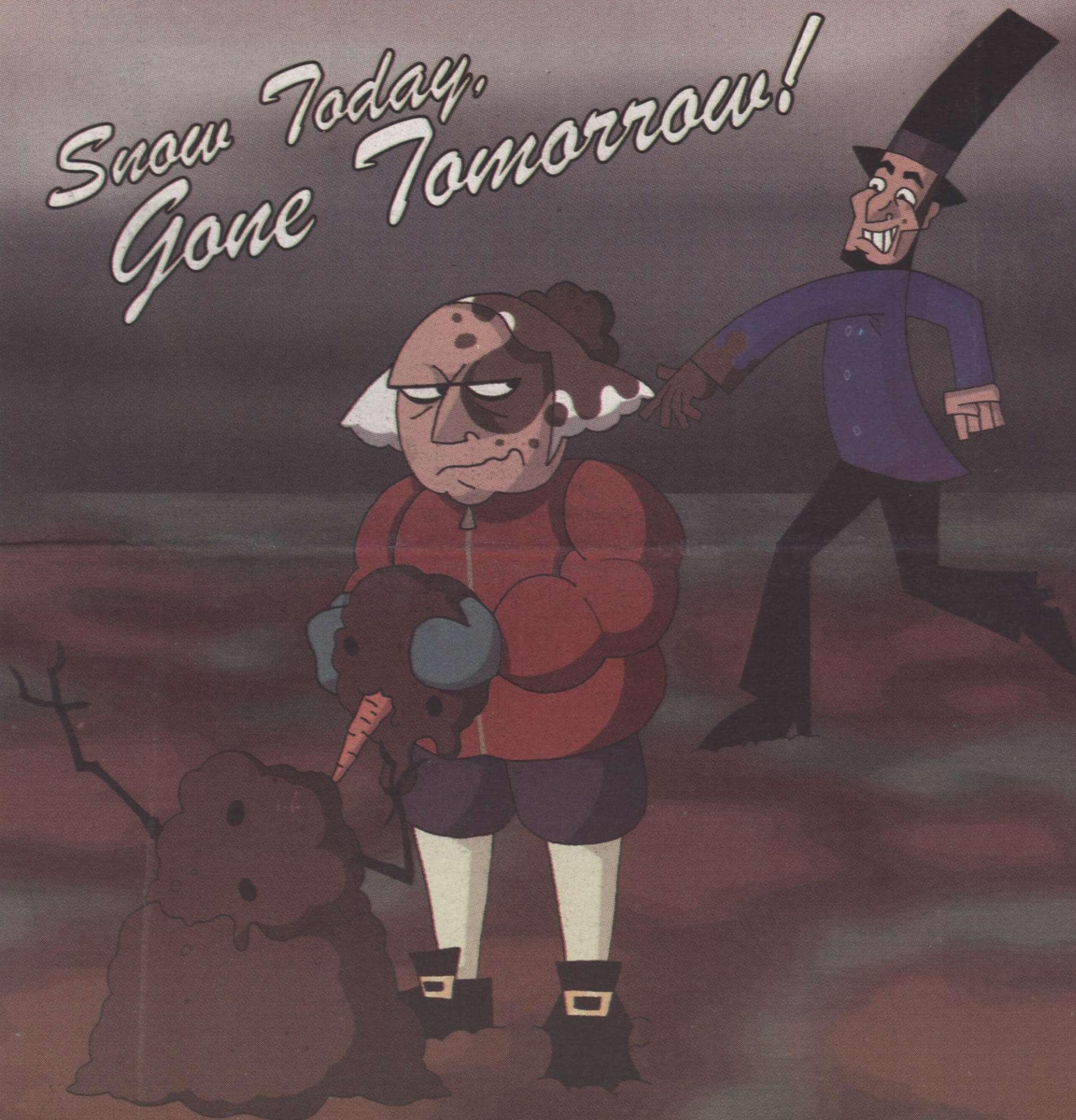


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# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LVI No. 6

*Snow Today,  
Gone Tomorrow!*



**Drama Club  
Tackles Brecht**  
A&E



**Girls Track Runs  
at Counties**  
Sports

**Schedule Task Force**  
News  
**PDA in School?**  
Opinions



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Katie Mancher

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## NEWS



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### Key Club Update

The Key Club held its annual flower sale this Valentine's Day, Feb. 14.

Club members sold red, pink and white carnations for two dollars each. Key Club has not yet decided what charity it will donate its proceeds to.

The club members also wrote Valentine's Day letters to veterans in nursing homes. Key Club members have been very active in the community even before this fundraising event; they held a peanut butter and jelly drive and made 450 peanut butter and jelly sandwiches which were donated to a soup kitchen on Thanksgiving.

In addition, they wrote and delivered "Thank you" notes to teachers with apples on National Teacher Appreciation Day. The club aims to complete awarding activities for the community to make for a more respectable place to live.

As the annual Key Club flower sale is coming up, the excitement of its members was apparent. "I was looking forward to the flower sale before it happened as it is one of Key Club's elegant annual events. We were glad to do this as it benefitted the community while it raised money for charity, and made Valentine's Day more special," said Jason Lifton, the President of the Key Club.

~ David Kim

### Bagel Boss caters Intel fiesta

In celebration of the senior math, social science, and science research classes' outstanding performance in the Intel research competition, the Daniels family, the new owners of Bagel Boss in Port Washington and Roslyn, catered a bagel brunch on Feb. 7.

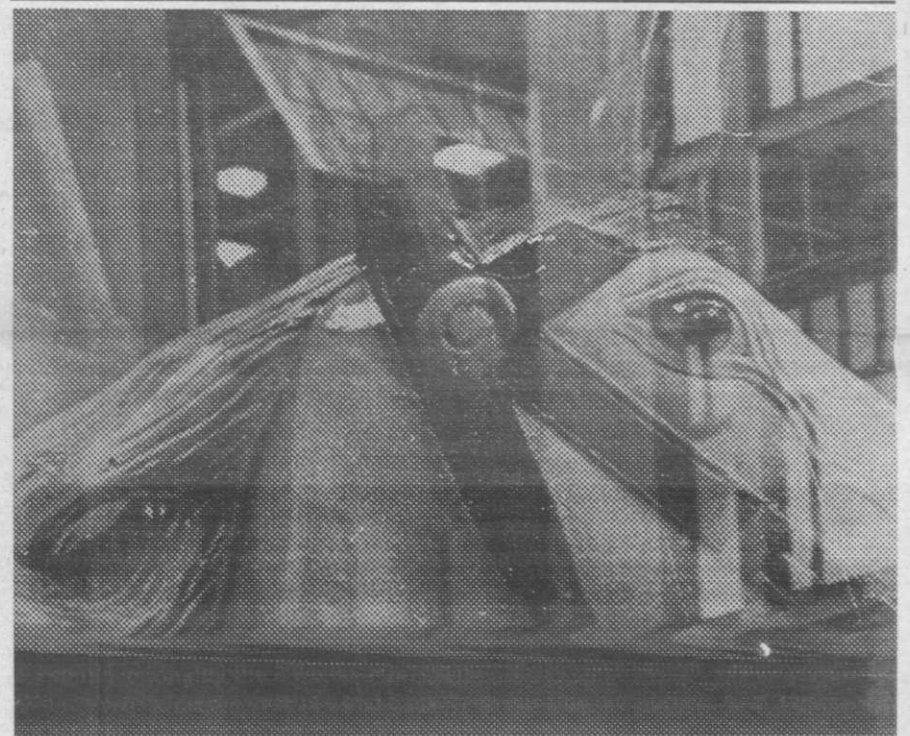
"As new members of the community, the Daniels were so proud of Schreiber's showing in Intel that they felt compelled to celebrate," said Science Research teacher Ms. Phyllis Serfaty.

The brunch was served to students of all senior research classes during fifth period in the science research classroom.

The Daniels family donated a large basket full of bagels, two platters containing condiments such as tuna fish and cream cheese, several side salads, and two cookie platters. The food that was left over from the brunch was given to students in both the Science Honor Society and the Robotics Club.

Schreiber had four Intel semi-finalists from science research, two from math research, one independent semi-finalist and one finalist from social science research. Schreiber placed second in the nation in total number of semi-finalists.

~ Rob Bellon



Junior Rebecca Prowler took a picture of a horse sculpture on 5th Avenue in New York City. Prowler was fascinated by the appearance of the horse in the window because it looks like it could be a double negative photograph.

### Blast From the Past

In 1997 Black History Month was widely celebrated in Schreiber High School. Entire days were set aside in honor of this historical month. However, this February there has been an extreme lack of recognition for Black History Month. In fact there hasn't been one event prepared by the school district to display an appreciation for the rich history of African Americans. For example, during the week of February 12, there were various workshops concerning the different careers that were pioneered by African Americans. In the 1997 February edition of this Schreiber publication, Ms. Renee McClean said, "We aim to empower not just minorities, but all students. No one should be a victim."

**Errata:** The Schreiber Times apologizes for incorrectly crediting the "USA Patriot Act" article to the wrong author. The article was actually written by Cale Rubenstein and Asher Feldman.

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Jay Lewis, principal  
Anne Pellett, Evelina Zarkh, advisers  
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# Task force tries to save the day, literally

## Administrators, teachers, parents, and students defend block schedule

BY Rob Bellon and Mike Lau  
Assistant News Editors

Most Schreiber students have attended Weber, and most have experienced school under both the traditional nine-period schedule and Schreiber's six-period modified block schedule. According to senior David Golub, who created a student petition to maintain block scheduling in the school, most Schreiber students prefer their unique school day to the more conventional scheduling approach. However, despite such unanimous approval by students, as well as by Schreiber teachers, there is still considerable contention in the community.

Originally, the schedule task force was assembled to publicize the advantages of the current schedule to Port Washington voters, but the group's objectives have changed due to a number of factors. According to Principal Mr. Jay Lewis, the Board of Education has expressed no desire to eliminate or alter the current schedule. The new goal of the task force has become to "get information out to the community in the most efficient way possible."

Antagonists to the current schedule at Schreiber have contended that a nine-period traditional schedule will save the community a substantial amount of money by adding an extra class to each teacher's schedule. The teacher contract mandates a maximum of twenty hours per week of teaching responsibilities, and according to the opponents of the schedule, only seventeen hours of class time per week are assigned to each teacher. Some have argued that by assigning the additional sixth class under a nine period schedule, teachers will be able to work to the full allowable potential under the standards of the teacher contract.

The task force held a meeting on Feb. 6 to work on how to effectively communicate the scheduling information to members of the community. This will be accomplished in two ways. First

columns are published weekly in *The Port Washington News*. Secondly, Mr. Lewis and business teacher Dr. Chris Haring created a PowerPoint presentation to be exhibited at Board and community meetings. These weekly informational releases take the form of either a question and answer "FAQ" piece or a full-fledged article.

"We tried to pick hot-button topics so we can be explaining them as opposed to the critics explaining them," said Mr. Lewis. "The silence coming from the institution does more damage than laying it out."

The PowerPoint presentation drafted by Mr. Lewis and Dr. Haring was shown at the Feb. 6 meeting of the task force, where attendees discussed how to make it as effective and persuasive as possible. Among the students, teachers, staff, and parents at the meeting were physical education teacher Mr. Joe DelGais, Assistant Principal Mr. David Miller, Assistant Principal Mr. Craig Weiss, parents Pam Goldman and Aileen Zupnick, senior David Golub and junior Jonah Lovens.

The presentation started by outlining the reasons for initially making the switch to the modified block schedule Schreiber uses today. In the late 1990s, Schreiber was running on a system of modular scheduling that began to break down. There were numerous conflicts that prevented students from taking classes that they chose. Sometimes two classes would be scheduled at the same time. Many students would not have lunch periods on certain days. No matter how busy his schedule, said Lewis, "every student deserves a thirty-minute lunch."

Furthermore, under the modular system, there were fewer free periods, less resource and extra help time, and fewer opportunities to take lab classes, which is important since a significant number of students in lab classes currently take more than one.

	Period 1	Period 2
DAY A	English	Music
DAY B	French	English
DAY C	Music	French
DAY D	English	Music
DAY E	French	English
DAY F	Music	French

One slide in the PowerPoint presentation created by Mr. Lewis and Dr. Haring shows how under Schreiber's unique modified block schedule it is possible to fit three classes into two periods, as shown above, without sacrificing time in the classroom.

Another factor was the passing time between periods. Between every class, the students are given five minutes to walk to their next class. In the traditional nine-period schedule, there would be eight five-minute passing times, equaling 120 hours per year. In Schreiber's six-period modified block schedule, however, there would be only six five-minute passing times, equaling seventy-five hours per year. Hence, a total of forty-five hours are saved under our scheduling system.

If a traditional nine-period schedule were to be implemented in our school, the class periods would last for only forty minutes. Class lessons would have to be condensed and rushed since time is always required to "settle-in" and to "conclude" the lessons. The lessons would be less cohesive, and more time would be needed to catch up from the last lesson.

"It was always playing catch up," said English teacher Mr. Corey Block, referring to the years he spent teaching under a nine-period schedule. He stressed the importance of making the point in the presentation that under such a schedule, many of his fellow teachers would find themselves saying at the end of their classes, "Okay, we'll pick this up next time." Mr. Block stated he would have to spend days hovering over the crux of the lesson, reiterating points from previous classes, before he could finally hone in on what he was trying to teach. Under a modified block schedule with hour-long classes, Mr. Block said, and many teachers agree that more time could be spent on complete and more extensive lessons.

The PowerPoint presentation continued with the significant points: the number of free periods for students, the number and length of periods, and the amount of time that should be available for teacher assistance.

One of the major issues discussed at

the meeting was how to best refute arguments against the number of teaching hours. Contractually, the teachers may teach a maximum of twenty hours per week. Critics point out that teachers are currently not teaching the full twenty hours and are therefore not teaching to the maximum potential efficacy.

If one were to add all of the hours a teacher spends teaching during a typical week, one would find that most teachers' instructional time falls only a few minutes short of the maximum twenty hours allotted by the teacher contract.

"It's a landmine number," Dr. Haring said. He brought up the point that the situation does not present a clear-cut solution.

Ms. Pam Goldman, a Schreiber parent and a member of the task force pointed out that, "When you have minute-counters in the community, you have to be prepared to defend that."

She offered the defensive strategy of minimizing the issue by posing the rhetorical question, "Why are we fighting over one minute?"

By the end of the meeting, the task force had provided a number of ways to improve the PowerPoint presentation and the general case for the six-period modified-block schedule. The members of the task force devised ways to make the presentation more concise, as well as how to simplify many of the sometimes confusing graphical depictions of time allotments and course schedules.

Mr. Lewis was very impressed by the dedication, involvement, and support many teachers showed towards the task force. He made the conclusion that the most important thing to do is to cure those in the community who have been "infected with the thinking that this thing is a mess."

Images from PowerPoint presented by Mr. Jay Lewis

### The 20-hour Instructional Week at Schreiber High School

Typical Teacher:	17 hours, 5 min.	Direct Classroom Instruction & Homeroom
	+2 hours, 30 min. +1 hour, 5 min	Mandatory Student Assistance Resource Room Duty
	=20 hours, 40 min.	

Additionally, teachers have:

2½ Hours Hall Duty, and

75 minutes of Resource Center/Student Assistance Time



Another slide in the PowerPoint delineates the number of hours teachers work. Opponents of the current block schedule have contended that teachers do not work to the full potential hours as mandated by the teacher contract. However, they do in fact exceed the contractual twenty weekly hours in other forms of instruction.



# Students enjoy their pastime during classtime

## Snakes, home movies, and video games displayed at annual hobby show

BY **Jared Sichel**  
Contributing Writer

To display the vast diversity of hobbies and interests of the students and staff of Schreiber, Schreiber's technology teachers held the second annual hobby show on Feb. 3.

"Last year's event was a great success; over thirty hobbies were exhibited," said technology teacher Mr. Raymond DiGiacomo. "[The show] is a great opportunity for people to display their interests."

This year's show was equally as impressive as last year's show, according to many students and teachers. The exhibits included video games, stamp collections, a very large collection of DVDs and television shows, a model train, and more. Mr. DiGiacomo himself participated with his own fly fishing exhibit.

Junior Silvio DiLucia participated in the show with a chess exhibit.

"It was a great experience," said DiLucia. "I got a chance to teach people new strategies in chess, and was able to share my hobby with them."

A popular exhibit was junior Travis Baugher's corn snake. At various points during the hobby show, Baugher placed a mouse into the snake cage and curious students stood by and watched as the snake fed on the mouse. The corn snake, along with other exotic pets, such as a pet mangrove, were also in last year's hobby show.

The show took place in the art exhibit hallway which was packed with students and faculty who wanted to see the various hobbies.

"The show was very entertaining," said freshman Vickie Roedel. "It was fun to see what my peers' hobbies are!"

Three bands also took turns playing music in the auto shop room while the hobby show was taking place.

The bands were Disposable Heroes, comprised of sophomores Avi Blum, Lawrence Plofker, Aaron Silberstein, and Andy Werle; Days on End, comprised of senior Chris Cuomo and juniors Sean Balaban and Zach Wool; and Far From Elysium, comprised of sophomores Michael Berrly, Sam Colonna, Mike Divitorio, Mike Marino, Ron Shalev, and Alex Telacki.

The hobby show is a very well



Dan Arnstein

Senior John Franklin and junior Kayla Feather face off in a chess match, presented by junior Silvio DiLucia one of the many hobbies exhibited in the Atrium.

attended event; there were lines waiting to play video games and watch DVDs. Since the hobby show is so popular, students agree that the hobby show is a great event.

"We are hoping the hobby show will become an ongoing tradition at Schreiber High School," said Mr. DiGiacomo.

# Board of Education Notes: Feb. 7 Meeting

## BOE presents preliminary 2006-2007 school budget

BY **Ben Jaffe**  
News Editor

Attempting to rebound from the previous year's school budget defeat, the Board of Education presented the preliminary budget for the 2006-2007 school year at the Feb. 7 BOE meeting.

Dr. Geoffrey Gordon, Superintendent of Schools, introduced the '06-'07 budget as the "lowest, if not the lowest preliminary budget on the North Shore," attempting to abate the many who derided the alleged excesses and waste of last year's budget. Although the budget is merely a "starting point," according to Dr. Gordon, it represents a 5.99% increase to \$111,399,054.

"We are trying to build back, but remain responsible," said Dr. Gordon.

Prior to the budget presentation,

“ [This budget] will begin to restore what was lost in the contingency budget. ”

Dr. Gordon emphasized the philosophy of the BOE to "provide comprehensive education and opportunity for students." He also stressed the facts about teacher's hours. He explained that every teacher teaches at least thirty-five hours a week; however, teachers invest time in research, preparation, education, and planning.

"Good teaching does not mean teaching all the time," he said.

In a PowerPoint presentation, Ms. Mary Callahan, Assistant Superintendent for Business, outlined

the main points of the budget. Eight pedagogical positions, three building cleaners, and a 0.5 FTE Clerical position in the Central Administration will be added in addition to the creation of a Director of Creative Arts.

"[This budget] will begin to restore what was lost in the contingency budget," said Ms. Callahan.

In terms of co-curricular activities, eight clubs will be added to each elementary school that currently has no clubs. All sub-varsity Weber teams will be reinstated; the AAPW will no longer have to fund the athletics program through donations. Currently, youth groups must pay for facility use, but under the new budget, the BOE will reinstate its "no fee" policy.

Under the current budget, there are no late buses and transportation for field trips is not fully funded by the school. The new budget would reinstate both these programs.

Capital projects, which are not funded under a contingency budget, will receive \$1 million.

Supplies and equipment funding, which does not allow for pencils and limits photocopying, will be increased with \$500,000 going toward computer hardware improvements, but minimal equipment will be provided to all departments.

No new textbooks will be bought that are not covered by New York State textbook aid reimbursement.

The alternative school was drastically affected by the contingency budget and was forced to offer its services to ninth graders. But under the new budget, the alternative school would be built back to for grades 9-12, under a four year program, according to Mr. Jay Lewis.

Drivers' Education, which is now

being provided by Continuing Education and costs students \$512, is still not included in the preliminary budget, much to the dismay of technology teacher Mr. Donald Schaefer.

"[Not offering Drivers' Ed.] is a disastrous move if we leave it out," he said.

Some other notable exclusions that remain out of the budget are after-school foreign language programs at Weber and the Weber Beehive.

Hoping to prevent another budget defeat, Dr. Gordon explained that another contingency budget would only be save about \$1.1 million.

Dr. Gordon also explained the difficult situation that the state is putting local tax payers in. If Port was to receive the average state aid, taxes could be reduced 30% according to Dr. Gordon. Also, although Governor George Pataki proposed \$634 million in new school aid, the largest increase every proposed by a governor, the figure is less than half of the \$1.34 billion increase that the state Board of Regents called for. Additionally, a new "STAR Plus" was proposed that would provide \$400 tax rebates to homeowners in school districts that adopt a contingency budget. Essentially, the program rewards citizens who vote 'no' on their school budgets.

Prior to the budget presentation, community comments focused on the reduction in paraprofessionals. Ms. Gail Schreiner of the Port Washington Paraprofessional Association said, "We cannot lose any more [paraprofessionals] because we don't want to jeopardize the safety of our children."

