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THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LVII No. 4



**Asbestos in
Our School**
News



**New Safety
Procedures**
Features

Shoot 'Em Up: A Violent Ballet
A&E
Varsity Football Comeback
Sports

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Senior Rita Catapano's shot for AP Photography displays a depth in field between the subject's leg and her glasses. For her concentration, Catapano has decided to shoot a series of photographs which play with images of the human figure.

NEWS BRIEFS

National Merit Semifinalists

This year, six academically talented students were recognized as National Merit Scholarship Semi-finalists. On Sept. 12, approximately sixteen thousand students nationwide were notified of their semifinalist recognition in the fifty-third annual competition.

Seniors Katherine McCulloh, Stefan Muller, Siddharth Ninan, Allison Rosenberg, Astrid Firland-Schill, and Timothy Sherman have been named semifinalists. These students are members of the Schreiber school community who achieved exemplary scores on the PSAT/NMSQT exam in October of their junior year.

Semifinalists were chosen from each state based on an instate high-score cut-off. This method was designed to ensure that students from all parts of the United States would qualify for the award.

In February of 2008, approximately fifteen thousand semi-finalists will be notified by mail that they have advanced to the finalist group. In order

to advance to the finalist standings, students must maintain high academic marks that parallel their scores on the PSAT/NMSQT exam. Eventually, the winners of merit scholarship awards will be selected from the finalist group based upon their abilities, skills, and accomplishments, without regards to gender, race, or religious denomination. These academic scholars will be given a \$2,500 scholarship commending their academic success. About 82,000 students are expected to be given national merit scholarship awards, while 800 students are official winners of the scholarship.

-Ali Nierenberg

National Coming Out Day

The Gay Straight Alliance is going to sponsor Schreiber's National Coming Out Day. This year, National Coming Out Day is on Oct. 11, and serves to make teenagers feel comfortable about their sexual identities in the high school setting.

"We try to create an atmosphere

where everyone can just be who they are. We want people to realize the struggles that homosexuals -- and really everyone -- goes through every day," said sophomore Phoebe Sherman, president of the GSA.

On Coming Out Day, the GSA is going to set up a table in the lobby where members will hand out rainbow pins, stickers and ribbons. Last year, the club sold t-shirts, which they hope to do again this year. The group is planning a workshop for that afternoon in room 42, in which students can go to share coming out stories or receive advice on how to come out. This workshop is not only for students that are homosexual, bisexual or transgender, but also for friends that want to learn what they can do if someone they know has recently come out.

"Hopefully we will get a good turnout at the workshop, and not just kids coming to be disruptive," said senior Melanie Davidoff, another president of the GSA.

-Elizabeth Corteselli

The Schreiber Times

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Administration works asbestos they can

New roofwork on the school brings the issue of safety and air quality to light

BY David Becker
News Editor

Schreiber's administration oversaw various construction projects this summer, most notably on the ceilings and roofs of various wings. Late this summer, after construction workers had finished work on the roof of the social studies department wing, one crew member went back and cut through more of the roofing, dislodging insulation material and sending asbestos into the storage room adjacent to room 206.

Boil Mechanical, an asbestos abatement group, came to seal off the room, which has been free of asbestos since Sept. 22.

The asbestos used in the roofing was completely solid until this cut was made, letting it loose. The cut left debris on the ground, and upon noticing the debris, Ms. Mary Lynn Conte-Lawe of the art department notified the administration.

J.C. Broderick & Associates, a group that tests air, had tested the conditions of the construction throughout the progress of the roof, and had deemed the air clean.

The group tested the air once more after Ms. Conte-Lawe noticed the debris. Testing showed that the air was clean, but there were asbestos fibers in the debris.

Asbestos in the solid form is innocuous, but as soon as an asbestos tile breaks, free asbestos fibers are harmful and can cause lung-related ailments in high exposure. Common abatement techniques include the sealing and cleaning of affected rooms, as J.C. Broderick & Associates performed at Schreiber. This is not the first time J.C. Broderick & Associates has done work

for public schools on Long Island.

In Mar. 2007, the group performed massive repairs on John F. Kennedy Intermediate School in Deer Park after its roof collapsed.

The administration looked into the concerns of a teacher, who reported suspicion that tiles in the school may contain mold and that the new tiles were made of asbestos. Both claims were proven false. Air testing confirmed that no mold was present in the tiles, and no tiles put in after the sixties are composed of asbestos.

"I'm thankful to the teachers for their concern and to Mr. Vonderhorst for his prompt attention to and resolution of this matter," said Assistant Principal Mr. David Miller, who is responsible for health and safety in the school. Mr. Eric Vonderhorst is Schreiber's Director of Facilities, who is responsible for overseeing the various tests and construction updates.

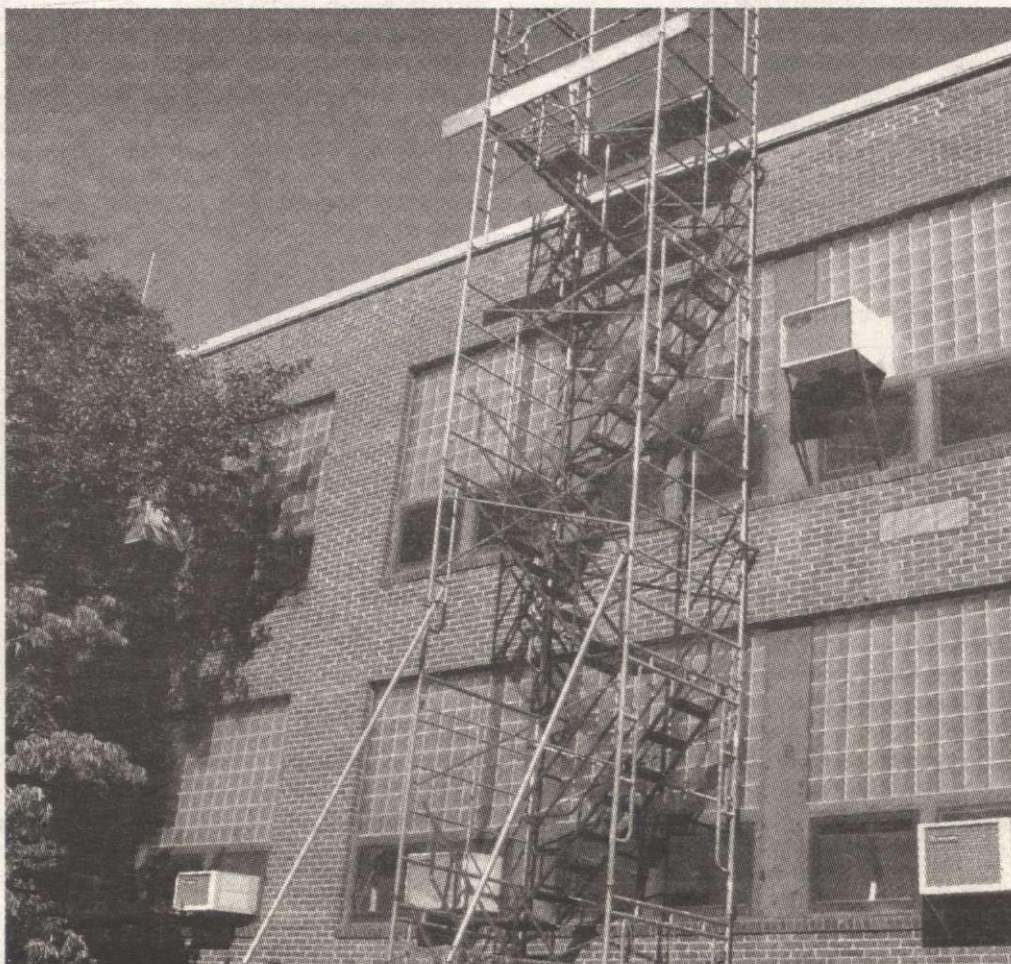
Other building updates include the roofing over the art wing and the ceiling over the auditorium. Both projects were finished over the summer. Assistant Principal Dr. Brad Fitzgerald, who is responsible for building maintenance, oversaw construction on the art department hallway, which was refurbished with new tiles. The roof over the library was also repaired.

The Excel fund, state moneys that the community votes on the use of, alleviated

the financial burden of the construction.

"Most of the funding for the construction comes from Excel," said

Dr. Fitzgerald, which he said costs "thousands."



Ian Schwartz

This ladder, which stretches to the art department, was crucial in the construction of the new roof work done over the area. The art department also was refurbished with new tiles. Currently, the administration has overseen construction on the library roof, the roof over the social studies department and the ceiling of the auditorium.

Anti-semitic vandals target local temples

Graffiti expressing feelings of anti-Semitism was found on nearby synagogue and school

BY Melanie Fried
News Editor

Over the past two or three years, anti-Semitic acts have become more and more common in towns neighboring Port Washington. One recent act occurred on the evening of Aug. 31, when Cantor Eric Schulmiller of the Reconstructionist Synagogue of the North Shore (RSNS) arrived at work to find a swastika painted on his office door.

Some time between midnight, when a police officer checked the building, and Shabbat services the next morning, this act of intolerance was repeated when more anti-Semitic graphics were painted and building windows were broken at the synagogue.

John Rocissano, a twenty year-old resident of Manhasset, and Matthew Felicetti, a seventeen year-old resident of Floral Park, were identified as the perpetrators of the crime.

Although the criminals were caught, RSNS members and students continue to express sorrow about the event.

"It really hurts because we didn't

do anything wrong and we do a lot of work in the community to help others," said RSNS student sophomore Solomon Hoffman.

The RSNS members' reactions to the vandalism varied among different age groups. For some, the vandalism was their first exposure to anti-Semitism, while some members whose relatives were Holocaust survivors considered the

"It really hurts because we didn't do anything wrong and we do a lot of work in the community to help others," said Solomon Hoffman.

incident to be relatively trivial.

"A member of our congregation in

her seventies, a daughter of a Holocaust survivor, said that this incident wasn't comparable to Kristallnacht," said Sylvia Jacobs, RSNS's Executive Director. "Then a younger member said that for her teenage daughter, this was Kristallnacht."

In response to the crime, the RSNS Executive Committee considered installing security cameras and adding more lights to the building. Both Jewish and non-Jewish community members donated funds to repair the damage that had been inflicted.

A newsletter mailed to the homes of RSNS congregation members, stated, "While it is disheartening that bias crimes still occur against our people, it is reassuring to know that we live at a time and in a country where the police and the community that supports them share our concerns and act on our behalf."

On the back was a message to the parents of RSNS students, providing advice on ways to talk with children of different ages about the crime.

"When tragedies occur adults are not alone in their feelings of fear, shock and

anger. Children of all ages can share in these same emotions," it said. "It is our responsibility to give our children a safe space to become informed, express their concerns, raise questions they find most troubling, and help them to formulate their own responses."

At the Rosh Hashanah services on Sept. 13, RSNS Rabbi Lee Friedlander offered a different perspective to the Congregation. "We must not judge society by the actions of its sociopaths; rather we must judge society by its reaction to those actions," he said.

Anti-Semitic graffiti was also found on a bus parked at Roslyn High School, at the Munsey Park School of Manhasset, on a house in Roslyn Estates, and on a neighboring street sign.

"It's really horrific that all of this is happening on Long Island, an area that is regarded as a bastion to Jews," said senior Ilana Broad.

"According to police statistics, reported hate crimes against Jews in Nassau County increased from 48 in 2005 to 73 in 2006. As of Saturday, there had been 43 such reports this year," said Michael Frazier of *Newsday*.

Contingency no more: Driver's Education almost unbound

Updates provide hope for student drivers in the upcoming school year

BY Ryohei Ozaki
Assistant in Training

The Driver's Education program has been, for the last three years, limited by the district's contingency budget. Although no changes have been made so far, the technology department plans to work throughout the course of the year to alter the program.

Since the 2005-2006 school year, the

“Hopefully, the entire school-based, school run program will reappear in September,” said Mr. Neil Miller.”

school district has been on a budget that cut Driver's Ed. out of the scheduled school day. Students had to pay \$530 to learn at after-school and Saturday

sessions. Since the budget cut, the program has been run under the office of Continuing Education, also called “Adult Ed.”

The office will continue to administer the program during the 2007-2008 school year as well. Under these conditions, students could not earn any academic credit, thus their Driver's Ed. grades did not average into their grade point averages.

Administrators of the district, including Superintendent of Schools Dr. Geoffrey Gordon, have publicly stated that they would like to restore the Driver's Education program that was offered before the contingency budget was established. Students could once again have the course scheduled as one of their school day classes.

For students, many of whom are busy after school on weekdays, this change could save them both time and money.

“I'd much rather take Driver's Ed. during the school day because I myself have a lot of things to do and I am sure other students will also,” said sophomore Alex Zippo.

Schreiber may already be one step closer to bringing back Driver's Education. This summer, the Board

of Education allotted money from the general school fund for a summer Driver's Ed. course. This type of program had not been introduced to the district since 2004, when the technology teachers co-taught the class. The program was free, and students gained academic credits for having taken the course.

“Hopefully, not only will the free summer program reappear in June, but the entire school-based, school run program will appear in September,” said Mr. Neil Miller of the technology department.

The State legislature has changed several laws regarding the licensing of students. “Graduated Licensing” was employed as a means to slow the licensing process. This is a result of the numerous amounts of student accidents and deaths that have occurred. Many of these laws are complicated and are not written clearly, resulting in many aspects of the law being ignored. As of now, students must be sixteen to take a road test, seventeen to get a license having completed high school Driver's Ed., and eighteen to take a road test without having taken a Driver's Education course.

With the help of the student body,

parents, and teachers, the district may reinstate the former Driver's Education program. Mr. Don Schaefer and Mr. Miller, both of the technology department, have tried to encourage the Board of Education as well as top administrators to change the current course. To get their views across, they have both actively attended and spoken at Board of Education meetings. Teachers of the department as well as a few students have been working together to persuade the Board to reimplement the former Driver's Education course. They not only try to convince administrators, but also the student body, parents and faculty.

Not only would the students benefit, but teachers would not have to stay after school to teach a class they could teach during the day. Students will not have to pay for the instruction, and the class would count for half a credit, as well as being averaged into students' grades.

“With proper pushing from students and parents, and with the support of the Board of Education and top administrators, hopefully this will happen,” said Mr. Miller. “It is up to the public to support and push for the implementation.”

Bees incite buzz in English rooms

Yellowjackets and bees pay a surprise visit

BY Lauren Effune
Assistant in Training

During the first week of school, several English classrooms were inundated with bees and yellowjackets that caused a disturbance during class. Many bees were found flying around the rooms and some were found dead on floors, desks, and window sills.

Ms. Jennifer Sacha, an English teacher who teaches in room 127, was one of the teachers whose room was troubled by the bee situation. She went to her classroom on Sept. 4 and immediately found dead bees around her room. When Ms. Sacha proceeded to open some windows, many more bees entered and started flying around her classroom.

“I immediately ran out and went to go notify the administration,” said Ms. Sacha.

It is unknown where the bees originally came from or how they entered, but the existence of nests or hives in the classrooms are possibilities. Bees had also invaded room 129, where English teacher Ms. Kathy McIntosh teaches.

A smaller number of bees had also entered certain foreign language classrooms, including rooms 19 and 21. The potential danger of the bees prevented teachers from opening their classroom windows (in the stifling heat) for several days.

As a result of the “invasion,” room

assignments had to be switched, which resulted in much confusion for new students. Room assignments had to be carefully changed to ensure that no two teachers were scheduled to teach in the same room at the same time. Teachers also had to make sure that no bees escaped the infested classrooms.

“It was definitely very confusing having to run to different rooms all the time and making sure all the students knew where to go,” said Ms. Sacha.

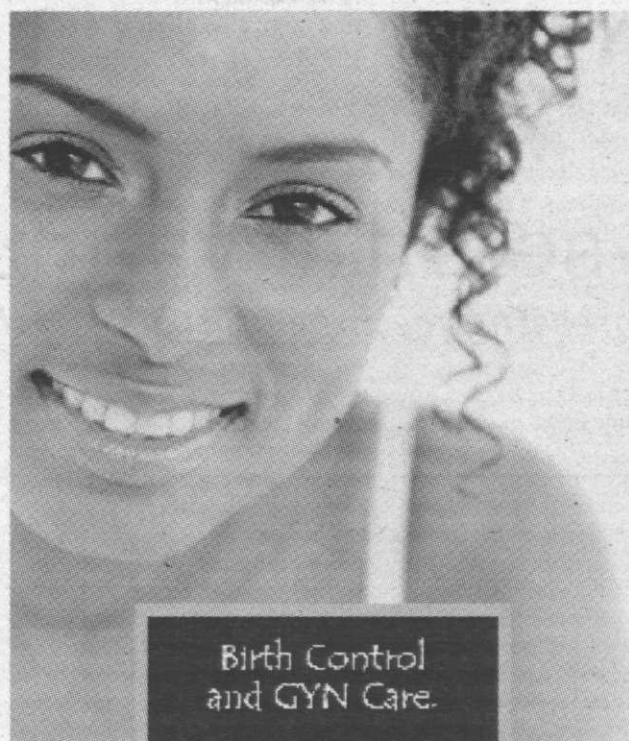
Many students who had classes in the bee-infested rooms were bothered by their presence.

“The bees caused an unnecessary distraction during my AP Government class,” said senior Willa Jones. “The bees immediately diverted the attention of the room.”

Ninth grade Assistant Principal, Dr. Brad Fitzgerald is one of the people responsible for controlling the situation along with the custodians. Specialized bee exterminators visited Schreiber twice in an attempt to rid any nests, hives or extra bees that remained in the classrooms. Although it is now safe to enter these classrooms, the faculty is staying aware of the conditions of the rooms. The bees have apparently returned to room 127 along with the warm weather this week.

“We're all being very cautious on where things go from here, and if things continue to improve or not,” said Dr. Fitzgerald.

No stings or injuries resulting from the infestation were reported.



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Three students of a total 108 applicants deemed "Young Women of Achievement"

BY Jamie Koopersmith

Contributing Writer

Every year, the National Organization of Women commends young women in Nassau County in grades 6-12 for their leadership efforts and activities with its annual achievement awards. Traditionally, three or four students at Schreiber are selected.

Candidates for the Young Women of Achievement Award are nominated in the spring and notified during the fall of the following year. The three students from Schreiber, junior Melissa Quigley and seniors Samantha Lange and Amanda Schiff were chosen from a pool of 108 applicants.

"I hadn't really ever done anything like it before where I was really immersed in the culture," said Samantha Lange.

"NOW is the largest feminist group in the country," said Schiff, president of both Foreign Language and Science Honor Societies and the steerer of peer helpers. "To be honored by such a respected organization was a tremendous honor and I feel lucky to be able to say that I was recognized by such a wonderful group of women."

Guidance counselors and teachers nominate female students, who are then notified upon selection. Nominations require staff members to fill out paperwork, describing the students' involvement in the community, extracurricular activities, and leadership roles. Students are asked to provide a personal statement about leadership. The organization then selects recipients for the award after reviewing the applications.

"I hadn't really ever done anything like it before where I was really immersed in the culture, and it was just an amazing experience to be helping these kids," said Lange about her summer in which she worked at an orphanage in Russia. "It was really rewarding."

"This year I was so surprised and honored when I opened the letter to find out I was amongst that group of outstanding students," said Quigley, who worked this summer with paranoid schizophrenics at St. Vincent's Behavioral Health Hospital.

The awards ceremony will take place on Oct. 14. At the ceremony, members of NOW will present each young woman by reading a short biography and a list of her activities.

Two fires ravage South Bayles Avenue

Police keep auto shop fires under criminal investigation

BY Kerry Dachowitz

Contributing Writer

On the early evening of Aug. 25, a mixture of ash and unknown chemicals permeated the heavy air. It was on this evening that 48 and 50 South Bayles Avenue lit the gentle skyline with a fire that left in its morning wake a pile of blackened beams and crushed-stone foundation.

Multiple calls to 911 at approximately 5:42 p.m. prompted the Port Washington Police Department to send 14 officers to the scene, which was labeled as a fire hazard.

Located in an area filled with auto repair shops, the burned building was the site of Air Land Express and Body Magic Auto Shop; the owners of both businesses were out of town during the incident and were notified shortly after the police arrived.

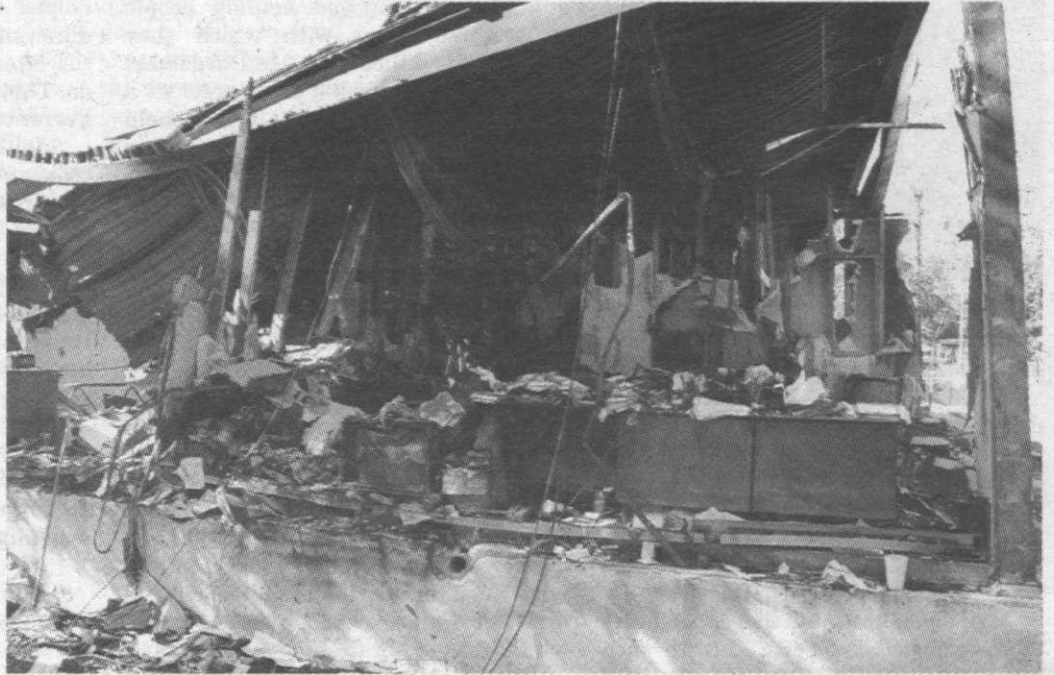
No loss of life was reported due to the incident, but one man reported that his car, as well as its contents, was destroyed in the flames.

The owner of the nearby 44 South Bayles Avenue complained about the smoke damage sustained by his building. Police advised nearby residents not to park their vehicles within a small

vicinity of the site of the fire due to the possible hazardous materials that had been located within the building. Several officers who responded to the multiple calls regarding the fire may have suffered from smoke exposure due to these materials, a list of which was compiled on Aug. 30.

As of Sept. 24, the cause of the fire is still under investigation, and the

police have labeled the site of the fire as a crime scene. Until further evidence is presented, 48 and 50 South Bayles Avenue will remain hidden—not by smoke, but by the unknown cause of the fire.



David Guelli

Ash and debris from the late August fires litter South Bayles, an area with two automobile repair shops. The full extent of the damage is as yet unknown.

Upperclassmen learn about the fast and furious

Speaker expounds upon the dangers of reckless driving with local headlines

BY Morgan Quigley

Contributing Writer

"I am not here to lie to you, I am here to scare you," said Ms. Maureen McCormick to start off an assembly for juniors and senior students.

The assembly on reckless driving and its effects on Sept. 19 was mandatory. To begin, Ms. McCormick showed the students two newspaper articles of fatal car accidents through a PowerPoint presentation. She discussed one of these stories entitled "Deadly Day on the Road," previously featured in *Newsday*. She also elaborated on a story about a boy who killed himself and his friend while driving to his grandmother's house at speeds exceeding 120 miles per hour.

Ms. McCormick went on to tell the students that there is a fine line between an unintended accident and an unavoidable accident. Each accident she spoke of was both unintended and avoidable. Ms. McCormick made a clear point to the students that they don't have to be under the influence of drugs or alcohol to cause irreversible damage.

In the next major story she told, the drivers were completely sober, and yet completely irresponsible. The story of Mr. Jon Paul Lazartes hit home for many. Lazartes met his friend at a red light around 4:30 a.m. on that fatal

morning. The two friends rolled down their windows of their parents' Mercedes Benzes and started arguing about their driving skills. Once the light turned green they began driving, swerving and weaving in and out of traffic on the road, playing "cat and mouse."

