

# The Schreiber Times 2003

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Friday, March 21



Celebrating Women's History



# NEWS BRIEFS

# Inside.

## Peer Facilitators attend first annual Yoga session

Students from Peer Counseling and Natural Helpers gathered in the Weber Wrestling Room for a yoga seminar on March 5. School social worker and adviser of Natural Helpers, Ms. Michelle Weiden, and guidance counselor and adviser of peer counseling, Ms. Karen Hazan, organized this event. The purpose of this event was to help students relax and feel comfortable with themselves so that they can better help their friends.

Professional yoga instructors from ViraYoga were hired to teach students from 6:30 to 8 p.m. Approximately forty students attended the event to practice yoga, and to discuss its advantages, techniques, and exercises.

According to the instructors, the idea behind yoga is self-knowledge. Physical and mental training are used as a means to achieve this self-knowledge. Yoga involves the practice of certain disciplines such as self-control, regulation of breath and meditation, and the pursuit of perfect knowledge of the self.

~Vincent Suh

## Bernstein qualifies for national finals of JSHS

Senior Julia Bernstein advanced to the regional finals of the Junior Science and Humanities Symposium following a regional competition on February 28 and qualified to attend the national competition. She and four other senior research students attended the regional competition at Adelphi University.

Science Research representatives were Bernstein and Jessica Gross. Math Research sent Jarryd Levine and Andrew Pariser, and Social Science Research sent Max Sokol. All of these students could not attend until their papers were approved by a judge prior to the competition. At the competition, all participants presented their projects using PowerPoint, display boards, or transparency sheets. Approximately 100 participants from across Long Island were divided into ten categories based on the content of their projects. One finalist was chosen from each of the ten categories.

Five of the ten regional finalists, including Bernstein, were then selected to attend a national conference in Colorado from April 30 to May 4. The first place winner received a \$4000 scholarship and the chance to compete for more money, while the second place winner was also

invited to present in a non-competitive session.

~Caroline Axelrod

## HRC encourages school spirit among students

The Human Relations Club (HRC) celebrated its annual "HRC Week" from March 10 to March 14. The purpose of the week is to bring the school together and to promote school spirit and human relations through varying activities and events.

On March 11, the club organized a "Get To Know You" survey. Students received the surveys in their first period classes and were instructed to find people to whom they have never spoken, and have them sign their name on the survey. The varying instructions included, "Someone who has a drivers license," and "Someone with an unusual talent." Students received a piece of candy when they returned their survey to HRC members during 4-1 and 4-2.

On March 12, the group held a "Mix It Up" in room 140. The club handed out snacks and hoped that students would eat lunch with people they did not know, thereby promoting human relations within the school.

March 13 was "Pay it Forward" day. The purpose of the day was for students to perform a random act of kindness. If they did so, their name would be put in a raffle that was conducted on Friday. The prize was a gift certificate to HMV.

~Nicole Tingir

## Key Club holds flower sale to benefit charity

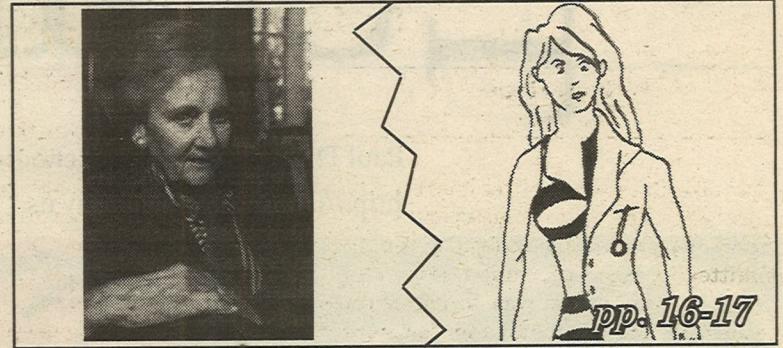
The Key Club held its annual flower sale in the main lobby on March 17. The club sold green carnations for two dollars in honor of St. Patrick's Day.

The proceeds from the flower sale will be donated to the Multiple Sclerosis Foundation at the end of the year. Additionally, the Key Club will be distributing cans in English rooms to collect money for the Multiple Sclerosis Foundation.

Tiffany Goh, Treasurer of the Key Club, commented, "I am extremely grateful for everyone who donated money and bought a flower. The money raised from this event will be given to a very worthy cause."

~Matt Brod

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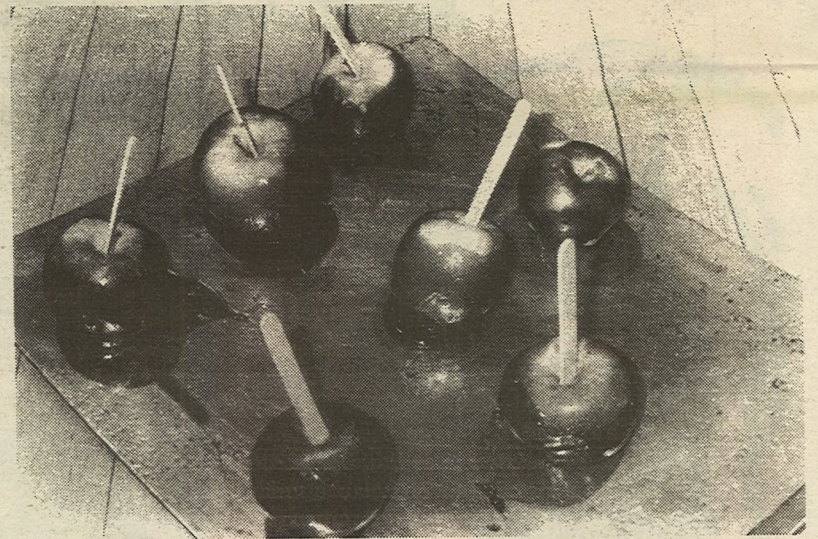
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# Photo Gallery



Sophomore Farrin Jay took this picture of candy apples for Miss Joy Jaworski's Photo 1 Class. The picture, a still life taken at Jay's home, demonstrates the composition rule of repetition.

FRONTPAGE by Sharon Weinberg

CENTERFOLD by Amanda Lincer

BACKPAGE by Caroline Axelrod and Mea Geizhals



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Frank Banta, principal  
Anne Pellett, Evelina Zarkh, advisers  
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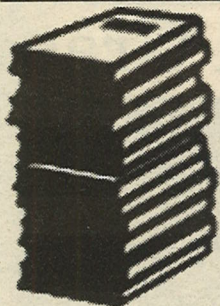
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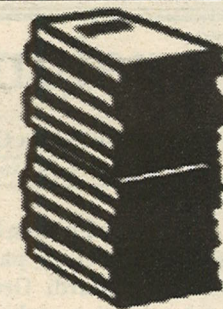
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# HOMework SURVEY



## Results show discrepancies between teacher and student responses

BY Nicole Tingir  
Editor-in-Chief

The Site-Based Committee has recently completed an extensive homework survey of Schreiber students and faculty, led by committee member Ms. Julie Gross. The purpose of the survey was to ascertain whether or not students and teachers have comparable estimates of the time it takes for students to complete their homework. The outcome determined that there are discrepancies between student and teacher estimates.

The survey was completed by 180 students — a statistically significant number which represents fifteen percent of the total student body. An original number of 200 students from all grades were randomly selected to take the survey. In addition, teachers from every

department and every course were represented.

The results indicate that teachers estimate students spend less time on their homework and test preparation than they reported spending. To take an example from one subject, 96% of the math teachers surveyed believe that students accomplish their math homework and test preparation in four hours or less each week. Of the students surveyed, only 52% agree. Administrators are unsure of what causes the discrepancy between the two groups (it should be noted that although each subject did have a difference, the math result was the largest difference, when compared to the other subjects).

On one hand, students may take longer to work, due to their poor habits such as listening to music or breaking for snacks. On the other hand, teachers

may not realize how long the homework actually takes students to complete. Senior Erica Burden commented, "I think it's a little of both. Teachers underestimate the time it takes for students to complete their homework, but at the same time students often procrastinate."

Another aspect of the survey asked students how they spend their "free" time both inside and outside of school. Sixty-seven percent of students responded that they spend up to four hours per week during the school day on homework. As for outside of school, students responded that 72% are involved in sports, 72% are involved in extracurricular activities, 65% are employed and 50% participate in volunteer work.

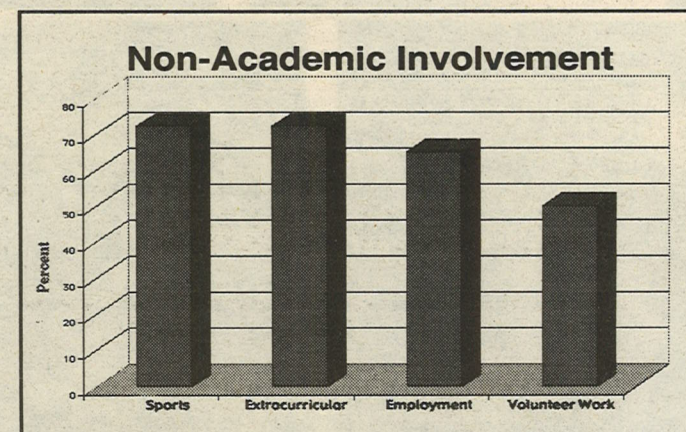
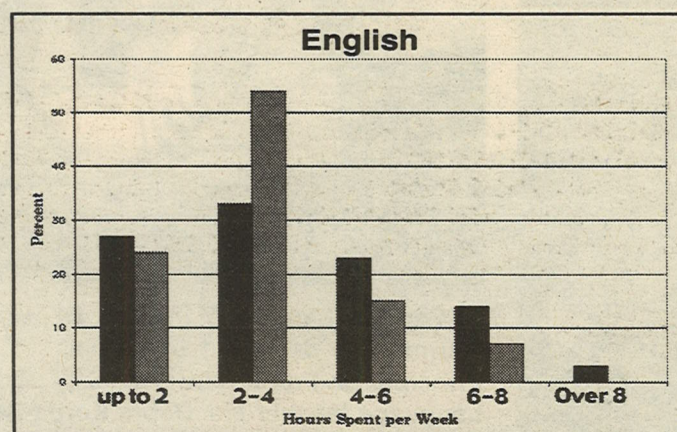
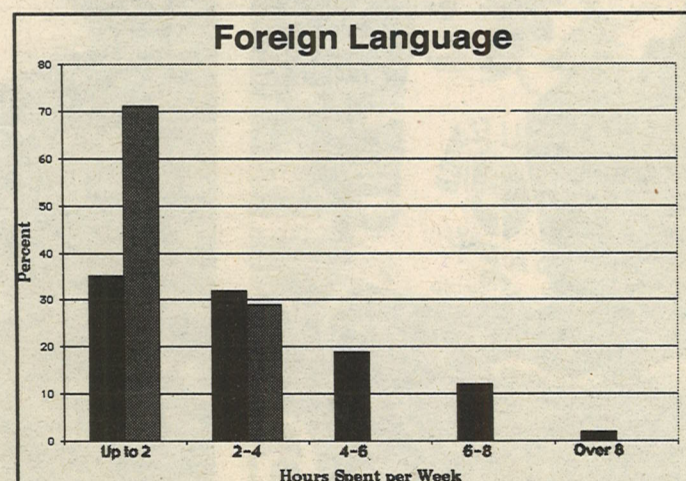
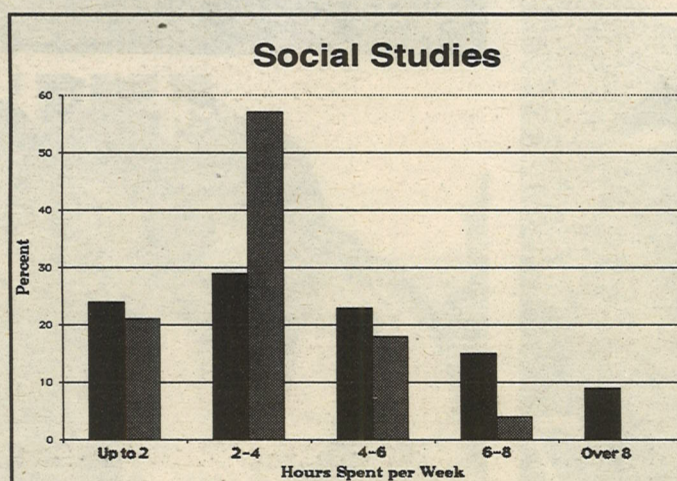
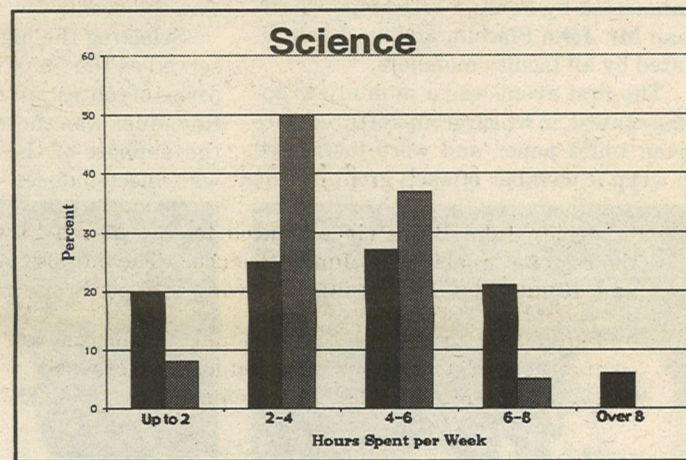
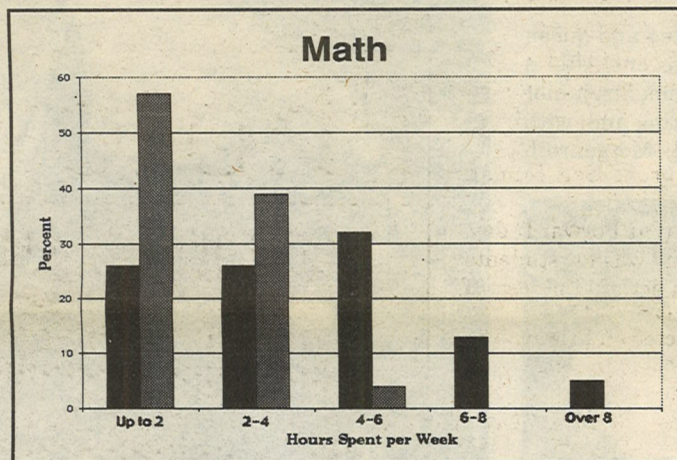
The survey was conducted as the result of parents expressing concern about student stress levels. A question-

naire was then given to seniors asking about their sources of stress. According to the questionnaire, the number one source of stress was homework. It was as a result of this response that the survey was created. The hope of committee members is that the survey will promote discussion on the quantity of homework assigned by teachers. It is also hoped that further exploration will yield a reason for the differences between student and teacher responses.

When asked about the survey, Principal Dr. Frank Banta responded, "I think this survey gives us some insight about the practice regarding homework assignments both from the perspective of students and teachers, and I do hope this activity will result in discussion in class about homework assignments between teachers and students."

### Key:

- Students
- Teachers



# RESULTS

These graphs display the student and teacher results from the homework survey distributed by the Site-Based Committee. The bar graphs titled by subject indicate the percentage of students or teachers (vertical axis) who chose each homework time increment (horizontal axis). In general, teacher responses are concentrated toward the lower end, while student responses are distributed across all time increments. The Non-Academic Involvement graph displays the percentage of student respondents who are involved in various non-academic activities.

Graphs by Caroline Axelrod



# Foreign Language Department celebrates Mardi Gras

BY Robert Grogan  
Computer Manager

This year's Foreign Language Department Mardi Gras party was held on March 4. Mardi Gras is a series of parades, parties, and outdoor gatherings that are held once a year in multiple locations across the nation. Mardi Gras festivities originated in New Orleans, Louisiana and were first held in 1857 by a group that called themselves the Mystik Krewe of Comus. At this celebration, parades and party themes are drawn from sources of classical mythology and literature.

Schreiber's Mardi Gras festivities included three events and the traditional Mardi Gras practice of selecting a king and queen. The majority of the Foreign Language Department faculty attended and directed the show along with many other school faculty members.

The party was held in the Schreiber cafeteria and lasted from approximately 6:30 p.m. to 9:00 p.m. Each attendee was required to bring food or drink to contribute to the fiesta buffet. Junior Jordan Rothstein provided music as the DJ for the event. Activities were announced by Foreign Language Chairman Mr. John Placella and were coordinated by all faculty members.

The first event was a mummy-wrapping contest, in which groups of three were given toilet paper and were instructed to wrap a member of each group in the

most decorative way possible. Groups were organized for seniors, juniors, sophomores, and freshmen. The mummy wrapping competition was won by senior David Fooden's group, and marked the seniors' first victory of the night.

A limbo competition followed the mummy wrapping. Students of all grades in addition to Principal Dr. Frank Banta tested their flexibility and coordination. Dr. Banta, junior Nick Marmor, and sophomore Zachary Levin's performances contributed to the comedic value of the event. The competition was won by sophomore Ashley Kaplan.

With the limbo competition completed, the buffet was set up and students were admitted to the food and drink table, according to grade. Available dishes ranged from baked ziti to quesadillas to pizza, and drinks included a variety of soda.

The final competition was a cross-dressing race in which groups of male students hurried to adorn female clothing, "strut their stuff" across a portion of the cafeteria, remove the garments, and pass them on to another member of their respective group in the form of a relay race. Juniors Ira James, Daniel Keen, Marmor, and Dan Morgenroth won the event.

Selecting the night's king and queen served as the finale of the event. After a series of contestant replacements, junior Roy Miler was chosen as king and, with the support of the crowd, Morgenroth was selected queen.



1) Foreign Language teacher Dr. Louise Lindemann and junior Nick Marmor are delighted to participate in the Mardi Gras festivities. 2) Principal Dr. Frank Banta expertly dodges the limbo bar. 3) (l-r) Foreign Language teacher Ms. Debra Korba-Rapp, Ms. Jeannine Montusi, senior Eun-Hee Vabulas, and sophomore Hillary Wool enjoy delicious Mardi Gras cuisine. 4) Junior Ira James looks smashing in women's clothing. 5) Sophomore Polina Dolganovskaya artistically creates a festive mask. 6) Freshman Jose De La Rosa and junior Danielle Gil fill their plates with a tasty assortment of food. 7) Junior Dan Keen rushes to don women's garments for the relay race.

All photos by Marc Flamm



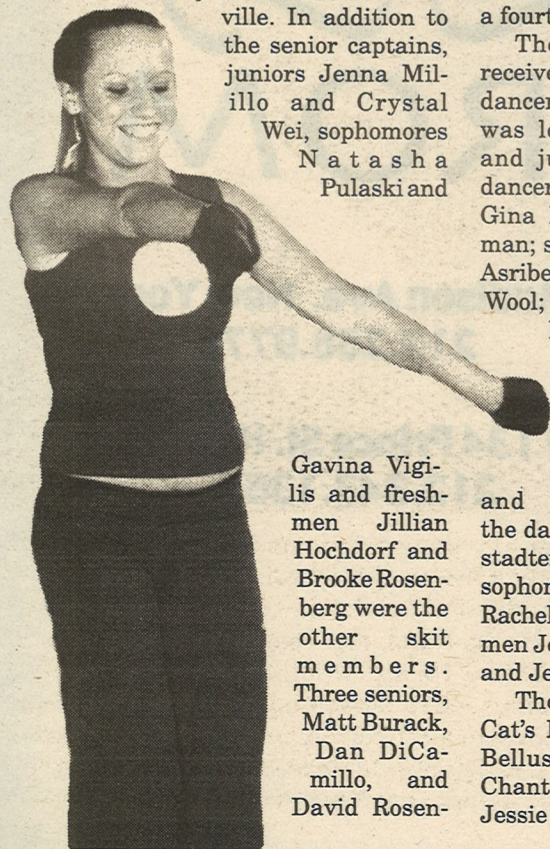
# White wins Blue and White Night

By Josh Farhadian  
Staff Writer

The White Team trumped the blue team at the fifty-seventh annual Blue and White Night in the Schreiber gymnasium on March 1. The Blue Team's theme was "The Wonderful World of Dr. Seuss," and the White Team represented "Alice in Wonderland." Ticket buyers were able to purchase either gym or cafeteria tickets. The event was displayed on a closed circuit television in the cafeteria. Unfortunately, fire code regulations mandated a decrease in the number of tickets sold. Nonetheless, the \$2000 raised will be donated to the Make-A-Wish Foundation.

The night opened with a speech given by Blue and White Night coordinator, health teacher Ms. Meghan Harding. During her brief speech, Harding commended the girls for their "hard work and dedication," which helped make the event as invigorating as it was. Following the crowd's loud applause, sophomore Carola Cassaro opened with the national anthem.

First up was the Blue skit, which was directed by skit captains seniors Erin Dermody and Sophie Porter. The separate acts of the skit appeared intermittently between each Blue dance. Dressed up as Dr. Seuss characters, members of the skit team acted out a rap battle in which the Grinch donated the money won to save Seussville. In addition to the senior captains, juniors Jenna Milillo and Crystal Wei, sophomores Natasha Pulaski and



Gavina Vigilis and freshmen Jillian Hochdorf and Brooke Rosenberg were the other skit members. Three seniors, Matt Burack, Dan DiCamillo, and David Rosen-

blatt aided the skit in its performance. The skit received thirty-seven points of a possible forty points, and a perfect score of twenty points for props. Rosenblatt, who played the Mad Hatter, commented, "Blue and White Night was, and has always been, a great experience for me."

Four judges scored each dance on a scale of five, to a total of a possible twenty points. Among the judges were Weber Middle School teacher Raquel Piraino, Massapequa School District teacher Joseph Osovet, Glen Cove School District teacher Amanda

Barchi, and Xaverian High School teacher Jeffrey Weirich.

The first Blue dance, "The Grinch Who Stole Blue & White Night," was led by juniors Daniella Pisani and Jordan Sinclair, and included seniors Kristin Boccia, Jen Chermak, and Noelle Contino; juniors Kristen Arsenault, Shveta Kumra, Amanda Levine, Rossana Pena, and Hayley Taylor; sophomore Robyn Schechter; and freshman Selli Blum. They impressed the audience with their use of peppermint candy canes and received a score of twelve.

