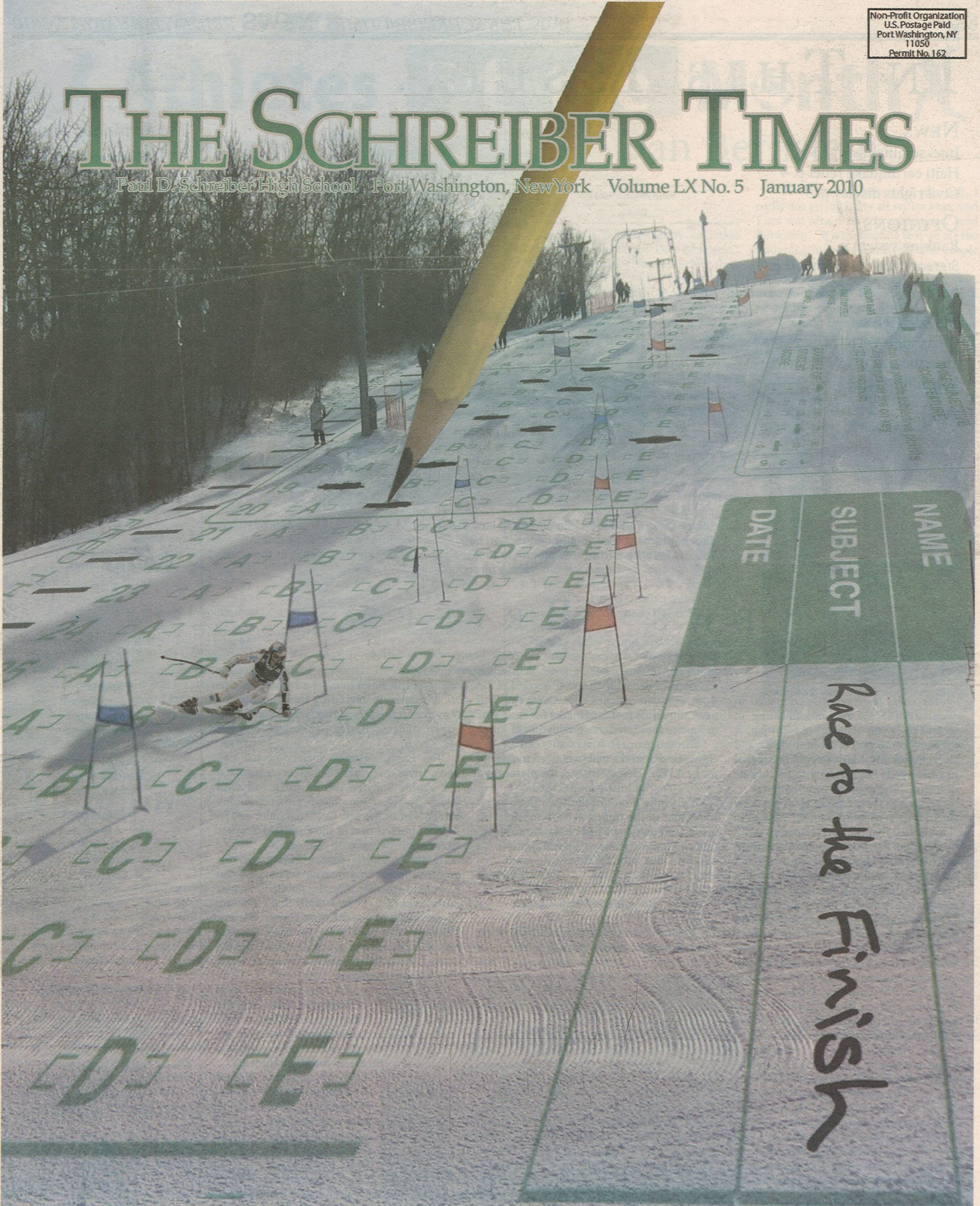


Non-Profit Organization  
U.S. Postage Paid  
Port Washington, NY  
11050  
Permit No. 162

# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LX No. 5 January 2010



**Sex Education**  
-Features-



**Jersey Shore**  
-A&E-

**Stereotypical High School**  
-Opinions-  
**Faculty Athletes**  
-Sports-



# IN THIS ISSUE...

## NEWS.

Intel semifinalists p. 3  
Haiti earthquake relief p. 4  
Civil rights display p. 5

## OPINIONS.

Ranking system p. 7  
Stereotypical high schools p. 8  
Local businesses p. 9

## FEATURES.

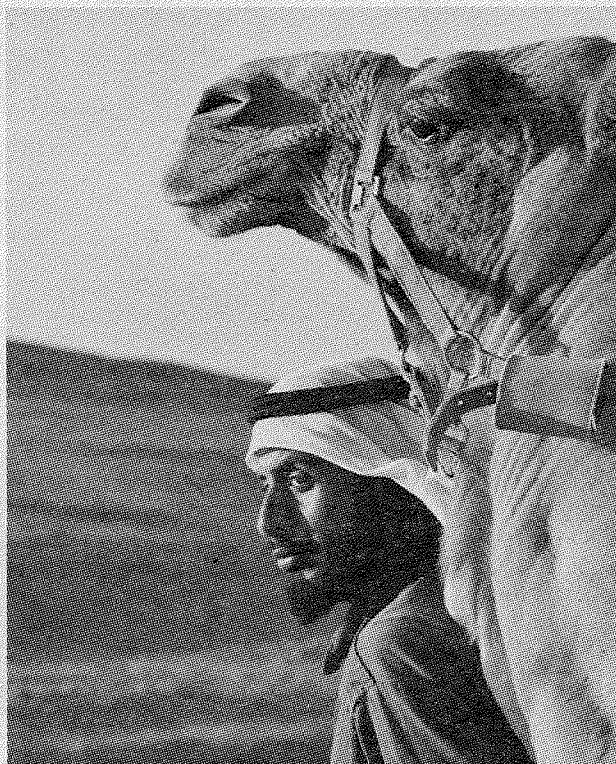
Chair shortage p. 14  
Smartboards p. 15  
Italian program p. 16

## A&E.

Jersey Shore p. 17  
American Idol p. 18  
Ke\$ha p. 20

## SPORTS.

Staff athletes p. 21  
Bowling p. 22  
Boys varsity basketball p. 24



Senior Dave Yedid took this picture in Israel for his AP Photo class. This candid shot captures the intriguing connection between a Bedouin man and his camel. Yedid's favorite part of this picture is that the camel and man are looking in the same direction.

## NEWS BRIEFS

### Chess Tournament

The chess team recently competed in a countywide tournament, finishing in second place out of 16 teams. On Jan. 7, the team, comprised of seven students, and club advisor Mr. Mark Reynolds traveled to Chaminade High School to participate in the final stages of the competition.

"This is the best that the team has done since I began coaching," said Mr. Reynolds. "I'm thrilled that they performed so well."

Prior to the final rounds, each team participated in about eight chess matches with several other teams in the county. The two schools with the most wins had an automatic entry to the semifinals, while the following four teams with high scores had to compete for the other two spots.

During each chess match, six opponents face each other, playing on boards labeled one through six, which correlate with their difficulty. Each board has a set value of points, starting from board one at five points up to board six at ten points. The total a team can score is 45 points.

At Chaminade, the team won its first game by a large margin against South Side High School, with a score of 26 to 19. The team then moved on to compete in the finals. They lost narrowly, losing the first spot to Friends Academy. Friends defeated Schreiber by two points in a 23.5 to 21.5 competition.

The team members included senior

captains Alexander Beall and Rohit Khullar, who helped propel the team to second place. Both won two matches. The chess club will need to recruit more members for next year to replace these students graduating in June.

The tournament marks the end of this chess season, so the club will need to rebuild for next year. Despite its end, the players and coach seem optimistic for next year.

"I'm really proud of the team this year. I think that in the future we will improve our games and outdo the rest of Nassau County," said sophomore member Steven Budinic. "I think we look good for first next season."

~ Matt Heiden

### Book Drive Wrap-Up

With the aid of the English department and the English Honor Society, hundreds of books have been sent this year to the library at Kendriya Vidyalaya RK Puram-Sector 2 in New Delhi, India, where English teacher Ms. Evelina Zarkh taught as part of the Fulbright Teacher Exchange program.

"The books were appreciated by the principal and English teachers, who send their warmest thanks for your generosity," wrote Ms. Zarkh on her PortNet blog.

"My department head was very pleased with the selections and told me multiple times how thrilled she was to see such books as *Great Expectations* in the pile."

At Kendriya Vidyalaya, the core English class is based on short stories, so these novels

will enable the students to expand their reading capabilities to more advanced levels.

"I thank you for adding something to the resources at this school that has the capacity to enrich students' English education," blogged Ms. Zarkh.

The English Honor Society hosted two book drives this year. The first drive involved Ms. Zarkh, and the second drive will send books to Ms. Premilaraj Govindarajulu's students in India; Ms. Govindarajulu, or Ms. Raj for short, is part of the Fulbright Teacher Exchange Program with Ms. Zarkh.

"I think in the past I have taken for granted the fact that we have such wonderful resources, whether it be the public library or our school library," said senior Luke Record, co-president of the English Honor Society. "Through this book drive we have not only helped out those who are in dire need of these books, but have also become more appreciative for the opportunities we are given."

Approximately \$400 was needed to send both shipments of books to India, but the English Honor Society was able to raise a portion of the amount through bake sales. As soon as the books are packed up, they will be shipped and utilized by countless students.

~ Daniela Di Caro

### ERRATA:

The December 2009 issue incorrectly stated that Schreiber graduate Nick Omeltchenko was a member of the varsity wrestling team.

## The Schreiber Times

### Editors-in-Chief

Andrew Seo  
Christina Vlahos

### Copy/Managing Editors

Lauren Effune  
Ryohei Ozaki

### News

Editors  
Sahil Doshi  
Leah Nash  
Assistant Editors  
Katya Barrett  
Matt Heiden

### Opinions

Editors  
Jonathan Heiden  
Blake Mergler  
Assistant Editors  
Sophia Jaffe  
Will Zhou

### Features

Editor  
Laura Werle  
Assistant Editors  
Zach Halperin  
Brian Kennedy

### A&E

Editor  
Ali Nierenberg  
Assistant Editors  
Brett Fishbin  
Morgan Quigley

### Sports

Senior Editors  
Graham Potters  
Harrison Remler  
Editor  
Reid Mergler  
Assistant Editor  
Rohit Khullar

### Graphics

Editors  
Chris Cottitta  
Eunice Kim  
Chris Yap

### Photo

Editor  
Kevin Granger  
Assistant Editor  
Loren Giron

### Computer Manager

Kevin Granger

### Business Manager

Paul Tasnady

### Staff Assistants

Drew Friedman  
Sam Rosenberg  
Gintautas Savukuynas



Published by the student body of Paul D. Schreiber High School. Letters to the editor should be addressed to The Schreiber Times, 101 Campus Drive, Port Washington, New York 11050. The editors reserve the right to refuse, print, edit, return, or not return any submitted material. All letters must be signed by each author. We have a circulation of 2,000 copies per issue with subscriptions available for \$12.00 per school year. We accept camera-ready ads or will design ads to your specifications. For information, call our business office at (516) 767-5862.

Jay Lewis, principal  
Craig Medico, George Muhlbauer, advisers  
© 2010, The Schreiber Times

### Subscribe to The Schreiber Times!

Subscriptions cost \$12.00 for the 2009-2010 school year

Mail to: Schreiber Times, Attn. Craig Medico or George Muhlbauer  
101 Campus Drive, Port Washington, NY 11050  
Make checks payable to: Port Washington Schools

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

ZIP \_\_\_\_\_



# Four research students awarded as Intel semifinalists

*Although second lowest since 2002, the number of recipients shows an increase from last year*

by **Katya Barrett and Leah Nash**

*Assistant News Editor and News Editor*

This year, four senior research students were recognized as Intel Science Talent Search (STS) semifinalists out of 1,736 applicants nationwide. Seniors Elizabeth Corteselli, Alex Costenoble, and Nicole Meyers from science research under the direction of Mr. John Schineller, and senior Sarah Pierce from social science research, advised by Mr. Petro Macrigiane, were awarded the distinction on Jan. 13 when the 300 semifinalists were announced.

"I was relieved, joyously shocked and overwhelmingly happy for the students and the programs," said Mr. Schineller.

Although there is one more Intel semifinalist than last year, this is the second lowest number in the district since 2002, when only two were selected. While other districts have been increasing their number of recipients over the years, Schreiber has been on a decline. This year there are four more semifinalists across Long Island than last year with a total of 61 semifinalists. Ward Melville High School continued with its reign of success with a total of seven this year. Jericho High School, the only other school on the island with more semifinalists, had five. Additionally, Roslyn High School was tied with Schreiber with four semifinalists.

All 300 semifinalists will receive a \$1,000 scholarship from Intel STS, and the school also receives an award of \$1,000 for each semifinalist. The list will be narrowed on Jan. 27 down to 40 finalists.

## Elizabeth Corteselli

Corteselli researched how warmer temperatures in the winter can affect the temperature of soil. In her project entitled, "Effects of Winter Climate Change on Belowground Productivity and Fine Root Mortality in a Northeastern Spruce-Fir Forest," she tested if fine roots are being killed by increased soil frost, and how this affects nutrient cycling.

Her results showed that when there are warmer temperatures, the soil is more prone to freezing because there is less snowfall to insulate the soil. When soil freezes, trees take up fewer nutrients, which leads to these nutrients being leached out of the soil into rivers and

other bodies of water.

Corteselli researched at Boston University over the summer under Dr. Pamela Templer, and she worked at the Hubbard Brook Experimental Forest in New Hampshire. Both Dr. Templer and her science research mentor, Mr. Schineller, helped guide her through this project. The process of applying for programs and to Intel was very comprehensive. For Intel, essay questions were required in addition to the papers of the projects submitted.

"The process of applying for Intel was extremely tedious," said Corteselli. "However, it does provide a sense of satisfaction when you realize that what you've done is pretty impressive, and I think this can be said about all the research projects at Schreiber this year. I was shocked when I found out, and was not expecting it at all."

## Alex Costenoble

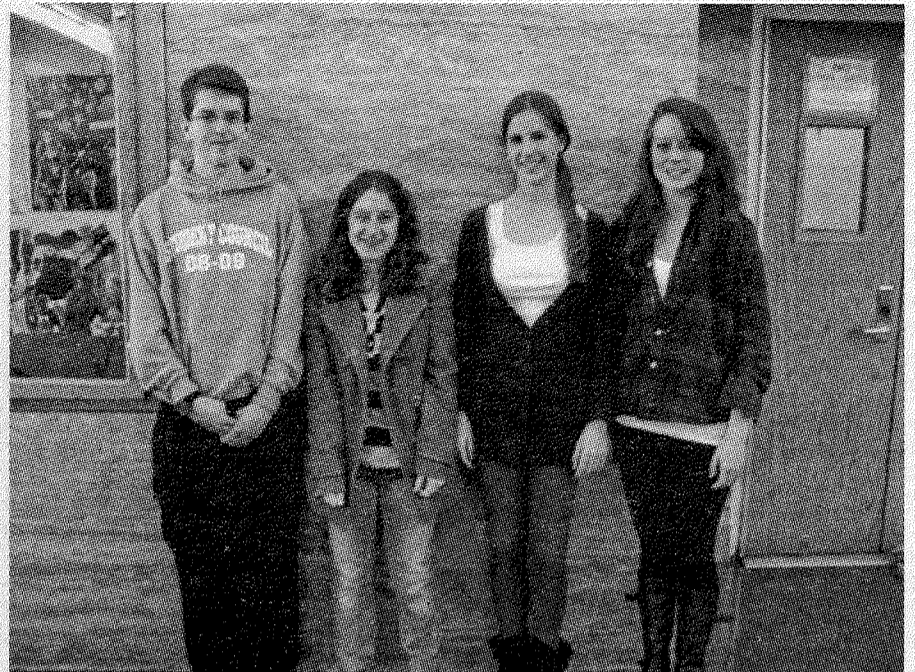
Costenoble worked on a project titled "Effect of the Electrolyte Solution Composition on Electron Transfer Rates at Carbon Electrodes." He used three different types of carbon electrodes: glassy carbon, nano- and micro-diamond, the latter two of which were boron-doped diamond of different crystal size.

These were placed in contact with different salt solutions; some combination of KF, KBr, or KCl, either with or without an additional additive, Ruthenium Hexamine (RuHex). Costenoble then tried to pass electricity through the solution across a range of voltages and by recording the current getting through, he was able to infer what electrochemical reaction was occurring.

Costenoble was part of the High School Honors Science Program at Michigan State University and worked with Dr. Greg Swain for seven weeks.

"Dr. Swain got me set up, brought me up to speed on testing procedures because I had never actually done electrochemistry before, and was always around if I needed help," said Costenoble. "There were a few graduate students in the lab, who provided a lot of help when Dr. Swain was busy."

"The research itself was fun, but repetitive," said Costenoble. "I enjoyed doing it, and it was a whole new experience for me, being on my own, and working with entirely new procedures in a lab."



Courtesy of Port Washington Public Schools

From left to right: seniors Alex Costenoble, Elizabeth Corteselli, Nicole Meyers and Sarah Pierce, were the school's four Intel semifinalists.

## Nicole Meyers

Meyers's project is called "Optimizing the Synthesis of a Dipyrromethane for Porphyrin Preparation." The lab in which she worked was interested in using these porphyrins for DNA spectroscopic studies. DNA is a very flexible molecule and can take on many different conformations, and these conformational variations could be vital in giving clues to the inherent structure of DNA, the effects of certain pharmaceuticals, and potentially certain illnesses on the DNA structure. However, these conformational variations are not very easy to detect. The porphyrin that she synthesized would attach to opposite ends of a DNA molecule and make it easier to detect structural variations.

Meyers worked for approximately seven weeks at Columbia University, mainly with supervising scientist Dr. George Ellestad and an undergraduate student, Mr. Warren McGee.

"The actual research was an incredible experience," said Meyers. "It took numerous tries to get where I needed to be, and at times, I felt very discouraged, but ultimately the rewards and benefits of the entire experience were truly amazing."

The science research class was able to support each other and Meyers looked to the guidance of her science research mentor, Mr. Schineller.

"Mr. Schineller visited me at the lab and kept in contact with me throughout the summer in order to ensure that I was on the right path and meeting all the important deadlines," said Meyers.

On Jan. 13, the wait was finally over and Meyers was thrilled to hear that she was a semifinalist.

"I was ecstatic, and it just goes to show that if you put in enough work and effort, you never know where all your hard work can potentially bring you. Sometimes, one may not receive the honor or distinction that they may deserve simply because that's just the way it is. But, other times, you are recognized with an honor and it is really a great feeling to know that other people are as enthusiastic about this research as I am," said Meyers. "Those 8 a.m. trains to Columbia in the morning and 7 p.m. trains back home in the evening were well worth it after all."

## Sarah Pierce

Pierce studied the behavioral biology of wild olive baboons and analyzed the effects of birth order on the survival and mortality of baboon infants.

She worked with Dr. Annie Bosacker, a professor of animal behavior, through the Carleton College Summer Science Institute. Pierce obtained a data set of over 40 years of information on various baboon troops that inhabit Gombe National Park. The data set included the name, birthday, day of death, age at death, birth order, and other essential information about hundreds of baboons.

After learning about baboon nature and behavior, Pierce became interested in the role of birth order on the experience of young baboons. During the period of infancy, baboon infants are completely dependent on their mothers and so the mother must have the physical capacity to care both for herself and for her young. At the same time, it has been observed that baboon mothers, like human mothers, develop their own parenting style and are often confused when caring for their first or second born children. Because of these factors, Pierce hypothesized and then statistically showed that middle children are born at the time when their mothers are most prepared for motherhood and thus are most likely to survive.

"Over the past three years we have read and reviewed many research studies and discussed them in class," said Pierce. "Because of this preparation, I was familiar with the format and language used when conducting and writing my own research project. Mr. Macrigiane has also helped me improve my writing over the past three years to a more sophisticated level."

"When I found out that I was a semifinalist I was honestly in complete shock," said Pierce. "Every one of my fellow social science researchers had amazing projects that I thought would definitely win over my baboons. I am honored to have won this award and am very excited that the Intel judges decided on a project that was out of the ordinary. Looking back on the experience, I would not change a thing. The long hours of staring at an enormous Excel sheet were definitely worth it."



Courtesy of Elizabeth Corteselli

Senior Elizabeth Corteselli analyzed soil samples as part of her Intel research project at Boston University under Dr. Pamela Templer this past summer.



# Tragedy in Haiti elicits an active school-wide response

## Bridging The Gap club, along with several students, raises over \$1,200 in donations

BY Dainn Woo

Staff Writer

The world was recently shaken by a 7.0-magnitude earthquake that hit the island of Haiti, devastating its capital, bringing down buildings, destroying homes, killing more than 100,000 Haitians, and leaving over 300,000 people homeless on the streets. Seeing the vast effects of this natural disaster, members of

**"I noticed that many people, students and faculty alike, were coming together to donate money and help the less fortunate people in Haiti," said junior Michael Graf. "I think it's great of our school community to do such a tremendous thing in such short notice."**

the school's Bridging The Gap club met in collaboration with a group of concerned students to take action.

The idea was instigated through a CNN report of the event, which took place on Jan. 12. Detailing the disastrous

effects of the earthquake, the video showed crumbling buildings, destroyed roads, corpses lying on streets, and people digging to find any survivors still trapped under the rubble. The full scope of the aftermath of the huge earthquake was even more gruesome in broad daylight the following morning.

"I watched the CNN news coverage of the earthquake the day after it happened and was just heartbroken. It was mindblowing to me that people who already faced such dire circumstances could be burdened with this kind of tragedy on top of that," said senior Leah Feldman. "My motivation to help was simple: if anyone can do something, then they should. Fundraising at a high school is almost effortless. People in Schreiber are so globally aware and willing to help that fundraising becomes incredibly easy."

The students immediately brought awareness to the school by setting up a stand in the main lobby the day after the earthquake. They posted banners, boards, and pictures illustrating the dire situation in Haiti, and asked faculty and students for donations.

The boards depicted present conditions in Haiti to inform students of the plight of the Haitian people. Several students manned the stands during the lunch periods to thoroughly explain the situation in Haiti to any interested listeners. Furthermore, these students went through the cafeteria asking various students for donations.



Kevin Granger

**Concerned students, such as senior Sara Gil and sophomore Michelle Gil, join with Bridging The Gap to help raise awareness about the devastation caused by the earthquake in Haiti, and raise money to donate to the survivors.**

"I was pleasantly surprised that such an instant action had been brought forth to help the people of Haiti by our school," said junior Michael Graf. "I noticed that many people, students and faculty alike, were coming together to donate money and to help the less fortunate people in Haiti. I think it's great of our school community to do such a tremendous thing in such short notice."

The money raised by this joint effort is being donated to an aid group known as Partners of Health, which is located in Boston. This organization has been involved with Haiti for the past 20 years. The group provides direct assistance, including food, water, medication, and other needs to the survivors.

After collecting a large amount of donations during the first week, the group has continued to raise money. Every day, more students are being informed about the events in Haiti and are contributing to the cause. In total, the donations have amounted to \$1,212.37 as of Jan. 19.

"I'm really glad that our school is actively participating in helping the

survivors of the earthquake in Haiti and raising awareness about the conditions there," said junior Alan Kim. "I think that our school should continue to raise money and help provide assistance because such devastating effects will not be overcome so easily."

This continued assistance is necessary since the reconstruction process in Haiti will not be just a short-term project. Although the first 72 hours were the most critical in terms of the rescue effort, the damages from the earthquake will probably take several years to repair and a long term project for Haiti's restoration is necessary. As a result, this group of students plans to continue to raise funds for this mission and to help the people in need.

"I think it's amazing that this group of students put in their time and effort for this cause," said Bridging The Gap advisor Ms. Marisa DeMarco. "We are overwhelmed by the generous donations of the students, teachers, and staff, and we are all very grateful."

