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Paul D. Schreiber High School Port Washington, New York Volume VIII No. 4
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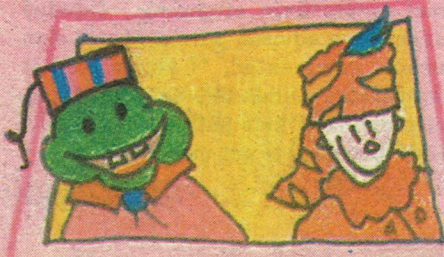
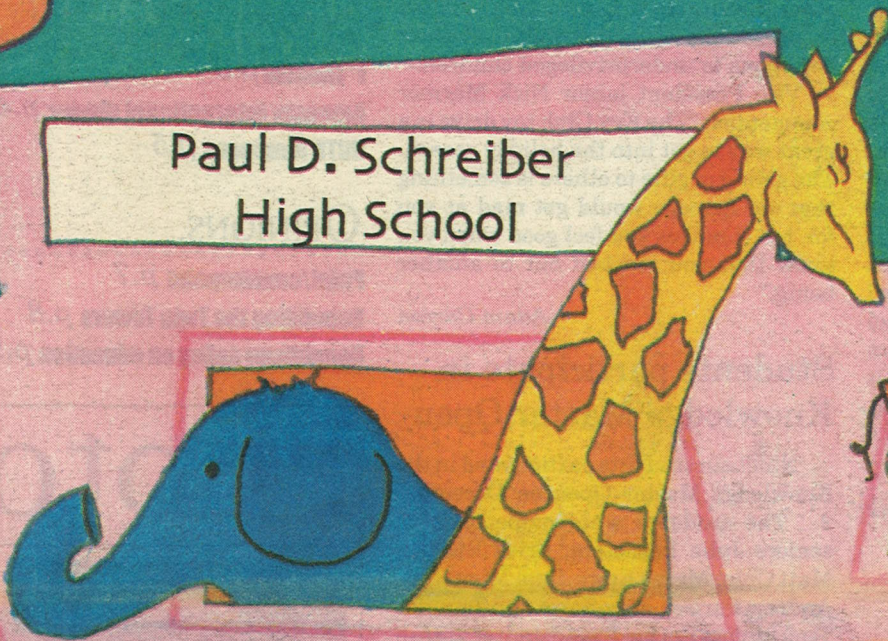
Friday, December 20

2002

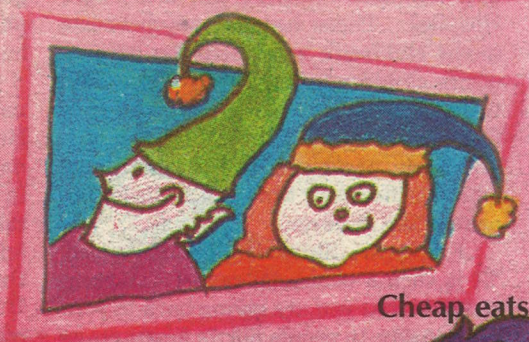
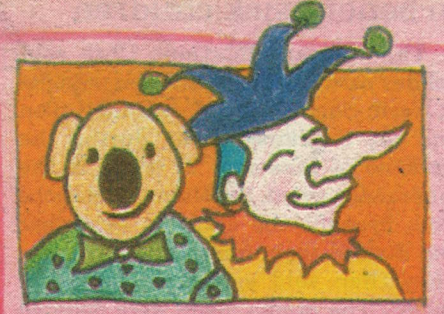
Paul D. Schreiber
High School



Volunteering



Window painting



Cheap eats



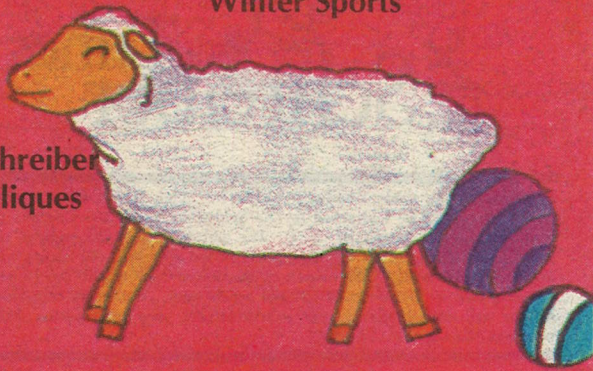
Toy review



Winter Sports



Schreiber cliques



NEWS BRIEFS

Dr. Harold Koplewicz speaks on teen depression

The first Gambol 2003 fundraiser was held in the Schreiber Auditorium on December 9. This fundraiser involved guest speaker Dr. Harold S. Koplewicz, who discussed teenage depression and suicide.

Dr. Koplewicz is a doctor at Long Island Jewish Hospital, and is deemed by many America's best mental health expert. He is editor-in-chief of the *Psychopharmacology Journal*. He recently completed his second book, titled *More than Moody*, which discusses treatment for depression in the five different affected areas of a child's life. These include an adolescent's mood, sleep, social life, appetite, and concentration. At this lecture, he spoke about the depression that students face during middle and high school and traced the different stages of the disorder through adolescent life.

Although there was a good turnout at the event, the heavy snow prevented some people from attending. Gambol Fundraising adviser, parent Ms. Evelyn Burack, commented, "I think that it [depression] sounds like an adult topic, but millions of kids suffer from it, so I think they need to get involved."

~Jen Schmirer

HRC sells holiday cards to benefit sick children

The Human Relations Club sold holiday cards made by children patients at North Shore Hospital at King Kullen and the Schreiber lobby during the weekend of December 7. Prior to the fundraising event, the Human Relations Club brought the cards to Schreiber and divided them into packages of ten. They then sold each package for a dollar. The profits made were donated to psychiatrists working at North Shore Hospital. These hospital psychiatrists in the children's ward help the parents of sick children through rough times and work directly with the children as they fight their specific illness. On top of it all, these psychiatrists are volunteers who sacrifice their time and skills for the sake of the children.

Freshman Shira Helft commented, "It is such a beneficial cause. It's great to know that you are giving back to your community, to people not as fortunate as you during the holiday season."

~Sophie Kroft

Key Club holds annual holiday toy drive

The Key Club, an organization dedicated to performing community service, held a toy drive from December 12 until today. In order to gather toys for those in need, the club placed a box in the main lobby for students to donate a variety of toys for children of all ages.

In past years, the club has had a great turnout of toys brought by the student body. The members of the club then take it upon themselves to get the toys to homeless shelters, hospitals and other charitable organizations. These organizations then distribute all their donations to underprivileged children.

Vice President junior Nick Marmor commented, "The Key Club toy drive is a great way to get into the holiday season. The giving of gifts to others is something that old Scrooge would get mad at you for, but it makes you feel good when you know that you reached out to another being."

~Adam Carron

Students participate in Knowledge Master Open

Nineteen students participated in the Knowledge Master Open on December 2. The students who competed were seniors Julia Bernstein, Erica Burden, Matt Chin, Merve Emre, Sam Marcellus, Andrew Pariser, Max Sokol and Jennifer Tsai; juniors Rachel Brandstadter, Ritesh Chatterjee, Marla Diakow, Jane Forman, Greg Hiller, Sam Salkin and Megan Zebroski; and sophomores Jessica Becker, Sarah Catanzaro, Shelby Kovant and Adwait Parker.

The Open consisted of two hundred timed questions. The categories of the different questions include American history, world history, government, current events, economics and law, geography, literature, English, math, physical science, biology, earth science, health, psychology, fine arts, and trivia.

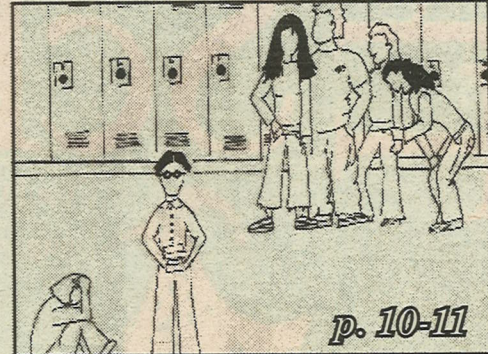
The Knowledge Master Open is a nationwide contest run by the Academic Hallmarks group. Students all over the nation take the same quiz on computers in their own school. The results are then tabulated and sent back to the schools and are compared with schools all across the nation. Chatterjee commented, "I highly anticipate seeing how we do compared to other schools around the nation."

~Jen Schmirer

Inside.

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THE HORRORS OF CLIQUES



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Photo Gallery



This picture was taken by Senior Emily Miller for Ms. Joy Jaworski's Photo I class. It exhibits incredible shallow depth of field. This photo, depicting Miller's brother, resonates with a powerful tranquility.

FRONTPAGE by Ray Suh and Sharon Weinberg

CENTERFOLD by Nicole Tingir

BACKPAGE by Jessica Gross, Amanda Lincer and Christy Wurmstedt



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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.

Frank Banta, principal
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I'Themba advocates racial acceptance and pride

BY Nicole Cohen
Staff Writer

The performance group I'Themba gave a presentation on the impact of apartheid in South Africa on November 18. The program began with a speech by Principal Dr. Frank Banta on the importance of ethnic diversity and positive race relations. Then the group performed an energetic dance to their original music. Afterwards, the group performed a skit that illustrated the personal impact of apartheid on the youth of South Africa. In the skit, the group played roles of students who were each assigned a project in which they had to relate a story to the Truth and Reconciliation Commission, the group that was set up to ameliorate race relations after the end of apartheid.

Each story was an impassioned monologue on the negative effects of apartheid. The stories were told from many perspectives. The first story exemplified the prejudice that existed between the South Africans and the Zulu tribes. In the story, the girl spoke of how a Zulu saved her after she was hit by a car. Due to the stigma against the Zulu tribe, however, she never told anyone about the heroic man who helped her. Moreover, she never thanked him. The next story was about how the prejudice between African and Caucasian people was so deeply engrained in a Caucasian man, that he believed a waitress was bad at her job because she was black. The third story highlighted the tragedy that apartheid caused. In a very emotional speech, the boy told a story of his brother who attempted to mobilize against the repressive regime. As a result, his brother was badly beaten by a white sergeant. From then on, the boy said that he was never able to fully trust white men. A white girl who had a black nanny told the next story. She said that one day she was playing with her mother's jewelry when she accidentally dropped one of her gold rings down the drain. She never told her mother about it, and consequently her parents suspected the black nanny, Martha, of stealing. Once again, the girl did not tell the truth, and as a result, Martha was fired.

The overall message of the assembly was to "keep your eyes on tomorrow, and your feet on today." It informed the student body of the inequalities and extreme racism that plagued Africa during the apartheid. According to junior Andrew Malone, "It was interesting to see the kind of issues and problems the other cultures are passionate and care about. I'Themba demonstrated this very well while giving a new perspective."

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Christy Wurmstedt

I'Themba members demonstrate racial violence while another member tells a personal story.



Christy Wurmstedt

I'Themba opens up their presentation with a group-choreographed dance.

S. A. P. C. protests drug and alcohol with a day of silence

BY Adam Carron
Staff Writer

The Substance Abuse Prevention Committee silently commemorated the "Day of the Dead" on November 27. The day before the Thanksgiving recess, the club recognized people who have died due to drugs or alcohol.

The participants dressed in black, as if they were in mourning, and placed a drug or alcohol fact on their back. Certain committee members were also instructed to place an "X" on the backs of classmates to signify how many teenagers drugs and alcohol have killed. All ninety-

three "victims" lined up in the lobby five minutes before school ended. Throughout the whole day, students were not allowed to talk, which emphasized their "mourning."

The Substance Abuse Prevention Committee decided the day before Thanksgiving break would be an appropriate day since Thanksgiving eve has the highest number of drunk driving incidents in any given year. Junior Amanda Otte commented, "Drugs and alcohol are a definite problem in our school district. The day "Day of the Dead" gave a new perspective and made people realize the dangers of drugs and alcohol."

Blue and White Night captains '03

Blue Theme:
Dr. Seuss

White Theme:
Alice in Wonderland

Dance Captains:

Dance Captains:

Adrienne Barasch (11) and Steph Cullen (12)
Lauren Elicks (11) and Pamela Arnett (10)
Jordan Sinclair (11) and Daniela Pisani (11)
Samantha Marten (11) and Rachel Klein (12)
Michelle Rinke (12) and Lizzy Bellus (12)

Dara Bain (11) and Perri Mogul (12)
Jen Kolodney (12) and Stacey Kirsch (11)
Ellen White (11) and Kate Dellon (12)
Arielle Heller (12) and Brittney Bauso (12)
Ale Seligson (12) and Jessica Friedman (12)

Skit Captains:

Skit Captains:

Erin Dermody (12)
Sophie Porter (12)
Jenna Milillo (11)
Crystal Wei (11)
Natasha Pulaski (10)
Gavina Vigilis (10)
Jillian Hochdorf (9)
Brooke Rosenberg (9)

Jessica McGuire (12)
Samantha Talesnick (12)
Lauren Kropacek (11)
Hannah Reinhard (11)
Farrin Jay (10)
Alyssa Zahler (10)
Dana Kamerman (9)
Daniella Teplisky (9)

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Amnesty International adopts a mine

BY David Lindenbaum
Staff Writer

Amnesty International sponsored a dinner for the charity "Adopt a Minefield" on December 13. The dinner was originally planned to take place on December 5 but was cancelled due to the heavy snow. On that date, Amnesty members were supposed to participate in the second annual night of 1000 dinners to support the charity "Adopt a Minefield." Princess Diana originally started the charity, and after her death, Paul McCartney and his wife, Heather Mills McCartney, took responsibility for it.

Eight local restaurants provided food on December 13, including Finn McCools, Carlos, Shish Kebab, Montebello, Burger King, Taco Bell, North Winds and Festival of Foods. In addition, students also cooked and provided their own food. All the proceeds went to the charity, except what was needed to cover the expenses of hosting the dinner.

"Adopt a Minefield" is sponsored by the United Nations Association of the USA. It asks for the help of businesses to raise awareness and work towards



The sign above warns of landmines in the fenced area. Landmines continue to threaten communities worldwide.

the removal of minefields in certain countries. The charity appeals to businesses, community-support groups, and individuals. "Adopt a Minefield" uses the donated money to eliminate minefields that the United Nations designates as posing the most imminent danger. In addition, they use the money to raise awareness about landmines and to help the victims of landmine explosions.

There are approximately eighty million planted landmines in seventy countries. The countries with the most landmines are Afghanistan, Vietnam, Cambodia, Somalia, Bosnia, Croatia and Serbia. In addition, these seventy countries hold ten thousand children who have been maimed or killed by minefields, which they set off when they wander into fields or help on farms. Kofi A. Annan, the secretary general of the United Nations, regards the disposal of minefields as the "single most important issue to resolve the futures of children around the world."

If you would like more information about "Adopt a Minefield," you can visit the web site at www.landmines.org. Also on the web site can be found information about where the money goes and other possible ways to help.

BOE Notes: November 26

BY Diego Carvajal
Staff Writer

The Board of Education held a community forum regarding the traffic on Campus Drive at 7:30 p.m. on November 26. The board took comments from the community until 9 p.m., when it held its regular business meeting. The forum was held in order to attain some feedback as to how to deal with the traffic problems that might be created by the upcoming construction on Schreiber.

Board member James Ansel began the comments by asserting that the Park district would oppose any threats to the safety of the neighborhood and would go to the courts, if need be. Several other community members followed suit and expressed their concern for the safety hazards that might be created by the extra traffic. A resident of Monfort Hills noted that a problem already existed and the extra traffic would worsen the situation. Many others agreed and stated that there are many blind intersections, and that too many cars do not obey the speed limit. Basically, the community's main concern was not on the fact that there would be more cars, but rather on the safety hazards that might be created due to an increase in traffic in an area already plagued with traffic problems.

There were several ideas on how the district might be able to deal with this particular problem. Nancy Sidford, a community member, suggested that the district could stagger the times of Schreiber and Weber so that not so much traffic comes in at the same time. She also suggested that Schreiber and Weber students should be allowed on the same bus or in order to decrease

the amount of buses that contribute to traffic. Many other community members suggested that the district add several crossing guards in the surrounding areas in order to control already turbulent traffic. Near the end of the community forum a very intelligent member of the community asserted that though community members may have ideas, "we are not traffic engineers," and therefore need to seek outside help. The Chairman of the Police Department, who was kind enough to join the board for the forum, then offered a possible solution. He suggested that there be two drop-off points on Main street and on Vanderbilt Ave. and that there be more crossing guards hired. Superintendent of Schools Dr. Geoffrey Gordon concluded the forum by stating that there is no plan yet, but that the last two community forums have been very helpful in seeking alternatives to rerouting traffic into the surrounding neighborhoods.

The regular business meeting of the Board of Education featured an almost empty audience compared to the full auditorium that showed up for the community forum. The agenda was approved unanimously (6-0, Robert Ferro was not present), there were no comments from Dr. Gordon, and there were no community comments.

In the final section of the community comments, Sandy Urlich implored the board to fix the roof at Weber, which is falling apart. Last, Robin Schroeder asked that the handicapped entrance be left open, as it was not during the past week and the nights of the musical.

The meeting ended at 10:15 p.m. It was decided that the next Board of Education meeting will be held at Guggenheim Elementary school on December 3 at 8:00 p.m.

It's Academic conquers Garden City

BY Kevin Boroumand
Sports Editor

The It's Academic Team, advised by Assistant Principal Mr. Carmine Matina, started its season with a victory over Garden City 395 to 340 on November 13. The team consists of seniors Julia Bernstein, Erica Burden, Matt Chin, Andrew Pariser, and juniors Andrew Malone, Sam Salkin and Megan Zebroski.

The questions asked cover topics in math and science, literature, music, history, current events, geography, sports and trivia. At competitions, 150 questions are asked. The team is limited to six members and holds annual tryouts in early September.

The It's Academic team also competes

in the Long Island Challenge quiz bowl competition, which is aired on News Channel 12. However, Port Washington was not selected in the lottery used to determine which teams get to compete every year.

Junior Sam Salkin said, "It is upsetting to lose our chance this year, especially since for some of us, this will be our last year in Schreiber." Nevertheless, Mr. Matina has high hopes for the team in normal competition. He remarked, "Hopefully we'll get to the finals and then win the whole thing."

Mr. Matina commented, "We have always been the team to beat." This year Mr. Matina hopes for a repeat of past success and is aiming to win the finals held in Garden City later in the year.

AP Art students visit the Metropolitan Museum of Art to explore their projects

BY Kevin Boroumand
Sports Editor

The Advanced Placement Art classes traveled to the Metropolitan Museum of Art on December 12. The trip was originally scheduled for December 5 but was postponed due to the heavy snow.

Chaperones from the AP department accompanied the students on the trip. Each student paid six dollars to cover admission and transportation. The school district also made a contribution to defray the cost for bussing.

Students were allowed to guide themselves through the museum, covering whichever pieces interested them or had to do with their concentration project. This trip was different from the standard trip because there were no guided tours. Students greatly

appreciated this freedom.

The trip was organized by the art department as part of a curriculum requirement for all students. Students who did not go with their classes were required to attend the museum on their own time. Students used the information they learned during the trip to complete their concentration projects. Concentration projects make up half of the work required for an AP art portfolio, which each student submits in May of his/her senior year. The students focused on whichever art they felt was most applicable to their concentration topic. They looked for new inspiration in the age-old art that makes the Metropolitan Museum of Art famous worldwide.

