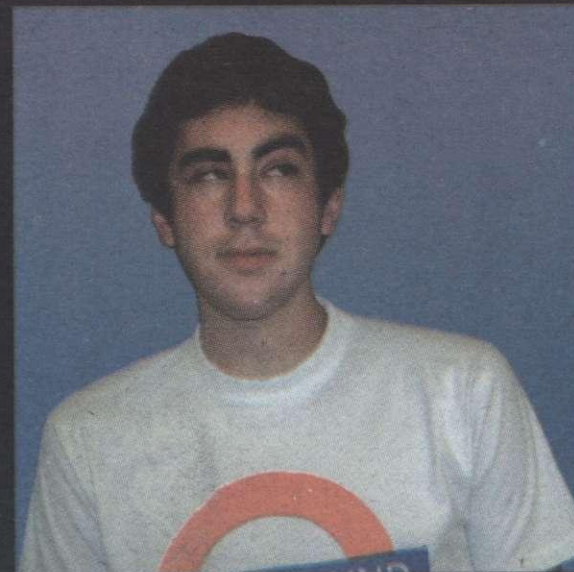
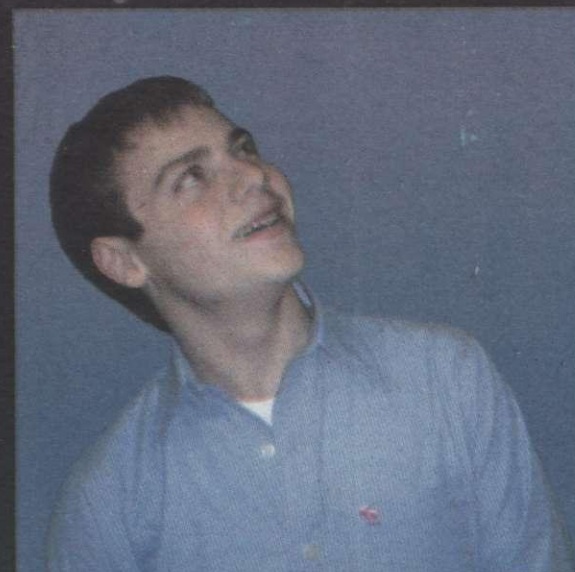
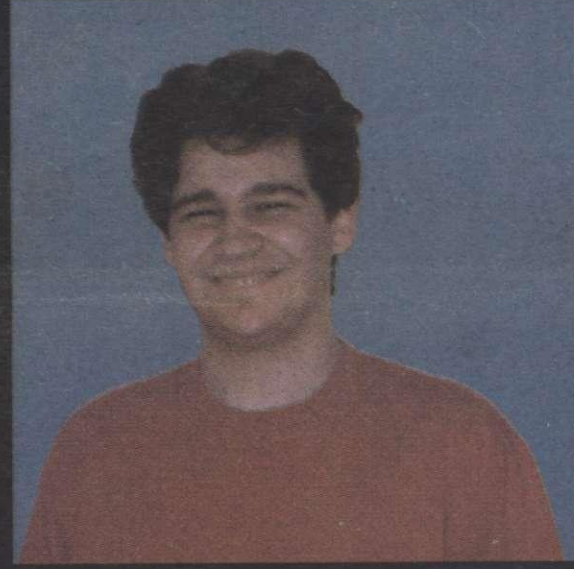
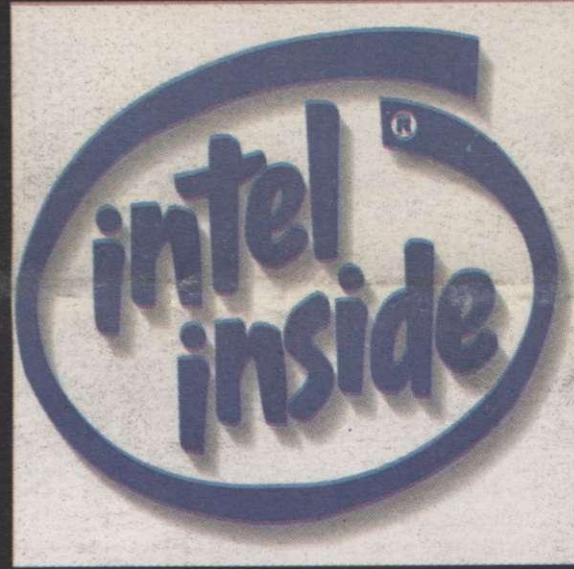
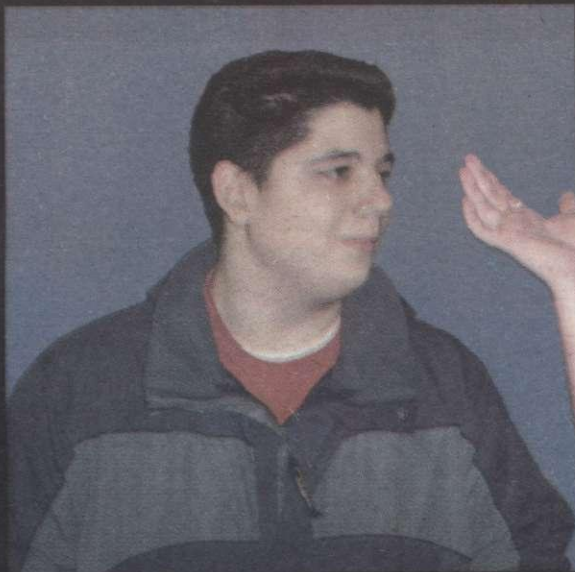


# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LVI No. 5



**Midterm review:  
Austerity Budget  
Features**



**Giamanco Wins  
Coach of the Year  
Sports**

**New turf coming to The Pit  
News  
Military recruiting  
Opinions**



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Shimon Ishikawa

FRONTPAGE by Daryl Koopersmith, Katie Mancher & Jon Seligson  
CENTERFOLD by Daryl Koopersmith  
BACKPAGE by David Baer

## NEWS



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### Blue and White Night Set Back

As you may have heard over Schreiber's public address system, Blue and White Night was in danger of being cancelled. This was due to the fact that all participants had not handed in parental consent slips. Posters around the school bore the message "Sports night is cancelled!" and beneath that in smaller letters they read, "It's possible if you don't hand in your forms!"

One such poster held the names of a few participants who had not handed in their forms. There were announcements over the public address system beseeching girls to turn their forms in.

Many had no doubt that Blue and White Night would not be cancelled. It was generally thought that tradition would be upheld. The night was created to give girls an opportunity to participate in athletics back when there were no girls' sports teams. This March will mark the sixtieth anniversary of the night.

Still there was some doubt about the happening of the night, regardless of tradition, in the medical wing. The nurses, including Blue and White Night supervisor Susan Gombert, held a strict ninety-nine percent policy that required almost every single form to be turned in before there was so much as a single practice.

Then the fateful day came. Girls sat in silence as their heartbeats were punctuated with the occasional soft sigh. Finally, the news was broken to the eagerly anticipating ears of the girls. "Sports Night practice will meet today!"

A sigh of relief could be felt throughout the whole school. Many

were excited that the "torch was going to be carried," although the events of the night have considerably changed since 1946.

~ David Becker

### Startling Ice Rink Explosion

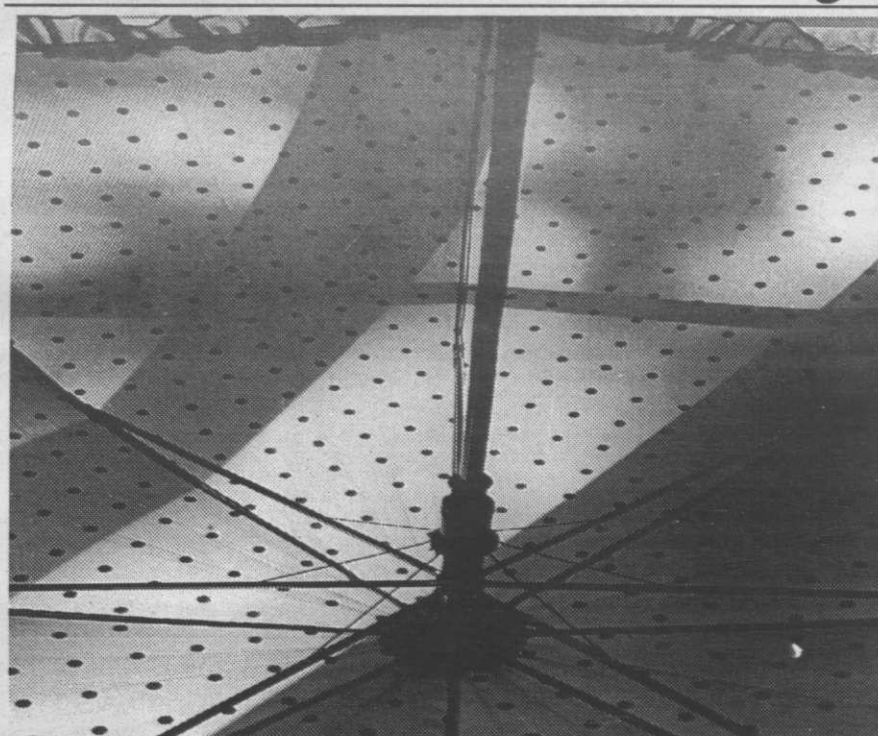
A rare explosion occurred in Port Washington on Dec. 31. The Port Washington Skating Academy suffered a Zamboni explosion which blew out a majority of its windows and damaged the roof. The explosion was due to a leak in the propane tank of the Zamboni machine.

While changing the propane tank, an employee noticed a leak and reported it to management. While he was gone, the machine ignited and there was a small explosion. Everyone was immediately evacuated from the Skating Academy. Shortly after the evacuation, there was a second larger explosion that took place which was responsible for most of the damage, according to Lt. Tom Barry of the Port Washington Police.

Senior Chris Doscas was present when the explosion occurred. Doscas said, "The explosion was bone rattling. I'm just glad everyone got out of the rink without getting hurt."

Lt. Barry further explained how four fire departments managed to put out the explosion in less than an hour. Fortunately, no one was injured in the explosion, and Lt. Barry does not expect there to be any charges. The skating rink is scheduled to re-open on Wednesday, Jan. 18.

~ Stephen Nash



Sandra Choe's photograph of her polka dot umbrella is taken with a peculiar pattern of sunlight. The objects obstructing the sunlight are the focal point of this unique picture.

### Blast From the Past

In response to an article on the subject written by Nick Werle in the December 2005 issue, we would like to reiterate the positive aspects of block scheduling. Although the middle school never had block scheduling implemented, in the mid-90s Schreiber administration was considering putting block scheduling into effect. As Superintendent Albert Inserra said in 1996, "Block scheduling is a logical step for the middle school. I'm not sure if it's appropriate for the high school." Block scheduling, however, debuted around the turn of the millenium and has stuck as the high school's scheduling structure ever since.

Published by the student body of Paul D. Schreiber High School. Letters to the editor should be addressed to *The Schreiber Times*, 101 Campus Drive, Port Washington, New York 11050. The editors reserve the right to refuse, print, edit, return, or not return any submitted material. All letters must be signed by each author. We have a circulation of 2,000 copies per issue with subscriptions available for \$10.00 per school year. We accept camera-ready ads or will design ads to your specifications. For information, call our business office at (516) 767-5862.

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Anne Pellett, Evelina Zarkh, advisers  
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# Community comes together for "Pit" facelift

## BOE, AAPW, Senator Balboni, and Legislature Johnson push for turf field

BY Ben Jaffe  
News Editor

In the midst of Schreiber's contingency budget crisis, one new addition to the school has been secured: a new turf field. In a community-wide effort, the school district has raised enough money to pay for the \$700,000 artificial turf field that would be placed in Whitney Field, commonly known as "The Pit."

An artificial turf field would greatly benefit the sports programs' field. Currently, The Pit is used only for boys and girls soccer and lacrosse games, but with the new turf, the football and field hockey teams could also play their home games in The Pit.

Both Garden City High School and Farmingdale High School, which installed FieldTurf, the preeminent type of surface, have benefited. Both of these schools accounted for the fields as part of their budget; however, Manhasset High School and Cold Spring Harbor, more comparable to Port's situation, raised money through private fundraising.

Artificial surfaces have come a long way since the infamous AstroTurf of the Reliant Astrodome in Houston, Texas, which plagued the Houston Astros with knee injuries and an awkward playing surface.

The new age of turfs consist of synthetic grass, rather than carpet. Rather than having a dense, abrasive surface, new turfs are stable, consistent, supportive, and shock-absorbing.

Supintendent of Schools Dr. Geoffrey N. Gordon set a target of early summer to start construction on The Pit.

Dr. Gordon, Board of Education



Whitney field, more commonly known as "The Pit", has seen better days. Grants and community donations, organized by the AAPW, are leading the push toward a new, artificial turf field.

member Ms. Jean Marie-Posner, then chairperson of the Community Relations Committee, and current Board President Mr. Rob Seiden were approached by the community, which wanted to replace the natural grass of The Pit with artificial turf. They reasoned that because The Pit is used so frequently, the town deserved a "first-class facility," according to Dr. Gordon.

Dr. Gordon, Ms. Posner, Mr. Seiden, and head of the Athletic Association of Port Washington (AAPW), Ms. Tricia Quirk, then held several meetings with Nassau County Legislature Craig Johnson and State Senator Michael Balboni. \$25,000 were secured from Legislator Johnson for a new scoreboard.

Senator Balboni also guaranteed two \$250,000 grants that will go toward

installing the field. One of the grants will be payable this year, while the other one, subject to the approval of the New York State budget will be payable in 2007. Balboni also played an integral role in constructing the PYA fields.

If the field was to include both lights and new stands, the total cost would be closer \$1.1 million, rather than the \$700,000 for the only field.

In addition to the grants, over \$300,000 was pledged from community members and businesses. Of the \$300,000 pledged, only \$20,000 has actually been collected, which has gone toward a deposit on the field and the New York's State Environmental Quality Review Act (SEQRA), which surveyed the area to ensure that there would be no deleterious consequences of the turf field.

The AAPW was forced to end their fundraising, however, when the Port Washington School District was forced into a contingency budget. Although the budget cuts threatened the future of many Weber and Schreiber sports teams, the AAPW successfully raised enough money to reinstate the fall and winter sports teams.

Although the new turf field will likely be created, some obstacles still remain. The AAPW has not collected the majority of \$300,000 pledged, and Senator Balboni has yet to get the definite dates for the grant payments.

# Three juniors reflect on "string" for NCTE competition

BY Dahlia Hassan  
Contributing Writer

Each year the National Council of Teachers of English (NCTE) gives achievement awards in writing to students nominated and cited as outstanding writers by a panel of judges. The opportunity to write for this competition comes once a year and is open to all junior students in member schools of the NCTE.

Each school can nominate a few juniors to the national writing competition. This year, juniors Mallory Beberman, Gulus Emre, and Max Lewin were chosen by the English department to represent the school.

Students who choose to participate in the challenge are given two hours to write an impromptu essay, under the supervision of a teacher. The participants are given no longer than two hours to write their essay on a topic which is selected by Ms. Joan Lisecki, chairwoman of the English Department.

The essays are then submitted to a panel of English teachers, who rate the papers. The authors remain anonymous during this

process. After several reads, the panel narrows down the field to only three essays.

In order to be nominated for this competition, the writer must be in the top 1% of the nation's high school juniors. The winner of the competition will be in the top .003% of the nation.

Many competitive high schools from all over the nation participate in this competition and for the past five years, one or more of the winners of this competition has been from Schreiber High School.

"It's a delight to see how great, talented, and articulate so many

Schreiber High School students seem to be," says Ms. Lisecki. "Choosing the nominees is always a challenge because so much of the writing is so wonderful."

### Excerpt from Mallory Beberman

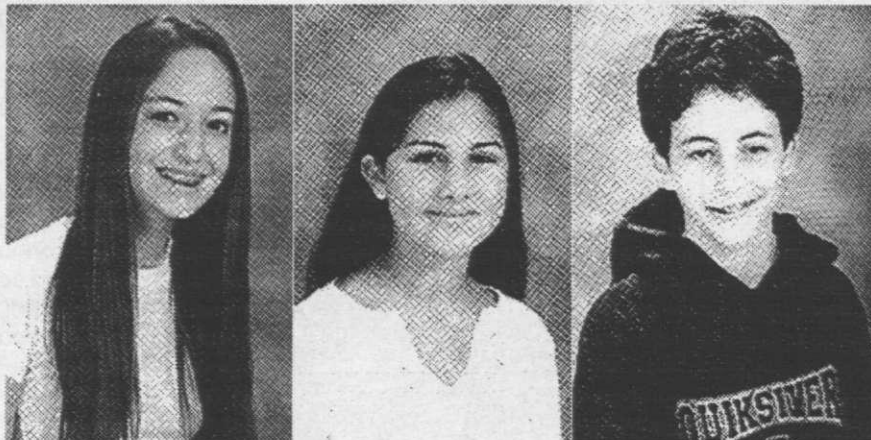
Looking back on my puppet stand, I have no idea where it went. When I think of those happy days, I marvel at how simple life was. The worse thing that could possibly happen to me was if I didn't get ice cream for dessert. The ease of life came from the simple fact that we hardly had to make decisions for ourselves. We had no control over our lives in those early years. Our parents made all the choices for us. They decided when we ate, slept, and played. Our daily schedule was at the mercy of our parent's clock. I think a reason why I loved to play with my puppet stand so much was because I was in control over the puppet's lives.

### Excerpt from Gulus Emre

It was these memories that have been pulling my family back, year after year, the memories yearning to be examined once more, hoping to be relived again. The love of family, and even the past love of those who have gone, is the extraordinary phenomenon that has been pulling us back to this land. And without it, we would just be floating; scarcely drifting along with no past and no treasured thoughts to keep us knowing where it is we came from. This love and these memories have kept us connected to our roots, and no matter where we are we will always have that tie which will pull us back to our true home.

### Excerpt from Max Lewin

Like the fates of old, modern physicists are re-creating the fabric of reality by envisioning a new way of explaining the universe. Defying the Greek philosopher who stated that there was a finite unit of matter, an atom, these physicists believe that there are new levels of reality, where the most basic construct of existence is a vibrating, one-dimensional string. The vibrations of these strings, objects so small that we could never hope to see them, represent the actions of the larger mass that they make up.



(l-r) Mallory Beberman, Gulus Emre and Max Lewin were winners in the two hour writing competition, National Council of Teachers of English. The topic this year was a reflection on string.

Port Light



# The students: for whom the bells toll

## *Bellon investigates the lack of synchronism between clocks and bells*

BY Rob Bellon  
Assistant News Editor

To some, the difference between bells and chimes, or between the clocks in the new parts of the school and the clocks in the old parts may have no significance. However, what they don't realize is that the timekeeping mechanisms comprise an elaborate system that is essential to keeping the school running.

In the weeks before winter break it became very clear that the system, one which had worked for so long, has been slowly disintegrating for years. What brought this to public attention was the absence of the chimes that ring at the beginning and end of classes. As a result, many students found themselves lost in the ether of the unstructured school day.

Although there seemed to have been an increase in the frequency and severity of the bells' problems in recent years, it appeared that there was little the administration could do.

However, assistant principal Mr. David Miller claimed that the administration has always been conscious of the problems.

"It's not like we're just ignoring the situation," he said.

To oversimplify the situation to a great extent, there are a number of different chronological elements that should be synchronized for the bells and chimes to function at optimum performance. Unfortunately, these all operate on separate systems, most of which have recently been compromised.

Essentially, there are three separate components of the school timekeeping system.

First, there are the loud mechanical bells that ring at 8:05, 3:05, and 3:15. These are then separated by the more frequent computer-generated bells, termed "chimes," that ring to mark the beginning and end of classes. Finally, there is a schoolwide clock system, used to display the time on the clocks in the classrooms.

The clock system can be broken down even further. "When the school was built, a unified clock system was built with it," said Miller. In the rooms untouched by the new construction and renovation bond, the old clocks, which were once unified and in proper working order, have gone haywire, effectively disintegrating the system.

In addition, a different set of clocks that was installed in all rooms affected by the bond also exist. These too were once synchronized, but this system has also failed, and these new clocks are no longer coordinated.

However, it is possible to unify and synchronize the school's clock systems. One potential solution may lie in the clocks that were bought with the construction bond. The administration is hoping to get a refund for these clocks.

"It has been our conviction that they never really worked properly," said Mr. Miller. The clock vendor maintains that the warranty on the clocks has expired, although they have indicated that they would be willing to buy back the clocks if they were replaced with a new system.

Mr. Eric Vonderhorst, the district director of buildings and grounds, has

brought to Mr. Miller's attention a type of clock that is synchronized remotely through radio signals. This would offer a practical solution in terms of labor and effectiveness, yet due to the cost, it is not currently feasible.

It might be possible to use the proceeds from reselling the newer, dysfunctional clocks to defray some of this cost, but this is certainly not a current priority, nor would it be feasible on a full school budget.

There is in fact a tertiary clock system. The digital readout on the phones contains a clock.

Before the improvements to the chime system were made, Miller said, pointing to the phone in his office, "we really [tried] to key off this time on the clocks." The one disadvantage, however, of the digital clock on the phone is that it is extraordinarily small, and cannot be seen from any significant distance.

As a solution, many people have taken the liberty to purchase their own battery-operated clock. Miller is no exception.

"I bought it myself," he said with a joking pride, referring to the clock in his office. He recognized, however, that this was only a temporary solution.

"I don't think people should have to do that. There should be clocks that work and work properly."

The three primary elements of the bells, chimes, and clocks should ideally all be integrated to provide for an efficient, useful system. However, "it's a matter of trying to integrate as much as you reasonably can," said Mr. Miller.

It is not possible to unify all of the different systems easily, for each clock requires a hard-wired connection to the centralized control unit that has no splices. That would amount to over fifty home runs, as the connections are called, so the engineering problems are significant.

The remotely synchronized clocks would be immune to these wiring requirements.

Another complication, was the fact that the chime system used to be run through the old public address system in the hall by the television studio. The crux of this complication lay in the fact that the internal clock of the PA system would be off by five minutes every morning. Left unchecked, this could offset the entire school day by over half an hour in a single week.

Therefore, it became necessary for Mr. Craig Weiss, the new freshman grade administrator, to go down to the PA system on a daily basis to reset the clock. This practice continued up to and including the week before winter break.

Until the beginning of this school year, the announcements were made from this old PA system. Morning announcements are now made from Mr. Weiss' office.

"Assistant principals have the ability to make a school-wide broadcast" using the phones in their office, noted Mr. Miller. So every morning, a few kids pack into Mr. Weiss' office to make the announcements along with him.

Before the winter break, the phones

had another important use as well. When Mr. Weiss would reset the clocks every day, he would key off the time on the digital display of the phones, which was the only common time throughout the school.

However, two things have changed since then: no longer are the chimes run by the old public address system, and no longer are the chimes synchronous with the phone clocks.

There is a brand new program that is used to run the chimes. This program has been running the chimes without fail since Jan. 4.

This new control program was actually created by a member of the Schreiber faculty.

"Mr. [Mark] Glass wrote it himself," said Mr. Miller. You may see Mr. Glass walking in the halls from time to time. "Sometimes, I think he wears a red cape with a big 'S' on his chest."

This program has many advantages over the old systems. It gives the school administrators the capacity to "customize and change" the sound of the chime and the time schedule on which it rings.

The program includes many other valuable features, most notably that it keeps time extraordinarily well, unlike the old public address system.

The second change that occurred during the winter recess was the timekeeping instrument on which the chimes are based. Before vacation, the chimes were roughly based on the digital phone clocks. Mr. Miller's clock that he so proudly bought himself has been replaced by a slightly more high-tech piece of equipment of which he is very proud.

This new clock is in exact synchronization with the atomic clock in Colorado. Miller stated that he received the clock as a gift from his parents for getting hired as an Assistant Principal at Schreiber. He had never used the clock before, but decided that since Glass's new program would be put into use, he wanted the chimes to be

synchronized as precisely as possible.

The accuracy of his atomic clock ensures that the school will be synchronized with the most perfect standard of time.

Mr. Miller used to plan his lessons to fill the entire class period, beginning the period with a "do now," and ending with a summary activity. An unexpected schedule change of even five minutes could cause important information to be cast asunder.

