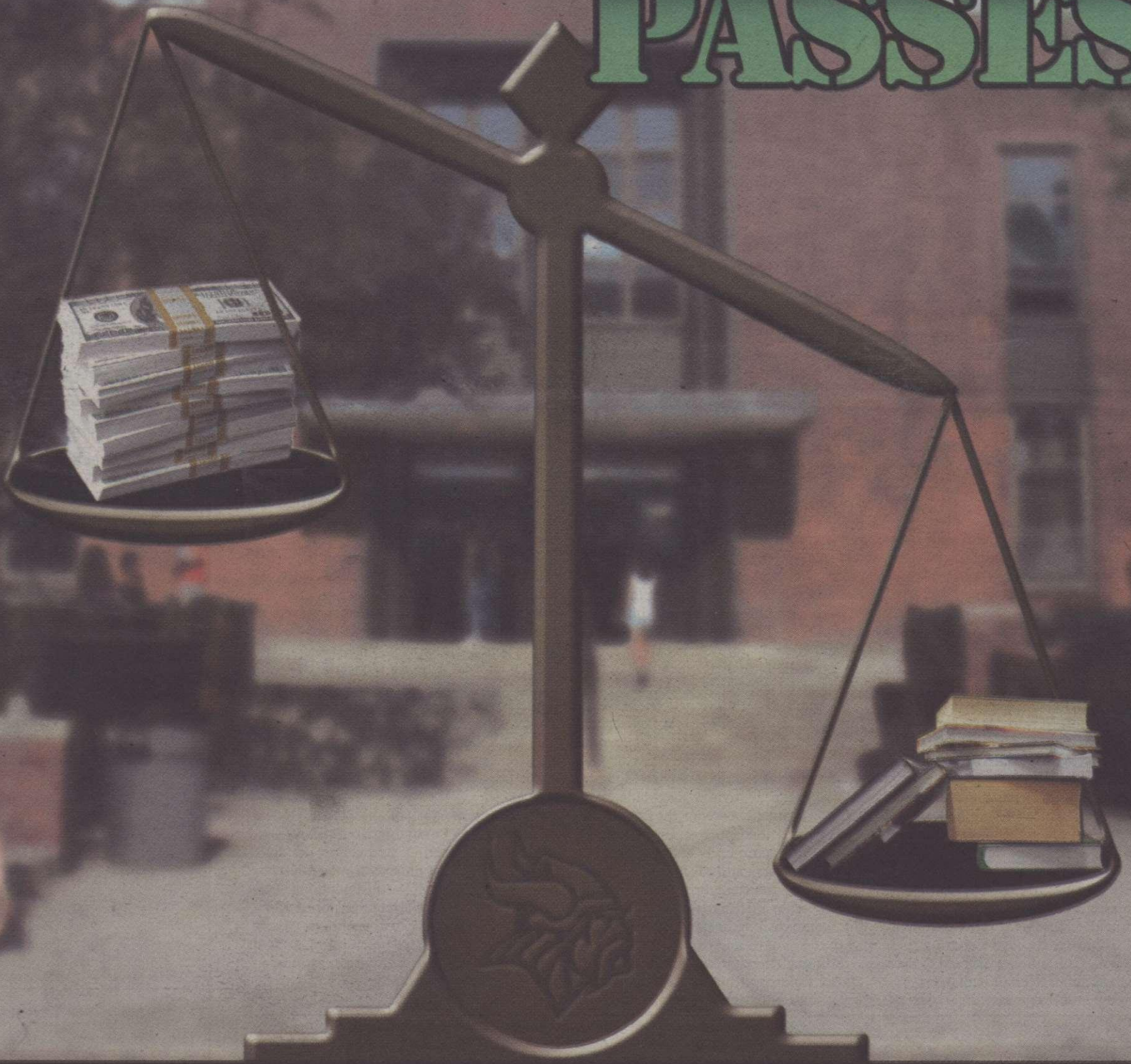


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# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LIX No. 9 May 2009

## BUDGET PASSIES



Port Invitational  
Sports



Godspell  
A&E

Super Senior Confessions  
Features  
Twitter Stalking  
Opinions



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Junior Isaac White shows a sharp contrast between modern and antique style through a picture of a New York City landscape.

## NEWS BRIEFS

### English Honor Society celebrates Poem in Your Pocket Day

As part of April's National Poetry Month, many students carried around their favorite poems during school hours to partake in the national Poem in Your Pocket Day. This event, which took place on April 30, was planned by the newly founded English Honor Society.

The idea behind this day is to encourage people to select a poem they love and then carry it around with them to share with family, friends, co-workers, and classmates. The concept is inspired by Beatrice Schenk de Regniers's "Keep a Poem in Your Pocket."

"If, in fact, the writer and the reader make meaning together, then the purpose of Poem in Your Pocket Day is to bring active, inquisitive, relentless, disturbing, exuberant, daring and beholden meaning to all of our lives," said Ms. Joan Lisecki, advisor of the English Honor Society.

The day was met with widespread participation by the students and faculty. The entire English department took part in the event, which began first period with a Poetry Café in the library. Students and faculty read poems and shared their meanings. Throughout the day, poems printed on "paper pockets" were available to students in the library and English department. Teachers and students joined in during classes by sharing their poems with each other, which led to class discussions about the nature of poetry.

"I thought the event was a great success,"

said Ms. Lisecki. "Generally speaking, teachers choose the poems studied in class. This event provided students with the opportunity to not only choose their own favorite poems, but to also share those poems with classmates and teachers. Many students found new 'favorite' poems or poets that day."

Although this was the first year that the school took part in this event, Poem in Your Pocket Day has been celebrated in New York City since 2002. Last year, this idea was expanded to a national celebration and was supported by the National Council of Teachers of English.

Next year, the club hopes to introduce a Schreiber Reads event and plans to expand Poem in Your Pocket Day.

"Overall, I thought the event was a very good idea, but it could have used more publicity so more people could get involved," said senior Jennifer Lieberman.

~ Sahil Doshi

### Juniors create Equestrian Club

A group of avid equestrians have recently formed a new club, the Equestrian Club, which incorporates an interest in horses with community service. Juniors Nicole Meyers and Brittany Berliner approached Assistant Principal Ms. Julie Torres earlier this year to plan for a club that would cater to the interests of students who enjoy horses and riding.

Although the club is operating under no official funding, it began meeting several weeks ago with the volunteer guidance

of advisor Ms. Carrie Ann Lindstadt, who teaches at Weber Middle School.

"Ms. Lindstadt has been wonderful, and I knew that she really loved horses and horseback riding. She was very enthusiastic and helpful when Brittany and I were just starting," said Meyers.

As the student founders of the club, Meyers and Berliner have been planning events in conjunction with local organizations such as Hooves for Hope, based in Sands Point. This organization benefits children with autism through equine-assisted programs. The participants take part in various activities including therapeutic horseback riding. The club plans to get its members involved in similar programs that provide care for the handicapped with horses.

The club is planning to host a trail ride held at the Sands Point Preserve Barn on June 6, an event open to anyone.

"Whether you are an experienced horseback rider or someone who has never been on a horse, you can join because all of the horses are well trained and safe," said Meyers.

A long-term goal of the club members is to establish a competing equestrian team, which once existed at Schreiber. The club, despite having met only six times so far, has many events planned for the upcoming year.

"We have already elected positions and a bunch of really dedicated members. There are a lot of potential opportunities to host events and work with local organizations, so it is really exciting," said Meyers.

~ Ryohei Ozaki

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# Budget passes by significant margin of 796 votes

## Voters return all three incumbents to the Board of Education

BY Lauren Effune and Ryohei Ozaki

News Editors

Despite the worst economic conditions in recent memory and a low voter turnout, the school district budget passed by a significant margin of nearly 800 votes. Comprising roughly 58 percent of the vote, 2,785 votes were cast in favor of the proposed budget increase of 2.29 percent.

"I am thrilled that the budget passed and appreciate all the parents and volunteers that helped to make this happen," said resident Karen Selzer.

Additionally, voters re-elected the three incumbent Board of Education members, Ms. Sandra Ehrlich, Dr. Roy Nelson, and Mr. Lawrence Greenstein. In total, turnout decreased from previous years with only 4,774 votes cast in total.

Port voters were not alone in their approval of the school district's budget as nearly every budget proposal across Long Island passed.

**"I think the students are the winners when the budget passes, and this year's budget will not compromise the educational programs at Schreiber," said Principal Mr. Jay Lewis.**

Many attribute the passage of the budget to a proper balance struck between the educational needs of the district and the fiscal burdens of its taxpayers. The 2.29 percent increase represents one of the lowest increases in fifteen years.

"I think that the community realizes that the Board of Education respects the tough economic times that taxpayers are experiencing," said Board of Education member Rob Seiden. "By sending three incumbents back and resoundingly passing the budget, the community showed its continued commitment to making the Port Washington school district a leader in education in America."

Throughout the course of the day, many advocates of the budget were concerned that a lower turnout would be

an indicator that the budget might fail. In the end, however, low turnout proved not to be a factor.

"My reaction to the vote is mixed. I am relieved that the community approved the 2009-2010 budget, since a failed budget would have been a disaster," said Ms. Linda Weil. "I am disappointed, however, by the low voter turnout, and can't help but wonder where the parents of school-aged children were today since it appears that they did not go to the polls en masse. There's a message there; hopefully the Board of Education will be able to decipher and take it into consideration as they forge ahead."

A variety of factors led to the particularly low voter turnout this year. Even though it was the second year of having four polling places, many voters still showed up at Weber Middle School, previously the sole site for budget voting.

"I had a lot of trouble because no one told me where I was supposed to vote. It's upsetting that I spent my time getting here only to find out that I am registered at a different polling location," said senior Emma Edelstein.

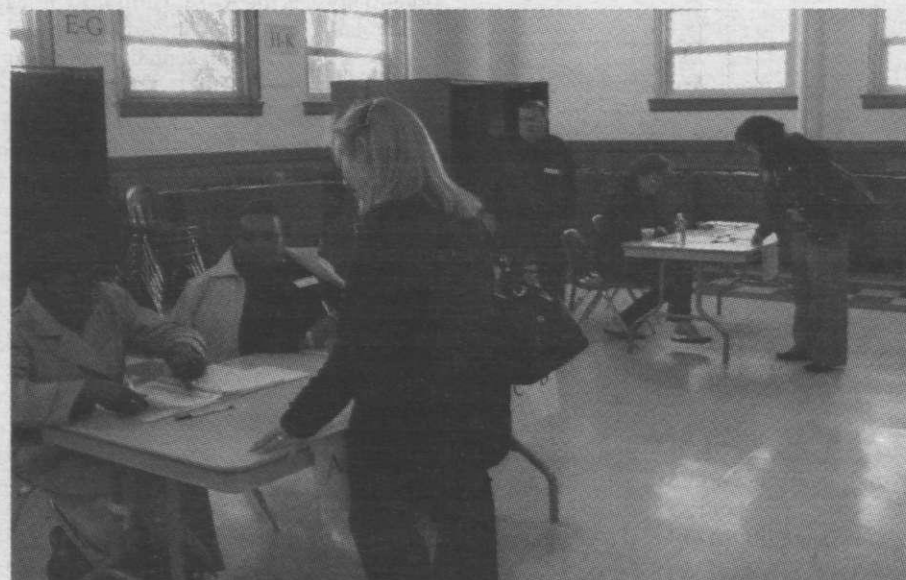
Moreover, since the inception of multiple polling places, voter turnout has decreased each year. This year, in particular, turnout was one of the lowest it has been in the past decade.

"Turnout has been sporadic. There have been surges but also more quiet times. The number of people who came to vote was lighter than expected," said Election Inspector senior Sean Farinaccio who was stationed at Weber.

The election for the Board of Education members was decided by a smaller margin than the budget vote. The three top vote-getters, incumbents Ms. Ehrlich, Mr. Greenstein, and Dr. Nelson, were clustered close together with the most votes: 2,840 votes, 2,677 votes, and 2,647 votes, respectively. The challenger, Mr. William Hohausser, finished in fourth place with 2,131 votes.

"I'm very excited to have another opportunity to be on the Board. I am happy that the budget passed and that the community supported us. We are very eager to get to work," said Ms. Ehrlich.

Due to economic circumstances, increased scrutiny was placed on school



Ryohei Ozaki

**Even though there have been multiple polling places for two years, there was still confusion among voters about their designated polling places.**

budgets all across the country. The Board of Education reduced the initial draft of over four percent to the approved 2.29 percent increase with a corresponding 2.05 percent tax levy. Although the budget passed, voters on both sides expressed anxiety over the current economy and its effects on school taxes.

"I'm not in favor of the budget increase. I'm so tired of my taxes going up, up, up, and we've never had anyone attend the public schools. In these hard times, everyone is making sacrifices. The budget ought to stay where it was or go down," said Port Washington resident Patricia Sears.

Overall, however, voters expressed the desire for continued educational quality and for infrastructure repair as reasons that outweighed the tax increase.

"I think that the school board did well keeping the increase to a low percentage. They're keeping what we need in terms of programs and building repairs, but were very mindful of the residents' fiscal concerns," said resident Susan Hoffman.

There were even some in the community who believed that the 2.29 percent was not sufficient in solving the myriad of problems facing the district.

"In my opinion, the budget should have been increased even more. We are

cutting funds that don't have to be. There is no money for substitutes or assistants and the buildings are falling apart. We'll see the effects of these actions ten years from now," said resident Beth Weisburd.

At the meeting ratifying the budget results, district officials expressed gratitude for the community support of the budget.

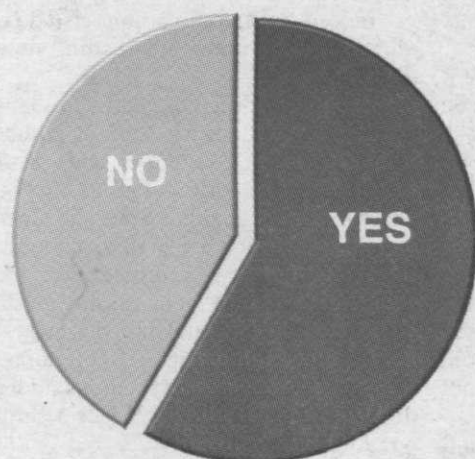
"It is always very difficult to balance providing opportunities to students for success and satisfying the taxpayers' demands. Especially because of the economic downturn, I am proud of the community for looking closely at the budget's increases and ultimately voting 'yes,'" said Superintendent of Schools Dr. Geoffrey Gordon.

Even with the reduced budget, virtually none of Schreiber's programs will be cut. However, the budget does not replace several who are retiring.

"I think the students are the winners when the budget passes, and this year's budget will not compromise the educational programs at Schreiber," said Principal Mr. Jay Lewis.

### Budget and Board of Education Vote Results

Budget Vote



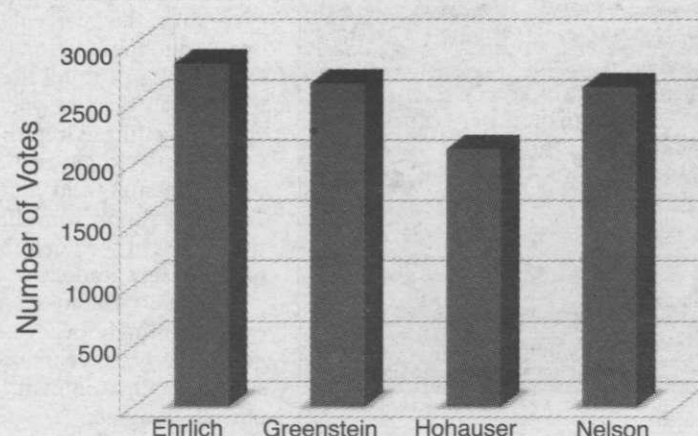
Vote Totals:

Yes - 2,785 (58.33%)

No - 1,989 (41.67%)

Total: 4,774 votes

Board of Education Vote



Vote Totals:

Sandra Ehrlich - 2,840 votes

Lawrence Greenstein - 2,677 votes

William Hohausser - 2,131 votes

Roy Nelson - 2,647 votes

### Comparison of Budget Vote Margins

From highest budget increase to lowest, below are the margins by which the 12 nearby budgets passed.

Syosset	+31.12%
Jericho	+39.52%
Oyster Bay	+21.46%
North Shore	+48.80%
Locust Valley	+15.48%
Great Neck	+70.54%
East Williston	+39.42%
Port	+16.66%
Herricks	+25.80%
Manhasset	+19.24%
Garden City	+28.10%
Roslyn	+43.00%



# Schreiber begins review of traditional grading system

BY Stephen Nash  
Editor-in-Chief

As this school year nears its end, the administration is beginning to plan a massive review of the grading system that could result in a permanent change. No longer would students receive letter grades on their report cards or earn grade point averages on a 4.5 scale, but rather the current grading system would be replaced with numerical averages and a numerical grade point average. This change could come after a comprehensive review to determine the effectiveness and equality of our current grading system.

"No changes in the grading system would be initiated until at least the 2010-11 school year and would be phased in with the first ninth grade class arriving to the high school after approval, should it occur," said Principal Mr. Jay Lewis.

Many supporters of the new system raised concerns about the discrepancies between students who receive the same letter grade. A number grading system is aimed to be a more absolute measurement of a student's average.

"A number based grading system is more concrete to understand than an alpha based system because it is a student's straightforward and pure average," said Director of Guidance Hank Hardy. "Therefore, instead of figuring out what an A really constitutes, straight numbers allow students to know what they have, know what it means, and easily understand it."

Nearby Roslyn High School switched from an alpha grading system to a numerical system and found that the accuracy was an advantage gained by the new system.

"Number grading has shown to be more accurate," said Director of Guidance for Roslyn High School, Mr. Art Mendel.

A change in the grading system is also aimed to produce a more equitable system by not allowing individuals who could be separated by several points to receive the same grade.

"It is simply not fair that many students work really hard to earn, for example a

94, and someone who earns an 89 also potentially gets the A," said junior Rebecca Greenblatt. "Not all A's are equal, yet that is how they are represented under our current grading system."

Indeed, many proponents point to the precision of a number based grading system as a more accurate indicator of a student's grades.

"I am a big supporter of number grades because I think it is a much more realistic representation of what you earned," said Ms. Terri Hall.

Additionally, it is argued that this precision could help to reduce any sort of grade inflation in the school.

"There are those who believe that the alpha system is not precise enough and that this results in a great deal of pressure to raise grades in a manner that puts undue pressure on teachers and the school," said Mr. Lewis. "As a result, there are always those who worry about grade inflation in competitive schools such as Schreiber."

In a poll conducted by *The Schreiber Times* of 80 faculty members, just over 40 percent of respondents supported a number based grading system. In the same poll, however, over 35 percent of faculty members were opposed to a change with the remaining roughly 24 percent having no preference.

On the other hand, in a similar poll of 495 students, the vast majority, over 68 percent, expressed opposition to a number based grading system.

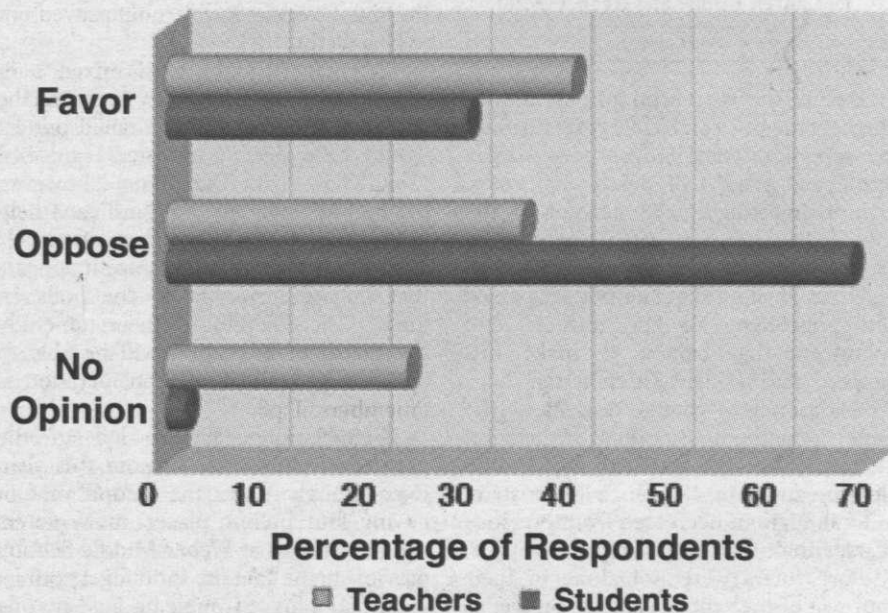
"I think it is a much more stressful environment because when you have letter grades you are allowed a range, some flexibility," said sophomore Sella Grabiner. "With number grades, it is too exact and every point during the quarter matters."

