



The Schreiber Times

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Local NCTE winners chosen

by Ashish Kapadia

Juniors Sarah Caban and Minsu Longiaru were selected by the English Department as the two Schreiber representatives to the National Council of the Teachers of English (NCTE) writing competition.

For Schreiber students, the NCTE competition is a two-step process. In the first round, which was held in Room 140 on December 15, 24 students submitted examples of their written work and then wrote essays in a short, timed period. This year's impromptu essay choices, which were based upon topics from previous competitions, asked for discussions of male and female roles in society and the future goals of our generation.

The essays and submitted material were graded by English teachers. After much analysis, English department chairperson John Broza chose Caban and Longiaru to move on to the final round at the national level in April.

Broza said, "The two girls have created the strongest writing that I have seen in many years." He also commented that junior Colleen Meehan wrote well enough to advance to the national level, but, unfortunately, Meehan could not be chosen as Schreiber can only send two representatives.

Caban said, "I was surprised and honored to have been the recipient of the award. I am looking forward to the final stage of the competition, but I still have to revise much of my work."

Longiaru said, "I am very happy with the results of my work, and I hope that Sarah and I will do very well at the national level. The NCTE award is very prestigious, and it would be great if we could win."

As for their prospects at the national level, Broza said, "It is my prediction that both girls will win."



Valerie Karp

The marching band represented Schreiber with honor when they marched in the Rose Parade in Pasadena.

Band hits California with a bang

by Elizabeth Kass

Approximately 200 Schreiber students boarded buses on December 27 to begin their long journey. The Schreiber High School Marching Band headed out to sunny California for a long awaited week of fun which climaxed with the band's participation in the 105th annual Tournament of Roses Parade.

The highlight of the trip was, of course, marching in the world-renowned Rose Parade on January 1, in front of over a million people lining Colorado Boulevard and a television audience exceeding several million viewers. Having awakened at the early hour of 3:30 a.m., the band was able to pull together and provide an impressive performance along the five-and-a-half-mile parade route.

Co-band director Mitch Lutch was elated by the band's performance. Lutch said, "The band directors are proud of the performers for all of their hard work and their performance."

According to Assistant Principal Alphonse Campbell, one of the chaper-

ones, "Mr. Lutch and Mr. Byrne deserve a standing 'O'. If I could, I would give them an Oscar for their performance."

After the parade the band was able to relax and enjoy the Rose Bowl football game, which pitted the Wisconsin Badgers against UCLA Bruins. The two teams fought it out on the field, Wisconsin emerging victorious, 21-16. One of the most memorable aspects of the game was the halftime show in which the Wisconsin band gave its rendition of early rock and roll.

A few days before the Rose Parade, the band marched in a small parade down Main Street in Disneyland. Although it was not a big parade, it gave the band a chance to play in front of an audience and practice marching and turning. After parading, band members spent the rest of the day enjoying attractions at Disneyland.

Besides the two parades, numerous rehearsals were held while in California at an industrial lot across from the hotel. The rehearsals enabled everyone to refine their marching and turning skills, and prepare for the long parade

route. The band also spent an extremely enjoyable day at Universal Studios.

The day before the parade the band visited the Rose Bowl Float Pavilion where all the magnificent floats are constructed. The band members watched in fascination as workers put the final touches of flowers and other organic materials on the floats. Only bio-friendly materials are used to decorate the Rose Bowl floats.

The band members worked very hard raising \$900 each, over the last year. Most felt the trip was well worth it.

Mr. Campbell said, "The students represented Schreiber, the community, and their families with distinct honor."

Co-band director Jeff Byrne said, "After all the time, energy, and endless effort devoted by the band in preparation for the Rose Parade, I was very proud of the band, our school, and community as they marched down Colorado Boulevard for five-and-a-half glorious miles. The opportunity afforded to all of us shall be remembered for a lifetime."

Mr. Campbell added, "I will cherish this experience as long as I live."

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Schreiber students start new club

by Gary Maslow

Model Congress has once again returned to Schreiber after an eight-year absence.

According to President sophomore Preeti Parasharami, "I formed the club because I believe that students at Schreiber do not know enough about how the government, specifically the Congress, works."

The Congress is split into two houses, the House of Representatives and the Senate. Within each house there are many subcommittees, such as, Armed Services, Domestic Affairs, Environment, Foreign Affairs, Government Operations, Health, Education, Human Rights, Tobacco, Alcohol, Firearms, and Taxation.

Three to five students from each school are in each committee, and therefore all members have the opportunity to participate. The Schreiber Congress plans to compete in the Great Neck, Oceanside, and Cornell Model Congresses. Students will compete for individual awards, including best speaker and best debater. In order for students to develop the skills needed to win, they must devote time and research into the presentation of bills.

Acting advisor Harry Andersen said, "Schreiber Students will excel in this competition."

Students in the past tried to form a Congress but according to social studies department chairperson Kay Stewart, there did not seem to be enough interest in such a club. Twenty-five students attended the first meeting of the Congress on January 4.

"Students who are a part of the Model Congress have a desire to learn more about legislation and come away with the skills to debate and express their opinions properly," said Ms. Stewart, former advisor.

Ms. Stewart added, "When I was the advisor, the goal of the organization was to host a Model Congress here at Schreiber, and although we were unable to fulfill this goal, I hope that in the future Schreiber will succeed with fruition."

"The club gives kids the opportunity to expand on an academic level as well as on a social level," Vice-President junior Michael Rinke said.

Although the club is currently pending approval from Principal Sid Barish meetings for interested students are still being held on Wednesdays in Room 127.

District deems conditions acceptable for school

by Marc Lindemann

Approximately one-quarter of the Schreiber student body was absent on Tuesday, January 11, 1994, as a result of the recent snowstorms. Despite the poor attendance and dangerous condition of many Port Washington roads, public school in this community remained in session.

The decision to keep schools open is the result of a long process of evaluation and analysis. Every time Superintendent of Schools William Heebink believes there to be a chance that the roads will be too hazardous to navigate on school day mornings, he makes a personal assessment of the condition of the roads of

Port Washington. Dr. Heebink claims that he drives through the streets of the community at approximately 4:30 a.m. If in his opinion the roads are too dangerous for normal school-related traffic, he contacts Wilma Stubbs, in charge of the

Port Washington School District Transportation. Mrs. Stubbs then phones the bus companies to hear their appraisal of the situation.

Heebink concedes that the transportation companies have "significant influ-

ence" in the school-closing procedure, as they must determine whether bussing can be conducted safely. After conferring with superintendents from other high schools in Nassau County, Dr. Heebink and other administrators of Port Washington decide whether or not to close the schools. The district's faculty generally has to be notified by 6:00 a.m. if school is to be cancelled for the day.

Grounds Supervisor John Salerno also begins to consider the situation at about 4:00 a.m. He must decide how soon to arrive at Schreiber to clear the sidewalks and parking lots of the schools. In years past, Salerno and Dr. Heebink have closed school because of the condition of the sidewalks. Several years ago the two observed that the snow had been plowed up onto the sidewalks thus obstructing pedestrian traffic, such as children walking to school.

Heebink said he respects the family decision associated with the safety factors of allowing children to come to school.



Schreiber custodians attempt to clean the snow and ice from the front steps.

Dave Arnold



Freshman Lisa Friedman and Leigha Butler enjoy sliding down the snowy hill.

Matt Engel

Parents attend teen sexuality workshop

by Jon Bass

It's not every day that 25 Schreiber mothers get together to talk about sex, but that's just what happened when Karen Joselyn, a representative from Planned Parenthood, held a discussion about teen sexuality at a PTA meeting on January 3.

Ms. Joselyn began her talk with a look at advertising. She picked up an ad for Guess jeans in which supermodel Anna Nicole Smith gazed seductively into the camera. "I couldn't see any jeans in the ad, so I thought maybe the top was made of denim, but..." said Ms. Joselyn, as she pointed to the sexy lingerie that Smith was removing from her shoulder in the ad. "The point is that sex, and looking sexy, is what sells in the 90's, and this only helps to influence teens who have been thinking about having sex."

After this, the discussion moved towards why parents don't talk about sex with their kids, and if they do, why it is often addressed indirectly, "We're not go-

ing to say breasts to our kids," said Ms. Joselyn, "we're going to say boobies."

Ms. Joselyn said that if parents think that talking about sex will influence their kids towards having intercourse they are mistaken; about 50% of teens today have had sex by their eighteenth birthday, regardless of whether they were educated about it or not.

Though most parents who attended remained quiet during this phase of the discussion, some were very outspoken. Dorothy Pam said that she had used comic books to explain AIDS to her sons. Ms. Joselyn awarded Mrs. Pam a prize for best comment of the evening when later on in the meeting she said, "It seems to me that it's the people who want [sex] the most who don't get any."

Ms. Joselyn stressed that she does not try to teach kids her own values, only the facts. The facts are that it costs our country \$18,000 per year to care for one teen mother, and teens are giving birth literally every minute.

According to Ms. Joselyn, education is

the key to cutting down on teen pregnancy and on getting teens to practice safe sex, and that "it's up to you as parents and administrators to say 'How are we going to do this?'"

A general discussion began when the students present, seniors Kira Attwood, Cara Haagenson, Sarah Lopez, Mike Presson, Mike Reilly, and Jess Sucher all spoke about the reality of teen sex at Schreiber and what they thought should be done about it.

Planned Parenthood, the organization for which Ms. Joselyn works, provides help for students. Services include abortions, prenatal care, STD (Sexual Transmitted Disease) and HIV testing, a project where teens provide information about sex to other teens, and a male involvement program which attempts to inspire fathers to help during and after a pregnancy.

Planned Parenthood has offices in Hempstead and Glen Cove, which can be reached at (516) 483-3033 for Hempstead and (516) 674-4082 for Glen Cove.

Band trip marred by shoplifting

by Preeti Parasharami

Four Schreiber Rose Bowl participants were sent home on December 31, as a result of allegedly stealing numerous items from Disney-owned stores.

The four marching band members entered various Disney stores and allegedly stole items, ranging from jewelry to animated plush dolls.

One of the girls said that the boys asked if they could "stuff" the stolen merchandise in her backpack and she allowed them to do so.

The other girl said that they waited outside of the stores while the boys were allegedly stealing the merchandise.

The two girls corroborated each other's story when they said that the two boys were the ones who were the actual shoplifters, and that they, the girls, were simply cognizant of the boys' actions.

One of the girls said, "We didn't think we would get in trouble because we hadn't stolen anything."

One of the two boys who chose to comment said that the other boy had first stolen some earrings and rings for one of the girls, who appeared to be "thankful." After seeing her reaction the boy said that he wished to impress the other girl so he mimicked the other boy's actions. He further said that one of the girls had asked him to steal certain items. He verified that the two boys then entered the stores and stole items.

The girls said that after many items were stolen, a security guard accosted the four of them and told them that he had been watching them the whole night. The security guard then proceeded to interrogate each of the students individually. The students were asked to explain their side of the story. The security guard informed the girls that they were not in as

'... he had stolen 4 to 8 items costing \$45 each, and the other boy had stolen approximately 80 items.'

much trouble as the boys because they only had possession of the items and had not stolen anything.

After the students were questioned by the chaperones, Assistant Principal Alphonse Campbell expressed his disappointment and told the four that they would be going home before the parade. The students did not have to pay for their plane tickets home, however, because Mr. Campbell was able to negotiate with the airline and persuade it not to charge the students for new tickets.

Mr. Campbell also plea-bargained with the Police Department of Anaheim into not pressing charges. The two boys who were caught shoplifting were subject to a California State Law statute stating that anybody who is caught shoplifting will be

fined up to \$500.

Mr. Campbell refused to comment.

According to the boy who commented, he had stolen 4 to 8 items costing \$45 each, and the other boy had stolen approximately 80 items.

During the events on December 30 the other Rose Bowl participants were told by band directors Jeff Byrne and Mitch Lutch that something had happened and they did not know all the details. They also asked the students not to talk amongst themselves.

If the two boys fail to pay the money, which will go to Disney and the remaining to an education fund, warrants will be issued for the two boys' arrest.

One of the alleged shoplifters received five days of in-school suspension and the alleged main shoplifter, who refused to comment, received five days of out-of-school suspension. The two alleged accomplices received 3 days of in-school suspension.

One of the girls said, "I didn't think. If anyone is in this predicament he or she should tell someone right away because someone's opinion of you isn't more important than the trouble you can get in."

Principal Sid Barish said, "I was saddened and disappointed because everyone in the band worked so hard, and this [the actions of the four] cast a pall over a wonderful event."

"I apologize to Dr. Barish, Mr. Lutch and Mr. Byrne, and I wish it had never happened," the boy who commented said.

Schreiber reps selected for speech contest

by Joshua Silbert

Nine students competed to be among the five Schreiber representatives to the Theodore Roosevelt Speech Contest. Juniors Supinda Bunyanich, Sarah Caban, Jennifer Cho, Jesse Peyronel, and sophomore Mone McCurty won and will advance on to the next round.

