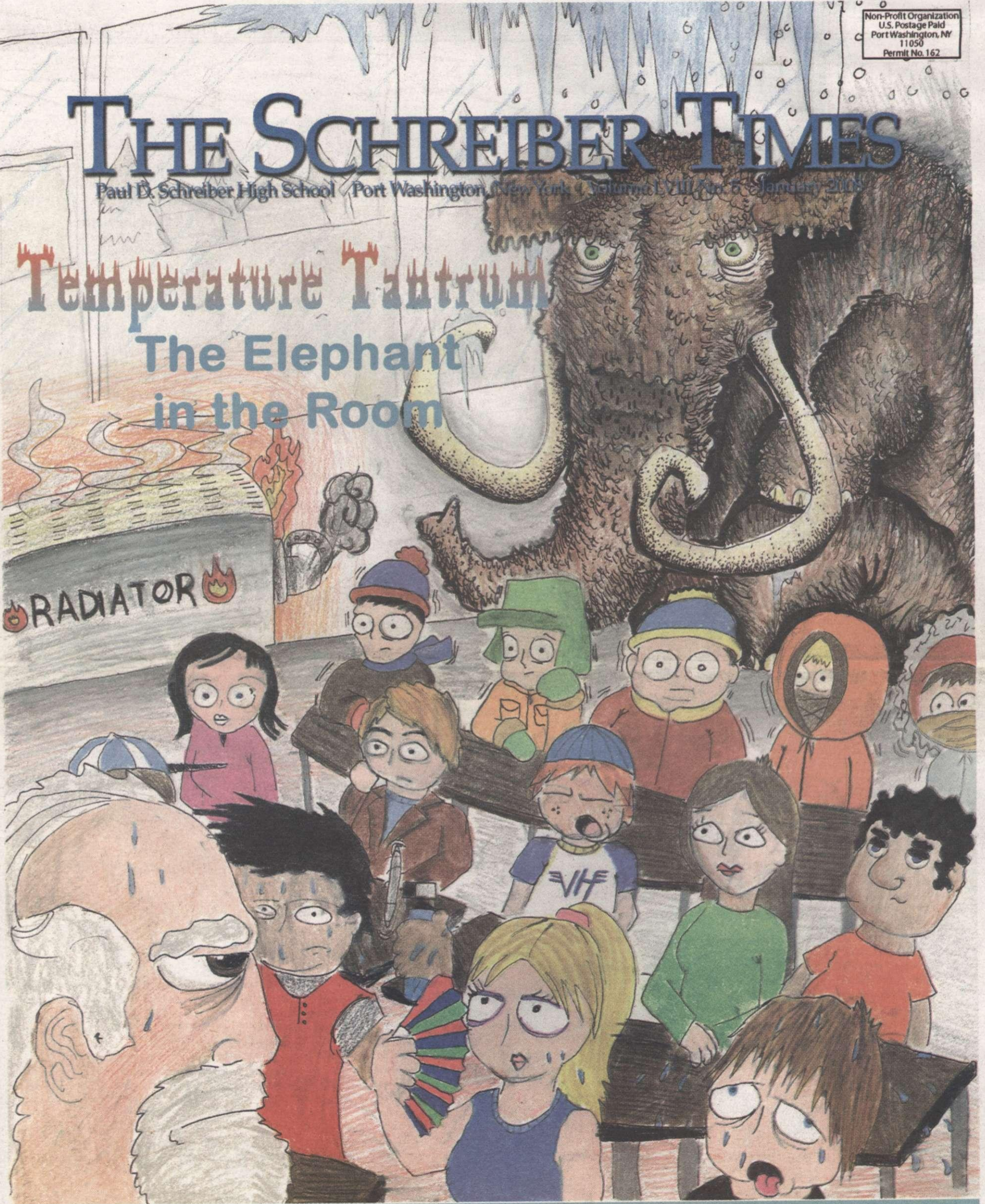


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# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LVIII No. 5 January 2008

## Temperature Tantrum The Elephant in the Room



### Comparing Your Coffee Features

...to break through into the upper echelon of track teams in our conference."



### Patriots: Greatest Team Ever? Sports

relays and even races as short as 400 meters with success.

can be one of the toughest in which to run. Indeed, a few team members have

### New Year's Resolutions Retracted Opinions "Cashmere Mafia" No Bundle of Joy A&E

the same runners back next year.

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Using vine and compressed charcoal, pastel, and water, senior Kerry Dachowitz constructed a drawing based on a sculpture in class. Although there are two figures in the composition, they are both drawn from the same sculpture, providing a sense of depth, form, and value.

## NEWS BRIEFS

### French Class

After reading Jean Paul Sartre's existentialist play, *Huis-Clos*, or *No Exit*, seniors and juniors in Ms. Betsy Salemsen's Advanced Potpurri class had the opportunity to discuss the play's religious aspects with Rabbi Irwin Zeplovitz, father of senior Nathan Zeplovitz.

Ms. Salemsen invited Rabbi Zeplovitz to speak to the class because he deals on a daily basis with issues that are relevant to the story. Life on earth, life after death, and good versus evil were among the topics included in the conversation. The class was interested to learn about the various belief systems and the significance of life after death for different groups of people. Students posed questions both relevant to the play and to Rabbi Zeplovitz's profession.

"When I can present something to a group of students that stays with them and makes them consider greater questions, I feel that I have broadened the students' views," said Ms. Salemsen, who was glad that the class had the opportunity to converse with Rabbi Zeplovitz.

*No Exit* was published toward the end of World War II. Sartre's famous quote on existentialist thought, "hell is other people," originated in this play. This one act play tells the story of three very diverse people condemned to live in a room together for eternity. Ms. Salemsen said that the play was "fun to read aloud in class and it was

interesting to see who volunteered to read which role." The serious tone of the text encouraged the students to contemplate the important issues it addresses.

-Corinne Tingir

### Suicide Prevention

The Long Island Crisis Center facilitated a discussion with the Natural Helpers and Peer Helpers about the prevalence of teen suicide. On Jan. 10, Ms. Christine Cione, a representative from the center, spoke about how students can work to limit suicide among their peers and friends.

Ms. Cione supplied the students with information in regard to the outward symptoms of one who may be suicidal, and actions to take if one displays these symptoms. She explained that there is no particular type of person who contemplates or commits suicide, emphasizing that any person may experience feelings related to suicide, even those individuals who one least expects.

The Long Island Crisis Center provides around-the-clock support for individuals. Ms. Cione advised the Schreiber students to direct their depressed and suicidal friends to the center if assistance is needed. She also spoke of the volunteer positions available at the center for individuals seventeen or older.

-Melanie Fried

### College Board AP Rankings

Nationwide, the number of advanced placement courses being taught in schools varies. Recently, College Board released an official list of approved AP courses to stop schools from improperly labeling their classes as "AP." This list, known as the AP Course Ledger, was unveiled two months ago on the the board's website. In Nassau County, Schreiber has the second greatest amount of approved AP courses, at 27.

Often, a school's quality is judged by the amount of AP courses it offers. To make their schools seem better, districts throughout the country have created courses labeled "advanced placement," many times as a means of competing with other districts.

After a year-long evaluation of over 134,000 high school AP courses, the board has come up with curriculum guides and tests for 35 college-level AP courses. Teachers are now required to send in course curricula and sample lessons in order to have their new "AP" classes approved.

Although ninety-five percent of Long Island's schools teach approved courses, only sixty percent of our nation's schools provide students with properly evaluated AP classes. Requiring approved course curricula may create more paperwork for the teachers, but ultimately it will legitimize College Board approved AP courses.

-Ryohei Ozaki

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# Students work to "bridge the gap" that exists between races

Senior introduces club to provide comfortable environment that caters to diversity of student body

BY David Becker

News Editor

Senior Breanca Fisher moved to Port Washington last March, but it was only this year in Mr. Harry Anderson's Participation in Government class that she realized the importance of the group she would found in October. Mr. Anderson asked the class to write mock letters to the editors of *The Schreiber Times* about what each felt was missing in the school. Fisher wrote about a program in Roslyn called Bridging the Gap, a club dedicated to preventing racism and promoting discussion between races.

"I felt like we didn't have a voice in school," said Fisher. "I felt like the 'few' are not well represented in this school and I remembered this club we had had at Roslyn."

Fisher received approval for the club at the beginning of October and recruited Ms. Shantay Betty-Denton to advise the club. Meetings focused on integrating African-American and Latino students with white students, both in and outside of the school.

"We all came together to try and create a safe environment for everybody

where we could all get together and feel comfortable with each other and ourselves," said junior Brittany

**"The name refers to bridging the gap between African-Americans and whites, African-Americans and Latinos and all students across the boundaries of race, clique and academics," said Ms. Betty-Denton.**

Schwartz, who serves as vice president.

The club meets every Tuesday at 3:15 in room C22, and has about 20 regular members, many of whom are African-American and Latino students. Currently the group is working on plans to increase membership.

"The name refers to bridging the gap between African-Americans and whites, African-Americans and Latinos and all students across the boundaries of race, clique and academics," said Ms. Betty-Denton.

The club has worked to attract the attention of African-American and Latino students in Schreiber. Most of the club members, including the white contingent of the group, know each other outside of the club, and come each week for the friendly community. The club embraces this function as a "hang out," although Fisher, the group's president, hopes to expand membership throughout the year.

Fisher, the president of the club, acknowledges, though, that there is "not a lot of racism in Schreiber. There's just a lack of integration that needs to be fixed." One of the other purposes of the club, apart from promoting tolerance, is to make African-American and Latino students feel comfortable to participate in Schreiber's extracurricular activities.

"We tend not to take advantage of extra help and tend to blame others [though] help is here," said Fisher. "The club encourages people to see that they have roles and even privileges in this school."

Fisher was not welcomed warmly in this school, and she felt as if students needed a place where they could feel comfortable in Schreiber. She also wants to remove emotional stigmas about joining "white clubs" and sitting at "white tables."

"Honestly, when I first came, I knew

a few people from Port Washington, but outside of my race, and even a few people in it, people were not friendly at all."

As part of Bridging the Gap's plans to create a culture that affirmed the achievement of African American and Latino students, Fisher, Ms. Betty-Denton and the club are currently working on an art project with art teacher Ms. Kris Murphy. Students in the club are working on a series of black and white and color photographs of themselves with surrounding inspirational quotes, sayings, or original phrases by the students.

They hope to complete this project by February, Black History Month, when it will be on display in Schreiber's library. The month goes widely unrecognized in Schreiber, although the National Honor Society has made a few attempts in the past to commemorate African-American history.

"We take pictures and have quotes with any kind of message attached to it. It could be funny or romantic or even a poem," said sophomore and club member Charles Gibbons.

They hope to have a reception for the opening of the photo essays on Feb. 4. It will be the first major event the club has hosted. Bridging the Gap members hope to find activities for each subsequent month of the school year.

Fisher does hope that she can expand the club so that it participates in inter-community events, but at the moment the club is still working on increasing its role in the school.

## Winter brings charity drives to school

### Students collect toiletries and cell phones

BY Ali Nierenberg

Staff Writer

This winter, the army received donations from two charity organizations propelled by the contributions of Schreiber volunteers. The Interfaith Nutrition Network (INN) and Cell Phones for Soldiers both worked to bring American comforts to soldiers overseas through the efforts of Schreiber students.

The Interfaith Nutrition Network organized a team of three students from each grade. The organization helps underprivileged families, and Schreiber became connected with this charity because students have worked with it in the past. Students involved in the program collected travel-sized toiletries for the INN to distribute to struggling families.

Students were extremely successful in this project and managed to fill several garbage bags with supplies to be sent. The health and family and consumer science departments assisted in the effort by offering extra credit to those students who brought in toiletries.

"It's unfortunate that families in neighboring areas are struggling financially. It is great to know that by simply donating a bottle of shampoo, a student can make a great difference in another's life," said tenth grade representative Dave Yedid.

But the twelve students involved in the INN's toiletry drive were not the only Schreiber volunteers to collect in January. Sophomore Luke Record worked with Key Club members to collect old cell phones. These mobile devices were gathered for the organization Cell Phones for Soldiers. The foundation collects used cell phones in order to assist those fighting overseas.

Record heard about the organization from his mother when she saw the organization's teenage founders speak on *Oprah*. Record pitched the idea at a Key Club meeting and received instant support, especially from the club's advisor, Ms. Janine Kalinowski, who has been bringing Record cell phones since early December.

"My mom told me about it and I thought it was just a great idea," said Record. "Soldiers used to have to pay for their minutes that they used to call their families at home, and many were getting in debt. Soldiers should have unlimited minutes for calling their families at home for free."

Upon receiving the used cell phones, Cell Phones for Soldiers exchanges them for prepaid calling cards for the soldiers. The foundation is able to raise funds for the prepaid calling cards by sending the used devices to ReCellular. ReCellular pays Cell Phones for Soldiers for each donated phone. Each cell phone collected will provide a soldier with an hour of calling time. Record collected around 30 and is hoping to collect more in February. This charity makes the process much easier by relieving the soldiers of a major expense.

"I'd guess that about 75% of kids in this school have old phones they're not using," said Record. "We kind of forget about the soldiers in Iraq over the winter months. We remember the poor and homeless in our backyard, but we assume people are taking care of the people taking care of us."

As the efforts of the Interfaith Nutrition Network teams and Luke Record show, students are not forgetting the importance of the soldiers in Iraq. While the Interfaith Nutrition Network stopped collection in Schreiber earlier this month, Record will continue collecting for Cell Phones for Soldiers "as long as there are soldiers in Iraq who deserve them."

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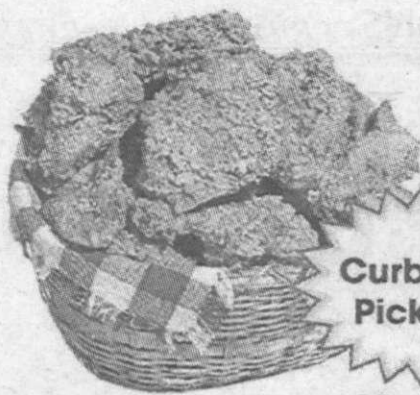
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# 2008 MIDTERM SCHEDULE

ROOM #	EXAM TUESDAY JANUARY 22, 2008	TEACHER	ROOM #	EXAM	TEACHER	ROOM #	EXAM	TEACHER
	<b>8:15 AM</b>							
TBD	RCT Writing	-	A5	Biology	Dardzinski	TBD	RCT Reading	-
B15	Global Regents	-	A6	Biology	Serfaty	B20	US History Regents	-
	<b>9:00-11:00 AM</b>		A7	Biology	Serfaty	6	US History Regents	-
			A8	Biology	Serfaty		<b>9:00-11:00 AM</b>	
			A9	Biology	O'Brien			
			A10	Biology	Crivelli			
			8	Biology	Travis (FLC)	215	AP Psychology	Schultz
B11	AP English	Pellett	4	Biology	Decker (ESL)	217	AP Psychology	Schultz
B12	AP English	Pellett	6	Biology	Decker (ESL)	219	AP Psychology	Schultz
B13	AP English	Schulman	15	Biology Honors	Ezratty	221	AP Government	Frank
B14	AP English	Schutzman	17	Biology Honors	Crivelli	223	AP Government	Frank
B16	AP English	Schutzman	19	Biology Honors	Apicos	225	AP Government	Begun
A1	Math Research Qualifying	-	21	Biology Honors	Serfaty	B11	AP U.S. Qualifying	-
A2	Math Research Qualifying	-	B11	Earth Science	Paradis	B12	AP Euro Qualifying	-
A3	Math 1A	Tecusan	B12	Earth Science	Paradis	B13	AP Euro Qualifying	-
A4	Math 1A	Tecusan	B13	Earth Science	Paradis	B14	AP Euro Qualifying	-
A5	Math 1A	Pichkur	B14	Earth Science	Paradis	B15	AP Euro Qualifying	-
A6	Math 1A	Carstens	B15	Earth Science	Travis	B16	AP Euro Qualifying	-
A7	Math 1A	Carstens	B16	Earth Science	Travis	B17	Economics Qualifying	-
A8	Math 1A	Martinez	B17	Earth Science	Travis	B19	Economics Qualifying	-
A9	Math 1A	Martinez	B18	Earth Science	Meyer		<b>12:15 PM</b>	
A10	Math 1A	Reynolds	B19	Earth Science	Meyer			
B15	Math 1A+	Martinez (FLC)	B20	Earth Science	Meyer	A1	Math A Regents	Tedesco
B18	Math 1A+	Lederer (STEPS)	18	AP Biology	Ezratty	A2	Math A Regents	Tedesco
B17	Math 1A+	Tecusan	23	AP Chemistry	Carmody	A3	Math A Regents	Tedesco
B19	Math 1A+	Reynolds		<b>12:15 PM</b>		A4	Math A Regents	Shannon
	<b>12:15 PM</b>					A5	Math A Regents	Shannon
TBD	RCT Math	-		RCT Science	-	A6	Math A Regents	DiVenuto
120	English Regents, Session 1	-	120	English Regents, Session 2	-	A7	Math A Regents	DiVenuto
122	English Regents, Session 1	-	122	English Regents, Session 2	-	A8	Math A Regents	Ganzekaufer
118	English Regents, Session 1	-	118	English Regents, Session 2	-	A9	Math A Regents	Ganzekaufer
6	English Regents, Session 1	-	6	English Regents, Session 2	-	A10	Math A Regents	Ganzekaufer
201	English Regents, Session 1	-	201	English Regents, Session 2	-	B11	Math A Regents	Lederer
	<b>1:00-3:00 PM</b>			<b>1:00-3:00 PM</b>		B12	Math A Regents	Bozzone
						B13	Math A Regents	Bozzone
8	Math B23	DiVenuto	A1	Chemistry	Case	B14	Math A Regents	Carstens
11	Math B23	DiVenuto	A2	Chemistry	Carmody	B15	Math A Regents	Ferruso
15	Math 3B- Part 2	Ferruso	A3	Chemistry	Carmody	B17	Math A Regents	Verity
17	Math 3B- Part 2	Ferruso	A4	Chemistry	Grasso-Krebs	B19	Math A Regents	Verity (STEPS)
18	Math 3B- Part 2	Ferruso	A5	Chemistry	Grasso-Krebs	B20	Math A Regents	Walk-ins
19	Math 10H	Carstens	A6	Chemistry	Nelson	B16	Chemistry Regents	-
21	Math 10H	Tedesco	A7	Chemistry	Nelson	B18	Physics Regents	-
23	Math 11H	Tecusan	A8	Chemistry	Apicos	118	AP English Qualifying	-
40	Math 11H	Reynolds	A9	Chemistry	Apicos	120	AP English Qualifying	-
42	Pre-Calculus	Hulkower	A10	Chemistry Options	Grasso-Krebs	122	AP English Qualifying	-
A1	Pre-Calculus	Hulkower	11	Chemistry Options	Grasso-Krebs	127	AP English Qualifying	-
A2	Pre-Calculus	Siener	15	Chemistry Honors	Carmody	129	AP English Qualifying	-
A3	Pre-Calculus	Siener	17	Chemistry Honors	Case	225	AP English Qualifying	-
A4	AP Calculus AB	Shannon	18	Chemistry Honors	Case		<b>1:00-3:00 PM</b>	
A5	AP Calculus AB	Reynolds	19	Chemistry Honors	Nelson			
A6	AP Calculus AB-6	Pichkur	21	Physics	O'Brien	Atrium	AP Photo	Murphy
A7	AP Calculus BC	Ganzekaufer	23	Physics	O'Brien	Atrium	AP Photo	Jaworski
A8	AP Calculus BC	Pichkur	40	Physics	O'Brien	Atrium	AP Photo	Jaworski
A9	AP Statistics	Martinez	42	Physics	Schineller	207	AP Studio Art	Best
A10	AP Computer Sci.	DiVenuto	B11	Physics	Schineller	207	AP Studio Art	Best
217	Soc. Sci. Research Qualifying	-	B12	Physics	Schineller	207	AP Studio Art	Conte-Lawe
219	Soc. Sci. Research Qualifying	-	B13	Physics Honors	Johnson		<b>FRIDAY</b>	
221	Soc. Sci. Research Qualifying	-	B14	Physics Honors	Johnson		<b>JANUARY 25, 2008</b>	
	<b>WEDNESDAY</b>		B15	Physics Honors	Fish		<b>8:15 AM</b>	
	<b>JANUARY 23, 2008</b>		B16	Physics Honors	Fish			
	<b>8:15 AM</b>		B17	AP Physics B	Fish			
TBD	RCT US History	-	B18	AP Physics B	Fish	A8	Living Env. Regents	-
40	Earth Science Regents	-	B19	AP Physics C	Johnson	A1	Math B Regents	Lederer
	<b>9:00-11:00 AM</b>		B20	AP Physics C	Johnson	A2	Math B Regents	Lederer
				<b>THURSDAY</b>		A3	Math B Regents	Siener
				<b>JANUARY 24, 2008</b>		A4	Math B Regents	Siener
				<b>8:15 AM</b>		A5	Math B Regents	Bozzone
A1	Biology	Brandt				A6	Math B Regents	Bozzone
A2	Biology	Brandt				A7	Math B Regents	Walk-ins
A3	Biology	Dardzinski				TBD	RCT Global Studies	-
A4	Biology	Dardzinski						



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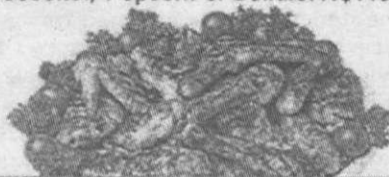
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## Point

## Counterpoint

## Is Health a necessary component of our curriculum?

BY Stephen Nash

Features Editor

If someone were to walk through the halls of our high school and ask students whether or not they thought Health was necessary, a large portion of students would probably say "No." Initially, one might interpret this response as indicative of the actual value of the class; however, do not be fooled. The reasons many students dislike Health are largely irrelevant to the actual course material. In fact, when I toured the school and asked students why they thought Health was a superfluous class, many gave answers that failed to pinpoint anything wrong with Health itself.

