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The Times

Schreiber

Paul D. Schreiber High School Port Washington, New York Volume LI No. 10
<http://times.portnet.k12.ny.us>

Monday, June 11, 2001

2001

Colgateulak



Cover design by Hillary Broder and Vaishali Jain

NEWS BRIEFS

Key Club engages in service activities

Members of the Key Club remained active in the community as they engaged in a variety of activities.

The Key Club held a car wash at the Weber Circle on May 12. Members raised over two hundred thirty dollars as they charged five dollars for small cars and seven dollars for larger cars.

Approximately twenty members volunteered at the Long Island Alzheimer's Foundation's "A Ride to Remember," a thirty-mile bike ride in scenic Nassau County, on May 20. Members positioned themselves at the thirty checkpoints and directed the bikers as to which direction to turn. The bike-a-thon began at CW Post, and money from the bikers' sponsors was donated to the Long Island Alzheimer's Foundation. The Key Club had previously donated \$2,000 to the bike-a-thon and was one of its major sponsors.

Key clubbers also volunteered at the annual Helen Keller Walk-A-Thon in Sands Point on June 10. They helped with registration, walked to benefit the center, and assisted at the checkpoints.

Juniors Ben Joelson and Barry Lichman are the co-presidents of Key Club, and Weber health teacher Ms. Victoria Migatz serves as the advisor.

-Sarah Morgan

English teacher selected for NEH summer program

English teacher Ms. Sari Schulman was chosen by National Endowment for Humanities (NEH) as one of fifteen talented teachers nationwide.

As a result of this special selection, Ms. Schulman will spend six weeks over the summer at Yale University studying Chaucer's *Canterbury Tales* and medieval history.

She remarked, "I am very honored and excited to participate in this program."

-Jessica Gross

Seniors showcase artwork in cafeteria

Seniors in Advanced Placement Studio in Art exhibited their artwork at the annual Senior Art Show in the cafeteria at 6 p.m. on June 8.

The seniors are finishing up their second year of the course and the art they displayed was not sent as portfolio work for the AP exam in May. The artwork was done in a variety of media, including oil, acrylic, pencil, and pastel, and it represented the diversity and originality of the artists.

The AP Studio in Art teachers present at the display show were Mrs. Mary Lynn Conte-Lawe, Art department chairperson Dr. Mark Graham, and Mrs. Kris Murphy.

-Adam Carron

Juniors honored with book awards

Juniors Charlotte McCorkel and Myung-Hee Vabulas are recipients of the annual English Book Awards. Each year, a few select juniors receive the awards from the English department. The awards are given by universities who wish to support strong students who may be interested in attending their university in the future.

McCorkel received the award from Harvard University and Vabulas received the award from Wellesley College. They were chosen by the English department as a result of their outstanding academic performance and character, their personal contributions to the school or community and their exhibition of leadership.

McCorkel commented, "I'm honored and pleased to be recognized."

Vabulas remarked, "[I'm] very honored and flattered."

-Nicole Tingir

Seniors reminisce at annual supper

The Student Council, in collaboration with the Senior Class Club, held the annual Senior Supper in the cafeteria on June 7.

The supper began with yearbook distribution and signing as the seniors had a chance to remember their times at Schreiber. Seniors chose the type of sandwich they wanted to eat when they bought their tickets, which were purchased for two dollars in advance. In addition, the Senior Class Club provided raffles for prizes.

According to the Senior Class Club advisor Mr. Scott Lenz, "This event is an emotional time, it tends to be really meaningful just because of the fact that everyone is together."

-Nicole Cohen

Theatre Arts is inspired by the show *RENT*

Theater Arts teacher Ms. Sari Schulman chaperoned a trip to a workshop and a matinee performance of *RENT* on May 3. Approximately twenty students participated.

The workshop took place before the performance and was a time for the theater students to take an inside look at the makings of a Broadway musical. They were taught to sing the hit from *RENT*, "Seasons of Love" by a cast member, and also listened while one student from each school that attended read a monologue that they wrote about issues pertaining to *RENT*. Junior Caitlyn Tsuchiya read for Schreiber. After the monologues, cast members participated in a question and answer period.

Ms. Schulman remarked, "This field trip was a huge hit, just like the play!"

-Jessica Gross

NYSTS recognizes exemplary senior research projects

by Nicole Tingir

Senior researchers excelled at the New York Science Talent Search (NYSTS) Competition, sponsored by the IBM and J. Watson Research Center. Math researcher Brandon Woolf received Highest Honors, science researcher Leah Hamburg, social science researcher Mark Hiller and science researcher Roxanne Tingir were awarded High Honors, and science researcher Danya Heller, math researchers Eric Van Nostrand and Gopal Vemuri, and science researcher Matt Yukelson all received Honors.

All research papers entered into the Intel Science Talent Search Competition

were automatically forwarded to NYSTS. If the student received a semifinalist standing in the Intel competition, he or she was automatically awarded High Honors. The same applied to the Intel finalists, who all received Highest Honors. In Woolf's case, however, he was one of only ten researchers in the state who received Highest Honors without the prerequisite of an Intel Finalist title. He received one hundred dollars with the honor.

Math research teacher Ms. Elaine Labrocca commented, "All along I thought Brandon's work deserved greater honors but I would say there's only a handful of people in the country who understand his work."

Research students excel in Al Kalfus Math Fair finals

by Julia Bernstein

Students in the math research program won a number of medals at the Al Kalfus Math Fair finals held at Half Hollow Hills West on May 4 and at Hofstra on May 11.

Receiving gold medals were juniors Barry Lichman, Matt Schefer and Brad Zankel and sophomores Matt Chin, Joseph Jailer-Coley, Jarryd Levine and Andrew Pariser. Silver medallists were sophomores Sam Marcellus and Sharon Weinberg. Bronze medal winners included juniors Ankit Bishnoi and

Ronli Diakow and sophomores Joseph Austerweil and Jen Tsai. The Math Fair, which gives students the opportunity to present their projects in front of a panel of judges, has traditionally been a successful one for Schreiber students.

Research advisor Mr. Scott Lenz commented that this year's results show that "Schreiber continues to be a significant presence at the Math Fair."

Tsai summed up the students' experiences when she said, "The Math Fair was a unique opportunity for us to learn about others' projects and receive expert opinions about our work."

Peer counselors participate in training day



(l-r) Seniors Lee Brodsky, Alex Cummins and Danya Heller; juniors Jon Kohn, Emily Farber, Lee Evans, Emma Smaldino and Sarah Walsh; and senior Suzanne Davis attended the Peer Counseling Training Day at the Community Synagogue on April 25.



(b-f, l-r) Juniors Alison Fields, Jenny Gustafson, Todd Rosenbluth, Brad Zankel, Molly Catchen, Jessica Memoli, Emily Farber, Davi Shy, Allison Kleinman, and Jen Campbell were among the participants in the training day, which included 106 students.

Seven students elected to the Executive Council

by Adam Carron

The Student Council held its annual elections for Executive Council officers in the cafeteria on May 23. The seven candidates who were elected to the 2001/2002 Executive Council were juniors Chris Koh, Scott Schnipper, Daviel Shy and Johanna Wong and sophomores Nicole Cohen, Sarah Farhadian and Vanessa Shkuda. Sophomores Melody Malekan and Obreahny Dalessandro O'Brien also ran.

Each candidate was required to deliver a speech in front of the student body on May 22. Shy was the first candidate to speak. She delivered a speech in which she explained to the audience her many ideas. With the aid of background music, Shy described her expectations of a future Schreiber, proposing the idea of a fair at the beginning of the school year where each club would have a booth. About her role on the executive council next year, she stated, "I am not afraid to work for a change."

Malekan followed with her presentation. She explained that she was willing to do anything reasonable for a change and would remain open to suggestions. She spoke about specific problems she frequently found throughout the school and stated, "I will make change."

Schnipper was the next to step up to the podium, where he ripped his speech and, instead, spoke about the problems within the school. In his closing remarks he exclaimed, "If you are interested in my ideas, elect me to your Executive Council!"

Koh, a current officer in the Executive Council,

followed Schnipper. His basic goals are to enrich the learning experience at Schreiber and to get the students more involved in the Student Council.

Wong followed with her speech that contained four reasons why she should be elected. She believed in recycling and having student jobs that count on transcripts. She believes she will make changes to benefit many people.

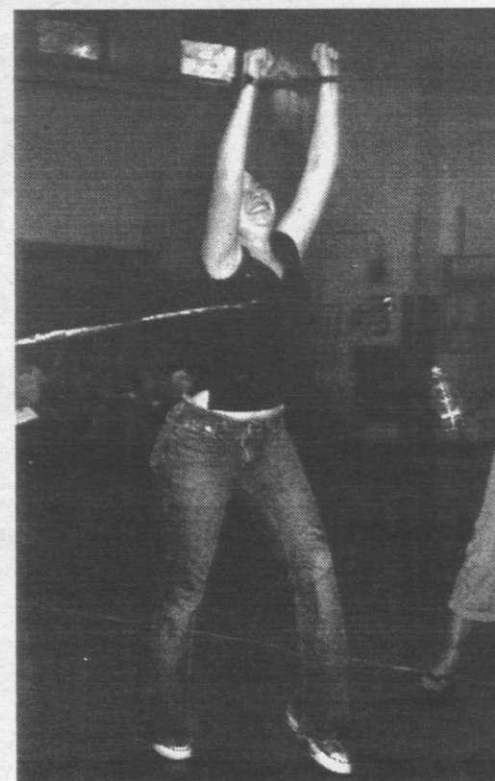
Cohen came next and used a David Letterman format, explaining the top ten reasons why she is the choice of the students. In a statement during the speech she said, "I understand the issues and am willing to work at what you [students] want."

O'Brien followed and made several references to Pokemon throughout her speech. She exclaimed, "Obreahny, Obreahny, does the job right." Her intent was to explain that school should be a fun place and that she is willing to work towards that goal.

Shkuda stepped up to the podium next and addressed specific issues around the school that she feels need to be improved. She repeatedly stated how she was not afraid to make changes and how she would give her full effort on the Executive Council for the next school year.

The last candidate to speak, Farhadian, spoke about many of the problems that currently plague Schreiber. She discussed use of the soda machines, the cleanliness of the bathrooms and the lack of chairs in the cafeteria.

The student body voted the following day, May 24, in the cafeteria, where they stepped into one of two official voting machines. The voting lasted from 10 a.m. to 2:30 p.m. that afternoon. The winners were announced the next day during the announcements.



Ira Glasser

Junior Davi Shy runs to the finish line as she promises to bring spunk to Schreiber events. She used her creative abilities to benefit her campaign.

Bomb threat disturbs classes

by Merve Emre

The school was evacuated following a bomb threat phoned into the Port Washington Police Department on May 18. A Schreiber student phoned the police from the pay phone at the Monfort parking lot and the police later notified principal Dr. Sidney Barish. The fire alarm rang at approximately 12:40 and the school was evacuated while the Port Washington Police and Nassau County Bomb Squad conducted a thorough search of the building with the aid of bomb-sniffing dogs. The custodians and Dr. Barish checked classrooms as well. The school was opened again and proclaimed bomb-free at approximately 2:10 in the afternoon. The threat also interrupted the process of Spanish AP Testing.

After apprehending the responsible party, the police



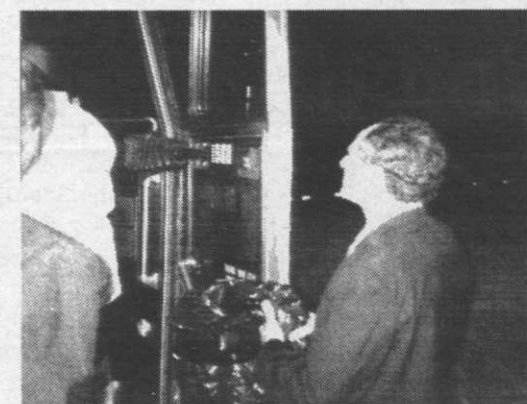
Jesse Schenck

Schreiber students anxiously await instructions from the faculty following the bomb threat on May 18. All students were sent to the football field while the Nassau County Bomb Squad and the Port Washington Police checked the school for a bomb.

deemed the offense to be a Class "E" felony. As of December 1999, Governor George Pataki had signed laws officially making false alarms felonies rather than misdemeanors. A class "A" felony is an offense punishable by at least a year in jail. They range from rankings of "A" to "E."

Class "E" felonies are the least severe and punishable by a maximum of four years in jail. The responsible party is still incarcerated and awaiting trial, where a judge will sentence the criminal. However, the school is planning to take further disciplinary action separate of the potential criminal charges.

Dr. Barish stated, "For me, I was relieved by the response of an overwhelming number of students to the incident and the expression of outrage that occurred. What it shows me is that when someone crosses the bounds of sense and sensibility, good citizens step up and do the right thing."



Olivia Moskowitz

Dr. Sidney Barish and adult chaperones, searching the bus that contained suspected alcohol contents.

Alcohol is found at Junior Prom

by Merve Emre

Faculty and administration have been prompted to exercise precaution in testing for alcohol at school events as a result of the incident occurring at the Junior Prom at the Polish American Hall on May 5.

A junior student was rushed to the hospital after his excessive consumption of alcoholic beverages. Dr. Sidney Barish, aided by adult chaperones, then proceeded to search the bus that had transported a group of students to the event and found alcohol present on that bus.

Dr. Barish made an announcement discussing the rules that apply to conduct and code at school events. Dr. Barish also held discussions with students who had been riding on the buses that contained alcoholic beverages. In an open conference atmosphere he tried to elicit information about the alcohol abuse problem (which was indicated by the "Pride" survey) among teenagers in Schreiber. In addition, he stated that portable breath testers would be present at the next school event, the Battle of the Bands, and students would be subject to testing after reasonable suspicion was determined. Tentative plans to prevent similar action from occurring include a contract for students, informing them of the expectations from administration at a school event.

Photographers recognized in student contest

by Julia Bernstein

Seniors Deborah Geiger and Giovanni Martinez, and junior Jennifer Campbell were the three first place winners in the 10th Annual Technology Education Photo Contest, winning in the digital, color, and black and white categories, respectively. They received prizes of \$50, \$50 and \$100, respectively. In the color category, junior Cassie Spreitzer won second, receiving \$25, senior Suzanne Davis won \$15 for placing third, and sophomore Jeremy Francis was awarded fourth place and \$10. Receiving Honorable Mention and \$5 were senior Ira Glasser, sophomore Vanessa Shkuda,

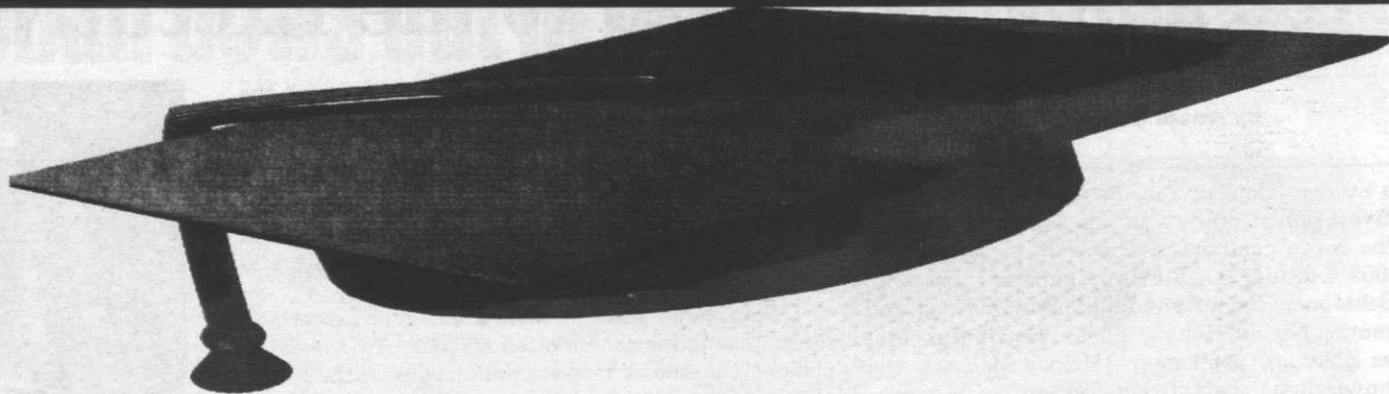
and freshman Karen DeLuca.

In the black and white category, freshman Sharon Trabulus came in second and won \$50. Junior Tyler Graham came in third, receiving \$15, while sophomore Sirikit Benja-Athon won fourth place and \$25. Honorable mention with a \$10 prize was awarded to senior Chelsea Levy.

In the digital category senior Kerry Gibbons won second place and \$25. Junior Kathy Lewis was awarded third place and \$15, while senior Natasha Pavlovich received fourth place and \$10. Honorable mention and \$5 went to sophomore Gin Mi Kong.

Gibbons commented "I think that the photo contest is a great opportunity to flex Schreiber students' photographic muscles."

Faculty and parents honor



COMMUNITY AWARDS

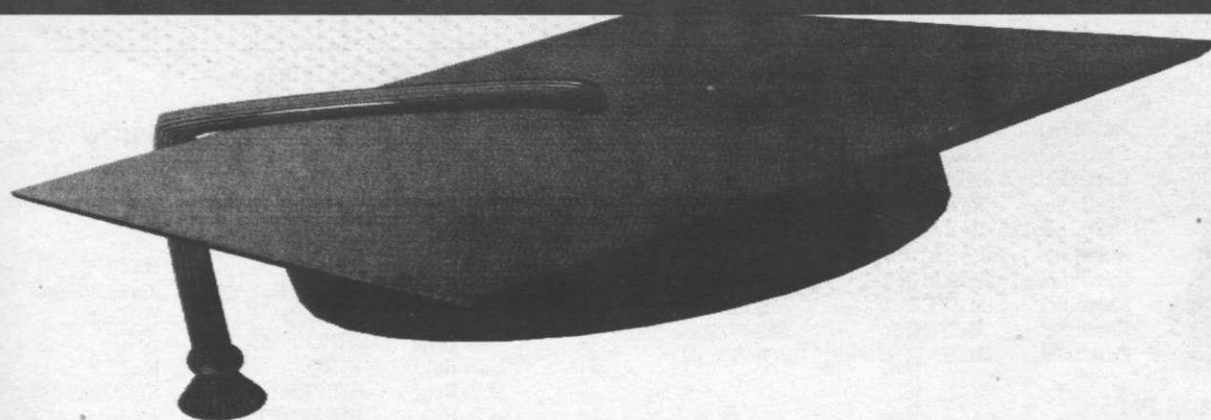
AWARD STUDENT

National Merit Scholarship Winner.....Eric Van Nostrand
 Congressional Medal of Merit.....Edward Pak
 Triple "C" Award.....Seth Quackenbush
 Community Service Award.....Samantha Cooperman
 Comptroller's Achievement Award.....Brandon Woolf
 Beacon Hill Women's Club.....Hillary Broder
Sarah Wilson
Natasha Pavlovich
 Arthur Pine Memorial Award.....Tiffany Dumpson
Justin Berkowitz
 AHEPA Scholarship.....Sarah Wilson
 Garber Family Award.....Maria Rosa Donado
 South Bronx-Pt. Washington Community Partnership
 Scholarship.....Iris Orellana
Yessenia Alfaro
 Frances Elliott Wing Prize in Poetry.....Sarah Morgan
Elena Potylitsine
 Richard and Wendy Landsman Scholarship.....Seina Miki
 Leaders of Tomorrow Scholarship.....Floyd Feather, Jr.
 Burger King Founders Award.....Marvin Arevalo
Ramon Oyarzun
 Community Scholarship.....Hilary Broder
Ju Hee Chung
Nicholas Derasmo
Ian Jay
Monica Kang
Dasol Kim
Sang Hun Lee
Pranav Mehta
Amy McDonald
Cristian Mendoza
Iris Orellana
Natasha Pavlovich
Jessica Pyo
Kwok Keung Siu
Stephanie Song
Evelyn Velasquez
 Principal's Leadership Award.....Adam Caslow
 Dr. Elgie K. Johnson Memorial Scholarship.....Elena Potylitsine
 Noah Kreiger Scholarship.....Alexandra Pavlakis
 The Fred and Gilda Nobel Scholarship for Excellence in
 Chemistry.....Craig Rubin
Danya Heller
 The Fred and Gilda Nobel Scholarship for Excellence in
 Music.....Suzanne Davis
Leah Hamburg
Elena Potylitsine
 Americana Scholarship.....Diandra Mintz
 Ann Renfrew Memorial ScholarshipMark Hiller
Roxanne Tingir
 Cohen Family Community Service Scholarship.....Ira Glasser
Catherine Lennon
 Rotary Club Four Way Award.....Rebecca Henderson
Jonathan Ross
 Justin Bakst Scholarship.....Edward Pak
 Daisy Bacon Scholarships.....Yessenia Alfaro
Brienne Bellevita
Nicholas Derasmo
Floyd Feather, Jr.
Catherine Lennon
Amy McDonald
Elena Potylitsine,
Philip Siu
Ramon Oyarzun
Adam Krotman

Harvey Lewis Scholarships.....Yessenia Alfaro
Jesse Beatus
Brienne Bellavita
Ju Hee Chung
Floyd Feather, Jr.
Monica Kang
Ryan Klang
San Hun Lee
Catherine Lennon
Cristian Mendoza
Seina Miki
Natasha Pavlovich
Stephanie Song
Evelyn Velasquez
Sarah Wilson
 John M. Marino Sons of Italy Award.....Karen Cullinane
Stephanie Borris
Jesse DeSalvo
Theresa L'Abbate
Brienne Bellavita
Caitlin Bracken
Matthew DiStefano
Antonio Caccavale
Amy McDonald
Floyd Feather, Jr.
 Dante Award.....Nicholas Derasmo,
 Sumeet Chopra Memorial Scholarship.....Timothy Duffy
 Korean Parents Association Award.....Monica Kang,
JuHee Chung
Grace Lee
 Tibbets Fund Scholarship.....Yessenia Alfaro
 Jason Garfield Memorial Scholarship.....Nicholas DeMeo
 PW Association of Educational Secretaries.....Timothy Duffy
 Patrick J. Hopkins Community Service Award.....Ira Glasser
 Jan Havasy Memorial Award.....Theresa L'Abbate
Angela Ramirez
 Edward A. Pickett Science Award.....Eric Van Nostrand
 Ernie Simon Award for Journalism and Communication
Brienne Bellavita
Sarah Morgan
 Douglas E. Larsen Business Award.....Ryan Klang
 Arthur Strickland Memorial Scholarship.....Ramon Oyarzun
 Participation in Government Award.....Dalia Nazryan
Alexandra Pavlakis
Natasha Pavlovich
 PW Paraprofessionals Association AwardFloyd Feather, Jr.
Arkadiusz Leoniuk
 Retired Educators Scholarship In honor of Tony Salerno
Brienne Bellavita
 Port Washington Teachers AssociationHilary Broder in
Memory of Mary Dawson
Nicholas Derasmo in Honor of Jackie Bendick
Catherine Lennon in Memory of Bill Strafino
Michelle Pennisi in Memory of Vivien Krasner
Natasha Pavlovich in Honor of Carol Joyce
 L.I. Teachers Benevolent Fund Scholarship.....Michele Pennisi
 WBF Community Service Scholarship.....Theresa L'Abbate
 Baha'is Award for Race Unity.....Jacqueline Crawford
 New Horizons Award.....Yessenia Alfaro
 Rein Lumi Memorial Scholarship.....Paul Zentko
 Pride In Port Scholarship.....Jacqueline Weiner
Kevin Vanderbilt

SCHREIBER ACADEMIC/ACTIVITIES AWARDS

Excellence in Biology.....Danya Heller
 Excellence in Chemistry.....Craig Rubin
 Excellence in Physics.....Eric Van Nostrand
 Ileane Cooper Schwartz Scholarship.....Nathalie Faure
 LISELA - Biology Award.....Leah Hamburg
 LISELA - Chemistry Award.....David Rosen



