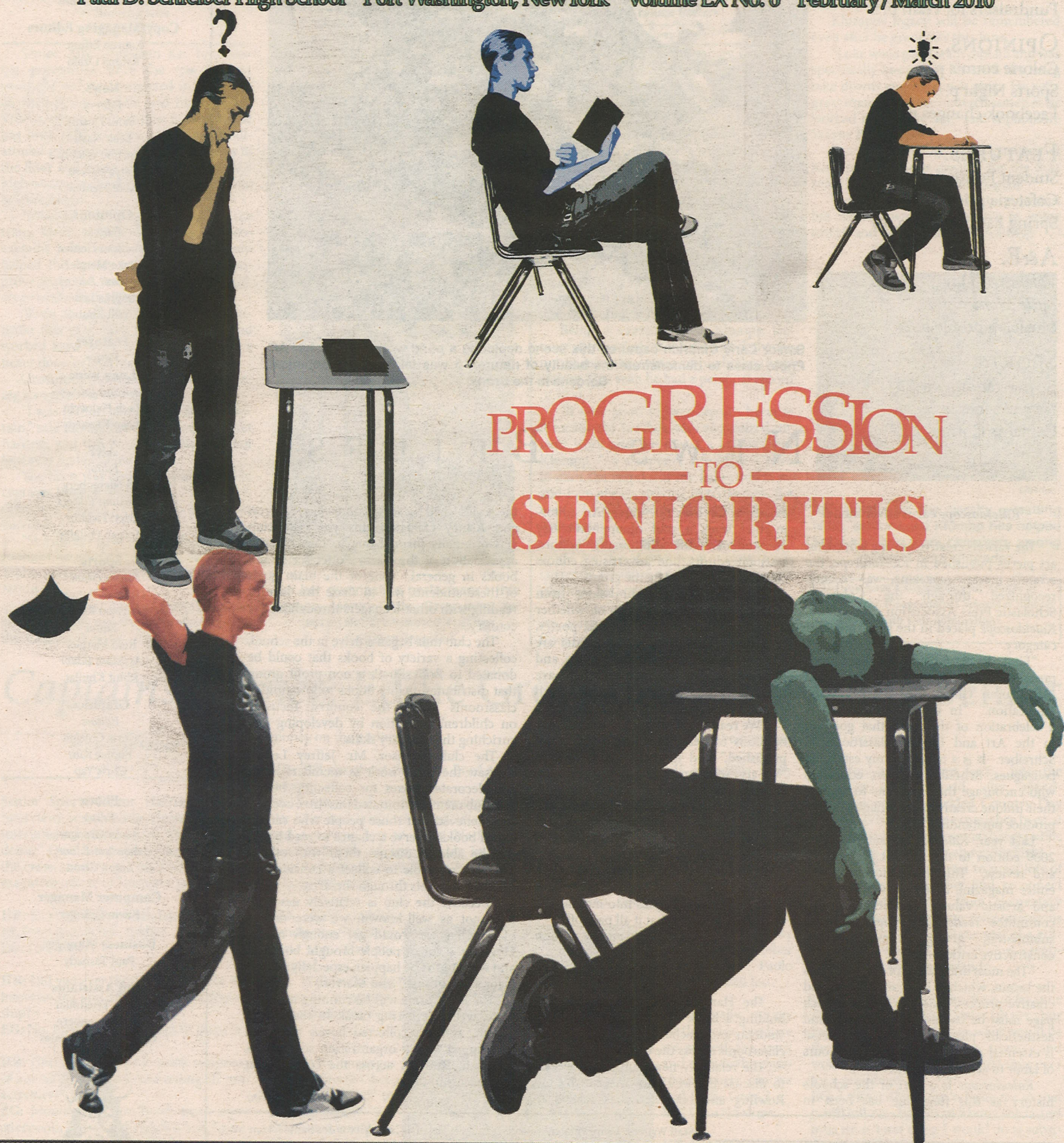


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# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LX No. 6 February/March 2010



## PROGRESSION TO SENIORITIS



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-A&E-



Golf Preview  
-Sports-

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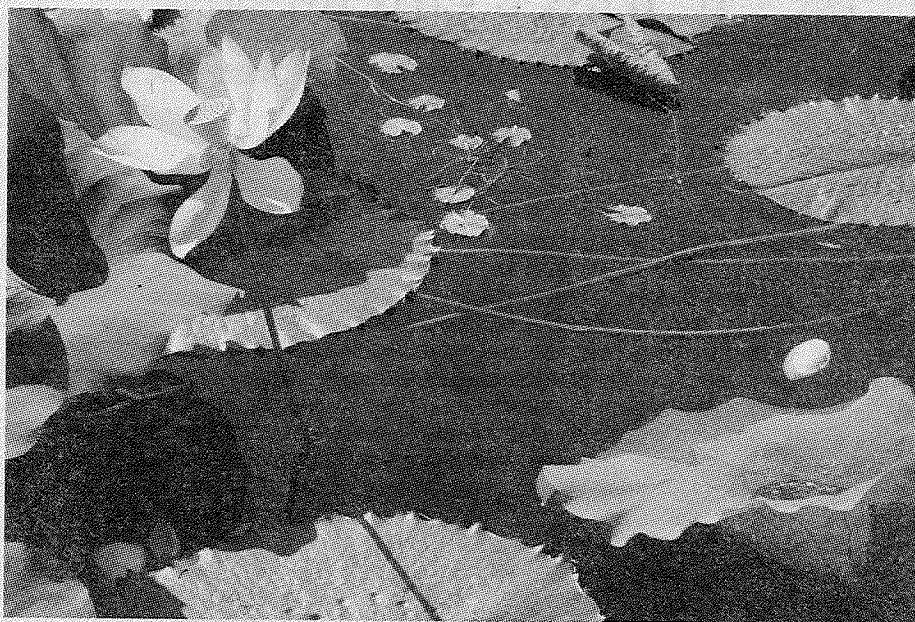
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Senior Carly Cindrich captured this scene depicting a pond with a lily for her AP Photo class to demonstrate the beauty of nature. It was taken at the Botanical Gardens in the Bronx.

## NEWS BRIEFS

### Kaleidoscope earns silver medal

The various creative writing works and art pieces published in *Kaleidoscope*, the school's literary magazine, was recently recognized through the Columbia Scholastic Press Association competition. *Kaleidoscope* placed in the silver medalist category.

"First of all, I could not have been prouder of the *Kaleidoscope's* staff," said Ms. Lauren Giliof, the advisor of the publication. "In essence, the award is a celebration of the work that goes on in the Art and English classrooms at Schreiber. It is a tribute to my esteemed colleagues, Schreiber's expert educators who encourage their students to explore their unique creativity and imagination to produce outstanding work."

Last year, *Kaleidoscope* submitted its 2009 edition to this contest for critique and review. This association rates the entire magazine based on writing styles and artistic values. Additionally, this committee reads each page of every submission, giving comments and constructive criticisms.

"The most difficult leg of our journey is the layout, which is both an arduous and creative process," said Ms. Giliof. "Each page must be balanced and visually and aesthetically pleasing. Attention to detail is essential and each page requires hours of labor to achieve perfection."

*Kaleidoscope* is a part of the school's history as this magazine has been in

existence for over 50 years. An editor-in-chief leads a staff of approximately 16 students, and additionally, editors, assistant editors, and advertising editors collaborate to complete the group.

The club accepts submissions from students throughout the school, whether it is in the form of short stories, poetry, or artwork. Various visual media are accepted including paintings, photos, and illustrations. The club members then have the opportunity to vote to decide which pieces will be published.

"We read the submissions and add our opinions to determine which works get published," said junior Amanda Lalena. "We also work on getting sponsors for the magazine with local businesses."

In the future, the *Kaleidoscope* club will continue working on the magazine for this year and will try to surpass the level of excellence achieved last year.

"I was excited that we were able to win a medal," said Lalena. "With all of the hard work and time that goes into making the magazine, it shows that it all paid off."

~ Sahil Doshi and Leah Nash

### Harry Potter Book Drive

The Harry Potter Club is currently holding a book drive for the benefit of students and teachers in under-resourced classrooms across the country.

The relatively new club meets weekly to discuss the well-known series by J.K. Rowling and plan activities related to

the series. Led by sophomores Jane Marron and Ashley Oelbaum this year, the club was originally formed due to the students' appreciation of the Harry Potter series and books in general. One of the main goals of these students was to share this love of reading with other teenagers throughout the country.

The club thus began a drive in the school, collecting a variety of books that could be donated to BooksFirst!, a non-profit group that distributes quality books to low-funded classrooms across the country, focusing on children's education by developing and enriching their literary skills.

The club's advisor, Mr. Jeffrey Lesser, oversaw the club's work as members made and decorated boxes for collecting books. The club members initiated this drive because they believed that those people who cannot afford books deserve a chance to read books and be able to discuss them with others. The club was able to collect a considerable number of novels through the drive.

"Because the club is relatively new and it is not as well-known, we were unsure of whether we would get enough books. However, a lot of people brought books in and we couldn't be happier, especially since it is for a great cause," said Marron.

The book drive will be running until the last day before spring break in the end of March, and the collected books will then be shipped to this organization so that less fortunate students across the country can have access to them.

~ Dainn Woo

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# Committee plans to reevaluate school's grading system

## Alphabetical grading, and weighted quarters and classes, to be examined and discussed

BY Leah Nash

News Editor

While the school has maintained its weighted quarter policy for over 25 years, the entire grading system, including alpha versus numerical grading and the weighting of quarters and classes, is now going to be reevaluated. In April and May, focus groups followed by a committee will be formed, comprising of faculty, administration, parents, and students, to discuss and examine the school's current grading policy.

"Over the last couple of years, especially, questions have been raised about our current grading policy," said Principal Mr. Jay Lewis. "It is the opinion of many members of the staff at Schreiber that we need to examine what we do to see if there are other approaches that would

**"Personally, I believe there should be numeric grades," said Mr. John Placella, the chair of the Language Other than English department. "Colleges do not understand our weighted quarter system. I think it should be changed so that kids know exactly where they lie and get the grades they deserve."**

better serve the school and its students."

Discussions for review of the school's system took place last year and the topic has been discussed at faculty meetings and principal's cabinet meetings, which are comprised of the chairs of departments and other directors and administrators.

"The grading system is being re-evaluated because it is so unique," said Mr. Hank Hardy, the head of the Guidance department. "The purpose of the reevaluation is to thoroughly review current practices, research other options, determine what, if any, changes would benefit students, and implement those changes in a timely manner. We are the only school that I am aware of that has a 4.5 ceiling which can increase to over 5.0

with weighted grading. Most colleges and high schools use a 4.0 scale or numerical system."

Since the school's GPA scale is out of 4.5 and not the traditional 4.0 scale, many college representatives have a difficult time understanding the system. At times, college admissions officers find it necessary to make their own conversions.

There is also a wide variety of grading and grade-weighting systems that exist in the region. For example, of the 28 high schools that responded to a survey of alphabetical vs. numeric grading systems, 22 schools use numeric and 6 use alpha systems. There are very few schools that have different grade weights from quarter-to-quarter, and grade weighting by course level differs from school to school.

"Mr. Hardy is going to arrange for college representatives to come and discuss the issues and questions regarding our GPA system," said Mr. Lewis. "I am concerned as a principal that people and college representatives do not understand our system."

Not only is the 4.5 scale unique, but the current grading policy consists of both weighted classes and weighted quarters, which is different than other schools. Full year honors and AP classes receive an extra 1.0 and the weighted value of the quarters increases as the year progresses.

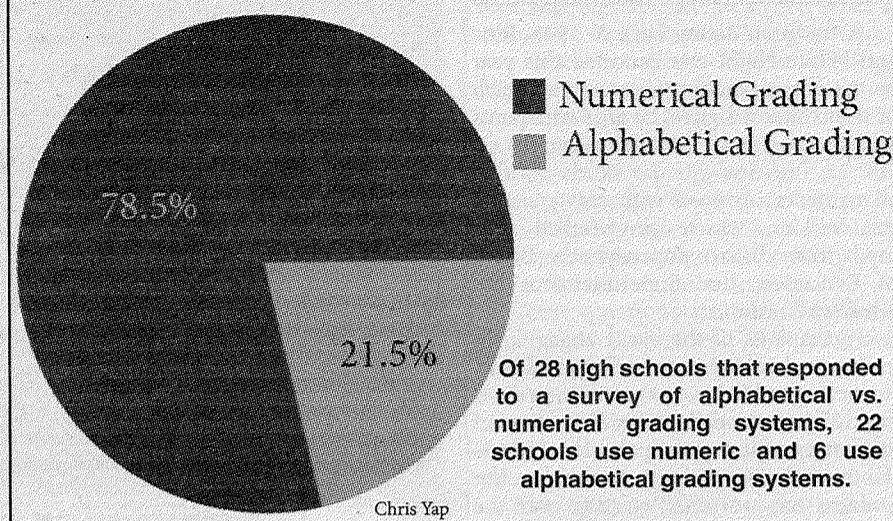
"The philosophy behind the weighted quarters is simple: give students a chance to rebound from a disappointing start," said Mr. Hardy. "Also by increasing the weighted value of the later quarters, you give students a greater incentive to work harder as the year progresses."

Most likely, there will be three focus groups to examine the issues. The three groups will consist of students, faculty, and parents, respectively. They will begin meeting in April. It is encouraged for students from each grade to volunteer, and there will be a total of five students from each grade in the group. Once the focus groups have met, there will be an integrated committee with representatives from each group that will meet in May. College and university admissions representatives will also come to the meetings to discuss the issues and make any recommendations.

"I believe that a healthy educational institution periodically looks at its practices and procedures to see if there are better ways to do things," said Mr. Lewis.

There are no specific changes that the committee will be focusing on nor is it definite that there will be any significant

### Alphabetical vs. Numerical Grading



change to the system. No matter what changes are decided upon, PowerSchool, the school's electronic grading system, will be able to accommodate them.

"As of now there are no changes that I would concentrate on," said Mr. Hardy. "I feel it is important that we do a thorough effort in researching the entire matter, getting information from various areas, and then in determining what is in the best interest of our students."

The committee will discuss in detail the issues of alphabetical versus numerical grading, the weighted quarters, and the weighted classes.

"We need to determine what is the best way for our school, whether it be grading alphabetically or numerically, and weighing quarters and classes," said Mr. Lewis. "We need to examine if we can better serve the students and prepare them for the future. It is important for students to get involved in the process of reevaluating the system."

The focus groups will allow many different views to be heard and will enable everyone to have an opportunity to discuss the issues. Each department can provide a representative for the focus group.

"Personally, I believe there should be numeric grades," said Mr. John Placella, the chair of the Languages Other than English department. "Colleges do not understand our weighted quarter system. I think it should be changed so that kids know exactly where they lie and get the grades they deserve. There is a lot of competition and, with numeric grades,

there could not be any finagling; it is just the number. I believe the majority of the teachers in the Languages Other than English department agree."

Additionally, the issue of what will happen with the classes offered at Weber that count for high school credit, such as Earth Science, the foreign languages, Studio Art, and Accelerated Math, must be discussed.

"I don't think the 8th grade courses will be much of an issue. Maybe a conversion chart would be given," said Mr. Lewis.

A new policy would not be implemented for any students in the middle of their high school careers. If any changes occur, they would be made only for students that are entering Schreiber. As a result, no existing students would have their transcripts converted to a new system.

"I would expect that any changes would focus on having a grading system that is easy to understand, meets the needs of the students and college admissions offices, and is fair and equitable," said Mr. Hardy.

The earliest group of students who would be affected by any changes would be the freshman class entering in September 2011. Their transcripts would not have to be converted and they could start with the new system.

"Change is difficult. I am sure that there will be supporters as well as detractors," said Mr. Lewis. "However, there appears to be a fairly wide agreement among members of the professional staff at our school that looking at our grading practices is an important task to undertake."

## Renowned Broadway performer visits Tri-M Music Honor Society

BY Alizé Margulis

Staff Writer

Tri-M Music Honor Society recently sponsored a recital and theatre workshop with Broadway musical theatre performer Rebecca Kupka. The event, which took place on Feb. 24 gave students the opportunity to work with Kupka.

Kupka performed several songs and discussed career decisions with the students. When she was nine years old, she played Annie in the production of *Annie* and developed a passion for singing and performing. As a pre-med major, Kupka didn't think that she would end up pursuing musical theatre. However, after receiving a role in *42nd Street*, she

has continued to perform and has been in countless Broadway productions. She has played the role of Belle in *Beauty and the Beast*, and starred in *Jersey Boys*. She has also acted in various commercials, cast recordings, and voiceovers. In the animated series *International Hareport*, she voiced the principle role of Moppet.

At the recital, Kupka sang popular songs from Broadway, including "Hopelessly Devoted to You" from *Grease*, "Wizard & I" from *Wicked*, and a vaudeville song. She also sang her audition song, "Cute Boys with Short Hair Cuts," which was from a show that aired off Broadway.

"Kupka did a great job," said sophomore Jen Kim, who attended the event. "She makes singing look so easy."

Students participated in one of Kupka's

songs, singing the melody to "Boyfriend's Back with Me." The workshop featured an individual question and answer session in which students had an opportunity to ask questions regarding careers in musical theatre. During the workshop, she stressed the importance of following your dreams.

Vocal teacher Mr. Philip Glover and senior Johnny Schechner played the piano accompaniment as Kupka sang.

"Kupka was informative, energetic, passionate about her career, and held the audience captive," said Mr. Glover. "I would use that as a barometer of the successful workshop. She showed knowledge of her craft and what it takes to be successful in musical theatre. She shared information regarding her career and is a firm believer that when you are really passionate about

a certain field, you should pursue it."

Mr. Anthony Pinelli, the orchestra teacher and advisor of Tri-M, is working to bring Kupka back next year for an Artist in Residence program, possibly for three to five days. The workshops would be in dance, drama, and singing funded by the Port Washington Education Foundation.

"I thought the recital and the Q&A workshop were great," said Mr. Pinelli. "Kupka was ridiculously energetic and full of life. She has beautiful voice control, and the voice of a true professional."

Kupka closed her performance by stating that anything is possible with a great deal of hard work and determination.

"Talent is the easy part, the rest is hard work, a pinch of luck, and belief in yourself," said Kupka.

# Blue and White Night canceled indefinitely

*Student breach of the parent/student agreement leads to decisive administrative action*

BY Andrew Seo

Editor-in-Chief

A tradition dating back to 1946, Blue and White Night was canceled this year by the administration following a breach of the contract signed by all participants and their parents. In an assembly on Jan. 22, Principal Mr. Jay Lewis notified all students involved with the event of the decision, which was reached after input from district attorneys, the Board of Education, and Superintendent Dr. Geoffrey Gordon.

Participants of the event engaging in underage drinking is not new to this year. According to Mr. Lewis, the tradition dates back 25 years and the administrations of at least two past principals (Dr. Francis Banta and Dr. Sidney Barish). The problem has worsened steadily over the past decade, with a handful of isolated incidents resulting in suspensions.

Three years ago, the decision was made to take a more hands on approach to informing students and parents of what is expected of them, resulting in the parent/student agreement. With the assistance of district attorneys, the administration drafted this contract and required that all participants and their parents sign it in order to be able to participate.

This year, two required meetings were held on Dec. 9 and 10, at which time a code of conduct for Blue and White Night was laid out. At the conclusion, parents and students signed off on the agreement, thereby consenting that they understand its rules and agree to abide by them.

According to the contract, "all students are subject to all of the rules and regulations that govern Athletic Department Activities as well as the student Code of Conduct." It is clearly outlined that any alcohol, tobacco, or drug use would result in the immediate suspension of a participant. In addition, it states that "there will be no practices, gatherings, parties or sleepovers of any kind held outside of Schreiber High School. Any team or participant organizing or attending any such gathering will be removed from Sports Night."

Since the institution of the contract three years ago, the administration reports that there were no major problems in the first two; in line with year's past, minor issues flared up with isolated individuals. However, this year, the situation involving underage drinking and team sleepovers reached its "tipping point," according to Mr. Lewis.

In the weeks following the December meetings, a freshman came forward and described how a sleepover was held with her Blue and White Night team, at which point she and other underclassmen were forced to drink. After an investigation led by the principal and assistant principals took place, the team that the freshman was a part of admitted to a series of transgressions taking place.

Eventually, five other teams were found to have been implicated in the incident or sleepovers of their own. The confessions were buttressed by physical pictures that were presented to the administration.

"When it reached the point of six teams being implicated, it became clear we could no longer support this activity," said Mr. Lewis.

When district attorneys were notified of what was going on, they deemed that the district could be found negligent if

**Paul D. Schreiber High School**  
Blue and White (Sports Night) Parent / Student Agreement

**Goals:**  
Blue and White night is a long standing tradition that allows students to participate in creating an original performance and present it to an audience of family and peers. The goals are to raise money to be donated to various charities and to work and create together as a team.

**Behavior:**  
As Sports Night (Blue and White) is considered to be part of the Athletic Department intramural program, all students are subject to all of the rules and regulations that govern Athletic Department Activities as well as the student Code of Conduct. The Athletic Department rules and regulations can be found on pages 43-45 of the Student Handbook and the Code of Conduct can be found beginning on page 14.

**As Sports Night (Blue and White) is considered to be part of the Athletic Department intramural program, all students are subject to all of the rules and regulations that govern Athletic Department Activities as well as the student Code of Conduct. The Athletic Department rules and regulations can be found on pages 43-45 of the Student Handbook and the Code of Conduct can be found beginning on page 14.**

**There will be no practices, gatherings, parties or sleepovers of any kind held outside of Schreiber High School. Any team or participant organizing or attending any such gathering will be removed from Sports Night.**

**Practice time:**  
Blue team: Monday and Wednesday, 5:00 p.m. to 7:30 p.m. in the main lobby. All participants must leave the building once practice is over, and may not practice on unattended days or times if supervision is not present.  
White team: Tuesday and Thursday 5:15 a.m. to 7:00 p.m. in the main lobby. All participants must leave the building once practice is over, and may not practice on unattended days or times if supervision is not present.  
\* Failure to follow the rules for practice and/or practice time will result in the loss of practice time and may result in the removal of participants from sports night.

**Tickets:**  
Sports Night is scheduled to be held on Saturday February 27 at 7:00 p.m. All participants will be guaranteed 6 tickets. Tickets will not be sold at the door. Cost: \$15.00 per ticket.

I understand the above rules for Sports Night and I agree to abide by them.

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ TEAM COLOR \_\_\_\_\_

Parent Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

**PORT WASHINGTON Union Free School District**

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Principal

BRADLEY FITZGERALD, Ed.D. Assistant Principal  
DAVID M. WELLS Assistant Principal  
CRAIG S. WEISS Assistant Principal

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Superintendent

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January 22, 2010

Dear Parents and Guardians of Blue and White Participants:

**For many years, but most especially over the past three, the Schreiber administration has worked diligently to create a safe and acceptable framework for the rehearsals and activities associated with Blue and White Night participation by our young women and men from all grade levels.**

**Consequently, the decision has been made to permanently CANCEL Blue and White Night effective immediately.**

**While we regret the need to make this difficult decision, consistent and well-publicized efforts to create a safe environment for this event have not yielded the needed results. In consultation with the school district's attorneys, we believe it is necessary to discontinue this activity under such conditions. The high school administration and school district can not continue to support an event where the safety of participants is not possible to achieve.**

Enclosure: Social Host Liability brochure

Top: a copy of the parent/student agreement, signed by all participants and their parents. Below: the letter sent home, notifying parents of the cancellation.

an accident were to occur, being as Blue and White Night is a school-sanctioned event. They strongly suggested to the superintendent and Board of Education to cancel it.

"It was an accident waiting to happen," said Mr. Lewis.

This was not the first year that the administration discussed canceling Blue and White Night. Beginning five years ago, pressure from the community demanded that the tradition of drinking was no longer acceptable and that there was no alternative but to discontinue the event. In an effort to preserve the 64-year-

old activity, the administration developed the contract and scheduled the annual December meetings. However, with the admissions made by a half dozen teams of illegal substance use outside of school, the final decision was made.

