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The Schreiber Times



Paul D. Schreiber High School Port Washington, New York Volume LI No. 7

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Monday, March 17, 2001

2001

Whereas American women of every culture, class, and ethnic background have made historic contributions to the growth and strength of our Nation in countless recorded and unrecorded ways:

Whereas American women have played and continue to play a crucial economic, cultural, and social role in every sphere of the life of the Nation by constituting a significant portion of the labor force working inside and outside of the home:

Whereas American women have provided a unique contribution throughout the history of the Nation by providing the majority of the volunteer labor force of our Nation:

Whereas American women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our Nation:

Whereas American women of every culture, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement:

Whereas American women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all:

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued, in the literature, teaching and study of American history:

Now, therefore, be it resolved by the Senate and House of Representatives of the United States of America in Congress assembled, that March is designated as "Women's History Month."

The President is authorized and requested to issue a proclamation calling upon the people of the United States to observe this month with appropriate programs, ceremonies, and activities.

Cover design by Hillary Broder, Vaishali Jain, and Andrew Montalenti

News Briefs

Twelve suspended for alleged drinking

Twelve girls were suspended for allegedly drinking before school on March 3.

At approximately 1:30 p.m. on Friday afternoon, Assistant Principal Mr. Carmine Matina received word that a group of girls had been drinking at someone's house prior to arrival at school. The girls who were believed to be involved were brought in and questioned. Many indicated that they had unknowingly sipped lemonade that had been spiked with alcohol. Of the girls questioned, some denied any involvement with drinking, while others admitted to taking a few sips of the beverage.

The twelve girls who were suspected of drinking alcohol were initially suspended for five days and were prohibited from competing in the Sports Night competition. However, this had an immediate backlash, and on Friday night, a group of parents and Sports Night participants gathered in the school to rally against the original decision. After listening to the parents and participants, Principal Dr. Sid Barish decided to revoke his decision and allow the girls to compete in Sports Night with the agreement that the girls would still be suspended for a five-day period. Dr. Barish decided to count the two snow days as part of their suspension because he felt that the point had been made. Continuing it over into another week would be unnecessary.

Dr. Barish believes that the "association of alcohol to good times needs to be broken." He hopes that these girls and the entire incident will serve as a lesson and an example to others. Furthermore, Dr. Barish believes that alcohol does not need to be involved with an event as exciting as Sports Night. He commented, "Why they would need alcohol to contribute to that sense of excitement mystifies me."

Schreiber places at moot law tournament

Schreiber won third place all around at a moot law tournament at Locust Valley on March 2.

Seniors Justin Berkowitz, George Gerstein, Mark Hiller, Eden Kasle and Amy McDonald, and sophomore Jonathan Michaels participated in two cases, *Griswold vs. the State of Connecticut* and *Cruzan vs. Missouri*. The team's next tournament will take place at Syosset on April 21.

-Jennifer Schmirer

Researchers observe robotics competition

The science and math research classes, accompanied by research advisors Ms. Elaine Labrocca and Ms. Phyllis Serfaty, took a field trip to Suffolk Community College to observe a robotics competition on March 9. The two-day competition featured teams of students operating robots.

These robots, built by the teams, were made to perform tasks, such as placing balls into certain tanks and placing a seesaw all within a time limit. Four robots from four teams worked cooperatively to perform the tasks but were judged individually.

-Ritesh Chatterjee

HRC sponsors week to promote student relations

The Human Relations Club (HRC) held its annual Human Relations Week on March 13-16. The week supports spreading knowledge of various cultures and getting students to interact with each other.

Human Relations Week began with a quiz to test students' knowledge about other cultures. The HRC gave out questionnaires compiled by the HRC and International Club and provided candy for the students who took the survey.

On March 14, the HRC sponsored Pay It Forward Day based upon the movie and other projects completed by the Pay It Forward Foundation. The purpose of this was to spread thoughtfulness through Schreiber and students were encouraged to perform acts of kindness for others. Rather than paying the favor back, they were encouraged to pay it forward. These acts of kindness include sharing food, helping a classmate who has difficulty with a particular subject, or even holding a door open for someone. When students performed these acts, they were given a business card to post on the Pay It Forward board in the cafeteria. At the end of the week, all of the signed cards will be entered into a raffle for a thirty dollar gift certificate to HMV.

Concluding Human Relations Week will be a concert today, with a band from our high school. Members will also hold a bake sale.

-Lindsay Levin

Cultural Arts assembly coming March 19

The Cultural Arts Committee will be hosting an assembly featuring Afro-Cuban music on March 19. Bobby Sanabria will be performing "Clave: Roots and Rhythm of Afro-Cuban Music."

Sanabria was raised in "Fort Apache," a section of the Bronx, by his Puerto Rican immigrant parents. He is the first Puerto Rican to graduate from the Berklee College of Music. Sanabria was nominated for a Grammy last year and has been featured on many albums as well as three PBS specials. The Boston Globe acclaims, "Sanabria is one of the most informed, astute, and passionate champions of Afro-Cuban music today."

Assistant Principal Dr. Rita Albert notes, "We are looking forward to this assembly. We have gotten great groups in the past from cultural arts and they have always been well received."

-Sam Salkin

Schreiber will celebrate Shakespeare Day

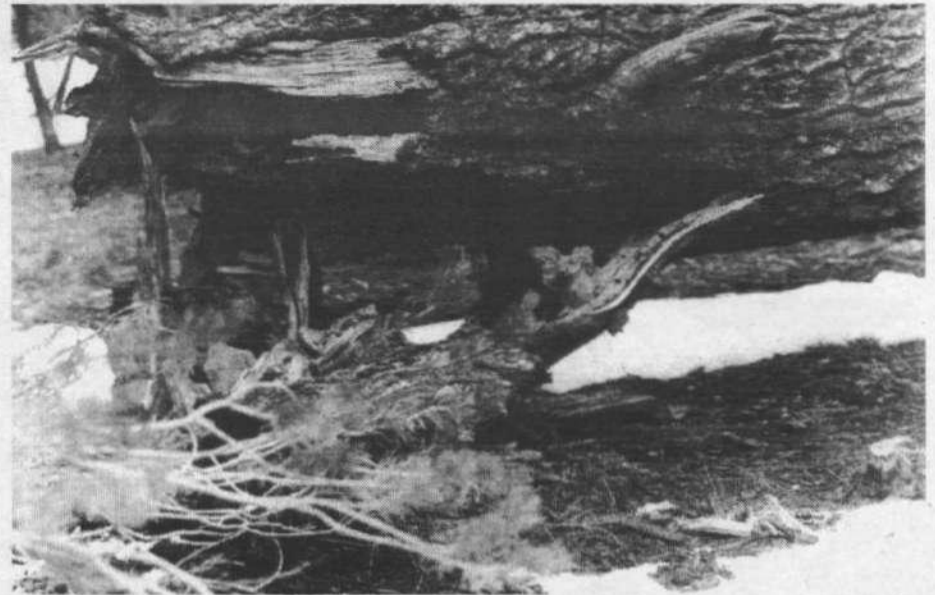
Schreiber will celebrate William Shakespeare's birthday with the annual Shakespeare Day on April 23.

The English department offers many ways of getting involved and all students and faculty are invited to join in the festivities. Some of the options are creating a mask of a Shakespearean character, writing a sonnet, or performing a scene with friends. Prizes will be given for the best masks, scenes, and sonnets.

English teachers Ms. Sari Schulman and Ms. Donna Valenti and juniors Charlotte McCorkel and Myung-Hee Vabulas are coordinating the event.

-Julia Bernstein

Photo Gallery



This photo was taken by junior Verity Jaggar on a walk around the Grand Canyon. Jaggar, a student in the photo two class, said she was inspired by the uniqueness of the setting.

Guide to the cover

1. Jackie Kennedy Onassis
2. Elizabeth Cady Stanton
3. Oprah Winfrey
4. Sacajawea
5. Tina Turner
6. Lisa Leslie
7. Susan B. Anthony
8. Cher
9. Madonna
10. Whoopi Goldberg
11. Toni Morrison
12. Mother Teresa
13. Jane Adams
14. Hillary Rodham Clinton
15. Emily Dickinson
16. Aretha Franklin



The Senate Proclamation designating the month of March as "Women's History Month"

Whereas American women of every culture, class, and ethnic background have made historic contributions to the growth and strength of our Nation in countless recorded and unrecorded ways;

Whereas American women have played and continue to play a critical economic, cultural, and social role in every sphere of the life of the Nation by constituting a significant portion of the labor force working inside and outside of the home;

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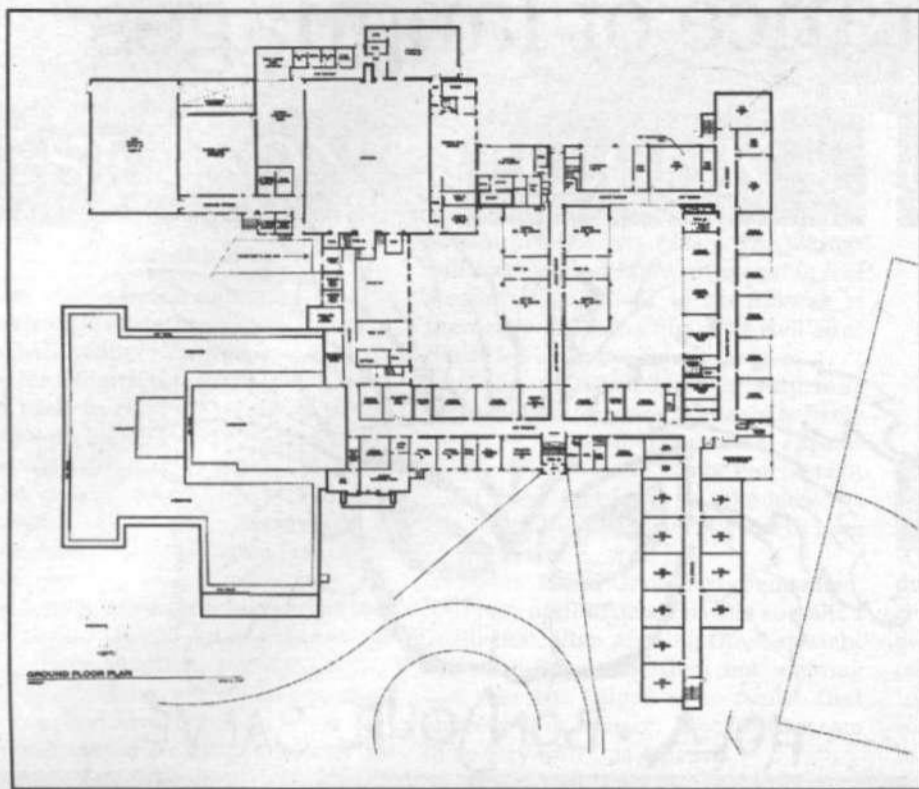
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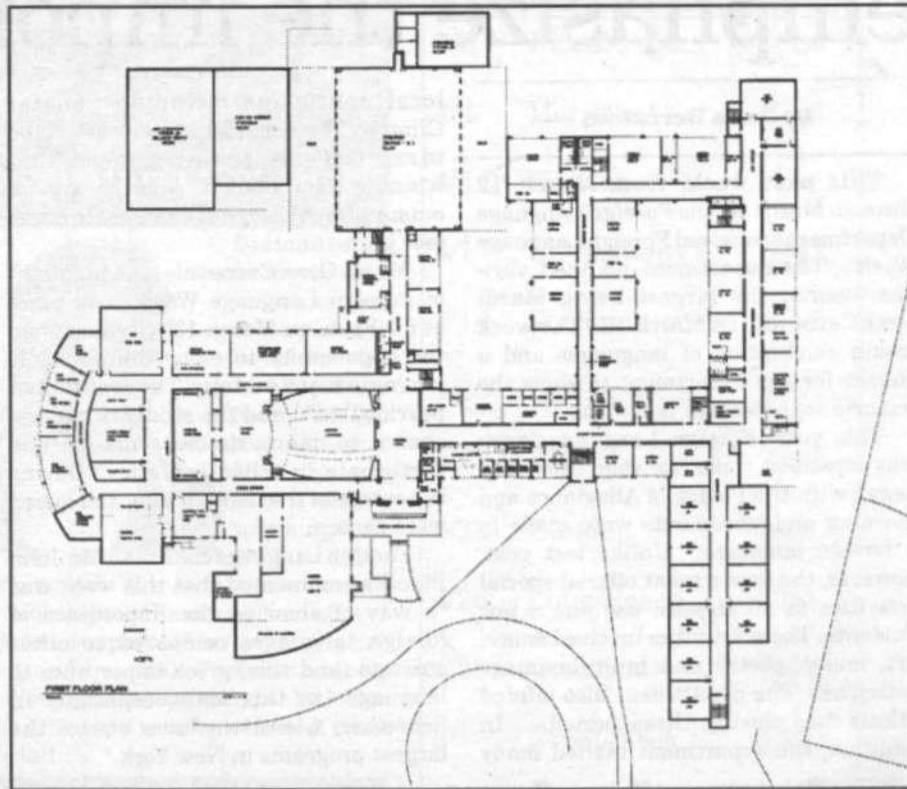
Cover by Hillary Broder, Vaishali Jain, and Andrew Montalenti

Proposed Schreiber plans for vote on March 20

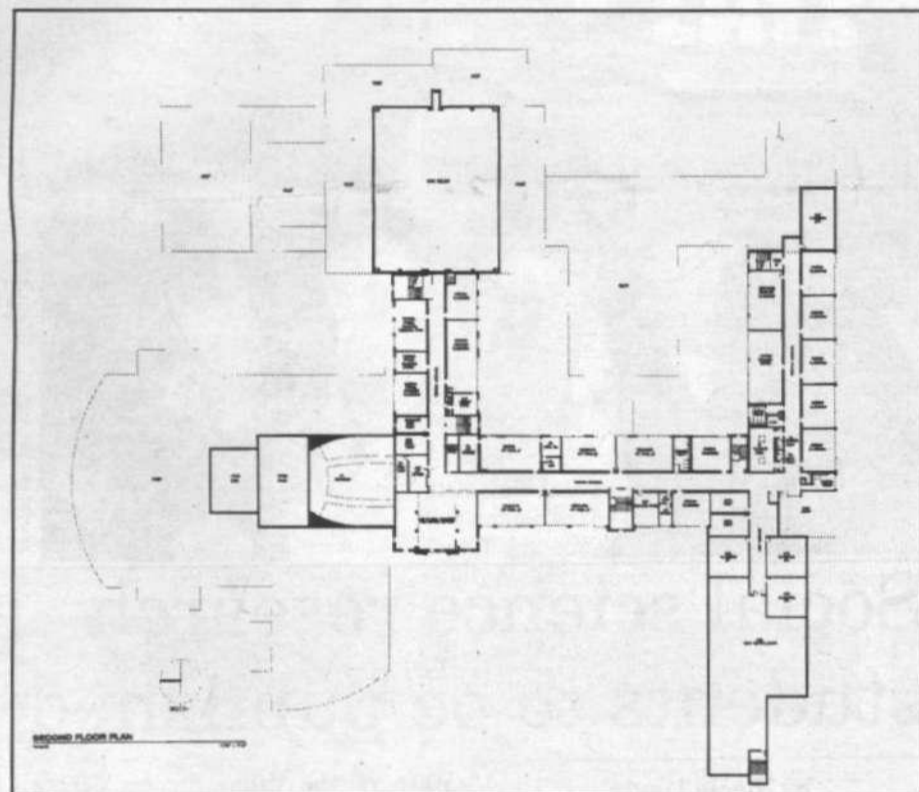
Ground Floor



First Floor



Second Floor



These plans were developed by the Spector Group and the following are major additions and renovations in the Schreiber High School bond proposal. On the ground floor, ten classrooms and two bathrooms will be added in the front. Three science rooms will be built in between the present foreign language and biology rooms. A mezzanine in the auxiliary gym will be added to provide extra storage space and a new six thousand square foot gym will also be built next to the auxiliary gym.

On the first floor, the cafeteria will be increased in size in order to accommodate approximately five hundred fifty students. The faculty dining facility will move to the current chorus room and double in size. Furthermore, the area above the three science rooms will contain two science rooms. A suite with offices for the principal, two assistant principals, the social worker, and the psychologist will line one side of the hallway. On the other side, another suite with guidance offices and conference rooms will be added. The medical office, which will be expanded, will be located at the end of the hallway. The photography room will expand into the current prop room, which will be relocated. All offices will be torn down and be rebuilt in a new section of this area. This will allow for the expansion of the orchestra and band rooms. In order to accommodate the new technology program, the technology area will experience improvements. Bathrooms, a larger yearbook room, and a new choir room will be added. Moreover, a walkway approximately twenty feet by eight feet will be added which will display student artwork.

On the second floor, three special education rooms, five art rooms, and additional bathrooms will be added. In addition, a new library/media center will be constructed. The current library will be changed into a student commons. This area will possibly contain vending machines or carts from the cafeteria where students could eat various foods.

Plans from www.portnet.k12.ny.us

Senior researchers advance to St. John's Finals

by Adam Carron

Ten students from Schreiber have advanced to the finals of the Long Island Junior Science and Humanities Symposium, which is scheduled to take place at St. John's University on March 23.

The finalists from math, science and social science research are seniors Jessie Beatus, Leah Hamburg, Danya Heller, Mark Hiller, Jacob Silberstein, Roxanne Tingir, Eric Van Nostrand, Gopal Vemuri, Brandon Woolf and Matt Yukelson.

The U.S. Army, Air Force, and Navy are sponsoring the Junior Science and Humanities Program. The program now offers \$343,000 in undergraduate scholarships. The best research paper in the Long Island region will be granted a \$4,000 scholarship, which can be utilized at any college or university in the United States.