In addition, when the chimes are absent completely, as they were at times before the winter vacation, an already difficult annoyance becomes exacerbated.

Thanks to a few talented people, the primary and most critical problem has been solved, yet there is still much work to be done. Although there is no current time frame, "I want a clock system that works in every room," Miller said.

He also suggested that if there were another district technician to deal with the problems, progress could be made twice as fast.

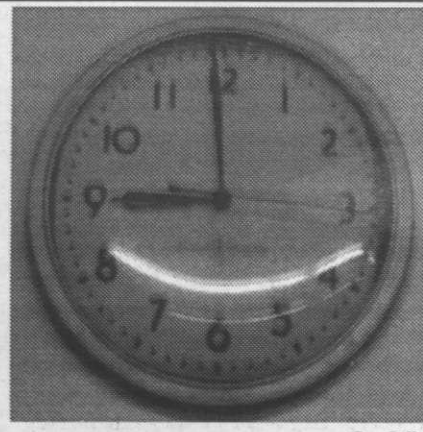
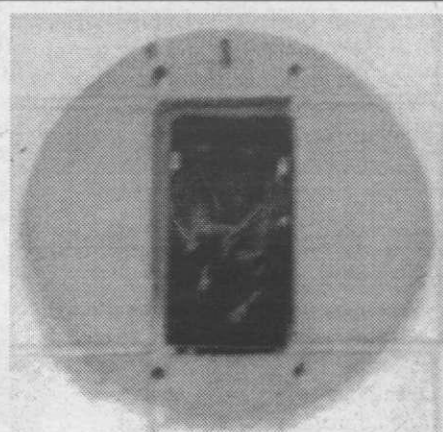
The time elements, especially the chimes, are certainly crucial to the efficient operation of the school, yet there are without question much higher priorities, said Miller.

"I think the real priority is educational funding, staffing, supplies, and equipment, security staffing and equipment and larger building maintenance issues like roofs and heating and cooling."

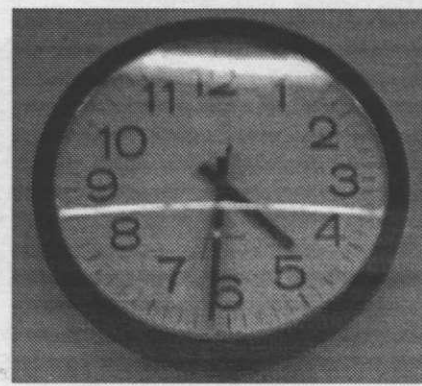
It may not be currently feasible, but one of Miller's long-term goals is to install an exterior public address system.

The timekeeping elements of the school are very important but are often overwhelmed by items of greater importance and urgency.

Meanwhile, whenever reasonable, progress is being made in respect to bells, chimes, and clocks. Miller commented with humorous exasperation, yet determination on the situation.



Ben Jaffe



The correct time is 1:15 p.m. This irregularity is one of many problems with Schreiber's time keeping. To fix the nonsynchronous time system in the school, a new control program was created by Mr. Mark Glass. It gives the school administrators the capacity to customize the sound of the chime and time schedule on which it rings. Also, an atomic clock, which is in exact synchronization with the atomic clock in Colorado, was used as the "gold standard" clock and every clock in the school was synchronized with it.



# Teachers without contracts picket on Campus Drive

## Teachers hope to spread awareness and support of the contract issue

by Daniella Malekan  
Editor-in-Chief

For the first time since 1973, teachers from Port School District's middle and high schools picketed in town to make known to the community their discontent with the lack of a teacher contract. The demonstration occurred before the school day, between 7:20 a.m. and 7:50 a.m. on the corner of Port Washington Boulevard and Campus Drive on Jan. 6.

During the picketing, many cars stopped to honk, which kept teacher morale boosted.

"It shows that the parents care," said Spanish teacher Ms. Karen Ortiz while she was participating in the protest.

Furthermore, teachers were pleased that they were able to unite and show their solidarity to the community.

"I'm glad that many teachers showed up, and not just four or five," said English teacher Ms. Sara Brock.

Representatives of the Port Washington Teacher's Association felt that many people in the community were still not aware of the contract problem, and thought that their display would increase community awareness and concern.

"We've always thought the vast majority of people in town don't know about the problem, and we're trying to educate them," said science teacher and PWTA building representative Mr. Jim Jones.

Mr. Jones and the other Schreiber building representatives for the PWTA, special education teacher Ms. Laura Brazicki, science department chair Mr. Phil Crivelli, health teacher Ms. Meghan Harding, Mr. Jones, science teacher Ms. Andrea O'Brien, orchestra teacher Mr. Tony Pinelli, math teacher Ms. Valerie Siener, and math teacher Ms. Lisa Tecusan planned the picketing as a response to the fact that teachers still do not have contracts.

"The protest is effective in that it puts in front of the community in a physical sense the issue that teachers haven't received a contract yet," said band teacher Mr. Mark Brenner. "It's been ongoing but now it is an issue that exists. It is not hidden, it's real. It's been more than six months without contracts."

Contracts are supposed to be settled before the school year begins, although this year almost no progress has been made even as the first semester is nearing its end. The fact that the district has no binding arbitration, or mandatory negotiation talks, makes it even more difficult for the two sides to come together and work out their major issues.

Teachers are even more frustrated with the fact that this is the third consecutive negotiation period during which contracts were not settled before the start of the school year.

"It's unprofessional and it's unfair," said Mr. Jones.

Currently, negotiations are basically at a standstill, with teacher salaries and benefits continuing to be the major issues of concern for both the PWTA and the Board of Education, with whom negotiations are taking place.

Teachers continue to stress that although the district is undergoing financial stresses, teachers are not at fault, and therefore teacher contracts

should be considered separately from the contingency budget. Many teachers are already feeling burdened by the fact that the district is running on a contingency budget, as department budgets for supplies have been cut dramatically.

"We're trying to keep the animosity level low, which is tough," said Mr. Jones.

The PWTA received mostly positive responses its picketing from community members who felt that the teachers should be receiving a fair salary since the level of education in the district is so high. They also expressed their feelings that contracts and fair salaries would continue to attract good teachers to the district.

One woman contacted the PWTA with fears that teachers had created signs for the picketing during class time, but she was assured that no such thing occurred.

Indeed, the PWTA has stressed retaining teacher professionalism throughout the contract negotiation process. All teachers were back in the building before the start of classes, and teachers have not allowed the negotiations to interfere with their teaching methods or extra help policies.

Furthermore, as a courtesy, the PWTA building representatives informed Mr. Lewis approximately two weeks beforehand that the picketing would be taking place.

The date was pushed back several times before one was finally set, because the PWTA had been hopeful that an agreement would be reached before the winter break. When no such agreement was reached, the PWTA continued with its plans to picket.

On the part of the administration, Principal Mr. Jay Lewis did not receive any commentary regarding the picketing either by phone or in person from community members.

Schreiber teachers do not plan to end their efforts until contracts have been agreed upon and finalized. They intend on having similar picketing events with different teachers at various locations in town in upcoming weeks. Some plans floated in union meetings include expanding the picketing to locations outside of prominent local real estate offices, according to several teachers at the protest.

Members of the PWTA are also considering expressing their views in ads in local newspapers, and in other public forums.

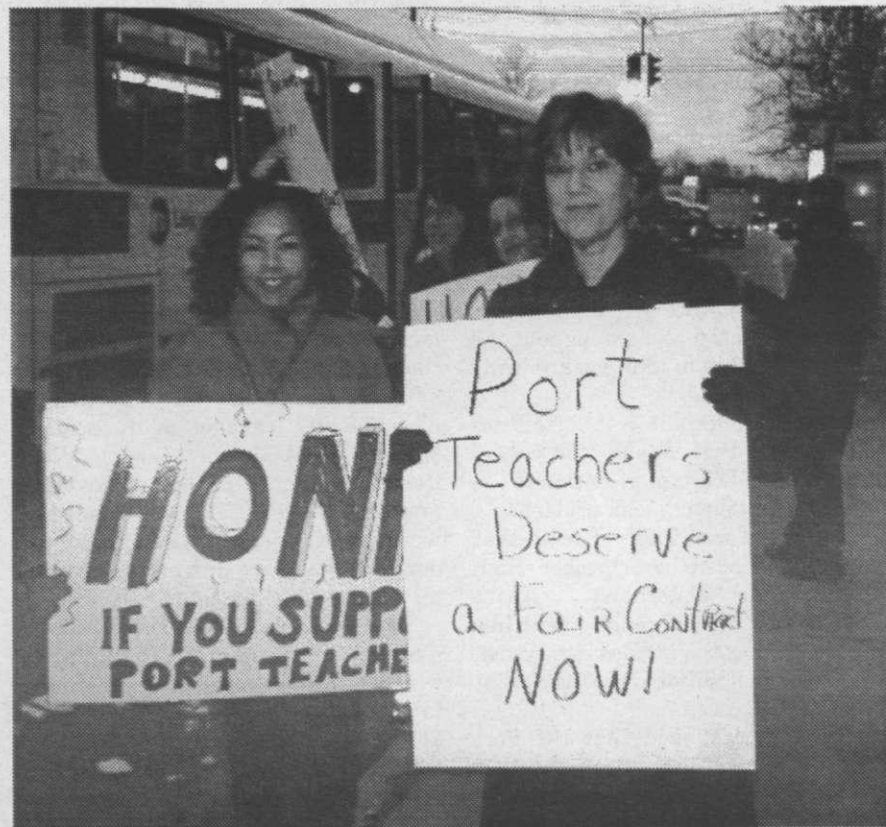
"It's a risk," said Mr. Jones, "but it's worth the risk because we're tired."

Despite the teacher discontent, striking can almost definitely be ruled out as a form of teacher protest.

"We would never strike," said Ms. Ortiz. "Not only would it be a disadvantage for the students, but we lose two days pay for everyday we strike."

Teachers at the protest agreed that it was important to be optimistic, and to continue movements to fight for teacher contracts.

"I don't know that one morning is that effective, but the community and board members need to know," said math teacher Ms. Geri Ganzekauer. "We need to act more



For the first time in thirty-one years, teachers from Schreiber and Weber picketed on Port Washington Boulevard in protest of the lagging teacher contract negotiations. They hoped to increase community awareness of the teacher contract issue.

than one morning and get more parents on board."

"It is true that one morning may not

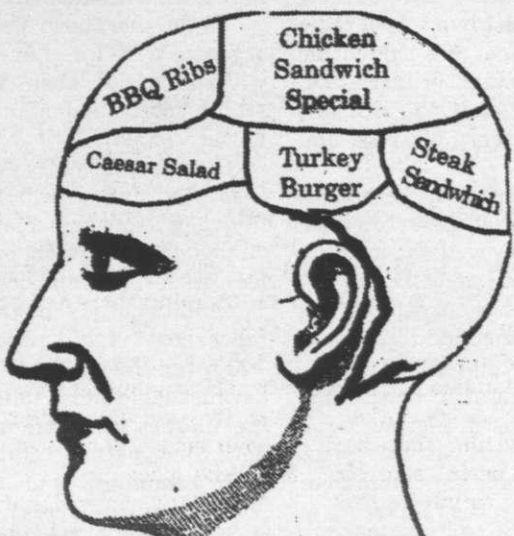
achieve everything," added Ms. Brock, "but we have to be optimistic."

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# School roofs are inundated with leaks

## Budget constraints delay roof repairs throughout district

BY Mike Lau  
Assistant News Editor

Over the past several years, Schreiber roofs have been deteriorating, causing increasingly serious leakage problems.

The contingency budget has foiled previous attempts to finance necessary roof repairs, and as a result, the students and staff of Schreiber have noticed garbage pails in the middle of the hallway to catch water from the leaks. The leaks are in the roof throughout the school, with many in the science wing and the rear stairwell.

Mr. Eric Vonderhorst, the facilities director for the Port Washington School District, has paid careful attention to the continuing and growing leak problem.

"There are a multitude of roofs that need to be replaced in Schreiber High School," said Mr. Vonderhorst. "About \$400,000 worth of roof replacement has been done during the bond construction, but there is still additional roof work that needs to be addressed."

Mr. Vonderhorst said that the Port Washington school district put together a roof bond, which was presented to the community but later rejected.

"Roofing is very expensive, and it is very hard to get enough money for repairs," said Mr. Vonderhorst.

Just recently, the roof over the math department was redone, but it is only one of the many with leaking problems. One of the most detrimental leaks is in the new library, and can be attributed to faulty construction. It is currently being addressed, but other prominent leaks are on the third floor near the mock court room and social studies resource room, as well as in the auditorium and student commons continue to be left unaddressed.

"These are just a few locations in the

school where there are leaks. This problem is quite large, and it needs to be addressed as soon as possible," said Mr. Vonderhorst.

The school district has a roof repair company through a BOCES contract.

"As soon as we identify a leak, we call in the repair company, chase the leaks, and do minor repairs," said Mr. Vonderhorst.

The school custodians clean up the messes that the leaks cause, and work together with the maintenance department to change tiles on the roofs.

"Our custodians have been very alert for any leakages in the school," said Principal Mr. Jay Lewis. "Since there is a higher chance of having a lawsuit if the leaks are not attended to, we must be very careful and make sure our custodians are diligent in cleaning up the messes right away."

Many may wonder why the school's roof is not replaced immediately, which is a question that comes down to priorities. The Board of Education, and the district superintendent and administration are all very aware of the need to replace old and deteriorated roofs, but Schreiber is on the "to-do" list along with Manorhaven, which has the worst roof, followed by Sousa and Weber.

"In the meantime, we just have to do minor fixes until we have the financial ability to fix the whole roof," said Mr. Vonderhorst. "The problems will eventually have to be addressed, but for now, all we can do is monitor the roofs and watch for health issues, such as mold and structural problems."

It is unclear when major repairs will be possible. This year's contingency budget has a state-mandated prohibition on capital spending. A capital budget is currently being put

together, but a final decision on dollars and priorities has not yet been made.

There are so many other issues in the school, such as repairing plumbing, windows, doors, and storm drains in parking lots, that adding millions of dollars to the budget in the current financial condition in Nassau County is going to be very difficult.

"Many of the leaks that occurred in our school have been in portions of the roof that are not part of the warranty," said Mr. Lewis. "Any repair that is not part of the warranty we must pay for, and so, we are trying to finance the fixes with a capital budget. Since Schreiber's roof is in relatively good condition compared with other schools in the district, we are not high on the priority list and will have to wait until there is enough money to pay for the leakage problems. Since there is not a lot of money in our capital reserve, it has been hard to keep up with the roofs in the district."

There have been few complaints from Schreiber staff regarding the leaks. In fact, many have been helpful in pointing them out so that the problems they cause can be addressed in a timely fashion.

"I commend the staff for what they have put up with and the fact that they notify us where there are leaks so that way we can stay ahead of it," said Mr. Vonderhorst.

If the leakage problems are not addressed, mold, which is fed by moisture, can build up, and the ceiling tiles will get stained. Mold can also be toxic and cause health problems.

Also, if the problem persists, the roof and subroof can become saturated, which will result in more damage. Ultimately, this will drive up the price of a major roof repair in the future.

# \$600 raised for landmine victims

BY Sidny Ginsberg  
Staff Writer

Schreiber's Campus Action club decided to work to decrease the number of landmine victims, raising \$600 for the Adopt-a-Minefield charity on Jan. 12.

The Night of a Thousand Dinners, the fundraiser that was held for the charity, occurred in Schreiber, as well as in various locations all over America, Europe and Canada. The fundraiser is held annually to alert people around the globe about the current landmine crisis.

"Schreiber has hosted Night of A Thousand Dinners in past years, but it never caught on," said senior Brian Tashman, one of the co-presidents of Campus Action. "This is the second year in a row we've done it, and we're trying to make it an annual tradition here at school."

There was a smaller turnout than last year, and less money was raised. However, the fewer people contributed to a more intimate atmosphere, and all four of Campus Action's co-founders were available to answer any questions the students might have about the cause.

"Because it was smaller than last year, there was a greater focus on the actual cause," said senior Melissa DeSiervo, one of the club's co-presidents.

The Adopt-a-Minefield charity was founded by United Nations Association of the USA to remove landmines and give medical treatment to their victims.

Landmines are often dropped in a country during "a time of civil strife," and often forgotten about after it ends. At the dinner, each table had a printed copy of the story of someone who had been affected or injured by landmines.

The sufferers ranged from children to adults, and a victim from each continent was shown, alerting the guests that landmines can be found in any part of the world. Twenty or thirty years after a war ends, landmines still harm innocent people.

Most of the landmine victims are children who stumble upon them while playing with friends and end up dying or being critically injured.

"I had never really heard about the global issue of landmines before, and I'm really glad this event was held," said sophomore Grace Falconer. "By attending and donating money, I now feel like I played a role in saving the lives of people who would otherwise be killed by a landmine."

Local restaurants donated food for the cause, and it was an all-you-can-eat buffet for those who paid the five dollar entrance fee.

For entertainment, student musicians seniors John Krauss, Katie Leon, and sophomore Tim Sherman performed. There was also a raffle and an auction, in which freshman David Becker was "sold" for ten dollars.

"Raising money to help these people is really important," said Tashman. "It's great that our school and the community came together for such a worthwhile cause. Hopefully more people now know about the global landmine crisis."

# Mr. Klaff hosts new radio station "WDOT"

BY Damian Bidikov  
Staff Writer

Notably missing from the school's repertoire of outlets for information, entertainment, and creativity is a radio station. But soon, a center of broadcasting at Schreiber will become a reality.

Social studies teacher Mr. Jeremy Klaff expressed interest in a school radio station three years ago, and shared his idea with then assistant principal Dr. Rita Albert. Unfortunately, the idea was constricted by an absence of space and money.

The most significant cost for such a venture is the equipment and setup of an antenna and wiring, as well as recording accessories, tape decks, and CD players. Additional costs include streaming the station over the internet, and the annual cost for access to copyrighted music.

Despite these initial constrictions, Dr. Albert was proposed a grant for a school broadcasting station last year. Donors Dot and Ed Slade gave more than \$10,000 each to support the radio station, and Mr. Klaff organized the purchasing of necessary supplies. The station will become active as "WDOT."

Though not FCC regulated, the station will air on an AM frequency and

will be accessible on a website. Legal constraints only allow broadcasting in a half-mile radius from the antenna, so primary access to the station will be via internet. Additionally, the station will be accessible inside Schreiber directly via the wiring system.

Mr. Klaff began supervising a club for the station in September of this year, which has been actively preparing for the station's launch.

In the short term Mr. Klaff hopes to organize WDOT as a free-forum station with discussion about topics such as school sports and affairs, as well as music.

Over several years, Mr. Klaff hopes that the station will be "on" more frequently and will feature programs on topics ranging from public affairs, to local issues, to professional sports.

Additionally, the station will offer talk shows and call-in shows, and will even have its own podcast (a downloadable subscription to a feed on the internet, which allows users to save data from the radio station directly to their computers and transfer it to portable music players as frequently as the podcast is updated).

Mr. Klaff has also submitted a detailed curriculum for two radio station elective classes, which (depending on overview and enrollment) will be

offered in the 2006-07 school year. These classes, titled Radio I (Fundamentals) and Radio II (Advanced) will give students a chance to learn about the technology and marketing involved in setting up, running, and maintaining a radio station.

Mr. Klaff describes the classes as very "hands on," which should attract students who are eager to play a part in running the radio station.

Any students interested in involvement with the station should attend the club meetings. Students hoping to obtain a slot in any type of program on the station should note that they stand a better chance the earlier they become involved.

Novices should not be discouraged: those who come while openings exist will have a chance at apprenticeship with a station DJ, and will then be allowed a timeslot once they gain practice and experience.

More than just a center of entertainment, the introduction of Schreiber's broadcasting program is a sort of beacon for students who are passionate about almost any facet of the broadcasting business. From the occasional listener to the devoted DJ, WDOT hopes to offer something for every Schreiber student.



# 2006 MIDTERM SCHEDULE

ROOM #: EXAM: TEACHER:

## TUESDAY JANUARY 24, 2006

### 8:15 AM

8	Global History Regents	-----
201	RCT Writing	-----
B-11	AP English	Pellett
B-12	AP English	Pellett
B-13	AP English	Schulman
B-14	AP English	Schulman
B-15	AP English Qualifying	-----
B-16	AP English Qualifying	-----
B-17	AP English Qualifying	-----
B-18	AP English Qualifying	-----
B-19	AP English Qualifying	-----
A-1	Math A 23	DiVenuto
A-2	Math A 23	DiVenuto
A-3	Math A 23	Martinez
A-4	Math A 23	Martinez
A-5	Math A 23	Pomann
A-6	Math A 23	Pomann
A-7	Math A 23	Bozzone
A-8	Math A 23	Bozzone
A-9	Math A 23	Shannon
A-10	Math A 23	Shannon
23	Math 1 A+	Pichkur
21	Math A 23+	Reynolds
19	Math A 23+	Reynolds
18	Math A 23+	Carstens
B-20	Math A 23+	Lederer
15	Math A 23+	Pomann
2	Math 10 H	Tedesco
4	Math 10 H	Tecusan
11	Math 10 H	Carstens

### 12:15 PM

118	Regents English Part 1	-----
120	Regents English Part 1	-----
6	Regents English Part 1	-----
	RCT Math	-----
140	AP Government	Begun
B-14	AP Euro Qualifying Exam	-----
B-11	AP Euro Qualifying Exam	-----
B-12	AP Euro Qualifying Exam	-----
B-13	AP Euro Qualifying Exam	-----
221	Economic Proficiency	-----
219	Economic Proficiency	-----
217	Economic Proficiency	-----
215	Economic Proficiency	-----
B-18	AP US History	-----
B-15	AP US History	-----
B-16	AP US History	-----
B-17	AP US History	-----

## WEDNESDAY JANUARY 25, 2006

### 8:15 AM

10	Regents Earth Science	-----
201	RCT US History	-----
42	Biology	Brandt Sec. 17
40	Biology	Brandt Sec. 18
21	Biology	Brandt Sec. 20
19	Biology	Jones Sec. 15
18	Biology	Jones Sec. 16
17	Biology	O'Brien Sec. 13
15	Biology	O'Brien Sec. 14

ROOM #: EXAM: TEACHER:

A-1	Biology	Apicos Sec. 19
A-2	Biology	Apicos Sec. 21
A-3	Biology	Apicos Sec. 22
A-4	Biology	Apicos Sec. 23
A-5	Biology	Crivelli Sec. 24
A-6	Biology	Travis (FLC)
A-7	Biology	Gallego (Alt)
A-8	Biology H	Jones Sec. 7
A-9	Biology H	Crivelli Sec. 10
A-10	Biology H	Ezratty Sec. 6
11	Biology H	Serfaty Sec. 8
8	Biology H	Serfaty Sec. 9

### 9:00 AM

B-11	Physics	O'Brien Sec. 9
B-12	Physics	O'Brien Sec. 10
B-13	Physics	Fish Sec. 6
B-14	Physics	Fish Sec. 7
B-15	Physics	Fish Sec. 8
B-16	Chemistry	Case Sec. 14
B-17	Chemistry	Michel Sec. 10
B-18	Chemistry	Michel Sec. 11
B-19	Chemistry	Grasso-Krebs Sec. 9
119	Chemistry	Grasso-Krebs Sec. 13
118	Chemistry	Grasso-Krebs Sec. 12
120	Chemistry	Nelson Sec. 15
122	Chemistry	Nelson Sec. 16
127	Chemistry	Nelson Sec. 17
129	Chem. Regents Option	Grasso-Krebs

### 12:15 PM

118	Regents Eng. Part 2	-----
120	Regents Eng. Part 2	-----
6	Regents Eng. Part 2	-----
	RCT Science	-----
23	AP Biology	Ezratty
21	AP Biology	Ezratty
19	AP Chemistry	Michel
18	AP Physics C	Johnson
17	Physics B	Johnson
15	Physics H	Johnson Sec. 5
A-1	Physics H	Johnson Sec. 4
A-2	Physics H	Fish Sec. 6
A-3	Chemistry H	Michel
A-4	Chemistry H	Case
A-5	Chemistry H	Nelson

## THURSDAY JANUARY 26, 2006

### 8:15 AM

8	Regents US History	-----
201	RCT Reading	-----

### 9:00 AM

15	Math B12	Tedesco
17	Math B12	Tedesco
18	Math B12	Martinez
19	Math B12	Martinez
21	Math B12	Bozzone
23	Math B12	Bozzone
A-1	Math 11-H	Tecusan
A-2	Math 11-H	Reynolds
A-6	Pre-Calculus	Siener
A-7	Pre-Calculus	Siener
A-8	Pre-Calculus	Ganzekaufer

ROOM #: EXAM: TEACHER:

A-9	Pre-Calculus	Ganzekaufer
A-10	Pre-Calculus H	Shannon
B-11	Pre-Calculus H	Siener
B-12	AP Calculus AB	Pichkur
B-13	AP Calculus AB	Pichkur
B-14	AP Calculus AB	Lesser
B-15	AP Calculus BC	Ganzekaufer
B-16	AP Calculus BC	Shannon
B-17	AP Statistics	Martinez
B-18	AP Comp. Sci.	DiVenuto

### 11:30 AM

Atrium	AP Photo	-----
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### 12:15 PM

A-1	Math A Regents	Tecusan
A-2	Math A Regents	Tecusan
A-3	Math A Regents	Reynolds
A-4	Math A Regents	Lederer
A-5	Math A Regents	Bozzone
A-6	Math A Regents	Tedesco
A-7	Math A Regents	Tedesco
130	Physics Regents	-----
	Chem. Regents	-----

### 1:00 PM

B-11	Math 3B	DiVenuto
B-12	Math 3B	DiVenuto
B-13	Math 3B	Gallagher
B-14	Math 3B	Gallagher
B-15	Math 3B	Lederer
B-16	Math 3B	Lederer
B-17	Math 3B	Verity
B-18	Math 3B	Siener
B-19	Math 3B	Siener
23	Math 3B Part 1	Verity
21	Math 3B Part 1	Verity
19	Math 3B Part 1	Shannon
18	Math 3B Part 1	Ganzekaufer
17	Math 3B Part 1	Ganzekaufer
15	Math 3B Part 1	Pomann
11	Math 3B Part 2	Carstens
215	Social Science Qual.	-----

## FRIDAY JANUARY 27, 2006

### 8:15 AM

17	Living Envir. Reg.	-----
15	Math B Regents	-----
	RCT Global	-----

### 8:30 AM

B-11	Earth Science	Paradis Sec. 12
B-12	Earth Science	Paradis Sec. 13
B-13	Earth Science	Paradis Sec. 14
B-14	Earth Science	Paradis Sec. 15
B-15	Earth Science	Travis Sec. 16
B-16	Earth Science	Travis Sec. 17
B-17	Earth Science	Travis Sec. 18
B-18	Earth Science	Meyer Sec. 9
B-19	Earth Science	Meyer Sec. 10
119	Earth Science	Meyer Sec. 11

### 10:00 AM

A-2	Math Research Qualifying	-----
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### 11:00 AM

140	Make-up Exams	-----
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## Point

## Counterpoint

## Should the military actively recruit high school students?

BY Stephen Nash  
Staff Writer

As the war in Iraq continues, the military's policies are becoming a very controversial topic. As with every wartime and military philosophy, the recruiting methods of the United States military have been a subject of intense debate. The United States military can legally attempt to recruit anyone who has reached the age of eighteen.

