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The Schreiber Times

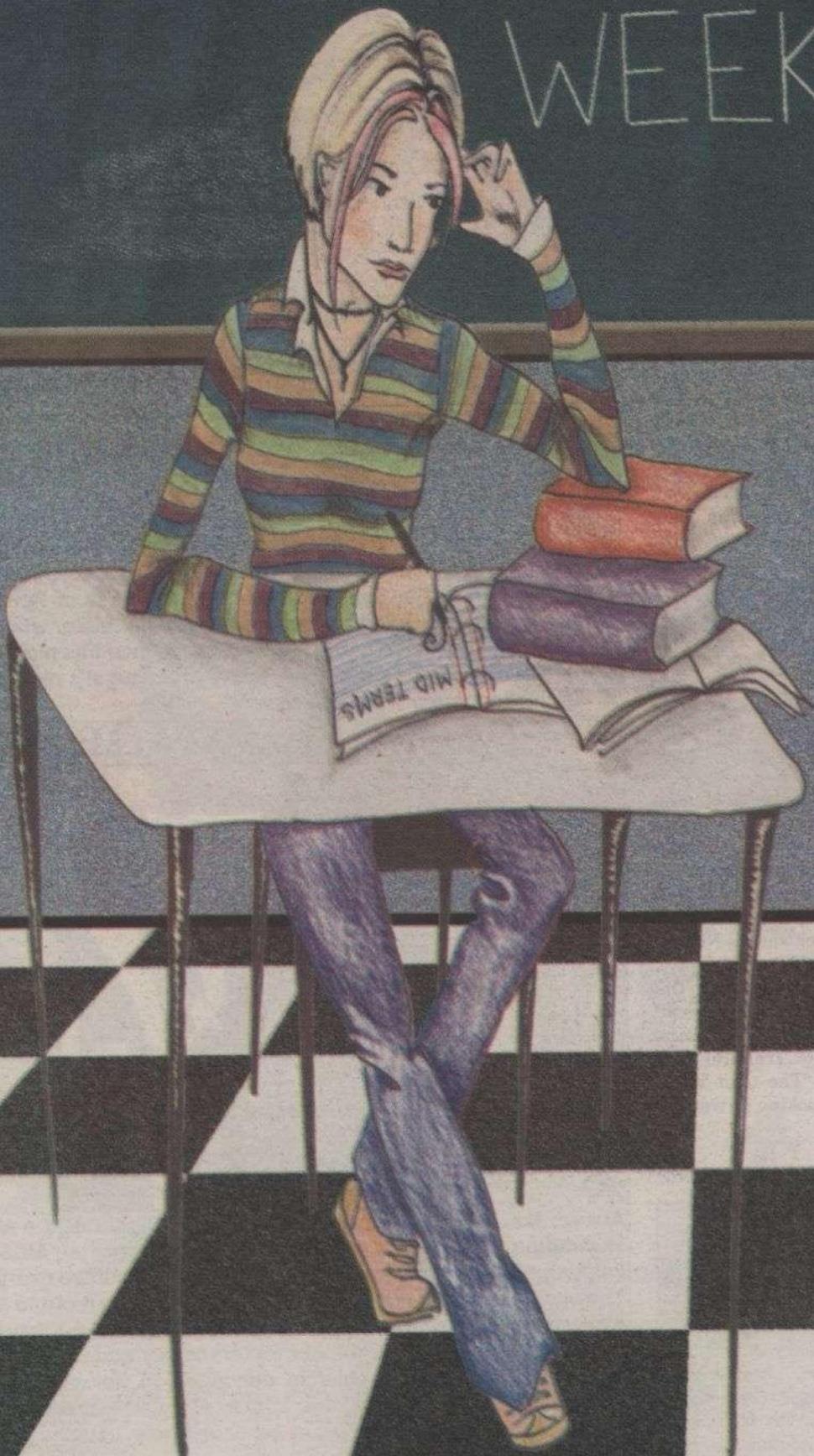


2000

Paul D. Schreiber High School Port Washington, New York Volume LI No. 5
<http://times.portnet.k12.ny.us>

Friday, January 19, 2001

MIDTERM
WEEK



Cover design by Hillary Broder, Vatsali Jain, David Krauss, and Andrew Montalenti

NEWS BRIEFS

Student Outreach sponsors numerous beneficial events

Student Outreach, a club dedicated to service, has been active in the last month. It has raised significant amounts of money for various causes including a foster child and accident victims.

The club has raised eight hundred dollars this year from the sale of its club T-shirt, which has been on sale since open school night on September 21. The proceeds have been used to sponsor the foster child, as well as support other tragedy victims.

For the past four years, Student Outreach has sponsored a fourteen-year-old child in Thailand. The foster child, named Wichai Supannawak, receives twenty-five dollars a month from Student Outreach, an additional twenty-five for his birthday, and another twenty-five for Christmas.

The club has also raised approximately four hundred fifteen dollars for the accident victims involved in the Thanksgiving car accident. They raised this money through bake sales and the distribution of purple ribbons, which is the color of healing, to students who gave donations for the victims. A portion of the money will be used to create a memorial garden on campus for Schreiber alumnist Justin Bakst. The club will also donate a fifty-dollar Blockbuster Video gift certificate to Schreiber alumnist Pat McCloskey.

Advisor Ms. Jane Flynn commented, "Student Outreach has always had an active role in the community and I think that we continually rise to the occasion when a tragedy occurs. It is a great club with great kids."

-Matt Brod

Key Club holds Toy Drive

The Key Club collected new toys and gift certificates for ten children during its annual toy drive held from December 11 through 21. Members, students, and faculty brought the toys to the main lobby.

Manorhaven Elementary School Principal Dr. Linda Wells asked the club to hold the drive. Dr. Wells then distributed the toys among ten children in the Bronx between the ages of three weeks and sixteen years.

Key Club co-president senior Ryan Klang said, "I thought it was a very successful event. Our whole club was able to get involved and help a family in need for the holidays."

-Danny Kim

Mr. Cahill retires after over thirty years of teaching

Long-time social studies teacher Mr. John Cahill will be retiring this semester after more than thirty years of service at Schreiber.

For the past year, Mr. Cahill has taught AP American History and the junior and senior social science research classes. Mr. Cahill also advises the Federal Reserve Challenge. He will be moving to Utica after midterms to work as a curator.

Commenting on Mr. Cahill's retirement, social science research student senior Brienne Bellavita stated, "Mr. Cahill has been an asset to our school for many years. He has been a teacher, a mentor and a friend and will be greatly missed."

Social science research junior David Whittemore summed it up for many students when he remarked, "Mr. Cahill is the man."

-Nicole Tingir

It's Academic Team excels in county competition

The It's Academic Team, led by advisor Mr. Carmine Matina, triumphed in a competition against Valley Stream South High School and Long Beach High School that was held in the Schreiber library on January 25. The team, consisting of seniors Ed Trabulus, Eric Van Nostrand, and Matt Yukelson and juniors Ronli Diakow, Dave Whittemore, and Kate Zebroski, was victorious in its most recent match.

By half-time Schreiber had excelled with a total of three hundred points against Valley Stream South, who had accumulated one hundred twenty points and Long Beach, who had two hundred fifty points. Retired English department chairperson Mr. John Broza, "The Voice of Schreiber," was the competition's emcee.

The It's Academic League of Nassau County includes fifteen high schools that compete three times during the year. After the third match, the four teams with the top scores participate in playoff competitions. The final game determines the champion. Schreiber was the Nassau County Champion in 2000.

Mr. Matina commented that the other coaches appeared to be impressed with the Schreiber team's performance, especially the work of Trabulus and Zebroski. He stated, "The team did a terrific job and we're looking forward to the next competition."

-Nicole Cohen

Corrections

The Schreiber Times apologizes for the errors in the article "Science research students place at ICE Competition" in the December issue. The corrections are as follows: Senior Leah Hamburg won first place in the biology I category, not in web-page construction. Juniors Joshua Brandstadter and Cary James won first place in the biology II category, not web-page Construction. Junior Jesse Schenendorf won first place in the environmental science category, not in the technology category. Junior Jessica Ansel, who placed second in the technology computer science engineering category, did not receive honorable mention.

PHOTO GALLERY



Sophomore Lucy Portugal took this picture in December of last year at a private beach in Sands Point. This picture is of Portugal's friend sophomore Rebecca Scheckman as well as her sister who was playing with some shells at the time. She decided to take this picture because it was a fun and relaxing moment. Many of Portugal's pictures are taken in captivating and intriguing scenery.

Aids Awareness donates to Make-A-Wish



Above: Ms. Annette Kenan presents Janet Digillo of the Make-A-Wish foundation with a check of \$2000. The profits from the AIDS Awareness Fashion Show helped grant the wish of an HIV positive five-year-old girl. The club supplemented the profit of \$1600 to even it out to \$2000. AIDS Awareness then donated the money to the Make-A-Wish Foundation, which plans to send the girl, her foster mother and three foster siblings to Disney World. The child is described in her profile as shy and quiet. She likes "Rugrats" and Mickey Mouse. Make-A-Wish informed the club that fashion shows in other schools usually profit no more than five hundred dollars.

Natural Helpers program hopes to deal with teenage problems

by Nicole Tingir

Port Washington will begin a Natural Helpers program in response to disappointing results from the PRIDE survey that was completed in the beginning of the school year.

Natural Helpers is a program designed for students in grades six through eleven. The idea is based on the premise that students turn to their friends when they have a problem or need help. Therefore, an informal "helping network" is formed in each group and subgroup of friends in schools. It consists of the students with whom many people feel comfortable sharing their feelings. Once these informal helpers are identified, they can be properly trained to provide further help to a wider circle of students.

The program started in 1979 when school leaders responded to numerous concerns about teenage suicide, teen drug and alcohol abuse, and other problems. Schools in Dix Hills, Elmwood, Haborfields, Huntington, Patchogue, Hauppauge and Oceanside have already developed the program and have been extremely impressed with its effectiveness and results. In addition to Port, Long Beach and West Islip also plan to begin the program in the spring.



Students and school adults were selected to participate in the program as natural helpers through an anonymous survey that was distributed in all physical education classes. After a multiple choice portion, students were asked to identify three students and three adult figures from the school with whom they would

feel comfortable speaking, or who they commonly go to for help with problems. People whose names appear frequently on the survey are then chosen to participate in the Natural Helpers program. Supervisors make certain that every grade and subgroup in the school is represented. Students and teachers alike are allowed to decline the opportunity when invited to participate. If a student accepts the invitation, he/she will attend an orientation with his/her parents.

Training is administered in a three day weekend retreat where students and teachers learn the art of facilitative listening, crisis intervention skills, as well as how and when to refer to an adult professional when a friend's problems are beyond the skill level of the student helper. The retreat will tentatively take place at Caumsett State Park in Huntington from March 15 through 17. Once a person becomes a natural helper, he/she remains a natural helper until graduation or retirement, unless he/she requests to be removed from the program.

Health teacher Ms. Meghan Freeley, head of Natural Helpers for Schreiber, commented, "The natural helpers program is designed for the teenagers by the teenagers. It is based around the idea that teenagers are turning to their peers for advice. I feel this program is a necessity here in Schreiber."

Board of Ed Notes

by Charlotte McCorkel and Myung-Hee Vabulas

January 9

All Board members were present except Alan Baer. Among others, a representative spoke on behalf of the Weber Sight Based Committee, saying that the committee liked the architect's plans for Weber, especially the short-term plans.

The architects reviewed the future needs of Schreiber and explained their new design. Though the audience could hear the plans being discussed, the actual blue prints were not displayed. Eighteen classrooms, five science rooms, three special education rooms, more bathrooms, and a new gym will be added. The technology, music and art wings will be expanded, as will the library and cafeteria.

The biggest addition will take place between Campus Drive and the baseball field, near the current elevator, so that it will not disrupt memorial plantings and fields around the school. The space under the bridge connecting the science wing on the first floor to the English wing will be filled in, creating two additional science classrooms. This will also create a closed-in courtyard or garden. A 6000 square foot gym will be added in the northeast corner of the school. The alternative high school will remain in portables behind the school.

The architect said that the first floor will be "most exciting." Currently, the cafeteria holds three hundred students per lunch period. In the future, due to the projected enrollment, the cafeteria will need to hold eight hundred students per lunch period. The addition will extend out the front of the school. The servery and kitchen will be updated and faculty dining will move to the current choral room, which will be gutted and doubled in size. The number of guidance offices will increase to twelve and the nurse's office will be enlarged.

No changes will be made to the TV studio. The photo lab and dark room will be expanded into the current prop room. Music offices and storage space in that wing will be torn away to expand the orchestra and band rooms. Also, a new choral/multi-purpose room will be added. The technology department will be named "Tech 2000." It will no longer be old woodshop technology, but it will be updated to offer robotics, hydroponics and more computers. The graphics room and print shop will be enlarged and new toilets will be installed. There will be a new computer lab and yearbook space in the back wing. Adjacent to this will be a new, bigger prop room. In the back corridor there will be a multipurpose gallery with sky lighting. It will display student artwork and projects.

A 6000 square foot library/media center with a proper amount of space will be part of the front addition. As the architect put it, it will be a "crown on top of the school" and will look like a penthouse. The art wing will be entirely renovated to make five art rooms of decent size. Additionally, a new computer room will be installed.

continued on page 7

Chemistry department says equipment is not up to par

by Brienne Bellavita

The science room facilities are not currently up to code with state regulations. If these problems are not addressed potentially dangerous and life-threatening circumstances could occur.

Several of the science labs have fume hoods that are not in working order. Fume hoods are needed to ventilate the rooms, and without them, dangerous

fumes may linger in the classrooms. Other rooms are completely lacking fume hoods.

Many science rooms are ventilated

"The safety conditions in the science wing are no where near adequate."

-Biology teacher Mr. Jim Jones

merely by window fans which pull fumes across the rooms before they reach the windows, thus allowing the inhalation of dangerous chemicals by anyone in the rooms. A better ventilation system would be the installation of stainless steel hoods over each lab table with suction to send chemical fumes outside.

Although state code now requires automatic electrical shut off valves, the gas valves in each science room are manual levers. Students often forget to turn off the valves, therefore allowing gas to spread across the room. Not only is this unhealthy for the students, but it can lead to fires and other hazardous situations.

Room 136 should have two exit doors because an organic chemical storage area is located next to the only exit door of the room. In the instance of a fire, students and teachers would be trapped inside the classroom.