"At a certain tipping point, you reach the conclusion that the activity is tainted and that there is nothing you can do to fix it," said Mr. Lewis.

In addition to the assembly, a letter was sent home to parents explaining the details behind the administration's action.

"For many years, but most especially over the past three, the Schreiber

administration has worked diligently to create a safe and acceptable framework for the rehearsals and activities associated with Blue and White Night participation by our young women and men from all grade levels," it states. "While we regret to make this difficult decision, consistent and well-publicized efforts to create a safe environment for this event have not yielded the needed results."

Included with the letter was a copy of the contract and the Social Host Liability brochure.

Since the news broke, student reaction has been critical of how the events transpired. Various arguments have been voiced, ranging from the idea that drinking has been prevalent in every year in recent memory and that nowhere in the contract does it state that a consequence would be the discontinuation of Blue and White Night.

"They said we broke our contract," said senior Joey Murphy. "But nowhere in the contract did it ever come up that Sports Night could possibly be canceled. All it says is subject to suspension. We worked so hard on our dances and skit. Without warning, they just canceled it. There had been much more drinking and worse things other years, and I think the school handled it extremely poorly, and it was after way too much hard work to just throw it away."

In response to the argument that cancellation was never an explicit consequence, the administration described how it never anticipated that so many adolescents would attend a sleepover and/or engage in underage drinking.

"Although it is not stated, no one believed that it would envelop into a third, half of the participants [meeting outside of school and/or using illegal substances]," said Mr. Lewis. "The worst case scenario should have crossed their minds. The school district was pushed into a corner to cancel the event."

Many questions have arisen whether or not Blue and White Night will ever come back. The official administration stance is that unless major changes are presented by the students, the event will not be held next year. Two students have come forward with written proposals of a modified Blue and White Night so that it is more dance-oriented.

Despite the proposals being reviewed for future years, it does not take away from the fact that this year's event, which was supposed to be held on Feb. 27, was canceled. Nearly all seniors expressed their disappointment and frustration with the situation, whether or not they felt the decision was justified.

"I understand why the school canceled it but the way they handled it, I thought, was very unfair," said senior Sarah Lee. "It just felt very unfair that this happened this year when we're seniors. Everyone put so much hard work into it, and a month before they just canceled it. I can't even tell you how many hours as a captain that I put into it. I hope that they bring it back for the other students who've never experienced it."

"From a personal perspective, I waited all of high school to be a captain and get to organize my own skit. And the way it had to end was terrible," said senior Claire Baugher.

Chris Yap

# Students mobilize to help Haitian charities with a variety of fundraisers

## From basketball games to selling hot chocolate, community joins together to provide emergency relief

by Katya Barrett and Matt Heiden

Assistant News Editors

More than a month since the tragic earthquake in Haiti, students, faculty, and community members have continued their efforts to raise donations to help in aid relief. The boys varsity basketball team recently held the Hoops for Haiti event, and Amnesty International, Bridging The Gap, and Human Relations, have also made significant contributions to benefit the people of Haiti.

### Hoops for Haiti

The varsity basketball team held a fundraiser for Haitian relief. On Feb. 2, the physical education department hosted the regular league game against Uniondale in the main gymnasium as a fundraising event.

Although the organizers did not charge for admission to the event, the spectators were asked to give donations at the door and in the stands throughout the night. More than 300 audience members were in attendance for the game, filling the bleachers, and bringing the total amount of money raised to \$2,030. All proceeds went towards the American Red Cross to help aid Haiti.

"I think it was something that the players on both of the teams will remember for a long time because it puts a lot of things in perspective. When you are a high school student it is very easy to get

caught up in your own world. This event kind of reminded everyone that there is more to life than that," said Coach Sean Dooley.

The fundraising event was set up by seniors Leah Feldman and Harrison Remler, with help from Coach Dooley and Ms. Stephanie Joannon, the Director of Health, Physical Education, and Athletics.

"I had been fundraising on my own and was more than excited to find a new source for funding," said Feldman. "As a basketball player myself, I was really psyched to be working with the boys varsity team to organize this event. The boys' home games are popular in Port, and I knew it would be a great source for revenue, as well as a fun night for everyone in attendance."

The event responded to the devastating effect on Uniondale's 12 staff members and 163 students whose families were of Haitian background. Uniondale won the game 52-32.

"Although I'm not sure what the specific allocations for the money donated are, I know that anything donated to the Red Cross Relief Fund—anything at all—does a great deal," said Feldman. "The families and individuals in Haiti that were affected by the earthquakes are without shelter, without little or any food, and often without their families. If there is something we can do as a school to put a roof over someone's head, I think we should do it."

Feldman and Remler sparked much



Isaac White

To help raise funds for Haitian relief, student volunteers sold t-shirts and accepted donations from those who attended the Hoops for Haiti event.

of the enthusiasm that made the event possible. There were also sales of baked goods and custom-made t-shirts which contributed to the total amount of money raised to be donated. By the end of the night, the t-shirts were completely sold out.

"I decided to get involved the minute Harrison approached me about it," said Feldman. "I personally helped to organize the bake sale and donation collection portions of the event, as well as baking food for the sale myself and finding other volunteers to help me and Harrison out for the night. I posted fliers around the school prior to the event to raise awareness, and was very pleased with the turn out we saw."

While the physical education department is open to organizing something similar to this successful event in the future, there are currently no plans to do any other event like Hoops for Haiti.

"Although the event had to be planned in an extremely short period of time, Harrison came up with the idea rather quickly and we were able to organize it and pull it off successfully," said Coach Dooley.

### Bridging The Gap/Amnesty International

Bridging The Gap, in coordination with Amnesty International, has continued to hold fundraisers for Haiti throughout the past month. Between both of the fundraisers held by these clubs, over \$1,800 was raised. On Jan. 14 and 15, a small group of students collected donations in the lobby. The second fundraiser, from Jan. 19 to Jan. 22, was even more successful, with more students willing to volunteer.

All of the money raised by these clubs will be donated to Partners in Health. This organization, which is based in Haiti, has been providing health care assistance for over 20 years.

"We chose to donate the money to this special organization because it has shown that it is devoted and invested in helping the people of Haiti, even prior to the earthquake," said Ms. Marisa DeMarco, one of the club advisors for Bridging The Gap.

Over 20 students, including Bridging The Gap members, Amnesty International

members, and others, have shown their willingness to help the people of Haiti by volunteering their time to sit at the fundraising table in the lobby during various periods throughout the day.

"There are many students who have put forth tremendous efforts in helping to fundraise. The students were eager to organize this fundraiser with the hope of making a positive contribution to the cause," said Ms. DeMarco.

These fundraising efforts have been received well throughout the school, and members of both clubs have expressed interest in holding additional events.

"We are appreciative of the very generous contributions that have been made by the school community," said Ms. DeMarco. "But it is very important not to forget that the victims of Haiti have a long road to recovery ahead of them."

Amnesty International, in addition to helping with fundraising, has been advocating for human rights for the people in Haiti. They are currently working on a letter-writing campaign by sending letters to embassies, urging other countries to grant Haitian migrants temporary citizenship, and issuing statements of government support.

### Oxfam

The Human Relations Club, led by advisor Mr. John Davis, has also held various fundraisers including a hot chocolate and a lollipop sale. They have decided to donate \$400 to Oxfam, an organization that works with people in need throughout the world. Oxfam, in times of natural disasters or conflict, works to deliver immediate, life-saving assistance. \$200 raised by the club will be donated directly to the Oxfam Haiti Earthquake Relief Fund.

Another primary focus of Oxfam is working with people living in poverty in order to help them take control of their lives. The other \$200 will go to the America Unwrapped Programs, which provides farm animals, such as sheep and cows, to needy families, and school supplies to needy students. Once the money is received, the organization decides which country or location has the greatest need for these gifts.

In addition to these contributions, the Tri-M Music Honor Society planned a concert for Haiti on Mar. 3.

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# Annual Spirit Week takes a charitable turn

## Money raised through the week's competitions donated to Haiti

by Sahil Doshi

News Editor

Firmly establishing itself as an annual tradition of friendly competition between the classes, Spirit Week is back once again with a charitable spin.

Although retaining its focus and the majority of events from the previous two years, this year's Spirit Week arrived with several changes. Half of the proceeds from the penny wars competition between the classes will be donated to the continuing effort in the aftermath of the earthquake in Haiti while the other half will most likely go to the winning grade's Gambol fund.

"We thought that the devastation in Haiti was too great to ignore, and it would be a great way to show support from our school as a community," said senior Josh Youner, one of the senior coordinators of the event.

Originally scheduled to be held the week of Feb. 22 to 26, the event was rescheduled to the week of March 1-5 after the cancellation of Blue and White Night.

Similar to the previous two years, events during the assemblies were combined with after school events,

including a banner painting contest. Each day had a different theme, with each grade being designated to a specific aspect of that theme. Students had the opportunity to earn points for their classes either by dressing according to the theme, wearing a Spirit Week t-shirt, or wearing a designated color each day.

This year, there were two assemblies instead of three. One was held on Tuesday, and the other is going to run later today. Both are in a pep rally format. These assemblies were hosted by seniors Ross Balaban, Peter Doscas, Adam Epstein, and Harrison Remler, who were assisted by social studies teacher Mr. Jeremy Klaff.

One notable difference this year was the existence of visible and consistent teacher-judges for the events at the assemblies.

"We hope that we will not only please the student body with the events, but we hope they will see how hard we have worked and respect our efforts," said Youner.

The four senior coordinators, Sean Graf, Huseyin Kivrak, Ali Lifton, and Youner, along with Assistant Principal Ms. Julie Torres, spearheaded the planning process behind this week-long event. The initial planning of this event began late last May, and started once again in September.

The coordinators worked closely with Ms. Torres on many logistical issues, while considering the many ideas that were brainstormed. Eventually, the list of events was decided by vote, open to a larger committee of students from all

**"We hope that we will not only please the student body with the events, but we hope they will see how hard we have worked and respect our efforts," said senior Josh Youner.**

grades who brainstormed ideas for the assemblies and after-school activities, and thought of colors and themes for each grade.

"Changes were made based on student suggestions and interest," said Ms. Torres. "We discussed what we liked about last year and also compiled a list of new ideas."

A Spirit Week Planning Committee was also formed in early November, consisting of 12 students from all four grades who provided additional ideas and divided up responsibilities.

"Spirit Week is a very complicated event to plan for many reasons," said Youner. "It is a weeklong event that requires a lot of planning in order to make it satisfactory for both students and faculty. It has been hard to get the full support of the faculty on many issues, but we have fared better this year than in the past."

Additionally, the organizers kept contact with teachers who had shown interest in assisting as well as a list of volunteers who would participate in the events. Furthermore, they worked closely with the different class clubs and their faculty advisors in order to generate more interest from a variety of students from all social groups and to get more volunteers for the events. These class clubs, as well as several departments including art, music, and physical education, helped out with the planning of the week.

"We hope it will be well received," said Ms. Torres. "There has definitely been a lot of interest on the part of lots of students, especially seniors."

# Three students selected to advance in NCTE competition

by Hannah Fagen

Staff Writer

The National Council of Teachers of English (NCTE) offered three juniors the opportunity to participate in a national writing competition. The competition is annually held to recognize exceptional student writing.

This year, juniors Annabelle May, Dan Miller, and Kristin Yu were selected as the school's finalists, and they will continue to compete in March against students across the nation.

The three were among many participating in the preliminary round of writing on Dec. 7. Juniors participating in the competition were assigned numbers to maintain anonymity and the prompt required the students to respond to the question, "How did you get caught (Or not caught, as the case may be)?"

The students were given two hours to write in the English computer lab in any style of writing they preferred. All teachers in the English department then read and evaluated all the works, eventually choosing three pieces that displayed writing they felt had the most potential.

May's piece of writing was about a young girl in a parallel universe who is caught as part of a rebellion.

"I was shocked when I heard the announcement about being selected," said May.

"I hadn't known when they were going to announce the nominees, and I was sitting doing homework in the social studies resource room when I heard the announcements. So I was left there trying not to cry in front of all these other students and teachers who I didn't know," she said.

This is her first writing competition, but she hopes to enter others in the future.

"Honestly, this experience has given me a lot more confidence in my writing because I never thought that I would be noticed among my friends and peers who also participated," said May.

Miller, who declined to disclose details about his story, was also selected.

"I felt very accomplished," said Miller. "Hopefully this competition will exemplify my abilities as a writer."

Yu was selected as a finalist for her realistic fiction piece. At first, she had trouble brainstorming ideas for what to write about. She started by thinking about what real life experiences she could possibly draw upon for her piece when she realized that it was Pearl Harbor Remembrance Day.

"The story is basically told through my grandmother's point of view as she sits inside a Pearl Harbor museum. The pictures that she sees compel her to reminisce upon her own experiences and what was happening to her halfway across the world," said Yu.

She was pleasantly surprised to find that her piece was selected because she did not expect it to be.

"I will take away greater confidence in my writing abilities from this experience. I came to understand and sympathize with them more," said Yu.

To further advance in the writing competition, the three semifinalists will now need to submit ten pages of their best writing and respond to another prompt in March.



Kevin Granger

Students participate in the banner painting competition held in the cafeteria on Monday. This jumpstarted a week of competition between the classes.

# Science Olympiad team qualifies for state competition

by Christina Vlahos

Editor-in-Chief

The Science Olympiad team recently competed at a local tournament and earned a spot at the state level competition. On Feb. 27, the Olympians competed in 20 different events at Kellenberg Memorial High School against 69 other high schools from Long Island.

After months of practice the team members, led by coaches Ms. Marla Ezratty and Mr. Scott Carmody, are elated to have placed eighth in the region and thus qualified for the state competition, held annually at West Point in March.

This is the Science Olympiad team's third year in a row qualifying for States. The current team members are no newcomers to the science competition scene. Each Olympian has been a member of

Science Olympiads since their days at Weber, as competitors on the team which took first place regionally seven years in a row. Three years ago, that team qualified for nationals. Also, a large portion of the members of the Science Olympiad team are enrolled in the Science and Math Research classes.

The team placed in the top ten for ten events. Seniors Elizabeth Corteselli and Ryohei Ozaki earned the first place award in the event "Write-it Do-it," which tests students' abilities to write and follow precise instructions to duplicate a pre-made model. The team also placed first in Forensics with juniors Leah Nash and Aditi Shroff scoring the highest on the exam. Schreiber also scored well in a technology event, earning fourth place in Elevated Bridge (sophomore Rachel Cohen and freshman Jillian Knoll).

In the Experimental Design competition

senior Jon Heiden and juniors Nash and Jai Sajani earned third place. Finally, freshman Matt Rybecky and senior Christina Zhou placed fifth in the study event Cell Biology.

Students in the following events did not earn medals, but still earned recognition in the top ten. Cohen and junior Sahil Doshi placed sixth in Anatomy and Physiology. The team also placed ninth in the following three events: ornithology (Ozaki and Zhou), Ecology (Corteselli and Zhou), and Astronomy (juniors Doshi and Dainn Woo).

Schreiber will now contend with 49 other high schools from New York later this month. If Schreiber places in the top two at the State level competition (which will be difficult, as New York is the most competitive state with 600 high schools vying for these spots), they will move on to the national level competition in Illinois.

# SADD educates school during Eating Disorder Awareness Week

*Two guest speakers share their experiences with students of struggling with eating disorders*

BY Blake Mergler

Opinions Editor

The week after winter vacation, the school was flooded with a trail of Post-it notes that contained lines like "You are beautiful" and "You brighten my day." With Feb. 14 having been a week earlier, many could easily believe these notes were displayed for Valentine's Day. However, the Post-its actually represented a way to engage the student body in National Eating Disorder Awareness Week.

Students Against Destructive Decisions (SADD) partnered with experts on eating disorders to launch this year's theme of "It's Time to Talk About It"—an effort to encourage student dialogue about an issue that tends to receive little attention compared to alcohol, smoking, and drug abuse. The Post-its campaign focused on what is widely believed to be the underlying cause of eating disorders.

"One reason someone might start having an eating disorder is low self-esteem," said junior Sela Grabiner, a SADD member. "We wanted to boost everyone's self-esteem by writing nice notes."

Eating disorders are particularly relevant to the teenage population. Across the country, as many as ten million females and one million males struggle each day with an eating disorder. There has been an increase in the incidence of anorexia and bulimia in women aged 15 through 19.

"This is such an important topic to

discuss because every teenager wants to look good, but an eating disorder is an illness and needs to be treated as such," said Ms. Michele Weiden, the school social worker and SADD's advisor.

The main event of the week was a presentation by two guest speakers who have suffered from anorexia at different stages in their lives. A part of Reaching Out Against Eating Disorders (ROAED), a non-profit organization serving the New York area, these two guest speakers

**"This is such an important topic to discuss because every teenager wants to look good, but an eating disorder is an illness and needs to be treated as such," said Ms. Michele Weiden, the school social worker and SADD's advisor.**

addressed a group of students on Feb. 23.

One of the speakers, Susan (whose last name was not given to protect her privacy), had eating disorder symptoms as a teenager, but her eating disorder fully developed when she was 30 years old. Over a period of seven years, including a

stay at a treatment center for one month, she was able to return to health and is now involved in volunteer work. She believes that everyone must confront his or her self-esteem by having an "outlet," which was something that was very difficult for her.

The other speaker, Marni, is currently a senior in college and faced anorexia during her high school years. After she witnessed the events of 9/11 from her science classroom in eighth grade and experienced the death of her grandfather six weeks after, she became depressed and lost control of her eating. Eventually, after being tricked into a treatment center and struggling for her first two years of high school, she was able to return full-time to school as a junior.

The speakers informed the students of three different eating disorders: anorexia nervosa, binge eating, and bulimia, which involves purging through means of laxatives, vomiting, exercise, or diet pills. They also addressed the different support groups offered by ROAED, whose mission is "to help individuals facing eating disorders, as well as their families and friends, while working towards prevention and awareness through community education."

"Since it is very important to address the dangers and truths of eating disorders, the speakers were meaningful and everyone was affected by their words," said junior Rachel Lazar.

To further educate students about

## Eating Disorders: By the Numbers

Anorexia is the **third** most common chronic illness among adolescents

**11%** of high school students have been diagnosed with an eating disorder

**1 in 5** women struggle with an eating disorder

**10-15%** of people with anorexia or bulimia are male

Courtesy of [www.eatingdisorderinfo.org](http://www.eatingdisorderinfo.org)

eating disorders, SADD dispelled an eating disorder myth on each morning's announcements. Revealed as false were such misconceptions as: eating disorders are uncommon, eating disorders are a choice, eating disorders occur only in females, a person cannot die from bulimia, and dieting is normal adolescent behavior. The announcements then provided the truth behind these myths.

SADD also held a popcorn sale to raise money for an organization that the speakers had started to provide free treatment for those with eating disorders.

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## Point

## Counterpoint

## Should the cafeteria post calorie content of food?

By Sophia Jaffe  
Assistant Opinions Editor

An uninformed decision is an unhealthy decision. Never has that statement been truer than when solving the question that almost every student asks him or herself every school day. What to have for lunch today?

With childhood and teenage obesity on the rise, we should begin to increase our strategies of prevention. Let's face it, which among us couldn't benefit from dropping a few unnecessary pounds? But where to start? At the gym? No, I propose that we start with the Schreiber cafeteria.

Perhaps the most effective and realistic alteration to our school menu—more than the introduction of a new heart-healthy salad or a soy-based low-fat smoothie—would be a calorie count listing of our cafeteria's menu items. With this information, students could make much more educated and beneficial choices for themselves. At least they will no longer have any further excuses of ignorance when ordering the macaroni and cheese with extra processed cheese on the side.

"Having the calorie information of all of the provided food front and center would make what to eat for lunch a much easier decision, instead of a blind one," said freshman Alexa Pinto.

Caloric information should also extend to the vending machines in the cafeteria and throughout the school. Isn't it a little strange that you are not provided the calorie count of a candy bar until after you have already paid for it? Maybe if students were provided with such information before they pressed the button for a bag of greasy potato chips their more rational side might gain the upper hand and press the coin return button instead. They could then use the money for an apple (which, by the way, is 100 calories and 0% fat).

I propose that a list of the items in the vending machines and their nutritional values be typed onto a piece of paper and attached to the side of the machine. This would be free for the school and informative for the students.

In 2008, the Board of Health required numerous New York City restaurants to display the number of calories of their food items. The point was to shock consumers into ordering healthier, lower-calorie foods. For example, when unable to decide between two items, one could now choose the lower-calorie item. This way, customers would be equally happy, while bettering their health at the same time. Similarly, students unable to choose between such temptations as the grilled cheese sandwich or cold cuts on white bread can opt for the lower calorie choice if they were interested in shrinking their waistline, or just staying healthy.

Before the NYC law was even put into place, the sandwich chain restaurant, Subway, had been advertising its calories

on its menu. This added information did not hurt business; in fact, customers appreciated and embraced their new knowledge.

One person, Jared Fogel, actually used caloric information to develop a Subway diet where he lost 245 lbs in one year. According to Fogel, "The idea just came to me once I read through the nutritional brochure." Likewise, the cafeteria calorie count would not hurt sales; rather, it would serve as a guide for students to make more informed and healthier choices.

Providing a calorie count on the cafeteria menu will help everyone learn about healthier eating while we are still young enough to adjust our habits. However, it would not be enough. A lecture or two by a local dietician in the cafeteria a few times a year at lunchtime wouldn't be a bad idea.

Just because numbers are put on a board in front of us does not necessarily mean that we'll know what to do with them or even what they mean in relation to our health.

In fact, Crest Middle School of North Carolina did just this. Not only did it design a high tech menu board with a calorie count on all its food items, it also reinforced the healthy message by incorporating a nutrition curriculum into classroom activities.

If we don't absorb and embrace healthy habits now in our impressionable youth, it will be that much harder to do later in our stubborn set adulthood. For those of us going away to college, things might not get any better—perhaps things will get worse.

Who knows, maybe the leadership on this matter provided by the Schreiber cafeteria would extend to other local eating establishments. Would a Gino's calzone or a Bagel Boss sesame seed bagel with egg salad be as desirable if consumers knew the calorie count before ordering? With more information, customers can alter their lifestyles by subtly shifting their orders.

By Sarah Paul  
Contributing Writer

It's lunch time, and as your stomach growls noticeably, you think of the succulent, crispy fries dipped in smooth red globs of ketchup, accompanied by a box of tender, golden-brown chicken nuggets, complemented by the sweet chewiness of chocolate cookies, all to be washed down with a chillingly refreshing can of iced tea.

As you ask for your beloved order of chicken and fries, your eyes fall upon a looming sign embossed with the caloric content in the substances you are about to enjoy. Curiosity and shock overwhelming you, your eyes scan the list until they land on the fries.

FRIES: 400 kcal  
CHICKEN NUGGETS: 300 kcal  
CHOCOLATE COOKIES: 250 kcal  
GRILLED CHICKEN SALAD: 150 kcal (WITH DRESSING: 250 kcal)  
APPLE: 80 kcal

As those numbers add up, your cravings suddenly begin to ebb, and thoughts begin to take their place. I don't want people to see me eat loads of calories! The salad will help me slim down my chunky thighs.

We are all teenagers. Yes, that means on the one hand that we are exceptionally concerned with appearance and "fitting in." On the other, it means both our bodies and minds are growing. The two sides often conflict, as the choices made to "fit in" are incompatible with the requirements of our growth and maturation, physically and mentally.

Calorie-counting, or calorie awareness, can be advantageous to some extent, especially for those who have difficulties with overeating and carelessly snacking. However, teenagers who count calories are engaging in a more harmful than helpful practice.

More often than not, it takes the form of an eating disorder, such as anorexia, a form of EDNOS (eating disorder not otherwise specified), or orthorexia

(excessive focus on eating only healthy foods, sometimes to the point of severe malnutrition and starvation).

