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THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LVI No. 10



**Retiring
Teachers**
Features



**Spring
Productions**
A&E

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News
Safe Senior Pranks
Opinions

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Shimon Ishikawa

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NEWS



BRIEFS

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A super end to Senior year

The annual Senior Supper was the unofficial beginning of the end for Schreiber's seniors. Held on Thursday, June 1 from 6 to 8 p.m. in the cafeteria, the Senior Supper was organized by the Student Council and Senior Class Club of 2006. It brought the whole class of 2006 together to reflect and rejoice about the students' past four years.

The three-hour long event was filled with both excitement and sadness. It was considered the gateway into the next phase of life, as many seniors look forward to college and making new friends, while reflecting on their times at Schreiber.

"Senior Supper put a nice close to our great high school careers," said senior Maggie Spreitzer.

During the Supper, special pens were given to the seniors to sign yearbooks. They were happy to have a memento of their experience at Schreiber, and it will always remind them of good friends, teachers, and events at Schreiber.

The Student Council also gave out college scholarships; seniors Jordana Cohen and Maya Silbert received \$500 each.

With this celebration, the seniors unofficially exited their life at Schreiber High School and entered into the "real" world of college and work. The seniors agreed that the Senior Class Club of 2006 and the Student Council did an amazing job in coordinating the Supper and also agreed that the occasion was one to be remembered forever.

~ Michael Lau

FBLA meal proves smart sale

The Future Business Leaders of America (FBLA) Club hosted a charity dinner on May 15. The proceeds, which exceeded \$500, support the Doctors Without Borders Program. The Doctors Without Borders Program is an initiative to pay doctors who work in foreign countries where medical attention is needed.

The dinner itself was a huge success. Most of the food was donated from local establishments, such as Carlo's, Gino's, Frank's, Finn Macool's, Haven Diner, Pomodoro, and Moby Dick.

"There was a great variety of food," said freshman Dan Hauser.

Fellow freshman Scott Bergman added, "I think it went well. The food went well."

The food ranged from pizza to fast food to Japanese to Italian. Apparently, there was a larger turnout than expected, so FBLA members went to acquire more food to help feed all of the hungry all-you-can-eat buffeters.

Student performers also played live jazz music to soothe the crowd's soul.

"The music was great. The food was great. The party as a whole was a wonderful success," said junior Silvio DiLucia, one of the executive officers.

"Our event was a perfect opportunity to mix fun with charity," said executive officer junior Ariel Malekan. "It exceeded our expectations by having a large turnout and by raising over \$500 for a great cause."

~ Paul Fradelakis



Sophomore David Hiller uses a set of mirrors in order to create a funhouse illusion as part of a self-portrait project for Photography 2.

Blast From the Past

Former *Schreiber Times* editor-in-chief and current *Schreiber Times* headline maker, Ms. Valerie Gokturk covered environmental protesting and the effects of Gambol stress on seniors just after SATs in the May 1987 issue of *The Schreiber Times*. Ironically, now that Ms. Gokturk is a teacher in Schreiber's English department, current students face the same pressures she felt in high school from SATs and Gambol preparations. She says, "Listen seniors. We have that one last night ending the three year disease which has hung over us: Paul D. Schreiber High Schoolitis. We're all going to go; you'll find a date, dress/tux, limo, and weekend spot." Nineteen years later, her words still ring true.

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New Student Council officers elected

By Michael Lau
Senior News Editor

The votes are officially in, and the 2006-2007 elected Student Council Executive Officers are juniors Chris Choi, Jason Lifton, Emily Mottahedeh, Nikki Pond, Zach Singer, Brett Warner, and sophomore Sidney Ginsberg. Voting was held in the school lobby on Tuesday, May 23.

Aside from the winners, the candidates running for Executive Officer were sophomores Maddie Mirzoeff, Rachel Postyn, Sarah Scheinman, and freshman David Becker. Seniors Dan Koh, James Pyo, Bryant Rich, and Zubin Zaveri were Student Council Officers this year and will be graduating in June.

The speeches were held in the gym during first period on Monday, May 22. The first speech of the morning was delivered by Ginsberg. Emphasizing her participation in the planning committee for the Middle States Association, Ginsberg was one of two students selected to represent the student body at these meetings.

"I have been as involved as humanly possible in the way our school runs," said Ginsberg, in addition to promising to listen to written and verbal suggestions of the student body to make changes that are important for the whole school.

The second candidate to present was Singer, who was running for re-election. To his fellow candidates, he stated that his superiority was due to his experience and his ability to work well with people.

"Rule number twenty nine: Always be a team player. Everyone needs a little help now and again," said Singer.

"How does [having experience] make me a better candidate than Emily or Jason? Well, because extensive internet research says so. Moving on!" Singer joked.

Postyn was next to deliver her speech. She stressed that her main concern was the lack of unity amongst the student body. Her experience as the leader of the Rachel's Challenge program has taught her that the achievement of cohesiveness in the school, will not only "[improve] the quality of our daily life, but we will decrease the likelihood of a crisis such as Columbine from occurring here [at Schreiber]." Postyn also wanted

"So, in casting your vote for Brett Warner you know exactly what you're getting, 70% water and 30% honesty."

to implement more extracurricular activities into Schreiber's program.

Following Postyn was Pond, who emphasized that her three years worth of experience at Schreiber has enabled her to make sound decisions for the school.

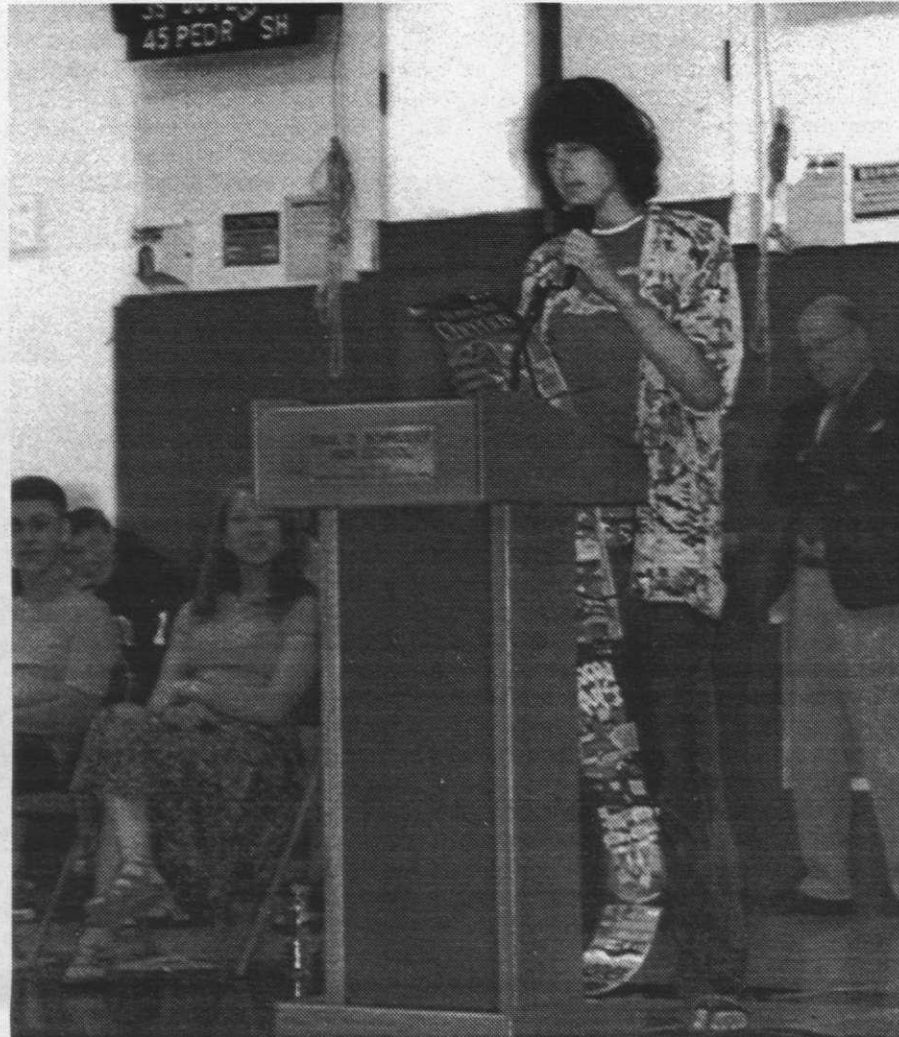
"If I am elected, I will be able to use my knowledge to benefit not only each of you individually, but the school as a whole," Pond said.

She said that her amiable personality and determination for improvement made her a very qualified candidate. She wished to take the student's opinions and ideas to heart, and be open-minded to

everybody in the school.

After Pond was Scheinman. She promised to give the school a new

about doing really well in school." He concluded, "Vote Becker and Warner, a fabulous Duo."



Junior Brett Warner read his speech off cereal boxes and provided comic relief to the other more serious speeches of the day. Warner stressed that his participation on the junior varsity tennis team has made him into an effective team leader.

perspective, using common sense to make profound changes for the good of our school

"As a persuasive person, I offer a mix of responsibility and rebelliousness, and can achieve great things at this school," she said.

Running for her second term, Mottahedeh was the next to deliver her speech. She quoted *Zoolander* and *Anchorman's* Ron Burgundy in order to excite the audience and provide comic relief from the more serious speeches of the day. The audience responded positively to her speech.

"You may not know this, but I'm kind of a big deal—people know me," said Mottahedeh. This speech related to the audience, and was therefore one of the more memorable speeches of the day.

Next came crowd favorite, Warner, who wrote his speech on a long scroll of cereal boxes that dragged on the floor as he walked to the podium. Warner began his speech by discussing honesty.

"And if I'm comprised of one thing it is probably honesty. No that's a lie, I'm more water than honest, so I'm like 70% water and maybe like 30%, honest. So, in casting your vote for Brett Warner you know exactly what you're getting, 70% water and 30% honesty. Warner emphasized his leadership position on the JV tennis team as a junior and stressed that it requires dedication and effort. He ended his speech with telling the audience comically that a "dead voter can't vote" and that "life isn't about doing well in school, it's

of the campaigning period and insisted that Student Council was a place for seriousness.

Becker followed Mirzoeff. He humorously insisted on quiet from the audience, and surprisingly got it. He then went on to insist that Warner was the better half of his pairing and went on a rant with a purposely saccharine speech that emphasized the importance of the "human voice" featuring his own in a mumbled cameo by Shakira. He ended the speech by insisting that he would not lobby and press friends and acquaintances for votes, but reinforced that he himself was "Voting for Hooves," a reference to the popular posters throughout the school.

The second to last speech came from Choi. He stressed that he enjoys being around others, interacting and working with people. "To me, leadership is both working hard and working together. But above all, knowing what my fellow students want and being able to make a change [is most important.]" Choi emphasized that the student body needs to "stand up for what it believes" and to "not stop until we prevail." He ended his speech on a humorous note: "We will not stop until we go to the Board of Ed and they give us some Kleenex so I can blow my nose and not have snot dripping down onto my test in class! Thank you. Vote Choi."

The final speech was delivered by Lifton who was running for re-election as executive officer. His speech was short and to the point. Lifton's experience as an executive officer in the past, as well as his strong public speaking skills, made him a strong candidate for re-election. "I know what we can do to make this building a better place to go to school," he said. "I promise that, if elected I will do my best to make this school the best it can possibly be."

After all of the candidates had spoken, Mr. Lewis gave a closing statement which further emphasized the importance of voting and the significance of the Student Council.

Memorable Student Council Quotes

"You may not know this, but I'm kind of a big deal — people know me."

— Emily Mottahedeh

"How does [having experience] make me a better candidate than Emily or Jason? Well, because extensive internet research says so. Moving on!"

— Zach Singer

"If I am elected, I will be able to use my knowledge to benefit not only each of you individually, but the school as a whole."

— Nikki Pond

Annual auto show shifts into high gear

Students and faculty enjoy the diversity of cars at the auto show

BY Jeremy Gurewitz

Staff Writer

Schreiber's third annual auto show, organized and advised by technology teachers Mr. Neil Miller and Mr. Donald Schaefer, provided an escape from classes for students. On Thursday, May 25, a variety of vehicles brought in by students, teachers, and adults from around Port Washington filled the side field.

"The idea of the show is to see the many different cars," said Mr. Schaefer. "That way, kids can see the different cars and decide for themselves what they would enjoy."

Even experienced car collectors enjoyed the show. "I think this is a great auto show because it involved everyone in the school," said English teacher Ms. Janet Evans' brother, David Evans. "This is

my third time coming and it has gotten bigger and better every year." Mr. Evans brought his 1963 Cadillac Fleetwood limousine, a car that was admired by many students and faculty members. Mr. Allan Tinkler, a Port resident and former Schreiber teacher, brought his 1953 Corvair.

"I think it's a very worthwhile event," said Mr. Tinkler, "The purpose of the show is to understand the history of the automobile, and they've done it very well."

In addition to these residents, many students brought their cars and enjoyed a day away from classes to enjoy the

alternative educational experience.

"I thought the show was pretty cool," said senior Brian Kutner. "It gave seniors a chance to enjoy a day off from class and to show off their cars."

"I had a really great time," said sophomore Daniel Arnstein. "My teachers took me multiple times throughout the day, and it was very cool to be able to see the various cars."

The auto show featured cars from every decade from the 1920s all the way to the 1990s. Modern cars were also brought to the show, including Hummers and Hummer limos.

"I really enjoyed seeing the wide variety of cars at the auto show," said junior Jake Singer. "I look forward to seeing next year's car exhibit."



Liz Corkett

The Auto Show incorporated both old and new vehicles in one large spectacle of a show. The automobiles were lined up along the lacrosse field, along the new wing. Vehicles remained in park... for most of the show.

Students are anti-war in Darfur

Campus Action display adds to Sudanese peace efforts

BY Sidney Ginsberg

Features Editor

Anyone walking through the atrium during the week of May 23 would have seen a gallery of wide-eyed, shrunken children's faces, people abnormally thin starving in camps, and bodies lying limp on dirty streets.

Taking the initiative to make Schreiber students aware of the genocide in Darfur, Campus Action displayed a revealing exhibit in the Atrium. Senior presidents Evelyn Astor, Melissa DeSiervo, and Brian Tashman worked with volunteers from the club to set up the week-long exhibit depicting current life in the Sudan, which featured photographs of refugees, children's drawings, and general information about the ongoing genocide.

"We felt that not enough students know about the modern day genocide and horrors in Sudan and one great way to bring awareness is through artwork," said Tashman.

The exhibit featured drawings by African youth, many of whom are the same age as Schreiber students. These drawings reflected scenes of what the children saw daily, which included rape, pillaged and burned villages, mass murders, and executions.

The photos and drawings were taken from refugee camps in Chad, just west of Sudan, where, despite terrible conditions, victims fled to find safety. These underfunded and undersupplied camps are under a constant threat of attack by the Arab militias. Blacks in Darfur fled to these camps after being persecuted by the Sudanese government.

The government supports militias known as "janjaweed," which further persecute the refugees by attacking the camps.

The Darfur crisis is a result of the colonial artificial division of Africa, which regrouped the many inhabitants and caused tribal warfare among peoples who were not accustomed to living together. Different tribes are now fighting for control of the government.

Another period of genocide occurred a few decades earlier in southern Sudan, when the government attacked blacks, Christians, and animists alike.

"The Sudanese government has a long history of genocide," said Tashman. "Violence is no stranger."

At the end of the exhibit hung a large petition, which students and faculty were urged to sign (before helping themselves to the food provided by the club), and, by the end of the week, had accumulated over 500 signatures. It asked the United Nations and the African Union to bring peace and justice to Darfur and insisted that the government of Sudan grant Darfur its fair share of political and economic resources in the upcoming peace talks.

"We wanted to bring awareness of the ongoing tragedy in Darfur to the Schreiber student body," said co-President Melissa DeSiervo. "We got a lot of people talking about it, a lot of teachers who brought their classes, and a lot of students who came on their own free time to see the exhibit. It was a big success."

More information can be found at www.savedarfur.org.

S.A.D.D. kicks (cigarette) butts

Students and faculty play kickball to raise money

BY Ariel Malekan

Features Editor

Students Against Destructive Decision, S.A.D.D., hosted the first Schreiber Kick Butts Day event, a kickball tournament on Thursday, May 18.

S.A.D.D.'s objective for this event was to raise awareness of the growing problem of teen smoking and to raise money for the American Lung Association. The members of S.A.D.D. along with club coordinator Ms. Michelle Weiden decided to spearhead this opportunity to raise awareness, especially because statistics show that the rate of smoking among teens is higher than the rate of adults, and any teen smokers are already too many. According to the American Cancer Society, "Most young people who smoke regularly are already addicted to nicotine and experience the same addiction as adult smokers. Only 3 out of 100 high school smokers think they will be smoking in 5 years, but in reality, studies show that 60 out of 100 will still be smoking 7 to 9 years later."

The reaction of the student body to the Kick Butts Day Kickball tournament was very enthusiastic in spite of the possibility of rain. Teams of eight signed up, with teachers also getting involved in all of the action. Before long, there were twelve teams of eight. As the day wore on, the number of teams left to play diminished. Before long, the finals were under way.

The finals were an all out brawl between Team Shui and Team Track. A massive crowd came out to watch, including people who were eliminated

from the tournament and S.A.D.D. members. The winner of the finals would get a shirt from S.A.D.D. for bragging rights so everyone would know that they were the champions.

All of the players were aggressive and their desire to win was clearly high. The first two innings went scoreless, and it wasn't until the top of the third (the last inning in kickball) that Team Shui scored a point—a home run. This put the members of Team Track into a very tough position, because they needed to win a point to stay in the running. By the time senior Maurice Alfaya of Team Track arrived at the plate, there were two outs. Alfaya kicked a long fly ball and scored a home run, sending the game into extra innings.

Team Shui did not perform well in the top of the fourth and it was soon Team Track's opportunity to take the win. Second at the plate, senior Trace Cohen had a nice hit to center field which carried him to second base. Senior Matias Peña was up next and kicked the ball far into left field, which was enough to bring Cohen to home plate and win a point for Team Track, which won them the game.

"I'm glad that a lot of students and teachers came to support the Kick Butts Day kickball tournament," said co-president of S.A.D.D. junior Alex Kohn. "We ended up raising several hundred dollars for the American Lung Association. S.A.D.D. will most likely run this event next year because of its broad success."

Natural Helpers present seniors warnings about rape

BY Nick Werle

Editor-in-Chief Emeritus

Schreiber's Natural Helpers, led by social worker Ms. Michele Weiden, recently constructed and ran a new, multi-faceted program discussing date rape and relationship violence. This program, which was aimed, at the seniors, is part of the increasing attention these subjects have received nationally in recent years. Warnings about date rape, which is a problem quite prevalent on college campuses, and explanations of the legal framework governing rape are now standard parts of college orientations for incoming freshmen.

The program consisted of two parts: an assembly program in the auditorium and visits to senior social studies classrooms by Natural Helpers. Although this is the first year that the Natural Helpers are running this program, the plan is to make it an annual event.

The genesis for the program came in October, when Ms. Weiden took some Natural Helpers to a peer leader conference on the subject, which was run by the Town of North Hempstead. Although the town has had many programs of this type in the past, they have traditionally been targeted at adult professionals. According to Ms. Weiden's opening remarks at the Schreiber assembly, Principal Mr. Jay Lewis allowed the group to attend the Town of North Hempstead's meeting

on the condition that it developed a program for the rest of the Schreiber population when it returned.

"There are kids in Schreiber now who are in what I would consider to be abusive relationships," said Ms. Weiden, explaining the need for the program.

The structure of the program, joining a big assembly program with small discussions in classrooms, was determined in order to reach as many

"The assembly placed the [onus] completely on males and ignored the responsibilities of females in these situations."

seniors as possible. The assembly featured a film about date rape produced by students at Vassar College as well as comments by Ms. Marissa Grubman from the Nassau County Coalition against Domestic Violence.

Although attendance at the assembly was required for all seniors, Ms. Weiden estimates that at most, half of the grade showed up. She did praise the audience, saying that her biggest worry about the program would be that people would lose interest partway through. "I was very pleased that by the end of the assembly, the students were at least

paying attention," said Ms. Weiden.

At least one senior girl, however, said that the assembly lost effectiveness because much of the crowd was rowdy and disruptive.

The second half of the program, small group discussions in social studies classes, was run by student facilitators, each of whom went through six hours of training on the subject and were equipped with packets of information about the issues, Ms. Weiden said. Although they were created as an antidote to the large assembly program, the classroom sessions received "mixed reviews from facilitators and students."

One of the most commonly cited problems by students and Natural Helpers was the lack of student facilitators to go into the classes. Ms. Weiden said that she had trouble recruiting seniors for the program and was forced to send teams composed mostly or completely of juniors into the seniors' classes.

In addition to problems with staffing, the program overall had significant problems reaching out to the male students, according to interviews after the programs. Many felt that the program told only "the female point of view," and that it didn't spend enough time discussing females' actions toward men.

Many men also felt that the program did a poor job of relating the laws governing rape and abuse. Although most of the rules determining the validity of a woman's consent were clear to nearly all attendees, they felt that the

program would have benefited from a coherent explanation of the law.

Ms. Weiden, who admits that the law is complicated, said that she did not intend to broach the subject in the assembly but expected people to ask about it in the class discussions. The facilitators had sheets explaining the law as well as some training at their disposal. Many seniors, however, reported that the laws were not clearly explained in the classrooms either.

"There were some kids who felt that this was very effective and very important," said Ms. Weiden. "I'm not sure you can reach everyone with a subject like this. If some of the guys got angry, maybe we raised their awareness and made them think twice."

Some men and women in the audience did seem fairly angry at the program. One female faculty member said that she felt the assembly told only the female point of view and was ineffective in educating the men in the audience.

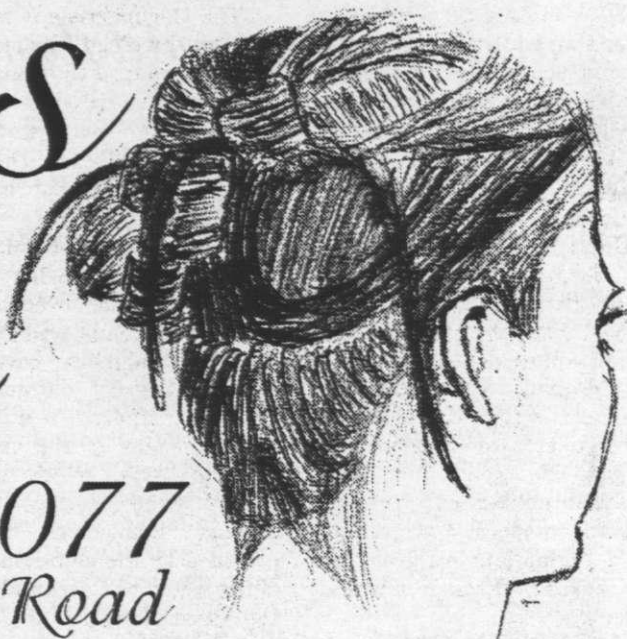
Senior Carmi Schickler agreed. "The assembly placed the [onus] completely on males and ignored the responsibilities of females in these situations," he said.

Much of the men's anger, however, was directed at the rape laws instead of at the assembly itself. "I have a problem with the law that says that a drunk yes means no," Schickler continued. "When you drink, you accept the decisions that you make. This is never discussed because of the 'no-questions-asked' 'drunk yes means no' policy of the judicial system."