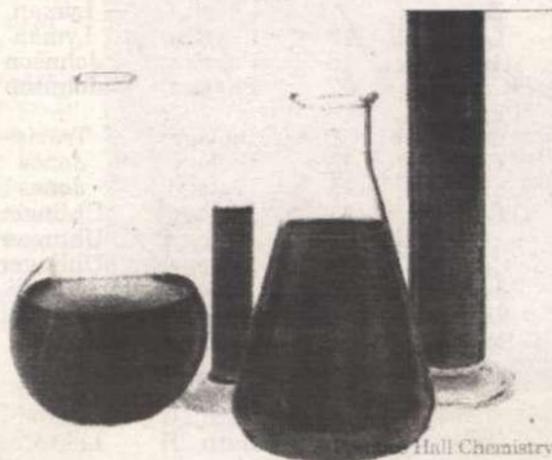
Furthermore, the

organic closet, located next to room 136, should have a lip in the floor to prevent an organic spill from entering the room. According to state regulations, the school district should have a chemical and safety hygiene officer to oversee use and storage of chemicals in the whole school district. In addition, all science rooms should have safety showers in case students accidentally spill chemicals on themselves.

There are no lab stations in any room designed for handicapped students. The science offices are crowded as well, and the labs must be prepared in these offices because there are no preparation rooms available.

Finally, the science wing lacks a bathroom and a water fountain, and anyone in the first floor science rooms must either go outside or upstairs to reach a bathroom or a fountain.

Science teacher Mr. Jim Jones commented, "The safety conditions in the science wing are no where near adequate."



Hull Chemistry

Junior off-campus privileges extended

by Arielle Heller

The Principal's Advisory Committee, composed of students and faculty, decided to extend junior off-campus privileges from 11 a.m. to 2 p.m. to help alleviate the crowding in the cafeteria.

The committee reasoned that if the time was extended from the original 11:30 a.m. to 1 p.m., the juniors would have more time to go to town for lunch since most of them do not drive. The Principal's Advisory Committee hopes the cafeteria will now be a more comfortable place.

Assistant Principal Ms. Joyce Shapiro commented, "The students and administration worked together and came up with a positive solution to a problem."

MIDTERM SCHEDULE

MONDAY
JANUARY 22, 2001

8:05 AM - 10:05 AM

ROOM #	EXAM	TEACHER	PROCTOR
2	College Algebra	Lesser	Lesser
4	Math 12	Lesser	McIntosh
6	Math 12	D'Antonio	D'Antonio
3	AP Statistics	Pizzolo	Labrocca
8	Precalculus	Keller	Keller
11	Precalculus	G. Weickel	G. Weickel
13	Precalculus	G. Weickel	Glover
15	Precalculus	J. Weickel	Freeley
17	Precalculus	Pichkur	Brenner
140	3-H	Healy	Healy
23	11-H	Siener	Siener
115	Sequential 3R	J. Weickel	J. Weickel
117	Sequential 3R	Siener	Silberman
118	Sequential 3R	Lesser	Byrne
118	Sequential 3R	Lesser	Massa
119	Sequential 3R	Pichkur	Barchi
122	Sequential 3R	Lederer	Lederer
127	Sequential 3R	Lederer	Andersen
129	Sequential 3R	Baslaw	Busby
221	Sequential 3R	D'Antonio	Begun
219	Sequential 3R	D'Antonio	Biro

10:45 AM - 12:45 PM

ROOM #	EXAM	TEACHER	PROCTOR
115	AP English	Bocarde	Bocarde
117	AP English	Bocarde	Centrella
118	AP English	Bocarde	Cheris
120	AP English	Bocarde	Evans
122	AP English	Pellet	Pellet
23	World Lit.	Schulman	Flynn
21	World Lit.	Valenti	Tabickman
19	Shakespeare	Valenti	Valenti
17	Shakespeare	Valenti	Kennedy
Aud.	Theatre Arts	Schulman	Schulman
15	American Lit.	Hamburger	Hamburger
13	American Lit.	Hamburger	Mills
11	Sequential 3NR	Siener	Silverstein
8	Sequential 3NR	Braun	Gober
6	Sequential 3NR	Baslaw	Baslaw

1:00 PM - 3:00 PM

ROOM #	EXAM	TEACHER	PROCTOR
23	Sequential 2R	Braun	Braun
21	Sequential 2R	Braun	Zove
19	Sequential 2R	Lenz	Lenz
18	Sequential 2R	Grant	Grant
17	Sequential 2R	Grant	Kovach
15	Sequential 2R	Pichkur	Pichkur
11	Sequential 2R	Pichkur	Ortiz
8	Sequential 2R	Baslaw	Case
6	Sequential 2R	Baslaw	Uhlinger
4	Sequential 2R	Keller	O'Connor
221	Soc. Sci. Rsrch.		Cahill
219	Soc. Sci. Rsrch.		Edwards
217	Soc. Sci. Rsrch.		Frank
215	Soc. Sci. Rsrch.		P. Rothman

TUESDAY
JANUARY 23, 2001

8:05 AM - 10:05 AM

ROOM #	EXAM	TEACHER	PROCTOR
23	Math IR	J. Weickel	Delio
21	Math IR	Braun	Hinchcliffe
19	Math IR	Braun	Gonzalez
17	Math IR	Lederer	Maxwell
15	Math IR	Pichkur	Haukeland
18	Math IR	Grant	Cerny
13	Math IR	Grant	Joseph
11	Math IR	Grant	Korba-Rapp
8	Math IR	Keller	Lindemann
6	Math IR	Siener	Montusi
4	Math IR	Pizzolo	King
122	Math IR+	G. Weickel	Franks
120	Math IR+	Healy	McClellan
118	Math IR+	Lederer	Haring
201	Spec. Ed Res. Rm.		Weiss
221	Econ. Qual. Exam		Andersen
219	Econ. Qual. Exam		Busby
217	Econ. Qual. Exam		Edwards
215	Econ. Qual. Exam		Biro
213	AP Government		Begun
117	RCT Writing		Spec. Ed. Teachers
119	Chemistry Regents Physics Regents		Brenner
127	Glob. Hist. Regents		Gober

10:45 AM - 12:45 PM

ROOM #	EXAM	TEACHER	PROCTOR
23	AP Biology	Selwitz	Selwitz
19	Chem. Honors	Case	Serfaty
18	Chem. Honors	Pollakusky	Zove
17	Chem. Honors	Nelson	Ortiz
15	APES	Case	Case
221	Chemistry	Case	Morffi
219	Chemistry	Case	Herz
217	Chemistry	Nelson	Nelson
215	Chemistry	Nelson	Conte-Lawe
213	Chemistry	Nelson	Murphy
212	Chemistry	Pollakusky	Pollakusky
122	Chemistry	Pollakusky	Silberman

12:15 PM

ROOM #	EXAM	TEACHER	PROCTOR
119	Seq. Math I		
119	U.S. History Reg.		Byrne

1:00 PM - 3:00 PM

ROOM #	EXAM	TEACHER	PROCTOR
23	Physics	Lyman	Lyman
21	Physics	Lyman	Paradis
19	Physics	Lyman	Meyer
18	Physics	Johnson	Johnson
17	Physics	Johnson	Kosiba
2	Biology	Travis	Travis
15	Biology	Jones	Jones
13	Biology	Jones	N. Rothman
11	Biology	Uhlinger	Baker
8	Biology	Uhlinger	Del Gais
6	Biology	Uhlinger	Cooper
4	Biology	Crivelli	Giamanco
201	Special Ed. Room		Miller
122	Math 2H	Keller	Joannon
118	Math 2H	Keller	Winter
120	Math 2H	Labrocca	Reinhardt
117	Physics Honors	Lyman	Mooney
119	Physics Honors	Johnson	Servat

WEDNESDAY
JANUARY 24, 2001

8:05 AM

ROOM #	EXAM	TEACHER	PROCTOR
118	Biology Honors	Selwitz	Selwitz
127	Biology Honors	Selwitz	Nelson
23	Biology Honors	Serfaty	Serfaty
21	Biology Honors	Crivelli	Gonzalez
19	Biology Honors	Jones	Haukeland
18	Earth Science	Meyer	Meyer
17	Earth Science	Meyer	Joseph
15	Earth Science	Paradis	Paradis
13	Earth Science	Paradis	Pollakusky
11	Earth Science	Paradis	Korba-Rapp
8	Earth Science	Paradis	Lindemann
6	Earth Science	Travis	Travis
4	Earth Science	Travis	Montusi
115	Earth Science	Travis	Morffi
117	Earth Science	Johnson	N. Rothman
140	Comp. Eng. (CSE)		Reinhardt
129	Comp. Eng.		Mooney
202	RCT Math		Spec. Ed. Teachers

10:45 AM - 12:45 PM

ROOM #	EXAM	TEACHER	PROCTOR
221	AP Euro. Qual.		O' Connor
219	AP Euro. Qual.		McClellan
217	AP Euro. Qual.		Kovach
215	AP Euro. Qual.		Frank
213	APUSH Hist. Qual.		Silverstein
212	APUSH Hist. Qual.		P. Rothman

12:15 PM

ROOM #	EXAM	TEACHER	PROCTOR
202	RCT Global		Spec. Ed. Teachers
131	Biology Regents		Murphy

THURSDAY
JANUARY 25, 2001

8:15 AM

ROOM #	EXAM	TEACHER	PROCTOR
140	Comp. Eng. Regents		Sub
112	RCT Science		Sub

12:15 AM

ROOM #	EXAM	TEACHER	PROCTOR
140	RCTUSHist.		Sub
140	Earth Sci. Regents		Sub

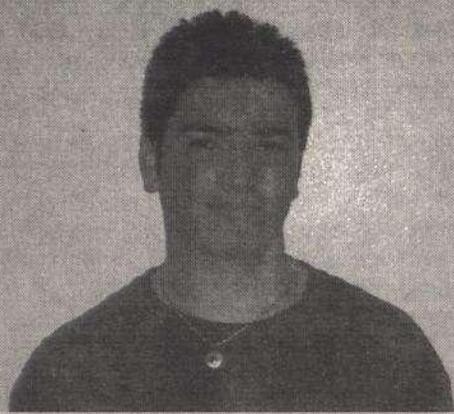
FRIDAY
JANUARY 26, 2001

8:15 AM

ROOM #	EXAM	TEACHER	PROCTOR
140	RCT Reading		Sub
140	Seq. Math II		Sub
140	Seq. Math III		Sub

Two juniors are nominated for NCTE competition

ESSAY EXCERPTS



There is only one word I think of when I look at my life, all the things that have happened to me in this strife. That word is the air that I breathe; the food on which I feed. The word is simple, yet eloquent, and it rolls off the tongue; but when it strikes the ears of those who listen, they know what has begun. It can be a weapon used to avenge those who are victims, or it can be the simple idea of lacking inhibitions. This is the word that comes to my

mind, and that word is freedom, which I hope to have 'till I die.

Jim is now living as a slave, in his mid-20's, with fair skin and brown eyes. He is five-foot ten, and loves cycling and jogging. Jim has perfect teeth. His horoscope told him he would be able to accomplish many of his goals this week, but what good is that when all of your goals are empty. At 6:30 every morning he gets out of bed. He stretches, yawns, and walks into his bathroom, but at 6:31 he always glances back at his bed and realizes there is no woman waiting there for him. Jim chose to put his career in front of relationships.

By 6:35 he is in the shower, where he spends over twenty minutes applying various body lotions and moisturizers to make sure his skin looks presentable for the office. He uses his sink to shave and brush his teeth, as well as floss, to make himself presentable for the office. He purges his bodily fluids, because interrupting a meeting to say, "I need to go to the bathroom" is not presentable...for the office. It is a bit past seven when he finally puts on his crimson red designer tie and custom-made white top that has not a bit of annoying lint. He slides on his pants, freshly pressed the night before, still in their protective plastic, with excruciating meticulousness. He has done this every morning for the past three years, spending a total of 40,275 minutes of morning preparation, for the office.



To those who know how to look at fire, it can be the most beautiful thing in the world. Is a living entity itself, ravaging and wasting everything with which it comes in contact. Fire has existed since the dawn of time, in the great gaseous burning of the sun and starts, and in the soul of man. If you've ever simply watched a flame, whether a glorious blaze or a thin glow snatching the life from a wick, it has an undeniable beauty. It is always moving in an ethereal,

deadly dance with the wind. They tease each other, the wind battling and feeding the flame. You can put out a fire. If small enough, it will go out with a puff of breath; if larger, it will inevitably yield to the power of water, hissing angrily as its life is extinguished. But you cannot put out the fire in a soul. You can dampen it trample it, and do your best to quench it, but it will not be extinguished. Within each and every one of us, our fantastically beautiful flame burns, forever.

Emily knew how to look at fire.

She struck the match on the wall, and held it to the bottom of the curtain. It lit almost instantly. She held her match for a moment, letting it burn itself up in her hand, and then dropped it and stepped on it. She took an immense pleasure in seeing the dirty ash on her mother's clean floor. She looked up and watched as the fire consumed the curtain, clapping her hands together with childish glee. The fire spread quickly to the rest of the room. She laughed quietly, delighted beyond words. She ran lightly up to the stairs, her heart joyous. She climbed into the bed and waited, waited, feeling the warmth from downstairs. She knew it would come to her; she knew the fire loved her as much as she love it. Emily closed her eyes and smiled.

by Adam Carron

The English Department announced that juniors Andrew Montalenti and Laura Silver are Schreiber's two nominees for the National Council of Teachers of English (NCTE) Contest on January 12. NCTE is a nationwide association that holds conventions and publishes materials to assist English teachers.

The NCTE achievement awards in writing encourage high school students in their writing, and publicly recognize eight hundred of the finest writers in the country. These awards will be given to students nominated and cited as excellent writers by judges. Nominees for this contest must be students who will graduate from high school in the year 2002. Each school is permitted one nominee for every five hundred students in grades ten through twelve.

Juniors who wished to be considered for nomination wrote an impromptu essay theme on the topic, "What is your favorite word and why?" This is a college essay question from the University of Virginia. Students were given two hours to write their essays in the English computer lab on December 13. The

department also asked each student to hand in a portfolio of what the students believed to be their best piece of writing under ten pages. Schreiber English teachers judged the students' writing samples for quality, creativity, use of language, and depth of insight.