If someone under the age of eighteen is interested in joining the military, a parent must sign a waiver. However, the ethical question raised is whether or not the military should recruit high school seniors at all.

When the U.S. Army tries to recruit an individual, it is not trying to give them a one-way ticket into war, but rather an opportunity. If someone decides to join the military, he or she receives benefits such as a free college education.

This benefit alone provides motivation for anyone to join the military. Seniors in high schools all over America are looking at colleges and deciding where they would like to apply and ultimately attend. But the fact of the matter is that paying for a college education is a tremendous financial burden.

However, if a senior joins the military, he or she is offered a free college education and the only thing he or she has to give in return is service to his or her country. When the U.S. Army recruits high school seniors, they are giving them a chance to pursue an education that they would not be able to afford otherwise.

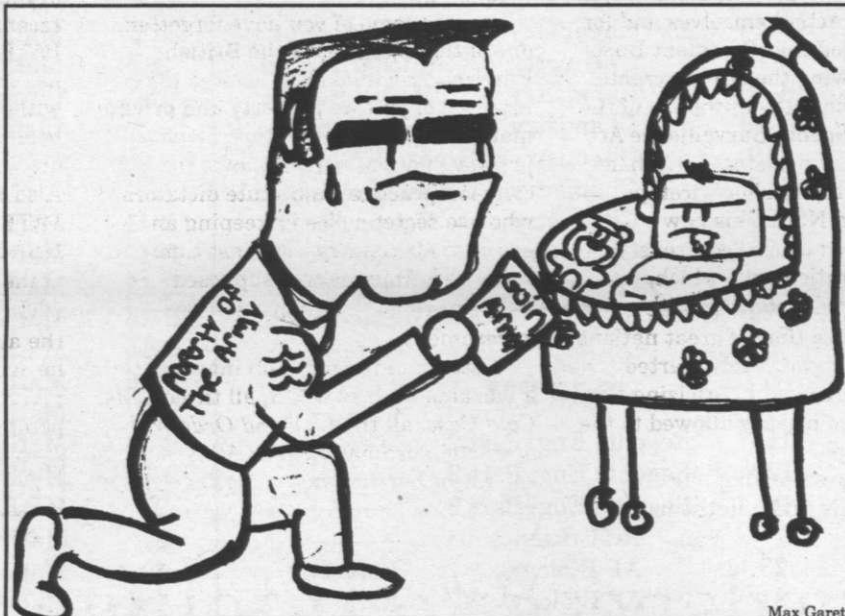
Opponents of Army recruiting methods claim that eighteen year old kids "don't know" what they are getting in to when they sign up. However, since when should ignorance be an excuse? If people are recruited for the military and agree to join they should know what they are getting into.

I am sure that they understand the excellent benefits such as a college education, so why shouldn't they understand the risks as well? When someone turns eighteen he or she is entitled to certain important American rights; such as the right to vote. If eighteen-year-olds can vote and have the power to choose the next President, shouldn't they be able to understand the risks that come with joining the military?

Another argument against high school recruiting is that the recruiters mostly visit poor or lower middle-class communities to find applicants. For this reason, it usually turns out that poor citizens are fighting the rich man's war.

However, by giving less fortunate citizens the benefits of military enrollment (such as a college education) the Army levels the playing field. By giving the eighteen-year-old who could not afford a college education a chance at higher education, the military is giving him an opportunity to succeed later in life.

In fact, the only way one could fix the true social class problems in this country is to give people in the lower financial classes opportunities. If you were to restrict recruiting officers from visiting poorer or lower middle-class high schools, you would be taking away an opportunity for higher education



Max Garrett

from people who would benefit from it.

The United States Army is not brutal in signing up young men and women. It simply makes them an offer, which in effect gives most people an opportunity to do something that they previously were not able to do. The obvious benefits, a college education along with other advantages, of military recruitment in high schools far outweigh the negatives.

BY Gulus Emre  
Opinions Editor

"I mean, where else can you get paid to jump out of airplanes, shoot cool guns, blow stuff up, and travel seeing all kinds of different countries?"

In a recent interview with PBS, a military recruitment officer uttered these words as justification for trying to recruit high school students into the military. However, with the death toll in Iraq significantly over 2,000—and the average casualty's age being twenty-seven—I have reservations as to whether or not toting "cool guns" or having the opportunity to "blow stuff up" is going to keep a young soldier alive. By duping high school seniors into believing that serving in the military is something one can partake in lightly, recruiters are unfairly convincing students to join the armed forces.

Many people would argue that at the age of eighteen, the age of the average high school senior, one can make the decision for him or herself to join the military. Sure, you have more rights than you did when you were younger—you can vote, drive, and are considered a legal adult. But that doesn't mean that you can understand the horrors of war. For the most part, an eighteen year old is not an adult yet; he hasn't yet had a chance to experience the "real world" out of high school. It is wrong for recruiters to take advantage of that naiveté and try to coerce seniors into joining the military.

Another argument one could make for military recruiting is that many of the jobs in the military do not involve actual combat. This point falls by the wayside when you think logically about the number of casualties in Iraq—since the casualties are mounting, the army obviously needs more combat troops on the ground, so there is a definite chance that when you enlist in the army you can be sent off to a war zone.

A major problem with military recruitment in high schools is where they go to get people to sign up. The military targets less affluent areas, in hopes of finding students who do not have the means to pay for college themselves, and will find the offers of college tuition assistance as an opportunity to get a higher education.

As I said before, it's great to have someone else pay your way through college, but not at the expense of your own health and safety. When the military takes advantage of less financially fortunate students, it is exploiting the youth of America who have limited options, and then putting them in harm's way.

In 2005, the National Priorities Project collected data recording the number of Army recruits by income range, yielding troubling results. They found out that the most army recruits came from low to middle income households, and the least came from the high income households. Basically, in homes where the average income was \$20,000-\$54,999, there was either a high representation or an overrepresentation of recruits. The higher income households, on the other hand, are underrepresented.

The manner in which the military attempts to recruit students is also appalling. In Rochester, NY, representatives from the military were asked to set up their table in a different place that could be more easily monitored, after students reported that the recruiters were harassing them. Representatives of the school also claimed that the recruiters were pushy when they attempted to get student information for recruitment purposes.

The Rochester Democrat & Chronicle newspaper printed this statement from the Fairport Superintendent William Cala: "Fairport has always been military-friendly and given them an opportunity to address the kids. I think the concern over making quotas has made some recruiters awfully aggressive."

With enlistment at an all time low, it makes sense that the military would become more desperate to use any means possible to recruit future soldiers. But that doesn't justify the actions that the military has been taking, such as waiving age limits, lowering the education requirements, or using aggressive tactics to try to persuade students to join the military.

## Schreiber Speaks

"The military should not actively recruit because high school students have not had enough experiences or the maturity to make such a life altering decision."

-Dan Ehrlich, freshman

"The military is just giving an easy out option for students. Students should really wait to see all that life has to offer before making such a life altering decision."

-Avi Blum, sophomore

"Most high school seniors are seventeen, can't vote, buy a beer, or a pack of cigarettes in the eyes of the government. How can they be viewed as eligible soldiers?"

-Lisa Schechner, junior

"Eighteen years old is way too young to be expected to go out and kill people when they can't even get a drink in a bar."

-Elizabeth Brot, senior



# Is the US PATRIOT Act a violation of our civil liberties?

BY Melanie Fried

Contributing Writer

Let's say you are talking on the phone to your friend about your plans for the weekend and all of a sudden, your parent picks up the phone. He or She quickly interrupts after hearing just a few seconds of the conversation and tells you to get off the phone. Immediately you feel embarrassed, mad at your parent and overall humiliated about your parent scolding you in front of your friends.

Now let's say you are plotting to steal the SAT from the College Board, as was the case in a 2003 movie, *The Perfect Score*. You and your hired squad of burglars have a copy of the headquarters and are planning the ultimate heist. This time, your parent doesn't pick up, but the president of the College Board, Gaston Caperton picks up, but does not say a word and you don't notice. The next day in school you are arrested and arraigned for the attempted robbery of the SATs. You find out that Caperton had been listening in on the conversation without a court order "for the good of the country" as a College Board representative puts it. Illegal, right? Not according to the greatly loved President of this wonderful country George W. Bush and the National Security Agency (NSA).

Recently, top members of the NSA have used the PATRIOT Act to justify tapping into the phone conversations and emails of suspected terrorists. The words US PATRIOT in the title of the PATRIOT Act stand for Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism. The original purpose of the PATRIOT Act was to give the government an easier time

in defending this country against al Qaeda members who were either being contacted from America, or who were stationed in America. The PATRIOT Act was passed extremely quickly by both houses in the wake of September 11<sup>th</sup> because many senators and congressmen wanted to keep America safe from another attack.

But what those congressmen and senators do not realize is that no one man should have this power, even if he is the President and often referred to as the "most powerful man on earth". In the case of 9/11, there was adequate evidence to foretell an attack on America. Now, with National Security levels at an all time high, if the government has enough proof to suspect someone of threatening America, by all means, get a warrant!

Recently the PATRIOT Act, which contains 108 total "acts", has been put up for an extension to make fourteen of the acts permanent and two more of the acts lawful until 2009. The buzz around the extension of these acts has caused many investigators to look closely at the Acts themselves and for it to be revealed that President Bush has been allowing the NSA to create wire taps without the authority of the Foreign Intelligence Surveillance Act (FISA) Court, which since 1978 has been giving warrants for wiretaps to the FBI and NSA. This new information has caused controversy in the Democratic Party, which, after passing the Act along with the Republicans at a time of great national unity, almost immediately started attacking the Acts and criticizing the lack of common privacy allowed to the American people.

Overall, the steps that our government has taken in the past

few years to beef up national security have been good, but now they can be seen as somewhat overreaching and invasive. Most people wouldn't want

*"But what those congressmen and senators do not realize is that no one man should have this power, even if he is the President and often referred to as the 'most powerful man on earth.'"*

anyone to see what they are writing on emails or hear what they are saying on their telephones. Without a court warrant granting access to such communications, it is unfair and unjust to listen in.

In case some of you have forgotten, one of the injustices of the British Empire in colonial America was the invasion of private property and private matters. The new wire taps invade privacy in a manner similar to the common practice of absolute dictators who use secret police in keeping an eye on their country. The last time I checked, America was supposed to be fighting against that form of government.

Usually in the common investigative TV drama such as *NCIS*, all three *CSIs*, *Cold Case*, all the *Law and Orders* or spy action dramas such as *Alias*, one of the major barriers in completing a case is receiving a court ordered warrant

to search a house, or tap a wire. This should be held true in real life too. It seems that the power of the executive branch, which we all learned is checked by the legislative and judiciary branches of our government, is failing to do just that.

And in light of all the recent political scandals, who can say if this invasive right the President is asking for will be used just to spy on possible terrorists and Al Qaeda members. Who can say if it won't be used to spy on the Democratic Party, or on private citizens?

Now, many would say that in fact the PATRIOT Acts are absolutely necessary and without them we may someday suffer an even greater attack than the one on 9/11. And even more would point out that two of the nineteen members of the team that hijacked those four planes were communicating to al Qaeda, and if the current guidelines had been in place, would have been caught. According to CNN, Dick Cheney, the Vice President of the United States, when questioned recently about the renewal of the PATRIOT Acts, said, "...our nation has gone four years and four months without another 9/11....America has been protected not by luck but by sensible policy decisions" (CNN.com). Also cited in the argument for the PATRIOT Acts and for allowing the NSA to wiretap without a warrant is the Constitution's second article which gives the Commander in Chief the authority to protect the nation as he sees fit, which many backers of the PATRIOT Act and defenders of Bush point out.

Continued on page 11

# Good luck and godspeed to Intelligent Design

BY Daniel Stewart

Staff Writer

This past New Year's I made a resolution to stop criticizing Intelligent Design. Looking back on 2005, ID advocates presented quite an annoyance.

Then, apparently out of nowhere, this pseudo-scientific theory invaded politics, clogging up space in the already sidetracked media. Why, in God's name (literally), did they have to do this? Creationism was banished to the pews more than a century ago. And, stop telling us that Intelligent Design isn't creationism; nobody is buying it. Evolution has gaps; well, so does virtually every other area of science! We have questions, so we conduct research to find the answers.

Then the worst arrived. In response to the new Intelligent Design movement came whining and screaming from Liberals. More Liberals than I ever imagined existing wrote articles, books, documentaries, and speeches explaining how terrible Intelligent Design was.

As a result of this complaining, the Intelligent Design movement grew! If someone punches you and you punch back, a fight will probably break out. On the other hand, if you stand still, a fight can never begin. The anti-ID

movement only brought validity to Intelligent Design by bringing it to the forefront of political debate; it punched back and started a fight.

Furthermore, a large portion of the pro-ID argument was contingent

*"The problem is, evolution isn't perfect. As ID advocates have been so keen to point out, there are a number of gaps in the theory of evolution."*

upon there being controversy between ID and evolution. Controversy can never be one-sided, so had the Liberals held tight and waited for the courts to handle the problem, the ID movement would never have grown to the scale it has.

Anyway, as anti-ID activists argued, teaching Intelligent Design in the science classroom is clearly a violation of the First Amendment – the movement began when the word "creationism" was substituted for "intelligent design" in a textbook. For

that reason, a massive wave of Liberal criticism was completely unnecessary.

Then Intelligent Design began to lose ground. First, powerful national education organizations forced Kansas' hand, and soon after Pennsylvania courts ruled that presenting ID in science classrooms was in violation of the establishment clause.

The entire ID movement was falling apart and Liberals continued attacking it! Anti-ID editorials unnecessarily clog up media space to this day. They already did enough damage by feeding the ID movement, and now they are just wasting everyone's time.

For all of you ardent anti-ID activists, why not look at the bright side? If you open your eyes and take off your biased lenses, you might realize all the good that ID has done.

Scientific research is conducted in order to find highly demanded answers. Since evolution has gained standing in the scientific community, it has been accepted as gospel and not challenged, like Newton's law of gravitation. Scientists constantly use evolution in a matter-of-fact manner, assuming that it is valid.

The problem is, evolution isn't perfect. As ID advocates have been so keen to point out, there are a number of gaps in the theory of evolution.

However, because little has challenged evolution, there has been no incentive to conduct research to further verify it and to fill in these gaps – up until recently.

Intelligent Design has posed a threat to evolution and scientists' only weapon for defense is research. Since Intelligent Design has become a hot topic, increasing amounts of research have been conducted to verify the foundation of evolution. Now, the gaps in the theory of evolution are being filled in every day as a result of this newfound conflict.

Those of you who are determined to continue beating Intelligent Design to a pulp, please take this to heart. Everyone is tired of hearing your anti-ID ranting, so hopefully you can feel content seeing that Intelligent Design has already been beneficial to science. Just let the issue die already, and focus on something more important, like learning how to win an election.

If you would like to respond to this or any other article in the newspaper, email your letter to [schreiber.times@gmail.com](mailto:schreiber.times@gmail.com)



## Is the PWPL losing its charm?

BY David Becker  
Staff Writer

The Port Washington Public Library holds a lot of intimate memories for Jane, whose name has been changed for her protection. Her memories include guiding elderly ladies to the J. D. Robb collection in the library, leading tots towards the *Clifford* books and dropping her filing work to help an art history major. If you have been to the library recently, you might have met someone like Jane. She may be in the reference room stamping and filing this very issue of *The Schreiber Times* that you hold in your hands.

But Jane has other kinds of experiences at the library, one in which she can guess the name of the librarian who's holding up the line with the hot new novel by Dan Brown. One in which she can spot the staffer who snatched the fourth season of *Six Feet Under*, a popular HBO television show. Library fact: you can request videos and DVDs, but you better place your order the second you find out that the movie is out of theatres.

Please don't misunderstand; there are plenty of lovely staff members who show genuine glee when they find a copy of *Frau in der Mittlealterlichei nschadt*. When you say "I enjoyed *Bergdorf Blondes*" they hand you a list with ten authors you might like. When you're looking for a film you absolutely swear was Francis Ford Coppola's second, they find it, even though it was his fourteenth. Some are so excited about their jobs that I feel their voices should be used in Disney films.

Indeed, much of my frustration with the Port Washington Public Library is its loss of charm. When we were little, we were introduced to Franklin the turtle, Arthur the aardvark, and Harriet the Spy. We were persuaded by our superiors that the library was a magical place to be. What has changed? What has stopped us from using our library to its fullest? Probably because we are not able to use it to its fullest.

Library fact: those nifty study rooms in the top of the building are only for college students. You'll have

to resort to the reference rooms with people who hum to their iPods loudly.

There is also the struggle I have when it comes to finding and taking out resources. I understand that there must be some inaccessibility with material. I also understand why the library staff members didn't accept my acquaintance with Lisa Qiu as identification. But what is the rationale behind not letting the current issue of a magazine be checked out? Reference materials are also unavailable for checkout. Whose book is it really: the tax payers' book or the reference room's book? The library has become too territorial with public property.

Students can also find it irritating to find that the library is closed at inopportune times. They take off for Mother's Day, Father's Day and Independence Day. They also take off all of the Memorial Day and Labor Day weekends, and every Sunday in July and August.

Weekday library hours are from nine to nine and eleven to nine on Wednesdays, which is still quite accessible, if you can afford to spend time there during the week. Yet, the library has shortened hours on Martin Luther King's Birthday, President's Day, Columbus Day, and Thanksgiving's Eve when the library is only open from 1 to 5 pm. Students need to go to the library at the very times it takes off for vacation.

I would like to think that the library has not forgotten about that little kid who used to charge up his library card like Daddy's Platinum American Express. However, the whole tone of the place suggests that they are doing us a favor. While I don't doubt it, I would like to politely ask for more.

To quote Augustine Birrell's *Gossip in a Library*, "It can never be wrong to give pleasure." Pleasure means taking home September *Cosmopolitan* in September, *The Thousand Most Influential Women in Renaissance Art* and *Mr. and Mrs. Smith* on VHS in the next two weeks. Maybe high school students can even be allowed to spend two hours in the upstairs reference room.

Jane looks at me with pure ambition. She seems up to the challenge of meeting those needs.

## Voice of the People

Should we have a nine period schedule at Schreiber?



"A nine period day would make us like Weber. We'd have more homework and less time to do it both during school and outside it. Instead of having two days to do an assignment, everything would be due the next day, making the school situation a lot more stressful. Students wouldn't be able to relax at all outside of school."

- Nina Zorfass, sophomore

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"The teachers as well as the students deserve a break during the school day. If we change from block scheduling to nine periods, we won't have any off periods, and neither will they!"

- Matt Weintraub, sophomore



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"As a senior, I feel like having only six periods a day helps with my time management. I will be better prepared for college because I had six period block scheduling throughout all of my four years here."

-Arielle Buss, senior



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"I personally would not like to have a schedule change next year because class time would be too short and we wouldn't be able to learn as much in class. It would hurt both teachers and students, because less time in the classroom would mean the teachers would have to try harder to get more done each period."

- Juliet Dachowitz, freshman



## not Quite newsworthy

### Citizens, take up arms in the war against Mother Nature

BY Jeremy Frank  
Assistant Opinions Editor

With a whole year behind us, it's time for people to address their problems with fresh resolve. So, with 2005 fresh in our minds, what would you say our most pressing problem is? It is something dangerous, something that is everywhere, something that seeks to destroy us. We can't even leave our houses without the risk of facing it. This force feels threatened by the American way of life. This is the part of the article where you tell me to stop hamming up my introduction and just get on with my rant about terrorism, but that'd be dead wrong, and rude to boot. I'm talking about nature.

Think about it. This past year has seen blizzards, brush fires, and

hurricanes that have destroyed homes and lives. How many terrorist attacks on US soil have we weathered in the last year? None, and it was silly of you to think otherwise. Why we haven't issued a formal declaration of war against nature is beyond me, but it's probably similar to why we haven't declared war on China after they stole military secrets: We wouldn't win.

But it would be downright un-American not to fight anyway. We don't know the meaning of "losing battle," just look at Vietnam. I'll bet Northrop Grumman would assure us they could stop the sun from setting if they were granted enough government subsidies. But forget about them; this war against nature must be fought by us and not by armies.

Every little thing you do helps. Look at June Matheson of Vancouver, who

according to Reuters "pleaded guilty on Thursday to poisoning several trees that border the city's downtown Stanley Park to improve the view of the ocean from her condominium." Now that is what I mean by taking the fight into your own hands. Just like recycling, you can do it a little bit at a time.

Of course, you shouldn't expect nature to take it all in stride. If nature wasn't going to fight back, where would the sport be? Be prepared to hear stories like this one from Fort Sumner, New Mexico, where a man who captured a mouse in his home tried to kill it by throwing it in a leaf fire. The mouse, on fire, ran back into his house and burned it to the ground. It's like they say: out of the frying pan and into the fire...and then into the chef's house. Or something like that.

So nature proves a trickier foe than

we would have thought. It will take all our cunning and superior intellect to devise a way to defeat nature and, ultimately, ourselves. Ok, so I guess intellect comes before foresight on the big List of Human Qualities.