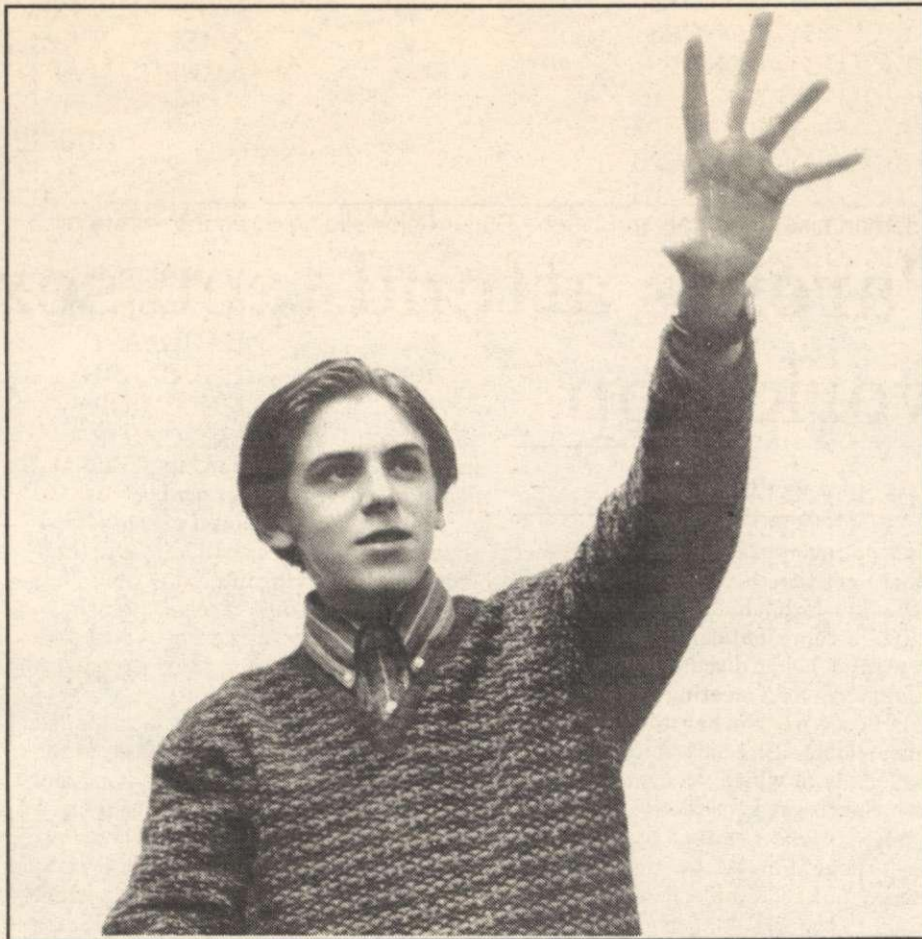
The winners will advance to the next level of competition along with fellow winners from two other Long Island high schools. The staff of Theodore Roosevelt's home, Sagamore Hill will choose one of the Schreiber winners who will receive \$1,000. From these three winners, one will be the overall winner and will receive another \$1,000 and a Theodore Roosevelt bust.

Other contestants included seniors Patricia Fessler and Marc Lindemann, sophomore Preeti Parasharami, and freshman Laurie Ann Orr.

All of the speeches centered around the elder Roosevelt but focused on various facets of the president's life. One of the more interesting speeches was by Fessler who discussed the strong-arm tactics of Roosevelt concerning the powerful trusts: "[If he took the trusts] by the short and curlies, surely the hearts and minds would follow."

McCurty's winning speech was unique in that it concentrated upon the environmental aspects of Theodore Roosevelt's life from childhood.

Cho's speech was on the origin of the teddy bear and how the name was taken from a cartoon in which Roosevelt is



Junior Jesse Peyronel presents his speech on Theodore Roosevelt.

holding a small cuddly bear.

Bunyanich's speech concentrated on "Teddie's" childhood and how he "made his body" and overcame asthma. Caban's speech was quite imaginative; she delivered it from the perspective of Roosevelt's

second wife, arriving for the first time at Sagamore Hill.

Jesse Peyronel gave an energetic narration of about Roosevelt's expeditions into Africa and the Amazon region of South America.

News Briefs

Community service group wins award

by Gary Schmirer

Due to their diligent, unselfish service to the community, all of the members of For A Community Effort, (FACE) were presented with an award by Tim Gooding of Port Nutrition and Port Counseling on December 24.

Although FACE is a relatively small group, its members participate in a multitude of programs designed to improve the community.

This year, FACE initiated a non-sectarian program housed in the Episcopal Church. On Tuesday nights, 25 children, ages 5-12, travel to the church, where they participate in FACE's two-hour program. In the first hour, the organization provides fun-filled and exciting activities for the children, and in the second hour it serves them a nutritional meal.

On Christmas Eve, the club served the children a special Christmas dinner. At the event, Gooding presented the club with its award. He did so to commend club co-presidents seniors Anne Siegert, and Eden Yariv, advisor Carolyn Franks, and the rest of the club for their efforts.

Yariv was elated by the award. "We put a lot of effort into this program. I am glad that this is such a success," she said.

It's Academic comes in second, twice

by Joshua Gewolb

Do you know what novel by Sinclair Lewis satirized the medical profession?

The It's Academic team prides itself on the mastery of such minutiae. The team, consisting of seniors Patricia Fessler, Ben Getting, and Marc Lindemann and juniors Supinda Bunyanich, Matt Engel, and Minsu Longiaru, participates in a series of three contests, in which the students demonstrate their knowledge of a broad range of trivia, ranging from algebra to sports to zoology.

The team hosted their first match of the year on November 17. It finished in second place, 40 points behind Baldwin, and 230 points above Freeport.

In the most recent three team bout, Port finished 30 points behind Massapequa, 490-460. Lynbrook scored a total of 360 points.

Although the team's performances appear to be relatively impressive, team coach Assistant Principal Carmine Matina jokingly termed the team's record "terrible." His disappointment stems from the fact that the team is coming off a championship season.

In order to advance to the championship round, the team must score at least the fourth highest cumulative total of points among the schools. It is still possible for Port to advance, if it performs well in its next competition.

DAVID ATTOLIA

MIDTERM SCHEDULE

TUESDAY, JANUARY 25, 1994

8:15 AM—10:15 AM

ROOM	STUDENTS	EXAM
122	A-G	RCT WRITING
119	H-M	RCT WRITING
127	M-Z	RCT WRITING

8:30 AM—10:00 AM

ROOM	EXAM
212	AP ENGLISH
215	AP ENGLISH
217	AP ENGLISH
219	SHAKESPEARE
221	SHAKESPEARE
223	WORLD LIT
213	WORLD LIT

10:00 AM—11:30 AM

ROOM	TEACHER	EXAM
4	KUNKEL	EARTH SCIENCE REGENTS
6	MEYER	EARTH SCIENCE REGENTS
8	MEYER	EARTH SCIENCE REGENTS
10	MEYER	EARTH SCIENCE REGENTS
11	MEYER	EARTH SCIENCE REGENTS
13	FISH	EARTH SCIENCE REGENTS
15	FISH	EARTH SCIENCE REGENTS
17	FISH	EARTH SCIENCE REGENTS
19	FERRIS	BIOLOGY- HONORS
21	JONES	BIOLOGY- HONORS
203	COPPOLA	BIOLOGY- HONORS
18	HERSCHENHOUS	BIOLOGY- REGENTS
212	UHLINGER	BIOLOGY- REGENTS
213	UHLINGER	BIOLOGY- REGENTS
215	COPPOLA	BIOLOGY- REGENTS
217	COPPOLA	BIOLOGY- REGENTS
219	JONES	BIOLOGY- REGENTS
221	JONES	BIOLOGY- REGENTS

1:00 PM—3:00 PM

ROOM	TEACHER	EXAM
207	BASLAW	SEQUENTIAL 1R
213	BASLAW	SEQUENTIAL 1R
8	BRAUN	SEQUENTIAL 1R
10	BRAUN	SEQUENTIAL 1R
11	KELLER	SEQUENTIAL 1R
134	PICHKUR	SEQUENTIAL 1R
135	PICHKUR	SEQUENTIAL 1R
17	WEICKEL, J.	SEQUENTIAL 1R
4	BRAUN	SEQUENTIAL 2R
6	BRAUN	SEQUENTIAL 2R
13	KELLER	SEQUENTIAL 2R
15	KELLER	SEQUENTIAL 2R
136	PICHKUR	SEQUENTIAL 2R
138	PICHKUR	SEQUENTIAL 2R
115	WEICKEL, G.	SEQUENTIAL 2R
117	WEICKEL, G.	SEQUENTIAL 2R
215	D'ANTONIO	SEQUENTIAL 3R
217	LEDERER	SEQUENTIAL 3R
219	LEDERER	SEQUENTIAL 3R
21	HEALY	SEQUENTIAL 3R
19	HEALY	SEQUENTIAL 3R

127	SIENER	SEQUENTIAL 3R
125	SIENER	SEQUENTIAL 3R
223	DI PIETRO	PRE-CALC
16	KELLER	PRE-CALC
129	SIENER	PRE-CALC
119	WEICKEL, G.	PRE-CALC
221	DI PIETRO	CALC A
212	D'ANTONIO	CALC B
130	MEYSTRIK	MATH 11H
131	MEYSTRIK	MATH 11H
140	BOYLE	SEQUENTIAL 2H
140	BOYLE	SEQUENTIAL 2H
18	LABROCCA	SEQUENTIAL 2H
23	HEALY	SEQUENTIAL 3H
121	WEICKEL, G.	SEQUENTIAL 3H

WEDNESDAY, JANUARY 26, 1994

8:30 AM—10:30 AM

ROOM	STUDENTS	EXAM
122	A-GN	RCT READING
127	GO- MN	RCT READING
119	MO- Z	RCT READING

8:30 AM—10:30 AM

ROOM	EXAM
215	EUROPEAN AP QUALIFYING EXAM
217	EUROPEAN AP QUALIFYING EXAM
219	EUROPEAN AP QUALIFYING EXAM
221	EUROPEAN AP QUALIFYING EXAM
207	ECONOMIC PROFICIENCY
213	ECONOMIC PROFICIENCY
225	AMERICAN AP QUALIFYING EXAM
212	AMERICAN AP QUALIFYING EXAM

11:00 AM- 12:30 PM

ROOM	TEACHER	EXAM
4	HAMBURGER	AMERICAN LIT
6	HAMBURGER	AMERICAN LIT
8	HAUGAARD	AMERICAN LIT
10	HAUGAARD	AMERICAN LIT
11	MELCHIOR	AMERICAN LIT
13	MELCHIOR	AMERICAN LIT
15	AUFSES	MYTHOLOGY
17	AUFSES	MYTHOLOGY
19	UHLINGER	NON REGENTS BIOLOGY
21	UHLINGER	NON REGENTS BIOLOGY
18	COPPOLA	NON REGENTS BIOLOGY

12:30 PM—2:30 PM

138	RCT SCIENCE
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THURSDAY, JANUARY 27, 1994

8:30 AM

140	RCT MATH
140	COMPREHENSIVE ENGLISH
112	RCT GLOBAL STUDIES

12:15 PM—2:15 PM

140	RCT U. S. HISTORY
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Schindler's List

Reliving the Holocaust on film

by Mark Solomon

The list is alive. It is a living, breathing entity that has grown for nearly fifty years, and it is all due to the work of one man. **Schindler's List** is the story of this man, Oskar Schindler, and his silent battle to save the lives of 1200 Jewish prisoners in occupied Poland. It is also a documentary of horror, vividly depicting the Nazi atrocities of World War II. **Schindler's List** is a historical masterpiece, utilizing a moving story to paint a picture of vast proportions, with each frame telling a tale of its own.

Adapted from Thomas Keneally's prize-winning non-fiction novel of the same name, **Schindler's List** combines the talents of many different men: the superb editing of Michael Kahn, the beautiful cinematography of Janusz Kaminski, the excellent screenplay of Steven Zaillian, and of course, direction from the most successful director of all time, Steven Spielberg. Spielberg seems an unlikely candidate for a film as historical and serious as this, especially on the tails of **Jurassic Park**. Yet he has

succeeded, for he threw away the tools of his old canvas and started anew. Gone are the panoramic dolly shots, the bird's-eye crane view, and even the color film. In their place is the black and white grittiness needed to portray the story as it should be portrayed, powerful and realistic.

The film is a production of vast proportions, with 126 speaking parts, 30,000 extras, and 210 crew members, filmed at 35 locations on a budget of \$22 million. This magnitude is echoed by the scope of the film, proving itself to be a true epic. It eschews the meaningless over-dramatization that pervades almost every other film about the Holocaust, and uses instead meticulous detail and startling realism. From a scene with a child hiding in a cesspool to individual killings, the movie handles graphic detail without melodrama or bias, allowing the viewers to associate their feelings with the violence.

Once the lights dim in the theater a match ignites in the darkness. Although filmed entirely in black and white, the movie opens with a scene in color of an Orthodox Jewish family gathered around a table in a small room. A candle is lit, the orange flame filling the entire screen. As the family chants a blessing, the candle slowly dies out. **Schindler's List** begins with life, a theme which symbolizes the burning desire for survival as expressed by the Jews in the Holocaust. As the wick dies out, one can foresee the death of millions as illustrated over the next three hours. Thus begins **Schindler's**

List, which has been hailed as the year's most shattering movie.

From the outset, Spielberg makes known the movie's purpose: to illustrate the lifestyles of the Nazi elite, the hardships of the ghettos and labor camps, and the story of Oskar Schindler. Schindler was a businessman and member of the Nazi party. He was a hedonist who loved women, German cigarettes, money, and power. It is doubtful that anyone could find a more unlikely candidate to endanger his life and everything he held dear to save 1200 Jews. Played with skill and grace by Liam Nesson, Schindler outwardly seems to fit the description of a perfect German—business-minded, strong and able to enjoy women, cognac, and "the good life." However, he hates the killing and violence he witnessed in Nazi-occupied Krakow, Poland.

One bright afternoon in 1943, Schindler watched the clearing of the ghettos from a vantage point on a nearby mountain. He saw a girl dressed in red, the only object of color on the screen. She stood out like a diamond in the rough, a symbol of all that is life, all that was suffering. She walked unnoticed into an abandoned building and

hid under a bed. A few months later, upon returning to his home, Schindler found ashes covering the street. He drove to the center of the camp where the Nazi leader Amon Goeth was burning the corpses of Jews. Among

them was the girl in red, and as she burned, all of Schindler's secret hopes for the Jews burned with her. That evening, as he stared out over the vast graveyard of pots produced by his factory that day, he is reminded of the bodies he saw burning in Amon Goeth's pit. It seems that this is the point where he decides to save his Jewish workers from their doom.

