

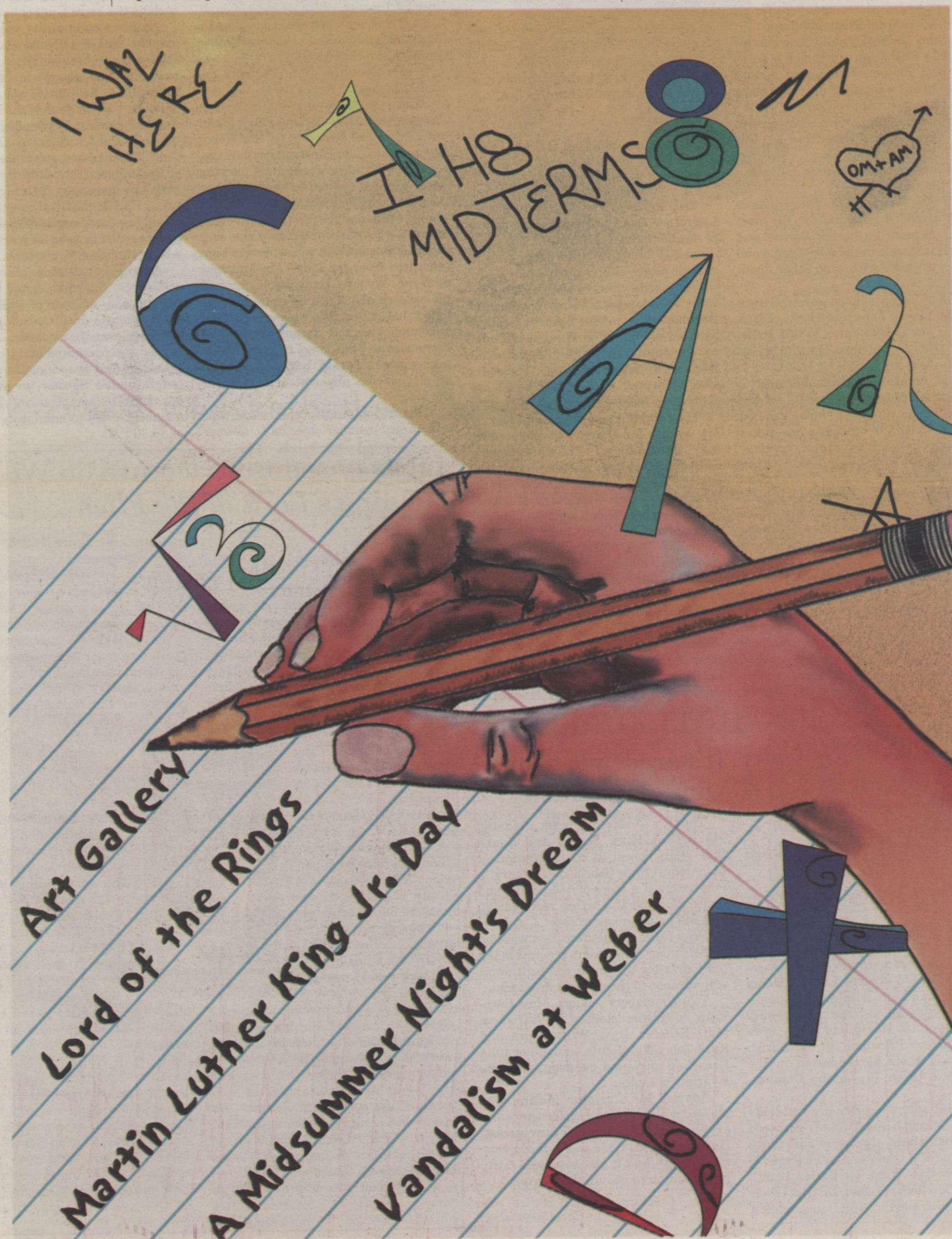
The Schreiber Times

Paul D. Schreiber High School Port Washington, New York Volume LII No. 4

<http://times.portnet.k12.ny.us>

Friday, January 18

2002



by Vaishali Jain and Sharon Weinberg

News Briefs

Theatre Arts presents a variety of scenes

To end the semester, Mrs. Sari Schulman's Theatre Arts class performed "A Showcase of Scenes" in the auditorium on January 9. The students performed eight excerpts about many different relationships from plays and films.

Senior Lauren Honig and junior Jonathan Shaoulman performed a scene from Neil Simon's *Prisoner of Second Avenue* about a couple that comes home to find its apartment robbed.

The next scene, performed by seniors Mike Cosolito and Eliza Jacobs, was from *Saturday Night Fever*. The two were dance partners on a date and talked about their differences.

The play version of *The Diary of Anne Frank* provided dialogue for the next scene. Seniors Catherine Borzon and Peter Russo took on the role of Anne and Peter and spoke with each other about past relationships.

Seniors Terence Bowman and Dereck O'Reilly played Felix and Oscar of Neil Simon's *The Odd Couple*. In this scene, Oscar tries to convince Felix to go on a date.

Next came a modern version of the Greek tragedy *Antigone*. In the scene, Ismene, played by junior Vanessa Shkuda, tried to convince her sister Antigone, played by junior Lindsay Wersan, not to bury their brother Polyneices.

Lovers and Other Strangers, a comedy about different relationships supplied the next scene. In the performance, juniors Gavin Greene and Robin Sussman return after a date and have different plans about how the evening will continue.

The next excerpt was from the film *The Graduate*. This performance featured junior Gillian Warshauer as Mrs. Robinson, who attempts to seduce Benjamin, played by senior Asa Jones.

Last came an early scene from Neil Simon's *The Female Odd Couple*. Senior Alissa Mandaro played Olive and spoke to junior Natalie Nehorai (Florence) about Florence's marriage.

After her class completed the performance Mrs. Schulman commented, "I was very proud of the class. Their hard work was reflected in their performance."

~Caroline Axelrod

Honig and Kohn receive award

The Nassau County Principals Association honored seniors Lauren Honig and Jonathan Kohn with the Substance-Free Living Award at Hofstra University on January 10. Honig and Kohn were nominated by Principal Dr. Sid Barish because of their participation in the Substance Abuse Prevention Committee.

At the awards ceremony, students from all around Nassau County gathered to discuss their views on substance abuse and the trials and advantages of substance-free living. Dr. Barish, health teacher Mr. Robert Baker, District Director of Health and Physical Education Ms.

Cheryl Clifton, and school social worker Ms. Michelle Weiden accompanied the two Schreiber students to the event. First, students from different schools were introduced to one another and asked to share two important facts about their lives. The students then gathered in a large semicircle and spoke about their experiences.

Kohn remarked, "I am honored that students who choose a substance-free life now get some recognition. I hope other students will now realize that there is such a thing as substance-free fun."

~Olivia Moskowitz

Dance and Literature gives performance

The members of the Dance and Literature class presented their winter performance on January 10. The show consisted of dance interpretations of various pieces of literature.

The poems used in the performance were "The Heart of a Woman" by Georgia Douglas Johnson, "She Walks in Beauty" by Lord Byron, "The Wind is a Lady" by e.e cummings, and "Phenomenal Women" by Maya Angelou. The class also presented part of the novel *My Antonia* by Willa Cather.

The program was choreographed by Ms. Jo Ann Miles and was narrated by Ms. Donna Valenti. The dancers who contributed to this performance were seniors Karina Gomez, Karina Grant, Catherine Lewis, Alexandra Martone, Ava Minett, and Nina Tolins; and juniors Alexandra Cavallaro, Lucy Portugal, Danielle Russo, Rebecca Schroeder, and Alejandra Seligson.

Ms. Valenti commented, "We were extremely pleased with the dancers' performance because it evidenced their collaborative work throughout the semester. Working together, the dancers come to think of themselves as a family in the end. They were pleased that the show was so well attended by classmates, faculty and family."

~Jen Schmirer

It's Academic team wins competition

The It's Academic team defeated MacArthur High School and South Side High School at a competition at MacArthur High School on January 9. Port received a score of 540 points, and South Side and MacArthur received 420 and 240 points, respectively.

Prior to the competition, Port was tied for first place. If the team remains in the top four after one more competition, it will advance to the playoffs in March.

Team members seniors Max Bernstein, Josh Brandstadter, Ronli Diakow, Matt Schefer, Dave Whittemore and Katie Zebroski (captain) and junior Julia Bernstein answered questions covering a variety of topics.

Adviser Mr. Carmine Matina was pleased with the team's performance and expressed his hope for its future success. He commented, "This was a fairly easy meet for us, and it places us in a fairly good position to go into the playoffs."

~Caroline Axelrod

Board of Ed. Notes

January 8, 2002

by Charlotte McCorkel and Myung-Hee Vabulas

The Board discussed a contract with a search firm for a new superintendent, since Dr. Inserra will be retiring in June. Richard Sussman believed that it was a "lousy contract" and that it would cause trouble down the road.

A representative from Turner Construction began to present the site logistics plan for Weber and Schreiber. The representative explained that it had been suggested that part of the Weber field to be used for construction parking, which would ease a pending parking crisis. Inserra wanted to know whether the part of the field left free for students would be safe, and the representative said it would. Cowles wanted to make sure that the construction workers were kept separated from the kids. Mr. Matthew Sanzone, Weber's principal, expressed his concern about the safety issue. He noted that it is difficult supervising the kids under normal circumstances, and even more so when there is construction taking place. He said that he had looked at alternative physical activities for the kids.

During community comments, one community member objected to the use

of existing fields as parking lots. A Daly and Weber parent suggested that the Monfort lot use valet parking in order to fit more spaces or that construction workers be bused from a parking location such as the extra Guggenheim field.

Another community member commented that the Board should not be tabling issues because there was no time to waste. She also commented that the reduction of field space not only affects children but the rest of the community. Another community member said that he was concerned with safety. He asserted that Turner cannot guarantee the safety of the children, but only that they will take the necessary precautions to be safe. He felt that the construction site would be a "zoo," concluding that the field should either be used for recreation or for a construction site, not both.

At the conclusion of community comments, Sussman noted that there had been a number of swastikas and KKK symbols graffitied on the outside of Weber over the vacation. They were immediately removed and the district is trying to find the culprit(s). Sussman congratulated Spector on an excellent job on ADA compliance. The Board members voted unanimously to adjourn at 10:30 PM.

Library sponsors lecture on William Golding's *Lord of the Flies*

by Josh Bernhard

Professor E.L. Epstein was invited to the Schreiber library to speak about William Golding's *Lord of the Flies* on December 10. The Media Department's Mr. John King and Ms. Kate Herz organized the presentation as a follow up to the lecture Epstein gave last year on author James Joyce.

Epstein, who worked at Capricorn Printing when Golding's novel was published, was the editor in charge of the book's publication and wrote the endnotes which appear in the original version. Golding's celebrated parable tells the story of a group of children who must fend for themselves on a deserted island after fleeing a nuclear war.

The seasoned literary scholar stood at the podium in the library

with his dog-eared, first edition copy of Golding's classic. As a professor and an editor who was directly involved with the publishing of the book, he was able to provide unique insights into the work's deeper meanings as well as Golding's original intentions. He spoke of Golding's experiences in World War II which led him to make certain conclusions about human nature that he tried to express through his work.

Epstein called *Lord of the Flies* an "anti-democratic book." Golding, after his experiences in the war, adopted the

belief that people are not able to control themselves, and that fear is the basis of human motivation. Epstein did not believe in the book's happy ending but felt that it was necessary. While some believe in the principle of benevolence, or the existence of a conscience that will prevent wrong from happening, Golding questions whether such an optimistic view is enough to fight fear. Epstein pointed out that though religious imag-

ery is present throughout the book, Golding is not necessarily saying that the answer is found in religion. *Lord of the Flies*, remarked Epstein, is "basically pessimistic writing," though the author became more optimistic in his later novels.

When asked about his personal feelings about the message of *Lord of the Flies*, Professor Epstein admitted that it is "hard to avoid his conclusion [of hopelessness]." He explained his feeling about "the world as Will" versus "the world as

Idea." When one is trying to understand and learn about the world, as students do in school, the inherent, destructive impulses leave, and "Will takes a vacation." According to the professor, it is clear that Golding believed ordinary reason alone could not conquer fear, offering religion as a possible supplement without offering hope. Epstein offered the idea that it is possible to "...make a straight statue out of the crooked wood of human nature." In life, he says, "...you have to be unnatural."



Weber vandalized with spray-painted swastika

by Nicole Tingir

Administrators were appalled when a swastika was found spray painted on the side of the Weber all-purpose room on January 3. Discovered by a custodian, it was immediately reported to the police and photographs were taken.

The offending graphic was immediately wiped off the wall before students arrived at school the next morning, and it is thought that only a handful of the Weber students actually saw it in person. Although the vandal has not yet been identified, an investigation is still being pursued by the Port Washington Police and by the school district. If a suspect were to be apprehended,

however, punishment would probably be determined through a Superintendent's Hearing with Dr. Albert Inserra.

Dr. Inserra and Weber principal Mr. Matthew Sanzone agreed that the true nature of the crime is unknown. It could have been a specified "hate crime" or it may have been the result of an ignorant prank. Mr. Sanzone added, "I think whoever did it, understands the symbolism behind it, and that's the disturbing part."