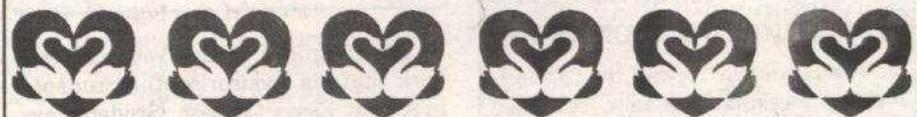
Montalenti and Silver will now advance to the national level in April, when nominees nationwide will be given another two-hour impromptu theme essay. The topic will be designated by the actual NCTE. Each nominee will also provide one sample of his or her writing, prose or verse, that the student considers to be his or her most proficient work, regardless of the amount of revision. The "best writing" should not exceed ten typed, double-spaced pages. Research papers, term papers, and novels will not be accepted. Judges in New York will evaluate nominees' impromptu essays and writing samples in order to determine the national winners from this state.

Upon receiving the nomination, Montalenti stated, "I found out about the contest the day before it happened. So, I wrote, and it worked." Silver exclaimed, "I am extremely honored to be one out of only two people chosen from this school. When I found out I was nominated, I was elated."

Valentine's Day

*It's about love...
and showing your love.*

*cards
candles
teddy bears
chocolate
and more... a lot more*



Wednesday February 14th 2001...

don't forget you'll be looking for a new love



The Dolphin Bookshop

941 Port Washington Boulevard
Port Washington, New York 11050

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The Dolphin Bookshop
(you know where we are)

News Briefs

The Times receives gold in Columbia evaluation

The Schreiber Times recently received a gold medal from the Columbia Scholastic Press Association (CSPA) for the 1999-2000 school year.

The Times earned nine hundred seventy points of a possible 1,000 after evaluating the coverage, writing, editing, and graphic as well as evaluating the business operations. The Times received All-Columbian Honors for each of the four categories. This merit is awarded to each category that receives points in the ninety-fifth percentile or higher of the total amount of points.

The Times received two hundred eighty-nine points out of a possible three hundred in coverage, three hundred eighty-nine of four hundred in writing and editing, one hundred ninety-two of two hundred in graphic presentation and a perfect score of one hundred in business operations.

The CSPA is a department of Columbia University that was created in 1924 in order to improve student publications. Many applicants from all over the world enter newspapers, yearbooks, and magazines to receive a written evaluation. The CSPA's Board of Judges is comprised of faculty advisors of student publications in the United States and Canada that were praised previously by the CSPA.

The judge stated in the evaluation, "The Schreiber Times is a superb example of what an American high school paper should be (Budgetary influences are understood). The air of democratic freedom which pervades this publication is most important. The reader reaches the conclusion that the paper speaks for the student, for the benefit of the school and for public education. Every section of the paper handled their assignments in excellent fashion. Design of the entire paper put in on a level with a professional 'daily.' Heading, photos, editorial/opinion pages, intensive news coverage, fine features, compiled with 'professional' reviews made The Times outstanding..."

-Caroline Axelrod

SNL reformats program

The Schreiber News Line (SNL) is looking forward to a new, reformed season of productions. Under the leadership of senior executive producers Leah Hamburg and Kerin Weinberg, the show has been revamped. The format has changed from the traditional news desk format to an open forum style. It is the only show on Long Island that has the capacity to broadcast live, and it airs on public access channel 71. It lasts one hour and the producers hope to have call-ins.

SNL's first show will include panel discussions and opinions on sex as part of the plan to make the show more teen-oriented. Along with more episodes, SNL also plans to do its annual live regents review in which help is offered in math, science, and social studies.

According to Weinberg, "The best thing about it is that you get to do something you love with people you love. It is definitely one of the most rewarding experiences I've had in high school."

-Julia Bernstein

Drama Club holds Playwright Contest

by Suzy Cha

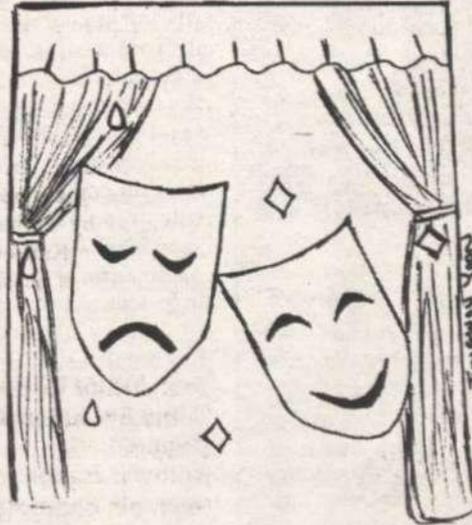
The one-act plays written by seniors Drew DiFonzo-Marks, Deborah Geiger, George Gerstein, Kerry Gibbons, and junior Josh Gelb won the playwright contest on January 8 and will be performed at the 2001 Young Playwrights' Festival this March.

Up until the December 21 deadline, anyone could submit an original one-act play to the Drama Club in hopes of having his or her work chosen and performed for the school this spring.

The plays were required to be one act, with multiple scenes if necessary, as well as English prose or verse and typewritten. The playwrights had to keep in mind that unnecessary sexual or profane content is prohibited. The Drama Club board and its advisor Mr. Mark Gamell anonymously judged the plays.

The selected plays are now under the direction, production and casting control

of the Drama Club and Mr. Gamell. They began to work with the winners on their plays to improve them by fixing the plot and making the dialogue sharper on January 12. This is the first year that the Drama Club has held playwrights' contest.



Drama club board member senior Jessica Buettner commented, "The Drama Club's contest was to bring in other people you wouldn't be associated with otherwise and also to see the many talents of students at Schreiber. The Drama Club puts on six plays a year but this year we wanted to include a play written by the

students. When you write a play you really don't know what it's like until the play is on the stage. The Drama Club is happy to be able to put this together. It's a good experience."

Contest applicant sophomore Gina Farinaccio said, "It's a good chance for any playwright to see their work performed because young playwrights don't get that chance too often."

The League of Women Voters holds government essay contest

by Matt Brod

The League of Women Voters of New York State is sponsoring the Students in Albany Essay Contest. Students are required to answer the essay question "The Steps You Would Take to Increase Citizen Participation in Government" by the February 1 deadline.

A winner from Schreiber High School as well as the winner from Manhasset High School will be notified by the first week in March. Winners of the contest will receive a \$1,500 scholarship for post high school education as well as a trip to Albany.

The contest attempts to increase awareness among high school students about how citizens can partake in the democratic process of our government. The students who participate in the contest have the chance to learn more about the functions of the New York State government, as well as the opportunity to observe the events in the Senate and the Assembly. Participants will also have the opportunity to learn how public policy affects the importance of the participation of citizens in deciding public policy.

Moot Trial wins at local competition

by Jennifer Schmirer

One of the two Schreiber moot trial teams won first place at the second Annual Cold Spring Harbor High School Constitutional Moot Law Tournament at Cold Spring Harbor High School on December 15.

The Schreiber Moot Law teams were the respondents for the *Kolender v. Lawson* case (1983) and the petitioners in the *San Antonio Independent School District v. Rodriguez* case (1973). Opening oratory, cross-questioning, closing oratory, and response to cross-examination were the basis for determining each team's score.

Senior George Gerstein won first place for his cross-examination, senior Eden Kasle won first place for his opening statement, and sophomore Jon Michaels won third place in the closing statement category. The combined placements of their case resulted in the first place title.

The three other students who participated from Schreiber, working on a different case, were seniors Ian Jay and Amy McDonald and sophomore Matthew Brod.

Two more competitions will be held at

Syosset and Locust Valley high schools in March. Social Studies teacher Mr. Eric Begun, advisor of the Moot Trial Law team, commented that he welcomes any students who are interested in participating in these events.



Math research students compete for 24 hours

by Max Sokol

Various students of the math research program participated in a twenty-four hour group contest called the High School Mathematical Contest in Modeling (HSCM) from 8:00 a.m. on January 12 to 8:00 a.m. on January 13. This contest is sponsored by the Consortium for Mathematics and its Applications (COMAP), and is funded by the National Science Foundation.

The contest allows a maximum of three teams each consisting of four students. The students volunteering to work on the project are seniors Jesse Beatus and Eric Van Nostrand; juniors Max Bernstein, Ankit Bishnoi, Ali Farsidjani, David Krauss, Barry Lichman, Matt Schefer and Brad Zankel; and sophomores Joe Austerweil, Sam Marcellus and Andrew Pariser.

This project entails two real-life problems. The group must choose one of the problems and then formulate a written paper that describes their answer. This is the third year the competition has taken place and the first year Schreiber was involved.

The "fun," as many math research students have put it, derives from the fact that this is a twenty-four hour project, in which there is a great amount of work, with minimal sleep. The participants will be offered meals at lunch, dinner, midnight, and three o'clock in the morning.

Math Research teacher Ms. Elaine Labrocca captured the feeling of the competitors when she commented that she did "not quite know what to expect."

Theater Arts presents "A Showcase of Scenes"

by Sarah Morgan

Ms. Sari Schulman's Theatre Arts class presented "A Showcase of Scenes" in the auditorium on January 10 during period three.

Theater Arts is an English elective course in which students learn to feel more comfortable in front of an audience. Students learn acting techniques. This production was a product of their numerous hours of rehearsal.

Ms. Schulman introduced each of the six scenes with a brief summary and a description of the characters.

Senior Nicole DeStefano and junior Nina Tolins performed a scene from Neil Simon's *Brighton Beach Memoirs*. This work is about a Jewish family in the 1930s, and the scene featured two sisters who reminisced about their dead father.

Junior Sarah Tarica and sophomore Evan Jay performed a scene from *A Few Good Men*, written by Aaron Sorkin, who now writes for the television series "The West Wing." The scene features two military lawyers who meet for the first time.

A scene from Arthur Miller's play, *The Crucible*, was performed by seniors Nicole DeStefano and Cathy Fradelakis and juniors Nina Tolins and Kate Urban. This play is based upon the Salem witch trials of 1692. In this scene, a young girl is unconscious and the group's leader, Abigail, tells the other girls not to discuss what they were doing in the woods.

Senior Elena Weiss and junior Tom



Sanchez performed a scene adapted from Judith Guest's novel *Ordinary People*. In this scene, the main character, Conrad, has recently lost his brother in a boating accident. He meets with his new psychiatrist for the first time after being released from a psychiatric hospital.

Neil Simon's well-known comedy *The Odd Couple*, which was made into a television series, was performed by senior Nicole DeStefano and junior Chandra Moore. In this scene, Olive tries to convince her roommate Florence to go on a double date.

Seniors Seth Quakenbush and Steven Peluso performed a scene from Arthur Miller's play *A View from the Bridge*, which is a work of literature that the entire class studied during the first semester. This play is set in Brooklyn, and Eddie has grown increasingly attached to Katherine. In this scene, Eddie, played by Quakenbush, visits a lawyer, portrayed by Peluso. Eddie discusses his hate for Katherine's boyfriend and accuses him of possible hidden motives.



Top: Junior Chandra Moore performs her scene from *The Odd Couple*.

Bottom: Junior Tom Sanchez plays the main character, Conrad, from Judith Guest's novel *Ordinary People*.

photos by Sarah Morgan

Board of Ed Notes

Continued from Page 3

The architect saw the need for a place where students could 'hang out.' Thus, a student commons has been placed in the design. It will be a quiet room as a secondary place to eat and could hold around one hundred twenty five students. Dr. Barish said the 2500 square foot space is a "very attractive area."

The estimated cost of these additions and renovations is \$24,973,879. The architect said that the Board could offer an option for the bond vote on air conditioning in the additions to the school.

During visitors' comments, one community member asked the Board to "learn parliamentary procedure." Another stressed the need for additional space in the alternative high school. Finally, someone commented on the fact that the audience had little idea about what had actually happened at the meeting because the Board members were not speaking into their microphones and were talking over each other.

January 2

After members of the audience made comments about the agenda, a report was given from the Task Force on Residency. This task force revised policy number 5152, concerning the admission of non-resident students. Recommendations were made to the Board as to how the admission process could be improved. A debate arose among Board members as to whether or not the District had a responsibility to release student information to public agencies.

To allow more time for the architect to make a presentation, a review of the district on Special Education was tabled in a 5-2-0 vote until the January 16 meeting. From 8:15 to 9:30, the Board, the Spector Group, and the general contractor for the rebuilding project reviewed cost estimates for Weber Middle School. Because the contractor estimated the cost for Weber to be around thirty million, alterations were made to the original Weber plans.

A review of the budget calendar was made. A vote (5-2-0) was made to add a Saturday date to the calendar to discuss monetary plans. At 11 p.m., the meeting was adjourned.

December 12

The Board approved an agreement between the District and Spectra Financial Services, who will review state aid claims and Policy 1900 of Parental Involvement. Tenure was awarded to Ms. Helene Wasserman, who works at Guggenheim in Speech Language, and to Schreiber English teacher Ms. Donna Valenti.

The rest of the Board meeting was devoted to the Spector Group's presentation of Weber's short and long-term needs.

Community comments were then made. Many parents praised the plans and asked the Board not to compromise education for costs. The Board then went into a work session to discuss what it would do if the bond exceeded forty-nine million. The Board concluded that it could not plan for that until after the plans for other schools had been seen.

Auto Shop class cuts car in half

by Barry Johnson

Mr. James Massa's Auto Shop class worked on cutting a 1989 Honda Accord two-door in half throughout the month of December.

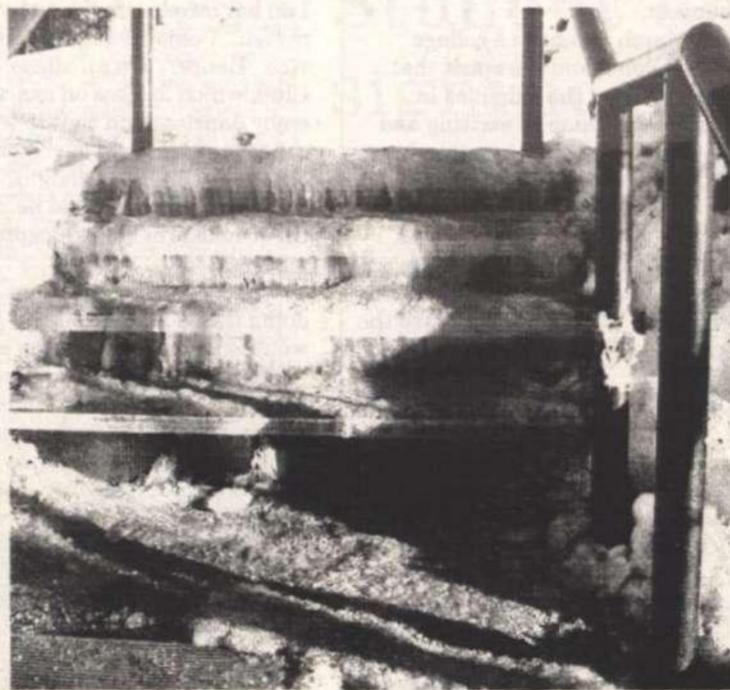
The purpose of cutting the car in half was to demonstrate that a car with front wheel drive does not need the rear half of the car. Seniors Joe Santoro and Donald Wilson; junior Barry Johnson; and sophomores Claudio Alvarez, Tina Pavlovic, Alan Pedisich and Brian Pymm all worked on the car for several weeks in preparation for the cutting. They disconnected the fuel tank and cut all lines running to the back of the car.