The two best research papers will be selected during the symposium. They will then be sent to the National Junior Science and Humanities Symposium, which includes over three hundred students and teachers from forty-five regional symposia representing forty-eight different states. The top research

paper selected for the Long Island Symposium will be entered in a competition with the best papers from each of the other regions.

This competition is different from most because the students make oral presentations on their papers to a small group of people that includes one judge. The students use either overhead projectors or Microsoft Powerpoint to aid in their presentations.

There will be eight first place prizes of \$16,000 in undergraduate tuition scholarships. These students will represent the United States at the London Forum, an International Exchange program bringing together four hundred

participants from sixty different nations. There will also be eight prizes for the runner-ups, consisting of \$6,000 in undergraduate tuition scholarships. Finally, there will be eight third place prizes, which are composed of \$2,000 in undergraduate tuition scholarships.

Ms. Phyllis Serfaty, head of the science research program, stated, "I wish all the finalists good luck on their presentations. I know that each of these students has the qualities of a finalist and they deserve to be where they are."

Hiller exclaimed, "I am flabbergasted!"

Foreign Language Week and Mardi Gras emphasize the importance of languages

by Julia Bernstein

This past week, from March 12 through March 16, the Foreign Language Department sponsored Foreign Language Week. The department planned various events, the largest being Mardi Gras/Carnevale on March 13. The week was a celebration of languages and a chance for the department to show the importance of foreign languages.

This year, Foreign Language Week was expanded. Like last year, every day began with the Pledge of Allegiance and morning announcements were made in a foreign language. Unlike last year, however, the department offered special activities to all classes, not just a few students. These activities involved dance, art, music, poetry and multi-language activities. The department also offered ethnic food during these periods. In addition, the department invited many

local politicians including Senator Clinton. The department was motivated to expand Foreign Language Week after winning the James E. Allen award for outstanding Foreign Language Program last year.

Mardi Gras/Carnevale, the highlight of Foreign Language Week, took place at 6:30 p.m. on March 13. Students had the opportunity to enjoy dinner while joining in many contests. The department provided a DJ and the students had the chance to dance, decorate masks, and participate in trivia contests. During the course of the night, a king and queen were chosen.

Foreign Language chairman Mr. John Placella commented that this week was "a way of showing the importance of foreign languages compared to other subjects [and this] gives importance to languages in this state, especially in Schreiber, where we have one of the largest programs in New York."



Hillary Broder

Blood drive benefits local hospitals



Vanessa Shkudin



Vanessa Shkudin



Courtesy of blood drive staff

Clockwise from bottom: Math teacher Mr. Jeffery Lesser waits patiently as a nurse preps his arm for blood donation. Senior Jackie Weiner and junior Lauren Honig fill out health forms before giving blood. Senior Spencer Bodner and junior Lauren Honig pose with blood drive coordinator Ms. Annette Keenan.

Social science research students to be published

by Nicole Tingir

Three sophomore social science research students, Caroline Axelrod, Jeremy Francis and Max Sokol, were recently chosen to be published in the Long Island Historical Journal (LIHJ). Axelrod and Sokol will be included in the fall issue while Francis will be featured in the spring.

Axelrod's paper is entitled "Black Migrant Workers on the East End of Long Island in the 1950's and 1960's." She discusses how migrant workers, field workers who lived in the south and traveled up north with the harvest, often came to Long Island to find work. Axelrod commented, "I never thought I'd be published in anything besides *The Schreiber Times*! All my trips out to the east-end for interviews really paid off."

Francis investigates the religious conflict between small separatist religious groups and the Valley Stream School District, regarding AIDS education in his article, "Isolated in Suburbia:

Ware vs. the Valley Stream School District and the Commissioner of Education for the State of New York." When asked about his reaction to his success, Francis commented "I was surprised, happy, and thankful to Dr. O'Connor and my parents for helping me."

In Sokol's article, "Life and Work at the Port Washington Sand Pits: An Industry Never to be Forgotten," he writes about the importance and impact of the sandpits that helped build New York City and the Italian immigrants who worked on them. He explains, "With all the job dangers and low wages, the segregation from Port Washington society and the difficulty surviving, the sand-mine workers formed new lives that left a momentous impact on the entire Port Washington community."

Sokol is extremely excited about his recent accomplishment. He commented, "Even though it was hard finding the information, I learned a lot about our community's history."

Black History Month enriches students

by Sarah Morgan

Black History Month presentations were held to celebrate black achievements, as well as to educate students on the hardships blacks were forced to overcome, in the auditorium on February 12 and 14 and on March 12.

Ms. Joanna Featherstone, an actress who has performed worldwide, gave presentations entitled "Hold Fast to Dreams," on February 12 and March 12 in the auditorium. Featherstone started her March presentation with a Native



Christy Wurmsstedt

Featherstone passionately recites poetry by various African American writers.

American chant about kindness. She related this chant to the recent school shootings, and encouraged students to open their hearts. She also discussed Bill Cosby's son, who was shot. She stated, "We each have to take responsibility for our actions, for the words that come out of our mouths." She encouraged

students to remember the poems and stories that she recited with their heads, hearts, and hands.

Langston Hughes' poem "Dreams" was then performed vocally as well as in sign language. The audience then signed the poem and recited it with her guidance. Featherstone also performed Hughes' poem "Dream Deferred," from which the title of Lorraine Hansberry's play "A Raisin in the Sun" is derived.

Featherstone told the story that her mother had her when she was only fourteen years old. Her mother was kicked out of school and her dream to go to college and become a teacher was destroyed. Her mother's dream for her was to go to college, and she was given money. Her counselor told her that she was not college material, but her mother's dream became her dream as she graduated from the University of Kansas. She told students that they will not get through life without someone telling them they are not smart enough.

The work of Paul Laurence Dunbar, who put broken English into his poetry, was the next feature of Featherstone's performance. In this poem, a mother is trying to get her son, Lies, to wake up for school. After this poem, Featherstone responded to the audience's questions regarding her presentation.

Featherstone then recited Hughes' poem in which he asks where he can find the black section of the merry-go-round. She told a personal story of how her father was not given respect despite his status and was treated like any colored man. She also stated that as a young child she was forced to wear large shoes because she was not allowed to return shoes after trying them on.

Mr. Andrew Jackson, executive director of the Langston Hughes Library

in Queens, talked to students in the auditorium during period three on February 14. He explained that students do not learn enough about other cultures. He stated that teenagers are inheriting society's problems of a new president, a new government, and racial discrimination. Students have the responsibility to learn as much as you can about those you interact with in order to live together in peace and harmony. Mr. Jackson urged students to ask themselves what they can do to make the world a better place. Mr. Jackson posed the question, "What is an American?" as he explained that our history is still being interpreted.

He also noted that "there is not one of us that has only one culture" because we all have many cultures. Jackson was given an African name in 1994 that he believes is a reflection of who he is as an individual. He stated that knowledge is something one can acquire outside of a public institution. He utilized Malcom X as an example of someone who acquired knowledge through his reading while in prison.

Jackson explained that the institution of slavery was based on economics in which slaves had no rights. He also talked to students about the thirteenth, fourteenth, and fifteenth amendments, the Dred Scott case, and the practice of sharecropping.

Jackson utilized a video presentation in order to show the progress of the civil rights movement in four different areas of the country. In the 1950s, blacks participated in demonstrations and marches in Mississippi. In Selma, Alabama, the video showed Martin Luther King Jr.'s march to the capital as well as the way in which blacks were beaten and abused. The video also showed segregation in schools in Boston



Christy Wurmsstedt

Sophomore Rachel Klein thanks Ms. Joanna Featherstone for her performance on February 12.

in the 1970's, twenty years after the Brown v. Board of Education ruling. In 1965, Chicago was a setting for the fear and hate against blacks.

Human rights are still being violated, according to Jackson. He emphasized that this is a prevalent concern that the teenage generation must address. He explained that further progress is necessary as he is banned from speaking in many schools.

Jackson concluded by answering questions regarding his presentation and the image of blacks in the media. He also posed the question of why we celebrate Black History Month, and he stated that it is not fair that any human beings were treated as blacks were.

Three strikes and Gerstein is out Senior announcer loses power of the airwaves

by Jamie Sokol

Less than three months after being censored on the morning announcements, senior George Gerstein now finds himself fired.

After his "Joke of the Day" segment was banned in December by assistant principal Dr. Rita Albert, Gerstein has devoted himself to reinstating a lighthearted, humorous atmosphere each morning. However, Principal Dr. Sidney Barish, who claims that one of the announcements contained an inappropriate use of language, shut down Gerstein's efforts quickly.

On a morning following a debate team competition, Gerstein delivered an announcement praising a debater for his excellent performance. A sentence with which he chose to extend his congratulations landed him in the center of a heated debate. Gerstein asserts that the line he delivered stated that his classmate was a "masterful debater." Various students and faculty, including Dr. Barish, however, heard these words as "master debater," which was subsequently interpreted as improper use of language, and ultimately resulted in Gerstein's demise as the voice of Schreiber.

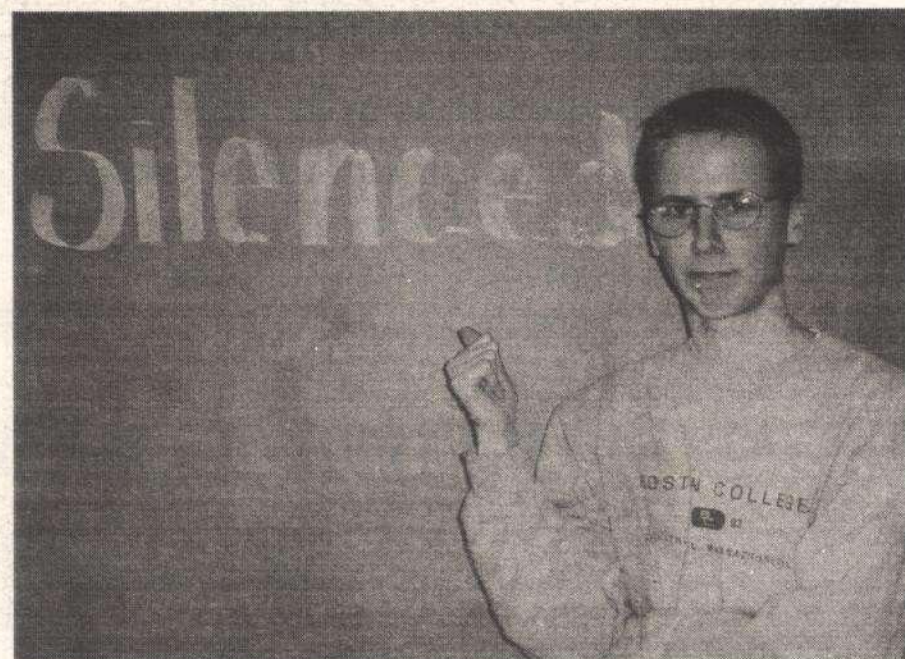
"George's ambiguous statement 'master debater' was just another attempt for him to be jocular," said junior Matt Hagel. "The succinct avowal was an acrimonious endeavor that portrays him as a disgruntled peer with guile." Senior Ed D'Agostino agrees with Hagel. He commented, "I don't possess a hearing impediment, and I find it clear that Gerstein stated 'master debater.' Certainly a comment such as this would be appropriate for a social setting with friends. However, common sense and good taste dictates that comments such as these are highly inappropriate and tasteless for an educational environment."

According to Gerstein, the line was delivered as "masterful debater," and was by no means delivered with ulterior motives. "I know exactly what I said," claims Gerstein. "We have now moved from censoring me for things I actually did say to what my intent supposedly was. Where is the line drawn? I shudder to think what will be next." Senior Becky Henderson defends Gerstein. She said, "I clearly heard him say masterful debater."

Petitions were circulated around the school to try to get Gerstein back on the P.A. Senior Stephanie Borris

commented, "I don't think George should have been kicked off the announcements just because people misconstrued what he said. He obviously didn't mean any harm, and clearly he shouldn't be

punished like this. In fact, George made the morning announcements more enjoyable—people actually paid attention when he spoke."



Jamie Sokol

Senior George Gerstein was fired from his job on the morning announcements when he delivered a comment that was deemed inappropriate.

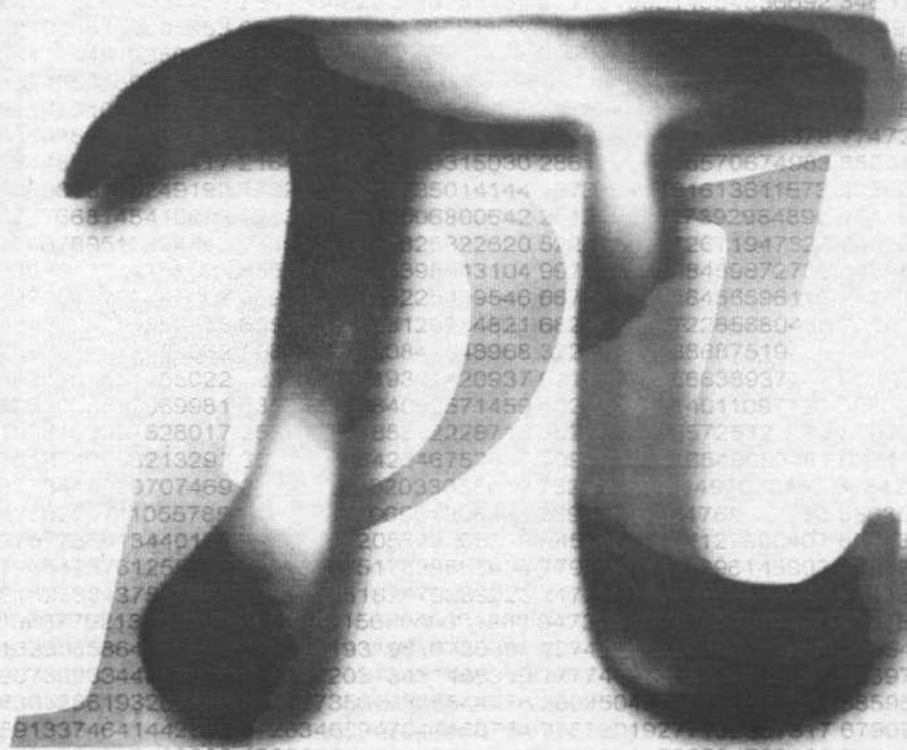
Students participate in Pi Day

by Max Sokol

The eighth annual Pi Day, with the theme of "Numbers in My Life," was held on March 14. The Goudreau Museum of Mathematics in Art and Science sponsored the contest. A special celebration for the contestants will take place at the Herricks Community Center on April 21.

There were many categories in which students could participate. Some designed posters that were judged on the original and creative use of this year's theme, accurate mathematical composition, artistic ability and neatness.

The next possibility was the art and modeling category. Students made solid models, which were judged on the basis of mathematical accuracy, level of difficulty, durability of the model, and inclusion of this year's theme. The option of creating a math puzzle was also in this category, as were diagrams explaining the solution. Tessellations and space-filling artistic designs were



yet another option for participation.

The third category was written and verbal expression, which included essays judged on relevancy to the theme, song lyrics that relate to the theme, poems, and video skits, all of which could be completed by either an individual or a group.

The first, second, and third place winners all received prizes, and all participants received a free slice of pizza on Pi Day.

Pi Day coordinator Ms. Valerie Siener remarked, "Pi Day is designed to stimulate the creative interest of students. This compels the students to use their imagination and actually enjoy the contest."

Sophomore Erica Burden, a Pi Day participant, commented, "I am happy that I chose to participate, and I am looking forward to seeing how my project does in the contest."

Freshman participant Adam Carron said, "There are so many ways to participate in Pi Day and this variety makes it enjoyable for many."

Andrew Montalenti



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Debate Team attends tournament at Harvard

by Ryan Hare

The debate team competed at Harvard in one of the largest competitions in the country on February 16.

Six hundred students from all over the country participated in the debate portion of the competition. Seniors Justin Berkowitz and Mark Hiller, sophomores Julia Bernstein and Merve Emre, and freshmen Brett Abrams and Ritesh Chaterjee attended the debate. Berkowitz, Hiller, and Emre debated in the varsity category and Bernstein, Abrams and Chaterjee participated in

the junior varsity category. All debated the immorality of nuclear weapons.

Every student on debate competed in six rounds and was ranked in order based on record and points. Sixty-four students were chosen to move on to the next round of the tournament. Hiller, the only Schreiber student to advance, was seated first in this group of sixty-four.

Hiller commented, "Well, I was forced to exit the tournament before I was ready...but everybody in Schreiber did really well and there are a few more national tournaments this year - plenty of time for some revenge."

Sports Night continued from centerfold...

-omore Arielle Heller received nineteen points. Seniors Tiffany Bauso, Danya Heller, and Amy Schaefer, junior Esra Ozgider, Nicole Cohen, Jessica Gross, Jen Kolodney, Nicole Tingir and Sharon Weinberg, and freshman Jackie Marx dressed as Bosley to perform the dance.

Co-captains juniors Ava and Loretta Minett choreographed the dance "Red Hot." The dancers, seniors Maria Rosa Donado and Roxanne Tingir, juniors Jessica Ferraro and Maria Nealon, sophomores Jen Bluver, Kristen DeMaria and Liz Henderson, and freshmen Christa Bordeaux, Beth Lipson, and Ellen White dressed as the villain and received a perfect score. The captains commented, "We worked really hard and were really excited that we won. Although we're happy it's over, we'll miss it and are excited for next year."

The last dance, with co-captains seniors Michele Glasser and Samantha Hirschhorn was "Just Call Me Angel." Senior Lindsay Wagner, junior Meghan

Bronsky, sophomores Brittney Bauso, Allie Cavallaro, Jessica Friedman, Natalie Nehorai, Ale Seligson, and freshmen Nicole DeMeo, Stacy Kirsch, and Alexa Schrier were just one point shy of a perfect score. The evening concluded with the white finale that received nineteen points.