## New English class proposed to BOE

BY Matt Heiden

Assistant News Editor

Next year, the English department hopes to introduce a new elective for students who enjoy writing and want to learn how to prepare their work for submission to contests and publications. The course, called Independent Writing for Publication, will be offered to all sophomores, juniors, and seniors. Similar to other electives, this class would meet four days out of the six day cycle.

The class only gives an elective credit, and therefore must be taken in conjunction with normal English classes. Its focus is on preparing students to write in multiple literary formats, including essays, poems, and short stories. The students in the class will be taught how to create and maintain a portfolio of their own work. The class will send the students' material to writing competitions in publication such as newspapers, magazines, or journals.

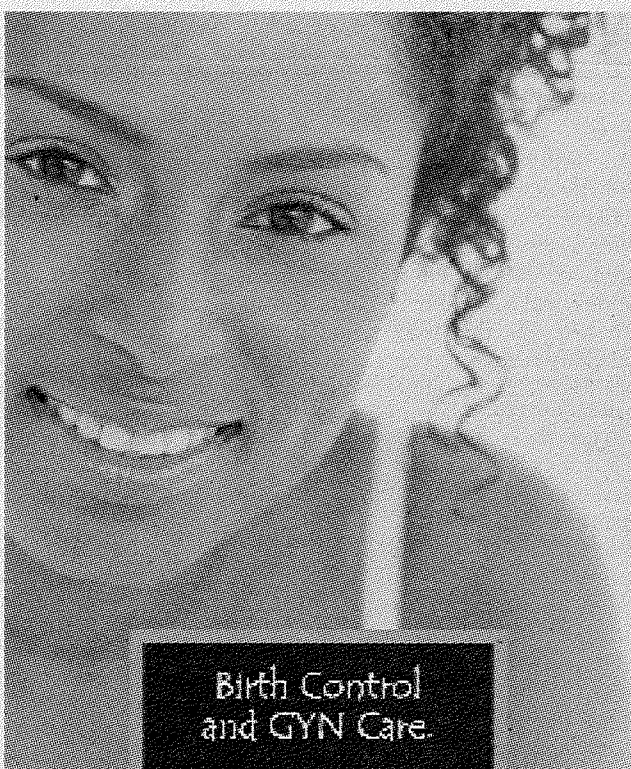
Writing for Publication is still a tentative course, as the Board of Education needs to

approve it. All official course descriptions mention that the elective may not reach fruition as an actual course. Because of this process, students can sign up for this class, but if the course is rejected by the Board, then their schedules will need to be adjusted accordingly.

In November, assistant principal Mr. David Miller and English department chair Ms. Joan Lisecki visited Ward Melville High School to observe the class. Ward Melville uses the class to give their English department a course similar to the research programs in their math, science, and social science divisions.

Here, the course will not be as rigid, lasting only a semester and with no obligation to continue after the semester. There is also no application process for prospective students, so it is not as exclusive as the researches.

"It benefits the English department and the entire school by providing our students with the opportunity to hone their writing on a professional and competitive level," said Ms. Lisecki.



At Planned Parenthood of Nassau County.  
Completely confidential.



Hempstead • Glen Cove • Massapequa

1-800-230-PLAN

[www.plannedparenthood.org/ppnc](http://www.plannedparenthood.org/ppnc)



# Bridging The Gap prepares for Black History Month

## Civil Rights photograph display depicts key moments in the fight for equality

BY Sahil Doshi and Leah Nash

News Editors

The members of Bridging The Gap club have spearheaded the Civil Rights photograph display that can be seen throughout the building, and the club has also started to raise awareness for Black History Month, which is in February. These photographs are on display outside of the cafeteria and upstairs in the art hallway.

"Club members began brainstorming various happenings and programs dedicated to Black History Month for the school community back in November of last year," said art teacher Ms. Marisa DeMarco, a co-advisor of Bridging The Gap. "It is our intention to create a meaningful experience for all to appreciate, yet be mindful of, the contributions of black Americans along with major milestones accomplished regarding the Civil Rights Movement."

The various photos displayed depict the memorable moments of the Civil Rights Movement and the injustices that were done to black Americans. These include acts of segregation, discrimination, and violence. On a more positive note, there are also images displayed of Martin Luther King Jr. fighting for equal rights for people of all races.

"A lot of students, teachers, staff members, and administrators have taken the time to stop and look at the various Civil Rights photographs on display," said Ms. DeMarco. "These images were selected by club members from library books, printed out, and then posted around the school building. The feedback has been quite positive as these images are very powerful and truly call for reflection."

"I noticed the photos right before the entrance of the cafeteria and I thought they were unique since this is the first time I have seen such a thing at Schreiber," said junior Dorothy Kim. "I think that the display is a great way to raise awareness for Black History Month."

During club meetings, members have the opportunity to discuss ideas in an open forum that they feel could benefit the school community as a whole. The forum allowed the students to brainstorm



Courtesy of Bridging The Gap

**These photographs on display throughout the building were selected by Bridging The Gap members from various library books. The photos display both acts of injustices and more positive images, including those with Martin Luther King Jr.**

different events that they wanted to participate in to raise awareness for Black History Month.

Two events for Black History Month will be held in February, including a lecture and a dance performance. The first event will take place on Feb. 3. On this day, a lecture will be given by Dr. Jo Ann Graham, a specialist in African American Abstract Expressionism artwork.

The second event will be a dance performance by the dance troupe Steppin' Out. On Feb. 9 during periods 3 and 4.1, the performance will take place, and the Dance & Movement class will participate in this performance.

For the past couple of months, Bridging The Gap club members have also made small drawings of "cultural symbols" through the use of different art media, including oil pastels, watercolors, and pencils in which all of the pieces have been combined for the creation of a "collaborative quilt." Additionally,

visually informative posters that are all also handmade by the students will be displayed throughout the school during February.

Information pertaining to Black History Month will be announced on the loudspeaker during morning announcements so that every student can be informed about noteworthy events and milestones that have changed the history of America.

"Ultimately, the goal of Bridging The Gap and Black History Month is for all to realize the importance of each and every individual despite race, gender, sexual orientation, and/or religious beliefs—putting a stop to discrimination," said Ms. DeMarco. "Our efforts have been continuous and will only become stronger with time, as this is our first year being officially recognized as a club. Our members are determined to leave an indelible mark here at Schreiber in hopes to bridge the gap."

# AP Government class participates in Hofstra Law mock trial

BY Aimee Stern

Staff Writer

Seniors enrolled in AP United States Government & Politics recently had the opportunity to take a field trip to the Hofstra University School of Law. The trip, which took place on Jan. 8, consisted of mock trials, which enabled the students to experience what actual court cases are like.

"I thought that this trip was extremely interesting. It gave our class the opportunity to experience what a real court case would be like and through demonstration, we were shown things from a different perspective," said senior Emma Colonna.

When the students arrived at Hofstra, they were split up into small groups, and each group was then placed in individual court rooms. The students' role in these mock trials was to play the part of the jury.

They watched four Hofstra graduate students, two representing the defense and two representing the plaintiff councils, debate for approximately three hours, with a judge supervising the case and other law students performing as witnesses. When the trial was over, the students had the opportunity to discuss what they had seen and were then able to decide the verdict of the case.

"For AP Government students, this trip was a great firsthand look into how our American judicial system works from the perspective of lawyers and judges," said social studies teacher Ms. Patricia Dietz, who supervised the trip. "Many of the students watch television shows like *Law and Order* and have preconceived notions of the roles lawyers play from watching these shows. Observing third-year law students from Hofstra conduct questioning of plaintiffs and defendants in a court room really gave them an excellent perspective of what that profession really entails and how important the understanding and interpretation of law is for the preservation of our Constitutional freedoms. It was truly a fantastic trip and one that these students will benefit from in the future."

All in all, the trip seemed to be very well received by the students. It was also considered very informative and educational, especially due to the connection between what the students are learning in class and its applications in the real world.

"I thought that it was a great field trip and that it really gave students insight into what being a prosecutor is truly like. I feel that too frequently there is a disconnect between what we learn in school and how one day we can apply what we learn to a career," said senior Sean Graf. "This field trip gave us an opportunity to see how what we are learning could help us in a future career."

Both students and faculty members who attended this field trip benefited from the experience and had very positive feedback.

"The AP Government trip to Hofstra Law School was a very educational one. It was also a great experience because we were able to act as jurors for a mock trial that included actual lawyers," said senior Emily Lewis. "It was very interesting to see the law students applying themselves in this way."

## 2010 All-County Music Festival Participants

### Division 4 - Grades 9-10:

Laura De Bruin  
Hannah Fagen  
Christopher Falcioni  
Michael Gilmore  
Olivia Gilmore  
Amanda Goorin  
Bobby Katz  
Brian Kim  
Halam Kim  
Jennifer Kim  
Alison Peraza

Kirsten Peterson  
Adam Pollack  
Michael Schweitzer  
Raffi Shen  
Jessie Siegel  
Ellie Zolotarev

### Division 5 - Grades 11-12:

Ashley Baldwin  
Matt Edmonds  
Heather Foye  
Solomon Hoffman

Connie Kim  
Eunice Kim  
Samuel Kim  
Sarah Lee  
Sara Lyons  
Ryohei Ozaki  
Jenny Park  
Sarah Paul  
Sam Rosenberg  
Jonathan Schechner  
Olivia Shendell  
Scott Singer



# 2010 MIDTERM SCHEDULE

ROOM #	EXAM	TEACHER	ROOM #	EXAM	TEACHER	ROOM #	EXAM	TEACHER
<b>TUESDAY JANUARY 26, 2010 8:15 AM</b>								
15	Living Env. Regents	-	A2	Integrated Algebra	Carstens	A7	Found. of Alg. & Trig.	Siener
17	Math B Regents	-	A3	Integrated Algebra	Pichkur	215	AP Euro Qualifying	-
TBD	RCT Global Studies	-	A5	Integrated Algebra	Shannon	217	AP Euro Qualifying	-
			A6	Integrated Algebra	Tecusan	219	AP Euro Qualifying	-
			A7	Integrated Algebra Plus	Lederer	221	AP Euro Qualifying	-
			A8	Integrated Algebra Plus	Lesser	223	AP Euro Qualifying	-
			A9	Integrated Algebra Plus	Pichkur	225	AP Euro Qualifying	-
			A10	Integrated Algebra Plus	Martinez (FLC)	<b>12:15 PM</b>		
117	AP English	Pellett	A4	Integrated Algebra Plus	Lederer (STEPS)	A10	Integrated Alg. Regents	-
118	AP English	Pellett	15	Math 9H	Ferruso	A6	Chemistry Regents	-
120	AP English	Schulman	A1	Math 9H	Tedesco	A6	Physics Regents	-
122	AP English	Schutzman	17	AP Statistics	Feruso	<b>1:00-3:00 PM</b>		
127	World Literature	Valenti	30	AP Biology	Ezratty	A1	Integrated Geometry	DiVenuto
A1	Biology	Apicos	215	AP U.S. Qualifying	-	A2	Integrated Geometry	Ferruso
A2	Biology	Apicos	<b>12:15 PM</b>			A3	Integrated Geometry	Gallagher
A5	Biology	Brandt	118	English Regents Day 2	-	A5	Integrated Geometry	Martinez
A7	Biology	Brandt	120	English Regents Day 2	-	A6	Int. Geometry Plus	Tedesco
A8	Biology	Brandt	122	English Regents Day 2	-	A7	Int. Geometry Plus	Bozzone
B15	Biology	Crivelli	TBD	RCT Science	-	A8	Int. Geometry Plus	Ganzekaufer
A9	Biology	Dardzinski	<b>1:00-3:00 PM</b>			A9	Int. Geometry Plus	Reynolds
A10	Biology	Dardzinski	A1	College Algebra	Verity	17	AP French Language	Lindemann
B11	Biology	Gallego	A2	Topics in Pre-Calculus	Bozzone	18	AP Latin	Griffin
B12	Biology	Loehner	A3	Topics in Pre-Calculus	Gallagher	19	Italian 5 Honors	Ferrante
B14	Biology	O'Brien	A5	Topics in Pre-Calculus	Siener	21	AP Spanish Literature	Dupuy
B15	Biology	O'Brien	B11	Chemistry	Carmody	23	AP Spanish Language	Morffi
B20	Biology	Travis (FLC)	B12	Chemistry	Krebs	<b>FRIDAY JANUARY 29, 2010 8:15 AM</b>		
A6	Biology	Dardzinski (STEPS)	B13	Chemistry	Krebs	TBD	Global History Regents	-
B19	Biology	Decker (ESL)	B14	Chemistry	Loehner	TBD	RCT Writing	-
A3	Biology Honors	Apicos	B15	Chemistry	Nelson	<b>9:00-11:00 AM</b>		
B16	Biology Honors	Crivelli	B16	Chemistry	Nelson	208	AP Studio Art	Best
B17	Biology Honors	Ezratty	B17	Chemistry	Nelson	208	AP Studio Art	Best
B18	Biology Honors	Ezratty	B18	Chemistry Honors	Carmody	207	AP Studio Art	Conte-Lawe
B13	Biology Honors	Loehner	B19	Chemistry Honors	Carmody	207	AP Studio Art	Conte-Lawe
130	Earth Science	Campanella	142	Chemistry Honors	Krebs	106	AP Photo	Murphy
131	Earth Science	Campanella	B20	Chemistry Honors	Nelson	106	AP Photo	Murphy
134	Earth Science	Campanella	144	Chemistry Options	Krebs	106	AP Photo	Murphy
135	Earth Science	Paradis	138	AP Chemistry	Carmody	106	AP Photo	Murphy
136	Earth Science	Paradis	A6	AP Computer Science	DiVenuto	B11	AP English Qualifying	-
138	Earth Science	Paradis	A7	Math Res. Qualifying	-	B12	AP English Qualifying	-
140	Earth Science	Travis	A8	Math Res. Qualifying	-	B13	AP English Qualifying	-
142	Earth Science	Travis	<b>THURSDAY JANUARY 28, 2010 8:15 AM</b>			B14	AP English Qualifying	-
144	Earth Science	Travis	B20	US History Regents	-	B15	AP English Qualifying	-
<b>12:15 PM</b>			TBD	RCT Reading	-	B16	AP English Qualifying	-
118	English Regents Day 1	-	<b>9:00-11:00 AM</b>			A1	AP Calculus AB	Reynolds
120	English Regents Day 1	-	130	Physics	Johnson	A2	AP Calculus AB	Pichkur
122	English Regents Day 1	-	131	Physics	O'Brien	A3	AP Calculus AB 6	Pichkur
TBD	RCT Math	-	134	Physics	O'Brien	A4	AP Calculus BC	Ganzekaufer
<b>1:00-3:00 PM</b>			135	Physics	Schineller	A5	AP Calculus BC	Shannon
A1	Math 3B Part II	DiVenuto	136	Physics	Schineller	<p style="text-align: center;"><b>NOTE:</b> Students who have both Physics and Math B23 midterms on Thursday, January 28 from 9:00-11:00 am will take their Physics midterm first, and then at 12 noon report to Room B18 or B19 for the Math B23 Regents.</p> <p style="text-align: center;"><b>504 ROOM/CONFLICT ROOM: ROOM 213</b></p>		
A2	Math 10H	Carstens	138	Physics	Schineller			
A3	Math 10H	Tedesco	B11	Physics Honors	Fish			
A4	Math 11H	Tecusan	B12	Physics Honors	Johnson			
A5	Math 11H	Reynolds	B13	Physics Honors	Johnson			
A7	Pre-Calculus	Carstens	B14	AP Physics B	Fish			
A8	Pre-Calculus	Martinez	B15	AP Physics B	Fish			
A9	Pre-Calculus H	Shannon	B16	AP Physics C	Johnson			
A10	Pre-Calculus H	Tecusan	A1	Math B23	Bozzone			
215	Soc. Sci. Res. Qualif.	-	A2	Math B23	Lederer			
217	Soc. Sci. Res. Qualif.	-	A3	Math B23	Siener			
219	Soc. Sci. Res. Qualif.	-	A5	Math B23	Verity			
<b>WEDNESDAY JANUARY 27, 2010 8:15 AM</b>			A6	Found. of Alg. & Trig.	Ganzekaufer			
130	Earth Science Regents	-						
TBD	RCT US History	-						



## Point

## Counterpoint

## Should Schreiber implement a student ranking system?

By Ryohei Ozaki

Copy/Managing Editor

To rank or not to rank: that is the question. Our school district, which seems to focus on the middle tiers of the academic pyramid, has chosen not to rank its students within their classes. This article is no rallying cry for some banner, listing each student's rank to be hung in the main lobby. I merely ask why students aren't given easier access to this information, which can have several benefits.

Ranking will motivate the student body to try and do better in their classes. In lieu of the Honor Roll and Principal's Honor Roll which have wide criteria, ranking also provides a more accurate status update of where one lies on the academic ladder. There is no need for the list to be displayed publicly, but there is a slight reassurance in knowing that you can go and find out your ranking out of the class of about 400 students.

"It's helpful to be able to find out where you stand at any time during the year," said senior Alex Zippo. "Right now, all that the guidance counselors can do is to guess at where you lie percentage-wise. Even if you don't take advantage of it, having the option can't hurt anyone."

Under this confidential system, those who want to find out can do so themselves, while those who would rather stay blissfully unaware can decide to do so as well. In effect, nothing really changes except that the information can be accessed whenever necessary.

Ranking students can be one way that those who work hard would be better acknowledged for their effort. Yes, the Honor Rolls are supposed to serve this purpose, but much like the overpopulated Honor Societies, their relative status as "selective groups" has been on the decline.

If instead of a completely confidential process the school released the top 10 or 20 students in each class at the end of each quarter, this could supplement the Honor Rolls in commending high-achieving students. Even then, a majority of students can decide to find out their ranking only if they choose to.

"The best students should be commended and those in the top 10 certainly won't be embarrassed to have their rank displayed. Top students, who are already competitive, won't feel much added pressure under a new system of ranking. As for the rest of the students, they can remain unranked if they want to," said senior Katelynn Catalano.

Furthermore, many colleges often ask applicants about their class rank. Students are forced to estimate and say they are in the top 20% or some other randomly-conjured figure. Many secondary schools as well as colleges do in fact rank their students.

While there has been an increasing trend of eliminating ranking systems due

to "increased competition," this academic pressure is somewhat healthy for students—as long as it does not exceed certain limits.

Perhaps you are the student ranked 12th in his or her class. You may choose to set a goal of being in the top 10 the next time the list is put up. Some competition between students is necessary. By overcompensating and trying to eliminate all or at least most of the competition—seen as an overwhelming evil by our school administration—the natural level of healthy contest is altered.

As for those who argue that ranking systems only benefit the students at the top, students not included in the list can, once again, decline to find out their rank. In this case, those who will benefit can do so and those who might not (and feel too much pressure under such a system) can remain much as they are now.

Furthermore, if the administration and parents want to eliminate any supposedly unfair acknowledgments of student accomplishment, then no athletes or musicians should be recognized for winning tournaments, going to All-State, and the like. The trophies and plaques that decorate the main lobby can engender competition just as easily as a list of students with high GPAs can.

Lastly, unlike at other schools, our "graduation speech" is not given by the valedictorian. Traditionally, the valedictorian and salutatorian (first and second ranked in the class, respectively) deliver speeches at high school and university graduation ceremonies. Auditioning students for the position ensures that the best speech is read.

However, the lack of traditional recognition that the valedictorian and salutatorian get can be simply remedied. Each should be given a short time slot—or at least some sort of public commendation—in which to address their fellow peers. The lack of a ranking system is becoming common in many schools, but the doing away of the valedictorian is rather uncommon.

Perhaps it is time we reconsider the extent to which we seem to eschew distinguishing individual students and favoring the semblance of a "cookie-cutter" student body.

By Jon Heiden

Opinions Editor

For many high-achieving students who are concerned about their grades, high school can be like a bubbling cauldron of stress and anxiety. The last thing that students who are busily worrying about tests, research papers, and GPAs need is to have to endure yet another ordeal of being measured, assessed, and evaluated against their peers—and yet adopting a student ranking system would do just that.

There are a lot of people in this school who are put off or even confused by Schreiber's practice of not ranking its students. As most people know, class rankings are computed by arranging students according to GPA to show who has the highest grades and who the lowest. The valedictorian is the person in the class who has the highest GPA; he or she will usually give the graduation speech in June. Instead of ranking its students, Schreiber puts them into percentiles, which give a broader overview than rankings of where each student stands grade-wise relative to the class as a whole, and it does not honor or even name a valedictorian. There is no reason to change the current state of academic affairs; class rankings are messy and contentious things that are far more trouble than they're worth.

One very good reason for not ranking students at Schreiber is that rankings are not necessarily even accurate. It can often be the case at the highest levels of scholastic competitiveness within

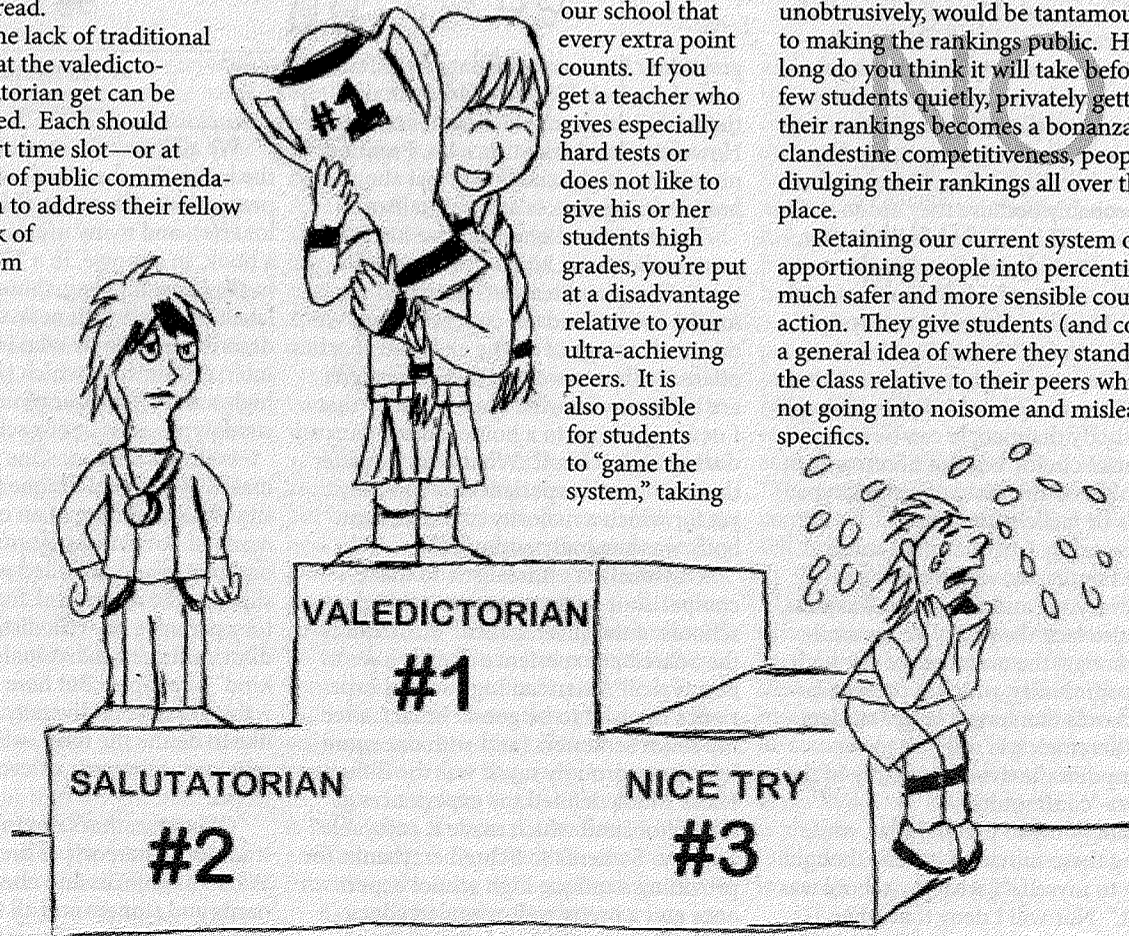
our school that every extra point counts. If you get a teacher who gives especially hard tests or does not like to give his or her students high grades, you're put at a disadvantage relative to your ultra-achieving peers. It is also possible for students to "game the system," taking

classes which are still honors but are easier to do well in than others (e.g. taking AP Physics B instead of C). The exactitude and precision with which a ranking is computed is simply not compatible with the vicissitudes of the average high school academic life.