Mr. Massa and Santoro cut the car on December 20. Mr. Massa's Auto Shop class will begin to put a new wall up behind the front door. The class will mount a fuel tank, and will also put in rear lights and little "caster" rear wheels. Since the first semester is almost over, the new Auto Shop class along with the Auto Tech class will finish the project.



Senior Joe Santoro and Mr. Massa work on cutting the 1989 Honda Accord in half.

Ice on Monfort steps creates hazardous conditions for students



Shown above are the steps leading to the Monfort student parking lot on January 11. Numerous complaints have been made about the extremely dangerous condition of these icy stairs. The steps are slanted, which results in hazardous conditions even without ice. One student slipped down these stairs and was injured on January 11. Sand was placed on the steps after this incident, but the thick ice still remains.

Does the mirror show us anything worthwhile?

by Ruth Kleinman

I hear it everyday: "Ugh, I don't want to eat that. I'm already so fat." I know that there are plenty of people thinking, "I hate the way I look. Apparently other people do too. That's why I do not have a boyfriend/girlfriend. That's why I do not have as many friends as so-and-so."

Usually the person saying or thinking this is not even overweight or unattractive. I have tried to make it a goal of mine to catch myself if I am thinking like this, and break that train of thought immediately. Then I say to myself, "I am the person that I am for a reason. I have a good heart and a good mind, two important aspects to living, and I will accept my physical appearance for what it is." Do not get me wrong, I do not think I am really that unattractive. But if I am having one of those, "wow I look horrible" kind of days, I try to remember that appearance does not matter. There are bigger and more important issues to worry about than my jean size.

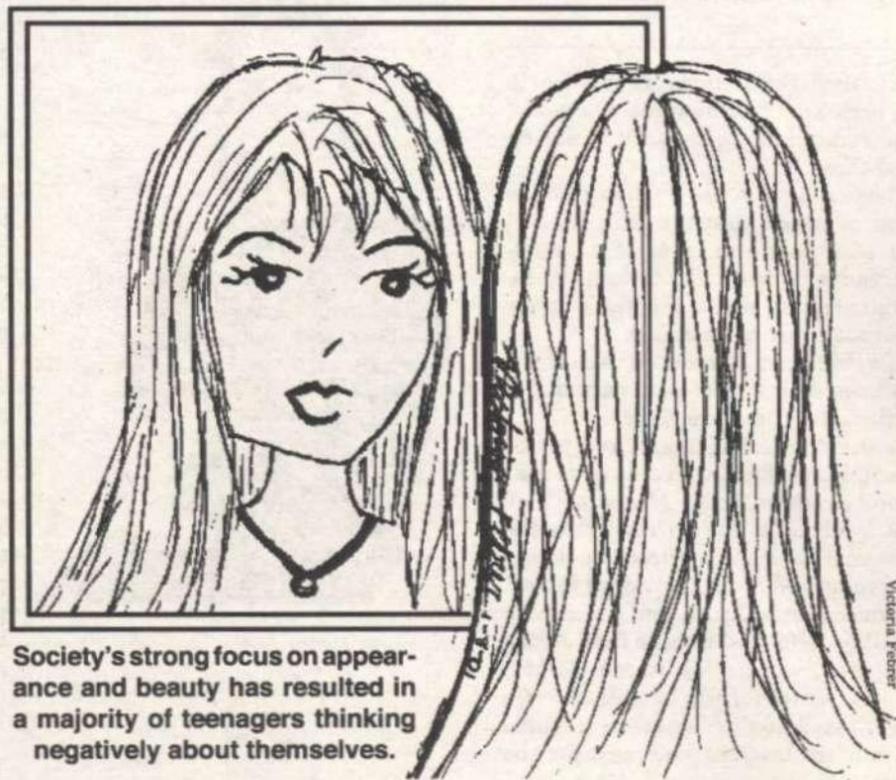
Why does the minority of people think positively about themselves when they should be the majority? Why are there so few teenagers happy with their bodies? I am so sick of hearing about people who are dissatisfied and unhappy with what they look like. What's even worse is when I hear my friends, who are smaller than I am, say they are unhappy with their bodies.

If they are skinnier than me, but consider themselves "fat," then what am I? Fatter? I would like to think that's not true, because I have the confidence to know that I like who I am, and I like what I look like.

I will most definitely admit to having thoughts like "I'm so fat. That's why he doesn't like me," or "She's prettier than me, no wonder she gets all that attention." However, little by little, I have learned to accept myself and know that there is no way of getting around what nature gave me. I am not perfect; I am not Miss Popular. I have to accept what I look like. I have to accept my body and physical appearance and know that there are more important issues with which to deal. Every day I work towards doing that. I need to start getting over the fact that some people may judge me based solely on my outward appearance. If someone does not like that, then I would not like being friends with them anyway. If my physical appearance is more important to a person than my heart and my mind are, then knowing a person like that simply would not be worth it.

These days, teen magazines (I have subscriptions to *YM, Teen, Seventeen, Teen People, and JUMP*) are always trying to give tips to teens who have low self-esteem. They have the Valentine's Day ideas for single girls, articles which contain beauty and make up tips, as well as all the newest fashions.

These magazines may be some girl's only hope to having self confidence, but we also need to remember that the models, artists, and celebrities shown



Society's strong focus on appearance and beauty has resulted in a majority of teenagers thinking negatively about themselves.

in these magazines are airbrushed and retouched, and are wearing make up. The way they look in pictures is surely not how they look when they wake up in the morning. They might be role models to some teenage girls, but they too are not flawless and anyone who thinks those models are what we are "supposed" to look like needs to rethink.

Many times, I will catch myself making a joke or being sarcastic. "Oh I look hot today" even when I am wearing my gym clothes or my hair is not perfect. Maybe it will boost my self-esteem. Hearing it may be my only hope, so I might as well try. I think it is starting to work. I feel better and better about myself every day. I have finally, in my senior year of high school, done the activities I want to do because I do not have to impress anyone but myself. I enjoy doing community service. Hence, I am an officer of the Key Club, which focuses on exactly that. I enjoy dancing, and that is what pushed me to pursue my involvement in the Portettes and Sports Night. Both ended up paying off in the end because I have the privilege of being a captain for both groups.

I also enjoy writing, and I have been doing that a lot more lately too. You would know this if you are a loyal reader of *The Schreiber Times* and of the articles I have written previously this year. Writing is therapeutic for me most of the time, so why should I refrain from it if someone else does not like it? I shouldn't. That's why I do what makes me feel the most comfortable. When I am comfortable, my best qualities come out and shine through. I am happy and I have confidence in myself.

I must say, I give credit to anyone to whom this article does not apply. It means either you already have strong self-confidence or else you have come to accept your physical appearance and have given up trying to impress others. Either way, good for you and I give you credit for not falling into the traps of today's stereotypical society. I have decided to go against the stereotypes and expectations of a person in my situation and not feel afraid to go against

the norm. I know how to be myself. I have overcome the stereotypes and expectations of a teenage high school girl in order to boost my self-esteem and self-confidence.

Many students in this school wear brand name clothing, and solely brand name clothing. Do they want to dress to impress? Who is there to impress? The cute boy or girl whose locker is down the hall? Why would any reasonably minded person want to try to impress that person with clothing or anything else superficial when he/she can show off with his/her humor, wit, inner thoughts, brains, and intelligence? Isn't that what is attractive in the long run? If wearing only certain clothing brands is for any other purpose than comfort, then I do not agree with why they are wearing it. I just do not see how wearing six-inch platform shoes every day with jeans so tight they look like they are painted on could be comfortable.

High school kids have the pressure of trying to be accepted and may think they need to look "cool" or act "cool" in order to do so. Yes, I will agree that it is very difficult for teenagers to try to find a niche, and to try to be accepted into a social group at school. Each year, friendships change, and eventually we hit our college years, where it starts all over again. Being "cool" is not dressing a certain way to catch the eye of someone else, or to drink one extra beer at that big Saturday night party in Sands Point. Being "cool" is having the confidence and self assuredness to be yourself in any situation with any group of people and not needing to get anyone else's approval or acceptance to feel good about yourself.

Do not dress to impress. There is no need to. In public, look decent, but do not go out of your way to impress someone by the style of your clothes or your hairdo of the day. That is all temporary. Your heart and mind is what is permanent. Focus on developing that. Physical attractiveness can be taken away in a heartbeat. Your thoughts and your mind cannot be changed as easily, and that is what is most important in the long run.

Senior says: Let's hear more cheer!

by Becky Henderson

SP-IR-IT! Got Spirit? Let's hear it! Unfortunately, that is something we will never hear in our school.

Although it is sad to say, our school definitely lacks school spirit. Are all of our lives so busy that we can not stop for a few hours to support our friends in their athletic attempts? I am sure that if we put a little more effort into supporting our teams, the outcome would be amazing.

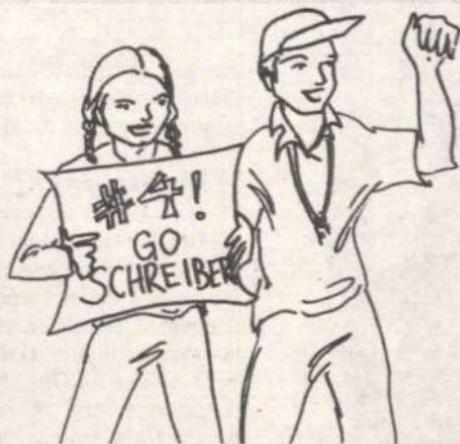
In my personal experience with softball, when I looked into the empty bleachers during a game, I could not help but become discouraged. We never won a game, and without the support of our peers, why should we have tried?

I will give everyone credit for showing up to any one of our major team games, such as basketball, football or lacrosse. But, for those of you who do

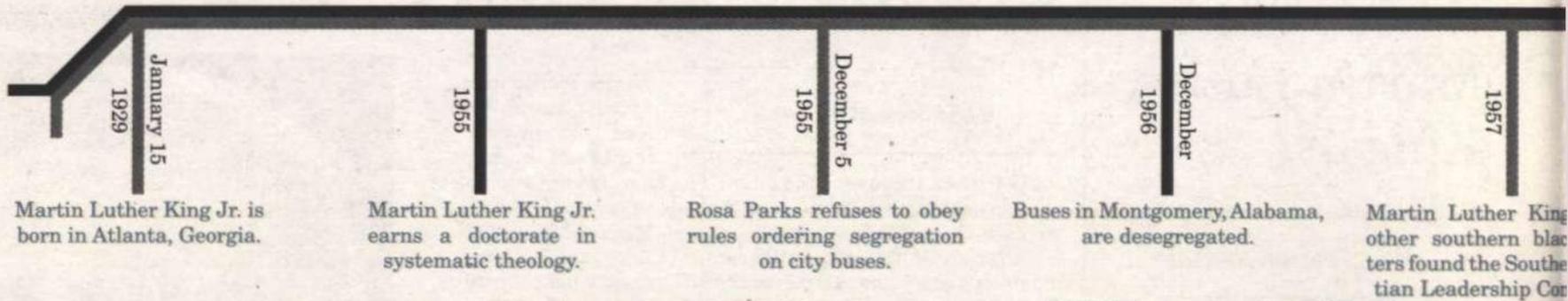
not know, we have other sports teams that would all love the same attention and support.

Last March I went to a college basketball game and the spirit that was exerted from the sidelines is what made the game so exciting and intense. I was a part of the crowd, and in turn, I was helping to change the outcome of the game. I felt the thrill and the energy that fed the players and the other spectators. It was an amazing experience.

My main point is this: if you have a few moments to spare, take a look at the schedules of our smaller, less known teams, and see when you have time to sit on the sidelines and scream your head off. Hey, if you see a short, loud-mouthed, little girl screaming her head off and pretending that she knows what she is screaming about, come over, say hi and join me. Only then will we be able to say "We've got spirit, yes we do, we've got spirit, how about you?"



Hillary Broder



"His ultimate belief in the goodness of human nature and that some day the world's citizens would actually be color blind. Most kids are celebrating having the day off, not his achievements."

-Mr. Harry Andersen

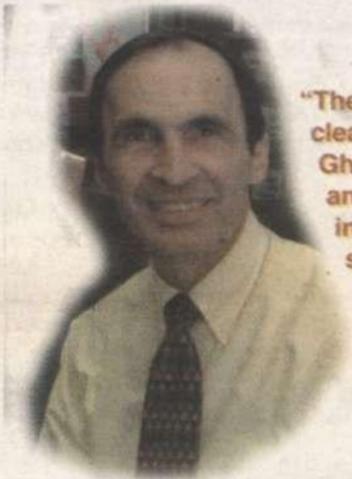
"He did much for civil rights in this country and set a pacifist example. I don't know [what Schreiber does to commemorate his achievements]."

-Sophomore Julia Bernstein



"The fact that he was clearly a follower of Ghandi and his teachings and he strongly believed in non-violent demonstration."

-Mr. Eugene Pizzolo



"He was an inspiring, charismatic leader and speaker. He was able to show that civil disobedience can work. No, Schreiber doesn't do enough at this point. Kids here can't easily relate because he was killed before they were born."

-Mr. James Lyman

What is Martin's significant contribution? Do you think Schreiber should do more to honor his achievements?

"He brought the civil rights movement to the top with his leadership. He made everyone aware, not only in this country, but in the entire world. Schreiber has Black History Week, but I think they could do a little bit more."

-Ms. Angela Prudentre



In this photo taken in 1965, Martin Luther King Jr. leads a civil rights protest march from Selma to Montgomery, Alabama. This month, we celebrate his achievements through non-violent protests.

1958

ing Jr. and
lack minis-
thern Chris-
onference.

Martin Luther King Jr.
publishes his first book,
*Stride Toward Freedom:
The Montgomery Story.*

April
1960

Martin Luther King Jr. speaks at
the founding meeting of the Stu-
dent Non-violent Coordinatng
Committee.

