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THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LX No. 7 March 2010

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Education



Battle of the Bands
-A&E-



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Teaching Geography
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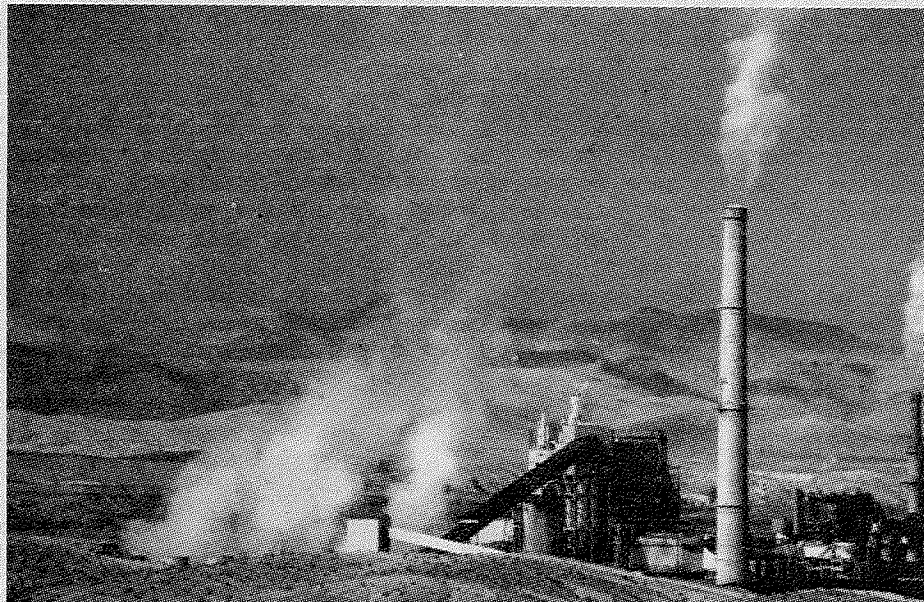
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For his AP Photo assignment titled "The Glory and Demise of Nature," junior Ben Adler captured a photo of a factory in the middle of an empty desert in California. The factory stands as a symbol of human impact upon the environment.

NEWS BRIEFS

Academic Decathlon

The Academic Decathlon team, led by advisor Mr. George Muhlbauer, recently headed upstate to SUNY Brockport for the state finals. On the weekend of March 12, the group of students competed in 10 different events, placing third overall out of the six teams in the tournament.

The members of the team include seniors Daniel Cottitta, Carolyn Hart, Sam Rosenberg, Alix Sentner, Andrew Seo, Julia Zaskorski, and juniors Jenny Kim and Shahana Yeasmin.

Academic Decathlon consists of seven written examinations in art, economics, language & literature, mathematics, music, science, and social science. Competitors are also required to write an essay, deliver a speech, and get interviewed.

Each year, the events have a different concept; this year's theme was the French Revolution.

"The team placed third this year, which is one of the best outcomes in a long time," said Mr. Muhlbauer. "The event itself is great and the team had a lot of fun at states."

Many of the team members received medals for the different events that they participated in.

Kim received a silver in chemistry and a bronze in interview.

Rosenberg earned a silver medal in music and a bronze in math.

Cottitta received a bronze medal in Super Quiz, which tested on the French Revolution.

Sentner was awarded four medals: a gold in language and literature, a silver in essay, and bronze in math and economics.

Seo earned four medals, as well: a gold in math and bronze in speech, interview, and economics.

Hart received a total of five medals: gold in art and math, silver on the essay, and bronze in the interview and language and literature.

"It is a very rewarding experience and it is also unique because the competition requires students from all different academic levels to compete in separate categories," said junior Shahana Yeasmin. "This way it brings together students of all different backgrounds."

~ Aimee Stern

Mardi Gras

Although Mardi Gras was celebrated around the world nearly a month ago, the school recently held its own festivities in honor of this event.

On March 18, the cafeteria was filled with decorations, food, music, and games, and many students were brought together by the Foreign Language Honor Society to celebrate the event.

"Mardi Gras is the best time of the year," said senior Tana Giraldo. "It's my

fourth year coming to the event, and this was the best yet."

The abundance of food added to the overall atmosphere of the night by bringing various cultures together. Each person who attended brought a meal from home to share with the other attendees. With a copious supply of food from a variety of ethnic backgrounds, the cultural diversity and student unity of the night was evident to all.

"There was a lot of food and close to 250 people in attendance. It was the biggest Mardi Gras ever," said Mr. John Placella, chair of the department and advisor to the club.

The cafeteria was covered with purple, green, and yellow decorations. Beaded and colorful centerpieces contributed to the festive spirit of the night.

The students and staff were able to participate in a wide variety of activities and games that were offered. With music playing in the background, beads to wear, and masks to decorate, all attendees were immediately thrust into the mindset of Mardi Gras.

As the night progressed, competitions such as the limbo and musical chairs were held, with prizes being awarded to the winners.

"The night was definitely a success," said junior SonYon Song, the president of the club. "People wanted to stay longer than I expected, the food was great, and the night was fun."

~Lauren Goldstein

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Development of organic garden in courtyard commences

Treehuggers plans to grow vegetables as a small-scale model of sustainable agriculture

by **Katya Barrett**

Assistant News Editor

With preparations already underway, a new addition to Schreiber is soon to come through the Treehuggers Environmental Club. With the environmental movement sweeping across the country, and the world, and the transformation to an eco-friendly lifestyle becoming more and more popular, the group believed that it would be the perfect time to put into action an idea that has been developing over the past few years.

This bold step is the creation of an organic garden, which will serve a multitude of purposes, and will be emblematic of Schreiber's interest in becoming more environmentally friendly. The group plans to grow its own produce in this eco-friendly fruit and vegetable garden as an example of small-scale, sustainable agriculture.

"The issue of eco-friendly farming is really important to us," said sophomore Renee Cohen, the Treehuggers' treasurer. "It really affects the planet, and it is just such an easy thing to change. We wanted to show how if it can be accomplished on a small level, it could also be achieved on

"I see this garden as one of the most effective ways that local groups like us can make a positive impact in an enjoyable way," said senior Christina Zhou.

a much larger and global scale."

Several members of the club began the clean-up of one of the school's courtyards on March 18, which will be the organic garden's location. The students picked up the trash scattered throughout the area, and chose the exact spot where they plan to plant.

Before the actual planting can begin, the club will need to purchase the necessary seeds and soil for the intended planting area.

"It was definitely hard work cleaning up the garden area, but it was also an extremely rewarding experience, especially because I know what is going to come next," said sophomore Alison Peraza. "I am really looking forward to planting the seeds, and the eventual growth of the fruits and vegetables."

The organic garden will not be planted until the end of the month or early April, but the club has been discussing and planning the possibility of this project for the last couple of years. However, it was not until this year that the club decided to finally put its idea into action. The process involved meeting with the administration about possible garden locations and funding for the various necessary materials. With help from the custodial staff, who offered to lend shovels and other needed tools, the club members have obtained the various items necessary for the creation of this garden.

The club plans on creating a raised-bed system for the different fruits and vegetables that they will be growing, which will be helpful and safe for the crops to grow healthily. The members are planning on using the compost from the compost pile that has accumulated throughout the years through their collections for their garden. The club also hopes that the garden will help improve the appearance and overall feel and atmosphere of the courtyard.

"I think that the new garden will help encourage other students to get themselves outside, enjoy the wonderful, sunny, spring weather, and have fun doing something that is actually very meaningful," said senior Christina Zhou, co-president of Treehuggers. "I see this garden as one of the most effective ways that local groups like us can make a positive impact in an enjoyable way."

After much consideration regarding which produce to grow, the club has decided to grow fruits and vegetables such as peas, lettuce, carrots, strawberries, and



Loren Giron

Members of Treehuggers Environmental Club worked to clean up the courtyard where they plan to start their eco-friendly garden which will produce a variety of organic vegetables and fruits.

possibly even a blackberry bush. These goods were deliberately selected as they are grown seasonally, and there will be different types of food being harvested at different times throughout the school year.

As of now, the club have considered many different possibilities of what to do with their harvests, which include serving them at school or at school events, donating them to a food bank, or even selling them at a local farmers' market, like the one held at the Port Washington dock.

With this garden, the club hopes to influence other students and departments in the school and community. Other students and clubs have already shown interest in its cultivation, and collaborative support across the school will be needed in order to maintain the garden and allow for its growth.

"We've talked to people from other clubs in Schreiber, such as Science Honor Society, and we've found that a lot of other people would be interested in helping with

the garden," said Zhou. "We hope that lots of people not already involved with our club will be intrigued by this exciting project."

The club is also interested in the possibility of involving some of the science and cooking classes in the garden, which might prove as a useful example of both plant anatomy and healthy, organic ingredients.

Treehuggers Environment Club plans to hold a few other events before the end of the year, including an observance of Earth Hour, which would involve turning off the lights in classrooms for an hour on a specific day. The club also plans to hold events both during the school day and after in honor of Earth Day, which is April 22.

Through these upcoming various events, and the creation of a permanent organic garden in the courtyard, the club hopes to play its part in helping to save the environment, while also managing to succeed in educating students and aiding the community.

New honors technology class offered through Stony Brook University

by **Matt Heiden**

Assistant News Editor

Next year, the technology department will introduce a new course for honors credit offered through Stony Brook University.

The class, Introduction to Engineering Science, will give students a broad overview of engineering in various sciences with a focus on hands-on learning by designing and testing prototypes. Students who take this class will earn three college credits from Stony Brook and honors credit in Schreiber.

"What we are trying to do is move forward because there are so many important opportunities after college. Right now, most engineers come here from overseas," said Mr. Don Schaefer, the technology chair. "We have lost manufacturing because of lower wages in other countries, but we are still very strong at engineering. We need to develop a culture of engineers which requires math and science skills."

Mr. Schaefer had approached Principal Mr. Jay Lewis, last October about the possibility of creating this new technology class. Mr. Lewis supported the proposal and together they sent letters to five or six colleges. However, only Stony Brook University responded to the request, and the college decided to offer its Introduction to Engineering Sciences course to the Schreiber technology department.

The class will not only be an honors elective, but will earn a student three transferrable college credits. The course will cost students \$250. Enrollment in the class is only open to juniors and seniors with a minimum GPA of 2.6.

Theoretically, up to 100 students will be able to enroll in this class, which will then be organized into classes of 20, but it is more likely that only one or two classes will be filled.

"My interest is not just for our school's technology department, but for engineering as a whole," said Mr. Schaefer. "I really want to help develop the skills of as many prospective engineers as possible."

The class will focus on a very broad range of engineering and technological aspects. It will not only provide the practical uses of the topics, but it will also focus on developing the underlying abilities of being able to think critically and scientifically to solve problems. The introductory class will survey a variety of fields.

Since one of the goals of the course is to introduce students to the profession of engineering, the class will emphasize the importance of being able to continue to adapt to new fields of technology and to find creative solutions to problems. This will prepare them for the future career of an engineer. There is also an emphasis on working in groups to build and test models.

Students will have the opportunity to compare and contrast past engineering mistakes as well, such as the New Orleans Hurricane Protection System. There will be a research project that could be focused on a broad sweep of technologies, ranging from aerospace to mechanics to nuclear engineering. Additionally, as part of the

curriculum for this new class, students will be required to design, build, and test a "Mousey the Junkbot," a robot designed to perform a specific task by using a remote control.

As of now, there are plans to organize a visit from at least one engineer who will present to the group about the profession. The class also plans on having two trips to Stony Brook University, with one of the visits focusing solely on the topic of nanotechnology.

"They will work with all different types of engineering fields, not just mechanical and electrical, but even beyond those," said Mr. Schaefer. "The class itself is about 40% lecture and 60% hands-on building prototypes."

Although this is the first time that Schreiber is offering a course through Stony Brook, this is not unique to the technology department. In addition, the foreign language department offers a class through St. John's University, and the business department currently offers an accounting class using Farmingdale's curriculum.

Guest speakers educate and entertain students

Matt de la Peña, Dr. Nikhil Gupta, and Dr. Howard Lavine share experiences with students

Matt de la Peña

Matt de la Peña, author of three novels, one of which is being made into a movie, visited the school to discuss his experience as an author. On March 17, students gathered in the library to hear from de la Peña, who was invited by librarian Ms. Kate Herz.

"I heard him speak at a 2009 Librarian Preview at Random House last spring," said Ms. Herz. "After hearing him talk about his background and what inspires his writing, I thought he would be a great fit for the student audience at Schreiber."

De la Peña spoke to two separate groups during periods 3 and 4-1. During the first hour, he spoke about his life and his journey from a reluctant reader to an author. The second session was more focused on the process that he went through to write his three novels.

"My favorite thing about being an author is hearing from kids who have read one or all of my books," said de la Peña. "It's a pretty amazing feeling. I know there are a ton of books out there, and when somebody takes the time to read one of mine, I'm pretty humbled."

De la Peña connected with the audience by sharing his personal experiences. He allowed students to look at the script of the movie based on his book, and let students look over a mood book, which displays images that sets the mood for characters and the setting of movie scenes.

Students came to these presentations either on their own, with classes, or as part of a requirement for the English honors project. The author also held a separate creative writing workshop with Ms. Judith Schutzman's Creative Writing class.

"It was a great experience, and we got to hear more about the writing process needed to write a novel," said junior Annabelle May.

In addition to speaking about his experiences as an author, he also discussed the novels that he has written, including *Ball Don't Lie*, *Mexican Whiteboy*, and his most recent one, *We Were Here*. He is continuing his writing interest and his next novel is set to be published in October.

"*We Were Here* is my favorite novel

I've written," said de la Peña. "I think it's probably the most ambitious, and I adore the characters. I wish I was still writing it now."

De la Peña also spoke about his experience in film. His first novel, *Ball Don't Lie*, was recently made into a major motion picture, and he played a small role in it as a referee. The film was premiered at the Tribeca Film Festival in 2008.

The event took a lot of planning and hard work from not only the librarian, but also from the co-sponsors of the event: the Young Adult Services Division, Friends of the Port Washington Public Library, and the Schreiber Cultural Arts Committee.

"It was a pleasure visiting Schreiber," said de la Peña. "The students here are one of the smartest groups I've ever spoken to."

Dr. Nikhil Gupta

Recently, science research classes, physics students, and any other interested students had the opportunity to listen to a presentation by Dr. Nikhil Gupta, a researcher at NYU-Polytechnic Institute. Mr. John Schineller, the advisor of the 12th grade science research class, worked with Dr. Gupta last summer as part of the SMART program, which involves Mechatronics and STEM principles.

One part of the SMART program involves a mentor visiting the high school of the teacher with whom he or she worked. Since Mr. Schineller was part of this program, his mentor, Dr. Gupta, came to Schreiber.

"The decision for a visit to the school was simple," said Mr. Schineller. "Dr. Gupta and I discussed the mutual benefits to his university and our research and physics programs if he spoke about his lab at NYU-Poly. Our research students are required to participate in a mentored program between junior and senior years, and he is an excellent contact."

Dr. Gupta is in charge of the composite materials and mechanics lab at Polytechnic. Dr. Gupta brought this knowledge and his experiences with him as he discussed his work with the students.

"Dr. Gupta was quite impressed with Schreiber, the high school learning



Loren Giron

Author Matt de la Peña included a question-and-answer session in his presentation, and discussed his writing process, his childhood, and his love for basketball.

environment, the research program, and our students," said Mr. Schineller. "He was pleased to see the level of success we have and complimented the high level of questioning at the conclusion of his talk."

During his presentation to the students, Dr. Gupta gave a brief overview of the type of research that his lab conducts. He talked about different projects involved in the department of mechanical and aerospace engineering. He also mentioned projects that other high school and college students have experimented with in his lab.

"While his presentation was low key and barely the tip of the iceberg for his research, the feedback from students was favorable," said Mr. Schineller. "A number of students in both physics and research commented on Dr. Gupta's depth and breadth of knowledge—especially in bone fracture and joint repair testing such as knee reconstruction."

This meeting was also an opportunity for juniors involved in the research program who are looking for prospective summer placements to understand what the research experience will be like and how they can get placed. Dr. Gupta gave students advice on how to contact a mentor and stressed the importance of selecting a research program that they find interesting and enjoyable. A number of students asked specific questions to Dr. Gupta about possible mentors and projects for this year at the university.

"I think it is very important for students to start researching early," said Dr. Gupta. "High school students do not have to wait until college to start researching. There are lots of opportunities in universities and research labs for them to start pursuing their interests now."

Dr. Howard Lavine

Dr. Howard Lavine, a well-known political psychologist from SUNY Stony Brook recently came to speak to the AP United States History & Government students and 9th grade Global students completing honors projects.

On March 10, students had the opportunity to hear Dr. Lavine discuss his research and new book, *The Ambivalent Partisan*. Dr. Lavine's research primarily focuses on the effects of identifying with a political party on political decision making.

Dr. Lavine spent the first part of the presentation introducing political party identification because he believes

that party identification is important in determining how a person votes.

According to Dr. Lavine's website, one of the most important insights into the thinking behind decision making is that "preference judgements are reached through a diverse and flexible set of cognitive strategies." In his most recent work, Lavine has proposed a framework for the general psychology of political choice, which discusses how "decision strategies are contingent on variation in political engagement and attitude strength."

The second part of the presentation was a question and answer session in which students had the opportunity to interact with Dr. Lavine.

"He was very informative and made us more aware of political psychology," said senior Emma Colonna.

Dr. Lavine speaks around the world and has written a number of papers and books. He has participated in speaking engagements across the country and world, speaking at places from the University of Minnesota to the University of Limerick in Ireland. He has also received awards, such as the Stony Brook Seed grant, and holds the position as president of the Political Psychology Section of the American Political Science Association. Consequently, Dr. Lavine's presentation for the students was very comprehensive and also at a very high level.

"Dr. Lavine's presentation helped me understand politics, but overall it was really confusing. It was a little above our level of understanding," said freshman Natasha Talukdar.

Mr. Bryan Frank, chair of the social studies department, has been working on building a core group of speakers to come enrich the 9th grade Global Honors program. Attending Dr. Lavine's visit was a new requirement for the honors project.

Dr. Lavine is a Port Washington resident with children in the elementary school. Mr. Frank first heard him speak at the Long Island Council for Social Studies. Impressed by his presentation, Mr. Frank considered Dr. Lavine to be a potential speaker for the students.

"Dr. Lavine was extremely generous about coming to Schreiber and speaking to the students," said Mr. Frank.

Reported by Hannah Fagen, Sahil Doshi and Leah Nash, and Alison Ehrlich.

Concert for Haiti raises donations



Connie Kim

To help raise funds for Haitian relief, a concert was held in the auditorium which brought together high school musicians from across Nassau county. The event was held on March 3, about 7 weeks after the earthquake.

Character building assembly receives mixed response

Presentation achieves varying degrees of success in its modernized message of honesty

By Alizé Margulis

Staff Writer

Recently, students had the opportunity to watch the presentation of *Trust Me!?*, a short movie created by Camfel Productions focused on character building and honesty. During this assembly on March 18, students were able to listen to real-life stories of teenagers who face similar situations to those that Schreiber students experience. The presentation stressed the importance of being true and honest to oneself and one's classmates, parents, and colleagues.

Trust Me!? emphasized the importance of self-realization, the awareness that everyone is a unique individual, and that one should not portray a false image of oneself.

"The assembly was a nice reminder for Schreiber students and it coordinates with the mental health unit that takes place in health class," said health teacher Ms. Janine Kalinowski. "In health, students are taught to 'walk the talk' and we stress the importance of how your attitude truly describes the individual you are; the idea of karma and how 'what goes around comes around.'"

In contrast, many students opposed the assembly program because they believed that it was a waste of important class time and found the presentation method to be ineffective.

"I thought that the message was extremely redundant and students are not

suddenly going to change their attitudes after watching this film for less than an hour. If it were taught in classes, it is possible that students would actually get something out of it, and may eventually change their habits," said senior Johnny Schechner.

However, many students enjoyed the assembly precisely because it was not a lecture and was an elaborate media presentation, with three screens and popular music.

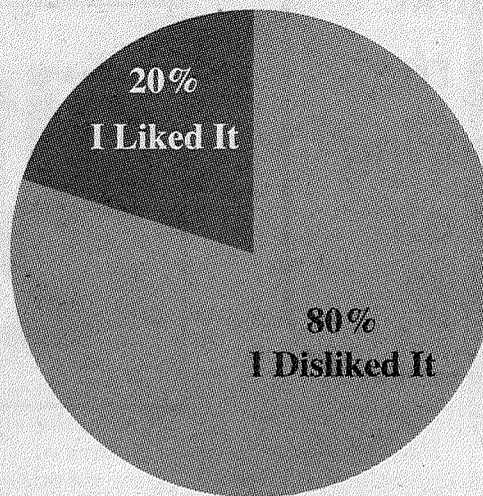
"It was different and was not from an adult point of view. We had the opportunity to get into the life of several teens from around the country. Some of the stories were easily relatable and I actually enjoyed it," said junior Kristen Courage.

Mark Jones and Zac Hellie, two representatives from Camfel Productions, set up presentations for schools about true life stories of students from all over the country. They enlighten students on how people can achieve their own personal goals and offer insight as to how to live one's life in a straightforward and truthful manner. They show students how to take actions to change their habits, so that they can remodel themselves after who they are, and not who they think they need to be.

Assistant Principal Mr. Craig Weiss was in charge during the assembly and he hoped that the presentation would connect with the students.

"The committee of student conduct and character education looked at a lot

How did you feel about *Trust Me!?*



Most students thought that the film was condescending to them because it simplified many of the problems that students experience in high school. Students who did enjoy the film did so because of the large visual display and use of many popular songs.

Gintautas Savukuynas

of programs but we felt that this style of presentation was the best one," said Mr. Weiss. "We felt that the way the presentation was presented with the music and three screens would reach the students. The assembly was followed up by a mini-lesson in gym classes and health classes; therefore, it was not just a one-time deal. I hope that people think about who they are as individuals and what they value. If the assembly program has caused students to pause for a moment and self-evaluate, then it has accomplished its goal."

After the assembly program, many students continued to discuss the ideas presented in the assembly in their classes, especially focusing on the way the video was shown.

Many students believed that although the assembly had a good message, the way it was put together and presented to the students was hypocritical, preachy, and

demeaning.

"The assembly was an ill-conceived attempt at reaching high school students regarding character and trust," said junior Michael Graf. "No one could take a presentation filled with action scenes and such loud music seriously."

However, others appreciated the movie being geared towards teenagers through the depiction of real-life scenes and playing music.

"I like that instead of the movie portraying people that are dishonest, it showed honest teenagers that we should strive to be more like," said freshman Christina Bharath.

To close the assembly, Hellie briefly spoke about the video and he voiced a message to students.

"It is important to live the life you say you are living," said Hellie. "Live free to tell the truth. Trust yourself to be trusted by others."

Rev it up for Relay boosts spirits

By Lauren Effune

Copy/Managing Editor

Port Washington is the first town on Long Island to raise over a million dollars for the American Cancer Society and holds the longest running Relay for Life fundraising event. Approximately 350-450 students each year participate in this 24-hour charitable event that honors the lives of those who dealt with, are currently dealing with, or have passed away from cancer.

In order to increase publicity and get an early start on fundraising efforts, approximately 25 students from all grade levels and this year's "coaches" hosted the second annual Rev it Up for Relay spirit-booster on March 12. With this year's Relay theme being "Kick Away Cancer," developed by senior Olivia Pietrantonio, events were held and goods were sold in the lobby that culminated in raising approximately \$450.

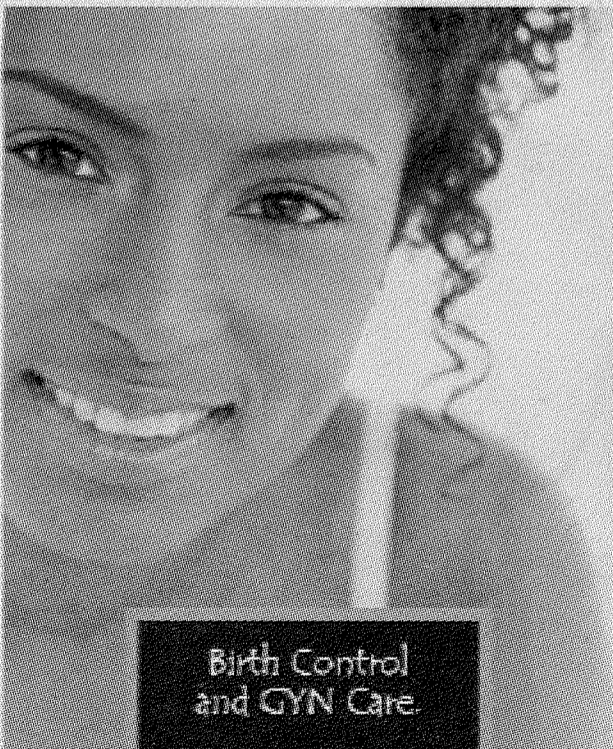
"Last year Rev it Up for Relay was created as a way to get people pumped about Relay for Life so they become eager to form their own teams and collect the most money," said Relay for Life advisor Ms. Pat Kosiba. "This year's coaches really wanted to attract the freshmen since they are the ones who get so excited about Relay and stick with it throughout all four years of high school."

Many forms of entertainment were

provided in the lobby for students. Each of the coaches either hosted a particular event or worked to make sure everything was running smoothly. One of the most popular events of that day was the "Soccer Goal," in which participants competed in kick-offs to see who could score the most goals against science teacher Mr. Don Fish in 15 seconds. Music was playing, there was a TV station that featured a slideshow of pictures from last year's Relay, and Schreiber's radio station, WDOT, broadcast live from the lobby. In addition, Relay for Life goods such as blankets, t-shirts, bracelets, and key chains were sold, raising most of the money collected that day.

"Rev it Up for Relay gets the school pumped and ready for Relay. Plus, it is another event to raise money. In the years we've done it, it's been extremely successful," said junior coach Evie Adsetts.

This year, several changes have been made to Port Washington's Relay for Life. Traditionally held on the grass field between the track, this year it will be moved to Sousa Elementary School from June 19-20 due to the installation of new grass. In addition, a town-wide committee has been created, of which Ms. Kosiba represents the Schreiber community, to publicize this event more, to try to attract more community members, and set even more records for Port Washington.