Mr. Michael Holleran of Great Neck Public Schools, Mr. Joseph Osovet of Massapequa School District, Mr. Tony Viollis of Herricks Middle School and Ms. Raquel Wilson of Weber Middle School judged the events. Schreiber math teacher Mr. Scott Lenz served as the statistician.

Ms. Freeley shared her feeling about Sports Night. She commented, "Over the past four years I have thoroughly enjoyed watching all these girls stay focused and dedicated to making Sports Night such a wonderful evening. I am happy to say I was glad Sports Night was once again a huge success."



Photo Courtesy of Mr. Carmine Matina

Advisor Mr. Carmine Matina and the Academic Decathlon Team (l-r) juniors William Kang, Kate Zebroski, Bradley Zenkel, Ronli Diakow, Matt Scheffer, seniors Henry Knapp, Keren Latimer, Jessica Buettner, and Jonathan Bond, sophomore Merve Emre, and seniors Evan Behar and Adam Krotman prepare to deliver their speeches about various academic subjects to a panel of judges.

Academic Decathlon on their way to Alaska

by Nicole Cohen

The Academic Decathlon Team defeated North Syracuse High School and Liverpool High School by several thousand points at the New York State Championship in Syracuse on March 9 and 10.

As the New York State champions, they will represent New York in the Academic Decathlon finals in Anchorage, Alaska on April 18-22. The United States Decathlon is a national scholastic competition designed to promote and reward teamwork and academic endeavors.

Assistant principal Mr. Carmine Matina coaches the team, which consists of seniors Evan Behar, Jonathan Bond, Jessica Buettner, Henry Knapp, Adam Krotman, and Keren Latimer; juniors Ronli Diakow, Matthew Scheffer, William Kang, Bradley Zankel, and Kate Zebroski; and sophomore Merve Emre.

In the varsity division, Bond won third place in the essay competition, Latimer won second place in language and literature and third place in economics and Behar won second place in economics, science and speech and placed first in math and art. Behar received first place

overall in the ten events.

In the scholastic division, Buettner won third place in art and essay and received a second place award in music. She also won second place over all. Zankel won third place in science and second place in economics as well as first place in math and third place in the overall ten events. Krotman won second place in math, art and essay as well as first place in language and literature, music and science. He also received first place overall for ten events.

In the honors division, Schefer won third place in economics and science and first place in math. Zebroski won third place in language and literature and interview. She also placed first in art and essay and third overall. Diakow won third place in language and literature, second place in art and essay and first place in math as well as first place overall.

Mr. Matina said that he was very proud of all of the students on the team as they worked well together and helped each other.

Dr. Barish commented, "It seems to me that this kind of success deserves a better destination than Alaska—but we'll take it!"

Mock Trial team moves on to quarterfinals

by Matt Brod

The Mock Trial team was victorious at the "sweet sixteen" round and advanced to the quarterfinals on March 7. The team is comprised of seniors Justin Berkowitz, George Gerstein, Mark Hiller, Eden Kasle, Roxanne Tingir, Ed Trabulus, and Brandon Woolf. The alternates are sophomore Obreaney Delassandro O'Brien and freshman Jeff Stricker.

In the annual competitions, which take place at the New York State Supreme Court in Mineola, the team tries a hypothetical case with circumstantial evidence. The criminal case for this year's competition, a theme used nationwide, was the state of New York versus a corporation and its CEOs for violating two sectors of New York State environmental law. Hypothetically, the corporation used a chemical that emitted a highly toxic carcinogenic waste that was, in turn, illegally disposed. The six out of seven members of the team present served as three attorneys and three witnesses,

trying the case on both the prosecution and the defense. Retired federal, county, and district judges determined the verdict.

So far, Schreiber has faced the Stahler Yoshia School for Boys, the Hebrew Academy of the Five Towns and the Hebrew Academy of Nassau County. After several rounds, the Schreiber team has achieved a second place ranking in Nassau County. If the team continually wins competitions, it will advance through the quarterfinals, semifinals, the Suffolk County finals for the Long Island title, the State finals, and finally, the interstate competition. The team that wins the Nassau County finals will receive trophies as well as various certificates.

Advisor Mr. Ed Edwards remarked, "I still think that there are things to be sincere about, as sixteen-year-old boys behave like thirty-year-old lawyers. They are unbelievable."

Tingir commented, "Considering that we are all seniors, we want to go to the state finals and I think we have a really great chance."

Peer Counseling enhances student leadership skills

by Sam Salkin

Peer Counseling listened to a lecture and scheduled a training day in order to improve its mediating skills in the library on March 7.

Dr. Richard LaMonica, president of the Nassau County Psychological Association spoke about "At Risk Behaviors." The speech was mandatory for members and was about identifying the risk of violence in school.

In addition, Peer Mediation will hold its training day at the Community Synagogue on April 25. The day will be used to train the peer counselors for next year. Peer Counselors are involved with

integrating freshmen into the Schreiber community by running orientation and guidance groups. In order to become a Peer Counselor the student must be a current sophomore or junior and must attend at least three "Let's Talk Groups" that run from the end of March to the middle of April. Afterwards, an interest form must be filled out and returned to the counseling office.

Peer counseling advisor Mr. Paedar Maxwell commented, "I think this year's freshman guidance groups were successful. I believe a big part of this was because the current counselors were so active. I'd like to encourage people to sign up for the program next year."



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Students, parents, and administration lose Weinberg's respect

Senior expresses views on controversial Sports Night situation

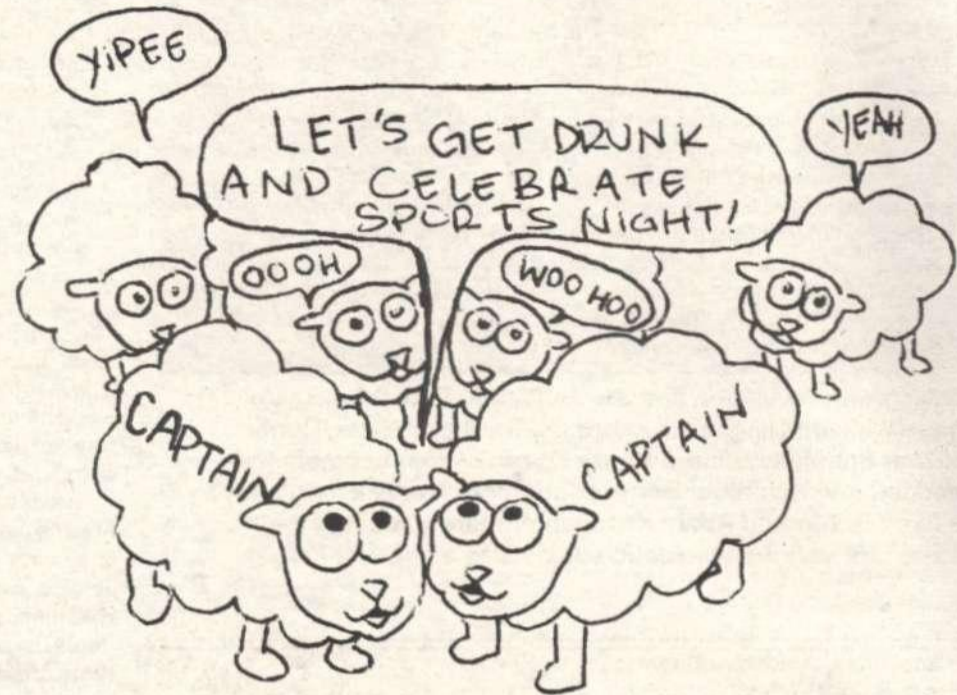
by Kerin Weinberg

I must say that I have always taken pride in my morals. One of the things that makes me unique is my respect for authority. Unlike most of my school-mates, I try very hard to respect the parents, teachers, and other authoritative members in this school system. However, that is getting harder and harder to do. After Sports Night weekend, I realized that I can not respect people who are not worthy of any respect. Sports Night weekend has taught me a few things over the years, but this year I have learned that some people in this community have horribly skewed priorities. Before I get suspended or become a social outcast, let me explain myself.

Despite the animosity I might seem to have towards Sports Night, I have to say I was actually looking forward to it this year. Both my sister and my best friend participated. Furthermore, it was going to be a momentous occasion for me, as well. This was the last year I would ever have to participate in Sports Night for the rest of my life. Many of you reading this are probably thinking, "Kerin? A Sports Night participant?" Why, yes, I am. For the past two years, I have been the co-executive producer and co-director of Schreiber's TV studio. This means that on the

Saturday of Sports Night, I am in the gym, along with the TV and tech crew, at nine o'clock in the morning to set up lights and cameras. At the same time, most of the girls involved in the skits and the dances are sleeping off their hangovers from partying the night before. However, this year, the parties started a wee bit too early.

As part of my crew duties, (or CRU as they were dubbed this year on our official t-shirts), I had to go along with our lighting director to stop off at school on Friday night. Thinking nothing would be out of the ordinary that evening, we went to school, and were met with a sea of morose girls in red and blue shirts. It turned out that these girls were all there awaiting the fate of Sports Night, which hung precariously in the balance, due to the actions of twelve participants. So, rather than just stand still and sardonically laugh



Hillary Broder

at the situation, I asked around. From what I heard, these twelve girls were drinking at someone's house before the school day, came back to school where they were caught, and were now in a meeting with various administrators and advisors.

Although I was not present at this private meeting, (be that as it may, I would have paid to see what actually went on), I heard a few things that happened. I know that a dozen girls got suspended on Friday and were not supposed to be allowed to participate in Sports Night, or go to view the event. However, the girls' parents, and parents of other participants, felt that these girls had received an unfair punishment, and talked the administration into letting the girls compete.

If I had to pick the one thing that bothered me most about this whole occurrence, it was the immorality, irrationality, and irresponsibility of these girls' parents. The phrase "Oh, don't worry sweetheart, mommy and daddy will get you and your drinking buddies out of trouble," does not reflect great parenting or decision-making skills. It is no wonder that these girls acted so foolishly; just look at their parents! I know that there are parents who know that their kids drink, and don't mind them doing so, which upsets me. However, for these parents to then try and bail their children out of trouble, because they came to school after a drinking party, is positively ludicrous! Parents are supposed to be our best teachers, but how can we be expected to learn anything from these people who just happen to beget offspring? Do these parents have no moral values whatsoever that they would actually do such a thing? Unfortunately, the answer seems to be yes. Furthermore, the administration buckled.

I can promise you that if something like this were to happen to me, my parents would never tell the administration that I was being unfairly punished. If anything, they would punish me to a further degree for being so irresponsible. They would never come to my aid if the administration told me that I could not participate.

Those girls deserved not to be allowed to participate in Sports Night. The administration should have taken a firmer stance when making its decision. Some of these girls were seen in school drunk. The minimum suspension for anything drug or alcohol related is five days. Anyone can get suspended if they are caught drinking or taking drugs within a one-mile radius of the school. These girls did this on the school's time, and it is the school's responsibility to punish the girls accordingly. And the administration counted the two snow days as suspension. What kind of lesson does this teach the rest of us?

The fact that the girls were allowed to participate in the event shows us the skewed priorities and irresponsibility of the adults in this situation. All I can say is that I hope the administration's lack of decision-making skills kicks them in the rear for the next few years when the excuse will perpetually be, "The Sports Night girls didn't get in serious trouble, so why should we?" Try explaining that one to a group of angst-ridden, selfish teenagers. The Student Council wonders why we have no school spirit. What should we be cheering for next? Maybe something like, "I'm filled with so much elation! We have a spineless administration!"

I'll try to end on a positive note. I am fond of many of the girls that participated in Sports Night this year, including those that got suspended, and this is not meant to insult them, it just is meant to shed some light on something stupid that they did. I did have a lot of fun on Sports Night weekend. It is a shame that a handful of girls had to dampen the experience for so many.

So, before you egg my house, or send me death threats, remember, I am not the one with whom you should be angry. I have simply given you my opinion. If there is anyone with whom to be angry, it is the girls who caused this whole problem in the first place. Albeit if you did threaten me, and I wound up missing a limb, judging from the administration's current example, I am sure you would not get into too much trouble.

Petition signed to save Gerstein

Students demand Gerstein's reinstatement as "The Voice of Schreiber."

by Jacqueline Weiner

The following is a petition organized in response to the firing of George Gerstein from serving on the morning announcements:

We, the students of Schreiber High School feel that George Gerstein has the ability to give the morning announcements. They [the announcements] provide important information and he delivers them in such a way that we now listen carefully and actually enjoy them. George always brings a smile to our faces. We hope that George will be allowed to continue doing the morning announcements.

Jacqueline Weiner, Maura Kutner, Michele Glasser, Pauline Yedreyski, Jessica Schlanger, Stacey Sirow, Alexandra Pavlakis, Sarah Morgan, Jamie Sokol, Cathy Borzon, Allison Kleinman, Julia Trinko, Sarah Tarica, Brad Zankel, John Gardiano, Ankit Bishnoi, Dennis Archi, Vincent Costa, Matt Geiger, Nikki DeStefano, Amanda Charney, Stephanie Borris, Kristen Ursprung, Marc Ross, Will Greene, Lara Melniker, Ali Murphy, Allie Cavallaro, Adam Meyers, Sarah O'Connell, Soheil Sharooz, Roxanne Tingir, Matt DeStefano, Cathy Fradelakis, Min Suh, Theresa L'Abbate, Ryan Klang, Lisa Vogeley, Liz Henderson, Lindsay Wersan, Erin Der-

mody, Gene Trowers, Chris Peck, Vanessa Shkuda, Nicole Weinstein, Lizzy Bellus, Samantha Marten, Ellen White, Vince Zorskas, Mark Hiller, Justin Berkowitz, Sam Moazami, Matt Levy, Brenden Koarmer, Katharine Garofolo, Lindsay Weinstein, Christina Comentale, Valerie Kondilis, Rebecca Cuthill, Samantha Hirschhorn, Ali Martone, Suzanne Alexander, Mary Ryan, Chris Blanchard, Jess Borrow, Joe Mandaro, Amanda Talesnick, Karen Chuzmir, Joshua Weissburg, Jessica McGuire, Emily Farber, Ali Seligson, Jenny Gustafson, Lauren Sichel, Arielle Heller, Deidre O'Connor, Nicole Cohen, Dahlia Mottahedeh, Danny Maher, Jessica Friedman, Jennifer Bluver, Sophie Porter, Tina Lin, Lauren Honig, Katherine McGann, Amy Kerzner, Eden Kasle, James Potter, Ted Satinsky, Chris Alagna, Ramon Oyarzon, Ricky Leon, Arek Leonik, Jordan Sinclair, Nathalie Faure, Amanda Levine, Jay Ross, Mike Ryder, Jess Lovens, Jackie Hehir, Donald Cahn, Alexandra Smith, Marlyn Ezratty, Stu Katz, Lauren Kanfi, Danielle Zwirn, Brittany Gannon, Erin Ly, Brian Holzer, Peyton Mait, Thomas Zwiebel, Teddy Levarde, David Rosen, Raphi Rabin-Havt, Paul Zentko, Noah Weinstein, Adam Caslow, Matt Yukelson, Joanna Lindner, Suzanne Davis, Hillary Broder, Matt Emmerman, Edward Pak, and Amy McDonald.

What is the hang up?

Sophomore examines the popularity of cellular phones

by Julia Bernstein

It is hard to imagine a world without cellular phones. Though it has only been a few years since they burst upon the international scene, these ubiquitous black gadgets have taken over our airwaves. They are in cars, in restaurants, in theaters, on trains—everyone seems to be using them. We live in an era in which information is readily available, and instant information conveys ultimate power.

I do not own a cell phone, though I will admit that I would not mind having one. They do have many uses, such as instant communication whenever and wherever it is needed. Having a cell phone would mean that I would no longer have to feed quarters into pay phones every time I need a ride. It would also mean that my parents would be able to constantly keep tabs on me. Having a cell phone would mean having a constant access to information. It would also mean that others have constant access to me.

The problem with cell phones lies mainly with where they are used, not with the technology itself. For instance, while it might be perfectly appropriate to call a parent or friend while walking,

it would not be appropriate to call someone and start gabbing about last night's party while driving. Similarly, it is okay to make a call outside a movie theater, but once the film starts, dialing your business partner is unacceptable.

My main problems with cell phones stem from their use in public places such as a theater or a restaurant where it bothers others, or while driving a car.

Cell phones also have no place being in school either. If you have a two-hour sports practice after school, and you want to bring your cell phone, that is fine, but it really should be kept off during class.

Quite often, I have had classes interrupted when phones ring. Though I do not object to

a slight break from the monotony of school, having someone answer a phone that has just gone off to the tune of "Take Me Out to the Ballgame," destroys the learning atmosphere.

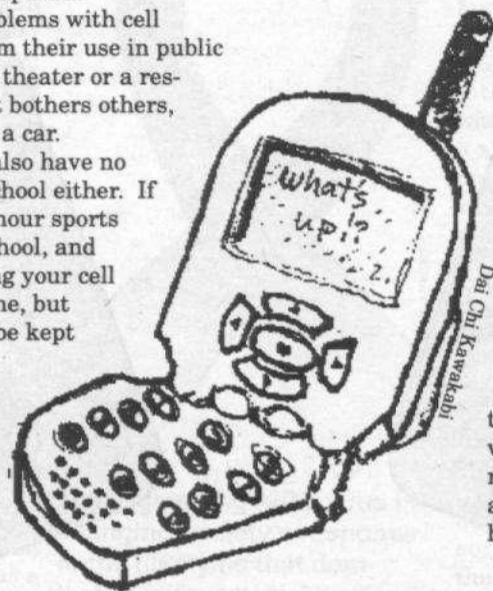
Cell phone use in a public place is also very disrespectful. People go out to dinner and movies to escape from the pressures of everyday life. It is very difficult to enjoy dessert if the person at the next table is trading stocks over the phone. It is almost impossible to cry over the latest chick flick when a person three rows back is having a fight with his or her girlfriend that the entire theater can hear. Cell phones disturb others around

you.

