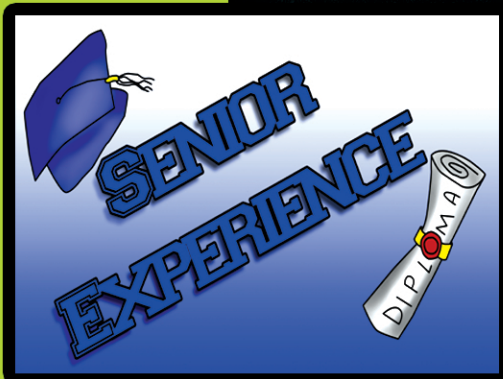
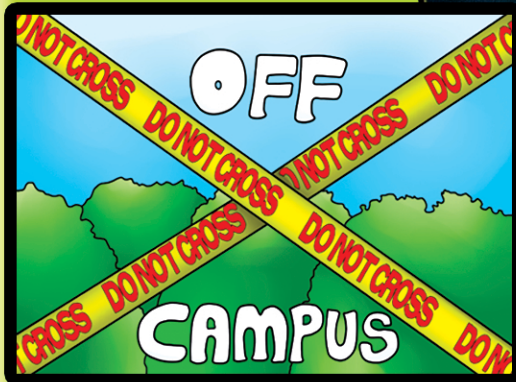


# THE SCHREIBER TIMES

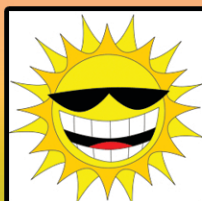
Paul D. Schreiber High School Port Washington, New York Volume LXI No. 7 March 2011

*Take your pick...*



**Budget Crisis**

-News-



**Outdoor  
Opportunities**

-Features-

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-Sports-

**Young Playwrights Festival**

-A&E-



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Junior Daniele Santodonato took this photo in the Sands Point Preserve for a figure ground assignment in her AP photo class. She was inspired by the natural beauty of the birds on the docks.

# NEWS BRIEFS

### Cystic Fibrosis Fundraiser

Last month, juniors Kaitlyn Brown and Stephanie Reali organized a basketball tournament to increase awareness about Cystic Fibrosis, a debilitating and life-shortening disease, and raise donations for the Cystic Fibrosis Foundation.

Cystic Fibrosis has affected over 30,000 people in the United States, making it one of the nation's most prevalent life-shortening diseases. Both students have been members of the Cystic Fibrosis Foundation for two years.

"It was important to me because I'm a huge supporter of fundraising and supporting the cause," said senior David Godlis. "I tried to get my friends to participate as well. It's an important disease to raise money for because its close to being cured which is why raising money for research is so crucial."

After sharing the idea of a fundraiser with the Key Club, Brown and Reali brought the tournament to fruition.

"I received help from Ms. Kalinowski and the Key Club members. The members of the club helped to sell baked goods at the Cystic Fibrosis bake sale to raise money, which was extremely helpful," said Brown.

The tournament brought together

13 teams with five players per team. Through one-round elimination, the tournament came to a close with a team of seniors Al Ades, Andrew Arnstein, David Godlis, and Jordan Spechler, junior Josh Feshbach, and freshman Matt Siegal taking home the gold.

"We raised a little over \$1,000, which is incredible considering we raised a lot more than last year," said Brown. "The event couldn't have gone any better; the participants were high spirited, well behaved and enjoyed themselves."

Most consider the tournament a success, with a good turnout of people to support the serious cause.

"It was a good experience playing a tournament that actually matters outside of sports," said senior Michael Weiss. "Cystic fibrosis is a serious disease and it was good to donate some money and play for a good cause."

~Max Kraus

### Jewish Student Union Hosts Friday Night Lights

Schreiber's Jewish Student Union (JSU) held its first Friday Night Lights, or "FNL" event. The National Conference of Synagogue Youth (NCSY), the

organization with which JSU is affiliated co-sponsored the March 4 event. Students in the organization gathered together to observe Shabbat, a weekly day of rest in the Jewish religion.

Friday Night Lights attendants enjoyed a festive dinner on Friday night, followed by games and conversation. Students from other towns were hosted in the homes of Port Washington club members and continued celebrating on Saturday by attending services at the Chabad Synagogue, playing bonding games, and eating lunch together.

"It was great that so many Port people came. We also had JSU members from other places on Long Island come to celebrate Shabbat," said senior Sela Grabiner, the president of the club.

About 15 students from Port Washington and about 10 students from other local schools joined in the festivities. All students at the Chabad kept with the tradition of eating three meals: Friday night dinner, lunch, and shalo shiddos (the third meal) late on Saturday.

"It was a lot of fun and everyone got a taste of Port Washington," said junior club member Brittany Nachamie. "I hope everyone can come [to the next one] even if just for a meal or an hour or two."

~Noah Reisman

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# A budget in crisis: where will district cut funds?

## As April nears, the administration and BOE look to reach consensus on a 3% increase

by Sahil Doshi and Leah Nash

Editor-in-Chief and Managing Editor

Mirroring the national and state struggles to balance budgets, local voters rethink their financial priorities as discussions regarding the 2011-2012 budget go into full swing.

“The economic situation in Port Washington is like that of other communities across the state. The Governor is threatening to cut funding to schools, health care and other public service agencies — in effect, to balance the budget by withdrawing his commitment to funding critically important public services. We can trace many of the state’s financial woes back to the economic abuses that took place on Wall Street,” said Ms. Christine Vasilev, President of the Port Washington Teachers Association.

For the last two years, the federal government has provided stimulus dollars to the states to give to all local districts. This enabled the state to maintain its financial security and give money to school districts to uphold their education standards.

In the upcoming year, the federal government can no longer give the stimulus money to the states; therefore,

**“In Port Washington, we have senior citizens, people from all different spectrums and economic backgrounds. It is hard to meet the needs of all the residents and the students, but we have always prided ourselves in doing so,” said Assistant Superintendent Ms. Mary Callahan.**

each local district will now face a reduction of state aid. Additionally, large increases in health insurance and pension costs have to be added, \$8.5 million budget increase.

However, the Board of Education’s (BOE) goal is a 3% budget increase, or \$3.8 million, meaning the district must now cut approximately \$4.6 million from the proposed budget.

