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The Schreiber Times

2003

Paul D. Schreiber High School Port Washington, New York Volume LIII No. 9
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Friday, May 23

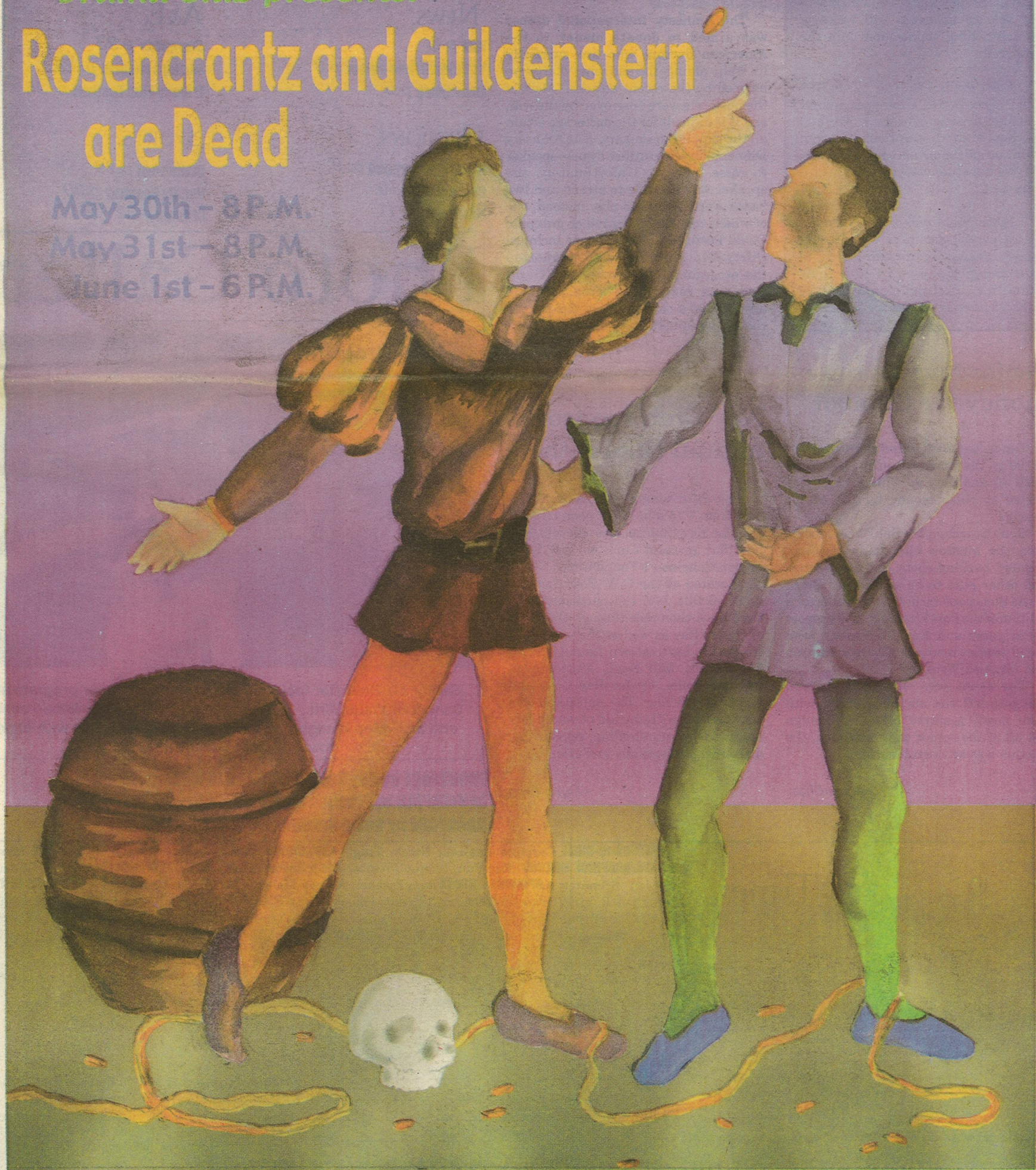
Drama Club presents:

Rosencrantz and Guildenstern are Dead

May 30th - 8 P.M.

May 31st - 8 P.M.

June 1st - 6 P.M.



Students vs. staff volleyball raises money for Lauri Strauss Foundation

BY Pamela Arnett
Staff Writer

The Leaders Club sponsored its first ever Schreiber students versus staff Benefit Volleyball Game on May 8. The game was intended to raise money for the Lauri Strauss Leukemia Foundation. Held in the Schreiber gym, physical education teacher Ms. Maria Giamanco and Assistant Principal Dr. Rita Albert hosted and organized the game to raise money for the foundation. The staff played the Schreiber students, along with some of the players from the boys and girls varsity volleyball teams, in a five game event.

Before the games began, the students playing that night were each asked to sell five tickets, each ticket costing \$5. During the first of the five games, the teachers played strong, beating the students 15-9. However, the students won the next three consecutive games. During the fifth game, the staff and students played only for fun, without keeping track of the score. Although the students won, both the students and staff played with high spirits and showed a great deal of sportsmanship.

With health teacher Ms. Pat Kosiba leading the "staff cheerleaders" and senior Timothy Keenan as the Viking Mascot, both teams were thrilled and pumped up to play. The announcers for the night



Christy Wurmstedt

The "staff cheerleaders," led by health teacher Ms. Pat Kosiba, encourage their fellow faculty members as they compete against the students. Also pictured is Timothy Keenan, serving as the Viking mascot and helping to create the school spirit.

were band teacher Mr. Mark Brenner and math teacher Mr. Mark Reynolds, along with nurse Ms. Cheryl Clifton as the score keeper and Ms. Kristina Shackel, the assistant girls varsity volleyball coach, as the referee.

After each of the five games, a raffle was drawn with prizes from local sponsors supporting the event. By the end of the night, over \$1500 was raised to go to the Strauss family. Although last year's benefit basketball game had a

better crowd turnout, the evening was nonetheless fun and exciting to watch. Sophomore Allison Rich commented, "The game was a lot of fun to watch, and it was also great that it raised money for such an important cause."

Overall, the reaction of the crowd throughout the event was full of laughter and excitement. The Strauss family also attended the event, and their faces were full of smiles by the end. According to Dr. Rita Albert, "The most rewarding feeling during the game was just to see how many people showed up to fight for such a great cause."

Junior Ritesh Chatterjee commented, "Not only was the event entertaining for all, but it gave one a sense of purpose and worth, knowing that the entire night's events were dedicated to such a worthy cause. I can only hope that Schreiber's staff and students will have this kind of opportunity for charity again. Schreiber's Student Council and Board of Education should glean from the large turnout that night that these types of events ought to occur more frequently."

Freshman Maya Silbert also remarked, "It was definitely fun to watch the teachers and students compete against each other for a worthy cause."

Student Outreach donates money from Talent Show to aid in heart surgery

BY Aapta Garg
Staff Writer

The Student Outreach held its first Teacher Talent Show to raise funds for the Gift of Life organization on February 7. The talent show was successful in raising over \$1,800 in funds towards Gift of Life, the purpose of which is to allow children from all across the world to fly to America to receive free heart surgery. The organization works with hospitals across the nation, including St. Francis Hospital here in Port Washington. Although doctors donate their time and effort to perform life-saving operations, the organization must spend approximately \$5,000 per child in order to provide transportation, post-operation care, and medication.

This year, in its first endeavor to donate money to the organization, the Student Outreach donated over \$200 in addition to the money raised from the talent show, making a total of \$2,000 given to the organization. The club plans to make the talent show an annual event and hopes to add more money to aid the organization.

Unfortunately, this year, Dr. Lubchuck, a local heart surgeon with whom the club was working, was unable to make the scheduled appearance to accept the club's donation on May 9. Student Outreach was, however, fortunate enough to have three members of the organization come visit the school. Junior treasurer Emilia Salaman commented, "We are all very proud we were able to help other children because we can and have made a difference."



Christy Wurmstedt

The Student Outreach club donates a \$2000 check to a representative of the Gift of Life to aid in a heart transplant.

Burden and Levine are top rankers in ISEF research competition

BY Daniella Malekan and Jen Schmirer
Staff Writer and Assistant News Editor

Senior math researcher Jarryd Levine won first place and Best in Category, and senior science researcher Erica Burden won third place at the International Science and Engineering Fair (ISEF) in Cleveland, Ohio, during the week of May 12. They were invited to the competition after placing at the Long Island Science and Engineering Fair in March.

For Levine's research "Identifying Bacterial Genes via Neural Networks," he was awarded \$5000 plus a \$4000 computer for his choice for winning "Best of Category" in the category of Microbiology. He also received an additional \$3000 for first place in his category. Levine commented, "It was really great to be at a competition where I had the opportunity to showcase my project against other international projects. There was some really great research that proved to be tough competition."

Burden won third place in Environmental Science and received \$1000 for her project. Her research was entitled "The Effects of Pubertal Exposure to Estradiol on Epididymal Sperm Counts:

Difference in Genetic Sensitivity to Endocrine Disruption." Burden remarked, "It was exciting to see projects from all over the world. I even met someone from South Africa! I was really excited with the results of the competition."

Seventeen hundred students, from fifty different countries participated at the event and almost every state in the U.S. was represented. At the fair, judges looked at the students' poster boards and listened to students give their presentations. The judges then asked participants questions about their research.

Math research teacher Dr. Fritz Cayemite commented, "ISEF was a meeting of the brightest students of all of the world, presenting their work to a group of scientists and university professors while having a

good time."

Science research teacher Ms. Phyllis Serfaty also commented, "We are very proud of Erica and Jarryd and hope that they will continue to excel in science and math. This was a very successful year in many aspects."



Courtesy of Erica Burden

Seniors Erica Burden and Jarryd Levine (far right) pose with fellow Long Island ISEF participants in Cleveland.

Shakespeare Day

The day's events...

Period 1

Dance and Literature class under the direction of Ms. Joann Miles and Ms. Bonnie Hennessy perform a dance based on *Kiss Me Kate/The Taming of the Shrew* featuring seniors Jen Chermak, Jen Irving, Natalie Nehorai, Zach Paciello, Lisette Pena, and Robin Sussman; juniors Johanna Aguirre, Gina DeStefano, and Jackie McManus and sophomore Liz Romero.

Mr. David Hinchliffe reads the "Seven Ages of Man" speech from *As You Like It* accompanied by Mr. Anthony Pinelli on bass.

Mr. Hinchliffe and Mr. Fred Buchman perform Act III Scene ii of *The Comedy of Errors*.

Dr. Geoffrey Gordon, Mr. Edward Sallie, Ms. Mary Callahan, Ms. Emma Fraser Pendleton, and Mr. William Nimmo perform the funeral oration from *Julius Caesar*.

Senior Jen Tsai sings "So In Love" and "Why Can't You Behave?" from *Kiss Me Kate*.

Period 2

Dance and Literature class perform a dance based on *Kiss Me Kate/The Taming of the Shrew*.

Mr. John Broza and Ms. Meghan Harding perform a scene from *Julius Caesar*.

Ms. Cherie Delio and Ms. Jeannine Montusi perform the "English lesson" from *Henry V*.

Mr. Tim Dolan recites the "St. Crispin's Day" speech from *Henry V*.

Mr. Broza and junior Andrew Malone sing "The Agincourt Song" after Henry V's victory at Agincourt.

Period 3

Senior Evan Jay and junior Brad Tashman sing "Brush Up Your Shakespeare" from *Kiss Me Kate*.

Students from the Daly PEP Program perform "Let's Shake Up Shakespeare" and "The Tempest" (a.k.a. Gilligan's and Survivor Island).

Ms. Kate Herz and Ms. Merry White engage in some girl talk about ludicrous suitors in a scene from *The Merchant of Venice* Act I Scene ii.

Dr. Louise Lindemann and Mr. Broza perform an excerpt from Act IV Scene i of *Much Ado About Nothing*.

Period 4-1

An English tea with Ms. Sally Reinhardt and her students.

Period 4-2

Ms. Janet Evans and Ms. Jen Sacha perform an excerpt from *As You Like It*.

Art Department "Witches," Ms. Terri Hall and Ms. Joy Jaworski, assisted by senior Chris Miano, and joined by Ms. Kris Murphy as Macbeth and Ms. Katie Sorensen as the three apparitions perform the cauldron scene from *Macbeth*.

The Banta Players featuring Dr. Frank Banta as King Lear, Dr. Rita Albert as Goneril, Mr. Carmine Matina as the King of France, Mr. Bradley Fitzgerald as the Duke of Burgundy, Mr. Robert Bracken as Kent, Ms. Phyllis Serfaty as Regan, and Ms. Renee McClean as Cordelia perform Act I Scene i of *King Lear*.

Ms. Judith Schutzman, Ms. Pat Johnson, Mr. Dolan, Mr. Alan Gewirtzman, and sophomores Evan Brown and Allison Novotny perform Act III Scene iv of *Twelfth Night*.

Period 5

Ms. Trish Burr and Ms. Amy Prochaska perform an excerpt from Act I Scene v of *Twelfth Night*.

Seniors Katie Hartman and Rebecca Schroeder perform Act II, scene iii from *Romeo and Juliet* and junior Nick Buglisi recites a monologue from a Shakespearean comedy.

Mr. Jeremy Klaff and Mr. Petro Macrigiane perform the "Malvolio the Madman" comic scene from *Twelfth Night*.

The Isosceles Triangle Players, Mr. Joseph Pichkur as Othello, Ms. Valerie Siener as Desdemona, Mr. Mark Reynolds as Cassio, Mr. Joseph Lederer as Iago, and Ms. Beth Carstens as Emilia, perform "The Handkerchief Scene" from *Othello*.

Members of the orchestra perform Moret's "Rondeau," Purcell's "Trumpet Voluntary," and Handel's "Queen of Sheba."

Period 6

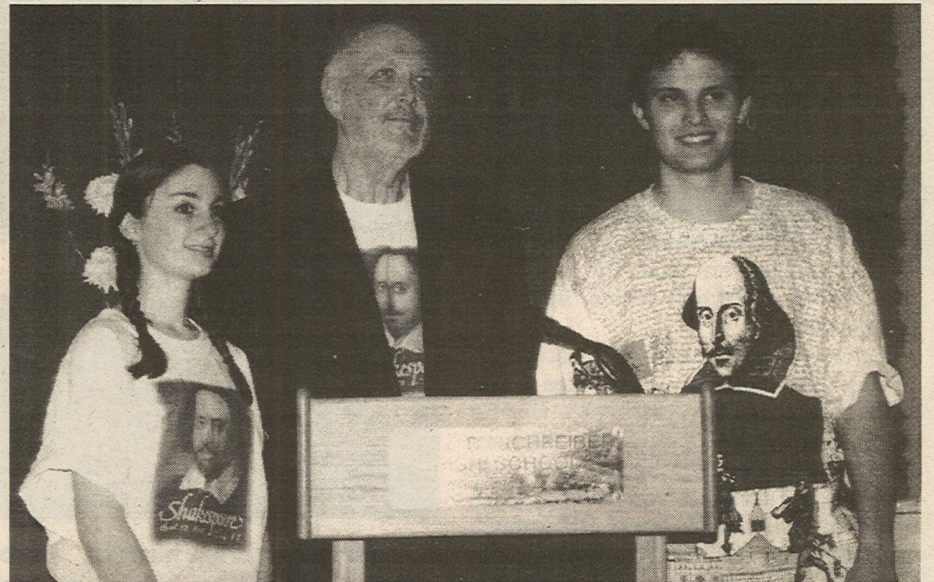
Tsai sings "The Willow Song" from *Othello* and "Why Can't You Behave" from *Kiss Me Kate*.

Winners of the Mask Contest receive their prizes and display their creativity.

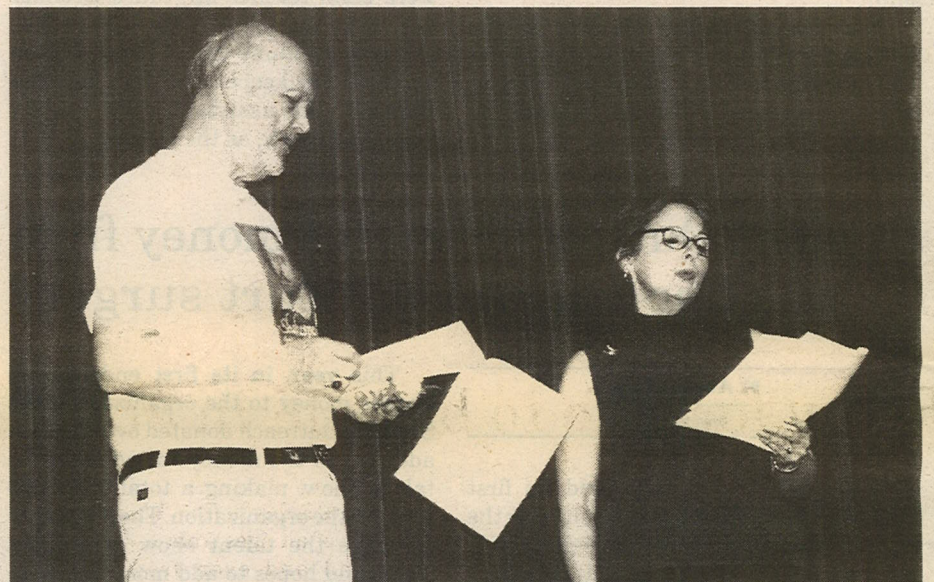
Winners of the Sonnet Contest read their work and receive their prizes.

Mr. Jim Jones as Richard, Duke of Gloucester, and Ms. Christine Nelson as Lady Anne Neville perform "The Wooing Scene" (Act I Scene i) from *Richard III*.

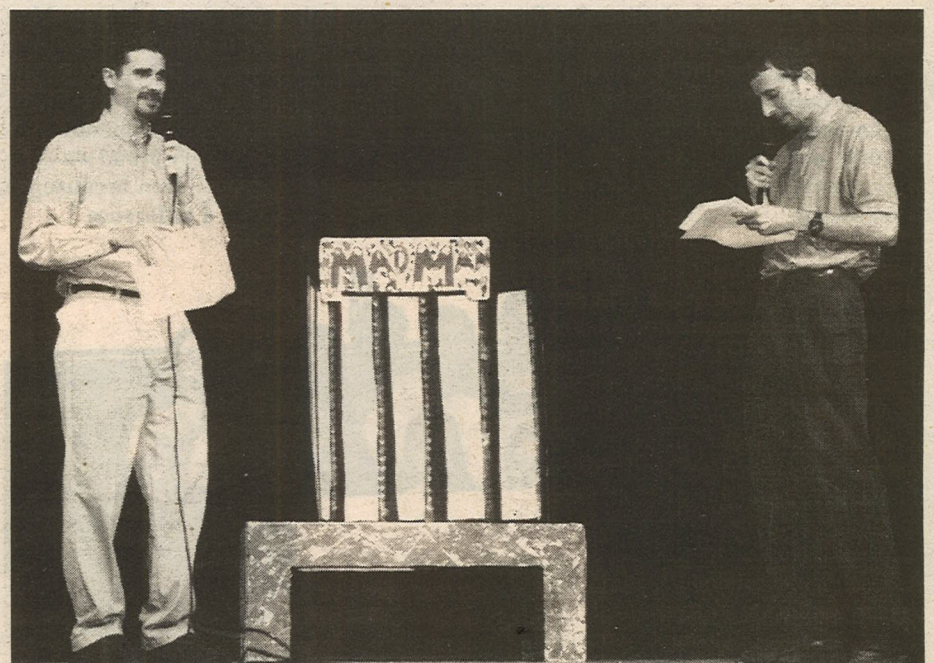
Junior Michelle Mancini and sophomores Mea Geizhals and John Merker perform a Reduced Shakespeare version of *Romeo and Juliet*.



Junior Rachel Brandstadter, Shakespeare Day coordinator Mr. John Broza, and junior Brad Tashman, decked out in William Shakespeare apparel, are all smiles after a successful day.



Mr. John Broza joins foreign language teacher Dr. Louise Lindemann as they perform an excerpt from Act IV Scene i of Shakespeare's comedy, *Much Ado About Nothing*.



Mr. Petro Macrigiane and Mr. Jeremy Klaff represent the Social Studies department in their rendition of a scene from Shakespeare's tragedy, *Macbeth*. The two, playing Malvolio and the Madman, respectively, use a cardboard cut out of a jail as scenery. During their presentation, they recited lines from Abbott and Costello and other comic relief artists of the twentieth century.

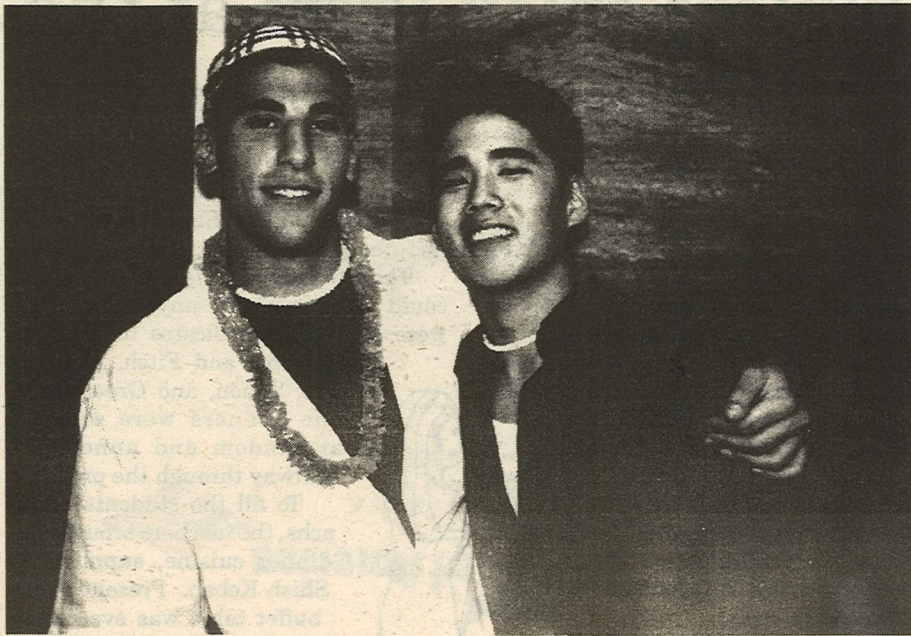
Spring Luau Dance is festive despite chilly weather conditions

BY Leigh Cooper
Staff Writer

The Student Council raised \$1100 at the second annual Spring Luau Dance on May 16. Tickets bought in advance were \$5, and tickets at the door were \$7. For each donation made by a student, the student would get a raffle ticket and a chance to win a gift certificate, either for Gino's Pizza or Blockbuster Video. Doors opened at 7:30 p.m., and by the closing of 8:30 p.m. the dancing had already begun. The dance ended at 10 p.m. All grades were invited to attend the Luau. Prior to the dance, Student

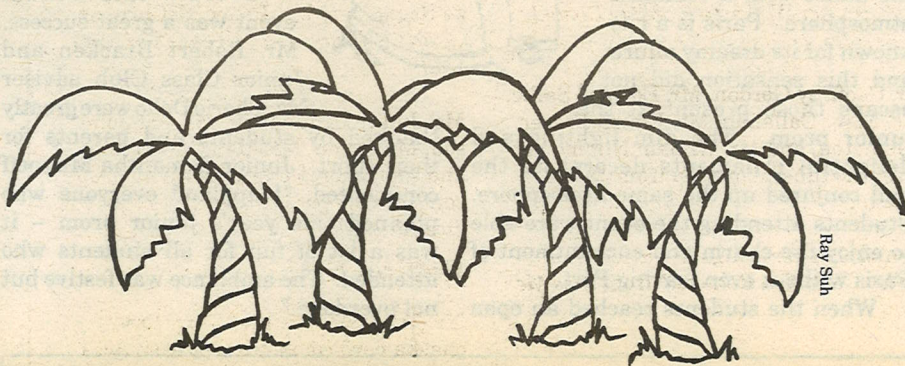
Council executive officer, senior Nicole Cohen stated, "This dance was very popular last year, so we expect it to be an even bigger success this year!"