These disorders are not conscious choices; they are reactions to the pressures to fit in and be popular, combined with internal struggles not uncommon in teenagers. The

endless advertisements, notices, and guidelines concerning calories are deleterious to those who have fallen victim to these disorders.

It does not benefit the teenager to count calories, and statistics show that they often do so to the point of dieting, a practice about which they are usually very uninformed. Teenagers do not stop growing until around age 18, meaning they require adequate nutrition to develop organs and sustain growth. Their metabolism is moving at an exceedingly fast rate, necessitating a generous intake of calories to compensate. Any decrease in dietary intake will slow one's metabolism, promoting weight gain as an adult.

The teenage years should be taken advantage of to learn, to live, and to eat healthfully, enjoyably, and responsibly. Neither deprivation nor excess fall into this category. Our ancestors survived healthfully and happily, managing to maintain a balance without knowing nor caring about the content of what they put in their mouths. So why should we?

Another major drawback to posting calories in school cafeterias is that the emphasis on calories takes away from important nutrition education. Students need to learn not only about avoiding obesity, but also about eating a balanced, nutritious diet that is rich in fruits, vegetables, and minimally-processed foods.

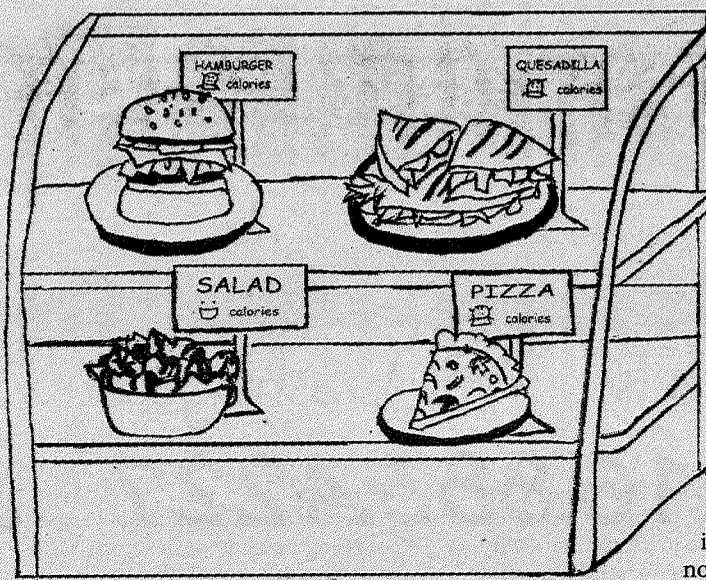
Low-calorie doesn't necessarily mean healthy, and oftentimes, as in aspartame, it can actually be harmful. Furthermore, calorie reduction often results in hunger and therefore moodiness, lack of focus, distraction, and later unhealthy eating episodes.

Instead of focusing on calories, we should focus on chemicals and other "nutrients" disguised as food, and the fact that they do not deserve places in children's daily consumption.

Moreover, the labeling of menus with caloric information makes school cafeterias look even more like fast-food restaurants, reinforcing a way of eating that is unhealthy for students and unsustainable for the planet.

Schools shouldn't be teaching students to choose between French fries and chicken fingers. They should be teaching them to eat fruits, vegetables and real food. If schools are so concerned with children making healthy decisions, why give them these unhealthy options?

Giving grants to schools to post caloric information is a mistake in many ways. The money should go instead to improving school facilities and providing professional development. It should be used to provide more healthful, wholesome, and nutritious food choices, so that caloric information would lose its importance and adolescents will learn not to analyze food but to enjoy food healthfully.



Eunice Kim

# Disenfranchised dancers are discontented

## Two participants respond to sudden Blue and White cancellation

BY Sam Kaplan

Contributing Writer

Four hours per week at practice, four hours per week making up dances, and eight weeks of this routine: sixty-four hours of my life gone to waste, and let's not forget the large sum of money wasted as well.

Since I was a freshman I always looked forward to becoming a captain on a Blue and White Night team. After spending three years on various teams, my senior year finally came and I was so excited because it was my turn.

I spent three weeks making up a tryout dance, and as the day of captain tryouts came closer and closer I became more nervous. I made captain and immediately got to work. My co-captain, Emily, and I began the difficult task of filing through the 153 songs I already had on my "Blue and White Night" iTunes playlist.

One could just imagine how disappointed I was when this event was cancelled. It is understandable that the administration took a lot of time to make the decision to cancel the event, but did they perhaps forget all of the time and effort had already been put into this anticipated event? What made it worse was that none of the teams had any idea of what was about to come. The administration should have informed participants of a possibility of the event's cancellation.

The cancellation of Blue and White Night this year was a little abrupt and unfair, considering the amount of work that was already done. Instead, it would have been much more reasonable for the school to have announced that this year's Blue and White Night to be the last one in Schreiber history.

All of the captains and other participants worked so hard on the dances and skits; to cancel the event halfway through its "season" was to throw

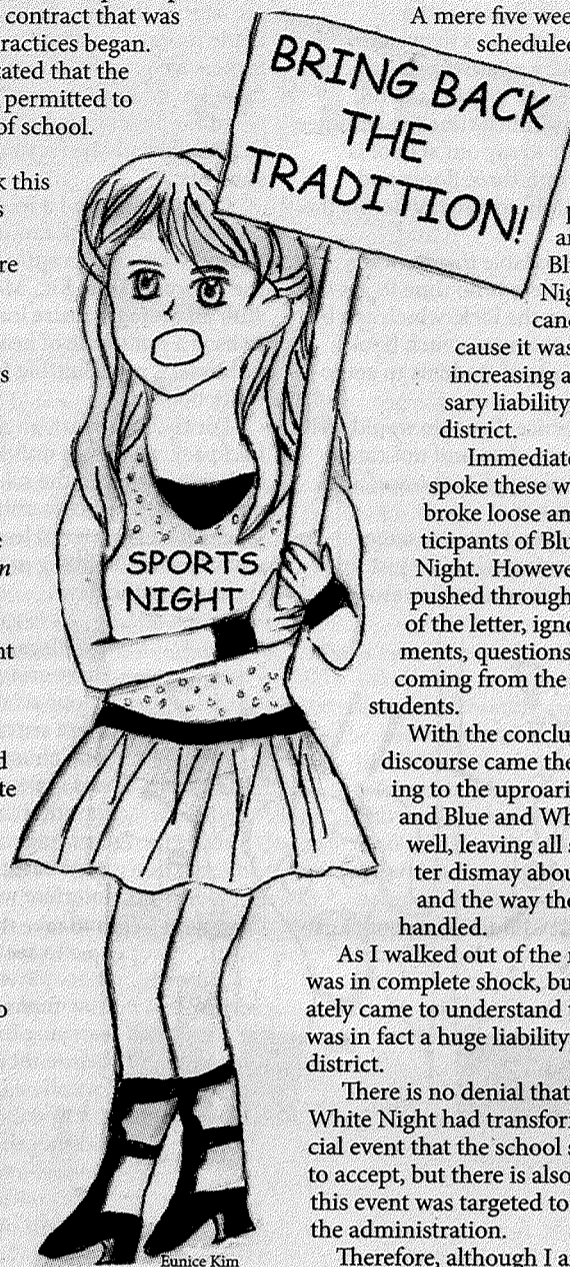
all of our efforts out the window.

The reason that was given for the termination was that the participants had broken the contract that was signed before practices began. This contract stated that the teams were not permitted to gather outside of school.

While some teams did break this contract, others did not. These other teams were given the same punishment that guilty ones were, which was not fair to the hardworking, innocent ones.

It was recently said in an article in the *Port Washington News* that the dances in Blue and White Night were similar to stripper acts. I would just like to set the record straight and state that the dances that were performed were far from "stripper acts."

They took a lot of time and consideration to choreograph, and if I walked into a strip club and saw an act like the ones in Blue and White Night, I would personally be impressed.



Eunice Kim

BY Lauren Goldstein

Staff Writer

A mere five weeks before the scheduled Blue and White Night, Principal Mr. Jay Lewis stood before all of the participants and stated that Blue and White Night would be cancelled because it was becoming an increasing and unnecessary liability to the school district.

Immediately after he spoke these words, havoc broke loose among the participants of Blue and White Night. However, Mr. Lewis pushed through the remainder of the letter, ignoring any comments, questions, or concerns coming from the shocked students.

With the conclusion of his discourse came the abrupt ending to the uproarious meeting and Blue and White Night as well, leaving all students in utter dismay about the decision and the way the issue was handled.

As I walked out of the meeting, I, too, was in complete shock, but I immediately came to understand that the event was in fact a huge liability to the school district.

There is no denial that Blue and White Night had transformed into a social event that the school shouldn't have to accept, but there is also no denial that this event was targeted to be ended by the administration.

Therefore, although I am not fully

against this decision, I am appalled by the way in which this situation was dealt.

First, the administration placed emphasis on the contract that both the participants and their parents signed, agreeing to neither condone nor take part in any Blue and White Night gatherings outside of the school, regardless of the presence of alcohol.

But what about sports teams' pasta parties and sleepovers? This all happens and goes unnoticed until it happens with Blue and White Night teams. Blue and White Night was singled out in signing this contract to begin with; drawing up different rules for us than for actual sports teams was discriminatory and unjust.

And in this witch-hunt to end the event, the administration completely disregarded the fact that just because participants of Blue and White Night were together outside of school did not mean it was linked to the event itself. The majority of the girls and boys on Blue and White Night were friends or at least acquaintances prior to the commencement of the preparation for the event and therefore, the school cannot ban groups of students from being together outside of school.

And to top it all off, Mr. Lewis actually concluded the meeting with threatening us that if there were any incidents like this in the future, he would call the colleges we applied to and explain to them "what kind of people we are." Not only does he not have the right to judge us based on the actions we commit outside of school, he also does not have the authority to threaten us and report to our chosen universities.

With my parting words, I would like to congratulate the administration for draining the school of any spirit it still had as it continues the search in finding an event to replace the sixty year tradition of Blue and White Night.

# An obligatory Senior Experience adds stress to final year

BY Annabelle May

Staff Writer

Senior year. The year that all students look forward to as their last at Schreiber. The year that is set up to be the best in a student's high school experience.

The school has tried to make that year even more special by adding a new program called the Senior Experience. The program is split into two parts. For the first half of the year, students take regular classes and in the second half, they participate in a student internship in their area of interest.

Overall, this program is a great idea as having an internship on your resumé can be helpful when applying for jobs in the future. Moreover, it could be a wonderful opportunity for students to pursue an experience related to their interests for the future. I have to say that, given the choice, I would try to participate in the Senior Experience.

The only problem is that next year, the school is making it mandatory for all seniors to participate in the Senior Experience. Now I do not have a problem with the program itself, but making it manda-

tory will cause trouble.

First, there is extra work involved with the internship. Along with participating in a student internship, the students who are a part of the Senior Experience must present a final project at the end of the year, which is a very clear attempt by the school to keep students busy.

Saving them from the illness commonly known as "senioritis," the administration is helping the seniors who are approaching graduation through this new experience. However, put into practice, this program could cause problems with students.

Senior year, for many, is the year of Advanced Placement classes. There are seniors who take three or more AP classes, and adding on a final project for the Senior Experience is not going to make their workload any easier. It could be the same for those who do not take AP classes but struggle in the senior-level classes that they do take.

"The Senior Experience should definitely be optional, because some seniors will not have time to do an internship they do not want to do," said junior Jason Hubsher. "This requirement for

next year will take away so much valuable time."

Also, I believe that a student intern-

**The only problem is that next year, the school is making it mandatory for all seniors to participate in the Senior Experience.**

ship is not necessary for everyone. I agree that it will look good on resúmes, but it should not be mandatory for the entire senior class. Different students' schedules out of school could make the requirement of Senior Experience unfeasible. Some students are currently not involved in internships, but they do volunteer work. Other students have jobs after school.

Therefore, instead of Senior Experience being mandatory next year, guidance counselors could recommend it to those who do not have many extracur-

ricular activities or volunteer hours.

Finally, I would like to bring up an issue with the Senior Experience that I find myself very caught up in: scheduling conflicts. As a junior this year, I have already found that fitting the classes you want to take into your schedule takes time and an excruciating effort of patience and dedication.

Due to the fact that I did not get all my first choices for classes this year, I was planning on adding them to my schedule for next year, but with the Senior Experience becoming a part of my class schedule, I am not sure if I will have room for the classes that I want to take, and I know that this will be a problem for other students as well.

Making the Senior Experience mandatory will cause endless scheduling conflicts for many students; it would result in students missing the chances to take classes that they would enjoy more than the Senior Experience.

Adding the Senior Experience as an option for students is a wonderful idea; making it a mandatory part of every senior's curriculum...not so much.

# Backpacking through the backpacks

BY Katharine Fields

Staff Writer

Five minutes are all students have to get from class to class. These are five minutes to fight one's way through masses of students that congregate in the hallways, but there is also an added nuisance—massive backpacks, containing an overload of books, make travel even more difficult as an extra twenty pounds on one's back can prevent quick movement. Furthermore, these backpacks are slammed into bystanders while their owners nonchalantly go about their lives.

One of the major differences between Weber and Schreiber is the privilege to carry around a backpack. The days of carrying binders in our arms are behind us and most people, myself included, are happy to no longer have to carry around stacks of binders and textbooks.

However, having to deal with the constant blockades makes me miss the days of Weber. While the middle school hallways might have been crowded at certain times, it was nothing compared to Schreiber.

There is an ever-growing amount of overwhelmingly large backpacks that fill the halls and stairwells. The owners of these backpacks are not aware of how large their backpacks are. Everybody has experienced the congestion of the halls, and there is a simple solution to make the journey to various classes easier.

Although five minutes between classes seems like a relatively short period of time, most people do not take full advantage of how much time five minutes really is. It is fair to say our school is relatively large with three floors and classes are certainly spread out across the building.

It is understandable that between certain periods there is no time to get to one's locker, open the lock, which can be temperamental at times, switch books, and fight the horde of students to get to class on time.

"It would be nice if people would visit their lockers more often and not carry all of their school supplies at once," said junior Sela Grabiner.

If your next class is on the same floor as your previous class, or just up a stairwell and a short distance away,

there is more than enough time to get to your locker and to class on time if you pick up the pace a bit and utilize the many different paths around the entire building.

This means that you do not loiter in the halls talking to friends you will see later in the day. If the student body made more of an effort to visit their lockers frequently throughout the day, there would most certainly be more room for passing in the halls and this would alleviate the frustration felt by all students.

Carrying around a massive load of books in a backpack not only crowds the hallways significantly but also harms the person carrying it. Most students with an average course load are forced to have a multitude of heavy notebooks or binders, not counting textbooks and other books.

For the most part, an average backpack weighs an unhealthy amount to be hauling around the school. Instead of putting one's future health and comfort in jeopardy, it is easier to lessen the load of a backpack by making more locker visits throughout the day.

It is a welcomed privilege to be able to carry around a backpack in our school. However, there are certain people who abuse this privilege and make the day difficult for other students by carrying unnecessarily large backpacks which interfere with the hallway traffic.

It would be helpful if people would consider how many books they are carrying in their backpack before they close their lockers. I can assure you that if only a few students did this, the halls and stairwells would be much more comfortable places for us all.

## Support "Senioritis" syndrome

BY Jon Heiden

Opinions Editor

God, I hate writing newspaper articles. It takes so long, and it's so boring, and now that I've been accepted into college it just doesn't seem like there's a point anymore.

Are there any other seniors out there who have been feeling this way? Join the club. The second semester has finally begun, and with it has come senioritis, where we students try our utmost not to have to do anything.

Most teachers, school administrators, and guidance counselors will tell you (if you ask) that senioritis is bad. They do so with vehemence. It is a plague to them, a noxious and resilient outbreak of apathy that occurs every year with pertinacious regularity: derailing lesson plans, toppling attendance records, and turning otherwise industrious students into brain-dead zombies that simply don't care enough anymore.

But really, is senioritis that bad? I mean, why do we even come to school in the first place? I think that a long time ago, the answer used to be clear-cut and abundantly obvious: to get an education. To learn for learning's own sake. Things like being apprised of the various world wars or being able to differentiate quadratic equations are almost certainly not skills or knowledge that we will ever need in life; in practical terms, their worth is virtually nil.

I think that nowadays, all that has changed. With property values skyrocketing and competition from other schools fierce, everybody is clamoring to get their money's worth out of their child's education.

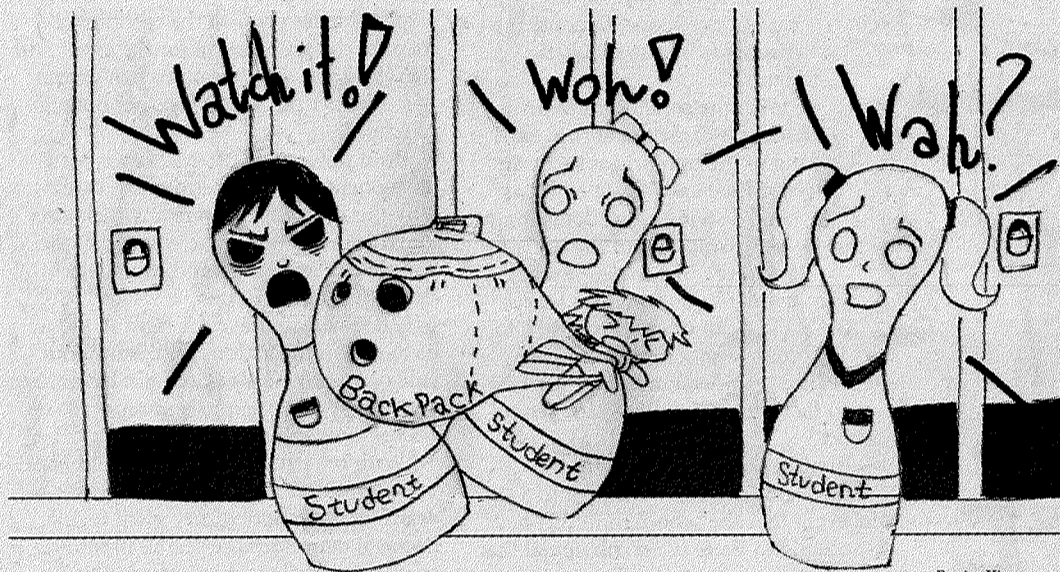
There's a lot of pressure on schools like our own to have students attain measurable, concrete achievements by taking various formalized examinations. That much less quantifiable goal of dispensing a good and proper education to students has, I think, fallen by the wayside. A quality education is certainly not standardizable.

The point that I am trying to make is that our school is basically a college factory. Our course book overflows with advanced placement classes and never-ending study guides; there is a corrosive atmosphere of competition that pervades the school.

Given that this is so, it is disingenuous for the administration and the teachers of Schreiber to expect us to work as hard during the second semester of the senior year as at other times.

If you are going to place as much emphasis as this school does on getting into a good college, you cannot turn around the moment that motivator is no longer effective and declare that students must study for studying's own sake...it's hypocritical. By implicitly adopting the position that studying is a means to an end rather than an end in itself, they can hardly complain when the very students they are supposed to be teaching endorse, with their actions, the same view. In particular, one should not blame AP students for not wanting to do any more work the moment the AP's are over if one has spent the entire school year reviewing for them.

Senioritis is bad, I agree. But it's not we students' fault.



Eunice Kim

## An unlikely plea to remove disruptive breaks

BY Daniela Di Caro

Staff Writer

Breaks give us time to step away from the constant day-to-day stress that school brings about. They offer the time for students to catch up on that seemingly never-ending supply of schoolwork, studying, or college visiting. I'm sure that those fortunate enough to get out of town during break would rather enjoy their time off than have to do schoolwork or study for tests they have upon their return to school. However, too many breaks occurring within a small time frame can become disastrous for both students and teachers. Within approximately two months from late December to late February, the Port Washington School District, along with many other school districts on Long Island, gave their students about thirteen days off, excluding the various snow days we've had, as well as Midterm Week.

Most teachers planned to begin their first unit of the second semester after the conclusion of Midterm Week. Because Midterm Week and February break fall only two weeks apart, it detracts from the consistency in teachers' lesson plans. Ten school days provide rarely enough time

to start and complete a unit lesson and then have a test on it, especially if that class meets the standard four out of six days in the cycle. I'm sure that upon our return from February break, many of us have been loaded with tests or quizzes that teachers simply did not have time to fit in beforehand. Even when teachers were able to give unit tests or quizzes before break, the lack of time disrupted the learning process.

"It's quite unfortunate how the breaks worked out so closely during these past few months. My classmates and I know that taking tests in any fast-paced course is never easy. Not only is it unfair for students to have to take tests after a long break, but more importantly, it causes diffident feelings among students," said sophomore Sarah Autz.

I know firsthand how hard it is to get back into the swing of things when returning from a weeklong break. The extra pressure could, however, be avoided if we did not have an unnecessary week-long break in February. After all, the majority of schools in the rest of the country had a satisfying four-day weekend, closing school on President Lincoln's birthday which was Friday, Feb. 12 and Presidents' Day, which was Monday, Feb.

15. Sure that's less time off, but our next break is scheduled in five weeks. The District Board of Education that is in charge of making the school calendar typically sees to it that school breaks fall along major religious or national holidays, but when there is such a tight proximity between breaks, it really takes a toll on us. After spring break in late March, there will be no more lengthy breaks which might actually help students and teachers stay organized and provide more time for students and teachers in the classroom.

"Although I love having frequent breaks like any student, I feel that teachers are under pressure to teach subjects to their classes and test them during that short period of time," said senior Kristin Cantele. "In the end, students are left confused because so much information was crammed into a few periods, which hurts them academically."

For now, it is unsure whether or not the same testing dilemma right after a break will occur again after spring break. I know that my classmates as well as I, myself, would rather enjoy spring break as a time for leisure rather than work.

# A revolution against recent Facebook evolution

BY Daniel Bialer

Staff Writer

Facebook was created with the primary purpose of providing communication between friends, family members, and acquaintances acquired throughout everyday life. It was created to unite people who live both near and far under a single, free means of staying in touch through both private and public messages, photos, and videos. This purpose, however, has been buried by newer functions.

In the most recent Facebook updates, the traditional home page has experienced significant changes, affecting both the appearance and the content displayed. Though the appearance does not have a large effect outside of causing people to adjust, the change in content has played a large role in changing the feel of the website.

In the space once reserved for "status updates" and "wall posts", you can now see highlights of your friends joining groups or becoming fans of a page or business.

Throughout the site, numerous "groups" have formed with the primary purpose of simply attracting as many members as possible, rather than raising awareness or providing communication among members of a club or community. The new home page has changed the dynamics of the site, creating a larger emphasis on the role of fan pages and groups and less on the importance of communication that the website was founded on.

With people joining as many as

twenty groups or more in a single day, joining groups has come to dominate the home page more than anything else. Many people are members of a perpetually increasing number of groups which can easily reach a thousand or more and still manage to grow from there.

Some of these groups, like those that provide a means of communication between members of a school club or provide awareness for an organization, can be helpful. Many groups are entities sitting silently on a profile page with no use beyond the title. They are created with no point other than to attract a large number of fans.

Displaying groups on the homepage not only provides a better opportunity for creators of the useless groups to advertise and gain new members, but it also eliminates the personal atmosphere that comments and posts by friends provide on the popular site.

A home page can be completely covered by the announcements by friends of joining certain groups, drowning out updates and wall posts completely. These fan pages, while entertaining at first, become a nuisance when they are constantly thrown in the faces of others.