“In Port Washington we have senior citizens, people from all different spectrums and economic backgrounds. It is hard to meet the needs of all the residents and the students, but we have always prided ourselves in doing so. We try to provide services for each child as each child needs it and ultimately that costs money,” said Assistant Superintendent Ms. Mary Callahan.

The first approach through which this reduction will be achieved is the retirement incentive program.

This year, there is a total of 18 teachers district-wide retiring, and each will receive \$18,000 through this program. While some of these positions will be replaced with newer faculty members, others are attritions.

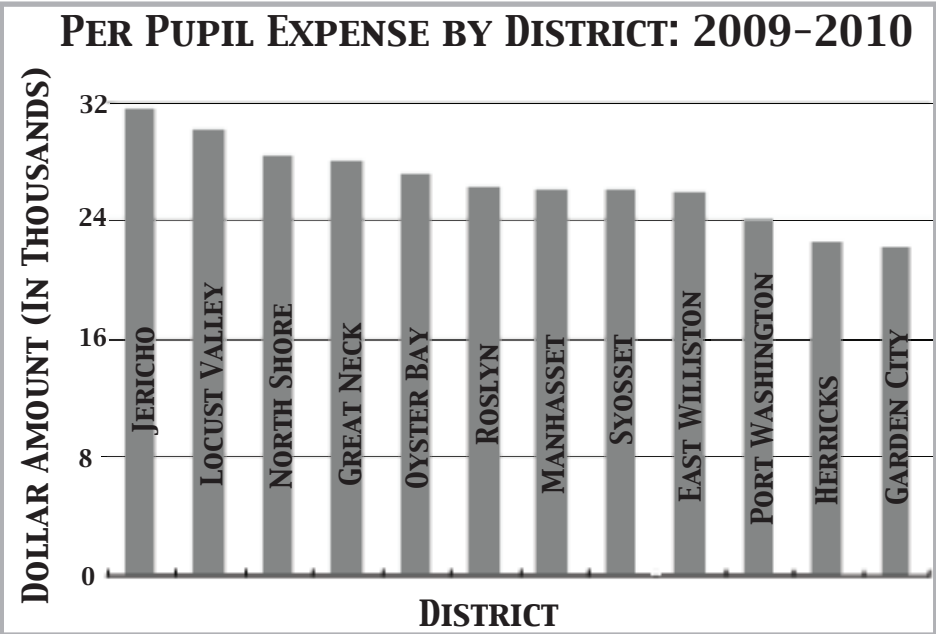
This incentive was introduced since paying the retired teachers the incentive money is actually cheaper than paying unemployment compensations if teachers were to be cut.

In addition to these 18 teacher retirements, 12 paraprofessionals, four clerical positions, one custodian, and possibly one administration member will be cut. Although these cuts will require unemployment compensations, these retirements and attritions will result in the potential savings of \$2.34 million.

“Dr. Gordon has worked with the central administration, all the bargaining units, community, and parent groups to seek out ways of reducing costs and preserving programs. The Early Notification of Retirement incentive was one such initiative. That has provided the district with much-needed information to help determine staffing needs for next year,” said Ms. Vasilev.

Other proposed cuts include 3.5 librarian positions district-wide, the entire Port Enrichment Program (PEP), one technology specialist, some high school extracurricular programs, the adult education program and others. However, the Board unanimously rejected these cuts at the March 8 meeting because members disagreed with the loss of key programs.

The administration now must look



into other areas to try to reach the 3% goal. One idea that was proposed at the meeting involved school transportation. However, New York State mandates that every student within a certain mileage limit must be provided with busing. With many students choosing to drive or carpool to school, many buses run close to empty.

The district would like the state legislators to change the law so that families can opt out from transportation through a survey. This transportation waiver survey is now available on the Portnet website and was sent to parents with children in the district.

If the legislation is changed, bus routes would be consolidated, reducing the number of overall buses needed. Dr. Gordon contacted State Senator Mr. Jack Martins and he has agreed to sponsor legislation to allow transportation mandates to change.

Additionally the *New York Times* was recently invited to visit Schreiber and an article is underway that addresses the problem of state mandated transportation. If such a legislative action is taken within this school year, it is possible that approximately \$500,000 can be saved.

However, if this legislation is not passed, the administration will have to find other cuts. Currently, the clerical staff, the custodial staff, and the building level administrators do not have a contract for

next year so it is possible that negotiations will result in some savings.

Additionally, although the teacher contract includes a guaranteed raise for the following year, Dr. Gordon is discussing the potential for any give backs to reduce the budget.

The administration must finalize all cuts between the upcoming BOE meeting on April 5 and the meeting on April 27 since the Board has a legal requirement to adopt the budget on April 27.

If the community does not pass the budget on May 17, then a second vote may occur four weeks later. The Board would have the option of modifying the existing budget or putting the same budget back up for another vote.

If the budget fails again, then a contingency budget would be adopted with only a 1.92% increase. Since 1.92% is drastically lower than 3%, there would then have to be more cuts of approximately \$1.5 million. This could potentially result in the loss of staff positions.

“All cuts have an effect on programs. I think of how important the Pre-K program is and what a difference it has made in the lives of many of your fellow students at Schreiber,” said Ms. Vasilev. “It is my hope that we will all work to protect and stand up for what we cherish. If each one of us does this in our own community, we will truly have shared sacrifice and a shared victory.”

# Dance company performs in assembly for Black History Month

by Annelise Meyding

Contributing Writer

In order to promote Black History Month to the student body, Bridging the Gap organized an assembly of dances taken from both the “mother continent” of Africa and the New World. On March 2, the Phyllis Rose Dance Company honored the dance and music of people of African descent.

“I didn’t know anything about African dance beforehand, and now I do,” said senior James McCallen.

Juniors Aja Jones and Kamarah Rice and sophomores Monte Henry and Janay Joyner approached Interim Principal Dr. Francis Banta to discuss a school event celebrating Black History Month earlier this year. Dr. Banta recommended that

they recruit Mr. Larry Schultz, the head of the Social Studies Honor Society.

The students made it very clear that they wanted the assembly to be an entertaining one—a musical assembly, preferably. Mr. Schultz then selected the Phyllis Rose dance company to perform. This company was founded about three decades ago, and it brings together men and women from all over the country to perform in front of elementary, middle, and high school students.

