



Solomon Schechter
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Paw Print

Schechter APs: Too Many or Too Few?

By Jordan Dashow

During students' junior and senior years, Schechter offers a variety of Advanced Placement courses, commonly referred to as APs. These courses look great for colleges but come with a heavy price: the workload. The AP system at Schechter is definitely not perfect: Besides the limited number of APs offered, freshmen and sophomores cannot take APs, juniors can only take two or three APs, and seniors may have up to seven from which to choose.

Mr. Allan Dalfen, principal of the High School, explained, "It is hard for us to pay a teacher for a course with four or five kids," so there must be a high demand before any new APs are instituted. In regard to the number of APs offered, Dalfen is not worried. "It would hurt us if I did not hear about our kids getting into schools such as Yale and Brown," commented Dalfen. He disclosed that there have been talks to introduce additional APs, such as AP European and World History, but so far, it has not seemed feasible, especially due to conflicts with New York State Regents Exams.

Dr. Linda Rabino, the Social Studies Department Coordinator, admits that she "has some problems with the concept of the AP courses." In her opinion, the social studies APs are "very descriptive," with "no real depth" and require "little analysis." She strongly believes that "there's so much pressure [to take APs] for all the wrong

reasons" and that "real education has nothing to do with getting into college." In her opinion, the Regents curricula are often better than the AP ones.

Shoshana Klayman, a junior, believes that APs end up splitting the school between "AP kids" and "non-AP kids." This problem is further exacerbated by the competitive nature of Schechter students. Klayman explained that students "do not want to feel less than anyone else, so [they] try to take as many AP courses as possible and if they do not, they feel like they are not smart."

Marissa Eisenberg, a senior, took it one step further, saying that teachers are also a cause of the problem. "In regular classes, the teacher will bring up the great work their honors class is doing, and consequently belittle the students who are not in honors." In regards to the number of APs offered in junior year versus senior year, Eisenberg suggested that "the students who are stronger in math and science end up piling up on APs senior year because there are no APs in those subjects junior year." Furthermore, she noted, "Students might feel pressured to take an AP in a subject they might not succeed in during their junior year" because there are no APs offered that year in the subjects they are interested in.

Although it does not seem as if any changes will be made to the AP system in the near future, students should not give up hope. According to Dalfen, Schechter's AP system "is always under discussion."



E. Goldberg

In the recent weeks, Schechter students have been choosing their courses for next year with Mr. Randy Trupin (right).

Schechter Sports Report Card

By Logan Bayroff and Cari Katz

It was a big year for Schechter Athletics, talented youth and veteran experience mixing in dynamic seasons filled with peaks and valleys. Which teams exceeded expectations, and which perhaps underachieved? Which stars emerged, and

who gave fans hope for future gains? Let's take a look.

Girls Varsity Volleyball:

The Girls Volleyball team starts their season in the fall. They rely heavily on one another to keep the volleyball from hitting the floor, proving that trusting in one's teammates is essential for surviving on the court. Despite losing some talented

seniors from last year's team, the girls still managed to perform well and advance to the playoffs before losing to LuHi in the Semi-finals. Final Grade: A-

Boys Varsity Soccer:

After a remarkable upset victory in the IPPSAL championship game last year, this year's Schechter soccer team had huge shoes to fill. However, the team struggled after losing six key seniors from the championship team and getting a new coach. Even for an experienced coach, with any new team there are many obstacles. Despite gaining a lot of experience, especially for the younger players, the team finished with a 1-9 record. Final Grade: C

Girls Varsity Tennis:

The Girls Varsity Tennis team is definitely underrated at Schechter. Their matches are not well attended, and there is a lot more to the tennis team than we acknowledge. Starting their season at the beginning of the academic year, the girls jump right

into the competition as the rest of us are just jumping into a new schedule. Girls play in both doubles and singles competitions. For singles players, they only have themselves to rely on. A slip-up cannot be backed up by a whole field of willing teammates like the softball and baseball teams. For doubles players, only one other person shares the stress of a match. The team finished with a final record of 15 wins and 10 losses. Final Grade: B+

Varsity Cross County:

The Cross Country team is the only co-ed sports team at Schechter. Boys and girls compete in the same race, against each other and other school's competitors at the same time. Running together provides the feeling of a team even though individuals compete just for themselves. Two juniors finished in the top 15 in races—Ari Derman (11) and Arik Adhami (15)—earning ribbons. Final Grade: B- (cont. on page 5)

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Yearbook: Behind the Scenes

By Aviya Lanis

A Xerox. That was the first yearbook ever produced at Schechter. Not exactly glamorous, but a yearbook nonetheless. By the third year, we had upgraded to soft cover, a significant improvement from the previous Schechter yearbooks. Now, fifteen years since the first graduating class received their black and white copies, we can be proud of our colorful, detailed, hard cover of a yearbook.

These yearbooks should not be dismissed as mere placeholders on your dusty bookshelf. As described by Ms. Naomi Bernstein, one of the yearbook coordinators, each yearbook is a "historical

visual chronicle of the year." A great deal of work is put into creating these pictorial narratives, both by the students involved in the Desktop Publishing elective and by Bernstein and Ms. Marian Pasetky. Although the majority of the work is completed by these hardworking editors, Co-Editors-in-Chief Gabriela Geselowitz and Ariella Kristal, both seniors, ensured that the yearbook staff is "always open to student contributions."

The yearbook effort seems to be an ongoing process. "As soon as we finish [one year's yearbook], we start on the next year's," explained Bernstein. However, such a process involves training students in the Desktop Publishing elective how to work with the machinery. In the elective,

students learn to edit photographs and create yearbook files. Students are also encouraged to take photographs for the yearbook, or to "work with Ms. Bernstein on their free periods," said Pasetky.

Some students work on the yearbook for three years or longer, demonstrating their devotion to the cause. Geselowitz has worked on it since her freshman year, when her sister was Editor-in-Chief. This year, Geselowitz has worked for about three hours a week, organizing pages while coordinating the people involved with the yearbook and tracking down those who owe certain documentation to the staff. (cont. on page 7)

Aruchat Esser: A Fad or A Tradition?

By Gabriela Geselowitz

Students returned from Pesach break this year to a big change at Schechter. The schedule has been altered to include an "Aruchat Esser" between second and third periods, in response to student complaints of having to go too long without eating during the day. This twenty-minute period was shaved off from other classes, lunch, Minyan, and the time to get from one class to another. This change has been viewed overall enthusiastically by the student population. However, are we going to use it primarily to eat

breakfast as per its original intention, or will students treat it as a free, albeit shorter, period?