It is often difficult to do two things at once. It is impossible to hold a conversation on a phone while driving. Researchers have found that the only proven danger from cell phones is an increase in the number of car accidents caused by people who have one hand on the wheel and the other on the phone. Using cell phones while driving generally does not bother others; it just puts their lives in jeopardy. Clearly, spreading the latest rumor, while driving, is not worth a human life.

My final objection to cell phones is that they can be a pain in the neck to use. My mom has one, and the battery is always running low, preventing her from using the phone. She has had numerous problems with the service and is always worrying about the number getting stolen and the charges being wrong.

Upon reflection, my biggest problem with cell phones is the simple fact that they are paying for all of those telemarketers who call during dinner to try and sell—what else—cellular phones. Succumbing to the temptation of a cell phone only continues this vicious cycle and entraps us in a digital web.



Cellular phones, which have become extremely popular over the past year, are considered by some to be a disturbance in public places.

Genetic engineering: just say no!

by Jessica Gross

Genetic engineering is an extremely controversial topic that rears its head in many common conversations in the world today. Genetic engineering consists of changing the genetic structure of an organism. It is my firm belief that the process of genetically engineering is immoral.

While genetic engineering may appear to be harmless when considering genetically altering certain vegetables in order to create a resistance to insect attacks, the concept can very easily get out of hand. Genetic engineering may, in the near future, be taken to the human level.

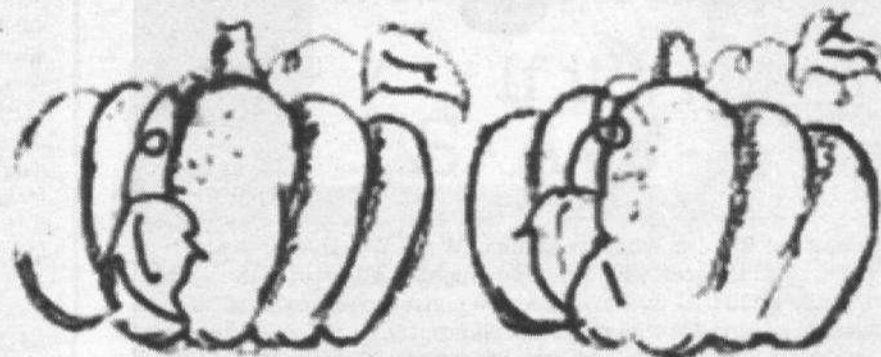
Considering

the work that has been completed to date—including the formation of a headless frog and the cloning of a sheep to form Dolly—the possibility of genetically engineering human beings in the future is high.

It is this concept that is frightening much of the present population, including myself. The mere thought of altering the evolutionary process—which is as true in cases involving plants as those involving humans—seems immoral. To think that science today is altering the course of nature is bewildering! The specifics of genetically engineering human beings are even more shocking.

The process of altering the human genome will begin with seemingly innocent actions. First, genetic diseases caused by a single gene will be corrected so as to prevent the disease from occurring. Next, diseases caused by multiple genes will be conquered. After that step, the following course will be to alter human brains. This last potential development has a multitude of implications. Altering genes connected to the mind could be used to cure such illnesses as alcohol addiction and mental disease. Once this process is underway, parents-to-be would likely take the opportunity to genetically alter their children in order to improve such qualities as intelligence.

The concept of altering intelligence makes me dumbfounded, to say the least. Thinking about it logically, the



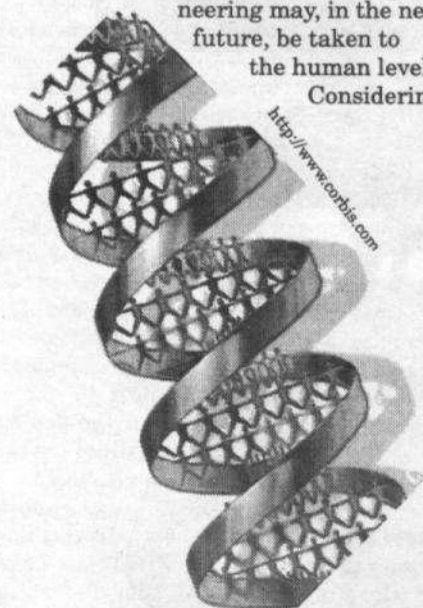
Genetic engineering may help to produce better foods, but should such a practice be used to clone humans?

idea seems ridiculous! It is just wrong for someone who was not meant to possess a certain characteristic to suddenly possess it by means of genetic alteration. If a person was not meant to be artistic, but was meant to be fantastic in mathematics—well, that is what makes that person unique! If everybody is perfect at everything possible, then, in essence, isn't every person exactly the same?

Consider the example of genetically altering a human being so that he or she is incapable of becoming an alcoholic. As a youth, or as a teenager, that person would surely be more inclined to drink, using the excuse, "I can't become an alcoholic no matter how much or how often I drink, so what is the point of not drinking?" This single example

is proof of the manner in which genetic engineering may prove to be degrading to the morality of the human population as a whole.

While genetic engineering may create tastier foods and cure certain diseases, the truth is that the cons of that particular scientific advancement definitely outweigh the pros. Considering all of the mentioned implications of genetic engineering, I firmly believe that genetic engineering is not truly beneficial to mankind.



Sophomore Jessica Gross argues that genetic engineering is morally wrong and is of limited benefit to society.

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The Roving Reporter

Who is the most influential woman in history?

by Jamie Sokol



"Gwen Stefani. She is unique and does not care about what others think of her."
-sophomore Kim Sitafalwalla



"Eleanor Roosevelt. She was an influential figure in the women's rights movement during a time when women did not have much public pull or power."
-senior Jay Ross



"Rosie the Riveter. When we think of World War II, we tend to think of all the men who went and fought in all parts of the world. It bothers me that we have never even given credit to all of the women in America who made the planes, tanks, and other needed materials. I'll bet there are over fifty movies covering World War II. But only one, *Swingshift*, ever focused on Rosie the Riveter."
- Mr. Bob Baker



"Queen Elizabeth I. She is responsible for thousands of beheadings, rapes, maimings and the exploitation of millions where the repercussions of her empire are still felt today. Hundreds of years later, we celebrate her with major motion pictures about her life which feature beautiful young actresses in red wigs and white lead face make-up and name a luxurious cruise line after her. We never stop to remember that if we had lived in the Elizabethan era, it would have not been safe to cross the Atlantic for fear of the Queens' network of scurvy-ridden pirates. What a woman!"
-senior Julie Goldin



"Susan B. Anthony. She led the fight for women's rights, and without her efforts, women would not be as powerful as they are today."
-(l-r) sophomores Gabby Marcigliano and Danielle Verity



"Hillary Clinton. Most people think that she has a good opportunity to become the president, and that is why she is in the position she is in today."
-Mr. John Placella

Weinstein feels high school has failed him

by Noah Weinstein

What you are reading, and what I am writing now is not an article, or an opinion, or anything that can be classified. It is simply some culminating thoughts on my high school experience.

Over the last few years I have reflected upon my education, the experiences that I have had and how they have affected me. As I find myself now at the gateway to my post high school world, I have many questions as well as concerns. This recent assessment of my education has come at a great cost, for the writing of this article has brought to my attention the negative aspects of my education. The cost to me has been a realization that has made my senior year, a time that should be filled with excitement and joy, unbearable and unfulfilling. I completely understand the implications of writing such an article and wish to make a small disclaimer. Many people have had positive experiences in this high school, and to those people, may this serve as a contrasting point of view.

However, there are many other people who share my views about high school and who have, over the last years, months and even days, expressed their disapproval of their high school education. To those people, may this serve as hope for change. Perhaps there will be a day when some of the ideas presented in this article will find their way from the page to reality, but for now, I will have to settle for this being a declaration of discontent, and an inspiration for action.

One of the largest problems with my education has been the lack of respect within the Schreiber High School culture. Respect is a very important quality in life. It is something which people show to others that helps us all get along. It is how we show appreciation for other people in the world and it is what makes us human. This valuable quality is not easily found at Schreiber High School. Everyone in the school is guilty of disrespectful behavior in some way, shape or form. The symptoms of this plague range from writing on desks to the improper treatment of another human being.

I have seen teachers treat others, and have had teachers treat me, on a sub-human level. A faculty member in this school has verbally abused my very own mother. At that point did people begin to think that it was all right to deface school property, or attack another student, or make a student feel inadequate, or treat another person in a harmful manner? I do not know who struck first, whether it was the students or the teachers, but sometime long ago, an adversarial relationship was formed between these two groups. It is this initial precondition that is responsible for much of the hatred and conflict found between students and teachers, and it has become a self-perpetuating phenomenon. The subject of respect should be dealt with first before we can make any serious progress in improving the educational experience and quality of life for both teachers and students.

To this day there are classes that I absolutely dread attending. My education has become a slow torture, a lesson not in math or history, but in watching

the clock as minutes of my life tick away. I am sure that many people in this school have shared this experience as they wait for those final chimes to sound as 3:05 rolls around. Does it really have to be that way? I am a cynical person, but even I believe that there must be some sort of happy medium between the course syllabus and a student's utopia. We have all participated in subjects that we found enjoyable. For me, some of the only enjoyment in school came from my study of the Bible in English class and my experience in the science department. There are those classes that provide just enough stimulation that allow us, for at least an hour, to forget where we are and all the pressures around us, and truly enjoy what we are doing. We must find these experiences and cherish them. We must hold them high on a pedestal for all to see and try to achieve.

On the other hand, an appalling lack of energy and creativity on the part of some teachers also exists. There are various teachers in this school who come to class unprepared or unenthused to present the daily lesson. Some teachers place the same notes upon the overhead year after year and recite the same dry, factual information with no attempt to stimulate the students. The class goes into what I regard as an auto pilot mode. Hands could be raised, students could be falling asleep or the building could even burst into flames, and that teacher would still keep on reciting the infor-

Another fault of this school that has become apparent to me is its complete resistance to change. It may be this very reason alone that an article such as this one is necessary. I am sure that I am not the first person to feel this way, and I am also fairly sure that I am not the only one who feels this way in our school right now. Then why hasn't someone done something about it? Well, this answer is plain and simple. As an executive officer of the Student Council and a member of the Principal's Advisory Committee, I have had first hand experiences dealing with the legislative bodies of this school. These two organizations serve as valuable forums for student feedback on Schreiber related concerns, but they do not accomplish that which is necessary to improve the quality of our education. Although the Principal's Advisory Committee must be commended for tackling issues ranging from the much needed lights on the walkway to Monfort and off-campus rights for juniors, those issues that would have the greatest positive impact on students' educational experiences remain unaddressed. The Student Council is fairly efficient in putting on dances and dispensing money to clubs, but it too is plagued by an inability to affect serious change in Schreiber. No real effort is devoted to improving the quality of education and to enhancing the happiness of the students.

It is extremely difficult to initiate change in our high school. I am not sure where this sense of unwillingness to change comes from. It could be from the teachers, the administration, other students or even a system as large as modern society itself. If you want something changed at Schreiber, which you think will have a positive affect on the students as a whole, there is probably someone who will tell you that you cannot pursue it. Perhaps the problem is that there is no real mechanism in place for empowering student voices. High schools are inherently structured to limit the effects of the students' opinions.

Earlier this year, Student Council attempted to change the school's policy on mandatory AP testing in which AP students must pay seventy-seven dollars for the AP course title. If a student decides not to take the test, for whatever reason, the course takes on an honors designation even though the student is physically taking an AP level course. Student Council met with Dr. Barish and Mr. Matina about this issue. After extensive discussion, Dr. Barish and Mr. Matina informed us that they were unwilling to change the rule, and if we wanted to pursue it, we would have to bring the issue to the Board of Education. At the time, I thought to myself, "Well, then, we'll just go to the Port Washington Board of Education."

However, four months have passed, and I have yet to make an appearance in front of the school board. In all honesty, it is not that I have lost interest in fighting for this cause; it is because the Board is not structured in a way that is receptive to student opinions and issues.

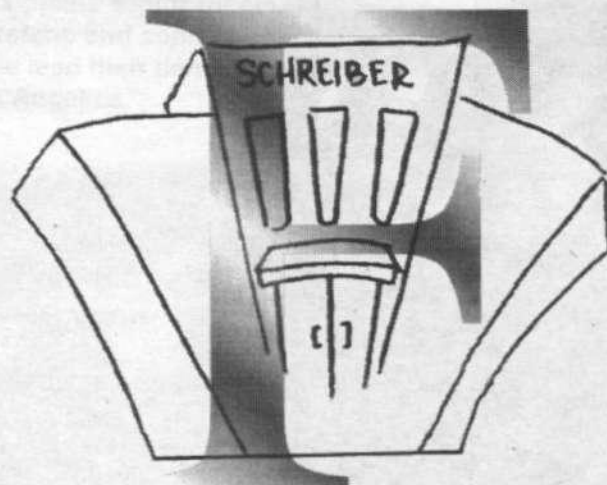
Schreiber consistently appears on lists rating the top high schools in New York State and even in the nation. We have graduated Intel and National Merit Scholarship winners. It seems as though we continue to set the standard in student achievements, so why can't we set the standard in the ability to meet students' needs? I propose that Schreiber High School's students and faculty take action to bridge this gap between those that need change and the powers that can grant that change. This will not be achieved through the standard means of committees and review boards. Such a feat will be made possible through the hard work,

"It seems as though we continue to set the standard in student achievements, so why can't we set the standard in the ability to meet students' needs?"

devotion and understanding of both students and faculty in an effort to address the problems in our school.

In order to be somewhat objective, I must recognize the efforts of teachers who have attempted to bring creativity and excitement into the classrooms. I have been fortunate enough to experience some teachers who have not been bogged down by life's heavy burdens and lost sight of why they became teachers in the first place. There have been classes where the teachers cared about, and devoted themselves fully to, enriching the lives of the students.

I recognize that I am making some very general sweeping statements about high school and the educational process that exists here today. But I am sad to say that as I reflect, the problems which I have described above, are present with many of the teachers in this building. If you happen to be a teacher, and you have gotten to this point, you should be asking yourself, "Well, Noah Weinstein certainly isn't talking about me...is he?" You should be asking yourself, "Have I treated my students with respect, devotion, enthusiasm and care? Have I done the best job that I can in this oh-so important profession that shapes the young people of the world?" Hopefully, the answer is "yes." However, it is my opinion that for some of you, the answer is unfortunately, "no." I can only ask that in the future, you reflect upon what you have done, and try to amend the tendencies that have created such a strong conflict between students and teachers. Remember that we are all humans in this building, and that each and every one of us deserves to be treated like one. We must look for success, not in test scores, but in student or Middle States ratings, but in student and faculty happiness and attitudes. If we can achieve that, then we can achieve education.



Hillary Broder/Andrew Montakent

Senior Noah Weinstein declares that he is unhappy with his high school experience. Weinstein also claims that some teachers lack respect for students.

mation like every other year. It is times like these that I dread the most but have unfortunately encountered frequently.

There is also a group of teachers who have a tremendous amount of energy, but it is misdirected. The energy has been transformed into anger and a need for power. These teachers prowl the halls looking for students to prey on, waiting to pounce on an easy kill, strictly enforcing every regulation in our little blue books. After all, those are the rules and the rules must be followed. It is these teachers for whom I feel the most sorry. I wish they could use all that energy in their teaching rather than in their quest for total student dominance.

SPORTS NIGHT



Junior Maria Nealon, sophomore Sharon Weinberg, and senior Lindsay Wagner perform in the white finale.



Freshmen Lauren Kropacek and Hannah Reinhard, the two devils, steal senior Adam Caslow, Elvis, from Charlie's Casino.

Members of white
brace after receiving



by Caroline Axelrod

The white team (*Charlie's Angels*) emerged victorious over the blue team (*Rugrats*) in the fifty-fifth annual Girls Athletic Association (G.A.A.) Sports Night on March 3. After a night of relay races, dancing, and skits, white received one hundred forty-six points and blue earned one hundred twenty-nine points.

The night began with a welcome from G.A.A. president senior Nathalie Faure followed by a presentation of teams and colors by Sports Night Coordinator Ms. Meghan Freeley, and the national anthem sung by junior Nina Tolins.

The relay races began the competitions. The blue team with co-captains senior Katherine Garofalo and junior Tina Prudente and the white team with co-captains senior Sarah Wilson and sophomore Ann Sautkulis battled in dizzy izzzy, the jump/stick relay, the mummy wrap and the balloon relay. Blue won all four relays and received two points per competition. Prior to the evening, the teams competed in volleyball, soccer and hockey valued at five points each. White won basketball and soccer and blue won volleyball.

The blue team went first in the program. Co-captains senior Aylin Hassan and junior Kim Rogovin led dancers senior Marlyn Ezratty, juniors Alexis Taggard and Carolyn Valenzuela, sophomores Kristin Boccia, Jen Chermak and Rachel Klein, and freshmen Anne Bollerman, Ashley Gamell, Samantha Marten, and Anushka Peres in the dance "Lil' Ladies." They received fifteen out of twenty points.

Ready with diapers and baby voices, the blue captains performed their skit in between blue team dances. Co-captains, seniors Amanda Charney and Mary Ryan, juniors Brittany Gannon and Dara Genicoff, sophomores Erin Dermody and Sophie Porter, and freshmen Jenna Milillo and Crystal Wei, as well as senior Pauline Yedreyeski, juniors Lauren Bakst and Karina Gomez, and sophomore David Rosenblatt performed the skit. In the skit, it is Chuckie's (Charney) birthday and the rest of the Rugrats gang is determined to find a star for Chuckie as a gift. They all search in the toy store and in a dream in outer space. The skit ends at Chuckie's party where he finds a star in his pocket. The skit and the props each received seventeen points of a possible twenty.