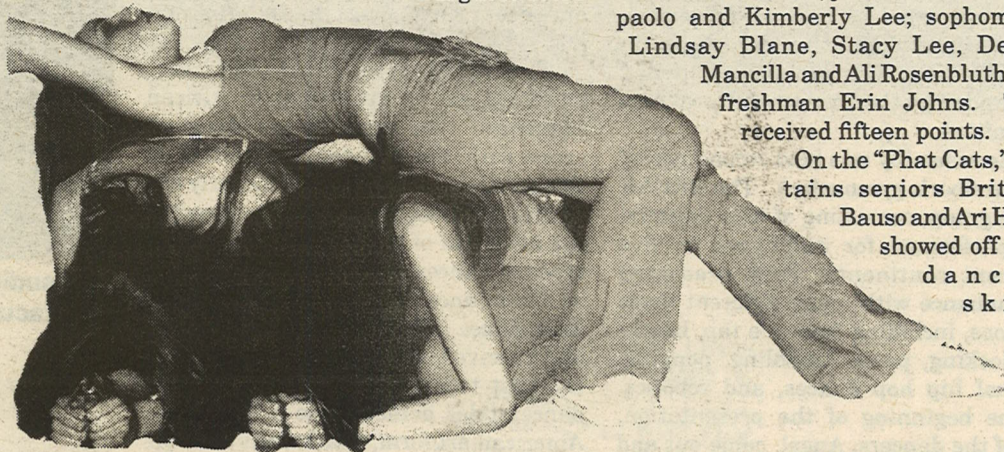
On the "Jammin' Sam" dance, captains junior Lauren Elicks and sophomore Pamela Arnett, showed off their dancing skills with seniors Rebecca Raddock and Nicole Weinstein; sophomores Shelby Kovant, Jen Mora, Caroline Oring, Genny Regan, Morgan Salton, and Kelly Stross; and freshmen Julie Lengton and Rachel Mazzei. The dance was given a fourteen.

The "Wild Things" dance, which received eighteen points, featured the dancers in bright orange clothes and was led by senior Stephanie Cullen and junior Adrienne Barasch. The dancers were juniors Anne Bollerman, Gina DeStefano, and Marisa Kameron; sophomores Emily Arnstein, Anna Asribeikova, Dani Probert, and Hillary Wool; and freshmen Ali Rand, Katelyn Ressa, and Tori Smith.

The "Mooney Madness" dance based on Dr. Seuss' *Marvin K. Mooney* storybook received thirteen points. It was led by senior Rachel Klein and junior Samantha Marten, and the dancers were juniors Rachel Brandstadter, Regina Davis and Mika Miki; sophomores Eliza Gombert, Alexa Levine, Rachel Miraglia and Katie Rup; and freshmen Jessica Parise, Kathryn Podobinski and Jessica Weitzman.

The final Blue Team dance, "The Cat's Meow," was led by seniors Lizzy Bellus and Michelle Rinke. Juniors Chantal Dumpson, Jane Forman and Jessie Lovens; sophomores Dani Becker,

Nicole Megdal, Tracy Rogovin and Shayna Schwartz; and freshmen Liz Brot, Leigh Cooper, and Rachel Seeman all helped the dance receive nineteen points, the highest score



on the team.

Following the Blue presentation was the White Team's skit. Organized by seniors Jessica McGuire and Amanda Talesnick, the skit was about a birthday party for Alice that the Queen was not invited to. After they "flipped it and reversed" the phrase "yadot," Alice and her friends realized that it was also the Queen's birthday. In addition to the seniors, juniors Lauren Kropacek and Hannah Reinhard; sophomores Farris Jay and Alyssa Zahler; and freshmen Dana Kamerman and Danielle Teplicky were also captains. Talesnick emphasized, "I had a great time working with the team and an awesome time performing the skit." The skit received thirty-four points, and nineteen points for props.

The first White dance, "Rockin' Rabbits," was led by seniors Jessica Friedman and Ale Seligson, with dancers seniors Jen Bluver, Allie Cavallaro, Jamie Feather and Valerie Shoichet; junior Alexa Schrier; sophomores Debra Harris, Jasmine Malekan, Laura Plominski and Amy Todd; and freshman Dominique Burton. The dance received sixteen points.

Dancers on "Alice's All Stars" were led by captains senior Jen Kolodney and junior Stacy Kirsch, and included seniors Talita Marquez, Samantha Moskowitz and Lauren Sichel; juniors Genna Frappalo and Kimberly Lee; sophomores Lindsay Blane, Stacy Lee, Denise Mancilla and Ali Rosenbluth; and freshman Erin Johns. They received fifteen points.

On the "Phat Cats," captains seniors Brittney Bauso and Ari Heller showed off their dancing skills

with seniors Ashley Bauso, Nicole Cohen and Stacy Sirow; juniors Nicole DeMeo, Karen Espinoza, Beth Lipson, and Rachel Silberstein; sophomore Ashley Kaplan; and freshmen Tiffany Ledner and Jackie Levy. The Phat Cats received a score of fourteen.

The "Heart Breakas" was led by senior Kate Dellon and junior Ellen White, and received a score of seventeen.

The dancers were senior Liz Henderson; juniors Melanie Maiman, Jackie Marx and Zoe Rosenberg; and sophomores Gianna Froccaro, Mallory LaBriola, Christina Travers, Kelly Woolf, Marie Young and Lisset Zapata.

White's final dance, the "Hip Hop Hatters" received a twenty, the highest score of the night. Led by senior Perri Mogul and junior Dara Bain, the dancers included seniors Natalie Nehori and Cat Senatore; juniors Dorna Aprin, Jasmin Pereira and Alisha Sibigtroth; sophomores Lauren Balterman, Nicole Cavallaro, Cindy Flores and Sammi Garrett; and freshman Chase Rosen.

The Blue Team had a final score of 133 points. The White Team had a final score of 135. Lovens noted, "Even though the experience was amazing, the scores were disheartening."



(Clockwise from left) - Sophomore Katie Rup strikes a pose for Blue's "Mooney Madness" dance; Sophomore Denise Mancilla is part of White's show-stopping performance; Blue Team dancers bend over backwards to show their enthusiasm for Blue and White Night; White skit captain, senior Amanda Talesnick, as the Queen, becomes enraged that she was not invited to Alice's birthday party.

See centerfold for more pictures.  
All photographs by Emily Gordon and Amanda Lincer



# BREAK performs at Schreiber for Black History Month

BY Jen Schmirer  
Assistant News Editor

The dance group BREAK performed its "Tribute to the History of Urban Dance" program as part of Schreiber's Black History Month celebration on February 25. The group was invited and funded by the District Cultural Arts Committee.

The assembly was held second period in Schreiber's gymnasium. The BREAK dance group, consisting of nine dancers, has performed for audiences on five different continents. They presented the audience with many different types of dance, including freestyle tap, breaking, locking, power tumbling, popping, original hip hop dances, and robotics. At the beginning of the presentation, one of the dancers, Angel, came out and discussed all of the elements of hip hop and introduced all of the people in the performance. During the assembly, the dancers showed off their moves and encouraged audience participation. Throughout the performance, the students learned about the history and chronology of urban dance.

Urban dance or street dancing involves many different forms of dance including locking, popping, breaking, street style jazz and many other forms that developed out of the urban cultures in American cities. Locking is a dance style that was originally considered a "goof" dance or a "mistake" that became a media sensation with early 1970s television shows based on cartoon characters. The Freestyle tap

movement was an early form of urban dance, which is quite different from the tapping seen in Broadway shows. Additionally, Robotics and Electric Boogaloo are styles of dance that became popular with the electronic funk sound and drum beat songs in the 70s and 80s.

The structure of "break dancing" performances is attributed to African influence. The term "break dancing" arose with the growing recognition of this art form in the media. The early 80s battles between dance crews attracted the attention of the media. All of these types of dances were seen in films such as *Flashdance*, *Breakin'*, *Breakin' 2* and *Beat Street*. Street dancing has grown and received worldwide attention over the past twenty years. These various dance styles demonstrate a distinctive American art form, which finds its roots in the streets of the inner city.

Assistant Principal Dr. Rita Albert commented, "It was a very entertaining performance that involved the whole audience. I think we all appreciate the efforts of the District Cultural Arts Committee in finding interesting programs to bring to the students."

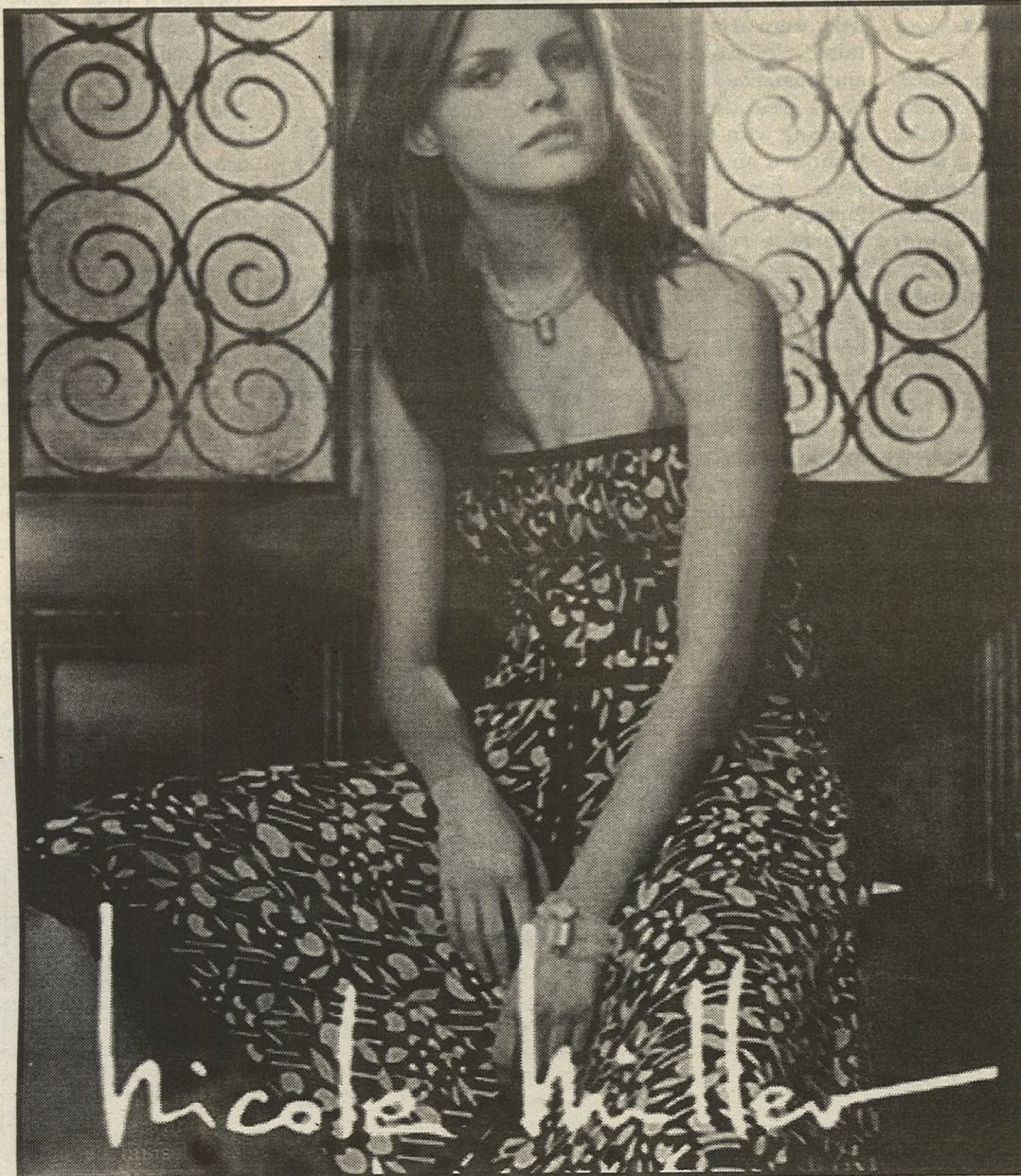
Junior Ritesh Chatterjee also remarked, "The presentation was exciting and among the more invigorating to grace the stage of Schreiber High School. Not only was the audience involved in the performance; they were taught valuable information as well. I believe that the lesson in hip-hop has clarified a long-standing enigma of urban culture, namely the art of break dancing."



The audience partakes in a number of hip-hop routines. Both students and faculty members played active roles in the assembly, which was organized by the District Cultural Arts Committee.



A member of BREAK displays his talent while two fellow dancers cheer him along.



## PROM

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# Defibrillators required in public schools

BY Ellen Simon  
Staff Writer

Schreiber High School is the first school on Long Island to introduce a course certifying students in the use of automated emergency defibrillators (AEDs), which are used to restore the normal heartbeat of a heart attack victim by providing an electrical shock to the heart. All public schools in the state of New York are required to have at least one defibrillator in the school building, and one person equipped to use it.

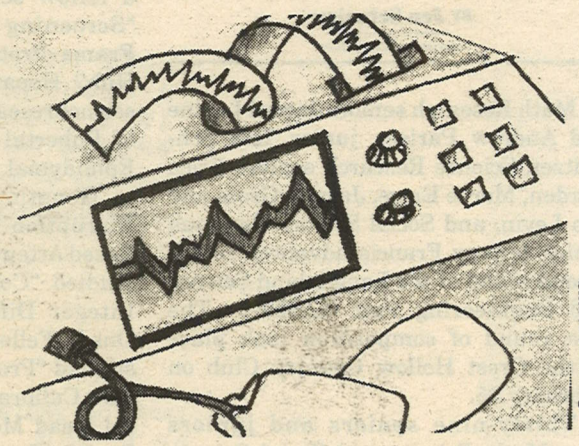
There is one defibrillator in each elementary school, two in Schreiber and Weber, and eight within the district used for athletic events and games. At Schreiber, one is enclosed in an alarmed box at the corner of the science wing and the main hallway. When the AED is removed from the box, an alarm is sent to 911, immediately dispatching an

ambulance and a police car to the school. The other defibrillator is located in the gym closet. A call must manually be placed to 911 if it is to be used. Purchasing the defibrillators is part of a district-wide plan for emergency situations.

This law was passed after Louis Acompora, who attended Northport High School, died while playing the position of lacrosse goalie four years ago. He was struck with a lacrosse ball in the chest, resulting in an irregular heartbeat. After the incident occurred, examination of the situation indicated that he would still be alive today if there had been a defibrillator on the field. After finding out this information, his parents went on a mission to make it a state requirement for all schools to provide their athletic teams with defibrillators at athletic events. In June 2002, Governor Pataki attended the graduation at Northport High School. At the ceremony, Governor

Pataki signed the Louis Bill, which requires all schools in New York State to have at least one AED available in the school.

In order to operate the defibrillators, a person needs to have a certificate stating he or she underwent training in learning how to use AEDs. Therefore, the Health Department at Schreiber incorporated an AED and CPR course into the junior year curriculum. Officer Tony Gazello, who has been a member of the fire medics for nineteen years and a policeman for fourteen years, assists in teaching the course and the certification process. Health teacher Mr. Baker commented on the attitude of his students during the process: "I'm



so proud of all our students and how enthusiastically they respond to getting certified in the use of AEDs."

Junior Dan Keene stated, "The machines are basic enough for students to learn how to use them easily."

## Debate team continues successful season

BY Matt Brod  
News Editor

Schreiber's Lincoln-Douglas debate team is nearing the end of the debate season with a variety of events and activities. Seniors Julia Bernstein and Merve Emre attended the Emory University National Invitational in Atlanta, Georgia, on January 26. In order to attend the Emory competition, debaters across the nation must submit applications to fill 120 spots. At the tournament, Emre advanced to finals and was ninth speaker.

On February 21, Emre was invited to attend the Chesapeake Bay Invitational Tournament and Chesapeake Bay Round Robin at Johns Hopkins College, Maryland. Emre placed third at the round robin and was third speaker. She advanced to quarterfinals at the tournament and was the sixth speaker.

On March 6, Emre was invited to attend the Jesuit Round Robin in New Orleans, Louisiana. She placed first at the competition, with a perfect ballot count and was first speaker at the competition.

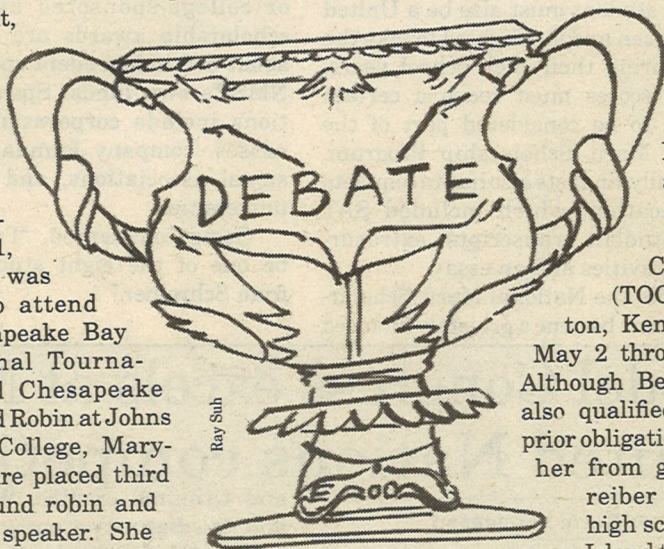
Emre commented, "I've been surprised and pleased at how I've been doing recently, and hopefully will be able to keep up this streak. I know we have a bev of extremely talented and hard-working sophomores that I'm hoping will take over next year. Their decision, for example, to go to Harvard independently, was something for which I was extremely

proud of them and hope that they will continue such motivated endeavors well into next year."

Schreiber hosted the regional qualifiers for the Catholic Forensics League on March 15. Debaters from across Long Island came to Schreiber to compete for five qualifying spots to the Catholic Forensics League National competition in Arlington, Virginia, on May 24 through 26.

In the future, Schreiber will be sending Bernstein, Emre, and junior Jeff Stricker to the state competition in upstate New York. After the state tournament, Emre will be attending the Tournament of Champions (TOC) in Lexington, Kentucky, from May 2 through May 5. Although Bernstein was also qualified to attend, prior obligations hindered her from going. Schreiber is the only high school on Long Island that qualified debaters to enter the

TOC, and closed the 2002-2003 season as the eighth most successful school in Lincoln Douglas debate in the country, as determined by the National Debate Circuit Rankings. Debate adviser Ms. Renee McClean will be ending her eight years of coaching at the conclusion of this year. She commented, "Of the eight years of Schreiber debate I have coached, this was the best year. We have the greatest number of national wins and have the best possibility of winning the state championship. I hope someone who really cares about the program will carry through this legacy."



## Schreiber's mathematics students celebrate Pi Day

BY Christine Choe  
News Editor

Students celebrated Pi Day in the math department by creating different projects corresponding to the theme of "A Prime Time for Math" on March 14. There were four categories, consisting of posters, visual/audio arts, written/verbal expression, and art and modeling. Under visual arts, Power Point projects and song lyrics were presented. Essays and poetry were submitted under the category of written/verbal expression. Math games, geometric models, math puzzles, tessellations, and fractals were created in the last group entitled art and modeling. Projects had to be submitted by March 12.

Sophomore Emily Gordon won first place for posters. In visual/audio arts, sophomores Nuvraj Dhanjal and Alex Najman ranked first place, and sophomore Adwait Parker and freshman Nick Werle won second place. For written/verbal expression, freshmen Arielle Buss, Elyssa Jakim, and Kathryn Podobinski placed first, while seniors Amanda Lincer and Elyse Van Nostrand placed second. Under the art and modeling category, freshman Chris Havasy won first place and

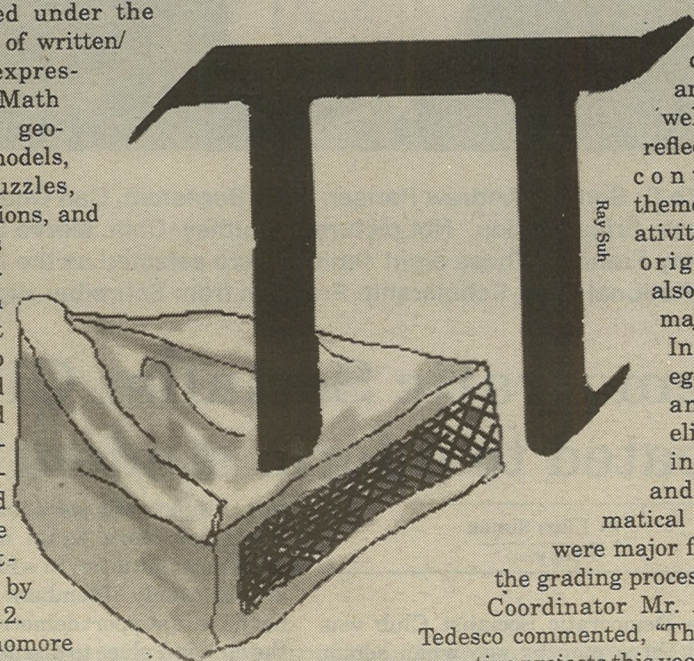
freshmen Julie Link and Gina Solomita won second place. Sophomores Sarah Krellenstein, Hillary Wool, and Zubin Zaveri; and freshmen Rebecca Kaye and Mita Raja were honored in the category of visual/audio arts.

About fifty students participated in this event and gathered in the math department during 4-1 and 4-2 for pizza and soda. First place winners received sweatshirts and second place winners received t-shirts. Winning projects will be placed in the Goudreau Museum.

Each project was judged based on literary content and how well it reflected the contest's theme. Creativity and originality also played a major role. In the category of art and modeling, original work and mathematical strategy were major factors in the grading process.

Coordinator Mr. Anthony Tedesco commented, "There were more creative projects this year, including three audiovisual tapes and songs. This year was a huge success and I am glad that many students participated. The efforts of the students are commendable."

Sophomore Adwait Parker said, "Participating in Pi Day was more rewarding than I had originally thought. Not only did I learn a lot about prime numbers, but I enjoyed the process. Finally, as an added bonus, I got to eat two slices of pizza 'pi.'"





# Research students participate in LISEF

BY Jen Schmirer  
Assistant News Editor

Math Research seniors Jarryd Levine and Andrew Pariser, junior Tom Schweitzer, Science Research seniors Erica Burden, Merve Emre, Jessica Gross and Jon Levin, and Social Science Research senior Jeremy Francis advanced to the second round of the Long Island Science and Engineering Fair (LISEF). The first round of competition took place at the Crest Hollow Country Club on February 25.

Thirty-nine seniors and juniors from Math, Science and Social Science Research presented their projects at LISEF. Each student was evaluated by three judges. They had five minutes to speak and present their projects, and another five minutes to answer questions posed by the judges.

Gross researched "The Use of Microarray Technology and RT-PCR to Determine the Effects of Echinacea on Gene Expression in Human Lymphocytes." Emre,

a fellow science researcher, studied "Screening for Alternative Reading Frame Protein in HCV-1 Transfected Huh7 Hepatocytes." Burden, also in science research, researched "The Effects of Pubertal Exposure to Estradiol on Epididymal Sperm Counts: Difference in Genetic Sensitivity to Endocrine Disruption." Levin studied "Object-Based Attention in Pigeons." Schweitzer studied "Congruencies of Ratios with Integer Differences and Products of One." Fellow math researcher Pariser studied "Proposal for and Evaluation of New Calibration Techniques for an Optical Head Mounted Display Augmented Reality System." Levine presented his project on "Identifying Bacterial Genes via Neural Networks." Francis researched "Sequential and Simultaneous Lineups Under the Cross-race Condition."

