

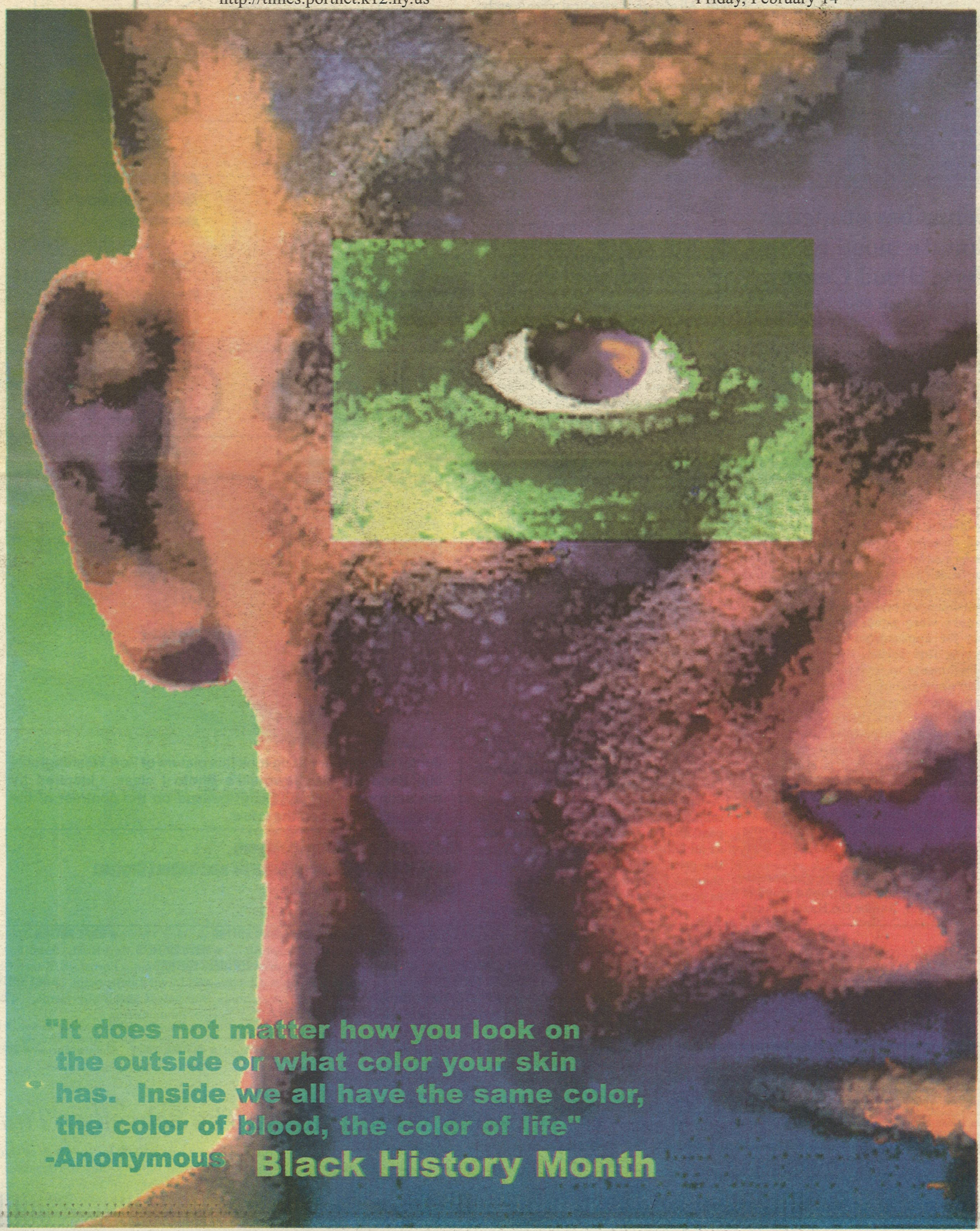
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# The Schreiber Times

2003

Paul D. Schreiber High School Port Washington, New York Volume LIII No. 6  
<http://times.portnet.k12.ny.us>

Friday, February 14



**"It does not matter how you look on  
the outside or what color your skin  
has. Inside we all have the same color,  
the color of blood, the color of life"**  
**-Anonymous Black History Month**

**NEWS BRIEFS**

**Upcoming Events**

Today! Key Club members will be selling flowers in the lobby.

Upcoming! There will be an assembly in the auditorium on February 25. **BREAK**, a talented urban dance group, will be performing for Black History Month.

Port Washington Teen Center is hosting a concert at Landmark Community Center on February 28 at 7:00pm. There will be \$5 pre-sale tickets and \$7 at the door.

**Schreiber students donate blood to New York Blood Center**

The New York Blood Center held a blood drive at Schreiber High School between 8:30 a.m. and 2:00 p.m. on February 13. Assistant Principal Dr. Rita Albert and School Nurse Ms. Ellen Kort organized the annual event. The New York Blood Center supplies blood to the major hospitals in the area and provides blood storage services.

Schreiber students and faculty seventeen years of age or older and weighing over 110 pounds participated in the blood drive. The blood that was donated will be sent to major hospitals for use by patients involved in accidents, cancer treatments, and surgery. A short check-up was performed on each donor to ensure his or her health prior to extraction of one unit of blood from each donor. This process took about ten minutes. Afterwards, the donors were encouraged to sit and rest for approximately half an hour. During this period, they were served refreshments to revitalize their bodies. After approximately an hour, the donors were able to proceed with their days.

The New York Blood Center then collected and processed all donated blood. The process consists of several steps. First, the blood is scanned for diseases such as hepatitis, HIV, HTVL, and syphilis and tested to determine blood type. The blood could be used to help treat accident victims, patients in surgery, or patients suffering from cancer.

The students and faculty who participated were all enthusiastic and proud of what they did. Junior Uri Nazryan said,

"Giving blood is a great opportunity to help people and although it might hurt, it feels good to provide possibly life-saving blood to a needy recipient."

Nurse and organizer Mrs. Kort exclaimed, "There is a tremendous shortage [of blood] and it is a tremendous gift. All of us in the medical office greatly appreciate all those who donated and their enthusiasm."

~David Lindenbaum

**Schreiber students perform at library**

A handful of Schreiber musicians gave a public performance at the Port Washington Public Library on February 11. Freshmen Jumanah Hassan and Samara Schwartz played a violin - viola duet piece. Other members of the symphony orchestra, including senior Jihyun Min and juniors Arum Chun and Jessica Chung, also performed pieces of their choice.

From the concert band, senior Jamie Feather filled the library with her flute solo piece while senior Brian Giragosian, junior Jeremy Kasle, and freshmen David Gelb and Jacob Handelman performed a trombone quartet piece. Selected students from choir sang as well.

Orchestra conductor, Mr. Anthony Pinelli, commented, "Having students perform in the chamber music venue is a proof of the strength of the music program, and support of the arts in the community."

~Arum Chun

**Sophomores pursue possible careers**

Thirty sophomores participated in Schreiber's annual Shadow Day program on January 31. This program allows sophomores to explore careers of their choice by spending a day following a person working in their fields of interest.

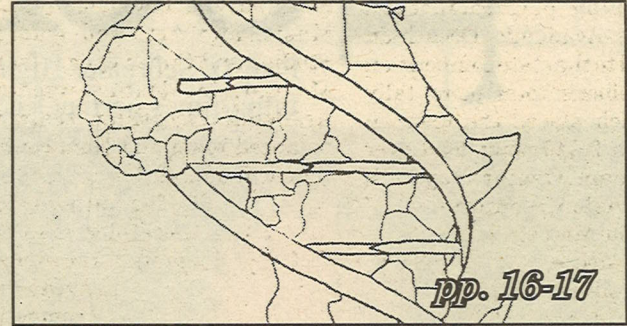
The participating students went to a variety of places, including Sony Music, Mill Neck School for the Deaf, ABC News, *The New York Times*, *Newsday*, law firms, courts, hospitals, nursery schools, Marvel Comics, and veterinarians' offices.

Guidance counselor Ms. Neri Cerny commented, "This year, more than the past, all of the students had a fun as well as an enlightening Shadow Day. That's the great thing about Shadow Day: it changes your view of the world as well as yourself forever."

~Danny Kim

**Inside.**

**FEATURE: BLACK HISTORY**



**NEWS.**

- Black history p.3
- Early graduates p.3
- Teacher talent show pp.4-5

**A&E.**

- Ballyhoo review p.19
- The Recruit review p. 20
- Noche review p. 20

**OPINIONS.**

- Point/counterpoint p.9
- High school majors p.10
- Space Travel p.11

**SPORTS.**

- Wrestling p.21
- Gymnastics p.21
- Boys varsity basketball p.22

**Photo Gallery**



Junior Christopher Utzig took this picture of Port Washington's Mill Pond for Ms. Jaworski's Photo I class. Inspired by the snowy winter day, Utzig focused on the contrast of the shadows created on the snow.

**FRONTPAGE** by Sharon Weinberg  
**CENTERFOLD** by Caroline Axelrod and Robert Grogan  
**BACKPAGE** by Sam Salkin

**The Schreiber Times**

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Frank Banta, principal  
 Anne Pellett, Evelina Zarkh, advisers  
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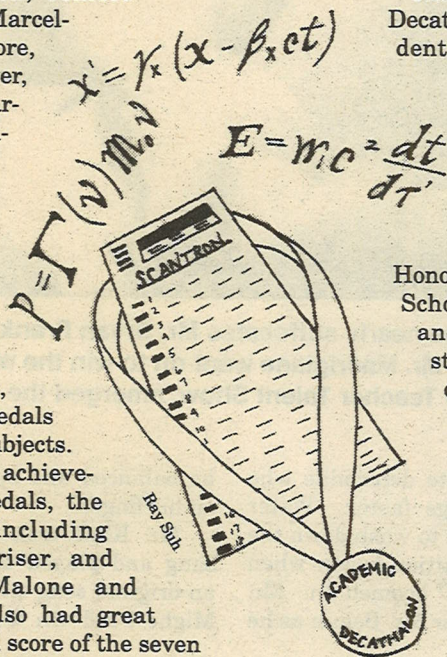
# Academic Decathlon continues successes

BY Sophie Kroft and Sarah Silvergleid  
Staff Writers

After a winning performance on February 1, the Academic Decathlon team will proceed to the state competition in March. Schreiber's total point tally was 21,485, which placed the team in first place with a 9,349-point lead over second place team Oyster Bay. In the Varsity division, seniors Richard Lee, Sam Marcellus, and Richard Moore, obtained bronze, silver, and gold medals in various categories. Students in the Scholastic division, including seniors Joseph Austerweil, Julia Bernstein, and Joseph Jailer-Coley, and junior Ritesh Chatterjee, also earned many medals in a multitude of subjects. With an astounding achievement of sixteen medals, the Honors division, including senior Andrew Pariser, and juniors Andrew Malone and Megan Zebroski, also had great success. In the total score of the seven subjects, three students were honored with first, second, and third place. Pariser, in first place of the competition, won silver in Economics and Music and gold in Language and Literature, Math, Art, and Super Quiz. Second place was granted to Malone, who won bronze in Music

and Super Quiz, silver in Language and Literature, Math, and Art, and gold in Economics and Social Studies. Bernstein, in third place, earned bronze in Math, silver in Language and Literature, Music, and Art, and gold in Social Studies and Super Quiz. Team adviser Mr. Carmine Matina remarked, "The Academic Decathlon team is a well balanced team and I am confident that they will do well."

The purpose of Academic Decathlon is to enrich students' knowledge banks, provide academic competition, and promote learning through teamwork and cooperation. The team is composed of three Honors "A" students, three Scholastic "B" students, and three Varsity "C" students, all of whom compete in their own division against other schools. Decathlon competitions are comprised of ten events. Seven are multiple choice tests in the subject areas of Economics, Literature, Music, Social Science, Mathematics, Art, and Science. The Science, or Super Quiz, category consists of an oral relay and written exam. In addition, there is an essay exam, an interview event, and a speech event.



# Ceremony held for three early graduates

BY Josh Farhadian  
Staff Writer

Schreiber's annual early graduation ceremony took place in the high school library for seniors Jose Castellon, Alycia Clemente, and Hiromi Yamaguchi, on January 30. Following the pledge of allegiance, orchestra students senior Li Yeon Min and juniors Arum Chun and Jessica Chung, as well as orchestra conductor Mr. Anthony Pinelli, performed Mouret's Rondo.

At the start of the ceremony, interim principal Dr. Francis Banta welcomed guests and congratulated the graduates and their families. During his speech, Dr. Banta cited that in order for these students to graduate early, Castellon, Clemente, and Yamaguchi have accomplished the daunting feat of meeting their requirements earlier than necessary. Afterwards, Superintendent Dr. Geoffrey Gordon applauded the graduates and stated, "This day is sorrowful and joyful in that we will miss you when you leave Schreiber, yet you will all move ahead into a bright future." Next,

School Board President Laura Mogul and Vice President Nancy Coles praised Castellon, Clemente, and Yamaguchi for their "commendable efforts" in high school. After this, guidance counselor Mr. David Hinchliffe commented on Yamaguchi's determination to excel. Additionally, alternative school teacher Mr. Alan Gewirtzman remarked on Castellon's perseverance throughout high school.

At the close of the ceremony, each graduate was individually presented with his or her diploma. Although Clemente was unable to attend the ceremony, Dr. Banta still read



(l-r) Superintendent Dr. Geoffrey Gordon, Hiromi Yamaguchi, Principal Dr. Francis Banta, Assistant Principal Dr. Rita Albert and Jose Castellon pose after the graduation.

her name aloud as one of Schreiber's three early graduates from the class of 2003. Following the ceremony, refreshments were served and both the administration and the early graduates began to mingle.

All three students have promising plans for the future. Castellon will be attending school at Nassau Technology. Additionally, Yamaguchi plans on attending college, although is still unsure where. Finally, Clemente he is currently attending Hofstra University.

# Morning announcements acknowledge BHM

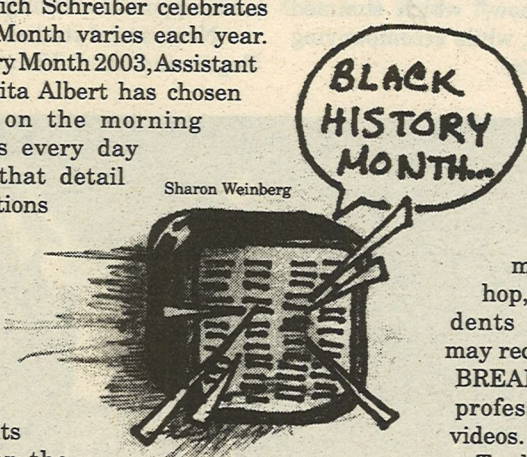
BY Robert Grogan  
Computer Manager

Throughout the month of February, morning announcements will include brief messages that recognize the contributions of African-Americans to modern society. The way in which Schreiber celebrates Black History Month varies each year. For Black History Month 2003, Assistant Principal Dr. Rita Albert has chosen to read facts on the morning announcements every day of the month that detail unique contributions made by African-Americans to modern society. The morning announcements, along with other events coordinated for the school, have been planned to honor the contributions of African-Americans to today's society. Dr. Albert commented, "People should take the time to recognize the contributions of all Americans so to not take anything for granted and especially recognize the contributions of African-Americans this month."

In addition to the morning announcements, a second activity has been planned to celebrate Black History Month at Schreiber. The District Cultural Arts Committee has arranged for BREAK, a talented urban dance group, to present their "Tribute to the History of Urban Dance" on February 25. This program

exposes viewers to both the art and history of myriad forms of urban dance including, but not limited to, free style tap, breaking, locking, mime, popping, hip hop, and robotics. Students with keen eyes may recognize members of BREAK who have danced professionally in music videos.

Traditionally, National Honor Society adviser Dr. Mark Rothman, and the National Honor Society, coordinate Schreiber's Black History Month activities. This year, the National Honor Society is handing out pins and bookmarks, highlighting important African-Americans' achievements, during periods four-one and four-two throughout the week.



(l-r) Nancy Marino, Ms. Eileen Mills, sophomores Megan Loeb and Kira Silver, Ms. Joan Lisecki. Friends of Karen is an organization that supports families with terminally ill children. They help pay for mortgages, health insurance, and other priorities that may be taken away from families because of their necessary unemployment to aid their children. Schreiber's English department held their first annual fundraising event to support Friends of Karen in December of 2002. Through donations from Schreiber's faculty and students, nearly seven hundred dollars was raised. Also, about three hundred dollars in gift certificates was donated from stores that were listed on a "wish list" put together by sponsored families. Schreiber decided to support the Friends of Karen chapter in Port Jefferson through president Nancy Mariano. English teacher Ms. Mills commented, "The English department hopes to make this fundraising event annual."

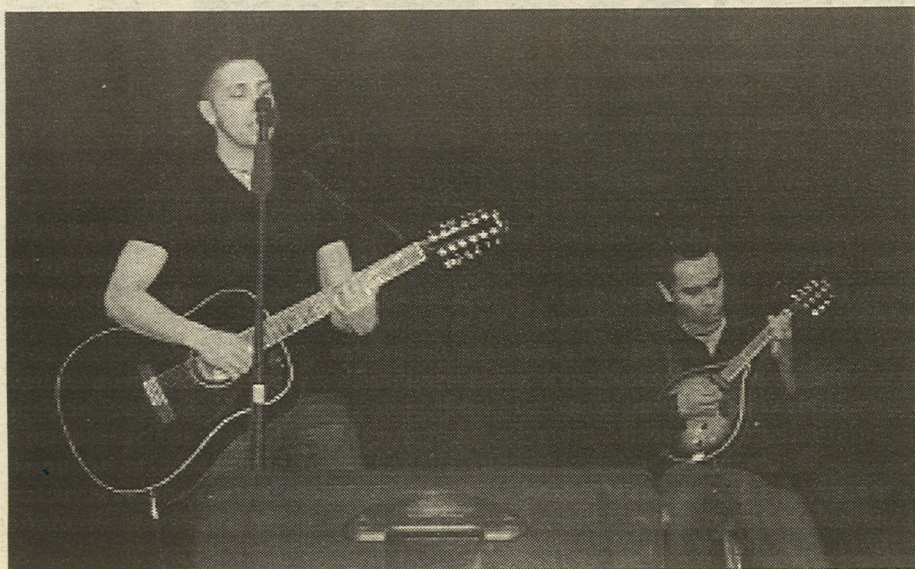
# Student Outreach presents the

BY **Kristen Lau**  
Staff Writer

Schreiber's first annual Teacher Talent Show, sponsored by the Student Outreach Club, was held on February 6 from 7:30 to 9:30 p.m. Schreiber's faculty members showed off their many unique and creative talents, ranging from sumo wrestling and juggling, to a teacher version of *American Idol*. Approximately 500 students gathered in the auditorium to

Dressed in sumo suits, social studies teachers Mr. Bryan Frank and Mr. Petro Macrigiane wrestled each other for the first act of the show. They fought for three thirty-second rounds as the audience cheered them on. After the third round of wrestling, Mr. Klaff asked the audience to determine the victor. It was a tough decision but the audience voted for Mr. Macrigiane.