Only a little while after the doors opened, the cafeteria was packed with dancing students. DJ Sergui from Club Exit played music all through the night. Dressing in Luau attire was optional, yet grass skirts and Hawaiian style shirts were a popular choice of clothing. leis were given out to everyone who attended. Decorations consisted of palm trees, banners, and colorful balloons. Freshman Dana Silbert commented, "The Luau was really cool; the Student Council did a great job and everyone had fun."



Hunter Zapnick

Top: Seniors Mike Cetta and Dan Pak enjoy their last Spring Luau Dance. Left: Seniors executive officer Nicole Cohen, Alison Logrieco, and executive officer Sarah Farhadian come dressed in luau attire to spice up the mood.



Ray Suh

Relay for Life to be held in June

BY Maiko Kume
Staff Writer

Members of the Port Washington community will participate in the second annual American Cancer Society's (ACS) Relay for Life, organized by Schreiber, from 7 p.m. to 7 a.m., June 21-22. Participating members will take turns walking the track to raise money from supporters for the ACS.

The Relay for Life, which now occurs in more than 3,800 communities and internationally as well, began with colorectal surgeon Dr. Gordy Klatt's twenty-four hour run around a track in Tacoma, Washington, an endeavor that raised \$27,000 for the ACS and developed into the ACS' most successful fundraising event. Since 1985, more than 500 million dollars have been raised. This relay serves as an opportunity for cancer survivors, current cancer patients, and families affected by cancer to connect and to commemorate loved ones lost to cancer. It is also the aim of Relay to decrease cancer deaths by increasing awareness. In the United States, cancer is the second leading cause of death, causing an estimated one-fourth

of all deaths. Last year's Relay in Port Washington drew people of all ages from throughout Long Island and even from out of state. Participants raised approximately \$80,000. At the event, teams of between five and fifteen will camp out on the track overnight, committing at least one member of the team to walk the track during the twelve hours. This overnight, continuous walk symbolizes the "spirit and resolve of cancer patients who fight this disease day and night." The event commences with a Survivors' Lap to celebrate their victory over cancer. A Luminary Ceremony will also be held, in which bags containing candles, dedicated to past and present cancer patients, are lit up. This year's goal is to raise over \$100,000 for the ACS.

Last year participant junior Anne Bollerman commented, "It's a great time for the community to come and work together to fight for a good cause. Last year was a huge success, and you leave the event feeling accomplished and happy. I encourage everyone to participate, it's definitely worth it."



www.fayettcountymtrelayforlife.com

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Juniors enjoy Prom at the Polish American Hall

BY Sarah Catanzaro
Assistant Opinions Editor

Schreiber juniors and their dates congregated at the Polish American Hall for the Junior Prom on May 3. This event ran from 8 p.m. to midnight and was organized by the Junior Class Club. As the evening began, students lined up under the golden arch of balloons. Upon entering the building, students were instructed to yield their bags for inspection or place their belongings under the supervision of the chaperones.

Arriving inside the hall, students were greeted by the Parisian-inspired décor. The theme of the night, "Un soir en Paris" (translated "A Night in Paris"), provided the dance with a romantic atmosphere. Paris is a city known for its dreamy allure, and this sensation did not escape those present at the junior prom. The dim lighting and delightful ornaments decorating the hall conjured up the same atmosphere. Students attending the event were able to enjoy the charm and enchantment of Paris without even leaving Port.

When the students reached an open

table, they encountered a silver disposable camera on each seat. A professional photographer also offered to take free pictures of couples.

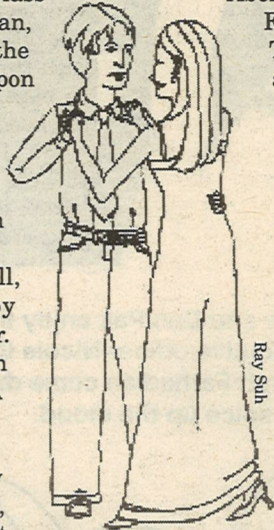
There were four raffles which students could enter without any cost. They were \$150 gift certificates to Sephora, Abercrombie and Fitch, Athlete's Foot, Simon, and Greenhouse. The winners were selected at random and announced halfway through the prom.

To fill the students' stomachs, the teachers brought out dinner cuisine, supplied by Shish Kebab. Present at the buffet table was everything from savory chicken to fresh Greek salad.

Throughout the night, students danced away to the music played by the DJs.

Overall, this annual event was a great success. Mr. Robert Bracken and Junior Class Club adviser Ms. Cherie Delio were greatly

thanked by students and parents for their effort. Junior Samantha Mirzoeff commented, "I applaud everyone who planned this year's junior prom - it was a lot of fun for all students who attended. The ambiance was festive but not overdone."



Foreign Language Honor Society inducts new members

BY Ritesh Chatterjee
Features Editor

Schreiber's top foreign language students were inducted into the Foreign Language Honor Society on May 21. This annual ceremony welcomes new members who were chosen by maintaining a cumulative 4.0 grade point average for three semesters in a foreign language class and keeping a cumulative 3.0 grade point average in all classes.

Membership in the organization requires attending weekly meetings

as well as participating in the Foreign Language Department's tutoring program to assist younger students. In addition, students in the Honor Society have an obligation to help prepare for foreign language festivals, such as the Mardi Gras Carnivale and Saturnalia.

Foreign Language Honor Society adviser Mr. John Placella commented on the inductees. He said, "They are the top language students in the school, and having them involved helps a lot."

The 2003 Inductees...

Julie Ahn	Kelly Halpern	Daniella Malekan	Rebecca Sander
Kevin Bain	Lauren Hanat	Kathryn Mancher	Victor Schaefer
Gregory Berry	Christopher Havasy	Denise Mancilla	Aileen Schefer
Spencer Bloom	Shira Helft	Julie Marcellus	Carmiel Schickler
Arielle Buss	Edward Heppt	Alyson Marks	Brandon Schneider
Arum Chun	Jeremy Hirschhorn	Daniel Marmor	Aaron Sidford
Jordana Cohen	Stephanie Holzer	Samantha Marten	Adam Silbert
Leigh Cooper	Christine Imperatore	John Marx	Maya Silbert
Kevin Davies	Elyssa Jakim	Jenna Milillo	Sarah Silvergleid
Adam Davis	Ali Karjoo-Ravary	Karen Mittler	Matthew Silverstein
Melissa Desiervo	Daniel Kenger	Gabriela Monsanto	Gina Solomita
Alexandra Duschl	Julie Kim	Theodore Nobel	Emily Sorg
Midori Egashira	Hye Jin Kim	Marina Pedisich	Claire Talcott
Valerie Faure	Dong Min Koh	Sarah Pickering	Crystal Wei
Genna Frappaolo	Sophia Kroft	Kathryn Podobinski	Sarah Weiss
Brett Friedman	Matthew Lazar	James Pyo	Nicholas Werle
Arlene Gokberk	Jesse Lazarovic	Lisa Qiu	Zubin Zaveri
David Golub	Tiffany Ledner	Rebecca Rafe	
Andrew Gross	Danielle Liss	Alison Rich	
Megan Hallissy	Jacob Litke	Morgan Salton	

Schreiber Latin students receive awards at Certamen

BY Melissa Livingston
Staff Writer

Selected Schreiber and Weber Latin students received plaques at the annual Certamen at Stony Brook University on April 14. These students were divided into four teams consisting of four members each. Together, they answered questions about various subjects focusing on derivatives, Roman culture, mythology, geography, and Latin language and grammar.

Certamen, a college-bowl type contest, hosts teams from Nassau and Suffolk County that compete against each other. Each of Schreiber's four participating teams received a winning plaque for excellence in their division.

The Advanced Latin Team, consisting of juniors Marla Diakow, Jane Forman, Samantha Mirzoeff and Rachel Wilke, took first place. The Latin 3

Team, with sophomores Jessica Becker, Danielle Bourget, Sarah Catanzaro, and Peter Gil, also took first place. The Latin 2 Team, including freshmen Sarah Pickering, Marisa Puglisi, Laila Selim, and Nick Werle, was Schreiber's third team taking first place. A second Latin 2 Team, with freshmen Greg Berry, Spencer Bloom, Jake Litke, and Carmi Schickler, placed third.

In addition, two teams from Weber Middle School also participated in Certamen at Level One. Eighth graders Erin Betsch, Emlyn Diakow, Filiz Kipcakli, and Lisa Schechner took third place.

Latin teacher Ms. Ruth Haukeland commented, "More than once I heard the comment to watch out for Schreiber students. They sure were right today!" Mirzoeff also remarked, "I think that we were well prepared, and I am very proud of the Schreiber teams."



(l-r) (t-b) Juniors Marla Diakow, Jane Forman, Samantha Mirzoeff, Rachel Wilke were awarded first place in the advanced Latin Team.

Students earn medals on National Latin Exam

BY Melissa Livingston
Staff Writer

Fifty-eight Schreiber Latin students won letters and awards of recognition at the 2003 National Latin Exam that took place on March 14.

The exam was sponsored by the American Classical League and was given at five levels to 127,000 Latin students from fifty states and nine foreign countries. Twenty-one participating Latin students received gold and silver medals at the five different levels from Schreiber. Two students received perfect papers.

Senior Andrew Pariser was a Level 5 gold medalist. Level 4 gold medalists include juniors Andrew Malone and

Samantha Mirzoeff, and silver medalists include juniors Marla Diakow and Sheira Schiff. Level 3 gold medalists include sophomores Jessica Becker, who had a perfect paper, and Sarah Catanzaro; silver medalists include junior Daniel Morgenroth and sophomores Dan Febrer, Peter Gil, Anoushe Jamshidi, Sarah Logrieco and Paul Winters. Level 2 gold medalists included freshmen Sarah Pickering, Carmi Schickler and Nicholas Werle, who also had a perfect paper. Level 2 silver medalists included freshmen Greg Barry, Jake Litke, John Meade, James Pyo and Travis Swain.

Morgenroth commented, "We did really well this year. I'm really excited that I received a medal!"



(t-b) (l-r) Juniors Sheira Schiff and Andy Malone; freshman Sarah Pickering; sophomores Peter Gil, Paul Winter, and Anoushe Jamshidi; and junior Marla Diakow; sophomore Sarah Catanzaro, freshman Marissa Puglisi, junior Rachel Wilke, freshman Nicholas Werle, and junior Samantha Mirzoeff. This group received awards for the National Latin Exam.

Ninety-eight students are inducted into National Honor Society

BY Ellen Simon
Staff Writer

Ninety-eight students from the junior class were inducted into the National Honor Society (NHS) on April 14. All juniors who sought to join NHS were required to have at least a 3.75 GPA in the first semester of their junior year, and to fill out a seven page application that asks applicants to list their extracurricular activities, including services provided to the community. After NHS advisor Dr. Mark Rothman reviews the applications, those who meet the requirements are inducted. Once members are inaugurated into NHS, their duties include attending a monthly meeting, helping to plan Black History Month, and volunteering to tutor students from elementary, middle, and high schools. Students are only paid for their tutoring services if they provide them during non-school hours, such as after school

or over the weekend.

Officers of NHS are required to meet with Dr. Rothman once a week. The current officers are seniors Nicole Tingir as President, Elizabeth Flamm as Vice President, Gina Farinaccio as Secretary, and Sharon Weinberg as Treasurer. The newly elected officers for the upcoming year are juniors Jane Foreman as President, Rachel Brandstadter as Vice President, Marla Diakow as Secretary and Andrew Malone as Treasurer.

At this year's induction ceremony, Superintendent of Schools Dr. Geoffrey Gordon read opening remarks, and Principal Dr. Frank Banta gave a welcome speech. After Dr. Rothman's introduction, each of the current officers gave speeches on the different values upon which NHS began, including leadership, service, scholarship and character. Following these speeches, Assistant Principal Mr. Robert Bracken read the list of inductees as Dr. Gordon awarded the certificates.

The 2003-2004 inductees are:

Dara Bain	Ashley Gamell	Andreas Leptourgos	Sheira Schiff
Adrienne Barasch	Aapta Garg	Matthew Levering	Jennifer Schmirer
Alanna Bares	Danielle Gil	David Lindenbaum	Thomas Schweitzer
Joshua Bloom	Melissa Glasser	Melissa Livingston	Kenneth Seligson
Kevin Boroumand	Mara Gottlieb	Jessica Lovens	Soo Min Shon
Rachel Brandstadter	Robert Grogan	Melanie Maiman	Aaron Sidford
Adam Carron	Shane Hafer	Andrew Malone	Jolie Signorile
Ritesh Chatterjee	Kelly Halpern	Michelle Mancini	David Silverstein
Bryan Chen	Ryan Hare	Nicholas Marmor	Emily Silverstein
Christine Choe	Saad Hassan	Roy Miler	Jordan Sinclair
Jessica Chung	Jacqueline Hehir	Jenna Milillo	Alex Smith
Chiara Condi	Gregory Hiller	Samantha Mirzoeff	Shana Stoddard
Sanoma Contractor	Jeremy Hirschhorn	Brian Moran	Jeffery Stricker
Alexandra Corteselli	Stephanie Holzer	Daniel Morgenroth	Bin (Vincent) Suh
Kevin Davies	Sung Jun Jin	Uri Nazryan	Ray Suh
Adam Davis	Dong Hyun Kim	Amanda Otte	Stephanie Tardone
Marla Diakow	Hye Jin Kim	Vikram Raja	Bradley Tashman
Midori Egashira	Philippa Kohn	Phyllis Record	Jonathan Teplitsky
Lauren Elicks	Tiffany Koo	Jennifer Regan	Nikki Ursprung
Joshua Farhadian	Michelle Kornblau	Hannah Reinhard	Crystal Wei
Jane Forman	Maiko Kume	Jessica Rich	Lindsay Weinstein
Joseph Fradelakis	Kimberly Lee	Zoe Rosenberg	Rachel Wilke
Genna Frappalo	Soung Yoon Lee	Jonathan Rothschild	Jaclyn Zaccherio
		Arian Rustemi	Nicole Zdrojeski
		Victor Schaefer	Megan Zebroski

President of the New England Sled Dog Club visits with huskies

BY Matt Brod
News Editor

Mr. Vincent Buoniello, the president of the New England Sled Dog Club, came to the Schreiber track with his Siberian Husky sled dog team on April 29. During Mr. Buoniello's visit, which was organized by librarian Ms. Mary Seligman and by Ms. Evelyn Schonbrun's Core Curriculum class, he taught both Schreiber and Weber students about his dog sled for two hours.

Ms. Schonbrun's Core Curriculum class has been researching the Alaskan Iditarod, a gigantic dogsled race across the wilderness of Alaska, in the library. After further investigation, the class learned that Mr. Buoniello, a real life musher who competes in the New England area, lives in Long Island. The class arranged for Mr. Buoniello to come to Schreiber with his dogs free of charge.

Mr. Buoniello delineated and

explained the intricacies and technical aspects of his sled to the students. As teachers and students asked questions, Mr. Buoniello imitated how he would perform various tasks while traveling with his dogs. He discussed the drag brake (used to slow down the sled), the snow hook (used as an anchor), and the dog bag (used to secure injured dogs during competitions). To make the event even more entertaining, Mr. Buoniello took his dog sled on wheels around the track three times, calling commands to his dogs, while students and teachers watched from the bleachers.

Mr. Buoniello told students and teachers that he has been racing his sled dog team for forty years. Although he does not compete in the Alaskan Iditarod, he does frequently participate in eight-mile "sprint race" competitions.

Ms. Schonbrun commented, "It was a wonderful event for everybody. There is nothing like a real life experience for learning."



Courtesy of Ms. Evelyn Schonbrun

Ms. Evelyn Schonbrun's class learns about the Alaskan Huskies on the track.

Schreiber is invited to the Children's Memorial Holocaust Garden



Courtesy of Ms. Joan Lisecki

(l-r) (t-b) Ms. Bonnie Hennessy; juniors Andrew Malone and Lauren Elicks; Mr. Phil Glover, Ms. Eileen Mills; juniors Stephanie Holzer, Anushka Peres, and Alexandra Corteselli were invited to attend the Holocaust Memorial Garden in memory of the children that were killed during the Holocaust. Schreiber received a special invitation as a result of raising more money for the Million Penny's Project than any other school on Long Island. Not pictured is Ms. Anne Pellett.

Students display work in art show

BY Jessica Becker
Business Manager

A total of \$512 was raised at the first junior AP Studio Art show at the library from 7 to 9 p.m.

on May 9. Art show

patrons strolled the main section of the library, viewing the assortment of oil paintings, acrylics, design pieces, photographs, and sculptures. With recorded piano music playing in the background, a complete atmosphere was created.

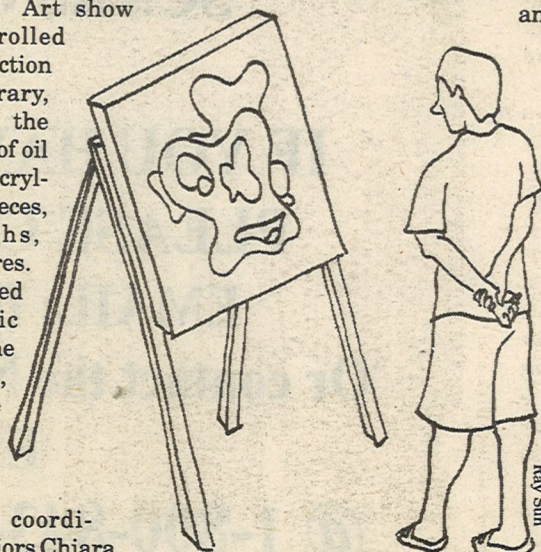
Largely coordinated by juniors Chiara Condi and David Silverstein, both in the AP art program, the art show was developed through meetings with the juniors, art teachers, and Principal Dr. Frank Banta.

Silverstein commented, "If band and orchestra can have concerts to show their efforts in class, AP art students should have an art show to do the same." Condi furthered this point, saying, "It's a great chance for parents to see what great artwork their children

and other students worked on for many months."

Proceeds from the art show will go to the North Shore Child and Family Guidance organization. Tickets were five dollars per person, and student participants were admitted for free. Condi summed up the senti-

ments of the art teachers and students when she said, "We hope that this will be a continuing tradition."



Ray Suh

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Point/Counterpoint

Cramming: art form or death wish?

BY **Hillary Wool**
Assistant Features Editor

Test countdown: seven days until test — read through notes; six days — read corresponding textbook chapter; five days — make study guide; four days — make note cards; three days — study session with classmates; two days — do practice questions; day before — go over textbook, notes, and note cards again. I'm sure this routine sounds quite familiar, since that is what you do to prepare for every test...right? This is probably closer to the ideal test preparation that every high school teacher advocates. But is it really the best way, or the most pragmatic way to study for an upcoming exam?

A routine that may seem a bit more familiar is the night-before-exam-caffeine-induced-cram-a-thon, in which a student compresses textbook reading, note card-making, and practice questions into one block of hard-core studying. The most effective way to cram is to make sure that all other work is done prior to the cramming, so you may devote a constant stream of brain power to this art form, and thus maximize learning. Finally, one should work in a comfortable spot without distractions. This is the art of cramming.

You might be thinking, "Why should I go through the agony of cramming

best fits into the busy schedules of Schreiber students.

An upcoming test provides the most significant incentive to efficient cramming. If a student studies the night before an exam, it is likely that he or she will work more productively than he or she would work a week before the exam. The reality of testing is that a next day test provides motivation. Additionally, cramming for tests leaves all of the knowledge fresh in one's mind. This intensified approach to studying provides some students with better information recollection during exams. Sophomore Mea Geizhals explains, "Some students find it easier to do everything all at once—and get it done in one shot."

Cramming, like riding a bicycle or swimming, is a skill that one must often learn. I encourage students to work on improving their cramming skills, whether they plan to cram for every test, or just in emergency situations. As students move up through the grades, they will find their schedules getting tighter and tighter. Therefore, efficient, intensified studying is an invaluable skill.

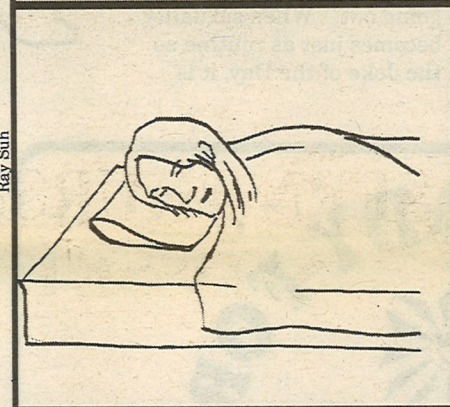
I encourage students and teachers to reconsider cramming. This practice is not always the lazy-student approach to test preparation. Rather, it has evolved into an alternative studying method for busy students to fit into their schedules. When one crams, he or

BY **Jessica Becker**
Business Manager

"Slow and steady wins the race." Many of us consider this phrase to be a terrible, vomit-inducing cliché. But if we consider the facts, we see that good old Aesop had something going there. As much as we might want to deny it, slow, gradual work is the only effective

negative impact on the marks you receive on tests and papers, especially long-term exams like midterms and finals. It is a proven fact that memory retention increases when information is learned in small increments, as opposed to one all-or-nothing shot. One particular study conducted at the Georgia Institute of Technology yielded a pertinent finding. The subjects of the study learned information on which

Night before the test...



way to properly prepare for tests, write papers, and, ultimately, learn. Even better, with some simple planning you could eliminate all those working-till-dawn marathons and actually get the sleep you so desperately need. You'll realize that your years of high school

they were subsequently tested. In some cases, the scientists carried out an "interfering processing activity." The brief lapse of focus on the initial topic caused a major decrease in the amount of material retained for the subsequent test.

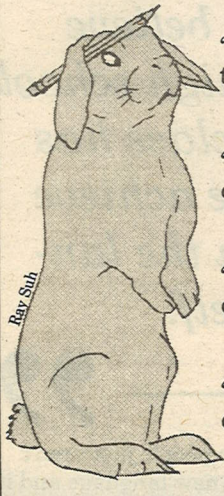
Yet another problem with the cramming process is that procrastination and cramming keep you up at night and hold you hostage until you've at least looked at your notes and done some preparation. Constant fatigue and an inability to stay awake are effects of compressed studying that takes place all at one time. This fatigue is another reason why scores go down when people cram. And let's face it girls; those dark bags under our eyes, which scream "NO SLEEP" are in no way attractive.