Additionally, many teachers agree that a number based grading policy eliminates latitude teachers should have.

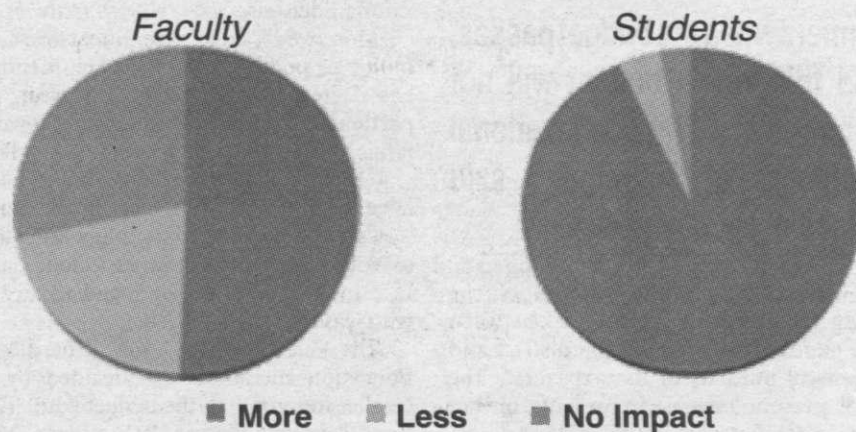
"I think it is harmful to the students because it takes away the flexibility from the teacher," said science teacher Ms. Marla Ezratty. "Numbers prohibit teachers to be understanding of different circumstances and factors and force students to worry about every single point."

Indeed, this issue of latitude is one that many local districts cite as their reasons for

## SHOULD SCHREIBER START USING NUMERICAL GRADES?



## WOULD NUMBER GRADES CAUSE A MORE STRESSFUL ENVIRONMENT?



sticking with the alpha grading system.

"Our faculty strongly feels that the number system is too confining and the alpha system gives more flexibility without having to focus completely on a point or two," said Director of Guidance for Massapequa High School, Mr. Lou Sabitini.

In fact, individuals on both side of the debate generally agree that a number system would make for a more stressful environment. In the aforementioned polls, the majority of faculty respondents believed it would make for a more stressful overall environment even though a plurality supports such a system. Moreover, over 90 percent of students responded that a number based system would cause more stress, once again exceeding the percentage of students opposed to the system.

"Although I think the number system is more fair because you know the grade you are getting is representative of your work, I also know that it will be much more stressful," said junior David Yedid. "Teachers simply won't be able to give you the benefit of the doubt because you can't bump up any grade."

While faculty and students overwhelmingly believe a number based grading system would create a more stressful environment, other school officials disagree.

"Change will always create stress and uncertainty. But, I do not believe that number grades would have that big of an impact," said Mr. Hardy. "If fact, it might reduce stress because there will be more clarity of the grades that students receive."

"Having been a high school principal for many years in several Long Island high schools, I believe that a numeric system calms down the competitive environment and reduces grade inflation," said Mr. Lewis. "However, I am committed to a process of examination and analysis before recommending any changes in the grading system."

Advocates for a change also argue that number grades are an easier system for many colleges and for various scholarships across the country. Yet at the same time, Mr. Hardy acknowledges that no college has ever told the guidance department that they prefer number grades.

"They have worked with our alpha grading system and they certainly understand it," he said.

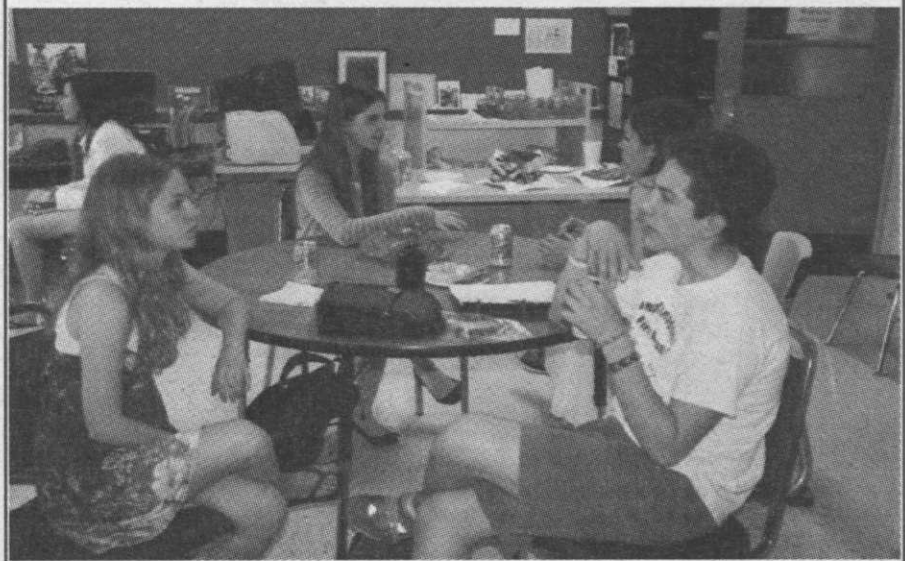
Indeed, college admissions also do not differentiate or prefer any grading system to another.

"We see no difference between a letter-based grading system and a number-based grading system," said Senior Undergraduate Admissions Officer at Harvard College, Ms. Grace S. Cheng. "We do not compare across schools, so the Admissions Committee just seeks to understand the policies and grading procedures each school has chosen."

Moreover, some high schools contend that an alpha system better equips students for college where they will face a similar grading system.

"We believe an alpha grading system better aligns students for a college system based on a grade point average of a 4.0," said Director of Guidance of Roslyn High School, Ms. Lois Smith.

## Writers speak to English students



Courtesy of Ms. Evelina Zarkh

Ms. Kristine Keren and Mr. Dan Paisner spoke in the Writing Center about their work, *The Girl in the Green Sweater*, which describes Ms. Keren's experience during the Holocaust. Students attending the workshop had the opportunity to learn about the process of writing memoirs and interview strategies needed when writing a biography. From front to back: Juniors Zoe Blicksilver, Dave Yedid, Nicole Meyers and Leah Feldman practice interview techniques.



# Ten candidates prepare to run for Student Council '09-'10

Ten candidates have been busy planning campaign strategies to help them get elected for the Student Council executive board. The candidates will present their speeches, and students will be able to vote on May 29.

The Schreiber Times asked the candidates these questions:

1. People say that Student Council hasn't changed anything throughout the school, or done much, in recent years. If you are elected, what plans do you have for next year and how will you carry them out?

2. Membership in the club has dropped a bit in recent years. How do you plan to increase membership for next year?

3. What experience do you have in Student Council? Why do you want to run this year?

## Tommy Doyle



1. What has bothered me in past years and has ended up being my campaign platform is the lack of student representation in the schools' decision making. This can be done through school assemblies and appearances on the radio station. This would give students a reassurance that not only is Student Council working hard for them, but so is their school.

2. Students feel that no matter what they say or do, nothing can or will change in their favor. This pessimistic mindset is the reason membership has dropped and under a Doyle administration, I can assure you, that will change.

3. I have worked with Student Council for the past year and have seen their efforts come to fruition. This has motivated me to run with only a year's experience. It is better to run sooner than later when you want to fight for what you believe in.

## Sean Graf



1. The fact is that the Student Council has made great efforts and made progress in the past 3 years in involving more students in Schreiber life. Whether it was helping to coordinate Spirit Week, organizing various sport competitions such as Dodge Ball and Ping Pong tournaments, or running the very successful Battle of the Bands, the Student Council has made a commitment to involving more students. If re-elected, I plan on calling upon all Schreiber students to come together and get involved in their school so that we can make Schreiber a better place.

2. To increase membership in the Student Council, I plan on returning "Council" to the Student Council. By this, I mean encouraging every club and sports team in Schreiber to send one member to our meetings to become more informed about potential plans.

3. I have been so fortunate to serve on a Student Council now for nine years. With my knowledge and experience as not only vice president and president of Weber but also as an executive officer for two years on the Schreiber Student Council, I am the best qualified to move your visions into reality and your ideas into action. I will get things done.

## Eddie Grove

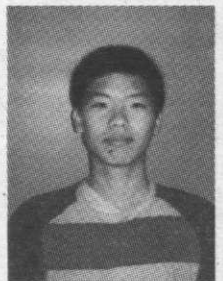


1. I plan to learn from my experience on the StudCo Board this year, as this experience taught me a lot about which Student Council initiatives work and which do not work so well. I plan to help develop another activity that will replace the Homecoming Dance. I also plan to increase StudCo publicity by utilizing the new Portnet site for a StudCo page.

2. I plan to increase membership by pursuing new PR strategies to attract members. I plan to continue the "bring a friend" policy, which has had some success, and discuss issues in meetings that are most important to Schreiber students. This will make students care more about what is going on at meetings.

3. I have been a member of Student Council since ninth grade, and I was elected to the executive board in the spring of last year.

## James Kim



1. Well, I think the Student Council is doing many things, like organizing the Battle of Bands and the Ping-Pong Tournament. But, I think it could do more if it had more money. So, if I am elected I am going to find ways to raise money and use it for necessary and appropriate activities. I would also like to provide ways for the students to tell their concerns to the Student Council officers.

2. I've been to the club meetings and have noticed that the members failed to attend some of them because they seemed unnecessary. So I plan to make sure that the club and its meetings are productive and always have a goal.

3. I've been part of the club for a year and I want to be an executive officer because I want to lead the Student Council in managing the effectiveness of its activities.

## Kori Lay



1. If I am elected, I would like to make it easier for people to share their thoughts and ideas with the Student Council. To do this, a box could be put in the lobby for people to submit what they want changed or what they would like to see within the school.

To increase the amount of seating in the cafeteria, I would like to add chairs. Another complaint I have heard from a large number of people is the penalty for forgetting to sign in first period. I will try to meet with the principal and assistant principals and discuss maybe lowering the punishment from detention to tank.

2. To help increase the membership of Student Council, I would add more advertising around the school. By showing that we are open to people's ideas, I hope more people will come to the club with ideas, complaints, or suggestions that they have.

3. This is my second year in Student

Council, but this year I was more involved than I was last year. I want to help bring about change to our school, and make it easier for people to let Student Council know what they want done.

## Brittany Nachamie



1. I want to go get more chairs for the cafeteria, so people don't have to stand, or share chairs to eat lunch. Also I would like to have the Commons open all day so people have more options on where to hang out so they are all not walking around the hallways or in the library or cafeteria. For each classroom I would like to make sure that there is a box of tissues in each classroom at all times. I would like to purchase electric pencil sharpeners for each classroom.

2. If I get elected, I will try to make everyone I can join. I would like to plan some big events that will get a lot of people in different grades involved so that more people will want to join and help out. I hope that having the underclassmen represented on the board will also hopefully make more people want to join and feel more comfortable.

3. I was very active in eighth grade. I want to run for Student Council this year because I think I will be a great leader, and represent the school well. I want to represent the underclassmen on the council.

## Jai Sanjani



1. A successful student government requires both internal cooperation and active student outreach. After all there is no student council without the student body. This approach entails public suggestion boxes, and a more interactive Student Council bulletin.

2. To increase membership as well as representation, I once again propose increased cooperation. Since one of the main purposes of Student Council is to serve as a liaison for class activities, I plan to enact a club representation system in which various clubs such as grade clubs and other organizations can send representatives to meet with the student council at its bi-monthly meetings to discuss concerns and issues.

3. I have been continuously involved in Student Council activities and have been attending meetings here at Schreiber religiously for the past two years. I wish to run this year because of what I can bring to the table. In past years, I have proven that my goals will be carried out and resolutions will be enacted.

## Max Segal



1. Although people may say this, I do not completely agree. Student Council runs a number of school events (like Battle of the Bands) and constantly lends money out to other

Schreiber clubs. If I am elected I want to continue to help promote current Student Council events and even help bring back old ones like the Homecoming dance.

2. Next year, I believe we can increase Student Council membership by awarding current Student Council members who bring friends to meetings and by making it more clear to the student body that there are free bagels at every meeting. It is hard for anyone to resist free breakfast.

3. Last year I ran for Student Council Officer and was elected. I feel that I can further contribute to the club and to the school if I am elected again this year. I think that Student Council membership is going to go up next year and it will be a good time to make changes and improve our school.

## Andrew Seo



1. Personally, I do not feel like Student Council has remained idle in recent years, and in particular this past year during my first tenure as an officer. Aside from the generous monetary donations that the club makes to worthy causes, it plays an active role in the school community through its service.

2. After being there for some of the larger Student Council meetings as a freshman, I have personally witnessed the effects of decreased Student Council membership. If elected, I will renew the club's sense of openness. Whether it be establishing publicity committees or personally going out there to promote upcoming meetings, I am fully prepared to increase attendance for next year.

3. After being an involved member of the club for two years as an underclassman, I decided to make the transition from listening to the Student Council meetings to running them. Winning last year as a sophomore was one of the most gratifying moments in my high school career. Personally organizing the events from this year and publicly championing student causes has taught me to be a better officer, and I hope to apply this knowledge during my final year at Schreiber.

## Son Yon Song



1. One of the reasons why a lot of people think Student Council hasn't done much is primarily because they feel we've been spending money on useless events. If I am elected, my main focus will be to raise a good amount of money and strategically spend it according to the students' needs.

2. Most students don't even know what we do at Student Council, which is probably the main reason why membership has decreased. If the seven elected officers can show that Student Council is active and promote the events that we sponsor, we might be able to bring some interest to the rest of the school to join Student Council.

3. I've been involved in clubs like Student Council since 8th grade, and I was first interested in Student Council here at Schreiber after Spirit Week 2008. I'm running this year because I have much to contribute to the school and I take my responsibilities seriously.



# New crossing lights installed near campus Countdown to red light makes crossing safer for students

BY Christina Vlahos  
Arts and Entertainment Editor

In an effort to increase the safety of students on the streets neighboring Weber and Schreiber, countdowns were installed under the pedestrian crossing displays. Two machines were placed below the usual displays indicating to pedestrians whether or not it is safe to cross.

These countdown displays, installed on the corner where Campus Drive meets Port Washington Boulevard on May 13, indicate how many seconds are left until the light changes.

When students reach the end of Campus Drive on their walk home after school, a button, which is located on the telephone pole, can be pushed to activate a countdown clock. Pushing this button will basically initiate the countdown monitor. Once the light changes, allowing students to cross the street, the monitor will indicate how many seconds are left.

"I think they're going to be really helpful safety-wise," said crossing-guard Ms. Kelly Cummings. "The kids that are coming down don't know how much time is left but for the countdown. Also, they can't start the countdown unless they push the button."

"In Washington D.C. they've had these timers for a long time. When the timer starts you're always rushing to the other side," said freshman Christopher Falcioni.

On May 18, from the end of the school

day to 3:45 p.m., at least 200 students walked down Campus Drive and crossed the street, but on only three occasions were the clocks utilized. Along with the novelty of these new aids comes students' lack of knowledge as to how they operate.

Some students also admit that they are unlikely to utilize the new countdowns and simply cross when indicated by the pedestrian crossing displays.

"I did notice the countdown clocks, but I don't care all that much," said junior Gabby Borutecene. "It doesn't affect my life. I'm still going to cross the street as I always do."

"The people who have been running across the street are going to keep running across the street, but instead of having that blinking red light and not knowing how long you have, you have a set countdown of how long before you get run over by a car during times of heavy traffic on Campus Drive," said sophomore Sara Lyons.

The Port Washington Police did not know the precise reason for the sudden installation of these devices. However, an officer at the station who did not identify himself stated that the New York State Department of Transportation usually institutes the policies which require towns to install such devices to monitor traffic. Similar monitors are expected to be installed over the next couple of weeks all over Port Washington Boulevard.

"The countdown clocks are going to make for a safer Port Washington," said Ms. Cummings.



Ryohei Ozaki

New timers installed under the traditional crossing signs make it safer for pedestrians. This light, one of the two installed at the cross-section of Port Washington Blvd. and Campus Dr., begin counting 25 seconds before the red light.

## Poetry Café entertains listeners

BY Ali Nierenberg  
A&E Assistant Editor

With the tables cleared out and the chairs arranged, the Schreiber library became the backdrop for the English Honor Society's Poetry Café. Students filed into the area on April 30 as music was played and bagels were served.

Senior Jaclyn Majewski started off by reading an original poem about individuality, which provided an appropriate introduction to the event.

Although most of the poetry was not original, the audience was still engaged due to the various subjects presented.

Junior Nick Gardella's poem discussed pop culture in a unique way, while senior Hilary Orzik's reading of "Phenomenal Woman," by Maya Angelou, stirred thoughts of inner strength.

There were also some unique readings that were shared during the event. One poem was initially read in Spanish followed by a reading in English. Special Education student, sophomore Kevin Greenstein, also moved the audience with his reading of his original poem.

"It was planned really well because students, even if they did not plan to read a poem, had the opportunity to do so with their poem in their pocket," said junior Subah Nanda.

The library gave out poems as students left the event. Printed on little pockets, the handouts encouraged participation in Poem in Your Pocket Day.

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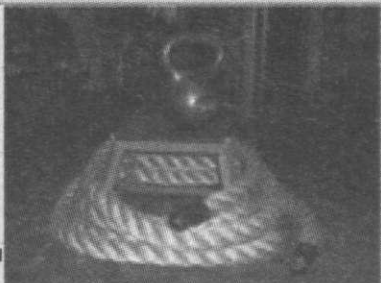
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MAN 4/25

MAN 4/25



## Point

## Counterpoint

## Should Schreiber have an AT curriculum instead of AP?

By Blake Mergler

Assistant Opinions Editor

A few weeks ago, I took my first AP exam of my high school career. As much as I am glad that it is over and that now our class gets to sit back and relax the last few weeks of school, I am left to ponder the thought of what my first AP course would be like if there was no AP test involved.

Now, to most, that might seem ridiculous: what's the point of spending all year learning information if it is not for a test that granted college credit? However, some school districts across the world, including Scarsdale High School, in Westchester, New York, no longer enforce AP tests; students are given a choice whether to opt in or out of taking an AP exam.

Therefore, students with the ability and willingness to learn take advanced classes not focused on the tests yet comparable in difficulty. Instead of many students taking classes solely for college credit, students who are naturally interested in biology or U.S. history would choose the advanced level of these courses, which are called Advanced Topics (AT).

I know that some readers must be rolling their eyes right now at the thought of such a thing, but let's think about all the benefits of not having AP tests at all and learning for the joy of learning instead.

According to an article in the *New York Times* in December 2008, "Scarsdale Adjusts to Life Without Advanced Placement Courses," students in an AT English class "spent a week studying Calder, Picasso and Monet to digest the meaning of form and digressed to read essays by Virginia Woolf and Francis Bacon— items not covered by the exam." Now, instead of just learning about one masterpiece, a class would be able to explore the details of renowned pieces of literature, by reading them in depth.

By not having teachers and students fretting about the AP tests awaiting them in early May, classes can be at a relaxed pace while maintaining rigor. Teachers can focus on what they find most important and have more freedom with their class time.

For example, knowing that an AP European History test is in early May, teachers may refrain from having students read some great works and instead give students "primary source packets" to efficiently draw a conclusion about Adam Smith's philosophies and get that 5. However, if teachers were not so focused on getting the material done in time, students would actually be able to explore the works of the past, whether in novels, poetry, or philosophy.