"The paras have given as much as they can," added Ms. Tessa Jordan, President of the Port Washington Teachers Association.

As the district goes through a process of curriculum review, a new New York State Mathematics Standard was introduced. The graphical standard consists of five vertical lines, representing the five math content strands: number sense and operations, algebra, geometry, measurement, and statistics and probability, and five horizontal lines, representing the five math process strands: problem solving, reasoning and proof, communication, connections, and representation. Each strand then had a specific performance indicator for each grade level.

In a five-year plan to improve student achievement, the Board seeks to increase participation in AP classes at Schreiber, maintain the No Child Left Behind subgroups, and lay out curriculum review for the other subjects, and improve both gifted education and academic intervention services.

"We looked at instruction methods, item by item—very tedious—whether we were instructing students according to the standards, known as mapping," said Dr. Charles Piemonte, Assistant Superintendent for Curriculum, Instruction and Assessment.

On Wednesday, Feb. 1, Schreiber underwent a period of self-study according to the principles of the Middle States Association for Secondary Schools. The budget implications of the study will be explored at a later date.

During the second round of community comments, Dana Friedman, who participated in an after-school task force to "save the district money," voiced her concerns that the BOE failed to recognize her "creative" proposal.

Copies of the preliminary 2006-2007 budget can be found at the BOE Administrative Office on 100 Campus Drive.



# Middle States Association sets guidelines for accreditation

## Students enjoy early dismissal while teachers discuss reform objectives

BY Rob Bellon and Mike Lau

Assistant News Editors

As Schreiber students spend their days cramming for tests, taking tests, and sometimes failing tests, the Middle States Association of Colleges and Secondary Schools is actively assessing the validity of Schreiber's program of education. The Middle States Association is a nonprofit, peer-administered organization of various educational institutions dedicated to the highest quality of education for students.

Through self-study, peer evaluation, accreditation and supportive services, the Middle States Association ensures that its member schools are continually improving academically.

"Being accredited means that we are a thoughtful and thorough school," said Mr. Miller. "Colleges and communities will know that we meet the twelve rigorous standards of the Middle States Association."

Every seven years, schools write and compile a self-evaluation of their academic progress. The Middle States Association reviews these self-evaluations, interviews students and teachers and assesses the school's ability to meet their proposed objectives. Based on their judgments, the Middle States Association will then assist the schools in achieving their goals and monitor the school's progress towards meeting their objectives.

Assistant Principal Mr. David Miller explained that the program essentially asks school administrators and faculty,

"Are you good because you say you're good?"

Mr. Miller said that by following the steps of the Middle States process, schools receive validity as well as create future targets towards which they can aim.

For those directly involved, the Middle States process demands a large degree of dedication. The Middle States Association is, essentially, an accrediting body. If a school is qualified under the standards of the Middle States Association, it will be recognized as a high-quality, valid educational facility.

As a way of showing the significance of the process, Mr. Miller posed the question, "Would you go to a lawyer that hasn't passed the Bar?"

Accreditation from the Middle States Association is akin to a diploma or official certification, and is concrete proof that the school is an excellent institute. Accreditation serves as the definitive answer to the "so what?" questions a school may receive about educational quality.

He continued that if the school's teachers and administration do not ask themselves what they are doing for the well-being of the school and why they are doing these things, the school will stagnate as an institution.

"Our teachers do not want that to happen," he said.

The steps that a school needs to take to eventually be accredited by the Middle States Association require time, thought, diligence, and energy. The first major step in the process is

the self-study.

On Wednesday, Feb. 1 an early dismissal was required to leave time for a meeting of teachers to discuss the plan for the Middle States accreditation process. The faculty was divided into committees, and each committee spent time analyzing a certain standard set forth by the Middle States Association.

There are twelve standards that the Middle States Association demands of schools, among them educational quality, learning media services, student services and facilities, health, and finances. The committees surveyed and evaluated themselves, and from this, decided what Schreiber does well and what it needs to work on.

The process of acquiring recognition from the Middle States Association also requires the input of students and parents. An online and paper survey was offered for the parents of Schreiber students, and an impressive twenty five percent of parents responded.

"I am very pleased that 400 out of 1600 parents actually responded to the surveys. I expected a mere ten to fifteen percent," said Mr. Miller.

Many parents believe that our school does a great job in assisting special education students and top students, but that more works needs to be done in serving average students.

The committees of teachers analyzed the surveys and they decided what the school's objectives should be.

Eventually, two to four possible objectives were decided upon. These objectives must be endorsed and accepted by the faculty, approved by the

Middle States Association, and carried out. The Middle States Association will visit Schreiber in Oct. 2006.

In the last visit made by the Middle States Association in 1999, one of the comments was that the school library was too small. The fact that a new library was eventually constructed was not, however, a direct result of the assessment. But it did help convince the community that we needed a plan for improvement of the library facility.

The assessments made by the Middle States Association are not the sole factors of decision-making and they don't necessarily solve problems; they do, however, make suggestions for improvement.

English teacher Ms. Lauren Giliof has worked with Mr. Miller and has contributed countless hours of her free time to help drive forward the entire process.

"I have been so impressed by the professionalism of the staff and their approach to Middle States," said Mr. Miller. "We should be appreciative of the thoughtful nature of our staff - they have been brilliant."

The student surveys have not yet been distributed, and Mr. Miller hopes that the response from the students will help in constructing better objectives for the school.

"I look forward to reading the responses from the student surveys, and I hope it will contribute positively to the accreditation process," he said.

## Helpers learn to offer a shoulder

BY David Becker

Staff Writer

Natural and Peer Helpers share a common goal in the community: to work intently on making the student population feel more comfortable and welcome wherever they go.

The Helpers met in the Student Commons on Feb. 2 to hear the stories of the mothers and friends of two different suicide victims. The first mother, Barbara Finegold, spoke about her daughter Blakely, a Schreiber graduate, who committed suicide.

Beginning in Middle School, Blakely showed signs of Obsessive Compulsive Disorder, and worked compulsively, even at inopportune times. Blakely's studying reached almost absurd levels, to the point where her mother tried to restrict the amount of time she spent doing homework to keep her from locking herself in the bathroom and studying.

In high school, Blakely was tremendously successful in her academic endeavors; she was a Siemens Westinghouse science competition semi-finalist and the Bogart Scholarship winner. Despite this success, she showed symptoms of depression, and developed an eating disorder.

Upon reflection, Blakely's mother and friend, Shelley Leibovitz, who also spoke, realized that Blakely went through high school with severe depression and anxiety. She hid these emotions behind a happy mask, so as not to attract concern from her family and peers. Her social anxiety ruled her life.

Her major career goal was to teach American Sign Language, a job that

requires no verbal communication. After college, she took her life.

An emotional film about people's experiences with suicide was followed by a presentation by Beverly Felickman. Ms. Felickman's son was a suicide victim who suffered severe depression which was fueled by his desire to "make it" in the competitive film industry. His depression worsened when two of his friends were accidentally killed while working on one of his film projects. Her son's guilt caused him to participate in self-destructive habits such as cocaine abuse, and he attempted suicide soon thereafter.

Ms. Felickman related her disbelief and denial because, as she watched her son struggle, she doubted that he would ever try suicide again. Her denial could not prevent his next suicide attempt, which was successful.

Ms. Felickman then became a suicide specialist. She welcomed questions and comments about suicide and prevention and encouraged dialogue from students who had their own experiences with suicide and depressed or suicidal acquaintances. She took the time to clear up common misconceptions about depression, encouraging students to become more in tune with signs of depression.

"The night was both moving and informative. Hearing the personal stories gave meaning to things that can't just be taught," said senior Jordana Cohen.

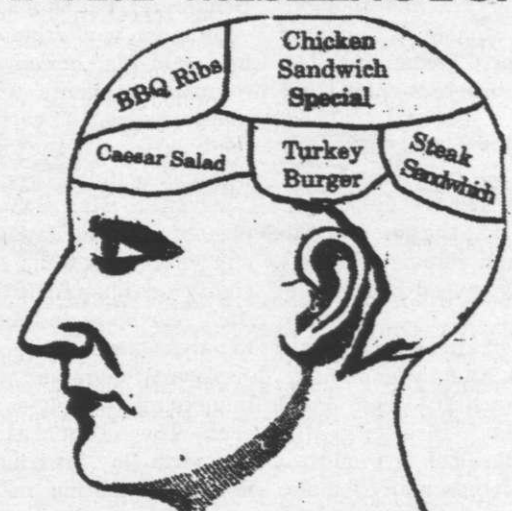
Social Worker and Natural Helpers Adviser Ms. Michele Weiden, who coordinated much of the event, plans to have more of an emphasis on methods of suicide prevention in next year's meeting.

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# Student Athletes plan to improve Vikings athletics

## *Atheletes, coaches, and administrators discuss new, proactive sports programs*

BY Sophie Kroft  
Senior News Editor

From the sparsely attended Pep Rally in the fall to the lackluster performance of winter sports teams, Schreiber athletics has much to improve. In order to address this problem, Athletic Director Ms. Rose Bonanno has taken a proactive approach, reaching out to students and coaches alike.

In the fall, six athletes were selected to attend the annual Hofstra Sports Leadership Conference. Juniors Anthony Corbo, Sydney DiMaggio, Michelle Doscas, Ben Jaffe, Angela Matinale, and Carlos Molina participated with other student athletes from Long Island in discussions on some of the real issues facing high school athletics, such as team unity, leadership, and sportsmanship.

Following the conference on Nov. 15, the Schreiber representatives met again in order to apply what they learned at Hofstra to Schreiber's athletic program. Following a brainstorming session, the six juniors met with the winter sports captains, Ms. Bonanno, physical education teachers Mr. Joseph DelGais and Ms. Maria Giamanco, and Principal Jay Lewis on Feb. 8.

The most auspicious proposal that was raised in the meeting was the creation of a Sports Night. Unlike Schreiber's long-standing dance competition, this "Sports Night," would bring athletes together to participate in competitive games. A few player representatives from each team would compete in games like volleyball, relay races, and scavenger hunts. "We



(l-r) Junior Anthony Corbo, Ms. Maria Giamanco, juniors Angela Matinale, Sydney DiMaggio, Ben Jaffe, Carlos Molina, Michelle Doscas, and Principal Mr. Jay Lewis represented Schreiber at the annual Hofstra Sports Leadership Conference.

could even do dance-offs," suggested Molina, much to the amusement of his coach and fellow teammate senior Dan Koh. In addition to providing a fun opportunity for the athletes, "Sports Night" would instill a sense of team pride in Schreiber athletes.

One of the obstacles that "Sports Night" faces is differentiating it from the annual Pep Rally that is seen by many students, both athletes and non-

athletes alike, to be a "waste of time," according to junior Dan Reese.

Team unity was one of the most emphasized topics, so students and administrators conversed about various options to bring teams closer together. Koh suggested that teams have dinners together before games in the fashion of varsity football's pasta parties.

Senior Andrew Preston suggested that there should be more home games

at night. He explained that at the most recent varsity basketball, the first one to take place at 7 p.m., the team got its best audience of the season. Although Ms. Bonanno noted Preston's point, she also warned against the difficulties that arise during night games, such as drinking and drug abuse by fans.

It was suggested that breathalyzers should be used during home games if it were deemed necessary.

Ms. Bonanno also started discussion on how to improve interaction between teams. Although students recognized that there is great difficulty in organizing times for teams to support each other during home games because of all the teams' busy schedules, it was proposed that certain days would be designated as

opportunities for the athletes to support their fellow athletes.

There will be another student athlete group meeting that will incorporate spring sports captains. In this next meeting, more definitive steps will be taken in order to maintain and improve the reputation of the Vikings.

## Women athletes celebrated

### *Women in Sports Day held on Feb. 4*

BY Dahlia Hassan  
Contributing Writer

Females of all ages came to Schreiber to participate in National Girls and Women in Sports Day on Feb. 4. This is annual, nationwide event has been observed at Schreiber for the past eight years.

This day was created by the U.S. Congress in 1986 to commemorate female athletic achievement and to recognize the importance of sports and fitness participation for all girls and women.

Many years ago in Port Washington, women were not supposed to engage in athletic activities. It was thought that they were not capable of handling physical activity. When women did play sports they followed different rules than men did.

For example, there are normally five men on a basketball team, but when women played there would be six women on a team so that the game would be easier for the individuals playing. Needless to say, this caused a palpable culture of resentment.

Girls and Women in Sports Day "heightens the fact that woman can engage in physical activity," said Port Washington Athletic Director Ms. Bonanno. Today, Schreiber is proud to be able to say that it has many female sports teams.

The official Girls and Women in Sports Day is Feb. 1, but Ms. Bonanno chose to have our local celebration on the

following Saturday, Feb. 4, in order to increase participation.

To celebrate the day, the participants were introduced to sports like gymnastics, cheer leading, badminton, field hockey, and other sports that they may not normally partake in. The day was a fantastic way to introduce many women to sports. Young women, women who never liked athletics or just never looked at them seriously practiced and enjoyed a day of fun, festivities and field activities.

Activities were run by volunteers from the student body. There were also many adults supervising the day with Bonanno. "I'm thankful to all of the volunteers and athletes who showed up," said Ms. Bonanno. There were countless students who hailed from many grades. "The volunteers were really great with the kids and everyone had a lot of fun."

Overall, Ms. Bonanno was very pleased with the day's activities. "The day went really well," she said. "About eighty kids showed up and it seems like each year more and more people come to participate."

Clearly, more and more women are immersing their lives in sports each year. The National Girls and Women in Sports Day introduced women to a new and exciting hobby, fascination and for some, a life long love.

## Schickler moves on to Intel finals

### *Senior competes for "junior Nobel Prize"*

BY Ben Jaffe  
News Editor

Senior Carmi Schickler was announced as one of this year's forty Intel Student Talent Search (Intel STS) science competition finalists from the nation. Schickler was one of eight students from Long Island who were selected as finalists from among three hundred semifinalists from nineteen states. With thirteen finalists, New York was the leading state.

Finalists were announced on Jan. 24, and were notified by phone call.

"I felt my project was either going to be very well received or not well received at all because it was very unique and a social science project," said Schickler. "Once I got semifinalist, it revealed to me that they did find my project credible as a scientific endeavor and left me to believe that I had a solid shot at being a finalist."

From Mar. 9 to 14, finalists will take an all expenses paid trip to the Science Training Institute (STI) in Washington, D.C. During the week, finalists will listen to various speakers, including some congressional experts, who will discuss the advances of science in the modern world.

Additionally, finalists will undergo an interview process during which they will be asked questions dealing not only with their project, but also with their scientific reasoning. Questions will test critical thinking, with questions such as

"How does a toaster work?" or "Why are manholes circles?"

There will be a day of public viewing of the project boards for anyone who is interested. Parents are encouraged to attend the awards ceremony, but not the other activities during the week. This is due to the fact that parents may serve as a hindrance to students' opportunity to network with each other.

On the evening of Mar. 14, the top ten finalists will be chosen in an elaborate award ceremony. Finalists will choose a representative to speak at the ceremony regarding experiences in science.

The top prize in the Intel STS is a \$100,000 college scholarship. The second place finalist receives a \$75,000 scholarship, and the third place finalist receives a \$50,000 scholarship. Fourth through sixth place finalists are each awarded \$25,000 scholarships, and seventh through tenth place winners receive \$20,000 scholarships. The remaining thirty finalists each receive \$5,000 scholarships.

All students attending the competition will receive an Intel® Centrino™ mobile technology-based notebook.

"Everyone is very qualified; thus, so much is dependent on the interview process," said Schickler. "Once you've reached this level everyone is capable of winning."



# Point Counterpoint

## Are Public Displays of Affection appropriate in school?

BY David Becker  
Staff Writer

We all had our moments as small children when we thought the kissing scenes in Disney films were odd and slightly profane. Every touch and kiss was a source of boundless eroticism, and our little minds couldn't handle the visual without giggling, wincing, or clapping our hands over our eyes and mouths. But times are a-changin'. Obviously, we can tell when "affection" is really just public foreplay, but that's not what we're discussing. The "affection" in PDA (Public Displays of Affection) is a hug, a kiss, and is generally more associated with love than with sex. That's why it is appalling that some people can watch two students kiss in the hallways and gawk as if it were some woman of ill repute traipsing around with her gentleman caller.

Many times, people who feel that PDA is wrong are not fully developed. While formulating an opinion, I happened to stumble upon an interesting chapter of a text called *Romanticism and Emotional Maturity: A Preliminary Study* by Dwight Dean. It described the same sorts of reactions that I've heard about these "lascivious" acts from classmates, and labeled these reactions as symptoms of incomplete emotional development. The piece went on to say that such a level of maturity was susceptible and almost linked to constant disappointment. I think that most people would agree with me when I say that encouraging disappointment is a terrible thing to do. Encouraging modesty and limited interaction between humans and the people who believe that this is the right way to live is thus encouraging constant disappointment.

I've also noticed many adults feel that their children's exposure to PDA or other sexually suggestive acts is the cause of their loss of innocence. These adults try hard to promote a culture of modesty, exemplified at Weber, which has an all-inclusive-to say the very least-dress code of things that are not to be worn. However, I fear that one day modesty will be promoted to the point of insanity. Children will grow up fearing not only sexual contact, but hugs as well. They will see boyfriends and girlfriends as pots of potential moral degeneration. Parents won't want to have sexual intercourse, but rather just have in-vitro children. Of course, the modesty epidemic will make people question more than their personal values, but their sense of hygiene as well! People won't try on clothes in stores in fear of catching the slightest remnant of someone else. Who knows? Puritan ideals may just be within you as you read this.

I'm worried that the young children of today who fear the contact of two human beings in love, will grow up to think of

affectionate displays, such as holding someone's hand, taboo. They might one day catch a neighbor peck his or her spouse on the cheek and watch it like porn. I fear we won't know when to draw the line in the future, because we struggle even now to say that love is an acceptable thing in the hallways. I say, just live and

BY Alissa Potter  
Contributing Writer

On a typical day in the halls of Schreiber High School, one might see three to four make-out sessions, while simply walking from math to English. After a late night of homework, studying, and very little sleep, the last

wants to see such an act between two people they do not even know. It is unnecessary and even offensive to some people, especially in the "G-rated" environment of an educational facility.

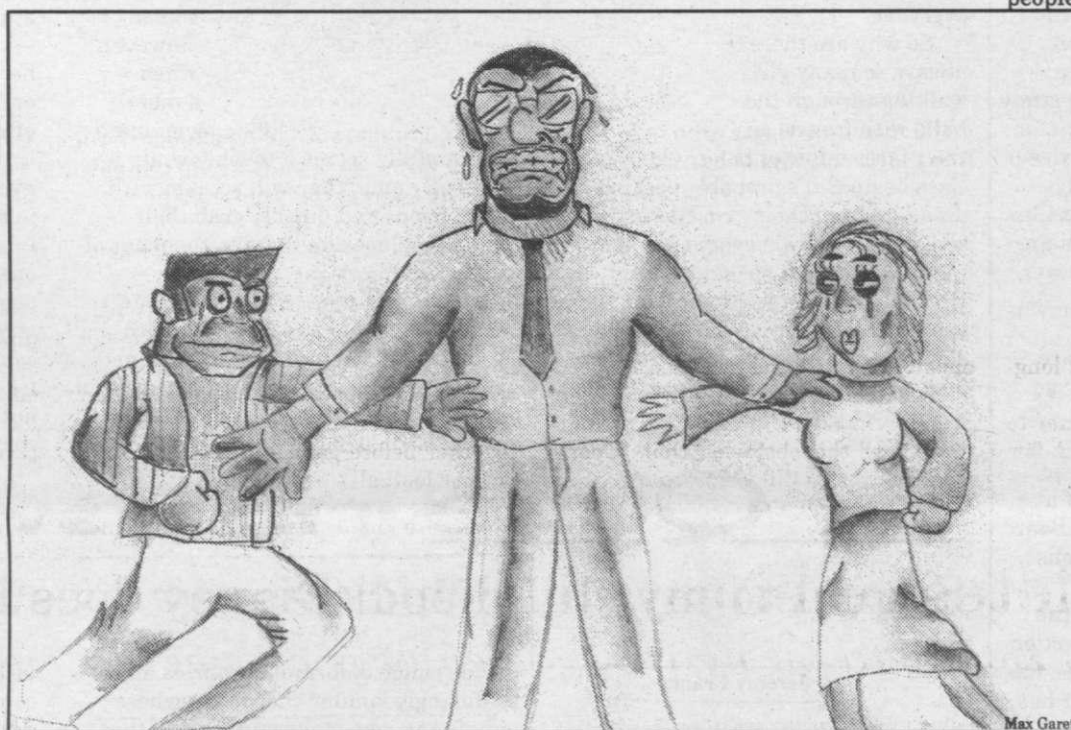
Obviously, many people do not feel the same way as I do, but I believe that a sexual relationship should be a private relationship as well. If two people are making out and rubbing

up against each other in the stairwell, people start to wonder, "If they are this intimate in the halls, what do they do in the privacy of their own homes, or even a bedroom?" To me, this seems like a very personal and private issue, and is not one that should be gossiped about up and down the hallways in between periods.