LISELA - Physics Award.....	Mark Hiller
Outstanding Achievement in Biology.....	Danya Heller
Excellence in French,Nathalie Faure	Karen Chuzmir
	Karen Cullinane
Excellence in Italian.....	Nicholas Derasmo
	Christopher Clemente
Excellence in Latin.....	Raphael Rabin-Havt
	David Rosen
	Craig Rubin
Excellence in Spanish.....	Mark Hiller
Linda Lundberg Award.....	Seina Miki
Excellence in Health Education.....	Amanda Charney
Superior Achievement in Art.....	JuHee Chung
	Gillian Muller
Achievement in Drawing.....	Sarah Morgan
	Monica Kang
Achievement in Design.....	Nicole DeStefano
Achievement in Art.....	Marvin Arevalo
	Benjamin Benfield
	Elena Potylitsine
	Julie Carlson
Aida Whedon Memorial Scholarship.....	Hilary Broder
Craft Guild Award.....	Keren Latimer
National Choir Award.....	Amy McDonald
National Orchestra Award.....	Edward Trabulus
Band Award.....	Lee Schloss
Choir Award.....	Kerry Gibbons
Orchestra Award.....	Nathaniel Otte
Knowles Award.....	Richard Schloss
Recognition of Outstanding Leadership in Music.....	Leah Hamburg
Louis Armstrong Jazz Award.....	Brian Jacobs
Woody Herman Award.....	Ian Jay
John Philip Sousa Award.....	Katherine Wood
Band Award	Ruth Kleinman
Choir Award	Nathaniel Otte
Drama Club Award.....	Suzanne Davis
	Jenny Gamell
Excellence in Theater-Newcomer Award.....	Brandon Woolf
Special Achievement in the Theater Arts.....	Suzanne Davis
Excellence in Theater-Acting.....	Stephanie Borris
	Julie Goldin
Excellence in Theater Production.....	Kate Lazarovic
	Gillian Muller
Recognition of Excellence in Theater Arts.....	Michelle Glasser
	Steven Peluso
Excellence in Theater-Orchestra.....	Floyd Feather, Jr.
Excellence in Band.....	Eden Kasle
International Thespian Honor Society.....	Jenny Gamell
	Drew DiFonzo-Marks
Excellence in English.....	Dalia Nazryan
	Danya Heller
	Natasha Pavlovich
	Sang Jun Yoo
	Katherine Wood
	Roxanne Tingir
	Brandon Woolf
Edward A. Morse Writing Award.....	Elizabeth Najman
	Dalia Nazryan
Fay McKenzie Award.....	Stephanie Borris
Kaleidoscope Award.....	Elena Potylitsine
	Timothy Duffy
Schreiber Times Award for Outstanding Contribution	Brienne Bellavita
	Sarah Morgan
	Alexandra Pavlakis
	Hilary Broder
Schreiber Times Advisor's Award.....	Jamie Sokol

	Catherine Lennon
	Kerry Gibbons
	Jeff Nevins
	Raphael Rabin-Havt
	Ira Glasser
E.L.L. Service Award.....	Yessenia Alfaro
International Student Award.....	Joseph David
Diane Frishberg Memorial Award.....	DaiChi Kawakami
Joshua David Blumenfeld Memorial Award.....	Joseph David
E.L.L. Program Award.....	Joseph David
Joan Marantz Memorial Award.....	Joseph David
Nassau County Interscholastic Mathematics League.....	Eric Van Nostrand
Excellence in Mathematics.....	Eric Van Nostrand
Mu Alpha Theta Award.....	Jeff Nevins
Milton Ryeck Memorial Award for Excellence in Mathematics.....	Brandon Woolf
Excellence in Photography.....	Douglas Spielman
Achievement in Photography & Art.....	Travis Lejman
	Jenny Gamell
	Joanne Lindner
	Chelsea Levy
	Leah Hamburg
	Suzanne Davis
	Ira Glasser
Excellence in Photography.....	Suzanne Davis
Excellence in Digital Photography.....	Deborah Geiger
	Natasha Pavlovich
Excellence in Technology.....	Ira Glasser
Excellence in Automotive Technology.....	Kate Lazarovic
Excellence in Architectural Drawing.....	Matthew DiStefano
Excellence in Mechanical Drawing.....	Jesse DeSalvo
Schreiber News Line.....	Leah Hamburg
	Kerin Weinberg
Excellence in T.V. News.....	Travis Lejman
Rhoda and Edgar Rothman Memorial Award.....	Ira Glasser
Excellence In Business.....	Floyd Feather, Jr.
Excellence in College Accounting.....	Ashley Benisatto
Excellence in Law.....	William Greene
Senior Class Scholarship.....	Catherine Lennon
	Brienne Bellavita
	Timothy Duffy
	Stephanie Song
	Chirli Youssefia
	Craig Bowman
	Yessenia Alfaro
John Powers Memorial Scholarship.....	Timothy Duffy
	Theresa L'Abbate
Excellence in Home Economics.....	Daphne Thompson
Driver Education Award.....	Jesse DeSalvo
Driver Education Award.....	Paul Zentko
Excellence in Driver Education.....	Stephanie Borris
Voice of Schreiber.....	George Gerstein
	Angela Ramirez
	Yessenia Alfaro
Schreiber Mock Trial Award.....	Justin Berkowitz,
	George Gerstein, Mark Hiller, Eden Kasle, Roxanne Tingir,
	Edward Trabulus, Brandon Woolf
William Strafino Award for Excellence in Psychology.....	Stephanie Borris
Jonathan Harris Memorial Award for Excellence in Social Studies.....	Mark Hiller
Physical Education Awards.....	Rebecca Henderson, Nicholas Derasmo
Student Council Award.....	Timothy Duffy
	Julia Trinko
Academic Decathlon Team.....	Evan Behar,
	Jonathan Bond, Jessica Buettner, Adam Krotman, Keren Latimer
It's Academic/L.I. Challenge.....	Edward Trabulus,
	Eric Van Nostrand, Matthew Yukelson

FINALS AND REGENTS EXAMINATION SCHEDULE

TUESDAY, JUNE 12, 2001

RM	EXAM	TEACHER	PROCTOR
8:30 - 10:30 AM			
122	2NR	LABROCCA	LABROCCA
129	2H	LABROCCA	GONZALEZ
127	2H	KELLER	HAUKELAND
140	2H	KELLER	JOSEPH
125	3NR	SIENER	SIENER
120	3NR	BRAUN	BASLAW
120	3NR	BASLOW	BASLAW
118	3H	HEALY	KORBA-RAPP
117	3H	HEALY	LINDEMANN
115	Math 12	D'ANTONIO	D'ANTONIO
221	Math 12	LESSER	LESSER
219	Pre-Calc	KELLER	MONTUSI
217	Pre-Calc	J. WEICKEL	J. WEICKEL
215	Pre-Calc	G. WEICKEL	MORFFI
213	Pre-Calc	G. WEICKEL	ORTIZ
16	Pre-Calc	PICKKUR	PICKKUR
212	Math 11H	SIENER	BRAUN
23	Int 1A	J. WEICKEL	HARING
21	Int 1A	BRAUN	LENZ
19	Int 1A	BRAUN	MCINTOSH
18	Int 1A	LEDERER	LEDERER
10	Int 1A	PICKKUR	MILLS
17	Int 1A	GRANT	GRANT
15	Int 1A	GRANT	SILBERMAN
13	Int 1A	GRANT	BUCHMAN
11	Int 1A	KELLER	KELLER
8	Int 1A	PIZZOLO	FRANKS
6	Int 1A	SIENER	CERNY
4	Int 1A+	G. WEICKEL	G. WIECKEL
3	Int 1A+	HEALY	HEALY
2	Int 1A+	LEDERER	HINCHLIFFE

12:30 - 2:30 PM

23	AP English	BOCARDE	BOCARDE
21	AP English	BOCARDE	CENTRELLA
19	AP English	BOCARDE	EVANS
18	AP English	BOCARDE	(CHERIS) Sub
17	AP English	PELLETT	FLYNN
Aud.	Theatre Arts	SCHULMAN	SCHULMAN
15	World Lit.	SCHULMAN	GOBER
13	Shakespeare	VALENTI	VALENTI
140	American Lit.	HAMBURGER	HAMBURGER
140	American Lit.	HAMBURGER	TABICKMAN

WEDNESDAY, JUNE 13, 2001

RM	EXAM	TEACHER	PROCTOR
8:30 - 10:30 AM			
23	Global I	BUSBY	BUSBY
21	Global I	BUSBY	BEGUN
19	Global I	FRANK	FRANK
18	Global I	FRANK	EDWARDS
17	Global I	FRANK	O'CONNOR
15	Global I	KOVACH	KOVACH
13	Global I	KOVACH	SILVERSTEIN
11	Global I	KOVACH	DEL GAIS
10	Global I	P. ROTHMAN	P. ROTHMAN
8	Global I	P. ROTHMAN	BIRO
6	Global I	P. ROTHMAN	MCCLEAN
4	Global I	KLAFF	KLAFF
2	Global I	KLAFF	COOPER
117	Global I	KLAFF	ANDERSEN
3	Global I	MINGORANCE	MINGORANCE

12:30 - 2:30 PM

23	Business Law	MASSA
21	Accounting	SERVAT
19	College Accounting	WINTER

THURSDAY, JUNE 14, 2001

RM	EXAM	STUDENTS	PROCTOR
8:15 AM			
23	Comp. Eng.	Aa - Bowman	BOCARDE
21	Comp. Eng.	Bq - Cz	CENTRELLA
19	Comp. Eng.	Da - Ferraro	GOBER
18	Comp. Eng.	Ff - Gz	EVANS
17	Comp. Eng.	Ha - Kearney	MILLS
15	Comp. Eng.	Kf - Lennon	SCHULMAN
13	Comp. Eng.	Lf - Min	HAMBURGER
11	Comp. Eng.	Mj - Oz	KENNEDY
10	Comp. Eng.	Pa - Rz	TABICKMAN
8	Comp. Eng.	Sa - Uz	VALENTI
6	Comp. Eng.	Va - Zz	PELLETT
4	Comp. Eng.	ELL STUDENTS	VENDITTO
202	Comp. Eng.	SPECIAL ED	MOONEY

RM	EXAM	TEACHER	PROCTOR
117	Earth Sci.	TRAVIS	TRAVIS
118	Earth Sci.	TRAVIS	JONES
120	Earth Sci.	TRAVIS	LYMAN
122	Earth Sci.	PARADIS	PARADIS
127	Earth Sci.	PARADIS	NELSON
212	Earth Sci.	PARADIS	POLLAKUSKY
213	Earth Sci.	PARADIS	BYRNE
215	Earth Sci.	MEYER	MEYER
217	Earth Sci.	MEYER	SELWITZ
115	Earth Sci.	JOHNSON	JOHNSON

12:15 PM

2	Global Reg.	BUSBY	BUSBY
127	Global Reg.	BUSBY	ANDERSEN
6	Global Reg.	KOVACH	KOVACH
8	Global Reg.	KOVACH	BEGUN
10	Global Reg.	O'CONNOR	O'CONNOR
11	Global Reg.	O'CONNOR	EDWARDS
13	Global Reg.	O'CONNOR	FRANK
15	Global Reg.	O'CONNOR	MCCLEAN
17	Global Reg.	M. ROTHMAN	SILVERSTEIN
18	Global Reg.	M. ROTHMAN	MASSA
19	Global Reg.	P. ROTHMAN	P. ROTHMAN
21	Global Reg.	P. ROTHMAN	BIRO
23	Global Reg.	KLAFF	KLAFF
122	Global Reg.	KLAFF	JOANNON
1	Global Reg.	ELL STUDENTS	MINGORANCE
201	Global Reg.	SPECIAL ED.	CONTE-LAWE

FRIDAY, JUNE 15, 2001

RM	EXAM	STUDENTS	PROCTOR
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8:15 AM

23	Comp. Eng.	Aa - Bowman	BOCARDE
21	Comp. Eng.	Bq - Cz	CENTRELLA
19	Comp. Eng.	Da - Ferraro	GOBER
18	Comp. Eng.	Ff - Gz	EVANS
17	Comp. Eng.	Ha - Kearney	MILLS
15	Comp. Eng.	Kf - Lennon	SCHULMAN
13	Comp. Eng.	Lf - Min	HAMBURGER
11	Comp. Eng.	Mj - Oz	KENNEDY
10	Comp. Eng.	Pa - Rz	TABICKMAN
8	Comp. Eng.	Sa - Uz	VALENTI
6	Comp. Eng.	Va - Zz	PELLETT
4	Comp. Eng.	ELL STUDENTS	VENDITTO
202	Comp. Eng.	SPECIAL ED	MOONEY
117	Biology H Reg.	SELWITZ	SELWITZ
118	Biology H Reg.	SELWITZ	CASE
120	Biology H Reg.	SERFATY	SERFATY
122	Biology H Reg.	CRIVELLI	JOHNSON
127	Biology H Reg.	JONES	JONES
212	Biology Reg.	TRAVIS	TRAVIS
213	Biology Reg.	JONES	LYMAN
215	Biology Reg.	JONES	MEYER
217	Biology Reg.	SNELLINGER	SNELLINGER
219	Biology Reg.	SNELLINGER	NELSON
221	Biology Reg.	SNELLINGER	MORFFI
119	Biology Reg.	CRIVELLI	POLLAKUSKY

12:15 PM

R.C.T. WRITING			
23	Seq. II Reg.	BRAUN	BRAUN
21	Seq. II Reg.	BRAUN	D'ANTONIO
19	Seq. II Reg.	LENZ	LENZ
18	Seq. II Reg.	GRANT	GRANT
17	Seq. II Reg.	GRANT	HEALY
15	Seq. II Reg.	PICKKUR	PICKKUR
10	Seq. II Reg.	PICKKUR	G. WEICKEL
13	Seq. II Reg.	BASLAW	BASLAW
11	Seq. II Reg.	BASLAW	LEDERER
8	Seq. II Reg.	KELLER	KELLER
16	Seq. IIR Reg.	LABROCCA	LABROCCA
4	Seq. IIR Reg.	KELLER	SIENER
2	Seq. IIR Reg.	KELLER	J. WEICKEL

MONDAY, JUNE 18, 2001

RM	EXAM	PROCTOR
8:15 AM		
103	Intro to Occupation	REINHARDT
202	Clep Exam for Business Law	MAXWELL

TUESDAY, JUNE 19, 2001

RM	EXAM	TEACHER	PROCTOR
8:15 AM			
R.C.T. GLOBAL			
23	U.S. Reg.	BEGUN	BEGUN
21	U.S. Reg.	BEGUN	ANDERSEN
19	U.S. Reg.	BEGUN	BUSBY
18	U.S. Reg.	BIRO	BIRO
17	U.S. Reg.	BIRO	KLAFF
15	U.S. Reg.	SILVERSTEIN	SILVERSTEIN
13	U.S. Reg.	SILVERSTEIN	EDWARDS
11	U.S. Reg.	SILVERSTEIN	FRANK
10	U.S. Reg.	MCCLEAN	MCCLEAN
8	U.S. Reg.	MCCLEAN	KOVACH
6	U.S. Reg.	MCCLEAN	O'CONNOR
4	U.S. Reg.	MCCLEAN	P. ROTHMAN
2	U.S. Reg.	MCCLEAN	MILLER
3	U.S. Reg.	ELL STUDENTS	MINGORANCE

12:15 PM

R.C.T. READING (SPECIAL ED.)			
2	Seq. I Regents		
19	French Reg.	MONTUSI	MONTUSI
140	Spanish Reg.	GONZALEZ	GONZALEZ
18	Spanish Reg.	KORBA-RAPP	KORBA-RAPP
Library	Spanish Reg.	ORTIZ	ORTIZ
Stage	Spanish Reg.	ZOVE	LINDEMANN
207	Latin Reg.	HAUKELAND	HAUKELAND
17	Italian Reg.	ZOVE	JOSEPH/ZOVE

WEDNESDAY, JUNE 20, 2001

RM	EXAM	TEACHER	PROCTOR
8:15 AM			
R.C.T. MATH (SPECIAL ED.)			
23	Seq. III Reg.	D'ANTONIO	D'ANTONIO
21	Seq. III Reg.	D'ANTONIO	BRAUN
19	Seq. III Reg.	BASLAW	BASLAW
18	Seq. III Reg.	LEDERER	LEDERER
17	Seq. III Reg.	LEDERER	KELLER
15	Seq. III Reg.	PICKKUR	PICKKUR
13	Seq. III Reg.	LESSER	LESSER
11	Seq. III Reg.	LESSER	LABROCCA
8	Seq. III Reg.	SIENER	SIENER
6	Seq. III Reg.	J. WEICKEL	J. WEICKEL
4	Seq. III Reg.	HEALY	HEALY
2	Seq. III Reg.	HEALY	GRANT

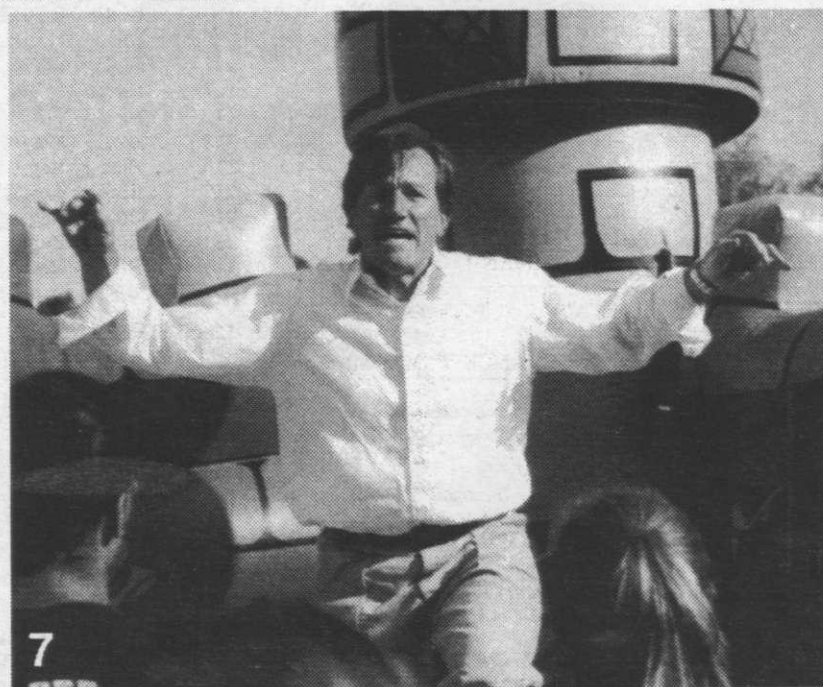
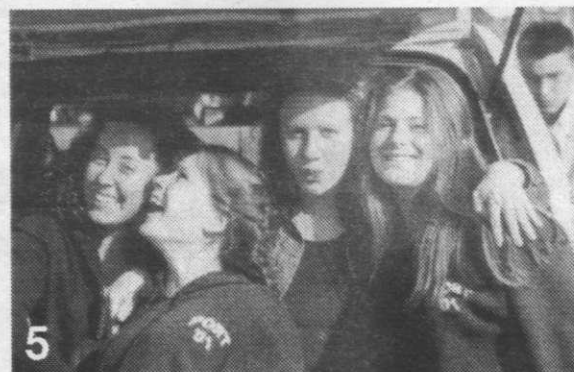
12:15 PM

R.C.T. SCIENCE (SPECIAL ED.)			
23	Phys. H Reg.	GOUTEVENIER	JONES
21	Phys. H Reg.	JOHNSON	NELSON
19	Phys. H Reg.	LYMAN	GIAMANCO
18	Phys. Reg.	GOUTEVENIER	N. ROTHMAN
17	Phys. Reg.	GOUTEVENIER	SERFATY
15	Phys. Reg.	LYMAN	LYMAN
13	Phys. Reg.	LYMAN	TRAVIS
11	Phys. Reg.	LYMAN	JOANNON
8	Phys. Reg.	JOHNSON	JOHNSON
6	Phys. Reg.	JOHNSON	WINTER

THURSDAY, JUNE 21, 2001

RM	EXAM	TEACHER	PROCTOR
8:15 AM			
R.C.T. US HISTORY (SPECIAL ED.)			
23	Chem. H Reg.	NELSON	SELWITZ
21	Chem. H Reg.	CASE	COOPER
19	Chem. H Reg.	POLLAKUSKY	MEYER
18	Chem. Reg.	CASE	CASE
17	Chem. Reg.	CASE	PARADIS
15	Chem. Reg.	NELSON	SNELLINGER
13	Chem. Reg.	NELSON	LINDEMANN
11	Chem. Reg.	NELSON	N. ROTHMAN
8	Chem. Reg.	POLLAKUSKY	POLLAKUSKY
6	Chem. Reg.	POLLAKUSKY	MURPHY

Seniors bounce out with a classic Prank



(1) (l-r) Noah Weinstein, Paul Zentko, Justin Berkowitz, Adam Caslow and Raphi Rabin-Havt eagerly await their turn on the castle bounce. (2) (l-r) Roxanne Tingir, Kerin Weinberg, Joanna Lindner, Marlyn Ezratty, Danya Heller and Theresa L'Abbate knew it was worth losing sleep to get their turn on the castle bounce. (3) Rather than wait on line, (l-r) Amanda Charney, Mary Ryan, Samantha Hirschhorn, Chelsea Levy, Jessica Borrow and Jackie Weiner decide to show off their dance moves to the music blasting from Derek Hafer's famous yellow Xtera. (4) (l-r) Jesse Beatus, Nick DeMeo and Brandon Woolf think that if they jump high enough, they can touch the sky! (5) (l-r) Jessica Borrow, Karen Cullinane, Chelsea Levy and Michele Glasser beam with pride because their prank was successful. (6) Roxanne Tingir attempts to display her bouncing talents, but David Rosen steals her spotlight. (7) Mr. Scott Lenz has no fear when it comes to cosines, but is a little nervous when it comes to heights.

Page layout by Brienne Bellavita and Jamie Sokol All photos by Ira Glasser

Math research celebrates past year

by Nicole Tingir

The Math Research Celebration, an event when math research introduces the new sophomore class and reflects back upon the year, was held in the auditorium on June 5. The night included musical performances, a skit, and student research presentations.

After a welcome, senior Brandon Woolf sung "America the Beautiful." This was followed by a West Side Story Medley performed by Math Researchers juniors Ronli Diakow, Ali Farsidjani and Barry Lichman and sophomores Joe Austerweil, Matt Chin, Jarryd Levine, Jennifer Tsai and Sharon Weinberg.

The presentation of student research from each grade followed the musical performance. Representing the sophomores were Austerweil and Weinberg who

presented their projects on "A Cellular Automata Environment" and "Egyptian Fractions," respectively. Junior Ankit Bishnoi presented "The Relationship Between the Congruences of Fibonacci Numbers" and Farsidjani explained his project, "The Properties and Investigation of the Feigenbaum Fractal." Finally, seniors Eric Van Nostrand and Gopal Vemuri presented their projects. Van Nostrand presented his research, "A Statistical Analysis of the Lengths, Intersite Distances, and Clustering Patterns of Genes in Specific Genomes." Vemuri explained his project, "Origin of the Elements: Can the R-Process be Studied on Earth?"

The presentations were followed by the introduction of the new research class. The class consists of freshmen Christine Choe, Sam Eichner, Robbie Grogan, Saad Hassan, Dan Kenger, Samantha Mirzoeff, Uri Nazryan, Vikram Raja, Tommy Schweitzer, and Aaron Sidford.

Following the introduction, the juniors presented the skit they created. The skit was a parody on the leaving senior class. Finally, awards that the students received during the year from various competitions were presented. A short slide show was also viewed.

A poster board session and refreshments followed. Math research advisor Ms. Elaine Labrocca commented, "I love Math Night, I believe that research is a lot of work and you forget about having fun... We'll meet social science [research] and science [research] on the Frisbee field!"

Social Science holds breakfast

by Sarah Morgan

Social science research students attended a breakfast in the social studies resource room on May 23 at 7:45 a.m. Due to the early retirement of former social science research teacher Mr. John Cahill, this informal breakfast was held in lieu of the annual dinner.

Social studies chairman Dr. Mark Rothman gave a welcome. Social science research teachers Dr. David O'Connor and Mr. Gary Silverstein, and principal Dr. Sidney Barish were present. Bagels and cookies were served.

Freshmen inductees for the 2001-2002 school year also attended the breakfast. The inductees are Brett Abrams, Josh Bloom, Rachel Brandstadter, Ritesh Chatterjee, Chiara Condi, Jane Forman, Andrew Malone, Kenny Seligson, Jeffrey Stricker, and Ray Suh.

Science symposium honors new inductees

by Caroline Axelrod

Science research held its 16th Annual Science Research Symposium on May 30. The symposium, organized by the sophomore research class, gives students an opportunity to display their hard work, bids farewell to the seniors, and inducts the freshmen for next year's sophomore research class.

The evening began with a welcome from Master of Ceremonies sophomore Jonathan Levin, followed by an introduction by science research teacher Ms. Phyllis Serfaty.

Next began a series of presentations of projects completed this year by a representative from

each grade. Sophomore Julia Bernstein began with a presentation of her project, "The Effects of Leptin on Pupae Maturation in Drosophila." Following her were juniors Joshua Brandstadter and Timothy Koo who presented their project, "Characterization of Squamous and Colon Carcinoma With MoAbs 5C6 and 31.1." Leah Hamburg represented the senior class with her

presentation, "The Role of the Proepicardial Organ in Coronary Blood Vessel Formation."

In between presentations, senior Danya Heller performed a piano solo of "Maple Leaf Rag," by Scott Joplin and the sophomore class performed sophomore researcher Merve Emre's skit "Five Angry Researchers." The skit was a parody of the senior

research class and its advisor Mrs. Serfaty.