The acting is one of the strongest parts of **Schindler's List**. Fiennes, a prodigal British actor, plays Goeth with unnerving anxiety. At times one almost gets the feeling that he does not enjoy killing Jews, but then comes the scene where he picks off Jewish laborers with his rifle, and all hope suddenly vanishes.

Ben Kingsley plays Itzhak Stern, a quiet, introverted accountant and Jewish leader who develops a silent friendship with Schindler. Stern does not use facial expressions often, but his eyes reveal all. Add to this Nesson as Schindler plus a talented cast of supporting actors and the outcome is a very convincing drama. Spielberg has deviated from his course of magic and escapism, and has confronted the most horrible era of our time, the Holocaust, with breathtaking craft.

The character of Schindler stands as a beacon of hope. Throughout the movie he is the only one unchanged, always suave,

even as his position weakens and problems arise. Schindler was made to look larger than life; Spielberg surrounded him with actors much shorter than he and utilized many upward slanting camera angles.

Throughout the entire film he never once said, "Heil Hitler!" or acted in a fashion other than one of complete control. The only time he allowed his true feelings to surface was when the Nazi regime fell, and he could finally let out the emotions that he had kept hidden inside himself for all those years.

Oskar Schindler was hope incarnate during the Holocaust; Jews' lives depended on him. In a way he is hope for all of humanity, for he proved that in a world of hate and barbarism, there is always the possibility of good triumphing over evil. He worked to save every individual, no matter what the cost.

As Itzhak Stern typed the famous list of men and women who were to be brought to Czechoslovakia, each letter filled the screen. One could see the texture of the paper, the grainy typeface, and it did indeed seem alive.

While the opening scene foreshadows death, the end of the film begins life once again. A candle is lit in the factory, its yellow brilliance standing out amidst the black background. This symbol of life is met a few moments later by its visual counterpart. At the end of the movie, the actors escort the real people whom they portrayed in placing a stone on Schindler's grave, as is done in Jewish tradition. The people were also escorted by their children and grandchildren, an excellent testimony to the legacy that Schindler created. Today over 6000 descendants of the Schindler's Jews are alive.

As the film ends, sounds of weeping can be heard from all directions. No one who sees **Schindler's List** will ever forget the power, emotion, and horror of the Holocaust. This truly was Spielberg's goal; he does not let the suffering be forgotten. As all of the handkerchiefs are wetted and eyes dried, another thought comes to mind: as more people watch and witness **Schindler's List**, thoughts will be stirred, and many tears will be shed, perhaps even six million.

Meet The Creator
of

STAR TREK
THE NEXT GENERATION

&

DARKSTARS

Writer: Michael Jan Friedman

on Friday, February 4 at 3:30

Free Autographs

at

MINT CONDITION

Comic Books & Baseball cards

664 Port Washington Blvd.

Port Washington, NY 11050

883-0631

Cop Shoot Cop Takes CBGB's

by Ben Getting

At last, after years of not being allowed to go, I had finally penetrated the elusive sticker-covered, grime-encrusted, dilapidated walls of the by now legendary club, CBGB's. It was a cold Monday night in December and my \$10 had bought me a spot next to the stage so that I could stand through almost six hours of some of the best (and worst) music this side of the Jesus Lizard.

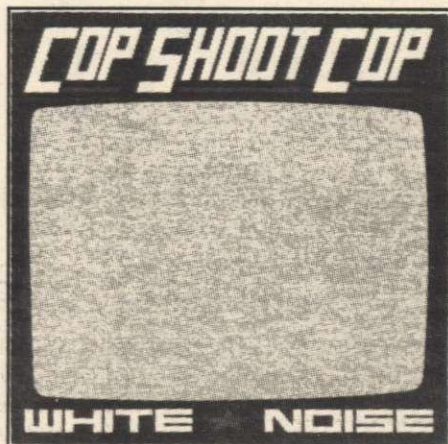
On the play bill for the evening were Clutch, Boss Hogg, Railroad Jerk, Unsane, and Cop Shoot Cop. Excitement ran through the crowd like wildfire. Cop Shoot Cop, a notoriously "alternative" band, was making its third appearance of the past five months. Also eagerly anticipated was Boss Hogg, whose lead singer happens to be Christina Spence, wife of Matador record executive extraordinaire and ex-Pussy Galore frontman Jon Spencer, who now fronts his own band, The Jon Spencer's Blues Explosion.

As we were buying our tickets, a white sign was seen on the door bearing a grim message: Boss Hogg was cancelled.

Disappointment pervaded the crowd, but minutes into the performance by Maryland's very own Clutch, a rumor was heard. Someone else would be taking the place of Boss Hogg. But just who it would be was unclear.

Minutes after the completion of Clutch's distorted, heavy metal set, a furiously conferencing trio took to the stage. After a three-year hiatus, Lubricated Goat, whose members were in the crowd, was re-forming for one night only. Lubricated Goat had a rough edge, featuring odd guitar riffs, that became more fluid through their six song set. The lead singer apologized at the beginning of the set: the group had to relearn the songs as they took the stage.

Following Lubricated Goat's excellent set, Railroad Jerk took the stage. Railroad Jerk specializes in a quirky, poppy sort of guitar punk that you can dance and tap your feet to. The set featured tunes, old and new, all of which were fun and entertaining. Oddly enough, the



highlight of their set was the accidental self mutilation of the group's singer at the hands of a microphone stand.

As the concert moved into the wee hours of the morning, Unsane took to the stage. A highly touted (Ha!) trio of veteran rockers and roadies, Unsane branched, among other things, their very own distortion pedals.

Aside from this one fact, however, Unsane was a mess. The one decent song it performed was the much requested "Exterminator" whose chorus was short and to the point: "Exterminator, Exterminator, Exterminator... AAAh."

After a fifteen-minute wait and a second sound check lasting for what seemed like infinity, Cop Shoot Cop finally intimated the last, and by far best, leg of the show. About two feet from my head stood 400 watts and 4x10 inch speakers of high end bass courtesy of Tod A.

There was a reason for Cop Shoot Cop's headlining, and they proved it from the start. The by now frustrated and inebriated band, plagued by equipment and instrument failures, played songs from all four of their albums. "Suprise, Suprise" was an opener and quickly set the pace and the tone for the rest of the night. The band mercilessly pushed through the set list and stopped for only a broken string. Crowd favorites included "\$10 Bill," "Low Com Denom," and "Nowhere." However, to the quite audible dismay of one audience member, "Got No Soul" was absent from the set. In brief, Cop Shoot Cop ruled the stage.

Student-run production announced

by Joshua Gewolb

Seniors Mike Howland and Emily Rosenblum recently announced plans for this year's student-run production, **Into the Woods**. The production, which is to be run in conjunction with the drama club, will be completely student-run with the assistance of an advisor. Sixteen to twenty students will participate.

Three student-run productions have been produced successfully in recent years, the first being **Hair** in 1990. Since then **Pfeiffer's People** and **Monty Python's Flying Circus** have also been produced. Rosenblum hopes the production of **Into the Woods** will lead to more student-run musicals in the future.

Into the Woods, based on a book by James Lapie, is a musical mixture of several fairytales. It brings together new and old storybook characters including Cinderella, Little Red Riding Hood, Jack (of Beanstalk fame) and Rapunzel on journeys of self-discovery. The show's memorable music is written by Stephen Sondheim.

Auditions for the show will be held on January 26 and 27. Since rehearsals will be held at night and will not conflict with other activities, students who participate in other activities will also be able to be involved in **Into the Woods**.

Although Rosenblum concedes that **Into the Woods** will not be quite as good as other Schreiber productions, she notes, "It doesn't matter, because what we're really looking for is a way of getting people together. We're more focused on the overall experience than the actual production."

Ramones define rock n' roll

by Ben Haber

Move over Pearl Jam, the Ramones are back with what is probably the greatest album since their 1978 release "Road to Ruin." Their new album **Acid Eaters** is a collection of 60's Acid Rock tunes, given the Ramones classic punk treatment.

Not only did the Ramones choose great songs to cover, but, their renditions were done in a most tasteful way (if you consider any punk music tasteful).

The album kicks off with an

'Although Acid Eaters does not include any original songs it's definitely one of [the Ramones] finest works...'

incredible rendition of "Journey to the Center of Your Mind" originally by Ted Nugent. This track is sung by C. Jay Ramone, the band's new bass player, who also sings lead on two other songs including a rendition of Bob Dylan's "My Back Pages." The rest of the tracks are, of course, sung by the great Joey Ramone.

Johnny Ramone's guitar playing is as grinding and as loud as ever and the album even includes a guitar solo, a



rarity for any Ramones song.

Although **Acid Eaters** does not include any original songs it is definitely one of their finest works and does a great job of proving that after twenty years and fourteen albums the Ramones have not changed much.

Like most Ramones albums **Acid Eaters** contains twelve songs in less than twenty eight minutes. The album is a classic Ramones record and it's only real downfall is that the gaps between songs are longer than on most Ramones albums so the songs do not segue into one another, which makes the album lose some trademark excitement.

Without a doubt this album is a must for all Rock n' Roll fans. From the first chords of "Journey to the Center of Your Mind" until the last chord of the last song "Surf City" by Jon and Dean, it is some of the finest rock ever recorded.

Morrison's Beloved: an epic

by Melissa Thelemaque

In 1993, Toni Morrison received the Nobel Prize for Literature. She became the first African-American and the eighth woman to win this prestigious award. Yet she remains relatively obscure among the realms of our popular young adult culture. With six novels that encompass 300 years of American history, Toni Morrison has taken the horror of slavery and created a spiritual legacy that is all her own. The novel that illustrates this best is **Beloved**.

Set in postbellum Ohio, **Beloved** is the harrowing tale of the life of an escaped slave, Sethe, who lives each day "beating back the past," the "past" being when she was not a human being but the property of someone else. Sethe is haunted by the possibility of being recaptured and returned to slavery. She is so terrorized by the idea of re-enslavement that when her former owner returns she commits infanticide rather than seeing her baby become another victim. Morrison tells us the ramifications of this act through the years of many lives.

Beloved is about a mysterious individual who is discovered sitting on Sethe's doorstep as she returns from a fair. Her appearance is during a time in Sethe's life

when she begins to believe that happiness and freedom are finally feasible. When asked of her home, **Beloved** responds merely that she has come from the "place over there." **Beloved** has arrived to claim retribution for what she has lost and that which was taken from her, her life and her freedom. She is Sethe's murdered daughter. Sethe struggles constantly to hold onto her present and throw away the legacy of her past, but the presence of **Beloved** will not allow it.

This Pulitzer Prize-winning novel speaks volumes about the trauma of the voyage of slaves from Africa and the wretchedness of slavery. It conveys the importance of passing on such stories to future generations. Readers will not find themselves alienated but rather surrounded by a beautifully and bravely written novel that appeals to the deepest stirrings of human strength and compassion. It is a novel about love—healing and restorative. Morrison writes us:

We flesh; flesh that weeps, laughs... Love it. Love it hard...

And o my people they do not love your hands... Love your hands!

Love them. Raise them up and kiss them... You got to love it, you!

... and the beat from the beating heart, love that too... for this is the prize.

MOVIE

REVIEWS

Air suffocates audiences

by Scott Orloff

The Air Up There slam-dunked into theaters everywhere last week. The film stars Kevin Bacon and newcomer Charles Gitonga Maina, a twenty year old native of Nairobi, Kenya, who lives in Los Angeles. At six foot eight inches tall, he was the winner of the 1991 Nairobi Slam Dunk Championship. He stars as a warrior named Saleh who is next in line for his tribe's chief. Bacon's character, Jimmy Dolan is an assistant coach at St. Joseph's college. Dolan goes to Africa and tries to recruit Saleh to come and play for his team in the United States. In the end, Dolan becomes a member of the tribe so that he can play in a basketball game on which the fate of the tribe lies. He plays for Saleh's tribe, the Winabi, against the Mingori tribe, and if the Mingori win the Winabi will lose their land.

The Air Up There began as a fantasy of a Houston screenwriter, who was a big fan of the Houston Rockets and especially their superstar center Hakeem Olajuwon. In 1980, Olajuwon came from Nigeria and attended Houston College. In this film, Dolan plans to transform Saleh into the next Olajuwon, Manute Bol, or Dikembe Mutombo, all of which are Africans that went on to play in the National Basketball Association.

This movie, being labeled as a comedy, contains little humor. The old cliches are not funny and its attempt at being a "basketball movie" falls short. It is more like a documentary of the life of an African headman and his tribe. Only the beginning and end of this flick contain basketball scenes. This film is nothing to write home about. It wouldn't surprise me to see it do horribly at the box office, in the judgments of film critics and moviegoers alike. However, if you are in need of a nice, happy, good guys win at the end movie, buy a ticket and check it out.

The Cabin Boy's pipes are cleaner than clean

by Jesse Peyronel

Capt. Blood, Pirates, Treasure Island, Yellowbeard, The Crimson Pirate. These are usually the films you think of when you're asked about high-sea adventure. Now there is a new title to add to that list, namely **Cabin Boy**.