"According to physics, if a car is traveling sixty miles per hour, then the car is going eighty feet per second," said Ms. McCormick. "Thus, if the driver is to properly react to an obstacle, he needs 1.5 seconds, to fully stop."

"I'm a law enforcer. I enforce laws," she continued. "But the only laws you can not break are the laws of physics."

Lazartes and his friend were traveling at speeds of 120 miles per hour, and ultimately crashed into a Honda entering into a gas station ahead. The Honda, holding four passengers in their twenties, subsequently crashed into a parked limousine. The two backseat passengers were killed, the driver is living with the mental capacity of a two year-old, and the woman in the passengers seat lived, wondering daily why she was spared. Lazartes was convicted of manslaughter due to reckless driving because of the harm he posed to all drivers.

Another unintended, but avoidable, accident was shared by Ms. McCormick involving driving under the influence. In 2005, seven year-old Katie Flynn

was with her parents, grandparents, and sister in a limousine driven by Mr. Stanley Rabinowitz. The family had just come back from a wedding, where the Flynn sisters were flower girls, when a car driving in the wrong direction on the highway crashed into their vehicle. The driver was Mr. Martin Hygen, was driving with a blood alcohol content level of .23, while the legal limit is 0.08. He had been encouraged by friends not to drive, making the accident preventable. Through irresponsibility and arrogance, Katie Flynn was decapitated and Stanley Rabinowitz was murdered, two families left in ruins.

At the end of the assembly, seniors Ilana Broad, Lindsay Eisenman, Sidney Ginsberg, and Steven Kaufman performed a skit demonstrating their own interpretations of a drunk driving accident.

"The assembly was really informative, but I found it a little problematic," said junior Isamar Pena. "Granted it was scary, but I don't think anyone will understand, or truly be affected by the consequences until some tragedy happens to them. It's sad in a way, but the drunk driving assemblies do not seem to change the minds of the majority of Schreiber students. Another problem was, we heard all of these stories, but how can we learn to prevent these occurrences?"

Faculty and students welcome eleven

Ms. Janet Brown

Ms. Janet Brown has had many different jobs, including an insurance claims adjuster and a social worker. Currently she is a new addition to Schreiber's Guidance department as replacement for Ms. Abby Duffy.

Ms. Brown grew up in the Boston area and went to Connecticut College where she majored in psychology. She had many different jobs, including an insurance claims adjuster and a social worker. About four years ago, when she was part of the Glen Cove High School support staff, she decided to get a graduate degree in school counseling.



Rachel Lazar

"I felt as if it was my calling in life," said Ms. Brown. "help students be the best that they can be." She got her teaching degree at the New York Institute of Technology, and interned for one semester each at both Weber Middle School and Schreiber. She worked at various schools in New York until she became a substitute for Ms. Abby Duffy, who is on maternity leave this year.

"I really appreciated this opportunity to work in a school district with such high standards for all its students and staff," said Ms. Brown. When she was an intern at Schreiber, she really liked the diversity of the school community.

As a counselor, Ms. Brown loves to meet and help students, to be part of a school community, and to be part of the educational experience. She especially likes to work at the high school because she feels that the needs of the students here are different than at elementary and middle school, especially the post-secondary planning process. Ms. Brown said her goal is to "help students be the best that they can be and support them academically so they can have many opportunities in the future."

Ms. Brown thinks that the Freshman Guidance Groups are an excellent opportunity for the freshmen to discuss concerns with upperclassmen. While the students are being helped with their own problems, the counselors get the chance to know the students who they are going to support for the next four years.

Outside of school, Ms. Brown loves nature, gardening, music and traveling. She has two sons and loves to go to new places and meet new people. Ms. Brown looks forward to getting to know the student body.

"When you come by the Guidance Department, stop by and introduce yourself to me," said Ms. Brown.

~Sahil Doshi

Mr. Chris Dardzinski

Mr. Chris Dardzinski did not always want to become a teacher. He considered doing environmental research because he loves the ocean. He scuba dives, kayaks, and fishes.

"One thing that I did know is that

I wanted to make a difference, make the world a better place," said Mr. Dardzinski.

He has joined Schreiber's Science Department, as a biology teacher, after teaching for seven years at Sacred Heart Academy.

Mr. Dardzinski has a strong background in science with a Bachelor's degree in biology from Loyola College in Maryland. He also attended Hofstra University for his graduate degree in science education.

In high school and college he tutored students and enjoyed helping people understand topics with which they were having difficulties. Mr. Dardzinski decided to try teaching as a career as a result of how satisfying it was to help students to improve their understanding of a topic that was confusing to them.

~Daniel Bialer

Ms. Marisa DeMarco

Although Ms. Marisa DeMarco is a new teacher, many students will recognize her from her work as student teacher for Ms. Miranda Best's Studio in Art class last year. Ms. DeMarco teaches the same course this year, in addition to Drawing and Painting, Advanced Painting, Illustration and Cartooning.

Her family, especially her mother, who was a teacher inspired her to teach art. Her father owned a music store, where she got her first job at fifteen.

Ms. DeMarco, imbued with her father's love of music, has been an avid musician since age five, and played the violin and viola in a symphonic orchestra. In her senior year of high school she was only able to fit Studio Art into her schedule, yet it was this very class that influenced her to teach the visual arts. She moved on to pursue a Bachelor's in fine art at the Fashion Institute of Technology and then attended Columbia Teacher's College for her Master's degree.

"Creating art, teaching art, living and breathing it definitely impact my life in a most positive way," said Ms. DeMarco.

The smiling faces of the students in the art department are the reason she loves her job, and helped make her transition from student teacher to full time teacher run smoothly.

"I thought that this would be a wonderful atmosphere to begin my teaching," said Ms. DeMarco. "I think there's such strong community involvement here and in this school district."

Outside of school, Ms. DeMarco shares a studio in New York City with other artists. This was where her idea for an inspiration wall originated, something she looks forward to seeing develop. Located in one of the art classrooms, the inspiration wall is a collection of text and images brought in by students for inspiration throughout the day.

Ms. DeMarco is very interested in writing as well, and is a freelance writer for *Dan's Paper*, an art publication based in the Hamptons. She also enjoys traveling, particularly studying abroad; her recent trips include Vienna and Florence.

~Christina Zhou

Ms. Carol Ferrante

Ms. Carol Ferrante, who has been a teacher for over fourteen years, is very enthusiastic about becoming a member of the Foreign Language department.

"The kids are nice kids. I also liked that the students are very well rounded. Not only are the students smart, but they also have good personalities," said Ms. Ferrante.

She enjoys teaching as a profession, and has wanted to become a teacher since she was about three years old.

"When I come home, I feel like I helped someone see the world in a different way and when I leave school in the afternoon, I feel good about what I do. This job is very rewarding," said Ms. Ferrante.

Ms. Ferrante loves to travel, read, cook, and dance. Her favorite subjects in school were Italian, Spanish, and U.S. history. She loves languages because they are so important to the culture of the country where the specific language is spoken. Ms. Ferrante especially likes Italian because her family spoke the language around her while she was growing up.

Ms. Ferrante has two children, a son and a daughter, and currently lives in Glen Cove. She studied Italian literature at Rutgers University and received her teaching degree from Queens College.

~Engi Ibrahim

Ms. Lauren Foster

One of the most recent additions to the faculty is Ms. Lauren Foster, a Schreiber graduate who works in the special education department. This is

Ms. Foster's second year teaching in the district. Last year, she was a teacher at Weber Middle School.

Ms. Foster went to college at SUNY Old Westbury and attended graduate school at C.W. Post. She decided to become a teacher when she was in college, where she worked with kids. She now teaches ninth grade resource room and self-contained math.

Ms. Foster's favorite thing about being a teacher is helping different kids.

"I want my students to have the true meaning of the material," said Ms. Foster.

Ms. Foster hopes to positively influence her students' lives and wants to be as helpful as possible. Ms. Foster is engaged and planning to get married in October to Mr. Holzer, an eighth grade social studies teacher at Weber.

~Jason Hubsher

Ms. Donna Kalker

Ms. Donna Kalker is thrilled to be one of Schreiber's newest guidance counselors.

Ms. Kalker worked in the Bellport school district last year as a guidance counselor. She was motivated to pursue a career in counseling because she has always enjoyed working with children and worked at a camp for many years.

"It's a great school, and everyone is so friendly. The students are welcoming, and I feel very comfortable here," said Ms. Kalker.

(Continued on page 7)



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new teachers for the 07-08 school year

(Continued from page 6)

She grew up in Commack where she attended the local high school. She then attended SUNY Albany for her undergraduate studies, majoring in business and minoring in education. It wasn't until after she graduated from college that she decided to become a guidance counselor. For her graduate work, she attended Queens College where she received her Master's degree.

Ms. Kalker was a substitute teacher during graduate school and cannot wait to have the opportunity "to talk to kids and meet them outside of the classroom." She finds students' behavior outside of the classroom to be highly interesting, especially compared to how they are in a classroom situation.

Ms. Kalker is looking forward to "getting to know all of the students that I'm working with and help them be as successful as possible while planning for the future."

She is the oldest of three children, and her passions include reading and tasting new foods.

Ms. Kalker will be substituting for Ms. Karen Linsner who is currently out on maternity leave.

~Corinne Tingir

Mr. Norman Kaunitz

Mr. Norman Kaunitz is one of the new performing arts teachers at Schreiber this year. Currently, he is the leave replacement for Ms. Carol Garofalo.

"I was honored that I was called to do this leave replacement," said Mr. Kaunitz.

Mr. Kaunitz grew up in Queens when the "British Invasion" was taking over America. The British Invasion was when several British musicians came to America and became some of the nation's top bands. Mr. Kaunitz, like thousands of other teens, was inspired by The Beatles to play guitar and bass guitar, which he enjoys to this day. In seventh grade, he also played the trumpet at his middle school.

After attending and graduating from the High School of Performing Arts in Manhattan, Mr. Kaunitz attended C.W. Post College and majored in musical education, musical theory and music composition. He was also a student teacher at Schreiber and performed "El Capitan" by John Philip Sousa for the Schreiber students and faculty in 1972. When he graduated from college, Mr. Kaunitz taught at Commack High School for three years and then taught at Connetquot High School for twenty-eight years.

Mr. Kaunitz thinks that the best part of high school is the attitude of the students and teachers. "They are helpful, friendly, upbeat, funny and enjoyable to be with," he said.

Mr. Kaunitz also said that being an orchestra teacher is the "best job in the district - you get to play music all day."

~Dainn Woo

Mr. Mitchell Roseman

Mr. Mitchell Roseman, who recently joined the social studies department,

teaches Global History and Geography I and II.

As a child, Mr. Roseman resided in Bayside, Queens. He went to Queens College for his undergraduate degree and received a Master's degree from St. John's University.

"I was into politics in college and felt that the best way to get people involved in politics in their community and civically was for me by becoming a teacher," he said.

Although Mr. Roseman teaches Global classes, he would like to teach Economics and Participation in Government in the future. He explained that the staff has been very welcoming and he has enjoyed Schreiber greatly.

Mr. Roseman is a diehard Rangers and Yankees fan who loves to both play and watch sports. He also loves to cook and exercise.

Mr. Roseman explained that overall, he is a very easygoing teacher who cares about his students very much.

"I want to be remembered as being a good teacher who definitely had an impact on my students and I want my legacy to continue with the kids I teach," said Mr. Roseman. "I want to eventually retire satisfied, in a warm tropical place surrounded by water."

~Priyanka Sewhani

Mr. John Schineller

Mr. John Schineller, one of the new teachers working at Schreiber this year, does more than teach physics and mentor a Science Research class. He is a part of FIRST Robotics, a club he hopes will teach students about teamwork. He says the club might even teach students to help the others less fortunate, because in the end, "everyone is in this world together."

"Life is fun, physics is fun, and it's very important to realize we have the decision every day to make the world a better place," said Mr. Schineller.

Mr. Schineller has plenty of experience to lend credit to his beliefs. He has an electrical engineering degree from Rensselaer Polytechnic Institute and did his graduate work at Dowling. His past educational experiences include teaching at private schools in places like Chicago and New York. More recently, he has worked at the East Meadow and Plainview Public School Districts, before he came to Port Washington this year.

Mr. Schineller says Schreiber is successful in research and has a broad demographic population, both of which are qualities that attracted him to the school. Schreiber is "a very good community in terms of having a sense of purpose in what things need to be done," said Mr. Schineller.

~Amalia Hawkins

Mr. Lawrence Schultz

Mr. Lawrence Schultz is a new addition to the social studies department.

Schreiber is the first school where he has taught, beginning with a student teacher position and then as a replacement for Ms. Byrne last year.

Mr. Schultz did not always want to be a teacher; growing up in Seaford he dreamt of being a police officer but eventually set his heart on psychology. Currently, Mr. Schultz teaches Psychology, AP Psychology, Economics, and Participation in Government.

When Mr. Schultz was in school, his least favorite subject was math. Mr. Schultz received his Bachelor's degree in education from Hofstra despite entering with the intent of studying psychology. He went to Stony Brook University for his graduate studies.

Mr. Schultz's favorite part of being a teacher is hearing students' opinions and thoughts. He is the coach of Schreiber's Mock Trial team, usurping the role of Mr. Edward Edwards, who retired last year. In addition to social studies, Mr. Schultz is interested in Brazilian jiu-jitsu, volleyball, and physical fitness.

His favorite movie is Quentin Tarantino's *Pulp Fiction*. Mr. Schultz also enjoys hard rock, heavy metal, and alternative music.

"It's been absolutely awesome," said

Mr. Schultz of his first experience at Schreiber. "Great school, great students, just fantastic."

~Jonathan Heiden

Ms. Marlene Woska

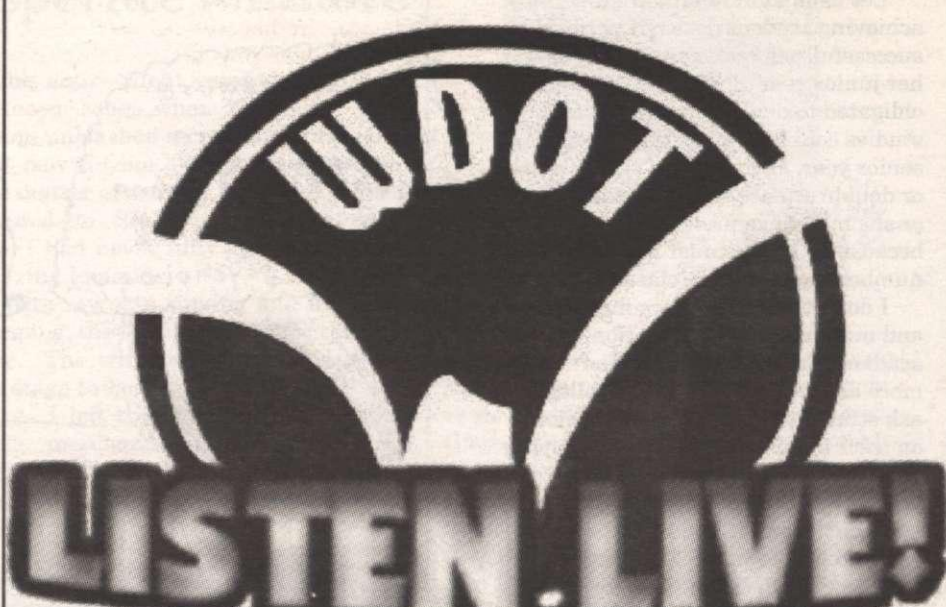
Ms. Marlene Woska has already grown to love Schreiber. "I love my students and colleagues, and, of course, Schreiber," said Ms. Woska.

Ms. Woska teaches Freshmen Studies and Contemporary Issues for the English department. Before coming to teach at Schreiber, Ms. Woska taught at Saint Mary's High School in Manhasset. She earned her teaching degree at C.W. Post.

She says that her students have been very helpful in helping her adjust to teaching at a new school.

"They gave me a warm welcome and are giving me time to get acclimated with the school," said Ms. Woska. "It's very different teaching in such a large school, and in my freshman classes, many students feel just as new as I do."

Ms. Woska is a mother of two children named Nick and Charlotte, age ten and six respectively. "My children are my passion, my life revolves around them and what they want to do," said Ms. Woska. A very family-oriented person, she enjoys family fishing trips, going to the beach, and skiing.



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Point Counterpoint

Should seniors be allowed to drop core classes?

BY Astrid Firland-Schill

Contributing Writer

Administrators dread the idea of allowing seniors to drop courses because they are afraid that lazy students in their last year of high school will take the lightest course load they can while still managing to graduate. However, this is quite unfair, as many students would use this opportunity to take more classes in the areas they are most interested in.

Since it is feared that seniors will be utterly uninvolved in their coursework as a result of "senioritis," wouldn't the perfect remedy be to ensure that they only need take classes that they (gasp) actually find interesting? It seems unfair that in one's last year of high school, while going through the stress of applying to colleges, one should not be allowed to choose the classes one most wants to take. Why should students still be required to endure all the required classes that they have plodded their way through for the last three years without passion or interest?

Let us imagine that a high-achieving student does not perform successfully in economics in his or her junior year. Should he or she feel obligated to double up in AP social studies courses during his or her senior year, at the cost of an art course or double science courses, (which he or she may have preferred), simply because he or she must have a certain number social science classes?

I don't think so. As we mature and move closer to graduation, our academic interests become more and more defined. In fact, many colleges ask students to list tentative majors on their applications. I am not saying that all seniors know exactly what it is they want to do in his or her lives and which courses are in his or her best interest to take. Most seniors are far from this decision. Yet, for those who do have some idea of where their interests lie, it is fair to suggest that they be allowed to take more courses in the subjects that they enjoy most, and drop courses in areas that they never have and probably never will find interesting.

A policy like this would prevent high-achieving seniors from slacking off completely after their first semester, as they would be more likely to work hard and persevere in classes that actually appeal to them. It would perhaps also keep other seniors from slacking the entire year by allowing them to drop the courses that they were really only taking to graduate. Perhaps, this would even open opportunities to take their education in new directions.

To ensure that seniors don't abuse such a policy, administrators could mandate that those dropping a core subject add an additional course in

another academic area to take its place. Another suggestion is that the administration require seniors to take a certain number of academic classes in their last year, no matter the subject. Many seniors would likely end up with the tried and true "English-math-science-social studies-language" formula anyway. Furthermore, when seniors-to-be are selecting their courses, they will most likely want to take more rather than fewer classes so that their year goes by quickly.

Since many of the classes at Schreiber are considered "college-level," students taking them should obtain a college-like education. To me, that means being considered mature enough to choose courses that fit my interests and needs. Seniors anxiously await their first day of college, and letting them choose which classes they want to take is like giving them a preview of this exciting (and quickly approaching) day.

BY Allison Rosenberg

Staff Assistant

The typical "senior year schedule" is one that every high school student envies. It is largely composed of off-periods that are interspersed with the few required classes needed to graduate. Its possessor can relax at home, chill out on the benches outside of school, and take leisurely trips to the local pizzeria.

While this is not true of every senior, most students have usually completed most of the courses required to graduate by the time they reach seniorhood. Some students go on to gain more credits than needed, while others are allowed to drop certain classes. The latter, in essence, defeats the purpose of attending high school.

As an institution of learning, a high school is expected to teach its students in the four major core areas – math,

science, english, and social studies – providing a knowledge base with which the student will build upon in the future. The purpose of a high school is to educate its students to the best of its ability; therefore, it has an obligation to educate its students in these core subjects throughout each of the four years they attend school.

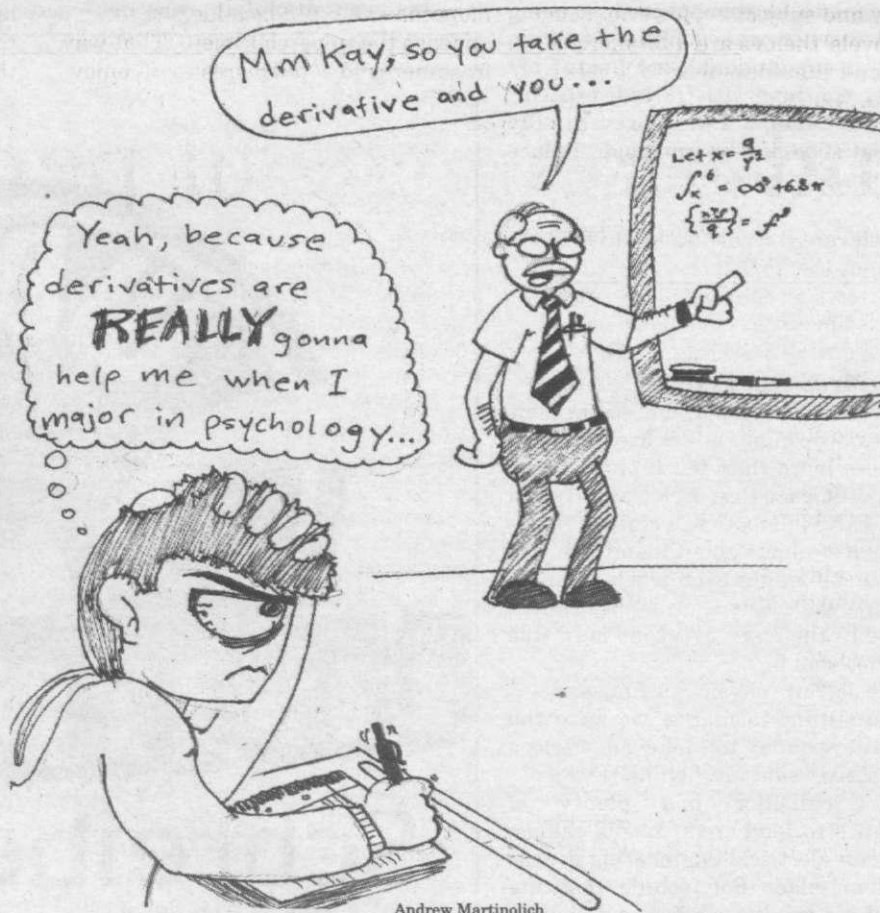
The central purpose of teaching these subjects is to enable students to have a successful future. Even if the equation of a hyperbola may never again be mentioned after high school, knowledge in the area of mathematics allows students to keep up with their daily arithmetic as well as improve their skills in problem solving. Writing clearly, concisely, and coherently in English is an essential skill to master for nearly every job. Social studies allow students to understand the society we live in, and the sciences force them to question their surroundings. While high school cannot provide all the answers, backgrounds in these subjects allow students to understand and deal appropriately with many issues that arise after high school.

For students who may not be going on to college, the time spent in high school is invaluable. These students should take advantage of school so that they can learn necessary information in a supportive setting, a chance they may not have again. Basic understanding of the four core areas allows students to explore more specific subjects within and outside these bounds of knowledge with ease.

While it may be argued that some seniors should be able to drop core classes in order to replace them with subjects they find more interesting, Schreiber scheduling provides ample time for electives through which students can explore their interests. Core education should not and need not be infringed upon.

In more extreme situations, some students wish to drop classes due to a great dislike for the subject as a whole (think of classic statements like "I hate math!" or "I don't ever want to write another essay again!"). This feeling is not unreasonable, as different classes appeal to different students; however, disliking a class one year is no guarantee that a class of the same subject taken the next year will be the same. Schreiber does not teach the same course to students twice; each year (provided the student has passed the previous course), he or she is taught new material. A student may not have enjoyed earth science but may like physics or vice versa.

Education should not be restricted to just the four core subjects; however, as they are essential, they should not be neglected. Seniors should take advantage of their time in high school and absorb information that will undoubtedly be useful later in their lives.



Andrew Martinolich

Schreiber Speaks

"I think that if a senior knows what area of interest they want to pursue in college, they should be allowed to drop courses that only lower their GPA and hold no interest to them."

-Gabby D'Annunzio, senior

"I don't feel that seniors should be allowed to drop core classes because most of the time, students don't know exactly what they want to major in and so they need to be introduced to basics of each subject."

-Alex Bellini, junior

The problem with summer reading lists

BY Kelly Kroft

Assistant-in-Training

Summer vacation is a time for beach days and relaxation. Stress from school and stifling classrooms are long forgotten. The summer reading list is read and put away until, well, the last few days of August. We all know how it goes; July rolls around and you're busy enjoying those rewarding days of summer, avoiding any thought of back to school shopping. Whether you're at camp, working at the local supermarket, or simply vacationing, the last thing on your mind is taking out that summer reading book and opening it past the dedication page.