This would add a whole different dimension to learning, and improve the students in that classroom. Teachers are basically given an extra month to teach

the curriculum and can therefore be more creative. Students would be able to explore instead of being handed the material that needs to be covered before the test. In this way, having an enforced AP exam prevent classes from fully learning a topic, whether in history, math, English or science, in depth.

Additionally, by not having AP tests, students can enjoy themselves as well. Instead of constantly worrying about learning for the test, our student body should be able to learn for the sake of learning and grasping material.

Aside from actually adding to the learning process, there are many more aspects that I believe make an AT class more beneficial than an AP class. During an AP test, a year's worth of difficult material is stuffed into a few hours of testing. How is this a fair way of testing individuals on their knowledge?

If the College Board actually wanted to cover all the information given in the class, it would need days, or at least twenty-four hours. Instead, the AP tests give select questions, not allowing for a full overview of class material.

In addition, anyone who has taken AP exams would be able to say that they are stressful. Is this necessary stress? I am sure Scarsdale High School, along with other schools that no longer enforce AP exams, is saving a lot of students from getting gray hairs. Now, this is not to say that the AT curriculum is any less stressful; however, by not enforcing an AP test on a student who does not want to take it, a student's life becomes

a whole lot less of a hassle at the end of the year.

Due to these reasons and obvious advantages an AT curriculum has to students who enjoy learning and teachers who enjoy teaching, I urge the Port Washington school district to consider offering an AT curriculum that offers AP exams but does not teach directly for the test. This would be beneficial, as students will be learning for the sake of learning—a concept most students do not understand.

Students are too concerned with getting a good score on an AP exam to truly enjoy and explore the class topic. In order to change the outlook of many students in the district who are centered on test scores, let's start now; without AP tests, students can sit back, relax and enjoy the class material.

By Daniel Bialer

Staff Writer

Most students want to be as well prepared as possible when taking their examinations. At Schreiber, students have the advantage of being well prepared by their teachers for many of the standardized tests that are offered nationwide. The AP courses currently offered at Schreiber are designed to prepare students directly for the corresponding exams in May that are taken by most students enrolled in the classes. This method of teaching is effective because students know exactly what is expected of them and how to take the tests when the AP examinations arrive.

Some schools are switching to an alternative method for teaching accelerated classes. This new way of teaching is called an Advanced Topic (AT) class, and it does not prepare its students for the AP tests nearly as well as AP classes do. Many times, AT classes go beyond or below the standards necessary on an AP test and make it more difficult for students to successfully pass the exams.

Since AT classes do not prepare students for these important standardized tests, schools who use this system are allowing their students to be ill-equipped for such important tests. In our school's current curriculum, using AP rather than AT class settings is more beneficial for both the individual student and the school community as a whole.

The AT classes have no required amount of information to be learned.

This allows teachers to cover as much or as little as they want on a topic. The students who still decide to take an AP test cannot easily study from their class notes. They will have to teach themselves additional material.

In addition, many classes finish the material in June, rather than May, so there is some material that a student taking an AP test will have to study before it is covered in class. In an AP class, if teachers desire to teach the students

material that is not covered on the AP test, they can teach the material in the last month of school when there is no test left to prepare for and a month of free time.

"I think it is more beneficial to keep AP classes because we do the extra work and are prepared for the AP test," said sophomore Annabelle May.

In the conventional AP course, the tests throughout the year are based on the format of the May test. In a class that does not directly prepare for the AP test, this may not be the case. A class that does not teach to the test, like an AT class, could easily not include things like essay writing, which may be necessary on the actual exam.

For many students, it is difficult to learn something without the guidance of a teacher. This means that students who understand material best in a class setting need to either attempt to study from a review book or hire a tutor. Having to turn to these extreme alternatives could be averted if they were enrolled in AP classes. It is overwhelming to take a major test, like an AP test, so it is nice to have your teacher preparing you for it. For an AP test, teachers can prepare students with review sessions and cram kits that can definitely help students improve their grades.

When a class does not teach toward an exam, it may encourage students not to take the exam at all. For many, the idea of taking a test that does not even cover the same material as what is in their class is not a positive one, and some find it a waste of time to do so.

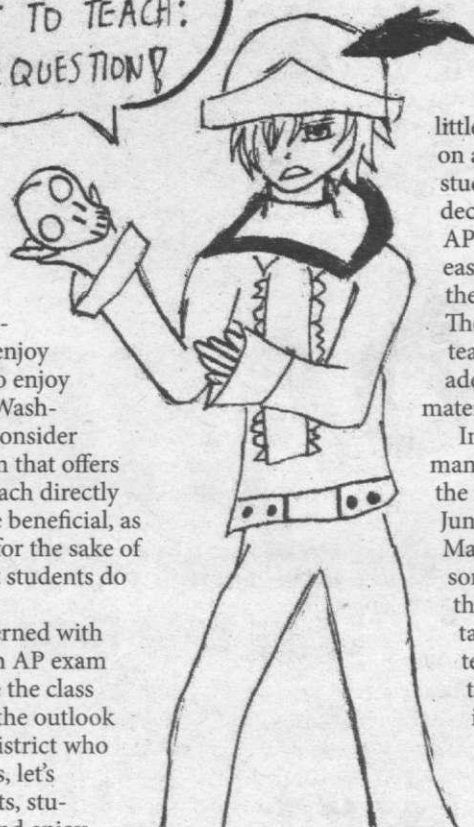
Students who do take AP tests without being in an AP class may also have lower grades on the test. It is difficult to tackle that kind of test by yourself without a lot of discipline. Many students do not have the self-motivation to study for a test without the support of the teacher or other students. And without this support, grades will most likely be lower.

If one does not take the AP test that coincides with the advanced class, one does not take advantage of taking and surviving the class. By not preparing students for the AP tests, some schools are doing their students a disservice. If they choose to take the test, they will not be as well prepared for the test that they should be able to do very well on.

The standardized test scores are often used as a comparison between schools. If a school does not prepare its students for a test, they are doing nearby districts a service. In addition, their school may be less likely to receive budget increases when the lower standardized test grades are seen.

It is very important for a school to prepare its advanced students for AP classes, instead of allowing them to take it on their own. A class in the topic can be a huge benefit for students and to deny them one that prepares them for the AP tests is not the right way to go about running such classes.

TO TEACH TO THE AP TEST OR NOT TO TEACH: THAT IS THE QUESTION?



Loren Giron



# Seeking a better solution to regional AP testing

BY Dorothy Kim

Staff Writer

May marks that time of year again when many students across the country are furiously flipping through review books and spending many sleepless nights cramming for AP exams. However, in some states, this circumstance may be more prevalent than others, as states have different amounts of time to prepare for such examinations.

AP courses, in areas in the Northeast, last from the first day of school in September until the beginning of May when testing starts, giving students and teachers less than eight months to complete an entire course. This seems like an extremely short time to cover such an advanced, in-depth curriculum.

However, many high schools in states such as Arizona start in early August. Since students in those schools still take AP tests at the same time as we do, students in those areas have a whole extra month to prepare for these grueling examinations.

Now, some of you may be asking: why, then, does the entire world have the same AP test for a certain subject? The simple answer is that the College Board only wants to create one test and does not want to spend extra time and energy creating another test. Of course it would be necessary to create completely different tests in the case of having regional exams because students would easily be able to access answers by communicating with other students who have already taken the test that year.

In addition, in order to ensure that one test is not more difficult than the other, the College Board decides to only have one examination in a subject area.

However, I find it completely necessary for the College Board to create two tests; states like New York, New Jersey, and Pennsylvania that start school later can have different tests given at a later date. This system would be similar to the SAT reasoning and subject tests which test the same content but offer various times to take the tests. This way all students will be able to have the same



amount of time to prepare for these exams.

As students, we already have a hefty workload; having AP exams in May on top of everything else creates an overwhelming amount of stress on top of everything else. Why should we have one national exam for each AP subject just to match the schedules of schools that start a month earlier and then end a month

earlier as well?

What about the other schools that have a whole month less to learn the material and study? We shouldn't have to rush to finish the curriculum, especially since these are AP courses—they're difficult enough as it is.

This sentiment is shared with many around the school. One reason for this is that even if all the material is covered



Eunice Kim

in time for the May exams, high schools in other states are still at a significant advantage. Many students feel regional tests would be more beneficial to them than the national tests, as it would provide for a review month.

"We should have regional tests," said sophomore SonYon Song. "It's so unfair. We rush so much at the end of the year to at least cover all topics in Euro, but

people in California get a whole month more."

In addition, while taking an AP exam you should notice the asterisk with the addendum that exams given in Alaska must start an hour earlier. If different tests were given regionally, there would be no time issues.

Not only do many students struggle to cram in all the material for their courses, but the teachers at our school have to stay strictly on task and hurry to cover all the material that would be on the AP exam. Very little time is allotted for teacher absences and the other myriad contingencies of the school year.

"It is a major problem. I always find myself pressed for time when finishing the curriculum, and it's not fair for us to have to compete with the other schools in different states," said Ms. Marla Ezratty, the AP Biology teacher. "We can also be negatively affected by the curve. We should either have the same school year, or we should have regional exams."

A major complaint for most parents of AP students is that after the commencement of exams, the remainder of the year is spent watching movies or other "supplemental enrichment activities." Either way, the general consensus is that we waste the last month of school doing absolutely nothing, while the west coast, that started in August, is out for summer by the last week in May. If we did have regional tests, this month of school would not be wasted by AP classes.

Despite the varying opinions, it would be logical for the College Board to consider creating regional exams for the sake of being fair to all students and teachers involved in AP courses nationally and around the world.

## Twitter's tweets provide roast pheasant for many stalkers

BY Lauren Goldstein

Staff Writer

For those of you who have not heard of the new phenomenon of Twitter, it is essentially a service for family, friends, and co-workers to communicate and stay connected through the exchange of quick, frequent answers to one simple question: What are you doing right now? It gives you constant updates on what is going on in someone's life and allows you to know all the details and small events that occur in a person's day. You

can find your friends through Twitter and "follow" them. This allows you to be notified when your friends update their blogs. You choose who you "follow," yet this option is open to anyone with whom you are friends.

Even though many understand what Twitter is, many don't understand why people enjoy it. I happen to be one of them. Is there really a point in posting constant updates on your blog page for friends and family to see what's going on in your life at every single waking moment?

Moreover, why is there a need for anybody to know that? It isn't necessary for them to know every minuscule detail that occurs throughout a person's day, like getting a cup of coffee or eating a piece of fruit.

If a person truly wanted to share the mundane actions of their day with someone, they could easily call them up or text them to inform them of their actions. In this way, I find Twitter to be a meaningless waste of time for some people.

I also believe that it crosses the line of privacy. If people are constantly reading your blogs, they can know everything about you. When you talk to them on the phone later and they

Eunice Kim

day, it ruins much of the conversation and destroys many topics to discuss. It could cancel out the fun of talking on the phone in the fact that what would be said is already known.

In addition, it could add to drama between friends. For example, if someone writes that they are going to a party and another friend who was not invited and wanted to go finds out through Twitter notifications, it could create some unwanted jealousy among a group of friends. Why does everyone need to know what each of his or her friends is doing every second?

In addition, while it is only friends and family most of the time that are looking at your Twitter page, it doesn't change the fact that sometimes it becomes a little stalker-ish as they can track your every move.

While most of the time it is friends, families, and other people you may know, it is still possible for anyone to look at your Twitter page. There are no boundaries; for all you know, a person from Japan can be following your hourly updates. Does that not sound a bit unnerving?

Many won't know who you are if you don't know who they are so while it isn't possible for them to actually check up on your recent blogs or comments back to other's blogs, it is still doable for anyone to access your page.

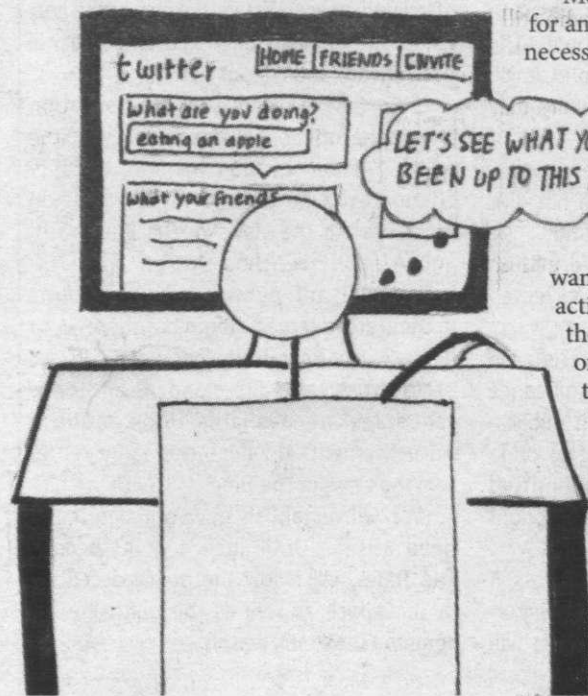
Instead of friend requests on Facebook, which make that site a great social network, Twitter users do not need to request to follow you. Simply, all one needs to do is find you.

Twitter is not only a social site; it can lead to horrifying experiences, including men having sex with minors that they met through the site, as documented in a recent court case.

Twitter seems to serve another purpose of the publicity of celebrities. Anyone can simply go on Google and type in a celebrity's Twitter. It is mostly updates about their upcoming concerts or trying to make a good impression on fans by making a general yet positive statement. However, it still stems back to the fact that anyone can read a celebrity's page and it crosses the line of invasion of privacy and even borders on stalking that person. And if it's that easy for someone to obtain a celebrity's blog page, it is just as easy for them to get their hands on yours as well.

At the same time from the other point of view, it is abnormal that people who do have a Twitter page would want anyone to know their every move. The fact that they would actually post a play by play of their lives for their family and friends to see seems quite ridiculous and says something important about our generation. Why do they enjoy the fact that people can keep track of their everyday lives and even be "followed?" Do they not find it the least bit creepy and strange?

Overall, I personally do not believe that a Twitter page can result in anything positive. It's aimless and bizarre. Students at Schreiber should strongly consider the downfalls of being on Twitter before starting a Twitter page themselves.





# Editorials

## Time wasted after APs

After months of grueling preparation, countless sleepless nights, and hours of review sessions, the Advanced Placement (AP) exams are finally behind us. However, while the curriculum has been covered and has culminated in the hardest test of the year, students still report to classes to fill those periods in their schedules. *The Schreiber Times* feels that after students in an AP class complete their AP exam and class final, and do not have a pending Regents, they should be exempt from returning to classes or be able to modify their schedules. While this stance might seem to simply be a cop-out for fourth quarter students, such a policy actually makes the most sense and mimics the schedules students face across the country.

AP exams are given in May to not only replicate a college schedule, but also to serve many schools which end in early to mid May. However both rationales for the May exam date rely on the condition that school starts earlier in August. Schools in New York, New Jersey, Pennsylvania, and other states unfortunately are cut short of these precious weeks of preparation of the exam. Nonetheless, AP exams are given in May on the assumption that students are finished with their classes at this time. Indeed, the curriculum has been taught and there is nothing more for students to do in these classes. However, Schreiber students get the worst of both worlds because not only do we have less time to prepare and learn the material, but we are also subject to weeks more of classes without any need to learn or prepare for any curriculum. As a result, it creates an inevitable babysitting atmosphere in virtually all AP classes. This atmosphere is not the fault of teachers or students, but rather an expected and inevitable byproduct of a class with nothing to do. Since this situation justifiably exists, *The Schreiber Times* urges a change in policy to allow for class schedules to be modified or for students to be exempt from these AP classes.

Ideally, students, like their counterparts across the country, should not have to go to classes after the AP exam. While *The Schreiber Times* contends that this would be the best policy, we also realize that it is not the most realistic.

Yet, having modified schedules after the AP exam would be an improvement and is a realistic change. For example, the vast majority of classes meet four out of the six day cycle. Instead of keeping up this commitment, students might only be required to meet one or two out of these six days. This way teachers could still assign long-term projects for students to complete, but the mandate of class time is significantly reduced.

These extra days could also be used for students to make up any classes if they have fallen behind. Since a significant number of students take multiple AP exams, they find themselves in danger of failing due to the 85 percent rule. Having these extra periods could allow students to make up necessary classes and avoid the ominous F\*.

This new policy would have two very important exceptions: First, any AP class

with a Regents at the end of the year should still meet on a regular basis. This is because this class still has material and curriculum that can be covered. Secondly, students should regularly report to classes if they have a final in these classes after the AP exam. Once again, in this circumstance there is still material left to be covered and is appropriate for students to attend class. However, once the final or some final assignment is complete, students and teachers should once again opt for a modified schedule.

While *The Schreiber Times* feels that this should be the policy for the school, a similar policy which leaves the option for modification up to the teacher would also be a welcome change. This way if teachers feel that there is valuable curriculum or material that still can be covered then regularly scheduled classes do have a purpose.

Currently, there is simply no purpose to attend a class that has finished its curriculum, completed its final, and only has subject related movies to watch. Students and teachers should be treated the same way many other students and teachers are treated across the country who end school after the AP exams. The current environment of classes with nothing to learn or do is simply for appearance and should be modified for a more sensible and practical approach.

## Godspell is too religious

The most recent musical performed by the Schreiber Drama Club, *Godspell*, was hard to comprehend. Superb acting was overshadowed by the subject matter of the play. While *The Schreiber Times* supports freedom of speech and expression, as well as interesting and provoking theater, we do not support one-sided religious expression from an established Schreiber group.

*The Schreiber Times* believes that it is irresponsible and inappropriate for a public school in an area as ethnically and religiously diverse as Port Washington to perform a play comprised entirely of Biblical parables, including the prodigal son, the good samaritan, and the crucifixion. While we think that it is not permissible to perform any religiously themed play, the situation is exacerbated because of the fact that Christianity is the only religion represented. The Drama Club has not put on a show about any other religion.

It is largely understood by most students and staff at public schools that the Church and school should be separated for the sake of fairness and equality. The reason that schools teach evolution and do not display the Ten Commandments is the same reason that *Godspell* seemed like an inappropriate choice. It was also odd that those students in the cast and crew who did not have Christian values were obligated to work on such a musical.

While the musical was entertaining at face value and left the audience admiring the amazing performances and innovative onstage musical accompaniment, *The Schreiber Times* feels that the heavy-handed Christian aspect could not be overlooked and that, in the end, it detracted from the overall entertainment value of the show.

# LETTER TO THE EDITOR

Dear Editor,

First, the Treehugger Environmental Club would like to thank the Schreiber Times for its extensive reporting on Earth Week and environmental groups in town that we work very closely with. Increasing the focus on environmental issues and solutions is a vital step to improving the situation. Nevertheless, the editorial regarding Earth Week, though valid regarding certain points, was excessively critical of the event.

In terms of publicity, we as a club agree that it was insufficient in quantity and effectiveness. However, we did in fact have posters, a banner, announcements, a Schreiber Times advertisement, and flyers throughout the school, and took efforts to spread the word. We would also like to add that while the four board members were responsible for much of the planning, Earth Week was carried out by the entire club. The editorial suggested that the club is only composed of four dedicated members, which is far from the truth, and sold the remaining 15+ students short. It failed to acknowledge the efforts of Treehuggers who sacrificed lunch periods, left early from classes, and spent hours making well-crafted presentation boards in order to help support environmental awareness.

There is one component of Earth Week advertising that the writers of the editorial failed to mention: the Facebook page. This was created well in advance to the event, and we sought to make it an effective tool to first inform the student body of the existence of Earth Week, and second, to notify attendees about updates. The efficacy of this method was severely reduced when students deliberately clicked the "Not Attending" button, indicating that they neither wished to receive messages nor join the "common, universal cause of saving the environment." A shocking fact to all of us was the sheer volume of students that chose this option. To think that a stigma against environmentalism still exists is baffling. Instead, the opposite should be the case, since more and more people (especially

celebrities) are embracing eco-friendly living. But as a member of the Schreiber community, it is clear that this trend has not sufficiently infiltrated the school. We commend the many students who show genuine concern and take steps to reduce their impact, but there are still those who throw away water bottles with recycling bins only steps away. Perhaps it is convenience that led to the nearly equal number of "Not Attending" to "Attending" students, and a desire to keep inboxes clear. That, unfortunately, is overly optimistic, which forces us to believe that it is apathy that drove this to occur. Thus, it is now our duty as a club to attempt to eliminate that apathy.