Some people argue that giving out class rankings would help to motivate students. The theory is that we will be spurred to work harder by having our intellectual achievements displayed side-by-side with our peers' in black-and-white terms for all to see. But this is silly. Rankings would come out at—when? The end of senior year (maybe the end of every year)? Even in our best-case scenario, then, rankings would produce nowhere near enough of an impact on the average student's life to impel him or her to work harder. And even if it did, such a student would probably be very much the "self-motivated" type, who hardly needs an extra incentive to do well, anyway. In any case, we go to Schreiber High School, the center of the universe (or so it often seems) for AP and honors classes. Do we really need another thing for kids analyzing ancient literature, solving complex calculus problems, and learning about the human endocrine system in detail to worry about? I think not.

I think that it is dangerous to even calculate rankings in secret for individual students. Although it might seem like a small thing to do—push a few buttons on the computer, satiate the curiosity of a small number of interested students—I predict that distributing the ranking information in any form, no matter how unobtrusively, would be tantamount to making the rankings public. How long do you think it will take before a few students quietly, privately getting their rankings becomes a bonanza of clandestine competitiveness, people divulging their rankings all over the place.

Retaining our current system of apportioning people into percentiles is a much safer and more sensible course of action. They give students (and colleges) a general idea of where they stand in the class relative to their peers while not going into noisome and misleading specifics.





# DO STEREOTYPES APPLY TO SCHREIBER?

BY Will Zhou

Assistant Opinions Editor

I ask the reader to imagine the most stereotypical high school environment possible. Ready? Now, let's compare this image with our own high school. Unsurprisingly, the similarities that can be drawn between the two are everywhere.

We have in our school the cliques, complete with "jocks," "nerds," "goths," "skaters," and even groups based on race. Each clique sticks to itself and an individual of one group attempting to approach another group is almost unheard of. The idea usually doesn't even occur to many, and most would laugh at its obvious "incorrectness." Each group itself also adheres to its own stereotypes.

"If I imagined the most normal public high school, I see Schreiber. Everything that people see on TV and movies matches what Schreiber is like," said sophomore Daniel Kim.

Being an Asian in this school, I am also part of one of the cliques. I sit in the part of the cafeteria that has been labeled by some Schreiber students as "Asia," playing cards and enjoying food with the use of chopsticks.

Many believe that we share a common language or even act together as a group. On the contrary, I usually sit there while conversations in Japanese or Korean are being carried on. This is no problem,

BY Christina Vlahos

Editor-In-Chief

We've said it again and again: this school has no school spirit. This is a well-established fact. We lack the school unity so often portrayed in the fantastical high schools of Hollywood's invention. We are not "all in this together," nor will we ever be. And I doubt many students want to be. As articulated in an article written by senior Ryohei Ozaki in a recent issue of this publication, students are more likely to be found throwing balls of crumpled paper at their classmates than cheering them on at pep rallies.

Still, Schreiber is like this weird, unclassifiable animal. Not only do we lack the "rah, rah" element which characterizes the typical American high school, but Schreiber doesn't fit the mold in other ways as well. Many students scorn the high school clichés perpetuated by franchises like *High School Musical*, but that is probably because they are so unfamiliar to us. This school has its cliques; there's no denying that fact, but the more accurate way to describe the social organization is to address it as a system of groups. As for "Queen Bees" and "Regina Georges," we haven't gotten that far. As I see it, we have a diverse enough student body that people can be in the same social circles, but not necessarily fit uniformly into the mold of a stereotype and thus be facily identified.

We certainly lack the small-town sense of familiarity, where everyone knows everyone and all of their business, but we also lack the complete unfamiliarity amongst the members of our high school community, which is present in some schools that have a larger student body. Therefore, it is difficult to verbally pinpoint the dynamic nature of the Schreiber "community."

I'm not going to pretend that, while watching these movies, I haven't thought ruefully to myself, "I wish my school was like that." Nor will I deny that when I talk to friends at other schools about how

however; I just sit and play my cards.

Even within the "Asian" groups, there are still subgroups. Those who have not assimilated into the culture stick together, the "bad" Asians sit at another table, and the "smart" ones at yet another. It is not as easy as people may expect to travel between these groups; usually it's necessary to speak someone's language in order to sit with them.

Although it is true that the cliques do stick together and that this is indeed a detriment to the American value of "cultural diffusion," it is inevitable. Even in the business world or other environments, those of similar races or interests tend to stick together.

As such, the whole stereotypical environment may not be a bad thing in the first place. It is a necessary result of many different cultures coming together under one roof; it's simply where people feel the most comfortable. There's nothing necessarily wrong with it, and even if there was, there's nothing anyone could do about it.

BY Katharine Fields

Contributing Writer

We have all heard many stories about what an awful place high school can be. For many, it is the worst four years of their lives. For others, the four years within the safe comfort of their high school can be the best years of their lives and can influence what type of person they will be as adults.

There are many common stereotypes and misconceptions that exist about high school. These stereotypes are reinstated through music videos, television, and movies.

Everyone can name one of these publications that portray a high school environment, whether it is the famous movie like *Mean Girls* or a television show such as *Degrassi*.

Some common cliques that are thought to be part of every high school environment are the popular group, the preps, the jocks and numerous others. Within these cliques there are common stereotypes that come into play when describing the members. In my experience, I have not observed such

stereotypes in Schreiber.

Nobody is seen walking around in a complete cheerleading uniform on any given day nor have I ever seen a group of people wearing the exact same outfit walking through the halls.

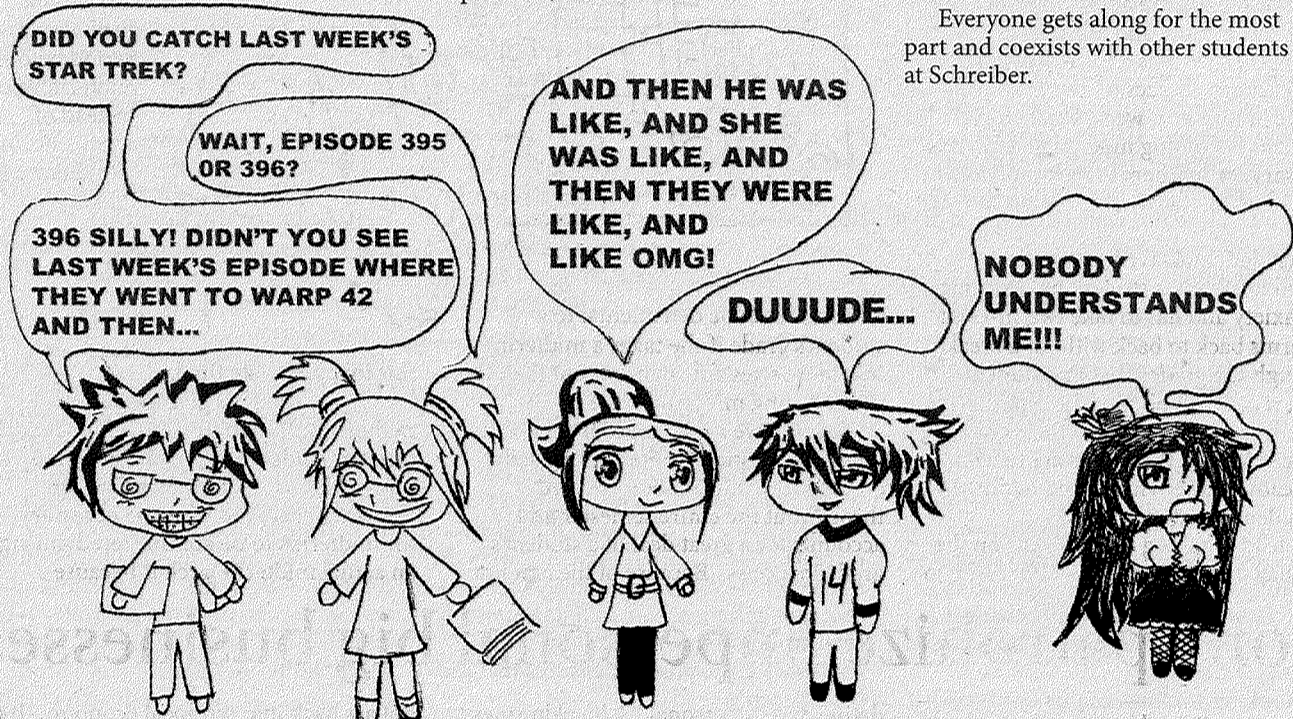
The only part of a stereotypical high school scene that I have seen exhibited in our high school is team sportswear being worn by different teams. This is not a negative stereotype, but a positive one that shows unity and pride in our school colors and our sports teams.

The most common stereotypes that are thought to be present in a high school environment are not seen in the halls of our school.

Additionally, there is a difference between groups of friends and the phenomena of cliques. On any given day in the cafeteria, one will see groups of friends spending an off period together and socializing.

It is up the individual whether to title these groups as cliques, or just as groups of friends. In my view, there are no cliques that exclude people for the common reasons that are portrayed in the media.

Everyone gets along for the most part and coexists with other students at Schreiber.



Loren Giron

great their homecoming dance was, some part of me feels like we missed out on these basic high school experiences here. However, after lamenting a bit, I remind myself that high school isn't just about homecoming dances and pep rallies.

The important questions we have to answer about our high school are: have these classes and teachers prepared us for the course loads in college? Have we taken advantage of all the club and sports offered? The answers to these questions are both yes. So what does it matter that I never got to go to a homecoming dance during high school? What does it matter that we haven't experienced a pep rally yet for which a majority of the student body was generally enthused?

Obviously, it's unrealistic to make comparisons to the stereotypical high schools of the silver screen. The truth is the Schreiber experience doesn't have to be a typical American high school experience in order to be good. In fact, after my seven semesters (and with one more left), I can proudly say, it was the differences which defined my experiences at this school and which made it enjoyable anyway. So here's to Schreiber: thanks for providing a unique high school experience and a pretty well-rounded education. Cheers.

BY Jon Heiden

Opinions Editor

We all know the stereotypes: There are the jocks, the cheerleaders, the Goths, the preppy kids, the nerds, the stoners, the loner(s), and many more. Whether it's in a book, in a movie, in a TV show, or even in the latest hit song, these classificatory labels are used with near-universality to describe the people who inhabit and the interrelationships which characterize high school. The question is, do these stereotypes exist in our school?

Well, yes and no. One thing that truly makes this school unique is our diversity. It's something of an open secret that many of Port Washington's sister towns on Long Island are filled with—if I may slip into the distasteful and discriminatory parlance of, well, distasteful and discriminatory individuals—only "one kind" of people. But here in our town, we've got tons of diversity, however you'd like to define the term, whether in racial, religious, economic or even in political terms.

Of course, that's not to say that the traditional stereotypes aren't accurate. We do have jocks and cheerleaders and nerds and stoners and all that...there's just an extra twist of human flavor added

in to the mix. The thing is, though, in the hyper-real world of TV series and trashy teen novels (unlike, for the most part, in real life) there does exist—or it would seem that there exists—this kind of diversity.

Sociologists have a name for the kind of pseudo-multiculturalism that is prevalent in many corners of pop culture today: tokenism. There's been a lot that's been written and been said about tokenism, but basically what most of it boils down to is that rather than introduce real diversity into their narratives, real multicultural, multi-religious, multi-everything, authors and directors instead introduce characters who give the show/book/movie the semblance of egalitarianism while really doing nothing of the sort.

So, to conclude, the stereotypes given to us by popular media are senseless and unrealistic. They depict an inoffensively bland and colorless world that's filled with contrived sameness and no true vitality. We could do a lot more to bridge the various divides that exist between student groups in our school, but we have a more real and a more vital situation here than in any fake and vacuous movie or TV show.



# Real tests should displace tiny in-class midterms

BY Blake Mergler  
Opinions Editor

Next week starts a period of the year that some students dread and others happily anticipate for its time off from classes. This time, known as "Midterm Week," is an exception to the other school days in January, when students sit and take their midterms on scheduled days during certain time slots, and are allowed to study and even relax during the rest of the week.

Now you may be puzzled as to why I claim that some students long for this period; the reason is that some students have merely two two-hour midterms and have the rest of their time free to use as they like.

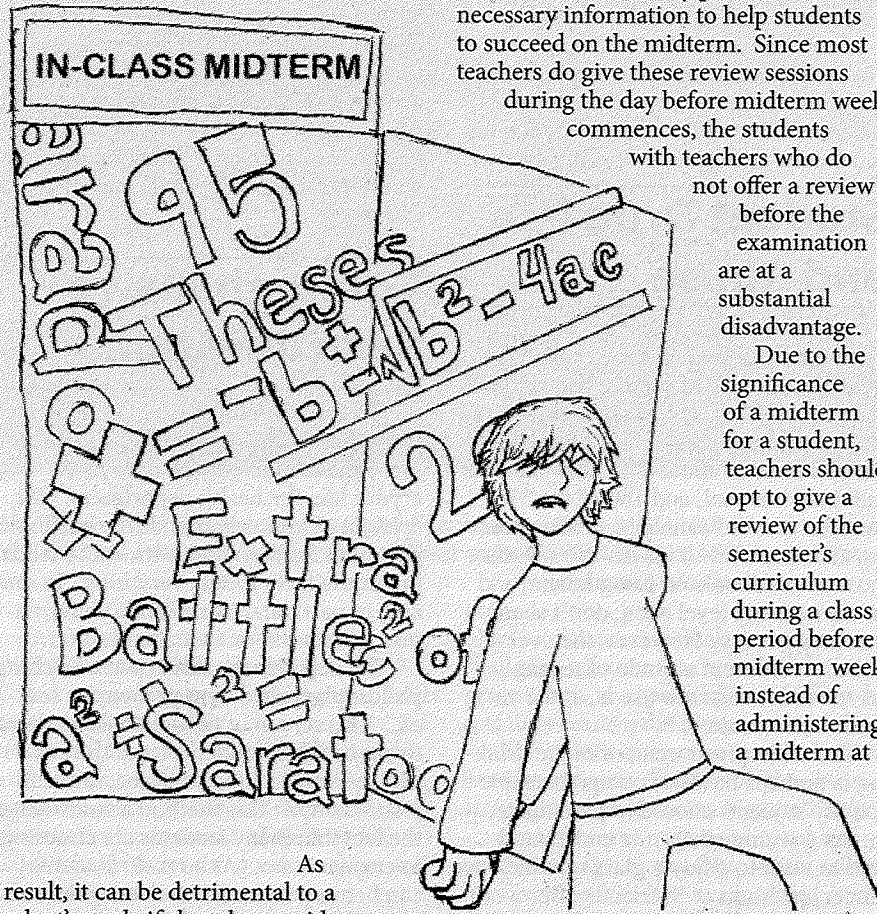
You may question why this is the case, why some students are only given one or two midterms during a midterm week. It is simply because of teachers' choices whether or not to give midterms during the week before the four days off; in this way, they do not have to administer exams during the last week of the semester and are able to submit their grades more easily and efficiently.

However, there is a huge dilemma with teachers' choices to give midterms outside of midterm week. With in-class midterms becoming more prevalent, it is necessary for teachers to be aware of the consequences of giving midterms in this way.

First, let's look at a hypothetical situation: let's say a student has extreme test anxiety and has to take two in-class midterms back to back without a break. Although the grades that this student would receive on both of these midterms could be very important to their grade for the semester, these tests are taken in an already busy environment, adding to the student's anxiety.

Instead of taking the two tests on the same day during midterm week with two

hours in between to eat lunch and take a "breather," the student's anxiety level will be further increased by the pressure-filled situation throughout the full school day. The student will have to go through four other classes before, in between, or after his or her in-class midterms.



Loren Giron

As a result, it can be detrimental to a student's grade if she takes a midterm in a more stressful environment than that given during midterm week.

Second, we must consider the details of a typical midterm; it usually contains the information covered throughout the entire semester and accounts for a great deal of a student's grade in a class. Because of the amount

of information from the past five months that needs to be remembered by the student, it is definitely necessary for a teacher to review the material in class.

In this way, instead of giving their midterms throughout the week before midterm week, teachers should take this time to review key points and other necessary information to help students to succeed on the midterm. Since most teachers do give these review sessions during the day before midterm week commences, the students

with teachers who do not offer a review before the examination are at a substantial disadvantage.

Due to the significance of a midterm for a student, teachers should opt to give a review of the semester's curriculum during a class period before midterm week instead of administering a midterm at

this inappropriate time.

"When teachers give in-class midterms, they do not allow for adequate time for students to prepare and study for midterms," said junior Sam Palmer.

Another reason why it is necessary for midterms to be administered during an actual midterm week is because

of the timing allowed. Should a test, that is worth double the points and covers at least five times the amount of information, be given in the same amount of time as any other test throughout the year? Midterms, in most circumstances, should be two hours in order to adequately cover the majority of the information taught during the entire semester. In this way, it is essential that midterms be administered over two hours instead of during a one-hour class period.

Furthermore, some teachers who administer in-class midterms are forced to administer their midterms over two days, in order to cover all the information they need to in the examination. Even though some students may like this midterm split up into two days, often times, students who are not simply sitting down for a two-hour time slot during midterm week dread having to take a two-part exam.

Instead of taking a test all at once during one sitting, students have to take it over two days, which can have many crucial consequences. If a student feels as though he or she may have done poorly or even failed a midterm after the first part, he or she might feel discouraged by the second day; in contrast, if a student felt poorly after the first hour of a midterm, he or she would be forced to continue and after realizing that the second part might have been easier, would have been okay by the end of the midterm. The state of not knowing about the next day's part could be very stressful for students.

Because of the reasons of test anxiety, necessity for review, and the time allotment of a midterm, midterm week is essential; it is imperative for teachers to administer these critical tests during a time that could be as enjoyable as possible for all.

# Don't patronize impersonal big businesses...buy locally!

BY Sophia Jaffe  
Assistant Opinions Editor

Which is the better place to buy a book: the local Dolphin Bookshop or the commercial Barnes and Noble? Should we succumb to the mainstream and impersonal big-box store in order to save a quick buck, or should we embrace our town culture and explore the unique and wondrous world found right here in our local businesses? Port Washington's businesses have so much more to offer to the consumer than chain stores located at the mall.

Perhaps the most significant difference between a chain store and a local establishment is the friendly service. The warm enthusiasm of the employees working at Sweet Comfort Bakery or Alper's versus the Krispy Kreme or K-Mart located at Penn Station cannot be compared. The friendly smiles or helpful advice of a local business almost makes you feel like you are a member of their family, not to mention several businesses in our town are actually family-run. "Big businesses are intimi-

dating and impersonal. A local business offers a much warmer and better quality of personal service," said sophomore Isha Gupta.

Buying from local businesses also promotes the pride in our community, and since many of these stores are owned by people who live in Port Washington, our purchases are recycling

dollars back into our local economy. It is more important to support a restaurant such as the iDiner versus IHOP because these such local businesses are what make Port Washington unique. Why fuel the Bloomingdale's empire when you could drive to a closer establishment, like Lou Babs and Moogs, and get a more eclectic and interesting present? It is

also a "greener" choice since you don't have to drive as far.

It is the small, entrepreneurial businesses of our town that determine and reinforce the personality of our community. Without such businesses, Port Washington is vulnerable to becoming a town full of Red Lobsters and Home Depots. Our old town culture is what differentiates us from other places on Long Island.

Local businesses are very concerned about preserving their positive image since owners rely heavily on the community for continued sales. Companies such as Delux Transportation and Anthony's World of Floors generously support sports teams, charities, and the Gambol.

So next time you need to purchase something, I urge you to consider the beneficial aspects of buying from a local business. The personable service and community pride from our local business is superior to the mainstream service of a chain store. If you reward Port Washington's local establishments, you will not be disappointed.

Local Businesses	VS	Big Businesses
<p>The Dolphin Bookshop</p> <p>North Shore Farms</p> <p>ROSAS Pizzeria • Restaurant</p>		<p>BARNES &amp; NOBLE BOOKSELLERS</p> <p>STOP &amp; SHOP</p> <p>Domino's Pizza</p>



# Editorials

## Student support for Haiti disaster

On Jan. 12, time came to a standstill as a magnitude 7.0 earthquake hit the country of Haiti, which is the poorest country in the Western Hemisphere with 80% of its inhabitants living under the poverty line. There were unbelievable amounts of destruction with buildings collapsing, dramatic aftershocks, and thousands trapped under buildings and rubble. Phone lines went dead and no one from the country was able to make any outside calls to family members who may have been living in the United States. The entire country was in ruins.

When journalists started to report on the tragic stories coming out of Haiti, the world was stunned at the unprecedented destruction. People around the world jumped immediately to give aid and to contribute money and goods to be shipped over. Military units were sent to help treat the wounded, rescue the trapped, and deliver supplies. Cell phones were put to a new and especially effective use. By texting the word "Haiti" to 90999, phone bills were automatically charged with a specified amount of money to be donated to the Red Cross.

Fortunately, extracurricular groups and clusters of students took action immediately after the disaster struck. Clubs such as Bridging the Gap and Amnesty International manned a table in the lobby with boards displaying pictures of the conditions in Haiti and facts about the disaster while taking donations. Other students worked independently to raise their own funds to donate to a charity of their choice. Students and faculty members alike generously gave donations that will be used to help restore the broken country and aid those in need.

*The Schreiber Times* applauds the efforts of these clubs and individual students for their leadership and dedication to this cause. Although Haiti is so far away, the horrible cloud of indifference seemed to part to make way for a clear sky of generosity. Moreover, while most events held in the lobby can either be a complete hit or miss, the fundraising efforts seemed to be a hit. A substantial amount of money was raised the first week and more was to be expected for the second week.

## LETTER TO THE EDITOR

Dear Editor,

Thank you for considering me for an interview. Just to set the record straight.

#1 My name is Joseph not John.

#2 The Special Police was not my job before I was employed by the school district: The Special Police was purely voluntary done on weekends, which I did for 27 years.

#3 Left out in its entirety: When I was discharged from the service I returned to complete my high school education. Then I was employed by the A&P food stores for 18 years before leaving my position as store manager to start my own business. In 1964 I purchased a deli-

The organizations that were selected to receive the donations will directly benefit individual citizens by providing them with necessary food, water, and resources to sustain life and help the wounded in this crucial time period. It is admirable that these students stepped up to the plate so swiftly and that the student body and faculty responded so positively.

## Student Drug Use and Abuse

In 2007, 82% of all seniors had used alcohol, and 48% of seniors had smoked marijuana. These aren't numbers—they're percentages—and the fact that out of a class of about 375, 307 students had drunk alcohol, and 180 of the 375 had also smoked cannabis, is disappointing and shameful. This isn't to say that most other schools on Long Island, and on the national level even, don't share similar statistics. However, the overall casual, indifferent attitude of teenagers towards substance use is, at the very least, unfortunate.

The widespread trend of binge drinking is perhaps the least comprehensible activity students choose to participate in. As a young adult, it is understandable to want to enjoy a glass of wine over dinner, or drinks with friends after work. The argument about the drinking age is a whole different issue aside from the one presented here.

Right now, the problem with teen drinking is that the goal isn't to loosen up after a long day at work. Teenagers everywhere drink with the specific purpose of getting drunk, and this is seen as entertainment.

It is very difficult to understand where the appeal is in ingesting massive amounts of liquor in short periods of time, and in completely losing one's inhibitions. The high school years are some of the most important years of our lives; why would people want to waste them by hurting themselves and others?

The smoking of marijuana is also a questionable activity. According to the New York State government website, "There are no medically accepted uses for smoking marijuana. THC, the active chemical in marijuana, is manufactured into a pill and available with a prescription to treat nausea and vomiting that

catessen on Port Washington Blvd. and named it Port Delicatessen (now known as Hinck's). In 1973 I sold the deli and started with the school district becoming Head Custodian at Guggenheim School. In 1982 I was transferred to Schreiber as Head Custodian, not custodian, as was written in the article. I remained there until 1991 and then retired. When I retired the administration asked me if I would consider working part time doing traffic and care of the Monfort Lot.

