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# The Schreiber Times

Paul D. Schreiber High School Port Washington, New York, Wednesday, March 15, 1995

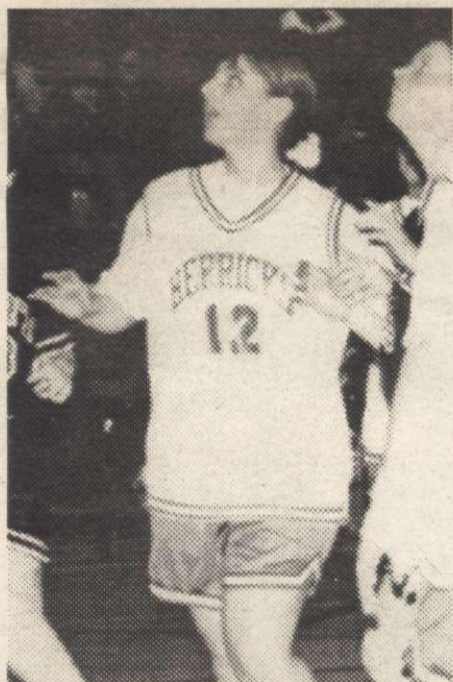
Volume XXXV, No. 8

## HISTORY MONTH



Students and staff celebrate African-American History Month. Special Section. Pages 10 - 15.

## SPORTS



Lady Vikings fall in county finals. **Back Page.**

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# Blue dances to victory



Blue team members (l-r) sophomore Keri Bauman and junior Lauren Helfman perform.

by Ben Goldfarb, Marisa Blankfeld and Alison Root

The blue team won their second Sports Night in a row defeating white 177-175 in one of the most hotly contested competitions in recent years.

The night began with a welcoming speech by Donna Person, the coordinator of Sports Night. She greeted the spectators and complemented the girls on their hard work and dedication. Senior Adrienne Bracchi, president of the Girls' Athletic Association then encouraged each team to do their best and have fun.

Blue opened the competition with an adaptation of *Alice In Wonderland*. Blue senior co-captains Janci Karp and Lauren Zimmer played the White Rabbit and the Queen, respectively. Junior Lauren Helfman was Alice, while junior Vicky Roger was the Mad Hatter. Sophomore captains Keri Bauman and Lindsey Helfman played Tweedle-Dee and Tweedle-Dum, respectively. Freshman captain Marissa Joelson portrayed the Cheshire Cat.

In the skit, Alice's friends forgot her birthday, but the Cheshire Cat remembered and saved the day. The wicked queen tried to ruin the festivities, but eventually came around and befriended Alice and her companions.

The skit received forty-eight out of a possible fifty points. The props gained twenty-three out of twenty-five total points.

Interspersed with the skit were three dances and a calisthenics routine. The routines received a combined seventy-seven points out of one hundred. The blue finale received a score of nineteen out of twenty-five possible points.

The white skit of *Beauty and the Beast* was led by senior co-captains Bracchi and Tina Perez who played the Beast and Belle, respectively. Junior co-captains Brooke Menkes and Fran Verni played Mrs. Potts and Gaston, respectively. Sophomore Alison Cusa was Cogsworth the Clock and sophomore Dana Freifeld played Gaston's sidekick. Freshman Gretchen Zwerlein was Lumiere the Candlestick.

In the skit, Belle and the Beast fall in love and they live happily ever after. The skit scored a forty-four. The props were outstanding, scoring a twenty-two out of twenty-five.

The three dances and the calisthenics routine were all skillfully performed and were given a combined eighty-two points by the five judges. The white team's finale received a score of twenty-three out of twenty-five.

After the dancing the girls held a series of relay events and sports. Blue won all four of the class relays, the freshmen caterpillar relay, the sophomore basketball dribble, the junior scooter race and the senior obstacle course.

Blue extended its lead as it skillfully executed the over-under relay, but white came back to beat blue in both the volleyball and tug-o-war relays.

The captains concluded the event by presenting flowers to the people who contributed to their efforts.

Mrs. Person then announced that the blue team squeezed out a two point victory.

# Amnesty holds dinner

by Melissa Thelemaque

Amnesty International held its annual Human Rights Awareness Dinner on February 16, 1995.

This year's turnout of approximately fifty people was one of the smallest ever. The dinner began with the reading of poetry written by prisoners of conscience and portions of the Amnesty International mandate.

The keynote speaker was Omar Henriquez, a representative of the Workplace Project, an organization that protects the rights of immigrant laborers, particularly those of Latino descent.

Mr. Henriquez said that many immigrant laborers are exploited by their employers. He said that many workers are underpaid and are forced to work under dangerous conditions.

He told stories of employees who have suffered physical and verbal abuse from their employers.

The most shocking was the story of an employer who scalded his employees when he was unhappy with their performance.

He said that immigrant workers will continue to suffer these abuses because they lack a collective voice to make their concerns known or challenge these violations. They also have little choice. They can either work or starve. The Workplace Project works to end these abuses.

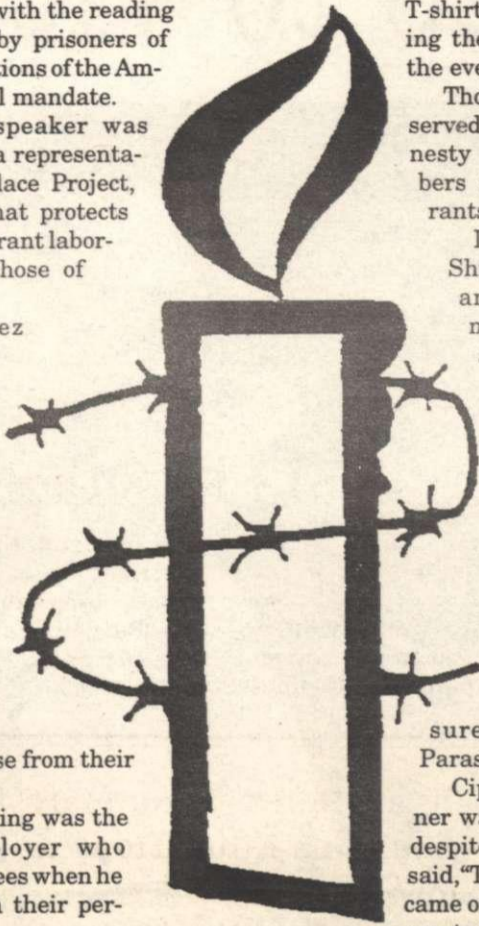
Members of Amnesty International wore Amnesty International T-shirts for the week preceding the dinner to publicize the event.

Those in attendance were served food made by Amnesty International members and various restaurants in Port Washington.

Diwan, DiMaggio's, Shish-Kebab, and Ben and Jerry's donated main courses and desserts.

Amnesty International is led by seniors David Ciplet and Amy Nelson, Urgent Action Coordinators senior Melissa Thelemaque and sophomore Abby Kurland, Newsletter Coordinator senior Lauren Thomas and treasurer junior Preeti Parasharami.

Ciplet felt that the dinner was an overall success despite the low turnout. He said, "Those who really care came out, and that's all that counts."



# Juniors selected for conference

by Susanna Bass

The Bread Loaf Writing Competition selected juniors Athena Perry and Alison Root to attend the New England Young Writers' Conference at Middlebury College in Vermont from May 18-21.

Perry and Root will attend with other students from the northeastern United States.

Root and Perry were named on the basis of the one page writing samples they submitted to the English department. The essays could be on any topic in either prose or poetry.

Root's writing sample dealt with the excitement of a young boy prior to detonating several firecrackers. Root said, "The story was inspired by my summer and watching little kids play with firecrackers."

Perry's writing sample was a poem entitled "Elizabeth." It detailed the way her best friend changed in her eyes.

Perry said, "I am very excited! I am greatly looking forward to the weekend."

Root said, "I am overjoyed at having the opportunity to attend a writing conference as prestigious as Bread Loaf. I hope that my experience at Bread Loaf will improve my writing skills and inspire me with new ideas."

Writers and authors will lead the conference. The first workshop the students attend will include a discussion of the essays described above.

The Breadloaf Conference was founded in the early 1900s. Robert Frost, the poet, helped organize the first few conferences.

## PROFILES

### Athena Perry Junior



"I am very excited! I am greatly looking forward to the weekend."

### Alison Root Junior



"I am overjoyed at having the opportunity to attend a writing conference as prestigious as Bread Loaf."

# Sophomore wins Roosevelt contest

by Rebecca Schiff

A panel of judges from the Theodore Roosevelt Oration Contest named sophomore Joshua Gewolb as a finalist.

Gewolb, who is guaranteed an award of one thousand dollars, will compete for an additional two thousand dollar scholarship prize in the finals of the competition today.

Gewolb delivered a five minute speech that detailed Roosevelt's years at Harvard.

The contest was held on March 1 on the grounds of Sagamore Hill, Roosevelt's former home. Judges included James P. Roosevelt, a descendant of the former-President, and several distinguished historians.

The contest was organized by English department chairperson John Broza and social studies department chairperson Mark Rothman. Social studies teacher John Cahill coached the participants.

Gewolb began by describing the circumstances surrounding the painting of the portrait of Roosevelt by John Singer Sargent that now hangs in the White House.

Sargent, who had been wandering around the mansion for several days waiting for a chance to meet the President and plan a formal portrait sitting, chanced upon Roosevelt one afternoon as he was wandering down the mansion's east stairway.

Sargent stopped Roosevelt and asked him when there might be a convenient time for a formal portrait sitting. After a pause, Roosevelt responded "now" and so, there he is, in his most formal Presidential portrait, with his hand resting on his wooden stairpost.

After this introduction, Gewolb described Roosevelt's apartment at Harvard. Roosevelt kept live snakes, salamanders and tortoises in the room.

Roosevelt was interested in a wide variety of disciplines. He took courses in areas ranging from metaphysics to anatomy.

He lectured at the Harvard Natural History society and won acceptance by Harvard's "high set," a group of about twenty-five young Bostonians. Roosevelt also participated in sports (he finished

second in Harvard's boxing league) and served as an editor on *The Advocate*.

The other semi-finalists were seniors Jen Cho and Jesse Peyronel, and freshman Sara Weinstein. Mr. Cahill and Principal Sid Barish accompanied the students to the competition.

Mr. Broza said, "For a second year in a row, Schreiber dominated the competition. It's clear to me that Josh Gewolb will be a winner at the final round of the competition."

Gewolb said, "I was very happy when I heard about the results of the contest."

## PROFILE



### Joshua Gewolb Sophomore

"Theodore Roosevelt was truly an interesting person and I was glad to learn about his life"



Theodore Roosevelt depicted with his famous "big stick" in a contemporary political cartoon.

# National Merit selects eight

by Carolyn Chang

The National Merit Scholarship Corporation named eight seniors as finalists in the annual National Merit Scholar Competition.

The finalists are seniors Nerys Benfield, Supinda Bunyavanich, Jennifer Cho, Joshua Esguia, Lori Goldstein, Philip Jason, Minsu Longiaru and Kristian Wolmar.

The students now have the opportunity to compete for National Merit Scholar awards. Sixty-five hundred students will be selected as National Merit Scholars nationwide.

Of these students, two thousand will be awarded \$2,000 Merit scholarships and 4,500 students will be given either corporate or college-sponsored scholarships.

Fourteen thousand finalists were named nationwide.

Each of these students had to fill out an application dealing with their academic interests and their participation and leadership in extracurricular activities at Schreiber and in the Port Washington community.

In addition to these applications, the students submitted an essay, a transcript of their grades, test scores and a recommendation from Principal Sid Barish. The students also had to demonstrate that their Scholastic Assessment Test (SAT) scores corroborated with their Preliminary Scholastic Assessment Test scores (PSAT).

Dr. Barish said, "The success of students in the Merit Award Competition is a tribute not only to their intelligence and hard work, but also the ability of their teachers to draw out their talent."



Interim Assistant Superintendent of Business Nussbaum poses at his desk.

## Baron appoints Business Interim

by Elizabeth Kass

The central administration appointed Robert Nussbaum as Interim Assistant Superintendent of Business.

The position was vacated when Dr. Richard Helfont resigned in mid-January.

Nussbaum will serve through June 30, as the district searches for a permanent replacement for Dr. Helfont.

Nussbaum said, "I am here to support the Board of Education, to allow the business office to meet all obligations, keeping books and working with other staff members."

Mr. Nussbaum served as Assistant Superintendent for Business in several New York state school districts including the Somers Central School District, from 1975 through 1980 and Carmel Central School District from 1980 through 1992.

He served as Interim Business Administrator in the Bedford, Harrison

and Irvington New York state school districts.

Mr. Nussbaum was Principal in the Putnam Valley Central Middle School from 1971 through 1974 and a math teacher and math department

chairperson in the Somers Central School District.

Mr. Nussbaum said, "Each district has been different but rewarding because of responsibilities and challenges. I find people here

"I am here to support the Board of Education, to [allow] the business office [to] meet all obligations, keeping books and working with other staff members."

— Robert Nussbaum

friendly, helpful and supportive. I look forward to a productive and rewarding four months in the Port Washington School District."

Mr. Nussbaum holds a Masters of Science in Education from the State University of New York at Cortland and a Bachelors of Science in Accounting from New York University.

Mr. Nussbaum is currently enrolled in a doctoral program in educational administration at Fordham University.



Senior Michele Bianculli donates blood.

## Seventy-two people donate blood

by Ashish Kapadia

Seventy-two people donated fifty-six pints of blood to the Long Island Blood Services as part of the highly publicized blood drive on March 7.

Compared to the low turnout from last year where only 45 pints were collected, this year's turnout was only three percent better. Out of three hundred seven seniors, only thirty-five donated blood.

Ten seniors were deferred from giving blood because they were not physically clear to do so. The qualifications for donating were that the person must be at least one hundred and ten pounds, seventeen years old, and must not have traveled abroad within the last year or have had their ear pierced within the last year. The person must also have proper identification, and students must have parental consent.

The blood was drawn by four nurses

from the Long Island Blood Services in Melville.

Senior Michele Bianculli said, "The nurses were really cool. She told me ahead of time that the needle may hurt and she was very comforting."

The blood will be tested for purity by the facility. The Long Island Blood Services will send a card to everyone who donated blood which details the characteristics of their blood.

After donating blood, students and teachers were instructed to eat well, drink fluids and not exert their energy.

School nurse Annette Keenan, who headed the blood drive, said, "I thought it went well. I was pleased this year. ... It would be nice for next year to get twenty percent [of the students to donate blood]."

Mrs. Keenan stated that giving blood is important because New York State currently has a one day supply of blood. She said one pint of blood helps five people.

## Senior receives scholarship

by Susanna Bass

The ninth annual amateur Athletic Union/Milky Way Brand High School All-American Scholarship Program selected senior Supinda Bunyavanich as one of the four New York State recipients of a one thousand dollar college scholarship.

Bunyavanich is now eligible to become one of only eight regional recipients to be awarded a ten thousand dollar scholarship. The program will finish with the selection of two national recipients both of whom will be awarded a twenty thousand dollar scholarship. Bunyavanich was selected on the basis of her outstanding achievements in academics, athletics and

community service.

One hundred and sixteen recipients were chosen nationwide by the Amateur Athletic Union from over fifteen thousand nominated high school seniors. All scholarships are awarded by M&M/MARS, the maker of Milky Way Bars.

Pat D'Amato, a spokesman for M&M/MARS said, "We are pleased to honor our nation's accomplished young men and women through this unique awards program in which we acknowledge students who contribute to the well-being of others, while pursuing academic advancement and athletic achievement."

Science research teacher Judy Ferris said, "Supinda is really a student Schreiber can be proud of."

# Three win McGraw

by Carolyn Chang

The Thomas Edison/Max McGraw Science Competition selected seniors Sarah Caban and Joshua Esguia and sophomore Joshua Gewolb as three of the ten finalists in the thirteenth annual Thomas Edison/Max McGraw Scholarship Program.

The three finalists will travel to the American Power Conference in Chicago for final judging from April 17-20. The Edison Competition will pay the expense of the trip.

In Chicago, the finalists will compete for two \$3,000 or \$5,000 "Grand Award" scholarships. Each student is guaranteed to win at least \$1,500. Two additional awards of \$1,000 will also be awarded.

Science research teacher Judy Ferris said, "Although we are fortunate to have had a finalist in the contest every year for six years straight, to have three finalists, which is 30% of the total national finalists, is more than I could ever wish for."

Upon graduation from high school,

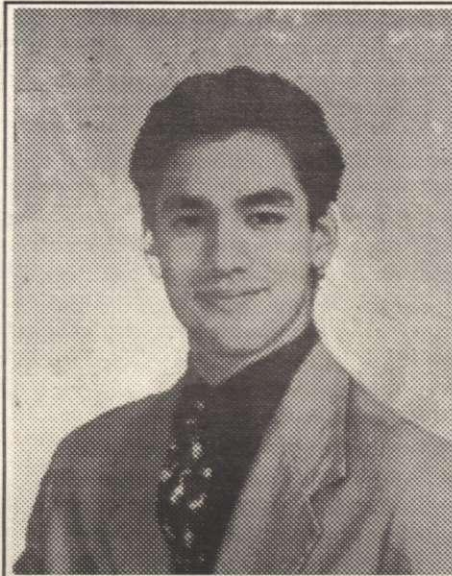
the awards Caban and Esguia receive will be paid directly to their respective colleges. Gewolb's award will be paid directly to him at the completion of the 1994-95 scholarship program.

Each contestant submitted a proposal on a completed experiment or a projected idea with a practical application in science or engineering, along with a recommendation from Ms. Ferris.

Caban's project involved the development of rechargeable nitric acid fuel cells as an alternative means of power generation while Esguia created a motorized arm brace to aid hemaplegics in their therapy.

When asked about his accomplishment, Esguia replied, "At first, I was hesitant to sell my soul for some silly award, but in the end I said, 'What the [heck], it's for [Ms.] Ferris!'"

Gewolb proposed a design for a carbazole-based polymer capable of efficient light energy conversion. He is currently working on the synthesis of the polymer in the laboratory of Dr. Neil Jespersen, a Port Washington resident and chemistry professor at St. John's University.



## Esguia places third in Duracell Competition

by Gennaro Savastano

Senior Josh Esguia was one of ten third place winners in the thirteenth annual Duracell Scholarship Competition.

Esguia was awarded 1,000 dollars in United States EE Series Savings bonds.

Esguia developed a device that administers therapy for stroke patients with immobilized arm muscles. It gives them the opportunity to receive the proper therapy without the assistance of a trained physical therapist.

The device is powered by Duracell batteries.

Esguia said, "I really want to thank my mom and dad for their love and support, but ultimately, it was ... [seniors] Adam [Block] and RAZ [Richard Anthony Zentko] that truly inspired my work!"

Only two Schreiber students have entered the Duracell contest in the last twelve years.

Esguia is enrolled in the science research program, which is taught by Judy Ferris.

Ms. Ferris said, "I've only had a single entrant [in the Duracell competition] in twelve years, and to have a third place winner is amazing!"

# Students participate in Russian Exchange

by Susanna Bass

Six Schreiber students traveled to Russia for three weeks from February 9 to March 3. Social studies teacher David O'Connor accompanied the students on the trip.

The six students, juniors Lon Binder and Karen Young, sophomores Sharon Horn, Steven Kalifowitz, and Pam Walters, and freshman Matthew Burden, stayed with families in Moscow.

The students attended school with their Russian compatriots for four days.

The students traveled around Moscow and spent four days in St. Petersburg. Among the many things that they visited included the Hermitage, which is five palaces filled with all kinds of art, and the Pushkin Museum, which contained many impressionist paintings by Monet and Picasso.

They also visited numerous statues and memorials every day and Lenin's tomb where the students were able to walk around Lenin's body which is preserved in a glass case.

In addition, the students attended the Bolshoy Ballet in Moscow and the Kiev Ballet in St. Petersburg and watched the old and new circus. They also viewed a model of the Mir, the Russian Space Station that is currently orbiting earth.

The students visited a Russian military base where they were allowed to hold guns and enter Russian tanks. They were the first Americans ever to be on the base.

The trip had some shaky moments too. Due to the war in Chechnya, the Russian police were suspicious of any people having tan skin and dark curly hair. Subsequently Kalifowitz was mistakenly arrested.

When the police asked Kalifowitz for his Visa and he did not have it with him, he was taken to the police and held for an hour. The students who participated in the program look forward to the visit of Russian students to Port Washington in the fall.

The exchange program is sponsored by the United States Information Agency, which sponsors many other educational programs.

## An interview with....



### Freshman Matt Burden

"The schools in Russia were basically the same. The students took English, Russian, history, geography, literature, and gym—gym was my host's favorite!"



### Sophomore Pam Walters

"I had a great time and I learned a lot of things that I never thought I would learn. I'll remember this experience for the rest of my life!"

# Students attend Hispanic Leadership Conference

by Susanna Bass

Senior Pablo Herrera and junior Andrea Lopez attended a conference in Albany held March 11-13, in order to gain knowledge of the New York State legislative process through the development of leadership skills.

The Bilingual Education Technical Assistance Center of Nassau BOCES coordinated the delegation of approximately eighteen high school Hispanic students and four chaperones from the Nassau County school districts that attended the conference.

One part of the conference, held by the Hispanic Youth Leadership Institute, resembled a mock legislative session which two hundred high school students attended. The topics discussed included women rights, pregnancy among Hispanic women, AIDS in youth

today, and higher education opportunities.

The two students were selected by the school staff. Qualifications for nominations included leadership potential, good academic ability, and ability to participate in the group process. The students attended a preconference meeting where they improved their leadership qualities.

Students arrived at Albany on March 11 and registered at the hotel and conference. They then received a full tour of the state capital.

Finally, a delegation reception was held at the end of the day to welcome the new members.

The delegates met and attended the first mock assembly in the Legislative Chambers on March 12. They intensely debated and discussed bills for the afternoon. A conference banquet was then held afterwards.

On the final day, the delegates at-

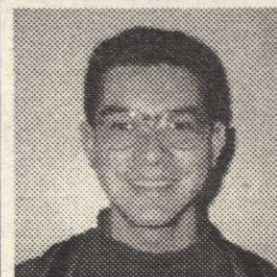
tended the forum. The Long Island Delegation members also met with legislators.

The students learned many new leadership skills as a result of this conference. They were introduced to fellow Hispanic youths across the nation and discussed the issues which would impact the future

of Hispanic youths.

The Hispanic Youth Leadership Institute is sponsored by the New York State Assembly Puerto Rican/Hispanic Task Force, the New York State Educational Department, and the Bilingual Education Technical Assistance Center of Nassau BOCES.

## PROFILES



Senior Pablo Herrera



Junior Andrea Lopez

# Schreiber celebrates Carnivale

## Students enjoy cultural arts day celebration

by Joshua Gewolb

Brazilian dancers, African drummers, and jazz players were among the performers featured at Schreiber's annual cultural arts festival, held on March 8.

The purpose of the festival was to observe the Carnivale that is held annually in many cities before the beginning of Lent. Some of the most renowned celebrations occur in Rio, New Orleans, and other South American cities.

The Adlib Steel Orchestra, a drum group that consists of about ten members, performed in the cafeteria. During a long and varied performance that included selections from popular and obscure music, students were given the opportunity to participate by playing the drums and dancing. Principal Sid Barish and Assistant Principal Alphonse Campbell were among the enthusiastic participants in the dancing.

The orchestra remained at Schreiber and held workshops on steel drums. District Creative Arts Director David Meoli, who coordinated the festival, said, "The band excited everyone because it was a little different and gave people the opportunity to participate."

The Samba Dancing group, which performed in the gym, gave students the opportunity for additional hands on participation. Students were incorporated into the performance as the performers imitated a Brazilian Carnival.

According to Mr. Meoli, "Everyone got a kick out of the Samba presentation."