Junior Tiffany Koo commented, "It was enjoyable because we got to look around and pursue our interests. It was definitely a good and worthwhile experience."

Two juniors are chosen for the NCTE competition

By Jen Schmirer
Assistant News Editor

Juniors Ritesh Chatterjee and Andrew Malone were chosen to be Schreiber's representatives at the national level for the National Council of Teachers of English (NCTE) Competition at an in-school competition on November 21. All juniors were invited to participate in this preliminary competition.

The in-school competition calls for an impromptu essay on a specific subject. Competitors must also submit samples of what they feel best represent their writing abilities. Student writers are judged on effective and imaginative use of the English language, and their ability to inform and move the reader.

At the competition, the students were given two hours to write their essay on the impromptu theme. The prompt stated, "The Sundanese author Tayeb Salih wrote, 'Turning to the left and right, I found I was halfway between north and south. I was unable to continue, unable to return.' If he is unable to choose, the character faces the threat of being frozen in place or torn between two states. Describe a halfway point in your life—a moment between your own kind of 'north' and 'south.' Tell us about your choice, your inability to choose, or perhaps your

folly in thinking there was ever a choice to be made."

Chatterjee wrote a personal narrative about his choice to quit figure skating and the motives behind his decision. Malone wrote about a Project Adventure class in which he got caught in the rope and then had to choose whether to stop or to move on. In his essay he discussed this choice and other goals that he set for himself in his life.

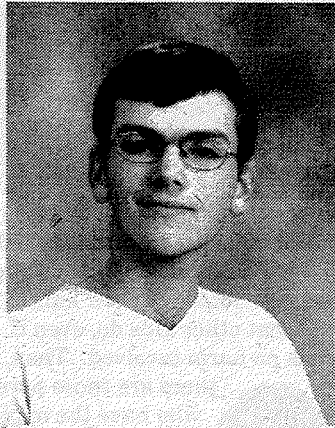
Chatterjee commented, "I've always been really critical of my own creative writing, so winning this nomination gives me some much needed confidence and validation. With my time from now until the national competition, I plan on revising my writing sample submission and working on organizing my thoughts better in an impromptu situation. I aim to win nationally and continue Schreiber's tradition of domination."

Malone stated, "I'm extremely honored, knowing the kind of writers that we have in our grade. I know there are a lot of deserving people and I'm really excited for the next step."

The next step will be in the spring when Chatterjee and Malone will write another impromptu essay that will be submitted to a national board, along with another portfolio of their own writing. If among the top 600 students, they will be awarded finalist positions.

Essay Excerpts

Andrew Malone



Courtesy of Andrew Malone

In a desert somewhere is a man, cast in shadow by the scorching sun, a weary traveler who carries on his back the hardships of a journey that once started as a dream. He is alone, a speck on a vast canvas of tans and oranges and hints of purple mountains in the far distance. The scene is a photograph, a moment of time entrapped by its own aura, its own beauty.

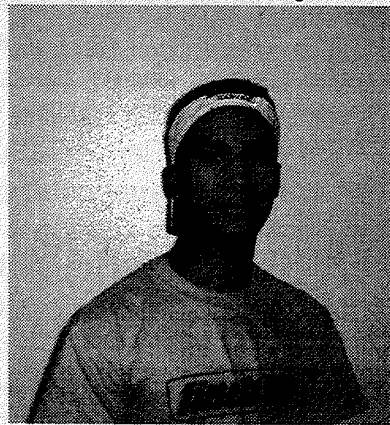
And then he drops to his knees. The picture is shattered, the clock begins again, the traveler begins to feel things. Despair. Failure. He looks up to the heavens that mock him, he cries out at the top of his lungs to everyone who isn't listening, and he waits for his voice to echo back to him, knowing that it never

will. He lifts his face from his filthy fingers and opens his eyes to the miles and miles of tans and browns with no definition or direction. On all sides he is surrounded by a nothingness, an eternal nothingness. The lost man has never felt more alone in his entire existence. More than anything he hopes to return to a moment ago, a moment when he was frozen in time without having to choose a direction in which to travel, without having to take a step in that direction, dreading the thought of simply moving on. But he grudgingly lifts himself from his knees, wipes his face, and takes the step he knew he would have to take all along.

There are moments in my imagination where a man is stranded in a desert and trudges on into an endless abyss of sand. There are moments on the movie screen where a woman, burnt and filthy, looks hopelessly to a fiery Southern sky atop a hill. But the moments that count are the ones in your life and mine when time stands still and two choices engross your psyche: give up or don't look back. I hope that whenever that instant freezes time for you, you call upon the inner resolve that we all as human beings have, the resolve called upon by the great heroes of our past who believed in the strength of the human spirit to triumph against stagnancy and satisfaction, the strength to hope and believe for something more. I hope that in the crucial moments we may all have the power to say:

"Don't look back."

Ritesh Chatterjee



Kevin Boroumand

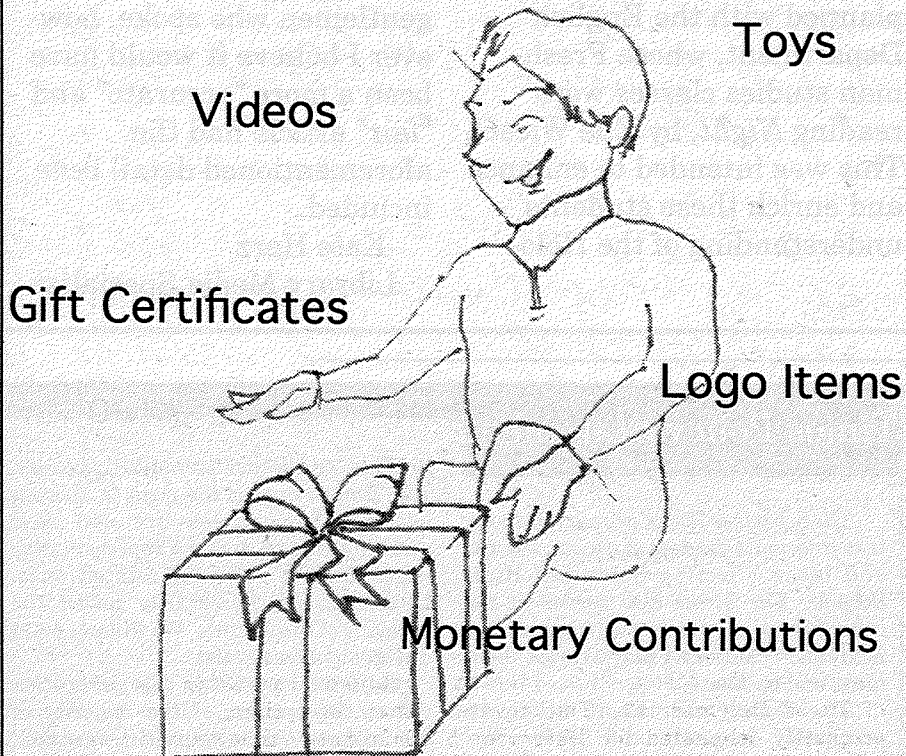
The chorus of voices, with accents ranging from Moscow to Madrid, Berlin to Boston, offered praise and encouragement for the jovial yet frozen bronze-skinned boy who emerged from the rink. From under his red, fleecy wool hat emerged locks of black hair, almost congealed together with sweat, the emblem of effort. As if the extol he received was not reward enough, what lay before his eyes, wide with surprise, provoked a smile across his face which challenged the brightness of the sun itself. On the blue vinyl covered bench, framed in between the figures of his father and his coach, was what seemed to him to be the most elegant, ostentatious

outfit ever crafted for a nine-year-old figure skater. (It is important to note that according to a nine-year-old, the flashier, the better, no matter who calls it tacky). The black skate coverings and black Lycra pants did not come close in interest, however, to the costume's center of attention: a gold and silver sequin shirt which rivaled the flamboyancy of any to grace the shoulders of Elvis Presley himself! It is quite difficult, therefore, to explain how that youth, enchanted by the world of boots and blades, costumes and Camel Spins, became fully estranged from the sport of Figure Skating only one year later.

Of a character, Tayeb Salih wrote that he was "unable to continue, unable to return." When faced with the decision of whether to continue skating or not, Salih's words summate my emotions at the time. I was unable to continue skating with the vigor and gusto which I once had. I was also unable to make a fully clean break from the sport, given all the time and effort, my blood sweat and tears invested thereof. I will always carry the memories of doing a Salchow straight into the boards, or repeatedly skating a giant figure-eight pattern across the ice while dressed as an orange cardboard goldfish. At the juncture of decision, pressing my career on further versus retiring to my own mental solace seemed like Mercury and Pluto, light years away. All the while, I was drowning in the boiling liquid surface of Jupiter, directly in between. I ended up making that leap of faith towards Pluto (decision to quit) but the gravitational force of Mercury (my ties to figure skating) continue to impede my journey like the tentacles of some cosmic octopus. The occasional comment of my father, to the effect of "Look at Sarah Hughes, you used to skate on the same ice as her, you could have been where she is today" will always make me wonder "what if?" Someday I may set foot on that tiny, icy ninth planet. Until then, all I can say is that I made my choice, and as sung in Dr. Zhivago, "whatever will be, will be, the future is not to see."

Help brighten a child's holiday season!

Bring contributions to English class after vacation



All donations will be given to The Friends of Karen Organization, which provides support to families that have a child under 21 with cancer.

They're your parents, it's their job to care

Freshman encourages students to understand why parents can be so protective

BY Jillian Hochdorf
Contributing Writer

Do you ever wish that there was a medicine that you could give to your parents so they would just leave you alone, and let you do whatever you want? Unfortunately, this is not an option. Most teenagers feel that their parents cannot relate to their concept of a normal social life. It often seems as if parents were put on this earth to make us miserable. We look forward to weekends as a time when we don't have to worry about school. Yet every time we want to leave the house, we are bombarded by questions. They want to know where we're going, how we're getting there, who we're going to be with, and how we're getting home. Yet, while we might feel that our parents are being annoying and placing unnecessary limits on us, ultimately, it is for our own good.

Being around many different people of my age has made me realize that different parents have different methods of raising their kids. There

are those parents who place excessive restrictions on their children. We will call them "Type A" parents. Their children are frequently subjected to the interrogations mentioned above. While their curfews are earlier than their friends' curfews, and they stay out for less time than other kids do, they are required to keep their parents informed of everything they do. Often, "Type A" parents do not allow their kids to do the things that other kids do, even if there is no harm involved. Then,

there are those parents who have the opposite attitude. We will call them "Type B" parents. Basically, their kids can do whatever they want. The parents, meanwhile, are in the dark about their kids' social lives.

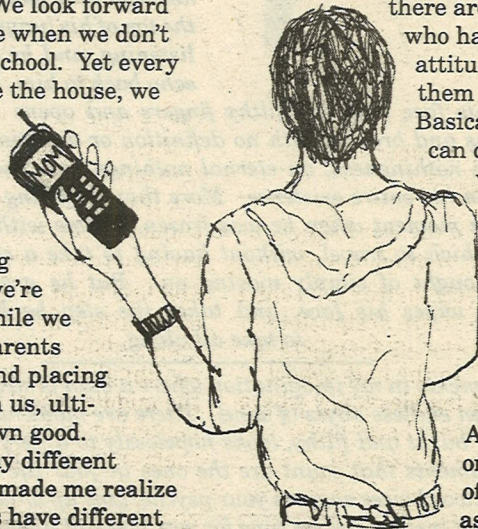
Nobody wants to be the child of a "Type A" parent. Everyone sees the kids of "Type B" parents as the luckiest kids. If you really

think about it, though, neither of these is the best case scenario. Of course, nobody wants to feel like a criminal trapped in a jail cell. Trust is essential in a parent-child relationship, and when there is no trust and excessive rules, kids can be tempted to break them. This, in turn, can result in lying, arguments, and bad feelings. But would you really want a parent who didn't care at all? Kids think that they can take care of themselves, when in reality, it's hard. Who provides clothes for you, feeds you, and puts a roof over your head? Your parents do. They don't want to ruin your life; they just don't want you to screw everything up. If they don't look out for you, who will? On a Friday night, students' brains are focused on having fun. Kids, even "good" ones, can do stupid things. A parent who keeps no checks on her child is basically screaming, "Trouble, he's all yours." We do need some limits.

You're going to have fun if you go out with your friends on a Friday night. Does it really matter if you have to answer your cell phone every so often so that your parent can know where you are? I think when you become a parent, you will come to find yourself giving the same speeches to your children as your parents gave to you. Remember, there

“ Does it really matter if you have to answer your cell phone every so often so that your parent can know where you are? ”

is a difference between "protective" and "overprotective." The best type of parent is not one who doesn't let you have any fun, or one who would let you get in a bad situation. The best type of parent is the one that is somewhere in the middle, an "AB" parent. One who trusts you to go out, who tries to make sure you stay in line, and who you know you can turn to if you have a problem. If you think about it, that is how a lot of our parents are. Don't take for granted how much they care.



Hillary Wool

MAILBOX

To *The Schreiber Times*:

The Schreiber Library Media Center was happy to receive ample coverage from your paper regarding the two Holocaust survivor speakers that came to speak on Friday, November 15. However, the

reports neglected to report several important details surrounding this event. Firstly, there is no mention of the Library Media Center at all! Not only did I (and my staff) put considerable time into organizing and planning this event, but it was also hosted

in the Schreiber Library. Furthermore, this event was planned with the English Department, whose Freshman studies classes were reading *Night*, by Elie Wiesel. This was intended to enhance and enrich these students' understanding of the Holo-

caust. The article does relay in detail the stories of the two gentlemen who spoke, however I believe it would have been a more "accurate" and "fair" article had the aforementioned detail been included.

-Kate Herz
Library Media Specialist



EDITORIALS

Thanks to student volunteers

The Schreiber Times commends the spirit of giving exemplified by several school clubs. The Amnesty International dinner sponsoring "Adopt a Minefield," the HRC donation to North Shore Hospital psychiatrists and clothing drive, and the Key Club toy drive exemplify generosity and goodwill. We appreciate the English department's assistance of the Friends of Karen collection for cancer

patients. *The Times* encourages students and faculty alike to volunteer throughout the holiday season.

Have a happy and safe winter vacation!

Having witnessed this winter's first snowfall, a traditional symbol that the holidays are drawing near, *The Schreiber Times* would like to wish all students and faculty a happy holiday season. We hope that you thoroughly enjoy a well-deserved winter vacation. Please be safe and enjoy!

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.

Point/Counterpoint

Cliques: What role does gender play? *Juniors compare the vicious nature of male and female cliques*

BY **Adrienne Barasch**
Contributing Writer

"Clique" is a word of negative connotation, and rightly so. Cliques enable a person to form a tightly knit group of friends. While a clique is first formed for people to have fun, the later stages of a female clique witness the loss of true friendship, and the whole basis of the group is shattered. This demolition of friendship within the group distinguishes female cliques from their male counterparts and causes girls to be more internally vicious. I suppose I should know — after all, I was once (and I guess some might say I currently am) part of a female clique.

It is often believed that a clique's only misdeed is the alienation and occasional torment of "outsiders." It is true that others may often feel alienated and intimidated by a group of people of "higher" social status than themselves. However, this is practically inevitable. Even in the absence of cliques, there will always be people who are intimidated by people they hold in higher esteem than themselves. I am not saying that there are no exclusive cliques (there undoubtedly are), but this is not always the case. The other common stereotype of a clique is that

cliques will often exclude, judge, and spread rumors), but this does not outweigh the other huge factor that differentiates boy cliques from girl cliques: internal problems. While I have personally experienced the struggles within girl cliques, I have also closely witnessed the "inside story" of male cliques. Correct me if I'm wrong, but I have noticed that guy cliques have significantly less "drama" than girl groups. This is because they actually like each other. I have also noticed that males often change friends, or groups of friends, more frequently than girls do. They are, for the most part, true to themselves, and do not force a relationship if it is obvious they cannot get along with someone.

Internal conflict is the sole factor that makes female cliques more vicious than their male counterparts. When a clique first forms, the friendships within it are strong. They are based on content, personalities, and sheer fun. Although the clique itself may continue to exist for many years, however, its members may begin to forget why they are friends with each other. Oftentimes, when half of the group congregates, practically the only subject for discussion is the faults and mishaps of the other members of

the group. Then, a different mixture of "friends" congregates at another get-together, and someone will be talking about another girl with the person who was talked about at the last get-together, and the person who you are talking about is the same person you were talking with, about someone else, last time. Sound confusing? It is.

When circles of friendships come to the point where these are the only types of conversations that exist, the cliques' members may want to reconsider why they are friends with each other in the first place.

its members pick on or bully outsiders. This is completely group-specific, and it is usually more common with male cliques. It is unfair to judge cliques in general by their actions towards others, since they vary from group to group. The lesser-known internal conflicts, however, bring us to the main issue: girl cliques versus boy cliques. It is true that boy cliques may be crueler towards others than girl cliques (male

BY **Sam Eichner**
Opinions Editor

When we think of the word clique, a visual image comes to mind of a group of girls standing in the hallway, forming the infamous circle shape designed to keep only the most worthy members in and all others out. In the high school environment, most females know where they are welcome and where they are not. As ruthless as many of these cliques and their "acceptance policies" may be, they are not as demanding and threatening as the more recently created male cliques. In the old days, it may have been the case that, while girls always had their exclusive groups, boys simply gravitated towards other boys with whom they wanted to be friendly. In the modern high school environment, however, the male "group of friends" has in fact escalated to the level of clique and even surpasses the ruthless nature of the traditional female clique.

While girls can be quite ruthless when dealing with people that they do not consider to be cool, popular, or "worthy," the nature of a boy clique is quite different, and consequently more difficult to cope with. Firstly, the pressures involved in obtaining a place in the boy clique are deep-rooted and begin long before one's entrance into high school. From one's elementary school years, acceptance into one of these boy cliques requires that the male be athletically sound — in other words, not be the last picked for kickball. I know that all the guys reading this remember the kid who always got picked last for kickball and one thing is for sure: under no circumstances did anyone want to be him. People wanted not to be him so badly that, sometimes, they would join others who were ridiculing him just to ensure that

they would never take his place. Such is the essence of "child politics," and this form of abuse and "survival of the fittest" amongst boys characterizes cliques in the years to come. While girls mature more quickly than boys and lose sight of this childish form of insulting (for the most part) to more subdued forms of slander, boys continually attack their peers well into the middle school years with open bantering and insults that embarrass them in front of their peers. If a boy

Schreiber Speaks

"The way I see it, [cliques] are kind of cross gender. I think there are three main cliques: the jocks, the nerds, and everyone else. I don't really think they're that aggressive. If people were more outgoing, there would be no cliques."

-Andrew Pariser, senior

"I think girl cliques are more aggressive because while boys resort to violence, girls will act really catty — talking behind each other's backs and all."

-Emily Gordon, sophomore

"While boys may fight physically for fun, girls fight verbally. Female cliques dominate the adolescent inner turmoil."

-Hillary Wool, sophomore

"Guys are definitely more loyal to each other. Girls talk back a lot more, whereas guys will put it out in the open. Girls take everything too personally. Guys thrive on making fun of each other — in a loving way."