This is the job I am still doing today. Thank you for your consideration.

Sincerely,  
Joe Caputo

occur with some cancer treatments and to help people with AIDS gain weight."

Even if marijuana was legalized in New York for medical usage, most students at Schreiber high school and everywhere else are not using it to lessen the effects of chemotherapy, they are using it recreationally.

Alcohol and other drugs like marijuana fuel the drama born of poorly made decisions.

Are there really so few distractions in Port Washington and surrounding towns that students must resort to illegal activity? If students are unable to find other constructive ways of entertaining themselves, perhaps another major issue we should discuss is a lamentable lack of creativity.

## Comprehensive Sex Education

Here in Schreiber, there is a department that teaches students information that will undoubtedly be used in everyday life: the health department. *The Schreiber Times* commends the health department for their commitment to teaching us the facts about everything. In one area in particular, their candid information can save lives: sexual education.

The department adheres to a teaching philosophy called "comprehensive sex-ed." This school of thought tells teachers to expose their students to all the possibilities concerning contraception and relationships. This method acknowledges the fact that many students are choosing to engage in sex. As a result, students can better protect themselves against unplanned pregnancies, sexually transmitted infections (STIs), and other hazards involved with sexual activity.

The comprehensive method is a valuable technique that has allowed students to be safer and more knowledgeable. When discussing the possibility of engaging in sex, a mantra often associated with the act is that: you always have a choice. Health classes give students the tools to decide when and if they are ready to take the step to engage in sexual activity. These lessons make those who take health classes safer, happier, and more mentally prepared in any event.

Because the health teachers discuss not only the act, but also the emotional ramifications of having sex, students are better informed. The department also talks to students about relationships, an integral part of sex. By sharing stories and information about past relationships, students benefit even if they are not going to engage in sexual activity.

The open environment created by the teachers' unabashed approach to sex and relationships encourages the sharing of experiences. This means that students who may not be in a sexual relationship can still garner advice from the experiences of their classmates.

The comprehensive technique has a multitude of benefits, and *The Schreiber Times* is proud that the health department teaches students in this constructive and open manner.

## Thank you, Mr. Muhlbauer

Dear Mr. Muhlbauer,

*The Schreiber Times* staff extends its gratitude for your dedication and assistance to this publication. We appreciate all you have done throughout these past five issues. In Ms. Zarkh's absence, you have wholeheartedly stepped into her role as an advisor and guide to the staff.

We thank you for your humor and your encouragement throughout work weeks and what seemed like endless bed nights. You have worked side by side with Mr. Medico, being tirelessly efficient in editing the 24 pages of each issue. You have made your mark literally and figuratively on *The Schreiber Times*, adding commas and necessary clarifications as well as suggesting text wrapping, re-pixelating, and aligning to the baseline grid. You have generously contributed your advice and your time to making the newspaper the best it could be.

As Ms. Zarkh shortly returns from her exchange program in India, it is bitter-sweet that we will no longer find you in the pub room or room 117 as an advisor to this publication. But, don't worry-- our memories of you will always be saved to the desktop and in our heart-ware.

Thank you,  
The staff of *The Schreiber Times*

## Times Policy Statement

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

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

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

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

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

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

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

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



# For health department, a strong defense is the best offense

## Comprehensive sex-ed teaches students protection and responsibility

by Laura Werle  
Features Editor

Every year, a time rolls around when the usually open-hearted health classrooms are filled with giddy laughter as students cast tentatively awkward looks around the room. This January, the health department is once again bringing out the plastic babies and square-packaged condoms for one of the most anticipated units: sex-ed. While this slightly awkward experience seems mundane to most students in Port Washington, our sexual education policy offers a rounded education on sex, contraception, and emotional aspects of "doing it." However, the other schools offer more limited, abstinence-only curriculums.

"We're not advocating sex," said Ms. Patricia Kosiba, one of the three health teachers at Schreiber. "We advocate abstinence, but we also recognize that kids are having sex, so we feel we should educate them about it."

Comprehensive sex-ed is a way of teaching children the "birds and the bees" that has sparked controversy for years. Unlike abstinence-only programs that only teach students to not have sex, comprehensive education programs teach about abstinence as well as other contraceptives such as birth control pills, male and female condoms, and a host of other options available on the market.

"We stress abstinence but we realize that kids are starting to become sexually active at younger and younger ages," said Ms. Kosiba. "It's important to start that early; STI and teen pregnancy rates are not going down."

As all students at Schreiber know, there are two years of health education in store. Health is required in ninth grade and in eleventh grade, although some juniors opt to take health in their senior year instead. While these two years of class cover the same topics, the material, modes of

presentation, and general curricula of the two classes are different.

For the ninth graders, a general overview of sex-ed is given. Anatomy is less present, since almost all freshmen take Biology that same year, which covers the reproductive system. Like the physiology of sex, pregnancy and relationships are handled differently as well. However, to ensure that the "silent epidemic" is suppressed as much as possible, Sexual Transmitted Infections (STI's) are taught to both grades, since such diseases can be easily passed without intercourse. STI's are especially dangerous because many people who have them are not aware of the disease.

**"We're not advocating sex," said Ms. Kosiba. "We do advocate abstinence, but we also recognize that kids are having sex."**

"We approach the ninth graders with a completely different angle. Emotionally and physically, they're in a different place than eleventh graders," said Ms. Kosiba.

While the ninth grade health curriculum does not go into detail on many subjects in the sex-ed unit, the eleventh graders are taught the ins and outs of sex. This is where comprehensive sex-ed truly comes into play. The health teachers teach students about all types of contraceptives to try to limit teen pregnancy and STI's. Contraceptives are explained by the teachers, who sometimes bring in examples.

"I think that taking health is extremely helpful," said junior Samantha Palmer. "It's good to know all the possible ways to be safe because what you don't know really

can hurt you when you're dealing with topics like these. The health teachers are also really welcoming to talk to, no matter what you're talking to them about."

Anatomy is also included in the lesson plans. Plastic models and diagrams are used to demonstrate not only concepts having to do with sex, but also how to identify diseases and maintain proper hygiene. The anatomy lessons, while sometimes unenthusiastically received, can give students information that they would not get anywhere else. With Biology years in the past, many students benefit from a new take on the subject.

"We use all different things to teach the students," said Ms. Kosiba. "Powerpoint, models, diagrams, the actual methods of birth control. Basically anything that will help us teach what we want to get across. If you think of it, we use it."

Teaching about contraceptives, however, is not the only way the comprehensive education is different than an abstinence-only education. Schreiber health teachers talk to the classes about the emotional, social, and relationship-

related ramifications of engaging in sex. Often, after a couple chooses to engage in sexual activity, strong emotional ripples can be felt. These can be both constructive and destructive. Whatever the case, it is important that students are given tools and coping techniques to handle these effects.

"There's no condom that comes in a heart shape," said Ms. Kosiba. "We stress abstinence because no condom can protect you emotionally. We talk about relationships and whether sex is the right choice."

However, no matter where a class about sex is taught, a slight tint of awkwardness is bound to pervade the room. Despite the certainty of small silences throughout the lessons, health classes persevere.

"The class in eleventh grade is not really that awkward," said Palmer. "Any awkwardness has gone because the teachers do an excellent job of making the mood light and open. Plus, as juniors, we have matured considerably from previous years. In ninth grade, the class was not quite as comfortable with the topic so it was harder to discuss."

## Inaccurate clocks cause students confusion and frustration

by Laura Werle and Brian Kennedy  
Features Editor and Assistant Features Editor

A class full of students wrote furiously, struggling to finish a DBQ before the trilling bell signaled the end of the period. Slowly, students stopped writing and laid down their pens, assuming that the bell would soon ring, based on what the mounted clock reads. In the scant seconds before the bell is due, the students give their essays a final read. And then another. And then another. Finally, after what seems like an hour of waiting, the bell rings, 10 minutes overdue; at least that's what the wallclock says.

This situation repeats itself daily in Schreiber, often with more negative results. Mismatching clocks from room to room create confusion, as students struggle to sneak in a potentially incriminating peak at their cell phone to discern the true time of day.

From classrooms to offices, Schreiber's clocks range from punctual to downright stopped. These two categories are the extremes of the clock situation. Between the correct and the dead, clocks range from fast by an hour and 27 minutes to moving over the same five-minute section hour after hour.

"Time is not important to us here at Schreiber," said senior Luke Record while trying to explain the situation presented by untimely time keepers.

The reality is that a great number of the building's clocks are either completely defunct or far out of sync, a situation that raises questions as to the position, or lack thereof, of the administration. Responding to the dire clock situation, Assistant Principal Dr. Brad Fitzgerald voiced the importance of priorities.

"We've repaired the auditorium seats, gotten new floors, put on new roof, and provided new furniture, all after the construction. Those things always take

precedent over clocks. It's an expensive project and we're happy that less of the roof is leaking," said Dr. Fitzgerald.





Dr. Fitzgerald elaborated on the importance that funds play in prioritizing projects, admitting that "we need a new system," but emphasizing that "every year choices must be made in the budget."

It should be noted that amongst the fallible wall clocks that adorn our school, each room is guaranteed a correct timepiece: the phone. No matter what, the phones in each room always have the centralized time that the bells run on. Even these sure-fire timekeepers are not the solution, however. Unless an entire class sits close enough to see the small black numbers against their green or gray screens—an impossibility given the average size of classes and the students who occupy them—the phone-clocks are not applicable to use for an entire class. There is a need to emphasize the importance of an easily visible time keeper in the time-dependent environment of high school classrooms.

Such discrepancies in time-keeping would not seem like an issue in an age of cell phones and iPods with internal clocks. However, due to technology policies set in place to ensure that students pay attention to class instead of sending texts, checking the time has become a daring game.

Students really only have one choice if they want to keep time accurately: wear a watch. Unlike the students who depend on unreliable clocks and those who risk the rules to check the time, students who make use of wrist watches seem to be the only kids in school who know the time, no matter what class they are in.

Ultimately, the school can live, and has lived without the assistance of an easily-visible time keeper, but the problem will not diminish with time. When taking into account the present-day stance of the administration, the future will most likely be one without the assistance of our time-

Sex-Ed in Long Island Schools	
	Abstinence      Comprehensive
 Schreiber High School	✓
 Manhasset High School	✓
 Syosset High School	✓
 Roslyn High School	✓

Chris Yap



Anyone who has ever visited a neighboring school may have, upon telling other students they're from the Port Washington school district, been confronted with the phrase "Pot Washington." Yes, "pot," as in cannabis, or marijuana.

"Every school has issues with marijuana use. We're no different than any other school," said Assistant Principal Mr. David Miller.

And it's true. Compared to other local school districts, the use of marijuana is no greater a problem here than anywhere else, despite the federal illegality of the substance.

In 2007, a Harrison Box survey was conducted of students grades 9 through 12 examining their substance use habits. Almost half of the senior class (48%) had smoked cannabis, while 44% of the junior class had also used that particular substance. Nearly a third of the sophomore class (29%) and 15% of the freshman class had admitted to smoking cannabis. The senior class now was the sophomore class that took the survey, and the current juniors comprised the freshman data category.

**"People use substances because they're so easy to get. It's not a matter of peer pressure," said junior Jillian Zack.**

"Those numbers are... pretty consistent regionally and nationally," said Mr. Miller.

On the New York State government website, statistics show that "Only about one in five 10th graders report they used marijuana within the past month. Fewer than one in four high school seniors is a current marijuana user." On the national level, in 2007, 41.8% of seniors had used marijuana in their lifetime.

High school students have many different reasons for choosing to use substances, whether on a daily basis, a weekly basis, or only occasionally at parties on weekends. When students were asked why their peers might be inclined to use

alcohol, marijuana, and other drugs, there was a wide variety of responses.

"Teens use something [like alcohol] to make intimate relations easier.... It takes down awkward barriers," said senior Maddy Fisher. "Also, in the suburbs people think there isn't anything to do, or it 'appears' that there is nothing to do."

Teenagers find that substances like marijuana and alcohol "take the edge" off of high anxiety situations, and make social

for purchasing the alcohol are to make girls inebriated and ensure that many regrettable lapses in judgment are made on the part of the girls to ultimately benefit the boys. The misfit boys charged with purchasing the alcohol were searching for social acceptance.

Other students who are not looking for social acceptance may also be looking for fun.

"They [teens] don't know how to have

"We're not the type of school that brushes things under the rug," said Mr. Miller. "There are schools where people don't report this stuff. We do."

The school has a uniform policy on the use of substances on school grounds. According to the student Code of Conduct, which can be found in the student planner, "possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under

# THE DRUG QUESTION

## "Are students getting sneakier?"

### Although substance use among student body persists, fewer cases of disciplinary action are reported by administration

interactions, especially physical ones, a bit more relaxed. High school is defined by awkward experiences and confrontations, and it is the perception that alcohol and marijuana facilitate students' social and physical confrontations.

High school is also a four year period which many consider to be a time for experimentation. Students are curious about these substances because of the notoriety of films like *Pineapple Express* and *Superbad*, which glorify substance use.

"People use substances because they're so easy to get. It's not a matter of peer pressure; teens are just curious," said junior Jillian Zack. "Teens use substances in social settings because it's fun."

Movies like *Superbad* also perpetuate the idea that drinking liquor and smoking marijuana make someone "cool." The characters in this film gain notoriety for using fake IDs and illegally purchasing alcohol for a house party. Their incentives

fun without them [drugs, alcohol]. They don't believe they have a way to enjoy themselves otherwise," said sophomore Kathleen Devine. "In high school social settings, substance use is inappropriate."

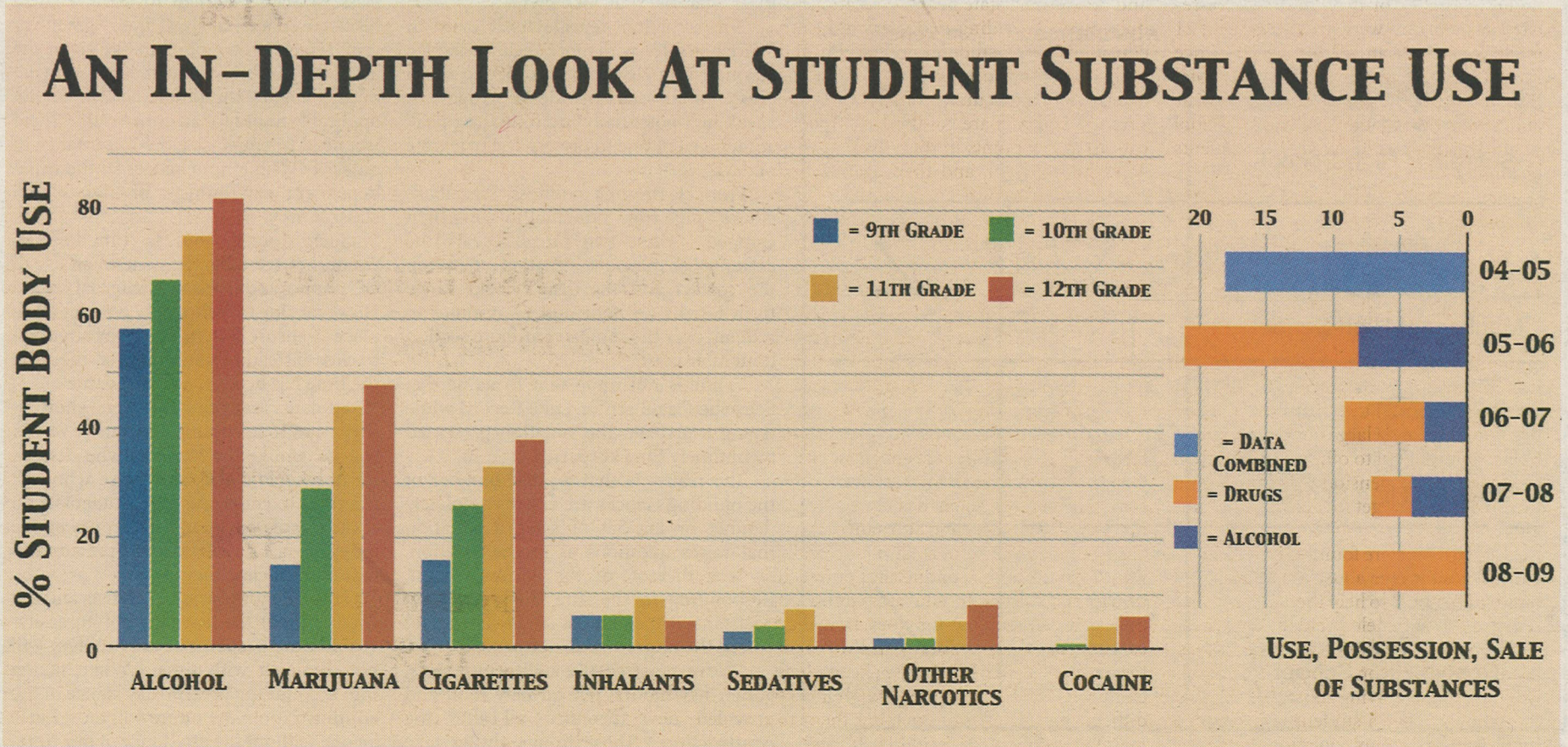
"I feel most people see older students [using substances]. Personally, I think you shouldn't do it" said freshman Joseph Scialo.

While some students condemn the use of alcohol and marijuana in social settings, most, as evident in the poll to the right, are indifferent to the trend of drug use, or are accepting of it.

In comparison to alcohol use, to which 82% of seniors had admitted, the smoking of marijuana may seem less significant. However, in the 2008-2009 school year, there were nine suspensions for the use, possession, or sale of drugs (including marijuana), while there were no suspensions for the use, possession, or sale of alcohol.

the influence of either. 'Illegal substances' include, but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and substances commonly referred to as 'designer drugs.' In addition to a clear drug policy, the school addresses both cigarettes and prescription drugs. Both "smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco" and "inappropriately using or sharing prescription and over-the-counter drugs" are strictly prohibited.

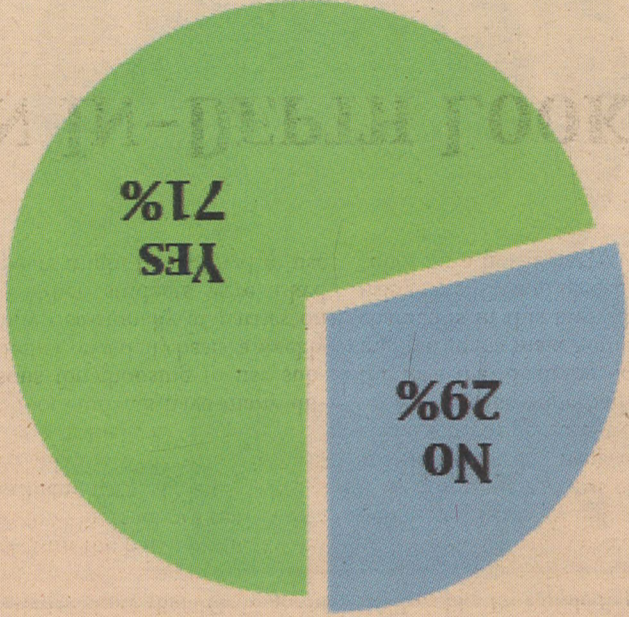
"There are a range of actions that are taken based on the severity of the infraction, the discipline profile of the student(s) in question, and the actual details of the case in question," said Principal Mr. Jay Lewis. "In all instances where drugs and alcohol use are determined, suspensions occur for varying lengths of time. To my knowledge, this is the case in every other school district in our region."





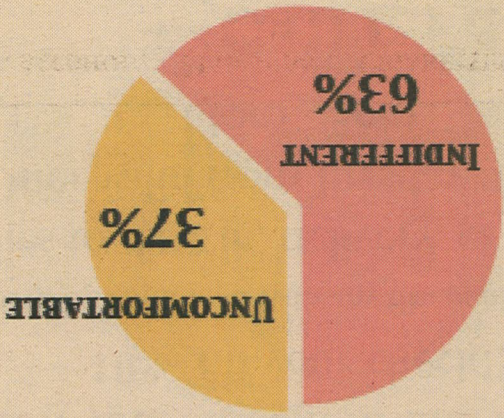
# OPINIONS ABOUT SUBSTANCE USE

Do you know students who use drugs?



IF YOU ANSWERED YES...

How do you feel?



The Safety and Substance Abuse Task Force is geared to prevent students around the district from using drugs. It is made up of community and school members, representatives from the police department, staff of Port Counseling, the Port Washington Teen Center, members of the PTA, and even clergy. The goal of this group is to institute programs and provide funding that sponsor safe/substance-free activities.

Although marijuana and alcohol are the two primarily abused substances by students, there are other drugs which have been used as well. In 2007, 9% of juniors had used inhalants, 7% of juniors had taken sedatives, and 8% of seniors had abused other narcotics. In addition, 6% of seniors used cocaine and 5% had used each of the following: amphetamines, tranquilizers, and hallucinogens.

Heroin has never been a major issue as at other schools on Long Island, like in Smithtown, where parents are provided home drug-testing kits for their children. Ms. Weiden has, in her years at Schreiber, observed fluctuations in the use of cocaine and prescription drugs by students. On only one occasion has Mr. Miller had to deal with students using prescription drugs. In that situation, one student was abusing someone else's Ritalin. Students

"I think the weekend parties are very big problems. There have been years with serious car accidents and kids being taken away in ambulances. Schreiber is not completely immune to the drug problem because we're not in a bubble. Kids in Manhasset know when Port Washington kids have parties, and vice versa," said Ms. Weiden. "I'm still more worried about marijuana and alcohol because that's what we see sometimes on a day-to-day basis."

"The Schreiber administration believes that most students under most conditions will do the right thing and not become involved in the use and abuse of illegal substances when in school or when involved in school activities on and off campus," said Mr. Lewis. "We continue to encourage our students to abide by the district's laws."

Written by Andrew Seo & Christina Vlahos  
Additional Reporting by Lauren Effune & Ryohei Ozaki

The standard length of time for suspension is five days if students are found to be under the influence of some sort of drug during the school day, or if they have drugs on their person for personal use.

The administration understands that an accusation against a student of drug use or possession is a grave matter. Extensive measures are taken to ensure the most accurate evaluation of a situation and to determine whether or not a student is under the influence or in possession of drugs. There is a comprehensive set of procedures which comprise the school's response system to reports of drug use or possession. Reports usually come from teachers and staff, and ReportIt.com is also a common source of information on this subject.

When teachers notice students showing signs of distorted perception, trouble with thinking and problem solving, loss of motor skills, decrease in muscle strength, increased heart rate, and anxiety, they know to report them to administrators, who will take the necessary steps to look into the situation and determine whether or not that individual is under the influence of marijuana. The small of this drug is also a good indicator of usage.

Once a teacher has informed the administration that a student has been perceived to be showing signs of drug use, an administrator will come to the classroom and escort that student to the nurses' office, where a series of tests will be conducted to examine the student's vitals. An evaluative exam is completed, in which students' eyes are tested for responses to light and their blood pressure is taken. If the student has been called into the nurses' office for this medical examination, then "We would also do a check quickly of their person to see if they have anything [a substance] on them... We have to have suspicion. We wouldn't just walk up to a kid and search them," said Assistant Principal Ms. Julie Torres.

The searches are not always fruitful, but this is not surprising.

"Even if a student has a substance abuse problem and turns to use or have drugs on them on a regular basis, it doesn't mean that at the moment we do the search we'll find it," said Ms. Torres.

"Working with kids and asking them these types of questions is more of an art than it is a science," said Mr. Miller. In recent years, there have actually been fewer incidents when students have been caught under the influence of alcohol or drugs. During the 2005-2006 school year, the highest number of drug and alcohol-related suspensions were given, a total of 21 (eight for alcohol and 13 for drugs). Since then, the numbers have fallen to a total of nine during the 2006-2007 school year and seven during the 2007-2008 school year. This is more likely due to students becoming more savvy as to hiding their substance use and becoming more adept at "covering their tracks."