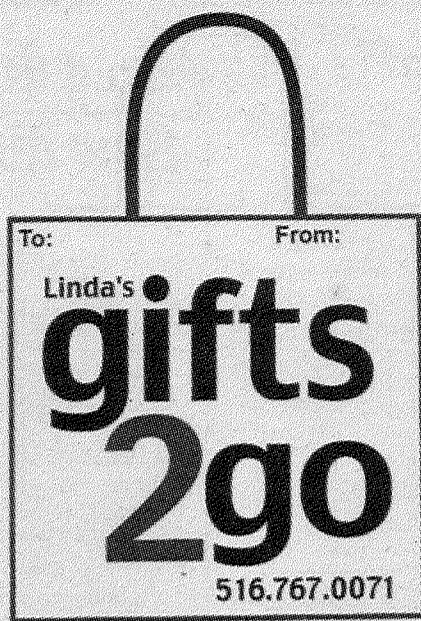


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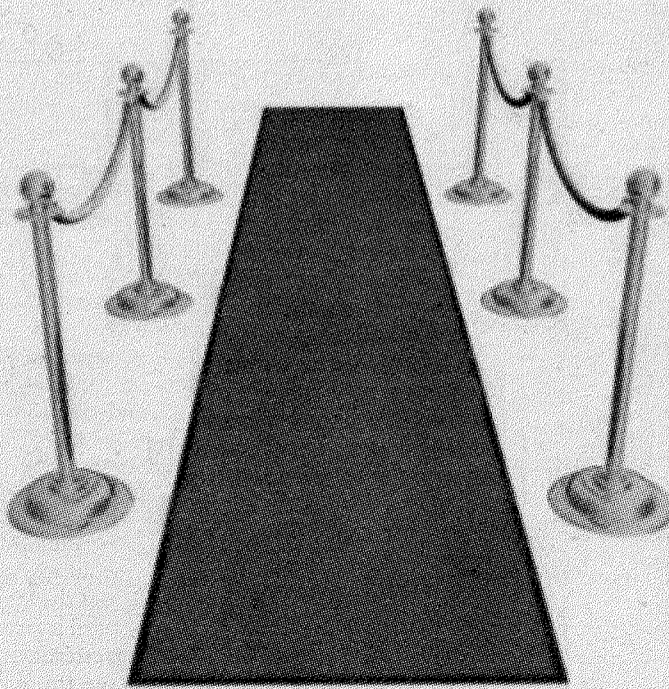
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Point

Counterpoint

Is our current block scheduling system effective?

By Will Zhou

Assistant Opinions Editor

Let's stop and take some time to think about the scheduling system here at Schreiber. Now that we have our schedules in mind, it is time to compare this kind of scheduling system to the alternative: a non-block schedule (employed by schools such as Bellmore-Merrick and Herricks).

A non-block schedule only has A and B days (compared to the ABCDEF days here) and allows for nine periods, forty minutes each. There is no such thing as a "cycle," and every single day entails the same classes at the exact same time. School starts nice and early at 7:40 a.m., but also ends earlier, at 2:20 p.m. This means that the school day is actually shorter than the school day at Schreiber. Ending early allows the school to allot forty minutes for club meetings or other activities before sports at 3:00 p.m. Although this probably sounds good to the many Schreiber students who have to juggle four different clubs and a spring sport on top of that, it's important to remember that students are given forty minutes and forty minutes only.

Under the guise of freedom that a non-block schedule provides lies the face of a restrictive schedule that limits student activity. Schreiber students are allowed to hold club meetings however early they wish in the morning, and extend club meetings to however long they need in the afternoon. Without this kind of freedom, many of the different afterschool activities in Schreiber could not be held.

For example, clubs such as debate sometimes require extended time before competitions for practice and preparation. All of the morning meetings for clubs would be forced to be moved to the afternoon or not held at all, because a non-block schedule doesn't open the school for clubs in the morning, either.

Another fault with a non-block schedule is the simple monotony of the school day. Even though there are nine periods, and thus less time per class, there are also only A and B days. The ABCDEF periods of the Schreiber scheduling system gives students different classes everyday, thus aiding in preventing (or at

least slowing down) the boredom that is sure to accompany coming to school and sitting through seven hours of class.

"There's more variety at Schreiber. Back at Weber, every day had the same classes with only a few differences. Now, we can have different classes everyday, which deals with boredom," said junior Andrew Oh.

An issue that the non-block schedule presents to the students—from an educational perspective—is that forty minutes is simply too little time to truly learn a topic and let it soak in. The hour-long periods that Schreiber offers gives students longer off periods, and longer times in class in order to truly learn, understand, and remember the subject matter.

It is important to note that non-block schedules do not give students the same opportunities for free periods. Students miss out on time to catch up on homework, get some sleep, or simply relax with friends. The nine periods suddenly sound more like torture than "more variety," don't they? Many of us could not survive without all of the possibilities that the off period offers us.

Even if we were to ignore all of the other reasons that make a non-block schedule simply not as practical or logical as a block schedule, the lack of off periods should immediately take any consideration for this kind of scheduling and do away with it.

Even if all things were equal, switching to a non-block schedule would still

entail a significant amount of reorganization and administrative attention that Schreiber simply cannot afford. The negative aspects of a non-block system simply don't make up for all of the potential benefits that Schreiber students stand to gain from the current system.

By Sophia Jaffe

Assistant Opinions Editor

If you have ever mixed up what day of the cycle it was, I think you'll relate to my frustration. The disorientation originates from the confusing six day cycle we all have, unfortunately, become accustomed to. In other schools nationwide—even in nearby districts—students are lucky enough to not have to deal with the "What day is it?" epidemic. Also, the fact that our school does not allot time for students to be able to participate in both clubs and sports during the same season does not allow for a balanced weekly schedule.

"What letter day is it today?" This is a common question buzzing through the hallways at 8:05 a.m. as the first bell rings. To be honest, as I'm writing this article right now, I do not even know what day it is. I get texts from my friends asking "Is tomorrow a C or F day?" and other variations of this question. The school's scheduling system has made something that could be so easy and made it so much harder.

It is not uncommon for Schreiber students to post a small white board up in their locker that is designated for writing up the letter of the day to serve as a reminder. However, I find that this system still does not

day scheduling system would be more beneficial to the student body is that there are only two options of what the day can be. All you have to do is remember your schedule from yesterday, and you know what today is.

Another problem with our block scheduling is that if one participates in a club and a sport during the same season, one is often unable to balance them both and has to sacrifice participation in one or the other, which ultimately leads to letting either your team or your club members down.

Schools such as Herricks and JFK-Bellmore have a schedule that starts earlier than our school day, but then they have a 45-minute period before 3 p.m. that allows them to go to the library or to clubs. Therefore, one does not lose out on the chance to participate in the many enriching clubs that Schreiber has to offer. With this improved system, the struggle between balancing clubs and sports would be resolved.

"Having a nine period day gives students the opportunity to go to clubs before sports start," said senior Daniel Bornstein, who attends JFK-Bellmore High School. "It's important to get involved in both clubs and sports in one's school and to take advantage of multiple after-school activities."

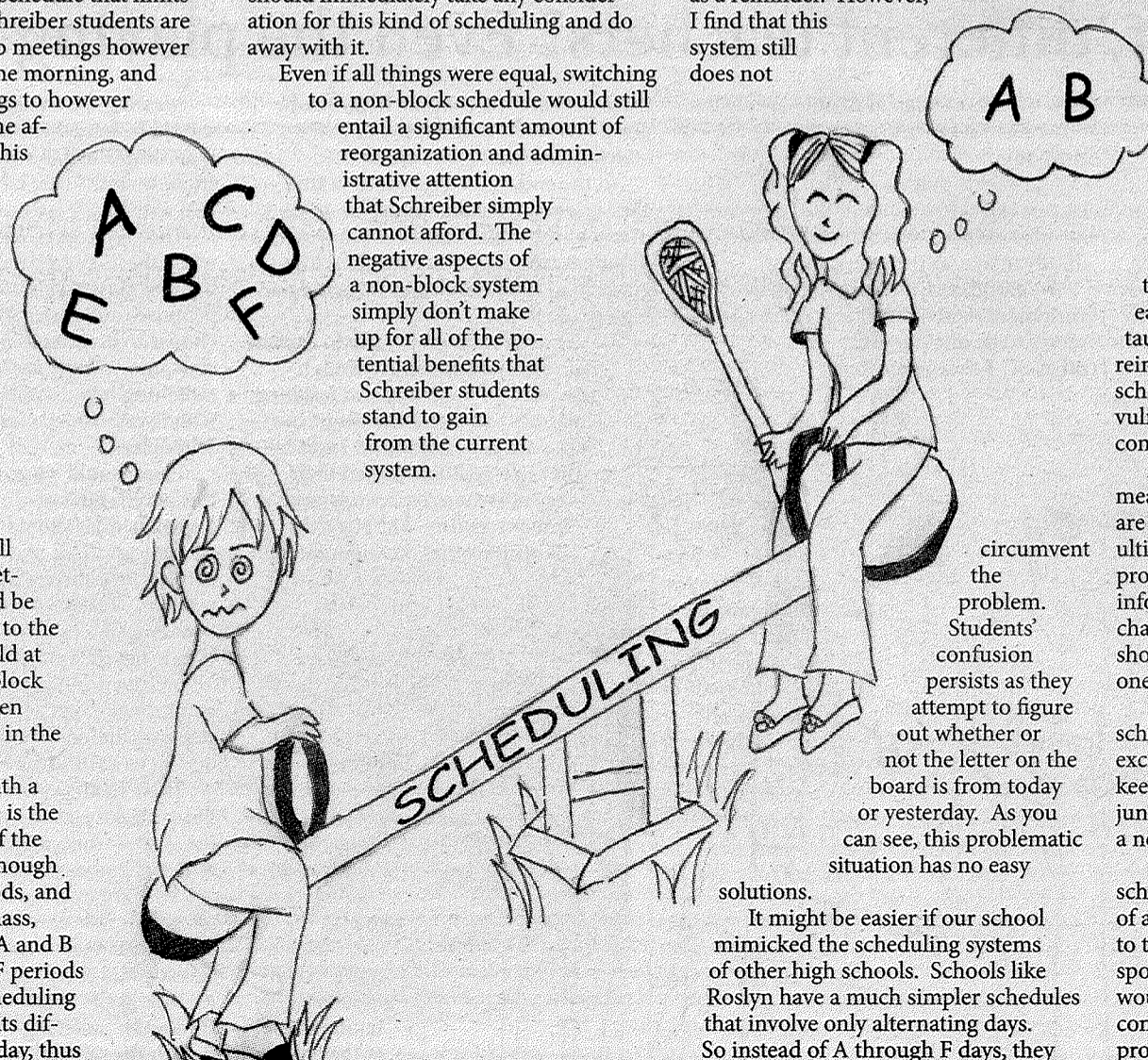
Bornstein, benefiting from his school's scheduling, is able to participate in his school newspaper club before going to track practice each day.

An additional flaw in our block scheduling is that if you miss a class or when the weekend interrupts the week, one can go up to three or four days without attending the class. Therefore, a student can easily lose the information that was taught to them without the consistent reinforcement of the class. A non-block schedule would minimize the student's vulnerability to forget the crucial concepts of the lesson.

Also, more periods during the day means shorter periods. Although there are pros and cons to a shorter period, ultimately, a shorter period would promote a student's ability to retain information. Students have a better chance of retaining information over a shorter period of time than over a longer one.

"Because I have basically the same schedule of classes daily, for 42 minutes, except gym or double period, it helps me keep on task always," said Ali Ederer, a junior at Herricks High School which has a non-block schedule.

The confusion surrounding block scheduling is evident, and the solution of an alternating day would put an end to the extra-curricular conflict between sports and clubs. The new schedule would solidify lesson plans and consequently allow students to prosper.



Eunice Kim

circumvent the problem. Students' confusion persists as they attempt to figure out whether or not the letter on the board is from today or yesterday. As you can see, this problematic situation has no easy

solutions.

It might be easier if our school mimicked the scheduling systems of other high schools. Schools like Roslyn have a much simpler schedules that involve only alternating days. So instead of A through F days, they have A and B days. The reason a two-

Wait... I thought San Diego was a state on the east coast...

BY Blake Mergler

Opinions Editor

Last week, my mom informed me that she was going to St. Louis for a business trip. Being incognizant in which state that obscure sounding city was located, I decided to ask about 10 of my friends. I heard answers raging from Illinois, South Carolina, and even Minnesota.

After the accumulation of many wrong answers (the right answer, if you are interested, is Missouri), I questioned the value of our geography education here at Schreiber. Although some of my friends might understand derivatives in Calculus, or know all 43 presidents from AP US History, close to none of them knew where St. Louis is—despite it being the home to 1 million Americans—or even where the state Missouri was on a map.

By asking around the student body, I have become aware that most students, although educated in one of the highest ranking schools on Long Island and in New York, have simply no recognition of geography or world history, myself included.

Let's take a look at the detrimental consequences of not knowing where certain places are when we enter the real world. Outside of our microcosm of high school, there is a world of which we must be aware.

If you are planning a trip in Europe and cannot even find France on the map, what is the point of even going?

If you are watching the news and hear there has been a natural disaster in a city, you might instinctively question, "Where is that? Am I close to there?" Without the knowledge if you are 2,000 miles

away or a mere 200 from a city or town, you will seem uneducated among others either shrugging the news off or panicking.

To address this issue of the lack of student knowledge of geography, including U.S. states and countries worldwide, we cannot simply resort to the quiz site www.sporcle.com. Although this popular website tests naming the 50 states in ten or fewer minutes, and even all the countries in the world in fifteen minutes, this is not sufficient to replace a quality education. In all seriousness, Schreiber should address this forgotten area in our high school education.

One way by which we can remedy this current situation is by incorporating more social studies lessons on geography. I have recognized in the past that most teachers expect this knowledge from their students and rarely ever test geography, maybe because there are only a couple of questions on geography on both Regents exams.

But incorporating the geography of the area that is being taught into the lessons could be very effective. Perhaps full lessons should be devoted to studying where places are located.

Now, some might argue that even if some students are tested in geography, it would be crammed into students' brains midnight the night before the quiz, which could be considered trivial. For instance, after writing Missouri on a map for a test first period, students would have no idea where that is by the end of the day.

Therefore, it would be necessary to have a five-minute quiz each day, basically drilling geography into students' brains. Even though this might seem gruesome, it will definitely have the benefit of a gradual progression of learning about world geography, which would probably be one of the most useful aspects of education for students in the future.

Additionally, in order to ensure stu-

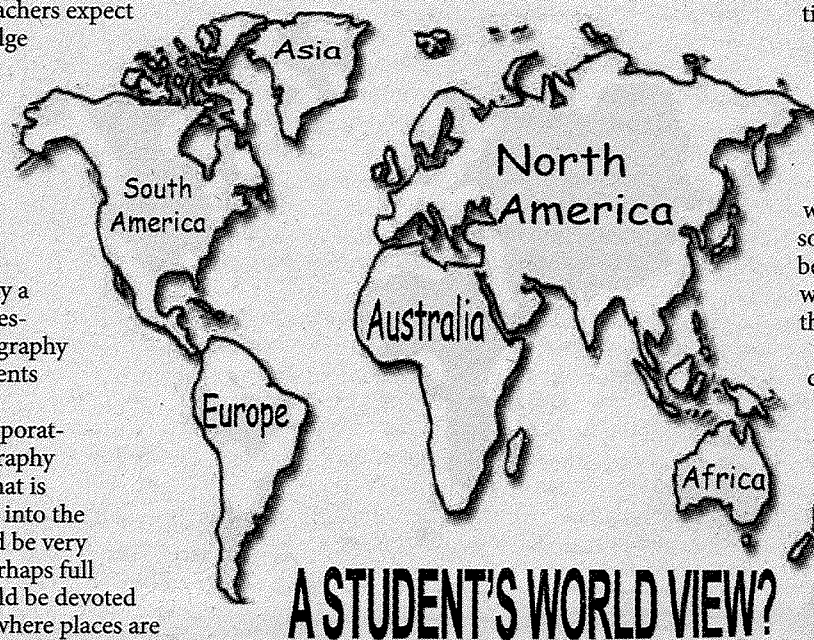
dents' knowledge of geography, Schreiber should emphasize world history. Despite having gained a positive reputation for offering AP European History, AP United States History, AP Economics and AP Government and Politics, Schreiber is lacking in that it fails to offer an equally important class, AP World History.

Although this class' curriculum does not focus on geography, it does emphasize the importance of worldwide history, such as what has happened in Asia and Africa over centuries.

According to the Course Description on www.collegeboard.com, the purpose of this course is "to develop greater understanding of the evolution of global processes and contacts...[and] build on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage."

By not offering this class, Schreiber does not only neglect world geography, but also important historical events. In our modern world, in order to fully flourish in our society, it is necessary for students to be aware of the course of history in the world as a whole, not only in Europe or the United States.

For these reasons, our school's students would seriously benefit from the inclusion of world history and geography into a social studies curriculum. It is simply pathetic that most students who graduate from this school probably cannot point out on a map where countries are located. Let's join the world to address this issue promptly, and put an end to our ignorance.



Same subject, different teachers? Even the playing field.

BY Ryohei Ozaki

Copy/Managing Editor

It is common knowledge that all teachers have differing teaching styles, no matter the subject. This alone, however, cannot explain the fact that some classes, when taught by different teachers, can almost be classified as distinctly separate courses because of the way each is taught. Moreover, exams, research papers, and other assignments given in class can be completely different.

Of course, each teacher has his or her own distinct curriculum. How much variation should be allowed? The answer lies in the fact that students' grades or even learning processes can be affected by such differences.

I am not advocating for a single, standardized curriculum in each subject of study. I am merely pointing out that although two students could be taking the same course (as it appears on each of their schedules), they could be having entirely different learning experiences. Whether this is because one teacher conveys the material better to the students, the tests in one class are easier, or there are a

slew of essays assigned in one—while the other has yet to write even one—is not the point.

The fact is that such differences in classes exist. Why should the class you are placed in put you at an advantage, or disadvantage, as the case may be?

In particularly demanding classes with more than one section, there always seems to be one class that "gets off easy." I exaggerate, but

these students, out of pure luck, can be given less work, easier tests, or other benefits that their peers are not.

At the end of the year, an A in this class is weighted just as much as an A in any of the other classes. Even worse, a student who is earning a satisfactory grade in a "hard class" may be getting a high grade in the "easy class."

Teachers should be able to express their own personalities through self-selected curricula and teaching methods. In fact, teachers of each class are subjected to an audit by the College Board, when their respective curricula are placed under scrutiny. Despite this, it is curious that the differences in classes still exists.

Now, some may argue that teaching to the test devalues the true essence of education. This is true to some extent. It does not, however, change the fact that the students will inevitably be taking a test at the end of the course.

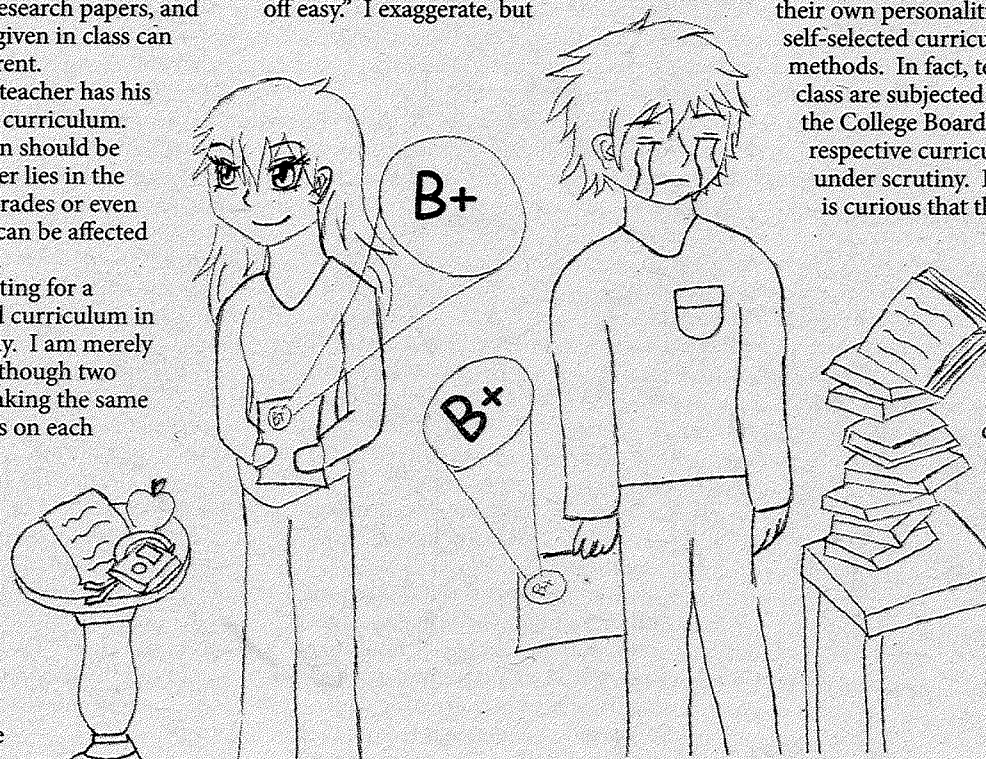
Meeting the standards for the test should be a teacher's first priority; once it is accomplished, he or she can present the students with "true education," whatever that may be.

The way I see it, it's unfair to everyone when these discrepancies exist, especially because class assignments are, for our purposes, random. Students don't choose to be placed in an easier or harder class, they simply are. What's more, switching into another class is difficult with overcrowded classrooms and full schedules.

How should we go about remedying this issue? First of all, the exams for a specific class should be the same for all sections. This maintains an even playing field throughout each of the sections. Teachers should also be encouraged to follow loose guidelines, which can then be tweaked to their own liking. We wouldn't want educational communism, per se, but a more defined standardization of classes would be beneficial to all students.

There is no reason for two classes of the same subject to be different. Why are the grades from one class significantly lower or higher than another? Because teachers are treating the various curricula too freely. It is an issue that spreads across all subjects, and should be investigated promptly.

Why wait? Each year a new group of students is suffering from a bout of bad luck in the scheduling process when they don't have to.



Loren Giron

“Ask me anything,” and be sure to insult me too

BY Dave Yedid

Contributing Writer

The phrase “If you can’t say it to their face, don’t say it at all” is clearly extinct. Now, with rapid increases in internet communication and social networking sites such as Facebook, Twitter, and Myspace, we are in constant contact; we are wired.

Internet socialization, however, lessens, or even eliminates personal identity, which creates a deterioration of moral codes and norms that exist in face-to-face socialization. The anonymity associated with blogs and chat rooms allows anyone to take on another persona, often creating dangerous situations.

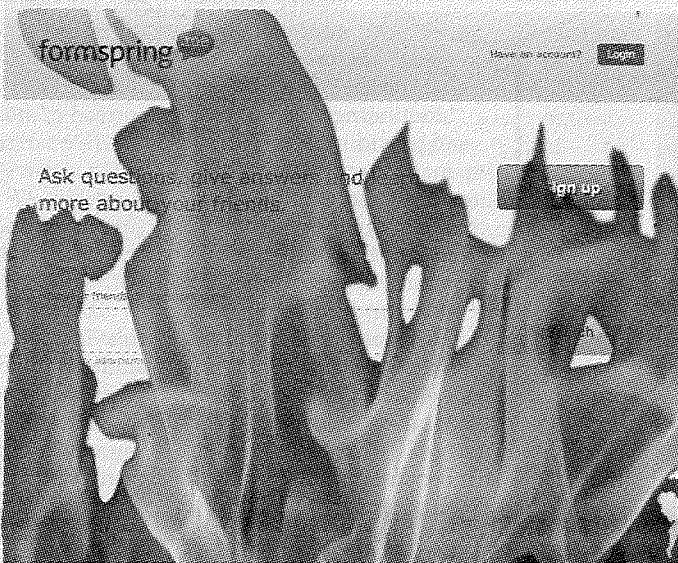
Through the creation of www.formspring.me, a website which allows anyone to create an anonymous “ask me anything box,” many teenagers and other formspring.me users are exposed to harmful insults and opinions about themselves from others.

The Formspring website claims that it allows users to “ask questions, give answers, and learn more about your friends.”

The website has adjustable security settings, allowing users to filter what people and comments go on their Formsprings. Users can restrict comments to friends only, Formspring users only, or everyone.

However, users see every comment, and can pick which questions appear on their page. Furthermore, if a question is posted that is inappropriate, it can be deleted. In the case that someone is consistently sending hateful comments, users have the option of blocking that person.

Though Formsprings are often spurred by curiosity or boredom, they do not bring anything beneficial to users, and force them to defend themselves against hurtful comments. Confident users may be able to take a couple of blows to their egos and not be affected by the often malicious comments, which inevitably hurt users, regardless of how much they claim they don’t care. After hearing of the new website and seeing some of my friends’ Formsprings, which are often posted on Facebook statuses, I was dismayed.



Loren Giron

Some comments were nice, and some questions were actually to gain insight about the person, but the majority of comments were insults, posing as questions. Though many comments allude to a specific inside joke that give away the commenter’s identity, this does not ameliorate the overall negativity displayed.

Formspring creates a medium through which people’s consciences can be put aside. I think people are ashamed of how pernicious their thoughts of others are, so they use this question/answer website to essentially sidestep that guilt. The fact that Formspring allows anyone to vent these feelings without any negative repercussions is indicative of our society’s moral downfall.

Formspring is no more than a Petri dish for cyber bullying. Though the new victim of cyber bullying is a blank box on a webpage titled “Ask me anything...” this does not warrant disastrous, hurtful behavior.

“I deleted my Formspring because it was not being used to ask funny or interesting questions, but just allowed people to make jokes and poke fun at me,” said junior Molly Ronis. “I could put up with it for a while and laugh at it, but there came a point when I realized it was completely pointless to have.”

I believe there are some things you shouldn’t hear about yourself. The reason people talk about you behind your back is because their comments are too mean to say to your face. Formspring eliminates this boundary. Formspring and other devices such as Facebook’s “Honesty Box” application eliminate the human victim. There are no

tears, broken hearts, or friendships ended—or so it seems. All that is left are victims, sitting by their computer screens, trying to think of something to say back to an insult that spoke to their deepest insecurity.

