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# The Schreiber Times

Paul D. Schreiber High School Port Washington, New York, Wednesday, September 27, 1995

Volume XXXVI, No. 1

## FEATURES



1995 alumnus tells of "Family Dinners." **Centerfold**

## A&E



Times reviews summer show *Meet Me in St. Louis*. **Page 16**

## FEATURES



Girls' soccer undefeated after five games. **Page 11**

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# Barish advocates Internships Faculty to discuss program for Seniors on November 6

by Joshua Gewolb

Principal Sid Barish is advocating the establishment of an internship program for seniors that would radically alter the curriculum for a large number of students.

Specific details have yet to be worked out, but similar programs in other schools exempt seniors from English, social studies, physical education and other classes for up to a semester.

Barish and a panel of experts presented the program to a group of forty-five teachers, students and administrators on September 21. The entire faculty will be briefed on the program on November 6.

According to literature on the program prepared by WISE Services, the professional group that is assisting Barish, similar programs in other schools allow "students, under the [guidance] of teachers and administrators to design projects that include internships with local community agency members or business people, intensive research or cultural, artistic, craft, performance based projects."

The program, PortWISE (Port Washington Individualized Senior Experience) is geared at preventing the lax attitude of second semester seniors.

In other high schools, seniors have interned in fields including nursing, child care, teaching, auto mechanics, and marine biology. According to WISE literature, students also conducted projects in hotel management, firefighting, fashion, car stereo systems, holistic medicine, building model ships, and airbrushing.

As an example of the benefits of the PortWISE, a student who had participated in a similar program at another high school presented to Barish's group. The student, Twana Dawne, took one academic course during the second semester of her senior year, and spent the remainder of the time writing and directing a play entitled *Homegirls* and assisting the producers of the television soap opera *All My Children* with clerical work.

Barish polled the forty-five people who attended the initial presentation to see if they favored continued exploration of such a program. They were unanimously in favor.

A smaller group of teachers, students, parents, and administrators will meet in mid-October to begin a new stage in the planning process. This task force will coordinate the implementation of the program, if the decision to proceed is made.

Details are unclear, but preliminary discussions indicate that the program will be open to all students regardless of their academic standing and that students will not be able to drop advanced placement courses to participate.

Students will probably be required to write about their experience in a journal and make a brief presentation on their work to a panel of evaluators.

In other schools, credit was granted in subjects related to the work individual students perform in addition to English and social studies credit.

Kelly MacKenzie, who participated in a similar program at Wheeler High School in Connecticut, received Spanish credit for her internship, which involved work with deaf children.

She kept a journal of her work in Spanish.

WISE services, a company that has helped establish and run similar programs at other schools, will assist Barish in the implementation of the program if the program meets certain criteria that they have established.

WISE services strongly recommends that students not be graded for their work in the internship program. It suggests that pass/fail credit be granted.

PortWISE must be approved by the school board before it is implemented.

The program must also be reviewed by the building curriculum committee and the Professional Growth and Curriculum Development Committee.

Vic Leviatin, executive director of WISE services said that the program has "a real shot" of making an "enormous, significant difference" in students' lives. In response to a concern that the program may not be rigorous he said that "if the project is done properly there is more rigor: academic ... and experiential" than classroom instruction.

When questioned on logistical difficulties involved in the implementation of the program, he said that "it's a miracle ... it just works out."

He said that many students "drop most of their courses halfway" to participate in the program.

Some of the students interviewed by the *Times* were enthusiastic about the program. Junior Mike Sobel said, "It sounds like a great program that will give students an opportunity to explore their interests."

Junior Abby Kurland concurred, "It's a very promising program that I hope will be instituted in time for my class."

Similar programs are in place at other high schools across the country including Scarsdale High School in Westchester, which is known for academic excellence.

## Retired Teachers and Staff



Teachers Barbara Tuck, Ruth Haugaard, Colleen Newell, Greg Kunkel, and Evangeline Angelo and several staff members retired in June. **See Pages 2 - 3.**

# Retired Teachers and Staff

## Miss Ruth Haugaard

Beloved English teacher Ruth Haugaard, who has been teaching since 1959 at Schreiber, retired from the district last June.

For thirty-six years, Miss Haugaard taught Comparative World Literature, Business Literature, and American Literature.

Miss Haugaard coordinated Sports Night for a decade. She ran after-school practices four days a week as well as Saturday morning and evening rehearsals.



She ran the school's cheerleading squad for many years and has advised several class clubs.

She also advised the Girls Athletic Association.

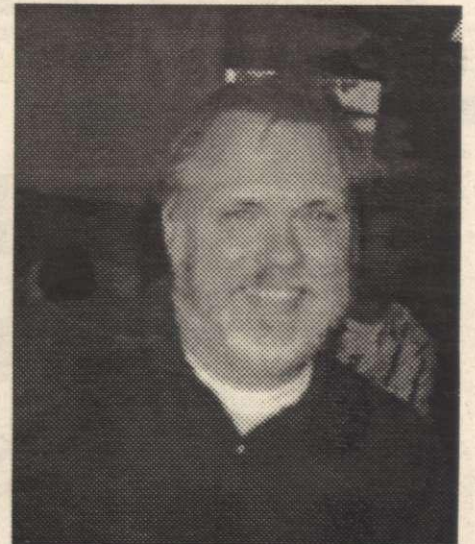
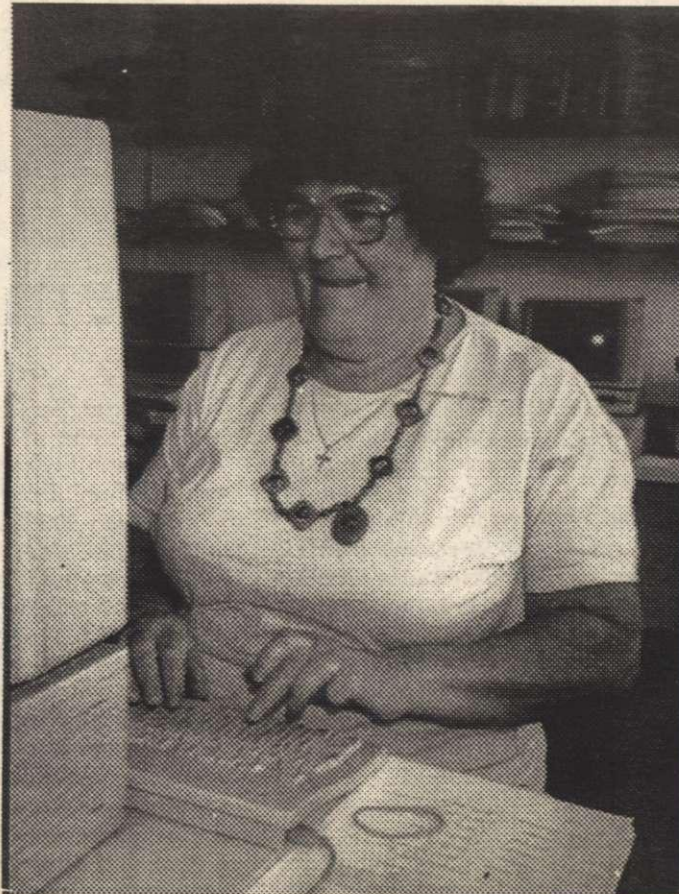
Miss Haugaard said that the things she will miss most are her colleagues and students.

"The students were what I enjoyed most about my job," she said.

Miss Haugaard was a counselor for an Episcopal Church before coming to Schreiber. She received her undergraduate degree from Cornell and her masters degree in history from Columbia University.

Miss Haugaard decided to retire for personal reasons. During her retirement she plans to travel and do volunteer work.

— Tom Dellwo



## Greg Kunkel

Science teacher Greg Kunkel retired last year after twenty-six years at the school.

Mr. Kunkel taught earth science, physics and computer science since 1969.

Mr. Kunkel said that he decided to retire because he "wanted to try something new."

"I want to pursue my original field of science which is biology, especially evolutionary biology," he said.

Before coming to Schreiber, Mr. Kunkel spent four years in the Navy and taught at Elmont Memorial High School.

Mr. Kunkel said, "The best part of my job was the general atmosphere. I liked my colleagues and the members of the Schreiber faculty. I enjoyed teaching and working with young people. I will miss most of all, my students. I enjoyed teaching them and at the same time learning from them."

— Jeff Biak

## Dr. Evangeline Angelo

English and reading teacher Dr. Evangeline Angelo, retired in June.

Dr. Evangeline Angelo taught remedial courses in reading since 1985.

She decided to retire so she could pursue her other interests in life.

Dr. Angelo said, "I enjoyed most working with students. I will miss the students and my interaction with them. Being a teacher was a very rewarding experience."

Dr. Angelo, a computer enthusiast, was involved in helping people learn how to use computers.

In recent years, she became very interested in the Internet.

She is a graduate of Hofstra University.



sity.

Dr. Angelo said that she retired because "she had taught many years and she wanted to give new teachers a chance to fill her place."

Now that she has retired, Dr. Angelo plans to exercise the "right side" of her

brain.

Dr. Angelo was a member of the Compact for Learning committee.

In her retirement Dr. Angelo plans to take courses in the decorative and fine arts, and dance and learn to swim.

— Jeff Biak

## Barbara Tuck

two years.

Guidance counselor Barbara Tuck retired last June after twenty-five years of service at Schreiber.

During the course of her career Ms. Tuck edited the student handbook, the high school profile, and was on the guidance newsletter committee.

Ms. Tuck said, "The opportunity to see a student mature over four years was an experience I will always remember. After all my many wonderful times at Schreiber I felt it was time to retire."

Ms. Tuck retired so that she could pursue her other interests. She plans to teach English as a Second language courses to adults during the evenings.

Ms. Tuck was previously an English teacher in New York City and worked for the Department of Defense in Japan for



She received a grant to study for a second masters degree at the University of Southern California.

After receiving her masters degree in English and guidance, Ms. Tuck worked in Naples, Italy for a year and went on to teach in an American high school in Nuremberg for two years. She began working at

Schreiber in 1970.

Ms. Tuck said, "I will miss all of the wonderful students and faculty members at Schreiber. I have extremely fond memories of each and every one of them."

— Brad Spiegel



# Retired Teachers and Staff

## Colleen Newell



After working in Special Education for seventeen years, Colleen Newell retired last June. Her first teaching assignment was at Sousa, where she worked from 1979 to 1985, when she changed to Schreiber.

As one of the first Special Education teachers in the district, she helped the

department increase its service to the children of Port Washington. Her main contribution to the program was in the idea of a Resource Room.

Mrs. Newell was delighted with the students at Schreiber. Home Economics teacher Sally Rinehardt recalls that "one of Colleen's happiest times was being at Schreiber during her children's senior year."

Mrs. Newell was also a charter member of the Schreiber Schrubbers. Further, she was the adviser of the Class of '94 class club for four years.

Active outside of the school, she worked as a literary volunteer, teaching reading and writing to members of the community. Mrs. Newell also was a member of the Beacon Hill Scholarship Committee which gave Schreiber seniors grants and scholarships. Mrs. Newell is continuing her volunteer work in Pennsylvania where she is working with the hospice movement, helping the seriously ill.

## Dot Gilles

After an extremely fulfilling career as a librarian's assistant for twenty-five years, Mrs. Dot Gilles has retired.

Mrs. Gilles was a very valuable member of the library staff.

Librarian Bess Mulvihill said, "She was our keeper of the books. We all miss her, especially her words of wisdom and her great ability to listen."

Before becoming a librarian's assistant, Mrs. Gilles gained experience as a teacher's assistant at Flower Hill.

Mrs. Gilles plans to spend a great deal of time with her family in her retirement.

— Benson Jose



## Naomi Beckley

Naomi Beckley retired last June after twenty years as an aide in the social studies resource room.

Mrs. Beckley was heavily involved in the Schreiber Shrubbers, a group that raised \$20,000 for the relandscaping of the front of the high school. She still

donates much of her time to keeping the Schreiber grounds clean and vegetation growing.

Mrs. Beckley also coordinated the Port Washington Elks Weightlifting

and Physical Fitness Program which was successful in raising sufficient money to fund the building of the weight room. The money was raised by holding a twenty-four hour volleyball game, a "battle of the sexes" basketball game and various other fund-raising events.

— Charles Geizhals



## Secretary Eileen Cunningham

After serving in the Port Washington School District for 26 years, Eileen

Cunningham, a secretary in the guidance department, retired this past June.

"During her long tenure as a secretary in the guidance department, Eileen Cunningham is remembered as a warm, considerate person whose presence enhanced all who worked with her," a recent article written about her said.

Mrs. Cunningham is remembered by her co-workers as thoughtful, modest, hard-working, and responsible.

Mrs. Cunningham's job was very helpful to the student body; her processing of college applications was crucial.

Mrs. Cunningham always finished her

work on time and her opinion was valued in the guidance department.

She reviewed the many mailings that went to parents, colleges, and scholarship sponsors.

Mrs. Cunningham actively participated in the Port Washington Association of Educational Secretaries, a committee of secretaries working for the school district.

"Working at Schreiber High School has all been a very positive experience," stated Mrs. Cunningham. She remarked that working as a secretary in the guidance department added spice to her life.

"I can't remember a single day that I didn't want to go to work," Mrs. Cunningham said.

When asked about her retirement, she said that she wanted to slow down a



## James (Tim) Snyder

James (Tim) Snyder retired in June. Mr. Snyder worked as a hall monitor for fourteen years.

He said that he liked his job because he enjoyed the chance to be with young people and his friends in the faculty.

He said, "In the future I will try to relax and try to keep as busy as I can and try to do something for the good of mankind."

During his free time, Mr. Snyder frequented the library. He read Shakespeare, Plato,

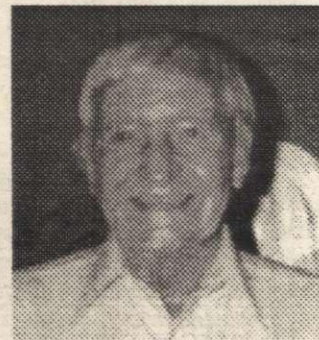
Aristotle and many of the other great writers from the collection.

He had wide and varied interests, including a keen interest in sportswriting.

A former sportswriter, he helped students at *The Schreiber Times* with their writing.

Mr. Snyder was known for his friendliness to the students in the hall. He was able to enforce school regulations without being stern. He was very popular with the students.

— Charles Geizhals



little bit in her work.

Mrs. Cunningham is renowned to many co-workers as a fun-loving person.

"Her absence will be a loss to many; she was a great person to work with and be with," a fellow secretary said.