"You better cool it off before you burn it out/You got so much to do and only/So many hours in a day."

These words, from Billy Joel's song "Vienna," sum up the main argument against cramming.

Too much work in a short period of time will wear you out and anger you on many different levels. Most importantly, cramming prevents you from actually retaining the information over extended periods of time.

Schreiber Speaks Studies



"You learn more if you study each day so that by the time you take the test, you'll know everything."
-Chanel Williams, senior

"I do most of my studying a day or two before the test, but it all depends on my schedule."
-Farrin Jay, sophomore

"I study day-by-day because if I study the night before it feels like a desperate attempt to learn it all."
-Andy Malone, junior

"I'd do most of my studying a day or two before the test, but it all depends on my schedule."
-Philip Fleisher, freshman

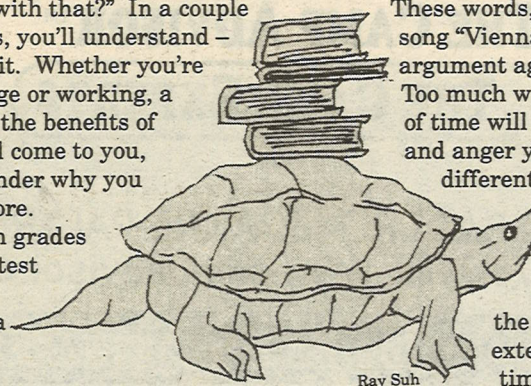
when I could calmly prepare, a little every day a week before the test?" Many students have filled every moment of their free time tutoring ten-year olds, taking music lessons, playing sports, or working at a nearby store. If this is what your schedule looks like, "a little every day a week before the test" is an unfeasible amount of time. Cramming is often the study tactic that

she is inherently productive due to the close proximity of the test date, and the information is likely to be retained long enough to do well on the test. By focusing on one subject area for a prolonged period, the maximum amount of knowledge can be learned, and "drilled in." Cramming is more than a practice; it's an art — one that's not to be underestimated.

were not spent in vain — you actually learned something! This can open doors, expand horizons, and send you on that magic carpet ride into your future...

The typical high school student crams constantly. Studying expansive amounts of material at the last minute is almost a way of life. This is not good. Cramming, in essence, is saying, "I don't care about this information, just about the grades that I get. I'm not studying to become an educated person, but to get into college." Some may read the previous statement and ask, "What's wrong with that?" In a couple of years, you'll understand — just wait. Whether you're in college or working, a realization of the benefits of education will come to you, and you'll wonder why you didn't care more.

Even when grades are your greatest concern, cramming is a bad choice. It has a



Covering up the Schreiber student body

Students defend the newly implemented school dress code

BY Julia Bernstein and Jessica Becker
Features Editor and Business Manager

The only things we want to see while walking down the halls of Schreiber are those plastic flip-flops one can purchase at J. Crew or Old Navy. While we see nothing wrong with these brightly hued creations for the feet, we do have a problem with satin strings peeping out inches above the waistband of a girl's jeans. Similarly, visible bra straps which add a strip-club flavor to the season's latest barely-there tanks also offend our sensibilities. Being sexy is great, but we're not convinced that school is the place to show off the latest lingerie from Victoria's Secret.

“
Ms. Spears does not have to focus on calculus while executing dance moves...”

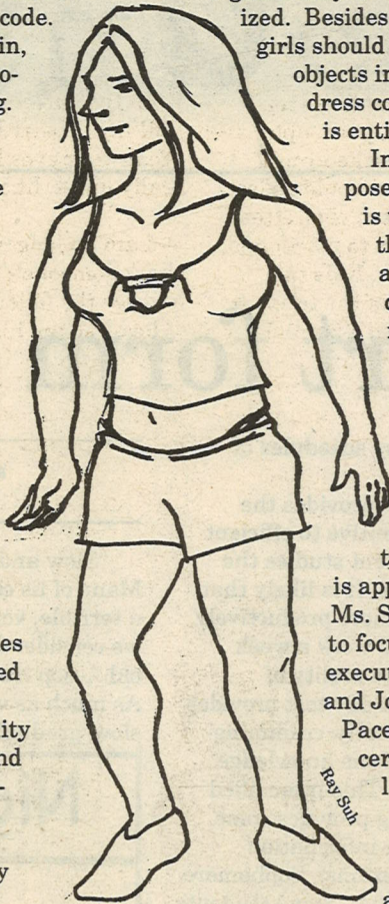
Thus, in order to prevent the halls of Schreiber from turning into a runway, complete with Giselle and PETA pro-

testers, our friendly administration has instituted a dress code. This code forbids excess skin, excess lingerie, and inappropriate language on clothing. At times this policy might seem draconian, but we firmly believe that we have a dress code for a reason. The line between what is and is not appropriate for the classroom is often blurry, and thus a dress code is necessary to make that line clear for a number of reasons.

The multitude of celebrity images in the media sends mixed messages about female beauty. We see skimpy clothing so often in television programs, movies, commercials, and magazines that we become desensitized to female sexuality. We destroy the idea of sensuality when we have freshmen and sophomores coming to biology wearing clothing that used to be reserved for going out. When sexuality becomes just as routine as the Joke of the Day, it is

significantly devalued and trivialized. Besides, young teenage girls should not be sexual objects in the first place, so a dress code preventing this is entirely appropriate.

In addition, the purpose of a high school is to learn, a purpose that inappropriate attire ultimately defeats. When Britney Spears ties up her shirt on set in a high school or when the Dawson's Creek kids wear short skirts to class, it sends the message that this type of attire is appropriate. However, Ms. Spears does not have to focus on calculus while executing dance moves, and Joey, Dawson, and Pacey seem more concerned with their own love story than the one in *Romeo and Juliet*. Thus, the media creates an unreal world where distraction



from learning is not an issue. We need a dress code to draw the line between TV and reality.

Another reason that a dress code is needed is the existing double standard as to how the dress code is applied. Often, it seems that a miniskirt in size two is acceptable while one in size twelve is mocked. Thus, certain girls can show skin whereas others are shunned when they do so. One's appearance in inappropriate clothing should not determine its acceptability. This in turn creates hypocrites out of Schreiber students, who beg for administrators to apply the dress code in some cases and in others demand they be given back their rights. The consistent implementation of a dress code prevents this by making everyone equal in the eyes of the fashion police.

We realize that we are taking an unfashionable stance (pun intended) but we believe that the reasons for instituting a dress code are valid and important ones. American History is much easier to understand when the attention is on the board, not on the behind of the person in front of you. Additionally, greater harmony is ensured when there is no double standard. Besides, a dress code isn't all that bad. After all, the administration could have us all in uniforms...

Porque? Pourquoi? Cur? Why do we need foreign languages?

BY James Schaefer
Staff Writer

After taking Spanish in school for six years, I often question whether my Spanish vocabulary exceeds the vocabulary of a three year-old Spanish native. What does your average high school student gain from a foreign language class? The time spent in a foreign language class could better be spent learning something else.

I believe that knowing a foreign language can be very useful and have many practical applications when going on vacation or working in some business sectors. I hope I can eventually become fluent in another language. However, I do not believe that my high school Spanish class has helped me achieve fluency in the language itself. It seems as if lessons go in one ear and out the other. At the start of every year, it is as if I have to learn my basic Spanish vocabulary all over again.

Teachers say that students are not expected to become fluent, so what purpose does the class serve? There is only so much you can do in a foreign country knowing only a couple of simple phrases and one or two dozen verbs. Languages are better learned when you are continuously surrounded by their use. Classes are only one hour, which makes comprehension a challenge in itself.

This less than useful time spent in the foreign language classroom can be better spent learning something else. In our school there is an abundance of technology and alternative courses that would far better prepare us for the future. These classes better apply to

everyday life and better groom students for adulthood.

Despite the existence of these useful courses, the state still requires a minimum of three years of high school foreign language. With this rule, I'll never get the chance to take one of these technology or alternative courses. This rule should change. Not only does foreign language have little relevance in our everyday lives, but it is also unfair for

“
I do not believe that my high school Spanish class has helped me achieve fluency in the language itself.”

many teens. Some people just aren't good at learning a new language and it hurts their grades. Foreign language should be an option, not a death sentence for your GPA.

High school foreign language does not benefit most of the teens forced to take it. There are better options and more practical things to be learned. Foreign language isn't bad, it is just out of place, unnecessary, and requires change within our school curriculum.

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When will you stop being turkeys?

Senior speaks out against the growing popularity of pot

By Melody Malekan
Opinions Editor

Kid 1: (*Approaches Kid 2 at his locker*) "Hey, man, wanna try some of this? It's pot—you know, marr-ee-wanna."

Kid 2: "No, man, I don't do that stuff!"

Kid 1: "Well, what are ya, some kinda chicken? Bokkk bok bok bo—"

Kid 2: "I'm not a chicken ... You're a turkey!"

With this thirty-second commercial, I was introduced to marijuana at age 11. This is not to say that I actually knew what it was—I just knew that there was this thing called marijuana, that it was also called pot, that it was a drug (whatever that was), and that it was bad. Over time, of course, I learned more about marijuana. In middle school, we had to take health not once, but twice. And I began to become irritated by having to take the same classes over and over. "This is so pointless," I thought. I wasn't going to do drugs, I wasn't going to drink, so what was the big deal? Why should I and so many of my peers have to suffer through these boring classes when only a tiny proportion of kids actually does this stuff? And who even does it? More to the point, who would do it after being

purported drug use is. Did I do a survey? No. It was suggested, but quite frankly, I didn't feel the need. Among students, marijuana use has become fairly typical. Only a couple of years ago, if someone asked you if you smoked, your answer would reflect whether or not you smoked cigarettes. Today the question refers to marijuana, almost without exception. Kids talk about it everywhere, all of the time. It isn't taboo to smoke pot; it's normal, or even cool. I hear people talk about it so often that it makes me want to hurl. The following are some examples to illustrate this reality. I find some of them humorous, and all of them sad.

— In the cafeteria: "I smoked forty bucks' worth the other night. My dad is

sophomore who stated it a certificate of merit.

— In the bathroom: "Do I look high? Will my teacher know I was smoking?" "Yeah your eyes look red—just act really upset, like you were crying."

— I am no longer surprised when I check someone's Buddy Info on AIM and see the following away message: "I love getting high." Of course, it is accompanied by matching buddy icon—a tree. Far from being ashamed of getting stoned, kids are proud to exhibit their drug habits.

And why shouldn't they be? Do I really have any right to be disgusted by the marijuana use that is conquering Schreiber's student body? I mean, pot is great, isn't it? It makes you feel good, and has no bad effects on your body. It's better for you than smoking cigarettes,

suffer now just because our legislative process is slow? Pot sounds like some kind of godsend, doesn't it? Except... none of those things are actually true.

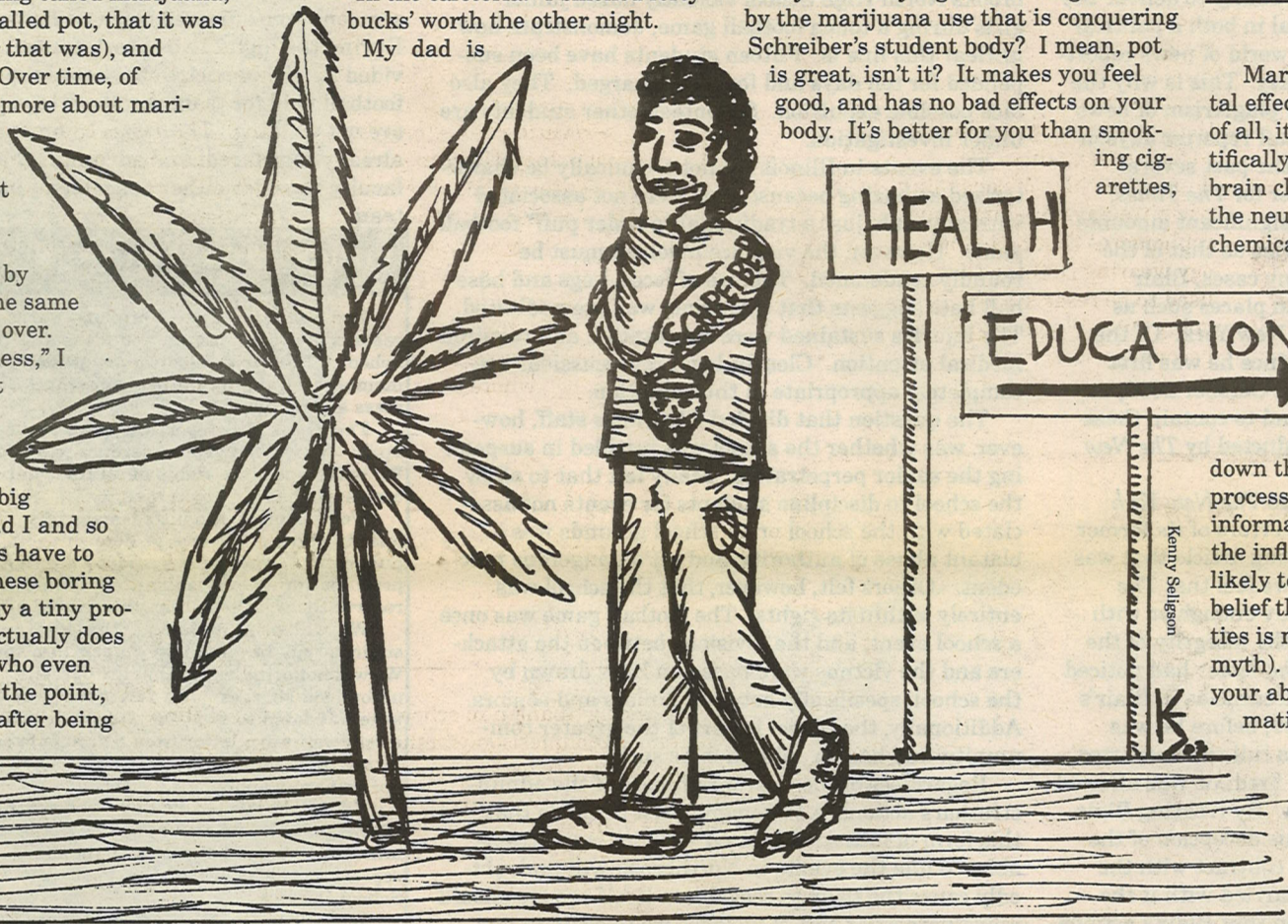
“ There are some kids with enormous amounts of potential who allow it to go to waste because of pot. ”

Marijuana has important detrimental effects on the human body. First of all, it messes with your brain. Scientifically speaking, it "causes changes in brain chemistry. Marijuana hinders the neurotransmitter acetylcholine, a chemical that triggers various types of signals throughout the nervous system" (*Time* magazine). To put it simply, it makes people dumb. Think about it—does the world really need more dumb people? Smoking pot slows

down the process by which your body processes and responds to stimuli and information. This is why people under the influence of marijuana are more likely to get into car accidents (yes, the belief that it improves driving capabilities is nothing more than a dangerous myth). More importantly, it decreases your ability to learn and retain information, to concentrate, and to pay attention to detail. I see the effects of this every day in school. There are some kids with enormous amounts of potential who allow it to go to waste because of pot. Stats on pot users of high school age and younger agree: longitudinal research on teenagers indicates those who smoke have "lower achievement than

the non-users, more acceptance of deviant behavior, more delinquent behavior and aggression, and poorer relationships with parents" (theantidrug.com).

Continued on p. 12



Malekan argues that smoking marijuana prevents teens from moving forward on the road of life by harming their health and hindering their education and motivation.

told repeatedly not to? Certainly, only the "bad kids" would do something like smoke pot, right?

Fast-forward four years. I am now seventeen years old and a senior at Schreiber High School. And I now know the answers to those last three questions. Just about everyone smokes, or has smoked. Moreover, the people who smoke can't be described in one word. It isn't just the "popular kids" or the "screw-ups" or the "punks" or the "losers" or the "jocks" or even the "nerds." Certainly, within some of those groups there might be more kids who smoke than there are in others, but the practice exists among all of them. In a way, pot has become a unifying factor. Kids who wouldn't normally hang out together smoke together. Health teacher Ms. Meghan Harding commented, "Once the common thread among students was bell bottoms, at another time it was Tamgochis. Now it's drugs, and that scares me." I concur.

One may ask where my proof of this

getting kind of pissed off (*laughs*). He told me that when I go to college he won't give me money to spend on drugs. How's he gonna know what I do with my money once I get it? Ha."

"That's awesome, I smoked three ounces last night."

— On one particular occasion, (*very high pitched voice*) "I'm gonna go smoke!" (*girl actually leaps and then runs out of cafeteria*). What can I say, I was overwhelmingly happy for her. I mean, she seemed really, really excited.

— The epitome of productivity: "I was high from 5 p.m. Friday night to 5 p.m. Sunday night." When I heard that sentence, I was compelled to give the

and you get the bonus of a high. It's not addictive, so really there's no danger. In fact, it makes you drive better and take tests better. And the government is going to legalize medical marijuana sooner or later, so why should you

What You Don't Know About Marijuana

- Marijuana is the most used illegal drug in the United States. Nearly 69 million Americans over the age of 12 have tried marijuana at least once. Among teens 12 to 17, the average age of first trying marijuana was 14 years old.
- Today's marijuana is 10 to 15 times stronger than it was in the 60s.
- Reaction time for motor skills, such as driving, is reduced by 41% after smoking 1 joint and is reduced 63% after smoking 2 joints.
- There have been over 7,000 published scientific and medical studies documenting the damage that marijuana poses. Not one study has shown marijuana to be safe.
- The daily use of 1 to 3 marijuana joints can produce the same lung damage and potential cancer risk as smoking five times as many cigarettes.

statistics from <http://www.drug-statistics.com/marijuana.html>



EDITORIALS

Authenticity is fundamental to journalistic integrity

The Constitutional protection of the press exists for good reason. Fundamental tenets of democratic government hold that the press's ability to deliver the truth to the people is fundamental in both a political and a nonpolitical arena. In the world of news reporting, accuracy and reliability are key. This is why the recently revealed fabrication and plagiarism of news stories by *The New York Times* staff reporter Jayson Blair was such a travesty. Over the past several years, in his capacity as a reporter for *The Times*, Blair fabricated and plagiarized significant amounts of information on such major stories as that of the Washington D.C. Sniper. In many cases, Blair claimed that he was on location in places such as Maryland while he was really in New York. Of the seventy-three articles he wrote since he was first assigned national news articles in October 2002, at least thirty-six of them were found to contain these problems in an investigation conducted by *The New York Times* journalists.

The Schreiber Times commends *The New York Times* in its decision to make the errors of its former employee public through a very long article that was published on May 11. However, we feel that *The New York Times* did not act quickly enough or with a strong enough hand to protect the integrity of the publication. Senior editors at *The Times* had noticed a disproportionate number of inaccuracies in Blair's articles as early as the fall of 2000, before he was even promoted to the position of a full-time reporter. Indeed, Blair was never actually fired; he was allowed to resign, and did so in early May. By treating Blair so leniently, *The Times* allowed his deception of the people to continue, and broke its contract with the people. Moreover, this decision carried with it the dangerous and untrue implication that Blair's actions were acceptable, and much less malignant than they really were. Although *The New York Times* exposed, condemned, and ultimately accepted responsibility for Blair's actions, its tolerance of his infractions for so long will rightfully compromise the legitimacy of their claim to print "All the news that's fit to print" for a

Hazing has no place in the school community

The line between school and community is often a blurry one. It is hard to define where the responsibility of an administration ends with regard to the behavior of students, and where the authority of a legal agency begins. The recent events in the Chicago suburb of Northbrook, when senior girls from Glenbrook North High School violently hazed junior girls during a touch football game, demonstrate how unclear this line is. Fifteen students have been suspended for ten days and formally charged. They also face possible expulsion. Seventeen other students are under investigation.

The events in Illinois cannot technically be characterized as hazing because they were not associated with any club, just a traditional "powder puff" football game. However, the violence involved must be roundly condemned. The use of feces, kegs and baseball bats suggests that this crime was premeditated. The injuries sustained were substantial, and required medical attention. Clearly, legal repercussions are completely appropriate in this situation.

The question that divided *The Times* staff, however, was whether the school was justified in suspending the senior perpetrators. Many felt that to allow the school to discipline students for events not associated with the school or on school grounds was a blatant abuse of authority, and set a dangerous precedent. Others felt, however, that the school was entirely within its rights. The football game was once a school event, and the divisions between the attackers and the victims were based on lines drawn by the school, specifically between juniors and seniors. Additionally, the school is part of the greater community, and has an obligation as such.

Regardless of the appropriateness of the administration's actions, a statement must be made that this form of initiation-related violence is unacceptable. While the events in Northbrook will undoubtedly cause the town to reevaluate itself, we too should reevaluate what sort of violence we tolerate in our community. Violence between teenagers, specifically hazing, is a universal problem. *The Times* advocates that steps be taken to examine its role in Port Washington and prevent anything similar to what happened between the Glenbrook North girls from happening here.

Marijuana

continued from page 11...

To me, this is the most horrendous thing about marijuana. I believe that your brain is your greatest asset. Are so many kids really that willing to let it waste away just to get wasted? Then again, maybe they're so far gone that they just don't care anymore — marijuana causes a decrease in motivation. An interview with Dr. Crisci, who in addition to being a psychologist in our school is a supervising psychologist (specifically, the person who interviews all incoming drug patients) at the Long Beach Medical Center's drug program, affirmed this claim. "I have seen it over and over again. [Students who begin to use pot chronically] start caring less and less about the goals that used to be important to them... They stop caring about their academic, social, and familial responsibilities."

The more you smoke marijuana, the more lasting its effects are. And contrary to popular belief, pot is psychologically and perhaps even physically addictive.

In fact, regular users of marijuana who try to quit can experience withdrawal symptoms such as anxiety, difficulty sleeping, and stomach pain. Dr. Crisci elaborates, "Many kids who think that they are just going to smoke during weekends can't restrict it to just that." Often, kids who use pot to feel comfortable in social situations become dependent on it to behave the way they want to behave. Increased usage may result in the formation of a habit, and the use of other, more dangerous drugs: "I work with thirty-year-old heroin addicts in the hospital. Their drug use almost invariably began when they were thirteen years old, drinking and smoking pot." If you think that withdrawal won't be a problem for you because you plan to stay with pot for the long run, just don't be surprised if you have cancer of the head or neck, circulation problems (which in extreme cases have resulted in amputations), a heart attack, or problems with your immune system; research has linked long-term marijuana use to all of these. And marijuana is much more lethal for your lungs than cigarettes are.