PDA is gross not only in front of other students, but also in the presence of a teacher or other adult authority. How does a girl not find it completely embarrassing to walk into class and look the teacher right in the eye, knowing that this adult has just seen the student's tongue down some guy's throat? If I were a teacher, I would never be able to regard a student in the same way after witnessing such a disregard for privacy and self-respect.

Likewise, the majority of students would be reasonably disturbed if they witnessed two teachers kissing in the hall. Their personal lives are their own business, and most often, students want to know absolutely nothing about them. Few teachers have relationships within the school in which they work, but for those who do, they are not allowed to show this form of affection while on the job, and I feel that the same rules should apply for students.

I am not saying that students should be reprimanded or given detention for kissing their boyfriends or girlfriends. However, I strongly feel that people should refrain from doing it. If teachers must receive a signed permission slip to show R-rated films in their classes, rated in such a way because of adult sexual content, why can students display almost the same behavior in the hallways? It is uncalled for, as well as disgusting. If people could just keep their tongues to themselves until after school, it would prevent a very uncomfortable situation for many students, in addition to saving them the trouble of having to avoid the couples that are so carelessly "hooking up" in the middle of the hallways.



let love! I fear that future readers will read our novels, with students giggling uncontrollably every so often. Teachers will look up from the texts smiling at the students saying, "Okay, Dr. Seuss had a sick mind, but let's try and continue." I fear that the standard we are creating that celebrates immature emotional intelligence will encourage the dominance of sterile, icy values in our hallways.

thing you want to see is two people going at it against a locker. This epidemic of PDA (public displays of affection) is spreading fast through our high school, and should be immediately stopped.

In high school, it can be a great challenge to find a boyfriend or girlfriend whom you really enjoy being with, and many people like to show off their relationships. It is one thing to hold hands in the halls, but fiercely and passionately making out is something that should be kept private, or at least far from the halls of school. Not everyone, and most likely, no one,

## Schreiber Speaks

"Personally, I never really had a problem with PDA. It makes you a bit uncomfortable to see people going at it in the hall, but otherwise it's all right."  
-Vickie Roedel, freshman

"I hate it when people make out in front of my locker. I feel weird asking them to stop doing whatever they're doing so I can get to my books."  
-Liza Rimski, sophomore

"It is nice to show that you care about someone, but a school hallway is not the place to do it. It grosses people out."  
-Kat Fahey, junior

"If two people are just kissing each other, like little pecks, it's fine. But if they start eating each other's faces, it's disgusting."  
-Trace Cohen, senior



## 2,400 reasons to hate the SAT

BY David Becker and Claire Lee

Staff Writer and Contributing Writer

The SAT: the three-letter word that all high school students dread. It is the test of utmost concern to colleges, who frequently consider students' SAT scores as a strong determining factor in their acceptances and deferrals. When all factors are considered, one may question whether or not the SAT and many other standardized tests are fair.

The SAT is a highly repetitive exam that is distributed several times per year, with questions that remain similar throughout exams. The test is issued by The College Board, a company that also issues the almost-equally-dreaded AP exams. The College Board has been reaping high dollars from these tests; AP exams alone can cost a student up to eighty dollars per test. The College Board has also been earning money from its review books, which guarantee students higher scores after they study from them.

Many students do buy the review books and use them, consequently achieving higher scores. Students also attend pricey review classes to do the same. This poses a problem, however, because the poorer population of students who can afford neither review books nor review classes are being put at an unfair disadvantage. The fact that one can practically buy a better score shows that the test does not measure any intrinsic or inherently positive qualities of a student. Meanwhile, the College Board is capitalizing on all of this nonsense.

The company did, however, recently make an effort to make the SAT fair by adding the writing section to the test. This effort, in our eyes, has not only been unsuccessful, but it has served to make the test even more of a nuisance. The writing section has only added to the already considerable frustration that students face going into the test, by adding to its length, to the information that must be studied and the expenses that must be spent to enhance scores. Thus, the SAT altogether remains an unsuccessful measure of students' abilities.

Senior Emily Sorg agrees with the idea that the SAT basically tests preparation rather than actual academic potential. "Personally, I think that SAT testing is akin to a torturous marathon at the end of which, you get beat up," she said. "What it boils down to is a test of your endurance."

Due to the excessively specific standards of the SAT, there should be alternate solutions that broaden the exam. Students should not be judged by this one narrow exam. The test should be revised in a manner so that students will be graded on their own academic ability, and not by how much time and money they put into preparation. This way, students will not be graded on knowledge that they have amassed just prior to testing; instead, they will be graded on the knowledge that they have accumulated throughout their whole lives, ensuring a fairer perspective for colleges.

## Testosterone rules the basketball court

BY Stephanie Seeman

Staff Writer

While walking through the halls of Schreiber, one is bound to come across a girl complaining about gym class. One may find these complaints difficult to sympathize with because Schreiber's physical education department offers so many different types of gym classes, varying from Dance and Movement to Outdoor Ed. Fitness gym offers yoga and kickboxing, while in a more generalized 9/10 or 11/12 phys. ed. class, one is able to practice his or her free-throw in basketball or serve in volleyball. With so many options, there must be something to appeal to everyone.

So why are there always so many girls walking through the halls with frowns on their faces minutes before their gym class begins? It's probably because they dread hearing their gym classmates' screams and howls every time they miss the winning basket or goal. Perhaps they despise the competitive people, mostly guys, who need to win a game of basketball to feel like they have accomplished something in life.

In most gym classes, the teacher allows students to choose their own

teams for a certain sport. In a regular phys. ed. class, comprised of sports like basketball and soccer, guys are usually appointed captains because they make up the majority. As a result, the last few people who are chosen to be on a team are almost always girls. The male captains are willing to leave girls on the sidelines.

Not only are guys willing to make girls feel inferior by picking them last while sorting teams, but when they

are in the middle of a game, they will become furious at their girl teammates for letting the volleyball drop or for missing a goal during soccer. However, when a male teammate

successfully scores a touchdown in a football game, they will scream with excitement and quickly grab their friends, squeezing them to the point of virtual suffocation.

"Gym is a time to finally get out of the classroom and have fun with your peers," said sophomore Michael Widmer. "I believe some people do get a little over excited at times, but it's just a way of showing their love for the well-

known sport. Their excitement is not meant to harm other students."

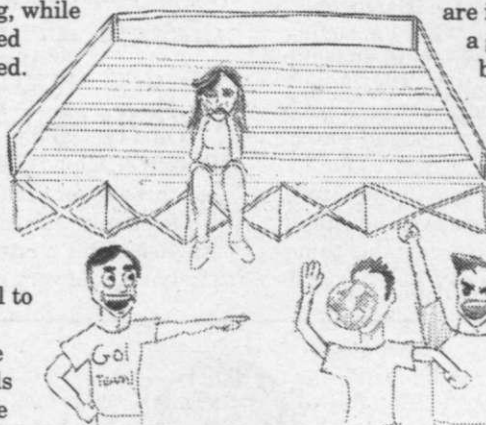
Many guys tend to ignore the fact that they have girls on their team by "forgetting" to pass the ball to them.

"Some guys are so competitive that they actually believe passing to a girl will ruin their whole game," exclaimed sophomore Melanie Fried. "I think they should lighten up and realize that it's only gym class!"

Although many guys are guilty of violent competition during gym class, others are opposed to such behavior.

"I hate when guys are overly competitive in gym class because they end up setting a standard for all the other students," said sophomore Richard Imperatore. "It annoys me because I'd rather not sweat during gym class and feel dirty for the rest of the day, especially since I am a sophomore and forbidden to go home and shower during an off period."

If a guy does not want to pick a girl because she is not a good basketball or football player, he should make an effort to help her improve. I am not trying to tell people not to participate in gym class. Everyone who is determined to receive an A should put effort into his or her gym class; however, one doesn't need to be obnoxiously aggressive or competitive to do so. If a guy desperately wants to express his competitiveness, he should sign up for an after-school sport, one that will not make other guys or girls feel less competent.



## not Quite newsworthy

### Sequel to my childhood: Disney does it all over again

BY Jeremy Frank

Assistant Opinions Editor

There is a very noticeable difference between an artistic vision of the past and one of the present. Edvard Munch didn't make a *Scream 2*, but Neve Campbell did. Sequels, with few exceptions, are nothing more than economic ploys which use the popularity of existing characters to sell a movie that probably lacks the creativity or plot which made the original so famous. Sequels tend to degrade the name they are attached to. Now, sure, if they made *Bill & Ted III*, no one besides myself and my Wild Stallions fan club would care. But something is changing. Disney has flooded the market with products produced in sweatshops (sorry, typo) cheap knockoffs (no, that's right, just let me finish) cheap knockoffs of classic movies. I'll tolerate *Mulan 2* and maybe I can weather *Cinderella 2: Happily Ever After* if I have a stiff drink beforehand, but do you know what I just saw advertised? *Bambi 2*! That's too far! No one touches *Bambi*; *Bambi* is sacrosanct!

Bertolt Brecht said that "Every king becomes a slave to power he fears to lose." The same holds true for the so-called 'Magical Kingdom.' Disney seems to be in something of a rut, although they'd probably beg to differ (due to something like \$5,000 rose-tinted Armani sunglasses). They've stopped 'creating' and have started 'marketing.' They now provide

a wide range of formulaic stories and confusingly similar characters whose only funny joke makes up most of the movie's trailer.

So why isn't Disney going bankrupt? Because, as they say, "blech sells!" People are buying this garbage! It's a terrible cycle, really. We buy Disney's trash, so they make more exactly like it due to "market trends." Then they shove it down our throats, and with the millions of dollars they can afford to spend on advertising, we, of course, buy it. The cartoons stagnate, as if they had been inbred for generations. What Disney needs is something fresh.

At first, I was excited to read that a new, topical cartoon had been published in a Danish newspaper. When people started to voice their objections to the cartoon's portrayal of the Prophet Muhammad, I thought, "Wow, this'll really get people talking!" And then, the fires were ignited.

So maybe it would have been more correct to say it got them 'shouting' instead of 'talking.' Do the Danes deserve what they're getting for taking a risk, or is there something rotten in the state of Denmark? No, wait, that's not funny. Personally, insulting a God of a major religion is stupidly tactless, but not illegal. But we are facing a group of very passionately religious people. With Al-Jazeera influencing what they see and hear, it is next to impossible to reach them.

The more I think about it, the more I feel a deep sense of déjà vu. We've seen religious fanatics try to censor

us because something we say might contradict their religion. Disney is our Al-Jazeera, able to reach the masses, and groups like Focus on the Family are our militant zealots. I honestly believe that most people, if left alone, do not offend that easily. People only riot when there's someone fanning the flames.

These businesses, Christian or Muslim, have their own ideas and agendas and use innocent practitioners as pawns. If you take a look for yourself, on the whole, the Bible and the Quar'an are similarly peaceful and nonviolent. That means all this anger and hatred must be coming from outside entities. Al-Jazeera says that Muslims who blow themselves up are heroes, and Disney says that white males are better than everyone else. Don't believe me? First off, name one black Disney character, let alone one who was a person and not a stereotype. Now tell me why Ariel wasn't content being a mermaid, Pocahontas a 'savage,' and *Mulan* a woman. Where are all the women who are proud of being women? Let me tell you, they left in disgust. Such was the fate of the mothers of *Bambi*, Ariel, Nemo, Jasmine, Simba, Chicken Little, Hercules, Belle, Pocahontas, and any other woman who wanted more than to just make the leading male look good.

So before you see either *Bambi 2*, another movie about talking inanimate objects (like *Cars*), or animals on the loose (like *The Wild*), just remember what I've said. An original idea is great, and sequels help fund extremists.



# College brochure pictures are too colorful

## Pamphlets promoting diversity are sending false messages

BY Melinda Salaman

Assistant Opinions Editor

The moment has finally arrived; this is what juniors across the country have been waiting to experience ever since they could pronounce the word "Harvard." The half way mark of junior year has come and gone, which indicates to juniors that "college time" is approaching, and fast. We've taken the PSATs, the scores have come back, and the excitement (or disappointment, for some us) has been experienced.

The moment we started bubbling in our answer choices on the PSATs, the College Board acquired all of our personal information—ethnicity, email address, home address, and the like. This is the reason my virtual inbox has been full and the mailbox outside my house is jammed with oversized pamphlets and scholarship offers.

My parents think it would be beneficial to look through these tools of educational propaganda, as I've coined them, and while I've leafed through a few, I've noticed a few patterns. Besides the fact that each school boasts a faithful staff, a plethora of new majors, and a recently-finished gym, every school also wants to show prospective students their "diverse" student population. This leads us to the inevitable "multicultural picture" that is the focus of this article.

Just like the outrageous ticket price, the wild parties, and the crushing load of homework, the multicultural picture is an inherent part of college that is forever married to the college pamphlet. In every pamphlet, there is a picture portraying about five college students reading together, posing together, or just hanging out together. The point of unlikeliness: four of the five

students are non-whites. I swear I'm not being hypocritical, and saying that whites and non-whites are unlikely to be friends (last issue's article "Are we losing the significance of Martin Luther King Jr. Day?" should serve as proof). Let me say this so that angry students don't come to my door in the middle of the night: students of different races and different backgrounds can become friends and have become friends. What I'm saying is that it's extremely unlikely that in a college of thousands of students, a camera would capture a group of five students that happen to be a microcosm of a UN meeting.

Furthermore, these pictures are clearly set up. All the students in the picture are the right mix of *America's Next Top Model* and *Jeopardy*; basically, they're beautiful and smart, and sorry to disappoint, but this doesn't always happen in the real world. Not only are colleges unnecessarily shouting "we love diversity!" but the pictures they do this with look so fake I sometimes wonder who the brain was behind this operation. I would expect colleges to think about their approach more logically. A picture of four kids representing countries from around the globe doesn't convince prospective students that the college is diverse if the numbers aren't saying the same.

I'm a fan of diversity in a school setting, but this has to be the cheapest, most flimsy attempt to attract students I've ever heard. It's a nice gesture, but on the whole, it's unnecessary. I'll be frank: non-white students are used to being the minority, that's why they're often labeled "minority students." So showing them for what they really

are—a minority—in a school picture isn't insensitive or racist, it's the truth. And doing otherwise is really a college's way of issuing propaganda in an attempt to attract Asian, Hispanic, African-

**“What I’m saying is that it’s extremely unlikely that in a college of thousands of students, a camera would capture a group of five students that happened to be a microcosm of a UN meeting.”**

American, Native American, and "other" students.

At this point, you may be upset that I no longer wish to see "multicultural pictures" in college brochures. But the facts need to come out. Minorities in this country are dealing with the fact that they're in the minority. A college's attempt to change that by distributing doctored pictures of multicultural students is a weak one, and should be cast aside in favor of a solution that is more substantial.

If colleges are so hell-bent on promoting diversity, why can't they just increase the percentage of minorities in their school instead of pretending to do so? Maybe it's just the idealist in me, but large organizations, like colleges, should stop putting up facades about how accepting they are and start taking real steps to back up their claims.

## “Tank” not as woeful as it seems

BY Melis Emre

Staff Writer

As an incoming Schreiber freshman, there are many things you can learn from upperclassmen. Most of it is just harmless advice, often concerning teachers, (for example, "sit in the back of Miss X's class, she tends to spit when you cover biochemistry") or maybe something a little more scandalous, like which stairwells to avoid due to their frequent use by love-struck teens who wish to "suck face."

When I first came to Schreiber, one of the most frightening things I heard about was "The Tank." It was described to me as a small, cramped, windowless room, full of misbehaving teens who had been sent there by fed-up teachers. Naturally, I was a bit freaked out, but I was also slightly confused. If this "tank" was such a terrible place, then why weren't students more afraid of it?

I decided to investigate, and after a few snoopy days and some rather awkward conversations with a couple of fellow Schreiber students, I was shocked with my findings. Not only was tank "not so bad," but in many instances, students preferred it to a regular class.

"Tank is a complete joke," said an anonymous freshman. "When you're there, you can do practically anything you want... listen to your iPod, do your homework, read magazines, and talk with friends. It's way better than listening to teachers. Actually, a lot of kids in my class get in trouble on purpose just so they can go to tank."

"Some kids in my biology class will get in trouble, get sent to tank, and then just spend the rest of the period wandering around the school or going off campus," added another source. "Plus, it doesn't even go on your record, so no one cares. The whole idea of tank is totally ineffective." So if this is true, then why do teachers continue to send students to tank? What is the point of it all?

I have two theories. The first is that teachers are using tank as a way to rid themselves of bothersome or distracting students. Instead of putting up with them in class, they prefer to send them away and make it someone else's problem. The second theory is that tank is simply symbolic, a way of showing students that teachers have authority over them. Either way, it's clear that tank is most definitely unsuccessful in teaching students a lesson, as are the teachers who send them here.

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)

# A Million Little Pieces is exposed for what it is

## Battle over fiction-filled memoir leaves no one innocent

BY Stephen Nash

Staff Writer

When Oprah chose James Frey's *A Million Little Pieces* for her book club, she had no clue that it would turn out to be a million little lies. Oprah picks a book every month to add to her book club, and usually the book's sales skyrocket after it is chosen. *A Million Little Pieces* was no exception.

Oprah endorsed this touching memoir written by former addict James Frey, which outlined his battle with drugs. Shortly after Oprah announced this addition to her book club, the Smoking Gun website published an article alleging that Frey's book was a fabrication and that many aspects of the memoir were false. At first Oprah stood by her author, calling in to *Larry King Live* to declare her support of the book. When the controversy grew, however, Oprah invited Frey onto her show for a grilling session, during which she fried him like he fried her.

Unfortunately this whole incident only helped Frey. When the public found out that the book was a fraud, sales actually increased. Regardless, that does not justify Frey's actions. And Frey cannot claim that he did not know or he didn't realize that making up events would be unacceptable, because, by definition, a memoir is a true depiction of oneself.

Furthermore, Frey should have warned Oprah that there might be a few misleading events in the book. When Oprah endorsed Frey's book he knew that it was going to be an instant bestseller and big hit. Did Frey really think that nobody was going to find out? Did he really think that nobody was going to check how long he was in jail and find out that it was really a couple of weeks and not three years?

This is only a major issue because Oprah endorsed the book and put it in her popular book club. If Frey did not receive Oprah's support, the book would not have sold as well and nobody would have discovered his lies.

However, when Oprah notified him that she was going to endorse the memoir he should have realized that his lies would be exposed.

I can understand why Frey would not have told Oprah, his motive was obvious; why lose out on so much potential money? But the consequences of his actions raise an important question: How does one know whether the supposedly accurate book one is reading is really telling the truth? Hopefully the controversy over this book will motivate publishers to check twice before they print another memoir.

The problem with this situation is that it should never have escalated to the point at which it now exists. Frey should not have lied throughout his novel only to later declare it a memoir. The editor, publisher, and Oprah's staff should have thoroughly researched the facts of the memoir before publishing or endorsing it. In these situations everyone is looking for someone else to blame. Ultimately, no one is really innocent in this matter.



# The Daily Show: source of entertainment or factual news?

BY Siddarth Ninnan

Staff Writer

Lately, left-wing "fake" news shows, namely *The Daily Show* with Jon Stewart, have been gaining popularity and winning over younger audiences with their comedic take on day to day events and governmental bumbling. *The Daily Show*, often anti-conservative, is highly critical of public figures, and rarely attempts to provide an objective view of current events. Instead, the program simply puts a critical, liberal spin on the news, appealing to liberals who are critical of the Bush administration. Shows like Jon Stewart's are able to inform and entertain at the same time, often stressing the latter.

However, it is this quality that draws criticism from many people who condemn the show and Stewart himself for making a mockery out of serious events and the current administration (the show's self-proclaimed agenda). Critics argue that the show, having the influential position it does over young people, has a moral responsibility to inform its viewers about the reality of current events—in other words, to deliver an objective view of current affairs, so that viewers can develop their own informed opinions based upon a complete, truthful base of knowledge.

But does *The Daily Show* really have

the responsibility to present its viewers with real, objective news instead of the hilarious news-related gags it serves now?

A majority of the viewers of *The Daily Show* are hungry for the political humor provided by the silly but witty program. *The Daily Show* owes its audience and popularity to its unique brand of intelligent and inane humor, which sates its liberal audience's desire for both simple and politically stinging comedy. In the past few years, with the liberal population of the U.S. becoming more critical of the current administration, *The Daily Show* provides the perfect outlet for the many adverse feelings toward the Bush presidency.

However, the serious viewer knows to take the show light-heartedly, differentiating the humor from fact, and knowing which parts of the show are purely critical and comical. Stewart himself has said that most of the time the show consists of silly gags and punch-lines, punctuated only briefly by meaningful political statements and

criticisms. In order to hold the large audience that it does, the show must appeal not only to those who watch it for a liberal political commentary, but also to those who watch for the entertainment.

As *The Daily Show* captures its younger audience through silly humor, critics find fault in the show's facetiousness with regard to current affairs and government policies. Even critics of *The Daily Show* say that it is acceptable to watch, provided that one knows the political landscape and current events prior to watching the show, but they argue that for young, malleable minds whose only news source is this comedy news show, the program influences younger viewers to accept the false news as true.

