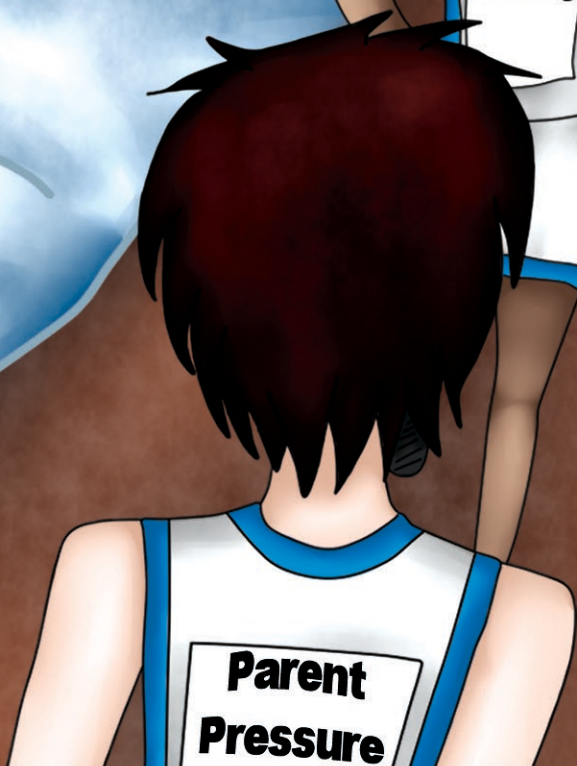


# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LXI No. 6 February 2011

## RACE TO NOWHERE?



**Our Country's Good**

-A&E-



**Spirit Week**

-News-

**Hockey**

-Sports-

**Who is Paul D. Schreiber?**

-Features-



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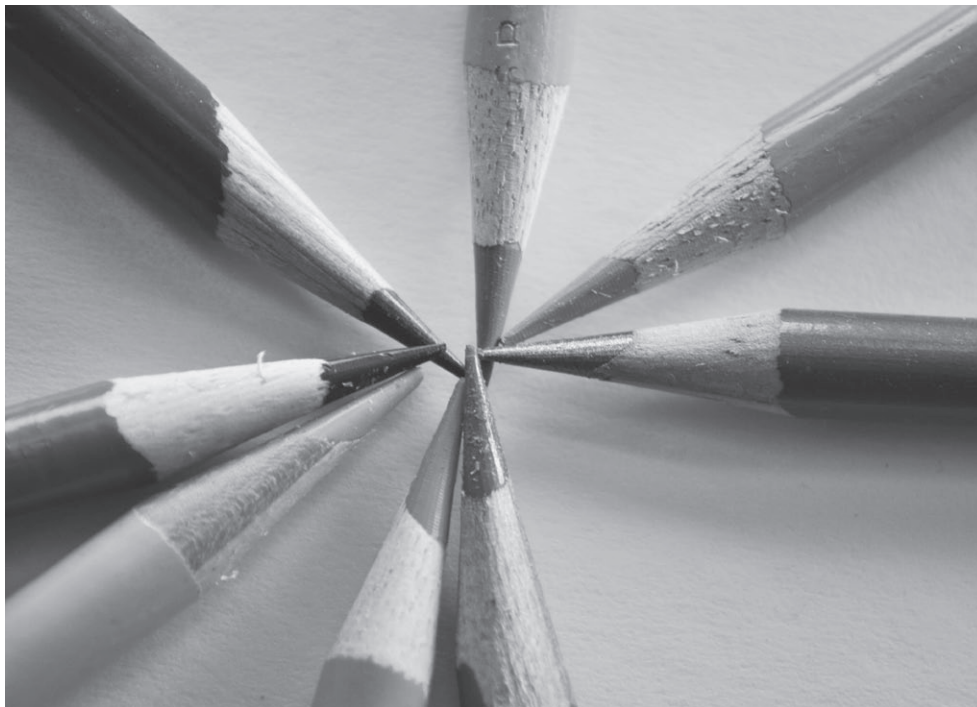
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This picture was taken last year by junior Danie Santodonato for her final color assignment for Photo II. The pencils were arranged on a windowsill where the light was shining. Santodonato prefers to shoot in natural light rather than turning on the flash for the best results.

# NEWS BRIEFS

### Water Bottle Filling Station

The Treehuggers Environmental club is planning to install a water bottle refilling station in the school in order to give students easy accessibility to cold, filtered water. The station will also help reduce the number of plastic water bottles used by students by allowing them to reuse their own.

"The water from the water fountains is warm, difficult to catch with a reusable bottle, and tastes gross," said junior Alison Peraza, co-president of the Treehuggers. "We think students would benefit from this because of the clean water it would provide, but also in all the money they will be saving by not having to buy water bottles all the time."

Landfills are continuously being packed with plastic bottles that have only been used once or twice and the available space is quickly running out. Certain toxic chemicals can also enter into the atmosphere if the bottles are burned in order to make more landfill space.

The exact same system was already installed at Weber Middle School this school year. As of now, the club plans to introduce one such station in the main lobby which would take the place of one of the two water fountains. Eventually, Treehuggers hopes that even more stations can be introduced into the building. With the support of the administration, this

goal might be met over the course of the following year.

It is currently unknown when the station will be installed. While the club is trying to have it done during this school year, it may not be in operation until the 2011-2012 school year.

"We want to reduce the amount of plastic bottles used and thrown out, and for people to carry around water bottles of their own that they can refill," said junior Joon-Yup Yeom, a member of the club. "Why pay for a bottle of water when it's free?"

~Eleanor Kim

### Shop Port Essay Contest

If one could describe Port Washington, what would one say? Most would definitely comment on the six pizza places on Main Street, or maybe even the docks. But, according to juniors Renee Cohen and Carolin Berendsen, respectively the first place winner and runner-up of a recent essay contest, Port Washington is much more.

Schreiber students as well as elementary and middle school students were given the opportunity to write about life in Port Washington. The Greater Business Improvement District of Port Washington held an essay contest entitled "Shop Port" to encourage residents to come and shop around town. Students

were required to use the setting, location, and people in Port Washington to support their thesis.

Cohen's and Berendsen's essays elaborated on what they saw as the immaterial benefits that Port Washington held. They explained that it was beautiful, friendly, and had a variety of shops to choose from.

"I was honored to receive such an award and have my writing be chosen out of many applicants as the best representation of our town and all it has to offer. Port is such a beautiful town that has so many shops that people should take advantage of for themselves and to support our town and friendly business owners," said Cohen.

On Feb. 10, there was a ceremony to announce and congratulate both girls. The winners each received a sum of money for their hard work on these essays. Cohen received \$500 and Berendsen received \$250. Both of the contestants received checks and certificates that were given out by Fred Pollack, representative of the Town of North Hempstead, and Wayne Wink, Nassau County legislative representative, at the ceremony.

"These essays make it clear that Port Washington is not just a small town but a place where it is enjoyable and relaxing to be. Even though people complain that there isn't anything to do in this town, I don't think people realize how lucky we are," said Berendsen.

~Emily Rosenthal

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Francis Banta, principal  
Craig Medico, Evelina Zarkh, advisers  
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**Staff Writers:** Aaron Brezel, Jacob Eisenberg, Katie Fishbin, Katie Garry, Georgia Goodman, Jess Greenwald, David Katz, Eleanor Kim, Minah Kim, Dan Miranda, Alexa Pinto, Heidi Shin, Celine Sze, Lily Weisberg, Hannah Zweig. **Contributing Writers:** Aaron Bialer, Renee Cohen, Amr Hassanien, Noah Reisman, Emily Rosenthal, Michael Schweitzer, Cameron Tait-Ozer, Karan Zoria. **Cover:** Loren Giron **Centerfold:** Sahil Doshi, Sophia Jaffe, Leah Nash, Brendan Weintraub. **Backpage:** Will Zhou.

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# Spirit Week’s future uncertain as deliberations begin

## Three years after the event’s initiation in 2008, rumors spread about its future

BY Minah Kim  
Staff Writer

Loved by some and hated by others, Spirit Week has become arguably the school’s biggest annual event since its inception in 2008. In its first two years, Spirit Week led up to Blue and White Night, a long-standing tradition in which students showcased their athletic abilities through dance performances.

Despite Blue and White Night’s cancellation last year, the school still held Spirit Week in the spring of 2010. Unfortunately for all current students looking forward to the festivities of Spirit Week to continue this year, rumors have been circulating the school telling of Spirit Week’s demise.

“That’s really unfair. It’s a tradition and we are finally seniors and it was our turn to win,” said senior Mariapaz Araya. “For the three years Spirit Week has been held, seniors have always won. In their last year of high school, seniors are naturally very spirited and winning gives them the perk of getting all the money from the ‘Penny Wars’ for the Gambol.”

Spirit Week consisted of five days of opportunities for each grade level to compete against each other by dressing up according to different themes, such as pajamas, sports, music genres, or TV characters. Each grade would also be assigned a color per day and each student who dressed up accordingly would earn a point for his or her grade level.

Students also had opportunities to participate in hallway decorating contests, Penny Wars, and other activities throughout the school day to earn points for their grade. On Friday, the

week culminated in a pep rally in which students from each grade competed in various activities including hula-hoop contests, relay races, tug-of-war and pie tossing.

“I really liked Spirit Week because it relieved stress from school,” said junior Carolyn Nevins.

The event was a time for students to come together, gain pride in being a Viking, and raise money for their respective grades. All of the funds received in the Penny Wars event were given to the winning grade’s class club to be spent toward its junior prom or Gambol.

Spirit Week came to fruition in 2008, when two seniors, ‘08 alumnae Amanda Schiff and Nikki Rothstein, proposed their plan to former principal Mr. Jay Lewis. The two seniors coordinated and planned the entire event almost entirely on their own.

The following year, picking up where Schiff and Rothstein left off, ‘09 alumnus Stephen Nash organized spirit week with Assistant Principal Ms. Julie Torres overseeing the venture.

Last year, ‘10 alumni Huseyin Kivrak and Joshua Youner coordinated Spirit Week with Ms. Torres and a committee of representatives from each grade in an effort to make the event more appealing to all students.

This year, to continue the Spirit Week tradition, a position opened for a teacher to run a Spirit Week committee as a club. However, no teacher accepted the position. Rumors that no one was taking action to organize and plan the event have been disputed by many.

An anonymous student source told *The Schreiber Times* of the formation of a new committee containing members

from all grades as well as members of the administration.

“Spirit Week was created by students for students,” said Assistant Principal Ms. Julie Torres. “This is how it should be. School spirit needs to be generated and sustained by students.”

Therefore, it is possible that the rumors circulating Schreiber’s hallways may turn out to be untrue.

“Right now Spirit Week is not on the books. It lacks an advisor and the immense

amount of planning that goes into a week’s worth of events. The Spirit Committee is in talks with the administration to change this but it’s a long and tedious process. We’re trying our best, but the occurrence this year remains unknown,” said senior Jamie Koopersmith.

With behind-the-scenes planning currently underway, it is possible that the Spirit Week tradition will survive another year.

## Years of Spirit: 2008-Present

2008



2009



2010



2011



# Ensemble Español performs dances for students and staff

BY Max Kraus  
Assistant News Editor

Valentine’s Day, a holiday for people to express love and appreciation for each other, spreads sentiments across cultural bounds. In this spirit, the District Cultural Arts Committee brought in a Spanish dance company for students in an assembly on Feb. 14.

“I felt very privileged to have the opportunity to be exposed to such a

culturally-enriching group of performers. The variety of dances performed and accompanying video presentation really taught me about Spain and its cultural history,” said freshman Isabelle Fagen.

The dancers and directors of Ensemble Español Dance Theatre believe their performances are important in teaching audiences about Spanish culture. To the company, it is no coincidence that its performance fell on Valentine’s Day, a day of appreciation and respect.

“We believe that our productions

spread the word of Hispanic history,” said Margaret Nelson, technical director and lighting designer for the dance troupe. “It is a huge culture that is well worth caring about.”

The dance group travels around the world spreading its knowledge of Spanish culture and trying to inform students about a culture that it believes is not well-known to most students. The ensemble has been performing for 35 years and travels all over the world. In the past three years, the group has journeyed from Poland to as far as Australia and China.

“In the United States, there is a huge Hispanic population,” said Jorge Perez, Executive Director of Ensemble Español. “We go out into the schools and teach three different styles of dance.”

One of the most important reasons the troupe continues to put on performances all over the United States is to try to break down racial barriers that still affect Hispanics and Americans across the country.

“Many times there are students who disrespect Spanish culture. It feels like a big responsibility to portray to these students what Spanish culture truly is,” said Jose Torres, an Ensemble Español dancer.

During the performance, the troupe performed three types of dance: folklore, flamenco, and classical dance.

“Spanish culture is one of the most diverse cultures around the world,” said

Perez. “Not only does Spanish culture come from Spain, it comes from different places like the Caribbean as well. We try to cover more than just one type of Spanish dance to embody how diverse the culture really is.”

The assembly was sponsored by the District Cultural Arts Committee with the goal of exposing students to a cultural event that they might not otherwise experience.

“I liked some of the dances, and it was also interesting to learn about the complexity of the Spanish culture,” said senior Kayla Harris.

The school has a large Hispanic population, so many believe it is important to develop an understanding for this culture.

“The expectation is that the students will be able to sit back, relax and enjoy the experience, and hopefully learn something about the culture,” said Assistant Principal Mr. Craig Weiss, who is responsible for putting together assemblies throughout the year.

Many of the dancers found Ensemble Español through their own high schools. Torres began his Ensemble Español career when he found out a friend was part of the dance troupe.

“It is difficult to learn to be able to keep up with the different rhythms,” said Torres. “But when the audience comes in ready for an experience, we are able to take them on a journey.”



Harry Paul

The dancer above performs one of the many styles of Spanish dancing Ensemble Español presented during an assembly on Feb. 14.



# Senior experience program incites controversy

BY **Matt Heiden**  
*News Editor*

Although disliked by many seniors, the senior experience program has now become a mandatory component of the curriculum. Some of its most exasperated critics are AP students who feel that the program discourages taking harder classes, and other members of the school community believe that it deprives students of enjoying their senior year.

“It’s not fair for the burden to be put upon not just AP, but also research students. Just when their four years of high school are ending, they are sorted out of classes and lose the opportunity to enjoy the end of high school together and lose the support of their mutual experiences,” said English teacher Ms. Judith Schutzman.

“Senior experience is forcing many students to worry about how they can come up with more than 50 hours at an internship rather than enjoy the less stressful, final month of school,” said senior Jeffrey Sims.

Due to the fact that AP students do not begin their projects in earnest until after the end of AP testing in May, they face competition for valuable internships.

“AP students have a disadvantage because the local internships have been seized by other students. Also, students who take AP classes face the punishment of having more hours to complete,” said senior Danielle Zuckerman.

However, these sentiments are not shared among all seniors.

“I think people are so against it because they are afraid of change. In two years this will be the norm and no one will have a problem. Until then people just have to accept that there are worse things going on in the world,” said senior Allison Ehrlich. “Actually worse things are happening in school. It’s time people act like seniors, preparing for college or futures, where things happen that don’t perfectly suit their every entitled desire.”

In response to the program, some teachers have created their own, self-contained project opportunities for students to have a more structured and streamlined experience.

“I was a vocal critic of the program proposal last year and when I was told that it was going ahead, I devised a set of senior options. I don’t like to work without a plan,” said Ms. Schutzman. “When I gave my AP class the list of options, they gave me their feelings about the program. I am very concerned that they will care about the program rather than their AP tests. I don’t want them to be even more stressed. My class has worked hard all year and I purposely plan to give them more time so that they have the time to gather their thoughts as school ends. I think it’s not good for them to be distracted.”

Some seniors have interned within the English department, culminating with a project that will be presented to students in pre-k, elementary, and middle schools, such as a creating and presenting a short story. For those seniors in AP Biolgy, they would normally perform comparative anatomy dissections after AP exams, and it is now possible for this to be counted

toward fulfilling time requirements.

“The basic premise of senior experience is good because it offers these kids who really are done the opportunity to do something different and try different things,” said biology teacher Ms. Marla Ezratty. “It’s not for everybody, it should be an option: either doing what students want or staying in school and learning.”

“This is the first year Ms. Schulman and I are offering this to students who will have read a series of protest novels. I thought it would be valuable to extend the lessons of literature into the real world,” said Ms. Judith Schutzman. “If I’m told I have to do it, I want to do a good job of it.”

Many seniors are also interning with teachers at other Port Washington schools. Seniors Haley Broderick and Stephany Quintanilla are working with Mr. Derek Novinski, an eighth-grade English teacher at Weber. They began interning in the first week of February.

“I’m trying to give them not only clerical work, filing, and simplistic grading, but I’m also working with them on developing lesson plans, how to structure classes, time management, and having a clear aim. I’m having them see how I picked essential questions for the class to focus on. Basically, they really do quite a bit for me,” said Mr. Novinski.

Other seniors have also approached several other teachers in the middle school, as well as elementary school teachers. While some seniors are reluctantly doing projects, others are more intrinsically motivated to learn from these experiences. Some senior experience projects also require a more serious commitment from students and their mentors than others.

“They’re not only developing a lesson plan, but they will actually teach a section period and I’ll give them feedback so they can see what it’s like standing in front of a class of over 25 and teaching since both of them have expressed an interest in teaching,” said Mr. Novinski. “The kids work really well with the high school kids and it really works almost like a mentoring experience as well as a teaching one.”

However, the relative newness of the program has made measuring its efficacy difficult. This is the first time many of the participating businesses and schools are offering programs for seniors.

“This is my only experience with the mentoring program so all I know is that these two particular students are very serious about what they’re doing and that’s really all I can base my opinion on,” said Mr. Novinski.

## New cafeteria mural



Loren Giron

Senior Erica Carras designed the new cafeteria mural and senior Dani Egna, and juniors Elyse Belarge, Isabella Goetze, Taylor Hirshfield, Sophia Jaffe, Kristin Neil, and Daniel Preston painted it.

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—David Hare



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# New martial arts class to be offered next year

BY Michael Schweitzer  
Contributing Writer

Next school year, instead of dribbling basketballs and climbing rock walls, students will be found throwing karate chops and punches. A new physical education course option will be made available to the student body. A martial arts class, taught by Mr. Joseph Mascaretti, who currently teaches advanced physical education, will be offered to incoming 10th, 11th and 12th graders as an option for physical education credit next year.