Finally (usually in the few days before school starts) you realize that there was something you were supposed to be doing besides hanging around the pool all day. You end up rushing to the library or to Barnes and Noble to pick one of the (shorter) novels on the list. Needless to say, summer reading plays a major role in those critical last days of summer. Deciding what to read and how to get a hold of the book you want (all of the copies of the "good books" are already taken out of the library), and finally, calculating how many pages to read a day in order to finish in the allotted time.

In the midst of this panic, some might often question, "why read these books anyway?" Why is it that the list is limited to certain selections that are rather unpopular and mostly unvaried through the years? Students often have difficulty in choosing from one

of these titles because after reading plot summaries on SparkNotes and listening to friends' critiques, most topics simply do not appeal to the students.

The summer reading list is limited to choices which reflect 'a range of

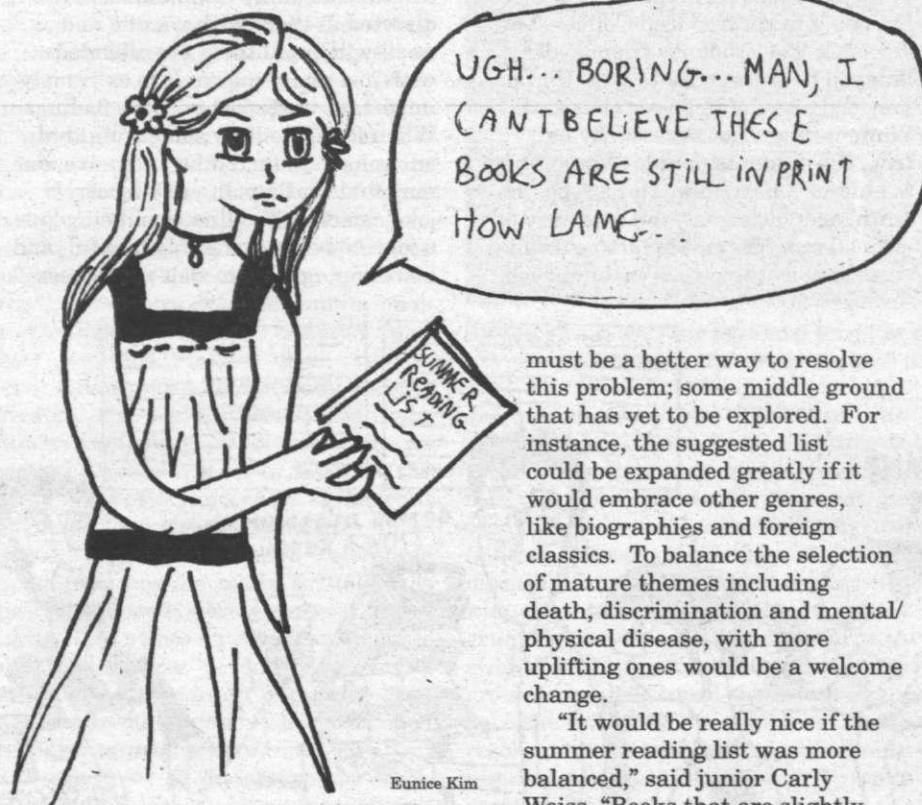
Depression." I'm not saying students should be allowed to read any book of their choice. After all, teachers wouldn't want students coming in with graphic novels on the "Adventures of Superman" or the latest novel in the *Gossip Girl* series. However, there

and seniors could explore deeper and darker genres. It would be best if as the students matured, so too could their reading assignments."

School administrators may say that the list must be kept to a selection that the English department staff has read in order to successfully grade the summer reading essays administered in the beginning of the school year. Certainly though, even with this restriction, the English department would undoubtedly have hundreds of books to choose from. It is unlikely that the department would have trouble grading the summer reading essays if a wider pool of books were included.

At the very least, the reading list should have student input, perhaps by the outgoing class in the spring. Students can have the option of voting on their preferred novels and adding a new, respectable title into the bunch. Student contribution to the summer reading list may alleviate the difficulty of deciding which novel to choose because the list would be more in tune with what students find appealing. After all, it is our summer too.

So, with just a little creative thinking, it's possible to turn a dreaded chore into a pleasant end-of-the-summer experience. The program could serve as a way to introduce students to lesser known authors, genres or titles. Teens could be further educated in a subtle and enjoyable manner. A bit of learning could actually take place in the waning days of summer. After all, that is the whole idea.



difficulty and subjects.' However, some of the novels' themes are a bit more mature and should come with labels that read: "Caution: May Cause Slight

must be a better way to resolve this problem; some middle ground that has yet to be explored. For instance, the suggested list could be expanded greatly if it would embrace other genres, like biographies and foreign classics. To balance the selection of mature themes including death, discrimination and mental/physical disease, with more uplifting ones would be a welcome change.

"It would be really nice if the summer reading list was more balanced," said junior Carly Weiss. "Books that are slightly more mature could be added on to appease the upperclassmen. That way, freshmen and sophomores could enjoy the lighter selections, while juniors

The faults and strengths of perception

BY Melis Emre

Opinions Editor

What if you had the power to change everything in your world with the blink of an eye? Just picture it; one minute, you're sitting in (insert name of mind-numbingly boring class here), watching the clock on the wall magically slow down to a near stop (*how does it do that?*) and the next, instead of (supplement name of good intentioned and undoubtedly bright teacher) standing at the front of the classroom, Isaac Newton or Charles Dickens, or your Great Uncle Leonard is sitting in a plush purple arm chair, lecturing you on whatever subject you're supposed to be learning and offering you a plate full of charming little tea cookies.

At this point, you probably have several concerns that need addressing. So, to answer your questions: no, I am not schizophrenic, no, I am not currently on any medications, and no, I did not accept any food from questionable individuals who lump the words "magical," "mushroom," "freaking," or "awesome" together in the same sentence. I am simply advocating that the human mind is flexible in nature and that this suppleness should be put to practical use. As Albert Einstein once said, "Reality is merely an illusion," so who's to say that we can't or shouldn't create our own realities? Who's to say that we already haven't done just that?

Now I'm sure that what I'm saying seems completely nonsensical or at

best, irrelevant, but take a minute to think about the application of such mental exercises. I'm sure that you can find a time in recent history when you've used similar techniques to wade your way through some sort of difficult task, or even imagined something that wasn't there simply because you found you could. Its not so much that you're hallucinating (because of course you are aware that what is taking place is not necessarily occurring in the physical, tangible world). Rather, you're merely conjuring up certain images or scenarios in your head that serve some sort of purpose.

"There were definitely times in AP European History when I would imagine that important historical figures were conducting the class and teaching me what I was supposed to be learning," said junior Nikki Botsaris. "I think everyone imagines things once in a while, if for no other reason then it makes time pass by quickly."

Of course, there are other ways to consider perception. For example, there are many times when people do not see eye to eye with one another on an issue, yet they rarely pause to stop and consider the reasons for this. Imagine, (if you will), that you're sitting down to dinner with your family. Your mother piles heaping spoonfuls of cauliflower/Brussels sprouts/some vegetable widely acknowledged as unappetizing onto your plate and you wrinkle your nose with ill-disguised dissatisfaction. When she asks what's wrong, you say that you don't like the vegetable because it tastes bitter

and soggy like a wet sneaker. She a) smacks you in the back of the head for talking about food like that, and b) says that you have no idea what you're talking about, and that her vegetables taste crunchy and delicious. Now, the obvious reason for this difference in opinion is that you and your mother are in possession of different taste buds. But have you ever stopped to think about other scenarios where differences occur? What about times when you hear sounds or perceive color in a way that diverges from the view of another? What if every time you see something as red, I see it as orange, or yellow, or pink? What about gestures? What if you consider making the peace sign with your hand to be a gesture of general friendliness while I consider it to be you flipping me off?

Now, what happens when changes in perception aren't nearly as obvious? What if things change so slowly and in such a furtive manner that from one day to the next, we perceive them to be the same, but when we view them over large intervals, change seems to be drastic? What happens to our individual interpretations of concepts like fairness and peace when such a change occurs? Is everything we perceive a reflection of our own selves? And is perception always indicative of the real world, or can it be easily manipulated?

For example, let's say that the bed you normally sleep in feels just right, not too hard and not too soft. Assume that one night you sleep on a very hard mattress. The next night, the same

bed that you usually sleep on feels way too soft. The following night, you sleep on a mattress that is far softer than you are accustomed to. When you go back to sleeping in your own mattress, it feels very hard. But is it really? Is everything in our mind, or does a true world exist?

What about an individual's perception of himself/herself? How big are your eyes? How white are your teeth? Can we ever truly perceive ourselves? Conversely, can we ever separate our perception from our own ideas and preferences?

The reason I am waxing philosophically on perception is because I believe it to be a double-edged sword. On the one hand, we can and should use perception as a tool in day to day life. It should be taken into account in everyday scenarios, and we should learn to consider it more thoroughly and thus, act more carefully for common benefit. We should also assess the degree to which our own preferences guide our perception of the world, and adjust ourselves accordingly so that no disservice or inconvenience is done to others. On the other hand, perception can be a weapon. It is easy for people to manipulate things so that, at first, others perceive very little change, and thus, do not act to end the harmful manipulation.

In the end, perception, like "the force," can be used for both evil and good. The only difficulty is recognizing when the fact that your perception does not equal reality can be detrimental and knowing what to do about it.

Understanding politically incorrect humor

BY Alex Hohauser
Contributing Writer

Each week, *South Park* on Comedy Central (which tackles a multitude of controversial topics) is watched by millions of viewers. Last year's film, *Borat*, grossed over \$260 million worldwide thus far, and was received quite well by critics and the public alike. When walking down a hallway, one can hear a number of students cracking rather awful jokes that would have been considered exceptionally offensive just a few years ago. What does it all mean? Politically incorrect humor is in vogue right now, and it is permeating everyday life. It's not necessarily derogatory, or meant to be offensive or harmful, but it's certainly meant to entertain and reveal small elements of truth.

To understand the modern phenomenon, a brief history of "political correctness" is necessary. Presently, we live in a generally tolerant country, in which people are often accepting of differences in race and culture; however, this has not always been the case. In the past, political correctness, or "PC-ness," was developed in an attempt to avoid offending any select group of individuals. This was unquestionably important in limiting racism and derogatory comments, yet many feel that PC-ness was and is taken too far — almost to the point where it is a form of censorship.

"Being politically correct often means a lack of a sense of humor," said junior Skyler Volpe. "People take themselves way too seriously."

The rise of politically incorrect humor is generally regarded as benign and socially welcome, not

only because humor is like a breath of fresh air in today's stuffy world, but because the person making the pun normally represents the group of individuals discussed in the joke. For example, last year on Dunkin' Donuts' "Free Iced Coffee Day," I heard a fellow Jewish student exclaim: "Of course I'm going to get free Iced Coffee—I'm Jewish!" The student's friends all laughed because in their eyes, this was not seen as an offensive statement. While it might not necessarily be true, the students found it humorous to enforce a particular stereotype. In truth, acknowledging the existence of such stereotypes can in fact be funny — as long as the people making such

jokes have a sense of humility and their surroundings.

It is when the line between humor and offensiveness is blurred that the faults of politically incorrect humor are found. Each person has a different threshold for such comments: some can take as many comments as are directed at them with a smile and no ill-will, and others are offended with just one remark. It is extremely important to respect people's feelings. When forced to hear something that one considers incredibly offensive, one may find that a politically incorrect joke can cross the line from being 'just a joke' to being incredibly hurtful, and moreover, ignorant. Self-awareness

and consideration of one's environment usually separate humor and bigotry. There is a difference between referring to things as "gay" or "retarded" when in reality one means to call something "bad" (an unfortunate habit that many Schreiber students seem to have), and recycling a joke heard on *Family Guy* or *Chappelle's Show*.

This brings us back to Comedy Central. The network seems to have developed a niche through this type of programming, with shows that range from the aforementioned *South Park* to *Mind of Mencia*. Jon Stewart and Stephen Colbert (from the *Daily Show* and *Colbert Report*, respectively) always seem to have a tastefully

presented, slightly off-kilter, but nevertheless hilarious remark on hand. This channel is watched by people of varying ages, and as long as it remains unchecked, so will politically incorrect humor. The parodied situations or witty comments are often based on fact. Stereotypes will always exist, and therefore people will always make fun of these slightly offensive, slightly accurate assumptions. In the end, the best way to approach politically incorrect humor is to have a sense of humor about yourself and others. Do not get offended too easily and don't say things with malicious intent, but don't censor yourself either. After all, let's be honest; politically incorrect humor is often funny because it's true.



Hayley Fuchs

Scheduling slips mark the start of the year

Numerous conflicts and mishaps affect many students, but there are ways to solve the problem

BY Priyanka Sewhani
Contributing Writer

For most people, the end of the summer is often dreaded, not only because school's arrival is imminent, but because students start to receive pieces of mail addressed from the school. For a select few, including myself, the end of summer is an exciting time of year because we're done with relaxing and ready to jump right back into the school mindset, rip open our schedules, compare classes with our friends, and take on the overwhelming and interesting workload that a year at Schreiber offers. However, there seem to be many flaws with the scheduling system.

When I called my friends this summer to see the number of classes we had together, I received many downhearted replies. In fact, most of the people I talked to claimed that their schedule was "messed up." Some, for example, were assigned multiple math classes, while others were given no English courses or signed up for the wrong foreign language. It was unfortunate because, due to PowerSchool problems, they had to wait

until school opened to sort out their scheduling woes.

When I first got my schedule, it was completely incorrect; I had multiple math classes, I was in the wrong social studies class, and I was signed up for Latin even though I take Spanish. It was extremely frustrating because I had to wait until school opened to sort out my schedule and I couldn't find out which of my friends were in my classes. I understand that the school is dealing with over one thousand schedules but still, it was a pain to say the least. Even though it's inevitable that a school as large as ours will make a mistake, it's unfortunate that people had to wait so long to get their schedules fixed and it's even more disappointing that the schedules did not get double checked before they were sent out.

Another problem with scheduling is that certain very focused students are faced with difficulties when they don't get into their first choice classes, or when an advanced course doesn't fit into their schedule. While many people certainly don't decide which classes to take by looking at what their college of choice prefers, there are certain students who choose

courses that prestigious colleges look for. The problem with this is that students set themselves up for extreme disappointment and stress when they only consider certain classes to be acceptable.

"I try to take the most challenging courses available so I can get into the best college possible," said sophomore Danielle Stern. "I also try to pack my schedule as much as possible. I would be really upset if I didn't get into the classes I wanted. I know it seems like a lot of unnecessary strain, but certain classes definitely help people get into prestigious schools." Although scheduling demands can't always be met, there is an alternative to this situation.

Last May, when we were asked to pick out courses, I really wanted to take an art class but I couldn't fit it into my schedule because I wanted to take four other electives. In the end, I wound up taking two electives because my schedule was too full. Perhaps students wouldn't run into such problems if there were eight or nine shorter periods during the day. Furthermore, if periods were shorter, kids wouldn't get antsy toward the end of a class, and thus, more time could

be allotted to actual learning. Another thing to consider is the idea of a class designed to act like "study hall." Maybe the school could set up classes for students who have difficulty effectively utilizing their off periods. Students could sign up for such a class in the beginning of the year, so that they have something to help them remain focused.

Another issue with scheduling is what happens when students drop certain classes. Often if a student switches from an honors or AP course to a lower level class, he or she has to rearrange his or her whole schedule because the school usually doesn't offer both the honors/AP course and the regular course at the same time. It would be convenient for teachers, students, and guidance counselors for the school to schedule regular and honors classes at the same time.

The scheduling dilemma at Schreiber is a troubling situation in many respects. It is unfortunate that students are often so stressed about sorting out their schedules that the first few weeks of school are rather difficult to enjoy. Hopefully, next year's scheduling will go more smoothly, and will allow students to really look forward to the start of the school year.

Recognizing our teachers' efforts

BY Cale Rubenstein

Staff Writer

We students have just spent the last two months of our lives without the people who influence us throughout most of our academic careers. And while most students were ecstatic about the start of summer vacation due to the lack of homework, classwork, and stress, many of us missed those individuals who dedicate their lives to not only providing us with knowledge, but also to giving us guidance, correcting our flaws, and paving the way for us into adulthood. And as I enter my senior year and realize the need for student/teacher relationships, I have truly begun to appreciate the value and service that teachers provide.

I'll be honest; the reason I first became aware of the role teachers play is because I began to work with them during the college application process. Now I am not saying that I haven't valued teachers before, but it takes a time when you have to be as involved with teachers as you do when you need recommendations, until you finally realize how much teachers sacrifice and how stressful a teacher life is. All teachers are piled with meetings, classes and papers, so much that I actually felt guilty asking them to write recommendations.

But one doesn't need to be searching for a recommendation to realize how much teachers help and guide us daily. Besides the minimum eight hours of class that they have a cycle, almost every club or sport is run by a teacher. Some teachers even chose to run multiple after school activities, such as Ms. Giliot, who runs *Kaleidoscope* and the Junior Class Club, and Mr. Klaff, who coaches track and cross

country, and advises the radio club. They also come in early and stay late for supplemental help, and often run review workshops after school in the weeks before important exams. Despite what students may think, I can guarantee that no teacher wants his or her students to fail. We are fortunate in Schreiber to have teachers who are always willing to teach us, even if we aren't willing to learn.

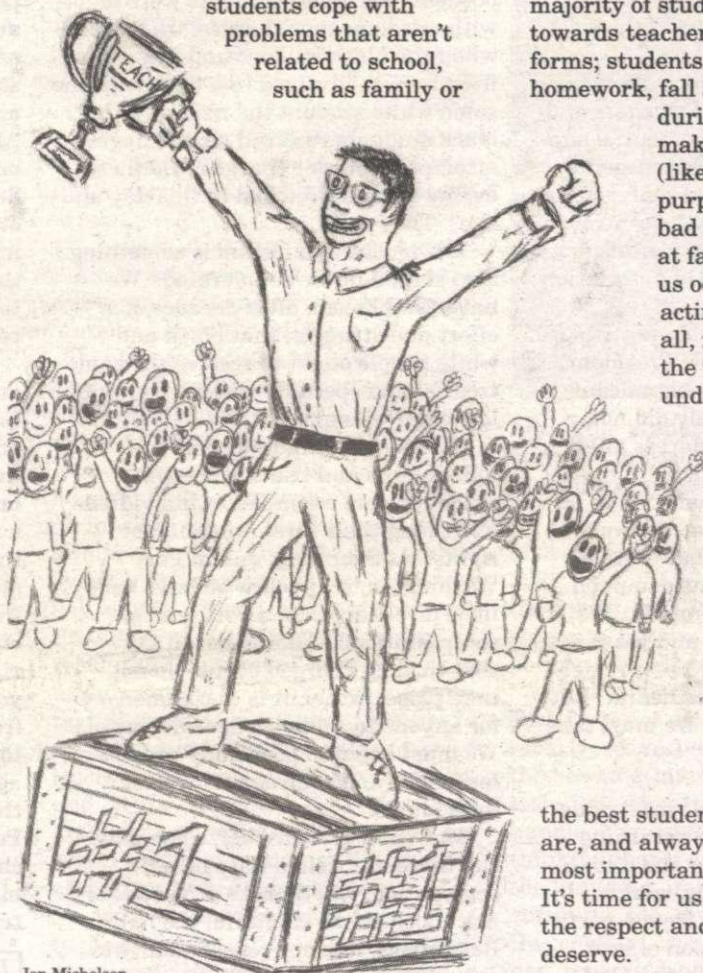
Teachers often offer emotional guidance in addition to knowledge. Most teachers are willing to help students cope with problems that aren't related to school, such as family or

drug problems. This is a very special aspect of our teachers. They are true leaders and icons. Many times I have seen students sitting with teachers during their off periods, talking not only about school, but a variety of subjects, from sports to politics. Teachers here are a rare hybrid; they are intellectually stimulating as well as socially compatible with students.

And of course, once you take into consideration how wonderful our teachers actually are, you realize how *unappreciated* they are among the majority of student body. Disrespect towards teachers comes in many forms; students who don't do their homework, fall asleep in class, talk

during the period, and make unjustified complaints (like "They fail me on purpose!" or "They are so bad at teaching"), are all at fault. While many of us occasionally can't help acting like this, (after all, no one is perfect all the time), we should still understand that we are doing our teachers a great disservice. Teachers have dedicated their lives to bettering ours. They suffer through pushy parents and whiny teenagers. Here at Schreiber, we have some of the best teachers: teachers who are not only extremely knowledgeable, but

who also want us to be the best students we can be. Teachers are, and always will be, some of the most important people in our lives. It's time for us to begin showing them the respect and appreciation they deserve.



Jon Michelson

Encountering high school troubles And why the freedoms of Schreiber make it worth the challenge

BY Sarah Greene

Contributing Writer

Although the walk from Weber Middle School to Schreiber High School appears to be quick and easy, the actual transition from middle to high school is anything but simple. In the eyes of a ninth grader, Schreiber seems foreign, rather large, and very confusing. The workload is heavier, the six day schedule is puzzling, and the hallways are practically one large maze. On top of all of this, there are new freedoms that come with being in high school, such as off periods and free seating at lunch. While all of this can be overwhelming for an incoming freshman, most tend to agree that high school is a much better place than middle school.

Many wonder why a ninth grader would prefer high school. After all, the curriculum is more challenging and the peer pressure harder to withstand. Yet after questioning several other freshmen, I discovered that most, like myself, preferred high school. Freshman are allowed to select their own lockers, choose electives, join clubs

of their choice, and eat lunch with whomever they choose. Students also have much more spare time and can manage it as they wish.

"I love having off periods," said freshman Aimee Stern. "I can do my homework and it really helps me if I have a lot of work that day."

While many ninth graders are growing to love Schreiber and find it very exciting, some freshmen feel as if they are in over their heads. It is difficult to switch to periods that are twenty minutes longer, a six day schedule, new teachers, and a brand new school with mind-boggling hallways and classrooms.

"There is a lot more work and the schedule is a bit confusing until you get the hang of it," said freshman Michael Graf. "If I said to you I didn't get lost my first week, I'd definitely be lying."

Also, school sports in Schreiber are much more demanding, requiring six days of two hour practices per week. With all of the new extracurriculars and challenging classes, high school can be overwhelming and exhausting. Peer pressure seems to have become much harder to avoid. Situations involving alcohol and drugs, smoking,

bullying, and even choosing friends involve difficult choices and occur more frequently in high school.

Although the transition may be a tough one, it is still an extremely exciting learning experience. For all incoming freshman, new opportunities are constantly being presented. While there are challenges to be faced every day, it is up to us to prove ourselves as part of the student body at Schreiber High School. As a freshman, I cannot wait for the year to really get moving, and although I have gotten lost a few times, as I'm sure many other freshmen have, I cannot wait to get involved in school activities and make new friends.

"I enjoy Schreiber so much more than Weber," said freshman Athena Papaportiriou. "Although everything is unfamiliar, the faculty and student body are very friendly. Everything is so new and exciting, and I have so many more privileges."

Despite the various troubles transitioning to high school can create, I'm confident that the majority of freshmen will adjust to the new demands successfully and learn to love high school even more so than middle school.

Overcrowded AP classes frustrate

BY Meghan Doyle

Assistant Opinions Editor

I've been raising my hand for the past twenty or so minutes in my AP Literature class and still, I have yet to be called on. I'm not the only one, either. In fact, there are another five or six students who are becoming so frustrated that they are sitting on 500 page text books so that they can be noticed by the teacher.

There are about 30 students in my class. This is a rather large number of students, and is similar to the number of kids in my AP Government class: 28.

I'm not one of those students with a schedule jam-packed with AP courses. In fact, out of all the AP courses offered, I have only taken five in my four years at Schreiber. However, there is a striking likeness between many of the AP classes, no matter how different the subject matter. They are all overly packed with ambitious students who each have something to contribute to the class... but can't.

With such high numbers of students per class, many periods turn into competitions between the students. Kids swing their arms, tap their pens, or cough up a storm so that the teacher's eyes are drawn to them, and finally they are called upon. And if, goodness forbid, someone makes a statement similar to what you were about to say, you let out an "ugh" or roll your eyes just so the teacher knows that yes, you too, came up with something just as genius.