— Christine Rhee

## Gloria Clancy

Gloria Clancy, a secretary at the school for 35 years, retired in June.

Most recently Ms. Clancy served as a

secretary to Principal Sid Barish.

Previously, she served as a secretary to at least seven other principals.

She was also a secretary in the library.

Her favorite part of her job was meeting with teachers and students, and talking to parents. "As far as the students go, I think they're great. They are always helping people," said Ms. Clancy.

She plans to do volunteer work and possibly travel to Florida during her retirement.

— Eric Corriel, David Austerweil, and Charles Geizhals



## Warner & DiMeo

Two custodians, Jim Warner and Alex DiMeo, retired from the staff in June.

Mr. Warner was a janitor from September, 1973 until June, 1995. Prior to acquiring this job, Mr. Warner drove a furniture truck.

He says that in his 22 years at Schreiber he "enjoyed the relationship with the students and faculty," and will miss the students and his co-workers the most.

This year, Mr. Warner helped with a senior prank organized by alumnus Neil Albert. Albert filled Mr. Campbell's office with balloons. Mr. Warner helped him move the balloons to the office using custodial carts and the elevator.

Mr. DiMeo has retired after 21 years on the custodial staff. Before coming to Schreiber, Mr. DiMeo did construction work for various companies.

He will try to spend time with his family during his retirement. Mr. DiMeo was known throughout the school for being helpful.

— Charles Geizhals and David Austerweil



# Russians to visit school

by Rebecca Schiff

Six Russian students and their teacher will be visiting the school for three weeks beginning on October 19. They will attend classes, tour the Metropolitan area, and visit Washington D.C.

The Russian students hosted six Schreiber students when they visited Russia for three weeks in February.

The students participating are seniors Lon Binder and Karen Young, juniors Sharon Horn, Steve Kalifowitz, and Pam Walters and sophomore Matt Burden.

Students from several schools on Long Island are participating in the exchange program, which is sponsored by the United States Information Agency and the Nassau County Board of Educational Services. This is the program's second year.

Their visit to Washington D.C. includes the viewing of the various monuments and the Smithsonian, a visit to the United States Information Agency, and sightseeing.

The Russians will view a production of the Broadway musical *Grease* on October 24.

The students will also attend the Farmingdale Halloween Parade, a Country Western Night and visit the Nassau County Court and a police station.

On November 3, the Russians will participate in a Model Congress in Oceanside.

The Model Congress will teach the foreign students how America's political system works.

In addition, the exchange students will go sightseeing in New York City and special activities are being planned for them in Port Washington.

The students will leave on November 10.



## School plans for Pride-in-Port

by Thomas Dellwo and Peter Schrier

Port Washington's seventh annual Pride-in-Port Festival will be held on October 14. The event will feature many activities for high school students.

Saturday's events will begin with the annual Pride-in-Port Day Parade. Each class club hopes to prepare floats; last year all the classes with the exception of the class of 1997 marched in the parade with floats. The marching band will also perform.

Following the parade the football team will play against West Hempstead. The band will also perform at the halftime show with the Portettes and Silks. Also during the halftime show, the homecoming king and queen and their court will be announced.

Schreiber's celebration will begin on October 13, with a pep rally on the football field. The band will play and the cheerleaders will perform as sports teams are introduced.

A scavenger hunt, also sponsored by the student government, will commence after the game. The hunt will be the homecoming event in lieu of a homecoming dance. A scavenger hunt held last year was somewhat successful whereas a performance by comedian Johny Lampert in 1993 was sparsely attended.

During the day, the Human Relations Club will be helping at a luncheon for senior citizens.

Student Government Executive Council member senior Randy Browne said, "Pride-in-Port is a big day for us. It's a big day for all of Port Washington."

During the parade, the band will play *Gitana*, a Spanish number. The Portettes will dance to the 1970s disco hit "Turn the Beat Around," made famous by Gloria Estefan's re-make. The Port Silks will perform to the 1980s hit "Centerfold" by J. Geils Band.

Joe Zeltzer and Jonathan Zalben contributed to this story.

## Alumnus runs in primary

by Thomas Dellwo and Peter Schrier

Alumnus Brian Albert (Class of 1991) lost the Democratic primary for a seat in the Nassau County Legislature to North Hempstead Town Councilwomen Barbara Johnson.

Had he won the general election, Albert would have been the youngest person ever to hold political office in New York State history. He is twenty-one years of age.

Albert, who recently completed his course work in political science at Columbia University, has considerable political experience for a recent graduate.

He assisted Tom Downey when he ran for Suffolk County Legislature and served as a campaign coordinator for New York City Comptroller Alan Hevesy.

Albert ran an aggressive campaign. He went door to door advertising his message to voters and distributed campaign literature at shopping malls, train stations and through the mail. He also ran newspaper advertisements.

## News Briefs

### At assembly, GO officer confuses 300 students

At a grade assembly on September 12, student council executive board member Randy Browne made several errors in his address to the junior class on student government activities.

Browne told the crowd of approximately 300 students that the council held "dinners" for Schreiber students two times a month. The council did not hold such dinners and has no plan to do so.

He also said that the student council was responsible for planning and coordinating Sports Night. Sports Night is organized by the Girls' Athletic Association and the council is in no way involved.

### S.S. dept. begins research program

Schreiber's new social studies research program began operation on the first day of school.

The program, coordinated by AP American history teacher John Cahill, is designed for students who are interested in the way society works.

Ten sophomores are enrolled. Ten additional students will be selected each

year.

The students will conduct independent research projects in subjects ranging from history to geography.

Principal Sid Barish said, "I'm excited about the prospects of this course to satisfy the very impressive research ideas that students at Schreiber have in the social sciences."

The ten students participating are sophomores Illi Eisner, Susan Graser, Katie Heller, Joe Kelly, Danielle Lindemann, Kimberly Mockler, Scott Ross, Ryan Silbert, Sara Weinstein, and Marc Yukleson.

### Latin teacher to wed

Latin teacher Ruth Adams became engaged to Norwegian native Einar Haukeland this summer.

Mr. Haukeland, who lives in Norway, has visited Ms. Adams in the United States during the last two years.

Ms. Adams has also spent a great deal of time in Norway including this past summer. The two share many interests, including camping, outdoor activities, and tennis.

The wedding will be held in late November. The couple will live in Port Washington.

She will retain the name Adams.

## Dep't begins workshops

by Elizabeth Greenbaum

The guidance department is sponsoring a series of small group workshops to introduce freshmen to Schreiber.

Topics discussed in the groups include academic issues, peer pressure, substance abuse, racial tensions, and prejudice.

"These topics are great choices because they let you know what to expect from Schreiber and how to deal with it," said freshman Sara Good.

The meetings will also feature sessions where freshmen can ask questions and share their problems. Each freshman will attend about ten two mod workshops.

The peer counseling program is coordinated by guidance chairman Lou Sabitini and guidance counselor David Hinchcliffe.

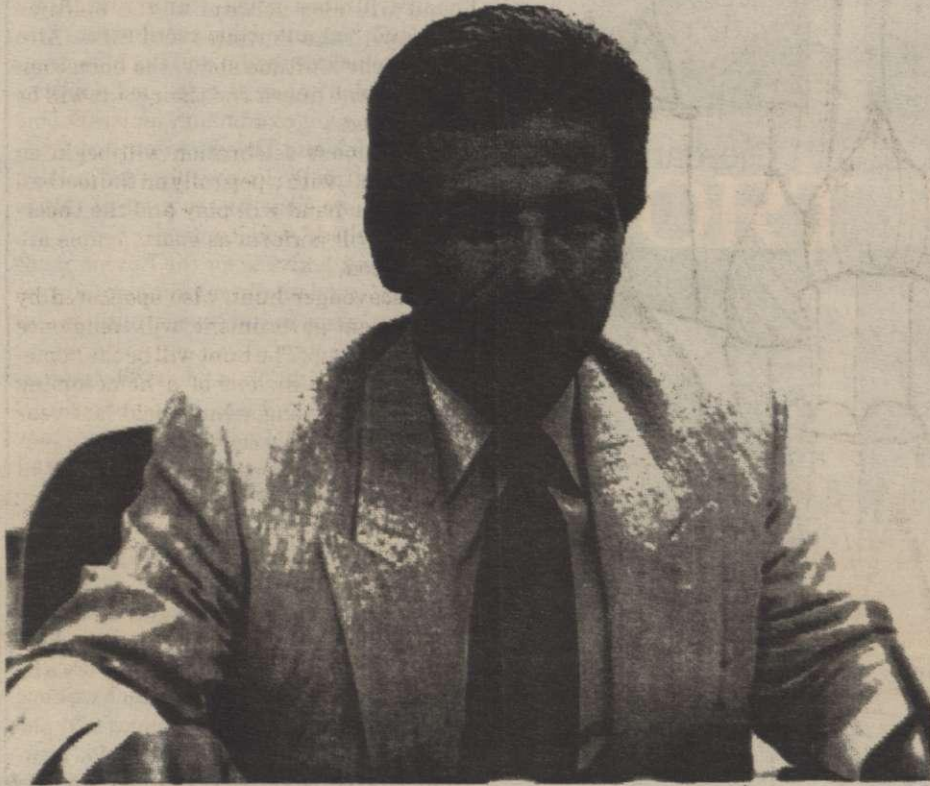
A steering committee consisting of nine juniors and seniors coordinates the program.

The steering committee consists of seniors Jack Benfield, Angie Cha, Kristin DeLuca, Alison Root, Jarrett White, and Emily Wu, and juniors Rochelle Lebovitch, Theodora Petratos, and Mike Sobel.

# Superintendent Albert Inserra

## The District's New Chief Shares his Philosophies and Plans for the Schools

by Joshua Gewolb



Dr. Albert Inserra took office as Superintendent of Schools in June, replacing Interim Superintendent Dr. Alvin (Bud) Baron.

Dr. Inserra said that he has not yet examined the "biggest issues facing the high school."

"I don't know what the particular issues are," he said.

Dr. Inserra noted that he was planning to visit the high school shortly and meet with Dr. Barish.

He has been in office for two-and-a-half months.

Dr. Inserra said that he doesn't "know enough" to comment specifically on the outstanding features and weaknesses of the elementary, junior high and high schools. He explained that he will be meeting with administrators from each of the schools shortly.

The Superintendent said that his top priority regarding Schreiber is to expand the regents classes and reduce the number of students enrolled in nonregents programs. He also said that he felt the school might have problems regarding issues that face "all high school age kids" such as substance abuse, but that he had not yet investigated the problems thoroughly.

The Superintendent said that he will spend the year working on the middle school, and ensuring that the district's technology plans will be implemented by the school board. He will also initiate a curriculum review process focusing on the district's policies in the language arts.

Dr. Inserra said that he spent a great deal of time "wrestling" with fiscal policy issues during the summer.

There has been much debate in the community regarding the district's administrative budget, particularly at the high school. Dr. Inserra said that he had not yet looked in depth into the issue of whether the number of assistant principals at the high school should be reduced. He said that after the middle school is implemented, he will reassess the administrative situation for grades 6-12.

Dr. Inserra said that he was proud of the district's economic and ethnic diversity.

Dr. Inserra, who was heavily involved in the establishment of a middle school in Carle Place where he worked as a superintendent previously, said that budgetary constraints would greatly affect the 6-7-8 middle school that will open in Weber in September, 1996.

He said that all the recommendations made by the district committees on the middle school would not be enacted immediately. Rather, he said, some of the committee's recommendations would have to be implemented in stages, after the school has been opened.

He said that he would not be able to make the school "like a Cadillac with all the bells and whistles."

Dr. Inserra said that he favors the whole language approach to language arts education that is employed at the elementary schools. He noted, however, that he does not favor the use of the approach to the exclusion of other philosophies.

He said that teachers at elementary schools should be educated using both the whole language, and traditional approaches to education.

## Barish plans for year

*Times Editors-in-Chief Preeti Parasharami and Alison Root interviewed Principal Sid Barish about his plans for the year. Answers are paraphrased.*

**Question:** What do you hope to achieve this year?

**Answer:** This year I hope to expand opportunities for regents students so that students who fail the regents by 10 points will still receive regents credit. I also hope to establish a special events program committee which will coordinate all the activities happening in the school. Furthermore, I hope to get a mission statement from all the teachers. Lastly, I hope to have the school participate in the Middle States School Accreditation Program, which gives a report on school projects. I also hope to work on the senior options program [PortWISE].

**Question:** What is the general structure of PortWISE (Port Washington Individualized Senior Experience), the internship options program you are investigating?

**Answer:** The program will give second semester seniors the opportunity to work under a professional in a field that they are interested in. The program will take the place of one or two classes. There will be a teacher mentor, and students will be required to keep a journal, and give an oral presentation. The program will make the transition from high school to the workplace more meaningful.

**Question:** How will students qualify for this program?

**Answer:** Students can qualify for the program based purely on interest and their willingness to go out there and do the work. It is not yet decided if students will be able to skip out of AP courses

or physical education courses for the PortWISE program.

**Question:** Do you think students benefit more from a 'real world' experience or a classroom situation?

**Answer:** They are two different experiences. Students will get an idea of what the private sector expects. I think the program will enable the people of the community to see that they are getting their money's worth investing in the school district.

**Question:** Do you think that students and teachers continue to smoke on school grounds despite the new New York State Law banning smoking?

**Answer:** By in large I think the spirit of cooperation is high. Unfortunately, enforcement is a sticky wicket. We have had trouble preventing students from gathering to smoke on the outskirts of school grounds near St. John's Place. We have to remember that a habit is difficult to kick.

**Question:** How do you deal with the underclassmen who smoke on campus or leave campus to do so?

**Answer:** I hope that students can convince other students to stop smoking. I plan to talk to the students on the Student Advisory Committee—maybe they have some ideas.

**Question:** Have you spoken with the Student Government about your plans for this year?

**Answer:** I haven't yet had the opportunity to speak to them but I hope to be at their Friday meetings. They have invited me in the past and I hope that it will continue.

## Ass't Super. takes office

by Carolyn Chang

Lawrence D. Blake took office as Assistant Superintendent for Business on July 1, 1995.

Mr. Blake served as the Assistant Superintendent for Business at the Carle Place school district for nine years. He came to Port Washington looking for new opportunities to be challenged in a larger school district.

Impressed with school districts on the North Shore, he chose Port Washington.

As Assistant Superintendent for Business, Mr. Blake will deal with the monetary policy for the school district. He is responsible for the district's payroll, ac-

counts paid and received, insurance, and transportation. Blake hopes that as the Assistant Superintendent, he will keep the district at its high level of academic achievement.