“This is offered and promoted for boys and girls. It’s about building the mind, body and soul,” said Mr. Mascaretti. “This isn’t going to be based around UFC or MMA.”

The class will seek to emphasize skill, endurance, and character building through martial arts. Styles and disciplines taught in the class will include taekwondo, muay thai, tai chi, yoga, and several others.

“I think this new class will help people realize some great and practical ways to get exercise,” said senior Hilary Mogul, who has achieved a second degree black belt in taekwondo.

The class will be non-contact and will stress non-confrontational attitudes, with two sections offered per semester.

“We’ve already seen a lot of interest, and it looks like it’s going to fill up soon,” said Ms. Stephanie Joannon, Director of Health, Physical Education and Athletics. “Martial arts is one of those areas where everybody can excel.”

Students may know that there is already a martial arts expert in this school: social studies teacher Mr. Douglas Matina. He teaches his own mixed martial arts class at the Landmark on Mondays, which members of the school and the community at large regularly attend.

“I don’t think it’s a very comprehensive martial arts class,” said Mr. Matina in response to this newly proposed course.

“Their passive approach doesn’t teach any self-defense. Of course promoting violence isn’t on the agenda, but their non-

contact policy means that, this policy, though it may be physically beneficial, is not meant to prepare students for physical confrontation.”

Ms. Joannon has said that, while the basic skills and techniques of the different martial arts will be taught, “it also will help develop self-confidence and self-esteem” in the students who take the martial arts class. The incentive to take this class seems to be the emphasis the class places upon character building through physical activity and mental focus.

“It’s internal, it’s individual, and it all fits in this martial arts category,” said Ms. Joannon.

Ms. Joannon has hopes to expand martial arts’ inclusion so that it is not only its own class, but also so that aspects of the martial arts class will be included in many physical education electives.

“I think it’s good to expose kids to martial arts. However, this is merely an exposure. Anyone who wants to seriously learn martial arts will be disappointed. It takes years of relentless practice to learn the art and can’t be taught in a nine month school year,” said junior David Khorassani.



Juliana Beall

Physical education teacher Mr. Joseph Mascaretti demonstrates how to perform a self-defense move. This is an example of the skills that will be taught in the martial arts class next school year.

“I feel that the martial arts class will be an excellent way for students to learn about a totally different sport that can stay with them for the rest of their life,” said senior Erica Carras. “The only thing that worries me is that at taekwondo we stress the point of control, discipline, and inner peace. If a martial art is not taught correctly, students may feel the need to cause harm. I hope the school will teach the martial arts correctly.”

# AP examinations no longer penalize guessing

BY Noah Reisman  
Contributing Writer

In the latter half of 2010, the CollegeBoard announced a fundamental change to its ubiquitous Advanced Placement testing program. Like its chief competitor, ACT Inc., the not-for-profit academic organization will no longer deduct any points for incorrect answers on AP examinations. With the new change, students are no longer penalized for random guessing.

“Students should be glad that they no longer need to worry about the penalty for wrong answers when they’re taking AP tests,” said junior Hannah Blumberg. “Now we can focus on the content rather than the AP strategy.”

For decades, students have been strictly warned against random guessing, as the policy penalized students with a point deduction for every wrong answer. Until now, a quarter-point was deducted from a student’s total raw score per wrong answer. For each correct answer, students received a full point.

CollegeBoard’s policy on guessing is made clear on their website: “If you

have SOME knowledge of the question, and can eliminate one or more answer choices, informed guessing from among the remaining choices is usually to your advantage.” The guessing penalty was a way to make sure that random guessers were less likely to score well. The implications of the penalty removal are merely speculative, as there is no word as to whether the curve for each test will be dramatically altered by the transformation. Although some welcome the change, others do not think it is significant.

“I don’t feel that it will affect student performance on AP exams to any significant degree,” said junior Oliver Phillipson.

Perhaps the most immediate effect is confusion to students and teachers as to what raw scores are needed to score well on each test. The curves for AP exams have remained relatively consistent throughout the years, but now that the scoring procedure has changed it is likely that students will need to earn higher scores to get the marks they aim for.

This change in grading policy is perhaps most significant because the CollegeBoard has not given any indication

that it plans to similarly change its flagship SAT program, given to millions of high school students every year.

This change to the AP program was

“Students should be glad that they no longer need to worry about the penalty for wrong answers when they’re taking AP tests,” said junior Hannah Blumberg. “Now we can focus on the content rather than the AP strategy.”

announced amid a notice of changes in the curriculum of multiple AP courses over the next few years, including AP French, AP German, AP World History, AP Biology, AP Latin, AP Spanish, and AP United States History. The CollegeBoard website explains that these changes were necessary to better prepare students for college and career level work in these fields.

# Three writers qualify in NCTE competition

BY Kristin Yu  
Assistant News Editor

Imagine being stuck in a computer lab for two hours with nothing to do but write. While this idea may be the stuff of nightmares for some, a select group of juniors volunteered to participate in the National Council of Teachers of English (NCTE) qualifying round on Dec. 9.

Each year, the English department hosts a preliminary qualifying round in order to select three students to represent the school in the NCTE writing competition. The testing process requires participating students to respond to the department’s chosen prompt.

After several weeks of deliberation, the English department announced the names of the three students chosen to represent Schreiber in the next round of the 2011 NCTE competition: juniors Katya Barrett, Genevieve Bellon, and Michael Schweitzer.

This year, the topic of the preliminary NCTE competition was appreciation. Students were asked to write an essay in which they compare two places or events that have enriched or lent deeper understanding to the subjects or contributed to a new discovery.

“My piece was about two experiences of being lost in a foreign place, once when I was 8 and once when I was 16,” said Barrett. “I tried to express how what I learned from my first experience allowed me to appreciate the second experience. While being lost is an undeniably scary experience, having been through it before allowed me to see the positives of it, such as the chance to explore.”

Bellon wrote about a discovery that was inspired by her travels in France six years prior.

“I wrote about people’s lack of appreciation of specific things that should be appreciated and how I realized that these things don’t ask for anything in return,” said Bellon. “In my case, it was the city of Paris and an old overlooked church, the church of St. Genevieve. While the city of Paris is over a millenium old, the people walk through the streets as if they didn’t care about its history. The same goes for the church of St. Genevieve. St. Genevieve saved the city of Paris, yet its way of thanking her was to disregard an old decrepit church built in her honor.”

Schweitzer found his inspiration in the college admissions process.

“After a few minutes of thinking, I decided to write about how my trip to the West Point college campus led me to appreciate life,” said Schweitzer. “Not my life, but life in general.”

The semifinalists also found different sources of inspiration to take the qualifying test. Barrett voluntarily signed up for the exam because of her passion for writing. Bellon’s English teacher advised her to sign up and Schweitzer decided to take the test with his friends’ previous NCTE experiences in mind. Each of the three semifinalists, having missed the announcement, were unaware of their success until they were congratulated.

“It just came as a surprise. It’s weird because I never thought that I would win,” said Bellon. “When I took the test, my mindset was, ‘What do I have to lose?’”



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## Point

## Counterpoint

## Should students have a role in major administrative decisions?

BY Daniel Bialer

Staff Assistant

The fundamental reasoning behind the American Revolution was not just anger about unfair taxes, the Boston Massacre, or the closing of the Boston Harbor. Rather, it was the lack of representation colonists received in Parliament that brought them to war. Two hundred years later, the importance of the representation of students in school decisions has finally been noticed.

Any decision made for the school district, whether based on finances, faculty appointment, or the community, greatly affects faculty, parents, and students. Therefore, the councils making decisions should include representatives from each of these groups.

While faculty members and parents can guess what will be most beneficial for students in the school district, in reality, students can provide insights that their parents and the faculty have not even considered.

"I know they have only the best intentions for us, but I doubt that they are able to see all this from our perspective, or how this affects us, without our contributions," said senior Sara Lyons.

When providing funding for clubs, a committee lacking students would likely not provide money based on student interest, but rather on which clubs the committee members see as the most beneficial.

With student input, unpopular clubs would not get funded and that money would be diverted from clubs that need it more. If students were involved in the funding of clubs, extracurricular activities offered in the school district could evolve to better fit the student body's needs and wants.

The purpose of a school is to provide the best means of educating young minds. Therefore, students should provide input when new teachers are considered. Currently, a committee of teachers effectively judges a potential new teacher by interviewing them and watching them teach a lesson to students.

While a committee of teachers may effectively judge the moral character of a potential new teacher, until they test the teacher's behavior in a classroom setting and listen to the students' reactions to the lesson, they cannot accurately assess the person's teaching ability. It is important to confirm that he or she can also make connections and nurture growth with students.

By simply taking into consideration students' responses to the teacher's lesson and talking to the kids who had the experience of learning from the prospective

teachers, a more accurate portrait could be drawn.

Not only does student participation help teachers and parents make more accurate decisions, it also allows interested students to learn about economics, government, and law.

While classes in these areas promote student understanding, by participating in school district decisions, students can better understand the real world applications. The balance of a school district budget and the creation of rules to be followed in school can be used as a model to represent larger economies and governments.

Students in high school, especially seniors, should assume a larger role in improving the school for younger students. Many of these students will be 18 years old by the school budget vote in the spring and will have the opportunity to exercise their right to vote as members of the community.

After 13 years in the district, members of the senior class have experienced all of the successes and failures of the Port Washington education system. The school board should respect and listen to the ideas of these students.

Many students are ready to take on the important responsibility of improving their community; they just need the



Jane Nolting-Kolb

opportunity to do it.

With the possibility of many financial cuts in the near future, students need to speak their minds now more than ever. By hearing which programs students find important, the school board, faculty, and parents can properly allocate money to the services that students will find meaningful.

Many students have already been given the opportunity to participate in decisions. From attending school board meetings to interviewing potential candidates for the school principal position, students have illustrated that they can be involved and that they can successfully assist in decision-making despite their youth.

BY Sahil Doshi

Editor-in-Chief

When it comes to student voice, almost everyone would love the opportunity to have a greater say in the policies, mandates, and changes that occur on a day-to-day basis at our school. It would be great if we, the students, played major roles in school-wide decisions, having the chance to offer our own recommendations. On paper, this may sound like a brilliant idea, but it's important to come down from our idealistic perceptions and look at the reality of the situation.

Administering new policies or programs, such as that of alpha versus numerical grading, require a great deal of consideration and discussion among various committees composed of adults. Days are spent before a decision is agreed upon, and even then discord remains.

Now, let's factor student voice into this already extensive planning process. With a student body of over 1500, many more voices, ideas, and opinions would be added into this conglomeration. Sure, some of these ideas would be beneficial; however, on a larger scale, they will just result in further confusion, more disagreement, and an ultimate hindrance

Education members have received the proper education and training necessary for such action, and they have been selected based on these credentials. As students, we really do not have any such form of experience, and therefore, many will not be comfortable with placing responsibility in our hands.

"The teachers and officials responsible for making such decisions have already had these types of challenging experiences and received proper training, and therefore, they are much more knowledgeable," said senior Alan Kim.

Apart from the further complication and lack of trust that may arise from student involvement, there are several logistical issues as well.

With such a large student body, it would be difficult to acknowledge the opinions of all. But, not including every student would be labeled bias. If some students were given the chance to be involved, then it would only be fair to allow all students the same opportunity.

It would be great if all the students could vote on possible school policies or offer their recommendations to administrators. But, in reality, what influence would our say even have? It is unlikely that a policy that had passed through various other committees and been approved by the Board would be overturned simply because students opposed it.

If adult figures found a particular policy to be agreeable and beneficial, it would be impossible for students to dissolve it. This would slowly result in the indifferent student approval of all policies. With the realization that any negative viewpoint would have basically no influence, students would succumb to simply agreeing with anything the school proposed.

However, don't get me wrong. On such a grand-scale, with major school-wide

to any change that the school district wishes to implement.

More importantly, we must realize that we are just teenagers. We may think we know everything that is best for us, and while this may be true at times, it is more probable that we will act in our own self-interest rather than the benefit of the entire student body. When our parents and other community members pay tax money to the school district, they are placing responsibility on its administrators to do what is in the best interest of the students.

If this task were handed down to us, we would now carry a portion of that responsibility. Are we qualified to make such decisions?

Administrators and Board of

decisions, student voice and involvement may not be the best idea. But, on a smaller, more individualized level, student say is important. I'm not advocating that students simply lay back and let others around them make all the decisions.

While input on food policy, cell-phone policy, and grading should remain in the hands of adults, planning community events and initiating school traditions need to involve students.

So, let us leave the big decisions to the administrators—after all, we simply do not have the qualifications yet to have a meaningful influence—and let's focus on improving the smaller, day-to-day activities at our school.



# EXPLORING TEACHER NEUTRALITY

## Student #42130450 wrote this

BY **Ethan Weber**

*Contributing Writer*

Have you ever noticed that you seem to receive the same grade from one teacher on every essay? Many students at Schreiber have noticed this trend, that regardless of the quality of an essay, the grade they receive is always the same.

Having your name at the top of the page could be the cause. Seeing a student's name indicates to the teacher what type of essay to expect and often seems to ultimately influence how they grade the essay.

Some teachers have adopted a policy of having students turn their essays in with a number at the top instead of their name or a pen name to combat this problem.

This eliminates any natural biases that arise when they see the student's name on the essay. Though this requires a bit more work for the teachers to convert the codes to real names when they record the grade, the benefits of grading this way are worth the effort.

Grading essays fairly is not something that can be done in an objective way. Other than grammar and punctuation, essay grades are largely subjective. A teacher will naturally expect a good student to produce a good essay and expect less of others.

This can result in teachers overlooking one student's errors because they do not expect to find any and finding many in another because they are scrutinizing each sentence, knowing there will be errors. This leads to teachers pigeonholing students into receiving a similar grade every time.

Many students seem to be catching onto this unfortunate trend. Every student I spoke to said this has happened to them.

"In my English class my teacher has

always given me the same grade. If you check my grades they are all basically the same," said senior Elard Timana.

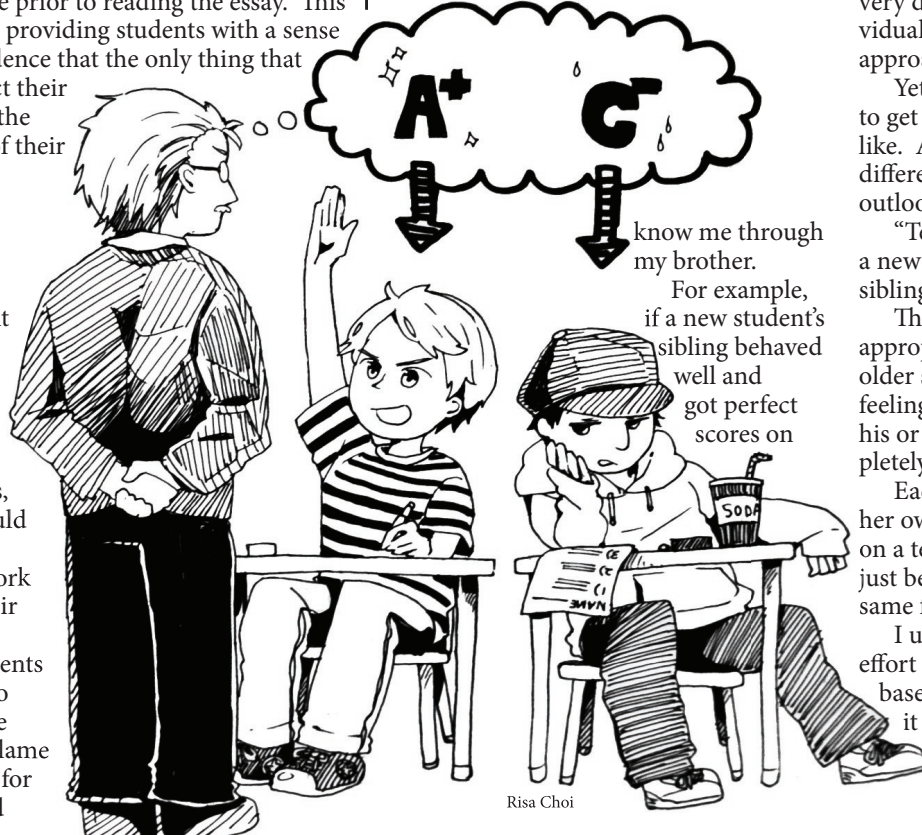
Students do not believe they are being given a clean slate on each essay. If you receive the same grade on writing assignments

every time, there is no reason to try harder or do better because your extra effort will not be reflected in your grade.

"I definitely think there are times when they get lazy and just give you a grade similar to your past essay," said freshman Jordan Shedrofsky.

Several teachers who have caught onto this trend have implemented the use of code numbers assigned to each student so they will not be influenced by opinions they have prior to reading the essay. This works in providing students with a sense of confidence that the only thing that will affect their grade is the quality of their essays.

If all teachers required students to submit essays using pen names or code numbers, they would receive better work from their students and students would no longer be able to blame teachers for their bad grades.



Risa Choi

## Are you his sister? her brother?

BY **Aaron Bialer**

*Contributing Writer*

Ever since we were young, my brother and I have shared many teachers. Since my brother, Daniel, is older, he gets to make the first impression. Most of the teachers think that he is a great student and this consequently leaves me with big expectations to fill.

I do feel that I live up to these expectations, but is it really fair that teachers should hold judgments about me before I even step foot into their classes?

I feel that I receive special treatment compared with other students who are my equal; teachers feel that they already

every test, the new student is, often, expected to do the same. But what if the younger sibling is not an intellectual equal to the older sibling? This can result in frustration and unnecessary pressures.

Unfortunately, biases are inevitable. Due to this fact, many teachers are subconsciously or deliberately biased. Even when this bias is small, it can cause misinterpretation and unfairness.

Every student is their own individual. Teachers should always teach each student as an individual rather than associating new students with their siblings.

"When I realize that a new student has an older sibling that I had, I do not judge them," said math teacher Mr. Joseph Lederer. "I find that siblings are usually very different. Every person is an individual, and as a result, my educational approach to each student is different."

Yet, teachers may use student's siblings to get a hint of what a new student will be like. Although students may be entirely different, they sometimes have similar outlooks or mannerisms.

"Teachers can get a better gage at what a new student will be like based on their sibling," said freshman Aaron Brezel.

This can only be deemed slightly appropriate if the impression left by the older sibling is positive; having negative feelings toward a student just because of his or her older sibling's flaws is completely unfair.

