



The Schreiber Times

Port Washington, New York, Wednesday, February 16, 1994

Volume XXXIV, No. 7

Let it snow, Let it snow, Let it snow

by Jon Bass and Matt Engel

The year of 1994 will probably go down in history for many reasons, but if nothing else, students in Port Washington can remember it as The Year We Had (at least) Four Snow Days. Due to blizzard-nearing conditions, school was canceled due to snow for the third and fourth times this year on February 11th and 13th, respectively.

It began snowing very early in the morning of Wednesday, February 11th, causing the district's third snow day of the year. Students and faculty alike were given the opportunity to sleep in or, in some cases, get an early start on shoveling the driveway. Because of the dire weather predictions for Friday, no one was very surprised when the snow began falling again on Thursday night and the district went for an unprecedented fourth snow day.

The pleasant surprise of a three day weekend made many students happy, whether it was because they got some extra time to catch up on homework, loaf, or, for those with cabin fever, a chance to enjoy the great outdoors. While freshman Cynthia Polay "spent the extra day doing homework," senior Don Affatato said "I went to Plandome Golf Course and nearly killed myself on my friend Mike's snowboard. I fell on my head." Sopho-



Enormous mounds of snow line the Schreiber parking lot.

more Robert Ionna said he was "having fun and not worrying about school," and senior Kira Attwood "didn't get any studying done."

"Four snow days is historic," said Dr. Barish, and many of Schreiber's long-standing faculty members seemed to agree. English department chairman John Broza said that in his 33 years teaching at Schreiber, he never remembers having four snow days in one school year. "I haven't driven my Mustang to work for a week," he added.

Social Studies department chairman Kay Stewart said she only recalls a winter like this in 1967 and once in the 1980s, and English teacher Ruth Haugaard, a Schreiber faculty member for 35 years, agrees that she remembers only one or two winters like this one.

Ms. Haugaard said, "I hate it [the weather] as much as anyone else, but I'd rather be here than in California."

Dr. Barish commended the staff for putting up with the weather conditions on the days when school was open in the past weeks: "Staff attendance has been outstanding," he said, "[they] braved some really tough roads."

Though having a few extra days off seems great right now, everything in life has its price, and in this case, the price is going to be some shortened vacations. The school year consists of 182 days, two more than the state-required 180. These two extra days are designed to allow for school cancellations. Since four days have been missed, however, two will have to be made up to meet the required 180-day minimum. The first make up day has been designated as Monday, April 4, which was supposed to have been the last day in a four day break for Easter. The second date has yet to be decided upon.

Superintendent of Schools Dr. William Heebink said that many ideas are being suggested about when to make up the missed day. Possible suggestions include lengthening the school day un-

Senior wins prestigious science award

by Matt Engel

Senior Jason Blechman was chosen as one of the three hundred semifinalists in the 53rd Annual Westinghouse Talent Search, a prestigious nationwide scholarship contest for high school seniors.

The semifinalists were announced on January 25, and Blechman was the only Schreiber student to be named. Blechman was not selected as a finalist. The forty finalists have a chance to compete for over \$150,000 in scholarships, including a \$40,000 first prize.

Blechman said, "I couldn't believe it. I didn't expect to win."

Students in the math and science research programs spend the summer after their junior year working on a research project. Blechman spent this past summer at the University of Iowa.

Blechman's project, entitled "Analysis of Pig Gas Using a Gas Chromatograph and a Mass Spectrometer," analyzed the toxic gases in swine manure.

Blechman spent the entire summer working five days a week, from 9:00 a.m. until 5:00 p.m., although he said he spent many days at the lab past 10:00 p.m.

According to science research teacher Judy Ferris, "I was very proud of Jason. He did a lot of follow-up work after the summer, worked extra hours, and had a long bus ride to and from the lab every day."

In the past, Schreiber has had many successes in the Westinghouse competition. Last year there were four semifinalists and one finalist. Ms. Ferris said, "I was disappointed because many of my seniors had worked very hard and wrote excellent papers. Nevertheless, going away and doing a major project at a university or research center is a very valuable experience."

til perhaps 4:30 p.m. for a week, taking a day off of the April or Memorial Day vacations, coming to school on a Saturday, or having an extra day of classes in June after the scheduled end of school. Dr. Heebink

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Juniors Alse Hazelkorn and Kenji Niwa play in the snow.

SPORTS

Varsity Wrestling is third in county

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Blizzard cripples Port schools

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said that the choices must be examined to see whether they are legal and acceptable to the State and practical to the faculty and students.

"We are looking at all the alternatives," he said. "We will try to weigh the options, although there is no really good option."

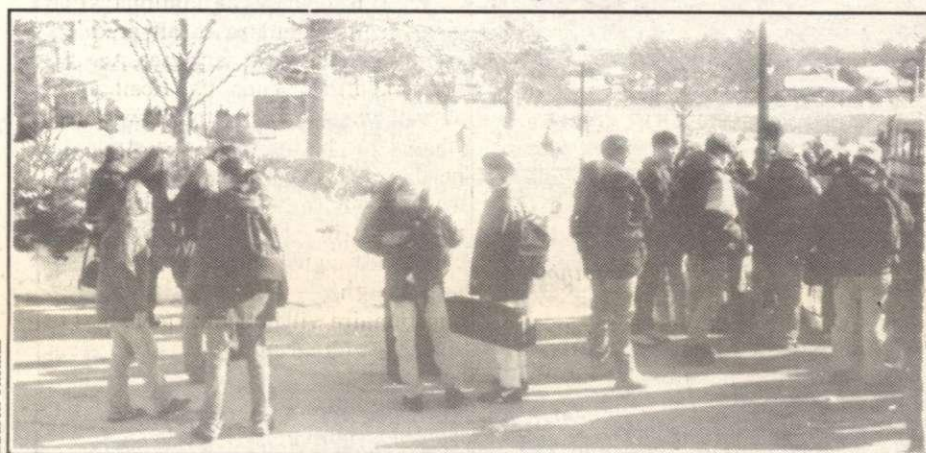
The decision to close school is made by Dr. Heebink, who says that he takes several steps before deciding if a cancellation is necessary. First, he said, he drives around Port Washington at around 4:00 a.m. to check the roads. He then gets opinions from various sources including the Port Washington Police Department, local bus companies, the Weather channel, and a network of Superintendents and Transportation Supervisors from the Roslyn, Great Neck, Manhasset, and Herricks school districts.

"The decision is made between 5:00 a.m. and 5:30 a.m. so I must project what conditions will be like in two to



Over a foot of snow left Schreiber blanketed in a daze and plagued by dangerous road conditions

three hours from then," Dr. Heebink said. "On one of the snow days we expected the roads to freeze over and they didn't."



Students attempt to avoid the snow while waiting for buses.

Mock Trial team defeats Bethpage

by Elizabeth Kass

The Mock Trial team defeated Bethpage 31-21 in the first round of the statewide Mock Trial tournament on February 2.

The mock case, tried before the Civil Division of the Supreme Court of the State of New York, is Collins et al. vs. West Valley School District. Schreiber competed as the Plaintiff, Collins et al., who was suing the West Valley School District for negligence.

The plaintiff alleged that the carpet in a newly renovated room was emitting a strong odor as well as toxins, and was the cause of sicknesses displayed by a majority of the students. Therefore, the class action is asking for five million dollars in compensation for injuries received, future injuries and mental anguish, and are also requesting for an alternative setting for their children.

The defendant called for a dismissal and furthermore claimed that there was not enough evidence to prove that the carpet was the cause of the children's illnesses, and therefore is not enough evidence to support a negligence claim.

Judge Pratt of the Federal Appellate Court, who presided over the case, found

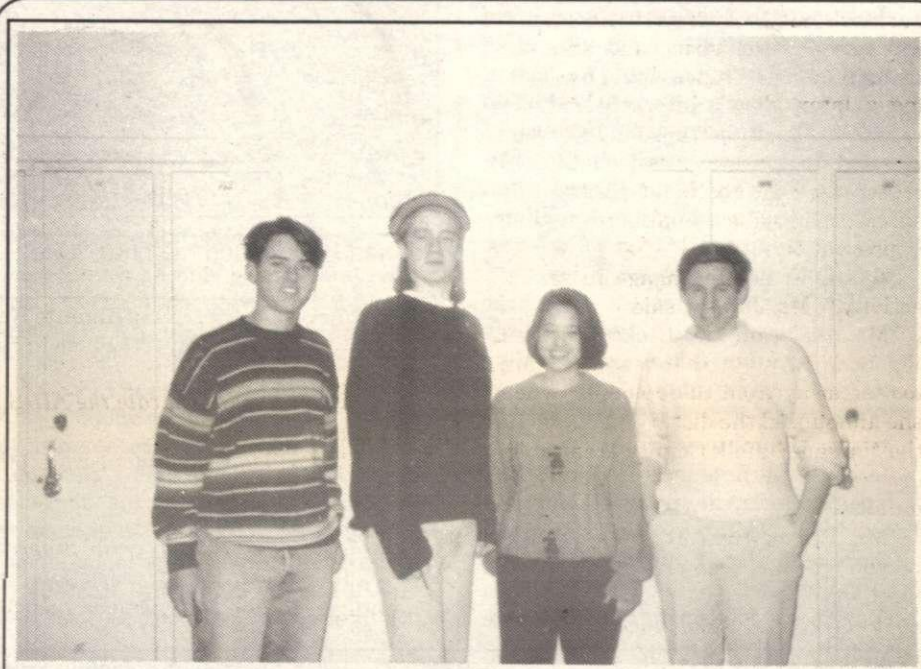
in favor of the plaintiff, and went on to say that Schreiber's team because the team scored more points.

Schreiber's lawyers were senior Marc Lindemann and juniors Philip Jason and Natasha Moskvina. The witnesses for the plaintiff were portrayed by junior Michael Burke, sophomore Preeti Parasharami, and freshman Susanna Bass.

All three witnesses received a perfect score of three and Lindemann was the only lawyer to receive a perfect three on his direct, cross-examination, and closing statement. Moskvina received a perfect three on direct and Jason received a perfect three on his direct and cross-examination of witnesses.

Today Schreiber will represent the defense against Syosset. The lawyers will be seniors Matt Frank, Craig Schneider, and junior Jen Cho. The witnesses will be portrayed by junior Adam Block, Lindemann, a last-minute substitute for freshman Josh Gewolb, and sophomore Sandhya Kawatra.

Dr. Edward Edwards, the team's advisor, commented, "I thought they worked very hard for a long time and it paid off. They knew their procedures and they paid very close attention to the judge, which you have to do."



The National Science Bowl team (l-r): junior Philip Jason, seniors Ben Getting, Emmie Chen and Marc Lindemann. Senior Jason Blechman was unavailable.

National Science Bowl team wins at regionals

by Ashish Kapadia

Schreiber's National Science Bowl team has successfully advanced to the New York quarterfinals after defeating Roslyn and Northport high schools at Brookhaven National Laboratories on February 6.

The question-and-answer competition consists of over thirty teams from Long Island high schools. Each team is made up of four contestants and one alternate. After a question is completely read by the host, the team that answers the question correctly gains four points and the opportunity to answer a ten-point bonus question. If the question is answered incorrectly, no points are lost. If the question is interrupted while being read and is answered wrong by one team, the other team gets four points automatically and the chance to answer the question and a bonus question correctly. This procedure is followed to discourage guessing.

Schreiber's team consists of seniors Jason Blechman, Emmie Chen, Ben Getting, and Marc Lindemann, and alter-

nate junior Philip Jason. Getting, the alternate of last year's team, helped team advisor Michael Koenig choose the members of this year's team.

After receiving a bye in the first round, Port faced Roslyn in the second. After dominating the first half of the round, Schreiber's team went into a slump and answered only three questions correctly. Schreiber narrowly escaped with a 64-60 victory because the host ran out of questions with five minutes left in the second half.

In the third round, Schreiber faced Northport, who had beaten Syosset. Koenig said, "When [Northport] demolished Syosset, a very good team, we were worried and we knew we were in for a challenge."

In the first half of the match against Northport, Schreiber jumped out to a big lead and at the half the score was 80-4. In the second half, Schreiber ran away with the match and won by the score of 104-22.

The quarterfinal round was postponed due to the bad weather. The future date for the competition has been scheduled for March 25.

Planned Parenthood tells students about AIDS and HIV protection

by Preeti Parasharami

About 75% of all people who have contracted AIDS, (Acquired Immune Deficiency Syndrome), in Nassau County since 1981 have died. From February 1 to February 3, Robert Becker and Karen Jocelyn of Planned Parenthood addressed ways in which high school students can protect themselves from becoming part of this sad and growing statistic. Assemblies were held during student's physical education classes.

Students first learned how HIV, (Human Immunodeficiency Virus), is transmitted and how one can reduce his chances of contracting the virus. In a demonstration which informed those who were in attendance that by having unsafe sexual intercourse he/she had also had unsafe sex with all of his/her partner's, one student symbolized a person carrying the virus, and another, using protection (represented by wearing a latex glove), interacted within groups. One student who did not participate in the transmission of AIDS represented an abstinent person who succeeded in using the only sure method to prevent HIV.

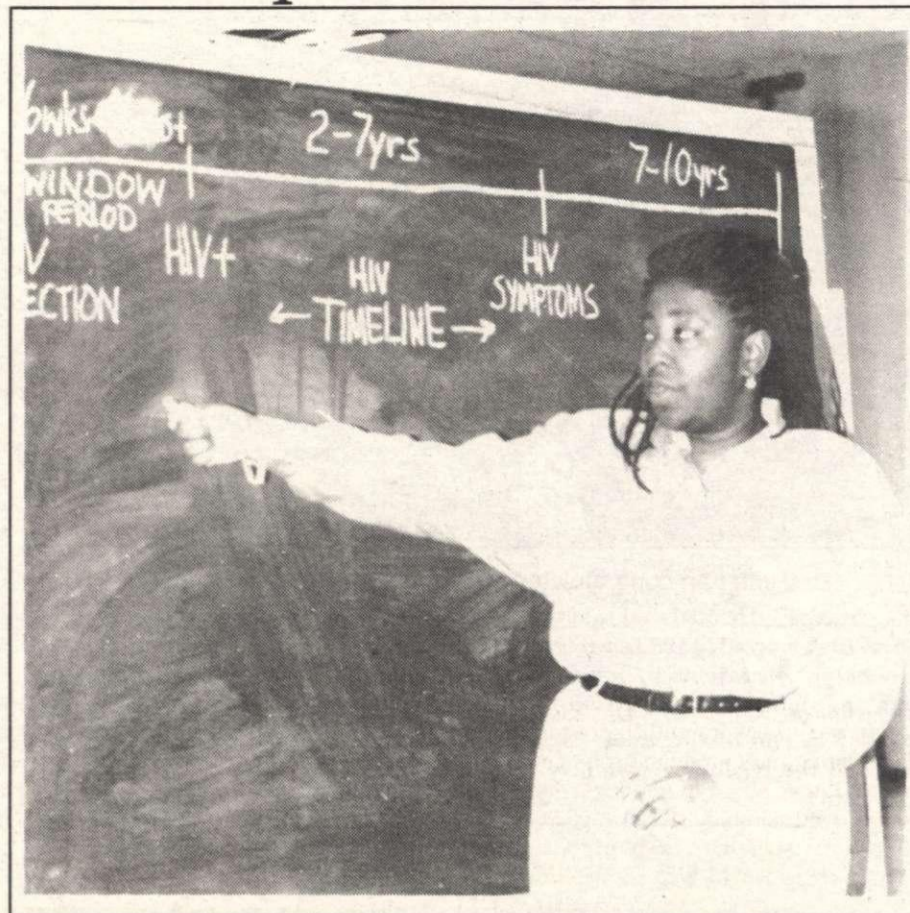
"It's O.K. not to engage in sexual activity," Ms. Jocelyn said.

Ms. Jocelyn and Mr. Becker dispelled the common myth that teenagers are too far away from the epidemic when she announced the disturbing fact that the Nassau-Suffolk County area ranks first in AIDS cases of all suburban communities in the United States.

Mr. Becker then explained that a person who has been promiscuous and has had unsafe sexual intercourse will not know immediately if he/she is HIV-positive or HIV-negative. Mr. Becker used a time-line to show that if a person is tested during the window period, a period in which a person is first infected with HIV and until the time when the anti-bodies show up, he would appear to be HIV negative but would still be carrying the virus.