"There is nothing more frustrating than sitting in class with a thought that I want to share and only getting a chance to do so during the last minute of the period when the bell rings and everyone picks up their books and leave in the middle of my speech," said junior Melanie Davidoff.

Now, I am not suggesting that there be higher standards to get into these classes. The process of being admitted is already difficult enough, and anyway, I would say that a good 95% of students in my classes deserve to be there. I am not blaming the administration, either. I am simply describing the aggravation of wanting to participate in a class discussion and not having the chance to do anything but wave your hand through some very thick air. And considering that participation is so much a part of one's grade at the end of each quarter, it seems unfair that, due to class size, that some students may be unfairly penalized.

Perhaps by limiting the amount of time that a student gets to speak, some of these problems could be solved. It would go something like this: "Yes, (enter student name here), that is such a wonderful observation and while I would like to delve into that, we must go onto the next student because you only get one minute and 2.5 seconds to speak." But to be completely honest, that doesn't seem very fair either. So what is there to be done? Maybe nothing. Maybe AP students will just have to sit and withstand the pain of coming up with something, dare I say, brilliant and not being able to share it with their peers. Or maybe, students themselves should take the initiative to be more respectful of their classmates and allow everyone a chance to be heard.

Editorials

Youth reaction to the war in Iraq

Of all the complex and troublesome issues that affect our lives, the war in Iraq is one of the most deleterious. Unfortunately, it seems that today's youth is indifferent to this ongoing saga. Unlike the youth of previous decades, who protested and picketed in the streets for days on end, our generation (the future leaders of America) have yet to truly make our opinions on the war heard.

Furthermore, our generation has yet to be defined by any sort of positive stereotype. Thus far, our actions (or lack thereof) have not portrayed us as doers or activists. We are in desperate need of a voice, a voice that only we can give power to.

In a recent address, President Bush informed the public that, for the most part, our troops will remain stationed in Iraq. Though he claimed that a few thousand troops would be brought home in the upcoming months, the personnel cut-back was relatively insignificant; troop levels a year from now will still be equal to levels prior to "troop surge" Bush ordered several months ago as an effort to "seize initiative from the enemy," a task that our President assures us is being accomplished.

However, daily evidence tells us otherwise. In the same address, the

President stated that in the province of Diyala, a spot that was once a stronghold for al Qaeda, progress had been made. He claimed that "local tribes are working alongside coalition and Iraqi forces to clear out the enemy and reclaim their communities." Several days after the address, reports filed by non-governmental organizations and the Diyala local council asserted that Diyala is the scene of some of the worst violence in Iraq today.

"Few schools are functioning properly, with few numbers of teachers and students. Hospitals lack essential supplies as the militants and insurgents fight over them. On top of that, some police stations are under the control of local militias," said Fatah Ahmed, a spokesman for the Iraq Aid Association (IAA) in a press release.

Unfortunately, relatively few students seemed aware of the President's false claims. Moreover, a significant portion of the student body did not watch the presidential address at all. Frankly, this is unacceptable.

It is the job of our generation to let the government know that the war in Iraq is not okay, and that it must end. We must take the burden upon ourselves and speak our minds. Yes, it requires time and effort, and yes it is likely that at first, it will be extremely difficult to make ourselves heard. But we can no longer sit idle; we must take action.

to the most disturbing tale most of us had ever heard. A family, returning from their aunt's wedding and a limo driver just trying to get by, were hit by a drunk driver returning from a party in the city. Her explanation of how a mother picked up her decapitated daughter's head washes over us, but she still hasn't dealt us the worst blow. On the screen, a picture floats up. The seats give it away as a car, but it was otherwise hard to distinguish. A white sheet covers up the remains of the seven year old girl. Next, she showed us a 15-second clip of a pair of headlights speeding towards the family's limo ending with a crash, deafening silence, and a whimper. I think that it was the whimper that got all of us. We've all seen crash pictures, and we've all heard these stories. But the whimper was from a real person.

After we march out of the assembly, with our handouts in our backpacks and the request for everyone to complete the review of the lecture ringing in our ears, nobody laughed. Or at least nobody meant it. Right then, at that moment, we are completely aware that drunk-driving is dangerous and there are many ways around it. We do not find anything about driving drunk remotely funny. But at the end of the day we make jokes that the road test should be harder. We laugh with our friends and say that none of us will ever be so stupid as to drag race at 120 miles per hour on the highway. But at the end of the day, when our friends are gone and our minds wander, we all remember the car bumper and that whimper.

And really, no one wants to remember that.

The purpose of drunk driving assemblies

Let's be honest. Schreiber is a mature community. Despite childish graffiti, our school has proven that we can deal with intense adult situations. The Virginia Tech tragedy and the constant threat of an un-winnable war have been the cornerstones of our high school experience. We have been faced with the deaths of classmates and the life-threatening diseases of beloved teachers. But, apparently, we still cannot grasp the concept of driving sober.

We say "apparently" because it seems that once a quarter, the student body shuffles in to the auditorium with the expectation of feeling depressed and guilty. A man or a woman has come in to speak to us who has either directly or indirectly been affected by a drunk-driving accident. The students take a collective breath as they prepare their brains to hear horrible tales of death, injury, and destruction. Then the presentation starts.

Our last assembly featured Ms. Maureen McCormick. She presented her credentials as somebody with a neutral source of information. She proceeded to tell us about one of her most memorable cases, a drag race gone wrong during which one racing car smashed into a bystander car. She showed a gruesome picture of a blood splattered car bumper and explained to us how the bodies were crunched into unfathomable positions. She showed us uncomfortable pictures of what the daughters of one of the victims drew. We watched in horror. She moved on

Racism in high schools

This week, in Jena, Louisiana, six students were victims of racial prejudice. Several incidents over the course of the past year culminated in nooses being hung on a "white only" tree in the schoolyard. Prior to this tragic event, several black students organized a sit-in under the tree in protest of its racist associations. Later, a black student was beat up after entering a "white only" party by white students brandishing broken beer bottles. The white students were let off with misdemeanor charges. However, when the black student and five of his friends were involved in a fight with the same white student the next day, the black students received second degree attempted murder charges. Do these events seem far-fetched in this day and age? They are.

Obviously, this racism is something that should never be tolerated. We have established, after decades of effort and struggle, that black and white people ought to receive the same treatment, especially when it comes to law enforcement.

The protests that followed the indictments and trials of the six students were examples of individuals exercising their First Amendment rights. At Schreiber, and in Port Washington, it appears we have very little direct experience with racial confrontations. That is not to say that racially charged events do not take place; rather, it is uncommon for anyone to acknowledge such acts. We must begin to peacefully protest for justice and confront any racist individuals.

However, at Schreiber, some may say there are visible lines of self-segregation, whether it's conscious or not. Look at the cafeteria, the halls. Regardless, it is our responsibility to ensure that we never allow something like the Jena incident to happen at Schreiber. In order to fulfill that goal, students need to be aware of the realities present, and the actions they can take.

These ever present realities are, in fact, more real than many students know. Historically, Long Island was a hotbed of Klu Klux Klan. This activity has recently fired up again in nearby Valley Stream. When a black couple attempted to buy a house on Cedar Street, they were greeted with cries of "KKK, KKK, KKK!" and threats of firebombing. This elderly black couple tried to be civil with the man that was issuing these ominous threats, however the man would not cease.

Similarly, the incident at the Reconstructionist Synagogue of the North Shore brings light to the racist issues surrounding our town that many people fail to notice. Between midnight and the morning services, swastikas and other symbols of hate were scrawled on the side of the synagogue and on the door of the Rabbi's office. Also, several windows were broken on the side of the temple. Clearly, the deep-seated hate that we think escapes our town borders has in fact percolated into our community. Being aware of these incidents is crucial as we attempt to stem the racist incidents that continue to occur.

Knowing about incidents like Jena and these more recent encounters in Valley Stream and Manhasset is one necessity. It's not about showing excessive amounts of compassion, but realizing that there needs to be a preventative effort. Care about threats of racism, and do something to stop them. What can Schreiber learn from the protests described above? If one feels the need to protest for their rights, do so. However, if you wish for your point to be made, you must keep from violence. People will only listen to peace and justice, not anguish and aggression. Many students insist that there are lines of self-segregation. Point them out, and do something to change them, just do so in a peaceful manner that implies the peace you are trying to attain.

Interested in writing for Opinions? Then come to the next Newspaper General meeting on Oct. 4. All new writers are welcome!

Times Policy Statement

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

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

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

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

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

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

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

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

Safety concerns swarm Schreiber

Emergency preparedness is a top priority for Long Island school districts this year

BY Stephen Nash
Features Editor

The unforgettable events at Virginia Tech and Columbine High School still serve as constant reminders to schools across the country of the potential dangers of a typical school day. With a recently foiled plot to kill staff and students at Connetquot High School, a Suffolk County school, many Long Island districts are beefing up security to prepare for their worst fears. With approximately over five-thousand students walking the halls of the Port Washington School District, Schreiber's administration has been taking similar steps.

This year there are various new additions to Schreiber's security and emergency preparedness. These changes center around the premise of promoting information about what to do if a crisis or emergency ever did occur at Schreiber.

"Getting people information, getting them trained, letting them know what to do, that is the single most important thing that we need to be doing," said Assistant Principal David Miller.

"I think the day we say we have it all figured out, is the day we are lost. You can't say we're done, we're perfect, you always have to keep planning."

Some of the additions this year include a "what to do" booklet for teachers outlining many emergency situations and proper responses, an informative brochure for students on the appropriate procedures in various emergency situations, and improved communication throughout administration, teachers, and security with new two-way radios.

Additionally, this year if the school is ever evacuated, certain teachers, security, and/or administrators will be wearing red hats which read "CRT,"

or crisis response team; these are the individuals that students or teachers should speak with to get information about what is happening and what to do next.

"If we had fourteen teachers walking around with the hats on, people could more easily get information and the assistant principals can deal with the other things which need their attention," said Mr. Miller of the April evacuation this past school year.

"Last year when everyone was evacuated no one knew who to talk to or what was happening. I think if there were teachers that everyone knew to come to, it would make things much better," said sophomore Priyanka Sewhani.

"I believe that our primary area of weakness is communication between the parents and the district in emergency situations," said Mr. Miller.

To help remedy this deficiency the Board of Education implemented the ConnectED emergency communication system. This system, used by other high schools and colleges, stores every student's home telephone number and in some cases, parent cell phone numbers and e-mail addresses. In the event of an emergency situation, snow day, or any other important incident, the system enables messages to reach the thousand of contacts within minutes in the form of telephone calls, text messages, or e-mails. The Board of Education unanimously passed this new communication system, and it is expected that this new arrangement will greatly improve the communication between the district and all parents or guardians.

As a result of recently foiled plots in New Jersey and on Long Island, many districts are improving efforts to prevent and thwart an active shooter scenario. Deer Park High School and Great Neck High School have participated in emergency lockdown drills. At both sites local police, Nassau County police, the Bomb Squad, and all other appropriate law enforcement were present and treated the drill as if an active shooter was in the building. Snipers took position, police cars roared, and SWAT teams entered the building all in the attempt to test the readiness of the school in this simulated emergency.

Administration and local police are also planning on having one of these



Sidny Ginsberg

Although students and faculty are accustomed to the standard fire drill, the school's preparedness to an "active shooter" scenario is still untested. Officials hope the emergency drill later in the year will help prepare police and administration in such a crisis.

drills at Schreiber later in the year. The drill would take place on a Saturday, therefore not involving teachers or students, but would test the vigilance of police and the administration.

The events of Columbine and Virginia Tech have not only stimulated enhanced security attentiveness in schools across the country, but have also changed the technique in which these situations are handled. It used to be the conventional thinking that if an active shooter was in the building, law enforcement should surround the building and wait until the shooter comes out. This strategy has proven deadly. Within fifteen to twenty minutes of an active shooter, lives would have already been taken. Now, as a result, police are being trained to enter and extinguish the situation immediately. These new drills help not only the administration prepare, but police as well.

In the last year, the Board of Education has also created an Emergency Preparedness Committee which looks at different methods in ensuring the ultimate safety in the district. The committee is chaired by Board of Education President Mr. Rob Seiden and includes Board of Education

member Mr. Rocco Andriola, Mr. Miller, Director of Facilities and Operations Mr. Eric Vonderhorst, and community members who examine a range of safety issues facing the district.

"The committee looks at incidents and asks 'what happened here?'" said Mr. Miller. "And last year we had some high-profile incidents and they look at those things and say 'how are we handling it?' Thankfully for the most part, our school has done a pretty good job," he said. "However, when there is an incident there are always things you can do better. It is nice for people to know that it is not just the school that is looking at these things, but it is the Board of Education and Superintendent."

Although Schreiber has made large strides, there is still improvement to be made.

"I think the day we say we have it all figured out, is the day we are lost. You can't say we're done, we're perfect, you have to always keep planning, always keep looking at the what-ifs, always keep discussing your plans, always keep training your staff, but there is just no way to be done," said Mr. Miller.

Emergency Safety Procedures for students

If there is an evacuation to one of our evacuation locations:

- Follow your teachers to the designated evacuation location.
- Remain with your teacher and your class. Your teacher will keep your class together in a group and away from other classes.
- Remain in the evacuation location until the all clear is given and you are allowed to return to school.

What should I do if there is a lockdown emergency:

- A code will be announced over the loudspeaker that your teacher will recognize.
- If you are in class follow your teacher's directions.
- If there is a lockdown emergency and you are in the library follow the directions of the library staff just as you would in a classroom.

What if something like Columbine or Virginia Tech happens?

- Follow lock down procedures. In most situations this is the safest procedure.
- Staff and students are encouraged to respond creatively and to "think on their feet" if need. For example:
- If gunfire is getting closer to classroom escape via emergency windows and break glass if necessary to expedite egress from the

building.

- Use items available to assist in escape or avoidance. Computers may be used to break windows; soap on floors may hind the progress of an attacker; and fire extinguishers may also be of use.
- If movement from cafeteria to predestinated evacuation rooms creates additional risk, staff and students are encouraged to exit the building and move to safety.

Never move towards gunfire, always move away regardless of procedures.

If there is a lockdown emergency and you are in the hall:

- Immediately move into the nearest classroom or resource area.

What can you do to help?

- Do not prop open doors.
- During an evacuation remain with your teacher at all times.
- Do not use your cell phones during an evacuation. All parents will be informed via the ConnectEd system.
- Remain calm.
- Do not play games during an evacuation.
- Show respect for emergency responders.



The Parki

BY Sidney Ginsberg & Andrew Seo

Features Editor & Assistant Features Editor

The morning of the first day of school can be a time of dread. It is a time when teenagers must wake up unusually early once again and face the books for the first time in two months. The first day is also when seniors get first choice of gym lockers, the longest tables in the cafeteria, and the veneration of the lower classmen. However, the first day of school this year gave seniors more

of this concern, last summer the spots closer to Campus Drive in the tandem parking were eliminated. Although half of the spaces were eliminated, there were continued "expressions of concern by the community about any kind of parking there." As a result of this community-wide concern, the rest of the parking was eliminated. In the end, the continued concerns about safety and the safety of the walkers were the underlying reasons behind the elimination.

In total, 30 spots were lost, spots

get their spots on a first come, first serve basis.

"Every senior entitled to a parking pass will get one, but they are not guaranteed a spot every morning. They actually have to get there to get a spot," said Ms. Torres.

In order to quell the anxiety and worry associated with the parking conundrum, the Board of Education established a parking committee on their Aug. 7 meeting, to work on short, intermediate, and long term goals. It was established to "permanently make recommendations to the Board to permanently solve the parking problem," said Mr. Lewis. The committee strives to resolve the parking situation and increase the number of available parking spots. The Committee consists of parent, student, and community representatives, co-chaired by Mr. William Hohauser, a community member, and Ms. Jean-Marie Posner, a Board of Education member. Principals Mr. Lewis and Ms. Marilyn Rodahan of Weber, are also working closely with committee members to assuage the continuing conflict. Their immediate focus is to find additional parking spots within the vicinity.

"The Parking Committee's job was to come up with plans to increase parking for both staff and students. Since the parking in front of the turf field was taken away, due to a "safety hazard," we were supposed to make that area safer or just find other places. Many of the students and staff were very surprised by this decision," said Maddie Mirzoeff, a senior on the Parking Committee. "It's

kind of an outrage to think that backing out of those spots is dangerous because there is a 10 foot side walk on the other side of the street. The other spots in the parking lot are much more dangerous because there is no buffer zone between students and cars."

The Board of Education Advisory Committee on parking's short term goals consists of three parts. First, they are working to obtain spots from the Bible Church's parking lot. There would be 5 spots from the church which could be used.

"If we get those spots [by the church], we can have more spots for more students," said Ms. Torres.

The second option that the committee is exploring is the commuter lot situated between Bagel Boss and Subway. The third and final option is obtaining spots from the Rite-Aid parking lot. Rite-Aid is about to undergo major construction following the change in ownership from Eckerd. It will be adding a second floor and will thus be out of business for six months. During the period when Rite-Aid undergoes renovation, Mr. Hohauser has reached an agreement to get spots while construction is going on, spots that haven't been assigned yet. However, when Rite-Aid is finished with its period of renovation, it will rescind all the spots it has given to Schreiber and Weber staff.

"Most [of these acquired] spots if not all are for staff" said Mr. Hohauser. Mr. Hohauser also added that the students would remain in Monfort. Rite-Aid will eventually "pull their spots away from



Monfort lot has 135 spots. Only thirty of these spots are assigned to students.

to worry about than it had in previous years. Up until this year, seniors had been given the uninhibited right to park near school, in the Monfort parking lot. However this year, there were not enough available spots in Monfort to start the school year.

The decision to eliminate the parking was not made on a whim one month before the start of school. The entire issue regarding parking was brought up at the Board of Education meeting on Aug. 7, when it was decided that the parking between the Bible Church and the administration building be eliminated on Campus Drive. Instead, long yellow concrete blocks were placed there so that cars could not pull in. The reason the spots were removed was because the Board has deemed the parking in that area "a safety issue."

"The Board of Education for 3-4 years has been getting input from the community about the unsafe walking conditions behind the tandem parking," said Principal Mr. Jay Lewis. Because

that needed to be reallocated. The reallocation of these spots was the reason why seniors were without their standard numbers of parking spaces in Monfort. Teachers were also moved and therefore the number of available spots decreased. The teachers who used to park in the tandem parking spots were relocated and received parking assignments in Monfort.

As the year progresses, it may become harder for seniors to get spots in Monfort. Typically, if you are a senior with a valid driver's license and present your registration in Assistant Principal Ms. Julie Torres' office, you may receive a parking permit from Ms. Maureen Rendace. This policy will continue throughout the whole year.

"As more people get their permits from the office, more permits will be circulating than there are spots in Monfort," said Ms. Torres, who is in charge of parking. As a result of the shortage of parking and the plethora of authorized seniors, students need to



Faculty spots in Monfort are left empty while students fight over remaining spots.

ng Question

us and then those faculty members may have to be put back in Monfort," said Mr. Lewis.

"When the parking committee was created, we were assured that the parking lot would be left vacant, so that we could figure out ways for people to not have to back out of the spaces," said Mirzoeff. "To our surprise, stands were put up in that very parking lot, which may be the doing of the Residents for a More Beautiful Port Washington. It just doesn't seem right though to be beautifying something, when a true problem exists."

The spots newly acquired from Rite-Aid, the adjunct Bagel Boss commuter lot, and the Bible Church will be assigned based on seniority. The longer a teacher has been working for the district, the slimmer the chance that they will be moved from Schreiber's main lot. However, the spots obtained from these various lots would obviously not solve the entire parking situation. Therefore the Board is simultaneously pursuing options that would provide permanent relief for both staff and students.

A handful of plans are under consideration which would require meticulous contemplation and community-wide discussion. The first plan would be taking part of the Weber field and creating additional parking spaces. Another possible plan involves taking specific roads that could lead to more spots, if properly renovated. St. John's Place could be expanded and more parking would be created as a result of such expansion. Another idea being discussed involves the tennis courts and possibly moving them to allow for more parking. As mentioned earlier, such proposals are still in the early stages and require further research and analysis.

Another complex solution involves the Schreiber and Weber track. The school district has expressed interest in redoing the track. "Twisting and turning it" said Mr. Hohauser, would lead to dramatically more spots on Bogart Avenue.

Re-situating and redoing the track has been a priority of the Board for quite some time now but financial issues seem to delay the plans. He added that

the entire situation is a "balancing issue" and that the "budget is always taken into consideration."

Currently, the largest issue seems to be the Weber roof. The roof is in need of repair and it estimated that the total cost of this construction would cost about \$1.3-1.5 million. Although about half of the necessary funds have been set aside, more funds are needed to complete the project, not leaving a large amount of money for the renovation of the track. This solution is also quite long term. The proposal for the renovation of the track has to first be sent to Albany to be approved. Also, because the Weber roof replacement project subordinates the track project on the district's list of priorities, the proper funding and approval for the project may take several years.

For now, seniors' best chance at getting more parking spots seems to be riding on simpler remedies. Last year, Dr. Gordon asked the administration to take a survey of the amount of teacher spots not being used. "Once we get an actual average number of spots not being used taken down there, there is a strong possibility that more spots

will appear," said Mr. Lewis. Mr. Lewis believes that additional spots may show up for students in the next few months. So far, the estimated additional student spots is guessed to be about 40. If these 40 are added to the existing 30 student spots, seniors would have approximately 70 designated spots in Monfort. 70 spots may seem like a lot

compared to the 30 that seniors have now. However this is a far smaller number than the amount of spots seniors had last year, or even the year before.

"I find [being relocated] a great inconvenience," said Ms. Mary Balaban, freshman attendance secretary. "At noon time I like to run my errands and by the time I get to my car it takes too much time. I also dislike having to pass all of the people who are smoking along the way." Senior students and those juniors with licenses are also unhappy with the teacher's transition to Monfort.

The district gives spots to 435 staff members and has agreed in the past to give a spot to every teacher who wants one. Several teachers commute from Manhattan and do not drive to work. Their spots sit empty in Monfort while seniors fight over the remaining thirty spots.

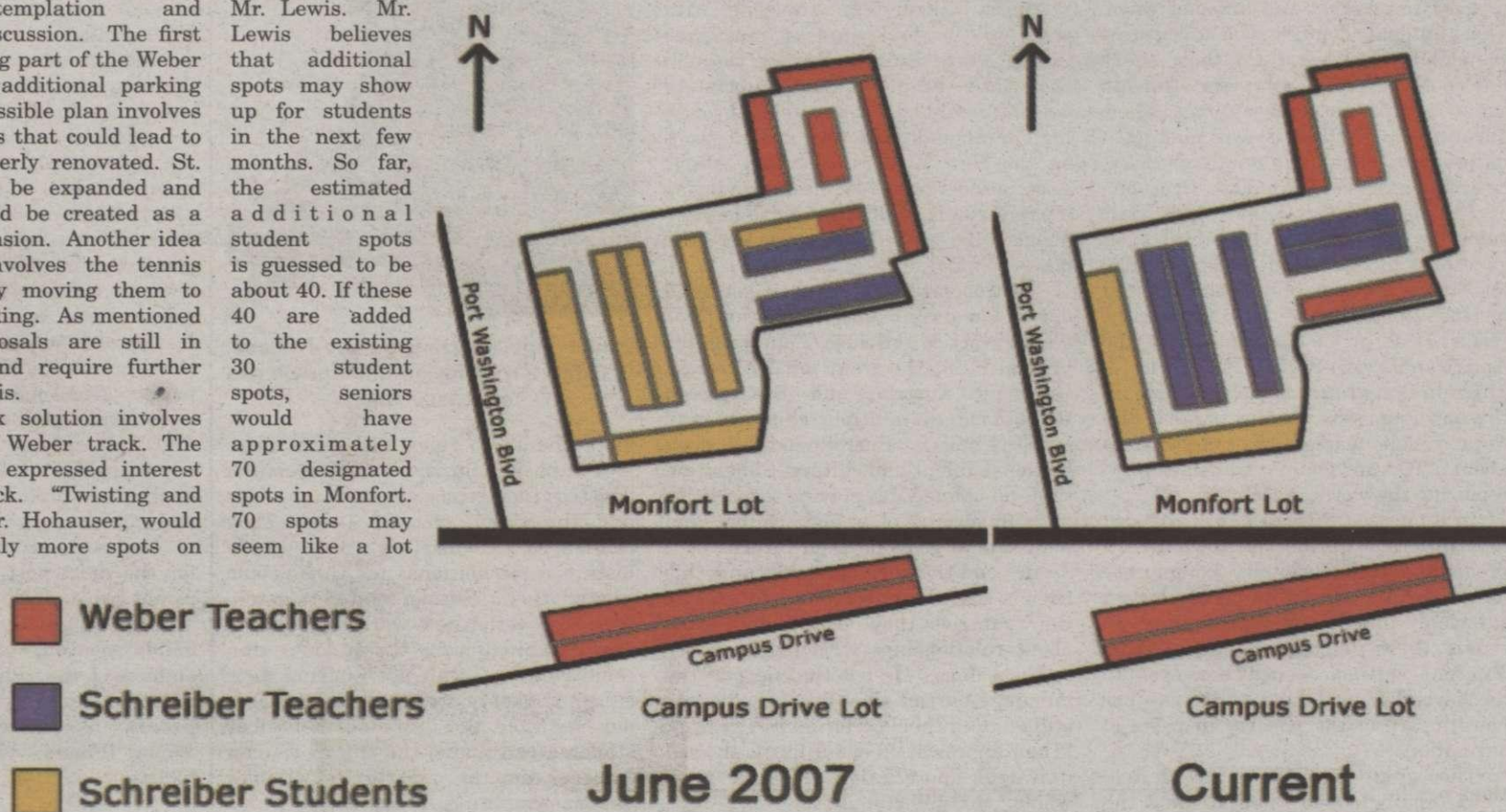
"I am disappointed and find it unfair that some teachers who rarely ever drive their own cars to school are assigned parking spots while most seniors have to fight, struggle with, and even race each other to find a spot at Monfort, and are often forced to park elsewhere," said senior Eli Schwartz.