Co-captains senior Nicole DeStefano and sophomore Michelle Rinke choreographed the second dance "The Fabulous Angelica." The dancers, senior Julia Trinko, sophomores Lizzy Bellus, Emily Miller, and Nicole Weinstein, and freshmen Adrienne Barasch, Gina DeStefano,



Junior Jessica Ferraro and sophomores Arielle Heller and Perri Mogul dance in the white finale which received 19 out of 20 points



Dancers from blue's "Fabulous Angelica" and "Lil' Ladies" gather around as Sports Night coordinator Ms. Meghan Freeley introduces the team.



Dancers from white's "Red Hot" strike a dramatic final pose. The dance received a perfect score of 20 points.

NIGHT 2001

Photographs by Amanda Lincer and Christy Wurmstedt. Page layout by Andrew Montalenti and Jeff Nevins.

"Bosley's Babes" earn their winning score.



Lauren Elicks, Jane Forman, Mika Miki, and Stephanie Tardone received a perfect score. Rinke remarked, "We all put a lot of work in and it really paid off. The results were great and I'm really proud of all my dancers."

The next dance was "Baby Phat" led by co-captains seniors Jessica Borrow and Jackie Wright. Seniors Caitlin Bracken, Nicole Segarra, Daphne Thompson, and Elena Weiss, juniors Katie Grogan and Kim Lundy, sophomores Stephanie Cullen and Rebecca Raddock, and freshmen Jessica Lovens and Marisa Kamerman dressed as Chuckie as they danced their way to a score of seventeen points.

The last blue dance "Tommygirlz" received fifteen points. The dance was performed by co-captains seniors Jenn Scallon and Lucie Taylor and dancers senior Cathy Fradelakis, juniors Tara Chermak, Amy Kerzner, Erin Ly, Katherine McGann, and Liz Serrano, sophomore Sarah O'Connell, and freshmen Rachel Brandstadter, Jordan Sinclair, and Hayley Taylor. Blue performances culminated with the finale that received fifteen of the possible twenty points.

The white team began its performances with the dance "Retro Angels." Dressed as the "old" Charlie's Angels from the television show, co-captains junior Meaghan Lehmann and sophomore Perri Mogul and seniors Stephanie Borris, Daniella Tencic and Jessica Spellman, juniors Ali Murphy and Danni Zwirn, sophomores Ashley Bauso, Kate Dellon and Lauren Sichel, and freshmen Dara Bain and Rachel Silberstein received nineteen points.

Afterwards, white team co-captains seniors Lauren Kanfi and Jackie Weiner, juniors Emily Farber and Lauren Honig, sophomores Jessica McGuire and Amanda Talesnick and freshmen Lauren Kropacek and Hannah Reinhard as well as senior Adam Caslow performed the skit and continued the performance in between dances. In the skit, the new angels (Kanfi, Weiner, and Honig) and Bosley (Farber) are going to the grand opening of Charlie's Casino. While there, they meet the old angels (McGuire and Talesnick) and the old angels teach the new angels everything they know. When the devils (Kropacek and Reinhard) kidnap Elvis (Caslow) all the angels and Bosley work together to rescue him. Their skit and props each received a perfect score. Kanfi commented, "This was the best Sports Night ever. Even though there were changes made and although there was controversy, it was still the best out of my four years, and I am so thankful for having it."

The next dance "Bosley's Babes," led by co-captains senior Ruth Kleinman and soph-
Continued in News section...

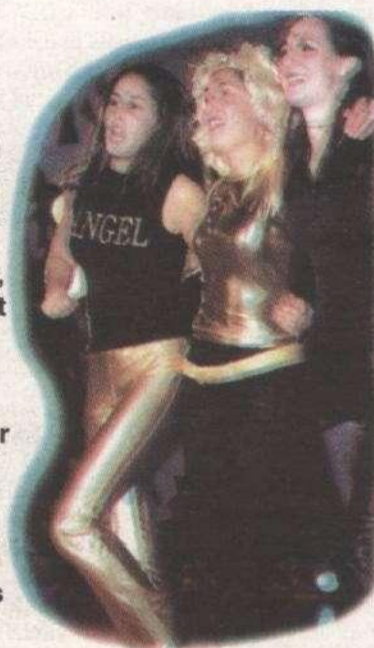


Senior Cathy Fradelakis, freshman Rachel Brandstadter, sophomore Sarah O'Connell, and senior Jenn Scallon dress as Tommy Pickles from "Rugrats" to dance in blue's "Tommygirlz."



Co-captains senior Nicole Destefano and sophomore Michelle Rinke lead their dancers in "Fabulous Angelica."

White co-captains senior Lauren Kanfi, junior Lauren Honig, and senior Jackie Weiner, excited to visit Charlie's Casino, pose as the "new" angels in their winning skit. The skit and the props recieved perfect scores of 20 points.

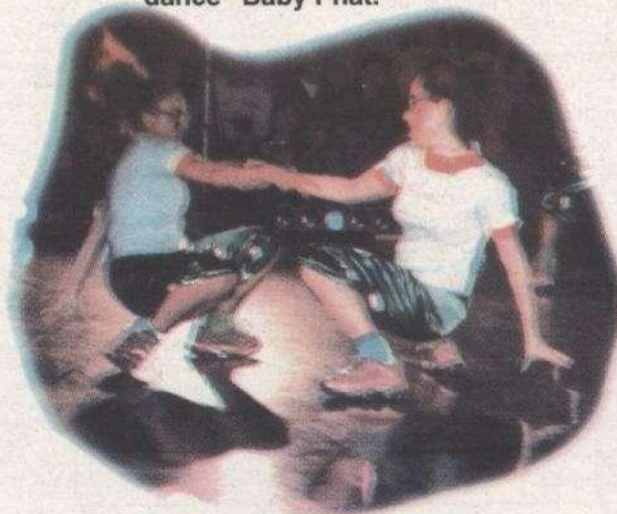


Freshman Rachel Silberstein, senior Samantha Hirschhorn, junior Ava Minett and senior Daniella Tencic complete a dance move appropriate to their theme, Charlie's Angels.

Freshman Danielle Gil patiently participates in the mummy wrap as part of the sports portion of the evening.



Co-captains seniors Jackie Wright and Jessica Borow perform their solo in the dance "Baby Phat."



Do more to appreciate women

March is Women's History Month, a celebration of the life achievements of past and present females despite discrimination and various obstacles in achieving their goals. *The Times* feels that the absence of events to promote awareness of these females' positive contributions to our society is not acceptable. Due to a lack of activities, many students are unaware that this month is designated as Women's History Month. Two presentations were organized for Black History Month this year, and information about black

achievements was also presented. There is no reason why a presentation could not be organized for Women's History Month. Students must become aware of the sexual discrimination many females faced and still face in attempting to attain positions once held solely by males. The history of women's progress is vital to everyone's education, and the introduction of activities to increase awareness would have positive implications.

Times acknowledges Santana tragedy

The Schreiber Times would like to acknowledge the recent tragedy that took place at Santana High School in a middle-class suburb outside of San Diego. Charles Williams, a fifteen-year-old boy, allegedly opened fire in a high school bathroom and hallway, killing two people and wounding thirteen. This was the deadliest school attack since the Columbine shootings, where two teenagers killed twelve fellow students and a teacher.

Schreiber students would feel comfortable enough to tell someone if a fellow student was making threats. Barish commented, "I think that kids who think about violence talk with other kids." Barish feels that students may not tell on their friends for fear of getting them in trouble when it may only be a "joke." However, Barish responded to this thought with, "Punishment would not be the first order of business. Help would be the first order of business."

Williams allegedly made threats over the weekend to his friends and one adult. However, those informed did not report Williams because they thought he was "joking." Principal Dr. Sid Barish hopes that

The Times agrees with Dr. Barish's thoughts, and encourages students and adults to work together to ensure safety here at Schreiber.

Vote and vote "yes" Congrats to Sports Night participants

The Schreiber Times urges all eligible Port Washington voters to vote and vote "yes" for the school bond proposition on March 20. The Board of Education, architects, and administration have worked extremely hard to produce plans that the community should accept. The voters previously rejected other plans and it is imperative that these current plans pass. Without these renovations and reparations, the schools will not be able to accommodate the projected increased enrollment.

The Schreiber Times would like to extend its congratulations to the students who participated in Sports Night on March 3. We commend the students who spent so much time preparing for the evening as their hard work really paid off. We congratulate the crew, as well as the other members of the student body and faculty who also dedicated their time and talent to the production. The event was a success for both teams, and we extend our congratulations to the white team for its victory.

MAILBOX

A few weeks ago, I wrote a reaction to a specious article on George W. Bush that was written by Andrew Montalenti for *The Schreiber Times*. In response, Andrew Montalenti wrote a "clarification," loaded with more of that bombastic casuistry that prompted such widespread reaction among students at Schreiber.

In my article, I argued that Montalenti lacked any statistical (or logical) evidence to support his point. To this, Montalenti wrote: "I was not going to conduct statistical surveys to find out if the populous thinks Bush is a fool...relying on numbers is a way of beating around the bush." He therefore admits to evading

the necessity of supporting his accusations with fact, suggesting that it is not necessary to prove the veracity of his argument. However, evidencing a viewpoint is of the utmost importance. Careless, nonfactual calumny is nothing more than propaganda.

For example, Montalenti asserts that "many Bush supporters are unable" to acknowledge Bush's "faults." Does Montalenti know this is true, or is he just saying it? This summer I worked as an intern for Republican Congressman Scott McInnis, and I encountered countless Bush supporters who were unsure that the Republican candidate was qualified for the presidency.

What's more, Montalenti makes a very inappropriate analogy to support this spurious assertion: "This [the presidency] isn't just a position as a grocery clerk at King Kullen...intelligence does play a factor." I suggest that Montalenti stay out of the local supermarkets for a while.

-Senior Will Greene

We do not approve of alleged inappropriate behavior

Twelve girls involved in Sports Night allegedly drank prior to school on March 2. *The Times* is appalled by this behavior, for it affected not only these girls, but their teammates as well. Taking responsibility for one's actions and considering the consequences is what being a member of a team is all about.

Even more disturbing is the fact that the girls' five-day suspension was shortened to three, as the two snow days on March 5 and 6 counted towards their punishment. This is extremely unfair to other students who have been in the same position as well as those students who were smart enough to conduct themselves in a responsible manner.

Furthermore, under no circumstances should the girls have been allowed to participate in Sports Night. *The Times* believes that if the members of Sports Night wish for Sports Night to be considered as a sport, they should have the same consequences that a sports player would have in that situation. We encourage students not to use the girls' behavior as an example, but rather as a lesson in judgement and conduct.

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.

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AIDS epidemic affects everyone

by Julie Goldin

In the late 1970's and early 1980's the disco scene was dying and so were a significant amount of homosexuals. The culprit became known as AIDS, and mainstream America did not know anything about this deadly virus, except that the community it affected was far, far away from everyone's straight families and friends. Comments such as, "It's a queer problem. Let them deal with it. We have more important things to think about as we wait on line at the gas pump," seemed to represent the general consensus. The Reagan administration encouraged the "them, not us" attitude as it kept information about AIDS, and how it could be contracted it virtually taboo.

People had no idea that heterosexuals could get AIDS, let alone die from the disease. In the aftermath of the sexual revolution of the 1960's and 1970's, New York clubs kept hopping. The reality that safe sex meant using a condom did not occur to the straight scene until, one by one, people of all sexes, ages and races started becoming diagnosed with HIV or AIDS. The disease spread quickly, from crack-head female prostitutes, to tired

businessmen, to house wives in suburbia, to their unborn children and to everyone in between.

The blow that AIDS had on American society left everyone bewildered and panicked. Television specials on the AIDS virus began popping up all over prime-time television, which was the first medium that informed the public that no one was safe solely because of sexual preference or social class. The primary objective of these programs was to virtually scare the public into practicing safe sex and not using intravenous drugs. Someone had to do it since the government was just going to sit there in denial that in America, not just in Africa, there was a major epidemic that threatened the very politicians who chose to ignore it.

Although there was still no cure, society

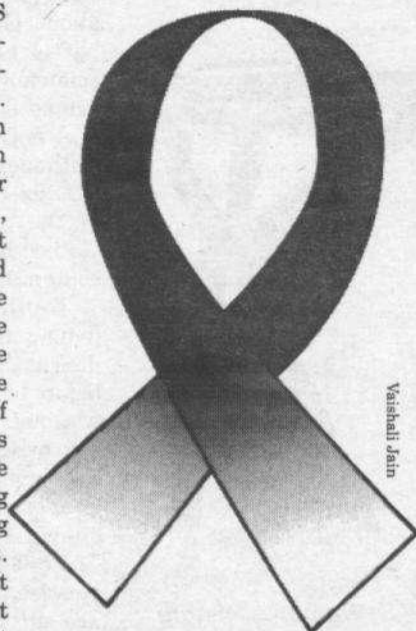
was armed against spreading and contracting HIV with the weapon of knowledge. High school health teachers had yet another reason to preach the good word of condoms and abstinence to their students and Kurt Loder had something to bark about on MTV. The clubs kept bouncin' to the beats of Madonna who re-glorified sexuality for young women, but the cool word on the street was to wrap it up every time. This boost of confidence was the retaliation of society against what threatened to be the apocalyptic holocaust that would wipe out all of us--the nuclear bomb of diseases.

However, the introduction of an informed society backfired on the infected population. As the general public began to view AIDS as something from which it had the power and intelligence to shield itself, the "them,

not us" attitude towards the HIV positive demographic was refueled. We disassociate ourselves from the problem as we look down upon people with AIDS as if it is their own fault for being careless and misinformed.

In 2001, a little more than twenty years after the AIDS virus reared its ugly head on American society, the issue has been foreshadowed by a combination of the stigmatization of the infected population and the economic success of the 1990's that have thoroughly sedated the nation. Other than President Bill Clinton's public recognition of *Real World* cast member Pedro Zamora's death in the mid 1990's, little has been done by the government to acknowledge the AIDS epidemic.

As I sit writing this in a basement full of my seventeen and eighteen year old friends at three in the morning, I look around me and realize that at least one of us will contract AIDS during our lifetimes. This is not a wish or a want by any means, but my inclination is probably even more disturbingly accurate than I am willing to accept. We could choose to deal with the presence of AIDS as a killer in our society just like cancer or car accidents. However, the less society believes that it is susceptible to getting AIDS, the more likely each person is to make that one mistake and contract it.



The frightening AIDS virus is changing society's response to the lifestyles that dominated mainstream America during the early onset of the disease.

Student explores the origins of Saint Patrick's Day

by Sheldon Wong

When I think about St. Patrick's Day, the first thing that comes to mind is usually the color green. In primary school, we cut out three-leaf clovers. We were told by our teachers to wear green on the special day, or else we would be pinched for not complying. But as the day approaches, I still do not have a firm grasp on what this day means or why people celebrate it. So, I decided to do some investigating.

Saint Patrick is a figure of history and a legend in the British Isles. He is referred to as the "Apostle of Ireland." He was born in Britain to wealthy parents who were not particularly religious. Tax incentives may have lured his father into becoming a deacon. At the age of sixteen, Irish raiders of his father's estate captured Patrick. He became a herdsman while in captivity in Ireland. A life of isolation from family and homeland made him afraid, and he turned to his religion for comfort.

After six years, he escaped his captors. Patrick's writings tell of a voice, God's voice, which spoke to him in a series of life-altering dreams. The voice informed him to leave Ireland and return later to serve as a minister to Christians and to convert the Irish. There is evidence that Patrick abolished pagan rights, converted warrior chiefs and princes to Christianity,

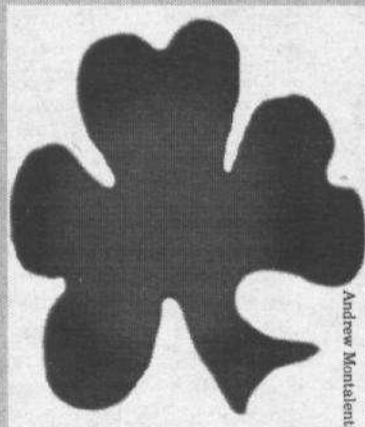
and performed thousands of baptisms. Fifteen years of religious training followed before he was sent to the northern coast.

Patrick incorporated traditional rituals of native Irish beliefs into his lessons of Christianity in his conversion of the Irish. It may be the rich oral legends and myth of the nature-based pagan religion that most Irish during Patrick's time practiced, which led to the legend of the snakes. Why

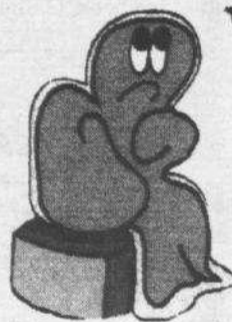
are there no snakes in Ireland? Did Patrick drive them from Ireland? No snakes have been in Ireland, since the time the island was separated from the rest of the European continent at the end of the ice age. It is certainly romantic to imagine Patrick banishing the snakes and tricking the more resistant ones into defeat.

St. Patrick's Day is on Saturday, March

17. This has been considered a religious holiday for over a thousand years. Traditional Irish families usually attend church in the morning and celebrate in the afternoon. Even though St. Patrick's Day originated in Ireland, people of all backgrounds practice it. Many countries such as Japan, Canada, Singapore, the United States and Russia celebrate this holiday. The three-leaf clover, otherwise known as "the shamrock," has become a symbol of emerging Irish nationalism and the rebirth of spring, as well as serving as a wondrous mix of history and legend that still exists today.



