society and volunteers from the Littig House Community Center in Harbor Homes decided to put a tutoring program together that would benefit the students of Port Washington.

Each tutoring session is designed to provide an exchange of information, while increasing interracial interaction. The goal of the program is to help students with their work and encourage the development of study skills and discipline.

National Honor Society member senior Rachel Davidson is the coordinator of the Littig House program this year. Students tutor three times a week at the Littig House from 7:30 to 9:30 p.m. The Littig House is located on Charles Avenue for anyone who wishes to attend.

Breakfast Club tutoring

by Josh Silbert

Members of the National Honor Society are tutoring 4th, 5th, and 6th graders in the Breakfast/Homework Club at Sousa Elementary School.

Everyday of the week from 7:30 to 8:30 a.m., Schreiber students, along with educational assistant Janet Vitolotti and guidance counselor Milana Axelson, provide extra help by assisting youngsters with their homework in a wide variety of subjects.

The program began three years ago, but this year is the first time that Schreiber students have helped out on a consistent basis.

National Honor Society member senior Kay Lagaros professed, "It's rewarding when Sousa students understand how to do their homework after we help them. It makes waking up early to go to Sousa worthwhile."

Ms. Vitolotti said, "Until last year our educational assistants have done the tutoring. Since the high school students have helped out, more [Sousa students] have been involved."



Senior Natasha Fain helps out junior Frank Peña.

Letter to the editor

President replies to previous editorial

I would like to respond to the editorial in the October 27, 1993 issue of *The Schreiber Times* (Volume XXXI, No. 2) entitled "E.J. Kahn cares". I call it an editorial even though it appears as "Op-Ed." An Op-Ed piece is signed by the person making the commentary. An editorial, such as this, is unsigned and purports to be the opinion of the editorial board.

This article denegrates me, my friend E.J. Kahn, and the Student Government (By the way it is not the "G.O.") The letter is filled with inaccuracies and contradictions.

First, the Student Government never reviewed the Faculty Senate's plan for the new "restrictions" last year. In fact, no Student Government representative may sit in on a Senate meeting.

Second, it is not the responsibility of the Student Government officers to do what *The Schreiber Times* editorial board thinks is correct. Apparently, the editors feel that they are the arbiters of student values and the decision makers for the school. Student Government has the responsibility to work with the students and the administration.

The editorial asks, "What happened to the new role in student affairs and promises of increased student representation?" Open your eyes! Page 3 of your paper has an article that states, "In response to the demand for student representation, the G.O. has started morning meetings at which all students may voice their

opinions." I have yet to see Jon Bass at any of these meetings, and Marc Lindemann attended only one.

On page 9 of the same issue, an article that I wrote clearly mentions student involvement and the weekly Friday morning meetings and calls for increased student participation. However, my article was edited to change its tenor.

In the seven weeks since the school year began, Student Gov. has started the new Friday meetings, broken all records for participation and funds raised in Pride in Port Weekend, sponsored a comedy show, organized a pep rally, and has had more people involved as representatives than ever before. We have started to bring student reps. to Port's Youth Council, the Principal's Advisory Committee.

During the same period *The Schreiber Times* editorial board has done nothing but complain. Where are the editorials about what is happening in Port or those concerned about the safety of our classmates at night?

It is easier to criticize than to be constructive. By the way, when Marc and Jon show up at our next Student Government meeting, they can explain what they meant in the policy statement of the October 1, 1993 issue of *The Schreiber Times* (Volume XXXI, No.1), when they said, "The Schreiber Times will report all news accurately, honestly, and fairly."

Peter Weiss
Student Government President

NHS helps Special Education students

by Josh Silbert

The National Honor Society has been tutoring students enrolled in Schreiber's special education department for three years. Approximately 22 seniors from the National Honor Society are currently tutoring on a weekly basis for at least two mods per week.

"The National Honor Society's kids have been very effective, and they have been very well received," said Special Education department chairperson Patricia Burr.

Ms. Burr added that the tutors have been very patient and understanding, and good relationships have developed between them and the students they tutor. Ms. Burr estimates that about 30% to 40% of the students enrolled in her department have benefited from the tutoring. Areas tutored by the National Honor Society members range from Regents to non-Regents courses.

This year has surpassed all years in the consistent attendance of National Honor Society members.



F.A.C.E. helps out serve lunch at the Baptist Church.

F.A.C.E reaches out towards the community

by Joshua Gewolb

When the former Student Coalition for the Homeless and Poor became For A Community Effort (F.A.C.E.) the organization reflected more than just a name change. The new F.A.C.E. has expanded its duties to include improving the town, the country and the state.

F.A.C.E. co-president senior Eden Yariv commented, "This year we are a community service-oriented club. Anne [Seigert] and I hope to raise awareness in our community."

Every Tuesday, F.A.C.E. helps at the Littig House (See article, page 4), a community center located on Harbor Road. Each day the Littig house services students by helping them with their home-

work, playing educational games and creating arts and crafts projects with them, and teaching them about African-American history and current events.

According to a Littig House Employee, "F.A.C.E. is a real all-around help to us, because they help feed the children snack, entertain them, and do creative projects with them."

In addition to working at the Littig House, F.A.C.E. has worked for the international organization Habitat for Humanity. Habitat for Humanity builds homes for homeless people. Prospective homeowners give 500 hours of what is known as "sweat equity" in the building of their new home. Volunteers from clubs such as F.A.C.E. help to construct houses.

Additionally, F.A.C.E. worked for

Youth Services Opportunity, a New York City-based organization that distributes food and clothing to homeless individuals. F.A.C.E. helps out regularly at local soup kitchens.

This winter, F.A.C.E. plans to hold bake sales and car washes to raise money give to needy students. In the past, students such as those who could not pay the P.S.A.T. examination fee have received financial aid from F.A.C.E. Any student who wishes to receive financial aid should contact one of the officers, confidentially.

F.A.C.E. advisor Caroline Franks, said, "F.A.C.E.'s main goal for this year is to help students learn about people in need in our own community and in surrounding communities. We also wish to participate in projects and activities that offer services and goods to those in need."

Students designated as AP scholars

Forty-six Schreiber students and alumni were honored as College Board Advanced Placement Scholars. Awards were given out to students in three categories: Scholar, Scholar with Honor, and Scholar with Distinction.

Students who received Advanced Placement Scholar Awards for achieving a score of three or more on three Advanced Placement Examinations include seniors Jason Blechman, Emmie Chen, Patricia Fessler, Marc Lindemann, Damir Marusic, Caroline Pam, and Jessica Sucher.

Students who were granted Advanced Placement with Honor awards for earning a score of three or more on four examinations were alumni Lydia Bergen, Marissa Kelly, Shana Komitee, Joshua Kurland, Esther Lee, Valerie Lincy, David Misita, Sheryl Sauter, and Deborah Scher.

Alumni who achieved the Advanced Placement Award with Distinction for earning scores of at least three on five or more Advanced Placement Examinations while obtaining an average of 3.50 or higher were Alexander Cho, Alice Goh, Andrew Kass, Dorothy Katz, Archib Parasharami, and Michael Polay.

Leukemia Society hits the screen

The Leukemia Society is going to conduct a two-hour telethon on channel 25 in either February or March to raise money for leukemia research and patient care.

The program will consist of bands, dancers, and comedy acts as well as presentations from various clubs and organizations to entertain the viewers. The entertainment committee is starting to find volunteers from various clubs to help out with the telethon.

In the past, the Leukemia Society has held many fundraising events. The Leukemia Society used to run an annual dance-a-thon. More recently, the society has organized basketball games pitting Schreiber athletes and teachers against celebrities from the radio station WFAN.

Leukemia Society advisor Rita Albert expressed enthusiasm towards the telethon: "The plans for the Leukemia Society fund-raiser have begun, and it looks like it's going to be an exciting event."

Say Y.E.S. to jobs

Do you need money? For several high school students, the answer is Y.E.S. (Youth Employment Service).

Y.E.S. is a Schreiber organization which businesses contact to place want ads for high school students. Jobs range from babysitting to raking leaves to waiting on tables.

Advisor Ron Costello said, "Students do not know where to go [to look for a job] and it is more convenient for them to come to us." The organization is looking for increased student participation; this year there are only four active members.

Y.E.S. President senior Keith Altman joked, "Y.E.S. has gotten off to a better start this year, being that there are four active members as opposed to last year's two."

Articles copied by Susanna Bass, Ashish Kapadia, Elizabeth Kass and Gary Schmirer.

Cross-dressing senior



Dave Arnold

Senior Todd McMullen made a startling impression on Schreiber students on October 29 by coming to school dressed as a woman.

McMullen dressed up on the Friday before Halloween so he could enter a contest at a dance club he works at called Lime Light in New York City. Because he was taking part in the contest, he decided to come to school to show off his "womanhood."

McMullen said, "I wore the costume to school to draw attention because I like to get a lot of attention."

When he entered his first period class, social studies teacher, Daniel Biro, was shocked when he saw McMullen in his dress. Biro said, "His [McMullen's] costume was amusing and different from what I have seen throughout most of my years teaching."



14 MAIN STREET PORT WASHINGTON
NEW YORK 11050 ★ 516 883 9678 ★

SAT * ACHIEVEMENT * SAT

COURSES

WE WROTE THE BOOKS!



NJL College Preparation
880 WILLIS AVENUE, ALBERTSON

**PRIVATE
SEMI-PRIVATE
SMALL GROUPS**

741-3550 OPEN 7 DAYS A WEEK

AN INTERVIEW...

Dr. Richard Crisci

Tim Gooding

What do you do?

I have a private practice working with mostly adults. I am also a supervising psychologist at Long Beach Hospital on the South Shore where I work with cocaine, heroin, and crack addicts. So that's a pretty interesting span of population in terms of working with relatively well-adjusted Schreiber kids and then going to my private practice and working almost exclusively with an adult population and then dealing with a very disturbed substance abuse population. So I kind of run the gamut of problems, which is interesting for me. I like the diversity. So that's what I do basically.