Although Mr. Sanzone has not addressed the Weber student body about this incident, he thinks that some teachers have had class discussions on the topic.

When asked to comment, Dr. Inserra remarked, "I want them [the students

of Port schools] to be assured that any gesture of hatred or violence will be taken very seriously...I like to believe it wasn't an act of deep hatred."

Junior Merve Emre stated, "I am dismayed that racism has materialized in this form. Although it is naive to think that bigotry has been completely eradicated from the Port Washington schools, one expects more than this blatant insult and horrendous behavior. It makes me sick."

(right) This swastika was spray-painted onto the side of the Weber all-purpose room. An investigation to find the vandal(s) is still underway.



Mr. Anne Pellett

Track star Adkins speaks to students about depression

by Caroline Axelrod

World-famous track star Derrick Adkins spoke about mental health and his experience with chronic depression in the Schreiber auditorium on January 10. Adkins, a 1995 World Champion and a 1996 Olympic Gold Medalist, has a mental condition, which is caused by a chemical imbalance in the brain. He began feeling severe symptoms six years ago.

Although currently on anti-depressant medication and feeling healthy, Adkins spent two years of his life in denial of having a mental illness. He said, "I didn't want to get help. There is a stigma involved in mental illness, and I didn't want to be a part of that stigma." Reflecting on his negligent attitude, Adkins said, "It's important for all of you to recognize the symptoms of a mental illness in you or someone close to you and get help."

When he turned twenty-four, although he was a famous track star with a good life, he experienced feelings of loneliness, sensitivity, irritability, and the need to cry for no reason. For two years he

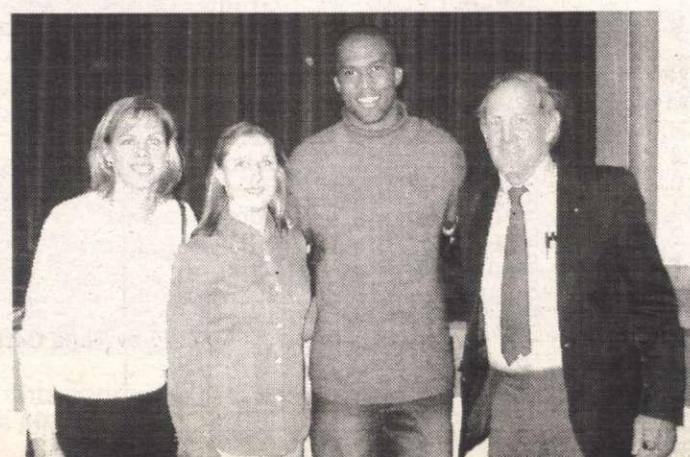
struggled with these symptoms. He explained, "pride kept me from getting help." As the two years progressed, his situation worsened; he could not eat or sleep, and could barely function. He finally decided to get help when he began feeling suicidal.

Adkins experienced early warning signs of depression beginning in junior high school and high school. Even then he tried to act like nothing was wrong. He admits that his friends and family probably thought he was a little "strange" since he was constantly spacing out. He dealt with his feelings by keeping busy in school and running track. He said running always made him feel better and was a constructive way to deal with his feelings. He commented, "The sad thing is when people turn to destructive ways, including drugs and alcohol." Later on in life, Adkins did experiment with alcohol but found that it only helped for a short time and made him feel worse in the long run. He warned, "It's very important to involve yourself in constructive activity. Everyone will deal with depression [either chronic or due to negative circumstances] at some point, and if it does get bad, seek help."

After Adkins received help in his twen-

ties, he had to sacrifice part of his track career since the medicine causes fatigue and shortness of breath. Although he had to give up a successful track career, Adkins was happy to say, "[because of the medicine,] I am able to experience joy in my life, and I achieved peace of mind."

As recommended by his psychiatrist, Adkins began speaking about his experience in 2000 and has shared his story at schools, colleges and corporations. He is currently studying theology and hopes to become a minister. He has not given up on track, for he is working to make



Caroline Axelrod

Health teachers Ms. Pat Kosiba and Ms. Megan Freeley and girls track coach Mr. Bruce McDonald pose with track-star Derrick Adkins (second from right.) Adkins came to Schreiber to speak to students about his personal experiences with depression.

it to the 2004 Olympics. In addition to training, he is waning off the medication and hopes for a "spontaneous recovery," a case in which medication is no longer necessary, and the patient is suddenly cured.

Gross interviews new administrator Ms. Emma Pendleton

by Jessica Gross

Ms. Emma Pendleton is the new Assistant Superintendent for Curriculum of Port Washington. The Schreiber Times conducted an interview with Ms. Pendleton on January 10 to investigate her first impressions and plans as well as the obstacles her job has presented.

The Schreiber Times: Where did you work prior to taking this job in Port Washington?



Nicole Tingir

Emma Pendleton: I've worked in the New York City Board of Education in Queens and in Brooklyn, and I did an internship in Boston in a private school setting. My last position was in the Garden City Public Schools.

ST: Why did you decide to come to Port Washington?

EP: I read about Port Washington, and my colleagues that I talked to remarked on how innovative Port Washington was—the diverse student and staff population, and how creative the district was in meeting the needs of its students. So I was attracted by that.

ST: What does your job entail?

EP: I'm the Assistant Superintendent for Curriculum, which means the design and development of curriculum to meet the New York State standards. Instruction: what happens in the classroom, how is that curriculum delivered; and assessment: how do we evaluate how our students are doing? That involves state assessments and district-generated assessments and the assessments that

teachers do in classrooms.

ST: What are your impressions of Port so far?

EP: I'm greatly impressed by the cohesiveness of the staff and the administrators, the involvement of the parents and other community organizations, and the beauty of the community. I love the hills and the different types of houses and the water. And, of course, the restaurants.

ST: What plans have you envisioned for Schreiber's future?

EP: I have not developed any particular plans for any particular school because I think that's pretty much the role of the entire community. What I envision in my role as Assistant Superintendent for Port Washington is that I would continue to work to help provide and implement the best academic and social programs so that students can maximize their success.

ST: What state standards do you think are most critical?

EP: I don't think you can leave out any of the state standards; you have to adhere to all of them. But if you ask me which one I think is critical, I think it's the literacy—the ELA—standards, because if a child can read and comprehend and problem-solve, and is able to write and articulate what they think and how they think, then that child is probably going to be successful in most all of the other disciplines. So to me, it's the ability to be literate and articulate in one's language.

ST: Have you met any challenges so far in your position?

EP: Yes, there are a multiplicity of programs and community groups and committees, and each of them has the best intent for the school district. Knowing how to handle each of those and to accommodate their needs while looking at the global picture and what's best for the greater good—that's the challenge, because everyone comes with a good plan. How does it become part of a larger plan? That's my challenge.

2002 MIDTERM SCHEDULE

TUESDAY JANUARY 22, 2002

8:30 AM - 10:30 AM

ROOM #	EXAM	TEACHER
23	AP Statistics	Pizzolo
18	Topics in Math	D'Antonio
21	Topics in Math	Lesser
19	Math 11H	Healy
17	Sequential 3H	Grant
15	Sequential 3H	Healy
13	Sequential 3R	Lesser
11	Sequential 3R	Lesser
10	Sequential 3R	Siener
8	Sequential 3R	Siener
6	Sequential 3R	Lederer
4	Sequential 3R	Lederer
2	Sequential 3R	Weickel
3	Sequential 3R	Pichkur
118	Sequential 3R	D'Antonio
120	Sequential 3R	D'Antonio

8:15-11:15

129	RCT Writing
122	Global History Regents
122	Chemistry Regents
122	Physics Regents

12:15 PM - 3:15 PM

ROOM #	EXAM	TEACHER
Home Ec.	Intro to Occupation	
1	Math 1R Regents	
1	Math 2R Regents	
3	U.S. History Regents	
215	Economics Literacy Exam	
217	Economics Literacy Exam	
219	Economics Literacy Exam	
221	Economics Literacy Exam	
23	Math 2AB	Ganzekaufer
18	Math 2AB	Ganzekaufer
21	Math 2AB	Tedesco
19	Math 2AB	Tedesco
17	Math 2AB	Grant
15	Math 2AB	Grant
13	Math 2AB	Reynolds
11	Math 2AB	Reynolds
10	Math 2AB	Lederer
8	Math 2AB	Weickel
6	Math 2AB	Keller
4	Math2AB+	Pichkur
2	Math2AB+	Keller
122	Math2AB+	Siener
118	Math 2H	Labrocca
120	Math 2H	Keller
213	AP Government	Begun

WEDNESDAY JANUARY 23, 2002

8:30 AM - 10:30 AM

ROOM #	EXAM	TEACHER
122	AP English	Pellett
120	AP English	Pellett
127	AP English	Pellett
117	AP English	Schulman
115	AP English	Schulman
23	World Literature	Valenti
21	World Literature	Schulman
18	Shakespeare	Valenti
Aud.	Theatre Arts	Schulman

8:15 AM-11:15 AM

15	RCT Math
118	Comprehensive English Regents

11:00 AM - 1:00 PM

ROOM #	EXAM	TEACHER
21	Physics	Lyman
19	Physics	Lyman
17	Physics	Lyman
11	Physics	Johnson
8	Physics	Johnson
13	Physics Honors	Lyman
6	Physics Honors	Johnson

12:15 PM

ROOM #	EXAM	TEACHER
1	Living Environment	
1	RCT Global	

THURSDAY JANUARY 24, 2002

8:05 AM

ROOM #	EXAM	TEACHER
1	RCT Science	
118	Comprehensive English Regents	
2	Math 1A	Weickel
4	Math 1A	Lesser
6	Math 1A	Pichkur
8	Math 1A	Ganzekaufer
11	Math 1A	Ganzekaufer
13	Math 1A	Reynolds
15	Math 1A	Tedesco
17	Math 1A+	Reynolds
19	Math 1A+	Lenz
21	Math 1A+	Lederer
23	Math 1A+	Grant
18	Math 1A+	Healy
122	Math 1A+	Labrocca
127	Math 2H	Labrocca
120	Math 2H	Keller

THURSDAY JANUARY 24, 2002

12:15 PM

ROOM #	EXAM	TEACHER
	RCT U.S. Government	
223	Earth Science Regents	
221	Social Science Res. Qual.	
219	Social Science Res. Qual.	
217	Social Science Res. Qual.	
23	Chemistry Honors	Case
21	Chemistry Honors	Pollakusky
19	Chemistry Honors	Stein
18	Chemistry Regents	Case
17	Chemistry Regents	Pollakusky
15	Chemistry Regents	Pollakusky
13	Chemistry Regents	Paradis
11	Chemistry Regents	Paradis
10	Chemistry Regents	Stein
8	Chemistry Regents	Stein
6	Biology Regents	Travis
4	Biology Regents	O'Brien
2	Biology Regents	O'Brien
122	Biology Regents	O'Brien
127	Biology Regents	Ezratty
120	Biology Regents	Ezratty
118	Biology Regents	Jones
117	Biology Regents	Jones
115	Biology Regents	Crivelli
212	Biology Regents	Stein

FRIDAY JANUARY 26, 2001

8:30 AM

ROOM #	EXAM	TEACHER
221	AP European Qual.	
219	AP European Qual.	
217	AP European Qual.	
215	AP European Qual.	
213	AP European Qual.	
122	AP US History Qual.	
127	AP US History Qual.	
120	AP US History Qual.	
118	AP US History Qual.	

8:15 AM-11:15 AM

RCT Reading
Sequential III Regents

11:00 AM - 1:00 PM

ROOM #	EXAM	TEACHER
23	Earth Science	Travis
21	Earth Science	Travis
19	Earth Science	Travis
18	Earth Science	Meyer
17	Earth Science	Meyer
15	Earth Science	Meyer
13	Earth Science	Paradis
11	Earth Science	Paradis
8	Earth Science	Johnson
122	Biology Honors	Jones
120	Biology Honors	Serfaty
127	Biology Honors	Ezratty
118	Biology Honors	Crivelli

*Midterm and Final Make-ups: Friday, January 25, 2002, 1:00 PM - 3:00 PM in Room 10

Point/Counterpoint

The most important question of all time: PB or J?

by Ritesh Chatterjee

Over the ages, writers and thinkers have attempted to answer the seemingly impossible questions lingering in everyone's minds. However, one important issue has been overlooked: What makes the sandwich, peanut butter or jelly? I side with arachibutyrophobics and jellyphiles alike when I proclaim that in each and every instance, jelly takes primacy over peanut butter. Aside from the very basic fact that jelly tastes better than peanut butter, I present a case with several prongs of argumentation, all proving jelly's supremacy.

First, the question of uses comes up. Consider peanut butter and jelly as separate and opposite entities. Which of the two has more uses? Peanut butter, while found in Reese's candy and Ritz Bitz crackers, has little other use. On the other hand, jelly can be consumed as a topping for toast or bagels. It is a filling for pastries, cakes and pies. It is even a condiment for meat. Fans of both can come to an assent that jelly is superior in its various modes of use.