Critics believe that *The Daily Show* discourages teens and young adults from watching any news shows that are lacking in comedic entertainment. They believe that the youth's opinions about the world at large are being formed on a base of knowledge that has little other purpose than to be humorous. Since the show has such a great following,

it has the responsibility to inform its viewers about all points of view, as it reaches out to audiences untouched by conventional reporting and newscasting. Opponents essentially contest that *The Daily Show* simply encourages Bush-bashing without an objective base, and molds future voters into entertainment junkies completely dependent on entertaining news and unwilling to examine social and current issues from an objective standpoint. Their worries are by no means unwarranted.

*The Daily Show* sells itself in a package of humorous political criticisms and absurd humor, appealing to both the intelligent liberal audience and the younger generation searching for laughs late at night. While the show's executives don't feel it necessary to change its public appearance or content, arguing that it is broadcast on a channel on which the most popular show is *South Park*, critics do have a good point; the younger generation that watches *The Daily Show*, seeking only humor, is being taught to make biased political decisions on an incomplete base of knowledge. I believe that the show can afford to become slightly more politically serious without losing a significant portion of its viewers, allowing a more objective view for its younger enthusiasts.



Andrew Martinolich

## Government surveillance goes too far

BY Brian Cindrich

Assistant Opinions Editor

Benjamin Franklin once said, "Those who are willing to sacrifice liberty for security deserve neither." While that position sounds harsh, it does resonate with many Americans these days who see our government chipping away at the Bill of Rights, undermining the Constitution, and generally making some very undemocratic changes here in the United States.

Just forty-five days after the Sept. 11, 2001 attacks, with virtually no debate, Congress passed the USA Patriot Act. There are significant flaws in the Patriot Act, flaws that threaten fundamental freedoms by giving the government the power to access your tax and medical records, and to break into your home and conduct secret searches without obligation of telling you that the search ever took place. Guess what? Now the government is lobbying for access to your search engine records.

The Bush administration, seeking to revive an online pornography law struck down by the U.S. Supreme Court, has subpoenaed Google Inc. for details on what its users have been looking for through its popular search engine. The government wants a list of all requests entered into Google's search engine during an unspecified single week. This is a breakdown that could conceivably span tens of millions of searches.

Google is currently fighting this subpoena vigorously. Google's California-based company, Mountain View, refused to comply with the subpoena first issued last summer. Google has expressed concern that it would not be able to uphold the privacy of its users, its primary concern.

"This isn't about a criminal

investigation," stated Marc Rotenberg of the Electronic Privacy Information Center. "This is about the government saying there's a vast amount of information in the possession of Google that would be useful to us in the other matter, and we simply want them to provide it. And I don't see how a court in those circumstances can grant this request."

I don't fully understand why the government needs so much information to keep this country safe. In the State of the Union address, President Bush's words about how "if terrorists are calling," he wants to know, leave me with a certain feeling that things like child pornography and tracking terrorist communications are just smoke screens in the true effort to eliminate national privacy. I highly doubt that Al Qaeda is using Google's vast database for information on how to build weapons of mass destruction. If there have been hits on the subject of nuclear warheads, then it is most likely because someone is simply curious about them, not because they're looking to build one. After all, not many people that I know have spare Plutonium lying around.

This kind of surveillance is a dangerous leap in the administration's effort to gain power in the executive branch. Bruce Fein, a lawyer in the Reagan administration once said, "The history of power teaches us one thing—if it's unchecked, it will be abused." Now that I think about it, this sort of thing happened back in ancient Rome. We have all learned about the collapse of the Republic and the formation of an Empire. Near the end, it was an empire led by a series of insane Caesars. Just something to think about.

## Early graduation requires more than good grades

BY Melanie Fried

Contributing Writer

If a high school student receives sufficient credits by the end of junior year, he or she technically has the option of graduating a year early. However, it is important to note that students may not necessarily be ready to leave home at the age of sixteen or seventeen simply because they have received a certain number of academic credits. Should high school students have the option of graduating early to attend college early or should early graduation, under all circumstances, be banned?

Early graduation from high school should not be permitted. Most individuals are not psychologically ready to leave home at such a young age. They have not yet reached an appropriate level of maturity and are not independent enough to function well when they are away from home. To a student, the idea of no longer having parents nagging about homework may be exciting, but we all must admit that parental nagging can provide motivation. The early high school graduate will no longer have parents present to tell him or her when to come home or when to go to sleep. Most high school students have never really experienced a parent-free lifestyle, so many would view this absence as another positive element.

Earning the sufficient number of credits needed to graduate after three years, rather than four, typically requires the student to undertake an extremely challenging academic schedule. Rather than the "one math, one science, one English and one history class" standard, a student planning to graduate a year early would need additional science

and English classes. Therefore, graduating a year early from high school would present many time and coursework-related challenges, both in and out the school building. Depending on the individual and his or her personal academic abilities, these burdens could be expected to limit his or her social life.

In addition, for those students who plan to go to college after early graduation, beginning college a year early could cause a student to feel inferior as a result of having had less experience in most arenas of life. Being younger than the other students at a college may encourage the other

**"Most individuals are not psychologically ready to leave home at such a young age."**

students to view the early graduate differently than those students who graduated with the rest of their class. It is also possible that it may be more difficult for one to relate to older classmates, which will make it more difficult to enjoy the social aspects of college.

The transition from high school to college is a drastic step in one's life. In most cases, one will be living a different lifestyle from how he or she has lived his or her entire life. This immense change should not be rushed by graduating a year early from high school. Early graduation from high school is not a realistic option; rather, students should simply wait a year to graduate and enjoy their senior year of high school.





# EDITORIALS

## Faculty Auction Controversy

"Teachers have been wrestling with how to show the public that they are upset with the contract situation," said science teacher Mr. Jim Jones regarding teacher donations to the 2006 Faculty Auction, "so now many teachers are looking for different venues through which they can show their discontent."

One of the methods that some teachers utilized was refusing to donate items to the 2006 Senior Auction, the profits of which were to go toward the Senior Gambol. The donation issue was brought up at several Port Washington Teachers Association meetings, and teachers decided that there would be no official union policy on donating items. It became the choice of each teacher as to whether or not he or she would like to make a donation.

There should be no misunderstanding as to the limited degree of the negative teacher response to the auction. Indeed, parents on the Gambol Committee reported a very positive response from most teachers. "I would have to say that more so than the negative, it is the positive I would like to comment on," said senior parent and auction planner Ms. Margaret DeSiervo. "I did get thirty-four wonderful contributions from teachers... They are the teachers who get it. They give back to the students and the community."

However, she cited examples of two teachers she encountered personally who specifically used the contract as an excuse for not donating. One teacher responded by saying, "No contract, No extras." Ms. DeSiervo felt that, "a lot of teachers who didn't donate and used the fact that they didn't have a contract were the ones who wouldn't have donated anyway." At the same time, however, she handed out one thousand fliers to

faculty members, as opposed to only a hundred that she distributed when she was on the committee in 2000, making her feel that there may have been a greater teacher response had it not been for the contract situation.

*The Schreiber Times* would like to address the discontent that many seniors felt after finding out the reasons that some teachers refused to donate. For starters, fundraising for the Gambol is done completely separate of the Port School District budget, and therefore should not be used as a method through which awareness of such issues is spread.

Furthermore, these teachers seemed to be preaching to the wrong audience. For the most part, seniors and their parents in this district have a very good reputation of voting in favor of the district's budget, and siding with teachers in their efforts to procure fair contracts. Giving the contract situation as an excuse for not donating just forwarded a negative message to parents, many of whom were in support of teachers to begin with. In the end, it is the Board's decision as to whether or not contracts will be settled, and it is not fair to the students to punish them for a situation that they cannot control.

Although we were upset by the attitude of those teachers who cited the lack of a contract as the reason they refused to donate to the auction, we also recognize the animosity and negative atmosphere being created in the school as the teacher contract issue continues to be stretched out due to a halt in negotiations. We urge the Board of Education to push forward contract negotiations to create fair teacher contracts that will serve both teacher and community interests. We fear that if this controversy continues, it will begin to create a tenser atmosphere among teachers, students, and community members.

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.

## 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.

## Voice of the People

At what age do you think Schreiber students are emotionally ready to have a serious relationship?



"I don't think it's grade dependent. The maturity level of an individual is not directly equated with their age, making it possible for a freshman to have an adequately serious relationship while some seniors lack that capability."

-Shira Helft, senior

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"I feel most kids possess preconceptions when it comes to dating. They go on dates because they feel obligated to by their peers. Because of this, I feel that high school love is sort of fake and serious relationships can't occur, because in most cases, people are forced into them."

-Anthony Fazio, sophomore



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"What makes a serious relationship is a mutual ability and desire to be in one, on the part of both people. Anyone who is mature and willing enough should be able to be in a serious relationship, regardless of their grade level (or age at all)."

-Damian Bidikov, junior



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"There is no set time for a relationship to occur. You can love someone for the first time when you're thirteen and you can love someone for the first time when you're twenty. It depends upon the person and whether they're willing to accept love."

-Stephanie Seeman, sophomore



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"I don't think the majority of high school students are emotionally ready to be a part of a meaningful or significant relationship. The younger you are, it would seem, the harder it would be to take part in such a relationship. Generally, fourteen year olds are not the most mature people in the world. It's hard for kids who are still finding themselves and developing to truly participate in a real relationship."

-Zach Bergman, senior

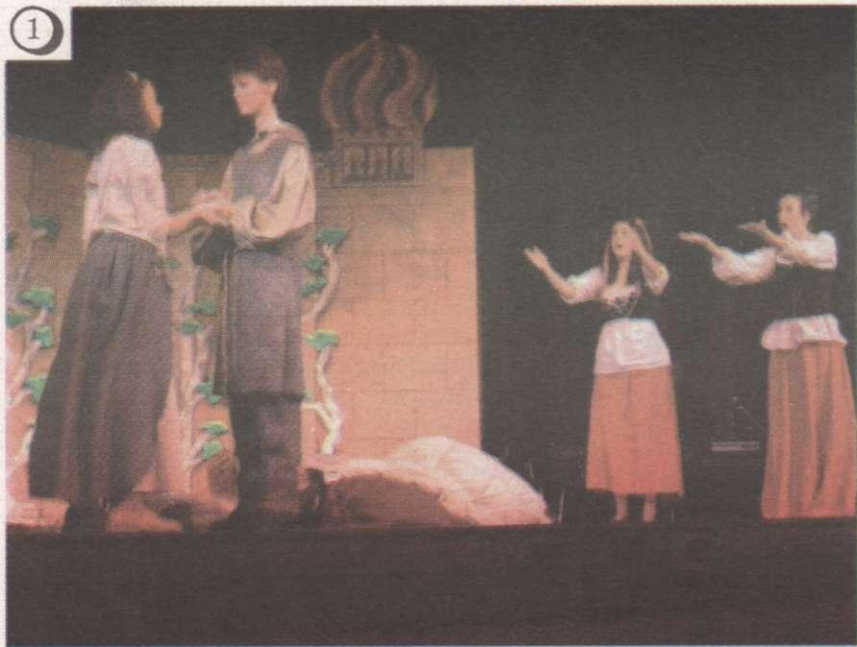


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"Even though we've been in high school for almost two years, I don't think that most of our grade can handle the concept of being truly committed with another person. Even those who claim they are in a good relationship do not truly understand what that means; people our age try to do this in order to make themselves feel older, but whether or not they are truly ready is another story. If anything, high school relationships are simply a mockery of what we see on TV and nothing else. We are forced to measure ourselves against the celebrities we see in the media, which makes kids think deep and committed relationships are always possible. In truth, most relationships are inevitable to end and the chance they won't is extremely rare. Most do not last longer than a year and even if they do, only the lucky ones have the commitment or maturity to take it past senior year. In high school, students don't date to practice commitment. They date to test the waters and go through what society has told them are the motions of life."

-Eric Glasser, sophomore





# The Drama the Caucasian



BY **Sidny Ginsberg**  
Staff Assistant

While most theatrical performances at Schreiber exhibit elaborate backdrops and scenery, *The Caucasian Chalk Circle* was performed on a minimalist stage.

"The stage was blank," said cast member junior Fredi Bernstein. "Everything was done in front of the audience, no back drop. It was crazy!"

The open stage, which had no curtains, forced the leads Azdak (senior Jacob Handelman), and Grusha Vashnadze (freshman Skyler Volpe) to stay in character and act, even during set changes.

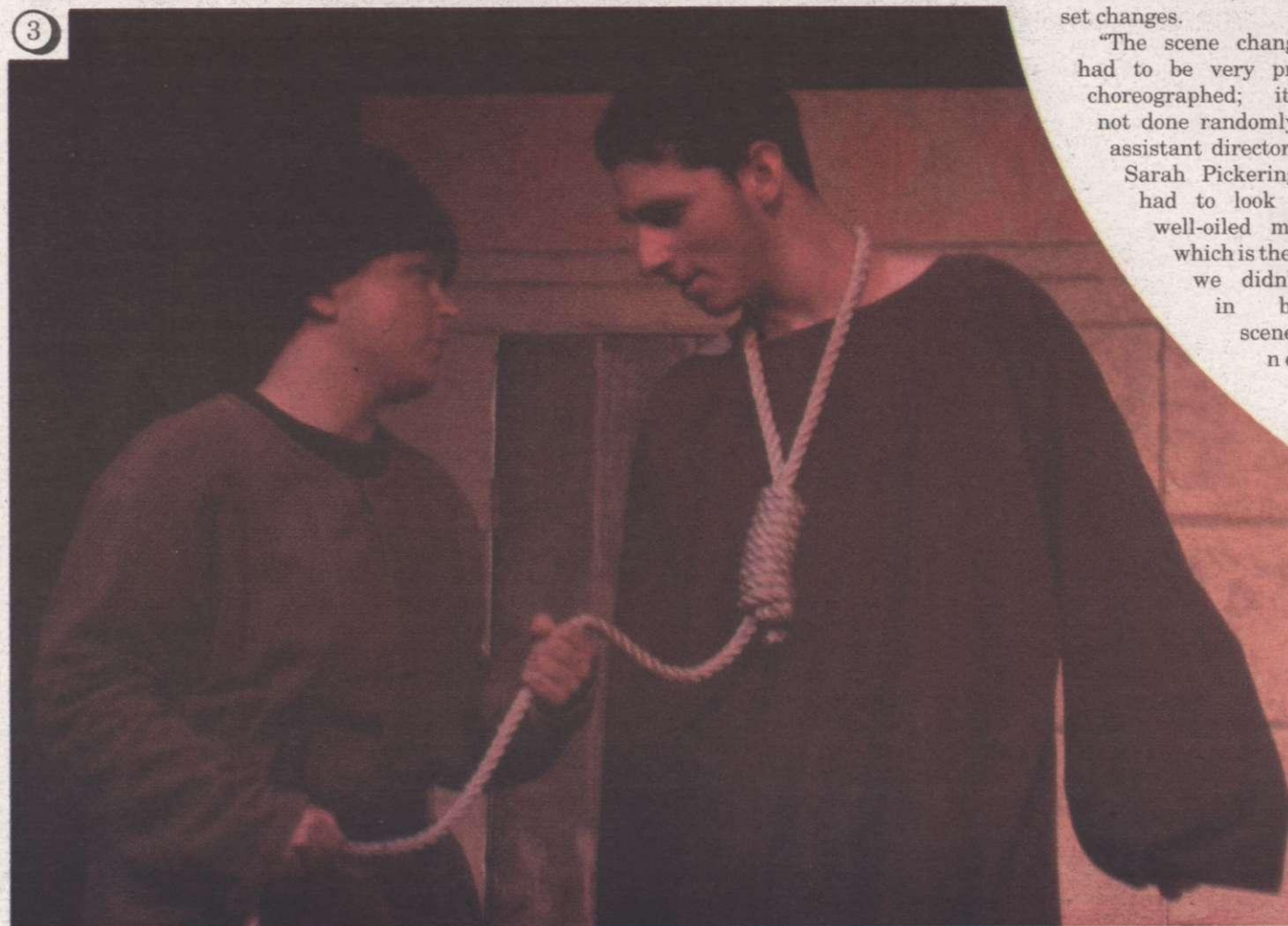
"The scene changes all had to be very precisely choreographed; it was not done randomly," said assistant director senior Sarah Pickering. "It had to look like a well-oiled machine, which is the reason we didn't stop in between scenes. We needed

speeches or music to cover them so that the audience wouldn't get fed up or annoyed."

Handelman played his part phenomenally, acting the dual role of the Storyteller and Azdak, the drunk judge, in the second act. Through his performance as the judge, he took on the responsibility of narrator and funny man and was one of the highlights of the show.

The play, which was performed Feb. 2-5 by the Drama Club, takes place in Soviet Georgia in Eastern Europe at the end of World War II. In the opening scene of the play, a coup d'etat removes the governor Georgi Abashwili (senior Jake Litke) and his wife Natella Abashwili (junior Elena Box) from power and lands their child in the hands of Grusha, a former maid of the governor. The first act of the play revolves around Grusha and her flight from the rebel army, the "Ironshirts," who want to capture and kill the royal child. The play chronicles Grusha's flight across the countryside and the various obstacles she has along the way. Grusha also must struggle not to worry about her soldier lover who has gone to fight in the war.

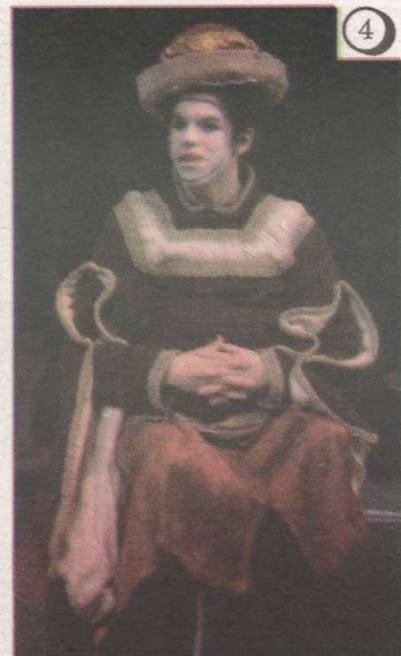
In the second act, which takes place several years after the first, the governor's wife returns to claim her long lost son. At this point, Grusha has adopted the boy as her own. The governess demands the court and the judge, Azdak, to return the boy to her custody. The judge employs a King Solomon-style test, using the chalk circle to determine who the true



1. Grusha Vashnadze (freshman Skyler Volpe) is Shashava (Jesse Stayton), as he goes off to fight.
2. The overthrown governess Natella Abashwili orders to regain custody of her son. The court boy's true mother.
3. The corrupt and slightly crazy judge, Azdak, for his decisions.
4. Arsen Kazbeki (sophomore Tim Sherman) of governor Abashwili.
5. Villagers come to celebrate the wedding of Grusha is married to Jussup because she needs a husband.
6. Grusha begs her brother, Lavrenti Vashnadze, to take her adopted royal son into his home.



# a Club presents The Caucasian Chalk Circle



mother of the boy is. In the end, Grusha reigns supreme over the governess and is able to keep the little boy as her own.

Although it was her first time in a major role in a Drama Club performance, Volpe was also a high point of the play. Her character was critical, especially in the first act, and she was able to effectively convey Grusha's conflict as she struggles to protect the child.

Overall, the acting was strong throughout the play. Especially notable were seniors Richard Guccione and Tom Lisi. As the Corporal of the "Ironshirts" and Grusha's husband, whom she does not love, respectively, both Guccione and Lisi provided elements of comic relief. This relief was welcome in a relatively serious play.

Bertolt Brecht wrote *The Caucasian Chalk Circle* in 1944 in epic theatre style. Each of his characters have motives that resemble Islamic, Biblical and Buddhist thought. Brecht also intended to make the play lengthy and slow-moving in order to emphasize underlying themes.

"Brechtian plays are all about not letting the audience fall into the lull of watching a story," said Pickering. "Having multiple scene changes is a part of the Brechtian style because it reminds the audience that they are watching a play, not witnessing real life."

The music was taken from a score by Herb Philhofer and was added to by Ms. Doreen Gamell, Mr. Myron Frank and seniors Matthew Katz and Theo Nobel. The play had no upbeat songs, creating a

says goodbye to her soldier lover, Simon, who died in the war. Chorus singers seniors Laila and Jacob (junior Elena Box) takes Grusha to court in order to use the chalk circle test to determine the

senior Jacob Handelman), is finally hanged and Grusha

oversees the revolution and overthrow of the old regime.