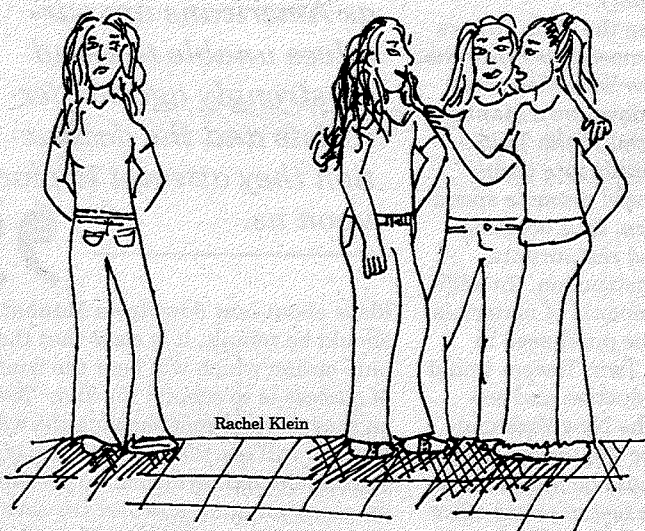
-Zachary Levin, sophomore

feels contempt towards another person who is attempting to gain acceptance to a particular clique, that boy could attack him in a number of ways: he could openly insult him; he could alienate him; he could start a physical fight with him; he could even pick him last for kickball. These choices are largely abandoned by girls at a much younger age, and in most cases, girls only resort to verbal abuse whereas boys can be subject to a wide spectrum of insults.

Girls also enjoy a social mobility that allows them to transcend the popularity and clique barriers of the high school world. This is done solely through a girl's appearance and in conjunction with the basic criterion by which boys accept girls.

Both articles continued
on page 8...

See pages 10 - 11 for
clique features



You knock 'em down, we'll put 'em up

Bloom contends that the World Trade Center must be rebuilt

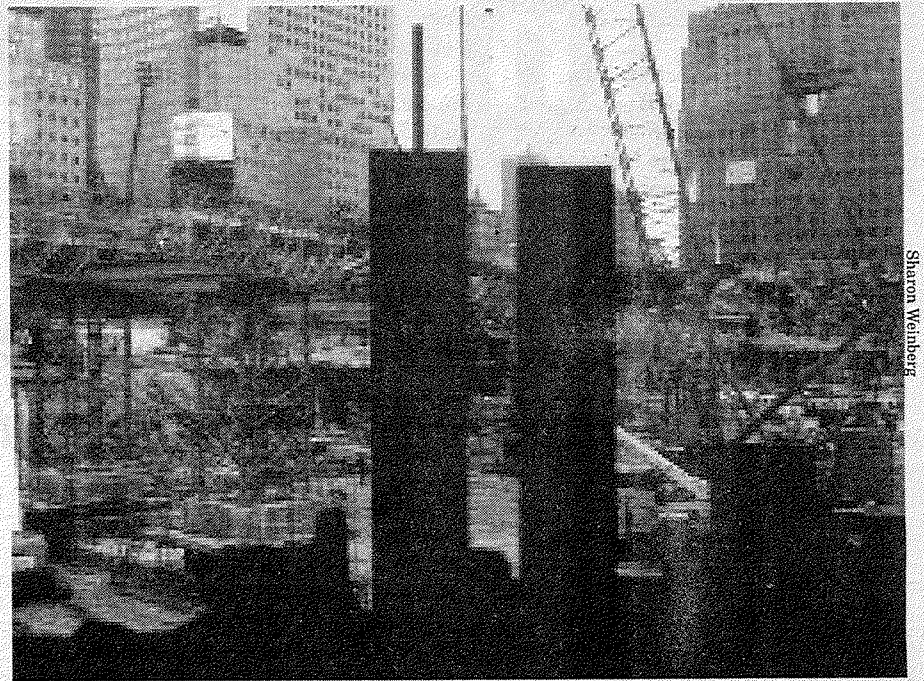
BY Josh Bloom
Contributing Writer

September 11, 2001 is a day that will live in infamy for all Americans. It was on this fateful day that terrorists, using American commercial jetliners, took the lives of over 2,700 innocent men, women, and children. While all aspects of the attacks were crimes against humanity, the destruction of New York City's Twin Towers was by the far one of the most devastating components of the September 11 attacks. When the Twin Towers collapsed, the hopes, the dreams, and the very existence of 2,617 people vanished within the massive clouds of smoke and mountainous piles of debris that became the remains of the towers. Now, more than a year later, Americans find themselves in the seemingly precarious position of deciding a future for the area known as "ground zero." For many months now, myriad proposals and ideas have been introduced to the public for debate, each one being sharply criticized and quickly rejected. Yet there is only one real solution. For political, social, and economic reasons, the Twin Towers should be rebuilt exactly where they once stood, so they can once again dominate the illustrious skyline of New York City.

First and foremost, the United States cannot win its war on terrorism if we do not rebuild the Twin Towers. On September 11, 2001, terrorists sacrificed their lives in what must prove to be a futile attempt to change the American way of life. The nineteen perpe-

trators of the 9/11 atrocities came to this country with a mission to strike fear and panic in the heart of every American. They wanted us to fear for our freedom, they wanted us to fear for our rights, and they wanted us to fear for our lives. It is imperative that we show these terrorists, and anyone else who wishes to destroy the American spirit, that they have failed. We must prove that we will not live our lives in fear, and we will not change our free way of life when faced by coercion and threats. Many people oppose rebuilding the Twin Towers because they fear that the structures will once again be the target of a major terrorist attack. Such an argument is a surrender to the will of the terrorists. Rebuilding the towers will demonstrate to the world that we are still the strongest nation on earth and a beacon of freedom, and that we will not be broken. It is our obligation as Americans to show the world that evil will not prevail over freedom and liberty. Furthermore, if we do not rebuild the Twin Towers we will have allowed all of those who died in the World Trade Center on September 11, 2001 to have done so in vain. The over 2,600 people who were killed in the Twin Towers have the right to be remembered, and they have the right to have their murders avenged. There is no way we can win the war on terrorism and eradicate the world's greatest evil if we as Americans are ourselves unable to stand up strongly against terrorists and the destruction they attempt to place upon us.

Second, the Twin Towers were



Bloom stresses the great importance of the rebuilding of the Twin Towers that have dominated the New York skyline for so long. He suggests that the rebuilding of these monuments will be an act of defiance to terrorism and, at the same time, will restore the deeply wounded New York City to its former economic and social prominence.

essential components of the American identity. In retrospect, it is easy to see that virtually every element of the Twin Towers was in some way representative or symbolic of America. First, the Twin Tower's extraordinarily tall and stainless steel frame were symbolic of American strength and fortitude. Standing taller than any building on the East Coast of the United States, the Twin Towers were looked up to and admired by people of all walks of life in the same way people look up to and admire the strength of the United States. In addition, located in the heart of downtown Manhattan, the financial capital of the entire world, the Twin Towers represented the success of a free-market and capitalistic economy. The towers were an embodiment of the value of the economic freedom that is so important to our society.

Finally, rebuilding the Twin Towers will provide a much-needed boost to the economies of the New York Metropolitan area, primarily downtown Manhattan. A contract to rebuild the Twin Towers would in effect create thousands of jobs and would promote spending in local economies, thus boosting income for stores and restaurants, during and after construction. In addition, the massive amounts of materials that would have to be purchased in order to rebuild the Twin Towers would boost industrial production and economics far beyond the New York metropolitan area. Once the towers were completed, there would be hundreds of thousands of square feet of prime office space for entrepreneurs of all industries and walks of life. Existing corporations and businesses would be able to expand their offices into the Twin Towers, and individuals would be able to start their own companies in the office space provided by them. Finally, by rebuilding the Twin Towers, we can make downtown Manhattan a more desirable place to be, again supporting local businesses. Currently, many people do not wish to go into downtown Manhattan and gaze upon the massive

hole in the ground that is ground zero. While we should never forget the events of September 11, we should make downtown Manhattan a place that even the people who were most affected by September 11 will feel comfortable. So long as the face of downtown Manhattan is different than it was before September 11, there will always be a substantial number of people who will be emotionally unable to return to the area.

Although many people have many

“
There is no way we can win the war on terrorism and eradicate the world's greatest evil if we as Americans are ourselves unable to stand up strongly against terrorists and the destruction they attempt to place upon us.”

ideas about how downtown Manhattan should be rebuilt, it is clear that the only option which will bear the fruits of success is to rebuild the Twin Towers as they were. From showing the world that we will not falter in the face of aggression and terrorism, to providing an essential jump-start for the severely damaged economy of New York City, there are only positive prospects if we rebuild the Twin Towers. More importantly, as Americans we must preserve our way of life and the things, both tangible and intangible, that symbolize who we are what we are all about. The choice before us is one with important consequences. The Twin Towers must be rebuilt, or we will have allowed a large part of the American identity to collapse with the Twin Towers on September 11, 2001.

Female cliques continued...

Could it be the desire to elevate their social status by hanging out with their friends' friends? Or is it the feeling of superiority they get when telling someone of a lower rank on the "social hierarchy" that these are their friends? If this is the case, then the friendships exist for one reason only: for the people to use each other.

My simple suggestion is that people reconsider the basis of their friendships and make an attempt not to continue the hypocritical existence of their group if the members really detest each other. If people were open about what they really felt about each other, they would not be surprised or angry when they found out that another person was talking about them.

circumstances simply by "looking pretty" and the truth of the matter is that there is a greater abundance of beauty than there is of popularity and attractive personality (the criteria upon which many girls base their acceptance of guys). Girls need only to "make themselves available" to gain respect from guys, while males have to go further and be that great, sensitive, understanding guy that a girl loves. This less demanding criteria for girls allows many to transcend the clique altogether, while many boys are caught in the wake of the male clique, fighting for popularity and a chance to be as cool as any other guy.

There is no doubt in my mind that the clique is a difficult thing to deal with for people of either gender. However, the male/female interactions of high school and "the chase" that males engage in on a daily basis for the opposite sex causes the male clique to be much more ruthless and much more vital to be a part of. Of course, high school is the place where we learn to move away from the importance of cliques and, in our older years, we begin to see each other as equals and not as figures on a social ladder. Regardless, male cliques provide a barrier throughout one's adolescent life, and it is only in our upperclassmen years that we can begin to see past them and understand the truth about high school: we're all worthy, we're all ignorant, and, in the end, we're all equal.

Male cliques continued...

I hate to say it, guys, and I hate to make such a generalization, but I believe that most guys accept girls on the merit of looks and appearance, whereas girls accept guys on deeper and more internal levels. Girls can unknowingly take advantage of such

Why the GOP is bad for your education

BY **Brian Tashman**
Staff Writer

On November 5, Election Day, the Republican Party (GOP) assumed complete control of Congress by widening its lead over the Democratic Party in the House of Representatives and overcoming the slim Democratic majority in the Senate. The Republican right wing now controls the presidency, Congress, and the court system. Because the more liberal Democrats lost their only voice, which was in the Senate, it will be easy for the Republicans to pass their more conservative agenda, an agenda that will have devastating effects on education.

Republican control of the government will mean massive spending on a war with Iraq and huge tax cuts for the wealthy (including, of course, large corporations and campaign contributors). With increased funding for the war using decreased tax dollars, funds going to education will be minimal. Already, the three trillion-dollar surplus left by the Clinton Administration has been squandered, and the government now has huge deficits. The nation is suffering economically, especially in the aftermath of 9/11. The stock market, for example, has fallen 3,000 points since 2001. Now repercussions of the Republicans' mismanagement of money will lead to cuts, mainly in education. Indeed, the Bush Administration's record on education

over the past two years has been less than exemplary.

Bush and a bipartisan coalition in Congress passed the No Child Left Behind bill. The bill was a new plan for education reforms and increased educational funding. Although Bush signed it, his budget includes multibillion-dollar program cuts, and freezes spending to many other programs. The programs that were cut or frozen include art, recreational, and after-school programs. Altogether, Bush and his Republican supporters attempted to cut \$7.2 billion from their very own plan. The Republicans claim that they care about education, and they passed a big and seemingly important education bill to prove it. But their real motives are revealed when, behind the scenes, they cut funds from the very legislation for which they had gained support.

The Republicans also wanted only a \$2.8 billion increase to the education fund,

one that pales in comparison to the Democrats' proposed \$5.8 billion increase. The Republican Congress also passed a bill that cut funding for teacher quality programs and froze funding for the state grant program, meaning that the program will hire no new teachers and will train as many as 18,000 fewer teachers next year. Yet while the GOP publicizes this small increase as if it were a great accomplishment, what they don't want the people to know is that \$2.8 billion is a relatively small expansion of a deprived education fund.

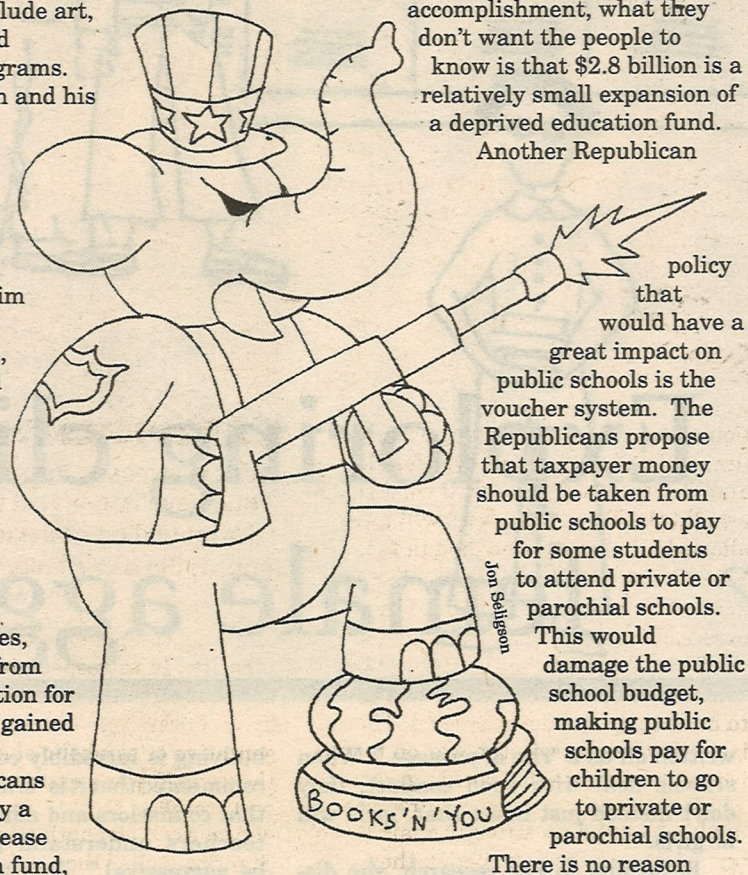
Another Republican policy that would have a great impact on public schools is the voucher system. The Republicans propose that taxpayer money should be taken from public schools to pay for some students to attend private or parochial schools. This would damage the public school budget, making public schools pay for children to go to private or parochial schools. There is no reason

why hardworking taxpayers who have children in good public schools should be forced to pay for someone else's child to go to a private one. However, the rich contributors to the Republican Party are far too greedy to have themselves pay for their kids to go to a private school.

The Republican plan also calls for more "educational accountability," meaning that a good portion of the school budget should go toward more mandatory standardized tests. Some of the bill's writers even believe that students should take over ten standardized tests yearly. Yet these tests are costly, and result in education aimed on preparing for a test rather than increasing personal education.

And what do the tests mean for schools? Well, most people would think that if a school performs poorly, the government would give it extra aid so it could better educate students and improve the educational environment. Instead, the Republicans want to sanction the schools with lower test scores and revert funding to vouchers. This is a backwards approach. Obviously there should be consequences for poor performance, but decreasing a school's means to educate when its students have already demonstrated lackluster performance is counter-productive.

In coming years, expect tax cuts for the rich and for corporate America. Expect money to go into war. Just don't expect any more federal funding for education from our newly "reformed," completely Republican leadership.



Not Quite newsworthy

The nuisance lawsuit: who is really to blame?

BY **Jeremy Frank**
Staff Writer

Ever wanted something really bad, but didn't have the money to pay for it? It happens to everyone. Since the dawn of time, man has yearned for a way to make money without having to "earn" it through the humdrum process of work. This downright laziness led to the creation of the get-rich-quick scheme. Mankind's first get-rich-quick scheme was alchemy, trying to turn lead into gold. Needless to say, it didn't work. Later, people would throw away large sums of money in the Stock Market hoping to become successful overnight. That, too, didn't work. Some get-rich-quick schemes, however, were well thought out. Take the pyramid scheme for instance. One guy gets two people to join his "money making system" with a small fee. Then those two people each get two more people to join and collect a percentage of their initiation fee. Sounds good, no? If you think yes, then you'd be one of the many people who didn't do the math, and got conned. But the greatest of all the get-rich-quick schemes has been, and still is, the nuisance lawsuit. A nuisance

lawsuit is when someone sues for an outrageous amount of money for an idiotic reason. Here are a few examples of some ridiculous nuisance lawsuits (as quoted from a chain e-mail):

June 1998, Los Angeles: Carl Truman, 19, won \$74,000 plus medical expenses after his neighbor ran over his hand. Truman didn't see his neighbor was in the car because he was stealing its hubcaps.

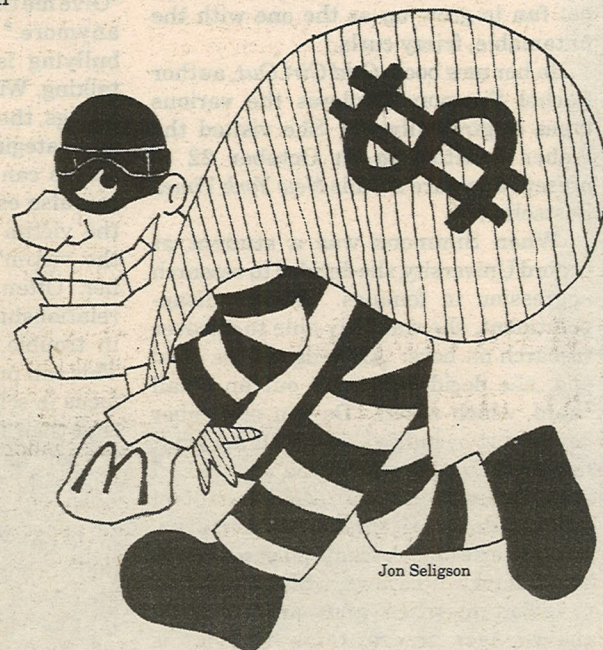
October 1998, Pennsylvania: Terrence Dickson had just finished robbing a house while the owners were on vacation. Leaving through the garage, he soon realized the garage door opener wasn't working, and the door connecting the house and garage had locked behind him. He was locked in the garage for eight days, surviving on a case of Pepsi and a bag of dog food. When the owners returned, he sued the homemaker's insurance and won \$500,000.

December 1997, Philadelphia: Amber Carson was awarded \$113,500 after she slipped on a soft drink and broke her tailbone in a restaurant. How did the drink get there? She had thrown it at her boyfriend during a fight

thirty seconds earlier.