Math teacher Mr. Mark Reynolds performed the next act, demonstrating his talent with devil sticks. His performance



Mr. Doug Matina and fellow guitar player Alex Webster share their musical talent with the student audience. Mr. Matina played the part of a transformed, younger version of his father, Assistant Principal Mr. Carmine Matina. The duo performed two songs, an original piece entitled "Emerald Tears" and Matchbox 20's song "Push."

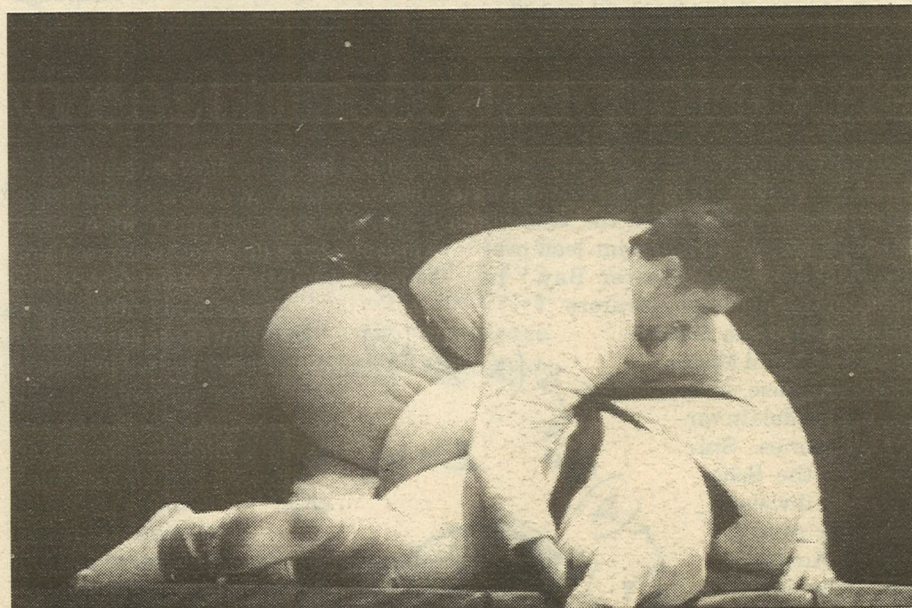
watch a total of seventeen acts consisting of singing, dancing, cheering, juggling, speed eating, dramatic reading, music, and even sumo wrestling. Social studies teacher Mr. Jeremy Klaff hosted this unique event which was a night full of talent, surprises, school spirit, and fun.

The evening began with a warm welcome from Student Outreach president senior Danielle Verity, and vice presidents senior Gabby Marcigliano and Shobnam Akhter. Mr. Klaff then sang an original song, "Talent Show, Teacher Talent Show," which summed up the entire show, while accompanying himself on the guitar.

won many shouts of excitement from the audience as they watched and cheered him on.

The Schreiber Cheer Team, dressed in the school colors of blue and white, came on stage with their pom-poms to perform the next act. Math teachers Ms. Penny D'Antonio and Mr. Ray DiVenuto, staff member Ms. Eileen Kitley, health teacher Ms. Pat Kosiba, social studies aide Ms. Angela Prudente, science teacher Ms. Phyllis Serfaty, and faculty member Ms. Andi Uiberall cheered together in a performance meant to rally school spirit and support the Vikings.

Next, social studies teacher Mr. Eric Begun and Mr. DiVenuto competed in a

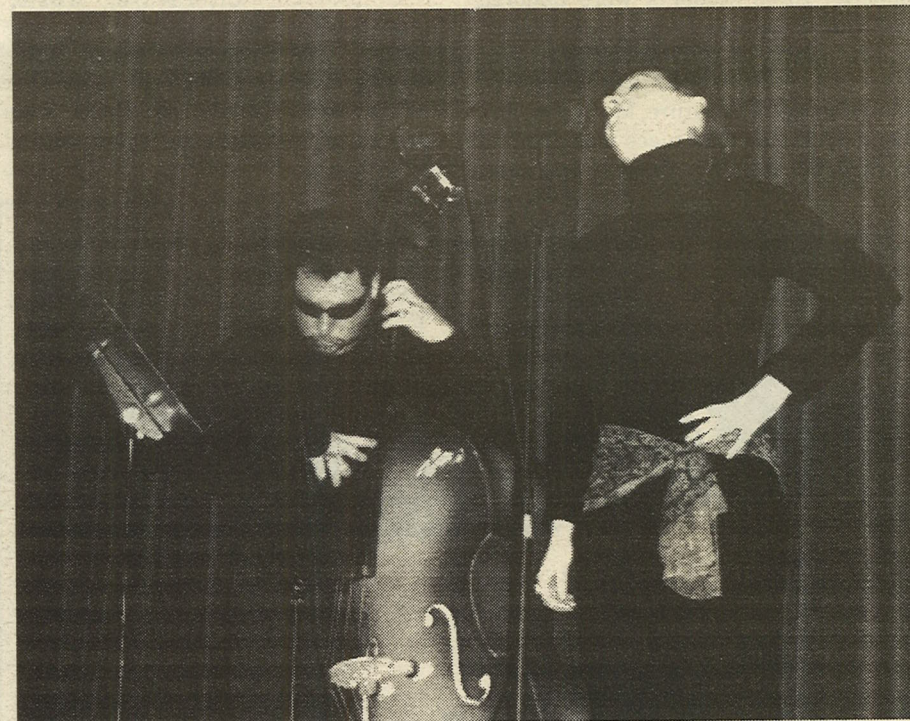


Mr. Petro Macrigiane nearly suffocates Mr. Bryan Frank in a heated sumo wrestling match. Mr. Macrigiane went on to win the match and, in the grand finale of the Teacher Talent Show, emerged the sumo champion.

speed-eating contest to determine who could eat two hotdogs faster. Water was allowed as an aid to wash down the hotdogs. The competition began when the song "Just Eat It" boomed on. Mr. Macrigiane cheered for Mr. Begun as he

he balanced and spun a wooden board on his finger.

Mr. Klaff took the next act as he sang and played the guitar. He sang an original song titled "The Things You Might Find On Your Regents." This



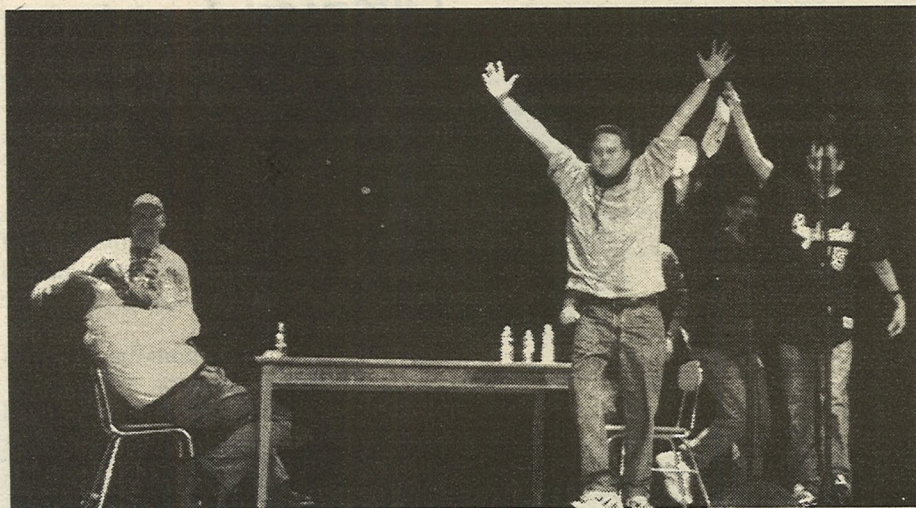
Ms. Evelina Zarkh performs the poem "The Sweater" by Meryn Cadell to the musical accompaniment of orchestra director Mr. Anthony Pinelli. The poem proved extremely audience-appropriate, as it described the trials and tribulations of an adolescent girl in love.

stuffed his mouth with hotdogs and Mr. Reynolds supported Mr. DiVenuto. The outcome of this competition ended with Mr. Begun crowned champion.

Science teacher Mr. Thom Johnson performed the next act and showed off his talent in juggling. He juggled Dunkin' Donuts' munchkins, balls, and bowling pins, as the audience cheered him on. As Mr. Johnson was finishing his creative act, Mr. Begun returned for a second appearance, showing off his balancing skills. He balanced a long stick and a broom on his chin with ease. Social studies teacher Dr. David O'Connor also made a short appearance in this act, as

humorous poetic song covered thousands of years of global history in only a couple of minutes. Mr. Klaff encouraged audience participation and many sang along to the chorus with enthusiasm.

The second sumo wrestling act, between Mr. Reynolds and Ms. Uiberall, was fought in an exciting match. Reynolds took the first strike, knocking Ms. Uiberall down. Ms. Uiberall came back, strong and fierce for payback and rammed into Mr. Reynolds, pretending to knock him out cold. Health teacher Ms. Kosiba made an appearance as a medic to Mr. Reynolds, giving him a humorous form of CPR and reviving him from the blow. In



Mr. Eric Begun devours the competition in the eating contest, scarfing down two hotdogs in record time. Mr. Ray DiVenuto proved no match for the eating champion.

# first annual Teacher Talent Show



Dr. David O'Connor attempts to deliver a paper, but is frequently interrupted by loud outbursts of flatulence. Dr. O'Connor explained that the gas was a result of nervousness.

Bottle," into "Monster Mash," supposedly without warning the "Phantom Five."

The surprise act of the evening was Dr. "Lots-a-gas" O'Connor. His act started off with the reading of an essay from his American Historical Preservation conference. He stated that his only talent was in writing history. But during this reading, Dr. O'Connor experienced some "gastrointestinal issues" and could not control himself. The audience burst with laughter as they watched Dr. O'Connor try to read.

A top performance was the *American Idol* skit. Students were eager to see who would be the next teacher *American Idol*. The judges for the skit were French teacher Ms. Jeanine Montusi as Paula Abdul, Mr. Klaff as Simon Cowell, and Mr. Macrigiane as Randy Jackson. The first performer was Mr. Begun, singing "Kisses Sweeter than Wine" by Jimmy Roger. The next performer was Mr. Reynolds singing "Just a Friend 2002" by Mario, and the second to last performer was Mr. Matina as "C Daddy," showing off his singing talent. "Simon" as usual, made rude and harsh remarks to all of the performers and questioned their "talent," all in a British accent. Finally, social studies teacher Mr. Doug Matina sang an original song, "Emerald Tears," and his own version of Matchbox 20's "Push" with one of his friends, Alex Webster. His performance won a handful of cheers and shouts as students excitedly listened.

The evening concluded with the sumo championship. Mr. Macrigiane, winner of match one, and Mr. Reynolds, winner of matches two and three, competed against each other for the final sumo champion title. After each earning a point from the first two rounds, they entered a sudden death to break the draw. After a long close battle between Macrigiane and Reynolds, the audience cheered and

the end, the audience decided that Mr. Reynolds was the winner.

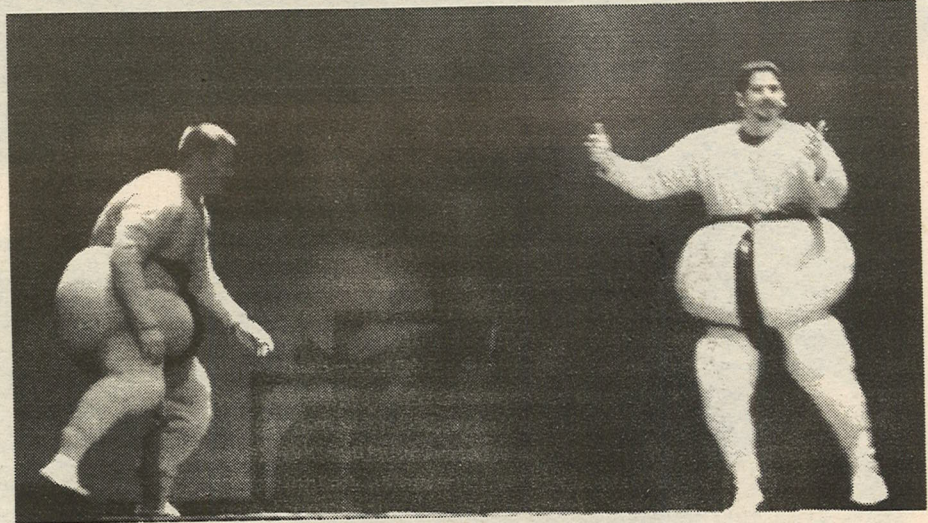
After a ten-minute intermission, English teacher Ms. Evelina Zarkh, and orchestra director Mr. Anthony Pinelli performed a dramatic reading of "The Sweater" by Meryn Cadell. Ms. Zarkh performed the poem, while Mr. Pinelli accompanied her on the bass. Her poem was geared toward girls and their hopes of finding the boy of their dreams.

Mr. Reynolds and faculty member Ms. Whitney Eckmayer took on the next challenge in the third sumo-wrestling act. One tough round was fought as Mr. Reynolds quickly pulled down Ms. Eckmayer. However, she broke free and made a comeback when she struck hard with a shove and several punches. Mr. Reynolds fell down and remained down. Mr. Klaff called a sudden death match to break the tie, and announced that the first one to take the other down would go on to the finals. After a short struggle, Mr. Reynolds won the fight.

The group "Phantom Five," performed in the next act. Consisting of principal Dr. Frank Banta, and assistant principals Dr. Rita Albert, Mr. Robert Bracken, Mr. Bradley Fitzgerald, and Mr. Carmine Matina, the group danced in the next act to "Monster Mash" from Mr. Bracken's CD collection. The humorous twist to this performance occurred when Mr. Klaff mixed up songs of today's pop rock hits, such as Eminem's "Lose Yourself," Backstreet Boys' "I Want it That Way," and Christina Aguilera's "Genie in a



Mr. Mark Reynolds charms the crowds with a performance using devil sticks. Mr. Reynolds displayed true stick-flipping expertise.



Mr. Macrigiane tries to rouse the audience as Mr. Frank prepares for a sumo lunge.

shouted for Macrigiane, crowning him the sumo champion.


Overall, the Faculty Talent Show represented a variety of teachers and talents. The entire audience was respectful of the performers and enjoyed the performers' amazing talents. Junior Jessica Chung remarked, "I was really surprised to see how eager the teachers were to participate in this talent show. It was really cool seeing such a huge number of the student body show up and donate money. Hopefully, this event will

continue and it will be just as successful as it was this year." As Dr. Banta also commented, "This show is great for school spirit. I am very pleased that the students had so much fun!" The profits, totaling approximately \$1500, will be given to a boy who is in need of a heart transplant.

All Photos by Mea Geizhals

## EDWARD D. PAKEL

### Attorney At Law

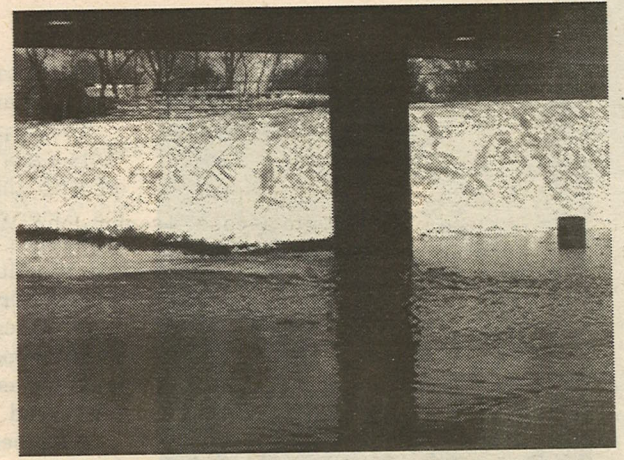


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## Water main break temporarily halts construction



A water main break flooded Schreiber property for several hours on February 8. The break occurred on the northeast corner of school grounds while construction crews were digging out the hill on Saturday. Maintenance staff and construction workers took only a few hours to clear the small river that had begun to flow around the building. (Clockwise) The source of the flooding pours over from the stairs leading into the woods behind the gym. Water flows below the overpass outside the science and foreign language wing. Four Port Washington Police Department vehicles arrive on the scene.

*All photos by Caroline Axelrod.*

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## Mock Trial Team defeats Hicksville New teacher: Ms. Shannon

BY **Matt Brod**  
News Editor

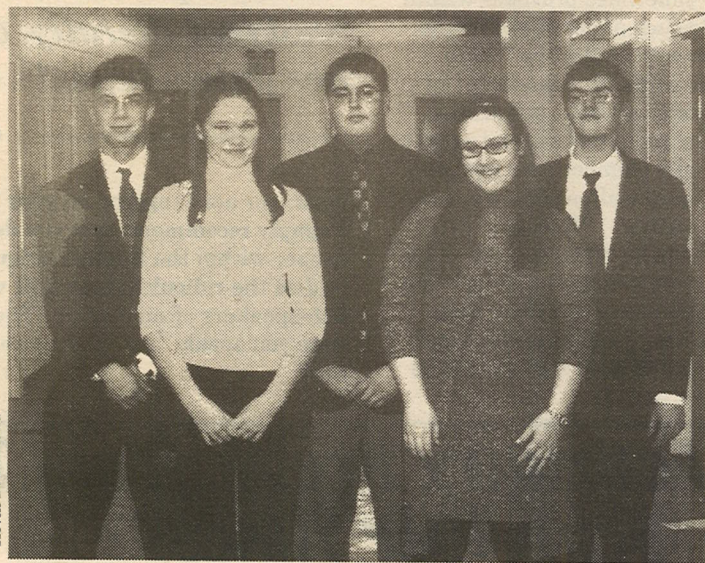
Schreiber's New York State Mock Trial Team defeated Hicksville on February 5. The team's initial victory, accomplished at the Supreme Court in Mineola, gave them a strong start for the rest of the season.

Schreiber represented the plaintiff during Wednesday's trial in a case involving a student charged with assault on the stairwell during a school fire alarm. Juniors Josh Bloom, Andrew Malone, and Jeff Stricker were counsel for the school. Malone delivered opening statements and Bloom finished with a closing. Juniors Jane Forman, Jeremy

Kasle, and Amanda Otte all took the witness stand.

After observing the trial, junior Jeremy Kasle commented, "[The team] has really progressed a lot from last year. Still, we have a lot to improve on and hopefully we'll learn from the mistakes we made today."

The team fought for the defense on February 13, with Bloom joining senior John Michaels and junior Kevin Boroumand at the lawyers' table. Senior David Fooden and juniors Ritesh Chatterjee and Jonathan Teplitsky represented Port Washington on the witness stand. The results of this trial were not available at press time. If the team succeeds, the members will be assured a spot in later rounds.