Grusha and Jussup (senior Tom Lisi). Grusha is reunited with her adopted son, Simon (senior Michael Thompson), to take her and

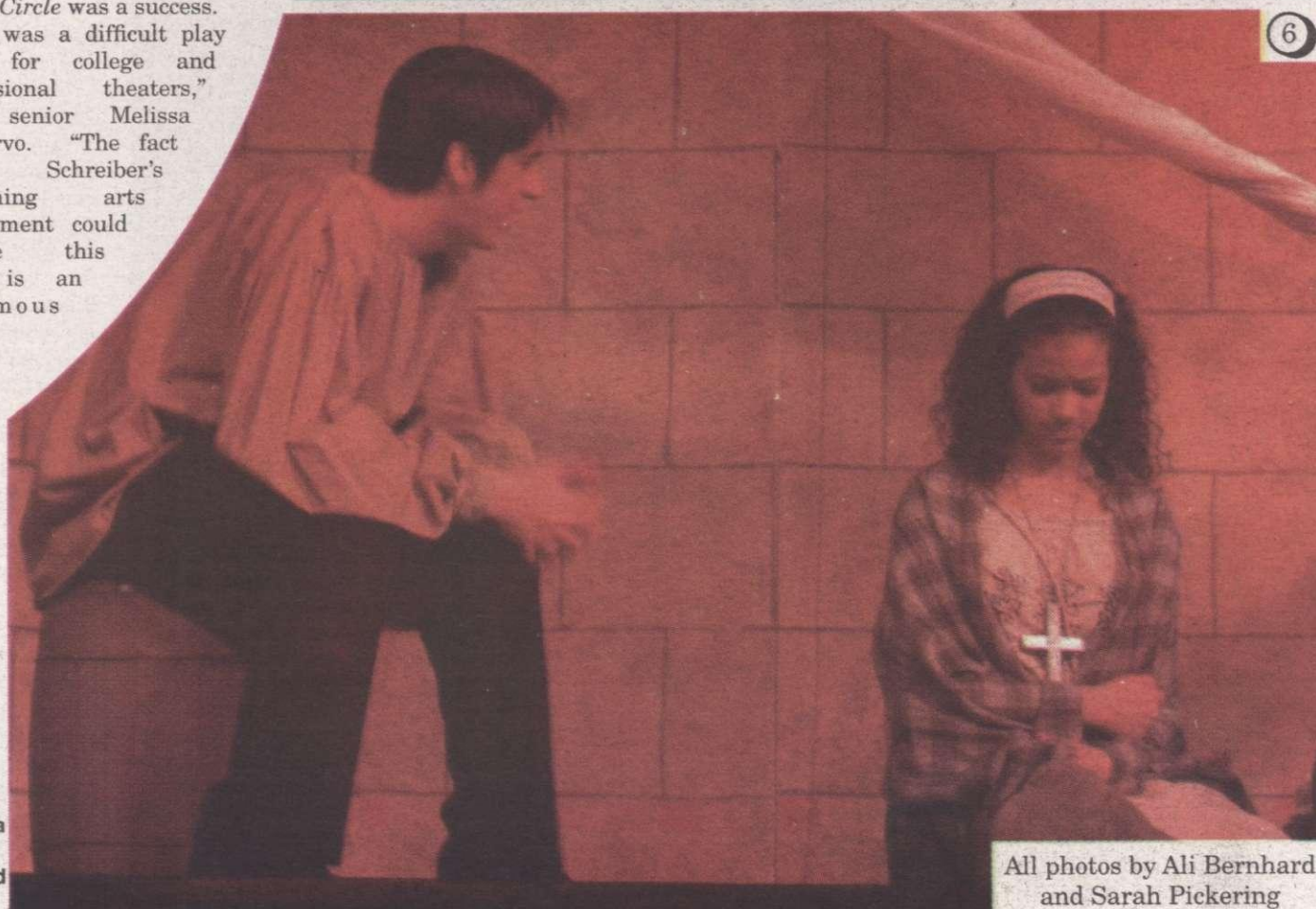
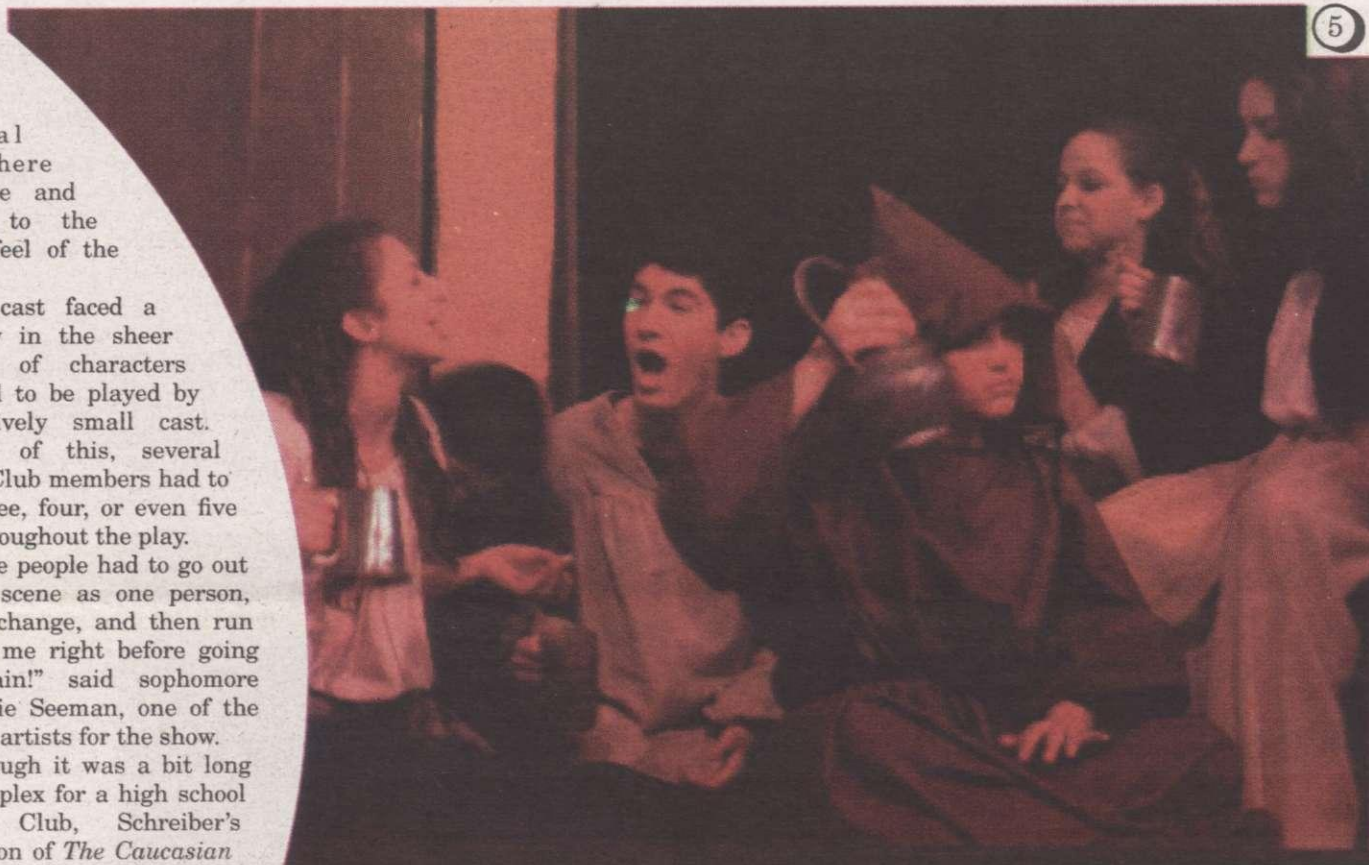
dreary musical atmosphere on stage and adding to the dreary feel of the play.

The cast faced a difficulty in the sheer number of characters who had to be played by a relatively small cast. Because of this, several Drama Club members had to play three, four, or even five roles throughout the play.

"Some people had to go out for one scene as one person, quickly change, and then run back to me right before going out again!" said sophomore Stephanie Seeman, one of the makeup artists for the show.

Although it was a bit long and complex for a high school Drama Club, Schreiber's production of *The Caucasian Chalk Circle* was a success.

"It was a difficult play even for college and professional theaters," said senior Melissa DeSiervo. "The fact that Schreiber's performing arts department could handle this play is an enormous feat."



All photos by Ali Bernhard and Sarah Pickering



# Student Feature

## The real Carmi Schickler

What *Newsday* and *The New York Times* didn't say about this Intel Finalist

By Sarah Silvergleid  
Features Editor

Every year there are a few seniors who seem to win it all. Never before has there been one who's literally gotten everything. Carmi Schickler, Schreiber's resident Intel Finalist, sat down for an interview with *The Schreiber Times* after taking a break from all the reporters from *Newsday* and most recently, *The Wall Street Journal*. "I wouldn't say I'm the best person ever," said Schickler. "Just in the high school," he adds jokingly.

People usually remember particularly important events by where they were. Carmi's call from the Intel corporation happened while he was watching *American Idol*. "But I only like the show during the first few weeks while the really bad people are funny. I don't watch otherwise."

"I wasn't particularly surprised when I was named a finalist. I knew my project was really unique," he said. Carmi's project isn't the only unique thing about him. Even his name is a bit unusual. "Carmi means vineyard," he says. "I use it as an excuse when I want to eat grapes. My parents named me Carmi because they don't like me. I've never been called Carmiel [his full name], though."

Carmi's also never worn anything other than shorts by his own free will. Even during the winter, Schickler can be seen outside his house shovelling snow in shorts. "I don't wear pants because I like my ventilation. I got into

*"I wasn't particularly surprised when I was named a finalist. I knew my project was unique."*

a fight with my mom about it," he said. "Otherwise I only occasionally fight with my parents. My mom and I have political arguments. She's liberal but not when it comes to free speech."

In regard to his own politics, Carmi describes himself as very liberal. "I wouldn't call myself a socialist but I do favor government entitlement programs."

After college, Carmi plans on going to law school and eventually pursuing a career in politics. "I'll major in Poli Sci, then go to law school. Hopefully during that time I'll catch on with some politician's administration and

branch off from there." Fully aware of the stereotypes that all politicians are sellouts, Carmi said, "I probably won't sell out. I guess it's sort of true for the upper level politicians but not for the lower levels like the House of Representatives. I don't know if I'm going to go into politics right away. I might end up practicing law or as an advisor or an aid to a politician."

Although Carmi has great ambitions, he is a normal kid. He has not been without some setbacks. "Oh, I have a good one," he laughs. "In first grade we had a substitute teacher and we were playing Simon Says. I was afraid that if I moved then the teacher would call me out so instead of moving I just went. I peed in my pants."

Carmi is mostly interested in sports, his favorite of which is baseball. "My fantasy baseball team is called

Hebrew Nationals... like the hot dogs," he explains. "This year I won \$1,000 in the league." Upon reflection Carmi laughs and says, "Basically, anything that involves skill, I win." So it seems. Carmi admits, however, that he is "terrible at basketball."

Carmi plays some video games including Madden and NCAA football. "I've never played DDR," he says. "I do have fantastic moves, though. I just can't confine them to anyone's instructions." So he mostly sticks to sports games.

If Carmi had cable he would probably watch ESPN all the time. Unfortunately though he can only watch what he calls the "trashy TV." "My favorite TV show is *Alias*," Carmi said. "My reasons for liking it are mostly plot-driven, but Jennifer Garner is just fantastic." He also is an *O.C.* regular. "My favorite character was Lindsay until she left

*"My favorite TV show is Alias. My reasons for liking it are mostly plot-driven, but Jennifer Garner is just fantastic."*

the show. I don't really like the third season, I think it's gone downhill. I also just started watching *24* when some of my dorky friends introduced me to it. And no, I do not have a man-crush on Jack Bauer." Carmi does admit to having a man-crush, though, but it's "off the record."

The greatest crush Carmi has ever had is probably on a special sandwich from Harbor Deli. "There's no such thing as the cajun mayo sandwich," he says. "I like the buffalo chicken sandwich with cajun mayo." The greatest feat of the stomach that Carmi has performed was in Hickory's when he consumed the El Supremo sandwich — one and a half pounds of meat — in a mere twenty minutes. Carmi knows his town delis. "Nothing in Bayview is the best in anything. Hinck's has the best breakfasts and Hickory's has the best everything else," said Carmi.

The latest splash in the world of Carmi Schickler has not been Intel, or any other academic achievement. He's made waves with his new haircut that cut off the flowing locks he'd been growing for months now. "I looked at the picture on *Newsday* and it looked like it came from central booking at Riker's Island," he joked. "It just got really uncomfortable."

Feedback from both the men and the ladies has been positive. "I don't know," Carmi said. "A lot of people have come up to me and told me they really like my new hair. It makes me feel like no one liked my old hair, and I liked it just fine."

"It's a sellout," says senior John Krauss of Schickler's new do. "I used to think he was cool." New hair or not, Carmi is still the same man and continues to rake in the academic achievements. "I don't think there's been enough media coverage of me over the last few months," he laughs. "My favorite article about myself is where Mr. Fitzgerald said I'd have a 'Big D' next to my name." Maybe this one will change his mind.



Carmi Schickler

Senior Carmi Schickler has really raked in the awards this year. Starting with the National Endowment for the Humanities "Idea of America" essay contest, Carmi took in \$5,000 prize money. He was also named a National Merit Scholar and an Intel finalist.



# Seniors start slacking off second semester

## *As the year progresses, the symptoms of senioritis get worse*

By Erin Szulman

Features Editor

Imagine you're sitting in front of your computer at home, with a pile of work by your side. You contemplate taking out your first notebook to complete the first homework assignment of the night. Then you realize, you're a senior! Who cares if you work or watch the next episode of *Grey's Anatomy* or 24? You deserve it! Instead of tackling the never ending pile of papers, you feign senioritis.

Of course senioritis isn't an actual word; it's more of a culture that a select group of students become a part of annually. Senioritis isn't only a part of Schreiber, but high schools around the country.

If you were to look up senioritis on Wikipedia.com, the popular online encyclopedia; you would find the quasi-definition, "Senioritis is a controversial syndrome attributed to students nearing the end of high school and college... Its symptoms can include laziness, procrastination, apathy regarding schoolwork and a tendency toward truancy."

Since the word is pure slang that has become part of high school tradition, it has a different meaning to everyone, just as senior year has a different effect on everyone.

Educational administrators have taken certain actions to control senioritis in schools. To stop the slacking, colleges have asked for transcripts throughout the year for students that have been accepted early, in order to provide them with the incentive to keep them working. Those who fail to receive good grades can have their acceptance and scholarships revoked.

Colleges and universities are concerned that more and more students will go into college unprepared from high school. According to Collegeboard.com, "As many as half of all college students do not have adequate academic preparation, and are required to take remedial courses."

Schreiber students feel mixed about the threat of senioritis. "I don't feel that senioritis is a bad thing," said sophomore Matt Podobinski. "I wish that I were a second semester senior and when I am, I probably will catch senioritis. It's bound to happen with

every graduating class."

Some seniors share a different opinion.

"Senioritis has made me a more relaxed person," said Megan Hallissy, "and I don't spend as much time on schoolwork as I used to. I just look at my workload, see what assignments are of least importance and forget about them, and then see what are of most importance and put it off until the last minute. I get done what needs to get done and have fun in the meantime."

Seniors tend to feel like they get to take a break after tedious schooling for the past three years. After completing college applications, some seniors simply stop working, harming their grades and work ethic. Because of early application options, there are students who have already been accepted into college. Those who were deferred from the schools of their choice are often more inclined to work harder.

Seniors have worked hard for three years, taking tests, completing projects, and preparing for college admission. When senior year rolls around, some students just want to get through college applications and relax before they head

off to the college of their choice.

"I get done what needs to get done and have fun in the meantime," said senior Brian Tashman, who has been accepted into college early decision. "Although my work habit has not changed, the amount of work I receive has, as teachers are not burdening me with the same amounts of work as before. Getting into college and being a second semester senior did little to break down my work habit."

While the eighty-five percent attendance rule still takes hold, seniors are inevitably going to be taking more time off and leaving after the "important classes" like math and AP courses are over.

Mr. Fitzgerald has a different take on "senioritis." "Senioritis does not exist...it's a myth like a magical dragon," he said. As for schoolwork, "workmanship and attendance has been exceptional," he said.

While some students can't afford to get behind in their schoolwork, others are embracing their free time. However you embrace second semester is a personal choice, but it's important to remember both short-term and long-term consequences of slacking off.

## Researching new classes

By Nick Werle

Editor-in-chief

In the wake of Schreiber's success in the famous Intel Science Talent Search research competition, Schreiber's Principal, Mr. Jay Lewis, wants to initiate a thorough review of the school's entire research program. The research program, which consists of Science, Math, and Social Science groups, was originally designed to serve ten percent of the student body. At that time, Schreiber had graduating classes of about 300 students; so the administration created a ten-student cap for each of the three research classes. Those caps remain today, even as the Schreiber population has grown significantly.

Together, the three research programs serve thirty students each year. Because sophomores, juniors, and seniors are eligible for the program, ninety Schreiber students benefit from the program. Currently, the biggest expense related to the program is staffing. Each section costs 0.2 teaching units, or one-fifth of a teacher. All together, this means that 1.8 teaching units are allocated to research annually.

In the past, there was one teacher assigned to each of the three research programs. Ms. Phyllis Serfaty has taught Science Research since 2000, Ms. Tina Marie Gallagher took over Math Research for Dr. Fritz Cayemite last year, and Dr. David O'Connor and Mr. Gary Silverstein run Social Science Research together. This year, however, Ms. Marla Ezratty taught the sophomore science research class.

According to Mr. Lewis, Ms. Ezratty has been brought into the fold for several reasons. First, he said that Ms. Serfaty "was feeling overwhelmed" between teaching three science research classes in addition to two full honors biology classes. Second, Mr. Lewis wanted to get another teacher involved in the program

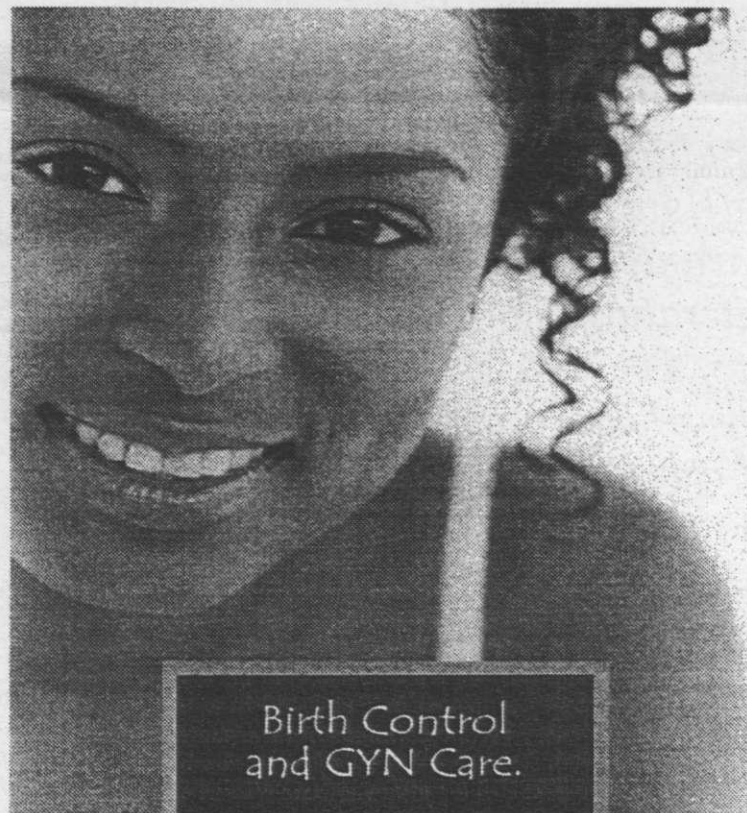
so that it does not fall apart when Ms. Serfaty eventually retires. Finally, Mr. Lewis said that Ms. Ezratty expressed interest in the program.

As part of his longer-term effort to increase the total program enrollment to ten percent of the class, about forty students, Mr. Lewis is trying to change the structures of Math and Science Research to mimic the current two-teacher setup of Social Science. He thinks that this will make it easier to expand the program in the future.

Because of financial constraints, Mr. Lewis thinks that even if the program were planned to be expanded, no change could occur until the 2007-2008 school year, at the earliest. Mr. Lewis seems to be particularly well-suited for the task of reconfiguring the research program because his former school, Ward Melville, is the national leader in Intel Semifinalists, with twelve this year.

Mr. Lewis envisions expanding each program to eventually have two sections each year, even though this would increase the staffing costs. Ward Melville, however, has found a way to serve more students while keeping costs lower. Because the school has only one research program and a dedicated, full-time research teacher assisted by a few classroom teachers with some tangential duties, the district devotes only 1.6 teaching units to research. Moreover, the program serves about 140 students annually, significantly more than Schreiber's program.

In addition to expanding the size of the research program, Mr. Lewis is interested in expanding Schreiber's special offerings. Although he thinks that a new program such as one dedicated to writing, would be an asset to the school, he does not believe that even a multi-year writing program would satisfy the identified need for more capacity in the research programs.



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# Teacher Feature

## Mr. Joe Corbo

By Heather Larkin

Assistant Features Editor

"Just because you are a character, doesn't mean you have character," English teacher Mr. Joseph Corbo is quick to remind all his students. Growing up on Long Island, Mr. Corbo attended New York University, majoring in English literature. Although he knew from the beginning that he wanted to be involved in an English-related career, he wasn't always sure that he wanted to become a teacher.

"I knew I wanted to be a writer or involved with publishing or journalism," said Mr. Corbo. "I definitely wanted to work with literature, stories or poetry."

