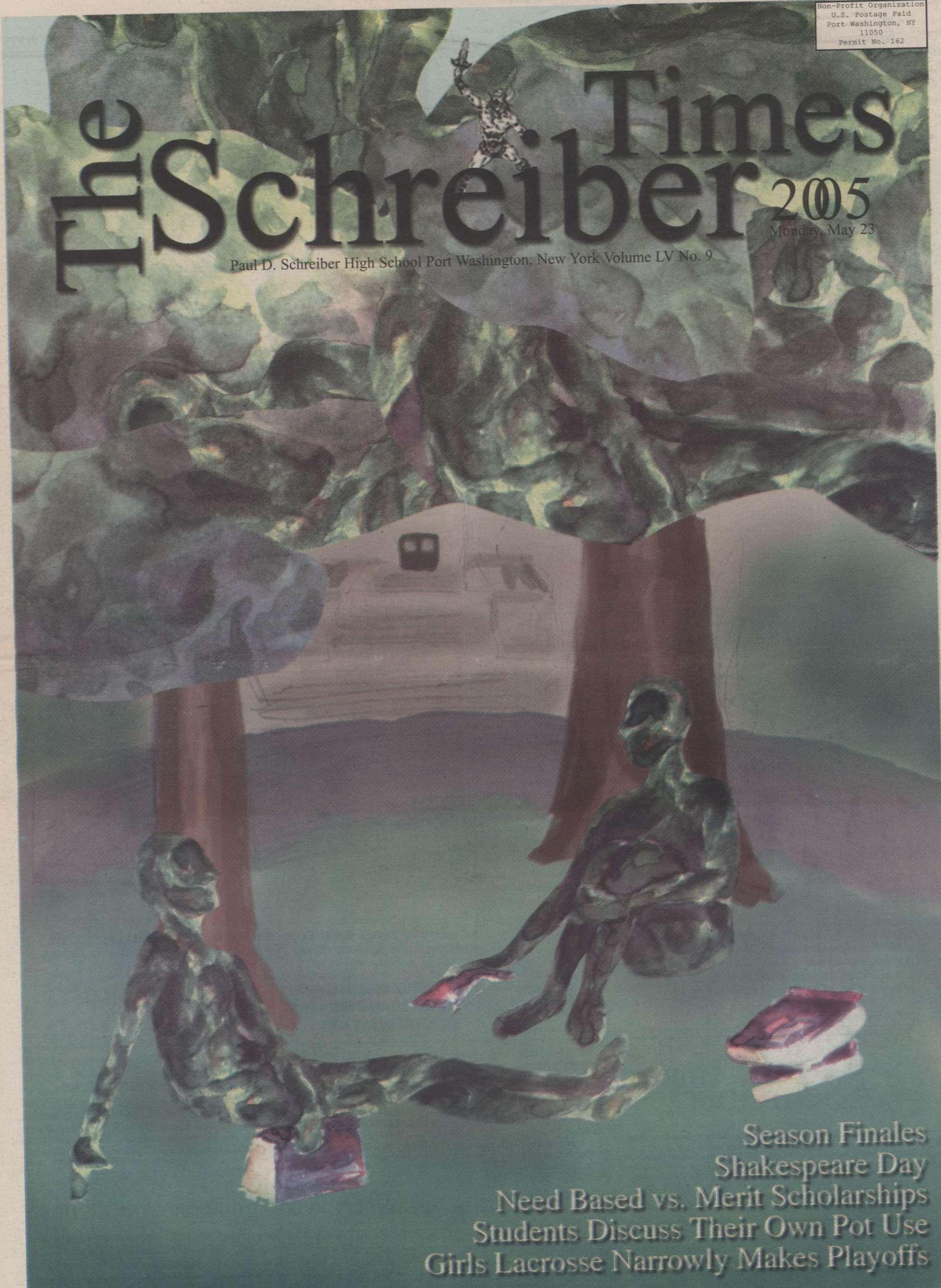


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The Times Schreiber 2005

Monday, May 23

Paul D. Schreiber High School Port Washington, New York Volume LV No. 9



Season Finales
Shakespeare Day
Need Based vs. Merit Scholarships
Students Discuss Their Own Pot Use
Girls Lacrosse Narrowly Makes Playoffs

NEWS BRIEFS

French classes take a trip to the Nassau County Museum

Two of Ms. Jeanine Montusi's junior and senior French classes and all ten students in Mrs. Cherie Delio's intensive French class boarded the bus for a trip to Bistro Citron in Roslyn and the Nassau County Museum of Art on April 12. At the restaurant, the students were able to practice their French skills while enjoying a variety of traditional French meals.

"The restaurant was nice and the food was great. The museum was also cool because there were a lot of paintings by a special and talented artist named Picasso," said senior Chris Alvayero.

After lunch, the classes once again boarded the bus and headed for the museum to see the Pablo Picasso exhibit. Everyone was prepared thanks to the background information gained in activities during class the day before. Not only were the students able to see some of this Spanish-born artist's paintings, but they also had the opportunity to compare them to some of the art created by new aspiring artists.

"I personally don't like Picasso's art, but this trip was really enjoyable," said freshman Astrid Firland-Schill.

"The field trip was great because we had a chance to eat crème brulee and see the works of one of the most influential and inspiring artists who lived in France. C'etait magnifique!" said junior Tiffany Ledner.

~ Alexandria Constantine

Junior Prom a hit: students say safe

Junior prom was a great success. It was held at the Polish American Hall on Polaski Place in Port Washington. Over three hundred students attended this dance, which was chaperoned by teachers and administrators from Schreiber.

Junior grade administrator Mr. Brad Fitzgerald considered the night to be a success and he was very proud that there were no drug or alcohol related problems during the evening.

"It was a really great experience and it made me look forward to senior year even more," said junior Matt Lazar.

~ Daniella Malekan

Errata

Junior Spencer Bloom, not junior Sophie Kroft, wrote the news brief entitled "Select students play at CW Post honors band."

The photo gallery last issue is correctly attributed to Christina Carrington who took the photograph for her Photo II Class on a vacation to Puerto Rico.

In the news article entitled "Qui leads poetry café," the event was organized by Ms. Kate Herz, not Ms. Joanne Herz. While it was stated that there were about seventy students who attended the event, it was actually approximately 150 students. Finally, there was no live jazz music performed at the event.

The Times would like to apologize for these mistakes in the April issue.

Inside.

FEATURE:

Full Disclosure? Pregnant Students' Rights



NEWS.

Senior Prank Assembly p.3
Moran Experiences Politics p.4
Natural Helpers Conference p.6

A&E.

Season Finales p.22
Weezer Concert p.23
The Olsen Twins p.24

OPINIONS.

Merit vs. Financial Need p.7
Privacy Rights p.9
Pharmacists Refuse Birth Control p.10

SPORTS.

Varsity Girls Lacrosse p.25
MLB Arms Race p.26
Varsity Boys Baseball p.27

Photo Gallery



Senior Cailin Buondelmonte took this photograph for her photography class. The picture is of senior Christina Travers.

FRONTPAGE by Katie Mancher
CENTERFOLD by Sophie Kroft
BACKPAGE by Ben Jaffe

Kaleidoscope Corner

Kaleidoscope, Schreiber's literary magazine is printed annually and features student artwork, poetry, photos, and prose. Look for this year's issue of Kaleidoscope in June. Here is an excerpt from this year's magazine.

Birth

Inside a hollow mesh of liquids
Warmth surrounded him
Darkness and dim light
Fused to her stomach
Nurtured by her strength

Bam!
Muscles contract together
An explosive push
A vehement attempt to hold on to the
lining of her stomach

Pushed out

Lights, brightness, sunshine
Noise, sirens, clapping
Green scrubs, hairnets, white rooms

A gentle woman
Her arms outstretched
She cradled him

~ Alyson Marks

The Schreiber Times

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Jay Lewis, principal
Anne Pellett, Evelina Zarkh, advisers
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Expectations set for student behavior

by Daniella Malekan
News Editor

Fifth period classes were disrupted when a smoke bomb was detonated in the English wing on May 5. All students and faculty were evacuated from the building, and they remained outside for over half an hour while firemen and police inspected the school to make sure it was safe for return.

Over a dozen students were sent to the hospital or to the school nurse's office as a result of smoke inhalation and asthmatic reactions to smoke.

Ironically, the smoke bomb was set off only periods after school administrators held a short assembly for each grade asking that students do everything they can in order to have the school year end as smoothly as it began.

"I think that the assembly that happened just provoked them more, because obviously later that day the smoke bomb went off and it was the perfect time to do it," said freshman Nina Zorfass.

During the assembly, Principal Mr. Jay Lewis presented an accumulation of ideas put together by a teacher, student, and parent Task Force that was created in order to avoid the chaos that occurred on the last day of the 2004 school year. Last year, a series of out of control and illegal pranks led to various injuries and student arrests. The administration said that there would be a Task Force working during the 2005/2006 school year as well to ensure the same kind of safety at the end of the year, and to work on achieving the goals set forth by this year's task force.

At the assembly, Mr. Lewis explained that students were expected to follow the same school rules that they had been abiding by for the whole year. The Task Force's suggestions included clearly listing expected standards of student behavior and creating a school plan that would allow Schreiber staff to adequately respond and manage any end of the year disruptions.

Mr. Lewis also explained that there would be severe punishments for those who did not follow the school and the task force's list of acceptable conduct.

In addition, a notice was sent home to students and their parents explaining the same standards of conduct for the concluding months of the school year.

Students from each grade attended different assemblies, and as a result,

the messages at some of them differed slightly.

Nevertheless, students of all grades had mixed reactions to the assembly, and many felt that it was unnecessary because the chaos that ensued at the end of last year was an exception to normal circumstances, and would not happen again in the future.

"I can't assume that it was an isolated incident," commented Mr. Lewis. He explained that it is his delegated responsibility to ensure the safety of Schreiber students, and that if he had brushed off last year's events and similar incidents occurred at the end of this year, his passivity would be perceived as

"None of us believe that seniors shouldn't properly celebrate the end of their high school careers. On the other hand, they need to be safe..."

negligence.

Furthermore, Mr. Lewis felt an obligation to react to the many teachers and community members who were "up in arms" about the events that occurred at the end of last year, stating that many people lost faith in Schreiber staff and administration. "When we kind of go down the 'dark side,' people begin to ask questions," said Mr. Lewis.

At the senior assembly, administrators stressed that students who caused a disruption at the end of the year would be reprimanded, and that possible punishments could include not participating in the graduation ceremony, being banned from attending the Gambol, and possible police intervention.

Mr. Lewis also addressed different issues about the senior year as a whole, and mentioned goals of making the senior year a more challenging and motivating experience for future generations of students. Mr. Lewis explained the possibility of expanding the Senior Options program and incorporating internships and service projects into the senior year curriculum.

He also explained that senior students, in conjunction with school staff and administrators, would be creating

a new tradition beginning this year for seniors called Senior Day, which will be the last Friday before the end of classes, and will include a series of fun activities for seniors that will allow them to "safely and properly celebrate the end of their public school careers."

"None of us believe that seniors shouldn't properly celebrate the end of their high school careers," said Mr. Lewis. "On the other hand, they need to be safe and have minimum supervision."

There was a general sentiment among students that Mr. Lewis had distanced himself too much from the student body throughout the year to expect a positive response to his suggestions and requests. "He didn't connect with the students. He just kind of read a statement," said senior Zach Levin. "The only thing people heard was that they shouldn't do a senior prank." Levin did not even find Mr. Lewis' message to be convincing. "If I had planned on doing a senior prank, which I am not, that assembly would not have swayed me," he said.

"It was good that he tried to see eye to eye with us by giving us a Fun Day," said senior Shelby Kovant, "but I think he babied us a little."

Juniors were informed that they were being treated almost as a test group for future generations of Schreiber students. Along with sophomores and freshmen, they were warned that improper conduct would lead to greater limitations on student freedom during their senior year at the school.

Mr. Lewis made it clear that underclassmen who were involved in misconduct this year may have free periods replaced by study halls, and in school and out of school suspensions during the marking periods and Regents-exam weeks. He also said that students could lose the right to participate in co-curricular activities in the first quarter of the 2005/2006 school year, and could serve behavioral probation during the entire first semester of that year. Finally, in extreme circumstances, underclassmen could also face legal repercussions if charges were to be passed to the Port Washington Police for law enforcement action.

Some juniors felt that they were being unfairly targeted during the assembly. "It's ridiculous that when the seniors do something wrong we get penalized for it," said junior Lauren Edmonds.

Regardless of what they thought of the manner in which the presentation was given, many students agreed that it was necessary for administrators to give an assembly that would deter students from creating the chaotic circumstances that were seen last year. "I think it's good that we had that assembly because I think it was pretty rough what they did last year," said sophomore Danny Goldin.

Goldin, along with many other students who agreed with having the assembly, thought that although funny pranks that are not harmful should be accepted, the pranks that occurred last year were harmful and excessive. "Last year I was in eighth grade and I remember seeing the whole school being evacuated," said Zorfass. "I don't think senior pranks should go that far so that they are dangerous."

"We can't afford in this post-Columbine, post-terrorist atmosphere for Schreiber to be anything but a safe haven," commented Mr. Lewis.

Another issue that seemed to irritate several students was the fact that Mr. Lewis never used the word "prank" during the assembly, although it was obvious that he was referring to senior and underclass pranks throughout his assembly. When asked about this, Mr. Lewis openly admitted that he did deliberately not use the word "prank" in his presentation because of the extremely different ways people interpret the word. Some people take the word as something that is "fun and not worrisome," whereas others use the word to describe the events that occurred at the end of last year which were "clearly unacceptable." "I didn't want to start to try to define what is acceptable," said Mr. Lewis. "We are talking about high school students who know the difference between right and wrong."

Mr. Lewis' greatest concern was that the central administration and school board would impose new restrictions on students' liberties if the problems that occurred last year were not remedied. "We were sort of given a chance to work on the problem ourselves this year and try to fix it," said Mr. Lewis. "Overall, Schreiber works beautifully with students given a great deal of latitude and freedom to move around... I would be really offended to have to respond to a bunch of changes that were imposed upon us," said Mr. Lewis. "And I don't think students want to change."

Jakim wins speaking award

by Pam Arnett
News Editor

Junior Elyssa Jakim, who is part of the Social Science Research program, had the opportunity to participate in the annual Teddy Roosevelt Public Speaking Competition on April 13. The event was held at a house in Sagamore Hill, which used to be the house of Teddy Roosevelt.

"I was a little nervous at first to talk in front of so many people," said junior Elyssa Jakim. "But as I got up and started reciting my speech on Teddy Roosevelt, I felt a lot more comfortable."

The competition gives Nassau County students the opportunity to be judged on both their critique of Roosevelt's life and how well they deliver a speech in a public setting. Students who participate in the event were expected to memorize a five-minute speech on any historical event or aspect of Teddy Roosevelt's life.

This year, more than thirty students participated in the event. The competition included two rounds. Only fourteen students had moved on to the finalist round, including Jakim. The finalist round was held on April 20 from 10 a.m. to noon.

Jakim performed her speech about Teddy Roosevelt and his interest in literature in front of a panel of judges, the students who participated in the event and the students' coaches. Jakim's advisor was Social Science Research teacher, Dr. David O'Connor. After students performed their speeches, they were served refreshments and had the opportunity to talk with each other.

"The event was really great because not only did I get to learn more about Teddy Roosevelt's fascinating life, but I got to meet so many people," said Jakim. "Overall, I had a really great time and enjoyed this experience."

Coffee House raises money

by Alexandra Vojdany
Contributing Writer

The Coffee House was a charity event that aimed to raise money for people in underdeveloped, third-world countries to come to the United States and undergo heart surgery. It was located in the Schreiber cafeteria on the April 21 from 6:00 p.m. to 8:00 p.m.

"The Coffee House was tons of fun," said junior Rebecca Pinkus. "It was nice to be able to hang out with friends and see cool bands play while raising money for charity."

"We had a Coffee House in November and it was so successful that we decided to have another in April," said junior Marc Schmelkin who helped plan the whole event.

In November, the Student Outreach Club managed to raise \$500. At the more recent Coffee House, the club

raised \$300.

At the Coffee House, many acts were put together to perform. There were many groups that were involved with poetry readings, playing in bands, and singing karaoke. One of the bands that played at Coffee House was Fact or Fiction, featuring sophomores Nick Defeo and Zach Zuffante and freshmen Anthony Fazio and Timothy Sherman. There were also students played individual instruments, and others who told jokes. Anyone who wanted to participate in the Coffee House festivities was able to.

There were snacks available to those who attended, and of course, coffee and other beverages including iced coffee, hot chocolate, and soda.

"Many people had a great time and it was for a good cause. Students should definitely come to the one next year in the fall," said host junior Lisa Qiu.

National Honors Society

BY Spencer Bloom
Staff Writer

Over 100 Schreiber juniors were inducted into the National Honors Society Athena Chapter on April 19, 2005. The evening began with a processional and the National Anthem, which was played by members of the orchestra conducted by Mr. Anthony Pinelli. Superintendent Dr. Geoffrey Gordon then gave opening remarks, congratulating all the students on their achievement. In order to be inducted into the National Honors Society, students must maintain a high grade point average, a 3.75 GPA, while demonstrating social abilities such as leadership. This point was again emphasized in Principal Jay Lewis' speech welcoming all the students and their families. After all welcoming speeches were given, Dr. Mark Rothman

began the ceremony. Dr. Rothman gave a quick history of the N.H.S. and of N.H.S. at Schreiber, and introduced the current officers from the class of 2005. The officers continued the ceremony by each explaining the importance of a trait. President Zachary Levine started with the importance of leadership. His speech was then followed by Vice President Stacy Lee's speech on service. Then Treasurer Emily Singer spoke about scholarship. Lastly Zachary Levine spoke about character, filling in for Secretary Brian Reese. At the conclusion of the four short speeches, the junior class administrator, Brad Fitzgerald, announced the names of all the inductees who then were given a certificate by Superintendent Dr. Gordon. The evening was completed by a reception in the cafeteria for all of the inductees and their families.

The 2005-2006 Inductees:

Julie Ahn	Brett Friedman	James Kim	Kelly Moran	Rachael Seeman
Evelyn Astor	Ariel Fuchs	Dog Koh	Margot Moskowitz	Laila Selim
Kevin Bain	Amanda Furino	Alexis Konas	Theodore Nobel	Jonathan Seltzer
Natalia Belkin	Arlene Gokberk	Morgan Kramer	Gregory Ormont	Andrew Sideris
Edith Beltran	David Golub	John Krauss	Marina Pedisich	Maya Silbert
Zachary Bergman	Andrew Gross	Sarah Krellenstein	Sarah Pickering	Sarah Silvergleid
Gregory Berry	Megan Hallissy	Sophie Kroft	Rebecca Pinkus	Matthew Silverstein
Spencer Bloom	Lauren Hanat	Leslie Krotman	Kathryn Podo-	
Nicholas Bogdanich	Jumanah Hassan	Matthew Lazar	binski	Gina Solomita
Arielle Buss	Christopher	Julia Link	Marisa Puglisi	Emily Sorg
Juskaran Chadha	Havasy	Tom Lisi	James Pyo	Beth Spergel
Jordana Cohen	Shira Helft	Jacob Litke	Lisa Qui	Maggie Spreitzer
Leigh Cooper	Ruiduan Hu	Daniella Malekan	Rebecca Rafe	Claire Talcott
Melissa Desiervo	Sun Huh	Kristen Mallon	Sarah Rice	Brian Tashman
Christopher	Rachel Imhof	Kathryn Mancher	Brooke Rosenberg	Jordan Thaler
Doscas	Christine Imperatore	Jill Marcellus	Daniel Rothschild	Cameron Weil
Lauren Edmonds	Alyson Marks	Rebecca Sander	Peter Weintraub	
David Epstein	Elyssa Jakim	Daniel Marmor	Aileen Schefer	Sarah Weiss
Philip Fleisher	Sin-Sub Jeong	John Marx	Carmiel Schickler	Nicholas Werle
Alina Fomovska	Dong Jin	Jilly Miscioscia	Marc Schmelkin	Daniel Wilpon
Jeremy Frank	Erin Johns	Gabriela Mon-	Brandon Schneider	Zubin Zaveri
	Ali Karjoo-Ravary	santo	Samara Schwartz	Thomas Zebroski

Moran experiences politics

BY Mike Lau
Staff Writer

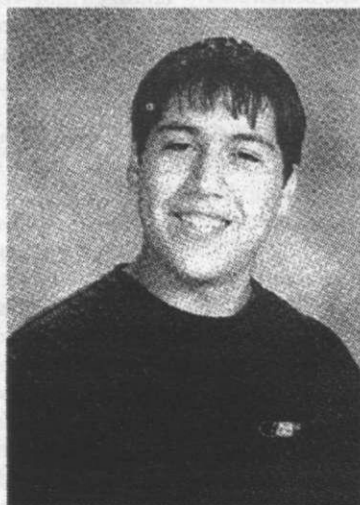
The New York State Senate/Assembly Puerto Rican/Hispanic Task Force established the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute in 1994 to introduce young people to the legislative and political process. The BOCES Bilingual Education Technical Assistance Centers chose students in New York to view government officials at work during a three-day trip to Albany, the capital of New York.

During this annual event, ten to fifteen students chosen from Nassau County school districts (two or three students from each school within the district), including Great Neck and Manhasset, shadowed Thomas D. Dinapoli, an assembly representative of Nassau County, from April 16 to 18.

In order to join the program, students from the Nassau County districts had to write an essay on why they felt they were qualified to attend the program.

Dinapoli proposes laws and presents them to the legislative assembly in Albany, where the state votes on the law. If the law

is approved, the law is made official. The selected Hispanic students were given the opportunity to see Dinapoli at work and gained first-hand experience about what the legislative and political process is really like. They were even allowed to take Mr. Dinapoli's place as a representative and thus truly learned about the complex processes of the law.



Junior Victor Moran had the opportunity to experience the legislative and political processes first-hand.

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Junior Victor Moran was one of the few Hispanic students from Schreiber who was chosen and invited to attend this special program. "I really had a fun time at the Angelo Del Toro Hispanic Youth Leadership Institute. It was a great experience to visit the capitol building in Albany where laws are made. Not only did I learn a lot about the law, I made many new friends from other school districts," says Moran.

"I am glad that I was given such a rare, once-in-a-lifetime

opportunity to see how everything goes down in the government. Although I do not wish to pursue a job in the government, I am happy I know more than an average student does about how big decisions are made in our state," Moran continued.

Mills' mural graces wall

BY Sophie Kroft
News Editor

In the beginning of the school year, numerous classes were moved into the new wing. Although they were excited to have new classrooms at their disposal, many teachers and students found the white walls rather sterile.

Ms. Eileen Mills, in particular, felt that something had to be done to spice up her English room, B11. Her initial plan was to have her students bring in posters of things that interested them, such as different art and literature pieces; however, when she found that she was the only one bringing in decorations, she considered the idea of having students paint a mural on the wall.

Using the fact that she taught students from all four grades, Ms. Mills decided to make the mural a collaborative project. There were fourteen sketches for the mural, each with the central idea of a tree. This is because it is a recurring symbol in literature.

Junior Billy Shore took all fourteen ideas and molded them into one sketch for the mural. The mural includes symbols from various novels read in Ms. Mills' classes. The symbolism in the mural becomes apparent as the students read the books. The mural portrays a cheerful spirit, even though some of the themes in the novels are depressing.

The works that were included were *Handmaid's Tale* by Margaret Atwood, *Rule of the Bone* by Russell Banks, *House on Mango Street* by Sandra Cisneros, "Children of the Sea" by Edwidge Danticat, *Lesson Before Dying* by Ernest Gaines, *Lord of the Flies* by William Golding, *The Curious Incident of the Dog in*

the Night-time by Mark Hadden, *Secret Life of Bees* by Sue Monk Kidd, *A Separate Peace* by John Knowles, *A View From the Bridge* by Arthur Miller, *Catcher in the Rye* by JD Salinger, *Romeo and Juliet* by William Shakespeare, *A Tree Grows in Brooklyn* by Betty Smith, *Of Mice and Men* by John Steinbeck, *Night* by Elie Wiesel, and *The Glass Menagerie* by Tennessee Williams.

The mural was approved by the English Department Chair, Ms. Joan Lisecki, junior grade administrator Mr. Brad Fitzgerald, the cabinet members, principals, and Dr. Geoffrey Gordon at the end of first semester. The mural was made during after school sessions and students from first semester came back to help paint even when the project continued into second semester. Students became really involved and some continued to work during their off periods.

"Students who typically didn't speak in class came to join the project," said Ms. Mills. "Students I didn't really get to know in class had the opportunity to contribute and be vocal in different ways."

Students from all grades participated in the project and were brought together in a different way from the way the actual class united them. Everyone agreed that it was so nice to see so many different students working together. In addition, the students felt that the mural added color and life to the bland room.

"At first I was hesitant to work on the project. But once I joined, I became very comfortable, and it was a lot of fun," said freshman Maria Gonzalez.

Both Ms. Mills and her students are proud of their work and hope that additional creative projects are added to new wing classrooms in the future.

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Senior Auction bids big

BY Shira Helft
Staff Writer

"The staff was so generous and I believe all who attended had a good time bidding and walking away with memorable prizes," said Ms. Renee Laffer, one of the coordinators of the Senior Auction.

With the beginning of spring comes Schreiber's seniors most awaited celebration, the Gambol. Each year after graduation, seniors are treated to an extravagant dance, to be held this year at the Sands Point Preserve Hemstead House. In order

Graham presented his rock climbing skills for a small but well spent fee. Forty items in total were donated to the auction.

Once the auction committee had gathered all of the donations, it was the students' turn to play a part in the event. They all met in the auditorium to bid on the select items. Each senior who attended the auction was automatically entered into a free raffle for a tuxedo rental a hairdo or manicure and pedicure.

Led by volunteer auctioneer and retired health teacher Mr. Bob Baker, many won great prizes and gave financial donations

toward their Gambol. Popular items were parking spots from faculty members like senior class administrator Mr. Carmine Matina.

"I was amazed at how much people

would pay just to park in the teacher lot. Some of those went for over eighty dollars," said senior Jamie Warner.

Other hot items were Ms. Marla Ezratty's two dinners for six, which sold for \$160 and \$180, and dinner for four in Mr. Case's home, a \$100 prize.

Overall, the auction raised approximately \$2,000.

The Senior Auction was not the only of the Gambol's fundraisers. Other money-raising activities included both a Mom's Night Out and a Dad's Night Out, a Bowling event, and a brick sale.



Senior Robin Schecter quickly bids following the motto "You've got to be in it to win it."

to pay for the gala event, parents and teachers hold a series of fundraisers. One of Schreiber's traditions and big money makers is the Senior Auction, which was held on April 20 in the auditorium.