Science Research teacher Ms. Phyllis Serfaty stated, "It was amazing to see the vast array of projects that Long Island students participated in."

Pariser also remarked, "Last year I remember watching the seniors noncha-

lantly advance from the first round of LISEF. It seemed as if the prizes were not really worth winning last year.

Maybe it's the fact that we're not going to Louisville now if we win. I, for one, am particularly excited by the prospect of going to Cleveland. The general aura around the International Science and Engineering Fair competition is just exciting. We've all been waiting for the second round, hopefully we will be able to properly represent our school."

If the research students make it past the next round and make it to the nationals, they will then attend the

International Science and Engineering Fair (ISEF) competition in Cleveland.



Senior Jonathan Levin proudly stands beside his presentation board while waiting for a judge to come.

Courtesy of Ms. Phyllis Serfaty

## Eight students selected as National Merit finalists

BY Sophie Kroft  
Staff Writer

Seniors Julia Bernstein, Erica Burden, Matthew Chin, Merve Emre, Jeremy Francis, Dan Goetz, Jessica Gross, and Andrew Pariser have been selected as finalists in the National Merit Scholarship Program (NMSP). These eight students have the opportunity to receive a National Merit scholarship of \$2500 as well as various awards honoring their achievements.

In order to be selected as a finalist, students must have fulfilled the criteria of being a full time high school student who is advancing toward graduation and planning to attend college the following fall. The student must also be a United States citizen and is obligated to take the PSATs during their high school years. The test scores must reach a certain standard to be considered part of the National Merit Scholarship Program. Additionally, finalists also had to complete an application, which included SAT scores, student transcripts, extracurricular activities and an essay.

In 1955, the National Merit Scholarship Program became a privately financed

academic competition for recognition and scholarships. High school students enter the National Merit Program by taking the PSAT, which is a test that serves as an initial screen of the more than one million entrants each year. Approximately 50,000 students with the highest PSAT scores of the 1.3 million entrants will qualify for recognition in the National Merit Scholarship Program. In the following April, high-scoring participants from every state will be invited to name two colleges or universities. When the 8,000 finalists receive the merit scholarship awards they can receive three types of awards including national merit \$2500 scholarships, corporate-sponsored merit scholarship awards, or college-sponsored awards. Merit scholarship awards are supported by about 550 independent sponsors and by NMSP's own funds. Sponsor organizations include corporations and businesses, company foundations, professional associations, and colleges and universities.

Goetz commented, "I'm honored to be one of the eight students selected from Schreiber."



Jonathan Lutzman

(l-r) (b-f): Seniors Andrew Pariser, Julia Bernstein, Dan Goetz, Jessica Gross, Erica Burden. Not pictured: Matthew Chin, Merve Emre, and Jeremy Francis. These eight seniors were selected as the finalists for the National Merit Scholarship Program from Schreiber High School.

## Democratic Socialist Club is created to inform student body

BY Ellen Simon  
Staff Writer

The Democratic Socialist Club was formed three months ago when senior Danielle Verity thought a majority of students at Schreiber were misinformed about what a democratic socialist really is. After seeking the approval of Principal, Dr. Frank Banta, it took approximately three days to get the Democratic Socialist Club started. Social studies teacher Mr. Harry Andersen volunteered to be their adviser.

Often mistaken for being very similar to communism, a democratic socialist differs because of his or her belief in equal opportunities for all citizens. Also, the government has the right to own big industries and education is considered

free. Democratic socialists believe that there are more equal opportunities, unlike communism, in which everything is split evenly. Members of the club do not have to support democratic socialism; the club is a place to discuss your beliefs, regardless of what they may be. All of the members, however, do share a common interest in human rights and current events.

The Democratic Socialist Club is not just an organization in Schreiber. It is an international association, in which multiple schools in many countries have chapters.

Verity commented, "I hope this club brings people of different views together and helps to educate the misinformed. Hopefully many people will end up participating."

## Model Congress excels at Model United Nations competition

BY Kevin Boroumand  
Sports Editor

Five members of Model Congress returned to Schreiber with several awards after attending the Seton Hall Model United Nations competition on March 1. Advised by social studies teacher Mr. Harry Anderson, the team went by train to New Jersey to compete in the regional competition.

Senior Dan Stein, sophomores Danielle Bourgeot, Sarah Catanzaro, and Dan Febrer, and freshman Brian Tashman attended the competition. The entire event centered on recreating a day of negotiations in the United Nations. The committees resembled those actually used in the UN such as NATO, Disarmament Committee, Crime Prevention

and Criminal Justice, World Health, and the Security Council. Schreiber students participated in the former three committees and their performance was judged on the basis of speaker points. Judges take into account the delegates composition and ability to defend their nation's position.

As a whole, the team clinched the Best Small School Delegation award. Catanzaro received a Best Delegate Award for her participation in the Crime Prevention and Criminal Justice committee. Febrer received honorable mention for his work on the NATO committee.

Catanzaro commented, "Attending the model UN was a very rewarding experience. We met many intriguing people and were exposed to several cultures."



# Point/Counterpoint

## Do teenagers handle conflict effectively? Does avoiding confrontation accomplish anything?

BY **Daniella Malekan**  
Staff Writer

As teenagers, we have to deal with tons of problems every single day. Whether they are due to stress from work overload, family problems, or social conflicts, they can be extremely overwhelming. Students have a tendency to avoid conflict in their lives; this may not always be the best solution to long-term problems, but it does help avoid the start of unnecessary conflict. When viewed from this perspective, it is easy to see that teenagers' methods of dealing with conflicts are, for the most part, completely healthy.

Girl A: "Oh my God. Jamie is so annoying! I hate how she always bosses us around like she's in charge of us."

Girl B: "I know! She really has to stop acting like that"

Jamie: "Hey guys!"

Girl A and B: "Hey Jamie!"

Girl A: "What's up?"

Girl B: "I love your shirt. Where did you get it?"

The question that must pop into your head after reading this hypothetical conversation is, do they ever tell Jamie the problem? The answer, for most teenagers, is probably no. Nobody can truthfully say that they have never encountered such a situation, for the simple reason that this is the way most teenagers will deal with problems they are having with their friends, at least when confronted with minor conflicts within a group. They will just complain about the problem behind each other's backs as a means of coping.

Teens, both boys and girls, do not want to confront others in their group of friends. But the bizarre ways in which the minds of teenagers work are not totally unjustified. There are many reasons why a person may not want to deal with a problem he or she is having in his or

her social group. First of all, to have a whole group of friends gang up on one person in the group is just flat out mean. Contrary to popular belief, teenagers were actually born with some emotions, so they are aware of the fact that they are singling out their friends. Not too many people can say that they personally enjoy making others feel miserable (keep in mind that this is also a generalization). Second, for many, it is easier and less stressful to just deal with the small problem that they have with their friend without confrontation. The problem or issue will hopefully, and most likely, go away, and it's easier to just not do anything about it. Another reason that teens would rather avoid confrontation is because many teens are unaware of how to go about confronting someone regarding one of their negative traits without hurting his or her feelings. What do you say? Where do you have the conversation?

These questions will always arise, and most people are just too busy or lazy to find out the best answers for their personal situations. If you don't even know how to go about confronting a person in the first place, why bother?

BY **Gabriela Monsanto**  
Staff Writer

Adults and students alike commonly question whether teenagers deal with conflict effectively. Although some teens find handling conflict to be an easy task, for most the prospect of

to your benefit and to the benefit of your friend to confront her and tell her why you feel she is acting in the wrong way. First of all, she may realize that she is treating you badly, and stop. Second, it shows your friend that she can trust you because you are honest about the way you feel. After all, why do we have friends in the first place? Third, it

would benefit her in future dealings with other people. Finally, keeping ill feelings bottled up would only allow for animosity in a friendship, and would hinder its healthy development.

The fact that honesty in friendships is often the best way to go is demonstrated in everyday life. For example, when a

friend asks you if there is something wrong with her hair or if she has something stuck in her teeth, experience has shown that it is usually best to tell her that it looks like a tree is growing in her mouth, or that her hair looks like it was styled by Diana Ross' hairdresser. If you don't want to offend your friend but would like to inform her of the flaws with her appearance, a joke is usually a good compromise. For example, you might consider saying, "You have spinach in your teeth, but you still look hot as ever." The consequences of not being honest with your friends can be dire. Imagine ignoring the huge piece of spinach stuck between your friend's two front teeth as she shows her winning smile for yearbook pictures. You may avoid offending her for the time being, but when she notices the gory green chunk of vegetation obscuring her otherwise toothpaste ad-worthy smile, she may not be very happy.

Another situation that teenagers are confronted with is harassment. When they try to just brush it off or ignore it, it often becomes worse. Yet this is the decision that many harassed teenagers make.

### Schreiber Speaks

"You owe it to your friends to make sure that they are aware of their problems so that they can mature and grow."

-Roy Miler, junior

"Some teens do deal with their problems effectively but others do not - that is the difference between successful and unsuccessful students."

-Danielle Lipman, sophomore

"If teens don't deal with their problems, they will only escalate and become worse."

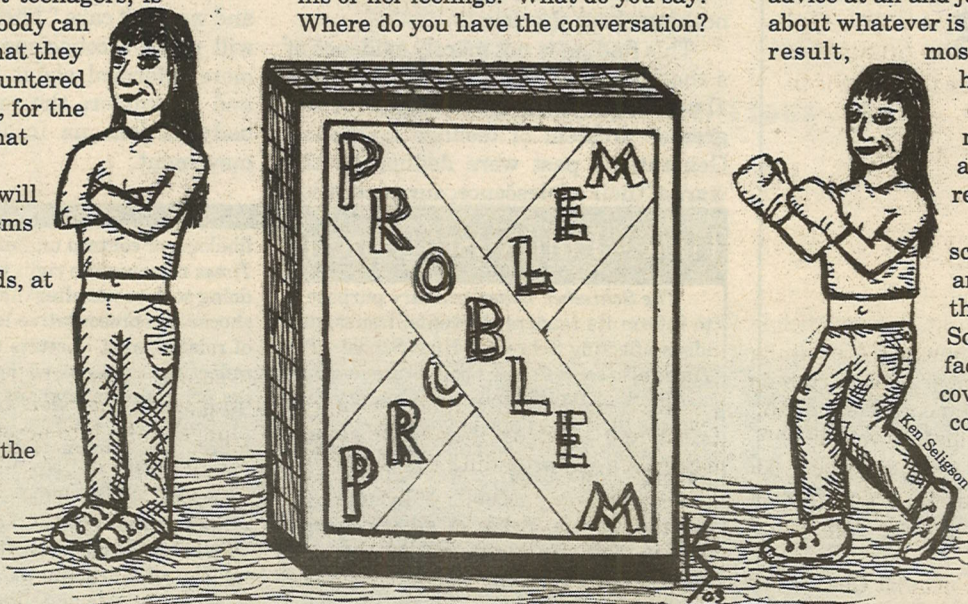
-Andrew Gross, freshman

conflict is intimidating. Therefore, many teenagers avoid any discussion of their problems. Others handle difficult situations just as ineffectively by seeking advice but ignoring it once they have received it, or not seeking advice at all and just complaining about whatever is vexing them. As a result,

most teenagers today handle conflicts in a dysfunctional manner, and never actually achieve resolutions.

A popular high school "solution" to arguments is forgetting that they take place. Some people, when faced with conflict, cower at the idea of confronting another person or taking actions to fix the problem. Words have great power, and most teenagers are aware that if

spoken carelessly, they can be very hurtful. Yet fear of hurting others' feelings should not dissuade them from attempting to talk through issues that are important to them. When a friend consistently acts in a way that you feel is either offensive to you or even detrimental to herself, it is



Both articles continued on page 12...



# Is being happy a crime at Schreiber?

## Junior discusses the negative atmosphere in our school

BY Ashley Gamell  
Staff Writer

As a high school junior under immense pressure to do well on the SATs, get into a good college, determine my life goals, and find a date to the

“...as a community of human beings living and learning together, I think we need to develop a higher tolerance for happiness...”

”

junior prom, it is often hard to find a spare moment to spend in good company and good spirits.

Marching through the halls, most Schreiber students can be seen frowning or yawning, practically growling in the

morning hours. They are often preoccupied by their watch, destination, or schedule. I have made many attempts to add some zest to the daily routine, to send happy vibes to a friend under stress, and to make the day more bearable. To my surprise, however, I have met a good deal of opposition while on this simple, peaceful mission.

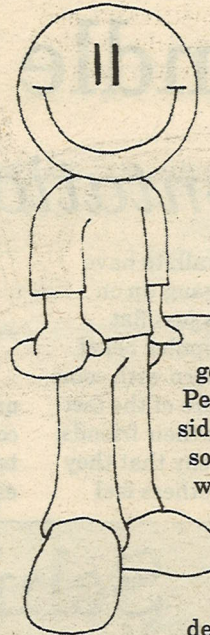
Perhaps, with the task of bringing successful academic ventures and a studious, adult atmosphere to the Schreiber campus, the essence of a truly successful school has been forgotten. A school with a deficit of laughter, color, and general jubilation cannot be truly well-rounded.

Several weeks ago, during a particularly dreary winter 4-1 period, a friend and I were overcome by the need to spread some joy to the student body as a whole. Printing positive messages and quotes on Post-its, we proceeded to stick slogans such as “Live it, Love it,” “Life is a rainbow,” and “Have a great day,” throughout a hall of the school. We were thrilled by the idea that unsuspecting individuals of all ages would be the lucky receivers of our positive energy messages. The idea that someone may find a notice that they “looked fantastic today,” on their locker truly struck

us as a flawless, good-natured idea. However, a Schreiber staff member soon deemed our actions unacceptable by exclaiming, “You just can’t

Jon Seligson

SCHREIBER  
HIGH SCHOOL



go around doing that!” Personally, I did not consider this to be the most solid explanation. I still wonder why it is considered harmful to dispense happy, anonymous messages to members of the student body at random. Most

Schreiber students could lighten up, and none would find offense in a

short, celebratory statement posted outside their math classroom.

Later that day, I was scorned for sharing the one cushioned seat in the library with a friend. Despite the ache of heavy backpacks and the lure of that soft, downy cushion, this innocent act warranted a negative reprimand from the library staff. Later that week, as I was leaving my friends for my next class, I exclaimed, “Have an exuberant day!”

This, however, was corrected sternly by a Schreiber administrator, who retorted, “Reasonably exuberant!”

This series of events left me speechless. Although I am sure of the Schreiber staff’s and students’ intentions to

make Schreiber as warm and positive a place as ever, it is evident that jubilation is frowned upon, and even a tidbit of celebration, a bit of enjoyment, is viewed as wholly unacceptable behavior. Eccentric celebration and disruptive, destructive actions should of course be banned. However, as a community of human beings living and learning together, I think we need to develop a higher tolerance for happiness, even in its purest of forms.

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## EDITORIALS

As our country goes to war, public sentiments about the President’s actions are quite varied. The seriousness of the issue prompted the staff of *The Schreiber Times* to consider running an editorial elucidating our position. As the not-so-heated discussion began, however, one thing became clear: elucidating a position on this issue would be difficult not because of our varied viewpoints, but because almost everyone knew close to nothing about the war.

This finding is not merely evidence of a shocking apathy among *The Schreiber Times* staff, but is an indicator of the greater problem of teenage ignorance. Generations past were defined by the wars of their adolescence; our generation

is defined by our lack of information and attention to the wars. When we ignore the events that occur around us, we are sacrificing our role and our say in our democratic government. This does not bode well for the future of our country.

The old joke asks high school students whether teenagers are more ignorant or apathetic. Our generation seems to be one that always answers “We don’t know and we don’t care.” The staff of the *Times* will make a conscious effort to become more informed about the war on Iraq, and we implore the rest of the student body to join us in this anti-apathy movement.

### 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.



# Want us to wake up? Then let us sleep!

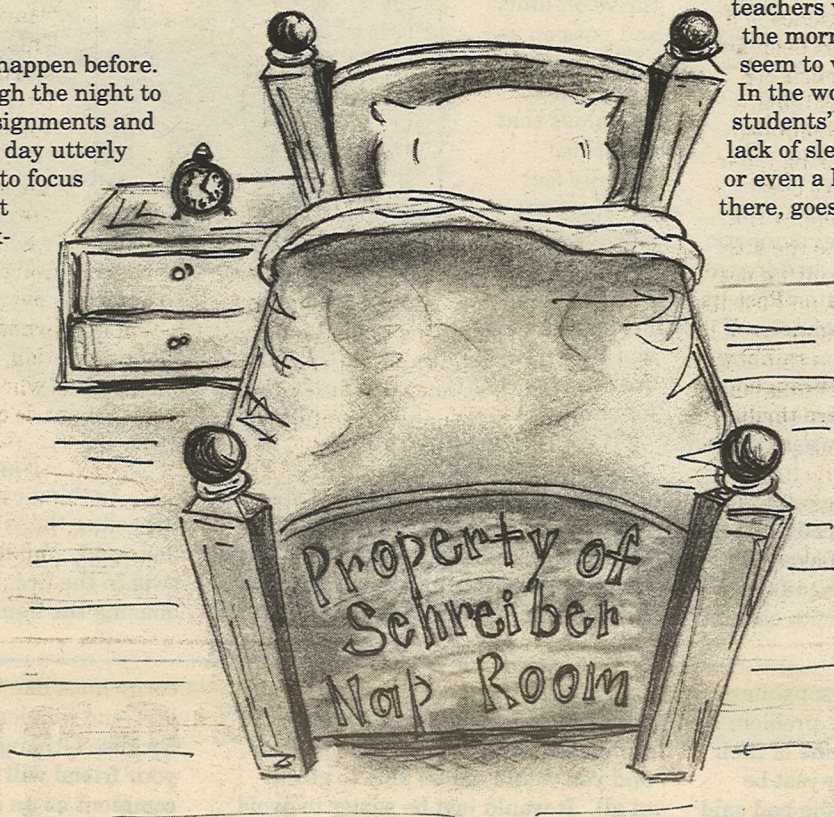
## Students request the creation of a "nap room"

BY Jessica Becker and Melody Malekan  
Business Manager and Opinions Editor

Teacher: "Jane!"  
Jane does not respond, continues to snore lightly and drool.  
"Jane! Wake up! This is a classroom, not a bedroom! This is neither the time nor the place..."  
Jane lifts head groggily and takes a few seconds to figure out where she is. "What?"

We've all seen this happen before. A student works through the night to complete his or her assignments and goes to school the next day utterly exhausted and unable to focus (or stay awake, for that matter). A heavy workload is a reality for most high school students. Many of them stay up late at night completing papers, readings, and other teacher-assigned duties. As a result, the average student is exhausted when he or she goes to school in the morning. Unfortunately, we cannot slow the rotation of the earth in order to add a few hours to the day. And, as much as we might hate to admit it,

Rachel Klein



sleeping in class defeats the purpose of attending class in the first place, and it makes us miss out on invigorating lectures. There is, however, a perfect and revolutionary solution for Jane and her sleep-deprived peers: a nap room. A nap room? Yes, a nap room. All that would be required to create this room would be an empty classroom, several beds or mattresses, and an alarm clock. Students who are tired and want to catch some extra Zzz's

would be able to do so during their off periods. The alarm clock would ring at the end of each period to ensure that people who utilize the "nap room" would not run the risk of tardiness or missing classes.

Some may be skeptical of such a radical idea. Yet if we consider the advantages that a nap room would bring to the school, it becomes clear that the idea is a great one, and that it should be implemented immediately. Many teachers wonder why we're tired in the morning, and why we do not seem to wake up as the day goes on. In the words of one teacher, "[The students'] brains are fried." It's the lack of sleep! Just an extra hour, or even a half an hour, here or there, goes a very long way. As sophomore Paul Winters commented, "It's better I fall asleep in a designated area than in class." The classroom environment would undoubtedly benefit from students who have the vitality to contribute to discussions, and teachers could finally get through lessons without the hassle of playing mommy to snoozing students.

Students give the idea of a "nap room" their support. In fact, the words seem to bring life to even the most zombie-like faces. Sophomore Danielle Lipman contends, "It is

important that students have an opportunity to rest before taking large exams and such. A nap room would be a good addition to our school because it would allow students who don't get enough sleep at home to have a place to nap and regain needed energy during their off periods." Sophomore Joanne Herz also endorses the idea of a nap room, claiming, "Stress is a major part of a student's life, and a lack of sleep is a major reason for this. We are forced to stay up later doing homework and then to come in early to go to clubs. A nap room would be very useful because it would help us deal with the stresses of everyday life, and the extra sleep would help us focus more on school."

In short, we strongly advocate a nap room; it would be a tremendous help to both students and teachers. We, the student body, would be able to get some much-needed sleep, while teachers would no longer teach students who are gently snoring in their chairs. So what if such a room is unprecedented and sounds kind of funny? The potential for such a room is boundless. Creating the nation's first official nap room could put Schreiber on the map, starting a trend that would be copied by high schools throughout the country. It could result in happier, healthier students worldwide. It could cure senioritis! What we know it will do, however, is result in a more attentive and altogether awake student body. Who could deny the value of such an end? After all, innovation is one of the primary goals of education. As for us, we're going to sleep. We're tired, and have no nap room to look forward to sleeping in tomorrow.

# School should be shortened so students can sleep

BY Nick Merkelson  
Staff Writer

As you lift your head from your "pillow" of math homework, you take a look at your clock: 1:43 a.m. Looks like you're ahead of schedule; only English, science, and Spanish homework left! You suddenly realize, however, that in less than six hours you must start preparing for your first period class. You wish that school would begin an hour or two later, giving you those crucial seven hours of sleep. But what would happen if a typical school day was shortened? What if you could actually snooze for those extra two hours and go into school at 10:00?

One often observes students falling asleep and losing concentration early in the day. First and second periods drag on and on as we try to work, although we are only half-awake. Kids initially wake up to an alarm clock, then wake up forty-five minutes later to the sound of their teacher's monotonous lecturing. If only we could get an extra hour of sleep. First period teachers complain about a lack of participation in classes that begin at 8:05 in the morning. I wonder why, especially since most of us were awake, drinking coffee or caf-

feinated soda, and solving exponential equations only four hours earlier. Students generally do not learn as much in their morning classes, and their grades reflect this fact. Sophomore Jason Collett testifies, "I'm having a tough time

“ First and second periods drag on and on as we try to work, although we are only half-awake. ”

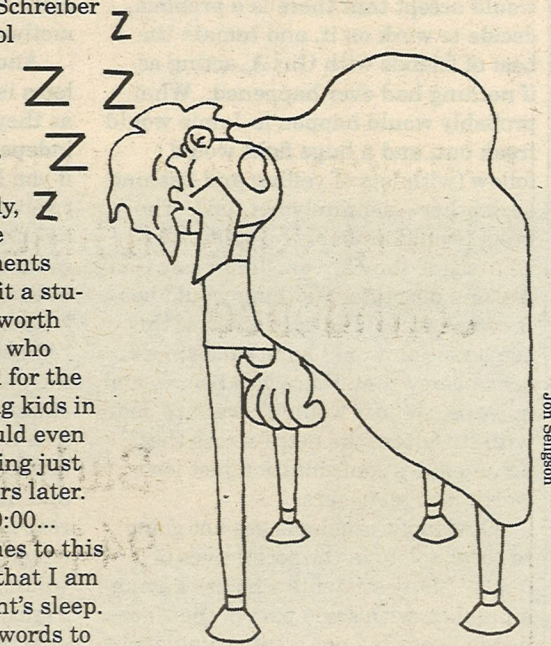
in my early classes because everyone, even the teachers, seems to be falling asleep." I concur because I have also noticed teachers rushing to arrive to school on time. Some teachers drive five minutes and some drive an hour or more. They, like us, must use what little energy they have at a very early hour to get to school prepared and on time. If you're a teacher and you're reading this, just think: a four hour school day beginning at 10:00! Teachers could have efficient classes with alert

students and raised hands. Sleepy students and exhausted teachers would no longer hinder the learning process.