But that's OK. Don't get me wrong, it's not like I see any kind of upside. The reason I can stay so optimistic is that I've been secretly constructing an escape rocket. It isn't a work of art, but it's sturdy enough to get me to a fresh new planet that isn't trying to kill me (see: Hurricane Katrina.) I guess the battle is inevitable, but when this planet goes down, I don't plan on being on it. Long live planet Jeremy, a world of peaceful coexistence with nature, free from pollution, deforestation, and most importantly, those darn Kidz Bop CDs, I hate those!



# Are we losing the significance of Martin Luther King Jr. Day?

## A day of educational freedom shouldn't be a day to forget the absence of freedom

BY Melinda Salaman

Assistant Opinions Editor

When we have days off from school, it is important to make sure we know why. Dr. Martin Luther King, Jr. Day was celebrated on Jan. 16, and while we honor a man who vehemently fought for civil rights, this day should be recognized by more than elementary school arts and crafts. Martin Luther King Jr. Day is a time for reflection, a time to think about the racism and discrimination that continues to occur in this country, even on Long Island.

King repeatedly stressed the goal of full equality for all races, which, at the time was between whites and blacks. He "had a dream," which, to an extent has been realized. Civil rights activists such as Dr. King, Malcolm X, Rosa Parks, and Thurgood Marshall would be surprised to see the relative equality between black Americans and whites that has slowly but surely spread in our country. Previous civil rights leaders would undoubtedly be proud of Condoleezza Rice, our current black Secretary of State, Oprah Winfrey, one of the nation's most beloved public figures worth over one billion dollars, and Barack Obama, a respected young black star in the Democratic Party, expected to be a presidential candidate in elections to come. Despite all of their outstanding accomplishments, however, there's no way we can assert that racism and discrimination are no longer a problem in our country.

My AP American History class touched upon this very interesting idea: even though African-Americans

are no longer seen as the docile labor force (which was previously necessary for white Southerners to continue plantation farming after the Civil War), a new cultural group has taken on this label. To my truest discontent, Hispanics coming into this country are faced with constant discrimination and belittlement by Americans of all races. Companies too often take advantage of Hispanic day laborers and their desperation to make ends meet. This is



Shimon Ishikawa

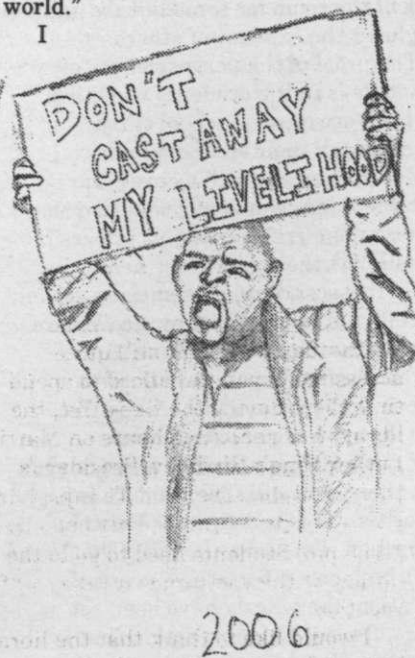
exploitation.

A current debate surrounding this subject is taking place in Farmingdale, where residents are requesting that their neighborhood be restored back to "normal," and that Hispanic

day laborers be put "under control." I fully agree with Saul, a twenty-seven year old undocumented worker from El Salvador, who, as quoted in Newsday, insists that day laborers and their families are just like any other Americans.

"We are just looking for an opportunity to improve our lives," Saul claimed. "We want to take care of our families, like everyone around the world."

I



continually

witness racist

comments and unfounded claims. The garbage I've heard doesn't deserve to be reprinted in this newspaper, but it's important to understand that it's been less than forty years since the death of Dr. King, and his message of equality for all Americans isn't truly fulfilled. The racism he fought to eradicate has just shifted from one cultural group to another.

Discrimination is a disease, and it is not limited to different races. In our country, there has always been economic discrimination. In my American Literature class, we discussed the frivolity and the snobbery of the Gold Coast in *The Great Gatsby*,

by F. Scott Fitzgerald. Several questions stemmed from this discussion, such as: would you marry someone who was several social classes above or below you? Do you treat people differently or think of them differently depending on their social class? Even if you answer these questions with a negative response, the segregation between social classes, even in our school, is prevalent. Have you ever realized that you and your friends are virtually in the same social class? This isn't an accusation of deliberate segregation, it's just how the situation tends to play out, and we really need to make a conscious effort to stop it. Even if you don't purposely hang out with people who are in your "economic boat," it still happens, and it is something that needs to be addressed and remedied.

The last type of discrimination that is prevalent in our school and in our country is lingual discrimination. Someone who doesn't speak English is considered unintelligent. Here's a situation to put it into perspective: if the most intelligent English-speaking person traveled the globe and went to other countries and didn't speak the native language, would that make them any less intelligent? Obviously not. So why do people belittle and laugh at foreigners in our country and our school who have trouble speaking English? Enough of the "innocent jokes" or comments behind someone's back. It's pretty obvious to realize that these comments are cruel—in any language.

Jan. 16 has come and gone, and for yet another year some have mourned the loss of Dr. Martin Luther King Jr., and some are just ignorant to the direction in which he wanted to take this country. Even if you have no feelings whatsoever toward Dr. King, the day should be one of reflection. It certainly should not be a day when we celebrate the equality that "exists" in this country. We should be thinking about the steps we've taken toward a more accepting country and the several more steps that are necessary to get us where we want to be.

## Classroom debates: just keep the peace

BY Melanie Fried

Contributing Writer

Have you ever attempted to share your opinion in class, only to be interrupted by another classmate before you could complete your thought or make your point? In an effort to stimulate learning, teachers will often attempt to initiate classroom debates on certain ideas or topics. Unfortunately, all too often the result is that the same students end up dominating the classroom discussion.

In these situations, others are deprived of the opportunity to voice their own opinions. They are either cut off mid-sentence by their "all-knowing" classmates, or by simply not bothering to speak, in anticipation of being told they are wrong. The disappointing result is that most students tend to shy away from discussions rather than participate, simply because of the behavior of a few other students.

Student debate in the classroom can be a very valuable educational tool. However, most students would apparently prefer not to participate rather than to risk having their opinions attacked in a humiliating fashion. This can ultimately have an adverse effect on education, as students lose confidence in their own ideas or don't even bother to think in

class. Even worse, students can lose interest in even attempting to express themselves.

Classroom debate should not, however, be abandoned. The teachers must make a greater effort to limit the participation of those students who always voice their opinions, while attempting to encourage the others to express themselves and to take a stand. Teachers simply need to ask the quieter students what they think, rather than permitting a select few to consistently control the discussion. Teachers should also frequently remind the class that it is a discussion, and not a competition.

At the student level, those who constantly attempt to dominate classroom discussions should be aware that other students, who may be less confident, are nonetheless entitled to their own positions and to apprise their classmates of how they feel about a particular topic. This small group of students may believe that the quieter students simply do not have any ideas and do not have any interest in participating in the discussion. But, they are wrong. I am not blaming that small group of students for others' lack of participation; rather, I am informing them of their possible misinterpretation of why others do not participate.

## The US PATRIOT Act...infringing on our civil liberties?

...Continued from pg. 9

There are many flaws in this argument. The United States judicial system is set up so that a person's privacy cannot be violated without a good amount of evidence of a committed crime. The FISA Court itself passed 4,713 wiretaps from 2002 to 2004 under the PATRIOT Act, but countless others may have been allowed by our President's acceptance of wiretapping without enough evidence to show that it was required. As you have probably realized by now, the cases that the President okays for the NSA to tap probably do not contain enough evidence to be okayed by the FISA, and therefore may not be necessary.

Evidently this is not a topic that is going to go away anytime soon, as many of the provisions of the PATRIOT Act will not be abolished,

as only sixteen of these are under discussion. The President's power to wire tap someone without a court order is also something that will not be resolved anytime soon. Those opposed to the PATRIOT Act have recently been presented with a letter from the Justice Department about the legality of what the President has done. Yet, Senators including John Rockefeller of West Virginia and Jane Harman of California, both Democrats, still do not agree with what is going on in the administrative branch. When they finally do figure this whole thing out, the changes they make or the things that they keep could affect this country and the common person's privacy for decades to come.





# Editorials

## Senioritis: The high school plague of the 21st century

**DISCLAIMER: THE SCHREIBER TIMES DOES NOT ENDORSE SENIORITIS**

As we finally hit the second semester of the year, it should become impossible to go five minutes without hearing that one word that everyone is so quick to throw around: senioritis. Despite rumors of college decision-reversals after viewing students' end of year reports, the vast majority of seniors know that after the end of the second quarter, there is virtually nothing standing between them and complete vegetation. It is around this time of year that the decision between doing your math homework and watching two teams of Japanese people race across an obstacle course on tricycles for a seven-hour Most Extreme Elimination Challenge marathon, becomes even easier than ever before. A three-letter grade drop now becomes well-worth that daily three-hour powernap that was once just a figment of your imagination.

Or maybe you promised yourself that you wouldn't let your grades drop too much. You wouldn't abruptly stop going to all extra curriculars or even going to class at all. After all, you weren't doing these clubs to get into college in the first place. Well, guess what. You actually were. Maybe not admittedly, but on the inside. Even you will undoubtedly find the temptation of senioritis too strong to resist. You will soon realize the futility of applying yourself to classwork that has a virtually nonexistent impact on your life, or anyone else's. Instead of diligently taking color-coded notes about the endoplasmic reticulum, you

may even stop taking notes altogether. Maybe you'll join the class clown in the back of the room for some hijinks and laughs at the expense of others.

The proof of the pervasiveness of senioritis is in the students who have not been accepted to school early. Even though their second quarter grades matter as much as ever, the overwhelming feeling of relaxation that falls over the grade is all but impossible to resist. As the senior class nears the end of its second-to-last semester at Schreiber, it is overcome by a collective laziness that few are immune to.

Teachers: you may have a sliver of hope that perhaps this will be the year that you are able to harness your students' inner will to learn, and with them, you will find the cure for senioritis. This is definitely a worthy aspiration. I'm sorry, though. That won't happen. After twelve years of education, the wheels have been set in motion for the violent reaction that is senioritis. It is an untamable force of nature, just like the Grand Canyon was worn away by a river. Therefore, I urge you to take this opportunity to place down your books and chalk, and instead to teach your students the lessons that their parents never had the chance to teach them, because they were too busy making sure their children performed well in school. After all, what class is more important than AP Life?

On the first day of the third quarter, a weight will be lifted from the shoulders of the senior class. The shackles of education will be removed, and in its place will stand an even greater power: the power to slack.

## LETTERS TO THE EDITOR

Dear Editor,

As an educational leader and an advocate for our students, staff and schools, it gives me great pride to read such a quality publication as *The Schreiber Times*. The combination of journalistic integrity and substantive issues that are dialogued place *The Schreiber Times* among the nation's best. Then again, I firmly believe that we have the best students and staff anywhere, so I am not at all surprised by the tremendous level of quality of the articles that I read and enjoy.

However, it is that very same respect for quality that troubles me so much in the Dec. 23, 2005 *Schreiber Times* interview of Mr. Frank Russo. He was directly quoted as saying "Forget this quality nonsense" when queried about how teacher quality might change if the careful and prudent scheduling model at Schreiber High School is changed to his own flawed model. As a teacher, coach, and administrator through five decades, it is appalling to me that a non-educator with his own personal agenda purports publicly what he believes will result in cost savings when in fact he clearly does not have the educational training or background to know what he is talking about.

What is even more shocking and outrageous is that on page 12 of *The Schreiber Times* Mr. Russo alleges that "he has never received a clear answer" from me on why I am a proponent of the current block scheduling at Schreiber. Nothing could be further from the truth.

In that regard enclosed is the Jan. 12 article from the Port Washington News in which it is reported that "Dr. Gordon once again pointed out that the schedule at a high performing high school should be student driven and not teacher-driven, which PWEA's 20-hour direct teaching time results in. He noted that students today are in a highly competitive environment and need flexibility in course selection

to keep pace with their peers when applying to colleges. Dr. Gordon also pointed out that the tutoring provided by the school is essential to many students, several of whom are disadvantaged and need the extra one-to-one learning time.

Moreover, I have explained repeatedly to Mr. Russo both personally and in writing why his flawed model would fail and result in educational disadvantage to students. For Mr. Russo to purport otherwise is pure poppy cock.

Finally, I believe that Mr. Russo does great disservice to the Port Washington community with his inaccuracies. As a former Advanced Placement history teacher, his inaccuracies are reminiscent of tyrannical misrepresentations of the McCarthy and Father Coughlin eras. As your superintendent, I welcome fair and constructive criticism but I do not believe that inaccuracies, distortions, teacher bashing, and personal agendas fall into any category other than the garbage disposal. I would like to commend Nick Werle, Editor-In-Chief of *The Schreiber Times* for excellent journalism and exposing Mr. Russo's jaundiced viewpoint for what it is. With all due respect, it is time for our community and not only the educators to stand up in these difficult times for the Port school system and expose Mr. Russo's inaccuracies and distortions for the personal agenda that they represent. That is because our schools, students, and staff stand for educational excellence, soaring student achievement, fiscal prudence, and the sacrifice and integrity of hard working parents to provide great opportunity for our students. It is that optimistic vision and not Mr. Russo's jaundiced inaccuracies that represent the future of Port Washington.

-Geoffrey N. Gordon, Ed.D.  
Superintendent of Schools

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Dear Editor,

In regards to the article glorifying the Delux Cab company, I would have to disagree with the author about the reliability of the company. Yes, what Delux does is amazing; providing cabs free of charge to transport high school students home after parties during the holiday season in order to prevent drunk driving - I'm certainly not disagreeing with that concept, because it is a brilliant one.

One instance in particular which stands out in my mind is when my friends and I were at Soundview shopping center waiting for a taxi. It was about this time of year, and we were freezing. We had to wait for the taxi for almost an hour in the winter cold. Because I didn't know what kind of car Delux was sending, I insisted on waiting outside or in Carvel. When we called, it was still early in the night - surely the cab company wasn't too tied up. Why should a 10 minute drive from Main Street be dragged out so long?

Their tardiness is despicable. Apparently they only have a few cabs set for weekend nights, designated for students wanting to come home or go to parties. That makes perfect sense,

because they shouldn't be tied up with petty obligations. However, it makes no sense to have to wait twenty minutes for an overpriced cab when you're only two blocks away from Delux's main office.

And why does Delux feel obligated towards the students during the holiday season, when they know that there is drinking going on, but then turn a blind eye during the rest of the year, when there is just as much drinking, and force the students to wait long past curfews and reasonable hours?

The only advantage to having Delux is the tab charge, which works out perfectly for those who travel with someone who has an account.

Rather than going on and on about how unbelievable it is to have a cab company during the winter season, the paper should remember that this one-month advantage doesn't automatically outweigh the unreliability of Delux Cab company.

-Melissa Heller

### 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 members of the editorial board. 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.



# Features Fashion File

## Ring in the new year, bring back the old styles

Schreiber students comment on their fashion picks for 2006 and the trends they wish to end

By Amanda Schiff

Assistant Features Editor

The new year is finally here and has already started to bring a mix of new and old fashions with it. Some styles have been carried over from 2005 and Schreiber students are glad that some fads are out the window. The hits of the year include blazers and oversized necklaces, while flashy accessories seem to be a miss.

### HIT

Blazers and layering were definitely big hits throughout fall 2005.

"I like layering a lot," said sophomore Nina Zorfass, "I hope to see tanks and camis under blazers and shirts continued in the coming year."

Layering allows for the use of many different colors in one outfit and creates a fun look with things you already had in the closet.

"I loved the 'mix and matching' that went on this year," said sophomore Willa Jones. "Not everything had to be exactly the same color to work with the outfit." There was an element of freedom with the mix and match style that came along with layering. "Interesting fabrics were mixed together to make a really great outfit," said Jones. "The cropped sweatshirts and blazers also worked

well with everything," she added.

Layering tops and blazers in different fabrics certainly seem to be a favorite of Schreiber's students.

### MISS

Denim mini skirts paired with leggings seem to be a controversial trend.

"I don't like leggings under skirts," said Zorfass, "Like the short Abercrombie skirts for example. Its winter! I think that even though you have leggings underneath, it's still not weather appropriate."

Short skirts can be a hard article of clothing to pull off at all times of the year, which is why many people preferred the long flowing skirts popular last year.

### HIT

The "Boho" look was a favorite of many students who hope the trend will be recycled in 2006.

"I am a big fan of bohemian fashion," said senior Leigh Cooper. "It came back with long necklaces, big sunglasses, and flowing skirts," she added.

Jones and sophomore Kristiana Ressa are also fans of the prairie skirts made popular last spring.

"I like long skirts because they're both cute and stylish. They are good if

you want to wear a skirt but don't want one that's too short," said Ressa. "Short skirts are annoying to wear to school, they make you feel really paranoid."

The skirts were practical and fashionable at the same time and made style easy.



Katie Mancher

### MISS

Although they seemed to be popular all over the world, Schreiber students

rejected the western flare that came in the form of cowboy boots this fall. "I hate cowboy boots, I never did like them," said junior Alex Mogul.

They came into the fashion world with a bang, which may have been a little too strong.

"Cowboy boots have had their walk of fame," said Jones. "It's time for them to go."

### HIT

Ripped and embellished jeans, although pricey, have become a trend some Schreiber students just can't live without. "I love ripped jeans!" said Mogul. Some students agree, but show a more limited enthusiasm.

"Studded and ripped jeans are great to a certain extent," said sophomore Erica Fagelman. "They should continue into the spring season, but some designers get too carried away and it looks like you're wearing a craft store on your legs."

The jeans are the perfect comfort bottoms with a stylish flare. They can be worn with anything and dressed up or down to meet your needs.

Each year, styles come and go, but Schreiber students will try their hardest to keep the best of 2005 going. In the process, they will make last year's fashion mistakes just another piece of fashion history.

## Dress code drama: Urban styles crash and burn at Weber

By David Becker

Staff Writer

As students get older, the rules get stricter. We enjoy certain privileges ledges when we come to high school as seen through the dress code. Girls don't have to worry what color their bra is under a white shirt or if they're wearing shorts under that skirt. Boys don't have to think before putting on those baggy pants. At Schreiber, there is less enforcement, while at Weber it appears that there is a mutual agreement between students and the administration concerning the dress code.

Weber Middle School catches students at an interesting time. It's that time when students are anatomically developing.

The Weber parent handbook and student planner all bear this policy that "predates my time here!" she laughs. The code addresses "shirts with messages, designs, or imprints that are in poor taste," "beachwear," the covering of undergarments, and "hats, bandanas, do-rags and other hair coverings."

Ms. Rodahan strictly believes that a school should be an edifice of learning. The dress code has been designed to be conducive to less distraction in

classrooms. There is concern with gang-related paraphernalia, such as large crucifixes. It is very important that there is a "promotion of positive images of males and females." According to Ms. Rodahan, there has not been criticism of the dress code. In her time though, Ms. Rodahan has seen a girl come to school in a "bathing suit and a fishnet dress."

In the last "year, year and a half that the rules were in existence," said Ms. Rodahan, "we have seen much more



Shimon Ishikawa

appropriate school apparel."

"Students thank me for promoting a sense of comfort," she said. Weber's hat policy, although not necessarily popular, is still regarded, according to Ms. Rodahan, as a symbol "that we're all in school now and we're learning now."

The dress code has been altered to support a more inviting Weber community. In-school programs that have been created for students promote a school atmosphere where everyone is considered equal.

Because of this, any form of dress that excludes a few kids is strongly disapproved of. For example, clothing from bar and bat mitzvahs cannot be worn in school due to the threat of making students feel left out.

From the student's perspective at Weber, many rules concerning dress code seem unreasonable and unjustified. One eighth-grade student who wishes to remain unnamed expressed her concern with Ms. Rodahan's arbitrary rules. "The administrators make things a bigger deal than they really are. It's unfair how they randomly determine what is acceptable and what isn't."

Apart from the hat policy, Schreiber's dress code almost mirrors Weber's. Schreiber distinctly tackles gang-related garments, much of what is under Weber's

list of "beachwear," and on top of that, it is acknowledged that students "must be appropriately dressed for school and school functions." This is very much related to the fact that the dress code is approved by the Board of Education.

Although "prohibited" clothing items are understandably more commonly on display at Schreiber, Weber students still clandestinely curse the policy.

One female student who insisted on not being named reveals that "no one follows these rules or care about the rules. They shouldn't bother with clothes, because that's self expression."

"The hat and bandanas rule should not be there because that's part of fashion," expresses another anonymous female. Still, Ms. Rodahan claims that students have abided to the policy.

"I've seen some questionable Abercrombie T-shirts," she said.

Regardless, she cannot imagine the motives behind the prohibited couture. "I would find it hard to believe that any parent would allow their children to leave the house in offensive garb."

Still, Ms. Rodahan allows students to come into her office to discuss the dress code with her "Open Door Policy." She believes that this will rid Weber of any conflicts over the dress code.



# Schreiber Ranks 2<sup>nd</sup> in the Nation with 8 Intel Semifinalists

## Schreiber's Researchers Dominate

by Ben Jaffe  
News Editor

It has been another successful year for the Schreiber research programs. In the annual Intel Science Talent Search competition, Schreiber had eight semifinalists, the second most produced by any school in the nation, an auspicious number considering the widespread debilitating effects of a contingency budget.

Producing eight semifinalists, Schreiber is second only to Ward Melville High and Montgomery Blair High School in Silver Springs, Maryland, both of which had twelve semifinalists. Schreiber also had the same number of semifinalists as the prestigious Stuyvesant High School and two more than Bronx High School

of Science. Each of Schreiber's semifinalists will be awarded \$1000 from the Intel Foundation, with an additional \$1000 given to the school for each semifinalist. Since its policy of matching winnings for schools in 2000, Intel has donated over \$2 million to high school science and math programs.

The competition is also known by many as the "junior Nobel Prize;" former Intel winners have gone on to win six Nobel Prizes, three National Medals of Science, ten MacArthur Foundation Fellowships, and two Fields Medals.

Annually, the thirty senior research students, in addition to any independent researchers, will submit their projects to the Intel Competition. Considering that Ward Melville High requires all its graduating seniors to submit a research

project, Schreiber has had a much better rate of success. Of Schreiber's eight semifinalists, four seniors, Chris Havasy, Sarah Silvergleid, Emily Sorg, and Nicholas Werle represented science research and its advisor, Ms. Phyllis Serfaty. Science Research has had high expectations in the competition ever since Viviana Risco came in first place in 2000 for her novel approach to stenography. Seniors Andrew Gross and David Golub, were part of math research, led by Mrs. Tina Marie Gallagher. Math research improved upon its one semifinalist from last year, Zachary Levine. Social science research and its two coordinators Dr. David O'Connor and Mr. Gary Silverstein had one semifinalist, senior Carmi Shickler, who also the winner of the New York National Peace Essay Contest. Finally, senior

Gillian Grogan, who conducted her research independent of Schreiber's research programs, was also a semifinalist. She completed her work through Boston University's HUSP research internship this summer at MIT's Francis Bitter Magnet Laboratory.

The 300 semifinalists will be whittled down to forty finalists, who will be announced on January 25. The finalists will be given an all-expense-paid trip to Washington DC, where they will compete for over \$500,000 in college scholarships, with the winner receiving a \$100,000 college scholarship.

### David Golub

**Finding and Orienting the  
Normals to a Cloud of Points**  
Hofstra University

Many applications involve the problem of reconstructing a surface from a cloud of three-dimensional points. The first step in doing this is to estimate the direction perpendicular to the surface at that point. My research consisted of testing a pair of algorithms proposed by M. Gopi et al and Hugues Hoppe et al to solve this problem. When testing showed that Hoppe's algorithm was slow and produced results of poor accuracy, two alternative algorithms were created. Testing showed that both algorithms produce more accurate results than Hoppe's algorithm in less time.

**Personal  
Statement**

I designed my Intel project in the field of computer vision under my mentor, Dr. Gerda Kamberova. She provided me with materials, direction toward unanswered question, feedback on my work, and assistance throughout the entirety of my project. I worked independently, at home, the majority of the time, which gave me a great deal of flexibility. Twice a week, I met with Dr. Kamberova. At these meetings, we discussed my work and progress. I learned a great deal from these meetings, in terms of both information dealing directly with the problems I was tackling at the time and general knowledge on computer vision, computer science in general, and mathematics. The entire experience was amazing and I enjoyed it greatly.