Mr. Becker furthermore said that it takes two to seven years for HIV-positive people to display symptoms of the virus, and then another seven to ten years until he or she will have full blown AIDS. The symptoms include skin cancers, frequent fevers, colds, severe weight loss, swollen glands, and white spots on the tongue and inner mouth.

Mr. Becker stressed the importance of testing, because if you find out that you are infected, "you will be able to get medical treatment which will lengthen your life and you will also be able to take precautions in preventing the spread of the virus," Mr. Becker said.



Planned Parenthood member, Karen Jocelyn, teaches about AIDS and HIV.

On February 14, school nurse Annette Keenan conducted a survey of 120 students to determine the student's response to the Planned Parenthood Assembly.

1) Overall how would you rate the AIDS presentation by the Planned Parenthood health educators?

45.8% of the polled students answered the above question by checking Excellent and 50% checked Good.

2) Did you find any portion of the program appropriate for high school students?

5.8% of the students found portions of the assembly inappropriate and the remaining 94% found all portions relevant and appropriate.

This is what some students thought of the assembly:

Freshman Mary Kate Bakija said, "I thought that it was very interesting and a good idea that they did this in our school so that we can become more informed."

Sophomore Kristin Deluca said, "I believe that students need to be educated, and it is the school's responsibility to educate us. Although, I didn't think it was necessary for the condom demonstration."

Junior Adam Block said, "I knew everything and the assembly only reinforced what I already knew."

Senior Keith Altman said, "I thought what they said was good and...people have to hear what was being said about AIDS awareness."

Ms. Jocelyn then discussed and showed the various forms of contraception. She used the Condude, a kit including condoms treated with non-oxynol-9 and a model of a penis, to demonstrate the proper way to put on a condom. Ms. Jocelyn also showed the students the female condom, which lines the inside of the vagina. Ms. Jocelyn said, however, that one shouldn't use

both condoms at the same time.

Jocelyn said, "In a time when one out of six teenagers have STDs (Sexually Transmitted Diseases), AIDS awareness should be an ongoing thing."

"I believe that the assembly was well done, and I am looking forward to next year's assembly," said school nurse Annette Keenan.

Schreiber looks to alter health classes

Longer and more frequent courses proposed

by Josh Jacobs

The Schreiber Administration and the Port Washington School District is currently evaluating the status of the health curriculum. Among possible plans for the course's reconstruction include changes in both the length of the course and when it will be offered.

The district is investigating whether the one semester of health class that students are required to take during their four years at Schreiber is enough and whether making health a full-year course would be advantageous for the students.

For this purpose the administration gave a questionnaire to all students who took health first semester. According to health teacher, Pat Kosiba, the survey was conducted to allow health classes to better meet the student's needs. The questionnaire asked students about the strengths and weaknesses of the class, and what topics should be taught that currently are not taught. The results of the questionnaire will be sent to an expert to analyze and draw conclusions from them.

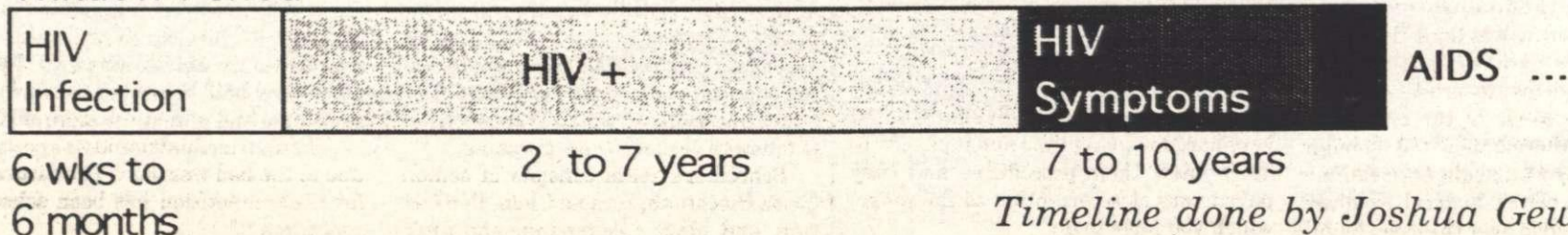
Schreiber itself has been looking at whether the four to five-year gap between 7th and either 11th or 12th grade when most students now take health is too long. These changes are separate from the changes that the district is considering. Schreiber's nurse and District Health Coordinator, Annette Keenan, submitted a proposal to the Superintendent that recommended that health be taught in both ninth and eleventh grade.

Now that the proposal has been submitted, it is now up to the Superintendent to approve the proposal and then pass it on to the school board for their approval.

Keenan said that health is necessary in both freshman and junior year because juniors are more mature than freshmen and that allows different topics to be taught. Keenan feels that health is one of, if not the most important, subject in school because of its potential to save lives. The proposal as Keenan submitted it would necessitate the hiring of another health teacher by the district.

HIV/AIDS Timeline

"Window Period"



Timeline done by Joshua Gewolb

Economist discusses the state of the U.S.

By Preeti Parasharami

Dr. Irwin Kellner, Chief Economist of the Chemical Banking Corporation, discussed the current state of the American economy and its prospects for 1994 at a workshop at Schreiber on January 27 in Room 207.

Kellner started the discussion by explaining how the current harsh weather conditions affect the economy. He said that people became more cautious and tend not to use their cars or go to work, which in turn lowers the demand for gasoline and reduces productivity at the work place.

Kellner then shared a brief anecdote to demonstrate a correlation between the Super Bowl champions and the trends in the stock market, that is, when a team in the American Conference wins, the market appears to rise, but when the National Conference wins, the trend of the market shows decline. Unfortunately the National Conference has won ten straight Super Bowls.

"In essence," Kellner said, "everything has an effect on the economy."

Kellner explained that with the rise of the wholesale retail industry and the lower cost of real estate the economy has



Dr. Rothman congratulates Irwin Kellner after his lecture.

become stronger. He also said that corporate profits occurred in 1993 as a result of "shrinking" operations by laying-off workers and replacing them with lower paid temporary workers and computers.

"Even though unemployment has not decreased, Long Island is no longer in a recession," Kellner said.

"The work week, at 41.5 hours, is at its highest since World War II," Kellner

said.

According to Kellner, the Northeast had a slow recovery from the recession because of the shrinking defense industry. The economy also recovered slowly because the government chose not to use the fiscal system, which stimulates the economy by cutting taxes, and increase its spending. Kellner said that in times of rapid expansion the federal reserve

used a policy of "tightening" the money supply which it considered to be growing too rapidly.

"The government used a monetary system, or a system of 'tightening up' and sealing interest rates," Kellner said.

The issue of how President Bill Clinton's budget, and particularly the cost of his health care reforms, will affect the economy was also discussed.

Kellner also raised the question, "Is the raising of taxes good for the economy?" Kellner explained that if one looks at taxes as a percent of governmental income, essentially this percent has been fairly constant.

Kellner predicted that the U.S. is headed for relative stability and expressed his beliefs that the extremes of inflation and deflation will not be characteristic of this era. Historically, price stability is the norm, but in the past thirty years of inflation, price stability has become abnormal.

Dr. Mark Rothman, AP European History teacher and Long Island Council for the Social Studies Executive Board member explained the significance of the discussion: "This was an opportunity for secondary social studies teachers to gain first hand insight into many of the most important economic issues facing our nation today."

Students graduate from Schreiber early

by Jesse Peyronel

Most Schreiber students will graduate in June of their senior year. They will be part of a large ceremony in which they will wear a cap and gown. They will individually go up in front of our class and receive their diplomas amid blinding, flashing photographic light in much pomp and circumstance. But there are a few students who each year decide to take a different route. They decide to graduate early at the end of the first semester.

This year's early graduates are: Carmen Gomez, James Kelly, Candice Massih, Steven Min, Astrid Phillips, Gloria Rincon, Abigail Rosenberg, and Carolina Villalobos.

Instead of the lavish festivities accompanying the June graduation, the early graduates had a modest ceremony in the band room, where the students took their leave of Schreiber. The room was not decorated except for a few "happy graduation," signs but, with the proud parents of each student present sitting on the chairs waiting for their child's moment in the spotlight, it didn't matter.

The ceremony started with a long but heartfelt speech by Principal Sid Barish in which he expressed his support for these students who had overcome many odds to be there.

When it came time to give out the diplomas, everything was done in a low-key manner. In spite of the lack of fanfare, when each graduate received his or her diploma, their parents and friends took pictures and cheered them on. After each student got their diploma, a small reception was held for the graduates and their parents, complete with lots of delicious snacks.

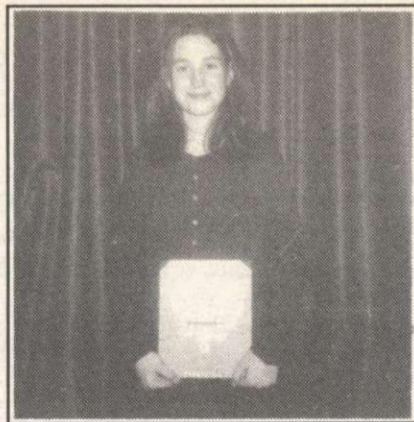
Many of the early graduates weren't simply doing it to go to college earlier or to start a job sooner. Some of them had stayed more than four years at Schreiber because they had to overcome a language barrier or a lack of credits.

Several of the students, such as Kelly, had interesting ambitions. Kelly graduated early in order to enter the Air Force Academy and fulfill his dream.

Because of the personal approach to the ceremony, all those involved expressed a sense of pride that is rarely felt in the larger, formal June celebrations.

Awards File

Junior wins MTV award



Junior Lauren Thomas displays her MTV award.

Junior Lauren Thomas received acclaim for her winning entry in the category of distinction in the Free Your Mind contest sponsored by MTV. The competition focused on the contestants' ideas concerning discrimination. Including the first prize, Hundreds of the winning entries will be displayed in the Los Angeles Museum of Tolerance.

Students who entered were required to draw a six-frame storyboard which pictorially described their ideas. Thomas's pictures focused on the African-Americans' plight of slavery, the Native Americans' "Trail of Tears," Jewish imprisonment during the Holocaust, Japanese internment during WWII, and the Reginald Denny beating during the riots in Los Angeles. Her work ended with a frame stressing the wrongs of racism, saying, "Make history part of the past, not the future."

Thomas learned of the contest through her TV news teacher James Barchi. Although she had only a week to prepare her entry, she received help selecting her topics from her social studies teacher, Eric Begun.

The national contest provided Thomas with a forum to showcase her work, thereby "getting it out of the vacuum." This motivation was cited by Thomas as the main reason behind her entering.

"[This selection] will help me a lot because I hope to get a summer internship," said Thomas. Her entry may be seen on pages 10-11 of this issue.



Photo of Mandy Schonzeit unavailable

Two artists strike gold

The paintings of twenty-one Schreiber students were selected to be exhibited in the Terrace Gallery at the New York State Museum as part of the Regional Scholastic Art Award Program.

Students from schools across the country competed in this most prestigious annual contest for which they submitted a painting and received the results in a month. The winning paintings are being exhibited from January 29 through February 21. The best of the winners were awarded gold, silver, or bronze keys. Juniors Jinnie Cho and Mandy Schonzeit were given the gold keys for their original paintings.

Schonzeit said, "I'm really happy to receive the award, [although] I'm surprised I got it for this painting; it was rather morbid." The other winners who will have their paintings displayed are the following: seniors Yecenia Davila, Erica Johanson, Anabelle Mejia, Vanja Nadj, Billy Pavlak, Craig Schneider, Taliesin Thomas, juniors Supinda Bunyavanich, Alicia Coen, Yeunjong Lee, Megan Rendace, Kanae Sakakibara, sophomores Natalya Castrissades, Angeline Cha, Leah Wolk, Emily Wu, freshmen Hyejin Kim, Gina Martone, and Cynthia Young.

Times earns four awards

The Schreiber Times received two first place and two second place awards from the Empire State School Press Association for its issues of the 1992-1993 academic year.

The Schreiber Times received First Place for Best Overall Timeliness and for overall Outstanding Performance. The Second Place awards were awarded to individuals for their work on the newspaper.

Junior David Arnold was awarded Second Place for Best Sports Photography and alumnist Jordan Arnold was awarded Second Place for the Best Feature Story.

Awards compiled by Susanna Bass, Gary Schmirer, and Joshua Silbert

BLACK HISTORY MONTH SCHEDULED ACTIVITIES

On February 14 and 15 numerous talks were given by speakers as part of the ongoing series of activities planned for Black History Month.

MONDAY, FEBRUARY 14, 1994, DAY C

February 14 featured talks by Dr. Robert Pinckney, Superintendent of Westbury Public Schools, Jeff Dumpson, Schreiber alumnus, Richard Bell, Director of Children's House for Nassau County, and Assistant Principal Alphonse Campbell.

Mr. Campbell talked about the disappearance of the African-American male in Madison Avenue Advertising.

Dr. Pinckney spoke about the role that education will play in preparing future citizens to meet the challenges of the 21st century. He focused on the need to get rid of the tremendous inequality between education in suburban and inner-city America.

Mr. Dumpson, a member of the U.S. International Rugby Team, spoke about the legacy of slavery and what it means to African-Americans today.

Mr. Bell talked about how his experiences as the director of the Group House network for Nassau County provided him with an overview of our fractured societal family base and its implications for our county and country's future.

TUESDAY, FEBRUARY 15, 1994, DAY D

On February 15, the speakers included Deforrest W. Taylor, Chief of Housing Police, NYC, Harold Lloyd Nettles, author, poet, and artist, Will Sales, poet, and Daniel Krimmer, Vice President of the L.I. Anti-Defamation League.

Mr. Taylor spoke about the challenges met by his department on a daily basis and what African-American History Month means to him.

Mr. Nettles' showed how to incorporate the arts into a celebration of African-American History Month.

Mr. Sales discussed African-American poetry and its importance today.

Mr. Krimmer spoke about the rise in bias crimes and the possible solutions to this problem.

WEDNESDAY, FEBRUARY 16, 1994, DAY E

MODS 5-6:

What African-American History means in the real world. Marcello Da Silva, Media Library. Mr. Da Silva, a Schreiber graduate, has been involved with numerous youth groups on a volunteer and professional basis to cement stronger ties between teenagers and their communities. Mr. Da Silva is currently working as a therapist at the North Shore Family Guidance Center in Manhasset.

The changing nature (demographics) of the Port Washington Community. Mrs. Winifred S. Freund, Room 140. Ms. Freund will attempt to identify some of the trends taking place in Port Washington and what new needs the residents may be asked to deal with. Mrs. Freund is a devoted and tireless community activist constantly looking out for the welfare of others.

MODS 9-10:

Dr. Patricia James Jordan (1993 New York State Teacher of the Year). This is mandatory for all students and all classes will be interrupted and instructed to go to the gymnasium.

MODS 15-16:

The disappearance of the African-American male in Madison Avenue Advertising. Assistant Principal Alphonse Campbell, Band Room.

THURSDAY, FEBRUARY 17, 1994, DAY A

MODS 5-10:

African-American History—Lost, Stolen, or Strayed? Steve Lloyd, Director of Intercultural Relations Nassau Commission on Human Rights, Room 207. Mr. Lloyd will examine how African-American history has been lost and at times misplaced in history books and in the hearts and minds of generations of Americans who have lived with misinformation for far too long.

MODS 7-8:

African-Americans and Jewish Americans: The Common Bond. Rabbi Jill Kreitman, Band Room. Rabbi Kreitman will lead students in a discussion centered on the common bonds both groups have shared though periods of bondage, oppression, genocide and the constant reality of discrimination.

African-American History Month—"A Historical Perspective." Dr. Wilma Tootle, Assistant Principal of Uniondale High School, Room 140. Dr. Tootle, a former colleague of Mr. Campbell, has been involved in numerous educational initiatives and has been in the vanguard of multi-cultural education. She is an active community member contributing to many civic and professional groups.

MODS 9-12:

The legacy of Malcolm X—His message for us today. English teacher Blain Bocarde and juniors Chaz Batson, Mike Coulthurst, J.J. Moore, and Kederick Richardson, Band Room. Mr. Bocarde and four students will lead a discussion about the myths and realities surrounding civil rights leader Malcolm X.

MODS 17-18:

African Americans in American Film. English teacher Henry Tabickman, Room 207. Mr. Tabickman will give an overview of Hollywood's treatment of African-Americans since the beginning of American cinema. New roles and the direction American film on the verge of the 21st century will be thoroughly explored.