The movie stars Chris Elliot, and he recounts his exciting trip from a spoiled pampered rich boy to a humble, down trodden cabin boy. The movie opens the day before graduation at a high-society finishing school. Elliot's character, Nathaniel, graduates and is on his way to taking over his father's hotel chain when he takes a wrong turn and, through a series of misunderstandings, ends up on a filthy, broken-down, foul-smelling, dangerous fishing ship, aptly named "The Filthy Whore." Nathaniel then embarks upon an exciting voyage through dark waters, facing any and everything, including an ice monster, a giant, a man who is

half shark, and a beautiful blue-skinned woman with six arms.

The movie is extremely funny and very entertaining if you can deal with all the "wackiness." Although the film is only rated PG-13, most of the humor is quite adult-oriented and complicated. Some smaller children will not understand some of the jokes, but they most likely won't care because of the cast's performance. For instance, in the film there's the line, "These pipes... are clean!" a reference to a male's physiological condition after sexual intercourse; obviously a reference a child would not understand. After the film ended and the moviegoers were scurrying out of the theater, I saw a small girl jumping up and down enthusiastically shouting "these pipes... are clean!" unaware of the true meaning of the sentence.

Cabin Boy is filled with faces you'll recognize, including "Late Show" host David Letterman, who is very funny in a role that is obviously typecast. Andy Richter, Conan O'Brian's sidekick on NBC's "Late Night" has a small

but very amusing part. Yet another talk-show host makes an appearance in the film; Ricki Lake, a newcomer to the world of daytime talk shows, plays the sometimes-sentiment-figurehead of "The Filthy Whore."

Cabin Boy is definitely a spoof of previous piratical adventures on the high seas. The scenes set on "The Filthy Whore" were obviously done in a studio and the "waves" appear extremely artificial.

Chris Elliot not only stars in this film but he wrote it along with the film's director, Adam Resnik as well. Resnik was Elliot's creative partner on "Get a Life" the extremely funny but canceled Fox sitcom in which Elliot starred. Elliot made his name by appearing on David Letterman's show, doing his stand-up routine and short films.

Even though the jokes are off-the-wall and not as abundant as they should be, Chris Elliot's adventures with the crew of "The Filthy Whore" are not to be missed in this low-budget but hilarious film.

Grumpy Old Men defies all expectations

by Brad Block

If one paid any attention to its advertisements, **Grumpy Old Men** would seem like a movie not worth the admission. I went into the theater with low expectations, but I was surprised by its wit and humor. One might expect to see a film about a group of rejects from a nursing home complaining about their hemorrhoids and other irritations, but it is really about two feuding "grumpy old men," the type that you'd probably egg on Halloween.

The film is set in a small, snow-blanketed town in Minnesota. Max Goldman, played by Walter Mathau of **Dennis the Menace**, and John Gustaffson, played by veteran actor Jack Lemmon, are two feuding widowers who have

been neighbors since birth. They are constantly playing infantile pranks on each other, like putting dead fish in the back of each other's car overnight or changing one another's television channel with a remote control from next door during the lotto drawings. The movie contains a slew of put-downs and one-liners by Lemmon and Mathau, all aimed at each other. And most of the jokes aren't as childish as the ones used in the advertisements, such as, "Why don't you do the world a favor and pull your lip over your head and swallow."

The story begins as a beautiful young widow ("young" and "beautiful" are relative terms considering the men are about seventy and haven't had sex in fifteen years), Ariel (Ann-Margaret), moves in across the street and captures their hearts, and they compete throughout the movie for her love. Jack Lemmon's father, the 94-year-

old J.W. Gustaffson, played by Burgess Meredith, who's famous for playing the Penguin on the old 1960s **Batman** series, is also interested in "mounting her" as he puts it. Throughout the movie he makes such sexual innuendos as "riding the bologna pony" that are hilarious coming from one so decrepit as Gustaffson the Elder.

If you do see it, remember to stay in the theater until the screen goes blank. In the credits there are a series of very funny bloopers and clips that weren't used in the final version of the movie.

This movie is definitely a lot better than I expected. The plot was fairly slow, but the put-downs and practical jokes keep the movie rolling. **Grumpy Old Men** is not going to win any awards, but seeing it is still worthwhile.

Do you really hate **The Schreiber Times**? Do you want to do something about it? Come to our next general meeting after school on Friday, January 28, and voice your own opinions. We can make beautiful music together.

Remembering Dr. King

I have a dream

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as the great beacon light of hope for millions of Negro slaves who had been seared in the flames of withering injustice. It came as the joyous daybreak to end the long night of their captivity.

But one hundred years later the Negro still is not free. One hundred years later, the life of the Negro is still badly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize the shameful condition.

In a sense we've come to our Nation's Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, should be guaranteed the unalienable rights of life, liberty and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "Insufficient Funds." But we refuse to believe the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check, a check that will give us upon demand, the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now.

This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands

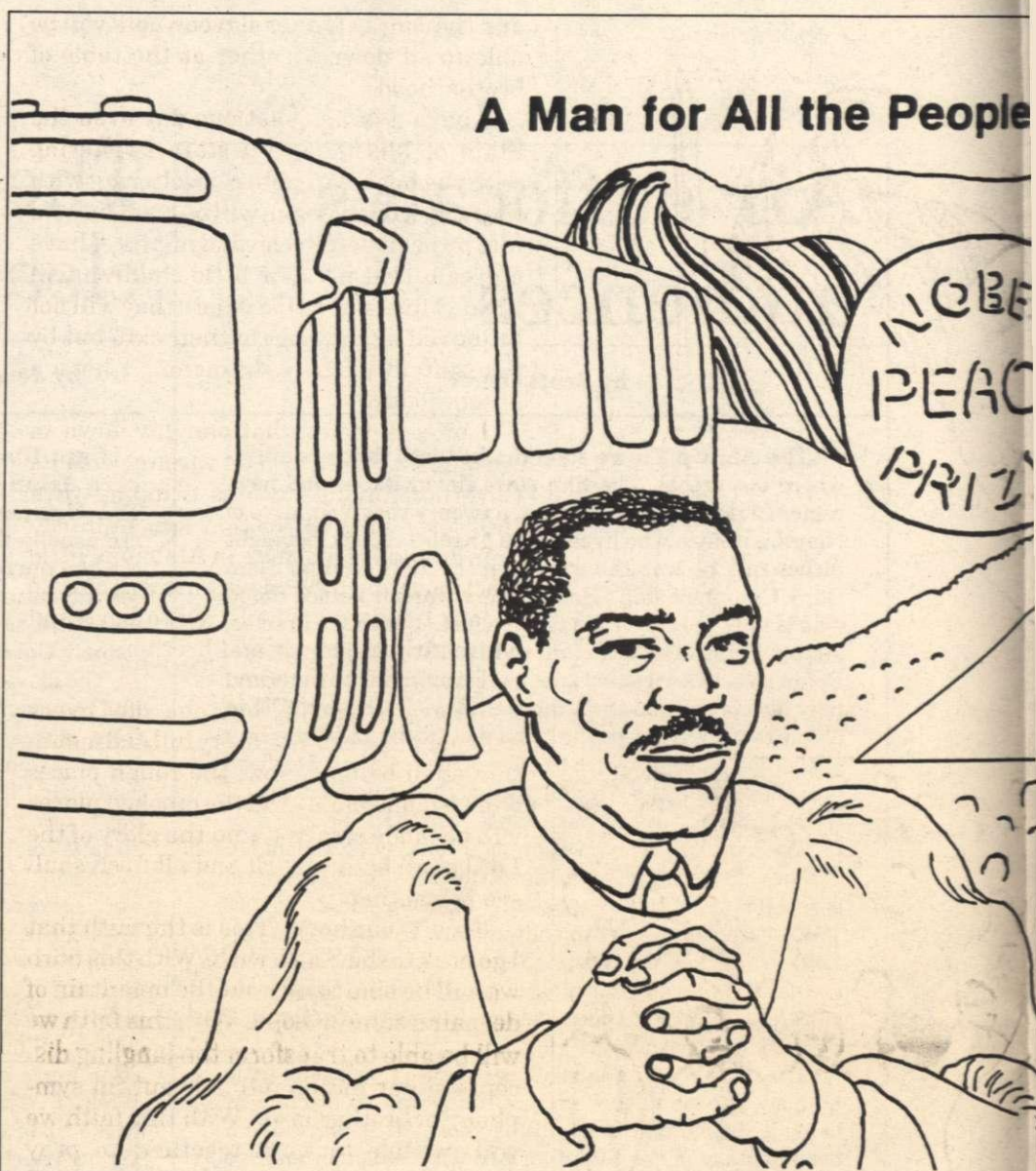
of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hoped that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is guaranteed his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something I must say to my people who stand on the warm threshold which leads them to the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights: "When will you be satisfied?" We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as the Negro in Mississippi cannot vote and the Negro in New York believes he has nothing for which to



'... when we allow freedom to ring let it ring from every village, from every city, from every state and every city square, let it ring from every school and every church, let it ring from every tenement and every shack, let it ring from every hamlet, black men and white men, let it ring from every hill and every valley, let it ring from the mountains and the valleys, let it ring from the lonely island of poverty to the sunlit path of freedom, let it ring from the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

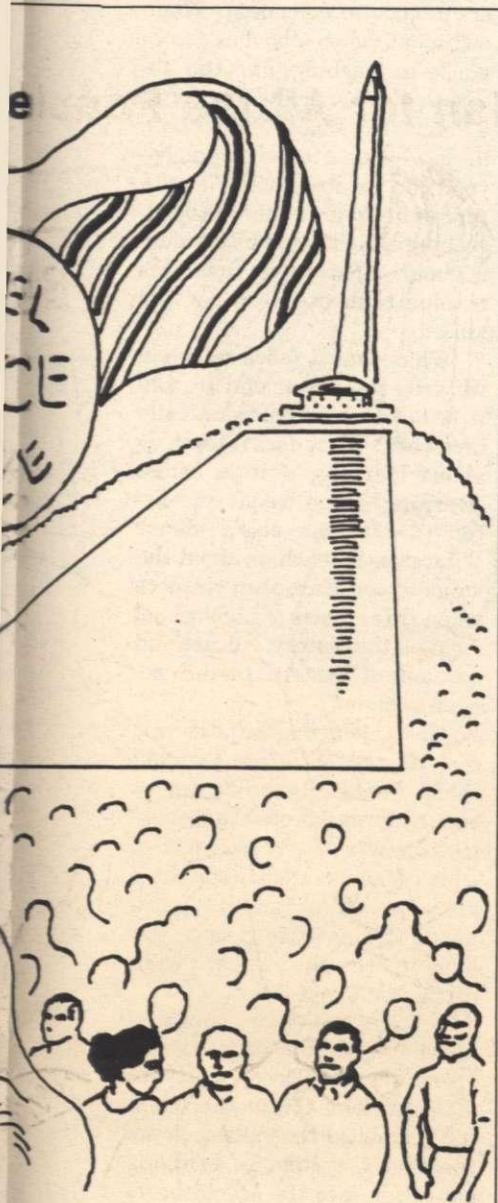
vote. No, no we are not satisfied and we will not be satisfied until justice rolls down like the waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations, some of you have come fresh from narrow jail cells, some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of

police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

ing... his words, his legacy



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and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the State of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day down in Alabama with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama, little black boys and little black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with the new meaning 'My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring.'

And if America is to be a great nation this must become true. So, let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snowcapped Rockies of Colorado.

Let freedom ring from the curvacious slopes of California.

But not only that, let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and mole hill of Mississippi.

From every mountain, let freedom ring. And when we allow freedom to ring, when we let it ring from every village, from every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! Free at last! Thank God almighty, we are free at last!"

Reprinted courtesy of Martin Luther King, Jr. Center for Nonviolent Social Change, Inc.

'African-American history should be available and required for all students'

by Omar Sanders

Today in social studies class we began to talk about the presence of Black people in colonial times. As the teacher began to speak about slavery and the cruelty that Black people suffered during those times, I felt a knot develop in my stomach and my heart begin to pound. Looking around the room, I noticed everyone staring at me. I was the only Black person in the class. It was a really uncomfortable experience. I hung my head in shame. It was then that I realized that with the exception of slavery and the civil rights movement, I knew nothing of African-American contributions to American history.

African-American history is basically ignored in history classes, although it is an integral part of American history. African-Americans were not only slaves and didn't just march on Washington in the 1960s, but were inventors, founders, scientists, war heroes, and writers. It is about time that we learned this in school.

Why is it so important to implement an African-American history class in a predominantly White school? The significant historical contributions of African-Americans to American society should not just be a source of pride to African-Americans, but to White Americans as well. For example, in 1885 Grovel T. Woods, a black inventor, was responsible for the telegram system. This system enabled moving trains to communicate with one another. In 1892, he designed an electric railroad system. Inventions such as these laid the foundation for the technology that we have today.

According to Carol M. Leonards, head

of multicultural education for Portland College, "there is not enough time to go into depth about anything, especially Black history." If the existing American history classes being taught in today's high schools were evaluated and restructured to incorporate African-American history, there would be enough time to complete the curriculum. In addition to this, classes specifically designed to teach African-American history should be available and required for all students, White and Black.

Each time that I suggest an African-American history program be implemented in our school district, I am repeatedly told that there are "limitations to the money available." Each year there are many talent shows, unnecessary assemblies, and boring field trips. Why can't the money that is used on these miscellaneous activities be used on an African-American history class instead? If the school insists upon funding such frivolous pursuits, it should allow students to use school grounds to raise funds through car washes, raffles, and bake sales, so that African-American history could be taught in American high schools.

As I said before, African-American history is American history. To ignore the history or learn more of the history of one race of Americans than the others only further aggravates the tension between races. Backers of multicultural programs say that the programs "promote tolerance, improve academic performance and self-esteem, and prepare children to live in a diverse world." This alone should be reason enough to implement an African-American studies program in American high schools.

Dr. King: an inspiration for all

by Isaac Moore

Dr. Martin Luther King's birthday is not just another day off from school—it's a lifetime of remembrance, not just for African-Americans but for all people.