The auction began with the teachers. It was the first and only opportunity for teachers to directly contribute to the Gambol. Many donated dinners at their homes, their parking spots, tickets to hot sporting events, and even expert lessons in various fields. Ms. Linda Scalice offered one lucky student the chance for a scuba diving experience, while Mr. Mark

Schickler wins essay contest

BY Sidney Ginsberg
Contributing Writer

Junior Carmi Schickler recently received a first place award in the New York State Essay Contest for National Peace.

The assignment was to pick two countries, one of which failed in establishing democracy, and one which succeeded. His essay compared and contrasted democratic efforts in Lithuania and the Weimar Republic, addressing how Germany's ongoing efforts in establishing democracy have failed and how Lithuania, which was admitted into the European Union last year, succeeded.

Schickler and three other students in Social Science Research submitted their essays. Although being awarded first place in New York State is a huge honor, Schickler's biggest reward is his trip with the other forty-nine state winners to Washington, D.C.

All students who qualified will receive an all-expense paid trip to the capital from June 18 to June 23, where they will meet with congressmen and diplomats from Turkey to discuss its admission into the European Union.

This topic is relevant to the students' essays because it refers to the need for secular democracy and the importance of joining the European Union. During the days where Schickler and the other winners will be in Washington, they will

have the chance to simulate actual international crisis discussions.

Since Schickler's essay has now made it into the next level of competition, the pool that it has been entered into awards money to the first, second, and third place winners. The third place winner receives \$2,500, the second \$5,000, and the first place National Peace Essay Contest winner receives \$10,000.

The winner of this contest last year, when the topic was "Establishing Peaceful and Stable Post-war Societies through Effective Rebuilding Strategy," was also a student from Long Island.

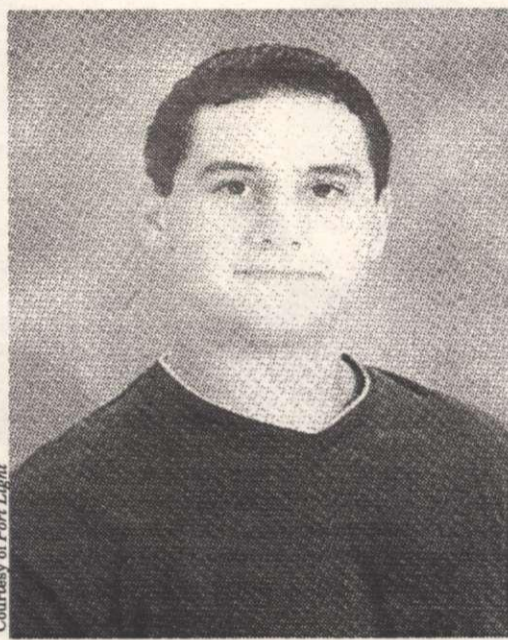
Schickler is thankful that he qualified to move on to the next round of competition and to visit the capital.

"It is an honor to represent my state and [to have] a once in a lifetime opportunity to visit

Washington and to take part in these activities," he said.

Schickler will be able to meet new people, share his ideas on current global issues, and discuss peace-creating efforts to prevent relapse into conflict. His trip to Washington will give him a taste of actual, live politics, and will prepare him for his desired future career as a politician.

"Because of this strive for excellence and success," junior Dan Wilpon said, "Carmi will probably be the next president of the United States of America. But on a serious note, I think he should be congratulated for his accomplishment."



Junior Carmi Schickler moves on to the next level in the competition where he can win up to \$10,000.

Board of Education Notes: May 10

BY Ben Jaffe and Erin Szulman
Sports Editor and Staff Writer

The May 10 Board of Education meeting began with the recognition of the district's newly tenured faculty. The list of accomplished individuals included Schreiber Assistant Principal Mr. Brad Fitzgerald, in addition to thirty-two teachers and five teacher assistants. Tenure was granted upon the recommendation of the Superintendent, and each newly tenured faculty member was individually recognized by the Board of Education and supported by friends, family, and students. The full list of tenured individuals appears on the district website, <http://www.portnet.k12.ny.us/BOE/boe.htm>.

The retirement of three district teachers was announced. Effective June 30, Linda Eckardt, Elizabeth Frangides Foster, and Ruth Haukeland from Daly, Sousa, and Schreiber, respectively, will retire.

To the standing ovation of the audience, two donations of a black box theatre and a Schreiber radio station from the Slade Family Foundation were announced. "I'm overwhelmed by the [Port Washington Education Foundation's] generosity. It is an extraordinary endeavor and speaks

of absolute dedication to Port Washington. It's not just talking about something, but doing something," explained Board member Dr. Roy Nelson.

The Port Washington Education Foundation worked alongside Ed and Dot Slade, in order to decide on an appropriate donation to Schreiber High School. In recent years, the PWEF has organized private donations to fund programs, which would have been unattainable within a school budget. Schreiber Principal Mr. Jay Lewis praised the private funding approach, which he deemed "unbelievably powerful."

The black box theatre, which will be incorporated in the Schreiber choral room, will provide an area for "coffee houses, small-scale productions, and small group assemblies," explained Mr. Lewis. Although the choral room will not be created into a full-scale black box theatre, adaptations, such as replaced and improved lighting, collapsible staging, black curtains, control board, along with accessories generously provided by the Slade Family, will be implemented.

"This is a special donation from the right kind of people with the right kind of ideas. It is part of something integral to future generations," explained Super-

intendent Geoffrey Gordon.

In addition to the immediate benefits of the theatre, changes to the school curriculum are planned by Mr. Lewis. "We can improve upon our drama program. We don't have an offering of drama courses that other schools provide. [The theatre] will allow us to develop more drama courses. It will also provide the impetus for developing more drama courses," he explained.

The Slades have not only donated the theatre, but have been extremely generous in donating a radio station as well. Along with the equipment required for the creation of the station, monies have been allocated toward the pay of a club advisor for the Radio Club that will be established next year. Social Studies teacher Mr. Jeremy Klaff has shown interest in the club and will most likely be the supervisor for next year. His first-year salary has also been provided by the Slade Family. For the 2006-2007 school year, radio classes are anticipated.

In addition to the Slade Family donations, an anonymous donor provided a considerable amount to finance three to four parent-child programs at Manorhaven.

As the Port Washington community continues to expand, the respective schools

must accommodate the "constant issue" of population increase. It's anticipated that the construction of Harbor Homes will drastically affect Sousa Elementary.

Also, Salem is currently experiencing the greatest growth in Port Washington, which will in turn affect Salem Elementary, which is already at capacity. Community turnover, in which elderly people are phased out by younger, growing families, will also pose a problem. In order to combat this increasing problem and balance the inconsistencies in population changes in Port, the Board of Education is considering changing the school district lines, which will be more closely considered in upcoming meetings.

Next, the first reading of three new school drafts were proposed, which included policies concerning family and medical leave act policy, conflict of interests, and meals and refreshments. The meals and refreshment policy would allow for the proper documentation of food and services.

Finally, the meeting concluded with a reminder from board member Mr. Robert Seiden to "get out and vote" for the approval of the school budget and the election of the Board of Education that was held on May 17.

Natural Helpers conference inspires

BY Stephanie Seeman
Staff Writer

Schreiber's Natural Helpers attended a conference in the student commons featuring various guest speakers with emotional and thought provoking stories. Schreiber social worker Ms. Michele Weiden, who is also the Natural Helpers adviser, scheduled the in-school conference for the Natural Helpers after they could not attend their originally scheduled out-of-school conference because of a delayed school opening.

"On the morning of March 9, I woke up bright and early and was so anxious to get to school," said freshman Natural Helper, Christina Mele. "I couldn't wait to see all of my natural helper peers and, of course, to find out what the conference had in store for me."

One of the speakers, Joseph Toles, who is a Natural Helpers adviser at Harborfields High School, volunteered to share his life story with the Natural Helpers of Schreiber. As a child, Toles was moved from foster home to foster home because his biological parents were too young to raise him. He was physically and mentally abused in the home that he finally settled in, but as he grew older, he found the one thing that mattered to him most: running. This particular hobby influenced Toles to stay strong day after day, even with the tension that loaded onto his shoulders every time he walked into his home.

Toles' one passion was running on the track team and setting records thanks to his amazing talent. He participated in

tournaments around the country, and set a track record for Long Island that still stands to this day.

Toles came to Schreiber in order to teach all of the Natural Helpers the valuable lesson that "sometimes you just have to deal with the problems you've been given, and that in the long run, they can often make you a stronger person."

"I thought that the presentation

of their bodies.

"I could not believe how soothing the stress releasing exercise was," said sophomore Emily Nerzig. "It calmed my nerves so much that I came so close to falling asleep."

Dr. Crisci also gave the Natural Helpers ways to assist others who are dealing with stressful situations.

After a relaxing hour with Dr. Crisci, a volunteer from the Center for AIDS Prevention Studies (CAPS) came to speak with the Natural Helpers about date rape. Date rape is a very important topic to discuss with high school students. Nancy Greulich from CAPS made sure to let all of the Natural Helpers know how to protect themselves against date rape, and where they can get help for themselves or someone else if necessary. Greulich also showed the students a movie that showed how alcohol often has a major influence on date rape. The CAPS presentation seemed to be the least successful among the Natural Helpers.

"Although the volunteer from CAPS wasn't the best public speaker," said freshman Ariana Candela, "I believe that the facts concerning date rape that she provided us with were a valid part of the message she was trying to convey."

The CAPS program was followed by a brief break during which students ate pizza for lunch and were able to discuss the programs they had attended thus far.

The next presentation on the agenda came from four teenagers from the Outreach House. Outreach is a therapeutic community whose main purpose is to

help adolescents lead lives free from drugs and alcohol. The four teenagers, ranging from ages sixteen to nineteen, spoke to the students about their lives and how drugs unintentionally became their first priority, even before family and friends.

The four teenagers spoke about how drugs manipulated their lives and made them do outrageous things that they would have never done before. Several of the teenagers had been arrested, had gone through court hearings several times, and even had been forced to run away from their own homes. They became disloyal to their families by stealing from them day after day to pay for their drugs.

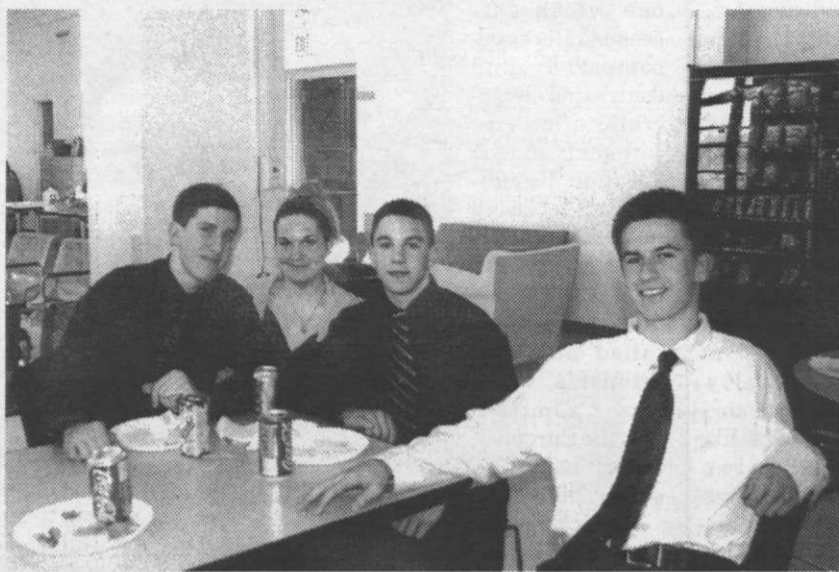
Signing up for Outreach, all four of them explained, was the best decision they ever made. It was a place for them to stay away from drugs and to be around people who were going through very similar situations.

"Having kids our own age volunteer to speak about their drug abuse problems in an unfamiliar high school takes a lot of courage," said sophomore Kate Bratskier. "They really got me thinking about ways that I can help others with similar problems because, during their drug abuse years, they informed us all they were doing was crying out for help."

The Natural Helpers conference was a fun day that taught Schreiber's Natural Helpers techniques in providing aid for themselves and others facing family, stress, rape, and drug abuse problems.

"Considering that the real conference was supposed to be with several other schools and was canceled due to a snow day," said Ms. Weiden, "I was extremely pleased, and thought that the speakers were terrific. Joe Toles is even coming back to talk with other groups in Schreiber."

The Natural Helpers who attended the conference were very pleased with the information they learned, and many expressed a desire for similar programs in the future.



Students from Outreach House inform Schreiber's Natural Helpers about their experiences with drug abuse.

by Joseph Toles was a courageous one!" health teacher Mrs. Pat Kosiba exclaimed. "He had experienced so much adversity in his life and was able to rise above it all and become an inspirational role model."

After Toles' inspiring story, the Natural Helpers were treated to a stress-managing program with Dr. Rich Crisci. Dr. Crisci, who is one of the psychologists at Schreiber, taught all of the natural helpers what stress is caused by and how it can be ameliorated. He completed a breathing exercise with the students, helping them to relax and ease all of the stress-causing tension out

Two students win Law Day honors

BY Mike Lau
Staff Writer

In 1958, President Eisenhower proclaimed May 1 "Law Day-U.S.A." It was intended to be a day when American citizens celebrate their liberties and justice under the law and reaffirm their loyalty to the United States of America. Law Day is now sponsored by the American Bar Association.

This year's theme was "The American Jury: We the People in Action." The theme was made to celebrate the American jury system as it embodies democracy, where ordinary people act as jurors and are allowed to make important decisions based on a fair hearing of facts presented for opposing parties involved in a court trial.

Many law-related events were held during the months of April and May in celebration of Law Day. The Nassau County Bar Association hosted and sponsored the Law Day Student Awards Reception, honoring first-prize and runner-up mock trial teams and winners of the Law Day Arts & Letters Competition on May 3.

High school students submitted 500-word essays about the American jury system. All entries had to be related to the theme and could be submitted in any artistic medium such as literary, visual art, music, etc. Each entry had to be the

student's original work created expressly for submission to this competition.

Schreiber students entered the tenth-twelfth grade division. Entries were judged on content, relevance, clarity, originality, and organization. A judging panel made up of American Bar Association members selected the winning entries.

A number of students were approached by their teachers and by administrators to enter the contest. Some declined but many acted on the invitation to enter the competition. Schreiber had two winners, both in the literature category, the most competitive of the categories. Junior Amanda Furino wrote a piece about the importance of the American jury, and she came in first place in Nassau County.

"It was a good competition. It meant a lot to me coming in at first place, and it's really nice to be recognized," said Furino.

Junior Carmi Schickler also wrote an essay about what he thinks of our jury-based system and democracy, and his essay placed second. "Law Day was a fun and rewarding experience, and it's nice to be acknowledged for my hard effort," he said.

Portillo presents at U.N.

BY Sophie Kroft
News Editor

Senior Josselyn Portillo participated in special events at the United Nations this past month. Josselyn was selected as a youth delegate at the Special General Assembly on Children. She had the opportunity to speak before an audience of 150 young women regarding the problems of youth who are forced to work and are denied an education.

Portillo first became interested in international relations in middle school. She came to Weber Middle School from El Salvador in the seventh grade. At the time, her ESL assistant teacher encouraged her with her schoolwork and helped her learn English. After years of keeping in touch, her ESL teacher took her to the United Nations building where she was taught about international relations and how the U.N. system worked.

"Initially, it was a challenge for me," Josselyn said. "But I tried really hard, and it turned out to be incredibly rewarding."



Portillo attended the Special General Assembly on Children.

Portillo began her involvement with the American Association of University Women by attending meetings about the empowerment of women in numerous countries. The meetings not only focused on the problems women faced, but on how to improve the situation.

During the final week of the meetings, the participants were given an opportunity to be a part of the Special General Assembly on Children at the United Nations. The young women were also encouraged to make speeches about what they have seen or experienced personally involving the youth who are underprivileged in foreign countries. In her speech, Josselyn concentrated on violence in the home in Latin American countries. Other speeches were from young women from around the world, including some from Pakistan and Turkey.

The conference and her involvement in the Special General Assembly on Children greatly impacted Portillo. She says, "I have been inspired to help people in the future. I especially want to help people of my culture because of my personal experience."

Point/Counterpoint

Should scholarships be based exclusively on financial need?

BY Adwait Parker

Copy Editor

While the middle class may get love from bourgeois materialism and reality TV shows, it gets none from undergraduate financial aid offices. Virtually all monetary awards are given to the lowest income bracket of society, while the highest economic strata see yearly college bills as mere pennies. With ever-increasing tuition costs—now in the mid- to high-\$40,000 range—this problem becomes particularly salient for those stuck in the middle, those who are not well off enough to afford a new BMW for their seventeen-year-old, but not poor enough to qualify for aid.

Consider a four-member family with a mother and father bringing in \$90,000 to support two children. Adding up all the money spent on a mortgage on their house, monthly payments for their two cars, and bills for water, electricity, heating, clothes, food, and miscellaneous spending for four people, I am sure the total is well over \$50,000. Making the assumption that an average private undergraduate college charges \$40,000 a year, that leaves Mr. and Mrs. Middleclass desperately trying to convince their children to sacrifice the more expensive college they wish to attend for a cheaper school or to work multiple jobs of their own to help pay for the exorbitant yearly cost.

The current approach to distributing financial aid, then, makes certain assumptions about particular social classes that are extremely detrimental to those families. Though the solution may be difficult to implement, its basis is simple: restructure the way financial aid is given out so that it is expanded to include a broader range of economic strata.

Ameliorating the middle class's collective condition cannot come from distributing merit-based scholarships. That these individuals need more money to pay for college proves that they are in a status of need, not that they are deserving of aid based upon their educational success. Therefore, those who argue in favor of merit-based aid make assumptions about the middle class that are just as detrimental as those made by the current system of financial aid—the current system that they criticize.

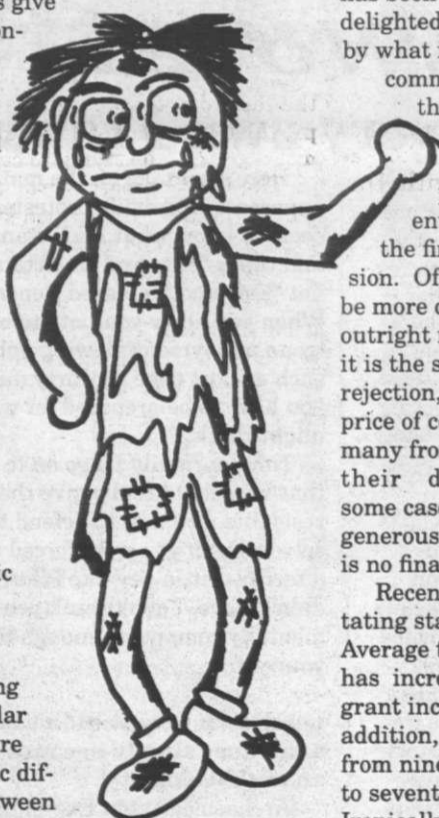
Moreover, viewing merit-based aid as a substitute for expanding financial aid blatantly ignores the way merit aid functions as a ruse. In other words, it merely perpetu-

ates the problem of an economically stratified society by preferring those who had the resources to get better grades.

One of the primary reasons certain students earn better grades in high school is that they have more resources available to them. Whether having access to expensive media like computers or being able to hire expensive tutors, these students, though admittedly "middle class," are brought up in an educationally enriched atmosphere. The result of merit-based aid, then, is to benefit the upper middle class while harming those it is intended to help.

Finally, the claim that good students "deserve" merit-based aid is patently wrong. The way these students are rewarded for their superlative work is by being admitted to college in the first place, so merit scholarships give disproportionate rewards to students who are already well off.

The issue of financial aid arises after individuals of relatively equal merit are accepted. Therefore, more meaningful than the academic differences between individuals matriculating at a particular university are the economic differences between those students.



BY Jessica Becker and Sarah Catanzaro

Editor-in-Chief and Opinions Editor

"Congratulations on your acceptance to X University! We have reviewed your financial records and have concluded that your available resources meet or exceed the cost of a year at X. You may be eligible for federally-subsidized loans, but you may not be. And if you are, you'll have to pay high interest rates and they'll leave you with excessive debt. Oh, make sure to make the check out properly: X--U-N-I-V-E-R-S-I-T-Y. We'll expect your ridiculously inflated tuition payment by return of post. Congratulations again, and welcome to X!"

Many a student has been delighted by what is

commonly known as the Big Envelope, aka an acceptance letter.

What is not so widely publicized is the little envelope containing the financial aid decision. Often this decision can be more devastating than an outright rejection. Oftentimes, it is the same as aforesaid rejection, as the exorbitant price of college precludes many from attending their dream schools. In some cases, the financial aid is not generous enough. But in others, there is no financial aid whatsoever.

Recent statistics reveal the devastating state of the financial aid system. Average tuition at various universities has increased at most institutions but grant increases have not kept pace. In addition, aid to single parents dropped from ninety four percent in 1989-90 to seventy nine percent in 1999-2000. Ironically, as tuition has climbed, financial aid has plummeted.

The myth regarding financial aid packages is that each person will be granted what she needs to adequately fund her education as well as her family at home. This is not the case. Many people are offered loans which do not cover their immediate need, and will leave them in debt for years after they graduate. Other receive measly grants which don't begin to dent the cost of tuition. Gen-

erally, those who truly have excessive need are given ample aid. Those who are very wealthy do not need such aid. But what about those who do not fall in either group?

It is simple. They get nothing.

In addition, there are several who have their assets tied up in privately owned businesses. Although such funds are not available to the college student herself, she remains ineligible for need-based financial aid.

We're not arguing that financial need should be eradicated as a basis for aid. On the contrary, it is important, even crucial, to extend the current system to guarantee that those with low incomes are ensured

higher education.

But those with middle class incomes should have the same opportunity.

There are several

answers to this problem. The first is simple: colleges should put their enormous endowments toward lowering tuition costs, so those paying the full bill will not be shouldering such a heavy burden, and can reduce their contribution.

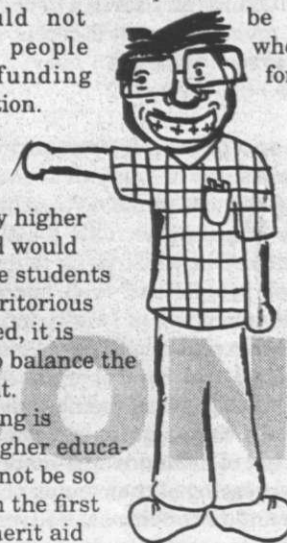
But a more comprehensive solution would be to expand the amount of merit aid available to

those who do not receive need-based

aid. At the present time, need-based financial aid is the most commonly awarded aid in the United States. While this is not a bad thing, there should be a proliferation of merit-based aid as well. Need-based financial aid awards benefit those with low incomes, few assets, and large families. However, those who meet these qualifications should not be the only people who receive funding for their education.

Merit-based aid would serve those with slightly higher incomes and would acknowledge students for their meritorious work. Indeed, it is necessary to balance the aid given out.

Everything is relative. Higher education should not be so expensive in the first place, but merit aid should be more readily available to help those who do not receive any need-based aid.



Schreiber Speaks

"Merit-based financial aid is extremely important. Students should be awarded for performing well in high school and should be encouraged to continue to do a good job in college."

- Denise Carlin, senior

"I think that financial aid should be awarded on need because there are separate scholarships offered by other companies that are awarded on merit."

- Steffy Fertitta, senior

"If I had to choose, I would say that need-based financial aid is more important. Anyone who has parents with a six figure paycheck can hire a tutor and have it scored on his/her grades and SATs as "merit." I believe those who have the least, need to learn the most about the value of education. We need to have education available at a reasonable price."

- William Foster Lee, senior

All graphics by Max Garrett

When smoke fills the halls, pranks cross the line

BY **Brian Cindrich**
Staff Writer

Senior pranks are around the corner and the administration isn't too happy. After last year's "riot," as some call it, faculty and parents are apprehensive about the end of the year. Some may ask what the harm of a few benign and funny pranks is. There is, however, a fine line between destructive, and possibly criminal activities, and harmless fun.

"While there's nothing wrong with a few harmless pranks such as water balloons, students need to learn where to draw the line with dangerous pranks," said junior Laila Selim. "It's all right when the pranks are harmless, but putting other students and teachers in danger is not okay."

Many students and teachers also feel this way. While some thought that thousands of bouncy balls in the hallway was funny, others thought it was a safety hazard.

This year's smoke bomb overstepped the line. Two students ended up in the hospital for

asthmatic reactions. This was a prank that was likely thought harmless by the student who planted it, but proved otherwise.

Last year's riot involved every grade, making the administration even more paranoid about this June. According to numerous faculty members, there was total chaos and everything was out of hand. The assembly given about end-of-the-year pranks made it very clear that there would be zero tolerance for these acts.

Excluding last year's situation,

pranks have been known to be harmless and funny.

"With the exception of last year's riot, senior pranks are usually pretty low-key. The administration should be aware that something like that could happen, but shouldn't immediately assume the worst from this year's seniors," said senior Nick Merkelson.

There is nothing wrong with a few funny high school pranks and the administration should not be so uptight. It is not appropriate to merely assume the worst, and students should be given at least a little trust to end this school year somewhat smoothly.

Seniors need to remember that, upon graduation, they are entering the "adult world." Reckless and criminal behavior will not be tolerated there. We need to show respect and compassion to our classmates and teachers. We need to honor our school and our community with more harmless fun and less dangerous and criminal activity.



Pablo Castro

Not Quite newsworthy

A quick little lesson from our very own Frank

BY **Jeremy Frank**
Assistant Opinions Editor

We all know that the world's education systems are going down the tubes. Don't believe me? Put down your paper and look at the person on your right; that should be proof enough. Instead of doing something ridiculous like having the government transfer funds from the bloated military-industrial complex to our failing school system, maybe I'll just teach you a few vital lessons instead.

So why am I being so generous with my time? Well, a lot of it has to do with the fact that I am a wonderful person, like some benevolent, shiny man-god, but mostly it's because I still have some community service hours left from my most recent indecent exposure arrest. (What can I say? I hate pants.)

Lesson #1: Proper ransoming

Prison life is tough. It seems likely that prisoners would do anything it takes to make prison life a little more bearable. But who's going to listen to their complaints? Well, the world was listening when twenty inmates at maximum security Risdon Prison in Tasmania took control of the reception area, taking a staff member hostage. Tensions were high as seconds ticked by. A list of demands was made, the most pressing of them being the immediate and unconditional delivery of pizza. "Our staff member was negotiated out with the delivery of fifteen pizzas," said Tasmania's Director of Prisons, Graeme Barber.

I am disappointed to say the least. Don't get me wrong, I love pizza just as much as the next guy, but don't you think they could have held out

for more? I really would have expected better from a country whose founding fathers were ruthless criminals that so disgraced England that the English wouldn't even hold them in their borders and exiled them to the god-forsaken Outback. I would also expect them to understand the value of human life. It is so precious, so fleeting and valuable that I think they probably deserved garlic knots, too.