Many students at Schechter do not eat breakfast in the morning, so Aruchat Esser is an opportunity to tide them over until lunch. Junior Jamie Adges said, "I usually eat breakfast at home, but I [still] have snack." Having a small meal at 10:00 could stop overly hungry students from going overboard at 12:45.

Many students are simply glad for the break between periods at the beginning of the day. Arianna Ruthenberg, a sophomore, feels that "it's nice to know that you have that free time between periods." However, some students may take their appreciation of this freedom too far and exploit

it. The initial announcement of the change came with a disclaimer of its subjectivity based on the behavior of the students. Ruthenberg is confident in the new system, since "people might take advantage [of the free time], but the school would take it away, and we wouldn't have the privilege anymore."

Perhaps the perception of student reaction to this period is too strong on the part of teachers. "Teachers are taking breakfast period a little too far because if someone is late at all to class, or caught eating, it's blamed on the breakfast period," Adges confessed. "There are times you can't go to the bathroom during class anymore because teachers say you should have gone dur-

ing breakfast."

In addition, seniors are somewhat annoyed that this positive change has come as they prepare to leave. Chantal Ghalchi feels "really angry that I've only had about three breakfast periods and I'm leaving school." Ariel Spodek added that "I feel like it's ridiculous to add [such a program] to the end of any year. If [Student Government] wants to start something new, start it at the beginning of the year."

Regardless of some early problems with Aruchat Esser, it seems to have received an overall warm welcome from the student body, and time will tell if it becomes a strong Schechter tradition.

El Club De Español

By Dani Abada

What goes on at lunch on D days? A lot of students may be tempted to say "SADD Club." But unbeknownst to them, there is another club that meets the same day in room 405. The Spanish Club only has five to ten members per meeting, but it is in the process of being revitalized. One of the club's co-presidents, junior Max Silverman, thinks that the club has not been that popular in the past perhaps because "no one has really heard of it."

There may be some misconceptions about the Spanish Club, too.

"You don't have to be good at Spanish to join this club," said the club's secretary, junior Grace Southworth. Co-president Rachel Cahn, a sophomore, agreed. "In club de español, there is absolutely no stress. It doesn't matter if you're in Spanish 1 or in Spanish 4. We all work together, support each other and laugh together." Silverman recognizes the misconceptions as well. "We don't just sit there and speak Spanish."

While Silverman said the club "tries to get a little language and culture every time," they do it with a twist. In Spanish Club students have played Spanish Operation, made castanets and played a vocabulary game called "Al Pizzaron." These activities and more are designed to help students learn and appreciate both the Spanish language and culture, but do it in a way that appeals more to many students than sitting in a classroom. Cahn believes that "in class, some kids don't realize that Spanish can be fun, and Señora Schmitz makes it fun."

Many club members expressed agreement. Josh Miller, a junior, said, "I like it because we learn Spanish but do interesting projects, so I never get bored or annoyed." Rebecca Southworth, a freshman, agreed, saying that she likes "being able to learn and practice more Spanish in a fun way, how we don't usually get to do during class."

Spanish Club has some special traits that, if were better known, might attract more students to the club. "What makes us different from other clubs is that we have our own treasury. We each pay \$1 every other week, but we waive the fee for the first meeting. Eventually, by the end of the year, we're going to use it to fund a party for the whole school," said Silverman. Es bueno! Junior Liza David, the treasurer, keeps track of funds.

"We bring food every single time!" added Southworth.

Señora Schmitz is the faculty adviser for this interesante club, and the students are happy to have her. This year, Spanish Club got a large group of freshmen, which helped bring up its numbers. That, in addition to the club's anticipated end of the year party, may make the Spanish Club become hot next year.

Fiddler on the Roof Review

By Josh Berman

Imagine that today were not a day in the twenty-first century and that we did not live in the suburban Long Island. Instead, we have been transported to the turn of the twentieth century in a shtetl in Russia. This is what happened on Wednesday, April 29 at Solomon Schechter High School of Long Island. The Class of 2009 put on a splendid display of the dramatic arts featuring the beloved age-old play, Fiddler on the Roof. There is one twist that made this play so amazing: The play was not done in English, but rather in Hebrew. Although this idea may seem strange at first, the translation was excellent and the twelfth graders made this transition between languages look easy.

The opening scene started as one might envision the beginning of a Fiddler on the Roof production, with the large opening number of 'Tradition,' or as the seniors sang, 'Masoret.' This song involved the entire cast, which in total was 44 people. This did lead to a very cramped stage, but the brilliant choreography seemed to offset this minor detail. The singing was fabulous, with each role of the family singing a separate verse and the main character, Tevye, played by Harry Samuels, leading them all.

After the first song about the family and its roles, the play shifted to the family under examination: Tevye's family. Golda, Tevye's wife, was played admirably by Chantal Ghalchi. The three main children, Tzeitel, Hodel and Chava were played by Cari Katz, Leanne Gale and Ariella Kristal, respectively. Each of the three had their own love story that Tevye would have to deal with.

These actors were superb, making the atmosphere very personal. Although it was very hard to understand everything that was being said due to it being in Hebrew, the actors conveyed their feelings very well, using actions to describe their emotions and thoughts. The performers also used their tones of voice to manipulate the audience's thoughts about the situation. These excellent acting skills must have come largely from a lot of practice and fabulous directing by Ms. Joan Cohen and Ms. Sara Poniachek.

The only thing that might have been able to trump the acting was the dancing. The dances were choreographed to perfection, taking into the account the size of the cast and the fact that most of the cast members were amateurs. Most of the dances were composed of simple steps, but the cast executed them perfectly, making the production seem well-oiled. Although the cast did well when they danced together, the most impressive dance performance was by Logan Bayroff, who played Motel. His dance exuded energy and happiness that fit the role he was playing.

The singing went very well, although it was the weakest point of the show. There were times when the cast got a little off-beat with the music. This may have been because the music was not facing the stage, so the performers could not hear the music as well as they would have liked.

Aside from that minor blemish, the show was smooth sailing. Bravo to all the actors who participated. Further congratulations should be conferred upon the directors for doing a splendid job in putting this production together. Hopefully, another production like this will be able to take place again soon.



E. Goldberg

Hebrew Department Coordinator Ms. Sara Poniachek (above) has been one of the driving forces behind the seniors' production.



E. Goldberg

Seniors (from left to right) David Katz-Rajmil, Leanne Gale, Eugenie Rab-bani, Cari Katz, and Harry Samuels star in Fiddler on the Roof.



J. Wengrofsky

Seniors Harry Samuels (left), Logan Bayroff (center), and Cari Katz (right) perform on Yom Ha'atzmaut.