As a psychologist in the school, I like to see the psychologist take an active role in terms of intervention in terms of dealing with problem situations. I like to use clinical skills within the building in terms of doing some practical things like the test-anxiety group that I'm trying to get going. And I'll just take a moment to explain about that group.

Essentially what I'm looking to do, and have been doing for the past eight years, is work with students that become incapacitated with anxiety over test-taking. This is not the normal amount of anxiety. You might argue, well doesn't everybody get nervous for tests? Of course everybody gets nervous for tests.

The kind of anxiety I'm talking about is a student who is adequately prepared for an exam, has studied it, thinks they understand the material, then the time of the test moves in and blocks, literally

freezes, and the student is unable to perform the way they know they could, and then they leave the test and they are in the hall kicking themselves saying, "Oh I forgot that, I should have put this down." That kind of student is who I am trying to address in the test anxiety groups. Someone who can learn specific relaxation mechanisms to help them control their excessively high anxiety.

What kind of students have you done this with in the past?

I've also used this technique with some of the sports teams. Years ago I did this with the football team in terms of helping them to relax when they were in the I don't know whether it was the State championship, they were county, they were very competitive and had an excellent team a number of years back.

And I did this with the entire football team. And I had done this on several occasions with the girls track and field team under Mr. MacDonald. I don't know whether he's still the coach. He was very much in favor of the girls getting exposed to this activity and used this technique with the track and field team a number of times.

And the students came to you voluntarily?

Right now the way students come to my attention is either through the guidance counselor, the classroom teacher—very often the classroom teacher notices a lot of anxiety surrounding test situations, and because I've been doing this for a number of years, has notified me that a

given student was experiencing this kind of anxiety—and, in some cases, parents directly call me.

And they're eager for it or are they reluctant to meet with you?

I would say they come in with the desire to be helped, but of course, not knowing what this is, there's a little bit of concern in terms of, "is this really going to work, what's this going to do?" I'm not saying that everybody that walks in here is totally thrilled about it. I think that once they see the effectiveness of this, it proves to be successful.

Once they see that they can start to feel better in testing situations, that makes them more motivated to continue to come in. And the nice part about this is that you don't have to wait a long time to see results, usually you see it within anywhere between three and six sessions you start to see some results.

Are you hoping that you'll be able to work with more students?

Yeah, I think it's something I'd like students to be aware of because sometimes—depending upon the semester—sometimes there's a decent response and sometimes there's been a kind of low response.

And what I'm trying to do is to get students to realize that there are services available to them that they might not be aware of. Certainly Freshman coming into the building are not aware of this. So it's a way of promoting general awareness. I'd like to do that about psychological services in general.

Tim Gooding is an outreach worker at the Port Counseling Center, a Nassau County—funded organization. He helps run various community programs and counsels students on such topics as diverse as drug and alcohol abuse, AIDS, and college plans. Gooding's function could be described as "a community based guidance counselor." He works at a Harbor Homes community center named the Littig House as well as at Schreiber High School and several other locations.

Is there any difference between the students years ago and the students today?

Students are in the same slots today as they were when I was growing up in Port Washington. If we had had more of an opportunity to share and to bounce our feelings off our peers and friends, then we would have been better off. I feel that this [the same] is true for students today. I would like to be based in one school so programs could be more consistent and have a greater value.

Do you think there was a particular teacher who pushed you towards or steered you into the job you are doing today?

A couple of people helped me stay off the wrong track. [These people helped me] when I started to go off down a bad road. ... It was really because of these peoples' patience that I began to think of what I could do for other people in this world. Students with whom I work are constantly developing. We're all developing ... constantly, whether into adults, or senior citizens. I'm at a different stage of my life, and I am very grateful for what these people did for me. I want to give something back to the community. We are very interested in the change over time of relationships between blacks and whites.

Do you feel that relationships between blacks and whites are differ-

ent from when you went to high school?

Today a similar percentage of the population is black. But there are a lot more different populations: Oriental, Spanish, Jewish, etc. I think today we are all being forced to interact—we have to interact with people. We're really past the point of whites staying with whites, blacks staying with blacks, and Spanish staying with Spanish. I think that [learning to interact is] something we have to do for humanity, for our future. One has a lot to learn from everyone else. Everyone has a right to share their thoughts with different populations and races. Otherwise, people brush it underneath the carpet.

I think the first issue is getting to know other people's backgrounds and cultures. As individuals we have to be willing to listen and go out there to try to find out information. You have to go out of your way to learn about others. For example, go downstairs to TESL or talk to somebody and say, "Listen: We have two representatives; we just want to throw around some ideas; etc." But really go out of your way for it, understanding that there are going to be [difficulties] at times. It's important to make it a nice comfortable atmosphere and learn about each other. Without that we have prenotions of each other. Sure there's going to be turmoil. Sure you're maybe not going to agree with the way somebody raises his children or gets married, or the way he lives his life. That's okay. He might not agree with you also. At the same time, there may be fifteen things which you do that are very interesting and he would want to know. So that doesn't necessarily shut you off from the whole beautiful population, and vice versa. They might have a lot of prenotions about let's say Harbor Homes. But invite them: "Come down. ... There's a basketball game going on," whatever, you've got to go out of your

way.

I know there's not a lot at Schreiber, but in general, how do you feel about violence in schools?

A lot of people are angry and take out their anger in different ways. This could be one source of [violence]. ... I think that some schools aren't aggressively approaching that issue. Why are the youth so angry? You're going to need security, and you're going to need a little extra help in the halls, etc., but also a lot of help in letting them vent their anger. Growing up with, let's say, one parent, or the other parent's never around, or one parent is not living the kind of lifestyle that they approve of, they don't want to go home and sleep there; they don't feel that sense of love and concern. And then they just go like, "Hey, who cares? I'll do what I want to do. So what are you going to do to me? Are you going to put me in jail? Are you going to send me to the principal's office? Big deal." And I think that some schools fail to address that aggressively. They don't say, "This is a problem ... We had a child shot." [They should be saying], "This year in our school instead of putting in security, let's get some people in to talk about the anger." The anger could come from a child not having a father at home, or feeling that the father doesn't care because he's never home. ... [If children] feel like they can't trust anybody and can't talk to anybody, then they go shoot somebody, and they get into trouble, and go down a different road. They should be allowed to talk about and explore their feelings. Let it be twice a week for 45 minutes, when the child has an opportunity to talk. Security and metal detectors and things, those things are important, but money should be put in to deal with the emotional status of children to make somebody more emotionally stable. If you start addressing the problem, maybe you can help somebody out.

What's in a Name? *A Politically Correct Commentary*

by Greg Frank

Like the tides, trends come in and then go out of style. The latest trend is excessive political correctness. People are not short anymore, they are "vertically challenged." People are not fat, they are "calorically excelled." But what does it all mean? As Shakespeare once wrote, "A Rose by any other name would still smell as sweet." The answer is quite simple: it means absolutely nothing. Words mean what the dictionary says they mean; and they should not be corrupted to meet one group's agenda. Everyone knows that if you are short, you're short; if you are fat, you're fat. Changing the words that describe these traits is not fooling anyone. At best it is annoying to try to keep up with the trendy phrase.

People have become obsessed with words. Reading my copy of *The Schreiber Times* in homeroom one day, I was horrified to find that this has even been done in Schreiber. In one article there was an entire paragraph, completely unrelated to the article, devoted to why the word "freshman" is not politically correct. The reason the author, Emily Weinstein, gave

'Women in our society deserve equal rights, but creating meaningless words and phrases is not the way to do it.'

was that "we are not all men." The author then proceeded to create the word "freshperson," which she used throughout the rest of the article. I thought to myself, "isn't this a little bit ridiculous?" Obviously the term "freshman" has nothing to do with men at all; it is just a label given to ninth graders. Why must we be so literal, so that even parts of a word have to accurately describe the whole word. By that logic; half the words in the English language would have to be changed. What's next, personhole covers instead of manhole covers? Should "woman" be changed to "woperson" because it has nothing to do with men?

Women in our society deserve equal rights, but creating meaningless words and phrases is not the way to do it. People get so uptight that every word becomes a battle. Castrating words succeeds in doing nothing more than frustrating everyday communications.

Political correctness is also a major promoter of censorship of thoughts and ideas. In fact, by definition political correctness and censorship go hand in hand. The *Random House English Dictionary*

defines censorship as "the act of suppressing [ideas] deemed objectionable on moral and political grounds." The phrase "deemed objectionable" literally means "politically incorrect."

"[There] are 'thought vigilantes' on the prowl to punish people guilty of thinking proscribed thoughts." says columnist George F. Will in *Newsweek*. There have been many recent incidents on college campuses proving him right.

Students often censor other student's ideas because they do not like them. One famous incident occurred recently at the University of Pennsylvania. A group of students removed and threw out 14,000 copies of the school newspaper from a delivery truck because they did not like what a conservative columnist had to say. No disciplinary action was taken, because the destruction was done in the name of political correctness. Similar incidents occurred on the campuses of Penn State and Dartmouth. These incidents demonstrate how out-of-control the "everything must be politically correct" trend has become.

I cannot say that political correctness is

strictly bad. P.C. normally plays an extremely important role in our society. P.C. protects people from real prejudices against race, religion, creed, and sex. P.C. is of the utmost importance if we want to remove these parasitic prejudices from our society.

The excessive abuse of political correctness, however, has demeaned the whole ideal, thus lowering its effectiveness against the real problems.

Jonathan Rauch, author of *Kindly Inquisitors*:

'P.C. protects people from real prejudices against race, religion, creed, and sex.'