Lesson #2: Judging others

Recently in the news was a complaint filed against the cable station A&E by the quaint little city of Pikeville, Kentucky, after they were depicted unflatteringly on an episode of *City Confidential*. This show "goes inside a unique American city and explores its colorful characters, its peculiar history, and the truth behind its hidden mystery." Apparently, the show's producers and Pikeville residents don't meet eye-to-eye about the city's new title, "The Town from Hell."

Residents of the town say they were told that their little town would be shown in a positive light, but were shocked to see the name of their home slandered on national television.

According to City Manager Donovan Blackburn, "You [A&E] start the piece by showing a rebel flag on Julius Avenue, an overweight man without a shirt smoking a cigarette and an old pickup with a few women in the back. As I am sure you would agree, you can go to almost any city in America and find the same."

Also alarming was the program's unnecessary focus on one insignificant event in 1997 when six teen occultists from Pikeville drove to neighboring Tennessee and brutally murdered a young couple and their six-year-old daughter.

Here's my take on the matter:

apparently, Pikeville protesters don't seem to know what A&E stands for, and that's "Arts and Entertainment," not "Fair and Unbiased Reporting." When you allow your city to be judged by an anonymous viewing public for such a short time as thirty minutes, you have to be prepared for what they might think.

Now, normally I'd go on to say that we should really give the town's residents a chance to defend themselves, but if you were forced to live in a terrible little city like Pikeville and didn't move, I don't think you would be mentally competent enough to defend yourself.

Lesson #3: People didn't like Indiana Jones simply because he was an archaeologist

Archaeologists in Exeter, England have made a recent discovery. In a hollowed out tree trunk, they found England's oldest shoe, thought to date back to between 700 B.C. and 43 A.D. If you are expecting more to this story, you will be thoroughly disappointed. That's it. The End. Done. Fin. Finito. Don't let the door hit your butt on the way out. Nobody said being an archaeologist was interesting.

I must concede that there was one interesting thing, at least in my opinion, about their discovery. Have you ever been driving along the highway and seen a single shoe on the side of the road? There are lots of different theories about why this phenomenon occurs, but none seem to add up. While the recent discovery of a single, ancient shoe doesn't necessarily answer the question, it does show the unexplainable "single shoe shuffle" has been going on for longer than we thought.

Schreiber Ethics

BY **Sarah Catanzaro**
Opinions Editor

Does summer wear mean visible underwear?

This week, temperatures reached record highs...and by that I mean that the temperature climbed from about negative four hundred degrees to approximately seventy-five degrees. This of course was reason enough for many teenagers to take Nelly's advice ("it's getting hot in here, so take off all your clothes"...oh man, can you even remember when radio stations still played that?). All over New York, teenagers stripped down to the bare essentials with spaghetti strap tank tops and what can only be described as micromini hot pants.

For me, this change in weather necessitated a visit to the Americana because with spring must come a new spring wardrobe. After being dragged into Prada and David Yurman by an unnamed JAP, I trekked down to the portion of the Americana that is actually semi-affordable; the area where J. Crew, H&M, and Abercrombie and Fitch are located.

As I entered Abercrombie, two things struck me. First of all, the managers of the store had succeeded in playing even more annoying techno music than ever before. Secondly, I noticed that the skirts at Abercrombie had once again gotten shorter.

The next day in school, I noticed that many girls were flaunting these newly shortened skirts. Now honestly, I have nothing against Abercrombie or Fitch. They (or he or she or whoever designs for the company) know how to make the best fitting jeans ever. And I know that Abercrombie & Fitch is not the only company manufacturing such little pieces of cloth. Other companies have caught on to the trend as well, lifting their hemlines several inches.

However, the popularity of these short skirts is not a valid reason for their appearance in school. The proliferation of visible butt cheeks in the Schreiber hallways is, well...nasty. Not to sound like a dinosaur, but back in our parents' day, girls would be sent home if their skirts did not hit the floor when they kneeled. By these standards, many girls at Schreiber would be sent to Mars for their scant clothing.

There is a golden rule that all should follow. If your underwear can be seen, your skirt is too short. And this rule applies to both ends of the skirt. Nobody wants to see your pink-studded thong hanging out of your pants either; only Christina Aguilera can pull that off and she's a self-proclaimed "dirty" girl.

Now, invisible skirts are not the only item that should be removed from Schreiber. Tube tops (or as the fashionistas like to call them "bustiers") are not appropriate in a school setting unless worn under a cardigan. Such tops look really cute at the beach, at a club, or at your friend's barbecue on a Friday night. However, such revealing tops should remain outside of school. Again the golden rule applies; if your bra can be seen, your shirt is too skanky.

Lil' Kim and J. Lo may be making fashion statements at various events with their barely-there couture, but Schreiber is not the red carpet and certain body parts must remain covered.

Oh where, oh where have all the tampons gone?

Student investigates the mysterious absence of feminine products in bathrooms

BY Elena Box

Contributing Writer

Ladies (and gentlemen, if you are truly interested in matters such as these), I am writing this article in order to address a serious problem that plagues our school's girls' lavatories. In my past years attending the public schools in the Port Washington school district, I have

“Perhaps all we'll truly know is that the products are somewhere in the school building. Lurking behind the cobwebs of storage rooms?...Taken hostage between forgotten books by the librarians?”

noticed one, some might say small, but very important defect.

In certain situations of a female nature, it has been necessary to call upon the help of feminine hygiene products. In every girls' bathroom, there is a dispenser for such products and, for at least ten cents and a turn of a knob, the product supposedly comes out. Unlike this description, the dispensers at Schreiber do not allocate what is needed. They simply take your

money, and leave you with nothing besides another problem. So break out the “oh no she didn'ts” because oh yes she did. On behalf of all persons of the female persuasion, I pulled out my trench coat and detective's hat to investigate.

My first destination was the place that many girls go in desperation. For another sum of money (which might have already been wasted in the machines) the nurse's office will gladly supply young ladies in need. As I swung the door open, I came upon the formidable Mrs. Gombert. Perched behind the counter displaying band-aids, candies, and such, she asked what I needed. She looked surprised when I asked my clear question of “Why don't the machines in the girls' bathroom dispense any feminine products?” At first she was hesitant, stating matter-of-factly that she had been misquoted by *The Schreiber Times* before. I pleaded with her and she eventually spilled the story. The nurse told me that she was not involved with the bathroom supplies. She did offer her best suppo-

sitions, which were that the machines were either busted open or the supplies were never available at all.

Along with the tip, she gave me the name of another source. I set out on my quest for the head

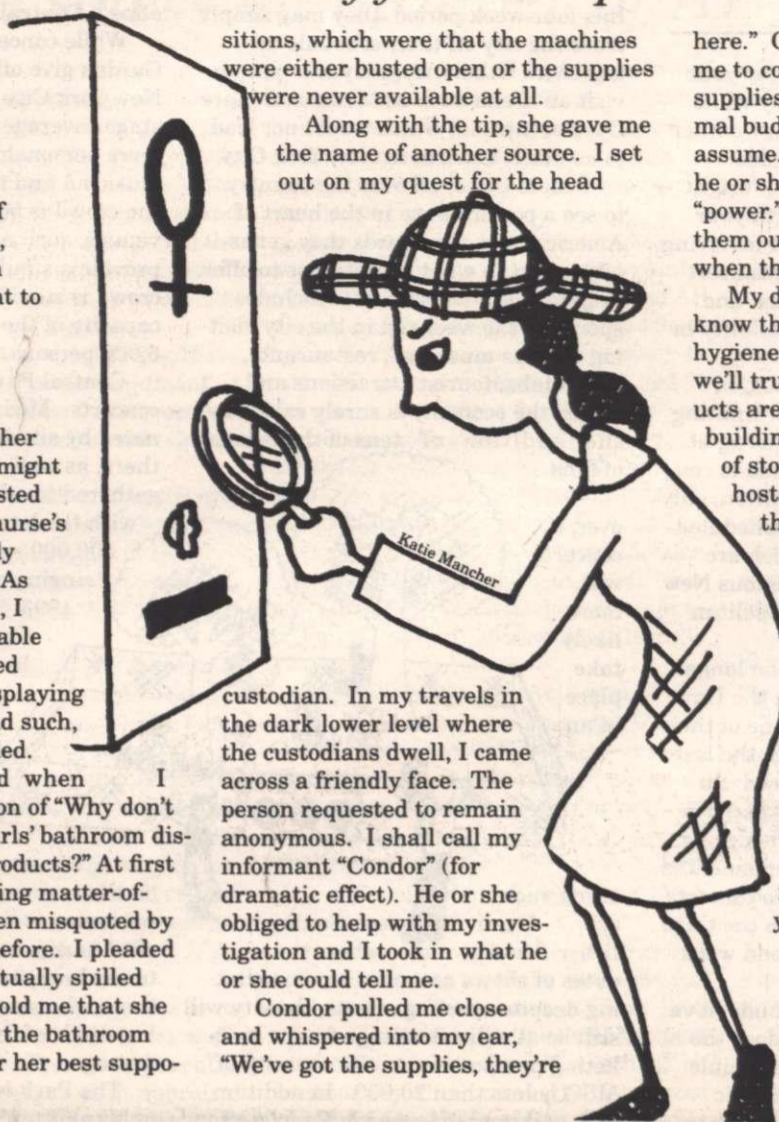
custodian. In my travels in the dark lower level where the custodians dwell, I came across a friendly face. The person requested to remain anonymous. I shall call my informant “Condor” (for dramatic effect). He or she obliged to help with my investigation and I took in what he or she could tell me.

Condor pulled me close and whispered into my ear, “We've got the supplies, they're

here.” Condor's shattering news led me to conclude that the absence of the supplies was not due to a faulty minimal budget, as most students would assume. My informant also stated that he or she would speak to the people in “power.” Condor warned me not to seek them out; they would come to me... when the time was right.

My dear readers, we may never know the truth behind the feminine hygiene conspiracy. Perhaps all we'll truly know is that the products are somewhere in the school building. Lurking behind the cobwebs of storage rooms? Perhaps. Taken hostage between forgotten books by the librarians? Unlikely...they're sticklers for the rules. I deduce the most likely area of their location: The Cafeteria.

Until we finally solve this mystery, I tell all of you, don't be discouraged. I encourage you to seek out these stray feminine supplies on your own. The task may be dangerous, scary, and slightly sleazy at times, but do not fear. All of Schreiber's female population will thank you.



Breaking the trust: when parents invade their kid's privacy

BY Cale Rubenstein

Staff Writer

Adolescents and teenagers need their privacy. Whether through a journal, messages or e-mails to their friends, or a simple conversation, teenagers need to let loose some steam. And some of that steam concerns personal, private things (such as learning that a friend does drugs) and is only meant for certain people's eyes or ears. But, often, parents want to know about these private things that are said solely among teenagers, and will go to drastic measures to find out.

In an article in *Knight Ridder* newspapers, a parent admitted that he read his fourteen-year-old daughter's online postings. He found nothing of any great significance, but felt extreme guilt at what he had done. The author of the article asked other parents to comment and the answers were shocking. Many parents agreed with the father, claiming, “No child of mine should expect privacy in my house.”

The teenage outcry, as you can imagine, conveyed great anger. Teens claimed that it was a breach of privacy, arguing that parents were denying a Constitutional right (Amendment IV, The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures...) to which everyone was entitled, no matter what age.

Teens also argued that a good parent should know his or her child, and that a good parent should trust his or her child's judgment enough that they shouldn't worry what the child is doing.

That parent shouldn't need to search through his child's personal belongings to try to find things with which he might disagree. Other teenagers say the hat if the parent doesn't know them enough to trust them, then the parents should get to know them more so searching the child's property doesn't become an issue.

“Suppressing the curiosity of teenagers by cornering them into glass rooms only increases the probability of future dangerous decisions,” said Erica Peery, a seventeen-year-old from Lansing, Michigan.

ing the child's property. After all, who paid for the telephone, the internet, the cell phone? Chances are the parents did. Parents feel that it is their house, and they have a right to know what is going on under their roof.

In an article in the *South Florida Sun-Sentinel*, a policeman named Franz Petitpapa claimed that parents should check their children's rooms, and inspect their backpacks before it is too late. But it should also be noted that this policeman also said it was acceptable to handcuff five-year-olds and for police to have random searches of students' backpacks.

This is obviously crossing the line.

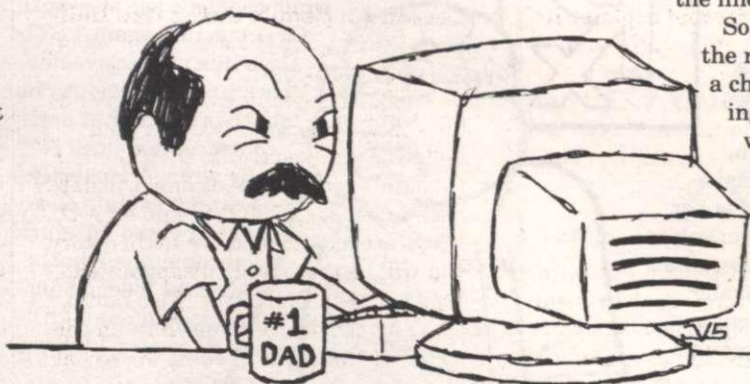
So, do parents have the right to search a child's belongings and personal writings with the prospect of finding what they hope isn't there? The answer is in some circumstances no, but also in other circumstances, yes. Take this situation as an example:

After a child has been convicted of drug trafficking, the child's parent hears him talking on the phone or e-mailing a strange person in the middle of the night. This child won't tell the parents who he is talking to (or won't tell the truth). In this instance, I believe the parents have every right to search the child's belongings, or look at his e-mails. Doing this would be for the good

of the child and the children that come in contact with the child. But if the child about whom the parent is concerned has no suspicious past, then, no, the parent has no business searching anything that might be even considered private.

Basically, the major defining point is whether a parent is searching his or her child's personal items for the good of that child and other children, which is acceptable, or if the parent is searching because he or she is nosy or over-concerned, which is unacceptable. There are certain things that a child has, the privacy of which should not be invaded unless in the direst case, such as online accounts, diaries, or letters that are being sent or being addressed to them. And there are things that a child has to share with his parents, such as report cards, detentions or suspensions, and the reasons why they received those detentions or suspensions.

But what I want to address is that it should never have to come to searches. Students, if your possessions are being searched by your parents, it is not out of contempt or jealousy, it is out of concern for your well being and love. Don't despise them for it. Instead, talk to them, tell them what you did, and they will slowly begin to trust you, and maybe then the searching will stop. Parents, if you find yourself searching your child's possessions, stop, and get to know your child. Sit down and talk to them. But, most importantly for both sides, trust each other, and respect will follow.



In light of all the new problems that schools across the country face – shootings, drug use, bullying, suicide – it is no wonder that parents are concerned for their children's safety. And when teenagers don't talk to their parents about friends, or where they were and when, it makes the parents' concern turn into fear. They feel that they reserve the right to find out what their child is doing, even if it means search-

The grass may be greener, but now the fat lady can't sing

BY Melissa Heller

Staff Writer

How nice would it be to enjoy your favorite band in New York City while taking in the refreshing warm weather and being able to cheer alongside 50,000 other fans, without the "bright lights, big city" interfering with your amazing time? Well, a concert involving crowds of over 50,000, or any concert outside of the months of August and September, is no longer a possibility in Central Park.

Though it is not yet in effect, on April 18, the city passed a law limiting the number of people congregating at concerts on the Great Lawn due to concerns about the grass. In addition, only six concerts per year will be scheduled for Central Park—four of which are reserved for the highly prestigious New York Philharmonic and Metropolitan Opera.

This new law means that no longer can 80,000 fans scream while the Dave Matthews Band jams out to one of their latest hits as they did in 2003, the last concert to draw so large a crowd. In fact, DMB may not be able to perform on the Great Lawn again, considering the new restrictions being implemented, which state that the other two concerts per year must take place from the third week in August until the second week in September.

Call me crazy, but don't bands have other venues to play at, and does the city actually expect them to schedule major tours around some eccentric new law? Worldwide tours must be planned out months in advance, and if

the groups cannot schedule their tour date to reach New York City between this four-week period, they may simply cross the city off their schedule all together. Otherwise, they can plan to visit an arena such as Madison Square Garden instead, which would not lead to as much tourism in New York City.

People travel all over the country to see a performance in the heart of America, and afterwards they generally invest in what the city has to offer. Regardless of whether this includes spending the weekend in the city visiting various museums, restaurants, bars, clubs, tourist attractions and shops, the economy is surely raised by the addition of tens of thousands of fans.

ever, if concerts will more likely take place in an

arena such as Madison Square Garden, where the dates of shows are more accommodating despite sporting events, the city will still be at a disadvantage from a marketing perspective, as the capacity of MSG is less than 20,000. In addition, fans will tend to leave via Penn station if a concert is held at Madison Square

Garden, rather than immerse themselves in the New York City nightlife after a Central Park concert.

While concerts at Madison Square Garden give off the true essence of New York City—big, loud and great stage coverage—Central Park allows a more personal interaction between the musician and the audience, whether the crowd is 500 or 50,000. Smaller venues, such as Radio City Music Hall, provide a similar connection, but the crowd is significantly smaller. (The capacity of the Music Hall is under 6,000 persons.)

Central Park is not only used for concerts. Media coverage can be garnered by situating important events there, as well. Over 100,000 people gathered to celebrate Mass in 1995 with the late Pope John Paul II, and 500,000 spectators experienced the singing of Luciano Pavarotti in 1993.

One reason for passing the law was to prevent political gatherings in the park, but why can't the city permit legends—who could very well draw over 100,000 people and help ameliorate

our economic slump—to perform on the renowned Great Lawn? The reasoning is that audiences of classical music cause almost no damage to the lawn, while active listeners, or those who stand and dance, can cause hundreds of thousands of dollars of damage.

The Park is 843 acres, or six percent of Manhattan's total acreage. The Great Lawn has various sporting fields

and a track, as well as a place for citizens to lie down on a beach towel and relax. While New York City Mayor Michael Bloomberg would like to have the grass thought of as a "museum," the question has to be raised: how much is grass a monumental part of the city?

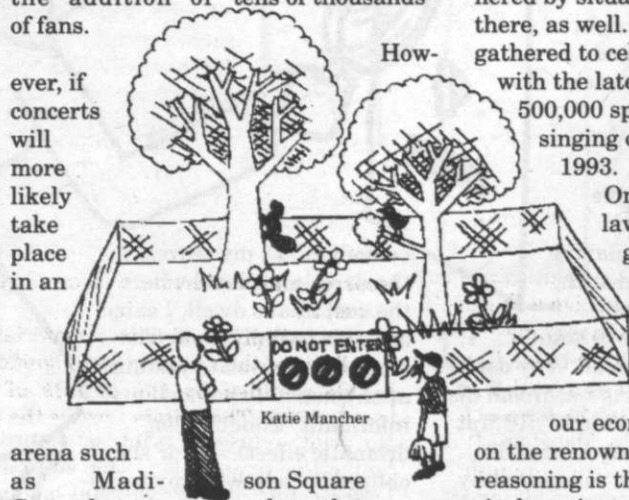
I'm sure many people will not look down at their feet and say, "Gee, this grass is really lacking. I'm willing to give up seeing someone like the Dave Matthews Band, in order for it to be greener."

News flash: the grass is always greener on someone else's lawn.

Despite the fact that \$120,000 was needed to repair the lawn after this concert, it still is not going to be perfect. Keeping massive crowds off the lawn for ten months of the year will not make it super, either. What's next, "No sitting/walking/running on the grass" signs being posted all over the park?

This time next year, up and coming performers with already growing fan bases such as Kelly Clarkson, The Killers, and Modest Mouse will not be able to perform on their scheduled dates because the concerts are not between the allotted slots which the city will allow for them.

Sure, minimizing the crowd number is not such a big deal, but only allowing two pop/rock/anything concerts—excluding the Philharmonic or Metropolitan opera concerts—is a serious downside to this new "law." Does the city really want this? It's not as if the grass is going to become magically better during the bitter winters or dry summers, in any case. So why penalize the general public, and ultimately the welfare of the city at large?



When safe sex becomes a sin: pharmacists' refusal to sell the pill

BY Seyma Dachowitz

Contributing Writer

Forward-thinking, reasonable girls and young women of today, I present to you a situation that is, unfortunately, not so far-fetched: you and your significant other have decided to begin having sex. As the responsible, mature adults you are, not only are both of you tested for any potential STIs (sexually transmitted infections), but you have also taken it upon yourself to purchase and start using oral contraception.

As you approach the pharmacist and ask him to fill your prescription, he refuses on "moral grounds." Dumbfounded, you wonder: whatever happened to the sexual revolution, the feminists, and our country's pro-choice laws? After being instructed year after year about the importance of birth control and safe sex, your sex life is suddenly being controlled by a pharmacist!

In at least two separate cases in the Midwest, women were refused birth control pills simply because the pharmacists they were dealing with did not agree with their decision to use oral contraception, citing that it contradicted the pharmacists' religious beliefs.

Some may agree with these pharmacists' actions, arguing that it was their right to exercise their religious freedom. I ask this group to explain to the women who were refused contraception: at what cost should the pharmacists be allowed to intertwine their faith with their work? In fact, asking women to obediently follow the pharmacist's wishes to refrain from using birth control

infringes upon their own religious rights.

What if a vegetarian worked as a waitress at a restaurant, and refused to serve her customers any of the meat dishes that were offered, because she disagreed with the concept behind "carnivorous tendencies?" Just as the waitress has no right to dictate what her customer may and may not eat, no pharmacist has the right to eliminate a woman's options for contraception.

This controlling behavior is inappropriate and uncalled for in a pharmacy. As many feminists have argued time and time again, a woman's decision to have a child is her own. Therefore, only a woman can determine whether or not she wants to prevent a potential pregnancy. After all, if conception does occur, the woman—not the pharmacist—will be the human being caring for the infant.

Women who are of age and legally able to have consensual sex also have the right to contraception; if a woman who is eighteen or older cannot be

forced to buy or not buy birth control pills by her parents, what authority does a pharmacist have to refuse her contraception? Might I remind the pharmacists and right-wing conservative groups: abortions and oral contraception remain perfectly legal in the United States.

The entire matter of the opposition to selling oral contraception is further complicated by the same pharmacists continuing to sell condoms. I wonder if this inconsistency might be caused by the fact that birth control pills are used exclusively to prevent pregnancy, while condoms are also worn for protection against STIs. Does this impressive duo back up the religious pharmacists' claim that oral contraception is morally wrong? Honestly, I cannot explain the logic behind any such argument, supporting the sale of only one and not both. However, I have a

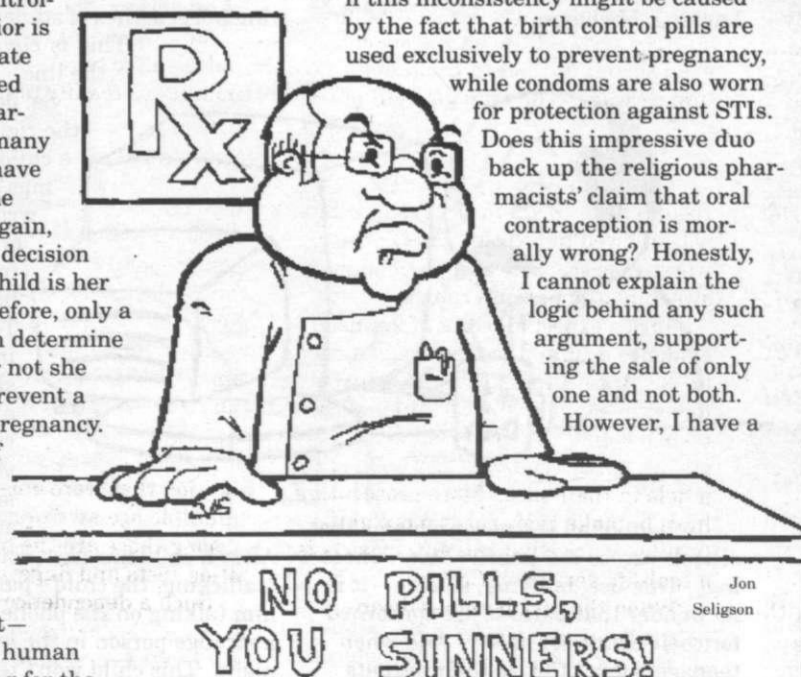
strong feeling that even if birth control pills became multi-purpose, acting as whimsical vitamins which not only prevented pregnancy but also made women grow several inches taller and gave

them X-ray vision, these pharmacists would still oppose their sale. Another point that should be examined is whether or not said pharmacists realized, while applying for their current jobs, that they would be required to fill prescriptions of oral contraception once they began working. Certainly these adults recognized the existence of birth control pills—hopefully they were aware such pills were sold at pharmacies, as opposed to post offices or pizza parlors. If the obligation to dispense birth control had not been included in the job description, pharmacists should have contacted their employers to speak about the moral conflict they were experiencing. A solution could have easily been created, tailored to the needs of the customers, the employers, and the pharmacists. A reasonable, perhaps even obvious, plan could consist of a referral to another pharmacist when asked to fill a prescription for oral contraception, no questions asked.

As a girl of the pro-choice persuasion, I urge all females to recognize their rights as citizens of the United States, and their abilities to obtain birth control in any local pharmacy.

The real question at hand is whose rights are more important: yours or the pharmacist's? Who lets you decide what you do with your body: you or the stranger behind the counter at the drugstore?

Just as no one can tell me which god to worship, I know that no one has the right to choose what I do with my body. No one but me.



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EDITORIALS

AP Improvements needed

Since students put so much effort into their AP courses, it is only right that students take their AP exams under optimal conditions. However, this year, many students were given far less than that. With bored students making obnoxious noises and proctors unable to control them, the testing environment was often even more frustrating than the test itself.

First, students need to realize that, as mature young adults, they should be able to sit in a room quietly for a few hours. Show your classmates who have been working hard – and who might be able to get college credit – enough respect so that all they have to worry about is taking the test (rather than fake coughs and whistles).

Second, disruptive situations need to be better handled. Asking teachers whom the students know or with whom they are at least familiar would lead to less rowdiness. Even if there was some disruption, the teacher would be able to handle the problem before it got out of hand. After all, teachers are forced to deal with us every day.

LETTER TO THE EDITOR

To the Editors of *The Schreiber Times*:

As the librarians of the Schreiber Library, we would like to respond to the opinion piece published in the paper on

22 April 2005, entitled, "Trapped in the library: why students feel imprisoned."

We understand this is one student's opinion, but nonetheless, we found several problems with the facts as presented in the article. Firstly, we do not understand the title of the article and its relevance to the point the author is trying to make. The whole premise of his piece is that, "librarians...should not kick students out of the library for ridiculous reasons." So, how could students feel "imprisoned" or "trapped" if they are being asked to leave?