What's even more ridiculous than the fact that these suits actually existed is the fact that these suits are occurring to this day. The most publicized of these is the suit by a group of dangerously overweight New York City children against McDonald's. They claim that they were unaware that their food was unhealthy. How can you not know that potatoes soaked in boiling animal fat and grease make you fat? I don't see how this is possible, even without common sense. One boy, Gregory Rhymes, is part of this suit. He is 15, putting him either in ninth or tenth grade. How many school classes could he have gone through that taught the food pyramid in fifteen years? These kids blame McDonald's, when they should be blaming themselves. This is a little something I like to call the "corporate witch-hunt," so I put on my Sherlock Holmes hat and did a little investigating for myself. I found nutritional

information on the McDonald's webpage for everything on the menu. But you don't need a computer to access that information because federal law decrees that nutritional information for restaurant food has to be presented upon request. From what I read, I didn't see any of these kids bending over backwards to request information.





Exploring cliques and female aggression

by Nicole Tingir

Editor-in-Chief

Female aggression. Probably not a term you hear often. Traditionally, when people think of "aggressive" behavior, they automatically think of a male. The problem of female aggression, however, is quickly penetrating our society — specifically our schools. In fact, it is quite prevalent right here in Port. Just as some girls at Schreiber can be exclusive, female aggression is turning up more and more on the playgrounds and in the classrooms of the elementary schools and

Female Aggression

Weber. Who hasn't heard those horrible stories of little girls being tormented on the school playground for being the wrong size, wearing the wrong clothes, or having the wrong hair? (Believe me on this one, it is not fun to grow up as the one with the untamable, frizzy curls.)

In her new book, *Odd Girl Out*, author Rachel Simmons explores the various types of girl bullying. She visited the Weber auditorium on October 22 to present a lecture on this *New York Times* Bestseller.

When Simmons was a student at Oxford University, she decided to research aggression in females. To her disappointment, she was only able to uncover research on boys. Arriving at this dead end, she decided to send out an email chain, which asked, "Do you remember being hurt or bullied, if so, tell me what happened." "I was awed by what I got," stated Simmons. As a result of the hundreds of emails she received, Simmons decided to come back to the US to conduct interviews. She explained that, often, when girls are mean in the younger grades, their behavior is

written off as a "rite of passage." When schools deal with such conduct, they don't instead just insist that "girls will be girls."

Returning to her research, she discovered a small handful of studies from Minnesota and Finland. Since 1992, these studies have investigated the three types of bullying the researchers believe girls engage in: indirect, social, and relational. Indirect bullying occurs when the bully is trying to keep her identity a secret. This includes starting rumors, which often spread rapidly through a school. With the recent introduction of email and Instant Messenger into our daily lives, indirect bullying has become much easier. The second type of bullying, social bullying, occurs any time the bully tries to target someone's social status, including his/her family, reputation, or even sexuality. Finally, the third type, relational bullying, involves someone using a relationship to get what she wants. We've all heard the infamous, "Give me that toy or I won't be your friend anymore." The danger of relational bullying is that it can occur without talking. With simple gestures — shoulder shrugs, the use of the "silent treatment," or strategically timed sighs — the same effects can be achieved. Such bullying can also escalate to bullies threatening the victim that they will inform all of the victim's friends to stay away from her. Often, the victim is aware that her relationships with alleged "friends" are in trouble, but she doesn't know why. This can prevent girls from being able to focus in school because they are worried that their friends are mad at them, even if they have done nothing to provoke such behavior.

The difference between female and male bullying is that a boy will usually bully acquaintances, or strangers, while girls tend to bully their friends. This makes the behavior of girl bullies relatively harder to identify because their

bullying is incredibly covert. Simmons commented that it is "critically important that counselors and administrators and teachers understand [that girls can be aggressive]." Due to current social standards, Simmons believes that girls don't feel comfortable being angry, and, thus, they take it out on different sources, such as their friends. She explained that in today's society, we are still associating girls with the role of caretaker, which means that girls are supposed to be kind to everyone. When girls feel they can't be publicly angry, their aggression comes out in other ways. To answer the question of why aggression is so indirect, and sometimes very subtle in girls, Simmons conducted group interviews where she asked young girls what the "perfect" girl would be like. They all answered that she would be "pretty, skinny, nice" and that "everybody loves her." It is in that last part that the answer to the question can be found. Girls are reluctant to outwardly express their true emotions because they are afraid that they won't be liked, and they will lose their reputation of being "nice."

Simmons also spoke about how some girls form relationships strictly on the basis of excluding a mutual "friend." She used this fake scenario: Rachel is mad at Hillary. Rachel asks Elyse for advice. Elyse had gotten mad at Hillary a couple of weeks back but hadn't told anyone. Now, Elyse can talk about it because both she and Rachel have formed a relationship over aggression. When Simmons asked girls if they would try and talk to the friend who was being mean to them, she realized that most girls have a fear of loss. They would either not want to hurt the bully's feelings, or they would not want to lose her friendship. They are also afraid that should they say something, the bully might "blow up" at them, and they would be the people who end up apologizing, even though

they have been the victims. Many girls believe that they will not be liked if they verbalize what is really on their minds.

Simmons then spoke about why this issue is important in relation to schools. She explained that when girls do not confront their bullies, anger builds up inside of them. They fear being isolated and judged by others. Even women who are professionals do not like to "show off" in the workplace, or be "go-getters." In citing this example, Simmons stated that "This [female aggression] has ramifications that go far beyond the lunch tables."

When a girl is a close friend to the person who is acting aggressively toward her, she usually thinks, "Why do I hang out with her?" Although girls understand that they shouldn't be treated this way, at the same time they validate the situation by saying to themselves that, "She's nice to me in person," or "She always says 'I'm sorry.'" Simmons explained that these statements sound exactly like the comments of abused women. She continued, "If we do not pay attention to these dynamics between girls...what kind of lessons are they learning about relationships, intimacy and trust?"

Simmons believes that the appropriate response to female aggression in schools and our society is rule setting. Currently, most of the policies on the topic favor physical and direct acts of bullying. Simmons believes, however, that lessons should be taught about proper conduct because when girls learn these lessons, they will also learn that "rolling of the eyes" is wrong. Finally, there must be school support behind these new improvements, in order for changes to really take place. Simmons commented, "If you have school leadership that's behind the teacher...the teacher is much more likely to deal with it."

by Julia Bernstein
Features Editor

Many girls familiar with the *Little Women* novel or movie remember "Amy and the pickled limes," the famous scene in which young Amy is reprimanded by her teacher for trying to gain acceptance to a "group" by treating them to a popular confection. Although this example of cliques throughout the ages is one of the more famous, there are myriad examples of exclusivity throughout literature, history, and pop culture. Our myopic outlook tends to classify every slight and barbed comment as a unique high school occurrence, but the truth is that there are cliques in many other

places. On a historical level, cliques have existed in many different countries. In the courts of Medieval and Renaissance Europe, group dynamics and intrigue were a way of life. One's social position determined one's influence and power, and being accepted into the right group could make or break day-to-day existence. This overwhelming emphasis on exclusivity controlled much of European society. Machiavelli's *The Prince* relates directly to the tactics used to infiltrate groups, and for all we know, the French Revolution could have been just as much a reaction to the continued snubs against the Third Estate as to the unjust practices of the French Monarchy.

But this problem is not only European in nature. The United States itself fostered the historical development of cliques. The Salem witch trials and their

latter-day counterpart, the McCarthy hearings, were direct clashes between different groups with different ideologies. The Founding Fathers resemble nothing so much as a group of "Big Men on Campus" trying to keep the little people out of the governing process with their secret Constitutional Convention and "boys-only" attitude. Later, the party caucus and political machines emulated this exclusivity, and the rise of the Gilded Age millionaires and the domination of Hollywood created a clear "in-crowd."

The media also perpetuates the existence of cliques. Teen movies beginning with *Grease* and continuing through to more contemporary classics such as *Ten Things I Hate about You* are all about clashes between different groups. Movies set outside the high school sphere also examine exclusivity. *Office Space*, for example, looks at dynamics within the

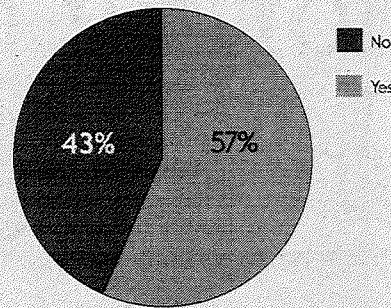
workplace, while movies like *Cool Hand Luke* feature prison cliques. Television shows also examine cliques, with shows like *ER* looking at hospital dynamics. And, of course, a show called *Friends* could be about nothing else besides interpersonal group relations.

Clearly, despite the average high school perception that teen problems are unique and that "no one understands them," the problems of cliques are more widespread. Present in literature, history and pop culture, we find ourselves surrounded by images of exclusivity and group dynamics. It is ironic that the very means we use to escape exclusivity are exclusive in and of themselves. However, this also serves a unique benefit — It provides a group of the excluded that we can join when we feel snubbed ourselves. So Amy, please pass the pickled limes.

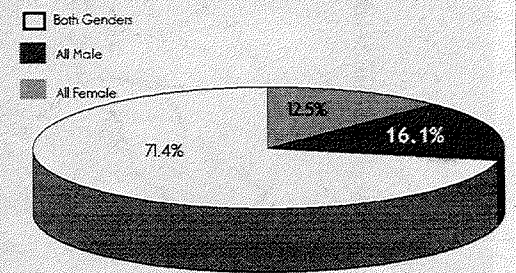
How "cliquey" is Schreiber?

Sixty randomly selected students (15 from each grade) were asked to anonymously complete a survey concerning cliques at Schreiber. In completing the survey, each respondent was asked to keep in mind the definition of clique as defined by the *Merriam-Webster Dictionary*: "a narrow exclusive circle or group of persons," and to recall that high-school students tend to use the word clique to refer to any one particular social group of students in the school. The survey was completed by seniors Caroline Axelrod and Samantha Moskowitz for Mr. Gene Pizzolo's AP Statistics class.

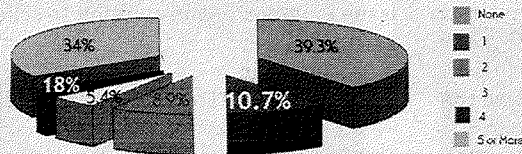
Do you think you associate with a particular clique?



Gender composition of the cliques



How many individuals has your group excluded in the past?



Most cliques (39.3%) have never excluded anyone from their group. The next largest percentage is of groups that have excluded 5 or more students. Clearly, there is extreme variation in the exclusivity the groups display.

Although the difference between those who associate with a clique and those who don't is not drastic, there are more who feel they are a part of a clique. A slightly larger percentage of the males (58%) said they associated with a clique in contrast to the 55% of the females who claimed they associate with one.

71.4% said their clique contained members of both genders (40). Approximately 16% of the cliques were all male (9), and 12.5% of the cliques were all female (7). 25.9% of females said their cliques were purely female, while 31% of the males said their cliques were purely male.

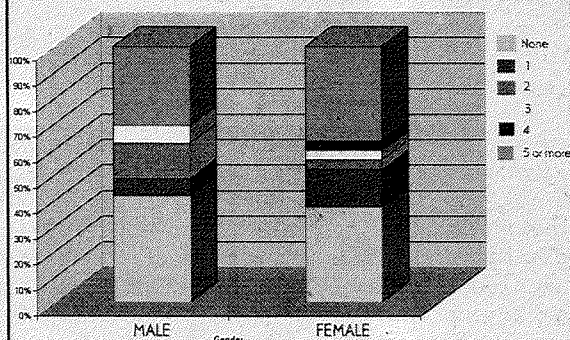
Perceived gender composition of cliques at Schreiber

| | More Boy Cliques | More Girl Cliques | Equal Number |
|------------------|------------------|-------------------|--------------|
| Total Responses | 5 (8.33%) | 34 (56.66%) | 21 (35%) |
| Male Responses | 100% | 41.2% | 57.1% |
| Female Responses | — | 58.8% | 42.9% |

The majority of respondents (56.66%) said they thought there were more girl cliques at Schreiber. Only 8.3% felt there were more boy cliques, and all of these respondents were males. Overall, one's gender influences his/her perception of the number of cliques of his/her gender.

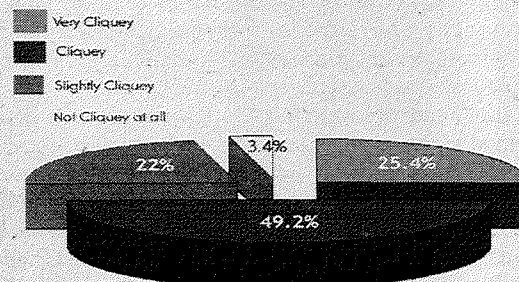
Breakdown by Gender:

Clique Exclusion of Individuals



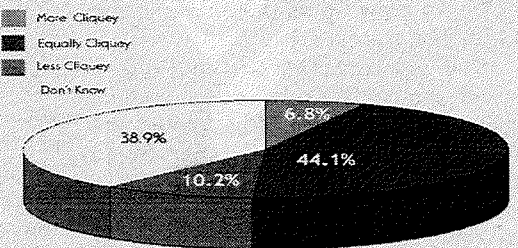
The overall trend indicates that males consider their cliques (both homo- and heterogeneous) to be less exclusive. When compared to females, a larger percentage of males reported no exclusion, and a smaller percentage reported exclusion of 5 or more.

How would you describe Schreiber's social scene?



Nearly half of the sample classified Schreiber as "Cliquey." "Very Cliquey" (25.4%) and "Slightly Cliquey" (22%) received nearly equal numbers of responses. Only two students felt that Schreiber was not cliquey at all, comprising 3.4% of respondents.

How do you think this social scene compares to other schools on Long Island?



The majority of respondents felt we had an equal level of social division compared to other schools on Long Island. The next largest percentage, however, indicated that many did not feel they had enough knowledge to make a comparison. While the remaining percentages are relatively smaller, more respondents claimed Schreiber is "Less Cliquey" as opposed to "More Cliquey" in comparison to other Long Island schools.

See page 7 for a clique Point / Counterpoint

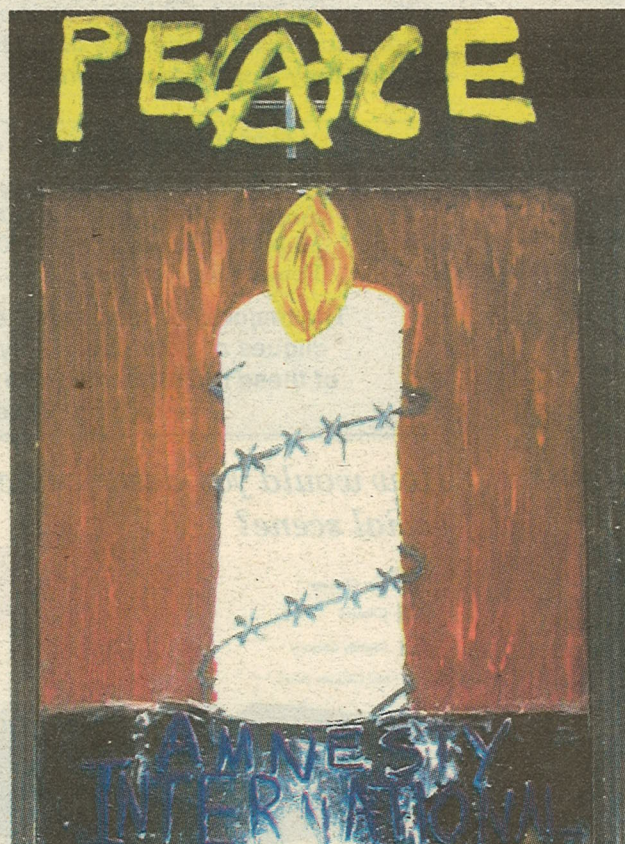
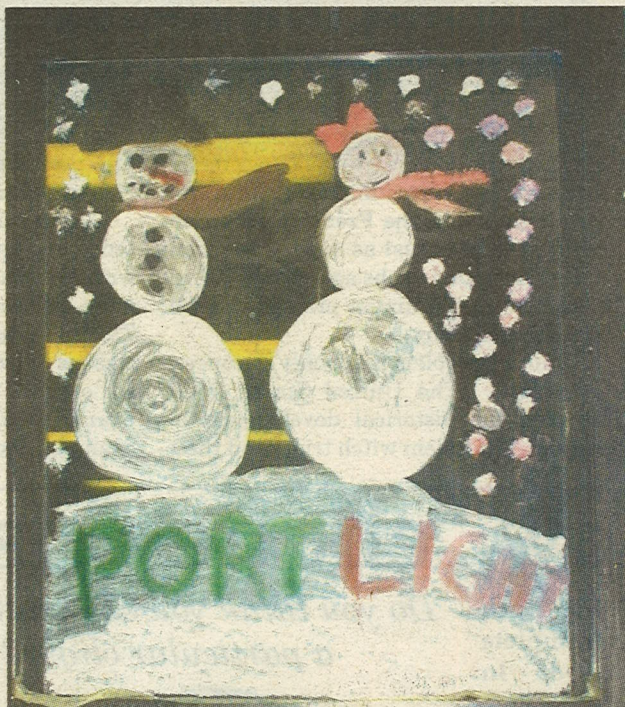
HOLIDAY WINDO

by Kristin Lau

Staff Writer

Many of Schreiber's clubs participated in the annual Window Painting in the cafeteria on December 11. Students paint cafeteria windows to celebrate the essence of winter and promote the holiday spirit. Student-Council advisers Ms. Patricia Burr and Ms. Amy Prochaska have successfully coordinated the window-painting event for many years. Colorful pictures are meant to decorate the cafeteria as students and clubs get a chance to express their perspectives on holiday themes.