"It hurts my GPA," said one.  
 "I can be doing other things," said another.  
 "I don't want more homework," said a third.

These responses offer no evidence as to why Health does not deserve its New York State mandate. Surely, every student would like to see less responsibility and less work, but just because students want to scrap the work assigned for a certain class doesn't make that class unnecessary. Just because students don't want to take Health, doesn't mean they shouldn't. And when looking at the facts, it becomes abundantly clear that health education is certainly needed in our society.

Obesity rates are on the rise, sexual-transmitted diseases are ever-present, and teenage drug rates are soaring. With these constantly evolving problems in our society, an hour of health every three or so days is not going to do anyone serious harm.

It has been widely accepted and established that education is the means to help reduce many of the aforementioned problems. The best example of the success of education is the campaign against smoking. Although there are undoubtedly students, and adults, who smoke routinely, there has been a continual decline in the number of smokers for decades. Many attribute this to the years of education on the very serious harms posed by smoking and the massive information campaigns designed to enlighten the American people (such as the Surgeon General's warning).

Although imparting information might not completely solve the problem mentioned above, educating students can only help them be more aware of the dangers involved in certain activities. Health does not hurt anyone. Teaching teenagers life-saving techniques and helping them cope with difficulties can only better their lives. And for those who argue that taking Health is extra work, it should be noted that only a few days out of the six day

cycle are devoted to this class.

With a presidential election fast approaching, almost every candidate talks about the problems with health care. In almost all of their detailed plans, there exists a common thread: the need for more time to be spent for health education and prevention.

"We learn a lot of interesting things in Health," said junior Nicole Botsaris. "From learning CPR to understanding the consequences of smoking, Health is probably the most useful class we take."

In fact, although complained about and viewed as a peripheral class, Health is in many ways the most applicable class in our school. It is almost ironic that many of the students who complain about health are the same students who always ask the question, "When are we ever going to need to know this?" Well, they finally have a subject pertinent to real life: Health.

The whole notion that Health is not necessary is emblematic of the typical high school student response that we have all been guilty of making. It stems from the same set of beliefs that makes your friends laugh out loud when you ask them whether or not they'd rather have an off period than be in class. The point is that although Health may not be a favorite course, it is still necessary due to its tremendous applicability and the value it has in our society.

Of course, there are many students who truly enjoy Health. For so many, Health is a break from the grueling classes that are mandated nearly every day. Moreover, many argue that Health offers a comfortable environment in which students can learn. Even though many people I asked claimed that Health is not necessary, there were quite few who also proclaimed that it was their favorite class.

The bottom line is that we take Health as part of a well-rounded curriculum. If nothing else, Health helps students make more informed decisions; and really, who can argue whether or not that's a good thing?

BY Chantal Berendsen

Contributing Writer

When I listen to friends recount their Health class experiences (most of their stories involve roofies or sex) I often wonder: is Health really all that necessary? True, certain subjects we discuss in Health can be interesting, but are they really vital? Moreover, does anyone utilize the knowledge they acquire in Health class? Unfortunately, it would seem that the answer to all these questions is no. And though we donate two or four periods a cycle to Health, I find myself reluctant to hear the answers to my most basic question: does anyone know CPR?

Anyone who walks the halls of our upstanding high school can figure out the basics of sex, drugs, and alcohol through that wealth of knowledge known as "society." We're all smart enough to figure out what's right and what's wrong because it's only drilled into our head every, oh, five minutes or so. To be completely honest, the two or four hours per six-day cycle that are spent by everyone, including the Health teachers who have to teach the curriculum mandated by the New York State Department of Education, confined to a classroom discussing why people shouldn't smoke marijuana are hours that could better be spent. In those few hours we could, for lack of better examples, study the influence of Stebbins on evolution, learn how to speak Teochew, or join a legion of musicians and build the next

instrument to rock the intonational world. After all, isn't high school supposed to be about discovery and learning?

Of course, one could use that argument for any class we have to take. But really, in what other classes do you basically already know what the teacher knows? Furthermore, what other class is openly acknowledged among students as irrelevant? It's not as if we're all going to be inspired and go on a global tour preaching abstinence and temperance to the masses in any of its fifty-three countries. And, even if a continental tour isn't the goal of our administration, the only arguable benefit of studying topics like sex (what do you call male genitalia?) in Health class is that students feel good when they see a smiley face and a big fat check across the top of their tests.

As I said earlier, there are some things addressed in Health that we should learn, such as the ever useful maneuver known as cardiopulmonary resuscitation, or CPR. Unfortunately, I can't really say that I'd place my life in the hands of someone who's been certified here. So maybe that's the problem. Maybe it's not that Health is such a useless class, but more that its messages don't get across to students I don't know about you, but I've never stopped dead in my tracks because I can't think of seven diseases smoking causes, nor have I ever dashed into Health with the sole aim of learning a new and exciting reason why teens shouldn't drink.

I am not taking Health this year for two reasons; first, the fact that it's not an Honors class means that no matter what grade I get, my GPA will get bumped down, and second, because I fail to see its immediacy. Moreover, Health's "and now we'll all be happy and sing Kumbaya, and join hands" nature has never really hit home with me. Perhaps if the class were taught with more of an "okay, listen up, this really is relevant to your life" sort of attitude, more people would pay attention and more people would recognize its importance.

Let's be honest here, no one really cares about the importance of Stebbins regarding the theory of evolution, no one really needs to know how to speak Teochew (unless, of course, they plan on traveling to the Chaoshan region of Guangdong in China), and no one really feels any motivation to search through a scrap metal yard to create a new way to vibrate molecules in the air. That being said, there's still no point in sitting in Health class and watching the second hand on the clock rotate painfully slowly. So if we must spend several hours per cycle in Health, we might as well better the curriculum so that students take something relevant away from their experience and making sure that the efforts of our very able Health teachers aren't wasted.



## Schreiber Speaks

"The Health classes are fine how they are now. I think it's good that Health is taught during the two most stressful years for high school students—during the first year of high school, and the year you take the SAT and are preparing for college."

-Amanda Jaffe, senior

"No, I really don't think the Health classes are necessary. I could be taking classes that interest me in place of learning something I already know about."

-Tommy Doyle, freshman

# Ring in the new year and assuage personal guilt

BY Melis Emre

Opinions Editor

Up until the clock strikes midnight on Dec. 31, we are all overindulgent reprobates. Anything and everything we feel like doing is permissible on the last day of the year because the minute after 12 am, we are reborn as reformed sinners.

We resolve to be better people, do better things: exercise more, volunteer, learn a new language, train to run the marathon. Why do we make these resolutions? Surely part of the reason we pledge to do these things is out of the desire to actually improve upon ourselves. But more than that, we promise ourselves that we'll be different people in the new year because we feel the need to lessen our guilt over the fact that we've been less than stellar the past 365 days of our lives.

"I don't see any purpose in making New Year's resolutions," said social studies teacher Mr. Gary Silverstein. "People just say that they'll make a change or do something different, but they never actually do. There's no point in empty promises."

Ever since I was a little kid, New Year's Day, in all of its shiny, sparkling glory has represented the proverbial clean slate. It would seem that many share this belief, as millions of individuals swear that on Jan. 1 they're whole new people.

Of course, if this were true, the world would most likely be very different.

In today's world, resolutions are very much a joke. Few people actually take their resolutions seriously for an entire month, let alone an entire year.

Of course, there are certainly those who find resolutions helpful and actually stick with them, but the overwhelming majority of us can't fulfill them. What's more, New Year's resolutions do more harm than good by giving people the idea that they've only got one shot to do whatever they decide. So not only do we feel worse after breaking our resolution than we felt before making it, but we also continue to procrastinate instead of just picking up where we left off and forging ahead.

Since most of us mortals go back to our sinning ways by mid-February, New Year's resolutions are, for the most part, pointless. At least, they do not serve their intended purpose of helping

us reform. Rather, the knowledge that "there will always be next year" serves as an excuse for those of us unable to actually stick to our word. And though we may feel terribly guilty about making another empty promise, the fact is that whatever we resolved to do remains undone.

Perhaps the problem lies with the resolutions themselves. Admittedly, writing something down on paper or declaring it out loud in front of all your friends gives the illusion of something being semi-concrete, but the truth is that no matter how many times you

scribble it in your notebook you will never learn to speak Spanish until you actually take that course. This whole idea of resolving to do something has proved to be, for the most part, ineffective. People are left

with a feeling of accomplishment for performing a task that any six-year-old could accomplish; writing down what they plan on doing. Maybe it's time for us to stop planning and just start doing whatever it is we choose.

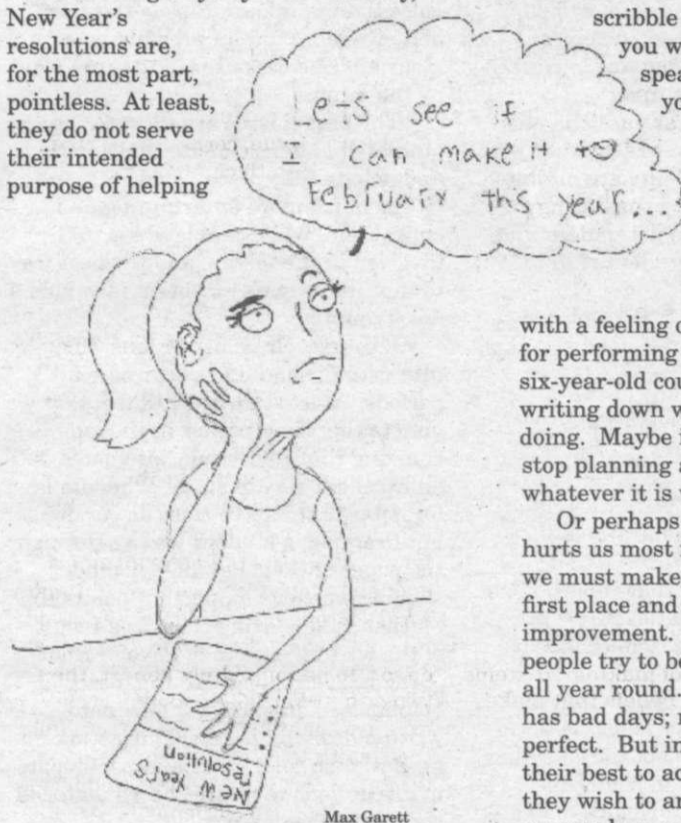
Or perhaps the thing that hurts us most is the notion that we must make resolutions in the first place and the necessity of self-improvement. In most instances people try to be the best they can be all year round. Obviously everyone has bad days; no one is ever perfect. But in general, people do their best to accomplish everything they wish to and live up to their personal expectations, whatever

they may be. In such cases, individuals should not look back on the past year of their lives and ask themselves "where did I go wrong and what should I do better next year?" Not only do such reflections cause guilt, but they're also rather futile.

Of course, that's not to say people shouldn't be motivated to improve themselves, but that improvement should take place in the moment. After all, resolving to do something better next time is much like Monday morning quarterbacking; sure, it's easy to see now that Option A was better than Option B, but this reflection is useless after the fact. It is simple to say you "will" do something next time. What's difficult is actually doing what you resolve to do when you're in the moment.

"It's not hard to avoid doing something that you shouldn't be doing when you're not in a difficult situation," said junior Laura Bowles. "The challenging thing is avoiding temptation when it's right in front of you, and sticking to your resolutions even when it may be easier to just break them."

Maybe instead of resolving to do specific things this year everyone should resolve to live the upcoming year with the intention reflecting and saying "there's nothing major that I would have done differently, and nothing major that I want to do differently next year." The point of this resolution isn't to live perfectly; there's no concrete set of standards we have to meet. Rather, it is a general guideline to follow. In the end, if you can look back on 2008 and feel nearly 100% satisfied with the way the year went; that's pretty much all you can ask for.



Max Garrett

## The benefits and drawbacks of eating organic foods

BY Eliana Theodorou

Contributing Writer

The year 2007 was, in many ways, the "Year of Going Green." Al Gore and the Intergovernmental Panel on Climate Change won the Nobel Prize for their work regarding global warming. Hundreds of corporations created new, environmentally friendly products, proving that "going green" has become trendier than ever. However, one "green" area that hasn't received nearly enough attention is green food: primarily organic and locally grown vegetables.

Many high school students are so busy that they are lucky if they are able to catch even one dinner a week at home. Consequently, their meals usually consists of something significantly less healthy than a heaping plate of fresh steamed vegetables.

One reason students rarely reach for the organic goods is that eating "healthy" evokes images of rice cakes, steamed broccoli, blocks of beige, jiggling tofu, and other undesirable foods. In actuality, there are plenty of ways to eat healthfully without compromising taste; but that's a whole other story. The aspect of eating well that students find most "unappetizing" is the cost of healthy food. Few will argue that buying organic (produce

that is certified to have not been grown with pesticides and contains no traces or residues of pesticides) groceries from Whole Foods is significantly more expensive than buying conventional (grown with the use of pesticides) produce from Stop and Shop. Likewise, cooking a healthy meal with fresh, seasonal vegetables, fresh spices, and perhaps organic meat or fish is much more expensive and time consuming than ordering two pizzas, or getting fast-food take-out. Why then, would you choose the first?

Of course, there are obvious reasons regarding the taste and quality of food, the value of spending time preparing and eating a meal with your family, and the health benefits of eating healthy. Aside from the obvious, though, that a nutritious diet can help people maintain a healthy weight, put people at lower risk for many diseases and cancers, and can ensure that people are getting the necessary vitamins and nutrients, eating organic food can have additional health benefits. A study published in *Environmental Health Perspectives* found that children who ate diets consisting of only organic food had significantly lower exposures to organophosphorus pesticides, a common class of agricultural pesticide linked to many health problems. In this era of "going green," eating "healthy" has taken on a whole new meaning; organic produce, for your own health, and the

health of the environment, is the way to go.

It's established that eating organic produce is almost always more expensive. However, this is not some ploy of the organic farmers and stores like Whole Foods to make an extra buck—it often costs more money to grow organic food. Loss of crops, because pesticides are not used, account for some of the cost, but when done right, organic farming can be extremely efficient without compromising the environment as much. What truly brings up the price is that many organic farms, especially local ones, are family-run, and do not have the corporate backing of "factory farms," which generally grow conventional produce while using unsustainable agricultural methods. Also, organic farmers do not benefit from government subsidies, or fees paid by the government to farmers, regardless of what is grown, like factory farms that grow major crops such as corn and soybeans do.

The price you do pay for organic produce though, represents much more than just a purchase of food. Buying local, organic produce means supporting local business, local families, and the health of the environment. Because organic agriculture does not use pesticides, there is no pesticide run-off from these farms to contaminate drinking

water and to contaminate neighboring communities, increasing the risk of health problems and other issues, including learning disabilities, in the children that live there.

The price of local, organic produce may seem high, but the benefits of supporting it are innumerable. This does not mean that we should remain silent about these prices: pressure must be put on the government to assist organic farmers to lower prices, or to change the way subsidies are managed so that organic farmers have a fair chance to compete in the market. Many options to obtain cheaper, local organic produce exist right in Port Washington. During the spring, summer, and fall, people who get food from the pantry at the Lady of Fatima Church can get organic produce from the organic farm located at the historical Dodge House in Port Washington, run by Grassroots Environmental Education. Likewise, families can participate in Community Supported Agriculture programs, where a membership fee is paid at the beginning of the season in return for weekly deliveries of produce. This guarantees families fresh produce at a reduced cost, and helps farmers by ensuring that a portion of their crops, each year, will be paid for.

Eating organic may cost more now, but it's an investment in your health, the health of the earth, and the health of communities for the future.

# Class discussions trump note taking

BY Sarah Greene

Staff Writer

In the not-so-distant past, a high school class consisted of a teacher lecturing while students passively took notes. Now, in addition to note taking, students are given the opportunity to learn through class discussions. This new method of teaching provides students with an opportunity to actively participate in their education. Furthermore, holding class discussions is not only a way to engage students, but it is also an arguably better method of instruction than simply lecturing near comatose kids for a full sixty minutes.

Of course, note taking is still a vital component of learning in schools across the country. However, many feel that students learn more by participating in class discussions than they do by simply copying down notes from the board or following along on a handout. The trouble is, many students tend to space out during classes in which they merely copy down notes, and as a result they learn little from the lessons. Moreover, the majority of students find note taking to be boring. Thus, it is logical to conclude that in classes where no animated discussion takes place, students have trouble retaining large amounts of information.

"Whether teachers acknowledge it or not, students often zone out in classes where note taking dominates most of the period," said junior Dahlia Hassan. "It's just difficult to pay attention when there is no discourse between people of varying opinions."

It is also very hard to contribute ideas and participate in a class where lively discussion is not encouraged.

Tapping into a student's own opinion is vital for active learning. What's more, classes are actually enjoyable when everyone in the room has something to share. No one likes to sit through an hour of dull, one-sided conversation in which the only sounds heard are the teacher's monotone voice and the scratching of pens on paper.

Class discussions force students to get involved with the topic and to participate in the lesson. Students are coaxed into sharing their ideas and are able to learn through both example and interactive exchanges. Additionally, kids have a chance to ask questions, express their thoughts on a subject, and hold intellectual debates in classes where discussion is routine.

Most importantly, discussions allow students to learn from one another. The fact is, some students are inhibited and afraid to ask questions during class on topics they do not understand. Consequently, these students fail to

*That was such an excellent class!*



Andrew Martinolich

receive the help they need. More often than not, multiple students have the same question on a certain topic; it is likely that during discussion, at least one of these students will ask the teacher for clarification, thus enabling all students to achieve a greater understanding of the lesson.

Finally, class discussions provide teachers with an opportunity to interact with the students verbally and to make sure that everyone understands the material. Students can not fall asleep in classes where everyone in the room is encouraged to voice their opinions. Surely the class becomes more fun for all when new ideas and theories are being thrown out by the minute.

"The best classes are those in which animated and passionate conversations and debate take place," said Hassan. "It's so much more entertaining and educational when people are actually involved in the lesson, and the best way to capture people's attention is to hold a discussion."

Of course, class discussions, though interesting, should not dominate all periods. Most students still feel that note taking is necessary in the long run, and that reviewing class notes is an excellent way to study. The aim is for notes to reinforce class discussions. For example, a student leafing through the pages of their Psychology binder should remember important points the teacher made during class as a result of the written cues they have in front of them, even though all the material emphasized during class may not be written down on paper. Thus, students need to both take notes and participate in discussions to really absorb material well and enjoy lessons.

BY Lauren Effune

Assistant News Editor

With the Iowa and New Hampshire caucus results tallied up, it seems that the 2008 presidential election is off to an exciting start. On the news you can see people lined up for blocks, waiting for the opportunity to see their desired candidate campaign. But as you look at these blocks of people, the vast majority seems to be adults. So one's left to wonder; where is the student involvement and awareness in all of this?