"I don't think, based on anecdotal evidence... that [the apparent trend of decreasing suspensions due to substance use] is accurate," said Ms. Torres.

When students are found with large amounts of marijuana on their person, or if there appears to be more than for individual recreational use, that is, if it seems that someone has a large quantity on them to distribute or sell to other students, then the length of suspension gets longer, and the police have to get involved in the situation.

Students who are found to have a problem with substance abuse are also offered various resources to help them recover and reform. Ms. Michele Weiden, the school social worker, also known as the "Drug/Alcohol Prevention Counselor," deals with all cases involving substance abuse at the school. After a student is suspended for a drug or alcohol violation, he or she

"We're not the type of school that brushes things under the rug... There are schools where people don't report this stuff. We do," said Mr. Miller.

Another issue to be taken into consideration when discussing marijuana use, or any substance use, is the situation where students are not "caught" at school to be using substances, but are reported for such behavior outside of school, or within the domain of school activities. Although the administration does not routinely inspect social networking websites used by students, reports call their attention to specific incidents, which are dealt with based on the circumstances of the event.

If students, for example, are pictured drinking or smoking on a social networking website like Facebook, with a group affiliated with Schreiber, then the administration is obligated to investigate the situation. "The school has the authority to investigate, determine guilt or innocence, and to assign punishments for use of illegal substances when there is a nexus between school activities and such substance use off school grounds," said Mr. Lewis. "For example, if the school were to become aware of a team gathering at the home of one of its players with alcohol being served, the school may take action against the team players present at the gathering since it violates training rules and the Code of Conduct."

The school administration takes many preventative measures against student substance abuse and attacks the issue across all fronts. The school district goes above and beyond the state health education requirement, providing two years of health education to its students in the 9th and 11th grades. The reasoning behind the extensive health curriculum is to "make sure the students are getting [health education] at key points in their lives, as they enter high school, and then again when they are more mature and will understand the information... They might have different questions based on their experiences," Ms. Torres said.

As students are well aware, several assemblies a year are given to inform students about the drastic consequences of substance abuse, and thus supplement the health curriculum. Last year, there were two assemblies, one for students and another for parents, about heroin. Large forums like assemblies are effective for informing parents, especially, an important factor in students' substance use.

"I sit on the Safety and Substance Abuse Task Force, and the next thing we really want to focus on is [conducting] outreach to parents, helping to educate parents on how they can look out for clues, how they can educate their children, and different things they can be doing to keep their child safe as they're going through a very difficult period of time... helping them to maintain boundaries," said Ms. Torres.



# Musical chairs without the music: the lunchtime rush

## Students must vie for chairs in overcrowded, under-furnished cafeteria

By Sahil Doshi

News Editor

The rapidly increasing student body and limited amount of available space can be seen almost every day in the school's cafeteria during lunch periods.

If one arrives at the cafeteria with as little as a three-minute delay, one might not be able to find a seat, or even a table to sit on. This incident has become a recurring event for many students, and although it might seem minor, the perpetual search for a chair can become a hassle, especially when one only has 25 minutes to eat. Lunch time is meant to be a relaxing time, but with such rush and congestion, it has become difficult to find appropriate space to do so.

"If I arrive even a few minutes late to the cafeteria because I was waiting for my friends or if I had to talk to a teacher, it's hard for me to find a table and especially chairs," said sophomore Rachel Cohen.

"If I do find a table, I almost always end up sharing with one of my friends, which can get uncomfortable and crowded. Because of the lack of space, it's almost become a race to see who can get to the cafeteria first."

Although the administration has tried to introduce more tables and chairs into both the cafeteria and commons, there is still not enough space, especially during the winter months when students can no longer eat outside at the Oval.

"It's really frustrating how there aren't enough chairs," said junior Alison Ehrlich.

"It seems that it wouldn't be too hard to figure out what the maximum number of students who have lunch at a single time can be and then to approximate how many chairs would be required."

This past July, 30 cafeteria chairs were ordered. Then in December, another 30 were ordered, totaling 60 new chairs. Additionally, 30 existing chairs from the commons, which has been relatively empty this year, were transferred downstairs. Two tables in July and three in December were also ordered to improve the conditions in the cafeteria.

"We have really been addressing how to optimize the lunchroom seating," said Assistant Principal Dr. Brad Fitzgerald.

With a total of more than 90 new chairs and five new tables, it is expected that the crowding problem would end. However, even after the arrival of the additional furniture, the situation has not improved.

"Even though there are more chairs, I still see a lot of people standing at lunch," said junior Jeffrey Sims. "I don't understand why they do not order more chairs that can be stacked somewhere near the sides of the cafeteria for students to take if needed."

However, with budget restraints, the problem with seating is not at the top of the list, but it is still one that needs to be solved in the upcoming months.

"Given the constant use of the cafeteria furniture by 1,500 people every day, you can imagine that we need to replace furniture here and there," said Dr. Fitzgerald. "In addition, given budgetary limits, we can't spend too much for a chair. We also need

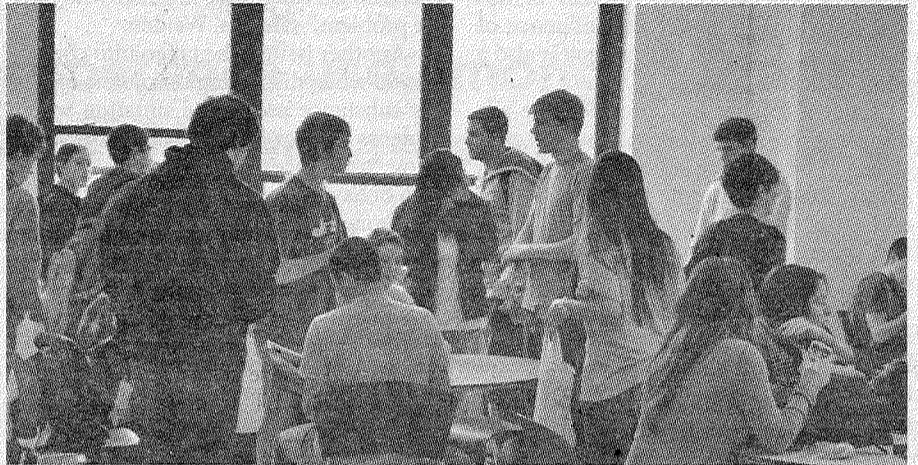
chairs that are lightweight for moving during cleaning, and tables that can easily be moved aside."

In order to find other solutions to this problem, some students began to eat in the atrium and hallways near the photo and music classes earlier this year. However, due to the fact that classes run in that area during lunch periods and the lack of extensive cleaning students were banned from eating in these locations.

"Lunch would be much better if we didn't have to share chairs," said Ehrlich. "Also, sometimes when we run out of tables, we have to go to the commons which is also crowded, or the atrium, where we inevitably get kicked out."

Throughout this school year, with such a large increase in the student body size, the administration has been struggling to create more available seating for students in the cafeteria. Although it was not a problem during the warmer months, since late autumn set in, it has become a frustrating issue for many students and needs to be resolved to a greater extent.

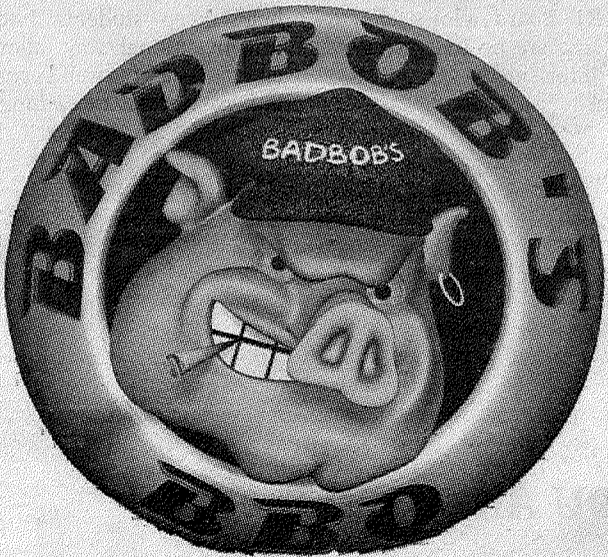
"School furniture is an ongoing maintenance issue in any high school," said Dr. Fitzgerald. "We are grateful to the vast majority of our students who take good care of our furniture. But we have a few students who have sometimes not been as respectful, and we would like all to help us out by being more careful."



Grace Jung

The need for seating, like hunger, is a constant desire during lunchtime. However, the seating situation in the cafeteria ranges from bad to nonexistent. Students, hoping for a relaxing lunch period often find themselves in a vicious whirlwind of seating patterns and chair-hungry peers.

# BADBOB'S



Show your student ID and receive  
10% off your check!!

(Not to be combined with any discounted offers)

Applies to dine in, delivery, or take out.

Offer valid from Tuesday- Friday

11am - 5pm

**\$6.00 Big Hawg Combo Meal!!**

Comes w/ Big Hawg, Curly Fries, and a Fountain Drink!!

Available for Dine in Only!!

Tax Applicable

**Buy 1 Special Fixings,  
Get a**

**FREE fountain drink!!**

Offer valid Tues - Fri

11am - 5pm

With this coupon

**BADBOB'S®**  
*Barbeque Restaurant*

75 Main Street

Port Washington, NY 11050

[www.BadBobs19.com](http://www.BadBobs19.com)

\*\*\*\* Call for delivery at (516) 883-8880 \*\*\*\*



# SMART Board use brings even chalkboards into 21st century

BY Lauren Goldstein

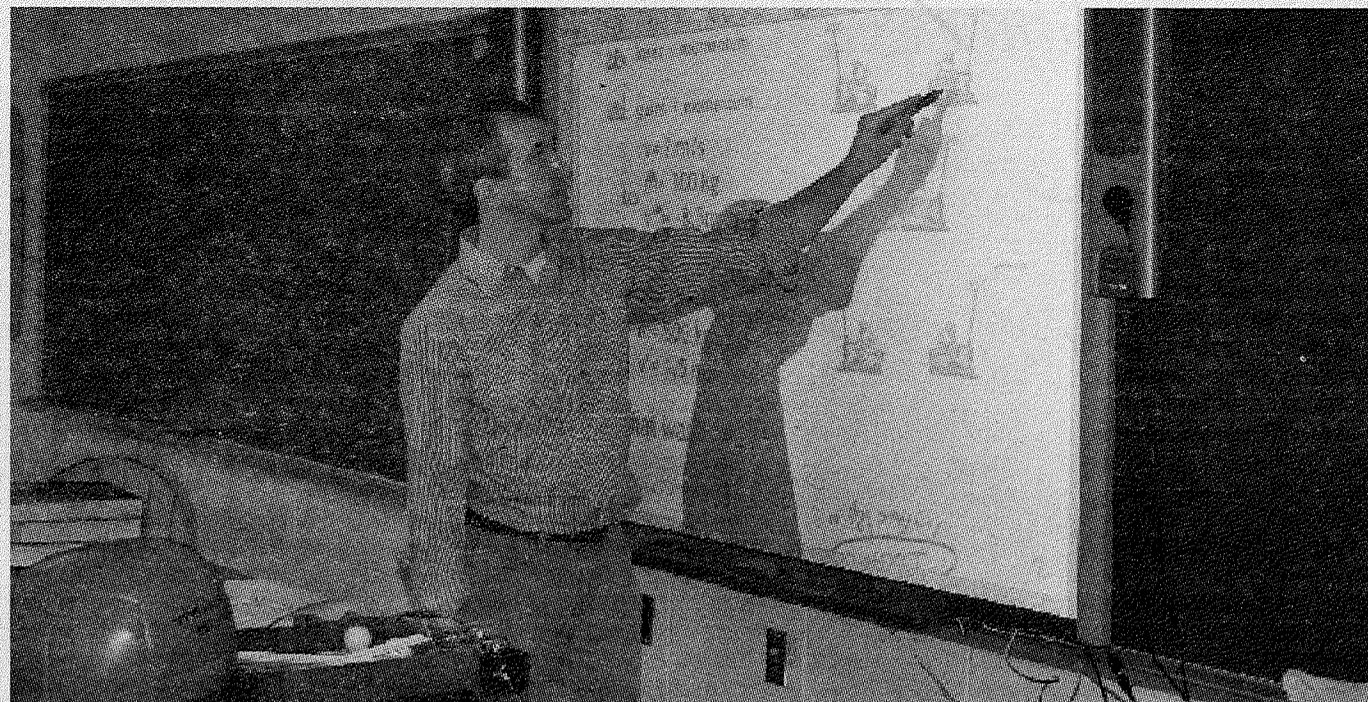
Staff Writer

Within the last few years, a new teaching method has begun to work its way into the fabric of Schreiber. SMART Boards, an innovational tool, have been installed throughout the Port Washington school district. A SMART Board is an interactive white board, allowing the user to create slides that can then be drawn and written directly on through the screen, save and transfer work, and accurately draw objects. It is slowly replacing ordinary chalkboards and white boards, as education succumbs to the evolution of technology. A number of the teachers in Schreiber work with such a board, helping to change, and many think enhance, the dynamics of an ordinary classroom.

"It allows the students to see much better visuals because it has the capability of taking a picture from the Internet, which will be much more effective than my attempts to draw the picture," said Physics teacher Mr. Thom Johnson.

A single SMART Board costs approximately \$4,000, a price that makes it difficult to find space in the budget to purchase multiple boards. However, through several forms of external donations, many SMART Boards have been able to enter the district. Schreiber received a grant through the Port Washington Education Foundation, while other elementary schools and the middle school obtained SMART boards through similar grants from other organizations.

Schreiber was awarded twelve boards, which were then distributed amongst the departments. Two physics rooms, three math rooms, the library, health rooms, and various other rooms possess SMART boards. Foreign language classes held in some of the math rooms allow language teachers to utilize the capability of the boards as well. As a result of the SMART Board's rapid proliferation in classrooms of all different subjects and grades, the majority of students have been able to experience this new piece of technology.



Kevin Granger

**Mr. Thom Johnson teaches his physics lesson using a SMART Board. He is one of the few teachers at Schreiber who utilizes this new technology to its fullest extent. With the SMART Board, he can use the internet to obtain diagrams that enhance his teaching.**

A variety of training methods were available to teachers new to the SMART Board. There were several sessions held by the district's I.T. trainers to show the teachers the basics of the SMART Boards, and now sessions are offered during professional days. After that, the teachers displayed their much touted ability to work together, teaching one another and practicing as a group. However, most teachers perfected the use of the board through individual practice and multiple mistakes while teaching.

"When I first got it, I spent three to four hours a week at home practicing and creating more slides," said Mr. Johnson. Mr. Johnson is known throughout the school as a SMART Board "magician," whose physics lessons are filled with manipulated images and color-coded problem solving.

While teachers like Mr. Johnson teach solely on the SMART board, improving

SMART Board skills has been more of a challenge to some teachers, but time and practice on the part of the faculty has certainly made a difference.

"It's clearer and more comprehensive, having a positive effect of the learning atmosphere," said junior Melissa Seltzer.

However the age old problem of encountering a teacher with sloppy handwriting has not been solved by the futuristic board. In some cases, the user interface exacerbates illegibility.

However, the staff and students unanimously agree that besides the lingering legibility issue, which is only relevant to certain teachers, the SMART Board has received mostly positive feedback. From the teacher's perspective, it is viewed as being very useful.

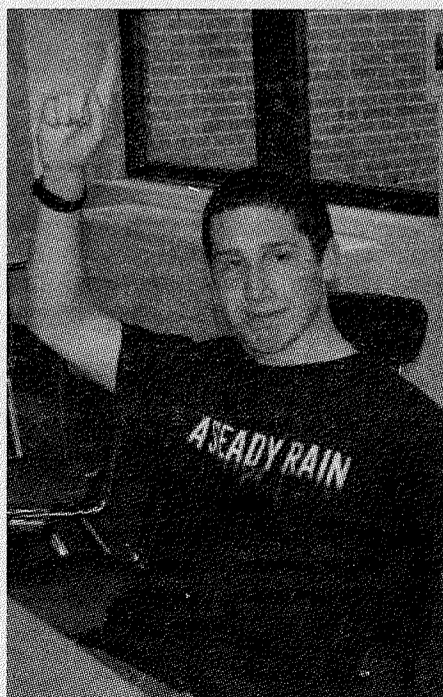
"The SMART Board allows kids to be interactive, and are no longer passive listeners," said library media specialist Ms. Mary Seligman.

"It's the first time I've ever seen a SMART Board being used, but I think it is beneficial in the learning process for the class, including myself," said junior physics student Jeremy Eule.

While the application of SMART Boards is obvious in science classes where accurate diagrams are crucial, other disciplines benefit from the tool as well. Junior Rebecca Pollock experienced the SMART board within the realm of Ms. Elizabeth Griffin's Latin class.

"It helps with visuals because it allows me to see things clearly and neatly," Pollock said.

With the installation of a dozen SMART Boards throughout the school there has been overwhelming positive feedback. This interactive white board helps keep students interested in an unconventional way, allowing them to enjoy the class as well as enabling teachers to be successful in teaching.



Kevin Granger

**Sophomore David White recently moved to Port Washington from Ireland. Although Irish culture is different than American culture, and some cases of culture clash have occurred, White is acclimating to his new home with speed and contentment.**

## Student Feature David White

BY Zach Halperin

Assistant Features Editor

To many of us, moving from one house to another within Port Washington might seem like a big deal. However, moving to a new country on a new continent makes a move from Flower Hill to Soundview seem paltry. Sophomore David White is a new student who has experienced this vast displacement. Recently, White made the jump across the pond, moving from Ireland.

Born in Dublin, Ireland, White lived there most of his life until he moved this past August. When he was told he was moving to America, White was thrilled. He had been to America several times, including many visits with his father in Port Washington. White was ready to start a new life in a new land.

White professes that he likes Schreiber much more than any school he attended in Ireland. One primary difference between the school systems, White said, was the number of classes available for students to choose. White really likes the electives offered at Schreiber and how you can take

whatever interests you.

"Ireland is boring. If my mood changed from normal to depressed it would not be a significant difference. In America, I am always happy," said White.

According to White, there are not many similarities between Ireland and America. One difference that White is definitely enjoying is the food.

"In America, the food is much better than the food in Ireland," said White. "It's the quantity that is the problem."

He is growing to love the variety of food offered in Port Washington and finds it hard to choose what to order. Despite the Vietnamese, Italian, and Mexican style foods that abound in town, sushi has become his favorite dish. Even though David speaks English, his biggest challenge in relation to the move is communication. Often he will be in a conversation with friends and he will say something that nobody understands. There are different colloquialisms he uses which some of his peers here are not familiar with. His accent can also, at times, cause confusion.

"I have to be more considerate of what I am saying around people," White said. "I have to talk more slowly so people can

understand me because sometimes they will not understand a certain phrase I say."

However, since White had visited New York before, the culture is not brand new to him. Still, there are many cultural customs and expressions that he is not accustomed to. One of the biggest differences is simple: the people. White said people act differently in America because the basic culture is different, but he does not believe Americans are better than the people of Ireland. White said Americans' senses of humor are different than those of the Irish. White embraces both countries, despite their many differences.

Although he is very happy in America, White still misses some of the food in Ireland and, of course, his old friends. It is always hard to move, and especially so if you are living in a new country, but White has made a smooth transition.

Since he left Ireland, White says he has changed. "I am Americanized. I am more clean, more active, and more healthy," said White. America is very different from Ireland, but White is a much happier person and loves his new home.



# To AP Italian's disappeared college credit: *oh male!* Two years after exam is cancelled, class compensations are made

by Emily Sanders

Contributing Writer

This year, high-level Italian students have been denied the opportunity to take the Advanced Placement test in May. Two years ago, the College Board decided to cancel the AP Italian Language and Culture test, along with the French Literature, Latin Literature, and Computer Science AB exams. Although students are still offered a high-level Italian class, the class will not be associated with the prestige of an AP exam, possibly affecting college applications and the ability to test out of language classes in college.

Despite the cancellation of the exam, the school has worked to create challenging course options for those genuinely interested in pursuing their studies of the Italian language. An AP-level course is still offered, and although there is no test, the class is still demanding.

Mr. John Placella, chair of the Languages Other Than English department (LOTE), said that despite the obvious negatives aspects of the new Italian program, there are some prominent positives. Now, instead of "teaching to the test," teachers have more freedom to teach things they are interested in and think are important. Before, they would have had to stick to the AP curriculum to ensure a good grade.

Students have not been cheated out of the opportunity to receive a college credit for the course, either. Schreiber has started collaboration with St. John's University, where students who would have been taking AP Italian this year can receive up to six college credits while taking their high school Italian class.

While the school's LOTE department has worked hard to maintain the high academic caliber of the Italian program, they are still disappointed by the College Board's decision to do away with the AP Italian exam.

"I feel it's a real travesty," said Mr. Placella.

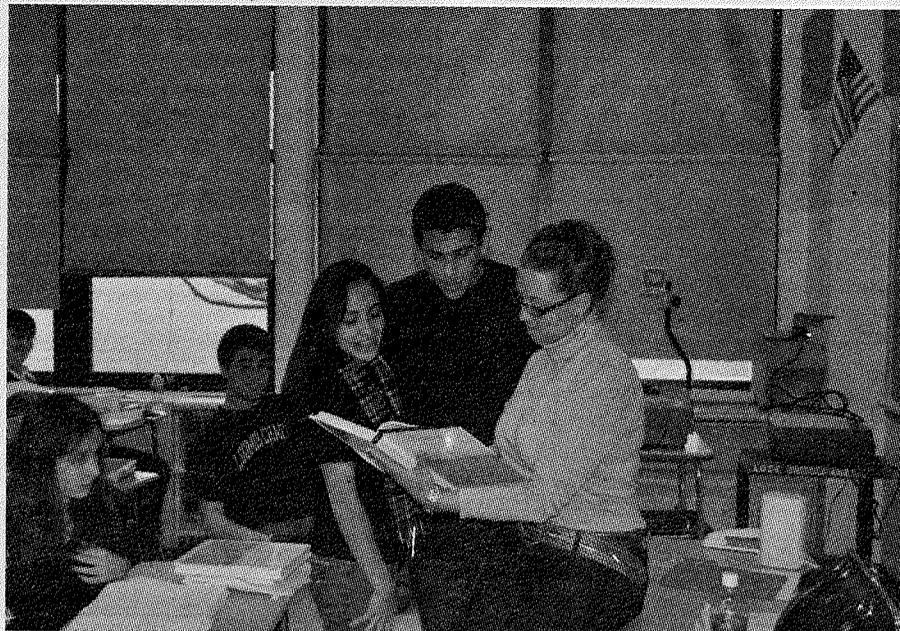
Mr. Placella, working in conjunction with teachers from many other districts, is trying to protest the cancellation of the exam. He added that he is frustrated by the College Board's motives for cancelling the exam.

He compared the College Board to a normal business with gains and losses; except in this case, instead of trying to remedy the situation while continuing the AP exam, they just got rid of the cause of their problems.

When the cancellation was announced, Mr. Placella was not the only person who was opposed to the loss of the test. Students in Ms. Meredith White's Italian classes were given the opportunity to write letters and e-mails of protest.

College Board was not the only one to lose money because of the AP Italian program. Districts had to pay to administer the exam and send their teachers for training to become certified to teach the class. Similar cancellations of AP exams have happened in the past, such as the case with AP German Literature. After this test was cancelled, interest in the program waned in the majority of school districts.

There is still an AP German Language course, but Schreiber dropped its offerings in this language years ago. The school is aiming so that the same does not happen with Italian.



Kevin Granger

Ms. White, one of three Italian teachers, in class helping students understand class notes. Before the AP Italian test was cancelled, Ms. White was the only AP Italian teacher. Now, the AP class has been replaced with a class that is equivalent in difficulty, but without the AP credit.

Some students may have dropped Italian after their third year because of the lack of an AP class. Because this is the first year without an AP class, it is hard to tell whether it was the only cause for the lack of interest in the course. For many, there is less of an incentive to continue with difficult classes if there are no official honors or AP titles associated with them.