What once had been an innocent action has become

a monster that has devoured much of the site and which refuses to let go at any time. Even those who join and create these groups are aware of their

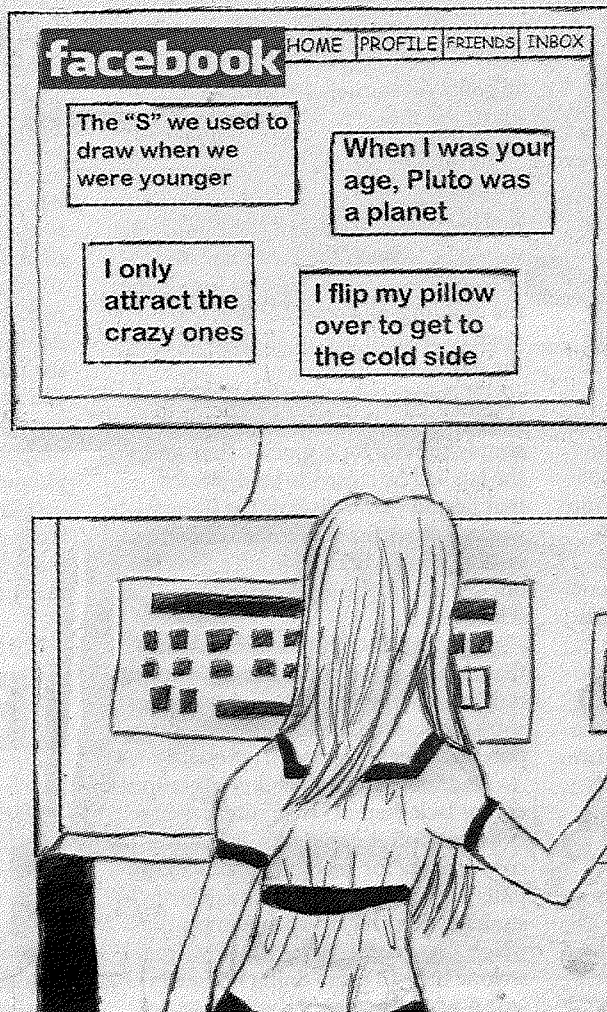
pointlessness.

There have been numerous groups with names like "I join too many pointless groups" that have formed, implying that the contagious action may have grown out of proportion.

The new and "improved" format also creates a means to cause stalking among friends. With the new changes, many actions done by a user are exhibited directly on the homepages of others.

From every friend added to every status commented on, many actions that could once only be found if users desired are now at their fingertips. The page now exhibits numerous pieces of information, making everything more public than ever before.

Facebook continues to be an effective way to communicate with friends, as the creators intended it to be; however, with the changes to the home page, the site has increased its role as a means of procrastination and time-wasting, thus decreasing the emphasis on communication.



Eunice Kim

## Record companies need help; sales only in the billions

BY Will Zhou

Assistant Opinions Editor

How do you get your music? Can you honestly say that you buy all of it? As we all know, there has been a shift from CD sales to digital sales (or lack thereof). Considering the new technology available these days, it is unlikely that there would be a situation where someone wouldn't use Limewire (or a similar program) to get a song instead of going to a record store to buy the CD.

It simply doesn't happen anymore: why buy music when you could get it for free? Of course, this is "illegal" and there are cases of people having been sued by the RIAA (Recording Industry Association of America) for downloading "too much" for free.

The truth of the matter is, no matter how much the RIAA tries to scare

people away from getting music for free, there's nothing that can be done to address it fully. There's no way to track all of the millions of people that are out there getting the latest albums. The only negative impact is that artists supposedly have a much harder time making money because of the availability of free music over the internet.

It's not even as if Limewire is illegal. There's no law in the United States that states that individuals are not allowed to share files with their peers. There's only a law against pirating such media, which is sharing copyrighted information for a profit, not downloading something for free.

When's the last time you had to pay someone to download a song from Limewire? The probable answer is never. Rednex, the band behind Cotton Eyed Joe, and a large number of other euro-dance hits in Germany, has even returned to the music industry by using a free torrent (file-sharing) website, The Pirate Bay.

"In 12 years all the record companies will be extinct and the copy-free system will rule, no matter what anyone tries to do about it. We see the record companies as dying, phlegm-coughing dinosaurs that have no function in the new system," said the band in an official statement.

There's nothing that government officials can do to limit the downloading of music in such a manner, and even if they managed to find a loophole to abridge freedom of speech (which is how filesharing is classified), the inevitable movement towards online streaming

sites, including Grooveshark, imeem, or even YouTube, cannot be limited.

There are so many ways for people to get more music that truly monitoring and restricting the growth of free music is well nigh impossible. The efforts of these organizations are truly futile.

Of course, there are some people who refute this movement, though their reasoning is shaky.

They claim that it all comes back to the artists. Well, I agree. If artists are really popular, it stands to reason that they're going to be really good as well. However, if everyone downloads the music, artists get no profit. This means that they will no longer be able to produce.

Although this argument does sound great when we first look at it, it really doesn't make sense. It's not as if everyone who has Limewire knows how to torrent, meaning that for them, the only method of putting music on their iPod or MP3 player would be to actually buy the CD.

There are also many people who understand that artists would go out of business if nobody bought, and because of this they do go and purchase the CDs or digital albums. These days, buying a CD isn't something to avoid, either.

It's more of a vote for an artist that you want to see produce more music, and I'm sure that many, many artists get a lot of votes. In fact, Apple recently posted on its website that iTunes had reached 10,000,000,000 downloads. Clearly, the music industry needs help.

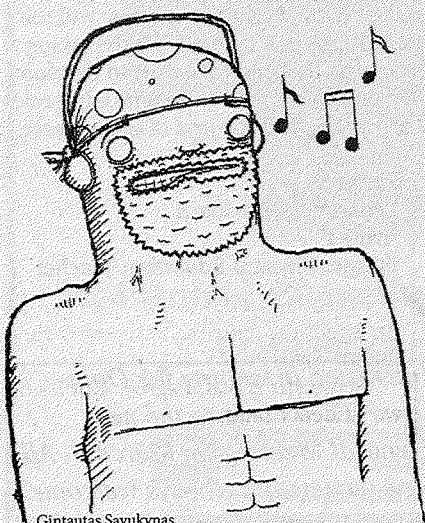
In fact, CD sales still hit multi-platinum level, even with all of the illegal

downloading, and many bands keep on coming back with new hits. In other words, artists still make money.

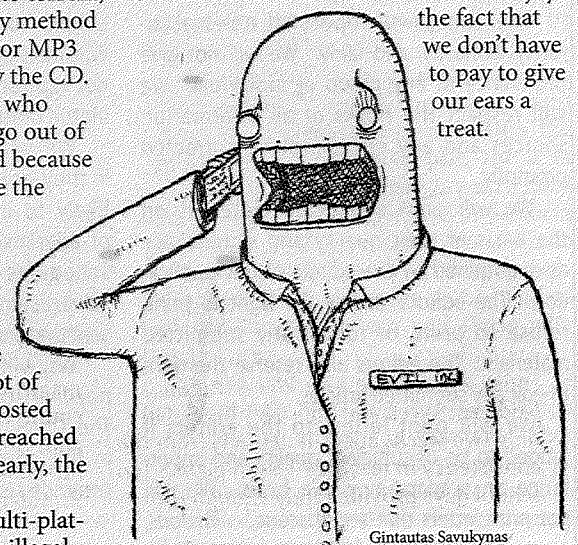
This movement is inevitable and is very useful for all. Even for the artists, a free way to distribute music may increase their popularity by allowing those who can't afford or choose not to purchase albums. Since there is solid proof that music is still being sold and that artists are still benefitting, a proper move for record labels and the artists themselves would be to provide a free music option for those who wish to partake.

It's really no different from what is going on today, and those who wish to support the artists could still purchase the CDs or MP3s. This would also make all of this free music business legal, which is sure to clear some guilty consciences. We should embrace our free music and enjoy

the fact that we don't have to pay to give our ears a treat.



Gintautas Savukynas



Gintautas Savukynas

# Editorials

## Overcrowded computer labs

When students have off periods, many flock to the various computer labs to finish up homework, check their e-mail inboxes, or print a document for their next period class. However, they often walk into overcrowded labs, sometimes with people waiting on line for the next available computer.

Conspicuous amidst this situation are the computer labs that are reserved for "teacher use only," meaning the computers are to be used for classes that sign-up for specific time slots beforehand. The computer labs in the foreign language and science wings are examples of rooms that remain empty while students in the library and social studies resource room suffer from the dearth of computers.

Relative to the school's student-body size, the number of computers that are made available just does not cut it. At any point during the day, the computer lab in the library—which is of an adequate size—is almost completely full.

To make matters worse, teachers reserve this lab during certain periods for their classes. When this happens, students have no choice but to go to the social studies resource room or the Writing Center, and the latter only has three computers.

There is a simple remedy to this issue: allow students to use the computers that are normally reserved for classes. The current hall duty assignments could be modified so that a teacher is stationed in these labs to oversee the students.

If this Students will not have to loiter in the hallways or aimlessly congregate in the Student Commons, cafeteria, or various resource rooms and could instead do work.

The Student Council is currently trying to introduce wireless internet to

Schreiber. However, this venture, even if successful, can take a number of years to come to fruition. When students are given the choice to bring their own laptops to school, this can greatly alleviate the current lack of computer space.

The Schreiber Times believes that as this project is progressing, the quick-fix would be to open the computer labs to student use. Even if Wi-Fi is installed in the building, all computer labs should be open to student use, at all times during the day.

Of course, whenever teachers need the rooms for their classes, they can simply sign up for a specific time and the lab will be closed to students for that period (which is how the library lab works). Students are in need of computers for schoolwork—gaining access to one should not be a privilege given to a select few.

Since the district blocks many sites that are unrelated to academics, students only use computers to complete school work. Therefore, the closing-off of computer labs seems almost irrational.

As of now, the availability of computers (or lack thereof) is an unnecessary constraint on the students. Whatever the concerns are for keeping the other computer labs closed, the advantage given to students if they were opened must outweigh these costs. After all, why should anyone have to forgo doing homework? Isn't it what the school wants us to do?

## Student cell phone use on the road

On Feb. 13 at around 8 p.m., a student from Weber Middle School was struck by a car while crossing Port Washington Boulevard at Main Street. Fortunately, he is on track to making a smooth recovery.

The exact cause of the accident is unclear; however, according to several sources, the student was on his cell phone

when he was hit.

In light of this recent accident, The Schreiber Times would like to warn all students to stay safe on the roads—look both ways when crossing the street and be mindful of cell phone use while walking or driving.

No one should be on their phones on the road; even without them, careless drivers can make the streets hazardous.

Both student pedestrians and drivers need to be aware of the consequences cell phone use can have. Especially with the extent of cell phone use, texting while driving is a common occurrence that can be extremely dangerous—if not more—than driving while intoxicated.

Since it seems as though a second or two of looking down at your phone can do no harm, many drivers underestimate the ramifications of such actions. Even if you are travelling at a reasonable speed, say, 30 miles per hour, during each second that you spend looking down at your phone, your car has moved 44 feet.

Now, if there were a pedestrian recklessly crossing the street in the second that you spend reading a text, the situation turns ugly.

Furthermore, drivers probably spend about three to five seconds looking away from the road and at a phone, which only broadens the possibility of such an accident.

Keeping alert is important during the day but absolutely imperative at night when visibility decreases drastically. The combination of cell phone use and lack of visibility which led to this unfortunate situation is not uncommon. Whether it is the student pedestrian or driver using the phone, the result is someone with significantly less awareness of their surroundings.

Until an accident of this magnitude occurs, it is hard for people to realize the weight of their actions. Students learning to drive need to pay more attention to the roads—even a safe driver can get into accidents if others are careless. Using a cell phone, as long as you're not on a call, seems harmless. Texting, however, can have much greater ramifications.

On the other hand, younger students who are roaming the streets need to be more watchful as well. While the student in this past accident is recovering, some may not be so fortunate.

## LETTER TO THE EDITOR

Dear Schreiber Times,

It was with great sadness that I read of the ending of "Blue and White Night" at Schreiber High School for "good." The reasons given spoke to the social decline of adolescent behavior as well as the erosion of parenting and the strength of family life. The sorry state to which the event had progressed surely warranted drastic action, and it was taken. Oftentimes, impulsive treatment without intelligent inquiry is no more curative than the negative condition that it attempts to remedy. So I am writing this to present the story and the relevance of a "Sports Night" for girls, why it was begun and the rich experiences it provided over the years for so many of the young women, all students of Schreiber High School. I'm in a position to know, for I am the one who initiated "Sports Night" as we called it then, way back in the late 1940s.

When I first came to Schreiber (it was Port Washington High then), we did have Varsity competition for girls. We played against other schools in Nassau County, but it was always in the daytime after school. (Contrary to the assertion in the article I respond to, this can be checked out by a look at the high school newspapers and the yearbooks which documented our varsity and JV seasons.) I remember being quite impressed by the creative abilities of the girls who were my students, and I knew that their potential was limitless and was yet untapped. We had formed a Girls Athletic Association with the managers of all the sports offered over the year. At that time, we decided to have one night when all the facets of the girls' program could be seen by their parents and whomever wanted to come, to see what the female athletes could do. The event was a great success. It was opened by what we called an Entrance: that is a presentation of all the girls taking part, centered around a theme, in pageant style, which each team chose and developed. This event was followed by athletic competition in different sports, followed by a tumbling demonstration similar to floor exercises that one sees today in gymnastics. I

had thought that I would have to be the faculty designer of all of this, but it was not so! The tremendous creativity and leadership capabilities of the Port girls made my role simple. I merely offered suggestions and supervised the propriety of what was being planned. These productions continually amazed me! At least two thirds of the girls took part in some way in the night's performance. It was a happy, exciting, and thrilling experience for every participant, and one of which to be truly proud.

For me, the most rewarding part was to see Port young women from the many economic levels—Sands Point, Beacon Hill, Manorhaven, New Salem, and the town—working together for a common goal, utilizing the talents and contributions of each other, appreciating the value of persons never known before. It was a healthy way to integrate our school population in the "American Way."

There are always two sides to every story. I, too, deplore the facts that state that our young women are rushing through their teen years, emulating too soon the actions that belong to an adult world. They often seem to be oblivious of the fact that they are missing the opportunity to cultivate their own personalities. Empathetic supervision, guidance and adult leadership are necessary adjuncts if these young women are to learn that they are missing a developmental period in their lives. Perhaps then they will see the richness that comes from the taking back of adolescence as a time to develop "all you can be" and to assume adult roles when you've had the joys of getting here.

Sincerely,  
Leonore Foehrenbach  
"Miss F"  
Former Physical Education Teacher

Interested in writing for Opinions? Then come to the next General Meeting on March 9. All new writers are always welcome!

## Times Policy Statement

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

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

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

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

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

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

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

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

# StudentFeature Laila Iravani

by Reid Mergler  
Sports Editor

As part of a program funded by Residents for a More Beautiful Port Washington, junior Laila Iravani created a documentary focusing on the quality of Port Washington's drinking water. The film was created over a six-month period, starting in early July and ending in December of last year. Iravani hopes the documentary will have a large impact upon the Port Washington community.

"I have always felt that preserving the environment and recycling were very important," said Iravani. "When it came to choosing a topic, I questioned the safety of Port's drinking water and the pollutants it contained. I believe that it is something that we should all be educated on as it affects us directly."

Former social studies teacher Mr. Eric Begun received a grant from Residents and decided to put it toward student-directed

research projects. He allowed six students access to the local history room at the Port Washington Library in which they were able to pursue the archives in search of an intriguing topic. Mr. Begun allowed the students to develop their own timelines, and offered them guidance when needed.

"My decision to do this was solely based on motivations and eagerness to learn," said Iravani. "Since there was no solid prize at the end of the line, I am very genuine about this documentary and proud of my work."

Working on her project took a great deal of diligence and time. As Iravani spent time in the archives, she realized that the information pertinent to her project was outdated and only covered the water quality in the '80s and '90s. Needing to expand the scope of her resources, as well as her grasp of the situation, Iravani contacted Mr. Myron Blumenfeld, the former chair of Residents.

Mr. Blumenfeld was the first person in the organization to realize that the quality

of our town's drinking water was an issue and urged residents to take steps to solve the problem. First, they hired the United States Geological Survey (USGS) to map out Port's water quality. However, the survey which had to be taken annually required a great amount of money from the organization. Since Residents was unable to provide the money for the testing, officials within the organization rallied government officials and raised awareness in order to raise money for the cause.

Iravani found that the major issue with Port Washington's drinking water quality is its source. While New York City receives its water from reservoirs far upstate, Long Island digs deep below its surface in order to access aquifers, as aquifers closer to the surface have either been polluted or depleted. In the mid-1980s, recognizing aquifers as a decidedly finite water supply, caps were placed on the endangered aquifers to ensure that towns on Long Island would not exceed their withdrawal limit.

However, a recent census revealed that multiple towns on Long Island including Port Washington exceed the caps by thousands of gallons. Additionally, if too many towns draw from the aquifer, Port Washington and other towns are at risk for "salt water intrusion." Salt water intrusion occurs when too much water is taken from the aquifer, and a vacuum is created causing salt water to infiltrate and pollute the aquifer.

The threat of salt water intrusion represents a potentially catastrophic blow to Long Island communities demanding levels of water consumption. As an aquifer polluted with salt water renders the water resource all but unusable.

After Iravani gathered the necessary information and video footage, the documentary took three weeks to edit, during which time Iravani reduced her 120 minutes of interviews into a dense, informative 27-minute documentary. She tried to put the most important and most interesting information into the documentary.

"Even though the documentary contains really heavy information that can easily get confusing, I spent a great deal of time trying to make it engaging to the viewer," said Iravani. "The process, as a whole, was very independent and I enjoyed putting the information I gathered together into a final project. Although the documentary lacks visual representations of the flow models, it is filled with interviews and footage of Port Washington."

She worked tireless hours and devoted much of her summer to achieving her goal: making Port Washington residents aware of the problem with our water. Her belief is that it is a problem most people do not care about because they do not want to believe it is true.

Through her hard work, Iravani hopes to spread this important message to the Schreiber community, and ultimately make drinking water quality a passionate and well known issue.

"Although it might be something that teenagers do not think of, the problem of drinking water quality should not be brushed aside," said Iravani. "The real goal of my documentary is to bring about awareness for this issue and not let its severity be watered down by any degree."

## Science Research students make ends meet

by Zach Halperin  
Assistant Features Editor

One of Schreiber's most definitive features is its notable research program in social science, math, and science. While all three programs have the same cumulative goal, to submit a project to the Intel Talent Search Competition, each research program focuses on different techniques throughout the students' sophomore and junior years. Unlike the other two programs, science research students conduct full-blown experimental projects that require materials ranging from Petri dishes to insect larvae.

This experimentation, while relatively simple compared to many professional studies, still requires a monetary backing. Unless materials used in past experiments can suffice, research students in grades 10 and 11 must either build or buy their equipment.

In order to counterbalance the innate cost in a science experiment, each student is given \$100 per year to fund his or her project. This stipend often covers any cost, but expenses can add up when students have to purchase anything specialized. And while many students are able to pay out of their own pocket, some simply do not have enough money to spare. Especially at a time when economic situations can turn incredibly quickly, students can be reluctant to pay for their own projects.

"The school allows \$100 per student, which is usually enough for our projects," said junior Timo Santala. "We can also use equipment from old projects which cuts down the cost."

In reality, the students pay their own money for the needed materials and are then reimbursed by the school district. For this reason, anything that is bought for a project must have a receipt, or else the student will not have proof that they spent the money on their class. After they bring in their receipts, the students are refunded in the form of a check. If one student does not use all of his or her allotted reimbursement money, however, that extra money goes back into the fund for other students to use. This system can provide for some communal spending in the science research classes.

"Some students don't need all of the money," said Santala. "So other projects borrow their extra funds."

This year, Santala is doing a joint project with fellow junior Jai Sajani. Together, the two are researching algae and possible fuel alternatives. Their project requires aquarium environments, various pollutants, and of course, algae to test.

"You're advised to design your project according to how much money you are given. But if it's absolutely necessary to spend more than that, there's usually someone who has extra funds which can then be allotted to you," said Sajani. "I'm hoping that there's enough surplus that our expenses are covered since we're going to go over."



Laura Werle

Iravani, hard at work documenting the opinions and insights of one of her many interview subjects. And yeah, she knows where the zoom button is located.

As the snowdrops and crocuses begin to push their way through the slushy mud, more than AP test jitters are fluttering around Schreiber. Yes, as the cliché goes, love is in the air.

At least according to some students.

Just as in any high school, young love buds within the walls of Schreiber continuously, providing the student body with constant streams of "aws," gossip, and, occasionally, controversy. Romance at Schreiber runs the gamut of possibilities, from seemingly random "hookups" to long-term commitments measured in years. These multilayered social phenomena can create controversy and confusion, and can sometimes even merit action on the part of the school.

Within the student body, a constant debate rages, the

And despite all of these possible factors, all students in a relationship, whether it is a casual hookup with somebody from a different grade level or a long-term commitment with somebody the same age, can fall prey to a common action: the Public Display of Affection, or PDA.

This act, considered cute by some and heinous by others, is a long debated topic. In essence, PDA can range from simple gestures such as holding hands to more risqué behaviors like two people "making out" during school.

Although all of these different factors, and more, can affect a romantic relationship, while on school grounds, the school administration is still an authority, even in matters of the heart. Although there are no rules that preside directly over the

halls holding hands that there is a dating, or relationship, culture in Port Washington, a hookup culture is hard to detect within Schreiber's walls.

"Usually most people keep hookups under wraps," said sophomore Sarah Autz. "Girls get a bad reputation if people know that they're hooking up with somebody, but guys just get high-fives."

Often, relationships are distinguished from hookups, or people who are vaguely "together," by their openness. If two people are a couple, that usually means that they can be open about their feelings, indicated through actions like PDA

People who are in a hookup situation are often trying to avoid this very fate.

Hookups are characterized by speed, physicality, and secrecy. This, like an established relationship, can take many forms. Common among two people who are hooking up is a deep-seated need to keep the relationship away from the school's public eye to avoid that gossip and drama that frequently ensues.

# Relationships

## How does Schreiber date?

romantic sides of life, the school's code of conduct and other expectations for students can have a role in how relationships play out in the school building.

conclusions of which could define our school. The debate is about whether or not Schreiber is a "hookup" or a relationship school, the difference being whether more people engage in short flings or if the predominant romantic force is that of the committed relationship.

Also particularly pertinent in high schools is the discussion of inter-grade relationships. It is common for two students for separate grades to date, an occurrence which often merits no increase in gossip or discussion.

Some students, however, feel that the differences in maturity and outlook between grades are so vast that there is little appropriate common ground between grades.

### RELATIONSHIP VS HOOKUP

When visiting colleges, prospective high school students often hear about one of two characteristics that define a crucial aspect of each school: whether it is a relationship or a hookup school. This simple statement implies a vast range of distinctive things about each college. Relationship schools often have a lively dating scene filled with pizza dinners followed by a casual movie. Hookup schools, however, are characterized by students' frequent flings, often "unofficial."

These two labels, while often used in reference to colleges, are also highly applicable to high schools. Although it is obvious from the couples walking Schreiber's

or even eating lunch together. Sometimes, it can be a guessing game for other gossip-hungry classmates to guess if two people are in a relationship that has not gone official yet.

Of course, a couple can declare themselves together through many routes such as PDA, telling friends, or buying matching prom outfits, but one way is possibly the most unequivocal and important of them all: to be "Facebook-official."

"Putting your relationship on Facebook shows that you're open about it and willing to put it out for your friends and peers to see," said junior Jason Moss.

To be Facebook official is to formally announce a relationship to the world. On the site, one person can request to be in a relationship with another. If he or she accepts, then there will be a mark on each one's profile page as well as a notification to anybody that is friends with either of them. This means that literally within a few minutes or hours, hundreds or thousands of people could know that a relationship had started.

### PDA

While walking through the halls, an all-too-common sight to see in Schreiber is that of two people entwined in an unabashed expression of their love (in other words, PDA).