In today's society, it can certainly be argued that the average high school or college student has more immediate things to worry about than the presidential race, though most students have at least some idea about what is occurring in elections. If you ask a student to name two candidates from each political party, they will most likely be able to answer the question. But if you say to them afterwards, "What are two issues that these candidates are most concerned about?" they will probably be stumped. So then what's the point of letting eighteen-year-olds vote if many of them do not fully understand or are aware of the events that are occurring?

Here's the answer: America's future depends on its students. In the 2012 presidential election, all current high school students will have the ability to vote. And this is the time when students should be getting informed. If students have an understanding of the election, its candidates and the process, chances are more students will be encouraged to vote in the polls.

In a CNN article entitled "Youth Make Noise in Campaigns but not at Polls" (published in November of 2007), it was stated that though America's youth plays a big part in raising enthusiasm for candidates' campaigns, they are not known for high voting bids at polls. Clearly there is something wrong with this fact. Wouldn't you think that since the youth generation brings so much spirit and energy to the campaigns, they would bring the same spirit to the polling booth? And though there has been a slight rise in the number of youth voters, the number of youth campaigners still far outweighs the number of teens actually voting. Why is it that we haven't seen the YouTube semi-celebrity known as "Obama Girl" proudly sing about her experience at the voting polls?

If students clearly feel that they know which candidates they support, then why do they feel they shouldn't vote for them? Are they unsure of their decision? Do they not understand a particular factor in the election process?

One common sense rule states that, "If you don't teach them, they won't learn." The same idea applies to today's politics. It is up to experienced adults to educate students about politics and the election process, and be able to answer the questions. If candidates wish to raise the number of student voters, they should include more about student awareness and involvement in their campaigns. As of right now, only one out of the four major candidates competing has a direct link on their website that addresses students. Today's students hold the key to the political future; if nothing entices them now, then why would they want to be involved in the 2012 elections?

## Learning about being a good US citizen

BY Leah Nash

Staff Writer

Nowadays, you would be hard-pressed to find a high school student who is capable of naming this country's Secretary of State, let alone describing the election process. This decrease in overall knowledge is evidence of the need for a formal education in civics. Basically, civics involves the study of an individual's personal responsibility to participate in the government. And while it is not necessary to establish separate classes for the study of civics, there is a definite need for the incorporation of civics into the current curriculum.

By the time a student graduates high school, they should understand their individual responsibilities, with respect to government, as a citizen of this country. After all, most graduating seniors are eligible to vote. Surely no one would disagree that the people who are entrusted with the power to appoint the future leaders of our nation should be, at the very least, well educated in the workings of our government. This understanding cannot be achieved without sufficient knowledge of civic duty. Accordingly, it is in the best interest of our community to educate students not only in core academic subjects, but in civics as well.

In a 2006 survey conducted by the National Constitution Center, it was determined that more teenagers could

name the Three Stooges than the three branches of government. This can be attributed to the civic instruction, or lack thereof, in schools today. Students are usually unengaged in the politics of our country, not to mention uninformed. This should not be the case. It is of the utmost importance that students gain an awareness and understanding of US politics in their high school, or even middle or elementary school's, social studies classes.

The National Assessment of Education Progress (NAEP) civics report card determined that only twenty-four percent of fourth-grade students performed at the proficient level in civics. The eighth-graders who participated in the study scored at the same level the fourth-graders did, indicating that the knowledge of civics had not increased since the fourth-grade. These statistics should serve as a wake-up call to schools; more effort should be made to educate students in civics. Increasing the general knowledge of the workings of our government and teaching students the role they play in it will only lead to a more informed student body. Undoubtedly, the best thing for our nation would be to have a population of individuals well versed in their responsibilities as citizens of this country and their obligations as voters in our democratic government.

For many years, civics classes were mandatory in all high schools.

Currently, Schreiber does not offer classes solely dedicated to civics. However, there are several classes, including U.S. History and Government, which incorporate some level of civics education into their curriculums, and are required for students to graduate. Although there is a great need for civics education throughout the country, a separate civics class is not mandatory. Rather, schools must make a conscious effort to integrate civics into pre-existing government classes. This way, students are not burdened with another class but they are still given information that is vital to the prosperity of our nation.

"Separate civics classes would not work," said social studies teacher Mr. Petro Macrigiane. "The work load is too heavy already."

This sentiment was echoed by numerous members of the student body. "Students should not take civics classes, but they should learn civics when they take U.S. History and Government," said freshman Blake Mergler.

We should not ignore the fact that civics seems to be underrepresented in our school's curriculum. The solution, however, does not lie in creating new classes, but rather placing a greater emphasis on civics instruction in our existing social studies curriculum. In this way, students are not overworked and they can become informed, active citizens of our nation.

## Accepted: Harvard Class of 2012

BY Meghan Doyle  
Assistant Opinions Editor

I am afraid to say that what I reveal to you now may cause you to either temporarily dislike me or laugh along. This all, of course, depends on the type of person you are when it comes to pranks. However, I would not like to call what I have done a prank, as that would identify me as a "prankster." Rather, I would like to call it a human experiment of sorts, and some of you have merely been my subjects.

I guess what got me started on the whole idea is the social tool we call Facebook. Please, don't get me wrong. I am a fan of the popular website. It allows me to stay in touch with friends and relatives that I don't see on a day to day basis, but it is also the cause of some serious gossiping. Everything from a new relationship status to an upcoming event can be seen by almost anyone, depending on how many security measures members have taken. Personally, I've taken several measures in order to keep my page the least stalk-able as possible. Yet, my experiment proves, that despite attempts to keep business private, the student body will find out because well, we are all nosy and terribly competitive, especially when it comes to getting the scoop on college acceptances. The recent trend of "Class of 2012" group-joining has been no different.

"I think the groups are a great way to meet other kids who are going to be spending the next four years with you," said senior Dominique Ruiz. "Although, when people know that you applied early somewhere, and you don't join the group for that school, they automatically assume you were deferred or rejected, which starts the rumors."

And I agree! Of course, the groups are great for meeting new people. And, shouldn't one celebrate his or her acceptance into a school? After all, getting into a "good" school these days is extremely difficult. The problem is

that this competition is what traps seniors into a strange need to find out who got in where and if the girl in your English class got into the same school you applied to. It seems pathetic to me that one should find out whether Bobby was accepted, rejected or deferred from his top choice the second he opened his letter via the gossip that spreads so rapidly on Facebook, especially if that person has spoken to Bobby maybe once or twice in the entire four years they spent together.

So that's why I wanted to see how people would react if I joined the "Harvard Class of 2012" group on Facebook, claiming to have been recruited for water polo. So no, I didn't get accepted to Harvard. And no, I don't play water polo. And if you knew what water polo was, you probably wouldn't believe that I could possibly play it in the first place unless I look like some muscular beast without knowing. The funny thing is that people really believed me. In fact, I received several messages from students who I hadn't spoken to since the ninth grade, congratulating me on my acceptance and asking me where I played water polo and how often I practiced.

Come on, Schreiber.

I apologize now if you feel tricked or in any way betrayed by me but I hope that you have learned a lesson. You see, if we could all stop gossiping about college letters and learn to mind our own business, then maybe the pressure to get into a "good" school wouldn't be so tremendous. I don't blame anyone for being competitive because in many ways, I am too. But I do think that it is unnecessary to tell your fifteen friends that someone you barely know got into (or didn't get into) a school. Congratulating someone is a kind and genuine action, but if you haven't spoken to them in a few months, maybe you should try to have an actual conversation with them first. Staying as far away from gossip is always a good thing because you might just stumble upon me in the hallway after reading this and realize that maybe you shouldn't have been so nosy after all.

## Editorials

## College meeting too homogeneous

While most of the college process revolves around paper and pamphlets, save for the occasional college visit, adding a student perspective can often be of utmost value. Schreiber has attempted to do just that by having graduates who are currently freshmen at colleges around the northeast come back to educate seniors about their college experiences. The senior class was divided into groups of 40-50 students alphabetically, and were each given around five or six speakers. The discussions took place in various parts of the building including the commons, the cafeteria and the auditorium. Second period classes were cancelled and attendance was taken to ensure participation.

In one group, speakers came from the following colleges: Cornell, Dickinson, Hampshire, Harvard and RISD. They were each adjudicated by a member of the guidance department who provided a list of questions for the graduates to answer. Some groups sent around a list of questions they wanted answered to make the environment a bit more personal. The guidance counselor rarely objected to any questions, offering a candid tale of college. The students answered a slew of questions, from academic support to cars on campus. While some questions posed by students were inane, many questions addressed a number of concerns held by current seniors. It appeared as though some were truly interested in what the graduates had to say. Not all groups were fortunate enough to hear a variety of questions, although it seems like the majority of them did. A good number of the students who already knew where

they were going to college were fortunate enough to listen to speakers from the school they would soon be attending. Most of the speakers shared similar experiences, although details obviously varied with regard to academics, the campus and dorms.

It is important to note that most of the speakers came from some of the most prestigious colleges and universities in the country. It is understandable that these highly accomplished students would be the ones still connected to Schreiber, and thus most willing to visit and discuss. However, nobody can claim that this group of students is in anyway diverse. Many seniors who aspire to go to other colleges and universities were distanced from the speakers. The presentation wasn't as realistic to them, as they have no intention to matriculate at Harvard.

While schools like RISD and Hampshire were present, students from other schools like Adelphi, Indiana, Nassau Community and Penn State should have been in attendance. Doing so would create a better assemblage of knowledge for seniors to take advantage of. Schreiber shouldn't be sending the message that only students at the top-tier schools are successful. There are more seniors who aren't exactly planning to attend ivy league schools anyway, and therefore, should have been equally represented in the college meeting.

It would have been better if the speakers had spoken more loudly and if groups had been made smaller, the experience would have been more beneficial. There were many useful comments and pieces of advice given by the graduates that will come in handy fall semester. Some would claim that they already that they already knew everything the speakers said, but everyone would have to agree that it was better than another pamphlet from the mail and attending class.

## Drawing Conclusions



Matt Spengel

## 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.

# Silence is still golden at the library, but students pay price

BY Andrew Seo  
Assistant Features Editor

Shortly after the start of 4-1, a group of boisterous adolescents entered the library. Drawing glances from nearby students, the group took their seats. The students continued to converse loudly while taking their books out of their bags. They began to work, but their group study disrupted several adjacent students. The librarian sitting behind the desk delivered a warning, informing the students that they were being too loud. Shortly thereafter, the librarian stood up and approached the table. She clearly outlined to them that they had not been respecting the other students in the library and that they needed to leave. They exited in a dejected fashion, as if they felt that their actions did not merit exclusion from the library.

"Such situations are prevalent whenever I visit the library," said sophomore Rebecca Greenblatt. "There are too many people being kicked out at times when I feel it is not justified."

A librarian may view such a situation from a different point of view, but the underlying issue is that there is a disparity between the student and librarian sentiment regarding this matter. According to students, their peers are being evicted from the library at seemingly high rates, while the librarians feel as though appropriate action is being taken whenever necessary.

The Schreiber Library Media Center is offered as a resource to all students,



Gabrielle Balaban

Librarians strive to provide the students of Schreiber with a quiet atmosphere. In order to ensure this, the librarians ask students to leave if they are disruptive, a practice that students feel is excluding their peers at seemingly high rates.

using this privilege, students cede certain rights to the librarians as they would with their classroom teachers. It is the librarians' discretion to assign appropriate punishments when dealing with delinquent students.

"Libraries have traditionally been places where patrons go to read/work in a quiet atmosphere—we try to maintain this kind of an atmosphere for the students at Schreiber," said librarian Ms. Kate Herz.

Excluding students from the library or "kicking them out" is "no different than a classroom teacher" assigning a disruptive student to leave their classroom. Exclusions are the "equivalent of tank assignments for the library," said Principal Jay Lewis. However, "there is a general concern regarding the levels of exclusion occurring at the library," he said.

"Our guidelines are posted clearly on a large poster at the entrance to the library as well as throughout the library. Furthermore, library policies, procedures, and guidelines are posted in each student's handbook," said Ms. Herz.

The library's guidelines are on pages 34 and 35 of the planner. There are six lists posted throughout the library.

According to the guidelines, students must, "respect others who are working by keeping a quiet atmosphere." If a student does not abide by this rule, "I give them a warning," said Ms. Herz.

Additionally, "no food, drink, or cell phones [are allowed] at any time." Failure to follow this rule merits a warning as well. A student will only be

asked to leave if the delinquent behavior persists. "I do not kick [students] out that often," said Ms. Herz.

"I do not think we're unreasonable. I feel that if we and our support staff do not uphold the basic guidelines and standards of the library, then it will just become a loud, messy, and unpleasant place. Where will students then go to read, work, and research quietly?" she added. "We do it for the benefit of the students."

"I was not aware that there is a list of guidelines posted at the library," said junior Julie Suzzan. "Maybe if they were posted all over the library and clearly outlined the aspects of 'proper library behavior,' then the exclusion issue would not be such a problem."

Ms. Herz attributes a portion of the exclusion problem to class cancellations. "When a teacher is absent, students who ordinarily do not come" enter the library and often cause disruptions. Sometimes, these students are not accustomed to the guidelines and do not adhere to the rules. It is during these instances when students are kicked out at a greater frequency. Therefore, the number of exclusions is disproportional.

As the direct administrator to the library, Mr. Lewis oversees library operations. Cases of exclusions are "more prevalent than people think there should be," he said. He feels, however, that the librarians "generally go about it in a fair fashion," and properly use their discretion the majority of the time.

When a student repeatedly commits an offense and is asked to leave regularly, administrators are forced to take appropriate action and punish

the individual. At this point, assistant principals are contacted in order to deal with the issue. The assistant principal must become the overseer of the entire matter, and is only called as a last resort. Nevertheless, librarians have approached assistant principals in several instances and often, counselors are called in to deal with the problem as well.

Another problem lies in finding the appropriate punishment for the student's behavior. Long term bans from the library prohibit access to the vital resources that the library has to offer. Therefore, "most exclusions are relatively short term," said Mr. Lewis.

In order to confront the widespread "concerns about the number of exclusions that occur" and other issues prevalent in the library, a "meeting with students, staff members, and librarians on library procedures and practices in general" will be organized and held later in the year, said Mr. Lewis. "A group of 20-25 students" will be asked to "explore issues from a student standpoint."

A portion of the meeting will be used to discuss the exclusion issue and the conduct that students are required to demonstrate and uphold while in the library. The meeting will make discerning proper and improper conduct in the library easier.

"What is that line? How aggressively do you have to pursue [this line] that establishes moral conduct?" said Mr. Lewis.

"Trying to explicitly define this line is a goal of ours" said Mr. Lewis. It is his intent to resolve this issue and quell student frustration.

## Welcome to the Library

please follow these guidelines

- Respect others who are working by keeping a quiet atmosphere
- No food, drink or cell phones at any time
- A student id card is required for borrowing materials
- Computers and printers can be used for school-related work only
- Chat rooms, video games and IMing are not allowed

thanks for your cooperation

Andrew Seo

There are six posters outlining proper conduct and behavior, like the one above, found throughout the library.

serving as an idyllic study area that offers students computers, commodious work areas, reference materials, and more. Such a resource is widely considered to be a privilege. When

## Librarians Speak

"Most students are pretty well mannered. I believe there are students who appreciate the fact that we strive to maintain a quiet, orderly atmosphere—particularly on days when every seat in the library is filled. We do not enjoy asking students to leave (or "to kick them out" as students like to say), but some students give us no other alternative—especially when they disregard our guidelines, which are very reasonable."

-Ms. Kate Herz

"We try to be as fair as possible... Disruptions are a lack of respect to students."

-Ms. Mary Seligman

## Students Speak

"People are overreacting. People should be a little bit more considerate towards the librarians. Maintaining order in the library and making it a comfortable place to work is their job. We need to respect them more and what they do for the students of Schreiber."

-Max Segal, sophomore

"The librarians aren't always fair about kicking students out of the library. The librarians seem to kick out the same group of rowdy boys. They just expect them to cause trouble and kick them out the instant they start speaking loudly."

-Maddie Mirzoeff, senior

# Fashion

## Just for men

BY Amanda Schiff

Editor-in-Chief

For the past four years, the number of requests for a male fashion file has been growing. So with the start of a new year comes a special edition fashion file. Although it may seem that fashion never changes for the guys, there are some specific trends for winter '08 that may just come in handy.

### The Patriot

Normally, comparing your wardrobe to a grandparent's would put you in the dog house in the fashion world. But this

“While girls were busy buying up the lace-up oxfords for the fall, guys searched the men's department for military boots and other tough-guy essentials.”

season, the sweater lovingly nicknamed the “grandpa sweater” is the hottest trend in warm-weather apparel.

These sweaters, long cardigans with a v-neck and large buttons, are commonly seen in charcoal grey, black, navy, and brown. Not only are they comfortable and warm, but they are also the epitome of the American boy. Pair the sweater with jeans or khakis for a grandpa-chic that will make you look anything but old. The only thing you may want to stay away from in your grandfather's closet are the old New

Balances and the smell of camphor.

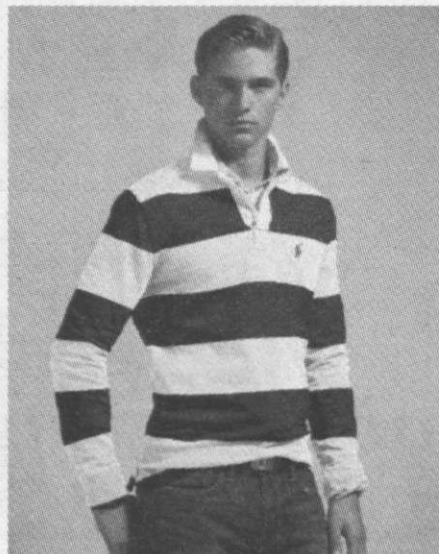
If this wardrobe sounds like something Oliver Twist would wear, try a vest cardigan in argyle for a more modern look. Other blast-from-the-past trends include tweed blazers and vests, for looks that can carry you from day to night.

To continue the all-American boy look, try a bold rugby shirt. Ralph Lauren designs Rugby polos that look like the real thing. These loose fitting collared shirts with colored stripes are the perfect update to the everyday polo. The colors of the stripes are not as important as the shirt itself, since all of the colors will look just fine with khakis or jeans. Pick one up today; you never know when looking like a star athlete will come in handy.

### Military Man

While girls were busy buying up the lace-up oxfords for the fall, guys searched the men's department for military boots and other tough-guy essentials. Leather bomber jackets, lace-up boots, and camo zip-ups were just a few of the boot-camp-inspired designs that took over stores this winter.

Because you don't want to be confused with members of the bomb squad, make sure this trend is used cautiously and in moderation. If you choose to wear the boots, other military apparel is out of the question. Bomber jackets look great with a dark wash jean and are certainly a step up from the ordinary Gap hoodies. Other military blazers are also en vogue and come in neutral colors including khaki green and shades of brown.



www.polo.com

Rugby shirts, as featured above, makes for a classic, fashionable, and versatile shirt.

### Ski Patrol

Ski sweaters circa 1972 have made their way back to the runway nearly four decades later. Chunky sweaters with monochromatic patterns are just the thing you need for a vacation in Aspen, or just a frigid day in Port. Surprisingly enough, the snowflake patterned sweaters (I don't mean Christmas sweaters with a giant snowflake in the center) are back in style. The warm knit is the perfect match for a slimmer jean. Other hues that fit the winter trend are pumpkin orange and hunter green. These colors may seem bold on their own, but layered with more neutral colors, these trends can be fashionably toned down.

## Restaurant Review

BY Amanda Schiff

Editor-in-Chief

On a scale from one to zen, Long Island's best new culinary addition is anything but ordinary. In an area overwhelmed by pizza joints and mediocre diners, Toku, in the Americana Manhasset shopping center, is certainly a dining experience you don't want to miss.

Brothers and proud owners of Toku, Bryant & Cooper, Cipollini's (also on the Miracle Mile), and Riverbay, Gillis and George Poll have yet another A-lister to add to their fine collection of Long Island eateries.

The Asian décor is simple and tasteful, ranging from the chop-stick-

resting racks to the glow of the casually uneven and half melted candles on the mantles. Although the mood might be perfectly set, the hustle and bustle of the new “it” restaurant creates a not-so-quiet Saturday night dinner. The sushi and cocktail bars are bustling with anxious guests, so if you want some extra privacy, a seat at the bar is not the place for you.