Furthermore, we have never "kicked students out of the library" for any of the reasons the author describes. We have never prohibited water bottles. Students who stand at a table are asked to sit down. Students who talk too loudly are always asked to get to work and quiet down. We always give students several warnings before asking them to leave. We also take offense to the statement that we "should be able to recognize a PowerPoint presentation from a game." The author should think back to his library orientation in the fall as a freshman. The orientation was in the form of a PowerPoint created by Ms. Herz. It is true that we have several computer guidelines such as no game playing.

In terms of headsets for iPods and CD players, students have been allowed to use these devices since January. A student approached Ms.

Seligman with a request to use such devices in the library and we granted permission after discussing this issue with Mr. Lewis. We have never asked students to leave the library for using personal music players.

The library is a place where students are welcome to come to work, study, read and perform research. We do our best to maintain an atmosphere conducive to these goals. The author might want to mention some of the more positive aspects of the library, such as the

fact that it is a brand new facility that now opens at 7:30 in the morning for student use. Or how the librarians help students learn how to search databases and support them with their research needs. Or how we schedule special events for students, such as: The Poetry Café, Sled Dog Day, 20th Century Survivors and author visits. We hope that students appreciate these things about the library and will continue to find it a pleasant, welcoming, supportive part of their days at Schreiber.

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.

Brainwashing the jury: how television influences courts

Crime dramas' popularity has led to increased court demand for forensic evidence

BY Siddharth Ninan

Contributing Writer

There has been a huge increase in crime dramas over the past few years, with many of the major networks creating their very own forensic science shows. For the most part, they fill primetime-programming slots, and many people across the US have been drawn into this crime drama madness.

As a result, many people have become knowledgeable (or at least more knowledgeable than before) about crime

“Unlike the investigation labs on television, real crime labs are often underfunded and understaffed...no one seems to even remotely consider, [that forensic evidence] can be inconclusive, and, at worst, downright wrong.”

scene proceedings, as well as forensic evidence tests. Some of these tests include DNA matching, comparison microscopes, and composition analyses. A problem arises when juries with such knowledge go into court, expecting slam-dunk forensic evidence from the prosecution, expecting everything to work out as quickly and as definitively as on *CSI*. Now, juries expect to see more conclusive forensic evidence

in murders and other serious cases. When none can be found, they refuse to convict, even when all signs point to guilty.

Imagine this scenario: a man accused of stabbing his ex-girlfriend is on trial. His girlfriend has stated repeatedly that it was he who stabbed her. No alibi has been produced for the man, and all other sorts of non-forensic evidence point to the man's guilt. The man is sent to prison, but on a parole violation. He's not even convicted for the actual case. Why? The jury acquits him because the police didn't do DNA tests on the bloody sheets, even though it seemed completely unnecessary. The man gets out of prison, and goes back to stab his ex again, this time fatally.

This actually happened, and, as a result of the "CSI effect," the murderer was allowed to go free. This is the worst-case scenario of a phenomenon sweeping the nation's courts.

Juries expect all sorts of forensic evidence despite the absence of a need for it. Prosecutors are constantly being forced to explain why certain irrelevant tests haven't been performed, lest their silence about the matter be taken as a hole in their case. More prosecutors have to make their cases more entertaining, since what the jury expects is a real-life version of *CSI*.

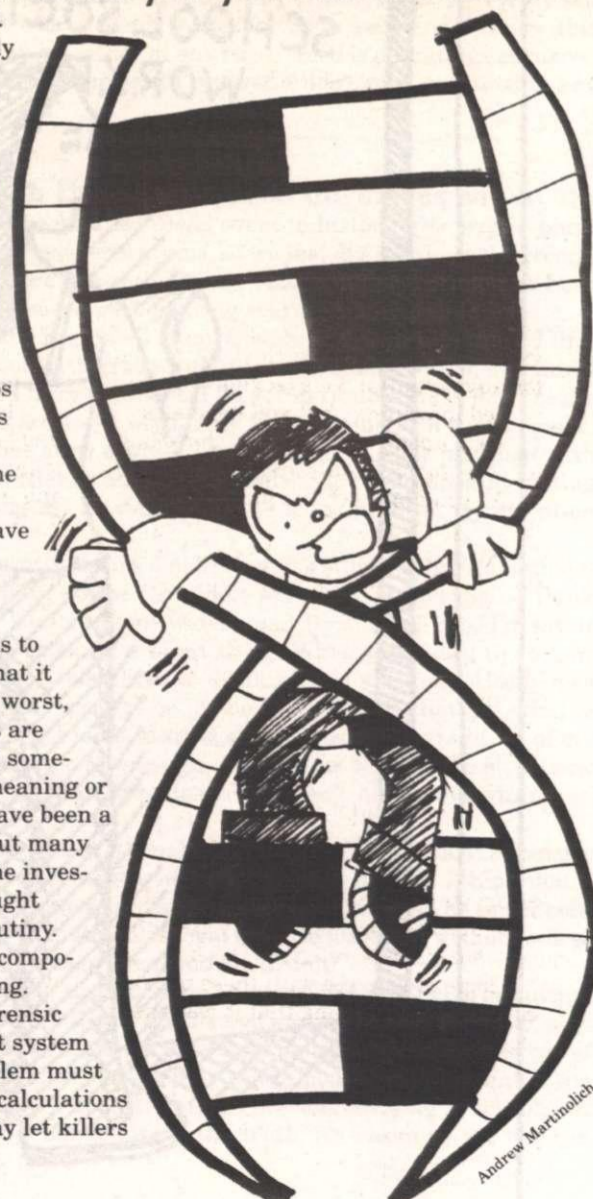
When the jury becomes disappointed with the lack of forensic evidence and the lack of certainty in such cases, they will often be resistant to convict. On prime-time TV, everything works out in an attractive, definitive manner, wrapping itself up

neatly within sixty minutes. These jurors have essentially blurred the line between TV and real life, causing increasing problems within the legal system.

Of course, a smarter jury can be helpful, as they are more likely to understand the exact proceedings. But a reliance on forensic evidence is where this notion can fall apart. Unlike the investigation labs on television, real crime labs are often underfunded and understaffed, resulting in the inability to readily perform more high-tech tests that have gained fame on TV.

One other fault with a dependence on forensic evidence, one that no one seems to even remotely consider, is that it can be inconclusive, and, at worst, downright wrong. Mistakes are easily made in the labs, and sometimes test results have no meaning or purpose. Of course, there have been a few instances of sabotage, but many of the methods of crime scene investigation that were once thought infallible are now under scrutiny. Among these are the bullet composition tests and fingerprinting.

Such a dependence on forensic evidence is leading the court system to a roadblock, and the problem must be rectified before more miscalculations are made, some of which may let killers back on the streets.



FULL DISCLOSURE?

Teachers sue district as rights of pregnant students erode

By Nick Werle
Business Manager

Ms. Michele Weiden is worried that she is being left out of the loop. She knows that every year there are girls in Schreiber who become pregnant, and it is her job as the social worker to make sure that these girls are getting the proper care. "This year I haven't heard of many situations," she said, "so I wonder if people aren't telling me anymore."

Even as she has stopped hearing about teenage pregnancies in the school, she has noticed an increase in the total number of "crisis situations" students are bringing to her. This year, she has had only one student tell her that she is pregnant and this student was already showing. Usually, there are several. Her worries about this drop confirm the suspicions that led her to sue the school district in the beginning of this school year.

On November 12, 2002, Superintendent of Schools Dr. Geoffrey N. Gordon sent a memo to the building principals "to clarify the right and responsibility of district staff, including nurses, to inform a student's parents that she is pregnant." Although the memo was sent to only six people in the district, it requests that all staff members disclose pregnancies. Few teachers, six of the twenty-nine who responded to a recent *Schreiber Times* poll, were even aware that the policy existed.

THE POLICY

One of the problems with the memo, "re: Reporting Student Pregnancy," according to the judge and the plaintiffs in the suit, is that parts are confusing and vague. What is clear is the explicit instruction that "any staff member...who becomes aware that a student is pregnant, should immediately report same to the school

social worker. The social worker should encourage the student to voluntarily disclose her pregnancy to her parents."

According to the memo, if the student does not want to tell her parents, the social worker should offer to sit down with the parents and the young woman to help her through the ordeal. These measures would still include the student in the notification process.

Ms. Weiden does not take issue with her job to encourage the girl to tell her parents herself. "The encouragement is always to try to get her to go and tell her parents," Ms. Weiden said. According to the memo, however, if the student refuses to allow the social worker to disclose, "the social worker should inform the student that she/he will inform the parents." The social worker is then required to contact the principal and the superintendent to consult about the case. Ultimately, the superintendent determines whether the parents will be notified.

The schools in the district have different counseling structures, so as is usually his practice, Dr. Gordon sent the November 2002 memo only to the six building principals, rather than to guidance departments or social workers. At that time, Dr. Francis Banta was still the interim principal at Schreiber. It was the responsibility of the principals, Dr. Gordon said, to inform "anyone who might counsel" students about pregnancy. He also emphasized that the building principals were responsible for educating the rest of the staff.

Although Dr. Banta did send along the memo to the assistant principals, Director of Guidance Ms. Ronnie Smithline, the psychologists, the nurses, and Ms. Weiden, he did not take any measures to inform the rest of the staff.

At meetings during the transition from Dr. Banta to Mr. Lewis, the latter said he does not remember any mention of the memo or rules about confidentiality. Ms. Weiden said she notified Mr. Lewis of the practice, her qualms with it, and the suit against the district in order to preserve an "open relationship."

Like Dr. Banta before him, Mr. Lewis did not inform the staff of the policy. Although he admitted that "basically, policy is disseminated by the building principals receiving directives from the central office," in this case he received no explicit instruction to tell the staff. He also said that it is generally the responsibility of the employee to learn about policy herself.

Mr. Lewis also expressed doubts about the usefulness of informing the staff in a meeting or memo. "The whole issue means so little to people until they are faced with it, so they probably wouldn't even remember the policy," he said.

As the school social worker, Ms. Weiden needs to be able to lead a student, who naturally wouldn't know how to navigate the complex web of law and district policy, through the process of getting a bypass of the disclosure policy if she wants one. But in an interview on May 13, Ms. Weiden said she was completely unaware of the minutiae of

the mechanisms for requesting a bypass. All she knew was that she should speak to Dr. Gordon. After learning about the various ways for a student to lobby for an exemption and her crucial role in that process, Ms. Weiden said she was surprised how little she knew about the policy, even after going through an entire legal process. She also wondered how she would help a girl navigate the system, if she did not know the details herself.

The memo also says that if anyone suspects that a student pregnancy is the result of abuse or incest, the administration should be immediately informed. This paragraph echoes state-required reporting law, which legally requires that teachers and certain other professionals report any suspicion of abuse or neglect.

BYPASSING THE POLICY

Although it is not explained in the memo, Dr. Gordon's practice allows for students to request a "bypass" of the notification guidelines, by asking that the social worker be her representative to the administration and advise against notification.

"If the counselor says to me in her professional opinion that I shouldn't [disclose to the parents], I respect that," Dr. Gordon said. "Even without a specific reason, a student could get a bypass. Sometimes the emotional distress of the

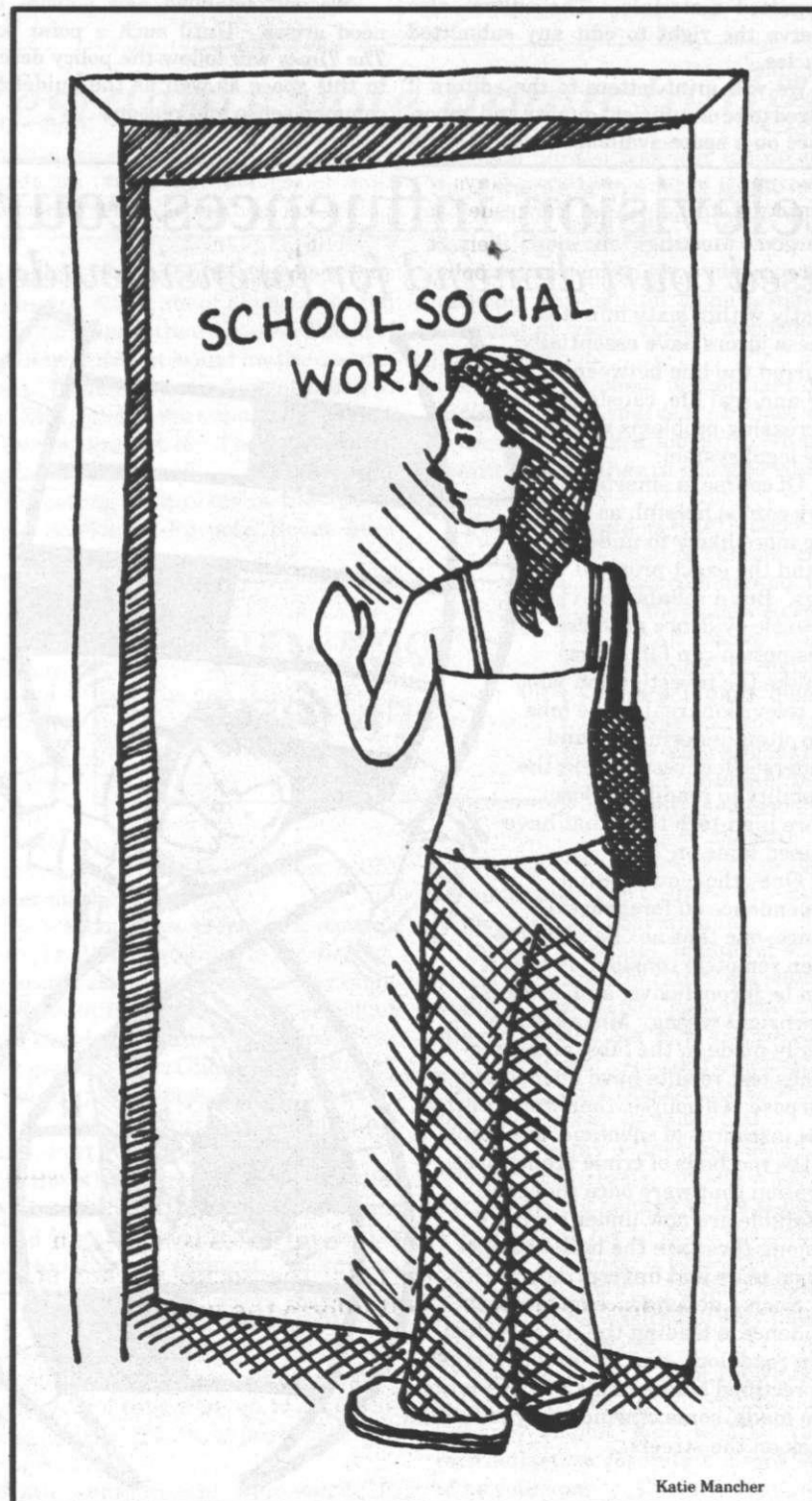
"The policy memo does not read as if it has discretion in it," Ms. Weiden said, "but the court clarified that [it does]."

student can be enough."

The other option for the girl is to speak directly with the principal and superintendent about her situation and request a bypass. In situations where the young woman is vague about why she does not want disclosure, Dr. Gordon said, "I would rather err on the side of the student, but that may not be what the student wants." He would not clarify whether this meant he has a tendency to disclose or not.

As a former counselor himself, Dr. Gordon has a more in-depth understanding of the issues associated with confidentiality than many other administrators. He also understands that kids very often do not want to tell their parents about their problems in general, especially if the student feels pressure from his parents for grades or something else. "Kids are always afraid to tell their parents but most parents are usually pretty understanding," he said. He sees the disclosure as part of an effort to create a functioning "home-school partnership," one of the major themes of his tenure since he arrived in Port in 2002.

When Dr. Gordon came to Port



“Like Dr. Banta before him, Mr. Lewis did not inform the staff of the policy. Although he admitted that ‘basically, policy is disseminated by the building principals receiving directives from the central office,’ in this case he received no explicit instruction to tell the staff. He also said that it is generally the responsibility of the employee to learn about policy herself.”

Washington, he realized that the district lacked formal guidelines about what to do with a pregnant student. He did not remember a specific event that prompted him to write the administrative-practice memo, but during his first few months in Port Washington he saw disclosure “as something that was an understood practice.”

Dr. Gordon was shocked when the policy caused such dissension. “The practice as I understood it for districts in Nassau County, was parental notification,” he said. “It’s a standard administrative practice in any district I know of.”

Schreiber principal Mr. Jay Lewis’ experiences in other districts, however, did not confirm the policy’s universality. Before coming to Schreiber, Mr. Lewis worked as principal in the Three Village, Mineola, and Hampton Bays School Districts. “The confidentiality atmosphere in two of these districts was very broad,” he said, “in the sense that professionals were given complete latitude within the law. There were no disclosure constraints made by the district.”

The other district was “hard to figure out, because there were very different views at the board of education and central-office levels,” Mr. Lewis said.

The confidentiality atmosphere, he said, depends primarily on the opinions of the district officials and the “community’s moral views.” Mr. Lewis also said he has not been in the district long enough to gauge how Port Washington compares to the other towns he has worked in.

One of the central arguments in the plaintiffs’ case against the policy was the concern that enforcement was mandatory. Ms. Weiden worries that without formal instruction on the disclosure policy, staff members will be led to believe that it is mandatory.

It is not. If a teacher objects to the policy, he or she may decline to follow it.

THE CASE

After the memo was sent out, Ms. Weiden had a meeting with Dr. Banta to express her qualms. “When I had spoken to Dr. Banta about it and said that I didn’t think this was legal, he said I should show him something in writing,” she said. “So I went to get that information.”

Eventually, Ms. Weiden’s legal inquiries were joined by other organizations. The plaintiffs include the Port Washington Teachers’ Association (PwTA), the American Federation of Teachers, the New York State United Teachers (NYSUT), the AFL-CIO, and PwTA President Mary Anne Cariello in addition to Ms. Weiden, on behalf of themselves and the female students of the Port school district. Eight other organizations were listed as counsel for the case. The team was led by Ms.

Sherry Bokser, a NYSUT lawyer. The members of the Board of Education and Dr. Gordon were named as defendants. The case was heard by Judge Thomas C. Platt of the United States District Court, who ruled for the defense on March 22, 2005.

There were a few major issues in the case. First was the degree of confidentiality that a student can expect from a school social worker. Although the New York State Civil Liberties Union’s website on student rights says privileged communication is unclear with regard to school personnel, Judge Platt’s ruling was firm.

Case law dictates that “a person duly registered as a certified social worker... shall not be required to disclose a communication made by his client to him, or advice given thereon.” However, previous cases on school confidentiality ruled that “the school social worker is a paid employee of the school district who does not receive compensation from the students or their parents.” Thus, the legal position of the school social worker is not as a certified social worker, but rather as “school personnel,” whose communications are not protected.

Moreover, the judge wanted to ensure that “public schools... not forget that ‘in loco parentis’ does not mean ‘displace parents.’”

The plaintiffs’ case also ran into trouble because they could not show a harm that has or will likely soon befall them.

One of the most crucial issues was that Ms. Weiden felt the policy might be enforced as mandatory. However, Judge Platt wrote that because “she did not speak with Dr. Gordon regarding the meaning of nor the existence of any flexibility in the policy, she had no reasonable foundation for her beliefs regarding the consequences.” She also testified that she has “never been faced or threatened with any disciplinary action” due to the policy.

“The policy memo does not read as if it has discretion in it,” Ms. Weiden said, “but the court clarified that [it does].”

In her own defense, Ms. Weiden does not feel that she was expected to speak directly to Dr. Gordon. “My chain of command goes back to the principal,” she said. She did go to speak with Dr. Banta, her supervisor, and she does not feel it was made clear that this was insufficient.

Furthermore, Ms. Weiden was not listed on the “TO:” line in the memo, so she felt that the written invitation to meet with Dr. Gordon was not for her.

Since the case has been decided, no one has spoken to Ms. Weiden about the policy until the interviews conducted for this article.

Ms. Smithline, who advised her counselors that the memo’s practice is similar to their own, disagrees with Ms. Weiden that the policy is unfair. She said that she believes a student who comes to see a counselor is “sharing the

information because they want help of some sort.” She thinks that help should involve the parents.

She also disagrees about the rigidity of the policy. She thinks that students should “never get a bypass,” that counselors should be bound to inform “an adult in the student’s life” about the issue, and that it should be mandatory for staff members to report any information to a supervisor immediately.

Mr. Lewis was unsure of how he would handle a staff member who did not adhere to the administrative practice. “Given the stand the district has taken,” he said, “the first time I am confronted I would have to meet with the superintendent. It’s been made pretty clear that this is how it has to be done.”

THE IMPACT

Detractors of the policy fear that it will decrease the willingness of students to seek help from the trained professionals in the building. They may have justification for these fears.

“Shortly after the memo was distributed, there was the possibility of a pregnancy which was brought to Dr. Banta’s attention,” Ms. Weiden said. The student was unsure whether or not she was pregnant, “but the case was never confirmed. I told her that if we knew in fact that she was pregnant, we would have to inform her parents. After that, I never saw her again in a counseling situation. I don’t know what ever happened to her.”

Already, change is beginning. Mr. Lewis said that he is exploring ways to educate the staff now that this issue has “emerged.” Meetings will most likely be held to update the staff on current policy – including confidentiality rules – at the end of this school year or the beginning of the next.

Unlike for the teachers, there is no organized method to inform students about their rights. All that the memo says is that “[s]taff members should not... represent to a student that such a disclosure [of a pregnancy] will be kept in confidence.”

At the beginning of any counseling session, Ms. Weiden has always informed students about their confidentiality. Before November 2002, she said that if someone’s life was in danger, she had to break confidentiality. After the memo, she had to add in “or if you’re pregnant.”

“There was a definite chilling effect with girls after I added ‘or you’re

pregnant,” she said.

Mr. Lewis also thinks that students’ knowledge of the policy could definitely cause a chilling effect. Nevertheless his “instinct is always to inform. If you don’t you might not get the right kind of help. The other side of that is that students might not want to share as much anymore. Now social workers and psychologists might advise students to seek help elsewhere.”

He conceded that in many different circumstances, students “should seek outside help” if their confidentiality needs are not being met. Although he was not aware himself of institutions in Port Washington that provide free, confidential counseling in a situation like this one, he said that “all psychologists and social workers have these types of resources at their fingertips.”

After investigation, this did not turn out to be the case. “I don’t know of any other free counseling services in Port Washington,” Ms. Weiden said. Port Counseling, the only local institution she could name, only works with drug and alcohol abuse.

Ms. Smithline, however, quickly pulled up the PortNet website, which had a link to a list of lifelines on its front page. She said that these resources were constantly available for students and that she tries to disseminate this information.

The plaintiffs argued that the policy is unconstitutional because it does not have a judicial bypass procedure, as required in cases about parental notification of abortion. This argument proved was insufficient. Judge Platt wrote that the team did not articulate how the legal tests determining abortion policy necessarily applied to issues of student pregnancies.

However, Ms. Weiden claims less political touchiness than it seems. “I don’t see this as a pro-abortion or anti-abortion case,” she said after the decision. “There are just as many students who have come here over the years because they want to keep their babies as those that don’t against the wishes of their parents.”

One concern all parties share is that any pregnant student gets the proper care. The first few months of the pregnancy, when a girl might feel that she could hide its progress from adults, are the most crucial for prenatal care. The administration hopes that mandating parental notification will increase the likelihood that a girl receives care during these early months.

Excerpts from a November 12, 2002 memo: RE: Reporting Student Pregnancies

“Please be advised that a student’s disclosure to any staff member that she is pregnant is not a communication protected by legal privilege.”

“The social worker should encourage the student to voluntarily disclose her pregnancy to her parents and, if the student represents that she will inform her parents, confirm that such a disclosure was made.... If the student continues to insist on keeping the information from her parents, the social worker should inform the student that she/he will inform the parents.”

“In any case where it is suspected that the pregnancy is the result of statutory rape or incest, the building principal and Superintendent should be informed immediately so that legally required reporting can be made to the appropriate authorities.”



All the school's a stage . . .

by Sarah Silvergleid

A&E Editor

"I think most of Schreiber probably thinks of Shakespeare Day as some kind of bizarre English Department conspiracy," said junior Shakespeare Day coordinator, Sarah Pickering. "It's true... those who participate are merely pawns in this great movement to educate the masses about the life and times of William Shakespeare. But the whole affair amounts to a brilliantly coordinated, factoid packed, thoroughly condensed, and coincidentally, very amusing six-hour day."

The thirteenth annual Schreiber High School Shakespeare Day on April 22 incorporated a variety of theatrical and musical skills from both the student body and faculty. "As in past years," said Ms. Donna Valenti, co-coordinator alongside Ms. Sari Schulmann, "we were very pleased with the level of participation from both the performers and the audience."

On that Friday, students were entertained during free time or class time by their fellow classmates and teachers. Every performance somehow related to the Renaissance genius of William Shakespeare. Despite the seemingly narrow topic, the performers' work encompassed a vast scope of creativity. Acts ranged from selections of Shakespearean plays, musical numbers, and quite a few Shakespeare-inspired original pieces.

The festivities of Shakespeare day extended beyond the auditorium. "Minstrel performers" under the direction of Mr. Mark Brenner greeted entering students. "Wandering bohemians" complemented the Renaissance atmosphere. Senior Kira Silver, juniors Alina Fomovska and John Krauss, and freshman Seyma Dachowitz could be found painting in the lobby throughout the day.

Students and teachers exhibited their creativity and reverence for

Shakespeare in many ways. Some students chose to act in select scenes from his popular plays. Seniors Alyssa Zahler, Eric Hirsch, and Adam Silbert gave heartfelt renditions of soliloquies from *Henry IV*. Senior Kelly Woolf also went solo with a reading of selected sonnets.

Juniors Meaghan Elicks and Beth Spergel showed off their acting prowess in a scene from *Twelfth Night*. Seniors Carola Cassaro, Jamie Warner, and Alyssa Zahler performed a scene from *Macbeth*, sophomores Fredi Bernstein and Allison Schenkler acted out a scene from *The Comedy of Errors*, and junior Melanie Pietras and sophomore Jamie Pillet chose a scene from *The Taming of the Shrew*. Juniors Christine Imperatore and Mike Thompson presented a very heartfelt rendition of one of *Romeo and Juliet's* poignant moments. In the final period of Shakespeare day, Freshmen Kate Hughes, Seyma Dachowitz, and Kristina Tortoriello highlighted moments of *Much Ado About Nothing* and Katie Hayden and Kathryn Podobinski performed a scene from *The Merchant of Venice*.