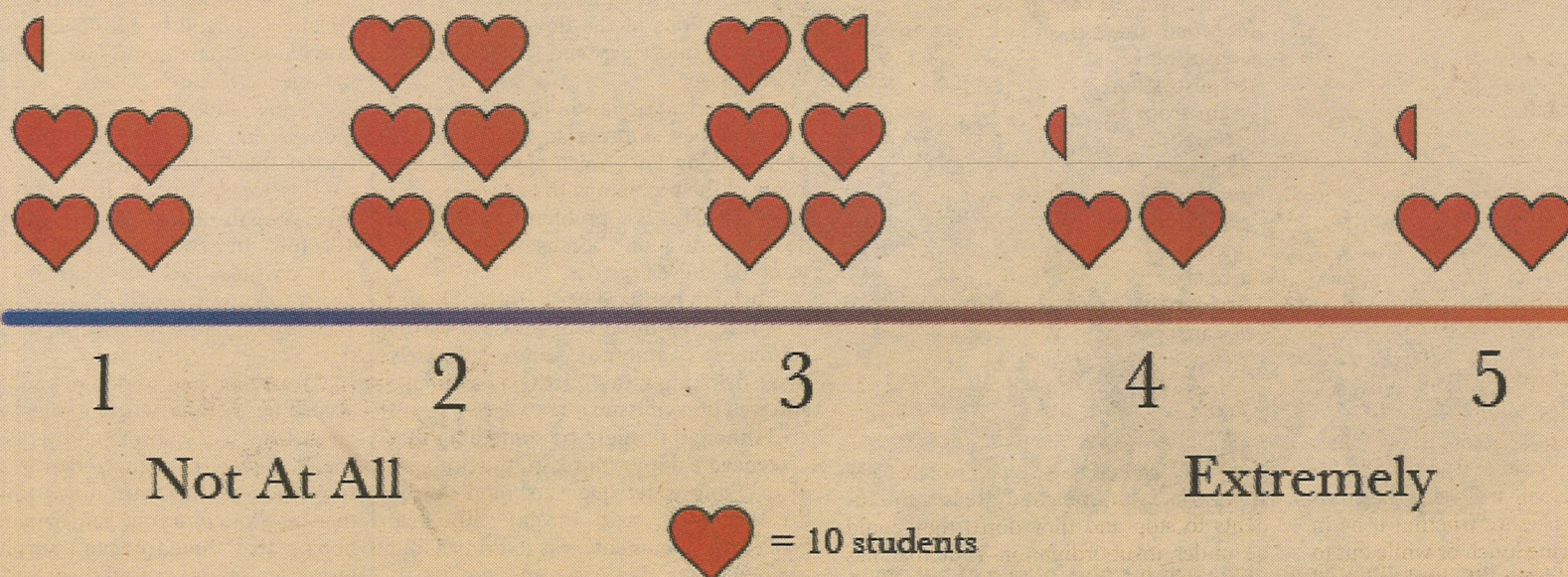
In principle, PDA includes all expressions of romantic affection: hugs, holding hands, a peck on the cheek, cuddling, a hand rested on another's leg, making out, and countless more actions. Most students, and staff, likely have no objection to most of these, but some members of the school community take offense or objection to PDA, in one or many forms.

PDA happens everywhere. As the snow starts to melt and the days begin to warm, couples will doubtless appear on benches in picturesque areas of town, canoodling in public. For times that the members of a couple feel too despondent when they part, PDA in school has often become an option.

"I think that full blown making out in the hallway is over the top, but that things

## OPINIONS ON RELATIONSHIPS

*How important are romantic relationships to you?*





Kevin Granger

A public display of affection, or PDA, is an action that many students find inappropriate for the school. PDA can be anything from holding hands, like the two students above, or "making out." Officially, no rules directly govern PDA but administrators have found ways to quell possible infractions.

like holding hands are no big deal, they're perfectly appropriate," said senior Eddie Grove. "I just don't like to be eating my lunch and seeing two people passionately all over each other in the cafeteria."

People who are currently in the throes of love themselves can find it to be a very different story.

"I think people overreact at small gestures," said Moss.

The dividing lines of who agrees or disagrees with PDA do not, however, fall along the differences between those in or out of relationships. Often it is a simple

create awkward or uncomfortable situations.

"I hate when I'm out to dinner with two friends who are also going out with each other and they start to canoodle while I'm there," said senior Maddy Fisher. "I find it rude and it gets to a certain extent where it's just disgusting."

Having an odd number of wheels while all but one are in relationships can create such situations, no matter how many people are there.

#### ADMINISTRATION

As any student knows, the administration, faculty, and staff of the school oversee it with a defined set of rules for any occurrence—or most occurrences, at least.

That's right: according to Assistant Principal Mr. David Miller, there are no rules on the books that deal specifically with issues of PDA or dating, although many rules combined seem to cover any possible situation.

"I don't think that there are any specific rules against 'PDA' or something like that, but propriety and common sense are usually enough to control it," said Mr. Miller.

In the Student Handbook, which can be found in pages 5 through 49 in the agenda, there is a Code of Conduct, a list of rules that spells out how students should, ideally, act in school.

According to the code, students must conduct themselves in an "appropriate" manner, which, as Mr. Miller pointed out, is a broad umbrella that may be used to cover instances of PDA. The code of conduct also stipulates that students should refrain from such conduct like "gestures that are profane, lewd, [or] vulgar," as well as any conduct that compromises the morals of anybody else in the building.

Students are also prohibited against "indecent exposure," which is rarely an issue but has been known to occur in school when romance is in the air. All of these rules are applicable to at least one facet of the issue of PDA.

"I would argue that there are a lot of avenues in which the code of conduct is applicable to PDA," Mr. Miller said. "The real standard here is being reasonable and appropriate. If somebody tells two students to stop and they don't, they could be under insubordination—but that has never really had to happen."

Although all of these stipulations ap-

pear in the Code of Conduct, as well as others that could give the administration fodder in a debate about PDA, none are directly involved. As it stands now, there is nothing in the student handbook that specifically prohibits students from engaging in (consensual) acts of affection.

When it comes to romance, however, the administration has much more to deal with than students kissing by their lockers. Unfortunately, along with romance comes the opportunity for misdeeds.

Although fairly rare overall, instances of sexual harassment and related issues are a reality that the administration is prepared to deal with. Unlike their loose interpretations when it comes to PDA, the administration and guidance department have stringent policies.

Disciplinarily, the student handbook and student Code of Conduct are full of prohibitions against any kind of sexual harassment. Because these rules are so clearly spelled out, there is little to no room for interpretation.

When cases arise where disciplinary action may have to be taken, there is always another side to the story: the emotional side. The guidance department handles emotional issues of the student body, and since all students are teens, many issues arise with romance.

While there is undoubtedly "drama" between students about romance or similar topics, guidance counselors are often there to offer advice and, naturally, guidance.

"Students come in to talk about re-

lationships all the time," said guidance counselor Ms. Laurie Baron. "Whether they're in a good relationship or a bad one, students come in a lot just to talk."

Although guidance counselors are good sources of solace after a break up or difficult relationship decision, they can also help in more serious manners. Along with relationships comes the danger of abuse, physical, verbal, or emotional. When it comes to dealing with instances of abuse, guidance counselors are often the first people that students reach out to for help.

"There have been times that all of us guidance counselors have had experiences where students come to us and tell us about abuse," Ms. Baron said. "We'll intervene. We talk to them and often refer them to the excellent social worker that works here. As a guidance counselor you just want your students to be happy, healthy, and safe."

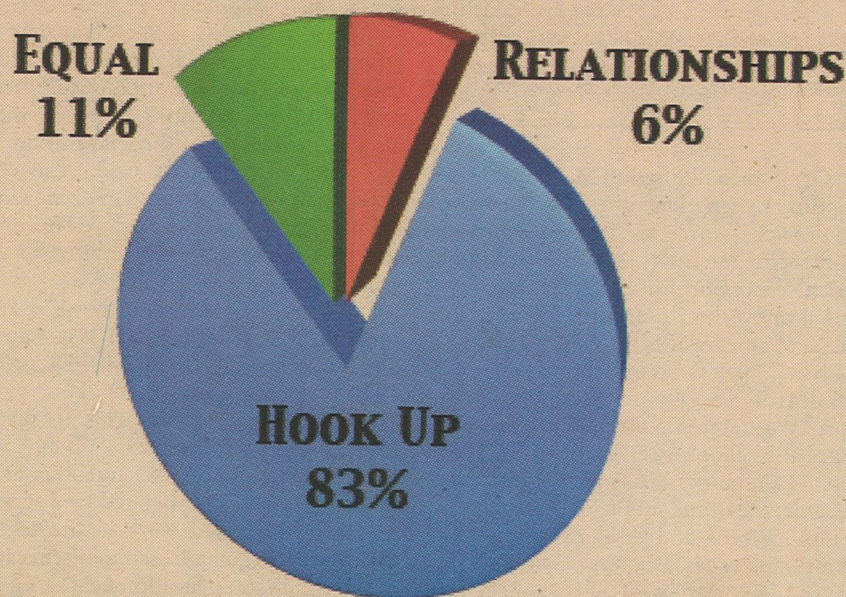
Overall, the guidance counselors and administration seem to have one goal when it comes to students in relationships.

"We want to promote safety," Ms. Baron said. "In the end, everybody just want to know that they're being listened to."

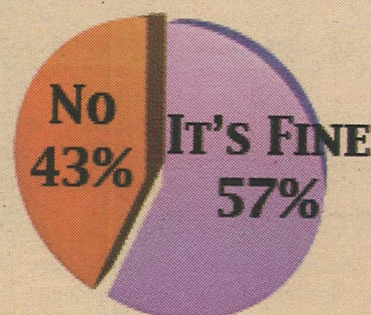
By Laura Werle with  
additional reporting by  
Sahil Doshi and Leah Nash.

## OPINIONS ABOUT RELATIONSHIPS & PDA

*Do you think more people get into  
relationships or hook ups?*



*Is PDA appropriate?*



# After five month journey abroad, Ms. Zarkh returns

by Kaia de Bruin

Staff Writer

After spending five months teaching at a school in northern India, Ms. Evelina Zarkh has returned to the English department. During her tenure there, she had to adjust her teaching style to fit the more rigid national curriculum used in Indian schools.

After spending five months in the Indian school system, Ms. Zarkh acknowledges that she is appreciative of the greater amount of control that she has in her classroom here in America.

India has three different types of schools; those run by the central government, the local government, and private institutions. Ms. Zarkh taught in a Kendriya Vidyalaya, or central government school, in Delhi. There are over 900 KV schools in the country, and they all teach exactly the same subject matter.

"On any given day, students in classrooms across the country are doing basically the exact same lesson," said Ms. Zarkh.

While in India, she taught English. In the class, students were expected to read essays, poems, and prose out of

readers and then answer comprehension questions.

While it would be very easy to focus on the vast differences between Indian schools and their American counterparts, but "instead of focusing on the things that are different, I've focused more on the similarities, and the things that I can change and improve upon here," Ms. Zarkh said.

In her blog from her time in India, Ms. Zarkh emphasized the experience that she gained in trying to teach students a second language. She mentions the appreciation that she has for students taking ESL, as well as her new ability to implement these experiences by possibly being able to help students who are learning English.

"Interesting things happened between seven and twelve times a day," Ms. Zarkh said. Her students in India were very interested in what American schools and students were like. They asked about what students wore to school, if they had uniforms, the things that they learned, the relationship between American students and teachers, and countless other questions.

Ms. Zarkh said that students were particularly interested in American schools and student-teacher relationships because of the formality that they experience at their own school.

In general, very formal relationships exist between Indian students and teachers. Homeroom teachers can come to know about their students' family lives, and the things that are going on in their lives outside of

the classroom. These teachers sometimes grow close to their students, and have open relationships with them.

KV schools do not generally have guidance counselors, or people who are officially responsible for knowing what's going on in students' homes and lives. Ms. Zarkh said that some students grew closer to her and opened up to her, which she counts among some of the inspiring things that she experienced while in India.

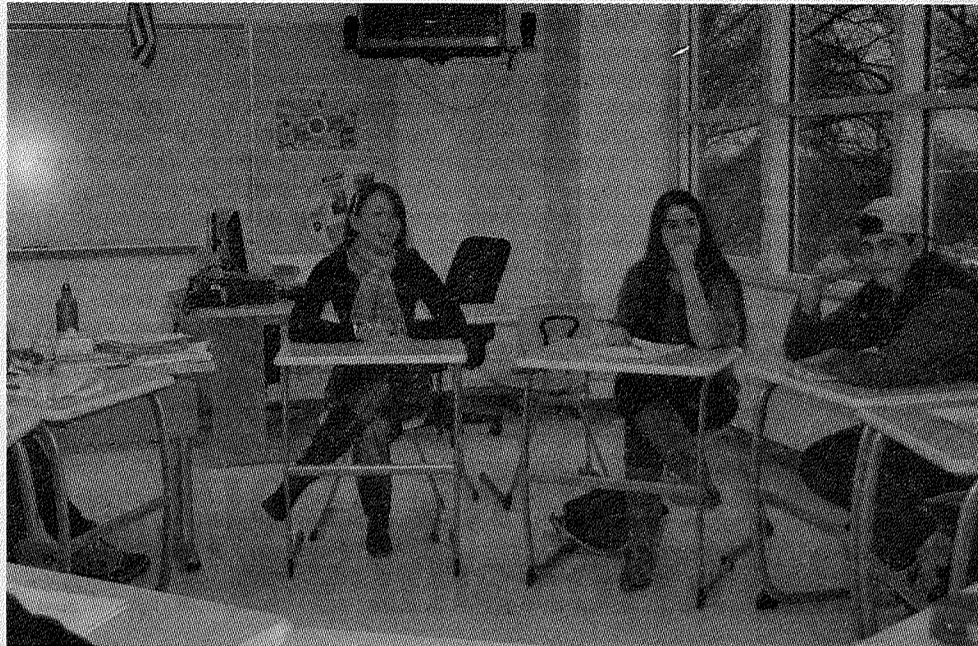
Ms. Zarkh was in India after being accepted to the Fulbright Classroom Teacher Exchange Program. The program is similar to foreign exchange student programs, but with teachers instead.

While Ms. Zarkh was in India, Ms. Premilaraj Govindarajulu, better known as Ms. Raj, taught here at Schreiber in her stead, since she was Ms. Zarkh's exchange partner. Ms. Raj teaches at a KV school in Coimbatore, and came to teach in America through the Fulbright program as well.

The October 2009 *Schreiber Times* contains an interview with Ms. Raj in which she cites the opportunity to learn about American education and the chance to do something new as reasons for applying to the Fulbright program.

Just as Ms. Zarkh encountered formal student teacher relationships in Indian schools, Ms. Raj was surprised and pleased at the friendliness of Schreiber students and the casual relationship that they have with their teachers.

While Ms. Zarkh witnessed the challenges of learning English, Ms. Raj experienced special education in American schools during her time here, and expressed a wish to bring that experience back with her to her school.



Loren Giron

Ms. Evelina Zarkh, back from her teaching assignment in India, works with her Advanced Writing Workshop class.

## Historic site provides more than just a playground

by Emily Sanders

Staff Writer

Of all the buildings on Main Street, the Landmark is perhaps the most versatile. It provides anything from permanent residences to entertainment, including volunteer opportunities for teens. Most importantly, the Landmark embodies the spirit of our town.

Now in its hundredth year, the Landmark was the location of one of Port Washington's elementary schools. Once the school was shut down in 1985, the Landmark's former classrooms became fifty-nine units of housing for senior citizens and disabled adults. The gymnasium, or "Doctors' Gymnasium," is used for a variety of activities, such as dances held by the Teen Center.

The school's auditorium was converted into the Jeanne Rimsky Theater. The theater serves as a source of visual and musical entertainment for all age groups.

The Landmark has an after-school program called KidsPort for children whose parents work and aren't able to be home when school is over. Mike Donnelly, the KidsPort director for the Port Washington Children's Center at the Landmark, is enthusiastic about the services that it provides.

"KidsPort is a high quality childcare program for the working families of Port Washington," he said. "During the school year we operate as an after school program

where we offer a snack for the kids when they get off the bus, homework help, and other fun activities in either their classroom, the gym, the playground or the beautiful Landmark field. KidsPort is open to school-age children from Kindergarten to 6th grade." However, KidsPort services are not limited to the school year.

"During the summer the KidsPort program turns into a full day camp-like environment," said Mr. Donnelly. "We go to the Manorhaven Pool twice a week and go on fun trips to places like Adventureland, Splish Splash, local museums, baseball games, and other great places." KidsPort is operated by a staff of teachers who either work in the school district or are going to school themselves in the childhood education field.

"The teacher-child relationship is very important at KidsPort because we play a huge role in the children's lives due to the amount of time we spend with them. Many ex-KidsPort kids feel a very strong tie to the place and find themselves coming back to visit and even coming back to work for us down the road," Mr. Donnelly said.

The Landmark's PiT is yet another program offered, but this one for teens.

"The goal of the PiT is to give the teens of Port a safe place to go, not only to have fun, but also as a place they can consider their second home," said Donnelly, who also runs the PiT events.

"Right now it seems like our most



www.landmarkonmainstreet.org

A performance of the Sanaa Movement, one of the many groups that appear at the Jeanne Rimsky Theater at the Landmark on Main Street. The performance was an opening act for The Shepherds Singers during an "Evening of Gospel."

popular activities are Mixed Martial Arts and Self Defense with Mr. [Doug] Matina, Basketball Night, and Skateboarding Night," said Mr. Donnelly. "We also have concerts, dances, and other holiday activities that draw a great crowd."

One of the PiT's other assets is its youth council, made up of teen volunteers. Senior Alexa Buonadonna, Vice Principal of the PiT, is an avid attendee of many of the PiT's events.

"I wanted to make a difference at the Teen Center and do whatever I could to help out," said Buonadonna. "I had previously volunteered at the Children's Center all summer and had a good experience. Being a part of the youth council also allows me

to further connect with my friends and other teens." The youth council provides a teenager's perspective and input on events that take place, making it more appealing to the students' peers.

"The contributions that the PiT Youth Council made this year have been outstanding. They are responsible for activities like our Cultural Thanksgiving party and our dance that took place in January," said Donnelly.

Students of all ages can and do take part in the various activities offered at the Landmark. With its diversity of activities, it provides residents from all walks of life with an opportunity to become involved in the Port Washington community.

# Restaurant Review

by Lauren Effune and Christina Vlahos

Copy/Managing Editor and Editor-in-Chief

Port Washington is a thriving, relatively affluent community, characterized by abundance; that is, the abundance of banks, nail salons, but most importantly: pizzerias. Here, two pizza connoisseurs take the town by storm. The walls of reputation and preconceived notion have been torn down, revealing the true quality of the execution by man of a divinely calculated formula: mozzarella and sauce on dough.

## Frank's

Sitting at the counter, we placed an order; the customer service was friendly and there were young families seated in back and solitary adults reading the *Port News*. The community feel of the pizzeria was almost tangible. Unfortunately, the pizza was not outstanding. Although the crust was crispy and delectable, the presence and flavor of the sauce were nonexistent. The cheese was unappetizing; thick and greasy, its salty flavor was overwhelming. The Frank's slice was also the most expensive, at \$3 a slice.

## Rosa's

The most exciting element of Rosa's is the case in which a variety of utterly mouth-watering deep-dish slices covered in a plethora of toppings is displayed. Rosa's plain slice was endowed with a pleasant amount of flavorful sauce, perhaps the boldest sauce on our journey. A little sweet, with just the right amount of seasonings, the sauce made up for the flavorless cheese. The crust was fluffy and airy.

## Gino's

In the days of middle school, Friday afternoons at Gino's was a standard practice. While Gino's plain slice has an

appetizing taste, it lacks the qualities, or the ingredients, to make it really stand out above all the rest. The cheese is more dominant than the sauce in this case, which makes the slice taste very creamy. The sauce, when you can detect it, tastes like pure tomato puree with very few spices added into the mix. The bread is pretty much ordinary, but that is not necessarily a bad thing. It does not add or detract from the overall taste and is crispy but not too browned. If you are the type of person who loves pizza with thick, melt-in-your-mouth cheese, then Gino's will make you feel satisfied.

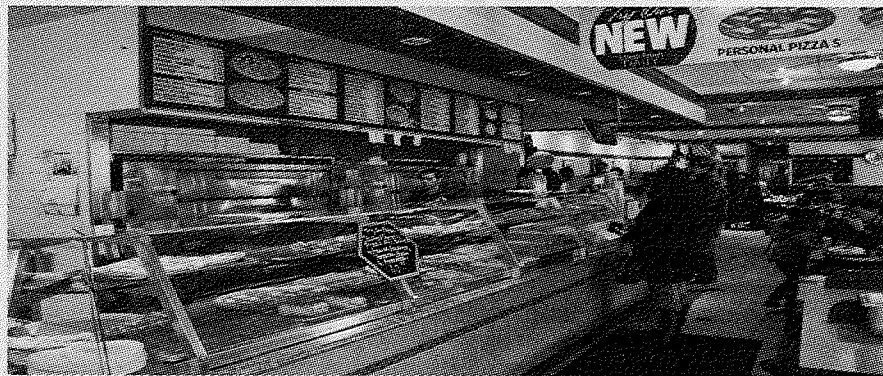
## Carlo's

Carlo's is one of the most popular pizzerias in our town, although small and lacking a large seating area. The purely delicious taste of the pizza makes up for this minor fact instantly. Served on a thin crust, the slice is made with the perfect combination of sauce, cheese, and spices. The sauce is much more abundant and is easily distinguishable in a Carlo's slice, but not so much that it drowns the cheese. It has a traditional marinara sauce flavor with a little extra sweetness, and the assortment of cheeses (e.g. mozzarella and parmesan) ensure that the slice is not too rich, but still tasty. The spices were not ones to make you run for a glass of water, but instead gave the slice that extra oomph to make it taste utterly delicious.

## Amalfi

Once known as Lastella's, Amalfi features the perfect combination of modern décor and a traditional Italian feel. Unfortunately the pizza in the restaurant is only average. The best part of it, by far, is the especially crispy crust. The sauce is also relatively good, but it is overshadowed by cheese that is especially rich and salty. In addition, the pizza is

# Viva la Pizza



Christina Vlahos

Gino's offers spacious seating and a menu with an abundance of side dishes.

extremely oily. Even after holding the crust, one's hands can be seen gleaming from the oil. If a little more sauce was added to balance out the flavor, the slice would taste much better. This restaurant is not really known for its pizza slices, so on a positive note, its main dishes are much more appetizing.

## Angelina's

La Piccola Angelina is down past the Soundview theatre, and nestled in Manorhaven. Split into a pizzeria and restaurant, Angelina's has a pretty interior, and the service is friendly and efficient. The slice is the cheapest of all of the above,

at \$1.75 a slice. It is just as satisfying as some of the aforementioned slices. The crust is crispy, and though not seasoned with abundant spices, the sauce works well with the moderate amount of mozzarella, striking a fair balance in flavors.

After scouring the plethora of pizza parlors across Port Washington and consuming two days' worth of calories, we have decided that Carlo's wins the honor of "Best Slice in Port Washington." (Note: Salvatore's was not included in the complete evaluation because it does not offer slices, only pies, which are delicious and a great value).

# Cafénomics: food prices filleted

by Brian Kennedy

Assistant Features Editor

Students' opinions vary widely on the issue of food prices in the cafeteria. "It is unfair," protested freshman Sid Kakkar when asked about the price of cafeteria food. In contrast, senior Emilie Wach said, "I think the prices are pretty reasonable." Despite the differing opinions, the question at the root of all the complaints or compliments postured towards our cafeteria's food prices is, 'how is the pricing of cafeteria food determined in the first place?'

The simple answer is the school district. By federal law, the school district is required to set a fixed price for a school "lunch," but Aramark the food service provider for the district, decides the price for items not included in a standard lunch, known as à la carte items such as the chips, cookies, and pretzels. However, the actual process that results in the dollar amount that students pay is decidedly more complex.

Assistant Principal Mr. Craig Weiss, administrator and intermediary between the school and Aramark, said, "A lot of the price changes revolve around students receiving free and reduced lunch."