With this in mind, we are also considering the editorial's suggestion that we work more closely with in-school clubs. We cooperate very closely with all three environmental organizations in town, and have organized events with the now nonexistent Animal Rights Club and others. Us Treehuggers would love to extend this collaboration with groups such as the Science Honor Society, community service clubs, the Schreiber Times, and other relevant clubs to spread the word about environmental issues and motivate people to action. The attempt to cooperate with student groups should be carried out more vigorously on both sides next year, for some of the relevant clubs that were contacted were in no position to be of much assistance. Interclub meetings, however, are not an effective method to rally support to an event, due to their infrequency. Earth Week was brought up, but only briefly as less than half an hour was given for representatives of every club to speak.

Once again, we would like to express our appreciation for the Schreiber Times for its coverage, advertisement, and constructive criticism of Earth Week. We are confident that our Earth Week event and other activities that we have planned for next year will be bigger and better than ever before, with internal changes within the club and increased planning, publicity, and collaboration.

-The Treehugger Board

## 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.

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# Compared to local schools, Schreiber has longest day

by Leah Nash  
Features Editor

Although Schreiber has one of the longest school days on Long Island, there have recently been discussions throughout the country on extending the length of the school day and year. Many other schools start later and end earlier, but these schools cannot and do not have the same block scheduling.

President Barack Obama addressed the issue in one of his first major speeches, arousing debate across the country. President Obama said that he believes schools should extend the school day so that the country stays competitive. However, he has since realized that the idea might not be so favorable.

"I know longer school days and school years are not wildly popular ideas," said President Obama. "But the challenges of a new century demand more time in the

classroom."

Many Schreiber students believe that the school day should not be longer since it already is one of the longer ones in the area.

"Personally, the time we start school does not really matter, but of course by any means it would be nice to have a shorter day," said sophomore Alex Bricault.

Students of nearby Jericho High School start later at 8:59 a.m. and end at 3:30 p.m. Students at Jericho generally like starting a little bit later even though they end later than most schools.

"I get more sleep starting school at 8:59 a.m.," said Jericho High School freshman Jasleen Walia. "It is also better because I have more time to get ready in the morning, have my breakfast, and take care of tasks I usually could not do if my school started earlier."

Although many would believe that students who start school later would go to bed later, it is in fact just the opposite.

Just because they are able to sleep an extra hour, Jericho students do not necessarily go to bed at exorbitantly late hours of the night.

While many Schreiber students find it difficult to get through their first few classes of the day, students who start school later feel more focused during those first few periods.

"Starting school later I get more sleep," said Walia. "I find it extremely beneficial because sleep is important and I noticed that the more sleep I get, the more attentive I am in school. Some students at Schreiber would enjoy starting later, but believe that they would stay up later as well."

"I would probably stay up later and wake up later, and it would all balance out anyway," said sophomore Katharine Fields.

After school activities at Jericho tend to run later than most schools due to the later dismissal time.

"The negative of starting earlier is that school ends later, so if you play a sport you'll probably be stuck at the school till 6 p.m.," said Walia.

Additionally, the school periods at Jericho are only 40 minutes long as compared to the hour long classes. Some classes are double periods, however, which are much longer than a normal period at Schreiber. The double periods are usually with the science classes, which are similar to how Weber Middle School conducts Earth Science classes; the periods are approximately 40 minutes, and every other day there are double periods lasting an hour and a half.

While Jericho starts later than Schreiber, Syosset High School starts earlier. Syosset has a shorter school day than Schreiber, but it starts at 7:30 a.m. and ends at 2:20 p.m.

"I think it would be better if school started later because no one gets to sleep on time and waking up early takes away from sleep," said Syosset High School sophomore Amrita Kalra.

In addition, many students who go to school earlier find it extremely hard to concentrate in those first few classes.

"I think when school starts too early and you cannot sleep enough, the work you do at the beginning of the day is not as focused as the middle or end of the day," said Kalra. "In the beginning of the day, most people are still half asleep and not paying as much attention."

Herricks High School also starts as early as Syosset, yet it ends later. Similar to Schreiber, Herricks High School also has a very long school day.

"My school starts at 7:30 a.m. and ends at 2:40 a.m.," said Herricks High School sophomore Alison Ederer. "Herricks has one of the longest school days on Long Island. It's okay that we start so early, but when we have sports after school it becomes too long of a day."

Although some Schreiber students are in favor of school starting later, many would prefer it starting earlier. That way, they would be able to do more activities after school.

"I think it depends on the person but personally I would want school to start sooner so that it would end earlier," said sophomore Dainn Woo. "However, others might prefer waking up later."





"Manhasset starts at 8:15 a.m. and ends at 3:08 p.m.," said Manhasset High School sophomore Nina Carlin. "It's perfect!"

Manhasset also has a very similar schedule to Schreiber's.

Generally, those in favor of having a longer day across the country believe that it would help close some gaps, since teachers would be able to be with the students longer. Others believe that the attention should be focused on improving schools rather than lengthening the time spent in a school of poor quality.

"I believe the time Schreiber starts school and the length of the day is overall pretty good," said Bricault. "Too late and I would be too tired. I think the start time and the length of the day is very fair."

## Comparative School Day Lengths

	Jericho High School	8:59 a.m. - 3:30 p.m.
	Manhasset High School	8:15 a.m. - 3:15 p.m.
	Schreiber High School	8:00 a.m. - 3:05 p.m.
	Syosset High School	7:30 a.m. - 2:20 p.m.

High schools all across Long Island start and end school at different times. Schreiber has one of the longest school days on Long Island.

## Swine Flu: just media hype or world health emergency?

by Kaia de Bruin  
Staff Writer

Over the past few weeks, there has been a tremendous buzz surrounding the swine flu pandemic. Several schools across Long Island have been shut down as a result of the swine flu, also known as H1N1. However, the pandemic has not reached Schreiber just yet. As of May 8, there were 11 confirmed cases of the swine flu in Nassau County alone.

Swine flu is a respiratory disease that originates with pigs, and they can spread the disease to humans. Usually, people who spend time around pigs are the ones that are first infected with the swine flu. Even though H1N1 is a virus, there are antiviral drugs that can treat it. Like the seasonal flu, the swine flu is contagious. It can spread through coughing, sneezing, or other contact with people who are infected with the disease.

The Center for Disease Control and Prevention (CDC) has played a major role in trying to prevent the further spread of the swine flu. The CDC has advised people who are sick to stay home from school or work, limiting their contact with others. In order to prevent the disease from spreading rapidly, everyone is advised to wash their hands, even if they do not have

the disease.

Recently, a letter was sent home to all parents in the district about the flu. The letter's intent was to give advice on how to reduce the risk of being infected. The importance of hand washing was also stressed in the letter.

Although Deer Park schools closed for a few days due to the swine flu and it is a mere 20 miles away, many students do not feel that swine flu is much of an issue anymore.

"I am pretty confident that I am not going to get swine flu," said sophomore Michael Graf. "It just does not seem like as big of an issue anymore."

The nearest reported case of the swine flu to Port Washington is one in Manhasset. However, Deer Park remains to be the only school district to have closed on Long Island.

While some do not feel that swine flu is a major issue anymore, it is still very serious and an ongoing issue. On May 16, a Queens school assistant principal died of the swine flu. This is the first swine flu death in New York. Additionally, more schools have recently been closed due to reported cases of the disease. Despite popular belief that the threat had lessened, it is still a major issue.

Overall, there have been 45 states, including Washington D.C., that have

been affected by the swine flu. Nationally, there have been 3,352 confirmed cases with only four related deaths.

The government's health department has a tracking program for the swine flu. Every school district, including Port Washington, is mandated to fill out a questionnaire each day, giving information on absences of staff and students, and other data that could be useful in keeping track of outbreaks of the swine flu. So far, the swine flu has appeared only in clusters, with certain areas having many cases, and other areas having no cases at all. Since the cases are in clusters, it is much easier to track.

"Although there have not been any reported cases in Port Washington yet, anything is possible," said Ms. Ellen Lindsay, one of the school's nurses.

To prevent students from getting the swine flu, the medical office has a vaccination program for students and staff members who wish to receive the flu vaccine. The program will commence in September. Both nurses Ms. Susan Gombert and Mrs. Lindsay have a lot of information about swine flu, and they are willing to answer any questions.

Swine flu has been a popular topic of discussion ever since the first few cases broke out. Luckily, it has not reached Schreiber yet.

### Facts about Swine Flu

- Spread from person to person through coughs and sneezes, as with other seasonal flu viruses.
- About one half of influenza viruses detected are the swine flu (H1N1) virus.
- There is no vaccine available for the H1N1 virus, which means that seasonal flu vaccinations will provide no protection.
- The term "swine flu" originated from the initial response to the new virus when researchers believed it was similar to a strain commonly found in pigs. This, however, was an incorrect assumption, as new research has revealed that the H1N1 virus is similar to strains of flu viruses from many different animals.



# GODS

## The Department of Performing Arts puts on a truly divine performance

BY Morgan Quigley

Assistant Arts and Entertainment Editor

Sitting in the Schreiber auditorium on a Saturday night, awaiting the production of *Godspell*, I had no idea what to expect. All I knew was that every person that I talked to absolutely loved the show. Judging by the name, *Godspell*, I was expecting something along the lines of *Harry Potter*, or something involving wizardry. Then, when I went inside the crowded auditorium and saw the bright and colorful scenery, I thought that I was about to see a circus. However, I could not have been further from what the musical was actually about: I had just walked into a performance about the Bible and the life and teachings of Jesus Christ.

This musical was a particularly emotional one since it was the last for a handful of individuals who have played instrumental roles in the Performing Arts Department over the years. It was the final high school musical for both Ms. Cam Gelb, who has been directing school musicals for the past 20 years, and her husband Mr. Victor Gelb, who has been the technical director for all of these shows with his wife for the same amount of time. *Godspell* also marked the final performance for seniors Henry Bett, Eleah Burman, Shannon Ferguson, Bob Ferris, Jeremy Geller, Sarah Sidford, and Skyler Volpe.

"I was doing okay until the last show," said Geller. "That's when it really hit me. 'This is my last Schreiber musical. Wow!' In my head, I looked back at all the memories I had on the stage and so many of them changed who I am today. Now, going into the show, I didn't know that Cam was leaving. After the final performance, we were all called to the stage to form a big circle. She then told us what was hap-

pening. I broke down. I was already upset that my musical career at Schreiber was over, but this was breaking tradition. At this point, everyone was crying."

Geller's performance truly made the musical so enjoyable. There were excellently choreographed dances, and the choreography overall was better than that in any other play I have seen at Schreiber. The song "Day by Day" was a great example of the top-notch dancing.

The singing and acting were also first rate. Each cast member performed his or her part wholeheartedly and with passion. Their tremendous effort was evidenced by the visual spectacle of the play.

Audience interaction enhanced the quality of the production and set the show apart from others. It was fun for all when cast members were dancing in the aisles and inviting the audience on stage during intermission. Part way through the opening number, student performers who were in the audience stood up and stormed the stage. These cast members were part of the company, which included Geller, Bett, Burman, Ferguson, Sidford, Volpe, juniors Molly Fried, Nick Gardella, Mark Labadorf, Chelsea Morano, sophomore Sara Lyons, and freshmen Michael Schweitzer and Jessie Weil. Each actor portrayed him or herself, except Geller, who played Jesus, and Bett, who played John the Baptist/Judas.

Another aspect that contributed to the uniqueness of the show was that there was a live orchestra playing. These musicians consisted of Ms. Allison Friedman, a music teacher at Salem who conducted and played bass, junior Katie Stack who played piano, junior Solomon Hoffman who was somehow able to play keyboard, clarinet, accordion, recorder, shofar, tambourine, and vibraslap, junior Matt Brown who played guitar, and Mr. John Snyder who played drums.

This music was featured at the musical's beginning, when the room went com-

pletely dark and a guitar chord struck, the curtains opened, and the disco ball started spinning in the center of the auditorium.

The first song, "Tower of Babel," despite the colorful scenery, did not help me at all understand what the musical was going to be about. *Godspell* is based on the Gospel according to Matthew, but some biblical references were unclear to a lay audience. For example, I did not understand the parable of the Prodigal Son until it was explained to me after the play.

The play opened with a group of people singing, each wearing t-shirts with a different philosopher depicted on them. In the middle of all of this, a man sat in the center of the stage with his back toward the audience. He was cross-legged with his hands face up on his legs like he was meditating.

It eventually became clear that this man was Jesus and the philosophers were singing about how people do not need religion in their lives. The philosophers were also stressing how science is more important than religion. The philosophers were Socrates (sophomore Molly Ronis), Thomas Aquinas (freshman Christopher Falcioni), Galileo (freshman Kaila Lay), Leonardo da Vinci (freshman Alexis Fessatedis), Jonathan Edwards (freshman Jessie Siegal), L. Ron Hubbard (freshman Meghan Ferris), and Jean-Paul Sartre (sophomore Tommy Doyle).

As the philosophers finished their song, they left, and the company was left on stage. John the Baptist was preparing to baptize everyone, but he wanted to be baptized by Jesus because he felt a holy presence. This led to the second song, "Prepare Ye (The Way of the Lord)," which was sung by John the Baptist and the company. Jesus then explains that it is not his place to baptize, but rather, he has come to "Save the People," which was the next musical number.

Part way through the second act, the musical was getting very dramatic. The



Kevin Granger



# SPELL

cast, as if understanding the audience's concern, addressed this by providing some comic relief. One of the comedic scenes depicted the company being split into goats and sheep. After much arguing between which animal should go to heaven, it was decided that the sheep were the chosen ones and the goats were condemned to Hell.

This insertion of a humorous scene between two serious parts is an ongoing motif in the musical. Prior to the first rendition of the song "Day by Day" in the first act, Volpe took center stage and started chanting. She gathered many people around her as if she was forming a cult. Gardella walked onstage and was immediately hated by the entire cast for some unknown deed. As he is being told what a monster he is, Jesus comes to the rescue and provides some words of wisdom about morality for the company. This story led to "Day by Day," which was sung by Sidford and the company. This song, especially, was choreographed very well and proved what a talented cast this was.

Another instance of this occurring was when John the Baptist became Judas, the man that will eventually betray Jesus. Judas begins to persecute Christ, who then quickly changes the topic.

"Did I ever tell you that I can read feet?" said Jesus.

He then tries to explain that it is "All for the Best," and heaven contains the ultimate reward. This song was sung by Judas, Jesus, and the company. When the song ends, everybody strikes a pose—except for Volpe who comically dances and sings, "Yes, it's all for the best!"

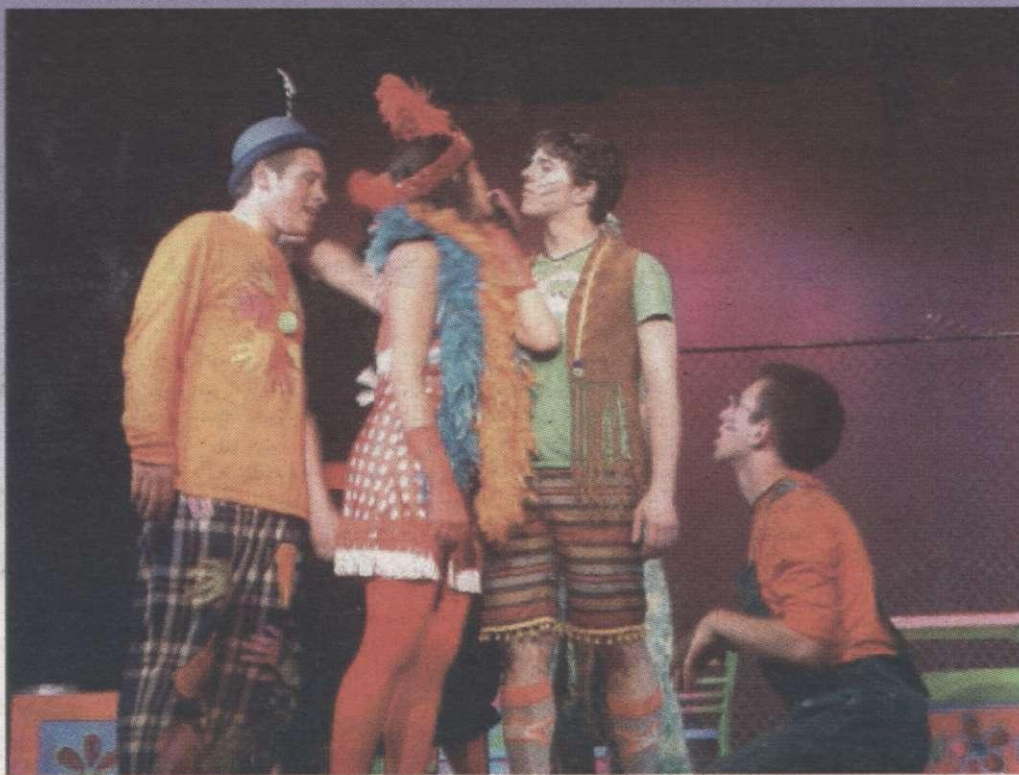
What kept my attention after this scene was the drama leading up to Jesus' crucifixion. After a second singing of "Day by Day" by Sidford, Jesus informs the company that one of them is going to betray him. Each member subsequently asks, "Is it I?" The last member to ask this was Judas. Jesus tells Judas that it is he, and Judas runs out of the auditorium screaming. Jesus then does the blessing over the wine, as this is the Last Supper. The song that is sung next is "On the Willows," by Burman, Fried, and Siegal. This song is about sacrifice and during this song, everybody says goodbye to Jesus.

A part of the show that many in the

audience enjoyed is that there were so many lessons that could be learned from the play, whether you believe in the Bible or not. One story in particular was centered on the premise that "it is better to lose one part of your body than have the whole of it thrown into Hell." This included people doing various bad deeds, such as Weil picking up Volpe and throwing her upon his shoulders, about to perform a crude sexual act, when Jesus stops him and says, "It is better to lose one part of your body than have the whole of it thrown into Hell." This teaching by Jesus fittingly led to the song, "Learn Your Lessons Well," by Ferguson, Sidford, and the company.

Another story that gave an important moral was a story about two men who both eventually die. One man was very wealthy, while the other was nothing more than a servant. When both men die, the poor man is allowed a spot in heaven while the rich man, although having begged for mercy, could not make up for the sins committed throughout his entire life and goes to Hell. This story led to the song "O, Bless the Lord, My Soul," which was sung by Fried and the company. Throughout the song, the company was dancing through the aisles, which added to the enjoyment of the show. The amount of audience interaction really made this show different from previous musicals.

The most exciting part of the show was the finale. It was time to do what everybody was expecting throughout the entire show, Jesus' crucifixion. Jesus was tied up against the fence in the back of the stage, and everybody started screaming. Bright red lights were flashing behind the fence. The effects in this scene were truly outstanding. Not only were the lights incredible, but there was also a smoke machine. After Jesus' crucifixion, the cast carried him down to the back of the auditorium to a bright light which represented heaven.



Kevin Granger

Junior Mark Labadorf, senior Skyler Volpe, senior Bob Ferris, and junior Nick Gardella sing an enchanting number about the lessons God wanted the people to learn.

The song the cast was singing during this scene was simply entitled "Finale," and was performed by the entire company.

Godspell received an incredible amount of success in its short, four-night life. The auditorium was packed every single night, and many people came back multiple times.

"Honestly, I didn't think many people knew the show," said Geller. "I was thrilled that so many people came, especially my peers. It was awesome of them to show support that wasn't at a sporting event. This show changed my life. I never felt so close with a cast as I did with this group. Yeah, I'm sad it's over, but we move on to the next great things in our lives. So, thank you, Schreiber, for making these past four years of my life something extraordinary that will live in me forever."

Despite the musical's tremendous popularity, there was some controversy associated with it. The uproar emanated from the significance that Christ played

and how many people felt that a play that is about Christ is unfitting to be in a public school.