Many students and teachers are disgruntled that College Board cancelled the AP Italian program, along with three other tests—a decision that is viewed as another casualty of the economic crisis.

However, proper steps have been taken by the school to continue to offer an advanced class. Students can now receive a credit with the new program even though the AP test is gone.

There is still another light at the end of the advanced Italian tunnel. Recently, the information has been circulated that \$500,000 has been given to the AP program to help it restart. There have also been other efforts to reinstate the program. Whatever the case, until the AP program is restarted, Schreiber has embarked on an advanced program of its own.

## Some students' families eat together, some dine alone

by Laila Irvani

Staff Writer

As the feeling of a new decade dawns on us, more adults, teens, and even children are noticing changes in their daily lives. It seems as though the 1950's mentality of eating dinner as a family that was so deeply engrained in the American mind is slowly vanishing. What the average American family used to hold in such high respect is now lower on their priority list. Thousands of Americans struggle with a myriad of issues, from financial stress due to unemployment, to too many jobs and too many hours of work, family dinners have been found at the bottom of the priority list. However, many are still able to withstand these factors to find the time to sit down and have a family dinner.

For many families, sitting around the dinner table together is something they look forward to. A way to wind down after a stressful day or a time to share interesting stories from their day at school or work, having dinner as a family is a vital part of their routine.

"My family makes time to eat dinner together even though we're missing a member. Ever since I was little we've always ate dinner together. When my brother left for college, things didn't change. It's important to my mom and dad that we sit down to eat dinner every night. Even though my brother isn't there, it is still something that we make sure to

keep doing," said junior James McCallen. "When I eat dinner alone, if my parents come home late from work or something, I feel like there's something missing from my day."

For some, the people they usually eat dinner with seems to vary over the week. Depending on doctor's appointments, sports practice, or after-school clubs, everyone seems to get home at a different time, leaving dinnertime up in the air.

"I don't always eat dinner with my family. Most of the time I eat with my dad because my mom usually comes home late from work," said junior Rachel Lazar.

While many parents that grew up in the mid-twentieth century find eating dinner together a significant part of their day, many teens seem to be indifferent

towards the matter.

"Eating dinner together is really not something important to me. Whether I eat with my parents or without doesn't matter. I'm usually so hungry from the long school day that I don't mind who I eat dinner with," said Lazar.

Not all teens cherish the time they have with their family over dinner. In fact, a lot find it easier to eat alone, as it allows many teens to be productive academically.

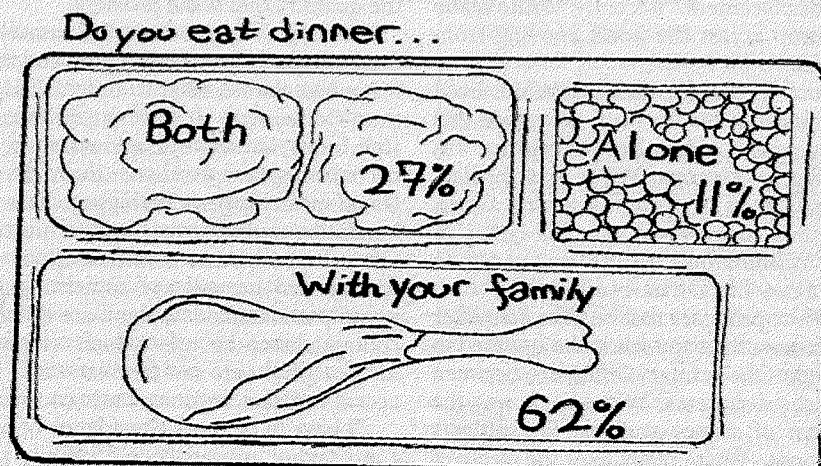
"Based on the time that my parents get home and my sisters eat their food, I usually eat dinner alone. When I get home from school I'm really hungry, so I have a meal that's usually the same amount I'd normally eat for dinner," said junior Melissa Seltzer, who is one of the many high school students that finds this

form of eating dinner more beneficial. "It keeps me full throughout the rest of the afternoon and night so when my family eats dinner I can catch up on homework or get other important things done for school."

However, not all children or teens have the option of having dinner with their parents. As the economic recession affects more and more people everyday, many are finding it harder to come home in time for dinner with their children. The erratic work hours of parents all across the nation leave many children to make dinner themselves.

"My parents give me money a lot of the time to order food for dinner when they know they're not going to be home," said junior Jeffrey Sims. "I think my parents coming home late has also affected how independent I have become. Now I can say that I know how to cook a few meals on my own, which comes in handy a lot."

Although some studies have shown kids whose families eat dinner together are more successful academically, the rule does not apply to everyone. Many people differ on the issue of whether or not family dinners contribute to students' grades, because ultimately, academic success is determined by drive and study habits. Whether it helps someone vent about a long day at school, allows them to be independent or more productive academically, or does not faze them at all, eating dinner with or without the family affects our daily lives one way or another.



Loren Giron



# arts & Entertainment

## Here's the situation: *Jersey Shore* is creating controversy Stereotyping has led to many questions on whether or not this MTV show is acceptable

BY Ali Nierenberg

A&E Editor

The *Jersey Shore* used to be known as a summer retreat, a place where individuals would go and enjoy the beach. With MTV's new reality program, though, the location has gained a new sense of notoriety. *Jersey Shore* and its cast of characters have infiltrated pop culture, but their lingo and reputation is prompting questions and criticism.

*Jersey Shore* seems to take on MTV's typical reality show format: a group of people in their 20's occupy a house together, as they conveniently stir up tons of drama. There are four girls and four boys on the program and they all come from different parts of the East Coast. Despite their different origins, they all have one thing in common: they are Italian. If one cannot remember this, it is not an issue, as the cast essentially uses every opportunity they have to remind the viewers of their background.

Instead of describing themselves as Italian, though, the roommates opt for a different term, "guido." While this slang word may have a derogatory connotation, the cast of *Jersey Shore* does not seem to think so. They use it to describe anyone who they think is attractive or desirable, or basically, similar to them. After hearing

**"I know that a lot of Italian Americans seem to be offended by the show and cast, but others, like myself, do not really care how these individuals act." said senior Jackie Doria.**

the word thrown around so many times, however, it becomes a little much. One begins to wonder if they lack a vocabulary. After all, there are other descriptive words out there.

While no one ever knows for sure, the show probably contains some scripted content. This allows each character to assume a different identity, creating the perfect mix of personalities. One of the more infamous cast members is Nicole, or "Snooki." Her hair pouf makes her quite noticeable, as do her actions. On the first episode, she was very forward with the male members of the cast, inevitably causing drama and earning quite the

reputation. She even threatened to go home and leave the show because she felt that no one really liked her. Even though her act is sometimes humorous, one almost wants to tell Snooki to grow up. She acts immature and crazy, but that is what MTV is looking for.

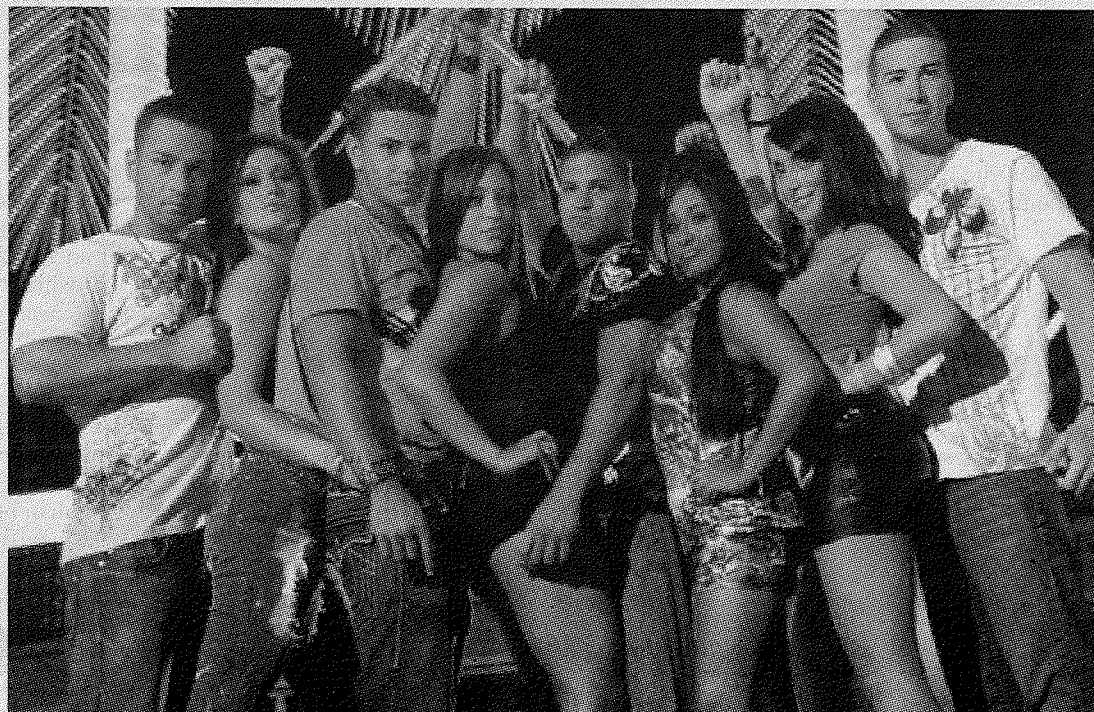
The other females seem to make less of an impression. Sammi "Sweetheart," is one of the nicer ones, but she is not overly amicable; Angelina complains quite frequently and cannot seem to handle her simple task at the clothing shop she works at, while Jenni "JWoWW" is merely obnoxious.

The males seem to be the more opinionated of the group. They are quite judgmental, commenting on almost everyone's actions, even when they behave the same way. There is very little to distinguish one from the other, as well; Mike "The Situation," Ronnie, and Pauly D all have very spiked hair, large muscles, and quite the tan. Vinny, though, is less involved in the drama it seems.

While each episode is supposed to be different, they are all essentially the same. There are several scenes in the house, the clothing store, and, of course, the club. In each venue, the cast is just as melodramatic as they were in the other, getting in fights with one another and strangers. At times they fight over attractions, and others over responsibilities at their job. Regardless of the topic, though, each character acts extremely petty, almost provoking arguments for no reason whatsoever. Perhaps they need to start worrying about more important things than outfits and clubs.

The conflicts may be interesting or funny the first time, but after that they become redundant. For example, one will watch "Snooki" get into a fight and then Ronnie repeat nearly the same mistake.

Another issue with the plot is that it is beyond unoriginal. The drama in this show must have appeared in so many other MTV reality shows. The only



www.twitter-time-frame.co.cc

**Hair gel, house music, and hard times: summer on the *Jersey Shore* causes more than just a sunburn for these eight characters who lived together for about a month in Seaside Heights.**

difference here is that the characters take on this contrived persona.

Even when the cameras are not filming, *Jersey Shore* seems to be creating many conflicts. Groups that represent Italian Americans are outraged and feel that the show is portraying a false stereotype of the ethnic group. The complaints are quite legitimate. After all, every Italian American does not have a tanned body and gelled hair.

While some Italian Americans take issue, others are able to see the humor in the program.

"I know that a lot of Italian Americans seem to be offended by the show and cast, but others, like myself, do not really care how these individuals act, said senior Jackie Doria. We know that it is an outrageous show and not representative of all Italian Americans. It is something that should be taken lightly; it is just entertainment, something that is really fun to watch."

Italian Americans, though, are not the only ones who are upset. Many New Jersey residents feel that the show is portraying the state in a very negative way. All that it highlights, it seems, are clubs, alcohol, and tanning. Despite this, the show is providing the state with great publicity.

Comedians and comedy programs are also capitalizing on *Jersey Shore*, parodying

aspects of the reality show. Michael Cera, the actor best known for his roles in *Superbad* and *Youth in Revolt*, received quite the makeover from "Snooki" and Sammi. After they finished, Cera looked as if he could be a member of the cast with his spiked hair and Ed Hardy clothing. Fortunately, though, he did not look as if he had just come out of a tanning bed.

The actors on *Saturday Night Live* also put on ridiculous clothing and makeup in order to humorously portray Snooki and Mike "The Situation." They poked fun at "Snooki's" use of the word "Guidette," as well as her signature pouf. With Mike "The Situation," the comedians, of course, commented on his interesting name and self-interest.

While the last episode aired on Jan. 21, it should be interesting to see if MTV brings *Jersey Shore* and its melodrama back for a second season. Their formula seemed to work quite well, as the show has attained great success for now. It is, of course, not of the highest quality, but it is being spoken of and criticized. It generated great ratings for MTV and that is exactly what the network hopes for. Offending others along the way, it seems, is merely part of the game.



# Scripps' demands leave many hungry and homesick

BY Christina Vlahos

Editor-in-Chief

An interstate crime of massive proportions has gone unprosecuted in the last several weeks. This heinous, blatant act of distressing innocent human beings has been prolonged unnecessarily.

Although clearly these past few sentences have consisted of ridiculous hyperbolizing, there are indeed thousands of anxious viewers of HGTV (Home & Garden Television) and the Food Network who have been without their favorite shows for the past three weeks. The question now is: who exactly is the

perpetrator of this awful state of events?

The Cablevision website offers the following statement: "This is one of those times when doing the right thing requires standing on some principles."

At 12 midnight on New Year's Eve, Scripps Network pulled Food Network and HGTV off of Cablevision after failing to agree on a contract for the new year. Scripps Networks wanted Cablevision to pay a 200% rate increase over the rates they were charging at the time of discussion. Cablevision refused, and now we are without Bobby Flay, Rachel Ray, Emeril Lagasse, and some of our other favorite television chefs.

Cablevision continues in their state-

ment: "All we want is for Scripps Networks to offer their channels to us, and you, at a fair price. To us, fair isn't the 200% rate increase Scripps Networks had demanded for HGTV and Food Network. Fair isn't yanking two channels off TV, and holding your own viewers hostage. And fair isn't selling your channels to others at a lower price, then asking us to pay a higher price. That's right. Scripps wants Cablevision, and our customers, to pay more for their services than they charge other TV providers for the same programming..."

In response to Cablevision's harsh allegations, Scripps Networks has created two new websites, which advance their cause and message against the Cablevision

network and their recent actions. [www.ilovefoodnetwork.com](http://www.ilovefoodnetwork.com) and [www.ilovehgtv.com](http://www.ilovehgtv.com) are both recruiting angry fans, hoping to debunk the many lies that have been perpetuated by Cablevision.

The Food Network site firmly states: "While we are hoping to be back at the negotiation table and therefore can't talk specifics, remember that 200% of a penny is just two cents. Cablevision is undervaluing HGTV and Food Network so looking at percentages can seem like an outrageous amount, but looking at real numbers puts everything in perspective. Cablevision currently pays about 25 cents per subscriber for the combination of HGTV and Food Network - a combined rate that is substantially lower than they pay other individual top 10 cable networks and less than they pay themselves for some of the networks Cable-

vision owns (Cablevision owned networks include WE TV, IFC, AMC, MSG, Fuse and the Sundance Channel.)" Cablevision is the only cable provider in the country that is not running Food Network and HGTV, and in refusing to compromise on the price negotiations (prices which other cable providers have no issue paying), risks losing subscribers to their service.

Both the Food Network and HGTV attract a certain viewer, who may be likely to switch to a different service that better accommodates their interests. It would probably be in Cablevision's best interest to speak with Scripps and negotiate. After all, it is not worth losing many valuable customers over such an argument.

On [www.ilovehgtv.com](http://www.ilovehgtv.com), the following is written of the negotiations taking place in Bethpage, NY this week: "HGTV and Food Network are still available in 96 million homes - literally everywhere else in America. The only homes that can't see HGTV and Food Network are the approximately 3 million Cablevision customers. That means the other cable, satellite, and telephone companies we work with have recognized the entertainment, enjoyment and overall value we provide to viewers. Our other distribution partners have willingly accepted the rates we've set for our networks. Everyone except Cablevision."

So will our favorite programs, like *Iron Chef America*, *Ace of Cakes*, and *Barefoot Contessa* ever be returned to Cablevision's three million viewers? And if not, then what? Is it time to transfer cable providers and send Cablevision a message?

Food Network and HGTV have had their best ratings ever in the last year. While we wait for Cablevision and Scripps to reach an agreement, Scripps has agreed to show—for free—some of their shows on public channels. Still, it is imperative that Food Network and HGTV be returned to Cablevision, immediately. To get involved and help this important effort please, visit one of the aforementioned websites, or, [www.cablevision.com/scripps](http://www.cablevision.com/scripps).



Because of Cablevision's disagreement with the Scripps Network, the Food Network was not able to air its much anticipated *Iron Chef America: Super Chef Battle*. Fortunately, *Iron Chef* enthusiasts were not left in the dark, as the CW aired the special at a later date.

## Idols seem far and few, as the favorite reality show premieres

BY Brett Fishbin

A&E Assistant Editor

In its ninth season, *American Idol* has undergone many changes, but none more drastic than the departure of Paula Abdul. Since its first season, the foursome of Abdul, Randy Jackson, Simon Cowell, and Ryan Seacrest have dominated the television screens of all music and reality television lovers, but starting this season, Paula will be replaced by Ellen DeGeneres. DeGeneres will start her job as a judge once the series transitions to its "Hollywood" rounds. In the interim, guests such as Victoria Beckham, Avril Lavigne, Katy Perry, and Joe Jonas, will take the fourth judging seat.

The crew started off the season with back to back episodes of auditions in Boston and Atlanta. While there were a few decent singers, the majority of the airtime was dedicated to contestants who lacked stage presence, voice, and overall personality. One example that comes to mind is a man who went on stage refusing to make conversation with judges. He proceeded to argue with producer and songwriter, Kara DioGuardi. Although these mindless contestants are a waste of time,

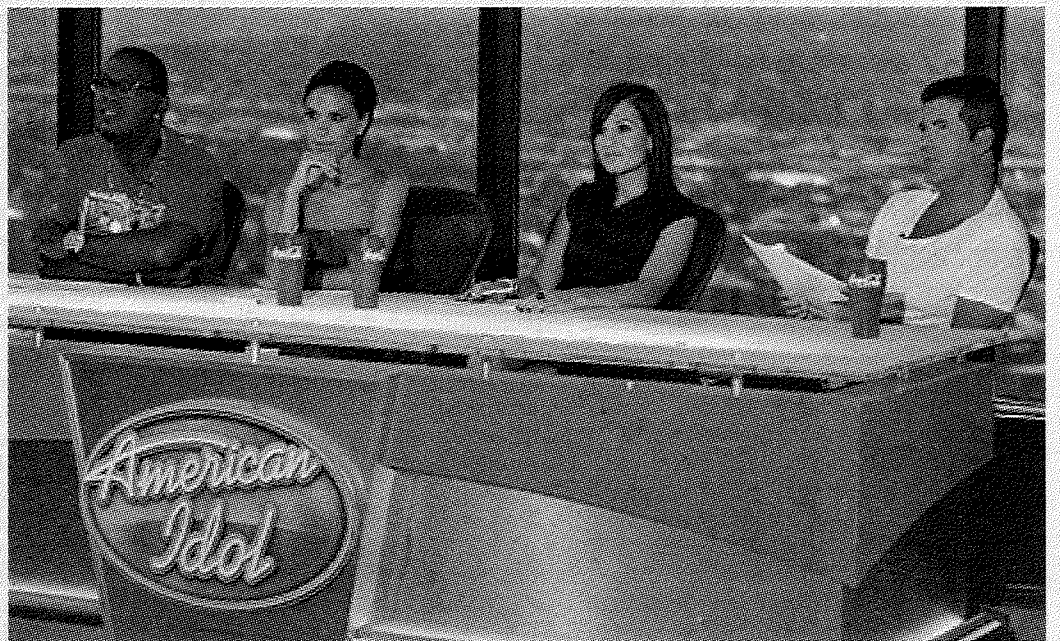
they continue to attract American viewers and generate higher ratings, more comedy, and an overall more diverse program.

The day before the season premiere, news was released that Simon Cowell would no longer be a judge on the show after the conclusion of season nine. There is not a replacement judge in place as of now. The reason for Simon's departure is because of the British talent search series called *X-Factor*. The series, originally from Britain, is sort of like *American Idol*, but the contestants are much older. Cowell, the creator of the show, sees a greater profit in it and is looking for a new challenge. This would leave Jackson and Seacrest as the only remaining original cast members.

As the season progresses and the horrible contestants are weeded out, the setting will move to the Hollywood where the final 12 will be discovered. At this point, one contestant will be voted out by America, and after 11 weeks of com-

petition, the next *American Idol* will be chosen. Because this show will continue to generate fans, it seems that there are

no signs of slowing up. The fascination America has with competition directly points to the consistently high ratings.



Despite the excitement surrounding the show, *American Idol*'s season premiere lacked talent and enjoyment. Many of the performers were obnoxious and rude. The judges, though, addressed this with their witty remarks.

[www.jokersupdates.com](http://www.jokersupdates.com)



# Despite Oscar buzz, *Precious* is more valuable in words

by Lily Thrope

Contributing Writer

With major buzz surrounding the film *Precious*, the novel version seemed like it would be an interesting read. From the very beginning, *Push* by Sapphire, the source of inspiration, was captivating and almost impossible to put down. Each page brought more depth, as the journey of Claireece Precious Jones, a sixteen-year-old African American was explored.

In the very first line of the novel, Claireece states, "I was left back when I was twelve because I had a baby for my fahver." These words contain powerful information and characterize the style in which the work is written.

Claireece, who likes to be called Precious, narrates the story and has a very distinct voice, which comes through even when she does not know what words to use or how to spell them. Sapphire writes the words as Precious would pronounce them, truly conveying the dismal and abusive world that she lives in. Her language truly allows the reader to understand her plight.

At home, Precious is struggling; she is pregnant with her second child from her father and enduring abuse from her mother. Right after she has her first baby, for example, Precious is beat over the head with a frying pan. Fortunately, Precious does not spend all of her time at home. A

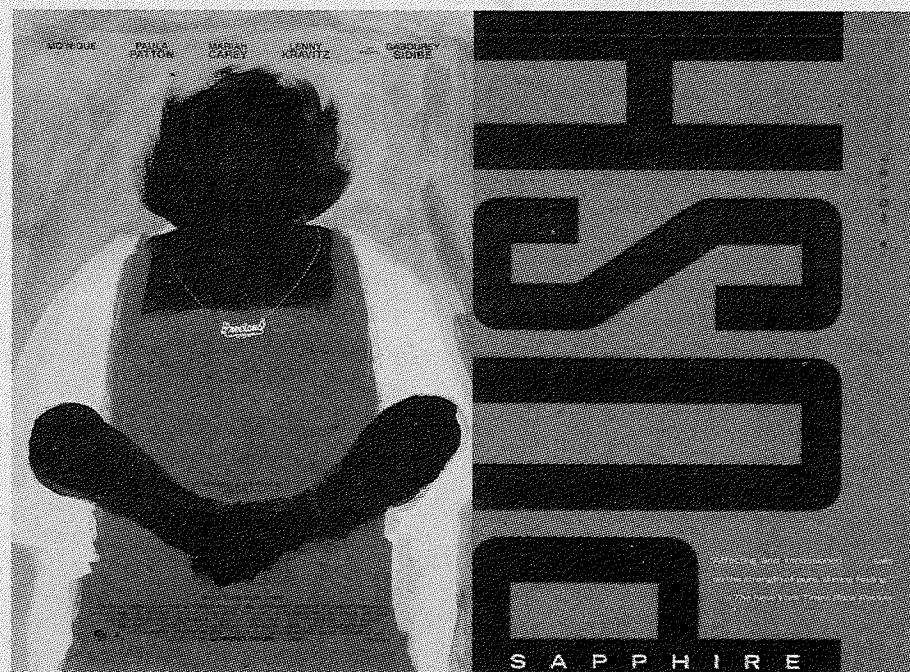
normal day involves school, but even that presents difficulties, as the character is illiterate. Additionally, school no longer becomes an escape when Precious is suspended because of her pregnancy.