After receiving his bachelor's degree, Mr. Corbo held a series of office jobs including one in real estate. He enjoyed working for Feinblum Real Estate because he could relate his own experiences to those of Ricky Roma and Shelley Levine in the play *Glengarry, Glen Ross* by David Mamet, whose characters are always

**"I knew I wanted to be a writer or involved with publishing or journalism. I definitely wanted to work with literature, stories or poetry. I've been passionate about music since I was a teenager, and I realized that teaching might be a way to fuse together all of my interests."**

competing against one another to see who can sell the most land and work on the deals with the highest commissions.

"Although working in real estate was definitely a dose of the real world, I realized that I never wanted to sell real estate, ever," explained Mr. Corbo.

Instead, Mr. Corbo went back to school in order to obtain a master's degree in English education. During his junior year at New York University, he lived in London for two months as part of a study-abroad program.

"London was really great," he said. "I was studying literature and taking a British literature course, which included reading works by renowned writers such as Virginia Woolf and T.S. Eliot. It was awesome to be in an atmosphere that these famous writers were influenced by."

Mr. Corbo also spent a few years interning for a music magazine. As part

of the job, he interviewed music artists, wrote music reviews, and received experience in publishing and editing.

"I've always been passionate about music, ever since I was a teenager," said Mr. Corbo. "As a result of my interning, I wanted to try and involve music in my career. I realized that teaching might be a way to fuse together all of my interests: reading, journalism, writing, poetry, and music."

Mr. Corbo loves playing the drums in his spare time. He has participated in Schreiber's annual Teacher Talent Show for the past two years as the drummer in Victor, an unofficial band formed by English teacher Mr. Corey Block, orchestra teacher Mr. Anthony Pinelli, math teacher Mr. Mark Reynolds, and himself. This year, Mr. Corbo feels the band will be even better due to two new teacher additions, guidance counselor Mr. Joseph Lorge and social studies teacher Mr. Craig Medico.

"We usually play classic rock covers such as Pearl Jam's *Alive* and The Killers' *Mr. Brightside*," said Mr. Corbo. "Last year we played *Highway to Hell* by ACDC. I love playing in a band with the other teachers because it's an opportunity for me to show the students that I'm not just a boring teacher who stands in front of the classroom and tells them to copy down notes. I have interests outside of what I happen to teach. I'm a real person!"

"When one thinks of cool, a few names come to mind: Jimi Hendrix, Eric Clapton, Bob Marley, Miles Davis, and Joe Corbo. His mere presence completely exemplifies all that is cool. Between his impeccable taste in music, his laid-back, suave personality, his cool faux-hawk, his ever so fashionable clothing, and his Dickie's messenger bag, Corbo just screams 'Be like me, yeah... because I'm better than you.' And, well, I hate to say it, but he is," said senior Zubin Zaveri.

"I always liked how Mr. Corbo could make lessons interesting by teaching things differently from the way that they would normally be taught," junior Dan Stewart adds.

Not surprisingly, Mr. Corbo loves to integrate his love for music into his teaching career. In his sophomore Composition classes, he plays Metallica's hit *Enter Sandman* for his classes in order to compare the song's message to the theme of William Golding's novel, *Lord of the Flies*. Last school year, in Freshman Studies II, Mr. Corbo gave his classes the option to choose a song they felt represented the overall ideas presented in Shakespeare's *Romeo and Juliet*. Once again, Mr. Corbo's love for music manifested itself through his unique teaching style.

"Mr. Corbo is a really great teacher. His class is always interesting and fun, and we get into really good discussions," said freshman K.C. McCarthy.

"He creatively combines the traditional teaching style with his own unique ideas, thus creating an interesting and fun learning environment," added junior Chris Catalano.



Photo Courtesy of Mr. Joseph Corbo

Mr. Joe Corbo, one of the English teachers at Schreiber, jams away on the drums in the annual Teacher Talent Show.

In addition to playing music, Mr. Corbo enjoys bowling with his friends in his spare time. However, he claims that he is not amazing. "I'm not an avid bowler by any means; I just bowl for fun," he said. "Once I bowled a 170. That was my highest score."

He is also known for his love of tacos. "My mother used to make the very best homemade tacos when I was a child," he said. "I just developed a taste for them. I also like chocolate ice cream - but of course, not combined with tacos!" he joked.

Mr. Corbo also enjoys watching television, especially shows that tend to appeal more to the younger generation. "As ridiculous as it may sound, I'm obsessed with *Laguna Beach*," he said. "It's so interesting because the show supposedly reflects a certain reality, this reality being the lives of the teenagers in Laguna Beach. However, the show ultimately proves that although this select group of teenagers are all rich and popular, their lives are rather boring. Every time I turn on the television to watch it, the plotline of every episode is relatively the same. The teenagers never have anything interesting to say. I don't think that they realize the irony of the show."

This year, Mr. Corbo teaches junior A.P. Writing Workshop, sophomore Composition and Foundations of Literature, and Freshman Studies I and

II. Although he does not have a favorite class curriculum, he enjoys teaching the freshmen the most because he feels that he can "influence them the most in terms of turning them on to English and writing." The freshmen are usually "more open-minded than other students" and "eager and willing to learn new things."

In addition to the numerous classes that he teaches, Mr. Corbo is the adviser for *Kaleidoscope*, Schreiber's literary magazine, along with English teacher Ms. Giliot. *Kaleidoscope* also combines Mr. Corbo's interests because it fuses poetry, anecdotes, and other literary texts into one well-polished magazine. Mr. Corbo says it's especially rewarding to advise *Kaleidoscope* because "it allows students to share their amazing poems and artwork with those who care to read them."

"Mr. Corbo is one of the best reasons to go to literary magazine. He's really easygoing and fun," said sophomore Alexis Mychajiliw.

In the future, Mr. Corbo hopes to travel more, and is especially hopeful of a trip to Japan. "Although traveling may be one of his key goals, his loyalties nevertheless lie with his teaching career. 'In the future, I don't see myself doing anything other than having a long and successful career as a teacher in Schreiber,'" he said.



# Features Fashion File

## Spring is in the wear: New accessories fill stores

By Amanda Schiff

Assistant Features Editor

If you've glanced in a magazine or browsed at the window of a clothing shop lately, it's plain to see that spring is in the air. Retailers are clearing out the lambswool sweaters and making room on their selling floors for breezy dresses, lightweight cargo pants, and short sleeved polo shirts.

With this transition from winter to spring comes the inevitable waiting period. Although we can buy as many vibrantly colored halter tops as we want, the bad news is that it might be months before we can actually wear them. Wait! Before you put down your newspaper and succumb to the winter blues you should hear the good news.

Just because there is still a chill in the air doesn't mean we can't fantasize about peeling off the layers to reveal our fresh new look for spring. While we've all got tons of tank tops and closets full of jeans, the new season brings us lots of choices in bags, belts, and shoes that can give any tired wardrobe a much-needed boost.

Three major trends for this spring are nautical accessories, oversized bags, and

espadrille shoes. Each come in a variety of colors and are both fashionable and practical. Stores are currently stocking the shelves with numerous trends that will soon be modeled in the halls of Schreiber. The best news of all is that you don't have to spend a fortune to get in the game.

Whether you're sailing on the high seas or sitting in your second period math class you'll be right in style this spring with nautical inspired accessories. J.Crew has a washed, braided rope belt for \$28 that will lend the perfect touch to any outfit. They also have a wide stripe nautical vintage tee that sports colors of the sea. Or you can grab one of their canvas boat totes to add a hint of the sea to your spring wardrobe.

Another nautical themed accessory is the navy and red striped flat. They can be purchased at Lord and Taylor for around \$50. Although a bit pricy, the shoes will add some sailing style and be beautiful without the pain. Everywhere you go, you will be reminded of a white, sandy beach.

Celebrities like Jessica Simpson and Lindsay Lohan have been photographed toting their

essentials in extra-large carryalls. These oversized bags are convenient and practical; they look just as great carrying textbooks at school as they do on the weekends. Stop by H&M or the Gap to try one on. Even Target is showcasing the bag with prices as

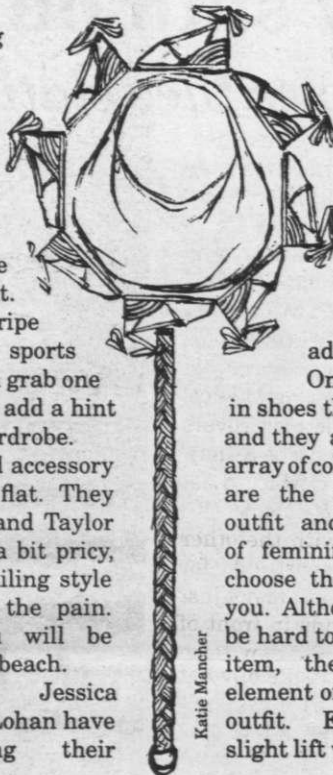
low as \$17. They come in almost every color and are the perfect compliment for both daytime and evening wear. When you can fit your books, your water bottle, and your sneakers into a stylish bag this spring you'll be glad that you took the advice.

One of the hottest trends in shoes this spring is espadrilles and they are available in a wide array of colors and patterns. They are the perfect finish to any outfit and add a subtle touch of femininity. Shop around to choose the pair that's right for you. Although espadrilles can be hard to pull off as an everyday item, they definitely add an element of color and style to your outfit. Espadrilles give you a slight lift without the pain caused

by regular pumps or stilettos. With prices as low as \$16.99 for a pair at Payless, you can't make a wrong move in these jute-soled wedges.

Accessories are glowing white hot this spring with the addition of shoes, bags, and belts, in crisp colors. Abercrombie and Fitch carries three different belt styles that come in white. They cost about \$40 and come braided, distressed, or in lux leather. Also, the Gap is filling its shelves with white leather toe strap flats that are stylish and comfortable. They cost \$24.50 and are a great way to brighten up any outfit. Another pair of white shoes can be purchased at Abercrombie and Fitch for \$39.50. They are wooden beaded flip-flops that match almost any article of clothing. White is the perfect spring color because it brightens up each outfit and goes with any color or garment you might have in your closet.

I know you're sick of knit hats, stuffy scarves, and constricting gloves. The cold weather darkens your days and you can't wait to trade in your toasty turtlenecks for the cooler comforts of a cotton t-shirt. But, before you pack away your heavy winter jackets and bulky boots make sure you hold onto some of your cold weather gear to get you through the last few weeks of winter.



Katie Mancher

## Lack of recognition for Black History Month

By Amanda Schiff

Assistant Features Editor

Throughout Schreiber, Black History Month is widely recognized as a diverse cultural experience. However, this year, due to the budget, we do not have sufficient funds to plan any kind of celebratory program. Social studies department chair, Dr. Mark Rothman, explained that the usual program for February is to hand out flyers and pamphlets giving the students information about Black History Month.

"We usually have some posters hung up and set up information table in the lobby," he said.

"We have nothing particular planned," said Assistant Principal Mr. David Miller. "However, Black History Month is an important opportunity to commemorate cultural achievements of African American culture."

"Black people have played an active role in the community for years and Black History Month is a great way of recognizing the great strides they have made in society, despite the racism and hatred they had to overcome," said sophomore Sam Colona.

Through racism, slavery, and segregation, African Americans have contributed to the melting pot of

American society. However, all students seem to know about are the Jazz Age, the Harlem Renaissance, and the civil rights movement. Although Schreiber does not have the money to provide a program for its students, many students feel that other things can be done to show respect for African Americans.

"Assemblyss don't really get the point across because nobody pays attention," said sophomore Gabrielle Balaban. "It would be more interesting if teachers showed a movie or played a game

*“Through racism, slavery, and segregation, African Americans have contributed to the melting pot of American Society.”*

about Black History Month. I think everyone would pay attention more. At assemblies, half the kids are falling asleep whereas in a classroom, the teacher has more control”.

Black History Month is an annual tribute to the obstacles overcome, and the goals achieved by African Americans in the United States. Americans have recognized black history annually since 1926, first as “Negro History Week” and later as “Black History Month.” Black history was barely even studied or documented when the tradition originated. It was not until the twentieth century that African Americans gained a respectable placement in the history books.

Not only is Black History Month a chance to celebrate African American culture, it also allows people of other backgrounds to become informed about their history.

“It is important we remember these people and this month in a way that is a tribute to them and will hopefully inspire others to become a part of this African American history,” said sophomore Richard Blue. “Black History Month is twenty-eight days dedicated to remembering the African American pioneers who made history, such as Martin Luther King, Rosa Parks, and Malcolm X.”

Blue added that he was grateful to Harvard graduate, Carter G.

Woodson, who is credited with starting Black History Month. The son of former slaves, Woodson dedicated his life to ensuring that black history was accurately documented and disseminated.

From Harriet Tubman to Jackie Robinson to Colin Powell, Black History Month commemorates inspirational African Americans from the past, as well as those who will continue to make history in the future.

“Recognition of the accomplishments of African Americans is important for all people,” said Mr. Phillip Glover. “When I was in school it was only a week, so it's great that it has become a month.”

African Americans history is connected to all aspects of American history, from popular culture to education and political movement.

“Ever since elementary school, students have learned about Black History Month and have been pushed to embrace African American culture,” said freshman Melis Emre. “However, very few, if any people have actually taken substantial information from the vague lessons we have been taught in class. In the future, I hope that Schreiber teachers will pay more attention to the importance of Black History Month.”



# arts & entertainment

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THE SCHREIBER TIMES FRIDAY, FEBRUARY 17, 2006

## Ang Lee puts a new spin on a classic love story *Brokeback Mountain chronicles the relationship between two cowboys*

BY Gulus Emre  
Senior Opinions Editor

Unless you have been living under a rock for the last few months, you have heard about the "gay cowboy film" *Brokeback Mountain*. After seeing the movie, I can confidently say that to call *Brokeback* simply a "gay cowboy movie" would be a gross understatement. In approximately two hours, director Ang Lee manages to capture the deep and forbidden love that spans the lifetime of two cowboys. The two men, Ennis Del Mar (Heath Ledger) and Jack Twist (Jake Gyllenhaal), get married and have children, all the while keeping their relationship a secret.

The film opens in 1963 with Jack and Ennis both working as sheep herders over Brokeback Mountain. One especially cold night, Ennis and Jack suddenly, and almost violently, have sex. Over the summer months, they continue to grow closer, but by the end of the summer they part ways, both continuing on with their lives. Ennis gets married to Alma (Michelle Williams), a quiet and withdrawn woman, while Jack meets Lureen (Anne Hathaway), the outgoing daughter of a wealthy businessman. Jack and Ennis continue to see each other periodically over the years on their "fishing trips." As their married lives and other relationships begin to unravel, their love grows stronger and their feelings for one another more complicated.

The performances given by the four main characters—Heath Ledger

as Ennis, Jake Gyllenhaal as Jack, Michelle Williams as Alma Del Mar, and Anne Hathaway as Lureen Newsome—were all fantastic. Ledger's performance as the "strong silent type" was especially moving. What Ledger couldn't say in words was expressed through subtle facial expressions or moments of sudden violence.

*Brokeback* is admirable not only for the story it tells and the characters it involves, but also for its beautiful imagery. Although it was shot in Alberta, Canada, the film is set in Wyoming. Lee does an incredible job of integrating the beautiful landscape into the story.

Unfortunately, the setting also plays a major role in causing problems for Ennis and Jack. Since they live in a place and time in which homosexuality is considered unacceptable and disgraceful, they have to constantly hide their true feelings from the world. At one point in the movie, Ennis describes how his



Jack Twist (Jake Gyllenhaal) and Ennis Del Mar (Heath Ledger) are two gay cowboys living in Wyoming, where their homosexual relationship is forbidden. They must overcome many obstacles in order to have a secret love affair.

father took him to see the remains of a gay man who had lived in their town. The man had been horribly mutilated, and Ennis' father took him to see the dead man to teach his son to hate homosexuality. Throughout the movie, the audience sees that no matter where Jack and Ennis seem to go, there is

always someone who hates "queers": whether it be their employer or their own families. The love of Ennis and Jack despite these obstacles only makes their affection stronger and makes the audience appreciate it more.

## Tandoori delights with superb food and service

BY Dan Stewart  
Staff Writer

While teens on Main Street (and 6th graders, especially) eagerly pile into the numerous Italian and Chinese restaurants, one restaurant remains undiscovered by a young crowd. It may come as a surprise, but Port Washington is home to an Indian Restaurant. Tandoori Masala (formerly India Taste and Touch) lies on Main Street on the same block as Starbucks. I can only assume that Port's youth have yet to truly appreciate Indian food, because I really can find no faults in the restaurant.

The restaurant is filled with the soothing scent of Indian spices and

exudes a calming aura. Throughout your dining experience, the waiters go out of their way to meet your every need. In short, the experience of eating at Tandoori Masala is up to par with any of the classiest restaurants.

For those who are familiar with Indian cuisine, the selection at Tandoori Masala will certainly please you. To start, one can choose among a number of delicious appetizers, including samosas (a sort of fried knish) and pakoras (fritters), or chicken, mushroom and tomato soups.

Tandoori Masala offers a huge selection of curries (they don't have curry spices in them—they're only stews), from classic chicken and lamb

vindaloo to more unusual seafood curries. Of course, the menu includes a large section of vegetarian dishes. Offerings from the Tandoor grill include chicken, lamb, and seafood. The extremely hot temperature of this clay grill traps the liquid inside of meat, resulting in the best tasting piece of plain ol' chicken you could ever eat.

On the side, naan is a must-have. This unleavened bread can be used to eat curries with, or just to eat plain. Also, make sure to ask for a mango lassi, which is a sweet yogurt-based drink (similar to a smoothie) that can be a big help suppressing spice.

For those of you who are reluctant to try Indian food, fear not! Anything from

the Tandoori grill will taste familiar and absolutely delight your senses. While some curries are normally spicy, they can almost always be made mild. Samosas also make a great appetizer for picky eaters, and nobody dislikes naan.

I wholeheartedly recommend anyone to stop by Tandoori Masala. If you are in unfamiliar territory, the friendly staff will help you with any questions you have, and if you are a frequent Indian diner the food will surely meet your standards. All in all, Tandoori Masala is a hidden treasure that is waiting in the middle of Main Street to be found.



# Despite flaws, 24 raises the bar for action shows

BY Andy Werle  
A&E Editor

The only thing that makes Monday worth staying awake for is FOX's action thriller, *24*. Headed by veteran federal agent Jack Bauer (Kiefer Sutherland), the show's season is one twenty-four-hour day that occurs in real-time. During this "day," some typical events include a terrorist group or organized crime family threatening American safety, and the usual scene at the Los Angeles branch of the Counter-Terrorism Unit (CTU), which works as quickly as possible to help stave off a new plague or nuclear warhead attack. Bauer often defies government decrees for the good of the public. His devotion to the presidential office is admirable, and he has full understanding and respect for the American government.

The fast-paced action and intense torture scenes, are perfectly acted by Sutherland and Roger Cross (Director of Field Operations for CTU Curtis Manning). In a recent episode, Bauer threatened the White House Chief of Staff by wielding a switchblade and saying that he would cut out the man's

right eye, his left eye, and then just keep cutting until he told Bauer what he wanted to hear. Jack Bauer's torture methods are also very creative, like once covering a man in ice water and electrocuting him with the wires from a hotel lamp. Although the show often breaches the realm of possibility, the adventure is worth it.

Jack Bauer is one of the most engaging characters to watch on current television because of his unwavering belief in America. He is vicious and insensitive toward enemies. These qualities were most recently seen in the Feb. 6 episode in which Jack ordered a SWAT official to treat a terrorist accomplice's wounds but not give him anything for the pain. He then proceeded to ask his colleague to step on the man's wounds. On the other hand, Jack is also caring toward innocent victims, consoling those whose lives were ruined because of the terrorists' actions.

Jack seems perfect in every way, a physically fit forty-something man who never seems to misfire and never gets shot. His torture always results in new and correct evidence. Jack is somehow always allowed access to the

highest security documents even after directly breaking the law. This season, the President reinstated him to his old position in CTU after Jack faked his own death for eighteen months.

Often described as "Republican propaganda," *24* does many things to warrant such an attack. On the Feb. 6 episode, CTU uses wireless phone tapping to find out where a terrorist accomplice is located. The Bush Administration has recently been defending this tactic as a means to capture terrorists calling into the United States. The torture used in the show always seems to yield positive results, and Jack never chooses the wrong person to torture (with the exception of his girlfriend's ex-husband, who, as it turned out, had nothing to do with the terrorist attack in Season 4). Finally, the Democratic characters in the show, such as former President David Palmer (Dennis Haysbert), always seem wary of engaging the terrorists and afraid of conflict, while the Republicans seem bold and courageous.

FOX's owner Rupert Murdoch is a known conservative and has donated millions to Republican causes over his lifetime. The government and CTU always seem to be watching FOX News, who are the first people at the scene. While this is not unusual (The White House staff on *The West Wing* on NBC are always studying the MSNBC coverage),

the fake FOX News is increasingly thorough and unbiased. In the real world, FOX's slogan, "Fair and Balanced," is often challenged as being just the opposite. With such extreme conservative anchors as Bill O'Reilly and Sean Hannity, it is easy to see why.