The New Attacks on Free Thought says that content has actually started between different groups of people on who is offended or "oppressed" the most. He says this is done because more compassion is displayed toward "historically oppressed classes." These "competitions" encourage groups to claim they were offended when they were not. In conclusion those who will be offended are those who value our Constitution and its guarantee of freedom of speech. Once freedom of speech, our first amendment, is revoked, who is to say what they will do next?

Tradition... Tradition!!

by Ari Rabin-Havt 1

I asked kids in our school what the first thing that came to mind about Halloween was and they all answered, "candy." None of them thought of Satan worship or of wearing costumes that might insult people. But across the United States, schools have banned outfits that they deemed insulting, repressing youth's freedom of speech even further. Some of the costumes that were banned included devil and witch costumes, costumes of senior citizens and hobo's, and some other Halloween costume favorites. If you are going to ban costumes, ban the whole holiday.

How does a person dressing up as a devil or witch become a Satan worshipper? Most devil costumes do not even portray what a real devil worshipper thinks of as Satan. The costumes usually portray a friendly devil with the cute face of a little kid. It would probably insult many devil worshippers to find little kids dressing as Satan. The witch costume has been around since the beginning of modern Halloween and is and will always be the most popular costume. Many children who dress up as senior citizens are not trying to insult them. They are trying to exaggerate something and make it

funny. Comedy is the far ends of life.

Last Halloween, when I wore my Fidel Castro mask to Weber, a "politically correct" teacher made me take it off. He said that it insulted our country. When I asked about my freedom of speech, he told me that it had died. I did not wear the mask to insult our country. What I wear on Halloween reflects neither respect nor hatred for my country. Halloween is a fun holiday during which children go out and get candy. It is not meant to be "politically correct!" If we start to ban costumes on Halloween, what will come next? America could become like Nazi Germany, where people's freedom of speech was stripped from them.

Censorship is wrong and should be stopped, especially when it interferes with something that has gone on for years, and destroys something that was once simple fun for children. Most adults disagree with this by saying that Halloween is a destructive holiday during which children go out and play destructive pranks.

Halloween is not supposed to be a solemn holiday. It is a happy, joyous occasion where little children go out and get candy. In the towns that ban Halloween, do they arrest everyone who is wearing the wrong kind of costume? What has become of this happy holi-

A Schreiber Student Speaks out.

day? Soon the spirit of Halloween will die and take with it a tradition that has lasted for centuries.

How would you feel if in 300 years, someone decides that Santa Claus is an insult to obese old men with red noses and bans him? Santa Claus is a symbol of love and goodwill to those outside of Christianity too. I can name many people in our school who

used to sit on Santa Claus's lap even though they are Jewish. At this point in our country's history, do we really need to pretend that something as meaningless as Halloween costumes are the cause of our problems? Let us focus upon the problems of crime, drugs, and before we concentrate upon destroying a holiday that is fun for kids and harms no one.



Catering For All Occasions

From Sandwiches To Party Platters

EAT-IN  TAKE OUT

"Choice Of Our Select Meats

Which Are A Cut Above The Rest"

Specializing in The Finest Corned Beef, Pastrami, Kosher Beef Franks, Homeade Soups, Knishes, & Much More



OPEN 7 DAYS **944-7199**

We Accept  22B MAIN ST. PORT WASHINGTON

FREE DELIVERY

Gender-Specific Legos

An angry complaint

by Emily Weinstein

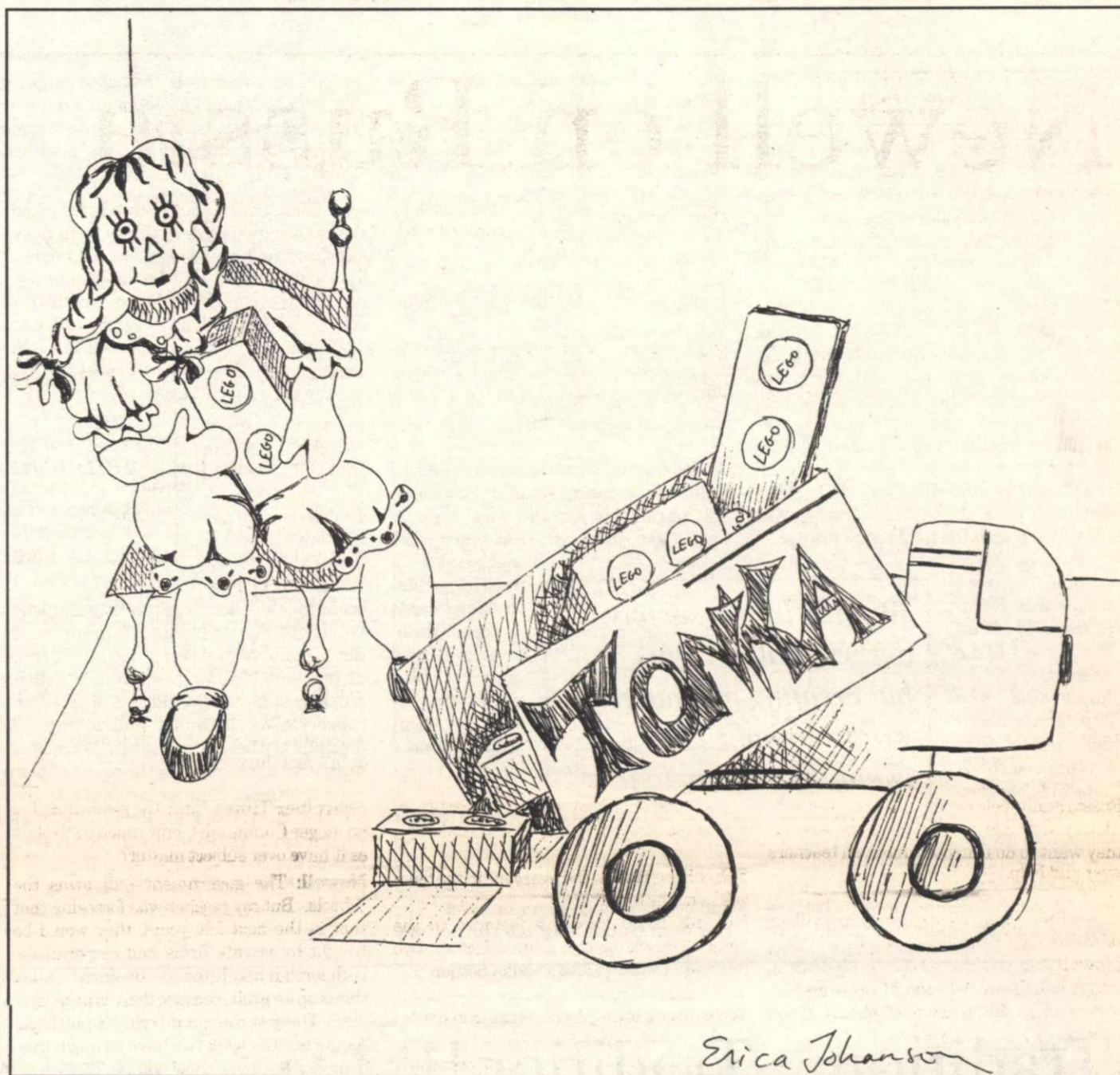
When I was a little kid, I had Legos. Nothing too elaborate, mind you, just the basic bucket of different colored blocks. Blocks of different sizes, two by three, two-by-eight; long, skinny strips measuring one-by-ten, and a few extras; some hinges and doors and windows. I built houses and spaceships and towers, and when I outgrew the primary-colored blocks, the big red bucket was passed on to my brother. He later started getting the sets with plans and themes when they were released several years later.

For that brief period, it seemed that Lego was the perfect toy: versatile, durable and full of endless possibilities. And for a while, they were politically correct, too, those little, smiling, androgynous figures with unisex, neutral coloring. Maybe they represented the idealist in all of us—a world of square pieces that always fit together no matter how many times you rebuilt the structure.

But I have since discovered what I believe is an unsettling fact. Unfortunately, Lego has become one of dozens of toy companies to widen the rift between what it means to be a little girl and what it means to be a little boy. They have separated them into two groups—one with their two pink, subdued pages that separate them from the otherwise action-packed catalog, and one with their encouraging slogans and huge range of possibilities to choose from.

In its holiday catalog, between those baby Duplo blocks and the more advanced theme sets, Lego is advertising NEW Lego, especially for girls. A page on a pink background is headlined, "Your paradise vacation awaits you!" What follows is seven or eight sets that build the "Sunset Stables," "Poolside Paradise," "Paradise Playground," and the things of that ilk.

On another page there is "Let's play house" Lego for younger girls, specifically labeled as "pastel colored." It includes three sets: "Grandma's kitchen," "Patty's Pony Stable," and "Family Home." "Everything a little girl needs to build a DUPLO dream house!" The bucket itself is a sad version of the old red one—instead of the no-nonsense Lego sticker it is now a putrid shade of lavender-pink, covered in stars, and even goes so far as to include a heart-shaped insert. All of the sets include an array of pastel-colored pieces and figures in swimsuits (for "poolside paradise.") The theme appears to be paradise and dream homes, and according to the makers of Lego, paradise for a girl is building simplistic pink houses.



Never mind that, the other pages of the catalog, those filled with the Fire Control Centers, Airports, Space Shuttles, Pirate Islands, Mountain Fortresses, Super-speed Trains, and Space Stations have heading that scream with aggression, "Let your imagination soar!" "There's no emergency you can't handle with RESCUE sets!" "YOU'RE in charge of building LEGO town from the ground up," and finally, "Castle System™ LEGO—where you rule the kingdom."

LEGO is just repeating the message we've so often heard—action and adventure and choice—that's for them. It's his G.I. Joe, his Transformer, his puzzle, his fight, his world.