Dr. King's accomplishments and contributions to society came from his strong belief in equal rights for everyone. He devoted his life to helping others. He organized boycotts and marches. His reward was often being thrown in jail, but this minor set-back did not discourage him in any way. This brave man thought people could get civil rights in a peaceful way.

Later Dr. King led hundreds of thousands of people in a march to Washington where he gave his famous "I Have A Dream" speech. Following this event, Dr. King was given his well deserved Nobel Peace Prize.

Had Martin Luther King lived he would have done many more great things. Dr. King is an inspiration to African-Americans, showing people that as long as there is a will there is a way.

Black history is American history

by Mike Coulthurst

Next month will be Black History Month. We can only wait and see what our school has in store for this year. But instead of dedicating one month of the year (the shortest one at that) to Black history and achievements, the students, faculty, and the Board of Education should make Black history a greater part of our awareness of American history.

Some Schreiber teachers do not mention the importance of Black achievements in history. They don't teach how Blacks helped fight in the Revolutionary and Civil Wars and that slavery was the engine that powered the Industrial Revolution in the United States. The incredible amount of wealth that allowed the United States to industrialize from 1820 to 1865 was created on the backs of Black slaves with the help of Black minds.

The history of the United States is a complex story of individual human beings and people creating something new. It is important to tell the whole history as completely and as honestly as possible.

Rappin' with Raddock

In this article, I will discuss the discovered Check and the double Check. A discovered check occurs when one of your pieces is checking the opposing king, but . . . No, I'm just kidding. What I would really like to discuss is the criticism that one of our school's organizations has undergone this year. This organization is the Student Government, which is often blamed for doing nothing about the problems that concern the student body. I have heard these criticisms from sources such as the students of this school and this very newspaper, and everytime I read or hear these criticisms, I encounter nothing but ignorance and stupidity.

One day a couple of months ago, I was in my Government class, and we were discussing the new rules and the chimes which have been implemented this school year. When Mr. Andersen asked the class what they thought of the Student Government's actions pertaining to the situation, the majority of the class was quick to jump on Student Government, saying that it had done nothing to remedy the situation.

This reaction, echoed frequently in the halls of Schreiber, is merely a result of a lack of thought. What everybody seems to overlook is that the Student Government of Schreiber High School is not a real government. In order to be a real government, you must have the power to govern, and the Student Government has absolutely no input when it comes to creating school policies. Everybody knows it, yet this knowledge is not reflected in their expectations of what Student Government can accomplish.

When students see something they don't like, they blame Student Government for not changing anything rather than trying to become more involved in getting that thing changed themselves. The eight officers of Student Government cannot make enough noise to get the attention of the ever so stubborn administration; the three hundred students of Schreiber High School can. There is power in numbers, but until we get hundreds of students attending Student Government meetings rather than tens of students, it will be almost impossible to be taken seriously by those who have the power to change the rules.

The Schreiber Times has also been a constant critic of the Student Government. For instance, in the October 27 issue, an editorial written about E.J. Kahn's petition to get rid of the chimes stated "the one organization that was created to represent the interests of the student body has responded in pa-

thetic contradictions that show how little the student government actually cares for the students of Schreiber." The authors also told us that "over 450 Schreiber students shook themselves free of the shackles of apathy and took a stand for what they believed, regardless of the consequences," but in reality signing that petition was not getting involved and taking a stand. There were absolutely no consequences to face as a result of signing this. How many of those 450 students do you think even read the petition before signing it?

What Student Government already knew from trying unsuccessfully to talk to the administration on numerous occasions is that a piece of paper with names on it is not going to get anything done. Maybe if those 450 students were all E.J. Kahns willing to put something on the line, their complaint might have gotten some attention.

The Schreiber Times should be able to relate to the struggle that Student Government has in trying to make changes because of the school atmosphere and the lack of power. They must endure the criticisms that their paper is becoming stale and boring because of the lack of subject matter provided in this school. When you are forced to print articles as ridiculous as "Gender-Specific Legos," or as repetitive as the articles on vandalism which seem to appear in every issue, you should understand that we are in school where it is not always easy to get things done.

Over the years, somewhat of a rivalry seems to have formed between *The Schreiber Times* and the Student Government for one reason or another. I, having many friends on both, have never understood or participated in this rivalry. However, one thing I do understand is that the Student Government and *The Schreiber Times* should be trying to help each other out. It is pointless for the two most vocal student-run organizations to bicker with each other while the Administration rams rules and chimes down our throats without any input from the students.

On a completely unrelated note, I would like to take this opportunity to say goodbye to Abby Rosenberg, a student who has often graced us with her intelligent opinions in this paper (I probably even agreed with a few of them). I will always consider her leaving early for college an incredible act of courage and the furthest thing from ditching out. So, good luck in college, Abby. Hopefully, the rest of us will catch up with you someday.

Freshman scrutinizes Schreiber educational experience

by Emily Weinstein

School: a necessary evil. Education: a less than constant perk of attending a school. Lunch: something you really enjoy eating in a school.

The fact that the words *school*, *education* and *really enjoy* appear in the same paragraph is good. The fact that they do not all fit into the same sentence is not.

Most people think school is where education takes place in blocks of time lasting about forty-five minutes to an hour, adding up to about six-point-five hours a day, five days a week, ten months a year. Most kids think school is where you go so when you grow up, you can continue to support your habit of eating lunch. Most kids do *not* think school is where you go to be mentally stimulated or to do things you are truly passionate about.

Ideally, every minute of every school day would be spent learning about something that would interest and challenge every student. Every student would find school to be worth their time. There would be no such thing as boredom, no reason to stare out the window or bide your time until you could ask to go to the bathroom again.

Education is "the continuous process of learning about everything, not just curriculum," said a freshman. "Why should someone else decide what I should and should not learn in school?" The fact that we have little freedom to pursue what intrigues us is frustrating to many students. Of course we can seek outside enrichment. But we are required by law to attend school, and many of us

feel that our time here is not well spent. In this school, there is a general feeling of disinterest. This perpetuates the faculty's opinion of students as lethargic and uninspired. Right on. Enthusiasm and inspiration on the part of students can only be sparked by talented teachers and worthwhile class time. Curriculum is not necessarily just because someone in Albany thinks it is. Part of learning is learning to choose and recognize what interests you.

Education also means learning what is new and challenging, and being told that you are capable and deserving of it. Lethargy is a disease that makes it impossible. Lethargy is a disease of those who see that no matter how well they learn their grammar in eighth grade, it will be there again in ninth. No matter how grammatically correct their sentence structure, they must learn to diagram the things they already know are right. No matter how quickly they can memorize facts, the same ones will be covered for a week, until everyone knows them or is too bored to care. Lethargy is a disease of those who are constantly taught to equate intelligence with test scores, to equate progress and fulfillment with mastery. Lethargy is a disease of those who are told that they are not capable of learning about what they want to, because they are too young or too incompetent. The school moves farther from educating its students the more it fails to challenge and interest them.

"You just have to get out [of school], and take whatever you can get," said one sophomore, after describing how his English

teacher didn't allow kids whose ideas conflicted with her own to speak in class. "She changed around my poetry because she didn't like it," he said of the honors project he was doing. When a student views school as an obstacle to learning, and the absorption of worthwhile material a bonus, the school is not doing its job. This student went beyond the required material of a course to do an honors project, seeking enrichment and freedom of choice. Instead, he found his freedom to choose his own words stifled.

What does it teach us when we write something and are told it is moot, it is grammatically incorrect? What does it teach us about learning if it is called "learning" when we sit and listen to someone else's ideas? What does it teach us about the value of non-European cultures when three years of high school focus on the history, culture and economy of Western, Indo-European nations?

Great learning experiences *can* be had. I know. I've had them. That's why the very existence of dissatisfaction is so frustrating. When we've seen school, education and lunch in the same place, we know anything can happen. The attitude that "you have to take the good with the bad" is unacceptable.

It seems to go without saying that a student's time is well spent in school. The partial truth of this statement is its shortcoming. Likewise, the inadequacy of the school system in bringing education into the school in its entirety is a shortcoming. We do not have to fulfill all our ideals. But it is our obligation and right to have them constantly pursued.

Does the Tank work?

by Ari Rabin-Havt

I have heard the words, "you've got two mods in the tank" or "get to the tank," countless times since I started attending Schreiber last fall. Students get sent to the tank for everything, from being late to disturbing a class.

But does this form of punishment really deter students from repeating these offenses? As one student said, "It reminds me of when I was little and my mom sent me to my room where I had my television and stereo."

Students sent to the tank usually sit and talk with their friends. One student even said that he preferred the tank to the cafeteria because "I can talk to my friends without a lot of noise."

One girl told me that she goes to the tank during her global studies class because her teacher assigns two mods in the tank for cutting, and she likes the tank more than the class. We should question our disciplinary system

when students enjoy getting punished.

Even though there are specific rules for appropriate behavior in the tank, most of the time they are not enforced. One Schreiber student said, "I check to see who's on duty in the tank before I served my mods. If the monitor lets me talk, I serve my mods."

At the start of the 1993-1994 school year, many changes were instituted to improve the school: new rules, the student handbook, and "the chimes." The disciplinary system was apparently overlooked.

Why do students get away with so much bad behavior in our school? Student offenders should be treated fairly but appropriately.

Students who vandalize our school should be forced to clean up their damage as part of their punishment in addition to being suspended. A person who cuts class should not serve time during school but after school, when

it would annoy them more because they could not hang out with their friends. Mods in the tank prevent students from talking with or receiving help from teachers in resource rooms. Schreiber did not become one of the top schools in the country by discouraging the use of their resource rooms.

Assigning mods in the tank is not the best way to discipline students. If we want to make this school a better place we need to punish offenders more harshly.

Many teachers feel that they should have more power to punish students in order to keep control in their class rooms.

As a teacher said, "We should punish students not by sending them to the tank but by making them work, and I don't mean homework. I mean sweeping the floors, cleaning the cafeteria, and other forms of labor."

Many students feel the same way, even those who are repeatedly sent to the tank.

Russia Update: Ultra-nationalist Zhirinovsky a scary guy

by Natasha Moskva

While recently speaking with my father who is living in Russia, I got the feeling that the situation there is becoming more frightening every day. This is especially true for ethnic Russians who live outside the Russian Republic, and in parts of the former Soviet Union.

With the recent elections, Vladimir Zhirinovsky of the Liberal Democratic Party of Russia (LDPR) came out the winner, defeating the Democratic party's candidate for chancellorship of the Russian Parliament. In the opinion of most Russians, his strongly nationalistic, and even to some degree, fascist views and promises helped him gain the largest percentage of the vote.

The Democratic Russian party has split into many factions headed by Shakhrai, Travkin, and other former leaders of the Democratic party. Because of this, the Democratic Russian party is no longer a "strong single block." Some say that if the democrats had stayed together instead of branching into smaller and less powerful parties, they would have been victorious in the elections.

Unlike all the other campaigners, Zhirinovsky and the LDPR behaved like American politicians. Zhirinovsky was on the air numerous times for five to fifteen minutes each day and even bought television and radio time from his competitors!

In describing his plans, Zhirinovsky said exactly what the people wanted to hear. The Democrats were telling the truth, admitting that if they were elected, times might be tough while the government tries to save money and invest it. Zhirinovsky, however, promised to increase pensions, salaries, and students' scholarships. He claimed he would give housing to soldiers who are coming back to Russia from Eastern Europe, and create a better medical system.

When asked where he would get the money to do so, his ultra-nationalistic attitude reared its head. First, he said that he would ask for refunds from all the countries which were financially supported by the former USSR. Then he would divide Poland with Germany and try to regain portions of East Germany. The most startling of his ideas was to have the United States give Alaska back to Russia, and have the Americans pay Russia for all the natural resources taken from Alaska since its purchase in 1867! Neither the reality of these plans, nor their moral propriety were addressed. Also included in his plans is the division of Russia into provinces.

Zhirinovsky's ideas and plans sound similar to those of a fascist. On his birthday, not too long ago, Zhirinovsky was seen hanging around with a few of his old buddies: some former Nazi leaders and his best friend, Saddam Hussein.

Turkish schools: A world away

by Erol Alkan

I was fourteen. I will never forget the punishment I received just because I took two tiny steps into the school garden to get the ball of one of my friends. After all students had gone back to their classes, the assistant principal called me over and asked me why I was in the garden. I told him that I went to get the ball which had been accidentally thrown there. He yelled that no student was allowed to step into the garden and then he started to slap my face. He slapped me hard many times. I went back to class crying with a red face.

Punishments such as hitting the students with a piece of wood, slapping, or verbally abusing them were common in Turkey. I don't think that something like this happens in schools in America.

In addition to the question of physical punishment, there are a lot more differences between schools in Turkey and in the United States. The schools in Turkey are very strict. As well as being strict about punishments, Turkish schools are also strict about the appearance of students. All the students have to wear uniforms. Boys wear suits and the girls wear long jumpers. Boys have to have very short hair, short enough that when they put their hands on their heads their hair doesn't go through their fingers. Every two weeks the assistant principal runs his fingers through the boys' hair, and if it goes over the fingers, he will make railroad tracks with scissors through the offending student's head as a lesson for the student to not have long hair. Students have to get up when the teacher enters the room to show their respect. There is always a distance between a teacher and a student.

In Schreiber, I found the discipline and rules very different from the schools in Turkey. There are no rules about clothing; students can wear casual clothing unless it is inappropriate for school. Male students can do anything with their hair, and the faculty accepts it.

The relationship between teachers and students in America is like being friends. At first it was very hard for me to be "friends" with teachers, because in Turkey I learned that there should be a distance between teachers and students. It took me about two years to get used to being friends with teachers and talking to them without fear.