Unlike in other seasons, the plot of *24* was not originally centered around terrorists attacking the United States. The terrorist cell in the United States this season is composed of Russian revolutionaries who were originally smuggling nerve gas to use against the Russian government. When the government team entered the ship where the nerve gas was hidden, they discovered that it had been moved. It was only when the United States had foiled the Russian terrorists' plan that they decided they would instead attack the United States.

The show seems to be full of plot holes, seems to be unrealistic, and resembles propaganda. So why do we watch it? Simply put, it is one of the most entertaining shows on television. The writers do an excellent job vilifying the terrorists, so when Jack kills or tortures them, it is especially satisfying. Jack is the perfect alter-ego for every mild-mannered person on the planet; he is unafraid to enter battle, has perfect aim, is completely jacked, and never ever dies.

## The Booknook

### Saving Fish From Drowning



BY Melinda Salamán  
Assistant Opinions Editor

Mixing together mystery, military governments, ancient superstitions, and a dash of sexual lust often results in a great novel. Unfortunately for Amy Tan, her newest novel *Saving Fish From Drowning* manages to use all the key ingredients to an exceptional novel, but still falls flat. The story attempts to join the elite group of novels by Tan—*The Joy Luck Club*, *The Kitchen God's Wife*, *The Hundred Secret Senses*, *The Bonesetter's Daughter*—but an underdeveloped plot and a group of typical characters should keep the book off the bestseller list and in the bargain bin.

The story starts with Tan's usual narrator, the ever-familiar voice of a Chinese woman, by the name of Bibi Chen. In an obvious effort to distinguish her new novel from her others, Tan exposes a "twist" (which was, unfortunately, spoiled two pages into the novel): The brash, opinionated, and somewhat annoying narrator, Ms. Chen, is dead.

After much description and babbling concerning her own funeral, Chen finally addresses what is supposed to be the crux of the novel, a twelve-person art expedition to the Himalayan foothills of China.

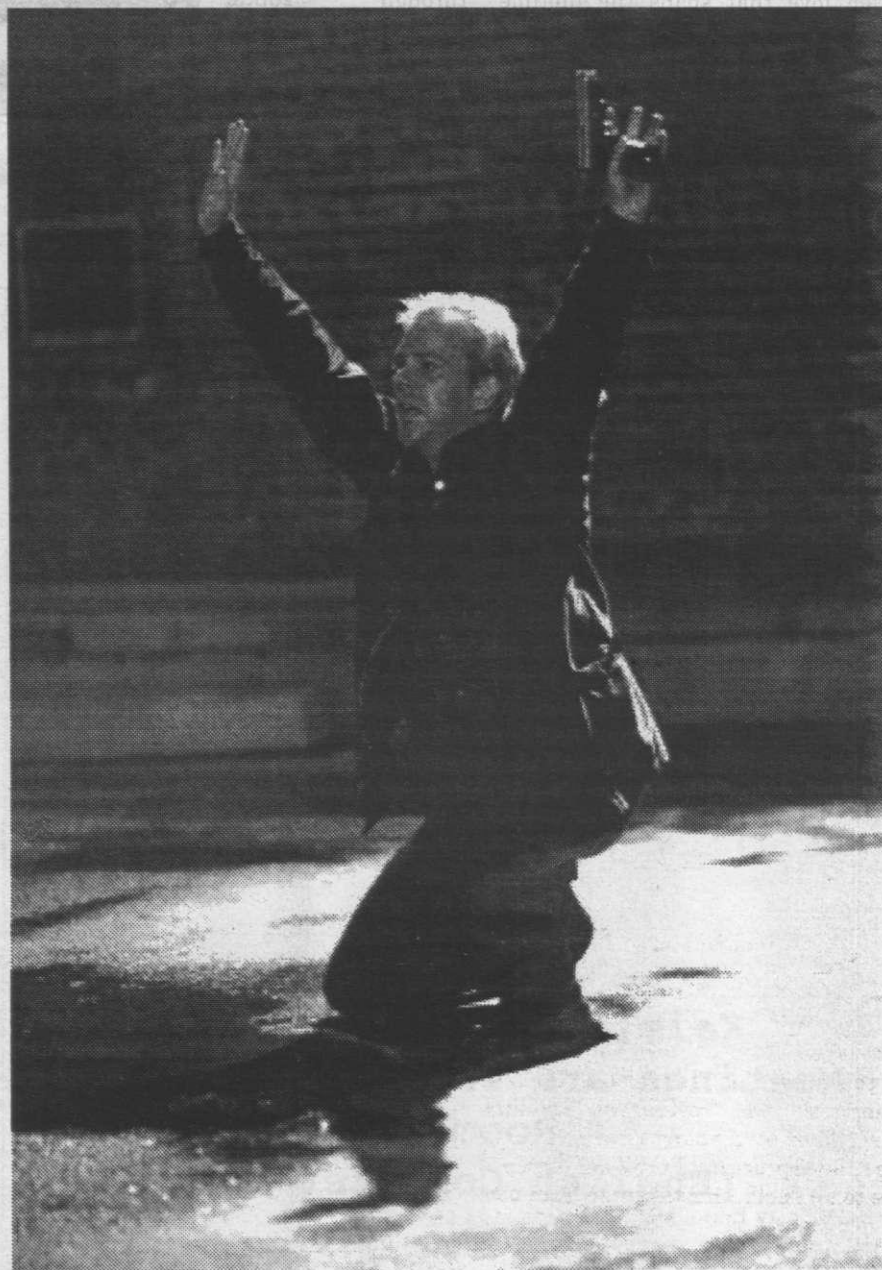
Prior to her death, Chen organizes the trip to her native country for her twelve American friends, each of whom has his or her own standard personality. An encounter with a dismissive hotel manager grants each character a pet name that, although it was not the intention of Tan, sums up each one-dimensional character: "Our Great

Leader, Our Lovely Lady, Our Nature Lover, Our Scientist, Our Doctor, Our Resident Genius, Our Roving Photographer, and the like—the same stock descriptions he assigned to all the guests to make them feel special." Just like the impersonal hotel manager the tourists meet, Tan seems to give each one of her characters a traditional label, and never bothers to explore their true personalities more deeply.

The "climax" of the novel is known right from the beginning. Even before the beginning of the first chapter, Tan supplies her readers with a newspaper article that basically ruins what the entire story was leading up to: the disappearance of the majority of our central characters; eleven of the twelve American tourists go missing while on their trip.

With more than one hundred pages remaining after the disappearance of the tourists, the last fifth of the novel is basically a long ending. Tan attempts to wrap up each tourist's life with "happily-ever-after" descriptions and the life lessons each learned throughout the novel.

The last page of the novel gives the reader an interesting perspective that may be one of the only thought-provoking moments of the novel. "That is the nature of endings, it seems. They never end. When all the missing pieces of your life are found, put together with the glue of memory and reason, there are more pieces to be found." The ending of the book is a relief and incites more critical thinking in the reader than does the rest of the novel.



movie-infos.de

Jack Bauer (Kiefer Sutherland) is the main character in one of FOX's most successful shows, *24*. The fifth season, in which Jack must combat a new terrorist plot against America, is currently on air.



# Arctic Monkeys explode onto the British music scene

BY **Melanie Fried**  
Contributing Writer

The Arctic Monkeys, the immensely popular rock band that has recently arrived on Britain's music scene, are officially considered the creators of one of the best British rock albums of all time.

The British music magazine *NME* ranked Arctic Monkeys' debut album, *Whatever People Say I Am, That's What I'm Not*, number five on its recently-compiled list of the ten greatest British rock albums ever. The Stone Roses' *The Stone Roses*, the Smiths' *The Queen is Dead*, Oasis' *Definitely Maybe*, and the Sex Pistols' *Never Mind the Bollocks* appeared as the other top four albums, respectively. The remaining albums included in the top ten are by the bands Blur, Pulp, The Clash, The Beatles, and The Libertines.

*Whatever People Say I Am, That's What I'm Not* was released in the UK on Jan. 23. It sold over 360,000 copies in the first week,

making it the fastest-selling debut album in British history. Although it seems as if their music is built upon the work of bands such as The Kinks and The Libertines, the Arctic Monkeys emit a creative, confident energy. Specializing in catchy punk-rock songs driven by bursts of guitar chords, the

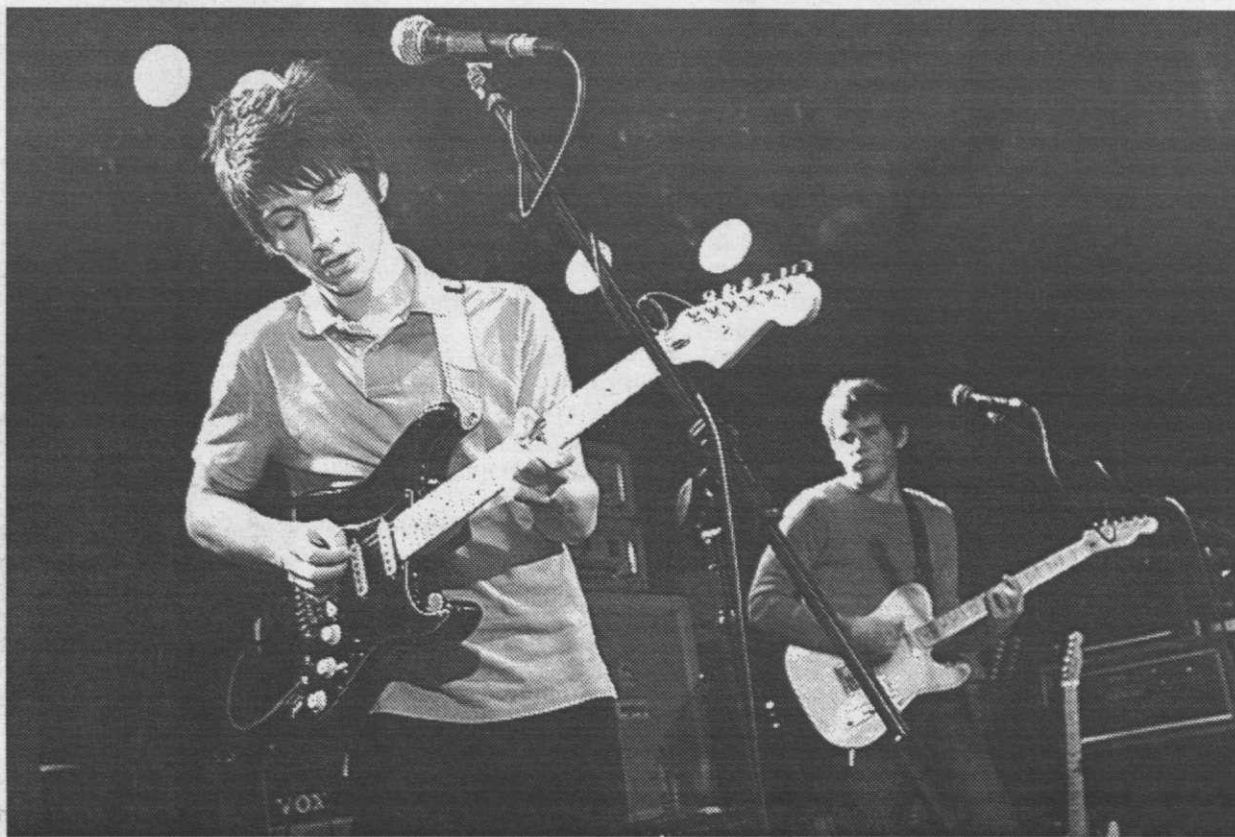
band's humorous lyrics reach out to all. Lead singer Alex Turner's message is honest and compact, yet delivered with an impressive poetic flair.

It is also interesting that most fans appear to prefer the band's demo tracks to its studio tracks. In the demo tracks, the band's raw energy is much more

poignant, which is heard in the drum roll intro of "A Certain Romance" or the faster version of "Fake Tales of San Francisco."

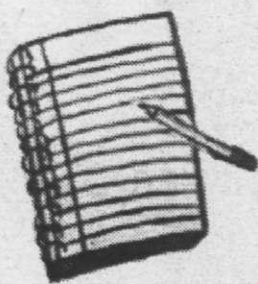
The one turn-off of the new album is that it begins to lack variation towards the middle, where the songs begin to sound very similar. And while *Whatever People Say I Am, That's What I'm Not* is overall a great album, it really doesn't deserve to be on a list with British rock legends such as The Beatles and The Smiths—at least not yet.

The members of the band spent their school days listening to hip-hop, from groups such as Roots Manuva, Braintax, and Pharoahe Monch. They also share a love for other bands including The Smiths, The Clash, and The Jam. The Arctic Monkeys built their fan base via the internet, after demo CDs handed out at gigs in 2003 were put on the web for others to hear. After sold-out shows at local gigs, the band finally signed a deal in June 2005 with Domino. *Whatever People Say I Am, That's What I'm Not* is scheduled to be released in the U.S. on Feb. 21.



The Arctic Monkeys, perhaps the biggest British band of the new millenium, have been critically acclaimed and developed a loyal fanbase.

## Got Poetry?



**Kaleidoscope wants it.**  
**Meetings are Thursdays at 3:15**  
**Room 123**  
**(English Computer Lab)**

## Award shows leave much to be desired

BY **David Becker and Claire Lee**  
Staff Writer and Contributing Writer

Awards seem to be ubiquitous in Hollywood. Anybody who's anybody has two or three of them lining their crisp cedar shelves. But somehow, over time, they've become devalued. There are so many awards out there with the same purpose and identical nominee lists, but slightly varying dress codes. With this in mind, we address the rising concern that is the award show.

Teri Hatcher is angry, according to *The New York Post's* Page 6 gossip column. Every time she tries to step out of the expected and wear something truly marvelous and original, Marcia Cross is wearing the same exact designer, and, to add insult to injury, an even better dress. And so she had her assistant call up Marcia Cross bearing the message that no assistant ever wants to give: "Ms. Hatcher would kindly like to ensure that Ms. Cross will not be wearing Vera Wang, as Ms. Hatcher would kindly like to ensure that she will be wearing that designer herself alone."

This was right after the Emmys and the SAG awards reared their ugly heads. The Emmys represented a horrible fashion date for Teri, when she turned up in an outdated navy J. Mendel tablecloth and Marcia came in wearing a stunning green dress by the same designer. Everyone in New York immediately thought the dress was Rochas or Elie Saab and as the flashbulbs popped, the socialites concurred that it was clearly not J. Mendel. Moments later, at a *Vanity Fair* party, Cross was asked about her

gown, and she clarified that it was indeed J. Mendel. Hatcher left in a huff and refused to be photographed with Felicity Huffman, the winner of the night. At the Golden Globes, Hatcher looked like she was totally amped on Xanax, as she gave each winner a standing ovation, embarrassing her *Desperate* colleagues, and she did a "we are not worthy" divers' arms when Mary Louise Parker beat out all four housewives.

There is nothing worse than "Who are you wearing?" If I were an actor, I would say something like, "A dead iguana, a skinned rabbit, and the blood, sweat, bile and toil of some ten year old children in Malaysia." That will teach you, bloody *E!* News.

Another teensy annoyance with award shows is the actual production. No one really wants to see people win things. Rich people affirming themselves with accolades is not flattering especially when the speeches all seem to be, "And I hope this sends a message to corporate America..." Honestly, instead of the clubby-clubby appreciation of actors thing that the Oscars, the Globes, SAG, etc. have got going on, I think the awards really should be more of a coliseum. We want to see Emma Thompson take down Olivia de Havilland this coming March at the Oscars.

So all in all, I hope that the Oscars will take our suggestions in mind. When five thousand staff are ensuring that things are going smoothly, we'll be sitting on edge to hear that they're not.



# Girls winter track earns fourth place in Conference

## Fitzpatrick sets personal record and takes second in shot put

by Myles Potters

Staff Writer

The girls' winter track team finished off the season with several all conference recognitions. Senior Caitlin Fitzpatrick as well as juniors Vicki Kasselmann and Filiz Kipcakli all received this distinction.

The team had several members who did not win at Conferences, but earned a spot to participate in the event.

Among the conference meet participants, Rose-Ellen Diffely was the only freshman. Diffely's progress this season has shown signs that she will one day be a team leader.

Another standout who missed out on All Conference honors was sophomore Astrid Firland-Schill. She has already established herself as a solid runner with strong finishes throughout the entire season.

Over the course of the regular season, Port did not host a single meeting. Instead, Port competed mainly at Nassau County Community College and Suffolk County Community College.

The team took a few trips into the city for larger meets at the Armory, a professional level facility. Because these meets are larger, the level of competition is intensified, and meets at the Armory involve a much higher level of tension and excitement.

For the conference meets, the team

traveled to Farmingdale.

The team has found success with a strict training regimen, with practices after school most days. The girls warm up and stretch as a team before their individual workouts.

The team breaks up into sections based on the distances the girls run; sprinters, middle distance, and long distance.

An example of the workouts they do are ladder repeats, in which team members vary the distances they run throughout practice.

The field events are competitions that do not involve running, but focus on individual strength. Shot put and high jump are the only two field events that are practiced in the winter season.

"One of the better parts of track and field is the field competitions," said junior high jumper Lianna Gordon. "You can really individualize your body and strengths for the single event, which is something that regular runners cannot do."

Other participants in the field events include senior Caitlin Fitzpatrick, as well as juniors Nikki Pond and Carolyn Voelker. The three girls all participated in the shot put, and junior Filiz Kipcakli competes in the high jump.

This season, Coach Mark Goodman led the team to a respectable finish, with a high placing at conferences. Junior captains Marissa Fox and Tarryn Fisher

also helped provide veteran leadership for the team.

"I think we all did our best," said Firland-Schill regarding the season. "It's frustrating that we were so close to beating Calhoun in Conferences and fell short, but all in all, we still did really well."

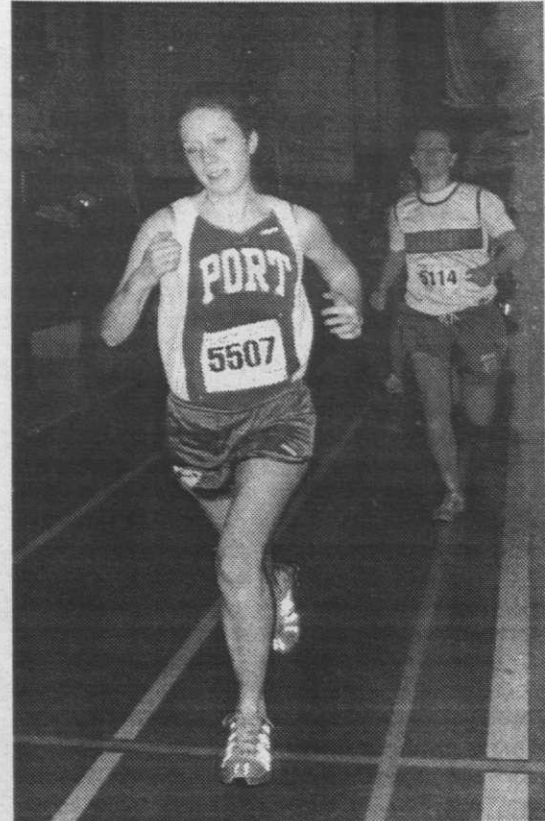
One of the standout seniors this year, Caitlin Fitzpatrick, participated in the shot put competition at the Nassau County Class A finals on Feb. 5. Fitzpatrick placed first in the Conference Finals on Jan. 14, which qualified her for a place in the County event.

At the County competition, she finished second in a field of ten conference finalists, with her personal best throw of 31 feet 7 1/4 inches.

Fitzpatrick's shot put career started out because of her passion for lacrosse.

She came out for the team to condition and get ready for lacrosse, and only after doing so did she realize that she had a talent for shot put.

The girl's team had a successful season with various individuals earning distinction at the All Conference and All County level. Many girls will continue on with the



Julia Catalano

Sophomore Judith Smith holds the lead in the 300 meter race against other runners at Suffolk County Community College.

spring track team, hoping to build on the success they achieved this winter.

**BATTLE OF THE BANDS**

MARCH 10

DOORS OPEN AT 6:45  
SHOW STARTS AT 7:00

NO ONE ADMITTED AFTER 8:00

FALLS FALLS FALLS  
DISPOSABLE HEROS  
SPECIAL GUESTS VICTOR

SOMETHING ELSE  
ZAMBONI EXPLOSION  
FAR FROM ELYSIUM  
DAYS ON END



# Athletes of the Month

## Noor El-Tahawy Nina Zorfass

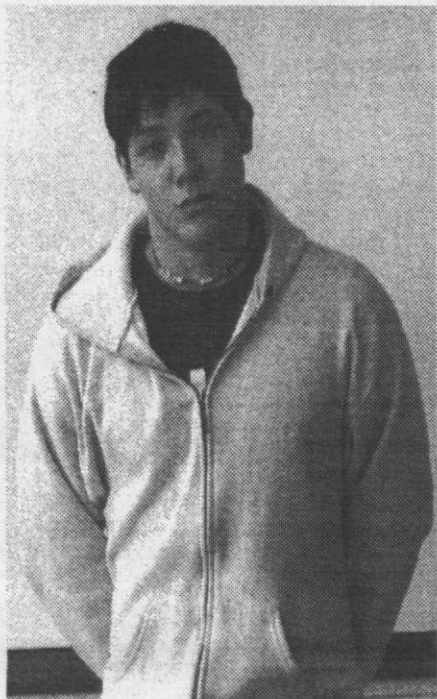
by Ariel Malekan  
Staff Writer

Ranked number one in Nassau County, seventeen-year-old Noor El-Tahawy is the Port Washington Vikings' swimming superstar.