"Every staff member gets a spot, whether or not they use it," said Mr. Lewis. There are currently 135 spots in Monfort. What happens to the additional thirty? They are the remaining yellow spots in the parking lot designated for students.

Last year, junior Stephen Nash and senior Maddie Mirzoeff went to the Board of Education to try and create more spots for students.

"This year they gave us half the spots seniors were given last year for no "real" reason. For the board to say that a certain spot is dangerous, without any evidence of accidents, near accidents, or police reports and then not give anyone the opportunity to try and fix it, is just a slap in the face to the parking committee, the teachers whose spots were taken away, and the students who have been given the short shrift," said Mirzoeff.

"I'm very pleased with how seniors have reacted to the problem," said Mr. Lewis. "While we work out increasing spots, my hope would be by mid-end to October that we should have more spots."



Fashion File Taste the rainbow

BY Amanda Schiff

Editor-In-Chief

As fall approaches, we begin to brace ourselves for the dark and dreary colors of the season. The classic "3B's of fall," black, brown, and burgundy seem to emphasize the gloomy days of winter. Luckily for all of the cheerful and bubbly people out there, the fashion world decided to give fall a bit of a makeover. The colors of summer might be hibernating for now, but in your wardrobe, the bold hues usually tucked away for fall can come out for some air. However, trends are never black and white; they come in shades of grey.

New York and Milan teemed up this



Although the shirt has dull tones, the different patterns make it trendy.

year to create a royal fashion palate. Runways and department stores alike have been inundated with "gem tones" in place of the mundane and repetitive colors of fall. Hot pink, fuchsia, and magenta are some of the hottest color trends of the year and cannot be missed. If the brightness is too overwhelming for your taste, try the colors in small doses either on belts, shoes, or bags. This allows you to try out the trend without attracting too much attention. These berry-inspired colors work well with black accessories and even add a healthy glow to any complexion. Designers like Donna Karen, Rebecca Taylor, and Juicy Couture have been promoting these colors for fall. However, you don't need to go to New York Fashion Week to get the latest trends.

Cobalt blue is one of the most exciting trends this season. The color is so vibrant and eye-catching that any article of clothing in this color can become a key item in your fall wardrobe. It is also such a versatile color; cobalt works well with anything from black to gold. Royal blue is a tribute to the seventies when go-go boots and hairspray were flying off shelves. Stores such as Forever 21 and J. Crew are taking the trend and running with it. Tops, sweaters, belts, and bags can be purchased for prices ranging from \$20 to \$50. Pair a cobalt dress with black boots for an unexpected burst of color that cannot go unnoticed.

After a few years in the dark, purple

has certainly made a comeback. Rich purple hues such as amethyst and eggplant turn an everyday outfit into something extraordinary. Purple is such an adaptable color that it can be worn in everything from a light cami to a flowing evening gown and still look trendy. Delias is showing a plethora of purple accessories that won't exceed our high school budgets. Prices start at around \$20, making a possibly one-season trend affordable. Purple is the color that has appeared on the widest array of fabrics this year. Purple suede, patent, satin, and cashmere are among the most popular buys of the season.

After all the hype about bright colors for fall, grey snuck into the mix to show that the classic neutral colors are still going strong. Grey is a slightly softer alternative to black and navy, but it is just as versatile. Slate, steel, and silvery shades of grey are popping up among the sea of gem colored clothing. The belted dress is one of the most obvious grey trends in both magazines and stores. For the record, grey does not mean boring. In fact, with rich shades of grey such as charcoal and ash offered in luxe fabrics with beaded detail, grey is anything but dull.

Fall 2008 is off to an exciting start with a color palate that is fresh and unique. Colors are designed to be playful so have fun expressing yourself through fashion.

Summer Technology: The iPhone

BY David Marx

Contributing Writer

In a summer full of new technologies, the iPhone from Apple has received an unprecedented amount of attention. With the release of the iPhone on June 29, 2007, Apple has made their presence known in the ever changing cell phone market.

One might ask, "I have an iPod and I have a cell phone, why would I need an iPhone?" The iPhone is an all-in-one portable multimedia and internet-enabled quad-band GSM EDGE-supported mobile phone. This means that it can play music and video, access the internet, and act as a cell phone. With features such as e-mail, navigation from Google Maps, Safari web browsing, access to Youtube videos, notes, calendar, and phone-making capabilities, the iPhone proves itself to be a fierce competitor in the technology field.

"It's amazing. It is everything you need all in one," said sophomore Luke Aiston. "It's better than an iPod, better than a cell phone." Along with Aiston, Schreiber students give the new phone high regards.

The eight gigabyte (GB) memory iPhone is offered at \$399. The phones were originally released at a price of \$499 for the four GB version and \$599 for the eight GB. Many iPhone owners were outraged after the price drop, but Apple now offers a \$100 rebate. If you bought your iPhone at any time before the price drop, you can apply for your rebate at the Apple website. The user needs to type in the serial number and their phone number, to receive a \$100 credit towards Apple products. Unfortunately, this \$100 cannot be used in the Apple iTunes Store to purchase music.

"It was really easy for me to get the rebate," said sophomore iPod owner Cody White. "I just went on the Apple website, filled out the form, and got the \$100 credit."

One issue that some had when deciding whether to purchase an iPhone was its durability. With a 3.5 inch liquid crystal touch screen across the front of the phone and no cover, the phone is prone to cracks and scratches. Although all iPhones come with a one-year warranty, the warranty does not cover physical damage. This means scratches and screen cracks do not qualify you for a new phone. In addition, repairs could cost up to \$250 per fix.

Although the iPhone seems like the perfect electronic device, some people have had complaints. Some features that the iPhone is lacking include a removable battery, downloadable applications from third-party suppliers, and carrier-free phone plans.

The reviews of the iPhone were, for the most part, positive. With the recent price slash, Apple expects sales to increase greatly and in time for the holiday season. No matter what one's opinion of the iPhone may be, it is a milestone in the advancement of cell phones. For more information on the Apple iPhone, visit www.apple.com/iphone.

Schreiber students rockin' and roofin'

BY Willa Jones

Contributing Writer

After a long, difficult year, the mere freedom of summer excites all who can't wait to relax and enjoy the time free from work and obligation. Yet some Schreiber students spend their time in most impressive and unusual ways. These students embarked on adventures completely different from their every day routine. A few Schreiber students came back with stories about their adventures, whether it was making a difference through community service, or even performing throughout Europe.

Junior Julie Suzzan spent her summer reaching out in one of the most generous and personal ways possible: for six weeks she built and repaired houses in a Tennessee community. Suzzan was given this chance by the American Jewish Society for Service, a program that grants Jewish adolescents the opportunity to restore parts of the country. It teaches the participants about "Tikkun Olam" translating to repairing the world in Hebrew.

In Tennessee, Suzzan was introduced to a different world. The town was a predominantly Christian community and unfortunately many people lacked sufficient funds and opportunity to repair their damaged homes. This different setting opened her eyes to life beyond Long Island and made her more aware of the poverty in parts of our nation.

The group stayed in a church, which "really helped us get to know the community and experience southern

hospitality first hand," said Suzzan. The group constructed new roofs, foundations, decks, and more. For their efforts, the local news even broadcasted their story. Suzzan was proud to be a part of such a program. "Seeing how grateful people were was a great feeling," said Suzzan.

Aaron Silberstein traveled with some of the best student musicians in the North East to Europe through the AMA Empire Tour. Silberstein became qualified for the tour through high level auditions and a high score on the New York State School Music Association's exam. While improving as a percussionist, Silberstein also learned about different cultures and the true power of music.

The concert band and choir gathered only a few days before leaving on their trip to practice and meet. Following this brief meeting, the group left for France, Germany, Austria, and Switzerland to perform in multiple churches and concert halls. Surrounded by such immense talent and culture, Silberstein said he gained "a playing experience with musicians of a high caliber and with similar goals for their future."

In addition, Silberstein and his friends had the opportunity to explore the countries they visited and learn about relationships with music across cultural lines. He felt that despite the language barrier they faced, audiences still enjoyed their performances greatly. "Their appreciation of our music showed universal appreciation of music as a whole," said Silberstein.

Though summer vacation gives us



Courtesy of Julie Suzzan.

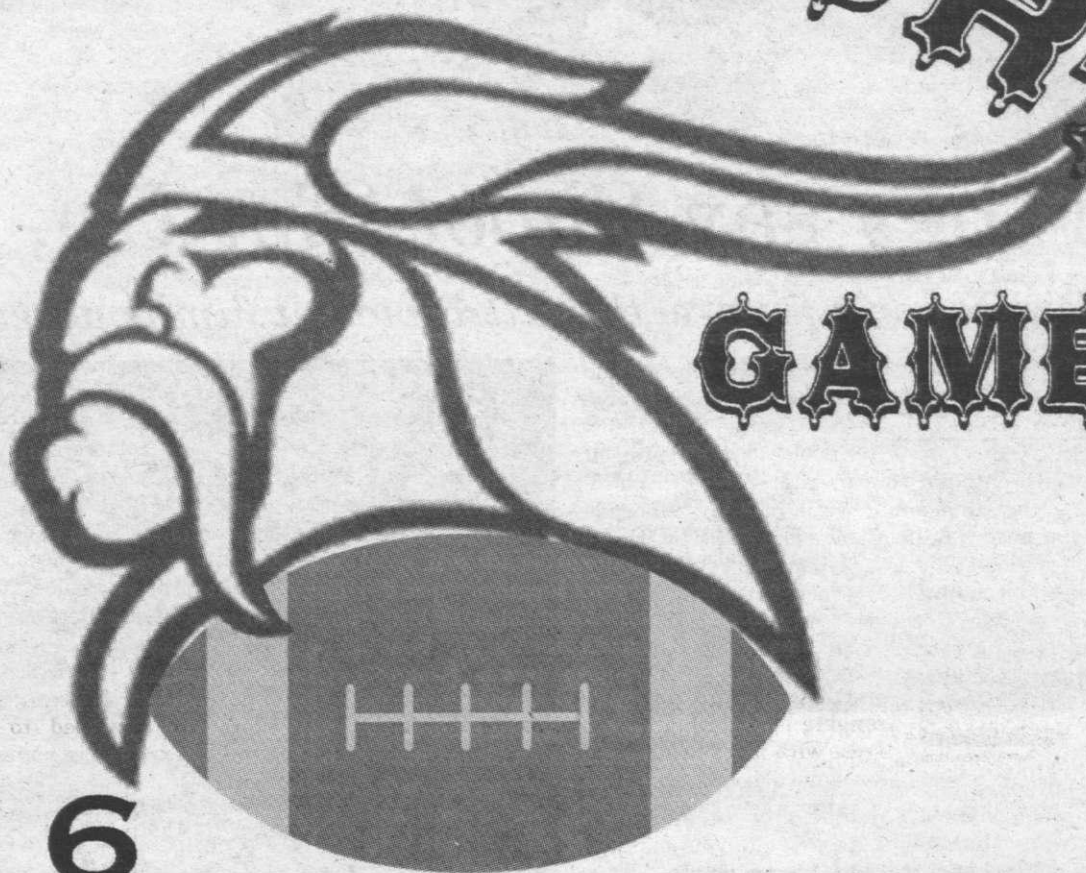
Junior Julie Suzzan, pictured above, is fixing a roof for an underprivileged Tennessee family.

all a chance to relax and even make a few bucks, Suzzan and Silberstein devoted their time to their passions and the people around them. They challenged themselves and made lasting contributions to the people around them. Suzzan and Silberstein both discovered new worlds outside of Port Washington for the summer, and their eyes were wide open during their cultural experience. Both students demonstrated the difference Schreiber students can make, the things we can achieve, and the opportunity summer vacation can bring.

PRIDE IN PORT

FOOD

GAMES



**SAT
OCT 6**

obstacle course

giant slide

bounce castle

dunk tank

rock wall

mechanical bull

FAMILY FUN DAY BEGINS AT 12

FOOTBALL GAME AT 3

SCHREIBER FIELD

arts & Entertainment

When they say *Shoot 'Em Up*, they mean it

Not a masterpiece or a failure, this ultra-violent film is never boring and always sexy

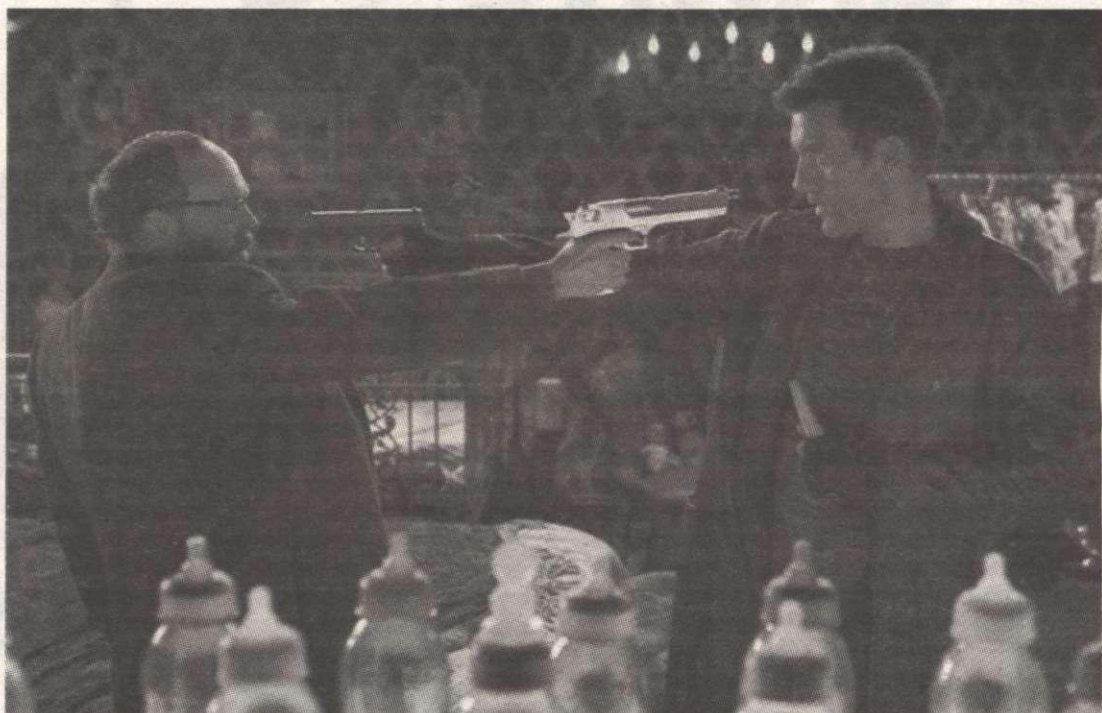
BY Nick Pray
Staff Writer

Think of a film that is so intense, so gut wrenching, so pulse pounding and so action packed that you need a bullet proof vest just to watch it. That film is *Shoot 'Em Up*, starring the fantastic Clive Owen (*Children of Men*), the stunning Monica Bellucci (*The Matrix Reloaded*) and the crazy, but always brilliant Paul Giamatti (*Sideways*). *Shoot 'Em Up* was written and directed by newcomer Michael Davis. Davis has poured every last vision of what an action film should be into *Shoot 'Em Up*. After already having a revolutionary director, an 'A-List' cast, add a ludicrous plot with more blood and references to eating your vegetables and wearing your seatbelts, it makes for a truly lethal combination. *Shoot 'Em Up* creates an outrageous but insanely awe-inspiring spirit of an action film, that is scarcely seen nowadays.

The setup is as simple as pulling the trigger. As the film opens, Mr. Smith (Owen) is waiting at the bus stop. A pregnant woman, on the verge of birth, stumbles by him, as a man with a gun is closing in on her. Smith follows the two into an abandoned warehouse, where the armed man is ready to dispatch the woman. Smith intervenes, blowing away the man and several other henchmen while the woman is delivering the

baby. However, the mother doesn't survive the escape, and now Smith finds himself in charge of the child, while literally hundreds of goons, led by Hertz (Giamatti), follow his every move and attack at will. With the help of a prostitute named DQ (Bellucci), Smith intends to find out who's after him and why. Smith finds that the baby, along with three others, were harvested to provide bone marrow for a senator. This senator is of utmost importance due to his popular view on gun control. Hammerson, a very wealthy man in the gun industry, orders his men to kill the babies so the senator dies, and hires Hertz. To basically sum up the movie, Smith gets involved and kills everyone and everything, getting the girl and the sympathy vote with his soft heart.

This film is preposterous and brilliant at the same time, and aimed at an audience who would sell their left kidney on the black market just to get more action. The film is an ensemble



Paul Giamatti (left) is Elmer Fudd to Clive Owen's Bugs Bunny. This cat-and-mouse relationship is the fulcrum for the film and provides the most intense action scenes.

of great characters, absurd and beyond-cool fight scenes, and hilarious one liners from Smith that prove just how crazy our world really is. Owen is once again terrific as that guy without a past who kicks everyone's butt and gets the girl. Giamatti lets loose and takes a journey down insanity lane for one of the craziest characters he has ever portrayed on film. Bellucci is sexy as ever and shows off her parenting skills, buying bullet proof attire for the baby and offering protection by hiding in a tank. The fight scenes are inventive and astonishing to watch as we think to ourselves, "That could never happen."

For instance, after Smith kills the Senator he jumps out of a plane; Hertz's henchmen follow him as they plummet to earth while Smith unloads boxes of bullets, maiming them all. Another great scene takes place in a hotel room as Smith and DQ begin to make love. Suddenly henchmen come from every door and window. While Smith and DQ are continuing their act of intimacy, Smith is able to kill every last one. It's absolutely crazy and could never happen, but that's what the movies are made for.

The film is full of some of the greatest action put on film—action that has a style of its own that tells the

audience "We're going to kill people in ways you never thought of." The plot is secondary, the action and sex are abundant, but personally the best part of the film is the chemistry between Smith and Hertz. Owen and Giamatti become Bugs Bunny and Elmer Fudd as they try to kill and talk smack to each other. It's that type of creative and inventive nonsensicality that make this film one-of-a-kind.

Shoot 'Em Up is certainly unethical, but no person should see this film in a literal frame of mind. Just sit back and enjoy the ride, because it won't let you off till it's done. For the rest of us action junkies it's a new, joyously loony film that gives you a warm feeling inside as you grip the chair wanting more once the credits role. Davis keeps things moving at a breakneck pace and shows plenty of creative flare and vamped energy in every scene.

Simultaneously a revival and tribute to the historic action films, *Shoot 'Em Up* plays out like a marvelous ballet of violence, sex, wit and an endless supply of bullets. With a soundtrack as impressive as this film to carry the audience along and keep the adrenaline pumping, *Shoot 'Em Up* is a guaranteed blast at the movies.



Mr. Smith's (Clive Owen) excellent eyesight and aim is a result of his excessive carrot consumption.

Medieval festival isn't only for toddlers and old folks

Students take interest in history club volunteers dressed as knights in Sands Point

BY Christina Vlahos and Jennifer Marno

Assistant Editor and Contributing Writer

Port Washington was under siege this weekend by medieval knights who were spotted gallivanting through Sands Point. Why are they running toward each other with jousting poles, you may ask. The weekends of September 8-9 and 15-16, the Sands Point Preserve hosted their 28th Annual Medieval Festival, an event which has gathered families from around the North Shore to experience the culture of the Middle Ages, and we decided this year that we were going to experience it ourselves.

And so we began our adventure and took that five minute drive to the medieval period. Upon our arrival we were greeted by volunteers from the Medieval Scenarios and Recreations Incorporation (in other words a medieval history club) who were in full shining armor couture, seated upon their loyal, noble steeds. We were then waved into the central square, which was lined with tents full of wenchies, beckoning us to buy something from their wide array of medieval merchandise. As tempted as we were by the wooden swords, costume gowns, and personalized chain mail, we settled for some flower crowns and continued on our way through the square.

We ventured throughout the preserve, which was overrun by countless medieval history club members, until we were captured by the sound of enchanting medieval music and found ourselves drawn to the source. We came upon the New York Celtic dancers performing traditional dances of the times to live accompaniment, and the dancers were evidently very skilled. Right after this impressive

display, we were entertained by the medieval fashion show. It seemed like a history lesson, traveling from 55 B.C., the time that England was conquered by the Romans, through the Middle Ages right up to the Renaissance. The evolution of clothing during this time seemed to be very complex—according to the announcer, clothing progressed from a single rectangular piece of fabric into two rectangular pieces of fabric. It was quite exciting. In addition, the announcer took much time to emphasize that if you had long hair it could mean that you were unwed, or (gasp) a pagan.

After wandering away from the fashion show back through the crowd, we were dragged into a mob of elementary school children and their families, making their way to Fred Greenspan's Traditional Puppet Theatre. The feature presentation was Punch and Judy, modified from its original version in order to maintain the young viewers' innocence. Somewhat entertaining, the puppeteer made several attempts to make references to the '60s and he made sexual jokes that we figured were supposed to be subtle and whose purpose we assume was to keep the parents entertained throughout the performance. However, these were unsuccessful because even the parents were sort of confused about their relevance to the rest of the show. Punch and Judy was interesting overall and, the fact that we could see the puppeteer's hands when he was holding the puppets' sticks didn't serve as too much of a distraction from the puppets themselves.

After this wonderful performance, we walked back to the central square and came upon a large group of screaming people surrounding knights and ladies of the court and announcers. We continued



Gab Balaban

Sir Gwyneth and Sir Richard joust at the Sands Point Preserve in a tournament to become the champion of the princess of the Royal Court.

our investigation and found out that these noble knights were fighting to protect the honor of ladies randomly selected from the crowd. However, no fair ladies' hearts were won, for the fighting was disappointing and their mock battle wasn't exactly a battle. It was more like two knights alternately grunting and smacking each other with swords while the manic announcer ran around trying to rouse the crowd again once the initial excitement wore off. He resolved his issues by simply screaming himself: "We want bloodshed!! We want gore!! Fight till the end!!"

Needless to say, we continued our walk through the grounds and came upon Faith, the gypsy fortune teller who charged \$10-\$15 to inform us of what our futures behold. She then proceeded to tell us of the story of her past, and said that she had worked with this festival for over fifteen years. She also told us about her mother's hippie background and would have told us more if we hadn't decided that the story of our journey should include more about the jousting than one of the club member's life story.

So we made our way to the jousting tournament. We had a choice of two knights we could cheer for: Sir Gwyneth and Sir Richard. Sir Gwyneth was actually a girl, but they were trying to make the point that women weren't usually allowed to joust back in that time. They demonstrated their precision, aim and ability in these "difficult tasks," which entailed leading a horse to a pole off of which hung a ring through which they were supposed to slip their jousting pole. Whoever

collected the most rings won the joust, and the winner of the round that we watched was Sir Gwyneth.