Second is the notion of variety. With peanut butter, one is restricted to the varieties of "smooth" and "crunchy," whereas with jelly, the limits are the same as the fruits in nature and their combinations: endless. Jelly varieties extend from the classic "strawberry," to the illustrious "lingonberry," to the exotic "guava-passion fruit blend." Clearly, it is jelly that breaks the usual monotony of sandwiches.

Third, one must look to the detrimental effects of peanut butter

consumption. Peanut butter is lethal. To those allergic to it, peanut butter consumption can cause hives, in a mild case, and it can cause swelling of the trachea, requiring immediate medical attention at risk of death in more severe cases. Not to fear, however, for jelly is here. Even for those who cannot tolerate sugar, jelly comes in a sugar-free form. Thus, we conclude that because of the physical harm peanut butter consumption may entail, jelly is the only option.

Argument three b serves as an addendum to argument three, but focuses more on the mental harm of peanut butter, specifically, arachibutyrophobia, or fear of having peanut butter stuck to the roof of one's mouth. To many, the mere sight of peanut butter can spark intense fear, and, in some cases, shock. Jelly, with its smooth, silky consistency, poses no such harm. Thus, this can be added to argument three's impact, or considered as a separate argument, argument four, contending that the texture of jelly is far superior to its unsavory competitor.

To conclude, jelly takes precedence over peanut butter for the above reasons, in addition to its simply being much more palatable. Its plethora of uses and varieties, and the abhorred effects of peanut butter consumption both provide a multitude of cogent as to why jelly is what makes the sandwich.

by Sam Salkin

When I think back to my days of watching the annoying purple dinosaur known as Barney, I think about songs that had no real meaning, songs that made me want to help everyone on planet earth and songs that made me feel oh so good about myself. Now, it is eleven years later, and I realize that I have gained nothing from that show other than one really kickin' song. You may know it so feel free to hum along, "Peanut, peanut butter and jelly!" This leads to the question I ask today, "Peanut, peanut butter, or the 'jelly' that is most important in the sandwich? When you ask this scholar, the answer is clear: Peanut butter is the most important in the sandwich."

Let's think about this song, where the peanut butter is mentioned first, and then repeated. The jelly is just part of the refrain, nothing more.

To the common American, making a peanut butter sandwich—I said a peanut butter sandwich, because no one addresses them as a "jelly sandwich"—there is really only one kind of jelly. It is the grape. Whereas on Jif's website they list a whopping three kinds of regular peanut butter each in crunchy and smooth, and three varieties of flavored peanut butter. Flavored peanut butter sounds kind of nasty, but compared to the prospect of only one kind of jelly, I'd take chocolate silk peanut butter any day! Skippy, another of our peanut butter brethren, have included a listing of four varieties on their web site, including the ever-popular Skippy Roasted Honey Nut variety. As an added bonus, Yankee star Derek Jeter sponsors Skippy. Though I am a Met fan, no one is hitting a home run for grape jelly.

Peanut butter ranks up there with apple pie and baseball; after all, former president Jimmy Carter was a peanut farmer. As far as I am concerned, grape jelly is as American as King Louis XIV and driving on the left side of the road. The sticking of the peanut butter to the roof of the mouth, and the subsequent attempt to get it off characterizes the American struggle.

We try to get it off but we never give up because as Americans, we can't let things stick to us. We need to be resilient. I am proud to be a citizen in the government of Jefferson and Washington; had it not been for the Founding Fathers, we probably would let the peanut butter stick to our mouths. The very creation of peanut butter is a chronicle of the American Dream. Growing up in the era of "Jim Crow," Carver was able to do peanut

research at the Tuskegee Institute and made advancements that made peanut butter possible. According to Olympic gold medal winner Tim Dolan, "Peanut Butter is the breakfast of champions!"

Peanut butter does have its risks though. The peanut, though widely used in the culinary arts, is a potential risk to Americans who are allergic to this most pious nut. The Food Allergy Network advises that people read the labels of the food they are going to eat carefully. Many schools are faced with the question of whether or not they should ban peanut butter sandwiches. The FAN also has some advice in light of this dilemma: they say banning peanut butter will prevent kids from being kids. All kids who are allergic to peanuts want is to be normal, and its unrealistic to make changes to these policies and further alienate these children.

There is more to peanut butter than patriotism and allergic reactions. Have you ever seen someone eat peanut butter right from the jar? Of course you have, and you probably have done it too. But does anyone eat jelly in the raw? I didn't think so. If you were stranded on an island do you think you could survive longer with peanut butter or with jelly? Jelly is pure sugar whereas peanut butter is filled with protein and has enough calories to sustain you.

This age-old struggle can best be characterized by the classic movie of our generation, *Billy Madison*. The scene where Billy sits in the bathtub and plays with his shampoo and conditioner saying, "Shampoo is better, I go on the hair first and clean the hair! No! Conditioner is better, I leave the hair silky and smooth," characterizes this immortal conflict. There is no question, peanut butter is better. Its name comes first in the name of the sandwich and it doesn't get wet and messy like the jelly. All I can say about jelly is that people aren't generally allergic to it, far different from the praise that can be given to its buttery counterpart. When you think of peanut butter, think about good times and bagged lunch. Of course, you can think about Barney... if you really want.

Schreiber Speaks

"Peanut butter is far, far better than jelly because it is full of peanut buttery goodness, as opposed to jelly, which is full of jellyful badness."

-Sam Marcellus, junior

"I think that jelly is better than peanut butter because I am allergic to peanut butter. It makes me nauseous and gives me a headache."

-Jaime Ormont, junior

"I like jelly better, it's sweet."

-Jonathan McClean, freshman

"Peanut Butter--It's richer, it's worse for you, and it comes with chunks."

-Danny "Sloth" Morgenroth, Sophomore

"Jelly, because it's sweet, man!"

-Senior Jimmy Kim

"Peanut Butter! It sticks to the roof of your mouth and lasts for a long time."

-Ms. Meghan Freeley, teacher

Sophie's Choice

by Sophie Porter

Next issue's question will be :
"Should community service be part of the Schreiber curriculum."

Email all responses to
 SophiesChoice@hotmail.com.

This issue's question was "Do you think Sports Night is a valuable activity?"

Every November, a large number of girls gather in small classrooms in order to learn an intense dance routine that they will perform in try-outs the following week. They work very hard, until they practically drip with sweat. Students of every grade are welcome to participate in producing original skits and dances together. Blue and White practice almost everyday in order to compete in Sports Night, one of the most anticipated and spirited traditions at Schreiber.

Well, Sports Night has arrived and is once again the center of a controversy. Many feel much animosity toward this event, which was once intended to give female students a way to display their athletic ability in an otherwise male-dominated school, while others practically "live" for it. How does one decide which way to lean and what are their reasons? I asked you, the student body how you feel:

"Sports Night allows girls to interact with other girls who they normally wouldn't get along with. It has had a reputation of helping to build friendships."

-Mike Ferrari, junior

"I think sports night is a great thing in school! It's not only extremely fun but its also give students a chance to meet new people and start new friendships!"

-Natalie Nehorai, junior

"The people on my Sports Night team have become like a big family. They are like your sisters and are always there for you. They take you in and accept you for you. It has definitely helped my transition from another school, let alone high school, become that much easier. I have met a lot of new people and they have taught me a lot of new things so far. Go Blue!"

-Gavina Vigilis, freshman

I personally think that Sports Night, although one of Port Washington's only spirit events, is something that is only truly shared among girls, and I could really care less who wins. It's basically a remotely amusing event to show up to, but is it significant? It is only in that it makes the girls happy, but I think if there was no Sports Night, Port Washington would be no different.

-David Silverstein, sophomore

Sophomore deploras partying at the expense of property

by David Silverstein

It was just another typical Saturday night, and I sat with the house all to myself, debating whether or not to have people over. Though I eventually decided to have a couple of guys over, hang out, and then leave, things soon got out of control. There was nothing to do, so my friends decided to stay at my house and invite other people over. I was torn between peer pressure and a temporary state of ill will; I didn't want to let them down, and all ten of them were staring me in the face, telling me to have people over, ripping my mind apart and tampering with my decision-making processes.

By around 10:30 p.m. the number of people had increased to about twenty-five. These people, whom I didn't even want in my house in the first place, then caused all hell to break loose. It was too cold outside for the girls and too small and unparty-proofed inside for everyone, so they scattered. My night wound up being pretty good, or so I thought. Everything was fine until the morning, when I woke up to much yelling over the residual effects of the night before. As I walked down the stairs to breakfast, I heard my father say, "Broken glass all over the lawn!" I was dumbfounded, but when I stepped outside in the thirty-degree weather I realized what had happened: every single light on my front lawn had been knocked over or smashed.

Now I know you're asking yourself, "What is he getting at?" I want to address the disrespect that certain people have for others' property. I am surely not the first one to whom this has happened, but in this particular situation the disrespect hit close to home. I think it is absolutely sick and twisted that some people would show up at an unknown house and have no qualms about using it, walking all over it, and destroying it like it was their own.

Then there is the classic, "Let's hang out with the house owner before the party so he thinks we are friends with him." This is by far my favorite because not only is it the cruelest thing one could do, but it is also extremely misleading. I have seen this happen to some people, and they were distraught after they knew what really happened. They were trapped in a mindset of popularity for ten minutes, but quickly saw it vanish when they were left alone and stranded when the Port Washington Police knocked on the door.

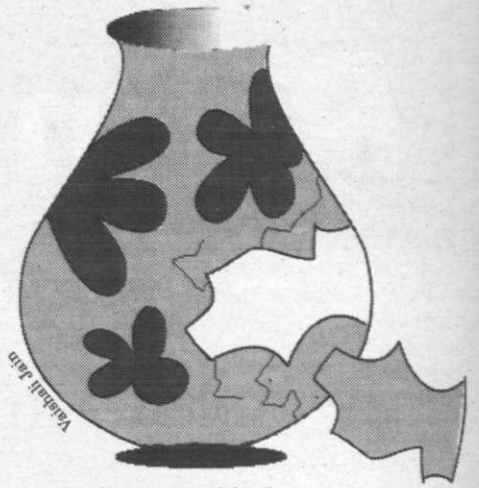
I also find it disrespectful when people take the liberty of inviting people over to a house that is not their own. This is especially bad when the invitee is with a group of ten or more and is with people from surrounding towns. This has not happened to me personally, but I can recall many instances when groups of kids from other towns have shown up as if they were truly invited. They persisted in roaming up and down the street, provoking the neighbors. They might as well have called the police themselves.

Then there are the kleptomaniacs. The ones who discreetly steal small items from the household, from salt and pepper shakers to Slim Fast diet

shakes, I have seen it all done before. Now I am not sure how I feel on this subject. First, it is unhealthy on the klepto's part, because it is not clear what one is going to do with a random fork or teddy bear. Is it memorabilia from a night that wasn't even that good? It makes no sense to me.

Now, going back to my position, I might have over dramatized the situation a bit. I am not clear on what really happened that fateful night, but what I do know was that I did turn off those lights before I headed up for bed, and that is what never made sense. No tricks were pulled on me, and there was no other damage done other than a dirty carpet, which is the usual when my friends come over. You can party-proof your house all you want, but a dirty carpet is inevitable.

Then, of course, there is the punishment for damage done by people you didn't want there in the first place, which serves as the cherry to top the sundae. In my case, my parents made it extremely interesting. They actually took time out of their schedule to make a title for it; they called it "Purgatory." The whole point of this was to confuse me, so I would never know what I was and was not allowed to do. It was not a certain and specified punishment, such as no television or a grounding; the whole punishment was that I was not sure what my punishment was. For example, if I wanted to go to the movies I would not be allowed to know



whether or not I had permission to go until that day. So basically, it was a punishment of frustration and anxiety for a night that was frustrating in the first place. I am not sure about other people's punishments, but I think mine wins for creativity.

To conclude my moral lecture I would like to leave my reader with a lesson, which has been heard hundreds of times. It is simple, "Do unto others as you would have others do unto you." I doubt that you would want random people roaming your backyard, and breaking things that your parents worked hard for, so treat with respect those who have been stupid enough to have you and your group of friends in their home. I know it's asking for a lot, but just maybe it will reform our society for the better, even if it's only minor change.

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You're never too cool to care about Global Warming

by Ashley Gamell

Everybody loves a little sunshine. Port Washington accommodates the people who like to buy a bathing suit, go to the beach, and get a tan. Lovers of summer often wish that the temperature was in the eighties all year round.

However, there is also a bunch of people in Schreiber who like winter. What's more, while some people prefer not to run the mile in June's heat, Schreiber remains united by a common force: the thrill every member of student and staff gets at the sound of the phrase "snow day." Since elementary school, when we all sang tone-deaf renditions of "White Christmas" during the holiday season, the remote concept of spending an unexpected day frolicking in the crisp snow, or simply relaxing and enjoying the view from indoors, has been the most magical idea of all.

No one seemed too concerned about our wonderfully warm fall. I, too, was thrilled to work off on the big puffy winter coat and the accompanying shivers in October and November. However, come December, things didn't feel right. And it wasn't just the school calendar that was missing something. A concerned New Yorker wrote to *The New York Times* about the weather. Saying, "It feels wrong in the bones." Indeed, this Floridian fall may be the first real reality check we have gotten that something is actually wrong. In the January 6, 2002 edition of *The New York Times Magazine*, scientist George Divoky was asked about the threat of climate change. He responded, "You still get these people who say, 'Do you really think it's happening?' and I'm like, 'What is it you don't understand?'"