He also added that he will help organize the district's new computer system and will assist with operation in the main service areas.

Mr. Blake was a math teacher and chairman of the math department at Carle Place before he became the Assistant Superintendent for Business there. He coached Varsity football for eight years, girls' basketball for eight years, and baseball for fifteen years at various levels. Through coaching, Blake has become familiar with Port Washington schools.

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# Six named Merit winners

by Carolyn Chang

Six students were named semifinalists in the 1995 National Merit Scholarship Program. The winners are seniors Jenna Bagnini, David Ginsburg, Jason Giordano, Simon Hanft, David Lobell and Gary Maslow.

They can now compete for more than 6,000 Merit Scholarships, worth over \$25 million, which are awarded by the National Merit Scholarship Corporation (NMSC).

The students entered the competition by taking the Preliminary Scholastic Aptitude Test and National Merit Qualifying Test (PSAT/NMQT). Over one million juniors take the test in 19,000 high schools across the country.

To determine this year's Merit finalists, the six Schreiber semifinalists will now complete the last stage of the competition. The candidates will fill out an application dealing with their participation and leadership in the school and community. They must also describe their academic interests. They must have excellent grades, endorsement from Principal Sid Barish and high SAT scores to become Merit Finalists.

As finalists, the students have the chance to advance to the Scholar level. Merit Scholars will receive one of 2000 National Merit Scholarships worth \$2000 each and could possibly be eligible to receive one of 1300 corporate sponsored Merit Scholarships and 3200 college-sponsored Merit Scholarships.

Last year Schreiber had eleven merit scholars.

## The Semifinalists



Bagnini



Lobell



Giordano



Hanft



Ginsburg



Maslow

# Clubs plan for new year

by Jessica Kirstein

Schreiber's clubs have begun preparations for the 1995-1996 school year.

Amnesty International is planning a trip to a conference in Boston on human rights issues on November 18. They will also write letters, as adviser Harry Andersen put it to, "promote the rights of nonviolent prisoners falsely imprisoned." The organization is in its sixth year and was founded by alumnus Alice Goh.

Amnesty International is led by co-chairs juniors Alisa Kanfi and Abby Kurland, urgent action coordinators juniors Diana Greenbaum and Liz Mao, treasurer senior Kenny Mandel, and publicity and fundraising coordinators juniors Debbie Mottahedeh and Theodora Petratos.

"We're really looking forward to this year and we hope to get a lot of things accomplished," said Kanfi.

Student Activists for the Environment (SAFE), a student run environmental organization, plans to run several outings and service projects.

The organization is advised by science teacher Don Fish. Last year SAFE worked to maintain the trails that they created in the Sands Point Preserve and built bird houses which were attached to trees along the trails.

The school's yearbook, *Port Light*, recently announced this year's editors-in-chief. They are Sara Blanchard, Marissa Blankfeld and Kathy Cho. As Blankfeld put it, the organization is "really excited about creating the yearbook which we hope will be even better than last year's."

Yearbook adviser John Broza said, "Newcomers are always welcome and you can break in on the simplest level and work your way up."

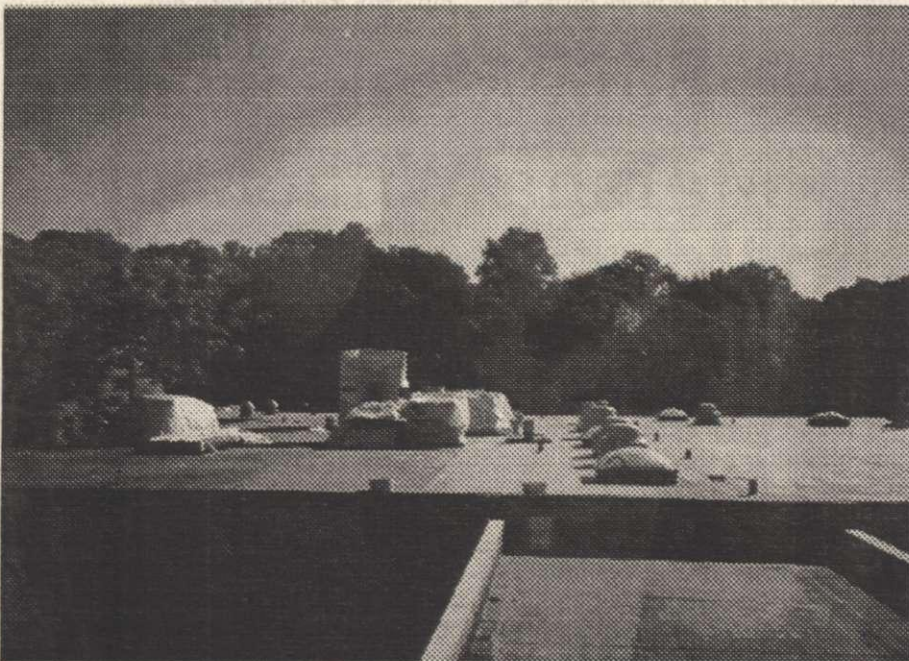
*Kaleidoscope*, Schreiber's art and literary magazine, has also begun planning. The group is campaigning for submissions with bulletin board displays and signs in the hallways. *Kaleidoscope* adviser Martin Hamburger said that the magazine wants to publish "as much as possible."

Staff member Tom Eliaz said, "*Kaleidoscope* is a great way to get your work out to other people, and you get to control what the magazine looks like."

Model Congress has an ambitious schedule of early year activities. The organization, Schreiber's debating and political club, is led by President Preeti Parasharami, General Chair Josh Gewolb, Assistant General Chair Sandy Kawatra, Delegate Chair Gary Maslow, secretary Mark Solomon, Parliamentarian Jason Giordano, treasurer Ryan Sauter, Chief Delegate Imri Eisner and advisor Harry Anderson. The club will attend the Princeton Model Congress, and the Plainview Model United Nations and will host several events including their annual debating competition.

Student Outreach plans on being more productive than ever before. They already had a bake sale on September 15, which raised enough money to pay for two months of sponsoring a Latin-American child. The club is led by president senior Sharon Thor, vice-president junior Jamie Cahn, secretary senior David Needleman, treasurer junior Bradley Block, and adviser Jane Flynn. On September 30 they will be participating in a Make-a-Wish Foundation Walk-A-Thon. There will be many more fund-raisers and activities, including visiting the children's ward at St. Francis Hospital, throughout the year.

# School gets a facelift



Materials from the renovation still remain on the roof.

by Eric Corriel and John Hong

During the summer, the district refurbished parts of the auditorium, painted the walls and renovated the roof of the science wing.

Asbestos was present in the roof of the science wing, and the area had leak problems. Asbestos, identified by scientists as a carcinogenic substance, was widely used as an insulator before its harmful properties were discovered. The roof was re-

placed, asbestos removed, and ceiling tiles and other infrastructure damaged by water were refurbished.

The staircases and main hallway were painted in atrium white. More hallways are expected to be painted next year.

The chairs in the auditorium were removed and shipped to Michigan, where they will be refurbished, according to head custodian Mike Sarluco. The chairs will be installed in the auditorium in November, according to Mr. Sarluco. He said the renovated auditorium will reopen in January 1996.

# Junior wins essay contest

by Carolyn Chang



Junior Joshua Gewolb placed second in a national essay contest sponsored by the Korean Information Center of

the Embassy of the Republic of Korea.

He received a check for \$1000 and a CD-player. Gewolb's essay was selected from over 4,600 entries received from fifty states. He was advised by Social Studies teacher David O'Connor.

The essay traced the economic and political change in Korea.

The theme of the contest was "Korea Today: 45 years since the Korean War."

The grand prize winner received an all expense paid trip to Korea. Also awarded were two first place prizes of \$2000 each, nine second place prizes of \$1000, and twenty third place prizes of \$500 each.

Gewolb said, "If it were not for Mr. O'Connor's help, I would not have received the prize."

# Who is that?

## Kevin Baudo

by Jon Braman

Kevin Baudo joins the Schreiber staff this year as a new addition to the physical education department.

Mr. Baudo taught physical education last year at Manorhaven in addition to substituting at Schreiber. He also spent some time teaching at Schreiber during the 1993-94 school year.

"I think the teachers here are excel-

lent," said Mr. Baudo, who hopes to "watch, learn and listen" to the other physical education teachers this year. Having worked in the Schreiber atmosphere before has made this, "an easy transition," according to Mr. Baudo.



## Mark Graham

by Emily Weinstein

After spending the past year 9,000 feet up in the mountains of Utah, Mark Graham might not find the view from his art department office (a breathtaking panorama of the science wing's roof) quite as inspirational. But he is at least happy to return to the "nice humid weather" of sea-level Long Island.

Not a newcomer but no old-timer either, Mr. Graham took a one-year hiatus from teaching art at Schreiber to "paint and shovel snow" in Utah. "I move around as often as I can," he said.

Moving temporarily across the country with his family gave Mr. Graham "greater appreciation for how difficult it is to be a fourteen or fifteen-year-old person. It's really difficult," he observes, "to be your own person and to find a good friend. That's true for adults, too."

Mr. Graham is the chairman of the art department as well as an illustrator of children's books.



## Anita Connors

by Gary Schmirer

Anita Connors returned to Schreiber after two years of serving as a nurse at St. Peters School. With four years of experience in the Port Washington School District, Mrs. Connors has attended to students of all ages. Mrs. Connors, a resident of this town for sixteen years, has had all

of her children pass through the public school system.

Mrs. Connors graduated from Adelphi University with a Bachelors Degree in nursing.

According to Mrs. Connors, "I really enjoy the kids here. I like the age group." She holds the job of assistant nurse.



## Gerald Izzo

by Gary Schmirer

"It's a lot of fun to see how much young people have grown and changed in a few years. It's intimidating that most of the kids have gotten bigger than me," said Gerald Izzo, a special education teacher who has had numerous years of experience teaching around the district. Since 1974, he has taught at Sousa Junior High, Schreiber, and Weber.

Mr. Izzo knows Port Washington very well. He grew up here and attended St. Peter's and St. Mary's. He remembers

hunting in the present Soundview area. For most of his life Mr. Izzo has gone fishing all over Port Washington. Mr. Izzo recalled the days when Port Washington was a small town where everyone knew each other.

Mr. Izzo graduated from Georgetown with a BA in American History. He later moved back to town and is now living on the North Shore outside of Port Washington.



## Thom Johnson

by Jessica Ablomsky

"[I'm] standing in front of fifty southern African students who have never had an American teacher before. I am the same age as some students."

Who had this unusual experience? A simple answer is Schreiber's newest physics teacher Thom Johnson. Teaching in southern Africa for the peace corps was Mr. Johnson's first teaching experience.

Mr. Johnson initially joined the peace corps for an adventure but found that he enjoyed teaching while he was there. Mr.

Johnson spent two years teaching in the peace corps and two years teaching in Massachusetts. Both of his two very different teaching experiences have taught him how to "relate to a lot of very different students with different educational needs."

Mr. Johnson attended Evergreen State College and got his masters at the University of Massachusetts.



## Pat Kosiba

by Jon Braman

After a one year maternity leave, Pat Kosiba has returned to the Schreiber health department. Mrs. Kosiba has worked in the district at both Weber Junior High and Schreiber for fifteen years.

She is happy to be back after her year long break. "I missed it," said the enthu-

siastic Mrs. Kosiba. Mrs. Kosiba's little girl, Caroline, is now sixteen months old. "Caroline is the most adorable baby in the universe," she said. Presently, she is a very happy health teacher and mother.



## Evelyn Schonbrun

by Gary Schmirer

After ten years of teaching throughout the Port Washington school district, Evelyn Schonbrun, moved into Schreiber this year as a full-time instructor. She is educating developmentally delayed students who need her special attention.

Mrs. Schonbrun attended Queens College and received a BA in English and later went back and got her masters degree. As a Port Washington resident,

Mrs. Schonbrun's three sons have all attended the area's public schools. One is now a senior at Schreiber.

Mrs. Schonbrun expects a lot from students. She said, "I know Schreiber as a parent and teacher and I have the highest expectations which I know will be fulfilled."



## Marsha Wilhelm

by Jessica Ablomsky and Elizabeth Kass

Schreiber's newest English teacher, Marsha Wilhelm, comes to the school having just finished her internship as part of the masters program at Simmons College in Boston. Prior to attending Simmons Ms. Wilhelm graduated from Villanova University with a major in English.

Ms. Wilhelm is a very bubbly and sweet person who's excited having her own classes.

"I have all these wonderful kids whom

I have to teach all these wonderful things to. All of the major decisions are mine," she said.

As for her experiences at Schreiber, so far she says, "They've been wonderful. I have great classes. Everyone I've met so far has been wonderful."

Ms. Wilhelm wants to make sure that her students are stretching their minds and learning about themselves and the world around them.



## Kimi Semder

by Emily Weinstein

"Competition is good, but the most important thing is that each student strives for his personal best and [doesn't] measure themselves against other people," said Kimi Semder, the newest addition to the guidance department. She ought to know.

Ms. Semder has held various positions as a guidance counselor and administrator in middle schools and high schools in the Scarsdale school district. She also

is not far enough out of high school to forget what it's like to experience it firsthand. Ms. Semder graduated high school in 1987.

Ms. Semder was struck by the warmth of the students and faculty who welcomed her into school. She has positive energy to contribute to the atmosphere of Schreiber.



## Joan Visslailli

by Jon Braman

"Education is an exploration," according to Schreiber's new art teacher, Joan Visslailli.

Mrs. Visslailli joins the art department this year teaching studio art, drawing and painting, and computer graphics. She used to live in Port Washington. She earned a bachelor's degree at the New

York Institute of Technology and a masters at C.W. Post.

"I hope to cultivate the students' skills, flexibility and imaginative abilities necessary for a world of changing technology and vision," said Mrs. Visslailli.



# 'I was so much older then, I'm younger than that now...'

## ...a freshman perspective

by Elizabeth Greenbaum

It seems like just yesterday that we were all singing happy cheers such as "no more teachers, no more books, no more homework, dirty looks," and bidding our farewells to the summer. Those two months flew by and here we are again, waiting for another winter to pass. But for freshmen like myself, this isn't just another winter—it's our first year at Schreiber.

All right, so maybe all of the horror stories about the first day of high school aren't true. Maybe most freshmen weren't beaten up or stuffed into their lockers. However, I did get lost going to all of my classes. I did drop my binders all over the hallway. And I did get on the wrong bus going home.