The Great South Dixieland Jazz Band performed in the auditorium. The band's performance, which began with an interesting lecture on the history of jazz music, highlighted the ways in which jazz music has evolved. The band's performance included the Washington

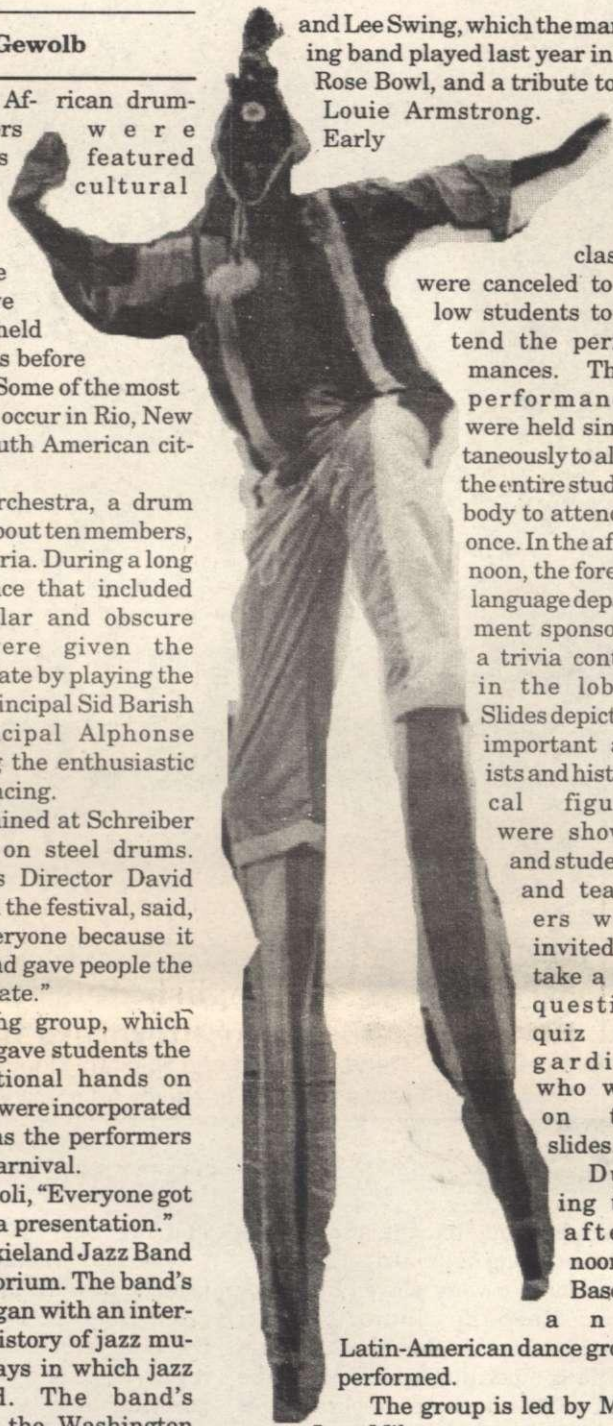
and Lee Swing, which the marching band played last year in the Rose Bowl, and a tribute to Louie Armstrong. Early

classes were canceled to allow students to attend the performances. Three performances were held simultaneously to allow the entire student body to attend at once. In the afternoon, the foreign language department sponsored a trivia contest in the lobby. Slides depicting important artists and historical figures were shown, and students and teachers were invited to take a ten question quiz regarding who was on the slides.

During the afternoon, a Basque and

Latin-American dance group performed.

The group is led by Mrs. Joan Miles.



O Samba members (l-r) H. Federicci, June Mapp, H. Kerr, and Mike Goldstein.

### Performer Profiles



The Great South Dixieland Jazz Band has performed for more than a decade in clubs and concert halls sharing the stage with the likes of Zoot Sims, Roy Eldridge, Milt Hinton, Billy Mitchell, Dizzy Gillespie and many other giants of jazz.

The personnel of the band include Joe Dixon, Harry DiVito, Al Klink, Johnny Mince, and Vince Giordano.

The group played selections from its traditional jazz repertoire and selections from other genres.

Mike Carubia, the leader of the group discussed the history and characteristics of a variety of jazz styles including swing and bebop prior to the performance.



O Samba is a group of five vivacious performers. Their performance, which reflects the influences of the Brazilian Carnival, featured an exciting selection of Afro-Brazilian dances, music and song. The audience participated a great deal in the performance.

One of the highlights of the program was the capoeira, a dance developed by Africans brought to Brazil as slaves over 400 years ago. It incorporates the speed and agility of martial arts dancing and acrobatics and teaches a philosophy of resolving conflict without the use of force.

The performers used authentic instruments and wore colorful costumes that delighted students.

The performers were Michael Goldstein, Atchade Assongba, Emilia Biancardi, June Mapp, and Eldio Rolim. Goldstein, the director of the group, has been featured on the Arsenio Hall Show.

The group also performs the Maculele, a stick dance that originated in the sugar cane fields of Brazil; the Afoxe, a group dance from the Bahia Carnival and the Samba, the national dance of Brazil.



The Adlib Steel Orchestra, which consists of a group of about ten players, delighted Schreiber students with its drum music. Many students and staff members, including Principal Sid Barish, danced to the band's music. Students were also given the opportunity to try out the drums.

The Adlib Steel Orchestra came to being in August 1989. With a few instruments, players, and an arranger, the band began to develop its unique repertoire. In 1991, the band won its first competition. In 1993 and 1994, it

performed in the Labor Day Parade in Brooklyn. The band is headed by Mr. Franklin Mayers.



Junior Janelle Husain dances to the music of the Adlib Steel Orchestra

# Seniors win LISEF

by Gennaro Savastano

Seniors Nerys Benfield and Supinda Bunyavanich were selected as winners in the Long Island Science and Engineering Fair (LISEF). Benfield was the winner in the Biochemistry category and Bunyavanich was the winner in environmental science.

They are among the eight students chosen from Long Island for excellence in the areas of mathematics, science and engineering.

Students from many school districts participated in the Long Island Science and Engineering Fair, which was held at Stony Brook University on March 7.

Benfield and Bunyavanich will attend the International Science and Engineering Fair (ISEF) in Hamilton, Ontario, Canada. Over one thousand students from thirty countries will attend the international fair.

Senior Robin Schiff was chosen as an alternate winner and will only travel to Ontario if the winner in her category is unable to do so.

The International Science and Engineering Fair will be held May 7-13. Benfield and Bunyavanich will be judged by a group that includes eleven hundred distinguished judges. Benfield conducted her project, "Mycophenolic Acid Binding for Human Inosine 5' Monophosphate

Dehydrogenase Type II," as part of an internship at Brandeis University in Massachusetts last summer.

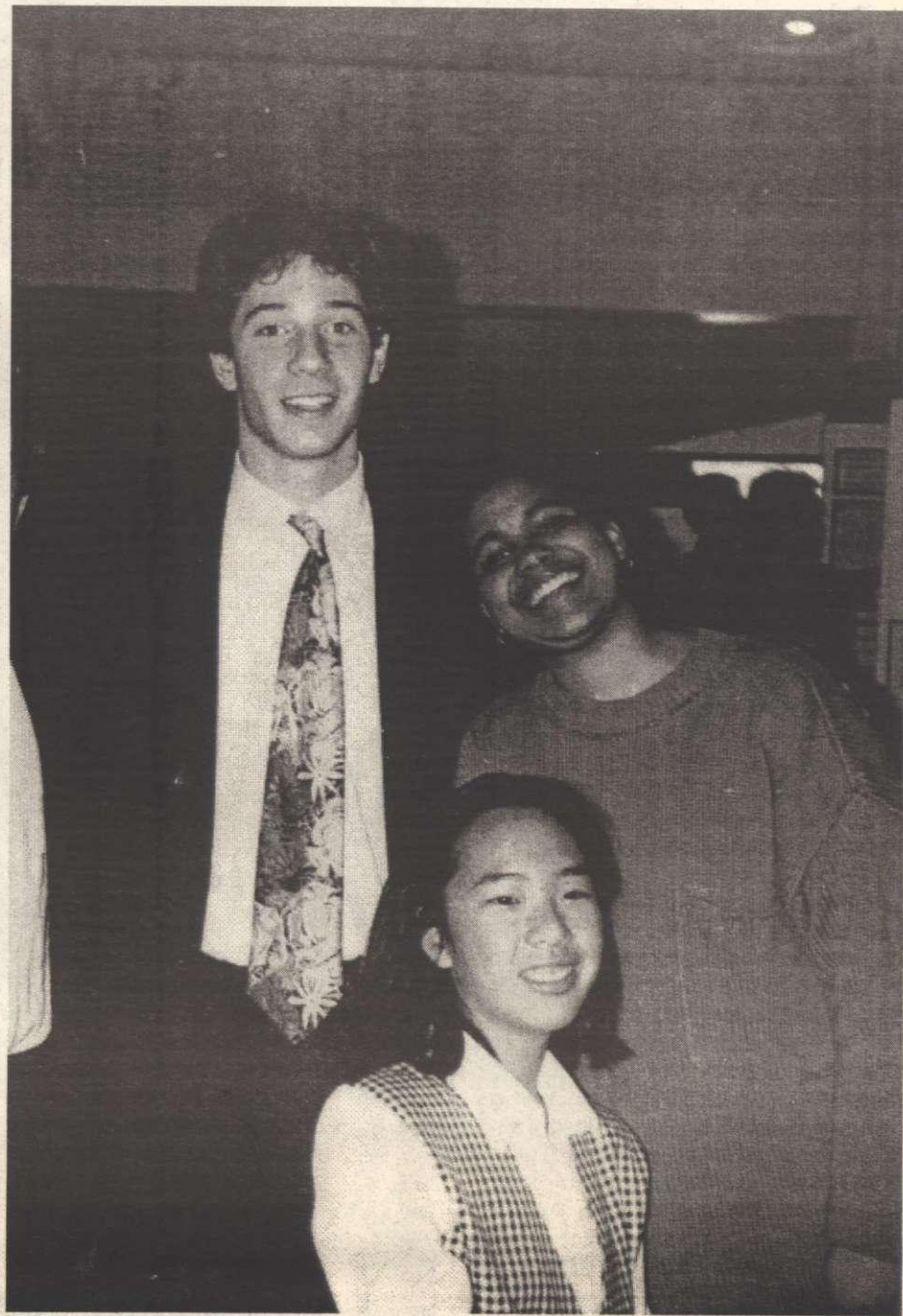
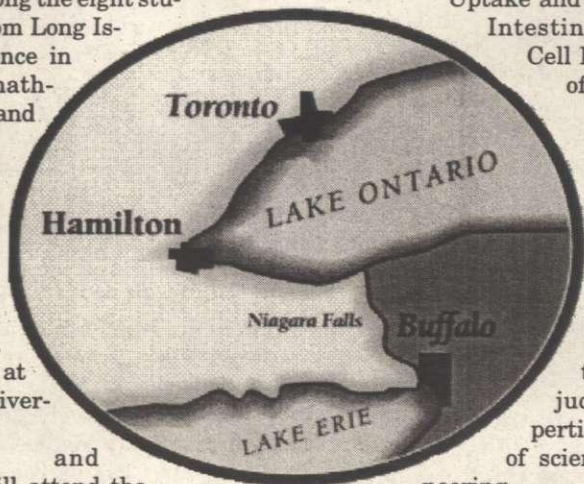
Bunyavanich conducted her project, "The Efficacy of Chitosan and Bentonite in Enhanced Municipal Wastewater Treatment," as part of an internship last summer at the Massachusetts Institute of Technology.

Schiff conducted her project, "Antigen Uptake and Trafficking in Intestinal Epithelial Cell Lines," as part of a summer internship at Mount Sinai Hospital in New York City.

The students were selected by a panel of twenty-five judges with expertise in the fields of science and engineering.

Over seventy scientific, federal, and engineering organizations will present special awards at the International Fair. Prizes range from scholarships to trips to the Nobel Prize Ceremonies in Stockholm, Sweden. Valuable laboratory equipment, scientific opportunities, and summer internships will be awarded as well.

The other students selected to present were science and math research seniors Nicole Berwald, Adam Block, Caroline Heller, Lori Goldstein, Natasha Moskvina, Alexander Zalben, and Richard Zentko. Sophomores from Schreiber's science and math research programs attended the regional fair as observers.



Winners (r-l) seniors Nerys Benfield and Supinda Bunyanavich pose with math research student senior Adam Block.

## NEWS BRIEFS

### Council makes plans

Homeroom representatives and executive council members discussed important issues at the student council meeting on March 3. The council granted funds to the Stock Market Game and the Port Washington Model Congress. The council discussed the upcoming Battle of the Bands.

The Battle of the Bands will be held on April 18. Applications were accepted from March 6-10 and auditions are being held this week. Judges for auditions are required to evaluate each band. They were selected randomly from all the student council members who expressed interest.

The Council donated one hundred dollars to the Stock Market game. The Stock Market game is coordinated by senior Jeff Friedman. Teams of students are given imaginary money to invest in the stock market. Although teams were required to pay twenty-five dollars to participate, the Stock Market Game was one hundred dollars short of the one thousand dollars that it owed to **Newsday**, which sponsors the game.

The Port Washington Model Congress will hold a debating competition on March 25. The council voted to give the congress five hundred dollars to offset the cost of purchasing awards, food, and other materials, and paying a speaker to address the congress. The organization

will pay back some of the money if its revenue exceeds its expenses. Model Congress will present the council with receipts to document its expenditures.

Model Congress expects about a hundred students to attend the debating competition.

The student council will be holding its annual leadership conference in the spring. The representatives held a discussion about the conference and decided to focus the event on unity and the future.

### Mock Trial loses

The mock trial team lost to North Shore High School on February 15 after it won their match against Portledge High School on February 8. The team will not advance to the next round.

The case the team was presented with this year dealt with the Americans With Disabilities Act.

The plaintiff's team, which competed against North Shore, consisted of attorneys senior Philip Jason and Natasha Moskvina and sophomore Joshua Gewolb. The witnesses for the plaintiff were senior Karen Howland and sophomores Brad Block and Greg Frank.

Gewolb presented the opening statement and Jason gave the closing statement. The defense team that competed against Portledge consisted of attorneys seniors Adam Block and Jen Cho, and junior Sandy Kawatra. Kawatra deliv-

ered the opening statement, and Cho delivered the closing statement.

The witnesses were played by senior Colleen Meehan, junior Preeti Parasharami and sophomore Susanna Bass. The competition was held at the Nassau County Court in Mineola and was sponsored by the State Bar Association. Local judges volunteered to preside over the case.

The mock trial team was advised by Edward Edwards and David Pollock, a local attorney.

### PWMC to hold debate

The Port Washington Model Congress will be holding its first annual debating competition on March 25.

Over 100 students from Schreiber, Plainview, Division, MacArthur, Glen Cove, Hewlett, and Westbury High Schools are expected to attend.

The event, modeled after legislative proceedings of the United States Senate, will feature seven committees where various issues facing the United States will be discussed. Committees range from Environment, Agriculture and Public Works to Governmental Reform.

About ten people will be assigned to each committee. The committees will be run by two Schreiber students.

In the afternoon of the day-long event, students from all the committees will join

in a large scale discussion.

The Port Washington Model Congress is made possible by a five hundred dollar grant from the student government. If the Congress makes a profit, they will return some of the money to the student government.

Students who attend the congress will be served, a bagel breakfast, a pizza lunch and an afternoon snack. During lunch, the band Chaos Pie™ will play. The band consists of seniors Andrew Berne, Michael Burke, Jason Hare, and Philip Jason.

The reduced fee for Schreiber students who wish to attend is \$4. Students interested in attending should see advisor Harry Anderson in the social studies resource room, to obtain a delegate form.

During the committee debate, delegates will follow formal rules of decorum modeled after Robert's Rules of Order.

Delegates who perform in an exemplary manner in each committee will receive awards. The delegation that performs in the best manner will win an overall "best delegation award."

The congress is attempting to recruit a political speaker to address the delegates.

*News Briefs compiled by David Austerweil, Susanna Bass and Joshua Gewolb*

# Students excel on math exam

by Elizabeth Kass

The Math Department honored thirty-seven students as top scorers in the American High School Mathematics Exam (AHSME).

Fourteen students qualified to compete in the American Invitational Mathematics Exam (AIME) which is scheduled for March 23.

Sophomore Gregory Irgang received a bronze medal for being named the highest scorer in the school two years in a row. As a sophomore Irgang has the opportunity to win a silver medal next year and a gold medal as a senior for being the highest school scorer.

The students who qualified to take the AIME were seniors Supinda Bunyavanich, Cary Dicken, Ashish Kapadia, Yoon Kydung-Hye, Caron Pinkus, Alexander Zalben and Richard Zentko, juniors Sara Blanchard, Kathy Cho, Robert Ioanna and David Lobell, sophomores Gregory Irgang and Yunjung Kim and freshman Jon Braman.

The AIME is a three hour exam, with

no multiple choice questions. Students will not be allowed to use calculators.

A total of seventy-three students took the AHSME. The scores of the top three scorers in the school are used to formulate the school team score. This year the school team scored a respectable three hundred and seventy seven points, earning a "blue bordered" certificate of merit.

The average score of participating students was 89.8. The average score for the ten students in grade twelve who took the exam was 101.6. Thirty-two eleventh graders averaged an 88.7. Twenty tenth grade students averaged 91.4. Ten ninth grade students had an average score of 79.4.

Merits were awarded to ninth and tenth grade students who earned scores over ninety.

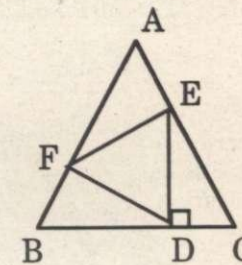
Sophomores Bradley Block, John Hong, Gregory Irgang, Josh Jacobs, Yunjung Kim, Binna Lee, Sam Osterman, Katie Rosen, Gary Schmirer, Mike Sobel, Emily Weinstein and Kyoung Hye Yoon and freshmen Jon Braman and Isaac Dinner were hon-

## How would you do on the AHSME?

Students had ninety minutes to do thirty questions like this one.

Equilateral triangle DEF is inscribed in equilateral triangle ABC as shown with  $DE \perp BC$ . The ratio of the area of triangle DEF to the area of triangle ABC is:

- (A)  $\frac{1}{6}$  (B)  $\frac{1}{4}$  (C)  $\frac{1}{3}$  (D)  $\frac{2}{5}$  (E)  $\frac{1}{2}$



ANSWER: C

Facsimile of actual test question 19 compiled by staff. Printed with permission.

ored.

The school will receive a special participation plaque because they have participated in the AHSME for five years.

Included on the plaque will be a metal name plate engraved with the name of this year's school winner, Gregory Irgang.

All students enrolled in the Math 11

Honors course and math research students are required to take the AHSME. Twenty sophomores recommended by their teacher also take the exam.

Math research teacher Elaine Labrocca said, "We do better and better each year. Taking the exam helps improve scores and math skills."

# Latin students visit museum



Latin students visited the Metropolitan Museum of Art to examine the influence of mythology on the world of art.

by Elizabeth Kass

Coordinated by Latin teacher Ruth Adams, sophomores traveled to the Metropolitan Museum of Art on March 1.

The students received a guided tour of the museum that highlighted the works of art in the collection depicting scenes from mythology. The students also viewed the well known Greek gold collection that is on temporary exhibit in the museum.

Following the guided tour, students had the opportunity to explore the museum on their own.

In years past, Latin students traveled to the museum to view its collection of Roman artifacts. Due to a long term

construction project, however, the classical collection is not currently open.

Ms. Adams said, "This year's trip was special in that even though the Roman section is being rejuvenated in the next few years and was closed off, the museum, aside from the strictly classical collection is a wealth of sculptures, paintings, jewelry and ceramics for Latin students."

Sophomore Latin student Mike Sobel said, "To see Latin's importance in the world of art made all my years of study worthwhile. When I look back on my high school experience, this trip will certainly be one of the brightest moments."

Several other trips have been planned

for the students. With today being the Ides of March, junior Latin students will be attending a Broadway performance of Miss Saigon. On April 10, seniors taking Latin will attend the Broadway show Madame Butterfly.

Both Miss Saigon and Madame Butterfly have themes related to the story of Aeneas and Dido which the Latin students have been studying.

A select group of Latin students will be attending the Certamen, a Latin contest held annually at Roslyn High School on April 5. The national Latin exam will be given to interested Latin students tomorrow, March 16.

In addition to Ms. Adams, Caroline Heath teaches Latin at Schrieber.

## PROFILES

### Gregory Irgang Sophomore



Irgang received a bronze medal as the school's high scorer on the AHSME.

## Technology holds annual contest

by Carolyn Chang and Danielle Lindemann

Hanging on the walls are a plethora of posters advertising the technology department's annual Photo Contest.

Entries for the contest are due on April 6.

There are two categories: color and black and white.

Contestants are limited to one or two entries in each of the two categories. First, second and third place winners will be awarded in each category. There is a fee of one dollar for each entry, which will be pooled for a prize.

The purpose of the contest is to allow students interested in photography who do not have the time to take a photography class, to display their talents.

Photography teacher Paul Kosiba is enthusiastic about the contest. "Hopefully," he said, "we will get a lot of students interested in this contest."

Winning photos will be displayed in the lobby and may be published in the local newspapers.

If you are interested in entering, speak to a photo instructor in room 106.

# Science Olympiad team places first

by Susanna Bass

The Science Olympiad team finished first out of thirty-seven teams at the Nassau County Science Olympiad Competition on March 4, 1995.

The team, advised by chemistry teacher Michael Koenig, will advance to the New York State Science Olympiad Competition, which will be held at the West Point Military Academy on April 29.

The team's best previous finish in the Nassau County Competition was third.

The Olympiad consists of a series of contests that are designed to test students' abilities in science and engineering. Fifteen contestants per school compete in one or more of the events.

Individual awards were scored in many of the events.

Schreiber received one gold medal in "Mission Possible," an event in which students find the hardest way to separate toothpicks, marbles and paper clips. The school with the most complicated device wins.

The device was constructed by senior Mike Rinke and juniors Jason Giordano, David Mao, and Gary Maslow.

The team received three silver medals. Senior Nerys Benfield received a silver medal in Biology Process Lab, an event that tests general biology knowledge. Senior Supinda Bunyavanich and sophomore Joshua Gewolb finished second in Designer Genes. The events focuses on Mendelian, modern, molecular



Mission Possible members (l-r) junior David Mao, senior Mike Rinke, juniors Gary Maslow and Jason Giordano and senior Ashish Kapadia.

Mike Rinke

and population genetics. Sophomore Emily Weinstein and freshman Jon Braman finished second in Rocks, Minerals, and Fossils. The students identified and answered questions that covered the topics.

Bunyavanich and Maslow received bronze medals in Cell Biology, an event which tests knowledge of cellular biology. Maslow and Braman received bronze

medals in Road Scholar, for their expert map interpretation, while senior Adam Block and Giordano finished third in the Science of Fitness, an event which challenged their knowledge of the human body. In addition to those who participated directly in the competition, many other students helped the team prepare.


Following the competition, Mr. Koenig treated the team to dinner at Taco Bell.

## AWARDS





### Science Olympiad


#### Gold Medals

 Mission Possible


#### Silver Medals


 Biology Process Lab


 Designer Genes

 Rocks, Minerals and Fossils

#### Bronze Medals

 Cell Biology

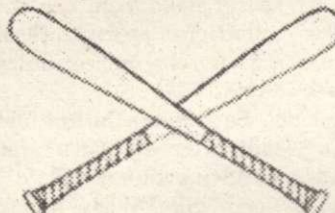
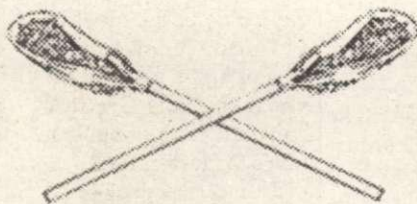
 Road Scholar

 Science of Fitness



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# Math dept. holds Pi Day Festival

by Joshua Gewolb

The second annual Pi Day celebration was held on March 14. Five competitions were held and the winners received T-shirts.

The theme of the day, "Math in Occupations," was incorporated in all of the projects submitted.

The poster contest challenged students to create a poster discussing the theme of "Math in Occupations."

The criteria for judging were creative use of theme, accuracy of mathematical content, artistic rendition and neatness.

The model contest asked students to construct models of the uniform polyhedral.

Students in the visual arts contest had a choice of either conducting interviews with local individuals whose careers involve mathematics or taking photographs of mathematics related items.

The Pi Challenge, held on Pi Day itself, was one of the most competitive of the contests.