In Turkey, students who are in the same grade study the same subjects at different times, but in the same room. There are about six subjects, excluding gym, and they take the same courses all year round. There are essay tests and verbal tests instead of multiple choice quizzes. It is hard to pass these tests

The school in Turkey was small and had three floors, leaving each floor with about seven or eight rooms. For this reason the students have to stay in their homerooms, and the teachers move from class to class. There are from 75 to 100 students in a small room with one teacher. It is like a college lecture class in high school. The students do not have any lockers and must carry their books with them everywhere they go.

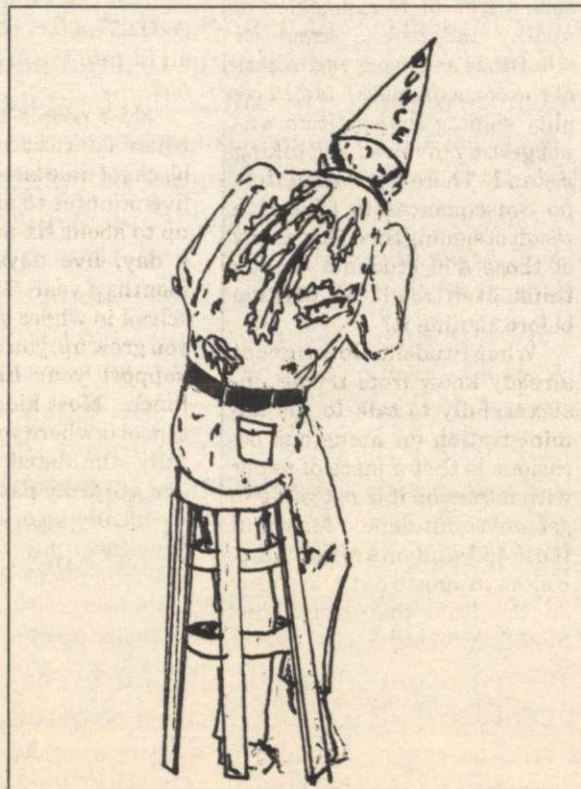
Schreiber High School is very big and has three floors. The rooms are countless. Schreiber is about ten times bigger than my school in Turkey. Here students go to different departments and different classrooms for every different subject. Even though the rooms are fairly big, there are only about twenty students in each class. Every student has his own locker and doesn't have to carry all the books with him. The students also have a cafeteria. In Turkey parents have to pay for their children to go to any school. Because the taxes collected are not sufficient to cover the educational expenses of all the children in the country, additional money must be collected. Also, students have to purchase their own expensive books and notebooks. When the school is short of something, the students have to put in money to buy the item that the school needs, such as gym or music

equipment. Because the school is small, there aren't any laboratories or auditoriums. In science classes the teachers demonstrate the labs and students watch. Turkish students don't get a chance to do the lab themselves. On the other hand, at Schreiber High School there isn't any fee for getting into the school. Taxes pay for each individual student's education.

The student body is unaware of how fortunate it is to have fully equipped science labs and gymnasiums and an auditorium. Also, there are new things going on everyday to make school interesting and students can feel the excitement.

There are negative and positive things about each school. I think that the idea of essay tests and verbal quizzes rather than multiple choice questions on tests and quizzes are better because these make students study harder. There is less discipline and respect for teachers at Schreiber than in my native country.

On the positive side, I never saw such facilities as we have at Schreiber, and I could never take part in after school activities as I can now.



Jesse Peyronal

without many hours of studying. In the case of the verbal tests, the students stand in front of the class and answer the questions. Students who haven't studied are afraid of verbal tests because they will not know the answers and they will be embarrassed in front of other students. Also, if a student fails a course he will be given an examination in that subject in the summer school as a second opportunity; and if the student still can't pass the test, he will have to repeat the grade.

However, at Schreiber students are placed in courses depending upon their ability. Unlike my school in Turkey, Schreiber gives the students many varieties of elective courses to choose from. I think this way the students can choose the courses that relate to their future careers. Since the tests and quizzes are made up of multiple choice questions, they are not as scary as the other ones. Even if a student hasn't studied, he has a better chance of doing well in this kind of test than he would in essay tests or verbal quizzes. Even if a student fails one subject, he can go to summer school and still pass the course for the year.

Treacherous terrain: Student sob stories

Because of the administration's decision to keep school in session while more snow and ice than Schreiber has seen in years accumulated on its grounds, a countless number of injuries have been suffered by students while trying to trek across the treacherous terrain. Here, Schreiber students lament their woes.

"While discussing my ailments with a friend in the guidance office, Mrs. Zwerlein looked up and asked, 'Oh, you fell, too?'"

—Caroline Pam, senior

"I fall at least two or three times every day on my way to school from my house on Ridge Road behind the girl's lacrosse field. I've hurt my head and butt, but the worst was when I bruised my knee as I was coming down the steps from the tennis court and hit a tree."

—Adam Bartini, senior

"In the last three days I have hit the pavement at least sixteen thousand times."

—Keith Altman, senior

"I was walking by the smoking wall on my way home and I slipped, injuring my hip, shoulder, and knee. This was a week ago and I'm still in intense pain."

—Karen Howland, junior

"I was approaching the side entrance trying to side-step a group of people standing in front of the doorway when I slipped and fell face-forward. My chin was cut on the ice and didn't stop bleeding until I got home."

—Gary Schmirer, freshman

Storytime...

Once upon a time there existed a happy tribe of people who loved nothing more than to enjoy their existence and play an occasional tune upon their wooden flutes. One day, two strangers arrived in the village and told the people that they knew the secret magic of the flutes. Intrigued by the possibility of learning something more about their beloved music from these strange men, the villagers agreed to follow their teachings and invited them to stay.

As soon as the men moved into the village, however, the villagers noticed that they engaged in some questionable behavior. The strangers would yell at them during their flute lessons and invoke the god of "Baddegrades" to punish villagers for the silliest things, such as crossing their legs or not holding their flutes straight. Soon, the fear of "Baddegrades" made the villagers so frightened that they agreed to do everything the strangers told them to, even stiffly walk in absurd formations. The good people were confused; all they had originally wanted was to enjoy the music of their flutes. Now they were reduced to the level of slaves.

For several years the villagers endured, all the while hoping that the strangers would teach them the magic of music as they had promised. The strangers, however, drove the people onwards with mili-

tary abandon. The villagers were forced to quit their fields, families, and peaceful weekends for more and more of the strenuous muscular exercise that they hatefully had called "gnihcram."

Finally a day came when the strangers announced that the tribe must go on a pilgrimage to a religious flower festival in a far-off land. They forced the tribespeople to practice more and more. When some of the villagers complained, the strangers threatened to pronounce the dreaded word, "U-Fale" and thus quickly silenced the legitimate qualms of the once-happy tribe. The two men then insisted that the people demand the resources of neighboring tribes to support the expensive journey. The strangers somehow convinced themselves that such a trip would raise them and their subjects in the eyes of hundreds of tribes through the immortal words of bards and storytellers.

So the people practiced and practiced. And finally the day came for the trip. The villagers were excited about their promised fame, but unfortunately, when the time came for the bards to sing about their tribe, the dragon float broke and they went to commercials. The tribe returned home exhausted, despising the music that it once had loved. To this date, the tribe remains under the tyranny of the strangers, and day-by-day the enjoyment of song ebbs from their souls.

Conditions demand school cancellation

Ice. Everywhere ice. A slick inch of it angrily mirroring the sun and blinding passersby. Last week, the baseball field was so frozen that students were able to ice-skate upon it, and the track became a speed-skating course. The hills behind the high school were coated with sledding students. The path from Ridge Road to the tennis courts, which many students take on their way to and from school, was an Olympic-quality luge track.

While the abnormal conditions afforded some a chance for recreation, they also caused many people to fear even the shortest walks outdoors. The injuries, trials, and tribulations that many Schreiber students have suffered on both school grounds and on the way to school demand that better considerations be made for the process of closing school.

Students bear the scars of their battle against the elements—jagged cuts, expansive bruises, shattered self-confidence, and more serious damage from slips and falls. One student was so afraid of slipping on her walk home that she called a cab from the school to take her to her house, less than two blocks away. If people

must use taxis to travel for only two blocks, how are other students who live within 1.25 miles of the school and do not receive bus service supposed to walk to school?

Students and faculty members who drive to school must have noticed the alarming tendency of their vehicles to skid. Without anti-lock brake systems, a car can continue to travel for many feet after the brake pedal has been depressed. Salt shortages on Long Island have not made the situation any safer. If conditions are so poor for normal automobile use, imagine how much worse they must be for schoolbuses full of children. The stakes of bringing children to school on several of the days in the last two weeks were too high for bussing to have been justified, yet the school insisted upon embarking upon a possibly deadly policy.

Superintendent of Schools William Heebink said that he "respects the family decision" to keep children home when conditions are unsafe. Yet the school district has a responsibility to its students as well. When road and sidewalk conditions are so terrible, the district should not play games of chance with the lives of the students.

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STATS

Girls Varsity Basketball

Port vs. Baldwin

Player	FGM	FGA	%	FTM	FTA	%	Rebounds	Assists	Turnovers	Steals	Pts.
B. Shackel	7	24	29%	3	4	75%	3	4	2	7	17
K. Shackel	3	16	19%	0	1	0%	4	4	2	6	6
Maryl Randel	2	5	40%	0	0	0%	1	2	1	5	4
Anne Siegert	0	3	5%	0	0	0%	1	0	0	1	0
Joy Pelkhe	5	12	42%	1	1	100%	4	0	0	1	11
Tina Pavlak	0	8	0%	5	8	63%	13	0	2	1	5
Leah Wolk	0	0	0	0	0	0%	1	0	2	2	0
Port Totals	17	68	25%	9	14	64%	27	10	9	23	43
Baldwin Totals	18	54	33%	0	3	0%	32	5	25	2	36

	1st	2nd	3rd	4th	Total
Port	10	10	6	17	43
Baldwin	6	12	6	12	36

Port vs. Uniondale

Player	FGM	FGA	%	FTM	FTA	%	Rebounds	Assists	Turnovers	Steals	Pts.
B. Shackel	9	20	45%	3	5	60%	1	6	2	12	21
K. Shackel	7	15	47%	2	4	50%	4	0	3	2	16
M. Randal	2	5	53%	0	2	0%	0	1	0	0	4
Joy Pehlke	1	3	33%	0	0	0%	2	0	1	1	2
Tina Pavlak	0	6	0%	0	2	0%	10	2	1	3	0
A. Siegert	0	2	0%	0	0	0%	1	0	3	0	0
V. Bloom	0	3	0%	1	2	50%	1	0	3	0	1
Caity Bruck	0	3	0%	0	2	0%	1	1	1	2	0
A. Brachi	0	0	0%	0	0	0%	0	0	0	1	0
Port Totals	19	57	33%	6	17	35%	20	10	14	21	44
Uniondale Totals	16	68	24%	2	6	33%	47	2	30	21	34

	1st	2nd	3rd	4th	Total
Port	12	9	17	6	44
Uniondale	6	6	7	15	34

Boys Varsity Basketball

Port vs. Plainview JFK

Player	FGM	FGA	%	FTM	FTA	%	Rebounds	Assists	Turnovers	Steals	Pts.
C. Batson	5	10	50	0	0	0	5	2	1	1	10
M. Coulthurst	0	0	0	0	0	0	0	0	0	0	0
M. Dumpson	6	16	37.5	0	0	0	4	2	3	3	12
R. Germani	1	2	50	1	4	25	6	0	1	4	3
E.J. Kahn	1	3	33.3	0	0	0	3	2	4	2	3
R. Monroe	3	5	60	0	0	0	5	3	2	0	6
I. Moore	2	9	22.2	0	0	0	4	5	10	1	4
K. Niwa	4	10	40	2	2	100	2	1	2	1	12
B. Romer	2	5	40	0	0	0	1	0	0	0	6
O. Sanders	2	4	50	0	0	0	8	1	1	4	4
Total	26	64	40.6	3	6	50	38	16	24	16	60

Sports Shorts

Hopeful outlook for Girls JV Basketball

According to the members of the Girls JV Basketball team, the outlook for the remainder of the season is hopeful. "We started off badly, but we're getting much better," said freshman Justina Mintz. "There has been a big improvement since tryouts, and I think the rest of the season will be successful."

After a rocky beginning with two losses in the Freeport Tournament, the team has taken a sharp turn in the right direction and racked up three more wins, dominating every game since. Coach Liz Hutchinson attributes Port's 53-17 victory at Uniondale on January 5 to "hard work and the leadership" of sophomore co-captains Mone McCurdy, Emily Wu, and Nicole Zorskas. "In the last few games, we've come to understand defense and are running the offense well," added Hutchinson. She predicts more success in the future, though some games against very competitive teams are coming up soon.

Good outside shooting has helped the team as well. Among the seven scorers at Uniondale, Sophomore Nicole Saccone had a total of nine points, including one three-pointer.

The other forty-four points were distributed between freshman Mary Kate Bakija with ten, Mintz and freshman Jill Weingrow with eight a piece, McCurdy, mid-freshmen Christin Bracken and Laurie Ann Orr with six.

The team's most recent win was on January 11 when they won 36-32 in overtime at Baldwin. Port had a difficult first half when it went over the seven foul limit and gave Baldwin a one-and-one foul shot. In the first quarter alone, Port had more fouls than points, and the team was behind or tied for the whole game. However, the Lady Vikings managed to hang on in the second half when Baldwin's best player fouled out. The team snatched victory from the jaws of defeat when it took the lead in the overtime and managed to hold it.