In some schools, my dream is a reality. There are some schools that run in two shifts. Students are able to choose whether they would like to attend school in the morning or in the afternoon. Some schools are forced to do this because the student body is just too big to send in one shift. If Schreiber were split in half and the school day was divided in two, how many students would choose the morning? The morning would run from nine to twelve, and the afternoon would run from twelve to three. Obviously, the schedules would have to be changed and teachers' assignments would have to be arranged to fit a student's day. But wouldn't it be worth it to prevent sleeping students who fail exams and are unprepared for the future? I've overheard yawning kids in the cafeteria say that they would even stay until 5 o'clock in the evening just so they could wake up two hours later. If only school could begin at 10:00...

As I add the finishing touches to this article at 12:58 a.m., I realize that I am far from enjoying a restful night's sleep. I have twenty-five vocabulary words to

memorize for a test tomorrow. Assuming that I finish the vocabulary at 1:15 and I go to sleep at 1:30, I should get a "good" six hours of sleep. With four yawns to every hour of sleep, I will average about twenty-four yawns during first period. That means that for every one vocabulary word, I will yawn 1.04 times. Looks like I didn't need exponential equations for that one!



Jon Seifgen



# Support the Blue and White Night spirit

## Malone defends a recently criticized Schreiber tradition

BY Andy Malone  
Staff Writer

The week before March 1 saw our walls littered with balloons and signs proclaiming Blue and White Night spirit. The voices of enthusiastic girls reverberated throughout Schreiber's halls and the buzz of energy around school on Friday was both noticeable and refreshing.

The spirited posters proclaiming the superiority of Dr. Seuss or

“ On the Friday before Blue and White Night, Schreiber was alive, for once. ”

Alice were not the only ones making a statement that week, however. There were also witty signs that attacked Blue and White Night as a trivial event and laughed at the student body for becoming

ing engulfed in its fervor.

Every year it seems that this backlash to Blue and White Night resurges, and that is really a shame. The signs—though very clever—never seems to offer any real criticisms of the event. The assumption one has to make is that the signs mock the enthusiasm that the girls involved have. But why shouldn't these girls be excited?

What people fail to realize is the immense amount of effort each of the participants of Blue and White Night invests in her dance or skit performance. Anyone who participated this year knows that these dances are as physically demanding as any sport Schreiber offers—they feature flips, handstands, and other acrobatic feats, not to mention an admirable effort to incorporate different dance styles such as ballet and step. This easily dismisses any doubt that Blue and White Night is without physical challenges—maybe Sports Night wasn't such a bad name after all.

And is it such a crime to celebrate that effort by becoming enthusiastic in the final days before a performance? Does anyone laugh when members of a sports team don jerseys with cheesy

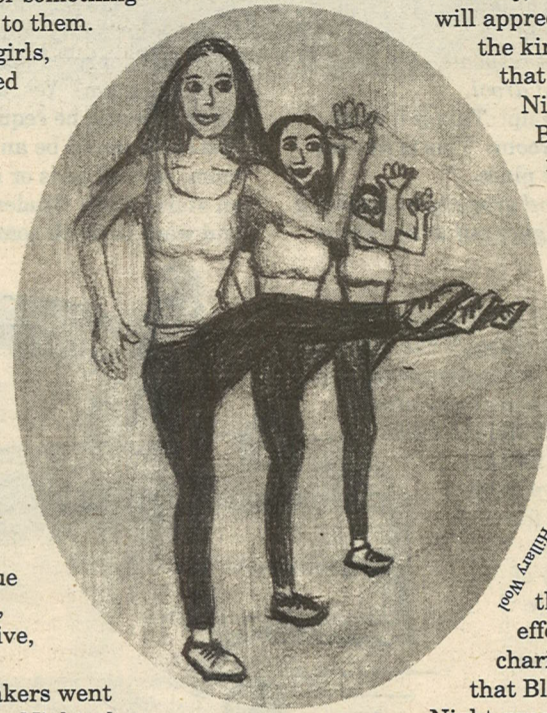
nicknames or put on shirts and ties the day of a big game? No, because it shows unity and spirit for something that is important to them. God forbid these girls, who have practiced just as hard and with as much devotion to their sport (yes, dance is a sport), thrive off unity and passion as well. Since when is it so ridiculous that our school actually feel like more than a dead building with bored students? On the Friday before Blue and White Night, Schreiber was alive, for once.

If the sign-makers went to Blue and White Night, they without a doubt felt a twinge of shame when a wish child came to accept a check for two thousand dollars on behalf of the Make-a-Wish Foundation. That's two thousands dollars going to a child in

need all because of this event. Still feel like laughing?

Obviously, not everyone will appreciate or enjoy the kind of dancing that Blue and White Night exhibits. But no one is forcing anyone to buy a ticket. No one has to like the event, but everyone should give the people who participate in it the respect they deserve. It is juvenile and offensive to post signs that trivialize the effort, spirit, and charitable donations that Blue and White

Night generates. Face it: nothing even comes close to giving Schreiber the vivacity as this one dance-off. You don't have to throw your twig in the fire, but where's the value in dousing the flame?



Hillary Wood

### Point continued from p. 9...

Let's go back to our hypothetical situation. Imagine that Girl A somehow worked up the courage to speak to Jamie, and figured out a way to do it that hopefully wouldn't scar Jamie for life.

Girl A: "Hey... can I talk to you about something?"  
Jamie: "Sure."  
Girl A: "Well sometimes it's kind of annoying when you boss me around. It makes me feel like you think you are better than me or something."

There is about a one percent chance that after this conversation Jamie would accept that there is a problem, decide to work on it, and remain the best of friends with Girl A, acting as if nothing had ever happened. What probably would happen is Jamie would freak out, and a huge fight would follow (with lots of yelling and bashing each other—definitely not fun). The group would probably be split as to whose side they are on, Jamie's or Girl A's, and absolutely nothing would be accomplished. The only effect of this conversation would be to cause more controversy than there was before, and most people just wouldn't want to deal with it. Often, the extra stress that accompanies confrontation just isn't worth it to teenagers.

Obviously, problems are not going to occur solely in the social lives of teens. Many students who are having a problem with some part of their academic lives may not do anything about

it for some of the same reasons. For example, if a student has a problem with the teaching style of one of their teachers, it would probably just be more problematic if he or she had said something. Obviously, after discussing with the teacher that there was a problem with the way he taught his class, there would be awkwardness between the student and the teacher, both of whom would be seeing each other almost every day. Plus, the teacher probably would not change his largely successful method of teaching for one student, so the exchange between the two would just cause more stress to the student's life. Also, regardless of what anyone says, some teachers do pick students that they favor over others. Nobody wants to be known as a pest by his teacher because he is always asking questions about their grades, let alone because he criticized his teacher's method of doing his job.

Another place teenagers face problems is at home, especially as they are becoming more independent. For example, if you have a curfew at twelve, but want it to be changed to later, you could theoretically try talking to your parents. If your parents still refused after you carefully and very nicely stated your point of how everyone else is allowed to stay out until later, and how you are very responsible and would never be late, yelling would probably follow. Fighting with your parents would probably



Ken Seligson

just worsen the situation. You would probably end up being grounded for a month for fighting with your parents, and you would not be able to go out at all. It would just be easier to avoid confrontation and make the best of the time you do have.

Teenagers have a tendency to avoid conflict. With their stressful lives, it proves to be much easier to avoid confrontation. This simple equation basically sums up the truth in the whole idea:  
No confrontation = Avoiding Stress = A More Healthy, Happy Life.

### Counterpoint continued from p. 9...

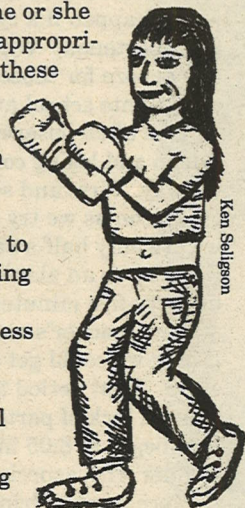
It is important for the harasser to know that what she is doing is wrong; thus, it is important to take action to prevent her bullying from continuing. Even if the harassment subsides for one individual, the bully could simply move on to a new victim, leaving the previous one ashamed that he did nothing to prevent it. If a person feels that he cannot approach Big Bertha the Bully himself, he should consult an adult or teacher immediately. Using this approach, the bully might be stopped from hurting others. This brings to light an important point: tackling a problem head-on allows for individual improvement in the long term.

Teenagers also frequently make "conflict mistakes" by blurting out the wrong thing at the wrong time. For a instance, a friend may come up to you and tell you that he's been having trouble recently with his parents. You should not say one of those

corny lines like "Well, you are worthless—no wonder they hate you," because although you may be joking, your friend will probably interpret the comment as an assault. This situation is usually accompanied by an awkward silence, during which your friend regrets ever telling you his problem in the first place.

The responsible reaction to such a circumstance, on the other hand, is to say that he's a great kid, and encourage him not to listen to his parents' harsh words. If the problem is so severe that it is affecting his self-esteem, then you should definitely advise him to consult outside help from a qualified adult. Instead of feeling stupid as in the previous scenario, the person with the problem will be thankful for your assistance.

When it comes down to it, most teenagers have no idea what to do when it comes to conflict. The average teenager avoids confrontation when it would most likely be beneficial, or handles it without judgement and ends up regretting what he or she said or did. The appropriate way to handle these types of situations is to confront the problem by talking it out with the person involved. Efforts to solve conflicts using reason and tact should result in less drama and more smiles. As it is, our dysfunctional responses to conflict aren't getting us anywhere.



Ken Seligson



# Not Quite *newsworthy*

## Are the left-handed also short-handed?

BY **Jeremy Frank**

Staff Writer

Civil rights have reached a high point. Race relations are improving, and respect for minority groups is being displayed more than ever before. But there is one minority that has not been acknowledged; one minority, which, since Biblical times, has faced persecution, prejudice, and forced conversion. No, I am not talking about the Jews. I am referring to we whom the general populace considers "freaks" and "animals"—the left-handed!

The brain is an extraordinary organ. The way the brain is constructed for its various functions is called brain lateralization. Brain lateralization is the concept (and thanks to CAT scans, a proven fact) that one side of the brain controls the opposite side of the body. The majority of those individuals reading this mainly use the left side of their brains for motor skills because it controls the right sides of their bodies. Simple? Well, others believe this has even deeper meaning. They theorize that right handed people tend to think more with the left side of their brain, the logical portion, whereas left handed people use the right side, the creative and imaginative side.

The most widely accepted theory for the cause of left-handedness is an imbalance of fluids during the development of the fetus. These theories are just theories, though, because there is no veritable explanation. Another interesting fact is that among the estimated ten percent of the world's population that is left-handed, a significantly larger percentage of them are men than are women.

Believe it or not, it is hard for a left-handed person to live in a right-handed world. Many things people use daily are taken for granted by you right-handed people. Screwdrivers, pencils, pens, computer mice, binders, can openers, golf clubs, musical instruments, keyboards, machinery... and my sworn enemy, the stick shift. Many of us left-handed people strongly believe that "the stick shift is the Righty's tool for keeping the left-handed man down." Maybe it's true, maybe it's not, I can't say for sure. But there is truth in the fact that we lefties have been "held down." There are dozens of recognizable instances of discrimination against us in recorded history. In Latin, the word for left-handed is *sinestro*, or sinister, meaning evil. In French, the word for left-handed is *gauche*, also meaning clumsy. Many of these ideas were expressed and spread through the

Bible. In the Bible, God is known to save with the right hand and smite with the left. This is one reason why people think left-handedness is so "evil."

For those of you who are left-handed,

don't feel ashamed of it. According to Dr. M.K. Holder's research, available at <http://www.indiana.edu/~primate/index.html>, many famous people are left-handed:

### Famous Lefties

#### Authors

Mark Twain, H.G. Wells, Dave Barry, Myself

#### Politicians

James A. Garfield, Herbert Hoover, Harry S. Truman, Gerald Ford, Ronald Reagan, George Bush, Sr., Bill Clinton, Senator Bill Bradley, Benjamin Franklin, Steve Forbes, Ross Perot, Fidel Castro

#### Great Leaders of Empires

Alexander the Great, Charlemagne, Julius Caesar

#### Artists/Inventors

Leonardo da Vinci, Raphael, Michelangelo, Matt Groening (cartoonist and creator of *The Simpsons*), Henry Ford, Albert Einstein

#### Actors

Dan Aykroyd, Tim Allen, Tom Cruise, Robert DeNiro, Richard

Dreyfus, Mark Hamill, Jim Henson, Angelina Jolie, Nicole Kidman, Lisa Kudrow, Sarah Jessica Parker, Keanu Reeves, Julia Roberts, Christian Slater, Bruce Willis, Jerry Seinfeld, Jay Leno, Marilyn Monroe

#### Musicians

Kurt Cobain, Jimi Hendrix, Paul Simon, Paul McCartney, Robert Plant, Billy Corgan, Isaac Hayes

#### Athletes

Whitey Ford, Lefty Grove, Barry Bonds, Wade Boggs, John Franco, David Justice, Sandy Koufax, Babe Ruth, Darryl Strawberry, Ty Cobb, Tom Glavine, Ted Williams, Kenny Lofton, Don Mattingly, Ken Griffey, Jr., "Shoeless" Joe Jackson, Reggie Jackson, Steve Avery, Randy Johnson, Steve Young, Oscar de la Hoya, Pelé, Romario, Wayne Gretzky

## We've got him...now what do we do with him? National security supercedes Mohammed's right to remain silent

BY **Jonathan Teplitzky**

Contributing Writer

On March 1, 2003, US officials took Khalid Sheikh Mohammed into custody. Mohammed, the supposed mastermind of the September 11 attacks, was responsible for the deaths of three thousand innocent people, millions of dollars in damage, and the destruction of an innumerable amount of dreams.

“ We do not have to rely on the antiquated technique of torture because our government has conjured up a cocktail of drug called truth serum.”

”

His work required planning, information, and connections. Most importantly, though, his work required close communication with Osama bin Laden. A person in close contact with bin Laden would know a great deal

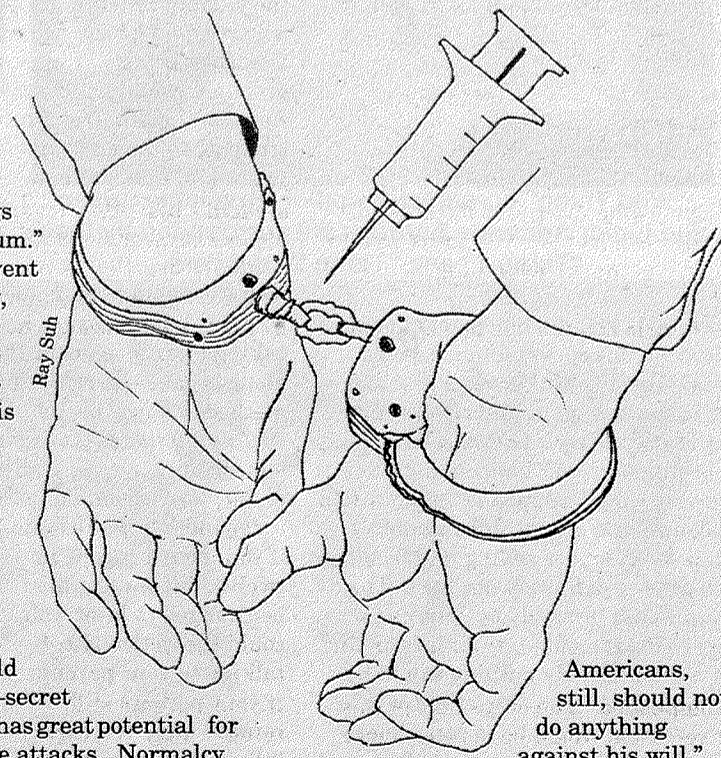
about the current predicament, about Iraq's clandestine weapons production, and certainly about future terrorist attacks. If likened to the American governmental hierarchy, Mohammed would take the position of vice president. In this case, we have captured the "vice president" of the largest terrorist organization ever to exist.

How are we to deal with our captive? Should we overlook the fact that Osama bin Laden's right hand man is in our grasp? Or should we do our best to elicit as much information from him as possible?

Now that we have him in custody, we hold in our hands the information we have all waited for. The mind of this man contains knowledge so secret that even the CIA is oblivious to it. The question remains: "By what means shall we bring forth this information?" Most people would respond, "Torture him!" However, this would not be the best method. Torture does not always provide us with correct information. If your fingers were about to be cut off, you would certainly say anything to prevent this pain, even lie to do

so. We do not have to rely on the antiquated technique of torture because our government has conjured up a cocktail of drugs called "truth serum." These drugs prevent a user from lying, regardless of the question. Even Mohammed, who has committed his life to al-Qaeda, would have no choice but to succumb to the potency of the truth serum. Without a lot of time or stress, Mohammed would deliver to us top-secret information that has great potential for preventing future attacks. Normalcy would finally return to our lives.

Some people, however, believe that extracting information from Mohammed against his will is both unlawful and cruel. Their logic: "Well...it is true that he destroyed families and obliterated an American landmark. It is also true that he hates America and its people. Oh yes...he wants all of us dead. But we



Americans, still, should not do anything against his will.”

What kind of absurd judgment is this? Mohammed, clearly a powerful and well-informed man, can either help or hurt us. This man holds the key to the prevention of further attacks on America and perhaps even the key to preventing World War III. We, the people of America can not allow this man to go on unexamined.



# Blue and White

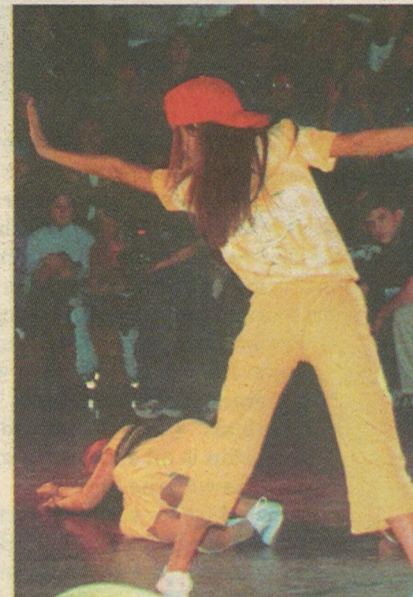


Junior Kristen Arsenault steals the show in the Blue Team's dance "The Grinch Who Stole Blue and White Night."



In an original and difficult move, junior Ellen White spins her co-captain senior Kate Dellon over her shoulder.

**Blue Team**  
**Dr. Seuss**  
**133 points**



Blue Team co-captains sophomore [name] and [name] captivate the audience.



"Wild Thing" co-captains senior Stephanie Cullen and junior Adrienne Barasch are surrounded by their "Thing 1" and "Thing 2" dancers.



Above: Junior Mika Miki and captain junior Samantha Marten lead two lines of dancers in "Mooney Madness."

Below: Junior Jessie Lovens and captain senior Lizzy Bellus prove to the audience they are "The Cat's Meow!"



Sophomore Sammi Garrett, junior Mogul, senior Cat Senatore and [name] entrance with an impressive opening... only one to receive...



The White skit captains freshmen Dana Kamerman and Danielle Teplisky, sophomores Farrin Jay and Alyssa Zahler, juniors Lauren Kropacek and Hannah Reinhard, and seniors Jessica McGuire and Amanda Talesnick end their performance in a final pose.

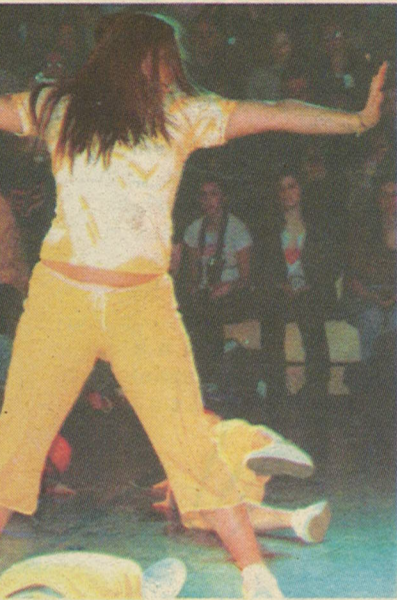


Sophomore Stacey Lee and [name] "Alice"



# Night 2003

White Team  
e in Wonderland  
135 points



...rnett and junior Lauren Elicks  
dance "Jammin Sam."



Sophomore Nicole Megdal anticipates the night's  
events during the ceremonial entrance.



Senior Arielle Heller  
shows her spunk  
as co-captain of  
the White Team's  
"Phat Cats"  
dance.



...bigtroth, co-captain senior Perri  
Lauren Balterman wow the audi-  
ence, "Hip Hop Hatters," was the  
score of 20 points.



Above: Seniors Erin Dermody and Sophie Porter  
read a card from Dr. Seuss in the Blue skit. The  
skit received 37 points.

Below: The White Team's "The Heart Breakas"  
open their performance with heart-stopping dance



...a Marques test gravity as



Senior Allie Cavallaro strikes a pose in seniors Jessica  
Friedman and Ale Seligson's dance the "Rockin' Rabbits."



Sophomore Lauren Kropacek and senior Jessica McGuire sniff  
a flower before falling into a trance. The White skit received 34  
points.



# From Barbies to business:

## Barbie: fashion icon and feminist ideal

BY Hillary Wool

Ass't Features Editor

Many would say that the most pivotal moments in a young girl's life include her first day of school, Confirmation / Bat Mitzvah / other such coming-of-age ceremonies, and her prom. However, one typically overlooked significant event is the day she receives her first Barbie doll. To a pigtail-wearing, finger-painting, too-short-to-reach-the-light-switch young child, the Barbie doll is often the first non-maternal role model that a girl is exposed to. Over forty years old, Barbie has survived the test of time to become an American cultural icon. As a figure that young girls often look up to, the evolution of Barbie's design has paralleled the evolution of the female role model.