Look, dear, you can build pink houses and practice being a homemaker, while little Johnny can build space stations and be king of the Mountain Fortress. The problem is that once kids begin to think this way about toys, they'll eventually start thinking this way about life—that boys should play at being superior and all-powerful and girls should start picking out the curtains.

But this shouldn't just make us sigh and shake our heads and say, "that's what sells these days." This is just one of a thousand outrages in the marketing of toys. Pink Lego gets right in line with the new Fisher Price push toys—a far cry from the old unisex versions—pink vacuum cleaners for girls and blue trucks for boys, and even Nintendo games like "Aerobic Dance" with Kate Moss—thin, blonde, pony-tailed, dot-matrixed instructor who directs young figure-conscious girls around,

ironically, their Power Pads. There is even a girlfriend version of the electronic date book. In the commercial, the girl calls up her tennis date with "Brian" on the screen and

exclaims, "What will I wear?!" The difference between this and grown-up ads depicting the grown-up equivalents of house-building and paradise vacations, where sexual submission, ladylike incompetence and domesticity are the top priority, is that gender-specific premises are now being marketed to children.

Like drinking lead-tainted water, this

is something over which they are powerless. They turn on their televisions, and pretty soon these kids know that the menacing, don't-mess-with-me music is the jungle to a "boy commercial" while the passive, sugary tinkle is that of a "girl's." Subjecting children to this kind of unconscious categorizing is just like allowing them to drink tainted water—inexcusable.

There is a reason that this is what sells: it's what is allowed to sell. The girls and boys grow farther and farther apart, with their trucks and dolls, mountain bikes and pink handlebar baskets. This backward movement in time is a ticking time bomb that can go off in our faces when six hundred of the twelve hundred students here at Schreiber grow up feeling even more inferior than their foremothers.

Give the boys some more dolls, give the girls some more fortresses and space stations, and give everyone their old red buckets back. It is the right of both women and men to take part in all facets of life, and our obligation as thinking people to take away the unwanted influences of toys on innocent children.

Thinking such as this has 'blessed' us with toys that harbor calousness and further the gender gap that was started long ago and even now, after all of these years, is only being closed.

"The problem is that eventually they will start thinking this way about life—that boys should play at being superior and all-powerful and girls should start picking out the curtains."

Around the world

Newell on Russia

by Benjamin Getting

This interview was conducted with Mrs. Newell upon her return from her trip to the Russian state. Mrs. Newell is a teacher in the special education department.

Schreiber Times: Did you journey to Russia by yourself or with a group?

Newell: I went with an organization called Hands Across the Water. Seventy-five teachers and administrators from across the country flew to Moscow and lived with teachers, attending their schools for two-and-a-half weeks.

Schreiber Times: You were actually able to attend classes?

Newell: That was the whole thrust. In March, these same teachers will come and live with us. My teacher, Nina, will come to Schreiber and live with me for two-and-a-half weeks, and see the United States, and actually New York and visit different schools. What they're trying to do is exchange ideas. Russia really feels inadequate in their methodology and their ways of teaching, so what they want to do is invite American teachers over and help.

Schreiber Times: Did you stay in a village or town?

Newell: I stayed in a town called Boroviski, which is halfway between Moscow and St. Petersburg. It's a town of about 50,000 people.

Schreiber Times: What was the level of education there?

Newell: School starts for them when they are seven and continues until the end of 9th grade. If they want to go into a vocational they can. But most stay on until 11th grade. There is no 12th grade. At the end of 9th

grade they take tests, much like the schools in Europe. And they go on a humanities track or a math and science track.

Schreiber Times: Do they have universities?

Newell: Yes, and they do have to take entrance exams but not like the SAT's. You take a humanities entrance test or a math and



science entrance test. The University of Moscow is something like 40,000 students.

Schreiber Times: Did everyone in the town work in a factory?

Newell: There were five factories in the town. A brick factory, a linen factory, two furniture factories, and a vodka bottler.

Schreiber Times: How was the transportation?

Newell: Terrible. But that's only because it was so crowded. It's inexpensive. It breaks down to about 2 cents a ride for them. Nina pays a dollar a month for her apartment. But she only makes fifty dollars a month teaching. So in essence, the apartment is free. But food prices are astronomical. She'll pay as much for eggs as she does for rent. It's tough.

Now Nina, the woman I stayed with, said that under communism, things were more stabilized and therefore more affordable. They still have quiet a bit to buy but no one can buy it because of inflation. In 1990, 7 rubles equaled a dollar. Now the rate was 1250 rubles to a dollar. So week by week things are so inflated she's not sure what she is going to be able to buy.

Schreiber Times: Did you see any signs of the political uprisings in Moscow?

Newell: We only saw what had happened to the Parliament, that Yeltsin bombed and it was pretty amazing. It was incredible to realize that this was something that I had been watching on CNN and was now at 8 days later. But I never felt watched and I never felt threatened. I felt more threatened in New York City than I did in Moscow. I never saw homeless people, now you know that they exist. I just don't know where they are. Now, we saw armed guards, with semi-automatic weapons under their arms. But I didn't feel threatened.

Schreiber Times: Since the government is no longer Communist, how much control does it have over subject matter?

Newell: The government still owns the schools. But my teacher was foreseeing that that in the next few years, they would be bought by private firms and corporations, both foreign and Russian. Business. All of this is up for grabs because there is no master plan. The government is trying to pull back. As my teacher said, "we have so much freedom and we don't know what to do with it."

Schreiber Times: It's almost as if they've been left with this gap to fill and they have no idea how to fill it.

Newell: Of course. How would they know? They've been taken care of forever. And now they've been forced to make these decisions and choices, and they don't know how to.

Driving in Germany

by Rebekka Schulz

"It was a great evening. We had a lot of fun. Oh God, I wish I had died and not..." When I heard him saying these words, I could see the tears in his eyes, but he knew that nobody cared about his tears. The people around him could not forget his two friends who died in the accident. The boys were eighteen and nineteen years of age; one of them had a two-month-old son.

This all happened last summer in my hometown in Germany. I could tell you a lot of stories about people, especially young people, who have died in accidents. A few of them were really good friends of mine, but we all know how these stories end. The main cause of car accidents in Germany is in many cases, not alcohol, but speeding. The speed limits in Germany are much higher than in New York, espe-

cially on the highways. The limit on a highway in Germany is between 100 and 130 km/hour (63-82 miles/hour). On some highways, there is no speed limit and some people drive between 160-180 km/hour (100-113).

The driving age in Germany is eighteen. After passing a written test and a road test, one gets the first drivers license on probation for two years. If there are any offenses while on probation, the license will be revoked and driver education must be repeated. Before this law was instituted, one out of every two drivers between the ages of eighteen and twenty-four had been involved in an accident. In comparing the number of accidents in Germany from 1985 and 1990, it is easy to notice a decline from 400,000 in 1985 to 180,000 in 1990.

A German citizen is able to apply for drivers education in a private driving school at seventeen, provided that he or

she brings an identification card, a photo, and an eye test from a doctor. It is not possible, however, to learn how to drive a car at school. The course consists of not less than eighteen hours of theory and a practical part which is divided in two parts. One part involves driving in the city (225 minutes out of town, 135 minutes on highways, and 90 minutes at night), and special lessons. Usually the number of lessons necessary to complete the course equals the student's age, but at least twenty, plus the special lessons, are required. After passing the written test, the road test can be taken with the approval of the teacher.

There are many differences between driving in Germany and in the United States, but there is one common truth: the number of accidents and injuries to people both within and outside automobiles can only be diminished by driving safely.

RUSSIA

A Muscovite's first-hand account

by Natasha Moskvina

My father, who lives in Moscow, told me in a recent phone conversation that Moscow is now very active politically. Candidates from various parties, including the old Communist Party, are trying to obtain enough signatures from their supporters to be legally placed on the ballot for the election to the new Parliament, which will take place this December. Members of the old Parliament are allowed to participate in the new elections only if they get at least 10,000 supporters each, which is not very hard to do in such a populous city as Moscow.

Each participating party is trying to attract a large body of volunteers. During the campaigns these volunteers go to workplaces and universities to legally and illegally collect signatures for their petitions. From these campaigns, Muscovites learned very quickly to examine every detail of any document they sign. The students of a Moscow institute were surprised after they signed a petition which asked for larger scholarships. At the very bottom of the petition, was written in small letters that people who signed above were also endorse to a certain political candidate.

Moscow was declared a "visa city" this month. From now on, people from other regions of Russia and the former Soviet Republics will have to buy a visa for every 24 hours that they spend in the city. Goods and services are more plentiful in the capital, and people from the surrounding regions flock there to obtain them, some travelling very long distances. Previously, a Moscow residency permit was required to buy certain items in short supply. Some people also come to Moscow from the former Soviet Republics in the south to sell fruit and vegetables at extremely high prices. One visa would cost approximately ten percent of the minimum salary. A minimum salary is about 75,000 rubles a month, equal to \$62.50 at the current exchange rate. Those without a visa will be fined a maximum of 50 times this monthly salary if caught. While this "visa" policy might keep some people out of Moscow and might result in revenue for the government, it is very harsh on pensioners whose monthly wage is about \$13 at current exchange.

LINDA Lundberg

"Linda was my colleague, but my teacher as well. As often as she supported my ideas, she challenged them. Because of her, I grew as a person. I will miss her very much."

—Ruth Adams

"Linda always put herself last concerned herself with everyone and everything else first. She gave of herself willingly."

—Nancy Zove

"Linda Lundberg was a wealth of information of all kinds—whatever we needed to know, we were assured of an answer."

—Joyce Finizio



Lundberg was a fixture at Schreiber's yearly Saturnalia celebrations.

An era ends...

Miss Linda Lundberg, a language teacher and chairman of the language department since 1967 died October 26, 1993 after a brief illness.

Miss Lundberg was born in 1938. After earning a Bachelors degree from Carlton College in Northfield, Minnesota, she began teaching at Schreiber High School in September 1961.