Aside from all of that, though, I managed to have a good time. Having mods off is a positive change compared to having straight classes with only one little lunch period of free time. Free mods seem like

heaven. Choosing how to spend my time off also gives me a feeling of independence.

*'Choosing how to spend my time off...gives me a feeling of independence.'*

Another new privilege I am enjoying at Schreiber is being allowed to go to my locker whenever I choose. In Weber, my back pack almost weighed more than me because it was filled with all of my textbooks, papers and binders. Now I can empty my bag when I have mods off without being scolded to get to class.

What I like best about Schreiber is being with older kids. They are role models to look up to. In addition, I go to the same school as my sister now. We haven't gone to the same school for four years so seeing her in the halls is still a surprise.

Now that the first few weeks of school are over and everyone's anxiety has subsided, I'm starting to learn the ropes around here. I'm having a great time and I am looking forward to the day when I'm a senior watching all the little freshmen in 1999.

## ...a senior perspective

by Alison Root

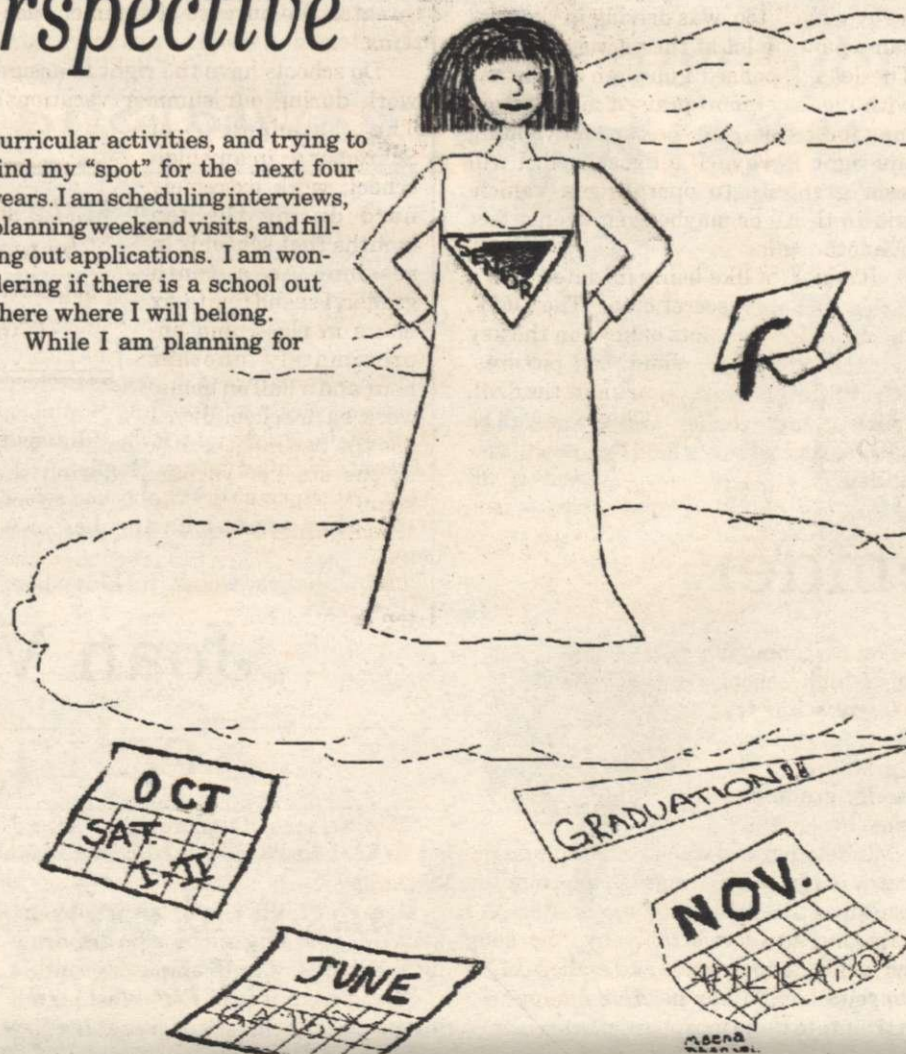
I just received a notice in the mail about my senior picture. A recent morning bulletin notified seniors that a group picture will be taken on October 3. A college application was waiting for me when I got home last week. And when somebody asks me what grade I am in, I stutter and think for a moment before spitting out, "senior."

Three years ago when I walked into school as a small and timid freshman, I looked up (quite literally) to members of the senior class. They seemed almost god-like to me. The seniors were allowed to drive, some of them were eligible to vote, and most seemed to be much more knowledgeable than myself. Above all lay the fact that most of them were looking ahead to the future when they would be independent and, in a sense, free. Their faces were a constant reminder that in only one short year, these people would have "conquered" this school and moved on. They seemed wonderful and wise and old.

Now I have reached the pinnacle which I once revered. My thoughts are focused on trying to balance the workload of first semester, meeting with my guidance counselor, finding time for my extra-

curricular activities, and trying to find my "spot" for the next four years. I am scheduling interviews, planning weekend visits, and filling out applications. I am wondering if there is a school out there where I will belong.

While I am planning for



the future, I am also trying to find a way to hold on to part of the present. I want to keep what is familiar and easily lends itself to recognition. I know this school and this town like the back of my hand. At Schreiber I walk down the halls and recognize people and classrooms. I returned to school this year knowing that there were not any chances of getting lost in the hallways. Next year I will be in a strange school in a city with unfamiliar streets and people who are strangers. For all I know, I could wander off the campus of the college of my choice and end up in a backstreet somewhere with nowhere to turn. As exciting as that sounds, I hope it doesn't happen. But for these last months before I leave, I am happy for the everyday aspects of life which are familiar and comforting.

Obviously I am not used to the idea of being at the top of the food chain. These past three weeks of school have been full of blatant reminders of my new year and status but they haven't helped me realize that I have finally made it to my last year of high school. I suspect that when I smile for the camera and reach out my hand to accept my diploma on June 21, I will be used to the idea. I hope I am. Until then, I will listen to people call me a senior and try to believe that they are telling me the truth.





# Powell for President?

by Danielle Lindemann and Sara Weinstein

Maybe it is nothing more than wishful thinking to believe that a society which daily victimizes its minorities will ever treat them justly. It is nothing more than naive to hope that a racist society can be able to produce a non-racist government. On September 30, 1993 Colin Powell retired from the military. During 35 years in uniform, he helped lead our nation through both the Vietnam and Gulf wars. If Colin Powell runs for President of the United States in 1996, the world may never be the same.

After all his years of working side by side with both Republican and Democratic figures, Powell has avoided choosing a political forum. His conservative views would allow him to run on the Independent ticket or as a moderate Republican. Powell is a firm supporter of low taxes and free enterprise. Both are typically Republican points of view. Republicans also tend to sway with the church on such issues as abortion and the death penalty. Powell, however, has stated that he is pro-choice, and agrees with the death penalty only in severe circumstances. For this reason, Republicans may not choose Powell for their

prestigious ticket, thereby forcing him to run as an Independent.

This may pose a dilemma for Powell. Never in America's history has a runner on the Independent ticket been elected to the presidency. Even Theodore Roosevelt

*'If Powell decides to run, it will be to win, not to inspire the African-American community.'*

at the height of his popularity did not get the vote as an Independent. Perhaps this is a statement about America: Americans do not like the ambiguity an Independent president brings to the country. They would prefer that a president's views be concrete.

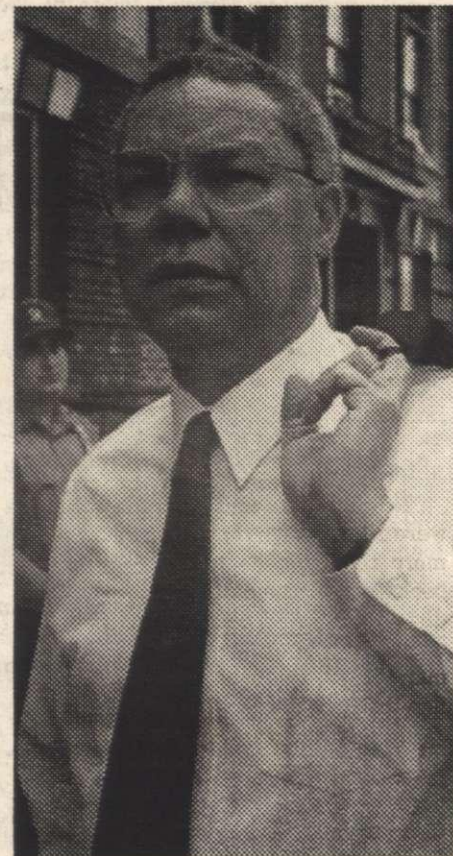
If Powell does decide to run, he may be in store for a great deal of criticism relating to his view point on homosexuals in the military. One of President Clinton's campaign promises was to do everything in his power to allow homosexuals to serve in the military. After winning the election in 1992, Clinton was ready to uphold his promise, but he encountered

disagreement from Powell. Powell felt the military was not the proper place for homosexuals to be. So, the two men compromised with the simple policy, "Don't ask. Don't tell."

Though the loss of the homosexual vote may be detrimental to Powell's candidacy, it is almost guaranteed that he will make up for the loss with the support of minority groups. Powell is a believer in affirmative action without racial quotas. This means that people should be given extra opportunities based on economic status rather than race.

Another factor which may prove to be beneficial to Powell is that he is one of the most highly regarded African-American males in American society today. Though Powell is aware that an African-American running for president is monumental, he doesn't consider it the only reason to run. If Powell decides to run, it will be to win, not to inspire the African-American community.

Is America ready for an African-American president? Only time will tell. If he runs he will be in store for a great deal of criticism from the political world. He represents the unknown to society. And people often fear the unknown. The question still remains, will Powell run?



Associated AP photo

## 'She's got a ticket to ride'

by Emily Weinstein

I was number F758. I waited exactly sixteen years to be F758, and on Friday, September 22, I was. The linoleum cavern was surprisingly empty, full of spanky-new, uncomfortable benches and acres of linoleum. The endearing chimes rang, and there I was, at counter number 19, putting my illegible signature on countless pieces of color-coded paper. The picture is hideous, but it'll be the most beautiful thing in the world in four to six weeks when it comes in the mail on my shiny ticket to freedom, a New York State learner's permit.

If this kind of exhilaration is a distant memory or a far-off dream to you, you might not understand why I relished every

minute of bureaucratic

sig

days until I get in the car and drive, somewhere, anywhere. With twenty-two minutes of driving time under my belt, I can make nice, tight turns and brake without that abhorrent elementary jerking. Granted, there was only one other (parked) car in the parking lot where I made my motor vehicle debut, but someone did come over to it, get in and drive away while I too, was driving in the very same parking lot at the very same time. The legal, licensed guardian in the car with me (my mom) praised me for stopping forty feet from the car and yielding the right of way. If all goes well, I will soon graduate to operating a vehicle within thirty or maybe even twenty feet of another car.

It's kind of like being initiated into a secret club. The DMV, lots of keys on the key chain, bad pictures, you know the drill. This may well be the most universal of all rites of pas-



ging. At the end of those mercifully short lines was the rest of my life, my real life, the one in which I will soon go where I want, when I want, with the radio station I want. The end of my transportation indentured servitude is so close I can taste it.

I feel I'm well on my way, though there are exactly three-hundred and sixty-five

sage. Don't be afraid when you see me on the road, if you can distinguish me from the countless other budding motorists. As I drive safely, comfortably by, the song lyrics about open roads and endless highways playing in my head, feel happy for me.

## Sophomore on summer reading

by Tom Eliaz

Schools nationwide mandate the reading of books during summer vacation. Students are also expected to write essays on these books for the start of the school year. While this policy is not currently effective at Schreiber, it may become part of the curriculum in the future. If ever implemented, it will threaten the purpose of summer vacations.

Do schools have the right to assign work during our summer vacations?

The students of Schreiber as in any high school, work extremely hard during the ten months that school is in session. As a tenth grader, I spend five to six hours in class, and approximately another hour and a half on homework each school day. I

use the two months of summer as well as the smaller vacations during the year to kick back and forget about school. While a few books may not seem like a large amount to read, they may disrupt a summer trip. After spending ten months hard at work, I feel that school work should not be part of our

carefree and family or friend oriented summers.

Furthermore, school is not technically in session for the two months of summer. Why should the school be allowed to extend itself into a place where it does not belong? These boundaries, once broken, may lead to other sorts of school backed interference within students' out-of-school lives.

The summer reading requirements are imposed on students to reinforce the lessons taught during the regular school year. They are supposed to expose us to novels which cannot be read during

school year because of time constraints. While all these goals are admirable I feel that schools should be teaching their students to want to read books.

We must see that the system is failing to instill a love of literature

in many of its students. Instead, it is trying to force us to accept literature by bombarding us with books in and out of school. The educational system should not extend beyond the scheduled school session. I encourage teachers to suggest the reading, but not mandate specific books during summer vacation.

*'...the schools should be teaching their students to want to read books.'*

## Feeling Feisty?

Come to the next general meeting and express your opinion in *The Schreiber Times*.

# Family Dimmers

Supinda Bunyavanich graduated this past June and is now a freshman at Harvard University. We are used to seeing her name on the pages of this newspaper in association with the many achievements she won while a Schreiber student. Ms. Bunyavanich graduated first in her class and was a finalist in the Westinghouse International Talent Search, the most prestigious science competition in the country. She was also a member of Schreiber's highly ranked varsity tennis and lacrosse teams, as well as a recipient of numerous other academic honors. These accolades were a testament to her enormous capability as a thinker and a person who could both convey and realize her thoughts.

The following story, which she wrote last year, is autobiographical. It is particularly meaningful now, as we approach the celebration of Pride in Port. This year's essay contest theme is "How Do Communities Such As Ours Benefit From Cultural Diversity?" Ms. Bunyavanich's story exemplifies this concept. In a voice that rings with clarity and realism, she tells a story that begins to explain how a person with roots halfway around the world can accomplish as much as she did by the age of seventeen. Good dinners. Support from a family with life experience to share. Add a little luck and a lot of determination, and the result is someone whose possibilities know no limits.

"Where can you find such luck?" my mother often exclaims to me during dinner. "You get to eat a hearty dinner every night, sitting with your parents and watching T.V. You're very lucky, Nong Su. When I was little..."

My mother continues with the story I know so well-- "...I hardly ever ate with my mother because she was always busy..." and she goes on until even after dessert is over and done with. I used to tell her that there were hundreds of families across the nation that had dinner together, that the house next door was probably having a family dinner at the same moment. Our family had dinner together every night, so I could not understand why it represented something so extraordinarily unique and lucky to her. As a child, I never understood why she thought it was such a big deal.