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Hillary Clinton visits Port Washington

New York Senator speaks on environmental issues

BY Sidney Ginsberg
Features Editor

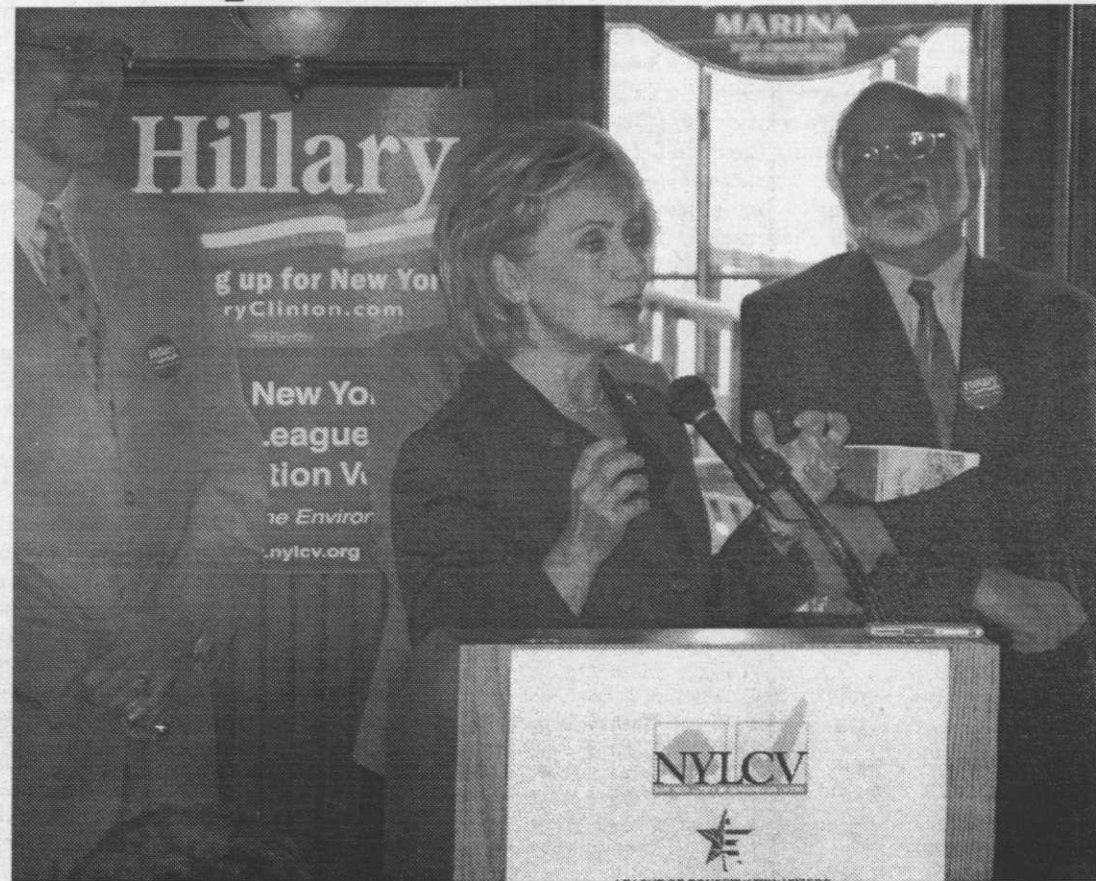
As a stop on her campaign trail for reelection to the Senate, Hillary Rodham Clinton spoke briefly at Louie's restaurant on Saturday June 3, both supporting her own campaign and attacking the conservative agenda.

Before Senator Clinton addressed the men, women and children from the various political and educational groups of Port Washington, several of our state's politically influential figures spoke. The League of Conservative Voters endorsed Senator Clinton. The environment is LCV's biggest concern, and Senator Clinton was selected to be one of its "environmental champs," voting "99% of the time in agreement with LCV's policies." Senator Clinton advocates the maintenance of the environment in order to protect public health, especially children's.

"Our children need to be safe," Senator Clinton argued. Senator Clinton's main focus for her new child health policies is the cleaning of the dangerous fumes that are emitted from school buses. Senator Clinton asserts that the general health of a child is especially vulnerable to the fumes because they spend so much time riding buses each day to and from school. To solve this problem, Clinton proposes the passage of legislation in the future to reduce diesel emissions.

Tom DiNapoli, state senator, introduced Senator Clinton as someone who "does what the national government won't," in helping the environment without causing economic problems.

"She goes to rallies and says 'this is



Erin Szulman

Hillary Clinton shares her concern for the environment with potential voters in her campaign for the 2006 senatorial election. She stressed that a good day for environmentalism in Washington is when the conservatives fail to reverse the progress of Democrats.

the wrong way' and stands up for what she thinks is right," said DiNapoli.

Senator Clinton is currently trying to "move towards new energy" by promoting the use of hybrid cars that will lower gas prices and be better for the environment.

"There is so much we can do for the air we breathe, the water we drink, the outdoor activities we enjoy, and the beauty we enjoy," said Senator Clinton.

Senator Clinton also critiqued the Bush administration, stating that it put politics before facts.

"Bush said he would do things for the environment when he was running for office and now if approached with environmental policies will just say 'oh don't worry, you're over reacting, the air is clean!'" said Senator Clinton.

Also, she argued, the Bush administration refuses to acknowledge global climate change.

On a local level, Clinton also addressed a few policies that specifically concerned New York. She recently helped secure funding to combat acid rain in the Adirondaks and to promote cleanliness in the Great Lakes, aiming to make New York cleaner, "from Long Island to Montauk."

Since New York has one of the highest rates of breast cancer in the U.S., Senator Clinton is also

endorsing scientific research which will connect New York's environment to cancer causation. Senator Clinton spoke about both of her goals for the future and current environmental plans.

Middle States Association sets standards for schools

Schreiber undergoes accreditation process to meet the goals outlined by MSA

BY Gulus Emre
Editor-in-Chief

Schreiber is currently in the process of formulating its goals for accreditation purposes by the Middle States Association (MSA), which grants recognition from the community and colleges.

"It's a statement of quality, but more than that, it tells our community and students that we are a school that strives to do better," said Mr. David Miller, assistant principal and one of the main forces behind the accreditation process.

A school that wants to become accredited must meet twelve standards outlined by the MSA: (1) Philosophy, Mission, Beliefs, and/or Objectives (2) Governance and Leadership (3) Organizational Design and Staff (4) Educational Programs (5) Learning Media Services and Technology (6) Student Services (7) Student Life and Student Activities (8) Facilities (9) Health and Safety (10) Finances (11) Assessment of Student Learning (12) Planning.

In order to determine a benchmark—the current state of the school according to these twelve standards—the two internal coordinators, Ms. Giliof and Mr. Miller, established a planning team comprised of members of the administration, teachers,

parents, and students that discussed objectives and planning.

Their first step was to call a faculty meeting in which a self-study survey was conducted, asking faculty members to assess the extent to which each of the twelve standards were being met at Schreiber. This large group broke up into twelve smaller sub-groups, each responsible for discussing one of the twelve objectives and giving suggestions on how to improve the current state of their respective topics.

Next, a needs assessment report was sent out to faculty members, so that they could express what they thought needed to be improved in the school. This was followed up by a survey given out to both parents and students. The parent survey was sent home so that it would be available to all households regardless of whether or not they owned a computer. The student survey was conducted on school computers during English classes. Students and parents were also given the option of writing specific comments regarding each of the twelve standards. To make sure that everyone was accommodated, students in the ESL program took the survey with a translator and also wrote comments in Spanish that were later translated for the planning team.

"Overwhelmingly, students and parents felt that we met or exceeded the twelve standards," said Mr. Miller. "Some kids' comments were pithy, but many were quite intelligent."

Although there were some negative comments (mostly about the bathrooms and the quality of the food on the part of the students), parents and students mostly felt that the school was doing a good job of meeting the standards. About 75% of parents and 78% of students surveyed felt that the school "strives to improve student learning and performance" and about 80% of parents and 83% of the students felt that Schreiber "provides a safe learning environment."

All of this statistical information was compiled and shared with the planning team to formulate three main objectives: (1) Academic (2) Information literacy (ability to teach and understand research) and (3) Citizenship. For each objective, the planning team aims to have a statistically measurable increase from the current status of each objective.

Next, the separate smaller teams created "action plans" which are broad ideas of how to achieve the statistical increase in each objective area. In the following months, the same groups will

also create "activity steps," which are the steps necessary to carry out each action plan.

“It's a statement of quality, but more than that, it tells our community and students that we are a school that strives to do better.”

In Oct. 2006, a visiting team from MSA will visit the school, taking time to interview some students and ask them if they think Schreiber measures up to each standard. Although there is still some planning to be done before that visit, "no one is really worried that we will not be accredited again," said Mr. Miller.

FINALS AND REGENTS EXAMINATION SCHEDULE

TUESDAY, JUNE 13, 2006

LOCAL EXAMS

8:30 AM - 10:30 AM

RM	Exam	Teacher	Proctor
A-1	Global I	Byrne, S.	Byrne, S.
A-2	Global I	Byrne, S.	Gonzalez
A-3	Global I	Byrne, S.	Joseph
A-4	Global I	Matina	Matina
A-5	Global I	Matina	Montusi
A-6	Global I	Matina	Morffi
A-7	Global I	Matina	Macrigiane
A-8	Global I	Medico	Medico
A-9	Global I	Medico	McClellan
A-10	Global I	Medico	O'Connor
B-11	Global I	Medico	Santoro
B-12	Global I	Silverstein	Silverstein
B-13	Global I	Silverstein	Ortiz
B-14	Global I	Thomas	Thomas
B-15	Global I	Thomas	Korba-Rapp
B-16	Global I	Thomas	Lindemann
B-17	Global I	Webster	Webster
B-18	Global I	Webster	Corbo
B-19	Global I	Webster	Zove
B-20	Global I	Webster	Salemson

12:00 PM - 2:00 PM

RM	Exam	Teacher	Proctor
A-1	Math 1A+	Pichkur	Pichkur
A-2	Math 10H	Tecusan	Tecusan
A-3	Math 10H	Tedesco	DiVenuto
A-4	Math 10H	Carstens	Carstens
A-5	Math 2AB+	Tecusan	Evans
A-6	Math B12	Tedesco	Gallagher
A-7	Math B12	Tedesco	Schulman
A-8	Math B12	Martinez	Martinez
A-9	Math B12	Martinez	Pomann
A-10	Math B12	Bozzone	Bozzone
B-11	Math B12	Bozzone	Schutzman
B-12	Pre-Calculus	Ganzekaufer	Ganzekaufer
B-13	Pre-Calculus	Ganzekaufer	Tabickman
B-14	Pre-Calculus	Siener	Siener
B-15	Pre-Calculus	Siener	Verity
B-16	Pre-Calculus H	Siener	Neveu
B-17	Pre-Calculus H	Shannon	Shannon
B-18	Intensive 2AB	Tedesco	Tedesco
B-19	Intensive 2AB	Tedesco	Gokturk
B-20	Math 9H	Reynolds	Reynolds
15	Math 9H	Lederer	Lederer

WEDNESDAY, JUNE 14, 2006

LOCAL EXAMS

8:30 AM - 10:30 AM

RM	Exam	Teacher	Proctor
A-1	Chemistry Option	Grasso-Krebs	Grasso-Krebs
A-2	Business Law	Haring	Haring
A-3	Business Law	Haring	Best
A-4	Accounting	Servat	Servat
A-5	College Accounting	Servat	Conte-Lawe

12:15 PM

RM	Exam	Teacher	Proctor
A-1	Global	Howard	Webster
A-2	Global	Howard	Andersen
A-3	Global	Klauff	Howard
A-4	Global	Klauff	Begun
A-5	Global (AP)	Macrigiane	Byrne, S.
A-6	Global (AP)	Macrigiane	Edwards
A-7	Global	Macrigiane	Apicos
A-8	Global	Macrigiane	Klauff
A-9	Global	Medico	Macrigiane
B-10	Global	O'Connor	Matina
B-11	Global	Rothman	O'Connor
B-12	Global	Rothman	McClellan
B-13	Global	Thomas	Medico
B-14	Global	Thomas	Silverstein
B-15	Global	Webster	Thomas
B-16	Global	O'Connor	DelGais
4	Global	ESL	ESL Dept.

THURSDAY, JUNE 15, 2006

REGENTS EXAMS

8:15 AM

RM	Exam	Proctor
A-1	RCT Science - Special Ed. Dept.	
A-2	Comprehensive English Sec. 1	Zarkh
A-3	Comprehensive English Sec. 1	Tabickman
A-4	Comprehensive English Sec. 1	Schutzman
A-5	Comprehensive English Sec. 1	Schulman
A-5	Comprehensive English Sec. 1	Sacha

THURSDAY, JUNE 14, 2006

REGENTS EXAMS

8:15 AM

RM	Exam	Proctor
A-6	Comprehensive English Sec. 1	Pellett
A-7	Comprehensive English Sec. 1	Neveu
A-8	Comprehensive English Sec. 1	Mills
A-9	Comprehensive English Sec. 1	Kennedy
A-10	Comprehensive English Sec. 1	Gokturk
B-11	Comprehensive English Sec. 1	Apicos
B-12	Comprehensive English Sec. 1	Evans
B-13	Comprehensive English Sec. 1	Corbo
B-14	Comprehensive English Sec. 1	Brock
B-15	Comprehensive English Sec. 1	Block
2	ESL Comprehensive English Sec. 1	ESL Dept.

12:15 PM

RM	Exam	Teacher	Proctor
A-1	Math A	Reynolds	Carstens
A-2	Math A	Reynolds	DiGiacomo
10	Math A	Carstens	Klotz
A-4	Math A	Pomann	Harding
A-5	Math A	Pomann	Miller
A-6	Math A	Pomann	Braddish
A-7	Math A	DiVenuto	Byrne, J.
A-8	Math A	DiVenuto	Cooper
A-9	Math A	Martinez	Glover
A-10	Math A	Martinez	DelGais
B-11	Math A	Shannon	Paradis
B-12	Math A	Shannon	Giamanco
B-13	Math A	Bozzone	Vaccariello
B-14	Math A	Bozzone	Joannon
B-15	Math A	Walk-ins	Pinelli
B-16	Math B	Tedesco	Reynolds
B-17	Math B	Carstens	Lederer
B-18	Math B	Verity	Pichkur
B-19	Math B	DiVenuto	Tedesco
B-20	Math B	DiVenuto	Pomann
18	Math B	Gallagher	Tecusan
23	Math B	Gallagher	Shannon
21	Math B	Lederer	Siener
19	Math B	Lederer	Gallagher
17	Math B	Siener	Verity
15	Math B	Siener	Ganzekaufer
11	Math B	Carstens	Bozzone
4	Math B	Tecusan	Martinez
A3	Math B	Walk-ins	DiVenuto

FRIDAY, JUNE 16, 2006

REGENTS EXAMS

8:15 AM

RM	Exam	Proctor
A-1	Comprehensive English Sec. 2	Block
A-2	Comprehensive English Sec. 2	Brock
A-3	Comprehensive English Sec. 2	Corbo
A-4	Comprehensive English Sec. 2	Evans
A-5	Comprehensive English Sec. 2	Medico
A-6	Comprehensive English Sec. 2	Gokturk
A-7	Comprehensive English Sec. 2	Kennedy
A-8	Comprehensive English Sec. 2	Mills
A-9	Comprehensive English Sec. 2	Neveu
A-10	Comprehensive English Sec. 2	Pellett
B-11	Comprehensive English Sec. 2	Sacha
B-12	Comprehensive English Sec. 2	Schulman
B-13	Comprehensive English Sec. 2	Schutzman
B-14	Comprehensive English Sec. 2	Tabickman
B-15	Comprehensive English Sec. 2	Zarkh
2	ESL Comprehensive English Sec. 2	ESL Dept.

12:15 PM

RM	Exam	Teacher	Proctor
A-2	RCT Reading		Special Ed. Dept.
A-4	Latin	Santoro	Santoro
Commons	Spanish	Gonzalez	Gonzalez
Commons	Spanish	Ortiz	Ortiz
Commons	Spanish	Ortiz	Korba-Rapp
Choir Room	Spanish	Zove	Zove
Choir Room	Spanish	Zove	Salemson
Stage	Spanish	Joseph	Joseph
Stage	Spanish	Joseph	Morffi
Stage	Spanish	Joseph	Webster
A-1	Italian	White	White
140	French	Montusi	Montusi
140	French	Montusi	Lindemann
140	French	Montusi	

MONDAY, JUNE 19, 2006

12:15 PM

RM	Exam	Proctor
202	RCT Writing	Special Ed. Dept.

TUESDAY, JUNE 20, 2006

REGENTS EXAMS

8:15 AM

RM	Exam	Teacher	Proctor
A-1	Earth Science	Paradis	Harding
A-2	Earth Science	Paradis	Brandt
A-3	Earth Science	Paradis	Case
A-4	Earth Science	Paradis	Ezraty
A-5	Earth Science	Travis	Fish
A-6	Earth Science	Travis	Gallego
A-7	Earth Science	Travis	Grasso-Krebs
A-8	Earth Science	Meyer (Travis)	Johnson
A-9	Earth Science	Meyer (Johnson)	Travis
A-10	Earth Science	Meyer (Fish)	Paradis

12:15 PM

RM	Exam	Teacher	Proctor
A-1	RCT Math		Special Ed. Dept.
A-2	Regents US Hist. & Gov't	Andersen	Begun
A-3	Regents US Hist. & Gov't	Andersen	Edwards
A-4	Regents US Hist. & Gov't	Andersen	Herz
A-5	Regents US Hist. & Gov't	Begun	Howard
A-6	Regents US Hist. & Gov't	Howard	Andersen
A-7	Regents US Hist. & Gov't	Howard	Byrne, J.
A-8	Regents US Hist. & Gov't	Klauff	Glover
A-9	Regents US Hist. & Gov't	Klauff	McClellan
A-10	Regents US Hist. & Gov't	McClellan	Best
B-11	Regents US Hist. & Gov't	McClellan	Klauff
B-12	Regents US Hist. & Gov't	McClellan	Liebowitz
B-13	Regents US Hist. & Gov't	McClellan	Hall
B-14	Regents US Hist. & Gov't	McClellan	Jaworski
B-15	Regents US Hist. & Gov't	McClellan	Murphy
B-16	Regents US Hist. & Gov't	O'Connor	Cooper
B-17	Regents US Hist. & Gov't	Silverstein	O'Connor

WEDNESDAY, JUNE 21, 2006

REGENTS EXAMS

8:15 AM

RM	Exam	Teacher	Proctor
A-1	Living Environment	Apicos (sec. 19)	O'Brien
A-2	Living Environment	Apicos (sec. 21)	Brandt
A-3	Living Environment	Apicos (sec. 22)	Serfaty
A-4	Living Environment	Apicos (sec. 23)	Ezraty
A-5	Living Environment	Brandt (sec. 17)	Jones
A-6	Living Environment	Brandt (sec. 18)	Fish
A-7	Living Environment	Brandt (sec. 20)	Johnson
A-8	Living Environment	O'Brien (sec. 15)	Cooper
A-9	Living Environment	O'Brien (sec. 16)	DelGais
A-10	Living Environment	Jones (sec. 15)	Giamanco
B-11	Living Environment	Jones (sec. 16)	Joannon
B-12	Living Environment	Crivelli (sec. 24)	Klotz
B-13	Living Environment	Travis (FLC)	Gallego
B-14	Living Environment	Gallaego (ALT)	Travis
B-15	Living Environment H	Ezraty (sec. 6)	Harding
B-16	Living Environment H	Jones (sec. 7)	Kosiba
B-17	Living Environment H	Serfaty (sec. 8)	Liebowitz
B-18	Living Environment H	Crivelli (sec. 10)	Herz
B-19	Living Environment H	Serfaty (sec. 9)	Seligman
B-20	Living Environment H	Zuvich	Zuvich

12:15 PM

RM	Exam	Teacher	Proctor
A-1	RCT Global		Special Ed. Dept.
A-2	Chemistry	Case (sec. 14)	Best
A-3	Chemistry	Stein (sec. 15)	Hazan
A-4	Chemistry	Stein (sec. 16)	Conte-Lawe
A-5	Chemistry	Stein (sec. 17)	Hazan
A-6	Chemistry	Krebs (sec. 9)	Pichkur
A-7	Chemistry	Krebs (sec. 13)	Hinchliffe
A-8	Chemistry	Krebs (sec. 12)	Hall
A-9	Chemistry	Michel (sec. 10)	Jaworski
A-10	Chemistry	Michel (sec. 11)	Pomann
B-11	Chemistry	Case (sec. 6)	Grasso-Krebs
B-12	Chemistry	Nelson (sec. 5)	Michel
B-13	Chemistry Options	Michel (sec. 4)	Nelson
B-13	Chemistry Options	Grasso-Krebs	Case

THURSDAY, JUNE 22, 2006

REGENTS EXAMS

8:15 AM

RM	Exam	Teacher	Proctor
A-1	RCT U.S. History		Special Ed. Dept.
A-2	Physics	Fish (sec. 6)	O'Brien
A-3	Physics	Fish (sec. 7)	Herz
A-4	Physics	Fish (sec. 8)	Seligman
A-5	Physics	O'Brien (sec. 9)	Fish
A-6	Physics	O'Brien (sec. 10)	Johnson
A-7	Physics Honors	Fish (sec. 6)	Byrne, J.
A-8	Physics Honors	Johnson (sec. 4)	Glover
A-8	Physics Honors	Johnson (sec. 5)	Michel

Point

Counterpoint

Is sleepaway camp a worthwhile way to spend your summer?

BY Nikki Pond
Sports Editor

Over the past five summers, I have received several t-shirts from my sleep-away camp. Most would argue that these t-shirts are given to us campers as a reminder of the fun we had over the summer. Whether we participated in a hiking trip, an intimate self-reflection or a successful rock climb, our counselors want us to retain these memories. So we receive t-shirts.

My first t-shirt read "Build Strong." They were just small, fine letters located on the back of the shirt aiming to bring the concept home. And a period at the end: Build Strong. A period that turns the phrase into a sentence, a statement. The message is clear: that Frost Valley is not just a place for laughs and tears, it is a place where character is built and respect for others is instilled.

I know that Frost Valley is not the only camp that serves multiple purposes. Ask anyone, young or old, about the impact of spending summers away from home. The response will be the same: sleepaway camp is not simply an escape from a stressful school year. Instead, it is the optimal location for exploring and learning about oneself, and developing life-long friendships along the way. Yet, many people argue that summer camp is pointless, stupid, and not worthwhile.

"Every day people tell me that 'A sixteen-year-old should have a job!' and 'You're too old to go to camp,'" says junior Alissa Potter.

Every teenager who goes to camp hears these remarks daily. With a shrug of the shoulder, the student can reply sarcastically or unaffectedly. Most do not even bother to give these comments a second thought because not going back to camp would be like not going to sleep when you're tired or not eating food when you're hungry.

"I can't imagine my summer without eight weeks at Wahnee," says Potter.

Above all else, sleepaway camp is an excellent way to boost self-esteem. Based on my own personal experience, I believe that the only reason I have friends at Schreiber is because camp provided me with the chance to open up and learn how to trust people. I discovered that offering kind words and sympathy is an excellent way to make friends, and that people actually like me. It sounds pathetic, yes, but after spending my first year in middle school lost in the crowd, I questioned my personality and actions.

My concerns vanished almost instantly after spending two weeks at Frost Valley and initiating a friendship with two of the best friends I've ever had.

Many camp-goers will also argue that it is not just the people who draw them back to camp each year.

"It's the atmosphere," junior Jason Lifton said. "The laidback, chill environment is very desirable after a jam-packed school year."

What could be more ideal than this? Spending your summer in the lab doing research? I thought school was only ten

months out of the year.

Activities and games are unique to each sleep-away camp. From engaging in color wars to activities such as Incredible Edible (a cooking specialty), campers return to camp because it is fun. The weeks are filled with day trips, waterfront periods and arts & crafts. People are not afraid to express themselves in any way they wish. It is customary to throw the word "love" around to each other because the camp environment is very warm and, well, loving.

So tell me, what is the pleasure of going to pre-college writing courses? What is so appealing about an internship? Do students seriously enjoy getting dressed up every day to sit in an office and do paperwork?

BY Dan Stewart
Staff Writer

As high school students, we long for just a few hours of free time. During the school year, the activities that we really care about—whether it be reading philosophy or playing lacrosse—are usually squeezed into tiny portions of our day.

But as soon as the school year ends, our schedules suddenly open up for ten straight weeks. Unlike weekends or other vacations, summer vacation is devoid of homework (save maybe a summer reading book) and is *really* long.

Why, then, when the bell rings at the end of June, should we voluntarily go to camp: a generic and scheduled world

I'm still waiting for my skills in pottery to come in handy.

In contrast, the summers that I spent attending programs geared toward specific activities continue to reflect on my everyday life. The great advantage of scrapping sleepaway camp for a more focused program is that when you return to the real world you take something substantial back with you.