In addition to performing, at two separate opportunities, the dancers also taught volunteers from the audience a tribal dance. The motions involved steps such as throwing a spear and jumping. Some of the participants took this as an opportunity to improvise some modern flourishes to the traditional dances.

In a continuing spirit of encouraging

participation, the dancers went into the aisles and had the audience mimic their rhythmic chants and hand drums.

To advertise the assembly and Black History Month, Mr. Shultz and the Social Studies Honor Society created posters depicting famous moments in Black history and put them around the building.



Evie Adsetts

The Phyllis Rose Dance Company, which performed on March 2, invited participants to join in an African dance on the stage.



# Famous civil rights activist Ruby Bridges visits

by Kristin Yu

Assistant News Editor

A six year old African-American girl walks into a public elementary school in New Orleans under the belief that the swarms of shouting people behind the barricades are celebrating Mardi Gras. She later learns that this crowd is congregating to protest the integration of William Frantz Elementary School and that she is the symbol of this integration. The girl is Ms. Ruby Bridges.

Fifty-one years later, on March 17, Ms. Bridges addressed several Schreiber classes in a two-hour assembly to speak about her role in the Civil Rights Movement. Bridging the Gap, with the support of the Port Washington Education Foundation, contacted Ms. Bridges and arranged the assembly on behalf of the student body.

Ms. Bridges prefaced her presentation by showing archival footage from her first day of first grade in an integrated school. Mobs of hostile parents, armed with picket signs, rope, and even a miniature coffin with a tiny black doll within, can be seen around the front steps of the school, shouting as a young Ms. Bridges makes her way towards the front steps.

She then told students about her former belief that the Civil Rights Movement was purely the pitting of one race against the other, blacks against whites, because the public school education system promoted this view. She described her enthusiasm to learn about the Civil Rights Movement as she grew up, constantly searching for her story and answers to her many questions.

"I was sitting in class, waiting for them to tell my story," said Ms. Bridges during the presentation. "It never happened, so I decided to do my own research and found that what I had been taught to think about

the Civil Rights Movement was all wrong."

Ms. Bridges shared some of her research with the assembly by telling anecdotes she read. She told how three friends, two white and one black, voluntarily traveled to Mississippi to help register voters. While their story is rarely included as part of lessons about the Civil Rights Movement, she told of how they were murdered and buried together in a shallow grave because of their efforts. She also spoke about the slaughter of a white mother and volunteer carpool driver for African-Americans in Mississippi who were registering to vote.

"This was another story I wasn't taught in school," said Ms. Bridges. "This was another hero of the Civil Rights Movement. Why weren't we learning about them?"

Ms. Bridges shared with her audience the moment her perspective of the Civil Rights Movement changed forever. While visiting the Civil Rights Museum in Birmingham, Alabama, Ms. Bridges stumbled upon a charred bus wedged into the wall. Within the bus were photographs of both black and white Freedom Riders, rushing to help one another after the very bus she was standing in was bombed by individuals opposed to this social change.

"It was then that I said to myself, 'Ruby, you were wrong,'" said Ms. Bridges.

In 1960, a group of individuals in New Orleans, Louisiana challenged the law mandating racial segregation in public schools despite the 1954 Brown v. Board of Education decision to integrate public schools. The governor of Louisiana, Mr. Jimmie H. Davis, silenced public demonstrations. The protestors traversed local neighborhoods asking families to send their six year old children to white schools in order to force the governor to accept integration.

"Many families agreed with the right to choose schools and that the governor was wrong, but people were being murdered and jailed, so many people refused," said Ms. Bridges. "However, some accepted. My family was one of 137 families that stood up and said yes."

Representative families appealed to Governor Davis to admit their children to the formerly all-white schools but the governor refused on the grounds that they were not smart enough to attend school with white children. The students were forced to take a test to assess their intelligence. All but six girls, one of whom was Ms. Bridges, failed the test.

"We took the test knowing that everything was riding on us," said



Courtesy of southfieldchristian.org

**The six-year old Ruby Bridges is the subject of "The Problem We All Live With," painted by famous artist Norman Rockwell in 1964. She is protected from the hostile crowd by U.S. Marshals, as she walks past degrading graffiti.**

Ms. Bridges. "It was knowing that your family, the governor, and the community were all depending on you."

Ms. Bridges asked each member of the audience to close his or her eyes to recreate her testing experience more than 50 years prior.

"This test is just a trick," said Ms. Bridges. "You were all set up to fail. 'You are not smart enough, so you can't go to my schools.' That is what we were told. How are children supposed to feel, knowing that they have been set up to fail by the authorities and a governor whom they believed they could trust?"

Governor Davis relented and allowed the six children to attend two select schools situated in the most racist neighborhoods in New Orleans.

"These districts were in the worst parts of the city," said Ms. Bridges. "Integration was introduced where they knew it would fail because we would fight amongst ourselves the most."

Three girls were assigned to each school, although two girls succumbed to the pressure and refused to attend. These girls had been assigned to attend school with Ms. Bridges, leaving her alone in the face of institutionalized adversity.

"I couldn't have said 'no' to my parents back then," said Ms. Bridges. "I didn't know how to say no. My mom said, 'Ruby, you're going to go to a new school and you'd better behave.' What can you say in that situation? There's no way to explain it, so my parents didn't say anything and I went to school."

Ms. Bridges was escorted to school by a team of U.S. Marshals. People lined the streets behind large barricades, shouting and waving their hands.

Ms. Bridges described her first few days of school. She and her mother were confined to the principal's office because swarms of white parents and children flooded angrily out of the school. Many classrooms were left empty as teachers who refused to teach a black child quit their jobs. One teacher, Ms. Henry, a young white teacher from Boston, agreed to teach Ms. Bridges.

"Ms. Henry made school fun," said Ms. Bridges. "I knew that once I got past the crowd into the school building, I would have a good day. She taught me everything, from music to art to science. What I learned that year from Ms. Henry is actually what Dr. King taught—to never judge anyone by the color of their skin."

Ms. Bridges also described her

loneliness despite her close bond with Ms. Henry.

"I just wanted friends," said Ms. Bridges.