Afterwards, Mrs. Serfaty presented all the awards the science researchers won throughout the year. Following the awards was the induction of freshmen Adrian Barish, Marla Diakow, Greg Hiller, Tiffany Koo, Maiko Kume, David Lindenbaum, Melanie Maiman, Roy Miler, Alexandra Smith and Meghan Zebrowski. The evening concluded with a poster session and refreshments.

Mrs. Serfaty commented, "[The symposium] is a forum for sharing scientific information, a chance to have closure of the three years of research for the seniors, an opportunity to have fun and bring the new class into the fold, and an opportunity for parents and grandparents to see what their kids have been doing throughout the year."



(l-r, t-b) Seniors Leah Hamburg, Danya Heller, Roxanne Tingir, Noah Weinstein, Matt Yukelson and freshmen Alexandra Smith, Marla Diakow, Roy Miler, Megan Zebrowski, Greg Hiller, Melanie Maiman, Adrienne Barish, Tiffany Koo, David Lindenbaum, and Maiko Kume participated in the Science Research Night.

Foreign Language Honor Society inducts 104 students

by Sarah Morgan

The Foreign Language Honor Society inducted 104 new members in the cafeteria on May 30.

In order to be eligible to become a member of the Foreign Language Honor Society, students must maintain an "A" average in foreign language for three semesters, as well as an overall "B" average.

Once inducted, members are expected to attend meetings and participate in special events. Once inducted they must maintain at least a "B+" average and will have the opportunity to tutor students.

The ceremony began with opening remarks by foreign language department chairman and language society advisor Mr. John Placella. Senior Becky

Henderson sang the National Anthem. Superintendent Dr. Albert Inserra then congratulated the inductees.

For each of the four foreign languages, an oath was recited, followed by a student presentation and candle lighting. Junior Nick Del Castillo performed his original mix selection in Spanish. Juniors Lee Evans and Daria Vinogradova gave a performance in Latin. Junior Cassie Spreitzer recited "Demain des L'Aube" in French. Junior Jessica Memoli recited the French poem "Automne," and senior Katie Wood recited "Il pleure dans mon coeur" and "Le Ciel est, par-dessus le toit."

Board of Education president Mr. Richard Sussman offered his congratulations. The oath was then recited in Italian, and junior Daria Vinogradova performed "Come raggio di Sol." The induction ceremony concluded with closing remarks and refreshments.

Foreign Language Honor Society Inductees

Allured, Jon
 Alschuler, Daniel
 Austerweil, Joe
 Barasch, Adrienne
 Barés, Alanna
 Bellus, Elizabeth
 Benja-Athon, Sirikit
 Bernstein, Julia
 Bloom, Josh
 Brandstadter, Rachel
 Burack, Matt
 Carron, Adam
 Catchen, Molly
 Cavallaro, Alexandra
 Chatterjee, Ritesh
 Chermak, Tara
 Chin, Matt
 Chung, Jessica
 Chu, James
 Cohen, Nicole
 Condi, Chiara
 Contractor, Sanoma
 Davies, Kevin
 Davis, Andrew
 Delcastillo, Santiago
 Diakow, Marla
 Eichner, Sam
 Espinoza, Karen
 Farinaccio, Gina
 Flamm, Elizabeth
 Forman, Jane
 Francis, Jeremy
 Friedman, Jessica
 Garg, Aapta
 Giragosian, Brian

Goh, Tiffany
 Grogan, Robbie
 Grogan, Katie
 Gross, Jessica
 Hartman, Katherine
 Hehir, Jacqueline
 Hiller, Greg
 Hiraoka, Mai
 Joelson, Ben
 Klang, Keith
 Kohn, Philippa
 Kondilis, Valerie
 Lee, Eunice
 Levin, Lindsay
 Levin, Jonathan
 Levine, Jarryd
 Levy, Andrew
 Lincer, Amanda
 Lindenbaum, David
 Linthicum, Tom
 Maiman, Melanie
 Mait, Peyton
 Malekan, Melody
 Malone, Andrew
 Mancini, Michelle
 Maraboli, Allison
 Mercier, Kathleen
 Michaels, Jonathan
 Miki, Mika
 Milillo, Jenna
 Mirzoeff, Samantha
 Mittler, Karen
 Mottabedeh, Dahlia
 Myers, Adam
 Nazryan, Uri

Nehorai, Natalie
 O'Brien Dalessandro, Obreahny
 Pak, Daniel
 Peres, Anushka
 Porter, Sophie
 Record, Phyllis
 Regan, Jennifer
 Rinke, Christina
 Rosenberg, Brian
 Rosenblatt, Dave
 Salit, Eric
 Schmirer, Jennifer
 Schneider, Max
 Schwartz, Erin
 Seligson, Kenny
 Selinger, Harris
 Seltzer, Sarah
 Shkuda, Vanessa
 Silverstein, Emily
 Sinclair, Jordan
 Spreitzer, Cassie
 Stoddard, Shana
 Stricker, Jeff
 Sung, Ki Hoo
 Talesnick, Amanda
 Tsai, Jen
 Ursprung, Nikki
 Verni, Nicole
 Weinstein, Nicole
 Wilke, Rachel
 Wurmstedt, Christy
 Yoon, Jungwon
 Zebrowski, Megan

Researchers sweep competitions

Long Island Science Congress

by Matt Brod

Science research students participated in the Long Island Science Congress (LISC) held at Suny Farmingdale on March 28. High honors were awarded to junior Tim Koo and sophomore Julia Bernstein. Honors were awarded to junior Erin Ly and sophomore Jessica Gross. Junior Zena Hassan and sophomore Daniel Goetz received honorable mention. Merit was awarded to juniors Jessica Ansel and Craig Meltzer, and sophomores Anna Burden and Merve Emre.

The Picower Awards, a specialized

award for excellence in research, was given to Meltzer and Bernstein. The Picower Award is sponsored by the elite research center at North Shore University Hospital.

Research students, who submitted their projects in poster board style, competed along with 800 other projects from across Long Island. While at the competition, each project was judged a total of three times by individual judges. The judges for the competition were comprised of teachers and members of the local community.

Judging for Schreiber was science research advisor Mrs. Phyllis Serfaty

and science department chairman Mr. Phillip Crivelli.

Mr. Crivelli commented on the intensity of the competition, he commented, "In my mind, the competition was divided into two groups, the top half, consisting of the better projects and the bottom half, consisting of those projects that were not quite as good. I was not all surprised that the students' work was in the top caliber of the competition."

Mrs. Serfaty also remarked, "I am very proud of all of the students. Schreiber traditionally does very well at this competition."

Shipley Ronal

by Caroline Axelrod

Fourteen science and math students received recognition at the Shipley Ronal Competition at Roslyn High School on April 29.

Competing in the categories of computer science, biochemistry, general biology, physics chemistry and astronomy, earth and experimental environmental sciences, prototype engineering, psychology sociology and animal behavior, and environmental public policy, each student or group gave oral presentations and presented a research board to three professional judges.

First place was awarded to senior Danya Heller in the biochemistry category, juniors David Krauss and Andrew Montalenti in computer science (Krauss now attends the Valley Stream School District), and junior Jesse Schenendorf in general biology.

Second place recognition went to senior Leah Hamburg in general biology, senior Jacob Silberstein in prototype engineering, and juniors Barry Lichman, Matthew Schefer and Brad Zankel in computer science.

Junior Tim Koo received third place in general biology.

Sophomore Jessica Gross received honors in the category of psychology sociology and animal behavior.

Merit was given to juniors Joshua Brandstadter in general biology and Eric Merkelson in earth and experimental environmental sciences. Sophomore Julia Bernstein also received merit in general biology.

Science research teacher Ms. Phyllis Serfaty commented, "Shipley Ronal is one of the best run competitions that our students enter. It is relaxed and the students get the best feedback on their projects. Sometimes their judges become their future mentors."

Otto P. Burgdorf Conference

by Matt Chin

All five science research seniors, Leah Hamburg, Danya Heller, Roxanne Tingir, Noah Weinstein, and Matthew Yukelson received awards from the Otto P. Burgdorf Conference.

Hamburg received second place, Weinstein received third place, Heller was a finalist, and Tingir and Yukelson

received honorable mention.

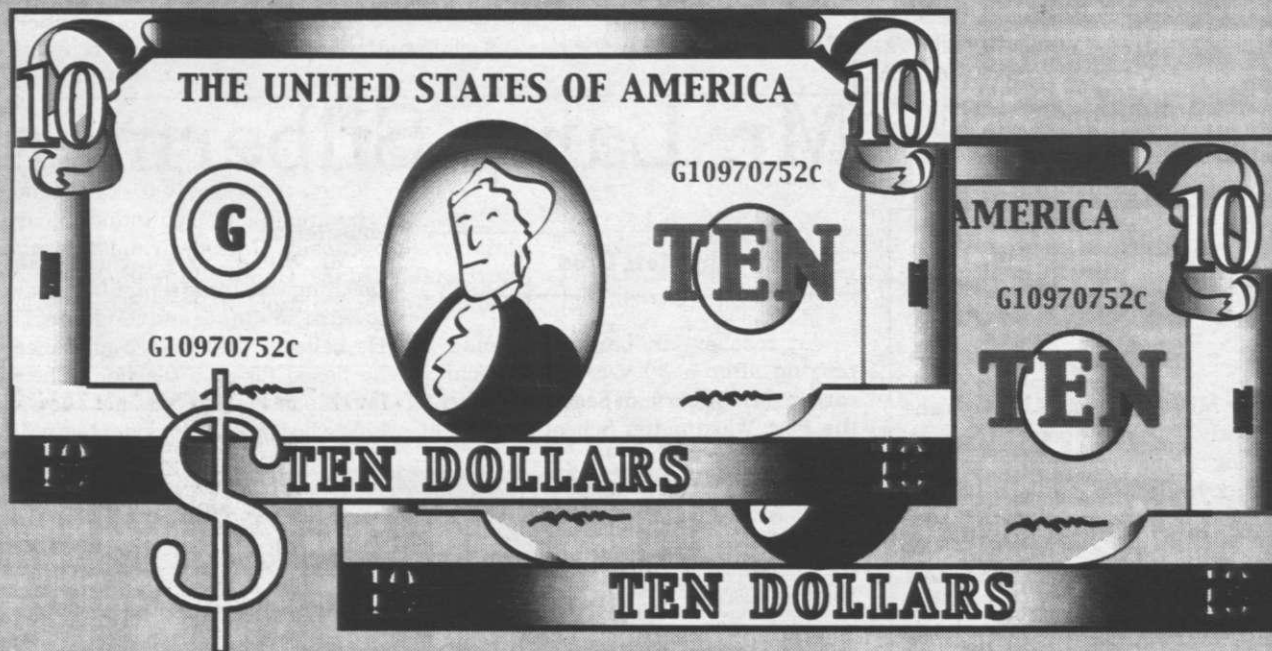
Science research advisor Mrs. Phyllis Serfaty ran the competition and was in charge of most of the fifty papers submitted from twelve different schools.

A member of the board of the New York Biology Teachers Association, she added that it was in memory of Otto P. Burgdorf, an excellent teacher who Earth Science teacher Mr. Robert Meyers had during high school.

This competition is different than

others that the researchers participate in because they receive the judging materials back in addition to feedback from the judges. In addition, the awards are based solely on papers rather than a presentation as well.

Looking back on the proceedings of the competition, Mrs. Serfaty commented, "I was very pleased to be able to revive this worthwhile competition in memory of both a great teacher and the betterment of our own students."



Sharon Weinberg

2001-2002 school budget passes first time around

by Sam Salkin

The 2001-2002 Port Washington Union Free School District Budget referendum passed by a vote of 2040 to 1730 on May 15.

Next year's budget of \$80,859,334 reflected an 8.91% increase over the past year's expenditure and is intended to create, maintain and revive programs all while catering to the projected 4.2% increase of enrollment in Port Washington Schools. The budget takes effect July 1.

Port Washington is the 50th of 53

districts in the county with the highest expected enrollment increase. The largest component of next year's budget, salary, 62.4% of the budget, is a 7.27% increase over the past year. In terms of revenues, the taxpayers pick up a \$72,989,334 bill with the average taxpayer paying \$10,000 in the coming year, a 12% increase.

Besides the numbers, next year's budget will provide for a new telecommunications system that will link every classroom in the district for safety purposes and for communication. Also, the late bus service will be expanded to include grades 6-12 public and private students and continuation of after-school

and summer programs.

"I think it's a great relief," commented Principal Dr. Sid Barish. "This enables us to plan and prepare for the year ahead in a timely matter and the true beneficiaries are the students."

School Board President Richard Sussman seemed pleased with the passage when he commented, "I think this shows the town can pass a budget not based on money but on the best interest of our students."

Senior George Gerstein exclaimed, "I am proud of my fellow constituents for passing this budget that will benefit the young children of our fair and lovely waterfront community."

Elections held for school board

by Sam Salkin

Nancy Cowles and Laura Mogul were elected to the Port Washington Board of Education on May 15. The two were elected to replace former Board Members Alan Baer and Dean Nardone; both chose not to run for a second term.

Besides Cowles and Mogul, who received 2,510 and 2,610 votes, respectively, Mr. Michael Meehan ran, receiving 1391 votes. Newly elected Board member Nancy Cowles looks forward to help secure good policies, improve fiscal management, and enhance education in the district.

"My job is to help the board function effectively and to function as a whole governing body," stated Cowles.

Laura Mogul shares similar views on community involvement as Cowles and is keen on setting the board on a straight course, not, "going in circles." She also would like to put a halt to the constant book banning attempts. "We are here to promote academic freedom," she stated.

School Board President Richard Sussman declined to comment on the recent election.

Schreiber says farewell

Mrs. Lois Baslaw

by Matt Brod

Math teacher Mrs. Lois Baslaw is retiring after a 29-year teaching career.

Mrs. Baslaw, born and raised in Port Washington, began teaching in the district at Sousa Elementary School in 1972. While at Weber, she taught a variety of math courses and a computer programming course for four years, and eventually started teaching at Schreiber in the early '90's where she has been ever since. While at Schreiber, she has taught all levels of the Regents math program, as well as a programming course entitled "Quick Basic."

Mrs. Baslaw is retiring for a life change. Upon retirement, she will move to South Carolina. She is especially looking forward to the move because of the long summers down

south that she is not accustomed to. Mrs. Baslaw plans on reading many leisure books on the beach and will possibly teach math part time at the college level.

Mrs. Baslaw's favorite aspect of teaching relates to her students. She loves to see the look on her students' faces when they finally understand something. She will also deeply miss the support of her colleagues upon retirement, as well as the students she taught during her career. Concerning her students, Mrs. Baslaw remarked that students who wish to be successful in high school must complete their homework. She further explained that paying attention and studying are some other aspects of the ideal student.

Mrs. Baslaw commented, "I feel I accomplished what I hope for as a teacher when students finally realize that they need the material that they are being taught, and finally use it."



Mr. A. J. Gober

by Nicole Tingir

English teacher Mr. A.J. Gober will retire this year after teaching in the Port Washington School District for 41 years. When asked why now, Gober replied, "It's time."

Mr. Gober began teaching at Sousa Junior High in 1959, where he taught all grades. In 1986 he came to Schreiber where he has taught all types of English classes. Although he had not advised any extracurricular activities, he is known in Manhas-set as the "Voice of the Indians" because he often announces

at sporting events and activities such as the senior auction. He hopes to continue his announcing even after his retirement.

Mr. Gober's favorite aspect of teaching has been working with the kids and having fun in the classroom. In response to his teaching career he commented, "[teaching] seemed like a fun job and it ended as a fun job." He believes that Schreiber is a quality environment with quality people. He jokingly advises the students, "Keep your eyes on the road and your hands on the wheel."



Mr. Larry Silberman

by Matt Brod

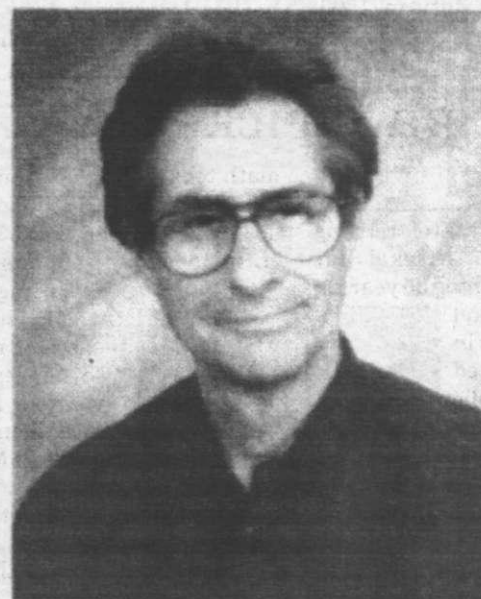
Art teacher Mr. Larry Silberman is retiring after a 36 year long teaching career. Mr. Silberman began teaching in the Port Washington School District at Sousa Elementary School in 1965. After 20 years of teaching art, Mr. Silberman transferred to Schreiber where he has been teaching ever since. While at Schreiber, he has taught many courses including Drawing and Painting. He also advised the Drawing and Painting Club, a club for those students who wish to paint outside of the classroom.

Mr. Silberman is retiring because he finally wants to do what he has been thinking about for a long time. Upon retirement, he plans on having fun, painting, playing golf, and enjoying many other leisure activities he has been

considering.

Mr. Silberman's favorite aspect of teaching was his attempt to get students to learn how to see and think as artists do. He believes that he accomplished what he hoped for as a teacher. The reason for this is that he has had success with kids who began to consider becoming artists. He noted that talented students who work at achieving success as artists are far different from those talented students who do not work and waste their ability. Mr. Silberman will also miss his colleagues upon retirement.

The advice that Mr. Silberman offers to students is that they should be self-reliant and depend less on teachers and more on themselves. He feels that students should have patience with themselves and be able to deal with frustration. He commented, "Students should spend time projecting their dreams into the future. They should choose a goal and work hard to achieve it. They have to realize that it is not all fun, and that hard work eventually pays off."



Mrs. Miriam Goodry

by Max Sokol

Ms. Miriam Goodry, a mathematics teacher since October 1980 retired in January 2001. As Ms. Goodry put it, "I decided to retire because I am looking for new things." Prior to her teaching experience at Schreiber, Ms. Goodry taught at Erasmus High School in New York City.

Ms. Goodry loved many things about teaching at Schreiber but above all was her chance to work with the students.

The reason why Ms. Goodry chose to work in the field of teaching was because she loves helping children expand their knowledge. She exhibited her devotion to mathematics and students by advising the Mathletes

in Weber Middle School. Although she is currently relaxing, upon retirement, Ms. Goodry plans to pursue her interest in energy healing and hypnotherapy. She advises the students of Schreiber to

"always try to do their best and have fun while doing it." Ms. Goodry commented that today in Schreiber there is too much parent involvement, allowing the teachers no academic freedom with which to teach their students.

As Ms. Goodry arrives at the next step in her life, she

explains that she did not teach solely for the math, but also for the chance to help guide the students through their adolescence.



to retiring teachers

Mr. Martin Hamburger

by Brienne Bellavita

Mr. Martin Hamburger will be retiring this June after serving for thirty-two years and seven months as an English teacher. Mr. Hamburger has spent his entire teaching career here at Schreiber and is happy to say that he is leaving with nothing but fond memories and gratitude.

To quote the philosopher Thoreau, Mr. Hamburger is retiring because he has "other lives to live." He and his wife, an elementary school teacher, plan on having an abundance of fun, acting like it is summer all year round. Their only future plans consist of driving to Nebraska, where they will visit family and get two puppies.

Mr. Hamburger believes that the best

thing about Schreiber is the students whom he has taught. He swears that he can always remember a face, and wishes that he had taken pictures of all of his students so that he could remember them forever. In his first few years of teaching,

Mr. Hamburger learned so much from his students. His goal has been to take his gained experiences and knowledge and pass them on to his recent students. He will also miss his wonderful colleagues, who he says have always been extremely supportive of one another. Although all of the English teachers come from different backgrounds, they have come together to work well with one another and

form a unified English department.

Mr. Hamburger will be leaving Schreiber happy and full of thanks. He stated, "Thanks for the memories."



Staff

Mr. Robert Busby

by Christine Choe

Mr. Robert Busby is retiring after thirty-six years of teaching in the Port Washington School District. Prior to working at Schreiber, Mr. Busby taught social studies at Weber for twenty years and then moved up to Schreiber to continue teaching in the social studies department for another sixteen years.

Mr. Busby is retiring because he has been teaching for a very long time. He feels that he has completed his duty as a teacher and wants to move on to some other hobbies of his. Upon retirement, he will teach wrestling at Hofstra University. Along with coaching wrestling, he will run the Carter Fishing Business. Mr. Busby remarked, "Wrestling and fishing have always been some of my hobbies."

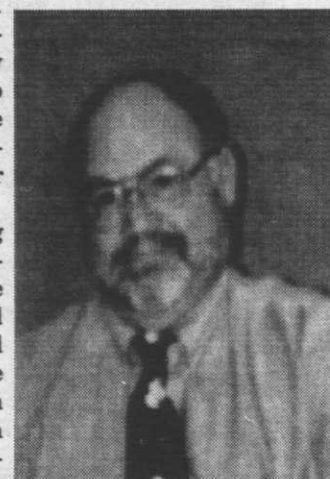
Through thirty-six years as a teacher, Mr. Busby has gained much knowledge from his students. Two of the greatest things he has learned and achieved in his teaching career are patience and tolerance. "You need a lot of it when

you're dealing with these students," says Mr. Busby. He further remarked that the most wonderful aspect of teaching is the memories. Mr. Busby claims that he loves when old students come to visit him and he sees how successful they are.

"From the beginning of my teaching career thirty-six years ago to now, the biggest change would be the technology," comments Mr. Busby. He explained that students thirty-six years ago, or even just five years ago, would never have dreamed of carrying a cell phone or a beeper to class.

Mr. Busby does not regret all those years of teaching social studies and can clearly relate to the many experiences

he has gained. The most difficult task that Mr. Busby encountered while teaching was having to deal with uninterested students. He commented, "Every year there are uninterested students in class and it is so difficult to keep them focused and make them learn." Each and every day is a new experience for him and his knowledge about life just keeps on



Courtesy of Port Light

Mr. Blain Bocarde

by Sarah Morgan

English teacher Mr. Blain Bocarde is retiring after teaching at Schreiber since 1963.

Upon retirement, Mr. Bocarde will build a house on the Oregon coast, two blocks from the beach. His family is located on the West Coast. Mr. Bocarde's favorite aspect of teaching is working with students and talking to them about literature. He has taught tenth, eleventh, and twelfth grade English, including AP English, Technical Writing, Expository Writing, Composition, 11th Grade Honors English, Regents English, Science Fiction, and Logic and Propaganda.

He also served as the advisor of *The Schreiber Times* from 1965 to 1987, and then resumed this duty in 1993. Some of his most memorable Schreiber experiences include graduation and the

awards the students on the newspaper win. He commented, "What's delighted me is the courage and honesty of the kids on the newspaper."

Mr. Bocarde finds that the freedom and support that the students enjoy from the teachers, administration, and community makes Schreiber unique. He

also feels that Schreiber is different today than when he started teaching here. Students were stereotyped, but over the years, Schreiber has become more accepting of a diverse community. The rigid academic program has evolved into a diverse and enriched program, complete with research classes, and new electives.

Mr. Bocarde encourages students to read and learn as much as they can. He also urges students to get involved in an activity that they really enjoy and put their hearts into it. He feels that he has learned an incredible amount from the students, and he has a lot to be thankful for.



Irja Glasser

Mrs. Georgia Weickel

by Sam Salkin

Among this year's class of retiring teachers, Mrs. Georgia Weickel has decided to leave after teaching 35 years in Port schools. Mrs. Weickel started teaching in Weber in 1966 and has not departed from Port Washington Public Schools since. Besides her four years in Weber teaching Algebra 1, Mrs. Weickel has taught nearly all of the math classes offered at Schreiber.

Mrs. Weickel decided it was time to retire while she still had good feelings and positive memories. Among her many memories of Schreiber, which Mrs. Weickel claims are too numerous to list, she puts at the top of the list meeting her husband, Mr. Jack Weickel, another

math teacher here at Schreiber.

Mrs. Weickel is still not sure what to do upon her departure as she comments, "Life is what happens while plans are being made." She does know, however, that she will miss the staff. "Students leave every year so I will always miss them but the staff stays," Mrs. Weickel explains.

In retrospect, Mrs. Weickel says that besides the elimination of mods, Schreiber is the same and kids will always be kids. "Education is about learning

about your choices in order to provide a basis for decision," clarified Mrs. Weickel. She concluded, "Do what you like and be happy!"



Irja Glasser



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Senior demands: "Show up sober!"