"Global Warming." "Climate Change." "The Greenhouse Effect." All these may sound like titles of really boring extra credit articles for AP Environmental. However, these concepts

have finally crept out of the textbooks. Now, worrying about our planet's climate is not only for people interested in science. Climate change is not only important, it's SCARY! Even if you are not a die-hard environmentalist, the Greenhouse Effect will directly affect you. Our generation will be the first to wake to hear the "Our planet is melting!" alarm. Until we find another planet to zoom off to and inhabit, Earth is all we have. Perhaps it is not only time to stay aware of the facts, but to begin to realize that we are going to

have to deal with and fix, not ignore, this issue if we do not want to be up to our necks in greenhouse gases!

Basically, global warming is a result of pollution. Carbon dioxide, methane, and nitrous oxide are known as the greenhouse gases. These gases are released into the atmosphere in huge amounts as byproducts of the burning of fossil fuels for electricity, automobile exhaust, and other processes in which our world has engaged since the Industrial Revolution. The greenhouse gases collect in the ozone and create a sort of shield that prevents the release of the energy that has entered the atmosphere. This build up of energy causes a rise in temperature. It's similar to leaving a Snickers bar on your car seat on a hot, sunny day. You roll up the windows and go out for the day.

When you return, the Snickers bar is no longer appetizing, and the seat is not very inviting. Energy from the sun has entered the car and been trapped in the windows, frying the Snickers bar to a gross, gooey lump and making the temperature of that nice,



Personally, I would like to keep my Snickers bars nice and crunchy and my skin unharmed.

The effects of climate change are not limited to our "Brown Christmases" and melted candy bars. In Puerto Rico, great rains have caused reservoirs to overflow and have muddied water supplies, eliminating drinkable water. Ski resorts in New York, New Hampshire, Vermont, and Maine are in danger of closing down due to the lack of snow. Here in New York State, a drought has thrown farming, industry and ecosystems off balance. Drastic as they may be, these current changes are just small

forewarnings of the future. In twenty to thirty years, Europe's great rivers of the Alps, now flooding because of melting glaciers, may dry up completely. Scientists have inferred that if we continue affairs in the current manner, the whole world will experience disastrous effects as soon as 2050. Results include deforestation in South America, Asia, and central Africa; sea-level rise in northern Africa and on North America's east coast (that means Long Island will drown!); decreased crops and water conflict in South America, Africa and Asia; increased severity of tropical storms in Asia and North America, and greater disease risk in Asia and Eastern North America.

The world is now in the hands of our generation. We will be the first to experience the wounds of pollution and feel the heat of the Greenhouse Effect. Ecology is quickly changing from the last few rushed chapters in the biology textbook to the most pressing, universal, attention-demanding and life-affecting topic worldwide. It is up to our generation to insure that future generations will have crunchy candy bars and thousands more chapters in history books to study. We each have a responsibility to those who have passed before us, to those who have yet to come, to each other, and even to ourselves to be responsible for our earth. Regardless of whether war, peace, prosperity, or poverty in our world's future, it is our only hope and our foremost duty to ensure that this world has a future. Keep cool.

Junior decries recent acts of hate

by Melody Malekan

I wish that I could give voice to my thoughts more eloquently, but I am simply too angry to do so. I am disgusted by the fact that someone in this town found it worthwhile or humorous to spray-paint a swastika onto Weber Middle School. This unsolicited display of "artwork" on public grounds was neither worthwhile nor humorous. It was cowardly, revolting, and extremely inconsiderate. And, with good reason, it was illegal.

American society today is based deeply on the values of diversity and tolerance, and these ideas are constantly reaffirmed in our everyday lives through the media, history lessons, and the words of our contemporaries. Tolerance is paramount to a democracy because a lack of it results in abuses of rights. The swastika, on the other hand, represents the antithesis of all of these ideals. It represents the hatred that drove the cold-blooded murder of six million Jews and four million other "undesirable" people at the hands of the Nazis, and it serves as a reminder of their genocide. It is extremely disrespectful to the millions who died at the blood-spattered hands of hatred. It continues to be used by such organizations as the Ku Klux Klan as a symbol

of racist hatred, and, at times, as a threat to the physical well-being of members of minority groups. Its appearance is harmful to the morale of Jews, other minorities, and to the general population. The fact that someone was audacious enough to place this symbol of hate on a public school, which is attended by impressionable young children, only makes it worse. In my opinion, only stupidity could have motivated such an act, as the logic against such actions is impossible to ignore in America.

I hate to repeat a concept that has been reiterated so many millions of times before, but apparently, it is necessary. This display was a disgrace to the concept of freedom of speech, because it represents the very opposite—oppression of the worst kind. Whoever created this swastika ought to be utterly ashamed of himself or herself. It is imperative that lessons of tolerance and its value continue, lest we forget the possible consequences of ignoring or allowing acts of hatred. Some people will never learn, and until they do, we must assure that future generations, as well as those of today, are influenced by ideas of acceptance and learn to fight bigotry in all cases. Hatred is the only belief that must not be tolerated.