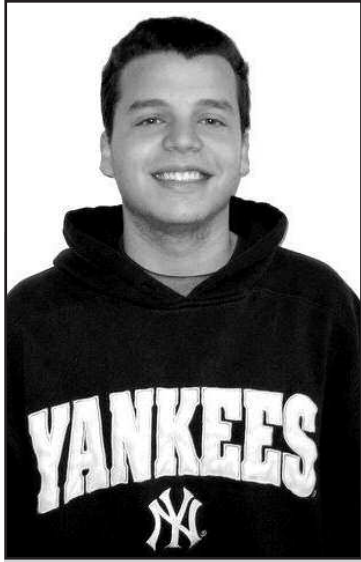
Seniors and Their Futures



**Rachel
Schonfeld**

Rachel Schonfeld will be attending the University of Maryland after high school. "I am going to the University of Maryland because I want to see what it would be like to go to a big school coming out of Schechter, which is tiny," she said. At Maryland, she plans to study either journalism or business. Another aspect of the University that appeals to Schonfeld is Maryland's strong Hillel, which will allow her to remain connected to Judaism.

"I think what I am going to miss the most when I leave Schechter is the small community aspect and the teacher-student relationships," Schonfeld said. Luckily, the Hillel at Maryland will allow her to be part of a small community, which is something she truly loves about Schechter.



**Logan
Bayroff**

Logan Bayroff has decided to attend the University of Pennsylvania this upcoming fall. He plans to study Russian history and culture in hopes of becoming an expert on Russian affairs and an analyst who can predict their actions. "I am very excited to meet people who are not of the Jewish persuasion, since I have not had that kind of opportunity in Schechter," explained Bayroff.

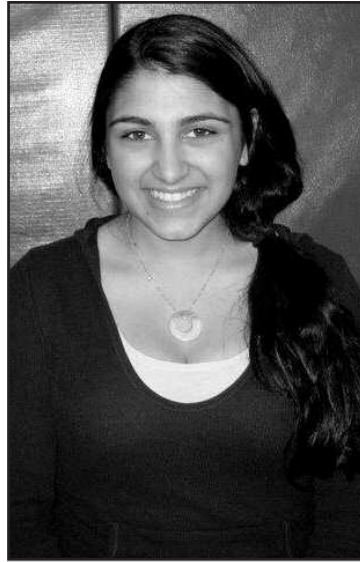
When asked what he would miss most about Schechter, Bayroff simply said, "Rabbi Chesler." He also plans on attending the Hillel and services as often as he can so that he can keep a connection with his Judaism. Although he is excited to meet new people, Bayroff plans on keeping in touch with his high school friends and teachers.



Ze'ev Landau

After considering many different options for this upcoming year, Ze'ev Landau has decided to attend Macaulay Honors at Queens College. "Many things about this program appeal to me, including its convenient location in Queens, and large population of Jewish students," he explained.

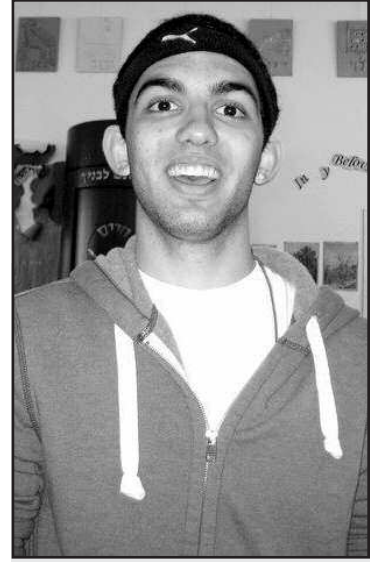
Landau is not sure what he is going to major in, but he is certain that he will study a different language: "I am definitely going to take ancient Greek and some Latin; it will be a nice change from Hebrew and Spanish." Other than that, he plans on studying anything that sparks his interest and will be sure to join either the Hillel or Chabad on campus.



**Chantal
Ghalchi**

Chantal Ghalchi has made a final decision about where she will be spending her upcoming college years. She plans on attending the University of Connecticut, where she will study, and hopefully pursue a career in, advertising. Ghalchi will miss the small size of Schechter and the closeness of all her peers and teachers.

When asked what she is most excited for in her upcoming years at college, Ghalchi replied, "I am looking forward to branch out to people with other cultures, religions and backgrounds." Although it is unlikely, if Ghalchi chooses to join a sorority, it will certainly be Jewish, and there is no doubt that she will be an active member of UCONN's Hillel.



**Elad
Bronstein**

Senior Elad Bronstein is certain about what he will be doing this upcoming year; he plans on attending Stony Brook University, where he will study pre-med and pursue a career in the medical field. Although excited for college, Bronstein will miss all of his friends from Schechter and the benefits of attending a small private school. Still, he is excited about moving out of his current home to live alone with friends and roommates.

-By Eliana Geller

Reaction to Girls Wearing Tefillin in School

By Ari Weiss

Every morning in Solomon Schechter begins with Minyan. At 8:00 AM, all male students are required to put on tallit and tefillin. In addition, three female students, Liza David, Gabriela Geselowitz and Noam Yossefy, chose to take on the mitzvot of laying tefillin and wearing tallit, which many male students, if given a choice, might choose to abstain from doing each day.

David, Geselowitz and Yossefy all began to wear tefillin once they became a B'not Mitzvah. All three have been supported by their parents and siblings, but have received mixed responses from those closest to them. "My mother's side of the family, very religious, was not thrilled when they saw me leading and laying tefillin at my brother's Bar-Mitzvah," stated Yossefy. "My father's side, also religious, was simply happy to

"I think that if men are required to do it, that women should also."

-Max Geller

see that I was an involved Jew."

For Geselowitz, Schechter seemed more welcoming to girls wearing tefillin than Brandeis. "At Brandeis I was the third girl in the history of the school to wear tefillin," Geselowitz said. "And when I got here, not only did no one think twice, but there were other girls like me." In fact, according to Rabbi Moshe Schwartz, Egalitarian Conservative Judaism considers this practice among girls "halakhically permissible and [it]

encourages girls to learn about [the] mitzvah and take it upon themselves." In fact, most Conservative synagogues have become more egalitarian in the recent years. However, Rabbi Barry Chesler believes that the Conservative Movement does "not encourage this practice as much as it should," for many Jews are still accustomed to the traditional view of this mitzvah as one solely performed by men.

Even in Schechter, an egalitarian school, students have had some difficulty adjusting to this practice by their peers. "There are certain things meant for men and women," said one student who wished to remain anonymous. "Men have certain responsibilities and so do women. Their protest and rebellion to the order makes no sense." Many other students are influenced by the positions and beliefs of their own temples and are less tolerant towards this practice. Some Conservative synagogues on

Long Island, like East Meadow Jewish Center, discourage such a practice and remain non-egalitarian.