Weinberg discourages classmates from pre-Gambol drinking

by Kerin Weinberg

I have to say, I had a pretty good year; I got into my first choice college and barely lifted a finger while managing to make honor roll. Yet the best part of this year, by far, is the fact that it is almost over! And with the end of the year came senior awards, suppers, parties, celebrations, and pranks, but most importantly, the prom. Yes, the prom; an event that has been hyped up from the moment one enters high school. By now, the administration cannot possibly have its head in the sand in regards to the drinking that goes on at school events: After the atrocities at Sports Night and the Junior Prom, it would take a lot for anyone not to realize how bad the problem has gotten.

I am not even going to bother reiter-

ating my opinions about drinking; I am pretty sure I have driven my point into the ground. So for all the seniors reading this, how does it relate to our senior prom? There are rumors flying around the school that the administration is going to mandate breathalyzer tests at the prom, and I have to say, I am

all in favor of such an action. I happen to favor zero tolerance policies on such issues, and I know that when it comes to drinking at school events, the only policy that works is one that is an all or nothing one. The theory that the adminis-

"There are rumors flying around the school that the administration is going to mandate breathalyzer tests at the prom, and I have to say, I am all in favor of such an action."

tration can selectively test people is absolutely ludicrous for a number of reasons. For example, if an entire group of prom goers has been drinking, and one or two people get singled out of a group to take breathalyzers and fail, in a heated moment of bitterness, the selected ones could quite possibly rat out their entire group of friends. Issues



With graduation and the Gambol rapidly approaching, senior Kerin Weinberg warns her classmates of the potential dangers that can result from pre-prom drinking. Weinberg urges all seniors to enjoy the prom without alcohol and is in favor of mandatory breathalyzer tests administered by the administration.

of racial or sexual profiling could arise. Hey, if it can happen in the clubs in

New York City, it can happen here. Disregarding all of that, if it were the case, I am positive that there would still be quite a large number of graduates who would go to the prom quite inebriated, and if they were tested, would not be allowed in. So with all of the cons, what are left but mandatory breathalyzers.

Although incredibly tedious and time consuming, as well as occasionally demeaning, mandatory breathalyzers would solve the drinking problem at all school events, not just the prom. But because the only school event I have left happens to be that prom, let's focus on that. I do not think that mandatory breathalyzers are particularly feasible, considering the number of students we have attending this year's prom, but it would solve the drinking problem. I voiced my opinion on this topic in one class, where an acquaintance of mine turned to me and whispered "You better stop talking right now because I plan on being drunk at the prom!" I am sure this article will evoke similar

reactions. So I have come up with a plan for everyone attending the

prom—do not get drunk for the prom! It's that simple! Everybody knows you are going to have all weekend to get plastered in the Hamptons or wherever you may be going for your after-prom excursion, so wait until then to drink. So then if the administration does try to breathalyze you, there will be no reason to, because you will be sober. I

know, I know it's asking so much, but the administration must think most of us will go to the prom drunk if it is even discussing the matter of breathalyzers. School is almost out for summer, baby, and what better way to go out than by bucking the system?

I do not think I am asking for much — all I am asking for is a sober prom. And if we all go to the prom sober, nobody will have any reason to breathalyze, rendering the tests useless, and making us victorious. It is not like it isn't going to be fun — we will be with all of our closest friends while we dance and gamble the night away, celebrating our graduation from high school. Yeah, high school. Come on guys, this is it. We are done. So let's go out with a bang—we owe it to each other.

"Although incredibly tedious and time consuming, as well as occasionally demeaning, mandatory breathalyzers would solve the drinking problem at all school events, not just the prom."

"Everybody knows you are going to have all weekend to get plastered in the Hamptons or wherever you may be going for your after-prom excursion, so wait until there to drink."

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Kleinman says: "Enjoy the ride!"

Senior urges peers to enjoy their academic journey

by Ruth Kleinman

I have sat around wondering how I could come up with some creative, catchy first line to get your attention and stun you all into thinking, "Wow, this girl knows what she's talking about and I totally agree with her." (I guess it did not matter what line it was because you have obviously read this far.) I thought I might make a complaint against the school, since many people enjoy hearing anything critical of it and they get all riled up and excited when they hear something of that nature. But I do not really hate the school so I did not want to do that and give off the wrong impression. I am just concerned about the issue I will address in this article. Some time during the course of our education, we students have lost the motivation to learn and to be educated. The aim of many teachers is only to prepare us for the Regents or AP Exams and to show that the school is in good standing on "Newsday's Top Ten Schools List." I cannot determine who exactly is at fault (if anyone actually is), but it is clearly a problem that needs to be addressed.

I have considered whether or not I have more motivation to learn in a class that isn't preparing me for a Regents or AP Exam than one that is. For example, in my AP Calculus class this year, I have lost the desire to learn anything above and beyond the curriculum. If all I have to do is get the good grade and do well on the AP Exam, regardless of whether or not I actually retain the information, then I do not really have to learn it. Instead, I just need to figure out how to manipulate the system to get the grade I want. I have always been a good math student, but at some point along the line of constantly being prepared for Regents and AP Exams, I lost my motivation to learn any more than is necessary.

I do, however, have a strong interest in psychology and sociology. Maybe it is just a coincidence that I like these subjects and

that they do not have many tests, but the fact that there isn't some standardized test at the end of the year that the teachers are preparing us for should be taken into consideration. I enjoy these classes more because the teachers can cater to the needs of the students more closely, encouraging the students' to grow at their own rates.

I then considered whether or not I learn more in classes that are not preparing students for a standardized test to see if what I have proposed could in fact be true. I am not positive that I learn more material in a non-Regents or non-AP class; it is hard to judge when comparing different subjects. But I think I really do learn more because my motivation is to enhance my own knowledge. It sounds cheesy, but one's own motivation has to come from

thing.

Likewise, the main goals of teachers should be to encourage students to learn as much as possible just for the sake of learning and to have open minds, and this goal needs to be clear to students by the time they reach middle school.

Learn to enhance your knowledge instead of setting a goal that will end up having little meaning in the long run. I will

Any extra effort to add value to our lives on the part of educators in our school system would have a meaningful impact on today's teenagers.

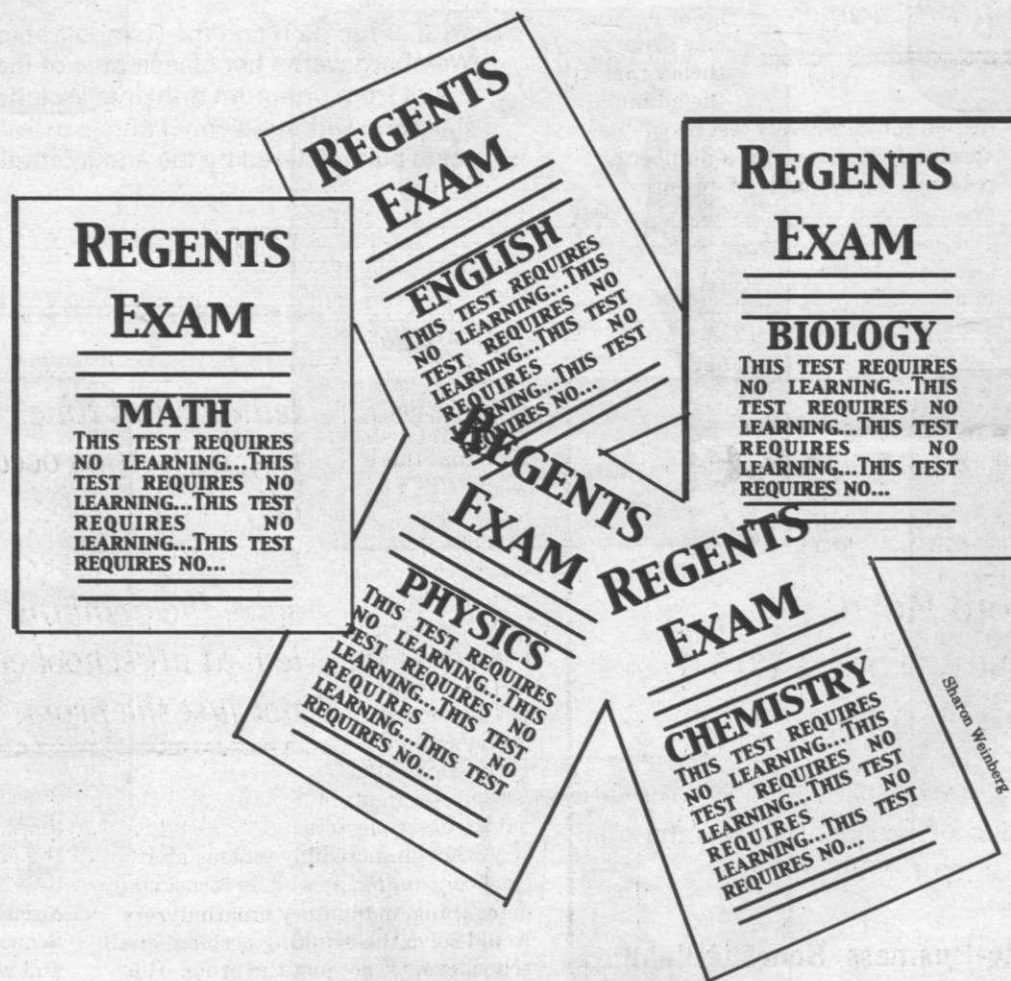
I will admit to not having the motivation I should possess. I have been "trained" to learn only what is in the curriculum and only for standardized tests. My peers and I do not want to go above and

"Some time during the course of our education, we students have lost the motivation to learn and to be educated."

beyond the coursework because we know we can get away with doing as little work as possible and still receive the most amount of credit. This needs to be changed and our motivations need to resemble what they were like in elementary school - to learn simply for the sake of learning and gaining knowledge. By the time middle school strikes (which is already a hard time for many teens, but that is an entirely different subject), students begin to learn only for the grades and satisfaction of an "A." The pressure escalates in high school, when students know college applications aren't testing what you know, but what your grades are. Colleges look only at your transcripts, not your knowledge. On the contrary, in elementary school, there is less emphasis on the A+ than in middle and high school, and more emphasis on learning because it's simply fun.

Just for the record, I know that many of the articles I have written this year tended to have a negative side: "I don't agree with this" or "I don't like this policy" or "This aspect of school isn't so great." It isn't that I dislike everything about school, but the "Opinions" section of The Schreiber Times is a great way to voice my opinion on any topic I wish to. If I had the training or education to devise a plan to motivate kids in a new way, I would do it. If I had the time to work with kids and understand what drives them, I would, in order to put a halt to the lack of motivation I see every day. But I only have a high school educa-

tion, so there should be someone in a higher position than me who is sufficiently educated to realize and correct this obvious problem. I understand that standardized testing such as Regents and AP Exams are the only way to compare students across the state and country, but the means to get there need to be changed. Before Regents or AP Exams even enter the lives of teenagers, students need to be encouraged to just learn, plain and simple, to enhance their own knowledge. They have to understand that learning is fun and enjoyable. Everyone needs to focus on the fact that it's the journey, that counts, not the destination.



Do teachers focus too heavily on preparing their students for standardized exams such as AP Exams and Regents? Senior Ruth Kleinman argues, "yes." According to Kleinman, the emphasis on teaching for the test is detrimental to the learning process.

"If all I have to do is get the good grade and do well on the AP Exam, regardless of whether or not I actually retain the information, then I do not really have to learn it."

within. No teacher should be telling students what we should learn to pass exams. If a student does not want to learn, he simply will not learn, regardless of how hard his teachers, parents, or friends try to make him. Self-motivation should be the driving force of every teen, every student, and every person in the world, no matter what the situation. This self-motivation needs to be emphasized earlier in education than high school, because by the time we arrive, students already know how to get around the system and maintain a 4.0 GPA without actually learning any-

probably never remember whom the twenty-third President of the United States was or what ancient civilizations died out because of famine, because I was just forced into knowing those facts for an exam. If I had been encouraged to understand the facts because I would end up gaining for myself, I may have had the motivation to understand them and would actually remember them now. Teachers should not only be encouraging students to learn for their own benefit, but should be teaching them about life and situations as much as possible. Being a teenager is already a very difficult time of someone's life. The transition from middle to high school is significant.

The Roving Reporter

by Jamie Sokol

The Last Word

The Class of 2001 speaks out one last time



"These past four years at Schreiber have been memorable ones, and I will carry my memories from it forever."
-senior Becky Henderson



"I am looking forward to the future. Congratulations, Class of 2001!"
-senior Karen Chuzmir



"May your lives always be filled with candy!"
-Mrs. Bonnie Lane



"I have learned lots of things at Schreiber. I have learned that office politics goes on in school. I have learned to watch my back. I have learned that people of all ages can be backstabbers. I have learned that voicing opinions about unpopular issues will get you ostracized. And the most important thing I have learned is to look out for number one."
-senior Hillary Broder



"Benjamin Franklin once said that while the government guarantees the pursuit of happiness, we all have to get there ourselves. We wish the senior class the best of luck in this pursuit. No matter what your dreams may be, follow them always, and remember where they began."
-seniors George Gerstein and Amy McDonald



"Congratulations to the seniors! I enjoyed working with you for the past four years. I will miss all of you. Please stop by and visit after you graduate."
-Mr. Carmine Matina



"I am sad to leave behind many good friends, but I am anticipating a new start in college. I have surely had enough of living in this high school bubble!"
-senior Ruth Kleinman



"It has been a pleasure working with the Class of 2001. Good luck in college and keep it kosher!"
-senior Ira Glasser

Common Sense: A formal indictment of the AP policy as it is currently practiced

by Mark Hiller

[To all those responsible for the current policy regarding the mandatory taking of Advanced Placement tests following completion of an Advanced Placement course:]

"Perhaps the sentiments contained in the following pages are not yet sufficiently fashionable to procure them general favor; a long habit of not thinking a thing wrong gives it a superficial appearance of being right and raises at first a formidable outcry in defense of custom. But the tumult soon subsides. Time makes more converts than reason." (Thomas Paine, "Common Sense")

The unfair and unduly burdensome nature of the AP policy, which in its current form requires that the tests be taken upon threat of losing the prefix "AP" added to the title of a course, necessitates immediate change. The following is based solely on personal experience.

Two grievances are presented below, in order of increasing offensiveness. First, those students forced to take multiple AP tests ought to be given sufficient preparation time. They are currently denied it. Second, as long as the tests remain mandatory, students who complete them ought to be exempt from a final exam otherwise imposed during class. As of now, they are not. Each complaint shall be analyzed in turn.

Students taking multiple AP tests are actively denied sufficient time for adequate, much less excellent, preparation. Before continuing, it is perhaps appropriate to respond to the common belief, "Those students taking four or five tests willingly assume their decision's inherent burden, thus disqualifying them from any legitimate right to complain." Several logically valid responses exist. Many times AP classes are the only logical end in a progression of classes a student has entered upon since eighth or ninth grade. Students in these cases must choose between taking an AP class, taking a relatively dumbed-down class in the same subject, or not taking a class in this subject at all. Especially during the college admissions process, when voluntarily weakening one's transcript is metaphorically equivalent to self-mutilation, the student's "choice" is effectively non-existent. It could be argued that this retort has failed to recognize the problem's cause, and that students are still responsible to the extent that they chose to embark upon that rather cumbersome course track from an early age. I don't believe this argument has much merit, as it implies students should strive for nothing beyond mediocrity, and so further response will not be provided.

Second, the mere fact that students willingly assume a difficult responsibility does not affect the nature of that responsibility. That is, if a responsibility is unjust in the first place, then willingly assuming its burden does not make it any less unjust. Perhaps one feels less sympathy for the student in question, but the student has been wronged nevertheless. One may feel somewhat less compassion for a man mugged walking down a dark alley in a city at night than for one who is mugged in the middle of the day, as the first man "assumed" the danger by choosing a dangerous route. But that in no way legitimizes the mugging.

The mugging, as applied to AP tests, is the disturbing irony that students are required to take the tests but denied the requisite time to prepare for them.

Taking five AP tests is comparable to taking five real college finals. Most colleges grant a respite of at least a few days' preparation, and, if not, afford more time for studying to the extent that classes are not held six hours a day, everyday, as they are at Schreiber.

Preparing for cumulative tests in five full-year courses (two years, in the case of Spanish) requires significant time for review. Such time does not exist and cannot possibly exist when one must spend six hours in school everyday and then balance out-of-school commitments such as sports or a job before he or she may even begin to study. It is possible, if not probable, that a student under these heavy circum-

distract him or her from concentrating in class on the other material that student is attempting to study. Such reviews are, in addition, disjointed to the extent that students must shift gears every sixty minutes as he or she shifts classes. When studying difficult subjects or closely analyzing texts, such jolts and changes are absolutely detrimental, even more so when the student realizes he or she must resume the course of study five or six hours later. And this author will conjecture that most teachers would agree that student performance on the AP tests is independent of the teacher-led reviews.

It makes far more sense to allow the student to structure his or her own time in a manner tailored to his or her specific needs. If a student

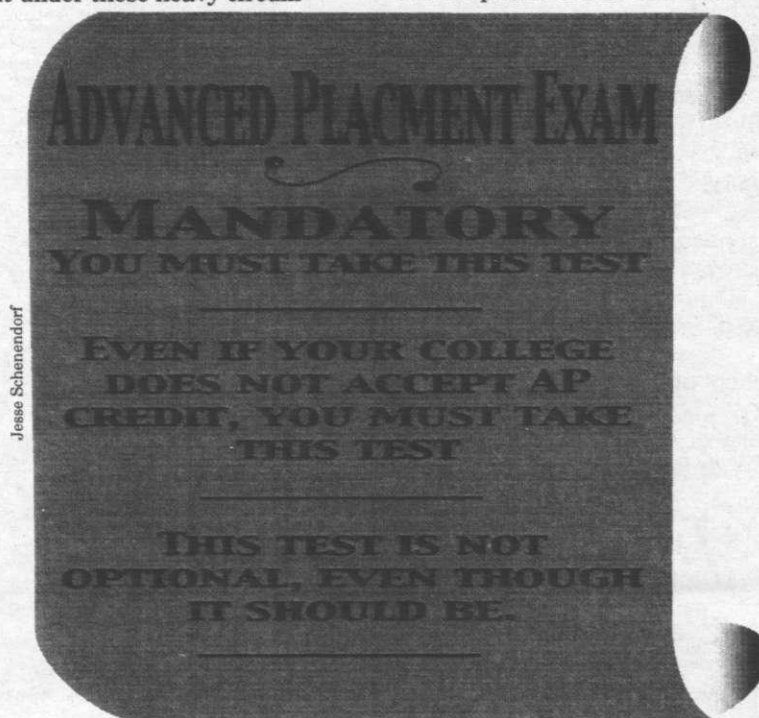
College Board in the first place. It would seem the laws of logic are at odds with the policy's practitioners. In any case, a student who pays nearly eighty dollars for a three-hour test ought not to be subject to another one- or two- (or, it has been said, four-) day final. If an AP course entails the teaching of the curriculum followed by a final, then students should not be subject to two finals. It is grossly unfair for a student to complete two full weeks of lengthy examination only to return and learn that he must repeat them because the ones he has taken "don't count."

This, as it currently stands, however, is an unfair complaint, as it implies an injustice committed on the part of the teacher. Clearly, teachers who wish to provide some sort of all-inclusive examination have no recourse but to offer their own finals, as AP grades are not returned until early summer. Thus, neither the student nor the teacher can be blamed. Yet nothing is ever nobody's fault; policies are not naturally created. Rather they are the result of man's implementation. If neither the teachers nor students can be blamed, let us together blame those who implement the policy. To the extent that teachers support it, however, feel free to blame them. You have this author's wholehearted and enthusiastic support.

Interestingly, this problem harms AP performance. Many students are aware that their college will not accept AP credit or that they simply do not desire the credit or the advanced placement if offered. Also, many understand that the AP test cannot affect their course grade. Thus, during the examination, some of these students enjoy a three-hour nap, while others draw a line through the C column of the answer sheet and proceed to write a caustic letter to ETS where a Part II problem or essay should be. Others have been witnessed engaging in riveting games of tic-tac-toe or simply drawing colorful (and at times inappropriate) cartoons. Though the comic relief is appreciated, two significant problems exist. First, the actions constitute an extraordinary waste of money, and second, such comic routines disturb those attempting to take the test seriously.

A dilemma is thus created: students have met the prescribed expectation for the AP course, while teachers need to give a final. One glaringly obvious solution is to return the tests to their original optional status. Such a solution would mitigate both of the aforementioned problems. Those students who would continue to take multiple AP tests would do so solely out of their own volition, and students who were once otherwise disruptive during the exam due to a lack of concern for its results would certainly not waste the money and time taking the test. The solution is disturbingly apparent.

And here without anger or resentment I bid you farewell. Sincerely wishing that you may always fully and uninterruptedly enjoy every fair, deserved right; but that the example which you have unwisely set, of mingling a commercial test with students' legitimate education, may be disavowed and reprobated by every inhabitant of the Union Free School District of Port Washington.



Senior Mark Hiller criticizes the current Advanced Placement system. Calling for reform, Hiller explains that AP Exams should not be mandatory.

stances will be engaged in activity for approximately eight relatively un-interrupted hours before being expected to hunker down and begin all over again. Noticeably absent from this equation of time is any consideration of sleep and relaxation, which the current policy has reduced to mere amenities for two to three weeks each year.

Though those students possessing extraordinary discipline and unyielding mental toughness consistently prove that the burden may be possible to meet, this author's grievance is not that it is unworkable but that it is unfair. It logically follows that those who make the tests mandatory ought also to provide a reasonable amount of preparation time for those tests.

Worse, though, is that the burden is simply unnecessary. Most teachers do their best to finish their courses one to two weeks before the AP test, dedicating the remaining time to review. However, such review, while perhaps helpful to the student, is on the whole less helpful than a student-directed review. Teacher reviews often cover material a student already understands and accordingly does little more than

does not wish to come to class for a teacher-directed review, then that student ought to be exempt from attending, and those students wishing teacher aid ought to be able to come to school to find that teacher during the appropriate class time. This solution, formally known as cutting, is unquestionably the most effective means of test preparation. It would be quite interesting to find out how many parent-teachers have created artificial sick-days for their children to allow for more suitable test-preparation time.

In short, then, it is a highly unreasonable burden forcefully imposed on the student that he must suffer from taking the mandatory tests but not be given the correlative right to prepare adequately. If such a right is not formally granted to the student, the student will likely continue to create the right as he or she has done under the current policy.