The rise in marijuana use among Schreiber students over the past several years is fairly obvious. You may consider it none of my business; I would say that you have made it my business by talking about it

so much that I am compelled to declare that I am sick of pretending that I'm okay with it. The current level of use is so high that it actually disgusts me — candid activities sheets for many Schreiber students would list "pot" as their top extracurricular. Certainly, it has become a priority. And involvement in this "activity" is beginning at a progressively younger age, rendering it far more likely that students will become habitual users. I see something seriously wrong with this. Certainly, the effects that marijuana has on our bodies from the neck down are ugly. But what really upsets me the most is the change it causes in people's minds. My peers, including individuals for whom I have the utmost respect, are engaging in an activity which I consider to reflect an absolute absence of respect for oneself. Think about what you're doing the next time you light up a joint. Smoking marijuana is inherently false — you are hiding inside yourself, altering your personality and isolating yourself from the world around you. You are sacrificing your greatest asset — your mind. Ultimately, you may be sacrificing your dreams to experience a few moments of bliss — but it's all false. I know that I can't respect that. How can you?

Vote for the budget!

The Schreiber Times urges members of the Port Washington community to approve the school budget for the 2003-2004 school year at the upcoming vote on June 3. We especially encourage seniors eligible to vote to exercise their rights as US citizens on this crucial date. The budget's passing would represent an important step toward maintenance of the exemplary quality of the Port Washington schools.

Relay for Life

The Schreiber Times encourages students and community members to participate in the American Cancer Society's Relay for Life on June 21-22. This event involves a group of relay teams who walk the school track throughout the night as a cancer fundraiser. Each team consists of up to fifteen members who take turns walking around the track from seven p.m. Saturday to seven a.m. Sunday. The track is lined with luminaria candles, each commemorating someone who survived or passed away from cancer. During the night, live entertainment and food is provided for the participants. Tents are set up on the football field for team members to rest while they are not walking. *The Times* commends all who have already registered, and advocates that students and faculty consider either donating or participating on a team.

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.

Homework: A hellish hindrance

Are we sacrificing our youth to finish our homework?

BY Zubin Zaveri
Contributing Writer

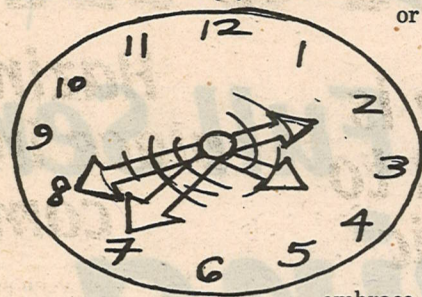
Pain. Suffering. Anguish. Distress. Misery. Grief. These are all words closely associated with the Devil itself: homework. Every night, without exception, we are assigned massive amounts of homework which we are expected to complete for the next day. Teachers act as though it is as essential as air, never questioning its indispensability. Yet how much of this work is actually necessary? What is the point of doing thirty math problems? If you don't understand a concept after the first five, you're not going to magically understand it for the next twenty-five. And if you do understand the first five, then what's the point in doing the extra twenty-five? On the other hand, attempting the extra twenty-five problems takes away from time that could be spent productively on other things.

Politicians and teachers didn't always favor of homework. In fact, California had an official ban on homework in the early 1900s. Experts believed it would make kids hate studying; I think they were right, don't you? However, in the mid-twentieth century, the Russians had to ruin everything (unintentionally, of course). In 1947, they launched Sputnik, the world's first artificial satellite, causing complete chaos around the globe. Suddenly, school achievement became intertwined with national political and economic goals, causing a more than significant increase in homework. Since then, homework has been on the

rise. For example, according to *Time For Kids* magazine, in 1981, students between the ages of nine and eleven spent an average of two hours and forty-nine minutes on homework each week. By 1997, kids in the same age group were doing more than three-and-a-half-hours worth of homework per week.

Okay. We're in school seven hours a day, thirty-five hours a week, yet administrators and teachers still feel the need to extend our school day with homework for about another two to four hours. What's the point of school ending? Just to make us go home and do more work? When the final school bell rings for the day, it should mean the workday is over. "When I get home every day after seven long hours of school, instead of finally being able to relax, I have the responsibility of completing my homework," says freshman Tiffany Ledner. Students have extracurricular activities such as clubs and sports, and homework usually interferes with them. The conflict causes students to

stay up late doing homework, usually leading to mental and physical strain. Homework doesn't allow the proper time for kids to enjoy their childhood or to



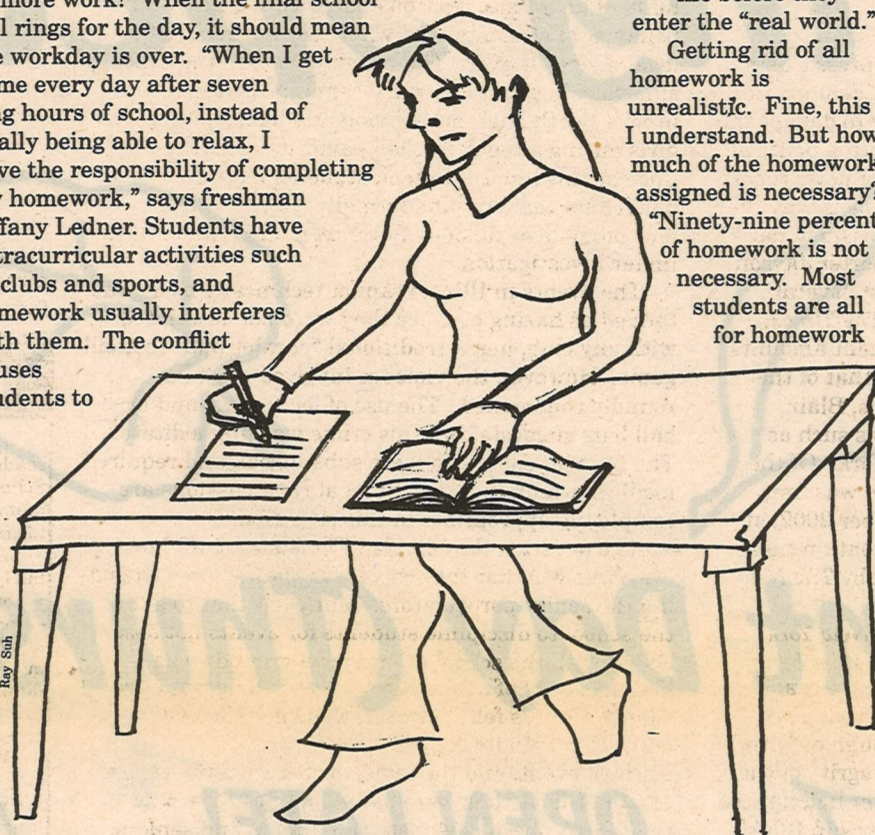
embrace life before they enter the "real world."

Getting rid of all homework is unrealistic. Fine, this I understand. But how much of the homework assigned is necessary? "Ninety-nine percent of homework is not necessary. Most students are all for homework

that is actually thought provoking and helps them learn what they need to. Most work is not necessary at all, and teachers don't realize that when the work adds up people just copy it or blow it off... When students try to reason with their teachers on the subject, they just don't listen," says sophomore Josh Krebs. He continues, "There are plenty of hard-working, smart kids who don't do very well in school because they refuse to put up with homework that they know is unnecessary."

Homework has been shown to help students score better on tests. However, the negative impacts of homework on student health and learning calls its legitimacy into question. It has been shown that sleep deprivation, a common side-effect of excessive amounts of homework, results in a lack of information processing, memory deficits, increased irritability, anxiety, depression, daytime sleepiness, and a temporarily lower IQ, among other things. The degree of the uselessness of homework has come to the point where some experts have withdrawn their statements that it helps reinforce things taught in school, and instead say that it teaches students to be organized and manage their time. If they have no time to do anything else, HOW CAN THEY MANAGE IT!?

Whether we like it or not, the chances of homework simply going away are extremely slim. However, teachers and students need to reach an appropriate compromise that will allow enough work for students to get the full effect of a lesson, and enough time for students to have fun being kids.



Not Quite newsworthy

The apocalypse has passed...but we're still here

BY Jeremy Frank
Staff Writer

I feel like such a fool. For the longest time I believed that America had all the crazies. Boy, was I wrong. Events unfolding in Japan have opened my eyes to an international community full of psychopathic, delusional, and paranoid individuals.

Japan's Panawave cult has been in the news recently. Clad in white, this cult has been terrorizing the Japanese countryside, breaking traffic laws all the while. Earlier this month, Panawave's caravan blocked a mountain road for several days, refusing to move until their guru, a sixty-nine-year-old self-proclaimed "terminally ill cancer patient" named Yuko Chino, was healthy enough to continue travelling. While they were stopped, Chino was interviewed by a reporter from the Fuji Television network and reportedly appeared lively and healthy despite her claims of illness. And what could have caused Chino's ailments? Why, dangerous electromagnetic waves, of course. You

may be thinking, "What's the big deal, electromagnetic waves are harmless!" But Panawave warns us that this energy is being used as a weapon by communist terrorists who dispersed around the world after the fall of the Soviet Union. Those communist terrorists must be really stupid, because everybody knows the only thing that can repel dangerous electromagnetic waves is the color white, duh! That is why members of Panawave wear all white (see accompanying photograph) and have been seen covering the roads they travel, as well as the surrounding trees, with white sheets. Do not let their protective tube hats and suits fool you; electromagnetic waves have other ways of causing damage. Members of Panawave believe that electromagnetic waves are raising Earth's temperature and will somehow cause a great earthquake that will destroy the earth on May 15. That means that if you are reading this, Panawave was wrong, and they need to seek help with the other people who wear protective headgear all day long. But what if on some million to one chance they are right and the world ends and no one gets to see *The Matrix*:

Reloaded? Well, Panawave knows how to save the world. It doesn't involve prayer, a giant magnet, or waiting for the spaceship to take us away. Instead, they believe the earth can be spared if we rescue Tama-chan. Tama-chan isn't a superhero or a messiah. Tama-chan

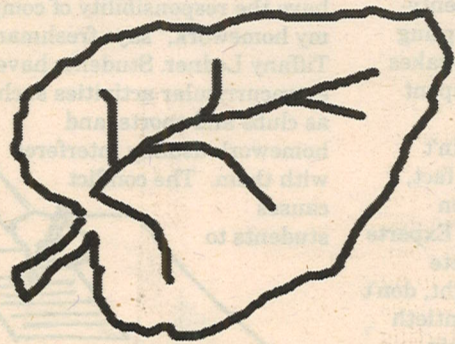
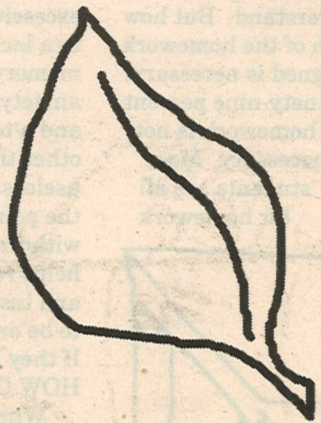
is a stray bearded seal who is currently living in a river in the Saitama Prefecture. I can't say how a seal is supposed to save the world, but I do know one thing: we're going to need a lot of fish.



The Panawave cult follows through with its beliefs in the protective powers of the color white against the "communist radiation" they face on a daily basis. Despite their efforts shown in this scene, Panawave will have to rely on more than the color white to "save the world."

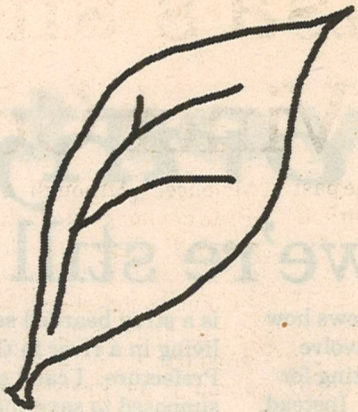
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Make your Prom & Gambol Appointments

The driver's license revolution: Salkin explains graduated licensing

BY Sam Salkin
A&E Editor

I'm safe. On September 3 of last year, I got my learners permit. I'm pretty sure I only got one or two questions wrong on the test, and now I cruise the mean streets of Port Washington...with my mom riding shotgun. However, for the majority of freshmen, and even some sophomores, their road to the road has a few potholes in it. On October 21, 2002, Governor George E. Pataki signed legislation creating "graduated licensing" in New York. According to Pataki, "By establishing a graduated licensing system, this important new law will promote the development of safe, responsible young drivers—a step that will help save lives and prevent tragedies from occurring."

But what the heck is this graduated licensing stuff? For the duration of the 1990s, the Automobile Association of America (AAA), the same guys who tow your car if you have a sticker on your bumper, made the creation of graduated licensing programs its primary goal. According to the AAA, a teen dies in an auto accident every eighty-four minutes in the US. While many states (starting with Michigan in April 1996) passed bills changing the system, New York is still among the few who have not had some type of graduated licensing program.

Under graduated licensing, all citizens

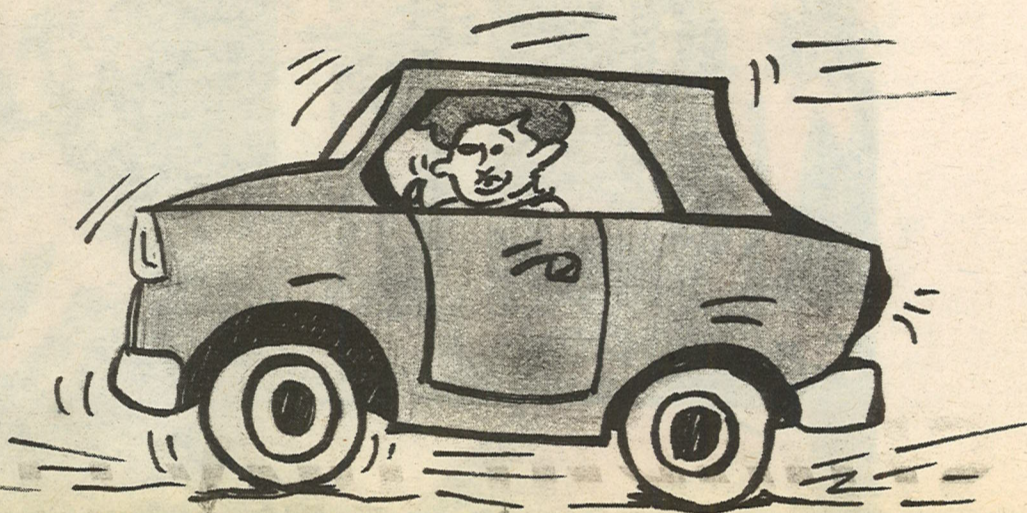
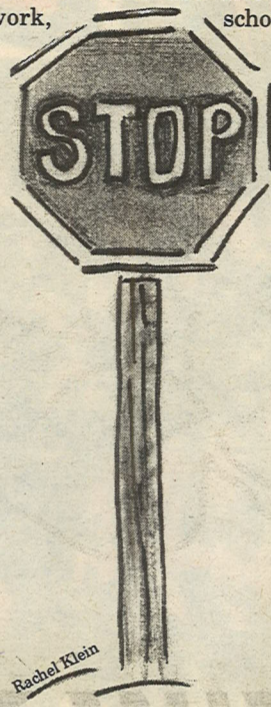
under eighteen who turn sixteen after September 1, 2003 will be subject to new restrictions. While the state has only published a meager press release, it is assumed that all drivers under age eighteen must hold their learners permit for six months before obtaining a junior license. If you take your road test before those six months, the state grants you a "limited class" license. Drivers in this new class are allowed to go to work, school, and

medical appointments on their own, and anywhere else if they have a parent in the car. Before you freshmen jump up and down because you think you can legally drive to school as juniors, jump no more, because in New York City, Long Island, Westchester, Rockland and Putnam counties, limited class drivers will only be allowed to drive with a parent in the car at all times, just like now.

Additionally, under the new system, the state requires that before taking a roadtest, drivers must obtain twenty hours of supervised driving with an instructor. In effect, this rules out the effectiveness of the "five hour course" and its fast track to a junior license. The new rules also ensure that an adult

is supervising a permitted driver by requiring that the person in the front seat be at least twenty-one. Other restrictions are being debated right now; however, it's possible that the state will prohibit drivers from having more than one extra teen in the car and that drivers will not attain full license status until age eighteen.

As a driver, these restrictions are displeasing, but I am glad that I missed the cutoff by a year. For the freshman and sophomore classes, I hope that this will prevent mistakes that previous grades have made and that the new license is effective in preventing unprepared drivers and, in turn, unnecessary teen death.



As mysterious as Mona Lisa's smile Gross cracks Brown's The Da Vinci Code

BY Andrew Gross
Staff Writer

The Da Vinci Code, acclaimed author Dan Brown's newest novel, is capturing readers around the world. The intelligent thriller maintains unprecedented realism and detail without sacrificing the excitement and surprise for which Brown has become famous. The book opens in the Louvre, Paris' most credited art

“As seemingly incoherent as the book begins, the plot steadily unravels to reveal a sensible order of every detail.”

museum, as well as the venue where much of the novel takes place. The mysterious murder of Louvre curator Jacques Sauniere sets the fast pace of the book. The plot thickens further as Robert Langdon, world acclaimed symbologist, is called in by the French police to examine the body and the mysterious clues embedded in the crime scene.

From this point, the book takes

off, becoming more complicated and interesting with every development. Sophie Neveau, a gifted French cryptologist, joins up with Langdon, as the two realize that the messages created madly by Sauniere have been misinterpreted by the French authorities, generating the belief that Langdon was in fact the killer. The two join forces in an attempt to crack the enigma created by Sauniere. Over the course of the book, the series of codes and riddles left by Sauniere become increasingly dense and their significance becomes apparent. Hidden in the works of Leonardo Da Vinci, these messages, visible to all if only they knew

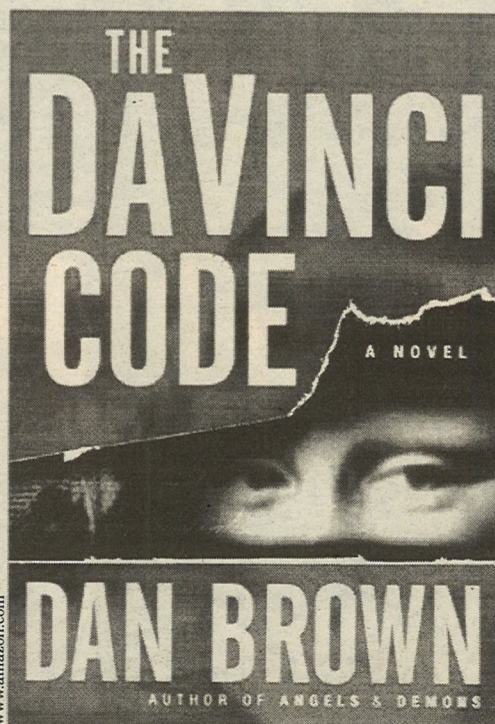
where to look, hold the secrets of the past, secrets that could destroy the Catholic Church completely. Thus, as the two begin to more completely understand the meaning of the messages left by Sauniere, they uncover secrets about Sauniere never known before. The race to uncover the final secret continues as the two realize that they must reach the end before the secret is discovered and destroyed by the Church.

The Da Vinci Code is a perfect combination of action and intellect, keeping the reader involved through the use

of exciting plot twists and events, while maintaining a level of sophistication that gives the book more meaning than would result from mere action and

violence. Although a fictitious novel, Brown manages to include a tremendous amount of accurate information about European history and art, incorporating his knowledge seamlessly so as not to be abrupt and out of place. The information provided by the novel includes detailed accounts of Paris' famous landmarks, as well as historical accounts of pagan religions, the Holy Grail, and the Roman Catholic Church. In addition, much of the book revolves around a secret society, the Priory de Sion, whose leaders included Sir Isaac Newton and Leonardo Da Vinci.

The narrative switches from a third-person account to paragraphs of character thought, a technique that allows the characters' knowledge and thoughts to be incorporated into the novel. The manner is incredibly clear and informative to the reader, setting the tone for the book, as well as further developing the likeable characters. One of the most interesting aspects of *The Da Vinci Code* is the intricacy of the plot. As seemingly incoherent as the book begins, the plot steadily unravels to reveal a sensible order of every detail. Complete with characteristic plot twists and surprises, *The Da Vinci Code* is definitely one of the most interesting and stimulating books recently published and is definitely worth your time.





STAR



Top to bottom, left to right: Freshman David Gelb (Space Punk) shows his love for sophomore Sammi Garrett (Eleanor, also known as I... freshman Leslie Krotman (Princess Bizarbara) in an effort to save his true love, Garrett; Senior Zach Paciello and freshman Phillip Fleishe... Gelb, senior Tom Wang, junior Andrew Malone, and freshman Greg Ormont sing away their sorrows as the Starmites and Trinkulus (Lev... cast leaves the audience with their mouths on the floor as they sing and dance to "The Cruelty Stomp," with Levin atop the Cruelty; TH... prepare Krotman for her wedding; The Starmites "strut their stuff" as they show Garrett what they are made of; Rich shows her absolute c... switched places with Garrett and is now Eleanor; Cast members raise their arms as they sing the finale, "It Wasn't a Dream."

MIDAS



Senior Evan Jay (Shak Raa) is a startling site; Garrett answers to sophomore Allison Rich (Diva); Can you feel the love? Gelb agrees to marry... guards, hold Garrett in their control; (l-r) Senior Diego Carvajal, sophomore Jake Glickman, seniors Dan Alschuler and Jon Levin, freshman... ks great in red and sings her heart out; Levin appears for the first time as the lizard-like creature Trinkulus, catching Gelb by surprise; The... (l-r) freshmen Claire Talcott, Sarah Pickering, Elyssa Jakim, sophomore Marie Young, freshman Meghan Elicks, and junior Lauren Elicks, the Banshees, including her daughter, Krotman; Eleanor's mother, senior Michelle Rinke, reads a story to her "daughter" Krotman, who has

All photos by Christy Wurmstedt

The thin gray screen

Kroft and Sander explore the reasons behind the reality TV craze

BY Sophie Kroft and Rebecca Sander

Staff Writers

Reality TV is taking primetime by storm. From *American Idol* to *Survivor*, and from *The Bachelorette* to *Cops*, watching reality TV has become a daily ritual for many people. Why are these shows so addicting? Why do people return to watch others get made fun of week after week? And why do people agree to go on these shows if they are so embarrassing?

Reality TV shows don't take much artistic talent to make — almost anyone can create a prospective hit, and thus they are among the

most popular for networks to air. Moreover, they are cheap to make because professional actors are not needed for the shows. Unlike scripted TV shows, such as sitcoms and dramas, the studios producing reality TV shows profit immediately. In certain reality TV programs, such as *America's Funniest Home Videos*, the majority of the show consists of videos sent in by viewers. Therefore, not as much money and scripting are necessary for the show, which in turn deflates the show's cost.

People tune into reality TV shows to find humor in others' misfortune. So why would anyone be enticed to go on a reality TV

show? The answer is quite simple — money and fame. Many people yearn for their fifteen minutes in the limelight. For most people who go on these shows, money is the most obvious motivation. The *Survivor* winners, for instance, win one million dollars to consume unusual cuisine on a

television show. Other incentives include the opportunity to be "discovered" as



recording artists on programs such as *American Idol*. For some, the thought of not being famous for their entire life can urge them to pursue a short-lived career on a reality TV show. Although these people may be celebrities for a year or so, the former stars seem to disappear as the latest shows take center stage.