People often suspect that a pretty package is really a disguise for average cuisine. But one bite of Toku's Miso Black Cod or Sweet Soy Marinated Skirt Steak will assuage your fears. The cod was cooked to perfection and presented nicely with a miso dipping sauce and mildly spicy sesame-coated peppers. The flavorful skirt steak is served with wok sautéed bok choy and is definitely big enough to share. The fluidity with which the Japanese, Chinese, Thai, and Vietnamese flavors are melded together makes Toku a trendy fusion restaurant that has something for everyone.

Although the food is pricey, the unusually delicious meal is worth the splurge. Additionally, if steak and fish are too heavy for an afternoon bite in between shopping sprees at Sephora and Banana Republic, Executive Chef Tomoyuki Kobayashi's Asian Caesar Salad with cashews, crispy wontons, ginger dressing, and Parmesan cheese

is paramount in taste and is lighter on both the wallet and the waistline.

The Poll brothers put together an excellent staff as well. They are quite knowledgeable and most are friendly and outgoing. They are very attentive and are more than willing to ask the chef how dishes are prepared to accommodate dietary restrictions. Even the sushi chefs are fabulous and rapidly prepare specialty sushi and sashimi for packed houses night after night.

Any dish you choose, from traditional Lo Mein to Roasted Lobster with udon noodles, portobello mushrooms, asparagus, organic baby vegetables, and lobster butter, is sure to be a treat.

Toku is just as good as any “All Caps” restaurants on Zagat's Top 50 list for New York City. The décor is sophisticated and chic, the entrees are full of flavor, and the servers are polite and eager to assist. Besides the noise expected at any top restaurant on a Saturday night, Toku earned itself a spot among some of Long Island's best restaurant.

## Toku



## Remembering the Holocaust

BY Leah Nash

Staff Writer

Although the Holocaust took place more than a half century ago, the “Surrogate Survivor” program helps to keep the memories and experiences of survivors alive. The main goal of the program is to educate people about the atrocities of the Holocaust by retelling stories of Holocaust survivors so that they are passed down to future generations. The program is dependent on a comprehensive understanding of the survivor's experience and the many volunteers who accept their role as surrogate survivors.

Mr. Irving Roth is the founder and director of the program, as well as the director of the Holocaust Resource Center in Manhasset. Mr. Roth gets in contact with Holocaust survivors who live in New York, and sets up meetings with active volunteers. Anywhere from two to four meetings with each survivor take place to discuss his or her experiences. Mr. Roth also visits area synagogues for six-hour workshops about the Holocaust.

The program allows the volunteers to become “surrogate survivors.” To become a surrogate survivor one must learn and know a story of a survivor well enough to be able to retell the story and be willing to share it in the future. The program hopes that if it can help to ensure that the atrocities of the Holocaust will never be forgotten.

Sophomore Dave Yedid, a member of the East Hill JCC, is actively involved with the program. Yedid, along with other students, including sophomore Priyanki Sewhani, meet with survivors, record their experiences, and are then able to retell their stories. For every survivor there are two volunteers to learn his or her story.

Yedid and Sewhani meet with a survivor named Gisele Warshawsky, who lives in Great Neck. The Holocaust began when she was five, and ended when she was fourteen.

“During meetings, the survivor's story is recorded so it is easier for the volunteer to become familiar with it,” said Yedid.

One inconvenience of the program, however, is that after the first meeting at the JCC, members of the program must meet with their survivors on their own. Most often, the meetings take place at a location other than the JCC. However many of the survivors say that they prefer meeting with the surrogates at their home, and claim that this provides for a more comfortable atmosphere.

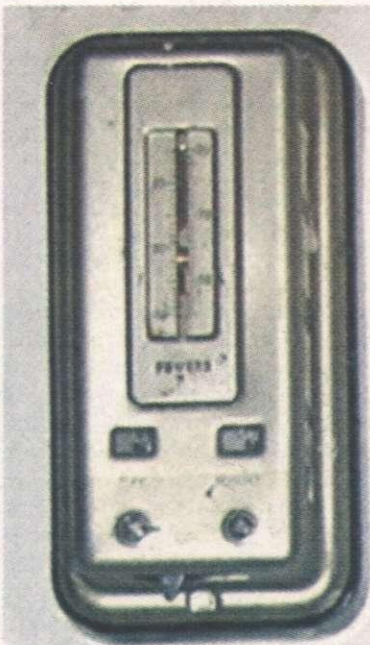
Schreiber's upcoming Genocide Awareness Day, which will take place on May 21, will involve survivors coming to Schreiber and sharing their stories. Ms. Warshawsky will be one of the survivors.

“I feel very strongly about this topic and it is something that needs to be taught,” said Yedid. “If this is not taught, then it will be forgotten, and genocide is bound to happen.” The “Surrogate Survivor” program has been successful so far because it is achieving its goal of surrogate survivors learning the stories of the Holocaust and having the ability to pass them down to future generations.



www.exploreli.com

Toku is not only praised for its delicious food but also for its stunning décor.



# GLASSIER CLIMATE

## An unpredictable heating and cooling system leaves

BY Stephen Nash  
Features Editor

Although the weather has changed throughout the school year, the newly installed heating and cooling system has remained inconsistent.

"The only thing predictable about the heating and cooling is that is utterly unpredictable," said junior Jackie Browne.

The problems with the heating and cooling system have plagued Schreiber and other schools in the district since the system's construction in 2004. Both students and teachers alike complain of the uncomfortable and distracting temperatures throughout the entire school building. Although the problem seems to be more prevalent in the new

wings, many still notice a problem in the older parts of the building—particularly classrooms in the social studies hallways.

"Some classrooms are boiling and others are frigid," said senior Laura Carlson. "The temperatures are distracting, especially when you are cold."

"There are days where it is very cold; sometimes the temperature has gone down to 50 degrees or lower; whereas, in the summer it gets very, very hot," said science department chair Mr. Phil Crivelli. "The temperatures make it extremely difficult to teach. Several times classes have had to be moved because of the temperature and when they cannot be moved it is not uncommon to see students wearing coats in the class. All of this obviously

creates a disruption for everyone in the classroom."

Since the very beginning, the heating and cooling problem has acted as a disruption and was immediately dealt with. At first, the system posed a significant noise disruption in the library. After identifying the problem, however, the situation was quickly resolved. The larger issue of heating and cooling, on the other hand, has not been as easy to pinpoint.

"After the first bond was sent to the community and defeated, we needed to go back and make changes. By making changes, they changed certain aspects of the design, while the mechanical system remained the same," said Director of Facilities and Operations, Mr. Eric Vonderhorst. "This is only a small piece of what the problem is, but it adds to the

issue."

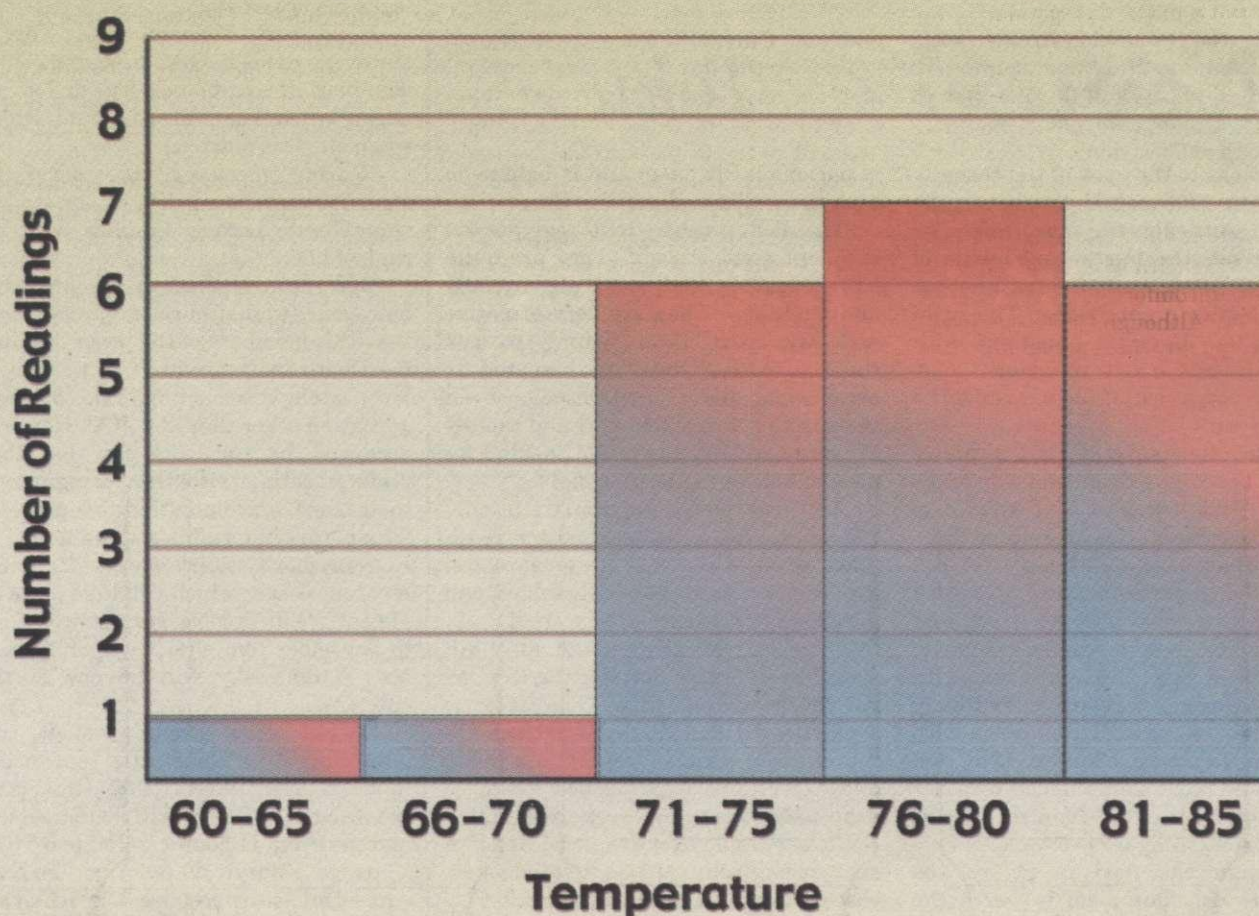
The heating and cooling problem in the new wing, seems not to be the result of one single issue, but rather a myriad of different factors which all combine to result in a larger problem. The new technology of the heating and cooling system is a very delicate and complicated system in which one problem can trigger others.

The heating and cooling system is set up with several different types of sensors and thermostats. The sensors are supposed to keep track of the temperatures and adjust accordingly. If the rooms suddenly become noticeably cold, hot air is supposed to be released and vice versa. Since many of these sensors are throughout the classrooms and hallways it creates not only a balancing act in the individual classroom, but throughout the entire hallway, as well. This tricky balancing act explains why one room may be hot while another room in the same hallway is cold.

"It seems like the new wing is either the perfect temperature or the worst possible temperature. The different temperatures make it hard to concentrate when I am sweating in one classroom and freezing in another," said sophomore Blaise Bevilacqua.

An additional issue is that the air conditioning system is designed to operate with the doors closed. As a result, when people are constantly opening or closing doors or windows, it creates a vicious cycle of the system continually trying to readjust to the appropriate temperature. These problems only worsen in several rooms which have a tremendous amount of southern exposure. This southern exposure produces a significant amount of heat in many of these classrooms.

The problems of the air conditioning system exacerbate the issue of southern exposure and natural heat. When the construction was originally designed it was intended that the air conditioning would compensate for the windows on the southern walls. However, with the air conditioning malfunctioning, the rooms receiving this exposure become virtual greenhouses because they only receive heat and have no mechanism to cool the temperature down. Moreover, the blinds installed in these rooms to block the sun are not completely reliable. For example, classrooms with smart boards can not open the blinds and some of the blinds do not fully block out the sun.



Amanda Schiff, Sidney Ginsberg, and Stefan Muller

The bar graph above represents the temperature taken from thirty-one random classrooms spread throughout the building. Only 4.76% of classrooms had temperatures within a comfortable range of sixty-six to seventy degrees. 90.47% of classrooms had temperatures above the aforementioned range and of that 28.57% were above eighty degrees. On the other side of the spectrum, 4.76% were below the comfortable range of temperatures.

# WE NEED CONTROL



*...the students and teachers consistently uncomfortable*

"One of my rooms is very comfortable, but in another one of my rooms it is very hot in the morning. It is tough because we can not open the blinds with the smart board so it gets very stuffy in the entire room. It has been like this, at least in the morning, for the entire year," said mathematics teacher Mr. Mark Reynolds.

"Sometimes the temperatures are too hot and then you are forced to open a window, but then it gets too cold and then some people need to get their jackets. These constant changes make it extremely hard on everybody," said freshman Samantha Palmer.

These problems are only compounded by the sheer complexity of the system. "This is a very sophisticated system," said Mr. Vonderhorst. "There are so many sensors and valves and so forth, it actually breaks down a lot because there is so much there."

The malfunctioning heating and cooling is not limited to the new wings, but also affects many parts of the original building. In particular, the social studies wing has had problems with temperatures being too hot in many of the classrooms.

"It seems that from day one, my classroom, 215, has always been unbearably hot. We all thought that once winter came it would cool down, but it still hasn't. Everyone is so distracted because we are sitting in class sweating," said sophomore Harrison Cohen.

Although both the old and new wings have problems, the reasons behind them are very different. Whereas the new wing suffers from a system that is too complex, the original parts of the building operate on equipment which is very simplistic. This simple equipment, however, needs to be updated frequently and repaired in order to be most effective. In the last several years, a lower school budget has prevented more money from being allocated toward equipment and building maintenance. The lack of funding compounded with an aging system causes inevitable problems.

"These problems are being addressed now and we are steadily getting better. Each year there is one less section which causes a problem and we are optimistic that we are going to have this problem solved," said Mr. Vonderhorst.

However, there are some students who feel that the heating and cooling system is not a major distraction.

"I know that some kids struggle with distractions due to the temperatures, but I think all-in-all most of the classrooms have very comfortable environments," said junior Adam Vojdany.

There are even a few students who feel that the heating and cooling system has no effect on the classroom.

"I've never heard of any kid who still notices the uncomfortable climate after five minutes. Although the temperature problems might be prevalent, the

discomfort is merely temporary," said junior Matt Varvaro.

The district has, however, invested time, money, and man power into trying to find a solution to the widely-noticed

**"These problems are being addressed now and we are steadily getting better. Each year there is one less section which causes a problem and we are optimistic that we are going to have this problem solved," said Mr. Vonderhorst.**

problem. Currently, the district strategy to combat the issue is to deal with the problem on a day-to-day basis. When a problem is reported, the system is tweaked to try to fix it. This process of tweaking and balancing the system has been going on for years.

"Every day we work very hard on trying to make the temperature right," said Head Custodian David Albury. "When someone reports a problem with the temperature we go out and try to

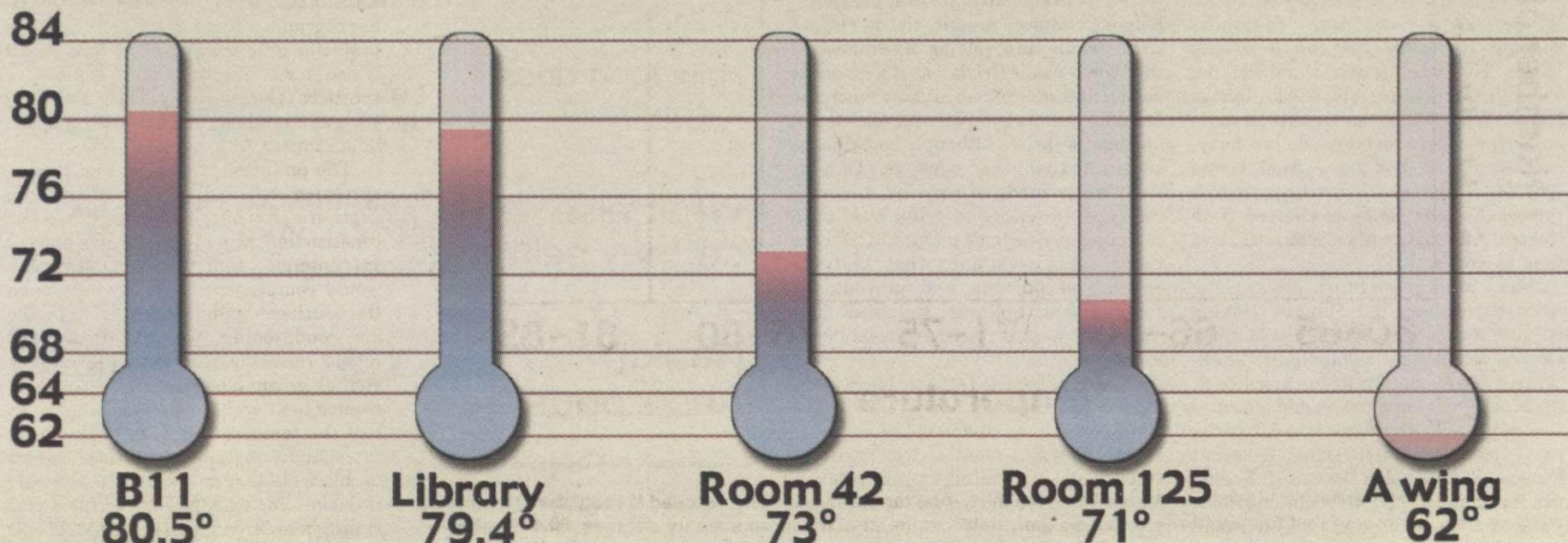
readjust and fix the problem. It is a lot of work, but we are getting better and better."

Aside from the daily maintenance of the system, the district initially consulted the manufacturer and installer of the system. They performed a full analysis of the system, made some necessary repairs, and have helped in trying to balance the system properly.

"There is no clear-cut answer. We have made a lot of changes; we have done a lot of tweaking over the years," said Mr. Vonderhorst. "We have some trouble spots that continually come back. We've changed motherboards; we've made upgrades to parts of the computer system. We have also brought in the manufacturer and installer to help out. We are doing a lot more than people think."

The district is hoping to be able tackle the problem this year and finally have a lasting solution. In the meantime, students and teachers continue to voice their concerns about the uncomfortable conditions and distraction it has on the educational quality.

"The heating and cooling issue needs to be solved. I think a lot has been done already to improve the situation, but once it is finally solved everyone in the school will benefit tremendously," said junior Nicole Botsaris.



rooms had temperatures above the aforementioned range and of that 28.57% were above eighty degrees. On the other side of the spectrum, 4.76% were below the comfortable range of temperatures. and some of the blinds do not fully block out the sun.

# Coffee Comparison

## Starbucks or Dunkin' Donuts?

BY Sidney Ginsberg

Features Editor

Coffee has been a global sensation since its discovery in the 9th century. It can be enjoyed caffeinated or decaffeinated, sweetened or unsweetened, hot or cold. It is also served at almost every restaurant around the world. Coffee's popularity has become so outrageous that entrepreneurs have manipulated the scent and taste of coffee into many different products and opened up stores which predominantly sell the beverage—coffee shops! The world's first coffee shop opened its doors in the year 1475 in Constantinople, Turkey. Although it was never the capital of the Roman Empire, and it can't boast exotic tea rooms or a Hippodrome like Constantinople can, Port Washington has its fair share of coffee houses. Dunkin' Donuts has two in-town locations, one on Main Street and one on Shore Road, while one Starbucks sits diagonally from Dunkin' Donuts and the other sits inside Stop and Shop. Why we have two coffee shops from each national chain, instead of four different coffee shops or something unique, like a bowling alley, is unknown.

Dunkin' Donuts and Starbucks both border the train station, and are practically across the street from each other. The question is, before you get on the train and are itching for a caffeine fix, which store do you go to? The one that "spreads the cheer" or the one which "America runs on?" Dunkin' Donuts' website modestly states that it stands as "America's largest retailer of coffee-by-the-cup, serving nearly 1 billion cups of brewed coffee each year," and claims its stores sell thirty cups of coffee per second each day. Starbucks though, claims to be the "leading retailer, roaster, and brand of specialty coffee in the world." That's a hard claim to compete against. Since there are so many factors that go into making a good cup of coffee, and these factors are dictated by preferences and tastes, how do we choose between the two brands? Well, by comparing them.