“Unfortunately, I do believe that Formspring will increase teen suicide,” said freshman Deborah Oyarzun. “The website is pretty much promoting cyber bullying, so it’s not the best website to be on.”

Beside the rampant cyber bullying without any sign of remorse, Formspring may also be seen as fuel for narcissism. Because Formspring users control what goes onto their personal pages, they choose to publish largely positive, complimentary comments, which call attention to their good qualities. This is not true for all users, however, and friends and strangers will often stand up for the person being attacked. This should not be the case.

“People who create Formsprings generally have low-self esteem, and created one because they probably want to hear good things about themselves,” said senior Mark Labadorf. “But the truth is it that it makes their self-esteem even lower. Anyone can go on there and make people feel horrible. I wish I could say I feel bad for people who have them, but they essentially create the bullying for themselves.”

Our privacy is being undermined slowly but surely. There are some things you shouldn’t hear about yourself, regardless of its validity. Instead of letting others validate your opinions of yourself, exemplify the values you wish to be known for. Don’t deny yourself of identity, after all, that is what you live to create.

Derogatory words such as “gay” unnecessary and harmful

BY Michelle Gil

Contributing Writer

I’m pretty sure that there’s nothing mentally challenged about that chair over there. I’m almost positive that your math class isn’t in a homosexual relationship with your science class. And that guy you’re pointing at? He doesn’t really look like a bundle of sticks to me.

If you were to listen in on a conversation in our school—or anywhere in the country, for that matter—and were to hear these statements, you’d roll your eyes at their absurdity; if you ignore technical definitions of words, however, you’d realize that students think these are perfectly legitimate statements.

In 2005, the National School Climate Survey conducted by the Gay, Lesbian and Straight Education Network (GLSEN) discovered that over three out of four students in high schools heard derogatory uses of the words “faggot” (the definition of which is actually a bundle of sticks) or “dyke” commonly while in a school environment. Almost nine out of ten said they often heard the terms “that’s so gay” or “you’re so gay.”

“You don’t ever hear people saying ‘that’s so straight,’ or ‘that’s so heterosexual,’” said sophomore Annie Waskover. “Why do people who are gay have to listen to those kinds of insults?”

What is it exactly that classifies an intangible concept or inanimate object—such as a t-shirt—as “gay”? Is it involved in a sexual relationship with

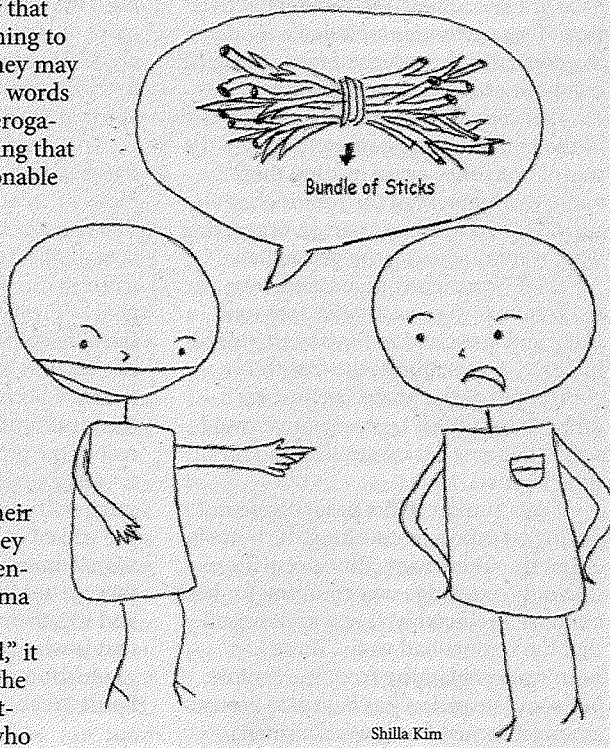
another t-shirt of the same gender? Was it caught kissing a pair of pants that are also male? Highly unlikely.

If it were found to be engaging in these activities, however, what would be the problem either way? Living in a town that is so inclined towards liberalism, you’d be hard-pressed to find someone who is against all manifestations of gay rights. So I find it supremely shocking that these so-called “liberals,” who believe in equal rights for all, would then turn around and imply that being homosexual is something to be ashamed of. Although they may not realize it, when they use words like “gay,” or “faggot” in a derogatory way, when really meaning that said shirt is merely unfashionable or unattractive, they are casting an offensive light on those who identify themselves as homosexual, bisexual, and/or transgender.

“It’s unfair to people in this school and all around the world who are gay and already face discrimination from many to then have to hear people they consider their friends comparing things they don’t like to their sexual orientation,” said sophomore Emma Wall.

As for the term “retarded,” it ironically enough began in the mid-1900s as a more respectful medical term for those who

have mental incapacities, though it has since morphed into a synonym for strange and/or weird. I can assure you, however, that if someone is referring to a situation as being “retarded,” a medical condition is not the case. Unless one is talking about a circumstance surrounding mental challenges, there is absolutely nothing about it that should be in reference towards a serious medical condition that affects millions of people and their families.



Shilla Kim

If someone is suffering from diabetes, for instance, it’s doubtful that they would like to hear someone saying how something is “so diabetic.” If someone has asthma, they wouldn’t be pleased if someone called something “totally asthmatic.”

So why, then, have so many people made it socially acceptable to associate mental retardation with the things they dislike? It’s neither sensible nor fair.

“Using ‘retarded’ as an insult isn’t actually insulting whatever it is you don’t like; it’s just insulting an entire community of people,” said senior Julia Freeman.

Take into consideration the fact that many kids in our school are either homosexual or live with a form of mental retardation, or have family members or friends that live with those realities in their everyday lives. Think of them the next time you want to call your friend “retarded,” or decided that new movie in theaters is too “gay” to be seen. Challenge yourself to abstain from using such words, instead substituting more appropriate alternatives.

I don’t think there is a single student in our school that could stand up and say they don’t know someone who faces these situations. If that is untrue, and someone can honestly say they don’t know of a single person who is homosexual or mentally challenged—or that their lives are so perfect that no one could find any “negative” qualities of theirs to use in a derogatory way—then, as they say, “let him who is without sin cast the first stone.”

Driver's Ed should not yield to budget cuts

BY Daniel Bialer

Staff Writer

Cuts in the school's Driver Education program are nothing new to families in Port Washington. It started in 2006 when the proposed school budget did not pass. No longer could students take a driver's education class during regular school hours, free of charge. Instead, it was moved to weekends and after school, offered through the Continuing and Community Education service. Participation in the program also required a fee; this semester it cost \$530.

The lone opportunity for students to receive New York state-approved driver education at no cost was to take it during the summer months. Now, due to the economic downturn, this program might be eliminated. This is clearly a mistake because once eliminated, it will be difficult to restore this program that helps so many students in the district.

During the school months, sophomores, and especially juniors, have many things to worry about besides driving. Many students are preoccupied with SATs and ACTs, choosing the right college, and just maintaining high grades in classes.

Taking Driver's Education becomes especially obstructive for those students who participate in all three seasons of school sports. By providing the option of taking Driver's Education during the summer, the school district is providing students the opportunity to subtract an extra stressor to the mix of the general stress during the school year. For many students, the summer months provide an opportunity to relax after a long school year, so students could easily take on a three-hour commitment to learn the basics of driving through theory and hands-on experience.

Another incentive to participate in the summer Driver's Education program is that it is free of charge. Many families

are having economic troubles and by providing a free driver's education class, the school district is guaranteeing that low income students, just like affluent students, will receive the right education before they enter the driving world on their own.

It is evident that the school plans on cutting the Driver's Education program

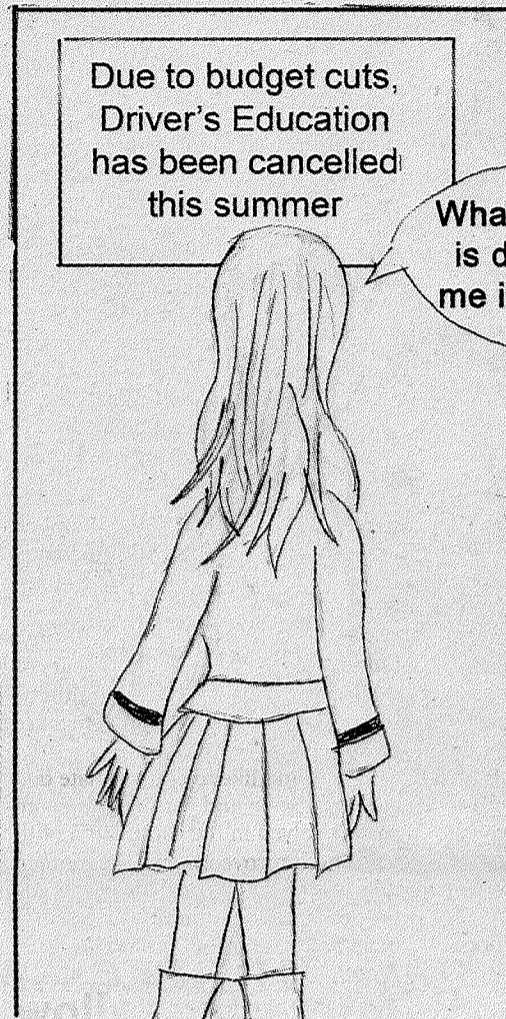
due to financial issues; however, if the school placed a suggested fee on the summer Driver's Education program, the school would only pay for those students who truly could not afford participation in the program.

Those students who had just been too busy during the school year for Driver's Education could pay for their instruction, minimizing the cost of the program, and allowing free classes to be provided for those who genuinely need the money.

In the long run, by providing numerous opportunities for students to take Driver's Education, the school is guaranteeing that students will receive a proper education before going on the roads. By continuing this program and providing education to many more students, the town will, hopefully, see a reduction in the teen car accidents that devastate communities across the country and result in fatalities and severe wounds.

The only opportunity for students to take Driver's Education is during high school. Once in college, it becomes an even more complex task to find time to learn how to drive.

The school district should make an effort to continue this program through the economic recession, because once it is eliminated, the task of bringing the program back will be terribly difficult.



Eunice Kim

Class in the sun creates shining students

BY Sophia Jaffe and Blake Mergler

Assistant Opinions Editor and Opinions Editor

The sound of birds chirping, the smell of flowers blooming, the sight of the sun shining...spring has officially arrived. Instead of being stuck in a stuffy, hot classroom, we should embrace the new season by having classes outside.

Teachers have always argued against holding classes outdoors because of the distractions and the noise. Most believe that if the class is held outside, students would be more likely to look at the birds, play with the grass, throw a tennis ball around, or talk while the teacher is talking. But why are they assuming that we are immature and are so easily distracted? More so, when we are inside, we find ourselves distracted by the beautiful outside weather behind the window.

In the welcoming weather, it is likely that students will be excited to go to class, instead of dreading it. Throughout the fourth quarter, as we all know, teachers try to retain students' attention and efforts with AP tests coming up. However, seniors graduate in a little over ten weeks, and more and more are being infected with senioritis.

Therefore, it is more necessary during this time than ever to ensure maximum student attendance. Students are more likely to be engaged in class discussion when outside as opposed to when surrounded by four cement walls. With plenty of space outside on the fields or in the courtyard, teachers should be more willing to bring classes outside.

Recently, one teacher's open-mindedness to a more effective class environment proved to be successful. Facing a problem when opening the door, one of our language teachers decided to bring us outside to take a test; sitting on the tables in the island during first period, we were able to take this test with smiles on our faces and still do extremely well. The positive attitudes of each student as well as the teacher made this experience enjoyable and definitely something to consider in the future; it was a refreshing change to the normal testing environment.

"Going outside for classes is so much fun because we are tired by the mundane classroom setting," said junior Jason Hubsher, who participated in taking a test outside. "This approach makes learning exciting, which is really hard to do."

If teachers are too conservative to take the initiative and bring their students outside for class, then, perhaps, they could employ a rewards system. For example, if the class behaves well Monday through Thursday, then their teacher could take them outside on Friday.

Or, perhaps, if all students receive a B or higher on a test given during a week, the reward could be to have the following class outside. This would limit the amount that people would slack off during the fourth quarter and encourage students to study more and pay attention in their classes.

We urge teachers to recognize the benefits of having classes outdoors during this upcoming quarter. The sound of student discussion should add to the euphony of the beautiful outdoor environment.

Is it really Spirit Week, or is it Senior Week?

BY Isabella Goetze

Contributing Writer

More than a thousand teens were packed into the bleachers as their fellow classmates hula-hooped their way to the top of the class rankings list. Throughout the week of March 1, members of each grade entered into a battle to determine which class is superior to the rest. Although the pep rallies and penny wars raised spirit among the student body and staff, the event was definitely flawed and biased.

For the past three years, Spirit Week has been one of the most exciting events to take place at Schreiber. However, many are frustrated by the outcome of this event, which has remained consistent for the past three years. This year, the senior class once again dominated when it came down to which grade had the most school spirit.

Each grade competed against each other by dressing up for the theme of the day. The more people who dressed up, the more points gained for that grade. This year, I noticed some people who did not even bother dressing up during the week. When I asked them why they were showing no school spirit, their responses

were that there was no point in trying since the seniors would obviously win anyway.

Pep rallies also took place on the Tuesday and Friday of that week, where each grade competed in different activities. These activities included a food eating contest, a three-legged race, a singing competition, as well as a few others.

This year, the seniors won events such as the breakdancing competition and the tug-of-war, once again leading them to victory. Members of the senior class also seemed to have a large part in organizing what went on during the pep rallies.

There were many arguments over the results of some activities that took place and were said to have been judged unfairly. For example, the free throw contest pitted the grades against each other to see which representative could score the most baskets in the amount of time allotted.

It was rumored that judges were not paying attention or counting the baskets correctly. There were also speculations that only one judge was counting for both baskets. Predictably, it was announced that the seniors had won. There has been no complaining from the seniors, but some suspicion has begun to arouse amongst some of us lowerclassmen.

Do the seniors actually have the most school spirit, or has it been decided prior to Spirit Week that the seniors will automatically be chosen as the winners year after year? It seems that no matter how hard we try or how much school spirit we show, it is impossible to beat the senior class. There really is no longer a surprise as to who will win each year, and thus the spirit of Spirit Week is removed.

This event has become corrupt and frustrating in the way that it has completely turned its focus to the seniors. The consistent outcome of this event is actually decreasing the amount of school spirit in our school. Spirit Week's original goal of promoting school spirit and friendly competition among the grades has become counterproductive, and ultimately become an inevitable trophy for the seniors and discouragement for the rest of the grades.

Over time, this feeling of anti-school spirit will continue to circulate around the school each year as long as the seniors continue to win. We all understand that the seniors are graduating this year and it is their last year at Schreiber, but that is why they are given prom and a graduation ceremony to celebrate. This is Spirit Week, not Senior Week.

Editorials

Reaction to Trust Me!? Assembly

Nothing makes students aware of their sins like Kanye West and clips of AARP era Harrison Ford. Students, as portrayed in the recent school presentation "Trust Me!?" are liars and cheats, and unless we happen to be disabled or top tier athletes, lack the integrity to face life as it is.

We were slightly rattled by the hour long presentation *Trust Me!?* Usually assemblies meant to reinforce the moral fiber of our school take the impactful guilt trip route; however, *Trust Me!?* followed a completely different path.

It's extremely embarrassing that the sponsors of the assembly resorted to using mass media and 100+ decibels to reach out and relate to the "misguided youth." Because nothing gets through to teenagers like a flashing, seizure-inducing barrage of images and overplayed songs.

The original intent of the film was valid; a lack of integrity does exist in our school—perhaps such a lack must always exist in humanity in general. The stories provided documented examples of people living life in inspiring and at times touching ways.

But the film contradicts itself when it condemns the dishonesty caused by external success-oriented pressures and then holds up three smart, athletic, and hyper-successful teens as "relatable examples" for the "majority" of students. Trust, honesty, and integrity are all values that should be enshrined by institutions, but the way by which *Trust Me!?* went about addressing this lack of values bordered on demeaning.

Lacing the message in movie excerpts, the Billboard Top 40, and good-looking athletes and expecting the obedient masses to just swallow it is degrading to the student body. Nothing is wrong with

honesty, but expecting people to only be receptive to it because it's covered with overt smatterings of pop culture and societal "ideals" is downright insulting to a teen population.

Rather than producing a substantive and nuanced message for students to take home and consider, the film treated students like so many cattle to be prodded by a vacuous and unflaggingly repetitive message into an unthinking moral complaisance.

Please, makers of *Trust Me!?* try not to belittle Schreiber students' capacity for ethical conduct with Rihanna and loud music; we feel that we are a little better than moths hovering around the brightest light. If you want to make a statement about personal conduct and individuality, please do so in a way that avoids three large screens and an auditorium.

The track crosses the finish line

Now that spring sports are in full swing, the track that has been stoically waiting outside the school is finally in use. And yet, it is with bittersweet feelings that the track team sets foot on the new creation. *The Schreiber Times* is glad that the excavation of the track is complete, but it is deplorable that the project is still not done.

Started in August of 2009, the project has been pushed back multiple times. First, the track was supposed to be done in time for usage by fall sports teams, such as boys and girls cross country and soccer.

To teams such as cross country, the use of a track is imperative to the success and health of the team's members, who can even suffer injuries from not being able to run on the softer surface of a track. The next deadline was in October, and then another was missed in No-

vember, and then winter set in, making completion almost impossible.

Due to the cold weather and the sometimes thick blanket of snow, lines could not be painted. In order to successfully paint the lines onto the track, the temperature must be above 35 degrees Fahrenheit for a full week, which could not be promised throughout a winter season. Now, the track is still unpainted and distances unmeasured due to further complications.

Recent promises to complete the track (the painting scheduled for last Saturday has been moved to tomorrow) have also been pushed back, for reasons known only to those that are responsible for painting the track.

Although it is a seemingly trivial issue, running on an unpainted track can be more than difficult: it can be dangerous. As 10 eager runners charge out to run a race, having no lines to follow can mean that collisions and accidental tripping can be incipient.

Also, since there are no lanes to follow, clocking accurate times of races is impossible and can lead to inaccuracies in placement at meets. There are no accurate starting or ending lines for races. To compensate, the girls and boys track teams have used copious amounts of medical tape to mark approximate lines. Still, these makeshift markings are inadequate and inaccurate.

Despite these setbacks, *The Schreiber Times* looks forward to many years of use on this track. This new track, although incomplete, is a huge improvement over our previous conditions.

We would like to congratulate the administration and construction company involved in the completion of the new and improved track. The momentousness of this occasion is felt by all in the Schreiber community, including the many inhabitants of Port Washington.

Internships allow seniors to blossom

After much speculation, Ms. Torres and Mr. Lewis unveiled the option for a senior internship. Once AP Exams have

been completed in early May, seniors will have the ability to master a skill, travel, or learn outside of the classroom for the rest of the year. The opportunities for this program are essentially endless, so long as the ideas are realistic, of course.

Talk of this program began months ago and was not met by completely positive comments. Many seniors were not pleased that they would have to spend their last month in high school completing potentially more work, without being able to experience the last few weeks of high school with their friends.

The best part of this new option is exactly that: it is an *option*. Seniors do not by any means *have* to participate in the internships; it is completely up to their discretion.

While many may be hesitant to miss a month of movies or even dissections after AP examinations, this extension of the Senior Options program seems to be a great opportunity. Students can really explore a field that may have been closed off to them because of the limitations of school.

As long as the project has a mentor, one can even venture out to Colorado, according to Mr. Lewis. One needs simply to go to Mr. Lewis himself or Ms. Torres to set up one's mentorship, and then one is virtually done with traditional, academics-based schooling.

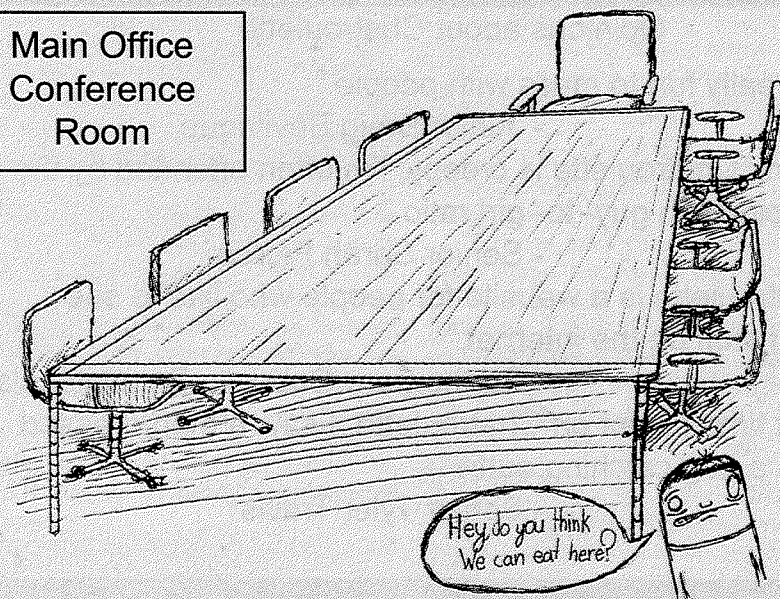
Overall the program seems like a great way for seniors to get involved and make the most of their last weeks in high school. While the program may become a required staple in the future, both Ms. Torres and Mr. Lewis will analyze its success this year and use that as a basis in going forward.

The Schreiber Times finds this to be a great opportunity, as long as it remains optional in the future. No one should be forced to participate in events that they are not interested and consequently leave high school with a less positive experience.

Interested in writing for Opinions? Then come to the next newspaper general meeting on April 8. All new writers are welcome!

Drawing Conclusions

Main Office
Conference
Room



Gintautas Savukynas

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.

The promise of online anonymity tempts students

Formspring, Chatroulette, and Omegle offer users novel enticements

by Kaia de Bruin

Staff Writer

"Once when I was on Chatroulette the people who I was talking to saw balloons in my room so they sang me Happy Birthday."

Stories about being serenaded by strangers, like that of junior Alyssa Kurtz, have become less unusual with the newest fad in website creation: the anonymous chatroom.

Adding to the legions of socially focused sites already in existence, new sites like Chatroulette, Omegle, and Formspring are the newest "big thing" on the web. The usual social networking sites like Twitter, Facebook, and Blogger all have a similar aim: to get in touch with others, find out interesting things about them, or express yourself to your friends. Unlike these websites, the new wave has the added option of complete anonymity.

Do you want to video chat with completely random people? Ask someone

The anonymity factor of Formspring has prompted some to use it in a much more negative way than Facebook.

a personal question without knowing who they are? These new websites allow you to do just that.

Through websites like Chatroulette are aimed more at college-aged students and those who are older, others like Formspring have gained a definite following among the high school sector.

Formspring is a forum where people can submit questions, anonymously or otherwise, to anyone who has an account. Intended as a fun way to learn things about your friends (their slogan is "Ask questions, give answers and learn more about your friends."), the anonymity factor has prompted some to use it in a much more negative way than they would other sites like Facebook. Many people who have Formspring accounts can testify to the fact that it is sometimes used as a place to make rude or downright cruel comments.

The site often tempts those who have malicious agenda as, as many users link their Formspring to their Facebook profile, with the cheery invitation, "Ask me anything!" Once somebody submits a question to another user, the user has the option of whether or not to put it on their profile page and answer it. Because of this option, many onlookers do not lay the blame solely on the commenter.

People who have received negative comments or offensive questions on Formspring do not seem eager to delete their accounts, however. Most just keep them up, and don't answer the questions that they don't want to. Nevertheless, receiving so much criticism can only have negative effects on one's self esteem.

"My friend was getting so many mean comments on her Formspring that I anonymously submitted nice ones to make her feel better," said one student who wished to remain anonymous.

Everything from remarks on someone's appearance to speculative questions about whom they've hooked up with recently are submitted anonymously. Reading the Formspring of someone who has received a lot of nasty questions or comments can be horrifying.

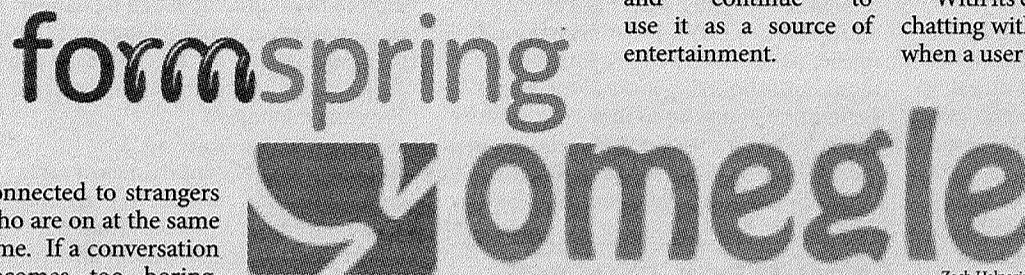
Chatroulette, possibly the most publicized of the three sites, is very different from Formspring, but the lure of anonymity is also what makes it popular. On Chatroulette, people can chat through video or text. Users are randomly

idealized usage; in some cases it has evolved into something much more.

Any type of "pornographic behavior" is strictly prohibited by the site officials, but that doesn't mean that it is unheard of. People who are harassed on Chatroulette or witness "illegal, immoral, or pornographic activity," can report the offender, and have them blocked, though only for 10 minutes at a time.

Though reporting people is an option, many Chatroulette users say that vulgarity is a common occurrence. Despite this,

many people still like Chatroulette and continue to use it as a source of entertainment.



connected to strangers who are on at the same time. If a conversation becomes too boring, or, more often, too weird, users can click a button to switch to another partner.

The site isn't as popular with high school students, as users are supposed to be over 16.

Despite the age restrictions, it still has a small following among Schreiber students. Some use it regularly, others with their friends for fun every once in a while, but the appeal is definitely in the randomness and anonymity of it. Many users find the anonymity freeing, since they cannot be traced back to anything they do or say.

Chatroulette was founded in November 2009, but has only recently become more popular, after being featured in a number of publications. It is much more popular than Omegle, which is a similar site. Chatroulette receives about 500,000 visitors a day, with 35,000 on the site at any given time.