Reality TV shows draw some of the highest primetime viewer totals as a result of viewers returning to their favorite shows. Once people see one episode of a show such as *The Bachelorette* or *American Idol*, they often become hooked. They develop a need to know who will win the final competition. People form opinions about who they feel should win and

“After a hard day at work or school, reality TV aficionados relish witnessing the tribulations of their fellow human beings.”

want to return to the show week after week to see if their favorite will eventually triumph. Voyeuristic tendencies account for another reason people enjoy reality TV. Reality TV caters to viewers seeking a way to see decidedly good-looking people doing brainless things for the public's enjoyment. After a hard day at work or school, reality TV aficionados relish witnessing the tribulations of their fellow human beings. Oftentimes, viewers can relate to a certain character's plight and want to revisit the show to watch the story unfold. This "schadenfreude" gives people a guilty pleasure they cannot resist.

Although it is not clear whether or not reality TV is here to stay, people will continue watching it and rooting for their favorite contestants as long as it is here.

Teacher Feature

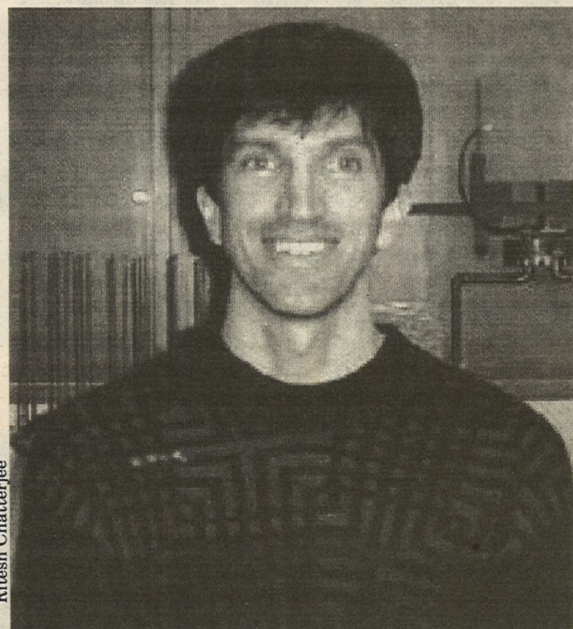
BY Jeff Stricker

Ass's Computer Manager

It's time to accelerate into the world of Mr. Thomas Johnson, one of Schreiber's physics teachers. Growing up in Patchogue, on Long Island's south shore, Mr. Johnson spent much time on the beaches of Fire Island with his friends. After graduating high school, Mr. Johnson resolved to move away from Long Island and therefore attended Evergreen State College in Olympia, Washington. At Evergreen, he switched from an engineering major to a physics major. Mr. Johnson attributes this change to the difference he sees between the two. He stated, "Physics is applied math and engineering is applied physics."

Upon graduating college, Mr. Johnson joined the Peace Corps. He was given the option of serving as an engineer or a teacher, and since he had already tried engineering, he decided to try teaching physics. He was stationed in Botswana, a nation in the Kalahari Desert, in a large traditional village. Although Mr. Johnson, one of the few Americans in the region, was immediately intimidated by his surroundings, he soon adapted, and in the process, he learned a great deal about himself. Living in a thatched-roof hut with scorpions and cobra snakes as the most frequent houseguests did not create the most comforting environment. Mr. Johnson also felt like an ambassador of the US. This was a good feeling for him, and he feels it also helped him discover his true character. Mr. Johnson cautions, however, that the

Peace Corps is not for everyone. "It takes a certain type of person to be in the Peace Corps," he believes. He advises people to take an objective view of their personalities before joining, ensuring that they are relaxed and adaptable



Mr. Johnson teaches AP and Honors Physics. Before teaching, he was part of the Peace Corps stationed in Botswana.

enough to cope with a frightening but educational situation.

Botswana has a high school system of ten high schools that are reserved for the top students in the nation. It was in Botswana that Mr. Johnson decided he wanted to be a teacher when he returned to the US. To pursue his new dream, Mr. Johnson attended graduate school at the University of Massachusetts. After this, he took a job teaching physics at a high school in a suburb of Boston. After two years of this, Mr. Johnson moved

to New York City to take his job at Schreiber. "I've lived in cities, suburbs, and rural areas," he commented, "Personally, I prefer either the urban or rural setting to the suburban setting. My current job permitted me to live in a city with an easy commute via mass transit to my job." Mr. Johnson's residence changed again when he married in 1997; he moved to Brooklyn where he lives now with his wife and daughters, ages two and four.

Mr. Johnson's life has taken him many places, and he feels a valuable lesson he has learned is that diversity is a good thing. "Diversity is important to me. I feel that as Americans, it is something we must learn and embrace," he stated. He links this belief directly to his Peace Corps experience. "Had I not been in the Peace Corps, I probably would not have married my wife." His wife is Iranian and his house is bilingual, as his daughters speak both Farsi and English.

Mr. Johnson enjoys his teaching position very much, and he finds Schreiber to be a place full of motivated students. He has had an excellent experience teaching and learning from students on all levels: regents, honors, and advanced placement. Looking back, Mr. Johnson said that there was nothing he would have rather done than what he is doing now.

Another May, another Memorial Day... Freshmen mark the significance of the holiday

By Aileen Schefer & Sarah Silvergleid

Staff Writers

Every year on May 26, Americans celebrate Memorial Day, a national holiday introduced in the 1800s. In 1865, during the American Civil War, a druggist in Waterloo, NY named Henry Welles promoted the idea of decorating the tombstones of war veterans. His proposal gained support from the Seneca County Clerk who subsequently formed a committee to produce wreaths, crosses, and bouquets to decorate veterans' graves. On May 5, 1865, when the Civil War was coming to a halt, soldiers led processions through three major cemeteries. Local clergymen made speeches to commemorate the tremendous losses of the war. The immense nationalism and desire to honor the soldiers of the Civil War led to the announcement by General John A. Logan to establish May 30 as an official holiday. Logan declared that "The 30th of May, 1868, is designated for the purpose of strewing with flowers, or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and

whose bodies now lie in almost every city, village, and hamlet churchyard in the land." Thereafter, this "Memorial Day" was celebrated locally in certain areas to decorate the graves of soldiers who passed away.

In the late 1800s, Memorial Day became recognized states across America. After World

Memorial Day is elaborately celebrated at Arlington National Cemetery. American flags are placed on all of the graves and either the president or the vice president gives a speech. A wreath is put atop the Tomb of the Unknown Soldier, a tomb representative of all the soldiers who remain unidentified, which is a practice witnessed by 5,000 spectators yearly.

This national holiday, however, is often neglected by much of the nation. Students are usually unconcerned with the loss of soldiers in the multitude of American wars and refer to it as merely a day off from school. Although this is true, after we have just ended a war, it is more important for many to be appreciative of the armed forces. This holiday can thus reemerge as an important time to honor those who recently died in combat to defend freedom.



MEMORIAL DAY

War I, the holiday was altered to commemorate those who died in all of America's wars. Today,

Are your shoes giving you the blues? Geizhals offers sandals as an alternative

By Mea Geizhals

A&E Editor

Typical weekday morning: you are cleaned, dressed, and ready to go. Wait: shoes. Usually you reach down, grab your sneakers and run out the door, but today you hesitate. Looking out the window, the world appears a little bit different today. Instead of the ground being covered by a thin coat of white, you remember what grass looks like as you begin to recognize the unique shade of green on the ground. On a day like today, do you wear sneakers? The question isn't, "Would you prefer to wear a different pair of shoes?" the question is, "Is it right to cover your feet on such a beautiful day?" When the weather gets warm, the issue of footwear becomes a part of your daily fashion agonizing, but have no fear, *The Schreiber Times* is here! We are determined to get to the bottom of the "to sandal, or not to sandal?" dilemma.

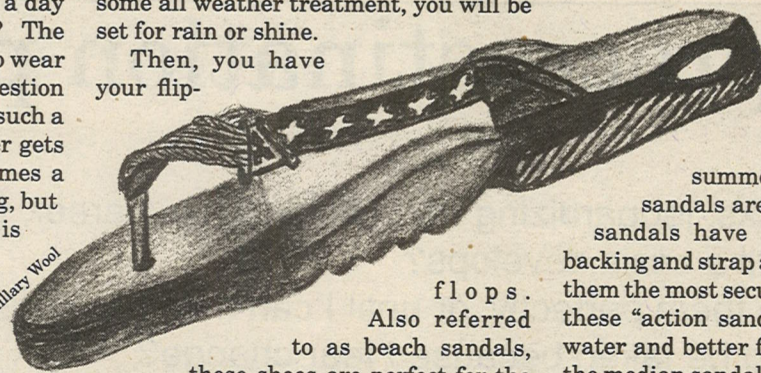
****Warning:** We are not responsible for any trauma experienced while reading this article due to foot fetishes or foot-phobias. **

While it may not be written in the Constitution, your feet have rights too. Furthermore, it is certainly a violation of their rights to be hidden away in the deep, dark, depths of your socks in beautiful spring weather. So, what to do? You may want to ease into the whole "sandal thing." The best way to start may be by alternating your sneakers and sandals. If you are feeling daring, jump right in to the world of sandal goodness! Second to comfort, the best part about wearing sandals are the variety of

different, same-sex styles.

For starters you have your classic Birkenstocks. No one can go wrong with the truly "old school," new-age hippie look that immediately follows after slipping on a pair. What makes these sandals unique is that they quickly mold to your feet making them, as my salesman put it, "Probably the most comfortable shoes on the market." Although they are expensive and not as easy to find as others, a pair of Birks will last for years, and after spraying on some all weather treatment, you will be set for rain or shine.

Then, you have your flip-



flops. Also referred to as beach sandals, these shoes are perfect for the water. The perks of flip-flops are that they are very inexpensive, usually come in a large variety of colors (so you can wear your blue flips with jeans and black flops with khakis), and come with different sized heels. Be forewarned however, flip-flops are very difficult to walk in and are the opposite of running shoes - actually it might just be impossible to walk quickly in these shoes. But if you're not in a hurry, flip-flops are a great "go anywhere" sandal.

For a person's inner laziness to come out, one must own a pair of shower sandals, and, of course, wear them everywhere but the shower. Some might

know these "shower sandals" as the Adidas sandals - they have one strap across the foot and little bumps on the instep. These qualify as the Most Lazy Sandals, because absolutely no effort is needed to put them on; while the straps on Birkenstocks may need adjusting, and one might have to move their toes around to fit into flip-flops properly. There is no need to do anything other than slip your feet into these shower sandals and enjoy. Another advantage is that, although you will be taking the risk of breaking one of the oldest fashion rules in the "book," you can wear socks with this kind of sandal.

For more "hard-core" summer fun, Teva-type sandals are the way to go. These sandals have an adjustable Velcro backing and strap across the foot, making them the most secure sandal by far. Also, these "action sandals" are good for the water and better for walking, as well as the median sandal, price-wise. However, the wearer is guaranteed a "Teva-tan" after a few days in the sun, so remember - wear sunscreen.

One sandal enthusiast states, "Flip-flops are to feet, as the Enlightenment is to philosophy." Just as the Enlightenment changed the science of philosophy forever, once the sandals go on, there's no turning back. Some hardcore sandal wearers show no fear to low temperatures and bad weather, and they won't have to wash socks until frostbite becomes a concern. This spring, don't hide your feet, but share your toe-lint with the rest of the world and enjoy the nice weather to the fullest - wear sandals!

In His Own Words: Coast Guard member Mr. Paul Kosiba

By Caroline Axelrod

Editor-in-Chief

This interview is the second in a two-part series exploring the role of faculty in the armed services. Weber technology teacher Mr. Paul Kosiba has been a member of the Coast Guard Reserve for sixteen years. He is currently actively serving in New York City.



Caroline Axelrod: What inspired you to enroll?

Mr. Paul Kosiba: After I finished my master's, I had a lot of time available. The Coast Guard looked interesting and was community service oriented, which is something I liked to do.

CA: What are your current responsibilities as a member of the Coast Guard?

PK: My title is Assistant Watch Commander for the United Command Center. As part of homeland securities, my job is to monitor incoming ships, ferries, helicopters, and vehicles in New York Harbor. I also help with spot inspections of oil facilities and marinas.

CA: What type of training did you receive?

PK: My usual job is as an environmental response officer in charge of response to oil spills. My training, therefore, is in environmental management and crisis management.

CA: What time commitment is involved in your enrollment?

PK: I usually undergo training one weekend per month and two full weeks during the year. After 9/11, however, I was on emergency recall. I was called back on 2/18 and I have served in New York City until now.

CA: How does your enrollment affect your daily thoughts or actions?

PK: There isn't a lot of idle time to think about it. Everyone is focused on their job. You try not to let things on the outside influence you.

CA: How has your involvement in the Coast Guard affected your familial relations?

PK: The days are a lot longer and sometimes you are not home at night. I consider myself pretty fortunate.

CA: How does your involvement make you feel?

PK: I enjoy having a small role in something I feel is important. I help out with homeland security, You have to feel good about that.

CA: Does your involvement produce feelings of fear?

PK: There are a lot of things happening in New York and throughout the world that the general public doesn't know about.

CA: What is one memorable or shocking moment of your service in New York City?

PK: During the first week we were there, there was a barge unloading gasoline into a storage facility and it exploded. Everyone thought it was another terrorist attack. It generated such concern, but it was an industrial accident caused by human error.

Tomorrow and Tomorrow

Survey finds procrastination

BY Maiko Kume

Contributing Writer

In the United States, the word "minority" seems to imply a person or a group of people who are placed in a disadvantageous situation relative to what is considered the majority. It does not have a positive connotation. However, here in Schreiber, there is one minority, 14% of the student population to be exact, that should proudly continue to practice what made them part of an exclusive minority. These people diverge from the rest of Schreiber in that they are not procrastinators.

These disheartening figures come from a survey conducted for Ms. Valerie Gokturk's Expository Writing class. Fifty-eight students were surveyed about their study habits. The results are displayed in the graphs that accompany this article. They suggest that the large majority of Schreiber students put off work.

Why do so many students procrastinate? Senior Sumru Kumar claims "...You have so much stuff other than the long term stuff...you think in your mind that you have time." Could work overload cause students to procrastinate? The results of the survey found that the top reasons students actually procrastinated was that they "Just felt too lazy."

How do teachers feel about procrastination? They are aware that it exists, and they are often able to tell whether a student has procrastinated or not. "Work not up-to-date and shabby end products" are the telling signs for

Ms. Gokturk. She also mentions that some students resort to plagiarism to cover-up their procrastination. Biology teacher and Science Research adviser Ms. Phyllis Serfaty also points out that "a paper that may have been procrastinated on...the quality may be as good [as a paper that hadn't been procrastinated on], but there will be more mistakes in spelling and grammar."

What you should know about procrastination

student procrastination, identifies factors such as rebellion against authority and extrinsic motivation instead of intrinsic motivation. He also commented, "A lot of people don't think in terms of the future," indicating a lack of long-term planning.

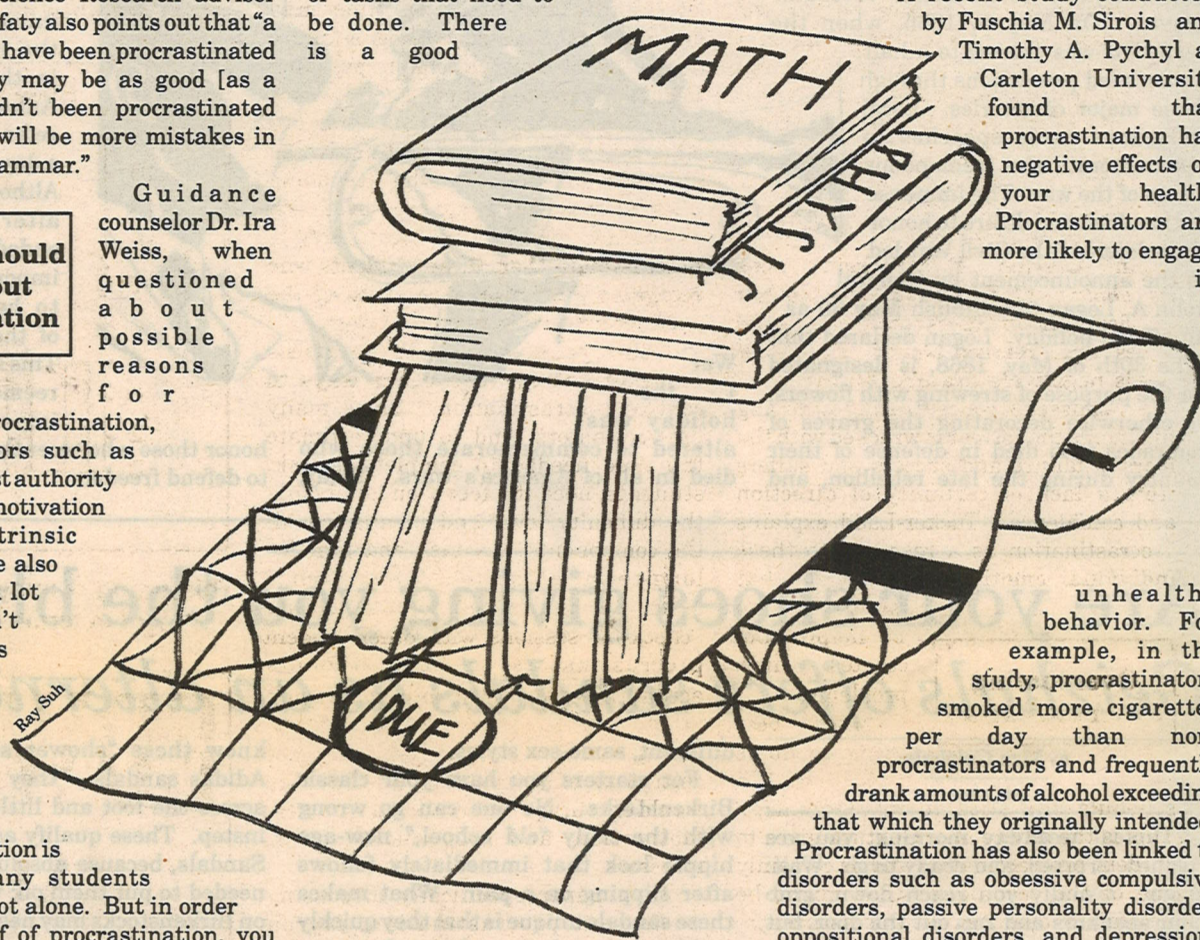
Procrastination is a problem many students face. You are not alone. But in order to free yourself of procrastination, you must make the first step.

Studies have shown that procrastination affects twenty-five to fifty, even up to seventy percent of college students. Procrastination

researchers Haycock, McCarthy, and Skay define procrastination as delaying responsibilities, decisions, or tasks that need to be done. There is a good

the late nights, the task is accomplished, and the finished product procures a respectable grade?

A recent study conducted by Fuschia M. Sirois and Timothy A. Pynchl at Carleton University found that procrastination has negative effects on your health. Procrastinators are more likely to engage in



unhealthy behavior. For example, in the study, procrastinators smoked more cigarettes per day than non-procrastinators and frequently drank amounts of alcohol exceeding that which they originally intended. Procrastination has also been linked to disorders such as obsessive compulsive disorders, passive personality disorder, oppositional disorders, and depression. Procrastinators are also less likely to receive treatment for these disorders because they have a tendency to delay doctor visits. Even more bad news – procrastinators have higher rates of

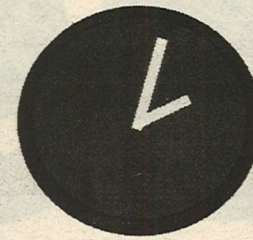
Do you have a procrastination problem?

- Do I put off taking care of important tasks, jeopardizing my relationships, career, finances, and health?
- Do I put off doing what I need to do until a crisis develops?
- Do I put off doing tasks unless I can do them perfectly, or until I can find the perfect time to do them?
- Do I hesitate taking action that needs to be taken because I fear change?
- Do I think too much about things I'd like to do but rarely get around to doing?
- Do I think I am special and don't need to do all the things that I can't find time for?
- Do I commit myself to so many things that I can't find time for many of them?
- Do I tend to do only what I want to do instead of what I should do?

How many of these questions did you answer "yes" to? The more "yes" answers you had, the more serious your problem with procrastination is!

(Adapted from Linda Sadapin's *Turning Clockwise/Procrastination Is A Habit That Can Be Changed*)

and Tomorrow...



is a big problem at Schreiber

digestive ailments, insomnia, and cold and flu symptoms.

Contrary to what may be expected, procrastination cannot be linked immediately to poor grades. Questia Media Inc. conducted a study among college procrastinators and discovered that out of the three hundred students polled, two hundred twenty-four had a grade point average over 3.0, with twenty-three of these students having a grade point average over 4.0.

In Clayton E. Tucker's book *Psychological Self-Help*, the author divides procrastinators into "tense-afraid types" and "relaxed types." The latter "feels negatively towards his/her work and dismisses it, concentrating on having fun" while the former is wracked with the fears of failure and success and suffers from a lack of certainty of direction and confidence. Tucker-Ladd explains procrastination as a response to these individual emotions, a response that is intended to be helpful but creates new problems.

Overcoming Procrastination

"The best thing to do is to create a schedule and stick to it. Organize." This is the advice Ms. Gokturk gives to student procrastinators and is certainly one of the techniques that might be helpful in overcoming procrastination. However, since procrastination is "not solely a deficit in study habits or time management, but involves a complex interaction of behavioral, cognitive, and affective components," as researchers Solomon and Rothblum put it, there is no one method that would eliminate procrastination.

One technique that is proposed by researcher Caroline Senecal is analyzing

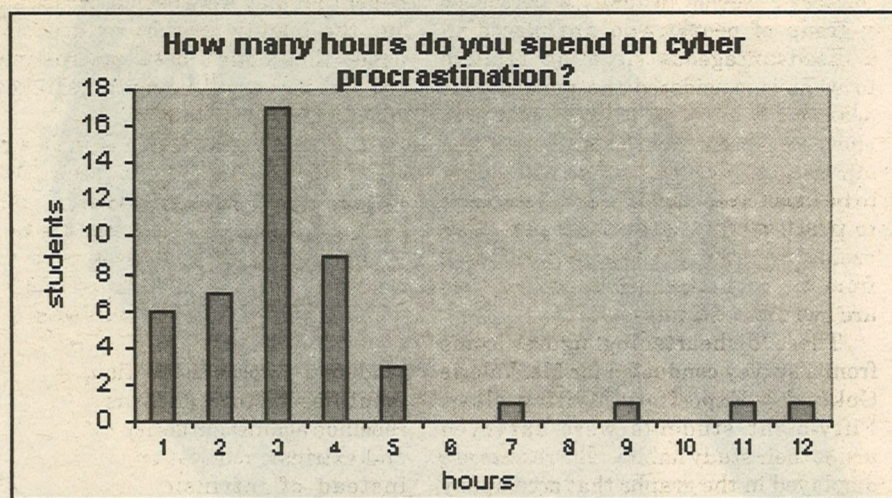
why the task is being pursued and changing the motives so that they are more intrinsic than extrinsic. "Accomplishing tasks on time may depend not only on how afraid of failure one is but also on why one is pursuing the activity in the first place," she writes in her journal article. She and her fellow researchers found that motivated students, or students who are doing work because of external pressures such as parental goading, are more likely to procrastinate than those students who recognize the importance of doing the work or are interested in the work.