Each student should be given his or her own chance to make an impression on a teacher and any negative prejudice just because two students are part of the same family is uncalled for.

I urge teachers to make a concentrated effort not to judge a younger sibling based on his or her older sibling. While it might be tempting to call me Daniel, don't expect me to be my brother's shadow.

# Getting to know teachers while getting to know the material

BY **Katie Garry**

*Staff Writer*

Through the eyes of a student, there are only two types of teachers. There are boring teachers and fun teachers. Sure, there are shades of gray on the unwritten teacher fun-ness scale, but for the most part every teacher is permanently placed in either one category or the other. Of course these terms are somewhat stereotypical, and fortunately I don't think I've come across many "boring" teachers at Schreiber, yet they do exist.

The distinction between a boring teacher and a funny teacher is how personable he or she is. Students are more eager to come to a class in which they like and enjoy the teacher's personality, conversation, or lecturing style. My view is that teacher-student relationships are like any other relationship one has in his or her life, but with a few boundaries and more authority. Teachers are people too. Their first names aren't "Ms." and "Mr."

When they are being nice, you want to be around them and when they are mean, you don't. No one, especially a teenager, wants to be around a Debbie Downer.

Being in a classroom with a boring teacher is like being in a friendship you cannot end or being saddled with a roommate you hate.

It's terrible.

When teachers don't crack at least one joke (even if the joke is bad, I still always commend their effort) by the end of a class, my eyes will be pretty much stapled closed.

Even if the teacher doesn't joke around and they just smile, or for some, changing their voice octave every ten minutes or so would be more than enough for me to enjoy the most mundane of curriculums.

"Teachers should be enthusiastic when they teach and talk at least a little bit about their life because its a way to connect more with their students. Class would be so boring if we didn't diverge a little bit from the topic we're learning," said junior Yanaira Hazoury.

Like any relationship, it's important to get to know each other.

"For me, it has always been beneficial to be a little bit personal because kids see me more as a human and are more respectful. Showing that human side and showing that I have a real life and realiz-

ing that kids have a real life has lessened discipline problems for me and built a positive relationship with students that I have always appreciated," said science teacher Ms. Jamie Loehner.

My point is, if I were a teacher, my favorite part of the job would be engaging with students. One of my favorite things about school is learning about my teachers' home lives (and not just because it takes time away from the lesson). I like learning about my teachers because it helps me identify with them and truly respect them not just because I have to but because I want to.

Though through a teacher's perspective, I understand how much information they share is risky, as revealing too much and becoming too friendly with students could blur the line between friend and authority figure. And I'm sure revealing certain facts could bring them some enemies as well, as students could have opposing views.

Social studies teachers, specifically, are often in a position where sharing their personal beliefs could make or break their class discussion. Unlike other teachers, social studies teachers are paid to talk about what has happened and

what is currently happening in the world. In doing so, they will explain a current event, ask for feedback, and if they'd like, give their own opinion on the current event as well. Bringing up current events creates a more lively, enriched, environment in the classroom and it also leaves room for more of a student-teacher connection.

Despite the fact that a teacher sharing their personal political beliefs can, in many cases, be beneficial, in a rare collection of other occasions, it could completely backfire on them as well. For the most part, current events consist of elections and crises going on in other parts of the world, which are topics that a student could be extremely biased about.

Students should not be offended if they do not agree with a teacher's political stance. They should just appreciate the back and forth of any respectful debate.

When it comes down to it, remember that teachers are people, too. It only seems natural to get to know them, as they get to know us, throughout the semester. It would nourish the class atmosphere and get students more eager to participate in class every day.



# Interfaith initiatives will never fail

BY Reid Mergler  
Senior Features Editor

When I was freshman, if someone had asked me if the Schreiber community was accepting of different cultures and ethnicities, I would have said of course.

Yet throughout my four-year journey, have I discussed the conflicts that ethnic students face? Have I discussed the shared meaning of religion? Have I branched out to spend time with several groups?

Unfortunately not. Sitting in the cafeteria, or in class, I am surrounded by segregation—not the inclusivity that I would have blindly confessed to four years ago. Most students are unwilling to lend a hand to people outside their niche or to ask questions to people of different cultural groups. While Schreiber is supposed to be a culturally enriching place, I would have to disagree.

A few weeks ago, I attended an event at a Muslim mosque to discuss faith with 80 teens of various ethnicities and from five local religious communities. Organized by Long Island Congregations, Associations, and Neighborhoods (LI-CAN), this initiative was eye-opening and an experience I will never forget.

First, we discussed the meanings of different prayers and watched a Muslim prayer service. No matter how or when we pray, we all, in reality, pray for the same reasons. Hearing the calls of worship, I did not feel like I was in a foreign place of worship. I felt very much comforted, as those around me humbled themselves and prayed similarly to how I pray.

After this moving discussion and prayer service, we worked together to make bagged lunches for the Interfaith Nutrition Network, an organization

that feeds the hungry on Long Island. Although I had done this with my temple several times, I learned the importance of joining together, no matter who we are, to help those in need and to improve the lives of those less fortunate.

Afterward, we all shared in a dinner, consisting of both Arabic and Israeli foods. As the halal meats and Israeli salad were together on the same plate, so were we, as Jews, Muslims, and Christians, sharing a table.

Perhaps the most enriching part of this event was simply talking with the 80 other teens surrounding me. I talked to several Muslim teens who expressed the difficulties they face with living in a secular environment and being obligated to pray five times a day. Although there was a cultural gap, we were able to make a unique connection as people of the same age. We talked about how we all face adversity in our lives but how through our different faiths and prayer services, we are able to withstand hardship together.

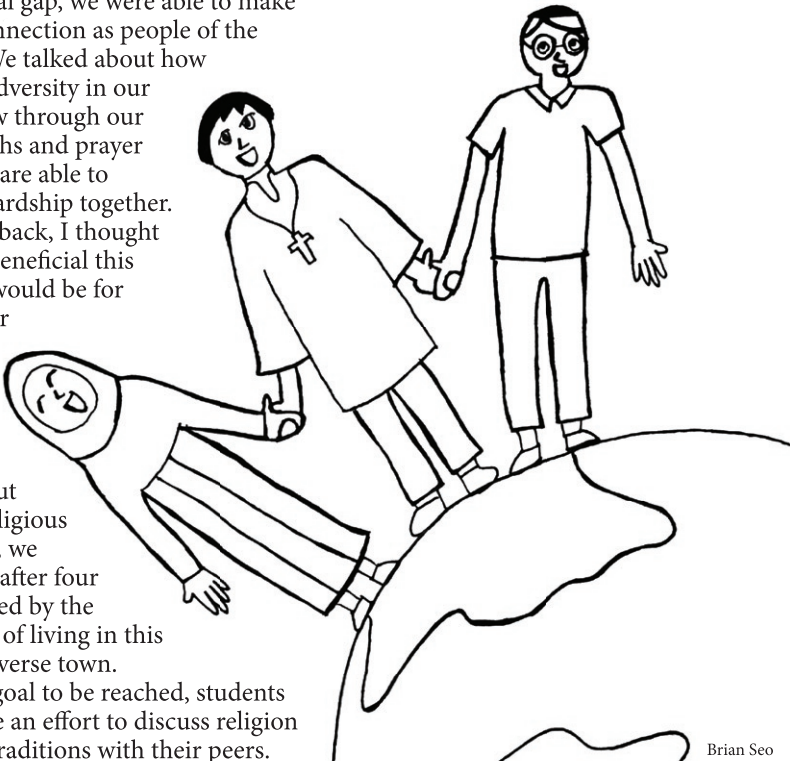
Looking back, I thought about how beneficial this experience would be for the Schreiber student body. If we all reached out to a student to learn about his or her religious background, we would leave after four years enriched by the opportunity of living in this culturally diverse town.

For this goal to be reached, students should make an effort to discuss religion and family traditions with their peers.

In the cafeteria, we could have a table of students ready to discuss a current event or an ethnic conflict during lunch. We could expand Multicultural Night to experience others' food cultures twice a year.

Additionally, clubs such as the Jewish Student Union and Christian Club JAM 121 could bring together their members in a monthly meeting to discuss relevant issues. This would establish mini-Interfaith events within Schreiber.

Although the boundaries of religion and education should not entirely overlap, we should leave Schreiber with feelings of tolerance, belonging, and acceptance rather than cluelessness about our classmates' culture.



Brian Seo

# Don't be naïve: it can happen to any of us

BY Blake Mergler  
Senior Opinions Editor

We all sit in health class, learning about the dangers of the world and how we can help ourselves and those around us. Yet, we all secretly think that these tragedies could never happen to us. We will never face alcohol poisoning from binge drinking, we will never need to give CPR to a neighbor, we will never become pregnant after having sex, we will never contract STIs.

Think again.

Adam, my second cousin, the valedictorian of his high school graduating class, attended a highly prestigious university, and as an aspiring actor with a full-time job, had his entire life ahead of him. Until this Jan. 23.

At age 16, he probably sat in a health class, and as a straightedge, study-hard type of teen, learned about drugs thinking, "that will never happen to me." At age 31, he went to a party to watch a football game and had a few drinks. Someone arrived to the party with freshly cut drugs and when someone told him to snort this, he did. The next morning, he did not wake up.

Now, because of one snort, all we have, as his family, is his memory. No, he was not your typical "bad kid." He was not your typical "druggie." Did that matter?

There is a lesson to be learned.

We might rationalize to ourselves that "bad stuff" only happens to the "bad kids," the ones who could not care less about school, who are addicted to drugs, who have unprotected sex. We might think that only the "bad kids" are part of the horrifying statistics of the number of teens who die from drug-related incidents.

Even though the health department in Schreiber is superior to those in other high schools, some students are in a kind of daydream when we learn about the horrors in order to protect our innocence.

It is definitely reassuring to think that we are invincible from all the dangers, to think that nothing we do will have consequences. I'm not saying that we should live on eggshells our entire lives but sometimes we are forced to face the truth: there will be consequences to our actions, no matter how "good" we are. Sadly, too often, people learn this truth far too late.

We learn the horrifying statistics of people who die from drug-related incidents, but we must realize that there are many more people who are affected by the actions of those few. Putting a face to each number, we must recognize that there are fathers, mothers, brothers, sisters, extended family, and friends that are all affected by the deaths of a loved one.

Every computer crashes if it is abused. Every car breaks down without the proper care. Why do we think that our

bodies are any different? We are essentially machines, and without the proper fuel and care, we will not survive. We think we are impervious, never affected by anything. We recognize that drug-related deaths are certainly tragedies, but we think they only happen to celebrities, addicts, and chronic risk-takers. It only takes one time.

Just because of where we live, where we go to school, and what are our future plans are, it does not mean that we cannot be victims of careless actions.

Listening to Z100 or 104.3, we hear songs that sugarcoat the effects of drugs and alcohol. Whether it is "Raise your Glass" by Pink or "Lucy in the Sky with Diamonds," drugs are glorified and although we learn through health class and assemblies about drug abuse, most think that they are means of escape and having fun.

Some might excuse drug use or even partying as a way of "living in the moment." But, as we think about it, do we really want fewer moments because we live in one moment?

From an incoming freshman to a graduating senior and beyond, we are all faced with options. While there are many things in this world that we cannot control—cancer, car accidents, heart attacks—when it comes to what we do have control over, please remember my cousin Adam who had everything to live for and no reason to die.

# An Egyptian Eye

BY Amr Hassanien  
Contributing Writer

Organized protests began in Egypt on National Police Day, Jan. 25. In the first couple of days, the police tried to break up the protests by using tear gas, rubber bullets, and other harsh measures. In reality, protesters were trying to voice their opinions and gain basic human rights.

Soon the protests became anti-government and anti-Mubarak. Hosni Mubarak has been president in Egypt for 30 years, yet he is more of a dictator. While Mubarak has 40 to 70 billion dollars, 40 percent of the Egyptian population lives in poverty.

The protests began in Cairo's Tahrir Square, which symbolically translates to "Liberation Square." They quickly spread to cities all around Egypt, including Alexandria, where my family lives.

I have been talking to my family in Egypt ever since the situation started. My parents and I have been trying to contact our family every chance we get; however, internet connectivity and cell phone service was blocked for about a week. My family and I were very worried about them. When these services were finally restored, we finally got a chance to reconnect with our family.

We found out that the police had disappeared from the streets for a while, making crime widespread. Robbers took advantage of the lack of police forces. During this time, men went out into the streets and guarded their families and neighbors from thieves.

One time, when I was speaking to my cousin on the phone, he told me that his neighbor's house had been robbed and many stores had been broken into and robbed. Thankfully, there is little looting anymore, as the army stepped in and is now in control of the streets.

Simply living in these circumstances has been extremely difficult for my family. Over the past few weeks, my extended family basically went out only to get food, as they mostly did not participate in the protests. Many resources and food supplies have been scarce, as stores were forced to close for a period of time. Schools and banks and other public places were also closed for a long time. In addition, for a while, they could not go out into the streets between 6 p.m. and 8 a.m. due to curfews.

My cousin described what was going on one day as a "war" because the army was in the streets attempting to guard people and maintain order. He said that he "just wants things to get back to normal." It has been more than two weeks of this chaos and confusion. It is getting better, however, and businesses, schools, and banks are starting to re-open and things are slowly getting back to normal.

I was just in Egypt last summer. I had such a great time with my family and friends. I would have never guessed that such chaos would happen in such a beautiful country. I do, however, support every protester fighting for their rights and a better standard of life. Every person should have equal rights and that government corruption should be stopped everywhere.

Update: Since the time this article was written, President Mubarak gave up power and left the country. The military is now in control of the country and it seems that democratic talks will soon begin.



# Editorials

## Commending *Race to Nowhere*

In our competitive high school as well as those across the country, students are constantly stressed, over-worked, and exhausted. Recognizing this “silent epidemic” in the nation, Vicki Abeles, a mother of three, produced *Race to Nowhere*, a documentary film that attempts to expose the horrifying nature of schools in the United States.

According to its website, its mission is “to mobilize families, educators, and policy makers to challenge current assumptions on how to best prepare the youth of America to become healthy, bright, contributing and leading citizens.”

On Tuesday, Feb. 8, 2011, the Parent Council in Port Washington held a screening of this documentary and discussion panel in the Schreiber auditorium, to which parents, faculty, and students were invited.

*The Schreiber Times* would like to commend the efforts of the Parent Council to host this event, as it led to discussion and awareness of this important issue. The staff supports all efforts made by the Parent Council to have this screening and bring to the forefront the problems facing students in our school district as well as across the country.

However, most of the 630 people that attended this event were parents, with some faculty and very few students. Realizing that the mission of this film is to increase discussion about the current state and unnecessary pressures of schools in the United States, *The Schreiber Times* urges the administration to hold a screening of this film as an in-

school assembly.

Holding an assembly would raise awareness of the problems facing our society in the educational world today, and inform students that they are not alone in facing pressures in school.

While students were allowed to come to the screening held by the Parent Council, most were not informed by their parents that it was being held or had prior commitments. Some even had the excuse that they had too much homework to do, and could not go to a film screening in the evening. Because this was the case, *The Schreiber Times* hopes that the administration could consider hosting a screening for students.

Hundreds of communities and schools nationwide have hosted a screening of the film during the six-month campaign to screen the film across the country.

As tens of thousands of people are coming together to increase dialogue between students and teachers, students and their parents, and parents and teachers about the flaws in the educational system, *The Schreiber Times* contends that showing this film in an in-school assembly would be extremely beneficial in helping this film’s cause.

## Globalization trend in curriculum

For those students that read the newspapers or watch the news, you most likely have heard the term globalization.

Globalization is beyond fast travel between continents or immediate communication between companies thousands of miles away from each other.

Globalization is the growing web that is expanding across the Earth, drawing all nations, cultures, businesses, and beliefs closer together.

In recent years, Schreiber has undertaken some endeavors to keep up with the ever-changing tides of globalization. Technology has become imbedded in the school day, current events are discussed often in several Social Studies classes, and some classes geared towards a worldwide view have been created, most notably the AP Comparative Government and Politics class.

While *The Schreiber Times* applauds these efforts, there has been murmuring about other classes that follow in the same vein. The ideas of instituting a Chinese language class has been circulating, and *The Schreiber Times* fully supports the initiation of this class.

Despite the budgetary issues associated with adding a new class, this class would offer students a global perspective. A Chinese language class would make it easier for students to travel to one of the largest economies, American trading partners, and political powerhouses in the world. The class would encourage conversation about the country and about China’s crucial role in the post-Soviet world.

The introduction of this class would greatly benefit all students, especially those who plan to do business internationally later in their lives.

Whether or not this class is implemented in the near future, *The Schreiber Times* urges not only the school but also students to continue to educate themselves.

Even though we are young, we should not be naive about the current issues in the world; we should strive to read newspapers and watch the news daily in our busy lives. We should be knowledgeable of the world at large, of globalization, of the critical movements happening in the world around us.

Soon, these ideas will become daily truths and for those ahead of the curve, a world’s worth of opportunity awaits.

## Second semester: time to focus

While seniors can now rejoice that second semester has finally begun, the rest of the student body must now work even harder since third and fourth quarter are weighed the most heavily.

Second semester is the time for students to keep up or to improve and boost their grades. When we return from February break, we will have many weeks of school uninterrupted by breaks. While this can discourage and overwhelm students, we should take this opportunity to learn and prosper before AP testing and then finals ensue.

*Interested in writing for Opinions? Then come to the next newspaper general meeting on March 3. All new writers are welcome!*

## Times Policy Statement

The SchreiberTimes’ 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.