October
1960

Martin Luther King Jr.
participates in a sit-in in
Atlanta.

1961

"Freedom Rights" protests
are aimed at desegregation
in southern transportation
facilities.

Luther King Jr.'s most contribution to our society? How does enough to commemorate his achievements?

"There were a lot of civil rights activists
in recent years. How does King stand
out? He captured the conscience of
society and the entire country became
focused on the civil rights movement.
We don't do so much for his birthday,
but we do a lot to commemorate Black
History Month."

-Dr. Leon Goutvenier



"Few have
had such
impact on
American
conscious-
ness as
M a r t i n
Luther King Jr. I don't know
[what Schreiber does to com-
memorate his achievements]."

-Ms. Carol Leone



Martin Luther King Jr.
assists in demonstra-
tions in Birmingham,
Alabama.

Spring
1963

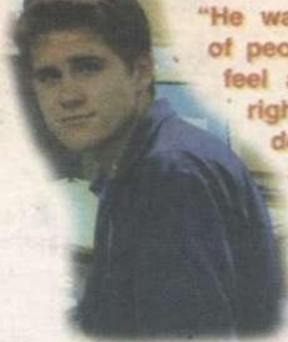
"He wanted equal
rights for every-
one."

-Junior Carlos Grant



"He was a role model for all of us!
No, the school could do a lot more
to commemorate
him."

-Senior
Ryan
Klang



"He was a role model to a lot
of people to support what they
feel and stand up for what's
right. No, Schreiber doesn't
do enough. They could do
a lot more."

-Senior Tyler Dzierzawski

Martin Luther King Jr. addresses
demonstrators in Washington
D.C., delivering his famous "I
Have a Dream" speech.

August 28
1963

"He got people to use
non-violent means.
He effectively got
people to change
the way minorities
were treated. As a
whole school, I don't
think Schreiber does
enough to commem-
orate his achieve-
ments."

-Ms. Kathy McIntosh



"He was the
barrier
breaker. He
helped break
barriers
between
whites and
blacks. Sch-
reiber does a
lot, but they can
always do more."

-Junior Lauren
Wallach



"He gave a nonvio-
lent approach to civil
rights, to revolution,
to bigotry, and to
hatred. He rallied
people together for a
common cause and did
so in a non-violent way,
urging others to do the
same. I'm not sure what
Schreiber does to com-
memorate his achieve-
ments."

Mr. Phil Crivelli

Martin Luther King Jr.
receives the Nobel Peace
Prize.

December
1964

All photos by Jeff Nevins

Martin Luther King Jr. is
assassinated at a garbage
worker's strike.

April 4
1968



Racial violence escalates in
cities.

1967

Martin Luther King Jr.
starts a campaign to address
economic problems.

1966

Martin Luther King Jr.
participates in a march
in Mississippi.

1966

Remember Dr. Martin Luther King Jr.

Rarely is Martin Luther King Jr's contribution to the civil rights movement fully realized. As an eloquent black minister, he was able to turn protests into crusades and to translate local conflicts into moral issues of nationwide concern. Successful in civil rights activities, he won his greatest victories by appealing to the consciences of white Americans. He used rallies to bring political leverage to bear on the federal government in Washington. Throughout his entire life he insisted that nonviolence remain the essential tactic of the movement.

His message is as important today as it was in the 1960's. While social conditions for the blacks have improved greatly since then, his beliefs apply to any minority struggling for better social, political, and economic conditions.

Unfortunately, Schreiber High School does not do enough to recognize a man who is this important to our history. Schreiber needs to create a consciousness awareness program about his life and times so that students do not simply see his name merely as a symbol of a day off from school.

New policy does not resolve overcrowding

The Principal's Advisory Committee recently extended junior off-campus privileges from the previous 11:30 a.m. to 1 p.m. to 11 a.m. to 2 p.m. with the hope of reducing the overcrowding in the cafeteria. *The Schreiber Times* believes that this new policy will not resolve the overcrowding during 4-1 and 4-2. Since the juniors were previously allowed off campus during these peak cafeteria hours, the cafeteria will remain just as crowded during lunch periods.

The Times advises the committee to rethink its solution and come up with a plan that would more effectively resolve the overcrowding during 4-1 and 4-2. Unless the cafeteria is physically expanded in the near future, the committee must consider allowing freshmen and sophomores go off campus during their lunch periods as well.

Icy steps are unacceptable

As we have said before, the steps leading down to Monfort, the senior parking lot, are dangerous, especially at night due to the lack of adequate lighting.

Recently, the steps have become even more hazardous due to the four inches of ice that now cover the top of the two flights of stairs. The steps have repeatedly, every winter, been covered with ice. After years of neglect from Schreiber administration, the ice is getting thicker each time the temperature rises and then drops below freezing. The treacherous steps caused one student to fall down and injure herself. Only then did the school do anything. Sand was placed on top of the ice, which remained completely intact.

The Times urges students to be careful and avoid the steps at night, and we strongly urge the Schreiber administration to take more drastic measures to ensure the safety of its students.

Times congratulates NCTE nominees

The Times would like to extend its congratulations to the two Schreiber nominees for the National Council of Teachers of English (NCTE) Award. This highly prestigious high school writing competition recognizes eight hundred talented writers nationwide. It is a testament to your talent and creativity that you were selected, and we wish you the best of luck in the national round in April.

We bid you adieu, Mr. Cahill

The Schreiber Times would like to say goodbye and thank you to social studies teacher Mr. John Cahill, who will be retiring at the end of the first semester. He has been working at Schreiber for over thirty years. His dedication has inspired us to succeed, and we wish him the best of luck in his future endeavors. He was an asset to the school and is irreplaceable. We will never forget you, Mr. Cahill.

Farewell Ms. Uhlinger

As the semester comes to a close, Ms. Ginny Uhlinger, a long-time science teacher at Schreiber, is retiring. Her career as a belly dancer and her love for horses are some of her unique attributes that are etched in the minds of all her former students. We would like to thank Ms. Uhlinger for the time and effort that she has invested in our school and wish her the best of luck and happiness during her retirement.

Goodbye David Krauss

Art/graphics editor junior David Krauss has been a vital component to *The Schreiber Times* for the past two years. His expertise and amazing, award-winning works have provided *The Times* with a well-balanced art selection. He will be missed, and we wish him well at his new high school.

Times Policy Statement

The Schreiber Times' primary purpose is to inform its readers of events, issues, and ideas affecting Schreiber High School. *The Times* also serves as an open forum in which members of the Schreiber community may express their ideas and opinions.

The Times will report all news accurately, honestly, and fairly. We will not give preference to any group or individual. We will respect the rights of all information sources and any errors will be corrected promptly.

We will print submitted materials on the basis of their quality and significance as determined by the editors of this publication. The editors reserve the right to print, refuse to print, or return any submitted materials. The editors also reserve the right to edit any submitted articles.

We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libelous, or contain unfounded charges. *The Times* reserves the right to shorten letters if doing so does not alter their meaning, and to choose a representative letter from a group of related ones. Letters do not necessarily reflect the opinions of the editors. We will not print any anonymous letters.

Editorials printed in this publication reflect the opinion of the majority 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.

We will not publish advertisements if they are deemed libelous, obscene or likely to incite criminal activity. Prices of advertisements are standard and price schedules are available upon request. Advertisements do not necessarily represent the views of *The Times*.

We will establish new policies if the need arises. Until such a point occurs, *The Times* will follow the policy described in this space as well as the guidelines of common sense and reason.

THE SCHREIBER TIMES

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Students say farewell to respected teacher

by Mark Hiller

To Mr. John Cahill:

You probably do not remember this, but I first met you four years ago on the opening day of school. In the interest of fitting in, and in adherence to what I believed to be my most fashion-savvy sense, I was donning a Lake George T-shirt my mother had given me. It was a bluish shirt with a graphic of a young man and woman water skiing in the foreground. The details of the shirt remain remarkably clear only because it was during the morning of that first day in high school that I aimlessly wandered into the social studies office and, to my surprise, was immediately greeted with a booming, "Did you stay at the Sagamore?" I started a bit and looked back and forth (you must remember that at the time I was a meek freshman and not the hulking senior who stands before you today), wondering whom the jocund man in front of me was talking to. After several moments more I realized he must have been talking to me, as no one else was nearby, and after several moments more I realized I had in fact stayed at the Sagamore. I do not remember my original intent for entering into the office, but I recall vividly a conversation with a man whose intimate knowledge of upper New York State remains, to this day, unparalleled in my estimation. Thus began my relationship with Mr. John Cahill.

It was not until two years later that I was able to take your history class, an experience I consider one of my most enjoyable over the past four years. Your method of teaching was one of the first that dared to vary from the plainly

orthodox "teach what's in the textbook, have the kids read it, then test them on it." While much of primary and secondary school is less of a learning process than an advanced technique in regurgitation, your class was an exception. I was forced to study American history rather than merely to read it, to

covers. Each day was something new, something different, something that we knew we would learn nowhere else. For the first time in a long time there existed a genuine desire to come to class (excepting, of course, those infamous and ostensibly unending DBQs). Your teaching shaped our understanding of American history, and we are all the

to take. It manifests everything that is right with education today: students are not only allowed but encouraged to develop and pursue their own interests. There was no prescription of right and wrong forced upon us; the responsibility lay entirely on our own shoulders, and our success was in direct proportion to the veritable enthusiasm we felt toward our subjects. It was, in many ways, the epitome of college preparation.

Unfortunately, I am approaching my designated word limit, so, as brevity is the soul of wit, I shall be brief. There is not enough room to provide an in-depth account of our cultural arts discussions (i.e. vigorous debates over the merits of the latest movie) or our music instruction (i.e. your affinity for singing timeless show tunes). I am unable to recount the more than numerous instances in which you have been of invaluable help – the TR speaking contests, listening to the mortally boring specifics of randomization and statistical significance, or simply inquiring how our days have been going – nearly has much as I wish to. Nor will I be able to include the appropriate thanks for your countless acts of generosity, including the willingness to drive a bunch of teenagers to Yale (twice) on account of inopportune weather disasters and your relaxing presence at the Court House during our Mock Trial competitions, among many others. So instead I shall leave you with the following three thoughts. First, enjoy the research gift. More importantly, the best of luck to you in all future endeavors. And most important, regardless of where you go after Schreiber, know that you have in the uttermost amount of honesty, changed the lives of the students whom you taught. I am forever indebted to your service.

Sincerely,
Mark Hiller



Mr. John Cahill finds himself thrown into the pool by a group of enthusiastic students.

think rather than merely to copy. The incredible breadth of information you conveyed to us—ranging from the inner details of Stanford White's untimely demise to the ins and outs of Shaker life—elevated your class well beyond the traditional binding of two textbook

better for it.

But that was only one year; I have had the privilege of being in your Social Science Research class (with an emphasis on social and de-emphasis on the other two) for two more. Your class was undoubtedly the best I have had

Student discusses the significance of the month of Ramadan

by Roya Ghazizadeh

People living in America and many other people from all over the world, except for the Middle East Islamic countries, do not know much, if anything, about a religious holiday called Ramadan.

Ramadan is the holy month for those who follow the Islamic religion. Ramadan is the ninth month of the Muslim calendar. The Month of Ramadan is also when it is believed the Holy Quran "was sent down from heaven, a guidance unto men, a declaration of direction, and a means of Salvation." Ramadan is a time when Muslims concentrate on their faith and spend less time on the

concerns of their everyday lives. It is a time of worship and contemplation.

During this month Muslims, boys from the age sixteen and girls from the age nine, fast. It is called the Fast of Ramadan. Muslims are not allowed to drink or eat during the daylight, but they can eat at any time during the night. At the end of the day the fast is broken with prayer and a meal called iftar. The goodness that is acquired through the fast can be destroyed by five things – the telling of a lie, slandering, denouncing someone behind his back, committing to a false oath and displaying greed or covetousness. Fasting during Ramadan is a good way to understand what hungry people go through. It makes people realize that they have been blessed and they thank God for the bounty that they enjoy and the plentiful abundance that surrounds them.



Mr. John Cahill beams earlier in his teaching career.

by Alexandra Pavlakis

Dear Mr. Cahill,

When I heard that you were leaving, I was in utmost disbelief. You have been a strong academic influence on me for the last three years of my high school career. The thought of you not being present for the last few months of our

Social Science Research journey took me a while to accept. Research will never be the same again.

I wanted to publicly thank you for putting up with me for all these years. You had to deal with me forming a paper clip chain, attaching tons of garbage to it, and then demanding that it be hung up for decoration. You stood quietly and listened to me as I rambled on and on about various forms and mentor issues.

You taught me that I should only work if I want to advance myself. You went against everything I had previously understood about my high school education. It was not about grade point averages in Social Science Research. It was about researching what you are interested in, and exerting your time and energy into those areas. You instructed me all the way through my first large-scale research project. It was something that I definitely would not want to do all over again, but reflecting back on it, I enjoyed doing it. I was interested in it, and hence I was not stressing about just pulling off a good grade on my report card. I was stressing over completing a statistically significant and excellently written paper that I was content with.

The past few years have been filled with endless hours of good conversation, numerous research conflicts, and lots of movie and restaurant reviews. Thanking you Mr. Cahill, for the memories.

Sincerely,
Alexandra Pavlakis

Prospect of driving excites juniors



The driver's perspective

by Lauren Honig

I passed my road test three weeks before my birthday. Those were the longest three weeks of my life. At night it would actually take me a good hour to fall asleep because all I could think about was driving.

Then the day finally arrived! I woke up, showered, threw on some clothes, and ran out of my house in the blink of an eye. My mom stood at the door waving and crying. My dad looked upset; he had to part with his car, and come to terms with driving the beat up automobile in the driveway that made him look like he was driving Miss Daisy.

I turned on the ignition and heard the sweet hum of the motor. At last, the road was mine. I picked up my friends Danni, Katherine, and Erin, and drove to school. I felt like the big girl on campus now. The only thing that scared me about driving with my friends in the car was that they might take my attention off

the road. Rule number one: no screaming in Lauren's car. I drove with the music on quietly; no one said a word.

The week continued. I drove my friends everywhere. At first I was excited to drive everyone around. But then I realized that I was becoming the driving Nazi. I had so many rules. My friends had a monthly schedule as to who would be in my car that weekend. Yes, I felt bad that there was limited car capacity, but that was just part of the rules. There was no smoking in my car, no screaming in my car, and no eating in my car. The most important rule: do not tell me how to drive. I enjoy being in the car with my friends, until they mess with me.