### Gillian Grogan

**Spin Filtering of Europium  
Sulfide as a Thin Film  
Tunnel Junction Barrier**  
Massachusetts Institute of Technology

The wave nature of electrons permits them to "tunnel" through a very thin non-conducting barrier material sandwiched between two electrodes. In my project, europium sulfide was sandwiched between aluminum and either copper or palladium. At temperatures below 16.6K, the current passing through the europium sulfide barrier is partially polarized with electrons of up-spin directions. I achieved polarizations of 56% and 71%, where a polarization of 100% will allow storage of more binomial information per junction—our overall goal.

**Personal  
Statement**

I felt the need to play a large role in deciding my project. To do this, I had to learn everything possible about thin films, quantum tunneling, ferromagnetism and more in a matter of days. After this, I focused on learning and understanding the research of my peers in the laboratory — including Postdoctoral, PhD, graduate, and collegiate researchers. After I researched the field, I was particularly interested in the spin filtering aspect of the tunnel junctions. Curious about the progressing research on Europium Oxide as a tunnel barrier, I approached my mentor, Dr. Moodera, and asked for guidance toward a similar study. I was given a research paper discussing the likelihood of spin filtering in europium sulfide tunnel barriers and was committed to the topic.





# Andrew Gross

**Chemical Analysis Using the Femtosecond Pulse-shaped Laser Induced Breakdown Spectroscopy Technique**  
Michigan State University

## Personal Statement

My lab looked kind of like one of those high-security underground labs; it was completely dark, with random lasers shining around mirrors and computer screens beeping with strange read-outs. You had to take off your shoes before you could come in and had to wear goggles so that you wouldn't go blind from the lasers. A lot of the research that was being conducted in the lab was so cutting-edge that we actually weren't allowed to discuss it. I probably shouldn't even be telling you this right now.



# Chris Havasy

**The Effect of Various Zoo Habitats upon the Stereotypical Pacing of *Felis lynx canadensis***  
Queens Zoo

## Personal Statement

Many carnivores in zoos develop stereotypical pacing during their lives. Pacing can disrupt mating patterns in carnivores in a captive setting, making the conservation of endangered cats more uncertain. Preventing this behavior is very important. To determine if there are factors contributing to the development of pacing, observations were conducted over four days at nine zoos that had lynx. Bivariate correlations and Kruskal-Wallis tests were used to determine which variables had a statistically significant effect on stereotypical pacing in lynx. This analysis discovered that high temperature and the number of enrichments offered affected the amount of stereotypical pacing.

The most interesting part of doing my study has to be all of my various conversations with the random taxi drivers whom I met during my experimentation. From hearing complaints about corruption in Boston, to arguing over which area of the country has the best seafood, I have to say that almost all of my discussions with taxi drivers were unique in some fashion.

This project took place at nine different zoos across the Northeast over the span of nearly two months. I had to visit nine different zoos in order to test the variables and a range of environmental data had to be attained to test the effect of the different variables upon stereotypical pacing.



# Carmi Schickler

**Creating a Conflict Alert System: Leadership Change, Violence, and the Cycle of Relative Power**  
Paul D. Schreiber High School

## Personal Statement

The process of creating, developing and completing this project enhanced my interest in political science, and showed me that if I work hard enough, I can figure out almost anything. The fact that I was not given the answers, that I had to modify already-existing ideas and come up with a method for carrying out my project, gave me a tremendous sense of accomplishment. The most lasting and important result of this experience, however, is that my in-depth study of an aspect of political science and my participation in the Social Science Research program have given me the tools to look more critically at the world around me.



# Sarah Silvergleid

**Quantifying the Effects of Demyelination in Multiple Sclerosis/Optic Neuritis Using Psychophysical Tests**  
Columbia University

## Personal Statement

Multiple sclerosis is an auto-immune disease that affects the central nervous system. Around fifty-five percent of MS sufferers also have an episode of optic neuritis, rapid and painful vision loss in one eye. After three or so weeks, vision usually returns but patients still complain of visual problems and cannot easily quantify them. A new diagnostic test called the multi-focal Visually Evoked Potential detects residual signal delays from the eye to the brain.

These locations were used to formulate tests that quantify specific visual problems like defects in contrast sensitivity, sensitivity to light, and sensitivity to detail. These tests not only help to explain what is happening in multiple sclerosis, but also may lead to a new type of diagnosis of the disease.

A lot of days I spent in the lab consisted of only tedious computer work, until I actually got to go "into" the medical field. In conjunction with my research about multiple sclerosis, I went into an ophthalmologist's office as he and medical students diagnosed patients. The patients were usually sent into testing and formally diagnosed within an hour, something I've only seen snippets of from shows like *House*. A few of the patients who came in had MS, the disease I was only reading about in books. To see it in front of me made it more personal and "real." These patients made my research tangible and more important. To hear them say that they were glad I was studying the disease that plagued them was possibly the most gratifying part of my research.



# Emily Sorg

**Characterizing Mouse CD99L2 Adhesion**  
Cornell-Weil Medical College

## Personal Statement

The camaraderie among all of the researchers in Dr. Muller's lab is what truly made my experience there so memorable. Dr. Muller's tradition of treating everyone in the lab to lunch on birthdays and an annual summer barbeque not only led to a bunch of funny meals, but also allowed me to learn so much about the people that I was working with; they were quite a fantastic bunch. After seeing people in the lab always dancing, laughing, and eating over the course of the summer, it became quite evident that scientists often approach stuffing their faces and laughing with each other with the same zeal as they do their research.



# Nick Werle

**Template-Free Synthesis of Nanocrystalline ZSM-5**  
University of Iowa

## Personal Statement

Zeolites are synthetic crystals with amazing properties that are still being uncovered. They are used in applications as diverse as protection from chemical weapons to water softening in laundry detergents. Research has shown zeolites to exhibit increased efficiency as the particles are shrunk. Currently, commercially produced zeolites are a few microns across, while laboratory zeolites can be as small as 15 nanometers. This research synthesized a zeolite used in petroleum refining, ZSM-5, using a method new to nanoscale zeolites. This procedure, already established for micron-sized zeolites, was altered to produce zeolite crystals 50 nanometers across. These are more than 100 times smaller than the particles this method has previously yielded.

My work in the lab was very much like any job. I had to commute to work - admittedly, I only had to walk across the street from my dorm to get to the chemistry department - a lunch hour, and office politics. After years of reading *Dilbert* comics and watching *Office Space* and NBC's *The Office*, my time in Iowa gave me a new perspective. I shared a small office off the chemistry lab with eight other researchers, who were all at different stages of their careers: high school, undergraduate, graduate, and postgraduate. Because my project sometimes left me with nothing to do for days as my zeolites cooked in ovens, I spent much of my time with these other researchers.





To the Parents/Guardians of:  
 Paul D. Schreiber High School  
 101 Campus Drive  
 Port Washington, NY 11050

## Midterm Report Card

Budget for School Year 2005-2006

Course  
 Comments

### Drivers Ed

First semester without Drivers Ed in curriculum.

### Alternative School

Kids integrated into Schreiber mainstream.

### Sports

Less funding, middle school seasons suspended.

### School Supplies

Less everything. Bring your own paper.

### Classes

Overcrowded district, limited elective choices.

### District

What's next?

Elective courses?

Sports?

Schedules?

Shows improvement ☐  
 check here

## Effects in the classroom and across the district

By Heather Larkin  
 Staff Assistant

It's never pleasant to feel drops of water hit your head when there's a leak in the roof—or several of them. Although leaks always happen, lately it seems that the continuing lack of funds from the 2005-2006 contingency budget has impeded the amelioration of this problem. If the impact of the budget wasn't felt in the first few weeks of the school year, it definitely is now. Likewise, problems in the five elementary schools and middle school are worse than ever.

Perhaps the most obvious new effects of the contingency budget are the leaking roofs in Manorhaven, Sousa, Weber, and Schreiber. Three years ago, the school district proposed a bond issue to repair the roofs of the various Port Washington schools. The voters rejected the bond, feeling that the previously-passed large bond issue that resulted in additions to Schreiber, Weber, and Daly Schools should have included the repair of the roofs.

"Schreiber's roof is leaking, but not nearly as badly as the roofs in several of the elementary schools," said Principal Mr. Jay Lewis. "There's a lot of concern as to how the district has spent its money in recent years," continued Mr. Lewis. "A variety of permanent improvement, or facility, projects are being put on hold because we're pretty restricted. It's very difficult for everyone."

In the fall, there were significant cuts in the athletic programs at Weber, and several of the "B," or second junior varsity teams, at Schreiber.

The Athletics Association of Port Washington (AAPW) donated money to the district in order to restore the sports lost in the winter. Now that it's mid-year and the contingency budget continues to prevail, the AAPW is working hard in order to raise enough money to prevent cutting spring sports in the middle and high schools.

"Because of the AAPW's helpful funding, the weight room can remain open after school for our students," said Mr. Lewis.

However, the lack of additional transportation, including the convenience of late buses, prevents the majority of extracurricular activities at the elementary schools from being restored.

"In terms of new effects of the budget, I don't really think much has changed since the beginning of the year, because so many of the changes were connected to preparing for the school year," said Mr. Lewis. "Class sizes first semester were significantly larger than in previous years, and I don't think this problem will be improved in the second semester. In some cases, classes are even going to grow bigger."

Another major effect of the budget is the forty percent cut in each department's treasury. Now that it's mid-year, teachers are trying to spend more modestly and utilize their materials in order to make sure that they can make it through the second semester.

"If there's equipment we need now, we can't order it," said assistant principal Mr. Brad Fitzgerald.

Teachers can no longer lend

students pencils and pens freely, and they are cautioned about the amount of copies that they request for their classes. Likewise, because of the paper deficiency, if a student loses a packet for a class, he or she must often pay ten cents in order to get a new one.

The science and art departments have been hit particularly hard. Many labs had to be cut out of the science curriculum due to the lack of expensive materials. In art, students are required to conserve paper and handle reusable materials, such as brushes, with care in order to ensure that they will last. The list of required materials that students must supply has also increased significantly from previous years.

"It's really hard for everyone to manage with the forty percent cut," said Mr. Fitzgerald. "We're lucky we've had a mild winter, because purchasing additional equipment for the school, such as snowblowers, would be difficult."

Driver's Education, which was previously one of Schreiber's most popular courses, was eliminated from the curriculum altogether. Now, if a student wants to take the class, he or she must sign up for after school or weekend classes with a private company. Driver's Ed class is no longer free like it was in previous years. Due to the budget, lessons cost approximately \$400 for one semester.

The cutback on the number of Schreiber teachers is also evident. In addition to six regular teachers, eleven-point-five educational assistants (EA), were cut as well. As a result, the level of supervision in both the halls and cafeteria has dramatically decreased.

"We even resorted to bringing the outdoor security guards inside when we need additional supervision," said Mr. Fitzgerald. Student safety is constantly at risk.

"We're not comfortable with our current staff level. The teachers and EAs have to supervise many more kids than they should. Our kids are good kids, but it's just not appropriate to have so many in the cafeteria without sufficient supervision. It's hard to quantify, but it's definitely not the way our school was run in the past, and it's not what we're comfortable with. The EAs have been working extremely hard in order to cover the loss of staff, and I think it's important to note that."

Students, parents, and above all, the administration, continue to feel the effects of the contingency budget as the second semester approaches. Extracurricular programs at the elementary schools remain non-existent, and class sizes continue to increase as the level of supervision wanes. Through careful rationing and moderation, the school has managed to cope with the effects of the budget for the time being. Nevertheless, the administration can't help but worry about the educational consequences if the budget fails again next year.

"The possibility that the budget won't pass in the 2006-2007 school year really worries me," said Mr. Lewis. "I just don't know whether or not the administration and the faculty will be able to handle any additional limitations."



# First semester without an Alternative School

By Damian Bidikov

Staff Writer

When the budget failed last year, many Schreiber students who knew the general implications of a contingency budget prepared to cope with them as the school year began. Teachers and students alike lamented the lack of classroom supplies and conveniences, the increased classroom sizes, and the loss of the free, in-school Driver's Education program. For over 1,000 students at Schreiber, the 2005-06 school year promised uncertainties, inconveniences, and difficulties because of the budget failure.

But in September, the students who had the most to worry about coming back from summer break were those who attended the Alternative School program as sophomores or juniors at Schreiber last year. At the beginning of the 2005-2006 school year, about thirty of these students joined the mainstream education program at Schreiber, and have coped with the different education system for a semester now.

Ms. Judith Schutzman, now an English teacher in the main Schreiber building, advocated the program's continuation a semester ago when she, too, made the transition from the Alternative School. Assistant Principal Mr. Brad Fitzgerald was also worried about the difficulty involved in abruptly

integrating the Alternative School students into the main building.

A semester later, the importance of the Alternative School program has only been made more clear. "For the kids who needed it, the Alternative School program was 100% on target," said Mr. Fitzgerald. "The Alternative School gave kids a chance to get to know each other well — they kept each other going." The absence of the program has forced its former students to adjust to the more unstructured, less-driven program at the main school.

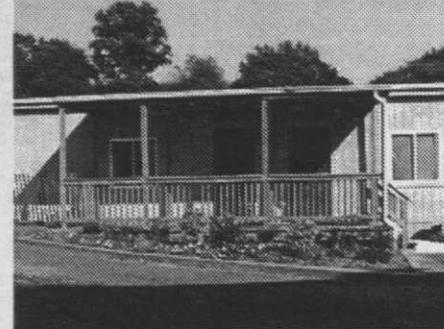
Aside from the tight-knit environment, the Alternative School offered increased academic focus. The fact that students who graduate from the alternative school receive a Schreiber diploma reflects the similarities between it and the educational program in the main building. The alternative school also boasted a 100% graduation rate. The main difference between students who attend the program and Schreiber students, as shown by screening processes, is the benefit the Alternative School students can reap from the intimate setting.

Unfortunately, the contingency budget has given another indicator of the school's importance.

"I was afraid that many students might feel like they had a rug pulled from under their feet," said Mr. Fitzgerald, who as senior class assistant principal has had the chance to get to know the

alternative school students well and to fully appreciate the program's place in his students' success.

Despite the best efforts of the now mainstream students and the faculty, the consequences of the program's absence have been felt by the former. After being with his students for a semester of integration, Mr. Fitzgerald said "It's clear that many of [the Alternative School students] benefited



portnet.k12.ny.us

The Alternative School, one of the first items to go on contingency, once supported many Schreiber students who are now integrated into the larger Schreiber student body.

when they were in the program."

The Alternative School program, however, was one of the first to be cut after the budget failure. The program's benefit, Mr. Fitzgerald admitted, is offset by the expenses of running it; the program includes a guidance counselor and four teachers. "The program only

affects a small number of students, which, combined with its cost, makes clear the decision to remove it after the budget failure," said Mr. Fitzgerald.

He also noted the difficulty in deciding which programs to keep in light of the contingency budget situation, citing the trouble in cutting other programs, such as the praised research program offered at Schreiber. "Deciding whether to provide money for kids who need the extra push or for kids who could use enrichment is very difficult," Mr. Fitzgerald reflected.

Those who were afraid the support of Schreiber wouldn't be enough for Alternative School students proposed many solutions for making Schreiber more structured. These included restructuring the privileges of all students; for example, restricting off-campus access for all students rather than just underclassmen. "This, of course, is just as unfair to the majority of Schreiber kids as the absence of the Alternative School program is for those who need it," said Mr. Fitzgerald.

Despite the difficulties of many once-Alternative School students that have been made clear this semester, Mr. Fitzgerald hopes that the success rate in the main building will mirror that of the Alternative School.

## Juniors lacking Driver's Ed

By Sarah Silvergleid

Features Editor

One of the first items to be lost to this year's budget cuts was the costly Driver's Education program, which resulted in a \$150,000 deduction from school expenses. As a suggested class for juniors who recently received learner's permits, Driver's Ed ensured that most juniors at Schreiber would be licensed drivers by age seventeen. Due to New York State law, without taking Driver's Ed, student drivers must wait until they are eighteen for a license, which has restrictions even then.

As an alternative, Schreiber now offers a \$400 driving course which is unaffiliated with the school and runs either immediately after school or at 4:45 p.m.

"Driver's Ed is the perfect jumpstart opportunity to drive on my own as fast as possible," said junior Mikki Rosman, who starts taking the course next semester.

The problem with the new program is that students who do not have the means to pay for the course or the time to sacrifice after school cannot learn to drive through the school. Many students fit into this category, because after school extra-curricular activities such as clubs and sports usually interfere with the Driver's Ed program.

Some students have to take the driving theory classroom portion of Driver's Education on weekends. "I almost failed Driver's Ed because I had to miss Saturday courses so often," said junior Kyra Siegel. "I ended up having to miss a lot of debate activities to take the course and pass it."

Junior Dan Reese also took Driver's

Ed this semester. "It's inconvenient to have to spend my after school hours in a course that was previously offered as a part of the curriculum," he said.

The early time of weekend courses also seems to irritate many students. "I'm taking Driver's Ed next semester," said junior Alex Harnick. "It's horrible because I am forced to take the class on Saturday mornings since I don't have that time after school, which basically means waking up extremely early on my only leisure time in the week."

The course as part of the in-school curriculum was deemed non-essential when the time came to propose a contingency budget. "I cannot agree that our Driver Education program, with its excellent track record, can be considered 'non-essential,'" said former Driver's Ed teacher Mr. Miller in a letter responding to the cut this September. "It is hard to imagine any more essential program than one which has true life-long and life-preserving impacts."

This is the first semester since 1945 that Schreiber has been without its Driver's Ed program. Even with budget cuts over the past sixty years, Driver's Ed has never been eliminated from the list of school-funded programs for students.

"Schreiber was the only school in the district to keep Driver's Ed as part of the curriculum," said Superintendent of Schools Dr. Geoffrey Gordon. "We've put it on the agenda for next year but even if the budget passes, there's no guarantee that the program will be reinstated."

With this in mind, it is evident that this year may be the first of many when Schreiber does not offer free Driver's Education classes as a part of the school curriculum.

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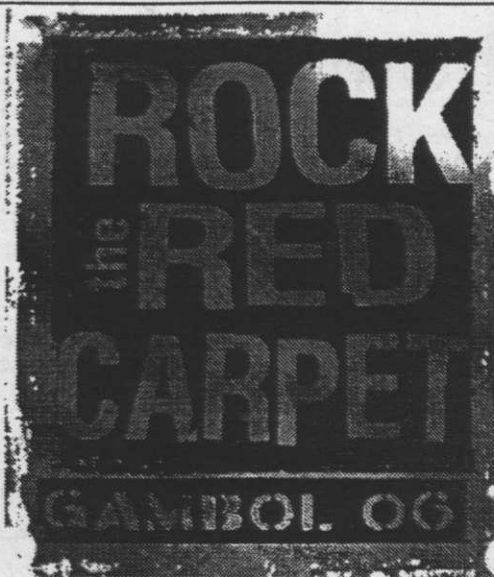
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# **STUDENT FACULTY AUCTION SENIORS ONLY**

**WEDNESDAY, FEBRUARY 8, 2005**

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**Distinguished Auctioneer: Jeremy Klaff**

All SENIOR students invited to bid on fabulous donations  
from our faculty to raise money for  
**GAMBOL 2006**

Check the lobby for complete information.

Absentee bids will be accepted.

Donation list will be distributed as items come in.

# **DON'T MISS OUT**



# arts & entertainment

page 19

THE SCHREIBER TIMES MONDAY, JANUARY 23, 2006

## The halls are alive with the sound of music ❄️❄️❄️ Winter Concert I ❄️❄️❄️ Winter Concert II

BY Andy Werle  
A&E Editor

While most classes take written finals, the "final" for Schreiber's musical groups is much more entertaining. On Dec. 14, four of Schreiber's music classes performed the Winter Concert I.

The symphony orchestra, conducted by Mr. Anthony Pinelli, kicked off the evening's exciting festivities with four incredible songs. First was "Sinfonia I, Allegro," by J.P. Richter, an early orchestral arrangement with a sharp, quick sound. It was followed by the quaint yet modern "Mountain Spring," a song that, surprisingly enough, is reminiscent of the sound made by a meandering spring. The next song, "Psalm and Fugue," was the stylistic opposite, religious and solemn in tone. The act was concluded by a stunning rendition of "Vivaldi's Concerto for Four Violins" by Antonio Vivaldi, featuring soloists seniors Jumanah Hassan, Sinsub Jeong, Aram Lee, and junior Catherine Fish.

"The concert was an unbelievable first concert," said junior Cathy Min. "The whole orchestra coming together and performing as one made it the best concert."

Next were the two choral groups, the chamber choir and the choir, who are both directed by Mr. Phil Glover. The chamber choir sang "Adoramus Te

Christe," a 16th century song by G. P. Palestrina and arranged by Peter J. Wilhousky, and "The Baks O' Doom" by James Mulholland which included a thrilling climax.

The choir then performed "Dirait-On" by Morten Lauridsen, a French folksong. This piece was followed by "If Love Should Count You Worthy" by James Mulholland, featuring freshman Elyse Lauzon on French Horn. The choir concluded with "Worthy to be Praised" by Byron J. Smith, a religious jazz song featuring soloist senior Laila Selim.

Mr. Mark Brenner's concert band provided the finale for the evening. The band played three selections, including "Tenth Regiment March," by R.B. Hall, edited by Robert E. Foster and "Canterbury Chorale" by Jan Van de Roost. This second piece aroused a wide range of emotions through striking dynamics. The band closed the concert with "Variations on a Korean Folk Song" by John Barnes Chance. "Variations," through its numerous movements and unique sounds, was the highlight of the band's performance and an impressive way to end the concert.

"Variations" expressed the ancient Korean cultures that influence our music today," said sophomore Myles Potters. "It stirred the emotions of not only the band, but of the audience, as well."

BY Max Lewin and Rebecca Sander  
Staff Writer and Senior A&E Editor

From jazz renditions of pop songs to classical pieces, students in Schreiber have spent the semester learning a wide range of musical pieces. The second Winter Concert, held on December 21, allowed students in four musical groups to show off their semester's worth of hard work to parents, teachers and fellow students.

The string orchestra started the festivities with its rendition of "Symphony No. 2," by Anton Flitz. Conducted by Mr. Anthony Pinelli, the group cut through the fast song without losing the tempo. Following that, they performed the old Welsh Hymn, "Allegro molto Rhosymedre," which created a serene and relaxed environment in the auditorium. For its closing tune, the orchestra played the fast "Short Overture for Strings," composed by Jean Berger. The group had to keep up the quick dynamic changes as directed by Mr. Pinelli.

"We had a lot of fun playing," said sophomore Kaarina Santala. "We played as well as we normally do."

Following the copious applause that saw the string orchestra off the stage, the chorus took the stage. Conducted by Mr. Phillip Glover, the group opened its set with "For The Beauty of the Earth," written by the immortal John Rutter. It was obvious that the hours of early morning practice paid off when the group started the Korean folk song, "Ahrirang," arranged by Robert DeCormier.

For their third song, the chorus steamed through Frank Ahrold's "The Turtle Dove." For the fourth and final song, Mr. Glover directed them through "Set Down Servant," arranged by Roger Emerson. The crowd loved the chorus' devotion to its art, and cheered in support of its talent.

The newest orchestra students in the school played their first Schreiber concert under the direction of new teacher Ms. Carol Vaccariello. The freshman orchestra opened with the "Blue-Fire Fiddler," composed by Soon Hee Newbold. Their second tune was the epic "Themes From the Moldeau," by Bedrich Smetana. They finished with the Christmas carol, "Sleigh Ride," that had the audience on its feet by the end of the song. Hopefully, the

members of the orchestra had a good first impression of Schreiber concerts.

"Playing in Schreiber was a lot better than playing in Weber," said freshman Luba Bidikov. She added that the freshman orchestra didn't play as well as usual.

The symphonic band only played two songs, but ended its set with an encore. The first song in regulation was "The Thunderer," composed by the immortal John Phillip Sousa, and the group performed it magnificently. Closing early, the band finished with "Brittania: An English Folk Rhapsody" by John F. Edmunds. As the crowd applauded loudly, director Mr. Jeff Byrne decided the time was right for an encore. In the rampant Christmas spirit, the band played "Jingle Bells in Dixie," a southern remix of the popular carol. The crowd was grateful that the band stayed on the stage a little longer than they had originally planned to.