FRIDAY, FEBRUARY 18, 1994, DAY B

MODS 7-8 and 13-14:

RSVP - Room at the top. Dr. George Mims, Professor at Pace University, Mods 7-8: Room 207; Mods 13-14: Room 140. Dr. Mims will discuss the difficulty African-Americans have experienced trying to climb the professional and business ladder in our capitalistic system.

MODS 11-12:

Dr. King - have we fulfilled his legacy? Where is his dream today? Edward Culvert, Civil Rights Activist and Associate of Dr. Martin Luther King, Band Room. Mr. Culvert will talk about his association with Dr. King and discuss his role as a former State Labor Relations board member. His overall message will be to assess where we stand today in light of the hopes and dreams of the 1960s.

MODS 13-14:

Bias Crimes - Awareness and what citizens can do. Maureen Riordan, Bias Crimes Division of Nassau County, Band Room. Ms. Riordan will explain the purpose of the bias crimes task force as it functions out of the Nassau County District Attorney's office.

MODS 15-16:

The poetry of Langston Hughes. Ann Mingorance, Room 207. Ms. Mingorance invites students to enjoy the beauty and wisdom of this famous poet.

MODS 17-18:

The African-American Jazz Tradition. Presented by Evening Edition, a Schreiber student jazz ensemble in the Auditorium. They will present a slide show, discussion, and a performance based program to honor jazz written for or by African-American artists.

The following students should be commended for their steady contribution to the success of this program: Neil Alpert, David Ciple, Mone McCurdy, Amy Nelson, and Melissa Thelemaque.

Let's Go to the Movies a success

by Josh Gewolb and Stefan Pedatella

The Performing Arts Department's winter production of **Let's Go to the Movies** was well received despite problems created by last Friday's snowstorm. The play, conceived and compiled exclusively for the Schreiber stage by director Jeff Roberts, was a collection of monologues from a wide array of movies. Movies from which the selections were drawn included Academy Award winners, box office smashes, and cult classics written between 1930 and 1993.

Opening up the show were juniors Jackie Goodstadt and Karen Howland, acting as MCs for the evening. Dressed as 1930s-style ushers, the women set the scene for each monologue. The show was broken up into six sections with a ten-minute intermission.

The first segment, "Teenagers in the Movies," included a well-known monologue from **Ferris Bueller's Day Off** (delivered by senior Ben Getting) and a heartbreaking monologue from **Last Summer** (given by sophomore Natalya Cassistriades). The second part, "The Good, The Bad, and The Ugly," consisted of hilarious monologues from **Dr. Strangelove** and **Dog Day Afternoon**, played by junior Alex Zalben and senior Emily Rosenblum, respectively, as well as chilling ones by senior Mike Howland and junior Brooke Sadowsky.

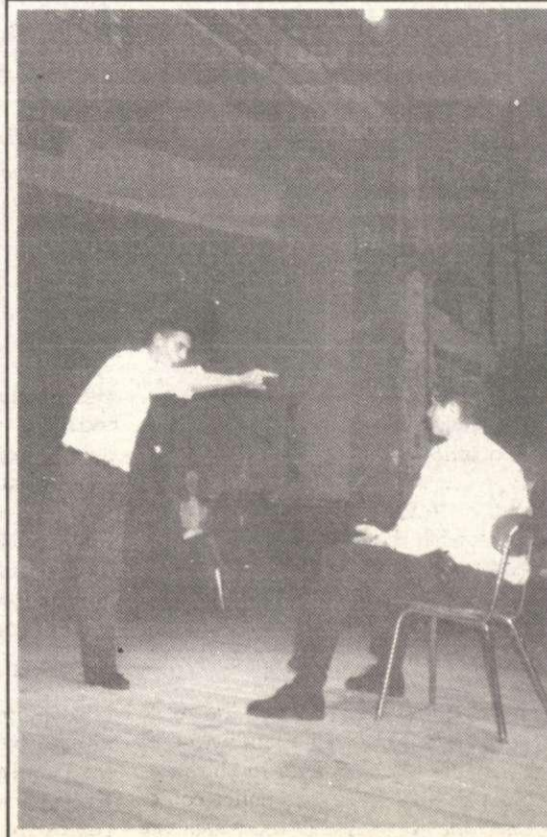
The next section, "The Battle

of the Sexes," featured monologues from **Annie Hall** (hilariously delivered by senior Craig Schneider) and **When Harry Met Sally** (featuring both senior Deirdre Harrington and junior Jason Hare), as well as powerful scenes from **Chapter Two** and **The Way We Were**, played by sophomore Marissa Fenech and senior Melissa Hillie, respectively.

After an intermission, the cast returned to present three more parts. "Social Injustice" consisted of purely serious monologues, including memorable portrayals by senior Marc Lindemann and junior Jesse Peyronel. "War and The Military" showed the audience some of the more moving monologues, including one from **Platoon** (effectively delivered by junior Leo Cimini) and a powerful portrayal of the courtroom scene from **A Few Good Men**, played by both junior Erdem Tuncsiper and senior Josh Kaplan.

The last part, "The American Courtroom," consisted of three powerful monologues. Sophomore Sarah Rosenberg assumed Katharine Hepburn's part in **Adam's Rib**, senior Dan Gerber recreated the courtroom scene from **To Kill a Mockingbird**, and senior David Young closed the show with a powerful monologue from the black comedy **And Justice For All**.

In an extremely untraditional arrangement, the audience for **Let's Go to the Movies** sat on the stage alongside with the performers, creating an intimate "in-the-round" experience. As each



Josh Kaplan and Erdem Tuncsiper argue while Sarah Rosenberg gathers her thoughts.

monologue was introduced by the usherettes, a famous song from the movie was played and still pictures from the movies were projected onto a screen behind the performers.

Although opening night for **Let's Go to the Movies** was a success, the show had to be canceled on February 11 due to the cancellation of school. In addition, two dress rehearsals had to be cancelled because of the snow. However, Saturday night's show was a success. Although free

popcorn was advertised to be included in the price of a ticket, bags of potato chips were substituted because the popcorn did not arrive in time for the shows.

Most cast members felt the show was a success. Sophomore Liz Albertson said, "We had an amazing cast, and you know you're good when people keep smiling even when they get potato chips instead of popcorn."

Director Jeff Roberts and producer Mardi Braun should be commended for their hard work,

which not only consisted of working with each and every performer but also obtaining soundtracks and pictures from each movie.

Next Issue:
Into the Woods
preview

Famous musician brings his music to Schreiber

by Susanna Bass

For the week of February 6 and 13, Schreiber has had the pleasure of working with celebrated pianist, Frederick Moyer. Mr. Moyer will be giving a series of workshops and recitals on the piano.

Mr. Moyer has appeared as a piano soloist with many orchestras, including the Hong Kong Philharmonic Orchestra and many more. He has also appeared at Carnegie Hall and Tanglewood, a major summer music festival. He has released five recordings.

Mr. Moyer has been working with the Schreiber orchestra, and on February 17 at 8:00 p.m. the orchestra will accompany him as he performs Beethoven's "Piano Concerto, No. 2."

Joseph Mooney, the orchestra conductor at Schreiber, first

came in contact with Mr. Moyer five years ago at a concert at the Port Washington Public Library. Mr. Moyer expressed an interest in working with Schreiber.

Mr. Mooney commented that the Schreiber orchestra was an "unusually good orchestra and has risen to the occasion" of playing with Mr. Moyer.

The first of the workshops held by Mr. Moyer took place on Monday, February 7, mods 9-10. Approximately forty students attended the workshop. The workshop was entitled "Beethoven—How he changed the course of music."

The workshop consisted of a lecture comparing the works of Bach, Haydn and Mozart to that of Beethoven. Mr. Moyer played several pieces written by the composers and compared the style of the composers' writing, and playing. He commented that "Without Beethoven, there would be

no Snoop Doggy Dog."

English teacher Ruth Hugaard commented that the students as well as herself were "absolutely mesmerized" by Mr. Moyer's expertise.

On Tuesday, February 15, mods 7-8, Mr. Moyer gave a piano recital of a selection of works from the seventeenth to twentieth centuries.

On Wednesday, February 16, mods 5-6, Mr. Moyer will be holding a workshop concerning Hyper-Card, a computerized music system. This system allows you to play onto disk using a keyboard. The workshop will be repeated mods 7-8.

Mr. Moyer will be giving another workshop on Thursday, February 17, mods 13-14 entitled "Rachmaninoff and Romanticism." The workshop will consist of a brief discussion of the Romantic movement in the late nineteenth century.



World-renowned jazz pianist Marian McPartland tickles the ivories in her "Evening of Jazz" concert held on February 4. In addition to her playing with the Schreiber Jazz Band, Ms. McPartland also played with her trio and guest conductor Dave LaJama.

MOVIE AND MUSIC REVIEWS

In the Name of the Father a story of courage

by Mark Solomon

Filial relationships can be the most binding, the most compassionate, and the most heartwarming bonds between people. Yet this was not the initial case of Gerry Conlon and his father Giuseppe. Their relationship was one of strife and bitterness, even as they were forced into a deeply uncompromising situation. However, where wills are usually broken down and dissolved, Giuseppe's grew. Where hopes are shattered and destroyed, his became strong. Although much of the focus is on Gerry, the relationship between the father and son shines through. It was Giuseppe's determination that inspired Gerry to fight for justice and to clear his father's name. **In the Name of the Father** is a true story of unbridled power, faith, emotion, and contrast.

The film opens dramatically, not with the beginning of the story, but with the event that would change many lives for years to come, the deaths of five people in the Guildford section of London. A building is bombed to the sound of machine-like music in the background with flame and ash filling the screen. The picture then cuts to a scene of a man peeling scrap metal from a rooftop. The man's name is Gerry Conlon, who is played with astounding power by Academy Award-Winning actor Daniel Day-Lewis. Gerry is a spirited youth, the eldest of three children, and somewhat of a delinquent. His character development is a focal point of the story, beginning immediately with a show of his carefree and happy attitude as he dances around on the rooftops of Belfast, Ireland.

The movie goes on to chronicle the next few months of Conlon's life, capturing in detail the hardships of life in Belfast. In one scene, the camera follows Gerry as he

is chased through the backstreets of the city by police. Images of poverty, grime, and oppression flash by with tanks and armed guards roaming the streets. And through it all runs the seventeen-year-old Conlon, a misfit with little promise. After this incident, Giuseppe decides to send Gerry to London, where he can escape war-torn Ireland. Gerry is clearly not on the best of terms with his father, believing him to be worrisome and over-protective, but there is a certain respect that he has for him.

Before he left for the ship, Gerry and Giuseppe walked to the pier together. Darkness covered the two like a blanket, without a trace of color on the screen. From the black waters to the looming buildings on either side, the darkness contrasted with the bright inside of the Conlon's home. Such symbolism is evident in many parts of the film. While living in London, Conlon abused drugs, partied often, and only corresponded with his father sporadically.

The plot thickens soon, as a building is bombed near the hollowed-out apartment in which Gerry lived. Due to the new suspect laws in Britain, the police could arrest anyone suspected of terrorism, so they arrested Conlon and three of his friends who lived with him. The police forcibly broke into the Conlon home in Belfast, where Gerry had just recently moved back, and held him at gunpoint while he was still naked in bed. Thus began the torture which would pervade Gerry's life for the next fifteen years. Now the darkness was on the inside, with him being the only object of color on the entire screen during the subsequent interrogations.

The brilliant acting made this movie very convincing. The scenes were simply heart-wrenching; anyone who sees the film would want to reach into the screen

and help the poor family. Following a politically biased court hearing, the family members were sentenced to terms in jail, ranging to thirty years to life for Gerry and his three companions to twelve for Giuseppe. A major portion of the film takes place in the British prison where Gerry and Giuseppe shared a cell. Skilled direction by Jim Sheridan, who also directed Day-Lewis in **My Left Foot**, and outstanding performances by Pete Postlethwaite, who played Giuseppe, lent the movie boundless emotion. The hardships suffered by the father and son, as well as their relationship together, are beautifully adapted to the screen. One of the strongest points of the film is that its base in truth lends it uncanny reality. In Conlon's own words, "In prison you can blink and three years have gone by." Similarly, time flowed well in the film, the moving screenplay adding to the effect.

During the first four years of their imprisonment, Giuseppe's health steadily deteriorated. Nevertheless, he continued to work for an appeal, with help from the outside by a hard-working lawyer, played by Academy Award-winning actress Emma Thompson. Although her role is a relatively small one, it is convincingly

played. Giuseppe's will power is soon adopted by Gerry, who finally builds up enough strength to stand up against the powers which robbed him of so much precious time. Through Giuseppe's suffering, Gerry learns the meaning of faith, and begins to understand his father's deep care for him and human life. The movie builds up to a dramatic climax in a very unsterotypical courtroom scene. By this point, the audience has undoubtedly formed a bond with the characters, shuddering at each hardship, and sighing with relief at each triumph.

In a film of such drama, emotion, and style, the audience will find itself strongly moved. There is no doubt that the will-power and strength of Gerry and Giuseppe Conlon will never be forgotten, and the chances of similar governmental abuse in Britain have been lessened greatly. **In the Name of the Father** is a movie of lost and newfound hope; it is a movie of strength, of sadness and of perseverance. If there is one thing that people will be astounded by the most, it is that Gerald Conlon lost fifteen years of his life for a crime he did not commit, fifteen years which can never be replaced.

Alice in Chains new EP fails to make it off the ground

by Brad Block

Don't get too excited, **Jar of Flies**, Alice in Chains's latest release, is not a whole album. It's only an EP which is a prelude to a full-length release later this year. This situation is akin giving a dog a biscuit while you are cooking a steak for it. **Jar of Flies** demonstrates a mellower side of Alice in Chains and is a definite failure. The group's first recording with its new bassist Mike Inez includes several vain attempts at a "bluesy" sound. This change in style just does not work for them.

Inez flaunts his talent on the first track, "Rotten Apple," which begins with a slow, smooth bass line. Guitarist Jerry Cantrell attempts to play the blues on this song, but his is a weak and pitiful attempt. "Don't Follow" and "Swing on This" also sound "bluesy" and "Don't Follow" even has a ratty sounding harmonica,

but it doesn't make up for the rest of the band's disappointing performance.

"Nutshell" is the only commendable song on **Jar of Flies**. The song is soothing, and with Layne Staley's hauntingly soft vocals you could easily drift off to sleep. This doesn't sound too positive considering I could fall asleep in most of my classes, but rest assured, it's a positive in this case.

"I Stay Away" and "Wasp and Whale" incorporate violins, violas, and cellos but the added instruments are unnecessary. The songs would sound horrible with or without them.

The one redeeming quality, besides "Nutshell," of this album is the case and cover. There are a few fake flies in the hinge of the CD case and the photos are awesome. The fact remains, however, that **Jar of Flies** is pitiful. It is not worth the ten dollars, and I fervently hope that the album that Alice in Chains is currently working on will be a lot better.

FREDERICK MOYER

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Joseph Mooney, Director

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Schreiber Students Span the Globe

The Yugoslavian Civil War

A Croatian student describes the war crimes, atrocities and general conditions in one of the war-torn republics of the former Yugoslavia. He speaks from first hand experience of the conditions in his home country. Investigative reporting: it just doesn't get any better than this.

by Allen Tencic

From what I have heard, the war in Yugoslavia began because the Serbs controlled most of the Yugoslav government, but the Croatian people did all of the work. The Serbs wanted the Croatian people to give them all of the money that they made. The Croatian people didn't want to do that and that was when the war really started.

That's what I have heard but I don't really know if that was all that started the war. In the beginning, the Croats and the Muslims joined together to fight against the Serbs. They joined forces for a couple of months, then all of a sudden they started to fight each other. That was a big mistake because the two ethnic groups are pretty big, and together could have defeated the Serbs without a problem. The war will probably continue because now there are three groups fighting each other.

The Croats and the Muslims are fighting over land in Bosnia. These two groups have been fighting for many centuries. The Muslims originally came from Turkey. Their empire was very big at one time, and the Muslims entered the land so they could extend their religion.

In Istra, where my father is from, there is no destruction. He hears the bombs going off but there is no trouble near him. Istra, which is in Croatia, has considered becoming its own little country but the talk of independence does not sound good to the other republics in Croatia. Istra used to be an average place, but it grew wealthy because there was no fighting there. Many tourists went when there was no war, and that's when the money was made. In one summer Istra made enough money to potentially feed all of the hungry people in Croatia.