The Barbie legacy began in 1959, when a young girl named Barbara Hamburg began pretending that her paper dolls were grown-up women. Her mother, Ruth, noticed Barbara's innovation, and felt that a grown-up doll would be a good idea, as it would encourage young girls to keep their futures in mind. At the time, the only dolls on the market were baby dolls. Thus, Ruth Hamburg made her idea a reality, naming her doll creation "Barbie," after her daughter.

As opportunities have expanded for women throughout the twentieth century, so too have the opportunities for Barbie. Since the slim, Caucasian, strawberry-blonde doll made her debut, she has undergone some serious revision.

Barbie emerged as a fashionable, bubbly, all-American teenager. Designs

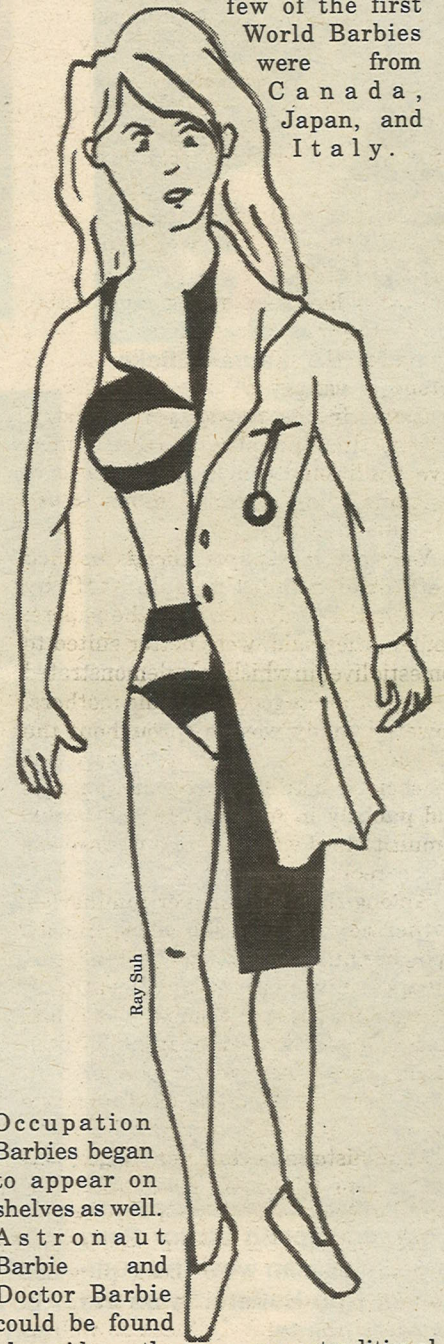
such as "Fashion Luncheon Barbie" and "Sunday Matinee Barbie" flooded the shelves of toy stores. She was a cute, stylish, and youthful young lady who many children adopted as a role model. During the 60s, designs were inspired by Jacqueline Kennedy's style of hair and dress. As a result, the Barbie design was geared toward the "American girl" image.

Barbie's image remained this way into the 1970s. Malibu Barbie replaced the trendy sixties dolls, as it reflected the California-girls-are-cool trend. Barbies were even placed in the bicentennial time capsule in 1976. Three years later, an issue of *Life* magazine featured Barbie as a reflection of American fashion for the past twenty years.

The eighties represented a drastic change in the Barbie image, however. Politically correct Barbies began to

appear, as society accepted a wider range of roles for women. In 1980, Hispanic Barbie and African-American Barbie were launched. At the first annual Barbie conference, the "Barbies of the World" Collection was announced. A

few of the first World Barbies were from Canada, Japan, and Italy.



Occupation Barbies began to appear on shelves as well. Astronaut Barbie and Doctor Barbie could be found alongside the more traditional bikini and sunglasses-wearing dolls. The 1990s added even more politically correct Barbies to the doll market. Wheelchair Barbie, Businesswoman Barbie, and Sports Barbies were integrated into the doll titan's image. At the beginning of the twenty-first century, Barbie has evolved to the point where her famous figure is being changed to reflect how real women look, the final step in transforming Barbie from a fashion icon to a feminist ideal.

The evolution of Barbie has certainly reflected the overall change in the roles of American women. It has grown to be the quintessence of the ideal American woman. While fads have gone in and out throughout history, the Barbie doll is certainly one trend that isn't fading anytime soon.

## Teacher Feature

BY Jessica Gross

Managing Editor

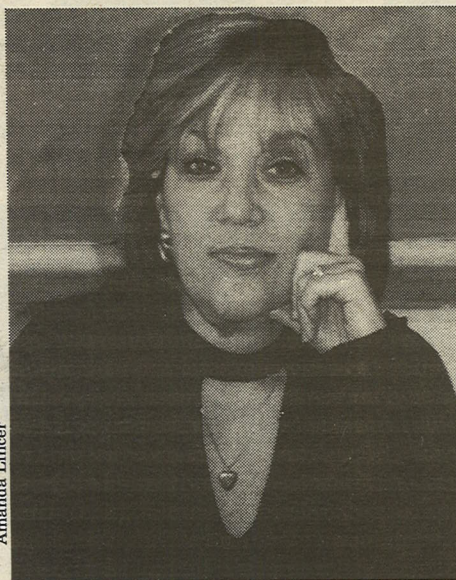
Drumroll, please! Announcing, for your reading pleasure, the product of an exclusive backstage interview in the foreign language resource room with...Señora Karen Ortiz! This Spanish-teaching star has captivated students school-wide, and *The Schreiber Times* is proud to bring you a taste of the childhood that shaped her, the life she lives, and her idea of a grand old time.

Ms. Ortiz was born in the Bronx, at Seabury Place. (Coincidentally, she and her adorable stepson, who made his Schreiber debut at last year's Mardi Gras festival, were born in the same hospital. Thus, the young boy insists that they must have met as children.) When she was four, Ms. Ortiz's family moved to Queens Place, and subsequently to Commack, where she currently resides.

Trivia question: what is Ms. Ortiz's maiden name? You may be surprised to find out that until she married, Ms. Ortiz was, in fact, a Schwartz! Her father, Jewish by birth (albeit a converted Christian), had a profound effect upon the religious segment of her childhood. His Judaism, and his parents' Romanian identity, enabled Ms. Ortiz to "see both sides" of religion — to broaden her horizons beyond the views of a single religion. Her parents' marriage, unifying Romanian Judaism and Puerto Rican Christianity, has convinced Ms. Ortiz that as a first priority, finding a partner with whom you truly connect has more value than finding one who holds the same religious beliefs. She concluded, "It's best to find

someone who thinks just like you."

Throughout her childhood, Ms. Ortiz's nuclear family lived with her maternal grandparents, who she reflected



### Sra. Ortiz

"probably [had] the biggest influence" on her pre-college life. She also maintained extremely close ties with her extended family; every Christmas, her family traveled to Puerto Rico, home to most of her mom's side of the family, for a grand reunion. Gossiping constantly, Ms. Ortiz's extended family affectionately called her father the "Jewrican." "They were nuts — just like the Marquez stories," she laughed. "They were crazy."

Even though Spanish was spoken in her home and Ms. Ortiz could understand the basics of the language, she did not become truly fluent until her sophomore year at Commack High School, when she

joined the "Total Immersion Program." The organization allowed for classes taught completely in Spanish for the first half of the day; the students returned to mainstream English-taught classes after lunch. Ms. Ortiz again came in contact with Spanish culture through her studies when she lived in Madrid, Spain during her junior year abroad in college.

While teaching in Commack, Ms. Ortiz chaperoned a group of students on a trip to Spain. A hotel employee offered her a job, so she moved to Spain to work as a tour guide — and married the hotel employee who had hired her. She greatly enjoyed her work in Spain, first as an employee of the Hotel Melia, and subsequently as a high school English teacher. Ms. Ortiz loved living in Spain, and avowed that she felt more comfortable there than in the United States.

Nevertheless, after two years, she and her husband moved back to New York. He thought that the move would provide for better job opportunities, and they agreed that the US was the proper place to raise a family. Their two children are named David and Rachel — "A little biblical, huh?" she said.

Ms. Ortiz began working as a teacher at Schreiber in 1980. "That was great, because I started teaching AP Spanish and I loved that," she reflected. She identifies strongly with students who share her experience of living with each foot in a different culture; teaching such students is one of the most rewarding parts of her job.

And now, for the grand finale, the disclosing of Ms. Ortiz's hidden passion: salsa and merengue dancing! She grew up dancing, and cited her father as a fantastic example. Maybe, just maybe, she'll show us a few steps...



# WOMEN'S HISTORY MONTH comes of age

## Women in the newspaper business

BY Jessica Becker and Sarah Catanzaro  
Business Manager and Ass't Opinions Editor

"The ideal newspaper woman has the keen zest for life of a child, the cool courage of a man, and the subtlety of a woman." —Annie Laurie

American women have a lengthy history in this country of reporting the news, publicizing ideas, and impacting public opinion. Over the last fifty years, women's participation in the media has increased dramatically. Studies indicate that the number of female newspaper managers has been rising since 1950. Employment antidiscrimination laws issued in the 60s allowed women to pursue a variety of careers including positions in the newspaper industry. Indeed, this industry, in which men have traditionally held all upper-level positions, has become much more accessible to women.

Years ago, newspaper officials justified their predominantly male staff by insisting that only men read the papers. Women, they said, were better suited to domestic lives in which they demonstrated their aptitude as good wives and mothers. However, many women throughout the colonial era and the early 1800s expressed themselves both privately in journals and publicly in newspapers and books. A multitude of women found themselves with careers in the media.

Among these newspaper luminaries, Katherine Graham shone brilliantly. Upon her husband's suicide in 1963, this remarkable woman assumed control of the Washington Post Company. As chief executive officer and board chairman during the Nixon years, she printed many secret Pentagon papers and broke the news of the Watergate scandal. Several historians link her judgements and actions to Nixon's resignation. In 1997, Graham published her experiences in her Pulitzer Prize-winning memoir, *Personal History*. The book provided readers with a scathing portrayal of her husband's mental illness as well as a fascinating look into the newspaper business. Graham remained one of the most powerful women in the American media until her death.

Ms. J. E. Leslie is also viewed as a dominant figure in the history of newspaper. Under the pseudonym Nancy Brown, she wrote the experience column for *The Detroit News*. She continued to publish for twenty-three years, attracting a cult-like following. The warmth and sincerity of her column resulted in a family-like bond with her audiences, a novel concept in the newspaper industry.

Elizabeth Shepley Sergeant's experience in the newspaper business is also noteworthy. During World War II, she was dispatched to the Western Front as a war correspondent for the *New Republic*. However, while there, she was gravely wounded by a grenade. In the six



The Associated Press

**Nelly Bly was one of the first female reporters to cover controversial topics such as industrial safety guidelines.**

months Sergeant spent recuperating in French hospitals, she demonstrated her determination and resolve by working on an account of her experiences, which she published after the war.

One of the earliest investigative reporters was Elizabeth Cochrane Seamen. Due to the risky tactics she used to gain information, she felt compelled to use a pen name, Nellie Bly. Frequently placing herself in danger, Seamen disguised herself to uncover the truth behind suspect situations. Her articles, exposing conditions in Pittsburgh's factories and slums, were published in the *Pittsburgh Dispatch*.

Women also excelled in the newspaper industry outside the realm of journalism. Jessie Tarbox Beals was the first woman news photographer in the United States. She worked as a staff photographer for the *Buffalo Inquirer* and *New York Courier*. Her notable photographs include aerial shots of the 1904 World's Fair in St. Louis, taken from the basket of a hot air balloon. Her pivotal work paved the way for future female photographers.

American women have struggled, as they have in many other areas, to achieve equality in the newspaper industry. Over the past century, women have worked to overcome sexual bias in print journalism. A look at any newspaper confirms the success of American women in this pursuit. Although there are still barriers to overcome in order to achieve gender



The Associated Press

**Katherine Graham of the Washington Post was one of the most prominent women in the newspaper industry.**

equality, the courageous women who seek to demolish these barriers will continue to be triumphant.

## Student spotlight Anushka Peres

BY Kristin Lau  
Staff Writer

Nietzsche once said, "Is not life one hundred times too short for us to bore ourselves?" Junior Anushka Peres lives by these words. This caring, spontaneous and adventurous young woman is up for any challenge that crosses her path, from musicals and plays to summer excursions and travelling. Anushka is able to juggle a hectic schedule with grace, success, and enthusiasm.

Many people simply witness one aspect of Anushka's life -- her academic accomplishments and achievements. This adventurous student, however, also has a great passion for travelling, kayaking, backpacking, and exploring life in the wilderness. The summer after her freshman year, she went on a three-week sleep-away program with the On-Shore/Off-Shore Expedition group. She spent the first week backpacking in Utah, the second week doing service work at a Hopi reservation, and the last week kayaking on Lake Powell in Arizona. Anushka had such a wonderful experience with this program that she decided to go on the same program again last summer, this time



Emily Gordon

adding white water rafting and night camping on a farm.

Anushka plans to finish her junior year at Schreiber High School and hopes to spend the second semester of her senior year in a wilderness program that would provide the opportunity for experiential learning instead of tests and textbooks. She hopes to learn through the power of the wilderness and believes a hands-on experience embodies "learning that relates directly to you." When asked about her future plans, she said that they include "taking an activist

stance in peace and conflict."

Aside from wilderness adventures and high school academics, Anushka also has a great passion for music, dance and theatre. She has been in many musicals and has been a member of the choir since her freshman year. A typical afternoon for Anushka includes musical rehearsal; homework for a few hours; listening to music, including Led Zeppelin, Jimmy Hendrix, Janis Joplin, Joni Mitchell, and Bob Marley; rehearsal with her band; and, finally, sleep.

Drama and the musicals are not the only in-school activities that interest this involved young woman. Anushka is also the poetry editor of *Kaleidoscope* and has been an active member of Schreiber's literary magazine since her sophomore year. In addition, she writes for *The Schreiber Times* and believes writing "inspires individualism and personal insight." Anushka is also a peer counselor and this year was chosen to be a Natural Helper.

Apart from juggling a hectic social life, grades, friends, and clubs, Anushka Peres shows an uncanny ability to adapt to her surroundings, whether it is the wilderness or a traditional high school environment.

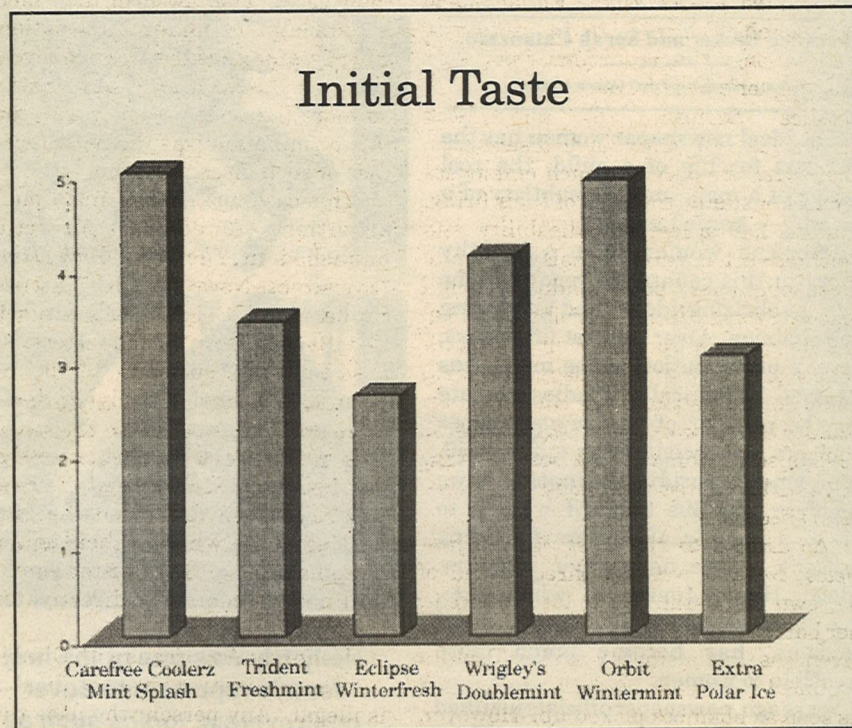
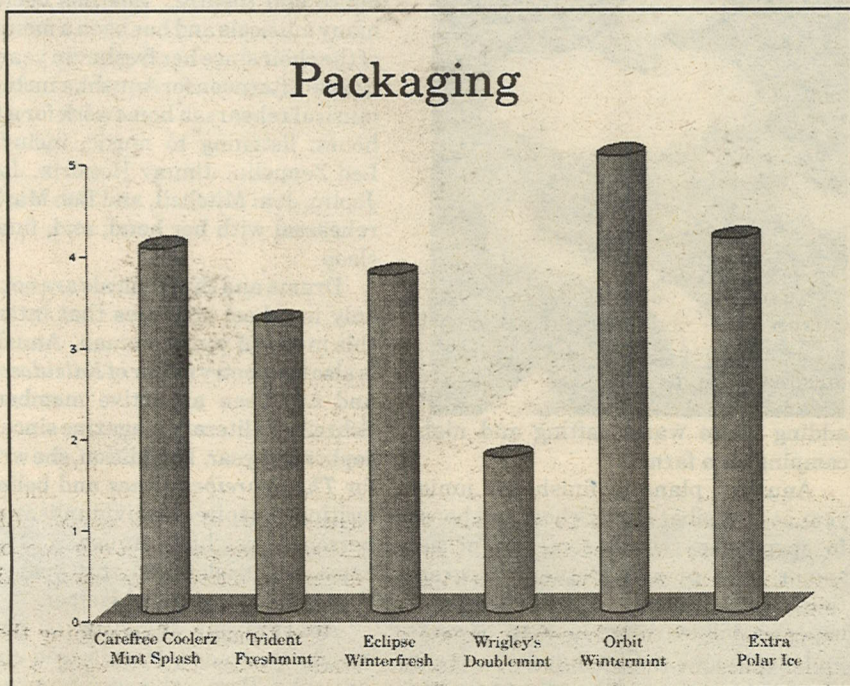
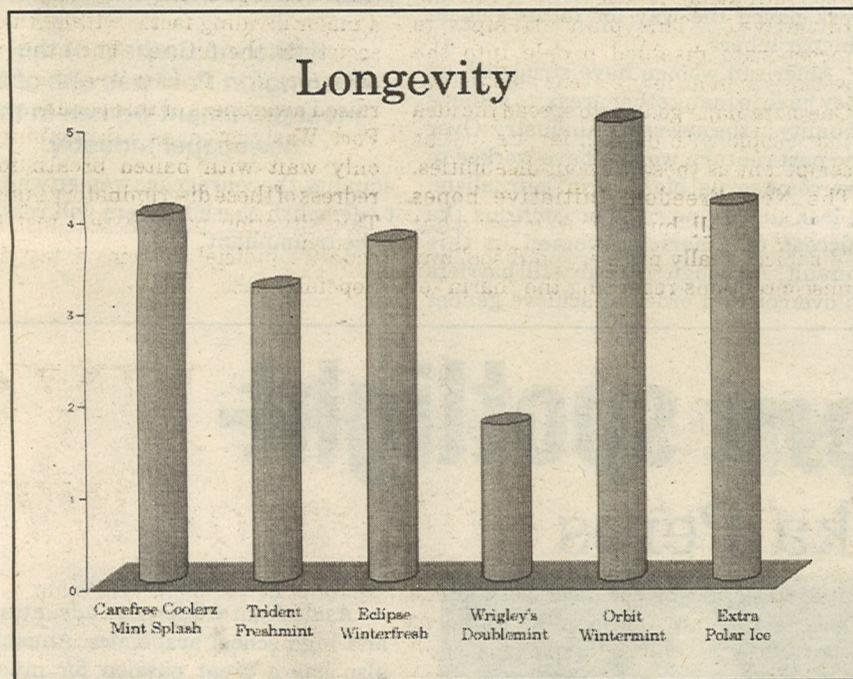


# Times Reviews

## Mint Gum: Taking care of rank breath, one mouth at a time...

A river of murky water flowing effortlessly down Beacon Hill road is a clear indication that the snow is melting. The birds are coming home to mate, as evidenced by their melodious chirps in the still-chilly morning air. The teenage pheromones are raging, clearly demonstrated by the prom-date "feeding frenzy" that has erupted in the hallways of Schreiber High School. Ah yes, spring has sprung.

Manifesting itself in the conversation of almost every lunchroom table, the excitement of end-of-the-year dances is only surpassed by roving bands of nervous prom-goers, worried that they have neglected some crucial detail of the "most important night of their lives." Limousine? Check. Tuxedo / dress? Check. Fresh breath? Uh oh, here we encounter a real dilemma, literally plaguing the romantic elements of post-prom social activity. Not to fear, however, as *The Schreiber Times* is here to save both your hormones and you. This issue, the staff of the *Times* reviewed the six leading brands of mint chewing gum, in a quest to determine, for your own benefit, which confection leaves the mouth most conducive to kissing. Our array ranges from the sugary sweet to the dentally sound, all the while seeking out that which best buttresses fresh breath.



Text and Graphs by Ritesh Chatterjee

## HICKORY'S WOOD FLAME GRILL

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# Fair and equal treatment for all?

## Becker investigates discrimination charges at Blockbuster

BY Jessica Becker

Business Manager

Earlier this year, two Blockbuster employees filed a complaint with the New York State Division of Human Rights and the United States Equal Employment Opportunity Commission in protest of their wrongful terminations from Port Washington's Blockbuster.

Alice Szaluta, 28, and Nick Reichmann, 19, both have disabilities. They were the only two such employees of Blockbuster at the time of their firing. Szaluta has a learning disability and Reichmann has cerebral palsy. Despite these obstacles, both graduated high school (Szaluta from Schreiber in 1992 and Reichmann from the Henry Viscardi School in 2001), and subsequently held long term positions at Blockbuster. Szaluta began working at Blockbuster in 1995, and Reichmann had been working at Blockbuster (as well as holding other jobs) since 2000.

According to the *Port Washington News*, Szaluta was not directly told of her own dismissal. Since late last year, her hours were cut back; the justification given was that business was slow. Szaluta assumed her hours would be reinstated as soon as business picked up. However, this was not the case. Reichmann's mother informed Szaluta's mother that Reichmann's hours had not only been cut back, but had been cut altogether. When the families of the two employees realized that Blockbuster had no intention of

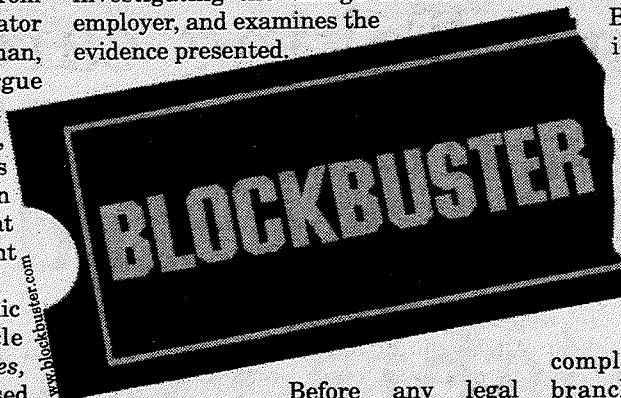
reinstating their employment, both Szaluta and Reichmann were upset. They first tried to remedy the issue with Blockbuster, before seeking help from Mayor Tom Pellegrino and Legislator Craig Johnson. Johnson asked Reisman, Peirez & Reisman, L.L.P. to argue their case. The law firm then filed a complaint of unfair termination, which stated that the two employees had been the victims of discrimination on more than one occasion, and that this termination was the most recent case of such discrimination.