Second, and more pernicious, is that teachers of AP subjects often require their worn-out students to suffer a final, independent of the AP exam. If in fact the AP exam legitimately evaluates students' understandings of the AP curriculum, then taking a second final is wholly superfluous. If the exam is incapable of such evaluation, it is entirely worthless and students should not be forced to donate seventy-seven dollars to the

Senior PI

A/B

Abroff, Sarah
Aguilar, Nelson
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Alfaro, Yessenia
Alvarez, Priscilla
Arevalo, Marvin Noel
Badgley, Kevin
Bauso, Tiffany A.
Beatus, Jesse
Behar, Evan
Bellavita, Brienne
Benfield, Benjamin
Benisatto, Ashley
Benja-Athonsirikul, Nontawan
Berkowitz, Justin
Blanchard, Christopher
Bodier, Spencer
Bolebruch, Sean
Bond, Jonathan
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Bulautan, Manuel

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Nassau Community College
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Nassau Community College
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SUNY New Paltz
SUNY Cobleskill
Unknown
New York University
Rensselaer Polytechnic Institute
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University of Vermont
SUNY Plattsburg
Johns Hopkins University
Cornell University
Penn State University
Syracuse University
Unknown
University of Maryland
University of Michigan
Loyola College
John Jay College of Criminal Justice
Boston College
Rhode Island School of Design
Emory University
Catholic University of America
Boston University or Penn State

F/G/H

Farahan, Shawn
Faure, Nathalie
Fearon, Thomas
Feather, Floyd Thomas Jr.
Ferrara, Benjamin
Figueroa, Michelle
Fleming, Liam
Flores, Jose
Ford, Blythe
Fradelakis, Cathy
Furuya, Yuka
Galeano, Jose
Gamell, Jenny
Garofalo, Katharine
Geiger, Deborah
Gerstein, George
Gibbons, Kerry
Gigatti, Chandra
Giwa, Tayo
Glasser, Ira
Glasser, Michele
Goldin, Julie
Gomez, Raul
Gonzales, Jofrey
Greene, William
Hafer, Derek
Hamburg, Leah
Handelman, Jonathan
Hassan, Aylin
Hawkins, Erica
Heller, Danya
Henderson, Elizabeth
Hill, Jason
Hiller, Mark
Hirschhorn, Samantha
Holzer, Brian
Hong, Grace
Horowitz, Oriana
Hyman, Joshua

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Washington University St. Louis
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SUNY Geneseo
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Emerson College
Unknown
Nassau Community College
Amherst College
University of Notre Dame
Northwestern University
University of Maryland
Hofstra University
University of New England
Cornell University
University of Connecticut
University of Delaware
Harvard University
Washington University in St. Louis
Penn State University
Johns Hopkins University
Unknown
Unknown

C/D/E

Caccavale, Antonio
Cahn, Christopher
Carlson, Julie
Caslow, Adam
Chardavoyne, Sharmila
Charney, Amanda
Chen, Steven
Cho, Andrew
Chung, Ju Hee
Chuzmir, Karen
Ciulla, Lauren
Clemente, Christopher
Clemente, Nicholas
Comvalius, Kenneth
Cooperman, Samantha
Crawford, Jacqueline
Cullinane, Karen
Cummins, Alex
D'Agostino, Edward
David, Joseph
Davis, Suzanne
DeMeo, Nicholas
DeSalvo, Jesse
DeStefano, Nicole
Dello-Iacono, Nicholas
Dellon, David
Derasmo, Nicholas
D'Esposito, Jennifer
Diamantakis, Evangelia
DiStefano, Matthew
DiFonzo Marks, Drew
Donado, Jorge
Donado, Maria Rosa A.
Duffy, Timothy
Dumpson, Tiffany
Dzierzawski, Tyler
Elterman, Julie
Emerman, Matthew
Enscoe, Sandra
Ezratty, Marlyn
Ezzelarab, Samir

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University of Michigan
Colby College
Cornell University
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University of Wisconsin- Madison
University of Massachusetts at Amherst
SUNY University of Buffalo
Rhode Island School of Design
Penn State University
Unknown
Adelphi University
Hofstra University
SUNY Old Westbury
University of Pennsylvania
Long Island University C.W. Post
Wellesly College
University of Michigan- Ann Arbor
Unknown
Nassau Community College
Vassar College
Bentley College
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Syracuse University
Essex in Maryland
Penn State University
SUNY Albany
Unknown
Hofstra University
US Air Force Academy
Emerson College
SUNY Albany
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Queens College
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Indiana University
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I/J/K/L

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Kapoor, Kunal
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ans 2001

Lejman, Travis
Lengton, Michael
Lennon, Catherine
Lennon, Owen
Leon, Richard
Leoniuk, Arkadiusz
Levy, Chelsea
Lifton, Ryan
Lin, Han-Chun
Linder, Joanna
Lopez, Sergio

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SUNY Albany
Unknown
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SUNY Albany
School of Visual Arts
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Carnegie Mellon University
Connecticut College
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Schechter, Erica
Scheck, Christopher
Scheckman, Rachel
Schloss, Lee
Schloss, Richard
Seol, Sejin
Sepulveda, Pablo
Sheffler, Jeffrey
Shin, David
Silberstein, Jacob
Simon, Samantha
Siu, Philip
Sokol, Jamie
Song, Stephanie
Spagnuolo, Zackary
Spellman, Jessica
Spielman, Douglas Ian
Steele, Suzanne
Sussman, Steven

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Unknown
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University of Colorado at Boulder
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St. Mary's College
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Pace University
Northwestern University
Washington University in St. Louis
George Washington University
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University of Rochester
Haverford College
Unknown
Unknown
University of Vermont
Unknown
Unknown

M/N/O

Ma, Grace
Ma, Hyunjoo
Mandaro III, Joseph
Manning, Elizabeth
Martinez, Giovanni
McDonald, Amy
Mehta, Pranav
Meister, Alex
Mendoza, Cristian
Miki, Seina
Mintz, Diandra
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Moran, Jessica
Morgan, Sarah
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Nassau Community College

T/U/V

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Tencic, Daniella
Thompson, Daphne
Tingir, Roxanne
Trabulus, Edward
Trinko, Julia
Tsukamoto, Dai
Urban, Rebecca
Urcan, Elise
Ursprung, Kristen
Van Nostrand, Eric
Valenzuela, Michelle
Vanderbilt, Kevin
Velasquez, Evelin
Vemuri, Gopal
Vogeley, Bryan
Volges, Jason

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Unknown
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P/Q/R/S

Pak, Edward
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Pavlovich, Natasha
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Pennisi, Michelle
Piacquadio, Anthony
Potylitsine, Elena
Pyo, Jessica
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Raskin, Eric
Regan, David
Rehani, Nitya
Reichmann, Nicholas
Rhee, Ji Sun
Rivera, Jacqueline
Rodriguez, Charlie
Rosen, David
Ross, Adrian
Ross, Jay
Ross, Jonathan
Ross, Marc
Rubin, Craig
Ryan, Gregory
Ryan, Justin
Ryan, Mary
Sanchez, Yovanny
Santoro, Joseph
Satinsky, Theodore
Scallon, Jennifer

University of Arizona
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George Washington University
Marymount Manhattan College
Clark University
Unknown
New York University
George Washington University
Dean College
American University
Cornell University
Suffolk Community College
Hofstra University
SUNY Stonybrook
Quinnipiac University
Unknown
SUNY Stonybrook
Nassau Community College
Unknown
Cornell University
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Indiana University
University of Pennsylvania-Wharton
Unknown
SUNY Stonybrook
SUNY Oneonta
Nassau Community College
Nassau Community College
Pace University
SUNY Geneseo

W/X/Y/Z

Wagner, Lindsay
Weinberg, Kerin
Weiner, Jacqueline
Weinstein, Noah
Weiss, Elena
Weissberg, Joshua
West, Kristin
Wexler, Eva
Wexler, Kathryn
Wilson, Donald
Wilson, Sarah
Wood, Katherine
Woolf, Brandon
Wright, Jacqueline
Yedreyeski, Pauline
Yepes, Andrew
Yoo, Sang Jun
Yoo, Sun Yo
Youssefia, Chirli
Yong-Beck Yu, Charles
Yukelson, Matthew
Zaccherio, Lawrence
Zentko, Paul

DePaul University
New York University
University of Michigan
Brown University
Lynn University
SUNY Binghamton
Unknown
Hofstra University
Unknown
Hofstra University
SUNY Stony Brook
Tufts University
Columbia University
SUNY Albany
University of Wisconsin
Unknown
Unknown
Pratt Institute
Nassau Community College
Unknown
Cornell University
Unknown
Boston College

Thank you, Mr. Bocarde!

Anyone who has worked for the newspaper in any way knows that the dedication of Mr. Bocarde and his interminable love for his job are unquestionable. Our advisor's endless support and motivation have truly enabled us to accomplish the impossible with every issue. Certainly, we would not have been the same *Schreiber Times* without him. Since 1965, he has shaped the development of the newspaper and the students who worked with him.

Mr. Bocarde serves as a role model for all. He has developed unique personal relationships with each of us since day one. He has always stood up for us and taught us to fight for what we believed was right. He has always respected our opinions and his countless suggestions

Congratulations, Class of 2001!

The Schreiber Times would like to congratulate the graduating Class of 2001. We sincerely hope you enjoyed your years at Schreiber just as Schreiber has benefited from each of you being a student here. We know that each of you is ready to take on the challenges of the rapidly changing world with all that you have learned from this school. We hope you leave with wonderful memories and lessons that will remain with you the rest of your lives. Have a fun, safe summer. We wish you the best of luck next year and in the future!

EDITORS EMERITI

.....

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were crucial to the improvement of the paper. We will never forget the ways in which he showed us he cared, whether it was staying late to edit and review an article, or money for dinner.

The Schreiber Times will never forget Mr. Bocarde, as he has instilled in us his love of journalism and his love of teaching. We only hope that we can pass this love on to others as he has done so with us. We wish you the best of luck in your retirement and all of your future endeavors. Thank you for always caring, and most importantly, for always pushing us to be our best. We will sincerely miss you.

Poor conduct is unacceptable

The Schreiber Times would like to express its dismay with student conduct at the Junior Prom. Students must be aware that while attending a school hosted event, they must follow all rules and regulations imposed by the school. In addition, the presence of alcohol only served to cause disruption and unruly behavior and took away from the festivity of the environment. The *Times* urges students to think about the consequences and potential dangers of their behavior, as well as follow all school policies when attending an event hosted by the school.

The *Times* disapproves of fishy prank

The Schreiber Times disapproves of the first senior prank, when the cafeteria was bombarded with dead fish. Not only did the act epitomize immaturity, but it was also thoughtless and dangerous. Students in the cafeteria could have been seriously injured by the prank. In addition, much excess work was created for the grade administrators and the custodial staff. Finally, the involved students failed to realize the danger in running up to the school wearing black ski masks. The event could have been grossly misinterpreted and the involved parties placed themselves in unnecessary danger. The *Times* strongly suggests that in the future, students avoid placing themselves and their peers in a similar situation.

Best of luck to retiring teachers

The Times wishes all retiring faculty members the best of luck. We thank you for your years of dedication to Schreiber, and we will miss you all. We are grateful for the experience to learn from you, and will always remember what we were taught in your classes. Thank you for all of your efforts, and good luck in all of your endeavors.

Thank you, editors emer-

The staff of *The Schreiber Times* would like to thank the editors emeriti for their hard work and dedication throughout the past four years. Without them, *The Schreiber Times* would not have been the same. We wish you the best of luck in college and beyond. Thank you for your contributions! You will all be missed!

Laughter on the 23rd Floor delivers!

The Schreiber Times would like to commend both the cast and crew of *Laughter on the 23rd Floor* on an absolutely wonderful performance. The hard work and dedication of these students was certainly apparent. Congratulations!

THE SCHREIBER TIMES

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Published by the student body of Paul D. Schreiber High School. Letters to the editor should be addressed to *The Schreiber Times*, 101 Campus Drive, Port Washington, New York 11050. The editors reserve the right to refuse, print, edit, return, or not return any submitted material. All letters must be signed by each author. We have a circulation of 2,000 copies per issue with subscriptions available for \$10.00 per school year. We accept camera-ready ads or will design ads to your specifications. For information, call our business office at (516) 767-4367.

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MAILBOX

To the Editor:

Some say that there is a fine line between strict and ridiculous, but in truth that line just isn't that fine. In fact, I argue that there is a large gap between trying to keep a local concert under control and having breathalyzers at the door. Whatever that gap or line was, it has been crossed by the Schreiber administration in leaps and bounds. This year's Battle of the Bands was not just an event with tight security, it was practically a militarized zone.

As teenagers in the 90's, our generation already has to deal with discrimination and inherent distrust. Let's face it, we're all just ignorant delinquent kids looking for someone to insult, some rule to break, or something to destroy, right? Well usually that prejudice is made subtle, but it truly offends me when it is rubbed in our faces. As a member of one of the bands, I can tell you that our treatment was no better than yours, as an audience member. In fact, I've never heard of any performer being treated as poorly as the bands were at Battle.

As guests performing in a competition to support the Student Council, we were looked upon as stupid destructive students just waiting to pounce on whatever chance we had to be disorderly. The bands were not allowed any room backstage to rehearse, change, or

simply relax our nerves during the show because we might try to sneak people in through the windows. Even with markings and passes we could not go back and forth backstage freely. One member was almost thrown out simply for having a water bottle, something most bands have with them on stage at every show. In fact I was almost thrown out for trying to run backstage to fix a curtain which was dangerously falling during Envy Overcome's set.

Speaking of Envy Overcome, what was probably the most offensive thing was when it was cut off short for being "over the designated time limit." Let's for now disregard the fact that the designated time limit should have been 25 minutes, but was cut to 20 minutes only two days before the Battle and without reason. Instead, let's look at the fact that Envy Overcome had only been playing for 19 minutes when they were cut. Also, if the band was cut early for being over the time limit, why were Strange Brew and The Third Person allowed to play well over 20 minutes and finish their sets? Envy Overcome was shut down because of the negative things they were saying about the administration on stage, comments such as, "Has anyone been breathalyzed yet?" upset those in charge and forced the band to be cut short and may have cost the band a much deserved place in the standings. This is a totally unacceptable and ridiculous violation of rights. The school's policy now seems to not allow anybody to say

anything bad about the administration or its actions.

Without a doubt, this event and the events of the past year have shown that the administration is out of control in its policing of this school. I can tell you that the more strict a policy is, the more those being oppressed by it wish to rebel against it. I don't mean to sound Marxist, but I can't believe that this kind of degrading treatment that permeates not only through large functions but through the classrooms as well can be tolerated any longer. Teachers and administrators have the power to punish us at any severity and for any reason that they see fit, and this power is beginning to be abused more and more. Think about it and you should see that we are a generation that suffers from adult discrimination and this discrimination is most evident in our schools. In this past year the students have gotten angry at the administration for handling certain things poorly, which seems to cause them to start policing things even more harshly. Perhaps Dr. Barish should stop worrying about making up for previous mistakes and start worrying about treating us fairly, or even like normal people.

-Senior Henry Magel III

To the Editor:

In the May issue of *The Schreiber Times*, Melody Malekan worded her defense of religion in a way that slighted atheists. Her defense of peoples' right to maintain their religious faith in a secular age was no doubt well-intended, but it must be made clear that choosing not to believe still constitutes a valid religious choice. Any article that promotes either faith or non-faith as in any way superior to the other only serves to polarize people into two groups. An artificial division between people who legitimately make their own religious choices becomes a force to create bigotry and suspicion.

Addressing Malekan point-for-point, it must be pointed out that her assertion that atheism is currently a "fad" and that religion is looked down upon as foolhardy is quite wrong. If anything, Americans have recently felt a sense of spiritual/purposeful meaning draining from their lives. Religion is famous for filling this vacuum, and it has done its job admirably. Fundamentalism is on the rise, missions are experiencing a revival, and very scary laws are being implemented at state and national levels that improperly mix religion and government. The President himself is becoming well-known for his assertions that Americans will never survive without religious faith. It is inexpressible to those who take the existence of a god for granted how such a statement feels to an atheist.

Malekan asserts that because many people died for religious causes, those causes must have a universal value, and people who do not subscribe to religions are "missing something." Implying that people who subscribe to no religion are therefore unfulfilled is as bad as implying that religious people are missing out on logic.

Malekan's further attempt to demonstrate that religions embody causes that are "considered morally good" is fundamentally flawed, because religions are not only the principal definers but also the principal observers of society's moral standards, and have been so throughout history. The precepts which religion embodies, therefore, are subjective and subjected to the standards of religion itself, and so an assertion that they are considered "good" is effectively meaningless. Her quotation of the Ten Commandments as examples of religion's goodness is, one notices, carefully limited to the Commandments' secular decrees, and so the presented question of whether or not these standards are "bad" is almost exactly the same misleading one posed by Christian Conservative politicians in their recent (often successful) attempts to get the Commandments posted in public schools. Who could object to feeding children or "Thou shalt not kill" as a moral standard? Well, no one, if the first three Commandments ("I am the Lord thy god," "Thou shalt have no other gods before me," and "Honor the Sabbath Day and keep it holy") are ignored.

It is also not necessary to prove that the doctrines of

religion are inherently bad, as Malekan challenges us to do; it is a personal decision and a personal decision only. Such a challenge is a violation of others' freedom of choice. By asking if it is terrible that people should repent for their sins or that they should be afraid of a higher power, Malekan is again asking favors of the entire human race that insult the ability of atheists to choose their beliefs for themselves.

While we feel that it is important and relevant that Malekan defend herself and the religious against accusations of illogic, it is terrible to state that religion would "logically" augment innate skills related to self-control and "goodness." With this odd combined thought, she has turned around and lashed at the nonbeliever population with exactly what she seeks to protect the faithful from. It is an all-too-common misconception that atheists have no moral code; it is simply difficult to put that moral code into a recognizable perspective for the religious, because they are accustomed to a unified code handed to them in writing.

"Faith gives people the motivation to get up in the morning..." is a good assertion in reference to many people, but it generalizes itself to the point of implication that those without faith have no such motivation. It is possible to have faith in a good number of absolutes in the absence of religious belief, including one's own self, which incidentally is a faith that none can be insulted at the prospect of having and which does nothing but good for the fortunate who possess it. Looking out for oneself, whether or not you believe that god is looking out for you, is always profoundly useful in overcoming hardship.

As a point of fact, it is worth noting that religion has outlasted every civilization, and been an integral part of all noncommunist nations' culture throughout history. The wonderful thing about a democracy is that people can decide for themselves whether or not the longevity of a belief system validates the system itself.

As a further point of fact, when religion has been perceived as too dominant a force, it is normally the interference with society that is pointed to, not interference with the individual. We also agree wholeheartedly that examples of religiously-based persecution in fundamentalist nations are not representative of religion's influence as a whole. While it is not true, as was stated, that the religions in question never back such persecution in their pure forms, it is correct to say that many pure forms are far more tolerant.

We agree in summation that it is correct to leave people to their respective philosophical beliefs, but it is also important to remember that atheism is indeed a belief set. Not only is atheism constitutionally protected as religion, but, contrary to common practice, atheists are not fair game for conversion. In her assertion that atheists are not as likely to be moral and good as those of faith, Miss Malekan unfortunately provides a perfect example of an assumption, or

prejudice, such as she loudly preaches against. She makes an important point when she instructs readers not to criticize that which they do not fully understand..

-sophomore Sam Marcellus and senior Josh Hyman

I feel it is important to point out the fact that my article was intended simply to be a defense of religion. I pointed out the reasons why I feel the choice to believe in one's religion to be just as good as the choice not to believe.

On the subject of fundamentalism, religion does not in any way imply fundamentalism

Finally, in response to the statement that my article was one of bigotry, I maintain that it was quite the opposite.

-sophomore Melody Malekan

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.

And before we go

Sharon Weinberg

Senior fondly embraces the past and prepares for the future

by Maura Kutner

Good afternoon, friends, fellow students, family members, and faculty. As I stand before you today, I can hardly believe that this moment has arrived; that in a short while we will be high school graduates. As surreal as this day feels, it truly seems as though I have been waiting for its arrival since the moment I first walked up the steps of Schreiber High School—eagerly anticipating when it would be my turn to wear the cap and gown, to walk up the stairs of this podium and receive that piece of paper that would render me a true adult. However, the past few weeks have been more of a process filled with reflection than one filled with anticipation.

Looking back on my days at Schreiber, and then taking the time to recall the days in my life before that, it seems as though a great portion of my life has been spent in a state of anticipation rather than appreciation of the moment at hand: of waiting for the next thing to come, for the newest adventure to present itself. The earliest incidence of my intense will to get to my final destination (of the moment) would have to be the road trips my family and I used to take to my grandparents' house in Pennsylvania. From the back seat of our 1986 Volvo, I would ask my father, "Daddy, are we there yet?" Accustomed to this question, he would always patiently reply, "No, honey, we're not there yet." The response would perpetually result in me sitting back in my seat and teasing one of my brothers in an attempt to speed the trip along. Five minutes later, I would ask with less tolerance in my voice, "Daddy, when are we going to be there?" He would simply say, "Soon, honey, soon." Thus, the journey to my grandparents' house was a cycle of recurring questions and identical answers. When you're five, a three-hour trip seems like an eternity, in this case one filled with never-ending traffic and a screaming baby brother. However, because I knew our final destination would be my grandparents' house, the expedition was well worth it.

As a child, my grandparents' home was an incredible fortress, filled with surprises in every room and an adventure around each corner. My grandmother had a dresser stuffed with old scarves that served as reminders of the past, each one bearing a different memory of the events of her life. When I wrapped one of those giant, intricate scarves around my little body, I felt as though I was invincible; that nothing could stop me or harm me as long as I had my shield to protect me. Each afternoon I would have tea parties with the king of the magical castle, who

was also known as my grandfather. I lived for those tea parties, and looking back on it, I know that my grandfather did as well. Because we did not see each other very often, teatime was always our time—and I happened to own the greatest tea set any girl has ever had. I will never forget the way my grandparents' house was portrayed in my five-year-old mind, nor do I believe I've ever loved going anywhere as much as I loved going there.

Nevertheless, children grow up, and in that process their mindsets change. I cannot recall the exact moment when the castle dwindled into an ordinary house on an ordinary street in an otherwise extremely ordinary neighborhood. Nor can I recall when getting up in the morning to make that long trip to my grandparents' house became a burden rather than something I longed to do. The one thing that remained the same was my anticipation, only now it was redirected. I knew the sooner I visited that house that had become so small, the sooner I could come home and see my friends. I spent so much time in anticipation that I neglected to realize the fact that in reality, I would not have these people in my life forever.

A few months ago, many years after my grandfather had passed away, my grandmother brought me a present when she came to visit us in New York. I did not know exactly what that bag held inside of it, but I was eager to find out. When she gave it to me, my grandmother said, "Here, I thought you might like to have this." Inside the bag was my once-treasured tea set, only its appearance was different than the image I

"These were recollections that only made sense to me, recollections that could not be explained to another individual because they were all mine."

had had of it in my five-year-old mind. The plastic cups were cracked and some were even broken. The sugar jar was missing the lid, and the Little Bo-Peep icon that was painted on each saucer had faded on most of the ones that were left. The tea set was also quite miniscule compared to the way I thought it once looked. However, after studying the tea set for a while, I was overcome with memories of my childhood and my grandparents' house. Suddenly I was filled with warmth in my heart as distinct recollections enveloped my mind. These were recollections that only made sense to me,

recollections that could not be explained to another individual because they were all mine. It was at that moment that I realized that somewhere between all anticipation, you have to take time to appreciate what surrounds you, to interpret it in the manner that you choose, and to accept it as your own. Though I will most likely never reclaim the identical sense of joy I felt at my grandparents' house when I was five years old, I can always unwrap those memories

"Then 'one day' actually comes and it's our senior year. Almost without warning we have been thrown into the realms of the rulers of the school...."

from the back of my mind when I need to and allow them to give me solace.

If the experience I have just discussed can be compared to anything, I believe that our individual and collective experiences here at Schreiber make for an ideal subject. As freshmen, we walked up the giant stairs of the building in awe, not knowing what would be around a given corner. Even more amazing were the gargantuan upperclassmen who

roamed the halls. However, one of the biggest surprises—one that many new students seemed to learn the hard way—was that no pool existed on the fourth floor; in fact, there was no

"The moment that we have been anticipating has finally arrived, yet most of us do not really know if there is one particular way we are supposed to feel."

fourth floor at all. Schreiber was this gigantic institute strewn with unfamiliar faces, classrooms none of us had ever seen, and a grueling schedule none of us had been accustomed to during our prior years of schooling. There was almost an unspoken code of conduct in high school whose standards many of us tried our best to live up to as freshmen. Certain tables in the cafeteria were allotted according to grade level. Certain fashions were accepted, and others rejected. There were specific individuals whom you knew by name or reputation, and others whom you recognized by face alone; there were the senior parties you dreamed about going to, and sometimes actually got into. My very first day of freshman year was filled with such excitement. Finally, I was going to be in high school! After fourteen years of waiting to truly comprehend what it meant to be a teenager, I was about to find out—and embark on what I thought were going to be the best, most exciting four years of my

life. In the ninth grade, we felt as though we owned the world. We were high school students, and our invincibility was only to become more apparent as we approached senior year. One day

we would have the senior table, one day we would be recognized in the halls, and one day we would be the ones throwing the huge parties.

Then "one day" actually comes and

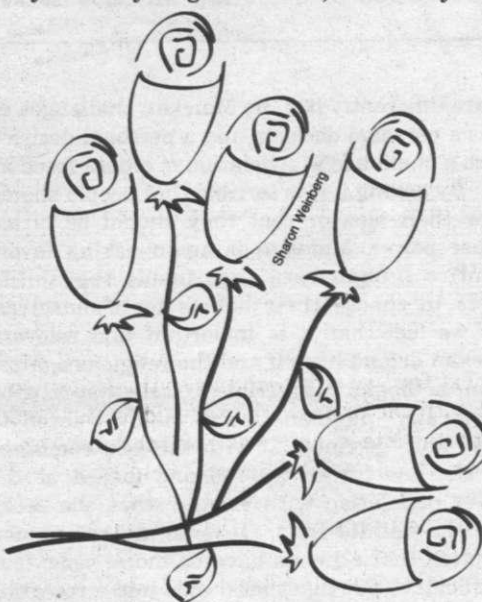
it's our senior year. Almost without warning, we have been thrown into the realms of the rulers of the school, and we are asking ourselves just how in the world we ended up here. Suddenly we have so much more to consider than what we wear to school or where we sit in the cafeteria. The things that were once so vastly important to us have become miniscule in comparison to the responsibilities we now have. As seniors, we are making decisions that may impact the rest of our lives, or at least a majority of the approaching future. Virtually out of the blue, all the time in the world has dissipated into hardly any time at all. All the anticipation of embarking on senior year transfers itself to anticipation of the future, and somehow Schreiber High School has become so small. The walls that make up the building are now so compact and restricting; the same hallways that once seemed like perpetual stretches of tile are now narrow and cluttered with freshmen that more closely resemble children in most of our eyes. Is there a single moment in time when our mindsets change so drastically, or is it merely a compilation of all of the events of the past four years that have

led to the ways in which we view the present?