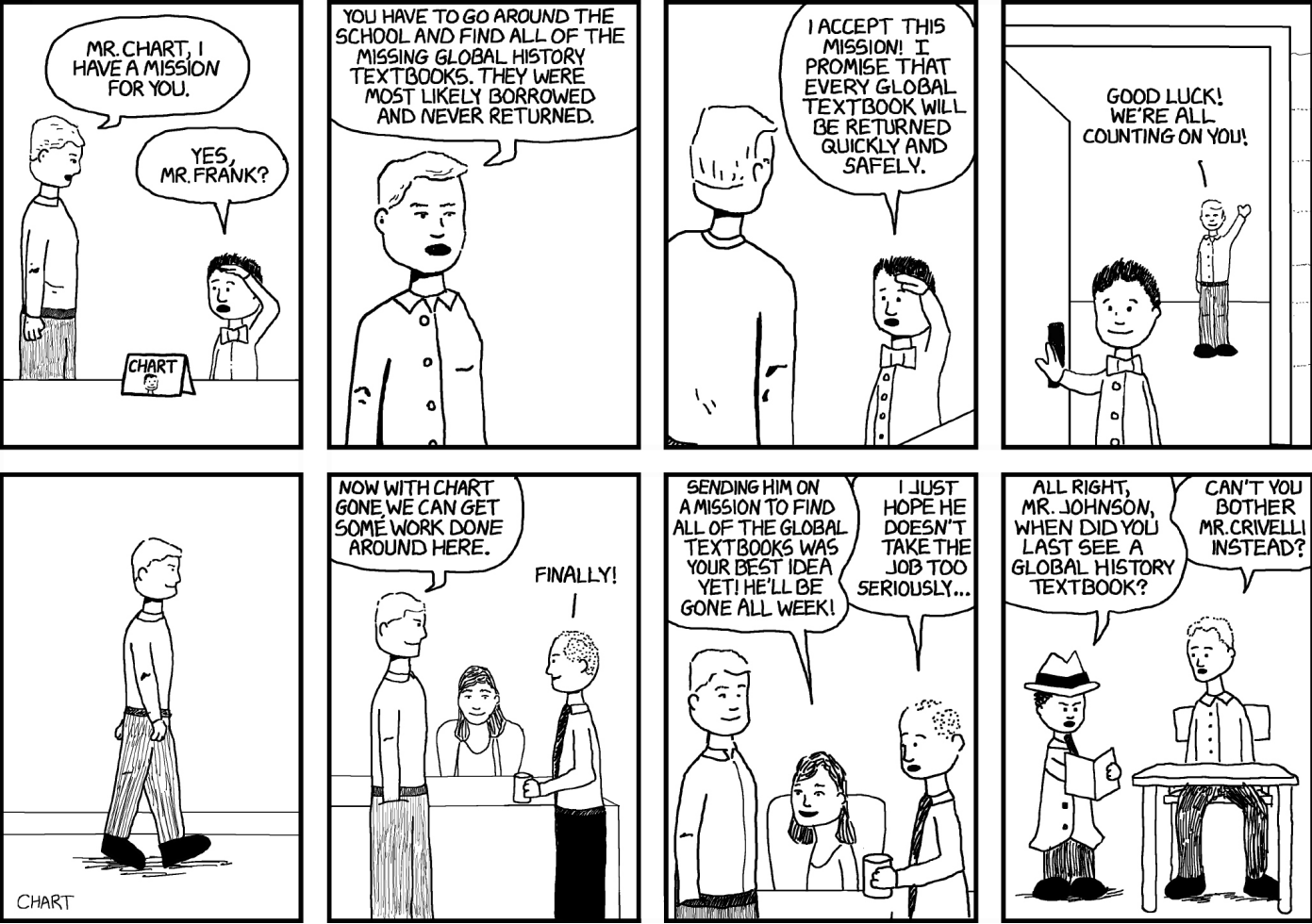
We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libelous, or contain unfounded charges. The Times reserves the right to shorten letters if doing so does not alter their meaning, and to choose 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, TheTimes will follow the policy described in this space as well as the guidelines of common sense and reason.

## The Hart Knock Life





# Icy conditions not the only complication of a snowy winter

by Georgia Goodman and Alexa Pinto  
*Staff Writers*

Every winter, rumors of upcoming snow storms spread through the hallways like wildfire. This year, December and January alone have brought several large blizzards, causing two delayed openings, two snow days, and one early dismissal. Port Washington has already experienced over 50 inches of snow this winter, as well as freezing rain, sleet, and hail. It seems that the piles of snow that line the streets will never go away if they keep accumulating the way that they have been.

Almost all students love snow days. Everyone knows the feeling of waking up early to hear the sirens at five in the morning or looking out the window when the alarm goes off. You smile widely, knowing that your academic responsibilities for the day are cancelled. Almost instantly, everyone in town has heard, and everyone climbs happily back into bed.

"I enjoy snow days because they give me time to recuperate from school," said junior Christian Browne. "It's kind of like a mental health day."

"I am done with the snow," said Spanish teacher Ms. Marilyn Gonzalez. "It's annoying, and it has a huge impact on things that need to get done in the classroom. It's time for spring."

The snow day on Jan. 27 required administrators to move dozens of midterms for students of all grade levels. The tests were rescheduled for Jan. 31, another day that regular classes were again not held. These rescheduled tests both gave students more time to study and delayed the start of second semester by one day.

"The snow days disrupt everything," said Art and Design teacher Mr. Peter Koch. "Because it was the end of the semester, they affected testing, final grades, and meeting deadlines."

Some students agree, sharing the feeling that even though they can always



Noah White

Even weeks after the snowstorms, huge piles of snow remain around town. After the initial joy of cancelled school, people have grown tired of messy driving, blocked parking spaces, and icy walkways.

use the extra sleep, snow days do create problems.

"Although I enjoy snow days, I can understand why some people don't like them," said sophomore Shaked Kuta. "They halt school work and leave less time to learn later."

New York State law requires a minimum of 180 school days. We currently have 184 in our district calendar, meaning that if there are more than four cancellations this year, the school might have to open in the summertime. Another solution to that problem would be to take away a planned vacation day, such as the Monday after Easter.

"If there are too many snow days, then it could cut into our spring break," said junior Jenny Zdrojeski. "I would rather be in school when I'm supposed to be in school."

School administrators also feel that while they enjoy having the time off, snow days do pose many scheduling problems. Not only do they have to redo the entire

school calendar each time a school day is cancelled, but they also need to account for extracurricular activities.

For example, if a basketball game was postponed due to inclement weather conditions, it is the school's job to make up that game. In order to reschedule cancelled sporting events, the administration must negotiate times, dates and locations with the opposing school.

"Dealing with all the adjustments that come with snow days is definitely a nuisance," said Assistant Principal Mr. Craig Weiss. "However, I do enjoy the time off. I feel like we're living in an igloo."

Snow days also give students time to catch up on their sleep. Working late into the night can take a toll on a student's physical and mental health, so it is beneficial to have a day to rest, finish up homework, or even go sledding or have a snowball fight with friends. Relaxing snow days can help students persevere throughout a long and dreary winter.

When weather delays school but does not cancel it, however, many staff members have difficulty getting to school. Long commutes with messy traffic make teachers late, or sometimes even unable to attend classes that day. Class cancellations are common, forcing teachers to postpone tests and important deadlines, which can cause stress at later dates.

The recent snow has also interrupted day-to-day activity in Port Washington, including normal train schedules. Due to the conditions on the tracks, many trains were delayed or cancelled.

The alternate schedules of the Port Washington line have forced residents to drive in dangerous conditions or remain stuck at home. The ice storm on Feb. 2 caused many drivers to slip and slide on driveways, neighborhood streets, and even main roads.

"I think the people of Port Washington are on edge because of the weird train schedules and difficult driving conditions," said junior Hana Seligman.

TALKIN' TECH

  
with Dan Miller

## The shift towards QR Codes

Students have been seeing barcodes for as long as they can remember. The barcodes' reign is about to end though, thanks to QR Codes. What is a QR Code? QR stands for Quick-Response, since the codes can be read rapidly to deliver information to the consumer. The technology was developed by a company called DENSO in Japan where it has been popular since its release in 1994.

In America, QR Codes have not had the same success, being used mainly by shipping companies for tracking packages. With the recent influx of camera phones capable of becoming QR Code readers (there's an app for that), such codes are becoming more mainstream.

While barcodes only contain data on a horizontal plane, QR codes are able to hold data both on the horizontal and vertical planes. QR Codes can hold a significantly larger amount of data, benefitting the consumer.

For example, a barcode tells the consumer that the jug of milk he or she wishes to purchase costs \$3.49. The QR

Code can tell him or her the price, that it arrived at the store two weeks ago, and that it is expiring on Monday.

Though it may appear as just a box of black and white squares, QR Codes can contain messages, webpage links, and even contact information.

BlackBerry is one of the most popular companies to embrace the QR technology. With the Messenger application, one can use the QR code to access the once confusing PIN.

Instead of having to send a combination of numbers and letters to another user, one can simply activate the reader on the phone and scan the other user's QR Code (which contains the pin).

"The codes can be really helpful for dyslexics, and it's much simpler to scan a code if you're right next to someone," said senior Payal Doshi.

The Metropolitan Transportation Authority recently launched a trial program involving QR Codes to track the locations and times of one of its buses. Scanning QR Codes placed at bus stops

for the B63 bus will provide real-time bus information to the commuter. If you know you have six minutes until the bus comes, you can probably grab a cup of coffee without missing your ride.

Hip-hop artist Lupe Fiasco recently had a QR Code projected onto a building near Union Square Park in Manhattan. On an iPhone or an Android device, consumers were able to scan the code using an application called RedLaser. The code led those who scanned it to a special webpage to pre-order Fiasco's upcoming album, *Lasers*, which has a March 9 release date.

"I didn't know what it was at first, but it was pretty cool," said senior Chris Verdi, who followed a tweet by the artist and traveled to New York City to attend what he thought would be a free concert but ended up being an advertising ploy.

Though all of the uses of the QR code may not be realized at this moment, more companies are working these codes into their plans each day. The codes are expected to expand to almost every field

from travel to education to food services. It might just be time to say goodbye to the barcode.



www.qrcode.kaywa.com

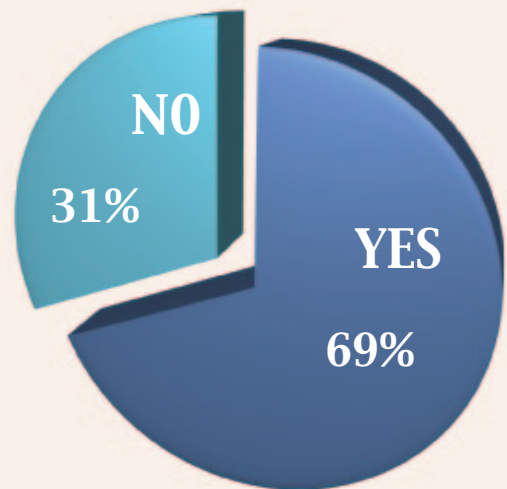
QR Codes, like this one, can contain secret messages, a feature that barcodes do not have. This useful aspect appeals to both companies and consumers.



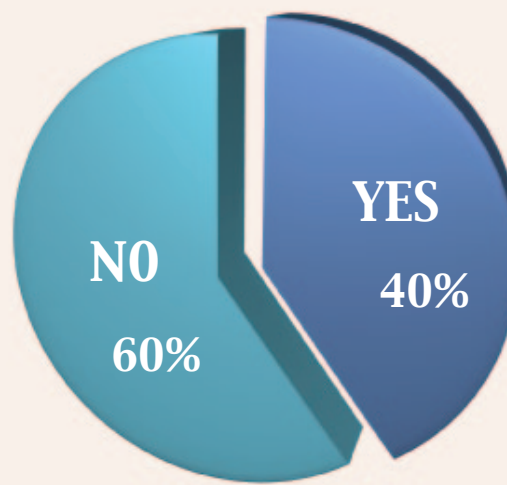
# BREAKING THE GENDER BARRIERS

## HE SAID:







### HAVE YOU EXPERIENCED GENDER BIAS IN THE CLASSROOM?



### HAVE YOU OPTED NOT TO TAKE A CLASS BECAUSE IT IS GIRL DOMINATED?



### DO YOU LIKE:

	YES	No
 SCIENCE	83%	17%
 MATH	53%	47%
 HISTORY	57%	43%
 LANGUAGE	47%	53%
 GYM	87%	13%
 ARTS	72%	28%

Walking through the halls of Schreiber, one may find it easy to notice the stereotypical cliques: the jocks, the nerds, the drama buffs, the girly girls, the skaters, the preps. The list goes on. Disregarding all the specifics, the broadest distinction one can come up with among high school students is gender.

But how big of a concern is gender when choosing or participating in classes? Are there gender barriers in the halls of Schreiber, or is it simply just a classic case of he said, she said?

Stereotypically, as far as core subjects are concerned, boys gravitate toward math and the sciences while girls are more attracted to English and language-based subjects.

Since elective classes in Schreiber are chosen according to personal preferences, the gender gap seems to be wider. For example, some consider certain classes to be “boy classes” or “girl classes.”

“AP” Gym demonstrates this stereotype. Many people assume that AP Gym is only for intense athletes who train 24/7 and drink raw eggs and protein shakes every morning. However, junior Brittany Nachamie does not consider herself an intense athlete, yet she still enrolled in AP Gym this year.

“The first day was very intimidating because boys are usually more competitive in gym, and some think that girls can’t compete with them. I was ready to prove them wrong,” said Nachamie.

Nachamie is among the few girls that have decided to join AP Gym.

AP Gym is not the only class that is considered male-dominated. There are many other classes that fall into this category, such as automotive technogy.

“We have tried to appeal to all students and ages. However, the world of automobile service, design, racing, engineering, sales, and support is very male dominated. Females may also feel intimidated by taking an automotive class when not only are there few other females, but it can be a dirty, heavy, and rough environment,” said autoshop and technology

teacher Mr. Neil Miller.

Radio is also generally labeled as a male extracurricular. In the past five years, about 80 percent of the students that enrolled were male.

“I would like to see more female DJs on WDOT. I think there are plenty of talented girls in the school who would have a lot to offer to our station,” said radio teacher Mr. Jeremy Klaff.

Not only do gender gaps apply to girls, but there are also many cases in which males are the minority.

Junior Chris Lopez was on the cheerleading team for his freshman and sophomore years as the only male participant.

“I was never nervous to be on the team. I was just nervous for the games because I knew I was going to stick out like a sore thumb; I did, but people always cheered me on,” said Lopez.

This was not the first time Lopez has joined an all-girls team. In middle school, he was a part of the gymnastics team, where “sticking out like a sore thumb” was to his advantage. His back flips got him the attention he deserved, while proving gender was not an issue.

However, that does not mean that being a boy on an all-girl cheerleading team was not coupled with its awkward moments.

“Sometimes I wouldn’t want to be on the team because during basketball season, the girls on the team would walk through the girls gym locker room, while I would have to find another way to get to the gym,” said Lopez.

There are also many classes that are considered female-dominated. Courses such as fitness and the family and consumer science classes seem to attract more females than males.

In Ms. Robyn Block’s Home and Environment classes, there is a total of six boys and 29 girls.

“The boys are often enthusiastic and active participants. I also have boys in my Human Development class and their perspective enriches our class discussions,” said Ms. Block.

There are many reasons why a male would join these classes. The obvious reasons are that they are interested in the respective courses.



Port Light

During his freshman and sophomore years, junior Chris Lopez participated on the cheerleading team. He was the only boy on the team, but he did not let this prevent him from showing off his impressive splits and back flips.

However, there are other incentives besides the curriculum.

“In my career as an educator, I had a male student enroll in a class mainly populated by female students so that he could meet more girls,” said Director of Guidance Mr. Hank Hardy.

Many teachers as well as students acknowledge that the gender gap exists; however, there are also advisors who do not believe that the barrier is evident.

“With regards to choosing classes, I see it as more of self-selection—fewer girls choose to take technology classes and fewer boys choose to take human development classes. However, I think that students are not discouraged from taking any classes since it is more personal preference,” said school psychologist Dr. Joan Bester.

To some degree, Schreiber is exempt from gender bias. In many schools, science is considered a male dominated course. However, in Schreiber there does not seem to be such a wide gap. In fact, there are 21 girls and only eight boys in the three grades that make up the science research program.

In addition to the large number of girls that make up the science research program, Schreiber offers many AP science courses, which are filled with boys and girls alike who are not intimidated to participate.

“Usually, I just try not to think about the gender difference. I understand that AP Physics C is a competitive class, so I try not to think about all of the people around me. It doesn’t matter if I’m a boy or girl; if I have the answer I want to raise my hand,” said senior Hilary Mogul, who hopes to be an engineering major in college.

Yet, according to a poll of 180 students, 83 percent of males like science over the 68 percent of girls who like science.

Another result of the polls shows that overall more girls “liked” math, history, language, and arts than boys did.

A recent article published on educationnext.org, an online education journal, stated, “After years of concern that girls were being shortchanged in male-dominated schools, especially in math and science, there has grown a rising chorus of

voices worrying about whether boys are the ones in peril.”

However, just because girls “liked” more subjects does not necessarily mean that there is unequal success between the genders in those subjects.

“There are definitely guys that seem like they couldn’t care less about school, but there are also boys that have excellent work ethics,” said freshman Simon Shapiro. “But these contrasting work ethics also apply to girls.”

In high school, it seems like boys and girls could not be any more different. However, they do have at least one thing in common. They can both benefit from the same classes if they are passionate about them, despite any preconceptions of the gender balance in the class.

“We do our best to see that there is a mix in the class, not all boys or all girls. However, we do not look for a balance,” said Mr. Hardy.

In the end, overcoming the initial trepidation of putting oneself out there in an activity one is interested in proved beneficial for Nachamie and Lopez.

“On the first day, I felt intimidated and overwhelmed, but once we started playing in the class, I felt more comfortable,” said Nachamie. “After a few classes, I became very involved in the games, and people started saying ‘watch out for Brittany’. I was finally able to play comfortably in the class.”

“Every time we had a game, I would get so nervous because I felt like someone was going to say something rude or unnecessary. But I always got good feedback like ‘he’s so good at back flips’ and ‘he knows how to dance’: just positive comments I wanted to hear,” said Lopez.

Schreiber’s wide variety of courses is designed to appeal to all races, cultures, ages, and genders. While gender walls still exist in some areas of the school, students like Nachamie and Lopez have found ways to navigate these obstacles.