Regardless of the post-musical audience reaction, the cast members had a memorable time being involved with Godspell.

"The main goal of this show was to just have fun," said Doyle. "We just wanted to put on a great performance for Cam's last show. The thing that was great about this show was that it evolved every night we performed, and it made people want to come back. I have seen more people come to this show than any other show I have ever seen."

Overall, the acting was great, the singing was great, and the dancing was great, creating an amazing musical. It was a fantastic performance to watch from beginning to end. It definitely took some getting used to, but I came to find the entire production to be a very enjoyable musical.



# AP and IB programs use different philosophies on teaching and testing

by Laura Werle  
Features Editor

Of all the annual Schreiber traditions, one of the most hectic and important is the Advanced Placement (AP) testing week in early May. In the days leading up to the tests, AP students are rarely seen without a review book in one hand and a highlighter in the other. This seems like the only reality for students who want to take college level courses, but the AP system is not the only option available to schools. The International Baccalaureate (IB) program is an option that an increasing number of schools nation wide are switching to.

The AP system is a series of classes run by the College Board, a testing company that runs the SAT and SAT II tests, with each class ending in a cumulative exam in early May. The timing of the AP tests is made to mirror the way that a college course is run: from late August to early May. Although AP classes are usually first offered in tenth grade, some students take them earlier.

AP tests are about three hours long and generally consist of multiple choice and essay sections. Many students end up dreading AP exams because they feel that they are arduous and simply an exercise in memorization. The AP tests are also

relatively expensive; each one costs about \$86. Some, like the AP Physics C test, cost double, but it is mandatory to pay for both in order to receive credit for the course.

"The bad thing about AP classes is the test," said sophomore Matthew Weinstein, who just too his first AP test. "The fact that the entire year is based off of one test is bad, especially because you have to pay for them."

The IB program is focused on a collective learning experience, not individual advanced classes like the AP program. According to the website, IB is a program to "help develop the intellectual, personal...and social skills to live, learn and work in a rapidly globalizing world."

IB is comprised of three programs that range from ages 3 to 19. They emphasize international studies from a young age. Each student in IB schools is required to learn a second language. Language offerings including French, Spanish, and Chinese, and schools can offer any other languages that they want as well.

The primary difference between the AP and the IB ideologies is the emphasis that they put on testing and the amount of influence each program has in a school.

While AP tests are standardized, IB tests are less defined. As long as the IB accepts an assessment as valid, teachers have wide latitude to determine how they would like to test their students. These

assessments often include an oral or personal project that is combined with a traditional test. Students are then graded on a scale of one to seven that combines the test results from all IB subjects.

This collectivization of grades is an example of the stark difference between AP and IB. While schools can chose which AP classes to offer (Schreiber

**"The bad thing about AP classes is the test; the fact that the entire year is based off of one test is bad, especially because you have to pay for them."**

offers 26 AP tests, but fewer classes), an IB program is inclusive and each school that is an "IB World School" offers the same IB classes, as well as other local or state required classes.

Opinions on the differences between these two very different ideologies are widely varied. On one hand, some feel that the different programs offer two unique approaches to advanced high school classes. On the other hand, many others argue that the differences between these programs are not that great.

"I don't think that there is much of a difference between the two programs," said sophomore Samantha Palmer. "They are structured very differently but they are both advanced."

While the programs may be similar, the manner in which they are run is drastically different. The College Board is a company that has paid employees and charges individual students for the program. The IB organization, however, is a non-profit that works with schools, but does not make individuals pay.

"Even though they have similar classes, the fact that one charges and one doesn't is a huge difference," said Palmer. "It is unfair that to take an AP test you have to pay almost \$90. If somebody is poor then they can't afford APs, which is especially important with the economy. The school offers financial aide but nobody uses it; it is embarrassing to ask for it."

Many students have also never heard of the IB program, despite the fact that it was founded nearly 40 years ago.

"I've never really heard of it before," said sophomore Evan Rosone. "I know that it exists but I don't know what IB is about or how it's different from AP classes."

A difference between the final assessments is also a primary feature in which program students prefer. While IB heavily emphasizes writing, students see the main difference between the two styles in how the program asks students to craft essays. AP tests require three essays in a certain amount of time while most IB finals have a take home paper.

"It's stupid that they would time you while you write so many essays," said Rosone. "You can't write your best under that pressure, especially after you just did so many multiple choice questions. I think that AP is a flawed program but it is what Schreiber has, so I guess I'll learn to deal with it."

## As Twitter grows, more teens tweet

by Laila Iravani  
Staff Writer

What seems like an overnight sensation, the website Twitter has infiltrated the computers of celebrities, teenagers, and adults. The website, in the words of its creators Biz Stone and Evan Williams, is a "service for friends, family, and co-workers to communicate and stay connected through the exchange of quick, frequent answers to one simple question: what are you doing?"

Many students have recently gotten their own Twitter accounts. They are able to read updates about their fellow classmates, as well as favorite celebrities.

"Twitter is a really fun way of letting your friends know how your day is going," said sophomore Olivia Shendell. "A lot of my Schreiber friends read my updates and have Twitters themselves."

While Facebook also allows users to post status updates, there are many other applications on Facebook. Twitter provides quicker communication between users since there are only updates.

Once a Twitter account is made, the user can choose to "follow" people. This essentially means you can read the updates of the person you chose to follow.

The whole premise of Twitter is to write messages of what you are doing in 140 characters or less. To update your friends throughout the day, you just type into your status updates box on your homepage. When you have finished, you click "update," and all of your followers can read your post. On the homepage, the updates of all the people you are following appear as well as your own updates.

Twitter also allows you to reply to an update, which allows people to easily have a conversation through this process. However, you can also message people to have a private conversation. A conversation through updates can be read by all your followers.



Most of the celebrities on Twitter have thousands of followers. Some famous faces include Jake Gyllenhaal, Britney Spears, Oprah Winfrey, and even President Barack Obama. Some companies are even creating their own Twitters. As it becomes more popular, Apple and Mozilla Firefox have made the site more accessible. The latter, a popular web browser, has a feature called Twitterfox, which gives you notifications every time someone replies to one of your updates or when someone you follow has updated. You can also post updates directly through Twitterfox, rather than having to navigate to the site.

Also, users who own an iPhone or Blackberry can easily "tweet" from their mobile devices by using applications like Twitterfon or Twitterific. The updates can show where the person "tweeted" from. Updates from a Blackberry are called "Twitterberry" updates.

Twitter also allows users to share pictures through a website called twitpic.com. Music can even be shared with friends and followers through Twitter. All one has to do is search the song title and artist in a search bar on a site called twt.fm and then post the song on Twitter.

However, not everyone is a fan of the site. Entertainer Kanye West recently complained about Twitter on his blog.

"Why would I use Twitter? I only blog five percent of what I'm up to in the first place. I'm actually slow delivering content because I'm too busy actually being creative most of the time and if I'm not and I'm just laying on a beach, I wouldn't tell the world," writes West.

Despite people who may not like Twitter, it has become an overnight success. It seems like Twitter has become popular in just a matter of a few days with the help of the media and numerous celebrities.

An open mind = LIMITLESS POSSIBILITIES

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# True confessions of a Super Senior

BY Richard Blue

Contributing Writer

When I was in elementary school, I suspected that most of my peers had a lot less on their plates than I did. Everything was very structured for them: here's your life, go to elementary school, go to high school, do well, go to college just like mom and dad, and you will be successful just like mom and dad.

But as I emerged from foster care at the start of eighth grade, I was feeling anxious to finally begin my life as it should have been for me; finally released from the burden of my alcoholic father. Nothing could have been more terrible than the last year and a half of my life. I had known even at the age of five that eventually my father would take things too far, beyond the point that even my mother couldn't ignore. By the time I was nine or ten, I was already mature, and that's not on any child's holiday wish list.

The years went by from second grade to sixth, and my mother, stepbrother, and I were suffering from my father's

**Being known as a friendly character and becoming a Super Senior has gotten me criticized and ridiculed. No one believes that I am an idiot, but no one cares to ask why this happened to me.**

alcoholism. The beatings that use to be only for discipline had stretched now to the point where he would strike someone if he got too upset about anything. I frequently went to my mother, asking her to throw him out of the house, that things were too much and I was suffering psychologically, emotionally, and in school because of him. She kept telling me not to worry about it. I was the other big personality in the house, so my mother was always caught in the middle of our bickering.

Eventually, there came a time when I had had enough. In an effort to push my mother to remove my father from the house, I wrote a suicide letter stating that due to turmoil within the house and my deep unhappiness, I was unable to continue life, and that it was their fault for pushing me to the point where I had to make a choice. Of course, it wasn't a real attempt; I simply ran away and slept at the town dock, with no intentions of killing myself. I was in sixth grade, and even then there was plenty of time left in my life. I hoped this would scare my mother into throwing him out, but unfortunately, she took the letter seriously and I was sent to Nassau County Medical Center's Psychiatric Ward.

My stay there, according to the doctors, was the shortest in history: one and a half days. During the evaluation, I used my articulation to express to them what my letter could not express to my parents, and they understood.

Returning home, I had anticipated

the best—that things would change. However, my grades in middle school were suffering. I was never home, and the lack of a stabilized structure in my life was glaring. I was very envious of other children who went home to their families, with nothing else to think about but homework and what college they would eventually go to.

I, meanwhile, had more on my plate than any eleven year old child ever should. After the psych ward, the beatings increased. My grades dropped further and I was grounded. I ran away from home a lot and returned only after the police found me. The Port Washington Police Department knew my family on a first name basis.

In school, as I entered seventh grade, my teachers became frustrated with me; they saw so much potential and promise, yet couldn't understand why I could not complete my homework assignments. I refused to tell them the true reasons, and they concluded that I was just being lazy, and that I would eventually mature.

In middle school, I believe I completed maybe 30 homework assignment in three years. My home life was overwhelming. The day finally came when I confessed to the school everything that was going on at home. The school contacted Child Protective Services and I was removed from my home into foster care. I had become a ward of New York State.

I went to Roosevelt for my stay in foster care. This was a huge changeover from Port Washington. My foster mother was very lovely and understanding though I gave her hell for the first two weeks of my tenure there.

I was gone from middle school for two weeks, and Ms. Weiner, my guidance counselor, requested to have me bussed from Roosevelt to Weber for the duration of the school year. My teachers were happy to see me, and it was nice to sort of have my life back again.

Meanwhile, back at home, my mother requested to have me back right away, but because my father refused to leave and my mother was not going to make him, my homecoming was delayed for quite a while.

A few months and many court dates later, I was allowed back home. I was free to come back and start life as I always thought I should have: just my mother and me.

Coming back to school, however, was not easy. Being that I really had no study skills, no foundation at all in math, and just poor overall academic skills, my grades still suffered. But coming into high school, I found myself with less worry and responsibility. I had had to mature very quickly at a young age, and now that my burden was lifted, I felt it was time to try to catch up on what I had missed out on most of my younger life.

Unfortunately, high school is the wrong time to do just that. It is actually the time when you must become very serious with your studies and use all that you gained during middle school to excel at the next level and then eventually get to college.

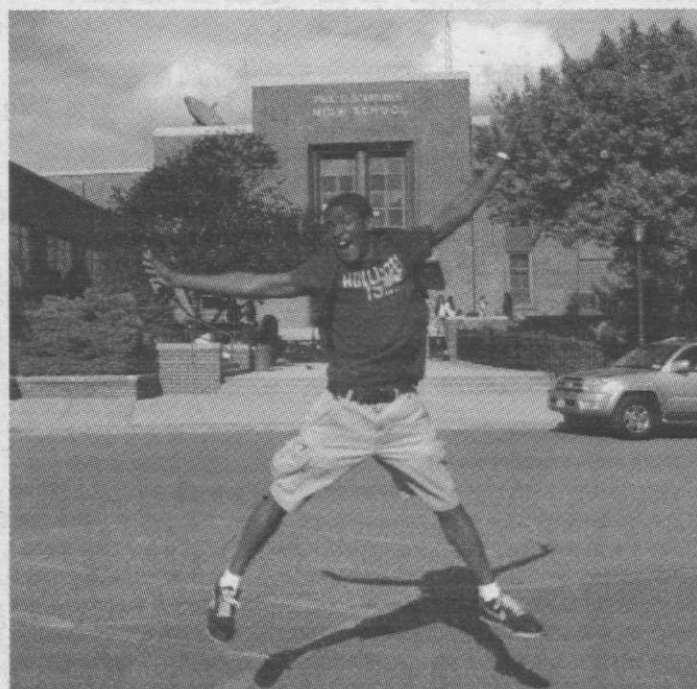
I've basically gotten to the point of Super Seniorhood through luck and minimal work. I have found that the lack of structure in my life and the fact that I have no real academic foundation in anything has ultimately hurt me. Being known as a friendly character and becoming a Super Senior has gotten me criticized and

ridiculed. No one believes that I am an idiot, but no one cares to ask why this happened to me.

I am not saying that being a fifth year senior is not my fault at all. There are things I could've done to prevent this from happening, although I am suffering now, if I had to go back, the only thing I would change is coming around to school much earlier in my life, rather than waiting and letting the situation become so terrible.

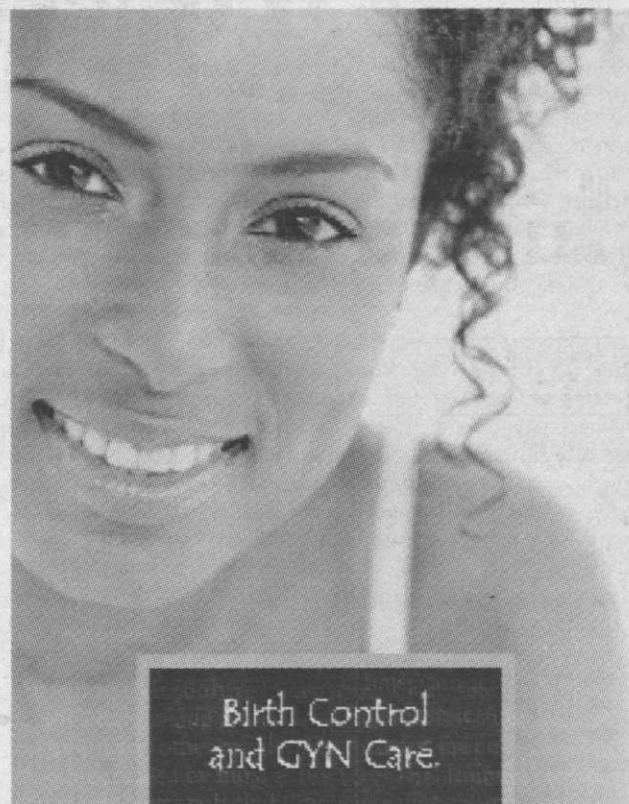
I've come pretty far despite the odds and distractions and, I must say that I do not blame my mother entirely for what has happened. She has done a wonderful job in raising me to be a responsible young man. Although she has not always been able to be there for me because she works so much, I do wholeheartedly appreciate

what she has done for me, and without her, and of course my incredible friends who have been my family for the past few years, I would have never made it even to this point. I am excited for my future and life after Schreiber High School, and I hope to live up to the potential my teachers have been speaking of since I was young.



Kevin Granger

**Despite various setbacks and family problems, Richard Blue has been able to build a life for himself at school. His experiences as a super senior have helped him to get his life on track.**



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# Fashion File Boy's Spring Fashion

by Ryohei Ozaki

News Editor

Spring weather can have both its ups and downs, but be prepared for either with a smart wardrobe that doesn't sacrifice a unique sense of style. Being comfortable doesn't mean your look has to be bland. Add some bright spring colors and interesting patterns to make the most out of any day.

## Shorts

Shorts aren't just a way of keeping cool but are also an essential part of the spring wardrobe, especially as the summer draws near. The variety of colors, textures, and patterns gives one countless possibilities. With that said, don't just go out and buy anything that comes into your line of sight. Shorts come in all sorts of forms for a reason; look for styles that set you apart from the rest.

Every guy owns a pair of plaid shorts (apologies if you don't). Entire sections of stores can be dedicated to clothes sporting this highly-popular pattern. Certainly, plaid is a classic that, if done right, can look impeccable.

Unfortunately, there is also a lot that can go wrong. The next time you're looking for plaid anything, just remember: simple is best. A personal favorite of mine, gingham check, can't get any simpler. It features one color paired with white for a classy look that doesn't scream plaid. Gingham shorts complete with a single-toned polo or shirt can be worn to any

spring occasion.

But let's face it, the allure of plaid comes from its array of colors. When looking for something that veers more towards traditional "plaid," remember the



www.jcrew.com

**These chino shorts are the perfect solution to any spring shorts quandary. The light and simple pattern has unobtrusive colors that would not interfere with virtually any solid polo or t-shirt. Just don't pair these with a patterned or overly-loud shirt, as those will make the outfit overpowering.**

rule of simplicity. A contrast in colors is eye-catching, but too much and it becomes something you would find at a circus. Patchwork, also a popular pattern,

can often look quilty and antiquated. The color combination can make or break the shorts. Squares that just don't match will not compliment any outfit.

To continue on the theme of simplicity, try on a pair of chino or club shorts. Without being weighed down by the dozens of pockets that cargo shorts feature, these two styles will give you just the right clean cut spring look. The great thing about these shorts is the array of hues that they come in. You can sport them in a classic khaki and navy or even in a pink and yellow.

With the simplicity of a monochromatic short, you can couple it with a top with a more adventurous pattern. Finishing off the wardrobe with a striped or gingham shirt would make for just the right spring look. Just remember with these shorts to buy the right inseam length to fit your look.

## Spring Colors

Try spring and summer colors that can lighten up your wardrobe on those sunny days. Warm colors in faded hues and cool colors in brighter tones can be incorporated into any closet and wardrobe. Take advantage

of the warmer weather to change your palette from darker winter colors to brighter spring colors to fit the sunny forecasts.

## Fashion-Forward Rain Gear

Being prepared for the rain doesn't mean slinging on your go-to sweatshirt and those jeans lying around in your room. Sure, as long as you're clothed and dry, the sweatshirt is doing its job, right? Inclement weather shouldn't make you sacrifice style for comfort. Light spring jackets can replace any old sweatshirt; get one in a versatile color like navy or beige for something you can wear with anything on those cloudy days.

Synthetic materials make for light, waterproof outerwear that you can rely on even in the worst of showers. Nylon and polyester, inexpensive fabrics that breathe, are often used for spring lines by many stores. Moreover, the variety of colors that these fabrics offer will let you choose those tones that will fit you best. Uniqlo, a Japanese retailer that has opened several stores mainly in New York City, uses synthetic fabrics in various designs to cater to all tastes. Having a selection of light jackets in an array of colors makes life a lot easier, even when the weather cooperates.

For spring, keep in mind two things: one, simplicity when choosing patterns (simply put, don't be a walking optical illusion) and two, brighter colors for the warmer weather for a unique style that stands out.

# Restaurant Review

by Blake Mergler and Reid Merlger

Assistant Opinion Editor and Assistant Sports Editor

Located in a convenient spot right off of Main Street, Sweet Comfort Bakery & Café offers delicious sweets and snacks. Opening last month, the bakery prides itself on offering "sweet tastes with a social mission." Employing adults with developmental disabilities and helping them realize their dreams, the bakery is owned by Community Mainstreaming Enterprises, Inc. (CME) and helps these individuals to learn, grow, and prosper.

The inside of the bakery resembles that of a European teashop. Even early in the morning, there is a lively yet calm spirit with young families and older couples enjoying a sweet bite to eat. It is cozy with floral couches and comfortable seating, as well as antique shelves filled with unique plates. The décor and atmosphere make it welcoming. Importantly, the food also matches this homey quality.

The bakery offers a wide variety of cookies, muffins, scones, loaf cakes, brownies, and blondies. It is difficult to choose from this comprehensive selection. In addition, there are healthier alternatives including a Swiss muesli that contained oats, almonds, raisins, honey, and other fruit in yogurt. There is also fresh fruit salad offered and a homemade granola parfait.