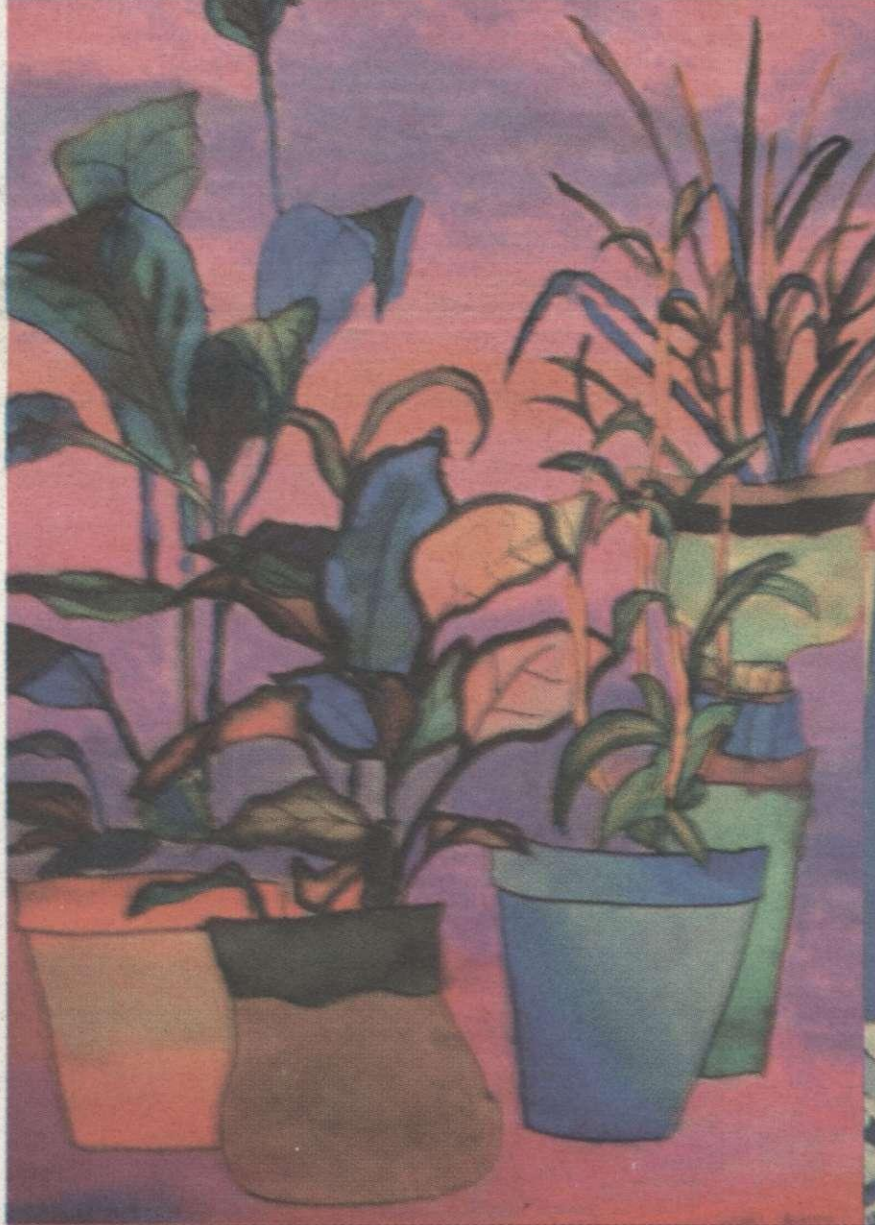
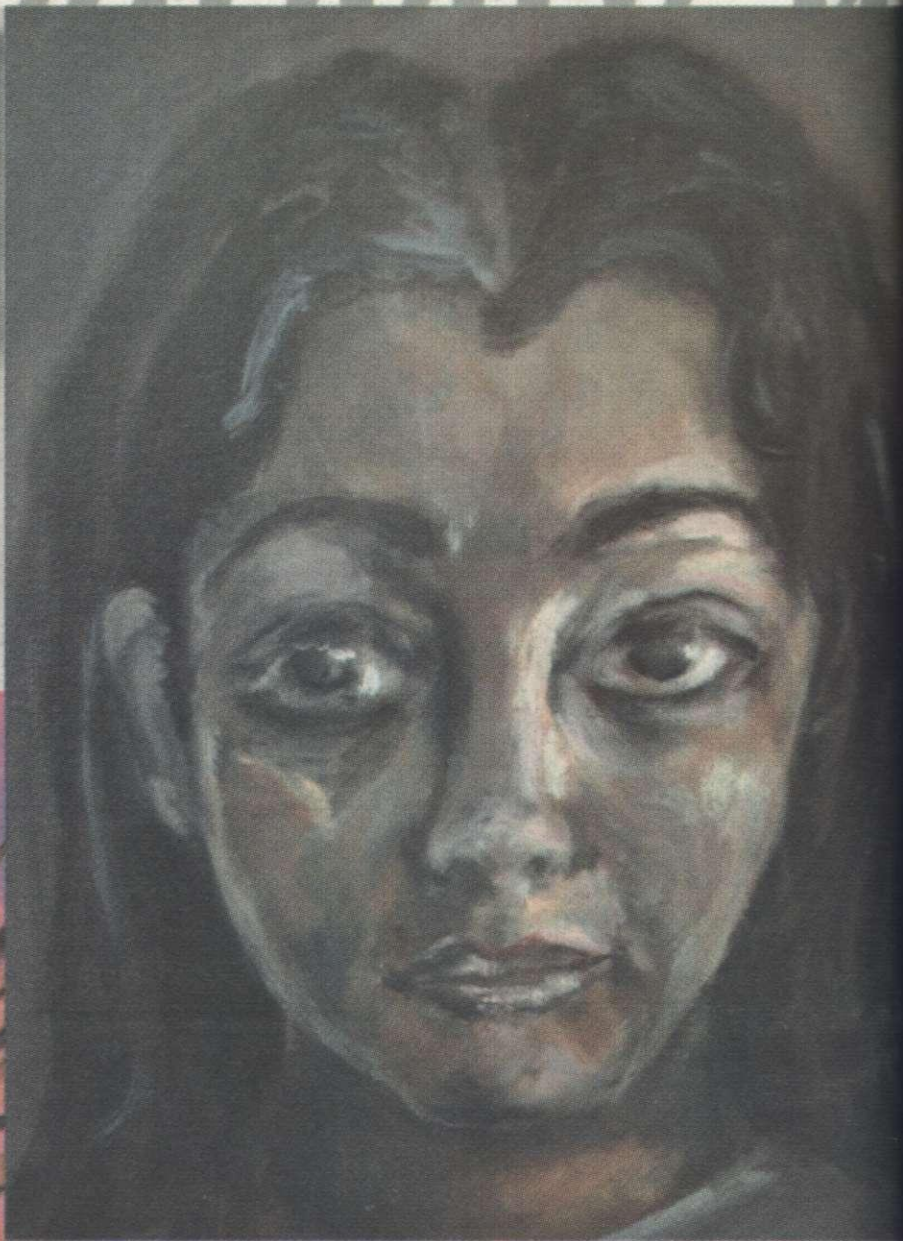
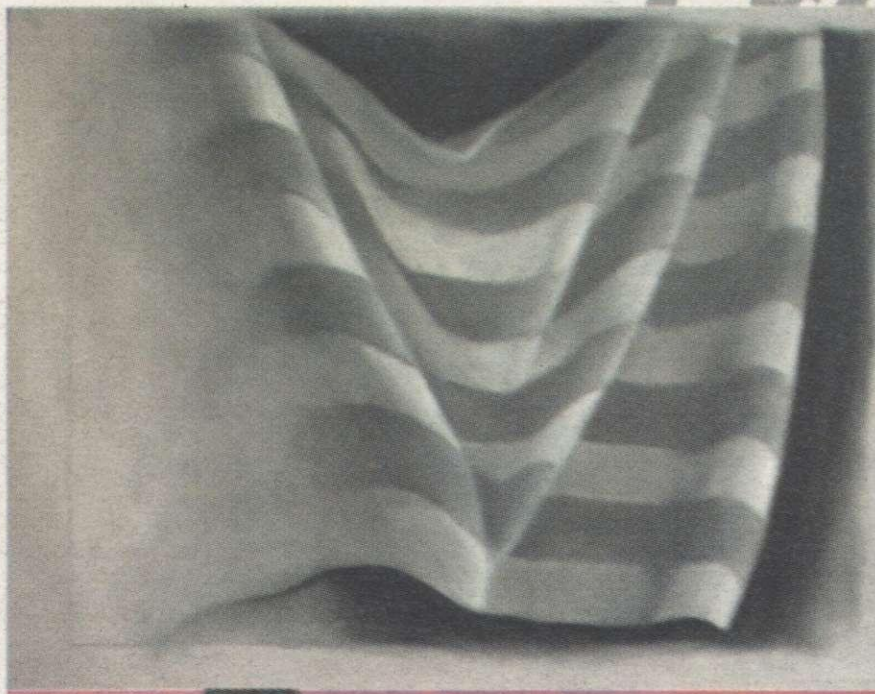
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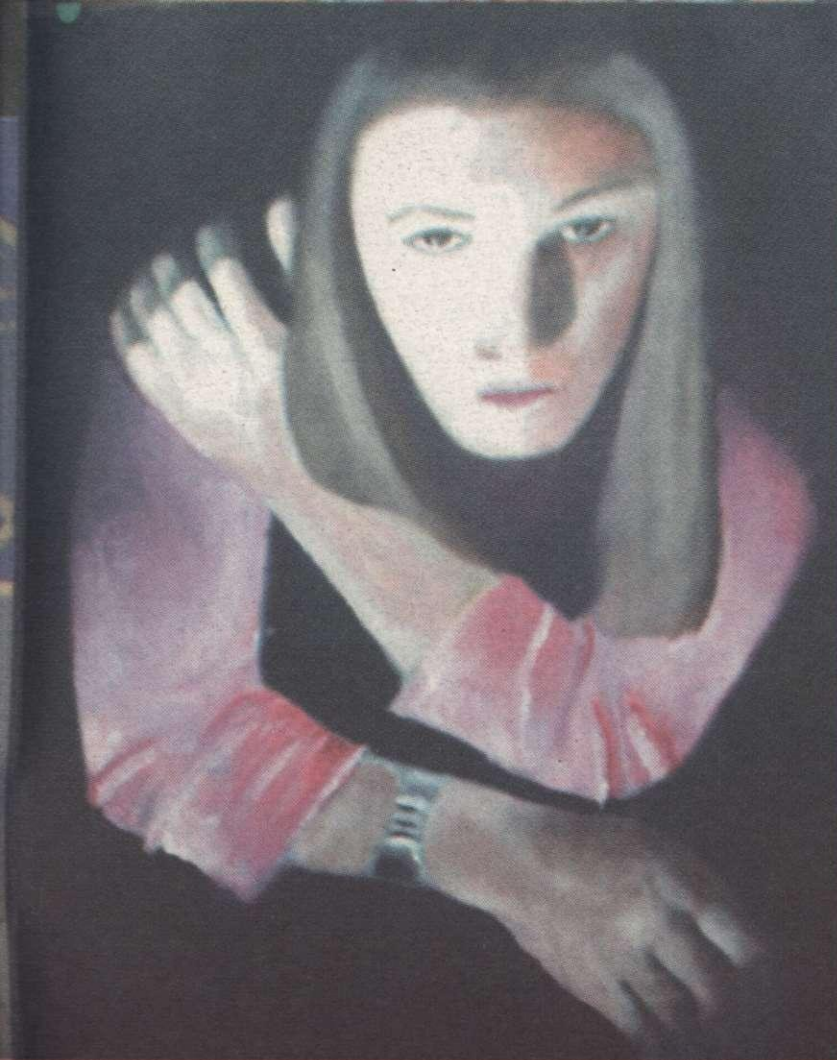
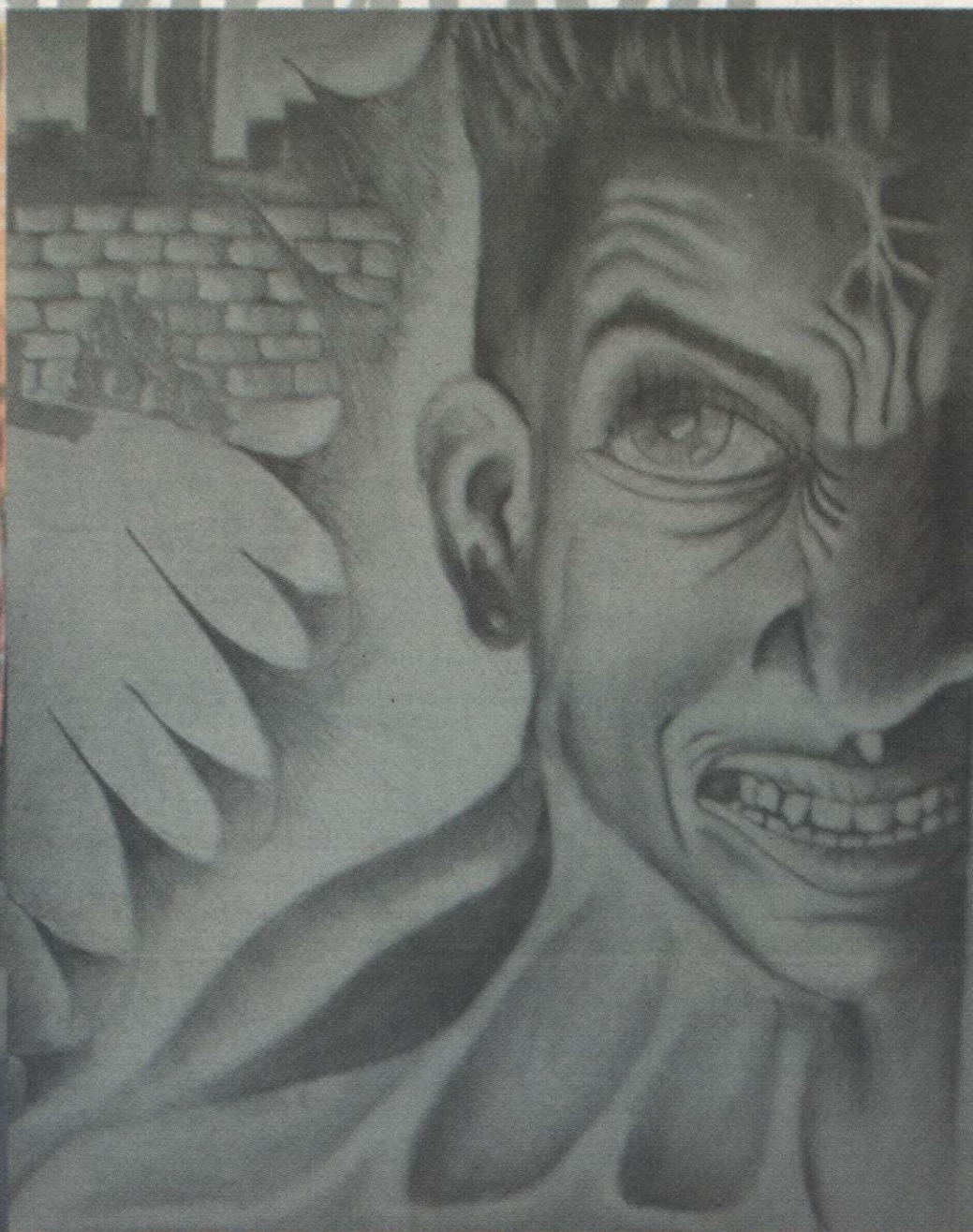
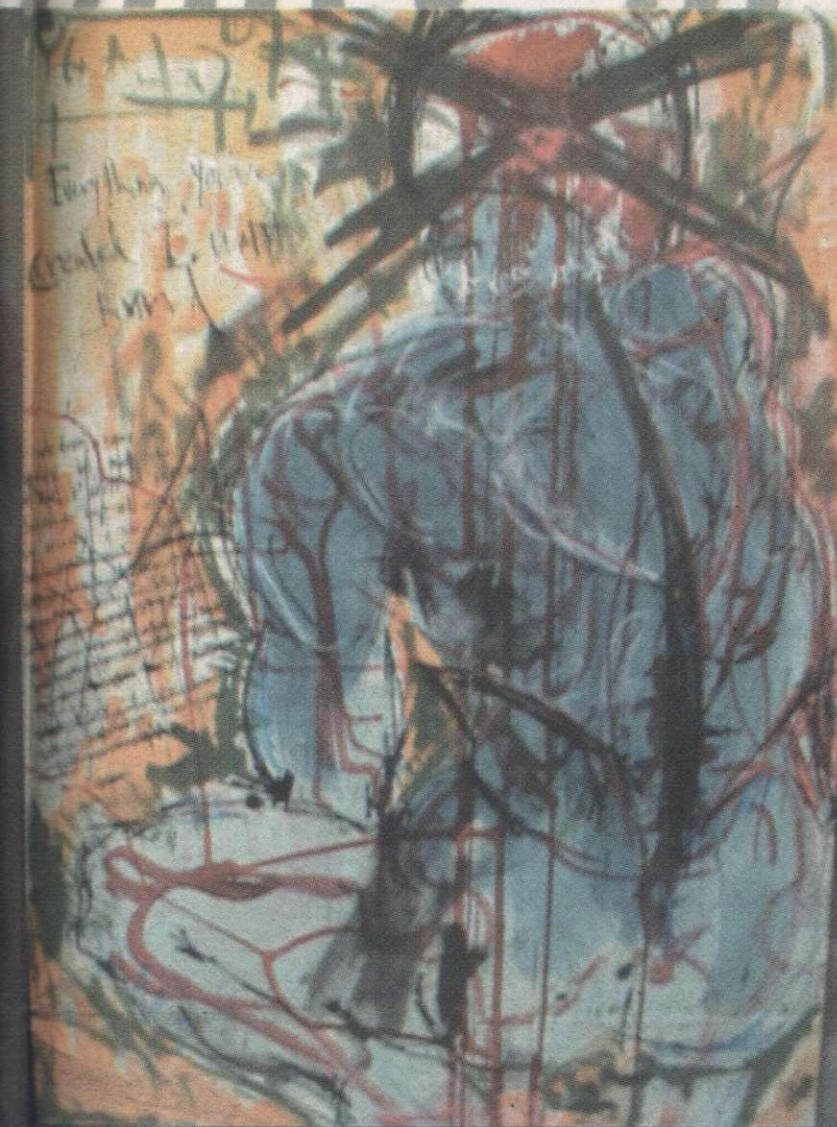
Schreiber



Photos by Andrew Montalenti
Page layout by Cary James

(l-r, t-b) Sophomore Shana Stoddard uses a Renaissance style to create a striped flag. Senior Radhika Vij captures her true self in oil paint. Senior Edar Clavero-Marquez expresses his emotions by using symbols and imagery in his artwork. Freshman Yuki Oshima uses powerful colors to create a remarkable portrait with oil on canvas. Senior Allison Narofsky demonstrates her sense of color and repetition in this computer-generated artwork.

Art Gallery



Tyler Graham showcases his unique style, as his chaotic exploration of human anatomy brings to life the words, "Everything you've created I want burned." in this still life watercolor painting. Freshman Jun Young Choi utilizes subtle shades in this graphic, monochromatic work of art. Senior Rachael Kearney presents a patterned piece.

Study hard for midterms

Every year Schreiber students face the halfway point of the year. Many see it as the glass is half full; others see it as half empty. Whatever the case is, midterms are taking over our school next week and the editorial staff of *The Times* would like to wish everyone good luck on their tests. Whether the four days are filled with tests or sleeping late, we hope that everyone is ready for their challenging exams and excited for the time off.

Hate is not the answer

The Schreiber Times wholeheartedly condemns the intolerable vandalism of the Weber all-purpose building. The vandal(s) should understand the implications of the swastika even if they did not intend any harm.

The swastika symbol is the symbol of the Nazis, the society that perpetrated a blatantly unforgivable period in history, the Holocaust. The usage of this symbol is not a joke and cannot be taken lightly. The swastika stirs up intense feelings of sadness and anger in both Jews—whose people were almost annihilated on the basis of prejudice—and non-Jews alike; each and every member of the modern human race should be ashamed to remember such an atrocity committed against fellow humans.

The vandal(s) must understand that their actions have served as a bitter and hate-filled reminder of the Holocaust and as a rebirth of the unbelievable, brutal acts performed primarily against the Jewish people. *The Schreiber Times* promotes equality and tolerance and strongly denounces this offensive, hateful assault upon the Jewish people.

Times Policy Statement

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

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

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

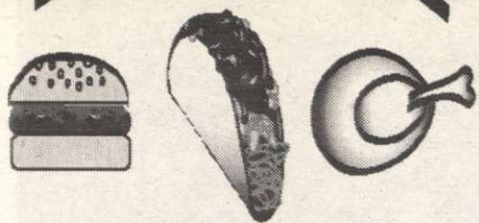
We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libelous, or contain unfounded charges. *The Times* reserves the right to shorten letters if doing so does not alter their meaning, and to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

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

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

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

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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.