I have come to realize, however, that the family part of the family dinner is what my mother cherishes most. Her childhood involved many hardships, obstacles that she, my grandmother, aunt and uncle had to overcome together. With love and support from the family, my mother was able to meet the challenges that faced her and has come to succeed as a professional in the United States. Ironically, I have learned about her life and values through what she has told me over dinner during the past 17 years.

"If you don't finish your rice, Nong Su, the Goddess of the Fields will not bless you." I remember my mother telling me this when I was four. My father had just returned from the supermarket with a half-gallon of chocolate ice cream that I could not wait to devour. I could envision the frost-covered black Breyer's box sitting in the freezer, as my belly waited in anticipation. The rice, beef, and string beans that my mother insisted I eat were barriers to my ice cream ecstasy. I wanted to get to my ice cream and did not care if my rice went to waste.

"No! I'm full!" I extended my lower lip and knitted my eyebrows.

"Then I guess you'll be too full to have any ice cream," said my mother in an off-hand manner. I knew that she was doing this on purpose. She knew what I was thinking and could attack me at my weak points. To stand up for myself, I could have stuck behind my assertion and refused both, but the beckon of Breyer's chocolate ice cream

was too much. I picked up my spoon and began to eat the little white grains again, though I continued to pout just to show her that I had not been totally defeated.

"When I was little, I would have been very thankful to have rice and string beans!" my mother said as she looked at me. Oh no, her serious tone of voice! I sighed in anticipation of a lecture. "We were so tight for money after your grandfather died that we were happy just to get a small piece of pork or beef once a week." The fact that she said "grandfather" piqued my curiosity. I had always heard about my grandmother, but a grandfather had never been mentioned.

"You had a father?" I asked incredulously. My four-year-old mind led me to believe that I and my day-care friends all had mothers and fathers, but parents were parents, and grandparents were grandparents. I did not realize that my grandparents were my parents' mothers and fathers. Grandparents were just certain individuals who were old and cooed over you.

"Why of course," said my mother with an amused smile. "He came from China to Bang-Plea, the village where I grew up, where your grandmother grew up, and where all your great-relatives grew up. His name was Chua and he married your grandmother when she was 22, and they lived in the house that your grandmother still lives in."

"Really?" I asked in fascination as my spoon slowly rested on the plate. I envisioned the old house on stilts by the Chao Praya riverside. It was all made of beautifully carved dark teakwood and stood in harmony with the forest and river at its sides.

A quick glance from my mother to the plate made me realize that I still hadn't finished my rice and I quickly started to eat again. "Tell me more!" I said between mouthfuls.

"Well, he started a grocery store at the mouth of the river and became prosperous. Your Aunt Ja was born, then me, and then your Uncle Gow. But when I was three, he became sick and died. Because your grandmother was a housewife, as every woman was in those days, money soon became tight."

"So what did grandma do?" I asked in the intensity of curiosity. Both my parents worked, and I knew that every Thursday, my dad would bring rectangular pieces of

paper to the bank and come back home with green pieces of paper. You could trade these green pieces of paper for candy. My dad always said that we would not have the green stuff if he and mom did not work. So if my grandmother didn't work, how did she get the green paper to trade for other stuff, like food and candy?

By then, however, everyone else at the table had long finished their rice and were impatient for dessert; my brother was especially antsy to get to the ice cream. He told my mother that if I could just concentrate on eating and less on babbling, dinner would not last the two hours that it always did.

"Nong Su, hurry up and finish your rice. I'll tell you the rest later," my mother said as she got up to clear some plates.

It was not for some time that I learned what my grandmother had to do for her children. When I was seven, my mother decided that it was time to teach me how to read and write Thai. I started off with simple spellers and handwriting books, and my mother went over lessons with me every weekend. One Saturday afternoon I was reading a little book about a girl, Gaawjun, who went to school and came home everyday to a plate of scrumptious Thai desserts that her mom had spent her day making.

"Can you make me desserts like these?" I asked my mother as I imagined how delicious the desserts must be. The illustrations of custards and candies seemed to come alive and danced in my mind.

"You know who can make really delicious desserts?" my mother asked me as her eyes lit up. "Your grandmother-- she can make everything: layered candy, dish candy, coconut-banana soup, banana fritters, pumpkin custard, and more."

"So if she knows how to make them, why didn't she teach you?" I asked, still envisioning a sea of desserts.

"She has secret recipes from



time she sold desserts for a living after your grandfather passed away," my mother replied.

"She sold desserts with secret recipes?" I asked incredulously.

"Um-hmm," my mother replied as she began her story. To earn a living, my grandmother woke up at four in the morning every day, to prepare desserts that she would sell in the floating market. She would work by the glow of an old kerosene lamp, the kind that my mother had pointed out to me at an antique shop we had passed by.

She made every kind of dessert you could think of-- ones from coconut, palm, jackfruit, potatoes, pumpkins, and yams. My mother said that she helped my grandmother grate coconut meat and cut up fruit. At dawn, Grandma would set out in her wooden boat, paddling up and down the Chao Praya River to sell her delicious desserts. The whole province loved her desserts and she was famous for them. Around nightfall, she would don a man's hat and puff on a cigarette in order to look like a man, for she was afraid of being robbed on the way home.

"She made about ten thang a day, which is about one American penny," my mother said as she concluded her story.

"A penny for all that work!" I exclaimed. I was puzzled-- why did she earn so little? Who could survive on a penny?

"Back then, a penny was worth a lot more," replied my mother, "especially in rural Thailand. It was all that your grandmother could do, and we managed to get by."

Images of desserts no longer danced in my mind; I daydreamed of grandma, dressed as a man, paddling back up the river at dusk as I continued my Thai lesson.

Garbage Pail Kid cards were "in" when I was in third grade. My friends and I traded them whenever we had the chance. They were so popu-

lar that stores ran out of the to ban them from classes. Kids traded with a "first-edition" that nothing else seen cards were so in demand that them from one another. It just I had a box of Garbage Pail Kid not want. So, I brought the cards many of my classmates showed them, dimes and nickels in exchange. That was fine with me, change with which to buy items after lunch. It was even kind of it was like being an adult. I was stuff and had the power to spend

"Guess what, mom?" I said at night. "Jason wanted a pack of cards. I gave me thirty cents for one pack. The margin is huge to an eight-year-old."

"I'm beginning to see a little of my mother said with an amused smile. "I added some soup into my bowl and she went to go with it. "When she was somebody gave her a bottle of perfume. She diluted it with water and gave it to the kids who wanted to wipe their noses with her fragrant water."

I thought that was kind of funny. Would anyone want a fragrant perfume they doing with slates anywhere old that she went back to the Prairie times?

"You could become a businesswoman, aunt," my mother continued. "It would be better, since you will have a good education beyond the fourth grade."

"You mean Aunt Ja dropped out of grade?" I asked incredulously. "She was an extremely successful woman. She was so good at predicting market trends that she had amassed a fortune. It was hard to imagine that she owned a lot of land and was very



very good chances of being accepted into the Normal School, which was the best school in the area. Your grandmother was so good at predicting market trends that she had amassed a fortune. It was hard to imagine that she owned a lot of land and was very

It made me see Aunt Ja in a new light. I had always thought that she was just a woman who was busy, but now I knew she was a woman who had sacrificed so much for her family. I had always thought that she was just a woman who was busy, but now I knew she was a woman who had sacrificed so much for her family. I had always thought that she was just a woman who was busy, but now I knew she was a woman who had sacrificed so much for her family.

# by Supinda Banyamornich

Illustrations by Norges Pourmand

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ing compared to her nobleness.

I'll always remember September 14, 1987. It was the day I started Thai Sunday School. I had had my informal Thai education at home with my mother since I was seven, but this formal Thai school plunged me into a totally new cultural abyss. I met monks dressed in orange-yellow garments; I saw people praying in front of many statues of Buddha in the temple; the temple had the omnipresent scent of flowers that people had brought for ceremonies; children chanted ancient prayers in Bali about Buddha; and I met other children who spoke Thai like me. The scariest part of it all were the monks. I had never seen one before up close, and I did not know how to act in front of them. Was I supposed to greet them verbally or with a prayer gesture? Did I have to use extra polite words with them, or was colloquial language okay? I knew I was forbidden to touch them, and I was mesmerized by their slightly green shaven heads and eyebrows.

"I don't like going to temple," I told my mother over noodle soup after the first day of Thai school. "I don't know anyone, and the monks are scary." My mother began to chuckle and then could not help but laugh. "What's so scary about the monks?" she asked. I told her my reasons, which made her laugh even more.

"You know, your uncle lived in a temple for some years, and he was even a monk for a week," said my mother as she brought a spoonful of broth to her lips. "So whenever you meet a monk, pretend that he is Uncle Gow and just speak to him normally."

"Uncle Gow was a monk?" I asked. "No way!" My Uncle Gow lived in Texas, was an obstetrician, and had two daughters about my age. He did not even look like a monk! "Why was he a monk? Why did he stop being one?"

"Well, when he was going to high school in the province, he needed a place to stay. Temples offered room and board for boys if they helped monks maintain the temple. So your uncle lived in the temple as a helper boy, sweeping, cleaning, and assisting with monk activities. He didn't get to eat very much, because he got leftovers from alms-givings, so he was very skinny during those years. But he developed a very good sense of discipline and did very well in school. He became a monk for a week when he turned twenty-one because that is a Buddhist tradition."

I could not picture Uncle Gow as a skinny monk boy, living in a temple with many monks. How hard it must have been to live in such acetic accommodations and study at the same time. There must have been many days when he was tired and hungry from working so hard both in school and after-school at the temple. No wonder he often dismissed his daughters' complaints about tangled hair and paper cuts as extremely petty. He had been through so much more. Oh, how he would have laughed if he had heard me telling my mother about my monk-phobia!

George Page's deep clear voice described the Galapagos Islands as my family and I ate rice and Thai beef salad during dinner one night while watching T.V. I had just come home from a lacrosse game, and my feet were aching from my new cleats. A few painful blisters covered the side of my feet, and I was tired. I did not want to watch Nature, my mother's favorite program, but my

feet hurt too much to go up to change the channel. I was not even hungry, and could have gone right to bed without dinner. While cutting a piece of beef, I glanced up at the T.V. and saw a huge Galapagos turtle trudging across the forest floor.

"This reminds me so much of the forest that was behind my high school," said my mother sentimentally. "Huge turtles would come out during the rains, and my friends and I would climb upon their backs to ride them."

I giggled as I pictured my mother riding upon one of these monstrous turtles. I could not even imagine standing next to one. "Where did they come from?" I asked.

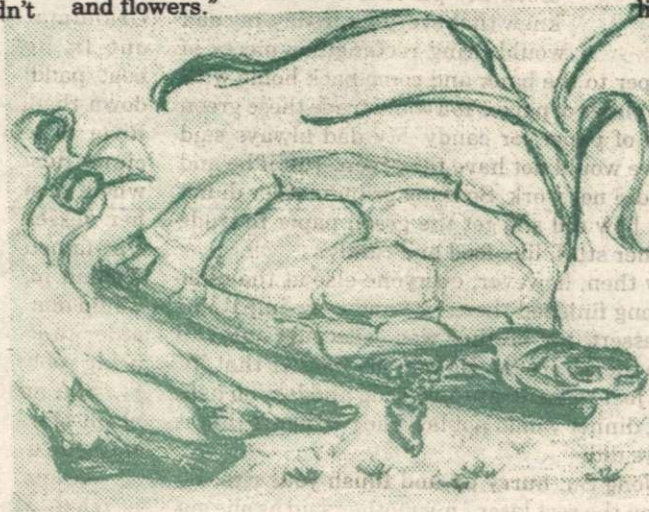
"I don't know, they just came out during the rains," replied my mother. "That was when I lived in Ayuthaya, going to the Province School. It was a boarding school...how would you like to go to boarding school, Nong Su?" my mother teasingly asked. She saw me shaking my head and went on. "I didn't want to either, but it was the place to go for high school, and I'm actually glad I went there, because after studying hard there, I got into Chulalongkorn University."

"And she was number one in that high school," my father injected proudly.

My mother brushed my dad's comment aside and continued. "But how I remember missing home so much. I was so far away, and whenever I left home, I cried. Remember, Nong Su, you have to face some difficult times first before you can relax. I remember working so hard there that sometimes I missed dinner. And dinner there was sometimes only scrambled eggs. I knew that I had to work hard to get ahead, for my family and for myself."

"But mom, didn't you get to have fun at all?" I asked. I couldn't bear to think that success could only come about after much suffering. It was especially scary because I was about to be plunged into high school, and rumor had it that high school would be hellishly hard.

"Well, I had some fun," admitted my mother. "Even if I missed dinner, my friends and I could call over the old man who managed the fields, and we would give him money to go out and get fried rice for us. Sometimes we would have some time between exams and could go out into the forest to play. We never wore shoes and just went around exploring, looking for interesting berries and flowers."



"Didn't that hurt though?" I asked as I thought about my poor feet. They were sore, and I had even been wearing shoes. How would my feet feel if I had been walking around without shoes through forests?

"Well, feet are very good at getting used to things," assured my mother. "They get hard after a while, and then you don't feel thorns or anything. A thorn once pricked my foot, and the wound got infected, but nature took care of it.

Lucky I didn't get some fatal infection or anything. I sure did some pretty senseless things—I'm lucky I survived."

"You know, mom, if I go to Harvard, I'll just be another face in the crowd," I said over dinner a few months ago. I was still trying to decide if Harvard was right for me. I could see myself drowning in a sea of far more intelligent students. I wondered if I could survive four years at Harvard. "Everyone there is going to be so smart. It will be really hard to be at the top of the class."

"Don't worry about that stuff," my mother said assuringly. "Just go, work hard and do your best. You don't have to be number one."

I thought about what she had said. It sounded logical, and I was trying to convince myself of the same thing. But I was sure that inside, my mother would continue to hope that I would be at the top. It was only natural. Especially since she had been at the top throughout high school and college.

"Are you sure?" I asked reluctantly. "But you were at the top throughout college and medical school!"

"But with much, much difficulty at first," she said. "My first year in college was almost a disaster."

I did not know this at all. I always thought that my mother had been the star student throughout. I could not imagine her struggling through anything.

"Why? What was so hard?" I asked.

"Well, coming from a rural town, I didn't realize how much could be expected," she replied. "At Chula, just like it will be at Harvard for you, there were many more talented people. I was placed in the fourteenth group as a freshman. In fact, if I had applied for admittance one year later, they would not have accepted me."