The clubs that painted windows this year include: Model Congress

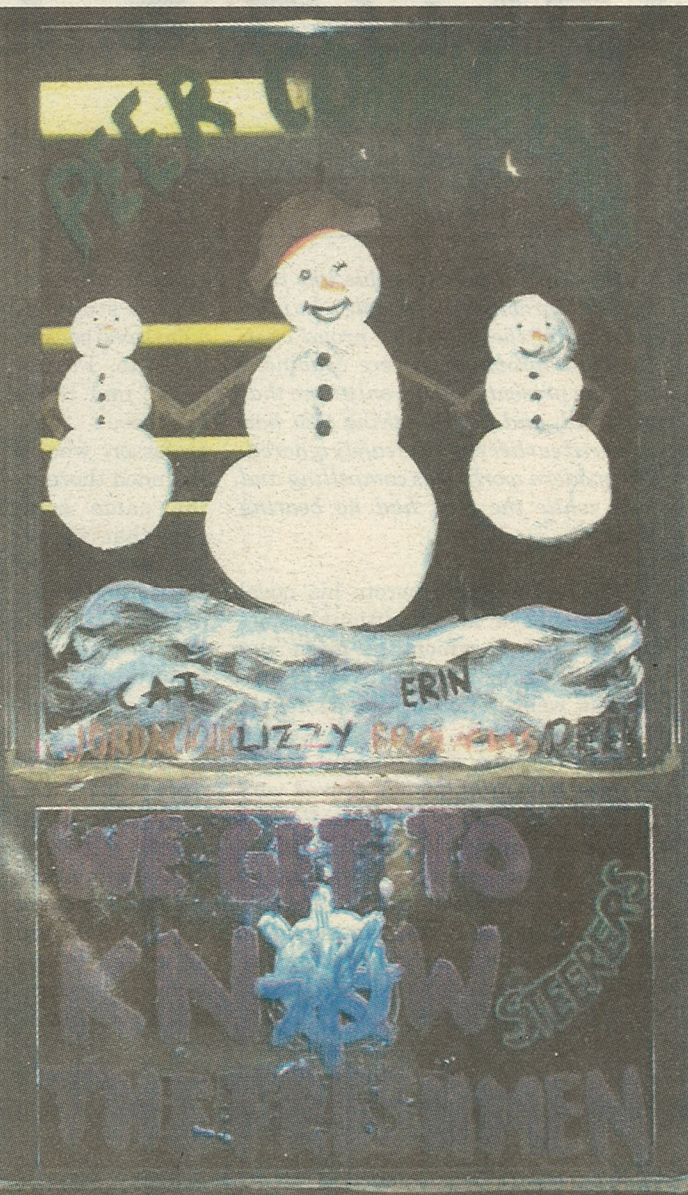
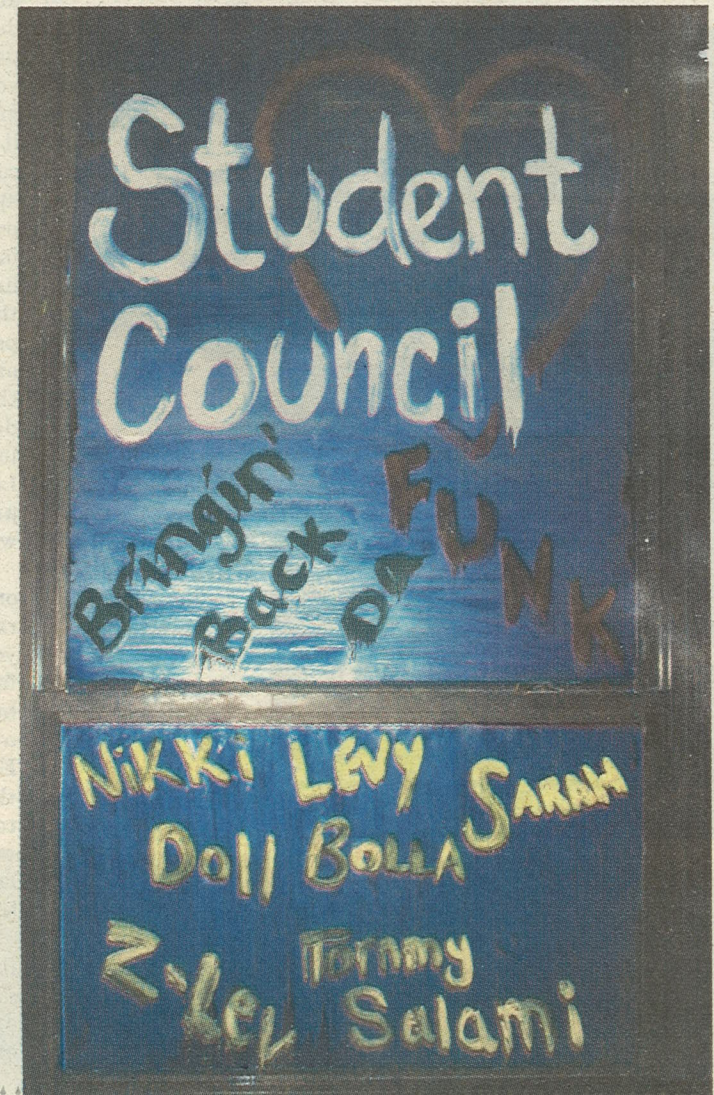
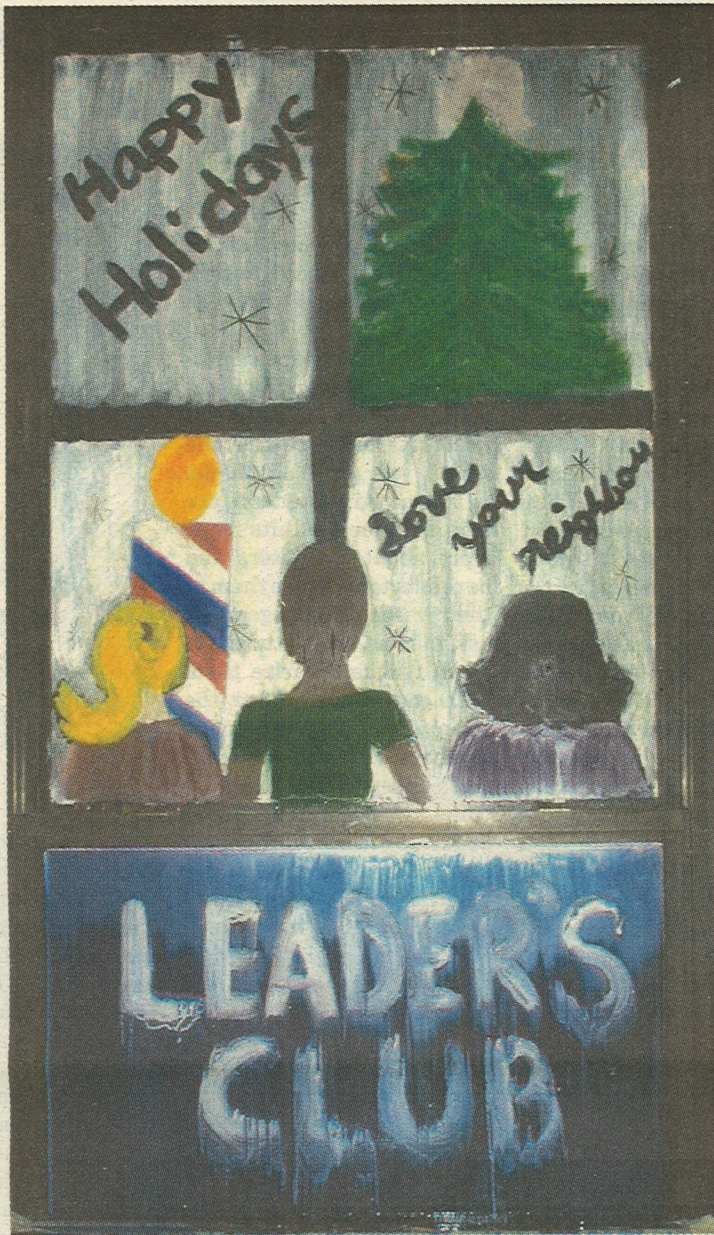


V PAINTING 2002

Night, Student Council, Lead-
 club, Peer Counseling, Senior
 Club, Junior Class Club, Fresh-
 class Club, Christian Group,
 Club, Drama Club, Substance
 Prevention Committee, Art
The Schreiber Times, Port
 Gay/Straight Alliance, Inter-
 Club, Kaleidoscope, SAFE,
 Amnesty International.

Windows were creatively dec-
 with colorful works of art
 ng drawings of snowmen,
 lakes and club logos. Senior
 ny O'Brien-Dalessandro com-
 l, "This window-painting event
 eat way for clubs to interact
 m about each other while they
 nance to express themselves."

Photos by Caroline Axelrod and
 Marc Flamm



Giving the gift of charity

Freshmen look at helping out during the holidays

By Shira Helft and Sophie Kroft

Staff Writers

Did you ever think of others while you were decorating the Christmas tree or lighting the Hanukkah or Kwanzaa candles? Have you considered the fact that there are many in your community who are less fortunate than yourself? Volunteering is a wonderful way to spread the holiday cheer, as well as gain the satisfaction of assisting those around you. It is a gift that you can give without spending any money. Even if you and your family are not the type to go out and roll up your sleeves, there are a plethora of opportunities that can be seized right inside your own home.

Part of the holiday spirit always seems to entail having food on the table for twice as many people as you actually have. This year you might want to try cutting down on the money you allot to the festivities, and spend the leftover money on something more useful to the greater good. Head to your supermarket and you may take the opportunity to stock up on some extra non-perishable foods, not for yourself, but for those who cannot afford such luxuries. Perhaps you would care to take the coupon that you earned for a "free turkey" and donate it to a local soup kitchen. There are

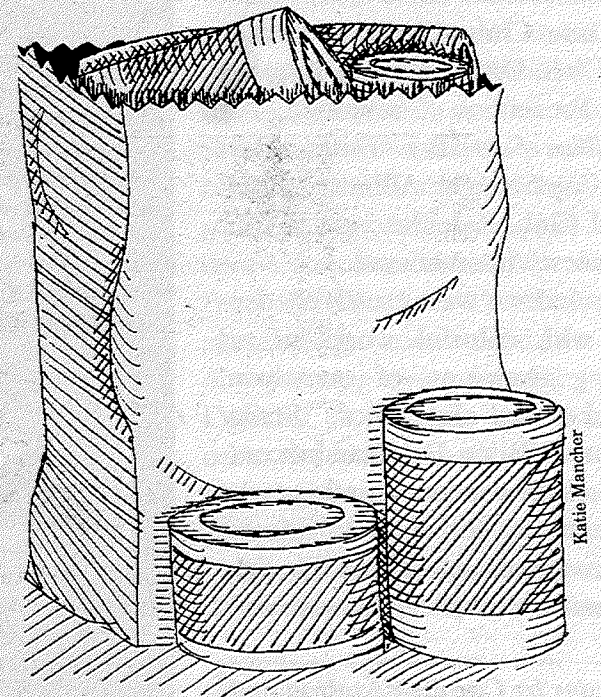
many places to which you can contribute food for the surrounding community of Long Island, if you so choose. From now until the 16th of December, Bath and Body Works in the Broadway Mall on Route 106/107 in Hicksville and the Community Synagogue here in Port will be taking all incoming food items and donating them to the Interfaith Nutrition Network. In turn, they will distribute the goods to homeless shelters and known needy families on Long Island. If you would prefer to go straight to the source, the INN accepts food as well. They are located at 211 Fulton Avenue in Hempstead. All items must be non-perishable and unused or opened.

Besides donating food from your home, another option is to work at a soup kitchen. For those who are of the Jewish faith, the Hebrew Union College holds a soup kitchen every Monday for those residents of Manhattan who can not otherwise acquire enough food to sustain themselves. It is located in Greenwich Village, at One West 4th Street. You can phone them at (212) 674-5300. More locally, a soup kitchen is located in Glen Cove at the First Baptist Church at 12 Continental Place. They serve lunch on Tuesdays, Thursdays, and Fridays. The only downside to volunteering during the holidays is that many others have the same idea, and soup kitchens tend to

become overwhelmed with volunteers very quickly. To find out more about soup kitchens all over Long Island, you may contact the Interfaith Nutrition Network at (516) 486-8506 or visit www.the-inn.org.

The library holds a smorgasbord of ideas for volunteering. One such program, which started earlier in the school year, is Web Meets. In this activity, students are trained to help adults learn more about computers and be comfortable to use them at their leisure. Teenagers are assigned an adult student to teach and familiarize them with computers. After the training session, the teenage teachers are familiar with all the concepts and explanations they must share in order to educate the new students. The teaching sessions will begin in mid January. Another program, Book Buddies, involves the teaching of little children. In this experience, teenagers read to children eager to explore the world of books.

One doesn't even need to travel as far as the local library. In our very school,



Katie Mancher

Schreiber High School, several clubs are engaging in activities which are geared towards helping the needy. The Human Relations Club collected holiday cards made by the children at North Shore University Hospital in Manhasset. On the weekend of December 7, the club sold packs of ten cards at King Kullen for 10 dollars a pack. These cards will also be available for sale in the near future, so look out for them in the lobby. The money earned will go to the psychiatrists in the children's ward, who help to console the family and friends of terminal children, as well as the patients themselves.

Does your family have closets full of coats, which haven't been worn in ages and are just sitting around collecting dust? Well, one way to put them into good use is to donate them! About everywhere you look they are collecting used coats to give to the needy during the times when it gets bitterly cold. Schreiber will be collecting coats as will the local police stations and several other locations around town. Another form of a donation is toys. Places such as Gino's Pizza have boxes collecting unused toys for the charity Toys for Tots. This gives poor children all over Long Island the experience of receiving a special gift at the holiday season. For more options to donate various items, or even to look into other volunteer projects on Long Island, the following websites are available: www.licares.org, and www.volunteermatch.org.

Do you have a talent? Can you sing or dance or play an instrument? Maybe reciting poetry is what you do best at. If you wish, harness that talent and use it for a good. You may get together with a bunch of friends and do a performance at a group home or the local senior center. Even if you seem talentless, just giving them some of your time is a great way to help. You would never imagine how wide a smile you can bring to someone's face, just by getting to know him or her and showing that you care.

Now that you've explored the incredible ways to give back to your community during the holiday season, you can seize one of these many opportunities and make a difference.

Gina's book

By Gina Farinaccio

Staff Writer

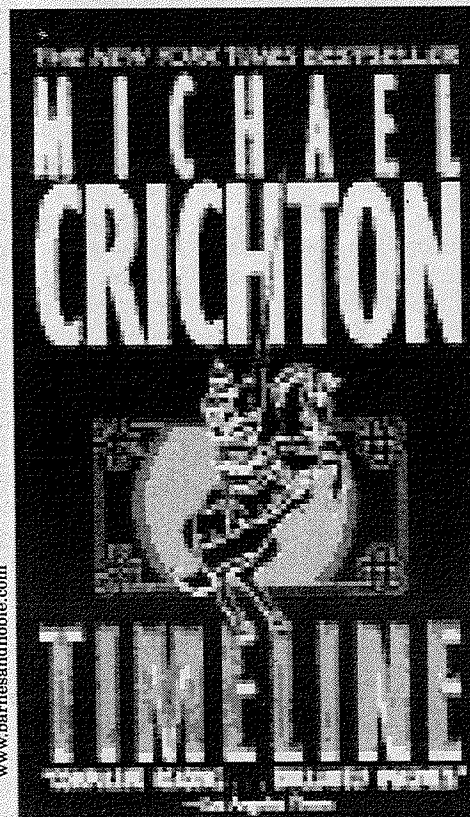
He had a term for people like this: *temporal provincials—people who were ignorant of the past, and proud of it. Temporal provincials were convinced that the present was the only time that mattered, and that anything that had occurred earlier could be safely ignored. The modern world was compelling and new, while the past had no bearing on it.*

Michael Crichton wrote his novel *Timeline* as a non-traditional time-travel story in which the main plot would be concerned with survival. On his website concerning *Timeline*, Crichton writes, "All this seemed straightforward enough, and I was surprised when the novel proved very difficult to write." He details the historical inquiry he was required to pursue, and spent a year reading before he even started writing his own work. As boring as that may sound to some, *Timeline* clearly evidences the fruits of his labors.

The novel is fast-paced and interesting. Crichton will always be a literary genius in terms of as the pacing and timing of his novels, which never let up. He is not given to highbrow litera-

ture or advanced imagery, but the man can tell a story. *Timeline* tells the tale of a group of archaeological students who travel back in time to France in the mid 1300s to rescue their professor, who is stranded there by the same company that is sending them. Sound obtuse and unbelievable? Sure it does. But, you have to admit, it also sounds interesting.

By using multiple viewpoints and plot lines that reach a climax simultaneously, Crichton weaves a believable and entertaining story. I was sad when the book was over, but the ending is satisfying and somewhat unexpected. The depth of historical research and background make it a learning experience. Before that turns you off entirely, however, let me



nook

say that you do not notice when you are learning. The details and finer points of this era are so seamlessly woven into the story that you do not notice the facts you pick up.

Overall, I highly recommend this book because of its potential to be read again and again. The story does not get boring, as the reader is able to pick up new information with each read-through. *Timeline*, by Michael Crichton, is worth the time.

The Evolution of Creationism

Parker examines the classroom clash

BY Adwait Parker

Staff Writer

Students who have studied biology in Schreiber are well aware that teachers in our school present Charles Darwin's theory of evolution without hesitation. This has been the case in schools throughout the country following the legendary Scopes Monkey Trial of 1925. More recently, however, the controversy between evolution and creationism has rekindled into a livid debate.

Deemed "the book that shook the world," by Dr. Garland E. Allen, professor of biology at Washington University in St. Louis, Darwin's *On the Origin of Species* sold out on its first day of publication in 1859. Through his theory of natural selection, he suggested that only those organisms possessing the most favorable traits for life in their environment are able to survive and reproduce. As the so-called "weak" are weeded out, the process of evolution takes place. The theory affirms that anatomically modern humans evolved 150,000 years ago.

Creationism, on the other hand, is the Christian belief in the creation of man by God. Under this major umbrella lie two forms of the theory. Day-Age creationism asserts that God had created humans fifty thousand years ago. Alternately, Young-Earth creationism maintains that God had created the universe, world, humans, and all life between six to ten thousand years ago, and that a worldwide flood (approximately four thousand years ago) can account for fossils.

The Scopes Monkey Trial in the summer of 1925 pitted evolutionism and creationism against one another. The hearing in Dayton, Tennessee, found biology professor John T. Scopes guilty of violating the Butler Acts, a state law forbidding the teaching of evolution in public schools. After nine minutes of deliberation and the delivery of a guilty verdict from the jury, Scopes stated, according to the Associated Press, "Your Honor, I feel that I have been convicted of violating an unjust statute. I will

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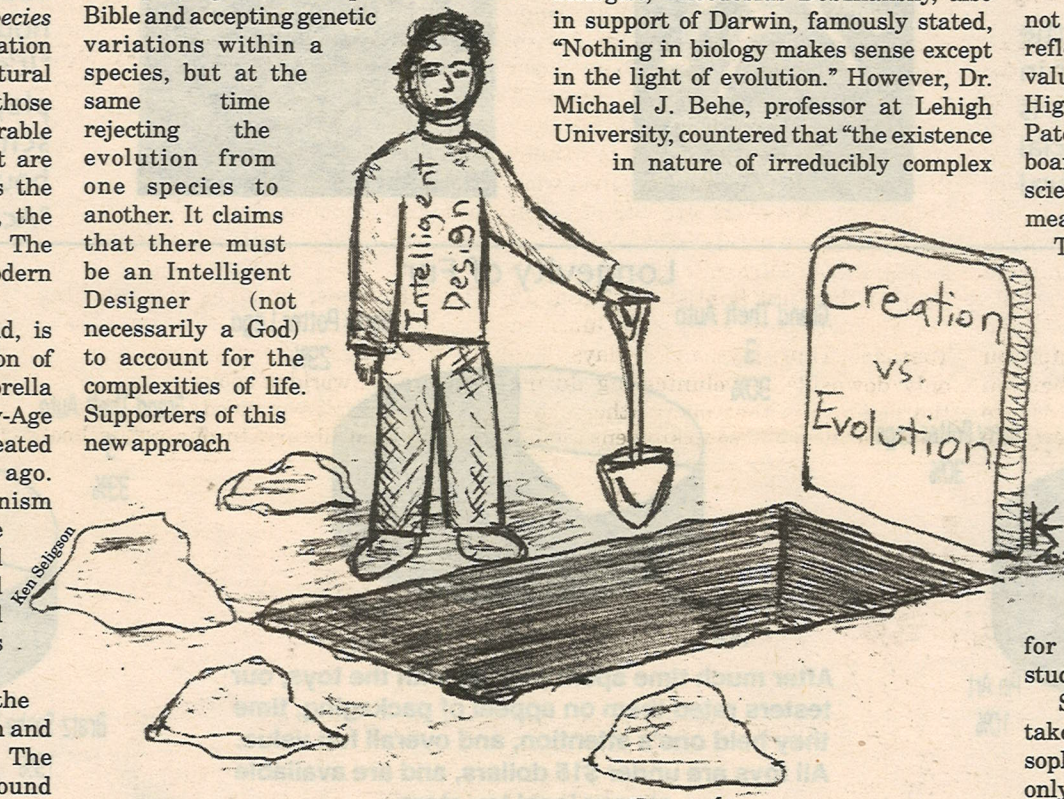
Most Schreiber students side with the evolutionists, claiming that creationism has no place in a governmental institution...School Boards, however, feel otherwise.