While a few white students chose to remain in school, they were kept away from Ms. Bridges at all times and faced harassment from the local community. Ms. Bridges finally encountered the hidden children and was forced to acknowledge the reality of racism.

"One of the boys wouldn't play with me and said, 'My mom told me not to play with you because you're a nigger,'" said Ms. Bridges. "I wasn't angry with him, but it was at that moment that I knew everything that was going on. It was all about me and the color of my skin. If my mom had told me not to play with someone, I would've done the same thing and that's where it all starts."

Ms. Bridges spoke of the lesson she learned from her experience and its societal relevance today.

"All of us come into this world with a clean heart and a fresh start," said Ms. Bridges. "Racism is something that is passed onto you. You can choose to accept it or not, but for those that accept it, it is truly a shame."

Ms. Bridges elaborated on her beliefs by stating the slogan of the Ruby Bridges Foundation: "Racism is a grown-up disease, so let's stop using our kids to spread it."

Ms. Bridges' message resonated with many members of the audience.

"Ruby's words were heartbreaking, bruising, and insightful," said senior Jenny Peng. "Those who have the opportunity to hear her story are lucky."

Many students and faculty members agreed that Ms. Bridges also taught her audience a valuable lesson.

"I think we can definitely learn something from Ruby Bridges," said senior Aimee Stern. "Racism doesn't only affect the adults that were leading the Civil Rights Movement; it affected kids too. It's still affecting kids today."

Ms. Bridges demonstrated the importance of quelling racism.

"Racism doesn't have any place in your hearts and minds," said Ms. Bridges. "If you find yourself in a situation where you need 911, you won't care what I look like because you'll want my help. If we know that today, shouldn't we be friends before we walk out the door? Today could be the day."



Harry Paul

**Ms. Ruby Bridges discussed the challenges that she faced as a six-year old attending a formerly all-white school. She shared her message of stamping out racism.**





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## Jeff Coffin instructs students

by **Michael Schweitzer**

*Contributing Writer*

Many people are familiar with the iconic image of Jimmy Page playing his double-necked guitar, but it may shock people to see a man playing two saxophones at once. But that's just what Jeff Coffin, the saxophonist for the Dave Matthews Band, did on March 18. Playing with the Jazz Band after school, Coffin showed off his musical talents.

"Jeff Coffin is like a god among men. To play with him was an honor that I will never forget," said freshman Joseph Finkelstein. "Dave Matthews Band is one of my all-time favorite artists, and when I heard that Jeff Coffin was coming to Paul D. Schreiber, I was in a state of shock. It was truly one of the most touching moments of my life."

Coffin agreed to come and play his saxophone with members of the Jazz Band and other interested students. They decided what songs to play as the performance went on, instead of having a set list. More than 50 students attended the performance.

"I was surprised by how smart and nice Jeff was. I knew he was going to be a musical genius, but it was surprising how effective Jeff was at communicating and getting us better quickly," said senior Jonathan Janis.

Coffin was very insistent on teaching performance techniques to the members of the jazz band, and he gave them advice as he performed with them.

"Fundamentals are the basis of all this

stuff," said Coffin.

Coffin has given close to 200 clinics to students, from high schools to universities. Janis contacted a representative for Coffin and facilitated the visit.

"Over the summer, I found out that Jeff does clinics in his spare time. I decided to contact the manager more about the clinics," said Janis. "I then asked Mr. Meyer to try and do it and he was enthusiastic, but he said that I had to figure out how to fund it. The PWEF gave a grant that covered about half the costs. We originally thought that we were going to get money through the ticket sales, but we were worried that it wouldn't be enough. So we asked Student Council for some more money."

Coffin picked up the double saxophone technique by studying Rahsaan Roland Kirk, who pioneered the style.

He has been playing for more than 30 years. An award-winning musician, Coffin has won four Grammys for his work with Béla Fleck and the Flecktones. Coffin was offered the chance to play with the Dave Matthews band after the original saxophonist, LeRoi Moore, was gravely injured, and later died, in an ATV accident on his farm near Charlottesville, VA. Coffin lamented that it was a "terrible way to get a gig." However, he has enjoyed playing with the Dave Matthews Band since June of 2008.

"I thought it was really interesting to see him interacting with the students and giving them instruction," said junior Alison Peraza.

## Students celebrate Mardi Gras

by **Hannah Fagen**

*Assistant News Editor*

When more than 240 students piled into a newly decorated cafeteria on a recent Thursday night and were greeted with bulging trays of food, an onlooker may have never guessed that a school-sanctioned function was about to occur. On March 10, the Languages Other than English Department (LOTE) collaborated with the Foreign Language Honor Society to hold the school's 16th annual Mardi Gras Carnevale event, the largest yet. Students who attended could earn extra credit, honor society credit, or simply attend at their own will.

"A lot of people go for extra credit that their teachers give, but the games just make it more fun to go," said sophomore Margaret Pepe, who takes Spanish.

The cafeteria was decorated in the traditional Mardi Gras colors: green, purple, and gold. Festive music played over speakers and students socialized, ate, danced, and played games.

Games included the limbo, which junior Sean McCoy won, and musical chairs won by junior Robert Krieger. Although the players started out good-natured, the game of musical chairs became particularly competitive.

"Personally I thought the games got a little violent this year after being dragged around on a chair," said Pepe.

Since each student was required to bring a dish to the event that could serve several people, there was an abundance of food. Students brought in everything



Loren Giron

**At Mardi Gras on March 10, students pictured above danced to festive music in the cafeteria.**

from vegetables to desserts and lines crowded the buffet table.

"The wide variety of food made the event festive and cultural," said sophomore Tamara Hoffman.

At the conclusion of the Mardi Gras celebrations, several trays of pasta that students or staff did not take home were distributed to the poor.

Mardi Gras is an international holiday that serves as a feast before the start of the Christian season of Lent, but it is not always a religious affair. The Schreiber celebration began with planning during the bi-weekly Foreign Language Honor Society meetings, during which members planned for the event, culminating with decorating the cafeteria after school.

"This is the largest celebration we have ever had," said Mr. John Placella, chair of the LOTE department. "I feel that everyone had a fantastic time."