By Sophia Jaffe  
and Brendan Weintraub

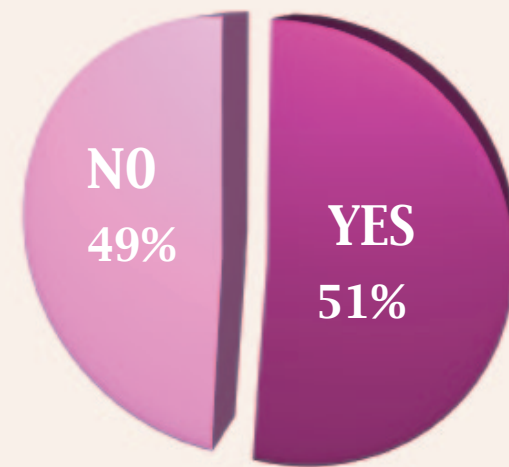


Antonio Peña

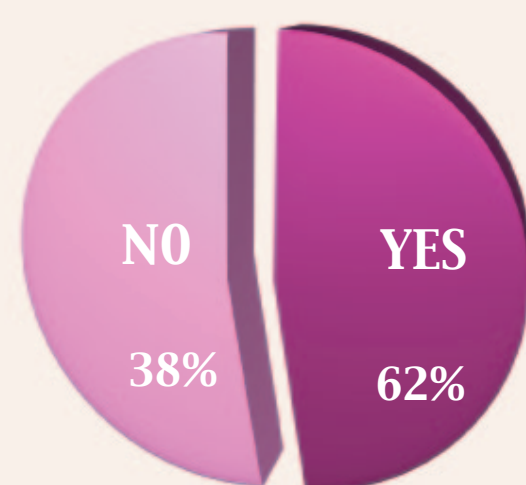
Junior Brittany Nachamie makes strides breaking the gender barrier by enrolling in AP Gym and participating on three sports teams.

## SHE SAID:







### HAVE YOU EXPERIENCED GENDER BIAS IN THE CLASSROOM?



### HAVE YOU OPTED NOT TO TAKE A CLASS BECAUSE IT IS BOY DOMINATED?



### DO YOU LIKE:

	YES	No
 SCIENCE	68%	32%
 MATH	59%	41%
 HISTORY	63%	37%
 LANGUAGE	67%	33%
 GYM	68%	32%
 ARTS	80%	20%



# Yoga provides tranquility for many residents

## With two studios nearby, harmony is just a step away

BY **Renee Cohen**  
Staff Writer

The word yoga comes from the Sanskrit root “yuj” meaning union—in this case, between the mind, body, and spirit. This age old practice began in India and has survived to modern day.

Although yoga’s target audience is generally adults, teens also take advantage of its benefits and devote some time from their busy lives to such a relaxing practice.

“Yoga can help you focus on yourself. The breathing and centering yourself helps to ease stress and tension, and yoga can be done anywhere,” said senior Maddy Kessler.

**“Yoga is so versatile because it reduces stress, increases focus and concentration, and improves flexibility and balance. Specifically with teens, it helps with decision making, test taking, and self esteem,” said Ms. Ronni Aronow.**

In the physical education class, Fitness and Wellness, taught by Ms. Robin Cooper and Ms. Nancy Klotz, students are introduced to various poses in yoga. In a series of six classes, students are able to gain appreciation and knowledge about this practice.

“The fitness strand incorporates yoga because it is an integral part of the fitness program,” said Ms. Cooper. “It is important to address flexibility through

the poses.”

After being exposed to this form of exercise, some students are encouraged to practice yoga on their own.

In Port Washington, Om Sweet Om and Yoga Life are two yoga studios that offer classes to teens. Located off of Main Street and on Port Boulevard respectively, these studios are convenient for teens to access anytime, especially right after school.

“I love doing yoga because it’s so relaxing after a hard day’s work,” said junior Lauren Mishan. “And since it’s so close, I can just walk down Campus Drive with my friends after school.”

The benefits of yoga are endless. For teens especially, who face a lot of stress and pressure, focusing on breathing techniques and relaxing the mind and body is essential.

“Yoga is so versatile because it reduces stress, increases focus and concentration, and improves flexibility and balance. Specifically with teens, it helps with decision making, test taking, and self esteem,” said Ms. Ronni Aronow, an instructor at Yoga Life.

Not only does yoga help with focus and balance, but it can aid in strength and muscle building as well.

“It is a common misconception that yoga is all about relaxing,” said instructor Ms. Liz DiNapoli from Om Sweet Om. “It can help increase your cardio strength and build muscle, and it is even great for weight control and weight loss.”

Unlike other sports and activities in which students participate, yoga is unique in that it is not competitive and incorporates parts of the mind, body, and soul into each pose.

Another unique aspect of yoga is that the participant does not need to be extremely athletic or physically fit to enjoy the sport.



Harry Paul

**A yoga instructor at Om Sweet Om demonstrates the extended triangle pose as participants follow along.**

“We welcome the inflexible ones and encourage people of all shapes and sizes to practice yoga. No matter their stature, all people need their own private sanctuary to melt away from their busy day,” said Ms. Mary Joyce, an instructor at Om Sweet Om.

If you are looking to join a teen class, there are many options in town. Om Sweet Om, located at 12 Irma Ave., offers a package of 16 classes to teens for \$288.

These classes are low key and are available for teens looking to have fun with their friends while enjoying a relaxing form of exercise.

They also offer a vinyasa class that focuses on connecting breath with movement and joining the sun and moon’s energies.

This class is an adult class but it draws in teens and is offered in varying priced packages.

Yoga Life, the second yoga studio in town, is located at 927 Port Washington Blvd. and also offers classes to teens.

There is a ten week series for \$150 and teens are encouraged to drop in when they have time for \$20.

The focus of this class is to teach teens the tools needed to manage the emotions they face during a crucial transitional stage in their lives.

This involves building inner and outer strength, breathing, relaxation, and meditation.

Regardless of the type of yoga or length of practice, yoga is an enjoyable and relaxing activity for adults and teens alike.

“I love doing yoga because it is strengthening and enjoyable,” said junior Gillian Aiston.

# The next step for Mr. Lewis

BY **Minah Kim and Heidi Shin**  
Staff Writers

Former principal Mr. Jay Lewis retired this past August, ending a career of over 36 years in public school education.

However, he remains busy and active because immediately after his retirement, Mr. Lewis accepted a position running the Office of Professional Development Services in the School of Education, Health and Human Services at Hofstra University. His position entails coordinating educational conferences for educators, such as the Student Athlete Leaders Conference that Schreiber athletes, teachers, and administrators often attend, and arranging for professors to extend their influence to school districts around the Long Island region.

He continues to look forward to exciting times in the field of education.

“Since there are a lot of changes in public education that will be occurring in upcoming years, it is an exciting time to be working at a prestigious university,” said Mr. Lewis. “As a lifelong educator, I am being asked to work with the School of Education to redesign teacher training and to become involved in recruiting highly qualified high school graduates to become teachers. As a person who never saw himself doing something new and different after a wonderful career working in high schools, I am humbled and excited for this opportunity.”

After having spent six years as the principal at Schreiber, Mr. Lewis quite misses the “buzz” that went along with the job.

“I particularly enjoyed watching students develop over their four years in high school and reveled in attending athletic events and student activities—particularly music performances, plays, art shows, and many other events,” said Mr. Lewis.

Interestingly, Mr. Lewis did not intend to leave Schreiber for another five or six years, but he thought that this once-in-a-lifetime opportunity to continue his educational career at Hofstra was too good to pass up.

Because he did not get the job offer until the end of the school year, a formal closure to his time at Schreiber was not possible.

“Suffice it to say, I loved my six years in Port Washington as the Principal of Schreiber High School,” said Mr. Lewis. “I shall forever be proud of those six years, the students I have come in contact with, the strong Schreiber staff, and the Port Washington community—for its resolute commitment to quality education.”

In addition, Mr. Lewis has become more involved with the William Henry Stamp Company, a small business involved in exclusively selling postage stamps of the United Nations. He is now able to devote more time to this endeavor and is preparing to put price lists on the Internet to make his business more accessible.

He is also able to spend more time performing leisurely activities including photography and traveling. This past fall, he took a beginner’s photography course during which he won second prize in a landscape photo contest.

“I have always wanted to pursue photography as a hobby and, as a retirement gift, received a wonderful new digital camera,” said Mr. Lewis.



Harry Paul

**At Om Sweet Om, residents attend weekly classes which are open to all ages and fitness levels. The studio also offers classes specifically geared toward high school students.**



# Senior Michael Graf ventures to India

BY Sahil Doshi  
Editor-in-Chief

While most students were toiling away on last minute assignments and exams prior to midterm week, one senior was boarding a flight headed toward a distant land. In mid-January, senior Michael Graf, along with his mother and other members of the TrickleUp Board of Directors, traveled to Kolkata, India as part of a social service program.

TrickleUp is an organization that services the ultra-poor—those who live on less than \$1.25 per day. This organization provides its participants, mainly women, seed capital grants, training, and savings support in order to build sustainable livelihoods that are the catalysts for food security and economic well-being. The purpose of this trip was to invite the Board of Directors, including Graf’s mother, to the TrickleUp India Program for them to see firsthand the program at work.

“I decided to attend this trip because it is not every day that you are offered to visit India. Although India is the largest growing democracy and a thriving capitalist economy, I had the opportunity to visit tribal villages, where the people live in homes made of mud with thatched

roofs, and have for the most part no fuel or electricity, and absolutely no running water,” said Graf.

Initially landing in the city of Kolkata, Graf traveled nine hours by train to the town of Purulia. From here, the group took day trips to the rural countryside visiting villages near the outskirts of Purulia.

Graf was able to sit in on the women participants’ Self-Help Group, which is led by TrickleUp staff members based in India. All the women involved with this organization, approximately 10-15 per village, convene on a weekly basis at these sessions to receive training on livelihood planning.

Additionally, the women invest approximately 30 rupees (less than one dollar) in the group each week. This functions as a sort of bank with the women having the ability to take out loans to invest in whatever they may need, and then repaying their loans with interest. This money can be used to send kids to school or buy new seeds for their land plots.

Graf personally had the opportunity to spend time with these women as a group, and then meet with them individually, learning about their particular situations and visiting their homes.

“I interacted with the TrickleUp staff, the other board members on the trip, and the women participants in the villages we visited. I especially enjoyed interacting with the children in the village. Although we could not really understand each other, I had a great time playing with them and showing them their pictures on our digital cameras,” said Graf.

One of the highlights of the trip was Graf’s opportunity to experience a traditional regional dance. One night, the group enjoyed a performance of the Chhau Dance, which is a tribute to Shiva, one of the three main Hindu gods. Through elaborate costumes and athletic maneuvers, the dancers illustrated a story of good versus evil.

“We learned it takes three years to prepare for the dance, with many requirements including height and physical ability. The dance was beautiful and elegant and a great representation of Purulia’s culture,” said Graf.

With his stay in Kolkata, Purulia, and the surrounding rural villages, Graf was able to take in a glimpse of Indian culture. From the lack of garbage cans in Kolkata (a much more complicated process involving workers shoveling garbage is utilized instead) to the cacophony of loud horns and traffic, he observed differences from the American life.

“In stark contrast to New York standards, where all business is conducted in black, gray, and white, everyone in Kolkata and especially in the villages, were dressed in an explosion of colors. Women took pride in their beautiful saris, and most men wore western styled clothes with bright colors. One of the tribal women even asked us why our clothes had no color,” said Graf.

While absorbing the cultural experience, Graf also recognized the importance of the TrickleUp organization and the freedom it provides to women by enabling them to invest in and start a business.

“Overall, my visit was incredibly inspiring and humbling. On the plane ride back to New York, I considered how much I take for granted the food I eat every day, and sometimes throw out without thinking about it. It was moving to understand that most of the women I visited were struggling to pay for themselves and their children to eat,” said Graf.



Michael Graf

Senior Michael Graf enjoyed interacting with local children and women in Kolkata in January. As part of the TrickleUp India Program, he learned about their living conditions and visited their homes.

# Accessibility? Not a problem for injured students

BY Celine Sze  
Staff Writer

Whether the reason is athletics, an accident, or something else, students suffering from broken limbs and other injuries are a common sight around school.

Because of the obvious restrictions caused by physical handicaps, the school often works to aid injured students in an attempt to make their time spent in school easier.

These injuries present difficulties: wheelchairs and crutches make it challenging for students to go from class to class and conduct their usual business.

Instead of struggling to go up the steps of the main entrance or other doorways, those on wheelchairs or crutches can use the ramp, which is located at the side of the school near the atrium, to enter or exit the building.

“When I broke my right fibula in the

winter and was on crutches, I used the ramp,” said junior Candace Yap. “But since it was pretty far away from my locker, I sometimes resorted to hopping up the steps of the main entrance. The snow also made the hallways slippery, which made it more difficult to walk.”

The school also provides elevators to avoid having people on crutches take the stairs, which could lead to more injuries or congestion in the stairwells.

Assistants with access to the elevator key are provided with the student’s schedule, so they know when the student has a class on another level.

“The elevators were really helpful, but they sometimes made me late for class if the assistant did not come right away to put the key in,” said Yap. “Also, I couldn’t study or do work in the library during my off periods because I didn’t have access to the elevator.”

To further ease transportation, the school permits students to leave five minutes early from classes to avoid the

traffic in the halls.

Most teachers are understanding and try to assign homework and schedule the class agenda so the injured student does not miss crucial information.

Students who suffer from injuries are not allowed to participate in their regular gym classes.

Instead, the gym teachers give written assignments pertaining to the current unit, which have to be completed and handed in by the end of the period.

While the alternative assignments are often along the lines of summarizing articles on yoga or power walking, some students object to this alternative form of physical education.

“I think it is kind of pointless to make us do written work because the whole point of gym class is to be active,” said junior Jane Marron. “I could have done some type of workout with my arms rather than just sit in front of a computer.”

# Who was Paul D. Schreiber?

BY Cameron Tait-Ozer  
Contributing Writer

As students flood up the steps and into the school every morning, rarely do they think of the namesake of the school.

Students hear “Schreiber High School” resonating through the halls, yet who is Paul D. Schreiber? Mr. Schreiber’s story is the American dream of a hardworking man, successful and deserving of recognition.

Mr. Schreiber had an unfortunate childhood in the 1890s, marked by the tragedy of his mother’s death and then his father’s. His stepmother relocated the family to Allentown, Pennsylvania where the family struggled financially.

Mr. Schreiber assisted his family by working in a print shop as an errand boy. In order to finance his dreams of going to college, Mr. Schreiber saved up his income and was accepted into Bucknell University. He persevered and eventually graduated at the age of 24.

His years at college inspired Mr. Schreiber to become a teacher. He took education courses and joined a teacher’s placement agency that landed him the position of principal at Milford High School in Binghamton, New York.

Mr. Schreiber was responsible for being both a teacher and a principal. He added a recreation program to prevent students from “wandering” off-campus during recess periods and introduced suspension to the school. In 1917, Mr. Schreiber accepted the available principal position at Port Washington High School. The high school was then located in what is now the Landmark building.

In 1918, he married Ms. Dorothy Whitney in Port Washington. When Mr. Schreiber was drafted to fight in World War I, teachers and students protested and his draft was postponed. Mr. Schreiber was active in the army for a few months and returned promptly to school.

After three years in the school district, Mr. Schreiber was made superintendent. In the 1920s, the high school’s student count was increasing dramatically. Mr. Schreiber ordered extensions to the school, but it still proved too small for the large number of students. Through his proposal, the building we now know as Schreiber was built and opened to students in 1929.

During his tenure as superintendent, Mr. Schreiber passed many reforms for the high school. He added art, music, graphics, health and medical programs and homemaking, business, automobile repair, and construction classes to the academics-only curriculum.

He hired music professors to improve and showcase the school’s musical talent, increasing the size of the orchestra.

He established a school newspaper called the Port Weekly. Using donated money, he also created the Bogart Scholarship, which is given annually to a member of the graduating class for academic excellence and outstanding leadership.

Additionally, Mr. Schreiber created classes for special-needs students and hired the school’s first psychologist and medical supervisor.

Mr. Schreiber retired in 1952, and just one year later, in 1953, the school was dedicated to him. Paul D. Schreiber died in 1974, leaving a legacy and a school dedicated to the American dream.



# arts & entertainment

## Creation of Australia fascinated the audience

by **Hannah Fagen**  
Assistant News Editor

Convicts, officers, a colony, and a play. In a few words, this is Timberlake Wertenbaker’s play *Our Country’s Good*, which was performed by the Department of Performing Arts from Feb. 3-5.

The play is based upon the true story of the “First Fleet” of prisoners and officers shipped from England to create a penal colony in Australia.

The story begins in the colony, at modern-day Sydney, when Second Lieutenant Ralph Clark (junior Kevin Roberts) attempts to put on a production of George Farquhar’s play, *The Recruiting Officer*, with an all convict cast.

There is much controversy within the group of British officers surrounding the production, but in the end, the show must go on. Throughout the process of rehearsing *The Recruiting Officer*, many of the convicts undergo changes and become more mature, civil, and rational.

“The major theme is the power that theater has to transform people to make them feel that they are different from themselves,” said director Ms. Christine Nelson.

The play was extremely well executed in many aspects. The sets were simplistic yet realistic, and the costumes for both the British officers and prisoners were

Perextremely representative of what people would have worn at that time.

Although the production touched upon extremely serious subjects such as hangings and death, valuable comic relief was provided by Dabby Bryant (sophomore Delia Van Praag) and senior Kyra Schor as both Captain Jemmy Campbell and Meg Long.

On the more serious side, touching performances were given by junior Kalia Lay as Duckling Smith and sophomore Julia Bain as Mary Brenham. Each actress developed a unique character, and provided a vital role to the success of the play.

“I think I had a very strong group of actors that I had gotten to know and worked with for the past three years, and I thought they were up for the challenge,” said Ms. Nelson.

Because of the play’s distinct setting, proper accents were deemed necessary for the production.

“Every single one of the characters speaks in dialect. Standard British, Cockney, Irish, Scottish, and French Patois. In order to do that, originally I was going to try to obtain dialect tapes and try to work from that,” said Ms. Nelson. “Then, I found out about Ms. Elise May, a professional dialect coach, who is a parent, and also works for the district. She provided professional level training for them with the dialects. That is not

something you usually get at the high school level.”

Cast members worked with Ms. May on a regular basis in order to perfect their dialects for the production.

“Learning an accent was kind of annoying at first, because it was like relearning how to speak in a way, but, after we got used to it, the accents actually became pretty fun to speak in. It was like we were completely different people,” said Lay.

The accents were an interesting addition to the performance. Although in many cases they enhanced the work and made the play more realistic, imperfect accents of a few characters made some dialogue difficult to understand.

Perhaps the best accent belonged to Roberts. Perfect or not, audience members noticed the hard work on the part of the actors.

“A play should make you understand something new. If it tells you what you already know, you leave it as ignorant as you went in.” This line was spoken by character John Weisenhammer (senior Andy Lieberman). *Our Country’s Good* did just that; for both the actors involved and the audience members, in the form of a history lesson.

Because the play is based upon the true story of the “First Fleet,” many of the characters in the show are based on real individuals who lived during this time period.