Istra is a large place with many beautiful beaches. The water is clear, and the weather is great in the summer. The fishing is good, and many boats go out each day and catch a lot of fish. I have many cousins and friends all over Istra. My aunt owns a restaurant about five miles from my grandparents' house. It is right off the water, so people passing by with boats can park their boats and walk right into the restaurant and eat. She has a lot of customers. Now it seems that fighting might begin there because of the

talk of its becoming a democratic independent country.

My friend who moved here from Croatia said that his town was under attack two weeks after they left. Now the fighting has stopped there, but many things have been destroyed. My neighbor is from a town called Dubrovnik which was the first town to be attacked. She went there last week, and she says many things have been destroyed. She said that her house had bullet holes in the walls, and that many things had been stolen and her car blown up. Many houses have also been blown up, and many people are homeless. The only way to get to the town is by boat. There are still shots heard but not as often as there were in the beginning. Another town that was heavily attacked and is still being attacked is Sarajevo. That's where most of my friends are stationed in the army. They say that there is nothing left in the town. Almost all of the houses have been destroyed, and even the hospitals are being shot at.

My friend told me about a game they play in Sarajevo. There is a certain type of gun called the "Sniper" that only the Serbs have. It has a unique sound when fired so whenever the Croats hear it, they go and look for the person who fired it, kill him, and take the weapon. When they get it, they bring it back to their commander who pays the person 500 German marks. He says that it is a very dangerous game but the soldiers there need the money and try to get it any way they can.

The German mark is the currency used in the former Yugoslavia. It used dinari before German marks. Dinari weren't really worth much before, and now they are not even used. Four hundred dinari were only worth one dollar in U.S.

currency. Now the government is going to try to raise the value of the dinari and use it once again. Many people say that the dinari will never be used again, and it is a waste of time to even try to do it. For now, they will be using German marks. The German mark is good to buy anything but it is hard to get.

Most people's salary is only about fifty dollars per month. People have to depend on what they grow to eat. They save money and buy only important food like sugar, grain, milk, bread, etc. In some places, people's pensions are equivalent

to only a dollar a month. People are very hungry, but nobody helps them. The only place they can go to get food is to the Red Cross. Many people that I know are sending a lot of food to their own families. Sometimes the packages are stolen and placed on the black market to be sold so people can make money. Many people rob other people for things to sell. Sometimes they are successful, sometimes they aren't.

Last month one of the bridges was bombed. The bridge was not made of steel; was made up of big barges. I don't know how it even stayed afloat. Now that it is destroyed, you can't really get into town. It is being rebuilt, but I don't think the Serbs will let it stand too long; they will probably bomb it again. On December 8 in Sarajevo, five people were killed, and heavy bombing is still going on. Last month a young couple who were just married in Sarajevo wanted to get out but the only way out was across the border. When they reached the border they were shot and killed. Their decaying bodies were lying in the middle of the road for a week until the Serbs and the Croats made an agreement to stop fighting until their bodies were returned to their parents. After the bodies were collected, the fighting continued.

In August a small town was attacked. After the Serbs left, the Croats found forty burnt bodies in the forest about half a mile from the town. They could only identify twenty of the forty bodies. They buried the bodies but the identities of the twenty unclaimed will remain unknown. People who can't find their families are forced to assume that they have died someplace.

This Friday, four hundred people from Bosnia will be coming to America and will start a whole new life. There is a church upstate that is paying for the people's tickets and buying them houses and clothes. One family planning to come to America was killed by someone out of jealousy. Another lucky family got their tickets. This family is being heavily protected on the way to its new home. On December 10, the family arrived at Oneonta airport. The family landed safely at Oneonta and were greeted by many people. The Croatians were very excited to come to a quiet place from one where they heard bombs and shooting everyday. They are a little jumpy because they were scared to come to a new place, but

they were still happy.

In Serbia there were four slave camps. The people in those camps were only men. I'm not sure if the men were captured soldiers or if they were only people from the towns the Serbs took over. The Serbs were keeping people there and not feeding them every day. The lucky people were only fed soup twice a day. These people were really skinny. Most of them weigh only one hundred pounds and are just flesh and bones. You could see all of their ribs and their legs are like frogs' legs. Over the summer, the United Nations closed down the camps and the people got medical attention. Still, many of them died from malnutrition. I have never seen people that skinny before. The people didn't have a lot of food before the war and now they have even less.

The American news won't describe many horrible things have been going on in the former Yugoslavia. There are, however, Croatian newspapers being sold in the U.S. telling everything about what is going on. In the beginning of the war, the Serbs would kill people and then cut off their heads and play soccer with them. That's a very nasty thing to do, but in a way the Serbs have always been a very sick group of people. Since World War I, the Serbs have been doing these kinds of things. I read in the Croatian newspaper that the Serbs would take little babies and children and throw them in the air and shoot at them. When you hear things like this it makes your stomach turn.

Many of my friends have told me that they have seen these things happen. Many of my friends have killed Serbs. They said they didn't like doing it, but when a Serb kills a friend of theirs, there is nothing else to do but go and kill Serbs in any way possible. So many people have been killed that there is no room in the cemeteries to bury the people. Schoolyards are being used as cemeteries. On the news, I saw a family burying their child, and as they were leaving the cemetery they were being shot at. The mother was shot in the arm and was brought to the hospital. During a funeral, a camera man was shot. Many camera men have died since the war started. One camera man was shot while he was driving in a car. He was shot from behind and the bullet went through his head, killing him instantly. The American news does not any of these things, but the Croatian news and newspapers say everything.

'In some places, people's pensions are equivalent to only a dollar a month'

Schreiber Students Span the Globe

The American dream, today

The first installment in a contemporary story of immigration into our country.

by Arnoldo Franco

My whole unexpected situation began in El Salvador when I was about five years old; my parents had decided that life in El Salvador was too hard, and in order to improve it, they would have to leave for the land of dreams: the U.S.A. My father arranged everything and told us that we would leave in two weeks and to pack as little as we could because we would probably have to do some walking.

The day finally came when our journey would begin. We awoke at about 4:00

A.M. and left our house at about five. We then got on a bus which took us to Mexico, where we met up with the "Coyote", the man in charge of getting us across the border. The man took us to a small hotel

in Tijuana, Mexico. At the hotel we met up with about fifteen more people. The "Coyote" told us to rest because we would leave for the border that night. It was about 3:00 A.M. when the "Coyote" came to our door and woke us up. He said it was time to go. I looked around and saw everyone praying. They all had some fear inside them and did not know what to expect, but the main reason why they were afraid was because it was known that in the past many people were robbed and killed by thieves and bandits, while attempting to cross the border. We all got into a big van which drove us to the border of Tijuana and the U.S.A. The "Coyote" told us to get out of the van and to collect all our belongings. He took us to an crossing on this big fence, and told us to cross it quickly. We walked for about five miles and then we came to a river, it was the Colorado River. The "Coyote" told us that the river was very cold so we would have to cross it very quickly or else our legs would freeze. My father picked me up and put me on his shoulders.

We had just made it to the other side when we heard a lady screaming, she had stopped in the middle and said that her legs had frozen and that she couldn't move. My father and another man ran back in and brought her out. Her legs were purple and very swollen. There was no way that she could walk the rest of the way, so she had to be carried. My father and the other man helped carry the woman, and we continued to walk. We walked about two miles and arrived at an old abandoned house. There was a big truck parked there with two American men in it. The "Coyote" told us that we would make our final trip in that truck the next morning. We all went inside the house where there were some old sheets lying on the floor. We were told to take the time to rest and to eat. The "Coyote" left the house for about an hour and came back with hamburgers and sodas for everyone. We all ate as if it was the first and final time we would eat. The next day he came into the house and awoke everyone.

He told us that we would not be taking the truck the rest of the way and he said we would have to walk to San Diego. At this time everyone became angry and refused to go on. His response was that they either kept going or they would be turned in to the I.N.S. (Immigration and Naturalisation Service) Automatically everyone picked up their things and were ready to go.

We started up another trail once again. This time things were different; we had to be aware of the immigration officers on foot and the ones in cars and in helicopters. We proceeded slowly until we came

to the top of a hill. From that hill we could see the I.N.S. officials in their cars and on horses. When night time came we began to walk down slowly. We all stopped when the "Coyote" shouted 'La Migra', which means

I.N.S. Everyone ducked and hid under the bushes. I was not aware of what was going on so I called out to my father. The I.N.S. people heard me and walked over to where we were. They asked who ever was there to come out. Everyone was frightened, they didn't know what to do. They all stayed put until the "Coyote" told them to come out. Everyone came out one at a time. We were last. Before we knew it there were about three I.N.S. vehicles parked in front of us. They told everyone to line up in front of a big van, which was what we were going to be transported in to get to the I.N.S. station. When we arrived at the station they separated the men and the women. They brought me, my father, and my brother to an official to be interviewed. The man asked us questions like where we were from and our names and dates of birth. They also asked us if we were smuggling drugs or some kind of illegal substances. We answered "no" to all of the questions. After the interview they brought us downstairs and told us to remove our clothes because we were going to be strip searched. They performed a very thorough search on us. It lasted about twenty minutes. After that we were brought to a jail-like room where there were about fifty other men. I was frightened and asked my father what was going to happen to us. He simply said, "We're going home." It was then that I saw a look on him before to this day. I cannot explain what that face stood for.

We walked around the big room for a while. Everyone seemed sad like as if they had lost a loved one. I guess what they lost was probably the only way of improving their lives and their family's lives.

Most of these people would return to their countries with nothing. When they left they had some money but because of this hope for a better life they lost everything they had and ended up worse. The next morning we were flown back to El Salvador. But we promised ourselves we would return.

...they told us to remove our clothes because we were going to be strip searched...

Trials and tribulations of a TESL student

by Asuka Katahira

I've been in the U.S. for almost three years. The first year of my life here was terrible. I could not get used to the sound of English and its speed. Even though I wanted to communicate with people who spoke English, I was afraid and could not speak out loud. My shyness and anxiety toward speaking perfect English made it worse. However, there is always someone who cares about you and helps you when you really need help.

In the TESL Program, teachers taught me English with patience and love. They also gave me the courage to speak English. It took me about two years to go into the regular classes. At that point, I was able to understand what people were trying to say, and I could also give voice what I wanted to say. It made me feel good about myself. Often I used to feel

that I was left alone and it made me really nervous. However, I learned that if you have courage and are a little bit ambitious in learning and speaking English, you can be a member of groups of people who speak the language.

To my friends who are afraid of speaking English, I want you to know that when you speak English, it doesn't have to be perfect. If you do your best and if it is the voice from your heart, people will understand what you are trying to say. So do not be afraid, and do not feel lonely. You are not the only ones who can't speak English, even I can't speak English enough to express all of my feelings and I have studied English for three years. It took time, but when I got over the most difficult point, I was really happy. I really appreciate the effort of my father who gave me an opportunity to learn English and feel good about myself.

Asuka is a TESL student at Schreiber.



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African-American

Malcolm's change of heart is a lesson to us all

by Jaquel Moore

When I was younger, there was a book on my living room bookcase entitled **Malcolm X**. It had a black dust cover with words on the spine in yellow lettering. Besides **Roots** this was the only book on the bookcase that seemed to catch my attention. It was bigger than any book that I'd seen in school, and I would go on for days wondering what the book was about. Finally, one day I asked my mother what the book was about and she replied, "Read it when you're older and you'll find out." This answer wasn't good enough for me, so I kept on nagging at her for a better answer. After a good deal of bugging she told me, "Ask your uncle, he read it." Unfortunately, when I asked my uncle, he gave me the same answer as my mom.

Years passed and the desire to know what the book was about totally faded from my mind. This remained the case until one Sunday when I saw a presentation on Malcolm X. I had no idea that Malcolm X was the name of a man that fought for the rights of my race. I then questioned as to why I wasn't taught about him in school like Martin Luther King. It was only until later on that I learned he didn't preach in the same way as Martin Luther King. What Malcolm preached about before his pilgrimage to Mecca was not to be favored by the white people of that time. He had just as much hate for white people as a white supremacist had towards black people. He favored segregation because he felt that blacks were more superior than whites. Not only did Malcolm disagree with whites but he also disagreed with the more moderate views of Martin Luther King. In an interview he had with Kenneth B. Clark, he professed a resentment of Rev. King's views; in particular his "amnesia" with respect to the hor-

rible sins that some white people perpetrated against blacks. At one point, Malcolm said: "Any Negro teaching other Negroes to turn the other cheek is disarming that Negro. Any Negro teaching other Negroes to turn the other cheek is disarming that Negro of its natural god given right to defend itself. Everything in the world is able to defend itself, except for the American Negro." This speech moved me so much that I wrote it above the doorway of my room, so that every time I leave my room I would remind myself of who I am and not to let down what I am. However, being that I'm half white I did not agree with all that Malcolm said before his trip to Mecca. I feel that in a way he should have started off preaching for equal rights like he did after his pilgrimage. During his pilgrimage he had learned that people of lighter skin than his shared the same love to Allah. These people brought to his attention the fact that being black did not matter to them and that he was just another person worshipping Islam. He then brought his new feelings back to the United States and told the public that he did not have the same hatred for white people that he used to. One aspect of his personality that I admire most is his admission of the error in his judgement of white people as a race. Indeed, white people still committed horrendous acts against blacks in the name of racial supremacy but Malcolm finally realized that isolated acts committed by racist whites was not necessarily indicative of the entire race. This is most definitely a lesson that we should all learn.

It is quite unfortunate that Malcolm X's most militant notions are ingrained in the memory of most people but if everyone chooses to learn about Malcolm and his more enlightened ideas, understanding between the races will definitely increase.

Racial Rhetoric

An ex-Schreiber student calls for immediate action

by Jamal Skinner

What is the meaning of civilization? It is one having knowledge, wisdom, understanding, culture, refinement, and it is the pursuit of happiness. A savage is a person who has lost or has no knowledge of self, therefore living the life of a beast. American society is not civilized. Our treatment and behavior toward one another is not that of civilized people.

We as a society are removed from wisdom, understanding, culture, refinement and we certainly are not striving for the pursuit of happiness. What we do demonstrate is that we are uncivilized and in fact savage. We have lost knowledge of self and we are living the lives of animals or beasts. A beast is one who is out of his mind, fiendish, berserk, and preys on the weaknesses of others, as a predator would stalk and destroy its prey. In our communities we have lived out these uncivilized beastly actions. We as a society have learned to stalk like beasts those not of the same sex, same culture, or same race. Why do we do this? We have no knowledge of self and are living the life of an unchained beast. We have separated man from woman, Christian from Jew, Democrat from Republican, African-American from white man and woman. And when we come together we unite not as friends nor family but as enemies.

As an African-American in America, I've confronted the question, "why are we uncivilized in this society and country which was supposedly founded under liberty and justice for all?" In order to understand this question and answer correctly we must realize that we live in a society under an oppressor, which happens to be the caucasian people. These people have treated both African-Americans and Indians in this country in a beastly manner. In 1989 there was a group of young black men who raped or allegedly raped a white woman in Central Park. In the news they said the boys were "wilding." In other words, the young men were uncivilized, untamed, savage, or beastly. They went out to "beat on" an innocent woman for the fun of it. We have fun in this society by destroying human life, disturbing human life, and robbing people of their personal properties. That is beastly and savage. In our school system today we don't learn about the great "wilding" that caucasians perpetuated against blacks during slavery and pre-slavery.

They went "wilding" in Africa and put

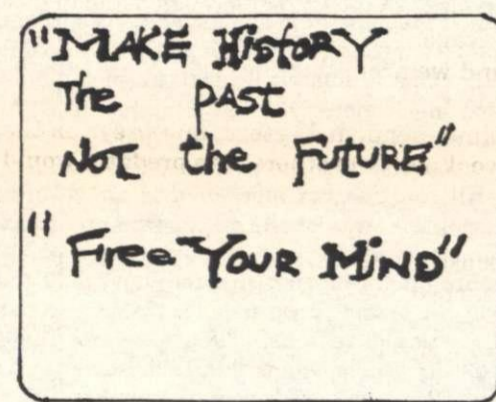
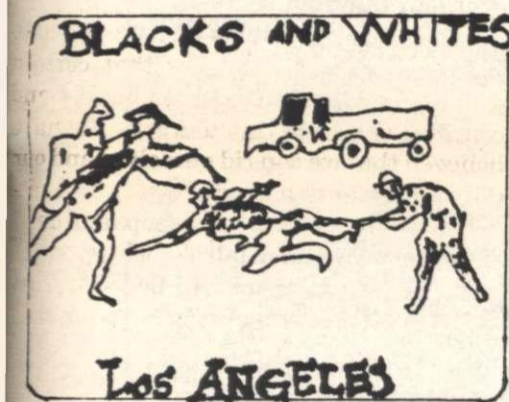
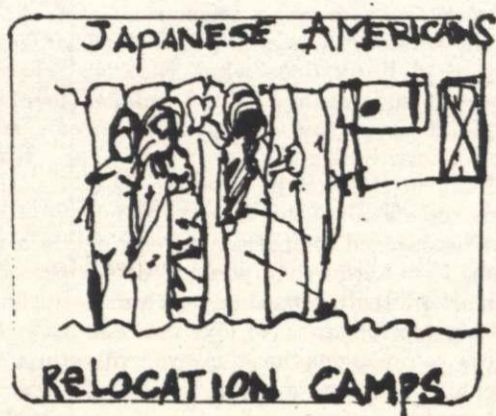
us in the hulls of ships packed like sardines right on top of one another. No fresh air, no sunshine, urinating on one another, defecating on one another for a journey of three months or longer. They brought us to the Caribbean and what they called the "Americas" and for the fun of it we were put on auction blocks on which women were fondled. This was their form of "wilding". When we were "free" our communities were destroyed by night riders for the fun of it. We were hung on trees and had body parts cut from us and passed out as trophies. This was America's form of "wilding." The "wilding" of caucasians against African Americans in this country has been a nightmare for over four hundred years.