After the symphonic band finished, the jazz band, under the direction of Mr. Robert Moore, took the stage to tumultuous applause. Despite having some initial technical difficulties with the guitar and bass amplifiers, the band opened with a smashing piece. After its first number, a Quincy Jones arranged piece, "Never On Sunday," the band played the hit song, "Don't Know Why," by Norah Jones, which many audience members recognized right away. After switching guitarists, the band cut right through Lennie Niehaus' "Right as Rain." The band finished up with the Jeff Steinberg tune, "Gospel John," with a stellar performance on drums by senior Theo Nobel. This concert was Mr. Moore's first as the conductor of the jazz band and was a great way to start his career.

"We didn't play as well as we expected, but it was still fun," said sophomore drummer Aaron Silberstein. "It was still as much fun as every concert is."



The symphony orchestra, conducted by Mr. Anthony Pinelli, began the evening's concert with four songs. His choice of musical pieces demonstrated a wide range of styles and dynamics.

### Upcoming in A&E

The Drama Club Presents...

*The Caucasian Chalk Circle*

February 2-4



# A cappella group Toxic Audio performs at Schreiber

by Rob Bellon and Mike Lau  
Assistant News Editors

Since the a cappella group Toxic Audio originated seven years ago in Orlando, it has been continually expanding its horizons, and, according to the band's website, "exploring the boundaries of the human voice."

On Dec. 20, the group delighted Schreiber students with their dynamic musical talents. The group consists of six members, five singers and a technical director, and together they stunned two excited audiences of students.

Toxic Audio sang a number of songs, including Nat King Cole's "(Get Your Kicks On) Route 66," Michael Jackson's "Thriller," and two of their own creative compositions.

One such composition used different sound effects that are typically symptoms of illness, such as coughs, sneezes, and hiccups. These sound effects were rhythmically combined, serving as the beat, and the members of the group who were not "sick" provided the harmonious vocals.

Another of their original compositions was nearly a typical a cappella song with "do-be-do's" and "shoo-bops." However, it developed into a comical theatrical performance centered around René Ruiz's bass abilities.

The other four members of the group sang the melody, and when they came to the end of a phrase, Ruiz would be prompted for a low, "mahna mahna." At first, Ruiz was reluctant to sing his simple part, and the other members of the group acted in angered impatience towards him.

However, Ruiz eventually turned the situation around. By stalling on his part and causing the other members to flounder over their parts, Ruiz proved that even his simple part is still vital to the group's success.

Another one of Toxic Audio's well-rehearsed performances was their rendition of Michael Jackson's famous "Thriller." This performance began with Paul Sperrazza standing in the middle of the stage slowly and carefully putting on his shirt. He extended his arm out prepared to catch his hat, but the thrower of the hat missed him. Sperrazza ashamedly yet humorously picked it up.

As he finished donning his garments, the other members walked onto the stage and quietly and dramatically began the song.

Ruiz suddenly dropped an intense bass line, and Sperrazza began to sing the lyrics of "Thriller." Throughout the powerful performance, the group made allusions to the personal follies of Michael Jackson, augmenting their already established comical value. Sperrazza, in the middle of the song, did a back-flip, which added to the energy of the group while singing the exhilarating song.

At the end of the show, Toxic Audio performed their hit song from the Grammy-nominated soundtrack of the musical "Hair," called "Electric Blues." The song demonstrated the wide variety of talents of the group as well as their ability to imitate real instruments and sound effects.

For Schreiber students the performance was exhilarating, funny, and entertaining. Toxic Audio certainly expands the boundaries of musical performance.

Sperrazza, also known as the "Human Beat Box," earned a vocal performance scholarship to Valencia College in Orlando, Florida. The students were amazed by Sperrazza's ability to imitate the sound of a trumpet, a drum, a sick person, as well as his ability to sing. He kept up the energy of the group with his lively movements and impressive acrobatic feats.

Ruiz, who came up with the name "Toxic Audio," is called the "Boss Bass Man" of the group for his deep, intense, and booming bass and kick sounds. He studied music education at the University of Texas.

Ruiz kept up the tempo of the group with his metronomic rhythms. His ability to keep the crowd excited by tying all the other sounds together, narrowing the gap between human sounds and realistic instruments.

Jeremy James holds a B.S. in advertising from the University of Florida. He is known as the "Rap Master" of the group because of his ability to improvise rhyming lyrics to songs.

The baritone of the group, James is married to the group's alto, Shalisa James. He supported the group rhythmically and assisted Ruiz with maintaining the deeper supporting harmonies.

Lying on the next step in the harmonic ascension is Shalisa James, the alto of the group. She is called the "Lyric Queen" of the group and is known for her ability to sing the exact words in very fast tempos. She is a professional jingle singer and has recorded over 500 regional and national ads.

Michelle Mailhot-Valines dubbed the "Scat Girl" of the group, can sing "be-bops" and "do-be-do's" at rapid speeds. She has earned her bachelor's degree in music-jazz studies from Western Michigan University.

John Valines III, whose professional theater career began at the age of 16, is the technical director of the group. He joined Toxic Audio in 2000 and is responsible for creating the sound effects, such as echoes, bass boosts, and flangers, for the group. He amplified Ruiz's bass-lines and beats.

He also demonstrated an echo effect as Mailhot-Valines added one vocal element at a time to create the background beat to the following song, "Bring Me to Life." Valines was Sak Theatre's Technical Director, Vice President, and improvisation teacher in Orlando. He is married to Mailhot-Valines, the group's soprano.

The group showed its ability to work well together in its performances and the members of the audience would agree that they surpassed the expectations of the average high school performance.

"I was simply amazed by Toxic Audio's performance," said Junior Lisa Schechner. "When I heard their first song, I couldn't believe that all the sounds were coming from the voices of the performers. It sounded so real!"



The a cappella group Toxic Audio performed a variety of songs, from the famous "Thriller" by Michael Jackson to the Grammy-nominated musical soundtrack from the musical "Hair," called "Electric Blues."

## Workshop for students after Toxic Audio's performance

by Shira Helft  
Contributing Writer

"Don't be afraid to suck," said Toxic Audio's Paul Sperrazza as he talked to a select group of students. After its stunning second period performances, this a cappella ensemble, specializing in instrument imitation, hosted a workshop to share their wisdom about the entertaining world with Schreiber's own future stage stars.

"Even though I am not myself a singer, Toxic Audio's workshop was both informative and interesting," said senior Marina Pedisich. "How much fun they have doing what they do makes them a joy to listen to, both as singers and speakers."

This informative session was attended mostly by those in the morning choir class and a few of Mrs. Lisecki's English students, who eagerly listened to everything this group had to say (and sing). The event began with a rendition of "She Blinded Me with Science" originally by pop sensation Oingo Boingo, a quick demonstration about how working together can help achieve a balanced sound. In this complex piece, the drum line must be, at some point throughout the song, covered by each of the group's three male members. To illustrate how the three maintain the steady bass, the person beat-boxing at any given moment took a step forward to indicate their role in the song.

Although Toxic Audio is actually a performing arts group rather than motivational or instructive speakers, the members were easily and smoothly able to relate the practices they use every day to our lives as teenagers in terms of communication and teamwork. Each of the five singers spoke a little bit about

their background and how they contribute to the group as a whole, defining its theme. Each plays on the strengths of the other, thus creating not only a larger breadth of skills, but also a lighter and more congenial atmosphere. "We all came from different walks of life, looked at each's individual specialties and came together," commented Jeremy James of Toxic Audio.

One lesson they emphasized, especially in connection with life's pursuits, was the need to be flexible and constantly revise and rework to create the best product possible. One of their hits, "The Lime and the Coconut," sung in combination with an illness flowing from singer to singer throughout the piece, went through a complex evolutionary process before it became the song we experienced earlier in the day.

As prominent members of the entertainment community, members of Toxic Audio were able to shed light on some of the sides of performing far from the red carpet. They spoke of administrative and publicity work, in which each member plays a vital role. Even selling out a little, writing jingles for businesses and other corporate investors, sometimes becomes necessary to enjoy the benefits of singing on stage, especially off Broadway, where Toxic Audio was stationed for over a year.

Throughout their presentation, composed mostly of insight from each individual singer, the audience was engaged by occasional bursts of song and the constant energy and enthusiasm exuded by the entertainers.



# Steven Spielberg explores political tension

## Munich tells the aftermath of the 1972 Olympic terrorist attacks

BY Rebecca Prowler  
Contributing Writer

At the 1927 Summer Olympic Games in Munich, Germany, eleven Israeli athletes were taken hostage and murdered by "Black September," a Palestinian terrorist group. *Munich* tells the story of the aftermath of these attacks and Israel's methodical revenge on the perpetrators of the attack.

A group of five Mossad agents: Avner (Eric Bana), Steve (Daniel Craig), Carl (Ciaran Hinds), Robert (Mathieu Kassovitz), and Hans (Hanns Zischeler), are hired by the Israeli government to execute the terrorists. The movie portrays the hunt for the eleven terrorists throughout Europe and the Middle East. It also portrays the resulting retaliation by the Palestinians, in the form of hijacked planes and letter bombs. In the film, the dialogue has ended in favor of a violent, perilous repartee between the two enemies.

With a running time of two hours and forty-four minutes, *Munich* is longer than most films. However, it holds the viewer's attention and makes him feel like the film is shorter than it truly is. The majority of the plot is full of nail-biting excitement and action; there are very few boring parts.

The extreme gore can be overwhelming at times, but should be considered tolerable to the average moviegoer. There are a significant number of languages spoken other than English, and few are subtitled. When subtitles are omitted, the audience is expected to follow the story by sight alone.

One of the more confusing elements of the movie creates a sense of skepticism

as to why Avner sees flashbacks of the details of the Munich massacre. He was not at the scene of the crime and this extensive knowledge of the occurrences was not available on television, yet his visions are extremely detailed.

A curious point of the story regards an in-depth discussion about revenge with downtown Manhattan as a backdrop. Perhaps Spielberg was drawing attention to the terrorist attacks on the World Trade Center on September 11, 2001, and hinting that revenge is not always sweet, specifically for the United States.

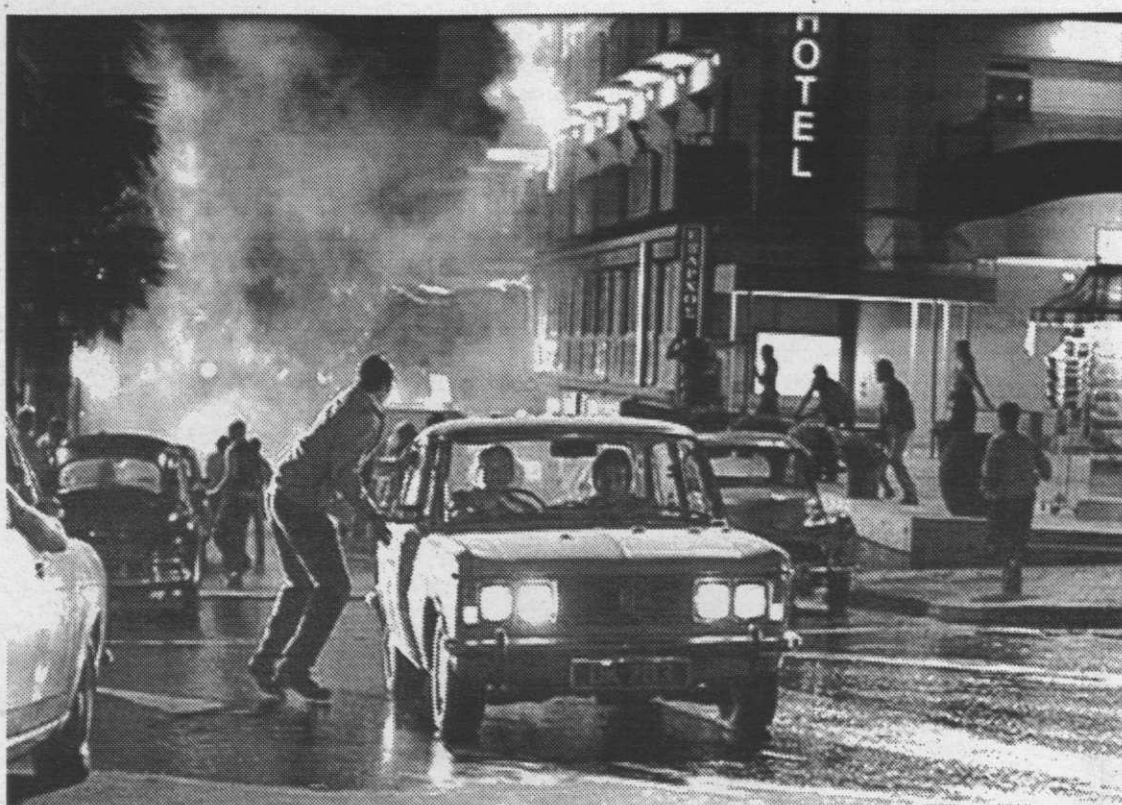
*Munich* is arguably one of Spielberg's toughest projects. The musical score is by the masterful John Williams, who also wrote the score for other Spielberg films such as *Jaws* and *Jurassic Park*. His lush music only adds to the intense action. The cinematography by director of photography Janusz Kaminski creates some truly gorgeous scenes. *Munich* is inspired by true events and based on the novel *Vengeance* by George Jonas. Much of the filming was shot on location

around the world.

*Munich* had a very diverse cast, including Australian, British, Irish, French, German, Israeli, Italian, and Canadian actors. The relatively unknown actors are very capable and quite convincing. The clear standout was Bana as the courageous and devoted assassin. He plays the most developed character, and what makes him so memorable is that it shows Avner's most human qualities when faced with killing

another being.

Overall, *Munich* is enthralling. With the slew of terrorist-themed movies set to be released, be sure to see this one; it is enormously thought-provoking. Although *Munich* has been called biased by many reviewers, one can make one's own informed interpretation of history by seeing this film.



Steven Spielberg's *Munich* portrays the attack on the Israelis by the Palestinians during the 1972 Olympics in Munich, Germany and how the Israelis retaliated against them.

# Contrary to advertising, *Family Stone* is riddled with grief

BY David Becker  
Staff Writer

*The Family Stone* is the tale of a laid-back bunch that has all the warmth and hominess of the Addams family. The Stone family is unable to make heads or tails of Everett's (Dermot Mulroney) new romance, Meredith Morton (Sarah Jessica Parker), who is uptight and neurotic. Christmas is tritely dysfunctional, with a slew of intra- and inter-family battles. In desperation Meredith phones her sister, Julie (Claire Danes). The story takes on a new dimension when Everett becomes more interested in Julie than in Meredith. Meanwhile, Sybil (Diane Keaton) is suffering from breast cancer. This twist makes the movie increasingly depressing. This is particularly unexpected since the advertisements portray the movie as a simple comedy.

What is upsetting about the plot is that all the interactions occur in a vacuum. There are no external situations or back stories to the characters. Everyone gets paired off with someone else who is involved in the story, or exists only to be wedded to another. The script does not make the film memorable; however, the acting does.

The cast, which includes Rachel McAdams and Luke Wilson, seems to have been typecast for the roles. McAdams plays the mean girl, while Wilson plays the relaxed, slow-paced, nice guy. Danes is the charming and

inquisitive fish-out-of-water. SJP exaggerates her *Sex and the City* role: outlandishly neurotic and excessively perfectionist. Still, experience in these roles makes them masters. The comedy is perfectly timed, and the sadness is

devastating. They hit the nuances of each scene on the nose. Without this, the movie would be a typical dramedy.

It can perhaps be said that their performances make *Stone* look as though it is altogether well made. However,

the film lacks a vision. The director and screenwriter, Thomas Bezucha, seems to have written the film as a character sketch, but then translated it into a more plot-based story. That's why some scenes feel empty; it's filmed in a way that asks for more than social interactions to keep the film going. For example, Meredith bringing in Amy's ex-boyfriend did nothing for the relationship between Meredith and Amy, for Amy's overall character, or for her relationship with her ex-boyfriend.

Overall, though, the film was entertaining. It was clearly a vehicle for SJP, who is trying to show she can carry a plot away from *Sex and the City*, while still showing her typical character with humor and spirit. Indeed, it is rare to find such quality acting.



Sarah Jessica Parker plays charades with the family of her fiancée (Dermot Mulroney) in Thomas Bezucha's new film, *The Family Stone*. The movie, although advertised as a comedy, had many tragic elements, making it more of a "dramedy."



# All My Own's fault: MTV turns closet stalkers into speed daters

BY Kyra Siegel and Heather Larkin  
Assistant A&E Editor and Assistant Features Editor

MTV's *My Own* might just have pushed the limit, openly legitimizing obsessive celebrity crushes. MTV has once again indifferently introduced a ridiculous concept into one of its shows, but in the process made it seem normal.

One of MTV's newest "reality" shows, *My Own*, allows men and women to pursue their celebrity fantasy. MTV searches for an obsessed fan — and obsessed is an understatement — to choose a person who best emulates his celebrity crush. Then at the end of the episode, the lucky fan skips away with his own celebrity imitation. But what, exactly, does being someone's "own" celebrity entail? MTV never bothers to explain. Instead, MTV leads a hopeful fan towards the illusion of a perfect relationship, never questioning why the chosen contestant would even want to be the fan's own fake celebrity.

In the beginning of each episode, viewers are shown around the fan's room, which is always a dedicated shrine completely covered in photographs, posters, signs, and other memorabilia.

Then the eliminations start. The first round is a series of trivia questions about the selected celebrity. At the end of the round, the fan *should* eliminate two of the candidates who fail to answer enough questions, but it hardly ever turns out that way. In *My Own: Avril Lavigne*, one of the contestants wrote the answers to the trivia questions on her thigh — a blatant indication that she knew little, if anything, about Avril. In the real world, this is cheating. But on *My Own*, this is "resourceful" and the contestant moved on.

In the second round of the show, the fan views previously recorded videos made by the contestants. Just like in

the first round, the candidates often use their videos to explain why they should be chosen despite the fact that they are nothing like the celebrity. And in the third round, each of the remaining three candidates sing and act out a song written by the celebrity. Most of the time, this part plays out like the worst *American Idol* auditions. It's easy to

*My Own* could be completely offensive. It's a pretty bad set-up: six girls each dancing somewhat provocatively around the stage (one girl ended her performance by mooning the male judge), competing to play out some guy's celebrity fantasy. But MTV also turns the tables and puts the guys up for female judgment.

Whether feminist issues exist or not,



could  
she be  
your  
own  
Avril  
Lavigne?

Daryl Koopersmith

imagine the contestants when they are home alone, striking exaggerated dance poses in front of the mirror and singing with horribly off-key vocals, all the time thinking they look cool. But when they do it with sincerity in front of an audience, it's just embarrassing.

If MTV didn't also have episodes where a girl conversely judges six male celebrity imposters, then this round of

there is still the problem of both sexes willingly competing to be *someone else*. MTV is daring enough to take on the time honored cliché, "stay true to who you are." However, the contestants keep getting in the way. When MTV asked a Dave Grohl impersonator what his main strategy was, he said: "to be myself," which kind of defeats the purpose of the show.

The final elimination occurs after round three. The fan dims the lights on two more of the hopefuls, leaving one lucky contestant as the winner. With any other dating show, it's expected that the contestants will choose the final winner based on looks. But *My Own* covertly circumvents this issue entirely. Every time the obsessive fan has to eliminate a celebrity poser, magically their idol takes on whatever vague qualities necessary to support a most likely shallow reason. When one girl had to choose her own Adam Levine, she obviously wasn't interested in one of the contestants, a relatively obese, but funny kid. However, instead of dealing with her superficial reasons for the decision, she simply said, "I'm looking for an Adam, not a comedian." This easy out is used for every single rejection: "He just doesn't have [insert celebrity] qualities." Right...

But then what happens when the fan's final choice looks and acts *nothing* like the real thing? In *My Own: Avril Lavigne*, the fan predictably chooses the blonde bombshell of the bunch, Jeanine. However, during her video, she spent her time listing her punk-rock-chick hobbies, which included taking warm showers, meditating, and lighting scented candles.

In fact, most of the time, the fan will give up his or her pursuit of a pseudo-celebrity and pick someone who is appealing for different reasons. Usually, the winner is the hottest person in the room. While such behavior completely undermines the show's theme, it actually puts the actions of the fans in a better light. When an obsessive Milo Ventimiglia fan can't have the idol of her dreams, instead of settling on a second-rate copy she finds it better to settle on someone who is worthy of obsession in his own way.

## Lost but not forgotten: the rising popularity of viewers' favorite tropical island

BY Damian Bidikov  
Staff Writer

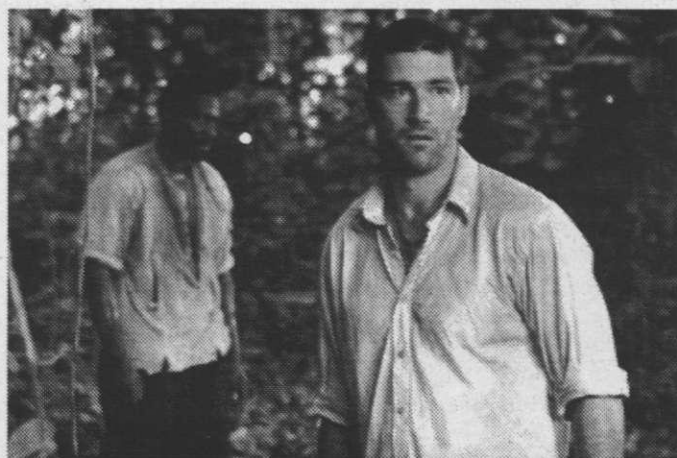
Having an unoriginal premise and cliché setting are unfortunate shortcomings of many modern drama shows, and at first glance ABC's *Lost* might appear to be another drama/adventure program doomed to crash. But *Lost* offers a lot more, as its commercial success might suggest. Compared to ABC's other show introduced in 2004, *Desperate Housewives*, *Lost* received considerable critical acclaim when it debuted, and the show's second season, which began airing in Sept. 2005, has enjoyed critical and commercial success as well.

*Lost*'s success stems largely from the strength of its script and the complexity of its characters. The premise might indeed seem unpromising and overdone: Oceanic flight 815 crashes and about fifty wounded, terrified survivors are left on an unknown island.

But the masterful writing tells the story through the eyes of multiple characters seamlessly. The layered quality of the script is evident as multiple mysteries unfold alongside the desperation of surviving and getting home: other entities share the stage with the stranded passengers, and the island shows signs of previous habitation.

The real merit of *Lost*, however, is in its actors and their performances. The

fourteen main characters are varied, if some are a bit unrealistic in nature. Key islanders include Jack (Matthew Fox), a doctor shaken by the recent death of his father; Claire (Emilie de Ravin),



*Lost* stars Matthew Fox and Adewale Akinnuoye-Agbaje are poised to attack "The Monster" that is threatening the lives of their fellow survivors.

a pregnant fast-food worker; Charlie (Dominic Monaghan), a drug-addicted musician; and Kate (Evangeline Lilly), an ex-con. Each character has essential flaws and dark pasts that tie into his or her involvement with survival on the island.

Perhaps the show's most interesting element is the way these pasts are

revealed: as the show shifts perspective from character to character, they each experience flashbacks that shed light on how the characters became involved with the plane crash in the first place.

An episode of *Lost* might focus almost solely on the past of one character. This makes for a very interesting pace: while the characters have to face the problems of their setting (another of *Lost*'s merits—the island is at once beautiful and alluring, creepy and mysterious, and undeniably

intriguing), they also have to deal with deep internal troubles and inevitable conflict caused by one another. Again, this is a typical facet of the plane crash adventure show formula, but it's difficult not to be drawn into the drama, which is better than *Lost*'s competitors.

The show has been criticized for being unrealistic, and indeed just a few

episodes into the first season, a woman has a baby, one of the plane's leftover engines explodes, and pretty soon a big-*something* starts knocking trees over. But any nitpicking over implausibility is pushed to the back of the viewer's mind; so entertaining and satisfying are both the drama and mystery elements of the story. Another criticism of the show is that it's a bit too frustratingly mysterious; some of the plot elements have led enthusiastic — and bored — fans to design complex theories about where the show takes place and what's going to happen next. A popular theory is that the characters are dead and have gone to purgatory. The show even introduces some powerful, if rather shallow, themes about humans' place in society: the most notable of these are in relation to the painfully named survivor John Locke.