Originally intended to be a way for strangers to just talk, Chatroulette has developed into something of a cultural phenomenon, which often inspires less

"It's just so funny," said junior Jason Hubsher. "You can see random people, and you can just click 'next' if they're creepy."

"Nexting" is very common on Chatroulette. If you are matched with someone who you don't want to talk to, you simply press "next" and are paired with a different person. Though there are features that enable Chatroulette users to be more in control of the situation, there are plenty of people out there who you wouldn't talk to.

"I would recommend doing it with friends—not by yourself," Hubsher said. His warning is echoed by many, who agree that going on Chatroulette alone is an invitation for disaster.

On the other hand, there are others who shy away from using sites like Chatroulette.

"Honestly, I would be scared to go on it," said junior Olivia Shendell. "I've heard about way too many undesirable situations that have happened to other people for me to go on."

Omegle is similar to Chatroulette in that one is able to talk to anyone from a high school student in Maine to a man in his 30's from the Netherlands. It's the spontaneity that makes many find it fun, and Omegle exists for people who want to waste time and maybe even have an interesting conversation.

Like Chatroulette, the appeal of Omegle lies in the anonymity that it provides. Omegle users can only chat through text, which is also similar to Chatroulette. Using the text function is a lot like AIM, only with strangers from all parts of the world.

With its cheery message of "You're now chatting with a random stranger. Say hi!" when a user is connected to someone else, Omegle definitely appeals to those who just want to talk with someone whom they never have to meet, and who won't judge them. Like any website based on chatting anonymously with strangers, Omegle has its fair share of weird and creepy users.

Late at night, it's not uncommon for every other person connected to you to ask for cybersex or pictures. Just as Chatroulette has the "next" option, Omegle has the "disconnect" option and it's possible to leave a conversation at any time.

All three websites provide a way for students to waste time, but can also be destructive if used incorrectly. Students who do not delete their Formspring accounts after receiving hateful messages are just inviting people to make more hateful comments. While using Chatroulette or Omegle, if students do not "next" a person or "disconnect" a person they think is creepy or weird, they can create an uncomfortable situation for themselves.

Again, these websites can be fun if used in the right way, but for many they have caused pain. Formspring, Chatroulette, and Omegle are all based on interesting concepts that reflect the changes of a world more and more based on technology.

Opinions about Chatroulette

"It's really fun to mess with people."
- Junior Breig Bevilaque

"I think Chatroulette is creepy, I'm often offended by the creepily high guy-to-girl ratio."
- Senior Sarah Pierce

"Chatroulette is a website for people who like to see weird stuff on the internet."
- Sophomore Gabriella Bonavitacola

"Last time I went on Chatroulette, I saw a man dressed up in a dog catching outfit."
- Senior Tyler Travis

Terms of Service

Loren Giron

Restaurant Review La Parma

BY Zachary Halperin

Assistant Features Editor

La Parma on the Bay is a welcome addition to the plethora of restaurants in Port Washington. Located at 415 Main Street, previously the location of the aptly named 415 Main, right near Louie's seafood restaurant and Douglass and James' ice cream parlor, La Parma specializes in the highly competitive area of Italian cuisine.

La Parma in Port Washington is actually the fourth La Parma restaurant on Long Island, with other La Parma restaurants located in Williston Park, Huntington, and Oceanside.

The restaurant is family style, which means all the dishes are made for two people or more. If you appreciate authentic Italian style dining, La Parma may just be the perfect place.

Enormous windows offer great views of the bay, and let in radiating light that creates a warm and inviting atmosphere. There is also a fireplace, a large seating area, and an attractive bar with a flat screen television.

The delicious Italian bread was crunchy but soft inside and was arguably the perfect thing to start off the meal. The extensive menu offers everything from lobster to pasta to chicken, presenting a large variety of options for the adventurous.

La Parma also has an equally diverse amount of specials, such as a fish of the day. Although other La Parma locations are known for their chicken dishes, the restaurant's fish and pasta items are touted as fresh and delicious. La Parma

also features a near daunting amount of appetizers, including but not limited to clams, shrimp, and zucchini.

To start with, I ordered baked clams and fried calamari, both of which were delicious. I then proceeded to the linguini with white clam sauce; the sauce simply made the dish.

For my main course, I had the chicken piccata and the exclusive Branzino Aqua Pazza, which is a white fish imported from Italy. Both dishes possessed a lot of flavor and seemed to be perfectly cooked. Looking back, the unexpectedly large portions were even better than I had predicted at this highly lauded establishment.

The service was also great. The waiters were attentive, and were very organized, improving the quality of the meal. Mario, a seasoned waiter from the Williston Park location, served us with respectful elegance while training another waiter.

An interesting note was that the food was served from a huge platter, so we could choose how much and what we wanted. The great thing about La Parma is that an enterprising diner does not really have to choose just one dish they want. A group of people can share, so one can get a taste

of everything La Parma has to offer.

The staff had a couple of recommendations as I was finishing my meal. According to Mario, the most consistently crowd pleasing appetizer is the calamari arrabiata. He said the most popular pasta is the linguini with white clam sauce, and the favored chicken is usually the chicken scarpriella sautéed. Also, Mario said the veal somprano is another favorite. Some other hits include the baked ziti, chicken parmigiana, and the great salads.

"The soft cheese complemented the sauce on the pasta. The baked ziti was

great," said sophomore Jordan Finkle.

La Parma will be opening the patio for outdoor dining this summer. They are also opening an outdoor bar on the patio. Boaters will be able to dock at La Parma's own dock, which will attract boaters from across Long Island, Connecticut and Westchester. From my experience with the food, the restaurant looks to be a great addition to the waterfront-dining scene in Port Washington.

La Parma also offers the convenience of valet parking for land based vehicles. Large groups of all kind seem to be the way to go at this welcoming family restaurant.



Chris Yap

The interior of the Italian restaurant La Parma offers a warm ambiance and inviting atmosphere. Like the interior design of the restaurant, the food is hearty and authentic.

La Parma

Number: 439-4960

Address: 415 Main Street

Cuisine: Italian

Atmosphere: Family oriented

Service: Friendly and professional

Food: Flavorful and hearty

harbor Q

Barbeque Bistro & Catering

84 Old Shore Rd., Port Washington, NY 11050

516.883.4227

With proposed cuts in personnel, clubs, and sports across the district, the Board of Education and administration hope that the community, 70% of which does not have children currently enrolled in public schools according to Superintendent of Schools Dr. Geoffrey Gordon, will approve the proposed 1.97% budget increase. This was further reduced from the 2.52% budget proposal after requests from the budget committee.

If the budget does not pass this com-

and facing financial difficulties.”

Every year, the budget process starts in the fall. Each department chair or program manager from every school submits his or her prospective budgetary items and personnel increases. The district then combines these, looks at the aggregate increased costs, and reduces the budget to a figure the community will pass.

Simultaneous with budget discussions, negotiations of the teacher contract have finally culminated with the ratification of a contract by teachers the week of March 15 and approval by the Board of Education on March 23. The Board voted unan-

a 4/5 position at Weber which is held by Ms. Cecilia Escamilla. With the new budget proposal, the full time position at Schreiber will be eliminated.

“I was in shock, total shock,” said Schreiber social worker Ms. Michele Weiden. “I had no idea why Mr. Lewis was asking to see me. It makes me very sad that there won’t be a social worker here at Schreiber. It is a different job here than Weber, and I really think that there should be a social worker at the high school.”

Ms. Weiden has been working at the school for 20 years, initially working at both Weber and Schreiber. As a social worker, she has many responsibilities in

have a social worker,” said Ms. Weiden.

Without Ms. Weiden, it is likely that the Natural Helpers program will not remain because it is possible that no one will take over the program. This is because the program is a part of the social worker’s job responsibilities, and it does not involve additional compensation. In addition, the SADD advisor will have to be replaced.

“After 20 years of doing what I feel has been a pretty valuable program, I am sorry to see that the community is choosing to balance the budget at the expense of these programs,” said Ms. Weiden. “It is an interesting time to make this decision to cut a social worker with the increasing rate of heroin use across Long Island.”

Due to personnel cuts, the library will also be affected because the number of li-

BUDGET ON THE BRINK

HOW WILL BUDGET & PERSONNEL CUTS AFFECT SCHREIBER?

ing May, then the district will be forced into a contingency budget crisis with a 0% increase.

However, whether the budget passes or is voted down, the district will be affected by these cuts. Cuts will be seen in every school in the district, and the Board is working to balance them evenly throughout the schools.

“The current economic situation in Port Washington is a reflection of what is going on everywhere,” said Board of Education President Karen Sloan. “People are out of work or receiving cuts in pay, businesses are failing and our state’s drastic budget shortfalls are becoming a bigger burden to us. Basically, these are the most difficult financial times that any of us have ever experienced. This makes the task of putting together this year’s school budget more difficult than ever. We remain committed to our standards of excellence in education, but we must be aware of the plight of our taxpayers.”

With 15 retirements this year, seven of which include Schreiber faculty, teachers will be hired with lower salaries, thus saving money that can be used elsewhere. This increase in retirement is due to the early retirement incentive plan, which the administration implemented to abate the fiscal responsibilities of the budget.

“I think the district up to this point has really tried to spread budget cuts around the schools and has tried to not affect any one grade range drastically,” said Principal Mr. Jay Lewis. “The Board of Education and district administration are really sensitive. They are trying to keep the budget increase to a minimum as many residents of Port Washington are currently suffering

imously 6-0 in favor of the contract. The seventh member, Vice President Sandra Ehrlich, was not present at the meeting.

“I believe that we agreed upon a win-win contract,” said Dr. Gordon.

Personnel Cuts

Based on discussions in the last few months, as of Feb. 2 several personnel cuts will be made across the district. These include three clerical workers, two teachers, and three educational assistants from pre-kindergarten, in addition to four elementary school teachers, one 7th/8th grade PEP and lunchtime enrichment teacher, one middle school Academic Intervention Services math teacher, one librarian, and one social worker.

In addition, further personnel cuts have been proposed which include two teaching assistants, three security guards, and money for additional custodial cleaners. These will help to reduce the current budget reduction from 2.52% to 1.97%.

The Board specifically chose these cuts so that they would be balanced across all grade levels in order to prevent any one school from suffering too greatly. However, Schreiber will definitely be affected by the loss of a social worker, a librarian, and possibly clerical workers.

Currently, the whole district has one full time social worker at Schreiber and

the school, many of which are unknown to the common student. She participates in counseling 1/4 of the students who are mandated by the Individualized Education Program for special sessions. In addition, she meets with students who are suspended for drug or alcohol reasons for two sessions after their suspension period is over to assess the seriousness of their problem. Finally, she is a representative of the Safety and Substance Abuse Task Force in the community.

In addition to these responsibilities, Ms. Weiden runs the Natural Helpers program and is the advisor of SADD (Students Against Destructive Decisions). One of the main focuses of the Natural Helpers group is the peer-run relationship violence program for the senior class, which has won an award from the Town of North Hempstead for being the first of its kind in the county.

Despite Ms. Weiden’s contributions to the district, 1.0 of the 1.8 social worker positions will be cut. Ms. Weiden has officially retired which will prevent the excess of the Weber social worker. There is also a possibility that Ms. Escamilla’s position will be increased from 0.8 to 1.0, and she will then work part-time between Weber and Schreiber.

“The Board and Administration was hoping that I would retire because I am close to retirement age. Schreiber will not

barians will be reduced from two to one. Currently, the library is open for students before school to use the computer lab or any of the work desks; however, if a librarian is cut, early library hours will most likely be eliminated.

“We are obviously not happy,” said librarian Ms. Kate Herz. “A librarian cut will be detrimental in so many ways. This will be a huge change, and not one for the better. It will be very challenging with only one librarian.”

The Library Media Center was opened approximately five years ago to accommodate the growing population of high school students and growing number of books and resources available to these students. However, now one librarian will be left to maintain the facility, supervise students, and manage the library.

“So many kids use the library every day,” said Ms. Herz. “I was shocked to hear that a librarian would be cut. To me, it does not make sense from a pedagogical point of view. I understand it is bad times, but it is not right to target us.”

The librarians also regularly collaborate with teachers by bringing classes into the library to familiarize students with researching and literacy skills.

“There always needs to be a professional present, so I do not know how bringing classes into the library will work anymore with only one librarian,” said Ms. Herz.

A Student’s Commentary on Ms. Michele Weiden

I have known Ms. Weiden since I was a freshman. I joined SADD during my first few weeks of 9th grade and was chosen to be a Natural Helper during this time as well. Ms. Weiden is the advisor of both clubs, so I was able to form a strong relationship with her. As a social worker, she recognizes the problems that Schreiber students face on a regular basis and understands the problems we are dealing with. Because of this knowledge, she is able to bring a lot more to the table when we are discussing what event to hold next during SADD meetings or how to deal with a problem during our Natural Helpers meetings.

I have spoken to Ms. Weiden about situations that have affected me during my high school years, and she has always been able to help me whether it is just by listening or by referring me to another person who could further aid me. Out of all the faculty trained to help students, including the guidance counselors, assistant principals, and teachers, Ms. Weiden is the one I am most comfortable talking to because I know that she will never judge me and is really there to help me with whatever I need.

Ms. Weiden has been an excellent advisor because she puts in 110% every time we have a meeting. She is always prepared with something to do during the meeting, but if we want to talk about something not on the schedule, she is happy to listen and react to our needs. Her knowledge on issues teenagers face, ranging from suicide to stress management, help her to connect with students on a deeper level because she really understands what we are going through.

Ms. Weiden has brought Eating Disorder Awareness Week, Kick Butts Day (tobacco awareness), and the Day of the Dead (drunk driving victims awareness) to the school through SADD. She has also worked to create the Natural Helpers program which is designed to train students from all grade levels to be peer helpers who help guide and aid the student body in hardships that teenagers face. By holding an overnight retreat, monthly meetings, and a suicide prevention workshop, the Natural Helpers group is Ms. Weiden’s way of helping out all over the school, using the students as her guides.

If SADD and Natural Helpers are eliminated, Schreiber will no longer have programs geared towards preventing or alleviating drug and alcohol abuse, suicide, and stress. Without SADD and its events, speakers, and programs, fewer students will understand the major problems affecting our school. The student body will have fewer individuals trained to help with the typical problems faced by teenagers, and the friendships formed during the Natural Helpers retreat and SADD meetings will no longer exist. I definitely feel that the school will be at a great disadvantage if Natural Helpers and SADD were to be eliminated as a result of the budget cuts.

Schreiber will be completely changed without Ms. Weiden, and definitely not in a beneficial way. We will no longer have a trained advisor for SADD and Natural Helpers, and even if these groups are not eliminated, they will not be run by an advisor with the wealth of experience that Ms. Weiden possesses. Secondly, whenever I visit Ms. Weiden’s office, there is always a student sitting in a chair getting help from her, and without her, these students will have to form new relationships with someone else when they have already given Ms. Weiden their complete trust. For those who don’t know Ms. Weiden, the school will seem unchanged, but for those who have grown to have a strong relationship with her such as myself, Schreiber will seem very empty.

~Samantha Palmer

Additionally, the responsibilities of a librarian at the high school level differ from those at an elementary or even middle school level. There is currently speculation that one of these librarians will be transferred to an elementary school.

"My area of expertise is at the high school, so it would be difficult to be moved to an elementary school," said Ms. Herz.

While the two librarians have the help of a support staff, the librarians have other behind-the-scenes responsibilities, including ordering and cataloguing books.

"The number of reduced positions is well distributed and balanced," said Mr. Lewis. "In order to save significant dollars, personnel must be reduced, as they constitute a great amount of the budget expenditures. I am particularly unhappy about these two cuts. In this day and age with all the suffering our students experience at home and all the issues, losing our only social worker is difficult. It will certainly affect the extent of services we have to offer to students and families that are suffering. Also, we have always had two librarians, and our library is very impressive in the community and county. Losing 50% of the staff at this library will be difficult to cope with."

Instead of directly firing teachers or having them laid off, the Board has developed an incentive program to make

"The number of reduced positions is well distributed and balanced," said Principal Mr. Jay Lewis. "In order to save significant dollars, personnel must be reduced, as they constitute a great amount of the budget expenditures."

the transition easier. This program has led to an increased number of retirements this year which allows for the district to save money by either not replacing these teachers or hiring teachers at a lower cost.

"The retirement incentive has helped because newer teachers can be hired for less money," said Dr. Gordon. "However, we value our retired teachers and hope that they mentor the less experienced teachers. We don't want anyone to lose their job, so having more retired teachers saves money and enables us to not fire anyone."

If teachers announced their retirement by March 12, they received a sum of \$15,000 in addition to their previously established pension plans. If retirement is announced in April, the teachers will receive \$10,000. The Board hopes that this incentive will encourage teachers nearing retirement age to retire this year. Fourteen teachers throughout the district have decided upon retirement by March 12, and will therefore receive \$15,000. One more teacher has decided to retire after this date.

"No language in the contract requires teachers to let us know that they are retiring ahead of time," said Mr. Lewis. "I am happy that this incentive plan will help us from having to make club unit cuts. Hopefully the budget can come in low enough that the community will pass it, and we will not have to lose more staff."

Club and Sports Cuts

Other aspects of the school district will also be affected by the budget, specifically

that of club units and sports teams.

There will be a 29.6 club unit reduction throughout the schools district. Club units consist of the money paid to the advisor for his or her involvement, and with these reductions, teachers will most likely be paid less for supervising clubs.

There are already no units left at the elementary schools, and the middle school has very few non-athletic units because it does not have an extensive activity program. Therefore, the high school will be affected the most by these cuts. It is possible that some teachers might not want to continue to run their clubs with lower pay, and therefore some clubs will be eliminated. However, if additional teachers retire, there will be extra money which could be used to preserve club units.

"Dr. Gordon and the Board are trying very hard to not do this cut because it will be very hard for Schreiber," said Mr. Lewis. "However, I don't believe that can happen, and I am hoping that this won't have to be the case."

Additionally, the athletic program will experience some setbacks since three sports teams will be cut. These are the boys and girls JV2 soccer and boys JV2 basketball teams. There will also be equipment cuts for athletic activities.

"It is difficult to see these teams cut since it will impact the opportunities of about 65 athletes," said Ms. Stephanie Joannon, Director of Health, Physical Education, and Athletics. "I am still hopeful we can save these teams. It is three JV2 teams so the athletic program is not adversely affected in a drastic way. Yet it is helping in a small way to get the budget lower. The community has been supportive of the athletic program and I believe they will try to help where they can."

Although these cuts will be made from the school, in the past, the community has helped to fund other sport teams, and therefore this is a possibility once again.

"We fund 84 athletic teams and we would be asking the community to fund only 3 of these teams," said Dr. Gordon.

In an attempt to reduce the monetary burden, the Board hopes to also introduce a tiered payment system for athletic coaches. Through this system, coaches with more years under their belt will receive a larger sum than newer coaches.

Miscellaneous Cuts

Summer Drivers Education will no longer be free as a result of this budget. The program was originally free, but now the regular school year program, which students pay for, will replace it. The summer program costs \$35,000, and now this money will be used elsewhere.

"Students who do not have good financial resources had an opportunity to take Drivers Ed in the summer," said Mr. Lewis. "Although not everyone who takes it in the summer has this problem, or vice-versa, it was still one option for students to take it at a greatly reduced cost. I am not happy because everyone should have an opportunity no matter what financial resources are available to him or her."

Also, funding for the A.T.L.A.S.T. program will be eliminated from the district budget, and will probably be taken under control by a private organization. Finally, several minor reductions will be made across the schools. There will be a decrease both in the number of textbooks and equipment purchased.

"We have not neglected to buy textbooks this year," said Dr. Gordon. "The purchase of textbooks will just be deferred until next year to save \$76,000."

Furthermore, additional cuts were introduced on March 23. These include more equipment cuts on the building level as well as technology cuts. However, the new proposition for Wi-Fi will

still be maintained in the budget. Finally, other suggestions include the removal of \$250,000 out of the \$650,000 reserved for the Sousa Elementary School roof repair to make into a bond, as well as possible high school class size increase. This possibility will be explored by the Board with advice from Mr. Lewis.

Teacher Contract

As talks for the new budget proposal carried on, teacher negotiations were occurring as well. Both sides have been bargaining for a contract since June 30, which was when the previous contract expired.

"We have wonderful, professional dedicated teachers who always go above and beyond," said Ms. Valerie Siener, who is part of the Port Washington Teacher's Association's negotiation committee. "It is important as professionals to be treated as professionals and to therefore have a contract."

According to the Taylor Law, the same conditions from the expired contract are implemented until a subsequent agreement is reached.

During contract negotiations, the main point of contention was salary increase. Another issue was increasing class sizes, which has been influenced by the lack of

replacements of retired teachers.

"Teachers want the best education for their students. At the same time, the district must come through with a subsequent agreement which recognizes teachers' hard work," said Ms. Siener.

Prior to the ratification of the teacher contract, teachers wore black to show their unity and met at the flagpole to walk into the building together.

"We wanted to show the community that the teachers support each other and have solidarity," said Ms. Siener. "We stand up for each other and the children."

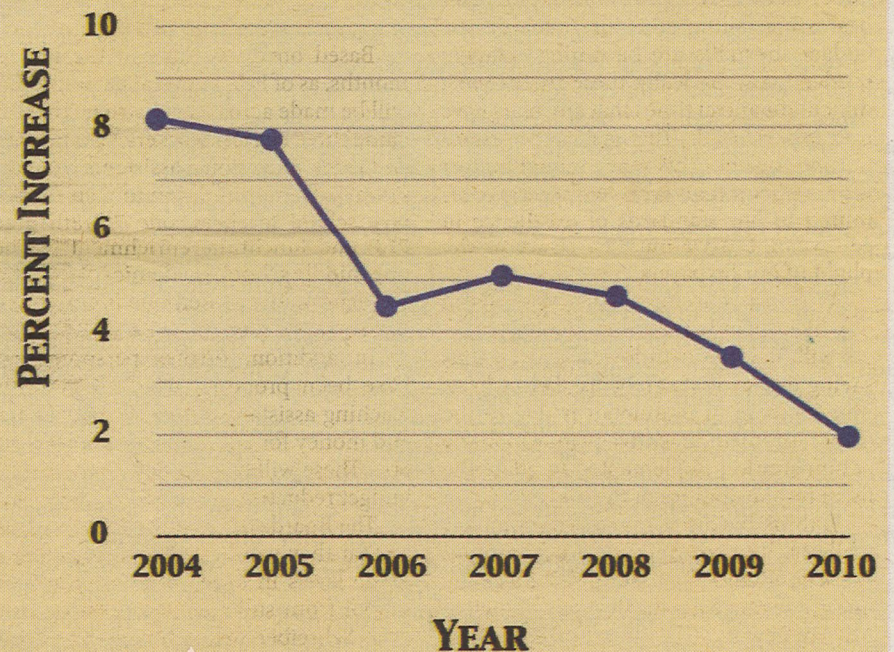
Although these cuts will greatly affect the entire school district, if the budget fails to pass this year, the resulting contingency budget will be even more detrimental.

"We reduced the budget increase, but if a contingency budget takes place, it will be 0%," said Dr. Gordon. "We don't want to get there. That could result in the loss of 30 teachers. We want it high enough so it is beneficial to the students, but low enough to be passed by taxpayers."

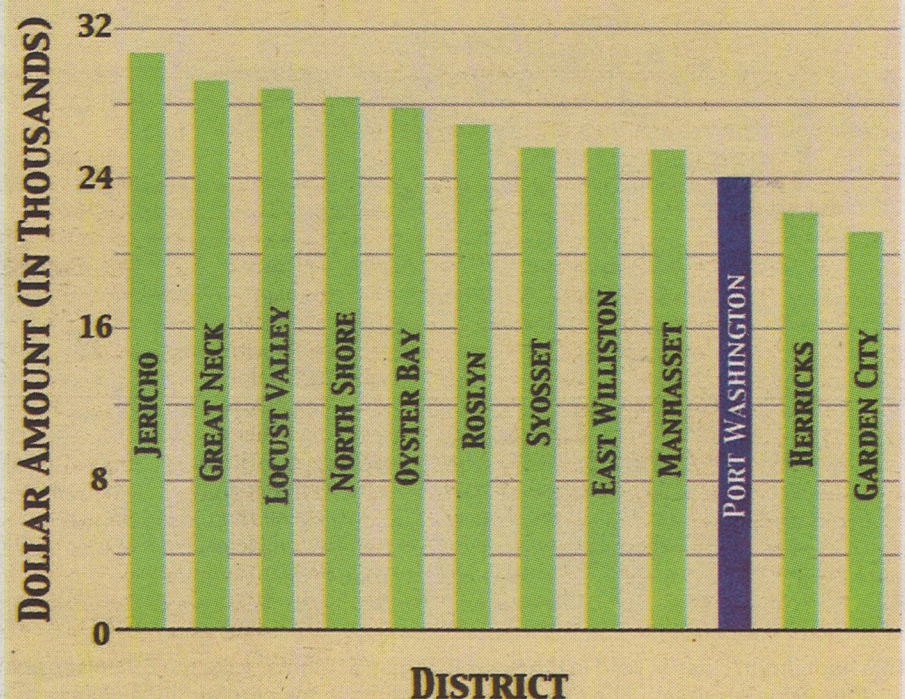
Written by Sahil Doshi and Leah Nash

BUDGET STATISTICS

Proposed Budget Increases: 2004-2010



Per Pupil Expense by District: 2008-2009



Schreiber after dark: when the lights really turn on

After the students leave, Schreiber is home to students of a different age

By Kristin Yu

Staff Writer

Come 3:05 p.m., the majority of the Schreiber student body makes a mad dash for the lockers and doors because they simply want to get out after a long day of school. In the rush to return home, hang out with friends, or attend extracurricular programs such as clubs or sports, notebooks, homework, and even cell phones are left in lockers and around the school.

In order to retrieve these misplaced objects, individuals have been known to return to the school at night and, in doing so, have stumbled upon the "hustle and bustle" of Schreiber after hours.

It is not uncommon that students walking through the halls at night have noticed lights in some of the classrooms and observed night school classes in session, or possibly some local ladies preparing gluten-free dishes. Or perhaps they have encountered the sounds of basketballs being dribbled and buzzers blaring as the cacophony echoes around the building. More and more students have discovered that despite the adjournment of the school day, Schreiber continues to be a place of learning and advancement, and hums with activity into the night.