Later, she earned a Master of Arts degree from Middlebury College in Middlebury, Vermont. In 1967, she spent a year on sabbatical studying at Sorbonne University in Paris.

A memorial service for Miss Lundberg will be held today, Wednesday, November 17, 1993, at 3:15 P.M. in the auditorium. Eulogies will be delivered by principal Sid Barish, teachers Joyce Finizio and Martin Brown, and Herb and Erin Russel, neighbors of Miss Lundberg. Relatives of Miss Lundberg's, Jane Payne and Janice Bowers, will also speak.

A memory...

"Among many memories and humorous moments that I loved these past fifteen years with Linda, I'll always remember how she viewed just about everything with an incredible sense of humor. After observing an Italian level one class one of my first years here, consisting of about 28 Italian American students with a wide range of abilities, Linda's comment was "It was a great place to visit if you didn't have to live there! This she wrote while chattering away and laughing in the back of the room with the class chatter boxes so called 'trouble makers.'"

—Karen Ortiz

"Sarge" circa 1975

She leans out of the ground floor bookroom and bellows down the hall. "Hey Mr. Mac, is that you making all that noise down there?" The boys at the end of the hall laugh. Sarge is at it again. Sarge is not an army officer and she is not a cop. She's the chairman of Schreiber's Language Department. While most students in this school know her as Miss Lundberg, an affectionate few have bestowed upon her their own special nickname.

Sarge is a comedienne. Her audience is basically a small group of students who spend a good deal of their time at the end of the language wing adjacent to the smoking lounge. She visits them often, sometimes to warn about smoking or making noise in the hall, sometimes to talk, and sometimes just to laugh.

"We like Sarge because she doesn't just come down here and tell us to put out our cigarettes. She'll talk to us, ask us what's going

on." Sarge says that she hasn't always known "her boys" as well as she does now. In the beginning her relationship with them was confined to that of "shut up", and "stop that." She says she realized how pointless orders and "moralistic and preachy" speeches are. She feels it is much more important for there to be "reciprocal respect" between her boys and herself. Sarge steps outside. Immediately a group on the hill rises and salutes her. Sarge turns bright red and they all laugh.

Another of Sarge's admirers is one of her colleagues, who says that Sarge is influencing several other teachers in her attitudes towards her boys. The "boys" are still sensitive to Sarge's uniqueness, however. "Sarge is different," they say. "She doesn't give us a lot of crap like some other teachers. She's nice to us."

(Schreiber Times, Wednesday March 26, 1975 by Ruth Friedman and Kathy Hehcht)

A Student's Reaction

by Stefan Pedatella

"We hang by a thread." How often I have heard my father utter this phrase I really do not know, but it invariably ends up rolling off his lips whenever someone dies before their time. As a younger child, the ominous morbidity of the statement always used to send chills up and down my spine but I never really thought about what it really meant until the situation of someone dying before their time hit "home." So far in my life, I have been spared the emotional trauma of having to carry on while someone very close to me had passed away, but when Ms. Lundberg died I felt a major loss.

I had Ms. Lundberg for French in my sophomore year which also happened to be my first year at Schreiber. Initially, I had some trouble getting adjusted to the new school, new people, and new town and because of the incredible care she had for her students she noticed. Her guidance, her wisdom, but mostly the fact that she was willing to listen to my sometimes incoherent ramblings about my standard adolescent problems made a really big difference in how my year and, subsequently, my entire high school career has progressed. Upon reflection, among the myriad of outstanding qualities that Ms. Lundberg possessed, her ability to instinctively know what sorts of feelings I was experiencing and deal with them correctly was the aspect of her personality that had the most influence on my life. Not to mention that she was an outstanding teacher as well. She always kept a relaxed class and treated all of the students like adults. This made for a sometime chaotic, but always interesting class.

Incredible as it might seem though, Ms. Lundberg didn't exclusively reserve this sort of treatment for her favorite students. Instead she gave everyone, even kids who weren't her own students, an extraordinary amount of attention. I could probably count on my one hand the number of times that I saw her refuse someone who came to her for any sort of help.

Out of all of qualities, the one everyone responded to the most was her sense of humor. Always the fighter and always one to look on the bright side of everything, she rarely could be found without a smile on her face or a laughter all around her. The Ms. Lundberg that everyone knew and loved, the woman who had a picture of herself sticking her middle fingers up at the camera with a defiant, pugnacious look on her face, was herself to the end. Even when in the throws of unspeakable agony during the final days of her life, she refused to take medication to ease the pain. Ralph Waldo Emerson said that if one life has breathed easier because you have lived, you were a success. Based on this definition, Linda Lundberg defined the word.



November 15, 1993
 Volume XXXIV, No. 3
 Paul D. Schreiber High School
 Port Washington, New York 11050

EDITORS-IN-CHIEF:
 Jon Bass Marc Lindemann

MANAGING EDITOR:
 Emmie Chen

PRODUCTION MANAGER:
 David Mao

NEWS EDITORS:
 Matthew Engel
 Ashish Kapadia, Ass't.
 Preeti Parasharami, Ass't.

OPINIONS EDITORS:
 Ben Getting
 Caroline Pam, Ass't.
 Alison Root, Ass't.

SPORTS EDITOR:
 Bryce Romer

A&E EDITORS:
 Jason Hare Stefan Pedatella

PHOTOGRAPHY EDITORS:
 David Arnold Lauren Thomas

BUSINESS MANAGERS:
 Caroline Heller Alyse Hazelkorn

LAYOUT EDITOR:
 Caren Sencer

ART EDITOR:
 Erica Johanson

COPY EDITOR:
 Jesse Peyronel

EDITORIAL ASSISTANTS:
 Yana Feldman Josh Silbert

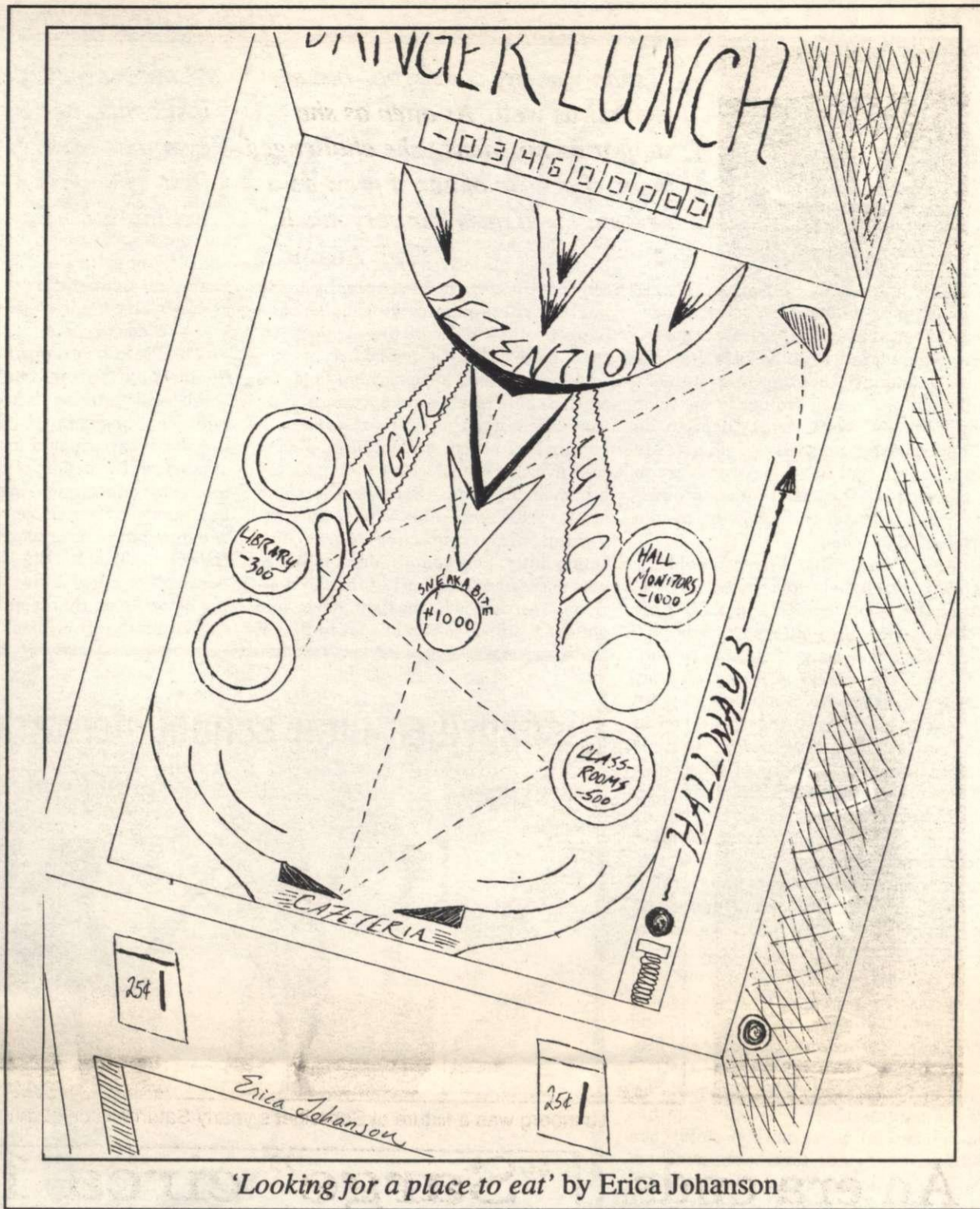
STAFF:
 Susanna Bass, Chris Cahill, David Chudd, Josh Gewolb, Ari Rabin-Havt, Josh Jacobs, Elizabeth Kass, Karina King, Ken Mandel, Lisa Miller, Theodora Petratos, Rebecca Schiff, Gary Schmirer, Emily Weinstein

REPORTERS AND PHOTOGRAPHERS:
 Bradley Block, Greg Frank, Simon Hanft, Greg Irgang, Alain Lapter, Lance Lipset, Alan Mak, Natasha Moskvina, Theodora Petratos, Ari Rabin-Havt, Robin Schiff, Rebecca Schulz, Arthur Viana, Emily Weinstein

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, or return any submitted material. All letters must be signed by the author. We have a circulation of 1800 copies per issue with subscriptions available by mail available for \$6.00 per school year.