The beginnings of the process dates back to President Harry Truman, who in 1946 established the National School Lunch Program (NSLP) in order to make available "nutritionally balanced, low-cost, or free lunches to school children."

As a result of the NSLP, organizations were formed within school districts to accomplish the primary goal enumerated in the NSLP, which ultimately led to the Port Washington School District's School Lunch Fund. The School Lunch Fund, described as "very independent" by Mr. Weiss, controls the budgetary operations for food services in the building (i.e. the cafeteria). However, the primary budgetary focus of the School Lunch Fund, the lunch itself, is decided by the school district. The school district votes upon a

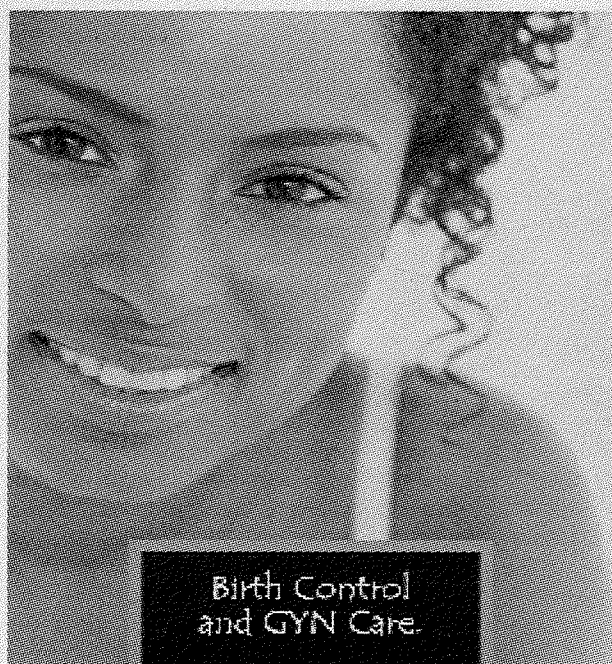
set price for a school lunch. Because of this voting process, the price of the school lunch is required by federal law to be self-sustaining. As a result it must strike a balance between providing for students participating in the free and reduced lunch programs, meals that have little or no revenue return, and creating a menu that encourages more participation on the part of students paying the full price.

"There is a huge incentive to make the food better," said Mr. Weiss, as the lunches consumed by students not participating in the free and reduced lunch program produce revenue for the School Lunch Fund; revenue which then covers the loss incurred by the free and reduced lunches. Essentially, better lunches encourage more participation and ultimately more revenue for the School Lunch Fund. It should be noted, however, that a critical piece of the NSLP is the reimbursement of funds so organizations like the School Lunch Fund can pay Aramark in a situation where the cafeteria is "in the red."

Obviously, students consume more than just the standard two dollar lunch, and this is where the all important à la carte items, which include everything from french fries to pizza, come into play. Excluding the two dollar lunches, "the rest of the prices are completely set by Aramark," said Mr. Weiss.

As a result of the profit oriented prices set by Aramark, this pricing arrangement allows for increased revenue within the cafeteria. This revenue from the à la carte, when combined with lunch meal revenue, allows for better food in the form of lunches and à la carte items, which eventually yields more revenue to benefit both students participating in the free and reduced lunch program and those who pay full price.

In the end, the cumulative effect of the seemingly mundane issue of cafeteria food pricing answers a question other than how are the prices set, presenting us with the bold statement that altruism, in the closed system, public education sense of the word, may just be profitable.



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# New driving laws frustrate potential license applicants

## Shift in DMV policy leaves many aspiring drivers with a long detour

by Lauren Goldstein

Staff Writer

Learning how to drive is a nearly uniform and much-anticipated experience among teenagers. However, the laws governing when and how teenagers become legal patrons of the road have not enjoyed the same degree of consistency.

In 2003, former Governor Pataki signed into law Graduated Licensing for New York State's new drivers, which created statewide regulations and restrictions for all drivers without a full license in order to increase road safety.

However, with problems still lingering and motor vehicle crashes remaining the number one killer of teens, New York State legislators and the Department of Motor Vehicles agreed to issue revisions this year.

The new laws took effect on Feb. 22 and will have a significant impact on teen drivers and their parents. These reforms will require far more training and experience for all new drivers who were born in 1994 or later.

The first newly enforced law is the elimination of the limited use of the junior license. A junior permit must now be held for at least six months before a junior or senior license may be issued. This six month rule requires teens and inexperienced drivers to become familiar with operating a car with some restrictions before becoming autonomous.

"I think that this law could be very beneficial," said junior Jeremy Eule. "It can only help teen drivers become better."

Another new law that will have a significant impact on young drivers and their parents is the increase in the number of supervised driving hours required from 20 hours to 50 hours, which includes 15 hours of driving after sunset.

Driver Education only gives prospective drivers about 4 hours of driving while the other 12 hours in the car are spent observing. Approximately 46 hours must be dedicated to driving outside of formal training in order to qualify for the road test.

"My road test was scheduled for the day of the big snowstorm and could not be rescheduled until after Feb. 22. Now I have to spend another 30 hours driving when I was prepared for my road test on the original date," said junior Dani Egna.

Just as learning how to drive is a reality for most teens, so are the hazards that driving can present. Teens are often distracted by other teens in the car, which is why the new law will limit the number of passengers who can ride along with new drivers.

Studies show that when a 16 year old driver has one friend in the car it increases the risk of a deadly accident by 39 percent. With two friends it more than doubles to 86 percent. When three kids all pile into the car with the young driver, the risk of a fatal crash increases to an incredible 282 percent, according to a study conducted by a professor from Johns Hopkins University.

The new laws will reduce the number of non-family passengers under the age of 21 allowed in a car driven by somebody with a junior license from two to one.

However, this limit will only apply to drivers with junior licenses when there is not a parent or guardian in the car.

"These changes allow teen drivers to become more adept in certain traffic situations which is definitely needed. I think it can help to reduce unnecessary crashes," said junior Carly Rosenberg, who is currently enrolled in the Driver Education program.

Distractions are not limited to teens. Adults can just as easily lose focus while

driving. I

In addition to these new licensing requirements, a law enacted as of Nov. 1, 2009 making it illegal for any driver to text or use any portable electronic device while operating a vehicle.

While these new driving laws might be seen by some as an inconvenience to many teen drivers eager to obtain their license, many view them as a step toward safety.

## Graduated Licensing for New York State's new drivers

### WHAT YOU NEED TO KNOW!

#### Before Law Change:

#### After Law Change:

#### Hours required before road test:

20

50, 15 after dark

#### Number of Passengers under 21 allowed in car:

2

1

Chris Cottitta

## Fashion

## Find just the thing for spring

by Laila Iravani

Staff Writer

After multiple snow days, and weeks and weeks of rain, slush, and sleet, it seems as though almost everyone is ready to break out their sandals and shorts. Spring is just around the corner, and already stores are beginning to sell spring looks varying from nautical ensembles to colorful floral prints.

This spring, nautical styles are on the forefront. Like many past spring and summer seasons, nautical styles have taken over the fashion world. It is not uncommon to see striped navy and white t-shirts or white Bermuda shorts gracing the cover of *Vogue* or *Elle*. Even a coral belt can sometimes be thrown in the mix. The nautical look is very easy to create, especially because of its pure simplicity. Department stores like Macy's or Bloomingdale's sell navy or white tops that look great with the perfect bottom.

For example, for \$29.99, you can purchase a Charter Club roll sleeve denim tunic that keeps you cool yet utterly stylish in spring weather. For a slightly more affordable price, Macy's offers a Karen Scott button down polo, now on sale for \$11.99.

For a more refined and expensive nautical look, Ralph Lauren never ceases to produce outfits that fit the preppy relaxed style. Ralph Lauren sells the classic polo in multiple colors, and the Julie stretch

polo, for a sale price of \$49.99.

To top off the timeless Ralph Lauren piece, a pair of cotton shorts or a simple boyfriend jean would look fantastic. Ralph Lauren offers the Cayla stretch cotton short on sale for \$39, and the boyfriend jean for a price of \$39.99. The Gap is also a really great place to find spring clothing for both the nautical style and their everyday comfortable styles. Some things may be a bit pricey, but there are



www.gap.com

This pique polo from The Gap exemplifies the nautical trend that undoubtedly will be popular this spring.

almost always sales going on, and prices are constantly being dropped.

The Gap offers a pique polo in navy for \$24.50, as well as multiple flowy shirts including a silky scoopneck tee that goes for the same price. Although a bit expensive, The Gap also carries a pintucked tunic top in white that keeps you looking great throughout the spring season.

Among The Gap's pants and shorts, there are a wide variety of nautical styles to choose from. There's the roll-up Bermudas for \$39.50, as well as the patch & repair jean shorts for a more expensive \$49.50 that can top off any spring look.

Spring is a great time to really utilize accessories like belts and jewelry. The Gap offers a leather skinny belt in tomato red, which would add a dash of contrast to the navy/white combination. Any coral inspired necklace added to a nautical outfit would truly make it look polished.

Another spring look is floral and calico prints. A great store to shop for spring looks is H&M. Their website is still not accessible to shop and order from in the US, but the stores are ubiquitous. H&M has tunics, blouses, thin cover-ups, oversized shirts, wraparounds, tank tops and more in floral prints. The prices range from as low as \$6.99 to \$13.99.

Bloomingdale's, like Macy's, always has an unlimited supply of spring fashions. For \$58, Bloomingdale's offers a French Connection "pixie stripe" floral print top that can be paired with almost any bottom. The top

features blue and white thin stripes with a large floral stamp covering almost three quarters of the shirt. If you are looking to stay true to the floral print, but also look chic for a night out on the town, you can try a floral-print ruffled dress by Free People for \$58.50. The dress maintains the cute and fun look of floral patterns, yet adds black undertones in the mix to keep things rolling.

For \$69.50, you can purchase a mini-floral twist-neck dress that can be worn with any sandals or cute flip-flops. If you are looking for a similar level of comfort as the nautical tunics mentioned earlier, your best bet would be a mini-floral pintucked bib shirt or a mini-floral roll-up shirt, both priced at \$54.50.

A very important part of any look is the shoes and accessories. If you're looking for a universal sandal for the spring, go with the leather T-strap sandal that The Gap sells for an affordable \$29.50. It comes in black, silver, and gold metallic. If you would like to be a bit more formal, go for the leather ballet flat sold by The Gap for \$39.50. The flats come in true black, silver metallic, brown, and killer tomato.

Although it may seem far away, spring of 2010 is just around the corner, and fashion magazines are not hesitating in the least to begin showing off the latest styles. Whether you'd like to go for the more preppy, nautical style, or stick with classic floral prints, there's something out there for everyone.

# arts & Entertainment

## Valentine's Day spreads love with its charming storylines

BY Ali Nierenberg

A&E Editor

### Spoiler Alert

As the Oscars approach, movie theaters are filled with viewers eager to see this year's most lauded films. The critics are also vigilant, discussing noteworthy actors and actresses, scripts and special effects. Amid this chaos, though, other movies do appear. While they may not be worthy of a golden statuette, they are still entertaining.

The recent *Valentine's Day* did exactly that, charming the audience with its various stories and fabulous cast. Films with star-studded casts such as this one can often be disconnected. After all, it is very hard to link each and every character and their unique situations. With *Valentine's Day*, however, this was not an issue.

Each actor had an individual story, but in the end they each came together. There was never a point in the film where the stories seemed too distant.

The film captured the characters on Valentine's Day as they each dealt with negative and positive aspects of love. It was extremely refreshing to see a variety of perspectives. Instead of focusing merely on teenagers, for example, the film presented love in its various stages in a progression from youthful bliss to age and wisdom. This detail made *Valentine's Day* extremely relatable, appealing to individuals of every age group.

In terms of the acting, *Valentine's Day* does not disappoint. Ashton Kutcher takes the lead in the romantic comedy, portraying a florist, Reed Bennett, whose shop is inundated with orders on this busy day of the year. His boutique is really what pulls everything together, as the other characters often come in, placing orders and interacting with Reed.

Reed's closest friend in the film is Julia Fitzpatrick (Jennifer Garner). This role was perfectly cast; Garner is excellent at portraying the slightly naive school

teacher.

She is adorable and plays the victim role quite well.

The other actors are equally talented. As a stressed, paranoid, and cynical workaholic, Jessica Biel is very convincing. Her character, Kara Monahan, is hysterical, throwing her annual "I Hate Valentine's Day" event and eating more chocolate than is probably advisable. One cannot help but smile, though, when this love pessimist finds her match in the end.

While the actors, including Anne Hathaway, Topher Grace, and Queen Latifah, provided great laughs, one newcomer simply provided shrieks.

Making her debut

film truly entertains and even throws out some major twists. For example, in one storyline, a football player, Sean Jackson (Eric Dane), reveals at press conference that he is a homosexual.

Shocking the sports world, Dane's story might have become less climactic from there, but, in the very end, he appears again, in a totally unexpected way.

Sean Jackson does not end up alone on this holiday because his former boyfriend returns to him. While this may seem extremely unexciting, when one realizes who this boyfriend is, that is not the case. After all, Sean Jackson is dating a man named Holden (Bradley Cooper), who appears to be

television program.

As Dr. Harrison Copeland, Dempsey cheats on his wife and deceives Julia Fitzpatrick into thinking that he is divorced. He is the character that everyone simply hates; he is arrogant and extremely obnoxious.

In a way, though, a Dr. Copeland figure was very necessary in the film. After all, *Valentine's Day* is supposed to show love in a realistic way, and unfortunately, in our society, relationships do end because of infidelity.

The film truly included every aspect of love, which is why, perhaps, it did not come across as cliché or trite. There was nothing contrived about it, as each story was very real and relatable, providing laughs and, in fact, a few tears.

Julia Roberts seems to grace almost every film that she is in, and while her role may have been less significant in this particular picture, she truly causes the audience to reach for a tissue.

As a captain serving in the Middle East, Roberts is seen on an airplane for most of the film. Her character, Kate Hazeltine, is rushing home for the day to see her Valentine and everyone around her is in awe of this romantic gesture.

Later in the film, however, one learns that Kate was not enduring a fourteen-hour fight for romance, but instead maternal love. Seeing Kate embrace her adorable son Edison (Bryce Robinson), who spoke about missing his mother earlier, was a huge tear jerker. One cannot help but cry, and smile, as the two hug, laugh, and exchange Valentine's Day cards with each other.

Over all, *Valentine's Day* is one of the better romantic comedies. It is truly successful in portraying all types of love and capturing some of the less commercial aspects of Valentine's Day. It is sweet and endearing, just what a film of this sort should be. Definitely make an effort to see it, as it will strike a chord somewhere just make you smile.



www.fanpop.com

straight. As one of Hollywood's most desired actors, this was a very surprising role for Cooper. He did pull it off quite well, though.

The only viewers who may be slightly disappointed, aside from those Taylor Swift fans, are those who enjoy the popular drama, *Grey's Anatomy*.

Patrick Dempsey brought his scrubs with him to this set, playing a heart surgeon, but unfortunately, he lost the charm that made him so great on the

on the silver screen, Taylor Swift was, to put it nicely, pretty terrible. Playing an enthusiastic teenager, Swift was extremely annoying. Her lines seemed forced and completely unnatural compared to the other actors. After this film, Swift may want to stick with music, as her single, "Today was a Fairytale," did, in fact, complement the film quite nicely.

Even if one is not fond of the typical "chick flick," it is hard to say that *Valentine's Day* is not amusing. The

# The Hurt Locker captivates, touching on the realities of Iraq

## Vivid images and violent actions make this drama the defining film of the war

by Andrew Seo

Editor-in-Chief

Few war movies incite the emotion and suspense that Kathryn Bigelow's *Hurt Locker* does. Too often, films in this genre get caught up in the shock value and gore, forgoing the actual purpose of moviemaking: to tell a story. *The Hurt Locker* does that and more, combining stunning visuals with a deeply personal storyline.

The film chronicles the tour of a team of Army professionals whose responsibility is to detect and defuse improvised explosive devices (IEDs), which are strewn throughout Baghdad.

The combination of undetonated IEDs and an unpredictable plotline makes for a gripping experience, one in which you find yourself at the edge of your seat. Your heart rate elevates as the mortal dangers become palpable. Each bomb diffusion scene presents a renewed sense of anxiety. Combine enemy gunfire and a never-ending entanglement of wires into the fold and what you get is an unimaginably precarious situation.

Luckily for Bravo Company, the man responsible for sifting through and cutting the labyrinth of wires is Staff Sergeant William James (played by Jeremy Renner). Brash and at times reckless, James has a knack for saving lives. While there is no denying his abilities, there is also no disputing his arrogance. While his comrades are looking to serve their country and make it out of the fight alive, James is more of a thrill seeker, often veering off the mission's stated purpose.

This is Renner's first lead role, and he makes the most of it. Nominated for the Academy Award for Best Actor, he adeptly



www.allmoviephoto.com

**Sgt. JT Sanborn (Anthony Mackie) and SSG William James (Jeremy Renner) are sniping the men who ambushed them. *The Hurt Locker* includes many scenes filled with vivid action, providing the audience with a better understanding of the complicated and elusive war.**

conveys the character's reckless spirit and abandon. However, over the course of the film, the layers start to unravel. You begin to notice subtleties in Renner's character that suggest that he is more than initially anticipated. Under the hardened exterior is a compassionate human.

As the nascent relationship between James and Beckham—a young Iraqi boy who sells DVDs and plays soccer at the base—progresses, the more sympathetic Renner's character becomes. He is not as self-interested and arrogant as first portrayed. This is demonstrated when the squad breaks into a house and finds Beckham, dead on a table, used as a body

bomb. Instead of leaving him on the table, Sergeant James carries Beckham out of the build in order for him to have a proper burial.

*The Hurt Locker* is as much a psychological journey as it is a war tale. In nearly every scene, you realize the enormous weight not only on James's shoulders, but also his comrades'. Anthony Mackie delivers a laudable performance as Sergeant J.T. Sanborn. Mackie's character does everything according to the books, as he looks to complete his job punctually and without any undue drama.

Only when he grapples with personal issues at the film's end do you begin to

recognize just how human he is and learn what type of person William James really is.

Bigelow manages to keep the film from being political, and instead sheds light on just how arduous the fight is over in Iraq. That the film feels so real is frightening. Her ex-husband, James Cameron, and his film *Avatar* may be garnering all of the box office attention, but do not be surprised if *The Hurt Locker* wins the Academy Award for Best Picture on Sunday. Produced with a fraction of Cameron's budget, *The Hurt Locker* uses filmmaking basics and rouses an unwavering sense of patriotism.

## Scorcese's usual style is absent with his latest thriller, *Shutter Island*

by Victor Dos Santos

Staff Writer

In a twisted and deranged plot, Martin Scorsese's latest motion picture, *Shutter Island*, twists not only the minds of the characters but the minds of the viewers as well. Starring Leonardo Di Caprio, Jackie Earle Haley, Ben Kingsley, Mark Ruffalo,

and Michelle Williams, the film keeps viewers on the edge of their seats.

*Shutter Island* is about two U.S. Marshals, Teddy Daniels (Di Caprio), and Chuck Aule (Ruffalo), who go to a psychiatric hospital for the criminally insane, Shutter Island, housed on the island of the same name.

Their mission is to find the whereabouts of a psychopathic murderess

who mysteriously disappeared. While there, the two begin asking questions about how the murderess might have suddenly vanished, as it seems impossible to outsmart the hospital's high-rate security.

Their questions are mainly addressed to the chief administrator, Dr. John Crowley, who is well portrayed by Kingsley. They are faced with noncooperation and further intrigue every step of the way. During their first night on the island, a hurricane hits, preventing the two marshals from leaving. That is when Teddy Daniels begins to realize that this island may not be what it seems, as he begins hallucinating about his deceased wife and having weird dreams and flashbacks.

This film is definitely not at all like Scorsese's other films, such as *Taxi Driver*, *Goodfellas*, or *The Departed*. In *Shutter Island*, Scorsese took a break from his usual crime dramas and went to the cerebral thriller, and he seemed to come up short.

Audiences should know that Scorsese is doing something completely different, and that longtime fans may not like the new style. Forgetting these fans and speaking about audiences in general, they still might not enjoy this—even fans of the thriller genre.

The film gets to a point where many viewers will be stumped and very disappointed because of how silly or confusing the ending is. At

times it even felt like this film was being directed by M. Night Shyamalan.

Putting the plot aside, the acting was not that great. The only actors who viewers will feel gave a strong performance were Di Caprio, Kingsley, and Earle Haley, in a small but strong performance as a mental patient.

Leonardo did a great job of showing how a man can go crazy after trying to put the pieces together of a problem with no apparent logical solution in the first place. Kingsley also plays a very calm and spooky chief administrator, who is obviously hiding something during the whole movie. Another positive about this movie was its dark cinematography. Every time the island itself was on screen, the eeriness was palpable. The score for the film also did a great job at helping the island seem even creepier.

Though *Shutter Island* had outstanding cinematography, a great score, and some great performances, the film ultimately was only average. There was simply nothing special about it, nothing even close to being Oscar-worthy, or another Scorsese classic. It seemed as if Scorsese wanted to try something different, and even though the plot was good, there was nothing new to add to his style.

Seeing Leonardo Di Caprio's character as he became crazier by the minute was why audiences won't want to leave in the middle of the film. Scorsese did a great job at keeping viewers on the edge of their seats.



www.filmolia.com

**The two US marshals, Teddy Daniels (Di Caprio), and Chuck Aule (Ruffalo) are led by a policeman after arriving at the mysterious Shutter Island, which confines many dangerous and psychotic criminals.**

# Many surprises unfold in the new season of *Lost*

BY Katie Fishbin  
Contributing Writer

The final season of the hit television series *Lost* premiered in typical *Lost* fashion. The season premiere was very intriguing as expected by fans and transitioned the last episode from season five into this new season very well. So far the new episodes have provided many surprises.

The first of them is the replay of what should have been the plane crash. The unexpected occurred when the plane went without a crash, as it should have as at the very beginning of the series. It shows what should have happened to these characters and their relationships that formed had the crash not taken place.

Another shocking addition involves the "Temple." Run by the "Others," it is a significant and important place to them. It still is unclear what its relationship with the mysterious dust monster is, however, we know that something is about to happen involving the monster.

The highly important dust monster has often been seen throughout the start of the season. Although its purpose is unknown, it is portrayed as an important character and also seems to have questionable motives. I enjoyed this new suspense, but the special effects involving it were a bit

disappointing. With the special effects, the dust looked too fake. It was definitely not up to par with the quality of the show. Because the acting and set is always to perfection, I would have thought it would be more realistic. It was not portrayed as evilly as it was described.

Many more surprises continue to happen on the island. They explore a parallel universe in a way which they refer to as "flashing sideways." In "flash sideways" segments, you are not taken forward or back in relation to time. With this new addition to the show, *Lost* shows how life would be if the crash never occurred.

In one of these "flash sideways," Rose, who was previously on the island, and John Lock, a strong and independent character on the island, have a very important conversation. The two come into contact after Lock has been fired from his job. He is outside when he encounters Hugo, another major character on the island.

While the two are conversing, Hugo reveals he is in charge of the entire company and lands Lock with a job interview. The job interviewer and boss of the office is Rose. Although Lock insists on a contracting job, because of his wheelchair, Rose suggests he stops denying his handicap and start living to the fullest. She has given this great advice to him because she now knows how it



Photobucket.com

In the first episode of the final season of *Lost*, Kate attempts to console Sawyer, after his love, Juliette, is tragically killed.

feels—she has recently been diagnosed with terminal cancer.

I greatly enjoyed the first four episodes and I am sure many other *Lost* fans are enjoying them as well. These characters are finally getting answers as to why they are placed on the island in the first place. These critical conclusions are to come very soon. In the final 14 episodes which are on its way, viewers will begin to understand the origins of why all of the characters were placed on the island.