I've been to swim camp, where I shattered my personal best times. I've been to debate camp, where I not only learned debating skills, but I also learned to write and speak better. I've been to an art program where I took college courses from some of the best art instructors in the nation. Imagine what I could have done in the summers of my past when I spent my time swimming in a lake and playing with a rubber chicken.

One of the benefits of attending a specific program is that each person can choose one skill to hone that suits them; rather than fitting into a program, the program fits around you. And really, there is something for *everyone*. That's right, all of you paraplegics with a passion for curling, there's a camp for you. Seriously. If you can imagine it, it exists.

Plus, there's a great perk: focusing gets brownie points for college. A sports camp can give you that extra edge that you need for All-County, or may even directly open opportunities for college recruitment. A summer course or pre-college program puts you ahead when you go back to school and tells colleges that you care enough about learning to do it voluntarily.

With such incredible advantages to attending a specific summer program, it's *really* a wonder why so many people opt for sleepaway camp. The unfortunate truth is that when they're too young to know any better, children let their parents send them away to Camp Happy so that the parents can vacation in Puerto Rico. Once the parasite finds a host, it becomes increasingly difficult to resist. Only the strong, like myself, are able to break away from the shackles of summer camp.

Unfortunately, I know someone who has the summer camp parasite, and it is eating away at her life as we speak. At the end of sophomore year, she was accepted into math research, which is an incredible opportunity that few other high schools offer. Students in this course are required to conduct research during much of the summer between junior and senior year.

The parasite took hold at the beginning of her junior year, and it would have nothing to do with six weeks of summer research. So, she dropped out of the course. Now she's spending her summer hugging trees somewhere in the Catskills instead of conducting novel research at a university.

By the way, that girl wrote the article on the other side of this page.



It's summer. It's hot out. It's time to have fun. Few people, even those intellectuals who just love learning, will argue that work is fun. To be frank, it is tedious and boring. A hike up a mountain or a swim in the lake would be much more enjoyable and relaxing.

On the last day of camp, when I receive my t-shirt, I certainly recall how much fun I had that summer. But these memories are also accompanied with a newfound confidence. A confidence that was "built strong" throughout the summer. If that isn't worth my while, well then, what is?

where our personal passions remain smothered? Camaraderie? Relaxation? Please, like we don't get enough of that already.

Anyway, summer camp is not an exclusive source of fun. Whichever way you choose to spend your summer, you won't have to worry about finding friendship, bonding, rainbows, and sunny days.

The general summer camp is a parasite that feeds on time and opportunities. Unfortunately, I've spent a number of my precious summers wasting away at a summer camp. Sure, I had fun at the time, but those months have had no lasting impact on my life.

Schreiber Speaks

"Sleepaway camps give you the experience of being away from home for a while. It's good to feel independent from you parents."

-Gabrielle Balaban, sophomore

"Everyone knows what goes on on teen tours and at sleepaway camps, it's not exactly just arts and crafts. It depends on what you call worthwhile."

-Andrew Seiden, junior

Teacher appreciation falls short

Students blame teachers for their own shortcomings

BY Cale Rubenstein

Staff Writer

As teenagers and students, we are expected to dislike school, and consequently, we are expected to dislike teachers as well. Whether they are too mean, too nice, too challenging, or too boring, students usually find a fault in them. Even though teachers will occasionally tolerate a disrespectful remark or gesture, by no means should this type of behavior be accepted.

Everyone has seen it: a friend gets a grade below what they might have wished, and immediately, they blame the teacher. They say that the test was too difficult, that the teacher never taught them what was on the test, or they offer some other excuse for the poor grade.

"A lot of students are rude to their teachers initially, but they become merciless to the teachers after a bad grade," said sophomore Asher Feldmen. "It is pretty disgusting."

Often, the appreciation of teachers falls short because the students refuse to accept responsibility for their ineptitude. This form of "trashing" is both rude and harmful. Blaming a teacher for a student's rightly earned bad grade causes the teacher to develop an unjustly negative reputation. This is especially true during the end of the year, when finals and SAT's dominate the minds of students. Students will fool around during their teachers' review sessions, and consequently find themselves disappointed in their resulting test grade. When asked what went wrong, most students will blame their teachers or the curriculum for their poor test grades.

But Schreiber students are not the only ones who show significant disrespect for teachers. The town residents who voted against the budget to cut teacher salaries and parents who call teachers to complain about their child's grades show blatant disrespect.

There are other more obvious forms of disrespect shown towards teachers in Schreiber as well. Falling asleep in class, talking out-of-turn in class, cutting class, not taking notes, or doing homework for other subjects when in class are all signs of disrespect. Teachers have dedicated their entire lives to teach and enlighten minds, help in the maturing process of individuals, and assist in preparing students to enter the real world after high school ends. Teachers could have chosen any other career path, yet they selected a career to help you, and any sort of disrespect is selfish and disgusting.

If this article has caused you to believe that I am a nerd, a brown-noser, a teacher's pet, or any combination of the three, let me clarify myself. Besides creating a negative working environment, promoting slothfulness, and making class boring and unbearable, there is another, more selfish reason not to disrespect your teachers: you will probably be caught!

In my freshman year, my friend came to our cafeteria in a huff, angry about his test grade. He began to make inflammatory remarks about the teacher. We were all laughing, until we saw the teacher walk furiously up behind him. After spending a

week in detention, my friend explained that for the rest of the year, his teacher was more difficult and the class seemed longer and more boring.

Schreiber High School is a great school. It is one of the best in New York State, if not the country. Many of the students here do not realize that they are privileged to attend Schreiber and have access to some of the best teachers around. Students from other towns would be thrilled to have the opportunities that many Schreiber students have, and would be even happier to have teachers who will explain something multiple times until it is understood.

Now, I am a reasonable person. I know that not every teacher in this school is perfect. I know that some are boring, that some of their tests are unfairly hard, that sometimes, they don't teach you the curriculum the way that you want it to be taught. But the fact remains that teachers are still human beings, and definitely worthy of your respect.



Max Garrett

Students exercise their right to vote

Student Council elections provide real-life experience

BY Stephen Nash

Assistant Features Editor

If you have ventured through the halls of Schreiber High School in the last month, you have undoubtedly been bombarded with flyers promising to "put the cool back in school" or candidly stating "Colored paper hurts my eyes."

As a freshman, this was my first experience with the Schreiber Student Council elections, and I can honestly say that the entire process made quite an impression on me. From the posters to the voting, I was very pleased with how the system was run. The elections were taken very seriously, but still did not lose any humor.

The most impressive and beneficial aspect of the whole election was the voting booths. Although this might sound ridiculous, the booths gave students the opportunity to "learn" how to vote.

"I think voting in the Schreiber elections was a good learning experience," said freshman Amanda Cohen. "I really enjoyed all of the posters and speeches and the voting booths authenticated the whole experience."

Although it is rather simple to vote for your desired candidate, many

students had a little trouble. It was not uncommon to hear someone ask from the booth, "What am I supposed to do?" Or, "I don't think I am voting for the right person." Nevertheless, the overall voting process was a success. These elections served as an educational experience so students would not make these mistakes when the voting really counts. If all voters were this experienced, maybe we would not have had to deal with all of those notorious "hanging chads" of the 2000 United States Presidential election in Florida.

In addition to the posters made by potential candidates, each student running for Student Council gave a speech. However, while the assembly as a whole was quite enjoyable, the constant and continuous rude behavior of many students in the audience was frustrating. People should have some sort of decency and listen quietly to the speeches. The candidates put a lot of time into writing and preparing their speeches and deserve the respect of their peers. I personally think that it would have been quite amusing to stick all the students who wouldn't be quiet up there, and see them give a speech.

Nevertheless, the actual speeches were very enjoyable. I found that there was a good combination of jokes

and seriousness. I found it refreshing not to hear the classic promises that are expected from these speeches. Each candidate's speech was unique and gave voters reasons to vote for or against them.

Two other important aspects of the election were its innocence and humor. It is rare to find a high school Student Council election with a good deal of wit. Having a proper mixture of comedy and seriousness was incredibly enjoyable. The election this year even included another underground campaign by Mike "Hooves" Horvilleur. Despite not being a candidate, his funny and interesting posters, such as "Only one person has more facial hair than Hooves... Jesus," caught the eye of most Schreiber students. Additionally, "Hooves" was conspicuously written in the voting booths. Horvilleur's mock campaign was just another example of the free-spirited and relaxed climate of the elections.

Obviously, my opinion and impression of the entire voting process is extremely positive. I believe that there were truly no flaws in the system and the organization of the process. It was funny, candid, and serious, embodying everything a high school Student Council election should.

Movie theaters overcharge

BY Stephen Nash

Staff Writer

Welcome to the year 2006, where taxes, gas, and yes, even movie tickets are unbelievably overpriced. Nowadays, a single movie ticket averages at \$9.50, while a snack and drink can cost just as much, if not more. Why should movie-goers pay almost \$10 to get into the theater and then spend even more to buy popcorn and a soda? In total, the cost of a 90-minute movie and a few refreshments comes to almost twenty dollars. It seems impossible that a couple of decades ago it was only twenty-five

"The movie industry says that piracy is a serious crime that can cripple their business, but in reality, the industry has brought it on itself."

per ticket.

No matter what theater you go to, you will have to pay somewhere in the nine dollar range to see new, hit movies. The reason for the exorbitant prices is that the producers of the films get almost all of the ticket money, forcing the theaters to charge horrendous prices at the concession stand. In fact, the theater itself only gets about 10% or less of the ticket money. This leaves the customer giving \$9.50 to the creator of the film and another three dollars to pay for a water and overpriced popcorn and candy.

Many turn to buying illegal films because it is cheaper. The movie industry says that piracy is a serious crime that can cripple their business, but in reality, the industry has brought it on itself.

There are many reasons why the industry has to worry about profits plummeting. Instead of going out to a theater, there is always the option of renting or buying DVDs, especially with the rising popularity of Netflix. There are many advantages to this. You can skip the previews, pause, fast forward, and rewind. Some DVDs cost the same price as a movie ticket. There is also the benefit of the comfort of your house, where you don't have to worry about obnoxious people talking loudly during the movie. There are also theaters that will play older movies, but not charge as much—another option.

Also, if the films shown in theaters were released on DVD at the same time, then more people would watch films they can rent for a couple of dollars instead of paying for tickets. This could destroy the movie industry. Maybe if the theaters charged \$5.00 instead of \$9.50 they wouldn't have to worry about this.

However, it is doubtful that any of these reforms will budge the stubborn movie industry. We will probably have to continue to give in to greedy Hollywood producers and pay a ridiculously large amount for a ticket every single weekend.

Senior pranks can be both safe and amusing

Administration wishes to exercise control over pranks

BY Stephanie Seeman

Staff Writer

As summertime approaches, virtually all students in Schreiber have only one thing on their minds: freedom. Students sit at their desks and daydream about the day when they say goodbye to boring classes and hello to a fun and carefree summer.

Unfortunately, before they reach that day, they must first endure Regents, final exams, and end-of-the-year assignments. However, the one issue that holds students' interest as the year comes to a close is the potential to witness or even be a part of the infamous senior prank.

Senior pranks are a complex issue. The administration often assumes that all pranks will pose a threat to the students and faculty of the school. But is it fair for the school board to immediately assume that every prank would be violent and disturbing?

"I think that it is definitely possible for a senior prank to be safe," said sophomore Ilana Broad. "They [seniors] never have any intention to harm anyone, they simply want to partake in something significant that they will associate with their high school experience for the rest of their lives."

Two years ago, Schreiber students witnessed a prank that ultimately resulted in the involvement of the local police force, fire department, and many screaming students and teachers. This was a humorous event for the many participants of the pranks; however, it was appalling to the administration.

"I remember seeing fire trucks rushing to the high school while at recess in Weber, knowing that the seniors of 2004 definitely landed themselves a significant place in Schreiber history," sophomore Liza

Rimsky said.

The senior prank of 2004 caused a great deal of chaos and even put quite a few animals in danger.

However, senior pranks can be safe. I am not encouraging or discouraging seniors from following through with a prank, but it is possible to construct pranks that are both funny and harmless; such as simple practical jokes that are often used on April Fools' Day.

Usually, the ostensibly dangerous pranks are deemed to be more hilarious, but the school is liable for any harm that befalls students during the school day, a simple fact that is enough to wipe the smile off of any administrator's face.

"Ever since the fiasco of 2004, we've been trying to change the school culture," said assistant principal David Miller. "We've created a number of programs for the seniors such as senior breakfast and the boat trip to create a meaningful, fun, and productive end of the year."

It makes sense that the administration wants to present the senior class with an enjoyable end of the year to look back on, but I believe these events are simply a method of distracting seniors from creating and carrying out

potentially harmful pranks.

Senior pranks have been a part of Schreiber tradition for many years. Why hasn't the administration tried to address the subject of senior pranks more appropriately? Rather than immediately mandating an anti-prank rule, why haven't they approached the seniors about pranks in a more lenient matter?

"It is absolutely appropriate that the administration take actions to protect

the students at Schreiber because they are responsible for their well-being," said junior Jake Singer. "But I think that there are many other ways that they could face the issue of senior prank without resorting to such extreme actions."

The administration should try to convince students to use safer methods if they would like to keep their tradition of senior pranks going. The school should allow the seniors

to exercise their intentions to leave a peaceful mark on the school. Maybe then the seniors would feel less of an urge to be involved in a mischievous prank that can cause injuries, school damages, and disturbing of the education process and the peace.

The administration's attempts to prevent increasingly dangerous senior pranks by banning seniors from their last days of school is not an effective idea. Although this tactic worked on last year's seniors, sooner or later seniors will be even more eager to commit a prank that could potentially be more harmful than the prank in 2004.

Hopefully, the administration will allow the seniors to execute and enjoy a safe, fun prank, and realize that setting more rules and limitations for the students will only make them act out in protest.



Katie Mancher

How to make the most of your summer

Different ways to enjoy and love your out-of-school experience

BY Melissa Heller

Staff Writer

The last few weeks of school are rapidly approaching, and the one question on everyone's mind is, "What am I going to do this summer?"

Although lounging around and waiting for plans may sound like the best idea, you're more than likely going to end up bored out of your mind and complaining that there's nothing to do. Or, you're going to have to contend with the whole repetitive exchange of: "What do you want to do?" "I don't know, what do you want to do?" The mere thought of that scenario is enough to drive any of us up the wall. For those of you who are still undecided about how to spend your summer, here are some fun ways to maximize your plans.

ROAD TRIP

"Like on vaca? Let's all go! ROAD TRIP!" No, not like that movie. Not like the movie *Road Trip*, either. Although that would actually be pretty funny. If

you have friends who can drive, take a couple of days off and go to California, Florida, wherever! Just driving around with music and friends for a couple of days, free of all restrictions and limitations is a fun way to spend time this summer.

BEACH PARTY

A beach party is a fun way to hang out at the beach all day for a change of scenery. Besides being a great way to kick off the summer, a beach party is a less expensive alternative to actually going on a vacation. Whether you bring iPod speakers or a portable stereo, music is a must-have. Blaring fun, "embarrassing" songs out of the sound system is what the beach is for. Throw together a barbecue with s'mores, fun games and a bunch of people—you'll have yourself a night to remember!

CONCERTS

Concerts are a great way to get the summer started, especially if they're at outside venues on cool summer nights. With great concerts scheduled, such as

Kelly Clarkson and the Goo Goo Dolls/Counting Crows at Jones Beach, and Bon Jovi at Giants Stadium, as well as other popular bands, this summer is a great time to go to concerts.

SEE A MOVIE

For the rainy days when it seems as though there is nothing to do, seeing a movie is the best way to spend the day. In June, the highly awaited "Vaughniston" film, *The Break Up*, revolves around a couple in the middle of a split, each of whom refuses to move out. *The Devil Wears Prada*, featuring Meryl Streep and Anne Hathaway in this big-screen version of the book by Lauren Weisberger, is also a good choice for a romantic comedy. But if you're looking for a more serious film, *A Prairie Home Companion* fits the criteria, and offers up grade-A actors such as Meryl Streep, Tommy Lee Jones and Kevin Kline. For the romantics out there, there is *The Lake House*, featuring Sandra Bullock and Keanu Reeves; for the action lover, *The Fast and the Furious: Tokyo Drift*

and *Superman Returns*. For those who loved the original, the sequel to the popular movie, *Pirates of the Caribbean: Pirate's Chest*, is also being released this summer. The movie to bring your family to will be *Click*, which stars funny-man Adam Sandler. With these hit movies, you should have nothing to complain about when it's raining outside this summer!

GET A JOB

It might not sound like the most appealing or exciting "activity" to do this summer, but think about the pros—meeting fun new people, earning some extra cash, and letting your parents know you're responsible, which will allow you to garner more freedom and trust. Plus, not all jobs are boring and tedious. If you want to be outside, try working at a sports day camp, or at one of the many yacht clubs. Working at a store of your choice and interest definitely has advantages, too, such as discounts and being able to add that work experience to your future applications!

Technology takes over the U.S.A.

BY Allison Rosenberg

Staff Assistant

The monthly issue of *Popular Science* arrives on my doorstep, and the cover boasts "Laser Warfare!", "World's Smallest Hi-Def Camcorder!", and "A Pill to Erase Bad Memories!"

I find myself wondering if that's available at the local pharmacy, and to delay doing my homework, I flip through the pages. Invention machines. 3D laser images. A robotic pet in the form of a green dinosaur.

I close the magazine, put my cell phone in its charger, and go downstairs to turn on my father's laptop.

Needless to say, there is not a lack of technology in my house. Or anywhere in this community, for that matter. Cars whiz by on the streets (although more often than not they're stopped in traffic). Among Schreiber students, cameras and iPods abound. This is not surprising because we live in a modern world.

“Is that the only role of science? To say ‘Haha, we did it first’ and shove laser guns, miniscule video cameras, and memory-erasing pills in other countries’ faces?”

But just how modern is it? If we consider our world—our little town of Port Washington full of plasma screen TVs and electric dog fences—to be in the present, then other places across the globe are hundreds of years in the past.

Globally, 1.6 billion people do not have access to electricity. Millions of school-aged children have never seen a textbook. Huge populations are dying from diseases spread by viruses in their drinking water. Over 75% of people in sub-Saharan Africa don't know what a lightbulb is.

At a recent science fair my class attended at Great Neck North High School, the representative from the sponsor—Rohm and Haas Inc.—gave an opening speech in which he encouraged us to enter the research field.

“We want you all to become scientists,” he said, “so we can be better than China.”

Even though his wording may have been slightly different, his message was clear: scientific discoveries boost U.S. pride.

But is that the only role of science? To say “Haha, we did it first” and shove laser guns, miniscule video cameras, and memory-erasing pills in other countries’ faces?

Science can create microcomputers, accelerate atoms, and may very well soon allow you to text message at five times the present rate. But the fact is that the majority of the world does not own a cell phone—many are not even able to keep themselves from poverty and starvation. Science is a powerful vehicle that can help such problems, and whether it will improve the nation's standing or not, scientific institutions have the responsibility to improve the lives of those who do not have the knowledge or technology to do it themselves. In such a modern world as ours, we must look at the status of everyone around us before we move ahead.

Injured students have trouble getting around school

BY Heather Larkin

Assistant Copy Editor

Imagine hobbling into school on crutches the day after breaking your leg. It's embarrassing enough to meander through the hallways while clusters of students stare at you from their lockers, and it's even worse to hear the late bell ring as you stagger toward your first class.

Fortunately, the school has an elevator to help transport students who cannot walk from floor to floor. Aides are responsible for accompanying the students in the elevator every period.

Yet for whatever reason, the aides are often late to pick up the students. Often, the aides will completely forget to pick up the student. While this may not necessarily be the fault of the aides, it is definitely a problem that should be addressed.

Keeping injured students waiting at the elevators long after the bell rings is dangerous with respect to the student's physical condition. Forcing a student on crutches to linger outside the elevator for an extended period of time could further prolong his or her disability.

Moreover, these students are forced to arrive several minutes late to their designated classes, forcing them to use the same excuse every time as to why they're late. Sure, crutches can be used as an excuse to justify why you arrive five minutes late to math after the bell rings, but it's definitely not acceptable to arrive fifteen minutes on the day of a calculus test.

Another problem is that students are left with no one to help them carry their backpack. It's difficult enough

to walk on crutches, but carrying an overloaded bag makes it even more difficult.

The first time that I “walked” out of



Shimon Ishikawa

the elevator when I was on crutches, I expected one of the aides to help me. Instead, the aide simply dropped my backpack next to me and instructed me to find a friend to help me. While I had no problem asking my friends to help

me, I still wondered what would have happened if no one was around.

Whenever classes were cancelled, the same inconvenient situation with the elevator arose. The elevator aides only arrive to pick up students before and after classes, so they have no way of knowing when a student's class is cancelled. Because of this, students are often left, rather unexpectedly, with nowhere to go for an entire period.

My injury also helped me realize the difficulties faced by temporarily disabled students in terms of getting food. During lunch periods, I would spend my free time in one of the resource rooms or the library because the cafeteria was deemed “too crowded” and “too risky” to go to. While I could send my friends to bring me snacks and drinks from the vending machine, it was almost impossible to eat a proper lunch. Like many of the other injured students, I resorted to bringing my own lunch from home every day. This was yet another inconvenience that made walking around with crutches even more difficult.

Becoming aware of the everyday problems faced by injured students is imperative because it helps others to become more aware of the needs of such students. So if you see an injured student struggling to open a door or carrying a heavy textbook, stop and help them. Your efforts will be appreciated more than you know.

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

not Quite newsworthy MySpace continues to spawn scandals

BY Jeremy Frank

Assistant Opinions Editor Emeritus

Ah, the end of the year. It's a special time for us seniors. We have our Senior Supper, our prom, our graduation, and let's not forget the enior-Say ut-Cay Day. But if you were to ask any senior, they'd tell you that what we have here at Schreiber isn't as important as the plans we have for the fall and for the rest of our lives. It is certainly odd to think that—although we've been doing it our whole lives—we're now technically off the hook when it comes to mandatory government-funded public schooling. Although many of us will be going on to college, no one says we have to. Many people face certain hurdles when looking at colleges. For one thing, tuition rates are through the roof! Therefore, most seniors' plans for the future involve some scheme for paying for college, whether it be a summer job or taking a year off before college.

But two Suffolk teenagers, Shaun Harrison and Saverio Mondelli, didn't want to have to wait for college. These two ambitious and inventive young men found an ingenious way to make money quickly. Apparently, people will pay for threatening extortion letters. Or at least that's what they thought when they first hacked into MySpace

and stole personal information from users. They then tried to shake down MySpace.com for \$150,000, threatening to tell everyone how to steal users' information unless they were paid off.

The two have just been arrested under a \$35,000 bail, but that's not the important part. Although I do not condone their actions, I feel their hearts were in the right place. Let me make this very clear: I do not like MySpace. And it isn't just the morons who take pictures of themselves in the mirror because they don't even know that their camera has an auto-timer. It's the whole company I despise.

Honestly, I think I might've done it myself if those two teens didn't. But I would have been in luck, because a recent court ruling said that a 5'1" (same height as yours truly) child molester was “too small to survive in prison,” so they gave him probation instead. This means I am bullet-proof, I am UNTOUCHABLE! Bwahahaha!

Sorry I lost the happy, but the happy's back. Getting back on topic, I really can't stand MySpace. In 2005, MySpace.com was bought by News Corp., better known to laypeople as Fox/Fox News. Things just went downhill from there. Many of you know from watching Fox News, or more accurately from watching the Daily Show cover Fox News, that Fox has a funny way of expressing freedom

of the press: specifically lack thereof. But we learn something new about News Corp. when we look at MySpace. It's more than just a mouthpiece for the semi-fascist right, it's a cute little totalitarian body in and of itself.

I am referring to the way News Corp. has conducted itself in terms of the freedom given to MySpace users.

“MySpace has been caught shutting down blogs critical of itself and other Murdoch owned companies,” reported bloggers Paul Joseph Watson and Alex Jones of PrisonPlanet.com. “They even had the audacity to censor links to completely different websites. When six-hundred MySpace users complained, MySpace deleted the blog forum that the complaints were posted on.”