Despite its flaws, *Lost* finished its first season with high ratings and started its second last fall. The second season upholds the sense of mystery and everything that *Lost* got right in the first season, while introducing some new characters and clever plot devices. *Lost* has flaws, but for the most part they'll only bother the viewers who can't look past the mildly irksome aspects of the show. For almost everyone else, *Lost* offers something different — and usually better — than almost everything else on TV.



# As Tall as Lions bares all in exclusive interview

BY Zubin Zaveri  
Business Manager

Formed in early 2002 by members of the band Sundaze with a new guitarist/pianist and new bassist, As Tall as Lions has become one of the most successful Long Island bands in recent memory. Putting aside blockbuster successes such as Taking Back Sunday, Brand New, and Glassjaw, ATAL has accomplished the feat of acquiring an international fan base.

Maintaining integrity and staying true to their emo roots, ATAL has become an indie marvel, not quite falling to a specific scene with specific fans. Rather, they have appealed to a wide variety of music lovers, displaying their versatility and overall suaveness as musicians.

I was able to see ATAL live on Dec. 27 at the Crazy Donkey, an alternate venue that has replaced The Downtown, which was home to underground indie, emo, and punk rockers for years. From the beginning, combining bands such as The Magnetic North, The Sleeping, and From Autumn To Ashes, the evening was bound to be a success. Though The Magnetic North was nothing to marvel at, The Sleeping was wildly impressive with intense energy, dramatic lyrics, and an impressive overall musical excellence. Their ability to engage even those who had never heard of them in their untamed, boundless set was astonishing.

The next band up was ATAL. Opening with some favorites like a

remix of "96 Heartbeats," the band quickly rallied the audience to its feet. Soon enough, however, they broke the news that they would be playing material from their upcoming album. Initially I was disappointed, but songs like "Honey and Milk" quickly changed my mind. Their new album, tentatively titled *Skeletal Music*, seems just as inventive and original as their debut, *Lafcadio*.

Before the show, I had a chance to interview drummer Cliff Sarcona about the band and its roots. He talked about how they had all grown up on in either Massapequa or Smithtown. They had met in high school and "formed bands based on the fact that we knew each other, and we knew that we shared a passion for playing music, as terrible as we were at the time."

Though various musicians have influenced their creations, Sarcona claimed that nothing has influenced their music more than the other members of the band.

"We come to the table with small ideas on an individual basis, and most of the time it inspires each other to write around

it and it takes that idea to a whole new place," Sarcona said.

He did, however, concede that if he could jam with a single band, it would be The Mercury Program (from Gainesville, Florida).

Below is my interview with ATAL drummer Cliff Sarcona.

**Zubin Zaveri: What's up with the name "As Tall as Lions?" Who came up with it?**

Cliff Sarcona: It was a line in a poem that Sean [Fitzgerald] had created, caught his eye, and he brought it to our attention. We liked the over

exaggerated visual feeling it gave us, kept it, and it stuck.

**ZZ: I hear you're working on an album, how does it compare to your others?**

CS: It is completely different, but familiar in a way. We took a completely new approach this time; it is very rhythmic, drum and bass heavy, but melodic and simple at the same time. One could say it's a bit more laid back, but we don't mind. The songs have much more behind them - they convey an idea that's easy to grasp yet have enough depth for the listener to keep listening back and still enjoy the album over time.

**ZZ: You guys played The Downtown a lot. How do you feel about it closing?**

CS: We are as upset as everyone is. Playing and going to shows on Long Island just isn't the same. The venues are downright horrible, and the sound at the venues is even worse. It's affecting the local scene in a negative way, and national acts just have nowhere to play when touring through. Somebody needs to buy it, renovate, and start fresh, before we lose all the momentum that place has created over the years.

**ZZ: How do you feel about the evolution of Warped Tour from a predominantly punk, underground music festival to an all-out media spectacle?**

CS: Warped Tour is the best thing that can happen to an indie-sized band. The amount of promotion and exposure that bands get from the experience is boundless. It's exactly what you put into it: Warped is backbreaking work that is extremely self-rewarding. I was skeptical about it until I dove into it head first, and we are all about it. It deserves all the attention it gets.

**ZZ: What is the craziest thing you've ever done on stage?**

CS: I bet our bassist to do the Ace Ventura dance (if I could describe it to you I would) across the front of the stage during the intro of a song. I could hardly play the drums, I was laughing so hard. The crowd didn't quite think it was funny. I'm pretty sure they left at that point.

**ZZ: When it's all said and done, how do you want to be remembered? What do you want your legacy to be?**

CS: A band with integrity. A band that views music not only from the standpoint of being able to get stuck in people's heads, but as an art form. A band that took you somewhere, music that takes you to the happiest/saddest/most terrible/greatest points in your life. Music that makes you remember who you are, and what you went through to become who you are.

**ZZ: Be honest, how much ramen do you eat?**

CS: Not as much as I ever expected. Not Ramen - but Cup O' Noodles. It is an easy meal when all you have is change in your pocket, and you stopped at a gas station, and you just pour hot water from the coffee machine on and go.



As Tall as Lions played at The Downtown, a venue for alternative, emo and punk musicians. Members of the band recently talked to *The Schreiber Times* about their experiences.

## "Americana-addict" Daisy Donovan chronicles her New World adventure

BY Kerry Dachowitz  
Contributing Writer

Students of Paul D. Schreiber High School, allow me introduce you to "Daisy" and her new show *Daisy Does America*. Daisy is a British dame who calls herself an "American-oholic," or one who is truly addicted to all features of the USA (including our accents!). During the opening credits of her show, Daisy explains her obsession with America and her plan to travel cross-country in order to experience everything from cowboys to skyscrapers.

At first glance, *Daisy Does America*, broadcast on TBS at 10 PM appears to be harmless, kitschy entertainment. And for a while, that's what the show is: this particular episode focused on the trials and tribulations of Daisy's love-hate relationship with poker, set in Las Vegas, Nevada.

The show opens with Daisy's visit to the mansion of Barry Greenstein, a master poker player who has won fortunes through the game. As they proceed through the house on a tour, Daisy remains bubbly and inquisitive, always sure to ask the price of every item displayed. She consistently interrupts Mr. Greenstein, and by the end of the tour, as he shows her the beautiful view from the balcony, any normal viewer would feel the urge to gently push Daisy off, onto the concrete patio below.

This is just the beginning of a fantastic half-hour of Daisy's journey.

Daisy next decides that in order to fully experience Las Vegas, she must learn the art of playing poker. To accomplish this, she enlists the help of a large-chested, obviously-dyed blonde (yes, woman; her name really is not of great significance in this context) to tutor her. Although she does attempt to teach Daisy the simple card game, when these efforts fail, she resorts to educating Daisy on ways to distract the men who are playing against her. "Wear a low-cut shirt to all the games," she advises Daisy. "Ask, 'What, are you chicken? Are you afraid to lose to a girl?'" In addition, she tries to explain that women usually find it harder to bluff than men. "How racist!" exclaimed Daisy (accompanied by sighs and eye-rolling from the audience). Before leaving, Daisy borrows a provocative shirt from her mentor as a good-luck charm.

Daisy's first day of playing is certainly amusing enough: her hair-tossing and glaring (as she tries to look deeply into men's eyes) are not nearly enough to keep her competitors from winning, or even to attract them. Of course, she loses terribly, and before the day's end she confirms that poker is simply too complex a game. Instead of earning a fortune through her own merit, she chooses the next best thing: marrying a millionaire!

In order to accomplish this latest goal, Daisy must enlist a new mentor, Lisa Johnson, who calls herself an expert at seducing wealthy men. Surprisingly, Johnson wrote an entire

book on the subject (*How to Marry a Millionaire*), though the most shocking part was that someone actually agreed to publish it. The highlight of her advice was when she instructed Daisy to eye men with a look that said, "Oh baby, oh baby, you're the hottest thing I've ever seen, and we need each other bad!" (In essence, a bug-eyed "I-know-where-you-live" stare-down.)

Finally, the date! Daisy goes out to dinner with Barry Greenstein, the millionaire she was introduced to at the beginning of the show. After a very awkward meal, during which Daisy recited bits and pieces of "Jabberwocky," a Lewis Carroll poem consisting of ridiculous, made-up words, the couple proceeds to a "romantic" gondola ride. It's a wonder the man rowing their boat didn't stop their trip after Daisy presented Barry with a loaf of home-baked bread (a suggestion from Lisa Johnson, no less, who told Daisy it would help Barry associate her with "home and hearth"). Is it really such an unexpected turn to see that Barry declined her marriage offer following such a marvelous evening?

Likewise, audience members may sit in for one night of cheap thrills with Daisy, but should avoid becoming too attached. *Daisy Does America* is a half-hour wasted laughing at whoever decided to let this woman have her own television show. Will someone please send Daisy back to the U.K.?



# Port squeezes out a five point win over Oceanside

## After slow start, JV II boys basketball picks up the pace

by **Matt Varvaro**  
Staff Writer

After a slow start to the season, the boys JV II basketball team has been riding a winning streak. The team, which lost its first three games, extended its winning streak to two games on Jan. 7 at Schreiber with an impressive 51-46 victory over Oceanside.

The Port Vikings, coached by Mr. Matt Holzer, began their road to victory by winning the tip-off. Freshman Ben Greene took no time getting Port on the scoreboard as he quickly drained a shot for the first points of the game.

During the first quarter, the Vikings' offense was led by sophomore Jake Most, who dominated down low, controlling the boards well. Most also hit two shots to add to Port's overpowering offense. In addition, Port got some help from Oceanside's lackluster offense, which did not score until late in the quarter. After a basket each from freshmen Stephan Brossard and Zach Kriftcher, along with late scoring from a hot Oceanside offense, the first quarter ended with a 10-5 score in favor of Port.

Oceanside started the second quarter by dominating the struggling Vikings team. After hitting two free-throws early on, Oceanside then scored a three-pointer to tie the game at ten. They proceeded to take advantage of the Vikings' defense by hitting three more baskets to take the lead, 16-10.

Oceanside's offense outplayed the Schreiber defense while they were

on their 11-0 run to start the second quarter. Port's offense was also on the fritz, and struggled to score. With 2:30 left in the half, the Vikings finally scored on two free-throws by Kriftcher.

Rubinstein, who scored all seven of his first-half points in the second quarter, six of them coming on three-pointers.

This helped Schreiber retake a slim lead, 22-21. But, as the clock ticked

Schreiber in the third. After Barrett's basket, Most scored all of the Vikings' next eight points and helped to widen the lead by ten points. During the last few minutes of the quarter, after two points from Brossard, both Schreiber's offense and defense slowed down as they allowed Oceanside to score ten unanswered points.

This cut down the Vikings' lead to a narrow 37-35 entering the fourth quarter.

Sophomore Steve Kaufman became the anchor of Schreiber's offense in the final period, during which he scored all eight of his points. Kaufman's aggressiveness rallied the team as Most, Barrett, and freshman Jared Reiner scored a combined six points. However, his aggressiveness also led to five fouls, which resulted in his fouling out of the game. Kaufman has fouled out multiple times this season, a pattern on which he jokingly commented, saying, "The rule should be changed to six fouls, not five."

Throughout the fourth quarter, the Vikings maintained their lead and eventually won the game.

Oceanside and Port will face each other one more time this season. Until then, Schreiber hopes to improve a few aspects of its game.

"We need to really work on our shooting and improve our shooting percentage from the field," said Barrett, anticipating the upcoming game.



The JV II boys basketball team plans their attack for the upcoming possession in the closing seconds of their last game.

From that point on, Schreiber's offense began to regain its momentum.

Kriftcher hit one more free-throw before the end of the first half, and freshman Jonathan Schneider added two more. The Vikings' leader on offense at the half was sophomore Robby

down its last few seconds, freshman Joe Barrett threw up a prayer from far beyond the three-point line and nailed a thrilling buzzer-beater, giving the Vikings a 25-21 lead.

Barrett began the second half with a two-pointer, but it was Most who led

## Young JV team steps up

by **Jason Nelson**  
Staff Writer

The past is the past with regard to the Port Washington basketball program that is coming off a year filled with controversy. JV I is looking to come out just as tough as they did in years past.

The team started preparing for the season in mid-October, with their main focus on the fundamentals of the game and conditioning drills.

With many freshmen on the team, the inexperience was a cause for concern; however, they stepped up to make up half of the starting lineup.

Eighth grader Adam Epstein will have to prove himself as a young prospect. Only time will tell if he will be able to run at the high school level. He certainly proved to be up to the challenge in the first game of the season.

Along with Epstein's shooting and outstanding defense from freshman Josh Greenberg, the team opened its season with an overpowering 62-44 win against Division High School of Levittown. The team averaged 63% from the field in the win.

The high scorer was sophomore guard Dan Sirotkin who led the team with 23 points. Not only did the team dominate the scoreboard but they also dominated in rebounds and assists. Sophomore Jeremy Gurewitz led the team in these categories with six rebounds and four

assists. "We came out strong in the first quarter, then we got stronger as the game went on," said sophomore David Gass. Other impressive performances came from freshmen Mike Ashamalla, Mark Brewster, Stephen Dellibouis, Ryan Goldstein, and Andrew Weil.

It certainly seems like Coach Dennis Trotier has prepared the team mentally and physically with an assortment of offensive as well as defensive plays.

The team seems to have already gelled, which is important to a team's morale, and will keep this team competitive throughout the season. "The kids played well. We are looking forward to a very exciting season," said Trotier.

The team played its first home game on Dec. 20 against Elmont, who has always given Port some trouble. Along with strong defense and precision passing, Port pulled out a victory. This proved to be a true test for the young JV players.

Port lost its first contest to Hempstead in an overtime game that featured great endurance from the players as well as superb coaching from Coach Dennis Trotier.

The boys came back from a large deficit to tie the game in the fourth but came up three points short. The team showed composure as well as good sportsmanship. Port also lost to Baldwin, which has also always given Port a hard time in the past.

## "G" Earns Coach of Year

by **Ben Greene**  
Staff Writer

Schreiber coach Maria Giamanco was presented the Coach of the Year Award for her girls volleyball team on Nov. 28. This was not the first time that Coach Giamanco won this award. After sixteen years of coaching volleyball at the middle school and high school levels, she has won the award four times.

"I felt proud to receive this award," said Coach Giamanco, who called the award an honor. "It is nice to be recognized by your peers."



Ms. G has been coaching volleyball in Port Washington for sixteen years.

Coach Giamanco has had a very successful coaching career, which has been evident in the quality and sportsmanship of her teams. Under her leadership, the Lady Vikings reached the semi-finals in this year's state tournament, a feat that she had already achieved in the early 1990s.

Between 1997 and 1999, her boys team won three consecutive county championships, which Coach Giamanco considers her greatest accomplishment as a coach.

"Being able to orchestrate the different personalities on the court to arrive at a place where they can be focused in one direction" is the biggest challenge that Coach Giamanco has faced, but she has been able to lead her teams in the right direction for years.

"You always strive to be the best," said Coach Giamanco, and this is a goal she searches to accomplish throughout the rest of her career. "As a varsity coach, I always try to provide opportunities to get my kids to the next level. Even though there is a lot of extra work that needs to be put in as a college athlete, strong academics and community service are two of them. I do not just want to teach the sport to my students, I want to teach them both sides."

With the focus, motivation, and individual attention she awards her athletes, it is clear why Coach Giamanco was chosen out of the many possible coaches to be named Coach of the Year.



# Gymnastics remains undefeated

## Victory against Great Neck South brings girls to 3-0

by John Forman  
Assistant Sports Editor

The varsity gymnastics team has excelled early this season, starting off with a perfect 3-0 record. The team has high aspirations of repeating the success that it achieved last season.

At its meet on Jan. 11 against Great Neck South, the girls won comfortably by a score of 130.2-98.8. Led by senior captain Danielle Powers and sophomore captain Amanda Greico, the team has become accustomed to success.

Sophomore Nina Zorfass also stepped up and performed well. Zorfass competes in all events, which includes the floor, vault, balance beam, and uneven bars. Other gymnasts on the team who compete in all events include sophomores Greico and Angelica Kapsis, as well as freshmen Amanda Ostrove and Kelsey Siegel.

The team usually looks to Zorfass to bring in high scores in her competitions. Although the team's total score is what Coach Katie Kitner is concerned with, the girls' individual performances are important for the future, as playoffs are decided among individual scores and not school teams.

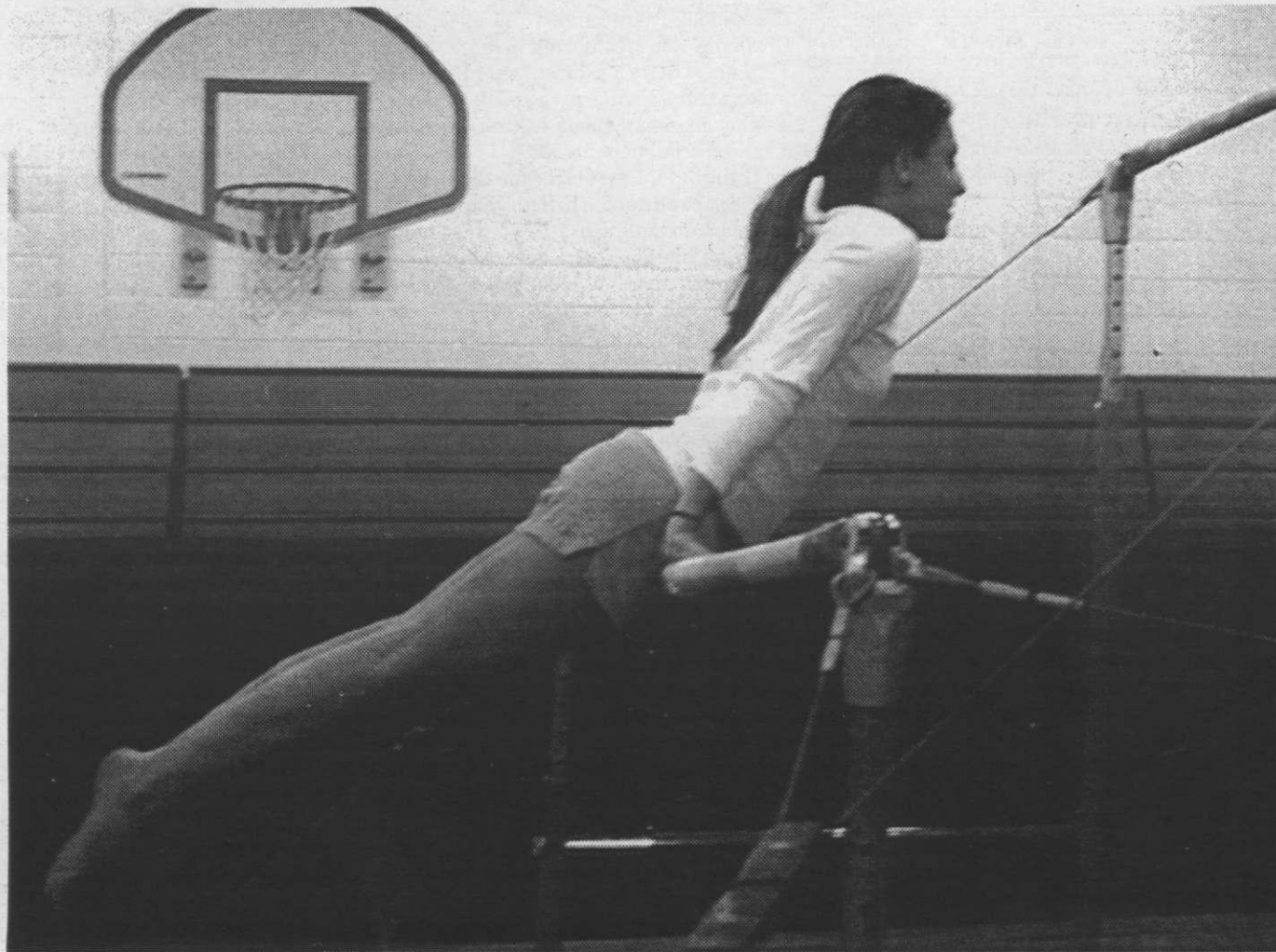
"Nina has a good chance of going far in the playoffs," said Coach Kitner. "She consistently pulls in the team's high scores, and we look to her to lead us to victory."

Zorfass' goal for the season is to make the state qualifying meet.

Lost in the jubilation over the dominant victory over Great Neck South were the two crucial injuries to individuals on the team. Zorfass has been plagued with a lingering injury, and sophomore Angelica Kapsis, a key contributor since her days at Weber, sustained a shoulder injury against Great Neck South.

"The status of the two gymnasts has not yet been determined, but both will miss several meets," said Coach Kitner. "Losing them will hurt our overall scores, and we can only wait until they return to competition."

The team is young, with only one senior and one junior. Sophomores Katie Nicholson and Victoria Prudente will



Jus Chadha

**Carrie Morea, the team's only junior, swings into her routine on the uneven bars. Her extensive preparation during practice has made her a constant threat on the bars. As one of the few upperclassmen on the team, her leadership skills have been vital to the success of the other gymnasts.**

compete in future meets on the bars, and Kristiana Ressa will look to fill gaps in all four competitions.

The team has a strong group of freshman gymnasts this year. Freshman Nicole Botsaris has competed on the balance beam. Other freshmen on the team include Alex Sherman and Lauren Valenti, both of whom compete in the floor competition. Rounding out the young nucleus that makes up the team is freshman Melanie Reese, who participates in the uneven bars, floor, and vault competitions.

"This is the largest team we've

had in six years with fourteen girls," said Coach Kitner. "It is also the most talented team that I've had the pleasure to coach."

Coach Kitner seemed optimistic that the team can step up and continue to perform well in interscholastic competition. With Kapsis and Zorfass injured, veterans such as Powers, who competes in the balance beam and floor competitions, junior Carrie Morea, on uneven bars, and Greico have been given the opportunity to step up and make up for lost points.

"I'm the only senior on the team this

year, and it is my last season with the team," said Powers. "Coach Kitner is a great coach and mentor, and I will miss her after the season ends. I'm sad to leave, but I will remember the team fondly. We've always had a small team, but it's always fun with our tight-knit group."

Off to a 3-0 start, the girls look to continue their strong opening to the season in their next game against Wantagh on Jan. 17th.

# Seniors lead boys track in championship bid

by Myles Potters  
Staff Writer

The boys winter track team competed in the Conference 2 meet at Farmingdale State College on Jan. 13. This was the biggest point-scoring meet of the season.

The 4 x 400 relay team, comprised of seniors Wilmur Chamul, Jose de la Rosa, Matias Pena and Tom Zebroski, pulled third overall. Junior Arnold Donado threw 44 feet in the shot put, which was a personal best and won him third place overall. Junior Richard Schmitz came in first in the 3200 meter race and second in the 1600 meter race. Pena's 55 meter time was fourth overall. Chamul ran the 300 meter race in 42 seconds, which was a personal best. The 4 x 200 relay team

was third in its heat. Members of the 4 x 200 relay team include freshman Albert Suh, who also had a personal best, sophomore Sherman Lam, Pena and Zebroski.

The team, coached by Ms. Robin Cooper, has had several meets held in three different locations: Nassau Community College, Suffolk Community College, and The New York City Armory. A typical winter track meet consists of races ranging in length from the 3200, or two-miles, to the 55 meter dash. There are also a variety of relays, which consist of the 4 x 200 meters, 4 x 400 meters, and 4 x 800 meters. Finally, winter track also includes many field events such as the high jump and shot put.

During the Friendship Games

Championships on Jan. 16, Schmitz placed first with 75 points in the two mile run. He also competed in the one mile run where he placed fourth.

This season is the final year for many of the boys on the team. Seniors Chamul, De la Rosa, Raul Maraboli, Pena, Peter Weintraub, and Zebroski will all be graduating this year. Coach Cooper found that having a large influence from the older boys on the team was actually helpful.

"The upperclassmen have a positive effect on the freshmen because of their will to train and work," she said.

The effect of the seniors paid off. This year there are a number of standout freshmen and sophomores. Schmitz also contributes to the older half of the team and has received many awards for

his outstanding running thus far this season.

In practice, each individual trains for his specific event. Sprinters and mid-distance runners focus on shorter distances during practice while long distant runners go on long runs or do timed 400 meter runs.