The other day I drove my friend Danni home. She was in the front seat when she saw one of our old friends on the road. She said, "Look over there, Lauren! Look who it is!" Without thinking, Danni hit the horn, which put me over the edge. My blood pressure had been high enough due to driving through the snow. But my number one rule is no one touches my horn; no one. I was about to stop short

and hold up traffic to give Danni a nice long lecture about being in the Nazi's car. Instead, I kept driving, and I quietly counted to ten.

My friends reminded me of my summer in Driver's Education with Mr. Frank. Someone would tell me when to turn, when to put my blinker on, at what speed to drive. I was going crazy; the only thing missing was the strange noise of Mr. Frank's weird mechanical device. For the past seventeen years of my life all I wanted to do was chauffeur my friends around, and now all I wanted to do was take a cab.

I will not blame the stress of driving on all of my friends, but they do contribute to it. A quick stop to drop off film at Genovese has now become a dangerous mission. I feel like I am in a fantasy world, fighting off others in a jungle, trying not to run into a tree. Pulling out of a parking spot has almost given me

an aneurysm. I cannot deal with all of the obnoxious people out on the road. I feel like my life and the lives of others in my car are all in danger. If anything wrong happens it will be all my fault. Thus, the demon-Nazi was created inside of me. I am not the greatest driver, not a bad driver, but certainly not the best, and I cannot park for my life, I try to get by.

Yes, things are much easier to do, and I can always go wherever I need to go, but the stress that a car has contributed to my life has been momentous. Getting my license was the biggest change in my life. Something I had been fantasizing about for years is finally a reality. It is great, and I feel so cool every time I drive by anyone who cannot drive yet, but I am also afraid that I am going to run someone over. Maybe it takes time, maybe it takes experience, or maybe I am just a spaz. Only time will tell.

The passenger's view

by Danielle Zwirn

When my friend Lauren got her license, I was both excited and nervous at the same time. I may sound like her mother or something, but Lauren is one of my best friends, and the first one in my group of friends to drive.

Let's first talk about why I was excited. Being in high school without a car is pretty hard. There are always a million places I need to be and I am always in need of a ride. When I was little my parents were always happy to give me a ride to school or to a friend's house, but all of a sudden my parents seem to have lives of their own and are no longer eager to be my chauffeurs. In addition, who wants to be seen cruising down the Main Street 500 with his or her parents? Being that I am an underclassman, getting around in cabs is acceptable. However, cabs are neither fun, cheap, or easy. I can think of nights where I spent over thirty dollars on cabs. So when Lauren got her car I thought those days were over.

Now let's talk about the nervous part. No offense Laur, but I was a little scared to put my life in your hands. You see, Lauren is a little, how can I say this? Well, she's spazzy. My friends and I contemplated how well she would do on the road even before she got her license.

The first day she got her car she came and picked me up for school. The night before, she called me to make sure she was picking me up. Right then I realized that driving with Lauren would not be easy. She commanded that I be outside at exactly 7:30 a.m., or I would not be getting a ride. What was going on? I had become like a pathetic peasant girl living in the Kingdom of Queen Lauren Honig. I realized that she had the power to say what we were doing, where we were going, and decide who was privileged enough to come. She picked me up that day and we went off to school. We made it in one piece, but when we arrived, Lauren had a little difficulty. As I have learned from driving with Lauren, she loves three

point turns, but she could not park if her life depended on it.

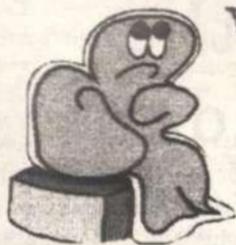
Time went on and Lauren, the driving Nazi, was still on the road. The fates of my non-driving friends and I were in her hands every weekend as she selected who could have a spot in her car. I was often one of the chosen, which gave me the opportunity to critique Lauren's driving skills. Only twice have I had the privilege of sitting in the front seat. I actually think that there is a waiting list or something. One of my friends has permanent shotgun (front-seat privileges) but it does not matter what I think, it is all in the hands of the Queen.

Lauren, who has always been slightly narcotic, created her "driving rules" that we must obey or else we may be thrown from the moving vehicle. Surprisingly, I have found little objections to her rule system and I managed not to break them for quite some time. On two occasions I was caught rebelling against her passenger behavior regulations. Incredibly, after the first mistake, I kept my car privileges. (Move over Tom Cruise, mission impossible has been completed!)

When I broke the rules a second time, I tempted my fate by violating Lauren's most sacred rule, the horn. "Never touch the horn!" Lauren had said. I had listened to her, but one day I could not control myself. We were driving down the street and I saw one of my friends who was home from college. He squinted at the car to make out who was in it and I tried to wave but he did not see me. I beeped the horn in an attempt to make him realize it was me. Lauren went nuts. I got a lecture and I thought she was going to send me to my room or something. I was waiting for her to crack a smile, but I was not so lucky. She drove me home angrily while I tried to change the subject. Amazingly, my passenger privileges are still intact.

All I have to say is that I cannot wait to get my license. Hopefully, I will prove to be a responsible driver, and not too crazy. Lauren, you will always have a seat in my car, and I will even let you honk my horn.

What's the first 4-letter word you think of?



If it's not
S-A-F-E
maybe you
should
think again...



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Arts & Entertainment

THE SCHREIBER TIMES FRIDAY, JANUARY 19, 2001

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Dance Lit awes audience

by Kerry Gibbons

Ms. Donna Valenti's Dance and Literature class gave its biannual performance on January 11 during first and second periods. The students were all featured at some point throughout the show, and all performed fantastically.

The first piece, "The Minister's Black Veil," a short story by Nathaniel Hawthorne, starred junior Josh Gelb as the minister. He wore a veil to shut out all the people he loves. Eventually, he dies without anyone. Also featured in this piece were junior Tara Chermak, as the minister's fiancée, and senior Julie Goldin and junior Henry Magel III as the bride and groom, respectively.

Ms. Valenti narrated the story.

The second piece, which was rather moving, was a poem by Grace Herman entitled "Kin: Dachau After Twenty Years." Ms. Herman narrated the beautiful poem about the Holocaust as the students provided a vivid interpretation of its words.

Next was a poem entitled, "For the Stranger," by Carolyn Forché, which was narrated by junior Josh Gelb. This poem is about the revolution in El Salvador. The class' production was a moving representation of the mistreatment of the

peasants in the years approaching the revolution. This dance featured senior Iris Orellana and Magel III.

Finally, the class performed *Lucy Gayheart*, a novel by Willa Cather. The music of Schubert was performed

by music teacher Mr. Phil Glover. Every girl in the class was spotlighted in this piece, each taking on the part of Lucy at a certain point in her life. Senior Cathy Fradelakis was "Innocent Lucy," travelling to Chicago by herself to study music. Magel III played Clemente Sebastian, Lucy's love interest and a dashing opera singer who took Lucy under his wing. Next came senior Julie

Elterman dancing as "Intrigued Lucy," who was awed by the amazing style of Sebastian. Following was "Joyful Lucy," performed by senior Yessenia Alfaro, and "Jealous Lucy," performed by senior Kerin Weinberg. Their performances were stunning. Next came Chermak as "Hopeful Lucy," whose dancing was filled with style and grace. Her petite size made her movements seem beautifully

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David Kenman

Junior Henry Magel III and senior Iris Orellana perform to "For the Stranger" by Carolyn Forché. Their duet was about the revolution in El Salvador.

Winter Concerts heat up the stage

by Christine Choe and Ryan Hare

The Schreiber Winter Concerts took place on December 18 and 20 in the auditorium. Concert I consisted of the Symphonic Orchestra, conducted by Mr. Mooney; the Women's Ensemble, the Chamber Singers, and the Schreiber Choir, all conducted by Mr. Glover; and the Concert Band and the Jazz Band, conducted by Mr. Brenner.

The Symphonic Orchestra performed two pieces entitled "Prelude and Fugue in C Major," composed by Bach, and "Russian Folk Songs, Opus 58," by Anatol Liadov. The "Prelude" was performed beautifully, but there was a bit of confusion in a section of the "Russian Folk Songs." The orchestra still succeeded in entertaining the audience for the rest of the performance.

Mr. Glover's three singing groups performed flawlessly. The Women's Ensemble performed "Scarborough Fair" and "Didn't My Lord Deliver Daniel." The audience seemed to enjoy how it performed the selection. During the Chamber Singers' first piece, "How Deep is the Ocean," soloist senior Stephanie Borris sang magnificently. Senior Kerin Weinberg also performed a solo with senior Ian Jay's bass accompaniment in "I Didn't Know What Time It Was." It was a very solid performance. The Schreiber Choir presented "Rockin' Jerusalem," "The Banquet Fugue," "Let's Begin Again," and "An Afro-Celtic Diddle," which featured senior Jon Bond and sophomore Jordan Braunstein on percussion. "The Banquet Fugue" was enormously enjoyable, especially the loud and hilarious belch at the end. Bond and Braunstein's accompaniment on "An Afro-Celtic Diddle" made the performance twice as enjoyable.

The Concert Band presented "Overture to Candide," "With Quiet Courage," and "The English Folk Song Suite." The precision with which it was played was astounding. Mr. Brenner then took the stage once more to conduct the Jazz

Band. It delivered "Moondance," "How High the Moon," and "Birdland." "How High the Moon" featured vocalist senior Julie Goldin, who performed a solo superbly. All of its pieces were delivered perfectly. The numerous solos were stunning examples of each young musician's improvisational skills. Overall, Monday's concert was extremely enjoyable to watch and was very well delivered.

Concert II was shorter than Monday's extravaganza, but it was equally well performed. The String Orchestra, conducted by Mr. Mooney, played "Quartet in D Major, Opus 6, Number 5." Freshmen Robert Grogan, Samuel Eichner, Oki Ishikawa, David Kim, Lucas Shum, and Bradley Tashman all performed solos in the concerto. "Considering it was our first performance as a group, I think we did well. But I think with a little more effort, we can do better next time," Freshman Samuel Eichner said. Although the String Orchestra did not perform to its maximum capabilities, the audience seemed to enjoy the delivery.

The Chorus, conducted by Mr. Glover, sang "Everlasting Melody," "Mi Yitani Of," and "Keep the Candle Burning." Freshman Jessica Chung accompanied the Chorus in "Mi Yitani Of" and the audience commended her with a strident round of applause. Freshmen Elaina Bensen and Lauren Elicks performed solos in "Keep the Candle Burning." These solos were very pleasing to the ear.

Last in the evening's events was the Symphonic Band. Mr. Byrne conducted "The Thunderer" and "The Light Eternal." They performed it with no difficulty and the audience was pleased to hear the sound that they produced with the huge membership in the band.

In response to the outcome of both concerts, Mr. Glover responded, "The students performed well, they attempted to put their best foot forward and succeeded." Both concerts were well-attended and pleasant to watch. The audience left anticipating the upcoming spring concerts.

Candide can do

by Gina Farinaccio

Ms. Jeanine Montusi's Advanced French 5 Honors class performed a synopsis of *Candide* in the auditorium on December 21 during period three.

At the beginning of the performance, the Concert Band gave a performance of *Overture to Candide*. Leonard Bernstein wrote this overture for the Broadway production of *Candide*. Even though *Candide* only ran for eighteen performances, Bernstein's music is very exciting. The band played skillfully, and its execution of the music was flawless. There were two duets in the piece, played by senior Katie Wood and junior Meghan Lehmann on the flute, and seniors Floyd Feather and Eric Van Nostrand on the clarinet.

During the class' performance of *Candide*, by Voltaire, each student was involved in some aspect of production. Senior Nathalie Faure and Ms. Montusi directed the synopsis of *Candide*. The narrators were seniors Karen Chuzmir and Katie Wood. Ms. Montusi provided the audience with some background information about Voltaire, who was a promising French author in the eighteenth century, and a harsh critic of French society and government. In 1759, he wrote *Candide*, a philosophical tale in which he attempts to understand good and evil.

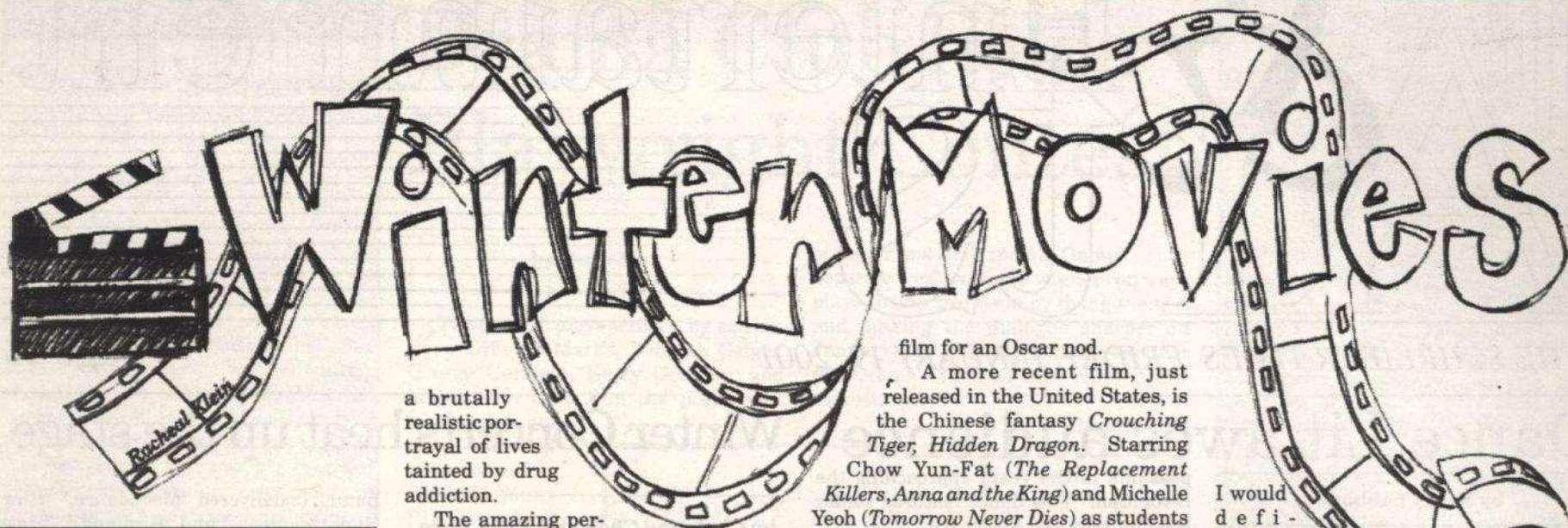
Senior Chris Cahn played Candide, the eternal optimist. Senior William Greene played Cunegonde, Candide's forbidden love interest. Greene received the biggest laughs of the show as he dressed in a long blonde wig and pink

dress. Senior Roxanne Tingir portrayed Candide's tutor, Pangloss, who leads Candide on his search for fame and fortune. Senior Alex Meister played the Baron, the owner of the castle, and senior Julie Carlson played his wife, the three-hundred-pound Baroness. Pauline Yedreyski played the Old Woman, and senior Brandon Woolf portrayed the Inquisitor, who fights with Candide. Natasha Pavlovich played the Jewish man.