In addition, MySpace has been systematically removing all links to the popular viral video site YouTube.com.

Freedom from control is more often than not a good thing. The freedom to use the internet as you see fit is just like the freedom you get when you leave high school. There are lots of ways you can use your freedom: you can use it nobly, for the greater good; you can use it apathetically: easing by and enjoying the ride but contributing nothing to mankind; you could choose to waste it, or worse, use it to hold back mankind's quest for truth in this swirling calamity of pebbles and gas that we call the universe.



EDITORIALS

Philosophy in the classroom

In looking over college course guides it is not uncommon to find several pages devoted to philosophy and ethics classes. Yet within the high school setting, there exists a lack of any class even partially devoted to teaching general theoretical or practical ethics.

High school is not necessarily a place where professions are shaped; in many cases, it is not even a place where professions are born. American literature, chemistry, government, architecture—all these subjects and their corresponding professions are important, but anyone who pursues them is going to need something that these classes don't teach, at least not officially. Everyone makes choices that involve morals, and everyone deserves a chance to avoid confusion and torment in these choices with at least some basis in ethics. Yet ethics is, at least officially, ignored in education. Preschoolers are scolded for fighting and stealing, sure, but nowhere along the line until the collegiate level is a real education in ethics offered. Instead, people are forced to learn it through private study or personal experience. The former is not commonplace in the high school setting, and the latter is typically a long and trying process.

In our community, in our jobs, in our nation, in the world—everywhere, everyday, we observe breaches of ethics. Everyone knows what happens when people consistently fail to exercise the fundamentals of ethical behavior—every day brings to light new scandals in business, medicine, and politics. This has led some to criticize society and even mankind as a whole, and has led others to chastise the lack of investigation, awareness, or enforcement necessary to uphold moral principles. A much simpler and more effective method would be to attack this problem at the root and instill an education in ethics in young people so that they may exercise them as they go about their business in the world.

Why, then, isn't ethics required, or at least offered, in public high schools?

Obviously, high school students shouldn't be expected to benefit from (or fully grasp) undergraduate level philosophy courses, but this doesn't explain the absence of introductory-level ethics courses in high schools. The argument that most teenagers find philosophy boring and useless is in this case quite untrue—in most classes, nothing lifts the lull of a boring lecture like a discussion about abortion, race issues, or many other situations involving practical ethics. A simple lecture, reading and possibly (resources providing) discussion-based class would give high school students a chance to practice the ethics they learn as soon as they learn them.

The fact is, teenagers like being given a chance to think for themselves in the high school classroom, and they deserve a chance to learn and practice how to think in high school. Taking a class in ethics at an early stage not only helps treat the problems involved when the majority of society remains in the dark, but also encourages teenagers to pursue further education in this field. In a world where morals are ignored and society suffers as a result, the seemingly logical thing to do is to instill in as many people as possible at least a basic familiarity with ethical thought.

Editors-In-Chief Note

At the end of a wonderfully successful year, we would like to thank everyone who played a role in the production of *The Schreiber Times*. First and foremost, we would like to thank our advisors, Ms. Anne Pellett and Ms. Evelina Zarkh, for their neverending supply of support and guidance this year. Of course the paper would have never been possible without our hardworking sections editors and writers. As Ms. Pellett so graciously put it, we built the strongest team possible this year, and we are ever thankful for your efforts. We will miss you all, and good luck to the staff of 2006-2007.

All the best,
Dani and Nick

LETTERS TO THE EDITOR

Dear Editor,

Many thanks for sending *The Schreiber Times* to my home in Colorado on a timely basis! My subscription will be renewed at the start of the new school year! I miss many things about Port Washington and Schreiber: my home and where I taught for too many years to number. But most of all, I miss the students and the diversity that Schreiber affords its students. Thus, I'm compelled to write this letter to the Editor in response to "Religious Misunderstanding Spreads," in your last issue.

Most of you will graduate and continue your studies or choose to seek employment somewhere on the east coast and will never realize how very fortunate you are that you grew up in an area with such religious, economic and cultural diversity. You take it for granted that the halls of Schreiber represent so many countries and ethnic backgrounds and that many different languages are spoken in the cafeteria.

I live in Boulder, Colorado but teach in a small mountain town called Lyons, located at the base of the Rocky Mountain National Forest. There are 200 students in the high school which is attached to the middle school, also with 200 students. In my school of 400, total, there are no students of color or any other religion other than Christian. There is no ethnic diversity and different languages are not spoken. The students are wonderful but have no clue what is going on in the rest of the world! Very few have aspirations to travel or continue their studies anywhere other than Colorado. They have no knowledge of religious holidays other than their own and are missing out on the foods from around the world!

My adult children live in Colorado and love it out here but will always be grateful that they grew up in Port Washington and graduated from Schreiber. They will recognize that they are the tolerant, open-minded adults that they are because of their exposure to all the diversity that the metropolitan New York area has to offer. Be thankful that your complaints about "misunderstandings" are minor compared to what they would become

if you lived in many other areas in the country!

Sincerely,
Ms. Raimondo

Dear Editor,

I write to thank the voters of Port Washington, including many Schreiber seniors, for turning out in near record numbers to approve the budget and to honor me with election to the School Board. I was happy to see a traffic jam on Campus Drive and to see voters streaming to the polls on foot, by car and by bus. I was also happy to participate as a first-time candidate to democracy in action. I pledge to use my time and energy on the Board to benefit our students, teachers, paraprofessionals, custodians and taxpayers in a financially professional manner.

I look forward to working with Board President Rob Seiden and Vice President Mark Marcellus and my new colleagues, Dr. Roy Nelson, Larry Greenstein, Nancy Cowles and Jean-Marie Posner. With them, I look forward to lowering the volume (but not the quantity) of discourse in our own town and to cooling the rhetoric throughout our community.

Along with the rest of Port, I applaud Dean Nardone for his valiant service on the Board and to PYA, PAL and St. Stephen's; among other organizations that have benefited from his and Mary Beth's commitment. I know that our town will continue to benefit from their service.

Lastly, I thank my fellow Nine Daughters Slate members, Peter Forman and Roger Lifson, for their partnership, intelligence and public spiritedness and know that each has much to give to our community in the years to come. Thanks also to Schreiber junior, Jason Lifton, for his counsel on outreach to Schreiber voters and congratulations on his recent election to Student Council.

Sincerely,
Patrick Foye

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Times Policy Statement

The Schreiber Times' primary purpose is to inform its readers of events, issues, and ideas affecting Schreiber High School. *The Times* also serves as an open forum in which members of the Schreiber community may express their ideas and opinions.

The Times will report all news accurately, honestly, and fairly. We will not give preference to any group or individual. We will respect the rights of all information sources and any errors will be corrected promptly.

We will print submitted materials on the basis of their quality and significance as determined by the editors of this publication. The editors reserve the right to print, refuse to print, or return any submitted materials. The editors also reserve the right to edit any submitted articles.

We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libel-

ous, or contain unfounded charges. *The Times* reserves the right to shorten letters if doing so does not alter their meaning, and to choose a representative letter from a group of related ones. Letters do not necessarily reflect the opinions of the editors. We will not print any anonymous letters.

Editorials printed in this publication reflect the opinion of the majority of the editors. If the situation warrants, minority editorials will be published. Editorials do not represent the views of the Port Washington Union Free School District.

We will not publish advertisements if they are deemed libelous, obscene or likely to incite criminal activity. Prices of advertisements are standard and price schedules are available upon request. Advertisements do not necessarily represent the views of *The Times*.

We will establish new policies if the need arises. Until such a point occurs, *The Times* will follow the policy described in this space as well as the guidelines of common sense and reason.

Plagiarism expands its grasp on students

Junior investigates plagiarism practices among honor classes

By Kyra Siegel
Opinions Editor

Conventional wisdom states that it's the lazy students, the ones with little motivation or respect for established rules, who are the ones most likely to lie, cheat, and plagiarize. But as the pressure to get accepted to a prestigious university gets slightly out of control, the smart and motivated kids might also resort to cheating to survive academically. A survey given to juniors, a grade level that struggles with a particularly pressure-intensive year, showed that cheating happens just as often among AP students as among Regents-level students.

Cheating among the nation's brightest has caught recent media attention with the Viswanathan "scandal." Kaavya Viswanathan, a freshman at Harvard University, created a nonstop media frenzy when she plagiarized parts of the novel she supposedly wrote, *How Opal Mehta Got Kissed, Got Wild, and Got a Life*. Tempted by a reported half-million dollar paycheck, she went ahead and tried to pass off another writer's work as her own.

While Viswanathan's novel has an original plot, many of the passages were conspicuously similar to passages in Megan McCafferty's two books: *Sloppy Firsts* and *Second Helpings*. At least forty-five passages closely resemble McCafferty's language and style. The Harvard *Crimson* printed some of the parallels between McCafferty's and Viswanathan's novel. For example, Viswanathan's novel included, "Priscilla was my age and lived two blocks away. For the first fifteen years of my life, those were the only qualifications I needed in a best friend." McCafferty wrote, "Bridget is my age and lives across the street. For the first twelve years of my life, these qualifications were all I needed in a best friend." Clearly, Viswanathan's novel was not such an original work.

Unfortunately, the transgressions of one Harvard student are not just a

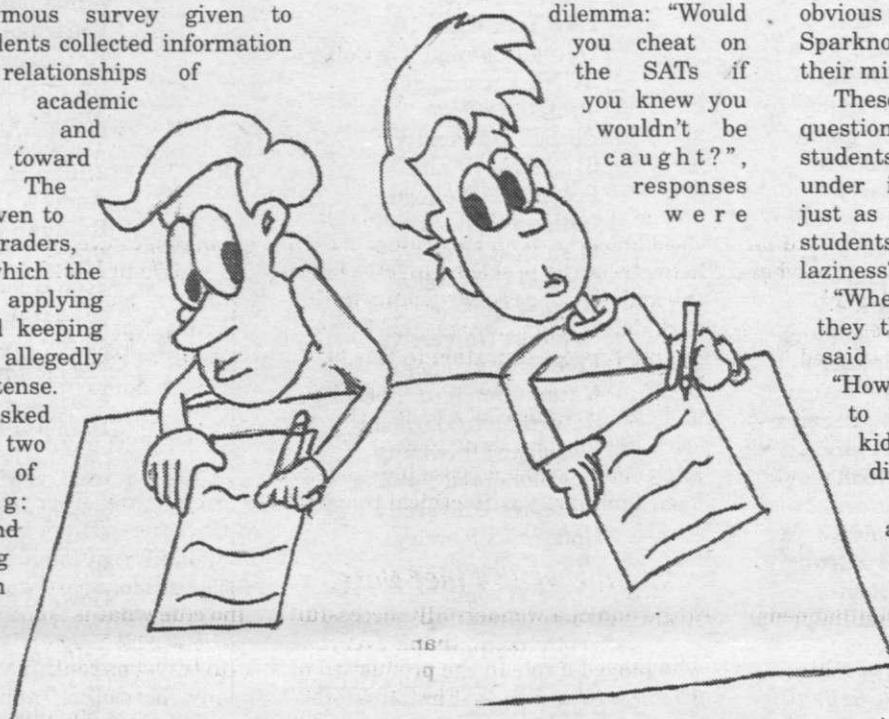
bizarre, isolated incident. In fact, many things that are supposedly original or authentic are in fact either taken from the work of someone else or faked. When "the norm" includes Ashlee Simpson lip-synching, South Korean scientist Dr. Hwang Woo-suk faking supposedly landmark stem cell research results, and Hillary Duff failing to write her own songs, how unacceptable do we consider plagiarism? The most shocking aspect of the Viswanathan incident is that an obviously academically-motivated student, instead of one who is considered indolent, resorted to plagiarism.

An anonymous survey given to Schreiber students collected information about the relationships of students' academic performance and attitudes toward plagiarism. The survey was given to 112 eleventh-graders, the age at which the pressure of applying to college and keeping up grades is allegedly the most intense. The survey asked about the two major forms of plagiarizing: copying and pasting information without citations and copying a friend's essay. In addition, the survey asked how often, if ever, students provided fraudulent excuses to teachers after missing an assignment deadline.

After calculating the results, it was apparent that plagiarizing among the AP students of the eleventh grade is just as much an issue as the cheating that goes on in a Regents-level classroom.

While in some areas, students in AP American classes cheated less than US History students, (in the case of occasional copy and pasting, 52% compared to 62%), the difference was not very significant. Moreover, nearly identical numbers of students in both levels of American History gave teachers fake excuses, and nearly the same percentage of students (32% and 31%) on the Honor Roll and not on the Honor Roll admitted to occasionally copying at least eight consecutive words of a friend's essay. Also, when asked to

answer the moral dilemma: "Would you cheat on the SATs if you knew you wouldn't be caught?", responses were



Shimon Ishikawa

consistent across both AP and Regents classes: about half would and half wouldn't.

In addition, students from all academic levels cited the pressure to do well in school as a reason for moral lapses. A 57% majority of the total number of students indicated that plagiarizing and giving fake excuses not only helps raise their GPA, but

is actually necessary to get good grades.

"In one of my classes a couple of years ago, some students would ask the teachers for help, and they would not only get the help they needed, but the answers to the questions as well," said junior Jake Singer.

"People plagiarize much more than one would imagine," said freshman Nicole Botsaris. "What is even more surprising is that the smarter students do it more often than the lazier ones. Doing the English honors project first semester, it was very obvious that half the kids were using Sparknotes as their resource, not their minds."

These reports lead to an interesting question: Are academically inclined students in our own high school, under intense pressure to excel, just as likely to plagiarize as other students, who may be driven by sheer laziness?

"When people think of plagiarism, they think of the lazy students," said freshman Zach Kriftcher. "However, you are more likely to find the smart, stressed kids going on Sparknotes and different websites to cheat."

But teachers are a step ahead of students, and have started to use new methods of catching plagiarizers. This year, Turnitin.com was introduced in English classrooms to catch plagiarism. While this anti-plagiarizing program may make it more difficult to copy essays, it doesn't address a deeper issue: the fact that many students feel that they need to cheat to achieve success. The constant pressure of time constraints coupled with intense competition for grades clearly require more than an online tool to address the problem at its source.

New budget permits new classes for 2006-2007

School creates a drama department and expands AP program

By Sarah Silvergield
Senior Features Editor Emerita

Although last year's budget failure had far-reaching consequences, such as the cancellation of many new class offerings, many students this year were not aware of them. Not only are two classes, Sports Medicine and Playwriting and Screening Writing, coming to Schreiber in the 2006-2007 year, but so are a variety of others. In light of the budget passing, Schreiber is now starting to develop a new drama department as well as expand the AP program.

"It's obvious that many good schools have drama during school hours and not just after," said AP director and assistant principal Mr. Brad Fitzgerald. "We are moving to make drama arts, not just a extracurricular."

Playwriting and Screenwriting, a

class that was unable to get off the ground last year, is now a semester course that will most likely be taught by English teacher Mr. Block. The course will teach the essentials of fiction writing and require the completion of both a screenplay and a play. The newly developed Dramatic Arts department will also feature two completely new courses, Costume and Fashion Illustration and the highly anticipated Set Design class. Both are a fusion of drama and art, and only accept students who have taken the Foundation in Studio Art class. The former is centered around creative drawing skills as well as some art history. The latter will deal in two-dimensional set design and drawing primarily, but a final project will be in model form. These two new classes will help to get the drama program on its feet. In the 2007-2008 school year,

a class called Acting and Directing will be offered. All of these course offerings help the transfer of drama from a club that only takes place after school to an integral part of the school's curriculum.

In addition to drama additions, the school's AP Economics program has expanded. This year was the first year that an AP Economics course was offered as an option for social studies. Many seniors, who are required to take Economics, chose AP Macroeconomics to challenge themselves this year. Next year's class will be both macro- and microeconomics. This extension is part of the school's greater objective of expanding the entire AP program.

"1,000 AP tests were administered this year," said Mr. Fitzgerald. "That's more than we've ever had. The program is growing. There are more kids who are taking the plunge into the AP program, and that's good news."

In addition to economics, an AP Italian course is going to be added to the catalogue. Since Italian courses have just started being offered in the past few years, the students who began in freshman year naturally should be able to advance. Next year will be the first that an AP Italian exam will be administered.

The other course offerings for next year include Sports Medicine, a health-gym hybrid, and Robotics. The Robotics class is part of the technology department and was inspired in part by the Robotics club that formed this year and competed at a variety of competitions.

All in all, the 2006-2007 school year is going to enjoy the many benefits of being off of the contingency budget.

THE BEST LAID PLANS OF

George Adamides
Gounathan Adly
Julie Ahn
Aracely Alfaro
Maurice Alfaya
Michael Ambrosio
Joseph Anderson
Arielle Ansel
Joseph Aragona
Mark Ashamalla
Juliet Ashley
Evelyn Astor
Jennifer Baik
Kevin Bain
Erez Bar-Levy
Augustus Bechtold
Benjamin Beecher
Natalia Belkin
Melissa Bell
Thomas Bellino
Edith Beltran
Zachary Bergman
Alison Bernhard
Gregory Berry
Annie Bett
Jessica Bick
Jonathan Bloom
Yiselle Blum
Nicholas Bogdanich
Dwayne Bowser
Caitlyn Breen
Lena-Marie Bremer
Nathalie Brilliant
Elizabeth Brot
William Brown
Tony Budinic
Dominique Burton
Brandon Bushey
Arielle Buss
Lindsay Byrne
Joshua Calix
Robert Candela
Peter Carigiani
Jordan Caruso
Marvin Castillo
Juskaran Chadha
Wilmer Chamul
Min Chi
Charlotte Choi
Edward Choi
Jordana Cohen
Trace Cohen
Leigh Cooper
Christopher Cuomo
Thomas Davis
Jose De La Rosa
Frank De Monte
Melissa Desiervo
Christina Di Vittorio
Cassandra Distilli
Christopher Doscas
Lauren Dubin
Lauren Edmonds
Yasaman Ekrami
Noor El-Tahawy
Corey Elan
Meaghan Elicks
Jose Enriquez
David Epstein
Juan Escobar
Miguel Escobar
Samantha Feld
Cara Fields
Caitlin Fitzpatrick
Marc Flamm
Philip Fleisher
Alina Fomovska
Jeremy Frank
Jonathan Franklin
Evan Freeman
Brett Friedman
Jared Friedman
Ariel Fuchs
Amanda Furino
Gervin Galeano

SUNY Buffalo
Temple University
New York University
Undecided
Moving to Florida
Goucher College
Boston University
SUNY New Paltz
Nassau Community College
New York University
Boston University
New York University
School of Visual Arts
University of Rochester
SUNY Binghamton
Santa Monica College
Rider University
New York University
Nassau Community College
SUNY Farmingdale
Juniata College
Cornell University
SUNY New Paltz
Providence College
Indiana University
Mira Costa College
Cornell University
Wagner College
Sewanee University
Five Towns College
Nassau Community College
Returning to Germany
Wesleyan University
U. Colorado at Boulder
Villanova University
Hofstra University
Utica College
Nassau Community College
Washington U. in St. Louis
SUNY Buffalo
Valencia Community College
SUNY Buffalo
Undecided
Johnson and Wales University
Undecided
New York University
United States Marine Corps
Undecided
Nassau Community College
SUNY Stony Brook
Vassar College
Syracuse University
University of Delaware
Pace University
Nassau Community College
Adelphi University
United States Navy
Cornell University
Nassau Community College
Undecided
Johns Hopkins University
Indiana University
Princeton University
SUNY Stony Brook
SUNY Fredonia
Quinnipiac University
SUNY Geneseo
Armed Services
George Washington University
Undecided
Nassau Community College
U. Colorado at Boulder
U. Massachusetts at Amherst
Adelphi University
Roger Williams University
University of Rochester
University of Chicago
SUNY Geneseo
Johnson and Wales University
SUNY Cortland
Dickinson College
Massachusetts College of Art
Dickinson College
Penn State University
Norwalk Community College

Alexandra Gana
David Gelb
Shante Glasco
Arlene Gokberk
David Golub
Maxx Gombert
Samantha Grieco
Ian Griego
Gillian Grogan
Andrew Gross
Richard Guccione
Andre Guzman
Megan Hallissy
Lauren Hanat
Jacob Handelman
Shane Hanlon
Jumanah Hassan
Christopher Havasy
Katharine Hayden
Shira Helft
Matthew Hickson
Thomas Hill
Jillian Hochdorf
Andrew Hock
Ruiduan Hu
Victoria Huestis
Jose Huezo
Alex Huh
Aaron Hwang
Rachel Imhof
Christine Imperatore
Daniel Interdonati
Sayaka Inuida
Samuel Jaffe
Eleanor Jailer-Coley
Elyssa Jakim
Sin Sub Jeong
Howard Ji
Dong Woo Jin
Erin Johns
Charlotte Johnson
Hyun Joo Jun
Harry Jung
Dana Kamerman
Ali Karjoo-Ravary
Matthew Katz
Daniel Kavanagh
Dana Keene
Nathan Kellner
Hannah Kim
James Kim
June Woo Kim
Kevin Kim
Eric Klein
Jacqueline Klein
Henry Klion
Dan Koh
Kleio Kolitsopoulos
Alexis Konas
Andrew Kramer
Morgan Kramer
John Krauss
Sarah Krellenstein
Sophia Kroft
Leslie Krotman
Brian Kutner
Christina Lage
Jacqueline Lage
Holman Lam
Jinyo Lay
Matthew Lazar
Tiffany Ledner
Aram Lee
Han Lee
Jeff Lee
Ji Hye Lee
Sang In Lee
Stephanie Lee
Julianne Lengton
Ryan Lensman
Eric Leon
Katherine Leon
Joshua Levinson
Jaclyn Levy

Undecided
Ithaca College
Nassau Community College
St. John's University
Yale University
Johnson and Wales University
U. Michigan at Ann Arbor
Returning to the Philippines
Mass. Institute of Technology
Princeton University
Hofstra University
SUNY Delhi
Fairfield University
Muhlenberg College
Indiana University
Queens College
Northwestern University
Brown University
New York University
Yale University
Nassau Community College
Marist College
U. Massachusetts at Amherst
Berklee College of Music
Boston University
SUNY Oswego
Nassau Community College
Tufts University
University of Notre Dame
Smith College
University of San Diego
SUNY Buffalo
Returning to Japan
Hofstra University
SUNY New Paltz
Harvard University
Cornell University
SUNY Stony Brook
SUNY Stony Brook
Villanova University
Fashion Institute of Technology
Undecided
Hamilton College
Syracuse University
SUNY Stony Brook
Muhlenberg College
New York University
University of Rhode Island
SUNY Farmingdale
St. John's University
Fashion Institute of Technology
New York University
George Washington University
Trinity College
Nassau Community College
John Jay College
SUNY Buffalo
Dartmouth College
Northeastern University
American University
Lassen College
Penn State University
Columbia University
Johns Hopkins University
Princeton University
SUNY Geneseo
Hofstra University
Texas Tech University
Meredith College
Penn State University
SUNY Plattsburgh
U. Michigan at Ann Arbor
Boston University
Rensselaer Polytechnic Institute
SUNY Maritime
Ithaca College
Hunter College
St. John's University
Nassau Community College
University of Vermont
Nassau Community College
New York University
School of the Visual Arts
Nassau Community College
Pratt Institute

F SCHREIBER SENIORS...