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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Don't judge a book by its cover

Galileo's Daughter *misleads yet satisfies*

by Julia Bernstein

The title of Dava Sobel's novel, *Galileo's Daughter*, is very misleading. Though it provides a general idea of the book's subject, it leads the reader to believe that he or she is about to begin a historical novel or biography about Suor Maria Celeste. Celeste is the illegitimate daughter of Galileo Galilei, the Italian Renaissance scientist and philosopher best known for his astronomical discoveries. Instead, Sobel's book, a biography constructed around Celeste's letters to her father, is primarily about Galileo himself. It is slightly disappointing to find yourself in the middle of an account of Galileo's infamous trial by the Roman Catholic Church instead of, say, a historical romance involving his daughter (something that would have been difficult to find anyway, providing that she was a nun). However, Galileo's life is a fascinating subject. By mixing his tale with the letters of his daughter in prose that is easily readable, Sobel is able to recover the reader's interest. She produces an interesting and well-written account of the life of one of the most important figures in science and his relationship with his daughter.

Galileo Galilei was born in 1564. Before his death seventy-eight years later, he built the first telescope, was

convicted of heresy, and laid the groundwork for modern physics. He published many

forced to travel to Rome for a trial that resulted in his conviction of heresy.

Sobel, however, does not write about Galileo's ordeal as a battle between reason and science, and though she is sympathetic to her subject, she does not denounce the Roman Catholic Church. She chooses, instead, to focus on the actions of the time, the views of Galileo, his daughter, and their contemporaries.

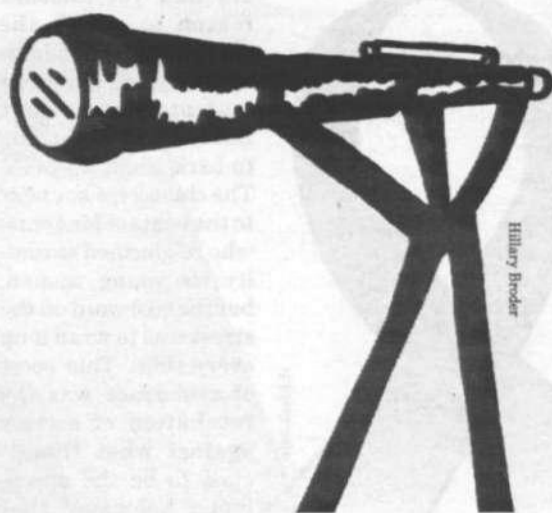
Galileo's illegitimate daughter, born Virginia Galilei, died at thirty-four, eight years before her father. In her short life, she became a healer, a much-respected member of her convent, and Galileo's dearest relative, which is shown through her letters. The one hundred twenty-four epistles, all written by Celeste, are all that remain of the correspondence, and offer a fascinating look into the everyday affairs of a seventeenth century woman. Celeste's letters are peppered with requests for money and laments that

she was unable to starch her father's collars to perfection, as well as prayers for his health and praise for his work. The details of her cloistered life provide a rich contrast to the chaos that surrounded the public life of her father.

Sobel does not introduce Celeste's

letters into the book until after about one hundred pages, and they do not become a real focus until later on. Though this makes sense chronologically, the book is a little slow in the beginning, as it is really just a narrative of Galileo's life. The letters are most effective towards the end, at the point when they help us to sense the anxiety and hope felt by all of Galileo's supporters. Her writing also provides the reader with relief from the serious matter of Galileo's supporters. She mentions such humdrum matters as requests for quail to feed one of the sick nuns in her convent and the condition of the wine suffering. It is clear that Galileo and his daughter had a loving relationship that sustained both of them. It is also clear that their lives were intertwined, and Celeste's death, caused by self-neglect over worry for her father, nearly killed Galileo. Sobel achieves her objective of portraying Galileo's daughter, but she is seen solely in her letters and is defined mainly by her relationship with her father.

Galileo's Daughter is not for everyone. It is more of an account than an action or adventure, and it may not appeal to those seeking an exciting book. Nevertheless, Sobel's subject is fascinating, and her writing is never too dense or dull. By juxtaposing her account of Galileo's scientific discoveries and the suffering he endured because of them with the writings of his loving, intelligent, and affectionate daughter, Sobel is able to deliver a book that is ultimately satisfying.



Following in the theme of Women's History Month, a sophomore evaluated Dava Sobel's latest novel, *Galileo's Daughter*, only to find that it deals primarily with the legendary scientist and not the life of his daughter, Marie Celeste.

influential works on a variety of subjects, the most famous being *Dialogue*, a discussion of the merits of the Ptolemy, or geocentric theory and the Copernican, or heliocentric theory, of the universe. The Roman Catholic Church had issued an edict regarding all works in support of Copernicus's theory as heresy. As a result of his book, Galileo was

Welcome: You've got food!

Students review Bonsai, a Japanese restaurant

by Emily Farber and Jon Kohn

The Preparation

It was a dark and stormy night and the feeling of hunger arose from our stomachs. Despite our plan to go out for a nice dinner, the hazardous weather, and our lack of licenses kept us in. We wondered what we could order in. We did not want the same old thing, like pizza, but we did not know what else there was. Finally, it came to us: Japanese. Yes, this fine eastern cuisine was our choice. However, the question still remained, "Did anyone deliver?" We were in luck, as the menu from Bonsai said "free delivery after five." We looked at the clock and it was after five, so we ran to the phone to place our order. They took quite some time to arrive and we were getting restless, but we kept in mind the weather conditions. So we waited and waited, and waited some more. At last, we heard the sweet sound of the doorbell and saw the friendly deliveryman. We paid our dues and proceeded to sit down to a nice, candle-lit dinner.

The Appetizer

We chose to start our dinner experi-

ence with a ginger-green salad. We split this because it was a rather large portion. It had that classic Japanese salad dressing, and it was quite tasty. Overall, this salad was appetizing, but toward the bottom of the salad, a little water in the lettuce was noted. We finished it, nonetheless, and moved on.

The Dinner

An array of sushi delights was placed before us. Kappa maki, spiced tuna rolls, avocado rolls, and California rolls all graced us with their presence. Jon decided to begin his dinner experience with a California roll. The look on his face after the first bite said it all! After he was done, he described the California roll as, "A

rice entrapped seaweed creation, filled with contents more delicious

than imaginable by the human mind." Emily proceeded to begin her dinner adventure with a spicy tuna roll, which was a very good choice. She commented, "Oh my word, this is perfection!" As Jon quickly finished the California rolls, he moved on to the kappa maki. That was basically just a cucumber roll. However, when made the right way, it can be much, much more. Bonsai made it just right and Jon insisted that Emily try it immediately. She

said, "The crunchy, salty-sweet taste of the rice and cucumber blended together as if they were meant to be."

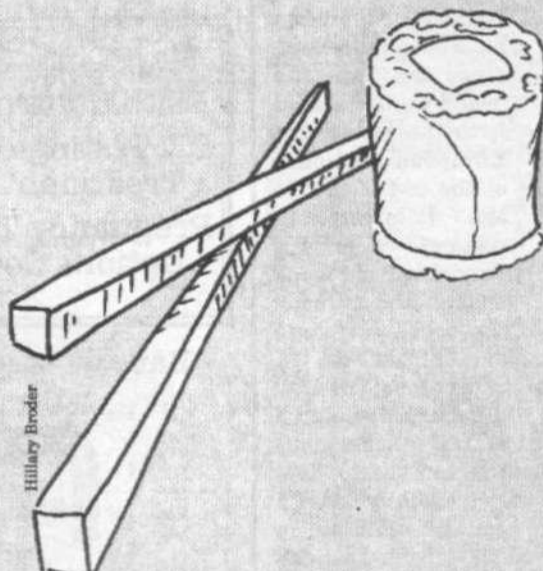
We both ended the dining experience with avocado rolls, simple, but usually satisfying. However, Jon was somewhat disappointed with them. Emily asked Jon what was wrong and he said, "Sogginess existed, although I do realize the effort was meritorious."

Final Thoughts

All in all, our meal was complete and filling. The portions were large, and for the most part, tasted very good. At the end of the meal, we both agreed that we were satisfied. Emily remarked, "I could not have asked for a better Japanese meal unless I was in Japan." Jon brought up the point that they did not even need to go to a restaurant to experience the meal. Although Bonsai was somewhat pricey, the door-to-door service on that snowy night was nothing short of perfection.

How it scored

Salad: B+
California Roll: A
Kappa maki: A-
Avocado Roll: B+
Tuna Roll: A-
Friendly Deliveryman on a snowy night: Priceless
Overall Grade: A-



Bonsai's cuisine and home delivery reaps in positive raves from juniors.

Her story is not His tory

by Merve Emre

To many, the essence of Women's History Month seems to be remnant of the days when inequality between the sexes was obvious to everyone. Seemingly linked to suffragette propaganda, and now with the intuitive notion that discrimination and unequal rights based on sex is simply wrong, it seems that Women's History Month would have quieted. In fact, when confronted today with perplexed looks and the skeptical half-comment, half-question, "We have a Women's History Month?" we do have to turn and examine why this month retains such significance.

A brief history of the event finds its origin in post-World War I Europe, where it then quickly spread to the United States in the form of special feminist advocates as Susan B. Anthony and Elizabeth Cady Stanton. The rising popularity and gossip raised by the women's rights activists were settled by the end of World War II, and yielded the era that was sarcastically referred to as the "bored housewife" period. After the 1960's, the talk and interest in woman's history and its role in society flourished. Finally, in 1987, Congress issued a resolution in conjunction with an annual declaration by the president proclaiming support for the institution of a Women's History Month.

In the present day, many still believe that women deserve such specified, deliberate recognition of their achievements, especially due to the burden once heaped upon them by society. The other side of the issue is the implication of such recognition and the idea that the nature of such "special" treatment could be viewed as degrading.

There are still career choices that keep women as the minority in the workplace, a notion that is widely accepted. Perhaps it is due to the inequality (at least in numbers) that there is the desire to promote the work and achievements of women in such areas.

Business

In the dot-com, high-speed internet age in which we live, it is not surprising that the top-ranked women in the business world are those in telecommunications. Possibly the most powerful woman in business, and one who is clearly aware of the defining elements of her gender, Carly Fiorina best embodies the essence of Women's History Month.

Fiorina has risen to a title of worldwide recognition. She is the first woman CEO of one of America's twenty largest corporations, Hewlett-Packard Company. Prior to this rise to fame, she served as the CEO of Lucent Technologies. However, instead of focusing on the factual, dry information, two anecdotes I read while researching come to mind.

The first was a profile of Fiorina that was issued discussing her meeting with a board member of Hewlett-Packard, where lunch was served by waitresses who she characterized as scantily clad, and laughed upon contrasting herself with them. It serves as a small, yet powerful story about the cliché roles attributed to women in the workplace; the legend of flaunting sexuality to achieve a position seems absurd to someone with Fiorina's mind, so the minor reference is dismissed with a laugh and a joke. Of course, this issue is scarcely something trivial. In fact, it seems to be a more prevalent and commercialized idea

than the actual story behind the success of Fiorina and other women, such as Ann Livermore and Meg Whitman. One of the many aspects of women and their role in society that Women's History Month should seek to address is this popular misconception. How many times has a powerful businesswoman been mentioned, and then followed by a joke about attaining power through sex? Fiorina's simple wave-of-a-hand to dismiss such an issue should silence such offensive comments and embrace the aspect of individual, ethical success.

The second was the farewell address that she gave to the 2000 graduating class of MIT, where she touched on a number of the major issues relating to her success in the business world. In her opening, however, she dismissed the idea of her work being identified as the work of a "woman." Fiorina instead turned to the redeeming qualities necessary to fill a position of leadership that was applicable to all genders, races, and ages. Her most truthful and wise lines were the acknowledgements she gave to great leaders who are shaped by their ability to match wits and build trust with a variety of different people. For this recognition, and for extending its message beyond the limited scope of women in business, Fiorina clearly demonstrates what is necessary to succeed in the world.



In celebration of Women's History Month, a student displays the achievements of women succeeding in typically male dominated fields of work.

Physics

I recently came across a research article written at the University of Michigan entitled, "Is the Physics Classroom Any Place for Girls? Gender Imbalance in Physics Education." The title immediately prompted me to look into the labeled inequality, which is especially prominent in this field. The author attributed such minute representation of women in physics to the stereotypical gender roles that deemed women involved "unfeminine."

At this point, the gender roles that date far back are appropriate to discuss. In a time when it has been hammered into our minds the unquestionable equality of all human beings, is it possible that the idea of women in science being unfeminine is taken seriously? Women in general were not freely allowed into laboratories to experiment until the mid-twentieth century. Is it possible that the same denial of education has traces in minds of girls today? There must be a more rational reason. Even though this idea may seem absolutely outdated, it is statistically proven over and over again that the science and math grades of females drop as they enter high school, and that the amount of females entering college to pursue a career

in research falls even more significantly. Such realities set forth a pessimistic mindset when examining the success of women in this field of study.

Despite the circumstances, women who have made a solid impact in this field deserve recognition. One such worthy candidate is Rosalyn Sussman Yalow, a Noble Laureate and medical physicist. Sussman was born to a family of limited education and Jewish background in the predominantly Protestant male dominated world of science. Sadly, her first realization was that it would be impossible to gain admittance into medical school. Instead, she decided to pursue physics at the University of Illinois. Yalow's area of specialization was radioimmunoassay, applying her physics background to the initial dream of medicine that she had wished to pursue.

She earned the Noble Prize in physiology and went on to earn the National Medal of Science. In Yalow's autobiography, she documents her struggle to achieve her right to the same research and laboratory access as the men around her. Numerous times

she speaks of the constant burden that was placed upon her by the men in the workplace, with the casually tossed remarks commenting on the inability of woman to succeed in physics. Possibly the best example of the advice she set forth to future generations was in her acceptance speech of the Nobel Prize, in which she placed heavy emphasis on women realizing that their intelligence and knowledge were no different than that of any men, strongly encouraging them to follow through with their goals.

Architecture

Many prominent women have left their mark in the field of architecture as well. For instance, Maya Lin was twenty-one, a second generation Chinese immigrant, and female. Her personal background clashed heavily with the national tensions and feelings that arose when she was commissioned to create the Vietnam Veteran's Memorial in Washington D.C.

An undergraduate student at Yale University, Lin was picked from among 20,000 applicants to design the commemorative work that would honor the veterans of the Vietnam War. Lin wanted to her design plans to be carried out without any deviation from what she originally submitted, despite the numerous critics who attacked her from all sides.

Her design was wonderful in its simplicity; it contained two black, granite panels that approached the ground as they approached each other, inscribed with the names of the 57,000 fallen.

Lin was forced to defend her design, and with artistic critiques came attacks

on her personal background. The fact that such a young woman had won a prestigious job over the thousands of male applicants was shocking at the time. Not only was her sex an area of attack, but Lin was forced to defend both her race and her sex in public. However, none of the criticism or personal attacks deterred her from her efforts. The construction was overseen by Lin herself and was completely successfully. Dedicated in 1982, Lin reaped in international acclaim.

Now the manager of a design studio in New York City, Lin is a driving force in shaping the face of modern architecture and design. Her bravery and resistance in defending the Vietnam Veteran's Memorial and the personal attacks that ensued sets an admirable example for women who wish to pursue their dreams across the globe.

Music

When we think of the gender defined roles in the music world, it rarely comes to mind that there is some stereotypical job attributed to men over women. After all, women have graced the stage and mastered the instruments at this age with the same recognition and prosperity as most men. However, a critical element of such roles in music is that they are dependent on the actual composition of the music and the guidance of the conductor that leads. Here is where we confront the overwhelming minority of women composers who even now are struggling for their music to stand by itself in a modern music world dominated by men.

Even in the world today, often the names of female composers are obscure and the performance of their music is limited to concerts that devote themselves to emphasizing the particular theme of women composers. Rarely is the performance and popularity of the composed music on par with that of contemporary male composers. In examining the different women who have contributed to this particular area of music study, fame must be one of the more trivial elements examined. The woman who represents the individual striving to find achievement in the world of composers is Ellen Taaffe Zwillich, who is the first woman to receive a Pulitzer Prize in music for the composition of her trademark piece of work, "Symphony No. 1." She also received a doctorate in composition from Julliard and an Academy Award. Zwillich's appeal was not just to the classical music buffs, nor was she an unknown composer whose work was held in esteem only because of her unique position in the workplace. By the early 1970's her work was in constant demand, with the producers of major symphonic orchestras bargaining for the chance to feature her works, and the proliferation of commission demands. Her work appeals to the variety of audiences that the traditional composers had entertained less successfully. The ultimate compliment and acknowledgement of her work was her most recent. In 1995, she was the first conductor to honor the prestigious position of Composers Chair in Carnegie Hall, a position that had been eagerly anticipated by the leading male composers of today.

Although it seems that both sexes stand at an equal point with each other today, it is clear that there are still occupations and stations dominated by males. Hopefully, we will strive for the time when there will be no Women's History Month; a time when women's achievements will be so publicized and normal in all areas in which they venture that there will no need for special commemoration.

Playwright comments on his struggle

by Josh Gelb

When reflecting on the Drama Club's Young Playwright's Festival, I think back on this past year and my dreams of becoming a world-renowned writer of stage and screen. This Festival, which brings together a plethora of aspiring, or just acting, actors, as well as a few talented directors, prepares those hopeful writers, myself included, for the real world of performance. After a meticulous process of selection and copious amounts of revisions, the plays were cast and immediately pressed into rehearsal. This is not to say the decisions were definite, considering flaws were found during the process, thus instigating overnight changes. This is not unusual to the field of writing. If for the big revelation, this event combines all of the aspects of real theatre, making it a brilliant training field for the writers themselves.



Junior Josh Gelb, a struggling playwright, will have his original one-act performed at Boston University this spring.

Since there is no class called, "Surviving as a Playwright 101," it is only natural that young writers take it upon themselves to get up and get their material out. This is how it was until the Festival reached our school through the Drama Club. Unfortunately, I was not quite aware of this chance when I first tried to educate myself in the real world.