In our school systems we have failed to include the harsh realities that certain groups have faced throughout history and continue to face in this country. We have believed that we can rid ourselves and our school system of hatred, bigotry and racism through two-hour workshops and demonstrations, we have falsely believed that this disease of racism will be gone from society in some form of magical trick that will occur instantaneously.

What is happening now in what we call civilization is crumbling down, we are failing. The knowledge and history of Africans and African Americans is being taught through a poor education, misinformation, misinterpretation and lies. There is a knowledge of history of the world; Africa is the root of that knowledge. However, our school systems continue to fail and deceive the masses by not acknowledging that there is no history or herstory without first understanding from where it all came. Africa is the birthplace of all religion, culture, art, mathematics, philosophy, government, and everything we learn from kindergarten through our senior years in high school. Africa is history. The unfortunate result of this system of confusion is the fact that most Americans, whatever their race, have accepted the poor education as truths and those who disagree for the benefit of all men and women are continuously cut down. The knowledge which is at the root of western civilization is being rejected by African Americans. Students attend school but don't want to be there. When attending school there is nothing that attracts you or even represents you to hold your mind.

Within this society there is a new knowledge that has sprung forth a new civilization. The old civilization and old knowledge is scared of this new thinking. The

ican History



Storyboard by Lauren Thomas

young men and women in the school systems want to know. Nothing to develop your mind. Something is wrong. Teachers blame the students, students blame teacher. The people blame the government, the government blames the people. All human beings are born with the curious mind to know. An infant baby learns more in its first year of life than it oft time learns thereafter. That baby can not walk or talk but its mind is active. At about three months the baby will begin to turn over not from what we teach them. Babies begin to become alert about what it sees and hears. The infant after about eleven months begins to learn how to pull him or herself up in order to walk. This is due to the babies' yearning and curiosity to learn to master themselves and their environment. There is a light of curiosity within the infant. There is a light within each individual. Education is supposed to feed the light within so that one will always be curious and ask questions. The curious one is the one who tries to seek answers. The more you seek, the more you find. The more you find, the more intelligent you are and the more you are a master of yourself and your environment. Our educational

system seems to destroy curiosity. After a while we don't ask questions or care to know any more. Although when we greet one another we say "What's up?" "What's happening?" "What's going on?" We are asking a question because underneath the simple greeting we are saying "I really want to know, can anyone teach me?" The food of our school systems that is called education is put on the table but pushed away by students even though we are hungry for knowledge. African American students are starving for knowledge of themselves but refuse the education they are receiving because they are witnessing the failure of others before them under this system.

The future of this country is a dismal future that will see the destruction of all if we do not acknowledge the true history of human beings. Before there was a world of so-called human beings there was a world of Africans.

Jamal Skinner is an alumnus of Schreiber High School, Class of 1991.

Frustration and Change

by Tim Gooding

African American History Month would not be recognized if individuals had not frustrated the norms of society enough to change it; "frustration" and "change" being the main words.

It took years to require people who purchase guns to go through a five-day waiting period. This is an issue that some people do not understand, wondering why it wasn't always that way—frustration and change.

Our president wants to change the welfare system from "a way of life to a second chance." We will see. These two examples are issues that should have been resolved since day one but were not, and only have had or will have an effect because of frustration and change.

I believe issues that affect our Black communities are going to take a large amount of frustration in order to bring about the change needed to stimulate more growth and

positiveness. Years ago, there were movements that dealt with how blacks were viewed in society.

These movements were respected, remembered and, overall, positive. In dealing with today's youth, there are major movements regarding anti-violence, male responsibility, and much more. Hopefully, these movements will make positive history as well. At the same time, there are old issues that are still having an impact on society.

Can people not be prejudiced at all? Will people hear the word prejudice and not think about Black, Jewish, Chinese, etc.? How do we bring an end to the aspects of prejudice and discrimination that hold people down?

People with thoughts, ideas, feelings, and the motivation to do something do not need to be burdened with society's indifference. How do we grow as a race, not just a Black race, but as the human race? Only by frustration and change can we accomplish this monumentally important feat.

Student says use of confederate flag in Super Bowl is a disgrace

by Mike Coulthurst

This year the Super Bowl was in Atlanta and there was something that disturbed me and millions of other people. The flag with the red, white and blue was the confederate battle flag. This was a disgrace to the NFL and the players because of what the flag represents.

This flag represents the states who broke away from the Union to preserve the system of slavery, which oppressed African-Americans. Why has our government sat back and let such a symbol hang around instead of burning it as Germany did with the swastika which is a fed-

eral offence in Germany.

The government by letting this flag still wave, says that the supporters of slavery are still around, not physically but mentally. This also says that they, the Federal government, either isn't respected or the Federal Government has no real knowledge of what it means to the people whose ancestors gave their lives to abolish slavery and went through the hell of slavery.

I think that the Schreiber community should write to the Senate and our congressmen and ask that a federal law be passed to abolish the Confederate flag, the rebel flag.

The Freshman Experience

Do class ranks encourage unhealthy competition?

Emily Weinstein

"Don't worry about someone else's work. Worry about your own." "All that matters is that you do your very best." "This is not a competition." "I do not want to hear you asking someone else what they got. Only what you got is important." "Everyone is different. No one is better than anyone else."

Sound familiar? These comments have been repeated so often they are nearly clichés. Some people claim that they are the most important lessons about life. Though the lesson is more nebulous and ongoing than, say, how to average a set of numbers, it is more concrete—don't compare yourself to others, compare yourself to you. Don't think you are superior or inferior to anyone else, think you are bigger, better, more beautiful than you were before, and you can only continue to rise to become more of yourself.

That's what they teach us in school, starting in the first grade when they return the spelling tests and the kids look at the scrawled red pen percentages, and then realize there are twenty-two more to see. They crane their necks and shout across the room, bragging and brandishing the grainy yellow paper, or hiding it, hiding the word "heard" spelled "heared." When we realized that the numbers were supposed to mean something to us, when we realized that everyone else's meant even more, the teachers gave us an antidote: don't compare; do your Personal Best.

Now, even as freshmen for whom college is a dim reality and spelling tests a recent memory, we see that the original message, the one they sought to conceal, is the truth. Somewhere between then and now, the personal stuff, the non-judgmental stuff, became moot. What matters again is the Number.

The Number, of course, is the average, the mean, the final number crunch. All the words spoken, all the facts memorized, concepts learned, essays written—reams of paper, pounds of books wrapped, zipped and carried from locked metal boxes in the wall and back again—all are reduced to the number we know as GPA; we roll it off our tongues flippantly, "geepeeay." What's yours?

A lot of people, even green little freshmen, have a moment of pseudo-truth and sit down to figure it out, before someone else does. Punch some rubberized buttons and bingo! there in the minuscule window is your personal Number. It's that simple. A math class, a biology topic: reduction-division. Reducing the work of a quarter, a semester, a year, three, four years to the addition of numbers and letters, dividing them to get the GPA. It is between 0.0 and 5.0, both of which take a tremendous effort to conjure up on the

calculator. All could stop there and we'd know how hard we'd tried, how hard the classes had been. But in order for the Number to be important (and it is, now that the Numbers we aren't supposed to compare count for the future) you know there has to be something more.

The Number is important because it will go into a computer, sometime in the distant future. This computer has never laid eyes on us or our work, or ears on our words and our thoughts or the fingers it doesn't have on the pulse that makes us living, breathing people, not machines. Yet it will be fed, offered our reduced, divided numbers. The computer will do a final, double-check crunch and spit out a number, just like we can at home. But the computer will know something we don't: the Numbers of everyone else in the grade. To be efficient, the computer will put the numbers in order.

That's the story of the second abbreviation, as it appears on the transcript copies handed out in some guidance groups: RIC, Rank In Class—you and everyone else, everyone whose spelling test was not your concern, your Personal Best assigned a place among the rest. To be exact, there are three hundred transcripts with empty spaces, waiting for two more years to go by to be filled with "geepeeays" and given a place in the ritual of the Rank. Exactly nine people will have numbers in the single digits. Exactly three people will have finishes in international athletic competitions. Exactly one person will have the number that heads off them all, the leader, the homonym to the all-important word "won," the number one. It looks like this: 1. One "one," one "won," one person whose Personal Best is now, publicly, the Best.

Differerent clichés might apply here—"less is more," maybe. What is clear is that the "don't compare—everyone is different—it doesn't matter what he gets" philosophy was a lie. This direct contradiction is now necessary to show colleges "how you compare to others in your grade," or who is better than you, and who is worse. Euphemisms aside, this is how it looks to us, the hundreds yet to be ranked, to fall in like a cadet, a prisoner, anonymously, into the paint-by-numbers of our grade.

This is an attempt to quantify intelligence, in essence a person's social worth, which is subjective and unique and personal. I see this as something that makes people burst into tears when they learn that they have earned a ninety-nine, and someone else a hundred. I see this as the ultimate self-worth destroyer, the brutal truth behind the love-yourself facade. This is the cruel part of a bait-and-switch—try hard and feel good, but sur-

prise! someone, or lots of someones, are harder workers, are smarter people. This system of Rank does what Eleanor Roosevelt said was impossible—it makes people inferior without their consent. How can it do anything but?

Rank in class is the ultimate first-grade rudeness, but this time the people who discouraged comparison are egging it on. I got better than you got, better than him, did better than her, beat him.... It seems so ludicrous, to give us these orders, so ridiculous that they are really labeling a best and a worst, a top and bottom.

I'm not saying competition is always bad. It is competition against ourselves, against our past frustrations, against our doubts that ultimately leads us to something much more real and triumphant than a number. The class rank stands in direct opposition to this positive personal growth. It gives us more doubts, more competition against the others who are completely unlike us. We are turned against others, blind to what they have to give. We become inward and selfish, for all the wrong reasons. The class rank feeds the people who within their souls think they aren't good enough. It makes us know we aren't good enough.

The class rank encourages isolation, obsessive behavior, and total concentration on the sliver of life that is grades and numbers. The desperate question in my mind when I get my report card and look at the reflection of my efforts is not "did I do my best and have fun because I am still a kid?" but "is it good enough?" And the answer will be the inevitable: if it's not perfect, it's not good enough, because someone else can be perfect if you're not.

I regard this institution warily, waiting for it to cast its impersonal, indelible stamp on my self-esteem. While I watch it make its murky, snaking approach, I see an alternative, crystal clear and simple.

Why not keep the two all-revealing little spaces on the transcript, one for GPA and another next to it. But instead of "RIC," the second one shows the highest GPA the person could have achieved, depending on their courses, if they got the highest grades in every class, every year. Instead of comparing someone to the abilities and luck of someone else, show the colleges how hard the person worked in proportion to his or herself.

Stop putting us in order when you have no right to do so. Let us be independent, let us grow to be more of ourselves, less our defeats in the eyes of others. Treat us like first-graders, tell us not to compare. Treat us like adults, let our work stand alone. To someone looking at the future stretching right in front of her freshman nose, Rank In Class is rank.

by Rebecca Schiff

In September, my peers and I became the youngest students at Schreiber High School. We were babies that looked scared and lost. Nobody knew our names, and our slates were wiped clean. Classes seemed promising as our teachers were less preachy than any we had ever known before. We were amazed about things like "going off campus" and how many free mods we had. There were clubs to join, places to go, people to meet. Life was good. I was very excited.

A semester has passed and things are different now. In the past five months, Schreiber has become habit. A quick and painful maturation has been forced upon me, as starts every Monday morning.

It starts every Monday morning, when I overhear snatches of conversations that go something like this: "Wasn't it funny Saturday night when I was so drunk I passed out and you puked on me?" "Ha, ha, ha. Yeah, we had the best time." It's common knowledge that regardless of the many different cliques that exist in our school, a large portion of the Schreiber social scene revolves around alcohol abuse. Teachers and administrators claim to be very concerned about the drinking problem, but things don't seem like they're going to change very soon.

Almost worse than this are grades. I never dreamed that I would have a knot in my stomach thinking about report cards. At the end of the first quarter my friends and I looked at each other warily. People compared their GPAs and gloated if theirs happened to be higher. I am constantly being told by older students that anything less than perfect is not good enough. The thought that my entire future could be ruined by one bad grade scares me.

This can't possibly be true, yet a large number of students at Schreiber believe it so religiously that anything less than an A+ becomes equivalent to death. What happened to learning because we want to learn? I do want to learn, both inside the classroom and out. But I don't like the feeling that I'm up against everyone else. I want to do well for me, for Rebecca. Stress is such a barrier to being happy. And we are supposed to be happy. I mean, these are the best days of our lives.

I suppose that I have benefited from some of my experiences during my first semester here. The "do your own thing" atmosphere has been very good for me. It is very different from Weber, where I felt as though everybody was being judged by everybody else. I am less irritated by the world, I talk more, I laugh more. Being with people who are older just changes things. Hey, if I can go to school with eighteen-year-olds, I can do anything!

I will not stop being angry about things that I have seen since I entered Schreiber. Some people are throwing away their lives, and others are taking them much too seriously. We're all to blame for this, teachers and students alike. The only way to fight it is to become involved. All the freshmen and others need to join clubs, to express opinions about their school, and to get to know more people. High school only happens once. I have three and a half more years until I wear a cap and gown, and I plan to make the most of them.

Miscellaneous Debris



Long Island youths are openly discriminated against

by Joshua Gewolb

On a recent Friday night, having exhausted the meager quantity of outlets available for my energy, I decided to go to the movies, a seemingly harmless form of entertainment. When I arrived at the theater, I fully expected to be granted admittance. Surprisingly, when I attempted to enter the 7:50 show at the Soundview Cinplex Odeon, the ticket taker politely informed me that as a minor, I was not allowed to patronize the movie theater after 4:30 p.m., without being accompanied by a parent. The ticket taker told me that this was mandated by state law.

With all the recent hype over discrimination, I was extremely surprised that people of my age group are discriminated against so openly. Although the Soundview movie theater says that it can't let me in due to state law, the contrary seems to be true. Their ridiculous policy of age discrimination is based on the misconception that rowdy teenagers disrupt movies, and disturb other patrons of the movie theater. The stereotype of rowdy, disruptive teenagers is

disturbing, and extremely inaccurate. A movie can be just as easily disturbed by the running commentary of a middle aged couple, as by a teenager.

By not permitting teenagers to attend movies, movie theaters are indirectly condoning potentially illegal activities. There is very little to do in Port Washington, and when someone is turned away from a movie theater, it leaves them with little choice but to go to parties, where illegal activities such as drinking often take place.

New York City has realized the blatant stupidity of age discrimination. The city enacted a law to bar age bias in public places. The law, issued by the city's Commission on Human Rights, took effect on December 13. It allows minors equal access to all public places, with few exceptions. (Children under 17 are still prohibited from R and NC-17 films.) Although the new law does not destroy the outdated stereotype that all teenagers, are rowdy, lawless shoplifters, it is a bold step for minor's rights. This law not only allows New York City youths deserved access to movie theaters, it also permits them to visit museums, library, stores, and other institutions.

by Matt Frank

"She was whittling in bed." "The evidence wouldn't stand up in court." "Are you going to eat that?"

The jokes dealing with the Bobbit case have been both plentiful and ridiculous. Ridicule of "the cut heard around the world" has spread throughout the country. And as the case finally closed with Lorena Bobbit's dismissal from court, the debates could be heard echoing throughout the halls of Schreiber: should she have been sent to jail or not?