Arnold Lezcano
 Julia Link
 Thomas Lisi
 Jacob Litke
 Robert Lorenzini
 Max Lotwin
 Julio Luc-Yoc
 Sergio Luc-Yoc
 Robert Lutin
 Aditya Madan
 Jared Maldonado
 Daniella Malekan
 Kristen Mallon
 Kathryn Mancher
 Raul Maraboli
 Tiffany Marcano
 Jill Marcellus
 Andrew Marcus
 Alyson Marks
 Daniel Marmor
 John Marx
 Jane Massingill
 Rachel Mazzei
 Burgandy McCurdy
 Jeanette McDonald
 Thomas McDonough
 John Meade
 Alana Meehan-Roberts
 Michael Megdal
 Sarah Mellen
 Jennie Meltzer
 Robert Meltzer
 Phillip Mezzetta
 Alana Michaels
 Jillian Michaels
 Cris Min
 Jilly Miscioscia
 Robert Moe
 Gabriela Monsanto
 Robert Mora
 Kelly Moran
 Victor Moran
 Margot Moskowitz
 Andrew Mullen
 Rishi Nanda
 William Narducci
 Theodore Nobel
 Maki Okamura
 Caitlin Orellana
 Christine Oricchio
 Gregory Ormont
 Jacob Paisner
 Jamain Parchment
 Jamal Parchment
 Jessica Parise
 Raul Parra
 Ariadne Pavlakis
 Marina Pedisich
 Matias Pena
 Rosa Perez
 Sarah Pickering
 Rebecca Pinkus
 Kathryn Podobinski
 Paul Pollack
 Danielle Powers
 Andrew Preston
 Kasandra Puerta
 Marisa Puglisi
 James Pyo
 Lisa Qiu
 Alexander Raddock
 Rebecca Rafe
 Alexandra Rand
 Carrie Raymond
 Joelle Raymond
 Dany Recinos
 Frank Recinos
 Sarah Rice
 Bryant Rich
 Chase Rosen
 Brooke Rosenberg
 Daniel Rothschild
 Joanna Rubinstein
 Aroon Rustemi
 Gina Salomone

St. John's University
 SUNY Stony Brook
 Macalester College
 Wesleyan University
 Brooklyn Polytechnic University
 Hofstra University
 Nassau Community College
 Nassau Community College
 Skidmore College
 Nassau Community College
 University of Delaware
 University of Pennsylvania
 SUNY Cortland
 Vassar College
 SUNY Delhi
 U. Massachusetts at Amherst
 Barnard College
 Hofstra University
 U. Michigan at Ann Arbor
 Stanford University
 New York University
 Bloomfield College
 Adelphi University
 Siena College
 SUNY Cortland
 Trinity College
 Worcester Polytechnic Institute
 Nassau Community College
 Employment
 Indiana University
 U. Massachusetts at Amherst
 DePauw University
 Penn State University
 Goucher College
 Indiana University
 Cornell University
 C.W. Post
 Arizona State University
 Barnard College
 DeVry University
 U. Michigan at Ann Arbor
 Undecided
 Penn State University
 University of Richmond
 St. John's University
 Undecided
 Oberlin College
 Returning to Japan
 SUNY Purchase
 Boston University
 University of Maryland
 Clark University
 Howard University
 Ranger Community College
 Syracuse University
 Nassau Community College
 Goucher College
 Johns Hopkins University
 Clarkson University
 Nassau Community College
 University of Chicago
 Muhlenberg College
 Northwestern University
 Boston University
 Hobart William Smith College
 Utica College
 Undecided
 Northeastern University
 Dartmouth College
 New York University
 University of Colorado at Boulder
 Wheaton College
 Indiana University
 Nassau Community College
 Rutgers University
 SUNY Cortland
 Undecided
 Gordon College
 SUNY Buffalo
 Syracuse University
 Boston University
 Rensselaer Polytechnic Institute
 Penn State University
 Boston University
 Quinnipiac University

Rebecca Sander
 Brittany Sandul
 William Santiago
 Rosa Sarmiento
 Melissa Schaefer
 Aileen Schefer
 Carmiel Schickler
 Marc Schmelkin
 Katharine Schmidt
 Brandon Schneider
 Max Schwartz
 Ryan Schwartz
 Samara Schwartz
 Dorothy Schweitzer
 Christopher Sciaccia
 Rachael Seeman
 Karen Segura
 Jonathan Seligson
 Laila Selim
 Jonathan Seltzer
 Shir Shalev
 Richard Shames
 Kevin Sheffler
 William Shore
 Jordan Sichel
 Andrew Sideris
 Rachel Sidford
 Regina Sierra
 Dana Silbert
 Maya Silbert
 Francisco Silva
 Sarah Silvergleid
 Matthew Silverstein
 Bret Sinclair
 Meredith Singleton
 Tori Smith
 Brian Solis
 Gina Solomita
 Emily Sorg
 Beth Spergel
 Maggie Spreitzer
 Paul Stalnaker
 Christopher Stoddard
 Lee Stovall
 Joseph Strangolagalli
 Michael Sussman
 Travis Swain
 Michael Tafone
 Claire Talcott
 Maria Tananyan
 Brian Tashman
 Deblin Teo
 Jordan Thaler
 Robert Thomas
 Michael Thompson
 Darren Thurman
 Christiana Tomasino
 Fumiya Uchiyama
 Takafumi Ukawa
 Orlando Vassallo
 Jessy Ventura
 An Dong Wang
 Stephen Watt
 Cameron Weil
 Spencer Weinstein
 Peter Weintraub
 Gabrielle Weiss
 Sarah Weiss
 Jessica Weitzman
 Nicholas Werle
 Daniel Wilpon
 Jennifer Winston
 Michael Winter
 Jessica Won
 Irving Wu
 Christopher Yagliyan
 Alan Yedid
 Yeu June Yoon
 Jacqueline Young
 Robyn Young
 Zubin Zaveri
 Thomas Zebroski
 Shari Zimmerman

Amherst College
 Franklin Pierce College
 United States Marine Corps
 New York Institute of Technology
 Undecided
 University of Miami
 Stanford University
 SUNY Albany
 University of Scranton
 SUNY Binghamton
 Peabody Conservatory
 Hofstra University
 University of Rochester
 Marymount Manhattan College
 Undecided
 Cornell University
 Nassau Community College
 Rhode Island School of Design
 Barnard College
 University of Florida, Gainesville
 John Jay College
 University of Hartford
 SUNY Buffalo
 Rhode Island School of Design
 Indiana University
 New York University
 George Washington University
 Nassau Community College
 University of Hartford
 University of Rochester
 Dominican College
 Princeton University
 Cornell University
 New York Institute of Technology
 SUNY Albany
 SUNY Buffalo
 New York Institute of Technology
 SUNY Geneseo
 Brown University
 Cornell University
 Santa Clara University
 Ohio Technical College
 Purdue University
 U. Massachusetts at Amherst
 St. John's University
 Rochester Institute of Technology
 Boston College
 Undecided
 Trinity College
 University of Vermont
 Haverford College
 Montgomery Community College
 Vassar College
 New York Institute of Technology
 Chapman University
 Roger Williams University
 University of Kentucky
 Undecided
 Returning to Japan
 Nassau Community College
 Fashion Institute of Technology
 SUNY Binghamton
 Nassau Community College
 Boston University
 Ithaca College
 Syracuse University
 University of Rhode Island
 University of Wisconsin
 SUNY Buffalo
 Brown University
 Washington U. in St. Louis
 Arizona State University
 Salisbury University
 SUNY Albany
 Hofstra University
 St. John's University
 Boston University
 California College of the Arts
 Marist College
 SUNY Stony Brook
 University of Notre Dame
 George Washington University
 Purchase College

Students write heartfelt farewells to favorite

Dear Mr. Buchman,

Before you retire, I would like to take this opportunity to thank you for all you have done.

I did not know much about the transition from middle school to high school. In fact, all I knew was that I was glad to leave Weber. Because I knew so little, moving up to Schreiber was intimidating for me. When I found out that I was going to have the same guidance counselor that had helped my uncles when they were in school, it was the first lifeline of security and familiarity for me. Without even doing anything, you had already made me feel comfortable. That's how great you are!

Over the past three years, you have been there for me. Whether it was dropping out of Honors Chemistry or switching into AP Music Theory, you always eased my fears and made me feel like I was making the right choice.

Every time I stepped into your office, you would greet me with a friendly smile and a pleasant demeanor. It was a treat in every sense of the word (thanks for the Peppermint Patties, by the way).

I was looking forward to applying to college next year with your direction, but that is a service that I will regrettably have to do without. Even if I never take the AP Gym test, you have put me on the right track to college. Thank you for being my counselor, my mentor, and my friend.

With eternal gratitude,

Rob Bellon

Dear Mrs. Janet Cusa,

My colleagues and I congratulate you on your retirement. Although you have many responsibilities which help to keep the counseling department operating smoothly, the seniors know you simply as "the lady who processes college applications." Your experience coupled with your calm demeanor has helped students with the inescapable stress that is an inherent part of the college process. Your kindness even extends to your passion for dogs and their well-being. You have led several efforts to save neglected animals. We wish you and your husband the best of luck in your move to Rhode Island and hope you are able to spend more time with your daughter, son-in-law, and grandchildren. Best wishes to you for a happy, healthy retirement.

Sincerely,

Fred Buchman

Dearest Diana,

I have only known you for the past ten of your twenty-six years here in the Schreiber Library, but I realize what an invaluable member of our support staff you are. You have always approached your job as a true professional, with the best interests of the students and staff of Schreiber in mind. Your enthusiasm, sense of humor, and generosity are qualities that we all admire. I will truly miss you in the years to come and wish you a happy and healthy retirement!

Love,

Kate Herz

Dear Dr. Albert,

The end of the school year is always coupled with excitement for summer, anxiety over finals, and extremely high temperatures. Unfortunately, the end of this particular school year also marks the end of your time here at Schreiber.

In the beginning of freshmen year, I visited a family friend, Anthony Ciancimino. He asked me, "Have you met Rita?" At this point, I was still using maps to find my locker, and I was struggling with my heavy workload. I certainly did not know who you were! After recognizing my confused look, Uncle Anthony informed me that you were the assistant principal for the incoming freshman class and had been a good friend of his in college. I then became very eager to meet you.

I remember walking down the science hallway on the main floor (right near my locker, which I finally found!) a few weeks after this visit. All of a sudden, I saw you and decided that I should introduce myself. Our connection boosted my confidence, and I was able to approach you easily.

After that day, when my friends would comment that they had met you, I would respond matter-of-factly that I had already had the privilege. Plus, we shared the same dentist—my favorite connections between us!

Although you were only my assistant principal for two years, you always recognized my face and your smile was always warm. I did not spend much time in your office (a good thing, perhaps), but I never hesitated to greet you in the hall if I wanted to say hello or discuss an important matter.

It was a pleasure having known you, and I wish you a wonderful retirement.

Sincerely,

Nikki Pond

Dear Mrs. Prochaska,

I regret that you will be leaving at the end of the year. In addition to your illustrious career as a teacher, you have been a fearless leader of Student Council for several years, chairing numerous school-sponsored events and organizing school functions. With your help, along with that of Mrs. Burr, Student Council has run the annual Battle of the Bands, the Senior Supper, and a long list of other greatly successful events. You always put 110% effort behind everything that you do, and the Student Council will be at a great loss without your determination next year. While Student Council will suffer greatly from your retirement, we look forward to seeing you at our future events as you continue to support our school with your presence. You will always have an open invitation to stop in for Friday morning bagels and involve yourself in the Schreiber community.

The Student Council would also like to thank you for all of the hard work and devotion you have put in over the years in order to make Student Council one of the leading clubs of the Schreiber student body. We will miss you greatly and wish you the best of luck in your future endeavors as a retiree. Schreiber will never be the same without you.

Sincerely,

Jason Lifton

teachers who are leaving Schreiber behind

Dear Ms. Michel,

From the labs that always seemed to go astray to the taped student demos to Dan's forty-five-minute late arrivals, our classes were certainly never dull, an accomplishment in and of itself in an AP Chemistry class. And although I probably complained incessantly about the quizzes, homework, and tests (although definitely not as much as Chris and Dan did), by the end of the year I wouldn't have had it any other way. And as I took the AP test in May, I realized that if it wasn't for the challenges you presented us with in class, I would have never done as well as I did on the exam.

But the most impressive thing that I took away from the class was your amazing ability to put up with our motley crew of lazy, slacking, tardy, and overall disruptive kids, and I mean this in the best way.

No matter how cliché it may sound, you have turned me on to science as a career choice, after telling me about your background in research from a business perspective.

I can also safely say that chemistry is my favorite of the sciences—sorry, Ms. Ezratty, but biology is definitely a close second.

Ms. Michel, thank you for your hard work, dedication, and guidance. I will miss you, and I hope that the rest of your students have had as positive of an experience with science as I had.

Best Regards,

Ben Jaffe

Dear Ms. onni Smithline,

I'd like to take this opportunity to congratulate you on your retirement. Since September of 2000, you have served the Port Washington School District as Director of Guidance and Counseling Services with dedication. Prior to your tenure in Port Washington, you held positions as a teacher, counselor, and department chair in several school districts. Since arriving in the Port school district, you have had a very positive impact on the staff, students, and parents. Tireless worker, you organized many activities, both during the day and in the evening. Examples of your influence abound, as you have taken the lead in keeping the District's parents informed about the many issues surrounding family and student lives, including the college selection process.

My colleagues join me in extending best wishes to you,

red uchman

Dear Mrs. Hicks,

Seeing how I spent most of my off-periods completing tank times that had been assigned to me by various teachers, I want you to know that I'm going to miss you now that you're retiring.

The tank is a place that students dread, and I remember hearing so many stories about it when I was coming up from Weber. It wasn't as bad as people made it out to be, but how enjoyable can sitting in a room for an hour be, anyway?

Mrs. Hicks, you made the tank feel like a brighter place, and I've shared many memories with you in this short year I've had at Schreiber High School. I'm going to miss you, and I wish that you enjoy your days now that you will no longer have to sit in the tank room anymore! So on behalf of all the students who usually get tank, I think it's safe to say that we will all miss you very much.

Love always,

Sepehr Shahrooz

Dear Mr. Solomita,

A year passes quickly, too quickly. When I was asked by *The Schreiber Times* to write an article about Mr. David Solomita, I was honored. I had the pleasure of being a student in your computer Graphics/Advanced computer Graphics class this school year. Throughout the year, you motivated, encouraged, and inspired me. You gave me valuable insight into Adobe Illustrator, Photoshop, and Macromedia Flash. Your wonderful sense of humor enriched the classroom experience, making it all the more enjoyable.

You are an esteemed staff member of Schreiber High School's Art Department. I would like to take this opportunity to wish you the best of luck in your future teaching career. Schreiber High School will not be the same without you.

Sincerely,

Anthony Azio

Dear Mr. Iro,

I came to class one day and found a note on our economics classroom door reading, "Teacher is absent Klaff," and you were not to be found. I heard someone say, "Let's just leave and say we thought he was absent." A good number of us, including myself, nodded our heads and walked off feeling relatively safe.

I have only seen you yell once, and that was the following day. You rebuked us for our ruse, reprimanded us for our insolence, and, oddly enough, complimented us on our crafty stratagem.

"If I were your age, I would have done the same thing," you concluded.

You were not like any other teacher that I had ever had. You were a living book of American history. You smiled when you noted that, "He didn't go to college, but by age fourteen, Truman read every book in the library," clearly proud of the very President whose re-election you must have supported. You would reminisce about when the drinking age was eighteen. There was something beyond GDP, bull markets, and supply and demand that you were trying to teach us. You wanted us to be true Yankees—a connoisseurs of apple pie, Brooklyn Dodgers connoisseurs, and people capable of being proud and decent, just as you clearly are.

I am glad to have known you,

Eric Siegel, Class of 2005

Dear Mr. Matina,

I began Schreiber High School in the fall of 2001 with no knowledge of what was to come. I quickly learned a few things which would shape my upcoming school years: where the cafeteria was, how the confusing 4-1,4-2 schedule worked, and most importantly, that my grade administrator was Carmine Matina. I figured you were the guy who would punish me for my wrongdoings.

I later learned that you were not just the image of authority used to keep the degenerate children in line. You used your rank to get to know people much more than they themselves realized you knew them.

After my first year, you sat on a fine line between friend and foe—I knew you as an acquaintance, someone with powers that I dared not evoke. Yet once again, I was wrong. You approached me on one fine school day to join the school's Academic Decathlon team and I was required to take an entrance exam. I got onto the team, and I spent hours and hours with you, looking up to you not just as my grade administrator, but as my coach and as my friend.

We've been through a lot. The parties in Idaho would have driven any normal human being to insanity. Yet, you just sat idly by and took things as they came. I remember the drive up to Buffalo, a long eight hours on a bus, listening to you talk about life, and drill more factoids into our heads. Even on the ride back after we did not make it to the national tournament, you were yourself: a kind-hearted, caring guy.

The experience taught me several things about people, and more specifically, about you. Just because someone is an authority figure does not make them a bad person, and most importantly, people are generally good. You are no exception Mr. Matina. You were a great assistant principal, and a wonderful human being.

Sincerely,

Alexander Najman
Class of 2005

An end to the year and speeches to remember

Seniors compete to read their speeches at graduation

By **Erin Szulman**
Features Editor

Graduation is a time for students to move on with their lives and reflect on their past four years of high school. Many students find it hard to sum up their high school years, consisting of 1440 days of memories, into a single speech. However, six students rose to the challenge, producing six eloquent graduation speeches that were judged by a panel of students and faculty.

Jill Marcellus was chosen to represent the graduating class and will present her speech at the 2006 graduation ceremony on June 23. Dan Marmor and James Pyo ranked second and third respectively, while the runners up included Daniella Malekan, Carmi Shickler, Lisa Qiu. Jill Marcellus was chosen to represent the graduating class and will present her speech at the 2006 graduation ceremony on June 23.

The following excerpts were taken from the five speeches that will not be presented at graduation.

Second Place Dan Marmor

Even though I would wake up every morning, black rings under my eyes,

exhausted, hitting the snooze button on my alarm clock three times, tired, and not taking a shower, rushed... It wasn't this fear of being late, the insecurity of missing out, or the headache of a hectic school day that I loved, it was the people that made every day so worthwhile.

Maybe it's seeing that friend who you didn't get to see the past weekend and making him smile just because you actually missed his presence. Maybe it's having somebody laugh at your jokes, or laughing at somebody else's remark that sticks with you for the rest of the day... Or maybe it's none of that; maybe high school is just about the journey every person here, in this graduating class, went through to find him or her self. Maybe it's realizing that you still don't know yourself, but making yourself is now on your to-do list.

Third Place James Pyo

I can tell you that there are lots of things that we, as the class of 2006, went through together. But you need to remember your experience in your own way, in the way that has the most meaning for you. Don't expect me to tell you what parts of high school you should remember. The last few weeks of this year have been marked by final senior dinners

and final awards nights, and literally, right before our eyes, we're seeing our high school careers come to an end. You are being honored and congratulated for completing this journey, but at the same time, remember that plaques, medals, even diplomas that are meant to commemorate your achievements fade away. It's up to you to see to it that they are not forgotten.

Runner-Up Daniella Malekan

Every single person here today is interesting, unique, and stimulating.... And I think we would all be surprised at how much we have in common—even the football players and drama kids, the intense studiers and the tree huggers. I welcome anyone to try to prove me wrong, because that would involve initiating a conversation with someone you wouldn't normally talk to—and that is all I'm asking of myself and all of you.

Runner-Up Carmi Shickler

Over the last four years, Schreiber has served as a first-rate environment not only for creating good students, but, more importantly, good people. At

other schools with similar academic reputations, the dominant feeling is tension between students, the leading motivator competition among students. Here at Schreiber, major inspiration has not been drawn from challenging others but challenging oneself. True growth is not achieved by using others as a measuring stick, but by setting individual goals and then trying to reach beyond.

Runner-Up Lisa Qiu

I feel defeated whenever an adult says to me, "Lisa, you don't realize it yet but this is the best time of your life." No, no, it really isn't—it's not so bad, but please, it sounds like you're saying I have nothing else to look forward to except atrophy...

Although it's natural to lose faith and a comfortable default to crawl in a hole and say, "well, this is it," know that the future for you is limitless and better than any of your wildest dreams. If you see me crying today, it will be because I'm happy I've been handed such an opportunity as having Schreiber High School being my foundation.

Pyo's Senior Rap Up

By **James Pyo**
Contributing Writer

What do you do when the days start to get hotter?
You watch movies in your classes and you have to clean your locker.
We've dealt with it before, it's the end of the year again.
Less time spent studying, more time spent with friends.
Except this time, it's something special, see it's a fact,
That even though we're leaving school we're never coming back.
Because we're graduating, throw our books into the garbage.
Can't believe we're finally going to college.
Spent the early part of the year with some of the biggest fans
Heckling with our faces painted up in the stands.
They tried to tell us that we couldn't cheer or sing.
It didn't matter because I was the homecoming king.
Lots of applications were filled out for lots of stuff.
Colleges, scholarships, keeping sane was kinda tough.
The administration took Rent-a-Senior away from us.
That didn't faze us; we came to The Big Picture in togas.
Some of us got into school as early as December.
What happened to me that day? I don't really remember.
School seemed to drag on, we felt like it was done.
Second semester all we were worried about was having fun.
We sang songs in the cafeteria, we

sounded alright.
I hope you know, I, I just died in your arms tonight.
I'm starting to feel nostalgic, but come on, I'm feeling fine.
I just want you all to know that I'm having a great time.
It'll be sad to see us walk up in caps and gowns.
But try to think of happy things like butterflies and clowns.
I never thought this day would come when I would say goodbye.
But we're done with you, Schreiber, some of us'll cry.
The rest of us will stand up tall and clap and cheer and shout.
Class of 2006, congrats. Good luck. I'm out.



Shimon Ishikawa

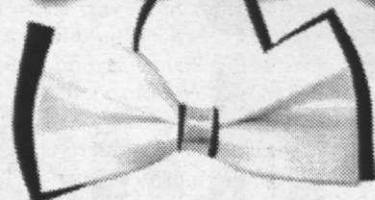
JB Fizzle's Rap Up

By **John Forman**
Sports Editor

Junior year, got JB Fizzle here,
Everyone worried, gonna be seniors next year.
Third year at Schreiber, had a heavy work load,
Junior year almost over, heads ready to explode.
SAT, ACT, SAT II,
AP Latin exam, go for 5, earn the 1, foo'.
Physics with Johnson or Fish, keeping it tight,
AP Gym with DG, keepin' it light.
I ain't good at math, but if you are,
You'll know Chow's the man, he can take you so far.
Enjoy Battle of the Bands? well I didn't,
The bands were good, but why wasn't Fizzle in it?
Got twenty-eight juniors in research, one of three,
Nine other gangstas in Sci Res with me.
I wasn't at Fun Day but I bet it was fun,
Juniors taking APs, 5, 4, 3, 2, 1.
Junior prom, at the Polish American Hall,
Kids on the floor, everyone having a ball.
I heard Klaff danced, too bad I wasn't there,
Locked all the boy's bathrooms, that just ain't fair.
Literature of the world or the United States,
Learned about Aeneas, the Greeks, and the Fates.
APUSH was tough but we made it through,
Thank you textbook, I owe it all to

you.
Juniors, me included, can finally drive,
Want a spot on Bogart? Better wake up at 5.
Who's our vice principal, who's it gonna be?
We had twelve this year, so don't ask me.
Junior year was a struggle, for those that cared,
For me it was simply about perfecting my hair.
Pyo's rap was better, at least I won't deny,
Out-rap a lax player, brah, why even try?
For some juniors, we already suffer from senioritis,
Did they bring in turnitin.com just to spite us?
SAT, Regents, mad exams at the end of the year,
Better let numbers and scores define you, ya hear.
Bells don't work, you laugh at the joke of the day?
Sometimes, but mostly I don't care what they have to say.
So we listen to the announcements in all this heat,
Rooms with AC, they simply can't be beat.
I have an announcement for you, just listen to JB,
The year's almost over, year number three.
As we look to the future, we look to senior year,
Class of 2007, have no fear.
Seniors next year, don't hedge your bets,
Get through the year, college, your life; no regrets.

Best Dressed Teacher



By Amanda Schiff
News Editor

Mr. Corey Block and Mrs. Renee McClean are Schreiber's second annual best dressed teachers. On Wednesday, May 24, and Thursday, May 25, over one hundred students cast their votes for who they thought should be elected "Schreiber High's Best Dressed Teacher."

Mr. Block kept his title in the male category. Mr. Alex Webster, Social Studies teacher, came in second, and

“ *I really do see the importance of dressing well for my students. It is important for teachers to be role models. It definitely makes a difference.*

”

Mr. Derek Neveu, English teacher, won third place.

Mrs. Renee McClean of Social Studies took the title of best dressed female by a landslide. Ms. Marilyn Gonzalez and Ms. Meredith White, Foreign Language teachers, took second and third place respectively.