I never knew that. It was both alarming and comforting to hear this from my mother. However naive it may sound, I always thought of my mother as perfect, and this confession proved to me that she had had some weaknesses; it made her look more human and like me.

"I struggled through my exams during freshman year, and even though I sometimes did poorly, I never gave up," she continued. "You see, Nong Su, never give up. Some other students did, and they dropped out. But I kept at it. I knew when I had to study and had the discipline to stay with my books. I was not a party animal like some people who dropped out were. Hard work got me into medical school; hard work allowed me to pass my ECFMG exams so I could come and train here, in the United States; hard work has made this house and your comfortable life possible. It was not necessary to be number one, but it was necessary to work my hardest. Remember that when you go to college in a few months."

I will be going to Harvard in September. With me I take all the lessons and values that I have learned from my mother over the years. I have come to appreciate all that my grandmother and mother did to ensure a brighter future for their posterity. When I study at night, I see my grandmother in the distance of the past, paddling up and down the river, selling desserts to make money for her children and their education. I see my mother, aunt, and uncle, working hard throughout their lives to succeed.

Now, whenever my mother talks about how lucky I am to have a family dinner every night, I know what she is trying to say. The family is what supported her throughout her life, and led her to success. My family has also nurtured me throughout, and I hope that all that I have learned from my mother and father will continue to help me as I choose my paths.

# My journey to the Promised Land

by Ari Rabin-Havt

I've spent many summers away from home, at camps and other summer programs, but no experience will be more memorable than my trip to Israel. Ever since I was in first grade, I've heard all about Israel: the land, the people, and the history. So when I was offered the chance to visit Israel with high school students from around North America, I jumped at the opportunity.

I spent my summer in Israel as part of a group from the North American Foundation of Temple Youth (NFTY), consisting of teenagers from all over the United States.

We arrived in Athens, Greece and toured the area before starting the five day simulation of *Exodus 1947*. During the simulation, we shared the experience of people who made the Alyia-Bet (the illegal emigration to Palestine). We heard the testimony of people who were on the original *Exodus 1947*, describing the tragedies they had experienced after the Holocaust, when Jews who had just been released from concentration camps were held in detention centers by the British. On the last night every group was asked to take a vote on whether to surrender or fight the British. The vote was overwhelmingly to fight.

On the final day of the trip, we assembled on the decks of the ship as a show of strength to mock British forces that had been tailing us. We crowded along side the railings as we entered Israeli



Part of group sixteen is standing on the borders of Israel, Jordan, Egypt and Saudi Arabia. The author is in the bottom row, second from left.

waters and got our first glance at the Promised Land. We were waving signs, singing, dancing, and shouting Eretz Yisrael. Suddenly a small plane, with the British flag painted on it, flew around the ship and dropped leaflets telling us to surrender and go to Cyprus. Our "captain" told the British that we would surrender if we could land in Israel and be taken to the Atlit Detention Center.

We were going to see the Western Wall also called the Wailing Wall or Kotel, which is the spiritual center of Judaism. In this small area lies holy sights of the three major religions, the Kotel, the Dome

of the Rock, and the Church of the Holy Sepulcher.

After leaving Jerusalem our group went south toward Masada. We stopped at the Dead Sea which was an amazing experience since we were able to float. Your legs come out from under you and you float on the water. You can only stay in for five minutes before your skin starts to burn.

That night we camped at the foot of Masada, and climbed it the next morning. Masada is a holy site where a group of Jews killed themselves in order to avoid capture by the Romans.

The day after our climb we journeyed to an Israeli farming community (a Moshav). The next day we went up to the Golan Heights.

The Valley of Tears, a memorial to the soldiers who died in the 1973 war, is right next to a barbed wire fence and the mine fields on the border with Syria. As one of our group leaders pointed out, it is maybe a five minute walk to get to Syria. But if I wanted to go to Syria, I would have to take a five hour ride to Tel Aviv, then take a plane to Europe, where I would take another plane back to Damascus.

The next stop on our voyage was the Negev Desert. With its arid climate, and rocky landscapes, the Negev desert was one of the most challenging parts of our trip. We camped in the desert at night and spent mornings hiking.

The next week our group split up for the first time. I made the decision to experience a unique part of Israeli society, the kibbutz. A kibbutz is a "democratic, socialistic community, based on equality" in which everyone is equal financially and makes decisions together.

I stayed on Kibbutz Gezar near Jerusalem. While we were there we worked from 7:00 a.m. to noon building a park.

We spent our last two days in Israel in Jerusalem.

It was a twelve hour flight from Ben Gurion Airport back to New York. At the airport, many of us were crying as we hugged good-bye. My Israel experience has changed the way I look at myself, my country, Israel, Port Washington, my friends, and the world. It was the best five and half weeks of my life.

## A summer in the real world

by Jon Braman

I spent this summer in a virtually undiscovered world, a world of sharp contrasts with colossal mountains and gaping cuts which have torn through both land and sky for as long as rock can remember. The scientific advancements of this world have rendered it both sustainable and capable of ongoing diversification. The overwhelming character of this world is beauty. Each night the sky makes passionate love to the ground.

My summer spanned five states. At the beginning of the summer I flew to Arizona and soon left on a four day rafting trip on the San Juan river in Utah. The San Juan begins as snow melt in the San Juan Mountains of Colorado and flows through some of the most incredible canyon lands and deserts in the world on its way to Lake Powell.

After Utah I returned to New York and spent four weeks at the Frost Valley YMCA. The first two weeks were spent at their camp in the Catskills where I played guitar and hiked in the company of large hemlocks and other old friends.

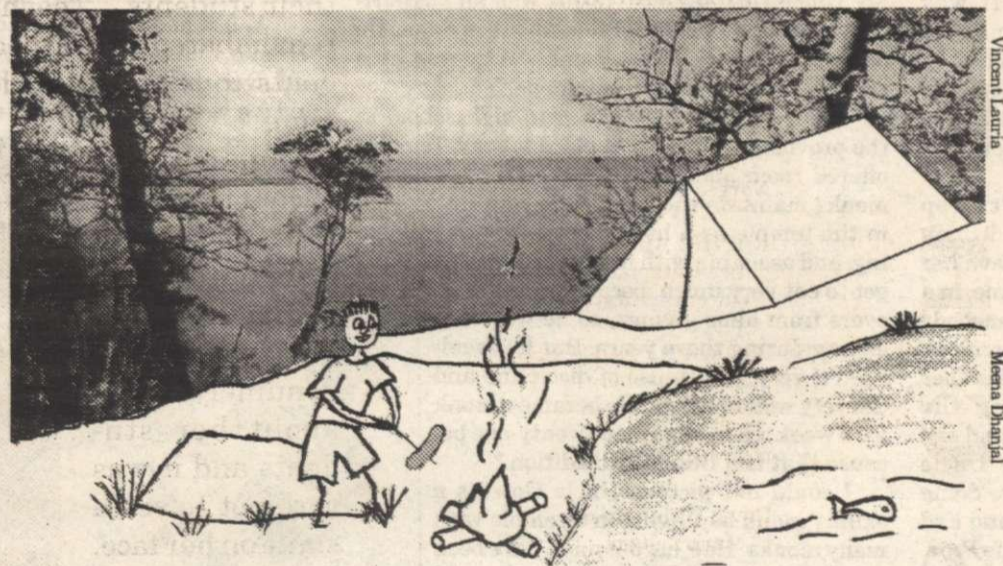
I spent the next two weeks with Frost Valley backpacking in the White Mountains of New Hampshire. Compared to the West, the White Mountains are covered by vast and dense forests. We hiked and slept in the forest and by rivers for four days without any open views of the land. When clear days and ledges did reveal vistas they were no less stunning than in Utah, although the human hand

was seen through the smog, towns, and logging operations which scarred the mountain sides.

After a week of larger mountain hikes and a golden day on Mt. Jefferson in the Presidentials, the highest range in the northeast, I returned to Port Washington. Not long after, I left with my family on a plane to Denver.

We spent two weeks in Colorado, seeing old friends and exploring the mountains by car, horse, and foot. We spent hours watching elk and moose in Rocky Mountain National Park and listened to the males bugle in the San Juans to the south. Hiking in the Rockies is like crazy candy, to be able to walk in the company of towering peaks. The luxuries of suburban life are dwarfed by the sensation of simply standing in that world. The real oneness lies so close to the surface of each fern and boulder and it runs so deep.

While on the San Juan I talked with teenagers from Flagstaff, Arizona. They were no less exposed to the Beavis and Butthead-talk-show media world, and to the violent crime and valueless world than teenagers in New York. On a moonlit night under thousands of feet of sandstone and beside an ancient river, the words that come out of the mouths of these "confused" and "misled" adolescents were nothing short of inspirational. It is relatively easy for a group of ten fifteen-year-olds to devise world solutions to war, poverty and disease during two weeks of living in the mountains, the woods or the



Vincent Lauria

Meena Dhunjaj

desert.

In these neighborhoods of what I believe to be the real world reality is never far. In the real world questions and decisions are much simpler.

"Why am I carrying this sleeping bag? To keep me warm while I sleep."

With realness so accessible, clarity of thought is easy to come by and world solutions arise in after dinner conversation. The only difficulty is keeping that clarity once we return to the world of appointments, concrete, traffic lights, and O.J. Simpson.

A major presence along the Pemigawasset wilderness in New Hampshire is a bear named Brutus. The journal kept by hikers at desolation shelter was

full of stories about Brutus chasing hikers away from their dinner and devouring all of their food. One man who claimed to have seen the bear told us to "get mad" and "look scary" if we saw a bear.

On our second day in New Hampshire we hiked to Desolation Lean-to, a shelter for hikers along a steep tributary of the Pemigawasset River. That afternoon I took a run with four other friends into the thick pine forest near camp. Our jaunt was supposed to last for only five or ten minutes, so I wore only moccasins and shorts.

*Summer Outdoors continued on page 17*



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As a high school newspaper, *The Schreiber Times'* primary purpose is to inform its readers of the events, issues, and ideas affecting Schreiber High School. *The Times* will report all news accurately, honestly and fairly. Preferential treatment will not be given to any group or individual, nor will the editorial board discriminate against any group or individual. The rights of all information sources will be respected, and any errors will be corrected promptly.

Submitted materials will be printed on the basis of their quality and significance as determined by the editorial board of this publication. The editorial board reserves the right to print, refuse to print, or return any submitted materials. The editorial board also reserves the right to edit any submitted articles.

Submitted letters to the editor will be printed if judged to be of sufficient quality and importance on a space available basis. Letters which are obscene, libelous or contain unfounded charges will not be printed. *The Times* reserves the right to shorten lengthy letters if doing so will not alter the meaning, and to choose a representative

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Editorials printed in this publication reflect the opinion of the editors. If the situation warrants, minority editorials will be published. Editorials do not represent the views of the Port Washington Union Free School District.

Advertisements will not be published in this newspaper if they are deemed libelous, obscene or likely to incite criminal activity. Prices of advertisements are standard. Advertisements do not necessarily represent the views of *The Times*.

In addition to publishing articles, letters, advertisements and photographs, this newspaper serves as an open forum for debate and opinions. As such, *The Times* is committed to the free expression of thought within the reasonable bounds of society. Attempts will be made to give equal coverage to all sides of an issue.

New policy will be established if the need arises. Unless such need does arise, *The Times* will follow the policy that is described in this editorial as well as the guidelines of common sense and reason.

## Ruth Haugaard: a tribute

Many teachers hope they will be able to have an impact on the lives of their students. Teachers want to be remembered and respected by the students to whom they dedicated their time. Miss Haugaard was such a teacher.

Miss Haugaard was a valuable mentor and friend. She genuinely cared about her students and it was rare not to see a smile on her face. Her unexpected retirement was a loss for both students and faculty members.

Miss Haugaard frequently used a "round table" effect in the classroom, and she often gathered her students into a circle in order to provide a more intimate setting. She had a special way of making books and their characters come alive in the classroom.

She was passionate about teaching and this vibrant energy was felt by all around her.

Sitting outside their homerooms in the morning students watched Miss Haugaard walking to the English Resource Room where she took her place behind her desk, a throne of sorts, and made preparations for the subjects of her kingdom.

She always looked content, for this was a place which made her happy and teaching students was something she enjoyed.

A teacher as wise and interested in learning

as Miss Haugaard probably learned as much from her students as they learned from her.

Miss Haugaard will be missed in this school as a teacher, a mentor, and a friend.



# Auditorium improvements destroy traditions

Over the course of the summer, Schreiber began remodeling the auditorium. There will be new seats, the acoustics will be improved, and a new speaker system is being installed. However, in spite of all of these major improvements, one of Schreiber's oldest traditions is being ruined.

For decades, students who are prominent in Schreiber's theatre department have painted their names on the backstage walls. These walls are rarely seen by anybody except for music and drama performers and crew.

These names are going to be painted over by the renovating

crews. The renovation of the auditorium was very necessary, yet there is no need to do away with such a timeless tradition.

In place of the names, or "graffiti" as it is called by its opponents, they are painting the walls one plain color. The graffiti, which is defined by Webster as inscriptions on the wall, are seen by only those who the tradition has meaning for.

For those who participate in the theater department the names on the wall have pro-

vided inspiration. Through endless hours of rehearsal and long nights full of curtain calls and encores, the names have

supported the young thespians of the school and shouted to them, "one day your name will be up here!" It is the colorful arrangement of names which provide the theatre department with style, personality, and charm.

Detailed pictures, however, were taken off the walls, and will be displayed outside the auditorium. This is meager

compensation for ending the tradition. They are only preserving the names that were painted in the scene shop because it is not a disturbance, yet the names in the backstage somehow do distract the performers.

The names are a part of Schreiber's great history of drama productions and are therefore a landmark. It is an insult for the administration to treat this landmark as profanity. The irony is that profanity is defined as the defiling of something holy. The administration is, in effect, desecrating something that is holy to hundreds of students.