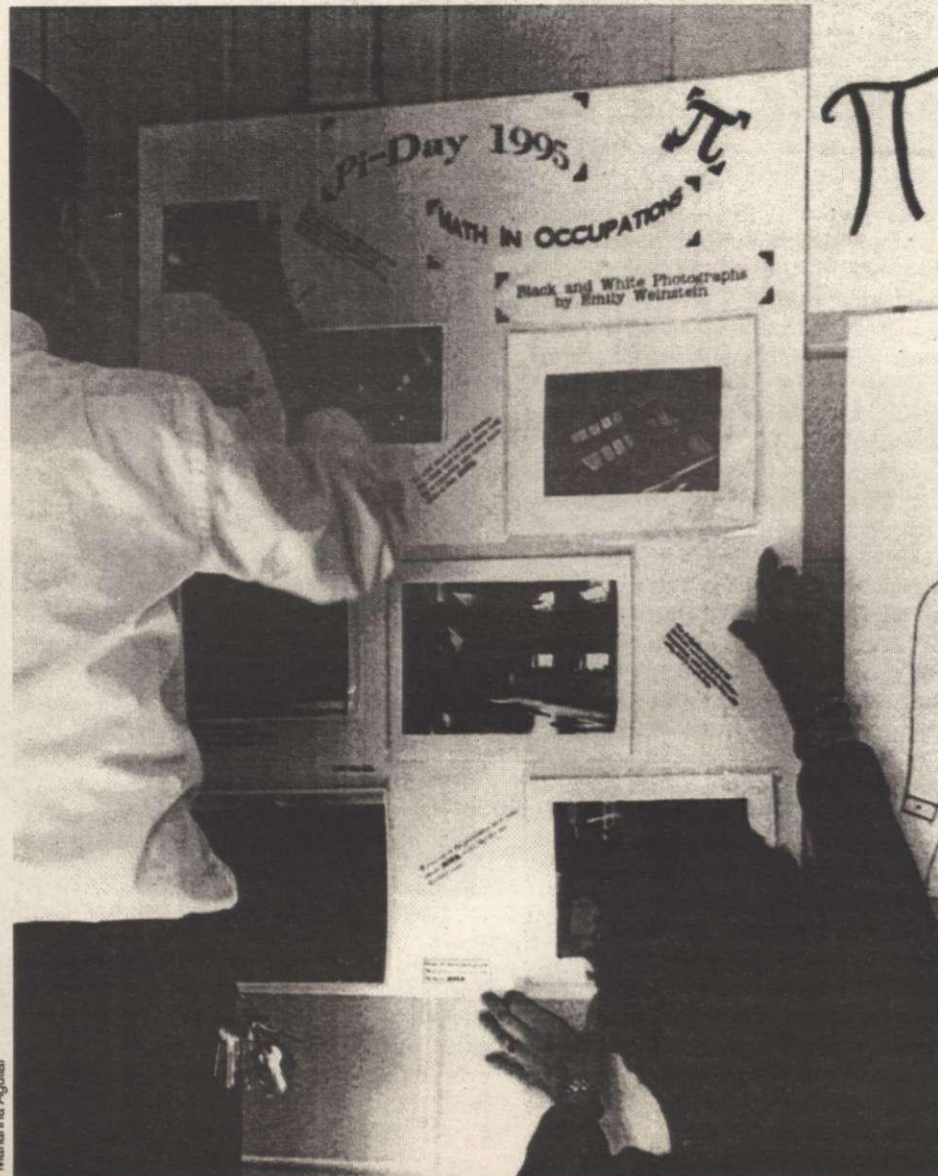
The contest challenged students to memorize pi, (3.14...).

The T-shirts that the winners were awarded depict colorful fractal patterns.

All of the students who participated in the celebration received a free slice of pizza.

Math teacher Elaine Labrocca, who coordinated Pi Day, said, "It's a larger turn out than last year and it's much more competitive."

We would like to see a larger representation of the student body participating. Pi Day is not only for students who excel in math."



Math chairman Eugene Pizzola and math teacher Elaine Labrocca hang up sophomore Emily Weinstein's photo collection in preparation for Pi Day.

# Academic team places second

by Elizabeth Kass

The Academic Decathlon team placed second in the New York State Championship held in Rochester March 10 and 11. The team competed in the New York State Championship after winning the Nassau County Championship for the ninth year in a row.

The Academic Decathlon team consists of nine students, three in the Honors category, three in the Scholastic category and three in the Varsity category. Every student competes in all the events.

The events are: Mathematics, Science, Fine Arts, Social Science, Economics, Language & Literature, and Super Quiz (Super Quiz topic is "Biotechnology"). Students in each category compete only against students in that category. At the state level three additional events are added: Interview, Speech and Essay.

The team consists of seniors Nerys Benfield, Andrew Berne, Nicole Berwald, Adam Block, Supinda Bunyavanich, Yana Feldman, Benjamin Goldfarb, Daniel Horowitz, Minsu Longiaru, Colleen Meehan, Gaumita Singh and Richard Zentko and junior David Lobell.

At the State Finals Benfield won a bronze medal in Speech, a silver in Essay and a gold in Science. She also took a third place in total points in her category. Benfield had the highest total score on the team.

Block won a bronze in Math and Science and a silver in Speech. Goldfarb won

a silver in Speech and a gold in Language and Literature.

Zentko won a silver in Essay and a gold in Math. Berwald won third place in Speech and Essay, second place in Language and Literature and first place in Science. Singh won a bronze in Fine Arts and a silver in Interview. Horowitz won a bronze in science, a silver in Economics and a gold in Social Studies.

Feldman won a bronze medal in Fine Arts and Economics, a silver in Language and Literature and a gold in both Essay and Science. She also took first place in total points in her category.

The team won a second place in the Super Quiz.

This was the closest contest in the nine years Port has competed in the state round of the Academic Decathlon competition. The team missed first place by only a handful of questions.

Individual honors were also won at the Nassau County Championship.

Benfield won a first place in Science and a second place in Fine Arts and Economics. She also earned a bronze medal for total points in the Honors Category. Benfield's total score was the highest out of all of the Schreiber participants.

Lobell took a third place in Language & Literature and a second place in Social Science.

Bunyavanich earned bronze medals in Language & Literature, Fine Arts, Social Science, Economics and Super Quiz and silver medals in Math and

Science. She also earned a silver medal for total points overall in the Honors Division.

Berne took a third place in Language & Literature. Zentko came in third place in Economics and first place in Math.

Berwald earned a bronze medal in Language & Literature, Fine Arts and Super Quiz and first place in Science. She also won a bronze medal for total points in the Scholastic Division.

Feldman took a third place in Science and Fine Arts and a second place in Economics and Super Quiz.

Singh came in third place in Math, Science, and Super Quiz and second place in Language & Literature and Fine Arts.

Horowitz took a third place in Science and Economics, a second place in Math and gold medals in both Language & Literature and Social Science. Horowitz also won a silver medal for total points in the Scholastic Division. He also had the highest scores of all the divisions in Social Science.

Meehan won a third place in Language & Literature and Fine Arts. Goldfarb won a second place in Science. Block won a silver medal in Science and a gold medal in Social Science.

Assistant Principal Carmine Matina, the team's coach, said he was very proud of the team's performance.

# Library to hold Joyce lecture

by Ari Rabin-Havt

The Schreiber library staff and the English department will hold their third annual "Celebrate Ireland" Festival on Saint Patrick's Day, March 17 during mods 1,2.

Michael Steinman, a local authority on the Irish author James Joyce, will



Angelica Huston as Gretta Conroy.

discuss how film director John Huston translated James Joyce's short story "The Dead" into film.

Dr. Michael Steinman has written about Irish literature since 1983. He has published three books and about a dozen articles on W.B. Yeats, Frank O'Connor, and James Joyce. He is currently editing the letters of O'Connor and William Maxwell.

Dr. Steinman has taught at Hofstra University and SUNY at Stony Brook and currently is an associate professor of English at Nassau Community College.

Made in 1987, the film adaption of "The Dead" was Huston's last. Huston enlisted his family in its production. His daughter Angelica Huston played the leading character Gretta Conroy and his son Tony Huston wrote the screenplay.

Tea, juice and Irish Soda bread will be served before Dr. Steinman's lecture.

Dr. Steinman first read "The Dead" as an undergraduate twenty-five years ago and found it "moving, but puzzling," possessing elements which would make it very difficult to adapt into film.

The Academy Award winning adaptation takes place in turn of the century Dublin at a holiday feast. Gretta and Gabriel Conroy are seen by everyone at the party as the ideal happy couple.

During the evening's entertainment, a tenor sings a plaintive Childs' ballad which reminds Gretta of a past lover. Gabriel Conroy recalls memories of his wife's forgotten love.

Her secret past is a shattering revelation to him as he finally sees his rival for his wife's affections. The problem for him is that his rival is dead.

The library will be running "The Dead," on March 16.

# Students celebrate

by Alison Root

Students celebrated African-American History Month with a wide range of presentations on the African-American experience and involvement in civil rights, politics, television, print media, religion, athletics, performing arts and business from February 13-17.

The African-American History Committee brought participants such as Nassau County Executive Thomas Gullotta, Supervisor of the Town of North Hempstead May Newburger and Mayor Garner, the first African-American Mayor of an incorporated village in the Town of Hempstead. The speakers said that students should take the initiative to change things and that issues should not be based on race, but on their merits. They further stated that the individual should be stressed over the group which the person is a member of.

The African-American History Committee brought in Gene Washington, the NFL Director of Football Development, as an athletic representative. Mr. Washington was formerly a wide receiver for the San Francisco 49ers and the special assistant to the athletic director at Stanford University. He told students that they should always strive for what they want and never be afraid to try. Mr. Washington went on to tell about his fears as an adolescent, such as his fear of the Ku Klux Klan.

The African-American History Committee displayed the field of cultural arts by hosting such guests as rapper Little Vicious, the Long Island African Islamic Drum and Dance Theater led by Abdul-Latyis Hamin, the Schreiber Jazz Band and chamber singers and poet Will Sayles.

Since his performance in late February, Little Vicious has become a name commonly heard in the halls. Vicious is a nine year old performer whose message to the students was to stay in school and get an education. Vicious went on to tell that despite being a performer, he still has daily tutoring sessions in order to continue his education. Mr. Hamin is the

director of the American Inc. Cultural Arts Development Center. He brought with him African-American dancers who displayed the culture and traditions of Africa through dance. The African-American History Committee asked Schreiber to contribute its talents through the chamber singers and the Jazz Band. Juniors Ishe Killian and Mone McCurdy performed a duet written by African-Americans which depicted many Negro spirituals. Mr. Sayles is a second year veteran of African-American History Week. He spoke about the importance of African-American writers, as well as the importance of writing for everyone.

The African-American Committee provided the students with many speakers who work with students every day, be it in collaboration with a school system or a community center. These speakers were professor Edward Culvert, George Mims, Jacqueline Burch-Witsell, Assistant Principal Alphonse J. Campbell, Marcello DaSilva, Wilma Tootle and Robert Pinckney.

Professor Culvert focused on Malcolm X and his contributions to the African-American struggles and accomplishments during the 1960s. Dr. Mims spoke about the role of African-Americans in the 21st century. He is the director of special programs at Pace University and the founder of Black College Tours. Ms. Burch-Witsell is a social worker at the Port Washington Group House. She spoke about African-American accomplish-

ments. Ms. Burch-Witsell works to give young people power and promote social justice. Mr. Campbell spoke about how African males come across in the printed media. Mr. DaSilva, who is a Schreiber graduate and is currently working at the North Shore Family Guidance Center in Manhasset as a therapist described the difficulties that African-American teenagers face and gave a view of African-American history as a whole. Mr. DaSilva works with teenagers in youth groups to improve relationships between teenagers and their families and communities. Dr. Wilma Tootle, an Assistant Principal of Uniondale High School, spoke about her studies in community service, multicultural education, and African-American history. The Superintendent of the Westbury School District, Dr. Robert Pinckney, spoke about African-American education.

Continued on page 14

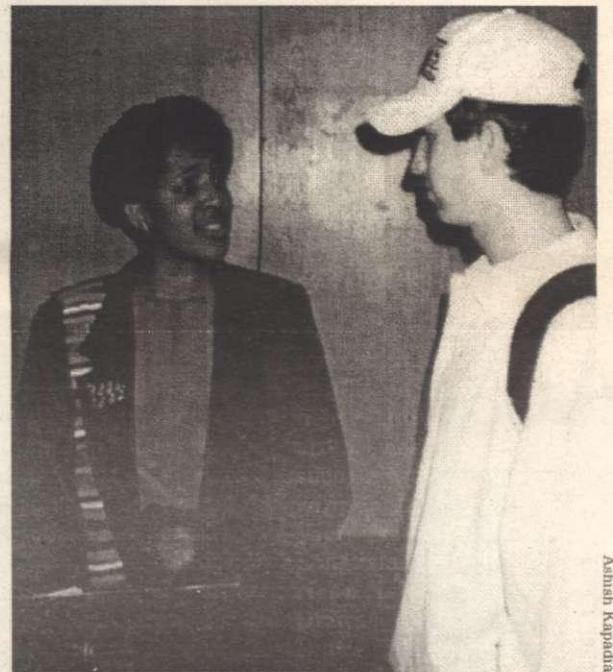
## COMMITTEE MEMBERS:

- Neil Alpert-Chairperson
- Sandy Blane
- Alphonse Campbell-Adviser
- Ronnie Conyers
- Brian D'Alonzo
- Danielle Dorsainvil
- Janelle Dumpson
- Lashana Dumpson
- Dian Durant
- Carolyn Franks
- Philip Glover
- Pamela Golden
- Miriam Goodry
- Jason Jurkowski
- Eshe Killian
- Mitchell Lutch
- Mone McCurdy
- Susan Melchior
- Ann Mingorance
- Venessa Mompont
- Amy Nelson
- Eugene Pizzolo
- Sally Reinhardt
- Lou Sabatini



Adviser Alphonse Campbell directs activities.

David Arnold



Dr. Wilma Tootle speaks to freshman Benjamin Silbert.

Ashish Kapadia



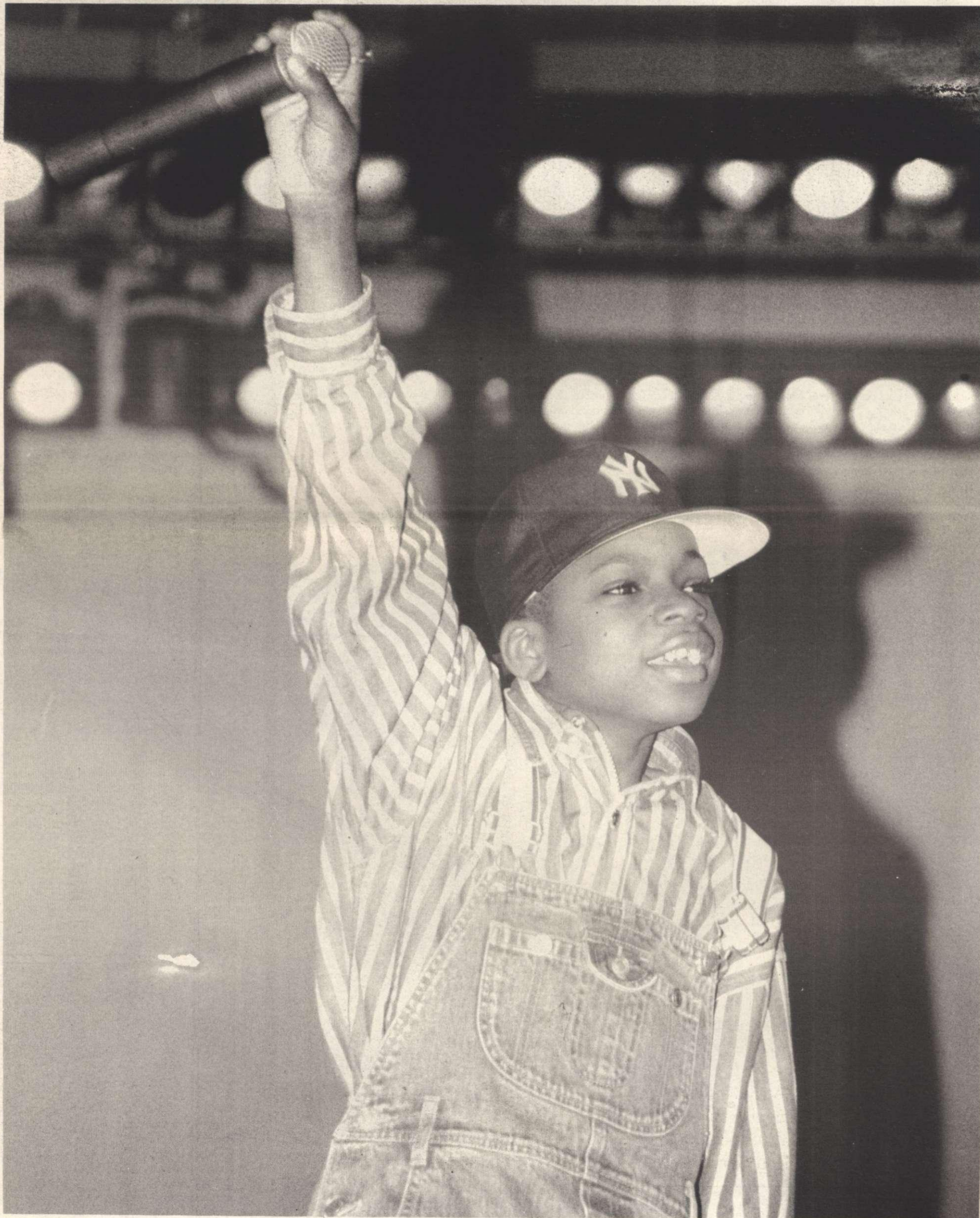
The Long Island African Islamic Dance Theater performs.

David Arnold

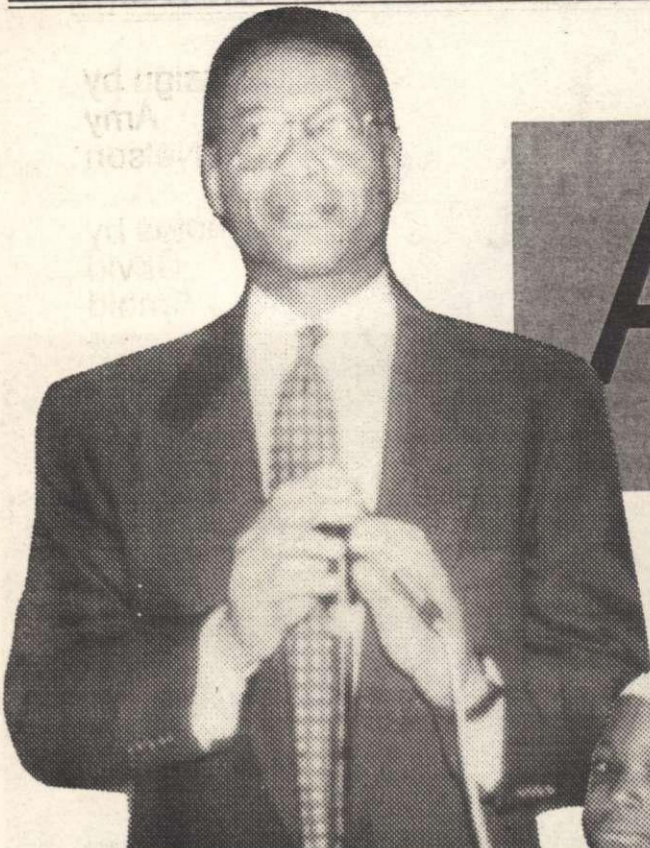
# history month

photo by David Arnold

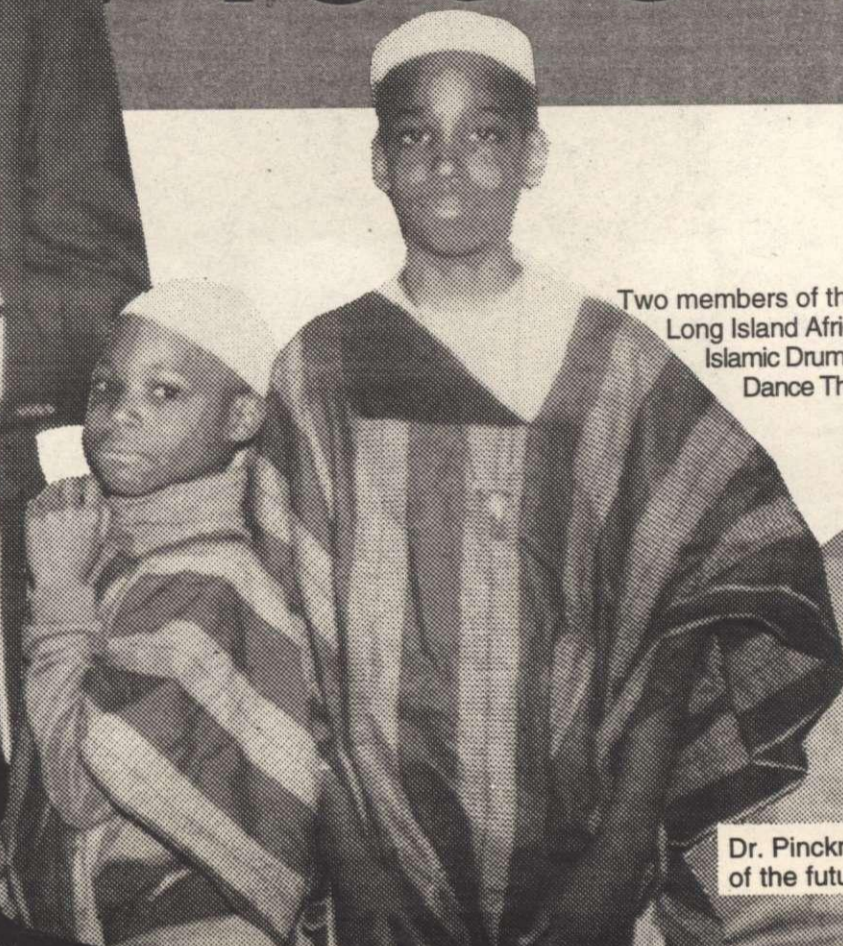
Rapper Little Vicious performs in the auditorium as part of the week's presentations.



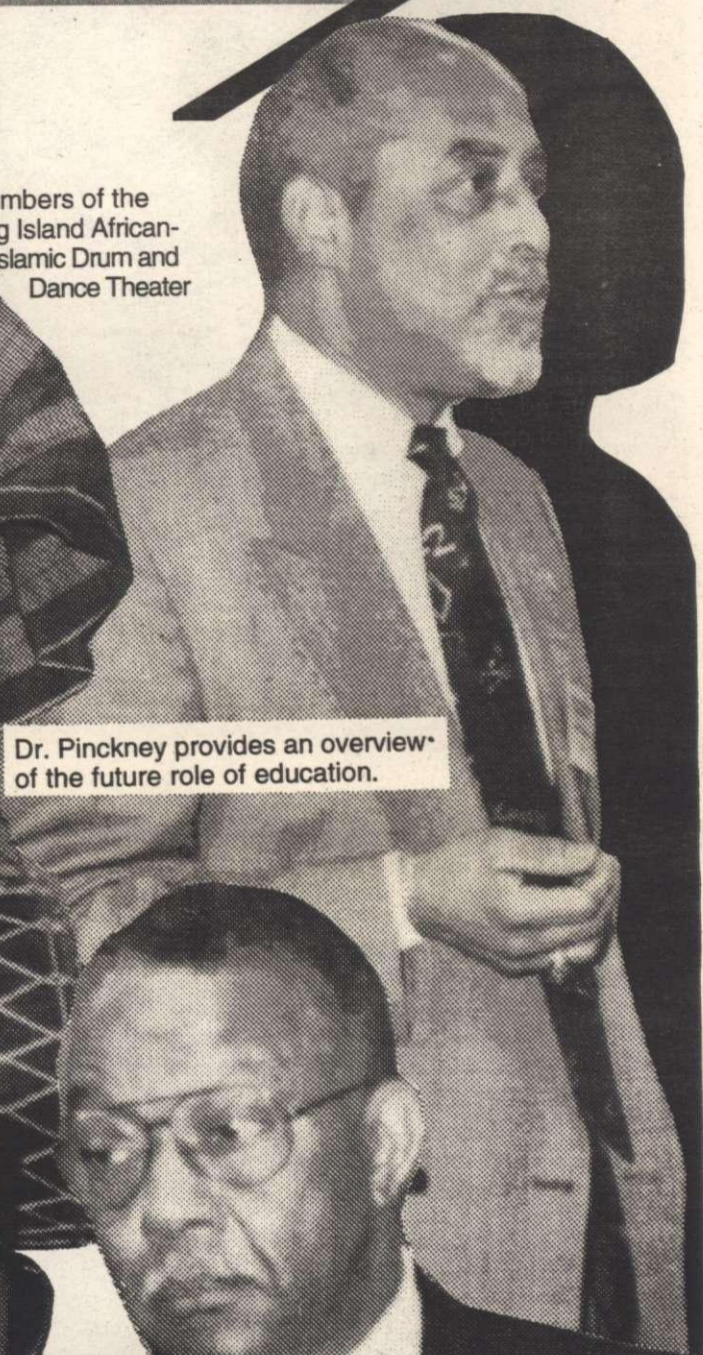
# Action



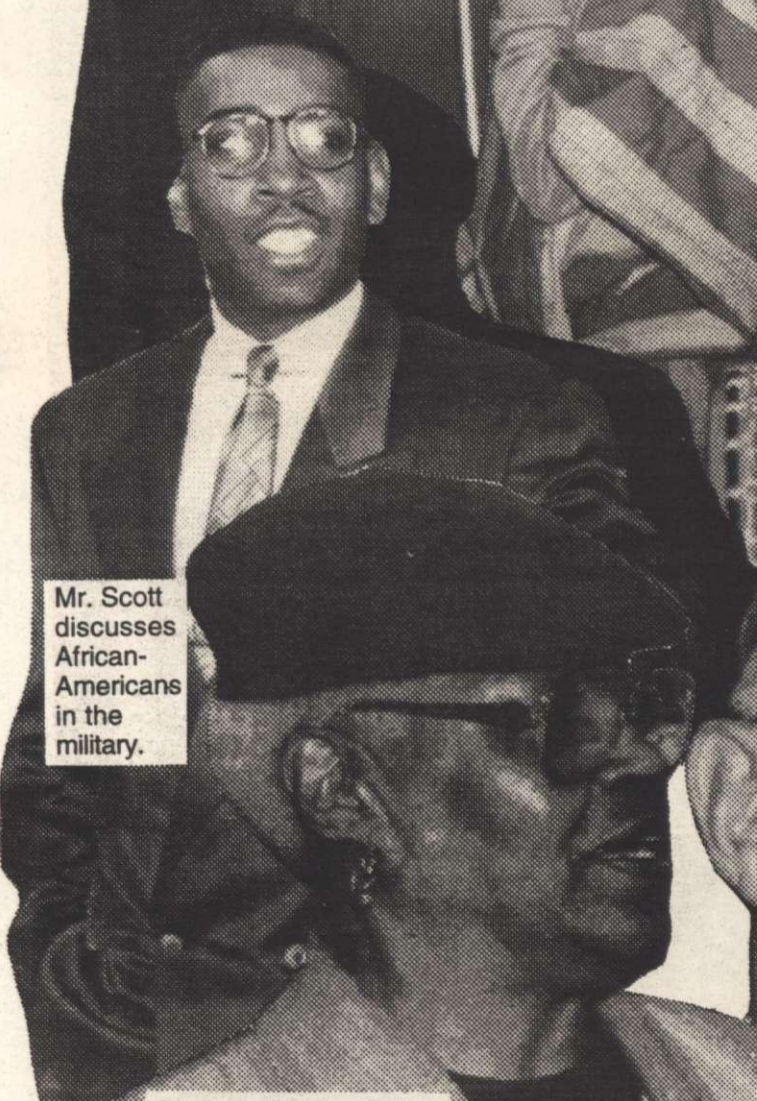
Mr. Gene Washington from the NFL said "never be afraid to strive for your goals, go for it."