Despite her unfathomable situation, Precious is able to overcome hardships. It is inspiring to read of her entering a school, where she actually learns to read and write. To then read her journal entries in the novel is amazing, yet very emotional, as one feels connected to Precious and her thoughts.

Unfortunately, in the film version, this direct connection is lost. Though the major motion picture is touching, compared to the novel, it is merely a superficial depiction of Precious' daily life. In the novel, Precious is extremely descriptive, detailing every situation she was placed in.

There is this dark tone in the novel, as painful events are told. In the film, while the same scenes are shown, the actors are not able to evoke this desperation and tremendous tension that is often broken by humor. Laughing is of course great, but does not really go with both the film and novel's dreary mood.

Besides changing the emotions, the film also takes some creative liberties, altering the appearances of the characters. For example, Precious describes "Miz Rain," her teacher at the alternative school, as having "long dreadlocky hair... she dark, got nice face, big eyes." In the movie



www.reelmoviethoughts.com

www.citypaper.com

**While the movie *Precious* received tons of hype concerning the major award shows, the novel version, *Push* proves to be more powerful and meaningful.**

though, Miz Rain (Paula Patton) does not fit the description, causing the teacher to lose some of her essential features and give off a different vibe. This same issue is seen with many of the other actors, who do not match their novel counterparts.

While the novel is a disturbingly

## *Youth in Revolt* is salvaged only by its humor

by Morgan Quigley

Assistant A&E Editor

To be very blunt, the entire plot of *Youth in Revolt* is devoid of intelligence. So much that, at times, I considered leaving the theater because I felt like my IQ was lowering. But I am very happy that I did stay because even though the movie seemed incredibly pointless at times, it was still funny and entertaining.

The movie centers around Nick Twisp (Michael Cera), a high school student who had one friend throughout high school and a pretty boring life to go along with it. However, when he, his mom, and his mom's boyfriend go away on vacation to a trailer park, he falls in love with a girl named Sheeni Saunder (Portia Doubleday). At the end of the week when it is time for Nick to go home, the two devise what could possibly be the worst plan of all time.

The plan was to have Sheeni pretend to be a headhunter and call Nick's dad, offering him a job in her home town. Nick's part of the plan was to act so poorly in front of his mom and his mom's boyfriend that his mom would get sick of him and send him to live with his dad this way, Sheeni and Nick can be together.

However, there is one major flaw in the plan. Nick is a nerdy high school student who has never been mean to anyone in his life. This is when Nick magically develops an alter ego named François Dillinger, a character equipped with a mustache and cigarette. The two go on to terrorize his mom, and in the process, burn down a city, just so Nick can be with Sheeni.

François Dillinger is a name that is formed by Nick because Sheeni is obsessed with France and wants to move there one day. Dillinger comes from the legendary bank robber John Dillinger.

Originally a very successful book that was published in 1993 by author C.D. Payne, with three sequels as well as a 1998 television show on MTV, *Youth in Revolt*

poignant story, the film version lacks some of this depth and emotion. The story that Sapphire tells seems to be more conducive to a novel, where details are rich and originality is preserved. *Precious*, the film, does capture powerful messages, but the novel is more inspirational.

was not a very good movie. It was simply a take-off on an unoriginal idea that turned out for the worse.

It was impossible for Miguel Arteta, the film's director, to condense a 500-page novel into an hour-and-a-half film without it being completely nonsensical. Arteta was given a close to impossible task which he evidently failed at.

The movie misses much of the dark hilarity of the book and focuses way too much on the dysfunctional family. It reduced the book's original story to a point which might disturb the lovers of Payne's original series.

The movie was hysterical at some parts, but by the end, it was no longer funny. It was pretty obvious what was going to happen. We learn that the movie is no longer about him going after the girl of his dreams, but his incredible desire to have sex before the end of his high school career.

Cera's portrayal of Nick Twisp is what you would expect from Cera. It played to his strong points. Much like in *Superbad*, he has only one friend and is chasing one girl for the entire movie. However, his acting as François Dillinger was surprisingly good. He was able to take on the bad-boy persona pretty well while also being calm enough to win Sheeni.

Doubleday also did a great job as Sheeni because she was very convincing in everything that she did. Her bubbly personality was able to provide the right chemistry between her and Nick to make her the best actress in the film. She was also able to profess her love for Nick while making him try to fend off Trent (Jonathan B. Wright), her boyfriend. Despite the poor adaptation of the book, Doubleday still did an excellent job.

Despite the movie's severe lack of a rational plot, it was very funny at some parts. The movie really provided a good laugh and kept me in the theater. It is not a movie that I would suggest you rush and see in theaters; instead save ten dollars and wait to watch it on DVD.

## *Leap Year* sticks to typical chick-flick formula

by Katie Fishbin

Contributing Writer

While watching *Leap Year*, one begins to wonder if romantic comedies will ever veer away from the cliché Hollywood formula. In this film, Amy Adams plays an extremely organized woman named Anna, from Boston, who travels to Ireland to propose to her longtime boyfriend, Jeremy (Adam Scott). Along the way, though, she encounters many problems which complicate her plan.

From this point on, the film is beyond predictable. Before arriving in Dublin, Anna is quite hopeful. She is excited to propose to Jeremy and feels that she has tradition on her side. After all, Anna's grandmother proposed to her grandfather on February 29th as well, and Jeremy is from Ireland, so there is that aspect of luck. When her plane is grounded in Wales, due to stormy weather, this hopefulness begins to fade and Anna's problems become more abundant.

As one would expect, there is no plane until the next day, so Anna is forced to take matters into her own hands and find an alternative way of getting to Dublin. She ends up going on a fishing boat, which is supposed to be humorous, but in all honesty, the scene barely elicits even the slightest laugh.

Upon arriving in Dublin, after her tumultuous trip, Anna meets Declan (Matthew Goode). The two

have completely conflicting personalities. Anna's uptight attitude clashes with Declan's more relaxed take on life.

The two end up falling for each other, as one would expect. While this storyline is nice, it is nothing more, and that is the issue.

The film lacks substance, as it merely presents another take on getting engaged. That is what one must expect with chick-flicks, though.

They are not supposed to enthrall the viewer and captivate them but instead, merely entertain. With this purpose in mind, the film was not a complete disaster.

It was charming in a sense, but could have been improved with a slightly less predictable plot. The entire story line really gave away the ending. I would have enjoyed sitting through the ninety-seven minute film a little more had I not known the ending from the very beginning. A few surprises here and there would have been a nice addition.

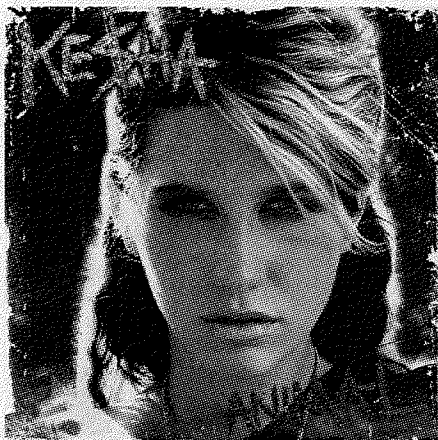


www.allmoviephoto.com

**Scott proposes to Anna (Amy Adams) as Declan (Matthew Goode) makes his last attempt to be with the girl of his dreams.**



# Ke\$ha brings a new and unique sense of style to the pop world



BY **Bethia Kwak**  
Staff Writer

One of the newer artists on the music scene, Ke\$ha is truly taking the pop world by storm. Her first single, "Tik Tok," was a great success, and her new album, *Animal*, further showcases her catchy, dance vibes.

Just by looking at her name, Ke\$ha prompts intrigue. Playing on the fact that her name sounds similar to "cash-a," the artist replaced the "s" in Keshha with a dollar sign, adding style and a twist.

This uniqueness is quite apparent in *Animal*, and a major reason for Ke\$ha's

success. With "Tik Tok," listeners are drawn in by the interesting beats and excellent dance melodies. One just wants to get up and move when hearing this song.

The other, lesser-known songs on the album follow this same trend. With tracks like "Party at a Rich Dude's House," "Hungover," and "Dinosaur," Ke\$ha's care-free attitude is clearly seen. The lyrics of these songs are very easy to learn, making it easy for listeners to just sing-along. The only issue is that her words lack depth and significance. With today's pop songs, though, that is not uncommon.

As many critics have recently pointed out, Ke\$ha mostly talks in her songs. She does not really sing, prompting many to think of her as a female rapper. This rap style, however, adds to the album's club vibe.

Most of Ke\$ha's tracks transport the listener to the dance floor. Her songs are intended to be joyful, and in an unconventional way, send a message of female empowerment. In "Kiss n' Tell" and "Tik Tok," Ke\$ha shows that females can be independent and confident; they do not need to impress anyone.

With lyrics like, "I threw up in the closet and I don't care," one must wonder if Ke\$ha is truly a good influence for

teenage girls. While she may encourage strength, Ke\$ha clearly promotes alcohol and sexual activity; topics that parents are not thrilled about. However, lyrics of this nature are pretty common amongst other artists, as well.

There is one song, though, that seems to stray from this trend. The track "Stephen," has a slower beat; it is less club-like than the others. The lyrics are also slightly different, reminding one of teenage angst, as Ke\$ha begs a boy to call her because she thinks he is the "one."

Unless one is partaking in mindless tasks or dancing, *Animal* is not worth listening to. It is, without a doubt, a unique album with a clear style, but it lacks the depth and diversity that sets successful albums apart.



Ke\$ha's "Tik Tok" has topped *Billboard's* "Hot 100" list, reaching the number one song in the nation.

## Lack of Beatles' influence in Starr's album



BY **Kerim Kivrak**  
Staff Writer

Despite being the butt of many jokes, Ringo Starr has assured himself a place in rock 'n' roll history for the past forty years. Starr has stretched his legacy to the new decade with *Y Not*, the latest album from a former member of the Beatles. Starr, to many Beatlemaniacs' dismay, distances himself from the style that granted him musical immortality—with a more generic 80's feel in its place—resulting in a fresher side of Starr that, for the most part, retains its familiarity.

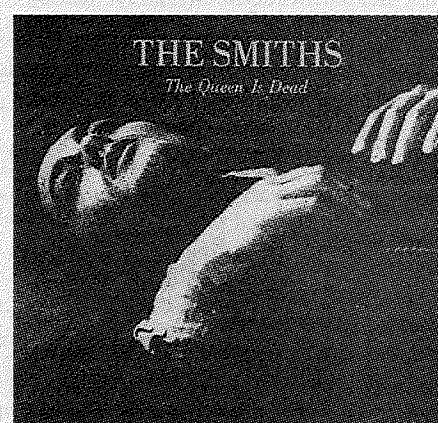
One of the more interesting of the ten songs is "Peace Dream," a Ringo-esque parallel to John Lennon's legendary "Imagine." Starr tells of a dream he had in which the world knew complete peace. The similarities to "Imagine" are blatant, especially with Starr quoting John Lennon in saying, "One day the world will wake up to see the reality," and the line "try to imagine" repeated in the background. While Lennon's song was straightforward and almost a set of instructions to achieving a better world, Starr is more hopeful and nowhere near as bold. The main difference between the two songs is that Lennon put the ideas before the music itself and still managed to create a timeless masterpiece, while Starr did exactly the opposite. The music

was his top priority, and the message and lyrics were both weakened as a result. The standards of modern music considered, the song is great, but surely a Beatle of all people should know how to break the mold.

The key to the album's general success is the musicians' understanding of their roles. Starr could have easily centered each of his songs around his drumming, but instead keeps it ingeniously simple as he has throughout his career. Even in "Walk With You," a duet between Starr and fellow Beatle Paul McCartney, McCartney in no way steals the show, working with Starr to achieve the beautiful, flawless harmony that could only happen between Beatles. It is also in this song that we see something extraordinary; a heartfelt song by Starr (and the only one on the album). This wouldn't be so strange if it hadn't been for "The Other Side of Liverpool," a look back on the darker aspects of Starr's childhood. Even when talking about his father leaving him at the age of three, there's something that prevents Starr from being totally candid. Sure, the lyrics aren't phenomenal, but they're sincere, and that's what sets this song apart from almost every other song in Starr's repertoire.

Most of the other songs aren't particularly worth examination. The title track and "Can't Do It Wrong" are the ends of two extremes; modern, electronic music and an older, blues-influenced style closer to the Beatles years, respectively. "Who's Your Daddy," another bluesy song featuring Joss Stone, was intriguing at first but went nowhere in its two and a half minutes, but hearing Starr ask "Who's your daddy?" was worth every last second. Approaching the album with as little bias as possible, this is a shining light in a dark period of mainstream music. As a massive fan of The Beatles and, to a lesser extent, Ringo Starr himself, I feel that Starr left much of his potential untapped.

## Classic Album: The Smiths: The Queen is Dead



BY **Brian Kennedy**  
Assistant Features Editor

The 1980's were tough on an aesthetic level, giant wookie-like bleach blond, blown out hair styles; an overwhelming amount of neon; and children of Van Halen running around America in spandex. Music itself had seemingly succumbed to periphery influences, homogenized by the allure of the synthesizer and vocoder, "Domo arigato, Mr. Roboto," indeed. Perhaps it is because of this hideously cellophane context, that The Smiths represent such a poignant musical effort. A poignancy that focuses upon morality and suffering, alienation and apathy, the underside of exclusively human emotions, all captured in the Smith's 1986 classic, *The Queen is Dead*.

The third studio effort by Morrissey, Johnny Marr, Andy Rourke, and Mike Joyce, *The Queen is Dead* represents the Smiths at the height of their powers, featuring some rather ridiculous pieces of music. The album opens with the title track, an eerie and nostalgic singing of the World War I song "Take Me Back to Dear Old Blighty." It is followed by a fast pace combination of a layered guitar riff and a lamenting Morrissey singing of the broken future, setting a deeply dramatic context for the album in its first six minutes. "Frankly, Mr. Shankly," an off-pace ode to a looked down upon boss, and the fatalistic "I Know It's Over" come after the album opener, presenting an interesting contrast

of naïve ambition and ambiguous defeat. Continuing its near melodramatic subtext with "Never Had No One Ever," the album leads into the masterfully worked and unusually poppy, "Cemetery Gates," as Marr and Rourke weave a fast-beat acoustic melody while Morrissey muses on the endearing nature of epitaphs.

The album's only single, "Bigmouth Strikes Again," contains an impactful combination of absolute shredding by Marr and fleeting Joan of Arc references, as Morrissey rifles off an unusually speedy, for The Smiths at least, tribute to outspokenness. The controversial "The Boy with the Thorn in his Side," which preceded the album as an '85 single, and was later included, is often interpreted as a Morrissey tribute to his favorite author, and equally tortured soul, Oscar Wilde. While Morrissey refutes this interpretation, insisting that the song is a spiteful rendition of his relationship with the music industry, the track nevertheless delivers a picture of conflict, emboldened by both Morrissey and Marr's searing dialogue of rejection of disappointment.

The mysterious "Vicar in a Tutu," a humorous jab at tradition, has an oddly Beatle-esque allure, keeps the album flowing into its ending section. "There is a Light That Never Goes Out," is a stunningly tragic song, often touted as The Smith's greatest effort, which mixes an attractively organic allure with perhaps the best example of the introversion and sad storyline of The Smith's lyrical content. The album ends on an anti-climactic note with "Some Girls Are Bigger Than Others," featuring the band's much touted dry humor, reminding the listener of the grounded nature of the group.

*The Queen is Dead* could easily be enjoyable on a purely instrumental level, as Marr, Rourke, and Joyce have some truly memorable exchanges throughout the album's ten tracks. However, the same could be said for Morrissey's haunting lyrics. A sonic tribute to the bad side of the good, the album is best listened to alone in a large dark room, with yourself and an open conscience.



# Lady Vikings on a victorious track in new year

## An influx of underclassmen leads to success at Hispanic Games

BY Rohit Khullar  
Assistant Sports Editor

The girls varsity winter track team will be in high spirits for the rest of the season after emerging with success from the Hispanic Games at the Armory Track.

Held this year on Jan. 9, this meet occurs annually and teams from throughout the Northeast come to compete.

"The Hispanic Games is one of the largest meets all season for us. In general, the Armory has a fast track and we can improve our event times remarkably. We have done well on this track in the past. This year, we competed against powerhouse teams in the Northeast and did well," said Assistant Coach Virginia McMahon.

Especially in the relay events, the team demonstrated measured success. The girls 4x200-meter relay team, consisting of senior Janayia Thomas, junior Mariapaz Araya, sophomore Laura Brooks, and freshman Sara Marinelli, finished with a time of 1:54, placing first in their heat and 40th overall.

In the 1500-meter racewalk, captain senior Kori Lay accomplished a personal goal, recording a career best time of 8:57, finishing second in her heat and 35th overall. Senior Elise Ressa ran a winter track personal record of 9.73 seconds in the 55-meter hurdles.

"We proved to ourselves that

we can be a major contender at this meet and in the Conference Championships," said Ms. McMahon.

The team also competed in the Friendship Games at Nassau Community College and conference



**Freshmen Gisella Snailer, Emily Ryon, Dian Lin, Ashley Pollack and eighth grader Nicole Boyd continue their long-distance running at Suffolk Community College from the fall cross country season. Joining the team as an eighth grader, Boyd (5904) is the youngest member on the team and will continue to run throughout her high school career.**

meets at Suffolk Community College. At these meets, team runners have recorded personal best times in their respective events.

In the 300-meter run, Marinelli finished with a time of 46.7 seconds in the Friendship Games on Jan. 6, placing eighth overall. That same day, Byrnes recorded a personal record in the 600-meter run of 1:47 and finished second overall.

"The biggest additions to the team this year are our new freshmen runners. Our enthusiastic freshmen runners, combined with our experienced senior runners, have brought our team together," said Ms. McMahon.

This year, freshmen Marinelli, Allegra Maldonado, and Ashley Pollack have joined the varsity ranks. Apart from the 300-meter run and 4x200-meter relay, Marinelli competes in the 55-meter hurdles. Maldonado and Pollack are the team's young long distance runners. They have competed in the 3000-meter, 5000-meter, and the mile run.

In addition, long distance runner eighth grader Nicole Boyd has joined the team.

In their first year at the varsity level, sophomores Nisha Herrenberg and Ashley Underwood and freshman Neda Khan have joined the shot-put squad and immediately, became integral members of the team.

"Everyone on the team has improved and we have been blessed by the addition of strong members," said Ms. McMahon. "We have grown together like a family and become a more unified team."

In the coming weeks, the team is preparing for the Conference II Championships on Jan. 24 at St. Anthony's High School and a qualification for the County Championships.

"Our freshmen members, despite competing at the varsity level against people three years older, have shown a strong presence at meets," said Byrnes. "I am confident that with these new members, the team will score well at the Conference Finals, as well as persevere through the next few years."

## WINTER OLYMPICS PREVIEW

BY Dan Miranda  
Staff Writer

The 2010 Winter Olympics are approaching quickly and with it comes the hype. The excitement is in the air, and Vancouver is promising it will be the best host ever.

Commercials featuring Matisyahu's hit single "One Day" play on NBC regularly, as coverage begins on Feb. 12. The athletes are being given an opportunity of a lifetime through the quadrennial event.

Arguably the Winter Olympics' most glorified sport, hockey, happens to be Canada's national sport. The U.S. team will be looking to upset the hometown favorites, as well as several other strong international competitors.

After the "Miracle on Ice" at Lake Placid in 1980, the American team has only medaled once in the sport (a silver medal in 2002 at Salt Lake City).

Captain Jamie Langenbrunner will be relied on heavily for his adept playing abilities.

In addition, Russia and Sweden boast competitive squads that will look to foil Team USA's medal aspirations.

When asked about the American/Canadian rivalry, Langenbrunner told the Boston Herald that "as much as Canada deserves all of the credit that they're getting for the players that they have, the 23 players named to the U.S. team play in the same league as those guys and we feel quite comfortable playing against them on a nightly basis and feel that we belong on the same ice as them."

However, hockey is not the only sport that is relying solely on one man. Snowboarding legend Shaun White is a vibrant personality who won gold in 2006, his first Olympics, for snowboarding halfpipe. After gaining a cult following for his numerous appearances in the annual X Games, White hopes to continue his success in Vancouver.

An underlying factor in the Games this year is that they will be played on Canadian soil.

In past years, the competition between the two neighboring countries has been tense. At Turin in 2006, the U.S. finished with 25 medals and Canada with 24. This February, do not be surprised if Canada pulls away with more medals.

The U.S. Olympic team relies on sev-

eral athletes to make their mark on the Games, including Langenbrunner, White, and Apolo Anton Ohno.

After finishing fifth in the medal standings at Nagano in 1998, the U.S. has made great strides by finishing second in 2006. If the country hopes to continue the trend, their stars will need to be successful on Canadian turf.

### Underclassmen to Watch:

**Ashley Pollack:** As member of the girls varsity cross country and winter track teams, Pollack continues to run throughout her freshman year. Running in the top 3 for the 5K race with a time of 21:30 and finishing the mile in 5:53 at the Armory, she is crucial to both teams.

**Henry Peltz:** As member of the boys varsity cross country and winter track team, Peltz looks to continue his success into the spring season. He recorded personal best times in two events during cross country and is looking to have similar success in winter and spring seasons.

### Calling the Shots

BY Harrison Remler  
Senior Sports Editor

With school spirit fluctuating by the week, it is time that I use my column to stir up something more than an article. As editor, I have decided to promote the school's morale by building 2010's super-athlete, a pristine creation of the ultimate senior athlete made up of the school's most notable senior athletes.

Starting from the bottom up, the left foot belongs to Andrew Vasquez. With the most powerful leg in the school, this senior sent the Vikings into the second round of the playoffs with a memorable goal over Valley Stream Central. Scott Schwartz owns the rights to the right foot, kicking for the varsity football team as well as scoring for the varsity soccer team. For one thing, we all know he'll be ready for any playing surface.

With calves like Johnny Drama from Entourage, Jason Sirotkin cannot be left out of the ultimate athlete. His agility and prowess on the football field make him an influential part of our creation. Breaking tackles has never looked as easy after watching Sirotkin.

Kelly Shon's "core power" and torque are necessary to her success on the golf course. The core is vital to a great golfer and Shon's mechanics are flawless and powerful. With ease, Shon competes with the best male golfers in the state.

I have divided the heart into two parts. Marco Bertolotti may be the healthiest athlete in our school, with an unparalleled metabolism and robust heart. Running dozens of miles a week at record breaking paces, Bertolotti has unfathomable endurance.

On the flipside, "heart" is defined as pride in the sports world. Nobody has more pride in the blue and white than Adam Epstein. He's been through it all, life in conference I, II, and III—scoring in key situations no matter who the defender is. His battles with Stu Hicks, Terrance Murchie, and Azfar Kahn have shown unwavering grit.

There is no stronger right arm than Everett Keller's. A right-handed pitcher who can light the radar gun up into the high 80's, Keller has been a major part of the Vikings pitching rotation since he was a freshman.

The left arm is a combination of the school's top two swimmers: Ivan Bandovic and Gabrielle Borutecene. Both are in phenomenal shape and have been treading through the water since middle school.

When it comes down to any type of statistical decision, my thoughts are with cross country runner Eddie Grove. His on-course IQ during cross country and track meets ranks with the highest, as he has excelled both on the field and in the classroom.

Some factors just aren't visible on the outside. How about the fact that Emma Horowitz has played a sport in each inter-scholastic season since seventh grade? Or the consistency of Jake Levine, who continues to keep pace with Bertolotti each day in practice, fall through spring? These qualities certainly should be included in this athletic creation.

The 2010 super athlete is more than an EA Sports virtually enhanced superstar. It has swagger, grit, intelligence, and play-off experience. Most importantly, this athlete resembles the Port package, an athlete who fights through adversity, loss and isn't afraid of facing the Island's best competition.



# Social studies teachers recount athletic pasts

## Talent can be traced back to the social studies department

BY **Harrison Remler**  
Senior Sports Editor

Beyond the PowerPoints, Regents guitar songs, and current events assignments lies true athletic talent. Rewind the clock 10 years and finding a social studies teacher on the playing fields was a common occasion.