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# Students “Rev it Up” for Relay for Life

Relay coaches plan birthday party themed cancer-awareness event

BY Matt Heiden  
News Editor

On an ordinary Friday, a student walks to the cafeteria to eat lunch and take a short break from the day’s work. Before getting there, however, the student is intercepted by a lobby full of purple decorations, loud music, and enthused students, insistently asking for donations. Such was the case for many people periods 4-1 and 4-2 on March 18, when they saw the annual Rev it Up for Relay charity event, a prelude to the Relay for Life walk, in which students form teams and participate in nightlong festivities to earn money for cancer research.

“This is the number one event in Nassau County, not only in money, since

“This is the number one event in Nassau County, not only in money, since they have raised \$1.1 million in the past nine years, but it ranks number one in spirit. The community of Schreiber gets it,” said Mr. Paul Gruol, the director of special events for the American Cancer Society.

they have raised \$1.1 million in the past nine years, but it ranks number one in spirit. The community of Schreiber gets it. It understands the need to get moving and the urgency of the fight against cancer, and that’s why they do this here,” said Paul Gruol, the director of special events for the American Cancer Society.

The Rev It up for Relay event has run in the school in past years, but this year was its largest by far. The in-school



Harry Paul

From left: the director of special events for the American Cancer Society, Ms. Paul Gruol, co-chairs for Relay for Life, Ms. Nora Johnson and Ms. Leeanne Timothy, Relay for Life organizer Ms. Pat Kosiba and talent show organizer Ms. Joy Grasso-Krebs posing for a picture with the check raised from the teacher talent show.

event, designed to excite the student body in preparation for the walk in the early summer, has become more elaborate and involved. Far from its previous incarnations of selling school supplies and baked goods to raise money, this year’s event boasted attractions such as “guess the average age of the math department,” purple face-paint, and autographed Justin Bieber posters. In addition, in the week leading up to Rev it Up for Relay, adults involved in the fundraiser hid small purple ribbons throughout the school. The student who collected the greatest number would win a pizza party during a future lunch period to share with friends.

“The energy of students and the commitment to the relay is wonderful. There are so many creative ideas, which other schools are actually borrowing for their own relays,” said Ms. Nora Johnson, co-chair of the Relay for Life.

“It’s really fun and effective, people are getting really excited about Relay now,” said junior Jenny Zdrojeski. “Last year we

had sales, but now people have to do an activity to get into it, instead of just buying a pencil or something. You have to really do something to help now.”

Prior to the event, the school had already raised \$1,160 through the teacher talent show. Coaches, students who have been working on a planning committee since January, wore purple shirts with the logo for the American Cancer Society on the front and “COACH” written on the back. These students ran a variety of booths and activities to collect donations.

“I think that everything is awesome, it really turned out well. Ms. Kosiba put a lot of effort into this, and I’m just really proud of how this turned out,” said senior Janice Kim, a captain of a Relay for Life team.

“I don’t think that any other high school on Long Island could have this much fun in the middle of the day. It’s great to see so much purple and enthusiasm coming from the student body,” said health teacher Ms. Meghan Harding.

## School to offer trial Chinese program

The Languages Other Than English Department is planning to offer a new Chinese language class in the 2011-2012 school year. Because only one section of the course will be offered, students will only be able to take Chinese for one year as an elective, rather than to fulfill a language requirement. Seniors and juniors will be allowed to enroll first, and remaining class slots will be allotted to sophomores and freshmen.

The department will petition the school board for a one-time program cost and one teacher to be assigned to the course. There have not been any interviews thus far, but the LOTE department hopes to hire a native Chinese teacher to instruct students in “basic Chinese.” Over the years, there have been many attempts to introduce new language options, such as American Sign Language, to the foreign language program, but these plans never reached fruition due to a lack of interest or funding. It remains to be seen whether the program will receive a positive response from the student body.

“I think it’s great because Mandarin has been said to have become one of the most widely spoken languages in the world. By knowing that language, this may allow us to go out into the world and do business internationally,” said sophomore Emily Lipstein.

### Other Long Island School Districts Offering Chinese

- |                    |             |                         |
|--------------------|-------------|-------------------------|
| -Comsewogue        | -Herricks   | -Oceanside              |
| -Jericho           | -Hicksville | -Plainview-Old Bethpage |
| -Glen Cove         | -Huntington | -Smithtown Central      |
| -Great Neck        | -Lynbrook   | -Valley Stream Central  |
| -Half Hollow Hills | -Massapequa | -Syosset                |

# Bands perform concert to benefit homeless

BY Matt Heiden  
News Editor

While playing a gig, the lead singer of a band will customarily thank the people involved. But what comes out of his mouth after he names those important people does not usually sound like this: “We’re going to thank them with a song that probably shouldn’t be played in a church,” while proceeding to play “Sex on Fire” by the Kings of Leon.

So said junior Jesse Weil, thanking the band Rooftop Manor for inviting his band, Decadence, to perform in front of a crowd of over 125 people at the St. Stephen’s Episcopal Church at the Benefit Rock Concert on March 19.

The two bands earned \$747 for the Midnight Run for the Homeless, in which youth groups from the St. Stephen’s church and Port Jewish Center will participate in April. The organization strives to provide basic supplies such as food, clothing, and social services to the homeless. Though most of that money came from the \$5 admission fee, volunteers also sold drinks and snacks to supplement the night’s earnings.

The main act of the night was Rooftop Manor, a finalist in the nationwide teenage competition SchoolJam USA, sponsored by the National Association of Music Merchants. The band consists of bassist Cal Fish from North Shore High School; drummer Phil Gibson from Mephram High School; guitarist, keyboardist, and vocalist junior Caleb Jenkinson from Schreiber; and lead singer Marcus Tamkin who attends Portledge School.

Rooftop Manor played its own original work, including a preview of its most recent song, which the members are about to record.

“I thought that playing with Decadence was a great opportunity and they sounded great and it was all for a good cause,” said Jenkinson.

Decadence, the opening act of the night, was the Battle of the Bands winner at Weber in 2008, the youngest to receive the honor in over 30 years. The band consists of juniors Brian Aronow, Bobby Katz, and Jesse Weil, on saxophone, guitar, and vocals, respectively, with sophomores Reed Kalash, Miles Kurtz, and Nick Sapountzis, on drums, bass guitar, and guitar.