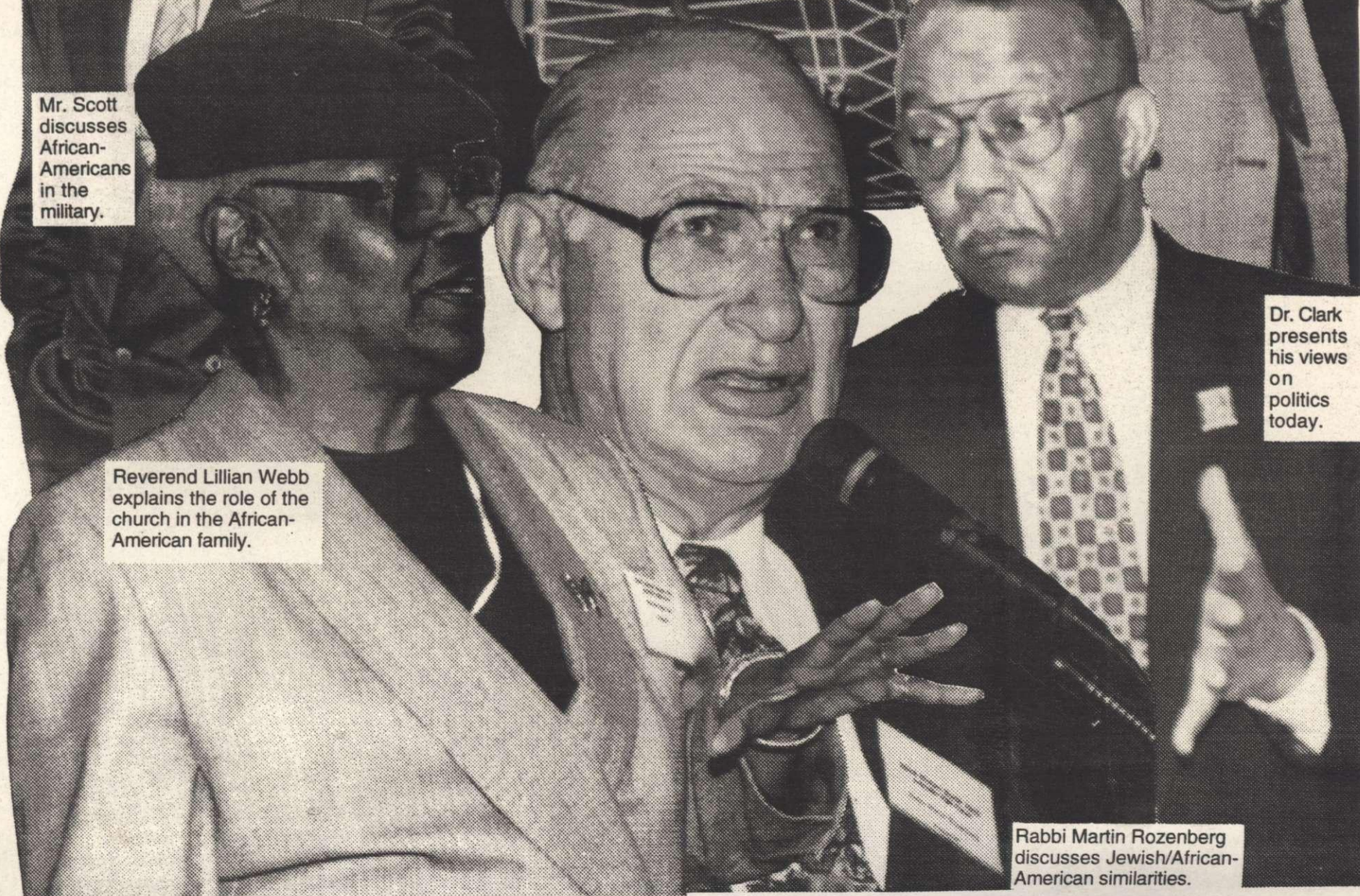
Two members of the Long Island African-Islamic Drum and Dance Theater



Dr. Pinckney provides an overview of the future role of education.



Mr. Scott discusses African-Americans in the military.



Reverend Lillian Webb explains the role of the church in the African-American family.

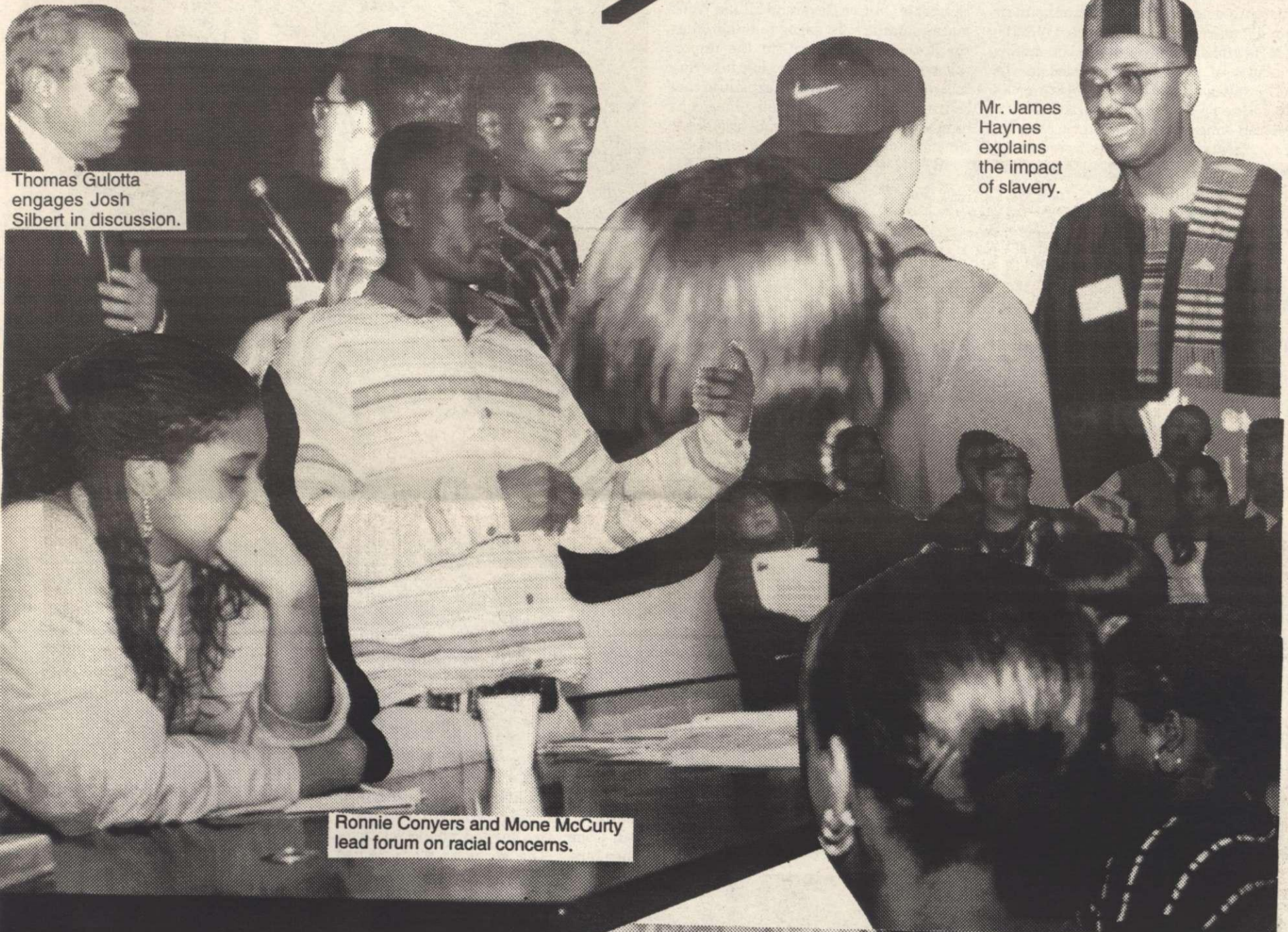
Dr. Clark presents his views on politics today.

Rabbi Martin Rozenberg discusses Jewish/African-American similarities.

Design by  
Amy  
Nelson

Photos by  
David  
Arnold

# Reaction



Thomas Gulotta  
engages Josh  
Silbert in discussion.

Mr. James  
Haynes  
explains  
the impact  
of slavery.

Ronnie Conyers and Mone McCurdy  
lead forum on racial concerns.



Students at communications  
workshop discuss racial concerns.

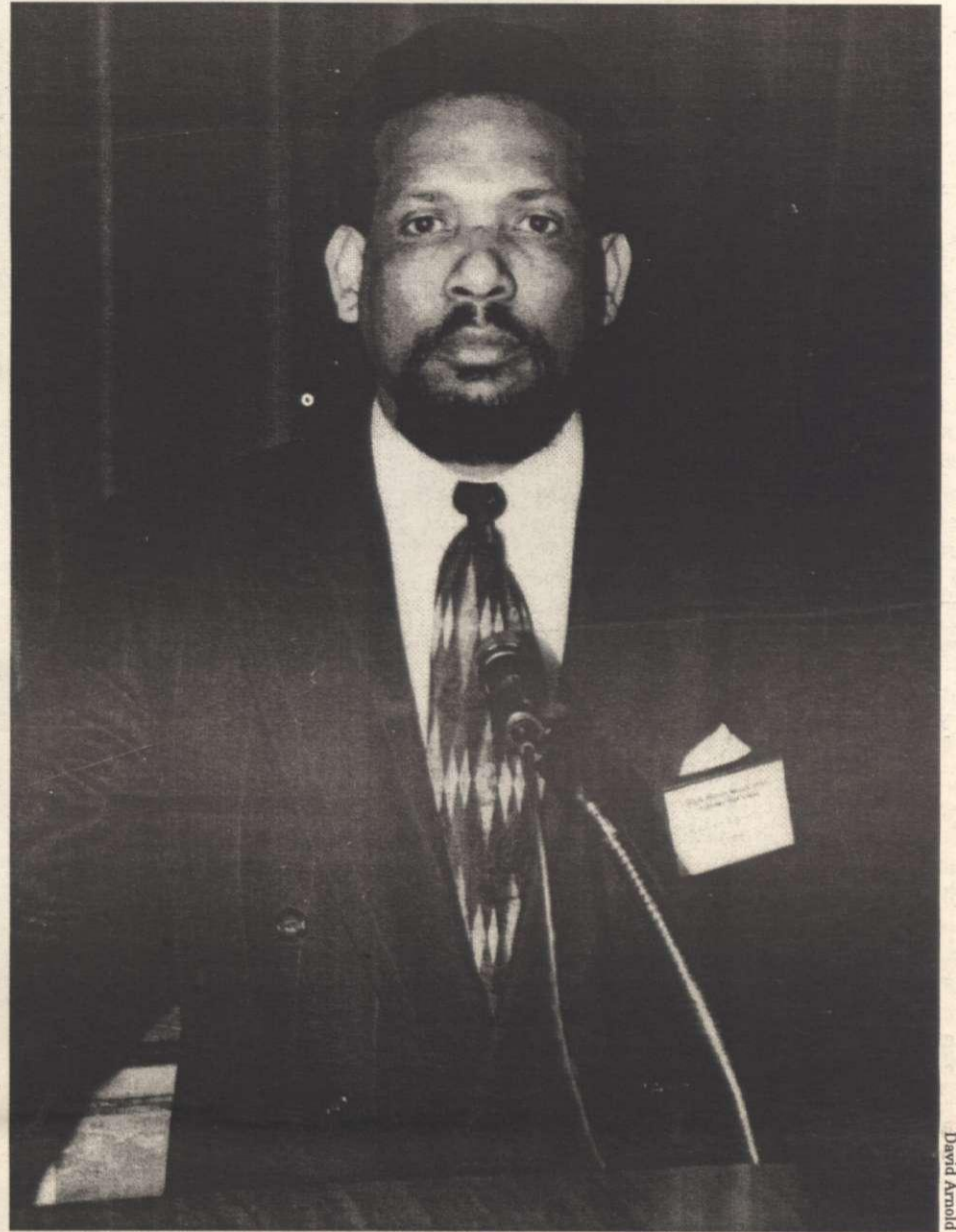
# History week presentations Continued from page 10

Dr. Pinckney discussed the knowledge students must receive through their education to prepare for the future of the next century.

African-American History Week also had a speaker and videos on behalf of the television and media industry. The speaker was Dave Mock and the videos included the Laurie Ann Orr Talk Show and films which were shown throughout the week in the cafeteria. Mr. Mock has worked as a reporter for *Newsday* and an editor of the *Westbury Times*. He is currently a news writer and an announcer for a non-commercial station (WRHU-FM) at Hofstra University in Uniondale. Because of his vast experience in the news and media, Mock was able to speak about the press and its opportunities for African-Americans. The Laurie Ann Orr Talk Show was a videotaped production

of student actors portraying the life and time of the author Toni Morrison. It was produced by freshman Laurie Ann Orr, under the guidance of Mirian Cheris and the actors included senior Charles Ham, juniors Danielle Dorsainvil, Killian, McCurdy and Jessica Valenzuela, and sophomore Zenia Zaveri. The committee also organized a series of films about African-American experiences which were shown in the cafeteria throughout the course of the week.

The pastor of the African Methodist Episcopal Church Reverend Lillian Webb and Community Synagogue Rabbi Martin Rozenberg spoke about the importance a religious narrative has for every individual. Reverend Webb explained that the spirituality of African-Americans didn't change when they were brought to America. He also said that they took the



Ambassador Eugene Pursoo discusses the condition of African-American kids

Christian experience, modified it and made it their own. Rabbi Rozenberg spoke on the similarity of the Jewish story to the story of Africans in America. He pointed out that one of the holiest of holidays, Passover, concerned Jewish slavery in Egypt and fosters a feeling of empathy among Jews for the enslavement of African-Americans.

As well as political, religious, athletic, and performing guests the African-American Committee invited public relations speakers. The speakers were James

Haynes, Max Goldwebber, Wellesley E. Scott Jr., Roger Corbin, Ambassador Eugene Pursoo, and R.H. Clark. All of these speakers spoke about racial concerns and African-American social issues. They discussed African-Americans in the military, African-American children, and the impact of slavery throughout history as well as in the future.

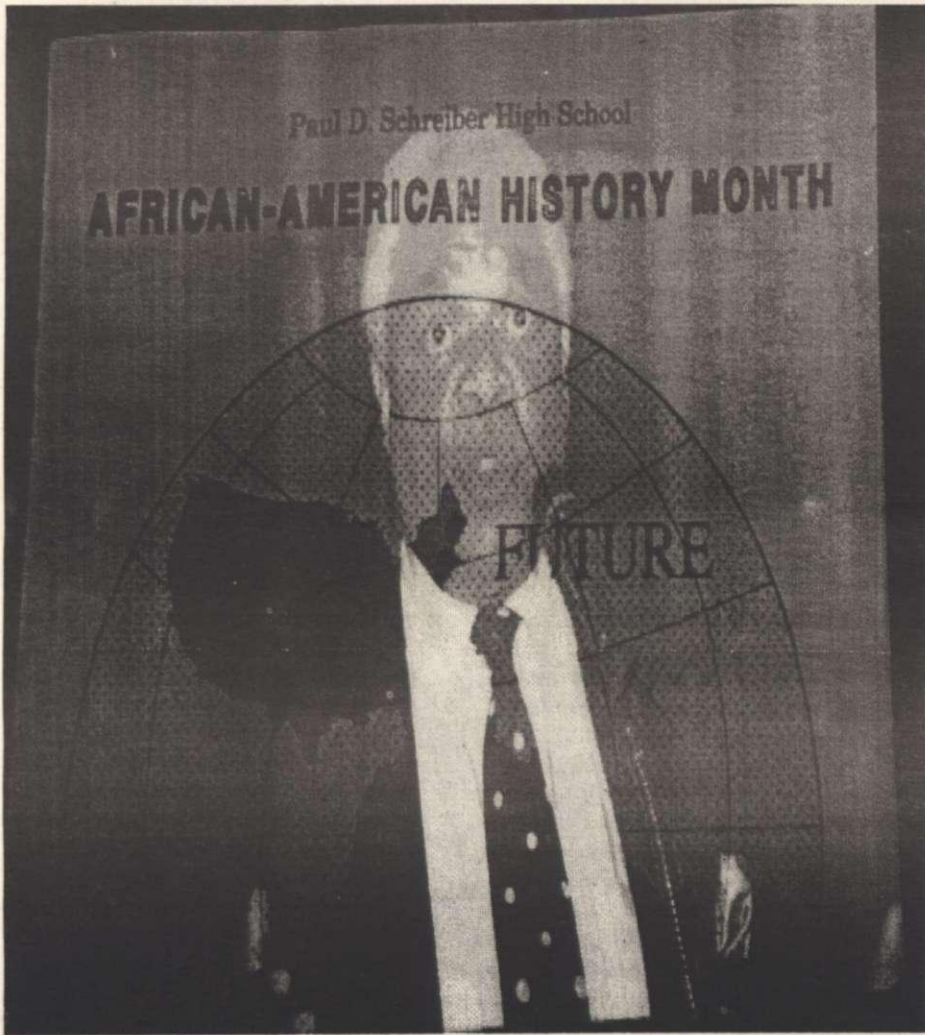
Other speakers involved in African-American History Week were Rosina Croffie, a dietician at Little Neck Community Hospital, who spoke about African foods and Winifred S. Freund, an activist in the community of Port Washington who spoke about the changes that the Port Washington community is experiencing.

The committee started its work last October. It took a lot of background work before the event was brought into the spotlight. Senior Neil Alpert emerged as the chairman of the committee.

The celebration followed the same basic format as last year except, this year, the students were the facilitators of the programs. Home economics teacher Sally Reinhardt provided refreshments for all the speakers.

Mr. Campbell said he was overwhelmed by the amount of hard work that was able to be done in such a short period of time to put the week's activities together. Mr. Campbell considers this year's program the best all around production in all his years at Schreiber.

*Ashish Kapadia contributed to this article.*



Posing (l-r) are: Assistant Principal Alphonse Campbell, Town Supervisor May Newberger, County Executive Tom Gullota, African-American Committee chairperson senior Neil Alpert, sophomore Sandy Blain and Principal Sid Barish.

Ashish Kapadia

# Debating the week's purpose

## Pro side

by Ashish Kapadia

While many students celebrated and accepted with open arms the theme of African-American History Week, there were also many who believed that there are better alternatives that the African-American History Committee should have explored. Though most of these alternatives are good in theory, they are impractical.

In discussions that I took part in with my friends, one questioned why there should be an African-American History Month but no month for other minorities. Unfortunately, my friend does not know what he speaks. The fact is there are history months for many other minorities. The reason that Schreiber students do not have the opportunity to enjoy other presentations is because the African-American History Month is unique in that there is a student and teacher committee to organize festivities.

Should a group of students and teachers wish to step forward and organize a history week for any other group, Assistant Principal Alphonse Campbell said he would gladly help out in any possible way. In fact, Mr. Campbell is on a committee to organize festivities in order for students to better understand the Holocaust. This goes to show that the administration is willing to reasonably honor any group that wants recognition in a manner similar to African-American History Week or Holocaust Memorial Day.

The argument has also been made as to why African-American history in the United States is different from what is taught in most high school classes. The sad fact is that until the late 1960s, African-Americans were oppressed since they arrived on this continent. Many African-American accomplishments were neglected by historians and writers and the same goes for their history. A prime example of this can be seen in sports. As a quick check, how many white baseball

players in Major League Baseball that played before 1950 can you name? Now, how many baseball players in the Negro League that played before 1950 can you name?

Students today assume that American history books tell the entire history of all people in America. Only two African-Americans are studied in depth in Schreiber's Advance Placement American History course, Booker T. Washington and W.E.B. Dubois. This is not the fault of the social studies department because it is geared to the Advance Placement Test. If the test were based on the true, complete American history, it would require schools to teach more on the subject of African-Americans. Since it does not do this, Schreiber needs to celebrate African-American accomplishments.

Many students also said that many, if not all, of the speakers dealt with issues that did not pertain to African-American history. These students said that it was this that led them to think that the week was somewhat pointless.

Though I understand that many of the speakers did not send a strong message about African-Americans' past history, I must stress the fact that history is not just of the past but it is of the present as well. What people do now also is a part of history and events that go on currently will be considered history at some point in the future. Almost all of the speakers who did not deal with African-Americans' past history, informed students of what they are doing now to make history. In this manner, many of the speakers really did deal with African-American history.

Finally, many students questioned the content of some of the presentations. Some wondered why there was a need for students to miss class to see rapper Little Vicious. The purpose of having presenters such as Vicious and the Long Island African Islamic Dance Theater is to provide students with a real sense of how African-Americans can achieve success and be role models to young people.

## Con side

by Danielle Lindemann and Sara Weinstein

Orator Carter G. Woodson came up with the idea of a national salute to the achievements and strides of African-Americans in the United States in 1926. He organized the first Negro History Week (which later extended into a full month) and designated it to be the second week in February.

Mr. Woodson chose the month of February in order to include the birthdates of President Abraham Lincoln (February 12, 1809), who ended slavery with the Emancipation Proclamation, and abolitionist Frederick Douglass (February 14, 1817).

African-American History Month was originally intended to foster a greater sense of pride among African-Americans and increase racial awareness among other cultures. Although the history month is necessary for African-Americans to maintain their heritage, some may say that it has created more cultural confusion between different races.

February is one of the most important months of the year for African-Americans as the heroes and heroines of yesteryear and today are acknowledged. But why limit it to the African-American experience? In fact, there are months set aside for the appreciation of Native Americans and Asians.

Nevertheless, when questioned, most students are not even aware as to the fact that a diverse array of cultural months are celebrated. This leads us to wonder why the media continues to go to great lengths to publicize African-American victories, but does not go as far to exploit the struggles and triumphs of other races.