Teachers, too, showed off their acting skills or lack thereof in various Shakespearean scenes. In the school's tradition, the administration took part in the production. Mr. Jay Lewis, Mr. Carmine Matina, Dr. Rita Albert, Mr. Brad Fitzgerald, and Mr. David Miller performed a scene from *A Midsummer Night's Dream* with their best effort. The central administration members performed one version of *Macbeth*, from *The Complete Works of William Shakespeare Abridged*.

Students especially enjoyed comical renditions of Shakespeare's eloquent playwrighting by Mr. Joseph Corbo and Mr. Corey Block (*The Taming of the Shrew*), Mr. Craig Medico and Mr. Alex Webster (*Macbeth*), and Mr. Joe Del Gais, Mr. Jim Jones, and Ms. Nancy Klotz (*Measure for Measure*). Mr.

Jeremy Klaff and Mr. Petro Macrigiane provided ample laughs in their improvised scene from *Hamlet*.

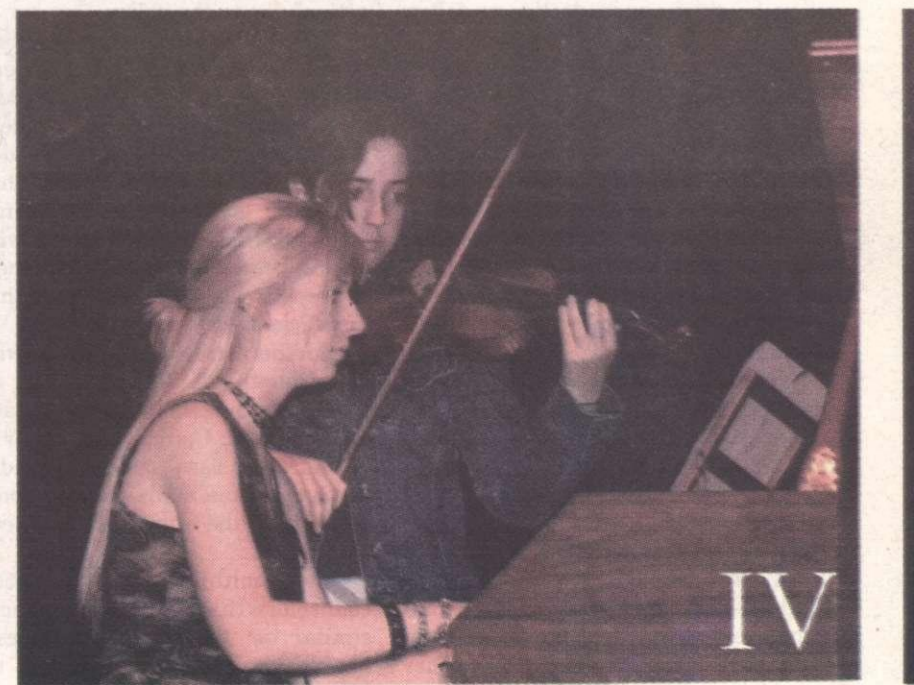
Some staff members went all-out with original pieces. Chemistry duo Ms. Christine Nelson and Ms. Joy Krebs performed their own "Brush Up Your Shakespeare" from *Kiss Me, Kate*. Mr. John Broza and Ms. Meghan Harding entertained the masses with an educational look at the aspects of romantic love and friendship through the poetry of Shakespeare.

The student-written and directed theatrical pieces were arguably some of the most enjoyable of the day. Talented students took Shakespeare Day as an opportunity to write, direct, design, and act in original productions. Dan Marmor's adaptation of *Julius Caesar* featured himself, Mike Thompson,

Alison Rich, and Bryant Rich.

"Dan Marmor took central aspect of *Julius Caesar* and put a *Napoleon Dynamite* spin on the play," said Alison Rich, who played Sumner Wheatley. "He used the movie election scene to make it interesting for the school. Once the famous character Pedro entered at the end of the scene, the audience really seemed to understand and enjoy it."

Elena Box's *Mice, Rice, and Cheese* also an original scene, starred herself, Leslie Brown, and John Krauss. Mike Thompson, Elyssa Jakim, Alina Fomovska, and Matt Katz acted out Sarah Pickering's *Denmark*. The scene was a play on *Hamlet* that garnered many laughs from the audience. Shakespeare Day coordinator Elyssa Jakim collaborated with actors Tom Li-



and all the students are merely actors

Sarah Pickering, Jesse Stayton, and Claire Talcott in her own Hamlet parody, *Ophelia, Get Out of the Bathtub!* A takeoff of *Romeo and Juliet* by Timothy Sherman, *Romeobot 3000 and Juliet*, put a 2005 spin (all the characters were robots) on Shakespeare's most famous masterpiece. The scene starred Timothy Sherman, Matt Katz, Katie Hayden, Phillip Fleischer, Katie Leon, and Jeremy Frank.

A recap of Shakespeare Day would not be complete without praise of its musical performances. The festivities started off in first period with Tiffany Ledner and Elizabeth Brot's "Romeo and Juliet's Dance," an interpretive dance inspired by the dramatic interchanges between Juliet and Friar Lawrence.

Some student vocalists accompanied

famous composers' adaptations of Shakespeare's plays into song. Melanie Pietras sang to British composer Eric Coates' "Orpheus with His Lute" from *Henry VIII*. Jake Handleman sang to "Fear No More the Heat O' the Sun" from *Cymbeline*, written by Ian Higginson.

Schreiber musicians also evoked the day's sentiments with Renaissance music from Shakespeare's era. Mr. Anthony Pinelli conducted the String Orchestra in a production of various Renaissance selections. Later, The Renaissance Trio, which consisted of violist Samara Schwartz, cellist Katie Hayden, and violinist Jumanah Hassan, gave the audience a taste of the age. The orchestra did not only play music of Shakespeare's day.

"We played music from *West Side*

The musical group that garnered the most outstanding audience response, though, was the staff cover of "Limelight" by classic rock band Rush. Mr. Pinelli, Mr. Corbo, Mr. Block, and Mr. Mark Reynolds performed the progressive rock song as though at a concert.

"We chose to play Rush's Limelight because it includes the line from *As You Like It*, 'All the world's a stage/ We are merely players,'" said drummer Mr. Corbo. "And we just wanted an excuse to rock out."

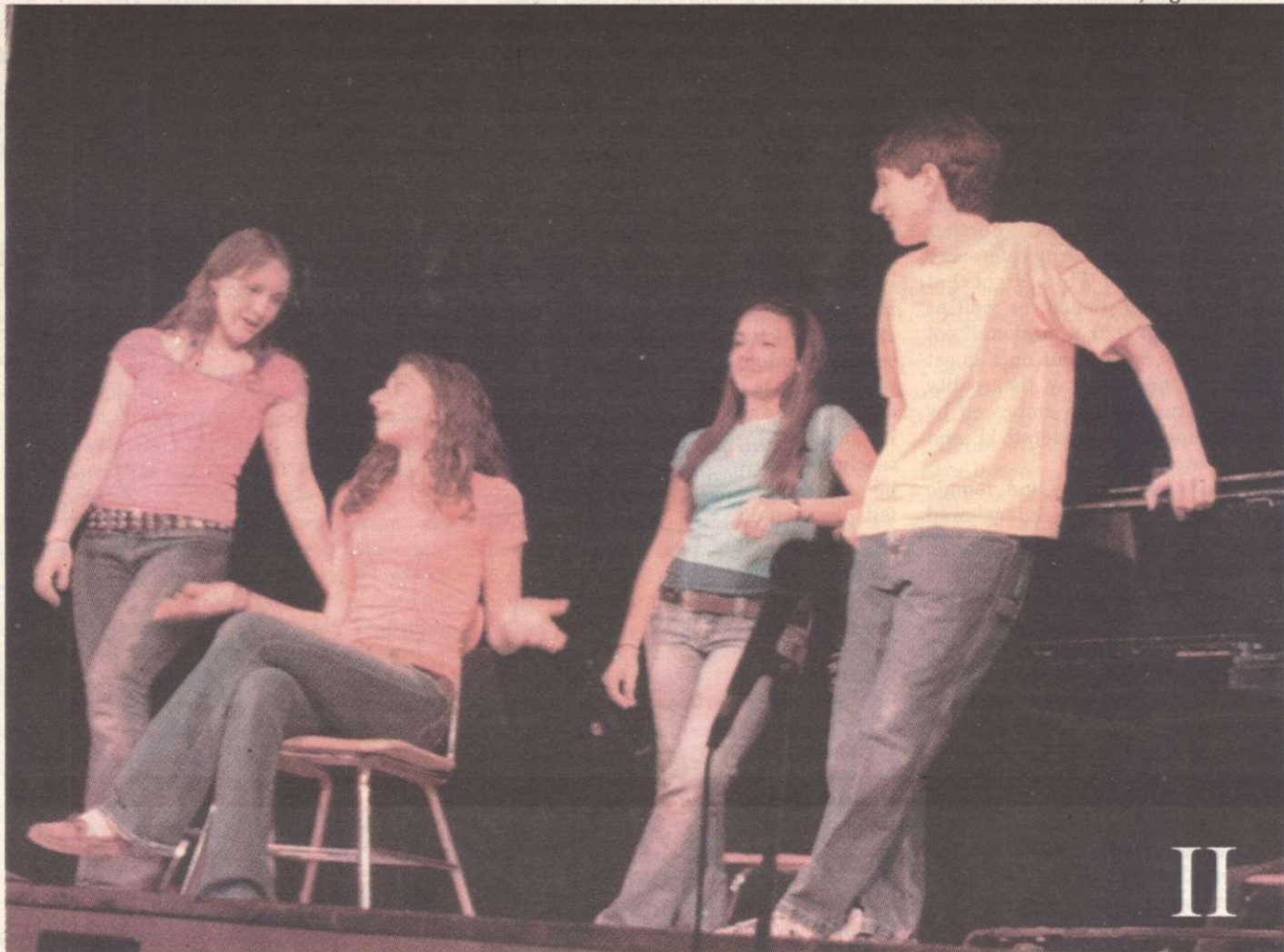
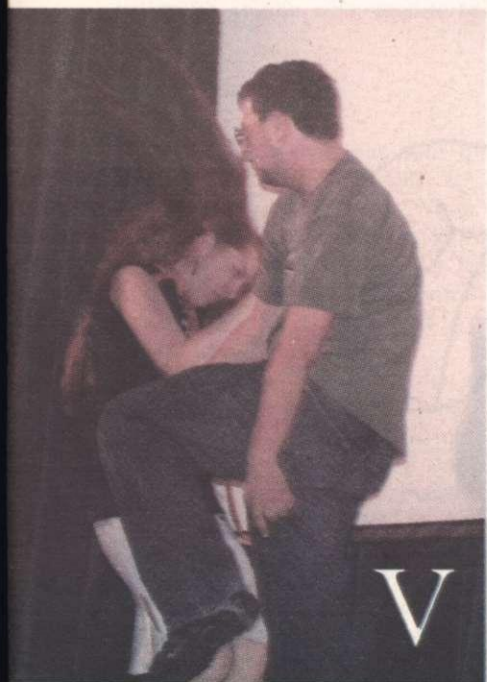
"Limelight really reflects the concept of literally and metaphorically living life on a stage," said Mr. Block.

Not all of Shakespeare Day's various events were centered around theatrical or musical brilliance. The production featured some very comical interludes

and Beth Spergel in an expert battle of Shakespearean topics. Junior Zubin Zaveri served as host of the first ever Elizabethan Fashion Show.

As the performances came to a close sixth period, the faculty advisors presented the winners of the annual mask and sonnet contests. Freshman Katie McCulloch took first place with her golden rendition of Lady Capulet. Second place and third place went to Sidney Ginsberg and Marisa Puglisi for their artistic representations of Friar Lawrence and Beatrice, respectively. Eric Hirsch's sonnet about senioritis and the woes of being a second-semester senior took first prize in the sonnet competition.

Overall, the day was a tremendous success. The Shakespeare Day faculty and student coordinators, together with



I. Senior Sammi Garrett, junior Will Santiago and freshman Anthony Fazio really get into their roles in their cross-dressing costumes. II. Junior Shari Zimmerman, sophomores Fredi Bernstein and Allison Schenkler and junior Philip Fleischer sing a Shakespeare Day Song. III. Freshmen Kate Hughes, Kristina Tortoriello and Seyma Dachowitz perform a scene from *Much Ado About Nothing*. IV. Sophomore Catherine Fish accompanies junior Kelly Moran on the harpsichord. V. Juniors Elyssa Jakin and Matt Katz show off some Renaissance moves.

Story, which is based on *Romeo and Juliet*," said Symphony Orchestra member junior Samara Schwartz. "I think the audience enjoyed the music. It is interesting that there are so many things, like *West Side Story*, that are taken from Shakespeare."

Seniors Dianne Schure and Sammi Garrett also capitalized on the obvious connection. They performed a scene from *Romeo and Juliet* featuring *West Side Story*'s score.

to keep the audience engaged. Junior Shakespeare Day Coordinators Elyssa Jakin, Sarah Pickering, and Laila Selim hosted a Villain Contest, which pitted Shakespeare's most loved and hated villains in a contest to determine the ultimate evil. Who Wants to be an Elizabethan Millionaire? put a Shakespearean twist on one of today's popular game shows. Host Denise Carlin challenged senior Jessica Becker and juniors Alina Fomovska

all of the performers, came together to create a daylong celebration of one man's great creative genius. Through humor, originality, and talent, the student body and faculty of Schreiber created a great tribute to Shakespeare.

Shakespeare Day did not merely offer a few hours off from class—it was an opportunity for students to be creative and enjoy each other's talents.

All pictures taken by Liz Corkett



By Emily Singer and Zubin Zaveri

Editor-in-Chief and Business Manager

SCHREIBER UP IN SMOKE

Students share their experiences with this socially charged drug

"It's pretty cool to think that I smoke with a 35 year old who has a baby boy," said the Schreiber student sitting across from me. "He is a friend's neighbor. I don't even know how I met him but I'm pretty good friends with him now." There we sat on a sunny Wednesday afternoon, high in the top corner of the Schreiber bleachers; the track team ran past us as we checked to make sure the tape was still recording. We were collecting data, doing a lot of listening, while at the same time sorting through it, trying to figure out how to best share with the student body the information we were gathering, the impact of the knowledge we were gaining. I sat back, sometimes surprised and scrambling for additional questions, to listen to the teenager before me reveal a world amid a culture that has slowly become a ubiquitous presence at Schreiber.

In a world where there are movies based entirely around marijuana and where television characters abuse it regularly, it only makes sense to try and understand why so many people use this illegal substance. Further intrigued by the blatant drug references in this year's Blue and White Night that seemed to go unquestioned, as well as the recent ritual of 4/20, a "national" pot smoking holiday, we set out on a quest to understand and portray the reality of this subculture that is embraced by some and ignored, misunderstood, and even feared by others.

All of the seven male and female Schreiber students we interviewed were overwhelmingly cooperative and willing to share their views and personal experiences on the subject. We even found that the people we spoke with were appreciative that they were being given a chance to explain their actions and the reasoning behind them. If there was one common thread in the interviews, it was the level of comfort that these subjects felt with a lifestyle that includes marijuana.

Several times, we found ourselves facing the argument, "What is the problem with me smoking if I get good grades, play sports, and am a good kid in general?" This argument was also made regarding judgments from people who don't smoke. Several kids argued that if they perform as they should in a classroom or at their job, why is it a problem that they smoke pot on the side? Are these viable arguments when we think about the fact that marijuana is simply illegal? Why do so many feel that this argument justifies use? Does it?

For years, there has been a stereotype about what the typical "pot head" is. Centered around bad grades and a bleak future, this stereotype incorrectly represents many people who smoke pot, namely all of the people we interviewed. All of the users we spoke to have strong aspirations about the future, particularly college

right now, and they are all considered intelligent individuals among their peers. The students we selected also came from different backgrounds and different social classes, further defying the traditional stereotype. Is society to blame for ignoring the obvious and for sticking to a stereotype that is clearly outdated?

One of the most striking similarities we found was that none of our interviewees were "peer pressured" into trying pot for the first time, and none of them wish they had never started. While some of them smoked because of boredom or "to make daily activities more bearable," and others smoked "to enlighten their world" and "open their minds," none of them ever used smoking as a tool to gain popularity or to look cool. In fact, for most of them it was a really personal experience, and though most certainly unashamed, they did not wish to be ostentatious about their personal habits. Many even felt that weed t-shirts and other affiliated attire were stupid and unnecessary, and raised the question, "Why flaunt it if you are doing it for your personal satisfaction?"

Though unembarrassed about their habits and more open with them with their peers, many expressed discomfort at the idea of having their teachers know.

"I just think it's something they shouldn't know," said one interviewee. He went on to explain that the teacher-student relationship is a crucial one and if some of his teachers knew he smoked he felt he would be judged and looked down upon. Many students said that it is no difficult task to hide their behavior from their teachers; however, one student said that he had no problem discussing it with the teachers he knew would not judge him, feeling that so many others would be too quick to jump to conclusions.

Almost as interesting as the logic behind smoking was that several of the interviewees claimed that not only were their parents aware of their illegal habit,

but that they partook in it as well. We found it most astonishing that the same generation which has produced numerous anti-smoking campaigns and persistently preached the negative health effects of such a substance is also abusing it. We also found it surprising that not only high school students, who are most commonly blamed for Port Washington's negative reputation in respect to drugs, but their parents as well are contributing to the reputation of this town.

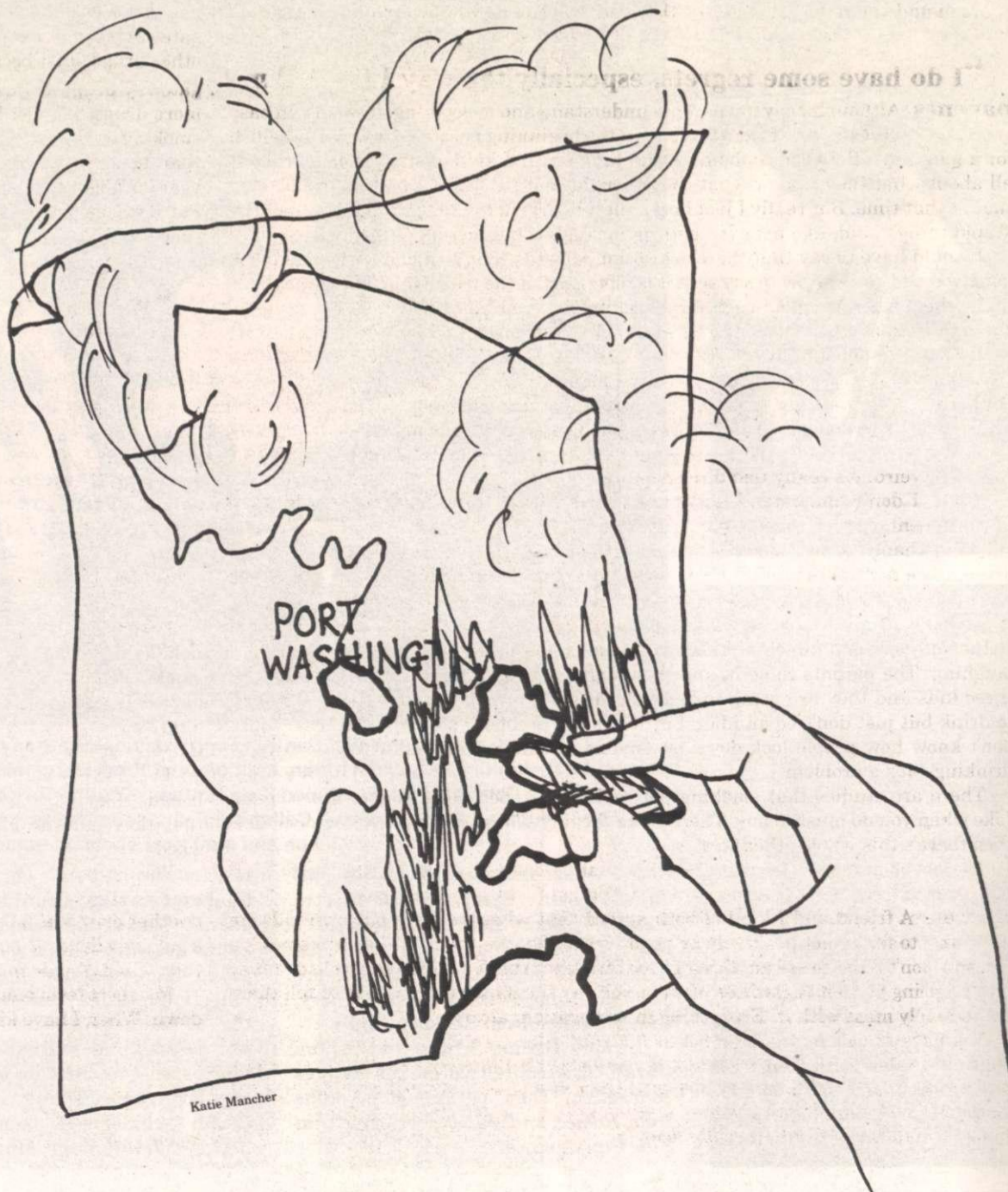
Many also found a flaw in the fact that alcohol is legal and marijuana is not. They made the claim that when one is high, he is generally calm and dormant, as opposed to a drunk person who is loud and active. They felt strongly that one is definitely capable of being far more destructive to others while intoxicated with alcohol than with marijuana.

Yet despite arguing for the legality of marijuana, nearly each of the interviewees has experienced some of the reasons for its illegality. Though arguing that alcohol abuse leads to hangovers and liver damage, the interviewees were affected with short-term memory loss, chronic coughs, and even chronic bronchitis. Though they have no evidence to completely attribute

these ailments to marijuana abuse, they do not deny that it is a very viable possibility. In addition to direct health related effects, another damaging health risk was enjoying smoking. Each of the interviewees made it a point to say that they actually enjoy the act of getting high: whether it is the social aspect or the physical aspect, something about smoking poses a great appeal to them. Understanding that they cannot smoke marijuana in public places or at anytime they please and that they cannot purchase marijuana as easily as cigarettes, many of our interviewees took up cigarette smoking as a habit as well. They felt that it was an easy way to smoke without the hassle or expense of finding and purchasing marijuana.

As students, we found ourselves less shocked by the stories told to us than by the naiveté of adults and teachers in the community. They seem to be completely unaware of the magnitude or seriousness of the drug culture that exists within the place they work and live. However, whether it is that they choose to ignore it or are simply oblivious is a question which is yet to be answered.

All stories on the facing page appear as told to Emily Singer and Zubin Zaveri.



"I guess I hate to say that it's an integral part of me or anything, but you know what, it is. Anyone who knows me well enough to know my personality can figure out I smoke weed. All my friends know I smoke. Some of my teachers are well-aware of the fact that I get high; I've talked to a teacher about it many times. But I make sure if a teacher would be judgmental that they don't know anything about it. It's not that hard to not let someone know you smoke pot.

My parents are pretty well aware that I smoke. My dad asked me maybe like the fourth time I got caught if I was going to keep doing it and I was like, "Honestly Dad, yes. You can do whatever you want but it's not going to stop me." My dad said he was glad I was being honest and, like, ever since we have had this cold war going on where they don't say anything about it because I don't say anything about it. They've taken away my bong twice and they haven't said anything and I've taken it back both times and I haven't said anything either; it's a weird relationship. They don't see it affecting anything, so I guess they just look the other way.

Healthwise I just need to stop smoking pot as often as I do. You can just hear it in my lungs, I got that constant cough, it's from cigarettes too, though they kind of go hand in hand. I don't see myself quitting, though, maybe just chilling out a lot more. I mean I smoke a lot of weed nowadays, like, I'm not even gonna mention how much I smoke because it's just not right. I figure in college I'll cut down a bit.

The mass population of people that smoke weed are part of, I guess you can call it a subculture, though I'm not sure if it really is anymore. Society that doesn't smoke weed because it is a drug, yeah, they look negatively upon it, but they go ahead and drink crazy amounts of alcohol because "it isn't a drug." Yeah, BS, alcohol is a drug. You've seen the anti-drug commercials, they're like "if you smoke weed you'll kill your little brother and blow his brains away with a shotgun." But it's not like that if you're responsible. It's like giving an irresponsible person a gun. When someone smokes it just makes it easier for him to mess up.

I don't know; I just don't see it as that bad. It makes you think. I mean, there were even religions started upon it. The entire Native American Mayan culture developed around peyote and mescaline, you can't deny the fact that these things, be it marijuana or any other drug, do things to your head that nothing else in the world can achieve. And if you respect them as that and not just as a substance to get your head messed up, you can gain a lot from using them. I think that the same people who are interested in smoking weed generally try other drugs. Weed gets them curious.

My opinion on smoking weed overall is this: If you're a responsible person, then in all matters should you be smoking weed. Some people can work on it, some people can't, I prefer it, it makes sex more fun, I work out stoned, just things I normally couldn't do when I'm sober... You can just sit there and enjoy whatever you're doing, you just turn it into something that's more fun to do, you're not out there breaking bottles over redneck's heads, you're just a little high. So as long as you can control yourself and you're like straight in the head, you can do whatever you want to do."

"I do have some regrets, especially the way I treated my parents. Although I say my parents understand and everything, it wasn't an easy process. I regret the way I treated them in the beginning because I was really selfish for a long time. Between sophomore and junior year I kind of started not caring at all about what they said or what they thought and I thought I had the right to do that at that time. But really I just broke their hearts many times and it was just the stupid things I did, like not even getting in trouble, but just like healthwise.

I would have to say that there are social patterns that go along with smoking. I don't want to go so far as to say that it is a big part of the friendship, but throughout high school when friendships start reforming and you know how a lot of people go through friendship changes, the fact that I like to smoke did kind of influence it. It really did turn out that me and my friends did end up being more of the group that likes to do probably more drugs. I did the high school thing for a while and then it got boring...everyone has to come to some realization, weed just helps it along.

You meet people, you meet a lot of people, like for real, like my entire friendship base was really brought on by smoking. Like certain things I'll remember about Port, it's weird, it's really tied into smoking.

What I don't understand about the whole illegal thing is, for example, take two different parties, there's one party where a bunch of people are sitting around smoking, hanging out, and then there's another party where people are getting drunk, like normal Schreiber High School parties. And if you look at which one is more destructive and which one is going to either damage a house, someone is going to get really drunk, throw up, make a fool of themselves, girls are going to take their clothes off versus a bunch of kids sitting eating pizza and watching a movie, just laughing. The parents come in and they might not like it, but you can still talk to these kids and they are going to be coherent and normal, not like idiots. It's okay to drink but just don't be an idiot, but that's the problem, kids can't do that. I just don't know how people look down on anyone smoking weed and look so mildly at drinking—it's a problem.

There are studies that smoking pot really does open your eyes to new things. Like when you do mushrooms. There's like the physical stuff that you can touch and then there's this whole other part...