Let's start with the coffee itself. Where does it come from? Starbucks changes its coffee type on a weekly basis. This week it was Caffé Verona, a Latin-American and Asian-Pacific blend. When I asked a Dunkin' Donuts employee where my one dollar forty-seven-cent cup had come from I was told "Massachusetts." Further research proves that the coffee is shipped from Central America to Massachusetts, and then to New York.

Many people view Starbucks as being more expensive than Dunkin' Donuts because a small cup of coffee at Dunkin' Donuts costs one dollar forty-seven cents while a small (tall) cup of coffee at Starbucks costs one dollar and seventy-nine cents. Their judgment is off as the two cups are different sizes. A cup at Dunkin' Donuts holds 10 oz at 13.5 cents per ounce and a tall Starbucks cup holds 12 oz at 15 cents an ounce. This would make Starbucks more expensive by 1.5 cents per ounce, a small difference.

If you judge your coffee based on its caffeine count however, Starbucks would be your preferred vendor. The company puts 21.6 mg of caffeine per ounce in one cup of plain Caffé Verona coffee. Dunkin' Donuts coffee has almost half that amount of caffeine - only 12.9 mg per ounce.

Dunkin' Donuts coffee has more calories than Starbucks coffee. A 12-oz cup of coffee, the smallest adult-size beverage, at Starbucks is five calories and a 10-oz small at Dunkin' Donuts has fifteen calories. This may explain why Dunkin' Donuts smelled sweeter and less burnt according to a taste test I conducted with three participants comparing the two coffees. But it was unanimous that Starbucks coffee looks darker and richer than Dunkin' Donuts coffee. Even if Starbucks coffee does taste "more bitter," in the opinion of the participants in my taste test, the baristas at Starbucks are always willing to pump flavored syrups into the coffee. It is interesting to note that when one orders a vanilla coffee at Starbucks, they are handed a coffee with vanilla-flavored syrup while when one orders a vanilla coffee at Dunkin' Donuts they are handed coffee made from beans that have been washed in a vanilla-flavored chemical. A barista at Starbucks told me that Starbucks and Dunkin' Donuts are like night and day - one uses natural beans and the other washes its beans in chemicals. Still, the syrup Starbucks uses has both natural and artificial flavors.

Although the taste of the coffee is not affected by the company's environmental policy, it should be noted that Starbucks is an environmentally conscious organization. Many Starbucks locations implement a policy called "grounds for your garden" where they recycle their used coffee grounds. They also have a program where they send coffee beans to the troops, in addition to using recycled materials for their coffee cups and coffee sleeves. In fact, Starbucks' mission statement says that it is "committed to a role of environmental leadership in all facets of our business." In addition, the bottled water sold at Starbucks is Ethos water, "a brand with a social mission—helping children around the world get clean water and raising awareness of the World Water Crisis." as it says on its bottle. Information about how much the Dunkin' Donuts company recycles is not on their website. Although no evidence suggests that the cups at Dunkin' Donuts are made of recycled material, the cups are easier to drink from than the cups at Starbucks. Dunkin' Donuts coffee cups have flaps that seal the opening of the cup and prevent the contents from spilling. Starbucks cups have no flap and thus have a tendency to spill.

To be a barista at Starbucks, one must go through two three-week training sessions. Being an employee at Dunkin' Donuts requires less training. Once you are hired, your position increases based on how well and quickly you master the job.

Each company has its pluses and minuses depending on what your

preference is for caffeine or sugar, and if you care about price or environmental policy among other factors. If all you want is a black cup of coffee, any of

the four locations in town should be able to satisfy you. Just remember, the beverage you will be enjoying may be extremely hot, sugared, or caffeinated.

### By the Numbers



How many in Port Washington

2

2

Where the coffee comes from

Changes weekly

Latin America, Massachusetts

Price per ounce

\$0.15

\$0.135

Calories

5 for 12oz

15 for 10oz

Caffeine per ounce

21.6 mg

12.9 mg

Employees

2-3 week training sessions

By Skill

Environmental Policy

Recycled packages

N/A

Packaging

No leak protection

Cap with sealable flap

How long does it stay hot?

Lukewarm at 1:45

Still hot at 1:45

What else do they sell?

Mugs, baked goods, coffee machines

T-shirts Baked goods

Napkin Absorption

Less

More

One sugar or two?

Syrups

Customer choice

# arts & Entertainment

## Another Great Debate: What Oscar will this receive?

BY Christina Vlahos

Assistant A&E Editor

Based on a true story, *The Great Debaters* beautifully tells the story of an African-American professor and his debate team who struggled with racial inequality in the south. Academy Award winner Denzel Washington directed and starred in this film, which also featured Nate Parker, Denzel Whitaker, Jurnee Smollett, and Academy Award winner Forest Whitaker.

Soulful music blasts as the story begins with a shot of a large crowd deep in the woods of Texas. The air is thick and the sweat is dripping as people sing of their sorrows and the injustices they face everyday. Just then, James Farmer, Sr. (Whitaker) proclaims to in a spacious lecture hall full of people, "Do what you have to do, to do what you want to do!" The empowered mob rises in unison, applauding and crying.

Washington, whom we now realize is Professor Melvin B. Tolson, walks into a classroom filled with apprehensive Wiley College students. He springs onto a chair and begins to recite Langston Hughes' renowned poem, "I, Too, Sing America," before announcing the tryouts for the small college's debate team. The tryouts occur, and though many students audition, only four were found to have the pluck and intelligence necessary for debate: Henry Lowe (Parker), Hamilton Burgess (Jermaine Williams), James Farmer, Jr. (Whitaker), and the only female student to tryout, Samantha Booke (Smollett).

As time passes, the team is trained, practicing basic skills such as articulation and volume. Tolson questions them, "Who is the judge?" and they say, "The judge is God." "Who is your opponent?" Tolson says, and they respond, "He does not exist... because he is merely a dissenting voice to the truth I speak." Though Tolson agrees that the students are very talented debaters, he does not allow them to create their own arguments, but rather writes the cases with their research and allows them to present them. The coach says to the students, "I am here to help you find, take back, and keep your righteous mind."

The team enters several competitions against the top African-American colleges in the country and wins. Little Wiley College, a school no one expected much of, was coming out on top and showing the country's best schools that they were a force to be reckoned with. However, as in all great films, there is a horrible downside.

Throughout their debating season, controversy is generated over Professor Tolson's political activities. He is ostensibly involved in "communist" groups and very interested in the creation of an interracial union for sharecroppers in the south. They hold secret meetings in the woods and the night of one of the college's dances, the men are ambushed by the white sheriff and his deputies. This results in difficulties for the team as well, because Burgess is forced by his father to resign from the team, and tension arises between Tolson and James Farmer, Sr. Farmer is concerned that he's going to wake up one morning with Tolson "strung up on a tree," to which Tolson responds, "They're going to have to catch me first."

The debaters, despite their many victories, have to deal with the racial violence in the south. Some "white schools" refuse to debate Wiley College because of their color. On the way to one tournament, the students happen upon a lynch mob deep in the woods, and hide from the mob outside, which was gathered around an African-American man, on fire and hanging from a tree. Though they were all thoroughly disturbed, Henry copes by getting drunk, and cheating on Samantha, with whom he had been romantically involved.

The film grows more intense as Professor Tolson is arrested during class for his political ideas, and the team has to bail him out of jail. It is not long after that the coach receives a letter from Harvard University, inviting them to debate in Cambridge against their reigning national champion team. Excited and anxious, Samantha, Henry, and James take the train into Boston, where they marvel at the hustle and bustle of the city. They are in awe of the beauty of Harvard's campus.

Yet again, their bubble is burst. The Harvard officials discover that Tolson had written their arguments for them, so the resolution is changed and each team is given the same preparation time and resources to construct new arguments. The topic: the morality of violence or civil disobedience. The Wiley College team is overwhelmed and fighting incessantly in their room, incapable of cooperating with each other.

Days later, the Harvard lecture hall is completely full. People all over America sit around their radios, leaning in to hear what these intelligent, talented debaters are saying. James and Samantha sit at one table behind a



Samantha, James Jr., and Henry argue over their case days before their debate at Harvard.

podium, and two Harvard students sit at another. This historical debate, the first ever of its kind, begins. In this stunning face-off, all are at the edge of their seats. One of the Harvard debaters stands and argues that nothing in violation of the law is moral, and gives the example of his father's best friend being shot. Then, James stands and argues that civil disobedience is moral over violence, and he explains that lynching they witnessed from the car. The moment is so powerful, so heavily weighing on everyone listening, the audience finally erupts into applause, crying, and cheering, and little Wiley College receives its championship trophy.

There are a whole bunch of uplifting, moving films out there about oppression based on race. However, I don't believe that many of them are as beautifully made as *The Great Debaters*, whose script was brilliantly written by Robert Eisele.

I must laud the performance of the cast, for although the script would have been spectacular with just average performers, this cast is what really brought it to life. The three young actors are not very well known, but are truly commendable for their compelling performances.

Jurnee Smollett was impressive in her portrayal of Samantha Booke. She was a very strong debater and an emotional character. One couldn't help but root for her—she was the only girl who tried out for the debate team and she was very impressionable. At one of their debates, she grew very overwhelmed and as the tears welled up in her eyes, she cried

out, "The time for justice, the time for freedom, the time for equality, is always, always, right now."

Finally, Denzel Whitaker, no relation to Denzel Washington or Forest Whitaker, was amazing, for lack of a better word. He was the underdog that you grew to know and love during the movie and his wins and losses had you either whooping or crying every time. His silent suffering over the loss of Samantha was as heart-wrenching as his victory over Harvard was heartwarming. Whitaker portrayed this eager, intelligent, awkward student splendidly, to say the least.

The score of the film also left an impression on viewers' minds. The mix of the soulful gospel, smooth jazz and haunting instrumentals was an excellent combination that fit in so perfectly with the plot and the whole theme of the story.

Quite honestly, I thought that watching the actual debates was exhilarating. Though they didn't take up much of the movie, they were so intriguing. The structure of their arguments and the passion with which they argued really made apparent the fact that the power of words is so great. Though viewers aren't provided a full description at the end of the movie of the actual events on which this film was based, it is fair to say that the film plot was faithful to the real life debate team and their tournaments. Simply put, this film was human. I would recommend it to anyone who can appreciate a serious film.

# Blood was shed over oil one hundred years ago too

BY Nick Pray

Staff Writer

## SPOILER ALERT

*There Will Be Blood* is the newest film from the ever-so-talented director Paul Thomas Anderson (*Magnolia*, *Boogie Nights*). It has taken five years since his last film, the 2002 flop *Punch Drunk Love*, to create a new image for himself. His new film, starring Daniel Day Lewis (*Gangs of New York*) and Paul Dano (*Little Miss Sunshine*), takes place from 1898 to 1927, where the audience witnesses the rise and fall of Daniel Plainview (Lewis). He calls himself an "oil man" bent on digging up the world for the oil that he needs. This film, which is loosely based on the novel "Oil!" by Upton Sinclair, is dark, intriguing, menacing and very long; however Lewis' performance and the music composed by Radiohead's Jonny Greenwood are unforgettable and will be remembered for years to come.

The obsessed and plain spoken (and well-named) Daniel Plainview is a wildcat oil driller in California who, in 1898, works with a pick ax in a hand-dug mine from dusk 'til dawn. Even after breaking his leg prospecting for silver, he still has enough grit to crawl out of the shaft on his back and go to the nearest town to stake his claim. By 1902, Daniel has struck oil and, after a fatal accident involving one of his workers, he is left with a baby, whom he takes as his own son, H.W. Plainview. By 1912 oil is the rage in California, and Daniel is already an established oil man bringing in other people's oil wells and offering to buy land in others.

As the film goes on, we are introduced to Little Boston, a small town in the dusty bowls of California where the majority of the film takes place. While there, Plainview buys some land from the Sunday family, a family of five whose eldest son, Eli Sunday (Dano) is a preacher at the church of the Third Revelation. As his oil empire waxes, Plainview's bearings as a man begin to stiffen up. Tragedies strikes, one after another, until he is driven into the dark dwellings of hatred and greed. First, his well goes up in flames and his boy H.W goes deaf from the explosion. Then his "long lost" brother, who he has never heard of before suddenly shows up right when he strikes it big.

At the same time, Daniel Plainview and Eli Sunday's relationship becomes

similar to that of foes. Plainview tries to take God as far away from his life as possible, while Sunday is trying to help Plainview with his life by using God. In one particular scene, after weeks of frustration about his boy, Plainview has a brawl with Sunday, where Plainview poignantly screams "Why aren't you using your words to help my boy!" while he beats Sunday into an oil soaked ground. This is just one of the examples of how Plainview's sanity is slipping.

Through many other scenes, Daniel's menacing image as a tortured soul and evil man becomes clearer. The rest of the film proceeds darkly, especially in a scene where he makes a greedy promise to accept God so that he can build a pipe-line. He soon makes the unfortunate realization that he has no other reason to live than for himself.

The last ten minutes of the film, which take place in Plainview's mansion after he has retired and discovered that there is nothing for him to do, is both depressing and evocative. He is old and oily, he smokes constantly and he falls asleep drunk. While in a drunken coma in his bowling alley (a very eerie metaphor for the road of his life) Eli Sunday comes to visit Plainview for advice about his own life. We see that both Sunday and Plainview are living troubled lives, dealing with the demons that their choices have brought to help. Sunday tries to ask Plainview for help. However from the first time they met, he has never been accepted as a friend to Plainview. The two go into the last conversation they will ever have with each other dealing with the absence of God and the presence of sanity, greed, hatred and horror. The two clash one last time after their argument ends, delivering without question exactly what the title of the film promises.

*There Will Be Blood* marks a whole new chapter in Paul Thomas Anderson's career, as well as in the world of cinema all together. This is a towering achievement: one that puts its mark along side such films as *American Beauty*, *The Good, The Bad and The Ugly* and *Citizen Kane*. It's above all a masterpiece that is superbly directed



Because of his Machiavellian tactics, Daniel Plainview (Daniel Day-Lewis), amassed both wealth and enemies, although some people were bound to like him.

and perfectly written. Daniel Day Lewis delivers a performance worthy of Marlon Brando, Sidney Poitier, Al Pacino and other such movie titans. Five years after his excellent performance in *Gangs of New York*, he returns with a character that he was born to play and will be remembered forever for it. His depiction of Daniel Plainview, a man moved by greed and hatred, is simply outstanding. His character has already been recorded as one of the most charismatic villains of all time, one that would have given Hannibal Lector goose-bumps.

Paul Dano also gives a surprisingly

mature performance, showing that he has come a long way since playing the silent teenager in *Little Miss Sunshine*. Paul Thomas Anderson shows excellence behind the camera, crafting many unforgettable scenes and images, which includes Daniel's facial expressions, a burning oil derrick and the finale which proves the films excellence as well as the true character study that the film is. *There Will Be Blood* is the best film this year and possibly the best film in a decade.



Daniel Plainview worked his way up digging his own mines by hand to being a successful oil baron.

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# Good-bye black leather jackets—hello cashmere

BY Christina Vlahos

A&E Assistant Editor

Once upon a time, several television show producers and screenwriters decided to see what would happen if they combined *Sisterhood of the Traveling Pants* and *Sex in the City*. The baby that resulted from this marriage? *Cashmere*



www.yousaytoo.com

Actresses Bonnie Somerville, Lucy Liu, Miranda Otto, and Frances O'Connor strut down the streets of Manhattan's Upper East Side during the pilot of ABC's new show, *Cashmere Mafia*.

*Mafia*, a primetime series about four best friends who live scandalous lives in New York City. Its pilot first aired on Sunday, Jan. 6 on ABC.

The pilot opens as the camera pans across Manhattan's stunning skyline and Central Park. The camera then zooms in on one particularly happy looking couple walking past some street performers. "I'm a woman, you don't think I remember the day of our first date?" Mia Mason (Lucy Liu) exclaims to a man as he laughs, pulling her along the path. She stops suddenly and feels somewhat nostalgic at the sight of the

street performers that had been there exactly one year ago on their first date. As she turns around to reminisce, she is greeted with a marriage proposal. The couple continues on their way to work.

Upon their arrival at the office, a tough-looking executive publisher, "Lord Voldemort," as Mason refers to him, informs them that they are competing

an investment banker, lives with a work-at-home husband, Eric, and two small children. She is in the middle of finishing a deal on the phone in a coat closet when she is summoned.

At the restaurant they gossip, plan their week, and discuss Mia's situation. Cila Grey walks up and interrupts their conversation; after which point the women gossip about her, too: "Now there's a woman who knows how to divorce..." They giddily decide to throw an engagement party for Mia.

As the premiere continues, Mia Mason and her beau compete for the publishing job, Caitlin goes to confession because she thinks she's gay, and Zoe continues her search for a nanny. On Zoe's way to work she catches Davis (Juliet's husband) kissing Cila Grey outside of a hotel. Mia, Zoe, and Caitlin decide to tell Juliet before a benefit they're supposed to attend in a couple of days.

Zoe's nanny turns out to be disastrous; the woman has habits such as smoking, drinking, and partying. Caitlin goes out on a date with the woman she's in love with and it turns out that they're both lesbian and happy. The girls tell Juliet about her husband's infidelity, which she apparently already knows about.

Juliet decides to tell Davis that she knows about his activities and that she plans to make a lover of one of his closest friends, and then they can start their marriage all over again. Zoe sneaks away to her daughter's recital to find out that her husband has been offered a deal of a lifetime for his architecture job. Mia wins the job she's competing for but her fiancé breaks off the engagement because he was hoping that Mia would stay at home planning the wedding while he was off working. The girls meet up for drinks and they toast to the future, before setting out to find Juliet a man with whom she can have an affair.

Quite honestly, I think that *Cashmere Mafia* was overhyped and not nearly

as impressive as many said it would be. Sure, it's about four intelligent, successful, independent business women, but like they say themselves—it's impossible for a woman to have it all.

This series was supposed to be seen as empowering and admiring the qualities of these women. Instead, it's about a woman whose fiancé dumps her because she was promoted over him, a woman who is recognized for her achievements at work but has a philandering husband, a woman successful in marketing who is incapable of being happy in a relationship for fifteen years, and a banker, who though in a great marriage, has to deal with the problems of nannies and secretaries who are ungrateful and self-righteous.

The writers may be trying to make the show more realistic, but that doesn't mean emphasizing the fact that no matter how good someone may be, a woman can't really "have it all." I think it's disappointing. Women in reality are successful in the workforce and have good family lives.

*Cashmere Mafia* seems to be directed at a female, middle-aged audience. It doesn't have certain qualities that shows like *Desperate Housewives*, *Grey's Anatomy*, *24*, and *Heroes* have that would interest Schreiber students. There isn't the excitement of solving a medical mystery, or the intrigue of what's going on behind neighbors' closed doors, and there's absolutely no action.

I thought that there was way too much plot crammed into one episode, and yet the show itself was slow moving. Honestly, it's not the sort of show a student would be excited to discuss with their friends during lunch the next day, eagerly anticipating the next episode.

Overall, *Cashmere Mafia* was quite a disappointment that I wouldn't recommend to Schreiber students. The show simply doesn't have the qualities that make so many others successful among people our age.

## High school picture book is disturbing and well-written

BY Jonathan Heiden

Staff Writer

For those who are looking for a great book with a weird title, *The Absolutely True Diary of a Part-Time Indian*, by Sherman Alexie, is a must-read. The novel chronicles the life of Arthur Spirit, a fourteen-year-old Native American who is trying desperately to escape from the life of futility he has led on his Native American reservation, "the rez." Arthur, or "Junior," as he is known on the rez, begins the book by telling the reader how he was born with a condition that requires him to wear large, awkward glasses.

These are just the beginnings of his problems. In the second chapter, Junior's dog, Oscar, gets very sick. His family can't afford to take him to the vet, and as an act of mercy, Junior's father shoots Oscar. The heartbreaking nature of this beginning is balanced out somewhat by the book's amusing illustrations, supposedly drawn by Junior into his diary. Yes, it's true: Alexie's book has illustrations. They are mostly caricatures of characters, and while childish, they lend an interesting and unique flavor to this novel.

After Oscar's death, Junior and his best friend Rowdy go to school. In

geometry class they receive textbooks, and looking inside his, Junior finds out that his textbook had belonged to his mother when she went to high school. Everyone on the rez is so poor that there's no money to buy new textbooks, and this upsets Junior. This provokes him to throw the textbook in his teacher's face and get suspended for a week.