“It definitely brought a whole new level of understanding to the play. We were able to gain a whole new dimension to our characters by learning about what actually happened to people in their situation during that time period,” said Lieberman. “It’s not often that a role really consumes you in such a way that you seemingly travel back in time to relate to the character.”

To Ms. Nelson, selecting this show was no random act.

“I became familiar with this show when I was in college. I read the script and I saw it on Broadway and I loved it.



Harry Paul

The convincing dialect of junior Kevin Roberts (Second Lieutenant Ralph Clark) and others showed hard work of all involved.



Harry Paul

Performances by sophomore Delia Van Praag (Dabby Bryant) and senior Andy Lieberman (John Wisehammer) added to the authenticity of the production in one of the best plays put on by the Department of Performing Arts in years.

After college, I was in the play twice as an actress. I had some amazing experiences being in the cast of this show,” said Ms. Nelson.

In addition to her personal preferences, Ms. Nelson selected this play for its ensemble qualities.

“It is an amazing ensemble piece. I don’t like to do shows where there is one star and everyone else has tiny parts. I prefer to do ensemble pieces, and this is an amazing one,” said Ms. Nelson.

All in all, this play wowed audiences with its interesting historical background, unique characters, and dialects, which are not always the defining qualities of Schreiber productions. It was truly a unique performance.

“It was by far the most unusual play I’ve ever been a part of. We had to not only create characters, but also had to work on dialects and understanding the history of the people we were portraying,” said Van Praag.



# Justin Bieber fails to make a statement in his movie

BY Jess Greenwald and Karan Zoria

Staff Writer & Contributing Writer

Many Beliebers will be ecstatic to hear that their favorite child celebrity has finally come out with his own movie.

The film takes you through the rather uneventful and formulaic success of Bieber's musical career. *Justin Bieber: Never Say Never* is a film solely for Bieber's fans.

*Never Say Never* is a promotional entertainment reel for Bieber's future career. The film begins with a montage of the superstar's earliest YouTube videos to his very first sold out concert. Director John Chu takes you through various interactions between Bieber and his management team.

A majority of the movie deals with Bieber's 2010 world tour while a slight portion reenacts his rise to stardom. The movie is cleverly woven to express the tension between his instant success and his determination to remain a normal 16-year-old teenager.

The movie documents the spread of "Bieber Fever" through various areas of the world. The viewer gains an inside look into the marketing genius of those around the singing sensation and Chu does a good job to bring out the excitement that is present at Bieber's concerts.

Other celebrities such as Miley Cyrus and Sean Kingston make guest appearances in this documentary. The movie includes home video footage of Bieber, the screaming of crazy fans, and the hectic backstage atmosphere.

The film never actually gives you a sense of the young star because all the interviews with Bieber seem scripted. After leaving the movie people will have no sense of Bieber, despite the fact that they sat through an hour and 40 minute documentary on the kid. Beliebers, on



www.wallpaperhd.org

***Never Say Never* shows concert footage in 3D to give fans the experience of being there. While it is a delight for followers of the musician, people who dislike Bieber will find no entertainment value in the movie.**

the other hand, will find the 100 minutes well worth the money as they watch their favorite singer perform endlessly.

Many will be surprised to discover that *Justin Bieber: Never Say Never* actually received decent reviews. Moviefone gave the film an incredible 93 percent based on fan views and only a mere 54 percent from critics' reviews.

Regardless of its clichéd and predictable plot, the film serves its purpose. One

does not have to put great thought into watching the movie; *Never Say Never* is pure Hollywood entertainment. Its 3D effects add a great deal to the movie's value.

Chu's experience with 3D motion captured films—he directed the *Step Up* series—was evident in the effects. He successfully captures the excitement of Bieber's journey through his use of real footage and panoramic shots.

When walking into this movie, do not

expect anything special. If people are able to get over their dislike for the child star, they may actually find some entertainment value. Chu creates a hybrid pop culture documentary and marketing machine meant to promote and sell Bieber's image.

For anyone interested in seeing *Justin Bieber: Never Say Never*, know that all impressions from the movie will be based on preconceived notions of Bieber himself.

## Both adorable and lovable, this Shakespeare twist is a hit

BY Katie Fishbin and Lily Weisberg

Staff Writers

William Shakespeare's tragic romance gets a garden gnome twist in this fun movie, the newest from Disney. *Gnomeo and Juliet* is the beloved story that we all know twisted with humor and playful-

ness. Most people will not regret seeing this charming 3D-animated film.

The story takes place in modern day London on Verona Drive at a combined two-person house, similar to the classic *Romeo and Juliet* story. The Woman and the Man who live in this house detest each other and have extreme opposites in taste, especially in color. Ms. Montague and Mr.

Capulet, named as they were in Shakespeare's original, both have a collection of gnomes decorating their communal backyard. The Montagues have their house in only blue, inside and out, while the Capulet household is embellished in all red.

The story begins with the daily lives of the gnome families, who come alive. Gnomeo and his best friend Benvolio are constantly battling with the rude and obnoxious Tybalt from the Capulet side.

The concept of using garden gnomes was adorable and made the movie likable and lighthearted. This family film that takes a classic and brings it down to a level suitable for very young children.

While the two sides are occupied with their games, Tybalt's cousin, Juliet, is living out her boring life with her nanny, a jolly frog, in the depths of the Capulet side of the lawn. Her father constantly tells her that she is naïve and must stay in their

small backyard for the rest of her life. Juliet, however, sees a magnificent looking flower in the Montague backyard. As Juliet is inches away from it, she finds someone else who is on his own adventure. It is Gnomeo.

When they see each other, they lock eyes and know it is love at first sight. This scene is over-the-top cheesy, perfect for the plot and mood of the movie.

Throughout the film, the two lovebirds spend any amount of time they can with each other. They meet a few new friends, such as the flamingo, while they are trying to find places to hide. The side characters were, in fact, even more lovable than the main ones. They were a quirky, well-cast addition.

Listening to Elton John's famous hit "Saturday" played in the big battle scene between Gnomeo and Tybalt was also enjoyable. The soundtrack for the film was fantastic and really set the mood for the scenes.

Since the movie is aimed towards children, the ending is not as dreadful as the actual *Romeo and Juliet*. Generally, *Gnomeo and Juliet* is a great family comedy.

All ages can enjoy this light-hearted film based on the well-known play by Shakespeare. Although it is "G" rated, the older audience laughed out loud as well. It is definitely worth seeing if you are in the mood for an amusing animated film.



allmoviephoto.com

**Gnomeo (James McAvoy) and Juliet (Emily Blunt) meet some unconventional friends, such as Featherstone the flamingo (Jim Cummings), as they sneak around and try to make their relationship work.**



# Skins epitomizes MTV’s stereotype with a trashy show

BY **Bethia Kwak**  
*Assistant A&E Editor*

Traveling all the way from Britain, *Skins* has stormed its way through the United States mass media. Originally, the show was started in Britain but due to its massive popularity, producers have remade it for the United States.

*Skins* focuses on a group of teenagers in New York City, translated from a similar group in Bristol of the original. Producers specifically did not want the show to focus around petty things such as romance flings and getting cut from the cheerleading team. The show is not meant to paint us a picture of happy, innocent teenagers.

Rather, we are met with eating disorders, dangerous drugs, sex, and parties. And that is what entices many teenagers to watch the show. It is relatable.

Even the actors are around our age. We are not watching adults way in their twenties play teenagers. In fact, the oldest actor in the group is about 17.

Many of the writers of the show frequently consult with real teens of about the same age, so the script is more realistic.

However, many critics have bashed the show, calling it “trashy” and “worthless.” They believe *Skins* stresses the wrong morals.

The show could potentially be sued for child pornography after showing the rear end of one of the teenage actors. But the critics fail to see the true message of the show. The characters in the show do usually end up facing consequences for their actions.

It should be brought to attention that the show is rated TV-MA. This means that the material might not be suitable for viewers under 17 and that the viewers have been warned.

Fans of both the original and the new show agree on one thing though: the original was much better.

“I initially started watching the American version, but one of my friends introduced me to the British one. The show in Britain is more entertaining and



www.mtv.com

**Skins is characterized by massive parties and teenagers letting loose. While many people find this controversial, it only paints the audience a picture of what really happens in our society.**

is able to convey its message more clearly. The American version is good, but it is a poorer copy of the British *Skins*,” said junior Melissa Naschek.

In Europe, the media restrictions are much more relaxed. Because of this, the original *Skins* has more profane language and even more nudity. Yet this is hardly a big deal there as it is only meant to enhance the show.

Viewers and critics need to realize that here in the United States, we are much more conservative when it comes to the rules of what we are allowed and what we are not allowed to see. It is time to recognize that the world is not as reserved as it often is in the media.

Many argue that more profanity would encourage the impressionable to act illicitly, but the truth of the matter is that would not happen. Teens will not

be directly or drastically influenced by one show, especially since the show often pictures the negative consequences of bad decision making.

“People are making too big of a deal out of *Skins*. Because we are not used to

watching raw and crude scenarios, our first reaction is to dislike the show. But in reality, there is a lot of be learned out of the show and it does provide a good dose of entertainment,” said Naschek.

## Motörhead stays strong with 20th album

BY **Kyle Manzione**  
*Assistant A&E Editor*

Three years after their well-received album *Motörizer*, heavy metal and hard rock pioneers Motörhead return with an album reminiscent of the band’s past years. Motörhead is most famous for its 1980 album *Ace of Spades* that reached gold status only a year later and produced a titular track that, even today, is one of the most recognizable songs in hard rock.

Its 2010 album, *The World is Yours*, contains many tracks that remind listeners of its early-eighties heyday, an album that both musicians (including the likes of Megadeth bassist David Ellefson as well as heavy metal legend Ozzy Osbourne) and fans alike have recognized as substantial evidence that after a career spanning nearly five decades, Motörhead remains relevant and influential in the present day hard rock scene.

The album itself follows a recipe consistent with most of Motörhead’s music over the years. The band’s incredible twentieth studio album follows a similar

formula as the classics it produced in years past. The opening track, “Born to Lose,” has an almost “Ace of Spades”-esque riff and features the same gritty, fast feel that fans of the band have learned to expect. The album’s sound is certainly not a surprise as Motörhead has not made a career of reinventing itself. The familiarity, however, has definitely made fans faithful to the band and given them the promise of a consistent delivery when it comes to the band’s music.

This consistency is the case with heavy riffs like in “Waiting for the Snake,” or the typical hard and fast sound of “Devil’s in My Hand,” as well as “Get Back in Line.”

Top to bottom, the album’s ten tracks are well-received for similar reasons that much of the band’s music has been for many years: consistency, familiarity, and relentlessness.

A criticism of the album by some fans is in the aforementioned fact that Motörhead’s music is predictable and does not offer much of anything new for listeners. However after 20 albums and such a long career, this criticism seems a bit silly.

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# All the way from Britain, *Shameless* does not disappoint

by **Brett Fishbin**  
*Sports Editor*

With several hit shows such as *Dexter*, *Weeds*, and *Californication*, Showtime expanded its array of dramas with a new series called *Shameless*. Based on the popular British show, the series revolves around Frank Gallagher (William H. Macy), a single father of six children. Due to his alcoholism, the six children are left to fend for themselves in almost every possible way.

Although the new series has extremely large shoes to fill, the executive producer and creator of the original series has stated that the American version is much darker, focusing more attention on poverty and the struggles of a family on the brink of collapse.

Among the array of colorful children, Fiona and Ian Gallagher stand out. Fiona portrayed by Emmy Rossum, serves as the matriarch of the family and does everything she possibly can to help the family stay on its feet, from working odd

jobs or giving people false urine samples in exchange for food.

Ian, in a quiet and understated performance by Cameron Monaghan, is a tough and resilient high schooler. In the pilot it is revealed that although he is a closeted homosexual, Ian is still in the local ROTC program, an interesting play on the recent battles about the now-extinct “don’t ask, don’t tell” policy.

Although some of the character’s conflicts have already been explored, his internalized issues will surely come to a head soon.

The first five episodes of the new show have received great praise from fans and critics alike, who have noted the show’s dark humor and subtle nuances of family life.

Perhaps the most interesting character of the series is Frank. Although it seems like it would be a difficult task to root for a bitter drunk, Macy does a fantastic job forcing the viewer to root for him. In this anti-hero role, he portrays a man who is drunk, rude, angry, and hostile, yet lovable at the same time. In a turn away



www.thevoiceoftv.com

**Frank Gallagher (William H. Macy) is a poor irresponsible father of six children, whom he abandons and leaves to raise themselves.**

from more pleasant characters, Macy’s performance as Frank is at once dark and comedic.

While he clearly loves his family and can be endearing at times, Frank’s alcoholism and irresponsibility make it hard to see the character in a wholly positive light, which is a reflection of the feelings the children have for their father.

In a recent episode called “Three Boys,” Frank struggles with the notion that he is in need of a testicular biopsy after a doctor discovers a “third passenger.” His insecurities take over, and he has difficulty accepting the fact that he may be ill. This

episode achieved a perfect combination of comedy and drama and centered around the family’s neighbors, serving as a break from the problems that the family goes through daily.

While *Shameless* has certainly gotten off to a solid start, hopefully its success will continue. However, so far, it seems that Showtime has seen far more success moving a British show to America than MTV’s blundered *Skins* has experienced. With a great set of characters, astoundingly odd plots, and heart warming morals, the *Shameless* creators have chosen a fantastic mold to follow.

## Grammy performances surprise viewers

by **Morgan Quigley**  
*A&E Editor*

After last year’s mediocre performances, viewers of the 53rd Annual Grammy Awards did not know what to expect from the show.

As always, the Grammys tend to be more about the performances than the actual awards.

This is a good thing because seeing people come up and win awards and make long speeches can get redundant. It is the elaborate performances that really make the Grammys a spectacle to watch and this year was no exception.

Lady Gaga set a high standard early as she was carried on to the stage in an egg and performed “Born this Way.” Muse performed “Uprising,” which featured many revolutionaries “dancing” in the streets. This may have had something to do with the recent riots that took place in Egypt.

Other big-name performances included Justin Bieber and Usher, and Bob Dylan still rocking out at the ripe old age of 69. However “Maggie’s Farm,” one of the most revolutionary songs in rock history coming on right before Katy Perry’s “Teenage Dream” was quite a weird pairing. Mick Jagger of The Rolling Stones put on a great performance, he too in his late sixties, proving that old people can still be cool, sort of.

The tribute to Aretha Franklin was a very touching moment as women, such as Christina Aguilera, Jennifer Hudson, and Martina McBride, took the stage.

One of the best performances of the night came from the Eminem, Dr. Dre, Rihanna, and Skylar Grey mash-up of “Love the Way You Lie” and “I need a

Doctor.”

Two of the greatest rappers of today with two incredible female vocalists put on a spectacular show that viewers were lucky to see.

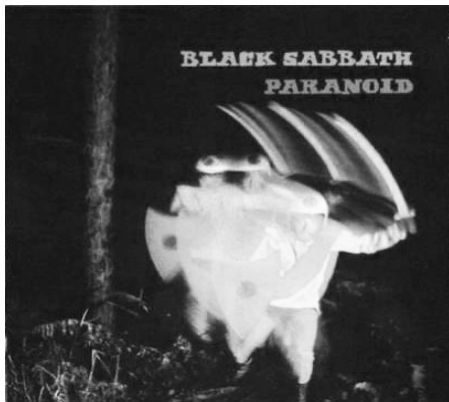
The best performance of the night, however, was a song otherwise known as “Forget You,” by Cee Lo Green and Gwyneth Paltrow. Cee Lo’s feather outfit with the puppets in the background provided a great scene for one of the best songs of 2010 and a song that truly represented the year as a whole.

Despite the excellent performances, the show was still an awards show. A night that was supposed to belong to Eminem turned out to be full of surprises. Controversially, Lady Antebellum’s “Need You Now” took home Record of the Year and Song of the Year, beating out Eminem in both categories. Esperanza Spalding (I still do not know who this is) won Best New Artist. She out competed the likes of Justin Bieber and Drake. Eminem did win awards for Best Solo Rap Performance with “Not Afraid,” and Best Rap Album, *Recovery*.

It was a pleasant surprise to see *The Suburbs* by Arcade Fire win Album of the Year. It was very deserving, but quite unexpected.

Though some of the awards given out may have been highly debatable, the show itself was one of the best that the Grammys has put on. There was no drama—just a lot of great and diverse performances and music.

The night had a little of everything; great music, a joke about Miley Cyrus, courtesy of Seth Rogan, outstanding performances, and an overall great, respectable atmosphere. It was a must watch for any music fan, regardless of taste.



by **Kyle Manzione**  
*Assistant A&E Editor*

After the release of its debut album, it seemed that Black Sabbath had set the grounds for heavy metal. The music pioneers released their sophomore album *Paranoid*, which is often regarded as the greatest heavy metal album of all time, in 1970. It pushed the boundaries of the sound and influenced an unimaginable amount of rock and heavy metal bands for decades to come.

The now 40-year-old album is certainly best known for featuring the track “Iron Man,” the song about the villainous social outcast seeking revenge. It features definitely one of the most famous and recognizable guitar riffs in history (perhaps only second to Deep Purple’s “Smoke On The Water”).

Despite the fact that “Iron Man” may be the only song the vast majority of people know from the album, *Paranoid* is nothing short of a masterpiece. The album begins with the eight minute track “War Pigs/Luke’s Wall.”

Black Sabbath’s addition to the mass anti-war sentiment in music in the 60s and 70s, “War Pigs/Luke’s Wall” is an anti-war song with a great deal of political commentary, criticizing politicians and government officials of the time for their warmongering tendencies and the utter atrocity that is war itself.

The theme of war and world turmoil is consistent throughout several songs on the album, including “Electrical Funeral,” which details the disasters of nuclear warfare, as well as “Hand of Doom,” an anti-heroin song with a haunting melody that was inspired by Vietnam veterans

succumbing to drug addictions upon returning from war. These songs contain something that seems to be lacking in much of rock today—a message in their lyrics, which serves as both a criticism and a warning to people of various destructive habits.

Proving that the band has an array of talent, the track “Rat Salad” allowed for drummer Bill Ward to step into the spotlight for a moment with a minute-long drum solo, proving that thunderous drumming is just as important as catchy guitar riffs. “Planet Caravan,” stands out for its slow and mellow atmosphere, and its eerie sound is one that is certain to stick with you.