Lorena Bobbit claims that she attacked

Bananas about Bobbit

her husband John in self-defense. She claims that she was an abused woman who had no choice but to defend her life. But while Mr. Bobbit quietly slept in his bed, Mrs. Bobbit took matters into her own hand. The law is clear, one cannot legally attack somebody after being attacked for mere vindication. That is why we have a police force, a court system, and a penal system.

Some people claim that Mrs. Bobbit was so battered by her husband that she was too helpless to go for help. Do men

Last year, while on a school trip, I tried to enter the Sharper Image store at South Street Seaport, but was not allowed to do so, due to my age. Many other stores have similar policies of excluding minors. Under the new law, merchants will be forced to admit teenagers into their establishments.

Minors will also be allowed unprecedented access to libraries. The libraries of the many learning institutions, such as the New York State Historical Society, where previously closed to high school and college students. In the past, Schreiber students have been denied access to public libraries because of age discrimination. I was affected by this discrimination last year, when I attempted to look at the papers of R. LaSalle, a prominent 1930's socialist and unsuccessful presidential candidate. I was not allowed to examine his papers, instead, I was forced to have the manuscripts copied and mailed to me, a process that was outrageously costly, and took over a month. On November 11, three freshman were denied access to the New York State Historical Society because of their age. One of the freshman, Nick Kovner, explained, "My friends and I went to the New York State Historical Society to do research for National History Day. Even though we had an appointment, we were not permitted to enter the society because of our age. It was really discouraging because adults should encourage us to do research."

Students have also been denied access to museums, such as the Frick Museum and library. When I visited the Frick last winter, I was allowed in without question, but my 10 year old brother and I had to lie about his age in order to be granted admittance.

The law prohibits discrimination of young people in regard to employment, housing, credit and public accommodations. By enacting this progressive law New York City took an important step towards eliminating age discrimination. Although the law will not eliminate the oftentimes false stereotypical preconceptions many have about teenagers, it will at least grant us access to public places.

Though the measure has broad reaching implications for New York City residents, it will not profoundly affect Schreiber students. Based on New York City's example, Nassau county should immediately enact a similar measure. As in any group, there are miscreant teenagers, however, the majority of us are respectable law abiding citizens, who should be granted immediately equal access to public places.

have that much power in our society? Is it true that women can't be responsible for their own actions? The fact is that women have to be just as responsible as men. Mrs. Bobbit could have sought various legal protections, women's shelters, or abuse hotlines.

Lorena Bobbit told police that John was a "selfish lover" and she was upset with him for that. It doesn't sound like she was cowering in a corner to me. Mrs. Bobbit was simply filled with anger and then took it out on John's limbs.

Teacher reputations are often unfounded

by Ari Rabin-Havt

This year, like every year, when I received my schedule in the mail I called my friends and asked what teachers they had been assigned. After this conversation, I spoke to my friends with older siblings to find out these teachers' reputations. After comparing what my friends' siblings thought about each teacher to what I thought, I discovered that listening to what other people say about the teachers is stupid.

Since I was in second grade, teacher predictions and reputations have been, for the most part, wrong. In second grade, I wanted a teacher whom I had heard was nice, but would make me work hard. But the reputation was wrong; I did not do any work that year. That was my worst school year. In fourth grade I got a teacher that was supposed to be the worst teacher possible. I had heard that she yelled at kids and was very unfair about it. But to this day, I consider the fourth grade the best year I had in school.

How teachers develop these reputations I will never know. It's just like the freshman class. We began this year with the reputation as the "worst grade to ever go through Port Washington schools" but there have been no incidents to back it up. I feel sorry for the good teachers who have gained bad reputations. In the beginning of the year it is probably extremely difficult for these teachers to teach a class of students who think they are the worst thing to ever happen to anyone. How would you feel if on the first day of class most students walked in hating you without even getting the chance to know you?

Most of these reputations come from one incident—one student the teacher failed, one thing the teacher said, or one thing that the teacher did. If we start to judge people without even knowing them, our society will decay. Judging people without knowing them is the root of racism.

Most reputations have some truth to them but are then blown out of proportion. I once had a teacher whose reputation was that she loved failing students. It was true that she was a hard teacher and some students did fail, but she was very sad about the number of students failing.

Just imagine how a teacher with a bad reputation feels when they find out how their former students felt about them. It has probably driven many teachers out of teaching when after fifteen or twenty years of teaching he or she finds out that many of the students hated them. Imagine how they must feel after dedicating their lives to teaching children and then find out that the children they teach hate them. I would feel sorry for anyone in that predicament.

Teachers are people and they, too, have feelings. We should respect them for who they are and that they sometimes will make mistakes. We are often told, "you can't judge a book by its cover", but most of the time we do!

Schreiber auditorium in need of repair

"Unadulterated ugliness" perhaps describes the Schreiber High School auditorium best. The curtain is in pieces, the paint on the walls is peeling, and some of the chairs are broken. The list goes on and on. It seems that the school has finally begun to do something about these problems.

The auditorium has been an eyesore for many years, the most obvious problem to performers and the audience alike being the inadequate curtain. It is in such poor shape that last year's summer show, *Starmites*, had to be performed entirely without it. The best part about some theatrical productions is the close of the final curtain, but Schreiber theatergoers have been denied even that luxury. When the pathetic excuse for a curtain goes down for the last time of the night, the mere sight of it is far more revolting than anything, be it half-hearted dance numbers or off-key singing, that may have preceded the end of the show.

Auditorium audiences perpetually complain about the poor condition of the seats. Aside from being uncomfortable, many are stained, ripped, and/or broken. It is nearly impossible to watch a Schreiber production or assembly while having to devote all your attention to making sure your seat is still in one piece.

In addition to being functional, an auditorium is supposed to be attractive. The high school's auditorium's walls seem to be suffering from an unpleasant skin disease and are covered with festering sores of peeling white, cream, beige, khaki, and green paint. If a person merely taps the wall, a few shards of dried, brittle paint are bound to fall to the floor. The condition backstage is almost as bad. The backstage walls have been covered with the painted signatures of former Schreiber actors, but these colorful tributes have nearly been obscured by layers of dirt and grime.

The administration's refusal to

remedy the condition of the auditorium has had serious repercussions upon Schreiber's performing arts scene. Drama Club stage manager Ron Meadows was forced to resign his position because the school district would not begin to renovate the room, even though he had repeatedly given them lists of all that was wrong. Consequently, Pam Meadows, the Drama Club advisor, was also forced to resign because she couldn't function without a stage manager. In the end it is the students of this school who miss out. The Drama Club provided a creative outlet for potential actors at Schreiber, and since the demise of this organization, student-run productions have been non-existent, with the exception of the latest show, *Into the Woods*.

But now, hopefully, something will be done. A committee was formed by the School Board to deal with these problems of functionality and aesthetics. Budget money has finally

been allocated to paint the walls and replace the curtain. One can only pray that the Board continues the renovations to the auditorium until it is finally at a level of quality.

Letter to the Editor

I disagree strongly with the author of the article, "Freshman scrutinizes Schreiber educational experience," so I'd like to offer my definitions concerning school.

School: something to be grateful for since it is one place in which to obtain an education. Education: the process of learning. Student: someone who can choose either to take delight in education, to ignore it, or to take a negative attitude towards it. The Process of Learning: the job of parents/teachers whose own education and life experiences have made them wiser and more knowledgeable than their children/students.

Furthermore, I would like to opine that none of my colleagues has ever edited poetry because he "didn't like it." However, since poetry needs to be grammatically correct owing to the fact that it takes so many other shortcuts, I certainly hope that we have "corrected" any poems that needed such editing. We also lead students to abjure cliché and to perfect their concepts of line break, rhythm and form, all of which (by the way) are taught at Columbia University in its Master of Fine Arts program.

Finally, as a teacher and lover of literature, I'd like to address the idea that students are "too young" for certain learning experiences. Many people who read *The Greats* at too young an age fail to resonate with the profundity of the works simply because they haven't enough experience yet, and nowadays people seldom retrace their literary steps. In other words, the moving lessons about life and human nature that permeate the writing of the masters may be forever lost to them. In my opinion, this loss would be a tragedy, and it is my job to do all I can to forestall it.

Carol Nesbit

GTTTTT...

Language Department conditions a disgrace

The foreign language department perhaps has the fewest material needs of any high school department. It does not require closets of costly chemicals and state-of-the-art scientific technology. It does not have much use for rooms filled with superfluous computer equipment. It does not even need the constant replacement of athletic supplies. What it does need, however, are rooms whose conditions are conducive to learning.

The acoustics in the language rooms are nothing short of disgraceful. Languages are meant to be spoken and heard, yet it is hard to understand what is reduced to a whisper from less than 15' away. For what amounts to a

small expenditure of money when compared with the latest of the school districts projects, language teachers can actually be heard by their students without getting sore throats.

Small classes must endure the dreaded Room 14, a closet which passes for a classroom in the eyes of administrators. In reality the back of Room 16, Room 14 is separated from 16 by a paper-thin accordion partition. It is difficult to concentrate on one language when the much larger and therefore louder class next to you is seemingly screaming in another.

The conditions in the classrooms of the foreign language wing are beyond justification. In one room a

large section of the blackboard has been broken somehow, and students who have class there must be distracted by an discolored expanse of wall seemingly in the middle of the notes on the surviving surface.

In recent years, foreign language teachers have been forced to move their classes from the foreign language wing because of the various problems associated with the rooms there. The entire purpose of a wing devoted to a field of study is that the field can be studied there.

The foreign language department is as important as any of the high school's other departments. No longer can its needs be neglected.

THE SCHREIBER TIMES

Wednesday, February 16, 1994

Volume XXXIV, No. 7

Paul D. Schreiber High School
Port Washington, New York 11050

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Letters to the Editor

Graduate defends band program

I was greatly moved by your editorial entitled "Storytime..." (Volume XXXIV, Issue 6). The tears ran down my face and a large lump swelled in my throat. I even thought I heard some violins playing off in the distance. This facade you cleverly created quickly crumbled as I realized the targets of this assault were none other than Mr. Jeffrey Byrne and Mr. Mitch Lutch. All that this editorial asserts is a position of selfishness, laziness, and overall ungratefulness and disrespect toward two men who have revolutionized the band program at the high school, and provided great opportunities to hundreds of students. Your editorial lacks any knowledge of the essence of marching band music, and in my eyes make you look like a bunch of wimps.

You use the word "strangers" to describe Mr. Byrne and Mr. Lutch. I don't know if you could find another word further from the truth. I don't remember seeing any of your faces back when I was endlessly marching up and down Campus Drive in a band that laid the foundation for the three bowl trips. As far as I'm concerned, you are the "strangers" to the program, and your teachers are simply providing an experience that you are to blind to see.

I really find it a shame that you can no longer "cross your legs", and it's got to be really tough to "hold your flutes straight." To me these are basic fundamentals of music. Back in fourth grade the first thing I learned was proper posture when playing my instrument. In a marching band, there lies a visual aspect that you seem to be unaware of. If you guys went schlepping around with bad posture, you wouldn't be able to march your way out of Port Washington, and you definitely could forget about national television appearance. It's these little things that separate the Schreiber band from the other mediocrity. If there is anything I learned about music, it is a need for discipline. It is quite obvious that you have none.

You mention how these "strangers would not teach the magic of music as they had promised." Music, you see is not a one-way street. To teach anything to an unresponsive student can be nearly impossible. "The magic of music" is something that has to be learned and practiced. Without practice and effort, you would be better off sucking lemons than playing your flutes. A music teacher can only help refine your performance. You still have to be the one who steps into the spotlight on center stage.

When the Schreiber band was accepted to march in that "flower festival," it achieved the apex of the marching world. Instead of being exhilarated, you complained because you had to practice more. All I can say is that it comes with the territory; unless it is your thing to humiliate yourselves in front of a worldwide audience.

As far as "demanding resources of neighboring tribes," this is completely false. To raise funds is always an option to the individual student. You have to remember that not everyone in Port Washington is lucky enough to live by "cham-

pagne wishes and caviar dreams." Fundraising only helps provide equal opportunity for students, without their parents having to refinance their homes.

When you mention that the exposure "would lift them in the eyes of their colleagues," I wondered to myself if this was the same school I had attended. You self-centered brats don't realize the amount of time that goes into planning a trip of this magnitude. You probably would have too much trouble balancing your own checkbook, never mind planning an itinerary for a \$200,000 trip. This was not an ego-boosting trip for your teachers, but rather a once-in-a-lifetime experience for the students who participated.

Finally with a tone of jealousy, you mention the lack of TV exposure the band received. Again, you miss the point. TV exposure is great, but it is never guaranteed; it is only a bonus. From my own experience, the true excitement is generated from marching in front of a live audience of over a half-million people. That is one feeling that I know I will never forget.

So now what I would like to do is to thank Mr. Byrne and Mr. Lutch for their work and extra effort. It does not go unnoticed and there are students who are truly grateful for it. I know that I was fortunate enough to have gained a lifetime of memories from my participation in the Schreiber band. I hope that you two men will find the spring less hectic and find yourselves among the students who are more mature and beyond using the editorial page for their whining and whimpering. These kids must remember that beyond the cozy confines of Schreiber High School, there lies real world where no one cares about your petty problems, and your childish arguments will fall on deaf ears.

Gerard Laheney
Class of 1991

Parent disagrees with "Storytime..." editorial

You may imagine my surprise and disappointment after reading your editorial "Storytime..."

As a parent of a "villager," I find your direction particularly offensive. The willingness to be a part of a band program requires the discipline of adhering to the stipulated goal. I am quite sure that the parameters of the course were outlined so all concerned knew exactly what was demanded of them in advance. Those of us who attended the "religious flower festival" were extremely proud of our "villagers"—their effort was quite evident and they were a credit to themselves and all of Port Washington. The good feelings derived from their endeavors will last for years to come.

Since band, in itself, is an elective fulfillment of the music requirement, those not wishing to be a part of the rigors should seek to satisfy the requirement in another manner. Those who stay, should do so, not just for the end result, but for the joy of working at something you love.

Mr. Byrne and Mr. Lutch should be commended for their fine work!

David Braun
Parent of freshman Jarred Braun

Editors' response to 'Storytime...' letters

The Schreiber Times was surprised by the almost violent reaction of some readers to the editorial in our previous issue entitled "Storytime..." We feel that these readers have misunderstood the meaning and the intent of the editorial.

The editorial was written as a fable, and the metaphors used in it should have been interpreted as just that—metaphors. The purpose of "Storytime..." was simply to

make the student body aware of what we saw as defects in Schreiber's band program. The editors thought and still think, from recalling their own experiences as members of the band and from examining those of their peers, that the band program has lost sight of what should be its primary goal—to make music. And "music" by definition is supposed to lift souls, not crush them.

Band students defend "Storytime..."

This letter concerns the editorial "Storytime..." from the last issue of *The Schreiber Times* (Volume XXXIV, Issue 6). We as band members feel that many people have taken this editorial too seriously. We think the story was written in fun, rather than out of spite.

Even though we didn't get the television coverage we deserved, and the trip didn't fulfill all of our expectations, we still had fun and shared an experience that most high school kids never have. Sunny 70° days in California were much better than the cold, cloudy, 7° days at

home.

We admit that we complained about the "gnehcram" (marching), but we couldn't have made it though the parade without the practice.

When we read the story, we laughed without taking offense, but to our surprise, many parents and others involved with the trip had different reactions. We still feel that the article was not meant to be offensive, but whoever feels otherwise can speak for himself.

Jenna Bagnini & Rachel Glasser
Sophomores

Student feels "Storytime..." a mistake

I was appalled at reading "Storytime..." in the last issue of *The Schreiber Times*. What could possibly go through a person's mind to write such a demeaning article? Students and faculty members should be aware that "Storytime..." does not reflect the views of contributing staff members.

Another point of interest to both faculty and students is that editors who are not even members of the band contributed to the article. This makes "Storytime" totally hypocritical. How can people who are not even in the band have any form of opinion about how it is run?

The Schreiber Marching Band was chosen out of hundreds of other bands, not only to represent Long Island, but New York State, in the most prestigious parade of all college bowl games. Those who wrote the article and the others who agree with it obviously do not realize the honor and opportunity they received by being the "Chosen Ones."

"Storytime..." had two main views: marching and money. I would like to address both of these. In the article, the anonymous authors state, "the villagers agreed to stiffly walk in absurd formation." In what configuration would you propose to march? Anywhere and no matter how? That would surely look very organized. Those patterns are used by all marching bands in the world during parades, and it definitely looks very impressive on TV.