The Educational Advancement program operates primarily in the lower floor ESL wing, and offers immigrants and non-English speaking individuals the opportunity to gain basic English language skills and education.

English as a Second Language (ESL) classes are offered to individuals over the age of 21, residents and non-residents, in addition to a High School Equivalency New York State GED program, for those who desire to obtain high school diplomas but had not previously had the chance. However, individuals of high education in their home countries have also enrolled in the program, as they desire to have formal recognition of their education here in America.

"I remember this one woman who enrolled in the program who was in her

70's," said director Mr. Marlon Villalva. "She had been a physics professor at the University of Shanghai, but was, at the time, a nanny in Sands Point. She came to learn English and other skills needed to succeed here."

Mr. Villalva has been the activity supervisor for 16 years, although the program has been around for approximately 50 years. The program accommodates people from all walks of life and from all parts of the world, although it mainly works with peoples from Latin American and Asian backgrounds. More than 900 individuals have participated in this program, which currently runs from 7-10 p.m. Monday through Wednesday.

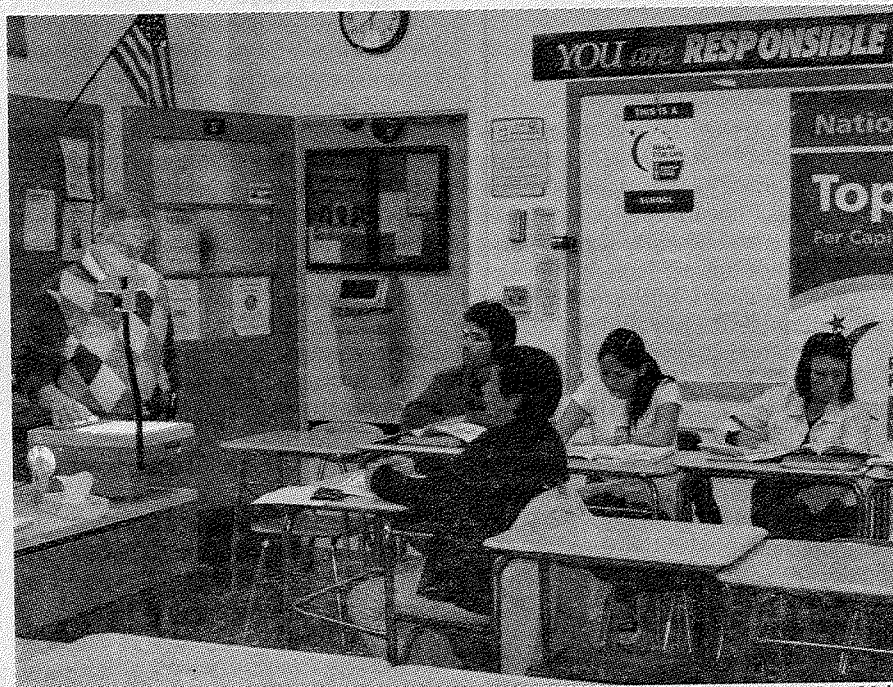
The program is not funded by the Port Washington School District but by a state grant, and is otherwise self-sustaining. The budgetary cuts experienced last year took a serious toll on this community service. Money is needed to pay teacher salaries and purchase materials, and therefore minimal fees of \$25 per person per semester are now being charged.

"I wish we had more funding and resources for the students," said Mr. Villalva. "This program is a valuable asset to the residents and the community. I believe that learning English is the key element to success in the community and this country, and many people need it to gain better working and living conditions."

Another service which works with the Educational Advancement program is the Continuing Education program. This program, stressing the benefits of lifelong learning, offers a plethora of activities which range from computer instruction classes to physical fitness.

The program has been running for over 50 years, as it was established around the time war veterans returned from foreign lands and desired to further their education.

At the same time, women who were typically confined to the home sought to meet with other women in their community and enrich themselves through the acquisition of more skills. The program provided, and continues to provide, the ideal outlet for these groups of



Laura Werle

This ESL (English as a Second Language) class is held at night on the bottom floor of Schreiber. The class is held through the Educational Advancement program. This class is offered for non-English speakers who wish to learn the language for a small fee.

individuals, as it is a community service which offers enrichment, enjoyment, and social benefit. The Continuing Education program, too, is independent of the school district and self-sustaining, as participants are obligated to pay for the classes in order to provide for instructor salaries and educational materials.

The numerous activities offered in the program are hosted at several sites throughout the school district throughout the course of the week.

"We appreciate Schreiber and Weber; they're there to use in the evening and everyone has a positive regard for the schools," said program director Regina Farinaccio. "Some of the older residents participate because the program is their last link to the school district, as their kids have already graduated. It gives them a sense of community and connection."

Yet another facet of the Schreiber after hours ecosystem are the multiple

sports events that run late in the evening throughout the year.

As most students are aware, the Schreiber Athletics program operates year-round, offering the student body numerous opportunities to get active, participate in extracurricular activities, and join sports teams of like-minded individuals. The program sponsors 56

Despite the adjournment of the schoolday, Schreiber continues to be a place of learning and hums with activity into the night.

varsity, JV1, and JV2 teams, and practice times vary from team to team, typically held after school into the early evening, as well as on Saturday mornings.

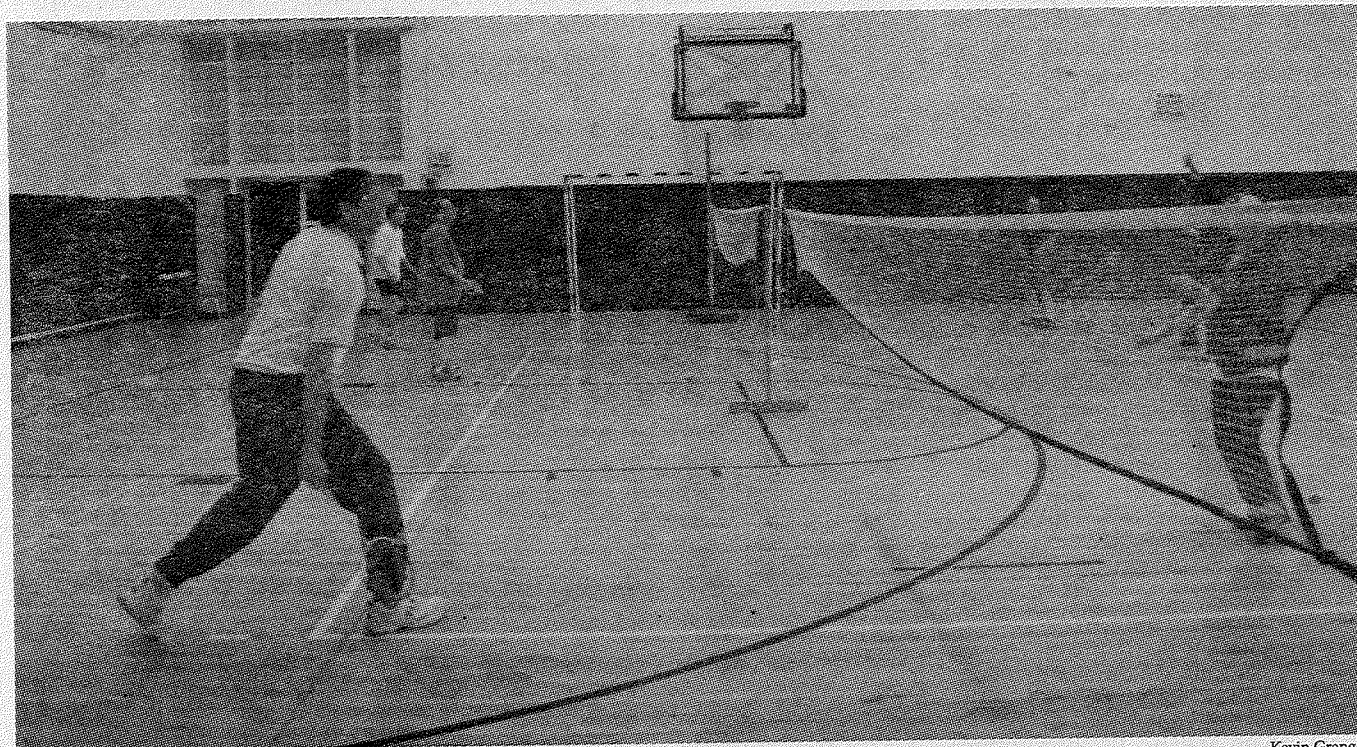
The program director, Ms. Stephanie Joannon, revealed that the entire program was funded through the school budget.

"This would include game uniforms, scrimmage attire, transportation, and payments for coaches, officials and supervisors," said Ms. Joannon. "Anything that is needed to fund the teams and run the events goes through the budget."

This being said, a tremendous amount of funding is required to keep the program alive and capable of satiating growing student participation in the program.

"Swimming is my sport," said junior Jason Moss. "I would hate to not be able to continue doing it in school. Besides, sports let me exercise on a regular basis and keep me in shape." While the athletics program is contingent on the budget, independently operated services are also offered and hosted at Schreiber.

Although the prevailing belief among the daytime student body may be that once all the students have left, the school is closed and inactive until the next morning, Schreiber "after hours" is buzzing with activity when a second student body enters the school.



Kevin Granger

This badminton class is held in the Schreiber gym at nights. Like the ESL class above, this class is offered by the Continuing Education program. The class provides adults in the community a chance to get some exercise, meet new people, and learn how to play a new sport.

Student Feature A day in the life: Sean Graf

by Brian Kennedy, Kyle J. Featherston
and Brian Burchman

Assistant Features Editor and contributing writers

If you are a member of Student Council, Social Studies Honors Society, or have basic auditory capabilities while walking down the hallway, you probably know Sean Graf. Graf, a distinguished member of the Social Science Research program, is currently serving his fourth year as an executive officer on the Student Council. Through his favored governmental body, Graf has wielded an unprecedented amount of influence, effecting change throughout the school and the community.

Graf is an undeniably intriguing person; his opinions, academic diligence, and raw intensity leave one asking, how? Luckily, *The Schreiber Times* has provided a window of sorts into the mysterious world of Mr. Graf, helping to make this veritable high school icon a little more tangible. The newspaper staff would like to thank Graf for his cooperation and sense of humor in providing this exacting expose of his day to day routine, which in this case, is a Tuesday.

Copy that: inside an original investigation of the xerox room

by Laura Werle

Features Editor

As the school year progresses, many students begin to find it difficult to keep their various class notes organized. For countless students, a film of printouts and handouts coats the bottom of their lockers and backpacks. Class notes alone could not cause this disorganization; often, the clutter is made up of white printer paper that was once in the school's copying room, across from the Tank.

In most classes, teachers utilize the school copier almost daily. In English, sheets of text are annotated; in science, reference tables and diagrams are distributed; and in language classes, sheets of words and grammatical rules are given out and memorized. While useful, the number of class handouts distributed is often found to be excessive.

"Some of my teachers will give us huge packets but we only use a few pages of it," said junior Sara Giraldo. "It's wasteful because some of the sheets we never even look at."

The exact number of sheets copied by the Schreiber copying room on a daily basis is hard to pinpoint. However, the sheer number of copies needed by a school the size of Schreiber can be truly astounding. For every teacher who has four or five classes, and each class that has at least 20 students, and each student that must complete a four page test, the number of sheets of paper per teacher can quickly add up to nearly unfathomable amounts.

"A typical day of copying is about 30,000 pages," said Assistant Principal Dr. Brad Fitzgerald. "Do the calculations. If every teacher has 150 kids, and not to mention extra curriculars and administrative needs, every flier home and every report card, it takes a lot of paper."

Aside from the sheer time needed to

The Day Begins...

6:30 a.m.- Sean's alarm sounds. It is his iPod speakers, the song is Lady Gaga, "LoveGame."

6:31 a.m.- Sean goes into his attached bathroom and takes out his retainer. Sean, reflecting on his retainer, "The orthodontist told me I can sleep with it

7:15 a.m.- Continues to do all the three activities at the same time (eating, drinking, watching American Morning).

every other night, but I can't remember so I wear it every night." He then brushes his teeth with an electric toothbrush, for "two minutes for the top and two minutes on the bottom."

6:36 a.m.- Sean goes into the shower in his bathroom. "I take quick showers," he said. When asked about what products he uses, he said, "Everything is unscented; I hate things that smell, I hate people that

complete all of these copies, the amount of copying needed can grow to be an expensive, but necessary endeavor. In order to buy the copying needs, the school must go through state mandated channels. Because of this, the school has a set price at which they must buy items like paper, staples, toner, and ink.

"It's expensive to run a virtual 'copy center' in a school," said Dr. Fitzgerald. "Paper is a big budget. We have personnel who are dedicated to the copy room for the year. Staples are expensive, and then there is paper and ink."

Not each school subject, in terms of volume of copied paper in the copy room at least, is created equal. Some disciplines are notorious for using vast quantities of paper, sometimes unnecessarily. Other subjects, conversely, are known to be tree friendly.

"I got a lot of paper in US History and in Health," said junior Cayde Tanzil. "I think it can be wasteful, actually. That's what taking notes and using the whiteboards is for."

Still, teachers are aware of both the environmental and monetary costs of using paper or of ordering many copies.

"I try to keep things in mind," said social studies teacher Mr. Gary Silverstein. "I double side or use one sheet for two handouts. Or often I will put a handout on the internet instead of using paper."

Using electric methods of distribution has become an increasingly common strategy among teachers and staff to reduce paper usage. Physics teachers, for example, use the website Webassign. This site puts homework questions online which means that students only have to hand in paper homework if they have a problem or difficulty with the homework.

"We can't go completely electronic yet, and the teachers just can't teach without copying," Dr. Fitzgerald said. "We're still stuck in this awful kind of paper-world."

smell."

6:40/6:41 a.m.- Sean gets out of the shower, dries himself, and puts in his contacts.

6:42 a.m.- Sean goes back into his room and sees his clothes awaiting. "I put my clothes out the night before," said Graf.

6:43 a.m.- Sean takes his vitamins (Nature's Path).

6:44 a.m.- Sean goes downstairs.

6:45 a.m.- Sean turns on the television and watches *American Morning* on CNN.

6:47 a.m.- Sean takes out material to be tested and reviews (while continuing to watch *American Morning*).

6:55 a.m.- Sean pours a bowl of cold cereal and a "protein shake thing."

7:15 a.m.- Continues to do all the three activities at the same time (eating, drinking, and watching *American Morning*).

7:25 a.m.- Sean puts on a coat and shoes, then goes with his mom to school. Sean's siblings do not accompany him as they may make him late.

7:30 a.m.- Sean arrives at school and goes to a Student Council Executive Board Meeting to "talk about what's goin' on."

8:00 a.m.- Sean goes to class...

8:01 a.m. - 3:05 p.m.- "I try not to use the school bathrooms."

3:05 p.m.- School ends. Sean walks home.

3:20 p.m.- Sean arrives at home.

3:21 p.m.- Sean changes into gym clothes.

3:30 p.m.- Sean drives to the gym in a Volvo SUV.

3:45 p.m.- Sean arrives at the gym.

3:46 p.m.- Sean uses the Elliptical machine for ten minutes.

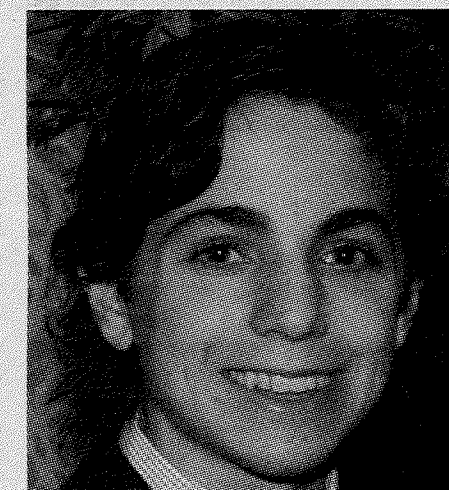
3:56 p.m.- Sean goes on the treadmill at a pretty fast rate for two miles.

4:10 p.m.- Sean proceeds to bench press and then bicep curls.

4:45 p.m.- Sean drives home.

5:00 p.m.- Sean arrives at home.

5:02 p.m.- Sean has a snack, a protein shake (makes his own, usually chocolate),



Courtesy of Sean Graf

Sean Graf, comfortable and relaxed in his element.

and a banana.

5:03-8:00 p.m.- Sean does his homework.

8:00-9:00 p.m.- Dinner time. Sean had roasted chicken, with mixed vegetables.

9:00-10:00 p.m.- Sean studies.

10:00 p.m.- Sean watches Anderson Cooper. "I really like him, he does a good job, has a good summary of what happened during the day. I really like Wolf [Blitzer], but Wolf is on at 6:00 p.m.," said Graf.

11:00 p.m.- Sean brushes teeth, first takes his retainer out, and scrubs it.

11:04 p.m.- Sean takes contacts out.

11:05 p.m.- Sean uses mouthwash.

11:06 p.m.- Sean flosses his teeth. "Sean reflects on whether it is better to floss then mouth wash or vice versa," said senior Sarah Pierce, an outside observer.

11:07 p.m.- Sean reads the *New York Times Magazine* or *Forbes*.

11:30 p.m.- Lights out. Sean sleeps.

"I've always wondered about whether I dream, but I can never remember," said Graf. "I am always such a light sleeper; sometimes I am woken up by the rain."

The Day Ends...

Shovels, snowplows, and the sober details of snow day policy

by Laila Irvani

Staff Writer

To almost all Schreiber students, the most sublime feeling is when we hear the pre-recorded voice of our Principal, Mr. Jay Lewis, on the phone via Connect-ED, letting us know that school is cancelled due to snow. This year, students had the pleasure of hearing the highly anticipated recorded voice three times. Possibly the most unexpected twist was when the phone message happened two days in a row, resulting in a long victory dance.

What many Schreiber students don't know, however, are the logistics of school closings.

As far as emergency school closings, the information relating to the closings is sent via Connect-ED, the district's automated telephone messaging system. Connect-ED is used during any possible emergencies, cancellations, or to give families information about school meetings. Information about delayed

openings or school closings are also posted on the district website, recorded on the main district telephone number, and also on the Transportation Office by 6:00 A.M. the day of the closing.

The school district does not have a specific rule tailored to snow days or how to choose when school is cancelled. However, New York State requires all students to undergo at least 180 days of school each year. If a snow day hinders the completion of this many days of school from the amount that is needed, certain actions must be taken to ensure the school meets standards.

The school administration may take a day away from a vacation, or even add a day at the end of the year. Still, Schreiber High School has never had students attend school during a vacation in order to make up for the time lost during a snow day. Although this has not yet occurred, students dread the day when the pre-recorded voice not only means no school, but also means an extra day added at the end of the year.

The multitudinous worlds of high school volunteerism

Both through the school and on their own, many students give back

By Dainn Woo

Staff Writer

Many days each week, junior Samantha Palmer can be found cleaning, filing, and helping out at the North Shore Animal League shelter in Port Washington. She walks into the building, where she has spent literally hundreds of hours to clean up after animals, play with them, and help potential adopters choose an animal to take home with them.

Unlike many students, Samantha does not do these often menial tasks for any tangible reward or monetary gains; instead, she comes to the NSAL so often simply to help—to volunteer.

On weekday afternoons and Saturday mornings, while many students are either studying or sleeping, some find the time to make contributions to lives other than their own. Sam Palmer is one of them. Volunteering is an activity that many Schreiber students, ranging from freshmen to seniors, partake in on a regular basis.

Students contribute their time and efforts for educational and other charitable purposes within the community in locations and institutions that they enjoy working in, such as the library, or one of the many local shelters. Volunteering allows students to become acquainted with certain professions and careers in which they are interested, and gives them a sense of purpose to know they are helping the community.

One of the most popular organizations that Schreiber students choose to volunteer in is the North Shore Animal League, a local animal shelter. Located not too far from the high school, it is an ideal location for students to work in regularly after school.

Palmer, an experienced volunteer at NSAL, first started volunteering because of her love for animals and because of her interest in veterinary medicine as a future

career. Through the animal shelter, Palmer has learned what working with animals on a daily basis is really like.

Despite the minimum required time of four hours each week for each volunteer, Palmer dedicates her time at the shelter several times a week, and was awarded with the Gold Volunteer Award. So far, she has a total of almost 300 hours of volunteer service. Far from viewing her volunteering as a chore, Palmer sees her contributions in a positive light.

"Instead of worrying about all my school work, I can relax at the NSAL where I always feel welcomed and helpful," said Palmer. "Volunteering is an important aspect of a well rounded individual because it allows you to give back to your society while providing you with new skills and new friendships that you would otherwise not be introduced to."

At the Children's Center at the Landmark on Main Street, teen volunteers. Volunteers take care of kindergarteners to middle school students.

Volunteers also help with recreational activities, such as arts and crafts and games. Volunteers are given the opportunity to play the role of a responsible caretaker as well as an "older sibling."

Sophomore Joon-Yup Yeom helps out with the KP1 group, by watching over their activities and making sure everyone stays safe.

"For me, volunteering is a great way to experience new things and find my strengths and weaknesses. Plus, it's also a great way to help the community," said Yeom.

Volunteering does not always have to come in the form of established organizations. Many students prefer volunteering at specific events, or at a church or synagogue. During special school or local events, student volunteers play an important role.

Although it isn't a regular, hour-based volunteer opportunity, students that are willing to give up their time to help out

in a certain event are truly commendable and usually receive much gratitude from the event officials.

At churches and synagogues, students also volunteer to play in the orchestra or band. Senior Solomon Hoffman enjoys playing regularly. Pursuing personally appealing interests that also benefit the community not only allows one to gain more experience, but can also double as a fun hobby.

Schreiber, unlike some other schools, does not require students to volunteer a set number of hours. It is up to the students to decide if and where to volunteer. Many students also take up volunteering jobs only for the credit that they will receive,

which would boost their college resumes.

However, instead of working long hours at a boring and unfruitful task for the sake of another line on the college application, many try to find an area in which they are particularly interested. This way, students make the best use of their time.

"I think that it is important to volunteer at a place that is interesting to you because then it makes the work fun," Palmer said. "If you are just volunteering to get hours so that it looks good for college applications, you are spoiling the point of volunteering - which is to give back to the community."



Kevin Granger

Volunteering takes many forms. In the case of Sam Palmer and the puppy she is caring for, volunteerism is fluffy.

Earthquake in Chile hits home for Schreiber students

By Kori Lay

Contributing Writer

As any student can attest, there are many times one finds that a table is set up in the lobby during 4-1 and 4-2 for a charity fundraiser. Since the earthquake struck Haiti in January, the most popular and omnipresent charity of choice has been the Haitian relief fund. The student body was quick to step up and help any way they could, despite the fact that they were approximately 1,539 miles away from the devastated city of Port-Au-Prince.

Despite the outpouring of relief dedicated to the Haitians, the response to the devastating quake in Chile was comparatively quiet, a fact that is probably not attributed to the geographic location of Chile.

This less substantial reaction on the part of the community, however, does not signal that the Chilean earthquake did not directly affect Port Washington. Many Schreiber students have family in Chile that were impacted by the event. They have been told of the frightening experiences faced by their relatives.

Sophomore Robyn Artaega has family in Santiago, Vina Del Mar, and Valparaiso. Santiago, the capital, was one of the cities near the center of the earthquake, and Valparaiso, although not directly hit by the quake, was hit by a tsunami, causing its port to be closed down.

On the Richter scale, the earthquake in Haiti was a 7.0, which is a major earthquake, leaving the country in pieces. Yet, the earthquake in Chile was measured to have a magnitude of 8.8. This quake not only caused a tsunami, with warnings being sent to 53 countries, but also shortened the length of a day by 1.26 microseconds. Basically, this earthquake moved the 13 septillion pound earth, changing its axis by eight centimeters. This was followed by three aftershocks within the hour.

No one in Artaega's family was hurt, "but everyone said it was a very scary experience," she said. "My aunt, who is currently pregnant, had to escape from her apartment building, getting down 16 flights of stairs." Her cousins lost their home and are now staying with her aunt.

Junior Mariapaz Araya has also been keeping in touch with her many relatives in Chile, many of whom endured the

earthquake. Her cousins also live in Santiago, where normal life is still disrupted and almost non-existent because of the earthquake. Araya's cousins

"[My aunt's] house was damaged by the first earthquake and now she has been sleeping outside with little food and few other necessities," said Mariapaz Araya.

were supposed to start school three weeks ago, but the school's opening has been delayed until further notice. Araya also has family in the city of Talca.

"[My aunt's] house was damaged by the first earthquake and now she has been sleeping outside with little food and few other necessities," said Araya.

As of yet, Araya has not heard from

her family in Valparaiso, but the rest of her family in Vina del Mar, Santiago, and Coquimbo are safe and she has continued to stay in touch with them.

Stories like these were all-too-common after both the Chilean and Haitian earthquakes, but the reaction of students varied greatly between these two similar disasters. This could be because Chile was better prepared for the earthquake, while Haiti was caught completely off-guard. Before the quake, Haiti was facing crippling political and economic issues, and was already receiving attention in the media.

"Haiti was a poor country to begin with, and now that they have to completely rebuild, they need a lot more assistance," said senior Katie Stack.

Not only was Haiti in an arguably perilous position before the disaster, students cite another reason for the disproportionate reactions.

"Haiti came first. It caught students' interest," said one student who wished to remain anonymous. "By the time the Chilean earthquake hit, they were so involved with Haiti that they did not want to drop everything they had already been doing."

arts & Entertainment

Tribute to Michael Jackson thrills at Battle of the Bands

BY Bethia Kwak

Staff Writer

The lights dimmed at seven, the audience sat on the edge of their seats, and the musicians tensed up for what could be a defining moment for any band at Schreiber. About 200 people showed up at the annual Battle of the Bands, a popular school event among students and parents alike. Four student bands performed this year with the ultimate goal of impressing the crowd and, ultimately, the judges.

The show started off with senior Spencer Bushey and the Elders, the "Elders" consisting of Bushey's aunt and uncle. The group was not competing, and featured Bushey on vocals and guitar, Deirdre Schipman on vocals and percussion, and Mike Schipman on a twelve-string guitar.

While they were quite good in the few songs they performed, Spencer and the Elders failed to capture the audience's attention. Battle of the Bands was the wrong platform for the group to play with a country/folk blues feel.