On the other hand, most students are more accepting of this practice. Much of the faculty at Solomon Schechter has been welcoming towards girls taking up this mitzvah. "We have good role models," stated Rabbi Schwartz. "All female teachers who supervise Minyan wear tallit and all but one wear tefillin." Teachers such as Ms. Judith May and Ms. Heléna Eilenberg have set precedents for women wearing tefillin in this school, creating a more welcoming environment for female students wanting to take up the mitzvah. Support from fellow students has also encouraged this practice. Max Geller, a junior, is in agreement with girls laying tefillin. "I don't think it is weird at all," Geller commented. "In fact, I think that if men are required to do it, that women should also. A woman should be

able to observe Judaism to the extent that a man does. If this principle is not upheld, it is simply sexism."

Even though some may consider non-egalitarian Jews to be sexist, both Geselowitz and Yossefy do not lay tefillin in approach to feminism. "It makes me happy to see other girls laying tefillin," stated Yossefy, "but I have always tried to make it clear that I don't wear tefillin for feminist motivation. I understand that Judaism is not completely equal between men and women, however I feel that my connection to the religion is far more important." Both Geselowitz and Yossefy have taken this mitzvah very seriously and don't intend to neglect it. "What I do know," Geselowitz said, "is that I have to wear tefillin, and I could never give it up."

Opinion: Alternative Minyanim



We're awakened somewhere between six and seven in the morning. We roll out of bed and head off in our second bed: the bus seat. After a long odyssey, we reach Solomon Schechter, our final destination. Being the teenagers that we are, we're all very tired, but we have one last task to perform in our daily ritual: It's time for Tefilah.

We sit in our seats, tangle ourselves up in our tefillin and begin our morning prayers. We say what we're told to say, we sing what we're told to sing, and we perform the customs we're told to perform. Minyan at our school is the same recurring, unchanging ritual, day after day, month after month, year after year. Besides the occasional Rosh Chodesh and the bi-weekly Torah reading, Tefilah is always the same. This absence of creativity leaves many students uninspired and unfulfilled.

The one day that is remembered by most of the student body is the day the administration offered alternative Minyanim. We were given the choice of what type of Tefilah we would like to participate in: Meditation Minyan, Spanish Minyan, English Minyan, Song Comparison, Learner's Minyan, or Complete Minyan.

The alternative Tefilah trial run gave all students the opportunity to experience different types of prayer and a new way to view them. Sophomore Nathan Schoeffler confessed, "I'm not a big fan of regular Minyan, and I think the alternative one is a really good option." Junior Jen Wengrofsky agreed. "Alternative Minyan gives us a really good opportunity to express ourselves. I really love it," she said.

Although these students and many others are in favor of this new and exciting concept, some see the bigger picture like freshman Josh Korn. "It seems like a good idea except I don't see it in the near future, and I can't see it happening again." Ms. Judith May, a Minyan leader, had a few thoughts on the idea. "I'm in favor of it. The choice Tefilah provides change but only in proportions." Finally I sat down with the faculty adviser of the Student-Faculty Minyan Committee, Rabbi Barry Chesler. "I feel the alternative Minyan worked out great and hope to see it in the future, but I do not think it can substitute regular Minyan."

Alternative Minyanim is a new and exciting concept that our school is developing, and hopefully we will see it in the future. We are just going to have to wait and see what unfolds, and maybe this won't be the last time we'll see alternative Minyanim.

-By Daniel Goldberg

Israel Trip Preview

How it Compares to Previous Trips

By Melissa Stern

The adventure begins on Sunday May 17 at JFK Airport. The seniors take off and arrive at Ben Gurion Airport on May 18, where they will hop on a bus and head north. They will then embark on a three-week adventure through Israel. This year, the seniors have a jammed-packed schedule. They have been given the itinerary, but who knows what surprises there may be? The activities range from donkey rides in the North to scavenger hunts on Ben Yehudah street. There will be traditional sites such as Masada and Yad VaShem, as well as cultural activities like drumming circles and snorkeling in Eilat.

The faculty has not yet given out all the details for the

Opinion: Peace in the MidEast?

By Netta-Lee Lax

The night prior to President Obama's inauguration, there was a long-awaited moment of peace in the Middle East. Israel's military occupation of Gaza came to an end shortly before the new president took his oath of office. Some thought of President Obama's inauguration as the beginning to a peaceful future between Israel and the Palestinians, while others thought of it as the beginning of the end for Israel. Upon the president's election I wrote an article in Paw Print covering the prospect for peace under the newly-elected administration. It seemed then as if many students at Schechter thought that Obama's plan to hold peaceful negotiations with nuclear threats, like Iran, was the right direction for America to travel. Others thought that Obama's plan lacked force and was too risky. Now, nearly four months into his first term, it is time to reevaluate and examine what has been accomplished

Even the most liberal and optimistic of us must acknowledge that there is a long process ahead.



E. Goldberg

The senior class will take its annual trip to Israel beginning on May 17 and concluding on June 7.

trip. Ms. Adele Spickler did not want to "give out the whole itinerary to the whole community," because she would like to keep a little element of surprise to the trip. Ms. Ofra Hiltzik added that they "are just about confirming all of our activities so it would be premature to tell everyone all the activities."

They have decided this year not to take out any activities because they felt that all the sites and visits made in previ-

ous years were great. However, they have added a few programs. One in particular will be meeting and talking to Israeli soldiers on an army base. This has never been done before and everyone is excited for this interaction. Spickler and Hiltzik hoped that "the new cultural program will bring a new element to the overall experience." In order to stimulate the cultural element, a new community service proj-

"[It is] a chance for individuals to explore Israel through a lens they have never had before."

-Mike Hirsch

ect has been added to enrich the students as well. The students will be hiking, living, and breathing Israel from north to south. Student Life Coordinator Mike Hirsch is very excited about this trip because it is "a chance for individuals to explore Israel through a lens they have never had before."

The students as well as the administration cannot wait to get this trip started, and they are counting down the days for this cultural experiment to soar. They arrive home again at JFK on June 7.



E. Goldberg

Is peace in the Middle East attainable? If so, when?

positive outlook on the past four months. She was the only one who appeared to think that the Obama administration had made progress since inauguration day in January. "He has been very open to negotiations with countries, showing that the U.S. is showing a commitment to peace." Yet she also acknowledged that peace is a long way off. "I don't see anything major happening in the near future," she said.

Students at Solomon Schechter are not the only ones who are patiently awaiting action pertaining to the Israeli-Palestinian conflict. In a recent

National Public Radio interview, King Abdullah II of Jordan claimed that the United States is a vital part in the peace process. He also suggested that the new Israeli Prime Minister, Binyamin Netanyahu, come to the White House and initiate talks.