It would be considered politically incorrect, for example, to have a Caucasian history month. This is the type of reverse discrimination caused by a double standard.

Radical speakers such as James Haynes, who spoke during African-American History Month on behalf of the African-American experience, stated that it was the white race which was responsible for the downfall of African-American culture. He was a naive man for believing that society in general was not allowing African-Americans to maintain their own identities in a "white-dominated society."

Mr. Haynes showed his true colors when he accused our school system of poorly educating minorities of their heritage.

Mr. Haynes often referred to the white leaders of our government as "they" who refused to educate African-Americans well because knowledge is power. He stated that "they" did not want African-Americans to have this power, because with power comes prestige and importance.

Some historians believe that such historical figures as Cleopatra, Moses, Aesop, and Pushkin were of African-American descent.

It is our belief, however, that skin color is not the issue. Our objective is not to credit one particular race with the entire evolution of history, and it should not be the objective of the speakers either.

What unites us as people is not the color of our skin, but rather the fact that we all have been oppressed throughout the ages. What makes heroes and heroines are their accomplishments, not skin color.

### Proposal

As concerned students, we propose that an "international week" be established when students would be able to learn about all cultures and races. The format of such a week would be similar to that of African-American History Week, with workshops and presentations. It would enable pupils to participate in multi-cultural events.

# Providing the remedy for change

by Joshua Gewolb

In any analysis of African-American history month, the following question is never dealt with: Does the African-American History Month program adequately educate students about African History? The African-American History Month program somewhat educated students regarding African history. However, if a student attended all of the workshops and programs offered, he would not emerge with a full, well-rounded education on African history or even a cursory understanding of the history.

### Analysis

Therefore, we move to an analysis of Schreiber's overall program regarding African history. There are two aspects of African-American history that we must consider (1) history of African-Americans in the United States, and (2) history of African-Americans in Africa.

As it is my contention that the education of students regarding African-American

history in the United States is adequate, I will not deal with this topic in this space. What is really needed is an improvement of normal course-related education on African history. Although I cannot speak for all of my classmates, I feel that my Global Studies I class did not adequately educate me about African history. I do not advocate paying undue attention to African history and I do not feel that Africans should be studied simply because of their color. I only ask that African history be given a position in the curriculum proportionate to rich heritage, and genuine importance in current affairs. Although the problems in Africa are much greater than those facing Europe and Africa will be one of the most important global regions in the twenty-first century, Africa is currently studied less than it should be in social studies classes.

The current curriculum regarding African history should be enriched and an Honors Global Studies I course should be instituted for freshmen. The honors curriculum would provide an opportunity for

students to explore African history in a serious and in-depth manner.

### History Month

African-American history would not be the only subject covered in the proposed Honors Global Studies I class. Latin American, Asian, and Indian history would also be studied in detail. This leads us to another flaw in the educational offerings regarding minority groups.

While there is a large African-American History Month program, no formal events celebrating Hispanic, Asian and Indian history are a part of the school year despite the fact that these topics are also extremely important.

The concept of history celebrations must be continued at Schreiber. African-American History Month, however, should be included in a larger program that studies people from all ethnic groups that compose our diverse school.

I recognize the tremendous influence African-Americans have had on the history of the United States but hold that it

is completely unfair that African-American history is commemorated annually whereas the history of other ethnic groups who statistically compose a much greater percentage of Schreiber's population, is ignored.

Celebrations of the cultures of different ethnic groups could be rotated annually. We could recognize Hispanic history in 1996 and Asian history in 1997.

### Proposal

Recognizing the need for education regarding minority groups and the inadequacy of the current African-American History Month program in regard to its limited impact on students, I propose the following: (1) the Global Studies I curriculum should be reviewed and its educational value analyzed; (2) an Honors Global Studies I course should be established; (3) African-American History Month should somehow be incorporated into a larger ethnic history celebration as to pay more attention to the various component groups of the Schreiber population.



Alice (Lauren Helfman) sadly swings because she thinks her friends have forgotten her birthday.

# THROUGH THE LOOKING GLASS

Alice slays the Bo  
SPORTS NIGHT

Page Layout: Amy  
Nelson

Photographs: Jason  
Greenberg and  
David Needleman



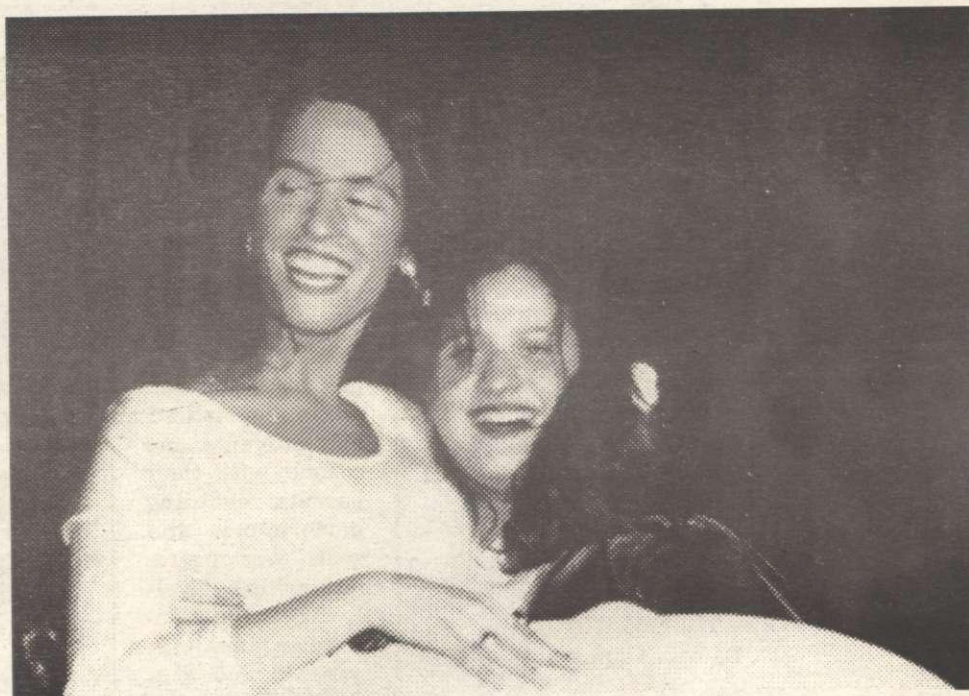
Tweedle-Dee and Tweedle-Dum (Lindsey Helfman and Keri Bauman) eagerly await Sports Night '95.



The Mad Hatter (Vicky Roger) makes arrangements for Alice's birthday party.



Belle (Tina Perez) and the Beast (Adrienne Bracchi) celebrate after declaring their love for each other.



st at  
15



The Beast (Adrienne Bracchi) and the Queen (Lauren Zimmer) get excited for Sports Night '95 during opening ceremonies.



Gastone (Fran Verni) tells the audience of her tremendous love for Belle.



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Sidney Barish, Ed. D., *PRINCIPAL*

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# Times criticizes guidance changes

The guidance department should be criticized for the recent changes instituted regarding scheduling procedures and programs for sophomores. The changes were handled poorly and the new program has major flaws. The old system of scheduling should be reinstated.

Under the old system of scheduling, all students were scheduled for mandatory meetings with their guidance counselors. Guidance counselors were able to give individualized attention to the programs of specific students and consult with their parents regarding performance and goals. Working relationships developed between guidance counselors, parents and students. Under the new system, students do not meet with their guidance counselors unless they specifically call the guidance office and request to do so or there are specific problems with their course applications. Obviously, fewer people will attend optional meetings than mandatory meetings. Therefore, fewer students will develop relationships with their guidance counselors. Some students might never meet one-on-one with their guidance counselors until their junior year.

Meetings between students, parents and guidance counselors enabled counselors to explain course options to students and parents thoroughly. Because of the changes, however, parents are informed of course choices at large meetings open to hundreds of people. Clearly, their understanding of course options as they pertain to their children will be reduced. Students are now lectured on course choices during presentations by guidance counselors in English and social studies classes. Obviously, their understanding of course options and how they relate to their high school experience will decrease tremendously. Honors students now have to sit through presentations on BOCES programs.

One of the primary reasons the guidance department cites for reducing valuable conference time is the fact that career workshops will be instituted for sophomores. With the new workshops students will meet with their counselors four to five times during the spring. Groups will have between ten and fifteen students. Meeting with a guidance counselor in a group of ten to fifteen students is certainly not as valuable as meeting with a counselor one on one. Students, especially those who need counseling most, are unlikely to speak out in group settings. Guidance counselors will not be able to devote individualized attention to their students.

The programs that the guidance department will hold in the career workshops this year are poor. On the first day of the workshop, the students will take a "COPS Interest Inventory" with about two hundred questions (see facsimile). Based on the results of the interest inventory, the students will determine a career that they are interested in pursuing and will then do a research project on that career.

This year's sophomores already took an interest inventory whose purpose is identical to the COPS inventory, in home economics at Weber Junior High School. In procedures the same as those that they will follow in the guidance group, they discussed the results and researched a career that they were interested in.

Additionally, as seventy-four percent of Schreiber students go on to attend four year colleges, seventy-four of those in career planning workshops will be entering their career at least six years after the guidance workshops conclude. It is obvious that the impact of the career workshops on career decisions that will be made six years from now will be extremely minimal. Regardless, at this point in their academic careers, students have an idea of

what subjects they like and don't like. They do not have to take "interest inventories" to realize the general fields in which their interests lie.

In future years, the career program will be expanded to include a "shadowing" program in which sophomores will follow a local individual who has a career in which they are interested during a single day on the job. Although the guidance department hoped to plan such a program this year, it was unable to do so. If it is ever instituted, this program may be interesting for students, but it will have an extremely limited educational value.

The guidance department should also be criticized for the manner in which the decision to make the changes were made. The changes were only discussed at guidance department meetings and at meetings of the Schreiber Cabinet, a group consisting of administration officials and department chairpersons.

No students, parents, regular teachers or other advisory bodies were consulted. Being that this major decision greatly affects people from all of these groups, they should have been consulted.

Schreiber is not such a large school that such a formal, impersonal scheduling system is necessary. The new scheduling system impairs students' opportunities to develop personal relationships with their counselors, and reduces their knowledge of course options. The sophomore career program has numerous flaws.

<b>COPS</b>		Interest Inventory			
This Inventory will help you to define the kinds of work you are interested in doing. ... For each item decide the degree of your interest or disinterest in the activity, and mark you booklet according[ly].		Like very much	Like moderately	Dislike moderately	Dislike very much
Make dental plates and false teeth		○	○	○	○
Cut and install wood paneling and cabinets in new construction		○	○	○	○
Assist in the growing of flowers or trees		○	○	○	○
Evaluate risks and apply rates for insurance plans		○	○	○	○
Be an authority on American or English literature		○	○	○	○
Arrange advertising copy or displays		○	○	○	○
Drive a car or bus to assist passengers for a company or family		○	○	○	○

Facsimile of actual test questions 50-56 compiled by staff.

Sophomores will answer two hundred questions such as the above in the program that is taking the place of mandatory meetings with guidance counselors and parents.

## Battling the tough terrain

Every morning of the school year, many seniors drive to school and can be seen dragging their feet from the student parking lot up the Monfort Stairs towards school. If they get there without injury, it is the sign of a good day. At the present time, this morning hike is a triathalon.

The first event is finding a parking spot is ensuring that it is not in the middle of a pothole. If one places his car in the wrong spot and it begins to rain during the day, he runs the risk of getting stuck in a large lake.

If one survives the first obstacle he moves on to the challenging stairs. Unevenly spaced, they are tiring to climb in good weather. On colder days, ice and sleet seem attracted to the treacherous stairs. People are seen falling both up and down the stairs and battle scars

are compared on weekends.

Assuming one makes it to the top of the stairs unscathed, the battle has just begun. The third and final event is the marshland commonly referred to as a field. Since the grass is covering cement, the field has no drainage system and therefore remains a muddy path for days after a rainstorm.

Students do appreciate the use of a parking lot. It is a privilege no one wants to lose, but it would be great to find some way to improve upon it.

The efforts of the custodial staff do not go unrecognized. Every student appreciated the path plowed into the snow on the field after the snow. Sand on the stairs is a blessing. When they are there, the wood chips to fill the holes between the stairs and the field are great in easing the walk.

## LETTERS TO THE EDITOR:

## Nesbit discourages condoms

There are many moral and legal ramifications to condom distribution that we all need to consider:

1. As anyone who has been a parent knows, condoms are approximately only 85% effective as a contraceptive device. Is the School Board (are the parents of P.W.) willing to accept responsibility for the 15% — for the teenage pregnancies and abortions that would inevitably happen as a result of giving out condoms.

2. Teenagers' lives would be put in greater jeopardy if Schreiber distributed condoms. Studies make this deadly truth clear:

Instead of decreasing the numbers of teens faced with the potential for developing AIDS, a public policy of condom promotion may well result in the opposite effect — an increase. This pattern has a precedent well documented through the 1970s and early 1980s with regard to the impact of increased provision of contraceptives for adolescents and the subsequent increase in the number of teenage

pregnancies. (*Aids and Adolescents* by Linda Thayer)

The danger of AIDS increasing if more teenagers, encouraged by the "gift" of condoms, have sex is easily proven by common sense. The AIDS virus is much smaller than the human sperm. If 15% of sperm can bypass a condom, many (perhaps hundreds) of HIV can.

Is the School Board (are the parents of P.W.) willing to accept responsibility for the possible spread of AIDS among our teenagers?

3. Whatever became of the law against corrupting the morals of a minor? Does it no longer exist? Whether it does or not could some adult actually hand a condom to a 14, 15 or 16 year old and think of the deed as kindness?

In the name of hope for the future, in the name of love for my students, and in the name of simple reverence for morality, I sincerely hope this fatal idea will be abandoned before it goes any further.

Carol Nesbit

## Senior questions purpose of month

I clearly remember one of my first leaps from innocence. I was seven years old playing in my backyard garden, when I realized that I had light skin. My initial thought was, why me? This was the first time I noticed any difference between me and other people. While I don't remember precisely which hate crime or racist I had seen on television or on the front page of *Newsday*, I know that I never would have realized any difference on my own.

Black history month in itself is a good idea, but by separating our history along the lines of color rather than integrating it into the curriculum, we are prolonging the segregation. By espousing this segregation of experiences, we are teaching children that they are different, separate. If only we could let the children decide, equality and a return to the "innocence" of sameness could be achieved.

Sarah Caban  
Senior

## Adviser defends student government

(In reference to Greg Jawski's letter about the student council "clowns" *Schreiber Times February 14, Issue 7*)

To respond or not to respond was my initial problem. Deciding that name calling (clowns) was rude, immature, inappropriate and inaccurate provoked this response.

Firstly, I'd like to state that this year's elected Student Council officers are the most innovative, cooperative, energetic and dedicated group of executives I've ever had the pleasure to advise in the past, there were exceptional individuals, but they didn't have the present collaborative experience. This year they have reorganized the weekly meetings in order to include interclub sessions and carry messages to and from administrators. In addition, they have prepared meaningful agendas for the Rep's meetings, sponsored new events and honorably upheld the traditional ones. Really ... I promised myself that there was no need to defend or explain what Student Government has

accomplished or is planning to pursue, but rather pose some questions to you that would better explain why you received a letter terminating your position as a homeroom representative. Do you recall selling any hotdogs at any of the football games in the fall? Do you recall making or posting signs for the Scavenger Hunt, Share the Season Supper, and the 3-Band Concert? In fact, did you those events? Did you participate in the holiday visits to either of the Senior Citizen Centers? What's worse, as a homeroom representative, how many meetings did you attend since September? ONE! How could you be doing your job? So, let's not point fingers and name call. At this point I believe it would be more productive to understand what ACCOUNTABILITY means so you don't go off and graduate without this very important trait. We're not about bagels ... we're about hard work and celebrating with bagels!

Amy Prochaska  
Student Government Adviser

## Crew protests Drama Club

We would like to talk about the Drama Club. The Drama Club is a group of students who enjoy performing in the theatrical arts. In January the Drama Club performed 5 one-act plays. During the rehearsal of these plays, the members of the Drama Club were told to assist the technical crew with the construction of the set pieces. Only a limited number of members showed up for the construction calls. When the Drama Club was asked to help take apart the set pieces, even fewer of the members were there to help. When

members of the technical crew went to a Drama Club meeting and asked for help, most members that were there agreed to help. When the time came for the Drama Club to help, again few members were there. So until the situation is remedied, the technical crew will not help with any Drama Club functions.

Steve Bartha  
Steve Hayes  
Leo Cimini  
Seniors

## EDITORIALS:

## What is wrong with this picture?



On March 10, *The Schreiber Times* discovered two beer cans in the boys' bathroom on the first floor at 6:00 p.m. On the same day, math teacher Barbara Healy found a beer can in her classroom, room 13, during her mods 15-16 class. The presence of these cans in the school building provides evidence that people drink alcoholic beverages in or around the school building.

## Financial crisis saves historic art temporarily

Americans have a reputation for tearing down important historical sites. The beautiful, original Penn Station was demolished in order to build Madison Square Garden.

Buildings, statues, and other historical objects are destroyed in the name of progress. This type of reckless destruction doesn't only happen in big cities; it's happening right here at Schreiber.

It cannot be disputed that the auditorium is in need of renovation. The acoustics are poor, the stage is in disrepair, paint is peeling off the walls, and the backstage equipment is old and outdated.

There is a clear distinction, however, between renovation and destruction of historical places.

On the backstage walls of the auditorium, seniors have written their names for the last thirty years as a way of preserving the history of the theater and immortalizing their commitment to the stage.

As part of the current renovation plan, the walls are to be painted over, destroying years of Schreiber memories. The art on the backstage walls is not just graffiti; it represents thirty years of Port Washington's dramatic history.

One of the few positive results of the school's current financial crisis is the fact that it has saved historic art from destruction. As it stands now, the renovation plans are not being carried out due to a lack of funds. The backstage walls are safe, temporarily.

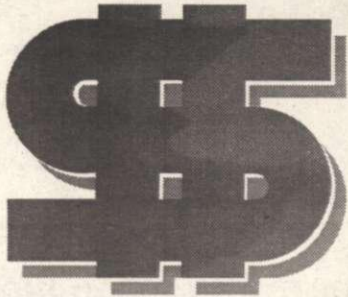
The renovations should be continued as soon as funds permit, but the historic walls of the stage should be preserved for posterity.

# Pataki lives up to promises

by Gary Schmirer

In an effort to fulfill campaign promises, Governor George Pataki revealed his \$62.6 billion state budget on February 1. For the first time since World War II, a New York governor proposed less spending than the previous year. Spending totals three percent or \$1.1 billion fewer dollars. Pataki's plan will change the way the government works. Cut backs and lower taxes for everyone are the basic parts of his budget.

Pataki wants to close a budget gap of \$4.7 billion. An integral part of the budget is the reduction of state staffing. Governor Pataki plans to eliminate 11,400 positions shrinking the payroll to two hundred thousand workers. Although almost seven thousand layoffs are planned, Pataki would like to keep it down to one thousand by



paying off six thousand with a retirement incentive. Entire state agencies will be scrapped, including the State Energy Office, local Alcohol Beverage Control boards, the state Cable Television Commission, and the Law Revision Commission. The Medical Facilities Finance Agency and the Facilities Development Corporation will be consolidated into the State Dormitory Authority.

Public schools will be hit hard by Pataki's cuts. Although school aid will be proportioned differently, Pataki will not add to the total amount of money being spent on financial assistance to the local school districts. Increases will be given, however, for transportation costs and building aid. Mandates for all middle schools to give technology, home and career skills, and second-language programs will be eliminated. Finally seventy-two million dollar extra payments for teachers in the Excellence in Teaching Pro-

gram will be cut.

Pataki's budget will also hurt the State University of New York (SUNY) system. The Tuition Assistance Program, the organization that gives money to less fortunate students will cut the amount of money given per student from \$4050 to \$3575. No aid will be distributed to graduate students, remedial courses, and prison inmates. In total SUNY will receive a \$251 million cut and City University of New York (CUNY) \$158 million.

Welfare and Medicaid will be truncated by \$1.1 billion or eleven percent. Numerous state services will be cut to the poor. According to the February 2 issue of *Newsday* four out of twenty-six optional services for the poor, elderly,

and disabled including private nursing duty for adults, dental care, clinical psychologists, and audiologists will be eliminated. Seventy-six million dollars can be saved when 1.7 million non-elderly Medicaid recipients move into selected managed care programs by next year.

The number of personal home care recipients will be restricted and payments to nursing homes and hospitals will be reduced. Those patients that are being treated for alcohol and substance abuses will not receive any aid. A ninety-day annual limit on benefits for able-bodied single welfare recipients and a requirement that they work while receiving benefits will be placed.

Thirty percent of the recipients that have children would have to work. Pataki also proposed an "across the board" cut for welfare recipients, about thirty eight dollars per family. However by a federal waiver Pataki will allow for these people to earn up to two hundred dollars a month before having their benefits cut.

The mental health division of Pataki's budget is hard hit. Almost twenty-three hundred jobs will be lost. There will be a freeze on new group homes saving \$142 million. Five regional offices and two psychiatric centers Willard Psychiatric Center and Manhattan Children's Psychiatric Center will close with a reduction of intensive case management.

Bridge and highway projects will be cut by twenty five percent decreasing the spending level to \$1.1 billion. The Metropolitan Transportation Authority (MTA) would get a one hundred twenty eight million dollar aid cut.

In the crime and corrections area, almost two thousand correction jobs will be eliminated since double bunking will be removed and double ceilings added.

Funding for the Pine Barrens was originally hoped to be forty six million dollars. Pataki, however, will give only \$32.5 million. Very important water pollution projects including the upgrade of sewer plants that pollute Long Island Sound will be cut by forty two percent. Environmental aid to governments will be virtually eliminated.

Seven percent of the budget of the parks department will be cut. One hundred thirty-five staff positions and eight percent of seasonal staff spending will be cut. Funding for capital improvement projects will stay about the same.

Pre-school programs for the handicapped will be cut slightly while AIDS funding will be kept at its current level. In economic development thirty duplicative programs worth \$199 million will be cut.

Governor Pataki's budget will mean some sacrifice. A reduction in the state income tax rate, however, from 7.875 to 7.59 percent is an important feature of the budget. This proposal shows that Governor Pataki is trying his best to keep to his promises. The downsizing certainly will save the government money and perhaps eliminate the deficit.



## Taking advantage of the Internet

by Kris Wolmar

Now that Schreiber has its own America Online (AOL) accounts, students and teachers can take advantage of the educational resources available through this service. Just a few of those resources are listed below.

Keywords "Education" or "Reference."

This area is a prime source of general information on a number of subjects. Services include Compton's Encyclopedia, Library of Congress, Electronic University Network where students can take nearly 100 undergraduate courses that earn college credit and enable students to receive an Associate or Bachelors Degree, Career Center, McLaughlin Group Online and more.

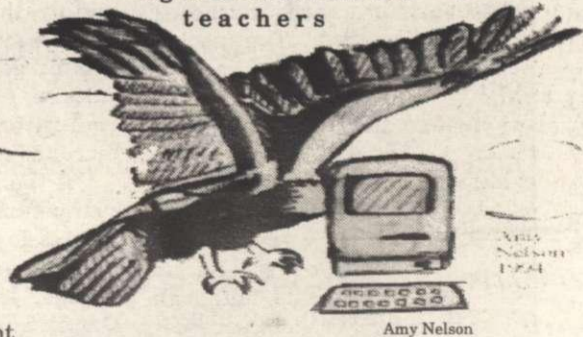
1) Student Access Online, managed by Princeton Review, offers help in financial planning, internship opportunities, admissions counseling, job-placement services, and student access services (connects many college students).

2) Academic Assistance Center has many closely monitored message boards where students can post questions. The boards are so closely monitored that if a student posts a message and does not receive a response within forty-eight hours, he or she will get an hour of free AOL time. Type keyword "Teacher Pager." Also available are sections to help with end of term exams, research and term papers and standardized exams, like the Scholastic Assessment Test or General Education Diploma.

3) College Board Online answers questions about colleges and helps students find a college that suits their needs and a major.

4) The White House Forum is a scaled down version of the equivalent Internet site. Available here are transcripts of President Clinton's speeches, remarks at various meetings, summits and media appearances, as well as press releases. Users can also debate with other America Online users, and easily send mail to the President (which can also be done by emailing "president@whitehouse.gov").

5) The Teacher's Information Network provides information pertaining to education and lets teachers



Amy Nelson

meet to exchange information, ideas and experiences.

6) National Education Association Online is a teachers union. It helps teachers with questions and reference facts.