The first band to compete was Crossouts. Senior Sung Kim played the drums and sang vocals, senior Doully Yang played the guitar, and junior Jon Michelson played the bass.

Crossouts mostly covered the band Muse, including the songs "Hysteria," "Plug in Baby," and "Time is Running Out." The band was consistent instrumentally throughout the whole performance, but their movements were awkward at times. In a cover of "Sugar We're Going Down," by Fall Out Boy, Kim seemed to be shouting rather than singing. The band members didn't connect with the audience, but still demonstrated talent with their instruments. This was not enough, though, because they failed to place at the end.

The defending champions, Decadence, came on stage next. Sophomore Brian Aronow was featured on keyboard and a variety of wind instruments, sophomore Bobby Katz was featured on guitar and vocals, and sophomore Jesse Weil on vocals and keyboard. The variety of instruments incorporated makes the band especially unique. They have added new members since last year, including freshmen Miles Kurtz (guitar), Nick Sapountzis (bass), and 8th grader Mike Cook (Manhasset Middle School, drums). This was the only band consisting entirely of underclassmen.

Despite an injury right before the performance, Weil was still able to sing with the strongest voice of the night, all

while rocking plaid pants. Decadence made use of the stage effects in their "Where the Streets Have No Name/Use Somebody" medley by U2/Kings of Leon, and "Fat Bottom Girls" by Queen. The latter is an alleged fan favorite that they include in every performance, featuring Katz playing the guitar behind his head.

Katz took over vocals in "Tenth Avenue Freezeout," by Bruce Springsteen. The performance included a horn section featuring Aronow on tenor saxophone, junior Jonathan Janis on trombone, junior Sarah Paul, and sophomore Olivia Gilmore on trumpet. The band seemed very comfortable on stage and was able to prove why they were the champions last year. Unfortunately, they were unable to defend their title effectively.

"We were all kind of heartbroken about not winning. We entered the competition as defending champions, and not winning was sort of upsetting, especially after really improving since last year," said Weil.

The third band, The Platypus Project, consisted of seniors: Dan Bernstein on guitar, Jerry Lange on drums, David Marx on guitar and vocals, and Dylan Swain on bass.

The group seemed very relaxed and made witty jokes throughout their performance, while Lange and Swain came on stage in exquisite outfits such as ties, colorful shirts, and unique hats. This was essential, because it allowed the audience to connect with the group.

Marx's voice was very distinct in their first song, "Santeria," by Sublime. Their instrumental skills were only average, but they played the only original songs, such as "Wasted Days," in the competition which displayed a lot of talent and courage on their part. Unfortunately, their second original song, which had no name, consisted of many "Nah nah nahs," and not many other creative lyrics. They were able to place 3rd, though, in the competition.

The final band to take the stage was Oh Dame, featuring seniors Billy Climaco (vocals), Kurt Kipcakli (vocals and guitar), Andrew Shang (bass), and sophomores Caleb Jenkinson on guitar and vocals and Adam Pollack on keyboard.

The band seemed to have a large fan base, which was seen the instant Climaco stepped on the stage. There was a huge amount of screams and applause. During songs like "Killing in the Name," by Rage Against the Machines and "Move Your Feet," by Junior Senior, Climaco was very animated and moved around the stage a lot, which kept the audience interested, even though his singing may not have



Kevin Granger

All four bands impressed at the 2010 Battle, but Oh Dame came out victorious, upsetting last year's winners, Decadence.

been the best. Jenkinson and Kipcakli took over vocals in their cover of "Electric Feel" by MGMT. The performance was not as intriguing, but was technically consistent. Shang was able to shine with his talent on the bass throughout the entire performance.

To the fans' delight, the band did a medley, if you can even call it that, of songs by Michael Jackson. In the middle of the songs, Climaco would run off the stage to change. This made it seem more like three Michael Jackson songs, rather than a medley. The band didn't seem to plan out the timing very well, because they were uncoordinated. That being said, this was the only part of their show that the entire band seemed to really enjoy. The singing was poor, and the dancing was corny, yet it was probably the most entertaining performance throughout the entire night. This proved to be enough, because the group was named the winner of Battle of the Bands.

"It was such a big shock that we won. We weren't expecting to win. We gave it all we had but the bands before us sounded

solid, so it was difficult to tell if we were even going to place," said Kipcakli.

When Oh Dame went on stage to accept their award, sophomore Shawn McKoy rushed on the stage and reenacted the infamous Kanye West vs. Taylor Swift incident at the MTV music awards.

"I believe that Decadence should have won because of their energy and their skilled performance. What took over me is 'Why Oh Dame?' I admit their performance was very funny and entertaining but this is the Battle of the Bands, not the Battle of the Entertainers. Honestly, I didn't see Oh Dame as a band. I feel that they won because of their popularity in the audience, not for the talent," said McKoy.

While the results may have been shocking, the night was enjoyable. Each band had something different to offer to the table. The race to the finish was close, but Oh Dame was able to take home the gold, triumphing over previous victors Decadence. The community can only hope next year will be just as thrilling.

Fantastic acting and unique graphics make *Alice* a hit

BY Jess Greenwald

Staff Writer

Bringing to the table a new and even stranger set of characters, *Alice in Wonderland* features Johnny Depp and director Tim Burton in their sixth film together. The two stars have brought to the screen some of the more unique characters including *Sweeney Todd*, *Ed Wood*, and *Edward Scissorhands*, to name a few.

The story takes place over ten years after the events of the childhood tales, starring Alice at nineteen years old and about to get married. Tim Burton, in his usual manner, uses caricature, scenery, and clothing to capture both the time frame and the viewer's attention. Immediately, the film starts off with a comedic and satirical perception of Victorian life, mocking its eloquence.

Alice, played by Mia Wasikowska, is not the typical every day Victorian girl. Instead of marrying a man of wealth, she would rather marry someone she loves. Therefore, when a Lord proposes to her, she immediately runs away, unsure of what to say.

In a Tim Burton manner, Alice spots a rabbit with a tweed coat and a stop watch. Alice follows it only to fall into a hole landing in Wonderland. From there, rather strange and inexplicable events follow Alice wherever she goes.

The film easily falls into its roundabout average fantasy adventure flick. With his unique visual manner, Tim Burton is able to grasp the audience's attention and hook them into the movie. By using such odd

characters, settings, and designs, it is quite difficult for a movie-goer not to be drawn in. What makes the film so interesting is the fact that it takes place after Alice's third time in Wonderland (those who have read both the books will not be expected to know all of the movie's twists). She is then confronted with all the classic characters including the Mad Hatter, Cheshire Cat and the Red Queen, whom she cannot remember at all. Thankfully, Tim Burton took liberty with the story line and added onto it. For those who have not read the books, they are enjoyable but are rather pointless and are what many would identify as LSD trips. A plot is actually developed in this movie fortunately, thus not making it a long and



dragged out drug trip experience.

Alice in Wonderland brings back most of Burton's original crew, including Johnny Depp and Helena Bonham Carter. Carter plays the Red Queen with an unnaturally large sized head while Depp plays the crazed Mad Hatter. Each actor, as usual, gives a great perfor-

mance. Most viewers would be extremely impressed by Depp's crazy and bizarre performance although it is not his best. This is not to say he was not good in his role. His character, the Mad Hatter, was not developed enough, not allowing the audience to truly become attached and invested in him.

Depp did, however, give an off-beat and unusual performance (although this is becoming typical for Depp), adding onto his long list of achievements. Carter gives a dark and comedic performance as the Red Queen; although this is not a breakout role, it was certainly well played. The fantastic portyals that were displayed by the actors was one of the most redeemable qualities for this movie.

One of the biggest problems with the movie was its cliché "good versus evil showdown."

Despite harsh reviews on Burton's final battle sequence, it was actually rather well-executed and entertaining. The point of the scene was not as much to enhance the plot, than to create excitement, and curiosity for the viewers. The only thing was that with such a unique set of characters, it relied too heavily on an overused and overdone storyline. Nevertheless, *Alice In Wonderland* was a very entertaining movie. Burton created a movie with a convincing world and an enjoyable plot.

Although it did have much more potential, this film is for anyone, and it is definitely worth seeing.

In Johnny Depp and Tim Burton's newest film together, *Alice in Wonderland*, the two team up to create an exciting film with odd characters and one of a kind special effects.

www.collider.com

Far from memorable, Pattinson's latest film disappoints

BY Christina Vlahos

Editor-in-Chief

Rid *Twilight* of its vampires and werewolves, and one is left with *Remember Me*, an even worse version of the popular film. Directed by Allen Coulter of *The Sopranos*, *Remember Me* revolves around a young man, Tyler (Robert Pattinson), who has a poor relationship with his father after a death in the family. In an unoriginal twist, Tyler stumbles upon Ally

(Emilie de Raven) as he searches for some meaning in his life. Coincidentally, Ally also has some father issues, causing the two to instantly connect and fall for one another. The film ensues in this manner, providing viewers with sheer, overdramatized scenes and a shocking ending that truly makes the film, well, pointless.

While it was only an hour and fifty three minutes, the film honestly seemed three times as long. There was no action in it and the plot was beyond boring. *Remember Me* relies heavily on the audience

feeling sympathy for the characters; it is just one scene of tears after another. The issue, though, is that after several of these scenes, the viewer no longer feels for the characters, who now seem irritating.

The film also suffered from its side plots, which had no place in this film. For example, Tyler's sister struggled with school bullies, yet the story failed to evolve beyond that. It, of course, showed that Tyler and his sister had a great relationship, but it did not add any depth to the film.

Minor story lines were not the only things that were overly abundant. After each emotional scene, the director included a steamy, romantic one between the two leads. While this may have been an enticement—after all, teenage girls swoon over Robert Pattinson—the scenes did not allow the viewer to really take in what happened previously and interrupted the flow.

The side characters had the same effect, as they were completely out of place. Certain characters, like Aiden (Tate Ellington), Tyler's best friend, were included for comic relief, but in a tear jerker, there is really no room for jokes. Additionally, Pierce Brosnan as Robert Pattinson's uncaring father was extremely awkward. With his fake New York accent, he never really seemed to connect with the other characters or the film. Chris Cooper actually did a decent job as Ally's father, as the viewer actually felt sympathy for his character.

In terms of the lead roles, Pattinson was monotonous as usual. He adds nothing to the screen and the director could not have portrayed a more depressing character. Despite this, he was pretty likable. De Ra-



allmoviephoto.com

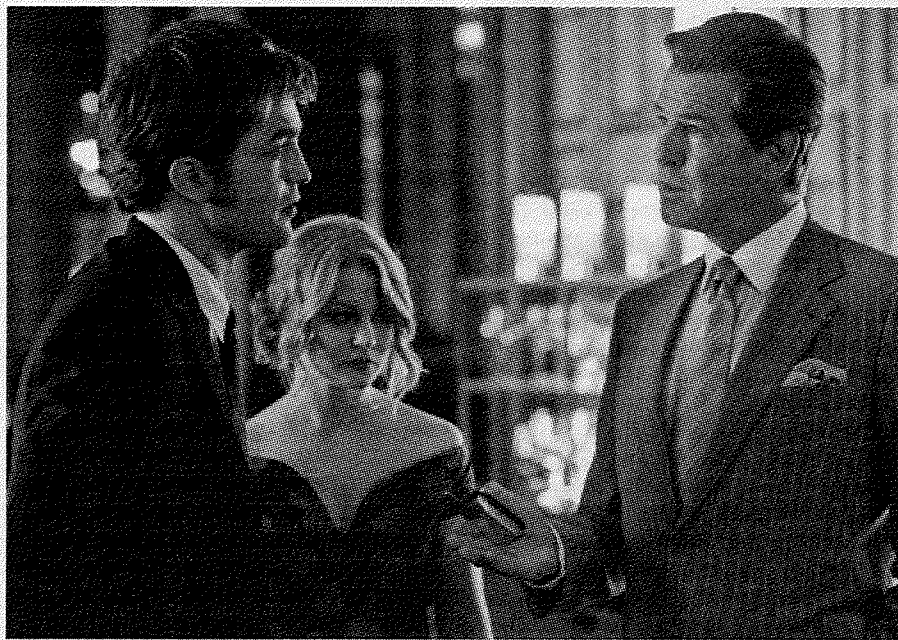
Despite his charm, Robert Pattinson is unable to woo the audience in his latest movie, *Remember Me*.

ven, on the contrary, did a great job. She really elicited sympathy; she was not just another girl with "daddy issues."

One solid performance is not enough, though, to compensate for a shocking and offensive ending. Without delving too much into it, the ending is beyond out of place and destructive. It ruins the romance that is established over the course of the film, leaving viewers disappointed and upset.

Suffice it to say, *Remember Me* is not very enjoyable. While the main characters have a certain appeal, the film is too depressing and far from the romance that was advertised.

Save your ten dollars for June 30th when *Eclipse* enters the theaters; Robert Pattinson is far better as a vampire than as a mere mortal.



www.allmoviephotos.com

Robert Pattinson's usual appeal was noticeably absent in his newest film. While he may be better suited for *Twilight*, his co-star, Emilie de Raven performed quite well in this lackluster film.

Straying from banal high school drama, *Gossip Girl* returns

BY **Katie Fishbin**
Staff Writer

After a nearly three month hiatus, *Gossip Girl* has returned, more scandalous than ever. This season has involved drugs, scandals, and other racy topics, creating plot lines that are even more compelling than in the past.

Intriguing viewers further, the season introduced new and exciting plot twists. The relationship between Dan Humphrey (Penn Badgley) and Vanessa Abrams (Jessica Szohr) has begun to develop, and the same can be said for Nate Archibald (Chace Crawford) and Serena van der Woodsen (Blake Lively). Amidst these flourishing relationships, the recent episodes have also shed light on the marital chaos between Rufus (Mathew Settle) and Lily Humphrey (Kelly Rutherford), and Jenny's (Taylor Momsen) new role as a drug dealer.

The progression of this season has been most enjoyable. It has been great to see many of the surprising secrets uncovered, especially Chuck's discovery regarding his mother. This season we have found out that Chuck's mother may in fact be alive, weaving another story line into this

dramatic show.

Jenny's relationship with a much older and more dangerous man, Damien (Kevin Zegger), has been interesting to watch. She has always been trouble for Rufus, and it seems like this is only going to continue as the season progresses. Dan continues to be the perfect Humphrey child, as his only troubles center around girls. It was actually shocking to see Dan and Vanessa begin a relationship, but the writers needed to create a new arch for these characters who seem to be left to the side with some of the most recent story lines.

Along with the new additions to the plot, the clothing choices and sets this season have been appealing. While it may not seem important, the fashion choices of these characters are a major part of the show. Their character development is seen through their wardrobe choices. This is especially clear with Jenny, who has a new look this season. Her previous punk look has been replaced by bleach blonde hair and much less makeup. She definitely has much more of an Upper East Side look.

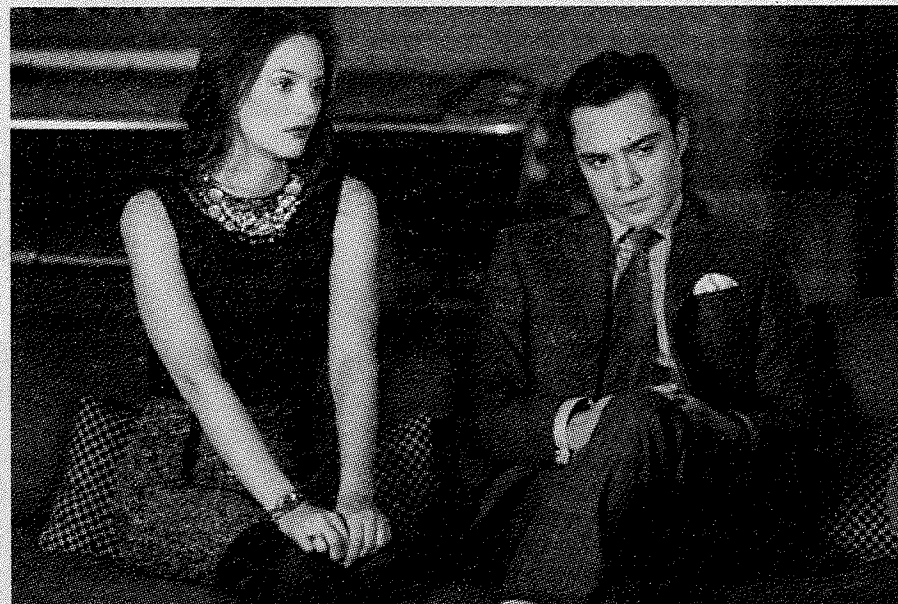
The creative sets, for the most part this season have been very realistic. When Chuck and Blair pay a visit to the

cemetery, for instance, the mood was appropriately set. It was an important scene for all viewers, and the music and scenery convey that idea.

Interestingly, different directors have been responsible for the episodes this season. Regardless, the episodes transition very well from one to another, with a very

convincing flow.

With these new and exciting twists, *Gossip Girl* is better than ever. Most viewers can agree these new, heated story lines have left us wanting more. For many, Mondays are the worst day of the week, but for *Gossip Girl* watchers, they are a little more manageable.



www.tvguide.com

Chuck (Ed Westwick) and Blair (Leighton Meester) listen attentively to Chuck's alleged mother, as she explains her absent role in Chuck's life. This new story arch is one of many that keeps *Gossip Girl* both fresh and intriguing.

Despite length, *House* remains original

BY **Kyle Manzoni**
Staff Writer

A psychopath with Wilson's disease, a college football player with melanoma, and a mafia drug dealer with Hughes-Stovin: these are just a taste of the clientele Dr. Gregory House (the brilliant Hugh Laurie) and his team of elite diagnosticians treat on a daily basis.

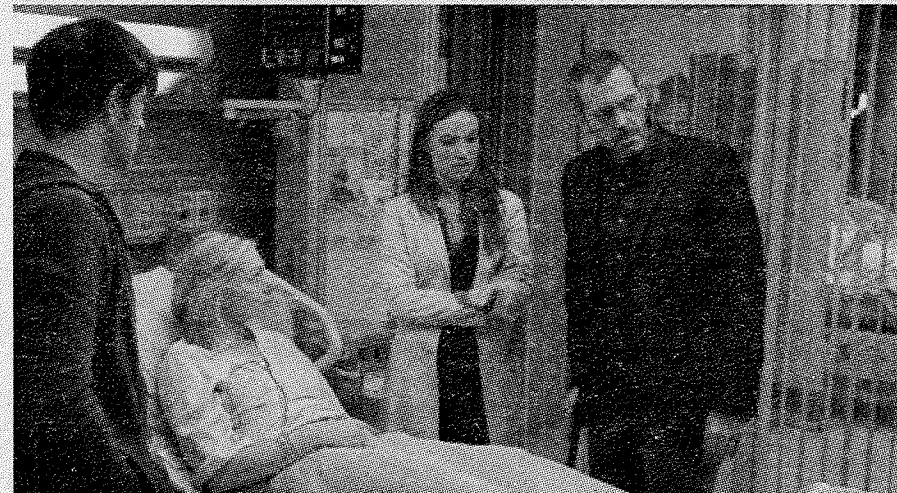
It is difficult to create new ideas and story lines when you reach the number of seasons that *House* has. Midway into its sixth season, the popular medical show about the brilliant, sarcastic diagnostician, Gregory House, is no exception to the rule. However, because the show still features talented actors and writers, it remains an entertaining series.

Viewers saw season five of *House* end with House checking himself into a mental institution after realizing his addiction to Vicodin as well as the hallucinations that resulted. This added a bit of a twist to the story as the doctor, himself, was afflicted. However, it did not take long for House to be released and his original team of doctors to reunite, which was perhaps an attempt to draw in some more fans of earlier seasons. One of the most important things we have seen thus far is the conflict when one doctor decides to intentionally kill a dictator organizing a genocide being

treated at the hospital.

The conflict ultimately led to the departure of Allison Cameron (Jennifer Morrison), one of the main doctors in House's team, who has been on the show since its inception in 2004. This departure, though it is unlikely to last permanently, also adds an interesting twist to the show, as there is a change in the characters of the show.

Although there are subtle changes in the plot at this stage of the series, the difficulties in creating new and original ideas for the story lines still seem present and could possibly affect the show's future. Even the die-hard *House* fan cannot deny the similarities that exist within every episode. It begins with an unusual illness, which is difficult to diagnose and difficult to treat. It is intersected with setbacks and complications, peppered with outrageous remarks made by Dr. House ultimately leading to a brilliant realization by Dr. House, when he figures out the mystery illness in time to save a patient. While I am a fan of the show because of its talented actors and interesting characters, it seems that after six seasons there is not much that the writers can change in terms of plot. While I am optimistic about the show's future, I am hopeful more originality will be introduced for the program to continue for many more seasons.



www.tv.com

In this episode, Dr. Gregory House (Hugh Laurie) and his team try to diagnose a famous blogger, Frankie (Laura Prepon), before it is too late.

Dispute causes viewers to lose WABC7

**Cablevision has betrayed
you again.
First HGTV & Food Network,
now you've lost ABC7.
Enough is Enough!
Go to SaveABC7.com
to switch your service now.**



www.nydailynews.com

Earlier in the month, entertainment and news websites displayed this message, urging viewers to take action against Cablevision. Cablevision and ABC are still negotiating the terms of a new contract.

BY **Brett Fishbin**
Assistant A&E Editor

As the clock struck 8 p.m. throughout the East Coast, many Americans sat down to watch Steve Martin and Alec Baldwin deliver one of the most hilarious Oscars opening monologues in recent past. The only problem with this was that most of Long Island, parts of New York City, Connecticut, and New Jersey were unable to share in the laughter.

The reason behind this entertainment blackout was the feud between James Dolan (owner of Cablevision) and ABC. Since major networks, including ABC, recently became digital, cable companies have had to begin paying these networks for their no longer free service. The associated fees were ultimately the problem. ABC originally requested \$40 million a year from Cablevision (estimated at \$1 per month, per subscriber).

The negotiations, which went on for quite some time, became vastly public when the two companies started to

persuade customers to side with them. As matters became worse between the two companies, ABC threatened to remove their station the night before the Oscars. Because it was the only network with rights to the exciting entertainment event, the move sparked outrage.

"As a huge movie fan, it was very disappointing to not be able to see what could be my favorite show of the year," said sophomore Jess Greenwald.

Unfortunately, that Sunday at midnight, viewers were left in the dark and missed part of the Oscar fanfare. While it did return to the air, many were extremely frustrated with both networks.

Cablevision has become quite well-known for getting into public battles with battles with television networks. In January, the Food Network and HGTV were pulled from the company for almost three weeks, leading viewers to believe they might never return.

If Cablevision continues these types of acts, they can be sure that the customers who have been loyal to them for many years will begin to disappear.

News programs provide more than just news

BY Ali Nierenberg

A&E Editor

When one turns on the television, it is usually to watch the most recent episode of a favorite comedy or drama. Seldom, it seems, are high school students picking up the remote to watch the news. With the accessibility of the internet, news programs may seem useless, but many stations are airing programs that add more entertainment to what can be considered banal information.

Over the past few years, comedians have actually made the news quite interesting. Some of the "brand-names" in this particular entertainment industry include John Stewart and Stephen Colbert. On his

program, *The Daily Show*, John Stewart does take a liberal stance, but he is relatively open-minded and his comments are hilarious, intriguing even the most disinterested viewer.

"There is something nice about hearing the news in a unique way," said senior Sam Kaplan. "No one wants to listen to a bunch of headlines, which is why these programs do well."

Colbert's program, *The Colbert Report*, has a similar feel. His facial expressions are especially hilarious. Colbert has this unique ability to say something in a very stern tone, but his expressions send a completely different message.

When the two conduct interviews, they preserve a certain formality while poking fun at the guests.

The fact that these shows are on Comedy Central may be misleading, as there is actually great depth to both shows. Also, it is great to tune in once in a while to these programs; you don't need to be a religious viewer in order to really understand what is going on.

For the more conventional audience, there may in fact be too many news programs. There is, of course, CNN, which has become known for its constant reporting, but there is also a slightly liberal take on some of its programs. For the most part it is purely objective, but certain commentators, like Campbell Brown, for example, will interject their views. Her opinions are often irritating, and she fails to really look at the other side of the issues, causing viewers to become very frustrated.

One of the better programs that this station has to offer is Anderson Cooper's *AC360*. Cooper often shoots on location, discussing a wide range of issues. His matter of fact stance is great for one who wants to simply learn about what is going on. His program is far from boring, as he really makes an attempt to make a personal connection to the story he is reporting on.

Straying from the straight, unbiased approach is the Fox Network. With commentators like Bill O'Reilly and Lou Dobbs, Fox has become infamous for its conservative slants. Many individuals enjoy their shows, even if it is just for the controversy. Again, there is something entertaining about bleeding-heart liberals quibbling with staunch conservatives. In the end, if one learns something about the world, it is almost a happy by-product.

Fortunately, though, there are even more options. Channels like ABC and NBC seem to align more with CNN in the sense that they do not firmly adopt a specific viewpoint. Both

channels feature interesting reporters and shows.

During election seasons the networks may espouse a more liberal perspective, but overall they are not overly conservative or liberal, contributing to a less charged news experience.

While, life is often chaotic at seven in the morning, if one has time, the *Today Show* is definitely worth a few minutes. Beginning at that early hour and running for several more, the *Today Show* gives viewers news and cultural updates about the latest trends, featuring doctors, stylists, and other experts. There is a certain pizzazz and style that makes the show very entertaining. The interactions between the different anchors are often hilarious.