A great final season is on its way. New twists to the final season are both well-anticipated and extremely exciting. Although these types of shocking surprises have been a staple in *Lost* since season one, it seems that the writers have definitely made a point to shock its viewers in its final season. For *Lost* fans, this final season is the most important season yet. However, this is *Lost* at its best: the unexpected should always be expected.

## New comedies bring attention to NBC

BY Brett Fishbin  
A&E Assistant Editor

Over the past two months, a major subject of interest in the television world is late night television. NBC, in particular, has struggled to keep their three late night stars (Jay Leno, Jimmy Fallon, and Conan O'Brien) happy, while maintaining high ratings.

In response, NBC announced Jay Leno's return to the *Late Night Show*, pushing back both Fallon, and O'Brien. Fallon, of *Fever Pitch* fame, accepted his later slot, while O'Brien did not. In an emotional last show, O'Brien announced his departure from NBC, and speculation has him arriving at FOX, for a new late night show. While the late night controversy has received the most media attention, NBC has announced it will be airing two new notable shows.

First, a new show called *Parenthood* will be an updated version of the 1989 hit film of the same name. Coincidentally this is the second attempt at recapturing this movie in a television show. The show will follow the three generations of the Braverman family.

Because the show features 13 members of the family, each episode will focus on different characters and their lives. There

are very high expectations for this comedy. Early reviews have given it high grades.

Next, Jerry Seinfeld will make his return to NBC with a new comedy, a reality show called *The Marriage Ref*. Seinfeld will serve as the executive producer, and will make several appearances in various episodes.

Each episode will focus on an argument between a married couple. The couple will pre-tape their dispute, and then will appear on the show, where celebrity judges including Alec Baldwin, Charles Barkley, Kelly Ripa, Larry David, Tina Fey, and Eva Longoria will offer their take on who is right. After the various celebs give their humble opinions, comedian and "Marriage Ref" Tom Papa will render his judgment on who is indeed correct. The show will be a half hour long, and two arguments will be featured in each episode.

In the aftermath of the giant late night controversy, NBC hopes to bandage both their reputation and their ratings.

With these two new exciting comedies, and the comeback of viewer favorites such as *The Celebrity Apprentice*, NBC should have no problem maintaining and improving their portion of the prime time and late night ratings.



*Parenthood*



nbc.com

NBC hopes that new comedies, *Parenthood* and *The Marriage Ref*, will boost its ratings and help America forget the *Late Night* controversy.

### Do You Know You?

► Your heart started beating  
3 weeks after conception....  
*Is your heart big enough to  
love me?*

► Your brain waves could be  
read since you were 6 weeks  
old in the womb...  
*Does your brain recognize  
my humanity?*



16 week human baby in the womb

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# Women play a big role in this "little" production

BY Kierah Siegel

Contributing Writer

As a teenager in the 21st century, one may tend to take a lot of things for granted: parents, grades, and varied privileges that come with living in a town like Port Washington. On Thursday, Feb. 4, however, teenagers may have realized something else they took for granted: their right to wear pants.

In her tale *Little Women*, Louisa May Alcott's intrepid heroine, Jo March, lives in the 1800s, around the time of the Civil War. She is a willful, opinionated tomboy who hates being hemmed in by the contemporary expectations of young women; she longs to speak her mind and act like men do, but she is denied this, simply because she was born a female. In her time, women had few rights, wore hoop skirts, and were expected to marry well, take care of the children, and stay at home. In other words, they were to live a life of drudgery while men enjoyed the many freedoms their wives would never experience.

This powerful story came to life on Schreiber High School's stage with the Drama Club's production. Senior Phoebe Sherman, as well as sophomore Jaclyn Cohen, portrayed Josephine March; the former as the younger Jo, and the latter as the elder narrator of the story. Throughout the tale, Jo fights to keep her inner strength and individuality in a world that is stifling to her; luckily for Jo, she is surrounded by family that loves and supports her, and meets people throughout her life that allow her to be herself, such as her friend Laurie (junior Tommy Doyle) and the scholarly Professor Behr (sophomore Christopher Falcioni).

Sherman and Cohen were both extremely convincing in their roles, providing a window into life during the 1800s. Senior Molly Fried, who portrayed Marmee, was also excellent. Fried's mannerisms and warm embraces helped to convey Marmee's generous and self-sacrificing nature.

Despite the play's title, men were, in fact, a part of the production. One of the most important characters in the play was Laurie. His relationship with Jo helps her mature. The other males, though, were more like wallpaper. They provided the backdrop for the story, without directly influencing Jo.

Another significant role was occupied by sophomore Emily Nicholson. She played Aunt March, who undoubtedly represents the forces at work against young Jo. With her shrill voice and hovering, oppressive presence, Nicholson brought the old-fashioned Aunt March to life. While it is easy to hate her, it is important to realize that Aunt March was a part of a different generation; society taught her that it was important to marry well, regardless of the sacrifices. Interestingly, her role was also instrumental in the development of Jo's character.

Aside from the acting, the staging of the performance was also quite notable. Because the show takes place throughout a large home and different parts of the



Courtesy of Allison Peraza

**Adorned in conservative outfits from the 1800s, the cast of *Little Women* put on an extremely convincing performance, touching on issues including female liberation.**

country, the crew was skilled in ensuring smooth transitions between the sets, which made the audience feel part of the March home.

Overall, this cast did an outstanding job with this fascinating play. Most importantly, they were able to convey one of the drama's most poignant themes: female liberation.

Throughout her life, Jo is constantly trying to defy the female stereotype. She frequently expresses a desire to one day play Macbeth and take on roles that were

often male-dominated. As seen through Sherman's acting, Jo would have never taken for granted the right to wear pants. While it may seem trivial today, to Jo, the right to wear pants was a luxury, one that had to be fought for.

Even if the audience could not identify with this idea of female liberation, they could still relate to Jo's personal struggle to be loved for who she is. Perhaps, this is why the play was so successful, as it was able to truly touch even the most apathetic teenager.

Hourly Raffle  
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## Archangel Michael Greek Orthodox Church Blood Drive

When: Tuesday, March 9, 2010

Time: 2:30pm ~ 8:30pm

Where: The Archangel Michael Church  
(100 Fairway Dr, Port Washington)

You may be astounded to learn that New York has never been self-sufficient in meeting its need for blood. There is no substitute for human blood and 1 in 3 adults will require a blood transfusion at some point in our lives. You can help remedy this situation by donating blood and giving the "Gift of Life"

### Eligibility Criteria:

Bring photo or signature ID

Minimum weight 110 lbs.

Age 16-75 (16 year olds need parental permission. Age 76 and over need doctor's note)

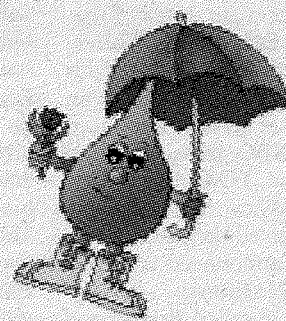
Eat well (low fat) and drink fluids

No tattoos for past 12 months

For medical eligibility please call 1-800-688-0900

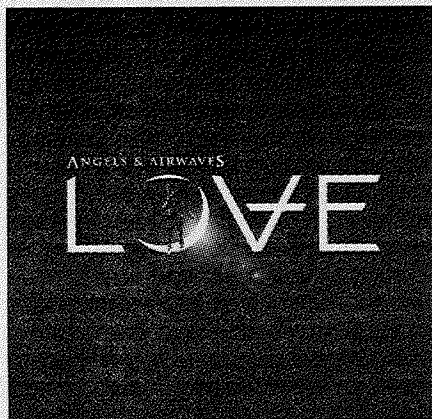
For more information or to schedule an appointment, please call Christina Vlahos (516) 627-7303

\*child care will be available



# Music Box

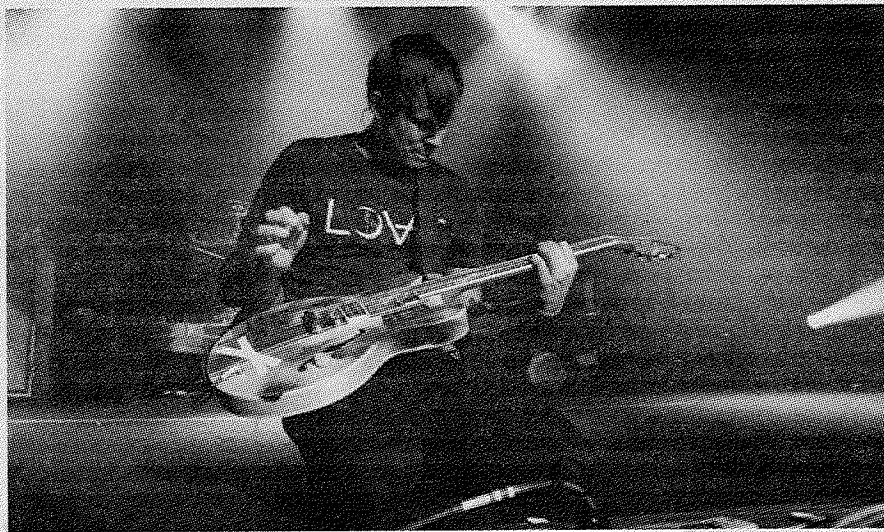
## With its accessibility, *Love* is able to touch its listeners



BY Bethia Kwak  
Staff Writer

Following their very successful second album, *I-Empire*, Angels & Airwaves went on to produce their new album *Love*, which carries a very different message from their previous two.

Angels and Airwaves had first appeared as a side-project for the Blink-182 frontman, Tom DeLonge. Created by DeLonge, Angels & Airwaves recruited guitarist David Kennedy, drummer Atom Willard (previously from The Offspring), and bassist Matt Wachter (former band member of 30 Seconds to Mars). Their first album had been in the works once DeLonge reported the hiatus of Blink-182, which sparked rumors that Blink-182 was



Angels and Airwaves' frontman Tom DeLonge performs one of the tracks off of *Love*. The band is taking a new approach to releasing their new album, offering it online for free.

officially over.

While the actual physical release of their newest album, *Love*, is yet to come, the band still stresses fans to download the album for free, which has been available since Valentine's Day. The album is able to reach a larger audience, which they believe is beneficial for their growing popularity and listener base. The goal of releasing this independent album is to spread a message of empowerment. Its

band members believe this message will touch more listeners if the album is free of charge.

The album starts off with the song "Et Ducit Mundum Per Luce," which was purely instrumental. It almost has a magical feel to it, which keeps the listeners on the edge of their seats, waiting for what is to come. The idea to cut out vocals was brilliant. It creates the atmosphere for the fans to enjoy the music as they wait for the

powerful words in the later songs.

It is easy to see how DeLonge's background in Blink-182 has influenced this album. In songs like "Flight of the Apollo," and "Shove" the similarities between the two bands are evident. The stylistic qualities are very similar to songs such as Blink-182's big hit, "I Miss You." DeLonge's distinct voice also adds to the comparison.

When releasing *Love*, the band hoped to spread the message of, well, love. The album is supposed to show that we are all spiritually bonded. It's the connection that empowers human nature. This album is able to call out our fears. There is still so much to discover about love and the world.

In the song, "Young London," lyrics such as "We feel alone in a strange blue ocean and we're all scared as death to die," DeLonge tries to help the listener realize that their own fear is everyone else's. The world is peculiar, and as individuals, we fear within our minds that we are alone.

*Love* tries to help the listeners realize the strongest force within them. The powerful lyrics are true to the band's message. Musically, however, the album is only slightly above average. The band constantly focuses on DeLonge's distinct vocals and their layers of sound effects rather than their instrumental talent. Angels & Airwaves has yet to disappoint or thoroughly impress.

## Classic Album: Sublime: 40oz. to Freedom



BY Morgan Quigley  
Assistant A&E Editor

Shortly after the release of their demo tape, *Jah Won't Pay the Bills*, in 1991, Sublime took the southern California music scene by storm, playing in bars and clubs, specifically in Long Beach County. They quickly came to have the reputation of being the bad boys of southern California, seeing as they caused chaos at many venues they appeared in.

After trashing almost every venue in the area for nearly four years, Sublime released their first full length CD in 1992, *40oz. to Freedom*. With Brad Nowell as lead singer and on the guitar, Bud Gaugh on drums and Eric Wilson on bass, the three set out to revolutionize the music industry.

There is some controversy over Sublime's actual genre because the music they play is so incredibly diverse. Their genre is called third wave ska, or more specifically ska punk. This style incorporates elements from many different

genres such as dub, reggae, ska, punk rock, dancehall, hip hop, psychedelic rock, and acoustic rock. This genre describes the band perfectly because their music really is a mash up of all of these styles. The album has a few main themes that are present throughout their music. One major one is Nowell's drug problem that led to his untimely death in May of 1996. These songs include "Smoke Two Joints," "Let's Go Get Stoned," "Right Back," and, most notably, "Badfish," "Badfish," one of the album's most well-known songs, is about Nowell's struggle with heroin and how he is too weak to quit and recognizes that he needs help.

The album also features a few covers, with Sublime's own twist. The first on the album "We're Only Gonna Die for Our Arrogance," is a cover of "We're Only Gonna Die" by punk-rock legends Bad Religion. The first half of "5446 That's My Number/Ball and Chain" is a cover of "5446 Was My Number" by Toots and the Maytals (the rest is their original song).

The album starts off with "Waiting for My Ruca," soft tune with just a little percussion in the background, and ends with two acoustic songs, "KRS-One" about the Compton Rapper who is credited with being the first rapper to rap about political issues and society. The middle of the album is a mix of ska, dub, reggae, punk, some rocksteady, and a little hip hop.

The album concludes with a "Thanx" to everyone who made the album possible. Sublime went on to record two more studio albums, *Robbin' the Hood* and *Sublime*, as well as various other live and acoustic albums, but *40oz. to Freedom* is where the revolutionaries known as Sublime rose to fame.



### Upcoming Albums

#### March 9th

Gorillaz- *Plastic Beach*

#### March 16th

Ludacris- *Battle of the Sexes*

Chamillionaire- *Songs from the Heart*

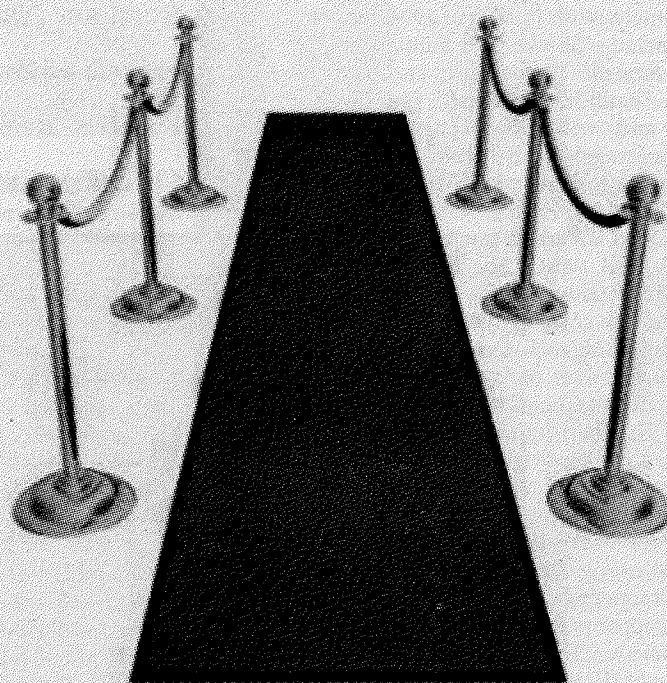
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# Boys swim team shatters two school records

## Successes continue as Bandovic makes a splash in final meet

by Reid Mergler  
Sports Editor

At the close of its winter season, the boys varsity swim team finished with success and strife. With a conference record of 4-5, the Vikings shattered two school records and beat conference rival Sewanhaka.

Compared to last season, the team improved in terms of record and motivation, according to Coach Joe Lennon.

"There was an improvement over last season not only in wins and losses, but also in how the boys conducted themselves on the deck," said Coach Lennon. "The drive and motivation led to wins in both races and meets."

Despite some early setbacks due to injuries, small team size and limited practice times, with Lennon's help, the goal of improvement was evidently accomplished. Overall, the boys improved almost every time they competed as they swam best times in over 80 races this season.

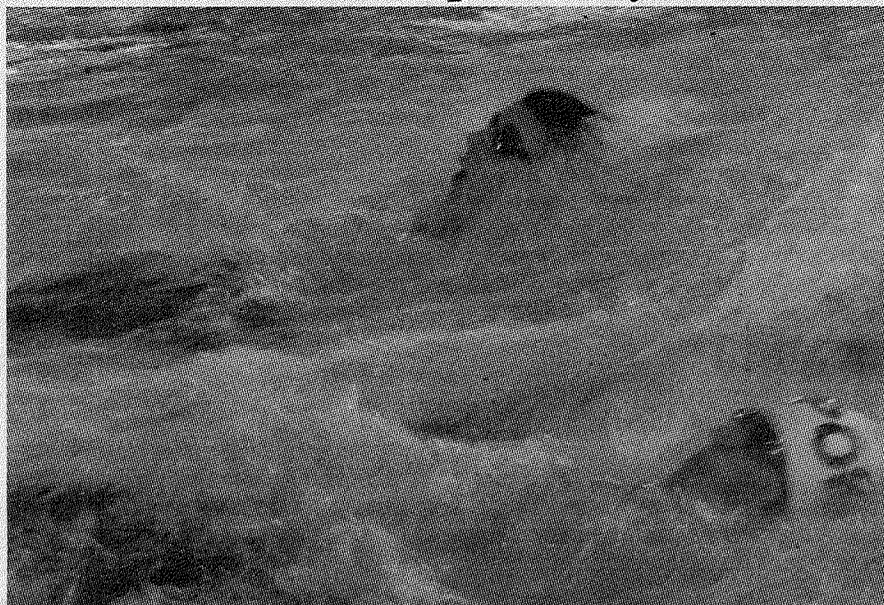
In Nassau County, the team moved up to 13th place from 14th.

The team's members credit Coach Lennon for helping the boys to achieve their goals and swim with strength.

"Coach Lennon helps everyone to improve all aspects of their swimming, including stroke technique, starts and turns," said three-year member junior Jason Moss. "In addition, he gave us practices designed to make us faster and better overall. This season, Coach helped me a lot to improve my butterfly technique as well as my relay starts."

Victory was complimented with much personal achievement at the team's last meet against conference rivals Sewanhaka and Manhasset. With a winning score of 54-47, the Vikings set three school records and fourteen personal bests.

"The team spirit and energy was definitely there because it was the last meet of the season, and against a rival," said Moss. "We also had our largest spectator turnout for the season, and everyone was really pumped to get in and swim their best times. It was great to see how far everyone has come since the beginning of the sea-



Kevin Granger

**Seniors Steven Smith and Will O'Neill compete against each other in the 100m backstroke. Both swimmers also compete in freestyle events. Smith swims the 50m event and O'Neill swims the 200m event.**

son and how everyone has now finished with a lot of personal successes."

In addition, many of the members posted best times at the County Championships where there were four top ten finishes made. Senior Ivan Bandovic placed 7th in the 200 IM and 9th in the 100 butterfly. The two relay teams swam their bests as well at the final meet.

The 200 Medley Relay placed 8th in the county and broke a school record with a time of 1:49.71; in this relay, Bandovic swam backstroke, senior Tommy Jester swam freestyle, senior Steven Smith swam breaststroke, and junior Jason Moss swam butterfly. This team also won All-Conference Honors for its performance.

The 200 Freestyle Relay, also consisting of Bandovic, Jester, Moss, and Smith, broke the school record with a time of 1:35.44 and won All-Conference Honors.

With this time, the relay team accomplished the best drop of the season, decreasing seven seconds.

"My greatest success of the year was at the County Championship," said Moss.

"This was probably the most exciting point of the season for me."

The team's captains, including seniors Matthew Epstein, William O'Neill, Luke Record, Smith, and Moss contributed to the success. All of the captains qualified for the County Championship and scored points for the team.

"They were a glue that kept the team motivated both in practice and at meets," said Coach Lennon. "They were the first ones in the water at practice and the ones leading the team in spirit and competition at swim meets. Each member found success in the water as an athlete."

Record thinks that one of the biggest achievements of the team was its dedication and sportsmanship.

"As a team, I think sticking together through 5 a.m. practices has been our biggest achievement," said Record. "After being on the swim team for two years, the aspect I will miss most is the camaraderie. I also thank the managers and lifeguards for helping out the team and making the season possible."

One of the managers, junior Alex Bricault, is a key member of the girls team and during her off-season, she helps Coach Lennon with the meets.

To help him, she either takes splits directly for him, records the times for the referee or makes the roster cards for the lanes.

"What I enjoy most is that I still experience swimming without actually partaking in the act," said Bricault. "I get to see the sport from a different perspective which is enjoyable. Also, getting to see how others swim helps me improve my stroke."

With the close of this season, the team loses eight seniors, including Bandovic, Epstein, David Gueli, O'Neill, Record, Smith and Andy Szentkuti.

"The loss of our seniors will be difficult," said Lennon. "They have been the backbone of this team since it began four years ago. All seniors made significant contributions to the team."

Despite the void left open, the team still has hope for the future. It will look to its underclassmen and new recruits to step up in order to replace the leaving seniors.

"Moving forward, we will look to rebuild next season with our growing talent and a group of new athletes," said Coach Lennon.

## Calling the Shots

by Harrison Remler  
Senior Sports Editor

The school's spring season this year is filled with questions. The constants of Jeff Frocarro and Ken Case have graduated and retired. Athletes in the past and veteran coaches have left us with a sense of ambiguity. April showers bring questions in a handful of sports. Will new coaches Mr. Joe Mascaretti (boys lacrosse) and Mr. Matt Holzer (boys baseball) be able to bring a renewed sense of pride and intensity into their programs? Will the Port fans continued to be outshined by growing athletic programs such as Herricks? Will senior Marco Bertolotti solidify himself as Schreiber's top miler ever?

These questions are intriguing and a necessity to our school. This spring season carries more weight than any season in the past few years. A successful spring season can revive the abysmal school spirit and lead the tradition for the next three years.

The class of 2008 reached athletic dominance. Seniors gave up Friday nights to make the trip to Mitchell Field to support Coach Don Zuvich's soccer team compete in a thrilling county semifinal against Syosset. Seniors influenced underclassmen to stay on their feet for entire quarters of basketball games as Chris Ryder and his youthful Viking team were four points away from upsetting Darius Burton's Baldwin Bruins. The Vikings were exuding a "swagger" that was lost as the class graduated. Their biggest gift was their legacy. They embodied the Port athletic dream, as the soccer team was built straight from the Port Washington Soccer Club and finished under the lights on a county stage.

The class of 2009 answered the call. Clutch goals, overtime basketball wins, and dominance on the fields continued. The scores of Vikings fans, who donned white t-shirts, steamed with pride as the boys basketball team beat Carey in a gym more crowded than a 4-1 hallway rush.

Now we stand with four months left this school year. A grade sprinkled with superstars such as Bertolotti, Adam Epstein, and Kelly Shon, 2010 is in dire need of a spirited awakening. School spirit seems artificial and while the teams haven't had the successes of years past, the student body and community must continue to stand behind each athlete. 2010 is a grade embellished in potential.

If teams are successful this spring, the junior and sophomore classes will be able to sense how much athletics can do for a school and community. Face the facts, 2011 is arguably the school's weakest athletic grade of the past decade. Many programs next year will be in complete rebuilding stages with the loss of this year's seniors. The class of 2011's spirit level is about as weak as the New York Mets during their demises of 2007 and 2008.

If Schreiber can finish the spring season with a couple of meaningful wins and with fight, the junior and underclassmen grades will continue the athletic tradition with ease. President Obama asks for change in our healthcare bill, and making reforms across the nation. As he said in his State of the Union, "The spirit that has sustained this nation for more than two centuries lives on in you, its people. We have finished a difficult year...A new decade stretches before us. We don't quit. Let's seize this moment—to start anew, to carry the dream." In Schreiber's case, we need to "strengthen our school" once more.