After tallying all of the votes, I took the opportunity to sit down with the first place winners to get a better feel for their personal style and, of course, to give them their fifteen minutes of fame. They were both honored and flattered to win such a prestigious title.

Amanda Schiff: How do you feel about being selected as this year's best dressed teacher?

Corey Block: I'm very flattered—at least students are paying attention to something if not schoolwork.

AS: What would you say is your favorite article of clothing?



Cassandra Lotker

Mr. Corey Block, second-time winner of best-dressed teacher, emphasizes the importance of shoes and accessories when planning an outfit.

CB: I actually can't choose one, I have to have two favorites. The first is a really, really, really comfortable pair of Mavi Jeans. The second would have to be a black, Calvin Klein sport jacket.

AS: What, in your opinion, can either make or break an outfit?

CB: SHOES! Shoes and accessories are really key to putting together an outfit. A great outfit with the wrong, or "dorky" pair of shoes kills the whole thing. Take today, for example. On this 90 degree day, I took a leap and wore season appropriate loafers with no socks. Tiny details make a world of difference. Little details for men are more important because us boys have so few accessories. It's not like we wear makeup or jewelry.

AS: Who picks out your clothing?

CB: I pick out my own clothing actually. I even help my wife decide what to buy when she is shopping.

AS: Obviously, you are in tune with the latest trends. What about fashion really makes you mad?

CB: I am really disappointed when I see a man wearing a nice suit with a digital watch. A dressy suit does not belong with a rubber sport watch.

AS: What is your favorite store?

CB: I would have to go with Nordstrom Rack. Their clothes are good quality and fashionable. Obviously, as a teacher, I need to shop discount. Again, I am really flattered that Port chose me for the second year in a row. This is such a stylish area and they chose me.

Mrs. Renee McClean also took a break from her busy schedule to speak with me about her new-found fame. While I was talking to her in her black eyelet summer dress from Zara, she shared with me some of her fashion secrets and pet peeves along with some fashion "no-nos."



Liz Corkett

Mrs. Renee McClean, here wearing a fashionable white ensemble, was this year's female winner.

AS: How do you feel about being selected as this year's best-dressed teacher?

Renee McClean: I am totally honored... I'm flattered that students would even notice.

AS: What is your favorite color when it comes to clothing?

RM: Black—it goes with anything, and everybody looks good in it. Black is such an elegant color, but better yet, it slims you down.

AS: When you put together your outfits, how do you choose what goes together? What is your focal point?

RM: First I think about the actual article of clothing that I will be wearing and what color and pattern it is. Then, I work from there choosing accessories and shoes around it.

AS: What is your favorite article of clothing?

RM: I guess it would be a blazer—you can dress it up or down. Blazers can make a pair of jeans look elegant or you can dress it down for a more casual look.

AS: What bothers you about fashion?

RM: It really bothers me when people wear things that don't fit them properly. Please make sure it fits you! Also, mismatched colors and patterns are my greatest pet peeves. It is good

to be bold—pink with chocolate brown is a great combination, but pink paired with

red is just too loud! And last, but not least, it bothers me when people wear sandals without a pedicure. If you are going to expose your feet, make them look nice!

AS: If a student were to see you outside of school, what would you be wearing?

RM: Probably jeans with a dressy top, loafers or flats. I can't stand sneakers. They are only appropriate in a gym if you are working out.

AS: When you go shopping, where are your favorite places to go?

RM: I love Zara, Bloomingdale's, Tahari in SoHo, and Banana Republic. I really do see the importance of dressing well for my students. It is important for teachers to be role models. It definitely makes a difference.

So, Schreiber students, you chose wisely. Both of the winners have their own personal style that apparently got them noticed by the students here. Whether they are going to their 6th period Literature class or AP American, Mr. Block and Mrs. McClean always strut their stuff in style. Until next year, the dazzling duo will reign with the title of Best Dressed Teacher.

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THE SCHREIBER TIMES THURSDAY, JUNE 8, 2006

Schreiber's spring concerts end the year on a high note

Spring Concert I

BY Andy Werle
A&E Editor

Kicking off the end of the year performances, the music department staged the first of two spring concerts. The musical program featured the symphonic orchestra, choir, and concert band. With the recent passing of the budget, the concert had an especially joyous atmosphere. Principal Jay Lewis recognized the importance of the music program, noted its distinguished accomplishments, and expressed his pride in the budget's success before the performances began.

The symphonic orchestra, conducted by Mr. Anthony Pinelli, began the performance with the National Anthem. The crisp rendition was well received by the audience, and many audience members actually sang along. This enthusiasm continued throughout the entire show.

The orchestra continued its performance with Tchaikovsky's "Andante Cantabile," a challenging selection that was originally arranged for a string quartet. Nonetheless, the symphonic orchestra upheld the tonal and dynamic subtleties that would be expected in a professional quartet's performance of the arrangement. This piece was the only other piece performed solely by the orchestra, but it gave the group a chance to showcase its skill and musical maturity.

Select members of the concert band then took the stage to join the orchestra for the concert's highlight—the performance of "Jupiter, the Bringer of Jollity" from Gustav Holst's suite *The Planets*. Long and loud, "Jupiter" was perhaps the most challenging piece attempted in the entire performance. Featuring an unrelenting, erratic, and technical string part and an explosive contribution from the brass, horns, and percussion, the piece required significant dedication from every musician. Climaxing with a rapid bass line and an overwhelming crescendo, Jupiter left the audience awestruck and set a high standard for the rest of the ensembles.

The choir was next in the program, and, as the members took the stage, the audience felt a palpable transition to a more intimate and relaxed atmosphere. The first piece in the choir's repertoire was a rendition of Billy Joel's "For The Longest Time," arranged by

Roger Emerson. The famous pop song resonated well with the audience and garnered instant appreciation for the choir, especially during the solos performed by David Gelb and Max Schwartz.

Next was a very different selection, Bach's "Sanctus in D Minor," performed in traditional Church Latin and accompanied by junior Catherine Fish and senior Sinsub Jeong on the violins and junior Adam Johnson on the cello. In a smooth transition, the choir broke into "Amor De Mi Alma," written by Z. Randall Stroope, which featured beautiful lyrics from a love poem by Spanish author Garcilaso de la Vega.

The program's variety was accentuated by the next selection, a gospel piece by Houston Bright titled "I Hear a Voice A-Prayin'." The upbeat, catchy song was another hit with the audience. The choir's ambitious program was concluded with "Heart, We Will Forget Him" by James Q. Mulholland. The simultaneously elegant and moving selection featured a women's choir and a contribution from a French horn player Cassandra Distilli, as well as lyrics by poet Emily Dickinson.

The concert band was the last group to perform that night. The band's selections were more varied and elegant than traditional band repertoires, which are usually dominated by marches. The group opened with "Fanfare and Allegro" by Clifton Williams. This was certainly a highlight of the band's performance, marked by an overwhelming introduction that moved into an elegant statement by the woodwinds. By the time the piece reached its powerful conclusion, the concert band had surely established itself at the same level as the previous two ensembles.

The next piece was "Italian in Algiers" by Gioachino Rossini. This piece, the moving overture of an opera, was impeccably interpreted by the band. The band concluded its performance and the entire concert with selections from Percy Grainger's "Lincolnshire Posy." The lengthy selection was a moving selection, echoing the energy and professionalism of "Jupiter" and wrapping up the night's proceedings.

"I liked this piece the most, especially the sixth movement. I think the tonal contrasts in all four movements of the piece really reflected on the entire concert and concluded it very well," said junior Nikki Pond.

BY Damian Bidikov
Assistant A&E Editor

Continuing a streak of fabulous performances, the Schreiber music department put on a stupendous show for the final spring concert of the school year on May 24. The string and freshman orchestras performed alongside the chorus, symphonic band, and jazz band. This concert also featured many musicians in small groups or solo performances.

Mr. Anthony Pinelli's string orchestra began the proceedings with a warm rendition of the "Star Spangled Banner," filled with more audience participation than in the earlier winter performance. Next came Johann S. Bach's "Brandenburg Concerto No. 3," a much more complex piece that required the orchestra members to pay close attention to dynamic and tonal changes, a feat which they accomplished beautifully.

The energy was apparent after the "Concerto," but the mood changed with the "Brevard Sketches" by Elliot Del Borgo. The piece was in a minor key and had a slower tempo than the previous selection.

The next piece, Beethoven's "Adagio Cantabile," was a gentler song than the rest, regaining the mood established after the first two

tunes. The finale, the fourth movement of "Simple Symphony" composed by Benjamin Britten, was indeed an excellent ending to the orchestra's program—satisfying and exciting.

"We really pulled it together in the end," said sophomore Julia Catalano. "We improved a lot since the last concert."

The chorus, directed by Mr. Philip Glover, took the stage next and performed four numbers. The first song, Raymond Hannisian's "Moving On," was a solid effort in which the chorus sang as a united entity. "Sing We Enchanted," by Thomas Morely, was a period piece that featured a freshmen trio of Jeremy Geller, Sarah Sidford, and Kari Sorensen. The third tune, "I am but a

Small Voice" by Roger Whittaker, was an inspirational song that was meant to uplift the audience. The finale of the program was "I'm Gonna Lift my Voice and Sing," a gospel tune featuring freshman soloist Skylar Volpe.

The freshman orchestra, directed by Ms. Carol Vaccariello-Garofalo, performed three songs in the concert. Shirl Jae Atwell's "Driften" was the first song of their program and was light and enjoyable. Although misplaced, "Symphony No. 8 in G Major Op. 88" written by Antonin Dvorak—originally written as a finale—was a lively and up-tempo piece. The final number in their program was Soon Hee Newbold's "Fantasia Española," which was the third solid performance of the entire night.

Mr. Jeffrey Byrne's symphonic band played next, opening with James Swearingens' "Seagate Overture." It was dramatic and kept the audience interested with dynamic and tempo fluctuations.

Alfred Reed's "A Festival Prelude" followed. Starting out slow, the piece's tempo increased as the song went on. "Americans We" by Henry Fillmore was a classical march that was fitting for the end of the band's program.

Sophomore Avi Blum was satisfied with the band's performance. "We played well, but I think that we played the first song the best," he said.

The final act of the evening was the jazz band, directed by Weber's Mr. Robert Moore. Opening with Sammy Nestico's swinging "Switch in Time," the group showed off the importance of fundamentals in this complicated tune. The peaceful "Good Enough to Dream" by Bob Lowden featured a call-and-response between the piano and guitar. The final song of the evening was the funky "White Heat" by Jeff Jarvis, which featured solos by senior saxophonist Andrew Gross as well as fellow sax player, sophomore Mara Hollander. The tune was concluded with two roaring guitar solos from senior Andrew Hock and sophomore Andy Werle.

"I think we did pretty well," said sophomore Aaron Silberstein. "It was a good way to end the year."



Freshman Skylar Volpe performs solo with the chorus.

Shakespeare returns

Drama Club performs modern takes on Macbeth and Hamlet

BY Rebecca Sander

Senior A&E Editor Emeritus

The Drama Club said farewell to its seniors with a performance of Tom Stoppard's *Dogg's Hamlet and Cahoot's Macbeth*. Directed by Mr. Mark Gamell, the Drama Club advisor, and juniors Fredi Bernstein and Katherine Hughes, the play appealed to the comic intellectual in all of us. Following the Shakespeare Day festivities, the Drama Club continues to display unique interpretations of the famous bard.

The production opened with *Dogg's Hamlet*. Spoken entirely in the fictional language "Dogg," the play was understood through the actions of the characters. In the first half of this play, the characters went through the actions of a ceremony and set up a set for William Shakespeare's (played by senior Jeremy Frank) *Hamlet*, starring senior Brandon Bushey as Hamlet. The abridged play was comical to watch, especially for anyone who had read *Hamlet*. Hitting on the key points of the play, such as Hamlet's most famous "to be or not to be" soliloquy, the Stoppard version seemed to mock a classic of modern theater. The purposely "poor acting" also added a comic edge to the production.

While the first portion of the play was confusing, it was also entertaining, mostly due to the actions of Easy (senior Sarah Pickering) as she helped build the set for the play. Although the language barrier made the play somewhat difficult to understand, the play was still funny, which sent a strong message about the

role of language in communication.

The second act of the play was *Cahoot's Macbeth*. This play was set in an underground playhouse, the home of the Hostess (senior Kelly Moran). During the intermission, Moran, already in character, came around to the audience members giving them a secret message, inviting them to her underground play. The message was secret because the play was set in Czechoslovakia as the police were rounding up intellectuals, writers and other academics and expelling them from the country. Consequently, in the middle of the performance, an Inspector (senior Jacob Handelman) bursts into the playhouse and requires the actors to perform for him or face arrest.

The play continues, starring Macbeth (senior Tom Lisi) and his wife and partner in crime, Lady Macbeth (senior Elyssa Jakim). Both Lisi and Jakim performed their roles well; they were convincing both as the Macbeths and exasperated actors trying to make a living in a totalitarian society.

At the end of the play, Easy (Pickering) returned to the stage and the play morphed back into *Dogg*. As Easy tried to convey her message to the confused characters, they gradually began to understand her, leaving the audience to once again understand the play through action, rather than language.

From the costumes to the production, the Drama Club performance of Stoppard's dual play *Dogg's Hamlet and Cahoot's Macbeth* was entertaining and well acted.

Port diversity on show

Photo exhibit shows struggles and triumphs of immigrants in town

BY Jordan Lewis AND Andy Werle

A&E Editors

Port Washington is a diverse town where you see people of different colors and ethnicities walking down the halls of Schreiber every day. Around town, many parents, shop keepers, and residents are immigrants who moved to America and ended up in Port. On June 5, the photography department opened an exhibit, compiled by students, called *One Port, Many Faces* which featured the photos of students and community members who are immigrants to America.

Most of the pictures are accompanied by a quote which tells a story about a specific struggle or triumph the subject of the photo faced when they immigrated to America. Junior Christina Ferro's portrait of Rabbi Noteh Golvaver was paired with the Rabbi's testimonial: "We left my home country of South Africa because my parents were trying to leave racial discrimination, and they didn't want my brother and I to be in the South African Army."

Junior Ben Jaffe's profile of Mrs. Yamaguchi, the proprietor of the popular Port Washington restaurant, reveals her successful transition to Port and the opportunities that America has given her.

"When one sees Mrs. Yamaguchi at the restaurant, she always has that dignified, proud look of one that has achieved the American dream," said Jaffe.

"I chose to use [senior] Erez Bar-Levy as a subject because I knew a little about his story and I wanted to know

more," Senior Gaby Monsanto said. "He achieved what he wanted by getting into Binghamton and I wanted to show people what he accomplished."

The exhibit could not have come at a more relevant time. With immigration a hot political issue, it is necessary to step back from the politics of the situation and appreciate the diversity that makes our country unique. *One Port, Many Faces* is a powerful exhibit that highlights the American experience. Every Schreiber student should stop by for a peek before summer break.



David Baer

Rabbi Noteh Golvaver came to America to escape racial discrimination.

Pops Concert gives musicians a chance to let their hair down

BY Max Lewin

Assistant A&E Editor

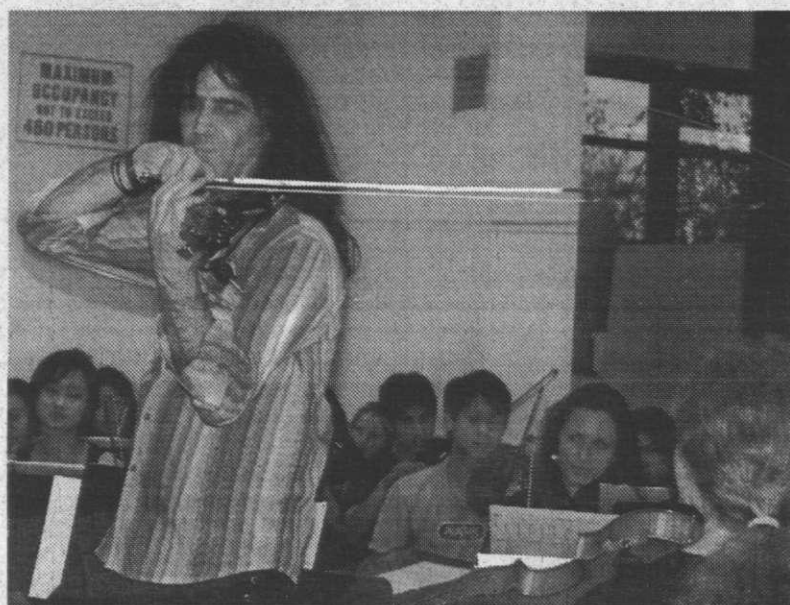
Although Schreiber's musical groups play mostly classical and traditional music through the majority of the year, every June Schreiber's budding musicians get the chance to play more contemporary and popular songs at the highly-anticipated Pops Concert. This year the concert featured the symphonic orchestra, jazz band, choir, and various solo performances by students.

As a special treat, Port Washington resident and world renowned electric-violinist Mark Wood performed with the symphonic orchestra. They performed a version of Jimi Hendrix's "Purple Haze" which Wood himself had arranged and a string arrangement of Eric Clapton's "Layla." Wood also performed part of the Van Halen classic "Eruption" solo. In both songs, Wood played a solo accompaniment and the orchestra was backed up by their conductor, Mr. Anthony Pinelli, on electric bass, and English teachers Mr. Corey Block and Mr. Joseph Corbo on guitar and drums, respectively. The orchestra also performed "Save the Best for

Last," originally recorded by Vanessa Williams, accompanied by senior Leslie Krotman.

The choir, as an ensemble, sang "All That Jazz" from the musical

Chicago with senior Jake Handelman on trombone, junior Brian Courage on bass, and sophomore Aaron Silberstein on drums. A group of male students led by senior Phil Fleisher sang



Liz Corkett

Schreiber alumnus Mark Wood performed two classic rock songs with the symphonic orchestra and played one epic solo on distorted electric violin.

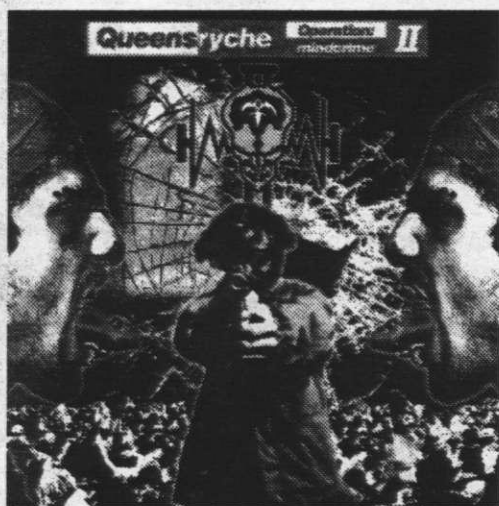
"Eye of the Tiger" by Survivor. One of the highlights of the evening was seniors David Gelb and Greg Ormont performing Simon and Garfunkel's "The Sound of Silence" accompanied by senior Johnny Marx. Senior Claire Talcott performed "Conversation" with the help of many accompanying young ladies. Senior Kelly Moran played piano while sophomore Jesse Zeidman and juniors Fredi Bernstein and Allie Schenkler sang "The New World" by Jason Robert Brown. Junior Tobias Eppler sang and played piano on his own composition "The Time I Saw You."

"It was very enjoyable and it was nice to have a change of genre," said Schenkler. "It was more casual and chill than our other concerts."

The jazz band played three tunes. Their performance started with "Soul Bossa Nova" by Quincy Jones with a solo by junior Kayla Feather. They also performed Aretha Franklin's classic "Respect" to great applause. They closed the concert with the funk classic "White Heat", including a saxophone solo from sophomore Mara Hollander and ending with a guitar solo by sophomore Andy Werle.

Music Box

Queensrÿche: Operation: Mindcrime II



BY Andy Werle

A&E Editor

In the late eighties and early nineties, few bands were as famous or popular as Queensrÿche. Although the band was grouped with the multitude of hair metal bands, the group was actually a more progressive band that liked playing complex music. Often called the "thinking man's metal band," Queensrÿche released a critically-acclaimed concept album called *Operation: Mindcrime* in 1988. The album was about a rogue youth named Nikki who gets arrested after being a brainwashed hit-man for a politically ambitious leader.

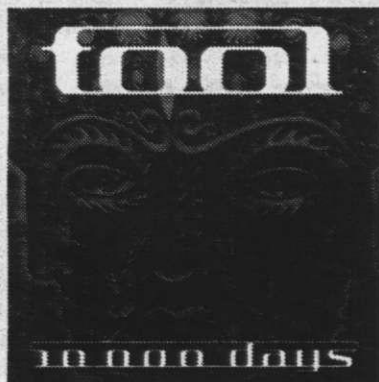
The band released the long-awaited

sequel *Operation: Mindcrime II* on Apr. 4 to mixed reviews. Taking place eighteen years later, the same amount of time as that between the two albums, the story takes up after Nikki is released from prison. Although the album contains heavy rockers filled with singer Geoff Tate's herculean vocals, the songs fail to live up to the album's classic predecessor. The first single and video released from the album, "I'm American," is a decent rock song with some savage riffery, but the two real standout tracks are "The Hands" and "Re-Arrange You."

One main difference between the two albums is the loss of guitarist Chris DeGarmo, an accomplished soloist who was replaced by Mike Stone in 1997. DeGarmo came up with many of the riffs that made Queensrÿche special. Another striking difference is in the quality of production—the production on the first *Mindcrime* was crystal clean and all the instruments were at the perfect volume. Unfortunately, the sequel is tarnished by muddy sound.

Despite these shortcomings, the album definitely hits its target. The story is completed, and there are some very rocking moments along the way, but nothing can live up to the band's first *Operation: Mindcrime*.

Tool: 10,000 Days



BY Nick Otte

Contributing Writer

California rock band Tool released their masterpiece *Aenima* in 1996. The band shocked America and the world with their dark, heavy, and beautiful opus. Ten years later, on May 2, 2006, Tool unleashed their fourth studio album, *10,000 Days*, which drew many favorable comparisons to their 1996 masterwork.

The members of Tool are all from different areas of the United States, but ended up in Los Angeles at the same time. Although each member moved for his own reasons, their similar musical interests made for a promising underground art-metal band. This year, they proved that they can continue to bring their own unique and original sound to their devoted audience.

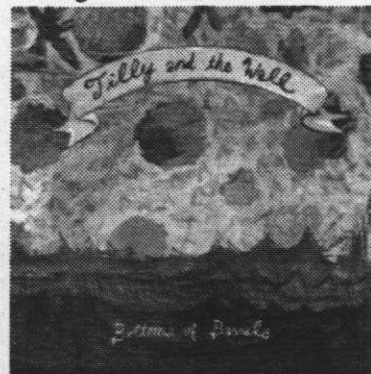
The album was named in memory of

lead singer Maynard James Keenan's mother who was paralyzed in an accident and died ten thousand days later. The record opens strongly with the instant classic "Vicarious," a song true to the vision of Tool. *10,000 Days* continues to impress with "Jambi," a

“Every song on this album hits its target of bringing the listeners something they have never heard, which is usually something incredible.”

non-stop hard rock attack. "Rosetta-Stoned" follows as a long metal track, almost considered a symphony. Supposedly, the song is about a man on an LSD "trip" that, depending on the interpretation of the listener, is very bad or very good. Every song on this album hits its target of bringing the listeners something they have never heard, which is usually something incredible.

Tilly and the Wall: Bottoms of Barrels



BY Jordan Lewis

A&E Editor

Known for upbeat and catchy tunes, Tilly and the Wall (signed to Conor Oberst's label Team Love, the sister label of the well-known Saddle Creek Records), has just released their sophomore album *Bottoms Of Barrels*.

Following their beloved debut album *Wild Like Children*, this new record

definitely demonstrates the potential to be as successful as Tilly's first. The band's originality doesn't only come from its charming lyrics and beautiful harmonies; their replacement of the drummer with an amplified tap dancer certainly makes them unique. Of course, the sound of the second album isn't identical to that of the first, but it has definitely changed for the better, so Tilly fans will definitely not be disappointed. "Rainbows In The Dark" is the opening track and the perfect first look of what the album has to offer to the listener. The track is not only cheery, but it is also accompanied by profound lyrics. This new album creates the contagious and inevitable desire to dance, sing, and (although it's cliché) makes the listener feel young, free, and rebellious. Whether it is the clapping and stomping, the cheering, or the sweet voices, you will not be able to resist the tunes of Tilly and the Wall.