Things get worse for Junior when the assaulted teacher (now sporting a broken nose) comes to visit him during his suspension. However, instead of telling him off, Mr. P tells Junior that he has to escape from the rez, go to college, and get a better life. Junior agrees, and transfers to the highly reputed high school at the all-white town Reardan, outside the rez. The Indians on the rez, including Rowdy, view this as an act of treachery, leading to Junior calling himself a "Part-Time Indian."

At first, Junior is unhappy at Reardan, being the only Indian there. He eventually adapts after making the varsity basketball team and making friends. Everything seems to be going well until his team plays his old high school on the rez. Junior's presence at the game almost sparks a race riot, and as matters stand he has to be hospitalized halfway through because of

a fight that broke out during the game.

Alexie has a memorable writing style. He will often write in all capitalized letters to emphasize a word or phrase, or give each sentence its own little paragraph to make it stand out. Even more disconcerting, Alexie will put dramatic statements at the ends of seemingly innocuous paragraphs, usually shocking the reader with the unanticipated piece of information.

Alexie also deals with many of the issues that affect Indians on their reservations, including, most importantly, alcoholism. In the book, just after the basketball incident, Junior's grandmother is killed by a drunk driver. He is barely recovering from that loss when he suffers another: his father's best friend Eugene, who was like an uncle to him, dies in a drunken bar fight. Finally, his sister, living with her husband in Montana, burned to death because she was so inebriated that, unconscious, she was unable to flee from the burning building.

The book's bittersweet conclusion comes when Junior decides whether he wants to stay on the reservation or leave and live somewhere else. Alexie ends the book well, completing several important plot strands, including, most important, what happens with Junior's

friendship with Rowdy.

*The Absolutely True Diary of a Part-Time Indian* is a pretty good read. It gives a vivid image of what life is like "on the rez," depicting the widespread poverty and alcoholism that exists there. It also gives a fairly accurate picture of what being a freshman in high school is like, the anxiety and drama that it entails. The language used in the book can be beautiful, extraordinarily poetic and savagely bitter all at once.

This novel is flawed, though. The writing within often comes off as immature, as though it really is written by a fourteen-year-old, and while this realism is great, it also tends to detract from the more serious elements of the book, so that the reader often wonders if the author is playing some kind of practical joke. The sheer volume of major characters who die, three in all, make the novel seem unnecessarily gloomy, to the point where it seems monotonous.

Underclassmen would appreciate *The Absolutely True Diary of a Part-Time Indian*, because they would probably be able to relate to it better. It's a story of love, friendship, hope and redemption, which should interest most people.

## Nic Cage never misses a clue, but it would be more believable if he did

### The treasure-hunting family hit sequel cashes in with box office gold despite bad reviews

BY Ryan Larkin

Staff Writer

The Civil War is over and celebratory cries ring throughout the land. The future seemed a little brighter for most people as the bloodiest war in American history was over. Even U.S. President Abraham Lincoln went to a play on the night of April 14, 1865. Unfortunately, that was the night he took a fatal shot to the head. The gunman's name was John Wilkes Booth, a Confederate sympathizer whom the federal authorities shot in a barn twelve days later. As a result, only Booth's diary

has remained, containing details of the assassination.

Though many false conspiracy theories have arisen in the years since then, few have proved as riveting as the one introduced in *National Treasure 2: Book of Secrets*. *Book of Secrets* brings the original *National Treasure*'s hero Ben Gates (Nicholas Cage) into the picture by adding a key concept to the plot: a controversy over Ben's great, great grandfather, Thomas Gates. On the night of the Lincoln assassination, two of Booth's fellow conspirators approached Thomas with the diary's code, requesting that he solve it while at

gunpoint. The diary contained details of a fabled Native American treasure known as the City of Gold. Upon realizing what the men were plotting, Thomas threw the diary into a nearby fire, burning the pages with the code.

The film begins as Ben is lecturing a group of historians with his father (Jon Voight), telling the tale of their ancestor, Thomas, who the men believe is worthy of being recognized as a Civil War hero for his actions. At the end of the presentation, antagonist Mitch Wilkinson (Ed Harris) publicly presents a fragment from one of the diary's lost pages, on which Thomas Gates' name is listed among the conspirators. Like its predecessor, *Book of Secrets* tells of a fortune whose location is concealed by a famous document, a half-burned missing page, found to belong to Booth's diary.

With the coded pages burned, Ben has no way of proving that the treasure actually existed, allowing him to reclaim Thomas' honor. Thus Ben is left to find the lost City of Gold himself, embarking on an odyssey that takes him from Buckingham Palace in England to Mt. Rushmore in South Dakota. With the aid of his resentful girlfriend, Abigail Chase (Diane Kruger), former treasure-hunting parents

(Voight and Helen Mirren), and technowizard Riley Poole (Justin Bartha). Ben must use even the most obscure of clues to track down the national treasure and clear Thomas Gates's name once and for all.

When compared to the original *National Treasure*, *Book of Secrets* merits the same general opinion; its story was well thought-out, but there were certain aspects of it that were simply not believable, even as far as adventure films usually go. Prominent among them is the issue of national security. Throughout the movie, Ben and his cohorts are able to infiltrate some of the most secure places in the world, also managing to kidnap the U.S. President. Conveniently, there never seem to be any adequate guards around the areas or people Ben is targeting, while Riley's technical skill always seems to magically override security systems.

Additionally, the clues Ben follows and his far-fetched interpretations of them happen to lead exactly to the next clue in every single instance, which is altogether very unrealistic. I understand that there's a limited time to build up a story and take viewers to the plot climax, but really, no one's buying it.

Overall, *National Treasure 2* is a classic Disney film; sacrificing action and realism for a clean story that's interesting for the whole family. Though such "unbelievable" aspects as the ones described above have resulted in spite from the critics, families have generally enjoyed this adventurous story. If you're a fan of this genre, give *Book of Secrets* a try; it's as enjoyable for a grandfather as it is for his granddaughter.



Benjamin Gates (Nicholas Cage) looks for pieces of a treasure map in the Oval Office.

www.collider.com

## The Kite Runner flies high with critics and fans of the popular novel

BY Andrew Seo

Features Assistant Editor

Khaled Hosseini's debut novel, *The Kite Runner*, eloquently and masterfully describes the strife and struggles of Afghani citizens in the late 20<sup>th</sup> century. Although the Marc Forster cinematic adaptation accurately depicts the events in the novel and has several outstanding performances by actors, the film fails to live up to the high expectations set by Hosseini's masterpiece. Nevertheless, witnessing the events of *The Kite Runner*'s plot, which captures the devastation of war and the impact it has on an entire nation, merits a visit to the theater.

Both the novel and the film recount the life of Amir (Zekeria Ebrahimi) as a youth. The film begins as a flashback of his life as a child. He is part of an affluent family in Kabul, Afganastan, and befriends his Hazara servant named Hassan (Ahmad Khan Mahmudzada). The two actors were cast perfectly, as Ebrahimi is conniving yet passive, and Mahmudzada is loyal and willing to stand up for Ebrahimi.

The story of Amir is a turbulent one, as he is forced to confront a variety of issues. Additionally, the political turbulence of Afghanistan and the Soviet invasion of 1979 leads to the fleeing of Hassan and his father, Baba (Homayoun Ershadi). Ultimately, the two make their way to Fremont, California, and live a life which is

anything but the lavish one they led in Kabul.

The latter half of the film's action can be attributed to Rahim Khan's (Shaun Toub) urgent phone call to a former business associate of Baba to whom he promises that "there is a way to be good again..." Although an unexpected revelation is introduced into the movie's plot, the chain of events following this call not only fail to provide any real suspense, but seem hurried and underdeveloped. The ending feels as if Forster needed to rush the scenes in order to fit them into his 122 minute film.

As the title suggests, kites are an integral part of *The Kite Runner*. The scenes with kite flying were brilliantly done. The cinematography for these particular scenes is excellent. Watching the annual kite fighting tournament proved to be one of the most enjoyable parts of the entire film, as the digital effects and camera movement work in tandem to captivate the audience.

To contrast the excitement and exhilaration felt from the kite scenes, the film delves into the history of a mysterious nation often misconstrued by the media. Homayoun Ershadi in fact delivered an excellent performance as an Afghan man who not only lost all of

his material possessions, but also his homeland.

*The Kite Runner* is one of the better theatrical adaptations of a novel, but since it had to fulfill the lofty expectations set by Khaled Hosseini, the Forster film has a tough time pleasing the readers of Hosseini's book. Although the performances of Ebrahimi and Mahmudzada in the film's beginning proved to be very entertaining, the

heavy and emotional novel was just too much to compress into a two hour movie. I would strongly recommend the film to anyone who has not read the novel and has no intentions of reading it because the story of *The Kite Runner* is too moving and sincere to pass up. For a reader of the novel however, Marc Forster's *The Kite Runner* begins compellingly, but lacks the emotion and momentum to take to the skies.

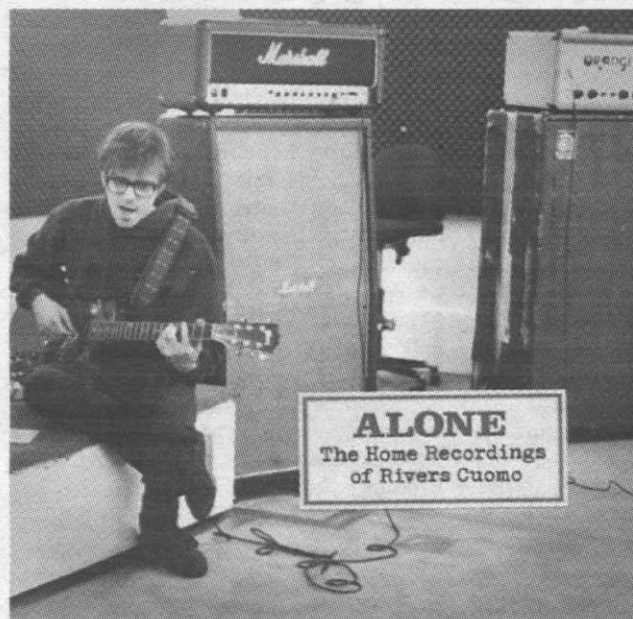


Hassan (left) and Amir (right) work in tandem to dominate the skies of Kabul.

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# Music Box

## Rivers Cuomo: Alone: The Home Recordings of Rivers Cuomo



BY Jordan Lewis  
Managing Editor

He's misunderstood, he was celibate, he's a Harvard grad, and yes, he's even written a song on Guitar Hero. Everyone you talk to seems to have a different opinion of Rivers Cuomo. Some think he's the next Brian Wilson, masterfully perfecting his mathematical representation of the "perfect pop song." Others, still, believe that he's the "voice of the geeks," giving a platform to all the misunderstood teenagers around the world. From New York to Japan he receives the star treatment; however, there is no place in the world he would rather be than alone in his room with an acoustic guitar, an 8-track recorder, a pen and pad, and a boatload of personal frustrations which make the former three come to life.

Although throughout the storied history of Weezer, Cuomo has had ample

opportunity to express his personal angst with society, never before has he released a disk of completely personal material. *Alone: The Home Recordings of Rivers Cuomo* is just that, a public documentation of Cuomo's most personal moments. As Cuomo's fame grew to levels beyond which even he desired, Cuomo handled its stresses through recording his feelings in song form.

From his earliest teenage days in a KISS cover-band, to his later days studying at Harvard,

*Alone* chronicles all of Cuomo's ups and downs. The first six songs on the album represent Cuomo's pre-*Blue Album* style. Included in these tracks is a very early demo of Weezer's now famous hit, "Buddy Holly," recorded by Cuomo on a personal recording device. Interestingly, this, like many of the other tracks on the album are presented in surprisingly high fidelity. As most of the tracks were recorded on Cuomo's laptop or 8-track in the 90s, it is clear that many of them went through meticulous re-mastering.

Although many of the songs delve deep into Cuomo's feelings of sexual inadequacy and paint a more vivid picture of Weezer's beloved front-man, the most appealing aspect of the album is its publication of previously unheard tracks from Weezer's unreleased *Songs from the Black Hole* album. The album, which Weezer planned to release in 1995, was billed to be Weezer's greatest creation by the few fans who were lucky enough to hear bootleg recordings.

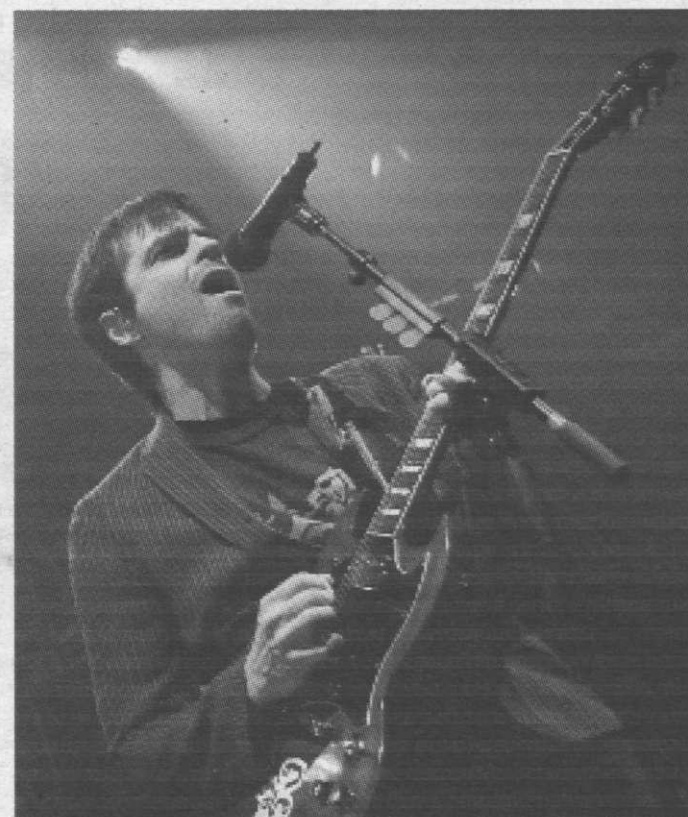
In many ways, the tracks which come off of *Black Hole* chronicle Cuomo's personal journey to stardom. The album, which was written as a rock opera, modeled after The Who's *Tommy* and Puccini's *Madame Butterfly*, was intended to follow the story of a space cadet who was assigned to a suicide mission. Filled with insights into Cuomo's hesitant take to stardom after the *Blue Album* the album eventually morphed into *Pinkerton* with many tracks eliminated, and other's such as "Why Bother?" saved.

To Weezer fans, tracks such as "Blast Off!" and "Dude We're Finally Landing" are invaluable. With catchy pop melodies and power-chord driven riffs, the album harkens back Weezer fan's days of yore.

Another useful aspect of the album is the lengthy booklet that accompanies it. The booklet, written entirely by Cuomo himself includes the lyrics to all the songs and personal commentary on many of the song's meanings. Many of these descriptions include brief anecdotes of his past life. One particular of great interest is

Cuomo's description of his rock band as a child. In the account, Cuomo reveals that his shy tendencies developed at a young age and that he struggled with loneliness for most of his life.

*Alone: The Home Recordings of Rivers Cuomo* serves a niche market as it's appeal is limited to the most devout of Weezer worshipers. Although most fans will not find themselves wearing our their disks anytime soon, one or two listens will reveal new and exciting things about one of the best song writers of the 90s.



Rivers Cuomo has struggled with the stress of being famous ever since the release of Weezer's *Blue Album*. In many ways, *Alone* is a public confession of these stored feelings.

## Classic Album: Outkast: *Speakerboxxx / The Love Below*



BY Aaron Silberstein  
Staff Writer

This two-disc set is a one-of-a-kind creation by Outkast, a rap duo comprised of André "André 3000" Benjamin and Antwan "Big Boi" Patton. The first CD, entitled *Speakerboxxx* brings mainstream rap away from the mainstream while the second disc, *The Love Below* throws the mainstream label away. Together, the two CDs are a bridge between rap and other genres of music, without a doubt deserving

the immense praise that they have received.

*Speakerboxxx* was the brainchild of Big Boi however he did include André 3000 in a few songs and much of the production process. The first disc in the groundbreaking double album, is a mainstream rap album with a funky, gospel twist. Songs like "Bowtie," featuring Sleepy Brown and Jazze Pha and "The Rooster" exemplify the intimate detail and incredible musicianship involved in creating the album.

Two hit singles came off of this album, "The Way You Move" and "Ghetto Muzik." Both of these songs received incredible attention from critics, and for good reason. "Ghetto Muzik" is a hyped up rap song with a dab of techno and a touch of jazz that contrasts to "The Way You Move" brilliantly, showing the group's versatility. Other featured artists were Jay-Z and Cee-Lo from Gnarles Barkley, as well as, Lil' John and others.

*The Love Below* is the name of the second CD in the set; it was produced entirely by André 3000 with the exception of one song, the hit

"Roses." This disc pushes the limits of conventional thought on rap and hip-hop with every track by fusing genre after genre together. The first track on the album, "The Love Below" is a jazz ballad with strings featuring the

**"The extremely wide variety of musical genres covered by the double album and the wonderful detail attended to it spawned an impressive musical work."**

sultry singing of André himself. As the album progresses he delves farther into the abstract with a jazz quintet and a monologue that could make even the squarest person crack. The disc does bring rap back to the mainstream with songs like "Happy Valentines Day," "Roses," and also contains the popular single "Hey Ya," the video of which

emulates the Beatles' first appearance on The Ed Sullivan Show. This album displays many of André 3000's more diverse influences.

André 3000 is really the shining star of the double album, as many of his songs that became hits broke commonly-held beliefs of what constitutes a hit song. Some of the deeper cuts on the album, like "She's Alive" and "Dracula's Wedding" are just as much to fun to dance and listen to. The album even contains a techno remix of the showtune "My Favorite Things," which exemplifies the wide range of genres in the album.

The album is even a concept album of sorts, as the tracks from "Happy Valentines Day" to "Behold a Lady" tell the story of a man trying to find and woo a potential mate.

As a final summation of my thoughts on this double album, every music lover should add this to their library. Whether you groove to jazz or rap, this funky duo has made music history with their Grammy winning production. The extremely wide variety of musical genres covered by the double album and the wonderful detail attended to it spawned an impressive musical work

# Athletes of the Month

## Artemis Sapountzi

## John Froccaro

BY Reid Mergler

Staff Writer

Finishing her last season on the girls winter track team, senior Artemis Sapountzi has had a successful four-year career.

Sapountzi, a mid-distance runner on the team, does additional training throughout the year to prepare for the winter season. Even though she is skilled in track, she also competes in many other sports for Schreiber. She has played on the girls soccer team for four years and has been on the spring track team for three years.

Sapountzi has won many awards as a member of the Lady Vikings.

She received the JV soccer Coach's Award during her freshman year and she was named a scholar athlete this past fall as a senior. She has also been on a snowboarding team outside of school.

"Playing sports all year long helps me stay in shape for all the teams," said Sapountzi. "I also go to the gym often and take occasional spin classes before school to train."

Her training is evident, as Sapountzi has gone to the Nassau County Championships twice in her high school career. As a sophomore, she competed in the 4x800 relay, and, as a junior, she competed in the 4x400 relay.

Sapountzi has also won several medals during her time on the track team.

She achieved her personal record during her sophomore year on the

winter track team, when she ran an open 400 event in 64.4 seconds.

As college is approaching, Sapountzi wants to be part of the track or soccer team wherever she decides to go.

"I definitely want to continue my success in track and soccer in the future," Sapountzi said. "I will join an intramural team if being part of a college team does not go through."

This year, Sapountzi's hard work paid off when she was named a co-captain of the team with senior Rachel Merker.

"It is very nice being captain," said Sapountzi. "I enjoy being looked up to by many of the freshmen runners on the team."



Gab Balaban

Sapountzi is a two-sport athlete; she participates in soccer and track.

BY Al Ades

Staff Writer

Senior John Froccaro, captain of the wrestling team, has displayed great skill over the past four years.

Froccaro has devoted himself to the sport since he began wrestling in 6th grade. He first discovered his talent and his love for taking people down for the count when he started practicing at PYA. His hard work has paid off, as seen in his performances on the mat over the past few years.

Last season, he was able to put up a nearly flawless record of 10-1, his sole loss coming from someone at the higher end of his weight class. Froccaro attributes his skill at the sport to his father.