7) Online Association for Supervision and Curriculum Development (ASCD) is a nonprofit educational association that focuses on improving student achievements and developing better methods of assessing student learning.

8) C-SPAN Online allows teachers to

join the cable network's free membership system. This gives them access to teaching guides and video archives.

Keyword "Newsstand" is one of the greatest resources America Online has to offer. Research can be done quickly and conveniently. Here users can visit the on-line services of dozens of newspapers and magazines across the country and acquire up to date information on just about any conceivable topic. Most grant free access (users pay only for on line time) to past years' archives and current issues. Entire issues of various publications such as *Time*, *Car and Driver*, *Spin*, *The Chicago Tribune* and *Business Week* can be downloaded and saved to disk to be read later. One newspaper of particular note is the *San Jose Mercury News*, which offers a special archive service. For an additional charge of fifteen cents per minute between 6p.m. and 6a.m. on weekdays and all day on weekends and eighty cents per minute between 6a.m. and 6p.m. users can do searches of eighteen newspapers across the country. A key word or phrase is typed in and any relevant articles printed by the specified paper within a specified time period are displayed. Some papers make available articles from over a decade ago up until the present. Using logging techniques (under the File Bar and Session Log), more than enough information for a paper can be found for less than five dollars. This is not very expensive when compared to the cost of dozens of photocopies of paper books and publications.

# "Contract with America" reviewed

by Elizabeth Kass

Two months into the new Republican Congress, many Americans are waiting to see whether the ten points included in the famous "Contract With America" will pass before the one hundred day limit expires.

The "Contract With America" is a campaign document signed by hundreds of Republican candidates for Congress when they ran last fall. The contract promised votes on ten legislative packages in the first one hundred days of Congress.

Since January, the Republicans have been working hard to pass various aspects of the contract. Several of the most important issues, however, still remain.

The House of Representatives has passed three complete sections of the contract thus far. The Senate, however, has

not passed any. Both branches of Congress are currently hard at work to finish passing the remaining points.

A balanced budget amendment to the constitution and a line-item veto for the president have both passed in the House. The balance budget amendment, was defeated in the Senate by a single vote.

The constitutional balance budget amendment would require the balancing of the federal budget. Legislation would have given the President a line-item veto on big spending bills.

Senate Republicans are seemingly divided on the line-item veto which has

already passed in the House.

A tough crime bill also passed in the House but faces uncertainty in the Senate. The crime bill, if enacted, would replace current crime prevention and police hiring programs with ten billion dollars in grants to states and counties.

The crime package includes limits on death-penalty appeals and the granting of more money to prisons and law enforcement.

President Clinton is threatening to veto the crime bill and its success in the senate is also shaky.

The House passed a national security bill which reduces American support to the United Nations peacekeeping forces and restricts the president's authority to place American troops under international commanders. President Clinton, however, believes that this bill is an unfair infringement upon his power.

Prospects in the Senate are also uncertain.

Other important issues are still to come in both houses of Congress. Welfare reform is one currently being looked at in the House. The Republicans are seeking to cut costs and deter unmarried mothers from giving birth by stopping their benefits after two years, enforcing work programs and placing a cap on total spending.

Senate majority leader Robert Dole has made it clear that he is in opposition to some aspects of the contract's welfare-reform proposals, specifically ending all

assistance to legal aliens and ending cash assistance to teenage mothers.

Family values is another hot issue. The House has developed a plan which would provide a five thousand dollar tax credit for child adoption and a five hundred dollar credit for elderly care at home. The outlook is questionable, however. Although the tax credits are popular, the amount of money currently available may limit the credits. Additionally elderly care credits may cost up to eight billion dollars and the adoption credits nine hundred million.

Middle class tax cuts is another issue currently being debated. House Republicans are looking to give a five hundred dollar per child tax credit to families who earn up to two hundred thousand dollars, new individual retirement accounts with tax free interest and a fifty

percent cut in the capital gains rate. Many onlookers feel that Democrats will be in sturdy opposition to this plan.

Another plan calls for the restoration of national security in order to slow current spending cuts and bring back the Star Wars system.

The contract also aims to repeal the 1993 tax increase on upper income retirees' Social Security benefits. The plan would also increase the limit on outside earnings to thirty thousand dollars without decreasing benefits. Retirees and special interest groups are avid supporters of this plan.

The House has currently taken up a moratorium on government regulations

and a requirement to weigh costs before benefits when debating new regulations. Negotiators are working to promulgate a compromise which President Clinton would sign.

Legal reforms including limits on punitive damages are also expected to take center stage. This area of the contract concentrates on penalizing certain frivolous lawsuits by insisting that the loser pay the winner's legal fees. House Speaker Newt Gingrich has let America know that he expects a difficult fight on this subject as it will incite a lobbying battle from trial lawyers and consumers.

A constitutional amendment to limit

congressional terms was in the forefront but is no longer. Grand Old Party (GOP) members have realized that they are actually not in opposition of the current con-

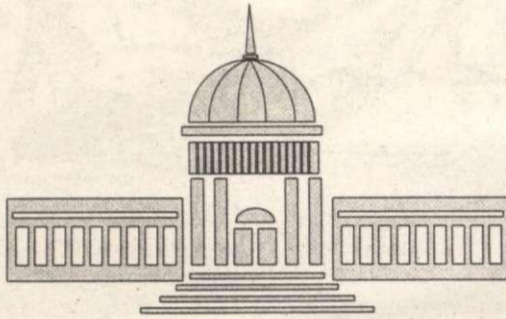
gressional terms policy. The changes they originally sought to make would have limited terms of Representatives to six or twelve years and Senate members to twelve years.

Deregulation is a plan requiring federal agencies to assess the risks and costs of all regulations while severely limiting the government's right to impose burdens on owners of private property.

Gingrich is quoted as having called the contract "the most decisive legislative proposal since the New Deal began in 1933." The House expects to complete these actions before Easter recess on April 6, a total of ninety two days into the new term.

*"[The contract is] the most decisive legislative proposal since the New Deal began in 1933."*

—Newt Gingrich



## Checking the degree of multiculturalism in the curriculum

by Jon Braman

Our school has an ethnically rich and diverse student body. Questions have arisen among students and teachers as to whether the social studies courses accurately represent that diversity.

The set of required courses in social studies includes Global Studies I, a course devoted to history and cultures of Africa, the Middle East, and South and East Asia. This is the only course lacking a European or American focus.

"The assumption is that Global Studies I is the only course dealing with world cultures," said social studies chairperson Mark Rothman, "but it's not true." Dr. Rothman noted that world cultures are also covered in terms of American multiculturalism.

Sophomore Benson Jose, who has an Indian heritage, felt that India and other countries could have been covered in greater depth. He said, "They could have gone into much greater detail."

Dr. Rothman offers a possible explanation for this discontent or what he calls "out of focus hindsight." He recounts experiences in which students express a

desire to learn more about some world cultures "after the fact."

The department has discussed the fact that a good deal of "sophisticated material" is covered in the ninth and tenth grades that may be difficult for the students to absorb. At times it has seemed that if the more familiar American subjects were covered earlier all the courses would be more meaningful. "We don't have the option of changing that, however," said Dr. Rothman, "because of state requirements and regents exams."

One student of Southeast Asian descent currently taking Global Studies I said that there is a need for more "authentic" or "primary" sources for material in that course. During the unit on India

the student supplied his teacher with some additional information when he felt more should be covered. The teacher gave no signs of attempting to use this material.

Many students also believe that Asian cultures are not the only studies which are neglected in the social studies curriculum.

Senior Andrew Berne said, "Although there were several questions on the regents exam pertaining to Latin America, we hardly get any material on the subject."

"If students have come to me with a desire to learn more I have always been able to provide. I generally don't have any problems with the current curriculum, but I'm always open to suggestions," said Dr. Rothman.

Despite this willingness there are cer-

tain constraints mandated by the state, mainly the regents exams for which classes must be designed to prepare. "State regents exams don't promote multicultural teaching," Dr. Rothman said, adding that in reality the courses teach more about world cultures than required.

"If the state wanted to increase the curriculum on diverse cultures, all they have to do is put twenty questions on the regents and there would be instant change," said Dr. Rothman. Although the Global Studies Regents is fifty percent from Global I and fifty percent from Global II, the state has shown no signs of trying to change the curriculum.

In addition to issues of time and material devoted to topics, Jose noticed a "bias" in the text books. "The books gave only a positive view of topics and tried to hide the bad parts of cultures and events," he said. Although his teacher in Global Studies I agreed, he said that the extra material she provided to him was just as bias as the textbooks.

"Each group has different perceptions," said Dr. Rothman. Each group, he believes, will decide for itself whether the curriculum is an accurate reflection of the student body's diversity.

*"If the state wanted to increase the curriculum on diverse cultures, all they have to do is put twenty questions on the regents and there would be instant change."*

—Dr. Mark Rothman

## Russian police arrest exchange student

by Jon Braman

Sophomore Steven Kalifowitz, one of the students on a recent trip to Russia, had a frightening encounter with the Russian police when he was arrested along with his Russian host.

All of the students on the trip and their chaperone social studies teacher David O'Connor were outside of the Kremlin, about to see a ballet. Kalifowitz was conversing with a Russian family and became separated from the rest of the group.

"There were troops all over the city stopping possible Chechnyans," Kalifowitz described, "I have been told that I look like a Chechnyan."

A police officer, armed and in uniform, walked up to Kalifowitz and asked to see his passport. Kalifowitz presented the photocopy he had been instructed to carry with him. Next, the police asked to see his visa.

"We had been told not to carry our visas because without them we couldn't get home," Kalifowitz explained. A member of Kalifowitz's host family who had been acting as a translator tried to explain to the officer, who offered only "Come with me."

The police officer soon led Kalifowitz and his Russian host, toward a ragged army car. The Russian boy attempted to try talking to the police officer, who shoved him backward several feet. "At that point I decided I would just do whatever the officer told me," said Kalifowitz.

As they got to the car, Kalifowitz's Russian host told him, "You don't want to go in there." He and his family had heard numerous stories of Russian police brutality.

Another officer approached Kalifowitz and his host and asked for his visa. His Russian host again translated "It's at home." Unsatisfied, the officer pushed Kalifowitz against the car and started yelling at him in Russian. Kalifowitz replied in the little Russian he knew that he could not understand.

"An officer opened the door and said to get in," Kalifowitz recalled. "I [got] in." His Russian host followed him, and the car started toward the police station.

The officers took Kalifowitz's wallet and searched it. He hoped they might find American money and let him go.

They did not. "There were rumors of the police regularly taking money," he said.

The car arrived at a shack that was unidentifiable as the police station, which it was. "I couldn't begin to think what they were going to do to us in there," Kalifowitz remembered.

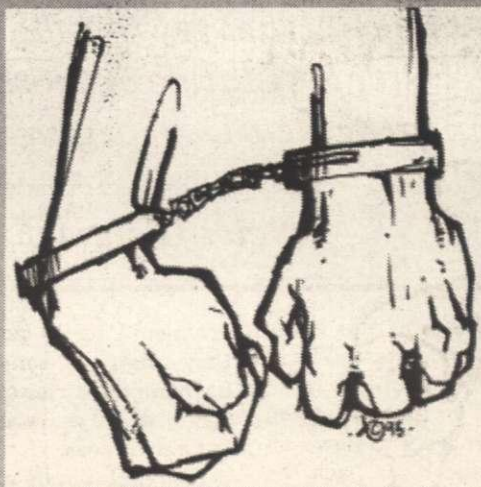
Kalifowitz

exited the car with his hands raised so as not to arouse suspicion. He and his Russian host were led into the building. They walked through turning hallways until they arrived at a jail cell.

At this point Kalifowitz's Russian host was crying. "Then a man walked into the room with his finger on the trigger of a gun pointed at me," Kalifowitz said.

That man walked out, but the threat of gunplay did not. They waited almost an hour in the cell until Kalifowitz's Russian host translated his request to call the American Embassy.

Possibly because of this request, Kalifowitz and his host were released ten minutes later. They caught a bus back to the Kremlin to meet the rest of the group.



## Holocaust Awareness Day needs your help

by Mark Solomon

Holocaust Awareness Day will be taking place on May 3, 1995. The activities will consist of speeches and presentations to take place during class mods. The purpose of the Awareness Day is to touch on contemporary subjects such as anti-Semitism and interracial relations as well as the Nazi Holocaust and any other holocausts that have occurred throughout history.

We are encouraging any and all members of the faculty, staff, or student body to come to us with information, ideas, or

contacts that they might have. We are looking forward to mass participation and hope to receive as much information about as many related topics as possible. Hopefully, the Awareness Day will be an annual event, and the student body's participation will be ongoing throughout the years.

Please bring any ideas or information to the attention of Mr. Begun in the Social Studies Department, or contact one of the committee chairpersons, Lauren Thomas and Emily Caslow. In addition, Mr. Begun can be contacted at (516) 767-4000, and the committee can be contacted at our weekly meetings on Wednesdays at 7:30 a.m. in Room 215.

## Testtakers' course is productive for SATs

by Liz Albertson

Before the first diagnostic test, the Scholastic Assessment Test (SAT) seemed like a vast number of vocabulary, math problems, and analogies that were impossible to navigate. However, through Testtakers', an innovative SAT course, the tests have become more familiar and considerably less foreboding.

Testtakers' begins with an orientation (complete with a stand-up comedy routine) and a diagnostic test used to place each person in the proper class for their math and verbal skills. Students are given a box which reads: "Warning: This box contains seven hundred words that

appear most frequently in the SAT/PSAT. In carefully controlled experiments, Testtaker's students who mastered the words in this box suffered severe score improvements averaging over one hundred and seventy points in the course of eight weeks. Unless you are prepared to face these consequences, exercise extreme caution in opening this box."

SAT vocabulary flash cards are the most substantial part of the Testtakers' course, because if you memorize them, you are virtually guaranteed points on vocabulary questions. Students are also

given a shiny, red plastic Testtakers' binder, already divided into sections which makes it impossible to be anything less than meticulously organized.

Testtakers' has a number of approaches which you learn in individual classes. You are given general rules to follow in each category, which are extraordinarily helpful. For example, in all critical reading passages, you are taught to write the main idea of each paragraph in the margin. These approaches serve to break the SATs into familiar territories with rules for conquering each area. Notes for classes are printed out by Testtakers' beforehand so that we don't wear out our hands before the SATs.

Other excellent features of Testtakers' are extra-helps, makeups, and most importantly, diagnostic

tests. Extra-helps are exactly that; they provide extra help in the areas we need it most. Makeups are also self explanatory. Diagnostic tests are given four times per term. The diagnostic tests are old SATs which provide the best practice for the real SAT.

I will now prove Testtakers' helpfulness by using the first four box words. Testtakers' provides the "munificent" tests to "assuage" an ignorance of what is on the SATs, and the approaches "enhance" scores on this "obscure" test of our intelligence.



## Private tutoring is worth the price

by Emily Caslow

Private tutoring for the Scholastic Assessment Test (SAT) has proved beneficial for me for a number of different reasons. When with my tutor, I must concentrate all the time and I have no time to let my mind wander.

My math tutor and I work very methodically. Every week he gives me one SAT math part which I prepare in my free time. When we meet, we go over the questions that I got wrong and review how to approach various problems. Then he gives me a sheet with problems from a specific topic. We never work from a book.

My English tutor and I work differently. We have a few books that we usually work from. Some weeks I do exercises and she shows me how to think about the questions and how to look for the right answer. Other days she does more instructing on how to do problems.

When I am being tutored there is no one to socialize with. I enjoy socializing with other people, but since I only have a few hours a week, learning is the priority. Also, with a private tutor, I am tutored on a one-to-one basis. This makes me do my work every week. Private tutoring leaves me with no time to slack off. For many people, SAT courses are the most advantageous, but for me, private tutoring seems to be doing the job.

## Review book is a success

by Sarah Rosenberg

For those of us who do not have the time, patience, or money to take a full-blown preparation course for the Scholastic Assessment Test (SAT), **Gruber's New SAT** offers a unique study-guide for the "big test". Recently updated, **Gruber's New SAT** by Gary R. Gruber, Ph.D. (\$11.95), is based on the newly formed SAT and provides questions on the same level of difficulty, if not harder than the test itself.

The book is based on the fact that if you get used to harder practice questions, the actual test questions will seem easier. In addition to this increased difficulty, **Gruber's New SAT** is easy to follow and understand because it gives detailed explanations in simple terms, without sophisticated and confusing directions.

The best aspect of it is that it offers a convenient four hour study program for those of us pressed for time. This minimum study program tells you what basic math skill you need to know, what vocabulary practice you need, and the strategies that are most frequently used. Overall, **Gruber's New SAT** provides a thorough preparation in every level for those who are willing to spend any time studying for the SATs.

# Social studies curriculum debate

by Emily Weinstein

The extensive Advanced Placement (AP) offerings, coupled with the social studies department's non-AP sequences, are impressive. Students get intense, quality instruction complemented by well-coordinated events such as African-American History Month.

This is all wrong.

The week-long celebration of African-American history consisted of varied programs, some excellent and well-received, some questionable in their purpose, not unlike the classes we take every day. It didn't matter, because nearly all of the programs got people talking. And the more people talk, the better they relate. And when it comes to race relations, quantity leads to quality.

When you face something every day, you may not like it or agree with it, but you learn to live with it. Even if you never come to understand algebra, if you spend two mods a day in a room with it for a year you no longer fear it. And fear is the root of prejudice. After spending at least two mods of each day for a week immersed in African-American history, from Little Vicious to a lecture about revisionist world history, it seemed abnormal that African-American history has no place in my daily school life.

The extent of African history we've experienced so far has been a year long study of Africa in Global Studies I. This is one fraction of one year of our entire high school careers, in an introductory course. Lumped in with Africa are the Middle East and Asia, including India, China and Japan. Well-taught as it is, the course is not comparable in intensity to courses taken later in high school. Global Studies I is one-fourth of the social studies we take in high school; Africa, India and Asia comprise much more than one-fourth of the world population.

The way the social studies curriculum is designed now, a student takes one year of the "rest of the world" and then moves on to three more intense years of courses in which India, Africa and Asia come up only as they are passed along as colonies from one European power to another. Africans appear for two days in American history (not including the Civil War). If you take Global Studies II, you learn about Latin America and if you take AP European and you get a concise packet for your Regents-review pleasure.

European History is a vital part of any education. Our nation is part of Western civilization, and the roots of that civilization lie in Europe. But the roots of America's civilians run deeper into the earth, across oceans not traversed by the Concorde.

The nature of the AP and Regents classes designed to prepare a student to take AP or Regents exams does not encourage an in-depth look at history, but

rather a broad, skimming view of the most important events. Thus, there is little time to talk about how the people native to colonized lands were affected as it was tossed from one nation to another like a hot potato. By necessity of the looming AP exam, European History becomes the origin of white male culture.

The same minority disappearing act happens in sub-se-

quent AP and Regents social studies classes, American History, Government and Economics. "The origin of white male culture" is followed by "white male culture's greatest achievement America," and then "how the inhabitants of white male culture's greatest achievement govern themselves and spend their money."

It's no coincidence that the "ruling majority" of this nation is comprised of the people who get the most attention in history curricula. If for three years, it is ingrained in students that their forebears have always ruled the earth, colonized foreign lands, and built powerful nations while bulldozing entire races, they will expect the same for themselves.

If the curriculum is truly going to represent the history of everyone who bothers to learn it (and nobody said that it does), African-American History Month, and all other well-done but supplementary events must be integrated into classroom topics. We cannot build a strong foundation of pride and understanding on one month of the year.

by Imri Eisner

The social studies curriculum is mandated by state requirements. Schreiber is required to teach two years of world history, composed of a year of African, Indian and Asian studies and a year of European History, and two years of American History, composed of a year of American

present day issues whose arguments and consequences are mirrored in history books. From the consequences of isolationism, lessons about most national issues today can be learned through the study of U.S. history. To know the political and economic history of the U.S. results in an understanding of present day American thought.

The requirement of a full year for the study of European history, is also minimal. The study of European history is valuable, not only for the sake of knowledge, but also as a complement and background for the study of American history. The evolution of political and economic philosophy in Europe directly resulted in the creation of the United States. European exploration, mercantilism, and the Reformation, which resulted in a conflict between Churches, are some of the forces that caused the colonization of America by Europeans. Philosophers, such as Locke and Hobbes, influenced the political beliefs on which this nation was founded. These influences are just a few of many, which are not isolated events, but an intricate evolution of thought. This evolution must be studied in order to understand, not only modern day Europe, but also the foundations of our nation.

The study of European history touches on the history of the rest of the world, as well. European colonization and imperialism, as negative as it might have been, practically shaped the political map of the world. In order to understand modern day governments and conflicts around the world, it is necessary to study European history. Because of technological superiority during the 18th-20th centuries, Europe influenced and inflicted its governments around the globe. Examples of this can be seen in Africa, whose political borders and governments were largely shaped by Europeans, completely ignoring traditional boundaries. The problems in many African nations today, can be partially attributed to European colonization. Insight into these problems can be studied through an examination of the European influence in the region. By learning about Europe, one learns about the world as it is today.

Just as Europe influenced much of the world, Europe too was influenced and affected by much of the world. Europe adopted many things from foreign nations, including silk, the potato, and the custom of bathing. The hey days of many great cultures from around the world, however, took place before there was much interaction between regions of the world.

The great cultures and empires of Africa and Asia are studied, as well as the many present day issues, during the required one year course of Global Studies I. The relatively recent history of the world, however, overlaps with European history. Therefore, although world history and present day politics are touched upon by the global studies course, they are complemented by the study of European history.



history, a semester of government and a semester of economics.

The school district has to comply with Regents requirements. The claim that the time allocation between European and Eastern hemisphere history is based on the Eurocentric beliefs of the Regents board is not a sound argument. Granted, one could argue that the social studies program is far from perfect. The teaching of the western hemisphere is limited to the study of the United States only. For example, the history of Native Americans, prior to colonization, is practically ignored. Within its limits, however, it is apparent why European history is second to United States history in emphasis and allocation of time.

The two years requirement of American history, government, and economics, is the bare minimum of time that should be required for the study of our own nation. The development of political and economic thought in America has shaped the nation into what it is today. The understanding of these developments is a tool for understanding modern day America. There are endless examples of

# Women's History Month, a necessary celebration

by Rebecca Schiff

Women's history is formally celebrated during the month of March. As is the case with African-American History Month in February, many people believe that Women's History Month hurts the group being celebrated by further isolating their history from that of the rest of the population. Of course, it would be ideal if the historical experiences and accomplishments of women and African-Americans were fully integrated into the history taught throughout the entire year. The fact of the matter is that specific aspects of women's history are not taught to their full extent.

Part of the problem stems from the woman's traditional role in history. In most cultures, up until this century, women were expected to perform domestic functions and be supported by their husbands. For this reason, people have come to believe that there is nothing worth learning about these women. This is an ignorant and dangerous assumption. To understand how far women have come in history, we must not only learn about their achievements, but their oppression as well. Only when we fully understand what rights were denied to women can we fully grasp how far we have come and have to go.

As most people know, women were not given the right to vote in the United States until 1919. However, women's history goes beyond Susan B. Anthony

and the Women's Suffrage movement. The events leading up to suffrage and those following it, are just as interesting and certainly just as important as the movement itself.

While discussing Gloria Steinem with a friend, a fairly well-read student informed us that he had no idea who she was. When I told him that she was the pioneer of the women's liberation movement in the seventies and the founder of *Ms.* (the first and most visible feminist magazine to date), he responded that he did not think that it was important to know what this woman had done.

He was, of course entitled to his opinion, but it seems that if we had learned more about the feminist movement earlier in our lives, people would be generally more understanding of the women's movement today. The main advantage to devoting a month to the study of women's history is that it allows a person who has been exposed to one thing for their entire life to open their mind to a different perspective. It is crucial to make people aware of the contributions of a group that hasn't always been in the spotlight.

By learning about the first woman doctor, lawyer, or policeman, and the obstacles they faced in pursuing these occupations, we are better able to see the obstacles that women are facing in society today. Sexual harassment, domestic violence, and unfair representation of women in company positions and government are strong indications that women still have a long way to go before the dreams of their foremothers are realized.

## Sophomore wants to eat in peace

by Gary Schmirer

It was a beautiful winter day and after eight mods of long, wonderful classes, I supposedly had two mods off to get a bite to eat and do some useful studying. As the type of person who tries to get too much done in too little time, this scenario presented a problem. After half a year of trying to find a place where a student may eat their

lunch in a semi-quiet environment during mods 9/10 and be able to concentrate on homework or study for a test later that day, I have found that there is none.