Taking Back Sunday: Louder Now



BY Jordan Lewis

A&E Editor

Taking Back Sunday, a pop/punk band from Amityville, Long Island, used to be signed to the now prominent indie label, Victory Records. The band's new studio album, *Louder Now* released on Warner Brothers Records, marks the band's growing popularity, as they have outgrown their indie label roots.

The band's first record, *Tell All Your Friends*, released in 2002, was by far their strongest, boasting tracks such

as, "Cute Without The 'E' (Cut From The Team)," "You Know How I Do," and "Timberwolves at New Jersey."

The band's second studio release in 2004, *Where You Want To Be*, was given more airplay and pushed by the commercially friendly single, "A Decade Under The Influence." The album sold more than 163,000 copies and hit #3 on Billboard 200. The success of *Where You Want To Be* put TBS on the map and ultimately forced them to leave Victory Records.

Louder Now is TBS's response to the growing popularity of emo music. Since 2004's *Where You Want To Be*, bands like Hawthorne Heights and My Chemical Romance have destroyed the pop/punk scene with their overly emotional vocals and vomit-inducing lyrics. TBS's new album presents a more polished version of their last two. The songs are simpler and shorter, with most immediately leading into the chorus. Key tracks include: "MakeDamSure," the first single, and "Error:Operator."

Chamillionaire: The Sound of Revenge



BY Melis Emre

Assistant Opinions Editor

Recently, the twenty-seven year old rapper Chamillionaire (also known as King Koopa or The Mixtape Messiah) released his latest album, *The Sound of Revenge*. Although the album is best known for the smash hit "Ridin'," (which just jumped up to the #2 video spot on TRL and the number one slot on the US Hot 100) it also showcases some of Chamillionaire's best work yet. The

combination of heavy, pulse-pounding arrangements and Chamillionaire's signature voice quality is enough to get anyone up out of their chair.

In addition to "Ridin'," the album also features the incredibly infectious song "Turn it Up" and the machine-gun marked title track "The Sound of Revenge." In addition, several guest rappers make an appearance, including Chamillionaire's long time friend Lil' Flip and renowned Texas artist Bun-B. Despite the guest appearances, the album is entirely Chamillionaire's style. His well-known ability to seamlessly change tempo over the course of a single song is highlighted throughout many of the tracks, as is his reputation as an excellent lyricist. He also displays his obvious talent as a songwriter and an emcee, often harmonizing with himself by producing two or three vocal tracks simultaneously. All in all, the lively and energetic album proved to be incredibly catchy, and continues to climb the charts to the #1 album spot.

The Da Vinci Code disappoints many moviegoers

by Jordan Lewis

A&E Editor

SPOILER ALERT

What is the biggest cover-up in human history? Was Jesus really the Son of God? Ron Howard's adaptation of Dan Brown's number one bestseller, *The Da Vinci Code*, ambitiously tries to answer these controversial questions.

Premiering at the Cannes film festival on May 17 with huge expectations, *The Da Vinci Code* had all the makings of a Hollywood blockbuster, with Tom Hanks as Robert Langdon, Ian McKellen as the cunning Church-buff Sir Leigh Teabing, and Audrey Tatou as the attractive leading female Sophie Neveu. In addition to the Hollywood cast, the film had an unlimited budget and an already interested fan-base from the book.

The film arrived amid a flurry of media attention plugging its controversial message; however, no one had really seen the movie before the debates began. Due to Columbia Pictures' marketing strategy, no one was allowed to see the film until it was released, resulting in heightened curiosity and interest.

The film follows the story of Robert Langdon, a professor of symbology at Harvard University, as he is called to the murder of Jacques Saunière at the Louvre Museum in Paris. Sophie Neveu, the granddaughter of Saunière, meets Langdon and convinces him

that her grandfather's murder is more complicated than he thinks. The two travel around Europe as they try to unravel the mystery that Sophie's grandfather left them in his dying message. As they learn more about the real identity of Saunière, the characters unintentionally become involved in a long-standing religious war between a rogue group within the Catholic Church called Opus Dei and a group called the Priory of Sion.

In the book, Brown portrays Opus Dei as an evil cult bent on destroying anything that could diminish the power of the Church. However, numerous sources including Opus Dei itself have challenged this assertion. Before the movie was released, Opus Dei released two statements rejecting the "deformed" image that Brown paints of them. In the statements, they asked Sony Pictures to remove scenes that portray them in a negative light.

Perhaps Opus Dei has a point. In the film, Silas, the frighteningly pale albino monk played by Paul Bettany, is portrayed as an inhuman serial killer, who performs self-torture in order to affirm his piety. In what is likely the film's bloodiest scene, Silas pushes a cilice, a metal chain with spikes attached to it, into his leg, then whips himself with something resembling a cat o' nine tails. The violent portrayal of Opus Dei is at least exaggerated and sensationalized, as many sources have confirmed that the group is merely a more conservative sect of Catholicism.

In the film, Opus Dei and the Priory of Sion fight for the protection and preservation of the most closely guarded secret in history, which Dan Brown asserts is that Jesus and Mary Magdalene were married and conceived a child before he was crucified. Brown then goes on to say that Mary fled to France after Jesus was crucified and gave birth to a daughter named Sarah. The story re-interprets history and claims that the real Holy Grail was not a cup, but Mary Magdalene's womb.

Dan Brown writes that the Priory of Sion, a society created as a hoax in 1956 by French intellectuals, was actually founded thousands of years beforehand to protect the identity of Christ's bloodline. We learn that the four murders committed at the beginning of the film were actually the four leaders of the group and that the Priory is still an active organization with its ancient headquarters in the basement of a creepy old Church.

The reason that the film has caused so much controversy is that it challenges the Church's authority over the identity of Christ. Ever since its inception, the Roman Catholic Church has asserted that Christ is the divine Son of God. However, Ian McKellen's character, Sir Leigh Teabing, challenges this commonly held belief. In his most interesting scene in the movie, Teabing claims that Jesus intended Mary, not his male followers, to continue his legacy after his death. Teabing also challenges the divinity of Christ by claiming that the

creators of the Church actually made up Jesus' status as the Son of God. Teabing describes Jesus as a mortal man who lived a virtuous life that others should emulate.

The film does a good job of selling these accusations. Brown's creative use of research makes the film seem like a historical piece, incorporating flashbacks of historical events into the plot line. The use of history and conspiracy make the viewer want to believe the film; however, many of the accusations are far too exaggerated to actually be credible.

Overall, the film is weak. There is more character development in a children's book than there is to be found in this film. For an actor with such a reputable history, Tom Hanks offers a mediocre performance, and Ron Howard soils his reputation by even being associated with this film. Hanks is not believable and rather stiff as a brainy professor, and should perhaps stick to playing characters on deserted islands.

Cast selection was another issue. Hanks, at forty-nine years old, seems better suited to play Tatou's father than her peer. The awkward sexual tension between Hanks and Tatou also makes the film extremely uncomfortable to watch.

Overall, it just makes more sense to read the book because it does a more thorough job of explaining the story than can be condensed in a two-hour film.

Humans and mutants battle in *X-Men: The Last Stand*

by Max Lewin

Assistant A&E Editor

The genre of comic book films is a very fickle one.

Some movies can succeed on the strength of their complete faithfulness to the style and plot of the comic. Others can deviate significantly from the formula of the original source, but still become good movies on their own cinematic merits. Still others can find a happy medium by combining the comic's style with a unique plot that deviates from the original comic version.

X-Men: The Last Stand, directed by Brett Ratner, does none of these things. The latest installment in the previously respectable series of comic-to-movie crossovers is a crass orgy of explosions and special effects that is neither faithful to the original comics nor a particularly good movie in its own right.

The *X-Men* comic book series, which started in 1963, has been a hallmark of the American comic book scene for nearly as long as other classic fixtures such as Spiderman and Daredevil. It centers around a group of mutants with superhuman powers derived from the "X-Factor gene" (which also provides the origin of their name) who fight evil and protect the rights of mutants everywhere under the tutelage of Professor Charles Xavier. The comic has been noted for its allegorical nature, often pertaining to real world social issues such as racism, homophobia, and anti-religious sentiment. While the comic has been lauded for its socially conscious nature, any chance to draw

such a connection in the movie (and there are ample opportunities in the plot) is squandered.

Though the *X-Men* comics are cartoonish, even by comic book standards, *X-Men: The Last Stand* is full of over-the-top moments that lack

loosely weaving together two disparate plot threads from the paper version. On one hand, the extremely powerful mutant, Jean Grey (Famke Janssen), who was thought to be dead after events in the second *X-Men* movie, is discovered in a reborn but mentally unstable form by



Angel (Ben Foster), the mutant son of the inventor of the cure for the X-Men, flees out of fear of losing his mutant abilities.

the charm or authenticity of a comic book. While a movie like *Sin City* truly preserves the visual style of the comic in the transition from paper to film, *X-Men: The Last Stand* fails to import a style reminiscent of the comic, and yet also fails to establish a unique style of its own.

The plot of *The Last Stand* is a typically absurd comic book affair,

her lover Cyclops (James Marsden). The other plot line involves the development of a cure to the mutant gene, which polarizes the mutant community—some would like to be cured, while others are proud of their abilities. Somehow the two major mutant organizations, one led by the telepathic Professor Charles Xavier (Patrick Stewart) and the other led by the not-quite-evil-but-thoroughly-

Machiavellian Magneto (Ian McKellen), get mixed up in both of these affairs. The climax is a confusing conflict in which the good mutants and the humans fight the bad mutants, who are attempting to overrun the pharmaceutical plant which produces the mutant antidote. The Golden Gate Bridge gets ripped up, and waves of computer-generated humans and mutants clash, exchanging antidote-filled darts and various improvised projectiles by virtue of telekinesis.

Visuals are one of the movie's few selling points, and they are indeed impressive. Fire and ice flow beautifully from the hands of Pyro (Aaron Stanford) and Iceman (Shawn Ashmore), waves of telekinetic energy ripple fantastically around Jean Grey (as she inexplicably melts away everything around her), and weather patterns manipulated by Storm (Halle Berry) float convincingly around the sky. However, they fail to induce the wonder that the visuals in the first two *X-Men* movies did, as the techniques are no longer as revolutionary or impressive. As for the other elements of the movie's composition, they are strictly mediocre. The writing is tainted by the occasional action-movie cliché, and the acting is, on the whole, not very spirited.

Fans of action movies and impressive graphics will probably enjoy *X-Men: The Last Stand* for its well sequenced action scenes and impressive special effects. However, fans of the comic books or viewers looking for a high quality cinematic experience will most likely be disappointed, as the film establishes neither an authentic nor a novel feel.

VIKING SPORTS

Magic runs out in Nassau Semis

BY David Baer
Senior Sports Editor

After escaping the first round of the 2006 playoffs with a win against the Syosset Braves, the Port Washington Lady Vikings took the momentum and ran with it. Unfortunately, they ran right into a stronger Massapequa team. The Cinderella-like Lady Vikings had their clock strike midnight in the Nassau Class A semi-finals against Massapequa as Port finished strong with a 5-9 overall record.

Since Port began their season with a grim 0-5 record, the semis seemed like a bit of a stretch for this Lady Vikings squad.

With four games remaining in their regular season, Port was in dire need of a few victories to build on their points total, which would be a factor in determining their playoff situation. The date was May 6, and the opponent was the lacrosse powerhouse, Farmingdale.

Despite allowing three goals within the first two minutes of the game, the Lady Vikings stayed tough, fighting back against the Dalers, and drawing the score a bit closer before the half. It was 6-5 at halftime, and it seemed like Port had a shot against the feared Dalers club.

The second half did not go the way Port hoped it would. Instead, the Dalers came to show who they really were. Dalers' junior Jillian Cerar went for a career high six-goal performance as Farmingdale won by a score of 14-6.

However, Port has nothing to be ashamed of. On Sunday June 4, Farmingdale edged Northport in the Long Island championship 6-4 to move onto the state Final Four for the first time since 2002.

In Farmingdale's game against Northport, it was, once again, Cerar who had the assist with fifty seconds

remaining in the game to clinch a Farmingdale victory.

In spite of the loss to Farmingdale, Port finished the regular season with a 3-3 record, and carried the momentum of a season revived into the playoff battle with the Braves. Despite the fact that All-County junior Lauren Brown, Port's 2006 leading scorer, went scoreless in round one, the Lady Vikings rallied behind senior co-captain Sarah Weiss and her season-high six goals to pull off a 10-8 win.

"After a bumpy season, it felt really rewarding to be able to come up on top [against Syosset], and advance to the Nassau Semi-Finals," said Weiss. "The best part of all was the relief I felt, knowing that I would be able to play with my teammates the next day at practice, and in at least one more game [before graduating]."

The win against Syosset pushed Port into the semis against Massapequa.

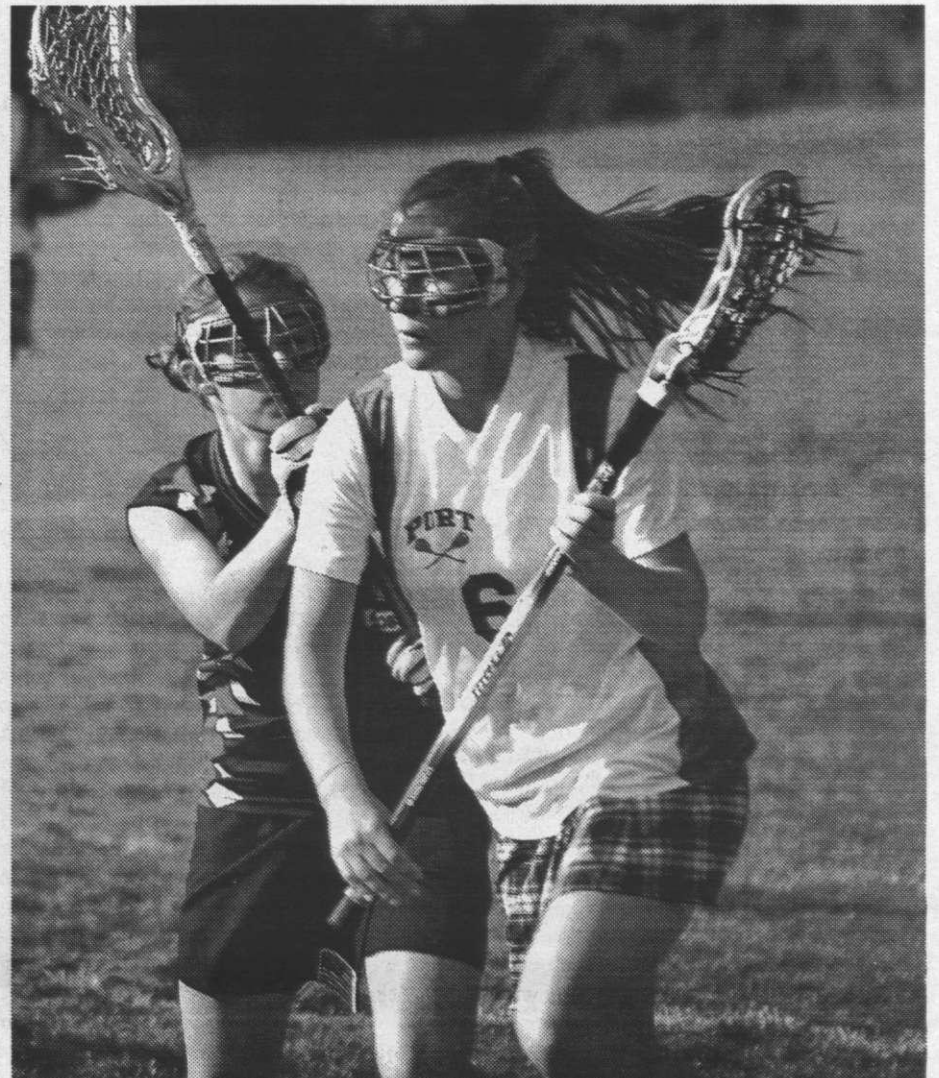
When the two teams squared off on May 20, Massapequa jumped out to an early 5-0 lead, and never turned back. They won the first half battle 9-3. Entering halftime, Port had a lot of work to do.

"They were beating us on the draws, double and triple teaming us all over the field, and kept scoring early, and we felt as if we were just getting buried into a deeper hole each possession," said Weiss.

"It was especially emotional for me, as a senior, because as each minute passed, I could see the end of my lacrosse career at Schreiber nearing closer."

Although they played much better in the second half, tying 4-4, it was not enough to earn the 'W' as Massapequa cruised to a 13-7 win, and subsequently earned themselves a shot at knocking off Farmingdale.

Like many teams this season, Massapequa was unsuccessful, losing



David Baer

Junior Alissa Potter cradles the ball up the field while battling for position against a Syosset player in the first round of the playoffs.

11-4, as Cerar lead the Dalers in scoring by putting on a three-goal performance.

Junior Christina "CC" Carrington, despite only scoring one goal in each of Port's games, was the only Lady Viking to score in every single game of the season. Brown finished the season with forty-one goals; Weiss had thirty one;

junior Alissa Potter had twenty-nine; Carrington finished with twenty-three.

"It was a great season," said junior Emlyn Diakow. "We struggled, but then we fought back. Making the playoffs capped off a terrific run to close [the season.] With the young talent that we have now, next year will be great too."

"Red Devils" take inaugural indoor league title

by Ben Jaffe
Editor-in-Chief

Apparently, Schreiber students just can't get enough soccer. Besides the varsity, JV, and JV II soccer teams and several travel teams, Schreiber has just made an addition with a spring indoor soccer league.

Organized by Varsity soccer coach Mr. Don Zuvich, the league has provided a competitive but recreational environment for Schreiber's arguably most popular sport.

This version of indoor soccer is known as futsal, a name derived from the Portuguese phrase futebol de salão for "hall soccer." The game involves two teams of 5, who compete on a basketball-court-sized field. A heavier ball is used, which encourages quick ball movement and precise control.

The indoor league, which began play in March, featured eight teams of about ten players.

The respective teams then competed each Saturday. The "Red Devils," which featured varsity starters senior June

Kim and juniors Ricky and Eddie Song, finished the season in first place, going undefeated in their six games. The scoring attack, led by the Song brothers, scored 44 goals and allowed just 16.

Team "Israel" consisted of three of the four starting varsity defenders: senior Brandon "Bobo" Schneider, and juniors Dan Goldin and Ben Jaffe. The team finished the regular season in second place, losing in week one 6-4 in a tight match against the Red Devils.

Israel was also the only team to feature Lady Vikings players, including senior Maggie Spreitzer, and juniors Michelle Doscas, Katrina Fahey, and Filiz Kipcakli.

"Cote d'Porte" and "Gunners" rounded out the top four, which then competed in a playoff for the championship in the A Bracket.

In the first round, Israel was matched up against Cote d'Porte and the Red Devils faced Gunners. Cote d'Porte took an early lead in their match, going ahead 4-0 against Israel. This was because of Israel's inability to defend against the Cote's quick style of

play.

Eventually, Israel came back with a goal by Goldin to tie the score at 7-7 with only fifty-four seconds remaining.

In overtime, however, Cote scored off a defensive miscommunication, and with that moved on to the championship game against the Red Devils, who won their game against Gunners.

Although their match remained close against the Gunners with the score tied 4-4 at half-time, the Red Devils eventually pulled away, relying on their experience and close teamwork, eventually winning 7-5.

The championship match was surprisingly close, considering that Cote was missing many of their players, which forced others to play out of position.

The Red Devils continued to rely on their great chemistry and quick ball movement in order to expose their mismatches against the depleted Cote side, and eventually pulled away to a 6-4 win.

Coach Zuvich originally created the league as a way for Vikings soccer

players to stay in shape during the spring season and prepare for the upcoming fall.

The indoor league was especially helpful for many juniors, including Goldin, Jaffe, and the Songs, whose travel team, The Port Washington Shock Wave, did not field a team this spring.

"Without a travel soccer team to play on this spring, I was worried that my abilities would diminish," said Goldin. "I probably wouldn't have even touched a ball, if it wasn't for Coach Zuvich's indoor league."

In addition to providing upperclassmen with a way to stay in shape during the off-season, the indoor league also gives underclassmen the opportunity to play with some of the current varsity players and get an introduction to the high level of play that they will face next year.

"Although it was definitely challenging to play with older and bigger players, it was a good opportunity to see what it is like to be on the varsity soccer team that I will be trying out for next fall," said sophomore Matt Mohr.

Athletes of the Month

Thomas Zebroski Dominique Burton

by Nikki Pond
Sports Editor

There are few people in this town who would not recognize the last name Zebroski. The two eldest daughters, Katie and Megan, now attend Harvard and Dartmouth respectively. As high school students, both were State Doubles Champions in tennis, elevating Port Washington's athletic reputation to an unprecedented level.

But this article is not about them.

It's about senior Tom Zebroski, the youngest member of the family, who has proven himself to be an exceptional athlete and a worthy candidate for this issue's Athlete of the Month.

Zebroski began playing baseball when he was five years old. Over the past thirteen years, he has been a key player for several different travel and school sports teams. Currently, Zebroski is the shortstop for the Bayside Yankees. Athletes from all over the Tri-State Area come to try out for this prestigious team. The end of the summer will mark Zebroski's fifth and last year on the team.

"Baseball has given me a great chance to meet new people and to compete

against some of the best players in the country," Zebroski said.

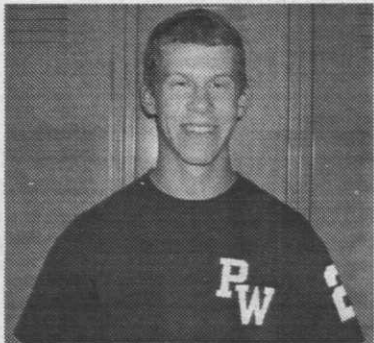
In the 2005 season alone, Zebroski traveled with his team to fifteen states to play games and participate in various tournaments. Though traveling is one of the positive aspects of playing on this prominent team, it takes up a lot of time.

"Baseball is very time consuming, leaving little time for anything else," says Zebroski. Since it is an eleven month "job," Zebroski keeps very busy with his baseball schedule. When spring rolls around, Zebroski says, "weekends are rarely spent at home."

Zebroski also plays shortstop for Schreiber's varsity baseball team, coached by Mr. Rich Greeney. A May 10 win marked Zebroski's last game as a three-year varsity player and two-year captain on the team. In 2005, Zebroski was the first junior in years to act as one of two co-captains.

In the fall, Zebroski will head down to Washington, D.C. to attend George Washington University. As a recruit, he will be playing baseball year-round for the university.

"I can't wait to play Division I baseball," Zebroski wrapped up. "It will be a once in a lifetime experience."



Michelle Doscas

Tom Zebroski will be playing baseball at George Washington University next fall.

by Jus Chadha
Sports Editor Emeritus

June celebrates senior Dominique Burton as the Female Athlete of the Month. She has consistently been the backbone of the Port Washington track team, reaching as far back as her years with the Weber team.

This spring, the Vikings concluded a successful season with many runners reaching the county championships, who include Burton. She received All-County recognition for the 100-meter race, triple jump, and also as the anchor of the 4x100 meter relay. Other members of the relay included juniors Ogechi Abara and Filiz Kipcakli and freshman Grace Choi, all of whom received All-County recognition, too.

Burton's high level of competition was first recognized in her sophomore year, her second year on the varsity track and field team, when she received All-County honors as a member of the 4x100 meter race.

"We had an enjoyable year on and off the track," said Burton. "The team improved significantly from last year. Even for a sport that can at times focus

on the individual, the team consistently was at a high level in terms of moral and intensity on the track."

As one of four captains this spring, Burton was depended on not only to win races, but also to provide veteran leadership to a very inexperienced team. Burton gained the respect of the team

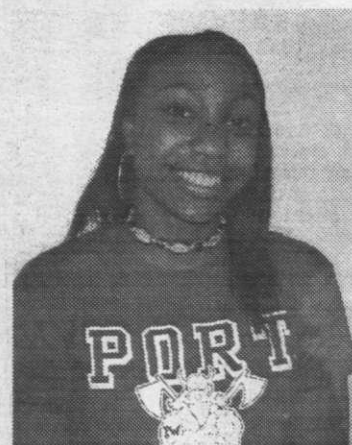
members through her leadership skills and her results on the track.