I've never gotten in trouble or had to really deal with cops. I think that's why my parents have been tolerant, because I've never brought that problem to their doorstep. A friend and I kind of both agreed that when we have our own kids we are going to try to not positively or negatively influence them. If they are smoking pot, you don't want to see anything go too far...once they've already established that they're going to do it regardless of what you say the most you can do is to tell them not to really mess with it. Everything in moderation, always.

You have to look at smoking pot as a loving, friendly thing, you can just go and hang out and be with your friends...if you look at it that way, someone comes and just wants to get high and you just give them the bowl and sit there and talk for hours. If you're intelligent, you're intelligent...it doesn't change you like people think, it makes you think, it really does."

"I usually don't like going to class high, it just kinda burns me out and makes me tired. But if I have a lot of off periods or a class gets cancelled, I'll be like, "Class is cancelled, it's a godsend, might as well go get high."

I guess my first time was the summer after eighth grade. A lot of my friends had been doing it and I had never really gotten into it. I was always like, "nah, man." I never really wanted to do it. So then one day, a few of my friends were going to go smoke and I figured I might as well try it. Well, life's been different ever since. I wouldn't say life's been better, but definitely more interesting.

I guess I smoke once a day on average. Sometimes twice a day, sometimes every other day, it balances out. My parents know I smoke; they're pretty cool about it. My peers know I smoke, I guess I'm classified as a pot head. I don't think anyone really cares, though, I mean, people are accepting, this is like Pot Washington. I don't think I really come off as a stoner, though, at least to my teachers. I think I can hide it pretty well, but maybe some of them might know. The school does an awful job of preventing smoking during school. At least half, well not half, but a good portion of the student body is smoking weed during the day.

Marijuana is illegal. You know how I know? I've been caught by the cops. I lucked out though, the consequences were few. Personally I think that cops aren't looking to bust a seventeen year old chilling in his car smoking pot. They just like to mess around with him, you know, power trip.

The highlight of my smoking career happened a few weeks ago. I always knew my dad and mom smoked and this weekend I finally came upon their weed and I took a little bit and I was like, wow, I've been waiting for this moment for like 3 years, ever since I started smoking. I guess I wouldn't mind if my kids were smoking but that's like twenty, thirty years down the road, my opinion might change completely. I'll probably smoke as an adult, I have no intention of quitting, at least as of now.

I agree that weed is the gateway drug. But I guess it's also alcohol because alcohol is a "drug." Weed definitely leads to other things; it gets you into the whole drug culture. If you're in the culture, the culture is going to tempt you to do other drugs; being in the culture is the actual gateway. We have our friends who smoke and drink and do everything. We do as we do. No regrets."

"I have a chronic cough, and I don't even smoke cigarettes, I just assume it's from smoking because it's like all year long. I think my memory is just as good as anybody else's who doesn't smoke pot. Sometimes I'll be stupid and forget something, but I think I could hold up in a competition with anyone else. It doesn't bother me that smoking weed is illegal. I think that it's an important part of being a kid, I just wouldn't want kids of my own to smoke as much as I do. I don't think it's normal to smoke as much as I do. I think it's important for kids to be introduced to it, not necessarily smoke it, but be around it, just to know.

I've experimented with pain killers, shrooms, coke, whippits, nitrous, laughing gas. I don't agree, however, that marijuana is the gateway drug. Any drug is the gateway drug. I mean obviously if you're doing drugs you're gonna be introduced to other drugs. Just because marijuana is the first drug people do doesn't make it the gateway drug, it's just the first drug people do and then people just end up doing more drugs. It's just because you want to do more drugs. I'd have to say the act of smoking is more fun than the act of drinking, but being drunk is definitely more fun than being high. Last year it was probably easier for us to get weed but now this year it's about the same, we can get either at any time. Weed is definitely expensive, but it's something I've grown accustomed to by now. I don't plan on quitting any time soon."

"We smoked so much that we smoked ourselves sober. The twenty-eight gram blunt was the greatest social event in history. The largest blunt I've ever heard of in Port was twenty-one grams, so we just did it to beat the record. It wasn't to get high, it was more of a social thing: \$250...twelve people...one hour and forty-five minutes, it felt like we were pouring acid down our throats.

Yeah, I'm a pot head. I'm the reason all of my friends pretty much smoke. I first started smoking the summer of sixth grade with a friend's older brother, and now I smoke pretty much everyday. I'll try to hide it if I'll get in trouble, but I don't really care if my teachers and my peers know. My family knows damn well that I smoke, I got grounded a few times but after a while I broke them in; they just deal with it now. I smoke alone or with friends on the weekends, but I quit smoking during school because it was affecting my grades—it makes it too hard to pay attention during class.

I think days like 4/20 are pretty stupid. I didn't cut, it's stupid to have a national holiday to smoke pot. It is just an excuse for middle school kids to get high. I think smoking and drinking have become more widespread because of rap, I'd say it definitely promotes the whole smoking a blunt thing. When you listen to rock or alternative you usually don't see references to drinking and smoking. Also games like Grand Theft Auto—kids just want to be in the video game—they see what is on TV and they want to do it. My friends started smoking in ninth grade, all of my friends smoke. I think that anti-weed campaigns are useless because the situations that they put the kids in are really unrealistic. You can't blame everything on weed.

Weed burns a hold in your pocket, though. Still, younger kids have an easier time getting weed than alcohol because you need an ID to buy alcohol. I think that if another drug was as accessible or more accessible than weed it would be considered a gateway drug. It bothers me that alcohol is legal because alcohol is so much worse than weed. You do much more damage when you are drunk.

My short term memory is pretty shot but I don't plan on quitting; I plan on cutting down. When I have kids of my own, if they are sixteen and doing well in school, play some sports, yeah I wouldn't mind if they smoke weed as long as it didn't get out of hand and they didn't get in trouble. No smoking in the house, though, that is the rule I have now. Schreiber makes a good attempt to prevent smoking in school, but there is nothing they can really do. You want the truth, it's easier to get weed in school than out of school."

Board of Education election and budget vote

Port Washingtonians choose Seiden, Marcellus, and Greenstein

By Hillary Wool

Features Editor

After weeks of campaigning, the final vote count is in. The winners of this year's Board of Education election are Robert Seiden, Mark Marcellus, and Larry Greenstein.

Peter Wezenaar received the fewest votes (1892), while Joel Katz received 1914, and Frank J. Russo, Jr. received 2309. Greenstein, who received 2885 votes, will serve the remainder of former Board member David Strom's term. Marcellus received 2991 votes, and Seiden emerged with 3082 votes.

Greenstein's approach to budgetary

matters incorporates his philosophy to aim for sustainable long-term budgets. In terms of specific issues, he would like to examine the reading program in the elementary schools, and alter middle school scheduling. "The state cuts back more funding every year," he remarked. Unfortunately, this translates to an increased burden for Board members, who must "play the hand they are dealt." He suggested that if districts were judged based on median incomes, as opposed to mean incomes as they are now, then the state would allocate more funding to Port Washington.

Marcellus acknowledged that "a lot of people came out to vote against the

budget." He stated that a nine percent increase in the budget isn't something that the public would be content with. However, he commented that any cuts made would cost the taxpayers more in the long run. Looking toward the future, Marcellus noted that the new board will have to be more efficient. He aims to make more out of the district's educational program without adding extra costs. For example, he seeks to revise the middle school scheduling system.

Seiden, a leader of the budget committee, said that he worked hard to balance programs and staff support with the needs of the community. "I understand that it is difficult for families to pay bills," he

remarked, speaking of his own "blue-collar" family's struggle growing up. He is interested in increasing the number and breadth of programming, without increasing costs. He would like to encourage private businesses to become more involved with district funding. He feels that his role as a Board member is not to dictate or judge students' lifestyles or ban books, but rather to oversee the administration and set policy. In response to the budget's failure, he commented, "The message of the community has been heard...We're going to sharpen our pencils and work with the community to build trust." He seeks to strengthen the Board members' roles as stewards of fiscal prudence.

Candidate:	Larry Greenstein	Joel Katz	Mark Marcellus	Frank Russo	Robert Seiden	Peter Wezenaar
Approve the budget?	Yes	No	Yes	No	Yes	No
Increase class sizes?	No	Yes	No	Yes	No	Yes
Main concern	Educational excellence	Budget reduction	Educational excellence	Budget reduction and student discipline/behavior/morality	Educational excellence	Budget reduction, a merit-based pay approach to teacher salaries
Additional comments	<ul style="list-style-type: none"> Give faculty tools they need to handle as many students as possible Teachers need proper support to deal with students with serious issues 	<ul style="list-style-type: none"> Only interested in financial aspects of board 	<ul style="list-style-type: none"> Wants to serve a diverse student body 	<ul style="list-style-type: none"> Wants to stress abstinence in education Concerned about PRIDE survey results 	<ul style="list-style-type: none"> Unfair to compare education needs and expenses of Port to homogeneous, affluent areas Wants to see foreign language taught in elementary schools by community members 	<ul style="list-style-type: none"> Gifted students should only comprise 5-10% of population, not the current 15-20% Should keep PEP program available to all who want to do extra work

Residents vote down budget

By Hillary Wool

Features Editor

As election Tuesday dragged on, Port Washington residents of all ages headed for the polls to cast their votes for Board of Education candidates and for the district budget. Ultimately, the budget failed to pass, with 2498 votes supporting it, and 2790 votes against it. The budget was defeated by 292 votes.

The polling took place in the Weber Middle School All-Purpose Room from six a.m. to ten p.m. All Port Washington citizens ages eighteen and over were eligible to vote.

Furthermore, first-time voters could register on the spot.

"Even though I'm no longer a student in Port, I still have siblings in the district. My parents still pay taxes, and I am concerned about the future of this excellent school district," commented recent Schreiber graduate Jon Glickman. Although Glickman spends most of the year away at college, he remains committed to his roots in Port Washington.

On the other end of the age spectrum, forty-five year Port Washington residents Mr. and Mrs. Joel and Phyllis Joseph also supported this year's budget. "We're of an age without school-age kids. It's tempting to vote against the budget, but we'll still vote for it," commented Mr. Joseph. "This school system gave our kids a good education and they went on to good [colleges]. This is a form of payback," said Mrs. Joseph.

While some voters were eager to support the budget, others felt that the

financial burden was just too much. "I think there's been a lot of negative publicity about money spent [by the current Board]. There has been controversy about certain decisions made...they're just not following through on some issues and a feeling of waste exists," reported Mr. Dennis O'Brien.

Mr. Brian Cohen, a supporter of the budget, felt that this year's budget would be close. "I think a lot of people aren't admitting that they're going to vote no," he said.

Two opponents of the budget, who wished to remain anonymous, commented about why they planned to vote no. "All I have to say is that I'm sick of real estate taxes going up," said one resident.

"I am against the budget because I can't afford it anymore. I don't want my son with three

kids to leave town, but they are moving because they can't afford it anymore either," said another woman.

Several residents, including Mr. Rob Alpert suggested that students' education would be too jeopardized if the budget failed. "I don't see how you could vote down the budget...All the things that make [Schreiber] High School terrific would go down the tubes," he remarked.

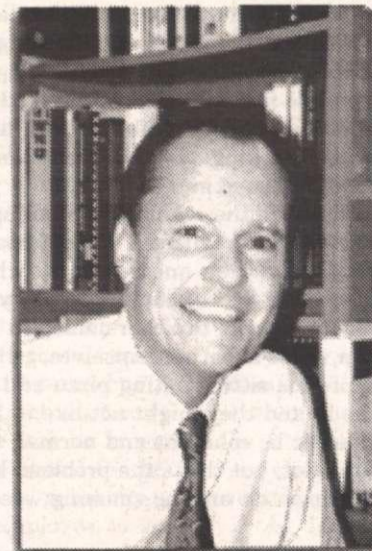
While many voters expressed well-thought convictions, others had different reasons for coming to the polls. "My wife just told me to go to the polls and vote yes...and to do it before dinner," jokingly said one man. Perhaps he did not realize that he wasn't the only person to give such a response.

Now, the Board of Education has three options; they may go directly to the contingency budget, hold another vote on this budget, or formulate a new budget to be voted on.

Information contained in the above chart was obtained from The Port Washington News; Andrew Gross contributed to reporting on the election.

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Newsweek lists America's "best" high schools

Report bases rankings solely on number of AP exams taken

By Hillary Wool
Features Editor

High school students are all-too-familiar with rankings of educational institutions. Schreiber upperclassmen, before finalizing their college application choices, are likely to visit websites such as those run by The Princeton Review and College Prowler. Such online directories, as well as endless books, and special-edition magazines, claim to provide reliable rankings of America's colleges.

These myriad lists can prove overwhelming. While some rankings provide both an overall scale and subcategories (such as those by *U.S. News and World Report*), others refrain from identifying a "best" school; these rely predominantly on subcategories which readers can examine individually (such as the Princeton Review). Amidst designations such as "Best Party School," "Best Overall Undergraduate Experience," and "Best National University," one thing seems clear: the formulas these rankers use to determine the true, "best" college are complicated, as they have to take into account a variety of factors.

When I initially found out about the recent rankings of public high schools by *Newsweek Magazine*, I logically assumed that a similar formula had been used. I figured that the designers of their ranking system had taken many factors into account, such as graduation rate, median SAT score, and students' assessments of

their own schools.

While listening to the radio the morning after the *Newsweek* issue was released, I heard a disc jockey ask students at the highest ranking high school in our region (Jericho High School) to call in and comment on what makes their school the "best." One girl attributed the success of the school to their teachers, whom she described as especially caring.

Unbeknownst to me at the time, there was a logical fallacy in her argument. I only realized this when I discovered, a day later, what *Newsweek's* methodology had actually been.

The magazine used a surprisingly simple formula to make its assertions on an admittedly complex topic: it took the number of AP exams taken by a graduating class, and divided that by the number of graduates.

The use of such a simple and misleading formula to determine which high schools were superior to the rest is shocking. Somewhat outraged at yet another blatant example of how corporate America objectifies and controls education, I wondered whether the ranking's creators actually thought that the percentage of students who sat for (not even scored well on) the College Board's Advanced Placement examinations determined which high schools were better than others.

I don't think that the girl on the radio realized that *Newsweek* didn't care much about her kind teachers. Apparently, they didn't think that student appraisal of teachers was a worthwhile factor in

determining the "best" high schools—or maybe it was just too difficult to obtain. Nonetheless, the statement that kind teachers make a good high school is certainly incongruous with *Newsweek's* standards.

According to *Newsweek's* standards, a wealthy population, intelligent students, pushy parents, and an abundance of AP class offerings would make a high school "great." Sure, some students elect to take AP exams without having taken the course, but that is generally a result of student motivation. At around eighty dollars per test, AP exams are much more appealing to middle and upper-class families than they are to low-income ones.

That *Newsweek* also included a column that published the percentage of "free lunch" recipients is a useless attempt to make the "study" somewhat politically correct.

Advanced Placement courses are certainly not for everyone; it takes a bright, motivated, independent student to successfully complete an AP course. If the median IQ, or independence level of students at a school shouldn't be viewed as the sole indicator of a school's success, then why use only the number of AP exams taken?

Furthermore, while pushy parents and encouraging teachers can persuade students to take as many AP's as they can handle, that is just one small aspect in predicting how "good" a school is. Additionally, the community's resources largely impact the number of AP courses

offered, again biasing the study toward affluent districts.

It would be quite difficult (and costly) to design and publish a legitimate study that assessed which public schools really are the best. However, this shouldn't mean that magazines and other "authorities" should publish poorly designed studies or ranking scales.

To qualify *Newsweek's* illegitimate ranking system, articles addressing alternative ways in which schools can be "good" (even without offering AP classes!), were published in the issue. Once again, this seemed like another way of making the magazine seem more politically correct and more insulated from criticism. Yet their argument that more AP exams are synonymous with a better education still stands. Something doesn't seem right.

I am not arguing that Paul D. Schreiber High School (ranked 189 nationally), was not ranked as high as it should have been. (Perhaps it should have been ranked even lower!) However, most people would agree that corporate profit making should not supercede educational integrity.

Newsweek proved successful in one sense, however. The American people, mesmerized by "horserace" depictions of politics and other numerical categorizations of complex issues, love rankings. I'm sure they made millions of dollars on that issue.

"If magazines aren't going to design these reports well, then what is the point of publishing them at all?" wondered freshman Amanda Schiff.

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Need help with last minute prom shopping?

Here's your fairy godmother with tips for the big day

By Amanda Schiff

Staff Writer

It's already the end of the school year, so all the stores are filling up with beautiful gowns for the most anticipated night of the year: prom. This year, the styles are all about elegance and sleek

“This spring's casual style is being carried over to prom fashions: beads and rhinestones are all the rage and color is of the utmost importance.”

new looks with bright colors and dazzling accessories. The “huge-ball-gown-princess” look, although very beautiful, is not very popular this year. This spring's casual style is being carried over to prom fashions: beads and rhinestones are all the rage and color is of the utmost importance. Everyone wants to look special and unique at the climactic

event of the year.

Halter dresses are one of the year's most popular looks. The style is very feminine and usually quite flattering.

“I chose a brown halter from BCBG,” sophomore Erin Utzig said about her junior prom dress. “It's a lightweight material...kind of silkyish.”

Utzig also described sophomore Alex Mogul's junior prom dress: a black halter with a plunging neckline. This neckline is another popular trend for this year.

The bright colors and patterns that were popular for casual clothes this year are also big hits for formal attire. Students are buying up yellows, oranges, light blues, and lime greens in large quantities from stores all over the country. Fun paisley and polka dot patterns are stealing the show, along with very popular floral prints.

This trend seems to have replaced the classic black dress, which has taken a back seat this year.

“I bought a Jessica McClintock, aqua blue, chiffon dress with spaghetti straps and a four tier asymmetrical skirt,” said junior Megan Hallissy about her own dress.

This year, the waist has become a focal point of many styles. Girls are adding belts, buckles, sashes, and ribbons to their waists. These accessories add a great deal of color and flair to your dress, making it more feminine.

Other things that are also appearing this season to jazz up the plain dress are

sequins, rhinestones, and anything else that adds sparkle.

A final trend this year in evening gowns is the backless dress. Although it

might be harder to pull off, it will make you stand out. You can be sure that you look different from everyone else. Celebrities such as Nicole Kidman and Drew Barrymore have worn stylish backless gowns to recent events.

The most important thing is to be comfortable in whatever dress you chose and to be sure that you love the dress before you buy it. All of these styles are beautiful in different ways and will definitely make a perfect prom dress.

Coming Soon...
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June issue of *The Times*

Compressed digital audio saves the day

New technology paves the way for portable music

By Daniel Stewart

Contributing Writer

Many a Schreiber student has hidden (hopefully) in his pocket a portable digital music player, allowing access to thousands of songs from a device that fits in the palm of your hand. At home, when you want to listen to a song, it's just a few clicks away. If you want to show your friend a song by that great band you just found, a minute later your friend is listening to it. In these ways and many more, the mp3 has revolutionized music listening.

“Whenever I feel the desire to listen to any artist or song I can obtain it within minutes, whether it is obscure or very well known,” says sophomore Max Lewin.

In 1987, a project financed by the European Union developed the EU-147 digital encoding format, the first major audio compression format. From EU-147 came Musicam and APSEC, and the best components of each of these formats were combined to make mp2 (mp1 does not exist), and then the familiar mp3. Mp3 flourished, helped largely by the Winamp digital jukebox and later Napster.

The original motive for creating a compressed digital audio format was to broadcast digital audio — as has become popular recently with XM radio — as opposed to analog audio (AM and FM). A means of compression was necessary because without it, transmission speeds would be extremely slow. Sharing music over the internet would also be virtually impossible without compression. Keep in mind that in the mid-90's, broadband inter-

net was rare, and generally isolated to large businesses. So, at the maximum dial-up rate of 56 kilobytes per second, you were lucky to download a single compressed song in less than five minutes. Downloading an uncompressed song could easily take over an hour. Now, with broadband internet combined with compressed audio, a song can be downloaded in a matter of seconds.

Once Napster fiends filled their computers with thousands of stolen songs from bands like Metallica who didn't need the money anyway, it became necessary for the digital music to “go”.

In 1980 with the Sony Walkman, music became portable, so by the mid-90's portable music had become a norm that digital music now had to meet. The first portable digital music players were very limited in space, and again the mp3 saved the day, allowing twenty times more songs to be held than with uncompressed music. Portable digital music players first held 25 songs, then 100, then 1000, and now over 25,000 songs, largely thanks to the mp3.

“I love how my iPod allows me to bring my music collection everywhere,”

says junior Sarah Pickering.

The mp3 compression format has brought amazing breakthroughs to the music world, but in order to get something, you've got to give something. In this case, what's given is quality.

Any conflict over mp3 use

boils down to size versus quality. Of course, someone who has 50 songs on their 10,000 song iPod won't be listening hard enough to tell, but anyone who really listens to music can easily distinguish between compressed and uncompressed music.

Since few still listen to uncompressed music, the degraded quality of compressed music has become normal and rarely is the victim of complaint.

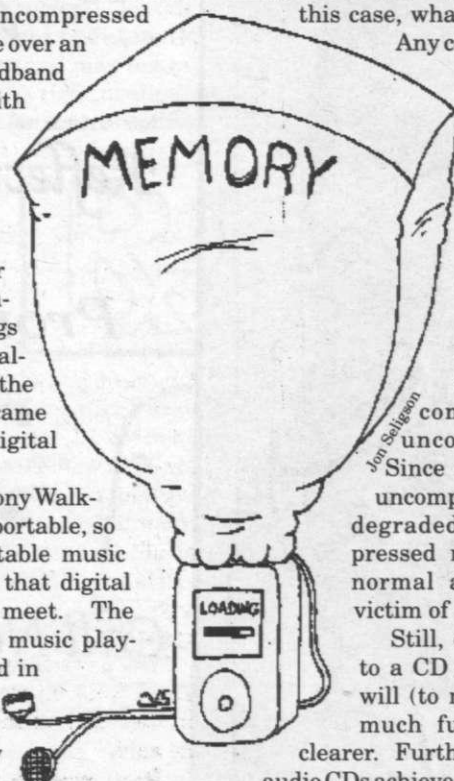
Still, comparing an mp3 to a CD side by side, a CD will (to most people) sound much fuller, crisper, and clearer. Furthermore, new super audio CDs achieve a sound quality that is absolute bliss, something which cannot be captured in an mp3.

“When I listen to a super audio CD, I feel like I'm listening to the music live. The music surrounds you, and is of such high quality that even the most subtle background sounds contribute to the music,”

agrees sophomore Damian Bidikov.

Concerning the size versus quality debate, listeners can be broken into three categories: those who don't really care about quality, those who enjoy nice sounding music, and those who are absolute music snobs. For the first group, mp3s are perfect — they are very small, which translates to fast transfer speeds and a large amount of songs in a digital music player. Members of the second group would prefer a higher quality mp3. The bitrate of an mp3 is a measure for its quality. A higher bitrate denotes more data per second, which increases both quality and size. Normally, mp3s are at a bitrate of 128 kilobytes per second, but a bitrate between 192 and 320 kilobytes per second will boost quality somewhat noticeably without increasing size very much.

The audiophiles in the third group must have CD quality sound to fulfill their taste for music, and they are faced with two options: ditching digital music and using CDs, or using a “lossless” compression format. A “lossless” format, as its name suggests, has no audible loss in sound quality, but still compresses music somewhat. Lossless digital compression is still eight to ten times the size of a standard mp3, only 1/2 to 1/3 the size of uncompressed music. Consequently, for CD quality sound, the amount of songs that can fit on a portable digital media player is compromised enormously. A 10,000 song iPod only holds about 1,000 songs at CD quality.



Teacher Feature

Mr. Don Fish

By Andrew Gross

Features Editor

When Mr. Fish embarked to the coast of Africa in the name of geological research, he couldn't have imagined that he would end up teaching for decades.

In fact, Mr. Fish has been teaching in the Port Washington school district for sixteen years, and he is certified to teach physics, earth science, and biology.

"I could teach physics for fifteen years and still learn," he says.

Walk past room 132 on any given day, and you'll probably find him setting up labs or creating new and original physics demonstrations. Mr. Fish enjoys teaching, and the reason is largely his students.

"I like being here because the kids are pretty tolerant of me generally," he said. "I'm really impressed with, in most cases, the willingness to participate and willingness to engage in what truly for many is difficult work."

Yet what many don't know is that Mr. Fish was not always set on the path toward teaching. He was initially interested in geology, starting to heavily study science during his sophomore year of college at Hamilton.

This plan changed when, during his

senior year, the oil market crashed, halving the price of oil. "Over the next half a year, forty to fifty percent of all geologists lost their jobs," Fish explained. "So it was kind of a bad year."

He was even offered an unlikely job in banking, despite the fact that he had no interest or expertise in the field.

"I had a job offer for Proctor and Gambol out of college, but I didn't want to go there," he said. "I wasn't sophisticated enough to know that perhaps that was a worthwhile opportunity."

Instead, his life took a twist during a seemingly mundane trip to the library. He saw a job opportunity to study plate tectonics in Africa, funded by oil companies and sponsored by the geology department at Duke University.

He embarked across the globe to study on a small, four-man boat off the coast of Africa, interpreting data from the bottom of basins deep under the ocean.

The job did have its perks, though. Mr. Fish and his colleagues had a house in a small village called Monkey Bay. "The average height was around 5'6", so I realized I was one of the best basketball players in the country," he recalls. He quickly constructed a basketball hoop and taught the villagers how to play.

"Some of us played on the soccer team, the Monkey Bay Mariners," he said.

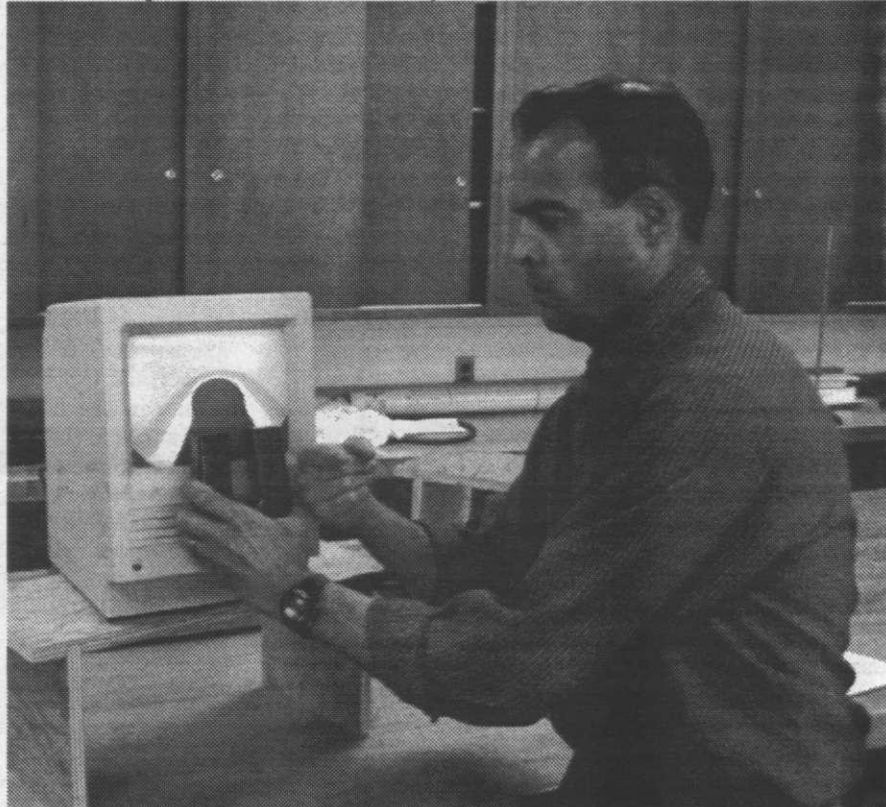
Standing out among the African villagers, the white researchers soon became somewhat of a spectacle. As there was little other entertainment in some of the villages, the games attracted crowds of hundreds, more than Mr. Fish had played in front of even in college, where he played varsity soccer. The spectators were "kids, dogs, goats...It was kind of fun," he said.