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continue in the future, as I have in the past, to oppose this law in any way I can. Any other action would be in violation of my ideal of academic freedom—that is, to teach the truth, as guaranteed in our Constitution." Despite the ruling in favor of the Butler Acts, the \$100 fine imposed on Scopes symbolized the trivial nature of the law, and the overturning

of the decision by the Supreme Court later in the year shattered it in its entirety. However, it was not until the 1962 Supreme Court Case, *Engel v. Vitale*, that the Butler Acts were finally repealed by the landmark ruling for "separation between church and state."

After a little over seventy years of relative peace on the subject, creationism evolved into a more legally applicable theory. This theory, known as Intelligent Design, excluded the original arguments that were no longer holding water in courtrooms. This new approach in the anti-evolution effort, institutionalized in 1996 by the Center for Renewal of Science and Culture (CRSC), believed in downplaying literal interpretations of the Bible and accepting genetic variations within a species, but at the same time rejecting the evolution from one species to another. It claims that there must be an Intelligent Designer (not necessarily a God) to account for the complexities of life. Supporters of this new approach



Intelligent Design theory has allowed some to resurrect the conflict between evolution and creationism.

essentially argue that Darwin's theory, based solely on random events, cannot possibly account for all these intricacies.

The CRSC's work soon showed payoffs as evolution was removed from the Kansas state science curriculum in 1999, a surprising decision by the Board of Education. There was an overwhelming response to this action; for example, a letter from the American Society for Cell Biology to the Governor of Kansas declared that "the concept of evolution is inextricable from the language of all life sciences and is a cornerstone for learning by all those who seek an education in basic science, medicine, and ecology." However, the law did not fully ban the teaching of evolution; it removed it from the necessary curriculum and aptitude tests. Regardless, Governor Bill Graves publicly condemned the law by claiming the board's actions to be, according to Michael Leland of *Voice of America*, "terrible, tragic, and embarrassing." Two years later, Kansas' Board of Education restored evolution to the curriculum. Nonetheless, future attempts by advocates of Intelligent Design to

rid schools of evolution would quickly become prevalent.

As the debate raged on, passionate opinions began to surface. Dr. Barbara Forrest, assistant professor at Southeastern Louisiana University, wrote that "[Intelligent Design] scientists have no empirical research program and, consequently, have published no data in peer-reviewed journals (or elsewhere) to support their Intelligent Design claims." Dr. Phillip E. Johnson, author of the 1991 book *Darwin on Trial*, further supported Forrest's claim, declaring "This isn't really, and never has been, a debate about science. It's about religion and philosophy." The Russian-American biologist, Theodosius Dobzhansky, also in support of Darwin, famously stated, "Nothing in biology makes sense except in the light of evolution." However, Dr. Michael J. Behe, professor at Lehigh University, countered that "the existence in nature of irreducibly complex

2002, Susanna Capelouto, journalist for *Voice of America*, writes that the new policy, which places warning labels on textbooks explaining that evolution is

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More communities are slowly turning to Intelligent Design as a substitution for the categorical indoctrination of students with evolution.

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not a fact but rather a theory, "only reflects the county's strong religious values." However, Atlanta's North Cobb High School biology teacher, Michael Patell, vehemently dissents, "Our school board doesn't know what a theory is in science. Theory in everyday language means 'a guess,' a wild guess maybe.

That is not its meaning in science," he says. "In science, it's an explanation of a phenomenon and it's well documented. So when we talk about the theory of evolution, we're talking about the fact that there is an explanation for how evolution occurs." The American Civil Liberties Union is further challenging this new Cobb county policy, regardless of what the stickers say. But the fact remains that more communities are slowly turning to Intelligent Design as a substitution for the categorical indoctrination of students with evolution.

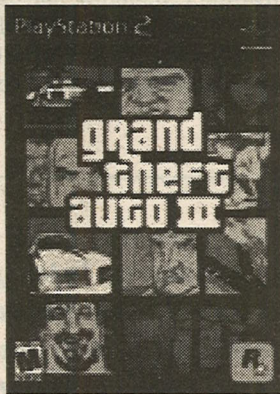
Schreiber's students have their own take on this nationwide issue. Some, like sophomore Jessica Becker, are in favor of only evolution in our curriculum. Becker states, "Everyone is entitled to believe what they wish, however, in biology we learn facts. Rather than incorporating religion, via teaching creationism, teachers must teach the knowledge for which we have proof, so we can better understand our past." Others, however, like senior Jonathan Michaels, feel that "all ideas and principles should be taught in school, including creationism." Ms. Janet Evans has incorporated into her sophomore Composition class an assignment on the analysis of this debate. Her English class first read the play *Inherit the Wind*, by Jerome Lawrence and Robert E. Lee, and a *Newsday* feature by Bryn Nelson from March of this year titled "The Battle over Evolution Isn't Over." Students were then told to assume the role of a member of the community voicing his or her opinion in a letter responding to a hypothetical situation in which the Port Washington Board of Education decided to incorporate creationism into the science curriculum. In the end, most students chose to side with the evolutionists, claiming that creationism has no place in a governmental institution. Nevertheless, Intelligent Design is a step forward for the anti-evolutionists, helping them inch ever closer to yet another infamous Monkey Trial.

biological systems poses a powerful challenge to Darwinian theory." Dr. William A. Dembski, a major figure in the Intelligent Design movement and an associate research professor at Baylor University, concurs that, "chance and necessity are insufficient for the natural sciences [and] the natural sciences need to leave room for design." The University of Wisconsin Board of Regents concedes that "Evolution could be disproven."

Such arguments were taken into consideration during Intelligent Design's greatest victory. Two months ago, in October, the Ohio Board of Education ruled unanimously to teach the entire controversy between evolution and creationism. Larry Witham, in a *Washington Times* article, writes that "students must learn how scientists 'critically analyze' Darwinism and not just accept it dogmatically." Proponents of Intelligent Design, however, were not satisfied, declaring the decision "innocuous."

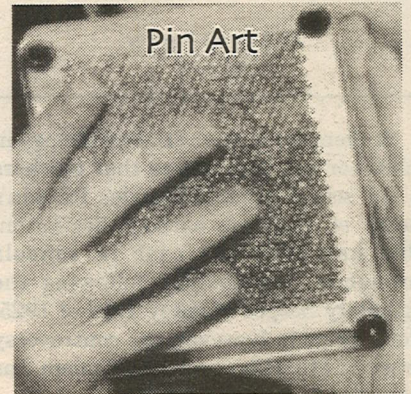
In the wake of the Kansas and Ohio decisions, there has arisen another dispute in a suburb of Atlanta, Georgia. In an article published on December 8,

Times Reviews TOYS!



"She is very thin and scantily clad - it presents a bad image for young girls."
 "Not well put together - she sheds."
 "The package is impossible to open."

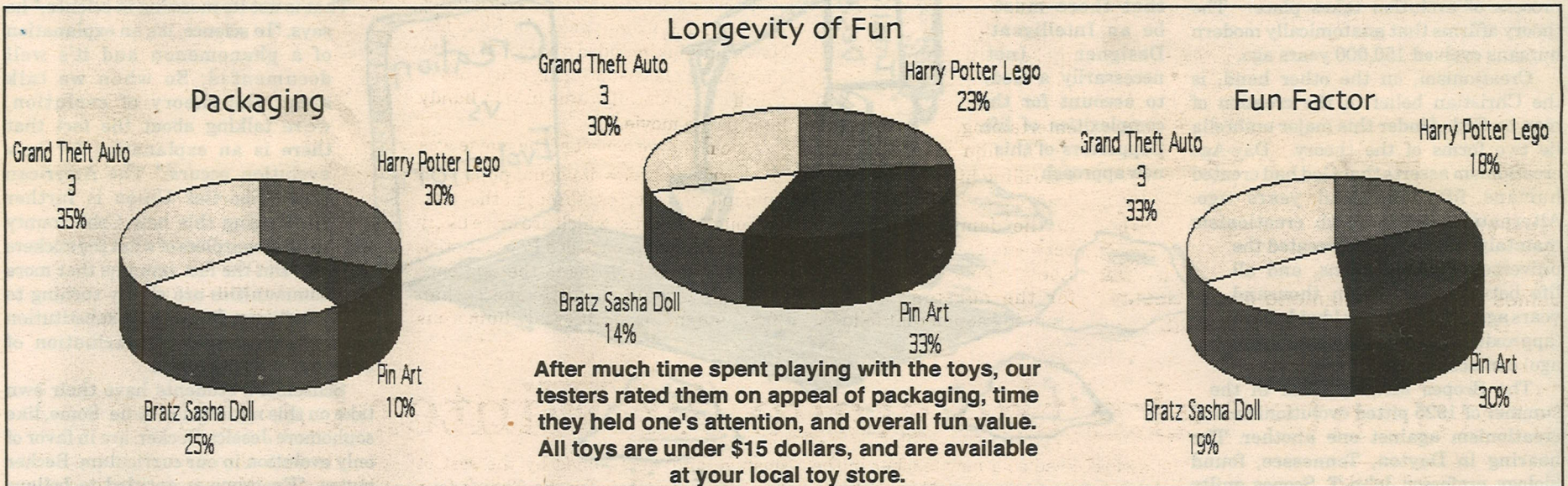
"An old-time favorite + the new fad = awesome."
 "Lego's Rock."
 "This toy represents the corruption of a literary work by commercialism - but it's still lotsa fun."



"It's not only a guy thing."
 "Hours of non-PC fun."
 "While it may look fun on the outside, this videogame will in time demoralize our society. Is a society engrossed with social unrest, violence, and general chaos worth the fun?"



"It does what you want - it could amuse you for hours and hours."
 "It's the same toy we've been playing with since elementary school but never actually bought. Thanks Features!"
 "Acupuncture for kids!"



Toy Craze for the Holidays

BY Emily Gordon
 Staff Writer

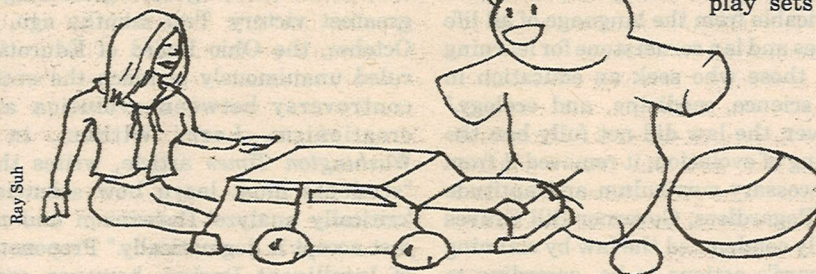
Do you have a younger sibling who lives to take trips to KB Toys or TOYS 'R' US? Are you still feeling the inner child within? Or perhaps you are just discovering your passion for those wonderful childhood toys. Regardless, there is no better season for children young and old than this one.

Eagerly anticipating the winter holidays, toy stores create and stock their shelves with the hottest items. Stepping into a toy store is often overwhelming, even for an adult. So what exactly is the perfect present to make a special person light up with joy this season? What toys are hot and what toys are not? Here's the low-down on toy town.

For girls ages 3-12, the "Barbie as Rapunzel" dolls and accessory kits, made by Matel, are currently sold out at KB stores. The popular enchanted dolls and play sets transform America's favorite doll, Barbie, into the fairy tale princess Rapunzel. This hot item looks to provide

hours of magical entertainment. The price of the doll is usually around twenty dollars, and play sets cost about the same amount.

Another popular toy for girls, ages 4-12, are the Bratz Funk and Glow dolls and Makeover Heads. These figures "capture all the attitude and freedom of today's girls," claims the



Bratz slogan. Girls can dress and change the funky outfits of the dolls. They can style the hair and makeover the faces of the Makeover Head Dolls. Dolls and accessories range from fifteen to forty dollars.

Rescue Hero Action Figures, by

Fisher-Price, are a hit for young boys this season. They are fun because each figure comes equipped with the tools of the trade. Boys love to play with these talking hero figures. They are popular because they encourage that "showing concern for others is cool." Each action figure costs about ten dollars apiece and the individual environmental play sets range

from twenty to fifty dollars. Lego's Harry Potter-The Chamber of Secrets is a popular toy for boys and girls, ages 6-12. The toy was inspired by the popular new movie, *Harry Potter and the Chamber of Secrets*. When you combine the popularity of Harry Potter and a

classic like Lego, how can you go wrong? There are several different Harry Potter Lego sets including the Dueling Club, Quidditch Practice, and The Chamber of Secrets, which all come with characters from the movie. These sets range from fifteen to seventy dollars.

For those parents seeking educational and creative toys for their children, Leapfrog Learning Systems are interactive educational tools that teach phonics, mathematics, geography and music. These toys for all ages are fun and also provide kids with educational enrichment. Leapfrog Systems range from the Turbo Phonics at fifteen dollars, to the Interactive Talking "Explorer Globe" at one hundred dollars.

So if the toy lover inside you is peeping up for a little visit this holiday, check out some of these toys at a local toy store or an online site. With these popular toys, you are sure to have a blast!

All photos by Kevin Boroumand and from www.amazon.com.

Arts & Entertainment

THE SCHREIBER TIMES FRIDAY, DECEMBER 20, 2002

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“Bond, James Bond” is back in *Die Another Day*

BY Andrew Gross
Staff Writer

I went into the new James Bond movie, *Die Another Day*, with high expectations. Judging by the previews, it seemed as if this movie would feature some of the best Bond action scenes yet. After seeing the movie, I can say that my expectations were met. *Die Another Day* has every signature of Bond movies, from a farfetched, yet exciting plot, to the trademark state-of-the-art cars and gadgets.

The story line is stereotypical of Bond movies; billionaire Gustav Graves plots

to destroy the world utilizing an artificial Sun capable of destroying anything in its path. Initially on a search for personal vengeance, Bond sets out to find the traitor threatening him and his entire organization, and is led all over the world in the process. Bond travels from Cuba to Hong Kong to Iceland, where he finds himself in Gustav's evil lair. A palace built entirely out of ice, the lair was the setting for the climactic scene of the movie. Along the way, Bond meets up with Jinx, his partner played by Halle Berry (whose bikini scene ranked as one of the best scenes in the movie). The conflict escalates through the movie, turning into a potential global disaster that can only be stopped by one man: you guessed it, James Bond. Although somewhat unrealistic, the movie is still entertaining.

The film kicks off with a thrilling high-speed hovercraft chase over a minefield in the demilitarized zone between North and South Korea. This sets the stage for the nonstop, visually stunning action that follows,

throughout the entire movie. The action more than makes up for the corny plot, including a high-speed car chase featuring the new Aston Martin, a great addition to the collection of Bond cars. Next there comes a sequence involving a 300 MPH rocket car and a parachute escape, and a high-stake sword fight (yes, Bond can also fence,) between him and Gustav Graves.

Along with the action, the gadgets Bond is equipped with in *Die Another Day* are great. The Aston Martin carries all of the standard Bond features including missile launchers and ejector seats. Special effects also allow for an invisibility feature that is very high tech, and fits in well throughout the plot. Additionally, Bond has his usual variety of weapons. New additions included a personal rocket pack, and a glass-shattering ring, both of which coincidentally came in very handy later in the movie.

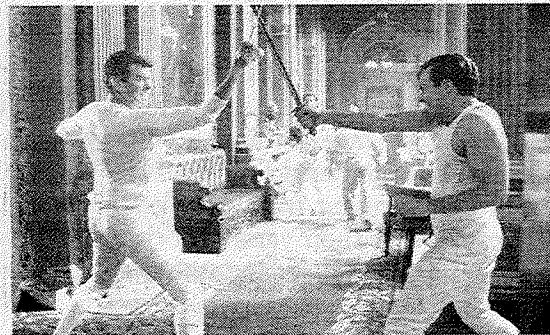
One negative aspect of the movie was the horribly cheesy dialogue, puns, and innuendos scattered through the plot. Although the puns, which are more likely to be found on the back of a Popsicle stick than in any movie, made the audience chuckle, I could do little more than “fake laugh” at such weak humorous

attempts.

All in all, the movie is definitely worth seeing. For those of you who like action scenes, great visual effects, and any other classic component of past Bond movies, *Die Another Day* is worth the money.



Brosnan appeared on the big screen for the third time as James Bond in *Die Another Day*.



James Bond fights diamond-mogul Gustav Graves at a London fencing club.

Students take the stage for Winter Concert I

BY Jeff Stricker
Computer Assistant

Winter Concert I was held in the auditorium on December 11. As the room filled to three-quarter's capacity, principal Dr. Frank Banta addressed the audience welcoming the audience and superintendent Dr. Geoffrey Gordon. He concluded by wishing the audience a peaceful holiday season.

As the applause subsided, symphonic orchestra director Mr. Anthony Pinelli took the stage. The orchestra's first piece was Symphony No. 8 (Unfinished) by Franz Schubert. Schubert's piece uses sharp transitions between loud and quiet sections to captivate listeners. Generally, the piece was well played, but it did have a few brief sections where the timing was off.

The orchestra's next performance was of Percy Grainger's "Irish Tune From County Derry." The piece began at a low volume. Overall, this selection was a very smooth and flowing one, mostly in the low- to mid-range volume.

The orchestra concluded with a new approach to a concert: a conductor informing the audience that the orchestra would direct itself for the final tune. With this announcement, Mr. Pinelli thanked the community for the warm welcome

he had received as a new teacher in the school and also commended his students. Then, he stepped off the stage and into the seats, as the orchestra began to play "Sanseneon" by Robert Frost. Surprisingly enough, this song sounded superb. The timing was seemingly perfect for the entire performance of the song. The orchestra then rose to the applause of the audience and made its exit offstage.

The Chamber Singers, directed by Mr. Philip Glover followed the orchestra's performance. Their first song was "The Turtle Dove" by Ralph Vaughn Williams. The song involved the high sounds of the sopranos and altos being echoed by the lower sounding voices of the tenors and basses. This song also featured a solo by junior tenor Andrew Malone.

The next song, "The Night We Called It A Day," by Matt Dennis and arranged by Steve Zegree, featured the alto soloist Jennifer Tsai, and Mr. Glover playing the piano. The piece flowed well and the various voices blended harmoniously throughout the song.

The last selection sung by the Chamber singers had no soloist, or pianist. Titled "Wondrous Cool, Thou Woodland Quiet" and written by Johannes Brahms, this song was a very smooth and calm song that the audience greatly enjoyed.

The Chamber singers remained

onstage and were joined by the rest of the Schreiber Choir for the Choir's four songs, the first of which was "I Dream a World" by Andre J. Thomas. Junior Eileen Shon played accompanying piano parts for this song as well as the Choir's second and fourth songs. This song was a light and airy piece throughout and was thoroughly enjoyable.

John Rutter's "Blow, Blow, Thou Winter Wind" was the Choir's second piece. It opened with a piano solo by Shon, then the lower voices sang while the higher voices hummed, alternating with the inverse. The end of the song was a unified last few words.