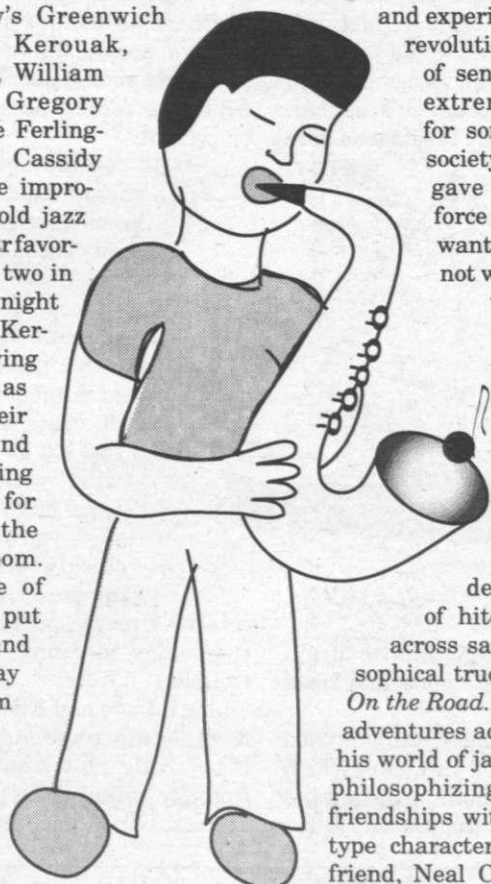
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Sophomore explores the Beat Movement

by Anushka Peres

It is the 1940s in the heart of New York City's Greenwich Village. Jack Kerouak, Allen Ginsberg, William S. Burroughs, Gregory Corso, Lawrence Ferlinghetti, and Neal Cassidy are enjoying the improvisation of the old jazz musicians in their favorite jazz bar. It's two in the morning; the night has just begun. Kerouak begins buying the group rounds as they discuss their ideas on life and society while trying to pick up girls for the night in the smoke-filled room. At 4 a.m., one of them begins to put on his jacket and tear himself away from the rhythm of the night. Before putting on his hat, he exclaims, "Man, I'm beat." Kerouak



puts down his mug after taking a sip and responds with the generation-defining words: "This generation's beat."

The Beat Movement is not long dead and gone. The Beats questioned society and experienced life in their own revolutionary way. Their lack of sense of nationality and extreme desire to search for something that popular society didn't have to offer gave the Beats a driving force and a way to live. They wanted to know how to live, not why. They soon became

the counterculture of the late forties and fifties.

It is a lifestyle, a philosophy, a sense of the world. Kerouak, one of the founding Beats, describes the Beat life of hitchhiking and coming across saintly hobos and philosophical truck drivers in his novel *On the Road*. This novel tells of his adventures across America in 1957: his world of jazz clubs and midnight philosophizing, and his inevitable friendships with the Groucho Marx-type character Dean (based on his friend, Neal Cassidy) and his close

friend Carlo Marx (possibly based on Allen Ginsberg). These three met at Columbia University, where Kerouak had received a football scholarship. They were soon expelled for their pranks and literary protests.

The beats sang out with rebellion through novels or poetry. Ginsberg's *Howl* is an amazing book-length poem which describes America and the destroyed minds of his generation. All poets and authors had their own thoughts, as they had their own experiences, and

transformed the mechanics of their ideas into beautifully expressive words pinpointing not only society's faults, but also their own.

The Beat Movement was one of rebellion, expression, and experience. I say, try something new and pick up a copy of *On the Road*, read Ginsberg's poems to experience how to live life by trying new things. As Gregory Corso once wrote, "Like all good spontaneous jazz, newness is acceptable and expected by hip people who listen."

Gina's book

White Oleander is delightful

by Gina Farinaccio

It was quite possibly the most intense reading experience of my life. Reading *White Oleander*, by Janet Fitch, evoked several feelings in me simultaneously: hatred, compassion, empathy, and a desire for the book never to end.

However, even before its cover opened, this book had two strikes against it. First, it is an Oprah's Book Club pick, and second, it is about a girl being shunted from one foster home to another. Oprah's Book Club books are stigmatized since they are often disgustingly sentimental. The plot can usually be reduced to a typical female protagonist leading a "voyage of self-discovery."

In *White Oleander*, the inner self-discovery pales in comparison to the colorful events that shape Astrid, the main character. A book about a girl moving from one foster home to another would usually be stereotyped as

uninteresting and overdone. However, it is often easy to forget the fact that the foster-care plot provides many different ways to analyze a character. Oftentimes, these two factors will prevent a high school-aged reader from picking up a book, but in this case, they add to the satisfaction, even on a teenage level.

When *White Oleander* begins, Astrid and her mother, Ingrid, are living together in an apartment. Ingrid is a strong-willed, unforgiving poet, whose

beauty has transformed her into a male-eating predator. When her boyfriend dumps her, she retaliates by covering his doorknobs with white oleander, a poisonous flower. She is sent to prison for his murder, and Astrid is forced to enter the foster care system. She lives in a number of different homes, each interesting in its own right.

Astrid's experiences teach her how to deal with her mother's influence in her life. Even from prison, Ingrid tries to maintain control over her daughter's life through letters and occasional visits. In examining Astrid's life and her existence in different homes, it is easy

to see why she might be called a "survivor." By adapting her behavior and demands to each new environment, Astrid is able to stay on top of the situation and deal with her loneliness. Astrid lives through a variety of settings: in a trailer where she develops a relationship with a much older man dating her foster mother, in an idyllic suburban neighborhood and in a rundown apartment with three other women. Constant change notwithstanding, she maintains her nearly unflappable composure and sense of self.

The ending of the book is only minimally rewarding; I found that it was a letdown from the fast-paced and interesting scenes throughout the rest of the book. However, the relationship Astrid finally ends up maintaining is interesting, if easily foretold. Though the ending may not stay with you, the overall impact of the book is indelible.

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Student spotlight

Eileen Shon



Courtesy of Port Light

by Adam Carron

Playing the piano is sophomore Eileen Shon's source of passion and fulfillment in her life. She has worked very hard at practicing the piano and was recently accepted to Julliard, one of the most prestigious music schools in the nation.

Originally from Korea, Eileen was four-years-old and living in Germany when she first began to play the piano. Eileen recalled, "I really liked the piano when I was four, so my mom bought me a piano. She taught me all the basics, and when we moved back to Korea I came under the instruction of some really great teachers. I practiced and continued to play from then on. I think [moving to the United States] made me a better player because I became exposed to different styles and learned new things. In America, the musical freedom provided gave me a chance to express myself through the piano."

Eileen, though not in the Schreiber orchestra, has been given the opportunity to accompany them. Of her live performances, Eileen said, "I am nervous, but I am also really excited. I love playing in front of other people. Before concerts start I sometimes feel like I want to run away, but after concerts I am always feeling good about myself, and I feel a great sense of accomplishment."

Eileen will be taking courses at Julliard each Saturday. She said, "I came to America in order to learn and I am confident that the professors at Julliard will expand my knowledge to the fullest extent."

Eileen, who especially enjoys playing the music of Mozart and Chopin, is also an "A" student. She has earned a spot on the high honor roll (the Principal's List) and has almost fully mastered the English language after moving from Korea two years ago. Eileen believes that her serious personality and determination will allow her to succeed in life. When asked about her future she answered, "For now, I want to be a concert pianist."

Frostbite sailors are devoted to the water, even in the cold

by Mea Geizhals

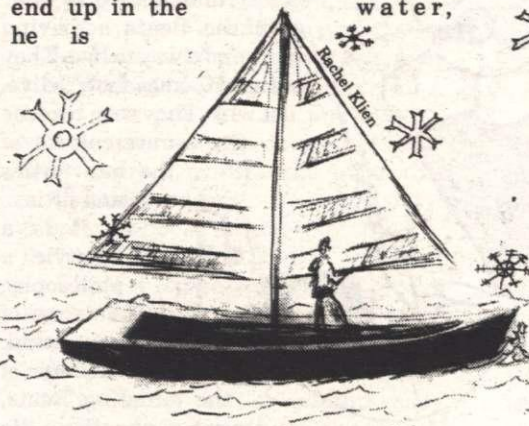
During the winter months most people think a good weekend consists of watching a movie, seeing friends, or just relaxing. The general consensus: stay indoors.

The sailors of Schreiber, however, imagine the perfect weekend to consist of being out on their boats in the middle of the bay. Yes, in the middle of the winter. One may ask, "Can't you get sick?" Yes, you can. That's why this kind of sailing is called, very appropriately, frostbite sailing.

Personally, I am one of those people who likes to stay inside during the cold months. So, I went to the experts, two sailors from Schreiber, to get all the information I could have asked for about frostbite sailing.

Sophomore Dave Lindenbaum has been sailing for about four years. He sails his Lasersailboat at the Sewanhaka Corinthian in Oyster Bay. "Frostbite sailing? It's fun and cold," he said. Dave went on to explain to me that the kind of sailboat he sails is only big enough for one person, has a single sail, and is very

prone to tipping. It sails very low in the water and is very fast, meaning that it is a "wetter boat" because there is a good possibility that you will, in fact, get wet. I asked why he would want to sail a wet, tipsy boat in December, and Dave answered, "Because it's a challenge...Lasers are fun." If someone does end up in the water, he is



probably already wearing a dry suit to begin with so that only his hands and head get wet.

The other kind of sailboat that is used in frostbite sailing is the Interclub, which is freshman Ellen Simon's favorite kind of boat to sail during the season. Ellen

has been sailing for two years at the Manhasset Bay Yacht Club. Since Ellen is a beginner, she sails an Interclub, which has a cockpit and is big enough for two people, rendering it easier to use. One person does most of the work while the second person serves to add weight.

Sniffing from a cold she caught from her last weekend on the water, Ellen warned, "It's a really good idea not to go when you don't feel well." The ideal wind speed for frostbite sailing is 5-20 knots, or about 7-30 mph. Ellen explained that if the wind speed is under 5 knots, your boat just floats on the water, and you sit in the cold. If the wind speed is over 20 knots, it is easy to capsize, and then your boat floats away quickly while you swim in the water and become even

colder. Unless you sail at the time of the happy medium, you're bound for trouble.

Both Dave and Ellen love sailing and don't see any reason to stop just because it's a little chilly outside. Although frostbite sailing sounds like lots of fun, I'll be staying inside this winter.



by Erica Burden

Since the attack on the World Trade Center on September 11, airport security has increased dramatically. Random baggage searches are conducted constantly, and passengers are forced to remove their shoes for inspection. Security check lines have grown to lengths that used to be unheard of, and the elimination of curbside check-in has caused many passengers to miss their flights. Record numbers of passengers are being moved to stand-by on their flights, which only adds to the delays.

In order to maintain high levels of security while shortening the time that is required for passengers to board, many solutions have been devised. Many of these employ "biometric devices" which digitally analyze biological characteristics such as facial structure, fingerprints, and iris patterns. Cameras, scanners, and computers that can be created as small as a computer mouse are used to collect this information. Face recognition is expected to be the most efficient for use in airports, because it can be used from farther away than finger scanners or other devices that require touch or a particular position.

On the high end of the technological scale are advanced x-ray scanners, which can identify powders and plastic weapons that regular x-ray machines

Erica's science CORNER

How has September 11 affected airport technology?

cannot, and hand scanners that allow access to aircraft operations and baggage handling. Such security, however, raises privacy issues, such as the misuse of full-body x-rays detailed enough to show gender. These privacy issues are defended by the American Civil Liberties Union. Also, any of the devices that were mentioned would be expensive to implement in each of the 450 commercial airports in America, and the burden would most likely fall on taxpayers.

There are many contrasting views on where to draw the line between

security and privacy, which is rapidly becoming a very relevant issue. Some say that passengers will be willing to endure longer check-ins because they have seen the evidence of poor security. Others claim the increased security will merely induce "air rage," a new development related to long lines and missed flights.

The future of flight and airport security is still unknown; however, what is clear is that changes are inevitable.