This case has gained much public attention. Aside from an article published in *The New York Times*, "Eyewitness News" on ABC-7 discussed Szaluta and Reichmann's situation. The Blockbuster headquarters issued a statement responding to the report given on Channel 7, replying that they were going to investigate the situation. The manager who permanently cut the hours of Szaluta and Reichmann has since been fired, and the two are waiting to see whether their hours will be reinstated. Blockbuster employees declined to comment directly to *The Schreiber Times*.

Under the Americans with Disabilities Act, discrimination based on disabilities is illegal. Any person who feels that he or she has been treated poorly, or fired, as a result of his or her disabilities, may file a Charge of Discrimination with the Equal Employment Opportunity Commission (EEOC). The EEOC is an independent federal agency, which was

formed in 1964 to enforce Title VII of the Civil Rights Act of 1964.

The agency responsible for investigating the charge notifies the employer, and examines the evidence presented.



Before any legal remedy is sought, the agency tries to settle the matter between the employee and the employer. Some of the methods that the EEOC uses to resolve the discrimination problem are re-hiring, reinstatement, promotion, and back pay. If these are unsuccessful in redressing the problem, the employee may sue the employer.

A current response to disability discrimination is the New Freedom Initiative. This plan attempts to incorporate disabled people into the workplace in as many areas as possible. One of its major goals is to spread the idea that people with disabilities are just as competent as those without disabilities. The New Freedom Initiative hopes to help small businesses learn what "disabled" really means, and dispel any misconceptions regarding the "harm" of

hiring such individuals.

Port Washington residents were shocked when they heard about the alleged discrimination at Blockbuster, but this is not an isolated incident. In August 2002, Thomas Sillito, a mentally handicapped man was forced to resign from his position at a Wendy's restaurant. After enduring a hostile environment in which other employees thrust a butcher's knife at his stomach, punched him, pushed him, and threw water and ice at him, Sillito complained to the managers of the branch. No action was taken and Sillito subsequently resigned. Since his resignation was a direct result of his disability, it was considered a discharge under the American Disabilities Act. The EEOC filed a suit, and hopes that Sillito will be compensated for both the pay he forfeited when he resigned and for the humiliating experiences he was forced to endure.

The issue of disability discrimination, if allowed to go unchecked, could result in a major dividing factor within American society in the future. The examples of such prejudice in Port Washington have raised awareness of this pertinent issue. Port Washington as a community can only wait with baited breath for the redress of these discriminatory injustices. This situation poses a real test to the county's judicial system, a test it will hopefully pass.

# From tragedy to triumph in NYC

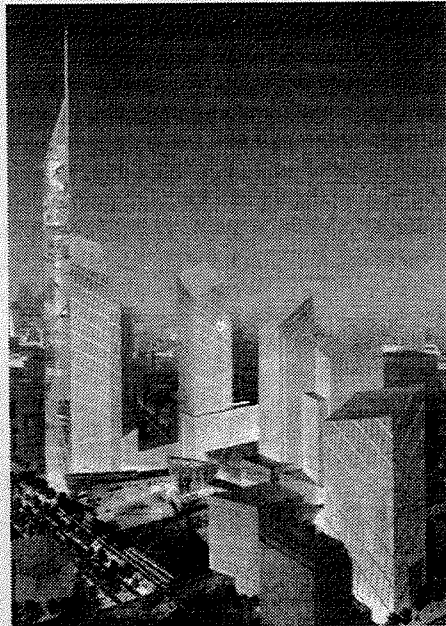
## Freshmen examine architectual plan for WTC

BY Sophie Kroft, Rebecca Sander, and Sarah Silvergleid

Staff Writers

One and a half years ago, the tallest buildings in New York City were demolished by an act of terrorism. Many Americans presently wonder whether or not a new structure will be built to stand as prominently as the venerable Twin Towers once did. Some debate the safety of a new configuration, and wonder if an attack with the same magnitude as that of September 11 could cause similar devastation. On February 27, 2003, a design competition culminated in the selection of a winning design to replace the old Twin Towers.

A special committee, the Lower Manhattan Development Corporation (LMDP), chose the plan of architect Daniel Libeskind to fill the void left after September 11. Of the nine proposals unveiled on December 18, 2002, two finalists were chosen as candidates for the new World Trade Center. These included Libeskind's design, as well as one by THINK, a design team headed by architect Rafael Vinoly. Both finalists were asked to revise and recreate their designs multiple times before the final judging process. The final decision was made on February 27; Libeskind's design was officially announced as the future



Libeskind's design for Ground Zero will incorporate a variety of different structures.

of the World Trade Center. The tallest structure of the complex will stand 1,776 feet above the Manhattan sidewalk, surpassing Malaysia's 1,483-foot Petronas Towers as the tallest building in the world. Although both the actual building process

and collection of the necessary funds may be difficult, Libeskind is confident that his work will be displayed for all Americans to visit. Libeskind states that his vision will bring hope and inspiration to a city still recovering from a terrible tragedy. Those New York City and state officials who will work to develop the Libeskind plan call the design "visionary" and "practical," balancing the need for commercial development, street life, pedestrian access, public space and a world class transportation system.

Many Americans think a significant portion of the new World Trade Center ought to be dedicated as a memorial to remember September 11th. To accommodate this desire, Libeskind envisioned a sunken space as a memorial area carved thirty feet beneath street level. The immense slurry walls, which served as a foundation for the Twin Towers, and worked to restrain the Hudson River, inspired the idea. These massive walls were the most dramatic elements that survived the attacks. A memorial park will hopefully create a quiet space for those who wish to honor the deaths of their fellow Americans. This four-and-a-half-acre memorial garden includes the "footprint" of the fallen towers. Another important aspect of his design includes the "Wedge of Light" plaza, specifically positioned to prevent

shading by the adjacent buildings every year on September 11 between 8:46 and 10:28 a.m. Every year, this sixteen-acre area will be perfectly lit from the time the first plane hit to the time the last building collapsed on September 11. Libeskind remarks, "The sun will shine without shadow, in perpetual tribute to altruism and courage." The 1,776 foot tall building, also known as the "icon tower," will be a glass observatory containing a garden to symbolize eternal life. The icon tower will be conjoined with a seventy-story office building. Other features of the new configuration will include an interpretative museum, an elevated promenade that encircles the memorial site, a rail station, hotel space, a performing arts center, underground malls, street-level shops, and restaurants. In total, the site will contain one million square feet of office space and 880,000 square feet of retail space. Although the idea has gained much support from American citizens, its construction has yet to become a reality.

The thought of rebuilding the World Trade Center has brought a sense of courage and pride back to the citizens of America, particularly to the people of New York City. Hopefully, the new building will serve as an immortal memorial to those who lost their lives on September 11, 2001.



# Arts & Entertainment

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THE SCHREIBER TIMES FRIDAY, MARCH 21, 2003

## Schreiber's third annual Young Playwrights Festival is amusing

BY Julia Bernstein  
Features Editor

The Schreiber Drama Club took the stage on March 6 through March 8 with the Third Annual Young Playwrights Festival. Six of the fourteen plays that were submitted by Schreiber students earlier in the year were chosen by members of the Club to be cast and directed by members of the student body. As successful as this year's Festival was in prompting audience laughs, it did not stand up to its predecessors in the exploration of greater philosophical themes.

The real star of this year's Young Playwright's Festival was a flying doughnut. Appearing early in the first play, senior Jon Levin's "If Cupid Had No Wings," it sailed across the stage on a fishing line, to the sound of audience approval. The sheer effort put into this sight gag was astonishing, but characteristic of the overall care given to detail that characterized this year's Festival, and made it such a success.

Levin's play, directed by Drama Club Adviser Mr.

Mark Gamell, opened the evening on a serious note. Vaguely reminiscent of Samuel Beckett's writing, it explored the awkward first meeting of Man (freshman Greg Ormont) and Woman (junior Michelle Mancini) in a sort of limbo. Ormont brought the right sort of naïveté to his role, especially in his asides to the audience. Mancini ably parried Ormont's awkward come-ons by conveying the right amount of confusion and cynicism. Levin's piece was very difficult for the actors to perform, since it was very dialogue-heavy and the two were "suspended by ropes" instead of standing on stage, but they managed to do justice to his intriguing and amusing one-act play.

The next play, junior Andrew Malone's "The Judgment of Paris," dealt with the trials and tribulations of high school love in a more traditional setting. Directed by junior Brad Tashman, the work was a modern-day update of the traditional

Greek myth. In the piece, Paul (freshman Mike Thompson), a mild-mannered high school senior, is given the chance to choose between three desirable young women as a prom date. Senior Michelle Rinke hammed it up to perfection as social queen Julie, deftly conveying Julie's hypocrisy and insecurities. Senior Jamie Ormont, as the intellectual Anna, brought a yearning to the role of a girl longing to be "normal" on her prom night. As the beauty queen Alexandra, junior Rachel Silberstein, kept all eyes riveted on her as she vamped to the

hapless Paul, who Thompson played with a perfect amount of timidity and bewilderment. In addition, sophomores Mea Geizhals and Jake Glickman added to the play as Anna and Paul's respective best friends, offering sage advice and some comic relief, especially in Glickman's case. Senior Nikki Ambrosio, junior Dan Morgenroth, and freshmen

Elyssa Jakim and Rachel Sidford rounded out the cast. With its fine acting and directing, Malone's well-written play, which explored deep themes in a comic way, was one of the highlights of the night.

"The Coalition is Against You," written by Tashman and directed by Levin, ended the first half of the night on a light note. Drawing on the popular mythology of conspiracy theories, it followed Gary (senior Diego Carvajal) as he explained his idea that the government is making chocolate milk the new tobacco. The interplay between Carvajal and his wife Michelle (freshman Laila Selim) sets up their relationship well. Supporting actor senior Dan Alschuler, as Guy, and supporting actress, freshman Sarah Pickering, as Lisa the Waitress, added another touch of comedy to this light-hearted play. Although the dialogue and the concepts were not as sophisticated as some of the other works presented,

Tashman's play was admirable as a light diversion. In addition, Levin's deft direction enhanced the mysterious nature of the action.

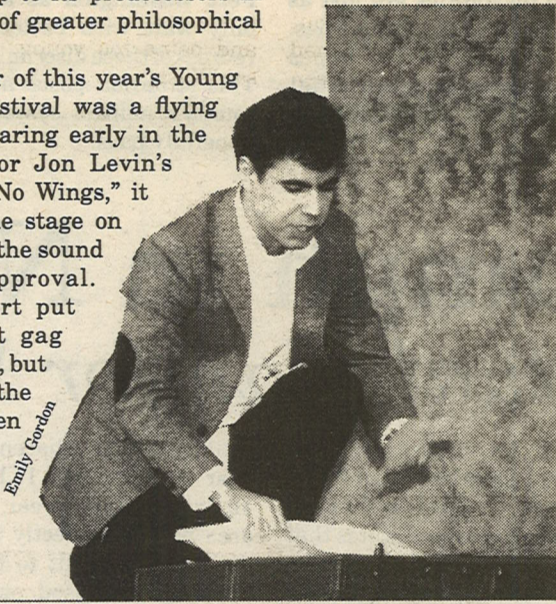
The second half of the evening began with senior Andrew Pariser's "Acceptance," a take-off on the reality show craze, and directed by junior Jimmy Thompson. It follows anxious Harvard applicant Mark (senior Dylan Weinberger) as he struggles to be patient while he waits for his college letter to come in the mail. Weinberger captures the anxiety of the college-crazed senior well, while juniors Nick Marmor and Amanda Otte provided a nice counterpart as Mark's two best friends. Sophomore Jessie Miano played Mark's mom, in a miniskirt and knee-high boots. The sight gag of the get-up was amusing, but the outfit and its implications did not seem to add anything to the play as a whole. At the end of the play, Mark finds out that his college interview gone horribly wrong is actually a new reality television show: *Extreme College Interviews*. Seniors Vanessa Shkuda and Levin rounded out the cast as Harvard Admissions Officers on the "inside." In particular, Levin, as a crusty old interviewer, stole the show, delivering his characteristically excellent performance.

The fifth play, Carvajal's "What You Already Knew," was directed by Malone. It explored the tough world of the acting scene, focusing on the attempts of hard-working Mike (freshman David Gelb) to get a part. Gelb acts his audition piece with a pathetic earnestness, eliciting much audience sympathy for his hapless character. J. Thompson provides a counterpart to the passionate Gelb as his laid-back friend Greg. Comic cameos by M. Thompson, as the cool actor who gets the role Mike wants, junior Anushka Peres as a lawyer auditioning on a lark, and senior Evan Jay as a comic buffoon, con-

trasted with the serious tone of the play. Sophomore Allison Rich, who deftly portrayed the stereotypical no-nonsense casting-director, was responsible for the twist that conveyed the depressing tone of Carvajal's work.

The sixth and final work was Pickering's "Perfect for You," directed by junior Ashley Gamell. Starring senior Gina Farinaccio and Jakim, it employed an imaginative daydream that allowed Farinaccio and Jakim to fantasize about their ideal mates. Jay was a veritable chameleon embodying every stereotype from the timid physicist to the egocentric model with the right amount of camp. When every man's character flaw drove Farinaccio and Jakim away, Ramone, played by Carvajal, appeared as every woman's idea of perfection. Ramone explains that while there is never a perfect man, there is a "perfect for you man" which cues in Marmor and Alschuler as the perfect men for Jakim and Farinaccio respectively.

The greatest strength of the Young Playwright's Festival, its overall focus on teenage life, was also its greatest weakness. While the myopic attention to the follies of high school existence prompted laughs at the time of the performance, the plays as a whole did not make especially strong impressions aside from initial humor. This does not, however, detract from the overall success of the evening; an evening during which attention to detail provided an enjoyable escape from, and into, the high school world.



Senior Evan Jay plays the role of an actor who never has things go his way when he auditions.



Freshman Mike Thompson agonizes with sophomore Jake Glickman over who he should take to the prom.

Emily Gordon

Emily Gordon



# My phirst

BY Sam Salkin  
A&E Editor

The Nassau Coliseum may be a decrepit venue that is falling apart like Justin Timberlake's solo career, but on Friday, February 28, the roof could have fallen in and I would not have cared. I was seeing Phish for the first time. I was experiencing something I had been waiting for since I heard my first bootleg of a live show, almost eight years after I bought my first Phish album. The energy reflected in their music had suddenly taken over my body and I did not want it to stop.

In the Coliseum parking lot people were selling everything from glow-sticks and bootleg t-shirts to homemade grilled cheese and lo mein. The excitement of just standing around and talking to people from all over the country about everything from how the band had been playing on this tour, to how they liked the new Nissan SUV, was overwhelming.

forgot how to play it. The saying, "That will happen when they play 'Destiny'," became the Phish equivalent of "when pigs fly." In spite of the song's historical significance, the band tore it up. It's hard to rock a song you haven't played in 788 shows, but man, did they pull it off.

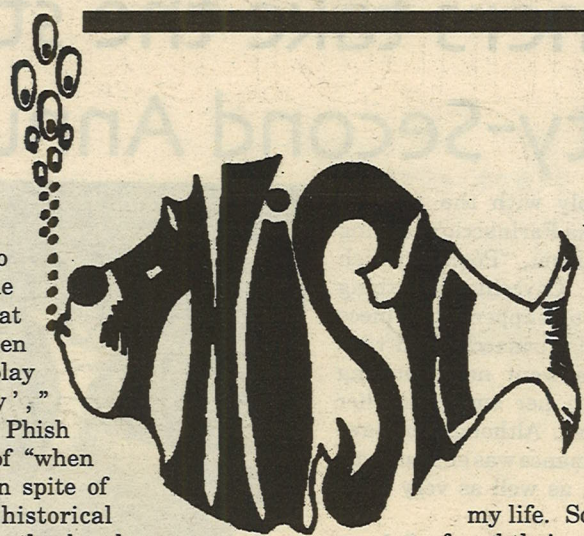
Their next song was "Horn," a song with a heavy rock guitar riff. Following "Horn," the band started up with "Bathtub Gin," which ended up as one of the most memorable moments of the night. Keyboardist Page McConnell played the upbeat song with a lot of dedication, hitting each note like it was his last. The audience sang along to the refrain and the band looked like they were having a lot of fun as they bobbed up and down, tearing into the song. However, the spectacle of this song was not in the part the band always played, but what came after — the Jam. Bassist Mike Gordon led the way by laying down funky bass-lines that the band used to ground their improvisation. Page backed him up with sweet melody and Trey found his way through the rest of the band's thick funk.

After "Gin," the band took a quick breather by playing "Sleep," a song from the band's 2000 album *Farmhouse*. Following "Sleep" was another song from *Farmhouse*, "Back on the Train." While I always liked this song for the most part, this version of "Train" totally changed my perspective. While the band had always improvised lightly with this tune, they really took time to explore it on this trip down the tracks. Next came "Walls of the Cave," a song with at least six orchestrated parts and lots of room for improvisation. To be honest, this song climaxed endlessly. It was not as good as I had expected it to be.

At the setbreak, I had to sit down because I had gotten pretty tired after dancing for an hour. The setbreak was full of high fives and cries of "Hell yeah!" over the "Destiny Unbound" breakout and the killer set. I knew that this show was history in the making and that the best was yet to come. When the lights dimmed for the second set, I popped up out of my seat and got ready for more dancing. I fully understood why people always told me, "You have to see these guys live."

As the band took the stage and Trey started playing his guitar, the syncopated notes of "Tweezer" bled from the speakers. While the band got through the original parts of the song like they normally do, the real treat came, again, in the jam. This "spacey jam" took advantage of every member of the band, especially drummer Jon Fishman. He and Gordon hooked up the drums and the bass in

# experience



the twenty-seven minute rendition that ensued. This was another highlight of the concert. The jam blew my mind and made the list of the top musical moments of

my life. Somehow, the band found their way into Bob Marley's "Soul Shakedown Party," last played in 1997. It was cool to hear the band transition so perfectly from hardcore space funk into rasta funk. The band treated Mr. Marley (who shares a name with Trey's dog) to eight minutes of groove and it was great to hear them play such a fun song.

From the depths of Jamaica, Fishman played the hi-hat signaling the intro to one of the band's oldest and most beloved songs, "David Bowie." "Bowie" was sick, hands down. The lights that lightman Chris Kuroda flashed complimented Trey's intense soloing and the band's obvious fortitude. The song featured Trey trilling on his guitar as the lights flashed faster and crazier than any lights on earth, save the Aurora Borealis. When the song was over, I was tired. I had thought that the band had blown my mind before with "Tweezer," but now "Bowie" had really done it; I had been rocked harder than I had ever been

rocked before. After standing for an hour of the most intense jamming I have ever witnessed, I admit, I had to take a break and I sat down. While I took my break, the band played "Round Room," the mellow title song off their new CD. Since the first set was a little over an hour, this set had already topped out at an hour and fifteen minutes, so when the band finished "Round Room," I assumed that the set was over. However, when Fishman hit the opening notes on his wood blocks to "Harry Hood," it was clear that they had one more song in store for the raging crowd. I had always had lukewarm feelings towards this song, but this time I really connected with it. From the crowd responding, "Hood!" when the band sang, "Harry," to the final refrain of, "You can feel good about Hood," I felt more placid than I ever had in my entire life. This show had topped anything I had ever been a part of and the choice of "Harry Hood" licked the envelope shut.

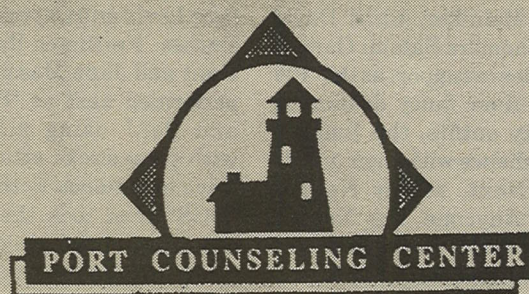
The band left the stage for a minute or two to plan their encore and I stood there and just raised my arms in the air and cheered. I watched the band come on stage and hammer out a sixteen minute, three song encore consisting of "Contact," "Mexican Cousin," and "Tweezer Reprise." It took eight years, but after not being able to get tickets and being too young, I finally got to see Phish.



A staple of Phish's live performances is the intense light shows put on by Chris Kuroda and the deep improvisation the band delves into.

Standing around in the parking lot, however, can get cold, so we took a trip to our seats, located dead center, one level up. When the band took the stage half an hour later, I popped out of my seat, ready to dance the night away. The beginning notes of their first song, "Birds of a Feather," were choppy and thrilling. Guitarist Trey Anastasio led the way for the band, hammering out the notes with the precision of a laser-eye surgeon; he couldn't screw up. The band jammed on the song for five minutes, keeping up the high-energy of the song the whole way through. Trey was going crazy, playing notes up and down the neck of his guitar.

After "Birds," Trey started to hammer out power chords that sounded unfamiliar. Unlike the normal cheer that you hear when the next song starts, the audience was confused, because no one was sure what they were playing. Fifteen seconds into the song, however, we had figured it out: "Destiny Unbound." To the casual Phish fan, this would just be another song, but, to any knowledgeable "phan," this song has much significance. When it was last played on November 15, 1991, "Destiny" became the ultimate desire for a Phish fan. The band said they would only play it if the entire audience sang the first line of the song when they took the stage. Despite numerous attempts, the "Destiny chant" always failed. The band claimed that they simply



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# Schreiber performers take the stage and entertain in the Twenty-Second Annual Talent Show

BY Julia Bernstein  
Features Editor

The Schreiber Class Clubs presented the twenty-second annual Talent Show on March 14. Emceed by seniors Diego Carvajal and Jon Levin, the show featured a wide range of talents, from baton twirling to a capella singing to outstanding vocals. Judged by members of the class clubs, cash prizes were awarded to the top three acts. First prize went to junior Midori Egashira for "Twirl Mania," her baton routine. Second prize was awarded to the a capella group, "Asia Minor," consisting of seniors Levin, Evan Jay, and Tom Wang, sophomore Jake Glickman, and freshman David Gelb. Lastly, "DGS," an all-girls dance group consisting of sophomores Daliza Pena, Shirley Barrera, and freshman Natalie Bar-Levy, took third place. Like talent shows in years past, this year's awards went to crowd-pleasing acts that appealed to audiences and judges alike.