"Good News, the Chariot's Comin'," the Choir's third piece, was sung a cappella, but this did nothing to hurt the group's performance. The group was very talented without Shon playing piano, and the upbeat song arranged by Moses Hogan exemplified the group's abilities.

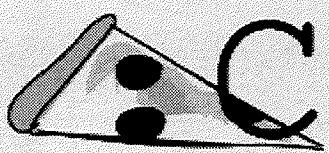
For the final song, George and Ira Gershwin's "S Wonderful," Shon's piano playing resumed. The song highlighted the group's ability to split and resynchronize the song's lyrics between the high and low sections. The song received tremendous applause from the audience.

The Concert Band, under the direction of Mr. Mark Brenner, concluded the

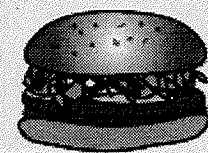
evening with three songs. First, Jay Chattaway's "Mazama (Legend of the Pacific Northwest)" was played. This song featured soloists senior Elyse Van Nostrand on the clarinet, and senior Jessica Friedman on the ocarina. This song had more than just fine instrument playing, as members of the band also chanted words at certain sections. Overall, this song was a very moving piece with fine work by the entire band.

The band's second piece was "Shenandoah" by Frank Ticheli, and featured Friedman, and seniors Jaime Feather and Mai Hiroaka, all playing flute solos. The song varied from violent and powerful sounds, to mild and subdued ones, ending with the latter style.

After the second piece, Mr. Brenner addressed the audience, thanking them for coming on behalf of himself and the rest of the Musical Arts staff. He also asked for donations towards the band's planned trip to Boston later this year. On that note, he returned to conducting and led the band in their final piece, David Holsinger's "Abram's Pursuit." The selection contained many noticeable transitions in intensity, ending on a progressively built up, strong and powerful finish. When asked how she felt the concert went, choir member sophomore Hillary Wool replied, "It was nice to hear our hard work pay off."



Cheap Eats



Sharon Weinberg

BY Sam Salkin
A&E Editor

Eating is one of my favorite things to do. Honestly, I think that eating is more fun than most activities. This is one of the reasons why school isn't that great — infrequent eating. So

when we do get to eat, it is a grand occasion. The cafeteria satisfied my appetite back in my underclassman days and I illegally ventured off campus quite infrequently. However, on September 7, 2002, my mother refused to make

lunch for me anymore and told me that I was on my own with a six dollar allowance every day. The challenge was on; I had to find a cheap lunch that could be eaten in the short time of a 4-1 or 4-2 lunch period. After the first week of school, I

found the few places where I could have my quick lunch and make it back in time for psychology class. Sorry underclassman, but this list is for legal off-campus ventures only. Here are my favorite cheap, quick, off-campus lunches.

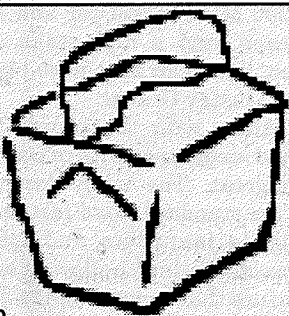
Eastern Strawberry

WHAT: Chinese food

WHERE: 704 Port Washington Blvd.

WHY: Lunch specials are king. \$5.70 scores you a huge plate of sesame chicken on a bed of rice (you get your choice of white, brown or pork fried...go with the white.) Also, you get a can of soda or cup of soup. If you are looking for another taste, for under five dollars with the same accompanying rice and soda, check out the lo mein or the sweet and sour chicken.

HOW: The only drawback to the Strawberry is that it takes time for your food to be done because you get grub made for you on the spot. My advice is to know what you want to eat and call ahead so you can eat it hot when you get there and still be back in time for psychology. The walk will take six minutes if you leave from the front steps and cut across the football field and then down to Port Boulevard.



www.mo.quick.com

Frank's Pizza

WHAT: Pizza

WHERE: 14 Main Street (right on the corner of Port Boulevard and Main Street)

WHY: The food is warm and good. They have the best pizza sauce in Port Washington and their crust is tasty too. When I go, I like to get a Sicilian slice with meatballs and a medium soda. This costs four dollars, which means that you still have two dollars left to buy dessert. In the warmer weather, grab an Italian ice on the way out for under two bucks. Frank's has a warm environment and fast service.

HOW: The Monfort steps are the only way to go. Despite my obvious beef with this "Stairway to Hell," saving time is worth the peril. The trip from the front steps down to Frank's should take six minutes. The only drawback is the traffic light on Port Boulevard. That light can be the determining factor in whether or not you are on time. So move quickly and don't be discouraged by the clock at Frank's. It's fifteen minutes fast... for real.



www.pfrank.edu

Hickory's

WHAT: A good old-fashioned, hardcore BBQ joint.

WHERE: 674 Port Washington Blvd.

WHY: Obviously the food. I really dig the steak sandwich on garlic bread, with melted cheese and sautéed onions. This costs \$4.85, a bit close to our limit, and the cheese and onions are actually an extra ninety cents. So, you are left without a drink, but Americans need to get used to life without water with the way the ozone layer is open...or maybe there is going to be too much water. (I get confused.) Otherwise, there are burgers and chicken galore to eat, ranging from very cheap to more expensive. One of Hickory's signatures is their version of chicken fingers and fries. Though they are more than six dollars in total, they are worth a try if you are down to spend some more money.

HOW: Use your legs. Even if you have a car it is better to walk because of the traffic on Port Boulevard. Yet again, the drawback is similar to that of Eastern Strawberry, it takes time. Try calling ahead and eating in.



www.hickorybbq.com

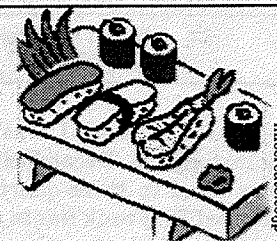
Toyo Foods

WHAT: A Japanese supermarket

WHERE: 625 Port Washington Blvd.

WHY: That's pretty much explained in "what." This place has some great sushi at a great price. Take this meal for example: a California roll for \$3.50, miso soup for \$1.25, and a Coke for a buck. This comes to a whopping \$5.75, and leaves twenty-five cents for you to call your mom and tell her about the great, cheap meal you just ate. That is really what lunch at Toyo is...a meal. The sushi is fresh and the price is definitely right. For \$3.95 you can sink your teeth into spicy tuna, spicy shrimp, spicy California rolls, or the best chicken tempura I have ever had. The Tempura tastes sweet at first, but then after ten seconds you get a spicy taste in your mouth. The spice is awesome and well worth the extra forty-five cents.

HOW: The walk will take seven to eight minutes. It is worth it and you will save a lot of time if you cut across the football field to Bogart Avenue. The only real drawback to Toyo is the seating — there is none. However, unless you are worried about getting your jeans dirty, be a man and sit on the curb outside for some fine dining.



info@toyo.com

Pop theatre fails again with "We Will Rock You"

BY David Silverstein
Staff Writer

It seems that a new fad in today's theater world today has developed over the last few years. That trend takes bad theater and combines it with great music. *Mamma Mia*, a play that opened on Broadway almost a year ago, is booming at the box-office and receiving brilliant reviews. The plot is loose, easy to comprehend, and predictable. The music, contributed by the famed seventies disco band ABBA, however, is what really

“The music, though, is unoriginal...and ultimately takes away from a traditional theater experience...”

rallies audiences. The point of the show is not to stare in awe at the exemplary acting, but to get up out of one's seat and actually dance in the aisle out of enjoyment of the music. The music, though, is unoriginal, has been played on the radio, has spent time on the pop Billboards, and ultimately takes away from a traditional theater experience, in which the music has never before been heard and excites the audience because of its orchestrated beauty.

Overseas, the idea of bringing rock music to theater is being reproduced.

We Will Rock You is a new production that is having a heyday in the London Theater District. Using music from one of England's greatest rock bands, Queen, the masses flock to the theater hoping for a live performance comparable to that of the band. The ability to see Queen's music live, something that was impossible before the production of the show due to the untimely death of frontman Freddie Mercury, is now at the fingertips of anyone willing to pay outrageous prices.

Although not everyone knows the actual band Queen, a group of classic rock gods whose popularity has dissolved over the course of the last generation, everyone knows the famous words "we will rock you." Words that meant rebellion to one generation have now transformed into a cheer at stadium sports competitions. The play's audience is enthusiastic. They are ready for a rock show. I anticipated a stunning performance of music that I love; I did not receive what I was hoping for.

The plot is farfetched. It is set three hundred years in the future, when every type of music performed manually is supposed to be outlawed. I will not bore you with the rest of it because it will force you to go to sleep just like my parents did before they left at intermission. I was intrigued by the sheer stupidity of the entire show, which butchers song after song. Ballads and anthems of the late great band are slaughtered in front of an almost all-English audience, which actually enjoys it. I was appalled. It was nationalism at an all-time low. I would

expect that Brits would be mad at what they are seeing, not supportive.

What really confuses me is that Ben Elton—the comedian turned novelist whose work is usually witty, hilarious and, overall, fantastic—wrote the play. I wonder what went wrong. Well, the cast is horrible, for one thing. The players are amateurs and their inexperience leads to the collapse of the performance. In fact, the only thing about the play that I found slightly enjoyable was when Brian May, the guitarist from Queen, came onstage and played a solo to one of the band's greatest hits, "Radio Ga Ga." Although I got to see one of my rock idols perform, I felt embarrassed that he would associate his talent with the production.

For me, one positive of this glorified light show was one of the few themes conveyed. The play stresses the fact that music of the new millennium is overproduced, over synthesized, and over sexed. It shows that we are not buying real talent when we purchase new CDs. I guess I searched to take away something from the performance so that my night and money were not totally robbed from me. However, when I think back on the women dancing around on stage practically naked and the horrible acting, if you can even call



The new musical, *We Will Rock You*, is currently on London stages and is expected to be opening in New York soon.

it acting, my mental memento is quickly forgotten.

It is rumored that *We Will Rock You* is coming to America to try to achieve the same success of *Mamma Mia*. I hope that those of you who do not want to be stupefied and brainwashed by bad theater take this review as a warning. The Schreiber Drama Club has far surpassed anything that I saw on the London stage. I would rather pay five dollars to sit in the front row and see the local musical than pay a hundred dollars to sit in the nosebleed section and watch my rock idols' music be recycled. The heat or pressure must have been on the London Theater District to create a show and occupy a theater, so they took pure, beautiful rock, Queen's music, and turned it into something vilified.

Vampires are coming to Broadway

BY Gabriela Monsanto
Contributing Writer

Michael Crawford, the original star of *Phantom of the Opera*, has hit it big with the new and exciting Broadway musical *Dance of the Vampires*. The actors and actresses add much entertainment to the show, as do the sets and lighting. Everything about this new play is excellent, except for the fact that the plot and jokes are a little twisted.

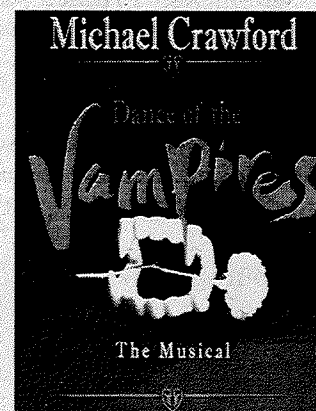
This retold tale of the classic vampire character will glue you to your seat. The scenery and lighting are commendable. When you look at the sets, you feel as if you are really in the woods or in a cozy inn. The lighting is very important to the show because it helps bring out the dreadful characteristics in the dead characters and in the vampire. The costumes, however, are not as great as the special effects.

The plot is also a little unique. The show starts out with a young girl named Sarah who is bitten by a vampire. She is told to return to his castle on Halloween at midnight. Luckily, a scientist and his student, Alfred, who happen to be in

town, rescue her. The vampire, named Count von Krolock, finds out what has happened and returns to Sarah, biting her again. In the end, Sarah is not strong enough to resist Count von Krolock's offer of a happy life, and attends a Blood Red Ball in her honor. Fortunately, her love, Alfred, saves her and also kills the vampire. The ending of this lovely tale adds a little twist to the play. Sarah, who appears to be fine, is actually a vampire herself, and in return for Alfred saving her life, she bites him on the neck. The two then go on living as two happy vampires trying to take over the world.

This ending and other little details from the show make its plot a little weird, to say the least. There are many jokes in the play that many teenagers and children would not understand. However, some of the jokes, if understood, are quite appealing. There are also songs in which it is impossible to understand a word that the cast members are singing. "The Garlic Song," for instance, is a great dance number, but unfortunately, it is impossible to hear the lyrics of the song. The ending of the show also makes it a little confusing as not everyone in the audience understands why Sarah bites Alfred. At the very end of the play there is a tremendous dance number with the vampires, but its relation to the rest of the show is unclear.

Despite this confusion, *Dance of the Vampires* is a great show. I would definitely recommend it to teenagers who enjoy a sophisticated laugh. Overall I would say that this show will be a hit for my parent's generation, and since the holidays are right around the corner, these tickets would make a great gift for your parents. Enjoy the show!



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VIKING SPORTS

Despite cold, Turkey Trot is a success

by David Lindenbaum
Staff Writer

Over a thousand runners braved the cold to race in the annual Thanksgiving Day Turkey Trot on November 28. The race winds around Port Washington, starting on Manorhaven Boulevard and finishing in the parking lot of Manorhaven Park. The race started at 9:00 a.m. and remarkably, the first runners were finished by 9:30 a.m.

People of all ages competed in the Turkey Trot, including many Schreiber

students. The weather on the race day, according to junior Uri Nazryan, was "crisp, in the twenties and beautiful, but perfect for a running race." The runners were lucky because the weather report predicted a much colder day.

The race began on Manorhaven Boulevard and continued to the intersection with Middle Neck Road. The runners then turned right and ran until Sandy Hollow Road, where they made another right. They followed Sandy Hollow Road and turned right onto Shore Road. From there, they followed Shore Road and turned left onto Manorhaven Boulevard. The race finished in the parking lot of Manorhaven Park, totaling five miles.

The first three runners, all men, finished with times between twenty-seven and twenty-eight minutes. First place went to thirty-seven-year-old Leonardo Chalco-Fernandez, who completed the five-mile race in 27:18. In second place, forty-two-year-old Robert Cipriano finished with a time of 27:45. Twenty-year-old Michael Scott, who ran the race in 27:57, followed him.

The best female time was 32:37 by twenty-eight-year-old Michelle Duran. She was followed by thirty-five-year-old Julie Romano, with a time of 33:25. In third place was thirty-seven-year-old Diane Bownes, who finished four seconds later with a time of 33:29.

The adults were not the only ones to get commended. Awards were also given to age groups 0-12, 13-15 and from then on, in increments of four for both male and female divisions. In the male 13-15 division, first place went to fifteen-year-old Logan Kaim with 35:00, followed by another fifteen-year-old, Brendan Moody, with 35:05 and Reme Morales, a fourteen-year-old with 35:23.

In the 13-15 female division, first place was awarded to Dawn Leavy, fourteen, who had a time of 39:47 and was followed by fourteen-year-old Samantha Nick, with a time of 41:29. Valerie Faure, fifteen, came in third, with 43:47.



A heavily bundled junior Richie Miglietta strides to the finish line. The Trot took place in sub-freezing temperatures.

In the male 16-19 division, the first place finisher was nineteen-year-old Matt Mandel, with a time of 29:53. He was followed by seventeen-year-old Jesse Cohen with a time of 31:03. Third place was awarded to James Houlihan, seventeen, with a time of 31:04.

In the female 16-19 division, nineteen-year-old Kathleen Maher finished with a time of 38:28. Second place was awarded to nineteen-year-old Caitlin Reilly, with a time of 41:18. She was followed by Jacqueline Hehir, sixteen, with a time of 41:48. Despite the cold conditions, all the runners did well, completing another successful Turkey Trot.



Juniors Jackie Hehir, Tommy Schweitzer and Uri Nazryan pose for a photo after running in the 5-mile race. Hehir placed third in her category.

Seniors attend field hockey festival *Herz and Wurmstedt compete at national tournament in Indio, California*

by Bikram Chada
Sports Editor

While most Schreiber students were looking forward to their Thanksgiving break as a time to relax and stuff themselves with turkey, seniors Christy Wurmstedt and Valerie Herz were excited for a different reason. They were both invited to the National Field Hockey Festival, a USFHA sponsored

tournament in which teams from all over the United States compete. Furthermore, college coaches from top field hockey schools all over the nation came to watch the competition and scout potential players.

The festival was held in Indio, California, and 193 teams competed. Wurmstedt commented on the atmosphere, stating, "It was so beautiful to walk into this place and see at least fifty perfectly tended field

hockey fields surrounded by palm trees and mountains." Both seniors found out about the competition from Schreiber's varsity field hockey coach, Mr. Joe Lederer. They were told that the Long Island Field Hockey

Association (LIFHA) was taking a team to the festival for the first time. The two girls tried out for the team and made it.

To develop the skills needed to play in this well-known competition, the team practiced twice a week during the summer and school year. The team members were also required to participate in the LIFHA Summer League.

At the festival, the girls played a total of seven games. Their record at the end of the tournament was one win, one loss, and five ties.

The weekend was not occupied solely by competition—the girls also had the opportunity to spend quality time with each other, shop at stores in Palm Springs, and go bumper boating and go carting.

The best part, Wurmstedt said, "was the bond Val and I formed with our teammates, who we barely knew before this trip. At the beginning, it was a little awkward to play with each other, but by the last game we were playing the most sophisticated and intense field hockey I have ever seen. It was also an amazing

opportunity to meet new people. The team just clicked because all the girls were so amiable. I don't think I have ever laughed so much in such a short period of time."



Senior Valerie Herz blasts a ball to a teammate at the National Field Hockey Festival.



Seniors Christy Wurmstedt and Valerie Herz pose for a photo in Indio, California.

Boys varsity basketball looks toward a fantastic season

Team rests hopes on veteran scorers and some fresh talent too

BY **Bikram Chadha**
Sports Editor

The boys varsity basketball team begins its season in hopes of clinching the county championship. Currently facing tough opponents in Conference A including Bellmore JFK, Plainview JFK, and Walt Whitman, the team intends to persevere toward the county finals at the end of their season.

This year's varsity squad consists of many talented players, including seniors Michael Cetta, Quentin Dumpson, Jason Elan, Andrew Levy, and Ray Ross, Jr. and juniors Fred Dumpson, Ira James, Brian Moran, Scott Peckelis, Jamal Reed, and Michael Ryder. Last year, the team ended their season in the first round of the playoffs with a devastating loss against Freeport. Nevertheless, their league play record at the end of last season was a respectable six wins and six losses.

The team has maintained last year's level of play with a positive 2-1 start to the season. In their first game against Bellmore JFK on December 12, Port won with a final score of 65-59. High scorers included leader Levy with a game total of fifteen points, Ross with thirteen, and Dumpson and James with eleven apiece.