Self-regulation and stress management are two other ways to control procrastination. Since many procrastinators tend to underestimate the time needed to complete a task, students need to focus on analyzing the difficulty level and identifying all the components of a task and practice long-term planning. Researcher Mera Kachgal recommends holding "check-in" sessions with other student procrastinators to hold students accountable for work and to provide them with support from other students. Kachgal also identifies realistic goal setting as effective, claiming that this would encourage self-regulation, provide motivation, and help combat other stressors.

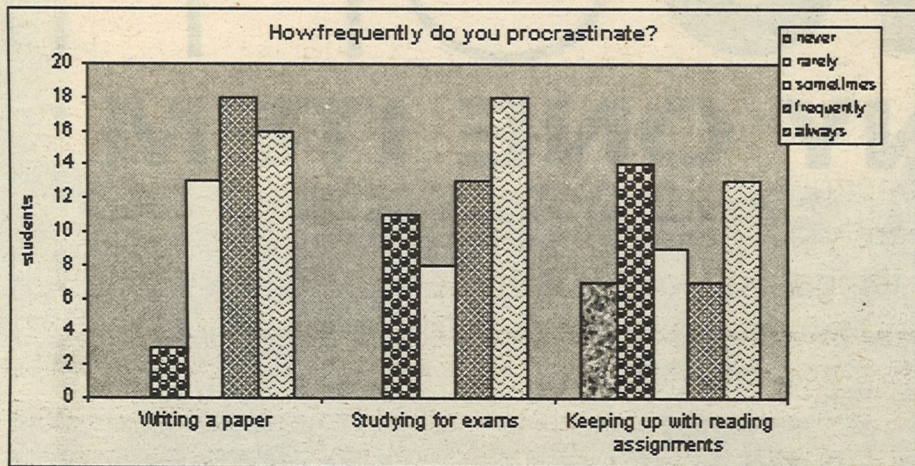
In a paper specifically discussing adolescent procrastination, Myron Dembo encourages pointing out to students how much time is lost through procrastination and showing them how improving their usage of time would reduce the time spent on unpleasant tasks and give them more time to enjoy activities they want to do. She also believes goal setting, dividing the goals into academic and nonacademic, will foster good working habits.

Dr. Ira Weiss, a Schreiber guidance counselor, divides procrastination into two types. "If it's a mild issue...that's fine," he says. "But when it's pathological...when

procrastination impacts the life of someone, it's a sign of underlying problems...these people need [professional] help."



This graph displays the distribution of hours spent procrastinating per night in terms of number of students out of a sample of forty-six.



Students were surveyed to ascertain the severity of procrastination in Schreiber. The graph above represents the distribution of a sample of fifty students' level of procrastination. Additionally, it divides procrastination into three categories based on the type of homework assignment that was affected.

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Arts & Entertainment

page 23

THE SCHREIBER TIMES FRIDAY, MAY 23, 2003

Starmites wows and confounds audiences of all ages

BY Sam Salkin
A&E Editor

I have been a patron of the arts at Schreiber for as long as I can remember. I have enjoyed jazz concerts with Marian McPartland and have watched Battles of the Bands, where moshing was taboo. In all my years, however, I have never seen a show that weirded me out in the way that *Starmites* did. But, let me be completely honest. I have never had more fun at a Schreiber show than while watching whatever it was that went on in the auditorium from April 10-13. But this wasn't the kind of fun you find on earth; this was the



Senior Diego Carvajal and freshman Greg Ormont groove to the funky tunes of the *Starmites* score.

kind of fun that you can only find in innerspace, with the *Starmites*.

When the show opens, we meet Eleanor, played by sophomore Sammi Garrett, sitting in her bedroom and reading her favorite issue of *Starmites*, a comic book. Eleanor reveals to her mother, senior Michelle Rinke, that she wants to be a superhero when she grows up. When her mother tells her that superheroes only exist in comic books, Eleanor goes to sleep upset, until she is awakened by none other than the *Starmites*.

Led by the fearless Space Punk, played by freshman David Gelb, the *Starmites* are a group dedicated to fighting the evil forces of the universe. With second in command Ack Ack Ackerman, played by senior Diego Carvajal, the *Starmites* are a force to be reckoned with. The brain of the group was Herbie Harrison, fittingly played by junior Andrew Malone. Sophomore Jake Glickman wowed the audience with his break dancing and free styling skills in his role as Dazzle

Razzledorf. Playing S'up S'up Sensasboi, senior Tom Wang belted out songs better than Billy Joel. Mort Thiacoole, played by freshman Greg Ormont, matched Wang in presence. Rounding out the *Starmite* crew was Spuds Salute, played by senior Dan Alschuler. If these names sound weird, be prepared - the show gets even weirder!

The *Starmites* have a very important task at hand when they come to Eleanor. Space Punk explains to Eleanor that Shak Graa, the most evil force in the universe, wants to destroy the 'mites and that she is their only hope. Punk dubs Eleanor "Milady" and they venture out to save the universe. Senior Evan Jay played a quite sinister Shak Graa, evoking the scariest moments of the production. On their journey, the *Starmites* meet a lizard named Trinkulus, played by senior Jon Levin. Now, I know that Levin is really good at playing human, but he played a lizard with amazing talent, even running around the stage on all fours. Levin is always one of the most welcome additions to shows at Schreiber because he successfully utilizes physical humor and an uncanny ability to mimic others. Trinkulus leads the 'mites on their quest to save innerspace by finding "The Cruelty," a guitar that has the power to warp minds.

On their journey, the *Starmites* and Milady go to Diva, played by sophomore Alison Rich, the guardian of the Cruelty. Rich and her sidekicks, the Banshees, strike a deal, allowing them to take the Cruelty if one of the *Starmites* weds her daughter Princess Bizarbara, played by freshman Leslie Krotman. Both Rich and Krotman beautifully handled the vocal parts and had a powerful stage presence. While Bizarbara falls for the hunky Space Punk, Space Punk falls for Milady. To fix her daughter's heartbreak, Diva requests the help of her Banshees. Led by junior Anushka Peres, playing the part of Shotzi, the Banshee cast included Balbraka, played by freshman Shari Zimmerman; Canibelle, played by junior Amanda Otte; Maligna, played by junior Lauren Elicks; Fen Fen, played by sophomore Marie Young; Nucleac, played by freshman Claire Talcott; Ribo, played by freshman Meghan Elicks; and Acid, played by freshman Elyssa Jakim. The Banshees terrorize and torture the *Starmites*, giving Punk no other choice

than to agree with Diva's wishes.

Special recognition should be given to Peres for her last show at Schreiber. She kept the audience members on the edge of their seats with her cool dance moves and her killer pipes.

A wedding between Bizarbara and Space Punk is set, but at the last minute Punk proclaims his love for Milady and calls off the wedding. Diva then has Bizarbara transformed into Milady to trick Punk into continuing with the marriage. At the wedding, Diva lets Trinkulus play the Cruelty and he catches everyone in a hypnotic spell. It is then revealed that Trinkulus is really the agent of the sinister Shak Graa and that the only way to return innerspace to its normal state will be to rely on the special powers of Milady. With the revealed true love between Milady and Punk, the Cruelty loses all power to cause destruction, but Trinkulus and Shak Graa are able to escape to earth. Diva then reveals that Milady and Bizarbara had been switched at birth, that Bizarbara truly belongs on earth, that Milady is her true daughter and that the 'mites and the Banshees are descendant from the same ancestry. All rejoice at this news; Punk can remain happily forever with Milady and the *Starmites* have finally found female companionship.

In addition, senior Vanessa Shkuda deserves recognition for her role as the Goddess of Innerspace and her pixy dust spreading abilities. Furthermore, senior Zach Paciello and freshman Phillip Fleischer were a valuable addition to the show, helping out with scene changes.

The show, directed and choreographed by Ms. Cam Gelb, was performed with an amazing amount of

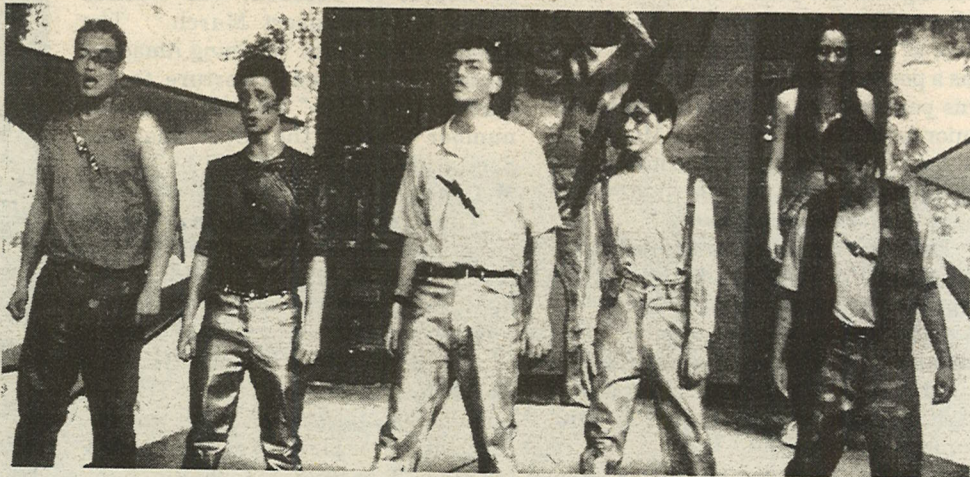


Sophomore Samantha Garrett and freshman David Gelb fall in love as Milady and Space Punk.

energy; the entire audience chimed in with the catchy songs. Young children turned out in great numbers after the crew visited select elementary schools the day of opening night. The musical director, Ms. Karla Schonbrun, led the orchestra and the cast to a highly successful show.

I'm still not really sure what happened in the auditorium that night. The wacky plot and the rock 'n' roll music created a great sense of energy, but at the same time, I had a tough time deciphering the plot in the midst of all the energy. Furthermore, the amazing set and lighting only distracted me sometimes, but in the end, if the *Starmites* ever called on me to help out, I would most certainly join the fray.

All photos taken by Sam Salkin and Christy Wurmstedt.



Senior Tom Wang, Gelb, junior Andy Malone, Ormont, and Carvajal stand defiantly in front of Milady, Garrett, as the 'mites venture to save Inner Space from the Evil Shak Graa.

The Matrix: Reloaded makes its long awaited debut

BY Mea Geizhals
A&E Editor

It has been four years since *The Matrix* was first released in 1999, and many fans sitting in the theater this past weekend were relieved that their wait to see the heavily-hyped sequel was over. As the screen turned green and the "WB" symbol dissolved into numbers, chills ran down my back as I realized what was happening: I was watching *The Matrix*. However, this was not going to be just another viewing of the famous slow-motion fight scenes and stimulating plotline — this was *Reloaded*.



Some compare *The Matrix* trilogy to that of *Star Wars* and *Lord of the Rings*, crediting the Wachowski Brothers with creating the epic of our generation. Yet if this is the case, one might expect a different reaction from the public after the initial release of *Reloaded*. Granted everything has fans and critics, especially movies, but it seems that *The Matrix* must stand alone among trilogies.

Perhaps *Reloaded* and its predecessor were so popular because they were, and are, able to entertain audiences on many levels. There is no doubt about it — *Reloaded* will leave you in awe. Even the trailer for *The Matrix* left mouths on the floor and expressions of absolute "wow" on faces. From a mid-air kick by Trinity, played by Carrie-Anne Moss, to the back-bending abilities of Neo, played by Keanu Reeves, a combination of remarkable camera angles and superior computer graphics created never-before-seen effects that have since been imitated at every opportunity in absolute flattery and admiration. Therefore, it was expected that Part Two of the trilogy would at least match the original in terms of special effects, and it certainly did prove itself worthy of carrying *The Matrix* name with fight scenes and high-speed chases which were applauded at their conclusion. On the other hand, some critics say that these sequences were unnecessary in length and took

away from the overall experience because of their obvious computer-generated composition. Regardless of your opinion, viewers who simply absorb the innumerable amount of bullets fired and continual defiance of Newtonian laws will be disappointed; as one cast member said in an article published in *The New York Times*, "You've got to look beneath the special effects."

If the writers of *The Matrix* hadn't, the next big Hollywood hit would have come up with the technology to create the effects that many associate with *The Matrix*. This is not to devalue the movie, or any of the people who worked on it, I mean only to say that the screenplay of *The Matrix* is much more valuable than the special effects seen on the big screen.

The movie also delves into an intellectual arena, attacking philosophy head-on, without looking back. Are we in control of our actions? What separates body and mind? Is there a computer chip inside my head telling me what chicken tastes like and what to write next? All of these questions, except perhaps the latter, are what drive Neo, Trinity, Morpheus (Laurence Fishburne), and the rest of the crew of the Nebuchadnezzar in *The Matrix*. In *Reloaded*, the remaining crew joins the other crews of Zion to protect their city against the machines. Neo is also on a quest to discover his own fate as the philosophical side of the story

line is driven on by the Oracle, played by Gloria Foster, and the Architect, played by Helmut Bakaitis. The Oracle's question, "If I hadn't told you [that you were going to break the vase], would you still have done it?" is revisited on many different levels. Neo's godly image, the meeting in Zion's caves, the love scene, and the dance scene (also known as "the orgy") all call on references to biblical times and ancient civilizations, which add to the deeper meaning of *The Matrix*.

Whatever's out there, it will be back again soon as *The Matrix: Revolutions* is expected to hit theaters November. Now that *The Matrix* hype has reached its climax, and will hopefully begin to die down, all of our jaws will return to normal after viewing the computer graphics for the first time. Now, we can take the time to fully experience the movie either by watching *Reloaded* again in the theaters, revisiting *The Matrix*, or investigating what the critics have to say online or in the papers. Whatever you do, do not let bad first impressions discourage you from taking all that you can from the wonderful minds of the Wachowski Brothers, and not simply from the products of computer generation. To understand the full meaning of *The Matrix* one must look at the information that has come from man-made philosophy, thoughts, and fantasies, instead of from coded special effects. Ironic?

Spring Concert Review

BY Andrew Gross
Assistant A&E Editor

The Schreiber Music Department performed the final set of concerts of the school year. Spring Concert I took place on April 30 and featured the Symphonic Orchestra, directed by Mr. Anthony Pinelli, Jr., the Chamber Choir, directed by Mr. Philip Glover, the Concert Choir, also directed by Mr. Glover, and the Concert Band, directed by Mr. Mark Brenner.

The Symphonic Orchestra performed two songs, both from extremely different genres. The first, composed by Aaron Copland, was called "Hoe Down" from his symphony "Rodeo." The second, one of the most well-known classical masterpieces of all time, was Ludwig van Beethoven's "Symphony No. 5: I Allegro Con Brio."

The Chamber Choir performed two very well-known songs, both incredibly popular at their time. Senior Jennifer Tsai performed "Somewhere Over the Rainbow," composed for the 1939 award-winning film *The Wizard of Oz*, by Harold Arlen. The second piece, "New York State of Mind," composed by Billy Joel, was a pop-hit from his album, *Turnstiles*. This performance featured accompanist junior Arum Chun, as well as Mr. Pinelli on bass. Senior Dan Alschuler and sophomore Carola Cassaro performed solo parts for this piece.

The Concert Choir performed three songs. The first, "Eldorado," was composed by Emma Lou Diemer. The second, "Turn the World Around," was composed by Harry Belafonte and Robert Freedman. The last number was a spiritual song called "John Saw duh Numbuh."

The Concert Band performed two overtures, "Overture for Band Op. 24," composed by Felix Mendelssohn Bartholdy, and "Festive Overture Op. 96," composed

by Dmitri Shostakovich.

Spring Concert II took place on May 14, featuring four musical groups: the String Orchestra, directed by Mr. Pinelli, the Schreiber Chorus, directed by Mr. Glover, the Symphonic Band, directed by Mr. Jeffrey Byrne, and the Jazz Band, directed by Mr. Brenner. The String Orchestra performed a wide variety of selections. Like the Symphonic Orchestra, their first song was "Hoe Down," and second, "Londonderry Air," a traditional Irish song. The last, "Symphony No. 8: Finale," was composed by Anton Dvorak.

The Schreiber Chorus performed three numbers. The first two, composed by jazz great Edward "Duke" Ellington, were entitled "Hit Me With a Hot Note and Watch Me Bounce." The next was "Caledonian's Air," a Scottish folk song. The last number, a historically popular pop song, "Build Me Up, Buttercup," was composed by Tony McCauley and Michael D'Abo.

The Symphonic Band performed three numbers as well. The first, a march by Robert H. Pearson, was entitled "Minuteman Concert March." The second, a classic by Wolfgang Amadeus Mozart, was called "Overture to the Marriage of Figaro." The last, a patriotic number entitled the "Star Spangled Spectacular," was composed by George M. Cohan.

The last group, the Jazz Band, performed four numbers. The first, "A Nasty Bit of the Blues," was composed by Doug Beach. The second, "Switch in Time," was composed by Sammy Nestico. "Shoot the Sherbet to Me Herbert" was composed by Les Taylor. The last number, an upbeat funk tune, was one of the first ever played by the jazz band, entitled "Technically Speaking," and was composed by Mike Pendowski. The last concert this year will be the Pops Concert in June.

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Tribeca Film Festival brings culture to lower Manhattan

BY Andrew Pariser
Staff Writer

It's a Saturday night and the town seems dead. Driving down Main Street and Port Boulevard, there are no cars on the road. Some friends haven't been picking up their phones, while others are busy with parents or plans. It seems like one of those nights when you will wind up being alone. Saturday night television somehow seems lacking. You can't turn to *Friends*, *Six Feet Under*, *ER*, or *West Wing*. It's too early to go to sleep; you have one more night to enjoy yourself before worrying about school again, and you want to enjoy it. What's the solution? Where do you find company? A movie!

Movies seem to be whatever we, as a culture, need them to be. For the bored teenager entertained above, a movie is strictly entertainment. Sometimes I look at the film industry with tired, weary eyes, wondering what the new blockbuster hit will be. Another sequel? Another old comic book brought to life? In the past year, we've seen *Spiderman*,

X-Men, *Daredevil*, *X2*, and, coming soon, *The Hulk*. These are all great movies, but they lack something important. They lack innovation. Giant production companies have taken no-fail concepts, interlaced them with sex, drugs and violence, added a sense of wit, and turned out a movie at every chance possible. Now, going to the movies is a nine-dollar affair; add the cost of drinks and popcorn and you are close to twenty dollars.

What if? What if you could see a movie that is different? What if the movie weren't tailored for mainstream American culture? What if the movie weren't intended for America at all? To watch a film crafted beautifully with a passion, a point, a precise need to be made!

I can personally say that it was a giant success. Celebrities bustling from one film to another. A red carpet and a backdrop for the press to take pictures of

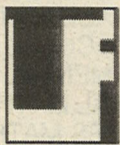
"important" people. Crowds and lines and film enthusiasts. I thought that if I were a director, I would want to capture for my movie the scene of busy New Yorkers running to and fro, on cell phones, with coffee, meeting with other New Yorkers to watch movies — scratch that — films.

If neither the big headline at the top of the page or the paragraph preceding was clear enough, I am speaking about the Tribeca Film Festival. Born in 2002 by the collective vision of Jane Rosenthal, Robert De Niro and the Tribeca Film Institute, its first year witnessed a total attendance of over 150,000 people. Neglecting even to mention the successes of the films, the first year festival raked in 10.4 million dollars in revenues for local Tribeca merchants. A number of "fancy" local restaurants created reasonable price-fixed menus to allow the attendees a taste of luxury without the bitterness of the cost. Not only did the films reach the

audiences, they helped in the economic recovery of lower Manhattan.

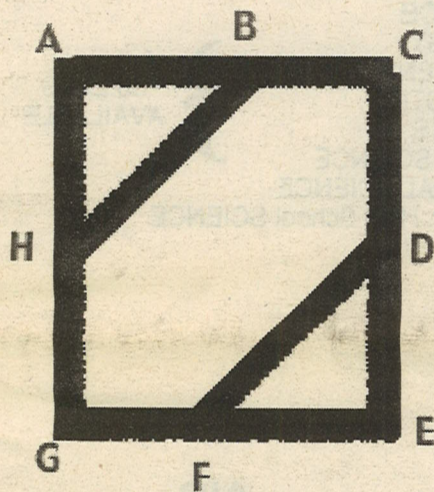
Hollywood has always been associated with the film industry, with the glitter and dazzle of the actors and actresses walking down the red carpet into massive multiplexes used for exclusive screenings. But New York deserves to be recognized as a major filmmaking center. The turnout and reception of the crowds have helped to credit this city with this distinction.

This festival's second year ended this past Mother's Day and was as successful as the first. To my dismay, almost every film shown over the weekend had been designated "wait list" by the preceding Monday. I have been lucky enough to attend both festivals and I plan to attend throughout the festival's future. Next year, I encourage you to spend the concession stand money on round trip train tickets. You will be able to experience something more than just entertainment. You will experience culture.



TRIBECA FILM FESTIVAL

The Impossible Proof By Sam Salkin



Given:

- 1) $CE \cong AG$
- 2) $BH \parallel DF$
- 3) $\angle C \cong \angle G$

Prove:

**JFK was shot by
Lee Harvey Oswald**

Coming to the Schreiber Stage

The Drama Club will be performing *Rosencrantz and Guildenstern are Dead* on May 30 and 31 at 8 p.m. and on June 1 at 6 p.m. The show stars seniors Jon Levin as Guildenstern, Dylan Weinberger as Rosencrantz, and Diego Carvajal as The Player.

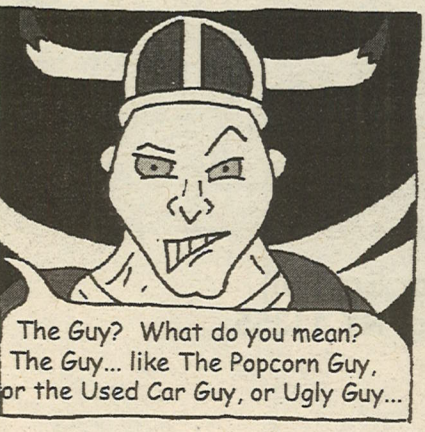
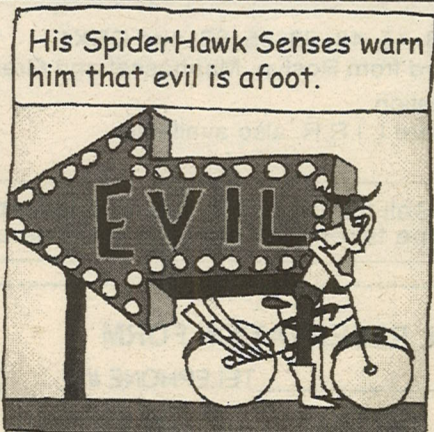
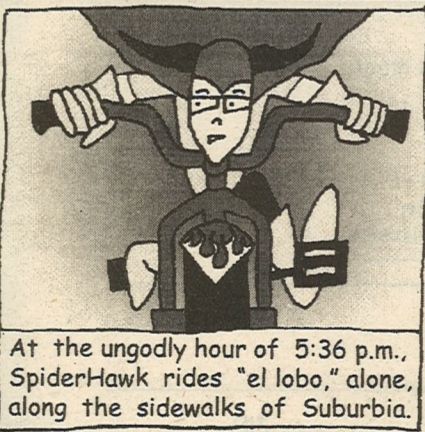
Tom Stoppard's most famous play tells of the adventures of Rosencrantz and Guildenstern during the play *Hamlet*. As two of Shakespeare's more insignificant characters, they search to find meaning in the midst of chaos. Throughout the production, these two misfits make their way through life, giving Stoppard's play the well earned status as the finest work of "absurd theater." First produced in 1966, this dark comedy has been entertaining audiences from the professional to the local level of theater and is expected to be an exceptional production as the last show of this school year. Despite the fact that the upcoming play is based on one of Shakespeare's tragedies, it is in no way necessary for any audience member to have knowledge of *Hamlet* before viewing *Rosencrantz and Guildenstern are Dead*. The audience is guaranteed to leave the theater with laughing cramps and lots of thinking to do. Don't miss a show that everyone should experience.