(l-r) Juniors Jeremy Kasle, Amanda Otte, Jeff Stricker, Jane Forman, and Andy Malone pose for a picture.

BY **Jen Schmirer**  
Assistant News Editor

Ms. Cassandra Shannon became the newest addition to the math department following the retirement of math teacher Mr. Jack Weickel at the end of the first semester.

Ms. Shannon currently teaches Math 2AB, Math 3B, Precalculus, and AP Calculus BC. Ms. Shannon received her undergraduate and graduate degrees in Mathematics Education and Application at Queens College. While studying for her Masters, she taught part-time at Queens College.

For the past ten years, Ms. Shannon has worked at Glen Cove High School. When asked why she wanted to teach at Schreiber, Ms. Shannon commented that she has always wanted to work at one of Long Island's top schools. Ms. Shannon said that she especially enjoys the scheduling and the setup of the math department. She also stated that the Schreiber faculty is "very professional and the students seem to value their education." For the future, Ms. Shannon hopes to "show [her] students the connection between mathematics and real life."

Senior Jessica Gross

commented on her new teacher. She stated, "It is very difficult to replace a teacher mid-year and adapt one's teaching styles to those with which the class is familiar, but I think that Ms. Shannon is doing a great job."

Senior Andrew Pariser also stated, "This math class has been together through all the hard times. We all remember that experience with the substitute teacher. As second semester seniors, many of whom are in college, I would have to say that we might be the hardest class in the school to teach. And yet, Ms. Shannon is able to not only control us, but also teach us the material in a very understandable manner."



Christy Wurmstedt

## Board of Ed. Notes: February 4, 2003

BY **Diego Carvajal**  
Staff Writer

All board members were present at the beginning of the Board of Education meeting on February 4. The work session, where the board discusses certain topics but does not place any votes, began at eight o'clock. After the unanimous adoption of the agenda, President Laura Mogul stated that the "community comments" portion of the evening would be reduced and that there is a suggestion box in the lobby for anyone who would not get a chance to speak.

In his Superintendent's report, Dr. Geoffrey Gordon announced that he received a letter from State Assemblyman Tom Dinapoli confirming that the district would receive a \$4 million grant to help build more sports fields. He also stated that many districts in the state are cutting back on school funding. This presents a huge problem to our district, which is still growing and must fund a multitude of programs. We are currently underfunded by 31.2 teachers and are still trying to cut down on class sizes. There will also be many new necessities due to construction and the re-opening of Salem. If the state falls short on funding then the community will fall short. The remainder of the work session was composed of two presentations by Dr. Gordon and the elementary school PEP teachers.

Dr. Gordon presented the 2003-2004 Curriculum. He began by asserting that Port Washington is unique due to demanding parents and their involvement in the district. He then outlined

the two major issues facing the school district right now. The first is how to provide impetus for soaring student achievement coupled with fiscal accountability to the taxpayer. The other is how to enhance an already strong curriculum with the negative budget issues at hand. He stressed that change was inevitable yet progress was not and that the parents and the Board of Education must be futuristic in their vision but pragmatic in approach. He then outlined the curriculum and assessment initiatives for 2003-2004. They are as follows:

- Writing across the curriculum (K-12)
- Foreign Language across the elementary schools
- Enhanced and remodeled enrichment programs
- Middle School math revisions
- New Iowa test formatting, reporting and parent communication
- New special education initiatives
- Expanded funding for Intel research programs

Dr. Gordon also presented a curriculum and staffing overview for the next year. He proposed a 3-5 year plan that will add more teachers, especially in the elementary schools. He based these numbers on what he believes to be the ideal number of students in each class:

- Pre-K to 2nd grade: 17 students (range: 14-20)
- Primary Grades 3,4,5: 19 students (range: 16-22)
- Middle School grades 6-8: 20 students (range: 16-24)
- High School grades 9-12: 20 students

(range: 16-24)

Dr. Gordon then spoke about the budget situation and repeated that we are a growing district with a decreasing budget. Our annual budget of \$5,345,581 is within the lowest third of budget increases in Nassau County and we are perhaps one of the fastest growing districts. If we want success, we have to be very careful and very practical in what we do. He ended his presentation with an outline for the Foreign Language in the Elementary Schools (FLES) program. This program will be implemented in the fall of 2003 and will have all students from kindergarten to second grade participate in a content based Spanish language program coordinated with the curriculum to enhance that instruction. When the first cohort of students completes second grade, the program will be reviewed and evaluated.

Assistant Superintendent Emma Fraser Pendleton then began a presentation on the new Middle School math program. She stated that this was not a simple thing to do considering all the different proposals from school officials and parents. The new basic structure of the program would still contain the advanced options that the old program had. But, there will now be a "bridge" class that may help those students who did not make the initial requirement to enter into a specialized math program, but have shown the potential to do so. There will now be more fluidity from class to class and more of an opportunity for kids to enter the specialized program. The PEP program in the elementary

and middle schools underwent similar changes. As explained by the PEP teachers, the expanded PEP program will consider the gifts and talents of all the students and will create divergent and creative thinking. Instead of focusing on a single test or on the mathematical and linguistic aspects of a child's intelligence in order to determine admission, the new PEP program incorporates educational theorist Howard Gardiner's theory of multiple intelligences in its selection process. Gardiner believed that intelligence is composed of several different aspects that include mathematical, linguistic, kinesthetic, interpersonal, intrapersonal, musical, naturalistic, and spatial intelligence. Instead of having the teachers subjectively choose which children are admitted into the program, the expanded PEP program allows children to choose a certain "Challenge Workshop." These workshops, which are open to all students, will be rigorous courses made to reflect all intelligence styles. The PEP program will also consist of the Core Group curriculum, which consists of rigorous, hands-on classes in algebra, Shakespeare, mock trial, and several other areas. The teachers ended their presentation by noting that there will be two full-time PEP teachers in each elementary school. The members of the community presenting strongly supported the proposed plans. However, as Sandy Urlich pointed out, there needs to be more PEP teachers in the schools if this program is going to be considered successful.

# Idioms: "talking down" those silly phrases

By Jessica Gross  
Managing Editor

If a foreigner were to overhear an English conversation, he might not understand a good deal of the discussion. This would have less to do with his English proficiency than with the fact that a good deal of the time, we make no sense. Idioms have become so ingrained in our language that we hardly notice that many common phrases, when analyzed literally, are absolutely inane! Why do we feel the need to constantly repeat such ridiculous sayings? Is regular, sensible language simply not enough? Perhaps we subconsciously feel insecure about the thoughts that we are trying to express, so we spice up our words due to lack of confidence in them. Or, maybe I'm just making excuses for our senseless English language.

Let's take this sentence, for instance: "I've caught a cold." This simple phrase is one I'm sure you've said, or at least heard. Did you think twice about it? The sentence is actually completely nonsensical. You can catch a ball, but a cold is not even tangible! How can you

catch a cold if you can't throw one? (If you can catch a cold, please — let me know.)

"Cat got your tongue?"

I'd like to have a word with the person who thought up this clever phrase.

Animal rights activists, surely you can see my point. Is it fair to feature the cat as the star of such a widely used idiom? I think that "Dog got your tongue?" sounds perfectly fine. Besides the clear favoritism displayed, the thought of a cat biting one's tongue somewhat disturbs me. Has your cat ever been so close to your mouth that your tongue was within biting range? On second thought, don't answer.

I am quite enraged by the phrase, "Hit the road." If someone hurt me, well then, sure, I'd have suf-

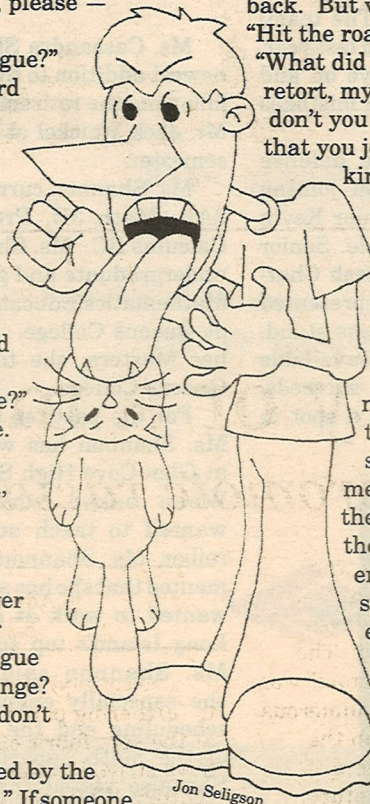
ficient justification to hurt him or her back. But when someone urges me to "Hit the road," I tend to become fierce. "What did the road ever do to me?" I retort, my anger burning. What — don't you do the same? If not, I plead that you join me! Where are all those kind individuals who claim to have adopted a highway? Rise up against the evildoers who have isolated the road as the scapegoat of their uncontrollable emotions!

Please, excuse me. You must understand that unfair treatment of the roadway sometimes provokes within me such anger that I "climb the walls." And by "climb the walls," I mean that I literally get out my harness, strap myself up, and repeatedly clamber over my flowered wallpaper toward my ceiling. When you claim to be "climbing the walls," do you do the same? You answer no? Well then, for goodness sake, stop using that expression! You should be

ashamed at the way you are misrepresenting yourself.

If you think that I'm "pulling your leg," young reader, I urge you to rethink. I am not joking in the

“  
Idioms have become so ingrained in our language that we hardly notice that many common phrases, when analyzed literally, are absolutely inane!”



## EDITORIALS

## Happy February Break from The Schreiber Times

### Equality on and off the field

In 1972, a series of civil rights amendments were passed to instigate social reform in the United States. An integral component of the Education Amendments of 1972 was the Title IX provision. It stated, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance." Pragmatically, Title IX has been applied to remedy disparities in men's and women's athletic funding and participation in secondary schools and universities.

Federally funded districts were able to demonstrate compliance with Title IX in athletic sections through a three-pronged test; meeting any one of the three criteria was sufficient to pass the test. The first criterion, colloquially referred to as the "proportionality test," dictated that schools had to demonstrate proportionality between the funding, sponsorship opportunities, and participation opportunities for women in a school and the number of women enrolled. The second criterion stated that a school had to have a historical record of enhancing equal opportunity. The third criterion mandated that school had to be "open and responsive" to demands for equal treatment.

In the summer of 2002, the Bush administration announced the formation of a fifteen-person panel under the jurisdiction of the Education Department to review the enforcement of Title IX. The committee, headed by former WNBA player Cynthia Cooper and Director of Stanford Athletics Ted Leland, was assembled in response to

a pending lawsuit filed by the National Wrestling Coaches Association, which argues that Title IX helped women's athletics at the expense of men's athletics.

On January 30, the commission submitted its final recommendations to the Education Department for reforms of Title IX policy. The most massive changes suggested by the committee were to ease the requirements of the "proportionality test." The first recommendation was determining funding for men's and women's athletics be proportionate to the number of spots available on a team, not the number of women or men enrolled in the school. This change is problematic more on a collegiate level than on a high school level. In college, because many spots on athletic teams are determined by scholarships that are distributed, this Title IX change could ingrain inequities between the quantity and quality of male and female scholarships. Additionally, many male teams are, by nature, larger and demand more player exchange than female teams. This arbitrariness would be codified by changes to Title IX policy, leaving women with no defense against unequal provisions.

A second, and more damaging, change contends that proportionality should be determined through a public opinions survey administered to students in the school. A more backward venue to reach equality in athletics could not be found. Public opinions surveys only entrench a popular view of women's athletics that could easily be biased. Specifically, if we examine schools like Schreiber that devote a great deal of attention through pep

bands, cheerleaders, and night games to boys sports, like football, public support for these sports is vastly enhanced. The attention given to football, for instance, distracts from the hype over a sport such as girls field hockey or tennis. The majority of male sports, which are already glorified in the public eye, would only continue to take priority, and thus allow female sports to slip through the cracks of the school system. Beyond this entrenchment of existing biases in a school setting, it takes away procedural equality in making Title IX policy. The "proportionality test" is the only criterion not already decided by a public interest poll and is maintained

to ensure that a set standard can be applied to all schools, regardless of the sports-related ideology that prevails. Taking away that procedural safeguard would take away the guarantee of any consistent policy guarantee from district to district.

In short, adopting these changes to Title IX policy would be a devastating setback for women's equality in athletics. Although the committee vote on the provisions resulted in a 7-7 tie, the reforms will be unofficially considered by the Education Department in amending policy. *The Schreiber Times* staff urges students to take an active role in recognizing these changes.

### 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

## A month of equality or a month of division? Does Black History Month promote racial equality in our society?

BY Nick Merkelson  
Contributing Writer

Peanut butter is one of the many "innovations" which has been overlooked by history. The smooth, creamy lunch item was invented by George Washington Carver, an African-American. A little more than seventy-five years ago, Black History Month became an established holiday that was to take place every year in February. Many people overlook the importance of this special twenty-eight-day holiday, and they fail to notice how their lives have changed due to African-American contributions over the years. This lack of knowledge is astounding. Black History Month encourages racial equality by recognizing the contributions of African-Americans in the past and valuing the contributions made by contemporary African-Americans.

Black History Month represents a type of reparation for 400 years of discrimination. Black Americans have defeated slavery, racial tensions, and prejudice. They have overcome amazing odds in the face of adversity. At the peak of this racism, African-Americans were continually dehumanized, relegated to the position of non-citizens, and even defined as only fractions of human beings. However, Black History Month celebrates African-American achievement and the birthdays of notable African American pioneers such as Fredrick Douglass and Langston Hughes. By studying the work of Martin Luther King, Jr., Malcolm X, and others, this inspiring month promotes racial equality because it encourages tolerance by people of all races, cultures, and nationalities.

From the sixteenth century to the eighteenth century, black people were traded from Africa to America. They were tragically swept away from their families, cultures, and homes. The potential slaves spent several days or weeks locked in the galleys of ships. Upon arrival at the harbor, auctions were held, and the strongest and most useful slaves were bought by wealthy, white men. Unfortunately, the weak and sickly were either sent back to Africa or killed. The purchased slaves were now property of their owners with no rights and little hope.

However, despite the hardships they faced, hundreds of slaves mustered up enough courage to escape the land they worked on and flee to the North.

Amazingly, there were slaves who felt it was their duty to return to the South and help other slaves on the Underground Railroad. The most famous of these "conductors" was Harriet Tubman, who made numerous journeys through the woods in the dead of night even though there were cash rewards for her capture. By recognizing the daring tasks that Harriet Tubman and other slaves embarked upon during Black History Month, society as a whole will truly comprehend the overwhelming odds that were overcome by the remarkable spirit of African-American citizens. Hopefully, as more and more people are educated about the triumphs of African-Americans then and now, such horrific and inhumane historical events will never occur again. Everyone will understand the importance of racial equality in society.

In the following decades, racial tensions remained high. The heat really began to rise in the 1940s and 1950s when blacks were segregated in schools, public transportation, water fountains, bathrooms, and pretty much all aspects of life.

*Continued on page 10...*

BY Adwait Parker  
Staff Writer

The concept of devoting a month to furthering parity for one race tears at the very fabric of the equality we have strived to weave through the last century. While the goals of such a dedication are noble, the means serve only to counteract them. Black History Month is thus ineffective in promoting equality on several levels.

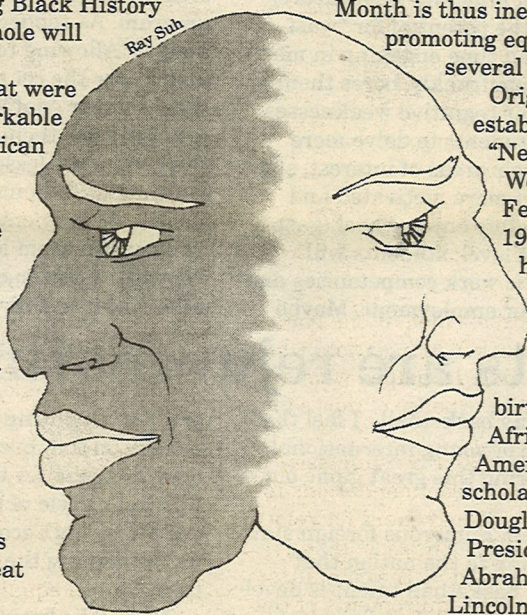
Originally established as a "Negro History Week" in February of 1926 by historian Carter G. Woodson, reflective of the birthdays of African-American scholar Frederick Douglass and President Abraham Lincoln, Black

History Month (instituted in the early 1970s) sought to shed light on the achievements of various black people throughout American history. Herein lies the tragic downfall of the well-intentioned month of cultural diffusion: it has eroded into a celebration of

the achievements of only a few black individuals. Martin Luther King Jr., Rosa Parks, and distinguished athletes deserving of recognition are today the sole focus of Black History Month. Multifaceted aspects of rich African American heritage, culture, and tradition, are thus ignored. This limited coverage seems to serve only as a superficial appeal to the masses. Further, while the original rationale for maintaining Black History Month revolved around retribution for years of suffering, it has turned into a public relations instrument that simply pays lip service to this cause. Both of these realities preempt any redressing of equality, contradicting Black History Month's true aim.

The promulgation of America's image as a "melting pot" of infinite diversity proves that the dedication of a month to any one culture contradicts itself in two ways. First, by isolating black history from American history, Black History Month highlights inequality. Instead of being viewed as one, multiethnic conglomerate, America is seen as a country that segregates black people from the rest of the populace. Not looking beyond color hampers pragmatic implications of equality. Second, not contextualizing black history within a framework of American history and treating it as a distinct entity does not properly define the situation. Students must learn black history as an integral part of America's history to better understand the circumstances we face now. The course of progress of civil rights will also be better understood if this celebration is not limited to the strict confines of Black History Month. Doing so entrenches a biased mindset, uprooting any possibility for equality.

Since the advent of a codified mandate for racial egalitarianism, the Civil Rights Act of 1964, the cultural prognosis on the subject has been one of unbridled optimism. Today, however, one cannot deny that discrimination is surprisingly prevalent in a country that supposedly holds it "self-evident that all men are created equal." This underlying patina of inequality represents the fatal flaw in our society, which a month cannot mend. Instead, we must reform Black History Month into a holiday that does not bombard future generations with allusions to times of inequality and thoughts of cruelty, but focuses on glorifying diversity in a positive light.



### Schreiber Speaks

"I really feel that Black History Month doesn't promote racial equality because most kids don't pay attention to it due to all the things they have to take care of. Without the attention of kids, there isn't really any promotion of equality."

-Anna Levy, junior

"It [Black History Month] promotes racial equality because it's good to learn about the injustices of the past."

-David Fooden, senior

"If you don't have a history month for each minority, then it doesn't promote equality."

-Zubin Zaveri, freshman

"Learning about these struggles through history can help improve the goals of the future."