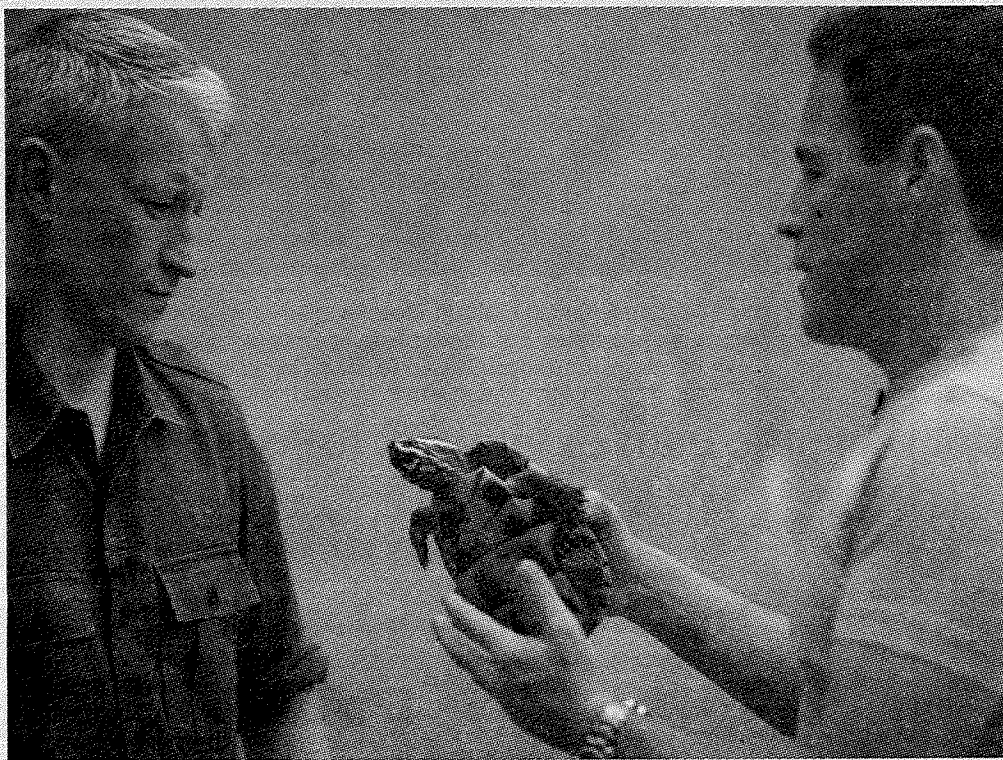
"I used to rarely watch the news, but after becoming acquainted with the *Today Show* that completely changed. Even if I can only watch for a few minutes, I still get something out of it, and just overall feel more informed," said senior Brittany Berliner.

ABC offers a similar program with its *Good Morning, America*. Featuring Diane Sawyer, the program is very similar to the *Today Show*, except there are more personalities on the *Today Show*. It all comes down to whether one prefers waking up to Meredith Viera or Robin Roberts.

Finally, if one has an eye for the economy and markets, CNBC would be the most appealing channel. *Kudlow Report* and *Mad Money* analysts examine the news, but also the impact that events have on the economy. These programs are great for anyone interested in hearing about stocks, but they can really appeal to almost anyone.

One needs to be wary, though, of these television personalities. They can often come across in a harsh way.

There is clearly an abundance of news programs available to viewers, but it is all about finding one's niche. The news does not have to be mundane and uninteresting anymore, and even if one is tuning in for a few minutes, it is a great opportunity to better understand current events.



www.imageshack.us

On his program, *AC360*, Anderson Cooper takes a hands-on approach to examining the world around us. He often engages with locals or experts, like Jeff Corwin (above), and takes time to learn about the environment when he is on location.

Eat, sleep, write, repeat: the Drama Club's routine for 24 hours

BY Ali Nierenberg

A&E Editor

Ending their school day slightly early last Friday, thespians fled to the Choir Room, where they were prepared to spend 24 hours vying for coveted Baskin-Robbins Gift Certificates in their annual theater competition.

At the start of the competition, the teams were given a prompt: their plays had to involve individuals who were going on a vacation.

They were also required to include several props, including a baby, a couch, a wing chair, two suitcases, a phone, and a night stand. Making matters even more difficult, the participants were not allowed to buy any costumes; they were only permitted to use materials from the costume closet.

After eight hours of writing, blocking, memorizing, and organizing, the groups were given a well-deserved break, as they returned home for the evening. Their rest was not that lengthy, though, as they were back in the Choir Room at precisely 9 a.m. Given four more hours to rehearse, the groups put together all of their last-minute details, preparing to face the di-

verse panel of judges, former Drama Club directors, and current teachers.

In the end, the judges decided that the best play was "Till Death Do Us Part," performed by seniors Zoe Blicksilver, Heather Foye, Nick Gardella, and Dave Yedid. Foye and Gardella played a wealthy couple who, aptly, are going on vacation. Despite the apparent splendor of their lives, the two fight excessively. Neither loves the other, and, suffice it to say, the marriage is a mess.

While in the waiting room at the airport, though, Foye and Gardella encounter another couple that is quite different. Blicksilver and Yedid played a very down-to-earth pair that is interested in protecting the environment. They do not like to get caught up in the arguments that seem to consume the first couple; they embody the idea of free-spirits.

After a series of witticisms, the marriage between Foye and Gardella literally falls apart; the two never board the plane to Paris.

While the cast of "Till Death Do Us Part," was deemed to be the most talented, the other two groups performed excellent plays as well. Their productions veered from the idea of comedy, focusing instead on another marriage and a teenage preg-



Kevin Granger

Dave Yedid, Zoe Blicksilver, Heather Foye, and Nick Gardella perform in the winning play at the 24 hour Drama Club competition. Their production involved two married couples, who were, of course, going on vacation.

nancy. In the latter production, the father abandons his family for a vacation, as his wife deals with their daughter's unexpected revelation.

Even though they were expecting more teams, in the end only three groups participated. With the help of Ms. Glo-

ria Knight, though, the groups made the competition extremely exciting and entertaining.

Overall, the event was a great success, showcasing the Drama Club's ability not only to act, but to do so swiftly.

Music Box

Musician Profile: Ava Anderson

BY **Ali Nierenberg**
A&E Editor

In terms of alternative music, most Schreiber students are familiar with the songs of Paramore and Avril Lavigne. A local singer, though, seems to be infiltrating the genre at a very young age. One merely had to be present at the most recent pep rally to notice the unique talent of junior Ava Anderson.

Singing "Too Young for Love," Anderson demonstrated her ability not only to sing, but also to play the guitar. Amazingly, she taught herself how to play the instrument while in middle school. To this day, she has not had any professional training. Her practice, though, has clearly paid off.

Anderson's interest in music began when she was only a child. "My mother has always enjoyed music, which helped me to get involved," said Anderson. Her first experience with music though, involved the piano; in the fifth grade she

started taking lessons from a woman in her neighborhood. While the guitar, at this point, seems to occupy more of her time, Anderson still enjoys the piano. After all, it provided her with a solid foundation in music, and made learning the guitar a bit more natural.

Not only does Anderson perform her songs, but, interestingly enough, she also writes them. Drawing inspiration from events and surroundings, Anderson's tracks touch on issues that many other high school students can relate to, including young love and infatuation.

There is a very clear sound in many of Anderson's tracks. While neither the instrumental aspects nor vocals dominate, Anderson's guitar abilities are quite evident.

Most of her songs feature the acoustic guitar, but Anderson can also play the electric guitar. "If I was a part of a band, I would probably play electric, but since that is not the case, I usually play acoustically," said Anderson.

Regardless, her methods seem to be working. Several of Anderson's songs are actually featured on iTunes, where anyone can purchase them. Surprisingly, it was not too difficult for Anderson to get her songs on the music program; her father followed a process on a website and submitted her songs. For every 99 cent purchase, Anderson receives 70 cents, and following several purchases, she is sent a check for the appropriate amount.

Going forward, Anderson is certain about one thing: she wants to be famous. Music is such a large part of her life and she wants to make sure that resonates with other individuals; she wants her songs to be heard.

In terms of college, Anderson will see where her music takes her. Her decisions seem to be guided, in part, by a prospective career in the industry.

While Anderson already has some live experience, she is hoping to perform this summer at the Warped Tour. Festivals and events such as this one, really give her and other artists the opportunity to spread their music and, therefore, messages.

To listen to Anderson's songs, one can purchase them on iTunes or visit her MySpace (www.myspace.com/avarocks).



www.battleofthebands.com

Ava Anderson's first experience came at an early age when she took piano lessons. She now sings and plays guitar as well.

Fans are also encouraged to vote for her and help her participate in this summer's Warped Tour. If interested, visit www.battleofthebands.com/avaanderson, where you can preview two of her songs, "I Know How It Goes" and "Two Live Alone."

Classic Album: John Lennon's *Mind Games*



BY **Benny Scheckner**
Staff Writer

During his shortened solo period, John Lennon produced some fine work, such as "Imagine," the most critically and commercially acclaimed song, as well as the most iconic. But the all-around brilliance of Lennon's work can be found on none other than his fourth album *Mind Games* released in 1973.

The title track is a soulful plea to abusers about using love as an alternative to drugs, a subject that one might expect almost anyone but Lennon to write about. The song is in his usual messy and fun style, which here, more than anywhere else, shows his transition as a songwriter from his Beatle years to his solo years. Though he retains his truthful lyricism, he becomes more self-indulgent, allowing for solos and vocal power that he had not yet experienced.

Although self-indulgence is not always a good quality for an album, the amount of creativity that Lennon had justifies it. He gives the album the feeling that he is really enjoying playing his music, just as you are enjoying listening to it.

The track that shines brighter than all the rest on *Mind Games* is the classic Lennon protest song, "Bring On The Lucie (Freeda People)." Lennon passionately sings about the government, in terms of paranoia, egotism, and sheer foolishness, and how the people (represented by him) are affected by it.

Lennon's brilliance is always expressed more prolifically when he's writing about politics, as demonstrated in "Imagine." He was a very opinionated person, and, as a public figure, he would always have trouble truly speaking his mind. Over the years, he learned that it was probably a bad idea for him to do so (e.g. the "Bigger than Jesus" incident).

"Meat City" is one of Lennon's more interesting tracks. With a classic blues-like lyrical structure, and heavier instrumentals, "Meat City" is, upon first listen, kind of a mess. But, on second or third listen, it became more and more interesting. With incomprehensible lyrics—but not complete gibberish like "Wild Honey Pie" on The Beatles' *White Album*—and the combination of two genres that Lennon that does not usually play, I began to see it in a whole new light.

"Aisumazen (I'm Sorry)" is a stand-out Lennon piano ballad, which he wrote many of over the years, because it has one simple element that the rest don't: an unbelievably catchy melody. Lennon is my favorite Beatle and musician of all time, but unlike the path Paul McCartney took, he does not set out to write catchy pop tunes with a ton of radio play but rather songs that he liked, enjoyed playing, or had an important message.

Lennon's aforementioned range is expressed in tracks like "Tight As," which is done in the style of a rough rockabilly type song, and "One Day At A Time," which sounds like it was written as tribute to someone like Sammy Davis, Jr. or to emulate the popular song style of the Frank Sinatra era. "Only People" sounds ahead of its time, as if it could fit on an album like Billy Joel's *The Stranger*, or another late 70's, early 80's pop-rock album.

Overall, this album shows all that Lennon was capable of not only emulating any genre, but mastering it as well. Most of all, it serves as a reminder of what we're missing in a songwriter today. There will never be another one like him, and we can only pray that a songwriter even close to comparable to him will show up one day.

Gorillaz are back with *Plastic Beach*



BY **Andrew Seo**
Editor-in-Chief

Our favorite virtual band is back with its first studio album since 2005 entitled *Plastic Beach*. Released on March 3, the latest Gorillaz album is a tolerable listen the first time through, captivating the listener with its eclectic sounds ranging from synthesized beats to soulful singing.

Upon multiple listens, however, *Plastic Beach* falls flat. None of the songs live up to past hits like "Clint Eastwood" and "Dirty Harry." There are few attributes of each song that would compel you to

listen to any of them over again; the vast majority of them remain at one in the play count of my iTunes library.

Fans caught its first glimpse of the new album when "Stylo" was released in January as the first single. Featuring Bobby Womack and Mos Def, the song has a catchy opening, evocative of a disco tune with a contemporary spin to it. The interlacing of Womack's soulful solos, describing how "If it's love, it's electric" with the classic Gorillaz electronic tunes is one of the highlights of the album. Mos Def also enhances the listening experience with his passing appearances in the song, sprinkling two short verses at the beginning and end.

"Empire Ants" is one of the better songs, incorporating elements that made the Gorillaz such a popular band. The introduction is nearly entrancing with the infusion of different sounds. The bass guitar makes an entrance later on, along with the singing of 2D, the fictional lead singer of the band. The only downside to the track is that it drags on for too long.

With *Plastic Beach*, the Gorillaz have failed to live up to the expectations set after their 2005 *Demon Days*, leaving listeners wondering if it will take another five years before another successful album.



www.comingrecords.com

Founded by Damon Albarn of Great Britain, the Gorillaz, a virtual band, released its third album *Plastic Beach* on March 3.

Vikings employ new strategies for victory

BY **Harrison Remler**
Senior Sports Editor

For the boys varsity lacrosse team this spring, the little things matter.

It's the earlier Saturday morning practice start times, mandatory sweatshirts and sweatpants for practice, new offensive and defensive sets, and neon shirts to support a great cause.

"This year, we are going back to fundamentals and the idea of team," said Head Coach Joe Mascaretti. "The idea that not one person is more important than anyone else."

Most recently, the entire boys varsity team wore their neon green "Relentless" t-shirts to support the HEADstrong Foundation, which was founded by Nick Colleluori. Colleluori was a teammate of Coach Mascaretti's at Hofstra and was diagnosed with non-Hodgkin's lymphoma. He battled the disease for 14 months before he passed away.

"Helping raise money for the HEADstrong Foundation and the Colleluori's was a good experience both on and off the field. We wore green laces and the shirts to help raise awareness," said sophomore Jake Froccaro.

Wearing sweatpants and sweatshirts during practice is something Coach Mascaretti picked up from his playing days.

"All the good programs do that for several reasons. It helps keep players healthy and warm during the early weeks of March. It also stresses that we are one team and how nobody is different," said Coach Mascaretti.

The biggest changes are on the offensive side of the ball for the Vikings this season. In years past, the Vikings implemented the circle offense, which revolves around one player.

"With the circle offense, the defense could focus on one player and made their job easier. This year, we will need contri-



Kevin Granger

Senior Josh Potter partners up with senior Tony Froccaro to practice passing skills as Coach Mascaretti advises from the distance. Mascaretti, as a first-year coach, uses his personal experience at Hofstra University to guide the Vikings this season.

butions from everyone and will use multiple sets to attack from different angles and different styles," said Coach Mascaretti.

For the past five years, the Vikings were blessed to have All-American Jeff Froccaro, who graduated last year. Froccaro, who plays for Princeton University, was named the Ivy League's Rookie of the Week. He scored the winning goal over the University of Pennsylvania in the Ivy League opener.

"Jeff's successes are not a surprise to me at all. I am very proud at what he has accomplished early in the season, but at the same time it was expected because of how hard he worked to prepare for the next level," said Coach Mascaretti.

Senior Owen Caruso and freshman John Crawley will lead a balanced attack for the Vikings this spring. Caruso returns from his All-County performance last year, when he led the Vikings to the first round of the playoffs.

"This year, we are very young and there is a lot of change in our offense. Yet it has been easy to adjust because we have been working as a team in practice everyday," said Jake Froccaro.

Junior goalie Marko Ristic agreed that the pace of practice has changed even in the early weeks of the season.

"Practices are a lot more intense and fast-paced with a bigger emphasis on fundamentals," said Ristic.

Offensively the Vikings will need to rely on everyone to contribute in the always grueling Nassau Conference in which they are seeded eighth of 14. Syosset, Massapequa, Farmingdale, and Hicksville are the favorites heading into this season.

Coach Mascaretti has noted that he will be adding a detailed scouting report as the season continues.

"We will scout the bigger games later in the year. Scouting allows us to focus in on certain players and prepare for each game one at a time. With a good scouting report, game plan, and execution, we feel that we can make a playoff run," said Coach Mascaretti.

The Vikings' defense will be anchored by seniors Tony Froccaro, Markee Idelfonso, and Josh Potter.

Potter, who will play on the Division I level at Binghamton University next year, leads a group which has played together for three seasons.

"The defense looks very strong right now as our scheme is great. We also have a lot of talent as Josh, Tony [Froccaro], Markee, and Joe [Mele] are all very talented,"

said Ristic about his team members.

Individually, Ristic is currently competing for the starting goaltending position with seniors Brett Buss and Cody White.

The Vikings had their first opportunities to play together during scrimmages against Manhasset and Bel Air, Maryland.

"Playing against Manhasset was a good learning experience. Being on the field with the defending state champions was a great opportunity for us to play with the best," said Coach Mascaretti.

Froccaro also seized the opportunity to play against one of the top programs in the nation.

"We started off slow and came out flat but then realized that we could run with them. While they are a great program, we can definitely play with them," said J. Froccaro.

The Vikings hosted Bel Air of Maryland on March 19, when they started to feel everything coming together.

"The Bel Air scrimmage was a good experience, as it was the first time a Port team has played another program from another state. We played well and everyone got some playing time," said J. Froccaro.

With a tested scrimmage schedule to prepare them for league play, the Vikings are hoping to get past the first round of the county playoffs.

After losing in the first round the past three seasons, the team feels it can make a deeper run this spring.

"The past few years, we haven't had a team with as much commitment and dedication as this year. There is a strong team chemistry which will hopefully help us advance in the playoffs," said Ristic.

Focusing on all the little things this spring, the only "big thing" for the Vikings this season might be the Nassau County Championship.

The Fan's Five

1. Boys Varsity Volleyball

The county championship is not a goal; it's an expectation for this talented and deep roster of returning starters. Seniors Adam Epstein and Dan Bernstein practically pay rent on the Schreiber gymnasium as they have spent endless hours preparing for their basketball and volleyball teams respectively. Arguably one of the most versatile athletes in the grade, Sung Kim anchors a group with very solid chemistry.

2. Boys Varsity Baseball

With a deep pitching staff led by Everett Keller, the Vikings won their first two pre-season scrimmages with victories over Cold Spring Harbor and Wheatley, respectively. Juniors Danny Kaminsky and Mike Weiss are going to be key for the Viking's offensive attack this season if Matt Holzer's squad wants to make a deep playoff run.

3. Boys Varsity Track

How can you leave out a team led by Marco Bertolotti on a perfectly constructed brand new track? I mean its like asking how you could bet against Rafael Nadal on a brand new clay court, hand made. A new coach and a new track predicts only optimism to the spring track season.

4. Boys Varsity Lacrosse

Coach Mascaretti's team hung in with defending state champion Manhasset during the first scrimmage of the season. The Vikings made noise on the northeastern level of lacrosse hosting and defeating Bel Air of Maryland during a March 19 scrimmage. Jake Froccaro and Owen Caruso are building chemistry within the offense to hopefully help Coach Mascaretti make it past the first round—something Port hasn't done in the past three seasons.

5. Girls Varsity Lacrosse

The Vikings revived their winning ways with an opening victory in a scrimmage against Plainedge. Kudos bumps this program into the fourth spot after they hosted nine teams in a tournament on Campus Drive for HEADstrong. Senior Ali Feldman and the Froccaro duo of Jackie and Alexa lead a young but talented team.

Boys volleyball sets goals above the net

With ten returning players, the boys anticipate county champs

by Reid Mergler
Sports Editor

With a new season recently started, the boys varsity volleyball team anticipates a high-scoring success this spring. Finishing last year with a 18-3 record, the team lost the 5th game in the County Championships with a score of 25-23. According to Coach Maria Giamanco, it was one of the most heartbreaking losses in her career.

"Coaching for more than twenty years, I was heartbroken by this loss last season," said Giamanco. "However, the moment that we left C.W. Post last spring, I looked forward to the start of this season as there are many returning players and a lot of promise."

These returning players include seniors Dan Bernstein, Adam Epstein, Sung Kim, Andrew Vasquez, Dan Sapienza, and Dean Takahashi. In addition, two key returning juniors are Ben Adler and Daniel Chu.

There is also one ninth-grader on the team, Jongho Byun, who played last year as an eighth-grader on the varsity squad.

With almost no changes on the squad, Epstein feels that the team will have success.

"I think this season will be very similar to last year," said Epstein. "We have a very strong team again, and intend on making the county finals again. Except this year, we plan on winning it."

Adler is also determined to win this

season.

"There are no questions about it," said Adler. "We are here to win this time around, and we are not going to let anything get in our way."

With five out of six of the team's starters returning, Giamanco has specific tech-

the last two years will be very disappointed if it is the same outcome as the past. By working hard and executing precisely, we will be able to beat our rivals, which include Plainview and Massapequa."

In addition, many of the players have their own personal goals. Adler hopes to improve individually in blocking.

"Playing middle, I am the first line of defense in most plays, and building a strong defensive front, I believe, will help out the team more than me hitting stronger," said Adler. "We have a lot of more than capable hitters on the team."

One challenge the team will face this season is replacing the void left by graduating setter Brennan Spreitzer, who was a notable four-sport athlete at Schreiber. However, Kim practiced with Spreitzer last season in order to prepare to take his place.

There are additions to the team this season that will also have an impact on its record. These new players include senior Tyler Levenson and juniors Misha Krichever, Alex Monaco, and Michael Murphy.

With these additions and returning top players, the Vikings are looking forward to a season of working hard.

"We've got the widest game awareness, most game-craving players, and the best coaching staff in the division," said Adler. "Although this seems to give comfort to a team, it just means we will be pushing even harder because we know we deserve it more than any other team, and in order to prove we deserve it, we have to earn it."



Chris Yap

Practicing every day in the gym, the boys volleyball team is determined to be county champions this spring. Setting their goals straight, the Vikings are working on advanced techniques to improve their offense. Having coached for the last twenty years, Coach Maria Giamanco aspires for a season of victory with a strong returning squad.

niques set in order to improve the team. The experienced team will practice advanced attacks repeatedly while training. Victory will also require a sharp execution of offense, according to the coach.

"After being the runner-up for the last two years, I know that this season, with the same team, it is realistic to win the county finals," said Giamanco. "I know that many of the boys who have played on the team

Sutz has strong base for softball this season

by Dan Miranda
Staff Writer

After finishing with a disappointing 6-13 record last year, the Lady Vikings softball team has made several changes preparing for the upcoming 2010 campaign.

"Our team has improved greatly since last year. This year, we seem much more athletic and have greater versatility," said head coach Eric Sutz.

This year, the Lady Vikings will be competing in the Section 9 AA-1 division, a competitive bracket. They will take on teams from Calhoun, Hewlett, Lawrence, Carey, and Valley Stream Central. One of the team's greatest assets is leadership. The team is benefitting from the return of nine senior players, including team captain Emma Horowitz.

This leadership provides the foundation for team chemistry necessary to be successful.

"There are a lot of returning players, and we all seem to get along and play the game very well with each other," said Horowitz.

There are also several new additions to the team, including freshman pitcher Sara Marinelli and sophomores Jenna Lipman, and Kirsten Peterson. The team even has

an eighth grader, pitcher Alex Caprariello.

These additions have led to improvements in speed and pitching, areas in which the team struggled last season.

This season, the team has three pitchers, enough for a full rotation. Team pitchers include senior Danielle Leibowitz, Caprariello, and Marinelli. One of the team's training goals has been being as fast as possible on the base path.

"Speed is one of the most important aspects of softball. It puts more pressure on the opponents and hopefully forces the other team to make more errors," said Coach Sutz.

The Lady Vikings displayed these new strengths in their first scrimmage of the year against Levittown on March 18. Leibowitz and Marinelli each took the mound during the game.

Although the team was unable to satisfy themselves with a win, they were able to find inspiration in certain key moments of the game, such as Horowitz's home run.

An identifying characteristic of the Lady Vikings softball team and Coach Sutz's coaching style is experimentation of positions.

In this scrimmage, Sutz tested new players as catcher, a position that carries little depth on the team. Freshman Jackie

Avila and sophomore Jenna Lipman will be battling this season for this position.

Sutz also has the proclivity to place his players in different positions. He encourages a versatility in his team that promotes team unity.

"Coach Sutz loves to play us in different positions. He is very patient and always offers positive criticism. His good-nature has really made us feel comfortable these first few weeks of the season," said junior Aimee Stern.

Underclassmen to Watch:

Wayne Baker: Baker will compete for the starting varsity catching position for the Vikings this spring as he was moved up from the Junior Varsity. Last spring Baker had a stretch when he had hits in 22 of 25 at bats.

Sara Marinelli: Marinelli is quite simply the future of the Port softball. She has trained over the summer and during her three years at Weber. She will pitch and play on the left side of the infield for the Lady Vikings softball team this spring.

Mike Berry

Calling the Shots

by Harrison Remler
Senior Sports Editor

It's 11 p.m. and I am driving home after the Friday night shenanigans of the Schreiber social world. Whether I am coming home from a movie, party, or family dinner, there is only one thing on my mind.

Saturday's 9 a.m. breakfast.

To me, Hinck's Deli's Port Combo is pristine. Perfection within a bun. It's the sweetness of the ketchup against the rigidity of the bacon and soft eggs that make it a necessity for my weekend.

March Madness is America's Port Combo. From March 18 to April 5, everyone in the country turns their attention to 8.5" x 11" computer paper with Final Four logos printed in the middle. My mom replaced my progress report with her bracket on the refrigerator and my dad spends hours in his downstairs version of Bobby Knight's "coaching cave," preparing to release his bracket.

March Madness unites workers, and bracket pools are as intense as the Duke vs. UNC rivalry. We have all heard stories about the unassuming secretary who claimed to know nothing about basketball but mistook George Mason for Georgetown and walked away with \$500 at the end of the 2006 tournament. Her co-workers refused to look at her until the college football season.

While it may seem ironic, this madness is the only thing that unifies our nation. At a time when sports are plagued by scandal, drama, lies and tragedy, the tournament is pure. In a time when our nation's capital is divided, Mitt Romney and Barack Obama can freely fill out brackets and debate the 5 vs. 12 matchup like its health care.

So why change my Saturday breakfast? Why trade the greasy taste of the sausage in for a measly egg white wrap and low-fat milk? Why add another 22 teams to the dance? The ballroom is already full.

Making the tournament changes a program, revives a student body, and saves a university from financial woes. This isn't 5th grade intramurals where everyone who wants to play gets a trophy. This is a selection of hand-picked teams fit to make the final two minutes of each game make you feel the tingly sensation you get while watching Hoosiers.

March Madness captures an entire nation. It is the biggest athletic spectacle in American sports. Mothers who can't even begin to describe how to get a rebound obsess over their Final Four picks. Proud Ivy League graduates prance around saying how this year Cornell will run the table and how Ryan Whitman is the next Jerry West. You thought raising a teenage daughter was tough? Imagine choosing between UNLV and Northern Iowa or Louisville versus California.