The last track on the album “Fairies Wear Boots,” is rumored to have been inspired by a dangerous run in with a group of skinheads that nearly ended up in disaster for the band.

The skinheads were referred to in the song as “fairies,” which was intended in a derogatory manner. The song is speculated as recalling incident.

The title track on the album, “Paranoid,” certainly has the most memorable and catchy guitar riff after “Iron Man.” Lacking in time in the studio, the band quickly came up with the song as well as lyrics.

After playing the guitar lick from “Paranoid,” the entire writing and recording of the song is said, by members of the band, to have taken only about 20 minutes.

After changing the album name to *Paranoid*, the band had, in less than a week, recorded one of the most influential albums in music history. Any present day hard rock or heavy metal band owes its career at least partially to this groundbreaking album that helped to shape the landscape and bring about many new trends in music.

The musical veterans have since disbanded, yet lead singer Ozzy Osbourne is consistently known to perform songs from the album in live shows with his solo band. Despite the fact that the band members’ best days are behind them, with a possible reunion on the horizon, fans will always hope to hear any of these eight tracks as long as they are able to get on stage.



# Super Bowl gives students reason to celebrate

BY **Jacob Eisensberg**  
*Staff Writer*

The culmination of the NFL football season, the Super Bowl, is a sporting event said to be watched by about 85 percent of the entire nation. However, some viewers couldn't guess at the names of the quarterbacks of the two competing teams (Aaron Rodgers for the Green Bay Packers and Ben Roethlisberger for the Pittsburgh Steelers). Between the commercials, half-time performances, and of course, the parties, the Super Bowl has been transformed into a media extravaganza that can overshadow the actual purpose of the event.

In addition to holidays, birthdays, and Saturday nights, the Super Bowl has become a reason to party. Watching the game at a friend's house has become a regular occurrence on Super Bowl Sunday.

"I've been going to my friends house for the past couple years," said sophomore Jon Bellon. "It's nice to have something to do during the Super Bowl, even when the Jets aren't in it."

Some Super Bowl parties might not even include watching the game. "I like going to Super Bowl parties for the people and the food, but I'm really not that interested in football," said junior Sarah Matero.

If you asked anyone what they looked most forward to about the Super Bowl, besides the football, their answer would be the commercials. The advertising agencies pull out all the stops to make the best, funniest, and most memorable commercials. Each commercial this year cost a whopping \$3 million per 30-second slot. Fox, the provider for this year's

championship, even has a website just to re-watch the commercials shown during the game.

"I watch the Super Bowl solely for the commercials," said senior Will Levine.

Along with all of the commercials come sponsors. Companies sponsor the kickoff, the game, the halftime show, the presentation of the trophy, the MVP award, and so on.

This year's halftime performance was one of the most anticipated shows. It was performed by the Black Eyed Peas, the first twenty-first century group to appear during halftime since the Janet Jackson fiasco in 2004.

"I watch the Super Bowl specifically for the halftime show," said sophomore Laura DeBruin.

The Black Eyed Peas opened with a mash-up of "I Gotta Feeling" and "Boom Boom Pow." They also sang some of their

earlier hit songs from the past decade such as "Lets Get It Started" and "Pump It." In addition, short performances by rap artist Usher and former Guns 'n' Roses guitarist Slash highlighted halftime.

Even though many watch the Super Bowl only for the halftime show, there is no guarantee that it's going to please.

"The lighting effects and the people dancing on the ground for the Black Eyed Peas performance were really cool," said junior Meghan Ferris. "But it turned out to be far worse than I expected, primarily because of electrical problems."

Admittedly, a large percentage of America still watches the Super Bowl for football. However, the excessive media control, advertisements, and other venues with which the Super Bowl attempts to garner more viewers may serve as a threat to its original purpose: watching great football.



Elana Galassi

# Captain's Corner: Harry Weinstein, Varsity Wrestler

BY **Dan Miller**  
*Assistant Features Editor*

**Dan Miller:** Harry, long time since first semester gym class, how've you been lately?

**Harry Weinstein:** Good, good.

**DM:** How did you get started in wrestling?

**HW:** I was first introduced to the sport when I was in second grade; my brother wrestled for the high school team. I joined the PYA wrestling program when I entered third grade.

**DM:** What was it like to watch your brother wrestle?

**HW:** It was cool especially since the team was really good back then. It was cool to know that my brother was the leader of them all.

**DM:** I'm not sure the rest of the school understands how grueling practice is. Can you walk me through a typical afternoon?

**HW:** First we warm up and stretch. We then drill certain moves very hard for an hour, after which we go over some technique for 30 minutes. For the last hour of practice, we wrestle full matches against each other followed by conditioning, which usually ends with the team running a lot of sprints. Wrestling is the most in-

tense sport in the school.

**DM:** What does a wrestler have to do in order to make weight?

**HW:** A wrestler needs to keep a strict diet. He has to eat a lot of carbohydrates and proteins and drink a lot water. The key to making weight is to try to lose a certain amount a few days before the match instead of trying to lose it all the night before.

**DM:** What foods did you have to cut out of your diet to slim down?

**HW:** Almost everything sugary and fatty — definitely no junk food. You can't eat or drink too much of anything, really.

**DM:** I went to watch you compete, and after you had won, you looked scary — your intensity was through the roof. What gets you so into the zone?

**HW:** Sometimes I listen to music, other times I think of all of the people who are watching me and how they deserve to see me wrestle my best. This is the last sport I will ever do, so I might as well give it my all.

**DM:** Does this mean you're not going into professional European handball? Del Gais will be crushed.

**HW:** Unfortunately, I'm not. There's always underwater basket weaving, though.

**DM:** Why didn't we see the 'fro make

an appearance in your final season as a Viking?

**HW:** There was no 'fro because if it did make an appearance, it would just have to be under a skull cap. That's no way to treat the 'fro.

**DM:** As a former member of the 'fro club myself, I can agree that under no circumstances should the curls be capped. Might there be a chance yours returns for the Gambol?

**HW:** As much as I want the 'fro back and as much as everybody else needs it, I think my girlfriend would kill me.

**DM:** Thanks again for the interview and have a breezy second semester.

**HW:** Not a problem, and thanks, you too.



Jen Cangemi

# Winter Track Update

BY **Aaron Brezel**  
*Staff Writer*

Winter track is a sport that requires steadfast commitment and fortitude from its athletes. These athletes must endure harsh conditions from both the weather and the indoor environment in which they often practice. This season has proven especially grueling. However, despite setbacks, both the varsity girls and boys track teams have jumped these hurdles and continued their course to a successful season.

The boys track team has had a lucrative campaign. Every single event the team entered in has produced medals. Several runners have even ranked in the Conference Championships. These athletes are senior Dean Goodspeed, who placed sixth in the 300m event with a time of 39.5 seconds as well as in the long jump event with a distance of 19 feet 2.25 inches; juniors Michael Au, who placed fifth in the 55m event with a time of 6.9 seconds; Paolo Bertolotti, who placed third in the 600m event with a time of 1:29.80 minutes; Taylor Titcomb, who placed third in the 3200m event with a time of 10:02.50 minutes; and sophomore Sid Kakkar, who placed fourth in the 1000m event with a time of 2:43:40 minutes. At the 4x800m relay event, with freshman Leo Potters and sophomores Kakkar, Jackson Lathrop, and Nick Sapountiz, the Vikings also placed second in the Conference Championship.

The team's success can be attributed to its commitment. Weather permitting, athletes practice outside in frigid temperatures when most students are bundled in scarves and hats.

However, because of recent weather complications, the team has had to practice indoors. The hallways of Schreiber, which have become the team's practice grounds, have caused injuries to many of the team's members. It seems that even setbacks have not slowed down the team's momentum.

"Despite injures and atrocities in the weather, every single athlete was able to improve his times by the end of the season," said Head Coach Mr. Patrick Faraday.

The girls track team has experienced similar success. During the Conference Championships, sophomore Laura Brooks placed second in the 55m event with a time of 7.60 minutes. In the 55m high hurdle event, junior Kathleen Devine placed fourth with a time of 10.10 seconds in the 300m event; freshman Joelle Feinberg placed second in the 600m event with a time of 1:44.80 minutes; sophomore Ashley Pollack placed fifth in the 1000m with a time of 3:26.30 minutes; sophomore Rebecca Hertz placed first in the 1500m walk event; and sophomore Allegra Maldonado placed fifth in the 3000m. Many of the relay events also met success.

"We are a young team with a lot of talent," said Coach Mr. Bruce MacDonald. "The season has shown that the team has a lot of talent and a lot of progress."

In fact, two eighth graders, Neve Devine and Laura Russo, have already made an impact on the team.

Another new addition to the team who has had immediate impact has been Coach Mr. Jeremiah Pope.

"Coach Pope taught us all his special techniques for warm-ups and how to improve our racing," said sophomore Nicole Ziv.





# Athletes



# f the



# Month



## Josh Feshbach

BY David Katz

Staff Writer

Although there have been few high points in the Vikings boys basketball season thus far, the team is showing a great deal of promise for the future. Their roster is filled with young talent and none of these players are more promising than point guard junior Josh Feshbach.

Feshbach transferred from Friends Academy this past year and has already established himself as a predominant part of the Vikings basketball program. Despite the team's record, Feshbach began the season solidly; in his first five games he averaged almost 10 points per game in addition to directing the Vikings offense.

However, Feshbach's strong start was halted abruptly by an ankle injury that he suffered in the Vikings sixth game against Herricks.

His injury left a void in the team that was evident in their next two games. In their first game without Feshbach, on Dec. 23, the Vikings fell to Massapequa 68-39 and by the time the fourth quarter rolled around the team was trailing by 21 points.

The Vikings' predicament, however, could have been much worse. Feshbach was injured right before December break, and this extra time proved to be vital to his comeback. He missed 20 days of play but only one game during that span.

"I really think we caught a break," Feshbach said. "This is the type of injury you can't play around with and the additional time off really helped my recovery."

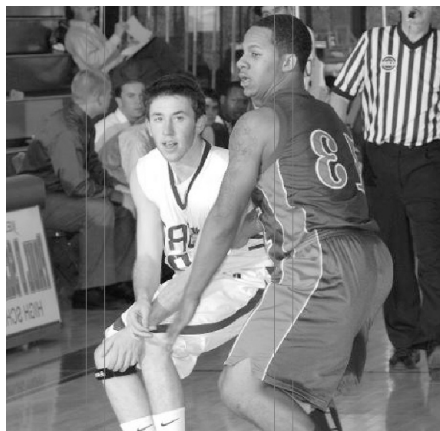
Perhaps the person who benefitted the most from this break was Head Coach Mr. Sean Dooley who was able to ease Feshbach back into the lineup without haste, which could have resulted in further injury to Feshbach and could have possibly ended his season.

Feshbach's return revitalized the Vikings. He scored 11 points in his first game back against East Meadow on Jan. 10, and the Vikings were down by just one at the beginning of the fourth quarter. Yet Feshbach's return was not enough to propel the Vikings to their first win as they were outscored 15-5 in the final quarter of play.

In his second game back, Feshbach led the Vikings into overtime against Hicksville with a game-high 16 points, closing out the fourth quarter comeback with an 11-2 run. Although they eventually lost the game, the Vikings put up a strong fight and this was a signal of good things to come.

Just a week later, on Jan. 18, the Vikings were able to secure their first win of the season against Plainview JFK. Feshbach dominated the game, scoring 11 points and dealing out 7 assists, but his biggest impact was on defense. Feshbach grabbed a game-high 8 rebounds, which helped the Vikings maintain control.

"This was a big moment in our season," said Feshbach. "I think we're finally starting to grow as a team."



Port Light

**Junior Josh Feshbach is one of the main bright spots for the basketball team this season.**

## Laura Brooks

BY Will Zhou

Sports Editor

A bang. Eight seconds. The finish line. That is what most races are like for girls winter track captain sophomore Laura Brooks. Having run track since seventh grade, Brooks has used her four years on the track team to become an All-Conference runner this year. The co-captain mainly runs three individual events, the 55m, 100m, and 200m. She also participates in the 4x1, 4x2, and 4x4 relays.

"I'm always really nervous before a race," said Brooks. "But after the race, I feel great. It's like what they call that runner's high. But, when I'm running, I don't really think of anything. I'm just in the moment and finishing the event."

Brooks has made it to Counties every season that she has participated in track. Her performance is especially notable simply because of the sport she competes in.

"No one becomes a track star in one season," said Head Coach Ms. Virginia McMahon. "It takes hard work, and Laura is starting to put all the pieces of the puzzle together."

"Brooks works tremendously hard," said Coach Mr. Jeremiah Pope. "She dedicated herself during off-season and went to the gym to run and train in the fall, when they don't have track."

However, Brooks also acknowledges that the coaches were essential for her success.

"All of my coaches have helped me become a great runner," said Brooks. "They push all of us to run our best and get the most out of our practices."

This kind of perseverance is what's necessary for success for runners; however, winter season makes becoming a great runner especially difficult.

"The hardest season is winter because we're in the hallways," said Brooks. "Last year we were outside all the time, but it was always below freezing. Whether you have to run indoors on a bad surface or outdoors with as much clothing as you can pile on yourself, it's not as good as practice in the spring."

Because the winter track team is smaller than that in the spring, the team has become extraordinarily tight-knit.

"Everyone is just really close," said Brooks. "We're getting home at 11:30 or 12 a.m. from meets, so we're just with each other so much. Even though it's individual events everyone knows and supports each other."

Brooks placed fifth in the 55m event at the County Championships on Feb 8. The team is now preparing for the State Championships.



Elana Galassi

**Sophomore track star Laura Brooks practices her long distant running in preparation for the next meet.**

## With a season of learning complete, the Vikings hope to contend next season

BY Dan Miranda

Staff Writer

It's been a season to forget for the girls basketball team, which has won less than one-third of its conference games this season, finishing with a losing record at 2-8 in conference, 5-10 overall. The drop-off from last season is likely a result of the departure of a talented senior class that graduated last June.

As the winter winds down, the girls have a subpar record to show for their efforts this year. Their finish in the standings will be near the bottom of Conference AA-II, but they made the journey with no seniors and an abundance of underclassmen.

"The season was a little rough for us, but it was a growing year," said junior Emily Rosenthal. "We are very young and have a lot to learn about each other. It should be fun going on to next year with everyone on the team. Nobody is graduating."

Rosenthal has been an integral part of the team this season. Her scoring is up there with the most skilled on the team. She has also competed in summer pro-

grams to hone her skills.

It is odd for any program to have its full leadership come from juniors but, somehow, the Vikings this season have done it. With no seniors, the Vikings have had to trust each other.

This year, more than others, Coach Mr. Dennis Trottier has preached the concept of family.

"We always get along off the court but the challenge this season was putting it together on the floor," said junior Ariana Spagna. "Being a family is always our motto so hopefully we can continue that through the next season."

Inexperience has, at times, made its mark as well. While juniors Hayley Kerr and Rosenthal (both three-sport athletes) lead the team as upperclassmen, the squad is filled with holes.

In the Vikings' two conference wins, Kerr and Rosenthal proved their leadership. The team's eight-point victory over Hicksville, 48-40, was headed by Kerr, who made six shots and four free throws for a total of 16 points and two rebounds.

In the other Vikings win, the girls defeated Plainview JFK 37-30. Rosenthal was the big contributor for the Vikings,

scoring 13 of her 16 points in the fourth quarter to lead them to victory. She also had eight steals and two rebounds.

Kerr, a captain, has been a staple of the Vikings in the past and will be in the future. If Port Washington plans on continuing success in 2012, Kerr will be an essential element.

The team has not been a real threat in the league because finding a true scorer has left a question mark. With alumna '10 Emma Horowitz in college, the Vikings have had trouble recouping in more ways than one.

Her rebounding, leadership, and, most importantly, point scoring, was the reason she was named one of the top 50 players to watch in Nassau County last season.

There is no denying, however, that there is legitimate talent on the team this season. Freshman point guard Christina Leonard has already had two years of varsity experience. Sophomore Ali Seltzer was on the team last year as well.

Almost half of the Vikings' roster is taken up by freshmen, from Nicole Alechman to Megan Murphy.

Next season looks to be a valuable year for Coach Trottier and his group to devel-

op, whether it is on AAU teams or summer camps, before next season.



Elana Galassi

**Emily Rosenthal, one of Port's leading scorers, works on her free throws.**



# Calling the Shots: The importance of loyalty in pro sports

by **Katya Barrett**  
Features Editor

Look at Green Bay quarterback Aaron Rodgers, who has played three seasons as a second stringer before finally getting the chance to start. Look at Ryan Giggs, who holds the Manchester United club records for most competitive appearances and most team trophies. Look at Mariano Rivera, who has accumulated the second-most saves in Major League Baseball history during his time playing for the Yankees.

While these athletes excel in different sports, there is a common trait that they all share: loyalty.

If Giggs had not stuck with United through its poor run of form in the 1997-98 season, he probably wouldn't be English football's most decorated player. If Rivera had thought that his coaches were

**"As a general rule, it appears that those who stick with their teams through good times and bad come out as the victors in the end. Unfortunately, disloyalty is also a common theme throughout the sporting world."**

wrong to convert him to a closer, he probably wouldn't hold the MLB record for postseason saves.

And if Rodgers had not waited patiently for Brett Favre to leave, well, he probably wouldn't have won that Super Bowl XLV ring.

These players personify the principle of working hard when doing well, and working even harder when you're not. Throughout their careers, instead of running away, these players have helped their teams through the rough patches. Loyalty in sports is defined by players like Rodgers and Giggs and Rivera, players who work their hardest every day, not just for themselves, but for their teams and their fans.

The rewards of loyalty seem clear. As a general rule, it appears that those who stick with their teams through good times and bad come out as the victors in the end.

Unfortunately, disloyalty is also a common theme throughout the sporting world. Too often, it seems, players desert the teams, teammates, and fans who have come to depend on them.

This summer, LeBron James went from being a member of the Cleveland Cavaliers, to being a free-agent, to being a member of the Miami Heat. He rationalized his decision by citing reasons such as not wanting to carry the offense by himself and gaining the chance to win championships.

He, however, forgot something that should have factored into his decision: loyalty. He didn't seem to care, or maybe even think, about how his move would hurt his once-beloved Cavs.