"My biggest role model is my father; I owe all of my success to him because he taught me the importance of work ethic," said Froccaro. "If I didn't practice wrestling as much as I did, I wouldn't be as good."

Becoming so skilled at wrestling took time and a lot of help. Froccaro really appreciates it when his father sacrifices his own time to take him where he needs to be and helps him improve his wrestling skills.

Froccaro recently attended the Glen Cove Holiday Tournament in which he was able to pin someone in eleven seconds.

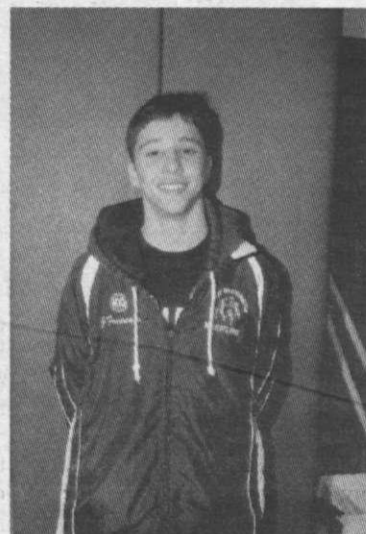
His performances allowed him to participate in an All County tournament where he brought home the bronze medal. His outstanding credentials

qualified him for Nationals in his weight class.

Hofstra University is the next stop for Froccaro, where he will continue to wrestle and hopefully become a vital asset to their team.

On a side note, Hofstra's wrestling team is currently ranked 20<sup>th</sup> in the nation. So far this season, the Schreiber's wrestling team has posted a record of 2-2. However, Froccaro believes that the team will only get better in the years to come.

"The team is young and talented, which means they should be good for a few years, even after I graduate," said Froccaro.



Eric Glasser

Froccaro has been wrestling since sixth grade at PYA, and has compiled a record of 10-1 this season.

## Out of Bounds

BY David Becker

News Editor

This Out of Bounds, we have updates on teen tennis deity junior Kristin Norton, after which we follow junior Kyle "Kansas" Warner to the sidelines of a football game and finally we have senior Kevin Ouyang who returns to winter track after pulling a tendon in his finger.

Let's follow Kristin, Kyle, Kevin and their prospects for the upcoming spring season.

### Part I: Arizona Dreamin'

This month, presidential candidates will be hopping from state to state, but that's old news for Kristin Norton.

She has traveled the country extensively for tournaments since the beginning of her national career in seventh grade.

This month, in Arizona, Norton went close to undefeated in both her singles and doubles matches.

"Arizona was cold," said Norton.

Her Out of Bounds interview has proved oracular for Norton. Not only

has Out of Bounds made Norton a household name, but, subsequent to last issue, Norton received a sponsorship from Wilson.

And I hate to say 'I told you so,' but come on, look at this part of last month's edition:

Q: Is it true that when you were born Hephaestus made you a tennis racket?

A: No, Hephaestus did not make me a racquet, but that would have been so amazing!

Q: You don't have to take the question so literally! You can be like 'yes, but it broke. Unfortunately. Now I use the one that Wilson sponsors me to use.'

Maybe Wilson representatives read Out of Bounds.

Currently, she is awaiting a status update on her national ranking, while some athletes are still waiting for their glory moment.

### Part II: Bleeding Kansas

Kyle "Kansas" Warner understands Norton's ambition. The football star followed this workout in his heyday:

"Bench press, chest press, hack squat, leg press, leg extension, bicep curl, shoulder press, t-rows and rows, medicine ball, tricep extension, shoulder raise, dead lifts and either bike or elliptical," said Warner.

At long last, the days of the Chuck Norris Total Workout have finally come to an end.

"It all began one rainy September day when I was a wee lad. I had dreamed of playing football but in an instant it was all taken away for about 2 months," he said.

After playing in the first varsity football game of the season, Warner broke his back and his leg hurt.

When his doctor took an MRI, Kansas was told he had a herniated disk, or a disk in between two of his spinal vertebrae which was badly broken and was pinching his physiatic nerve.

"I was basically a 6'2" cheerleader," said Warner. "I had to stand on the sidelines and freeze my [rear-end] off. Thank God for global warming, or I'd be dead."

Warner will return to sports soon for

the toastier spring track.

### Part III: Tendon To Disagree

While Warner has waited on tenterhooks for the spring track season to begin, Kevin Ouyang is not so sure. Ouyang was forced to quit the track team when he tore a tendon in his finger.

"The workouts have gotten much harder since I've left," said Ouyang. "And it's a challenge to keep up and get back and help the team."

Ouyang has already rejoined the track team, but he may not follow them into spring season.

"I was only off my best times by a few seconds but the whole team is in better shape than I am," said Ouyang. "The team is still doing really well; they have really dedicated runners."

Kevin, Kristin and Kyle "Kansas" are all outstanding athletes. Their setbacks, their victories, their injuries and their workouts are all legendary. Let's see a spring season full of hard work, recovering injuries, and Wilson sponsorships!

## and on the sidelines

# Varsity wrestling hopes to win Bob Busby Classic

BY Graham Potters

Staff Writer

The varsity wrestling team started its season with a 3-1 record and is hoping to maintain their winning ways.

"I expect them to wrestle well, whenever they are playing, and hopefully into the playoffs," said Coach Anthony Schettino.

It has been a rebuilding season for the team, since Coach Schettino was left with only two seniors at the start of the season.

However, he had a lot of accomplished players return to the team as well. Seniors John Froccaro and Larry Baglio, sophomore Cody White, and junior John Steadman are returning All Conference wrestlers. John Froccaro is also a County Champion.

These key players have been a strong part of the team, but they cannot win matches themselves.

Coach Schettino prides in his young players and hopes that they have as much personal success during the season as the stars on the team.

"I look forward to my wrestlers accomplishing individual honors this season. We have already had multiple champions in all of our tournaments," said Coach Schettino.

While appreciating the return of skilled wrestlers from last year, Coach Schettino is also very determined to shape new members of the team into well oiled fighting machines.

"I run high intensity practices to get my players into shape for all of

their matches. I start these practices from day one so all the kids know what type of effort I am going to be expecting from them throughout the season," said Coach Schettino.

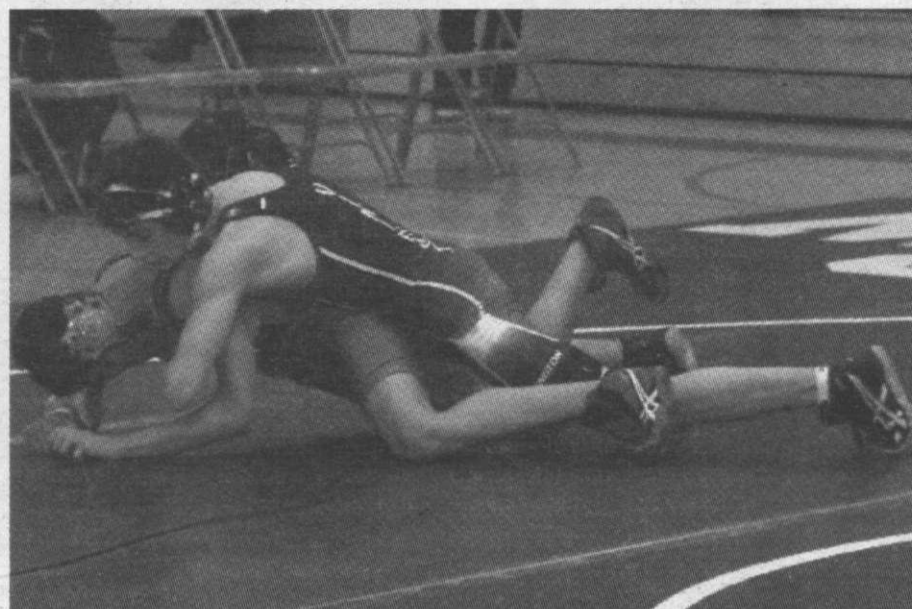
The intense practices are important not only for keeping the players in pristine condition, but for teaching the new wrestlers everything they will need to win matches.

In wrestling, technique is just as important as strength when you want

to win. As such, technique is stressed in the practices.

Schettino also makes sure that his older and more experienced players are able to act as good influences and inspirations for the younger players as they develop into stronger wrestlers in the years to come.

"Froccaro, Steadman, and Baglio are all captains, and I hope my players look up to them and try to become as skilled as they are," said Coach Schettino.



Eric Glasser

Senior Larry Baglio attempts to pin down his Great Neck North opponent in a back-and-forth match. Baglio is one of the team's captains and was named on the All Conference team as a junior. He has led the team to a 3-1 record.

Coach Schettino has high expectations for the team this season. He is planning to take his team at least to the playoffs, and if their current winning streak continues, the simple fact that it is a rebuilding year should add confidence in the minds of the wrestlers.

Right now, an upcoming event that the team is focusing on is the Bob Busby Wrestling Classic, a meet that has roots deep within the Vikings' team and history.

Bob Busby started his wrestling career in Port Washington, and eventually rose to become the thirteenth best wrestler in the world. Rising even higher, Busby made it into the wrestling Hall of Fame.

He had taken his own career to the best it could possibly be, and then came back to Port and helped the Vikings start theirs.

He then coached the Vikings themselves for thirty seven years, leading them to countless victories.

The Classic represents Busby's legacy, which the team believes belongs in Viking hands, as a form of respect to their former coach.

"I think it would be great if the Vikings could win the Busby Classic. It would be great to honor our great coach from the past, and Coach Schettino, especially since this year seems to be a rebuilding season. It would mean a lot to all of us," said sophomore Max Klemes. "We are all working very hard to achieve our goal of victory."

## Basketball loses to Baldwin

BY Steven Geisenheimer & Ben Greene

Staff Writers

The boys varsity basketball team dropped their second game in a row to Baldwin in a blowout loss. Port came into the game with a record of 6-2 and an 0-2 Conference record.

The team was eager to improve its solid record and earn its first Conference win of the season. Port's high hopes were dashed by a strong performance by Baldwin's star, senior Chris Maudlin, who had a game high twenty four points, which were enough to lead Baldwin to a 66-41 victory.

At the beginning, the two teams traded off baskets. Port played solid defense, holding the explosive Baldwin offense to only fourteen points in the first quarter. Though Port's offense was only able to come away with eleven points in the first quarter, the game was still up for grabs.

With five minutes left to go in the first quarter, Port held a slim 7-6 lead over Baldwin. However, this would be the last time Port had the lead all game. Baldwin put on a great performance and took the lead back. The first quarter ended with Baldwin holding a three point lead.

The second quarter was characterized by solid defensive and physical play by both teams. Neither Port nor Baldwin could manage to take a definitive lead during the second quarter of play, until the end of the first half when Baldwin took control of the game and went on an 18-10 run.

Despite Port senior forward Chris Ryder's ten points in the first half,

Baldwin's strong defense held the Vikings to only six points in the second quarter, which allowed Baldwin to gain on its lead. Port went into halftime trailing 24-17.

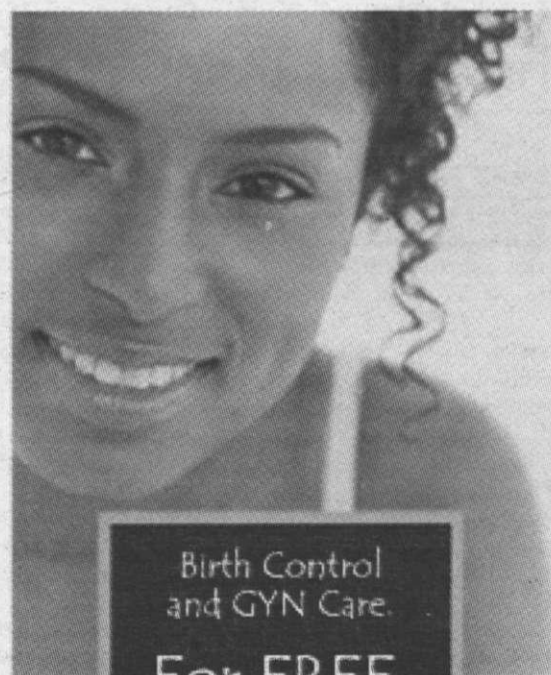
Entering the second half, Port looked to make a comeback. However, Baldwin was prepared to prevent that from happening with some defensive play, taking the Vikings off their game plan. Port was forced to rush its offense, which resulted in numerous turnovers and missed opportunities.

"They made us rush what we wanted to do, and it really got us out of our play," said the team's coach, Mr. Sean Dooley, after the game.

Baldwin adjusted their defensive strategy for the second half, even though the defense displayed in the second quarter seemed to be effective. In doing so, Ryder was held to only four points in the second half. Without an offensive threat, Port was unable to produce enough points to win. Baldwin experienced little difficulty and cruised on to a twenty five point victory.

"We need to capitalize on our chances and not turn the ball over," said junior forward Nick Omeltchenko. "We need to stick to our game plan and not let the other team control the pace of the game if we want to play better this season."

In the game, sophomore Adam Epstein contributed eight points and freshman Ahmad Reid added six of his own. Despite Port's conference record falling to 0-3, Port is undefeated in non-league play. The Vikings hope to rebound from this loss and possibly go on a winning streak to solidify their playoff position.



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# Gymnastics looks to improve from last season

BY Blake Mergler

Staff Writer

At the beginning of the season, the girls gymnastics team set high goals in the hope of having another winning season to follow up last year. Finishing last year's season with an 8-2 record and fifth at the Conference Championships, the team is hoping to continue its winning streak.

Ms. Katie Kintner coaches the team and was on the team herself when she was in Schreiber.

When she first started coaching six years ago, there were only five girls on the team. Currently, there are 19 gymnasts, which greatly pleases Coach Kintner.

"One of my goals for the team was to recruit members, so I was so happy to see the turnout of girls this season," said Coach Kintner.

Practices each day after school begin with team stretches, which act as a warm up.

Then, the gymnasts branch off into events such as floor, bars, vault, and balance beam.

"On bars, I am trying to get the girls to have no stops in their routines," said Coach Kintner. "On floor, I am helping the girls to stay tighter and keep their form. These improvements will help the team do better."

Seniors Amanda Grieco and Nina Zorfass, who have both been on the team for five years, have been captains since junior year.

They are extremely happy with the team's ability to help each other and believe it is one of the attributes that makes the team so successful.

The captains believe that the morale boost in the gymnasts comes from their teammates' support.

"We are able to help each other because everybody is so friendly and we are like one big family, working together to achieve each of our goals," said Grieco.

At the meet there were some gymnasts who did very well. Amongst the gymnasts, Zorfass earned a top score on vault of 8.05. The standard set to qualify for States is 8.1.

A gymnast that has shown great improvement is sophomore Margaux Rand.

Last year, she was never able to perform a full routine, but, this year, she overcame fears and tried vault. At her first meet on vault, she earned a score of 6.7.

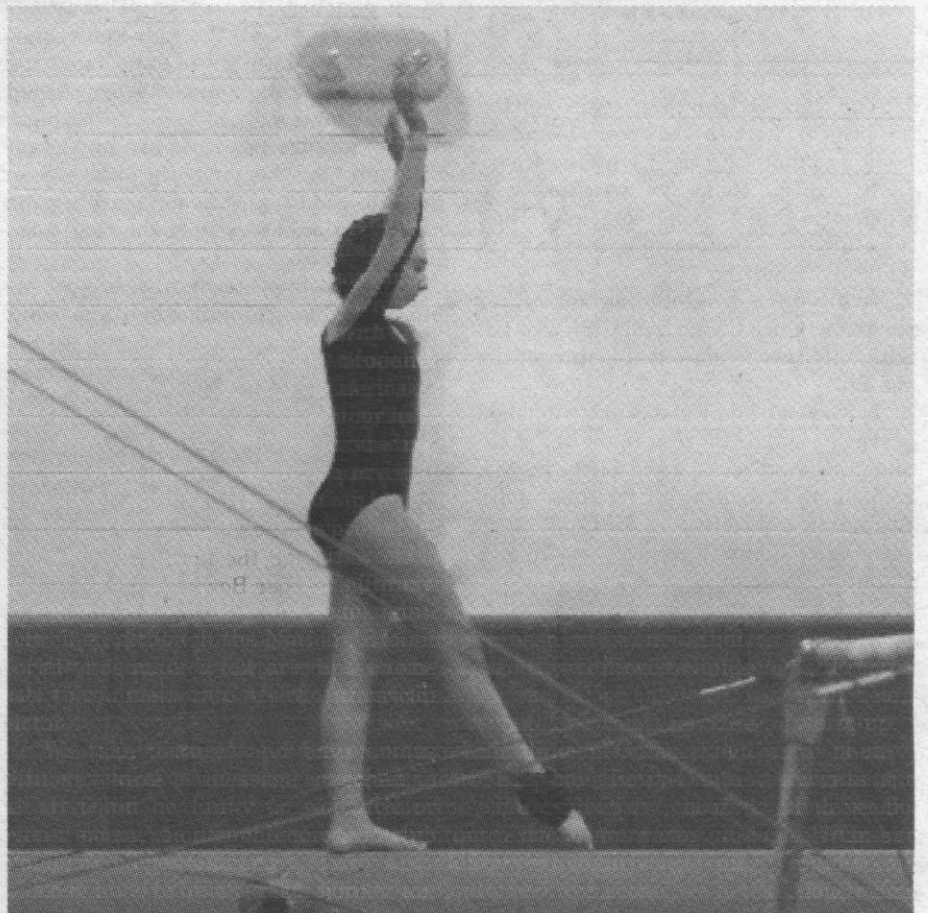
"I am very proud of her and believe she has a lot of potential on vault this season," said Coach Kintner.

The goal of the team this season is to get a high average score in the upper 130s to lower 140s, which would make them one of the top three teams at the Conference Championships. This goal may easily be attained if each gymnast improves enough.

They are evidently getting closer to this goal, as seen at a meet on Jan. 5 when the team had an overall score of 136.2.

Individual members of the team, including Grieco and Zorfass, hope to qualify for the State Championships in February.

"I believe everybody on the team can say that we want to do as well as we can, having the best season possible," said Zorfass.



Gab Balaban

Sophomore Alix Grossman performs her routine on the balance beam and prepares to do a cartwheel. Grossman has played a major role on the team, which looks to achieve a score in the low 140s by the end of the year.

## JV wrestling develops young players

BY Harrison Remler and Mark Brewster

Business Manager and Contributing Writer

Unlike the duties of the various other interscholastic sports teams, those of the junior varsity wrestling team differ immensely. The squad does not compete in any legitimate matches as all players are alternates for the varsity team, even though they comprise their own team.

"The main goal of junior varsity wrestling is to prepare younger wrestlers for the varsity level," said the team's coach, Mr. Brian Walsh.

The JV wrestling team is coached by Mr. Walsh and Mr. Anthony Schettino. Mr. Walsh is currently in his third year of coaching at Schreiber after leaving Locust Valley.

Mr. Walsh also served as a coach at nearby Glen Cove High School and finds the junior varsity wrestling program on Long Island to be great because it allows players to develop their skills.

"The advantages of the junior varsity system installed throughout Nassau County is that young wrestlers can see the amount of work necessary to compete on varsity," said Coach Walsh.

Each junior varsity wrestler is an alternate for every varsity match and tournament. The floor is always open, as

wrestlers have the ability to challenge any varsity athlete for an opportunity to compete at the varsity level. Even though there are no official matches for the JV team, many wrestlers have moved up from the team and have found success on the varsity level. In fact, two of the top wrestlers are freshman Chris Gaeta and sophomore Anthony Williamson. Gaeta placed second in the difficult Walt Whitman tournament.

Sophomore Mike O'Brien believes that his time spent on the junior varsity has helped him.

"There are not many differences between the two levels. We practice and work just as hard as the varsity team," said O'Brien.

"Participating on the junior varsity level gave me confidence going into my first varsity match," agreed freshman Lev Pinkus.

Pinkus went on to become a varsity wrestler through Schreiber's JV program. Walsh believes that all of the players on the team have contributed to the improvement of the other wrestlers.

"Each of these players have become an integral part of the team, stepping up in clutch situations throughout the season," said Walsh.

## Boys bowling loses to Rebels

BY Adam Cole

Staff Writer

Although the boys varsity bowling team was determined to earn another win, they were defeated by the undefeated Great Neck South Rebels on Jan. 7.

The team consists of four bowlers who play three different games each match. Each game is counted toward the record.