Although the cast experienced some

technical difficulties, (a light bulb broke on stage during a "makeout scene," the students were able to portray the complicated story of the book in a matter of minutes. They selected scenes from the book, including the opening drama, an earthquake, the fight between Candide and the Inquisitor, and the wedding of Candide and Cunegonde.

Seniors Karen Cullinane, Lauren Kanfi, Sarah Morgan, and Elizabeth Najman were on hand as the technical crew.



by Josh Bernhard

As the year 2000 drew to a close, a lot of movies surfaced that I will discuss. But before that, I want to tell you about the one that I almost did not get to see, director Darren Aronofsky's sophomore outing, *Requiem for a Dream*. Based on Hubert Selby Jr.'s novel, it is a shockingly explicit tale about drug addiction. It traces the main characters' path of self-destruction. All summer long I had been hearing amazing things about this film (including pre-pre-Oscar buzz), and I had been waiting for its release with high hopes and anticipation. Only one problem: the movie was damned with the dreaded NC-17 rating. For those of you not familiar with that label, an NC-17 rating means that no one under the age of 17 is admitted, even if accompanied by an adult. And because there are so few movies that carry this rating, the theater owners actually enforce this no admittance policy.

Not only do I disagree with its NC-17 rating on the basis that it prevents a young audience — the age group which would likely be most affected by the film — but I would even go as far to say that it should be required viewing for teenagers. The MPAA parades itself as an asset to parents and a preserver of values and good taste, when in actuality, its ratings are left more to chance and marketability. The MPAA is a machine for censorship, and being a private organization, they are out of the boundaries of federal law concerning censorship and free speech. Preventing many more from experiencing *Requiem for a Dream* is a greater crime than our sneaking into see it.

Through a surprisingly simple plan, and a friend with his seventeenth birthday coming up in a week, a few friends and I got into the movie (which was only playing in Manhattan theaters). Not only was it worth the extra trouble, but the experience further cemented my stance against the Motion Picture Association of America (MPAA). Aronofsky, who had previously won critical acclaim with his unconventional *Pi*, presents us with

a brutally realistic portrayal of lives tainted by drug addiction.

The amazing performances by actors Jared Leto, Marlon Wayans, Jennifer Connelly, and Ellen Burstyn bring to life characters who slowly lose themselves in the frightening depths of Aronofsky's vision. The cinematography and unorthodox editing (*Requiem* contains over 2,000 cuts, whereas most normal movies have 600-700) combine with Clint Mansell's haunting score to create a truly unique and exhilarating experience.

Another Oscar-contender I had the chance to see was director Philip Kaufman's *Quills*, the true story of the notorious French writer Marquis de Sade, played by Geoffrey Rush (*Shine*). Marquis de Sade was the author of erotic fiction in the late eighteenth century, and was imprisoned in a mental institution during the reign of Napoleon for the subject matter of his work. Kate Winslet (*Titanic*) stars as Madeline LeCrec, de Sade's laundress who smuggles his last writings out of the asylum. Joaquin Phoenix of *Gladiator* fame is Rush's keeper as head of the asylum and Michael Caine (*The Cider House Rules*) stars as the institution's hypocritical administrator. The film deals with the tumultuous relationship between religion and sexuality, as well as the morality of sex. Its subject matter is especially pertinent today in the United States, where we square off on those very same issues. It was interesting to see the debates played out in the atmosphere of Post-Revolution France. The performances, as you would expect from such a talented group of actors, are certainly some of the film's strong points. Geoffrey Rush again proves his versatility and brilliance as an actor in the role of de Sade. Definitely watch this

film for an Oscar nod.

A more recent film, just released in the United States, is the Chinese fantasy *Crouching Tiger, Hidden Dragon*. Starring Chow Yun-Fat (*The Replacement Killers*, *Anna and the King*) and Michelle Yeoh (*Tomorrow Never Dies*) as students of a mystical fighting style, this movie is just plain fun. It is subtitled, but that does not hamper the enjoyment of the film. The story centers around a sword that has seemingly magical powers and the attempt by an evil arch-nemesis of Yun-Fat's to use it to defeat him. The fantasy elements allow for *Matrix*-esque weightlessness and some of the most impressive fight scenes ever seen in an American cinema. The movie is fun to watch and has an interesting story to it, making it a definite pick to check out.

Finally, I got the chance to see the highly publicized *Cast Away*, which marks the second time star actor Tom Hanks and director Robert Zemeckis have paired together. They last combined their efforts in *Forrest Gump*. Unless you have been stranded on a desert island for the last four years, (I could not resist that one, forgive me), you have probably heard of the premise. Hanks' character, Chuck Nolan, is the only survivor of a plane crash in the Pacific and ends up alone on a desert island for four years. The movie, which was billed as an unconventional film being that a good forty minutes of it contains no dialogue, does work. There are no "Gilligan's Island" gimmicks here. Tom Hanks, as always, delivers a strong performance which really conveys the emotion of his character's unique experience. Hanks had to lose fifty pounds during a break in shooting, during which director Zemeckis took time out to make the summer's Hitchcock-inspired thriller *What Lies Beneath*. Hanks' physical transformation is shocking, and really adds to the impact of the story. The film is entertaining, and

I would definitely advise seeing it while it is still in theaters.

Other movies to keep an eye out for are: Steven Soderbergh's *Traffic*, Gus Van Sant's *Finding Forrester*, and the historical drama *Thirteen Days*.

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exaggerated. "Studios Lucy," performed by junior Amanda Andersen, depicted Lucy when she regained her focus. Senior Lauren Ciulla played "Enchanted Lucy," who begins falling in love with Sebastian. "Lucy in Love" was played by Goldin, who did a superb job in her duet with Magel III. Unfortunately, though, Sebastian left for Europe, and "Disappointed Lucy," Orellana, went back home. "Despondent Lucy," another part played by Fradelakis, did a fabulous job of returning full circle to where she once was.

The entire show was dazzling. Filled with beautiful choreography by the class' dance teacher, Ms. Jo Ann Miles, and spectacular performances, the Dance and Literature class should be very proud of its performance. The audience also seemed to really enjoy the performance, as each dancer provided his or her own style to their solos. Complete with falling snow at the end, the show was magnificent. The second semester Dance and Literature class will perform a similar show in June.

Concert proceeds benefit Justin Bakst Memorial Scholarship

by Gina Farinaccio

The Port Washington Youth Council will sponsor a rock concert to benefit the Justin Bakst Memorial Scholarship Fund and remember Justin Bakst, the Schreiber alumnus who was killed in the tragic automobile accident on Thanksgiving night. The show will be held tonight, January 19, at the Teen Center in the Landmark on Main Street at 7:30 p.m. The concert will feature many bands from Port Washington. The Third Person is a ska band featuring seniors

Jon Bond, Jon Johnert, Drew DiFonzo-Marks, Dave Regan and Ed Trabulas and sophomore Joe Austerweil. The members of White Road Monolith, a rock band, with juniors Jordan Davis and Henry Magel III, and Jeff Platt, will also be playing with Envy Overcome, a melodic punk band composed of juniors Vinny Costa, Paul Fishkin, Matt Mondell and John Zanakis. In addition, F.A., a hard rock group with JP Leonardie, seniors Nathaniel Otte and Joe Santoro and sophomore Jordan Braunstein; and Freshly Baked, a pop-punk ensemble featuring sophomores Andrew Blanchard, Jon Levine and Tim Yen will be featured.

When the students brought up the idea, Teen Center staff member Sarah Pinner was intrigued, because her brother had been a friend of Justin's, and

she knew him well. Further discussion of the concert led to support from the Teen Center's Leadership Group, as well as Teen Center staff Cristina Glavas and David Powers.

The concert will have two sets with an intermission between them. The bands are sharing equipment and helping each other with setting up and taking down equipment to help speed the transitions between acts. Tickets will be pre-sold for five dollars and will cost seven dollars at the door.

Teen Center executive director Regina Farinaccio stated, "Like many successful programs for teens, this show was initiated by the teenagers themselves. Justin's death has had a tremendous impact on his friends and fellow students and they were anxious to do something in his memory."

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VIKING SPORTS

Girls' basketball surpasses expectations

Lady Vikings begins season winning seven of nine games

by William Kang

The girls' varsity basketball team began the season with seven consecutive victories. The Lady Vikings swept through the preseason, taking home championship trophies in both the Lady Vikings Tip-off Tournament and Manhasset's Barbara Hoffman Tournament.

The Lady Vikings, seeded fourth in the conference in preseason rankings, faced third-seeded South Side on January 12. Junior captain Sarah Walsh entered the game with 976 career points, only twenty-four points from the 1,000-point milestone. However, Walsh was more focused on the game than on individual accomplishments.

"I just want to beat South Side. They have a history of beating us, like last year during the boys' soccer playoffs," Walsh commented. "I won't be treating this game any different than any other game besides the fact that we're playing South Side."

Unfortunately for Port and for Walsh, South Side escaped with a narrow 44-42 win. Walsh was held to thirteen points, leaving her eleven points shy of 1,000.

Port faced fifth-seeded Calhoun on January 9. Port was coming off its first loss of the season, a 21-point defeat at the hands of Valley Stream Central.

Coach Stephanie Joannon stated, "We knew it would be a tough game against Calhoun. They're going to win a lot of games this season."

The Lady Vikings used a 13-6 run in the second quarter to take the lead for good after trailing 10-8 at the end of the first quarter. The team's pressure defense forced the Colts into many turnovers and easy baskets for Port.

"This was the first game this year where we used the full-court press. We mixed up the defense this game and showed different full-court and half-court sets," Joannon said.

Port went on a jump-shooting streak in the fourth quarter to put the game away. Sophomore Deirdre O'Connor and Walsh hit back-to-back three pointers to extend the lead to 41-30. Freshman Danielle Gil also made a long two-pointer to make any chance of a Calhoun comeback improbable, giving Port a 45-32 lead.

Joannon commented, "Calhoun was the first team we played all year that used a zone defense. Usually when we play teams with man-to-man defense, we can get the ball inside to our forwards, but this game we had a lot of shots from the perimeter. This win was huge for us, since we have such a difficult schedule, we have to get as many wins as possible in the beginning of the season."

Port won the game handily, with a score of 58-46. It was Port's second conference win in three games. Walsh led



Junior captain Sarah Walsh (12) looks to make a pass into the post with junior Molly Catchen (31) trailing. The team earned its second conference win of the season against Calhoun on January 9.

all scorers with 26 points, and sophomore Lisa Vogeley had 11 points.

Port lost to Valley Stream Central on January 5. This team knocked Port out of the county playoffs last year in the first round. Even after a seven-game winning streak up to that point in the season, Port knew that it would be a tough game.

Walsh, the team's leading scorer, faced a box-and-one defense from Central, and was held to a season-low seven points. Vogeley led the team with eighteen points.

"We knew Valley Stream Central was a good team, since they're ranked second in the conference. Since they used a box-and-one against Sarah, other people had to pick up the scoring slack," Joannon said.

The team took its 6-0 preseason record and won its first Conference II game against Lawrence. The team won in overtime, 43-42. Sophomore Paris Michel, who recently moved to California, made both ends of a one-and-one with fourteen seconds left to give Port a one-point lead.

Walsh led the team with sixteen points. Michel and Vogeley each chipped in eight points.

The team's tough schedule will not let up, with games against top-seeded Elmont and a rematch with second-seeded Valley Stream Central remaining.



Walsh attempts to start a fast break. The two-year captain finished with 26 points against Calhoun.

Boys' varsity basketball rebounds from dismal preseason performance

by Dave Whittemore

The Vikings are dispelling preseason fears with their fantastic playing thus far this season. The team had a record of 2-3 in the preseason, and its inexperience was clearly visible as it consistently allowed its opponents to achieve huge leads in the early game, forcing the Vikings to play catch-up.

However, when league play began, the players began to feel more confident and were able to defeat a tough opponent.

On January 9, the Vikings played the East Meadow Jets, a team superior in height to Port. The team played great defense, stopping the larger East Meadow players from penetrating the key. It also applied pressure with press tactics and forced East Meadow to take outside jumpers that it just could not make. The Vikings used their speed and outside game to defeat the Jets, 52-43.

Junior Pat Mulqueen led the offense by scoring nineteen points, including five 3-pointers, as well as six assists. Junior Angelo Ferruci also had a great game, with fifteen points and fifteen rebounds.

The Vikings began the game aggressively, gaining a lead of 9-4 on the strength of perimeter shots from Ferruci and Mulqueen. East Meadow then began to mount a comeback, bringing the score to 15-13, in favor of Port.