"We had a young team, but we didn't let that hold us back," said Burton. "Everybody on the team was committed to working hard at practice and putting forth effort at the meets."

Burton was a consistent performer and her effort has paid off. She will be attending Utica College in the fall to run track.

"I have had a lot of fun running for Port Washington throughout my high school career," said Burton. "I feel I have learned a lot of lessons as a teammate and person and I'm now ready for the next level as I progress to collegiate sports."

Missing Burton next year is certainly not something Schreiber's track team looks forward to. As the team loses Burton and its other seniors, the girls squad hopes to continue and build on the team's success next year.



Nikki Pond

Dominique Burton will be attending Utica College in the fall.

New class at Schreiber

Sports medicine with Rick Zappala

by Jeremy Gurewitz
Contributing Writer

Now that the school's new budget has recently passed, there will be a new course at Schreiber. Next year, students will be given the unique opportunity to take a class taught by the school's athletic trainer, Mr. Rick Zappala.

Mr. Zappala, a former athletic trainer at Hofstra University, was a member of the 1992 United States Olympic Team Sports Medicine staff in Barcelona, Spain.

Mr. Zappala also served as the head athletic trainer for the 1985 US team at the World Games for the Deaf in Los Angeles.

Mr. Zappala spent 22 years at Hofstra before joining the Schreiber staff. He is currently in his third year as the athletic trainer.

Many student-athletes at Schreiber regularly report to Zappala before and after their respective practices for assistance with injuries. The line for his services is often out the door, filled with students who are waiting to be taped or stretched.

The prospective class, titled "Sports Medicine," will have a broad syllabus, including injury recognition, taping techniques, injury rehabilitation, and wound care as it relates to athletics and sports.

When asked about the course, "Mr. Z." discussed the benefits it would have for students looking for prospects and ideas in the area of sports.

"I'm trying to provide a spark to interest people in careers," said Zappala. "The class will be broad so as to expose the students to the many health care professions."

This will be Mr. Zappala's first time teaching a high school class since he was a student teacher twenty-nine years ago.

However, his experience in the classroom is not limited, to say the least.

Mr. Zappala taught college courses at both American University and Hofstra University.

The sports medicine class will be similar to the courses he taught at the university level, only modified to be suitable for high school students.

The sports medicine class will be offered as an elective in the Health department, and will be timed to Mr. Zappala's schedule so he will be able to open the training room the same time he normally does: 1 o'clock in the afternoon.

"If you're interested in sports and health professions, it will be a great course to take to see and understand the medical side of sports," Mr. Zappala said.

Badminton finishes 9-3

Girls fall just short of playoffs

by John Forman
Sports Editor

Despite coming off two consecutive county championships, the badminton team was not able to live up to past years' success. Nevertheless, the girl's 9-3 record keeps them in the upper echelons of Nassau's Conference III, one of the more competitive conferences in the county.

The team did not make it to the playoffs this year, although several singles and doubles players participated individually in the conference and county championships.

The girls got off to a rough start, opening the season with a close 4-3 loss to Roslyn High School.

They later made up for the defeat when they beat Roslyn 6-1 in the team's seventh match. Port's victory over Roslyn was Roslyn's only regular season loss.

Port's other two losses came at the hands of Great Neck North High School, a consistent powerhouse in Conference III.

Great Neck North beat Schreiber 5-2 both times, with Schreiber's only match points coming from senior captain first singles player Laila Selim and second singles player junior Katrina Fahey.

Selim and Fahey were both undefeated this season, all the way

through the conference finals and county championships.

The two were Schreiber's only conference champions as well as the only Nassau County champions, feats both have accomplished in past years as well.

The team is made up predominantly of underclassmen. Selim was Port's only senior badminton player this year, finishing out her fifth year with the team. A strong foundation is in place for next year.

"With all things considered, we had a good year," said first doubles player sophomore May Wasilewski. "The team was very young, and we didn't have a lot of experience this year. Next year, we should be able to improve with most of our players returning."

Singles players Fahey and junior third singles Alyssa Epstein both plan on returning to the team next year.

It is likely that Fahey will be playing first singles in what will be her sixth year with the team.

The other eight starters will also likely be returning to the team, but with added experience.

With only one member of the badminton squad departing for college, the team looks to improve upon this year's success and regain the title of Nassau County Champions.

Silbert interns with trainer

By David Baer
Senior Sports Editor

Since the beginning of the winter sports season, which began in the first week of November, senior Maya Silbert has been doing an internship with Schreiber's athletic trainer, Mr. Rick Zappala, known to the athletes as "Zaps." Silbert, who is set to attend the University of Rochester in the fall, has been finding a way to balance learning about sports medicine, while having a good time with the athletes and peers whom she encounters on a day-to-day basis.

"I like working with medicine, and I was in [Mr. Zappala's] office everyday anyway, so he asked me if I wanted to intern," said Silbert.

Some of her daily routines consist of running the rehab programs, restocking the team's medical kits, filling the ice chest for injuries, cleaning the athletic tables, and work on the "Words of the Week."

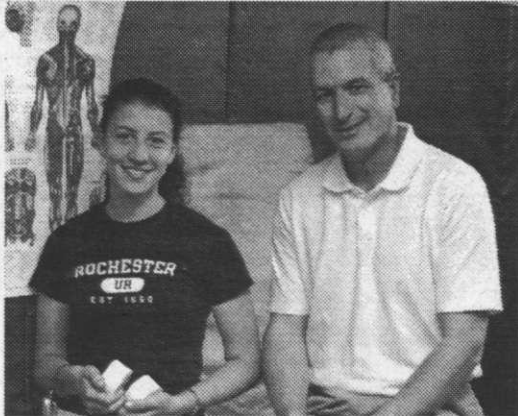
"My favorite would have to be Osteochondritis Dissecans," said Silbert. "Basically, I like it because it's so long and fun to say. Do you need a better reason than that?"

Silbert has been practicing taping different parts of the body, mainly the ankle and the wrist. In addition, she has been learning about "wound care."

"I have practiced on small feet, big

feet, hairy feet, smelly feet, and fidgety feet," said Silbert. "I've also worked on two types of wrist-taping, and I've been a secretary at points. I also got community service hours for doing this."

"When I was hired three years ago, the goal was to start a mentor program,"



Senior Maya Silbert with Mr. Rick Zappala.

said Mr. Zappala. "[Maya and senior Caitlin Fitzpatrick] have helped mold the beginning of the mentor program, which will go along with the class [on sports medicine] next year."

"My favorite part about having Maya work with me was having a student who showed enthusiasm for learning health care," said Mr. Zappala. "That made it fun."

Silbert, who went to all the games that were being held at Schreiber, said that part of the fun was driving "the golf-cart" from game to game.

"I drove it a little bit," said Silbert. "That was fun."

After teaching Maya how to evaluate injuries and show her basic taping techniques, "I reminded [Maya] to listen to the patient...they will always tell you what's wrong," said Mr. Zappala.

"I wish Maya all the best," said Mr. Zappala. "I'm looking forward to going to the opening of her physician's office

"AP Gym" for "AP Athletes"

By John Forman
Sports Editor

Schreiber offers half a dozen physical education classes, among them "AP Gym." Advance Skills Phys. Ed. is not actually an AP class, but it is viewed in such a way by the 135 students in the five Advanced Skills sections.

The class is offered to all juniors and seniors that are accepted based on criteria set up by the physical education department.

Students who come to class prepared and enthusiastic are nominated for Advanced Skills classes, to ensure that the games in Advanced Skills classes have a high level of competition, and athletic coordination and skill is required.

Throughout the school year, the Advance Skills classes participate in four different sports, instead of the customary eight activities by other classes, allowing the class to go more in-depth into each sport.

The classes focus on the activity and spend more time developing skill in the four main areas of football, basketball, team handball, and softball.

"Oh, you mean AP Gym?" said junior Jake Mastbaum when asked about the Advanced Skills class. "I like that we play just the four sports. We get into the games, and it's actually fun. The level of competition is high and the environment fosters good play."

All five classes are taught by Mr. Joe DelGais. Affectionately referred to as "DG," Mr. DelGais has taught the class for eight years and has created the perfect learning environment for physical education.

"Mr. Roger Winter and I developed the class because we wanted to go in depth with the sports," said Mr. DelGais.

"We wanted to create an environment for the advanced students to excel."

Many students in the program look forward to the field trip to Bar Beach at the end of the year.

In past years, students have participated in a wide range of activities at the beach, including beach volleyball, football, and basketball. At the end of the day, students gather together for a barbecue.

Unfortunately, this year the trip was canceled due to budget constraints. This will be the first year since the formation of the class that the trip will not take place.

"I was genuinely looking forward to the trip," said junior Adam Berkowitz. "I'm sure it would have been a lot of fun. Hopefully we'll have it next year, whether it's held at Bar Beach or a different location."

There is a possibility that the "AP Gym Trip" will resume next year, but with the activities occurring at Schreiber.

The size of the class has increased exponentially since its inception, and it has become difficult to bring and supervise nearly 150 students at the beach.

The Advanced Skills classes are currently playing softball. Despite the questionable equipment and an exorbitant number of outfielders, the competition from the Advanced Skills classes remains at a high level.

In "AP Gym," students are supposed to compete to the best of their abilities. However, some of the better times in the class come when someone is particularly week with a certain sport, and the entire class rallies behind him or her with support.

Deja vu for volleyball

By Myles Potters
Assistant Sports Editor

After a solid regular season, which resulted in an 8-7 record, the Vikings boys volleyball season abruptly came to an end in the second round of the playoffs when they suffered a defeat at the hands of the Syosset Braves in four games.

Ted Brisbin had nineteen kills and fourteen digs for the Braves in their post-season victory against Port 25-17, 25-17, 21-25, 25-19.

When the Vikings and Braves squared off in the regular season, the two teams combined for 240 points. The regular-season match stretched into a five game marathon, and the last game was a photo-finish. In this final game, instead of finishing at the normal twenty-five points, the teams slugged it out to a grueling thirty-two. Unfortunately, as in the playoffs, the Braves notched the "W" with a 32-30 win in the decisive fifth game, taking the match.

"We started off strong and we took it for granted that we were playing so hard," said sophomore Chris Ryder. "The last game was very grueling, and we just couldn't finish them off."

Despite the devastating loss, the Vikings managed to complete the spring campaign strongly. The Vikings were forced to make it through the regular season without one of their liberos, a defensive specialist who comes off the

bench and goes into the back of the court. With a broken thumb, freshman Brennan Spreitzer was forced to watch almost half of his team's games from the sidelines. As a result of Spreitzer's injury, the burden of winning fell onto the shoulders of one player: senior Evan Freeman.

Led by Coach Maria Giamanco and senior manager Burgandy McCurdy—an experienced volleyball player herself—the team maintained an overall record of 8-8, including the playoff game. A main part of Port's success during the 2006 season was derived from the superb play on the part of All-County and All-Conference players, including junior captain John Byun, who achieved All-County honors for his tremendous play and impact on the Vikings. In addition, senior captain Howie Ji, along with sophomores Chris Ryder and Kevin Stross earned All-Conference distinctions. Ji led the Vikings setters with 196 total assists from the 2006 season.

Many of these accolades have resulted from the sophomores and juniors on the team, as well as from 6'6" sophomore Chris Ryder and 6'5" sophomore Kevin Stross. Similarly, the starting lineup that the team used in most games contained three seniors, two juniors and two sophomores. Fortunately, the core of the lineup will still be intact next season.

Vikings to watch

The following is a list of student-athletes who are stepping up to the plate to take a swing at competing in the NCAA in the fall, winter, or spring of 2006-2007. This is the most updated list as of press time.

Student-Athlete	School	Sport
Erez Bar-Levy	SUNY Binghamton	Soccer
Nathalie Brilliant	Wesleyan College	Field Hockey
Dominique Burton	Utica College	Track
Jose De La Rosa	Adelphi University	Track & Field
Christopher Doscas	Johns Hopkins University	Baseball
Noor El-Tahawy	SUNY Fredonia	Swimming
Caitlin Fitzpatrick	Adelphi University	Lacrosse
Brett Friedman	Dickinson College	Baseball
Lauren Hanat	Muhlenberg College	Track & Field
Tom Hill	Marist College	Crew
Aaron Hwang	University of Notre Dame	Golf
Harry Jung	Hamilton College	Football
Dan Koh	Dartmouth College	Football
Robert Lutin	Skidmore College	Lacrosse
Burgandy McCurdy	Siena College	Volleyball
Matias Pena	Clarkson University	Soccer
Jamal Parchment	Ranger Community College	Basketball
Danielle Powers	Hobart William Smith College	Sailing
Andrew Preston	Utica College	Basketball
Bryant Rich	SUNY Buffalo	Soccer
Francisco Silva	Dominican College	Lacrosse
Mike Winter	Salisbury College	Lacrosse
Tom Zebroski	George Washington University	Baseball

CALLING THE SHOTS

Sports Editorial

Sad Libs: MLB hypocrisy edition

by Brett Friedman
Managing Editor Emeritus

Great news, sports fans! Major League Baseball recently came out with their very own Mad Libs: *Baseball Hypocrisy Edition*. Prominent among the admirable and honest baseball icons contributing to this publication are Barry Bonds, the candid and amiable slugger for the San Francisco Giants; Daniel O'Dowd, the accepting, open-minded, and esteemed GM of the prestigious Colorado Rockies; and Roger Clemens, the humble and decisive hurler for the Houston Astros. In each of these sneak peaks, you will be able to gain access to the sophisticated thought processes that said MLB representatives boast day in and day out.

Over The Hill

"Here we go again. I'm going to give it a _____ (noun). I don't necessarily know that I need to or that I want to, but I'm _____ (misleading statement that attempts to conceal materialistic gluttony). Physically, I think I've got a _____ (noun). Mentally, it's going to be _____ (adjective).

A piece of my _____ (body part, not heart) is in each of those _____ (plural noun) that I've _____ (verb, past tense). I had the opportunity to come home. I _____ (past tense verb, a euphemism for greed). It kept coming back down to the _____ (plural noun, not involving financial advantages). The last time I _____ (past tense verb), we were in the _____ (noun) last year. It's the same team, if not _____ (superficially encouraging adjective). I know I have my work cut out."

High Altitude Gettin' to ya', Danny?

"We're _____ (adjective) describing sheepish behavior in attempt

to disclaim what's coming up), to be honest with you. It's the first time we ever talked about these _____ (embarrassingly illogical plural noun) publicly. The last thing we want to do is _____ (verb used when speaking without conviction) anyone because of our _____ (plural noun).

Behind the scenes, we _____ (adverb) have become an organization guided by Christianity - open to other religious beliefs, but _____ (verb, -ing form) a _____ (adjective) -based code of conduct we believe will bring us _____ (inspirational noun) and _____ (inspirational noun).

We do preach character and good _____ (verb, -ing form) here. It's a must for us, and that starts from the very top. But we're not a _____ (noun based on order and control) group. Nobody is going to push their beliefs on each other or make judgments. We do believe that if you do things right and live your life right, _____ (absurd conclusion).

I don't want to offend anyone, but I think character-wise we're _____ (adjective, reflecting narrow-mindedness) than anyone in baseball. Christians, and what they've endured, are some of the strongest people in _____ (noun). I believe _____ (proper noun, authority figure) sends signs, and we're seeing those." God has definitely had a _____ (noun, implying favorable intervention) in this."

Go-Go Gadget Lie Detector

Q: Can you explain over the last four or five years your amazing production, your tremendous growth in muscle strength as you get older? Can you finally put to rest--

Bonds: Can I? _____ (bald faced lie). That's about it. Now it's to rest.

Q: Jose Canseco singled you out. I want to know what your reaction is to that, and also, do you believe what he said about Mark McGwire.

B: You know, I'm not willing to _____ (verb, avoiding truth) about other athletes, because that's not my style. I'm _____ (adjective), a lot of the athletes, just due to the fact



Colorado Rockies' controversial General Manager, Dan O'Dowd, made the organization's "character project" public on June 1.

that, you know, there's a code in baseball: Respect your _____ (plural noun, using forced sense of courtesy) regardless of whatever, but this whole thing in sports now has turned into a big _____ (noun, describing a chaotic situation with very limited literary finesse).

I don't know Canseco, besides "hello" and "good-bye." It's _____ (adjective), but, I don't -- I don't bear any weight into anything he says. Mark McGwire was a _____ (adjective, politely describing size) boy in college, _____ (verb, past tense) a lot of _____ (plural noun) then. There's a whole bunch of those _____ (plural noun) and _____ (plural noun) out there, basically, you know, it's just to make a buck. That's all it is, it's about making money.

Q: As you approach Babe Ruth on the home run charts, is it troubling to you that people are scrutinizing your achievements, particularly home runs?

B: No, you guys don't _____ (verb) me. You're _____ (adjective, insinuating a level of false expertise) at what you do. That doesn't bother me. That's part of the game. That's part of _____ (plural noun), it always has been.

The problem with me, my dad told

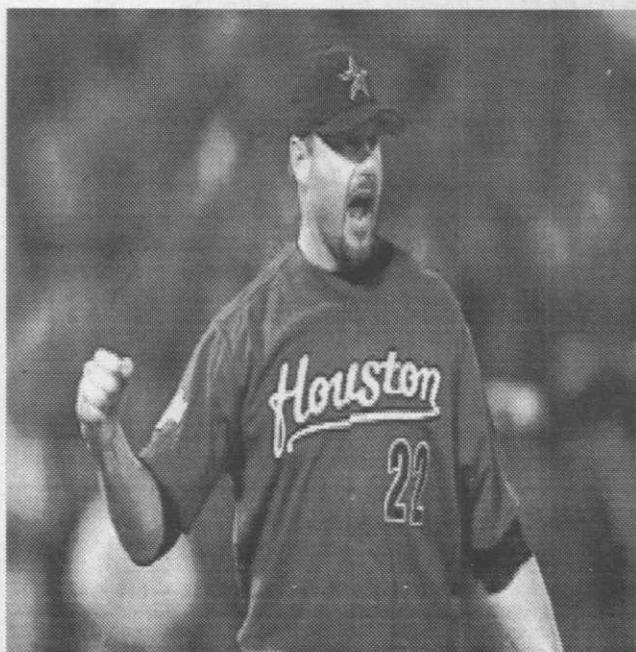
me before he passed away, he said, "The _____ (adjective, ending in -est) problem with you, Barry is that every _____ (adjective) _____ (noun, dishonest public figure preferably) that has gone on for great _____ (plural noun), everyone knows their story. People have made _____ (number) of _____ (plural noun) from their stories with them and protected them. Nobody knows you and they are _____ (adjective)."

But it doesn't make me a _____ (adjective) person. It doesn't make me a(n) _____ (adjective) person. It doesn't make me that you know I'm some different person or I'm _____ (verb, -ing form referring to pretentious behavior) myself from anyone else.

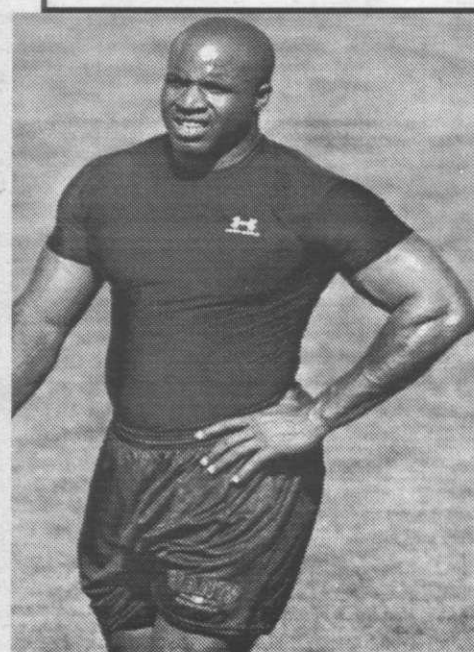
I want to _____ (verb) the guys that I come across during my career. I have the _____ (noun, using honed fibbing skills) for all of them. I think they are all _____ (adjective, cunningly suggesting inferiority) athletes. I don't care what sport you do. I think you guys are _____ (adjective) people for what you guys _____ (verb). It's your job. I'm not sitting there saying that you guys can't do your job. That's your job, that's why your boss is _____ (verb, -ing form) you, even though he's somewhere in the _____ (location), smiling. But, so what? So be it. It's okay for him to do it, but we're supposed to justify us. I'm a(n) _____ (noun, suggesting utmost capability) and I take responsibility for what I do, but I'm not going to allow you guys to ruin my _____ (noun).

The materials on this page were taken from http://barrybonds.mlb.com/players/bonds_barry/news/pressconf0222.html & www.espn.com/press.htm

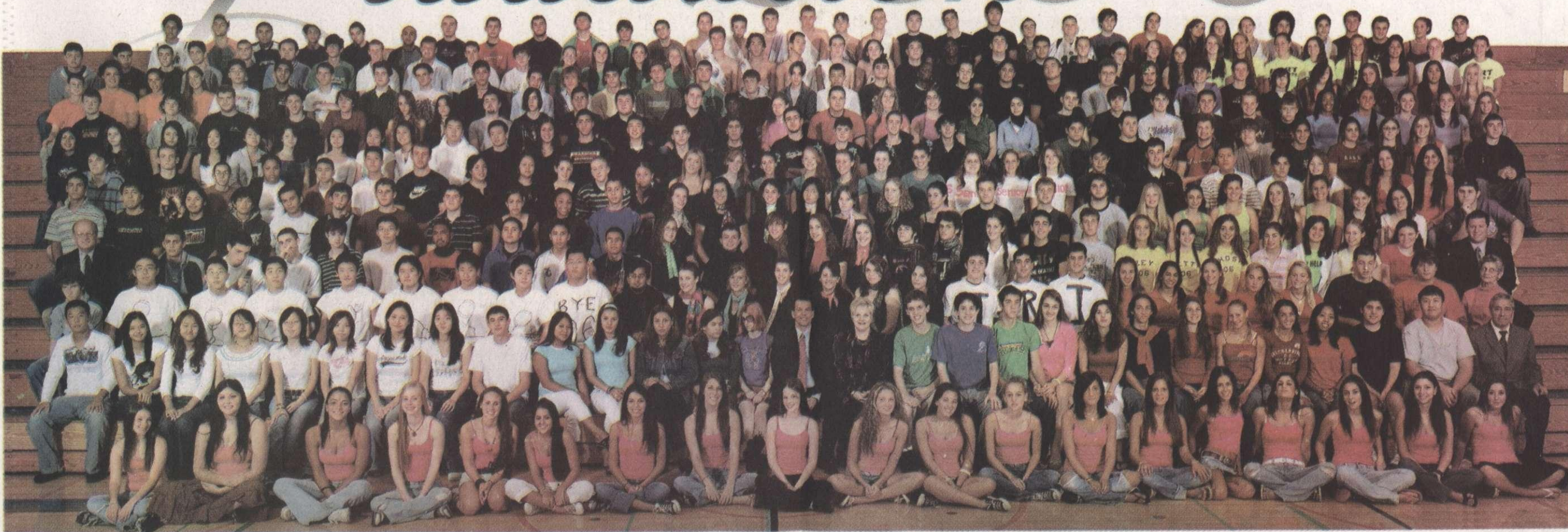
To anyone who has followed my writing over the last four years, I appreciate your support. This will be my last article for *The Schreiber Times*. It's been a great ride. -Brett Friedman



(Left) Forty-three-year-old Roger Clemens has now come out of retirement twice. Clemens proved that, for the right price, any baseball franchise can coax a player out of retirement (a thirteen million dollar option, for the remainder of the 2006 MLB season in Clemens' case). (Right) Veteran Barry Bonds recently broke the Great Bambino's career home run record of 714. The now proven juicing that Bonds has indulged in over the years is an absolute travesty and blemish on an otherwise illustrious baseball history. (Both photos from www.espn.com)



Graduation 2006



Character is higher than intellect.
A GREAT SOUL
will be strong to live
as well as thinks.
-RALPH WALDO EMERSON