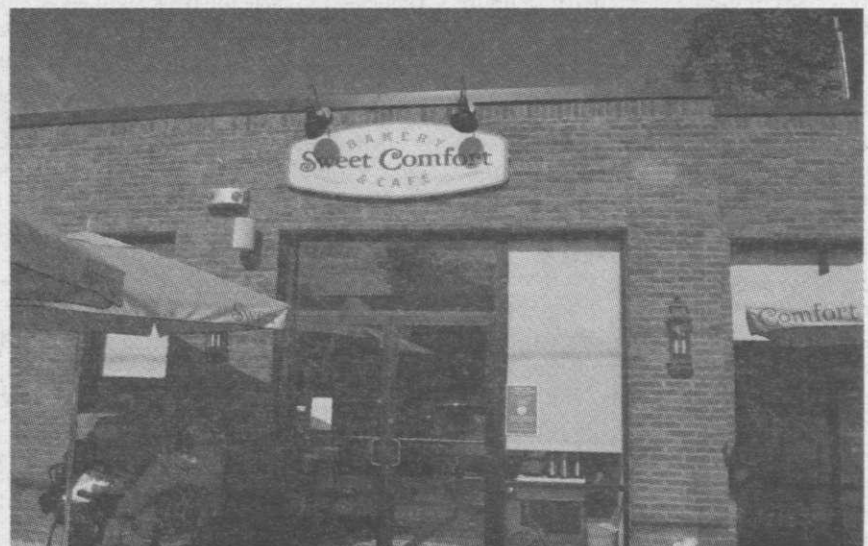
The group we went to the bakery with decided to have an orange ginger scone, magic bar, honey corn muffin, and lemon bar, as well as fine teas and coffees. The large orange ginger scone was reasonably priced at \$2.75 and was easily shared by two people. Additionally, the bakery's specialty, the magic bar—a mixture of coconut, walnut, chocolate chips, and graham crackers—was truly magical in taste; it was priced at \$2.50. The lemon bar and honey corn muffin were both scrumptious and freshly baked.

Our drinks were just as enjoyable. The coffee was served to our seats in beautiful, antique coffee cups at a very reasonable price of \$1.50, and that price included free refills. Coffees are offered in different flavors such as hazelnut and french vanilla. The fine teas are from the exquisite brand, Harney & Sons, and are served either iced or hot. The beverages allowed us all to relax and spend time in a leisurely environment.

One interesting aspect of the bakery is that wedding and birthday cakes are not offered, due to the complexity of these items and the inability of its disabled staff to bake them. Instead, the employees with disabilities work alongside a pastry chef and job coach to make each delicious product.

The staff was extremely polite and welcoming, as well as patient with the customers. They happily assisted their

## Sweet Comfort Bakery and Café



Kevin Granger

**The new Sweet Comfort Bakery & Café located right off Main Street offers a variety of cookies, muffins, scones, loaf cakes, and brownies. While there are a few tables and couches inside, there are also tables available outside.**

disabled peers in cleaning tables, fixing the couches, and putting out trays.

This spot is a perfect outing for anyone who wants to sit back and relax. It is a great place for individuals to pick up their cup of morning coffee and a sweet muffin on their way to school or work. Its location on Irma Ave. is close enough to school and can provide students with a delicious treat from 6 a.m. to 6 p.m. seven days a week. We encourage students

to choose this cozy and clean spot as a more civilized atmosphere than its nearby Dunkin Donuts and Starbucks. Providing sweet treats in a comfortable environment, Sweet Comfort Bakery and Café is highly recommended for any time of day.





# arts & entertainment

## Your hearts and minds will be consumed by the Illuminati

BY Christina Vlahos

Arts & Entertainment Editor

Get ready for one of the most intriguing, nerve-wracking, and stimulating films of your life: *Angels & Demons*.

The eternal city is plunged into peril as members of a brotherhood founded during the Italian Renaissance alight onto the Path of Illumination, seeking vengeance for wrongs incurred centuries prior and destroying all who stand in their way. The only way to save the lives of four Roman Catholic Cardinals and the people of Rome is to decipher the clues left by Renaissance geniuses and follow the trail of ambigrams to a final stage, at which point Vatican City would be "consumed by light." Who else to call in a situation like this but Harvard professor Robert Langdon. Not having yet embarked on his hunt for the Holy Grail as detailed in *The Da Vinci Code*, Langdon takes on Rome and all of its history in order to locate the killers and save the Church.

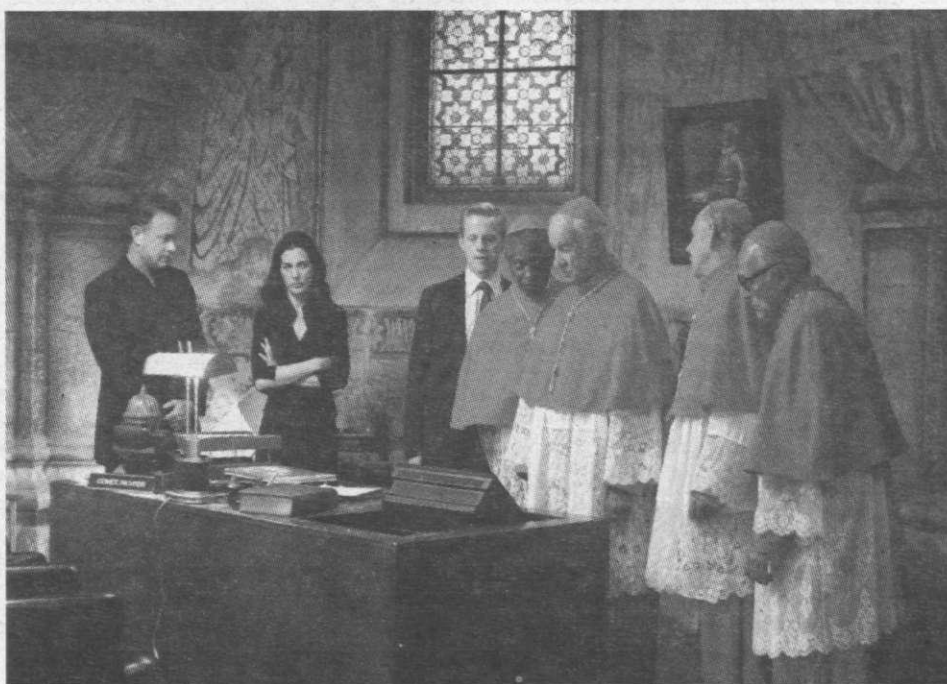
This is the puzzle of all puzzles, where the object at stake is not some legendary treasure of epic proportions (think Disney, Nicholas Cage, and cookie-cutter treasure-hunting), but instead the future of an institution followed by one billion people globally and the lives of thousands.

The plot takes off with the death of the Pope and the successive funeral rites. Then, the attention suddenly shifts to scientists conducting research at a lab in Geneva, where they are working diligently to harvest the first ever particle of antimatter. When the "preferiti," or the four cardinals favored for the position of Holy Vicar are kidnapped, almost simultaneously with

a break-in at the lab and the theft of a canister containing a particle of antimatter, the Swiss Guard and the Vatican Police call on Professor Langdon (Tom Hanks), a symbology specialist, to decipher the clues left by the criminals, who identify themselves as the Illuminati. Starting at 8 p.m. the night of the kidnapping, every hour until midnight a cardinal would be killed by the Illuminati at churches designated on the Path of Illumination, marked by gorgeous Bernini statues. The film follows Langdon and Vittoria Vetra (Ayelet Zurer), one of the scientists who developed the antimatter, as they travel all over Rome, dashing every hour to find the killers, save the Cardinals, and prevent the canister's antimatter from detonating and thereby annihilating all of Vatican City.

The film is not entirely faithful to the novel in terms of the sequence of unfolding events, but it remains true to the history, in terms of the evidence gathered and the situations created. So while Langdon does not exist and the kidnapping, branding, and public execution of the Cardinals did not take place, the Illuminati brotherhood did in fact exist, and every reference made to the history of the institution of the Catholic Church is entirely factual. If someone wanted to, she could visit each site depicted and travel on the same journey to view the centuries-old sites that are depicted in the film.

The constant theme was the conflict between science and religion, academia and traditions, and logic and faith. These



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**Robert Langdon (Tom Hanks) and Vittoria Vetra (Ayelet Zurer) stand by as a Vatican security guard and four cardinals watch video evidence of the most recent crime committed by the Illuminati.**

struggles were the source of the motives of essentially every character throughout the film, and alliances were formed between academics and zealous worshippers to fight an organization seeking retribution for wrongs committed by the Catholic Church for centuries.

*Angels & Demons* was filmed in Rome, so obviously the entire picture featured gorgeous architecture, opulent ceremonies, and basically just very beautiful surroundings. Unfortunately, that is where the aesthetic appeal ended; there were a lot of disturbing images and unsettling sights of various people being brutally killed.

In order to appreciate such a film, it is necessary to have a significant interest in history and culture. Also, one should probably read the novel before seeing it, in order to fully appreciate the attention to detail and the physical reality of these abstract references.

*Angels & Demons* could also be seen as a science fiction film with a twist, as the role of antimatter and the battle between the Church and science are central. The plot is complex and multi-layered, and each character has individual motives and intentions. It is not difficult to become confused and struggle with trying to make sense of what is going on and who is on which side.

Hanks, though not exactly fitting the description of Langdon as described in

the novel (bookish, handsome, early 40s, swimmer's body) still delivers his lines well. He's one of the most famous actors of our time, after all, and satisfactorily gets through the film with a clear record. His bio-chemist, physicist counterpart in this film, Vetra, who had been working to harvest the antimatter to utilize it as an alternative energy source, is portrayed by Zurer, who really emulates the charisma readers of the novel would expect. Ewan McGregor plays the Carmalengo, or the Pope's assistant, and he too managed to capture the essence of his character—a manipulative, scheming, insane, martyring, psychotic Catholic priest.

The film failed to live up to the novel in that it excluded various aspects of the plot that are pretty crucial to understanding the rest of the film and how everything fits together. Langdon and Vetra had shared a romantic relationship in the novel, which was eradicated from the film. The novel also provides some information about the life of the killer himself, who sinned because the Church "made him sin." A lot more could have been done in terms of character development.

Although the movie failed to earn the same acclaim as the novel, it still served as a decent theatrical adaptation. Anyone with an interest in theology, science fiction, art history, and the Renaissance, or anyone who is a fan of Hanks or McGregor, will find this film worth their while.



www.aceshowbiz.com

**A Vatican member travels to Harvard to seek Robert Langdon's (Tom Hanks) help in discovering the identity behind a murder threat.**



# Star Trek reaches new heights with its special effects

BY Ryan Larkin

Staff Writer

Of the many movies that have emerged over the past several months, few have prompted as much discussion as *Star Trek*, the eleventh film from the well-known science-fiction television series. Depicting the origins of the original crew of the starship USS Enterprise, this latest installment seeks to attract new fans to the franchise while attempting to appease veteran enthusiasts. For the most part, this movie is able to accomplish both these goals.

From the outset, *Star Trek* alters the classic mythology of the original series, asking die-hard fans to give in to the film rather than concern themselves with what they may or may not already know. One of the many bold decisions that have set the new installment apart from its predecessors is the devotion to building a quality cast of characters, as opposed to making the movie compatible with the pre-established history of the franchise.

*Star Trek* splits its focus between the franchise's new Kirk (Chris Pine) and Spock (Zachary Quinto), explaining how the rebellious duo found its way to Starfleet Command and, in time, aboard the Enterprise as captain and first mate. A brief yet significant exploration of these characters' childhoods is used to expose their very different motivations, but the remainder of the film focuses on Kirk and Spock's struggle to overcome their consequential rivalry. This struggle is enhanced by the plots of a maddened, time-traveling alien called Nero (Eric

Bana), who seeks to destroy both of their respective homeworlds in an insane attempt to avenge the destruction of his own home planet, Romulus.

It is obvious that director J.J. Abrams worked hard to deliver a film with an above-average storyline and a very strong collection of characters. The young Kirk has just the right combination of charisma, arrogance, righteousness, sleaze, and rebelliousness to make his character a likeable yet flawed hero. His ability to make the role his own, rather than simply imitating William Shatner's original Kirk, greatly contributes to the uniqueness of the film as a whole.

Quinto is ideal as the studious yet conflicted Spock, managing to perfectly complement Pine. Other core characters such as the elder Spock (Leonard Nimoy), Dr. Leonard "Bones" McCoy (Karl Urban), Nyota Uhura (Zoe Saldana), and Montgomery "Scotty" Scott (Simon Pegg) are introduced gradually throughout the film. Despite this, they are all significantly involved in the action and make an excellent ensemble.

Abrams' *Star Trek* has the advantage of modern special effects. The film obviously spent a significant amount of money in order to achieve the high-tech scenery and extreme action sequences. Spectacular visual effects are accompanied by exceptional sound as phasers blast and photon torpedoes tear through an enemy ship's hull. This is the best-looking *Star Trek* movie by far and will leave audiences breathless with the sheer realism of its fantasy.

This is not to say, however, that Abrams' direction is perfect. Indeed, a



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Even though they were unable to save Planet Vulcan, the cast of *Star Wars* achieves success with the newest installment of the space age saga.

mid-air mission involving parachutes, a drill, 10-foot flames, and a well-calibrated teleportation will inevitably leave viewers uncertain, at times, with what is going on. It is even possible that the sheer speed of *Star Trek* will alienate long-time fans, whom prefer Shatner's dramatic pauses and plausible scientific storytelling to the overwhelming energy of Abrams' thriller.

Overall, *Star Trek* is a smart and highly enjoyable movie. While the film may initially seem to be in danger of being overly reliant on computer graphics, a captivating story and excellent character development quickly pull viewers into the *Star Trek* universe. One really does get a

sense of this series' almost mythic status in contemporary culture from this film. Short of its cinematography, it represents everything that attracted fans to the franchise, in the first place. Far from feeling like a rehash of a tired, old formula, *Star Trek* offers a bold new adaptation of its franchise to suit modern audiences. Once again, this series has entered "the next generation."

*Star Trek* reaches new heights with its fantastic special effects even though they were not able to save Planet Vulcan, the cast of *Star Trek* definitely help to make this latest installment one of the most exhilarating.

## Sprint, dart, and run far, far away from this ghastly romantic comedy

BY Ali Nierenberg

Assistant A&E Editor

With its supernatural twist, *Ghosts of Girlfriends Past* seemed to be a promising alternative to the often banal romantic comedy genre—or so I thought. After watching the film, however, it was clear that it was just another chick-flick with a star-studded cast.

To say that this film was merely cliché would be a gross understatement.

It tries to come off as an adult comedy, but weaves in this strange supernatural twist. Not only is this idea bizarre, but it also changes the film's audience from an adult to a child. Needless to say, romantic comedies are not supposed to be made for children.

Starring Matthew McConaughey and Jennifer Garner, the film focuses on the idea of the rude guy and sweet girl. McConaughey, of course, is the rude one, and he does a pretty good job of acting the part. As Connor Mead, an attractive

and famous photographer, McConaughey is the Casanova of the 21st century with a twist. He dates many women, hits on even more models, and breaks up with all of them through déclassé video conferences. This trend continues until he is reunited with Jenny Perotti (Garner). She is a kind doctor who helps to plan her good friend's wedding, a stark contrast to Connor's philandering ways.

It is at this wedding when Perotti and Mead see each other again. Believe it or not, the two grew up together and even dated in high school, making their reunion even more combustible.

In typical Hollywood fashion, Mead is the best man of the wedding. His brother Paul (Breckin Meyer) is getting married to Perotti's friend Sandra (Lacey Chabert), and Perotti is the maid of honor. This convenient set-up works out just perfectly, as the two are given plenty of time to collide. That is, until Mead decides to go upstairs and meet one of the bridesmaids for a rendezvous.

However, when he heads up, he does not see a woman waiting for him, but instead his Uncle Wayne (Michael Douglas). This part of the film was very poorly done, as this encounter is supposed to be a dream; but if it is a dream, why do we never see Mead go to sleep?

Anyways, when Mead is in this dream, the uncle he sees is really a ghost. This part actually makes sense, as the uncle died several years ago. However, the scene's sensibility is where its merit ends. This section of the film was so cliché that it could probably be found in many other films. This scene segues into another

where the ghosts of Uncle Wayne and Mead's ex-girlfriend Amanda (Emma Stone) take him back in time to chronicle his womanizing journey.

While the journey hits upon some sentimental moments—for example the death of Mead's parents—it is basically a bore. For the most part, the audience is forced to watch him date woman after woman. Finally, this trip ends, but the film does not get much better. Although the film returns to the present, it is basically a continuation of Mead's old ways.

Finally, after Mead destroys the wedding cake, he heads upstairs again. Surprisingly, he is taken on another journey, this one to the future. During this trip, he sees Perotti getting married to a fellow doctor and realizes that he is madly in love with her.

Following this expected moment, Mead slips out of his dream and salvages the wedding and dances with Perotti. While it may have been cute to see the two reunite, it was way too expected. From the beginning, the viewer could tell that something of this sort was going to transpire between the two, it was only a matter of time.

With this ending in mind, the film was nothing more than a cliché. Both McConaughey and Garner acted well, but the parts did not require much from them.

"The actors did not make or break the film, it was more the boring plotline," said junior Jessica Podlofsky.

Therefore, although the film may be tempting, do not waste your time with it. The previews do it more justice than the film does itself.



www.reelzchannel.com

Connor Mead (Matthew McConaughey) attempts to salvage the cake he knocked over at his brother's wedding. Unfortunately for him, his attempt was a failure along with the film's plot.





# Finale Fever



## Celebrity Apprentice

In one of the most eagerly awaited conclusions in eight seasons of *The Apprentice* franchise, *The Celebrity Apprentice* finale did not disappoint. Donald Trump set up the finale perfectly with a clash between the poised favorite, Annie Duke, and a challenging underdog, Joan Rivers.

The finale began with each contestant choosing a team. Duke picked Brand Roderick, her good friend and a top four contestant, the unconventional Dennis Rodman, and comedian Tom Green. The team chemistry was disrupted because Rodman and Green had some sympathies for Rivers. Rivers' team consisted of her daughter, Melissa, Clint Black, whom Rivers claimed to have hated but then suddenly loved, and Hershel Walker.

The contestants had to hold a charity event for Kodak cameras. They had to design a room that featured its brand name and label, run a silent auction, and integrate Kodak EasyShare products.

Both teams worked well until the designer quit for both teams because of an argument he had with Rivers. This was a roadblock that was conquered by both teams in the end of the competition.

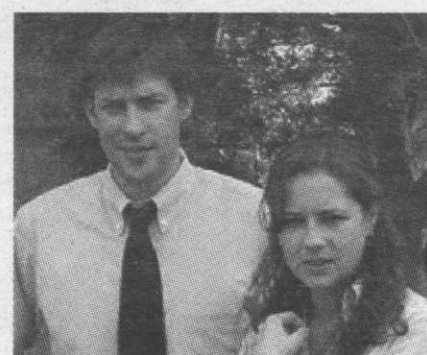
River's room was beautiful, and there was an understanding that Kodak was the brand trying to sell its products. Attendees had an enjoyable experience, entertained by professional impersonators who acted like Rivers, Cher, and Trump. This attracted many people, and most people had fun at her party. Rivers also got her



Both *Celebrity Apprentice* and *The Office* ended their seasons on high notes, creating momentum for their future runs.

charity name, God's Love We Deliver, across very well through the use of posters and videos. Trump was impressed by how the designers that Rivers used were volunteers from the charity.

Duke's room was more sophisticated and restrained, and she was able to



raise a tremendous sum for Kodak. Although both parties impressed Trump, he made a relatively quick decision by firing Duke. He said Rivers' part was more creative, so she deserved the win.

Over all *The Celebrity Apprentice* finale was great—dramatic, hilari-

ous, and exciting. Fans will certainly be waiting restlessly for next season.