In their game against Plainview JFK, the Vikings coincidentally also ended with a final score of 65-59. Levy led his team in scoring with a game high of fifteen points, while Ross followed close

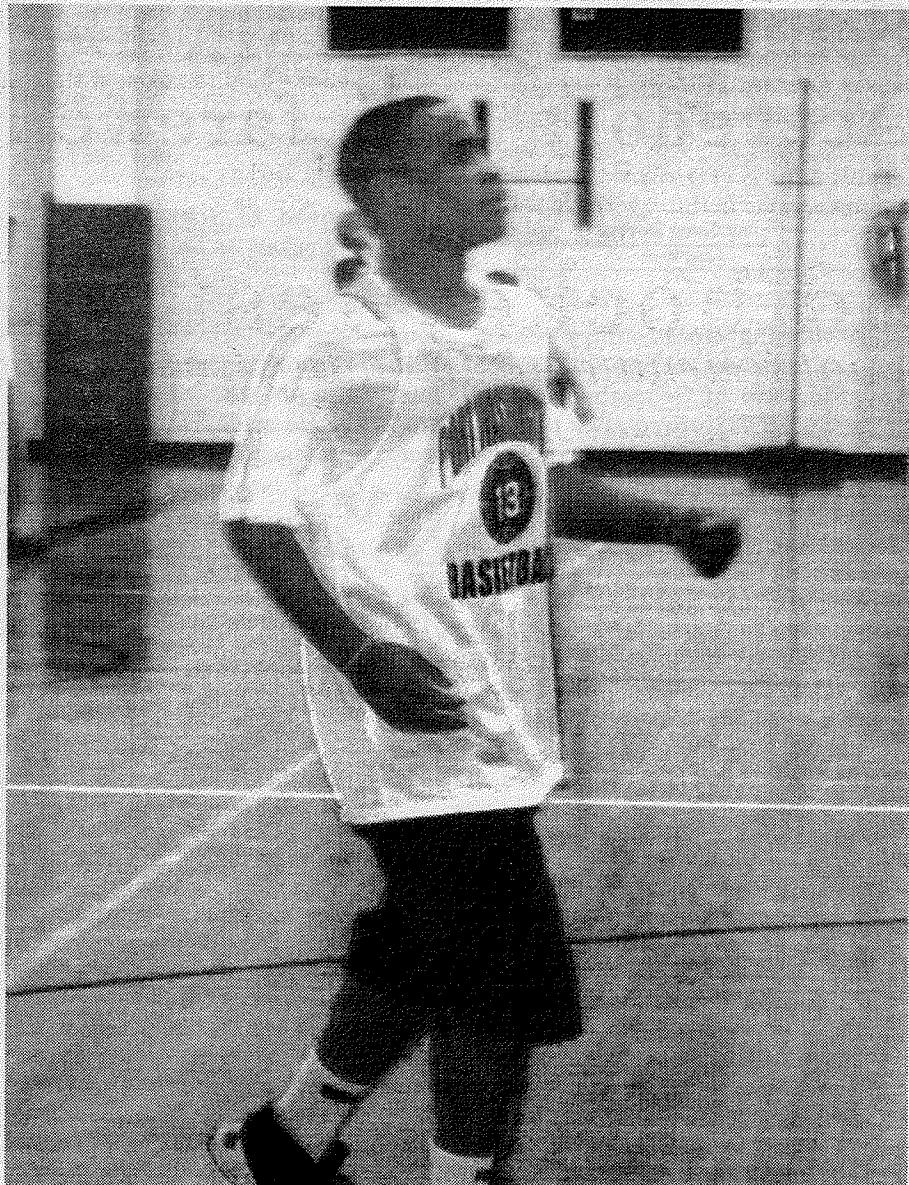
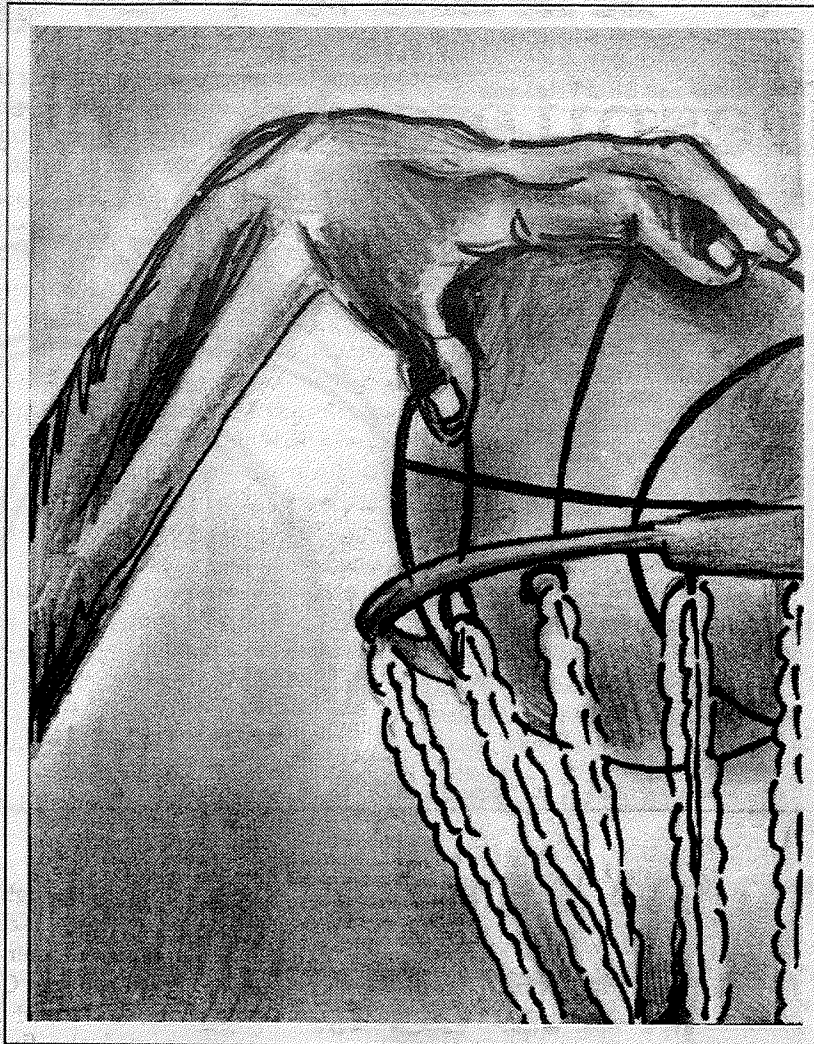
behind with thirteen. Moran rounded out the third quarter lead with three 3 pointers, adding to Ross' two earlier scores from the arc, which took Port out of a scoring slump early in the game.

Port suffered its only loss of the season at the hands of Walt Whitman's high scorers Nick Carter and Antoine Agudio who netted twenty-six and twenty-two points, respectively. Port leader Quentin Dumpson hit eight buckets for a total of sixteen points, but Moran's attempt to force overtime with a clutch tie-breaker just missed the mark. Port lost 55-53.

Continued success this season for the Vikings depends upon maintaining a cohesive game and working with promising players moving up from junior varsity. Ryder commented on his new teammates: "Very few guys moved up to varsity from junior varsity. We're going to work hard and get playtime."

Junior Mike Bellino, who played on the JV team last year, concurs. "Some kids on JV were good and able to handle the challenges of varsity," he said. He added, "We need to play together as a team and not as individuals to put points on the board."

The Vikings are optimistic about their prospects for the season. According to Levy, "We feel we are the best team in the Conference, and think we should win our county. We might even reach the state championships." Bellino is equally optimistic. He said, "We'll definitely get to the playoffs, and probably win games for the conference...[but] our main goal is the playoffs."



Junior Fred Dumpson watches his shot go in the basket during a recent Vikings practice.



Above: Aggressive practice makes the Vikings more prepared for the challenging opponents they will face this season. Right: Varsity and junior varsity Viking basketball players scrimaged in the gym on December 16.



All photographs by Kevin Boroumand; graphic by Rachel Klein

JV1 and JV2 boys basketball show promise for successful seasons

New coaches Dolling and Trottier hope for success in tough division

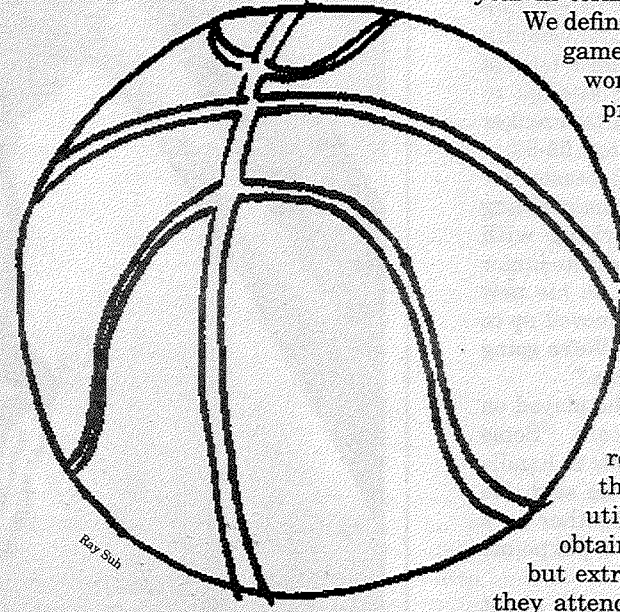
By **Jus Chadha and Brett Friedman**
Staff Writers

The boys junior varsity basketball teams consist of the top players in both ninth and tenth grades. This year's teams are expected to be very competitive in a tough Long Island division, and they are likely to end the season with winning records. Two new coaches were recruited for this year's JV basketball teams—Coach Dolling, who will coach JV1, and Coach Trottier, who will coach JV2.

The JV1 team consists of freshmen Gus Bechtold, Bobby Candella, Dave Kavanaugh, Dan Koh, Jamaine and Jamal Parchment, Andrew Preston, Brandon Schneider, and sophomores Dave Bluver, Matt Ferraro, Eddie Heppt, Steve Lee, Joey Leoney, and Keith Santiago. The JV2 team includes freshmen George Adamides, Matt Lazar, Dan Marmor, Johnny Marx, and sophomores Chris Campbell and Julian Lumpkin.

The first game for JV1 was on December 10, at Walt Whitman High School and the first game for JV2 was on December 7. Candela, a JV1 guard, described what he thinks is necessary for the team's success in the upcoming

season: "I think the key to winning this year will be teamwork." Teamwork is an extremely important asset a team of any sort must have in order to be successful.



The new coaches have a specific plan set out for the team: get everyone into top physical condition, work on basketball skills, and, most importantly, become a unified team. The coaches

feel that for the team to gel and "become one," they must first learn each other's strengths and weaknesses.

Preston, a JV1 freshman forward, remarked, "I think we will do well this year in terms of the win-loss column.

We definitely have the talent to win games, and with all the hard work we have been doing in practice, it hopefully will lead to wins." Adamides, a JV2 guard, talked about the selflessness needed in order to be victorious in the overall season this year: "We have to play as a team and we can't be selfish, otherwise we won't be able to win any games at all."

Both teams were very ready and anxious to begin their season and hoped to utilize the skills they had obtained in the long, grueling, but extremely vital practices that they attended everyday for the past few weeks. Apparently, the practices were very tiring and tough on the players, but the only thing that has come out of them are positive results and optimistic thoughts about the coaches and how the approaching season will

turn out for everyone.

The JV1 and JV2 teams have both been working extremely hard in order to prepare for their upcoming 2002-2003 basketball season. They will hopefully use the resources they have obtained during their many practices and apply them to game situations in the future.

Upcoming JV1 Games @ Home

Friday, Dec. 20; 4:30 pm
v. Roslyn

Monday, Jan. 6; 5:00 pm
v. Elmont

Wednesday, Jan. 15; 5:00 pm
v. Herricks

Wednesday, Jan. 22; 5:00 pm
v. MacArthur

Friday, Jan. 31; 5:00 pm
v. Hicksville

Wednesday, Feb. 5; 5:00 pm
v. Plainview

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Schreiber gives Mr. Bob Acevedo a sad farewell

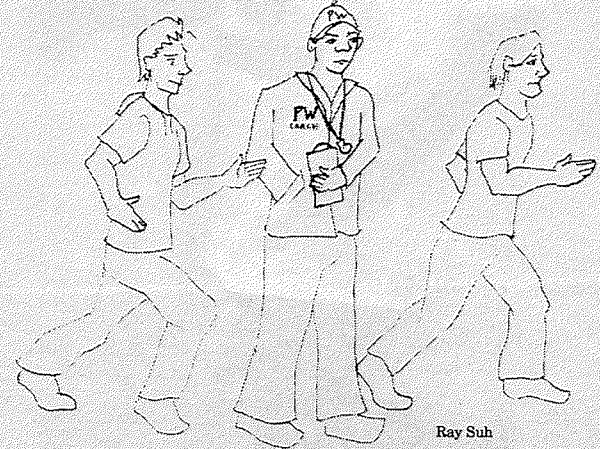
By **Greg Berry**
Staff Writer

A winning cross-country season had a bittersweet ending as Mr. Bob Acevedo, one of Schreiber's most beloved coaches, retired after twenty-two years. He finished coaching on a high note: he led the cross-country team to a winning record for the first time in four years. During the Schreiber Fall Sports Awards Presentation, athletic director Ms. Rose Bonnano informed the crowd that Mr. Acevedo had retired to Arizona.

Not only was Mr. Acevedo a great coach, but he was also a great teacher. He began by teaching Spanish at Weber Middle School in 1980, at which time the school included seventh through ninth grades. In 1985, the ninth

grade moved to Schreiber, so Mr. Acevedo worked at Schreiber for the first time.

Principal Dr. Frank Banta fondly remembers Mr. Acevedo. Dr. Banta stated, "People enjoyed working with him. Mr. Acevedo cared about his students." He made a difference in the world as a teacher, a coach, and much more. Dr. Banta said, "Mr. Acevedo displayed interest in human relations. He worked as a trainer for the 'World of Differences,' sponsored by the Anti-Defamation League to promote inter-group



understanding."

Through the years, Mr. Acevedo was valued by many as a person who tried to make a difference in the world in many ways. He will always be remembered at Schreiber as a great teacher, coach, and person.

2002 FALL SPORTS AWARDS

Cross-Country

Coach's Award
Yuichi Jikko

All County
Adam Davis

Girls Varsity Field Hockey

Coach's Award
Jackie Hehir
Christy Wurmstedt

MVP
Lindsay Levin

MIP
Alanna Bares

All County
Lindsay Levin
Jacqueline Hehir
Valerie Herz
Ann Sautkulis

All Conference
Alanna Bares
Elizabeth Brewster
Christy Wurmstedt
Allyson Young

All League
Elizabeth Murphy
Stacey Sirow

Exceptional Senior
Erica Burden
Elizabeth Flamm

Ellen Herman Award
Lindsay Levin

JV Field Hockey

Coach's Award
Kristen Mallon
Jordana Cohen
Ariel Fuchs

Varsity Football

Coach's Award
Robert Tartaro

Costello Award
Matthew Burack

MVP (Offense)
Matthew Sloane

MVP (Defense)
Matthew Burack

MIP
Santiago DelCastillo

Unsung Hero
Shane Hafer

JV Football

Coach's Award
Bobby Fischetti, Jr.

MVP (Offense)
Eddie Heppt

MVP (Defense)
Hee Dong Kim

Boys Varsity Soccer

Coach's Award
Kevin Davies
Jarryd Levine
Roberto Perez

Tyler Rauzon Award
Jeremy Francis
Michael Hall

Joseph Cohen Award
Jarryd Levine

MVP
Jeremy Francis

MIP
David Katz

All County
Kevin Davies
Jeremy Francis
Peyton Mait

All Conference
Jeffrey Byrne
Michael Hall
Jarryd Levine
Andrew Levy
Virgilio Meo

All Conference Honorable Mention
Theodore Levarda

Joseph Rezek Award
Peyton Mait

Boys JV1 Soccer

Coach's Award
Richard Miglietta
Anthony Matinale

Boys JV2 Soccer

Coach's Award
Arnold Lezcano
Bryant Rich

Girls Varsity Soccer

Coach's Award
Marja Diakow
Rachel Klein

Tyler Rauzon Award
Samantha Moskowitz
Sarah O'Connell

MVP
Michelle Kornblau

MIP
Elyse Van Nostrand

All County
Michelle Kornblau

All Conference
Stephanie Holzer

All Class A
Sarah O'Connell

Scholar-Athlete
Elyse Van Nostrand

Girls JV Soccer

Coach's Award
Alyson Marks
Angela Matinale

Girls Varsity Swimming

Coach's Award
Jennifer Irving

MVP
Sirikit Benja-Athon

MIP
Ariana Kolitsopoulos

All Conference
Sirikit Benja-Athon
Jennifer Irving

Girls Varsity Tennis

All State
Megan Zebroski

All Conference
Danielle Bourguet
Melissa Livingston

All Division
Danielle Bourguet
Melissa Livingston
Megan Zebroski
Layla Selin
Gabby Monsanto

Coach's Award
Arielle Heller
Rebecca Raddock
Jennifer Tsai

MVP
Megan Zebroski

Girls JV Tennis

Coach's Award
Mizuho Kishimoto

MIP
Lauren Alpert

Girls Varsity Volleyball

Coach's Award
Gina Farinaccio
Gail Izzo

MIP
Keri Raymond

MVP
Jolie Signorile
Meredith Butler

All County
Meredith Butler

All County Honorable Mention
Jolie Signorile

All Conference
Elizabeth Henderson

Nassau County Coach of the Year
Maria Giamanco

Girls JV Volleyball

Coach's Award
Denise Carlin

MVP
Marina Pedisich

Pajama Day

By Robert Grogan

Computer Manager

Senior Pajama Day is an annual Schreiber event in which the year's soon-to-be graduates get to relax in comfortable clothes and, in some cases, express a bit of flare. The Senior Class Club organizes the event. This year's Senior Pajama Day started off with a fresh bagel breakfast complimented with seemingly endless amounts of orange juice—a well-deserved reward presented to the seniors for their years of intellectual toil. Draped in nightgowns, long johns, plaid flannel pants, furry slippers, and cozy shirts, seniors streamed through the hallways and began to enjoy a day of relaxation.

For certain seniors, Senior Pajama Day was a day for organizing coordinated outfits and having fun as a group of friends. Seniors Adam Myers, Jeremy Francis, David Katz, Andrew Levy, Tom Linthicum, and Jeff Byrne wore matching long john pants. Myers commented that the group activity was planned for the friends to have fun. Francis thoroughly enjoyed the event and commented that Senior Pajama Day is a “fun way for seniors to enjoy themselves in their last year at Schreiber.”

Seniors Jenny Iseon and Amanda Talesnick clothed themselves in identical pajamas. Senior Pajama Day allowed the long-time companions to express their friendship to others and to enjoy themselves. Iseon commented, “Senior Pajama Day was fun, allowed me to wear comfortable clothes, and is something I would do again.” Talesnick added, “It was really fun because I was able to chill for a day.” The event provided a temporary outlet from the stress of college admissions and transformed an otherwise ordinary Friday into an extravagant day of relaxation, jest, and friendship.



Seniors Jenny Handelman and Valerie Kondilis think that Senior Pajama Day is a laugh and a half.



The graduating class of 2003 enjoys the Senior Pajama Day breakfast, the hard-earned reward for three successful years as Schreiber students.



(l-r) Chris Peck, Lindsay Levin, Arielle Heller, Lara Melniker, and Dan DiCamillo showcase their Pajama Day spirit.



(l-r) Erin Schwartz, Perri Mogul, and Nicole Henriquez feast on a delicious Pajama Day breakfast.



Sumru Kumar and Marsha Johnson bring home the bacon on Senior Pajama Day.



Christy Wurmstedt and Lizzy Flamm sport the latest style in Pajama Day fashion. Their creative choice of apparel was only one example of the variety of styles worn.

All photographs by Christy Wurmstedt