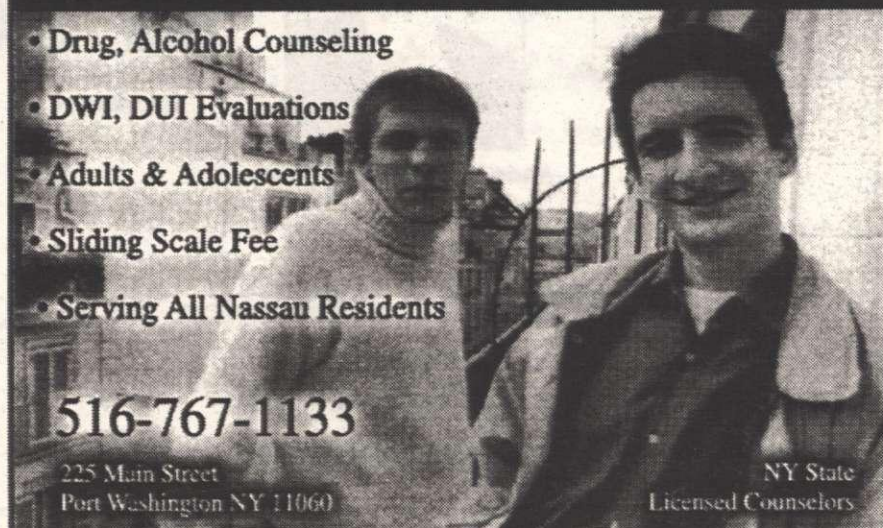
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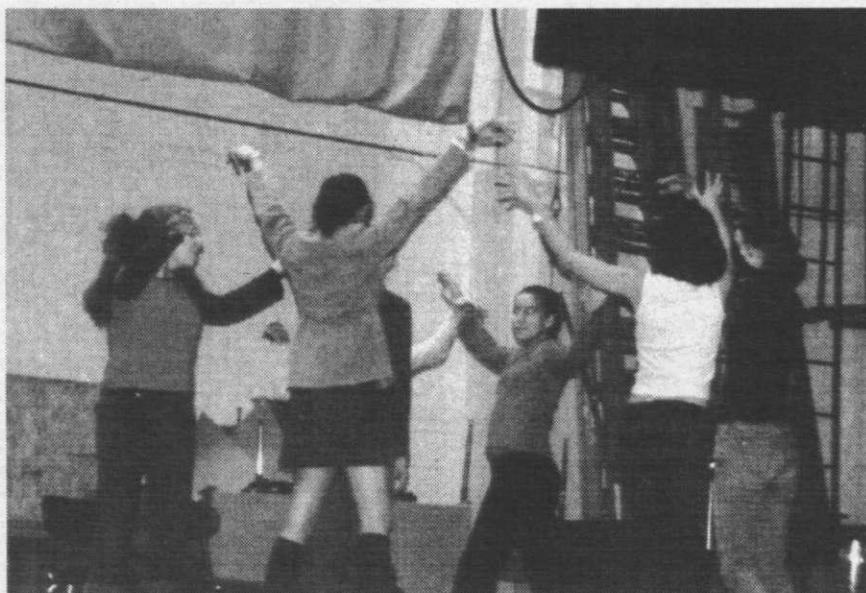
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Midwinter will bring Shakespeare's *Midsummer*

by Sam Salkin

The Department of Performing Arts will perform William Shakespeare's celebrated comedy, *A Midsummer Night's Dream*, January 31 through February 3. Most recently performed by the Weber Drama Club only a few years ago, newcomer Stephanie Turner is directing Schreiber's new rendition of Shakespeare's tale, which will be set against the backdrop of 1940s America. The story deals with four star-crossed lovers who run into the supernatural one evening in an enchanted forest.

The cast is a mix of Schreiber stage veterans as well as a host of freshman newcomers. The show stars senior Josh Gelb as Bottom, junior Jon Levin as Puck, senior Chris LaBanca as Oberon, sophomore Ariella Wurtzel as Titania, senior Vanessa Pozan as Hermia, senior Catrina Rorke as Helena, sophomore Jimmy Thompson as Lysander, senior Josh Bernhard as Demetrius, junior Evan Jay as Theseus, senior Laura Silver as Hippolyta, junior Sloan Mergler as Egeus, junior Katie Hartman as Philostrate, seniors Emma Smaldino and Jessica Ansel as Ladies of the Court, freshman Cailin Buondelmonte as Peaseblossom, senior Caitlin Tsuchiya as Cobweb, senior Karina Grant as Cobweb, freshmen Suzanne Cuomo and Kira Silver as other fairies, junior Gina Farinaccio as Quince, freshman Jon Merker as Flute, freshman Mea Geizhals as Snout, senior Maggie Bly as Snug, and freshman Jake Glickman



The fairies rehearse a dance during one of many choreography rehearsals. Like many Schreiber productions, *A Midsummer Night's Dream* will feature many choreographed dance numbers.

as Starveling. Rehearsals have been on-going every week since mid-December.

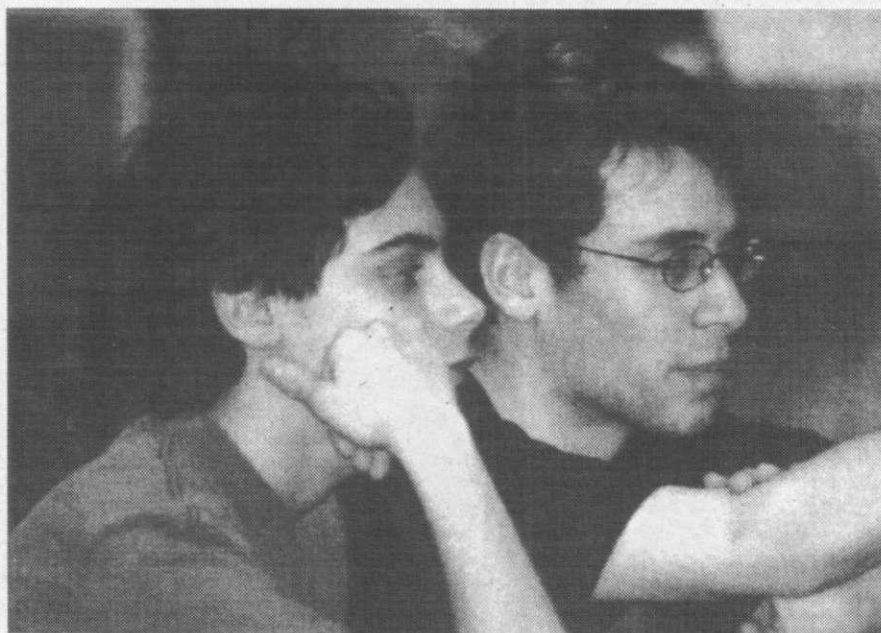
Turner brings a wealth of theater experience to Schreiber. During her five years living in Manhattan, she acted in several Off-Off-Broadway shows and toured with the National Theater Company and the National Shakespeare Company. Her other experience with Shakespeare includes playing Lady Capulet in an Off-Broadway performance of *Romeo and Juliet*, and more recently, working as Program Director at the Hudson Valley Shakespeare Festival in upstate New York. She spent summers working with high school students

in their Apprentice Actor's program, directing them in selected scenes from Shakespeare's plays. When Drama Club adviser Mark Gamell approached her to "pull something out of her hat" for the Performing Arts Department's winter show, she chose *A Midsummer Night's Dream* – the play that, in her words, "will never leave [her] life."

Turner was inspired to set the show in the 1940s first by the music of the period. "The music of the forties really fits the mood of the play," she says. "It has that swing, kind of party feel, which works well with the nature of this light-hearted comedy." It is also another original take on a work of Shakespeare. "Shakespeare is timeless," says Turner. "They're great stories, and great themes that can be applied to many situations. Also, when Shakespeare is not performed with English accents and tights, it tends to be more accessible to a modern audience. People tend to feel alienated by Shakespeare, but putting his stories in a modern setting helps an audience to better connect with the story."

Turner also has nothing but praise for Schreiber's thespians. "They're great," she says. "And I'm not just saying that. They're very professional, they have good instincts, and they take the work seriously. I was thrilled that they knew their lines so quickly – in my previous experience with this age group, that's always been a problem."

A Midsummer Night's Dream will debut in the auditorium on January 31 at 8 p.m., with performances to follow on February 1 and 2, also at 8 p.m., and February 3 at 3 p.m. A full review will appear in our next issue.



Junior Jon Levin (left) will bring his comedic talent to the role of Puck, and Chris LaBanca (right) will star as the commanding Oberon.

Winners selected for Drama Club's Second Annual Young Playwright's Festival

by Cary James

The Drama Club announced the winners of its Second Annual Young Playwright's Festival on January 8. The competition, open to all Schreiber students, was an opportunity for students to write their own one-act plays and submit them for consideration to be produced. Six winners were chosen from all the entries, and the plays will be performed by the Drama Club on March 8-10.

This year's festival will include: *The Men In This Room* by senior Josh Bernhard, *A Play For The Ages* by sophomore Ashley Gamell, *Illegitimate Art* and *Cuffed* both by senior Joshua William Gelb, *What It Means To Be From Maine* by junior Jon Levin, and *Difference of Object* by senior Andrew Montalenti. Over the next two months, the authors will be allowed to revise their work and will watch their plays translated to the stage under the supervision of club advisor Mark Gamell.

On the heels of the first highly successful Young Playwright's Festival, expectations for this year's evening of student-written drama are high. Auditions will be held next month and are open to anyone interested in acting. Not only does the festival offer an opportunity for students to write their own shows, but also allows an ambitious few to direct them as well. "This is an incredible program where students get to be involved in every aspect of the creation process through to the final production," says senior Lee Evans, a member of the Drama Club Board. Senior Josh Bernhard agrees: "The Young Playwright's Festival is a very unique opportunity. Most writers never get to see anything they've written actually be performed."

A full review of the performances will appear in the March issue.

The Fellowship of the Ring

wows audiences around world

by Andrew Montalenti

Remember that first time you saw *Braveheart*? The way it inspired you and made you feel like there is still hope in this world for heroes, for true heroes? The way Mel Gibson's last, deafening word made your spine tingle, and the ensuing music made your eyes water? The short epilogue that followed seemed like nothing more than a way to lower you back into reality gradually, before suddenly pulling the plug of fantasy by cueing the end credits. And, while listening to the theme music and watching the names of all who put together that piece of art, you realized that what you just saw was what filmmaking was all about—putting something powerful and extraordinary on the big screen.

In the seven years since *Braveheart*, I waited and waited for that same kind of awe-inspiring filmmaking to grace audiences and quench my growing thirst. And then it struck. On opening night—December 18—I was finally

inspired once again.

The Fellowship of the Ring blew me away. I was not able to blink for the entire three hour movie.

I have only one word with which I can describe this movie: "spectacular." It is a spectacle of filmmaking that restores my faith in the Hollywood machine. At least for every thirty-five *Pearl Harbors* you get three "Lord of the Rings" movies.

For Tolkien fans, the movie is a blissful recreation of the world that had already been painted in your mind by Tolkien's poetic language. As the camera pans upon the Shire—the lushly green landscape in which the race of Hobbits lives—you cannot help but ask yourself, "How is this happening?" I read *Fellowship*, but now I am living it. When Ian McKellan first appears on the screen as Gandalf the Grey, the collective jaw of the opening night audience members dropped. In the Tavern scene with Frodo, Sam, Merry and Pippin, the hooded shadow lurking in the corners prompted whispers in the theatre: "it's Aragorn."

Yet, objectively, the movie was a feat of creation, regardless of the source

material. Yes, I may be biased because Tolkien defined my reading list for my first few years as a teenager. And, yes, I am a sucker for a swords-and-magic-epic. But, I am also a self-proclaimed film critic, and I can say that non-Tolkien fans will not be (and, by and large, have not been)



Frodo (Elijah Wood) studies the sword that glows blue whenever orcs are near.

disappointed with this film.

The reason is that the basic elements of great storytelling are there, embedded in Tolkien's work. There is a great evil—Sauron—threatening the destruction of the known world. There is an underdog hero—Frodo—chosen as the key to the survival of the good. And there is a great force thrown into the balance—the Ring of Power—that tempts the corruptible characters into greed and deceit. Finally, there is the fantasy world of Middle Earth, which provides a setting in which anything is possible.

Capturing all of Tolkien's basic elements, Peter Jackson, the now-famous New Zealand director of the trilogy, converted textual eloquence to visual beauty through a convincing cast, seamless special effects, and riveting photography.

Elijah Wood portrayed Frodo Baggins' quick transformation from a naive youth to a mature bearer of the One Ring with the kind of accuracy you would not expect from a star of sub-par flicks, such as *The Faculty* and *Flipper*. Viggo Mortensen,

who is only known for his roles in lukewarm movies like *28 Days*, exemplified heroic cool in a way only done previously by Morpheus in *The Matrix*. And Ian McKellan is Gandalf.

The special effects seep into every scene of the movie. From the color adjustments that allow for vibrant scenes reminiscent of the fantasy world created in *O Brother, Where Art Thou?* to the suspenseful battles of the ringwraiths and orcs, not one frame is left untouched by the digital magic brush.

The special effects work borders on ultra sensory in Gandalf's magical battle with the Balrog at Moria. Gandalf says, "You cannot pass," as he thrusts his staff into the ground and calls upon his defensive conjuration. "I am a servant of the Secret Fire, wielder of the flame of Anor, you cannot pass! The dark fire will not avail you, flame of Udun. Go back to the Shadow! You cannot pass!" The scene retained the impact of the text, and is truly epic in scope. In short, it is "FREEEEEDOM!" all over again.

Despite the great expectations the public had for Jackson, he never allowed his directing hand to get in the way of the storytelling. He does not pride himself on some unique filmmaking style, styles like those of directors Wes Anderson (*Rushmore*, *The Royal Tenenbaums*), Darren Aronofsky (*Pi: Faith in Chaos*, *Requiem for a Dream*) or Tim Burton (*Sleepy Hollow*, *The Nightmare Before Christmas*). Jackson allows the story to unfold before your eyes. Despite the fact that four-foot tall hairy midgets are running around saving the world and big trolls and wolf-riding specters are trying to destroy them, you believe that all of this is happening, and you are right in the middle of it.