Instead of playing out his career in Cleveland, where he was seen as a king, he deserted and became a villain. Although he may become an acclaimed champion this season, he has passed up the opportunity to be a beloved savior.



www.liverpoolfc.tv

**The British club Liverpool celebrating a big win against one of its rivals, Chelsea. Its loyalty and teamwork is one of its most virtuous assets.**

nity to be a beloved savior.

A very similar situation occurred in the English Premier League just this past month. The fans of the Liverpool Football Club were shocked, and then infuriated, when Fernando Torres announced his desire to move to Chelsea, a desire that directly contradicted his professions of love and loyalty to Liverpool at the beginning of January. His decision to move, he said, was not about money or loyalty, it was about the need to win trophies and the need to win them now.

Of course, for the Liverpool fans, and even the Liverpool players, it was not nearly that impersonal. With his move, Torres essentially said that Liverpool wasn't good enough, at least not right now.

In a twist of fate, Torres faced Liverpool in his Chelsea debut on Feb. 6. And during a game in which he only had two shots on goal in over 60 minutes, the team

Torres didn't think was good enough won 1-0.

As the Liverpool players and manager made clear after the match, the win wasn't about Torres. It wasn't about him leaving, and it wasn't even about proving him wrong. It was about showing that loyalty, in the end, wins.

There was just one Torres on the field. There were 11 Liverpool players who were proud to wear their team's shirts in the bad times as well as the good.

They, like Torres, acknowledged that Liverpool was not performing as well as it should be. But instead of jumping ship, they played their hearts out. The game wasn't just a loss for Torres, it was a win for loyalty.

And as for Torres' belief that he could win a trophy with Chelsea this season? Liverpool, and loyalty, may have just shown him he was wrong.



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# VIKING SPORTS

## Hockey team breaks through the ice and lands in States *Unofficial junior varsity team dedicated to making a strong run in the tourney*

BY Drew Friedmn

Sports Editor

When the brand new Schreiber junior varsity hockey squad makes its move for the state title March 4-6 in Ithaca, New York, it will have a good idea of the level of competition that it will face. This is because the Vikings team has already played against and beaten local powerhouse Great Neck, which is ranked first on Long Island, with the Vikings in close second. Great Neck will be at Ithaca as well.

In the Vikings' first game against Great Neck this year, there was a sense of excitement on the ice. The underdog Vikings skated hard and made use of their depth to stay in a tense, closely fought game, relying on two of the three team captains, juniors Nick Catrone and Tarou Duffy, to lead their scoring attack while junior goalie Jake Ades limited the damage on the defensive end of the rink, stopping a key penalty shot, among many others.

Still, the Port team found itself down a goal with 30 seconds remaining.

That is when Duffy slipped through the Great Neck defense and put his second shot of the game past the opposing goaltender, sending the Port Washington fans into cheers. The result was a 5-5 score, which was how the contest ended. The Vikings had established themselves as a squad to be reckoned with on Long Island.

The Port squad didn't wait long to prove its first result against Great Neck was no fluke. In what was undoubtedly their most important game of the season, the Vikings faced off again against Great Neck and went on a scoring frenzy with key goals coming from Catrone and soph-



Jared Alper

**Junior Jared Alper (right) faces off against a Great Neck forward. Alper has been part of the Vikings dominant offensive front this season, which has carried the team all the way to States with a 12-3-1 record.**

omore Jacob Lublin. A succesful penalty shot by Duffy added to the team's success.

Great Neck refused to go away, pounding the Vikings goal with shot after shot, but in the end the Vikings came on top 8-5 against the team. With another signature win under their belts, the team members had proved to the league and to themselves that they could not only play with anyone but also beat them.

"Beating Great Neck was a huge accomplishment," said sophomore Derek Caruso, one of three team captains.

Despite having upperclassmen on the team, the Vikings were put into the JV division because the majority of their players were underclassmen. Having put together a record of 12-3-1 with two games to go, they stand right behind Great Neck's 12-3-2 record in the standings, which is well ahead of Jericho, Sewanhaka,

and Massapequa.

"At the beginning of the season the record meant nothing," said Ades. "If we ended up with a good record we would have been happy but a bad one wouldn't have left us dissatisfied."

Ades, who has had an outstanding season as starting goaltender, logged six wins to only two losses even though it is only his first year playing the position.

The key to the team's record has been its relentless offense, which hasn't let up all season. Leading all JV teams in goals with 129, the Vikings have their opponents thinking defensively every game.

"A lot of new guys have stepped up and played a huge role to lead us to success," said Ades.

**"This team never gives up and that is what is most important about this season," said junior Jake Ades. "We have our wonderful Coach Linda Caruso to thank for that."**

"Every team we face comes out with a defensive-minded strategy to try to stop our offense," said Duffy.

However, no team has managed to completely stop the offense. The Vikings offense has consistently proven to be

strong.

Caruso, the team leader in goals with 25, assists with 16, and points with 41, has emerged as one of the league's top four offensive players.

Opponents often can't concentrate on stopping him because his fellow captains are big-time scoring threats as well. Duffy has 19 goals, 14 assists, and 33 points, while Catrone has 17 goals, 12 assists, and 29 points. Freshman Elliot Blat, the team's fourth-leading scorer with 16 goals, is tied for the tenth spot in the league in that category.

"This team never gives up and that is what is most important about this season," said Ades. "We have our wonderful Coach Linda Caruso to thank for that."

Coach Caruso and Derek Caruso's brother Owen are the coaches of the hockey team. Because the team is unofficial, the school provides it neither funding nor a coach. Even though this is their first year coaching, the records show their success as coaches.

With a great team ethic and a willingness to work hard on the ice, the Vikings have been able to reach unprecedented heights.

"This team was put together in order to give a wider variety of players from different levels a chance to compete as a team," said Catrone.

In other words, it was not assembled with the idea of bringing home a state championship. And yet, if the puck tumbles the Vikings' way in Ithaca this March, a state championship is exactly what they may wind up with.



Jared Alper

**Tarou Duffy (left) has an open view of the goal as opposing team member from Great Neck tries to block from behind.**





# Athletes



# f the



# Month



## Jason Hubsher

BY **Drew Friedman**

*Sports Editor*

Senior Jason Hubsher has learned that when you're a tennis champion, you have to face two opponents every time you set foot on the court. One is the guy behind the other baseline. The other is yourself.

"At the end of the day, I am the only person who can control how I play," said Hubsher. "If I don't feel like playing one day, I know that I'm going to lose before I step on the court. If I want to win, then I usually do."

Hubsher, ranked number one on Long Island in boys tennis, has every reason to be confident. He has been playing from the time he was two years old. At the age of eight, he began competing in tournaments. In ninth grade, he began playing for the boys varsity team. By the time he turned 15, he was the top player on Long Island.

Since then, Hubsher has garnered All-Conference honors twice and All-Division once. Now captain of the Vikings boys tennis team, he has earned a top 25 ranking in the East and a number 290 ranking in the nation.

Hubsher's work ethic is what keeps him in the first tier of this hyper-competitive sport. Because he practices every day at Sportime in Roslyn and plays in tournaments around the country, he knows the value of hard work and can always learn something new to improve his game.

"I've gone through at least 20 different coaches in my career and have taken something from each one of them to better my ability," said Hubsher.

He is optimistic about the Vikings' chances of improving on last year's re-

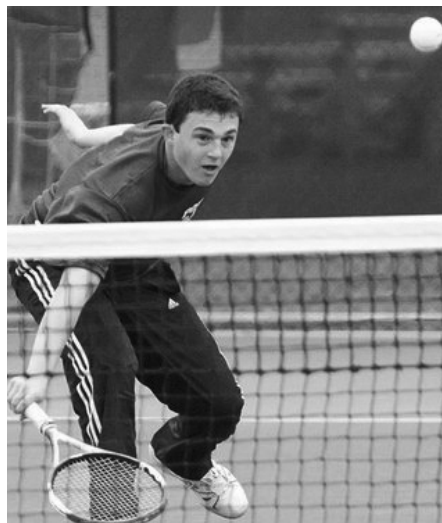
cord.

"Two years ago, we won the division so we moved up into a division that includes the best teams in the county," said Hubsher. "As a result, we had some really tough losses. But we have a lot of spots open this year, so hopefully we get some new talent. With luck, we will get to the playoffs."

Hubsher's role model is professional tennis player Serena Williams.

"She does not let any of the drama surrounding her affect her tennis," said Hubsher. "She pushes through her pain and wins everything."

He plans to keep that approach in mind as he starts playing in professional tournaments as an amateur, with an eye to going pro as soon as he finishes college.



Courtesy of Jason Hubsher

**Senior Jason Hubsher is ranked top 25 in the East, and is considering a pro career after college.**

## Alex Caprariello

BY **Dan Miranda**

*Staff Writer*

Alex Caprariello is only a freshman yet she has already played at the highest level Schreiber has to offer. Caprariello, a pitcher on the girls varsity softball team, has made a notable impact even at her young age.

Last year, she started three games as a varsity athlete in which she gave up less than two hits (including two no-hitters). In short, her list of accomplishments is already long.

That does not, however, stop the righty ace from giving credit where credit is due, most notably to Head Coach Mr. Eric Sutz.

"Coach Sutz is a huge asset to our team," said Caprariello. "He seems to understand when we are frustrated, helps us push through it, and in the end we become better players."

Being an eighth grader on a varsity team is far from easy, and it didn't help that Caprariello had to deal with the influx of seniors that were already on the team.

"At first I was a little shy," said Caprariello. "Being surrounded by so many older girls was intimidating. The seniors took me under their wing and soon enough, we all became family."

Although Caprariello has already done a lot for the softball program, she was a late bloomer in her own sport. She only started playing when she was in fifth grade, while there were countless other girls who had started the sport at a younger age.

"I heard that PYA had a softball program, I wanted to try it out and I

instantly loved it," said Caprariello.

Just on a whim, Caprariello played softball, but now, she remains the centerpiece of the team for years to come. Her leadership is, in the end, what will make or break this team's chances at becoming Conference Champions. That's her hope for this season, at least.

"I hope to win the conference this year and go on to playoffs, and I think if we play as a team, we will reach that goal," said Caprariello.

Caprariello has had many successes in the game of softball, but she sums up her attitude in one line: "I always strive to improve."



Port Washington Patch

**Freshman Alex Caprariello, who started her career on varsity as an eighth grader, is the team's hope for a championship.**

## March Madness excitement courses through Schreiber and the country

BY **Brett Fishbin**

*Sports Editor*

Towards the end of March, two main questions dominate conversations at Schreiber: "What did you get on the SAT's?" and "How is your bracket looking?" The bracket, of course, relates to the tournament that takes place at the end of each college basketball season.

Each year, 68 teams are chosen to participate in the journey, but only 64 eventually make the bracket. At Schreiber, students in all social groups scramble to fill out their brackets. Conversations about the tournament take place throughout the building, making it difficult to go a day without hearing rumblings about the brackets of others.

"Although I love March Madness as much as anyone in the school, it can become extremely distracting when people discuss it during classes," said junior Jacob Shubert.

Filling out a bracket is actually quite easy. You simply decide who you think will win each game.

The hard part is the fact that almost every year, unusual underdogs come away with stunning victories over highly regarded top teams.

This is why no one in history has ever

recorded a perfect bracket. Last year an autistic child perfectly predicted the first two rounds of the tournament and made national headlines, but this is unlikely to happen again.

In a field which included tournament staples such as Duke, Kansas, Ohio State, and Pittsburgh, many fans have had an extremely difficult time making their selection for National Champion. Personally, I have chosen the favorite, Ohio

State, as the winner.

Although only the first two rounds have been completed at this point, there have been many shocking endings to competitive games.

In a back and forth contest between Butler and Old Dominion, Butler senior forward Matt Howard scored a put-back layup with less than a second left to solidify a two point win.

Nearly every year, many games come

down to the wire and many underdogs pull away with the win. In fact, twelfth seed Richmond, and thirteenth seed Morehead State each pulled off impressive victories against superior teams.

But, while many fans were thrilled to see these two teams advance, others were disappointed.

"Morehead State was a classic bracket buster for me because I had Louisville going all the way to the Sweet Sixteen. Now I will be affected in almost every round of the tournament," said Shubert.

Shubert is certainly not alone in his sorrow, as fans and bracket participants across the country were affected by the surprising outcomes.

Overall, the first two rounds of the NCAA tourney proved exactly why so many students are obsessed with college basketball.

Although predicting the outcomes of these games can be almost impossible, there is one thing that is certain: March Madness serves as a unifying factor between students at Schreiber.

"The bracket that I am in has certainly led me interact with people that I generally do not talk to. Comparing our predictions and thoughts on the tournament is a great conversation starter, and has helped me make friends," said junior Jon Weber.



WikiMedia Commons

**Even President Barack Obama fills out a March Madness bracket each year. For the 2011 tournament, he selected Kansas as the National Champion.**



# VIKING SPORTS

## Despite many waves, crew season begins *An unconventional sport, crew draws a huge following at Schreiber*

BY David Katz

Staff Writer

Crew [kroō] : (noun) 1.) The sport of rowing, where teams row competitively in racing shells. 2.) A group of rappers, breakdancers, or graffiti artists performing or operating in unison.

The first definition is the standard, Webster's dictionary meaning of the word "crew;" however, if you ask anyone participating on Schreiber's first ever crew team, they will tell you that the second definition is a more apt description of the sport (minus the rappers, breakdancers, and graffiti artists).

Owner of Port Washington's Power Ten Fitness, Coach Steve Panzik, heads Schreiber's fledgling crew program. In collaboration with various community members including Mitch Tamkin (collegiate rower at the University of Pennsylvania), Bo Hansen (collegiate rower at Columbia University), Jean Marie Posner, Amy Haggerdorn, and Monika Dorman, Coach Panzik gained enough support within the community for a rowing program, which the administration finally accepted the proposal after eight years of deliberation.

However, at the moment, Schreiber does not provide money for the rowing program that it is affiliated with.

"The team has become a self-funded club that runs in parallel with the school," explains Coach Panzik. "But it is not a direct part of it."

As a result, team participants cannot use Schreiber facilities for practices and are not supplied with the sport's basic necessities such as boats, oars, uniforms, and more. In order to compensate for this lack of funding, crew participants practice at Coach Panzik's Power Ten Fitness some days after school and must pay for many equipment and event participation fees. Coach Panzik is allowing team members to use the erg machines at Power Ten Fitness. Each week crew members must complete an independent workout on an erg.

When not practicing at Power Ten Fitness, the team has been running and exercising around Schreiber. As the season progresses, the team will have water and



Friends of Port Rowing

**The crew team has many responsibilities, including carrying the boats out to the water. Teamwork is one of the most important parts of being on the team.**

land practices at the Sands Point Village Club.

Still, the program's lack of funding hasn't seemed to deter Schreiber students from signing up. More than 100 students are enrolled in this year's team, making it the largest rowing program on Long Island.

Crew is a sport that encompasses a number of different elements, each of which is centered on using a person's entire body to move a boat a specified distance faster than opponents. There are countless variations to this basic concept but the goal remains the same: finish first.

Rowing is a unique sport in which form is of paramount importance.

A quality rower uses his or her body like a pendulum, bringing the generated energy up through the legs, into the core, through the back, finally into the arms and then back through the body in the reverse direction. A rower without proper technique will push the boat less efficiently and rock the delicate boat to the tipping point.

But rowing does have many qualities in common with more mainstreamed sports such as track and field. Participants of both crew and track and field have the option to race a variety of distances. In rowing, short distance sprints can be as short as 500 meters, and longer endurance races, called "head" races, can be as long as six kilometers.

There are both individual and team events, but high school rowing programs are limited to the team races. The team is broken up into smaller teams of rowers, and these sub-

teams compete together throughout the entire season, working on conditioning, timing, and form to maximize speed and teamwork.

The sport's overwhelming popularity in its very first season of competition can be attributed to three characteristics of the program.

First, there are no cuts. The idea of having a team with no cuts appeals to many Schreiber students who want to keep in shape, bulk up a college resume, or just have fun with their friends. The crew team's lack of cuts assures students that they will be able to compete, no matter how inexperienced they are, whereas in many other sports, the best are taken and the inexperienced are forced to join extramural teams, if there are any.

Next, both boys and girls are eligible to compete. Programs that are available to both genders seem to attract more participants. The track and field and cross country teams serve as evidence of this phenomenon.

And finally, curiosity is a large factor. Few people know what an erg is (an indoor rowing machine) and even fewer have ever seen an actual race.

"Crew's that sport with the boats and stuff," said an anonymous student. "Right?"

As more and more students discover what crew is all about, the more they begin to enjoy it.

"When I signed up for a preseason workout at Power Ten, I really had no idea what to expect," said junior Matt Calamari. "But after that first workout I knew crew was something that I wanted to be a part of."

Because many of Schreiber's crew participants are relatively inexperienced, Coach Panzik has made getting everyone involved his foremost goal.

"I want everyone to get the chance to experience rowing and get on the water," said Coach Panzik. "Everybody will get the opportunity to race this season and

get their feet wet in a boat."

However, Coach Panzik believes that victories will not be sacrificed in an effort for the team to acquire experience.

"I want to have at least one boat medal at the Long Island Championships," said Coach Panzik. "We have as much talent as any other team on Long Island. It's just a matter of whether or not we can pull everything together by the end of this season."

The program's first true test was on March 12 at the Our Lady of Mercy Academy Indoor Sprints Competition. Friends of Port Rowing competed against Friends Academy, Long Island Rowing Club, Manhasset High School, Our Lady of Mercy Academy, and several other rowing club.

Senior Jason Moss won the team's first-ever gold medal, finishing first in the Men's Novice Lightweight Division, and senior Laura Werle won the team's second medal of the day, tying for third in the Women's Novice Division.

"It is different from any other racing experience I've ever had," said senior Jason Moss. "I've never felt that thoroughly exhausted after a race before."

This meet showed the overall depth of the rowing program as well. In the Novice Men's Regular Weight Division, the Vikings took five out of the top ten spots. Friends of Port Rowing will continue competing against these rowing clubs and others in the upcoming novice competitions.

The team is also taking part in the World Erg Challenge in which teams row as many meters as they can collectively between March 15 and April 15 in the hopes of winning top prizes.

"We are currently the largest team on Long Island," said Coach Panzik. "We are only going to gain experience, get bigger, and get faster."

We will have at least one state championship by the time this year's freshman class graduates."



Friends of Port Rowing

**Sophmores Leif Firland-Schill and Matt Carras compete at the OLMA Indoor Sprints regatta. Ergs, or indoor rowing machines, simulate racing conditions and measure individual performance.**