### Mr. Jeremy Klaff Former Track Star



mrklaff.com

**Boys varsity cross country and track coach Mr. Jeremy Klaff was once a track star himself for Plainview JFK High School.**

For global teacher Mr. Jeremy Klaff, his collegiate track career started and ended on the same day, literally.

"Coming out of high school, I was recruited to run track at SUNY Binghamton. On the first day of practice, we went on a warm up run and as we passed my dorm I realized that I couldn't take it and stayed inside the dorm," said Mr. Klaff.

Mr. Klaff was an All-Division runner at Plainview JFK, running the 400-meter in 51 seconds.

The head coach of the school's boys cross country and spring track teams, Mr. Klaff compared his high school experiences at Plainview with the current program at Port.

"Our track program here is much bet-

ter and more intense. At Plainview we were more focused on eating Chinese food before practice. The Chinese food wasn't worth it after the constant cramps. As a coach, I can tell you that it is much easier to tell kids to run than to run myself. And as the coach, I very rarely cramp up," said Mr. Klaff.

### Mr. Petro Macrigiane College Shortstop

When Mr. Petro Macrigiane speaks of his baseball career, he usually will flaunt names of the major leaguers he played against. Yet, Mr. Macrigiane had quite the career himself at Benjamin N. Cardozo High School in Bayside, Queens.

Comparing the PSAL (Manhattan, Bronx, Staten Island, Queens, Brooklyn Interscholastic League) and Long Island baseball, Mr. Macrigiane realized little difference in the game.

"There is no difference as both regions have good programs. The most important thing about the game is defense and playing smart baseball. The team that is smarter and has better defense and puts the most pressure on the other team defensively will win games," said Mr. Macrigiane.

Mr. Macrigiane's high school experience was enhanced by the opportunity to play against eventual major leaguers such as Tony Graffanino, Steve Karsay, Manny Ramirez, and Alan Watson.

"Manny did not start against us when we played but we had all heard of this phenom," said Mr. Macrigiane.

He competed against the top teams of the PSAL, such as George Washington High School and Catholic League powerhouse Christ the King. He played under the guidance of Marc Cuseta with the Bayside Yankees throughout the summers of his high school career.

Growing up in Queens, Mr. Macrigiane grew up playing in pickup games at Jamaica High School at the age of eight.

"Being the youngest one was tough in the beginning, but that's how you become a better player," said Mr. Macrigiane.

Playing under the direction of Joe Austin, a famous figure among baseball in

Queens, Macrigiane played summer after summer. Austin is most famous for coaching former Governor Mario M. Cuomo.

Mr. Macrigiane, who is now going through the Little League process today with his children, says that baseball is not as prevalent as it was when he was younger.

"Sports are definitely declining. At one point, there were Little Leagues all over, but today, I have trouble finding a league for my son," said Mr. Macrigiane.

After graduating from Cardozo in 1989, Mr. Macrigiane played shortstop for C.W. Post University for three years, graduating early.

### Mr. Doug Matina Martial Artist



immortalwarriorspirit.com

**AP European History teacher Mr. Doug Matina teaches boxing after school while training on his own as well.**

Mr. Doug Matina had more of a unique athletic career growing up.

"Fighting was a family art form passed down from my mother's side of the family," said Mr. Matina.

Mr. Matina began competing in martial arts when he was five years old. He recently placed fourth at the East Coast Championships and then second in the Lightweight Division of the U.S. Open Full Contact Tournament held at Queens College. When he is not training, he coaches the New York Top Team, as well as with Miletich Fighting System.

In addition, Mr. Matina teaches high school students self-defense techniques at

the Landmark in Port Washington. This program is sponsored by the Port Washington Youth Council. Through this program, he trains students in Jeet Kune Do concepts as well as other classes of martial arts.

When asked about his opinion on how to revive boxing in America, he believes that America needs to see the major fights.

"The male super fights need to happen as with Floyd Mayweather and Manny Pacquiao to help revive boxing," said Mr. Matina.

### Mr. Harry Andersen Four-sport Viking

Mr. Harry Andersen was a Viking of his own, competing on the school's lacrosse, football, basketball, and wrestling teams.

As an offensive and defensive tackle in football, Mr. Andersen was a member of two undefeated varsity teams, runners up for the Rutgers Cup. Mr. Andersen cherishes the quality rivalries against Manhasset and Garden City.

"Before a huge rival game, such as Manhasset, we would drive into their town the night before with streamers and horns to let them know what was to come. All of it was in good taste and was not in any way defacing," said Mr. Andersen.

Mr. Andersen compared his coach, Dan Biro, to the Manhasset legend Jim Brown.

"In many ways Mr. Biro was as much of an athlete as Jim Brown and he was just as talented. Yet, Mr. Biro decided to come back and give back to the school and community as a teacher and coach," said Mr. Andersen.

Comparing sports from his playing days and now his days as teacher, Mr. Andersen notes the current stress on academics.

"Back then, we did not value the student athlete as much. There is a much stronger criteria for the student athlete today," said Mr. Andersen.

While they may seem past their playing days, the halls of the social studies wing are still graced with athletic talent.

# Bowling team recruits new members for future

BY **Max Kraus and Dan Miller**  
Staff Writers

Despite the local lanes of Port Washington and Manhasset closing many years ago, the sport of bowling is still alive.

The school's bowling teams, led by a technology teacher at Weber, Mr. Alan Hagel and gym teacher Mr. Kevin Bradish, have gained popularity throughout the years.

Known as a recreational activity to many, bowling is competitive at the high school level; to compete on the varsity squad, one must bowl at least a score of 150.

Team members choose the sport for diversity after the school day.

"I chose bowling to have something different to do after school," said senior Peter Doscas.

For practice, the team boards a bus every Tuesday to Herrill Lanes, the closest

bowling alley to the school.

Coincidentally, it is also the practice center of multiple teams from other schools.

At a practice, each bowler throws three games (30 frames). During these practice games, players enjoy sharing laughs and eating food from the bowling alley while fine-tuning aspects of their game.

Sophomore Jenna Lipman is one of the twelve females on the bowling team. This season, she has used Tuesdays to work on getting more strikes.

During this practice time, another team member, sophomore Melissa Kennedy, who leads the team in gutterballs, is working on her release.

Other parts of the game that the team works on during practices include ball selection, approach to the line, windup, focus, and accuracy.

"To keep focus during the game, I sing songs in my head and keep my vision on

the line," said Doscas.

Despite the team's bottom-dwelling in the standings, there have still been some key performers this season.

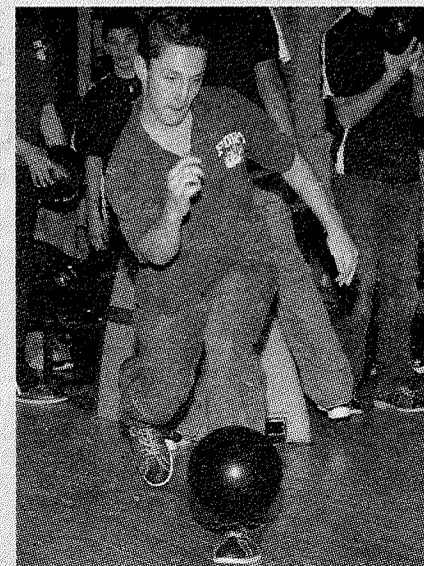
Senior Ray Guidice has by far been this season's standout bowler. Guidice holds the league high bowl of 249 points in a single game.

"Guidice, with his skill, is the unofficial captain of the varsity team," said Doscas.

Junior Jordan Perez, another key bowler, has steered the Junior Varsity team to fifth place, leading the conference with a score of 223 points.

Overall, this season is a transition year. The team is using it as a time of preparation and learning in order to excel in future seasons.

"We are using this season as a time to work on fundamentals," said Mr. Hagel. "I hope that we will be more competitive in the following years."



Lifetouch

**Junior Ari Schickler is a key bowler during the winter season.**



# Athletes of the Month

## Stephanie Mejia

BY **Graham Potters**  
Senior Sports Editor

Senior Stephanie Mejia has been running varsity winter and spring track for her entire high school career. This year, she is captain of the winter track team and is looking to lead the team to success and help the underclassmen become better runners.

"Being captain has many responsibilities," said Mejia. "These include being a role model for the rest of the team, making sure you take responsibility for your team when your coach is not there, leading warm ups and cool downs, and also being good at what you do."

In addition to having this role, Mejia is striving for personal success. She typically runs in the 200-meter, 300-meter, and 400-meter events.

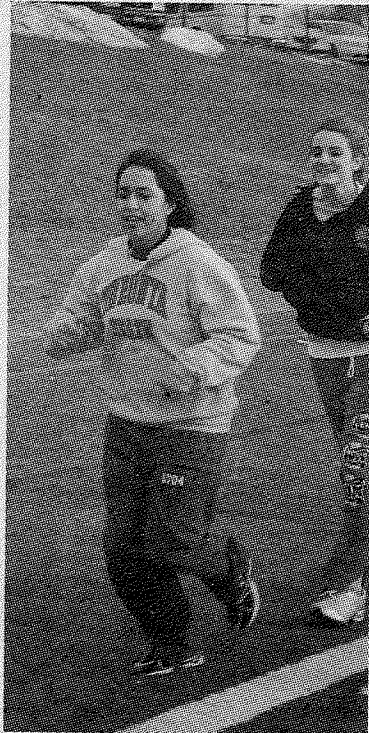
"So far, I've achieved personal records in all of my events within the past two weeks and I'm really happy that all of my hard work is paying off," said Mejia.

Despite her love for the sport now, in the beginning of her career, Mejia felt that track was more of a task rather than a beneficial experience.

"At first, it was a chore because I've always wanted to challenge myself with a new sport and have some extracurriculars under my belt for college," said Mejia. "But, eventually, it became a fun experience, especially when I started winning races, which gives a huge adrenaline rush."

Now, she runs for the thrill of the race, using her opponents to encourage her to run faster.

"My opponents running next to me are what push me," said Mejia. "The truth is there are people who are better than me so that's what makes me push myself to be just as good or even better."



Kevin Granger

**As captain of the winter track team, senior Stephanie Mejia works hard to be a role model for her teammates.**

Do you have a suggestion for Athlete of the Month? Please contact [Schreiber.times@gmail.com](mailto:Schreiber.times@gmail.com) with your nominations.

## Dan Bernstein

BY **Harrison Remler**  
Senior Sports Editor

After being sidetracked by an ankle injury last season, senior Dan Bernstein's offensive attack has returned better than ever before.

Having the ability to score both on the perimeter with a much improved jump shot, as well as in the post with his back to the basket, Bernstein ranks among the top 20 scorers on Long Island.

"I think my offensive arsenal is diverse, as I can hit the open jump shot and have confidence to take the opponents in the post," said Bernstein. "It is all about confidence. Once you make a few jump shots, the game starts to come to you naturally."

Off the court, Bernstein's interests continue to differ as he is both a musician and chef. Noting his favorite dish to prepare as veal scallopini, Bernstein has also succeeded in playing the violin and guitar.

The road to a consistent offensive force has not been easy for him. Plagued by injury during last year's conference championship run, Bernstein was sidelined with a major ankle injury for most of the season.

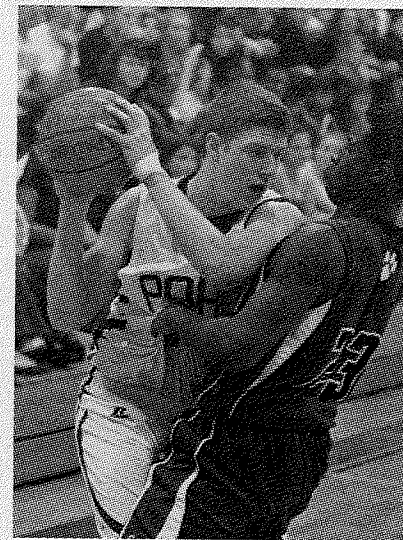
"It was really tough because you have to sit through practices and games saying to yourself, 'I could do this,' which is pretty difficult when the team is doing so well," said Bernstein.

Bouncing back from his injury stronger than before, Bernstein has become fearless in Conference AA-1, arguably the most physical conference on the Island.

"To everyone who said I was soft, I really am giving it my all senior year, and I am not afraid in this conference," said Bernstein. "It is motivating that we are the underdog in every game and that people don't expect us to win many games."

Looking ahead to the end of the season, Bernstein has stressed the importance of a home court advantage.

"Beating Farmingdale in our home openers was the highlight of the year thus far," said Bernstein. "The team came together and the fans were involved. We need the same intensity from both the team and the fans during our home playoff game in February."



Lifetouch

**An integral part of the varsity basketball team this season, senior Dan Bernstein ranks among the top 20 scorers on Long Island.**

## Captain's Corner: Adam Epstein, Varsity Basketball

BY **Harrison Remler**  
Senior Sports Editor

Senior sports editor Harrison Remler interviews senior Adam Epstein about his final season on the varsity basketball team. Being on the team since freshman year, he finishes his Schreiber basketball career as captain.

**Harrison Remler:** Ah, let's go!

**Adam Epstein:** Whats going on, Harry?

**HR:** Not much. How does it feel that every time you step onto the court, you know the other team has their defense planned around your offensive game? How do you deal with the pressure from opposing fans as well?

**AE:** It is flattering, but at the same time, I hate it, and it makes it harder to play our style.

**HR:** When you speak about style, we all know your favorite play: the isolated pick and roll. What is the key to converting on a pick and roll?

**AE:** The pick and roll is all about patience. You have to wait and see what the defense gives you and exploit their weaknesses.

**HR:** Between me and you, did you ever

think your teammate and "boy" [senior] Dan Bernstein would ever erupt into the scoring force he is today?

**AE:** Between me and you, I would have never guessed it.

**HR:** You have had the privilege to, or this program has had the privilege to have you, play varsity for the past four years. Put together the ultimate Port starting lineup.

**AE:** Ryan Goldstein at the point guard position, with myself at the two guard, Dan at the small forward, and Zach Kriftcher and Chris Ryder down low.

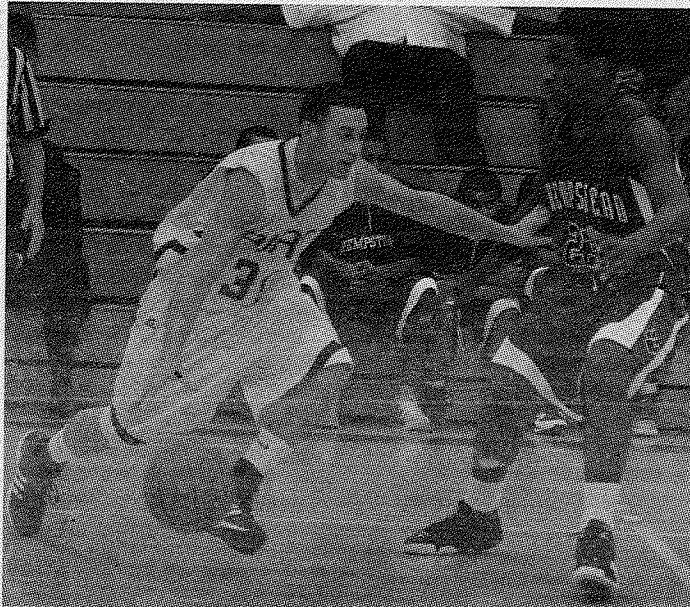
**HR:** Seems like ever since you got your braces removed, you developed a true jump shot. Nice trade off.

**AE:** I don't see it because my jump shot has recently

disappeared.

**HR:** Tell the average Schreiber student three things he doesn't know about the Vikings basketball team.

**AE:** We have our own Facebook thread, Ethan Sander is mean, and timeouts are frowned upon.



Lifetouch

**Senior Adam Epstein leads the varsity basketball team this season despite their loss on Jan. 6 to Hempstead. During this home game, the team lost 65-51 with Epstein contributing 14 points.**

**HR:** How about telling the student body about your newfound interest in mid 90's-early 2000 rap, which is inspired by your teammate Jason Desimone?

**AE:** Nas, Biggie, and 2Pac. That's all I have to say.

**HR:** Rumor has it that you are interested in becoming a weatherman post college. Is this rumor true?

**AE:** Yes, I have always had the dream of pursuing a career in broadcasting meteorology.

**HR:** If you could play for any college program, which one would it be?

**AE:** University of San Diego.

**HR:** Why California?

**AE:** Because I love the weather there.

**HR:** Whenever Port has needed a big shot in the last few years, they have turned to you. What's been the key to scoring under pressure and in the clutch?

**AE:** I play the game for certain situations and when the game is on the line, I want to be the one to take the shot and carry the team.



# VIKING SPORTS

## Vikings encounter new challenges in Conference AA-I

BY Drew Friedman  
Staff Assistant

The boys varsity basketball team is playing much tougher competition than last year, and with one win and seven losses in conference (3-10 overall), their record shows it. Playing one of the most grueling schedules on Long Island, the Vikings have seen the highs and lows of Nassau County's Conference AA-I. However, they are confident that hard work, determination, and ongoing improvements in their half-court offense will eventually earn them a favorable playoff spot.

"Our slow start has put us in a hole," says senior Ethan Sander. "But there are a lot of competitive games coming up that we can hopefully pull out."

After defeating the physically overpowering Farmingdale in the conference opener at home, the Vikings were confident heading into the first half of their conference schedule. Senior Dan Bernstein showcased his newfound offensive arsenal in the Farmingdale game, exploding for 24 points. Yet the Viking's struggles began with a road loss against Carey followed by five losses in their conference.

"In Conference-I, the game is faster. The kids we are playing are much bigger, faster, and stronger. We can only win if we play as a team and everyone cares and goes hard each play," said Bernstein.

Bernstein has developed into one of the bright spots in the Viking's season. After struggling with injuries throughout his two prior seasons on varsity, his inside-outside balanced offensive attack has flourished in Coach Sean Dooley's system.

With a constant force with their back to the basket Port feels they can run their system efficiently this year.

"We like playing inside out basketball. Our big men are good with the ball and know when to kick it out to guards," said Sander.

Despite the improved offensive system, the Vikings currently rank last among the seven teams in Conference AA-I.

"We have to come out ready to play every game," says junior Casey Ozcayir. "And we have to play hard. That's the only way we're going to get a good playoff spot."

However, the team's record does not reflect the effort that the team puts in to every game. Even at the end of a 66-31 drubbing at the hands of Baldwin on Jan. 13, the Port players were fighting for rebounds and diving across the floor for loose balls. If wins were based strictly on

desire, Port would have pulled out the victory.

The team earned a spot in the new conference because of stellar performances the season before, when it went 10-4 (9-2 in Conference AA-II), played its way into the conference semifinal round, and finally lost to perennial power Baldwin.

However, graduation took away the nucleus of last year's team, which thrived on a run-and-gun approach to offense similar to the one used by Knicks coach Mike D'Antoni. This year's Vikings have to go to the half-court game to keep up with the competition.

"We have to slow down the tempo, as opposed to running up and down the court," said Bernstein. "We have to play to our strengths and in most games our set-up offense will serve us better."

"We like playing inside out," says Sander. "Our big men are good with the ball and know when to kick it out."

In the game against Baldwin, Port never really got a chance to exploit its growing expertise with the inside-out approach. Vikings star point guard senior Adam Epstein was frustrated by Baldwin's tenacious man-to-man defense and he was unable to make his usual pinpoint passes to the team's big men. When the Vikings did get the ball to their forwards, they were overpowered by Baldwin's towering front line.

The Vikings hung with Baldwin in the first quarter, dropping 11 points to Baldwin's 18. However, the game slipped out of the reach after that, with Baldwin going on a 19-2 run to end the half with a 24-point lead. The standout for Baldwin was Dominique Aberdeen, who had 19 points, five rebounds, five assists, and four steals.

Bernstein and Epstein were able to manage only nine points and six points, respectively. Senior Jason Desimone and Sander chipped in with 5 points apiece and Ozcayir added four more. In the end, the Port players knew they had fought hard but were displeased with the result.

"It's extremely hard," says Ozcayir. "We have to stay focused for the full 32 minutes because if we lose our focus for even two minutes, we can give up a lot of points. In Conference-II we could come back and win even if we lost focus, but we can't do that this year."

The Vikings' three wins so far have come against Farmingdale, West Hempstead, and Carey. The Farmingdale victory, which took place in Farmingdale on Dec. 15, was the nail biter of all nail biters. Bernstein tied the game on a field goal with only 10 seconds remaining in



Lifetouch

Senior Jason Desimone directs the offense in a loss to Hempstead. Desimone has succeeded three-year starter Ryan Goldstein, who graduated last year.

the fourth quarter. Then Epstein drew a charge at the other end of the floor to send the contest into overtime.

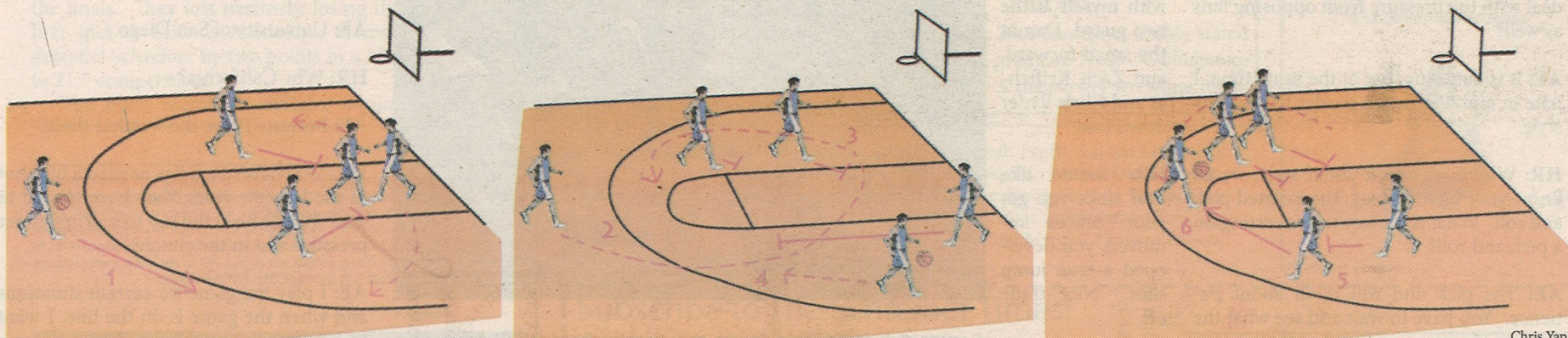
In the extra frame Bernstein went on a tear, notching six of his team's 11 points and helping to limit Farmingdale to only four points. The final score was 60-53, with Epstein pouring in 24 points and logging five assists. Bernstein was right behind him with 22 points, and Ozcayir contributed 11 points as well as six blocks.

The Carey win on Dec. 26 was even more impressive. Down by a score of 41-36 going into the fourth quarter, the Vikings won the consolation game of the Fritz Mueller Invitational in Manhasset by outscoring their opponent by 13 points in the final eight minutes. Bernstein dropped a game-high 24 points, 11 of them in the

fourth quarter. Epstein came up big as well, adding 13 points, eight rebounds, six assists, and three steals.

But when the Vikings faced Carey for the third time this season on Jan. 19, the team fell short by a score of 43-53. Terrence Murchie torched Port with 21 points, hitting all eight of his free throws. Bernstein and Epstein combined for 26 points as the Seahawks swept the conference home and away series with Port. In all likelihood, the Vikings will play either Hicksville or Herricks in the playoffs, both middle-tier teams in Conference-II.

"It's been frustrating at times," Sander says of his team's performance so far this season, "because we're not always getting the results we would like. But hopefully it will help us be prepared in the playoffs."



Chris Yap

Featured above is the Vikings' man-to-man offensive set, "Utah." Arrows represent passes, dashed lines demonstrate player movement, and T's signify a screen. 1) Point guard passes to shooting guard, coming off a screen. 2-4) Point guard comes off a post rub into a weak-side staggered screen. 5, 6) The shooting guard comes off an isolated pick and roll, at which point he has the options of driving to the basket, passing to the forward, or hitting the point guard with a jumpshot.