When the movie ends, you feel shoved back into an unexciting reality where the struggle of good versus evil is nothing more than political propaganda and your life lacks meaning, just as Bilbo's did. You, like he, feel the need to just disappear from it all again and rush into the forest to seek out adventure.

I guess that's what next Christmas is for.



The Hobbits (r-l) Sam Gamgee (Sean Astin), Pippin Took (Billy Boyd), Frodo Baggins (Elijah Wood), and Merry Took (Dominic Monaghan) set forth on a grand adventure.

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Varsity wrestling progresses steadily

by Matt Chin

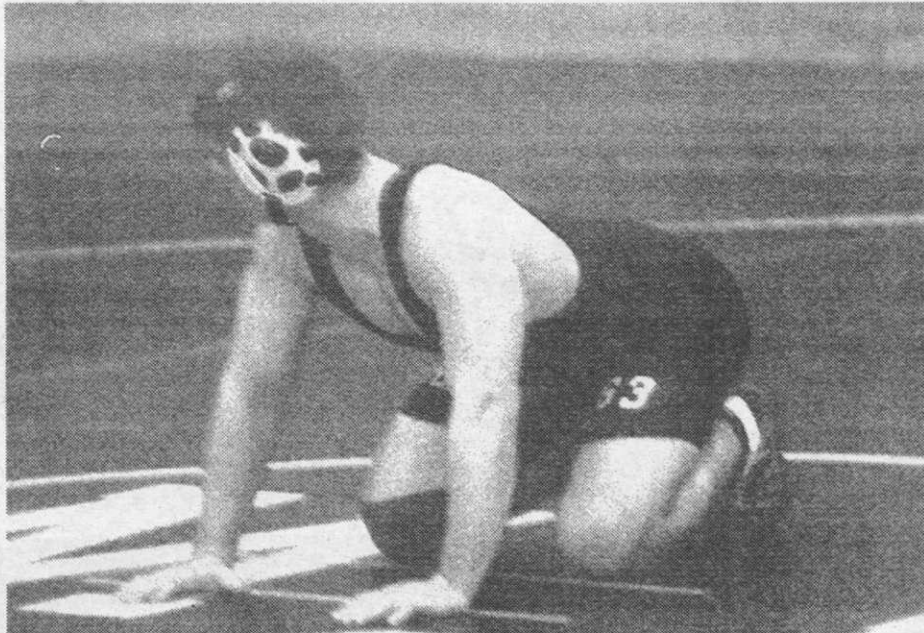
Schreiber's varsity wrestling team had a slow start this season but showed immense improvement in its close loss to Garden City on January 11.

Port's 26-43 loss to Garden City was much closer than its final score reflects. Only one Garden City win was a pin.

After all seniors on the team were recognized in their last home appearance, Port went into the match with high hopes and competed effectively. Among the most important wins for Port were junior Fernando Navarro's victory in the 130 pound class and senior Scott Schnipper's triumph in the 140 pound class. Other key victories were by junior Matt D'elia in the 115 pound class and junior Rob Tartaro in the 152 pound class.

Port had better luck in its meet against Wheatley on January 9. With three pins in the first three weight classes, junior John Pakel and sophomore Chris Horvillieur also had crucial wins as Port dominated virtually every aspect of the match.

Port lost 27-36 to Kennedy Bellmore in the season opener. Navarro and Horvillieur both had important wins for Port. D'elia faced last year's third ranked wrestler in Nassau, but lost by



Scott Schnipper prepares for his match against Garden City. He defeated his opponent 9-1 in the 140 pound class.

one point.

Though Port had a difficult start, the team is not disheartened. In addition to the fact that Garden City and Kennedy Bellmore are among the top five schools in Nassau, Port will face a lineup of

easier teams in its next matches against Calhoun, MacArthur, and Hicksville.

Coach Anthony Schettino optimistically added, "It's good that we're starting to peak towards the end of the season, and I like the improvement I'm seeing."

Boys varsity basketball surpasses expectations

by Min Suh

The boys varsity basketball team has won four straight games to improve to 6-2 this year.

The Vikings beat Valley Stream South on January 8, 70-51. Valley Stream put up a tough fight in the first quarter, but the Vikings broke away in the second quarter. On the strength of sophomore Ira James' eight points, the Vikings outscored Valley Stream 17-7 in the quarter, making the score at halftime 34-22.

In the second half, Port continued to put the pressure on Valley Stream, who was not able to keep up. Port won 70-51.

Junior Ray Ross had a huge game for Port, tallying a triple-double with twelve points, eleven assists, and ten rebounds. He came three blocks short of getting a quadruple-double. Senior Eric Mandelkern added sixteen points for Port.

The Vikings defeated Calhoun 73-62 on January 5. Port came out intensely in the first quarter, outscoring the Colts 26-16. Senior Pat Mulqueen led the

attack for Port, scoring seventeen of his twenty-six points in the first half. Calhoun tried to mount a comeback in the second half, but Mulqueen put the game away by going nine-of-ten from the foul line.

This game was important for Port, as it was their first league game. Hopefully it will set the trend for the rest of the season, and Port will continue to tear it up in league games.

The team is confident that they will be able to make the playoffs this year, making up for last year's poor 1-10 performance.

A new addition to Viking tradition

by Jonathan Kroppmann

Schreiber High School has been well respected when it comes to sports. However, the last few years have not been so generous for Schreiber athletics.

This school excels in sports such as soccer and lacrosse. Unfortunately, not everyone in this school plays those two sports; they either play others or no sport at all. Schreiber has a lot of unrecognized athletes who play hockey, a sport that this school does not have. Hockey in the last two years has swept across the town and a large number of youths in town play hockey. However there is just one problem - there is no local team. This means that those students who play hockey cannot play for Port, and, as a result, go somewhere else or do not play at all. These students will not be able to be recognized by colleges for their hockey skill.

There are several local rinks in Port Washington. They are primarily used for learning how to skate. Schreiber would be able to play at one of these local rinks if we had a team. The other problem that is brought up is who will pay for the

equipment and uniforms. The solution is simple: the students can buy the equipment themselves. If they really want to play hockey and they need it for college, I am sure they will not mind spending a little money. This would give other students who are not doing that well in school, and who don't play other sports, a chance to excel. It will also give them a shot at getting into a good college with an athletic scholarship.

College is one of the most important things to a high school student. In order to get into a good university without a scholarship someone must have a lot of money, among other things. Scholarships are the easiest way to receive help financially. To receive a scholarship you must have very exceptional grades and excel in sports. This is no problem for all those "jocks" who play lacrosse or football, but what about the kids who play hockey? Hockey is a very good sport for which to gain a scholarship. Many prestigious universities have great hockey teams. If we had a team at Schreiber, the students who play hockey would have a chance to prove themselves as athletes and would get a shot at a

good scholarship for college.

Two years ago there was talk about forming a hockey team up here at Schreiber, but Schreiber did not go along with the project. A hockey team in Port Washington would open up a lot of opportunities for many students at Schreiber High School. Instead of building this extension onto our school, why not just form a hockey team? I doubt it is going to kill us if our school remains this size. The hockey team, on the other hand, would help us as a school and our reputation would improve. It would especially help the students who play hockey and were never able to prove their skills just because there is no team in Port.

Forming a hockey team at Schreiber High School would be a great idea and would give students a chance for a great future and a chance for a great scholarship to college. This team would be a great addition to our Viking tradition and it would prove a worthy one at that. There are exceptional athletes in Port who play hockey, and this would help to raise the standards of Schreiber athletics.

Fitness Corner: Abs of Steel

by Andy Fradelakis

Please note that Andy Fradelakis is not a licensed personal trainer. He has no professional degree in this area and speaks purely from his own experiences and research. Consult a qualified, licensed physician and personal trainer before beginning this or any other diet or exercise program.

Do you wish you had rock-hard abdominal muscles? Well, now you can.

In order to have good definition in your midsection—in order to make your abs show—you have to have a body fat percentage of around 10% or below for men and about 14% or below for women.

To achieve this, it is recommended that you observe the following guidelines:

- 1) If it is possible, try to train your midsection on an empty stomach; this will allow you to burn up the stored body fat instead of carbohydrates.
- 2) Before you do any ab workouts you should do some type of aerobic activity such as Tae-Bo or step aerobics. This allows you to achieve a better contraction of your abs when you are working them.
- 3) Cut down the rest time in between sets. The best thing to do is simply exercise often. In time, you will only need to rest for about one minute or less. Eventually, you could get it as low as 10 seconds.
- 4) The most important factor of all in developing and defining your abs is nutrition. Here is a general nutrition guide for you to follow; you can change it at any time to meet your needs.

a) Get rid of those saturated fats you find in various types of beef and egg yolks. Try to keep your fat intake to about 20 grams per day.

b) Eat foods high in protein, such as chicken, egg whites, and non-fat milk. You can supplement "real" foods such as these with protein bars if you are on the go and do not have time to have a nutritious lunch or dinner.

c) Do not eat junk food!

d) Do not eat at night before you go to sleep. At night your metabolism slows down and you do not burn as much body fat as when you are awake. This will lead to whatever you ate being stored as fat in your body.

e) Drink as much water as possible during the day. Your muscles are composed of about 70% water and you need to be fully hydrated throughout the day.

You should try to work your abs about 3-5 times a week. Depending on how intense your ab workout is, you may need a day or two to let your abs heal. Here is a little sample workout for you to try:

- 3 sets of 15 ---- Reg. Crunches
- 3 sets of 15 ---- Leg Levers
- 3 sets of 15 ---- Bicycle Kick
- 3 sets of 15 ---- L/R Crunches

Try this with taking a one-minute rest in between sets and holding each repetition for a count of two seconds. If this becomes too easy, then increase the number of sets for any of the exercises.

VIKING SPORTS

Girls varsity basketball trounces its opponents

Lady Vikings crush Great Neck South, 65-36, for their eighth win

by Min Suh

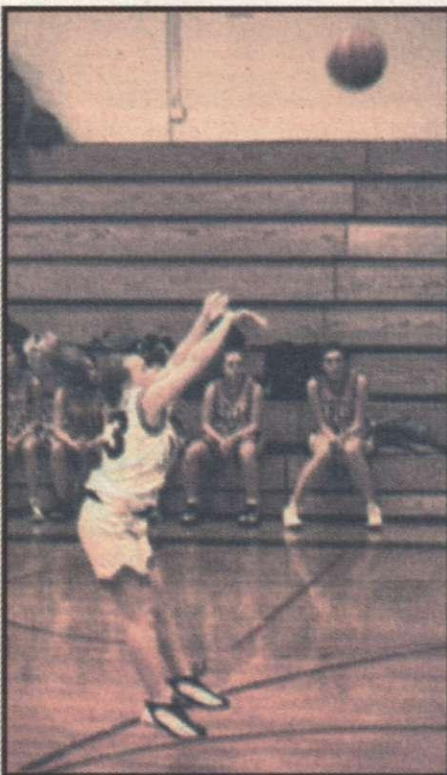
The Lady Vikings started the season with seven straight wins, before finally losing to Elmont on January 4. The team responded to that loss by destroying Great Neck South on January 8, 65-36.

The speed and shooting ability of the Lady Vikings allowed them to control the tempo of the game and prevent Great Neck South from getting close.

Senior Molly Catchen scored all eleven of her points in the first quarter, including opening the game with a lay-up. Great Neck South was outmatched, and Port broke out to a large lead within the first few minutes of the game. By the end of the first quarter, Port was up 17-4.

Port overpowered Great Neck South, who had almost no shooting game. Catchen was on fire as senior captain Sarah Walsh continued to feed the ball to her. Sophomore Danielle Gil added ten of her fourteen points in the second quarter as she stepped up with three back-to-back outside shots. At halftime, Port was up 31-15.

The Lady Vikings continued to shine throughout the third quarter with nearly half a dozen steals and drawing further away from Great Neck South, 52-23. Port's ability to force turnovers prevented Great Neck South from mounting a comeback. Great Neck South opened up the last quarter with several points, but Port remained in control. The final score was Port Washington 65, Great



(left) Junior Deirdre O'Connor takes a shot against Great Neck South. She scored four points in the game.



(right) Lisa Vogeley shoots over a Great Neck South defender. She finished with six points.

Neck South 36.

Both Walsh and sophomore Michelle Kornblau scored thirteen points. Juniors Deirdre O'Connor and Lisa Vogeley finished with four and six points, respectively. Senior Chandra Moore and junior Danielle Russo both contributed two points.

On January 4, Port lost its first game of the season to Elmont, 60-50. Walsh and Vogeley both scored sixteen points, but this was not enough to overcome Elmont. Port came within four points in the fourth quarter, but Elmont pulled away on the strength of Dana Brown and Tiffany Daley, who each scored

sixteen points.

The Lady Vikings are already looking like a well polished squad. If their season continues to go as well as it currently is, they will go far into the playoffs.

All photos by Dave Whittemore



(left) Senior Sarah Walsh dribbles downcourt as the Lady Vikings try to get open. (right) Walsh takes a shot, scoring two of her thirteen points against Great Neck South on January 8. Port won, 65-36, on the strength of sophomore Danielle Gil's fourteen points.