~Zach Halperin

## The Office

Continuing its humorous trend, *The Office* ended its season with many laughs. Keeping with tradition, the finale took place outside the typical office environment. The setting was the office's annual company picnic. Right from the start the action begins, as Michael is reunited with his ex-girlfriend, Holly. Together, they perform a sketch that they call "Slumdog Mifflinaire," a parody of the critically acclaimed movie *Slumdog Millionaire*. During the sketch, Holly acts as the host, while Michael answers question about the company's. Everything goes well until they accidentally reveal that one of the companies' branches is going to be cut. Unsurprisingly, this news creates a large commotion.

The "B-story" of the episode is the volleyball tournament. During the tournament, Pam gets injured and is taken to the hospital only to find out that she is pregnant, which is a huge surprise to everyone. I think that it was a great episode until the end when we find out Pam is pregnant. I feel like the writers felt that they needed something huge to end the season, but this is a boring, played out way to do this. Despite, its boring ending, it was a solid way to end the hilarious season.

~Brett Fishbin

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## Time to say goodbye to Grey's favorites?

BY Ali Nierenberg

Assistant A&E Editor

Continuing its dramatic trend, *Grey's Anatomy* ended its season with a bang. The two-hour long finale answered some questions, but also left viewers in the dark, as they are unsure of what will become of their favorite characters.

Going into the finale most viewers were interested in the fate of Izzy Stevens (Katherine Heigl). She was diagnosed with cancer earlier in the season, amidst reports that Heigl wanted to leave the show. Izzy's battle with cancer was chronicled throughout the season, but never more so, than in the finale. She is left with the decision between having her tumor removed and risk losing her memory or forgoing surgery for an alternative treatment with a more probable death. After seeing her friend from the oncology ward die, Izzy decides to choose the former.

In typical *Grey's* fashion, this was only one aspect of the drama-filled finale. While Izzy was on the operating table George (T.R. Knight) revealed some shocking news: he would be joining the army as a trauma surgeon. Rumors had surfaced that Knight wanted to leave the show as well; however, in a most ingenious twist, George never ends up departing for Iraq. Instead, he becomes the victim of a horrific accident, in which a bus drags him for 10 blocks.

When the ambulance brings the victim of the accident to Seattle Grace, no one knows that George is the one lying on the stretcher. They merely think he is a John Doe and continue treating him as they would any other patient. While individuals in danger of dying left and right, the *Grey's* finale provided fans with a happy moment, as the marriage that was desired from the beginning takes place. Yes, Mer-

edith and Derek (Patrick Dempsey) finally tie the knot! The two get married in a very unconventional ceremony, in front of Derek's locker, but it is nonetheless very romantic. They write their vows on post-its and promise to stay with each other forever, providing fans with a break from crying.

Unfortunately this ceremony is short lived, as both Meredith (Ellen Pompeo) and Derek need to get back to their patients. Derek needs to check on Izzy, who now has short-term memory loss because of her operation, and Meredith needs to scrub in on the John Doe (George) surgery. These following scenes probably provide the most action in the entire finale, as the surgeons find out that George is John Doe. After he successfully writes his nickname, 007, on Meredith's hand, she realizes that her patient is not a stranger, but her close friend George. While the doctors attempt to save George, Izzy and her husband, Alex (Justin Chambers), get into their first marital fight. Of course this happens after Izzy's memory is restored and she remembers the details of the argument vividly. Eventually the two make up, and as they are hugging all hell breaks loose; Izzy's heart stops beating.

With the death of two of the show's most important characters pending, viewers were on the edges of their seat as Meredith and Christina (Sandra Oh) tried to revive the characters using shock paddles. The beauty of this moment is that no one knows whether or not they will live or die. We get a glimpse of the two characters in a supernatural scene, where they are in heaven, perhaps for a moment; George is suited up in army attire and Izzy in her dress.

Overall, the finale was a huge success. It created tons of momentum for the upcoming season.



# Classic Album: Iggy Pop: Lust for Life



BY Brian Kennedy  
Staff Writer

Broken glass, lacerated skin, and puddles of blood—not many musicians can boast that their live shows ever consistently featured such gruesome components, but Iggy Pop can and he has the scars to prove it, both inside and out.

The so-called “Godfather of Punk” has amassed an impressive catalog of rock classics. Although staggered in their regularity by frequent bouts with drugs, the classics built a musical foundation that is too massive to ignore. Iggy’s *Lust for Life*, released in 1977, has gone down as the most dynamic compilation of his musical career, brining together the raw sound of The Stooges with a more modern

rock sensibility, creating a definitive hard rock classic with a background rivaled by few.

*Lust for Life* manages to feature a truly masterful exploration of Iggy’s musical ambition through nine vibrant tracks. Many of the songs dealt with Pop’s extensive drug use, a lingering problem which had haunted him throughout his career, leading to the demise of The Stooges and a period of stagnancy in the early to mid 70s.

“Torn Blue” sprawls outward with a slow but mounting progression featuring a heartrending confession of failure and addiction, articulating the struggle of what for Pop would be a 20-year fight. The theme is continued with “Tonight,” as Pop mournfully sings “everyone will be alright, tonight,” accompanied by a melodic lead guitar. “Passenger,” one of *Lust for Life*’s most well known songs, mixes a moody, haunting guitar riff with equally poignant lyrics, documenting what some view as an introspective observation of the drifting, nomadic life of a post-Stooges Pop. Iggy returns to his punk roots in a startlingly progressive, neo-punk classic, “Neighborhood Threat.” Apparently written in his response to his then girlfriend, Pop cries, “do you see his eyes, do you see his crazy eyes,” as the song harnesses an eerily defeatist energy led, once again, by active

and searing lead guitar. “Fall in Love With Me” and “Success” pursue less drama-laden topics as Pop addresses angst, and the prospect of a fruitful future. “Success” uses an almost bluesy rhythm with strong backing vocals, helping to make the only single from *Lust for Life* an animated and riveting song. Arguably Pop’s most well known song, “Lust for Life,” speaks of the struggles and accomplishments of Pop’s past with a cynical optimism that Rolling Stone called his “survivor message to the masses.” “Lust for Life,” before being horribly butchered by a Carnival Cruise Lines commercial several years ago, always stuck out in Iggy’s catalog as a result of the song’s famous driving guitar riff. It also features an incessantly loud and dominant drum beat.

Iggy Pop’s career could be called sporadic, highlighted by bursts of success and genius while constantly shadowed by lingering personal struggles. *Lust for Life* can easily be interpreted in this context. However, to fully understand the depth of the album, it is important to give some background of his career leading up to the album’s release.

Pop initially bursted onto the music scene with the hard rock quartet, The Stooges, featuring an attitude and raw stylistic approach that reflected what could be interpreted as the group’s musical ineptitude or an approach that was at least

several years ahead of their time. Through several cherished albums, the band established itself with its unparalleled live show featuring the masochistic antics of Pop amplifying punk classics such as “I Wanna Be Your Dog” and “Search and Destroy.”

*Lust for Life* was written, recorded, and mixed in Berlin, Germany, in only eight days with Pop and Bowie essentially going without sleep in a fervent burst of creativity, allowing Iggy to chronicle the previous decade of his life in an impulsively creative pulse. The album, which initially reached number three in the United Kingdom, has also proved to be somewhat of an insurance package for Pop. Bowie’s frequent use of the songs, on albums such as *Heroes* and *Lets Dance*, combined with the popular soundtrack to the film *Trainspotting*, have allowed Pop to continue his career throughout the decades following *Lust for Life*, with albums such as *Real Wild Child* and *American Caesar*.

Ultimately, *Lust for Life* was the culmination of a decade of musical experience that solidified, in both the past and future, Pop’s place as the struggling iconoclast, forever embedding Pop’s musical contribution in our collective memories.

## Heaven and Hell: The Devil You Know



BY Kyle Manzione  
Staff Writer

After releasing the album *Heaven & Hell* under the band name Black Sabbath 29 years ago, the heavy metal legends released their first official full length album called *The Devil You Know* under their current name Heaven & Hell.

Vocalist Ronnie James Dio, guitarist Tony Iommi, and bassist Geezer Butler are the returning members from Black Sabbath, and drummer Vinny Apice replaced the original drummer Bill Ward.

Iommi, while working in a sheet metal factory, was in an accident which partially destroyed his fingers, forcing him to develop his own way to continue to play guitar.

Little did Iommi know while creating his own style, he would eventually be one of the most influential and important guitarists of all time, widely regarded as being (along with Led Zeppelin’s Jimmy Page) one of the only guitarists that can take credit for developing the heavy metal sound by creating his innovative guitar riffs.

With these heavy metal pioneers, it is an understatement to say fans expect classic songs and the same great music that they have been producing for over three decades. Needless to say, *The Devil You Know* is no disappointment. The heavy,

repetitive tuned-down guitar riffs that Black Sabbath made famous are replaced with a more traditional, heavy metal sound—a sound that proves to be just as effective as Black Sabbath’s classic one. The aptly named *The Devil You Know* contains a familiar sound to listeners of older hard rock and heavy metal.

The album’s track listing is a throwback to songs of the albums produced back in the days of Iommi and Dio in the 70’s and 80’s.

The anticipation for the album began with the release of the single “Bible Black,” which reignited the flame for many fans who had waited for the recently reunited band to release their first studio album in years.

With heavy hitting instant classics such as “Double the Pain,” “Eating The Cannibals,” “Follow The Tears,” and “Nowhere,” these hard rock icons show no signs of losing the ability to entice and electrify their audience. Extra long guitar solos, another chorus or two, and built-up suspense all add to each of the five to six minute tracks.

Songs such as “Rock n’ Roll Angel,” “The Turn of the Screw,” and “Breaking Into Heaven” make you forget that this album just came out this month, as opposed to 25 years ago, with a retro hard rock sound not dissimilar to their earlier days. All who listen to *The Devil You Know* will be consumed by the classic hard rock sound that made each of the band members famous and preserved their fame.

After decades of Black Sabbath success in the genre, it is a privilege to see these legendary musicians reunite to form their own band. Being innovators of both hard rock as well as heavy metal, Heaven and Hell had high expectations to fulfill in this new album. It is doubtful that many will be disappointed in the final product put forth.



Schreiber Times

### StressReliefPicks

A & E “RUNAWAY” BY THE YEAH YEAH YEAHS

NEWS “JAI HO” BY A. R. RAHMAN

FEATURES “FARMHOUSE” BY PHISH

OPINIONS “BANANA PANCAKES” BY JACK JOHNSON

SPORTS “ALL I WANT FOR CHRISTMAS IS YOU” BY MARIAH CAREY

EDITOR IN CHIEF “ROSALITA” BY BRUCE SPRINGSTEEN

COPY EDITOR “AMAZING” BY KANYE WEST

GRAPHICS “PEACH TREE VALLEY” BY ANDREAS VOLLENWEIDER

PHOTO EDITOR “YOU ONLY LIVE ONCE” BY THE STROKES



# WHO IS SCHREIBER'S TOP ATHLETE?

Faculty and students voice their opinions on four Schreiber athletes who are on the pedestal of Port athletics

BY Harrison Remler

Sports Editor

We are about to embark on a journey, a journey to find Schreiber's top athlete. Step one, chase after four-minute mile man junior Marco Bertolotti in the hallways. Step two, win a point off senior Kristin Norton; your chances are so minute, I will buy you lunch at Bayview Deli if you take two in a row off her. Step three, challenge senior Jeff Frocarro to a faceoff on the Turf, or compete with him in your Advanced Skills gym class. Finally, end the day with your choice of sport, as I guarantee senior Brennan Spreitzer is up to any athletic competition.

This school year has been a successful one for athletics. The school is home to a wide variety of great athletes in all sports. Whether it was senior Stephan Brossard showing off his foot skills in the soccer playoffs, junior Adam Epstein converting on yet another "and one" against Massapequa, senior Noah Bondy finishing up another Conference Championship in cross country, or junior Jess Podlofsky helping secure a second Long Island Championship for the Lady Vikings, we as fans were fortunate to see these stellar athletes in action.

With all due respect to the athletes, four students have reached the next level of high school sports and have exemplified everything that success stands for. Froccaro and Norton as well as Bertolotti have demonstrated complete hegemony in their respective sports, while Spreitzer can arguably do it all.

"The thing about these student athletes is that they have no ego," said gym teacher and assistant varsity lacrosse coach Mr. Joe Mascarretti. "They have one common characteristic: they care about others, and not only themselves. They work out not so people can see them, but to get better."

In a society inundated with awards, the debate over the school's top athlete or Most Valuable Athlete (MVA), has challenged students for months. So, when it was time to gather the facts, I turned to the student body and faculty to advocate for these athletes.

## Jeff Frocarro



Port Light

**Jeff Frocarro, with the most votes as MVA, has been one of Port's best midfielders. He will be going to Princeton this fall.**

In a student survey, Froccaro pulled away with the victory with the most votes. Arguably the top faceoff midfielder in the United States, this Princeton-bound superstar's achievements and prowess have been recognized by the student body.

"He's a beast," said junior Mike

Oelbaum.

"He has been an asset to Schreiber's lacrosse team since he was in eighth grade," said senior Nick Pietrantonio.

"All-American lax, enough said," junior Lewis Calem.

"He is an absolute animal," said sophomore Jon Keren. "It's like a man playing with children."

Froccaro has lived up to all the hype, despite sitting out the majority of last season with a torn ACL. Coach Ken Case describes him as a program changing player.

"Jeff is naturally gifted and highly focused for a high school athlete. He is dedicated to being far and above everyone else. As far as I can tell he is the leading career scorer in school history. Only a couple of students have played varsity as an eighth grader like Jeff. I can say that he is the best faceoff middle I ever had," said Mr. Case.

Other teachers have also recognized Froccaro's accomplishments.

"I have never seen anything like him," said Social Studies teacher Dr. David O'Connor. "It is like watching a man play with boys."

## Marco Bertolotti



Jake Levine

**Marco Bertolotti won the Nassau County championship during the cross country season and competed at the highly acclaimed Federations meet.**

There is no bigger supporter of Bertolotti than his head cross country and track coach Jeremy Klaff.

Coaches take on Bertolotti:

"First off, Marco was on ESPN this year," said Coach Klaff. "Marco has run in front of 30,000 people at the Penn relays. He has been ranked as high as third in the mile nationally. He has won County Championships in the 800, mile, 1000, 1600, two mile and the 4x8 races. He holds the official school mile of 4 minutes and 15 seconds. He is a fantastic leader, and not always the most valuable runner on our team. No human being is more dominant than Marco."

Many colleges nationwide are interested in Marco due to his great athletic success.

"Every college in the nation is interested in him as my mailbox is filled with letters daily, from Harvard to Stanford to UCLA. It is truly remarkable that he is a little guy, but he just wipes gigantic guys off the floor, who have muscles the size of Marco's body," said Mr. Klaff.

Many believed that Rich Schmitz was the greatest runner of Schreiber history. Yet, under his guidance Bertolotti has established himself as arguable one of the most dominant runners in Nassau County.

What the students say about Bertolotti:

"Fastest kid alive," said junior Ben Gonzalez.

"A kid with that many announcements has got to be good," said junior Molly Fried.

"Marco defines Schreiber sports, he is always present in the paper and school conscience, and he is a stand up guy, and a great athlete," said junior Port radio DJ Dylan Snyder.

"He competed in the Milrose Games," said senior Brandon Saks.

## Kristin Norton



Port Light

**Ranked tenth in the nation and number one in the east, senior Kristin Norton is off to Harvard in the fall.**

Bertolotti's complete dominance is only matched by Harvard bound senior Kristin Norton. Norton is ranked tenth in the nation, and number one in the east. She led her Lady Viking's team to two consecutive Long Island Championships over West Hampton High School. Norton hasn't lost a set in her career.

"I've seen Kristin play for 13 years, since she was five years old and she probably spends 40 hours a week playing tennis. She is the best girls tennis player in my time here at Schreiber. I know she also has a great mother who has taught her perseverance. She beats everybody," said head varsity boys tennis coach, as well as Weber girls tennis coach Peter Travis.

"She has tremendous athleticism. She is quick, strong and she has a great feel for the game. The real deal in tennis from what I hear. I don't know if she can play with the boys but in badminton I have seen her play with grown men and win," said her badminton coach Dr. David O'Connor.

While she has been a "sleeper" to many of the Schreiber student body, senior John Schneider believes that Norton is worthy of Schreiber's top spot.

"She won Long Island and is undefeated. She makes no errors," said Schneider.

## Brennan Spreitzer

Our fourth athlete, is one of many uniforms, literally. Brennan Spreitzer hasn't

shown complete hegemony in one sport, but by request of the student body he is considered to be the best "all around athlete" to grace Schreiber's hallways. Spreitzer was a four sport athlete in his senior year, as a kicker on the varsity football team, and captain on all three of the varsity soccer, basketball, and volleyball teams.

"Brennan is definitely dominant in volleyball. He is one of the best players in the county and is very balanced on the court. I think what sets him apart is he is exceptionally talented in multiple sports. While he hasn't achieved every honor in each sport, he has obtained high status in all," said head varsity volleyball coach Ms. Maria Giamanco.

"It's the flow and all around athleticism that makes him a stud," said sophomore Marco Ristic.

"After being seen on News 12, his words of wisdom represented the ideal Schreiber student. His talents can be seen in four different sports, each of which he contributes a much needed effort," said junior Luke Record.

"Every sport he plays, he is great," said an anonymous Schreiber student.

One thing that brings all Schreiber students together—athlete, artist, or researcher—is that they must take physical education.

So, for guidance on my decision, I turned to Mr. Joe Del Gais, the head of the physical education program at Schreiber, as well as the 2009 head varsity football coach and assistant baseball coach.

"I can only speak for Jeff, Marco, and Brennan since I have not had Kristin in class but they are all not only great athletes but top shelf citizens. They care about other people and are not prententious. They make others in their classes better and are genuine and not fake. They are not only respected here at Schreiber but are respected by their opponents," said Mr. Del Gais.

While the students said that Froccaro deserved the claim as Schreiber's top athlete, it is hard to truly make a decision on who is truly Mr. or Mrs. Schreiber. Campus Drive is home to great athletes, as these four have truly exemplified the term student athlete.

Maybe here there is room for continued debate or even a tie.

"Maybe its not about who is superior but the fact that Schreiber is lucky enough to have four student athletes who represent their school in such a manner," said Mascarretti.



Kevin Granger

**Brennan Spreitzer is Schreiber's only four sport athlete. His dominance on varsity football, soccer, basketball, and volleyball makes him an important component to Schreiber athletics.**





# Athletes



# of the



# Month



## Janayia Thomas

BY Reid Mergler  
Assistant Sports Editor

During the last three years on the girls varsity track team, junior Janayia Thomas has run her way to success. In the past, Thomas' main sport was volleyball. However, she started running track in eighth grade after being inspired for the sport by her aunt Nicole Dumpson, who runs competitively nationwide and used to run for Schreiber as well.

Continuing in Dumpson's footsteps, Thomas has the fastest 100- and 200-meter times on the team. She is also part of the 4x400-meter relay for the first time this season.

For this event, her best split time is 62 seconds, which is one of the best 400-meter times on the entire track team.

At the division championships, which took place on May 12 in Plainview, Thomas placed fourth for the 100-meter event with her personal best of 12.85 seconds. In the 200-meter event, Thomas also won in the second heat at the meet.

In addition, at the Port Invitational on April 30 and May 1, she won in all three events (100- and 200-meter races, and the 4x400-meter relay). For these accomplishments, she was given a plaque naming her the Best Girl Athlete for Track Events.

Not only has she been victorious this year during the spring season, but she has also attained success during the winter season and previous spring seasons.

During winter track, Thomas ran the 55-, 200-, and 300-meter events and had

a personal record of 44.7 seconds for the 300-meter race at the Conference 2 Girls Championships on Jan. 30.

In addition, last spring, Thomas ran her personal best for the 200-meter in 26.0 seconds at the Class AAA County Championship on May 28.

Given the success she has attained thus far, Thomas hopes to continue doing track during her senior year and in college.

"For college, I hope to get an athletic scholarship," said Thomas. "But I have realized that you have to work hard and really want it."