The job lacked many material comforts, an experience which ultimately

coaches his son's little league and PAL lacrosse in Glenhead and Seacliff. While his son is living at home, he plans to keep teaching here. "When he grows up that'll be enough," he said.

Mr. Fish has also worked every summer, mostly in construction. "I used to do kitchens on the side in the summer," he said. However, this year his project is his own house, which is very unusual in that it is heated completely with wood.

Mr. Fish spends a lot of time splitting and storing firewood. He currently has a store of about three years worth of wood.



Mr. Don Fish demonstrates concepts of magnetism by using a magnet to distort the screen of an Apple computer.

proved educational for Mr. Fish. "What I learned a lot there was: there was nowhere to get anything fixed, so you had to fashion a way to fix things," he said, contrasting his experiences in Africa with the materialism and impatience of the United States, especially in the New York metropolitan area.

From Africa, Mr. Fish went on to teach Outward Bound in Maine and Florida, once again spending a lot of time in an open boat. For twenty-two days at a time, Mr. Fish would teach kids experientially. Without cell phones, though, he couldn't communicate with the outside world at all, including his girlfriend, a nurse at Duke. "I'll call you in twenty three days," he joked. "That didn't work out too well."

The pay was pretty low, too. "You could spend your entire twenty-two days' pay in New York in three days, no problem," he said.

He planned to then move out west, but was offered a job in Port Washington. Mr. Fish accepted it and started to teach in 1988. "You never know how things are going to work out," he said.

He now has two step-sons, in eighth and tenth grade, a son in third grade, and "a cat that thinks it's a dog." Mr. Fish is very involved in his children's lives. He

Splitting wood has its own meditative purposes for Mr. Fish. "It's kind of Zen," he said. "It's clean. I like the smell."

He is also skilled in the art of cuisine. He does all the cooking in his house, and is renowned for his adventuresome experimentation. "I'm kind of like an old person already, because I like strong flavors," he explained. His favorite cuisine is fusion involving Indian, Asian, and Mexican.

He appreciates having the opportunity to share his hobbies with his students, especially his musical taste. "My music world is widened by being with seventeen and eighteen year olds every day," he said. "I enjoy that I'm in an environment where the students are almost like colleagues with regard to music."

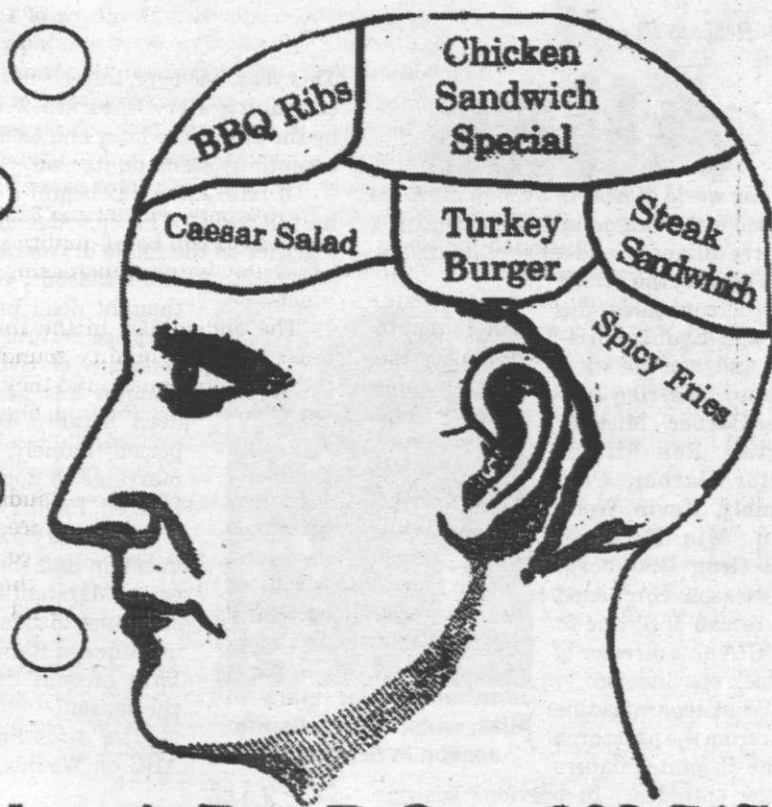
Mr. Fish's success at Schreiber is due to many things, including his ability to maintain an even-temper in the classroom. "If you're really easygoing and even all the time, if you can avoid showing emotion, like if you're mad and avoid showing it, it's very helpful," he said.

Mr. Fish is also very comfortable in Schreiber's open and harmonious environment. "I don't think all environments are like that," he said. "I'd like this place to stay that way."

"A taste bud is a terrible thing to waste"

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THE SCHREIBER TIMES, MONDAY, MAY 23, 2005

All good things must come to an end . . . until September

The O.C.

At long last, season two of America's favorite drama is coming to an end. Starring Rachel Bilson as Summer, Adam Brody as Seth, Mischa Barton as Marissa, and Ben McKenzie as Ryan, *The O.C.* features the intricate lives of four rich, beautiful teenagers. The show manages to weave drama into seemingly perfect lives, all of which has built up throughout the season and will finally be explained in one final episode. *The O.C.* finale, entitled "The Dearly Beloved," is set to air on May 19.



Ryan and Seth are two of the "dearly beloved" *O.C.* characters.

Predictably, anticipation levels regarding the finale are higher than ever. Despite the various rumors circulating about the content of the finale, Fox refuses to ruin the ending and has provided viewers with limited information.

Fox has announced that Sandy, played by actor Peter Gallagher, will be forced to make a life-changing decision in order to

save his turbulent marriage with Kirsten, played by co-star Kelly Rowan. Another highlight of next week's episode includes the return of Jimmy Cooper, Marissa's father, to Newport Beach. Cooper's return is especially significant, as he has not been present for most of the season. Despite his absence due to his

alleged affair with his ex-wife, Julie Cooper, played by actress Melinda Clarke, in this episode Cooper realizes that his priorities ultimately lie with his family.

Although hints are limited, it can be certain that the drama in the finale will surpass that of previous episodes. Undoubtedly, many viewers will grieve over the last episode of season two; however, there is no need to worry. *The O.C.* cast will be back for a third season filled with heartbreak, friendship, love, and war.

~ Heather Larkin

Cold Case

"Hope lives...because the evidence never dies." This is the premise behind the smash-hit *Cold Case* that premiered in 2003. Produced by Jerry Bruckheimer, the producer of all three *CSIs* as well as *Without a Trace* and numerous movies, *Cold Case* has become one of the most-watched shows on television. The detectives investigate cases that occurred years ago, as far back as 1932 and as recently as 1996. Instead of relying on forensic evidence, such as DNA and fingerprints, the detectives use personal interviews to solve old crimes.

The finale of *Cold Case*'s third season will be aired on May 22. The finale will bring a serial killer from a previous episode that the main detective, Lilly Rush, played by Kathryn Morris, was unable to convict. The discovery of nine human skulls leads the investigators back to a 1972 murder and a confrontation with the serial killer.

The creators have been building up for the finale with the last few episodes of the season. Recent episodes have featured murders from the 1930s and have included elements such as rape and bootlegging. The finale promises more intensity - including a life-threatening situation for the detectives and hopefully the conviction of a serial killer.

~ Rebecca Sander

CSI

Crime scene drama *CSI* reaches new heights in its May 19 finale of Season 5 entitled "Grave Danger." The team must scramble in a race against the clock to save one of its own from being buried alive.

Producers and writers collaborated with highly acclaimed director and producer Quentin Tarantino in order to create this season's finale. The result is probably a combination of *Kill Bill*, *Pulp Fiction*, and *CSI*—a crazy tale of revenge, blood, DNA evidence, and plot twists. Tarantino does not only offer his cinematic insight; he also works with *CSI* producers and directors on the set, providing musical insight and some of the plot line.

The cast, which has already wrapped filming, is really excited about the episode's debut. Paul Guilfoyle, who plays the down-to-earth Captain Jim Brass, said, "Quentin has used his filmic vocabulary to authenticate the Vegas environment and keeps the show provocative with characters that are iconoclastic Vegas personas...grungy couriers, old west lawyers, showbiz legends... His deft balancing of tangential reality with the gravity of the main story, in real time, is the essence of his style."

~ Sarah Silvergleid

Survivor: Palau

Survivor has just put out its tenth season and American viewers are still tuning in for more. On Sunday, May 15, three hours of *Survivor* (from eight to eleven p.m.) whittled down the contestants from four to one with some extra time for a small reunion.

One million viewers tuned in to see the big million-dollar winner. Even though millions of dollars seem to be given out like pornography and candy at Michael Jackson's house on reality television these days, the struggle to "survive" by these twenty castaways still seems to keep America riveted.

The final episode started off with the four final contestants: Ian, the twenty-two year old dolphin trainer, Katie, the strategic alliance maker, Jenn, a low-key bartender, and Tom, the Long Island native fire fighter who has won the most immunity challenges on *Survivor* ever.

The two-hour long episode was one of the most dramatic on *Survivor*. A very tight alliance, *Survivor* lingo for a conscious decision among friends to "look out for each other" in the voting process, came into question. The Ian-Tom-Katie alliance was challenged when Ian told Katie

and Jenn that if he won the immunity challenge, he would get Tom out of the game. Despite Ian's last-minute scare of being voted off, he and Jenn got the same number of votes and Ian won the tiebreaker.

Tensions mounted when the three returned to camp that night. The conflict bubbled over in the next day's immunity challenge, which had the three contestants stand on buoys in the lake for as long as possible. Katie gave up after around six hours, but Tom and Ian were still standing strong at eleven hours and fifty minutes.

It was then that Ian decided to sacrifice himself and allow Katie and Tom to be the final two in order to repair Ian and Tom's bond. As planned, Katie and Tom went to the finale. After some heated questions asked by the jury made up of seven of the voted out survivors, they all cast their votes.

During the live ballot counting, firefighter Tom carried all but one vote (from the flamboyant Coby). The Long Island native received his one-million-dollar check and a snazzy new car.

The next *Survivor* season will be held in Guatemala.

~ Sarah Silvergleid

Alias

The world of ABC television hit *Alias* is filled with intrigue, mistaken identities, bizarre alliances, and tense cliffhangers.

This season, the series' fourth, continues the story of Sydney Bristow and her life as a CIA spy. Starring Jennifer Garner, Michael Vartan, Ron Rifkin, Victor Garber, Carl Lumbly, Kevin Weisman, Mia Maestro, and Greg Grunberg, the season chronicled the return of Sloane to the CIA as a director of a black ops division.

What separates this year from the past three is the disjointed nature of the episodes. In previous seasons, sections would end in cliffhangers to be resolved in the next week's installment.



Jennifer Garner stars in *Alias*, which enters its fifth season in September.

This year, however, there is not the same continuity; story lines are wrapped up by the end of the hour and each plot can essentially stand on its own.

Of late, *Alias* has begun a return to its full form. The episodes are gelling together as the finale draws near. As in other seasons, characters thought dead have made surprise returns, and the romance of Sydney and Vaughn has been rekindled after a turbulent period (namely, Vaughn's marriage to double-agent Lauren Reed). Sloane's loyalties are constantly in question and the technology of Marshall Flinkman continues to astound. The mystique of Rambaldi is a force present throughout the season.

The *Alias* finale is on ABC on Wednesday, May

25 at 9 p.m.

~ Jessica Becker

Weezer concert takes fans to an "Island in the Sun"

BY Zubin Zaveri
Business Manager

We all know the music, the lyrics, and well, the black rimmed "emo" glasses that Weezer has come to represent throughout the years. Songs like "Buddy Holly," "Island in the Sun," and of course "Hash Pipe" have graced radio waves for eternity. On May 10, Weezer struck again with the release of the album *Make Believe*, nearly three years after the release of their previous album, *Maladroit*.

With a Harvard dropout front man, an overly ambitious guitarist, a veteran bassist, and a small-town drummer, Weezer has earned the respect of millions of fans.

"It's like a cult," said a concert-goer of the May 12 Roseland Ballroom show. "Once you're in, you're hooked, you live and breathe Weezer."

Indeed this seemed true, with some fans getting on line as early as 11 a.m. the morning of the show, nearly eight full hours before doors to the concert opened. Decked out in Weezer attire, the line wrapped around the venue nearly twice over. Thousands of enthusiastic fans chanting "Weezer, Weezer," tried to see the band they fell in love with a little more than a decade ago. When the doors finally opened, the crowd cheered. No one stopped to buy t-shirts or concert gear, but rather, ran to the pit to secure a stable spot for the next four hours.

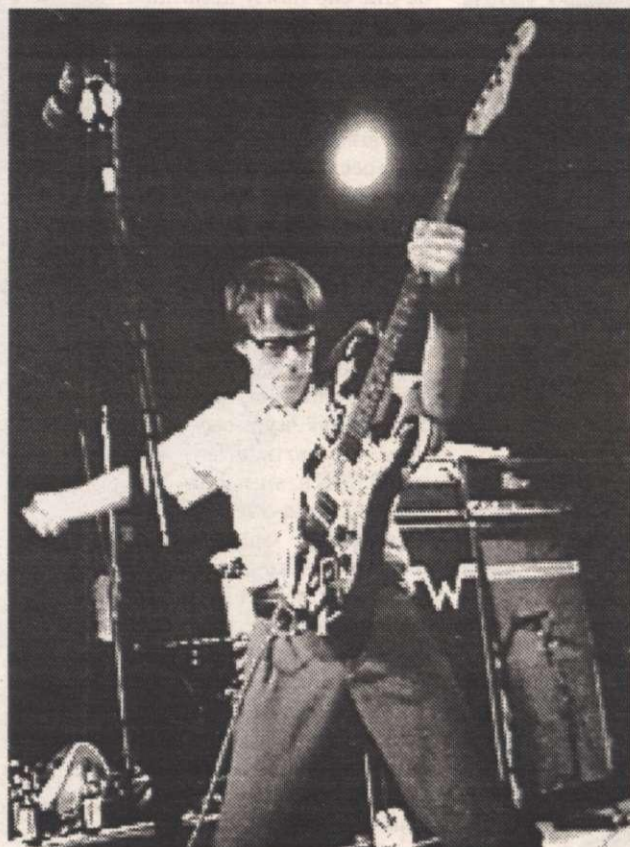
At approximately 8 p.m., the opening band, Ringside, came on. Though Ringside was booed as soon as they came onstage, the band tried to maintain its composure.

However, every time a song ended more "Weezer" chants would break out. I was clearly in the minority of the audience that had no objection to Ringside's sound. Its combination of mellow rock was remi-

niscent of a mix between Radiohead and Coldplay and bore almost no resemblance to that of Weezer. The band's lead singer became frustrated, giving the finger to the audience during one song, and after the band's final song, he slammed down his guitar and stormed off stage.

As 9 p.m. rolled around the band came on the stage and the crowd went wild. What was most remarkable about the show was that the band did not place heavy emphasis on their new album. They refused to be corporate drones and spend their set completely promoting in order to boost record sales. The band pleased its fans, playing at least two songs from each of their previous albums, with the exception of *Maladroit*.

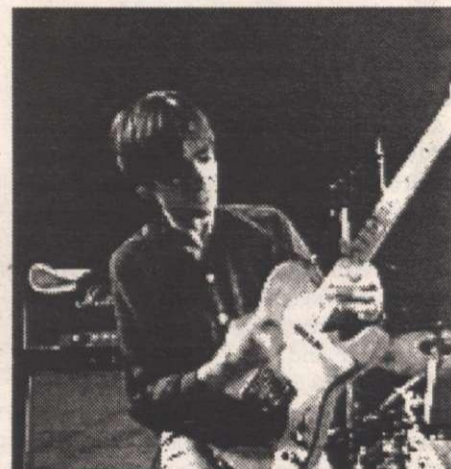
When all was said and done, not a single fan left Roseland unsatisfied. Said one concert-goer, "It was like a dream come true."



Rivers Cuomo is the front-man of Weezer. He dropped out of Harvard in order to focus fully on songwriting for the band and he is one of its original members.



Make Believe is the newest album from Weezer.



Brian Bell both plays the guitar and sings back-up vocals in Weezer.

Unless otherwise noted, all pictures from rockometer.com/weezer

From Mozart to "Africa," school musicians dazzle again

BY Sarah Silvergleid
A&E Editor

Every winter and spring, Schreiber's musical groups play various classical and avant garde masterpieces for their parents, teachers, and classmates. It is always a pleasure for students to show off the musical skills that they have honed throughout the year.

The symphony Orchestra under the conduction of Mr. Anthony Pinelli started off the night with Mozart's Symphony No. 40, played in collaboration with the orchestra winds.

"We played the best we could," said sophomore violinist Michael Lau. "I think the audience enjoyed our performance, especially the Mozart piece we played with some of the band members."

Mozart wrote symphony No. 40 in the summer of 1788 during which he faced a time of loneliness and black thoughts.

The symphony orchestra's next piece was Tchaikovsky's Serenade for Strings in C Major. Described as a friendly piece, the work combines a Russian folk theme and an *Allegro con spirito* theme.

The piece was not as engaging as the orchestra's former, but still received the acclaim of parents and kids alike.

The Schreiber Choir was next up under the direction of Mr. Philip Glover. Both of the choir's pieces were a cappella, relying on the students' voices to provide all of the musical foundation.

The group covered a number of vocal ranges from soprano I and II, alto, tenor,

and bass. The simple but elegant "In Remembrance" by Eleanor Daley showed off the choir's vocal prowess with four and occasionally six part harmony.

"Alleluia," the final vocal piece by Randall Thompson, only featured on word—alleluia. Despite the lack of lyrics, the structure of the song allowed the promising vocalists to deftly vary

tones to create an interesting sound.

Mr. Mark Brenner's concert band entered the stage at around 8:45 to wrap up the performances. Its first work was Rossano Galante's "Raise of the Son."

"It's a very emotional piece," said clarinetist Shira Helft. "It's filled with a mix between smooth playing and frenzy, which comes together to form layers of

sound with a really nice blend of instruments."

The audience seemed to enjoy the song, but not as much as the culturally inspired final piece of the evening.

Composer Robert W. Smith took inspiration from the folk music of Western Africa in his "Africa: Ceremony, Song and Ritual." The piece, which the band was able to capture impeccably, contains different movements to capture important aspects of African history or historical events. The "Primitive Fire" movement musically recounted the advent of fire in pre-historical times. "Africa" draws upon traditional African drum lines to convey a sense of the country.

The concert band took the song's artistry very seriously. Mr. Brenner constructed his own "log drum" to create more authentic songs. Half way into the song, the band members surprised the audience with traditional African chanting and sound effects. The song was an overall experience that strayed away from the typical mold of school-run concerts.

Like this performance, the productions in the future would probably gain more popularity if they incorporated less traditional pieces and more originality. Overall, though, the concert entertained the audience and displayed the skills of the music department.



(l-r) Junior Burgandy McCarty, sophomore Rachel Bosswick, freshman Sam Pyo and sophomore Shimon Ishikawa are among the clarinet section in the Concert Band. The group proved to be a sensational ending to Spring Concert I.

Dynamic duo returns to spotlight after hiatus

BY Gaby Monsanto
Contributing Writer

Mary-Kate and Ashley are two names you hear quite often because it seems as if lately the Olsen twins are all anyone can talk about. Magazines, newspapers and television shows alike are going crazy over the newly sophisticated pair of sisters.

Since their days as cute Michelle in *Full House* to Mary-Kate's recent anorexia scare, I feel as if I have been growing up with them for as long as I can remember. Who can forget the infamous series of detective tapes in which they inspected a haunted house and went on trips to cool and exciting places? Any girl would be lying to herself if she said that she did not enjoy these addicting tapes when she was little.

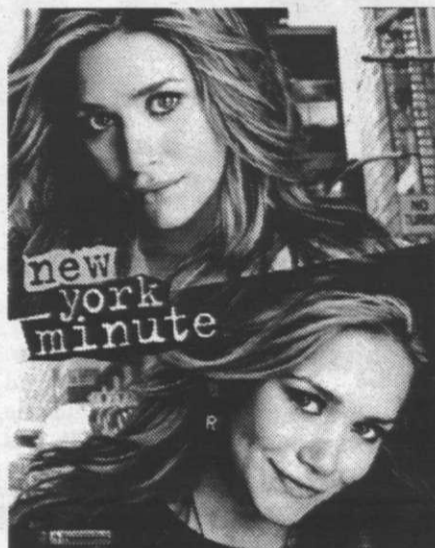
As the years flew by, Mary-Kate and Ashley Olsen moved farther and farther away from the spotlight. Always known as popular child stars, they would soon come back with a vengeance.

Their return began with the cameo they played in the sequel to *Charlie's Angels*. When they arrived at the movie premier looking older and more hip than in their *Full House* days, all spotlights were drawn to them.

Next came the biggest boost towards the twins' rise to stardom—their promotion for the recent movie, *New York Minute*. The two, who had hidden from the spotlight for some time, came back with an absolute dud. The movie, probably one of the worst acting jobs I had ever seen, was truly horrible. Yet the girls themselves gained more popularity than they have ever had before.



American audiences started growing up with the Olsen twins on the surprise hit *Full House* as Michelle (top). The twins, who now go by "MK and Ash" broke out on the big screen last year in *New York Minute* (bottom).



Ashley, who is viewed as more proper and reserved than her sister Mary-Kate, hides from the attention paid to her twin. Girls around the globe strive to be like the newly acclaimed icon. Her interesting style has captivated teenagers across the nation. Cowboy boots, vintage clothing, and oversized sunglasses have become a national epidemic. Mary-Kate's new bohemian, I-don't-care-what-other-people-think-about-me look, has become widespread. Her fashion revolution received acclaim from the *New York Times* style section. The article featured MK's signature baggy-shirts-over-leggings getup. Going into the city is like seeing a million Mary-Kate impersonators walking around the streets in "homeless chic."

Yet it seems as if the public pressure to remain perfect has taken its toll on the twins. Mary-Kate's bout with anorexia is only one of the many examples highlighting the twin's desire to remain a star. The tabloids never give the two a chance to breathe without the next

vicious rumor occurring. The newest sensation is the gossip behind the innocent Ashley Olsen becoming addicted to cocaine. With no evidence to prove this statement, fans have remained loyal to the two gorgeous actresses.

These two small—each stands at around five feet one inch tall—yet very powerful people have dominated this past year. I myself am a great "MKA" fan and I only hope the best for their future. I am awaiting yet another horrible blockbuster so I can admire their clothing and sheer coolness. It will be interesting to see where the two of these sisters are headed. I can promise you all that you have not seen the last of Mary-Kate and Ash.



PORT WASHINGTON CUISINE

Rosa's wins for best overall pizza dining experience

BY Shira Helft
Staff Writer

Pizza. America's famed dish. Cheese and sauce perfectly blended on top of a crust, thick or thin, can make any mouth water. Here in Port Washington, we are presented with many options as to where we fulfill our pizza craving. The question is, which one is the best, in terms of quality, pricing and variety? Schreiber reporters went on site to create a comparative study of Port's pizza, including Frank's, Gino's, Rosa's and Carlo's.

For a single slice of pizza and an order of garlic knots, the traditional favorite, prices vary across the board. The most cost-efficient restaurant was Carlo's, whose \$1.60 per slice and twenty five cents per knot makes for a great and cheap snack. This snack is available at Rosa's for about the same price (only twenty five cents more expensive). Frank's was another quarter more, but with their garlic knots they include a free side of marinara sauce, which would cost approximately fifty cents at other stores. The most expensive by a whopping seventy five cents was Gino's, but at \$3.75 for a Neapolitan Slice and four garlic knots, it's still a good deal.

After considering price, it is useful to take into account how the food actually tastes. There was no place that had any item that would be considered poor tast-

ing, although each restaurant's pizza and garlic knots were unique. Frank's pizza had the most authentic Italian taste, made up of larger chunks of cheese.

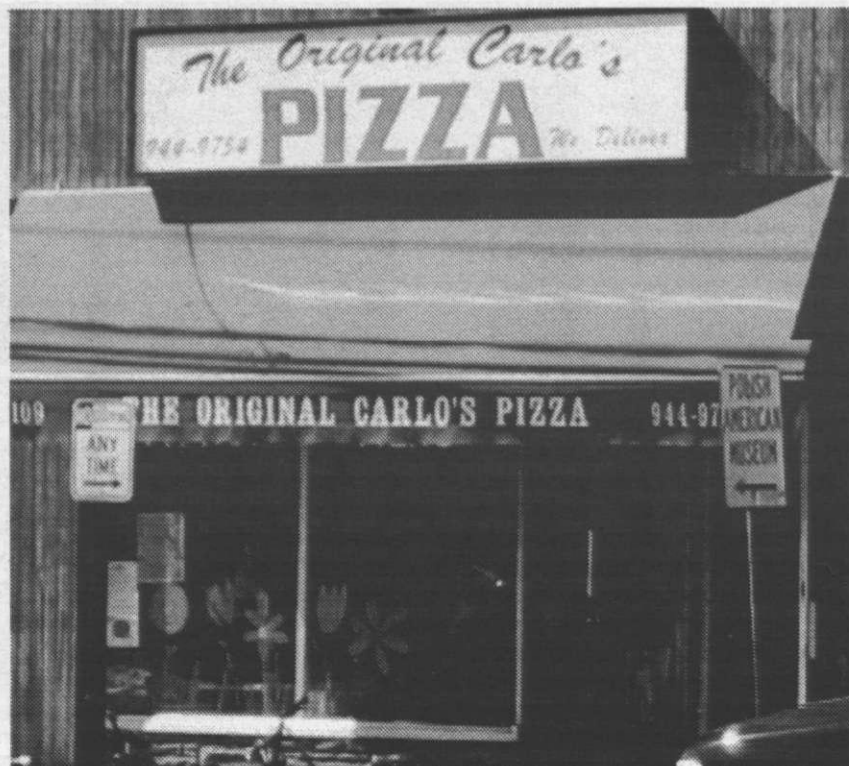
The garlic knots were rather doughy, but the bonus sauce gave them a little boost. Carlo's pizza was much thinner than any of the others, and had a saucier taste to

it, while the knots were bow-tied and had just a sprinkle of garlic on them. Rosa's pizza had a nice balance of sauce and cheese, with a particularly unique and tasty marinara. Its garlic knots had the one of the garlickiest tastes without becoming overwhelming. Gino's offered pizza that was most appealing to the eye. It was slightly too oily, yet still delicious. Their garlic knots had the most garlic flavor, but were a little burnt at the top. Overall, Rosa's had the best combination.