President Obama ran on the slogan, "Change we can believe in," and the time has come for us to believe that that change has arrived. All we can do is hope that the sky above Israel and Gaza will always be as clear as it was the day of January 20, 2009.

Spring Sports

By Doug Hoch

Along with the warm weather has come an exciting array of spring sports. Boys Varsity Tennis and Baseball, as well as Girls Varsity Softball, have kicked off what seem to be promising seasons.

Starting fresh after a tight 3-2 match loss in the championships last year, the Boys Varsity Tennis team hopes to make another impressive run. With the season having just started, the team stands at 1-0 and is as strong as ever. New players, such as senior Kyle McCaffrey and freshmen including Michael Fleischer, Daniel Schechter and Dylan Pulver, have added both strength and depth. However, Kew Forest, a longstanding rival, poses a major threat in that they now have a player who is ranked in the top 50 in the country. As Freshman Michael Weiss stated, "We all look to do as well as we can and always have fun in the process. Having a team as challenging as Kew Forest in the league just makes our season all the more interesting."

Girls Varsity Softball has returned with a

fiery passion to make the playoffs this coming year. Due to an unfortunate set of circumstances, they were unable to qualify for the playoffs last year, and are all the more eager to do so this year. Some of the girls are a little disappointed about their 4-3 start to the season, while many feel that the recent heavy rains have rudely interrupted the season. "We're playing well and I think we have a good shot at making the playoffs, but we need to be able to play. So far we've just had too many games and practices rained out," said sophomore Sarah Hirsch.

Led by Coach Raygada, the Boys Varsity Baseball Team has started down a path that they hope will lead to the playoffs. Their rigorous schedule, filled with practices and games, shows the effort that the team has and will continue to put in this season. Sophomore Daniel Stecker said, "We are all putting in our share and working towards having a successful season that will lead us to the playoffs." This year, rival Upper Room is looking as sharp as ever, but the players believe that through Mr. Raygada's coaching and their tireless effort, they will have no regrets about the season.



E. Goldberg

Juniors Rebecca Silverman (left) and Eliana Goodman (right) before a Softball game.

X-Country

By Amelia Bayroff

The spring sports season is always highly anticipated. When students at Schechter think of spring, they most often think of baseball, softball, tennis and now, boys volleyball as well. But Boys Varsity Volleyball is not the only new sport on the spring roster this year. After the Cross-Country Team had such great success in the fall, a spring Cross-Country Team has been formed for the first time in Schechter history.

So, where did the idea for a spring team come from? Last year, some of the fall Cross-Country kids talked about maybe putting a spring team together, but none of the students actually committed to it. This year, sophomores Melanie Eisenberg and Falen Rauchwerger suggested the formation of a team with a determi-

nation to see it through.

When asked what the team was about and what the team hopes to accomplish, Rauchwerger said, "We wanted to start a spring cross-country team so that anyone could join, so that we could exercise together, and so that we all have a fun after school sport to take part in." Coach Pettas was quick to back the idea, saying, "We had so much success in the fall; why not keep it going?" Many members of the spring team were also a part of the fall team, but there are many newcomers as well.

As of right now, the team is not looking to compete just yet; rather, the team is focused on improving internally. The spring Cross-Country Team looks forward to ending its season with a run to the beach, where they will celebrate the emergence of a new team at Schechter.

Boys Varsity Volleyball

By Ethan Jamnik

This year, the Schechter athletic community has a new member, the Boys Varsity Volleyball Team. The team was formed when Coach Inguagiato recognized the growing demand for a boys volleyball team. Since the conception of the team, Coach Inguagiato and the players have worked vigorously to become a competitive force in the league.

As per the rules of the new league, Schechter is required to try out prior to actually joining. The team competes in matches against fellow members of the league in order to prove its skill. At the end of the season, Schechter will undoubtedly be allowed to join the league as a permanent member.

Despite the team's 0-5 start, the players remain optimistic about the team's future success. As sophomore Ariel Mann said, "We are building up our skills and working together pretty well. Even though we haven't won a match, we are all just proud of our current improvements." Everyone on the team is rapidly improving, and it appears as if a victory is imminent.

The volleyball team only has eight players this year. While this is enough to field a team, the lack of players has led to concerns about the team's future. Nevertheless, team members remain confident. All of the players on the team are committed, and the incoming eighth grade class has expressed their desire to join the team. When asked whether or not there would be a team next year, junior Morgan Hammerman said, "Definitely; the future is bright for our team."

Sports Report Card (Cont. from pg. 1)

By Logan Bayroff and Cari Katz

Boys Varsity Hockey:

It was a monumentally successful year for Varsity Hockey, the reason being simple: They won games. Victory, usually a rare sight around hockey games, became fairly commonplace, as the team won four games, showing effectiveness as a unit that was a welcome sight for their many supporters. Strong play in net, senior leadership on the back line, and sharp-shooters up front all helped turn Schechter into a legitimate force in the Yeshiva League. The expectations for future seasons have been raised. Final Grade: A-

Junior Varsity Hockey:

The first year of JV Hockey was a partial success, as the team proved that they can compete and develop experienced players for the varsity team. Yet there is a long way to go, as the team finished the year winless. Final Grade: C

Boys Varsity Basketball:

The varsity players had themselves a rollercoaster ride of a season. They entered the season laden with depth and skill, and buoyantly high hopes. Yet their first four games could not have gone worse. All four were losses, including two heartbreakers to Waldorf by a combined 3 points. The team was understandably despondent, and thoughts of self-doubt crept in. Yet they miraculously rallied, winning 7 of their last 8, including impressive defeats of powerhouses Kew Forest and Lake Grove. Alas, Portledge's failure to beat Waldorf meant no playoffs this year. Final Grade: B+

Boys Junior Varsity Basketball:

It was a banner year for the perennially strong JV squad, which finished off a 17-3 title march with a championship, continuing to be perhaps the most successful Schechter team. Final Grade: A+

Girls Varsity Basketball:



E. Goldberg

JV Basketball won the IPPSAL championship, capping off a 17-3 season.