El-Tahawy has been swimming since he was nine. He has been consistently ranked in the top thirty in his age group since he was eleven years old.

While there is no boys high school swimming team at Schreiber, he has been an independent athlete for the Vikings since he was in eighth grade. As an independent athlete, El-Tahawy must organize his own transportation, coaching, and most other needs that he may have.

He manages to do this all by swimming in the Long Island Aquatic Club (LIAC), a nationally known swimming club, that is even sponsored by SPEEDO. He has been a member of



Senior Noor El-Tahawy is currently ranked number one in swimming in Nassau County in his age group.

LIAC for the past several years leading him to much success in his swimming, both in and out of school.

El-Tahawy gives much thanks to his coach, who has led many swimmers to the Olympic qualifiers. His coach is well-respected throughout the swimming community.

El-Tahawy's main goal for this swimming season is to go to the state meet. More importantly, he hopes to place in the top four.

Although he has placed in the New York State meet, he has never placed in the top four before.

"Even though I have accomplished a lot in my swimming career, my main goal has always been to make it to the Olympics," said El-Tahawy. "I will be trying out for the 2008 Olympics."

El-Tahawy plans to continue his swimming career in college, but he is undecided about what college he will be attending come next fall.

by Lane Mergler  
Staff Writer

Nina Zorfass has been doing gymnastics since she was three years old. She has been involved in competition ever since she began participating in the sport.

Her early start and hard work have enabled her to become one of the best gymnasts in Port. This year she made the Nassau County finals.

Over the course of the season, her scores have hovered between the high sevens and low eights out of ten.

Her season best is an 8.5, and she usually earns the highest score on the team.

"I feel that gymnastics is a great way for me to relieve stress," said Zorfass. "It's also a great thing that I know I can excel in and achieve success."

She currently trains at Great Neck Gymnastics, where she has been working since last March.

Between third and seventh grade, Nina went to Cherry Lane

Gymnastics in Port Washington, and from the ages of three to eight, she attended Progressive Gymnastics, located in Queens.

Zorfass hopes to continue gymnastics in college due to her love and admiration for the sport.

"I love the sport, that's why I've been continuing it for twelve years," said Zorfass. "It's easy to stay committed when it's as enjoyable as it has been."

Although Zorfass does very well in all events in gymnastics, her strengths are the vault and the floor. However, she still believes that those areas could

use just as much improvement as any other.

"I think that I could improve everywhere, especially on the small things," said Zorfass. "I don't think I need to improve a lot more in one area than I do in any other."

"I don't know what I would do if I didn't have gymnastics. It has definitely been a positive and profound part of my life."



Sophomore Nina Zorfass has been an active gymnast for twelve years.

## Basketball squad loses 46-23

by Benjamin Greene & Matt Varvaro  
Staff Writers

"It was one of our better games this season," said Coach Liz Hutchinson after the girls junior varsity basketball team was defeated by Elmont for the third time this season. Though it sounds like a disappointment, the 46-23 loss that came on Feb. 8 was a vast improvement over what Coach Hutchinson described as "a usual thirty point loss."

Schreiber started off strong after winning the tip-off and stayed in the game for the first quarter. Sophomore Christine Gerard scored Port's first basket of the game, followed shortly by a free throw by freshman Perri Goldstein. Goldstein added another two points when a steal set up a quick bucket at the buzzer to end the first quarter.

With an 8-5 score in favor of Elmont going into the second quarter, Port began to fall apart in every aspect of the game. After sophomore Andrea Constantine scored a third field goal, Elmont went on a ten-point run. Finally, freshman Steph Weinberg answered with a jump shot, which seemed to boost the Vikings' morale. Constantine followed with a free throw and Gerard nailed a jump shot. However, just as Schreiber started to make a run on offense, Elmont struck back with seven unanswered points. At the half, Port was losing 25-12.

The third quarter started off slowly with neither team scoring until halfway in. Freshman Emily Keisman broke the

scoreless streak with a three-point shot. Soon after, Weinberg was the receiver of a great assist from Constantine and sank her second shot of the game. Unfortunately, those were Port's only two baskets of the quarter and they could not keep up with the dominant Elmont offense. Elmont earned another seven points before the quarter was over to make the score 32-17.

At the start of the fourth quarter, Elmont quickly scored two baskets, but Schreiber struck back with two lay-ups by Goldstein and Weinberg. This was Weinberg's third basket of the game, giving her a total of six points, which was enough to make her Port's high scorer. Goldstein finished right behind Weinberg with five total points. Freshman Melissa Spechler added a jump shot which proved to be Schreiber's last two points of the fourth quarter. Elmont finished the quarter with ten more points to put the Vikings away.

In the end, Elmont doubled Port in almost every category. They outscored Port 46-23, their forty rebounds beat Port's twenty, and Elmont's ten assists trounced Schreiber's five. In addition, the Vikings committed almost thirty turnovers, which proved to be a major factor in their defeat.

In Port's remaining two games this season, they hope to increase their overall performance and improve their losing record.

## out of bounds

by David Becker  
Staff Writer

Everyday, I'm approached. People come up to me saying "I LOVE YOUR SHOES!" and "DID YOU GET A HAIR CUT?" While common flattery can be annoying, I always enjoy the quizzical nature of the question, "Why do you write a sports column?" How does one reply to that? Indeed, I love my job. I love working with Nikki Pond, John Forman, Jus Chadha, David Baer! I love attending the games. I love cheering for the other team. I love high-kicking and screaming at refs and just enjoying what makes these games watchable.

Recently, though, my pet sport is basketball. During the PYA game for the Lady Vikings on Jan. 27, however, the sporting event was infiltrated by pesky little rugrats who I personally think should just stay at home and eat GenSoy. The only thing that small children are good for is communicable diseases, I say. Anywho, the game was a fantastic showing for some familiar faces. You know Sarah Weiss as last issue's "Athlete of the Month," *par exemplar*. I enjoyed also seeing Emlyn Diakow and Michelle Doscas who have also begun work on their publication, *Emlyn and Michelle's Excellent Adventures*, a newsstand favorite.

One particularly spectacular PYA performance was Emlyn smacking the ball out of a Syosset player's hands in a very merciless manner.

Quite frankly, the team's overall prowess, partly enhanced by the athletic talents of marvelous Marina Pedisich, must have inspired some of the tubbier tots to get off the bleachers and finally dial Oprah's trainer.

Naturally, the Feb. 8 game was no less exciting! Emlyn and The Doscat (RARR!) as well as Jackie Young, Kim Doyle and Ang Matinale played a heroic game. I have a special story about KD, whom I've known since kindergarten. We left our tuna fish sandwiches in the sun for about two minutes and then swore to KD's mom that microorganisms had attacked. KD played the game with the same kind of assertiveness and caution.

Every so often, I will make suggestions to the athletes about their game. Although the tweed jumpsuit I proposed to the wrestling team didn't fare well, the basketball team was totally in sync with my fashion forward heart. When explaining the appeal of the team's polyester jerseys and matching shorts, J. Young whispered to me that "Nothing looks better on polyester than a dash of color!" She must be referring to the splash of butter yellow that lights up the team's tops and shorts.

All in all, I left both games totally remembering why I loved my job. I adore the whole gang! Oh, girls, you keep me cute. I love sexy jerseys and sexy ponytails and game narration - game narration is my second language! Great showing, my marvelous pack!



# CALLING THE SHOTS

Sports Editorial

## NFL season finishes with mixed emotions *Super Bowl XL remembered for officials' blunders and big plays*

by David Baer  
Sports Editor

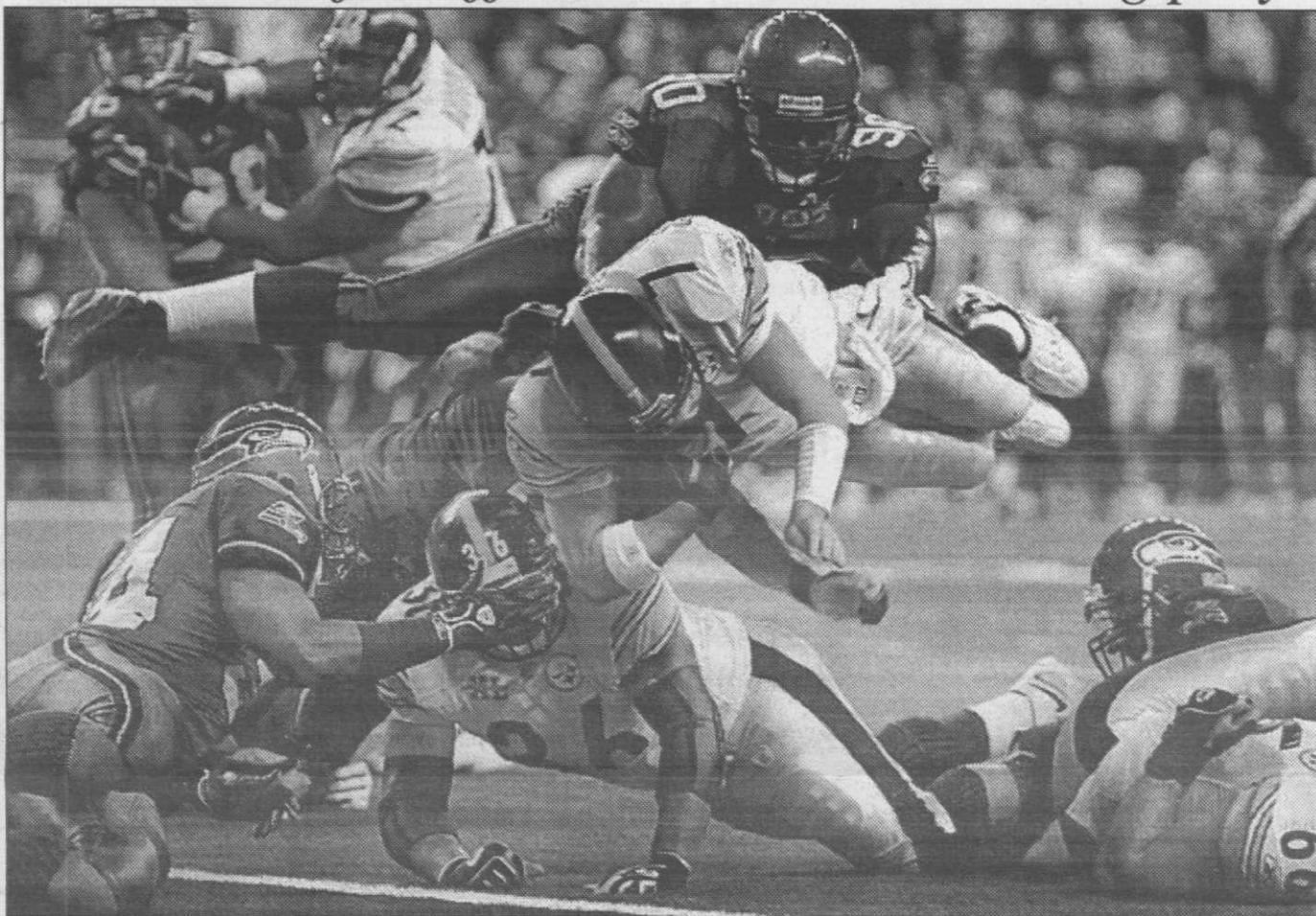
Although Super Bowl XL was a dull game to watch, the history and controversy it entailed made it interesting. Seattle's head coach, Mike Holmgren, promptly called out the referees after the game for their questionable rulings on crucial plays. On the other hand, Pittsburgh Steelers' running back Jerome Bettis brought a heart-warming story to the Super Bowl. Between Holmgren's post-game charades and Bettis' triumphant homecoming victory, the eye of the public was drawn to the yin and yang of the fortieth Super Bowl.

One of the plays in question came early in the first quarter. Seahawks quarterback Matt Hasselbeck scrambled out of the pocket to find an open Darrell Jackson for a touchdown. However, there was a petty offensive interference call against Jackson that brought the TD back. Jackson's catch was the farthest thing from offensive interference, rather, he was simply locating the defender. He did not grab the defender, he did not push the defender, he didn't even draw contact from the defender! Just because his arm was stretched out in the direction of the defender, does not mean that the officials should have flagged him for interference, especially in the Super Bowl. In the biggest game of the year, the referees should have let the athletes play. Seattle's momentum had been snowballing until the interference call shattered it. After the call, the tables had turned, and Pittsburgh stole the show.

In the third quarter, it looked as if the Steelers were going to fail on a goal-line attempt. Why didn't they just pound the ball up the middle from a few yards out? Are they saying that their offensive line was incapable of giving Jerome Bettis an inch of room to cut through? They couldn't make a tiny gap for the greatest goal-line rusher of all time? It came down to third and goal when Steelers' quarterback Ben Roethlisberger ran a bootleg to the left, and didn't even get in. Despite hesitation from the goal-line official, "Big Ben" was able to steal a touchdown. Did the ball actually cross the plane? No it didn't, and once again the momentum was sucked away from the Seahawks, and transformed into Pittsburgh success.

What were the officials thinking when they flagged Matt Hasselbeck for a chop-block after he threw an interception? It wasn't even a chop block! He was tackling the guy with the ball. The officials apparently were not ready for the interception, didn't know what was going on, and in conclusion, made yet another bad call against the Seahawks.

In addition, the penalty put forth a play that Steelers wide-receiver Antwaan Randle El told the media



Steelers quarterback Ben Roethlisberger, 7, leaps towards the goal line. The original call was that he had scored on the Steelers third-down attempt, when on replay, it showed he most likely did not break the plane of the goal line with the football.

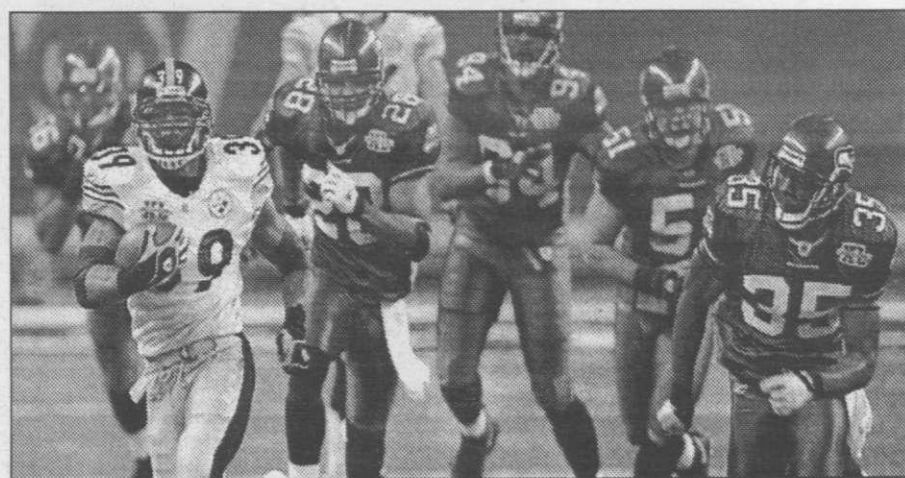
would be used if the situation was right. He said that if the Steelers had the ball around midfield, they would run their signature wide-receiver reverse pass.

After Hasselbeck got picked off, the Steelers would have had the ball around their own thirty yardline. Instead, they were closer to the fifty, and were in the appropriate range for the trickery. The play worked to perfection: it got Pittsburgh a score, as well as iced the victory for the Steelers. However, it was the horrendous call on behalf of the officials that set up this strike, and sealed the deal for Super Bowl XL.

The day after the Super Bowl, Holmgren called out the officials and let the nation know of the mistakes that cost his team the championship. "We knew it was going to be tough against the Pittsburgh Steelers," said Holmgren in front of a home-coming committee of Seahawks fans. "I didn't know we were going to have to play the guys in striped shirts as well."

Despite the blatant mistakes made by the officials, the NFL was apparently too ashamed to simply admit their fallibility. The league came out and supported its referees' decision making, despite the fact that they were clearly wrong. It would have been like Arnold Schwarzenegger stating that he never took a performance enhancing drug.

On the other hand, there was Jerome Bettis of the Pittsburgh Steelers. The man, who after winning it all in front of



Willie Parker gashes the Seattle defense as he dashes to the endzone in Super Bowl XL. This seventy-six yard score broke the record for longest touchdown run in Super Bowl history.

his hometown crowd, called it quits. He finished fifth all-time in rushing yards, trailing only Emmitt Smith, Walter Payton, Barry Sanders, and Curtis Martin. Hats off to Bettis. "The Bus" was best known for his work around the goal-line, and being a work-horse. He chewed through defenses, and when he couldn't, he just ran 'em over.

Bettis' greatness was on display in the Super Bowl, but in the form of his apprentice, Willie Parker. Bettis' teachings influenced Parker right off the bat. Parker, who exploded with talent early in the season, incidentally set the record for the longest rush

from scrimmage in Super Bowl history. Parker's mentor was one of the greatest, and based on the showcase of talent put forth by the up-and-coming Parker, Bettis' legacy will continue to live on it Pittsburgh.

There was a miscellaneous array of feelings that accompanied the end of the NFL season. The Super Bowl showcased the future for Steelers' rushing greatness, as well as the departure of a master. Not many elevated their game to the level that Bettis did. However, when you have officiating like the Seahawks had to deal with in the Super Bowl, I suppose anything is possible.



# VIKING SPORTS

## Late season push gives Port playoff hope *Despite loss to Baldwin, Vikings salvage season*

by **Jus Chadha**  
Sports Editor

The boys varsity basketball team lost to Baldwin at home on Feb. 7 by a score of 58-43. Port has now dropped to 4-6 in their AA-II division, which concludes competitive teams such as Hempstead, Elmont, and Baldwin.

"We had a good shot at winning. As a team we brought our 'A' game, but turnovers and missed shots cost us," said leading scorer senior Jamal Parchment after the game.

The team, which is coached by Mr. Sean Dooley, came out with a starting lineup consisting of seniors Bobby Candela, Tom McDonough, Jamal Parchment, and Andrew Preston and sophomore David Lee.

From the opening tip-off Port came out aggressive. Lee converted on a three-point play his first time out. Parchment followed on the very next play with his own layup and free throw. Later in the quarter, Parchment added another jumper and sophomore Chris Ryder got the crowd involved with a slam dunk. At the end of the first quarter the game was tied at 10.

In the second quarter, Baldwin's shooters began to heat up as they outscored Port 22-10. They shot efficiently from the three-point range and from down in the post.

Port's second quarter offense came from Preston and McDonough, who were able to dominate down low. In addition, Parchment nailed his first three from

far out, keeping the team in the game. Nevertheless, at the end of the half Port was still down 32-20.

"We need to start hitting more shots," said Preston at the half. "Baldwin is playing tough in the paint but we still have to convert on easy chances. We can't afford any costly mistakes in the second half."

In the third quarter, Baldwin continued to score consistently.

Lee and Parchment hustled to steal, but Baldwin's presence inside and ability to grab rebounds was too much for the Vikings.

With the crowd behind them in the fourth, the Vikings began to rally with a comeback. Parchment led the team with seven points in the quarter. Preston added four points and junior Justin Sze also added a clutch three-pointer.

Port ultimately fell short at 58-45, despite outscoring Baldwin 14-8 in the fourth quarter. Parchment led the team in scoring with twenty points, followed by Preston with eight points.

In Port's previous home game on Jan. 30, they routed East Meadow by thirty points, winning 64-34. Port dominated the game from the opening tip, controlling the rebound category, steal category, and field goal percentage. After a competitive first half, Port unleashed a scoring spree in the second half, outscoring East Meadow 35-14.

In addition to moving the ball efficiently, senior point guard Bobby Candela scored 17 points, including a season high of five three-pointers.

"I felt good on the court and was in a zone," Candela said. "I felt that I could take on any of their defenders."

Once again, Parchment led the team in scoring with twenty points. He displayed a varied attack, including a three-pointer, four jump shots, and four drives to the basket.

In the paint,



(Above) Senior Andrew Preston takes a pull-up jump shot on Feb. 3 against Hempstead. He finished the game with nine points despite the loss. (Right) Senior Jamal Parchment makes a fade away jumper against Hempstead on Feb. 7. He was the main offensive attack during the game, scoring a team high of twenty points.



### 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        | L, 34-58 |
| 1/20  | Port @ Plainview      | W, 57-53 |
| 1/23  | Port @ Bellmore       | W, 54-46 |
| 1/27  | Port @ Elmont         | L, 31-60 |
| 1/30  | Port vs. E. Meadow    | W, 64-34 |
| 2/3   | Port @ Hempstead      | L, 56-65 |
| 2/7   | Port vs. Baldwin      | L, 45-58 |
| 2/10  | Port vs. Bellmore*    |          |
| 2/13  | Port @ Plainview JFK* |          |

Scores not available at press time.



Sophomore David Lee shoots a mid-range jumper in the lane against Hempstead. He finished the game with four points.

All photos by Dan Arnstein