-Danielle Lipman, sophomore

# High school majors: a "major" improvement

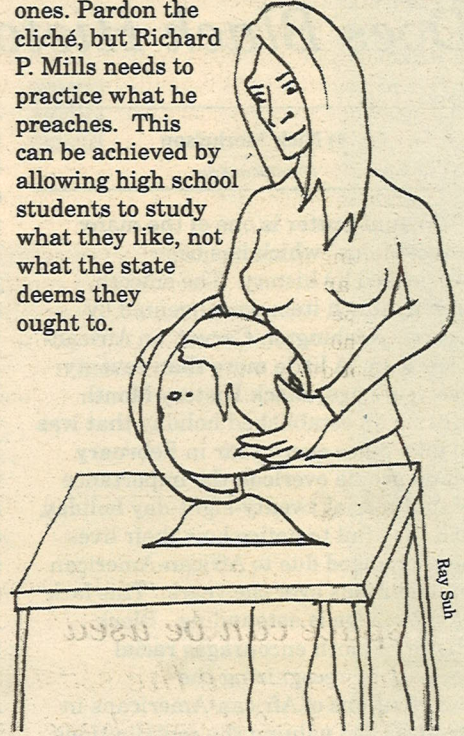
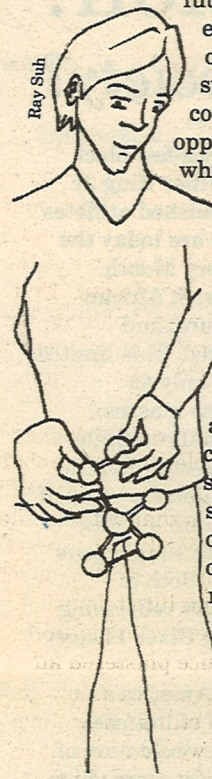
BY Jessica Becker & Sarah Catanzaro  
Business Editor & Staff Writer

"Our mission is to raise the knowledge, skill, and opportunity of all the people in New York." These words, stated by Richard P. Mills, the President of the University of the State of New York and Commissioner of Education, are emblazoned across the New York State Board of Regents website. Yet this goal has not been realized in many schools across the state and the country. High school students enter college with little knowledge of their future plans. Upon entering institutions of higher education, students are confronted with many opportunities, some of which they naively reject because they have not had previous exposure to them. Parents find themselves in great debt because their children waste credits floundering around trying to choose a major, and some students impulsively select majors of little use based on little factual information or experience. But what is the flaw in the high school experience that leads to this confusion? Perhaps the

answer lies in our current course requirements and curriculum. At Schreiber, students are required to take English and social studies all four years, and math and science for at least three. This rigid academic structure allows for little flexibility and severely restricts the student's autonomy. Since the student is making very few decisions in his or her academic career and receives little help regarding future studies, he or she does not learn the skills necessary for functioning in the "real world." The mandatory curriculum also limits children who may excel in one area that they intend to pursue but must conform to the standards of the state. Without an academic focal point, students don't have a focus toward which they can strive. But there is an alternative to this system. Many schools offer a program involving a variety of high school majors, where students may pick a general area that interests them and focus on this area. This arrangement exposes students to many subjects, yet it narrows their potential focuses. When students are provided with an opportunity to more thoroughly investigate a particular area of study, they are able to examine certain careers and get a head start in mapping their future. This reduces the potential for "wasting" credits and time engaging in material which, quite frankly, bores them or highlights their cognitive weaknesses. By allowing students to delve more deeply into their areas of interest, students may feel more motivated and may even possibly enjoy school (gasp!). On a practical level, students will acquire generic work competencies and skills useful for employment. Maybe

then the alleged "mission" of the New York State Board of Regents will be accomplished; pathways will be established for continuing education and life-long learning. Some might argue that colleges would frown on this system of majors. Yet contrary to popular belief, many of the best universities do not expect "well-rounded" students with four years of the five typical core studies under their belt. Let's just look at this mathematically for a second. Schreiber High School requires twenty-two and a half credits to graduate. In many areas, more credits than the minimum are "strongly recommended." However, Brown University, a highly selective Ivy League school, only requires sixteen credits and recommends nineteen. The State University of New York only recommends seventeen high school units. Students interested in pursuing careers in technology might be amused to discover that Massachusetts Institute of Technology (MIT) requires and recommends only one social studies credit. Although students do need some contact with all areas of study, colleges do not universally require such involved study of all areas. When asked, some members of the student body seemed to support a major program. As sophomore Samantha Gass stated, "Allowing teenagers to pick a major over the course of their high school career enables them to set attainable goals for themselves that will teach them valuable lessons about life and learning." Students in some Canadian schools already enjoy this privilege. They choose from approximately eight four-year plans/majors including business, English, fine arts, science, social

studies, and technology. This system has been successful elsewhere, and it would be beneficial to implement. Who will execute this policy? Unlike the Monfort steps or the condition of our textbooks, this problem lies beyond our school's realm of control. In order to include all subjects in a high school student's course of study, yet incorporate the "major" program, we suggest that the state come up with specific plans similar to those followed at Butler Traditional School in Louisville, Kentucky. Before entering high school, students will choose a "major," and, as designated by the state, engage in more intense study in their area of choice, as well as more general ones. Pardon the cliché, but Richard P. Mills needs to practice what he preaches. This can be achieved by allowing high school students to study what they like, not what the state deems they ought to.



# International recruits are rejuvenating American basketball

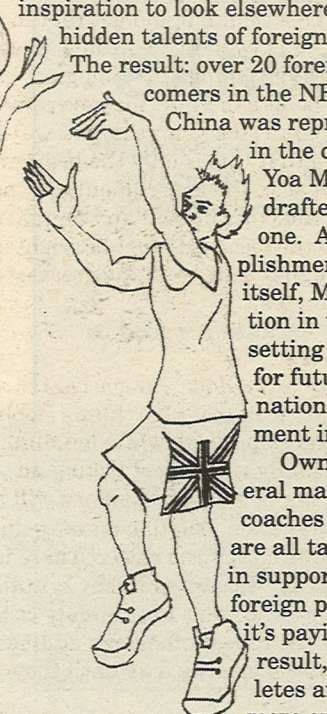
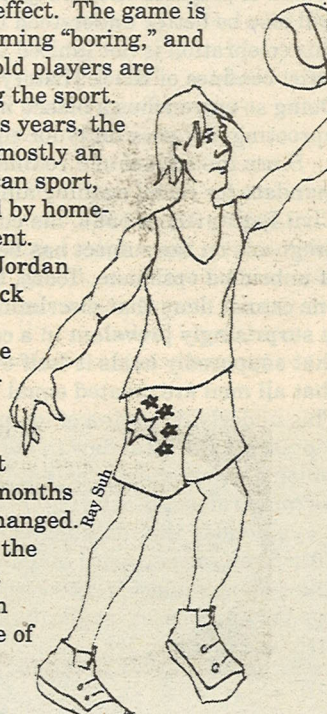
BY James Schaefer  
Contributing Writer

With five of the top fifteen rookies in the NBA drafted from foreign nations, the NBA is truly demonstrating international representation. Talent is growing and developing all over the world, and changing the game as we know it. After years of low scoring and decreasing TV ratings, the NBA is in a general decline. Rule changes and salary caps have been instated to help bring about a change, but have had little effect. The game is sadly becoming "boring," and the same old players are controlling the sport. In previous years, the NBA was mostly an all-American sport, dominated by home-grown talent. After the Jordan years, a lack of scoring and offense was bringing the game down. But in recent months this has changed. Last July, the NBA draft brought an abundance of foreign players to

the U.S. to play basketball. I feel that the new wave of young international players can bring this great game out of its dark ages. Last season, numerous foreign stars rose up, proving to the nation that the wealth of basketball talent is developed outside of the U.S. A few were even voted into the NBA All-Star game, giving these foreigners nationwide recognition. These newly discovered stars were Dirk Nowitzky from Germany, Steve Nash from Canada, and Predrag Stojakovic from Yugoslavia. These rising stars gave NBA scouts inspiration to look elsewhere for the hidden talents of foreign nations. The result: over 20 foreign newcomers in the NBA. Even China was represented in the draft, with Yao Ming being drafted number one. An accomplishment in and of itself, Ming's position in the draft is setting precedent for future international involvement in the NBA. Owners, general managers, coaches and scouts are all taking risks in supporting these foreign players, and it's paying off. As a result, these athletes are getting more opportunities

and are benefiting from their exemplary actions on the court. Their performances speak for themselves and their European style of play, which is characterized by high scoring and good shooting, is making the game more fan-friendly. We might have to wait a couple years before a change becomes apparent, but I feel the game has already taken a

turn for the better. These international players have the raw talent to be great, and have the style of play that characterized the golden age of the NBA. I feel that great hidden talent has yet to be discovered, and so do many NBA scouts. The search continues and so do the dreams of populating the NBA with foreign basketball players.



## Black History Month Pro Continued...

In 1954, however, schools became integrated as a result of the Supreme Court case *Brown v. Board of Education of Topeka, Kansas*. After the famous Montgomery bus boycott, catalyzed by Rosa Parks, all public transportation became integrated. Thurgood Marshall became the first black Supreme Court justice ever, a position that is highly regarded by the entire country. No black uprising was more influential, however, than Martin Luther King, Jr.'s 300,000-person March on Washington, ending at the Lincoln Memorial with his famous "I Have a Dream" speech. On August 28, 1963, King recited the inspiring lines that are forever etched in history: *I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood. I have a dream that one day*

*even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.*

The words of Martin Luther King, Jr. encouraged other African Americans to speak out. The hard work of Parks, Marshall, King, and those they inspired, is the reason for the civil rights laws we have today. If it were not for their blood and sweat, our school would not be the diverse, multicultural community it is. We are lucky to have a school district filled with so many different nationalities, religions, and races. It is this diversity that makes Port Washington such a wonderful, equal society. In the words of Martin Luther King, Jr., "There can be no deep disappointment where there is not deep love." Enjoy February. Have a great Black History Month, and remember our past.

# Still taking giant leaps for mankind

## The benefits space travel brings to society outweigh any risks involved

BY Elyssa Jakim and Daniella Malekan  
Staff Writers

"What do you want to be when you grow up?" is a question commonly asked of five-year-olds the world over by their cheek-pinching aunts. Along with a muttered derogatory remark, kids commonly respond, "An astronaut." Have you ever wondered why is it that so many tikes aspire to be astronauts? Could it be the obsession with the unknown that is spawned by an occasional gaze at the stars, or the potential for making friends with an alien? Whatever the reason, it cannot be denied that the world would truly be at a loss without the invaluable knowledge provided to us by space expeditions.

Some people may be skeptical about the value of space travel, especially after the tragedy that recently occurred aboard the Columbia space shuttle, resulting in the deaths of seven astronauts and the destruction of an expensive spacecraft. What must be considered, however, is that the astronauts did not die in vain; the mission that led to their deaths, like those missions

that have preceded it, was an extremely worthwhile expedition. The continuation of space discovery is necessary in order to expand our scientific horizons, and to benefit not only those living now, but future generations as well.

The purpose of the Columbia's mission in space was to study the effects of microgravity, or low levels of gravity. Space is an ideal location to conduct research about gravity because it has none. It would be hard to test the effects of gravity if there was no basis for comparison. In addition to the research on gravity, there were also numerous other experiments performed on the Columbia. The scientists dealt with achieving a flawless protein crystal that could have the potential to develop new drugs. Other scientists on the Columbia set a precedent in creating the weakest flame to date, allowing manufacturers to produce less soot and, in turn, less pollution. They also collected information on the impact of dust storms on global warming. Though the Columbia's untimely end may seem like a waste, NASA was able to receive some of the gathered data via satellite. This information, as well as other information gathered in space, could be used to improve the standard of living here on Earth from chemical, biological, and physical perspectives. For example, there was a study on prostate cancer tissue, facilitating the search for a cure. Another moment of space glory was when water was discovered on the moon. This

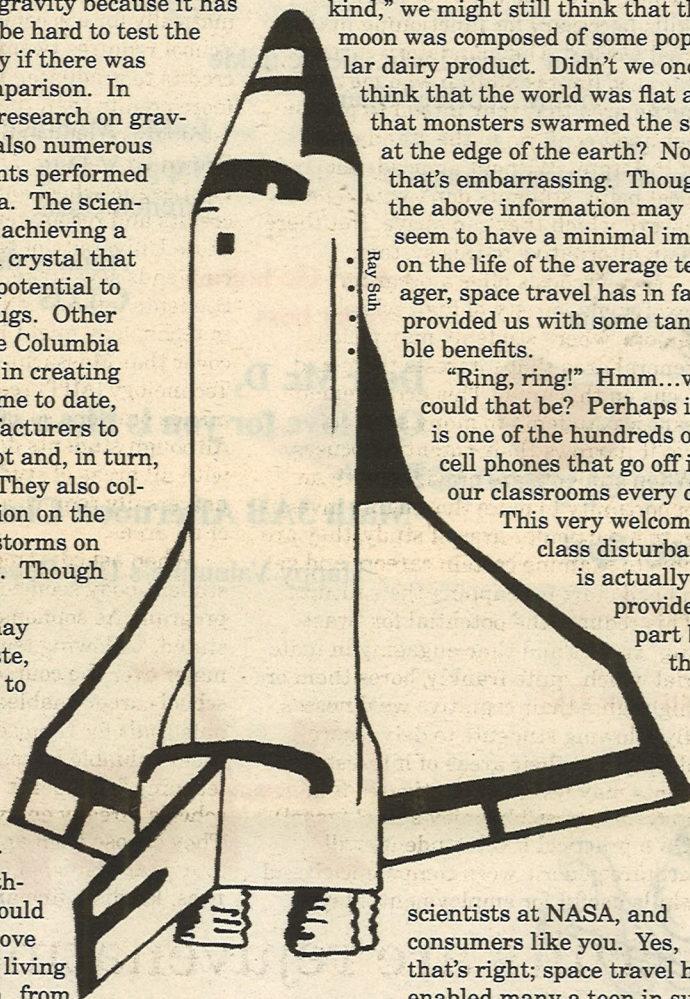
fact points to the possibility of extraterrestrials, a mind-boggling concept that continues to amaze us.

Astronauts who risk their lives for the advancement of knowledge have forever changed science. Space travel opens up a whole new universe (no pun intended) of information that is waiting to be explored. If Neil Armstrong had not taken that "giant leap for mankind," we might still think that the moon was composed of some popular dairy product. Didn't we once think that the world was flat and that monsters swarmed the seas at the edge of the earth? Now that's embarrassing. Though the above information may seem to have a minimal impact on the life of the average teenager, space travel has in fact provided us with some tangible benefits.

"Ring, ring!" Hmm...what could that be? Perhaps it is one of the hundreds of cell phones that go off in our classrooms every day.

This very welcomed class disturbance is actually provided in part by the

scientists at NASA, and consumers like you. Yes, that's right; space travel has enabled many a teen in suburbia to pretend that he or she has a social life. Now what, you may ask, does a cell phone have to do with space travel? Cell phones were needed during the space program in order for astronauts to communicate with the local



“ Astronauts who risk their lives for the advancement of knowledge have forever changed science. ”

Texans of Houston. And how did they go about doing that? Through the use of satellites, of course. These are the same satellites that give us the privilege of flipping through seven million different channels on our TVs, so many that you actually do get exercise out of being a couch potato because of the vigorous clicking of the remote. Endless choices can be overwhelming, but it is definitely worth being able to watch *Jerry Springer* and *The Osbournes* at all hours.

So now that you've read through the entirety of this article, you are probably wondering what our real point is. What we're trying to say is that without the space program you would never have had the luxuries (or necessities) of cellular phones and satellite television. Oh, and those posters with pictures of Mars that you once plastered all over your bedroom (yes, we know about those and that you still admire them from time to time) would never have graced your walls if it were not for space exploration. Research in space has served to expand the horizons of human knowledge and capability in a plethora of ways. Yet at the same time, it has humbled us earthlings, as we no longer consider the earth (and ourselves) to be the center of the universe. What more could we ask for from a government-funded program?

“ Information from space can be used to improve the standard of living here on earth from chemical, biological, and physical perspectives. ”

# Not Quite newsworthy

## Beware all bad boys and burglars: the British Bobby is brutal

BY Jeremy Frank  
Staff Writer

Many would be happy to know of recent advances America has made in the realm of public safety, supplementing potentially lethal police weapons with less dangerous alternatives. In our



day and age, we have begun to use the tazer, beanbag guns, tear gas, flash grenades, and even rubber bullets. But we have been surpassed by another nation, one who has proved to have much less harmful police officers: the British!

Consider the British police officer: the Bobby. Of all the world's law enforcement agents, the Bobby must rank as the least dangerous kind. How can they be so harmless? While American police will rarely use sniper teams or battering ram tanks, Bobbies rarely even carry pistols. Somehow, Bobbies must maintain peace with a small club roughly the size of an umbrella. But a new, extremely safe form of law enforcement has been perfected by the British. On Friday January 24th in Wiltshire County, England, 22 polite letters were sent out by Inspector Geoff Miles to repeat offenders. These letters courteously suggested to criminals that they "make it a priority in any New Year's resolutions you make from 2003 onwards, to cease forthwith your crimi-

nal activities."

This is very persuasive. I know I'd hate to be a criminal and get that in the mail. I didn't even know I could "cease forthwith" anything! Just imagine what it must be like to know the government wants you to stop your criminal ways. The idea that this is only the beginning and that soon the government may ask you to handcuff yourself and march down to the local jail must be frightening enough to ruin even the greatest afternoon tea.

### The Risks

There is a hidden danger behind this seemingly foolproof plan. Many Bobbies will suffer paper cuts while handling letters. Many will be lost licking an endless sea of stamps. Tensions will rise as the afternoon deadline for outgoing mail grows closer and closer! There is a high risk for unwanted Bobby brutality, as officers who want to eliminate crime will put the repeat offender's address on countless mailing lists until they

surrender. Why, these magazines would drive a criminal crazy, like the *Telltale Dog Fancy*.

### What we can learn

Obviously, the British have a great idea. Maybe we could try to be like them. First thing we could do is stop martial arts training for police officers and offer verbal judo instead. This art of varied threats and commands is enough to make any criminal gladly turn themselves in. Jails will be replaced by Rehabilitation Seminars. I can even see the subpoena now:

You are invited to a  
Rehabilitation Seminar!