The anticipation for what the future holds often allows us to neglect the lessons we have learned and the

memories we have made. While I believe that these lessons and memories will become more valuable to us once we take time out to reflect upon our days as high school students, I am certain they will become most valuable to us when we realize that the aspects of the past we long for the most are always the hardest to retrieve. As we sit here today, on the very last occasion we are all together as a group, as the class of 2001, each of us is undoubtedly filled with ambivalence towards the conclusion of high school. Some of us among the caps and gowns feel we are not prepared in any way to leave the security of high school. Others may feel as though they have been ready to exit since the day of their arrival.

Continued on page 24...



Senior urges graduating class to experience true freedom and embrace independence

by Kerin Weinberg

It was 1:53 a.m. on a muggy August night, during the summer between my sophomore and junior year. My heart was racing, and my palms were sweating as I paced back and forth through my den. In two minutes, I was going to do something I had never done before; I was going to sneak out of my house to meet up with my friends so we could further celebrate the summer. I slowly slid the glass door in my den open and shut it behind me, as I tiptoed from my backyard to the street. I walked down the hill, turned the corner, and ran the remaining two blocks to my destination—the front steps of Schreiber High School, where for the next two hours, I experienced life with some of the most interesting characters I have ever met, and got my first taste of freedom. For the first time in my life, I was able to do as I pleased: go where I wanted, with whomever I wanted, without getting in trouble—and even if just for those few hours, I was finally free.

We have all been experiencing little tastes of freedom all of our lives—from the time we took our first steps, to the time we got our drivers licenses, they've all been little samplings of what is to come. But now, for the first time in our lives, we will all be free to go where we want, with whomever we choose—it's like sneaking out of the house all over again. For the first time, we are all about to embark on this journey together, not just as friends, not just as classmates, but as people who have known each other for years. For the first time in all of our lives, we will be taken away from the people we have grown up with, the people we know and love, and we will

have to learn to walk all over again. I will no longer be able to run up the street to my best friend's house to tell her something juicy I heard earlier in the day. And now when I have something juicy to tell her, she will no longer know who I am talking about. Because, in the fall, we will be starting life over again, and we will have to learn to be on our own—we will become fully independent. And have another little taste of freedom.

But with freedom comes independence. Independence is a very important thing, and it has never been as important as it is for us now. For the first time in my life, I will be living on my own, and fending for myself. I am going to have to do my own laundry! I am going to have to cook my own food! I cannot do that yet! I'm going to wind up leaving a red sock in my whites, switching my salt with my sugar, and calling my parents in hysterics at all hours of the night which I am sure will bring the much amusement. But we will also be making our own choices, and this is incredibly important, because we will be starting from scratch and forming our own identities. Come next fall, we will no longer be associated with the extracurricular activities we participate in, or the friends we hang out with and stick to every waking moment of the day. We will no longer be known for the antics we performed in high school, or performed after the week was over. Our friends and family will no longer be able to see us through the hard times and celebrate the good times with us, and after the past two years, I will truly miss that.

At the beginning of my junior year,

while most of my peers were worrying about getting good grades and the SATs, I was diagnosed with a chronic illness and got very, very sick. I went through countless tests and countless doctors before I found out what I had. I was put on a myriad of medications, and was out of school for weeks at a time. I was utterly miserable. And if it weren't for my friends, my family, and, believe it or not, my teachers, I don't know what I would have done. My friends would stop by unexpectedly during their time off just to say hello and update me on the latest school gossip, and when I began a radical diet to try and quell my symptoms, they went out of their way to make sure there was something for

me to eat when I came

over. They even ventured so far as to taste some of my delicacies, a punishment I would inflict on no one. While I was at home, dead to the world, my parents took off from work to stay with me. They drove me from one doctor to another, and once we found out

what was wrong, they read anything and everything they could find so that they would better understand what I was going through. And at a time when grades could make or break one's high school career, my parents, who were usually very strict about my grades, told me not to worry. Between that and my teachers, who were very sympathetic and gave me extra time to complete my assignments, who understood when I missed a day of classes, and were always there to give me extra help, I managed to make it through the year. Teachers

from last year still ask me how I'm doing, and my friends and family are always concerned. I'm going to miss having that same sense of security and of community. Although I'm sure I'll make wonderful friends in college and form a community of my own, it will not compare to the one I have created for myself here.

Schreiber has become a place where I have blossomed—where I can truly be myself. It's a community like Schreiber that makes black sheep like me feel proud of their eccentricities. It is in a community like Schreiber that I can wear a neon fuchsia wig to school, write very opinionated articles in the school paper, and be supported to do so. Schreiber has let me expand, let me flourish, and let me be proud to be myself. I have finally become comfortable in my own skin, a difficult feat not only while dealing with a physical illness, but while being a teenager as well. And it wouldn't have been possible without all the wonderful people here.

Before I begin to sound any more like a hallmark card, I'll conclude with this: We have the entire summer to enjoy, to laugh, to cry, to act nostalgic whenever the feeling may strike us. So live these next two months to the fullest—make every moment count, whether you're enjoying a movie and your favorite ice cream by yourself on a Tuesday afternoon, or whether you're hanging out with your friends and family. Personally, I say, go out, party with your friends, make some money, spend time with all those you love, and enjoy yourself. This is a great summer for all of us and there's so much time for work. Live it up and stay in touch and I'll meet up with all of you somewhere down the road. So to the Schreiber High School graduating class of 2001, go out, spread your wings and soar, and taste a little bit of freedom.



Senior acknowledges the inevitable prospect of change as the end of high school approaches

by Roxanne Tingir

I am not quite sure when it happened, but I am certain that it did. Perhaps it was the day that I gained a sense of direction in what seemed to be the labyrinth of hallways and staircases that made up Schreiber. Maybe it was even as late as the time that someone handed me a phone and said: "Here, you call him. You know him better." Either way, it was at some point during the ten tumultuous months known as freshman year that I lost my feelings of homesickness. No longer did I secretly wish that I could dig a large ditch around my house, lift the foundation clear out of the ground, and quietly transport it directly back to 18 Briar Lane in Roslyn. Somehow, despite all of my natural instincts urging me to resist what was new and different, this place became my home.

During the very first period of my first day at Schreiber I was introduced to a particular fellow freshman. I did not give her a second thought other

than noting that I was not the only curly-haired girl at school. (I later found out that my reticence had caused her to believe that I did not speak English, a notion that is hard to believe considering the amount of talking I actually do.) Little did I know that in several months she would become one of my new best friends. This was only the first of many experiences I have had in which what I expected was completely different from what ended up happening. Although I had always planned on devoting much of my time and energy to the school newspaper, I am now not the least bit surprised that instead, I found myself spending many afternoons at debate meetings yelling at three particularly opinionated boys. I certainly never expected to find myself in Advanced Gym, but I ended up playing touch football for an entire semester. And becoming heavily involved in the sciences to the point where I spent an entire

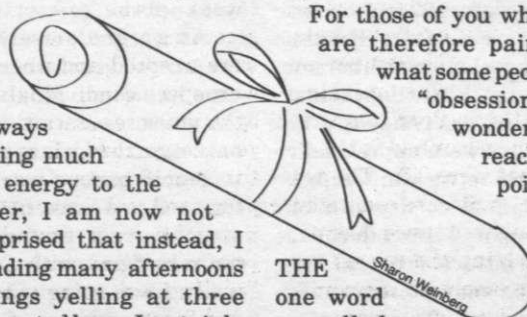
summer conducting cancer research at a bioimmunology lab is something I would never have seen myself doing. As my time at Schreiber draws to an end, it seems clear that the only constant aspect of high school is change. I reached this conclusion once I acknowledged that despite my original feelings about moving to a new town, I would not have chosen to spend these past four years anywhere else.

For those of you who know me (and are therefore painfully aware of what some people refer to as my "obsession"), you may be wondering how I have reached the half-way point of this tirade without so much as mentioning

WORD. This essentially propelled me through four years of endless cramming, intense procrastination, and all-night work sessions. What I am referring to, of course, is college. I would be lying if I were to say that I am not extremely

excited to be attending Georgetown University this fall. However, I would also be remiss if I did not acknowledge that my destination is not necessarily where I always expected it would be. Once again, my plans have been changed, but, once again, that is not a bad thing. A friend once told me that what I perceived to be a major catastrophe in my perfectly structured plan for life was, in the grand scheme of things, merely an unexpected change. Life would go on despite this change in plans.

Now, four years after that first fateful day, it is time once again for me to assume my role as the new girl at school. Yet the person that I will be when I travel to Washington D.C. will have a personality shaped by each classmate and opportunity that I have befriended and experienced over the past four years. As the members of the Class of 2001 venture out into the great unknown, I hope you save a little space in your hearts for the people you knew and loved in high school. The ways in which those people have changed your lives are invaluable.



Reflections

Reflections

by Sam Eichner

For each high school student, freshman year is a gateway for many things, both academic and social. These changes affect a person throughout his or her high school experience, college, and beyond. As my freshman year comes to a close, I am able to examine the changes in my life.

The most obvious of these changes was my adaptation to the new amount of work and expectations of my high school teachers. All of my teachers expected more of me, which required me to become more responsible and independent. Small quizzes and tests were given more frequently than ever before, and studying was necessary whether or not an exam had been announced. I realized that I needed to handle things differently if I was going to succeed academically. I started using calendars for long term planning and checked them daily. My life immediately became easier and I was not rushing to make up missed work anymore.

Another very important part of a student's freshman year deals with socializing. Once you enter high school, you do not always remain friends with

the same people and usually make new ones along the way. This was partially the case for me. I was not hanging out with the same people that I did in middle school. I made some new friends not only in my grade, but in other grades as well. Through interactions in sports, clubs, extracurricular activities, and sometimes in my classes, I became acquainted with people of various grades and expanded my horizon of friends. I had never really done this in my past years in school, and I mostly kept to my own grade, as most people do. This is part of the maturation involved in becoming a freshman, and if anything, this maturation was beneficial to my academic and social life.

Because of the new options available to us during ninth grade, the freshman year of high school is a time of much exposure and, more importantly, experimentation. My friends and I, along with the majority of the grade, experimented with these various new options all on different levels of intensity. Some people made these behaviors habits, and others rejected them completely. In many cases, these different levels turned into different groups of people, thus reshaping the structure of our entire grade. In many ways, it redefined who my friends were because people only like to be with people

who are similar to them. Individuals on opposite ends of the spectrum, primarily in terms of drug and alcohol use, will not be drawn towards each other, due to the fact that friends usually like to do the same things. This freshman year was a big step for the entire grade especially because of the social change it brought about and will always bring about in years to come.

There is also one more aspect of being a freshman that has affected my life greatly, especially because I am a boy. It is a well-known fact that most male freshmen are considered "losers," in a sense. This is mainly because they are the youngest in the school, and the girls in their grade are almost always involved with guys of older grades. From a freshman male's point of view, no girls like you because they are all going out with older guys, and you are at the lowest level imaginable in all of high school. However, although this year and the next are not the most exciting for high school boys, it is always comforting to know how much fun we will have once we become upperclassmen.

When I reflect back on my first year at Schreiber, I do not see many positive things, but I do not see many negative aspects either. It was basically a learning experience for me and others.

by Andrew Montalenti
and Olivia Moskowitz

Our year began with high stakes,
We had no time for the usual breaks.

September came with surprising ease,
By October, school had us on our knees.

Our junior year might have been rough,
But two under our belt made us tough.

This is a lie, so it may seem,
Our reputations we'd have to redeem.

For with thrice a dirge sang in mourning,
Came a principal sternly calling,

Anecdotes of forgotten lore,
Advice for those bitter or sore.

Tragedy has stricken our school threefold,
Dealing with it would our characters mold.

National Honor Society did us divide,
Some of us will go on with a little less pride.

A tree hastily attacked the back of a car,
Leaving a wallet with a permanent scar.

Among the much needed comic relief,
There was a tale of a vending machine thief.

Encountered also was a pregnancy scare,
And a poor new redhead stripped of her hair.

To junior prom with booze did we go,
Enjoy the hall not, only the policeman's show.

"At least" was a line everyone stole,
At least that's completely out of control.

The Big Lebowski watched many a time,
Recited so often it was a crime.

A bashing article was written of Bush,
Thanks Will Greene for kissing his tush!

AP American defeated our minds,
We found the test quite unkind.

DBQ's for Mrs. McClean,
Too much work for Gary Silverstein.

Failing a math test was a regular event,
Keller and Weikel were both hell-bent,

On teaching us stuff we needn't know,
How could they stoop so intellectually low?

Our attendance was so problematic,
That calls to Ms. Scida were systematic.

Seventy-five percent be a cursed number,
Our major college-preventing blunder.

From a pay phone a free day arrived,
In a field we happily survived.

What might have been a fourth tragedy,
Was averted by one who feigned maliciously.

The seniors threw some putrid bass,
And stole the parking of our class.

But sore feelings were repealed,
By a bouncing castle in the field.

Our year's over and only one remains,
Excitement for the beach we cannot contain.

Poets I assure you we are not,
But we gave this one our very best shot.

10 by Jennifer Tsai

Sophomore year has been filled with many new experiences. I survived my first Advanced Placement exam and made it through my first math fair intact. I fought my way through four Regents classes kicking and screaming, and I have the battle scars to show for it.

However, sophomore year was not completely brutal. Tenth grade brought new experiences to life and gave me a real reality check. It brought me closer and closer to my future, to the things that I have longed and dreamed for all these years. Questions like, "What do you want to do when you grow up?" suddenly became more relevant, and the all-important choice of college seemed

only months away. This year has been full of twists and turns.

Although I have many fond memories of sophomore year, the one that stands out the most is when the Samuel L. Jackson look-alike security guard caught me returning from an off-campus venture. As herds of other underclassmen streamed by me, I found myself singled out, though not in a good way. My skills of fabrication evaporated and I found myself with a one-way ticket to detention.

Sophomore year has been a real turning point in terms of discovering who I am, and finding out what I truly want out of life. Throughout my life, I have been trying to live up to the expectations of my parents and friends, and to be the person my parents wanted me to be. The "me" invented by these forces isn't the real "me", and never could be. Throughout my sophomore year, as

growing up loomed close, the expectations from family and friends escalated and seemed at times unreachable. I was unhappy with the way things were going for me and I hated the fact that I could not be myself. I looked for guidance in my friends and then within myself. I found what I was looking for and am now satisfied with things around me. Knowing what I want and what I can do has made me feel like I can succeed.

As I eagerly anticipate my junior year, I look forward to a fun summer and the myriad of opportunities before me. I am looking forward to driving, being allowed to go off campus, and having the privileges of an upperclassman.

All things considered, I have to look at my sophomore year as a generally good one. It was not extraordinary, but the moments that my friends and I had together will always be remembered.

by Charlotte McCorkel and
Myung-Hee Vabulas

Junior year has lived up to its reputation as one of the most challenging years of high school. We dealt with a heavy workload, standardized testing, and a search for the right college. While we envied the carefree seniors flourishing with senioritis, junioritis brought us sleep deprivation, the endless cold, and an occasional bloody nose. Despite the negatives, we have ultimately succeeded, and we will value the experience - if not now, then in the future.

The words stressful and busy could sum up our lives for the past year. Not only did our classes become harder, but we were pressured to get good grades to impress admissions officers. We have been confronted by a barrage of difficult tests: PSATs, AP exams, SATs, SAT II, and Regents. We also somehow managed to fit in jobs, sports, and clubs. When expected to fit in volunteer work, we were not quite sure if society remembered that we were human. When we were able to put things into perspective, we saw that contributing to a sports team or working

on the yearbook proved to be much more rewarding and satisfying than hearing test results.

One of the best parts about being a junior was getting behind the wheel. We finally gained the privilege that we had dreamt about for so long. Driving gave us a sense of freedom and independence from our parents. For once, we were the ones in charge. With this additional freedom came greater responsibilities, but we were ready to take them on.

As the year progressed, we became more and more aware of college. It was no longer some hazy vision on the horizon. We became excited at the thought of leaving home and living independently, but at the same time we were apprehensive about choosing where we wanted to be and what we wanted to do with our lives. Some of us pored through college guides, sought advice from elders, visited campuses, and revised college lists again and again. The rest of us procrastinated.

There is no question that junior year has been difficult. Now that we take time to reflect, we realize the year has

also been fulfilling and rewarding. We managed to complete the schoolwork, strengthen friendships, contribute to the school and community, and plan for the future. We have picked up important survival skills; after all, if we can survive junior year, we can survive anything! We have learned numerous lessons about life through tragedies and celebrations. We have continued to mature as individuals, refining our outlook on the world, building on our strengths, and working on our weaknesses.

As we find ourselves at the close of the school year, we wonder where the time has gone. It seems as if we spent the whole year waiting for the end, and only now that it's here do we recognize its significance. Our junior year is over for good. We are now entering a new stage of our lives, one in which we will truly be "grown-ups." Already we feel a sense of nostalgia for our carefree childhood days.

But then we remember that after this summer, we will be the mighty seniors. See you all after twelve glorious, school-free weeks!

Editors bid farewell to legendary advisor

Seniors say thank you for the memories, Mr. Bocarde

Dear Mr. Bocarde:

I remember that first time you shook my hand after I had completed my first article for *The Schreiber Times* in my freshman year. I did not know it then, but it was the beginning of a four-year experience that would define my high school career. You encouraged me to stay involved with newspaper by personally asking me what I was writing about at each meeting. You were there for me from the very beginning as a source of support and encouragement.

I have learned so many valuable lessons from your leadership. You helped me realize the value of dedication and commitment. You provided me with an environment in which I grew tremendously as a leader and as a person. You urged me to stand up for what I believed, and taught me not to be afraid of what others might think. You were a model of endless patience and commitment to a task. Those bed nights certainly would not have been the same without your smile and encouragement, or your constant inquiries as to where the pages were. You made newspaper and writing an integral part of my life.

I felt as if I could go to you with anything and you would always know what to say or do. You were truly a friend. I will always remember the "little" things you did for me that showed me you cared. You never failed to brighten up my day with your cheerful greetings

in the hallway. You always made sure to personally say goodbye to me after every meeting and said, "Take care, Sarah." You seemed to know when something was troubling me and you were always willing to listen. You would tell me to drink soup and hot peppers when I was sick. You always made sure I had a ride home and drove me down to Monfort on a dark, stormy night.

It was a privilege to be in your AP English class this year as you helped me to appreciate and recognize great literature. Those endless AP essays forced me to write about subjects and themes that I normally would have passed over. You showed me how to read a book extremely carefully in order to interpret what the author was trying to say. You expanded my literary horizons.

I cannot possibly tell you how much you have influenced me as a person. Your love of journalism, literature, and writing have truly been an inspiration. I will think of you as I am working late at night on the newspaper or writing a paper for a literature class. I am disappointed that you will no longer influence students' lives as you have mine, but those who have known you are forever grateful. Thank you for always being there for me as a teacher, an advisor, and most of all, a friend.

Sincerely,
Sarah Morgan



Beloved *Times* advisor Mr. Blain Bocarde discusses strategy with current Editor-in-Chief sophomore Caroline Axelrod. Even though he is retiring, he will always be a part of *The Schreiber Times*.

Dear Mr. Bocarde,

Anybody who knows me well will say that I am not often one to regret things. In fact, when I look back on my high school experience, I can honestly say that there are few things that I would like to do over. There is one thing, however, that I do regret, and that would be not becoming involved with *The Schreiber Times* sooner.

Working as an editor of *The Times* has undoubtedly been the most rewarding, fulfilling, and enjoyable experience throughout my high school career. (Minus, of course, the countless opinions pages that were repeatedly cut!) Without you, however, my newspaper experience would never have been as wonderful as it was. You have taught me that I can accomplish anything, and that with just a little patience, things do turn out right. Most importantly, however, you have taught me that perhaps the only thing one needs to remember in life is the phrase, "When in doubt, cut it out!" (Need I mention specifics?) Through all the mishaps, frustrations, "layabout editors," printing dilemmas, "issues," full-page disasters (for lack of a harsher term), some highly stimulating debates, and the infamous "junk," I have truly enjoyed the ride, and I hope you have too! I wish you the best of luck in all of your future endeavors.

Thank you for an amazing experience! And when you return to Oregon, find the editors of *The Axe*, and...well, you know what to do!

Sincerely,
Jamie Sokol

Dear Mr. B:

I was originally going to write you a letter the old-fashioned way, with fancy paper and a run of the mill black pen, but, being that the newspaper has overrun your life, it seems only appropriate to print my letter in the last issue (and your last issue) of *The Schreiber Times*.

What I have learned from you I will take with me always. Besides teaching me English and introducing me to great authors (among others, Thomas Hardy, D.H. Lawrence and the wonderful poet Emily Dickinson), you have taught me a different way of looking at myself. Before beginning work on *The Schreiber Times*, I was under the impression that, although a good student, I had no incredible talent. You helped to elicit all of the potential that was once hidden: the ability to be a leader, to help and instruct and criticize others' work, to write without fear of what others may think or say about it, and the audacity to stand up for what I believe in, even if someone higher up in the power structure may have a problem with it. You taught me about the virtues of patience and understanding. You showed me that when working with others, I must learn to compromise instead of resorting to my usual stubbornness. You have been a role model to me, and have given me the foundation needed to succeed in my future endeavors.

Besides all that you have taught me, what I appreciate most is all the time and energy you have put into helping me. You spent endless hours writing

out recommendations for colleges (which was a never-ending task, being that I added a new college each week) and for scholarships. You would always accept the daunting task of appraising my college essays, even though you knew I'd get frustrated when you made criticisms. You were even there to listen to me complain and moan about anything and everything that was bothering me on any given day. You lent your support when college letters came back and, once again, stayed around to listen to me complain and moan. When parents and friends were not giving the advice or comments I needed to hear, you were the one I turned to.

Thus, this letter is a bittersweet one. I know that it is time for you to move on and build your house in Oregon, but I think that the school, *The Schreiber Times*, and, most importantly, the students, need you. I cannot imagine coming back to visit Schreiber and not seeing you there.

To sum it all up, thanks for the lessons, the literature, the late nights in the pub room, the bets, the encouragement, the munchkins, the pep talks, the recommendations, the bagels, the criticism, the photographs and the castle bounce.

Sarah and I had some tough acts to follow with the ever-incredible Editors-in-Chief Carolyn, Melissa and Kate, among others. But, I hope we have fulfilled and gone beyond your expectations.

Sincerely,
Brienne Bellavita

Dear Mr. Bocarde,

I remember in seventh grade sitting with a good friend of mine and her older sister and talking about the famous, legendary teachers that reside in Schreiber. Of course, your name was among those on the list. My friend had the opportunity of getting to know you when she matriculated at Schreiber more than fourteen years ago and kept my friend and me in awe as she reflected back on her high school English career.

After four years of working with you as a teacher and an advisor it is hard for me to contemplate that next year when I visit, you will not be in the Pub Room or teaching AP English and Technical Writing. I am very grateful for the fact that I had the opportunity to work with you through both *The Schreiber Times* and the English curriculum.

Through your class I greatly enriched my literature background and increased my writing ability tenfold.

By January of this year you knew me well enough to recommend that I read *Walden*, which appropriately appealed to my interest in literature. I was also given the opportunity to explore the writings of Sylvia Plath, Ted Hughes, Langston Hughes and Henry James. After I composed a paper on Henry David Thoreau, you sat down and had not one or two but three separate meetings with me regarding my complete understanding of the Transcendentalist Movement. Wherever you walk, hordes of students are always crowded around you discussing papers, the current book being read in class, newspaper pages or current events. You have shown immense dedication to Schreiber for so many years, inside the classroom and out. Personally, your teachings (in addition to finally having free time senior year) allowed me to once again enjoy literature.

I gained the opportunity to know you well for the last two years as Opinions Editor and Copy Editor. After many late night hours and delirious nights of

editing I learned just how addictive working on the newspaper can be. There is no better way to support this fact than by stating the truth that I hate to reveal: I spent part of Senior Cut Day editing articles. Another such incident comes to mind when I was walking down to Montfort one morning and noticed the lamppost on the faculty car. The first thing that came to mind was "News story! I should really get hold of a camera!" My mind had been trained to analyze the world around me for the possibility of a story.

Schreiber will never be the same with the loss of a most famous and well-respected teacher. May Oregon provide you with many years of happiness and may you never hesitate to jump on a Castle Bounce. You will be missed.

Sincerely,
Alexandra E. Pavlakis

"Good-bye and good luck to you!"

Senior bids farewell to respected English teacher, Mr. A.J. Gober

by Jamie Sokol

Dear Mr. Gober,

"Are you from the Weberle Institute?"

"The what?"

"You must be a recent escapee."

"I'm sorry, you must have the wrong person!"

"Take these books to the House of Pain."

So began my freshman year of high school. It was eight o'clock on my first morning of high school, and I had already been assigned to my first "mission." I stared in utter confusion at the tall, smiling, perfectly color-coordinated man who stood before me. Could this laughing, completely green man from sunglasses to shoes, really be my new English teacher?