**"...an insult to treat this landmark as profanity...."**

*The Schreiber Times* has a new feature. this year. The paper invites students to submit their photographs. The best picture submitted each issue will be published. If you have any questions or you would like to submit a picture please see Jason Greenberg or David Needleman, the photography editors.

photo by David Needleman



# Cinderella takes the stage

by Charles Albanese

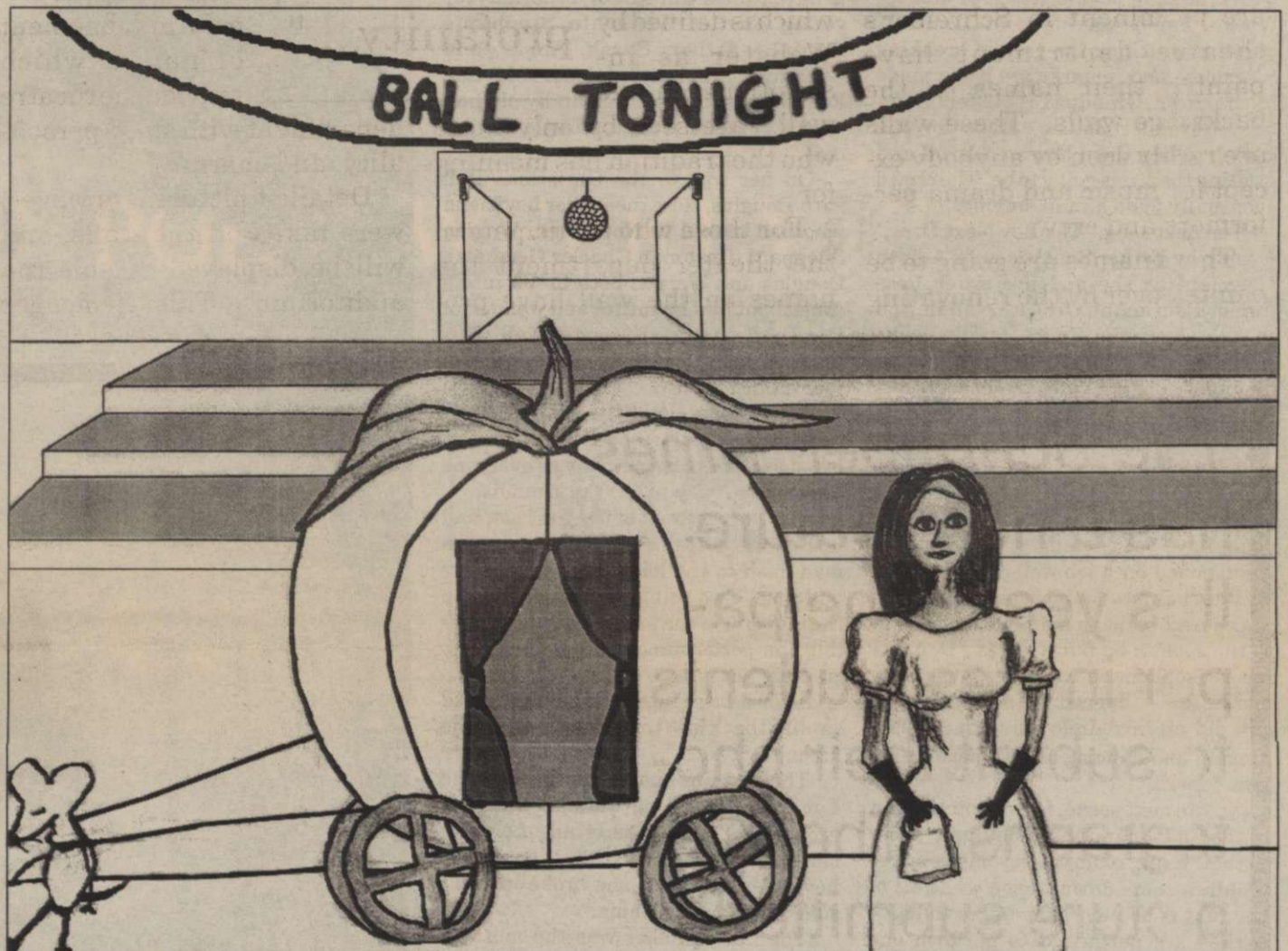
Auditions were held for the annual fall musical, *Cinderella*, in the band room on September 11 and 12. Rodgers and Hammerstein's classic love story will be performed by the Schreiber Main Stage Club for their annual fall musical.

The co-producers Mardi Braun and Cam Gelb have been looking forward to doing the play *Cinderella* because it is a romantic fantasy that the audience can relate to. Ms. Gelb added that "there are more parts for girls than men which is good because very few boys show up."

The female students started the auditions by singing "Waltz for a Ball" in a large group. Later, the male students had a chance to stretch their vocal cords by singing "10 Minutes Ago."

In addition to Schreiber students a few students from the elementary schools will also take part in the show. They will be portraying smaller children who live in the town.

The story is about a girl, Cinderella, who lives in a cottage with her stepmother and three stepsisters: Portia, Joy, and Chatelaine. Cinderella's stepmother and stepsisters make her cater to their every need. The stepsisters are very greedy and have Cinderella do their chores, thus using Cinderella as a



maid and never giving her anything in return.

When the stepsisters are invited to a ball thrown by the prince (who is looking for wife), Cinderella wants to go too. Of course, being the greedy and jealous stepsisters that they are, they agree to let her go *after* she completes many tiring chores for them and her stepmother.

When it is time to leave for the ball, Cinderella has not finished the pile of chores she agreed to do. Watching her stepsisters and stepmother leave for the ball, she is amazed to see a woman appear before her. The woman tells Cinderella she is her fairy godmother and will help her get to the ball. After making Cinderella a beautiful dress with the tap of her magic wand, she turns a pumpkin into a coach which will transport the young girl to the ball.

After entering the ballroom, the prince sees her and instantly realizes that she is to be his bride. After dancing to the theme, "10 Minutes Ago," Cinderella makes a dashing exit after hearing the clock strike twelve. The prince runs after her, but only finds the glass slipper she left behind.

The next day comes and Cinderella's stepsisters are all mad because the prince had spent all the time dancing with a "mystery woman" at the ball. The prince shows up at the cottage and

requests all the woman of the house to try on the slipper, in order to see who it fits. After the three stepsisters try to fit the slipper on their feet without successes, Cinderella tries it on. The shoe is a perfect fit, and one day later the prince and Cinderella are married.

Ms. Gelb and Ms. Braun say that they had to call back the girls trying out for the part of Cinderella three times because the decision was so hard. Mardi Braun, a co-producer, says that "the job of picking the right people for the parts is very difficult." Cinderella will be played by Allison Newman; the prince will be played by Gennaro Savastano; and the stepsisters will be played by Liz Albertson as Portia, Laurie Ann Orr as Joy, and Wendy Hehn as Chatelaine.

As music director, Mr. Glover will be playing the piano for all of the songs in the play.

According to Mr. Glover, "All plays done by Rodgers and Hammerstein have a unique way of weaving the music into a play, so the plot becomes more meaningful and exciting."

Since the Schreiber auditorium is being redone at the present moment, the musical will be held at Weber Junior High School. The Schreiber auditorium will not be reopened until it is time for the winter musical.

*Cinderella* will be performed November 17, 18, and 19.

# Meet me at the Summer Show

by Bradley Block

Last summer, many Port Washington residents, as well as Schreiber, Weber, and elementary students and alumni participated in the Summer Shows production of *Meet Me in St. Louis* held in the Sousa School Auditorium August 11 through 14. All that hard work paid off quite well as shown by the superb performance.

As the show begins, it is 1901 and the World's Fair is coming to St. Louis. A crowd is watching the ground breaking ceremony, and remarks are being made by the crowd. Grandpa Prophater (alumnus Alexander Zalben) sings for the crowd, telling them how wonderful and exciting the fair is going to be. The crowd eventually joins him in singing.

The next song, "The Boy Next Door," is sung by Esther Smith (senior Allison Newman) as she and her sister Rose (junior Laurie Ann Orr) are standing on the porch of the Smith family home watching and ogling their new next door neighbor, John Truitt (senior Jarrett White). Newman, Orr, and White should all be commended on wonderful performances. Newman played the role superbly, and Orr played Rose with great ease. Although White's vocal abilities could have been stronger, he should be commended for a job well done.

Rose has now found a man of her own in the next scene, a man whom she met at the soon to be fairgrounds. Douglas Moore (sophomore Gennaro Savastano) and Rose danced the duet "Almost" and did an incredible job with it. The singing and dancing of both performers was superb.

In the next scene, the older children of the Smith family are having a party in their living room when some younger children come down to see what all of the fuss is about. They agree to leave if they are permitted to perform one number. Sarah (alumnus Karen Howland) and Agnes (sophomore Caitlin Bronsky) took their top-hats and canes and excellently performed the singing and dancing number of "Under the Bamboo Tree." After the show, many people could be heard repeating the very catchy words "If I like-a you and you like-a me...."

The children left and Lon Smith (alumnus Jason Hare) and the woman he had met at the fairgrounds, Lucille

(alumnus Jennifer Gembs), lead the party in the song "Skip to My Lou." Hare and Gembs were magnificent throughout the show.

Just before Christmas, Mr. Smith (alumnus Adam Block) announces to the Smith family that his job has taken him to New York. Grandpa responds by saying that he could take care of the family while Mr. Smith is gone. Mr. Smith corrects him by saying that the whole family will move there. This news seems to have ruined Christmas, especially for young Tootie (Weber-ite Stephanie Borris). Esther, Sarah, Anges, and Grandma Prophater (senior Marissa Fenech) try to cheer her up by singing "Have Yourself A Merry Little Christmas."

On her way to the Christmas Ball with Douglas, Rose meets her boyfriend who had moved to New York, Warren Sheppard (freshman Charles Geizhals). Douglas and Warren both break into a song about how beautiful and wonderful Rose is. Rose joins the song as well. This number was excellently sung and choreographed.

The last number of the act, "The Trolley Song," is started by Esther and finished by the entire company as everyone makes their way to the fairgrounds.

This was the end of the first act, and just as the curtains closed, there was a mad dash to the lobby and outside the building. Two things could be heard in the murmur of the audience: how incredible the performance was and how incredibly hot it was.

After a brief intermission the crowd shuffled back into the auditorium for the second act.

The curtains opened and Lucille and Lon were standing outside the fairgrounds. Lucille was telling Lon how she remembered everything about all of her dates and then she broke into the song "What's His Name."

The next number was the most incredible one in the show. The entire cast was on the stage in the under-construction fairgrounds where Lon led them in the song "Banjos," speculating about how wonderful the fair will be. During this number the entire cast starts out by tap dancing, which then leads into a two line kickline spanning across the stage as they are all singing. This piece was so exciting that it took everyone's mind off of the heat for a while.

Esther and the Smith's next door



Mr. Smith (Block) comforts Mrs. Smith (Bianculli) as they sing "Wasn't it Fun."

neighbor John Truitt are romantically involved and as they are leaving the fairgrounds he professes his love for her in the song "Diamonds in the Starlight."

Rose and her classmates at an all-girls school are preparing for graduation when they start complaining how difficult it is to be a girl. Mrs. Smith (alumnus Michele Bianculli), Esther, Grandpa, the teacher Miss Rockwell (alumnus Colleen Meehan), the graduating class, and the feminists sing "Be Anything But a Girl."

On the front porch Grandma and Grandpa Prophater reminisce about life in St. Louis as Mr. and Mrs. Smith are doing the same in the living room. They begin to sing the soft melody of "Wasn't it Fun." This was a very emotional piece and beautifully performed.

Esther breaks the news to John that her family is moving to New York. They decide that they are going to get married and sing "You are for Loving."

In the Smith living room, Mr. Smith gathers the family together to announce that they are not going to move to New York. This puts the entire family in a great mood and they make their way to the fair singing a reprise of "Meet Me in St. Louis."

The finale was actually called "Finale" and involved the entire cast on the

stage. The show ended with a fantastic singing and dancing number.

There were two members of the cast who had pivotal roles and should be especially commended. Alumnus Jason Hare, who played Lon Smith, has been involved in Schreiber performances since his freshman year, four years ago. When asked what he thought of his last Port production, Hare said, "The show was a perfect way to end out my high school theater career. I learned how to tap dance, got to have fun with my friends and act all at the same time. It was a lot of fun."

Conversely, it was alumnus Adam Block's first performance. When asked what his first and last show was like, he responded, "The summer show was different than anything that I have ever done. It was my first show and I was a little scared, but also confident that the wonderful directors and other members of the cast would take care of me. I never thought that I would ever wear makeup, but those four nights and all of the rehearsals made it worth it."

This was an incredible show with fantastic songs and choreography. Much of the credit is due to the cast as well as co-directors Mardi Braun and Cam Gelb, who are currently working on the fall musical *Cinderella* (pg. 15).



(left to right) Alumni Alexander Zalben, Jason Hare, Adam Block, Matthew Engel, and Richard Zentko



# Animal House Dejá-Vu

by Daniel Katz and Ryan Kennedy

In 1978, Ivan Reitman and the editors of National Lampoon brought to the silver screen a genius slapstick comedy that left an impression in movie history that many thought couldn't be duplicated: the classic comedy starring John Belushi known as *National Lampoon's Animal House*.

Over the years many film makers have unsuccessfully tried to imitate the delinquent theme with such box office smashes as *Fast Times at Ridgemont High*, *Police Academy*, and *Stripes*. Although some of these films reached a high level, none could quite reach *Animal House*. After 1993's *PCU*, the "Animal House for the '90s," flopped, it seemed hopeless that such a high level "college set" comedy could be attained. Now, seventeen years later, for a whole new generation of delinquents to enjoy, comes *National Lampoon's Senior Trip*.

National Lampoon has dug up the famous college sophomores Delta "Animal" House and transformed them into high school seniors. Bluto has become an even fatter pig, who once again has hardly any dialogue, but doesn't need any. Otter can still get any girl he wants, but has his eyes set on the valedictorian of the school, and Boon is just as horrible as before at communicating with his girlfriend. Of course, they all go under different names and are played by different actors.

*Senior Trip* begins with a brief introduction to the senior students of Fairmont High School, where they're on their way

to a boring speech given by their brown-nosed, preppie class president. The delinquents decide to cut school and throw a party at the principal's house. Obviously the principal catches them and they are forced to spend a Saturday in detention. When asked why they did it, they plead, "It's the fault of the school system." The teacher makes them write a 500 word letter to the President of the United States of America, explaining why they think school "sucks."

The President reads the letter and immediately invites them to come to Washington D. C. to speak in front of Congress, promoting the President's new education bill. What the President doesn't realize is that these are just plain bad kids. The only one who does realize this is a corrupt senator who thinks that bringing these kids to Washington would be the perfect way to humiliate the President in front of Congress, so he could promote his own education bill.

With only two days to make it to Washington, the students are picked up by party animal/bus driver "Red," played by Tommy Chong; at the same time, one of the students is constantly stalked by a trekkie, played by Kevin MacDonald.