Where: Port Washington Police Department  
Punch and cookies will be served  
Dress is Semi-casual  
YOU ARE EXPECTED TO ATTEND

Jeremy Frank



**Dear Alex Mintz,**  
**I just want to let you know how much I love you.**  
**Love,**  
**Your secret admirer**

C - I love you! Will you marry me?  
- P



**Red Team,**  
Elian lives!  
Viva Cuba y viva SASHA. Vamos a bailar!  
Times Sports Nite.  
Sam and Julia-- Cppt's

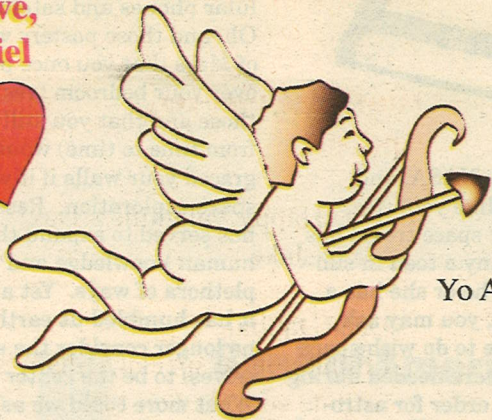
**Christine,**  
**I still want your lips!**

**Sam u still can't have my lips!**

**Happy Valentine's Day Aly, Laur and Lez**

**Thanks for being there for me ily!**

**Love,**  
**Ariel**



Yo ABC: aw snap!

To a guy who makes school more worthwhile -  
Happy Valentine's Day Jeremy Francis

Dearest Timesies,  
Despite the jokes about the "lame-factor" of this organization, we really do love you guys. Here's to the laughs, the tears, and Sasha.  
Love,  
The EICs

**I want to thank my end of the day class for the Viking jersey you gave me. It means so very much to me.**  
**-Mr. Baker**



**Dear Sharrin,**  
**Thanks for always being the best! I win. Mat**

Mat: sorry, i win...tickle tickle  
mmm...coffee? Sharrin

All love to the three stooges  
Love,  
Sneezy

**Dear Mr. D,**  
**Our love for you is like a sine wave.**

**-Math 3AB Afternoon Class**

Happy Valentine's Day Beverly

**Ray! Go home!**  
**-your boss**

To Ms. Montusi,  
Happy V-Day  
-French Class

Anna is the love of my life.  
C-LOS



**To my wife,**  
**Love you,**  
**Ray**

lo bob.

**Not now Lara, I'm**

**Dear Liz,**  
**I love you with**  
**be my Valentine**

To the th  
JungieJa

Nye,  
I am in  
how to  
Love,  
Diggy

Whoa, EV  
Hi. OK. Happy Valentines.

**Linz,**  
**So hot ri**  
**-Linz**

respect to all maff vreezerchers  
the burning n00bs

Have a great V-Day  
- Nick W.

**Danielle,**  
**Happy Valentine's Day.**  
**Love,**  
**Kenny**

# Happy Val

I love Ledge!  
You are the best

Chris,  
Happy Birthday/Valentine's Day.  
Have fun in your gyms. hehe.  
Love always,  
Sammi

**Dear Edward Pubkeyhands,**  
**Thanks for being the most funnest editor-in-chief to work with.**  
**Here's to the non-existent apparel.**

**Three's a charm Jess, we love you!**

Julia, you are really good at roller-skating

Mos-Def  
When are you joining the club?

Dear Jessie,  
I love being coerced into writing Valentines!  
Sam  
Much love to my NJG's and AL!  
XOXO



**Officer Frank,**  
**Get a new pair of green pants. Our treat.**  
**-Salkin & Kasle**

Love you Puff-Nut & Schmal!

**Happy Valentine's Day to Carroll. You are the best!**

Dear Sam M.  
I just wanted to tell you that you are the most beautiful woman I know.  
Love,  
Your man



I read you Agent A.  
This is Agent B.  
Mission G.A. has been canceled.  
Keep with the N.Y.  
Hope you get some V-lovin'  
Over and out A-Dawg

Dear Dani,  
You're one crazy fool, but I love you neway  
Love,  
Your best friend Cindy

**Sam and Reet are Bangin! Happy V.**

Dear Sam, I love u Caitlyn  
FMIYS  
Love,  
Greg



I love my Mommy!  
Love,  
Ledgie!

Jess- L3 - Ark

**Happy Valentine's Day Sweetie  
Love,  
Zachary**



To the Schreiber Times,  
Keep up the good work!!  
-WTYM

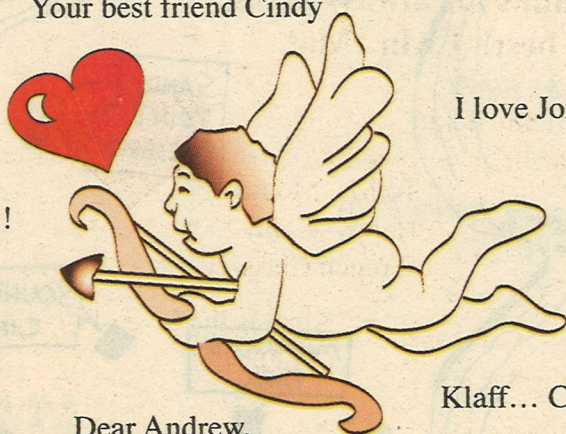
! Will you  
er TLFL.

s. Luv you guys!



**Dear "Rog,"  
Happy Valentine's Day.  
Hugs and Kisses.  
Love,  
Your Secret Admirer**

. I didn't know  
you marry me?



I love Jon M.

Klaff... CHEESE

Dear Andrew,  
The Schreiber Times is better, we come out first and let people write Valentine's Day notes.  
No, conditioner is better... you get the idea. Happy Valentine's Day Valentine!

Dear Dad,  
Can we go play in the snow?  
Love,  
SSR 10



**Dearest Mea,  
To many more poems  
To calls on phones  
To love so sweet  
It can't be beat.**

**Your love forever,  
Andrew**

Happy Valentine's Day!  
~Jake

# Valentine's Day

nes,  
Valentine's Day.

ife

worries.

**Marisa,  
Happy Valentine's Day. I love  
you.  
Love,  
Tommy**



Robbie G,  
I want to throw your frisbee!!

To Agent A-  
This is Agent B.  
Travelling to GA.  
Be back to order dinner for B-Night.  
Repeat - Chicken\_Roll  
-Agent B



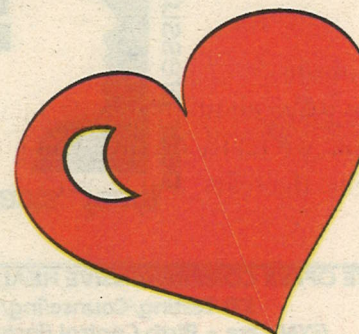
Dear Ms. Pellett and Ms. Zarkh,  
We hope you have a great  
vacation. It is certainly well-  
deserved!  
Love,  
The Schreiber Times Staff

liting  
crazy tap dancer  
Jbbydubby & Thingy  
back to the EIGHTIES  
for the great times...

**Gigi and sidekickseparatebutequal  
tea and SUS foreva**

Hey Love, love u  
To my darling Ms. Sautkulis  
-C- LOS

"No matter what we went  
through it was me and my crew"  
I LOVE YOU GIRLS!



Christy, it's in the medicine cabinet!

Dear Custodial Staff,  
Thanks for everything!  
Love,  
The Schreiber Times

**Dance your cares away (clap clap) worries for another day.  
Let the music play (clap clap) down in Fraggie Rock!  
I wuv you Emily**

Ray Ross  
U R sexy  
I love you!

# A night on the town P-Dubbs style

## Geizhals reports on our beloved weekend hangouts

BY Mea Geizhals  
A&E Editor

"So, do you ever go to your school's dances?"

"Haha! You're kidding, right? Well, no I don't. But, there was this one time at the docks..."

Obviously the first person in this completely made up conversation is not a student at Schreiber. All Schreiber students quickly learn about the lack of school spirit exhibited by their peers. The terrible attendance at pep rallies, embarrassing turnouts at club functions, and general lack of student body enthusiasm makes Schreiber's halls feel cold and lazy. While I do not think that any student or faculty member is necessarily proud of this fact, everybody seems to have accepted it. Even though they do not seem to band together in school, students learn the trends of the community soon after they enter high school. These activities are not created by the administration and are never announced over the PA system, but encompass Port Washington life in general. No student's high school career is complete without understanding and practicing these unwritten customs.

Pop quiz: It is late Saturday night. You and your friends are cold, hungry, and have much more to talk about before

going home, but you are short on cash and on foot. Where do you go?

Answer: Dunkin' Donuts, of course. Open all night, always warm and welcoming, "D&D" is the prime spot for a snack at anytime. It also seems like you can always find a friend sitting in one of the familiar orange swirly chairs. The local Dunkin' Donuts may not unite Schreiber, but it does serve as a common, central location that many students will remember as a place where they ran to for coffee breaks and doughnut cravings during study sessions or spent time with friends throughout their high school lives.

Next, in case some of you do not know, Port Washington is a peninsula. That means that it is surrounded by water on three sides. The water provides Port Washington with lots of neat assets like a place to sail and fish, a nice salty smell, and a beautiful view of Manhattan. Although some of these "advantages" may not seem very appealing, the docks and the beach have become a staple in every teenage driver's weekend agenda. Like

sunscreen on a trip to the beach, a drive around the docks

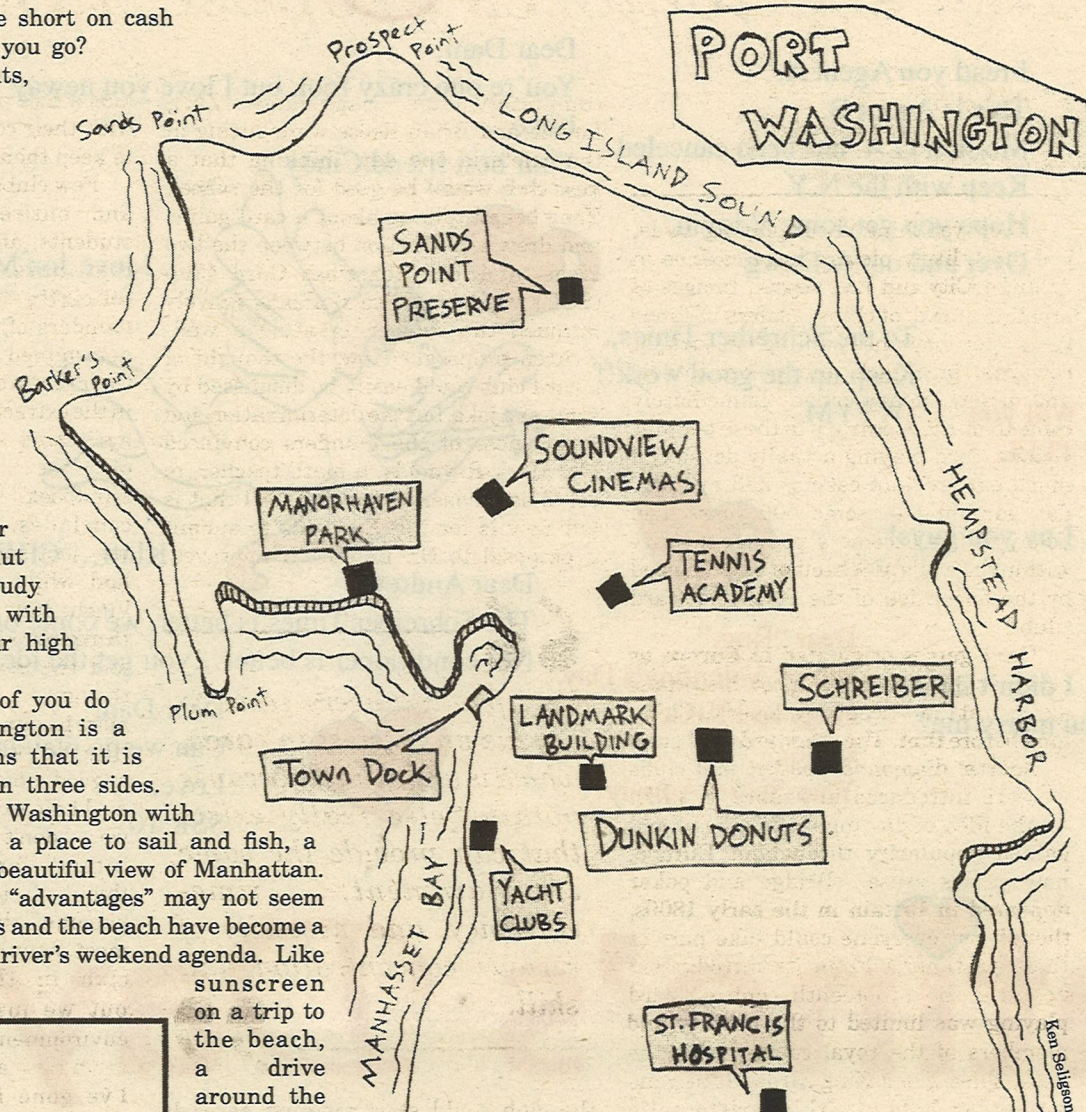
parking lot after you get your license is a must. Whether you travel down to the water to stretch your legs, meet up with friends, or spend some special time with your special someone, the docks and the beach are places where good memories are made for many Port Washington high school students.

It is true that the nights a person must spend without access to a car in Port Washington can be long and frustrating. However, when you pass your road test and your parents finally hand over the car keys, it is indeed a joyous occasion. I mention this because although these next few locations are not within Port Washington's boundaries, it is certainly not uncommon to bump into other Schreiber-ites there.

Personally, I do not know what I would do without the cold, icy goodness of a 7-11 Slurpee now and then. An establishment that is open twenty-four hours a day and seven days a week, 7-11 provides quality food at quality prices. A little bit more formal than 7-11 is the Landmark Diner, a place where one can order a hot meal after hours. While all diners have the same aura, the Landmark Diner, with its free cookies and excellent chicken fingers, has a special place in the hearts of Port's late-night hungry teenagers. What would a Friday night be without a dinner at T.G.I. Friday's? Even though the wait-staff does not wear as much "flair" as they used to, Friday's is still the perfect restaurant for group dinners and birthday celebrations. No, this article is not intended to pitch for these

restaurants (while they are all pretty good). This article certainly does not label them as highlights of Port Washington. Nevertheless these places are the backdrop of memorable high school nights for Schreiber graduates. Sure, dinner at a diner and a drive to 7-11 may not sound very exciting and even worthy of space in our memory banks, but to me, it is the jokes, conversations, and general sense of freedom felt during these drives that are the very essence of high school.

We all know that we don't spend all of our time in school; our lives outside of Schreiber are just as much a part of our high school years and memories as the time we spend in the classroom. While school-run dances and annual Homecoming football games may not bring together the incredibly diverse people who are our classmates, memories of the Long Island Sound and Port Washington's best hang out spots will. As we grow older, not only will we have more and more opportunities to grow apart, but we will also have chance to look back on our childhoods. We can reminisce about the days on our elementary school playground, lunches in the Weber cafeteria, and summer spent at local day camps. Even though most Schreiber students are too busy to attend every concert, play, dinner, dance and club function advertised on posters on the walls of the hallways, it does not mean that we are any less united as a student body. Our common memories and nostalgia bring us together as a generation.



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# Schreiber plays its cards right

## Two sophomores propose a Schreiber Card Club

BY Jacob Fainzilberg

Contributing Writer

When you think about playing cards, you most likely picture huge casinos in Atlantic City and Las Vegas. Images of toppling stacks of chips, dealers in fancy vests, slot machines spilling out jackpot rewards, blackjack and poker tables, and money, money, money immediately come to mind. Contrary to these popular visions, card playing actually developed much earlier than casinos and modern-day gambling — some 600 years ago! Today, it has become a popular activity within the walls of Schreiber as evidenced by the formation of the Schreiber Card Club.

Card games originated in Europe as early as 1371, though most historians agree that the concept developed in China long before that. The standard card suits — hearts, diamonds, spades, and clubs — were introduced in France in 1480. As the idea of playing cards spread and gained popularity throughout Europe, new games arose. Bridge and poker appeared in Britain in the early 1800s, though not everyone could take part in these pastimes. From its introduction up until the nineteenth century, card playing was limited to the nobility and members of the royal court, hence the Jack, Queen, and King cards. It became a popular hobby within aristocratic circles because individuals could play and simultaneously engage in enlightening conversation. Even now, when virtually every family has a deck of cards among its possessions, card playing is associated with the thought of wealthy Englishmen in suits playing poker over cigars and brandy.

In today's society, card playing represents a popular form of entertainment among middle-aged and elderly people. The abilities and skills associated with various games are highly respected. Whether it is "Poker Night" at someone's house or a weekend at the MGM Grand Casino, card playing always draws crowds. I can guarantee that a majority of our parents and teachers know how to play cards and enjoy doing so. Yet very few kids and teenagers seem to pursue an interest in cards, which is

completely true. Sophomores Zach Levine and Brian Reese were sitting in the cafeteria one day, thinking that a new club would be good for the school. They began talking about a card game, and drew a connection between the two ideas, and The Schreiber Card Club (SCC) was born. The students actively pursued the subject, creating a well-written proposal. Now, the thought of a card club could easily be dismissed by some as a joke, but the determination and seriousness of the founders convinced Mr. Mark Reynolds, a math teacher, to serve as adviser of the club. All that is left now is for Mr. Reynolds to submit a proposal to Dr. Banta. If approved,

“*Very few teenagers seem to pursue an interest in cards, which is unfortunate because nothing else really exists that can provide the same entertainment, time-efficiency, and necessity of serious concentration and skill.*”

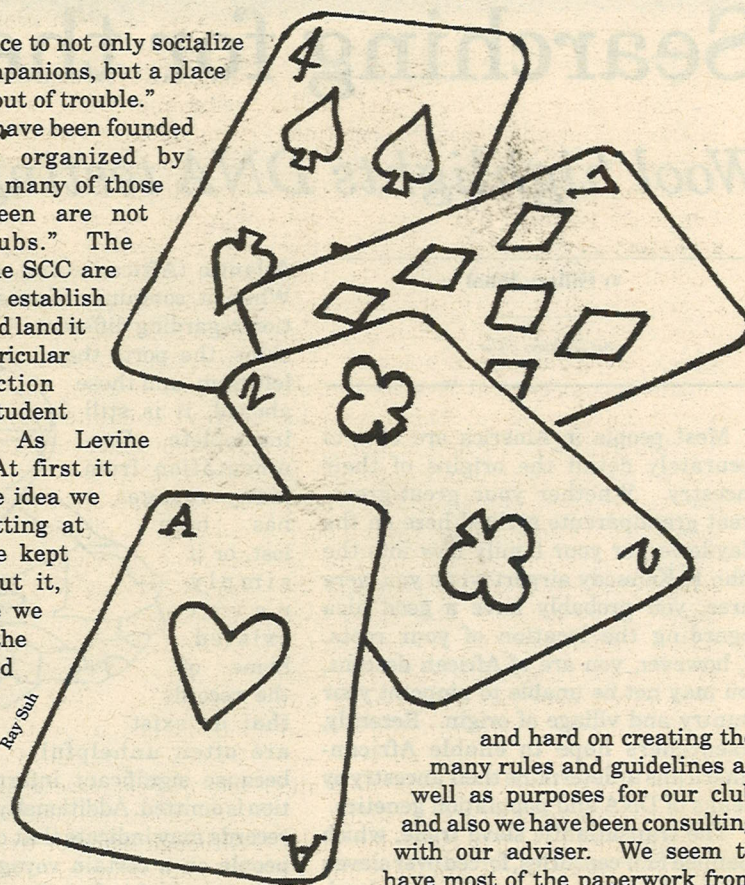
the club could start meeting as early as next fall.