Four years and countless "missions" later, I am a high school senior who is about to walk out of the doors of Schreiber and into the real world. However, I will not be leaving alone. I am proud to say that when the final bell rings today, I will walk out of this building one last time in good company. That is, I will walk out with an incredibly devoted, dedicated, and unbelievably humorous English teacher. And yes, Mr. Gober, that would be you.

To say that you have been a highlight of my high school experience would be an extreme understatement. Throughout these past four years, you have had such

an astoundingly profound impact on me, both academic and social (especially the latter), that I find myself at a loss for words to express my gratitude and appreciation for your hard work, dedication, and endless encouragement.

Perhaps it was fate, and not a mechanical scheduling backfire that landed me in your Freshman Studies class for two straight semesters. After one day of class and about two of those monotonous Warriner's grammar exercises, I knew that I had not only met a Yankee fan who is perhaps more passionate than I am, but also quickly realized that I had truly "lucked out" when it came to English teachers. It was during your class that I became skilled not only at choosing strategic raffle numbers, but also at grammar, vocabulary, and most importantly, learning. Although your class was centered around writing, you were able to take the somewhat narrow curriculum and extract an incredibly broad variety of both academic and life lessons from it. It was during your class that I learned the importance of good study habits, a strong motivation to inquire and explore, and of course, a humorous title.

It was not until my junior year that I was able to finagle my schedule effectively and take your Communication Arts class which proved to be one of the most educational and enjoyable experiences in my high school career. Through an excessive amount of laughter and bagels (seen any ferrets lately?), I learned that I could in fact attempt and accomplish the impossible (even if

the "impossible" was speaking slowly in front of fifteen students). I took from your class valuable public speaking skills; most importantly, however, I developed and gained a strong sense of inner confidence that I never knew I possessed.

What is unique about our student-teacher relationship is not the countless lessons you have taught—in my eyes, the learning and growth that has occurred throughout these past four years is only half of the story. The other half lies outside of the classroom. Even when I was not technically your student, you were always the first person to ask if I needed any sort of assistance. You made yourself accessible and approachable which are two qualities that I can honestly say few people possess. With these attributes, it is no wonder that you have positively affected so many students.

Even this "half" of our student-teacher relationship is divisible into two parts. I say with the utmost truthfulness that I have had some of the most enjoyable conversations with you throughout my years at Schreiber. Whether it be Yankees talk, Mets-bashing, reminiscing about previous years, complaining about a certain someone's lack of humor, or even a literary discussion, I know that I can always count on you for a laugh or a smile. I have yet to encounter anyone with such an incredible sense of humor (or talent for color coordination). It is these attributes and characteristics that define your unique personality; your interminable striving for individuality is

both commendable and admirable, and should serve as an example to all.

Yogi Berra once said, "When you come to a fork in the road, take it!" Today, we both stand at a fork in the road. We are both about to step out of an environment and walk in a very different direction from what we have known as comfortable for many years. If it was not for your hard work, dedication, and endless encouragement, I might still be standing at the fork in the road, debating which way to go. With this said, I would like to take this opportunity to thank you from the bottom of my heart for every minute of teaching, concern, and laughter that you have given me throughout my high school experience.

As you stand at your fork in the road, I sincerely wish you the best of luck no matter which direction you may take. I only hope that somehow, someday, I have had even a fraction of the influence on you that you have had on me. So, Mr. Gober, I would like to leave you with these few final thoughts (sound familiar?). First, if you ever make it to Fenway Park, be sure to take a picture with a camera that actually works. Secondly, in your very own words, "Goodbye and good luck to you." Lastly, I want you to remember that each October, when you are cheering for yet another Yankee championship, there is a former student of yours somewhere in the world that is cheering even louder and thinking of you.

Sincerely,

Jamie "No Name...Of Course" Sokol

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Kutner continued from page 20

However, I think that both of these components can apply to every single one of us on one level or another. The moment we have been anticipating has finally arrived, yet most of us do not really know if there is one particular way that we are supposed to feel.

As I conclude, I am reminded of what I mentioned at the beginning of this speech: about how I thought that my high school diploma would be the defining characteristic of my adulthood. Yet, one of the most valuable lessons Schreiber has bestowed upon me, upon all of us, is that each daily experience and the ways in which we handle those experiences are the things that bring us closer to adulthood. It is in these walls that we have learned many basic fundamentals for life, and while at seventeen and eighteen years old we cannot possibly realize all of what life and its true meanings are, we all have been provided with a few exemplary ideas. We have learned to cherish those people who over the years or a few short months have somehow evolved from acquaintances into virtual lifelines. We have been taught not to accept something as true simply because another individual claims it to be fact — in this process we have also questioned ourselves and the types of people we deem ourselves to be. We have learned that we are not invincible, and that eventually we have to remove our shields and face reality. We have learned to stand up for ourselves by rejecting other people's ideals and choosing our own. We have learned that what goes up must come down, and that

everything in life eventually comes to an end. Sooner or later we each have to set forth on paths of our own, without the security to which we have become habituated. It is this high school that has taught us these lessons, and many more. These are the lessons that have gone beyond the schoolbooks and tests, and have been embedded in our characters, leaving quite a lasting impression behind.

It was once said that life is a year-round school from which you never actually graduate, so it is the learning process itself that brings true value to existence. As we end this journey and embark upon a new one, it is necessary to keep an open mind, to desire to learn long after our days of schooling have ended. There is so much that this world has to offer us, but it is only when we take the time to look that we truly find the answers.

To the class of 2001: WE DID IT! We made it this far with the help of one another, and now it is time to steer ourselves in our own directions. But remember that each moment in time is one we can never salvage from the past. While the future in all likelihood will exceed all of our expectations, none of us really know what the final result will be. Therefore, all we have is the present, this single moment in time. You know what? Being here, surrounded by the people that mean the most to us, bidding farewell to a building that has given us the foundation we need to thrive in this world, and realizing what we have accomplished as a whole, does feel pretty amazing.

Laughter begets laughter

by Kerry Gibbons

On the weekend of June 1, 2, and 3, the Schreiber Drama Club presented one of its funniest plays yet, *Laughter on the 23rd Floor*. Directed by senior Jenny Gamell, the play, by Neil Simon, was a fabulous celebration of the power of theatre and teamwork. Complementing the hilarious musings of Simon were the stupendous acting talents of some of Schreiber's finest, and the technical expertise of the crew and production staff.

The play tells the story of the writing staff of *The Max Prince Show* and chronicles its decline in the 1950s. Sophomore Jon Levin played Lucas Brickman, the next new promising writer for the show. As always, his timing and comic presence were impeccable, and his characterization was almost flawless. Besides, it is difficult to play a shy man and still hold one's own on stage. One of the high points of the play in my mind was Levin's line at the beginning of the second act, "Mug!" Milt Fields, one of the more seasoned writers for the show, played by senior Drew DiFonzo-Marks, was hilarious. Comedic timing is definitely not something that can be learned, and DiFonzo-Marks seems to have been given a gift. Each punch line was delivered perfectly on cue, and made for a very clean performance, as expected



Junior Henry Magel III (left) and sophomore Jon Levin (right) watch junior Josh Gelb (not pictured) write "I HAVE A BRAIN TUMOR!" on the wall in a fit of frenzy. The three were all hysterical in their roles last weekend.

of DiFonzo-Marks.

Junior Henry Magel III, who played Brian Doyle, was also amazing as a young writer with pipe dreams. Coughing as a result of heavy smoking, Doyle was boisterously entertaining (among other things). Kenny Franks, played by freshman Brad Tashman, who seemed to be the brains of the bunch, was hysterical and it was a relief to finally see him play an intelligent character. The secretary, Helen, played by junior Daria Vinogradova, was the epitome of the ditzy blonde. Vinogradova won over the audience with her attempts to come up with a funny "Chinese Jew" name. Senior Kerin Weinberg played Carol Wyman. After a reasonable performance in the first act, Weinberg cranked up the juice for Act II with her amazing characterization of a pregnant woman. Somehow, she managed, down to the last grimace, to capture the essence of an expectant woman.

However, there were three actors who truly stole the show. Senior Eden R. Kastle, who played the Russian Val Skolsky, was absolutely remarkable. Particularly noteworthy were his flawless accent and his drunk, eccentric behavior near the end of the play. To think that this was the first time he has acted in a full Schreiber production is astonishing. Ira Stone, played by junior Josh Gelb, was the classic hypochondriac with too much time on his hands. Gelb played the role with a kind of beauty rarely

found on the stage. Everything from the tension in his neck to the way he parted his hair, to his comedic timing was done to the T. His over-the-top behavior, writing "I HAVE A BRAIN TUMOR!" on the wall and throwing shoes out the window, was incredibly funny. One of the more notable moments in the play was when Gelb ate an entire piece of paper, his third time doing so on stage just this year. Lastly, senior Brandon

Woolf, still riding on his successful stage debut in *You're A Good Man, Charlie Brown*, played the famous Max Prince. I do not think there could have been better casting in this particular role, as it seemed made for Woolf. His comedic timing was definitely demonstrated in this role as was his stamina. His role was an extremely demanding one, as he played a nervous man with an extremely short temper and a very odd sense of humor. Truly, it is a tragedy that Woolf's talent went unnoticed for so much of his high school career.

Gamell's directing style was evident in this play, as the unconventional blocking (such as having all the actors on one side of the stage at once), and the great characterization by the actors are both traits of her shows. Upon entering the auditorium, I noticed that the set was quite possibly the best that Schreiber has seen for a drama production in years.

The secret to this success on such short rehearsal time? Planning. The play had an actual production team prior to the start of rehearsals that worked through the development of the play. Set design by juniors Jeff Platt and Dana Brenman, and sophomore Dan Buettner, lighting design by sophomore Dan Buettner, and costume design by senior Jessica Buettner and junior Lee Evans helped make the play the perfect piece that it was.



Senior Brandon Woolf (left) and junior Josh Gelb (right) duked it out in *Laughter*.

Summer Show will perform *Bye Bye Birdie*

by Jaime Ormont

The 2001 Summer Show is *Bye Bye Birdie*, directed by Lawn Blase and musically directed by Jeff Soloman.

The play takes place in 1960 in the sleepy town of Sweet Apple, Ohio, where Conrad Birdie, an Elvis-type rock and roll star, played by Ned Hanlon, arrives to shake things up. When Conrad's manager, Albert, (junior Henry Magel III), and his secretary Rose Alvarez (senior Jessica Buettner) squeeze in one last media event before Conrad's departure, a contest is initiated. The

winner will house the wild Birdie and will receive a priceless kiss from the rock star.

The MacAfee family is chosen to receive the coveted prize, and, consequently, he woos the daughter and leader of the Sweet Apple Division of his fan club, Kim MacAfee, portrayed by senior Stephanie Borris.

The play is filled with twists and turns as Albert and Rose form a romance, Kim and her boyfriend Hugo Peabody (Brad Tashman) have love troubles and Conrad delivers his famous kiss. The show will run from August 2 through the August 5--be sure not to miss it!

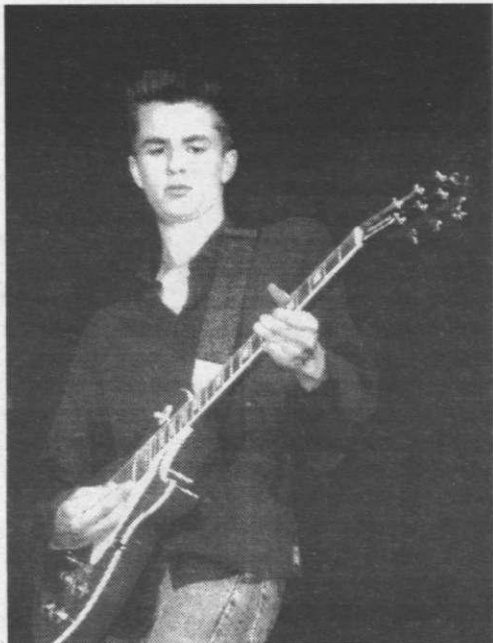
Controversy in the heat of Battle

by Luke DeSiervo

With the incidents occurring at last month's Junior Prom looming over everyone's head, the forecast was grim for the 2001 Battle of the Bands. In an attempt to flex its muscles and express its authority, the administration had the campus looking like juvenile hall, with auxiliary police guarding the hallways. Several band members even reported being harassed backstage while waiting to perform. To everyone's surprise, however, five quality bands were able to turn this dismal looking night into something worth remembering.

The variety of the acts, along with their overall quality, made this one of the best battles in recent years. Each band expressed its own unique style of music, ranging from punk to SKA, to classic and hard rock. They also all had a flair for the dramatic and a stage presence that ignited the crowd.

The show opened with White Road Monolith, a group comprised of juniors Henry Magel (vocals), Jordan Davis (guitar), Chris Miller (bass), and Jeff Platt (drums). Their never-ending stage



Junior Jordan Davis rocked the battle.

presence along with Davis' stellar guitar work helped fuel their set which included original songs "Wings," "The Other Side of Mutiny," and "Paragraph One." As Chris Miller stated, "I think we played pretty good. We could have done better - but hopefully we'll improve for our outdoor concert at Bar Beach on June 15."

The next band to hit the stage was Envy Overcome, the punk rock group made up of juniors Steve Interdonati (vocals), Matt Mondell (guitar), Vinny Costa (bass), and John Zanakis (drums). They too were able to capture the crowd through the powerful guitar of Mondell and intense drumming of Zanakis. In the middle of the set, which was unfairly cut short, the band commented on the night's circumstances, asking if anyone in the audience had been breathalyzed.

Newcomers Strange Brew also gave a strong performance in its first full-length concert. Juniors Mark Spezio (guitar), Peter Desciora (bass), and Asa Jones (drums), were led by the powerful voice of Carolyn Valenzuela. They played a collection of classic rock hits, including Led Zeppelin's "Baby I'm Gonna Leave You," Jefferson Airplane's "White Rabbit," and Ten Years After's "I'd love to change the World." The band also performed an

original song entitled "Strawberry Jam," which highlighted Spezio's extraordinary guitar work, as well as Valenzuela's incredible vocal range.

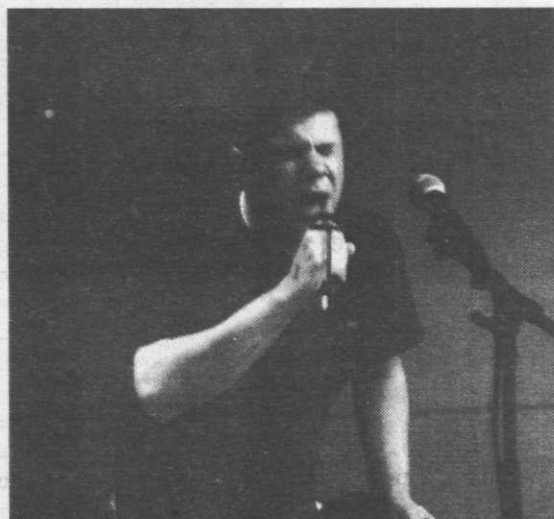
Next came the youngest band in the 2001 Battle. Made of up sophomores Tim Yen (vocals/guitar), Jon Levine (bass/vocals), and Andrew Blanchard (drums), Just This Minute kept up with their older competition. Playing a solid set that was pleasing to the ear, the members displayed their original blend of mellow jam music, and even included a cover of Blink 182's hit "Dammit." Although they were not totally pleased with their performance, this up-and-coming group showed tremendous promise and is one to look out for in the upcoming years.

The show closed with The Third Person, the only returning band from last year's battle. Seniors Drew Difonzo-Marks (guitar/vocals), Jonathon Johnert (saxophone/vocals), Jenny Gamell (bass), Ed Trubulus (drums), and Dave Reagan

(trumpet). Along with sophomore Joseph Austerwile (trumpet), The Third Person provided an exciting set that got the crowd on its feet. Fresh from its win at the 2001 Talent Show, the ska band was pumped up and ready to put on a performance to remember. The band closed the night with a rendition of Natalie Imbruglia's "Torn."

Like the rest of the night, the battle itself did not go without its share of controversy. Several of the bands were upset by the inconsistency of the Student Council in regulating the amount of time each band was allowed to play. "I was very disappointed with the handling of the Battle of the Bands," Chris Miller stated. "Envy Overcome was cut off at nineteen minutes, while Strange Brew went a little over their time, and The Third Person played for almost thirty minutes without penalty." Other participants as well as members of the audience felt as though something should have been done to level the playing field for all of the evening's performers. Some also complained about the system of picking judges, and felt as though there should have been a better method than arbitrarily picking community members to oversee the competition.

Despite its flaws, the 2001 Battle was able to overcome the questionable circumstances surrounding the evening, and was one of the hardest fought competitions in recent memory. In the end, The Third Person took first place, with Strange Brew and White Road Monolith taking second and third, respectively.



Junior Steve Interdenotti gets fired up as he sings for Envy Overcome.

Spring concert is delightful

by Chris LaBanca

Initiating the concert was the Schreiber Orchestra, conducted by Mr. Joseph Mooney. It performed pieces of Joseph Haydn's work, "Symphony No. 104" in D Major. I found the performance enjoyable, if not too short. I am not exactly a professional critic, but I happened to be sitting next to someone who has much more experience in this area and is much more knowledgeable about such things. She mentioned something about the violins sounding sour, though I must admit, I thought they did a decent job. Junior violin player was William Kang, the principal viola player was senior Edward Trubulus, the principal cello player was junior Joshua Davis, and senior Chris Blanchard was the principal bass.

Following the orchestra was Mr. Philip Glover's Women's Ensemble. I was impressed with the apparent skill of the masterful singers. It should be mentioned that this is a very select group, consisting of a mere fourteen members. The first sopranos were seniors Stephanie Borris, Suzanne Davis, Maria Donado, and junior Zena Hassan. The second sopranos were juniors Lee Evans

and Nina Tolins, and seniors Jenny Gamell, Michele Glasser, Julie Goldin, and Kerry Gibbons. Finally, the group of altos consisted of seniors Leah Hamburg, Kerin Weinberg, Katie Wood, and junior Daria Vinogradova. I thought they did a wonderful job, but the piece that caught me in particular was "Salmo 150." Ernani Aguiar wrote it. I am not sure what it was about the piece, precisely, but I found it to be quite inspiring.

The choir (also under the direction of Mr. Glover) sang "I Love My Love," "Laudate Dominum," and "Choose Something Like a Star." "Laudate Dominum" featured a beautiful solo by soprano Lee Evans. The chamber singers came out to perform "Sing We and Chant It," "Madame Jeanette," and "To the Hill and the Vales." I enjoyed listening to the chamber singers, though I could not ignore the fact that many individuals were quite easy to pick out

from the others at some parts, which was kind of distracting.

The concert band (conducted by Mr. Mark Brenner) played "In All Its Glory," by James Swearingen, as well as the "William Tell Overture," arranged by Erik Leidzen. I thought the band played quite well, and like I said, I am not an expert, but the "William Tell Overture" sounded a bit slow to me. And finally, the jazz band (also conducted by Mr. Brenner) took the stage. The first piece the band played was "Grill 'N Chill," by Doug Beach. Sophomore David Rosenblatt (a tenor saxophone) played quite an impressive solo. Dave Wolpe arranged the second piece called "Traces." It featured a solo by junior Chris Koh, who played the trombone, and quite well, in my own opinion. Lastly, the jazz band played "A Sunday Ride," by Mike Pendowski. The piece featured solos by seniors Eden Kasle on trumpet, Jun Choi on the piano, and we were treated to hearing Rosenblatt play his saxophone one more time.

Overall, I enjoyed the concert, and was most impressed by the Women's Ensemble, and the Jazz Band. I congratulate everyone involved with the concert, who came together to make quite a production.



Pearl Harbor fails to impress

by Josh Bernhard

At Pearl, the Japanese hit us with a sledgehammer. Now, we're gonna hit them with a pinprick to the heart.

So says Alec Baldwin's General Doolittle, speaking of his retaliatory bombing of Tokyo after the Japanese sneak-attack on Pearl Harbor. Unfortunately (though not unexpectedly), his assessment could also be applied to the film *Pearl Harbor* — a drawn-out, over-the-top, Hollywood-glossed "epic" of Bay and Bruckheimer proportions. Director Michael Bay and producer Jerry Bruckheimer, who have previously collaborated on such Hollywood blockbusters as *The Rock* and *Armageddon*, seem to have made this film more out of a yearning for legitimacy among the Hollywood elite than a desire to make a good movie. The very subject matter reeks of this agenda: a ready-made tale of bravery and American patriotism complete with explosions, that, because the film is based on a real event, already comes with a built-in audience ready to sing its praises.

Pretty slick, guys.

But even with its moments of high drama and its big Hollywood special effects that came with a \$139 million price tag, there is a lot to complain about in *Pearl Harbor*. As one burly, longhaired movie geek described it: "[It was like] Michael Bay's version of Steven Spielberg's answer to James Cameron's *Titanic*."

First of all, the movie is much longer than it has to be, clocking in at over three hours. Now, I have no problem sitting through a long movie, but in another seemingly narcissistic instance, *Pearl Harbor* is full of completely unnecessary and lengthy sub-plots and characters that should have been left on the editing room floor. Some are of note, especially Cuba Gooding Jr.'s small role as a black crewman aboard the *USS Arizona*, but most of these story threads seem to be there for the sole purpose of evoking sympathy from the audience. In a film as long and drawn out as this, the job of an editor is to cut out all that is not integral to the plot. It should not be necessary to include subplots to stir up emotion in the audience; the main story thread should accomplish that task, and *Pearl Harbor*'s love triangle fails to do so.

Randall Wallace's screenplay (the man who also penned *Braveheart*) tells the story of the attack on Pearl Harbor through the eyes of three main characters. The film first introduces us to Rafe McCawley (Ben Affleck) and Danny Walker (Josh Harnett), two childhood friends who have a passion for flying and have joined the Army Air Corps. Rafe falls in love with a beautiful nurse, Evelyn Johnson (Kate Beckinsdale), to whom he is forced to say goodbye when he volunteers to fight for the Royal Air Force against the Nazis. Danny and Evelyn are assigned to Pearl Harbor, where they eventually receive word that Rafe was shot down over the Atlantic Ocean. Danny and Evelyn come together in their grief and fall in love each other, only to learn months later that Rafe has survived when he shows up just in time for December 7th, 1941.

As you would expect from the descrip-



With dazzling special effects, *Pearl Harbor* featured the sinking of the U.S.S. Arizona.

tion (which seems like a Xerox copied mish-mash of at least two-dozen other war movies), the movie is full of clichéd dialogue and over-the-top scenes. Lines like "I'm gonna give Danny my whole heart, but I don't think I'll ever look at another sunset without thinking of you;" "There's nothing stronger than the heart of a volunteer;" and "Returning from the dead wasn't all that I expected... but that's life," are just a few of the inspiring snippets of dialogue that come to mind. You'll find yourself quoting this movie when you leave the theater, but not because you were impressed.

The acting throughout the film is not a strong point, but it is adequate, for the most part. I felt that Ben Affleck was a poor choice for the character of the heroic romantic, and I did not buy Rafe as the driving force of the film. With the exception of *Chasing Amy*, I don't recall a film in which he has held the entire movie together on his own. Josh Harnett is an up-and-coming star, whose most high-profile work was in Sophia Coppola's *The Virgin Suicides*. He, like his co-stars, works with what he has and does his job adequately, though it is no real demonstration of his acting ability. The same with Kate Beckinsdale, who, like Harnett, is new to the blockbuster Hollywood scene. Alec Baldwin co-stars as the experienced, no-nonsense General Doolittle. His portrayal of the military hero is hackneyed and, at times, unintentionally funny in its excess. However, I have a feeling that he was working within the bounds of the script, and did a respectable job of that. My favorite performance from the film was one that if I had my choice, would not be in the movie at all: Jon Voight as President Franklin Roosevelt. Voight does a great recreation of FDR, and his one big scene, though clichéd, is fun to watch. But despite that, the cuts to Washington D.C. are unnecessary, and serve to make a long movie longer.

What I enjoyed most about the movie was what I expected I had paid to see: big explosions. The film's centerpiece is a near forty-minute CGI and pyrotechnics extravaganza that recreates the attack on Pearl Harbor. Although I understand it contains some historical inaccuracies, it was quite enjoyable and does convey the emotional shock and horror of the attack. Also included in this sequence is the largest explosion ever shot for a movie production, though you'll be hard pressed to find it among all the others. It's shameless entertainment, and like Bay and Bruckheimer planned, it's drama

that's red, white and blue all over. The battle sequences also showcase the highlights of an otherwise disappointing and uninspired Hans Zimmer (*Hannibal*, *Gladiator*) score.

Visually, the film is stunning. The filmmakers took full advantage of the beautiful Hawaiian scenery, and the movie is filled with breathtaking vistas from all of its major locations. There are also some impressive aerial dogfight sequences recreated with the help of Industrial Light and Magic. There were, however, some needless inserts of faux-newsreel footage that jar the viewer from the reality of the film. In addition, there were several other unneeded instances of "period cinematography" that give the audience the sense of being in a 1940s era movie rather than in the 1940s.