In the second quarter, Port pulled away after East Meadow's offense was unable to use its size advantage to score inside shots. Port forced East Meadow

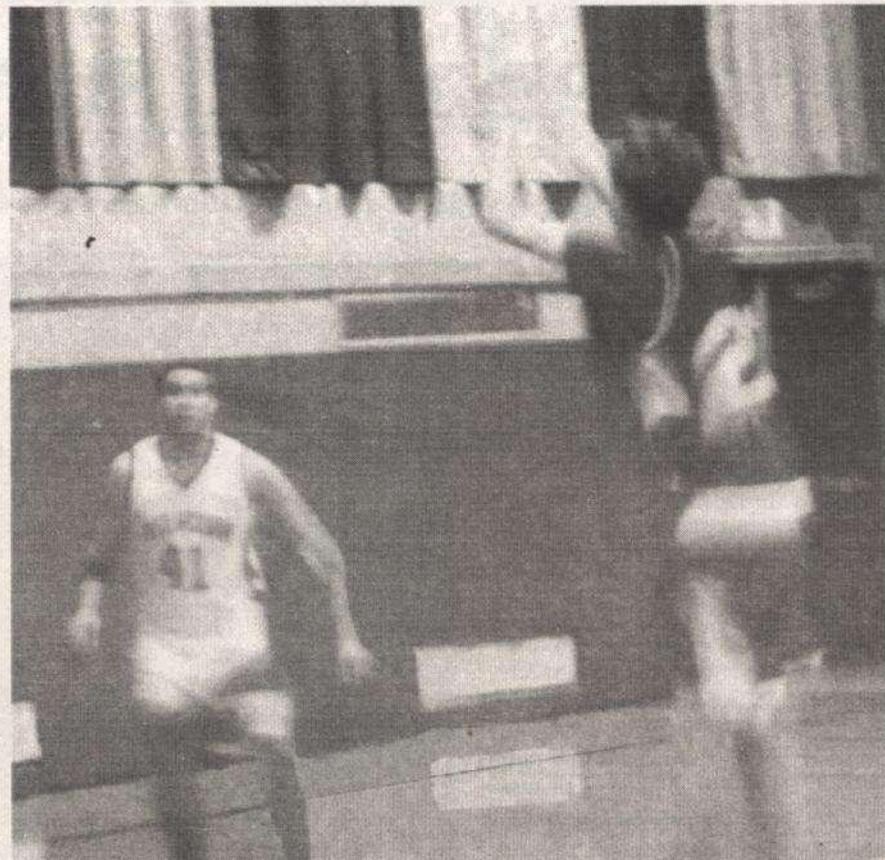
to play an outside game, which is not its strength. Meanwhile, Vikings offense, led by sophomore point guard Ray Ross, continued to rack up points with outside shots.

In the second half, defense became the name of the game. Both teams seemed to wear down, as East Meadow was only able to score four points during the whole quarter. Port scored nine points and increased its lead to 39-26.

The fourth quarter was entirely different. East Meadow became much more aggressive, and actually managed to outscore Port. The Jets made a last ditch effort at the end of the game, closing the gap to six points. Yet the Jets' tactic of fouling Port players to give them more time backfired as Port scored on many of its free throw attempts.

Besides Mulqueen's nineteen points and Ferruci's fifteen points, Ross also contributed with ten more, including a 3-pointer. Junior Phil Guillaume also pitched in another five. Junior Eric Mandelkern contributed early in the game, but was forced to leave due to back problems.

The team lost to Farmingdale, 62-42, in the first league game on January 5. Farmingdale, one of the best teams in the conference, outplayed Port, particularly in the first half, as it outscored Port 38-22. The Vikings then attempted to make a comeback, but were outscored by two points in both the third and fourth quarters. Team leaders for the first game of Conference A-II for Port included both Ross and Ferruci with ten points each, and Guillaume with seven.



Junior James Metham takes a shot in a game against East Meadow on January 5. The Vikings won, 52-43, bringing their league record to 1-1.

The Vikings competed in the Baldwin Holiday Tournament on December 27 and 28. Port came in third place out of four teams. After losing to Baldwin in the opening game, 66-48, Port easily defeated Glen Cove, 62-47 in the consolation game.

Mandelkern was the star of this game with eighteen points, eight rebounds, and six assists. Ferruci added ten points, fourteen rebounds, and five assists.

Other preseason games included a 55-35 loss to Island Trees and a 49-31 victory against Friends Academy.

Boys' bowling team improves with experience

by Min Suh

This year's varsity boys' bowling season has been nothing less than a rewarding experience. The team is quite young, made up of sophomores and one freshman.

Its record stands at three wins and six losses, which is better than last year. The team was off to a slow start at first but the wins started to roll in. Although the team captain is sophomore Jesse Segal, the team unanimously agrees that sophomore Jeffery Byrne is the most skilled player on the team.

The season started off with losses against both Garden City and Manhasset. The tables turned as Port found themselves on the board with one win against Great Neck North. Port then played a tough game against Oyster Bay, but lost. Port came back and grabbed another win against Locust Valley. Port faced Garden City, but again lost. The team then clashed against Manhasset and took home the win. Great Neck North and Port met again, but this time the results were not in Port's favor.

Despite the team's age and level of experience, it is progressing steadily. The team should mature and gain experience as it continues its season.

Girls' JV basketball gets off to a solid start

by Min Suh

The girls' junior varsity basketball team has kicked off a great season. Last year, Port had a spectacular record of 14-3 at the end of the season.

This year, it holds a 3-2 record. The team has two returning sophomores, captains Danielle Russo and Lindsay Werson. In the preseason, Coach Liz Hutchinson hoped for a strong season as the players showed strength, and worked hard during practices.

This year the schedule pits more competitive teams against Port, but that should not prevent it from being able to dish out wins. Port started off the

season with a win against Plainview on home turf with an intense and exciting game.

After that win, the Lady Vikings went out to the Freeport Tournament looking to take home the win but fell in the first round to Wantagh. Port then made up for the loss to Wantagh by defeating Roslyn in the consolation game on the following Tuesday. Port then grabbed another stellar win against Lawrence after a week of practice. The following game against Valley Stream Central resulted in a loss.

At the end of the month, Port will have the chance to face Valley Stream again and tack revenge. The team seems to be progressing nicely despite some struggles against tougher teams.



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Young gymnastics team leaps for success

Team wins in competition against Carle Place, 139-131.9

by William Kang

When people think of a high school varsity sports team, they usually think that it is upperclassmen that make up the majority of the squad. However, this year's varsity gymnastics team is the exception with no juniors or seniors on the seven-person roster.

This means that at this time of the year in 2003, there will be no loss of team members to graduation.

The team is made up of three sophomores, three freshmen, and one eighth-grader. The team's top three point-scorers returned from last season.

Sophomore Sammantha Moskowitz, who received an all-county honorable mention, all-conference selection freshman Alanna Bares, and all-conference selection eighth-grader Lindsay Blaine are all back as all-around competitors. Sophomore Wendy Kline also is an all-around competitor for Port, competing in all four events.

Coach Jeannine Cuttita leads the young team. She said, "Our team is small and steady. I'm happy with how much we've progressed this season. At this point in the year, we're scoring higher than we did last year, so that's good for our competitions."

On January 12, the team went up against Carle Place, and won 139-131.9. Moskowitz won the all-around (31.5) to lead Port. Moskowitz also took first in vault (8.1), high bar (7.2) and floor exercise (8.7).

Port narrowly lost to Cold Spring Harbor, 143.65-142.95, on January 8. Bares led Port with a 31.45 in the all-around, but it was not enough to beat Cold Spring Harbor.

Although the team is small, inexperience should not be a factor because most of the members have been competing in gymnastics for many years. The team, as it continues to gain experience, will be a top contender in all of its Nassau County competitions.



Sophomore Samantha Moskowitz prepares for the uneven bars in a competition with Carle Place. She won the all-around with a score of 31.5 to lead Port to victory.



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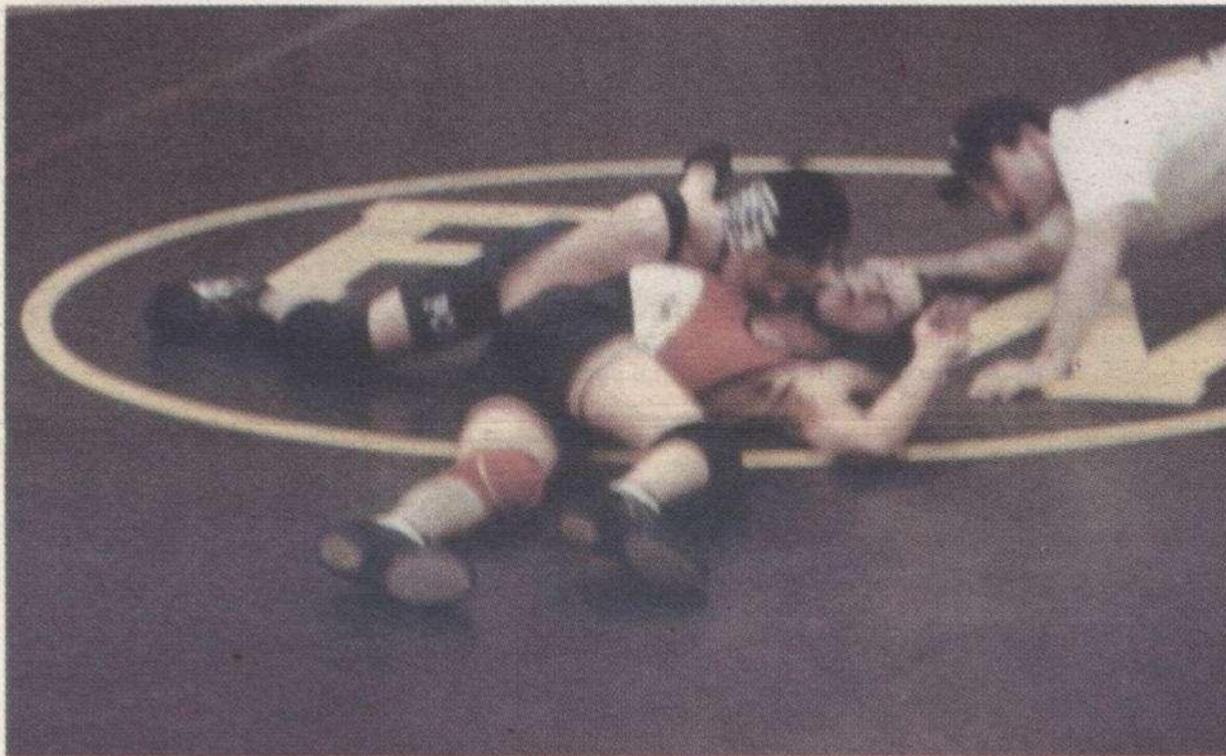
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VIKING SPORTS

Varsity wrestling pins competition to the mat

Vikings' latest win moves Coach Busby to 15th place for all-time most wins in New York State



Sophomore Jonathan Latzman attempts to pin his opponent in Port's match against South Side on January 5. His win broke a 9-9 tie and allowed the Vikings to break away to a 46-12 victory.
(All photos by Timothy Koo)

by Timothy Koo

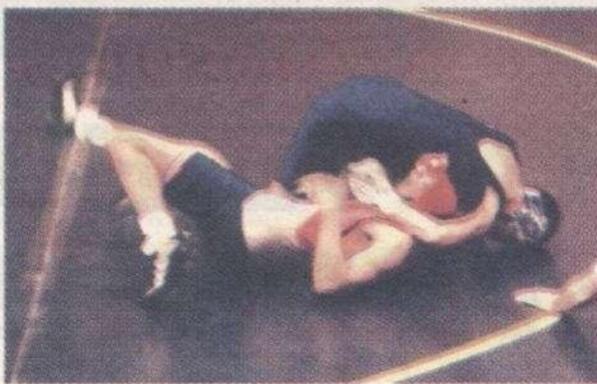
The varsity wrestling team is having an exceptional season, improving its league record to 2-0 on January 10 with its match against Great Neck North. Port has also won its past three non-league games and looks to be a strong contender for the upcoming Conference IIB playoffs.

Looking back on the first tournament in the beginning of the season when the team finished a dismal eighth, senior Jose Galeano stated of the team's current success, "We're finally there, right where we're supposed to be."

Port demolished the Great Neck South Rebels, 66-12 on January 10. Starting with sophomore Ned Bechtold (112 lbs), Port racked up eight consecutive wins, all with pins, before its streak was broken during senior Steve Tartaro's (171 lbs) match. Senior Owen Lennon (215 lbs) finished off his opponent with a pin in the first quarter to finish the match in Port's favor, 66-12. Lennon remarked, "They were no challenge; their skill level was not even close to ours."

Port started its league season off with a bang on January 5. Besides flattening South Side 46-12 in the league opener, the win was Coach Busby's three hundred twentieth, tying him for fifteenth place for the most wins in New York State wrestling history.

Port took an early lead against South Side when

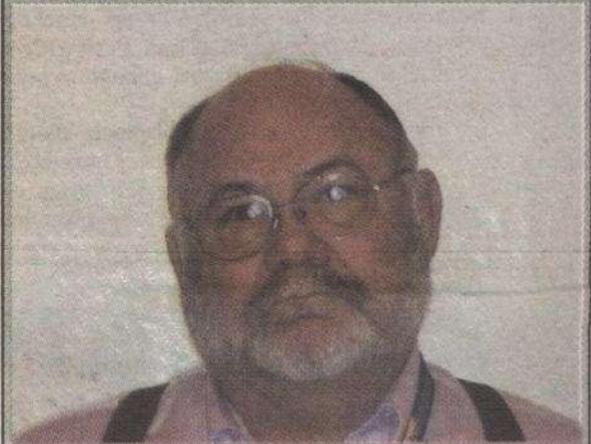


Senior Jose Galeano takes his opponent to the ground in the meet against South Side. He remains undefeated in league games.

sophomore Chris Kitley (119 lbs) pinned his opponent with a cradle forty-five seconds into his match to put the Vikings up 6-3. In a nail-biting match, senior Nick Clemente (130 lbs) scored the last five points of the third quarter to squeak by his opponent 15-14 and pull Port even with South Side, 9-9.

Clemente's match was the first of a five match winning streak by Port, which included a pin by Galeano (140 lbs) in a minute and thirty seconds and a pin by Carlos Perez (145 lbs) three minutes into his match. In the last match of the meet, Lennon (215 lbs) pinned his opponent in three minutes and

Coach Spotlight: Mr. Bob Busby



by Timothy Koo

With Port's victory over Great Neck South on January 10, Coach Busby of the varsity wrestling team moved into fifteenth place for the coaches' all-time most wins record in New York State. This latest honor was the culmination of more than thirty-five years of successful coaching and was an incredible achievement.

Busby started coaching wrestling for Port Washington in 1965 after a brief one year stint at Manhasset. Looking on his coaching career, Busby stated, "Port wrestling has improved considerably since I first started coaching here." The improvement has been apparent; Busby has a total win percentage of .706 with a record of 320-133 and has not had a losing season since 1973. His key to success is simple. "Hard work and discipline, that's what the sport is all about," explains Busby.

As for this year, Busby anticipates another winning season. With a league record of 2-0 and a three game winning streak in non-league games, this season looks to be another notch in Busby's long, illustrious belt of a coaching career.

thirteen seconds to finish the league opener in favor of Port, 46-12.

Similar to its remarkable performance in the league games, Port has also done well in the non-league, winning its last four games. In its dual matches against Great Neck North and Wheatley on January 4, the Vikings defeated both teams, 46-20, 40-18 respectively. On December 12, Port only allowed one match to slip from its grasp as it claimed victory over Manhasset with a score of 46-3. On December 20, Port did what it has been doing all season and won its match against Hicksville, 42-18.