What is the Schreiber Card Club? According to its proposal, it is “an after-school club in which students of Schreiber can socialize and relax with fellow classmates while playing card and board games in a controlled environment.” The club will feature well-known games such as Hearts, War, Go Fish, and Solitaire, and more complex games such as Gin Rummy and Bridge, giving students an excellent opportunity to learn new games. Possible board games also include checkers and backgammon. If allowed to proceed, the possibilities for the club are endless. The founders have already expressed desires to host internal tournaments every few weeks, or even town-wide competitions. If the idea catches on, other schools may also establish card clubs, and the activity could become competitive in nature. The founders are genuinely open to new ideas.

Unlike most organizations, membership in the SCC does not depend on qualifications or on a mandatory system of attendance. Students can come whenever they want to kick back and play a few games. As Brian Reese put it, “We wanted to found this club on the basis that not all members want to pay dues or compete...I wanted a club that would be fun, but not demanding.” Zach Levine added, “We thought up the club in order to give the

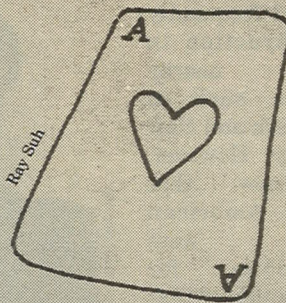
kids a nice place to not only socialize with their companions, but a place to keep them out of trouble.”

Few clubs have been founded and entirely organized by students, and many of those that have been are not officially “clubs.” The founders of the SCC are determined to establish their group and land it in the extracurricular activities section of the student handbook. As Levine concludes, “At first it was just some idea we had while sitting at lunch, but we kept thinking about it, and the more we thought, the more it sounded like it was a good idea. And I mean we don't intend for this to become the most popular club in the school, but we just want to create an environment where kids can spend their extra time after school. Too many times I've gone home and sat around for hours on end by myself hoping I had somewhere to go, and I just wish we had this club. I didn't realize until we started going through the process how long and tedious it would be. My co-founder and I have been working long



and hard on creating the many rules and guidelines as well as purposes for our club and also we have been consulting with our adviser. We seem to have most of the paperwork from our end taken care of, and the next step is to simply have our adviser fill out the necessary forms for a club request with the school. Although it's a long and tiring process, I think in the long run it's worth it to be able to say 'I made a club.' And to be able to say to future classes, 'You see that club on the list of extracurricular activities, that's there because a couple of kids thought it would benefit you.'”

### Fun card-playing facts



~ The first cards come from China, where paper was invented.

~ Tarot cards, called *Grand Eteilla*, were invented in Egypt.

~ Cards became popular in India when the Maharajah's wife wanted to entertain her bored husband.

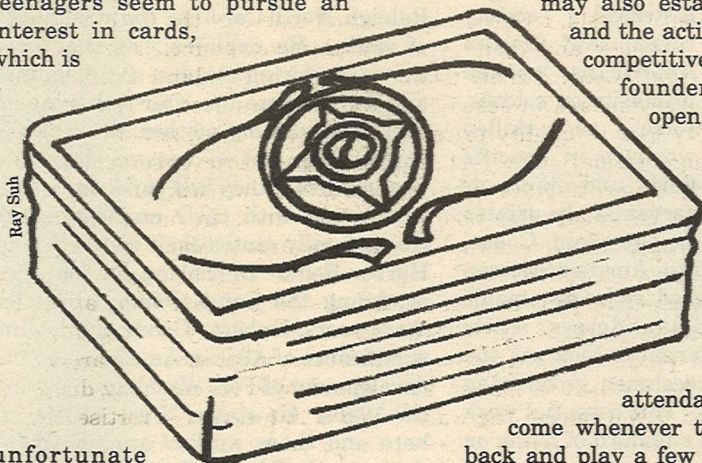
~ Cards were introduced to Europe by the Muslims.

~ During the Renaissance, Miguel de Cervantes mentioned cards in *Don Quixote*, saying, “What I say is, patience, and shuffle the cards.”

~ Their popularity continued with the introduction of playing cards in 1781.

~ In Jane Austen's novel *Persuasion*, marriages are arranged over hands of whist.

~ One of the most famous movies about card-playing is *Guys and Dolls*, which immortalized the idea of Lady Luck.



unfortunate because nothing else really exists that can provide the same entertainment, time-efficiency, and necessity of serious concentration and skill.

This generalization, however, is not

# BLACK HISTORY

## Searching for their "roots"...scientifically

Wool highlights DNA testing to reveal African-American ancestry

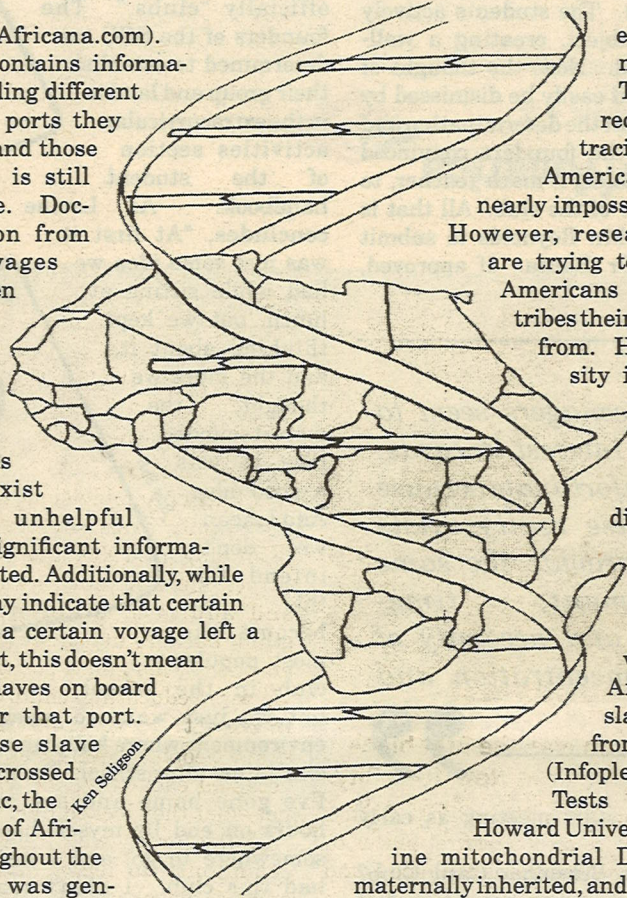
BY Hillary Wool

Ass't Features Editor

Most people in America are able to accurately detail the origins of their ancestry. Whether your great-great-grandparents arrived here on the Mayflower, or your family flew into the John F. Kennedy airport when you were three, you probably have a good idea regarding the location of your roots. If, however, you are of African descent, you may not be able to pinpoint your country and village of origin. Recently, researchers hope to enable African-Americans to determine their ancestry by means of DNA and population genetics.

The transatlantic slave trade, which spanned four centuries, forced over eleven million Africans from their homeland. Written records of this trade remain insufficient to determine ancestry. The W.E.B. DuBois Institute at Harvard University used whatever records they could find to compile "The Trans-Atlantic Slave Database." This CD-ROM database accounts for about seventy-five percent of the African population brought across the

Atlantic (Africana.com). While it contains information regarding different ships, the ports they left from, and those aboard, it is still incomplete. Documentation from many voyages has been lost, or it simply never existed. Some of the records that do exist are often unhelpful because significant information is omitted. Additionally, while records may indicate that certain people on a certain voyage left a certain port, this doesn't mean that the slaves on board lived near that port. Once these slave ships had crossed the Atlantic, the migration of Africans throughout the Americas was gen-



erally undocumented as well. The absence of records makes tracing an African-American's ancestors nearly impossible.

However, researchers today are trying to link African-Americans to the specific tribes their ancestors were from. Howard University in Washington,

D.C. has collected almost 4,000 DNA samples from different parts of Africa. The majority of these samples are from west and central Africa, as most slaves were taken from these regions (Infoplease.com).

Tests designed by Howard University will examine mitochondrial DNA, which is maternally inherited, and Y-chromosomal

DNA, which is paternally inherited. Scientists will look for similar genetic markers in both the African DNA and the test subject's DNA. By analyzing this genetic information, they will be able to trace an African-American's heritage to a specific location. It is expected that these tests will be available to the public in the next year or so. Finally, African-Americans may be able to pinpoint their origin on a map—allowing them to find out where their relatives lived before being taken into slavery.

However, because of the high incidence of rape inflicted by male slave owners upon female slaves, many African-Americans are likely to find that the results of the Y-chromosome test indicate that they are of European descent. Additionally, results indicating Native-American descent would be plausible, since Native-Americans often helped African-Americans escape from slavery.

Scientists continually work to improve a means of linking African-Americans to their specific regions of origin. Hopefully, in the near future, a variety of tests will enable blacks to fill in the missing holes of their heritage.

## The end of the war brings a new beginning

Chatterjee discusses local African-American achievements in the 1940s

BY Ritesh Chatterjee

Features Editor

A century after the onset of the Civil War and the subsequent emancipation of the slaves, African-Americans lived in a lower-middle class social bracket. Possibilities for economic, political, and social mobility began only with the advent of the Civil Rights movement. This transformation begs the question, "How exactly did African Americans uplift themselves from their destitute post-slavery condition?" On Long Island, small yet noteworthy accomplishments of working blacks in the suburbs led to a growth of African-American economic power.

The Cow Neck Peninsula Historical Society, an organization devoted to studying the history of Port Washington and its surrounding areas, published an insightful interview on the lives of African Americans in Port Washington in the fall of 1988. Mrs. Minnie Biddle, a long-time Port Washington resident, provided a window into the lifestyles and occupations of African Americans from the area. She mentions several different occupations frequented by black workers to support their families. Many

know that the Port Washington area is rich in sand, which was used frequently in construction in other nearby locations, such as Great Neck and New York City. However, few know that African-American laborers were responsible for mining much of that sand, making them instrumental in the physical development of Long Island. Oyster fishing was yet another trade Biddle drew attention to in her interview. That and bee keeping, she noted, were two industries that kept African Americans employed and contributed to the growing economy of Long Island. Agriculture also flourished due to the many farms owned by African Americans that dotted the Port Washington landscape. Those who were not fortunate enough to own land could garner some minimal wage



Mrs. Minnie Biddle is one of Port Washington's oldest and most knowledgeable residents.

for their contribution in the harvest of peas.

Black economic self-enrichment on Long Island represents a wider overall contribution to society in the early 1900s.

Other resources at the historical society reveal that African Americans worked primarily on estates, some as skilled workers in specific fields and others as servants. In estates

along the Gold Coast, African-American women worked as cooks, maids and launderers, while their male counterparts took on the responsibilities of coachmen, groomsmen or groundskeepers. This essential work maintained a high standard of living on the estates, in effect creating the basis of the Long Island economy as a whole.

Adding some much-needed detail to this idea is Elly Shodell's short book *It Looks Like Yesterday To Me: Port*

*Washington's Afro-American Heritage*. A compilation of several interviews with members of Port Washington's African-American community, the book provides the detail and perspective into the actual work on a large Sands Point estate that only a primary source of this caliber can. Hubert Goode, interviewed in 1981, describes the reason behind his family's relocation to Port Washington from Raleigh, North Carolina: the availability of work. He explains, "At that time they were hiring couples, so my mother and father came up. Our father was a chef-cook, and my mother, she was the housekeeper and on occasion she would be the nurse if they had children." After first living with their employers, the Goode family rented their own house on Harbor Road. Describing his job after attending the Sands Point School for three years, Hubert Goode implies the significance of African-Americans to the development of Port Washington during the 1920s. He states, "I got a little job here and there workin' around where they was building new houses, 'cause they was building up this town. This town wasn't nothin'. Nobody ever knew Port Washington was gonna grow like this. Never had no idea of that..."



# IN THE MIA ING

## Lights! Camera! Action: African-Americans in the media

BY Shira Helft and Rebecca Pinkus

Staff Writers

Throughout American history, the media has played a crucial role in society. Whether in the mediums of radio, television, film, or even the press, our lives often revolve around what is portrayed in the media. Over time, the many changes in our society have been reflected in the media. One such instance is the onset of the Civil Rights Movement. While America made great progress developing equal opportunities in government, housing, jobs, and education, black people in the media made great strides as well. With the occurrence of Black History Month, it is appropriate that we celebrate African-American involvement in our media, both past and present.

Radio was an early form of entertainment, and a way for everyone in the country to access breaking news and popular culture more rapidly than they would have from newspapers and books. Radio in the 1920s was completely different from modern radio. In the early twentieth century, a deep voice was required to broadcast because technology was not yet advanced enough to handle high-pitched noises, and a strong baritone voice was needed to send messages out clearly. This prevented many Caucasian people from becoming radio personalities. African-Americans often had deeper voices, which were perfect for announcing.

The first radio station formatted for African-Americans was WDIA, established in Memphis in 1948. It

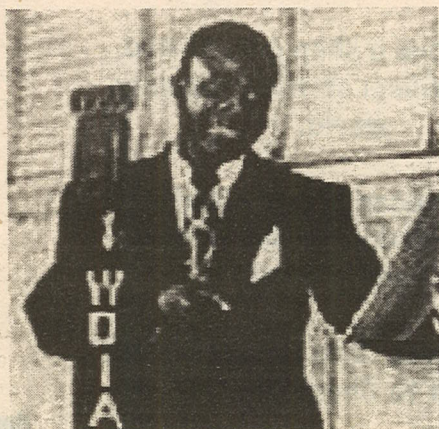


Hattie McDaniel played the 1939 Academy Award-winning role of house slave Mammy in *Gone With the Wind*.

was followed by WERD, the first African-American-owned station. The National Negro Network established a set of wonderful radio stations in January of 1954. Even when segregation was rampant in other parts of society, African-Americans occupied many of the key roles in radio. Radio also made it possible for the general public to be exposed to black perspectives, understand the

African-American point of view, and appreciate radio talent. The first African-American to be inducted into the Radio Hall of Fame was Hal Jackson, who was also the first black person to broadcast on New York City radio.

During the early 1940s and into the 1950s, television became a major part of American life. African-Americans began to appear on television in the 1950s, and were featured prominently by the 1960s. Documentaries about poverty,



Hal Jackson was the first black radio broadcaster in New York City.

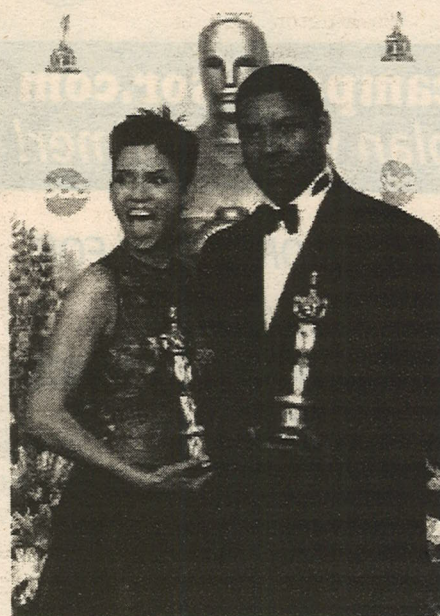
segregation, and the Civil Rights Movement were often the first places in which African-Americans could be found on television. Henry Louis Gates Jr., a scholar and writer, recalls that "images of black people dominated the news." Some black leaders were treated with respect on television, while others were discriminated against. Dr. Martin Luther King, Jr. often made headlines because he helped make Caucasians more aware of the Civil Rights Movement. However, a documentary entitled "The Hate That Hate Produced" had Malcolm X, a controversial pro-violence activist, as its subject, detracting from the Civil Rights Movement. Clearly, television was a forum for both positive and negative publicity for African-Americans.

While news shows began to report more and more on racism and civil rights, the entertainment programs became predominantly whiter, with fewer African-Americans appearing on television. Network executives seemed to give stereotypical characteristics to black families that did appear on television. During the late 1960s, television programs began to become true to life. *The Jeffersons*, which first aired on CBS in January 1975, remained on the air well into the 1980s. The show focused on an African-American couple, George and Louise Jefferson. George was an extremely successful businessman. They led lives that reflected success through the usual trappings money provides. The show was very popular, and gave viewers a new way of thinking about African-Americans. *The Cosby Show* followed in the footsteps of *The Jeffersons*, first coming to television in 1984. It remained on the air until April 30, 1992. *The*

*Cosby Show* concentrated on the lives of an upper-middle-class African-American family, the Huxtables. Dr. Cliff Huxtable and his loving wife Claire spent their lives juggling successful jobs, and taking care of the house and family. It was an instant hit. Their five children each added a different dimension to the show, and the situations they faced every week were realistic. It was an intelligent and humorous family show, one that people of all races could relate to. It was television's number one show for three years in a row. During this period of television history, programmers created several shows that featured African-Americans, and attempted to dispel stereotypes by showing the populace that blacks could indeed be successful, and have the same problems and successes as Caucasians.

Children's television went through an equally dramatic transformation. Beginning in 1969, the series *Sesame Street* showed both young children and adults of different racial and ethnic backgrounds interacting with one another. This had a positive impact on viewers, educating children to believe in equality between the races. On the show, people of all races and cultures accepted each other for who they were, not what they looked like.

Films are a way for members of a community to learn, laugh, cry, and enjoy themselves. As each age of film progressed, so did the perception of African-Americans presented in them. The first movies did not contain sound, so musicians filled the space with their beautiful tunes. Jazz was very popular at that time in Harlem and other places, so famous jazz musicians were often found behind the big screen. The images



Halle Berry and Denzel Washington pose after winning their Academy Awards last year.

on the screen, however, often had a negative effect on viewers. The early movies often presented black people as simple-minded, superstitious, and submissive. One of the most famous films in American history, *Gone with*



Bill Cosby produced the Number One hit show, *The Cosby Show*.

*the Wind*, is seen by many as racist and demeaning toward African-Americans. Ironically enough, *Gone with the Wind* was the first film for which a black actress received an Academy Award. Hattie McDaniel received the award in 1939, for her portrayal of a black house servant.

When the Civil Rights Movement began, many things changed. Black artists and directors created their own films and the industry became more race-conscious. After the 60s ended, however, the age of the "Superspade" came about. The "Superspade" was the image of a violent black man who loved women, quick money, drugs, and other pleasures. This was a horrible stereotype for the black male in America at the time, because all black males were being portrayed like Richard Roundtree's character, Shaft, from the movie of the same name. Interestingly, in this phase, African-Americans were portrayed as anything but submissive.

African-American actors, writers, directors, and musicians have filled the screen for over sixty years. From Paul Robeson to Eddie Murphy, blacks have won their share of recognition in the film industry. Although almost no one in the 1920s, when film first became popular, could imagine an African-American winning an award, black people have received countless honors, including Oscars and Golden Globes. We have evolved greatly since then, with actors and actresses like Denzel Washington, Halle Berry, Will Smith, and Whoopie Goldberg, who have taken over our DVD players and out hearts.