As we went and got our lunch, which unfortunately didn't consist of food which would have been served in the Middle Ages, we heard bells ringing and war cries throughout the grounds. Following these noises was the shouting of the Medieval history club members, running toward the castle with bow and arrow in hands, some on their noble steeds carrying swords, others running with different forms of weaponry. They stopped at the front of the castle and informed the visitors who had gathered around by now that the evil knight had stolen away the lovely, nameless Queen of the Royal Court and stowed her away in the castle. The king gathered his army and laid siege on the castle, letting arrows fly and trying to take down the door with a battering ram (a rotten log most likely found somewhere on the grounds). This was one of the most culturally enriching activities of the day, rivaled only by the fashion show.

The Medieval Scenarios and Recreations Inc. members put a lot of effort into this festival every year and they are passionate about what they do. The festival is a great family outing, and even though it was evident that the age group the festival's activities were intended for was under the age of 15, it was honestly a relatively enjoyable way to spend a glorious fall afternoon. And according to one of the members who has been with the history club for over 20 years, "The best part is seeing the kids smiling every year. Each year it feels better and better."

Summer of Love tries to reach the high expectations of students

BY Tatiana Mourabes

Staff Writer

The Summer of Love: Art of the Psychedelic Era exhibit at the Whitney Museum of American Art was an aesthetically and visually pleasing show which captured the essences of revolution and peace that existed throughout the 1960s and 70s. Summer of Love portrayed much of the rebellion and protest brought on by civil discontent and social change through poster art that advertised concerts, "be-ins" and happenings, political protest rallies, and controversial photographs. The display consisted of psychedelic movies, photos, paintings, light shows, and a wide array of memorabilia. The exhibit contained the work of such noted artists as Richard Avedon, Andy Warhol, and Robert Whitaker.

The most impressive section of the show was the multi-media installations. Both USCO's strobe room with mylar panels and tie-dyed floor, and Abdul Mati Klarwein's Aleph Sanctuary, along with other pieces, provoked altered states of consciousness. A good portion of the art in the show was mass-produced objects such as album covers, posters, and magazines, many relating to the world of entertainment. The movies were also

worth remark; the Whitney showed different films every hour, each one with its own quirks and unique psychedelic imagery. My personal favorite was the LSD wall by John Hawkins featuring clay creatures, patterns and shapes paired with distorted images and sounds of trickling water.

I would like to have seen more paintings and fewer newspaper magazine articles. Although the commentary in the articles established the historical background of the exhibit and linked the different works and presentations, the exhibit lacked a substantial amount of traditional artwork. All in all, it was an enjoyable and amusing collection of memorabilia and surrealist pieces from a hallucinatory age of experimentation and protest. Hopefully you were able to view the exhibition prior to the release of this review, since it closed on Sept. 16.

While many thought that the exhibit was a fair representation of the chaos and revolution that characterized the '60s, others argued that the exhibit portrayed a generic view of the '60s. While the exhibit incorporated numerous relics from the social movement, it presented them in a contrived manner. Understandably, the '60s are over, yet the vigor of the age seemed to be missing.



Gab Balaban

Knights take turns dramatically smacking each other with swords in the courtyard of the noble king's castle.

Some shows can provide Lifetimes of pleasure

The brides' gowns are in camouflage in the new runaway hit Army Wives

BY David Becker

News Editor

Many people have stipulated that Lifetime is a channel for pregnant women. I used to believe this. Because of the local channel line-up, Bravo tends to steal Lifetime's thunder, leaving Lifetime unsexy real-estate in the eyes of a Port Washington viewer. It was only when I was flipping channels between a nine hour summer marathon of *Top Chef* and Lifetime that I noticed what I would soon identify as the most deftly crafted and patriotic program of the airwaves: the pregnant channel's prodigy baby, *Army Wives*.

If *Wives* sounds like a trashy serial from the title, a description will not help. *Army Wives* discusses life on a Virginia military base for five army spouses: four wives and one husband. Together they deal with the reality of war, deployment, and coming in second to your partner's career for the good of the country. Schmaltzy as it may seem, *Army Wives* lacks any traces of "out of the can" characters and cliché plot twists. Rather, each episode serves not only to develop the stories of "wives" but also to shed light on a lifestyle, sometimes chosen and sometimes not.

Living in the shadow of ABC's *Desperate Housewives* is an unattractive place. On the surface, *Wives* should be filed in *Housewives'* genre of suburban mommy television, and Lifetime is eager for viewers to make this connection. This juxtaposition is not so simple. Perhaps the "wives with knives" image of *Housewives* is comparable to the "wives with rifles" image of some of the women, but holistically, *Wives* does not serve up drama for drama's sake, and the premise of the show is not just about how women tick each other off every day.

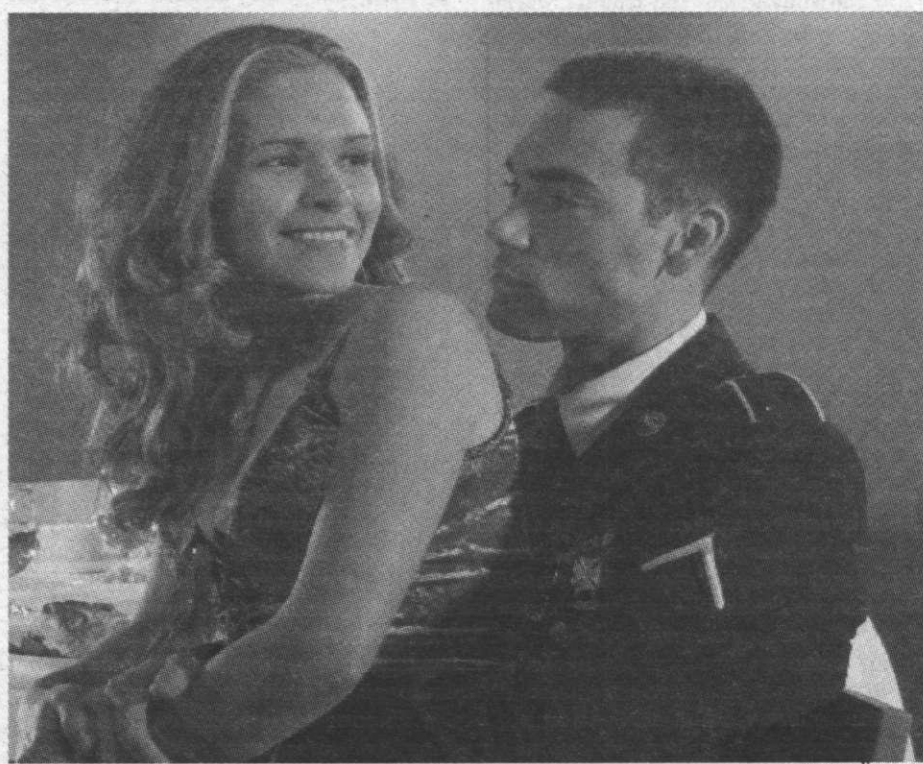
Rather, *Army Wives* begins at the

tea party of uber-wife Claudia Joy Holden, played by Kim Delaney, who holds a tea party for all the wives on the Virginia base. At this function, pregnant Pamela Moran, played by Brigid Brannagh, goes into labor and Claudia Joy, with the assistance of Roxy LeBlanc (Sally Pressman), Roland Burton (Sterling Brown) and Denise Sherwood (Catherine Bell) usher Moran safely out the watchful eye her peers and into a local pub where she delivers black babies on a pool table. Come on. It's Lifetime. Cut some slack.

It is here where the women and Burton are bonded by Pamela's secret: she's a paid surrogate. The enormous amount of empathy the women are able to derive for each other begins at this moment, where the very real need for secrecy outweighs the naturally competitive natures of the career-driven spouses. Albeit, the careers the women focus on are not their own.

To call *Army Wives* genius is a waste of superlatives. If you're willing to pay, premium cable can offer you plenty of well-acted and well-written shows. Rather it is the sheer ebullience of *Army Wives* that distinguishes it from other Sunday night shows. The writing is fresh and snappy, not tongue-in-cheek and sardonic. The actors, no matter how serious their roles are, emanate with excitement, as opposed to looking starved for glory and rent. Claudia Joy shines as the everywoman lens through which we view the depressed Denise Sherwood, while the outspoken Pamela Moran and Roxy LeBlanc characters serve to portray how even the loudest of the wives are quieted by the intense suburban climate.

Indeed, at times, *Wives* borders on politically relevant. Claudia Joy must react to video footage of her daughter Amanda protesting the war. Pamela Moran takes an anti-war outlook



Roxy LeBlanc (Sally Pressman) and Private First Class Trevor LeBlanc (Drew Fuller) in their remaining moments together before his deployment.

after her husband is surreptitiously summoned for duty at Claudia Joy's Fourth of July party, snaking off into the horizon for deployment. It's the first show that effectively plays with G.I. Joe and Barbie at the same time.

The writers' uncanny knack for gender portrayal and characterization leaves *Army Wives* with the air of a Shakespearean play: even as the women perform the daily rituals that distinguish themselves as essentially ordinary people, the viewer feels as if a mirror is being held up to an unknown part of America. It's not quite middle America, land of the bulk-buyers and mom jeans, but rather, it's the part of suburbia that *Desperate Housewives*

didn't find glamorous or satisfying enough: depression that doesn't end up in percocet usage, gossip that doesn't end in validation, childhoods that don't end up as the fodder for therapy sessions.

Don't get me wrong: all of *Army Wives'* essential motifs (the fear of death, withering love, the bonds of friendship, career success) are unoriginal. The plot is creative in its use of scenarios that are real to military spouses, but at the core of the show is everything one expects to encounter in a well-lived life or in another one of the pregnant channel's children. This makes me wonder why such hackneyed concepts have never before been so effectively utilized.

Preachy ABC Family speaks a new language: *Greek*

BY Erin Szulman

Editor-in-chief

In an attempt to gain a newer, older audience, ABC Family has successfully introduced *Greek*, the new hit series that follows students at the imaginary Cyprus-Rhodes University though their college experience. Creator Patrick Sean Smith highlights the *Greek* system, following members of two rival fraternities and a well-to-do sorority. The subject is new territory for ABC Family who has traditionally produced shows on family values and important life lessons.

The first season of *Greek* ran for ten episodes and has been contracted to start a second season of ten episodes in January 2008. Its popularity is on the rise and people are actually starting to talk about it. ABC Family has their share of advertisements for *Greek*, but nothing tops the interactive "virtual rush" website. Viewers, usually college-aged, join virtual sororities and fraternities and compete in challenges to win a walk-on role in the series.

Rusty Cartwright is our protagonist, a freshman engineering nerd and social misfit, who enters Cyprus-Rhodes as

a freshman determined to change his image and rush a fraternity. Played by Jacob Zachar, Rusty tries to balance his demanding major, polymer science, with his new responsibilities as a Kappa Tau pledge.

Rusty faces the typical college issues. His roommate, Dale Carter as played by Clark Duke, is a conservative, pro-abstinence roommate who is well intentioned but awkward. Rusty's sister, Casey, a Zeta Beta Zeta presidential hopeful, has her own demanding schedule and makes no attempt to see Rusty. Casey, Spencer Grammer, barely has time for her boyfriend Evan Chambers, president of Omega Kai and member of the powerful Chambers family. The social ties continue. Evan's nemesis is Cappie (Jake McDorman), Kappa Tau's president, mentor to Rusty and Casey's first love.

Back at Zeta Beta Zeta, conniving president Frannie tries to gain power by accepting freshman Rebecca Logan (Dilshad Vadsaria), the senator's daughter, into the sorority. The rivalry between Rebecca and Casey begins when Evan is found cheating on Casey with Rebecca during the first week of school. Casey forgives him at the pushy suggestion of Frannie, and their power

struggle begins. Just to summarize, the enemies are: Cappie and Evan, faux friends Frannie and Casey, Casey and Rebecca, and Rusty and Evan ever since Evan cheated on Casey. Despite complicated plot lines, the show is easy to follow and each episode stands alone while intertwining into the larger story.

Viewers are immediately immersed in the luscious foliage, rolling hills, outdoor cafes and ostentatious Greek housing, finding comfort in the characters who appear to deal with identity issues just as everybody else does. The show tackles serious issues like peer pressure, being gay and pre-marital sex, but also tends to reinforce stereotypes about the Greek system. Viewers see Calvin (Paul James) and a boy from another fraternity go out on dates and talk about coming out. The pretentia is still there along with the "pinning" and mandated community service, as is cheating and a scheming administration, all presences at college. The sexual encounters and underage drinking featured on the show represent the changing times at ABC Family. While a disclaimer is presented at the end of the show to acknowledge the irresponsible behavior, the writers and directors of *Greek* make no attempt to hide any partying or

reckless behavior. *Greek's* intention is to represent a microcosm of college, although some events come out as being too exaggerated and unrealistic when placed all together. Taken separately, like the Omega Kai sweetheart competition and protests on campus, the plots seem believable.

Despite signs of inexperienced acting, each character has visible spunk which contributes to unique personality of the show. The dialogue is cleverly written and the conversations between characters are believable. The humorous plots keep viewers on their toes yet buckling over with laughter.

Greek has also paralleled other shows with their approach to music. The band Plain White T's performs the theme song for the series and is featured in multiple episodes. Characters like Dale even sing on the show, and other pop culture bands, like the one featured in a recent Kohls commercial, make appearances. On the ABC Family website, you can listen to some of the featured music and download it onto your computer. The music is fresh and fun, making it a perfect fit for the new show. Now teenagers just need to discover this ever-entertaining addictive hour of fun and the laughter that ensues.

Nanny Diaries does not live up to the original novel

BY Isamar Pena

Staff Writer

The film adaptation of the 2002 best selling novel, *The Nanny Diaries*, recently hit theaters. Before the movie came out on August 24, there was already a sense of disappointment, and viewers weren't at all assuaged once the reviews were released. *The Chicago Sun Times* referred to it as, "...sort of bland obvious and comfortable." *The Washington Post* stated that *The Nanny Diaries*, "...at most achieves a certain mediocrity." However, in spite of these reviews, after loving the novel I couldn't choose not to see the movie.

Annie Braddock, played by Scarlett Johansson, was a recent college graduate who majored in anthropology. While Braddock was searching for a job, she moved back in with her mom to her hometown in New Jersey. Almost immediately after she moved in, Annie Braddock experienced her first major job interview. The interview took a foul turn when her possible employer asked Johansson to describe the real Annie Braddock. Braddock did not know how to respond, and she sat across the desk very puzzled. It suddenly 'dawned' on her that she had no idea what she wanted to do with her life. Should she start a fast paced demanding business career, as her mother surely wanted her to? Should she pursue a career in anthropology, which was her true passion? Or should she take a break for now, maybe considering and reevaluating her choices?

While walking in Central Park that same day, Annie gets the chance of a lifetime. Braddock, being a concerned citizen, came to the aid of a boy who was about to be run over by a bicyclist, and is mistakenly taken as a nanny by the mother of the little boy. As soon as the stereotypical Park Avenue mothers heard "nanny", they swarmed around Annie offering her jobs. Annie accepted one of the offers, figuring that she'd be well paid, have a place to live in the Upper East side, and have what she thought was a pretty easy job.

Annie becomes a type 1 nanny. What's a type 1 nanny, you may ask? A nanny who has to stay with her child 24 hours a day, 7 days a week. Constant supervision-no days off. Anything the family needs is for the nanny to obtain. It usually becomes a life-long commitment due to spending so much time with the child, the nanny inevitably becomes emotionally attached.

Throughout the movie Annie narrates as though she is carrying out an anthropology study of the family she works for. Therefore she refers to her employers as the "X" family. Mrs. X, played by Laura Linney, is an affluent Upper East Side mother who spends her time gossiping, shopping, and attending meetings for the various committees that she is involved in. When her life gets too stressful from her very obviously strenuous activities, like walking down to Starbucks or yoga classes, she goes to a spa for several days and she relaxes. Mr. X, played by Paul Giamatti, who is constantly working, spends a minimum amount of time at home, and would

seem to be very distant, as if he'd rather be somewhere else. Their son Grayer X, played by Nicholas Art, is the precocious elementary school student that doesn't really receive the love from his parents that kids his age should be getting.

Annie quickly adjusts her lifestyle and changes it to become this type 1 nanny. She moves from her quaint New Jersey home into a luxurious apartment, tutoring this nine year-old for Trinity, a school Grayer's parents want him to be accepted into. In the X's extravagant apartment building, Annie meets "Harvard Hottie," who plays her love interest in the film.

The movie deals with all different types of issues such as abuse, adultery, love, and coming of age. It brings laughter to the viewers and at some points, it may even bring them to tears.

Scarlett Johansson did a commendable job portraying the character of Annie Braddock from the original novel. She seemed lost and confused yet ready to start her life and prepared to learn. The obnoxious Mrs. X is completely believable. Liney's body movement and expressions made her character seem very realistic.

The Nanny Diaries has no real depth or conflict to it considering it's competing with other movies which are currently in theatres. It's the kind of movie that someone would rather wait for the DVD than actually pay to see it in theaters. Overall, I would recommend this film to anyone who is not expecting some kind of future Oscar winning film but rather, just a feel-good movie.

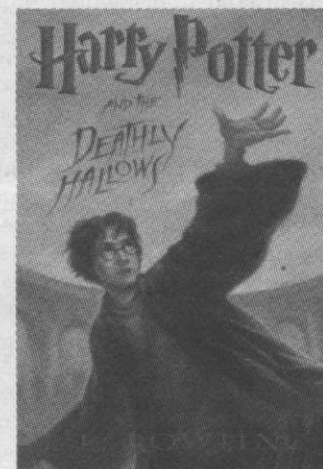
Seven is Rowling's lucky number

BY Kari Sorensen

Contributing Writer

Anxiety and anticipation grew outside local bookstores as millions of Harry Potter fans gathered waiting for the release of the final book in the tremendously popular *Harry Potter* series on July 21. Finally, when the clock struck twelve to announce that the seventh installment was finally for sale, readers around the world were able to learn what would become of their beloved hero and the people of the wizarding world. *Harry Potter and the Deathly Hallows* by J.K. Rowling sold the most copies out of all seven books in the *Harry Potter* series and cleared up all questions that *Harry Potter* fans have waited for. Among the many good aspects of the book, there were unfortunately some uneventful chapters. The best part about the book however, is the ending, which holds a shocking twist and clarifies any doubts or uncertainties the readers may have had before.

Like the other *Harry Potter* books, *Harry Potter and the Deathly*



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The hugely successful and highly-anticipated *Harry Potter and the Deathly Hallows* concluded the epic series on a high note.

Hallows was a page turner. Every page has the tiniest ounce of suspense that keeps you on the edge of your seat. All the events that have occurred throughout the *Harry Potter* books come together in this 759-page novel. As the plot thickens, the characters' relationships grow as well. The events that J.K. Rowling's characters have to face together test their friendships and ability to trust each other. The book also includes many unexpected twists in the plot that fully shock the reader and create an even more suspenseful atmosphere, which makes them want to keep reading until the very end. Rowling even includes an epilogue informing readers what happens to all the characters nineteen years later.

Although this was a fantastic book, there were still parts that could've been written better. There were several chapters that weren't as riveting as other sections; J.K. Rowling saved all of the excitement for a few chapters. There were also some corny parts to the book which took away from the overall impact of this much anticipated novel. Overall, *Harry Potter and the Deathly Hallows*, was interesting and exciting. Even if you haven't been following the *Harry Potter* series, you will surely enjoy this final action-packed installment.

Trio of metal giants leaves audience desperate for more

BY Andy Werle

Senior A&E Editor

The summer is heaven. Coming back to school, for the most part, stinks. So it is really nice to have something scheduled right around the beginning of the school year to look forward to. For me, that was a concert. And not just any concert. It was a triple-bill heavy metal festival on Sept. 8 at Jones Beach, the very first weekend of school! It featured Black Sabbath, Alice Cooper, and Queensrÿche, three different acts who all showcase different levels of talent, showmanship, and prestige.

Unfortunately, I arrived at the concert right after Queensrÿche's set began, so I cannot attest to the level of interest of the crowd. When my friends and I went in, the arena was sparsely populated, but those in attendance were die-hard fans of the band. Although the band only played a 30-minute set, they were still able to turn heads. They covered the classic Pink Floyd song "Welcome to the Machine," during which frontman Geoff Tate played a rousing jazz saxophone solo.

About 20 minutes after the Rÿche's engaging and well-received set, Alice Cooper took the stage. Let me be frank: I was attending the concert mostly to see Queensrÿche and Black Sabbath, so I was not ready for Cooper to amaze me. As soon as he took the stage, though, I knew that this was an experience I would never forget.

His legendary showmanship, including his own death-by-hanging, exhilarated me as it has done for

millions of his other fans. His band was incredible, retaining all of the audience interest while Cooper was off-stage. His show was mind-blowing. Using a female dancer and a gang of masked accomplices, Cooper created a story based on the arc of a doomed love affair. At the end of his set, a school bell rang across the darkened stage, and he began his trademark song "School's Out." Seeing him play that song was tantamount to seeing the Who play "Baba O'Reilly," a classic song being played amazingly by the original artist.

After the rush of Alice Cooper had washed over us, I watched as the stage changed from a horror movie set to a church yard for Black Sabbath. Instead of being called Black Sabbath, the group called themselves Heaven & Hell, referring to the legendary album they recorded with the line-up. Ronnie James Dio, the quintessential metal vocalist, replaced the original Sabbath singer Ozzy Osbourne. Unfortunately, this meant that the band wouldn't play any of it's early material like "Ironman," "Paranoid," or "Children of the Grave."

Despite these setbacks, the band played a great set of their own well-known songs, "Heaven and Hell," "Children of the Sea," and "The Mob Rules," as well as some excellent deep cuts such as "I," "Sign of the Southern Cross," and "Falling off the edge of the World." The highlight

of the entire night came during these unknown songs when axe-slinger Tony Iommi unleashed incredible guitar solos that moved from blistering to beautiful in a matter of seconds. Although I have listened to Sabbath for some years now, I had never fully appreciated how amazing Iommi is.

With my ears ringing and my heart pumping, the lights came on for the final time. The triumphant band stayed on the stage to bask in their well-deserved glory. I left the arena quickly to grab some merchandise and some chow before heading back to Port. My eyes remained wide with awe for the entire ride back.

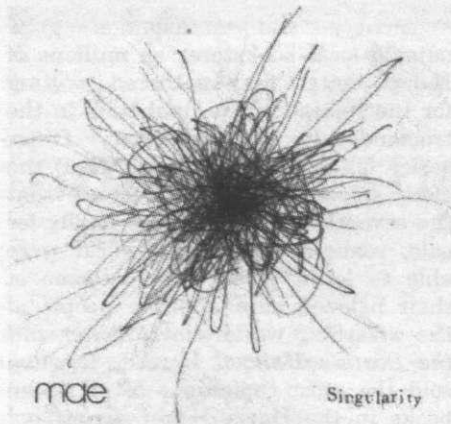


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Alice Cooper's live show was incredible, complete with swords, scantily clad women, and a public hanging.

Music

Mae: Singularity



BY Rachel Merker

Staff Writer

Mae's new album *Singularity* starts off strong as lead singer Dave Elkins sings, "I'm on the brink of disaster/we're out of control and asleep at the wheel/the end is coming" to the catchy music of a full band. However, disaster couldn't be farther away for this alternative band that debuted in 2003 with *Destination: Beautiful*. Since then, they have continued to mix electronica, rock, and pop to produce a unique sound that has garnered quite a following. *Singularity*, the band's third album but its first with major label Capitol Records, marks not the end but rather a promising beginning. Still, even as Mae consistently fine-tunes its distinct style in hopes of breaking further into the mainstream, the band may sometimes come up short.

According to the band's website, the title *Singularity* stems from a philosophical book which defined the word as "the ultimate unknowable in science...the interface between the natural and the supernatural." The intention for the album was to create a

thought provoking, deep, and musically an innovative record. However, fan reviews have been mixed, with a general complaint targeting the band's so-called lack of growth. These accusations were made based on the fact that the album does not represent a far enough leap from *Destination: Beautiful* or 2005's *The Everglow*. While it may be true that *Singularity* certainly reflects the sounds and lyrics of the band's previous work, the album does in fact emphasize a newfound energy, confidence, and maturity.

Songs like "The Brink of Disaster" and "Rocket" urge the listener to sing along with abandon as sleek (though not necessarily unexpected) harmonies, catchy hooks, synth, and a stronger emphasis on guitar (a refreshing break from the omnipresent piano that dominated *The Everglow*) contribute to a louder, sound than fans may be used to. Songs like these, which are fast paced and full, utilize abstract and poetic lyrics to add to the album's substance.