We accept camera-ready ads or will design ads to your specifications. For information on advertising, call our business office at (516) 767-4367.

Sidney Barish, Ed. D., PRINCIPAL
 G. Blain Bocarde, ADVISOR
 © 1993, The Schreiber Times



'Looking for a place to eat' by Erica Johanson

Litter chokes Schreiber's grounds

Over the past two years the Schreiber Shrubbers have done an admirable job in beautifying the front of the school. What was once a barren expanse of dirt is now an arrangement of plots of vegetation. The time and energy spent in the beautification of Schreiber is fruitless, however, if most Schreiber students could care less—and the fact that the school grounds are covered with litter seems to prove just that.

If you take a walk around Schreiber, you will see that in about a ten-foot perimeter surrounding the school the ground is covered with garbage. This is especially apparent at the smoking wall (where the ground is covered with cigarette butts and other garbage) the open area under the science wing, and next to the path leading up to the tennis courts (where under the bushes there are literally piles of garbage).

Litter is far more difficult to combat than poor landscaping or deterioration due to age—even if the custodial crew conducts a massive clean-up campaign, garbage will be strewn across the school grounds the day after the project is completed.

You might suggest that the school needs to put more garbage cans around campus, or put ashtrays down at the wall, but there is a

garbage can in sight from wherever you are on campus. Students just don't put the garbage in them.

Paul D. Schreiber High School is supposedly one of the finest public high schools in the United States, and it is about time that its grounds reflect its prestigious standing. The administration must finish the job that the Schreiber Shrubbers started—they must make the students themselves care about the beauty of their school.

Times pays respects to Lundberg

The Schreiber Times mourns the passing of Miss Linda Lundberg, a friend, extraordinary teacher, and chairperson of the Language Department. Miss Lundberg passed away on October 26, 1993. She spent the last 32 years in service of the students of Schreiber, teaching and counseling them. The Schreiber community will miss her greatly.

The Language Department has begun a memorial scholarship fund in honor of Miss Lundberg. The main office will accept donations.

Parents Just Don't Understand.

by Bradley Block

The entertainment industry has recently been accused, on several occasions, of causing the loss of young lives. Parents have complained that the entertainment industry has a bad influence on their children, and encourages them to do things that they would not. My argument is that it is the parents are to blame and not the entertainment industry, since most of the following events originated at home.

Several weeks ago, a five year old boy ignited a bed in his trailer home, incinerating the whole trailer and killing his helpless, two-year-old sister. His parents didn't even consider taking responsibility for the tragedy, although they had left their two-year-old daughter and five-year-old son at the trailer home unattended. Rather, his parents chose to accuse Beavis and Butt-Head, those crazy cartoon characters on MTV who say, "Fire fire fire fire!!" all the time, for causing the inferno. The show's time slot has since been moved from seven o'clock to ten-thirty p.m., and no longer makes reference to fire. Why? Because of inadequate parenting. It was not Beavis and Butt-head's fault that this child chose to set a bed on fire. The five-year-old pyromaniac's neighbors said that he was constantly playing with lighters and matches, even before the program first aired. It must not have been the first time that he decided to set something aflame. If his parents think that television has such a bad influence on their child, then why don't they monitor what he watches?

The music industry is constantly being blamed for the mistakes of parents and their children. Judas Priest, a heavy metal band that frequently alludes to Satan, was recently charged (but found innocent) of causing the suicide of a high school student. After getting drunk and high, a boy listened to Judas Priest, and subsequently committed suicide. His parents said that the suicide had nothing to do with his drug-induced state, but that there were subliminal messages in the music that caused him to kill himself. Judas Priest was found innocent, but nevertheless! Why couldn't the boy's parents admit that their child might have been in a severe depression?

Metallica was also blamed for instigating teenage suicide. A few years ago, the body of a teenage boy was found with the lyrics to the song "Fade to Black," off of Metallica's *Ride the Lightning* album, written on his arm after he committed suicide. James Hetfield (rhythm guitarist and lead vocalist of Metallica), in an interview in last April's *Rolling Stone*, said that a lot of fans write letters saying that Metallica's songs help them out of depression because it gives them something to relate to. Of course, those who complained about that one suicide were unaware of those people that were helped. This case was never taken to court.

Not only heavy metal has been blamed for causing suicides. Country music is said to be so depressing that it causes people to look at their pitiful lives and kill themselves.

One football player from Syosset died recently because he thought that it was cool to lie in the middle of the street. He got the idea from Disney's *The Program*, in which the football team lay down in the road in the midst of heavy traffic to prove

that they were tough. This scene has been cut for obvious reasons. The student may have gotten the idea from the movie but the writers of the movie should not be blamed—the kid should have known better than to go play in traffic.

When parents have nothing to blame for their kids' troubles except themselves, they target irrelevant circumstances. A certain high school student had a plan to take over his school with a handgun and a homemade bomb. Some teachers and students discovered his scheme and prevented him from carrying it out. Immediately, Pearl Jam's "Jeremy" video was accused of influencing the boy's actions. Anyone who has sat down and watched the video would realize that it

has nothing to do with taking over a school. And with the release of the new Pearl Jam album, who's to say how many more sensitive topics will be touched upon in the videos to come.

The PMRC (Parents' Music Resource Center) takes part in censorship of many bands and individuals that they deem unfit for young ears. In their past years, they have participated in the censorship of music at the behest of many so called interest groups. Paranoid parents have accused Ozzy Osbourne of past devil worship, but he is actually an observant Catholic. The PMRC is really just a bunch of bored housewives who have nothing better to do than point fingers.

I think that it is about time that par-

ents started to take responsibility for the actions of their children because most of these problems originate in the home, not from television or music. Examples like these can only hinder the creativity of artists and writers. If they are too worried that someone may misinterpret their work and/or try to stupidly imitate it, then they may not be able to get their ideas across.

It seems that for years the entertainment industry has been helpless at the hands of the people who are too stupid to understand it. Tipper Gore and her cronies will finally get their way unless we watch out. Beevis and Butt-head today, the world tomorrow.

SCHREIBER HIGH SCHOOL DEPARTMENT OF PERFORMING ARTS

proudly presents



Fiddler^{on} the Roof

Based on **SHOLOM ALEICHEM'S** stories by special permission of **ARNOLD PERL**

Book by
JOSEPH STEIN

Music by
JERRY BOCK

Lyrics by
SHELDON HARNICK

Produced on the New York Stage by **HAROLD PRINCE**

Original New York Stage Production Directed and Choreographed by **JEROME ROBBINS**

NOVEMBER 18, 19, 20
NOVEMBER 21

8:00 P.M.
2:00 P.M.

ALL TICKETS \$5.00 — FOR INFORMATION AND GROUP SALES: 767-4421

Fiddler on the Roof is presented through special arrangement with and all authorized performance materials are supplied by Music Theatre International

SCHREIBER HIGH SCHOOL, PORT WASHINGTON, N.Y.

Three Musketeers is worth the money

by David Mao

The Three Musketeers, based on the book by Alexandre Dumas, has everything a movie goer wants: action, humor, and women. It takes place in France in the early seventeenth century and begins with the disbanding the musketeers, the personal guard of the king, by the wicked Cardinal Richelieu, played by Tim Curry, who wishes to have the throne for himself.

D'Artagnan, played by Chris O'Donnell, arrives at Paris wanting to join the Musketeers. At the former headquarters, D'Artagnan meets Athos (Keifer Sutherland), who informs him of the musketeer's feelings and challenges him to a duel at noon.

D'Artagnan has scheduled two more duels; one with Porthos, played by Oliver Platt, and the other with Aramis (Charlie Sheen). They are the only musketeers who have refused to give up and they are the men who D'Artagnan has been searching for.

A major fact that is not made in the movie is that these are the three best swordsmen in all of Paris. Unfortunately, before they can start dueling, they are interrupted by five of Richelieu's guards. A fight ensues with the musketeers being the victors, but D'Artagnan was still alive after they had finished off their opponents. The musketeers are skeptical of D'Artagnan's comradery and they go their separate ways. The musketeers are not long gone when more of Richelieu's guards show up and D'Artagnan is captured.

D'Artagnan escapes from his jail cell and discovers a secret meeting between Cardinal Richelieu and the Countess DeWinter, a murdering woman who gained all of her power and wealth through the assassinations of her husbands. They are plotting the ascension of Richelieu to the throne. Richelieu plans to send the sensuous Countess DeWinter to England's Prime Minister Buckingham with a peace treaty. He then plans to kill the king and win the trust of the people by being able to promise peace with England.

The characters are played well by their respective actors. Porthos is the fun-loving maniac, and Aramis is the priest who takes death very seriously.

The Adelphi Option.

As a high school senior, you've probably asked yourself many times: *What will I do with my life?*

College is probably the best place to find out. *But which college should that be?*

If you're like most others your age, what you need is a college education that gives you room to discover yourself and time to reflect on your place in the world.

Adelphi.

At Adelphi, you'll face a curriculum designed to stir your mind, to open it to new ideas, to challenge you at every turn...so that you're developing a firm foundation for life, thereby enriching any career you eventually embrace.

To our thinking, this is what education is all about.

The Adelphi Option. Think about it. It could change your life.

Write or call for admissions material.

Yes, I'm interested in knowing more about Adelphi University.