“The only other time we’ve played like this is to compete, so it’s a good thing to come together for such a good cause,” said Kurtz.

The band played popular hits such as “I’m Yours” by Jason Mraz and a medley of Beatles songs. Aronow, Katz, and Sapountzis all had solos during the performance, eliciting applause from the audience.

In addition, Jenkinson played more subdued songs on guitar while singing a duet with senior Nikki Zolli.

The event offered additional benefits for the performers along with the money raised for aiding the homeless.

“We’re happy they have venues like here that they can come out to. The parents and the kids are all really supportive, and they get their music out there,” said Mr. Bob Murphy, Fish’s stepfather.



# Point Counterpoint

## Should underclassmen be allowed off campus?

BY Sydney Heiden

Contributing Writer

It's finally 4-1. You've been waiting for this moment all day long, but your teacher had to keep you a bit late for something that you can't even remember. Unfortunately, as you walk into the cafeteria, you find that there are no seats left, so you trudge back out.

Next, you dutifully traipse upstairs to the student commons, where the last seats have just been assumed by a group of upperclassmen. Desperately, you look out the window to seek out a place to eat, and learn that it is raining.

To make matters worse, you can see a flock of seniors piling into a car out of the corner of your eye, taunting you with their promises of a comfortable, delicious lunch. With a wistful sigh, you saunter back downstairs and take a seat in the already-crowded music hallway, chairless, and uncomfortable.

For underclassmen, like myself, this is a common and irritating situation. However, one simple modification can remedy this ongoing problem: allowing all grades to leave the school campus during their off periods.

Currently, there are 395 sophomores and 412 freshmen. Split between two lunch periods, there are not nearly enough seats for the underclassmen when most upperclassmen stay on campus. If the number of underclassmen increases, students may even fill the music halls. Then where would they sit?

While there is an abundance of hallways in Schreiber, having kids sit on the floor for lunch is grossly unsanitary, despite the best efforts of the custodial staff, and can become very disruptive to classes being held off the hallway.

In addition to the seating issues, many students simply do not like the food. If they don't enjoy eating the food, they will probably not eat as much of it, resulting in a lack of energy and nutrition. As any doctor, teacher, or student will tell you, a good source of energy is key for a teenager to simply get through the day, considering all the homework, tests, sports and other after school activities.

"I don't think that anyone would prefer a cafeteria lunch to a meal at one of the places in town," said freshman Chelsea Nachamie.

If underclassmen were allowed to leave campus for lunch, they would have a much wider variety of foods to choose from. However, not everyone trusts the underclassmen's responsibility, and it is against school policy for underclassmen to go off campus.

Many students walk to and from school, distances that can reach over a mile. If they are mature enough to handle that responsibility, including crossing streets and not talking to strangers (skills that we learned in our kindergarten days), then, by comparison, a block or

two to get to Subway or Frank's Pizzeria would feel like practically nothing.

Additionally, on many days after school, underclassmen walk on Main Street and Port Boulevard in order to go to places alone or with friends. To be honest, I think we've all noticed the swarm of freshmen and sophomores that crowd up Main Street on Friday afternoons. Even middle schoolers go to enjoy a hot slice of Gino's pizza or a refreshing milk shake at Port Diner.

In fact, in the middle of the day, the traffic is relatively light; consequently, the streets are even safer then. If our parents trust us to walk around Port Washington on our own, so should our school. We can do it before and after school, so then why not during the school day?

Now picture this situation again: you arrive at the cafeteria late. The commons are full as well. Not a problem: you simply grab a jacket, walk a block or two, and sit down to a wholesome, relaxing meal at your in-town eatery of choice.

Giving all grades the option to do this is the obvious solution to many of our lunch-related dilemmas here at Schreiber. I think by now we are mature enough to venture off campus.

BY Aaron Bialer

Staff Writer

Walking through the halls of Schreiber, one often hears underclassmen planning their *Mission Impossible* style schemes to sneak around security guards in order to get off campus. However, if we all stop complaining and realize the consequences of letting underclassmen off campus, I'm confident that we will recognize that this policy is just and necessary.

The school has responsibility for all its students during school hours. If something were to happen to a student off campus, the school could get sued and blamed for any accident. Therefore, the school has a right to not let the inexperienced and often irresponsible underclassmen go off campus.

Another reason why underclassmen should not be allowed off campus is because parents tend to be more protective of their children at this age. While parents can monitor their kids to some extent, the school cannot.

Unlike when a student leaves the home of a protective parent, when a student leaves campus, the school has no idea where he or she is going, what

he or she is doing, and who he or she is going with. Yes, students can lie to their parents about what they are doing, but the school obviously doesn't ask students about their off campus plans at all.

Students learn how to work efficiently at the beginning of high school. Where in middle school many can get by without studying or working hard, high school requires a certain amount of effort. If students were automatically allowed to go off campus, many would never learn work ethics. Rather than learning to spend their off periods productively in the library, many students would aimlessly walk around Main Street with their friends.

Similarly, one must recognize that freshmen are not accustomed to the independence granted at Schreiber. In middle school, there was constant supervision whether it was at recess, class, or study hall. During recess, if a student was found doing something irresponsible, he or she would be scolded and disciplined.

At Schreiber, there is barely any supervision; students can go outside, sit in the hallway, or go to the library during off periods without someone eyeing over them at all times. Going from the restrictions of Weber to the freedom of Schreiber is already chaotic without the privilege to go off campus.

Students would feel overwhelmed by the liberties of high school if they could go off campus immediately. Currently, and rightly so, students are eased through this transition slowly.

First, they get the independence of even having off periods in their freshman and sophomore years, and then they gain the liberty of going off campus in their junior and senior years.

We often hear, "with freedom comes responsibility," which proves true in this situation. With the new freedoms of high school, students have more responsibility to get homework done and study on their own; teachers have higher standards and expectations of them.

As a student reaches seniority, he or she should be properly rewarded. Would there be any freedoms to look forward to if they were not? The reward of being able to go off campus is a way to vary the opportunities associated with each grade level. The freedoms of school would be exactly the same each year without it.

The privilege of going off campus is not only a benefit for seniority; it is also tribute to the fact that upperclassmen are finally mature enough to go off campus.