I arrived at the odorous, overcrowded cafeteria at 11:25 a.m. and besides there being no place to sit, it was almost impossible to do any type of quality work there anyway. Since my friends and I were forced to either wait to eat lunch or to not eat at all, we were quite annoyed. There should be a place for any student who wants to sit in the cafeteria. We started trying various places in the school where we could eat our lunches in quiet surroundings.

During lunch I thought I found a perfect place where a friend of mine and I could eat and read a book in quiet and peace. This was the math resource room. After sitting and eating our lunches while reading a chapter in our social studies book, a teacher noticed the food and told us to put our lunches away or leave the room. The library does not allow any food or drink, and a librarian

will ask you to get up and leave the room if you have any. The English resource room can be eliminated since there are no tables. It seems that a pattern is forming here. A fellow student told me that it is simply not fair that students

It is simply not fair that students who have a lot of work to do have no place to eat a serene lunch.

who have a lot of work to do have no place to eat a serene lunch. This student's feelings can be shared by many of us. Why not? Having a quiet place to eat and study with friends is a good idea.

My suggestions are as follows:

1. Place some more tables in the cafeteria so those that want to sit in that noisy place are able to.

2. Have some areas of the school set aside for a peaceful lunch atmosphere.

3. Allow students to eat in resource rooms if they are willing to be quiet and clean up after themselves.

These proposals may solve some of the problems that I have had. I am quite surprised that the school is willing to buy computers and is still not doing anything about this dilemma. Until these situations can be solved I will be forced to, as usual, eat my lunch in class or on the go between classes.

Once warm weather arrives, I am glad to say that I will eat my lunch outside on the grass in the circle. The environment there in May is always beautiful and tranquil. I will make sure that I will sit under a tree and peacefully work and eat the lunch that was prepared for me. Right now, I'm looking forward to that time.

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TOP MODELS TEAM UP WITH FORD AGENCY IN SEARCH OF NEW TALENT April 8, Long Island Marriott

Former top international models Lisa Rutledge and Shawn Ehlers turn their unique experience to a new focus—discovering the hottest new talent. With Ford models, the world's most prestigious modeling agency, the team will host Image Search, an exciting informative seminar about all aspects of the modeling industry.

Along with selecting teens who could become tomorrow's supermodels, the day-long event is designed to educate teens and their parents about modeling as a career. Shawn Ehlers and Lisa Rutledge provide inside information on how the business operates, secrets of the trade, how to get started on a budget, hazards and pitfalls, and much more.

As successful models themselves, Lisa and Shawn walked the runways of the US and Europe for top designers like Atmani, Calvin Klein, and Donna Karan. They've been sought out as consultants for the leading agencies, as coaches for new models. The team is uniquely qualified to teach the strategies and skills essential to success in this highprofile, competitive business.

Shawn and Lisa stress that to make it as a model, and generally develop into a productive young adult, strong self esteem is crucial. "Your teens are a critical time in developing a sense of self worth and confidence. It's so important to know that everyone has insecurities, and to have inspiring and motivating role models," says Rutledge and Ehlers. The team addresses these issues in innovative, creative ways in their popular seminars, helping to build the inner confidence essential to becoming successful in any field.

Please join Shawn Ehlers and Lisa Rutledge on April 8 at the Long Island Marriott, 101 James Doolittle Blvd., Uniondale at 7:30AM for an inspiring, informative, and entertaining day.

For further information and registration call 212-265-7845.

The above text is an advertisement

JOIN US AT THE LI MARRIOTT HOTEL ON SATURDAY, APRIL 8!

For more information and registration call:  
Lisa Rutledge or Shawn Ehlers at 212-265-7845



# Art department has visitors

*Mask-maker teaches art students to plaster cast their faces*

by Jason Hare

Multimedia artist Michele Lee-Dockery visited the art department on March 2, 6, and 9 to instruct students on the creation of masks.

Mrs. Lee-Dockery is an African-American/Native American artist who works in performance art, sculpture, masks and documentary films.

Mrs. Lee-Dockery worked closely with the students, helping them to create plaster casts of faces and then "bring them to life." The masks were complemented with natural material from the earth.

"[Mrs. Lee-Dockery] didn't confine [the students'] art in any way," said art teacher Kris Palatella-Fish. "She was very open to any interpretation."

Mrs. Lee-Dockery also talked to the students about the history of masks, specifically in regards to the role of masks in African culture. She mentioned that there were many different kinds of masks, including ancestry masks, masks used for roles, masks that are handed down from generation to generation, and masks that in ancient times were used to call on spirits in the community.

She also discussed the mask's lack of power if it is left lying on a table. The mask must be used by a human being that can empower, giving it energy and spirit.

Mrs. Lee-Dockery, who previously taught at the University of Rochester, works with her husband on creating masks and "saving rituals." She concentrates on re-enacting ancient rituals so as not to lose her heritage.

Mrs. Lee-Dockery will return on

April 7 to discuss her work, including a documentary about a conversation with a Black Panther in prison with whom she discusses racism in academic institutions. She will also discuss social conditions in African communities.

"[Mrs. Lee-Dockery] was exciting, her ideas were fresh, she had a lot of energy, and her art work was a reflection of her integrity," said Mrs. Palatella-Fish.

*Alumnus presents his portfolio to AP art classes*

by Ann Barish

Alumnus Steven Ayromlooi, a young artist from the Rhode Island School of Design, presented his portfolio and two short animated films to the Advance Placement classes at Schreiber and at Weber Junior High School on March 7.

Mr. Ayromlooi, a former student of art teacher Ann Barish, has assembled an outstanding portfolio of drawing, painting, sculpture, and most recently, film.

Mr. Ayromlooi presented an animated film based on the Japanese Samurai, a theme, which he says, appears often in his work. The film is his senior project and is not yet complete. Students were invited to view the finished film in the spring at a movie theater in Great Neck and were promised special invitations.

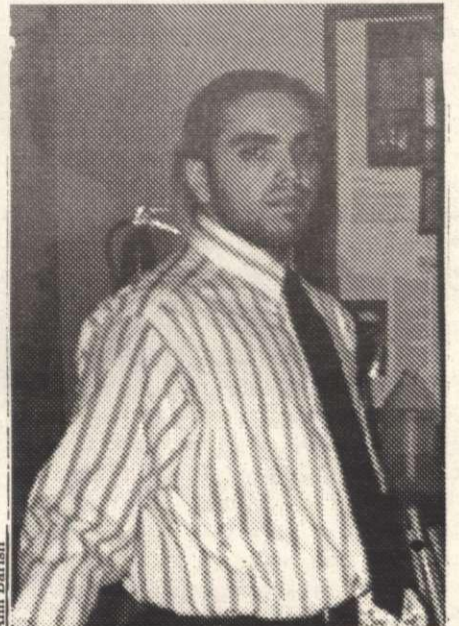
His portfolio slides included beautiful drawings in charcoal, pencil, and pastel. Some notable works were a large charcoal rendering of the human skeletal structure, a pastel of a Japanese man and woman in beautiful costume and numerous self-portraits in pastel.

Mr. Ayromlooi's slides of the jean jackets that he painted for friends in

high school included an air brushed Harley Davidson motorcycle, Batman mural, and portrait of Jimi Hendrix, all done with acrylic paint.

He offered a question and answer opportunity at the conclusion of his presentations during which students inquired about the art experience at the college level. Mr. Ayromlooi said one main difference is that at college you may become so engrossed in a particular project, you can stay up for days working on it. He said he has often spent more than ten hours a day working on a single painting and that he has sometimes worked on his film for more than twenty hours straight!

Mr. Ayromlooi's presentation showed the students that if you really want to do something great, you have to devote your whole self to it. He told them that our school district offers a great opportunity to do just that.



Ann Barish

Alumnus Steven Ayromlooi is a senior at the Rhode Island School of Design.

## Chamber orchestra performs

by Bradley Block

The chamber orchestra performed two fantastic concerts at the Port Washington Public Library on March 2 and 7.

The first concert featured senior Minsu Longiaru in the "Haydn D Major Cello Concerto," accompanied by the rest of the chamber orchestra.

The second concert featured

Joahann Sebastian Bach's "Brandenburg Concerto Number 4," with senior Sarah Blankman, junior Kathy Cho, and freshman Margaret Wood performing solos.

The Martha Graham Dancers will perform a specially commissioned work by Patric Byers with the orchestra and choir on April 12. This world premiere work will contain a poem written by sophomore Blakely Kay.

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**SATURDAY  
 APRIL 29TH**

**8:00 PM**

COME AND SEE THE

**NFL GIANTS**

**BATTLE  
 THE VIKINGS & FACULTY**

**IN A BASKETBALL GAME  
 TO SUPPORT  
 THE LEUKEMIA SOCIETY  
 AND NFL ALUMNI CHARITIES**

# MOVIE AND MUSIC REVIEWS

## Who? They reissue Live at Leeds

by Jason Hare

Before the death of drummer Keith Moon in 1978, The Who was argued by many to be "The Greatest Rock and Roll Band in the World," a title certainly not to be handed down lightly. The Who was not like many other bands performing at the time. Band members were angry and rough, but most of all, they made amazing music.

At the end of 1969, The Who was fighting what seemed to be an endless battle, the struggle to let go of *Tommy*, the unprecedented rock opera that guitarist Pete Townshend created. *Tommy*, of course, brought a name to the band, but The Who still had to prove that it was as heavy and rude as before the word "opera" became a part of their vocabulary.

*Live at Leeds*, originally released in 1971, became the definitive rock and roll album. Explosive, energetic and musically exceptional, the album brought the band to new heights. Recorded at Leeds University on Valentine's Day 1970, the album has finally been remixed and more than doubled in length.

The original *Live at Leeds* contained six awesome songs: "Young Man Blues," "Substitute," "Summertime Blues," "Shakin' All Over," "My Generation," and "Magic Bus." Although fantastic, the album had its problems. First of all, there were many other fantastic songs that had been left off the

album, to the delight of bootleggers. The actual album came with a printed warning that the crackling sounds heard were *not* the fault of the record player! Nonetheless, the album became a wonderful showcase for The Who, the band ready to define its generation.

The new *Live at Leeds* is nothing short of amazing. With fourteen completely remixed tracks and the "crackling noises corrected," the album opens powerfully and doesn't stop kicking until a good seventy minutes later.

The opening track, "Heaven and Hell," is sung by bassist John Entwistle and is a real treat for the band's fans, as it was frequently the opening number. This version has trademark guitar and bass parts, leaving enough room for Townshend to solo and is also supplemented with great backing vocals.

"I Can't Explain," "Fortune Teller" and "Tattoo" from the mid 1960s, feature The Who in fine form, performing songs they obviously love to play over and over again. While "Fortune Teller" was only recently released, the others were released on early albums and remained crowd favorites.

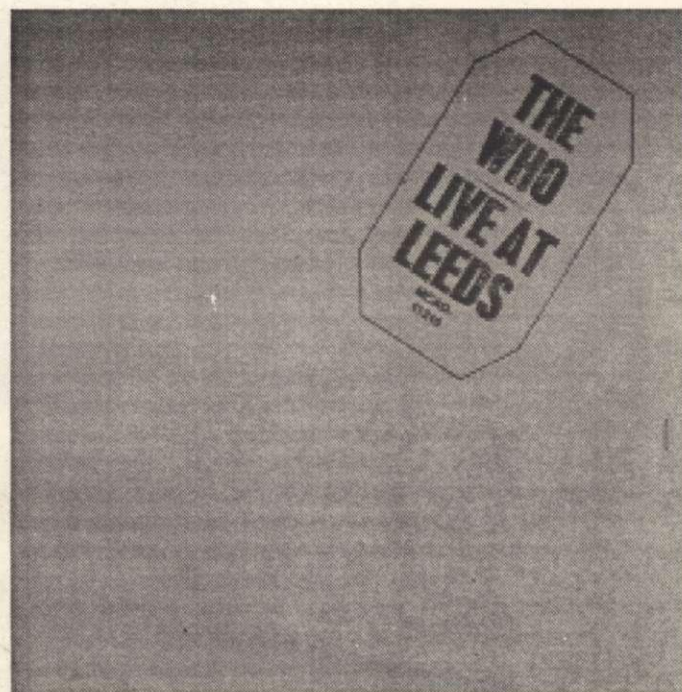
"Young Man Blues" remained one of The Who's favorite blues covers and was always performed with violent energy. It gave Moon a chance to release his rapid, machine-gun type firing of the drums, and lead singer Roger Daltrey screamed his loudest. The other covers on this album, "Summertime Blues" and "Shakin' All Over," all from the original *Leeds*, are absolutely fan-

tastic, showing the band at its strongest. "Shakin' All Over," in particular, seems to highlight each member of the band, letting Daltrey go crazy and letting Entwistle run down his long fret board.

The band also gets a chance to run through its better known hits, "Substitute," "Happy Jack," "I'm A Boy," "My Generation" and "Magic Bus." "My Generation" offers particular opportunity for Townshend to improvise, leaving Entwistle and

Moon to attempt to follow him. For the most part they have no problem, occasionally running into different excerpts from *Tommy*. "Magic Bus," the final track, also allows Daltrey and Townshend to create their own Magic Bus dialogue.

The only disappointment to this excellent album is the absence of *Tommy* in full. The entire rock opera was performed that night, and is only represented here by "Amazing Journey/Sparks." *Tommy* was only legally released live on 1989's *Join To-*



gether, and since then, fans have been starving for a quality live *Tommy* release. However, "A Quick One, While He's Away," Townshend's first "mini-opera," is performed on *Leeds*, and is supplemented by hilarious interjections from Moon.

On the whole, *Live at Leeds* belongs in any rock fan's collection. This album, critically acclaimed in 1971, has only improved, thanks to MCA's technology. Fans couldn't be happier, and they only wait for the reissues of the rest of the catalog.

## Why? Just 'Cause

by Bradley Block

Sean Connery leads an all-star cast in the suspense thriller *Just Cause*. Crooked cops, mad men, innocent victims and a couple of crocodiles make up this bonanza of plot twists.

*Just Cause* is a story about a young African-American man, Bobby Earl Furgeson (Blair Underwood), from a small Florida town who is on death row for a murder he says he didn't commit. He seeks the help of famed Harvard University law professor, Paul Armstrong (Connery) to get him off the hook.

After Connery's wife (Cate Capshaw) convinces him to help Underwood, Connery travels out to the prison where Underwood is being held. There Underwood explains how eight years earlier an extremely brutal police officer (Lawrence Fishburne) beat a confession out of him for murdering ten-year-old Joanny Schreiber with the help of another brutal cop.

Later Underwood tells Connery

about one of his cell-block neighbors (Ed Harris) who revealed that he killed Joaney Schreiber. There are many plot twists and coincidences that make this movie great.



Lawrence Fishburne is interrogated by Sean Connery.

In addition to the fantastic storyline, the performances of Fishburne and Harris are of Oscar caliber. Fishburne gives an original and great performance. Harris turns from a tranquil

mad man trying to cover-up his emotions into a crazed lunatic screaming out his lust for blood. Connery's performance was well-done.

This film also addresses the important issue of racism in the South. Furgeson was the head of his high school class in Ochopee, Florida and was accepted, with a full scholarship to Cornell University. Soon after he started attending college, he was accused of kidnapping, and his scholarship was lost, even though he was acquitted. It was apparent that because Furgeson was an African-American, he was being blamed for the murder of Joaney Schreiber by the entire town.

Many people think that because there is an insane man in *Just Cause*, it is just an imitation of *Silence of the Lambs*. It is nothing of the sort. There are no similarities between the two except for the characters that have "lost it." Although this movie is recommended to anyone who liked *Silence of the Lambs*, it is also a movie for suspense fans in general.

# Oscar shines once more

by Ari Rabin-Havt

Hollywood is once again approaching the climax of its year, the Academy Awards, where hopefully the best come out to shine.

Last year, as expected, **Schindler's List**, Steven Spielberg's epic story of Oscar Schindler's rescue of over one thousand Jews from death during the Holocaust was the big winner. Who will come out on top this year is more of a question.

Leading the pack in number of nominations is **Forrest Gump**, Paramount's extremely successful film about a "simpleton's" journey through life. Its thirteen nominations are just one short of the record set by **All About Eve** in 1950. **Gump's** nominations include best picture, best director (Robert Zemeckis), best actor (Tom Hanks), best supporting actor (Gary Sinise), and best adapted screenplay (Eric Roth). Other nominations include art direction, cinematography, film editing, make up, original music score (Alan Silvestri), sound, sound effects editing and visual effects.

Following behind **Forrest Gump** is **Pulp Fiction** with seven nominations. **Pulp Fiction** is a "bloody" flick dealing with organized crime in Los Angeles. John Travolta's best actor nomination is especially dear to him because of his return to the big screen. Other nominations include best picture, best supporting actor (Samuel L. Jackson), best actress (Uma Thurman),

best director (Quentin Tarantino), best original screenplay (Quentin Tarantino and Roger Avary), and best film editing.

Also with seven nominations is Woody Allen's **Bullets Over Broadway** where Allen is nominated for best director. This film is considered to be Allen's best comedy in recent years. The nominations for this film include two best supporting actress nominations (Dianne West and Jennifer Tilly) and a best supporting actor nomination (Chaz Palminteri). Other nominations include best original screenplay (Woody Allen and Douglas McGrath), best art direction and best costume design.

Another surprise movie with seven nominations is **The Shawshank Redemption**. It is the story of a young banker who is jailed in 1947 for the murder of his wife and lover.

This film earned nominations for best picture, best actor (Morgan Freeman), best adapted screenplay (Frank Darabont), cinematography, sound, original music score (Thomas Newman) and film editing. The other two best picture nominees were **Quiz Show** and **Four Weddings and a Funeral**.

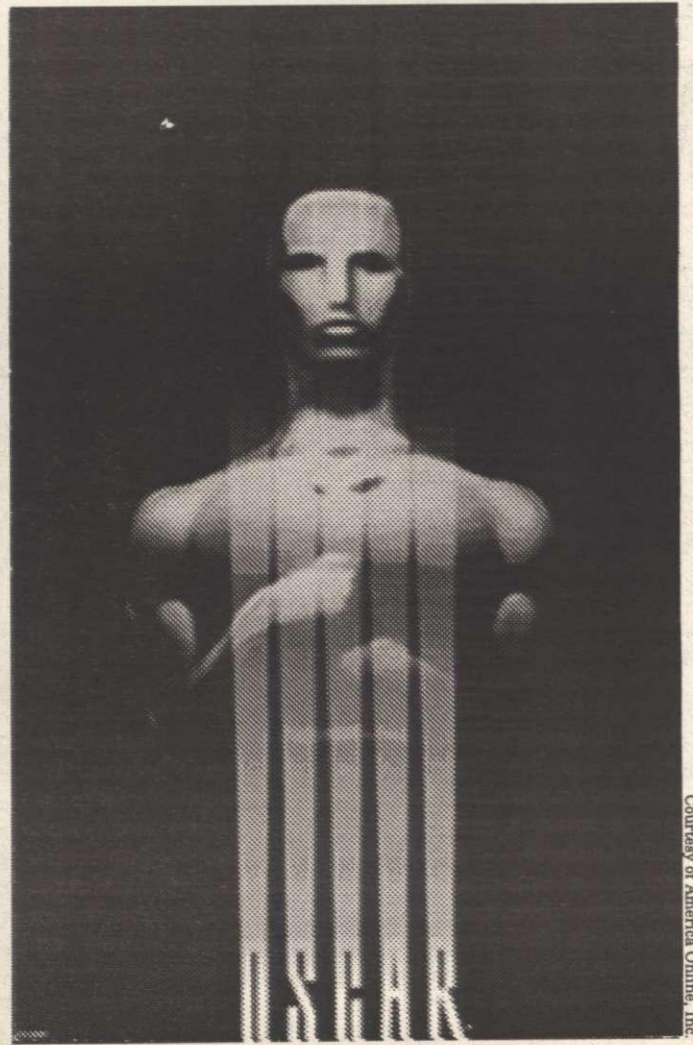
One surprise in the nominations was that **Hoop Dreams** only received one nomination for best editing. The story is of two Chicago inner-city youths and their dreams of making it to the National Basketball Association. What surprised many people is that **Hoop Dreams** was not

nominated for best picture or more appropriately best documentary.

A nice surprise came in the music original song when Disney's **The Lion King** received three out of the five nominations ("Can You Feel the Love Tonight," "Circle of Life," and "Hakuna Matata").

The biggest winner for nominations, by far, was the distributor Miramax Film, a semi-independent Disney subsidiary, with a total of twenty-two nominations.

If you missed any of the above movies, you are still in luck. **Forrest Gump**, **Hoop Dreams**, and **The Shawshank Redemption** have returned to local theaters, and others, such as **Four Weddings and a Funeral**, are already available on video.



Courtesy of America Online, Inc.

## Irgang on chess

by Gregory Irgang

This column will be about *en passant*, (pronounced "aw passaw"), French for "in passing." It is a special move, abbreviated "e.p." in books and chess columns.

This is how it works. Suppose Black has a Pawn on its fifth rank and White has a Pawn on its second rank on a file next to Black's Pawn. If White moves its Pawn up one square, Black can take it normally. But if White moves its Pawn two squares, it will appear to have passed Black's Pawn. However, on Black's next turn, it has the option to capture White's Pawn with Black's, as if it only moved one square (see Figure 1). If Black wants to do this, however, it must be done immediately. If even one move is played first, Black loses the opportunity. It cannot be done if the enemy Pawn just made a capture or only moved one square.

White moves his light squared Bishop one square back and to the right, giving check. Black has only one response; moving its King's Bishop-Pawn (the one just right of his Queen) forward two squares. This opens up a diagonal for Black's light-square Bishop. White responds by taking that Pawn en passant with his King-Pawn, discovering check from the same Bishop and attacking Black's Queen. After Black blocks with his light-square Bishop, White can take Black's Queen. In normal chess notation, the moves are 1.B-Q3+, P-KB4; 2.PxPe.p., B-N3; 3.PxQ.

Figure 2 is a pretty good example of

the power of *en passant*. White took the Pawn (two squares to the right of its King) with its Bishop. Black responded to that check by moving his rearmost Pawn forward two squares. Black thought he would win white's bishop for a pawn. In reality, the opponent fell into the trap. White took Black's Pawn by *en passant* and the opponent was the one who was mated.

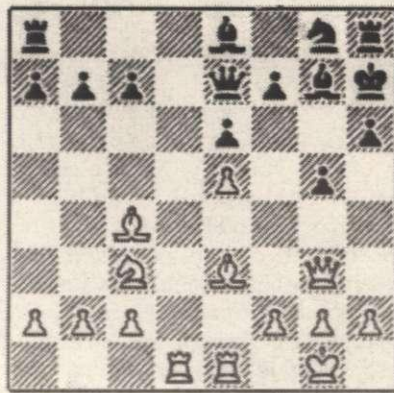


Fig. 1

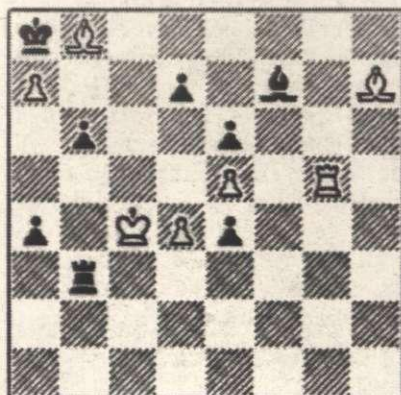


Fig. 2

## When You Need Us, We're There!

Every year thousands of Nassau County teens must deal with something totally unexpected - pregnancy.

Don't let this happen to you. Plan your life.

Planned Parenthood of Nassau County provides birth control and other family planning services, as well as counseling. Testing and treatment for sexually transmitted diseases (VD) for both females and males is also available.

Service is always confidential (no one else is told) and at prices you can afford (pregnancy testing is free for teens).



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Glen Cove  
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# Return of new and old Jedi

by Bradley Block

Many rumors have been flying around about a new **Star Wars** film trilogy, set to come out sometime during 1997. This article has been written to clarify those rumors. It is true that a new **Star Wars** trilogy is currently in the works and there are **Star Wars** films set to be released during 1997, but these are two separate projects.

The first project to be released is an updated version of the classic **Star Wars** trilogy. Almost twenty years later, the films are starting to show their age. Many of the special effects will be revised from technology used over fifteen years ago to today's effects. This will be done by the company that helped to produce the original versions of the trilogy, Industrial Light & Magic (ILM). In a prepared statement, **Star Wars** creator, George Lucas said, "The digital technology that ILM pioneered in films like **Jurassic Park** and **Forrest Gump** allows me to revise a few scenes which bring the movie closer to my original version."