## The Fan's Five

### 1. Varsity Golf

Led by senior standout Kelly Shon, the Vikings have their hopes set on a county championship. Looking to dispel the memories from last year's second place finish to Farmingdale, Shon and fellow seniors Ross Balaban, Chris Yap and Jerry Lange will need to shoot consistently in the high 70s to low 80s to be successful.

### 2. Boys Varsity Baseball

No one knows Port baseball better than first year head coach Matt Holzer. Winning Port's only title of the 1990s as a corner infielder, Holzer is returning a deep core of seniors who rely on pitching and defense to make a playoff run.

### 3. Boys Varsity Track

This is it for senior Marco Bertolotti as he will make his final run around the Schreiber track. If this year goes well there is a valid argument for the track to be renamed in his name, as Bertolotti and boys have another legitimate shot at the county championship. One can only watch to witness the track saga continue.

### 4. Boys Varsity Tennis

Coming off one of their most accomplished seasons in recent history, Mr. Pete Travis's squad returns singles player junior Jason Hubsher who looks to build on an already accomplished career.

### 5. Boys Varsity Lacrosse

While they may not have the talent compared to years past, this team will have a newfound sense of pride. Under head coach Joe Mascaretti, they will play every game to the final minute to upset some county powerhouses such as Syosset and Farmingdale.

# Youthful intensity fills coaching voids

## Not far from playing days, two new coaches keep pursuing their passions

BY Max Kraus and Dan Miller

Staff Writers

### Coach Matt Holzer

The boys varsity baseball team is preparing for another playoff run this year, and leading the squad will be a coach who has a tremendous familiarity with the program. New coach Mr. Matt Holzer grew up in Port Washington, rising through the ranks on the mound as a pitcher and first baseman.

He began in Little League and progressed as he grew older from the Weber teams to Schreiber's JV baseball team, which was led by Coach Dave Hollis. Continuing in his high school career, he advanced to the 1996 conference-winning varsity team led by Coach Joe DelGais. During the following season, Mr. Holzer led the team as captain.

After coaching many Little League teams, Coach Holzer got the call in the spring of 2004 to be the assistant coach for the varsity baseball team at East Rockaway. In 2005, he began teaching Social Studies at Weber and took over the B3 coaching job.

Two seasons later, he became the Schreiber JV coach, and he was named varsity coach in January after the resignation of Coach Rich Greeney.

As a former Viking, Coach Holzer takes a lot of pride in his new job.

"For me, the best part about coaching is helping the players develop their talent to create a winning baseball team that works hard, plays the game the right way, and has fun," he said.

The bond that Coach Holzer shares with his players is special. He has coached many of the players before this season at all different levels. Through his long term experience, he has been able to get involved

with and watch the development and maturation of the players. Coach Holzer describes his projected cast of returnees as a "strong group."

Since Coach Holzer started coaching in the Port Washington baseball program, the team's prospects have really started to turn around.

Last season, the team's record was 16-2, defeating Oceanside in the first round of the playoffs. However, the Vikings fell to the number one seed MacArthur Generals in the next round.

Coach Holzer hopes to build upon last year's success and advance further in the playoffs this season.

"With hard work and sacrifice, I hope to keep the winning momentum going," said Coach Holzer.

### Coach Joe Mascaretti

As the spring season approaches, the boys varsity lacrosse team looks forward to the leadership of a new coach, Mr. Joe Mascaretti.

Starting March 8, Mr. Mascaretti, a physical education teacher, takes over the job as head coach from former coaches Ken Case and Michael Gallagher. Although the former coaches will be missed, Coach Mascaretti hopes to bring continued success to the school's lacrosse program.

Coach Mascaretti has been playing lacrosse all of his life. From an early age, he learned the rules and the strategies of lacrosse; playing lacrosse was not new in his family.

"My father was a varsity lacrosse coach and my older cousin was a college All-American lacrosse player," said Mr. Mascaretti. "I looked up to both of them, and they taught me the game from a young age."

Coach Mascaretti began to play la-

crosse in second grade in the Hicksville School District. His love for the sport only grew from this start.

He rose to the varsity level in his early years of high school at Hicksville and went on to play college-level lacrosse at Hofstra University. While playing for the Hofstra Pride, Coach Mascaretti majored in physical education.

Although most college athletes do not go on to the professional level, Coach Mascaretti's love, skill, and determination for the game of lacrosse brought him there. For three years, he played on the professional lacrosse team known as the Long Island Lizards.

He has also participated in training camp during the indoor season with the New York Titans, an indoor New York-based lacrosse team. Before joining the faculty at Schreiber, Coach Mascaretti honed and sharpened his coaching skills by coaching lacrosse at Nassau Community College and at his alma mater, Hofstra.

Coach Mascaretti believes with his knowledge of lacrosse and a lot of hard work from the team, the Vikings lacrosse team can become a worthy and winning opponent in its conference.

"Hard work and team work will make us better," said Mr. Mascaretti. "If we are going to improve on last year's efforts, then we must understand that we have to work much harder than we did in the past. We also need to grow closer as a team if we want to be successful."

The team graduated 2009 US Lacrosse All-American attack Jeff Focarro as well as starting goaltender Kyle Lewis. A core of seniors, led by Josh Potter and Owen Caruso will lead this year's team. Even though Coach Mascaretti has come to help the lacrosse team win, he knows coaching is more than just bringing victories to the school.

"When coaching, my main priority is seeing student athletes grow into mature

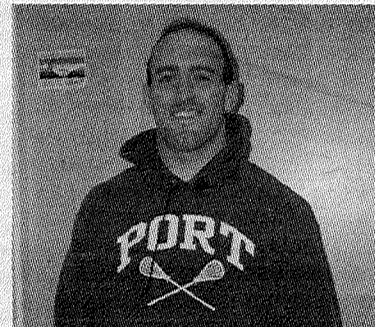
young men," said Coach Mascaretti.

The varsity team has been training throughout the fall and winter off-seasons.

"It has been a long, hard off-season," said Coach Mascaretti. "The boys have been working hard against each other, and it will be nice to finally put on our game jerseys and get after someone else."

Last year, the team had a winning record of 12-4. The team eventually lost in the quarterfinals to the Hicksville Comets, the County champions. This rivalry inspires Coach Mascaretti in light of his Hicksville roots. To fill the shoes of Coach Case and Coach Gallagher, Coach Mascaretti is looking to scout some promising new athletes for the team.

"In order to have a winning season, the team will need a group of boys who will put the team first, work hard, be disciplined, and compete to the best of their abilities," said Coach Mascaretti. "We will need the support of the entire student body. Finally, we are excited for our season to start and are hoping that we will have a great crowd at each of our games."



Loren Giron

Mascaretti will use his experiences as a professional player to revive the Port lacrosse program.

# Brotherhood garners buckets for basketball team

BY Drew Friedman

Staff Assistant

The rotation on the ball seemed perfect as it sailed through the air and descended toward the basket. To everyone on the court and in the stands flashing white attire at the gym, it looked like senior guard Adam Epstein's three-point shot had hit its mark, tying up the score for the boys varsity basketball team in the first round Nassau Class AA playoff contest against division rival Herricks.

In fact, the ball sank so far down into the cylinder that junior forward KC Ozcayir had already turned away from the basket to get back on defense.

Then, what seemed like the impossible happened. "The ball was halfway down and then it came out," said Ozcayir. "If it went in, it would have changed the whole game."

Epstein's miss left the Vikings short going into the final stretch, but it was not the only opportunity the team couldn't capitalize on.

Even though they were neck and neck with Herricks the whole time, the Vikings allowed easy layups and had two crucial turnovers toward the end of the game.

Still, hustle and hard work kept the Port team in the game and even had them nursing a slim lead with two minutes to go.

Herricks then made a key basket to go up 48-47. With six seconds to go, Herricks put the last two nails in the Vikings' coffin, making both foul shots to put the game away.

In the end, Herricks won 59-56 and moved on to the playoffs.

Senior Dan Bernstein was the team's scoring leader with 25 points. Epstein chipped in with 15 points while seniors Jason Desimone and Harrison Remler scored seven and four, respectively. Forward Shaan Rahi led Herricks with 25 points and 14 rebounds.

"This year's basketball team was great. We may not have won a lot of games, but we played our hearts out every time we stepped on the court," said sophomore guard Nate Olmeltchenko.

Olmeltchenko's positive spirit came from the valuable senior leadership demonstrated by three-year varsity forward Bernstein.

"It's not whether you get knocked down," said Bernstein. "It's whether you get back up." According to him, the Vikings varsity basketball team got up every time, regardless of the score.

Bernstein continued to embrace his teammate after the final playoff loss.

"I strengthened friendships with kids that I'll know for the rest of my life," said Bernstein. "I'll take that over winning basketball games any day."



Lifetouch

The Vikings participate in a pre-game warmup ritual at mid-court before their Conference I matchup against Uniondale High School. Competing in Nassau's strongest conference, the team's four seniors led Port with their 2008-2009 playoff experience.



# Athletes



# of the

# Month



## Alix Grossman

BY **Dorothy Kim**  
Staff Writer

Senior Alix Grossman has been doing gymnastics since she was just six years old and has competed in the sport all throughout middle and high school. With a strong background in dance, she has been able to score highly as an all-around gymnast with notable strengths in the floor and beam events. This year, her highest-scoring and favorite event was the balance beam.

Although this is her last year on the team, Grossman, along with senior co-captains Jesse Stovall and Taylor Wilsey, helped the varsity gymnastics team improve from last year and end with a high score in the mid-130s.

"Even though there were a lot of injuries this year, the girls stepped up and worked hard to do tricks that they have never done before," said Grossman.

Grossman motivated the team by being a supportive co-captain.

"I was glad to have Alix as my co-captain," said Stovall. "She always worked her hardest, and this year was definitely her best year on the team."

The team was also a motivation to the captains because they all supported each other and wanted to see their teammates succeed.

"She always gave us great feedback on routines, so we could improve them," said sophomores Gabriele Davidoff and Carolyn Nevins.

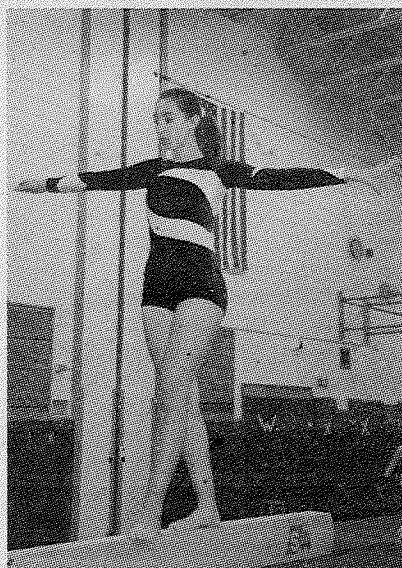
Both this year and last year, Grossman received MVP and this year, she received the Coach's Award. Grossman has also

been awarded the Scholar Athlete award all four years in high school.

"It was great to be captain this year," said Grossman. "It has always been something I have strived for while being on the team."

Outside of school, she teaches gymnastics group lessons to children from ages 3-11 on Saturday mornings.

Although she is not completely certain, Grossman plans to attend the University of Maryland this fall and would like to compete in intramural gymnastics at the collegiate level.



Lifetouch

**For her gymnastics performance this season, senior Alix Grossman received the MVP award and the Coach's Award.**

## Luke Klumpp

BY **Graham Potters**  
Senior Sports Editor

In his last year on the varsity wrestling team, senior Luke Klumpp is concluding a highly decorated career in which he won All Conference honors since freshman year.

He also received the Coach's Award last year. In recognition for his continued efforts, Klumpp was named captain, leading the team to a successful season.

"As a captain, I run the warm-ups during practices and matches," said Klumpp. "I also try to make sure everyone is at all the practices and matches. I have to keep on top of the players. I also stay in touch with the coach and inform him of any absences or weight problems in our line-up on match days."

Being a captain made Klumpp feel more appreciated for the hard work that he put in over the course of his high school career. This year, he had a personal record of 16-5.

"It feels good to be a captain because it means the coaches have recognized my hard work and see me as a leader," said Klumpp. "As a captain, I feel like I have to earn the respect of my fellow wrestlers and I am always striving to try harder as a result. I have to be an inspiration for my teammates."

Klumpp started wrestling in eighth grade for the Weber team. Now, he is currently deciding whether or not he will continue his wrestling in college.

"I haven't decided on whether or not I am going to wrestle in college but I am thinking about a number of Division III

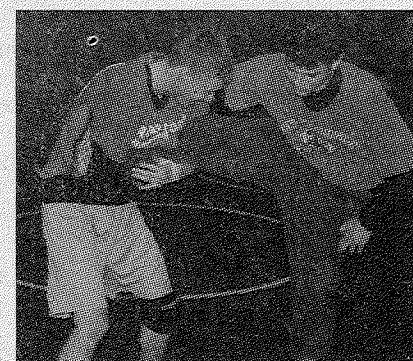
schools," said Klumpp.

Klumpp's legacy will be remembered even after he graduates this June.

"Luke was a good team captain and was specifically known for his swift single leg take downs and his quick pins. He set a great example for the underclassmen as he worked hard every day," said sophomore Wayne Baker.

Overall, wrestling is a passion of Klumpp's and he is grateful for the four years he spent on the varsity squad.

"I don't really have any inspirations, but when I wrestle, I just try to enjoy myself and do my best," said Klumpp.



Lifetouch

**As captain on the varsity wrestling team, senior Luke Klumpp has helped build a strong team chemistry among students from all grades.**

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

## Captain's Corner: Eddie Grove, Buzzer Beating Senior

BY **Harrison Remler**  
Senior Sports Editor

Senior Sports Editor Harrison Remler interviews senior Eddie Grove who is an instrumental member on the "It's Academic" Quiz Bowl team, a key runner on the cross-country and track teams and an executive officer of Student Council.

**HR:** First off, happy birthday, just turning 18. How does it feel, Eddie?

**EG:** I feel old.

**HR:** Did you ever think that I'd be the one interviewing you after 18 years of friendship?

**EG:** No, I still picture us both in diapers.

**HR:** Can you give me a quick summary of a week in your life, concerning all your activities?

**EG:** Monday is Quiz Bowl, track every afternoon, Tuesday there's Student Council, and Fridays I have Student Council. Hanging out with friends and sleep on weekends. Plus lots of skiing.

**HR:** As both an athlete and a person who is very knowledgeable about world events, what's your thoughts on the Olympics so far?

**EG:** I think that the US has done amazingly at the Olympics, but I do feel a little sorry for Canada because it spent so much

money on the podium.

**HR:** Tell me about the Quiz Bowl team thus far.

**EG:** For many of us, this is our first year. We have had some wins and losses. We had a narrow loss to Great Neck, and faced a bunch of preppy kids in suits from Kellenberg that killed us, but we destroyed Wheatley.

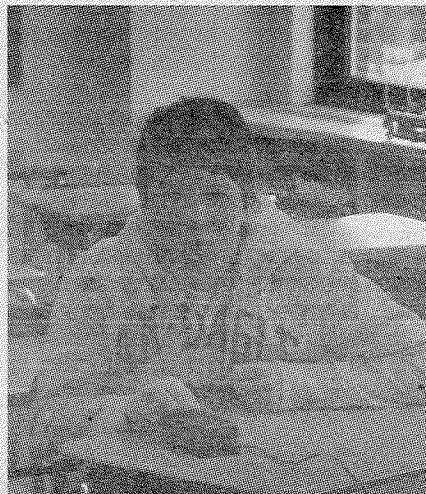
**HR:** You couldn't handle the Firebirds from the Catholic League?

**EG:** Well, we're not gonna be intimidated by their ties next time.

**HR:** Who manages their players better, Jeremy Klaff or Jerry Emanuel?

**EG:** Considering the Mets suck, I'd have to say Jeremy Klaff.

**HR:** You may go down as one of the most intelligent athletes in Schreiber history. Can you give us a quick recap of what it has been like running for the



Kevin Granger

**Senior Eddie Grove approaches the buzzer with the same intensity that he has brought to the cross country team and his academics during his career at Schreiber.**

Port cross country team over the past four years?

**EG:** I consider myself incredibly lucky to have hit Port cross country at its peak. We're the best we've been in decades, largely due to my teammates and to Mr. Klaff. I was so happy to be a part of the team.

**HR:** Which runners do you think would do best on the Quiz Bowl team?

**EG:** Marco, because he can endure the questions and pressure and is also very smart; the other blonde kid Paolo would do well too.

**HR:** Usually we say off the fields, but here we say off the track and outside the classroom, where can we find Eddie Grove?

**EG:** On a ski slope.

**HR:** Not at the dinner table?

**EG:** We trackies love to eat; ask Tana Giraldo.

**HR:** Are there any careers out there where you can combine your track experience and study work together?

**EG:** (Grove stumped)

**HR:** You quietly crept back into the Schreiber social world after spending three years at Buckley Country Day School. What has your experience been at Schreiber and what are some things public school kids don't know about Buckley?

**EG:** I think it's been great to meet lots of new people at Schreiber and reconnect with my old friends from elementary school. There are some misperceptions about Buckley that it's some sort of a gifted school—which it's not. It's just a regular private school like Friends.

**HR:** Hypothetically if you were to become President of the United States (as per your Facebook group), 2 things: what would be the first thing you do for our country and would you have the fastest mile time ever for a president?

**EG:** I think when Marco beats me to that it will kill my chances of having the fastest mile time. First thing I would do is subsidize some ski slopes.

**HR:** Which USA Olympian do you see yourself most as?

**EG:** I see myself as not strictly an Olympian, but as Lindsey Vonn's husband.

**HR:** Ah, Ed. Another 18 years strong; it's been great. Best of luck second semester. Fight off that Senioritis.

**EG:** Thanks for meeting with me.

# VIKING SPORTS

## Varsity golf team sets sights on County Championship

BY Harrison Remler  
Senior Sports Editor

For one day last season, the Vikings stood atop the Nassau County golf world, leading all other teams after the first day of the championship.

"It was unbelievable. It was sort of shocking but was an overall great experience," said senior co-captain Ross Balaban.

Contending at the championship was not always in the plans for last year's varsity golf team.

"Since we had no seniors, it was definitely surprising to be in contention for the County Championship," said senior Jerry Lange.

Despite the dearth of seniors, the team managed to go undefeated during the regular season, winning their conference for the second straight year. Out of 90 individual matches throughout the season, the team only lost four.

After shooting a combined 407 strokes, the Vikings went into day two with a four-shot lead over Farmingdale High School, a powerhouse program recognized across Long Island.

The Dalers lived up to their billing, shooting a combined 399 while Port finished with another performance of 407 strokes.

"Farmingdale got their game together and they took it home on the second day. They are a phenomenal program and everyone on the team can shoot in the low to mid 70s. Seniors Brandon Romano, Matt Lowe, and Kurt Brey all played well for them on the final day," said Balaban.

Entering the 2010 season, the eight returning upperclassmen have serious expectations.

"I truly believe the team has the potential to not only make the counties but represent Nassau at the Long Island Championship as well," said senior co-captain Kelly Shon. "Last year we surpassed many expectations by leading after the first day and a good showing overall. However, that experience only made us more hun-



Courtesy of Kelly Shon

**Senior Kelly Shon putts at a practice round at the PGA National Golf Club in Florida during the season-ending AJGA Polo Invitational in late November. Only winners of AJGA tournaments are invited to the Invitational; Shon won the Aldila Junior Open in April. She tied for third at the Invitational, propelling her to seventh in the national rankings.**

gry as we can learn from our mistakes."

Shon will finish her career at Schreiber this spring as the most prominent female golfer in the school's history. Competing as the team's number one starter, she will once again be relied on during this year's quest for the county championship.

"My goal as a team is to beat last year's County champs (Farmingdale) and prove ourselves at the LI Championship. Individually, I would like to have a good showing at State's. Hopefully, the end of my golf career at Schreiber and as a junior golfer will only be the beginning to a successful career in the game," said Shon.

Balaban knows that Shon will once again be influential to a successful season.

"We need Kelly to play how she does and to give us a consistent score every match," said Balaban.

Experience makes a major difference in the high school golf game.

"At the first tee of last year's County Championship I was practically shaking. It is a very nerve-racking experience but you gain confidence as you go on," said Balaban.

Head Coach Kathy Doughty recognizes that this year's team will benefit from last year's playoff run.

"Having everyone come back is a plus and six of last year's players being part of a conference championship team definitely helps. We expect to add another championship label to the golf banner," said Coach Doughty.

The five starters project to be Shon, senior Chris Yap, Balaban, Lange, and junior Paul Tasnday. Seniors Warren Trunz and Peter Doscas will compete for the sixth

spot in the rotation.

"There are huge expectations this season. Farmingdale did not lose anyone and neither did we. Because we were so close last year, we definitely have the ability to come in first," said Balaban.

One must hope that the Vikings can sustain the pressure and pre-season hype that has developed around their program during the weeks building up to the season.

"The county title is something all of this year's seniors really want. This is our last year, and we really want to leave with that title," said Lange.

All roads lead to Farmingdale, as Port Washington looks to dethrone last year's champions. The rivalry has grown significantly over the past four years.

"I think this rivalry is just as good as many throughout our school because we are not in the same conference as Farmingdale. We do not see them in regular season play and in golf you are not only competing against the other team but you compete mostly against the course," said Balaban.

Lange, who has worked his way into the top five players of the program, also has sensed the growth of this rivalry.

"There is definitely a strong rivalry between both teams," said Lange.

Many starters trained after the season ended by playing in junior tournaments. Balaban, Lange, and Yap, along with sophomore Colin Davies, another member of the team, participated in the Metropolitan PGA Junior Tour. All four Vikings had top 10 finishes in at least one tournament. Balaban finished in fourth by shooting a

76 at the Wheatley Hills Golf Club. Yap finished third with a 77 at the Sunken Meadow Golf Club.

Shon boasts the most rigorous training regimen, practicing until 10 p.m. every day after school and playing in national tournaments throughout the year. She competes with the American Junior Golf Association (AJGA). She is currently ranked 10th nationally. For the duration of the winter season, she was seventh.

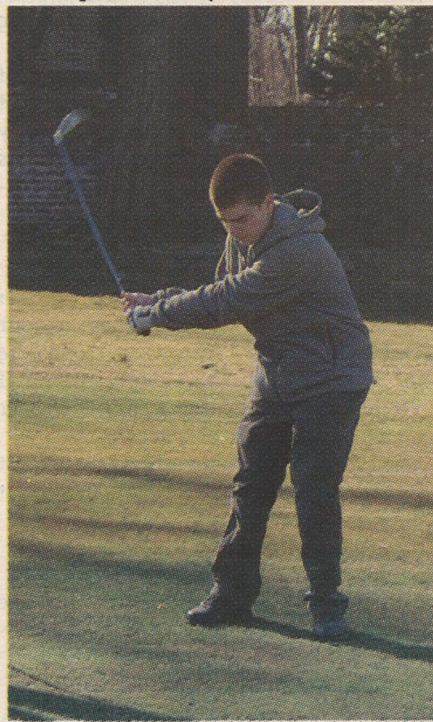
At the season-ending AJGA Polo Invitational, in which the winners of all AJGA events throughout the year are invited, Shon finished in the top 32. This finish advanced her to the second stage of the tournament, which consisted of match play.

After winning the first three matches, she advanced to the final four where she lost to 2009 player of the year Victoria Tanco from Florida.

During the winter months, Shon practices at the driving range every day after school until 8:30 p.m. She then goes home and does golf-related workouts until 10 p.m. Certain nights, she practices her putting afterwards.

In preparation for the upcoming season, Shon's teammates, including Yap, Balaban, and Lange, also practice diligently at the driving range, in search of the school's first county title since 1989.

"Not many people know that Schreiber even has a golf team, but after what we hope will be a county championship season, there will be no questions left about our program," said Lange.



Port Light

**Senior Jerry Lange hits an approach shot on the 8th hole at the Sands Point Golf Club last year.**