Americans go from talking health care reform, Governor David Paterson, and Tiger Woods to matchups, matchups, and matchups—not what's for dinner but who the best point guard is and how much a Buffalo neutral site will affect Gonzaga, flying in from the west coast.

So please, NCAA, don't touch our baby! March Madness is the greatest thing to hit American culture since Chuck Norris. Expanding to 96 teams would ruin the tournament.

Jay Bilas: you don't need the pay raise from an ESPN deal to cover the games. I'll buy you a new suit to save the one thing that makes March bearable.

Novel coaching techniques on track this spring

Through experience and skill, two new coaches set goals for track and field

BY **Reid Mergler**
Sports Editor

Boys Head Coach Chris Baker

Having coached track and football for over a decade, Mr. Chris Baker is making sure that the boys varsity track team will stay competitive this spring. Through experience, he has learned every aspect of the sport, and, therefore, is qualified for this role.

"Through coaching different areas and learning from other coaches, I have had the pleasure of working with many different groups," said Mr. Baker. "Although I am a sprinter myself, I know how to outfit the team, which includes distance runners, jumpers, and hurdlers as well."

Raised in Kentucky, Baker has been a sprinter and a football player since his childhood. Coach Baker played football and track in high school in Vestal, NY and then continued his athletic career in college at SUNY Cortland.

From there, he went on to compete at the Empire State Games and play semi-professional football. As a runner, he demonstrates techniques to the team in practices.

"I feel that it is very important to learn by doing," said Coach Baker. "Therefore, I used to run with the teams and demonstrate the skills I have learned."

Although he used to work at Valley Stream South High School, he shifted to

Port Washington due to personal injury. Facing shoulder surgery last fall, he decided to take the year off from coaching. Yet, as it healed faster than expected, he was able to take the position of former coach Mr. Jeremy Klaff.

Although Mr. Klaff will miss out on coaching these boys in the spring, he will lead many of the same distance runners in the fall cross-country season.

"The track team has been like a second family to me over the last decade," said Mr. Klaff. "Although it's time for me to move on in the spring, I look forward to continuing the tradition during the cross country seasons."

Mr. Klaff believes that with Mr. Baker's coaching techniques, the team will continue to be victorious.

"I hope that the team can continue the success they have had over the last few years," said Mr. Klaff. "I know that Coach Baker will be successful in preparing Schreiber's track athletes for the Counties and beyond."

Being in a top conference, the varsity team will have to build a strong base to get to victory. With top runners in the county, including senior distance runner Marco Bertolotti and hurdler Andrew Minicucci, there are different coaching techniques that Mr. Baker designates to help them improve.

"With runners such as Marco and Andrew, a coach needs to guide them in the right direction as they are already hard workers," said Coach Baker. "A scientific approach needs to be taken in order to in-

corporate both aerobic and weight training into these workouts."

In addition to guidance, Coach Baker feels that team camaraderie is essential. Even though it is an individual sport on the track, it is important to be like a family and respect everyone.

"With a wide range of talent, respect is needed as everyone deserves it," said Coach Baker. "Since each member is out here on the track everyday, they should have fun and success this season."

Girls Assistant Coach Maya Brakhman

Training the girls varsity track team this season, new assistant coach Ms. Maya Brakhman has many goals set for the spring. Filling the void left by Coach Charese Thompson, she aids head Coach Virginia McMahon with the large turnout on the brand-new track.

As a chemistry, biology, and science research teacher at Wantagh High School, Brakhman has both an academic and athletic career. She ran track and swam in high school.

However, due to academic restraints, she was not able to continue being on a team at Tufts University, where she majored in Engineering. However, she was part of Crew, and during practices, she would run to the boathouse and back, totaling six miles per day.

After college, she coached the girls varsity track team at Valley Stream Central last year as assistant coach. In addition, she was

the head coach of the boys swim team at Herricks this past winter.

As Valley Stream Central was Division Champs this past year, Brakhman hopes that the same success will be achieved by Schreiber.

"Since my team was division champs last year, it demonstrated to me that hard work and diligence paid off," said Coach Brakhman. "Through my experiences, I want to teach the girls that the sky is the limit."

After being on the team for the past two years, mid-distance runner junior Bridgette McDermott feels that Coach Brakhman is a helpful addition to the team.

"Working mainly with long and triple jump, she helps them improve through many goals," said McDermott. "She knows a lot about running and she definitely helps with the workouts."

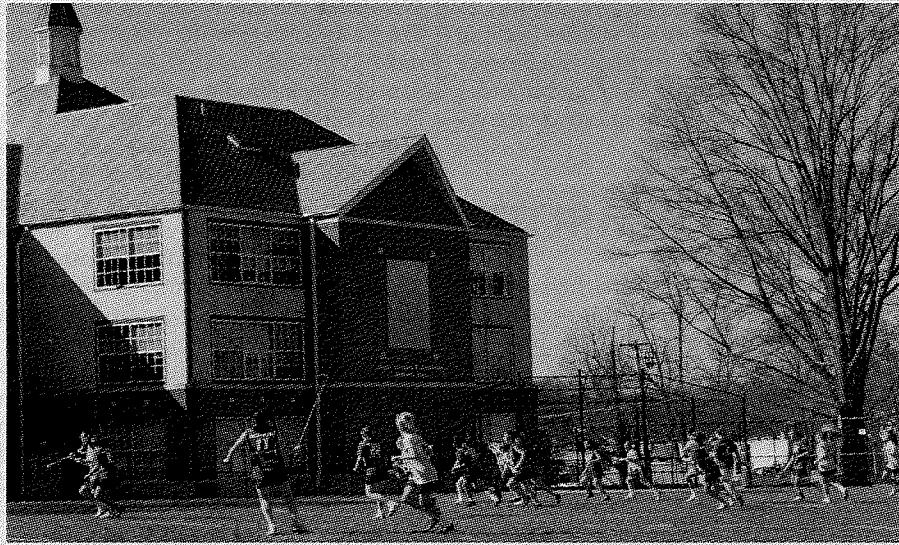
One major goal that Coach Brakhman has for each of the girls is to constantly be beating her personal record.

"In track, it is essential to set goals and reach them," said Coach Brakhman. "Nothing is unattainable and my biggest hope is that each girl brings down her time or increases her jump distance at every meet."

To bring the team to this standard, she wants to share her experiences and techniques. During practices, she gives each girl positive encouragement.

"I want to tell them what I know, and teach them to be better," said Coach Brakhman.

Lax supports HEADstrong



Andrew Seo

To raise money for HEADstrong, the front field of Weber was utilized to turn Campus Drive into a multi-field lacrosse facility.

BY **Andrew Seo**
Editor-in-Chief

The lacrosse program had the opportunity to aid a charitable cause close to the sport by hosting a 12-team tournament.

On March 20, the Lady Vikings competed against teams from across Long Island while raising money for the HEADstrong Foundation, which works to help find a cure for blood cancer.

The foundation was started by Nick Colleluori, a Hofstra University lacrosse player who played with boys varsity lacrosse Head Coach Mr. Joe Mascaretti, after he was diagnosed with non-Hodgkin's lymphoma. Unfortunately, Colleluori passed away, but his family is carrying on his legacy by running the foundation in

his name.

"It is very rewarding to be supporting the blood cancer community," said Cheryl Colleluori, Nick's mother and the current president of the foundation. "We're keeping our son's memory, his dream, and his vision going."

Mr. Mascaretti proposed the idea of raising money for HEADstrong last year, and the lacrosse program jumped behind him with support. Mr. Mascaretti kept in contact with Colleluori's family and invited them to speak at Saturday's event. Money was raised by selling raffle tickets, refreshments, and t-shirts, with all proceeds going to HEADstrong.

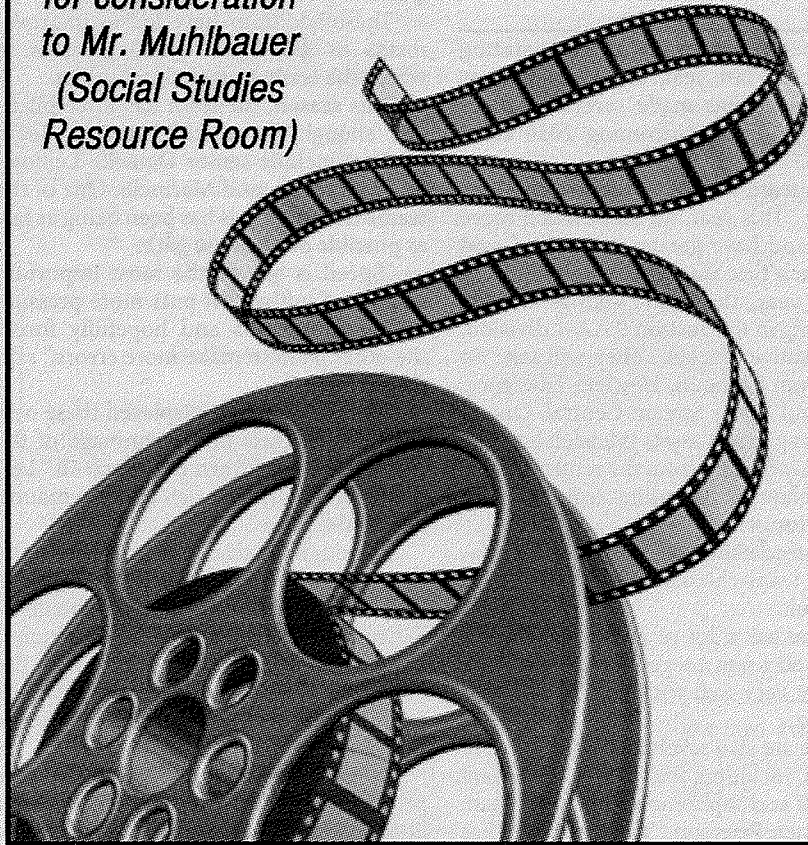
The Lady Vikings finished with two wins and four losses. At the end of the day, \$1,500 will be donated to the cause.

STUDENT OUTREACH PRESENTS
SCHREIBER'S FIRST EVER

Student Film Festival

WEDNESDAY, MAY 19

Submit your films
for consideration
to Mr. Muhlbauer
(Social Studies
Resource Room)



Athletes of the Month

Ali Feldman

BY **Drew Friedman**

Staff Assistant

Senior Ali Feldman has been playing varsity lacrosse since she was a freshman. But her experiences with the sport extend beyond the playing field, as she serves as an ambassador to the game.

After winning the Coach's Award sophomore year, Feldman won the county Unsung Hero Award as a junior, which involved representing the school at leadership conferences at Hofstra University. In addition, she has attended the Positive Coaching Alliance as one of two athletes from the school.

Feldman leads by example, captaining the varsity team twice as a junior and senior. During her spare time, she helps others learn how to play lacrosse by volunteering at PYA with lacrosse coach Mr. Chris Avasis.

This program lets her teach elementary school athletes how to play the game she loves.

"I really enjoy helping people learn lacrosse and watching them enjoy playing as much as I do," said Feldman.

Feldman strives to play and train all year round. She has played for the Long Island Liberty since she was in tenth grade. She also attends clinics that some colleges offer to help her improve and learn from some of their coaches.

Even during the off season, Feldman works hard to prepare for lacrosse. She also does a lot of exercise on her own in order to stay in shape.

"I am always running outside no matter what the season is. I really enjoy run-

ning and always try to keep in shape," said Feldman.

Feldman has also been playing varsity soccer since her sophomore year. This past season, she was named captain and was awarded the Coach's Award.

Despite playing both soccer and lacrosse, Feldman only plans on playing lacrosse in college.

"I am waiting to be accepted to the schools to make my final decisions," said Feldman. "No matter what, I will play lacrosse in college."



Kevin Granger

As a dedicated lacrosse player, senior Ali Feldman trains year-round and attends various college clinics.

Josh Potter

BY **Graham Potters**

Senior Sports Editor

Senior Josh Potter is a two-sport athlete at Schreiber. This year, he was captain of the varsity football team and he will be playing on the boys varsity lacrosse team this spring.

Potter has been playing football since he was in first grade, and this year, he was quarterback for the varsity team. He took his job as captain very seriously.

"As a captain, I feel that it is important to have the team's respect so that they will listen when you talk," said Potter. "I think it is partially the job of a captain to motivate the team, and get them excited to play every day."

Despite the team's mediocre success, Potter still enjoyed himself.

"We might not have gotten as many wins as we may have hoped, but it was a lot of fun, and I felt like we were competitive in every game we played," said Potter.

He has now turned his focus to lacrosse. He started playing in third grade for the PYA travel team, and despite not being selected as a captain, he is determined to play his best.

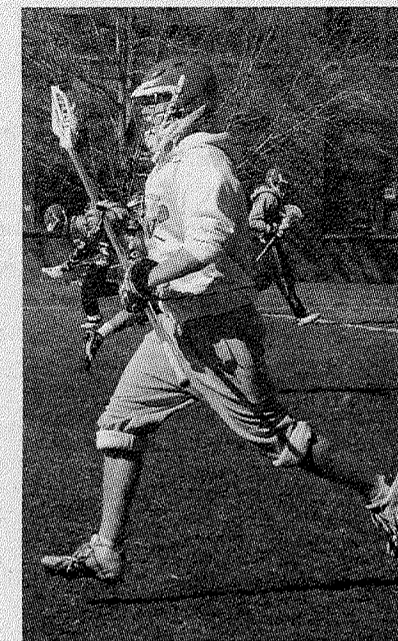
"I find inspiration in working hard and trying to become the best that I can be," said Potter.

Under the new leadership of Coach Joe Mascaretti, Potter looks forward to surpassing previous seasons in the playoffs.

"I am looking forward to playing under an entirely new coaching staff, who should be able help us get to the next level," said Potter. "I hope that this year, we can

advance farther into the playoffs than we have in the last two years."

Potter will continue his lacrosse career next year at Binghamton University playing Division I. Currently, he does not plan on playing football in college.



Kevin Granger

Josh Potter has been a key player on both the varsity football and lacrosse teams. He looks to continue playing lacrosse in college.

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

Captain's Corner: Brian Kennedy, Varsity Hockey

BY **Harrison Remler**

Senior Sports Editor

Harrison Remler: Young historian, accomplished writer... Varsity hockey co-captain defenseman?

Brian Kennedy: (While chewing on his ninth cookie) It's all a joke.

HR: Not the cliché and generic response I'm used to.

BK: Now you have just put me in a really uncomfortable place.

HR: So, I guess you play hockey.

BK: Yeah, I've played hockey since I was eight years old.

HR: Where is there more of a thrill, deciphering your AP Lit homework or making the key stop in a game?

BK: That's hard. Hockey is pretty crazy, but so is Joseph Conrad.

HR: So is Joseph Conrad the Sean Avery of Schreiber?

BK: No. No one can replace Joseph Conrad.

HR: From 7th grade quarterback to Tony Frocarrò's 8th grade Randy Moss, and now a varsity co-captain, it's been a crazy journey. Describe.

BK: Hockey has always been a constant in my life, and I picked up other sports and dropped them on the way. But in terms

of school-endorsed activities, hockey has always been my mainstay.

HR: According to the Schreiber agenda, hockey really isn't a school-endorsed sport. Is it time to replace the Student Commons with an ice rink?

BK: I'd much rather take the football field, but our odd netherworld existence compared to other school sports has only been made possible by the continued commitment of our coach Mr. Tom McCallen.

HR: I've been fortunate enough to see you on many stages. The classroom, the makeshift football field of Weber, the social world and, most importantly, the publishing room of *The Schreiber Times*. How does the heat of a moment bed night compare to the final minutes of a third period?

BK: They both involve a lot of sweat, heated tempers, and increasingly ominous numbers. They're essentially exactly the same.

HR: What does America need to do to revive the NHL?

BK: I think the first step would be advocating the game more on a high school level. One example is our team, as many people do not know we even have a school team, but we are truly a group of committed people playing in a sub-culture.

HR: And these people are...

BK: Ignoring our juniors and Pat Boyle, our seniors Brian Burchman, Owen Caruso, Bailey Chan, Peter Doscas, Tommy Jester, and Cody Lehrer.

HR: Does the non-Schreiber-affiliated varsity winter jacket feel as cool as it looks?

BK: What jacket? Oh, the one from three years ago. It has long since disappeared.

HR: Rumor is you and Assistant Principal Mr. David Miller had a little scuffle on the ice. True or false?

BK: He went down. I stayed up.

HR: Define down.

BK: He was in my territory and I had to take him out.

HR: Hours in the tank or penalty box?

BK: Clean hit but years' worth of resentment.

HR: So, now it's just awkward?

BK: It's a feeling of mutual mistrust.

HR: Nothing like mutual mistrust.

BK: No, on a serious note, it is always fun when Mr. Miller comes to practice. It's great to see someone who cares enough about our program to come out and practice with us.

HR: 10 years from now, where can I find Brian Kennedy?

BK: Such a hard question. The audacity of

you asking that question is ridiculous.

HR: I could answer it.

BK: Please do.

HR: I'm not the captain, am I?

BK: Let's turn this around.

BK: How long have you been interviewing for, Harrison?

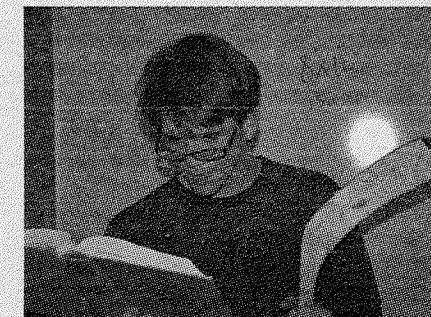
HR: About a year and a half now.

BK: Time well spent?

HR: More exciting than Facebook.

BK: That's great. This interview is over.

HR: Thank you for your time and best of luck in your future endeavors.



Kevin Granger

Senior Brian Kennedy, a scholar and an athlete, enjoys AP English Literature and being captain of the varsity hockey team.

VIKING SPORTS

Varsity tennis hungry for one more title Last year's graduation brings major changes to 2010 depth

BY Harrison Remler

Senior Sports Editor

After using an array of forehands, backhands, serves and lethal returns to capture last year's conference championship, there was only one thing the boys varsity tennis team had to do: drive over to Benihana and revel in their successes for one last time as a team.

"Following our conference championship last season, some of the team took a trip to Benihana to celebrate. It culminated a great season and made us feel like a team for one last time," said senior Luke Record.

The visit to Benihana has stayed with the team as not only a memory, but also a lesson.

"The Conference Championship was the greatest feeling that I have ever felt as an athlete. Finishing it off with the dinner was a great experience, as I have never felt as close with a group of kids before," said senior Ben Spivack.

From the Benihana Grill onto the hard courts adjacent to Campus Drive, team chemistry is equally as important as physical skills for the Vikings tennis team.

"Last year was great for the team morale and we ended with some great memories. Winning the conference was a major accomplishment for our program," said Schreiber 2009 graduate and doubles player Adam Vojdany.

However, a void was left by many graduating seniors.

The Vikings graduated six senior starters from their conference championship team: singles player Bryan Kallenberg, and doubles players Jonny Marks, Dan Schure, Brad Wissleman, Dan Wissleman, and Vojdany.

The younger members, including

sophomore Sander Brenner, realize the morale boosting roles of these alumni.

"The older guys were always supportive on and off the court. Dan Schure was our go-to guy and always an energizer for us on the court," said Brenner.

Most of all, tennis involves both aspects of individualism and teamwork. Although many consider tennis to be an individual sport at its finest, Nassau County maintains the team concept.

Every match, from first singles (team's top player) to fourth doubles (last two starters) is worth one point.

A team must record four points to win a match. Nassau County plays a best-of-three set match, as in professional women's tennis.

This integral teamwork is influential in the depth of the team. In addition, there is a lot of strength prevalent among the top players.

"We have strong players from our top singles player, [junior] Jason Hubsher, to our doubles team of Spivack and Luke Record," said Brenner.

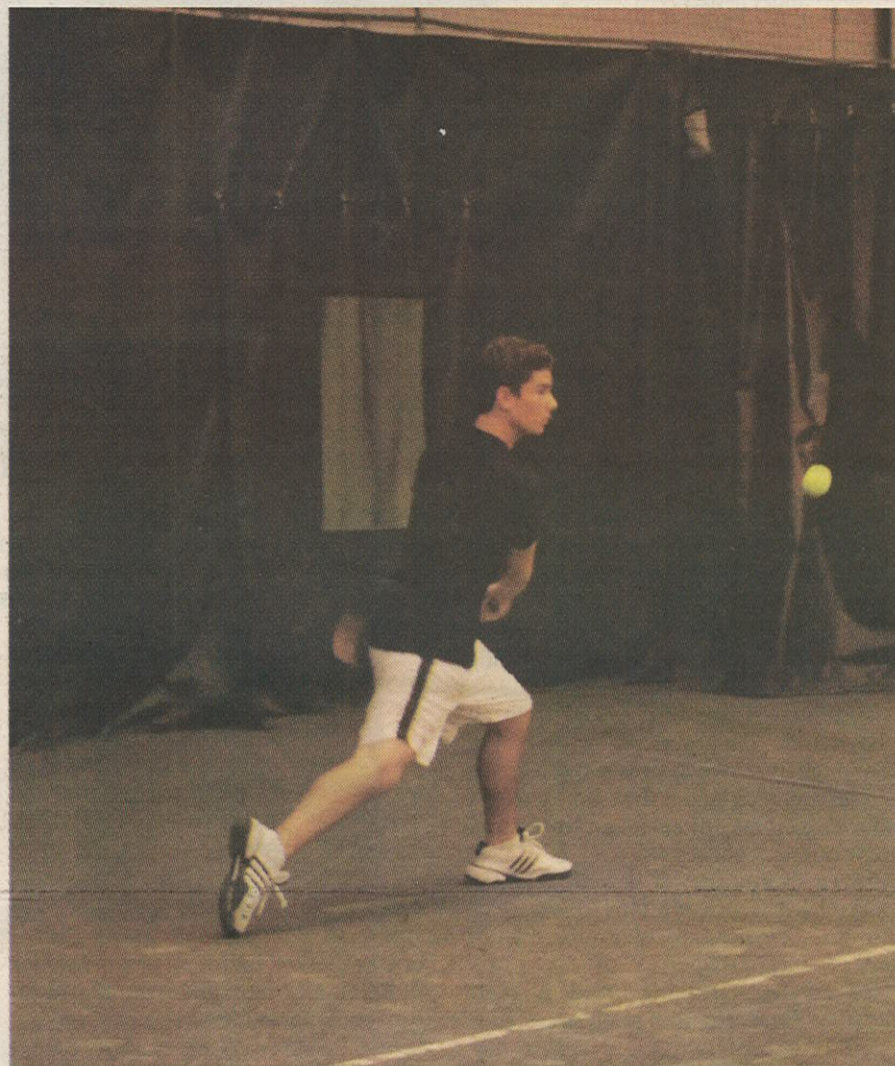
This year, five returning starters, including Hubsher, senior Matt Kallenberg, Record, Brenner, and Spivack will compete for the top singles position.

Hubsher, a nationally ranked junior, solidified himself as a top talent in the program last season. Continuing his victory from last season, Hubsher demonstrates his consistency and is looked up to by the younger players.

"As a younger player, I can learn a lot from Jason. He is really talented and consistent. He doesn't miss a lot and will continue to gain power as he progresses as a player," said Brenner.

Hubsher himself is continuing to keep the team goals in front of his personal achievements.

"We want to get to the playoffs and we



Kevin Granger

Sophomore Jared Alper practices his backhand stroke during an indoor training session at the Port Washington Tennis Academy. Last year, he was part of the fourth doubles team with junior Michael Seiden.

want to win the conference again," said Hubsher.

Yet, on this year's road to the Conference Championship, there will be some serious "traffic." The Vikings were rewarded for their championship by the promotion to Conference A-I, which include districts such as Great Neck South, Great Neck North, Jericho, and Syosset.

"Winning another title will be tough because we are going to be playing against some of the top players and programs on Long Island," said Spivack.

Some of these top players include Austin Blau of Roslyn, who will play at Tufts University next fall, and Howie Weiss of Great Neck North, who is ranked in the top ten of 14 year olds by the United States Tennis Association (USTA).

This shift in conferences gives the Vikings a different approach towards their season. Still, the team still has high hopes and goals to accomplish.

"Last year was great being a freshman on a winning team while we won almost every match," said sophomore Jared Alper. "This year will be different with our new schedule and while we are the underdogs, we really want to win this title and continue the tradition. The underclassmen are clearly going to be more important factors in the team this season, considering the lack of experienced players."

Looking at the team as now a veteran and graduate, Vojdany sees potential

within the lines for the Vikings.

"It is going to be tough for them to compete in this new division, but it will be interesting to see what the team will do. With graduated seniors and a schedule with some of the top teams in the conference, they will have to work hard this spring," said Vojdany.

Hubsher believes that he is prepared to play at the top spot this spring.

"There is pressure since we are in the top conference, but I have played against some great players. Two years ago, I was shocked when I beat Zachary Morris of Garden City, who at the time was ranked 60th in the country," said Hubsher.

Hubsher's 7-6, 0-6, 7-5 victory over Morris jump-started what has been a phenomenal career thus far as a tennis player both interscholastically and on the USTA's national stage.

Hubsher has been ranked as number one on Long Island, and is currently among the top 30 in the Eastern Region for 16 year olds. Hubsher is also ranked around the 300 mark nationally by the USTA.

With talent from all levels, hopefully the flare from beneath the grill at Benihana will continue to ignite a Viking team hungry for another conference championship this spring.

VIKINGS TENNIS 2010

DATE	OPPONENT	TIME
4/12	GREAT NECK SOUTH	4:15 PM
4/14	JERICO	4:30 PM
4/19	GREAT NECK NORTH	4:15 PM
4/21	SYOSSET	4:30 PM
4/24	COLD SPRING HARBOR	10:00 AM
4/28	GREAT NECK SOUTH	4:30 PM
4/30	JERICO	4:30 PM
5/5	GREAT NECK NORTH	4:30 PM
5/8	SYOSSET	10:00 AM
5/10	COLD SPRING HARBOR	4:30 PM

HOME
AWAY