At the beginning of this year, I had written exactly three one-acts, (well, three of which I was not ashamed). I had one rather successful, but chaotic, production for Shakespeare Day of my earliest piece of decent work, *The Apothecary*. By the time the summer ended, I had a large amount of vague ideas and a new one-act in its initial state of revision, which was followed by the stump of rewriting. I sat for hours reworking the same four one-acts until I could do no more to harm or heal them.

As I finished the first week or so of my junior year, it hit me that college was actually closer in sight than I had believed. For the first time in my life, I truly had to start worrying about my grades, although I tended to do that anyway, and I knew I had to do something that would separate myself from the masses with decent grades such as my own. It was at this time that I first decided that my work had to get off of my computer screen and find its way into the hands of competitions. This was my secret weapon that hopefully would help me get into college. With an exceedingly cocky and presumptuous air around me, I entered two different competitions with the firm belief that I could win either of them easily.

After spending a fortune on copying, I left Minuteman Press one autumn day with a knapsack full of scripts. After signing various letters which explained plots and repeated the phrase, "thank you again for reading my plays" about a dozen times, I bought an excessive amount of stamps for the envelopes and mailed them within a few days of the deadlines. Following the feeling of

elation that immediately precedes the mailing of one's work, I realized that people who I did not know, and people with whom

I had no contact, were going to read my plays. Was I frightened? Of course I was - who would not be? But after months of waiting, the apprehension seemed to wear off.

Each day as I walked home from school, I thought for just a second that perhaps I would get a reply, and immediately I would stop thinking about it, hoping that I did not jinx myself for the afternoon.

One day, about a month back, I opened my kitchen door to find three separate manila envelopes, each with my name on them, but all lacking a return address. Opening them, I found my three plays as well as the respective letters of sucking up, no note, no apology, just the scripts. For a second, I thought that the envelopes I had sent had just been returned to me. But low and behold, the envelopes which I held in my hands, were those I had placed in my original envelopes in order to get back notice, or copies of the scripts, on which I had been told they were supposed to write corrections and ideas. This perplexed me. I looked at the scripts and saw that there was not even a crease where the pages should have been folded back. The pages in my hands were definitely unread. Perhaps it was a fraud competition, which I had found online, or perhaps the theatre just gave it up, sending back all of the plays, or perhaps I was just rejected. All that is known of this mystery is that the plays were not read, and I would not be getting any college recommendation from this organization.

This disappointment, however, is not the only aspect of the real world I have so brashly entered. I moved on, in no way disheartened, entering new plays into two more contests. Once more, I am propelled into the era of waiting for an answer. This small story, however, does not go without certain happy endings. After a short phone call from a camp friend, a college acting group from Boston University put one of my original three plays into another contest for performance. Two months later, I had won, and this spring vacation my play will be produced at Boston University. This is my greatest accomplishment to date, as I do not hear from the rest of the contests until June. So the story goes on, closely trailing my life, but that's a completely different issue.

This short allegory is just an example of students' attempts to prepare themselves for the real world in which they will find themselves very soon, because not everything is taught in math class and health class. Some kids choose to intern at a school, or do Intel projects. I have to endure the highs and lows of the theatrical community. Writers have to be instructed in life somehow. Luckily for most kids, the Drama Club Young Playwright's Festival does so in a warm school environment. But no matter the result, we must each find our own ways to get past the grades and figure out how we will fit in once college is over.

You're A Good Man Charlie Brown will grace Schreiber stage

by Brienne Bellavita



This year's spring musical, *You're A Good Man, Charlie Brown*, which will be put on by Dr. Meoli and the Department of Performing Arts, has a tough act to follow after the success of Schreiber's fall musical, *Pippin*. Although *Charlie Brown* has a much smaller cast than *Pippin* did, many of the same actors appear in this play. Hopefully, this means that another fantastic production will soon grace the Schreiber stage.

You're A Good Man, Charlie Brown is based on Charles Schultz' popular comic strip, "Peanuts." It relates all of the crazy antics and events that happen in the day of the life of Charlie Brown, played by junior Henry Magel III, and his laughable sidekick, the beagle, Snoopy, played by junior Josh Gelb.

You're A Good Man, Charlie Brown originally opened in Theatre 80 at Saint Marks Place on March 7, 1967, with music written by Clark Gesner and a cast that featured Bill Hinnant as Snoopy and Gary Burghoff as Charlie Brown. The play included such classic songs as "Happiness" and "Supertime." This production lasted for 1597 performances and generated six touring companies between 1967 and 1971. In 1999, a huge revival occurred,



Known as "Peanuts" now, Charlie Brown was once a "Li'l Folk."



featuring two new songs ("My New Philosophy" and "Beethoven Day") and twenty-three new sketches, written by the original "Peanuts" creator, Charles Schultz.

This production did not have the longevity that the first one had, but it was awarded with two Tony's for Roger Bart, who played



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Hannibal "the Cannibal" rocks theatres

by Josh Bernhard

Hannibal, the long-awaited sequel to Jonathan Demme's 1991 *The Silence of the Lambs*, finally hit movie screens in February. Welcomed by mixed reviews that were lukewarm at best, Ridley Scott's adaptation of the Thomas Harris novel, *Hannibal*, is already a huge financial success. Having crossed the \$100 million mark in eleven days, audiences have proven that they cannot get enough of their favorite cannibal.

So, how was the movie? I have to say, before I go on, that I saw the movie three times. No, not because it was that great, but because it just worked out that I saw it with three different groups of people over the course of a few weeks. After my first viewing, my reaction was mixed. However, I have to admit that the movie grew on me when I saw it again. By the third viewing, I saw more clearly what makes it a good movie.

Most people were expecting a repeat of *Silence*, but *Hannibal* was not that story; it was something different, and rightfully so. The first movie was the story of Clarice Starling. In this film, it is Hannibal Lecter's time to shine. By design, the first movie was more of a psychological thriller, while *Hannibal* is more "in your face" with the action. This alone does not mean that one is better than the other is; one could argue that *The Silence of the Lambs* had more finesse, but at its core, it was still a basic crime drama. What made the first movie work was the interaction with the Lecter character, and his situation dictated a certain kind of movie. Now that he is the focus, the situation dictates a different type of film. I think that *Hannibal* will find more acceptance as time goes on and people realize that it is a pretty good movie in its own right even when placed up against its predecessor.

Now, let me give the news-byte plot summary: it is ten years after the events in *The Silence of the Lambs*, and Clarice Starling (Julianne Moore) is now a seasoned FBI agent, which is an immediate contrast with the first movie. At the beginning of the film, an operation she runs turns ugly and gives the FBI some wacko-style bad press, landing her at a desk job with a reputation to repair.

Using this opportunity, the millionaire Mason Verger (Gary Oldman), Lecter's only surviving victim, uses his influence to get her back on the case of Hannibal

guy," which is part of the reason why his character is so popular.

Julianne Moore replaced Jodie Foster as Clarice Starling, the role that won Foster an Oscar. I thought Moore gave a solid performance in what were obviously big shoes to fill. She tried to create her own character rather than simply trying to imitate Jodie Foster. I have to confess that although I think Foster is a wonderful actress, I have an irrational dislike for her, and an unusual adoration for Moore, so my opinion may be biased. Still, I would have preferred Foster in the role for continuity's sake. For Moore's naysayers, I think they miss the innocence of Foster's character more than Foster her-



Julianne Moore plays agent Clarice Starling in *Hannibal*, the sequel to *The Silence of the Lambs*. The original role was portrayed by Jodie Foster.

Lecter (Anthony Hopkins). Verger wishes to exact his revenge for causing his horrible disfigurement. Lecter, who has been posing as a professor of literature and art in Florence, gets wind that Clarice is back on his trail and comes out of the woodwork to hurt those who harmed his beloved—namely Justice Department officer Paul Krendler (Ray Liotta). Also tracking Lecter, with a more selfish incentive, is Detective Pazzi (Giancarlo Giannini), who becomes involved with Verger for a reward of three million dollars.

Let me go out and say this right now: *Hannibal* is a love story. Twisted as that sounds, that is the truth. *Hannibal* is to *The Silence of the Lambs* as *The Bride of Frankenstein* was to the original *Frankenstein*. The film version of *Hannibal* is the monster chasing the love he can never have. This is a departure from Harris's original novel, which ended on a much different note. While I did not read the book, I can say that I think that the story translates to the screen much better the way the film was ultimately scripted. I cannot really make a valid comparison between the two endings, but I thought the way the film ended was perfect.

Anthony Hopkins shines as Hannibal "the Cannibal" Lecter in *The Silence of the Lambs*, and we get even more of this "moral" serial killer who prefers to feast on the "free-reign rude." What was great about the first film was how Lecter almost became the hero of the story. He was refined and civil, and the audience wanted to root for him so badly. *Hannibal* continues to cast him as the "good bad

self. One big breakout performance is Giancarlo Giannini, who plays Detective Pazzi. Although it is hardly a breakthrough (Giannini is a thirty-six year veteran of Italian cinema), I think this is his first great performance in American cinema. He is excellent as the detective, who comes across as a guy who likes to do the right thing but does not mind getting a little something for himself. He certainly pulls off the sunglasses and trench coat look really well. If I were ever to make a movie, I would want this guy to be in it.

Gary Oldman is astounding as the proverbial man without a face, Mason Verger. While under the influence of drugs from Lecter, which made him open to the power of suggestion, Verger cuts off his own face, leaving himself horribly disfigured. His make-up is gruesome and effective, and Oldman delivers a wonderful performance despite the prosthetics.

I think the most under used actor in the film is Ray Liotta. His character is painfully one-dimensional and there is not really much for him to work with. Still, his supporting role serves as a large drive for the overall story, and it is not

too hard to overlook.

Director Ridley Scott, straight from the arena of *Gladiator*, took the helm of this project after *Silence* director Jonathan Demme turned it down. His influence is felt throughout with the brilliant mood and atmosphere. The film looks beautiful, taking full advantage of its breathtaking location in Florence.



Anthony Hopkins plays the delightful Dr. Hannibal Lecter. The role won him an oscar in *The Silence of the Lambs*.

In addition to his visual flair honed on such films as *Alien*, *Blade Runner*, and the recent *Gladiator*, Scott brought composer Hans Zimmer with him. Zimmer's score makes effective use of classical pieces as well as some chilling original music.

All in all, *Hannibal* is a good movie, and in my opinion, a worthy successor of *The Silence of the Lambs*. Sure, some argue that *Silence* is better, and maybe it

is, but not simply because it is more psychological. *Hannibal* is something different. It is not as a formula series; there is a new and interesting take with each outing.

For those of you who crave more Hannibal Lecter, the pre-sequel to *The Silence of the Lambs*, Thomas Harris' *Red Dragon*,



Hannibal carries Clarice from danger, revealing his soft side for the FBI agent. This sick and twisted love affair was pronounced in the film.

is being made with Anthony Hopkins, who was digitally altered to make him twenty years younger. It is not the first time this story was visited on film. Michael Mann's 1986 *Manhunter* is an adaptation of this novel, with Brian Cox as Lecter. But one thing is for sure, with the huge financial success of *Hannibal*, expect more Lecter. In late February, CBS

gave eighteen million dollars to acquire the broadcasting rights of the new movie for the November 2003 sweeps period, with director Ridley Scott agreeing to add an hour of cut footage. Look for a DVD release of both *The Silence of the Lambs* and the theatrical version of *Hannibal* from MGM this summer.

all pictures from <http://movies.yahoo.com>

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Snoopy, and Kristin Chenoweth, who played Sally, Charlie Brown's little sister. In the Schreiber production, senior Julie Goldin will use her impeccable talents to play Sally.

Other cast members include junior Jon Levin as Linus, senior Michelle Glasser as Lucy Von Pelt, Linus' sister, and an avid admirer of Schroeder, who will be played by senior Brandon Woolf. This is Woolf's debut performance in Schreiber and his rendition of "Beethoven Day" is much anticipated. Senior Stephanie Borris, a Schreiber veteran, will be portraying the part



of Peppermint Patty, who affectionately refers to Charlie Brown as "Chuck," and her sidekick, Marcie, often known as the quiet girl with glasses, will be played by senior Kerry Gibbons. Woodstock, the yellow little bird that follows Snoopy, will be played by freshman Anushka Peres, and junior Lee Evans will be dramatizing Frieda, better known as the "little redheaded girl" who is sought after by Charlie Brown. Seniors Evan

Behar, Maura Kutner, Steve Peluso, and Joe Santoro, sophomore Daria Vinogradava, and freshman Andy Malone play Violet, Pig Pen, Shermy, Roy, Peggy Jean, and Franklin, respectively, and round out the remaining cast.

You're A Good Man, Charlie Brown will be directed by John Sheridan, who will be assisted by producer Mardi Braun. Cam Gelb is the choreographer and Karla Kennedy, a music teacher

at Sousa Elementary School, is the musical director. Senior Kate Lazarovic will be aiding as the assistant director. *Charlie Brown* will be performed on April 26, 27, 28, and 29, and is sure to be a fantastic production!

pictures from <http://web.tiscali.net.it/ragnacidelweb/pages/peanuts.htm>

VIKING SPORTS

GIRLS' LACROSSE PREVIEW

by Min Suh

TEAM OUTLOOK

Last year, the girls' varsity lacrosse team won the county title. This year, Port will be competing in a more competitive league with a tougher schedule. Port will be playing teams like Baldwin, Farmingdale, Garden City, New Hyde Park, Cold Spring Harbor, and Manhasset, all of which are very competitive teams.

More specifically, Port will be on the lookout for Farmingdale, which it lost to twice during league games but had defeated in the county finals thirteen to twelve in double overtime.

Garden City is the defending Small Schools state champion, and will challenge Port's defense of its county title.

This year Port is looking healthy, as the returning players are strong and

show promise for the tough upcoming season. Furthermore, there is a lot of unrecognized potential, as practice has only gone on for a couple of days and strong players are bound to show up before Port starts to play league games.

This year's team will be looking to get past the Long Island Championship game and into the state final four.

ATTACK

Port has always had a strong offense and this year there is no exception. There are five returning attack players from last year's team. Seniors Caitlin Bracken, who had forty-five goals and fifteen assists, Nathalie Faure with six goals and four assists, junior Sarah Walsh had fifty-three goals and forty-two assists, while sophomores Lara Melniker had sixteen goals and five assists, and sophomore Deirdre O'Connor had five goals and five assists.

This year, two key players will play a

vital role in this season's attack. The two are all-county senior Caitlin Bracken and all-division junior Sarah Walsh. Despite Walsh's injury prior to the season, Walsh should be ready to play by the time the team starts to scrimmage on March 14. Both these attacking players will play a vital role in Port's scoring efforts all throughout this season. Even though the team lost two all county players, Dori Milner and Corinne D'Arco, to graduation last year, Port's offense is still looking strong and full of potential.

DEFENSE

Port has returning seniors Sharmila Chardavoyne, Evelyn Velasquez, and sophomore Lisa Vogeley on defense. While defense seems like the least rewarding position, it is one of the most important parts of the game. With two returning seniors and a single sophomore the team will be well squared off with a solid defense.

MIDFIELD

Backing up the attack is Port's midfield. Returning for midfield this season, are senior Julia Trinko, juniors Ronli Diakow and Danielle Zwirn, and sophomore Lindsay Levin. Strong players like Zwirn and Trinko will improve their game play for the better. With returning players mixed in with new recruits, the midfield is looking to perform on par with last season or even better.

GOALKEEPER

Last year all-county goalkeeper Shirley Cho had two hundred and ten saves, which was a vital part of Port's defense. This year Lindsay Levin might fill her shoes. Last year she had played goalkeeper for several games and ended the season with forty-one saves.

BOYS' LACROSSE PREVIEW

by Dave Whittemore

TEAM OUTLOOK

After an excellent season last year, the boys' varsity lacrosse team is hoping to make an appearance in the county championships for the second straight year. They have a strong squad this year, but many of last year's talented players are gone. The new players will have to make an impact if the team hopes to go far in the playoffs.

Last year, the Vikings played fantastically in the regular season before making a strong showing in the playoffs. However, heavily favored Garden City was able to soundly defeat the Vikings in the county championship, 20-14.

The Vikings will have a tougher preseason than last year. It will prove how talented and experienced the team is. They will be facing tough opponents such as Farmingdale, Lynbrook, and Massapequa.

Look for an exciting year from this year's lacrosse squad. Although this a rebuilding year, the team has a lot of talent, and expects to make it to the playoffs. If the veterans and the new players both gain experience rapidly, who knows how far the team can advance.

ATTACK

After losing Ricky Brown, David London, and Edmond Perry from last year's squad, the Vikings still have talented players on attack this year. Leading the attack is senior Jose Galeano,

who was a constant threat on last year's varsity team. Returning with him is senior David Wilson, another talented veteran.

MIDFIELD

The midfield this year is led by returning senior Spencer Bodner. Last year he was a prominent member of the team, helping it reach the county championships against Garden City. Replacing former Viking Frank Zaccherio as face-off specialist is junior Mike Cosolito. The supporting cast at midfield includes seniors Derek Hafer and Jon Ross and sophomores Danny Maher and Ray Ross.

DEFENSE

The defense this year has a lot to live up to. Last year's defense included Femi Giwa, Pat McCloskey and Sean McCloskey, three excellent defensemen who completely shut down the ability of Port's opponents to score. Seniors Ben Benfield, Mark Ross, and Pablo Sepulveda are taking their places, and will hopefully lead the team to victory. Other members attempting to be a starting defensemen are juniors Bobby Ogrudek and Scott Schnipper.

GOALKEEPER

Senior Nick Dello-Iacono was expected to be the starting goalie this year. However, junior Scott Udell, a transfer student, is extremely talented and is attempting to win the starting spot. The backup goalie will be senior Justin Ryan.

Boys' Lacrosse Schedule

SCRIMMAGES

MARCH	14	Wed.	at	Manhasset	4:15 p.m.
	15	Thurs.	at	North Shore	4:15 p.m.
	17	Sat.	at	Freeport Jamboree	9:00 a.m.