African-Americans have made their mark on American media. They have starred on radio and television, in film, and in sports broadcasting. As time has progressed, the portrayal of blacks in the media has changed drastically, and will continue to do so in years to come. The media helps to shape our lives, and has been a powerful vehicle for change in the way African-Americans are regarded.

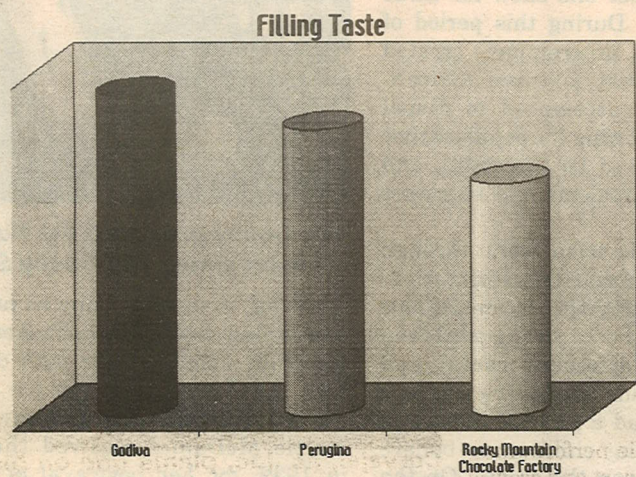
All pictures courtesy of the Associated Press

# Times Reviews

## Crazy for Chocolate!

Today is February 14. You know, *that* day. Valentine's Day. You forgot, didn't you? Well, all is not lost. Chocolate can save you from not having anything to give to that special someone. Whether it commercializes Valentine's Day or not, the boxed chocolate industry has spread worldwide, sparking competition among chocolatiers for the sweet morsels that fill our stomachs and touch our hearts.

Godiva, the Belgian powerhouse, continues its tradition of bronze-boxed chocolate excellence. Lesser known Perugina, Italy's offering to the world of chocolate, gives a strong showing with its Baci—shiny-silver-wrapped mounds of hazelnuts doused in chocolate aptly named after the Italian word for "kiss." This race's "dark horse to watch" is the Rocky Mountain Chocolate Factory. Hailing from the frigid state of Colorado encased in a copper box, the chocolates skip on ornate design and creative wrappers in favor of sweet, mouth-watering taste. This month, the staff of *The Schreiber Times* felt that it was both appropriate and delicious to review the chocolate titans so as to assist the confection consumers of Schreiber in their quest for a quick Valentine's Day gift.



### Godiva

"They have a shop on 5th Ave. It's the Gucci of the chocolate world."

"The pieces are so ornate, I almost don't want to eat them...almost."

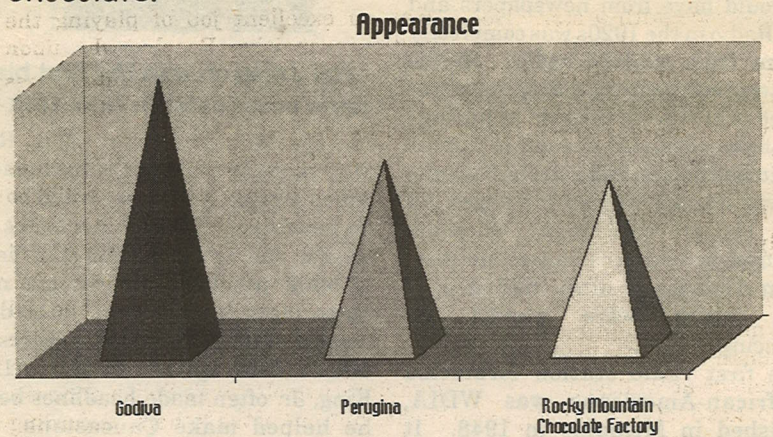
"Rolls Royce is to Car as Godiva is to Chocolate."

### Rocky Mountain Chocolate Factory

"American chocolate represent!"

"Appearances can be deceiving...deceivingly delicious!"

"Chocolicious!"

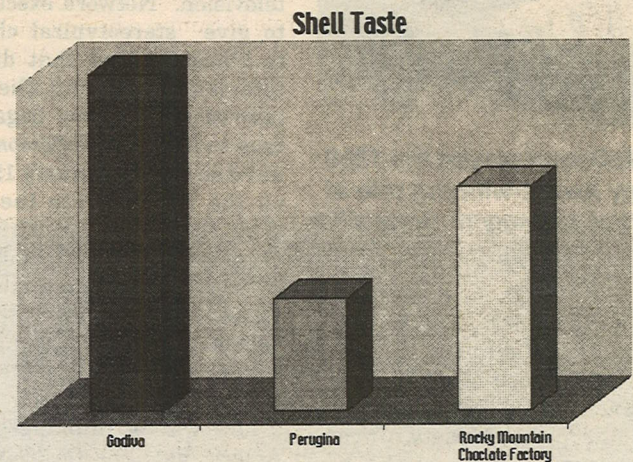


### Perugina

"I wonder what Andy Warhol could do with these wrappers..."

"Its name gives it inherent romance."

"A nice contrast between nutty flavor and chocolatey sweetness."



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Graphics and text by Ritesh Chatterjee.

# Arts & Entertainment

THE SCHREIBER TIMES FRIDAY, FEBRUARY 14, 2003

page 19

## Uhry's *The Last Night of Ballyhoo* brings laughs, romance, and deep thoughts to Schreiber's stage

By Kevin Boroumand & Mea Geizhals

Sports Editor & A&E Editor

The Port Washington School District Department of Performing Arts delighted Schreiber with its latest production, *The Last Night of Ballyhoo*, on January 23 through 26. This Alfred Uhry comedy was excellently performed by a relatively small cast of Schreiber students.

The play begins in the Levy-Frietag household as Lala Levy, played by junior Michelle Mancini, tops the family's Christmas tree with a star ornament. The decoration is promptly renounced by Lala's mother Boo, played by senior Vanessa Shkuda. She believes that Jews can have a Christmas tree, but they cannot cap that tree with a star. Her rejection of the star in the first scene introduces the major conflict of the entire play, between living in the largely Christian city of Atlanta, Georgia and maintaining a Jewish identity. The household is complex, as it is made up of Boo, her daughter Lala, her brother Adolph Frietag (senior Dylan Weinberger), their other brother's widowed wife Reba Frietag (senior Katherine Hartman), and her daughter Sunny Freitag (freshman Elyssa Jakim), when she is not in college at Wellesley.

Boo is the head of the movement towards extreme assimilation. Shkuda brilliantly plays this part, leading the audience to truly believe her character's stern and accusatory personality. Boo's desire is to have her socially awkward daughter prove herself to society by arriving at the annual dance, Ballyhoo, with an "acceptable" young man.

When Adolph invites his new employee

Joe Farkas, played by senior Diego Carvajal, to dinner, the family is faced with yet another view of religion. Joe is a Jew from Brooklyn, New York, who challenges Boo's views of religion with his embrace of Orthodoxy. In sharp contrast to the Levys and Freitag's, who bear lineage to the first white child born in the city of Atlanta, Joe still has relatives in Poland. Lala is immediately attached to Joe and tries to convince him to take her to Ballyhoo. Boo, however, has already thought of the perfect match for Lala, a boy from New Orleans who is an old friend of the family. Peachy Weil, played by junior Jimmy Thompson, is the wealthy but arrogant "gentleman" who Boo has chosen for Lala. Thompson does an excellent job of playing the vastly insensitive Peachy who upon arriving in Atlanta, immediately goes about agonizing the understandably sensitive Joe.

Joe and Sunny meet when she comes home from college to attend the Ballyhoo festivities. A mutual attraction quickly develops, and they decide to attend Ballyhoo together. Peachy and Joe take their dates to Ballyhoo, and all goes well until Peachy explains to Joe the discrimination within the Jewish community itself. Joe's Polish ancestry makes him one of the "others," according to Atlanta's standards, and due to his differences, he feels uncomfortable at Ballyhoo and leaves. In a late-night moment, Joe and Sunny are reconciled and it is obvious that their relationship will last. Just then, Lala and Peachy come home and announce their marriage plans. The play ends with the whole cast singing the Sabbath candle blessing. Uhry's failure to develop the latter section of his play is *The Last Night of Ballyhoo's* biggest shortcoming because the audience is left without closure.

In *Ballyhoo*, Jakim plays her first major role as Sunny, a brainy adolescent who is adored by her Uncle Adolph. It is clear that Adolph is the breadwinner of the household and is amazingly indifferent to the conflicts and emotions that fill his household. Weinberger's hilarious personality shines through in his role, and he is undisputedly the most admirable character in the play. Reba also seems to be unaffected by all of the wacky things that happen around her. Although the character Reba is difficult to befriend, Hartman's performance was excellent.

No one in the audience could have failed to realize the amazing realism of the set for the Levy-Frietag household. The set, which was used for most of the play, could have been taken right out of a

living room in an old Gregorian mansion. The use of wallpaper effectively topped off the wonderfully-made set. The other scenes, especially the props and scenery for the Ballyhoo dance, did not live up to these high standards. Nevertheless, the quality of the set in Schreiber's rendition of Ballyhoo was impressive for a high school play.

The 1997 Tony Award-winning play has excellent credentials, but watching it this January, *The Last Night of Ballyhoo* seemed somewhat dry, with moments of humor far too brief and rare. *Ballyhoo* did not have the large cast that seems to make other school plays so enjoyable, but this smaller and more select group of actors put on a serious and admirable performance. Congratulations to the cast and crew of *The Last Night of Ballyhoo* for a great overall experience.



Carvajal, as Joe, plants one on his romantic counterpart Sunny, played by freshman Elyssa Jakim.

Amanda Liner



Junior Michelle Mancini, as Lala, admires her picture of Vivian Leigh from *Gone With the Wind*.

"A taste bud is a terrible thing to waste"

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Christy Wurmsfeld

# Times Movie Review

## The Recruit

BY **Jordan Rothstein**  
Staff Writer

*The Recruit* is an action-packed movie starring Collin Farrell (*Minority Report* and *Daredevil*) playing a regular old Joe named James Clayton. In the beginning of the movie, the audience is informed that James Clayton grew up fatherless. His father died a mysterious death and the cause of it is still unknown to Clayton.

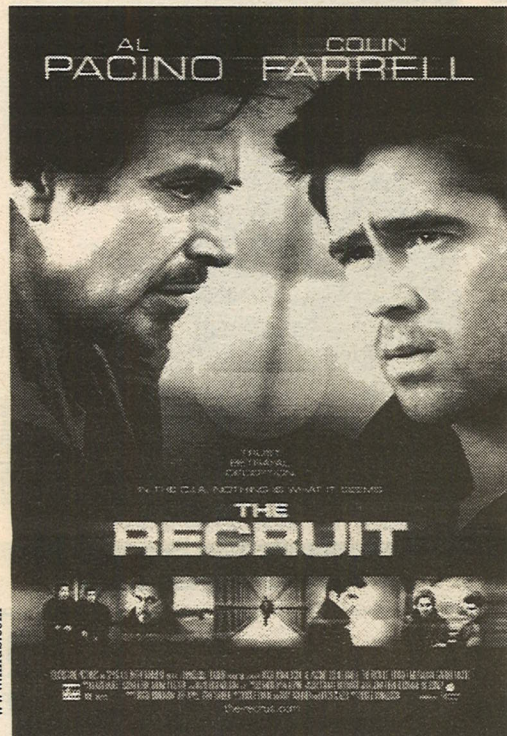
While bartending one night, Clayton is confronted by CIA recruiter Walter Burke, played by Al Pacino (*The Godfather Trilogy* and *Scarface*), who informs Clayton of his father's involvement in the

CIA and his cause of death. Clayton's arrogance and desire to know the truth about his father's death drive him to go to the CIA training facility appropriately named "The Farm."

The story starts to pick up when Clayton starts attending "The Farm," where the CIA trains him to use weapons, respond to certain situations, and most importantly, understand that nothing is what it seems. "The Farm" is also where Clayton's love interest begins. Bridget Moynahan (*Coyote Ugly*, *Sum of All Fears*, and *Serendipity*) plays the seductive, smart, and incredibly beautiful Layla. The remainder of the movie delves into his infatuation with Layla and the tests the CIA give him.

*The Recruit* is definitely a movie for anyone who enjoys thrillers with multiple plot twists. What holds the movie together through all of its twists and turns is Farrell's acting; it was exceptional and added a lot to the plot. He and Pacino complemented one another on the screen. However, one of Pacino's faults in this movie is his tendency to overact. Overall, the superb acting team of Farrell and Pacino, along with the directing talents of Roger Donaldson led to this movie's gripping plot and awesome ending.

Donaldson can also be credited for directing other government-based movies such as *Thirteen Days* and *No Way Out*. Overall the movie is exciting and should definitely be on everyone's "must-see" list!



The Recruit stars Al Pacino and Colin Farrell in a CIA thriller.

# Times Food Review

BY **Hillary Wool**  
Assistant Features Editor

If you are searching for the perfect pre- (or post-) theater eatery with an ethnic edge, then Noche is where you ought to head. Located on Broadway, between 48th and 49th Street, this relatively new, three-story restaurant features moderate-to-expensively priced Latin American cuisine in a festive, yet elegant environment. The flamboyant silver-plated spiral staircase leads diners from the first floor bar, to a chic dining area. The second story and balcony level above it are illuminated by an array of bright hues.

The colorful décor is just the beginning. The creatively prepared dishes are sure to tantalize your taste buds. Although the food is far from authentic Latin American cuisine, it is still good. And while the main course may take longer to serve than the main courses at other Times Square tourist traps, the meticulous and artful touches on the food are worth it. Try the steamed corn bread to start.

As for entrees, the paella is an excellent choice. If you're wondering about dessert, Noche's owner, David Emil jokingly comments, "Anyone who does not like churros should... eat at home everyday!" Served with caramel and chocolate dipping sauce, these are most enjoyable. In addition to the

# Noche

food and ambiance, Noche features live music and dancing every night. As the night unfolds, sights and sounds of the meringue and salsa can be found on the dance floor.

Noche opened its doors in June, under Emil, who formerly owned Windows on the World. The restaurant was modeled after the popular "Latin Night" at Windows. Emil, consulting Chef Michael Lomonaco, and executive Chef Ramiro Jimenez put their idea into action. "The restaurant was planned long before September 11th, but when the attack destroyed Windows on the World, a lot of the staff who survived came to work at Noche. The restaurant became the focus of their creative efforts," notes Emil.

Overall, Noche is a cheery and bright restaurant that will appeal to anyone who wants to enjoy his or her dinner in a fun and festive ambiance. When asked to describe Noche in three words, Emil responded, "Lots of fun—no seriously...exuberant, adventuresome, and delicious!"



Noche's three tiered seating is just one of the hip features of this newer Theatre District eatery.

# Schreiber Toonz

SpiderHawk: Issue 2

... basketball game by a score of 95 to 82...

and now your joke of the day

Hey, can I borrow that corndog?

Knock Knock

Who's there?

What do you get when you cross a goldfish with...

SHUMP

NOOOOOO!

Justice!

Justice who? Shut up.

...today is an E-day and have a nice day.

Written by Jon Levin  
Illustrated by Chris Miano

# VIKING SPORTS

## Schreiber wrestling team pins the competition

BY Kevin Boroumand  
Sports Editor

Schreiber's varsity wrestling team approaches the end of their season with some amazing victories and achievements. A tragic loss against East Meadow on February 4 came after amazing team play through the entire season, especially at the Wheatley Dual Tournament, where the Vikings beat four teams—Garden City, Jericho, Wantagh and Wheatley—on February 1.

The team's success is also due to amazing performances on the mat. Senior captains Fernando Navarro and Roberto Perez both enjoyed undefeated seasons, winning thirty bouts apiece. In Navarro's case, his total wins included twenty-nine pins. These two wrestlers have shown perseverance and determination not seen in Schreiber wrestling for several years by ending a five-year dry period in undefeated personal seasons. Junior Lindsay Weinstein, a fellow teammate, commented, "Fernando and Roberto's undefeated seasons show the skills and determination of these two

leaders, and serve as an example for the entire team. Watching and learning from them this season has been a great experience for all of us." Senior captain John Pakel and Rob Tartaro also had great performances on the mat in their last year as Vikings. Senior Chris Kitley is another outstanding wrestler who will be leaving the team next year.

At the Wheatley Dual Tournament, the veteran Viking wrestlers joined the team's equally extensive younger talent to make magic on the mats. Perez enjoyed an excellent evening, taking down four competitors by pin and adding six team points in Schreiber's favor every round. He pinned his Jericho and Garden City opponents in under two minutes. In his longest bout, he took on a Wheatley opponent for almost five minutes and hurdled through some questionable calls before clinching a win. Navarro ended the night with three wins and one forfeit. Tartaro brought in one pin apiece against Garden City and Wantagh. In his Garden City bout, the team captain pinned his opponent in just thirty seconds. Pakel won



Courtesy of Taisei Kikuchi

The official calls the pin as senior captain Fernando Navarro wrestles his East Meadow opponent. Navarro has wrestled an undefeated season.

eighth grader Silvio Dilucia, also did well.

When all was said and done, Port had beaten every opponent at the Wheatley Dual. Unfortunately, illness on the Vikings' side cost Port some key forfeits in a play-off match against East Meadow. Coach Anthony Schettino and assistant coach Taisei

Kikuchi, both former Viking wrestlers, led an amazing team to an even more amazing season.

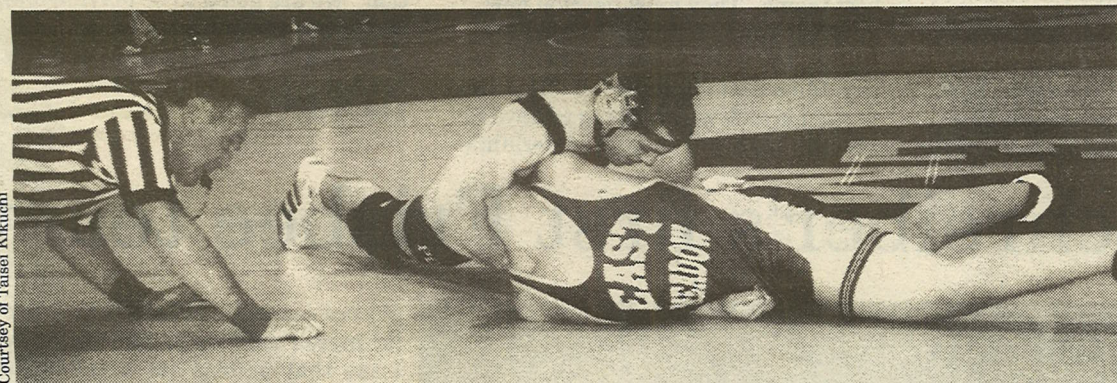
two bouts, including a pin against a Wantagh opponent that took just over one minute. The Vikings less experienced wrestlers also provided stiff competition. Weinstein, who wrestled in all four rounds, lost a single bout by decision. His other matches included a sub-minute pin. Junior Chris Horvilleur competed in only three rounds because of a forfeit by

a Wantagh player in his weight class, and wound up pinning down a Garden City opponent. Sophomore Anthony Platt was undefeated that night, winning all three of his bouts. Freshmen Spencer Weinstein and Paul Stalnaker also performed well in their weight classes. The team's youngest member, Weber

led an amazing team to an even more amazing season.