Scorers included Orr with sixteen points and freshman Analisa Difeo with ten, Saccone and McCurdy both with four, and Wu who contributed two.

by Emily Weinstein

Upcoming games

Team	Date	Versus	Place	Time
Gymnastics	1/21	Garden City	Away	4:30 pm
Wrestling	1/20	South Side	Home	4:30 pm
Boys Track	1/23	Various	Away	11:00 am
Girls Track	2/4	Various	Away	7:00 pm
Boys B-Ball	1/21	Freeport	Away	6:00 pm
Girls B-Ball	1/21	Oceanside	Home	7:30 pm

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After 3OTs, Port comes up short against Plainview

by Ben Goldfarb and
J.J. Moore

It really looked like the Vikings were going to come up with our first win of the season. For three and a half quarters and two overtimes, the Boys Varsity Basketball team was in total control in their first conference game of the season, but it just wasn't enough in the end.

The date: January 4th. The place: Schreiber gymnasium. The opponent: Plainview JFK. The result: Port's sixth consecutive loss to open the season. How could it be that we lost this game after total domination at both the offensive and defensive end? The answer: Sloppy play and lack of intensity at the end of the fourth quarter and in the third overtime.

Coach Shackel started the game with seniors Isaac Moore and Markee Dumpson as the two guards, and forwards juniors Rob Germani, Chaz Batson and sophomore Omar Sanders. Port began playing very effective man-to-man defense and with thirty seconds left in the quarter, Port had allowed only five points. This would have looked a lot better if they managed more than six points themselves. The first quarter ended as senior Markee Dumpson soared through the lane as his layup put Port ahead 10-8. Although the game was close, Port was outplaying Plainview, and it was only a matter of time before they pulled away.

Batson caught fire offensively and was an intimidating force on defense. The Vikings started playing more inspired defense and when Kenji Niwa came in he sparked the transition game that Coach Shackel has been hoping his team would further develop. The Vikings were running and gunning as they jumped out to a 22-13 lead after senior Bryce Romer hit a tri-factor with 4:18 left in the half.

Just as it seemed that Port was pulling away, Plainview came back scoring five unanswered points to bring them within four, 22-18 with 3:13 left in the first half. Romer drilled a three pointer with under two minutes remaining, that put the Vikings on top 29-19. Then, with nineteen seconds left, Niwa sank one from downtown that ended the first half scoring with the Vikings ahead 32-19.

Plainview came out on fire in the second half and after three straight three-pointers they were within six, 38-32 with 3:41 left in the quarter. Port answered with two treys by senior E.J. Kahn and Niwa that put them up 44-32.

The Vikings were in total command at both ends of the floor and it seemed as if the game was almost over. However, Plainview stormed back and ended the quarter with a 9-2 run that brought them within five, 46-41 as they headed into the fourth



Junior Rob Germani drives to the basket during Port's triple overtime defeat against Plainview JFK.

quarter.

A few key baskets put Port up 53-45 with a few minutes left in the game. At this point, the game should have been over, but Port started turning the ball over and giving up a ton of free throws.

After a series of successful Plainview free throws from the stripe, Port was still up 57-52 with 3:05 remaining. With the absence of a shot clock, Port should have been able to hold the ball as long as necessary so the game would have ended with them on top. However, after two more Port turnovers and three more Plainview free throws, Port's lead was cut to 57-55 with fifty-five seconds left.

Port had possession and could have held it and made Plainview commit a foul, but instead they turned it over once more. Port got the ball back still leading by two, but they missed a rushed shot which let Plainview come down the floor and hit the game tying shot with just under thirty seconds left. Port was unable to score on their final possession and the game went into the first overtime.

In the first overtime period, Plainview held the ball on offense looking for an opening, but Port's defense would not yield and they kept Plainview scoreless. The Vikings got the ball for the first time with twenty-eight seconds left, but they were also unable to score and the game went to a second overtime.

The second overtime started as a Plainview player drove inside, hit the layup and was fouled. He converted the free throw and Plainview was ahead 60-57. On

the Vikings next possession Germani drove inside and was fouled. He converted one of two and narrowed the gap to 60-58. Then after a Plainview turnover, Dumpson drilled a clutch jumper that ended the second overtime with the two teams deadlocked at 60.

At this point, the only thing more frustrating than the fact that they hadn't put the game away was that there was no way to escape the off key, annoying yelps coming from the mouths of the Plainview cheerleaders.

In the third overtime, Plainview's big man drove the lane, hit the layup and was

fouled. He hit the free throw and Port was down 63-60. On our next trip down the floor we turned the ball over, and then as they came down, we fouled them. Their player hit the first, missed the second, but they got the rebound, scored and were fouled again. After hitting the free throw, Port looked up and all of a sudden they were down by six, 66-60 with under a minute left. Port was unable to score again, and Plainview added another free throw to make the final score 67-60.

The fans just sat there with their mouths dropped open. No one could understand how we

could so thoroughly be in control of a game and still end up losing. In the losing effort, Dumpson and Niwa contributed twelve points each, and Batson finished with ten points, five rebounds, two blocked shots, and a steal. Port needs more inside productivity from their big men. After Batson fouled out, the inside game stopped. Although they came up short, Port displayed the ability to play really good ball. If they can concentrate on playing the whole game with the intensity that they showed for spurts against Plainview, soon it will be their opponents wondering what happened to them.

Lady Vikings open season with impressive performances

(Continued from back page)

Port extended its lead to 40-30 as they found the open girl in their fast paced offense.

At the team's second tournament of the preseason, Port faced Westbury during the opening round of the tenth annual Barbara Hoffman Girls Invitational Basketball Tournament on December 17.

Port opened the game with a 15-6 run against the sixth ranked Conference II team. Despite a 16-13 second quarter score, Port entered the locker room at half-time with a comfortable 28-22 lead.

"We both had 12 points in the third quarter and the last quarter [was when] it came down to the last four minutes which was really ... a test of our team strength. They never tied it up, though. Our defense was outstanding and our man to man pressure was really good," said

Ms. Joannon.

Port then played the Manhasset Indians in the Championship round. From the looks of things in the early going, Port might have been in for a tough evening. The Lady Vikings turned over the ball three of the first four times they had possession, but as the first quarter ended, Port was up, 6-5. Poor shot selection by Manhasset contributed to the early lead.

Port regained its stride in the second quarter and jumped to a 21-17 lead with 2:40 remaining. Manhasset responded with a full-court defense, a strategy which only resulted in Port being fouled more often. The quarter was highlighted by a 6-0 stretch when junior Beth Shackel had two consecutive field goals and one layup. Port entered the locker room with the momentum in their favor and a five-point 25-20 lead.

Port returned to the court in

the second half in high form, responding with tenacious and unrelenting defense. But the team did lose the lead for the first time with 4:04 remaining in the third quarter prompting Port to call a time out.

Things began to falter as the quarter wore on: "We just couldn't find a shot. We only scored eight points in the third quarter... and we average about 12 or 14 points a quarter"

Senior Manhasset guard Kitch McNulty nailed a three-pointer with a minute-and-a-half remaining in the third quarter as a result of Port failure in transition. As a result, the Lady Vikings ended the quarter wondering why the game slipped though their fingers, the scoreboard reading "37-33" in Manhasset's favor. Manhasset outscored Port 17-8 in the third quarter.

Boys hoops

by Simon Hanft

The 1993-94 season opened with renewed optimism for the JV boys basketball team. This team, which has suffered over the past few seasons, has high expectations on account of a fresh crop of fine young players.

Sophomore Alex Martinovich, the team's premier swingman, is a returning member of last year's team and says, "This year's team is much more talented than last year's." A good deal of success is expected from this team, but the toughest critics of this club are the players. "This team has a lot of individual stars, but to be successful, we must come together as one team," states sophomore Gary Maslow, who is the club's rebounding force off the bench. Along with the criticism comes some optimism, provided by sophomore point guard sensation Carlos Leon. Besides leading the team in scoring, steals, and assists, Leon is their floor leader, and he adds, "We are a great team in a great town; no expectation is too great with 'Adoof' as our driving force."

The team opened its exhibition season in the St. Mary's Tournament with a 53-50 victory over Manhasset, and followed up this thrilling win with a heartbreaking loss to St. Mary's 64-52. Next, the team capped off its exhibition season in the Chaminade Tournament, winning their first contest against Syosset, 71-61. A strong effort was put forth by both Randy Browne, who contributed 22 points, and Carlos Leon, who hit for 20. In their next game, they lost to Chaminade, a perenni-

ally powerful team, 57-40. However, there were a few bright spots: Leon and Browne lead the team in scoring again, with 16 and 11 points respectively.

The team opened up its conference schedule with an impressive 46-42 victory over Plainview at home on January 5. On the 11th, the team came up short on the road against Herricks, 48-36, even though Leon had a season high 6 steals and Rob Ioanna, the club's point/off guard, scored 8 points. The team's record stands at 3-3, but this record is sure to improve once the club overcomes their chronic difficulties, like careless turnovers and mounting fouls. When these problems are smoothed out, very few obstacles will stand in the way of this team establishing themselves among the elite of their conference.

Freshman basketball

by Joshua Gewolb

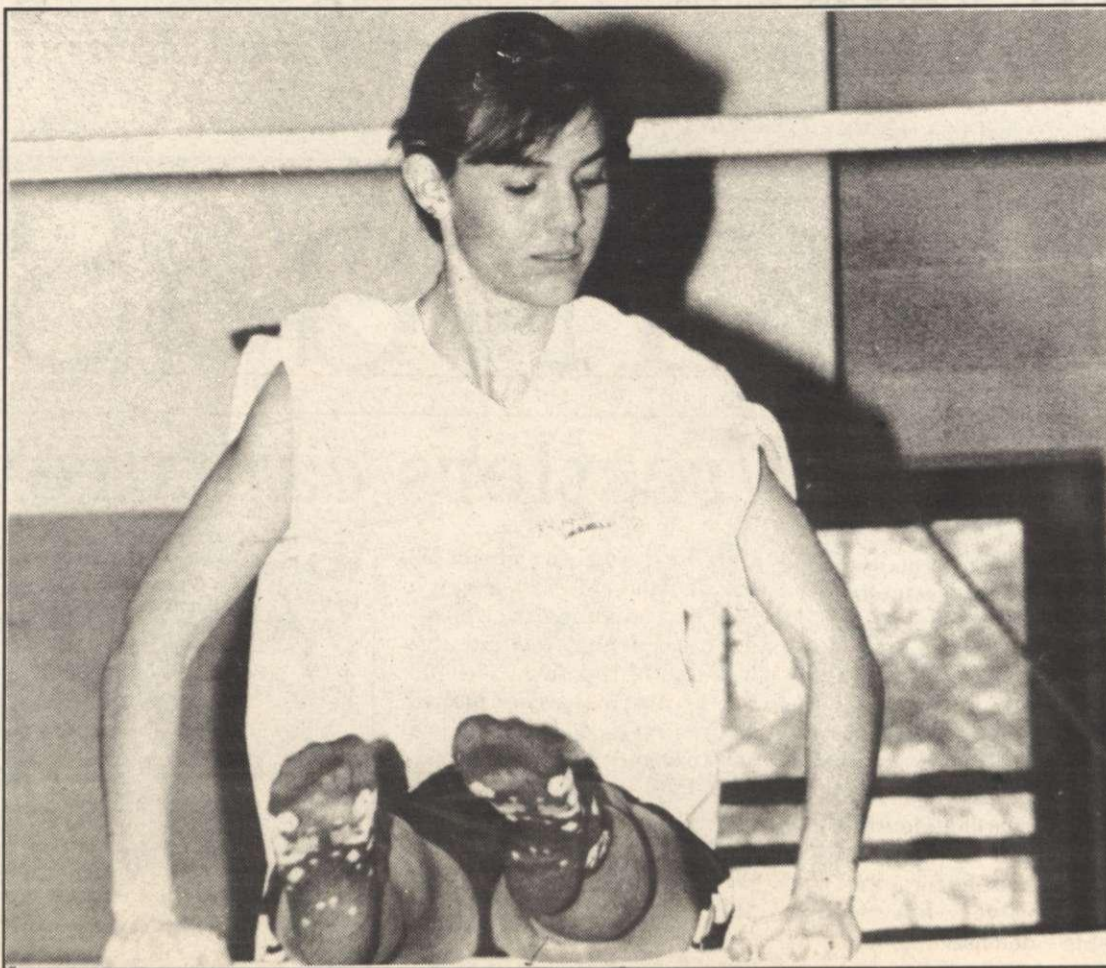
The Boy's Junior Varsity II Basketball team, opened their season with crushing wins against, Clarke (62-32) and Jericho (55-40.)

The team began the game against Jericho ahead and never relinquished control. The game was highlighted by off guard, Nat Berman's high shooting percentage and center Sam Kong's accurate lay-ups.

In the next game Port went on to beat Clarke decisively (62-32).

The team is quite elated by early success: Newman said, "The team is really coming together. If we can keep it up, we have a good chance of going undefeated [this season]."

Gymnastics team is outvaulted in first meet



Senior Heather Vinarski practicing her routine on the uneven bars.

by Alain Lapter

On January 6, the Girls Varsity Gymnastics team lost their first meet of the year to Great Neck North, 123.6-113.05.

According to Coach Kris Palatella-Fish and most of the team members, nervousness was the main reason for the loss. Since most of the team consists of freshmen, this was their first meet at the high school level.

This was an advantage Great Neck North had since it was al-

ready their fourth gymnastics meet.

Coach Palettela-Fish feels that concentrating on relaxation techniques will help the team overcome their nervousness and be able to excel in future meets. She felt badly for the girls on account that they are such hard workers.