SPIDER HAWK



ISSUE V

STORY: JON LEVIN
ART: CHRIS MIYANO



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PREPARATION FOR TESTS

S.A.T. - VERBAL (ENGLISH)
S.A.T. - MATH
P.S.A.T. - VERBAL (ENGLISH)
P.S.A.T. - MATH
ENGLISH for ENTRANCE EXAMS
for Special High Schools
- S.S.A.T., CO-OP
MATH for ENTRANCE EXAMS
for Special High Schools
- S.S.A.T., CO-OP

ENGLISH AS A SECOND LANGUAGE

E.S.L. - English as a
Second Language
T.O.E.F.L.

ENGLISH

ENGLISH 12th GRADE
ENGLISH 11th GRADE
ENGLISH 10th GRADE
ENGLISH 9th GRADE
I.S. & Jr. High School ENGLISH
REMEDIAL READING COURSE
READING SKILLS COURSE
ENGLISH as a Second Language
- E.S.L.

SOCIAL STUDIES

GOVERNMENT
ECONOMICS
U.S. HISTORY and GOVERNMENT
GLOBAL STUDIES
WORLD HISTORY
I.S. & Jr. High School SOC. STUDIES
SENIOR ELECTIVE
INDEPENDENT STUDIES

MATHEMATICS

MATH A
MATH B
SEQUENTIAL MATH II
SEQUENTIAL MATH III
9th GRADE MATH (Elem Alg)
10th GRADE MATH (Geom)
11th GRADE MATH (I.A. - Trig)
12th GRADE MATH (Pre-Calc 1, 2)
A.P. CALCULUS (A)
FUNDAMENTAL MATH
GENERAL MATH
BUSINESS MATH
PRE-ALGEBRA
I.S. & Jr. High School MATH

SCIENCE

BIOLOGY
LIVING ENVIRONMENT
CHEMISTRY
PHYSICS
EARTH SCIENCE
GENERAL SCIENCE
I.S. & Jr. High School SCIENCE

} 30 LABS
AVAILABLE

GIFTED 5th and 6th GRADERS
ENRICHMENT CLASSES IN ALL SUBJECTS

OTHER SUBJECTS

SPANISH
HEALTH ED (Hygiene)
PHYSICAL ED (Gym)
MAJOR or REQUIRED ART

AIR-
CONDITIONED
CLASSROOMS

TUITION: \$430.00 per class

AIR-
CONDITIONED
CLASSROOMS

REGENTS EXAMINATIONS AND FINAL EXAMS - AUGUST 13 and 14

1. Specify below the course or courses you think you will take. Final decision of courses can be made after you receive your report card in June.
2. BUSES: Q12, 13, 14, 15, 16, 17, 25/34, 26, 27, 28, 44, 48, 58, 65, 66, and QBX1.
M.S.B.A. Bus #N-20 or 21 along Northern Boulevard from Roslyn, Manhasset and Great Neck.
3. TRAINS: #7 or L.I.R.R. to Main Street Flushing Station.
Metro-Card available to NYC residents. Reduced fare L.I.R.R. also available.

DRIVER EDUCATION: Tuition \$495.00. Call for Driver Education application.
You can take Driver Education alone, or it can be taken with one, two or three courses.

WINDSOR SUMMER SCHOOL RESERVATION FORM

NAME: _____ TELEPHONE # () _____

ADDRESS: _____ APT. _____ TOWN _____ ZIP _____

HOME SCHOOL: _____ EXPECTED YEAR OF HIGH SCHOOL GRADUATION _____

ADDRESS OF HOME SCHOOL: _____

Temporary Choice of Summer Course(s):

1. _____
2. _____
3. _____
4. _____

Mail this form together with a \$100.00 deposit (payable to The Windsor School)
To: The Windsor School, Adm. Bldg., 136-23 Sanford Avenue, Flushing, NY 11355

VIKING SPORTS

Varsity lacrosse ends season with a 6-11 record

BY **Bikram Chadha**

Sports Editor

The boys varsity lacrosse team ended their 2003 season in the first round of the conference B playoffs against Floral Park on May 16. The team, led by coach Ken Case, played teams in its division including Floral Park, Plainview JFK, Jericho, Syosset, Manhasset, Cold Spring Harbor, Friends Academy, East Meadow, Clarke, Chaminade, Garden City, Hicksville, Mineola, Division, and MacArthur. The team's final record was six wins and eleven losses.

Their game against Floral Park was played at home, and both teams played well and challenged each other. Floral Park began the game on a strong note demonstrating teamwork, coordination, and good stick handling skills; they overcame the Vikings' offense and defense to score three goals during the first quarter. Even though Port was unable to penetrate their opponent's defense and goalie, they made up for it during the remainder of the game. During the second quarter, both the Vikings and Floral Park scored two goals, and during the third and fourth quarters, Port came out of its shell and played as it usually does. The team made key passes and took strategic shots with precision. Furthermore, Port's defense stepped up a notch allowing Floral Park to only add one additional point to the scoreboard during the third and fourth quarters. After a grueling and tense fourth quarter, junior attack Rob Gannon scored the critical goal with 1:48 left in regulation, giving the team a 6-5 lead.

Unfortunately, Port was unable to hold this lead through the remainder of the fourth quarter as Floral Park's Michael Littlefield scored with three seconds left, ending the quarter with a 6-6 tie. By the end of the fourth quarter, both attacker senior Sean Lowes and Gannon each had a total of two goals, while juniors Mike Bellino and Santiago del Castillo added one point each to the scoreboard. Goalie, senior Mike Ferrari had a total of 14 saves.

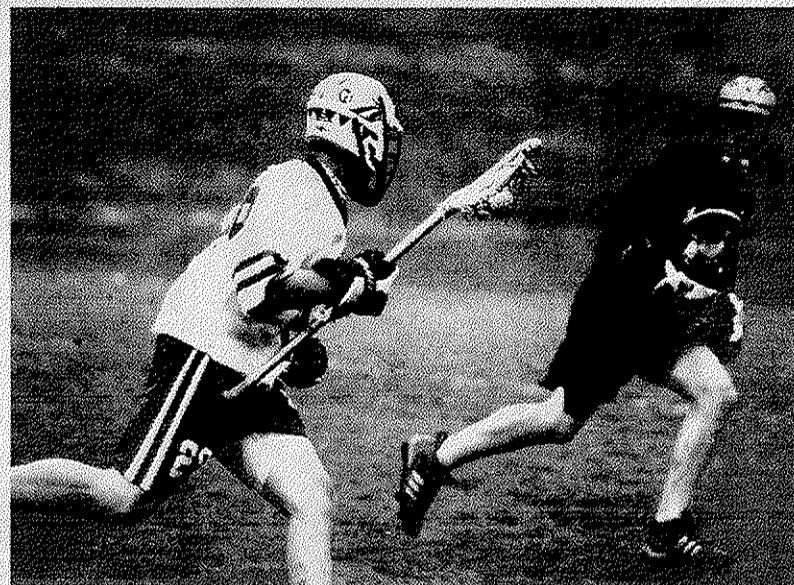
Going into overtime, both teams were ready to win as the game could have

gone either way. Port gained possession of the ball at the beginning of overtime; however, Floral Park intercepted a pass made by Port and scored off a fast break seven seconds into overtime ending the game.

Senior Robert Ziegelbaum commented on the team's performance during the game, "We started out pretty weak and our situation was looking kind of rough. However, we somehow managed to pull through. The team never lost confidence, and we played our hearts out until the very end, and that's all we could ask of each other. Unfortunately, the game did not go our way." He also commented on his general feelings about the team. "We started out with six seniors which is not too many to begin with and by the end of the season we went down to four. Considering our numbers and that we were an overall young team I feel we did well. The seniors demonstrated qualities of leadership and pulled the team together through its bumps along the road, and we were able to overcome our obstacles and come together at the end of the season."

The Vikings' last conference game played on May 13 against Plainview JFK ended on a better note with a crushing final score of 15-3, Port. The team played strong throughout the game scoring six goals, four goals, three goals, and two goals each quarter, respectively. Port's defense consisting of Ziegelbaum, junior Vince Zorskas, and sophomore Tommy Maher played aggressively and stayed on top of their opponents preventing them from getting too many shots on goal. Their offense played strategically and placed all effort on maintaining possession of the ball throughout the game. Senior Danny Maher had the game high of four goals, followed by Gannon with three.

Midfielder, junior Jake Sussman, commented on the team's season, "I think we had some difficulties, but we accomplished our goal of making the playoffs. Although we are losing a lot of great seniors, this year's juniors and sophomores are ready to step up and make next year a winning season."



Above: Attack senior Danny Maher makes a fast break down the field attempting to make another goal for Port.
Below: Sophomore midfielder Greg Mallon pushes down the field as he breaks through the opposing team's defense.



Sophomore Greg Mallon cradles away from a charging defender.

ROSTER

Number	Player	Grade	Position
1	Michael Ferrari	12	G
2	Dan Latzman	10	M
4	Jake Sussman	11	M
5	Santiago del Castillo	11	A
6	Sean Lowes	12	A
7	Dan Kenger	11	D
8	Nick May	11	M
9	Sam Moazami	11	G
10	Vince Zorskas	11	D
12	Michael Winter	9	A
13	Michael Ryder	11	D
14	James Schaefer	11	DM
15	Rob Ziegelbaum	12	D
18	Greg Mallon	10	M
21	Michael Bellino	11	MA
22	Shane Hafer	11	A
23	Greg Safran	10	D
24	Max Cha	10	D
26	Scott Peckelis	11	D
27	Emilio Diaz	11	M
28	Danny Maher	12	M
29	Rob Gannon	11	A
31	Scott Falconer	11	D
32	Nick Marmor	11	DM
34	Trevor Cohen	11	DM
36	Tommy Maher	10	D

All photos by Amanda Lincer and Christy Wurmstedt

Varsity softball slides short of playoffs

BY **Kevin Boroumand**
Sports Editor

Coaches Ms. Erin Fealy and Ms. Jeanne Carrol couldn't hope for more from their girls varsity softball team. The Lady Vikings have been leaving competitors trailing in the dust, frequently delivering double-digit differences. Still, in a division where only one team of seven proceeds to playoffs, whopping victories don't help if you've suffered some close losses. Ending the season 9-3, the team has one of the best records in Schreiber sports, but unable to clinch the top spot in the second division conference, the Lady Vikings closed their season with a non-playoff victory over Uniondale scoring 12-5 just one day after beating Hempstead 15-3.

Riding what became an eight-game winning streak, the team demolished the competition in its last two weeks of playing. Against Uniondale on May 13, senior captain Nicole Verni scored two runs and helped Port bring four bodies home in the second inning. The pitcher, junior Nicole DeMeo, held Uniondale to scoring just one run in the next five innings and helped Port score a seven point victory.

The next day, in the second half of a doubleheader against Hempstead, DeMeo held her opponents to just three runs. Senior outfielder Roma Chopra helped Port put numbers on the scoreboard with two singles and helped run a teammate in. Captain senior Danielle Russo and sophomore Carola Cassaro each ran a teammate in. The celebration of a 7-3 victory was dampened, however, by junior Michelle Kornblau's injury, which was incurred while sliding into a base. The unfortunate injury left the Vikings short an excellent infielder in the game against Uniondale.

Pitcher freshman Melissa DeSiervo pitched the first game of the doubleheader against Hempstead. Her persistent pitching skills kept Hempstead to just three runs through the entire game. DeSiervo was also a key hitter for the Vikings with three RBIs and two of her own runs. Russo caught a backstop foul in the third inning, accomplishing one of the most difficult and important tasks of a catcher. The game closed 15-3 with Port on top.

Despite some amazing season play, including a 12-0, 17-1 double header against Great Neck South, where DeMeo allowed just three hits in two games, the team suffered a small number of devastating losses. A three-game losing streak that encompassed all the losses of Port's season started on April 14 when Hewlett downed Port 18-11. In the second game of that double header, the Lady Vikings exacted revenge and ravaged Hewlett 19-5 with Russo taking a solo homer and Verni coming in to steal two bases.

The next day Port suffered the second loss of the season in what became the closest game they played. Up against division giants Calhoun, Port burrowed in for a long game. DeMeo couldn't throw fast enough for the seasoned Calhoun players who exacted sixteen runs over the Vikings. The girls responded with fifteen of their own runs but not enough to win the game. Had Port won this game, Calhoun may have ended the season 11-3 and Port would have continued to the playoffs in Calhoun's place.



Top: Senior Ann Sautkulis in mid-swing.
Bottom: Freshman pitcher Melissa DeSiervo warms up while pitching to senior Danielle Russo.

Port still had a shot at post-season triumph when they faced Lawrence on April 29, but still reeling from Calhoun's victory and back from a long break, Port couldn't shape their game in time. Lawrence took advantage of the situation to win 18-6 in a game that very possibly cost Port the playoffs.

Despite not making the playoffs, Port's players remain proud of what has become one of their best seasons in many years. Senior captains Russo, Ann Sautkulis, and Verni helped bring

Port Washington	12
Uniondale	5
Port Washington	15
Hempstead	3
Port Washington	17
Great Neck South	1
Port Washington	11
Calhoun	7
Port Washington	26
Elmont	0
Port Washington	10
Lawrence	0

the team to an amazing record. Verni commented, "From a senior captain's perspective, we waited four years and strengthened the program without making playoffs. But hopefully this momentum will continue and we'll do even better in the future."

The captains, along with fellow seniors Chopra and Amanda Lefton, will be missed by the team next year. Junior Melissa Hauser reminisced about the senior players. She said, "Their drive definitely spread throughout the team and was the inspiration that pushed us so far." With a young but experienced team due back next year, Port should enjoy some amazing seasons in the future.

All Photos taken by Kevin Boroumand

Golf swings past the competition

BY **Josh Farhadian**

Staff Writer



Junior co-captain Dan Keene takes a practice swing before stepping up to the ball.

The varsity golf team has performed amazingly well this year despite a disappointing end of season loss against Great Neck on May 15. This fate-making game was critical to the team's playoff hopes. Sadly fortune was not on the team's side, and Great Neck downed the team. Still the team finished an excellent season closing with a record of 9-4, an excellent score in a very competitive region and one that placed the Vikings near the top of their conference.

Guided by head coach Mr. Ron Costello and co-captains senior Jenny Handelman and junior Dan Keene, the Vikings have demonstrated their golfing dexterity. This year's team features an impressive lineup, which includes outstanding golfer freshman Aaron Hwang, who has thus far led an undefeated season.

The team defeated Oyster Bay with a remarkable score of 230 strokes on May 1. Hwang led the team's victory with an outstanding forty-one strokes. Keene ended with forty-five strokes and juniors Josh Bloom and Brian Moran each triumphed over their opponents with

a score of fifty strokes. Following the game, Keene commented, "We have a pretty good shot at the counties. If we continue playing as we currently are, I think we will make them."

With a present record of eight wins and three losses, the varsity golfers seem unstoppable. The team also has the contributions of Hwang, who has a confirmed spot at counties. Moreover, the team is confident that Hwang will win at counties and possibly even attend states. "I think that there is a high probability," says Mr. Costello, "that Aaron will excel at counties and feasibly make states." Regardless of how Hwang performs at the counties, it is blatantly obvious that this year's golf team is saturated with talent.

With their current rate of progress, it is likely that the team will excel even further next year. Junior Josh Bloom remarked, "Next year should be a breakout season for us. We are going to have a fairly young, but experienced team with tremendous talent and strong senior leadership."

Badminton ends season with win

By Jon Glickman
Staff Writer

The girls of varsity badminton finished up their season with a win against Oyster Bay on May 8. The game, which followed two losses, was an important one to the team — it determined whether or not the girls finished their regular season with a winning record.

They entered the match with confidence, having previously beaten Oyster Bay in a 7-0 blowout on April 14. This confidence was maintained despite the loss of the first doubles dynamic duo of juniors Jane Forman and Tiffany Koo. Junior Zoe Rosenberg commented on the team's morale going into the match, saying, "Of course the team was disappointed that Jane and Tiffany couldn't be there for our last match before the playoffs, but we were still determined to win."

The girls' determination translated to victory and they won six out of the seven games played. During the team's single loss, the absences of Forman and Koo were sorely felt. Freshmen Dana Keene and Meredith Singleton, who replaced the missing first doubles pair, put up a valiant fight against their older and more experienced opponents.

The team's victory over Oyster Bay gave them an impressive regular season record of eight wins and six losses. In addition, a remarkable six of the



Left: Junior Melissa Livingston charges for the front of the net as she chases after a shuttlecock. Right: Junior Megan Zebroski follows through with her swing. Zebroski went on to win first singles in the Nassau County championships.

team's eight victories were 7-0 shutouts, including matches against Manhasset, West Hempstead, and Westbury. These perfect games illustrated the players' skills and reassured them as they prepared for the conference playoffs, which occurred on May 12.

The playoffs were open only to singles and doubles who have had a winning record for the season. Participating in the tournament were singles players junior Megan Zebroski and freshman Laila Selim, as well as doubles players senior Jen Tsai, juniors Forman, Koo, Beth Lipson, Melissa Livingston, and Zoe Rosenberg, sophomore Lauren Alpert, and eighth grader Katrina Fahey.

Selim and Zebroski advanced to the Nassau County tournament. Selim won first place in the third singles category, while Zebroski finished in first place in the first singles category. This is the third year in a row that Zebroski has clinched the Nassau County championship, and the first time in Schreiber history that the county tournament has been won by a Schreiber student so many times in a row. Zebroski spoke of her accomplishment, saying, "This was an amazing way to finish the season."

The team is looking forward to a great season next year as well. Since only one senior played this year, almost the entire team will be returning next year. There is certainly much potential for success in the coming seasons.

Girls JV lacrosse closes impressive season with a win

By Kesh Iyer
Contributing Writer

Girls junior varsity lacrosse ended an outstanding season with a triumphant 14-1-1 record. The team ended the season with a 9-5 win against St. Anthony's on May 9. Overall, having had only one loss, to Garden City, the girls this season seemed to be impervious. Working together, playing together and having fun together, the team reached new heights. The captains, sophomores Jamie Bushell, Nicole Cavallaro and Emily Hansen, led their team to success and will continue to dominate the field next year, with the direction and leadership of coaches Mr. CJ Gober and Ms. Elizabeth Hutchinson.

The lead scorers of this season were sophomores Bushell, Cavallaro, Heather Fooden, Ali Rosenbluth, Robyn Schechter, and freshman Sarah Weiss. Their powerful offense and a strong defense enabled the girls to walk away victoriously as they plowed through their opponents. After a fantastic season, the girls look forward to a well-deserved break; hopefully most will come back next year and have a repeat of this season.



Sophomore Robyn Schechter slows to guard a St. Anthony's attacker. Schechter and her sophomore teammates were essential to the team's success this season.

Fooden stated, "With an exception to our upsetting loss to Garden City, the season was an amazing one. Although it is a lot of work to be on a team that has an amazing record like we do, it was a lot of fun, and I wish every season could be like this one has been! Next year some of us will be moving up to varsity, and I'm definitely going to miss the girls of JV girls lacrosse 2003, and especially Hutch and Gober!"

Girls lacrosse overpowers Freeport in first playoff game

By Tom Schweitzer
Staff Writer

The girls varsity lacrosse team started its playoffs with a sweeping victory over a strong Freeport team on May 19. Following a first round bye, Port was ready to win in their first playoff game of the year. On the sunny Monday afternoon, the Lady Vikings took the field with extreme enthusiasm. After a quick cheer the game was off to a start.

After a somewhat slow beginning to the first half, the Lady Vikings began to take a commanding lead. Within five minutes, they scored five quick goals. Senior Lindsay Levin commenced the scoring, followed by fellow senior Deirdre O'Connor and junior Jolie Signorile. After the first half, Port led eight to one. Needless to say, Port's defense, led by senior Lisa Vogeley, juniors Marla Diakow, Jackie McManus and Jenn Regan and sophomore Halsey Diakow, was quite impressive in holding Freeport to only one goal.

The second half was no different for the Lady Vikings. The girls' passion spread to the fans. Schreiber held strong and played tough during the second half. Levin and O'Connor continued their scoring. Freeport was able to beat the Lady Vikings in the second half, but Schreiber's dominant first half led the girls to victory.

The final score of the game was 11-5 in Schreiber's favor. Levin led the scoring

with five goals. O'Connor also had an impressive game with four goals. Juniors Jackie Hehir and Signorile each scored one goal. Senior Lara Melniker and sophomore Danielle Bourguet also helped lead the Schreiber offense. After viewing the game, sophomore Zachary Levin commented, "The team has extraordinary chemistry, which is something special, and it showed in the play."

The team had a very impressive performance that will hopefully be the start of a victorious postseason. This will be coach Roger Winter's last season coaching the girls varsity lacrosse team so the team is doing all they can to be successful.

The girls competed in the semifinals at C.W. Post on May 21. Results from this game were not available at press time.

Await the June issue for full coverage of the lacrosse playoffs.

Final game leaves baseball out of playoffs

BY David Lindenbaum
Assistant Sports Editor

The playoff hopes that invigorated the varsity baseball team in the last week of their season proved to be just out of reach for the struggling team. In the last stretch of their season, the Vikings had a three game series against Herricks. The importance of this match up was maximized by the fact that Port was just one game behind Massepequa in the division. If the Vikings swept Herricks, and if Massepequa lost at least one of its final two games, then a coin toss would determine if the Vikings would see any post-season games.

The first of the three game series was on May 12. Sophomore pitcher Jared Isaacson led the Vikings with a great game. He pitched a complete seven innings and allowed only three runs. The Vikings offense leant support to Isaacson by scoring early. They scored three runs in the first and then struck again in the fourth by scoring another three runs. In the offensive game, both senior Kenny Goodwin and junior Matt Levering were instrumental in the scoring. Goodwin was 2-3 with one run and an RBI while Levering batted 1.000 with one double and four RBIs. With an outstanding overall performance, the Vikings won the first of the three game series.