Next year the Vikings will lose some key wrestlers but should still provide stiff competition for opponents. As veteran wrestlers like Weinstein and Horvilleur rise up to lead a team supported by younger talent already on the team and new talent from Weber, Port should see an exciting season next year. Weinstein, who has been wrestling for Port since seventh grade commented, "This is the most talented team I have ever played for and being part of it has been a honor." For next year he hopes that "the loss of our several seniors will hopefully be offset by talent of younger members as well as by new members from next year's freshman class."

Port will wrestle Oyster Bay in the gym this afternoon. Valley Stream Central will face off against Manhasset on an adjacent mat. The two-match competition should prove to be an exciting one for both spectators and wrestlers.



Courtesy of Taisei Kikuchi

Senior captain Robert Tartaro pins an East Meadow opponent during the playoff competition last week. Port suffered from some unexpected forfeits.

## Gymnastics team wraps up a dominant season

BY David Lindenbaum  
Assistant Sports Editor

The Schreiber gymnastics team ended their season with a win over Great Neck South on Thursday, February 6. The team of eight gymnasts came out of a great season with a record of 7-3, finishing in second place in their conference. The multi-talented gymnasts on the team include seniors Wendy Klein, Amanda Lincer, Samantha Moskowitz and Kim Sitafawalla, juniors Alanna Bares, and Midori Egashira, sophomore Lindsay Blane, and freshman Danielle Powers.

The competition against Great Neck South consisted of four events: the vault, bars, beam, and floor exercises. Schreiber entered six athletes into each competition, as well as one into an exhibition event. Bares, Blane, Kline, Moskowitz and Powers were each in the all-around competition. Lincer and Egashira joined these gymnasts in the floor and vault. Egashira also competed in the beam, where she was accompanied by Sitafawalla, who also joined the five core gymnasts on the bars.

Graded out of a maximum of ten points, Port won every event. Bares won the

beam event with a score of 8.1. She also took the top spot in the vault with a score of 7.8. Bares' score of a 7.0 complemented her amazing bar routine and earned her the high score on that event. Moskowitz took first place in the floor event with a 7.9. Nevertheless, Bares took first place with an all-around high score of 30.2.

The team itself finished with a total score of 138.95, beating Great Neck south by over 50 points and granting a welcome reprieve from several close losses earlier in the season. The satisfying finish washed the bad taste of previous losses despite good performances.

The team began the season with a slow

start but their luck changed halfway through the season and they have since risen to second place in Conference II. Commenting on the team's stellar closing Bares said, "We went from obscurity to dominance." Moskowitz added, "It was a competitive season with a lot of fun all around."

On Saturday all of the girls competed at an invitational tournament held at Cold Spring Harbor, except for Bares and Moskowitz who will compete at the state qualifier on February 13. At Invitationals, three girls from the team placed in the top ten. Blane received awards for sixth place on floor, fifth place on the vault, fourth place on the beam, and third place on the beam which resulted in a total score that awarded her third place all around. Taking seventh place all-around, Klein received medals for eighth on beam, eighth on vault, and ninth on the bars. Powers medaled on the beam, placing ninth in the only event in which she competed. The rest of the team, Egashira, Lincer, and Sitafawalla, placed sixteenth on vault, twenty-fifth on floor and thirteenth on bars respectively. At press time the scores of the state qualifier meet were unavailable.



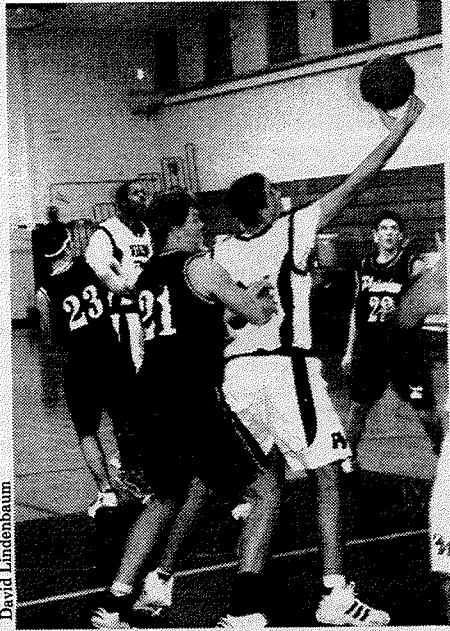
David Lindenbaum

(t-b) (l-r) : Assistant coach Katie Kintner; juniors Alanna Bares and Midori Egashira; coach Christina Leo; seniors Amanda Lincer, Wendy Klein, and Kim Sitafawalla; freshman Danielle Powers; senior Samantha Moskowitz and sophomore Lindsay Blane.

# Boys varsity basketball team clinches position in conference III playoffs

BY **Bikram Chadha**  
Sports Editor

The boys varsity basketball team has demonstrated its talents and skills with a regular season record of 6 wins and 6 losses, and an advance to the first round of the Conference III playoffs. During the 2002-2003 season the Vikings faced challenges, playing tough opponents including Elmont, Massapequa, and Plainview JFK. However,



Senior Andrew Levy attempts a rebound against Carey.

they have also dominated in many of their games, including match-ups against Herricks, MacArthur, Carey, and Roslyn. Senior captain Andrew Levy commented on the team's ability, "This team has a lot of talent and can definitely go far. I feel that each and every player on this team has been a source of inspiration for the others and that can't diminish as we go into the playoffs."

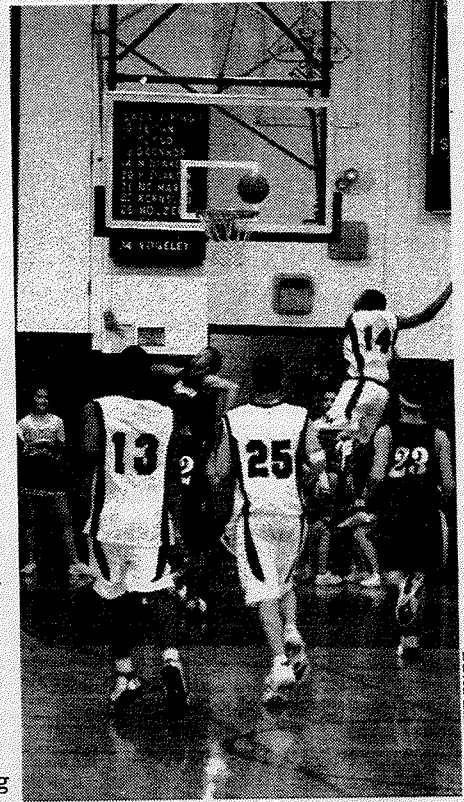
Port's defining game was played against Carey on February 11 on their home turf in Schreiber's gymnasium. The outcome of this game would determine the team's entry into the playoffs, and a possible championship win. Going into the game, the team played strong. With smart shots and skillful teamwork, they were able to generate a steady lead against their opponents. This continued through the first half of the game, and by the end of the second quarter the score was 35-30. Even though Carey showed off good defensive and offensive strategies during the second half of the game to help gain a lead over Port, the Vikings did not let up. Port's clean shots and quick passes strangled Carey's defense, and the Vikings were able to maintain their lead and eventually win the game with a final score of 69-57.

The team's game against Herricks on February 8 also brought a victory of 83-40. Throughout the game, Port demonstrated phenomenal ball handling skills and communication among

teammates. Power forward senior Ray Ross scored a game high of 23 points. Ross also had 12 rebounds and 10 assists to record his fourth triple-double of the season for Port Washington. Senior Quentin Dumpson did not follow far behind with a total of 21 points. Dumpson also hit two three-pointers, which helped Port maintain their significant lead against Herricks.

Port also defeated North Babylon with a final score of 63-58. This game posed more of a challenge to the Vikings as compared to their game against Herricks. Seniors Ross, Dumpson, and Levy lead the team with high scores, 19, 18, and 12, respectively. Throughout the game, Port's offense dominated; however, by the fourth quarter they let up on scoring, hitting only 11 out of their 63 points, and letting North Babylon score 20 of their 58 points. With a little over a minute remaining in the game, the score was tied and the game could have gone either way. Fortunately, with good teamwork from fellow Vikings, Dumpson was able to score a layup with one minute remaining giving Port the 60-58 lead they needed.

Now that the boys varsity basketball team has advanced to the conference playoffs they will be facing some of the best teams. They must develop new strategies and maintain their concentration and focus to get far. Senior captain Mike Cetta commented, "To go far in the playoffs we are going to have to practice hard and keep our determina-



Port Washington attempts a shot during the third quarter.

tion. We are going to be playing tough teams and the only way we can beat them is if we play as a team and use our individual talents to bring out the best in us."

## Juniors launch Schreiber's first Frisbee team

BY **Keith Klang**  
Contributing Writer

Frisbee is unfortunately less well known on high school campuses than it is on college campuses. There are many people in Schreiber and other high schools who have never even heard of Ultimate Frisbee or seen a game. In its simplest form, the athleticism involved in Ultimate Frisbee combines running and passing elements present in soccer, and catching skills found among football receivers. Unlike tennis, football, basketball, or baseball, Frisbee, even Ultimate Frisbee, requires very little equipment in order to play. The only essential element of an Ultimate Frisbee game or even a relaxing two-person pass is the actual frisbee.

Frisbee exists in a myriad of incarnations ranging from a leisurely two-person pass at the beach to an intensely competitive game of Ultimate Frisbee played between two organized and practiced teams. Frisbee is a uniquely entertaining, convenient, and intellectual sport that can be relaxing or exhilarating based on how physically active you would like to be. Running is an integral element of Frisbee, however, if you are unable to 'read' a Frisbee that has been thrown and predict the path that it will follow, your athleticism will be of little value to you. Scientifically, the path of a thrown Frisbee can be modeled using complex



Schreiber  
Frisbee

Juniors Robert Grogan and Aaron Sidford test out the laws of physics and their own aerodynamics during a Frisbee tossing session in the school courtyard.

All Photos by David Lindenbaum

physics equations. I believe that I speak for myself as well as for others, when I say that pulling out a calculator in mid-sprint and determining where an advancing Frisbee will land is not to your advantage. Reading a Frisbee varies from being a mindless task to an almost futile guessing game depending on wind conditions and the angle at which a Frisbee is thrown.

Schreiber already has an unofficial Frisbee team. The origin of this team can be traced back to the annual inter-research class Frisbee game of spring 2001; however, it wasn't until the following fall that current members of the team began to take an active interest in playing whenever possible and improving their skills. The first sign that indicated that a Frisbee team may exist in Schreiber's future occurred towards the end of the fall when students not involved with Math Research joined regularly scheduled lunch period games of Ultimate Frisbee. The following spring saw developments in the Frisbee team that have contributed to its current player chemistry and organizational status.

An adviser is currently being selected to secure the establishment of a school-sponsored Frisbee team. Lunchtime Ultimate Frisbee games and general participation are expected to resume by the end of February or by the first few weeks of March, at the latest.

# Girls JV basketball adds another win to their already phenomenal record

BY Brett Friedmen

Staff Writer

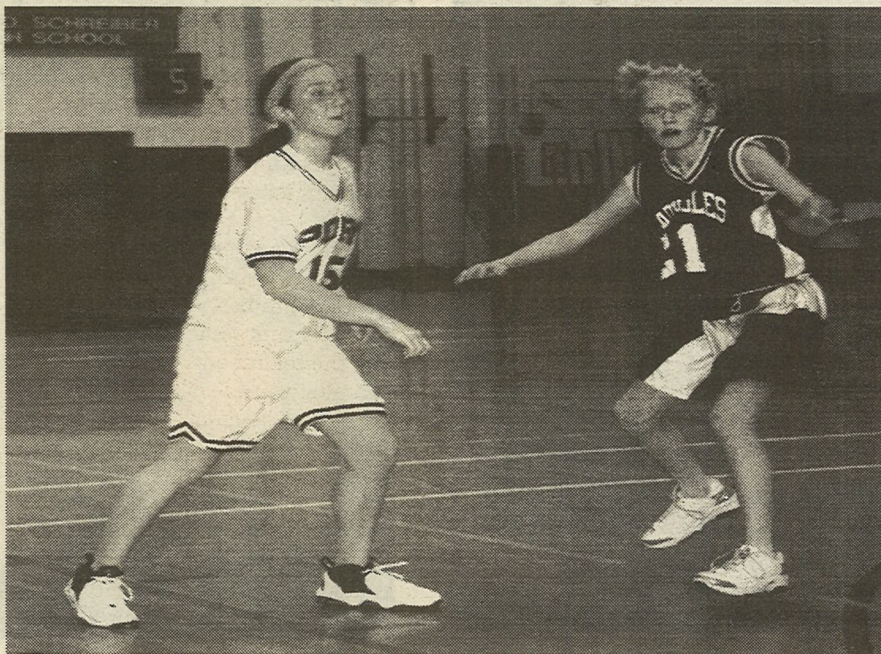
The girls junior varsity basketball team is playing one of their best seasons ever. During the season, the team has played opponents including Calhoun, Great Neck South, Valley Stream Central, Carey, Mepham, Garden City, MacArthur, Hewlett, and Lawrence. The team plays under coach Liz Hutchinson and has

an astounding 9-1 record, including an inspirational victory over its most recent opponent, Lawrence High School, whom they beat 49-24.

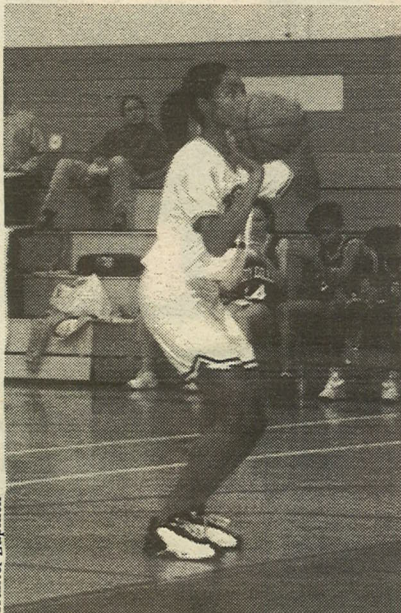
The Lady Vikings came out with an impressive starting lineup consisting of sophomore Jackie Stricker and freshmen Lauren Hanat, Angela Matinale, Burgundy McCurty, and Sarah Weiss, who all immediately set an energetic pace to the game that would last throughout. The team was up by six at the end of the first quarter with a score of 14-8 due to phenomenal shooting by sophomore Melissa Hauser, who had four points in only the first quarter of play.

The second quarter had more of the same intense pressure that the girls had been putting on their opponents throughout the year. They outscored Lawrence 10-3 and boosted their already promising lead to 13 thanks to freshman Melissa Desiervo's six points in the quarter. Freshman Marina Pedisich also helped the team by playing phenomenal defense.

During the third quarter Hanat, Pedisich, Stricker and sophomore Denise Carlin all contributed with at least two points each and kept the Vikings on top, 35-17. The last quarter was no different from any of the others, with a consistent theme of the Lady Vikings' victory ringing in the opposition's ears. Hanat, Matinale, McCurty, and Stricker, concluded their ninth win in style by each



Freshman Lauren Hanat prepares for a layup as her opponent scuttles to defend her. Hanat has been a crucial asset to the Lady Vikings in her first year on the squad.



Freshman Burgundy McCurty prepares for a foul shot.

contributing at least two points and also giving 110% effort on the court.

The Lady Vikings concluded this game against Lawrence just like the last four games they played. But the only possible difference between this team and past JV girls teams is that they know that they're good, but rather

than celebrating after their wins, they shake hands with the opposing team in the spirit of fair sportsmanship. Hopefully this magic won't disappear any time soon because this is a group of great individuals that has been prepared well by their coach and has a lot of fire power for the future.

## Lady Vikings clinch playoff spot

BY Keith Klang

Staff Writer

The girls varsity basketball team has taken great strides this season and its effort has paid off in a playoff appearance. The team's latest triumph over Lawrence on February 4 was a prime example of its determination, as the players used all their talents to win the game. With an outstanding 7-4 record in conference play, the team has been well versed in winning games in preparation for their playoff game next Tuesday.

The game against Lawrence was not easy by any means. Even with a meager record of 1-9, Lawrence gave full effort and had strong, talented players. The game did not start off well for the Lady Vikings, as they started playing into Lawrence's defensive game plan. Lawrence's center Shatequa Lyerly, who stands at six feet three inches, was a formidable force in the middle. The game went into the half with a score of 16-16. The offense finally stepped up in the third quarter as Port went on a 21-8 run, and took a commanding 37-24 lead, going into the fourth quarter. Closing out the game, senior Lisa Vogeley made some key shots and junior Jackie Zaccherio came off the bench to cash in on an important three pointer down the stretch. Danielle Gil led all Port scorers with 15 points and pulled down 6 boards on her way to a successful night. Senior Deirdre O'Connor finished with 10 points and two threes, while Vogeley finished with 11 points and five rebounds. The game ended in favor of Port, 56-41. The victory over Lawrence was followed by another victory, this time against Mepham. The playoff clinching game exhibited all the talents and skills of the Lady Vikings once again.

The team's success this year just may very well be repeated in 2004 as the team is built around many young players, and only a few will be leaving after this season. Also, the junior varsity team has many promising stars coming up in the ranks. Hopefully next year's team will have a champion's legacy to build upon.



Sophomore Halsey Diakow shoots for two as an opponent tries to block the ball's path.

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# LAST NIGHT OF BALLYHOO Ray Smith



1) Senior Vanessa Shkuda (Boo Levy) talks on the phone about the upcoming Ballyhoo dance, the most anticipated Jewish social event in Atlanta. 2) Senior Dylan Weinberger (Adolph Freitag) collapses with his *Atlanta Journal* after a long day of work. 3) Senior Diego Carvajal and freshman Elyssa Jakim (Joe Farkas and Sunny Freitag) plant the seeds of their relationship. 4) Mancini tells her aunt, senior Katie Hartman (Reba Freitag), and Shkuda about her aspirations as a novelist. 5) Junior James Thompson (Peachy Weil) courts Mancini before asking her to the Ballyhoo dance. 6) Weinberger is taken aback by the price of junior Michelle Mancini's (Lala Levy) gown for Ballyhoo.  
 Photos by Caroline Axelrod, Amanda Lincer and Christy Wurmstedt

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