Reid Mergler

**Junior Janayia Thomas is the leading 100- and 200-meter runner on the team. Following this season, Thomas hopes to continue during her senior year and throughout college.**

## Justin Johnson

BY Graham Potters  
Sports Editor

Senior Justin Johnson has been a sprinter on the boys varsity track team since his sophomore year.

He primarily runs in three different races: the 100-meter dash, 200-meter dash, and is the anchor runner for the 4x100-meter relay race.

Johnson is captain of the sprinters, using his experience as a guideline for the younger, upcoming runners.

"I am proud to be the sprinter captain," said Johnson. "The other runners on the team are always fun to be around. I really enjoy being part of a team that is dedicated to win. I will miss running with the team next year."

Johnson has greatly improved since his first season as a sophomore.

"In his three seasons on the team, Justin has improved significantly in both his athletic ability and in his overall attitude towards running," said Coach Jeremy Klaff. "Justin has also become one of the team's top scorers in our meets."

Johnson was named MVP of the Port Washington Invitational for his success in a handful of events. He came in first place in three different races at the meet.

His most notable race was the 100-meter dash where he ran his personal best of 11.4 seconds. He managed to improve his 100-meter dash time by close to a second, faster than what he ran a month ago at

MacArthur High School.

His success as a runner can easily be reflected in the numerous medals he has won.

"I have a very large number of medals because of my successes in individual heats," said Johnson. "I was very proud of my recent MVP award. It felt good to be rewarded for my efforts and improvements."



mrklaff.com

**Senior Justin Johnson was recently named MVP at the Port Invite due to his victory in three events. During the 100-meter race, he ran his personal best of 11.4 seconds.**

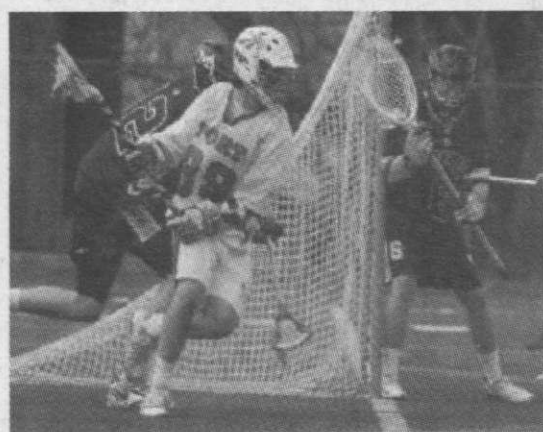
Do you have a suggestion for Athlete of the Month? Please contact Schreiber.times@gmail.com with your nominations.

## Boys lacrosse looks to avenge last year's defeat in playoffs Led by Jeff Froccaro and Coach Ken Case, the Vikings are optimistic

BY Ross Balaban  
Staff Writer

With the Nassau County Conference A playoffs looming in the distance, the boys varsity lacrosse team enters the playoffs. The Vikings are led by scoring leader senior Jeff Froccaro, who has 54 goals on the season. The team will look to avenge last year's first round playoff loss to MacArthur with a deep run in the 2009 post-season.

"We lost three All-County players before the playoffs last year," said Head Coach Ken Case. "We definitely have more experience this year and our overall skills are better."



Jeff Froccaro

**Tyler Goldman rounds the net in an attempt to score during Port's game against Baldwin on April 29.**

The team begins the playoffs with a combined 37-3 margin of victory over Uniondale and Valley Stream Central in its last two wins. In all of the last four games the Vikings have scored a combined 65 goals.

Overall, the Vikings are 12-4 on the season for both league and non-league games. With the help of 54 goals and 15 assists from Princeton-bound Froccaro, 33 goals and 19 assists from sophomore Tyler Goldman, and 37 goals and 21 from first year varsity player junior Owen Caruso, the Vikings are going into the playoffs with high expectations.

"We can win it all," said Coach Case.

"If we play the way we did in the first league game of the season against Syosset we can't be stopped," said junior Benny Gonzalez.

But in order for the Vikings to make a run in the playoffs, they need to improve against the better half of their conference, as they are just 2-4 against the top eight teams. Farmingdale and East Meadow both stand ahead of Port in the conference standings with 6-1 and 6-2 records, respectively.

"We have the talent we just have to piece it together," said Froccaro.

In the Vikings' four losses, they had given up a combined 51 goals, allowing at least 11 goals in each.

"We need to keep working hard and push to do better," said Caruso.

"Team defense and communication are the keys to success," said Coach Case.

The county playoffs begin on May 21 and are played on the top eight teams' home fields.

Furthermore, the semifinal and final games are played at Hofstra University's

James M. Stuart Stadium, which is also hosting an NCAA Division I lacrosse tournament regional.

"We match up well against all the teams in the conference so every game is winnable," said Gonzalez.

## The Fan's Five



With Memorial Day coming up, many Schreiber teams are preparing for the playoffs.

### 1. Boys Varsity Golf

Once again conference champions, juniors Kelly Shon, Chris Yap, and Ross Balaban led these Vikings into the County Championships to be played at Eisenhower Park.

### 2. Boys Varsity Track

The domination continues as senior leader Justin Johnson leads the boys to their fourth consecutive Port Invite championship.

### 3. Boys Varsity Baseball

These Vikings will enter the 2009 Class AA Nassau County playoffs as the twelfth and final seed, as they will meet fifth-ranked Oceanside in the first round.

### 4. Boys Varsity Lacrosse

Things seem to be coming back together on the turf for these Vikings. Three team members were recognized for their successes, as Jeff Froccaro was awarded All American honors, and junior Owen Caruso and sophomore Tyler Goldman were both awarded All-County.

### 5. Girls Varsity Track

While they have slid under the radar of many Schreiber students, the girls are keeping pace with their male counterparts as they swept away the competition at the Port Invite to garner first place honors.



# Boys varsity baseball looks toward playoffs

BY Drew Friedman

Staff Writer

Fans of the boys varsity baseball team got their first clue to the Vikings' showing this year in the second game of the spring, a non-conference contest against Wheatley.

Junior Everett Keller took the mound that day and struck out 14 Wheatley batters, walked none, and allowed only two hits to set the pace for the season.

Coaches Rich Greeney and Joe Del Gais have led their squad to a 12-2 record in Conference AA-III and a 14-5-1 record overall to finish the season first in their division.

The team's one tie came in a non-conference game against Glen Cove that went nine innings after outfielder senior John Schneider belted an RBI double in the bottom of the seventh to knot the score at 3-3, which was the way it ended.

Like any winning team, the Vikings have had contributions from a lot of different players. In a 10-1 drubbing of Elmont, senior catcher Mark Brewster went 3-4 with five runs batted in and junior shortstop David Podlofsky also went 3-4 with three runs scored and three RBI.

In the second Elmont game, which Port won 9-0, first baseman senior Andrew Weil went 4-5 and senior Sammy Santora launched a grand slam.

In a 10-2 victory over Hempstead, junior pitcher Dylan Kane gave up only one earned run on five hits and two walks, while striking out four.

Four of the most consistent stars on the team have been seniors Jordan Epstein and Rob Furino, and juniors Ethan Sander and Keller. Epstein, a threat with the bat as well as on the mound, had his best pitching performance of the year in a nail-biter against a tough Long Beach team on May 6.

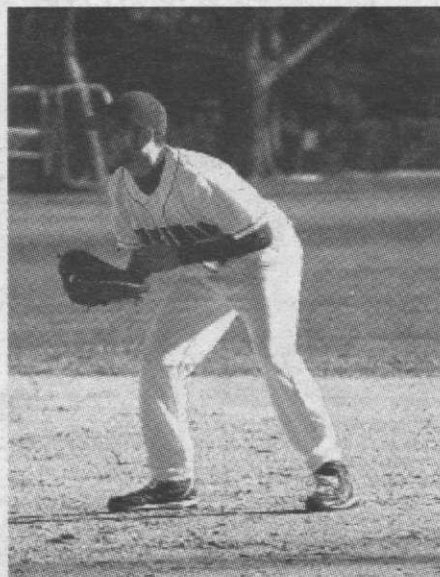
Taking a no-hitter into the fourth inning, he wound up giving up only three hits and one walk to go with six big strikeouts in a 3-1 victory.

Sander and Furino teamed up on two occasions to power the Vikings offense. Against Uniondale on April 14, Sander went 2-4 with a solo homer, four runs batted in, and two runs scored while Furino went 3-4 with a couple of RBIs of his own.

A few weeks later, against Valley Stream Central, Sander went 3-4 with two runs scored while Furino collected three hits of his own.

Keller leads the team with five victories, while Epstein has four to his credit and Furino has three.

Overall, the team looks to expand its playoff run since its first round knock-out last year.



Brian Wedeking

**Rob Furino plays first base during a game at Guggenheim Elementary School.**

## Several Lady Vikings still competing in post season

BY Max Kraus

Staff Writer

While the girls varsity badminton team finished its regular season play with a loss to Calhoun, several girls will be competing in the conference and county championships.

Second doubles, senior Elyse Lauzon and junior Ani Levine, and fourth doubles senior Erin Lauzon and junior Jackie Werner, will play for the conference championship. The third doubles team, senior Wendy Ouyang and sophomore Alex Tung, will compete in the county championships along with singles player senior Kristin Norton on May 15 at Great Neck South High School.

With a 5-7 record, the team as a whole missed out on the playoffs by a narrow margin.

"Although we had identical records, the other team just had better criteria for the playoffs," said Coach David O'Connor.

The season ending loss to Calhoun continues to linger in the minds of the team.

"Although we lost, we actually have a valid excuse," said Norton. "The lighting in their gym was absolutely terrible, and the lines on their floor could not have been any more confusing."

Norton excelled this season, carrying her dominance from the fall tennis season, when she led the girls varsity tennis team to its second Long Island championship.

"My main sport is tennis, and while some people think otherwise, tennis and badminton are actually very similar," said Norton. "Whatever makes a good tennis player makes a good badminton player. A good badminton player needs to be able to

move his or her feet well, strategize, read what shot the opponent will hit next, and figure out what combination of shots will force the most errors from the opponent by getting the opponent off balanced or tired."

With five seniors leaving for college, the Vikings are left with the responsibility of filling these spots next year. Although they lost seven matches, they still believe that they can be a contender in years to come.

"The team worked really well as a whole this year," said Norton. "We supported each other and cooperated with each other. During every practice, we would all positively try to determine our opponents' weaknesses and figure out how we would beat them next time."

## Captain's Corner: Jacob Schuckman, JV Baseball

BY Harrison Remler

Sports Editor

*Sports editor Harrison Remler sits down with sophomore Jacob Schuckman, tri-captain of the JV baseball team.*

**Harrison Remler:** Mazel tov on getting promoted to the varsity baseball team, Jacob.

**Jacob Schuckman:** My friends call me Jake.

**HR:** Rumor is you have been one of the most dominant pitchers in JV baseball in this millennium. How does that make you feel?

**JS:** I am currently 10-2 in two seasons.

**HR:** How much does this attribute to your pitch caller and coach Mr. Matt Holzer?

**JS:** I give it more to [sophomore Mike] Weiss than him. Weiss is the one who has called most of the pitches during the season. I only shook him off twice in two seasons.

**HR:** Do you feel you intimidate batters with your lion mane of a haircut?

**JS:** I feel I am more intimidating with my fastball than my hair.

**HR:** Now to be honest, Jake, people say that you are bit conceited. How do you respond to your critics?

**JS:** I guess I'm just confident—a little too confident.

**HR:** Off the ball field, where can I find Jake Schuckman?

**JS:** I did play basketball on JV II for two seasons, and now I am just chilling out.

**HR:** How does the hair react to the hot summer weather?

**JS:** Makes me feel like I want to cut it all off. It weighs me down, and it's a lot to shove under the hat.

**HR:** Ever gonna cut it?

**JS:** Nah.

**HR:** Not even at Joe Torre's request?

**JS:** I would sign with a west coast team.

**HR:** As we ask all our captains, do you have any superstitions?

**JS:** I don't have any rituals. But before every home game, I have put my bag in the same spot for two seasons.

**HR:** If you could go head to head with any MLB hitter, who would it be, past or present?

**JS:** That's a good question, Harry. I would have to say Derek Jeter because I think he is the most clutch player in baseball.

**HR:** 3-2 count, ninth inning, game 7 at Yankee Stadium. What are you throwing to Jeter?

**JS:** Fastball, low and away.

**HR:** Any final words, Mr. Schuckman?

**JS:** I would not be able to have done what I did without my teammates.

## Calling the Shots

BY Harrison Remler

Sports Editor

On a summer night in June 2010, I will be drinking a Sprite at the Gambol, reminiscing on my Schreiber career. Who knows if I will have completed my athletic career or if there was more to come.

For another current junior, his June night will be a little different. For Jeremy Tyler, instead of opting for the black pin-stripe suit, he may be wearing a sleek v-neck shirt with dark and skinny jeans.

His drink of choice may be a martini, and the music background at his European nightclub might be a bit more electronic.

Tyler, a highly coveted basketball recruit from San Diego High School in California, has decided to venture overseas to compete with either Olympiacos or Panathinaikos, two of Greece's top teams. Interest from other teams from Italy, Spain, and Israel is growing.

Tyler made a verbal commitment to the Louisville Cardinals, but he has turned down an opportunity to attend virtually any college he wanted.

Before committing to Rick Pitino and the Cardinal faithful he drew interest from Arizona, Connecticut, Stanford and UCLA.

"I have dreams every night about me playing," said Tyler in an interview with the *New York Times*. "Mentally, I'm pretty ready to go out there and play. I want to show the world that this wasn't a bad decision."

First, before we belittle Tyler for his decision, let us just say thank you. Sometimes we need a visual example of what not to do in our lives. He will be filling this void.

Not only is Tyler going to skip what many consider to be "the most memorable days of your life" in high school, but he is about to dive into a world of grown professional men.

After being upset by conference rival Great Neck South, I can guarantee that Schreiber senior Zach Kriftcher had a warm dinner waiting at home, despite the outcome and regardless of whether he scored 20 points or two. Lose a game against a cherished rival such as Panathinaikos and Tyler will return home only to wake at 5 a.m. the next morning for a grueling run with his angered teammates. For the men he is about to meet, winning is a job and losing means not being able to provide for their families.

Tyler will not be the first to jump ship to Europe as an American basketball star. USC signee Brandon Jennings is finishing his first season with Lottomatica Roma, realizing that maybe he should have stayed home and enjoyed the Hollywood lifestyle.

Instead, he headed for what was a rude awakening—a 19-year old kid playing against grown men who are out to "kill." Jennings has entered his name in the 2009 NBA draft and cannot wait for a slumber in his true home of Los Angeles, California.

Hopefully, Tyler will start a trend and teach young American stars that playing professional basketball should be about the experience, rather than the money.

Soon, after players such as Jennings and Tyler return with stories of disappointment and failure, then our young stars will follow the books before the bills (or the Euros in this case).



# VIKING SPORTS

## Boys and girls both capture Port Invite championships In 91st annual event, Justin Johnson leads boys for fourth consecutive title

BY Rohit Khullar

Staff Writer

Despite the torrential rain, both the boys and girls track teams demonstrated their resiliency at the 91st annual Port Washington Invitational by capturing their fourth straight championship.

"Over the two day event we showed incredible depth. We won while using Marco in only one event," said boys head coach Mr. Jeremy Klaff.

"Although the weather and the slow track made it difficult to gain personal records, we were still able to place well in all of the events to put together the win," said girls head coach Ms. Virginia McMahon who is also a first grade teacher at Guggenheim Elementary School.

Many in both the school and community have been advocating for a new track for close to a decade. In several years, however, there have been widespread speculation that a deal for a new track was in the works. Rumors have been circulating in both the school and community surrounding the track for several years, as there has been no true decision on the track.

"According to Ms. Joannon, this should be the final Port Invite on our current Schreiber track. The track is filled with cracks and has grass growing from beneath. The measurements are English measurements, not on the metric system like an official track should be. Furthermore, I describe the surface as harder than concrete," said junior Eddie Grove, who runs long distance events.

"I truly do not know the status on our track. I am the last person you should ask," said Mr. Klaff.

The boys team once again displayed their dominance, but unleashed a new element of their success this year.

"This years team's depth really is incredible. We have a dozen runners who can break the five minute mark in the mile time, as well as three high jumpers who can jump 5'8. Two sophomores, Sam Kim and Dean Goodspeed, as well as senior Dan Gabrielli have been a major factor



Junior Marco Bertolotti (far right) leads the 1600-meter race, as fellow Viking teammates juniors Jake Levine (center), and Andrew Minicucci (left) trail behind him.

in our high jumping successes," said Mr. Klaff.

While Bertolotti only ran one race, the team is sure to take advantage of his presence.

"We have really learned how to conserve Marco and use him in his best spots. He is not only our best runner, but he is our most versatile. He is a top notch runner in any event from the 400 meter to the five kilometer. While he may not be featured in an event such as the Port Invite, come the county championships he will be running all out," said Grove.

The boys' counterparts, Schreiber's girls team also swept their opponents.

The girls track team's success was paced by junior Janayta Thomas, who was named the most outstanding performer for the girls. She finished in first place in the 100-meter dash, 200-meter dash, and

the 4 x 100-meter relay.

"Although she did not set any personal records because of the rain, Janayia had a great meet. She has been showing great improvement since last season, and it was certainly reflected at the invite," said Coach McMahon.

Junior Meghan Byrnes was the team leader in the distance events, finishing in first place in the 800-meter and 1500-meter events. In the 1500-meter event, Byrnes ran a time of 5:18. She was followed closely by teammate Bridgett McDermott, a sophomore, who ran a time of 5:19 and finished in second place.

Senior Jessica Cooper was the team's starlet in field events. She finished in first place in both the long jump and triple jump events. She jumped 14' 6.5" in the long jump event, and 29' 9.5" in the triple jump event.

"The Port Invite is our favorite meet all year. Since it is a home meet, many come to watch us. We all—both boys and girls—come together as a team and compete at our best. Our team spirit was clearly reflected in the final results of the meet," said junior Leah Feldman.

Top boys track performers included Justin Johnson, Ed O'Reilly, and Bertolotti.

Johnson was awarded the most outstanding track performer at the meet for his achievements in short distance events. Better known to his teammates as "J.J. Money," Johnson won the gold medal in the 100-meter, 200-meter, and 4 x 100-meter events. He ran the 100-meter dash in 11.30 seconds, a personal record. He also ran the 100-meter dash in 23.30 seconds, as well as anchoring the 4 x 100 meter relay, in which his team collectively ran a 45.70 time.

"I think it is because of the high level of training. I just seem to be running faster than ever, flying down the track, comparatively," said Johnson.

Bertolotti, who was once third nation-

ally in the mile run, led the team in long distance events. He performed well in both the 800 meter and two mile medley. In the 800 meter run, he ran a time of 1:59. In the two mile medley, he ran a time of 9:58.

On the concrete, junior Eddie O'Reilly paved the way for the field events. He threw 41' at the meet for first place. Junior Chris Huevoz, in his first year of spring track, threw close to 40' for second place. The Vikings took the 1st, 2nd, and 4th, place medals in this event.

"For the first time this year, all parts of the long, short, and middle distance runners, as well as field event competitors, have become intrinsic parts of the team. As a result, our team is able to compete at a much higher level," said senior runner and captain Noah Bondy.

Grove aspires for more within the program, even considering their recent victories.

Coach Klaff attributed the Port Invite victory to two players who have improved themselves this season.

"Scott Schwartz and Dean Goodspeed both showed great improvement in their events at this meet," said Coach Klaff.

Schwartz threw for over 100' in the discus event. Goodspeed jumped 5'8", a score good enough to qualify for the division championships.

With the conclusion of the Port Invite, both the girls and boys track teams have their sights on the County Championships and the State Championships.

"I expect that we will be able to be very competitive at the County Championships because we have a lot of talent. We are going to train especially hard in preparation for the meet so that we can do our best," said Bertolotti.

"We had lots of fun taking our victory lap down the track after the meet ended on Friday," said Minicucci. "We hope to be able to feel the same exhilaration following Counties."



Sophomore Cara Tortoriello won in her heat for the 400-meter dash with a time of 62.4 seconds at the Manhasset Invitational on May 15.