The next game of the series was at Herricks and veteran junior pitcher Kenny Seligson took the mound in a game that developed into a pitching duel. Seligson pitched a two hitter, allowed no earned runs and pitched a complete game of seven innings. The Vikings took the lead early in the third inning with three runs and held on for the rest of the game, adding one run in the sixth.



The Vikings baseball team gathered around coach Richard Greeney just before their game against Herricks.

They missed an opportunity to break the game wide open when they loaded the bases. Herricks, however, escaped the dangerous situation to remain a viable threat. This threat manifested itself in the bottom of the seventh inning when Herricks placed a runner on second base with two out. On the next pitch, the Herricks batter hit a short fly ball to right field where senior Dan Pak made a diving catch to end the game. In this game, both senior Rob Tartaro and Isaacson led the offense of the Vikings. Isaacson went 2 for 3 with one RBI and Tartaro had one hit with two RBIs. The game ended with a final score of Port Washington 4, Herricks 2.

The team entered the third game of the series with their collective back against the wall and their fate left in

someone else's hands. They were one game away from sweeping Herricks. Massepequa needed to lose their last game in order for the Viking team to have a chance at a playoff berth. The team entered the game nervous but determined. Tartaro pitched a good game allowing five runs in seven innings. The Herricks pitcher Mike Levy pitched a two-hitter and kept the Vikings out of the game until the fifth inning when he allowed, Port to score one run. The Vikings season ended with a 5 to 1 loss as seniors Goodwin, Pak, and Tartaro played their last games. The Vikings' loss had no real meaning because Massepequa won their last game to clinch their own playoff berth.

Despite the disappointing ending to the season, the varsity baseball team

Port Washington	26
Herricks	0
Port Washington	19
Herricks	5
Port Washington	1
Herricks	5

had some considerable success in a tough conference containing two of the top teams in the county, Mepham and Calhoun. They defeated both Mepham and Calhoun once in decisive victories. First, they beat Calhoun in the seventh inning when junior Chris Pieper, ranked eleventh in the county in batting, hit a two run double with one out and the bases loaded to beat Calhoun 7 to 6. Next, Seligson led the Vikings to a 4-1 victory over Mepham when he pitched seven innings and allowed only five hits. In addition, the Vikings overcame a tough Farmingdale team 4-3 when Isaacson and Seligson combined to pitch a winning game. The Vikings finished the season with a complete record of 8-11, a 6-11 record in league play and a 4-5 record in conference play.

This year the team was young with a core of three seniors, eight juniors, four sophomores and one freshman. Seligson stated, "With so many returning players, next season looks very promising and Port has the possibility to go far in the playoffs...the departing seniors will be missed, as they contributed greatly to this year's success."

Rainy days don't keep JV softball from ending "magnificent" season 8-2

BY Jeff Stricker
Assistant Computer Manager

The girls junior varsity softball team finished a strong season last week despite numerous problems due to weather. Many games were cancelled, primarily due to rain. However, the team was able to pull out a magnificent 8-2 record. The team played against teams from Calhoun, Elmont, Hewlett, Lawrence, and Uniondale.

In competitions against Elmont, Lawrence, and Uniondale, the team was at its finest, beating all three schools. The girls played especially well against Elmont, when they won each of their two games, the first 25-0 and the second 18-3. The team was less fortunate in games against Hewlett and Calhoun, losing to each team once. However, the girls rebounded from that loss to defeat traditionally competitive Calhoun 14-10.

While all of the players performed very well all season, pitcher sophomore Danielle Guidice's playing was especially notable. She struck out several batters in the team's win against Calhoun. In addition, pitcher freshman Gina Solomita hit three homeruns in the team's win against Calhoun. During the same game in the top of the fifth inning with the bases loaded, sophomore Jackie Stricker made a fantastic catch in the outfield to prevent any runs from scoring. Catcher



Sophomores Danielle Napoli, Jackie Stricker, and Danielle Guidice pose after a successful season.

sophomore Allison Kruger also deserves recognition, as she batted very well all season and also played well defensively.

This year's team was made up of fifteen players, seven sophomores and eight freshmen. A large number of JV players will be moved up to the varsity team next year and hopefully the JV team's good performance in 2003 will spark a strong varsity team next year. Jackie Stricker commented on the team's season a few days after the season ended. She said, "We played an excellent season despite all the setbacks due to weather, and I had a great time playing with all the girls."

JV baseball sends top seeded team running home to turn around season

BY Bikram Chada
Sports Editor

The boys junior varsity baseball team had a dismal record of 2-8 in the first ten games of the season, but their fortunes quickly changed after a victory over the division's top seeded Calhoun squad. The Vikings defeated the formidable Calhoun team with a close score of 5-3 on May 7. Four sophomore varsity players came down to provide the spark the junior varsity team needed. The ball club finally came alive and the regulars rallied behind the varsity players. All of a sudden, the season began to show some hope.

Along with the all-freshmen JV team, sophomores Jared Isaacson, Bryant Lee, John Masiello, and Dave Verni, who are normally on the varsity squad, were leant to JV for some extra playing time. "It wasn't that surprising or great when we were told the sophomores were playing with us, but after the game there were obviously no regrets," says freshman teammate Brett Friedman. Although the "new recruits" didn't have an outstanding game on paper, they seemed to provide the confidence and attitude the young team needed to pull off a win against the tough Calhoun club. The mind-set and approach they had toward the game made all the difference, as the usual JV players saw a rise in confidence and success. Isaacson started a cheering line

as the players came off the field during warm-ups on the third base line, and during the game Verni relentlessly kept everyone up at the backstop cheering on whichever Schreiber player was batting at the time.

Throughout the first five innings of the game against Calhoun, the Vikings trailed 3-2 due to the overpowering pitching of the opposition's Chris Weidline. However, in the sixth inning, freshman Jordan Caruso scored while pinch running for freshman Mike Thompson after his sacrifice bunt; this tied the game up at three apiece. Then the floodgates opened when freshman Tom Zebroski smashed a two run single through the gap in left center to put the Vikings up 5-3. And that's how it remained, with freshman Johnny Marx and Carmi Schickler pitching a brilliant combined game to hold the best team in the division to only three runs. Masiello and freshman Brandon Schneider played solid defense to seal and solidify the third JV Viking win of the season.

The three wins are a considerable improvement from the zero wins accumulated in the previous season. Despite the fact that coach Mr. Kevin Braddish has been trying to correct the general and specific faults of the team and players, he fortunately had nothing to do after the game but congratulate and give out game balls.

NEWS BRIEFS

Inside.

Upcoming Events

Social Science Night will be held on May 22. Ten new members will be inducted. Refreshments will follow a brief introduction to Social Science Research.

Science Night will be held on May 28. Science Research advisor Ms. Phyllis Serfaty and current members of Science Research will welcome ten incoming sophomores into the program.

Fifth grade Fun Day is on May 30. The Letter Club will inform elementary students about drug and alcohol abuse prevention. Through fun and games on the Schreiber fields, Schreiber students will educate fifth graders.

Math Night will be held on June 3. Current members will present their research presentations to incoming sophomores and their families. Refreshments will be served after introductory services.

Amnesty International holds benefit dinner

The Amnesty International Club held a dinner to raise money for the organization Doctors Without Borders on May 1. Doctors Without Borders consists of a group of volunteer doctors and nurses who travel abroad to help the weak and injured. They fill in for the doctors in the third world countries that experience either a shortage of faculty and medicine, or large illness epidemics that the doctors alone cannot handle.

The Amnesty International dinner was aimed to donate money to the American doctors who are currently in Iraq, aiding the citizens who were harmed by the recent attacks. Most of the hospitals were destroyed by the war, and it is difficult for the doctors to attain all the supplies necessary. The Amnesty Dinner planned to utilize a guest speaker to raise money. Unfortunately, the speaker was not able to attend and two bands were invited to play instead, one of which was led by Schreiber graduate David Portugal. The audience included thirty-five students who supported the program. Club advisor Mr. Harry Anderson remarked, "More students should take a concern about the human rights and injustices around the world."

~Sophie Kroft

Senior Auction raises money for Gambol

The class of 2003 raised approximately \$2100 at the annual faculty auction on April 30 and May 9. This auction was hosted to raise money for the senior Gambol.

Health teacher, Mr. Bob Baker moderated the auction and many teachers donated parking spots, gift certificates, and other gifts to be auctioned. Some of the donations included the Collector's Edition of the Port Washington Monopoly board game and Kung-fu lessons from social studies teachers Mr. Doug Matina and Mr. Alex Webster.

The event was smoothly run and students left the auction content with their newly acquired prizes. Although not all of the senior class attended, the auction was an overall success.

~Arum Chun

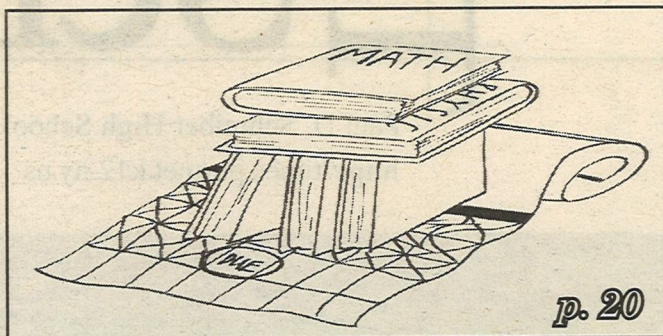
Key Club sponsors annual Bike-a-thon

The third annual Bike-a-thon was held from 7:15 a.m. to 12 noon on May 17. The Key Club sponsored event was an effort to raise funds for the Long Island Alzheimer's Foundation.

Located at the C.W. Post Campus in Brookville, NY, the participants in the Bike-a-thon rode through the Town of Oyster Bay as well as the villages of Brookville, Lattingtown, Laurel Hollow, Matinecock, Mill Neck, Muttontown, Old Brookville, Oyster Bay Cove and Upper Brookville. The marathon was put together with the aid of volunteers helping with marshalling, registering, directing, photography and clean up.

~Aapta Garg

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Photo Gallery



Senior Liz Brewster took this picture for a summer program at the School of Visual Arts. She exposed the picture for fifteen seconds and an F-stop of eight. Her love for and fascination with children inspired her to take this picture.

FRONTPAGE by Ray Suh and Sharon Weinberg
CENTERFOLD by Amanda Lincer
BACKPAGE by Kevin Boroumand



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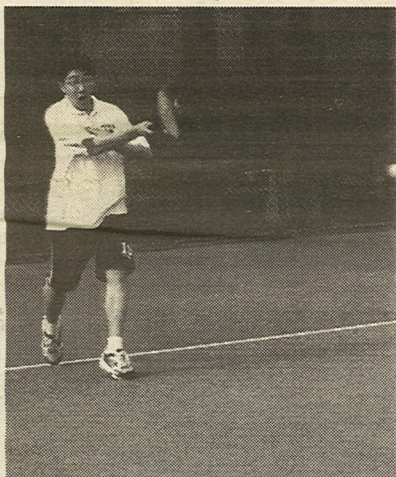
JV tennis eyes greater success for next year

BY **Jus Chadha**
Contributing Writer

The junior varsity boys tennis team ended its rebuilding season with a disappointing final record. Even so, the team thoroughly enjoyed the season. The boys used the experience of their coach, science teacher Mr. Peter Travis, and some of the top players to help build the team's tennis skills, including the fundamentals of the sport as well as the genuine value of teamwork.

The team played in Division I, which is one of the most competitive regions for high school tennis. Throughout the course of the season they met stiff competition from schools including Hewlett, Jericho, Plainview, Roslyn, and Syosset.

Despite a record that allowed the team no wins, there were several notable individual victories. Junior Eric Von Rosenberg led the team with three victories and commented, "It is too bad we couldn't pull out a team victory but in total, the season was very fun." Freshman Aroon Rustemi added, "We came close in many games but we just could not pull through at the end."



Kevin Boroumand

Freshman Sinsub Jeons follows through during his last game of the season.

Coalition triumph ends intramural floor hockey

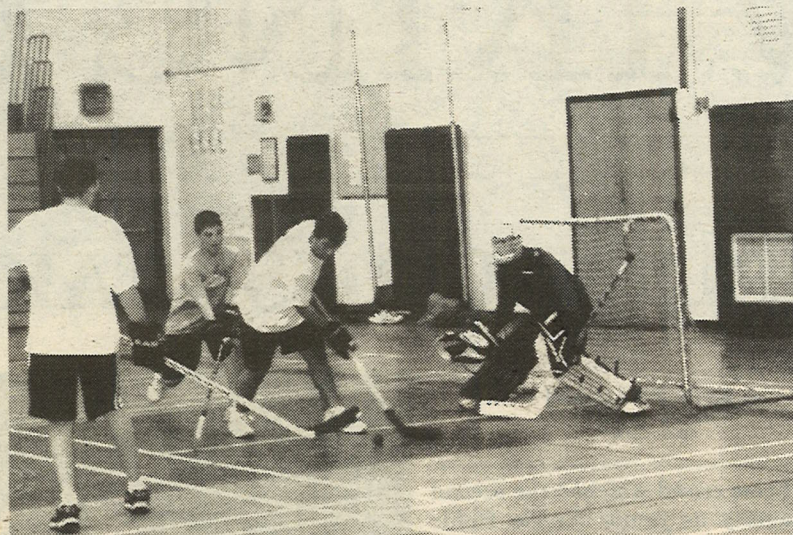
BY **Nick Merkelson**
Staff Writer

The Schreiber Floor Hockey League (SFHL) completed its season on May 12. Although the season was short, it was filled with friendly competition. Three teams — The Coalition, Stinky Team 11, and Sophomore Pride — competed for two spots in the championship game. It was a tough regular season for each team, but unfortunately, there can only be one winner in a season and Stinky Team 11 and Sophomore Pride failed to make the cut.

At 6:30 p.m. in the gymnasium, the Coalition — last season's Super Sophs and undefeated champions — faced Sophomore Pride, a young squad of mainly sophomores and freshmen. Unfortunately for the unprepared finalists, several team members did not show and those who came were forced to play the entire game without substitutions. The Coalition, on the other hand, came prepared to play with one substitute in reserve. Sophomore Pride watched their opponents take practice shots and realized that they were the underdogs in this face-off. Sophomore Pride senior goalie Billy Roberts (15 saves) recognized the intensity of the Coalition. After a few minutes of warm-ups, the whistle blew and the ball was dropped.

The Coalition came into the game with a ferocity that made sophomore defenseman Edward McCabe frightened of touching the ball. "They were so ready to play. I was in awe — like playing against professionals." The rest of the team was shocked as well and watched as The Coalition bombarded Roberts with shot after shot. Junior David Lindenbaum (5 goals), a strong right-handed sharpshooter, opened up the scoring less than three minutes into the half with a quick pass from junior Adam Carron (1 goal, 1 assist). Lindenbaum led the Coalition's scoring run for the rest of the half. At the end of the first half, the Coalition was leading 3-0.

After regrouping during the half-time break, Sophomore Pride addressed their mistakes and planned new strategies to fix them. After intercepting a soft pass, defenseman Nick Merkelson launched the



Sung Jun Jin

Junior Josh Bloom clears the ball from the Coalition's goal as Sophomore Pride forward Lee Stoval lurches in for the block.

ball into Coalition territory. Freshman Lee Stoval (1 assist) picked up the loose ball and made a sharp pass to captain Bobby Fischetti (1 goal). Taking advantage of junior Coalition goalie Nick Werber's position, Fischetti scored Sophomore Pride's first goal by gracefully slapping the ball past Werber (10 saves). The first five minutes of the second half gave the sophomores a glimpse of hope until the Coalition turned on the heat. With a renewed passion for the game, juniors Josh Bloom, Robbie Grogan, Ken Seligson, and Jeff Stricker took the Pride on a run for their money. They pushed, they shoved, they lunged, and they did everything possible to keep their opposition from even touching the ball. Their tenacity paid off when Carron slipped the ball through Roberts' legs, making the score 4-1. The sophomores battled back and returned the pushes, the shoves, the lunges, and the slides. Intramural advisers, coaches Mr. Joe Del Gais and Mr. Roger Winter watched the game and noted how it was the best intramural floor hockey game they had ever seen. Before the final whistle was blown, Lindenbaum put the ball in the net twice more, ending the game with a final score of 6-1. The three stars of the game were Lindenbaum, with his five-point game, Bloom, with his

artistically fierce defensive play, and Roberts, with his fifteen saves in goal.

At the end of the game, there were no winners or losers. Both teams shook hands as friends. Everyone held his head high; it was the most fun the players had had all season. The Coalition was awarded the championship stick and took a victory photograph.

This year's season was especially important, as it was Mr. Winter's final year advising the after-school activity. His presence will be missed. Hopefully, the activity he helped create will remain for many years and intramural floor hockey will continue to prosper.



Sung Jun Jin

Junior Robbie Grogan wheels around the goal looking for an open shot.

Varsity tennis finishes season fourth in division

BY **Brett Friedman**
Staff Writer

The Port Washington Vikings took to the courts this May in an attempt to relive the glories of past boys varsity tennis teams. While the team had its share of successes, six season wins in all, their playoff hopes were not to be met. Competing in a tough division as always, the team faltered in the face of some overwhelming talent. Yet, this year's third place finish is a strong improvement from last year's less encouraging season.

Port's Conference II team saw major action against league giants like Cold Spring Harbor, Friends Academy and South Side. After a 4-3 victory against Herricks, the team quickly entered a slippery losing streak that they would never break. Downed first by South Side,

followed by North Shore, Cold Spring Harbor, and then North Shore again, the four-point losing streak cost Port the season. As they suffered from poor morale after losing to South Side and North Shore, the team let Cold Spring Harbor sweep them 7-0. Sophomore Nick Merkelson, who plays third singles for the team, said, "Those last couple of losses put a very sour mood on an otherwise respectable season."

Indeed, Port did play a highly respectable game early in the season. With an opening game knockout of 7-0 against Locust Valley, the Vikings entered their season with the right momentum. Soon after, the boys squeezed past Friends Academy 4-3 and then saw another sweep — this time in their favor — against Glen Cove. In all, the tennis team had a 6-7 record.

Despite the team's failure to clinch a playoff spot, several Port players are still

active in tennis competition. Juniors Bryan Chen and Max Schneider, who play first and second singles for the team, respectively, will play as doubles partners in the county qualifiers. Schneider was also named All Division, as were senior Jason Elan and Weber student Jake Maxbourn.

The Vikings' performance on the courts this year confirms a long-running suspicion that Port is due for another legendary tennis team. Sporting an all-junior- and -sophomore singles lineup, the Vikings will add experience to talent in next year's season. Hopefully, this combination should make for a singles lineup that will bring four points every game. In doubles positions, the team will miss some very important senior players including Elan, John Michaels and Max Sokol. Their spots will hopefully be filled by new talent from Weber and the junior varsity team.

Roster	
Coach	Stanley Makover
1st Singles	Junior Bryan Chen
2nd Singles	Junior Maxwell Schneider
3rd Singles	Sophomore Nicholas Merkelson
4th Singles	Junior Jonathan Teplitsky
1st Doubles	Sophomores David Depouli and Jason Thrope
2nd Doubles	Seniors Jonathan Michaels and Maxwell Sokol
3rd Doubles	Senior Jason Elan and 8th grader Jacob Maxbourn

VIKING SPORTS

GIRLS LACROSSE TAKES IT TO THE PLAYOFFS

by Kevin Boroumand
Sports Editor

The home crowd watched the second draw eagerly as junior Jackie Hehir struggled with her Carle Place opponent on May 7. The Lady Vikings on the field knew their task — to level the game at 5-5 and open the field for a scoring rally. Viking fans watched with suspense as senior Lindsay Levin burst through the midfield and made a dash toward the goal. Just moments after the draw had been taken, Levin scored her third goal of the game and the Lady Vikings began a seven-point rally.

Levin's goal against Carle Place was one of many in a season befitting a team that has been Nassau County Champion five times in the past decade. The girls lacrosse team ended the regular season at 9-3-1 with much more left to prove in the playoffs. The victory over Carle Place was also the last regular season game that the team played for coach Mr. Roger Winter, who will be retiring at the end of the year.

Levin's early goal in the second half followed a first quarter in which Port failed to make its presence known. Levin still managed to score two of her five goals in the first half. Senior Lara Melniker scored another two goals, giving Port four points. Yet this was not enough, as the Carle Place offense answered with five of their own goals. Junior Sandra Alvarez tried to cover her net against a smashing Carle Place offense. Alvarez's game total of nine saves was instrumental in achieving a Port victory. But without coverage from the Port defense, consisting of senior Lisa Vogeley and juniors Danielle Gil, Jacqueline McManus, Elizabeth Murphy, Jessica Rich and Jackie Zaccherio, Port failed to check Carle Place in the first half.



Senior Lara Melniker prepares to burst past a Carle Place defender at the last regular season game on May 7. Melniker was the top scorer of this game with five goals.

The Lady Vikings defense had their house in order for the second half, though, and Alvarez let in just one goal. The Viking offensive machine fired up at the same time, and just four minutes after Levin's tying goal, Melniker followed with another, putting Port on top for the rest of the game. Port still had six more goals to put on the board. Melniker had another two goals in her pocket before the end of the game. Levin also fired another salvo into the Carle Place net. Senior Deirdre O'Connor and juniors Marla Diakow and Jolie Signorile had one goal apiece. The Vikings finally closed the game 12-6. Their six-point margin was strongly aided by a second half rally during which the Lady Vikings put eight goals into

the Carle Place net and let just one into theirs.

The Carle Place game was followed by a non-league bout with St. Anthony's on May 9. Port ended this game 16-9 with the help of four goals by Diakow, three apiece by O'Connor and Hehir, two goals apiece by Levin and Melniker, and one goal apiece by Signorile and sophomore Danielle Bourguet. Diakow feels that the game against St. Anthony's "was probably the best game we played this year as a team. If we play like that during the playoffs we should do very well."

Upon entering the playoffs, Levin commented, "The girls lacrosse team wants everyone to come support us at our playoff games...just make sure you bring your own booyah!"

See inside for results from the second round of the girls varsity lacrosse playoffs.



Left: With senior Lindsay Levin standing back, junior Jackie Hehir darts past the Carle Place defense to score one of the Vikings' eight second half goals. Port emerged victorious 12-6. Right: Junior Marla Diakow, Levin, and freshman Emily Sorg prepare for the draw.

Top Scorers

Players	Goals	Assists
Lindsay Levin	42	14
Lara Melniker	37	13
Deirdre O'Connor	17	14
Jacqueline Hehir	15	10
Jolie Signorile	12	2

Goalie Stats	Saves
Christine Saccone	85
Sandra Alvarez	60

Season Scoreboard

- v. St. Anthony's 16-9
- v. Carle Place 12-6
- v. Garden City 5-12
- @ Massapequa 8-5
- @ Cold Spring Harbor 6-6
- v. New Hyde Park 15-9
- v. Freeport 13-6
- v. Syosset 10-7
- Baldwin 11-2
- @ North Shore 9-4
- v. Wantagh 11-5
- @ Manhasset 7-15
- @ Farmingdale 2-15
- v. Floral Park 10-5

Graphic by Rachel Klein

All photos by Amanda Lincer. Page layout by Kevin Boroumand.