Boys Varsity Volleyball:

It was the inaugural season for Boys Volleyball, who could not be expected to immediately match the success of their female counterparts. This year was about simply qualifying and proving their ability to play, taking long bus rides to play in the tough New York City region of IPPSAL. Despite not recording a win, they played competitive games, led by floor captain Moss Amer. It's been a season of struggle, but the boys have proved they belong. Final Grade: C+

Varsity Softball:

The softball season so far has been like any other. The beginning of the season found the Schechter home field, Macaroon Field, still unready. After playing just two games, the April showers prohibited the team from playing any others games until after Passover break. This turn in events has not fazed the girls though. They are still committed as ever to playing out the season to the fullest. Final Grade: Incomplete

Varsity Baseball:

The season is just beginning for the baseball squad, which because of rainouts, has played just five games thus far, winning one. They are led by standouts senior Elliot Schaja and juniors Max Geller and Ari Derman, and also boast an exciting crop of freshman talent. Mr. Raygada's boys have struggled a bit offensively, but they'll look to pick it up with the bulk of their season still to play. Seniors like Schaja are hoping to go out with a bang. Final Grade: Incomplete

Lights, Camera, Action: Spotlight on Joan Cohen

By Sharon Reshef

Most, if not all, of the students in Solomon Schechter have seen at least one of the school's very well-received drama productions. Many others have passed through or are taking an 11th grade Bible class famous for its creative projects. Behind both the plays and this Bible class is Joan Cohen, the theater-directing Bible teacher who is known to most of the school simply as Joan.

Famous for her Canadian roots, Joan grew up in Toronto. She received her BA from the University of Toronto in Drama and Jewish Studies and went on to further study theater and directing. After playing

Yentl in the Canadian production of "Yentl," she decided that acting was not for her, so she moved to New York to receive her Masters Degree at JTS. She also became principal of a Hebrew school, but her time there was "so horrible that I said, 'I will never work in Jewish education again!'" Joan recalled. "But being a fifth or sixth generation Jewish educator, I couldn't escape it."

Indeed she could not, as she ended up teaching Jewish subjects all around the world, including at a school in California called Tarbut V'Torah, where "kids' cars were nicer than the teachers'." She was relieved to move to Long Island

after three years to teach at Schechter.

As for her unusual position as both the theater director and the Bible teacher, she said, "If I were doing just one or the other, it wouldn't be as fulfilling." She asserted that the two subjects are very similar, and that being able to teach and be a role model while doing what she enjoys "gives me the greatest sense of Tikun Olam." Though her dream was originally to be a comedy sketch writer, Joan is very happy with what she's doing, and she is "very grateful to the school for supporting me the way they have. I'm very lucky."

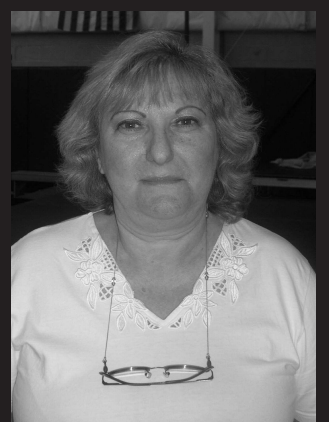
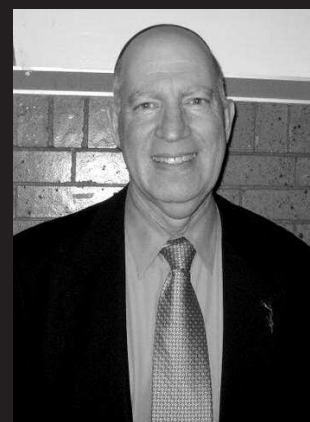


E. Goldberg

Joan Cohen's interests in theater and Jewish studies help shape her unique teaching style.

What You Don't Know About Your Teachers

Ms. Kassell Mr. Raygada Ms. Hersh Seiden Mr. Levine Ms. Poniachek



"I have two pet snakes and in the past have had pets including an iguana, a ferret, a guinea pig, and birds. My favorite movie is The Quiet Man, and my favorite food is a brownie."

"I eat tremendous dinners. I recently had a footlong grilled chicken sandwich with double meat, plus half of a rotisserie chicken. My stomach is so huge."

"My favorite movie is Pretty Woman. My favorite food is ice cream, and a quote I live by is, 'Don't judge a man until you walk in his shoes.'"

"Outside of school, I enjoy spending time with my family, reading, and golfing. My favorite 'old' movie is Casablanca and my favorite 'new' movie is the original Indiana Jones."

"In high school, I was voted class queen. My celebrity crushes include Elvis Presley, Cliff Richards, Yaffa Yarkoni, and Yehoram Gaon."

Ms. Friedman-Charry Mr. Afflerbach Ms. Eilenberg Rabbi Chesler Ms. Stern



"My favorite pastime include playing piano, watching Top Chef, cooking, and playing with my daughter Penina. When I was younger, I wanted to be a psychologist."

"Between 8:00 and 8:44 AM, I enjoy 'kibbitzing' and prepping for classes. When I was younger, I wanted to be a fireman."

"In high school, I was voted best actress, and my favorite thing to do in the Teachers' Room is to sit and shmooz with my colleagues."

"I have a lab mix dog whose name is Laila. The craziest thing I have ever done was sleep on top of Masada."

"Outside of school, I enjoy spending time with my children and my dog Dash. My favorite singers are Shlomo Artzi and David Broza."

Youth: Yes to Same-Sex Marriage

New York Bill Lacks Majority For Now, But Polls Show Popular Support

By Josh Rubin
Editor-in-Chief

New York State same-sex couples are denied between 1,250 and 1,300 civil protections, including pension rights and healthcare, because they cannot marry. Isn't it time that same-sex couples who want to have a civil marriage be allowed to do so? Last month, Governor David Paterson (D) brought this issue to the forefront by introducing a bill to the New York State legislature to legalize same-sex marriage. Four states—Massachusetts, Vermont, Iowa and Connecticut—have legalized same-sex marriage, and New York can potentially be the fifth, but it may take more time than some would like.

According to a recent Siena College poll, 53% of New Yorkers said they support same-sex marriage. It is a government's responsibility to act in accordance with the will of its constituents, and therefore, New York State's elected officials have a duty to pass the recently proposed legislation which would legalize gay marriage.

Not so fast. In the New York State Senate, legislative bills are typically not brought to a vote unless a majority of votes to pass the

measure is expected. Such has been the case with this legislation which would legalize same-sex marriage in our state. Senate Majority Leader Malcolm Smith (D) supports the measure but said that the Senate does not have the 32 required votes to pass it. Therefore, he does not plan to bring the bill to the floor for a vote.

After initially pressuring Smith to submit the bill for a vote, Governor Paterson decided to support Smith's decision to wait until a majority is assured rather than force a vote which may be rejected. The bill's defeat could potentially erase the progress made in the past few decades. Even Thomas Duane (D), the lone openly gay member of the New York State Senate, opposed a vote if the bill will fail.