"It is a privilege for upperclassmen to be allowed off campus. By the time students are juniors and seniors they have demonstrated that they have the maturity and responsibility needed to handle this privilege," said Assistant Principal Ms. Julie Torres.

Although most underclassmen would like to go off campus, their best approach to off campus privileges is to wait one or two short years.



Brian Seo

### Schreiber Speaks

"I think that only freshmen should not be allowed so that they can better adjust to being in a new school."

-Jacob Eisenberg, sophomore

"Underclassmen should be allowed off campus, because no matter what, they are going to sneak off anyway. Also, it would allow security guards to focus on more important issues."

-Sarah Autz, junior



# Dreaming of napping rooms

BY **Katya Barrett**  
*Features Editor*

Imagine being able to take a nap in the middle of a school day. To many sleep-deprived high school students, this dream seems too good to be true. This wish, however, may be more of a reality than many think.

In high schools across the country, students have petitioned for some way to take naps during the day, whether it be a nap room or unscheduled time between the end of school and extracurriculars.

While this concept might seem funny, reminiscent of kindergarten years, it is important to remember that teenagers need sleep just as much as five year olds do.

Unfortunately, high school and the work that comes with it often comes in conflict with this need for sleep. Almost everyone has had the experience of staying up late to finish a paper or project, only to feel tired, grumpy, and sluggish the next day.

Now imagine how much better you would feel if you were able to take a short, 20-minute nap during an off-period.

“Research shows that short naps between 15 and 30 minutes can provide significant benefits to alertness, mood, and energy level,” said health teacher Ms. Janine Kalinowski. “It’s important to remember that a 20 minute nap in the middle of the day does not make up for the lack of a good, solid deep sleep the night before. For most people, it simply provides the extra boost of energy needed to get through the final part of their day.”

A tired teenager would greatly appreciate this extra boost of energy, even if he or she did not stay up particularly late the night before. Our teenage circadian rhythms simply don’t fit with a high school schedule. Our internal clocks tell us that we want to stay up late and sleep later in the morning—which is why it is often so

difficult to wake up for school.

To demonstrate this point, as well as the difference that a good nap can make, various health teachers have recently incorporated a “napping day” into their curriculum. What better way to teach a student the importance of sleeping other than, well, sleeping?

“I thought it was so great to be able to nap in health class,” said junior Sarah Autz. “I had a test the next period that I was really worried about, but taking a nap allowed me to relax. It was definitely a nice break from the long school day.”

It’s not just the students of Schreiber who appreciate a good nap. Nearby, Herricks High School students made the establishment of a nap room the number one issue on the “wish list” that they presented to their school board. While the board president and principal agreed that it was an interesting possibility, the issue of space was hard to get around.

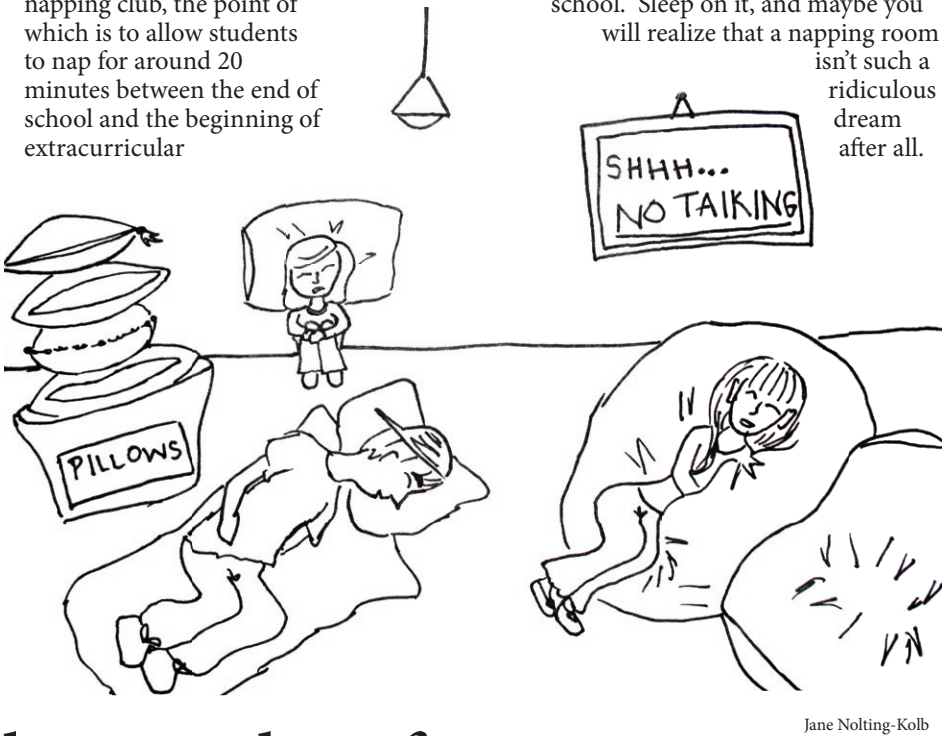
More successfully, students in Greenwich High School, located in Connecticut, created a power napping club, the point of which is to allow students to nap for around 20 minutes between the end of school and the beginning of extracurricular

activities.

It is clear that whether it is school-approved or not, students are going to nap during the day. Just look in the library cubicles or in almost any classroom; there is always someone with his or her head on the desk. Creating a nap room would simply allow students to get the needed boost of energy without missing classwork or taking up a study space.

Obviously, there are many logistical issues that would need to be worked out. The most pressing is where it could be located, since Schreiber does not offer a ton of unused space. Supervision would have to be figured out, as would the process of going in and out, and ensuring that the room is up to health codes. But these are all questions that can be answered only once the importance of naps is recognized.

Scientists have shown that short naps can make teenagers happier, less moody, and more focused and alert in class—all factors that contribute to doing well in school. Sleep on it, and maybe you will realize that a napping room isn’t such a ridiculous dream after all.



Jane Nolting-Kolb

# Get down the basics, then focus on a career

BY **Alice Chou**  
*Staff Writer*

In general, the American education system features an emphasis on “core” classes: mathematics, science, English, and social studies. Schreiber follows suit by requiring students to take a certain number of core classes throughout their high school careers.