There are other factors that go into deciding which pizza place to dine at. Some of these include where one's friends usually hang out, perhaps a particular and peculiar flavor that one is fond of or the people who manage it.

"Gino's has a really nice atmosphere," said junior Melissa DeSiervo. "It is one of the largest places and is in a good area for people to meet up." There are also good pizza places outside of Port, including Joanne's, famous for its garlic knots and buffalo wing pizza, and the Gino's in Manhasset.

Everyone has his or her favorite place, for whatever reason it may be. Port, like every other town in America, has welcomed this Italian dish as a staple on its food pyramid.



In terms of price, Carlo's is one of the better pizzerias that Port Washington has to offer. However, when all factors were taken into account, Rosa's was the preferred choice.

Lady Vikings lax takes advantage of playoff berth

Despite regular season struggles, Port moves to second round

by David Baer
Sports Editor

Despite ending the regular season with a 1-8-1 record in Conference I, the Lady Vikings lacrosse team not only earned a playoff berth, but also home field advantage in their first round match-up against the East Meadow Jets. With strong performances on Friday, May 13, by the team's four senior captains Danielle Bourguet, Jamie Bushell, Halsey Diakow, and Farrin Jay, Port was able to extend its season into the second round of the playoffs with a 13-11 victory.

After trailing 1-0 in the opening minutes of the game, Port quickly rebounded and evened up the score. During the first half, scoring was rampant; the two teams combined for thirteen goals in the first half alone.

The lead was constantly changing throughout the first half. A Port score, would soon be answered by the Jets. Then the Lady Vikings would come right back and put another one past the Jets' goalie. Minutes later, the Jets had tied the game again. After a period of no scoring during which the score was tied at 3, Port came on strong and scored another two more goals to take a 5-3 lead. Finally, with minutes remaining in the first half and Port clinging to 6-5 lead, the Lady Vikings went off for two more goals in the last three minutes to close out the first half with an 8-5 lead.

To open the second half, the Lady Vikings' offense exploded for four goals, while their tenacious defense, anchored by Jay, junior goalie Caitlin Fitzpatrick, who finished with twelve saves, and sophomores Erin Betsch and Filiz Kipcakli, held the Jets' speedy offense to only one goal.

Port found itself on top with a commanding 12-6 lead. However, Port struggled to keep it. The Lady Vikings' defense began to collapse as East Meadow slowly chipped away at Port's lead, and with three minutes remaining, Port's lead had been shrunk to 13-11 by another East Meadow goal.

Port's midfielders then stepped up their intensity by winning the draw at midfield, picking up just about every ground ball, and running out the clock by moving the ball around with ease. Port's last minute stand strongly relied on the sticks of Diakow, junior Sarah Weiss, and sophomores Lauren Brown, Christina Carrington, Michelle Doscas, Kipcakli, and Alyssa Potter.

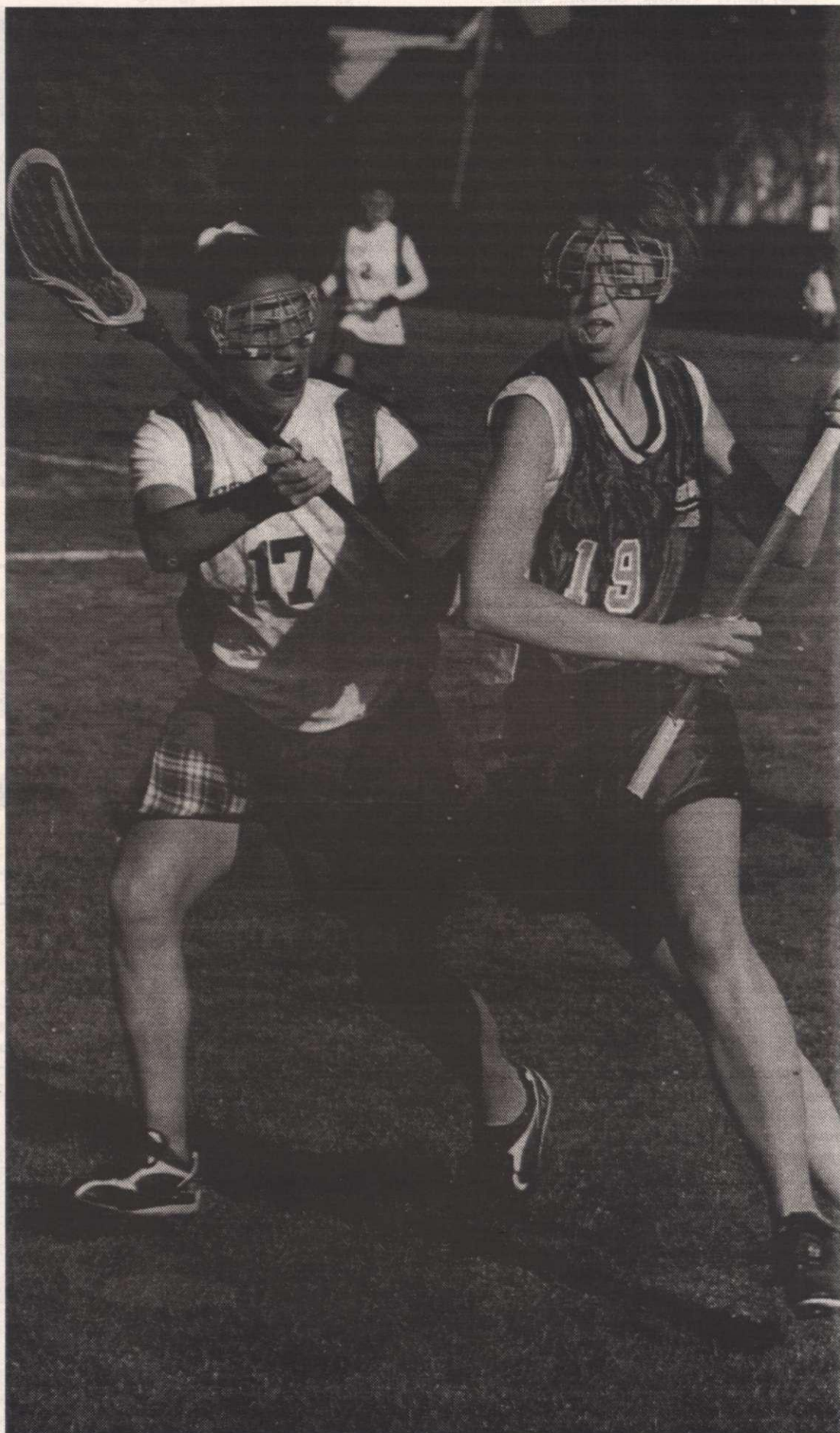
Port will need this tenacity on Wednesday, May 18, when they face Massapequa in Garden City. Port suffered a 10-6 loss to Massapequa earlier this season on April 28. After going into halftime with a 3-3 tie, they surrendered seven goals in the second half.

"We had a rough season, but stepped it up for the playoffs," said Betsch. "We played as a team and got the job done. As for Massapequa, we have already played them twice, so we know their strategy of play."

Friday's win was the first for the Lady Vikings since they defeated Harborfields 12-9 in a non-league game on April 16. Since the Harborfields win, Port closed out the regular season 0-5-1 before snapping their six game winless streak.

Massapequa finished their season with a 9-4 record in a lower conference than Port Washington. However, Massapequa played, and defeated, many of the same teams that Port played this year.

Towards the end of each



Sophomore Lauren Brown plays tough defense on East Meadow's Jackie Joseph in the first round victory that propelled Port into the Class A semifinal battle against second seeded Massapequa.

season, many of the varsity teams bring up some of the elite JV players of their sport. This year, the Lady Vikings called up five girls from the JV team, whose season is now over, to gain experience and knowledge of the game at the varsity level. This year's call-ups were sophomores Rachel Bosswick, Christa Cavallaro, Melinda Salaman, and freshmen Christine Cassaro and Kaarina Santala.

Despite the addition of these fresh faces, Port's offensive production in their battle with East Meadow came mainly from their captains. The four

seniors combined for nine of the team's twelve goals, and also had one assist. Other offense came from Weiss, who had a goal and two assists, Potter, who had two goals and one assist, and Brown, who had one goal and one assist.

It is these seasoned players who will try and carry over their momentum from their first round victory against East Meadow into the upcoming playoff rounds.



Junior Sarah Weiss, who was a main contributor to Port's offensive and defensive play, tries to win a faceoff against Jets' Callie Charkin.

All photos by
David Baer

Future of Vikings baseball makes a name for itself

BY Lane Mergler
Staff Writer

The junior varsity baseball team finished with a record below .500, but still had a respectable year. The team finished with eight wins and one tie during their twenty-game season, which was encouraging news after having a rough start.

If Port had started the season playing at the level that they had at the end, they might have been the top team in their division. Despite its record, every member of the team greatly improved.

"Hopefully we'll be able to keep it up and do even better next year," said freshman Eli Schwartz.

"We definitely improved because we swept the series against one of the best teams in the league in the final week of the season," said freshman Adam Bethon. "We also won our last three games. Even though I was injured for most of the season, it still was fun to be on the team."

Other than junior Pete Weintraub, who showed great leadership, the

team was composed of sophomores and freshmen. The returning sophomores consisted of David Baer, Mike Keisman,

Brian Miller, Jordan Spivack, and Matt Suh.

During practice, the team mainly emphasized the basic defensive fundamentals of the game and what to do in different game situations. They went to the batting cage in the gym, practiced fielding, and had many scrimmages. The practices were the main source of the team's improvement, as they covered every aspect of the

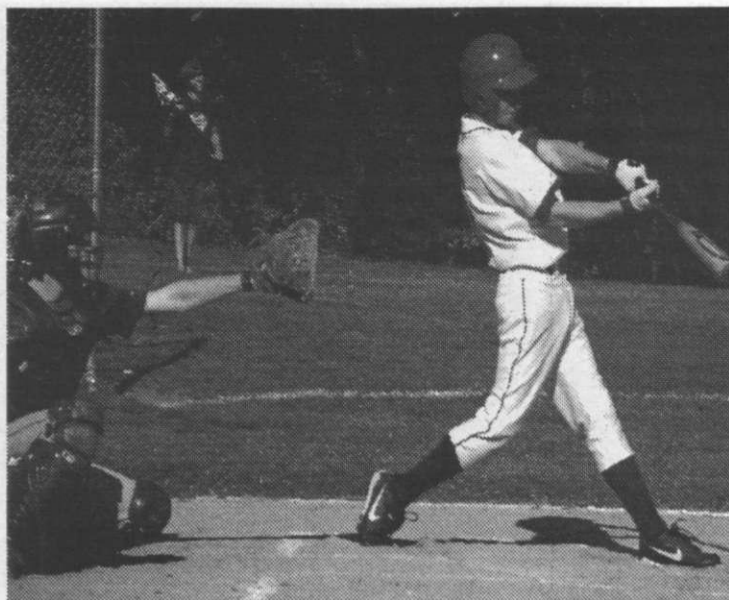
sport.

"In our last three games, our pitchers pitched complete games," said sophomore Jason Nelson. "We also won our last three games after coming off a disappointing losing streak. Those final three games were very big games to us. During practice, we once scrimmaged varsity and that helped us out a lot."

"To show how happy we were, we poured water over Coach Braddish when we swept Valley Stream Central," said sophomore Mike Keisman.

"Although we had a rough start, we turned the season around into a positive season as our players gained more experience and we all definitely had a lot of fun," said freshman Matt Podobinski.

The team has made great progress. Between the freshmen that will return and the incoming eighth graders, next season's hopes are high. It seemed that the season-ending sweep over Valley Stream Central proved how much the team improved overall," said Bethon. "We finished strong and had a good season overall."



Freshman Eli Schwartz swings at a pitch during a home game against Valley Stream Central.



Major League Baseball arms race escalates

BY Brett Friedman
Sports Editor

After the conclusion of World War II in 1945, there was still some bitterness between two very powerful countries on the international stage, the United States and the Soviet Union. The two nations gradually built up their military arsenals until it was declared that an actual war between the two states would result in the obliteration of the world. Although it may seem like a stretch, the current situation that has taken shape in the MLB closely resembles the arms race of the Cold War.

Long time rivals the New York Yankees and the Boston Red Sox have been at each other's throats for about half a decade, each trying to acquire as many big names for their rosters as possible. The "Pinstripe Scare" first reared its ugly head when the Yankees signed slugger Jason Giambi as a free agent in 2002, who has now been unproductive enough to be sent down to the minor leagues. Now that's a buck well spent. Quickly to follow were the overpriced signings of the "Big Unit," Randy Johnson, Carl Pavano, Alex Rodriguez, Gary Sheffield, and Tony Womack. Becoming more and more of an ex-Yankee fan, I found that when Yankees' GM Brian Cashman hired the 6'10" southpaw, I saw the faith in the team I grew up with get thrown out the window.

Although not looked upon in a highly critical light because of their World Series victory, the big-spending

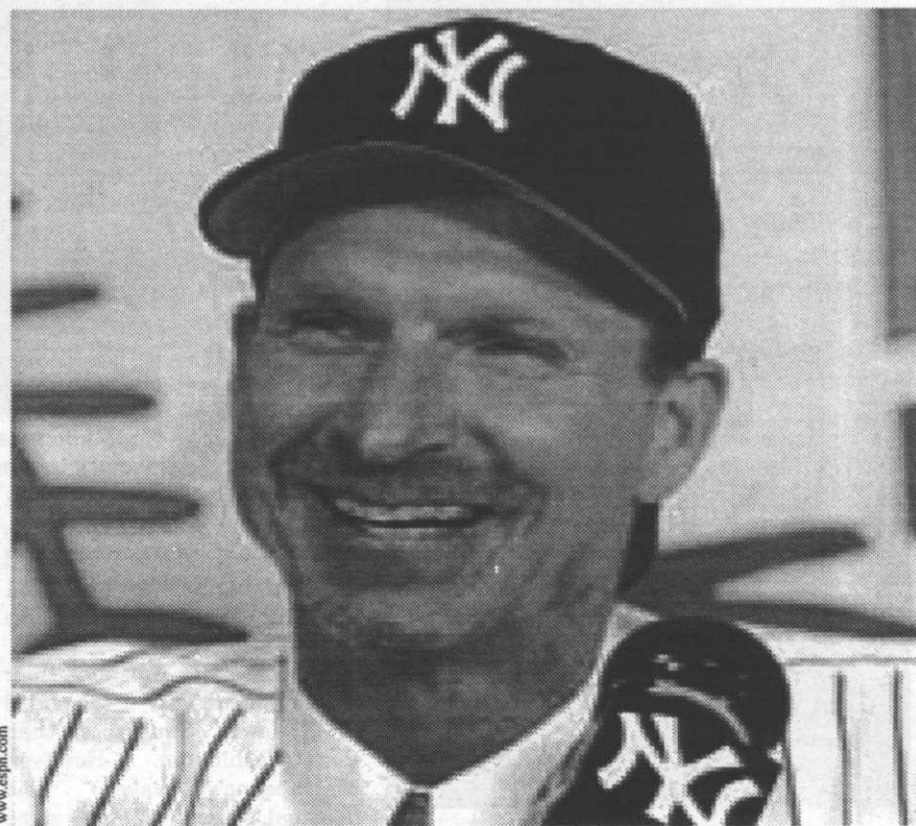
Bo Sox have made a ruckus in the past few off-seasons as well. Names such as Curt Schilling, Keith Foulke, David Wells, and Edgar Renteria are all recent acquisitions. Notice how all of the free agent signings so far have involved veteran players.

The absurd cash flow these teams deal with should disgust the average baseball fan. The front office of each of these teams is ruining baseball in front of our eyes and all we do is sit back, watch the television, and maybe get up in between innings and support these corrupt institutions by purchasing some of their propaganda online. What happened to building a team from the ground up? What ever happened to a rebuilding year? Well, now in the American League East there are still rebuilding years, but they consist of a general manager snagging the biggest name on the market in the off-season to "ensure" that his team does not lose in the World Series or ALCS for a second year in a row. The sheer numbers involved with the Evil Empires' salaries are unheard of. In recent years, the Yankees more than doubled the total salary of more than one other Major League franchise.

In the mid-to-late nineties, the Yankees franchise looked like it would be perfect forever. They had great veteran and amateur talent in the big leagues, and they had a very successful minor league system. A constant incoming class of prime talent was arriving at Yankees training camp each spring, and in more cases than not, the players turned out to be solid acquisitions.

But as time progressed and George Steinbrenner and Brian Cashman became more and more greedy, they reached into their "reserves" (the minor league rosters) and traded away their promising prospects for a thirty-seven-year-old veteran with one year left on his contract. This is very similar to the

George Bush administration, which is dipping into the government's limited reserves to fund their idiotic war. The times have changed in America's history, but we still look to our military to solve the problems we cause. Will the MLB teams of today do the same?



Starting pitcher Randy Johnson looks extremely happy at a pre-season signing press conference for about sixteen million very good reasons.

Varsity baseball manages playoff appearance

Vikings are one and done in playoff matchup against Plainview JFK

BY Ben Jaffe

Assistant Sports Editor

The last time the varsity baseball team at Schreiber made playoffs was when Bill Clinton was elected for his second presidential term. On Saturday, May 14, the Vikings baseball squad reached the playoffs as an eleventh seed coming out of the AA-III division. The Vikings played the highly touted Hawks of Plainview JFK. The team, under the leadership of Coach Rich Greeney and Assistant Coach Joe DelGais, narrowly made playoffs after winning their final game against Valley Stream Central.

The team began the season on the right foot by beating Plainview JFK and its ace Ben Greene 4-3 in a nail-biter. However, each game got progressively more frustrating for the players as their pitching remained outstandingly reliable, but they just couldn't wake up their bats. The season was a relentless struggle by the Port squad to salvage just enough runs to outscore the opposition. Starting pitchers Matt Lazar, Brett Friedman, and Chris Corteselli were normally able to keep the team in the game for all seven innings and it was up to the offense to produce a few runs per game.

When the top of the lineup began hitting, the bottom half usually followed and offensive production came in bunches. The most consistent hitters were senior third baseman Jared Isaacson, junior shortstop Tom Zebroski, junior catcher Chris Doscas, and junior outfielder Brandon Schneider. The rest of the starting lineup consisted of juniors Greg Berry, Friedman, Lazar, and Tom Lisi, and sophomore Corteselli.

A few disappointing losses to Long Beach and Lawrence in the middle of the Vikings' schedule made a serious dent in the players' confidence, but they immediately gained it back after key wins against Herricks and Valley Stream Central, clinching a playoff berth.

As the coaches stressed throughout the season, "You have to win the games you're supposed to win, and sneak out some of the games you're not supposed to win in order to be a successful team."

Port decided to make it interesting for its coaches and fans. Before the second-to-last series against Herricks began, Coach Greeney told his players that they had six games left to win two

games if they wanted to make the playoffs.

"The fate is in your own hands," said Greeney.

The Vikings took one out of three from the first place Herricks team, but lost the first two games in their next series against Valley Stream Central. It came down to one final home game against VSC at Guggenheim Elementary School.

After a pre-game pep talk from the coaches, and the traditional pre-game chant "play like champions," the team took the field. It was Corteselli's turn in the rotation to start on the mound. There was a great deal of pressure put on the sophomore, but he didn't sweat it. The teams battled for five innings until Doscas pulled through with a clutch, two-out single up the middle to score Isaacson, giving Port a 1-0 lead.

Corteselli faltered slightly in the following half-inning and it was up to the Vikings' offense to put up another tally in the bottom of the last inning to take home the victory. The VSC pitcher was laboring, and with one out, the Vikings squad managed to get several men on base, one of whom was Berry on third. The senior, Isaacson, needed to hit a deep fly ball or ground ball up the middle to score Berry, and he succeeded. He hit a triumphant and memorable fly ball into right field, which enabled Berry to score after tagging up. A mosh pit of fifteen of the happiest Schreiber baseball players soon formed in celebration of Schreiber's baseball's first playoff berth in a decade.

Later that week, the Vikings traveled to Plainview JFK, but they fell to the Hawks 6-1. After a brilliant pitching performance from Matt Lazar through five-and-a-third innings, the fielding let up ever so faintly and a sixth inning rally began for the reigning division champs. There were encouraging plays made throughout the game that proved to the players how valuable all their practice time had been throughout the season.



Junior shortstop Tom Zebroski leads off with a base hit during Port's game against Plainview JFK. In addition to his hitting, Zebroski's impressive fielding was an integral part of the Port defense, which only allowed one run in the first five and a third innings.

Friedman dropped down a beautiful bunt, which was followed by Doscas' shot into centerfield that scored Isaacson. Zebroski made a few diving plays to his right to save a run from scoring.

The players were reassured that they had nothing to be ashamed of because

they played their hearts out. Making the playoffs and really making the sixth ranked Plainview JFK team quiver in their cleats was an experience well worth their while. It was truly a season for the record books.

Girls dominate opposition with undefeated 11-0 record

BY Jus Chadha

Assistant Sports Editor

The 2005 badminton season has brought tremendous pride to Port Washington.

Coached by Mrs. Andi Uiberal, the girls are trying to repeat last year's success when they became Nassau County Champions. This year the team needs two more victories to repeat last year's accomplishment. During the season, the girls finished with a flawless 11-0 record, becoming conference champions.

"Our team as a whole has defied

expectations. We were able to work on our difficulties during practice, and the results show on the court," said third singles player freshman Laura Chen after the team's Valley Stream South game.

This season the girls' starting lineup consists of singles players junior Laila Selim, freshmen Chen, and eighth grader Kristin Norton. In addition, their four doubles teams consist of senior Lauren Alpert and sophomore Katrina Fahey, junior Meredith Singleton and sophomores Alyssa Epstein, sophomores Christina Ferro and Kendy Rosenbaum, and sophomores Amanda Sall and Jennifer Ardila.

In addition to the team's triumphs, selective players on the team have also displayed tremendous talent on the court. First singles player, Laila Selim and third singles player Laura Chen both won counties. These players have become role models for the team and their achievements have clearly set an example for the girls on the court.

During their season games, they dominated their opponents winning 7-0 five times in the eleven-game season. Against Port, Great Neck North and Roslyn both played competitive matches, but Port was too strong to be broken.

The girls won on May 16 against Valley Stream South and are two

victories closer to becoming county champions.

On Wednesday, May 18, the team plays its next game at Oceanside, facing the winner of the other quarterfinal match-up between Bethpage and Farmingdale. With the girls' excellent talent and hard work, they should be able to come away with a victory Wednesday and move to the finals.

The badminton team has not only enjoyed a winning season, but they have had fun at the same time. Clearly they have the talent, the focus and the determination that should lead Schreiber to victory.

VIKING SPORTS

Varsity tennis concludes season, helps community *Players finish season 7-5 and provide tennis clinic for Port kids*

By Nikki Pond

Staff Writer

In their recent match against Herricks High School on May 9, the varsity tennis squad was dominant in a 7-0 massacre. Although the opposition was missing its second and third singles players, the Vikings showed no mercy.

"I believe that Monday's game against Herricks provided a good culmination for the team as we go into our last game against Friends. Although Herricks didn't have some of their players, our play in general was outstanding in our 7-0 romp," explained sophomore Michael Lau.

The team took advantage of aggressive net play to throw off the timing and consistency of the opponent. This playing style was epitomized by the first doubles team of seniors Jason Salit and Jason Thrope.

Although second singles sophomore Jake Mastbaum and third singles senior David Depouli had no one to play, the other singles players, senior Nick Merkelson and sophomore Andrew Seiden, maintained their consistent play, both notching wins.

As Lau predicted, the varsity tennis team successfully ended its first season under Coach Peter Travis with a home match on May 13 against Friends Academy.

The starting lineup also consists of second doubles freshmen Josh Cohen and Matt O'Dell. Both played for the team as eighth graders. The third doubles team is made up of sophomores

Sho Kunida and Ryan Kim.

In addition to the starting roster, the team has also benefited by its depth of alternates who fill in when starters are unable to play. Some of the notable alternates include senior Stuart Enscoe, juniors Nick Bogdanich, Jus Chadha, and Sam Jaffe, sophomores Ben Jaffe, Lau, and freshman Brian Cindrich.

Another quality of the team is the youth and great potential of some of the underclassmen. Although they are only sophomores, both Mastbaum and Seiden already start at second and fourth singles, respectively. Additionally, much of the core of the doubles players and alternates are either freshmen or sophomores.

As the new



Freshman Ryan Kim, one of the many underclassmen on the team, slices the ball down the line during his May 9 match against Herricks. Kim and his partner sophomore Sho Kunida have provided consistent performance at the third doubles position.



Senior Nick Merkelson prepares for a backhand during his match as first singles against Herricks. Merkelson, a team captain, has brought great leadership and assistance to the rest of the team.

leader of the team, Coach Travis has implemented many unconventional practicing techniques in order to improve the team's mental preparedness and poise during the most critical points during their matches. With meditation and active stretching, Coach Travis has brought a new style to the team.

After honing his coaching skills as the coach for the Schreiber junior varsity tennis team for the past fourteen years, Coach Travis made the step up to the varsity level, taking over the reins from recently-retired Coach Stan Makover.

In celebration of the end of the season, the team decided to give back to the community for its support, by holding a clinic for all third to sixth graders who

wanted to play tennis or simply learn more about the game.

From 10 a.m. to 12 p.m. on Saturday, May 14, the players and Coach Travis helped teach some of the basics of the game, such as serving, groundstrokes, and volleying to the young players. The children were later separated into groups to take part in some drills with Viking players as the instructors.

Rather than learning from their coach, the players were able to change roles, acting as the coaches for the younger children.

"It is a great opportunity for the tennis team to help out the Port Washington community, and I look forward to for once acting as the teacher instead of my usual position as a student. Everyone that participated came away with a great experience. The clinic provided a great end to the season," said Jaffe.

As the season winds down, the Vikings are excited with what they have accomplished. Although they did not attain a playoff berth, the team leaves the year satisfied both with their potential for improvement over the upcoming years and their great community service project for younger children.

All photos by Liz Corkett.