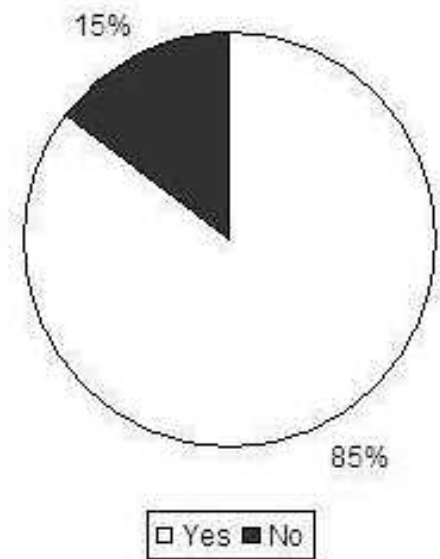
Polls show that younger people see same-sex marriage as a civil rights issue. According to that same Siena College poll, of those between the ages of 18 and 34, an overwhelming 71% said they support same-sex marriage. Only 42% of those 55 and older support it. At Schechter, a poll conducted on April 20, 2009 revealed that 85% of Schechter high school

students, all between the ages of 14 and 18, support same-sex marriage in New York.

Along with the youth, many New York State Democrats, such as Senators Charles Schumer and Kirsten Gillibrand, and Independents, such as Mayor Michael Bloomberg, who were previously on the fence on this issue, have declared their support for same-sex marriage. Even some leaders who do not support same-sex marriage do support civil unions, such as President Obama, Vice President Biden and Secretary of State Clinton. (Civil unions are legal in Oregon and New Jersey.)

These trends show that New York is progressing towards support for this civil rights issue. If trends continue, New York will inevitably legalize same-sex marriage. It's just a matter of when. But voters must continue to pressure their representatives or elect new government legislators whose views on this civil rights issue more closely reflect their own so that this bill can eventually become law.

Should New York Legalize Same-Sex Marriage?



Poll Conducted by J. Rubin, 4/20/09

Out of 129 Schechter students asked if New York should legalize same-sex marriage, 110 said yes.

The Price is Right With High Expenses, the Cafeteria's Prices are Legitimate

By Adina Cooper

It costs two dollars and twenty-five cents to buy a bottle of Nesquik in the cafeteria. Each day, students make remarks about the price but buy Nesquiks anyway. Is it necessary to complain about the costs if we are still planning to buy the food? After hearing so many complaints, is Bagel Boss going to lower its prices?

Though Bagel Boss has control over the prices of what is sold, many students are unaware of Bagel Boss's own expenses. The caterers have to cover the costs of salaries, food and production. They must buy extra food to make sure that everyone is served, but leftover food becomes money wasted. When providing snacks, the caterers have to vary what is offered. They cannot buy food in bulk, which causes prices to be more expensive for them, and in turn, for us.

When the cafeteria closes after sixth period each day, Student Government sells snacks and drinks in Mike Hirsch's office. Many students like to buy snacks from his office because they are convenient and

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The Paw Print Staff

inexpensive. Hirsch explained that selling food in his office is a "simple fundraiser for the Student Government" that is not in any way intended to take away business from the cafeteria. The food is only offered in the late afternoon when the cafeteria has closed, and, Hirsch said, it "does not affect the number of kids buying from the cafeteria" while it remains open during the day "because people are hungry in the morning and in the afternoon."

The school has recently begun a trial period in which the students are given twenty minutes for breakfast. When asked how it will affect the cafeteria, Food Service Manager Ron Simon said,

"Hopefully more students will be buying food during this time." However, he went on to say that "there are not enough students in the school to lower the prices, even if the breakfast period does produce an increase in food sold."

Instead of complaining about the prices, students should be appreciative that Bagel Boss works hard to provide us with great options. It would be wonderful for everyone if costs could be lower, but everyone needs to make money and pay expenses. We are going to go ahead and buy whatever it is that we hesitated about for a second, so why complain about it?

Yearbook (Cont. from pg.1)

By Aviya Lanis

Although there will not be any significant changes from past yearbooks, this year's yearbook will include a Silly Seniors page, along with the ever-coveted Senior Pages. Additionally, Geselowitz and the other editors involved with the yearbook had the opportunity to create their own version of 'Senior Pages,' as they were able to submit a page portraying their own view of Schechter.

For both the Senior Pages and other pages included in the yearbook, however, there are certain restrictions that apply. As explained by Bernstein, there can be "no drug paraphernalia, alcohol or obscenity," and all students in the pictures included in the book must adhere to the dress code. Bernstein further explained that the yearbook is meant to be "a reflection of the school in its best state," and it makes sense that the school would enforce certain restrictions.

When asked if anything should change within the yearbook, many expressed their appreciation of the current yearbook standing. Junior Rebecca Silverman said that "the yearbook is pretty good as it is," and senior Andrew Friedlieb expressed special appreciation for last year's yearbook cover. Freshman Max Bartell, however, recommended a change in themes for future yearbooks, while freshman Noam Buechler suggested greater publicity about the yearbook to freshmen.

Amazingly, the yearbook is completely self-sufficient. Bernstein explained that it is "primarily supported by advertisements that parents and friends take out." However, as the staff must order a 'small run' of the book for Schechter students as opposed to a 'large run,' it is difficult to "break even." As such, the yearbook leaves the yearbook staff with no

proceeds.

In order to organize the yearbook, the yearbook staff does a great deal of work. Geselowitz explained that "one photo takes hours of work to make it suitable for the yearbook." Bernstein admitted that it is "a task for which both Mrs. Pasetsky and I give hundreds and hundreds of hours."

After its completion, the yearbook is sent to Memory Book, a company in Missouri that, according to Bernstein, is a "tremendously responsive publisher." The company even sends back edits should they find a mistaken date or a misspelled word. Such devotion on the publisher's part complements the yearbook staff's bold effort and dedication.

Students' Jewish Values The Same as School's?

By Max Silverman

Although we hate to admit it, especially with the watchful eye of the administration, we all know someone who has broken the school's rules that relate to Judaism. From bringing in kosher meat to cutting Minyan, students at Schechter at times break the rules set forth by the administration.

Officially, the administration would like students to follow the many laws that Conservative Jews follow. Ms. Adele Spickler, the High School Assistant Principal, explained, "Although we try to be inclusive of all of our families' observances, as a Conservative school, we must mandate some practices at school."

According to Spickler, one of these mandated practices is "respecting Shabbat by not having parties during it." Many Shomer Shabbat students strongly agree with this rule. As junior Shoshana Klayman explained, "This rule is definitely not always followed, and it is unfair for [the Shomer Shabbat students] because we miss out on a lot of the parties." Many Shomer Shabbat students can attest to the fact that many parties start during Shabbat. Even those who believe that this rule is beyond the administration's jurisdiction should realize that if students actually followed this rule, everyone would be happier.