- I would like to receive information on the undergraduate programs in the:
- College of Arts & Sciences
 - School of Banking & Money Management
 - School of Business Administration
 - School of Education
 - School of Nursing
 - School of Social Work
- I would also like information on available financial aid.

NAME _____

STREET _____

CITY _____

STATE _____

ZIP _____

PHONE (Day) _____

(Evening) _____

Return to: Admissions Office
Adelphi University, Garden City, NY 11530
Or phone 1-800 ADELPHI

Adelphi
UNIVERSITY

CAD

Garden City, Long Island, New York 11530



If I Were a Rich Man...

Fiddler Promises to be a success

by Joshua Silbert

Months of preparation and hard work have gone into this year's fall musical, **Fiddler on the Roof**. The show, led by senior Mike Howland, is scheduled for November 18, 19, 20, 21, and promises to be one of the best Schreiber productions to date.

The story is set in 1905 in a small Russian town known as Anatevka with a predominately Jewish population. Despite the oppressive Czarist government and the breaking of tradition, the close-knit town is managing to survive.

Tevye, a dreamer at heart, is played by senior Mike Howland. His shrewish wife, Golde, is portayed by senior Emily Rosenblum. Both Howland and Rosenblum are veterans of the stage and consistently deliver stunning performances.

"I love my part and I have to say that... the cast is the best I have ever seen. Each person is the best for their part," said senior Craig Schneider who will play Motel.

Tevye's three daughters Tzeitel, Hodel, and Chava will be played by senior Emma Squillance, junior Jennifer Gembs, and sophomore Allison Newman, respectively.

"I feel less nervous than I was last year. ... I am more confident. I really like my part this year," said Squillance, who starred as Gypsy Rose Lee in last year's



Fiddler's cast of thousands dances the night away

Dave Arnold

production of **Gypsy**.

Several of the theater's most memorable songs are featured in this play. "Tradition", "Matchmaker," and "If I Were a Rich Man" alone warrant seeing one of the performances. The show's music is

directed by choir teacher Phil Glover and promises to be one of the highlights of the show. He will lead the pit comprised of two violins, two violas, two clarinets, two keyboards, one guitarist, one bassist, and one drummer.

With a 60 member company, director Jeff Roberts and producer Mardi Braun will have their hands full. In addition to the secondary school cast, approximately twenty elementary school members are involved.

INTERESTED IN GETTING YOUR CHILD INTO A TOP COLLEGE?

WANT TO ELIMINATE COLLEGE APPLICATION ANXIETY?

PARENTS: Give Your H.S. Senior Their "Best" Chance of Making A REACH/DREAM SCHOOL!

INTRODUCING AN INDIVIDUALIZED ONE-ON-ONE MENTORING PROGRAM DESIGNED TO DIRECT YOUR CHILD THROUGHOUT THE ENTIRE COLLEGE APPLICATION PROCESS: MAXIMIZING HIS/HER CHANCE OF SUCCESS!

Limited Number of Time Spots Available:
Call: **MRS. ZUCKER**
759-0538

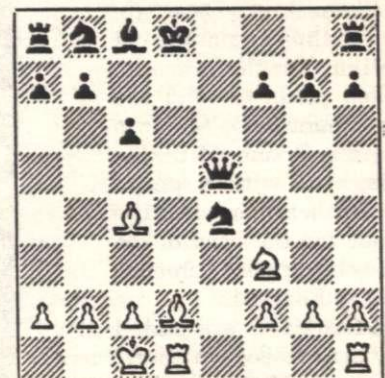
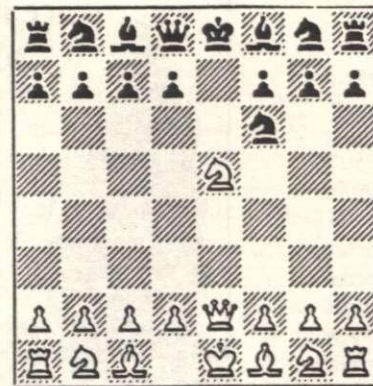
Irgang on Chess

In this, the first chess column at Schrieber, I will discuss the discovered Check and the double Check. A discovered check occurs when one of your pieces would be checking the opposing King, but one of your other pieces is in the way. When you move that "other piece," you discover a check on the opposing King. A double check is a discovered check where the moving piece also checks the other king.

Figure one shows a position from one of my games against another student. I, white, moved my knight to QB6, giving discovered check with my queen. On the next move, my knight took his queen.

Even masters can be surprised by the power of the double check. Figure two is taken from a game between two masters. When the game was played, black was one of the best in the world. White had just sacrificed his queen on Q8, and black took it with his king. White then played B-KN5, double check. Black played K-B2, and white replied B-Q8 mate. If black had played K-K1 instead, white would have played R-Q8 mate.

—by Gregory Irgang



REVIEWS

My Life a real tearjerker

by Jason Hare

"Emotionally uplifting." These two words express the sentiment felt by the audience after the movie *My Life*, a touching story of a dying man's race to live life to the fullest and see his wife give birth to his baby son.

Michael Keaton portrays Bob Jones, a relatively wealthy public relations man who learns that he has been diagnosed with kidney cancer. As the cancer spreads to his lungs, he learns that he has only a few months left to live. His last wish is to see his child born. Fearing that he might not be around to witness the birth, Jones decides to create a "video autobiography" of sorts, in which, through chats with his camcorder, he will inform his son of everything he needs to know about his father. In the long run, however, Jones finds up learning about himself.

The biggest problem that Jones has is that he has trouble opening up to anyone besides the camera. The movie is filled with flashbacks of his own childhood, in which Jones sadly watches his father go to work each day and is not able to spend enough time with him. He refuses to forgive his parents for the pain he felt.

Believing that he has the strength to carry on, Jones sees an Asian healer, who tells him that the tumors in his body are filled with anger, and he must learn

to forgive his parents for things that have happened in the past.

Through Jones' own determination, he is able to live longer than expected. "I can beat this thing" is a statement often uttered from his mouth, as he experiences moments of weakness and must take pills to calm himself down. When visiting his old home in Detroit, Jones attempts to erase his anger, resentments, and fear. He visits the house in which he grew up in, speaks with an old neighbor, and takes a ride on a roller coaster, something he had not done since the age of six. All of these events seem trivial, yet it is extremely touching to see him finally learn to appreciate his life and live it in the best way that he can.

Nicole Kidman plays his wife, Gail, and is equally as effective in showing her pain and sorrow as she watches her husband grow weaker day by day as her days toward childbirth grow nearer.

The moments that Jones spends with his camcorder are especially funny, sad, and touching. From showing his unborn child home movies of his own childhood to explanations on how to shave, slam dunk, and jump start a car, the scenes often elicited laughter and the occasional "Aww..." from the audience.

There are certain scenes which brought many to tears, and the last 45 minutes of the film forces the viewer to feel a certain anxiety, wondering if Jones will live and

truly conquer his disease.

The movie contains many hilarious moments, thanks to Keaton. These scenes, however, create an uncomfortable feeling in the heart of the viewer. In one of the most dramatic parts of the movie, there is no transition between a feeling of contentment and of despair. This creates a type of confusion which is not needed in a movie such as this.

Despite this problem, the movie forces many to rethink their lives. There are scenes in which members of the audience will feel as if they could conquer the highest mountain, and there are scenes that force viewers to re-examine. Either way, the film actually leaves one with a different perspective on life, perhaps not to take life so seriously and to live every moment as if it were the last.

The movie, in effect, is not really about having Bob Jones' unborn child learn about his father; it is about Bob Jones learning about himself: how to love, how to open his heart, how to forgive. These feelings are what create a bond between audience member and actor; everyone, somewhere in their heart, knows pain and may not know how to deal with it.

This movie not only entertains but enlightens the viewer, making them laugh, cry, and love. "Emotionally uplifting" is truly the best way to describe a terrific movie such as this.

River Phoenix 1971- 1993

by Jason Hare

River Phoenix, an accomplished young actor who was the star of movies such as *Stand by Me*, *Little Nikita*, *Running on Empty*, and *My Own Private Idaho*, died in the early hours of October 31 outside a popular nightclub in Los Angeles. He was 23.

According to witnesses, Phoenix was acting strange all night inside the doors of the Viper Club, a nightclub co-owned by actor Johnny Depp. Phoenix was there to watch Depp's band play with Christina Applegate of the show *Married...With Children*. Also in the lineup were the Red Hot Chili Peppers and Phoenix's own band, Aleka's Attic. At approximately 1:00 a.m., Phoenix left the club and collapsed outside the doors. He was thrown into convulsions, and it appeared that he was having a seizure as he asked his friends to call an ambulance. He was brought to a local hospital, where he was pronounced dead at 1:51 a.m.

Phoenix's sister, Rain, jumped on top of River in hopes of calming him down. His brother Leaf immediately dialed "911," frantically explaining to the operator "I'm thinking he had valium or something. I don't know." Soon after, his seizures ended and he was left lying still on the ground. When the ambulance arrived, Phoenix had already gone into cardiac arrest. Flea, bassist for the Red Hot Chili Peppers, insisted on riding in the ambulance with Mathis. Applegate ran to a nearby parking lot where she started hysterical crying. After being pronounced dead, the Viper Room temporarily closed and the doors were inundated with flowers.

In 1991, Phoenix was nominated for an Academy Award for Best Supporting Actor as a result of his performance in *Running on Empty* in 1989. His most recent publicized movie, *My Own Private Idaho*, was released in 1991. Phoenix was known as a staunch animal activist, vegetarian, and supporter of human rights. His best known role was that of Chris Chambers in the critically-acclaimed *Stand by Me*. The talent of Phoenix will be missed by all of his fans.