The second point was the amount of money each member had to raise in order to participate on the trip. Let's place the emphasis on "raise." For the past two to three years, many fund-raisers have been held to reduce individual cost of trips. It took only a little effort to come up with the money needed so that none of it had to come from one's own pocket. Knowing

that our entire community was overjoyed by the opportunity the band had received, they were more than willing to buy anything that would enable all members to participate in the parade. The students had to take the initiative in going from door-to-door and asking for donations. It is pretty obvious that those responsible for the article did not take the time given to them to come up with the money and now are looking for a scapegoat: the administration. The only one to blame is yourself, not the band members and surely not the school, which already has budget problems.

There is one last remark I would like to make, besides that I hope the newspaper will make a formal apology for their actions.

If students do not like the band or the way it is run, they should not remain a member of it. No one is forcing them to do something they do not want to do. But to blame someone else for their problems is ridiculous and shows a lack of maturity. The only way to resolve a problem is to discuss it in an orderly fashion, not to go off and write an article as childish and useless as this. If you do not like the way things are run, leave. But do not under any circumstances make people who are doing their best look like garbage.

Those responsible for this cruelty have forever placed a bad name toward both the school and two fine men who have always and only wanted the best for the students and the establishment they represent. They should not be persecuted for their tactics, especially by the students. They should be praised for their accomplishments and looked up to by many other teachers.

Alain Lapter
Senior
Non-band member

VALENTINES

DEIRDRE, I GOT A PEDDIDLE

Happy V. Day to all my classes,
—B.S.

Vodka,
Let's shoot some pool!
All yours, Cowboy.

Names In Cement: You are the most amazing people I know. Show 'em your good side honey! No, applause please. Bikini buddies on a higher plane. I ♥ my body cause it works. Get an obsessive crush.

♥ Emily

Dear Ben Haber,
I love you. You're my reason for living. Take me, I'm yours!
Love, Cupcake.

Dear Herb,
Ahh baby you are burning! You are smoking! I love you!
—Mary Jane

RM-Have I ever told you that I love you? Well, I do!
—DH

Dear PHAT,
YOU ARE WRONG! (And you can't play the drums.)
From, Your Friends

Dear Larissa,
Happy valentines day! We've grown so close over the past two years. I wish these days would never end. I love you!
—Adam

Eri Pear: Cremshaw! ♥T²

DEAR BABS,
THANK YOU MUCHLY FOR OUR MERCY C'S.
LOVE, JON, DON, MIKE, ALEX, ROGER, KEN, AND KEITH

I love you Mrs. D ♥ SY

Dear Lafarge- Happy Valentine's Day!
Love, The Big Cheese

Dear Gabe,
I'm really sorry, I hope we can be friends.

Dear Larissa,
It's too bad Adam got in the way and screwed up everything.
Love, Jon.

Dear Viki Santos,
You're very special. Love u lots.
From ???

Dear Broccoli,
Thanks for not killing us when you found us under the table with the lights off. You're the best.
—The Idiots



Dear Josh S.,
Please be my Valentine!
—Your very secret admirer

DEAR DING, RICHBAT, MESS, BARTOLINI, & LANYARD-MAN,
GOOD LUCK WITH LIFE!
LOVE, NAPKIN-BOY.

To Ben,
I love you so much I wish I could kill you and preserve your body in formaldehyde.
Love, The singer.

Fer—
Happy Valentine's Day! Thanks for everything.
Your favorite Juniors.

Dear Jess—
It's been a great 2 days. Let's hope it lasts 2 more.
Love, Ben.

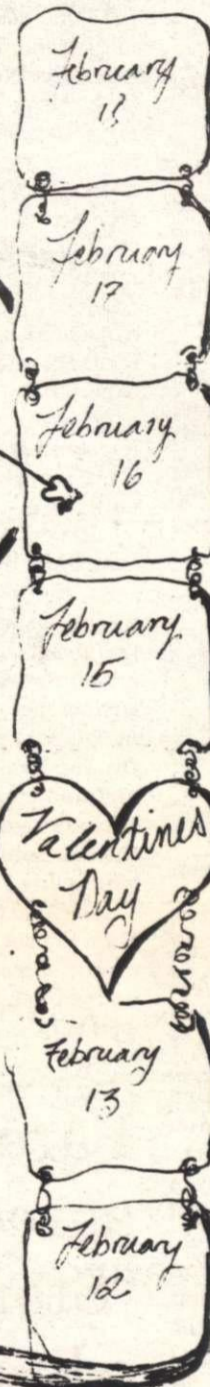
To my sweetheart Joey Massot on Valentines day—I want you to know that my life has been so wonderful since we met. Your love has entered me, and as a result my life has been changed positively and completely. I'll always love you Joey, don't forget!
♥ ya, Cecilia Aguilar

To Alexis,
I really like you. I want to go out with you.
—????

Dear Mark's pool table,
Thanks for being such a good friend. We'll never forget you.
—JBJRAB.

J. Olszewski, We miss you.
From Your Fellow Giraffes

DEAR EMILY, WILL YOU BE MINE?
LOVE ALWAYS, NATALYA



Dear Jessica Wei
Be my Valentine!
Love L.W.

Dear Jaime, Will you be mine?
Love Tal

B.G.—Lint, dust, dirt, mud, TOPSOIL!
Butterfinger—guess what? That's what.
No seriously—guess what?
Happy Valentines Day!!
♥ ya lots, Muffin.

R.—Don't sigh so much and don't be bitter. Aerosmith sucks. J.

Jon, Emmie is mine. Back off.
—JR.

LAUREN THOMAS
I LOVE YOU! BE MINE!
LOVE, ME

Dear Delphine
Happy ♥'s Day
Love always, Arty

PHIL S.—I LOVE YOU STUD!
GUESS WHO?

Mike; It's our first Valentine's Day together of many, and Happy Five Months too!
I Love You!! Always, Janine

Dear Bubba,
From the catamaran to Fire Island, I'll always love you!
—Aserel

Dear Jake,
We like you better than Rich. Be our Valentine?
—Stephen Tyler & Joe Perry

Dear Buster,
The sky is blue,
the grass is green,
I love you,
I hope you love me!
Love ya always, Babs

David C. Smile -94
I LOVE YOU DEE!

James: I\$U ALWAYS \$WU

Dear Kristin, Happy Valentine's Day!
I LOVE YOU! Mike

Do you love me,
Will you love me forever,
Do you need me,
Will you never leave me,
Will you make me so happy for the rest of my life,
Toad the Wet Sprocket

Mrs. Wieckel, Your the best!
—From EV

To Matt & James - Remember those starry nights on the balcony?
♥, ???

Artie ♥'s Monica always and forever.

Dear K,
Happy V-Day—Thanks for the Fantastick times!
Love Ya, Jay.

Jake, Emmie is mine. Back off.
—JB

We love Megan C & Cara H!!
Love, Phil & Keith

To Mrs. Shapiro—We love U!
Class of '94
Love, Artie

VIVAMUS, MEA LESBIA,
ATQUE AMEMUS

JV Boys Hoops' next stop, the playoffs

by Simon Hanft

A rapid maturation process has thrust Schreiber's JV Boys Basketball team into the vanguard of its conference. With convincing wins over Hicksville, Oceanside, and East Meadow, the Vikings have improved their season record to 6-3 and are the odds-on favorites in the post-season.

The highlight in this successful season was the team's performance on the road at Hicksville. Sophomore point guard Carlos Leon continued to impress with 24 points, and a season-high 10 steals. However, this game exemplified a true team performance. Tenacious defense, organized offense, and an overall spirited effort lifted the team to a huge — victory. After this performance, the team went on to win two out of its next three, with their only loss coming at the hands of Hempstead.

In their game against Hempstead, the Vikings played very well, but they were simply overmatched by Hempstead's size and strength, and lost hand-down.

Port went on the road to face Oceanside, and they came out with a dominating performance, winning the game by a decisive score. Important contributions came from sophomores guard Alex Martinovich, for-



Sophomore Carlos Leon drives through the opposing zone to the basket.

ward Randy Browne, forward Carl Santelmo, and guard Carlos Leon who scored 21 points.

The following game the Vikings faced the East Meadow Jets. The Jets hardly stood a chance against Port, losing by disgraceful a score. In crunch time, sophomore shooting guard David Lobell made two three-pointers and a critical free throw

to clinch victory. Martinovich added six assists and five rebounds in limiting playing time due to foul trouble. "Our team has been very successful in close games," commented Lobell.

Due to increased concentration and improved court smarts, the Vikings have been able to overcome their early season woes. A noticeable improvement has been made

in the team's ability to rebound, which can be attributed to the work of center sophomore big men Imri Eisner, Randy Browne, and Jarrett White. In addition, the improvement in the team's outside shooting has opened up the inside for easier baskets. "We are starting to play more organized and the players are starting to exploit their natural talents," added Eisner.



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Port will feature its first Olympian in 50 years in Lillehammer, Norway, in the Womans Downhill Slalom. Carrie Sheinberg, who attended Schreiber during the late 1980s, left school for Stratton Mountain School in Vermont to concentrate more on her abilities. Her performance along with three other Americans in her event, will be televised on CBS on February 26. *The Schreiber Times* wishes Carrie all the best in the culmination of her life-long endeavor.

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Boys Varsity Basketball puts one in the "W" column

by Jaquel Moore

The Boys Varsity Basketball team won its first game against Syosset on January 14. Coach Shackel started seniors Isaac Moore, Markee Dumpson, and E.J. Kahn, and juniors Robert Germani and Lamont Milborne with hopes for a win. The first quarter started off slow with many missed shots and violations. Syosset used a half-court zone early in the first period which was very effective in slowing down the Viking's offense.

With 1:39 left in the first quarter, senior Raymond Monroe was fouled and hit one of his two foul shots. Then with 7 seconds left in the first, senior Bryce Romer pulled off a spectacular steal. Although he missed the layup, Dumpson was there to get the offensive board and two key points which put Port up 13-12.

As the second quarter started, Syosset played man-to-man defense. Dumpson used his quickness, however, to elude the defenders and with 6:36 to go in the half, he hit a jumper to put Port up, 15-14. For the remainder of the half, the Vikings used a full-court press and as a result, at the half, Port had a 23-21 edge on Syosset.

Port's highest scorer was Dumpson with nine points. The team had one three-pointer by Dumpson, and the team was 2 for 6 at the free-throw line. Milborne scored two points off a steal from Dumpson to make the Syosset coach furious and call for a time-out with a minute into the period. The no change score was 25-21 in Port's favor.

With 3:56 left in the period, Port took a time-out because Syosset finally tied the Vikings, 27-27. Port came out using a half-court press. Dumpson committed his third foul with 2:36 on the clock, and the fouled player from Syosset hit one of two from the line giving the Braves the lead, 28-27. With 3:34 Omar Sanders hit a jumper to score two and put the Vikings back in the lead. At the end of three quarters, the Vikings were in the lead, 34-32.

To start off the fourth period, Port used a full-court press to try to stop the Syosset onslaught. The press worked out well, but the team was unable to produce points off the steals they had caused. Port was also troubled with the zone defense of the Braves until Sanders cut through the lane and scored two for the home team. Romer drilled a Majerleland three-pointer to bring the Vikings one point closer to tie with the Braves, 40-39. With 34 seconds left in the period, Markee fouled out with points and was replaced by Kahn.

Syosset was at the line with the lead, and when the Braves player missed his free-chuck, Kahn grabbed the rebound. He passed off to Romer who passed to half-court and gave it to guard junior Mike Coulthurst. Coulthurst smartly held the ball and caused the Braves' zone defense to shift. He quickly passed the ball to Romer who assisted Sanders in the game-winning three with 8 seconds left. The crowd gave its loudest roar since the '86 World Champions New York Mets. The final score: Vikings 42, Braves 40.



Senior Isaac Moore puts up a shot in the Vikings game versus East Meadow.

Girls Basketball hopes for playoffs

by Ben Goldfarb and Joshua Silbert

In one of Port's biggest games of the season, the Lady Vikings came up with a huge come-from-behind win against perennial powerhouse Freeport. In their next game they were clearly outplayed by Farmingdale, the top team in Nassau County.

On February 1, the Freeport Girls Basketball team (and the myth that goes with the name) stormed into the Port Washington gymnasium. Freeport won the tip and raced out to a 12-3 lead as Port looked like they hadn't exactly gotten out of bed yet. Port began to come to as junior Beth Shackel turned on the afterburners and torched the Freeport defense with several successful drives to the hoop. She was slicing and dicing, and after she beat Freeport down the floor for an uncontested lay-up, she stole the inbounds pass and scored again as time expired in the first period. After one, Port had narrowed the gap but still trailed by five, 14-9.

Coach Stephanie Joannon must have had some heated words for her players in between periods, because they came out with fire in their eyes. With four minutes left in the first half, Port was still looking at a six point deficit, 23-17. Port extended to full-court defense and wreaked havoc on the Freeport ball-handlers. After two free throws by senior Kristina Shackel, B. Shackel stole the inbound pass and dished to Kristina for an outside jumper which cut the lead to two, 23-21, with 3:31 left in the half.

The Lady Viking defense did not let up as they caused several more turnovers which led to three more hoops and two more K. Shackel free throws. The Port fans were roaring as they looked at the scoreboard that read Port ahead 29-23 with 2:30 remaining. The rest of the half was evenly played, and the scoring was closed out as B. Shackel hit a running left-hander in the lane. At half-time, Port had a 33-29 lead that it held onto for the rest of the game. A spectacular performance was turned in by Kristina Shackel who scored twenty first-half points that

spurred the 12-0 run.

Both teams came out playing hard and both picked up the intensity on defense. After senior Tina Pavlak hit a free throw, Port held a commanding, 37-31 lead and closed out the third quarter up by six, 43-37.

With 5:50 left in the game, senior Joy Pehlke pulled down a big offensive rebound and hit for two, putting Port up by eight, 49-41. After a Freeport basket, B. Shackel spotted Pehlke under the hoop who scored again to give Port a 51-43 lead.

After this came the test of the Lady Vikings' character as Freeport scored eight straight points to tie the game at 51 with 1:55 left. Port passed the test with flying colors as B. Shackel drove the lane and was fouled. She hit the first and once the second was missed, K. Shackel dove on the floor and came up with the looseball. Then Pavlak drove the lane and was fouled. She missed the first and after the second shot came off the back of the rim came the Play-of-the-Game. What was it you ask? A reverse, 360 degree dunk? An eyes-closed, behind-the-back lay-up? Not even close.

K. Shackel rose above the bigger women and pulled down the rebound. Freeport was forced to foul her, and after she hit the two free throws, the game was out of reach. If she didn't come up with the game-saving rebound, Freeport could have come down the floor and scored two that would have given it the lead and possibly the game. Down by three, 54-51, Freeport put up a desperation shot that fell short, and B. Shackel came down with the rebound. After a Freeport player fouled her, she hit both freebies to finish the scoring with Port on top, 56-51.

In the words of Coach Joannon, "What can I say? We beat Freeport! We played emotionally and intelligently. We played like we practiced, and we practiced to win."

In the big win, no one had more of an impact than K. Shackel who knocked down almost every shot she took. She scored 28 of the Vikings' 56 points and came up with many big rebounds and defensive plays. B. Shackel also contributed greatly with 17 points and numer-

ous steals and assists. Pavlak finished with five points and Pehlke added six big points.