Spickler also explained, "Observance of Kashrut is expected at school." This rule includes only bringing dairy or pareve food from home. She added that "students generally follow all of the rules," but the new popular sandwich, turkey and avocado, begs to differ. Of course, all of the turkey is strictly kosher; however, eating the turkey is still a direct violation of the administration's rules. As sophomore Falen Rauchwerger sees it, "We have to at least follow the rules on school grounds, even if we do not agree with them." This, of course, makes a lot of sense. Even though we do not necessarily agree with the administration, it has rules that we, as stu-

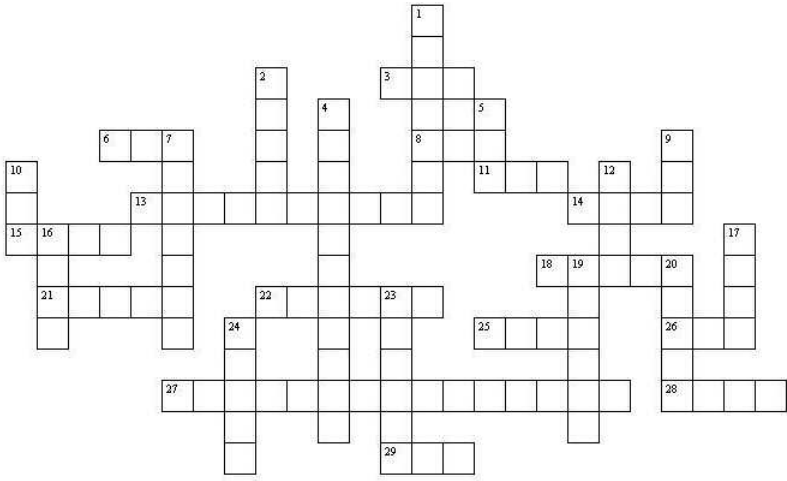
dents, must follow.

Rauchwerger's statement, however, brings up the question of Kashrut off-campus. Spickler explained, "During school, even if students are off-campus, they are expected to follow the rules of Kashrut." This is understandable, because we are expected to set an example for the community. However, since the community around us is not very Jewish, for whom exactly are we setting an example? Freshman Michael Weiss explained that "if we are good Jews even off-campus, it helps show that we can follow the rules." Weiss makes a good point: If we can follow the rules now, even without strict guidance, we are more likely to follow real laws later in life.

This brings us to the issue of Minyan. As the Conservative Movement mandates, we must pray daily. In our school, we have mandatory daily Minyan. This requirement is a sensitive issue for many students because many have been given detention recently for lateness to Minyan. Spickler stressed the fact that the administration's intention "is not to police [the] students." With this issue, the administration has every right to require us to go to Minyan and punish those who do not. As Jews, we are required to pray daily. Our Minyan, then, is an extension of this rule. As such, even if we do not like going to Minyan, we must do it because the school and Judaism require it. Regardless of how much we dislike a rule, we cannot deliberately disobey it.

Can this lack of observance actually be a good thing for the school? In part, yes. It teaches us diversity, something that is lacking in the very homogenous school we attend. We learn about the different practices of Jews through observing the many observances at our school. However, as a Jewish school, we obviously must follow the rules. We can still learn of different practices, but we must do it after school hours, when the school's rules no longer apply.

To the Movies

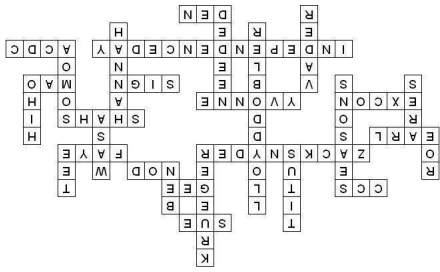


ACROSS

- 3 Beseech
- 6 Doasage amount
- 8 'Turn right, horse!'
- 11 Land of _____
- 13 300 Director
- 14 _____ Wray
- 15 Countess's husband
- 18 Former Iranian Rulers
- 21 Parolee, e.g.
- 22 De Carlo of "The Munsters"
- 25 Omen
- 26 Chinese leader
- 27 1996 Sci-fi thriller starring Will Smith
- 28 Aussie Rockers
- 29 Unit of Cub Scouts

DOWN

- 1 "A Nightmare on Elm Street's" Freddy _____
- 2 Shakespeare play "_____ Andronicus"
- 4 John Cusack in Say Anything
- 5 Matt in "How to Lose a Guy in 10 days"
- 7 Recurring periods
- 9 Ball holder
- 10 _____ v. Wade
- 12 "Fuzzy Wuzzy _____ bear..."
- 16 Greek god of war
- 17 Start of the Seven Dwarf's song
- 19 Disney's Montana
- 20 Margaret Mead topic
- 23 Required
- 24 Pal of Palpatine



Sudoku

			6	4				9
7						6	3	5
		3					8	
			1	3				2
	8		2		4		1	
1				7	5			
	6					4		
9	7	5						1
3				2	9			

Fill all the blank squares with the correct numbers. In a 9 by 9 square Sudoku game:

- * Every row of 9 numbers must include all digits 1 through 9 in any order
- * Every column of 9 numbers must include all digits 1 through 9 in any order
- * Every 3 by 3 subsection of the 9 by 9 square must include all digits 1 through 9

Word Search



Television

- | | | |
|-------------------|----------------|---------------|
| Family Guy | Animaniacs | Road Rules |
| Amen | Punky Brewster | Sister Sister |
| Bewitched | Roseanne | Wonder Years |
| Singled Out | Scrubs | Martin |
| Blossom | Dexter | Studs |
| The Office | Cops | Friends |
| Perfect Strangers | Dallas | Wings |



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Cliches

- 1. Y DEMW XS XFYBJ Y FKW YX QKW
QMAKDEM Y FKW BS EFSME, XFMB Y
TMX K TKB CYXF BS PMMX
- 2. TSEX SP XFM TSDBXKYBE CM FKHM YB
NYPM KIM SBME CM QDYNW SDIEMNHME.
- 3. CFMB LSW LYHME VSD NMTSBE,
TKJM NMTSBKWM
- 4. NYPM YE K EMIYME SP
WYEKDOOSYBXTMBXE, PSNNSCMW QV WMKXF
- 5. NYPM YE BSX FKIW, YX SBNV BMMWE
ESTM DSEYXYHM XFYBJYBL

Solutions

- 1. I used to think I had it bad because I had no shoes, then I met a man with no feet
- 2. Most of the mountains we have in life are ones we build ourselves.
- 3. When God gives you lemons, make lemonade
- 4. Life is a series of disappointments, followed by death
- 5. Life is not hard, it only needs some positive thinking