Fatal Instinct is goofy!!!

by Jesse Peyronel

On Friday, October 29, Carl Reiner's latest comedy, *Fatal Instinct*, hit the movie theaters everywhere. This comedy stars Armand Assante, Sherilyn Fenn, Kate Nelligan, and Sean Young and follows in the footsteps of such goofy hits as *The Naked Gun* and *Airplane!*

The film is about the character Armand Assante, a man who as a cop catches criminals by night and defends them during the day as a defense lawyer. Assante's wife, played by Kate Nelligan, vows to have her revenge on him after Assante has affairs with two different women, played by Sherilyn Fenn and Sean Young. Nelligan plots to kill Assante to inherit his insurance.

Although occasionally funny, most of the movie is full of hackneyed, trite spoofs of classic thrillers such as *Double Indemnity*, *Basic Instinct*, *Fatal Attraction*, and *Sleeping with the Enemy*.

The worst part of this movie is that the most hilarious scenes have been overexposed in their TV commercials. For example, in one of the movie's funniest scenes, Assante dances around in high heels. The scene is funny the first time it is viewed. Unfortunately, this scene has been so frequently shown in television commercials that it has become old news by the time one sees it in the movies.

Carl Reiner, the director of this spoof, is famous for the many television shows in which he starred during the 1960s and 1970s. Assante is best known for his role as the the Latin charmer in *The Mambo Kings*, which was released last year.

Fatal Instinct opened at number three at the box office. This film is not destined to be a comedy classic, but it is definitely moronic enough to attract a moderately large crowd.



The Maniacs one last time

by Yana Feldman

Up until two weeks ago, the future looked bleak for the fans of 10,000 Maniacs. Lead singer Natalie Merchant quit, leaving the band in jeopardy. The hopes of many fans surged upon hearing that the group was planning to follow the current trend and release an MTV *Unplugged* album. After buying the album, I realized that it did not live up to my expectations.

Not to say that 10,000 Maniacs doing an MTV *Unplugged* album is bad at all, as a matter of fact, the album contains strong acoustic versions of many of their old songs. The only song that was in any way innovative, however, was a cover version of Bruce Springsteen's "Because the Night." An advantage of this album is that some songs are even better than the original versions. The second track, "Eat for Two," has a nice, catchy beat that is missing from the original.

Also included are songs from last year's release entitled *Our Time in Eden*. "These Are Days," "Candy Everybody Wants," and "Noah's Dove" are particularly well done. One of the other highlights was the inclusion of four songs from 1987's sensational release, *In My Tribe*. "Don't Talk," "What's the Matter Here?" and "Like the Weather" are all excellent songs. "Hey Jack Kerouac," is especially good, with its strong acoustic guitar and piano.

There's really nothing interesting to say about the music—it is not new and not too different from previous albums that the group has released. This album might be considered a good "Greatest Hits"-type release or perhaps a "farewell album" of sorts. To someone who has already purchased their previous releases, however, it is not worth the \$13.

The full *Fiddler on the Roof* review will appear in the December 5 issue of *The Schreiber Times!*



Field Hockey: Defeated in Championship Game

by Simon Hanft

The champagne was on ice for this year's Girls Varsity Field Hockey team, but Port will have to wait another year before they experience the sweet taste of victory. On November 8, Coach Bob Busby's team played in the County Championship against Baldwin. The girls came up short of the win in the closely contested battle, as they lost 2-0. This became the third consecutive loss against Baldwin in the County Championship.

Despite the loss, Coach Busby does

not want to dwell on this single defeat, but rather compliment the 7-4-2 season the girls have just completed: "I was pleased with the development of the team. The overall skill level improved, and though the team was lacking in some consistency, that will come with maturity."

This year was supposed to be a rebuilding year for the team, and they far exceeded this lackluster expectation. Led by All-County players junior Sarah Caban, who scored five times, and sophomore Kinsley O'Garrow, the team had a huge win over Carle Place in the regular season. However, it was during the playoffs when the team really shined.

The team banded together after a third place finish in the conference to eventually clinch the runner-up spot in the county.

During the playoffs, the team earned many awards. Seniors Marissa Codey, Deirdre Harrington, and Bridget Mander were awarded All-Conference honors for their play. Senior Cara Morgan, for her halfback play, earned the Exceptional Player award.

Next year, much more will be expected of the team. Even though there are quite a few players graduating, some of the team's best players are sophomores, and Coach Busby feels that in addition to the excellent players who

will come from this year's JV team, many of the current players will develop and improve before next season.

Junior halfback Caren Sencer summed up the year when she said, "We seem to give up after having a goal scored against us. The key to our success lies in not giving in."

Port will also have a chance next year to avenge this year's loss to Baldwin in the Conference Finals; a game to which many of the players are looking forward. Make note of this game and do not ignore the others. Next year's field hockey team will have more than one big game in the quest to the County Championship.

Final Statistics and Standings

by Alain Lapter

Football						
Standings	Wins	Losses	Ties	Power Rating		
Massapequa	7	1	0	139.0		
Farmingdale	6	2	0	134.1		
Hempstead	5	3	0	125.3		
Lawrence	6	2	0	123.0		
Syosset	5	3	0	121.5		
Baldwin	5	3	0	116.7		
Long Beach	5	3	0	114.2		
Freeport	5	3	0	114.1		
Oceanside	4	4	0	98.0		
East Meadow	3	5	0	94.2		
Uniondale	2	6	0	89.0		
Hicksville	2	6	0	79.2		
Port Washington	1	7	0	67.9		
Plainview JFK	0	8	0	59.2		
Defense		Offense		Rushing		
Name	Tackles	Name	Carries	Yards	TD	
Corey Bodner	82	K Richardson	64	306	1	
Roger Massih	51	B. Bodner	36	137	0	
Ferdie Yau	37	S. Fordin	15	132	0	
Anthony Coccarelli	33	A. Saccone	12	70	3	
Thomas Schauer	32					
Brett Bodner	30					
Name	Sacks	Name	Att.	Compl.	Yards	TD
Corey Bodner	3	J. White	43	18	252	1
Roger Massih	3	S. Fordin	20	9	62	1
Name	F. Recov.	TD	Name	Catches	Yards	TD
Corey Bodner	5	1	T. Schauer	9	136	1
Kendrick Richardson	2	0	C. Ham	3	63	0
			I. Moore	4	35	0
			K. Kim	2	30	0
			A. Coccarelli	3	22	0
Name	Int.	TD				
Thomas Schauer	1	0				
Charles Ham	1	0				
Matthew Rubinberg	1	0				
Tennis						
Standings	Wins	Losses	Ties			
Port Washington	16	0	0			
Herricks	14	2	0			
Friends Academy	12	4	0			
Great Neck South	10	6	0			
Locust Valley	6	10	0			
Oyster Bay	2	14	0			
Singles	Name	Wins	Losses			
First	Lisa Miller	14	2			
Second	Jodi Uiberall	15	1			
Third	Caryn Davidson	13	3			
Doubles	Name	Wins	Losses			
First	Lori Goldstein & Marissa Goldsmith	14	2			
Second	Allison Gelman & S. Bunyanovich	13	3			
Third	Erica Wadler & Amy Litwin	16	0			
Fourth	Lauren Hoffman & Alexis Lamstein	13	3			
Awards						
Presently, all members of the team have been awarded all-league honors for winning more than 10 games. Other awards will be given out at Sports Awards Night November 30th at Schreiber.						
Volleyball						
Standings	Wins	Losses				
Baldwin	14	0				
Herricks	12	2				
Port Washington	8	6				
Valley Stream Central	8	6				
Oceanside	7	7				
Lawrence	2	12				
Hempstead	0	14				
Setters	Sets	Assits	Aces	Digs (avg. per game)		
Kristina Shackel	1000	300	54	10		
Jessy Villalobos	300	85	64	11		
Hitters	Kills	Aces	Digs (avg. per game)			
Sophie Chow	63	44	12			
Heather Vinarski	65	15	6			
Lauren Grafer	55	18	9			
Awards						
All-County: Kristina Shackel. All-Conference: Sophie Chow. All-Division: Jessy Villalobos						

JV Football Ends with Win

by Ken Mandel

On November 6, the JV Football team faced Massapequa and was shut-out 41-0. Massapequa traveled over 60 yards on four plays for an opening drive touchdown. Port gave up the ball on three downs during its first possession.

After a second Massapequa touchdown, sophomore quarterback Paul Vassady-Kovics led Port on a 39 yard, 7 play drive which started on Port's 30 yard line. This drive was short-lived though, as a Massapequa defender picked off a Port pass.

Port's defense struck right back. The Chiefs longest drive of the day was stopped when the Vikings caused and recovered a fumble. However, nothing was gained as the Port offense was unable to move the ball and had possession of the ball for only three downs. Port then had a five play drive which resulted in another interception by Port receiver leaps short of a pass Massapequa. With 22 seconds left in the half, Massapequa capped off its first half performance with another touchdown. At the end of the first half the score was 28-0 in Massapequa's favor.

During the second half, Port played better defense but Massapequa still went on to score two more touchdowns.

Coach Foster, the JV squad's new

coach, said it is a popular misconception that the football team is undermanned. He said many of the members did not know about the first tryout which is the reason why there was an announcement stating that there might not be a team at all. He also said that he doesn't play full ironman (using the same men for both offense and defense) like many people thought the JV team did.

Due to a small Varsity squad, co-captain and center sophomore Imri Eisner was promoted to the Varsity team. The JV team's remaining captains are sophomore Peter Scott and sophomore Victor Bonilla.

Coach Foster said even though the team's record is sub-par he's impressed with the way they've played. However, he does not believe the team has played to its potential. According to him the team's major problem is consistency. Turnovers, missed tackles, and muffed plays have contributed to losses. These problems have resulted in a 1-5 record.

Port defeated Oceanside by 45-22 to end the season on November 13. The impressive win was won due to a MVP performance by three members of the offensive squad. Sophomore Carlos Leon lead the team with three touchdowns and freshman Gene D'alessandro and Jimmy Vattes each added two.



David Arnold