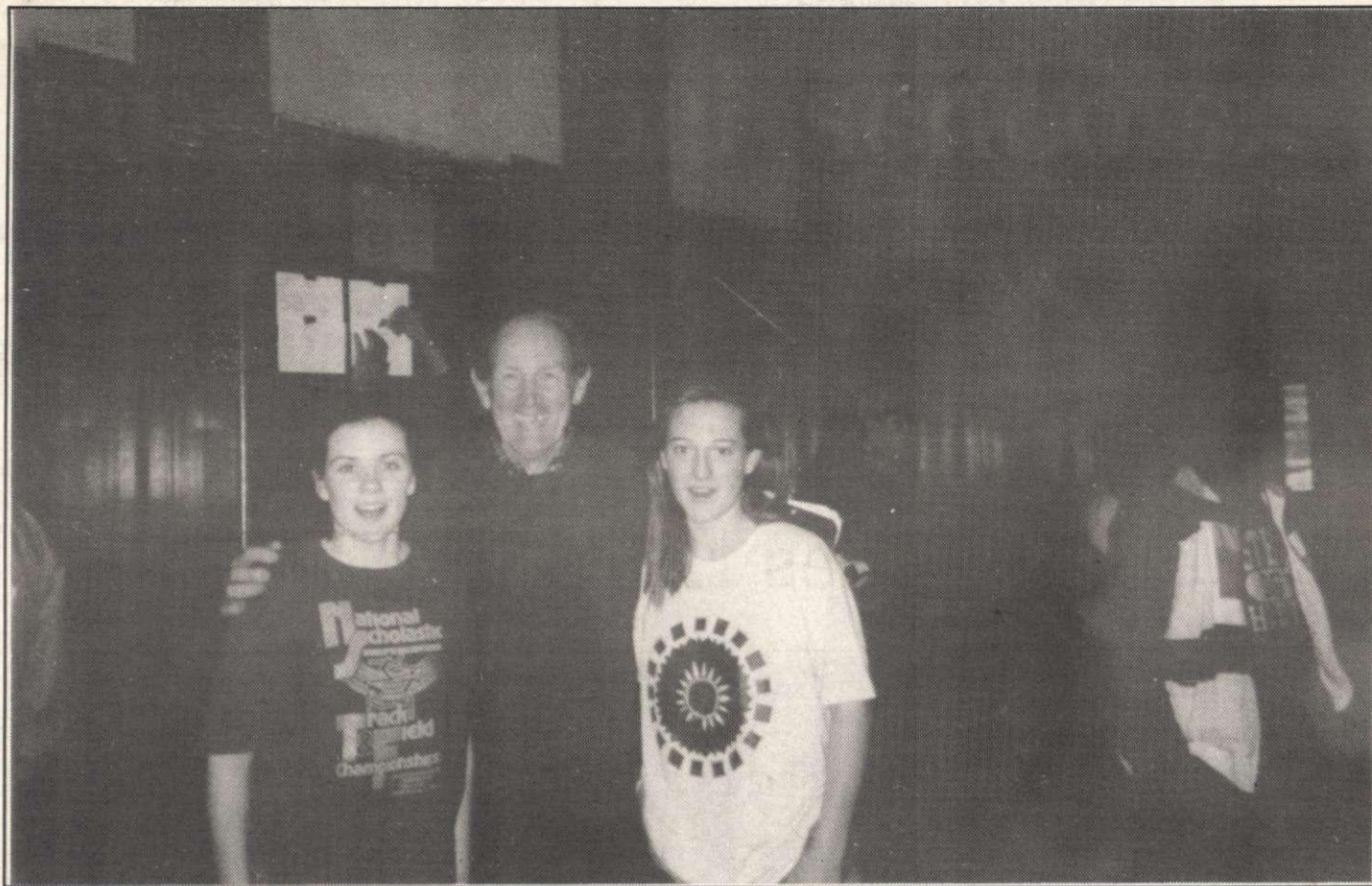
Coming off the Freeport win, Port's next game was away against undefeated and much heralded Farmingdale. The tone for this shellacking was set as Port missed its first ten field goals and Farmingdale was hitting from everywhere. K. Shackel opened Port's scoring when she hit a three pointer, to cut the early 6-0 lead down to three with 2:33 remaining in the first quarter. Another three-pointer from B. Shackel ended the first quarter with Farmingdale on top, 10-6.

Port was held to only five points in the second quarter as Farmingdale was allowed second and third-chance opportunities. The half ended with Port down, 26-11, searching for a way to contain Paula Basco, the 6'2" center who was a dominating force on both ends of the court. The sign in the crowd read: "Farmingdale is unsto-Paula-ble," and this proved to be true. She took over the game in the second quarter, and anyone at the game got tired of hearing the public address man saying: "Lady Daler basket by number twelve, Paula Basco." Again and again she crashed the boards and helped Farmingdale to a 26-11 half-time lead.

When Port came out in the third, Basco again asserted herself at both ends. The Lady Vikings didn't score until there was a little over a minute left in the quarter and by this point, Port was down by 26.

Port's only promising sign was in the fourth quarter as it played for its pride and outscored the Lady Dalers, 19-13. Baskets by senior Anne Siegert, B. Shackel, K. Shackel, and Pavlak cut the Farmingdale lead to 20, but Port would get no closer. As time expired, the final score read Farmingdale by 20, 54-34.

The Lady Vikings, 6-3 in conference play after a 65-53 loss to Herricks and ranked fourth in Conference One, are still very much in the playoff hunt with three games remaining. They need to win at least two of the three against Valley Stream Central, second-ranked Massapequa, and a rematch with third-ranked Freeport, to assure a playoff spot.



Bridget Mander, Karina King, and Coach Bruce MacDonald after a recent successful meet.

Karina King

King and Mander on track toward greatness

by Joshua Gewolb

Although Winter Track is one of the school's least publicized sports, Schreiber's runners are among the school's most accomplished athletes. Members of both the girls and boys varsity teams have earned high finishes in regular competition and at more competitive invitational meets.

The Girls Varsity Winter Track team, coached by former Olympic runner Bruce MacDonald, is severely undermanned. Although the team is unable to place well in meets due to its lack of players, it boasts three outstanding athletes: race walker

'The chances of us coming in fourth are the same as the NY Rangers winning the Stanley Cup.'

—Richard Zentko

junior Sarah Caban, hurdler senior Bridget Mander, and middle distance runner sophomore Karina King. All of these girls are All-State, and even All-American hopefuls. King competed at the All-American level last year.

In the team's first meet at the 168th Street Armory, Karina King won her heat in the 600 meter race and finished sixth overall. The 4x200 relay team, consisting of sophomore Kathy Cho, Mander, senior Amy Cohen, and King, finished second in their heat and ninth overall.

The team's second meet was on January 22 at the New York Road Runners Club Meet in which over 30 schools competed. Despite tough competition, the Lady Vikings did extraordinarily well. King finished first in the 600 meters, Mander finished second in the 55 meter hurdles, and Caban finished third in the 1500 meter race walk.

In addition to competing at the Ar-

mory, the girls raced at the Goodwill Games, hosted by Nassau Community College on January 17. The Goodwill Games consist of three qualifying rounds and a championship meet. In an unusual system, overall places in the Goodwill games are awarded on a point system. After each of the qualifying rounds, the top twelve athletes are awarded points. The six contestants with the highest cumulative point totals in their respective events are invited to the championship. Both King and Mander were the highest scorers in their events and were awarded championship trophies for their accomplishments. Caban was unable to compete, as the Goodwill games do not feature race walk competitions.

At the Section 8 divisional meet at Farmingdale College, King captured first in both the 200 and 400 meter dashes. She broke her own 27.3 second school record by a tenth of a second attained at the last year's Nationals in Syracuse, New York. Mander was victorious in the 55 meter hurdles, earning first place honors.

At the County Championships on February 6, King and Caban won first place medals. King edged out her opponent in the 600 by a tenth of a second, while Caban won by over one minute.

The Boys Varsity Winter Track team, under the veteran guidance of Coach Bob Acevedo, has also been quite successful this season. The team finished fourth in their division of nine.

"I'm proud of [the team] as we worked hard all season and we really deserved our [excellent] finish," said middle distance runner junior George Livingston.

Several boys qualified for the County Championship meet on February 6. Junior J.J. Moore, who joined the team relatively late in the season, qualified in the high jump by clearing a 5'4" pole.

Teammate and fellow high jumper freshman Greg Frank said, "Moore is really great because he has a lot of vertical thrust and is physically built for the high jump." Frank just missed qualifying in the high jump, clearing a 5'2" pole instead of

the required 5'4".

Shot-putter senior Corey Bodner finished first in the counties in his event. Bodner has been extremely successful in the shot-put this year, heaving the 12 lbs. ball as far as 49'3". Bodner defeated a Farmingdale shot-putter for the crown.

Junior Peter Clusener, a talented all-around runner who may achieve honors in Cross-Country, Winter Track and Spring Track, qualified in both the one and two-mile races. Clusener has had what Coach Acevedo describes as a "solid season," achieving high places in almost all of his meets. At the County Championships, he finished sixth in the two mile race. Quickly recuperating, he took to the track again in the mile, finishing ninth. Clusener hopes to decrease his times in future years by increasing the intensity of his workouts.

The boys 4x200 relay, consisting of seniors Mark Hansen and Ferdie Yau, sophomore Marvin Suria and junior Rich-

'I'm proud of [the team] as we worked hard all season and we really deserved our [excellent] finish.'

—George Livingston

ard Zentko, also qualified for the counties.

A confident Zentko interviewed before the race believed the relay team would finish strong: "The chances of us finishing fourth are the same as the NY Rangers winning the Stanley Cup."

Although the team finished fourth, Coach Acevedo believes that Suria, a lanky sprinter, has the potential to develop into one of the team's top runners in years to come.

Several team members will move on to the state qualifying meet on February 15, at SUNY Farmingdale.

Sports Shorts

Girls JV Basketball

Schreiber's Girls JV Basketball team, having won only one of its last four games, has brought its previously undefeated record to 6-3.

On January 28, Port crushed Plainview JFK, 45-25. Freshman Analisa DiFeo led Port scorers with 13 points. Other scorers for Port included freshman Nicole Saccorone who brought in 8 points, sophomore Mone McCurdy with 7 points, and freshmen Christin Bracken with 6 and Laurie Ann Orr with 5 points.

Port's fire, however, failed to ignite against Freeport and the team suffered through a disastrous 52-25 defeat. However, Port's high scorer, DiFeo, was still able to come through with 11 points.

But fate was not on their side and the Lady Vikings endured another heartbreaking loss, this time in a much better game against Herricks which ended 39-33. DiFeo was once again the high scorer, helping the team with a whopping 14 points.

In the latest game against Farmingdale, Port suffered another loss in a very closely contested match. The final score was 45-39, in Farmingdale's favor.

According to Coach Liz Hutchinson, the Lady Vikings' second-half play and teamwork were really spectacular. DiFeo led the team with 19 points. Sophomore Emily Wu also brought in 6, Orr contributed with 5, and Mone McCurdy added 3.

Coach Hutchinson had this to say about the game: "This was the best team effort of the season. The press was very effective."

Boys Bowling

Schreiber's Boys Bowling team, coached by John Hegi, has just put an end to a rather dismal season. The team finished fifth place in their division according to Coach Hegi, however, the boys have tried their best and some have improved a great deal.

The team lost its final match of the season against Uniondale. But in its previous match it crushed West Hempstead 11-0. Freshman Bobby Heimiller led high series and high game with 518. Senior Alain Lapter was second in high series.

The squad is led by Lapter with a 170 average and Henry Chuu with a 140 average. Its toughest competition has been Lawrence, Great Neck South, and Uniondale.

The season is best summed up in the words of Coach Hegi, "We may have been beaten, but we have never been defeated."

Girls Bowling

Schreiber's Girls Bowling team has just completed a tremendous season. Coached by Vincent DiPietro, the team took second place in its division, earning 94 out of a possible 121 points.

In the last match of the season the team lost to Uniondale, 3-8. But in the four previous matches they beat Great Neck South and Valley Stream, 11-0; West Hempstead, 8-3, and lost to Lawrence, the toughest competition, 3-8.

Led by eighth graders RuRu Liao and Jessica Wei, the team is in contention for making it to the county tournament.

Coach DiPietro commented, "This has been a great season so far, and I hope to make the county tournament."

Sports Shorts compiled by Elizabeth Kass

Strong performances from track squads yield medals

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The Shack Attack is on versus Freeport

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JV Boys Hoops en route to the playoffs

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VIKING SPORTS

THE SCHREIBER TIMES

WEDNESDAY, FEBRUARY, 16, 1994

Varsity Wrestling finishes third in Counties

by Joshua Gewolb

The Boys Varsity Wrestling team finished second in its league for 1993-1994 season. Coach Bob Busby believes the finish is the best of any Schreiber wrestling team in his thirty years of coaching.

The Viking's outstanding season earned them a berth in the League Championship Quarterfinals on February 3. In the quarterfinals, Port faced Great Neck and handily defeated it and by a 36-27 score.

Freshmen Edwin Aguilar and Manual Morales, Busby's formidable one-two punch, began the match with two disappointing losses. Morales fought a good match but fell 4:30 into the third period. Aguilar also fell in the third period.

Next up was senior Juan Carlos Zarate, the Vikings' star wrestler. Zarate reinforced his season-long pattern of early and quick wins, pinning his opponent 1:05 into the first period.

Although junior Gonzallo Morales suffered a disappointing 10-4 loss to his opponent, Port quickly began to add to its score with victories by sophomores Scott Savran, Peter Maliarakis, and senior Anthony Coccarelli. Savran, in his first season on the Varsity level, pinned his opponent 4:45 into the third round of his bout. Maliarakis, wrestling in the 132 lbs. weight class, pinned his opponent in only 40 seconds, an incredibly short amount of time. It took Coccarelli slightly longer to pin his opponent—he emerged victorious 3:30

'I think we won because we were physically stronger and in better shape than the Great Neck team'

—Jon Borris

Coccarelli commented on his victory, "I won because I knew every point would count, and I couldn't screw up." Due to these victories, the Viking wrestlers cruised ahead with a 24-15 lead to begin the second half of the match.

Despite minor setbacks and losses on points rather than pins by seniors Donald Affatato and Jon Borris, the Viking wrestlers extended their lead with victories by senior Robert Tesio and junior Charles Ham. Both Ham and Tesio defeated their opponents extremely quickly: Tesio pinned his opponent in only 35 seconds, the fastest pin of the match; Ham de-



Junior Chris Cahill and senior Juan Carlos Zarate practicing for the individual County Championships.

feated his opponent in only 10 seconds more, taking him down in 45 seconds.

Although senior Adimir Munguia fell to his opponent in the 205 lbs. division, the Viking wrestlers were able to realize a Great Neck defeat, earning themselves the opportunity to face Baldwin's squad in the semifinals.

Borris said, "I think we won because we were physically stronger, tougher, and in better shape than the Great Neck team."

After brief rest and recuperation, the Vikings took to the ring again

to face Baldwin. Although the match's final score, 16-37 in Baldwin's favor, is suggestive of overwhelming defeat, the match remained close until the final bouts.

The team effortlessly gained six points to begin the match, due to a Baldwin forfeit against Morales in the lightweight 98 lbs. division. Next was Edwin Aguilar, coming off a 3-2 record in his last 5 bouts. Aguilar's Baldwin opponent proved elusive; although he almost fell twice during

the match, he escaped being pinned. Despite this, Aguilar won the match by major decision, bringing Port's lead to 10-0.

Next on the lineup sheet for the Vikings was All-County hopeful Zarate. Zarate's slot in the 112 lbs. weight-class is always penciled in as a sure victory. Zarate, however, lost in a surprise upset, falling only 1:05 into the first period.

The Vikings were able to recover from this minor setback with a victory in the 119 lbs. weight class. A Viking star, first-string 119 lbs. junior Freddy Aguilar was unable to compete due to an out-of-school accident in early January which ended his season. Filling in for him Gonzalo Morales, Manuel's brother. G. Morales performed quite well in substitution, pinning his opponent 3:49 into the second period.

Savran and Maliarakis, wrestling in the 126 and 132 lbs. weight-classes, respectively, fought long and difficult bouts. Although neither was pinned, both were defeated on points. Coccarelli, competing in the 138 lbs. division, was also defeated on points.

These three defeats evened the score at 16. Losses by Borris and Affatato widened the gap to 16-22.

At this point Coach Busby was faced with a dilemma. One victory by pin could

tie the score at 22-22, but one defeat by pin would assure Baldwin the victory.

In an interesting strategic maneuver, Busby took Munguia out of the heavy-weight division, replacing him with Ham. Ham, removed from his usual 177 lbs. division, was replaced with the 167 lbs. Tesio. Tesio was replaced by senior Peter Weiss. Busby felt this maneuver would increase the Viking's chances of winning the crucial bouts.

The move backfired, however. Weiss was narrowly defeated by a 12-10 decision, after an agonizing three-bout struggle. Tesio and Ham also ran into difficulty. Wrestling against substantially heavier opponents, both were defeated less than two minutes into the first rounds of their bouts. By the end of the match, Baldwin won, 37-16.

Despite his disappointment with the loss, Busby was not extremely upset, as Port has not defeated Baldwin in several years.

Most team members were elated by the team's second-place league finish. "We really held our own," said Borris. "Even among the coaches, no one expected us to beat Baldwin."

Coccarelli agreed: "We really wrestled very tough and as a team. ... We had a great attitude, and attitude makes the difference."