In fact, sometimes the lyrics make up for what seems to be a lack of originality in the context of previous albums. "Crazy 8's" may be a track with a tune and harmonies that make it sound as if it came right off of *The Everglow* album (a mixture of that album's "Suspension" and "This is the Countdown") but its lyrics are good enough to make the listener look past those elements, which make it slightly monotonous: "Could you stay with me tonight?/We sleep for dreaming, and away it goes/And I'll make you believe one last time/And let you feel it as my heart explodes."

Other songs do make a substantial effort to depart from classic Mae style and stand as representatives of the feel that *Singularity* attempts to achieve.

For instance, "Sometimes I Can't Make it Alone" is a fast, artistic piece that features minor chords, a distinct drum, and electric guitar riffs to emphasize its universal message of unrequited love and heartbreak: "Falling down, as my back hit the ground/It felt like a heartbeat, dying to get out/Well, I'd give if you'd take it, I tried and I can't fake it/But sometimes I can't make it alone/Sometimes I can't make it alone."

Mae has always produced poetic and thoughtful lyrics like these that layer feelings rather than spelling them out in black and white. In this album, they go a step further, backing up their heady sentiments with ballads that neither croon nor moan. "Reflections" is an especially poignant song driven by a soft drumbeat akin to a battle march and a melody that flows beautifully, something the lead singer adds to as he switches to the upper register during the chorus and bridge to add a haunting effect. The lyrics are philosophical and appropriate for the song's title, as they embody a struggle for truth and understanding. The band asks, "Where does the physical/Meet with the spiritual?/Is this the typical question?/But down below and up above/It looks the same/So I'm not sure of anything/Where will love come from again?"

Adding to *Singularity*'s uniqueness is the transition between this song and the hidden track, "Last Transmission II." While on *The Everglow* the three most reflective songs were connected by a drum intro and conclusion, "Reflections" ends cleanly and "Last Transmission II" starts up with a different instrument, sound, and beat.

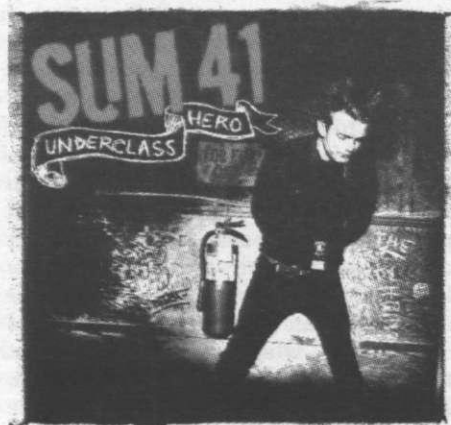
The hidden track, "Novocaine," is especially different as the band combines an opening that is almost retro in its piano/guitar syncopation, a chorus

that is reflective of modern rock, and a bridge that sounds as if it was vocally inspired by the Beatles. Tracks such as these are generally successful: they manage to take some of the old, some of the new, and create a sound that is at once consistent but still interesting.

However, there are certain songs on the album that aren't memorable and fall flat. "Just Let Go," "On Top," and "Waiting" are three forgettable songs from the middle of the album that fail to stand out as either a revamped continuation of previous music or a break into new territory, proving that trying to straddle past sounds and new ones does not always reap success. It becomes hard, with songs such as these, and even some of the best ones on the album, to pinpoint exactly where the band has grown. While newly poetic lyrics, different instruments, more of a rock feel, and even some darker musical undertones make *Singularity* a great album, they do not make it revolutionary or groundbreaking - something that one might expect as a band switches labels.

Still, as disappointed as some are with the band's perpetuation of its already established style, it must be made clear that this style is hardly lacking, the song's similarity to past work means that it presents solid beats, creative music, carefully used synth and expertly placed vocals and backup vocals. Mae might have dropped the ball a few times in trying to create something supernatural, but the numbers certainly gave *Singularity* their best efforts, and it shows.

Sum 41: Underclass Hero



BY Patrick Boyle

Contributing Writer

Although Sum 41's fifth album *Underclass Hero* is good, it sounds a lot like the band's other albums. The band spends a lot of time singing about people being left alone and forgotten for most of the album. The songs are generally about children whose fathers walk out on them, with the exception of "The Jester," a song about politics and corrupt politicians. They do mix it up a little bit with songs about politics and how many politicians are corrupt, like in

the song "The Jester." Musically, a lot of the songs sound alike, but occasionally there are songs that leave you humming such as "Walking Disaster." The choice of riffs the band made also contribute to the musical quality: the keyboard riffs remind me of those that Blink-182 used to write.

While the keyboard riffs are well-chosen, most of the sounds are covered up by distortion. The distortion is sometimes overused, though, adding to the monotonous nature of the record. It doesn't always take away from what the band is trying to say or how the album sounds, but sometimes the distortion should be turned off. Some of the songs would benefit from having a nice clean sound to convey their message. Also, with the distortion on, sometimes it's hard to hear the specific chords and chord progressions. There are times when the lead guitar parts really make a difference; they add emphasis and really draw you in, like in the song "Pull the Curtain."

The lead guitar in this album is sometimes mellow and low key, but at other times the riffs are catchy, however, they can get over the top. After listening to the record for a while, one

begins to find that most of it sounds the same. For instance, the intro of the song "Kings of Contradiction" sounds a lot like that of the song "Pain for Pleasure." Both are very slow paced and soft, until the guitar kicks in, and the song evolves into a metal-esque tone. Some of the songs have a clean sound, they make use of an acoustic guitar, the tom-tom, and bass drums. In these instances, the message is much clearer because the band lets you hear what they are attempting to say.

In the song "Best Of Me," starts with this mixture of acoustic guitars, keyboard and drums, and then they add the distortion. This arrangement starts with the riffs being played simply, and then it winds up into a well-played, face-melting solo by the lead guitarist and lead vocalist, Deryck Whibley.

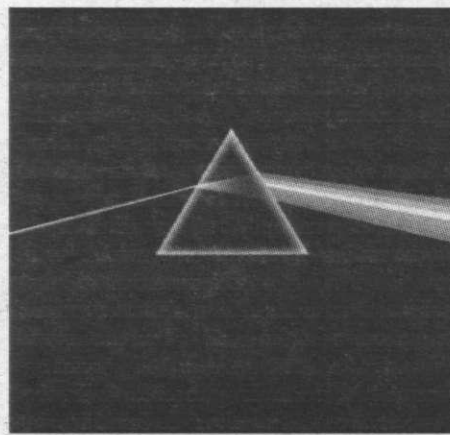
I would recommend this CD to any one who is a fan of Sum 41 because if you like them before, you will like them even more now. Also, I would recommend it to people who are into the 'punk rock' scene because the album takes some of the same classic punk rock styles and plays with them, so you get a similar feeling, but with a slightly tweaked sound.

The Schreiber Times staff recommends...

1. "More Human Than Human" by White Zombie (Senior A&E Editor)
2. "To All of You" by Syd Matters (A&E Editor)
3. "Green Eyes" by Coldplay (Assistant A&E Editor)
4. "St. Stephen" by the Grateful Dead (Sports Section)
5. "We Are the Champions" by Queen (Features Section)
6. "Mushaboom" by Feist (News Section)
7. "Evil" by Interpol (Opinions Section)
8. "Ride the Lightning" by Metallica (Graphics)
9. "Gimme More" by Britney Spears (Photo Section)
10. "Rainbow in the Dark" by Dio (Managing Editor)
11. "Love is Only a Feeling" by The Darkness (Business Manager)
12. "Hard to Beat" by Hard-Fi (Editors-in-Chief)
13. "Holy Wars...The Punishment Due" by Megadeth (Mr. Medico, Times advisor)
14. "Sweet Jane" by the Velvet Underground (Ms. Zarkh, Times advisor)
15. "More Than a Feeling" by Boston (The Schreiber Times staff)

Box

Classic Album: Pink Floyd: *Dark Side of the Moon*



BY Brian Cindrich

Staff Writer

Stop whatever you are doing and comply with the following: If you haven't done so already, go home, put on *Dark Side of the Moon* and crank it to 11. That's right, 11. Turn off all the lights, lie down on the floor and let Pink Floyd's 1973 masterpiece take you away, this masterpiece was aided by Alan Parsons. Some of you may have doubts and wonder, "but Brian, isn't *Dark Side of the Moon* just for graying hippies, substance users, and freshman philosophy majors?" Incorrect! *Dark Side of the Moon* is a fully appreciated, coherent work of art that can be loved by everybody!

Dark Side of the Moon is Pink Floyd's ninth album and is a single extended piece rather than a collection of songs. Holistically, the album represents the pressures of staying sane in an insane world. Individual tracks address the issues of mortality ("Time"), divisions

("Us and Them"), greed ("Money"), death ("The Great Gig In The Sky"), and madness ("Brain Damage"). The music is especially profound in mind-altering situations.

Dark Side of the Moon's power is found in brilliantly combined lush atmospherics and simple, well-structured sound. Is it possible that Pink Floyd just rocks too hard? While that notion may be open for debate, the general consensus is yes, yes they do. *Dark Side* has lingered on the Billboard 200 chart for 15 years, and has sold more than forty million copies worldwide, making *Dark Side of the Moon* the fifth most purchased album in the world. Its no wonder why the album is treasured by so many music lovers. Each track continually draws the listener into another world. Chill inducing, yet passion inspiring, it's hard to dislike an album of such brilliance.

While the digitally re-mastered CD provides enhanced sound quality, the original LP vinyl has so much more to offer. Each side of the original record is a voyage and an experience of its own. Side A begins with a heartbeat and ends with the psychedelic gospel "Great Gig in the Sky." Side B continues with "Money" and ends with the triumphant "Eclipse" which eventually loops into a heartbeat once again, linking the album from beginning to end. The urge to wave lighters in the air and gloriously sing along to the album should not be suppressed as bottling up these instincts may lead to spontaneous combustion. You should however refrain from doing so if you are near flammable materials

or if you are tone deaf.

Dark Side of the Moon has retained enormous popularity over the generations as made apparent by numerous students sporting *Dark Side of the Moon* t-shirts in the hallways. My concern is that incredible classic rock bands are simply being made "trendy" by pop culture and fashion. I asked a girl wearing a "Revolver" shirt who the members of the Beatles were and she honestly insisted Jimi Hendrix played guitar. Kill me now? I digress...it's in those situations you want to scream at the disgrace of a beautiful thing. I have yet to ask a Floyd shirt wearer whether or not he or she bought the prism shirt because it was on a mannequin in the mall, or because they too truly appreciate the band's music.

An incredible trick, for those who haven't discovered it yet, is synchronizing *Dark Side of the Moon* to the first forty-three minutes of *The Wizard of Oz*. If you sync the movie and the music manually, press play on the third roar from the famous MGM lion. A much easier way of going about this however, is streaming a pre-synced video to your computer off YouTube.

If you're new to Pink Floyd, it's important to expand your horizons from the Syd Barrett days to the bands' schism in 1985. *The Piper At the Gates of Dawn* (1967) was Pink Floyd's debut album under the leadership of Syd Barrett, and was a very important influence on psychedelic rock. *Wish You Were Here* (1975) and *The Wall* (1979) are also excellent albums to pick up for a good Pink Floyd sampling. Enjoy!

Chiodos: *Bone Palace Ballet*



BY Nick Otte

Staff Writer

New music today receives much criticism for its lack of depth and intelligence. Fortunately, Michigan post-hardcore group Chiodos proves this stereotype dead wrong with the release of their new album *Bone Palace Ballet*. *Bone Palace Ballet* was released in North America on Sept. 4 and was released internationally on Sept. 24. These alternative and progressive madmen broke out in 2005 with *All's Well That Ends Well*, a hectic hardcore masterpiece, and with it they created a whole new genre yet to be defined. They have been labeled "emo" and "hardcore," but a close look will reveal that they are all accomplished musicians with creative new ideas for modern rock.

Bone Palace Ballet backs up that claim with music that is smarter, heavier, and more intricate than ever. Both the title track and "Is It Progression If a Cannibal Uses a Fork?" show Chiodos' musical maturity and roots (giving even the deepest songs the most ridiculous names). Producer Casey Bates gave the band the fully-realized sound that was lacking on *All's Well*. A perfect example is the half melodic-symphony half heavy-hitting hardcore track "Teeth the Size of Piano Keys." Lead singer Craig Owens, who is also affiliated with "The Sound Of Animals Fighting and Cinematic Sunrise," only seems to get better with time. His high emotional singing uplifts the track while his roaring screams takes it to a whole new level. Guitarists Pat McManaman and Jason Hale have shown vast improvement since their first record, and keyboardist Bradley Bell is featured more than *All's Well*, and continues to impress listeners.

Many of the album's songs start out one way but take 180-degree turn after 180-degree turn. The progressive nature of the album comes through with odd time signatures, dynamics changes, and attitude adjustments.

Bone Palace Ballet does nothing but impress. Chiodos fans will be delighted and new fans are sure to come. Chiodos' label, Equal Vision Records, continues to showcase the most creative and visionary young bands, such as the Fall of Troy, Bane, Coheed and Cambria, and Circa Survive. However the band self-released two EPs of their own, and the bassist Matt Goddard designed the coverart for *The Heartless Control Everything*. Thanks to Chiodos and the progressive young bands who share their great vision, it seems that new music is looking up.

Fiona Apple epitomizes real music

BY Rachelle Weinstein

Contributing Writer

Take a mind trip back to the music of the '90s, and you will probably think of awesomely bad boy bands like *NSYNC and the Backstreet Boys. However, the '90s were not only known for cheesy, and lame music. The '90s produced perhaps one of the greatest female artists, Fiona Apple, who made her debut in 1996 with her album entitled *Tidal*, the exact opposite of your typical "teeny-bopper" album. Apple's music is a playful mix of classical jazz with some rock undertones, and an enigmatic contralto voice. What makes Apple's music so unique are her poignant and profound lyrics that capture the listener's soul with brutal candor. The album was so successful, and it was certified platinum three separate times.

Apple comes from a deep entertainment background. Her parents, actor Brandon Maggart and singer Diane McCaffee, met while on the cast of a Broadway show. Her older sister Amber Taleullah is a cabaret singer. At the age of eight, Apple performed at a piano concert. In an interview by *Rolling Stone* magazine, an audience member said that "she had a future in music." Apple stood out when she was eight, and she stands out today too. At the age of twelve, Apple was brutally raped, and when she

confided in her friend, it came out that she had suicidal feelings and homicidal thoughts towards her sister. Apple was sent to numerous psychologists and therapists, but it soon became apparent that this horrible act would bring about her brilliance in music.

Tidal went on to sell 2.7 million copies, and Apple's fourth single, "Criminal" even made it to the top forty of Billboard Hot 100. Apple's popularity rose fast; her music was fresh in the sense that it was not what the typical female artist produced at the time. At the time, Apple was compared with superstar vocalist Alanis Morissette, another prodigy singer/songwriter.

“Apple's music is unlike any other... for she has a way of reaching out to her listeners and grabbing their souls.”

Both talked about female strength and appealed to almost every young teen girl, but Apple's songs were about self-reliance and isolation that were so deeply expressed in her alternative beats and soulful piano tunes.

Apple's emerging fame started to skyrocket after *Tidal* came onto the market, but in Apple's eyes she was gaining recognition from the "wrong people;" Apple did not want to be part of the mainstream music industry that she so firmly opposed. At the 1997 MTV Music Awards, after winning best new female artist, she was criticized by the public because of a derogatory comment she made aimed at the mass media.

Although reports exist of Apple being rather standoffish as a colleague, her music more than makes up for whatever attitude problems she has.

For all first-time Fiona Apple listeners, pop in her CD with an open mind. I do warn you though, this will be like nothing you have ever heard. Her captivating, deep, calm voice will leave you with the chills, and her honest lyrics from heartbreak to emotional trauma will definitely keep you wanting more. Apple's music is unlike any other listening experience you will ever have. Do not be afraid to gravitate towards Apple's music, for she has a way of reaching out to her listeners and grabbing their souls. Fiona Apple's three albums are definitely worth listening too. She is a talented young musician who is in the music business for one reason: to sing a statement rather than make millions (although she did that too).

Athletes of the Month

Jackie Mezzetta

Stephan Brossard

BY Blake and Reid Mergler

Contributing Writers

For an athlete, the true sign of commitment is to play a particular sport for the entire summer. Senior Jackie Mezzetta's hard work is visible at each game and at each practice through her aggressive play with competitors. Mezzetta is quite a sight when she has her field hockey stick in her hand.

This fall season, Mezzetta was chosen to be one of the captains of the varsity field hockey team for the first time.

Since 7th grade, she has been interested in the sport. Her previous coaches and her current coach, Mr. Joseph Lederer, have allowed her to succeed, making her one of the premier players on the team.

Mezzetta played with her teammates this summer, including fellow captain senior Vicky Prudente and senior Janeen Featherston who plays goalie, working hard to perfect her skills.

She was very determined to excel in her beloved sport.

Mezzetta has received Honorable Mention and All-Conference awards, and is bound to be awarded more.

"My strengths are my aggressiveness and teamwork on the field," said Mezzetta. "But I sometimes get into the game too much, which can be a bad thing."

In addition, Mezzetta motivates her team members, showing her leadership and making her a prime candidate for the position of captain.

Mr. Lederer praises her for her leadership.

"She has the respect of all the people around her," said Mr. Lederer. "She is an honest, hardworking, likeable, and good natured person. She is a true leader. And of course, in addition, she is a very good athlete."

After missing the playoffs by one game last year, Mezzetta so far has lead the team to a 1-1 record with the goal to make playoffs.

"The team is improving every day," said Mr. Lederer. "There's no doubt in my mind the team will do better and better because of her."

With all of the respect Mezzetta has earned on the field, it will be sad to see her leave the Schreiber team behind.

Next year, she plans to play basketball in college with the hope to play field hockey with a club or on a JV team.



Gab Balaban

Mezzetta (left) trained all summer at a field hockey camp.

BY Dave Gass

Contributing Writer

If you have been down to Whitney field lately to watch a boys varsity soccer game, you may have thought you saw a fish weaving in and out of the away team's players.

But that fin does not belong to an animal; it belongs to Stephan Brossard.

Brossard has started as forward for the varsity soccer team since his freshman year.

As a testament to Brossard's work ethic and good team work, his teammates elected him captain as a junior for the upcoming season.

Brossard said he was very proud to be the only freshman picked for varsity team and says that learning the physicality and skill level of the other players on Long Island at an early age has helped him raise his level of play.

Practicing tirelessly to become better, Brossard has since trained with his club team, Blau Weiss Gottschee, the multiple time regional champions.

Brossard has also traveled to many national premier tournaments with two of Port Washington's most highly esteemed teams, the Arsenal and the Lightning.

Even the seniors have voiced their praise for Brossard.

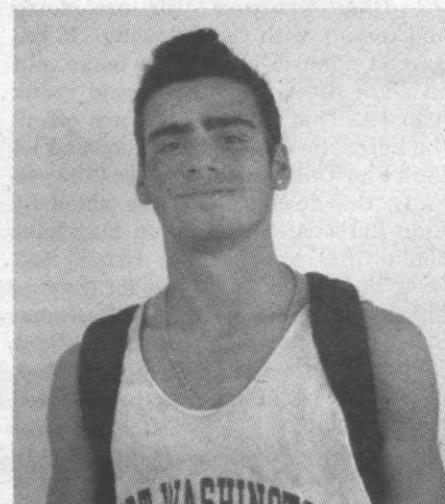
"He has a great work ethic. That is why he has become so talented," said senior Bruno Marques, "but he also is a good teammate always willing to pick up another player or fire his team up for a game."

Before the season began, Brossard scored four goals in the Manhasset Open Tournament and won the MVP award for the tournament.

He is excited about the upcoming season and believes that he still has much to prove.

"I want to show that I am a winner," said Brossard. "Since I've come up to varsity we have hit a dry patch, but I believe this team can go deep into the playoffs this year and maybe even win a banner for the gym."

Brossard hopes to have many more MVP-worthy performances throughout the rest of the season. He has proven so, as he already scored a goal in the first game of the year.



Veer Anand

Brossard trains with Blau Weiss Gottschee, a team in the Premier League of New York state.

Out of Bounds and all over the N.M.P

BY David Becker

News Editor

Out of Bounds is changing! People (and not for the first time) have complained to me about how all I talk about is Nikki Pond. This is a lie. Because of all the fallacies, misconceptions and stupid LIES, I am going to conduct the next series of Out of Bounds in Question and Answer form, with interviews with people I would love to be.

Q: Who are you?

A: Nicholas Pray

Q: What sport do you deign in?

A: Lacrosse. Varsity lacrosse.

Q: So, why are you so great?

A: According to Coach Case, I'm not, because I only play the sidelines.

Q: What do the "sidelines" do?

A: They watch the game and are envious of the players in it.

Q: Have you considered professional score-keeping?

A: At times, while watching my fellow teammates get clobbered into the earth, I often wonder what it would be like to put down stats and be paid for it.

Q: Have you considered pre-med?

A: Yes.

Q: What kind of lacrosse-ist are you? (E.g. Classically trained.)

A: Self-trained. Eight days a week.

Q: What does your mother think of you (generally)?

A: She wishes I were a woman.

Q: So I assume you play men's lacrosse?

A: Sometimes.

Q: Do you pluck your eyebrows?

A: My personal assistant [editor's note: mother] does.

Q: Why do you deserve to be featured in my new, reformed and deeply engaging and meritorious Out of Bounds, so skillful in its deft approach to sports journalism that critics are praising it as "epic, lively sports writing, sure to inspire timorous dread in the hearts of rivals?"

A: Honestly, you saw me walking in the halls. And then you knew, "I would rather do this than play lacrosse." RIGHT? See it ties into the theme of sports. Thinking like a writer now, are we?

Q: Which is more inspiring before a big sidelining tournament: Sparta or Marshall?

A: Sparta. That is our profession. We give them nothing, but we take from them... everything.

Q: So back to your eyebrows. Why have you grown the shag?

A: Chicks dig it.

Q: Do chicks dig the lacrosse?

A: Yes. But they don't dig sideliners. But they do dig side-BURNS!

Q: When did you know that you wanted to sideline lacrosse?

A: When I watched Pocahantas and thought, "Wow, these people invented lacrosse. And it's my job to play it. Or rather, witness it."

Q: Would you call yourself a tyrannical leader?

A: I don't lead.

Q: Who is your inspiration for being a mediocrity and why?

A: Quentin Tarantino. He is both original and audacious. He cares nothing about what people think about him! He speaks his mind! And he has a sick hairdo!

Q: Have you ever been moved to tears?

A: Yes. *The Notebook*, because it moves me just like... being on the sideline. And watching us lose. Yet another game.

Q: In the realm of the vaguely talented, how talented are you?

A: Vaguely.

Q: What would you most like to remembered for on the field?

A: Not being there.

Q: Are you a mac-daddy?

A: No, I like PCs better. JK. I am the mac-king.

[In an effort to turn the tables, Pray asks the next question:]

Q: What do you think of the Marxist readings of "Ice Ice Baby?"

A: LOL-zipops.

[The tables are unturned.]

Q: Grade yourself on the AP Life exam.

A: 4. The sidelining brings me down.

Q: Thank you.

A: No problem. N-P. NICHOLAS PRAY.

JV field hockey shuts out Floral Park 1 - 0

Young squad shows defensive prowess as no saves were needed

BY Max Mancher, Zack Marshall,
and Chris Verdi
Staff Writer

The JV field hockey team earned its first win of the season against Floral Park by maintaining possession for the majority of the game. The victory came after a pre-season loss to Seaford.

"The other team played really well and we didn't realize how good they would be," said junior goalie Shannon Ferguson. "Now that we know this, we are able to shake this loss and push forward against more talented teams that we will be facing in the future."

This winning mentality came to fruition as Port was able to come through at home on Sept. 22.

Even though Floral Park started with possession and looked to put the game away early, Port gained control of the ball and never let go.

Indeed, the Floral Park squad saw very little of the ball as the game progressed.

"Use the energy in the game, and don't play on the weak side of your body," advised Coach Ms. Ann Sautkulis early in the game.

These words of encouragement propelled the team forward to their first goal.

About 15 minutes into the game Port scored its first and only goal of the game after a passing series resembling varsity play.

Sophomore Kori Lay recovered the ball from the Floral Park attacker and

passed it to sophomore Liz Corteselli, who finished the play with a nicely placed slap shot into the corner of the goal.