Junior Midori Egashira twirls her baton with pride. Her act, "Twirl Mania," won her first place.



contrasted sharply with the melodic tones of senior Gina Farinaccio's reading of the original poem, "Poem," which was the next act. Covering everything from world war to slippers, the piece was excellent and Farinaccio read with talent. Egashira went next, wowing the audience with her smile and her complicated routine. Although not flawless, her performance was enthusiastic and exciting, as well as very skillful.

Sophomore Dianne Schure then sang, "The Girl I Meant to Be." Her voice, which was light and mellifluous, matched the yearning lyrics of the song. Senior Talita Marques also sang, belting out "Heaven," by DJ Sammy, to much audience approval. The rock group "Brainstorm," with Braunstein, senior Dan Stein, and Schreiber graduate Mark Spezio finished the first act. Despite amplifier problems, their quirky guitar riffs were pleasing to the ear and ended the first act on an upbeat note.

"Asia Minor" opened the second act. With Wang soloing in "Lose Control," the harmony of the five voices was one of the best sounds of evening,

and, perhaps, the best collaborative effort—apart from Levin and Carvajal as emcees. Freshmen Rachel Haut and Jane Massingill performed next as "Shaft and Poi," using a baton and ropes with glow sticks attached, to bring the Rave experience to the Schreiber stage. "DGS" then took the stage, with their combination of singing and dancing. Their imaginative routine evoked Jennifer Lopez and was a nice addition to the show.

Seniors Zach Paciello and Robin Sussman then performed "I'll Never Tell," from the musical episode of Buffy the Vampire Slayer. The audience initially responded negatively because of audio issues, something that was out of the



Junior David Gibaldi, seniors Lindsay Levin and Lara Melniker, sophomore Sammi Garrett and senior Jordan Braunstein (not pictured) as the "PW Bangers." The group opened the show.

duo's control, but their performance did not suffer. Senior Rebecca Schroeder then worked the audience with her dance to Missy Elliot's "Work It." She moved

a faux battle with Carvajal, as arch-villain The Guy, throughout the evening. Their imaginative banter and quick improvisation provided seamless transfers between

**First Place: \$100 "Twirl Mania"**  
**Second Place: \$50 "Asia Minor"**  
**Third Place: \$25 "DGS"**

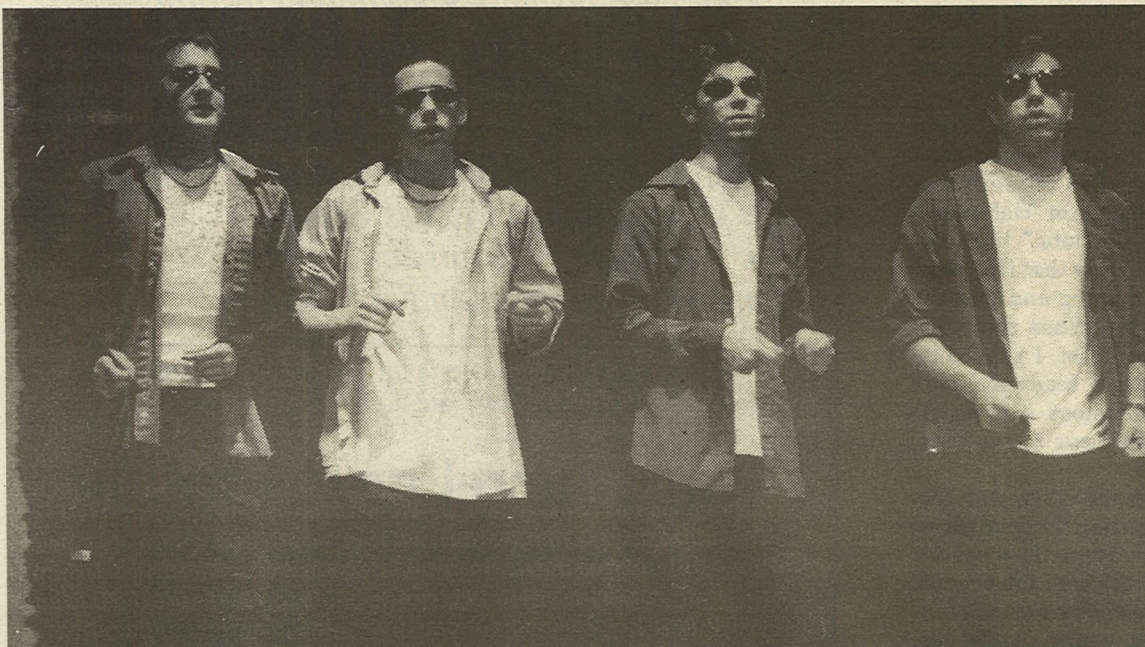
The night began with a literal bang as seniors Jordan Braunstein, Lindsay Levin, and Lara Melniker, junior David Gibaldi, and sophomore Sammi Garrett drummed up audience support as the "PW Bangers." With their fancy drumming routine and crazy outfits, the Bangers entranced the audience with their quirky performance. Next, senior Natalie Nehorai sang, "Anytime You Need a Friend." Her powerful voice filled the auditorium, unhampered by musical accompaniment and was the first of many vocal performances that night.

Senior Jamie Feather then took the stage for "Quizze Ans," an energetic tap number. Feather has been tapping in the talent show for a few years now and her act always proves to be a highlight. The sharp clicks of Feather's routine

across the stage with grace and style. The "Flaming Chicas," with sophomores Nicole Coello and Ally Novotny, were the penultimate act, singing with flair. Novotny returned to close the show with "Ally," singing "Black Velvet" with such stage presence and skill that the entire audience was riveted.

Levin and Carvajal, however, stole the show. Levin, dressed as his comic alter-ego Spiderhawk, waged

acts. All in all, the Twenty-Second Annual Schreiber Talent Show provided to be an entertaining and excellent showcase for the varied abilities of our student body.



Sophomore Jake Glickman, freshman David Gelb, and seniors Jon Levin, Evan Jay and Tom Wang (not pictured) make up the a cappella group "Asia Minor." The group won second place.



Hosts seniors Diego Carvajal and Jon Levin as comic characters The Guy and Spiderhawk keep the audience laughing all night long at their crazy antics.

All photos taken by Mea Geizhals and Emily Gordon.



# Michael Jackson: the King of Pop or the King of Scandal?

## *Silverstein & Geizhals present two sides of the child superstar*

BY David Silverstein

Staff Writer

Call him Jacko, MJ, a pedophile, or maybe a plastic spoon. As many have probably realized, Michael Jackson has made a comeback in the worldwide media. However, this newfound attention is not due to a new album, song, or a breakthrough music video. The bad press that has surrounded Jackson covers a different aspect of his life, including his extensive cosmetic surgeries and his invitations to children to sleep in his bed. Michael Jackson is known across a generation of individuals. He is an American sensation, a national hero. But now, he finds himself at a crossroads. He is no longer a fresh young adult, putting out hit after hit. Although he appears to have retired from the industry after the 1993 child sex scandal, at the ripe age of forty-five Michael is back on the rise. And now he is everything but a "smooth criminal."

By now Jackson is a caricature. He is a living, breathing exaggeration of what he used to be. The skin on his face is drawn tightly around his skull, his brow is raised so high that it's impossible to discern where his forehead ends and hairline starts, and, of course, the facial feature under the most scrutiny is his nose. Anyone can tell that it is different from its appearance in his teenage years and after all of the work that has been done on it, doctors feel his cartilage is deteriorating. In a recent interview, he admitted to having at least one nose job, claiming that it was for the purpose of hitting the high notes while singing, but it seems every time Jackson makes a public appearance, his nose looks drastically different.

Why should the public really care about his physical appearance?

**“Bad press that has surrounded Jackson covers a different aspect of his life, including his extensive cosmetic surgeries and his invitations to children to sleep in his bed.”**

There are those who could care less about what the man looks like, and instead focus their attention on the great music he has created. Others seem to be appalled that he constantly revamps his appearance and looks like a monster. Perhaps there is such public interest in his appearance because, to a large majority of people, he is still the cute child singing at "Amateur Night at the Apollo," or the revolutionary teenager doing the "moonwalk" for the first time on national television. We simply cannot get rid of that bubble gum image that we were introduced to with Jackson's debut into the music world. As Americans, we are zealous about criticizing his choice to change. We feel it is a personal affront on us that the larger-than-life hero once perceived as a musical genius decided to make himself happy by disregarding

public opinion.

Perhaps he is recreating his looks to please America. Doesn't it seem odd that the man did not have a top ten hit for almost a decade and all of a sudden he has made his way into our living rooms via entertainment channels that update us on his bodily adjustments? There is no doubt that Jackson is yearning for attention. Recently he filed a 20 million-dollar lawsuit against his record label because his recent singles did not make the Billboard Top 40. Despite his need to be in the public eye, it should not detract from what he has done for American culture.

The most heated issue involving Jackson right now is his "love for children." In a recent interview with BBC news correspondent Martin Bashir, Jackson revealed to America his practice of sleeping with children. In the early nineties, Jackson was suspected of sexually molesting a ten-year-old boy at his Neverland Ranch. When asked if he had slept in bed with Michael, the boy answered "Yes" nonchalantly. Michael asked, "Why can't you share your bed? That's the most loving thing to do, to share your bed with someone." America was absolutely terrified and assumed that Michael was a pedophile and his already tarnished persona dropped another huge level among American viewers.

Michael Jackson has become the pop prince turned bad guy. Many believe that it is possible to spot him in a dark alley, deviously luring children to his bed instead of performing on a stage. But that is not how it is, or is it? The point is, we do not know. Issues such as his new masquerade ball that he puts on daily are simply his personal choices. As skeptical as we may be of his denials of ever having anything cosmetically altered except his nose, his physical appearance is no way for the public to judge his performance. Jackson's appearance is nobody else's problem but his and it is only right that it remains that way. There are things in this world that we might not necessarily approve of, but Michael Jackson's personal life does not deserve to hog up the television screens of millions of people.

BY Mea Geizhals

A&amp;E Editor

Back in September of 2001, I remember flipping through the channels and encountering a broadcast of "Michael Jackson: 30th Anniversary Celebration: The Solo Years." My channel surfing ended then; my eyes were peeled on the television as I was utterly pulled into Jackson's every note and move. Immediately after the program, I turned to the Internet to download as many of Jackson's songs as I could, and the smile that was on my face for the entirety of the television program returned as I listened to his music. Since 2001, the "King of Pop" has been on television a lot. This time, instead of his music being praised and recognized as transforming the music world, he is being interrogated about his private life.

After listening to his music a few times and enjoying the upbeat, "old school" sounds of bee-bop, I started to pay attention to the actual lyrics and noticed distinct differences between what I was hearing and what I usually wake up to on the radio. While today's artists rap and "sing" about hating their ex-girlfriends and being angry with the government, Jackson's music discussed racial equality and other societal problems. Pop stars today sing about

their personal lives, songs that intrigue people who have dealt with similar problems, while Jackson's music can be appreciated by everyone because it discusses issues that many people come in contact with on a daily basis.

When the Jackson 5 took over the Billboard Charts back in the day, America became obsessed with the five little Jacksons who were singing in harmony and dancing in synch. When Michael started his solo career at fourteen, young girls all around the world flocked to see him perform, and buy his music. Even in the 1980s, when Michael's appearance began to change, his popularity stayed strong. His *Thriller* album, which was released in the midst of his physical changes, not only bombarded music stores and Billboard charts in its first week of sales, but is still one of the best selling albums to date. While some may argue that by drastically changing his appearance, Jackson was denying his identity and deforming himself, these arguments have never stopped the American public from supporting his work as an artist. In short, America was hooked on the little boy who could hit the high notes and walk backwards.

Michael Jackson has undoubtedly revolutionized the music world. He bridged the gap between the disco era and the pop culture scene, named himself,

"The King of Pop," and came out of music's first boy band, the Jackson 5. The lyrics he wrote during his early years resembled the music of The Beatles' early stage of music. Just as The Beatles' early music was "easy listening" and guaranteed to make you move, so were the Jackson 5's early tunes. Also similar to The Beatles' musical career was the changes Michael's popularity brought; as he found his own niche in the performance industry, he began to expand his musical horizon and started to incorporate more controversial issues into his songs.

**“His music will always represent the innocent nine-year old who made everyone scream as he floated on air and sang like no other.”**

However, no matter how much Jackson pushed the politically incorrect line with his sexual and racial references, his lyrics will never be as offensive as the homophobic messages of modern pop stars like Eminem. And no matter how many times Jackson grabs his crotch and yells, "Woo!" he will never compete with the sexual energy female pop performers radiate. When Jackson officially introduced himself to the world on the Ed Sullivan Show doing his legendary moonwalk for the first time, he showed his incredible grace and class; the kind that grabs your attention while watching a tap dancing performance — every move in time and appearing effortless. No matter what Jackson does in his personal life to attract the tabloids and gossip driven newspapers, his music will always represent the innocent nine-year old who made everyone scream as he floated on air and sang like no other.

### Jackson Timeline

1970- The Jackson 5 release "I Want You Back" and it goes to the top of the charts  
 1982- *Thriller* is released and two years later it is the best selling album of all-time.  
 1993- Jackson is brought up on child abuse charges and denies them.  
 2001- Jackson is inducted into the Rock and Roll Hall of Fame.





# Upright Citizens Brigade brings improv to NYC

BY Tom Lisi  
Staff Writer

For years, in the realm of improvisational comedy theatres, Los Angeles has had the famous Groundlings and Chicago has hosted the renowned Second City. Yet, for as long as improv comedy has maintained popularity, New York has never hosted as prestigious an improv home as the theatres in Chicago and Los

word at the beginning of a performance and then developing a story line by interacting with your fellow actors. Eventually, a plot develops in which all the different characteristics of the story merge into one large climactic ending.

With years of training at the most reputable comedy theatres in the country, the four actors felt that they had exhausted their stay in Chicago. With the mastery of "The Harold" under their belts, along with teachings from Del Close, The Upright Citizens Brigade moved to New York City and began producing its show on Comedy Central. Named after the comedy troupe, *The Upright Citizens Brigade* lasted for three seasons on the cable network after being cancelled due to low ratings.

Towards the decline of the show, the four opened their current theatre in Chelsea and quickly drew attention to the world of improv. The theatre contains a very large array of shows that completely changes each month, as well as the weekly improvisational show *Asscat 3000* in which many stars from the comedy community exhibit their talents. Along with the original UCB troupe, Rachel Dratch, Tina Fey, Andy Richter, Horatio Sanz, and Sarah Silverman have all offered their talent at the unpredictable atmosphere of improvisational comedy in Chelsea.

However, the Upright Citizens Brigade faces a dilemma pertaining to its home on West 22nd St. in Chelsea. Due to fire codes, the theatre was shut down until a second fire exit could be added. The Brigade was forced to pack and move to the Chelsea Playhouse, a smaller theatre down the street. Most shows cost about seven dollars, because the

comedians firmly believe a ticket to the UCB Theatre should be cheaper than a movie. However, due to the limited profits collected, the required renovation of the original theatre is far too expensive to complete at this time.

Even though the UCB Theatre remains in a bind, it is drawing healthy crowds and has become a trendy way to spend a night in New York City. Especially with the under-priced tickets, the Upright Citizens Brigade has become a refreshing alternative to the movies and even to the through-the-roof ticket values of Broadway shows.

Despite the failure of their show on Comedy Central, the four members have been featured in movies and shows outside the UCB spectrum. Ian Roberts is a writer for Conan O'Brien and appeared in the hit movie *Bring It On* (Kirsten

Dunst). Amy Poehler has been in several movies, including *Deuce Bigelow: Male Gigolow*, *Wet Hot American Summer*, and is a current cast member of *Saturday Night Live*. Matt Walsh is also a writer and occasional actor for *Late Night with Conan O'Brien* and a correspondent for *The Daily Show with Jon Stewart*. Matt Besser, although still very active with the UCB Theatre, has mostly repelled mainstream comedy and currently, among many other things, performs improv and stand up in Los Angeles.

With the success of *Whose Line Is It, Anyway?* and other sects of improv today, the form of entertainment and theatre has become increasingly popular within the last few years. Now, one of the most quality sources of improv comedy is just a train ride away in a once-deprived New York City.



The UCB Theatre is located in Chelsea, Manhattan and is under construction. While being renovated the theatre has relocated to down the street.

Angeles. However, in the course of three years, The Upright Citizens Brigade Theatre has already begun to flourish and has brought new glory upon the undistinguished reputation of improv theatre in New York City.

The founders of the UCB Theatre are Matt Besser, Amy Poehler, Ian Roberts, and Matt Walsh, who make up the comedy troupe The Upright Citizens Brigade. All four began their careers in Chicago at the ImprovOlympic and Second City, studying the art of improvisational comedy. All of them were apprentices to the great Del Close, the founding father of the popular improv style, "The Harold."

"The Harold" involves asking for a

## Remembering Mr. Rogers...

"My oldest daughter was enthralled with him. She was mesmerized by his voice."

Janet Cusa, Guidance



"Knowing that Mr. Rogers is either up in heaven or down in hell, I will always know it is a beautiful day in the neighborhood."

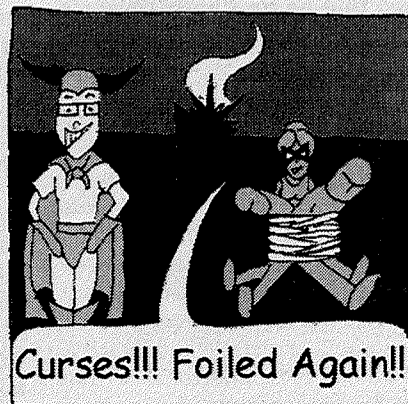
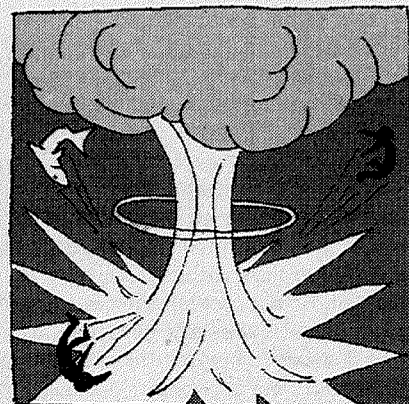
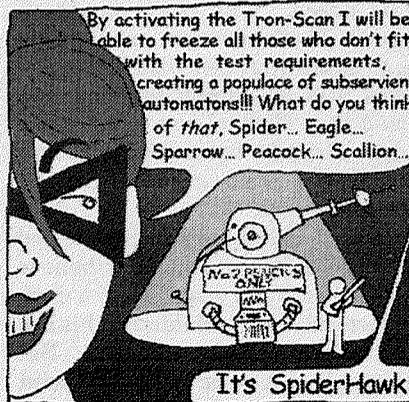
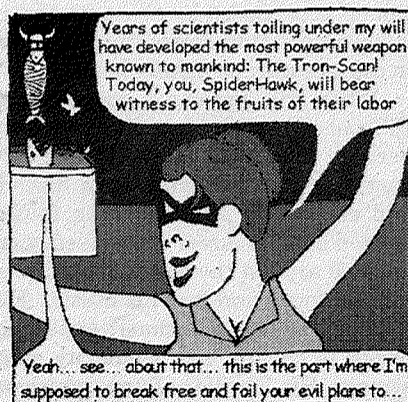
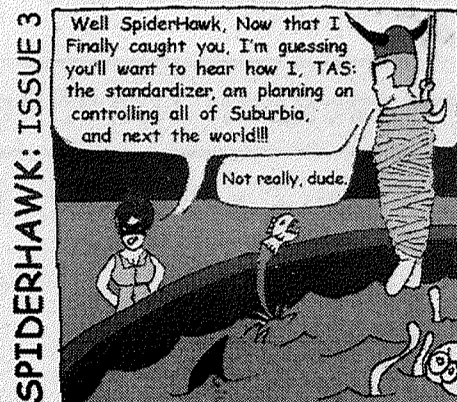
Evan Jay, Senior

Many generations of Americans today spent their first TV years with the welcoming cardigan sweaters and the voice of Mr. Rogers. Since 1968, Fred Rogers hosted the hit PBS children's television show *Mister Rogers' Neighborhood*, and after recording 1,700 shows, he finally decided to stop taping the show in August of 2001. The recent death of Mr. Rogers at seventy-four, due to stomach cancer, has allowed many

to reflect on their experiences with the friendly neighborhood and acknowledge the impact and contribution Mr. Rogers has made on children's television and today's youth. Mr. Rogers will be remembered for his many achievements, such as hosting the longest running children's show in the history of television and winning the Presidential Medal of Freedom, his gentle personality, and his outstanding charisma.

~A&E Staff

# Schreiber Toonz



STORY: Jon Levin  
ART: Chris Miano



# VIKING SPORTS

## Viking Lacrosse takes the field

*Already playing competitively, the Lady Vikings are ready to win*

by Keith Klang

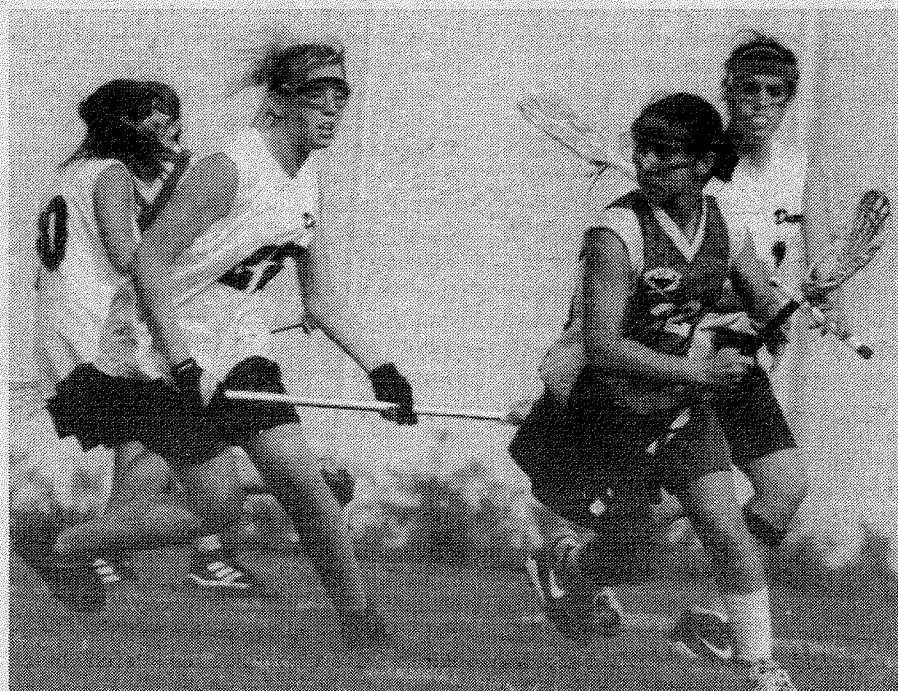
Staff Writer

After the changing of the leaves and the downfall of snow, spring is finally ready to show its face. Spring sports practices are in full swing and official games are beginning very soon. With many returning players and some new faces, the Lady Vikings are ready to take it to the next level.