The Japanese are, of course, portrayed as the villains throughout the film, and mostly come off as cardboard antagonists. It seems, however, that someone, conscious of overseas box office receipts, made every attempt to showcase an attitude of regret on the part of the Japanese for their role in the attack. It will be very interesting to see how the film is received in Japan.

Overall, *Pearl Harbor* is a long mess of plot threads tied together to force a tear from the audience that fails to come across as genuine. The love story among the three leads is unconvincing and clichéd, making the action sequences the highlights of the film. Although apparently riddled with historical inaccuracies, the movie does succeed in giving the audience a sense of the tragedy and emotional impact of the day that will live in infamy, though I somehow doubt most Americans needed more than their imaginations to come away with that. This movie is characteristic of contemporary Hollywood — too big, too flashy, too lacking in actual substance; and we all saw it coming. Ironically, I think the reason I enjoyed it as much as I did was that my expectations were so very low that they were exceeded.

Would I recommend this film? If it weren't three hours, I'd say go see it if you have the time to kill. If you're curious, check it out while it's still in theaters, because the film's strong point is something that is best enjoyed on a big screen with stereo sound.

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should
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VIKING SPORTS

Girls' varsity lacrosse loses in county finals

Farmingdale finds revenge against Port in rematch of last year

by Min Suh

Port once again stampeded through their opposition before they squared off against Farmingdale in the Nassau County large school finals on May 31.

This year's county finals pitted Port Washington against Farmingdale, and Farmingdale was looking for its revenge for last year's loss. The teams were equally matched in skill and the game sparked when senior Julia Trinko ran up the field for an unassisted goal, putting Port on the scoreboard. Farmingdale then returned with three shots on goal, but all three were stopped by freshman Christina Saccone. Sophomore Lara Melniker then scored another goal, assisted by junior Daniel Zwirn, putting Port up 2-0.

Throughout the first half, Port's goal-keeping and play were exceptional, but unfortunately Farmingdale returned with a goal by K. Pellizzi. Pellizzi then scored again off an illegal check, tying the game up at 2-2. Deirdre O'Connor scored with an assist from junior Sarah Walsh, and Port was again in the lead in this extremely close game. Farmingdale's L. Cohen then scored with the assist from K. Freiermuth, tying up the game once again at the two-minute mark. Then with one minute and forty-five seconds left in the half, Farmingdale's D. Skakandi scored unassisted.

Port did not play up to its potential in the first half, and made quite a few errors. In the second half, Coach Roger Winter changed the face-off player from senior Caitlin Bracken to freshman Jackie Hehir. Farmingdale started the half with an unassisted goal by K. Hillier. Port did not answer with a goal

but allowed another one to be scored by Hillier, leaving Port trailing by three. The pace of the game had slowed down and Port was not performing up to par. After a much-needed time out by Coach Winter, Bracken scored a goal assisted by O'Connor. With 12:57 remaining in the game, Trinko received a yellow card for an illegal check. Bracken then returned with a hat trick in under a minute, amazingly bringing Port back into the game and tying it up, 7-7. Farmingdale then answered Bracken with another goal. Port was desperately trying to score but Farmingdale's goalie, Emily Fortunato, proved stiff opposition. Farmingdale scored again, leaving Port down by two, but still in the game. Once the clock ran to less than two minutes, things were looking bleak for Port. The game ended with Farmingdale taking the county title at 9-7.

Port faced off against Freeport in the county semi-finals. The game started with Melniker scoring with an assist from O'Connor. Following Melniker, Bracken scored another goal for Port. Port was dominating the playing field but Freeport returned with an unassisted goal. Following the face-off, Jessica Seifert received a yellow card for slashing. Freeport's Lisa Collona scored another, tying up the game, 2-2. Melniker responded with a goal assisted by Walsh and Port took the lead. Collona scored again striking from Port's left wing. Melniker then scored a pair



Junior Sarah Walsh passes by a Freeport defender to score a goal for Port. Walsh was one of the Lady Viking's keys to success this season.

of goals, and Trinko and Walsh each added another, making the score 8-3. Then Freeport's Marrisa Trachtenberg responded to the slaughter with a goal. Seifert then followed up with another. Bracken took a shot and missed but picked it right up for another goal, 9-5. Walsh along with O'Connor scored the last goal of the first half, ending at 10-5.

Port took over the second half with a goal by Melniker. Freeport's Trachtenberg then responded with a goal. Play between both teams became rough and yellow cards were flying everywhere. Trinko then scored an unassisted goal and Melniker added another, making her the top goal-scorer for a game this year. Bracken then scored on an unassisted goal and Zwirn scored the last goal of the game with Port taking the win, 15-6. Port then, of course, moved on to play Farmingdale in the Nassau County large school finals.

Port had defeated Massapequa in the first game of the county playoffs, moving on to the semi-finals. Massapequa took the initiative and scored the first goal of the game. Port was performing poorly the first few minutes but then got its act together as Melniker responded with a goal with the assist from Walsh, tying it up. Massapequa then returned with another goal giving them the lead. Zwirn then squeezed one in the goal to

tie it up again, 2-2. At this point, both teams played fiercely. Bracken then scored with the assist by Zwirn giving Port the lead. Sophomore Lindsay Levin ran past the entire Massapequa team for an unassisted goal and Bracken followed up with another with an assist by Walsh, 5-3. Walsh then went in for an unassisted goal, giving Port a commanding three-point lead. In response to Port's streak, Massapequa's Danielle Meltzer scored, 6-4. O'Connor then scored a hat trick assisted by Zwirn, Melniker and Walsh, in that order, to make it, 9-5 in Port's favor. Trinko and Walsh both scored with unassisted goals with less than two minutes remaining in the first half, and the first half ended with Port leading 12-4.

The second half was no different than the first and Bracken put one in with the assist by Walsh. Hehir went down after a hit but Bracken responded with another goal with the assist from Melniker, making the score 14-4. Despite the thrashing Massapequa received, the opposition managed to score three back-to-back goals bringing them up to seven goals. Massapequa then scored another as Coach C.J. Gober received a yellow card. Senior Nathalie Faure and junior Emily Farber both scored their first goals bringing the score to 17-8. Walsh then finished the game with another goal and a final score of 18-8.



Senior Caitlin Bracken hits her mark against the Farmingdale goalie in the county finals at C.W. Post. On May 30, Bracken received All-American honors and was named to the All-Long Island Newsday team.

Boys' varsity lacrosse loses in semi-finals

Wantagh forces Vikings to make an early exit from the playoffs

by Dave Whittemore

The Vikings surpassed all expectations this season by making it to the semi-finals on May 21. They lost to Wantagh 14-9, but not before gaining back their reputation as one of the best teams in Nassau County.

The Vikings made it to the county finals last year, where they lost to Garden City. After the season, the team lost two All-American players and the rest of the starting players to graduation.

Other teams in Nassau County expected Port to have a rebuilding year, but the talented Viking squad quickly overcame their inexperience and became the third seed entering the playoffs.

Unfortunately, Vikings did not achieve their goal of a second straight appearance in the county finals against Garden City. The team was shut down in the second round of the playoffs by the Wantagh Warriors. Wantagh had a bigger and more talented team with great transition play.

The Vikings came out pumped in the first quarter, but Wantagh was able to pull out to an early lead by capitalizing on Port's errors. Wantagh moved the ball much better than Port, and had crisper play with fewer mistakes and turnovers. This allowed Wantagh to lead at halftime, 8-3.

The Vikings finally woke up in the second half and mounted a comeback. On the strength of goals from seniors Jose Galeano and Donald Wilson and juniors Doug Lutin and Pat Mulqueen, the Vikings were able to outscore Wantagh in the second half.

Senior goalie Nick Dello-Iacono was replaced by junior Scott Udell who was able to contain Wantagh to only six goals in the second half. However, Wantagh's huge lead at halftime was too big to overcome, and Port lost 14-9.

The Vikings beat MacArthur in the first round of the playoffs, 11-8, on May 19. Port came into the game expecting to win easily, but MacArthur surprised everyone by scoring quick goals in the first half and leading at halftime, 5-4.

MacArthur came out strong again in the third quarter and scored three more goals to make the score 8-4. The Vikings finally realized that in order to win the game, they must take control of it.

Port gained better control of the ball and changed their defensive pattern from "Viking" defense, which is man-to-man coverage, to a zone defense.

This completely shut down MacArthur, and they were not able to score anymore goals for the rest of the game. Port's offense, on the other hand, erupted for seven unanswered goals to win the game, 11-8.

Wilson had two goals and an assist and sophomore Danny Maher had two goals. Junior Mike Cosolito added two more goals and had two assists during the game. Cosolito also won 16 of the 22 faceoffs.

Port got to the playoffs by beating Bellmore JFK, Division, and MacArthur in the last three games of the season. Although the Vikings' record was 7-3 in league, they had one of the hardest schedules in Nassau County,



Top two pictures: Defenseman junior Scott Schnipper attempts to ward off Wantagh players as they approach the Port goal. Bottom: Junior Mike Cosolito on the ground after receiving a brutal hit from a Wantagh player. Although the hit caused Cosolito to receive 30 stitches, it was deemed legal.

and they were ranked third entering the playoffs.

This ranking was beneficial to the Vikings, since it meant that they would not have to play Garden City, a perennial powerhouse, until the county finals. The Vikings might have had an early exit had they been forced to play Garden City in the first or second round.

Port's playoff run was quite impressive, considering the fact that this was supposed to be a rebuilding year. This year's juniors, including Cosolito, Chris Koh, Lutin, Mulqueen, Bobby Ogrudek, Scott Schnipper, and Udell have gained a lot of experience this season and will hopefully lead the team to a county finals appearance, or even victory, next season.

Boys' varsity volleyball advances to county finals

by Jason Kang

As of press time, the boys' varsity volleyball team is on its way to the county finals, where it will face Plainview JFK. After going 13-1 in the season and 3-0 in the playoffs, the team is going to play in what will be its toughest match yet. It was seeded second at the start of the season, and was ranked likewise entering the playoffs.

Having lost only one match to first seed Plainview JFK, the defending champions, Port will be facing this team once again in the finals. The team's reign of terror in the playoffs helped it destroy Herricks, Great Neck South, and Lawrence in three straight sets each. With this momentum, they hope to win the championship for the fourth time in five years.

The Vikings beat Herricks in three sets recently in the semifinals. In all three sets, Port had the lead. At one point in the second set, it was 10-3 and there was no turning back. The team was perfect and made every hit count.

During the regular season, the team's major setbacks were blocking, serving, and speed. In this game, they fixed all of that and more. Led by seniors captains Stuart Katz and John Lee, they won without breaking much of a sweat.

The defining moment for the Vikings was their final regular season match against Plainview JFK. Plainview is the defending champion and beat Port in the semis last year, forcing Port to finish third, depriving them of their fourth consecutive championship. This continued a rivalry between Plainview and Port.

It was a tough match and the calls did not go in favor of Port. With senior Arek Leoniuk serving, the team got a 2-0 lead. Plainview caught up, 3-3, and Port lost its focus. Plainview went on a run, making the score 9-5.

After a timeout by Coach Giamanco, the team refocused and came back to tie it at 9-9 with senior David Shin serving up big. But even that wasn't enough as Plainview took the first set, 15-12.

The second set seemed to start out roughly for Port. Plainview took a 4-0 lead, but Katz had other things in mind. A triple block caused him to tip and roll the ball off the other team's hands, helping them score and get the game to 6-5. After that surge of energy, the team seemed to lose it. Missing key serves and failing to block, the team lost the game, 15-6.

By this time, Coach Giamanco and the team were losing hope. They started the third set and were ready to make a huge comeback. With the help of senior Chris Blanchard and junior Eliav Mintz's blocks, Port was able to tie the score, 8-8. Minutes later, the score was tied again at 13-13.

Both teams were playing with intense energy, but Plainview got 2 more points and ended the game at 15-13. This was Port's first and only loss of the regular season, and Plainview was 13-1 after this game, because they lost to Long Beach in their first game.

After a near-perfect season and a perfect playoff record so far, the team is heading into the county finals. They will have to dominate the game if they want to take the county title home.

All photos by Robbie Wenger

Varsity baseball bows out in first round of playoffs

A season filled with surprises ends early as East Meadow beats Port, 9-0

by Eric Rimsky

The varsity baseball team's season ended abruptly on Saturday, May 19, when the team lost in the first round of the playoffs to East Meadow, 9-0.

The Vikings were kept in check by the superb pitching of East Meadow, as well as their opposition's timely hitting. The season ended with the team's record at a respectable 10 wins and 11 losses.

Coming into the season, the team's chances looked bleak as an injury to a key member of the team, senior Nick Demeo prevented him from pitching the remainder of the season.

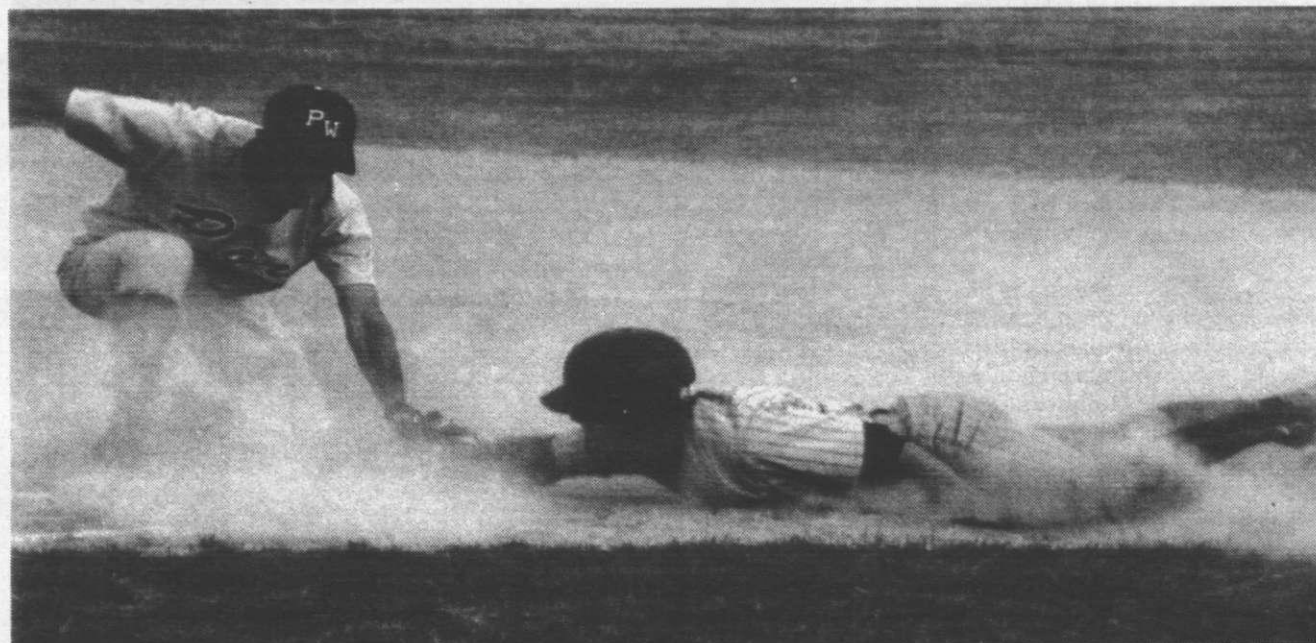
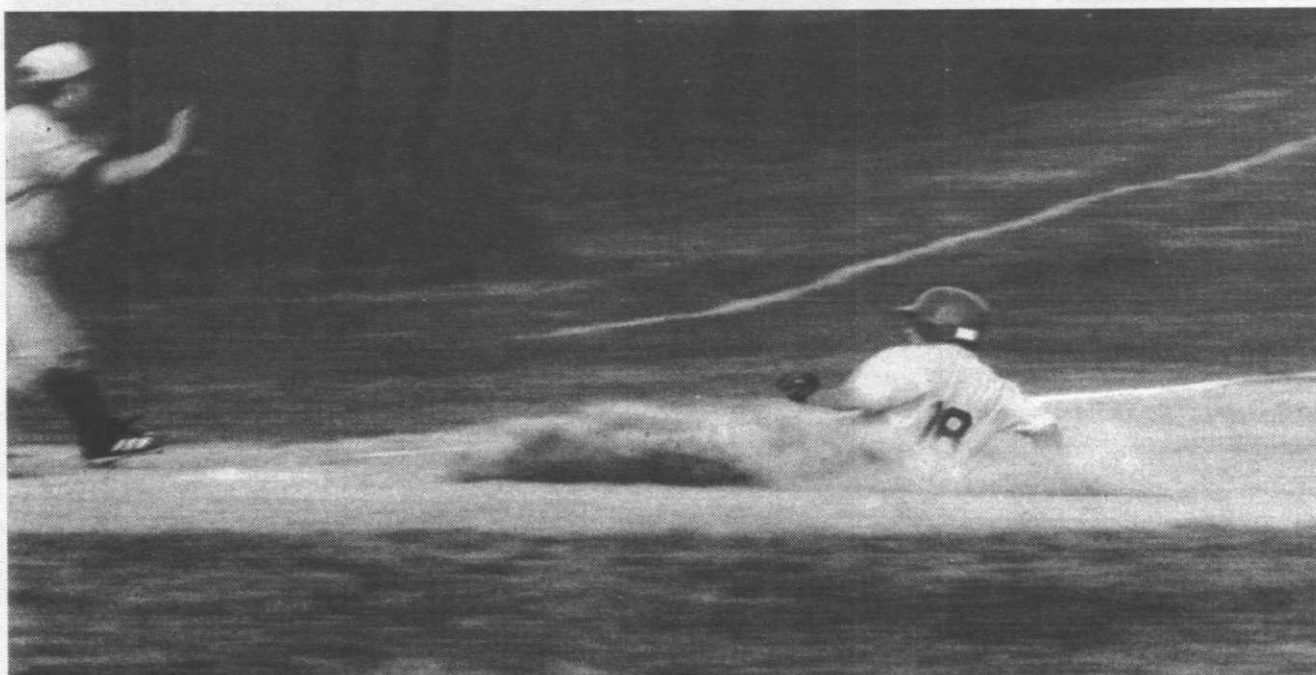
Senior Steve Tataro filled in as the team's ace and was supported by juniors Chris Keen, Harris Selinger, senior Paul Zentko, and freshman Kenny Seligson.

The Vikings combined their effective pitching with powerful hitting from junior Tom Murray and sophomore Drew Isaacson with impenetrable defense led by center-fielder senior Alex Cummins and first baseman senior Brian Holzer.

Early in the season, in a non-league game, an outstanding individual pitching performance by Keen led the Vikings to a 1-0 victory over defending state champions, Oceanside. His shutout was certainly one of the highlights of the season.

Cummins remarked on the team's unbelievable chemistry following the season. He said, "Even though we didn't make it as far as we wanted, I've never had a better time playing ball with a group of guys. This season will be one of the fondest memories I will have after leaving Schreiber."

Selinger also added, "The fans made a big difference for me as well as the rest of the team. They were dedicated and really made it hard for the opposing team. I hope even more people will come out and watch us next year."



Top: Sophomore Drew Isaacson slides into third base against Calhoun.

Bottom: Senior Brian Holzer tags out a Calhoun player at first base.

All photos by Robbie Wenger

Boys' varsity tennis achieves success in states but upset in county semifinals

by Matt Chin

Individually, senior Craig Rubin played singles and seniors Manuel Bulaitan and Josh Weissburg played doubles together at the state championships in Flushing Meadows, although the team lost in the quarterfinals on Thursday and Friday, from May 31 to June 1.

First singles senior Craig Rubin, who has continued to excel in winning all sets played this season, won in the first round on May 31 then in the second round on June 1. In addition to being ranked nationally, he received All-State recognition after his loss in the quarterfinals.

Meanwhile, second and third singles Weissburg and Bulaitan, respectively, faced similar success. They struggled at first in their first round against Bill Stickney and Kunal Kothari from

Joshen but pulled out a win by a score of 4-6, 7-5, 6-3. The next day, they defeated Sandeep Mannava and Mike Sternick from U. Hartford with more ease, 6-3, 6-2. Unfortunately, their streak came to an end against Bryan Hills and Bellettieri from Barton, but they too received state recognition and went home winners.

During the team's season, Roslyn High School upset the boys' varsity tennis team in the county semifinals, 3-4, on May 18. Concluding an excellent season with a record of 12-3, many of the matches were also extremely close.

Rubin won an easy match against Sanjeev Mago from Roslyn High School in straight sets, 6-0, 6-1. Bulaitan, who has also remained undefeated all season, won against his opponent, Jeff Samuels, 6-2, 6-3.

However, Roslyn caught up quickly; Port second singles senior Josh Weissburg lost against Ian Korn, 1-6, 5-7, as did fourth singles freshman Max

Schneider against Jeff Goldberg, 1-6, 3-6.

In the three doubles matches, only second doubles juniors Jason Kirsch and Ben Joelson defeated Roslyn, by a score of, 6-1, 6-3.

Losing by a extremely close margin were both first doubles, seniors Mark Hiller and David Rosen, 4-6, 5-7, and then third doubles, freshmen Greg Hiller and Bryan Chen, by a score of 1-6, 2-6.

Although Port was eliminated from the playoffs, the team remains optimistic for next year. Simultaneously, it will remember the invaluable players who graduated this year.

In retrospect, Bulaitan remarked on a sad but relieved note, "It's been a wonderful tennis season this year with Schreiber. I'm going to miss it all very much; I'll never forget the tennis experience I was able to enjoy during my high school years, and it will always have a place in my heart."

Softball struggles throughout season

by Min Suh

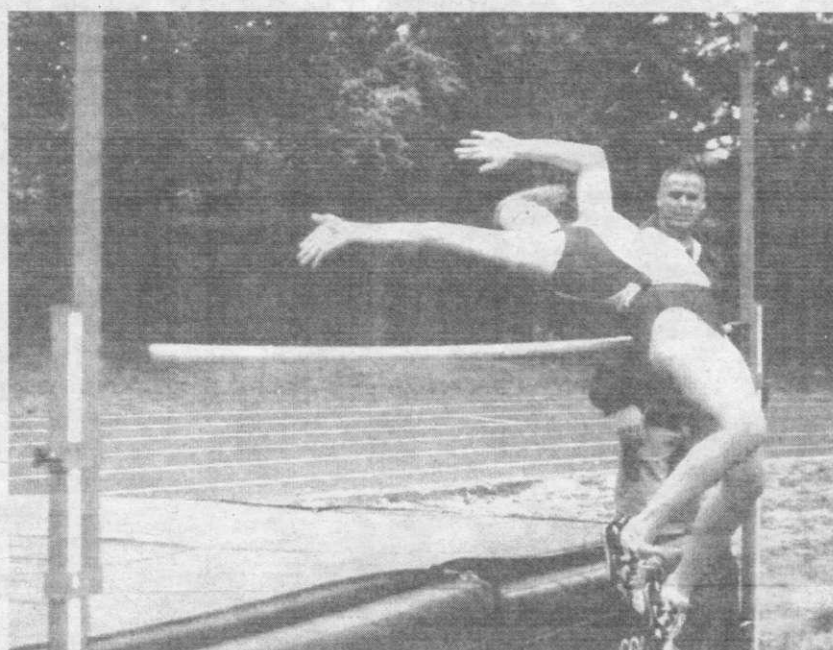
This year's lady Vikings softball team had a record of 3-15, with a lack-luster performance throughout the year. Port defeated only three teams this year, including Uniondale twice and Hempstead.

This year's team had only two returning varsity players on the squad. There was only one senior and no returning juniors on the team this year.

The two captains of the team, juniors Patty and Catherine Borzon both commented on the youth of the team compared to the past few years. They remarked, "Well, we were a really young team this year with only three upper classmen: Michelle Spinelli, my sister Catherine, and me. Hopefully next year the team will start to turn around with the experience we gained this year and win more games next season."

Despite this year's let down the team plans on improving next year.

Track leaps, jumps and sprints to victory



(clockwise, from top left) Freshman Adam Davis finishes strong in the 4x800 meter race. Junior Matt Schefer hands off the baton to junior Max Bernstein in the 4x800 relay race. Schefer strides along in the 4x400 meter race. Sophomore Jen Irving sprints to victory. Senior Karen Cullinane high jumps to victory. Schefer continues to stick with the pack.

Seniors Cullinane, Will Greene, Gopal Vemuri, and Jackie Wiener, juniors Caroline Ashby, Bernstein, and Schefer, and sophomores Irving, Jon Kroppmann, Samantha Moskowitz, and Priya Nanda all qualified for the county finals.

All photos by Jesse Schenendorf



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*"Yo soy el arquitecto de mi
propio destino..."*

-Amado Nervo, En Paz

(I am the architect of
my own destiny...)