NON-LEAGUE

MARCH	19	Mon.		Huntington	4:15 p.m.
	22	Thurs.		Chaminade	4:15 p.m.
	24	Sat.		Freeport	11:00 a.m.
	27	Tues.	at	Massapequa	4:30 p.m.
	30	Fri.	at	Lynbrook	4:30 p.m.
APRIL	7	Sat.	at	Farmingdale	7:30 p.m.

LEAGUE

APRIL	17	Mon.		Wantagh	4:15 p.m.
	18	Wed.		Floral Park	4:15 p.m.
	21	Sat.		South Side	10:30 a.m.
	23	Mon.	at	Calhoun	4:30 p.m.
	25	Wed.	at	Lawrence	4:30 p.m.
	28	Sat.	at	Long Beach	10:30 a.m.
MAY	2	Wed.	at	Garden City	4:15 p.m.
	5	Sat.		Mac Arthur	10:30 a.m.
	8	Tues.		Division	4:15 p.m.
	11	Fri.	at	Bellmore Kennedy	4:30 p.m.

PLAYOFFS

MAY	14	Mon.		1st Round
	19	Sat.		Quarter-Finals
	24	Thurs.		Semi-Finals
	30	Wed.		Finals

PREVIEW

Boys' Varsity Volleyball

SEASON OUTLOOK

by Timothy Koo

Last season in the county semifinals, Plainview JFK dethroned the varsity volleyball team. This loss ended its hopes for a fourth consecutive title. Port came back to claim third place in the county with a victory over Syosset in the consolation match.

This season, the team is loaded with experience and talent. Eleven out of fourteen players return from last year's squad.

The team lost all-conference selections setter Brian Lee and outside hitter Alex Talcott to graduation, but returns its three top attackers, seniors Stuart Katz, John Lee, and Arek Leniuk.

Port is seeded second to Plainview in

Nassau preseason rankings. The Vikings will have their chance at avenging last season's playoff loss to the Hawks in their regular season finale, as well as at Plainview's annual tournament.

With a stacked team of returning varsity letter winners, the team is likely to make its sixth consecutive appearance in the Nassau County tournament Final Four, and looks to take back the championship plaque for the fourth time in five years.

Coach Maria Giamanco commented, "I'm very optimistic about this season. I think that after winning three straight championships and then not winning last year has helped us to realize that we need to work hard. I expect our team to do very well this season."

Coach Maria Giamanco



Giamanco is in her twelfth season as head coach of the boys' varsity volleyball team. She led the team to a 43-match winning streak spanning from 1997 to 1999,

during which she won three county championships. Giamanco has always developed competitive teams during her career, and has built Port into a Long Island volleyball powerhouse. She also coaches the girls' varsity volleyball team in the fall.

THE PLAYERS

Stuart Katz
MB/OH
Senior



Katz, who has signed to play with 2000 NCAA runner-up Ohio State University next season, is in his fifth year on the team. He is a three-time all-County selection and last season's

Nassau County MVP. Katz has been the most dominant player in the county since his sophomore year, and will continue to lead the team with his outstanding talent.

Simon Lee
MB/OH
Senior



Lee is in his third season on the Vikings. His speed and passing ability make him valuable to Port. Lee can play many different positions in both the frontcourt and backcourt. One of only

three third-year veterans, Lee will lead the team with his experience.

Eliav Mintz
MB
Junior



Mintz is in his second season on the team. He was a spot starter last year as a sophomore, and looks to earn more playing time this year. Mintz's long reach and good hitting timing make him a

strong presence in the front court.

John Lee
OS
Senior



Lee is a two-time all-conference selection who is in his fourth season on the team. He is a versatile player, and can play every position on the court. Lee co-captained the team

with Katz last season, and is a leader by example to the Vikings. He is a hard worker who can pass, set, and hit as well as any player in the county. Lee needs to be among the team leaders in kills.

Chris Blanchard
MB
Senior



Blanchard, a second-year player, had a spot in the starting lineup for the second half of last season. In only his first year, he was able to make an impact for Port with his presence at the net, earning him the

Most Improved Player Award last season.

Jeff Platt
OH
Junior



Platt is a second-year player who adds depth as a talented outside hitter for Port. He is a strong front-line player with good hitting and blocking abilities. His endurance and agility will

make him a valuable player.

Arek Leniuk
OH
Senior



Leniuk, who earned all-conference honors last season, provides firepower for Port at the outside hitter position. He can pound a variety of different sets into the opposition's side

of the court. The Vikings need Leniuk to continue to have a high kill percentage. He has also improved his defense considerably since last season.

Eric Van Nostrand
OH
Senior



Van Nostrand is in his second season on the team. He is one of Port's most consistent players in the hitting and passing departments. Van Nostrand was an integral part of many of Port's victories last season

with his strong serving and defense.

Sae Hae Moon
S
Junior



Moon is in his second year on the team. He looks promising in continuing Giamanco's success in developing talent at the setter position. Moon saw limited playing time last season, but will

direct Port's potent attack in 2001.

2001 Season Schedule

4/2	Floral Park	4:30
4/4	Herricks*	5:30
4/5	Hewlett	4:45
4/7	St. Anthony's	TMT
4/18	W. Hempstead*	5:30
4/20	Levittown*	4:15
4/21	Plainview	TMT
4/23	Elmont	4:30
4/26	Long Beach	4:30
4/28	Oceanside	TMT
5/1	Great Neck S.*	4:30
5/3	Syosset*	4:15
5/7	Mepham	4:30
5/10	Floral Park*	4:15
5/14	Herricks	4:30
5/16	Hewlett*	4:15
5/18	Plainview	6:00
5/24	First Round	TBA
5/30	Quarterfinals	TBA
6/1	Semifinals	TBA
6/5	Finals	TBA

*home matches

Andrew Cho
MB/OH
Senior



Cho is a second-year varsity player who earned his way into the starting lineup last season. He is one of the team's best backcourt defensive players and quickest players. Cho

earned the Coach's Award last season for his hard work ethic and training.

William Kang
OS
Junior



Kang is a second-year player who came back from missing his entire freshman year with an ankle injury to make the squad last season. Despite his inexperience, he looks to make an impact as

a weakside hitter this season.

Boys' basketball season ends with disappointment

Vikings finish off season with ten losses; end with 1-11 record

by Dave Whittemore

Fans of the Vikings would call this season a "rebuilding year." Critics would call it a disaster. Thankfully for the Vikings, the truth is leaning towards the opinion of their fans.

During an excellent season last year, in which the Vikings made it to the semifinals of the playoffs, all of the team's starters and the sixth man were seniors. Thus, when the seniors graduated, the team was left with no members with any serious varsity experience.

This year, the only senior with a decent amount of experience is Alex Cummins. Therefore the rest of the team's strength rested with juniors Angelo Ferrucci, Eric Mandelkern, and Pat Mulqueen, and sophomores Quenton Dumpson and Ray Ross. Although the only one of the five with varsity experience was Mulqueen, the team still racked up lots of points throughout the season.

Now that these five key players have

a season of experience at the varsity level, next year will hopefully not be a repeat of this year's 1-11 record, which included a ten game losing streak that ended the season.

The last game of the season was an away game against Hicksville on February 14. Port played well in the first half, but was outmatched by Hicksville's speed and size. Port was down by eleven at halftime, 30-19.

Port rallied back in the second half, but it was not enough to overcome Hicksville. The final score was 63-53, in favor of Hicksville.

High scorers for Port included Mulqueen with eighteen and Ross with nine.

On February 12, the team played its last home game, against East Meadow. As the last home game for this year's seniors, there was a short ceremony before the game in which each senior gave a rose to a parent.

The seniors, Cummins, Chris Mendoza, Yovanni Sanchez, David Shin, and Kevin Vanderbilt, all started the game for Port. Most of them were taken

out after the first quarter, as East Meadow had already acquired a 12-7 lead.

However, after Port's regular starters were put in the game, East Meadow completely dominated, going on a 10-0 run at one point. At halftime the score was 36-17, in favor of Hicksville, off the strength of 6'6" Andreas Barkouras, who scored nine of his seventeen points during the second quarter.

During the third quarter, Port managed to stay even with East Meadow, matching its nine points. The Vikings then made a last ditch effort to win the game in the fourth quarter, as they outscored East Meadow 21-14. However, East Meadow prevailed, winning 59-47.

Port's main downfall was the size of the East Meadow players. With three players who are at least 6'5", East Meadow was able to prevent the Vikings from penetrating the key, forcing them to take the game outside.

Unfortunately for Port, the entire team seemed unable to make the outside shots with any consistency, which allowed East Meadow to dominate in the first and second quarters.

Port's high scorers were Ross with thirteen and Mulqueen and Dumpson with ten.



Sophomore Quenton Dumpson dribbles upcourt. He scored 10 points against East Meadow on February 12.

William Keay



Senior Alex Cummins passes in his last home game against East Meadow. Port lost, 59-47.

William Keay

Despite Port's rough losses at the end of the season and its horrible league record, the team remains hopeful for the future. Unlike last year, much of this year's starting team, composed of Ferrucci, Mandelkern, Mulqueen, and Ross, will return next year as upperclassmen. With this season's experience, the team should be able to make a legitimate run for the playoffs.



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2001 Winter Sports Awards

Boys' Varsity Basketball

Coach's Award

Kevin Vanderbilt

MIP

Cristian Mendoza

All Conference

Ray Ross Jr.

Lt. Albert E. Willis Jr. Award

Ray Ross Jr.

Boys' JV Basketball

Coach's Award

Jarryd Levine

Boys' JV 2 Basketball

Coach's Award

Michael Ryder
Rahul Sawhney

Gymnastics

Coach's Award

Samantha Moskowitz
Alanna Bares

MIP

Amanda Lincer

All County

Samantha Moskowitz

Honorable Mention

Alanna Bares

Girls' JV Bowling

Coach's Award

Rosie Alaimo

Varsity Wrestling

Coach's Award

Ricky Leon
Ed Pak

MIP

Christopher Kitley

All Conference

Christopher Kitley
Sergio Lopez
Jose Galeano

JV Wrestling

Coach's Award

Bryan Goode
Carlos Rivas

Boys' Winter Track

Coach's Award

Matthew Schefer

MVP

Gopal Vemuri

MIP

Andy Fradelakis

All Conference

Gopal Vemuri

Girls' Varsity Bowling

Coach's Award

Nitya Rehani

MVP

Michelle Guidice

MIP

Brynn Stepinowski

Girls' Varsity Basketball

Coach's Award

Deirdre O'Connor
Molly Catchen

MVP

Sarah Walsh

MIP

Lisa Vogeley

All County

Sarah Walsh

All Conference

Lisa Vogeley

All Division

Deirdre O'Connor

Girls' JV Basketball

Coach's Award

Danielle Russo
Lindsay Wersan

Boys' Bowling

Coach's Award

Jesse Segall

MVP

Jeff Byrne

MIP

Theodore Levarda

Girls' Winter Track

Coach's Award - Field

Ashley Benisatto

Coach's Award - Track

Amelia Box
Catherine Cahn

NYS Scholar-Athlete Teams

Gymnastics
Girls' Basketball

Arts & Entertainment

McPartland performs tonight

by Jamie Sokol

Tonight, Schreiber High School will welcome legendary jazz pianist Marian McPartland for an evening of jazz and blues. A native of Port Washington, McPartland has been performing annually with the band for numerous years.

Ms. McPartland is a legend among pianists, celebrated for her contributions to the world of jazz. Upon hearing McPartland at the piano, one quickly becomes aware of her impeccable technique and her uniquely salient harmonic sense. Her playing is sensitive, lyrical, romantic, and well wrought, with a sophisticated sense of modern harmony and solo development.

McPartland was born Marian Turner in Windsor, England, where she started on piano at the age of four, switched to violin, and then studied composition at the Guildhall School of Music for three years, dropping out to join a vaudeville show. During the war, she toured with an entertainment unit. She married Chicago trumpeter Jimmy McPartland

and moved to the United States in 1946. At first playing with her husband, then forming her own trio, she worked at the Embers and Hickory Houses, in New York, where Duke Ellington was among her frequent listeners.

The jazz band, under the direction of Mr. Mark Brenner, will perform four selections with McPartland. These pieces include *Killer Joe*, by Benny Goldson, *Traces*, a seventy's rock song arranged by David Wolpe that features junior trombonist Chris Koh, and *C-Jam*, by Duke Ellington. The band will close its portion of the program with a piece entitled *Sunday Pride*, a medium tempo Basie-style fundamental blues, which will feature the piano artistry of McPartland. The concert will also feature Dr. Dave Lalama, the director of jazz studies at Hofstra University, as a guest conductor. Dr. Lalama takes part annually in the Schreiber McPartland concert and is warmly welcomed by the students.

The McPartland concert is a highlight of the year for the Schreiber jazz band. The group has been rehearsing

intensively for the past few months, perfecting and refining its selections. The group's hard work and dedication will surely shine alongside McPartland. Mr. Brenner commented, "I'm quite pleased how hard the ensemble has worked to master four pieces of different styles. Members of the band have showed tremendous musical growth." Senior Floyd Feather, who has participated in the jazz band throughout his four years at Schreiber says, "It is a great honor to play alongside Ms. McPartland, for she has been so influential in jazz. It is sad to think that this is my last year participating in this wonderful evening."

The jazz band is anticipating a large turnout for the concert and encourages anyone interested in an evening of exquisite jazz and blues to join them and McPartland tonight. "We are looking forward to a wonderful evening of jazz music," says Mr. Brenner. "We encourage everyone to come, hear the band, and see a legend perform live."



Daichi Kawakami

Stuart Brinn

Young Playwright's Festival opens tomorrow night

by Kerry Gibbons

Starting a new tradition at Schreiber High School, the Drama Club is producing the Young Playwright's Festival. The plays will be performed on Saturday, March 17 at 8 p.m. and Sunday and Monday, the 18 and 19 respectively, at 3 p.m. Written, directed, and performed by Schreiber students, the festival is an opportunity to showcase the wide range of talents held by many members and non-members of the Drama Club.

Thomas: The Man of No-Face, written by senior George Gerstein and directed by senior Steven Peluso, is the tale of a sixteen year old boy's attempts to change his personality in order to befriend someone with "connections." Thomas, played by junior Michael Lees, is the

main character, narrating his day to the audience with delightful humor. Other actors, such as senior Michele Glasser as "the girl," sophomore Kate Hartman, who plays Thomas' rapping mother, and sophomores Dan Alschuler and Sam Salkin as his friends, all add to the cast of characters that make this play delightful.

Good Morning Class, written by senior Drew DiFonzo-Marks and directed by junior Lee Evans is the twisted story of a demented teacher, noises from the boys' room, and a child who eats chalk. Senior Stephanie Borris plays the insane teacher with junior Max Esgrow as the principal. Juniors Jonathon Levine and Emma Smaldino; sophomores Nikki Ambrosio and Jaime Ormont; and freshmen Andy Malone, Anushka Peres, James Thomp-

son, and play assorted students. Senior Joe Santoro and freshman Brad Tashman play adult men in the school. The play is extremely hilarious.

Directed by senior Jenny Gamell and written by senior Kerry Gibbons, *As You Like Much Ado About the Twelfth Merchant of Macbeth*, has extremely assorted characters. Written in Elizabethan English and starring only Shakespearean characters, this play is a true ensemble show of eleven characters that involves witches, cops, beer, and gay men. The witches, played by senior Gill Muller and juniors Vanessa Pozan and Laura Silver narrate the story of Rosalind, senior Julie Goldin, Viola, senior Karen Chuzmir, Portia, junior Melissa Hyman, Sir Toby Belch, junior Ben Peres, Shylock, senior Dave Reagan, and three very confused Antonios, played by freshman Brad Tashman, junior Josh Bernhard, and senior Jesse Beatus in his Schreiber stage debut. To add to the jumble of characters, special secret cameos grace the stage in this cauldron of a play.

An Afternoon in the Life of Steve and Sheila, written by junior Josh Gelb and directed by senior Jessica Buettner, is about two sheep and the social struggle to reach something more than being just a sheep. Starring seniors Evan Behar and Kerry Gibbons as Steve and Sheila respectively, this play is laughable, yet deeply philosophical at the same time, contemplating the significance of a big red barrel. Although short, this play is inspirational.

Also written by Gelb, *Acts of a Desper-*

ate Man, directed by Drama Club advisor Mr. Mark Gamell, is another thought-provoking play on the social roles of guard and captive. Starring senior Josh Hyman and junior Henry Magel III, it questions which of the two is really captive of the other. Eventually the guard, less witty than his prisoner, is tricked into locking himself into the jail cell.

What You Make of It, written by senior Deborah Geiger and directed by senior Drew DiFonzo-Marks, finishes the line-up. Angelique, played by senior Maura Kutner, plans to spend an evening alone, but her best friend, Brooklyn, played by junior Lauren Bakst, foils those plans by inviting over as many people as possible and throwing a party. Other members of this cast, including seniors Adam Caslow, Alex Cummins, Suzanne Davis, juniors Jessica Ansel, Diego Carvajal, Max Esgrow, Chris LaBanca, Katie Lagana, Jonathon Levin, Ben Peres sophomores Dan Alschuler, Gina Farinaccio, and freshman Ariela Wurtzel join in the festivities of ruining Angelique's evening.

The festival is one-of-a-kind in its creative teams and unique in its production. With unusual stage directions from Jenny Gamell, pizza fights from Geiger, and Shakespearean slang from Gibbons, these One-Acts prove to be some of the most creative and student-involved at Schreiber. Hopefully, the festival will become a tradition, giving more opportunities for writers to become involved in Drama Club productions.



Ira Glasser

Seniors Jenny Gamell and Jesse Beatus prepare for the upcoming Young Playwright's Festival. Beatus is making his stage debut tomorrow night.