Led by Coach Roger Winter and assistant coach Raquel Piraino, the girls look to be in tip-top shape. With practice starting on March 3, the girls have already begun getting in shape and fine tuning their skills. With familiar faces, the team has a lot of confidence going into the season. Returning seniors Lindsay Levin, Lara Melniker, Deirdre O'Conner and Lisa Vogeley, bring a lot of leadership to bank on. Also, there are many returning juniors as well, including Marla Diakow, Jackie Hehir, and Christina Saccone. Levin and Melniker lead a potent offensive crew, which produced sensational results last year, when Port got to the Nassau County Finals. However, even while the team advanced

far in last year's playoffs, they have absolutely no sense of arrogance. With stiff competition, such as Massapequa, Garden City, Manhasset and Farmingdale, the girls are not taking any game they play lightly. The Lady Vikings are considered to be in the best division on Long Island, so in every single game the girls must give 110%. Even with all the leadership and grit on the team, the girls have also taken freshmen Emily Sorg and Burgandy McCurdy to give some much needed enthusiasm and energetic play. Sorg commented, "Even though this is my first year, I expect us to make it to the playoffs and have a successful year." With tough morning and afternoon practices, the girls are getting ready for the challenges that lie ahead.

The first game of the season was played on St. Patrick's Day, March 17, when Port took the field against Floral Park. It was the first of many obstacles the girls will have to hurdle over, but they are definitely up for the challenge. With youth and experience, the girls know that the sky is the limit for what can happen this season.



Times Archives

**Veteran attacker junior Jolie Signorile avoids Farmingdale defenders during last year's county championship. This year, the Lady Vikings enjoy the experience of veteran players like Signorile as well as some fresh talent.**

## Strong preseason performance adds confidence to boys team

by Chris Min

Contributing Writer

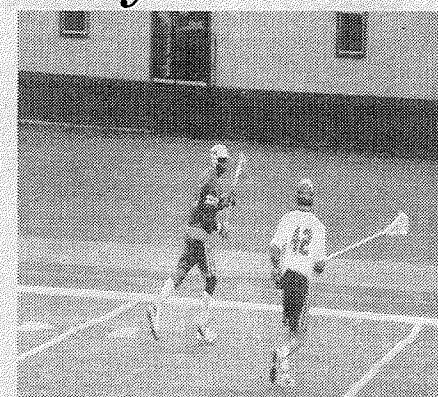
The boys varsity lacrosse team has begun its 2002-2003 with excitement and anticipation of an exceptional year. Last year the team had a phenomenal season, which unfortunately ended with a loss in a well played game against top-seeded Garden City in the second round of the conference playoffs. The team's final record for the season was 6 wins and 2 losses.

The team has been shaping up for a competitive spring season by practicing

basic fundamental skills like catching and throwing as a warm-up. The players progress to a variety of exercises, such as running while catching balls and scooping up ground balls to simulate what may happen on the field during a game. They also build teamwork skills by scrimmaging and working together on defensive and offensive plays. This year the Port Washington varsity lacrosse team will consist of seniors Mike Ferrari, Danny Maher, Peyton Mait, Sean Loews, Rob Ziegelbaum, and Ray Ross. Juniors include Mike Bellino, Trevor Cohen, Emilio Diaz, Scott Falconer, Rob Gannon,

Shane Hafer, Dan Kenger, Nick Marmor, Nick May, Sam Moazami, Scott Peckelis, Mike Ryder, James Schaefer, and Vince Zorskas. Sophomores include Tom Maher, Greg Mallon, Greg Safrin, and the youngest addition to the team is freshmen Mike Winter.

The team's first league game is on March 29 against Levittown. Mait has some encouraging comments about the team this year, "I feel this year we have a lot of potential." Even before their games begin, the players are showing focus, drive, will power and determination during the grueling practices throughout these next few weeks.



Times Archives

**Veteran Viking senior Ray Ross sprints to avoid a defender.**

## Viking badminton shuttles into 2003 season with high hopes

by Jonathan Glickman

Contributing Writer

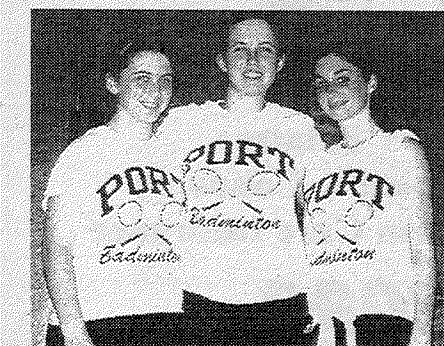
Within the past few weeks, the mounds of snow on our town's sidewalks have slowly melted away. For some, this means that spring is on its way but, for a group of highly dedicated girls, it means only one thing: the girls varsity badminton season is quickly approaching.

Led by coach Andi Uiberall, the team is looking forward to another great season. Last year, the girls defeated long time rival Great Neck South, traditionally one of the top seeded teams in their division. "The win against

Great Neck South," said junior Melissa Livingston, a veteran badminton player, "really boosted the team's confidence." Unfortunately, that confidence was not enough to grant them victory over Roslyn, another one of last year's toughest competitors who dealt Port two of their four losses. The second loss against Roslyn prevented the team from advancing to the county finals and was an unfortunate way to close the season. Nonetheless, last season was a successful one, to which the team will try to live up despite the loss of last year's captain, Katie Zebroski, who won the county title for second singles in 2002.

This year, Katie's legacy will be passed

on to her sister and former teammate, junior Megan Zebroski, who will be playing first singles. M. Zebroski also clinched a county title last year for first singles competition. Along with other returning juniors including Rachel Brandstater and Beth Lipson, the team should be capable of a season as successful as last year's. Said M. Zebroski, "Hopefully, working hard as a team, we'll share good times and win some matches. I just hope that we can continue the success we had last year and hopefully even break into the playoffs this year. We certainly have the talent and determination to achieve some great things."



Times Archives

**Juniors Megan Zebroski and Rachel Brandstrater flank ex-teammate and captain Katie Zebroski.**



# Viking baseball pumped for new season

## Green junior varsity team prepares for a tough season

## Varsity baseball team looks forward to a promising year

by **Brett Friedman**  
Staff Writer

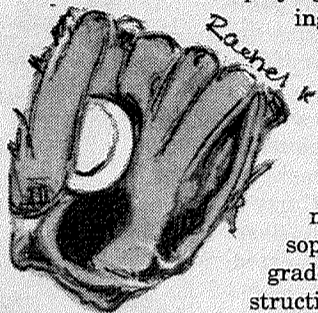
The junior varsity baseball team is preparing for another action-packed season. This year, the team will seek a spot in the conference playoffs, which will commence after the regular season. Mr. Kevin Braddish and Mr. Joe DelGais coach the nineteen-man roster, and are spending the pre-season getting the players in tip-top shape for the regular season. The team will be competing in Long Island's top division and will therefore need all the training and practice it can get. The team holds promise for success this year, even though it lost all of its sophomores, including Jared Isaacson, Bryant Lee, John Masiello, and David Verni, to the Varsity baseball team.

This year's squad will consist of freshmen Greg Berry, Bobby Candela, Jordan Caruso, Chris Doscas, Brett Friedman, Chris Havasy, Matt Lazar, Tom Lisi, John Marx, Andrew Mullen, Bryant Rich, Carmi Schickler, Brandon Schneider, Chris Sciacca, Michael Thompson, Stephen Watt, Peter Weintraub, Daniel Wilpon, and Tom Zebroski. All the players are working vigorously to earn one of the ten starting spots on the team's roster. The boys are certainly being given a chance to prove themselves in the pre-season exercises. Coaches Braddish and DelGais have

team members running sprints, taking fly balls, and hitting in the cage every day for an hour and a half before school starts. The team has even practiced taking ground balls in the gym due to the unfavorable weather conditions.

This constant practice has also helped shape the team as a cohesive unit. Coaches Braddish and DelGais have managed to quickly build some bonds among their players. Even before the start of the season, the players are thinking and working as a group.

Schreiber has never boasted a consistently strong JV baseball team. The potential and promise that this team holds could very well set a precedent for future teams, especially if the players manage to enter post-season games. Hopefully the boys will be ready to take on the best teams that Long Island has to offer, and establish themselves as number one in their division. Coach Braddish captured the condition and future of the team when he said, "Our first scrimmage is on Friday, we definitely have some basic skill work to do, but I think by the time Friday rolls around we should be more than ready."

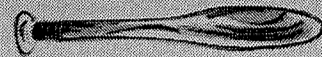


by **Bikram Chadha**  
Sports Editor

The boys varsity baseball team has started their 2002-2003 season in full swing. They practice hard, working on skills necessary for the game. The team's coach Richard Greeney and assistant coach Joe Del Gais have good expectations for the team's success this year, with both new and returning talent from last year. The team will be playing formidable opponents including Baldwin, East Meadow, Farmingdale, Great Neck, Hericks, Long Beach, Mephram, Roslyn, in a series for 4 non-league games, and 17 league games.

The team consists of multi-talented players from sophomore, junior, and senior grades. Due to the current construction on Schreiber's baseball field, the team now practices at Guggenheim Elementary School, and holds their games at Lions Field. Second baseman, junior Adam Carron commented, "Our schedule is tough and competitive, but with the team's new coaching and talent the season looks promising."

### Roster



#### Seniors:

Kenny Goodwin - 2nd base/Pitcher  
Dan Pak - 2nd base/ Outfield  
Justin Ramos\* - Pitcher/ Outfield  
Billy Roberts\* - Pitcher/ 3rd base  
Rob Tartaro (Returning) Catcher/Pitcher

#### Juniors:

Adam Carron\* - 2nd base  
Chris Cosolito\* - 3rd base/ Outfield  
Matt Levering - 1st base  
Richie Miglietta\* - Outfield/ Pitcher  
Chris Pieper - Shortstop/ Pitcher  
Ken Seligson - Pitcher  
Rj Voelker - Pitcher/ Catcher

Nick Werber\* - Outfield

#### Sophomores:

Jared Isaacson\* - Outfield/ Pitcher  
Bryant Lee\* - Pitcher/ Shortstop  
John Masiello\* - 3rd base  
David Verni\* - Catcher

New team members \*

## Girls varsity basketball ends season in conference playoffs

by **David Lindenbaum**  
Assistant Sports Editor

The girls varsity basketball team closed an otherwise amazing season last month in their quarterfinal game against MacArthur. Under the leadership of Coach Stephanie Joannon and senior captains Deirdre O'Connor and Lisa Vogeley, the team finished a great season with a 13-5 record and an 8th seed in the county playoff tournament.

In their first playoff game against MacArthur High School, an excellent team with a 9th seed position, the Lady Vikings dominated their home court. They outscored MacArthur in every quarter except for the second, in which the teams tied with nine points apiece, ending the game with a final score of 62-56. In the game, junior Michelle Kornblau scored 23 points including a crucial three point shot with 56 seconds left on the clock. With 6 total steals, Kornblau was a major defensive asset for the Lady Vikings. Vogeley helped out with the scoring with 15 of her own points and 11 rebounds.

After that win, the team moved on to play the top seed, Syosset High School, in the quarterfinals. The loss was tough, as Port had a strong first quarter and quickly jumped ahead to a 16-9 lead. They managed to maintain that lead through the half and led 36-29 at the beginning of the third quarter. But after a spurt of three consecutive three

point shots, Syosset seized control of the game toward the end of the third quarter. Going into the fourth quarter, Syosset turned the game around and led 58-45. Despite the efforts of the Lady Vikings, they were unable to overcome a thirteen-point deficit in the fourth quarter. They finished the game trailing Syosset by 12 with a final score of 57-69 despite the efforts of junior Danielle Gil, Kornblau, and Vogeley who scored 14, 18 and 15 points, respectively.

The team had a memorable season despite the loss in the quarterfinals. They had a slow start but finished strong at the end of the season. Over the winter break, they took a trip to Florida to participate in a National High School Tournament at the Wide World of Sports complex at Disney World. They finished that tournament with one win and two losses.

Several of the Lady Viking players were recognized for their ability. Vogeley received an All County title. She also was given the MVP award at the winter sports awards on March 12. Kornblau was awarded an All Conference title and a Coach's Award at the winter sports awards. In addition, O'Connor and Gil, as well as junior Jen Reagen were awarded All Division titles. O'Connor was also awarded a Coach's Award and the Scholar Athlete Award. Reagen was awarded Most Improved Player.

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# 2003 WINTER SPORTS AWARDS

## Boys Varsity Basketball

**Coach's Award**  
Michael Cetta

**Lt. Albert E. Willis Jr. Award**  
Ray Ross Jr.

**MVP**  
Ray Ross, Jr.

**All County**  
Ray Ross, Jr.

**All Conference**  
Michael Cetta  
Fred Dumpson  
Andrew Levy

**MIP**  
Fred Dumpson

## Boys JV Basketball

**Coach's Award**  
David Bluver  
Andrew Preston

## Boys JV2 Basketball

**Coach's Award**  
Daniel Marmor  
Thomas Zebrowski

## Girls Varsity Basketball

**Coach's Award**  
Deirdre O'Connor  
Michell Kornblau

**MVP**  
Lisa Vogeley

**All County**  
Lisa Vogeley

**All Conference**  
Michelle Kornblau

**All Division**  
Deirdre O'Connor  
Danielle Gil  
Jennifer Regan

**Scholar Athlete**  
Deirdre O'Connor

**MIP**  
Jennifer Regan

## Girls JV Basketball

**Coach's Award**  
Lauren Hanat  
Jacqueline Stricker

## Boys Varsity Bowling

**Coach's Award**  
Kevin Davies  
Aron Frey

**MVP**  
John Michael Kostallas

**MIP**  
Thomas Schweitzer

## Boys JV Bowling

**Coach's Award**  
Paul Miraglia

## Girls Varsity Bowling

**Coach's Award**  
Michelle Guidice

**MVP**  
Brynn Stepinowski

**MIP**  
Danielle Guidice

## Girls JV Bowling

**Coach's Award**  
Victoria Huestis

## Cheerleading

**MVP**  
Danielle Lipman

## Gymnastics

**Coach's Award**  
Alanna Bares  
Samantha Moskowitz

**All County Honorable Mention - Bars**  
Alanna Bares

**All County Honorable Mention - Beam**  
Samantha Moskowitz

**All County Honorable Mention - Floor**  
Samantha Moskowitz

**All Conference - Bars**  
Lindsay Blane  
Samantha Moskowitz

**All Conference - Beam**  
Lindsay Blane

**All Conference - Floor**  
Alanna Bares  
Lindsay Blane  
Wendy Kline

**All Conference - Vault**  
Alanna Bares  
Samantha Moskowitz

**MIP**  
Amanda Lincer

## Boys Winter Track

**Coach's Award**  
Paul Chang  
Eric Hirsch  
John Mosley

**MVP**  
R.J. Voelker

**MIP**  
James Schaefer

## Girls Winter Track

**Coach's Award**  
Jessica Chung

**MVP**  
Ariana Kolitsopoulos

**MIP**  
Arum Chun

## Varsity Wrestling

**Coach's Award**  
Robert Tartaro

**MVP**  
Fernando Navarro  
Roberto Perez

**All Conference**  
Chris Horvilleur  
Chris Kitley  
Fernando Navarro  
John Pakel  
Roberto Perez  
Anthony Platt  
Paul Stalnaker  
Robert Tartaro  
Lindsay Weinstein  
Spencer Weinstein

**MIP**  
Lindsay Weinstein

## JV Wrestling

**Coach's Award**  
Jose Mejia  
Gregory Michelson

## Boys Varsity Swimming

**Coach's Award**  
Hector Vargas

**MVP**  
Noor El-Tahawy

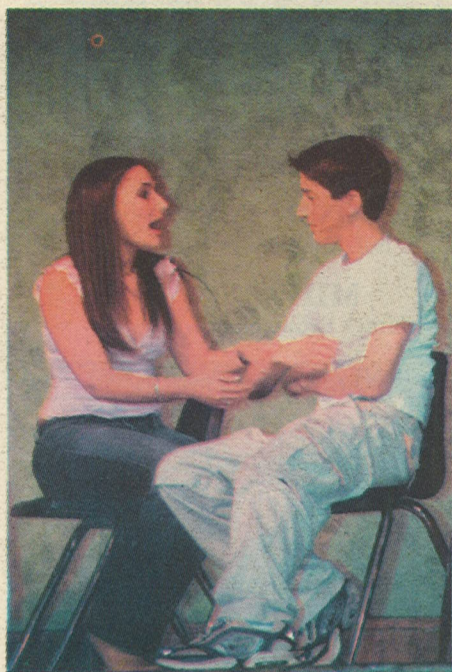
**MIP**  
Stuart Enscoe

## New York State Winter Scholar-Athlete Team Awards

Girls Basketball  
Boys Bowling  
Gymnastics  
Wrestling



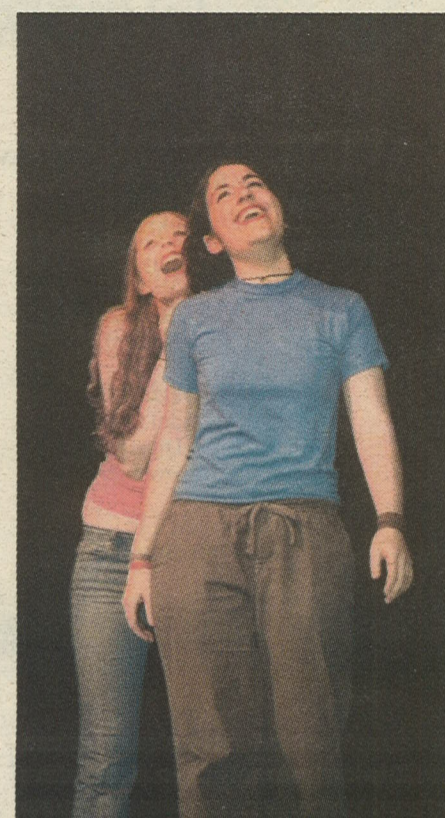
# Schreiber's third annual *Young Playwright's Festival* gives students a chance to write, direct, and act



Senior Michelle Rinke explains to freshman Mike Thompson why she is his best choice for a prom date in junior Andrew Malone's *The Judgement of Paris*.



Senior Diego Carvajal and freshman Laila Selim order their meal from freshman Sarah Pickering in junior Brad Tashman's *The Coalition is Against You*. In the play, Carvajal believes that there is a conspiracy in the government that is making everyone addicted to chocolate milk.



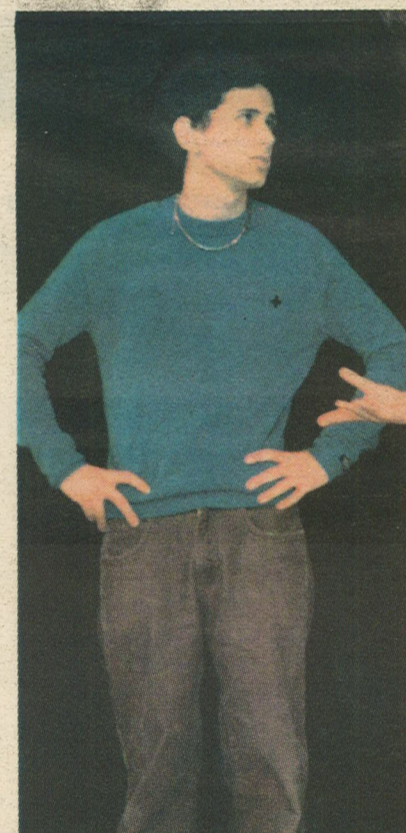
Freshman Elyssa Jakim and senior Gina Farinaccio dream of the perfect man in freshman Sarah Pickering's *Perfect for You*.



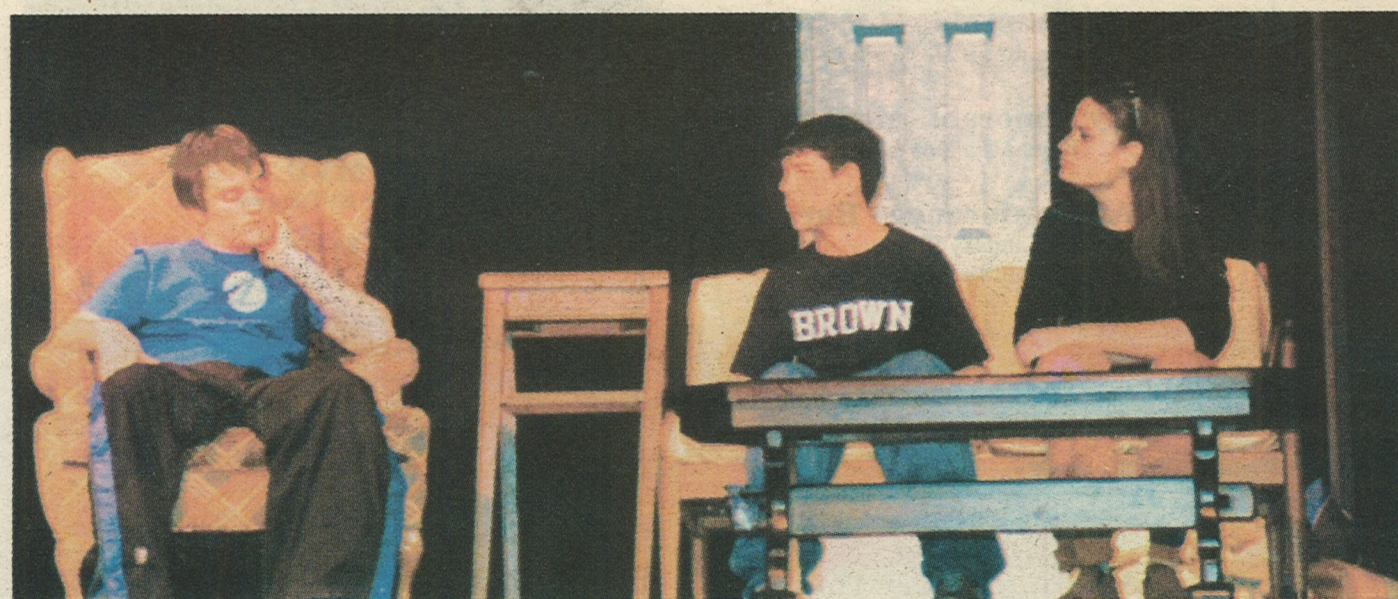
Sophomore Mea Geizhals gives senior Jaime Ormont sound advice in *The Judgement of Paris*. Ormont is contemplating how to approach her prospective prom date.



Juniors Jimmy Thompson and Anushka Peres discuss the play for which they are waiting to audition in Carvajal's *What You Already Knew*.



Freshman David Gelb stands tall and listens intently in Carvajal's *What You Already Knew*.



Senior Dylan Weinberger and juniors Nick Marmor and Amanda Otte talk about anything but college in senior Andrew Pariser's *Acceptance*.

See the A&E section for the Young Playwright's Festival review

All photos by Emily Gordon. Page layout by Mea Geizhals.