**Star Wars Special Edition** will feature about four minutes of previously unreleased scenes. One of these scenes will be in the first film of the trilogy, **A New Hope**, in the beginning, outside the cantina. After Han Solo kills Greedo, the bounty hunter, he bumps into Jabba the Hutt and asks him about why Jabba had put a bounty on his head.

This scene was originally made

with Jabba the Hutt as an obese man, instead of the giant slug he ended up being in **Return of the Jedi**, but it ended up on the cutting room floor. Using ILM, Lucas plans on replacing the human Jabba with the Hutt we all know and love.

**A New Hope** will be released in the summer of 1997, the twentieth anniversary of the original. The next two movies will be released in two month intervals.

The next project is the new **Star Wars** trilogy. When Lucas made the original **Star Wars** films, he knew that he wanted to make more. He had the outline for nine separate films, to be released in groups of three. The middle group was the one created first because

Lucas thought that it would have the greatest chance for success. He is now in the process of creating the first group of three.

They begin forty years before the day when Luke had his pivotal encounter with Ben Kenobi.

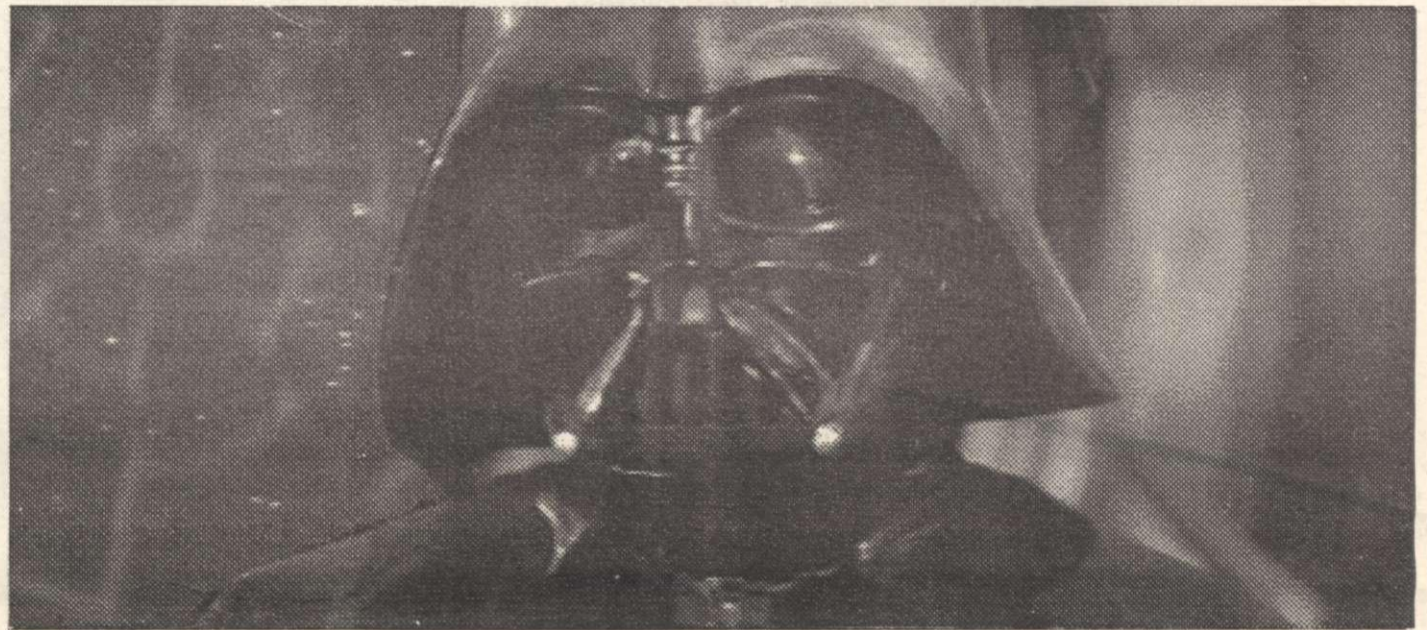
It begins when Obi-Wan Kenobi, a fully trained Jedi Knight, encounters and befriends Anakin Skywalker. Skywalker is a very talented pilot who is extremely strong with the Force, so Kenobi attempts to teach him in the ways of the Jedi. The evil Senator Palpatine (he's not yet emperor) senses Anakin's growing power and plots to sway him to the dark side of the Force.

The three films center around loy-

alty and betrayal. Skywalker and Kenobi become friends and keep order throughout the Republic. Senator Palpatine plots to take over the Republic and is opposed by Senators Mon Mothma (the leader of the rebellion in the films we have already seen) and Bail Organa (Princess Leia's father).

The prequels should come out by 1998, but no date has been set for the final trilogy. The trailer for the prequels will be on **Return of the Jedi Special Edition**.

**Star Wars Special Edition** and prequels were made so that Lucas could finish his ideas as well as expose **Star Wars** to a whole new generation of children and their parents.



Darth Vader hath returned for a revised version of the old **Star Wars** trilogy and a new trilogy.

## A new era of film

by Eric Corriel

Forget about the old-fashioned movies where you just sit back and view the movie. Now, if you visit Sony's IMAX theater in Manhattan you become a part of the movie.

The joyride begins before you walk into the theater when you are handed the three-dimensional glasses. The glasses aren't the ordinary paper frames with red and blue squares for lenses. Instead, Sony provides you with state-of-the-art glasses that wrap comfortably around your head. They even have built-in headphones that pick up infrared signals projected from the walls.

The adventure continues the moment you stroll into the theater and observe the mammoth eighty foot tall screen in front of you. In order to fully view the screen, Sony took the liberty of making each row significantly higher than the preceding row.

The experience really commences the second the screen flickers to life, and you are about to enter into the ocean. It's when you first dive "into the deep" that the 3-D effect really hits you. First, you travel through the underwater kelp while about half the

theater is reaching out trying to grasp the leaves.

By the time the moviegoers get over the realization that there is nothing to be grasped, the tour moves on to explore the interesting mating habits of the garibaldi. The way this part of the adventure is done makes it seem like the fish are floating in your lap. You move on to see a plethora of squid mate and then die minutes afterward. The fact that there are hundreds of squid on the screen at one time makes this an exceptionally good part of the show. The movie experience concludes with a terrific shot of a shark coming right at you causing most of the moviegoers to instinctively recoil.

This film is truly amazing with unbelievable visual effects that have to be experienced to be believed. If you are planning to attend this movie, make sure to call and get tickets in advance otherwise you are likely to end up getting shutout. But if you don't feel like blowing your bucks on a thirty-five minute movie then you can wait until sometime in the spring when **Wings of Courage** is scheduled to be released (a full length three-dimensional movie). **Into the Deep** is evidence that cinema has evolved to a new level.

## Shallow Grave is deep

by Jesse Peyronel and Sara Weinstein

Friends. If you can trust anyone, it's them. You depend on them, they depend on you, but what happens when greed disrupts friendships? You get a masterfully plotted and cleverly made film called **Shallow Grave**.

**Shallow Grave** opened in England a few months ago and took the film industry by storm. Not only was it a critical success (being compared to the likes of Alfred Hitchcock and **Pulp Fiction**), but it was a box office hit as well. The film's release in the United States is limited, even though the surrounding buzz is great, due to it being a "foreign film." It would be a shame if movie-goers shied away from this film because it has been stereotyped as an "art" or dull "foreign film."

The film follows the tale of three young, single people, played by Kerry Fox, Christopher Eccleston, and Ewan McGregor. They share an apartment in Glasgow, Scotland. They are three of the most snobbish, obnoxious people who decide to literally "audition" a fourth roommate. They go through various perfectly good candidates and dismiss them all, after having a little fun at their expense. Finally, they find what seems to be the ideal roommate who lives up to their twisted standards, Hugo. He's cool and mysterious. The problem is, he ends up dead in his bedroom from an overdose

the next morning. The three roommates find his lifeless body lying on the bed and a suitcase full of money ripe for the taking.

Instead of reporting the death to the police, the three decide to dispose of the body themselves and keep the money. They are pursued by Hugo's betrayed criminal comrades and have to avoid the suspicions of the police. Thus, they begin to double-cross each other. Their once close friendship eventually evolves into a triangle of deceit and murder.

All of the performances were truly excellent, and the casting was very interesting. The actors were not only ideal for their roles, but they were realistic. The characters were regular, everyday kind of people.

The film presents a very entertaining story despite seven disturbing murders. That presents a dilemma. One might claim they liked the film as a whole, but were troubled by the story. This is a suspenseful thriller with excellent cinematography, interesting writing, marvelous performances, and impressive direction. It would be shame if it's graphic moments scared away viewers.

This film is at a par with Hitchcock's legendary thrillers, and can be very thoroughly enjoyed, but, this film is not for the faint of heart. If you like murder and suspense, this film is for you, but if the subject matter might disturb you, then maybe you should check out **The Lion King** instead.



Mariana Aguilar

Senior Melinda Kristofich scoops a ball in girls' lacrosse tryouts.

## Girls' varsity lacrosse opens season

by Andrew Zankel

The girls' varsity lacrosse team will have to work hard this year in order to live up to its reputation as last year's Long Island Champions. The team is confident that they can repeat that title this year and even win the state championship.

The girls' varsity coach is Roger Winter. Even though he has not yet announced the varsity team, there will be many experienced players returning this year including senior Sarah Caban and juniors Katie Bruck, Kathy Cho, Kinsley O'Garrow, and Leah Wolk. Even though the team lost many of their top players last year, these players are expected to step up and take the team to higher levels of competition than ever before.

Junior Emily Wu said, "Our goal is to make it to the states and if we all step up to the challenge and give it our all, we can do it."

The players have great team work and have had many years of experience play-

ing with each other, which will be a great asset. The team will also be using a new goalie this year since they lost last year's goalie to graduation.

This year, the players will have to wear safety goggles on their face which are similar to the goggles used in physical education class for hockey. So far, the players feel awkward while wearing them, but once they get used to them, they should feel just as natural playing with them on as before.

Some of the other players who will be returning this year are seniors Supinda Bunyavanich, Melinda Kristofich and Melissa Thelemaque, and juniors Amy Litwin, Lisa Miller, Shadi Nili, and Emily Wu. Two other players who will be a big help to the team when they return from injuries are senior Heather Murray and junior Ashley Birch.

Port girls' lacrosse has always been strong. Facing off against tough teams such as Manhasset and Carle Place, this season will be a big test of their strength. The team's first game of the season is away against Carle Place on March 21.

## Boys' lacrosse opens season

by Ben Goldfarb and Ken Mandel

After a loss in the Nassau County Class A semi-finals to end last season, the boys' varsity lacrosse team enters the 1995 season with high hopes. The Vikings lost only four of last year's players to graduation and have their eyes on the Nassau County Championship.

The Vikings have a scrimmage today against Manhasset and one tomorrow versus Levittown. The captains will be chosen after the game against Levittown. During the season one alternating captain will be chosen for each game.

As the anchors of last year's defense have both graduated defense is a gap this year's squad will look to fill. Coach Ken Case commented that seniors Charlie Henderson and Eric L'esperance and junior Randy Brown will attempt to pick up the slack.

Port's road to victory won't be easy as Farmingdale, Hicksville and Massapequa also lost very few seniors. On March 31, the team will be heading to Fairfax, Virginia to take on Bishop Ireton High School in an attempt to sharpen the team's skills and expose them to different styles of play. On April 1, the team will go to Bethesda, Maryland to face Landon, one of the country's premiere teams.

The Vikings have a very versatile midfield with eleven solid players at the position. The offense will once again be high scoring, led by returning attackers seniors Owen Poland and Robert Sedeghatpour, juniors Jason Heinze and Justin Shaberly and rookie sophomore Evan Siegert.

Coach Case said, "A lot of players worked on their skills and conditioning in the off-season...We're looking to win the County Championship. That's our focus every day."

# Wrestling heads to counties

by Josh Silbert

Varsity wrestling coach Bob Busby closed out his twenty-second straight winning season after six team members competed in the county-wide qualifying tournament February 17-18. The top four wrestlers in each weight group advanced to the county championships held February 25-26.

At the qualifying meet senior Freddy Aguilar placed first in the 119 lbs. division. Aguilar lost the county championship in an overtime, 2-0, to senior Valley Stream wrestler Chris McNulty.

"I got the first takedown in overtime but the referee did not give it to me. I hesitated, because I thought I got the takedown, and [McNulty] kept wrestling and took me down. The referee gave him the two points; that's how I lost," said Aguilar.

To Aguilar's defense Coach Busby said, "The match was won by a very disputed call. It shocked everyone."

If Aguilar won he would have been the third county champion during Coach

Busby's reign.

Five juniors also qualified for the county championship. Edwin Aguilar finished second in the 112 division. Jeff Ahn placed fourth in the 145 lbs. division. Peter Maliarakis finished fourth in the 138 lbs. division. Kevin Meyran placed fourth in the 155 lbs. division and co-captain Scott Savran finished third in the 167 lbs. division.

At the County Championship all five juniors were eliminated before reaching the quarterfinals. Maliarakis and Savran continued play via the "wrestle-back" method, but soon lost again.

The team finished the season with an impressive 10-4 record. Freddy Aguilar's season record was a team best 32-2, including his post-season play. He also led in team pins with twenty-six.

Coach Busby has many questions about next year's team even though only two seniors will graduate. He said, "[Our performance next year] is tough to see. Scott Savran is returning as captain. I would expect Maliarakis and Meyran to step up next year. They will be leaders for us next year."

## Intramural statistics

### Standings

Team	Wins	Losses	Ties	Forfeits	Points
Untouchables	2	0	0	0	6
River Rats	1	1	0	0	4
Killer Duds	1	1	0	0	4
Grundels	1	1	0	0	4
Lunkers	1	0	0	0	3
V.I.P.	1	0	0	0	3
Demons	0	2	0	0	2
Mets	0	0	0	1	-3
Bruins	0	0	0	2	-6

### Leading Scorers

### Goals Assists Points

Hadzi-Stefanov Untouchables	4	4	8
Vasady-Kovacs Lunkers	5	2	7
Van Dusen Untouchables	5	2	7
Leon Lunkers	2	2	4
Couture Grundels	2	1	3
Seaquist Lunkers	1	2	3
Munoz Killer Duds	1	2	3
Messina Untouchables	0	2	2
Modica Untouchables	1	1	2
Peluso River Rats	1	1	2
Troccoli River Rats	1	1	2
Heinze Lunkers	0	2	2
Villegas Untouchables	1	1	2
Salinas Killer Duds	2	0	2
Holzer River Rats	1	0	1
Mayer River Rats	0	1	1
Cadunz Grundels	0	1	1
Poland Grundels	1	0	1
Fisherman Grundels	1	0	1
Martin Lunkers	0	1	1
Altamura Untouchables	0	1	1
Pena Killer Duds	1	0	1

### Goalies

### Games GoalsGAA Wins

Vincent Grundels	2	1	0.5	1
Rouhana River Rats	2	3	1.5	1
Mcgrade Untouchables	1	2	2	1

# Girls' basketball loses in semis

by Ben Goldfarb

The girls' varsity basketball team's season came to an end on February 28, as Herricks, the Conference II champions, beat the seventh-seeded Lady Vikings 61-39 in the Nassau County Class A Semi-final. The loss hurt, but it should not overshadow what was a successful season for the Lady Vikings.

Port qualified for its fifth consecutive semi-final with a hard-fought 48-46 win over second-seeded Lawrence. The Lady Vikings came in as underdogs but their experience and mental toughness carried them through. The win put Port one win away from a third straight matchup with undefeated, top-ranked Farmingdale in the county finals.

Herricks was not flashy, but played a solid, disciplined game and made virtually no mistakes. The difference came in Herricks' outstanding offensive rebounding and transition game. Herricks repeatedly beat the Lady Vikings' defense down court for one easy basket after another and pulled away in what was initially a close game.

Port opened the game with juniors Caitly Bruck and Emily Wu at forward, junior Leah Wolk at center and senior co-captain Beth Shackel and sophomore Caryn Davidson at guard. The Lady Vikings came out in a tough 2-3 defense but did not put the full court press on.

The first quarter was back and forth with no team taking a substantial advantage. Herricks was ahead 10-6 with a little over one minute remaining before Shackel went on a tear. She drained a jumper, a layup and a three pointer to score seven straight points and put the Lady Vikings ahead 13-10 after one period of play.

Herricks retaliated opening the second quarter with a 7-0 run of its own to go up 17-15. Shackel ended the run with a jumper to tie the score at seventeen. The rest of the quarter was hard fought and the Lady Vikings were within six, 29-23, at the intermission.

Port was close, but Shackel was carrying too much of the offensive load. She scored Port's final eleven points of the first quarter and all ten of the team's second quarter points. To beat a quality team like Herricks, the offense has to be well-balanced and it wasn't. This fatal flaw showed in the second half as Herricks suffocated Shackel and ran away with the lead.

Port scored the first four points of the second half to pull within four, and it looked as though they were ready to take control of the game. However, Herricks kept its composure and went on a 16-4 run the rest of the quarter.

Herricks was breaking the Lady Viking press with ease, forcing many turnovers and getting easy shots. Herricks looked virtually unbeatable and the game was slipping away from the Lady Vikings. They were not able to make a real run at the lead in the final quarter as Herricks outscored Port 16-8.

Coach Stephanie Joannon said, "It was a tough loss but we can't be upset. [Herricks] played so well and we gave it all we had. It would have been nice to have a shot at Farmingdale but it just wasn't meant to be."

The quarterfinal win over Lawrence did not start well as Port quickly found



Senior Beth Shackel scores over the Herricks defense.

itself down 8-0. However, the Lady Vikings did not worry and played Lawrence even for the rest of the quarter.

Port came out once again in a 2-3 zone with hopes of denying Lawrence's three-point bombers and their twin-towers down low. The defense was solid but the shots were not falling for the Lady Vikings as they connected on only three of their first twelve attempts. At the end of the first quarter Lawrence was ahead by seven, 14-7.

Port stepped up its defense in the second quarter and outscored Lawrence 9-8 to go into the half down by six, 22-16. During the intermission, Coach Joannon told her troops to go to the press in an effort to create more offensive opportunities.

The gamble paid off as Port outscored Lawrence in one stretch of the first quarter. Shackel scored ten of the fifteen points as the Lady Vikings turned six

steals into six easy hoops. Lawrence was rattled and began to take bad shots. Outscoring Lawrence 21-9 in the third quarter, Port had taken the lead and did not relinquish it.

The game however, came down to the final seconds as Lawrence almost pulled off what would have been an incredible comeback. Down by five, 48-43, with fifteen seconds left, a Lawrence guard came down court and drained a three pointer with seven seconds left to pull Lawrence within two.

Port then inbounded the ball quickly so that Lawrence could not call time-out, and Shackel was fouled with four seconds remaining. After she missed the front end of the one-and-one, Lawrence called time-out and prepared for its final shot. They inbounded the ball all the way down-court, and the pass was broken up so Lawrence was unable to get a shot off.

Bruck was outstanding, as she scored

thirteen points, grabbed eight rebounds and made four steals. Wolk was a demon on the boards, collecting sixteen, while junior Mone McCurdy and sophomore Ana DiFeo each pulled in seven.

The Lady Vikings finished the regular season with a 7-5 record and were the seventh seed in the playoffs. Having lost four of last year's starters to graduation, this team was not expected to go far. However, the team played with unmatched heart and hustle and had another excellent year.

Battling adversity has become a trademark of Port Washington girls' basketball and they did just that all season. The last taste of the season was a bitter one, but the Lady Vikings have nothing to be ashamed of. The team may have lost the last game of the season, but they are not losers. A team that plays as hard as it possibly can every time out on the floor will never be considered a loser.

# Girls' track finishes impressively

by Illi Eisner

The girls' winter track team completed an extremely successful season winning the Division and County championships. The team's great performance led them to the High School National Championship.

The Division Championship was held at the State University of New York (SUNY) at Farmingdale. In the fifty five meter dash competition, sophomore Justina Mintz finished in fourth place, moving on to compete in the three hundred meter dash where she once again placed fourth. Junior Marianna Berndt achieved first place in the shotput competition with a throw landing two feet



Justina Mintz

ahead of the second place winner. Senior Sarah Caban won the fifteen hundred meter racewalk for the third year in a row. Caban finished with a lead of more than thirty seconds over the second place competitor. Berndt and Caban both earned All Division awards.

The Women's Colgate Games is one of the most highly respected indoor track

and field competitions. The first five out of the six rounds in the competition were held at the Pratt Institute in Brooklyn. Athletes from New York City, Long Island, Westchester, Connecticut, New Jersey and Pennsylvania participated in the Colgate Games. The first four meets were the preliminary competitions. The top six competitors in each events earn

points. The top twelve point winners qualify for the semifinals. Following the first five meets, the top six winners move on to compete in Madison Square Garden.

Although Berndt missed the first two meets because she enrolled at Schreiber in early January, when the two meets had already taken place, she placed fourth in the third and fourth meets earning enough points to qualify for the semifinals. She placed fifth

overall in the shotput competition.

In preparation for the county championships, the team attended meets put together by the Metropolitan Athletics Congress. The meets were held at the 168th Street Armory in New York City, where the girls competed in several events. Mintz finished fifth in the four hundred meter dash. Caban placed sec-

ond in all of the seven events.

The final meet at the Armory was the Metropolitan Championship. This attracted high school, college, and club athletes. Caban placed second in the fifteen hundred meter racewalk, trailing only three seconds from first place. In the shotput event, Berndt finished in fourth place.

The county championship was held at SUNY at Farmingdale. Mintz placed fifth in the fifty-five meter dash and fourth in the three hundred meter dash. Caban was the winner in the fifteen hundred meter racewalk competition for the third year in a row.

The qualifying meet is the toughest county meet to be accepted into, with invitations only to the top twelve girls in each event from the entire county. Mintz was invited and competed in both the three hundred meter and fifty-five meter dash. She finished in fifth placed in both of the events. In the fifteen hundred meter racewalk Caban placed first. Her first place position qualified Caban for her third trip to the State High School Championship, held at Cornell

University in Ithaca.

Berndt achieved the best performance in the county in the shotput competition but was unable to compete in the county or state qualifying meets because she was unable to compete in the four required sanctioned meets.

Caban's outstanding performances in the county championships and state qualifying meets earned her All County and All State honors.

The state championship brings together the top two athletes in each event of the eleven sections which the state is divided into. Caban competed in the fifteen hundred meter racewalk. She placed second after four laps and held this position to the finish line.

Berndt and Caban received invitations to compete at the National Scholastic Indoor Track

and Field at the Carrier Dome at Syracuse University. It is considered the greatest high school track and field meet in the entire world.

With the great efforts of the athletes, and great training by coach Bruce MacDonald, the girls' track team has completed a superb season with great achievements.



Sarah Caban

## Baseball opens with optimism

by Ken Mandel

As the preseason comes to a close the boys' varsity baseball team, under the leadership of Coach Joe Del Gais, will attempt to improve on last year's disappointing 6-12 record. Despite having a young team with only three seniors, the Vikings appear to be fundamentally sound.

"I feel good about this year," said first baseman junior Nick Halufska, "we will probably go pretty far."

Halufska's optimism is not unfounded. Even though the team has just begun to take shape it is showing very promising signs. Every member of the team has the ability to make something happen with each at bat.

Catcher senior David Spinnato and pitcher junior Joe Clemente will be providing the power in Port's lineup this year. Juniors outfielder Jeff Ahn, infielder Bryan Cleva, outfielder Carlos Leon, and catcher/first baseman Jarrett White will provide the speed around the bases.

Defensively the team may have some problems. Although the middle infield is

a wall, the corners must fine tune their skills. As far as pitching is concerned the team has a lot of depth. Port boasts five pitchers on the roster, senior Jared Modica juniors Clemente, Bryan Cleva and Carl Santelmo, and sophomore Kris Baker.

The team is solid behind the plate boasting All-County catcher Spinnato. Backing up Spinnato is White who, although he does not have varsity experience, started for last year's

junior varsity team. White will be vying for a starting job at first base.

Port's outfield, however, is not its strength. Although it has speed, with the exception of Ahn, it has very little arm strength.

As far as the team's inexperience is concerned, it should not be one of the teams' major concerns.

The majority of the team has worked together before playing junior varsity and has developed excellent chemistry. However the four veterans, seniors Ashish Kapadia, Modica, and Spinnato and junior Clemente will have to step up and lead the team.

Modica said, "I am giving it one hundred percent this year and I am bringing the rest of the team with me."

*'I feel good about this year, we will probably go pretty far.'*

— Nick Halufska

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# VIKING SPORTS

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## Vikings fall in county semis

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