Some highlights from the meet came from senior co-captains Amy Bratskeir, Heather Vinarski, Larissa Comb, and freshman Katie Kitner. Bratskeir received a 7.35 with

her vault exercise and a 5.5 on the bars. Her performance in the events placed her second and third respectively.

Vinarski finished third on the vault with a 6.9, while Comb had a 6.2 on the beam, earning her a tie for third. Kitner finished third on the floor exercise with a 6.8 score.

These scores seem low because in high school competition, high-score maneuvers are not allowed. Therefore receiving a perfect score in an event is nearly impossible.

NFL Playoffs: Who will end up in Atlanta?

by Matt Engel and Ben Goldfarb

Offense wins post season games, defense wins championships. As this year's NFL playoffs finish up, the results of the remaining games will mostly depend upon whether or not the league's best defenses will rise to the occasion.

As the L.A. Raiders travel to Buffalo this Saturday, they will get a taste of the Bills' tough defense that has carried them when their offense was sputtering. Last week, the Raider offense looked unstoppable against Denver's non-existent defense. In Buffalo, the temperatures will be sub-zero, the winds turbulent and Raider quarterback Jeff Hostetler will be unable to utilize the fastest and arguably the most talented receiving core in all of pro-football. Speedy receivers James Jett, Alexander "If loving you is wrong then I don't want to be" Wright, and Raghil "The Rocket" Ismail (if healthy) will not be able to con-

nect with Hostetler on long patterns as easily as he did in Los Angeles last week. Thurman "Thermal" Thomas will step and Buffalo's blanket defense will smother the Raiders, contributing to what will undoubtedly be a Buffalo victory.

Kansas City ventures into Houston on Sunday, and it will be facing the most dominant defense the NFL has seen in several years. Against the Steelers Joe Montana led one of the four quarter comebacks that have been made him famous. This week, however, will be a little different for Montana. You can bet that Oilers defensive coordi-

nator Buddy Ryan will have his boys on a mission with one sole purpose: kill Joe Montana. Don't be surprised if you see Kansas City backup quarterback Dave Krieg before the first quarter is over. Houston's offense has been

fore the game, the Oilers should have a fairly easy time disposing of fragile Montana and the Kansas City Chiefs.

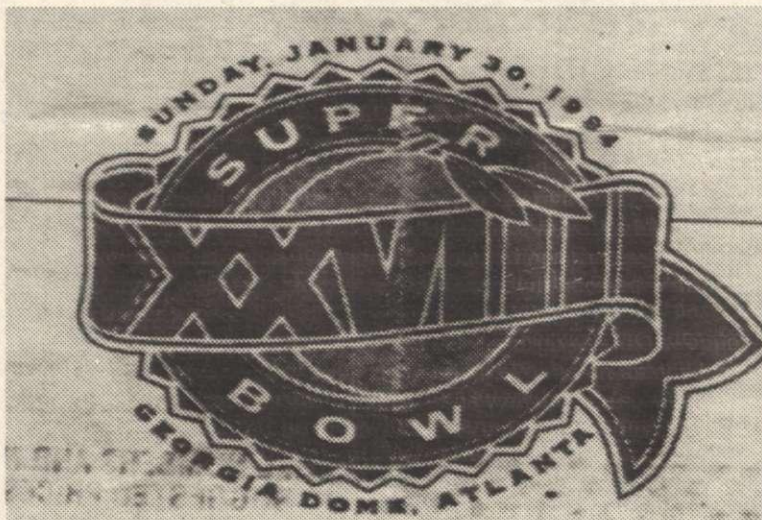
The Green Bay/Dallas game, teams with excellent offenses, will come down to which defense

will rise higher to the challenge of shutting down the opposing offense. The Packers come to Dallas following an exciting game last-minute game victory over the Detroit Lions, 28-24. Pro-bowler Sharpe caught a last-minute, forty-yard bomb to give the Packers a 27-24 lead. Despite Detroit RB Barry Sanders outstanding performance 927

carries, 169 yards), the Lions' defense fell short in the end and will have eight months to regroup before next season. Most likely, the Packers' defense will not be able to contain Cowboys' RB Emmitt Smith. Unless Smith loses his legs in a tragic accident, expect him to play the full game and to rush for 140+ yards.

The 49ers' league-leading offense will have its work cut out as it takes on the defense that led the league in fewest points allowed. The Giants, who will head to San Francisco after a come-from-behind 17-10 victory over the Viking's #1 ranked defense, will pose a big challenge for the Niners.

The #1 ranked QB in the NFL, Steve "Forever" Young will face up against Giants QB Phil Simms. The Giants need their backfield to keep Young from completing the "big" plays to Jerry Rice (aRoni, the San Francisco Treat) and John Taylor. They must hold the Niners to under twenty points for the Giants to have a chance.



playing well, and if Buddy Ryan and offense coordinator Kevin Gilbride don't kill each other be-

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VIKING SPORTS

THE SCHREIBER TIMES

WEDNESDAY, JANUARY 19, 1994

Viking Wrestlers capture Glen Cove Cup

by Joshua Gewolb

The Boys Varsity Wrestling team captured the first annual Glen Cove Challenge Cup on December 26. Port defeated a strong Garden City team by a whopping 40 points, 54-14, in the first round of the tournament, and moved on to the championship round, destroying Glen Cove by 47 points, 57-10.

The Vikings competed in twelve weight divisions ranging from 98 to 215 lbs. Each bout consists of up to three periods, each period lasting up to five minutes. Wrestlers win their bouts either by pinning their opponents, by forfeit, by default, or by technical fall; four points for each major decision and three points for each decision are only awarded when neither of the wrestlers pin the other. A pin occurs when one wrestler brings his opponent's back flat on the mat. Decisions and falls are based solely on points. Points are awarded for takedowns, escapes from control of a takedown, reversals (when the defensive wrestler gains control), and near falls (when the offensive wrestler exposes his opponents back to the mat for more than two seconds).

The first round of the Challenge Cup opened with victories by freshman Manuel Morales and Edwin Aguilar. Wres-

ting in the lightweight or 98 lbs. division, Morales fought a long and tough match, defeating his opponent 2:28 minutes into the third period. The 105 lbs. Aguilar was almost pinned in the first period but escaped capture and emerged victorious, 1:28, into the second period.

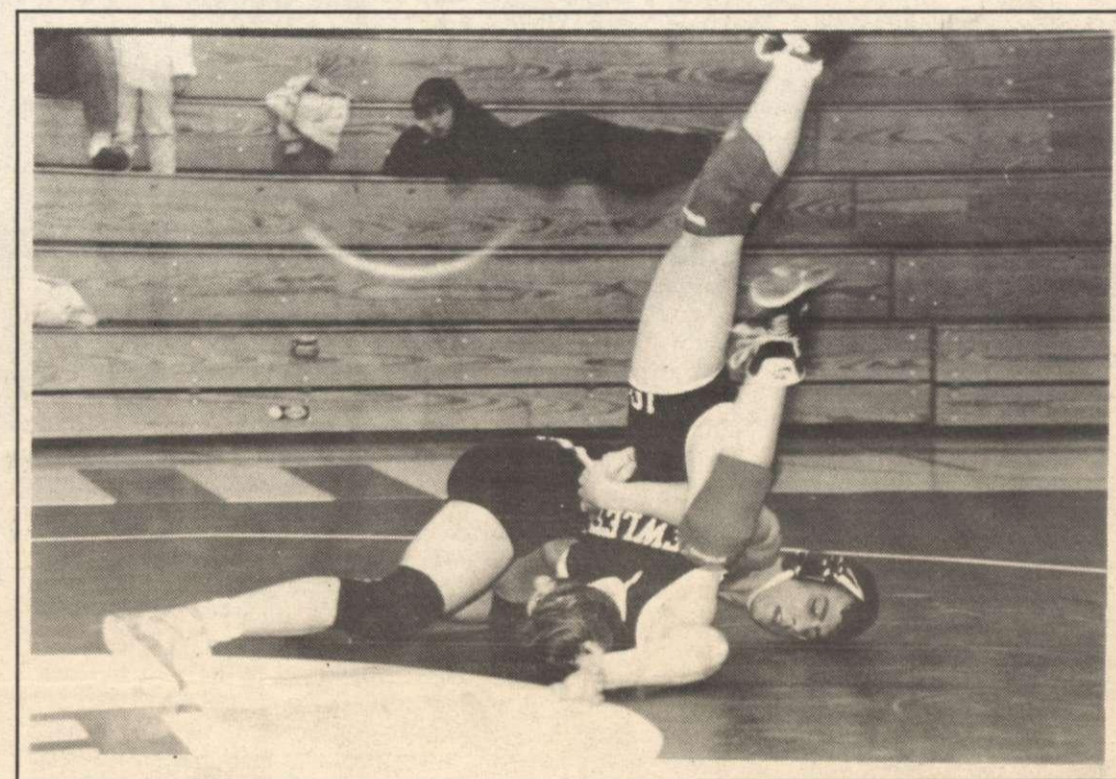
Junior Freddy Aguilar, brother of Edwin, took down his opponent just ten seconds into the first period. This speedy pin earned the elder Aguilar the prestigious Fastest Pin Award.

Due to these victories and forfeits against senior Juan Zarate and junior Chris Cahill, the Vikings were cruising ahead with a 36-0 lead at the midpoint of the match. However, they experienced trouble in the 132, 128, and 145 lbs. weight classes. Garden City wrestlers got the better of sophomore Scott Savran, senior Anthony Coccarelli and senior Jon Boris.

Despite these setbacks, Port was able to further solidify its lead due to Garden City forfeits against senior Donald Affatato, and sophomore Robert Tesio. The team ended the match on a high note when heavyweight Charles Ham pinned his opponent in just 45 seconds.

This victory enabled the team to advance to the Championship Match against a competitive Glen Cove team, fresh from an easy victory over Friends Academy.

Freshmen Edwin Aguilar



Senior Anthony Coccarelli pins a Hewlett wrestler in the January 13 meet.

and Manuel Morales started off the match with two wins. Morales defeated his Glen Cove opponent, sophomore Otto Delcid, in the first bout in just 1:40, while it took Aguilar one round and 3:26 to pin Glen Cove sophomore Joe Spahnoletti.

Port's early lead quickly widened to 39-0 due to victories by Zarate, Freddy Aguilar, Cahill, Savran and Coccarelli. Zarate easily pinned Glen Cove's Greg Cohen with a quick takedown in the first period. Aguilar had an even easier time with his

opponent Arden Lewis, whom he pinned in just 1:02. Cahill and Savran fought long, difficult bouts, but Cahill finally put his opponent away with just 50 seconds to go in the third period. Although Port's winning streak was cut short by the victories of Glen Cove junior Larry Stone and team captain senior Carlos Shimabukuro, it quickly resumed with a forfeit against Bonilla and wins by Tesio (2:37) and heavyweight senior Admir Mungia (0:30).

Their championship victory

earned the Viking Wrestlers a large commemorative cup, which will remain in the trophy case in the main lobby until next year, when they will have a chance to defend their title.

The wrestlers' record so far this season had exceeded their highest expectations. What was supposed to be a "rebuilding year" is turning out to be a possible championship season. "For a rebuilding year and a very young team, I certainly think our progress has been outstanding," said coach Bob Busby.

Girls Varsity Hoops starts regular season, 2-0

by Joshua Silbert

The period between the last few preseason and the first regular season games is usually a time for adjustment. Teams generally begin to find their strong suits and continue working on their deficiencies. For the Girls Varsity Basketball team, this normal step hasn't been necessary due to tough defense and consistent offense.

With six of the team's twelve members playing in their first year, the preseason was a valuable time of growth and vital for integration of new players at the Varsity level. The team finished the month-long non-league schedule with a 3-2 record.

On January 5, in the team's first regular season game, Port defeated Uniondale, 44-34, on the road. Regular season games take on renewed significance since they determine which six teams from each of the four conferences make the playoffs.

As the starting lineups were being called, Port knew scoring would be difficult since Uniondale had three players six-foot or taller on their squad.

Port came out strong in the 12-6 first quarter, but second quarter play was poorer. Scoring only nine points, even though holding Uniondale to six, really proved to the Lady Vikings that they were up against a tough competitor.

Difficulty getting the ball inside to forwards seniors Joy

Pehlke and Tina Pavlak led to the low production since the team predominantly relied on their outside shots for most of the first half. The team's inside players had only 12 shots the entire game.

"Height was a tremendous factor. [Uniondale] out rebounded us, 45-20. If you just look at that, they should have dominated the game, but our offense was really flowing," said Coach Stephanie Joannon.

On defense, Port's forwards fared well as they fronted their taller opponents in order to force them to lob the ball over their heads when they wanted to pass inside.

During the second half, however, the team altered its execution and the outside shots began

to fall. In addition, the guards drove to the basket more often which led to more fouls in Port's favor. Uniondale's defense began to wear down as the second half progressed which helped the team on to victory.

With the momentum of the previous game in their favor, Port beat the Baldwin Bruins for the second away game of the regular season, 43-36. After a rousing performance in the opening minutes, the team's progress slowed. The first quarter ended with a 10-6 score, and Stone, a Baldwin forward, was clearly going to be a handful. Baldwin made a strong attempt to take over the lead as it tied the score at 18 with 1:14 remaining in the second. This effort was to no avail, however; the first half came to

an end, with Port ahead 20-18.

If the Lady Vikings return to the County Championships this season, this game's third quarter will be one to forget. Scoring only six points, the quarter included a five-minute stretch during which the team was held scoreless.

The scoring drought continued into the fourth quarter until Pehlke banked in the rebound after senior Anne Siegert's failed field goal attempt with 7:40 left.

The 4:36 point in the final period was the make-or-break point of the game. After a Baldwin forward recovered from mid-air collision, the score was 33-30 in Port's favor, but the Bruins had the momentum. But

(Continued on page 14)