With all these events, the boys on the team endure difficult practices and grueling meets, with many of them competing in two or more heats.

Following the New Balance Games, which will take place at the New York City Armory on Jan. 21, any runners who qualify will compete in the county championships on Feb. 5.



# Athletes of the Month

## David Ehrlich Angela Matinale

by Lane Mergler  
Staff Writer

With an 18-3 record, junior David Ehrlich leads all other Vikings fencers in wins and may be the best fencer in all of Nassau County.

Ehrlich, a fantastic trainer, runs, does push ups, sit ups, and all of the basic essential exercises that are necessary to become and remain a successful athlete.

He is also a member of an out-of-school fencing club, where he meets with coaches and concentrates on improving his footwork and bladework.

"For now, I hope to win in the Nassau Division and make it to the Long Island Conferences," said Ehrlich. "From there, I hope to qualify in the Empire State Games, and, depending on how much I improve, I hope to qualify for the Summer Nationals."

The Empire State Games is an out-of-school event that is considered to be the "states" of fencing.

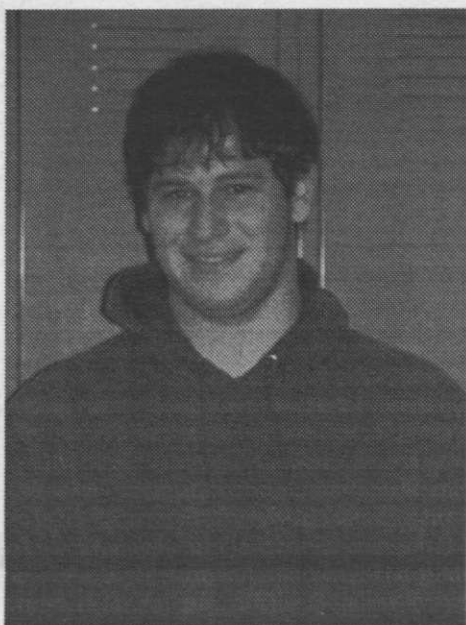
Ehrlich has been fencing for four years, but he spent his first two years as a foil fencer. For the past two years, he has been a sabrist.

There are many differences between a foil fencer and a sabrist. A foil sword is the longest sword; it is about one meter long and a fencer can only poke with it in matches. The sabre is the shortest sword, ranging from 64-70 centimeters and it can only be used to slash. The sabre also has a handle which wraps around

the hand. There is also the epee, but Ehrlich is not considering using it.

"I am strictly a sabrist," said Ehrlich. "I don't think I will ever go back to using a foil or using an epee. I think I will be a sabrist from here on out."

"I think I'll be a fencer for the rest of my life," continued Ehrlich. "Fencing is the most amazing sport. I've never found anything like it. The people, sport, and everything about it feels great. When you win, you feel good. When you lose, you think you could do better. You get so into the game."



David Baer

David Ehrlich hopes to qualify for the Empire State Games at the conclusion of the season.

by Nikki Pond  
Assistant Sports Editor

She shoots... she scores! Junior Angela Matinale has been an enormous contributor to the varsity girls basketball team this season. Although the team's league record is only 1-3, Matinale continues to show exceptional skills on and off the court... but especially on the court. Not only has she guided the team through the beginning of the season, but also through several tournaments, one of which took place in Disney World over the December vacation.

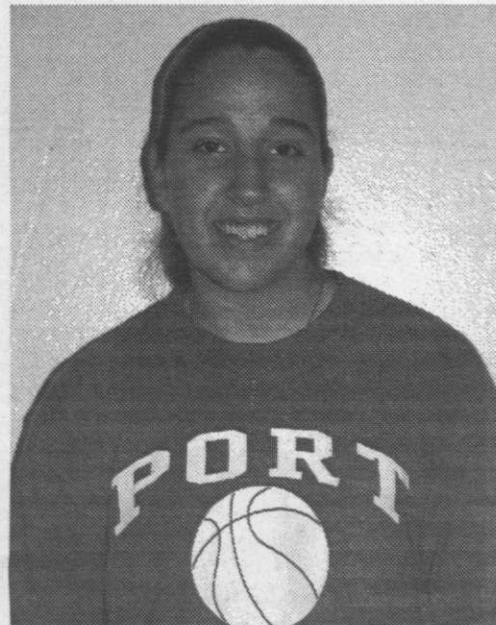
As an eighth grader, Matinale was on the junior varsity basketball team, exhibiting an extraordinary talent for basketball before she even entered high school. Her freshman year brought her to whole new level—Matinale tried out in the beginning of the season, and Coach Stephanie "Jo" Joannon made the decision to put Matinale on varsity as the only ninth-grader. Since then, Matinale has worked determinedly to secure her well-deserved spot on varsity for each upcoming season.

"I've been playing basketball since I was five years old," said Matinale. "It is my favorite sport and it only gets better each and every year I play."

This year, Matinale has stepped up to help her team. She was named to the All-Tournament team at the Lady Vikings Holiday Tournament, which took place from Dec. 15-

16. Matinale was a prominent scorer in each of the Vikings' games. At the tournament in Disney World, Matinale was also named to the All-Tournament team. This achievement is especially impressive, because teams from all over the United States attended.

"Her many years of experience playing basketball have turned her into an exceptional athlete," said junior teammate Michelle Doscas. "Her love of the game is very apparent and inspires others to try even harder in practice and games."



David Baer

Angela Matinale was named to the All-Tournament Team at the Lady Vikings Holiday Tournament.

## Bowling off to strong start

by Ari Malekan  
Staff Writer

Boys varsity bowling has had a successful first half to their season with a 7-3 record. They are currently third out of six teams in Division I.

The team's current standing is especially impressive because Division I is the most competitive division for bowling in the county, with powerhouse teams including Roslyn and Garden City.

The four starting varsity players for bowling are seniors captain Sam Jaffe and Max Schwartz, and sophomores Colin Kerr and Tyler Fernandez.

"With the new starters Kerr and Fernandez, our team should be very successful, now and in the future," said Schwartz.

Coach Allen Hagel and captain Jaffe have led the varsity boys bowling team to a promising first half of the season.

Their start is particularly noteworthy this year, as compared to last year's season. Last year, the boys bowling team was ranked fifth out of six schools in Division I.

"I hope to expand on our impressive start to this season," said Jaffe. "This is the best high school bowling team that our varsity has had in the four years that I have been a member. We also have a great chance at making the playoffs, which would be Port's first appearance

at the Nassau County playoffs in the past ten years."

Port's last match was against Great Neck North on Jan. 9. The game took place at Herrill Lanes in Herricks.

Port performed at the top of its game, shutting out its opponent, 11-0. This is the highest possible score for a team in a bowling match. Notably, Fernandez got a turkey, which is when a bowler gets three strikes in a row.

The JV team, which has had a challenging first half of its season, is trying to fight back to earn more victories.

They are ranked fifth out of six teams in the division, with a record of 3-7. The JV team, captained by senior Bryant Rich, consists of many new players and has no official starters.

"I am very happy to be a part of the JV team and hope to contribute in the team's matches," said freshman Chris Solomita. "This has been a tough first half to our season with many difficult losses for the team. We all just hope to turn the season around and start winning more matches."

The team's momentum is currently strong, after winning its last match against the Great Neck North Blazers.

The team is hoping that this win will incite a turn of events, and team members have stated that their goal is to finish with a record of .500 or better.

## out of bounds

by David Becker  
Staff Writer

I remember being scolded, "PRESENTATION! PRESENTATION! PRESENTATION! Presentation is EVERYTHING! Life is the *Cirque du Soleil*!" The moment was so Amy Tan, I reflect, as I dress to the nines on Jan. 11 while sifting through Yves St. Laurent *cravates* and Dior clamdiggers. Imagine my surprise when I heard that the wrestling team didn't want me to cover them. *Moi*? Who else would Steve Jobs personally create earphones for when they told iPod their ears went up a size? Who else received sixty calls when Paris Hilton's Sidekick was hacked? Naturally, there was some unresolved confusion as to my identity.

At the match against Lawrence High School, I see unflattering singlets and hear body weight announced. *Mon dieu*! Could this ever be a female sport? I'm musing aloud to darling Carole from Lawrence, a female wrestler. "I've only used wrestling in my family only once. It was with my mother," she later told me.

Paul Stalnaker, a senior, gets a pin which is an awfully chic way of saying he pounced bobcatly. Then Jeff "The Hammer" Focarro! He's a freshman, but isn't he just the best we have? Fear no more the heat of the sun! Stapling down a Lawrence opponent, Juan

Rodriguez looks like he is water-skiing on the edge of the wrestling ring! I think I'm perfect for the slapping and pinching. Just imagine: "Come here you little *shana punim*, you!" Jeff wins with three points.

Here's James Focarro! The junior bobs up and down. Lawrence's Acosta wins, but so *tackily*. James loses by wrestling the *real* way. Live the dream, James! The coaches scream "redo!", but I scream "encore!" What moves they detest, I worship at the altar of!

Anthony Corbo snags a pin better than Marc Jacobs on polyester matte. Of course, Corbo is on a different polyester mat. So is John, our third and final Focarro of the night. The round ends with a score of 5 to 6. The ref refused John a two-point crossover. I will personally greet Mr. Ref in the ninth circle of hell. You think I'm kidding. Travis Baugher wins his round! I admit, I'm distracted by a boy trying to rip the JV mat screaming, "I WILL TAKE YOU TO THE VENDING MACHINE!"

All in all, Port loses the match. Still, Johnny hung in with the third best in Nassau; Jamesy with an All-County kid, after being injured all season. "It was exhilarating to get back in the game after a tough time," he said. Dedication to excellence and leadership from Coach Schettino is to be more evident on Friday when the boys will wrangle Valley Stream Central.



# CALLING THE SHOTS

Sports Editorial

## Student-athlete, or athletic-student? Too many collegiate athletes take their education for granted

by David Baer  
Sports Editor

Should he stay or should he go? Well, Vince Young is entering the NFL Draft in April in hopes, and probability of being drafted early, possibly even first overall. Young, who dazzled millions with a spectacular performance in this year's Bowl Championship Series (BCS) title game, not only moved himself up in the draft, but his display of football ability may also be the reason that he is not finishing college. Young would be foregoing his senior year at the University of Texas, and therefore, would not graduate.

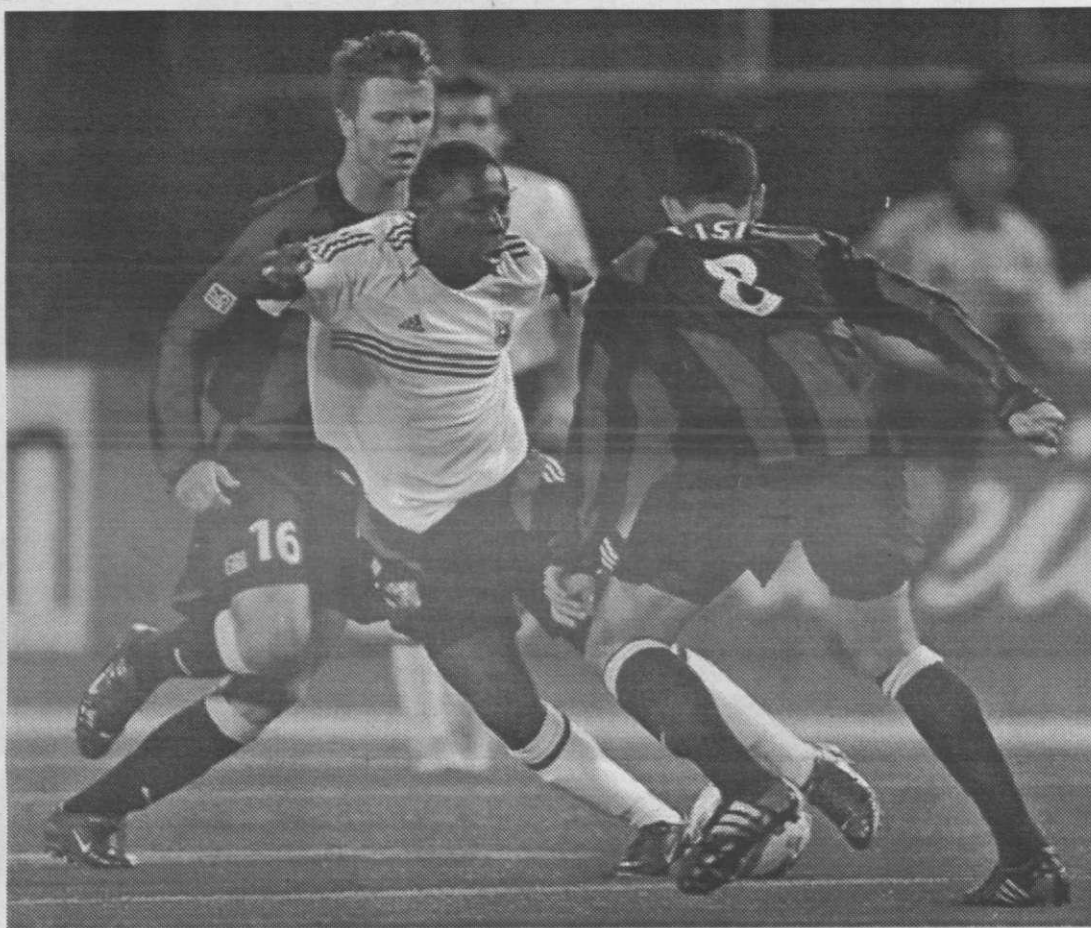
Vince Young most likely will be drafted high and signed to a major contract that would secure him financially for life. Although he will only play football until his mid thirties, maybe until he's forty, which is stretching it, he still will need an education to get him through the rest of his life. Professional quarterback Peyton Manning, a graduate of the University of Tennessee, is a prime example of a football player who stayed for his final year of schooling, graduated, and is now playing in the NFL. Our teachers, family, and guidance counselors, are always telling us that education comes first, hence the title *student-athlete*. But if this is true, how come so many athletes are leaving school early, or not going at all, and foregoing their education?

In recent years, we have seen the NBA become dominated by youth, most of whom have not yet finished college, or even attended college. As long as they are collecting their paychecks, they are most likely not going to return to the realm of education. The youth of the NBA, includes stars like Carmelo Anthony (one year at Syracuse University), Stephon Marbury (one year at Georgia Tech), Allen Iverson (two years at Georgetown University), Vince Carter (three years at UNC), and Dwayne Wade (three years at Marquette).

This youth movement in sports may be great for the game, but sets a precedent that *sports* come first. These athletes take their education for granted and many go to school for sports, not education.

Are today's *kids* really student-athletes? Some of these young athletes are not even old enough to legally drink, yet we worship them. In addition, those people who still cheer on their alma maters, should stop and think, what are they really doing? They are rooting for a nineteen, or maybe a twenty or twenty-one-year-old *athletic-student*, not student-athlete.

In today's poverty-stricken world, we hear of many athletes who arise from the mist, literally out of nowhere, and become multi-million-dollar superstars. LeBron James, three years removed from being a high school



Freddy Adu, the sixteen-year-old MLS phenom, is the youngest member of the youth of the nation, or the athletes who haven't gone to college. Adu, a player for the D.C. United soccer team, has made headlines due to his talent, but more because of his age. Adu, like a lot of current superstars who have made the leap from high school to a professional sport, most likely will not consider going to college after his professional career.

student in Akron, Ohio, is now one of the most popular faces of the NBA, as well as one of the most talented. Los Angeles Lakers guard Kobe Bryant; Houston Rockets guard/forward Tracy McGrady; Cleveland Cavaliers guard LeBron James; Phoenix Suns forward/center Amare Stoudemire; Indiana Pacers forward Jermaine O'Neal; and Minnesota Timberwolves forward Kevin Garnett are all NBA stars who never even went to college and entered the NBA straight from high school, making them exceptions to the theme that "school comes first." Sure, not going to school has worked out for them, seeing as each has numerous endorsements, most commonly their own sneakers. However, there are many athletes who made the same jump, and did not have the move work out for them. The most notable of these may be Kwame Brown of the Washington Wizards.

Although it is not as popular as the NBA, the MLS's youngest player, Freddy Adu, was only fifteen when he entered the league. Now sixteen, Adu is out of high school and playing professionally. Now that Adu is an internationally popular superstar, he most likely will not attend college when he retires, and will one day be just like the NBA studs who also never completed their higher education.

Shaquille O'Neal, the powerful Miami

Heat center, went to LSU, but graduated early in pursuit of professional success. However, Shaq is an admirable athlete. Shaq recently finished taking classes at LSU, has since received his diploma, and is now registered as a Miami police officer. If other athletes would pursue a college diploma when they were done playing sports, then entering their sport early would be beneficial, so they could play longer, and get more out of their youth. Unfortunately, lately that has not been the case.

Why haven't many sports other than basketball had a problem with youth taking over the leagues? For one, the NFL does not allow any *student-athlete* to leave before they are done with their junior year of college. Although the NFL is not forcing them to graduate, at least it is keeping *kids* in school for an extra year or two, unlike the NBA.

This year's Rose Bowl, the BCS title game, served as a stage for two quarterbacks who had seemingly nothing in common, except that each was trying to lead his team to a national title, keep undefeated streaks alive, and set himself up for the NFL draft in the spring.

Matt Leinert just finished playing his senior year at USC. Leinert, who won the Heisman Trophy his junior year, (2004), decided to return to college and graduate before entering the draft.

However, Leinert, who at first might look like an admirable student-athlete, decided to return to USC to play football, potentially become a better player, and then enter the draft. No shame in that, right? Wrong. Leinert did not forego his senior year of college in order to play football, and take easy classes, some of which were dance courses. Was Leinert a respectable *student-athlete*, or was he just another *kid* looking to play another year of college football?

Either way you spin it, at least Matt Leinert stayed in school, unlike his Rose Bowl counterpart Vince Young, or his USC teammate and 2005 Heisman Trophy winner Reggie Bush. These *kids* are preparing to enter the world of the NFL, and afterwards, it might be nice to have an education, just in case they feel like doing something with

the second half of their lives besides lounging around their enormous houses or drive their fancy, top-of-the-line cars.

I feel sorry for today's college kids who are looking to play professionally somewhere in some sport, whether it be swimming, golf, hockey, or football, and who actually value their education. The truth is, today's youth is setting an example that should not be followed. Basically, many of today's young stars are sending the message that if you are good enough at a sport, you don't have to worry about an education, because your salary from athletics will take care of you for the rest of your life.

On the other hand, Ryan Fitzpatrick, a Harvard graduate and now a St. Louis Rams quarterback, is living proof that education can take you far. His ability to remember plays flawlessly is one of the reasons, if not the reason, that he is quarterbacking in the NFL. Fitzpatrick is the type of person who should be idolized by today's youth movement. He is a person who pursued an education, and a love for football. With a combination of both, he has gone far, and is still young, at twenty-three.

Many of today's successful athletes have finished college, but too many have not. What ever happened to "education comes first?" Clearly, today's *kids* and future athletes are receiving mixed signals.



# VIKING SPORTS

## First win overshadowed by 27 point rout *Short-handed lineup factors into devastating loss*

by Jus Chadha  
Sports Editor

In the third game of the Vikings' season thus far, Port got out-played 62-35 by an undefeated Hempstead team. After this loss, Port's second home game of the season, the team has compiled a 1-2 record in league play.

The large margin of the loss might be explained by Port's personnel troubles. Against Hempstead, Port played with an abridged roster due to the absence of three seniors, Bobby Candela, Jamain Parchment, and Jamal Parchment, who were each punished with one-game suspensions after allegedly inappropriate behavior off the court. Senior Gus Bechtold was suspended for a previous off-court incident and was still inactive for the game against Hempstead on Jan. 10.

Junior Sean Allen, who tore a ligament in his thumb, was also inactive for the Hempstead game and will be out for approximately four weeks.

"Despite the hard loss, we gave a good effort," said junior Brian Miller after the game. "We missed some key players and it showed, but at the same time, Hempstead played a great game and they deserved the win."

Without its scoring leaders and veteran experience, the team was at a disadvantage as its members stepped onto the court.

Entering the game, Coach Sean Dooley was forced to play an adjusted lineup, which consisted of seniors Dan Koh, Tom McDonough, Andrew Preston, and sophomores David Lee and Chris Ryder.

**"As a team, we were able to move the ball around and create open shots, which is the key to winning."**

From the opening possession, Port was no competition for Hempstead. Missed shots, limited opportunities, lack of defense, and turnovers slowly led to a huge deficit.

In the first quarter, Preston's three-pointer provided Port's only points as the team headed into the second quarter down 14-3.

Port's offense was not that much more impressive in the second quarter. Preston and Lee were the go-to guys throughout the second quarter. McDonough and Miller also scored.

Lee played a vital role by controlling the ball at the point and adding a jumper at the buzzer. Nevertheless, the team entered the half trailing by a score of 32-10.

During the second half, Hempstead



(above) Senior Andrew Preston backs down a Hempstead defender early in the first quarter, trying to spark an offensive flow for a team that played sluggishly early on and managed to put up a dismal three points in the first period. They would do better in the second half, where they scored twenty-five points, and outscored Hempstead in the fourth quarter, 14-13. (right) Sophomore Chris Ryder throws up an attempt from beyond the three-point line, in hopes of shortening the deficit. However, Ryder, along with the rest of the Vikings squad, struggled to find a consistency from beyond the arch.



continued to control the boards and scored with no hesitancy, and McDonough continued to capitalize in the paint for Port.

Lee also continued to score, adding a pair of free-throws and a three-pointer. In addition, junior Jeremy Goldman added a three-pointer, which gave Port some momentum, but it was too little too late.

Lee led the team with fourteen points in the loss.

In the team's previous outing in East Meadow on Jan. 6, it played with a starting lineup consisting of seniors Candela, McDonough, Jamal Parchment, Preston, and Ryder.

The Vikings earned their first victory in that game by a score of 65-51. Jamal Parchment led in scoring with a team high twenty points. Preston was second on the team with a total of nineteen points. Defensively, McDonough's performance led the team, as he grabbed twelve rebounds.

Port came into the game hungry for its first victory and looked to match up well against a smaller East Meadow team. However, from the opening tipoff, Port looked sluggish on the court. The shooters were out of sync, the defense was inconsistent, and the team allowed easy baskets. Within a few minutes into the game, Port was trailing 4-12.

About midway into the first quarter, Preston began to heat up from the perimeter, draining a high percentage of jump shots. He shot seven of thirteen from the field, and scored sixteen of his nineteen points in the first half.

"I was just feeling it in the first half

and made the majority of my outside jump shots. Plus, it was a great feeling to comeback from an early deficit," said Preston.

Jamal Parchment also remained a steady offensive threat for the Vikings, adding ten points in the first half. On offense, he was able to confuse the defense with both a jump shot attack, and the ability to drive to the hoop.

In addition, sophomores Lee and Ryder showed promise on the floor, adding a combined ten points.

Candela was also a constant threat at the point, moving the ball around well, and adding two timely three-pointers, one in each half.

"Even though we were down 12-4 early in the game, we fought hard to bring the lead up to fifteen at half time," said Preston at the end of the first half. "Also, the bench added some crucial points. When East Meadow tried to switch from man-to-man [defense], to zone defense, we moved the ball around very well, and capitalized on numerous baskets."

At the start of the second half, Port led 35-20, and never looked back. Despite increased pressure, Port was able to control the tempo, offensively and defensively, as well as in rebounding and turnovers.

Jamal Parchment led the team with ten points in the second half, including a three-pointer in the third quarter, which increased Port's lead to a game-high seventeen points.

"I was happy with my play throughout the game," said Parchment, "and as a team we were able to move

the ball around and create open shots, which is the key to winning."

### 2005-2006 SCHEDULE AND RESULTS

12/20 Port vs. Elmont L, 43-62

1/3 Port @ E. Meadow W, 65-51

1/10 Port vs. Hempstead L, 62-35

1/13 Port @ Baldwin\*

1/17 Port @ Bellmore JFK\*

1/20 Port vs. Plainview JFK\*

1/27 Port @ Elmont

1/30 Port vs. E. Meadow

2/3 Port @ Hempstead

2/7 Port vs. Baldwin

2/10 Port vs. Bellmore JFK

2/13 Port @ Plainview JFK

\*result not available at press time

All Photos by Jus Chadha