After the goal the rest of the first half was completely controlled by Port's fiery offense.

Floral Park only crossed over the half field line twice in the first half and the defense saw almost no action,

a testament to Port's strong offensive unit.

When the ball did cross over into Port's domain, the defense was ready and did not allow anything through the thick web of Port defenders. In fact, there were no shots on goal by Floral Park the entire game.

"It was boring on the defensive side of the game, which was a good thing

because it showed how our team was controlling the whole game," said freshman sweeper Yestle Kim. "In fact, the goalkeeper and I got almost no action over the course of the entire game."

The second half was more of the same. The ball only crossed over to Port's defense twice in the half, a credit to Port's much improved offensive efforts.

The action was slowed, however, by more than 100 whistles interrupting the flow of the game.

In the end, however, Port came away with the 1-0 win, a remarkable turn around from last week's loss.

"We did really well and we improved both our offense and defense a lot from last game," said Liz Corteselli when asked to comment about the team's overall play. "We were able to recognize how to play as a team more and we knew what to expect from a high quality team like the Floral Park team we had success against today."

"We played well as a team. Our captains communicated and led very well and overall it was a great second game," said Coach Sautkulis.

After its most recent victory, the team's overall record is 1-1 in conference play.

This was Floral Park's first game of the season. With another home game coming up soon, the junior varsity squad will look to keep its newfound winning streak alive.



Gab Balaban

The junior varsity defense proved stalwart as no goals were allowed throughout the game. Almost no balls were played into Port's defense the entire game.

Cross country starts strong

BY Graham Potters
Staff Writer

The boys and girls cross country teams are already off to a winning start to their seasons. The boys have already claimed the winning spot at the Wheatley Invitational Meet.

Even with the loss of key players that graduated this past year, the team looks ahead.

"The team has made up for its loss of seniors with its promising young freshman," said sophomore Marco Bertolotti.

Bertolotti took first place for the boys at Wheatley, with a personal best time of 16:42.9 for the 5K run.

Junior Dimitri Belkin, senior Renan Del Valle, junior Eddie Einhaus, sophomore Jacob Levine (who reached a personal best), junior Kevin Ouyang, senior Robbie Rubinstein, senior Eric Ruvio, and eighth grader Ryan Schwartz, along with Bertolotti, all had times under twenty minutes.

The team received a plaque for the school and hopes to continue its successful start to the season.

"I believe that the team will strive for greater victories to come," said sophomore Owen Davidoff.

The team's coach, Mr. Jeremy Klaff, agrees with Davidoff.

"We are hoping to be as strong as last year," said Coach Klaff. "Last year we finished 4th in Nassau County, and were Division Champions."

The team that has already been off to a great start looks promising for the rest of the season.

Even though the team lost a lot of valuable players who graduated last year, fresh talent has filled in to take their place. Coach Klaff has set high standards for the cross country team this year.

"I am hoping they become stronger both physically and mentally," said Coach Klaff. "Cross country is a tough sport, it's not for the faint of heart."

In addition to success on the boys cross country team, the girls cross country team has seen progress as well.

The girl's team also competed in the Wheatley Invitational Meet, and had runners finish in a variety of different standings.

Senior Astrid Firland-Schill finished in first with a time of 22:22 on the 5K run. Close behind her were junior Rose Ellen Diffley with a time of 22:51 minutes, and freshman Erica Caras with a time of 23:12 minutes.

"Some girls on cross country don't necessarily need to win races, but rather, some girls run cross country to stay in shape," said the girl's coach, Ms. Robyn Cooper.

"I'm not doing it to win any meets or even place in them. I don't really care about that," said sophomore Eliza Feldman, a regular winter track participant. "I'm doing it so that I can stay in shape, and for me, a sprinter on the winter and spring track team, I have to be ready for sprinting in the next seasons without a break from running, which would be the fall. The fall is basically my conditioning so I'm ready for winter and spring."

JV football looks promising

BY Ben Spivack
Contributing Writer

Entering the 2007 school year, Schreiber's junior varsity football team has hopes of having a strong season.

Every player on the team shows 110% on and off the field. With this team's will power and strength, the junior Vikings could very well have a winning season on their hands.

During drills team members have a lot of determination to succeed, and a work ethic that has permeated throughout the team from top to bottom.

"I think that if we work as a team throughout the season, we would play much better on the field," said sophomore Dylan Kane, runningback.

In the pre-season, the team lost to its rival Manhasset 28-8, but the team thought that it didn't play to its potential, and it now knows what to expect out of other high quality high school teams.

With this information under its belt, it is now more prepared to deal with other, more talented teams that it will face in the future.

Although it took the freshman players time to adjust, the freshmen and sophomores are getting on well on and off the field, something that is necessary for the team to bond and become a cohesive unit.

Freshman quarterback Ahmad Reid is trying to lead his team to victory against the many teams that are known for their fierce play and competitiveness.

He will face a formidable task in the upcoming weeks as the freshman adjust to the rigorous demands of high school football.

Despite the loss of their leader Jason Sirotkin, all of the sophomores believe that this loss gives them more inspiration to win. They are trying to prove to their coach that they are willing to achieve amid the loss of one of their emotional and physical leaders.

"I think if the captains do their jobs we'll be seeing a much better record when looking back at the season. If their leadership comes through, we will play more as a team and less as individual players," said sophomore Cody White, runningback and cornerback.

It is hard to manage a team when there is no consolidation. Throughout the season, according to the captains, the team will be working on uniting as a whole as their goal for triumph proceeds.

"The defense is solid, and the offense is shaky, so the team will have to work to improve this facet of their playing ability," as said from a self-proclaimed die-hard fan of this football team, sophomore Lewis Calem.

This is a unique team. It is a massive transition to go from middle-school football to high-school level football, and all of the players on this team are working toward a respectable record, and yearn to achieve this goal.

The season is still young with many lessons to be learned by this conglomeration of freshmen and sophomores.

Varsity football overcomes deficit to defeat Hicksville Comets

BY Josh Schneider-Weiler

Contributing Writer

Entering the 2007 season, the varsity football team has high expectations because of last year's success, when the team was able to make the playoffs for the first time in twenty seven years.

The team hopes to rebound from the twenty-seven drought with two consecutive playoff appearances. "Make it to the playoffs; that's our goal this year," said Coach Mr. Ken Case.

The team started this season at home with a come-from-behind victory against Hicksville. "It was one of the greatest comebacks I've ever been associated with," said Coach Case.

At halftime, Port had yet to score and trailed 10-0. After Hicksville scored a touchdown on its first possession of the second half, the Vikings were down by seventeen but refused to give up.

Port found a way to battle back and score three touchdowns in the fourth quarter to win 20-17.

"We always felt like we were playing well. In the fourth quarter we just executed," said senior offensive lineman Jeremy Gurewitz.

After some drives which included many first downs in the second half, Port finally got on the scoreboard to start its comeback.

A thirty-five yard halfback pass by junior Jeff Frocarro to senior James Lopilato put Port in the red zone. After that play, the team executed a fake reverse-end around to Lopilato who scored a touchdown from the 12 yard line.

In the next possession, Frocarro

broke loose for a thirty yard run followed by senior Steve Kaufman's 10-yard reception.

Then junior quarterback Michael McCabe threw a pass that went for nineteen yards to senior Chris Ryder, who caught it for a touchdown.

After that touchdown, it became a one-possession game, as the score was suddenly 17-13 with Hicksville leading.

Although it was a close game, there was not much time left.

With 1:20 left in the game, Hicksville had one yard to go on a fourth down on its own 41 yard line.

If they converted for a first down, the game would have been over, as the quarterback could have simply knelt to run the clock down. Despite Hicksville's high hopes, Port stuffed the

ball carrier and recovered the ball with 1:14 left.

Port started its drive with an eleven-yard completion to Ryder and a four-yard run by Frocarro.

Later in the drive, Port took a risk that paid off. The team for a second time in the game executed a halfback pass from Frocarro to Lopilato for 26 yards and a touchdown.

"It was great, it was awesome. It was a new feeling," said Ryder. "You can be expecting more touchdowns from me this year. My basketball skills have definitely helped me improve my football game."

Ryder looks to greatly improve Port's offense with his 6'7" frame and great athleticism.

Another new player, McCabe, proved himself in the clutch by winning this game, and he looks to continue his success in close games.

"It's good knowing that we can comeback in the future," said McCabe.

It seems that the intense summer training has already paid off for the football team.

"I knew we had it. Our defense stepped up," said senior Ryan Castro. "It's all the spirit we brought from practice. We definitely have the heart to win more games."

With seniors on offense like Kaufman, Lopilato and Ryder as well as on defense in Castro and senior Zach Ross, Port looks to have a good season in 2007.

After this game, the team was very confident how it will finish.

"I guarantee we make the playoffs," said McCabe.



Vikings defensive end Mark Brewster closes in on the tackle, only to be beaten to the task. The varsity football squad defeated the Hicksville Comets 20-17 in a Friday afternoon showdown on the Turf.

Eric Glasser

Lady Vikings beat Elmont Varsity volleyball starts season 2-0

BY Ben Greene and Steven Geisenheimer

Contributing Writers

Coming off a season opening win against Freeport, the Lady Vikings won a hard fought five-game match against Elmont.

After falling behind two games to one and trailing in the fourth game by a score of 13-10, junior Wendy Ouyang served four consecutive aces to give Port a one point lead.

From there, Port never looked back. The team's coach, Ms. Maria Giamanco attributes this complete turn-around to "the team's change in defense after its blocking was rendered ineffective" in a past match.

Port got off to a solid start, winning the first game 25-20 over Elmont. The team could not capitalize on this early success, however, losing the second and third games by larger margins.

"The team's desire and motivation to come back when we were down in games was the key to the team's successful comeback," said junior captain Amanda Cohen.

Midway through the fourth game, Port was able to turn its poor playing around and was able to force a deciding fifth game.

The team made few mistakes and exploited Elmont's errors, spiking the ball over and around the Elmont defense.

Port cruised to a 25-13 point victory

in the final and deciding game, which won it the match. Strong leadership from Cohen was a big factor in their determination.

Along with leadership, Cohen also contributed ten aces and twelve kills, leading the team's comeback. Fellow juniors Nina Lee and Emily Weinstock were also major players in the Port victory.

Lee also added a team leading twenty-three assists, while Weinstock added five aces and seven kills of her own.

Juniors Christine Bowles, Carly Furino, and Alyssa Usoskin also contributed solid performances, making clutch plays in the fifth game.

The win improves the varsity squad's record to a perfect 2-0, and keeps them atop their division. The Lady Vikings hope to maintain their winning ways for the rest of the year.

"I want the team to improve every game and practice while working to play in a higher level next season," said Coach Giamanco.

Port's next game is against a 1-1 Farmingdale team. Its only loss, however, came to an undefeated Calhoun team which looks to be a contender for the division title.

Port played Calhoun on September 25. If the team continues to maintain its record, the playoffs could very well be in the near future.

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Calling The Shots

Home runs, 'roid rage, dogs, and the mafia *Sports figures' illegal actions create the worst summer ever*

BY Lane Mergler

Sports Editor

It was on an August night, August 7 to be exact, when a man named Mike Bacsik helped contribute to the one thing that happened that could be considered to be good this summer. That is, of course, if you find change to be good.

In what was probably the most attention-getting basement match in baseball history, he threw a ball which is now worth half a million dollars in the wrong spot to none other than Barry Bonds. Ladies and gentlemen, bow down to the new home run king. Whether he knowingly took steroids or not, you must accept it.

Even though he was caught taking "the cream" and "the clear" in 2004, he sticks to his claims that they were given to him by his trainer, Greg Anderson, and was told that they were a balm for his arthritis and flaxseed oil, which are both legal.

So yes, his head did go from the size of a peanut to the size of a watermelon, and his feet did grow a lot in a matter of ten years from steroids, but he still is innocent.

Despite how the majority of people may disagree with me and think that it is stupid to believe his 'lies,' show me evidence of how he knowingly took them and I will then agree with you. But for now, I am going to side with the hundreds of thousands of people who bought tickets to games the Giants played in between the days of July 27 and August 7, solely going to them just to see a record made by possibly the greatest player in MLB history.

Also siding with Bonds are the majority of the players in the league and none other than the one time home run king, Hank Aaron.

Assuming that Aaron isn't a sellout, why would he knowingly shoot a video that would be put on the Giants' jumbotron congratulating Bonds, in which he said, "I move over now and offer my best wishes to Barry and his family on this historic achievement."

Even if, however, Bonds did knowingly take steroids, even if you hate him you must give him credit. There are many other players in the game today who are knowingly taking steroids, and how close are they to Bonds' numbers?

Sammy Sosa, who, during the BALCO trials, tried to get off by saying, "yo no hablo ingles," has only 608 home runs.

Rafael Palmeiro has only 569, and he is retired.

The Big Mac only has 583, and he once held the record for most home runs in a season.

Jose "The Snitch" Canseco has only 462.

Assuming that Aaron, the great Babe Ruth, and Willie Mays all didn't

take steroids, why is the person who is closest to Bonds that took steroids over 150 home runs back on him?

Also, why is Bonds getting all the heat? There are tons of players out there who definitely could be taking steroids who are loved by many.

When third baseman Adrian Beltre was asked if he took steroids during his contract year for the Dodgers in 2004, in which he hit over forty-five homers and over 120 RBIs, he responded by laughing.

in sports history (that is, of course, if Bonds has dethroned Steinbrenner for that spot).

Now that I have mentioned all that is good that occurred this summer in the world of sports, outside of Glavine finally earning his 300th win and probably becoming the last player in baseball history to do so, I should move on to the bad stuff. And there sure was a lot of that.

Let's start in late June, with former wrestler Chris Benoit. In a fit of major

But just as the summer was ending, Ankiel gets caught with human growth hormones, so this story, which gave the summer a minimal amount of hope, made it lose even more.

In July, the trial began involving superstar quarterback Michael Vick of the Atlanta Falcons, who was accused of being involved in a dog fighting gambling ring, and animal abuse, as he had brutally executed the dogs that lost their matches. The first evidence of this trial popped up in April.

Around the same time as the dog fighting allegations, NBA referee Tim Donaghy was accused of throwing games to make some money through an organized crime ring he was associated with. Commissioner David Stern was obviously then put under a lot of heat for not noticing this, as it was the FBI who had discovered it, and many people were not sure if there were other refs also involved.

So, who's worse? A man who overly abuses dogs and tortures them, or a man who not only does something illegal but downright disgraces such a respectable sport to stuff his wallet some more?

Come up to claim your award, Mr. Donaghy. You are officially the worst person of the 2007 summer. If you disagree with me, think about it. From what we know, Michael Vick did not kill any human beings. Donaghy threw games in favor of the mob. This must obviously mean that a lot of people then owed money to the mob which they couldn't afford.

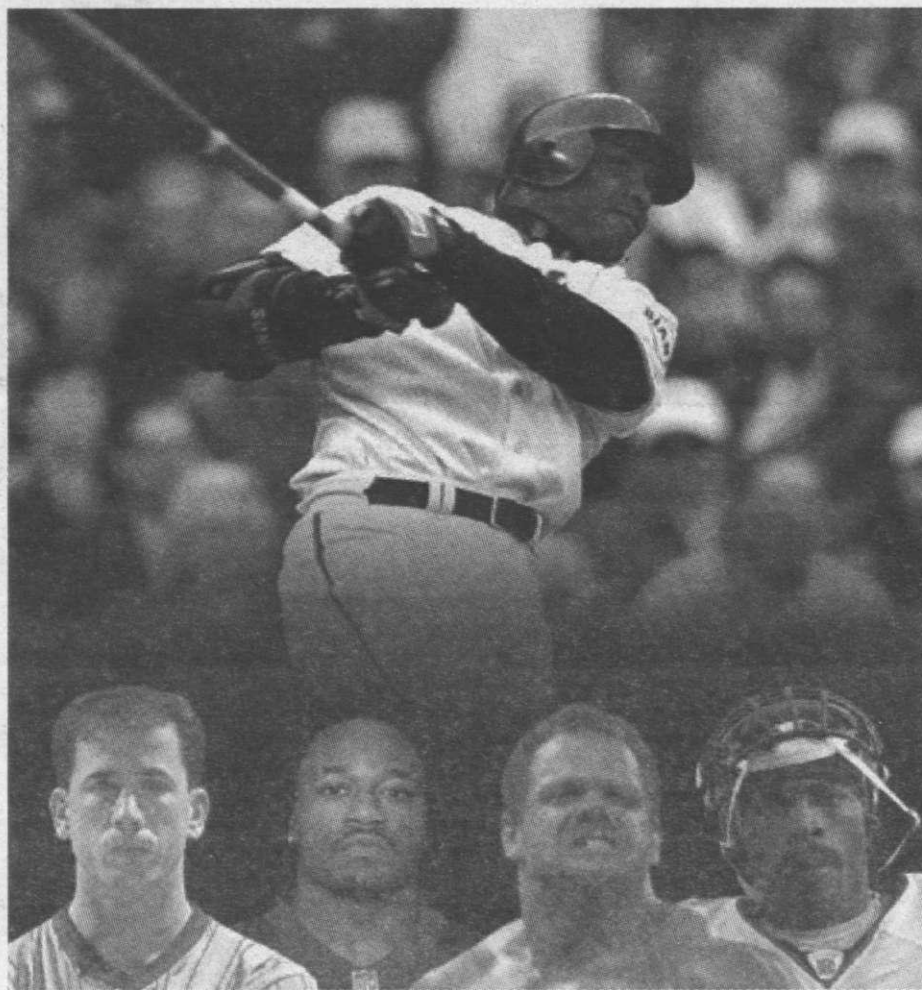
So while Donaghy did not directly pull the trigger, some people who should be rather rich at this moment are actually either hiding away in Smalltown, USA or are six feet under. So, which is worse: a few dogs brutally tortured and killed, or a few everyday people getting killed?

Also, Vick didn't do anything which was a direct violation of his job. He is (or maybe it should be 'was') a quarterback, which has nothing to do with dog fighting or even football. What Donaghy did was the worst violation of his job possible.

Yes, what Vick did is completely inexcusable. And this is a somewhat rare situation in which I can agree with PETA in that Vick should be locked up for a long time. But what bothers me is how there is absolutely no protesting in an attempt to kill Donaghy, as there were many for Vick.

As we enter September, with football season starting along with the baseball playoff races, can we sports fans manage to put this summer behind us? Have we finally reached the light at the end of the tunnel? Can we look on to good things?

I don't know, but I would suggest that you go ask former Bills tight end Kevin Everett (who, thank God, will walk again), Bill Belichick, or who else but O.J. Simpson.



www.theonion.com

Despite San Francisco Giants' slugger Barry Bonds breaking the most prestigious record of all American sports, the summer of 2007 was riddled with many tragic events, such as former basketball ref Tim Donaghy rigging games for the mafia, Atlanta Falcons' quarterback Michael Vick involved in a dog-fighting gambling ring, and retired wrestler Chris Benoit killing his family and himself in a fit of 'roid rage.

There is a player who is currently in his second full year, and he already has as many 50+ home run seasons as Bonds. In his first full year, he hit an unbelievable 149 RBIs, leading the majors. He weighs a whopping 255 pounds. With just this information, how can you believe that this player can't be on steroids?

If you do think that this player does indeed take steroids, then I suggest you start hating Phillies' superstar first baseman Ryan Howard. Bonds deserves much more praise than he actually receives, and our nation should be cheering on his greatness instead of making him the most hated person

'roid rage,' Benoit came home one night, killed his innocent wife and seven year old son and later took his own life.

This event is enough to make a summer a bad one, but all three of the major American sports (hockey is Canadian) have been directly defaced with the acts of players and referees. Little did we know that this was just the start.

It at first seemed like a heart warming story. Reject pitcher Rick Ankiel of the St. Louis Cardinals making a comeback as an outfielder and finally making it. Not only that, but in his first three games, he hits three home runs and has six RBIs.

VIKING SPORTS

Varsity soccer's home opener ends in victory *Boys soccer defeats Massapequa 2-0 in the Pit with strong fan support*



Senior Dan Otterman attempts a pass through the Massapequa defense to senior Woo Hwang. This start contributed to an impressive series of passes that culminated in a scoring opportunity for senior Will Rizzo. Rizzo would score the winning goal later in the game. Liz Corkett

BY **Myles Potters**
Sports Editor

The boys varsity soccer started the season against Massapequa in the Pit, winning the game by a final score of 2-0. Although it did not appear promising at the start, Port prevailed in a low-scoring battle in front of a supportive home crowd.

"The game was truly two sided and hard fought," said senior David Hiller. "The defense played very strongly in the first half, and we were able to make the most of the opportunities we were afforded. I can easily say that I am proud of how the team did during this game and I hope we can be able to play like this for the entire season," he commented.

From the beginning of the game, it appeared as though Massapequa had the upper hand.

Throughout the first half, the Chiefs appeared to be much more mature and offensive than the Vikings. Indeed, for the first thirty minutes, the ball barely even entered the Massapequa half of the field. However, Port's defense was able to prevent Massapequa from scoring.

One of Massapequa's many chances came from a free kick just outside the eighteen yard box in the twenty-eighth minute of play.

However, as the kick curled over the wall created by the Port defenders and toward the upper left hand corner of the goal, junior goalie Joe Gil jumped

and managed to acrobatically tip the ball over the crossbar, saving Port from falling into a 1-0 deficit.

"It was a great save that kept us knotted up at nil-nil," said senior Woo Hwang. "It really kept us in the game and showed how good of a goalie Joe really is."

Port finally struck back with a clear scoring chance that woke the Massapequa goalkeeper.

After an impressive series of passes initiated by the defense, the final pass to senior Will Rizzo arrived too quickly to be handled properly, and the ensuing shot was far off target.

It was Port's first legitimate chance to score a goal in the game. Even though the team failed to score, the opportunity gave Port the momentum which helped the Vikings later in the game.

Another scoring opportunity arose for Massapequa in the thirty-eighth minute, when the ball was quickly crossed into the eighteen yard box.

The ball settled on the boot of a striker, only to skid by the far post, keeping Gil and the defense on their toes.

With thirteen minutes left in the half, Port drew first blood and took advantage of its scoring chance. Rizzo buried a perfect cross from junior Brennan Spreitzer in the back of the net, which energized both the team and the crowd and gave Port a lead it would not relinquish.

Soccer coaches often advise that a team is most vulnerable after it scores

a goal. This philosophy proved itself to be true.

Only four minutes after Rizzo scored, with very little time left in the second half, Massapequa looked ready to return the favor.

As a Massapequa striker broke past Port's last line of defense, a one-on-one duel between the Massapequa striker and Gil culminated with a fantastic save on Gil's part.

Once again, Massapequa was robbed of a goal at the hands of Gil. At the conclusion of the half, Port led the game by the close score of 1-0, and it looked to maintain the lead.

With the momentum on their side, the Vikings came out of the half prepared to go.

Whitney Field was truly transformed by the strong support of Schreiber's seniors. Led by Jake Most, students contributed to the true home-field atmosphere by consistently cheering the varsity Vikings.

Only two minutes into the second half of the game, senior David Lee had the ball at the top of the eighteen yard box when he took a shot.

His ensuing shot curled just over the crossbar, and the diving Massapequa goalkeeper just missed hurting himself by hitting his head on the post.

Later in the game, junior captain Stephan Brossard played a crisp through ball to Lee, creating a possible scoring opportunity, which would have ensured a Port victory for the team's first game.

However, the skill of the goalkeeper matched the quality of the pass, as he was able to retrieve the ball before Port could do any further damage and make Massapequa score three goals in less than one half to earn a win, a very difficult feat.

With Port clinging to its slender lead, and time dwindling down, the game quickly became very physical.

Senior Sam Glickman received a yellow card after a close encounter with a Massapequa defender, who fouled him out of apparent frustration.

However, the referee missed the first part of the incident, and Glickman wound up getting punished.

The game, however, concluded on a strong note for Port. With Massapequa eyeing a scoring chance to knot the score up and Port looking for an insurance goal to seal it, Brossard scored a goal to end the game.

Brossard showed off his athletic prowess as he gracefully wove his way through the entire Massapequa defense to go on a breakaway.

He fooled the goalkeeper and put the ball into the back of the net with great ease, making the very slim possibility of Massapequa tying the game even slimmer.

"All in all, we put in a great effort, which can be seen in the result," said Hwang. "Despite our slow start, we really pulled through in the end, which easily shows our ability and desire to play our hardest from the start of the game until the finish."