For the rest of the movie the audience views plenty of harmful, and original pranks created by the students, to get the teachers out of the way, so they can have a wild time. Students' mindless conversations are heard and audience members get the scoop on Bluto's clone's fantasy. This film would have made John Belushi proud.

## The real world

—Summer outdoors, from page 12

The mossy pine forest was mesmerizing, beautiful and thick. By the time we had turned around and made our way toward where we thought camp should be, we realized that we had lost all sense of direction. Clouds threatened rain. Darkness was approaching with the night. We blew the whistle we had taken along "just in case" there was a problem. Eventually after some calls our trip leader emerged from the forest and led us back to camp.

Overconfidence can kill you in the real world faster than the bears. Reality is never far.

Hard lessons and moonlight revelations, the real world offers every extreme of reality, every quality that can be found

in the human world except for frailty and falseness. Fake is not a universally understood concept. Examples of these concepts are coldness, hunger, oneness, and beauty.

A girl named Andrea who I hiked with in New Hampshire had never before done any kind of "outside-for-the-sake-of-outside" activity. More importantly she had never in her life hiked before, let alone with a forty pound pack through rugged terrain. The night before we left I heard a good friend tell her that she was "nuts" for having chosen this trip, that she would feel closer to death than she had ever before.

Three days later on the steep side of Mt. Carrigian we were out of breath and running out of leg strength. At 9:30 on a rainy morning Andrea turned to the group and said, "I've never felt so alive."

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## THE POSTMAN (IL POSTINO)

PG-13

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Senior Brooke Menkes leads Port's offense in a breakaway.

## Field hockey aims for a 2-peat

by Illi Eisner

The girls' varsity field hockey team began its quest to defend the county championship with a 1-1 record. After coming off a stellar year, the girls are hoping to have a good season and repeat as Nassau County champions.

The team faced off against Carle Place on September 16. During the first quarter, the game was tight with both teams battling hard at offense and defense.

Senior Ashley Birch scored the first goal, giving Port an early lead.

As the second quarter began Port's

defense started to show signs of weakness, but it still carried out strong and played tough.

Carle Place, with its good player setup, however, was able to take control over the game, scoring two goals and gaining the lead by a score of 2-1.

But Port kept on fighting and forward senior Fran Verni responded to Carle Place with exceptional offense.

By the end of the first half the score remained 2-1.

As the third quarter rolled around, Port began to show signs of improvement on defense. The Port offense began making exceptional runs, but were stopped by Carle Place's quick defense.

As the quarter progressed, Port began to put pressure on Carle Place. Although Carle Place was able to break Port's zone, the Lady Vikings were able to strike back viciously with tough defense and hard shots.

Unfortunately that was not good enough and the game stood still at 2-1.

During the fourth quarter, Port continued striking hard with intense defense, producing breakaways for the offense. This caused Carle Place to lose its concentration and stumble in ball handling.

Port was now beginning to get the upper hand of the game. Carle Place's defense was still, however, able to hold

Port's offense from scoring. The end of the fourth quarter came along with both teams struggling hard in an attempt to defend and score. Time soon ran out for Port and the game was lost by a tough score of 2-1.

Despite the loss the field hockey team is keeping a positive outlook for the rest of the season. "We have gotten past the first week, the toughest one," says senior Kathy Cho.

Field hockey Coach Bob Busby added, "Much of the team consists of new players, with only six returning players from the entire team. It is difficult to repeat as champs. We will have to take it one day at a time."

## Girls' varsity volleyball drops first match

by Anthony Cho

The girls' varsity volleyball team lost the first match of its season to defending county champions Baldwin. The Lady Vikings were not at all intimidated by Baldwin and played exceptionally well. Although they were not able to pull off the win, it was a good start to the season.

Port started off very strong with tough serves and precise passing. Senior Lauren Graffer, who ended up with 14 kills, was hammering the ball against Baldwin's helpless defense.

The team rallied off four straight points to take a big lead. Baldwin, however, soon settled down and began siding out. Both teams were handling the ball extremely well and the game was evenly matched. The strong serving by the Lady Vikings produced many easy points down the stretch.

Junior Ruth Connors made a crucial dig with her shoulder to keep an intense rally alive which finally ended in a smart tip by senior Jessy Villalobos. At set point, junior Mary Kate Bakija blocked the ball straight down ending the first set 15-13.

The second set was just as intense as the first. Baldwin was playing much better and regained the form of county champs. Baldwin scored five straight points building an 8-3 lead.

Port had a temporary mental block, but the strong serving of junior Analisa DiFeo helped bring the team back.

Port fought back to tie the game at 11-11.

The smart hitting of junior Emily Seems and the accurate setting of Villalobos gave Port a two point edge. Baldwin, however, answered with two crucial points to force another tie.

After a number of long and intense rallies, Baldwin finally won the second set 17-15.

Although Port lost the second game, the Lady Vikings came out strong in the third with three quick aces.

After building a 5-1 lead, the Lady Vikings lost their composure and the mo-

mentum shifted to Baldwin's side. At set point, Port fought to survive, but it was too little too late. Port lost the third set 15-11.

The fourth set was a continuation of the third, as Port played hard, but Port players were unable to endure the hard hitting of Baldwin.

The Lady Vikings looked fatigued and made some careless mistakes. Nevertheless they did not let up and forced Baldwin

to earn this victory. The final score was 15-9.

The Lady Vikings played an exceptional match, but were unable to finish on top. It was a tough loss, but a good experience for

a virtually young team.

"We played very well," commented Coach Maria Giamanco. "We had to step it up to the next level, but we came up a little short. Overall, I'm happy about the way we played."

*"We had to step it up to the next level, but we came up a little short..."*

*—Coach Maria Giamanco*

## Girls' varsity tennis aims for playoffs

by Brad Spiegel

The girls' varsity tennis team hit the hard courts again for the start of the 1995 season with five returning players, three of whom are seniors. The team reached the playoffs last year in the first conference and hopes to repeat.

The team lost its first match of the season on September 20, to Syosset.

Senior Jodi Uiberall played first singles, junior Caryn Davidson played second singles and senior Lisa Miller played third singles. Juniors Mindy Freifeld and Elana Spiegel played first doubles, senior Amy Litwin and sophomore April Chan played second doubles, sophomore Marcy Rubin and freshman Nina Mandel played third doubles and juniors Susanna Bass and Suzanne Doctor played fourth doubles.

The team's alternates are seniors Lauren Helfman and Alexis Lamstein, and junior Asaki Oda.

Coach Stan Mackover has been coaching boys' and girls' varsity and junior varsity tennis and boys' varsity and junior varsity basketball for the past thirty one years.



Senior Rob Ioanna fights a Syosset defender for the ball in the game on September 14.

## Boys' varsity soccer off to a dismal start

by Matt Moyer

Following a lackluster 1994 season, the boys' varsity soccer team began the 1995 season with a dismal 0-3-1 record. Although the Vikings are competing in one of the toughest conferences on Long Island, the team is very capable of having a successful season.

On Wednesday, September 20, Port faced East Meadow in an exciting match ending up in a 1-1 tie. The teams both came out strong and the game was very close. The Viking defense, led by senior Brian McGrade and sophomore David Kahn, was fast and intense, stopping many East Meadow runs. The ball was on Port's side for most of the first half keeping senior goaltender Randy Browne busy. As the half progressed, the Port offense fed off the energy of the defense,

and pushed the ball onto the other side of the field. The Vikings struck first after a long throw in by junior Jarohan Garcia was kicked in by fellow junior Daniel Saldana.

With less than a minute left in the half, East Meadow was finally able to penetrate Port's solid defense and put one past Browne. At halftime, the score was tied 1-1.

In the second half, the intensity level of the game was elevated. After twenty minutes of competitive soccer, the score was still tied forcing an overtime.

With the game on the line, Port picked up the slack and kept the pressure on the East Meadow defense. Neither team was able to score and the game ended in a 1-1 tie.

In their opening game on September 14, Port was defeated by Syosset 5-0. For the first twenty minutes of the half, both teams played well and the game was

close. Neither team was able to make any major offensive attack as both teams' defensive men held their ground. The first goal of the game came when a Syosset player was able to penetrate the defense and quickly pass to the open man.

Syosset's offense was passing well and created many opportunities for itself. The Viking defense played well, but was worn down by the continuous attack of Syosset. At half-time, the score was 3-0, and the momentum was all on Syosset's side.

In the second half, the Vikings made many offensive runs, but were unable to score. Syosset scored as a result of a defensive breakdown by Port. Although down by four goals, the Vikings never gave up and continued to play hard. Browne had ten saves and played for three quarters of the game. For the remainder of the game, sophomore Michael Weiss played in goal. Although the final score was 5-0, Port was not

outplayed and had the skill and speed to match its opponents. Port ended up with more overall shots on goal than Syosset and had the opportunities to score.

This year Port has fielded a young team with only six seniors on a twenty-one man roster. Captains seniors Robert Ioanna, Randy Browne, Constantine Bulaitan and Brian McGrade will be looked upon to lead the younger players.

The team will need to play well together in order to compete in one of Long Island's most elite soccer divisions. The key to winning for Port will be to score early and keep constant pressure on the opposition with their intense defense.

Despite the loss, the team is keeping high hopes for the future. Co-captain Browne commented, "Every season we have our ups and downs, but we have to deal with it. Our wins will come."

## Sports Shorts

### X Country on track

This year's cross country team is the largest in Schreiber history. Although many of the runners are inexperienced, the skillful coaching of Spanish teacher Robert Acevedo and the raw talent of the athletes will help form a productive season.

The cross country team is coed, consisting of twenty boys and eight girls. Many of them are first time cross country members and have had no previous experience in that type of running.

"The boys and girls may not have the experience to compete at a high level, but I believe if they work hard, we'll have a very respectable year," commented Coach

Acevedo.

Senior Jack Benfield added, "Coach Acevedo has a lot of experience because he's a long distance runner himself which will be a great help."

"Coach Acevedo is a good coach. He is aware of everyone's abilities on the team and won't push them too hard," said freshman Shira Tolens.

The team's first official meet was on September 23 at the New York Institute of Technology.

### Football season opens

With the opening of the football season, get ready to expect big things from this year's varsity football team. The Vikings, who were moved down to Conference II,

opened up their season on September 23, playing away at Great Neck South.

This year's squad hopes to avenge last year's end of the season collapse. The team did go 4-4 in a tough conference, but lost its playoff chances down the stretch.

The Vikings offense, led by senior co-captains Jeff Ahn, Bryan Cleva, Imri Eisner, Carlos Leon, and Jarrett White, looked sharp in their preseason scrimmages. White will lead the team at the starting quarterback position.

"Jarrett's the most fundamentally sound quarterback I've seen at this level. He hardly ever makes a mistake," said junior receiver Scott Wilpon.

Wilpon and fellow wide receivers Cleva, Leon, and junior Evan Seigert will hopefully see much action in the Vikings'

more aggressive offensive scheme this season.

The offensive line is solid with returning seniors Ken Burke, Eisner, and Peter Scott, and junior Adam Gross at 100%. The line will be even stronger when blocking standout senior Carl Santelmo returns from a foot injury.

The all-important running game features Ahn and juniors Gene D'Allesandro and Brian Hess. The defense, which looked shaky in the Vikings' first scrimmage, has steadily improved, and looks as though it will be ready to rumble for the opener.

Hess had this to say about the season: "We're gonna go out and give 110% on every play. Besides that, we're just gonna have some fun and get crazy out there!"

# VIKING SPORTS

THE SCHREIBER TIMES

WEDNESDAY, SEPTEMBER 27, 1995



Senior Leah Wolk leads the attack against the Mepham defense.

## Girls' varsity soccer wins big

by Ryan Silbert

The Lady Vikings are on a roll entering their season with an undefeated record of 3-0. They were moved up to Conference IV after placing second in Conference V last year with a record of 9-3-1. In order to prepare for this new challenge, the team, under the very capable hands of Coach Stephanie Joannon, worked hard during the preseason.

"I credit the parents and the girls for making the commitment to soccer. We are psyched for the next few months," said Coach Joannon.

On Monday September 18th, the Lady Vikings dealt Valley Stream Central a devastating loss 2-1. Valley Stream was recently coming off a hard fought victory against Wheatley, a county finalist last year.

The game got off to a fast paced start. Port controlled the ball with strong, precise passing by junior Emily Friedman

and sophomore Lauren Sirotko.

Although Port was executing well, Valley Stream was not going to make it easy and played intense defense.

However, it wasn't strong enough to contain Port as the Lady Vikings busted through their defense leaving Valley Stream with little to do, but watch in awe. Junior Michelle Duncan was playing extremely well, running down balls and denying any opposing player.

Junior goaltender Candice Fordin was key in keeping Valley Stream's hard shots at bay, making a total of eight saves during the game.

Port didn't score until well into the second half when sophomore Lauren Bracchi, on an assist by junior Katie Kintner, launched a perfect shot into the left corner of the goal stunning the opposing goalie.

With only three minutes left in the game, Valley Stream tied the score 1-1, leaving both teams with equal opportunity to win the game.

Port wasn't about to give up so easily and with two minutes remaining, sophomore Roberta Meo sent a beautiful pass across the field which fellow sophomore Caity Bruck used to score the winning goal as Port triumphed 2-1.

On Saturday September 15th, the Lady Vikings went into overtime in an away game against Wantagh. The Vikings showed clear domination in the first half.

Junior Catherine DiBenedetto scored on a perfect pass from fellow junior Chrissy Corbisero, which put Port up 1-0 at halftime.

Wantagh picked up the pace in the second half by keeping the pressure on the Port defense and finally tied the game at 1-1 leading into overtime.

With just six minutes left in overtime, senior Leah Wolk masterfully shot a direct kick from the twenty five yard line past the goalie giving the Lady Vikings a 2-1 victory.

"We played a strong game even in

overtime," said sophomore Katie Heller.

On September 13th, the girls defeated Mepham by a score of 4-0. Aggressive attempts on goal began early in the first half with attempts by DiBenedetto, Meo and Bracchi.

With six minutes left in the half, on a well placed assist by senior Leah Wolk, freshman Lauren Greene knocked the ball at amazing speed past the goalie to give Port the lead 1-0.

Closing out the half was a fantastic goal scored by Meo on an assist by junior Wendy Zuluaga. This left the score 2-0 with Port on the upswing and psyched for the second half.

In the second half, Bracchi took a shot with celerity and accuracy from the corner of the goalie box to land in the corner of the goal. With two minutes left, on an assist by Greene, Meo launched the ball into Mepham's net ending the game.

Clearly, the 1995 Lady Vikings will be a force to be reckoned with this year. The team hopes to make a strong playoff run.