This victory boosted Great Neck South's record to an impressive 9-0. The only thing that hasn't changed on this team is their confidence level.

"I think we have a strong and talented team," said senior Tyler Fernandez. "We have the talent to win our league and the team bonds well with each other."

Fernandez started bowling when he was a freshman in high school, and he has continued to pursue his bowling career as the years progressed.

With the skill he has acquired from much practice, it is quite clear why his teammates have nicknamed him "The Beast."

In the first game of the meet, Port was closely defeated, losing by a score of 687-662. During that game, Fernandez achieved four strikes, as did senior captain Colin Kerr and junior bowler Chris Solomita. Junior Max Cohen, however, achieved only two strikes that round.

After each player bowled his ten frames to finish the second game, an unexpected tie drew both teams to a stalemate with each team earning a

score of 701.

This draw gave Port an opportunity to tie or beat the best team in its conference if it won the third game by a large enough margin.

In that game, Kerr scored five strikes, Fernandez scored a turkey (three strikes in a row), and later had a fourth. Cohen also scored four strikes, as did Solomita.

"The Vikings are a terrific team this year," said the team's head coach, Mr. Alan Hagel. "Throughout the season thus far, both Solomita and Kerr attained a high game of 259. They are bowling much better, actually at around 15 percent more than what they did last year."

Closing the final game of the match, Port was defeated, losing by a score of 697-610.

During the game, Kerr only contributed one strike, while Fernandez scored three, Solomita had four, and Cohen added two. With the season record now standing at 6-3, they will hope to improve on past mistakes.

"The defeat we faced was crushing, but they happen," said Fernandez. "We have to take each game one at a time and if we win the rest we will be among the best in the County."

Kerr agrees with Fernandez about the team's skill and its possible season outcome.

"I feel like we are in a good position right now," said Kerr. "We're on the edge of the top spot and with a little extra effort, we'll be among the best in the county."



Eric Glasser

Sophomore Mike O'Brien pins his Great Neck North opponent by putting him in a headlock.

# Calling The Shots

## Can New England be happy with only 16-0 ...or is a Super Bowl win necessary for one of the greatest teams in history?

BY Lane Mergler  
Sports Editor

When I first found out that the New England Patriots traded a fourth round pick for former Oakland Raiders wide receiver Randy Moss last April, two thoughts immediately came to my head. The first was that an NFL fourth round pick is possibly the most highly valued thing in all of sports, considering what it could get you.

The second thing I thought was exactly what New York Jets wide receiver Laveranues Coles stated in a press conference: "Oh, four-letter word."

Patriots quarterback Tom Brady, at long last, got his wish granted; he finally had a wide receiver on his team who was smart enough not to douse his gloves in oil before game time.

And maybe the fact that the new guy was 6'4" and had a vertical leap which could send him flying over a building helped Brady out a bit too. Throw in a quick flanker named Wes Welker, whom the Patriots got from the Dolphins, and a great head coach, and you don't even need a running game to concoct the greatest offense of all time.

For the first time in NFL history, a team has won all sixteen of its games in the regular season. However, can you call its season complete right now, or is a ring really necessary for Brady and Co.?

After all, this season has pretty much been a fantasy year for the Pats, as the offense broke three major records and Brady proved all of Peyton Manning's supporters wrong in what seemed to be the never-ending debate of who is the better player of the two.

After only one year with a good receiver, Brady stole from Manning the greatest thing he was ever able to put on his resume, and, to spite Manning even more, Brady did it on a 65 yard bomb to a wide open Moss right after failing to execute the same exact play. That play also gave Moss the record for most receiving touchdowns in a season.

But I digress from the main point I am trying to make. Let's take a look at some of the other teams which are considered the greatest teams of all time.

First, there is the 1998 Minnesota Vikings. With hall of fame wide receiver Cris Carter on one side of the field, and offensive rookie of the year Moss on the other, this team may have had the greatest wide receiver duo in NFL history. Throw in Dennis Green as the head coach, Randall Cunningham at quarterback and Robert Smith at halfback and you have the team which held the record for most points scored in a season until the Patriots broke that record this year.

Their offensive plan was quite simple: try to bomb it to Carter, and if he isn't open, just chuck it over to Moss for a gain of 50 yards. With such an offense and the sixth best defense in the NFL

that season, it was no surprise that they went 15-1. However, they faced a major upset in the postseason when they lost to the Falcons in the championship game.

They still are considered to be one of the the greatest offensive teams in NFL history and the fact that they did not win the Super Bowl has not tainted their reputation.

How about the 2005 Indianapolis Colts? Also at the top of the list for best offenses in the game, this team has the most successful quarterback to wide receiver pairing in NFL history with Marvin Harrison and Manning. In the backfield, there was Edgerrin James, who finished in fifth for most rushing yards that year.

Their offensive strategy was rather simple—if you can stop the pass, they beat you with James, and if you were able to stop the run, they beat you with Manning and Harrison. If you could stop both, then they would just beat you with Manning and Harrison anyway.

The team started 13-0 and seemed as though they would be the first to go 16-0, but running back LaDainian Tomlinson and his San Diego Chargers were able to stop them.

This team will be remembered as the better team when compared to the Pittsburgh Steelers, which won the Super Bowl that year.

Even though I hate to state the obvious, one team every year wins the

Super Bowl. The team isn't always worthy of winning it, however, because there are some seasons in which there are no truly strong teams. There also are teams that are worthy of winning the Super Bowl that don't; this year, there are four teams worthy of winning it.

On the other hand, no team before has ever done what the Patriots did this year. If the Patriots don't win it all, would you think that the 2002 Tampa Bay Buccaneers were better than this team? Or how about the 2000 Baltimore Ravens, scaring the entire nation with Trent Dilfer at quarterback?

If either of those two teams played the 2007 Patriots, I don't think it would even qualify as a match-up. It would be a domination.

I decided to find out once and for all if the '07 Patriots are better than the '72 Dolphins. The website whatifsports.com allows you to choose any two teams in history to play each other. I had the Patriots play pass heavy and the Dolphins play run heavy in a neutral dome.

After ten simulations, the Patriots went 10-0. So, even though it really is impossible for the two teams to actually play, the closest thing to it claims that the Patriots would win.

This weekend, the New England Patriots face off against the San Diego Chargers in a game deciding who will play in the Super Bowl. Some

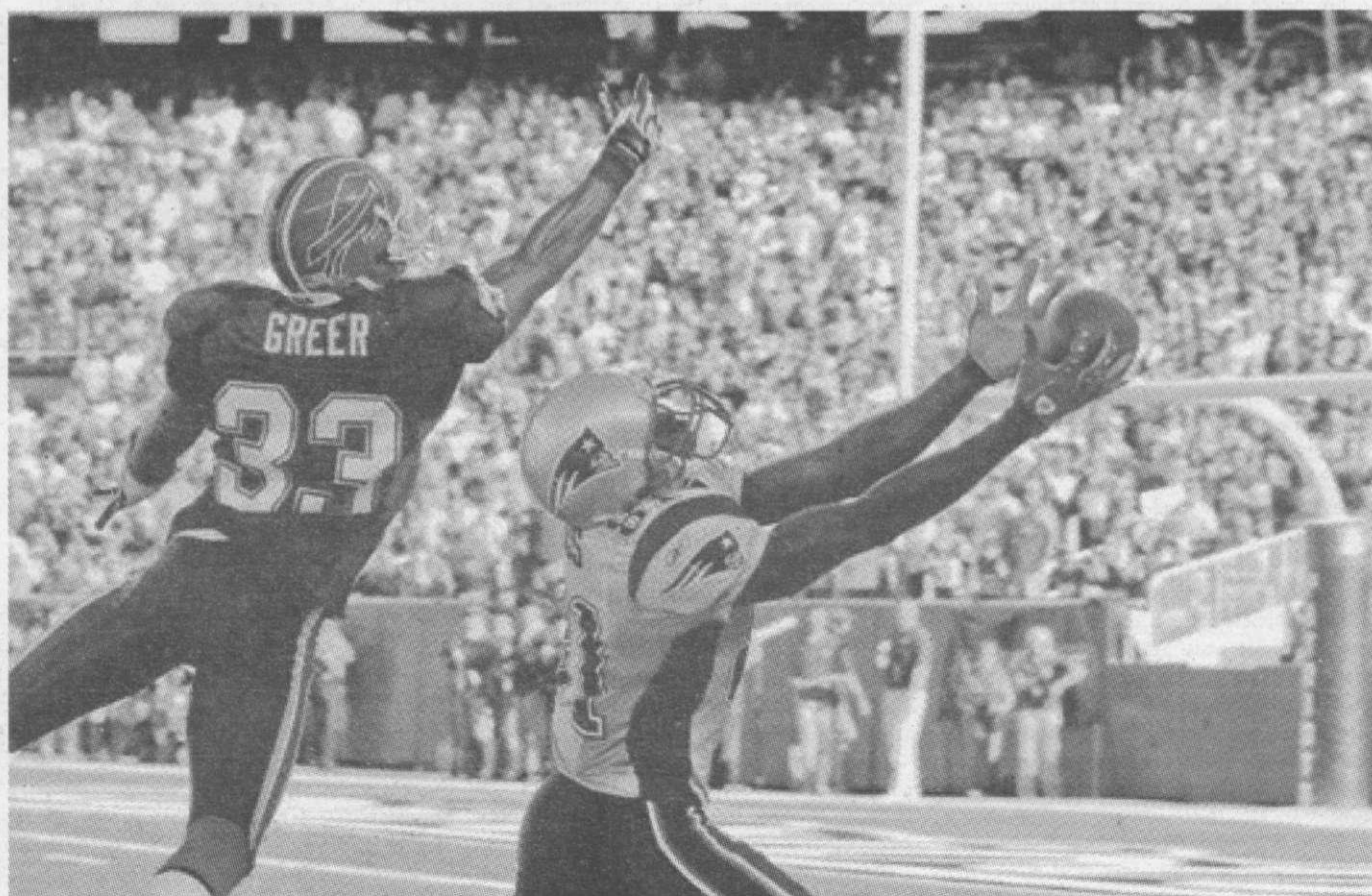
people, who are most likely not paying attention to football this season or do not remember January of 2004 and 2005, think that the Chargers might actually beat the Patriots. Compared to '04 or '05, the Patriots have a better team this year.

Think about it; if New England just pulled off a blockbuster, multi-team trade, Stephen Gostkowski, Ellis Hobbs, Quentin Jammer, Laurence Maroney, Moss, Donte Stallworth and Wes Welker for Deion Branch, Christian Fauria, Daniel Graham, Ty Law, David Patten, and Adam Vinatieri, would you think it was a fair deal? It is apparent that the quality of the team has increased if you just look at the new talent surrounding Brady.

The truth is, there are more difficult things to accomplish than winning the Super Bowl.

When you think of the '72 Dolphins, do you think of how they went 14-0 and didn't lose a game all year, or how they beat the Redskins in the Super Bowl? Did you even know that they played the Redskins in the Super Bowl? The Patriots have gone undefeated, and that's the important part.

A Super Bowl win would be a great way to finish an amazing season, but the bottom line is that now they have finally completed what seemed to be the impossible, everything else that the Patriots do will only be gravy.



LandofPatriots.com

Patriots' wide receiver Randy Moss reaches out to make a catch while avoiding Bills cornerback Jabari Greer. Moss is quarterback Tom Brady's integral counterpart in what is considered the greatest offense of all time. The Patriots were the first team to ever earn a record of 16-0 and the first team to go undefeated since the '72 Miami Dolphins. Ironically, Miami was the worst team this season.

# VIKING SPORTS

## Boys track succeeds in professional arena *Vikings try to lower seed times as Conference meet nears*

BY Myles Potters  
Sports Editor

The winter track team has sustained its results throughout the season, becoming one of the premier squads in the county. Similarly, the team has demonstrated its prowess on the state level at large meets.

"The team has really grown and proven itself," said Sophomore Jake Levine. "Some people think track is an individual sport, but we have really come together as a team and have made strides towards real success at high levels of competition."

Indeed, the team has reached above and beyond at The Armory, the fastest track on the east coast, located in Harlem.

The team competes against other high schools from throughout the east coast at all-day meets. The track is the same track that professional athletes run on at the prestigious Milrose Games.

"Running at the Armory is a lot of fun, but it can be tiring," said senior captain Eli Schwartz. "We often wake up early to get to the bus at seven o'clock in the morning, and then run all day. There are so many teams at the meets that each event takes a few hours, and as a result, we very rarely get home before the evening of the same day. The effort is worth it, because the track is superb, and we often get superior times on this track. However, none of us have qualified for the Milrose Games."

At the first meet of the season, junior Noah Bondy ran 1000 meters in a time of 2:47, which was good enough for twelfth place in the meet.

"The first meet helped us to see where we were going to be this season," said Bondy. "It was a true indication that the team was destined for success, which, so far, we have achieved. I think that the team is bound for great things in the county and conference meets. I'm excited for what's to come."

Also, the freshmen and sophomore mile medley team, comprised of freshmen Chun Liu, Wil Sandoval, eighth grader Ryan Schwartz, and sophomore Dean Takahashi placed second place with a total time of 4:27.

"The youth of the team has really stepped up," said the team's coach, Ms. Robin Cooper. "The two eighth graders, Taylor Titcomb and Ryan Schwartz, who has been with us for two years now, are not only future assets for the team but are playing a pivotal role as is. Not coincidentally, we were able to pick these players up from their soccer teams in the fall, because winter track is a great winter sport for soccer players to stay in shape."

Indeed, Coach Cooper insists that the young runners will blossom in the years to come as they mature both physically and mentally.

"One of our major problems has always been that we have never been able to break through into the upper echelon of track teams in our conference,"

said Coach Cooper. "This elite list of teams includes Valley Stream and Baldwin, who have always been better than us. However, our current situation is one of potential. If we are able to advance as well as I believe we can, we will be able to compete with these teams and perhaps dominate our conference. This is a fortuitous situation, and is one that will hopefully play out for the best for us."

In fact, the team will only be losing four senior runners this season: Captains Schwartz and Eric Ruvio, Kevin Ouyang, and Veer Anand.

This simple fact, combined with all of the young talent the team has, makes for an exciting future beyond the rest of the 2008 season.

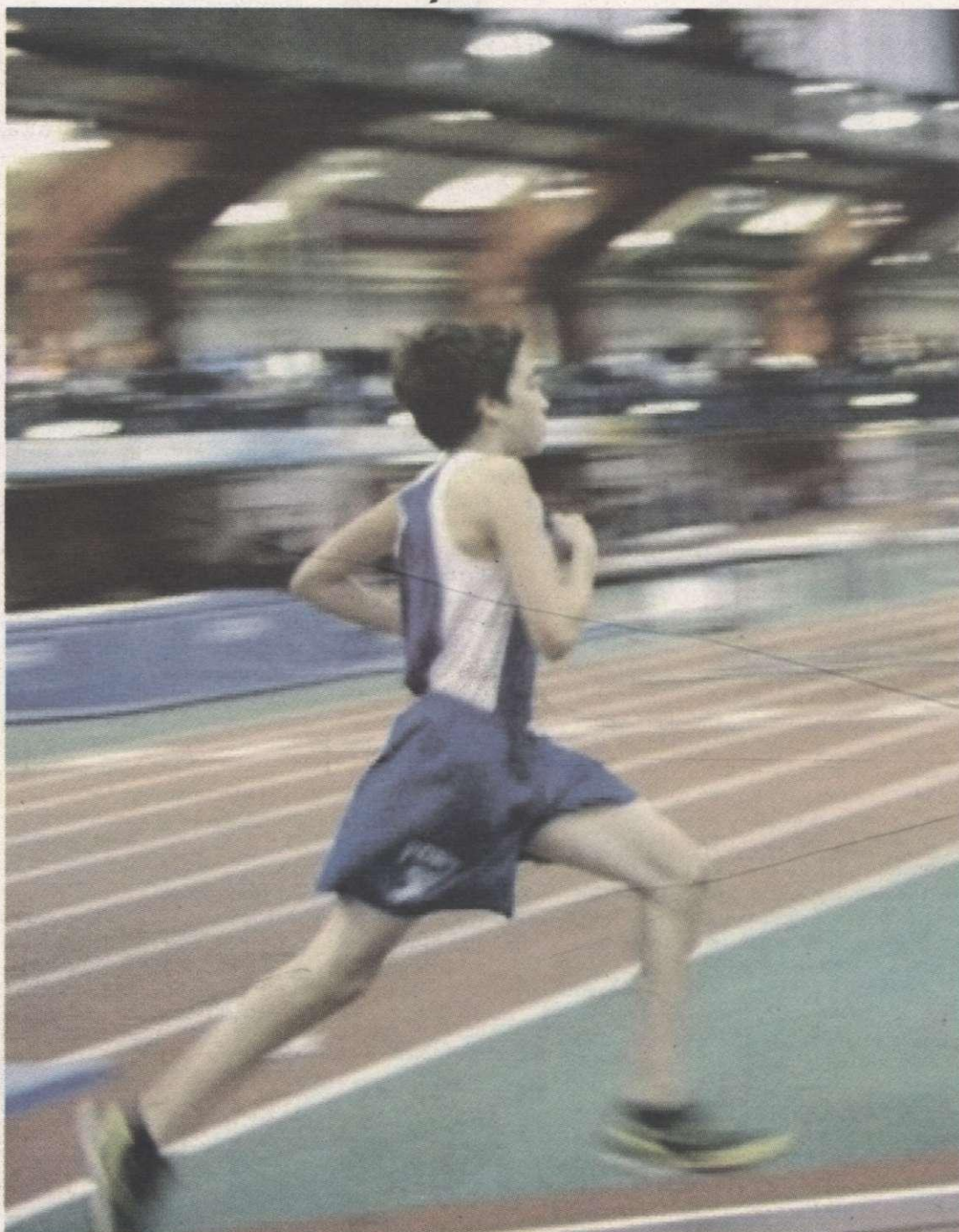
"It's going to be sad leaving the team behind," said Schwartz. "However, I know that the team will really grow. It has a lot of potential and will be very successful in the years to come, not just on the conference level but on the state level and beyond. I'm just upset that I'll have to witness it from the sidelines."

At the second crossover meet, held at Suffolk County Community College on Dec. 27th, sophomore Marco Bertolotti won the 3200 meter, equivalent to the two mile event, with a time of 9:53. Also representing the Vikings on the leader's board for this event was Bondy, finishing in ninth place with a time of 10:22. In the 600 meter event, Levine finished ninth as well with a time of 1:32.

One of the star runners on the team, Bertolotti, has distanced himself from the rest of the runners on the team both in terms of flexibility and speed.

He has found success even at long distance, specifically the mile. As a sophomore, Bertolotti has already broken the 4:30 minute mark, and is keeping pace with and even overtaking the precedent left behind by graduate Richard Schmitz ('07).

Despite this success at the mile, he is also able to partake in 1000 meter relays and even races as short as 400 meters with success.



Jake Levine

**Eighth grader Ryan Schwartz participates in the Freshman and Sophomore mile medley relay, attempting to beat out his opponents. Schwartz and Taylor Titcomb are the only two runners representing Weber on the Vikings squad. Schwartz also competed at the varsity level for the cross country team, a team that finished ninth in the state.**

"Bertolotti is amazing, simply put," said Coach Cooper. "He runs faster than a seasoned senior, and is an amazing year-round asset to this track program, one who by the time he graduates will have left his mark on this high school."

For as much as the team has found success on the track, the Vikings squad has also stepped up its efforts on the field events, often one of the more challenging aspects of the track and field regime.

Sophomore Andrew Vasquez participates in the triple jump, along with junior Albert Suh, who runs hurdles.

One of the challenges the team has had to overcome is the winter season. Between sickness, the cold weather, and the long indoor meets, the winter season can be one of the toughest in which to run. Indeed, a few team members have

been out because of lingering illness.

"The winter itself has been one of our strongest foes," said Coach Cooper. "It's an issue every year, with people getting sick and getting injured in the snow. It can all snowball pretty quickly, although this year has not been one of the colder years for us."

Right now, the team is focusing on getting its seed times for the county and conference meets down as low as possible, but in the mind of the team, the future still looms large.

"I think the focus of the team now has to be the seed times," said Bertolotti. "For me, I'm trying to enter into the meets as fast as possible so I can try to be in the top heats. I know everybody else feels the same way as I do. It's an exciting time, especially with most of the same runners back next year."