Still, students who know what type of profession they are interested in have the option of enrolling in more specialized classes. For those of us who aren’t sure, a strong and thorough educational foundation is definitely a step in the right direction.

Adolescence is a time of exploration and discovery, especially in regard to academics. Students here are exposed to a variety of different courses from the minute they step foot on campus as freshmen.

The only downside to the process of academic discovery is that there is often not enough time in the schedule for “exploration” classes. Freshmen and sophomores are required to take certain core classes like Global and freshman English, leaving hardly any room for

electives. Likewise, juniors and seniors enrolled in four or five AP courses have little time to explore other options. There simply isn’t enough time for students to fully experience every type of specialized course offered at Schreiber.

Although a lack of elective courses can make the school day a bore, the fact of the matter is that core classes are vitally important to a student’s educational career. Students should use their time in high school to explore their options, but should not neglect the ever-important core classes.

The skills that students learn in their core classes are applicable to any career. Yes, to some students’ dismay, that includes differential calculus as well as the correct use of commas. Without basic knowledge, how are students ever going to develop more sophisticated levels of thought required of them?

Contrary to popular belief, the true purpose of education at the high school and college levels is to teach students how to think as opposed to telling them what to think.

It’s true that the content of a course is vital to academic success. Yet, education serves a function that goes beyond the simple intake of information.

The fundamental purpose of a high school education is to teach students basic, essential skills like critical thinking and problem solving that will surely come in handy later in life.

In high school and college, students have the luxury of knowing what comes next. Teachers notify us when the next exam will be and guidance counselors provide us with flow charts to help us plan out our classes for the next few years. Our paths are structured and prearranged.

Once students graduate and start a new life in the “real world,” however, there is no guarantee that there will be advanced notice for anything that comes their way, especially in the competitive atmosphere of today’s job market.

A strong academic foundation allows for more versatility later in life. A student who is well-rounded in terms of education is capable of pursuing a wide variety of careers.

Even if a student doesn’t take many specialized courses during high school, he or she can later shift into a more specific field of interest. A comprehensive educational background ensures adaptability in a world that is constantly changing.

# Acting in favor of Early Action

BY **Ethan Weber**  
*Contributing Writer*

Congratulations, seniors! By this time, most of you have either already heard back from your colleges of choice or have only a week left of anxious agony.

The college application process is a major cause of stress for high school seniors. Complicating the matter is the policy of Early Decision applications in place at some colleges. Students can apply Early Decision to only one school, and in doing so, they are agreeing to withdraw all pending applications, and not send out any more applications, if they are accepted. Applying Early Decision is a binding legal agreement that is possible to undo only in extreme cases.

Recently, a few universities including Harvard, Princeton, and MIT, abandoned the Early Decision option in favor of an Early Action policy, in which students do not have to make the commitment to go to that school if they are accepted and can apply to any schools regular decision.

Harvard, Princeton and the University of Virginia (UVA) had previously opted out from early applications entirely, but made the switch back to Early Action for the 2011-2012 school year. Early Action is a fair option, because it does not force students to make these binding decisions earlier than necessary.

Students opting to apply Early Decision to a school are forced to make a gamble with their future. On one hand, they could use it to apply to their reach school. However, if they apply to a school they are more confident they will get into, they may be underestimating themselves and not getting into the best school they can.

Early Action can help take away that stress and enable students to demonstrate more interest than those in the general application pool.

“For some people, you don’t know what you want to do until senior year, so it’s kind of not fair. Early Action sounds like a better option,” said senior Mike Cicchetti.

Not only does Early Decision cause unnecessary amounts of stress for seniors, but it also hurts students who plan to apply for financial aid, putting them at a disadvantage.

For the many students who are unsure of which schools they can afford, Early Decision is not an option. If their decision to go to a school depends on the amount of financial aid they receive, they generally have to wait until Regular Decision so that they can compare the offers from different schools.

This is one of the main reasons some schools are eliminating Early Decision; it excludes students who are dependent on financial aid.

With Early Action, students can still apply to other schools and find out about financial aid offers at all of the colleges to which they are accepted.

Early Action is an all-around better policy, which is why many Ivy League institutions and prestigious universities have begun instituting it in place of the Early Decision program. Colleges and universities who haven’t already switched should follow Harvard, Princeton, Yale, Stanford, and many other schools’ lead and make the decision to act in the same way.



# Group of seniors unites to fight for its rights

## *Students voice their concerns about mandatory Senior Experience*

BY **Daniel Bialer**

*Staff Assistant*

The still-young year of 2011 has been marked by revolution around the world. All throughout the Middle East, civilians have actively protested against the corruption in their countries and worked tirelessly toward improving these issues.

This spirit of revolution, though, thankfully, at a more peaceful level, has even permeated Schreiber's halls and allowed for students to have influence on the policies in the school.

This school year was supposed to be the first to require all senior AP students to participate in the Senior Experience program. In the past, students had the option to choose to participate.

Disgruntled with the new requirement, members of the Class of 2011 went to the Board of Education meeting on March 8 to suggest a better policy. The conditions on which the Board of Education and senior students have decided benefit everyone involved. By providing the option of either participating in a Senior Experience project or staying in classes after AP exams, the school has satisfied the demands of the majority of the class.

Not only did the student's actions help address problems with school policy, but they also set a precedent for the future. Rather than leaving behind destruction and confusion through a prank, the Class of 2011 has actively pooled together to solve a problem.

This phenomenon of student involvement will likely permeate the minds of future students who are unhappy with unjust policies, and encourage them to offer constructive suggestions to school officials who may not otherwise be able to understand the issues.

The day before the Board meeting, students reserved a room in the school

and met to discuss ideas about the program and about how to present those ideas to the Board. This organization paid off when students presented an outline of complaints and suggestions to the board and the community at large.

The Senior Experience program was meant to expose students to hands-on experience in fields of their interests; however, beyond that, there were very few qualifications on how to satisfy the unpaid internship or independent project requirement. As a result, many students were lost as to where to look.

The Senior Experience section of the Portnet website illustrates that the program would provide students the opportunity to do anything that they could dream of doing, like glassblowing in Cape Cod, or farming in California; however, without the proper guidance, these internships were challenging, if not impossible, to acquire.

Most students had decided on senior experience internships within the community

or within a commutable distance. As a result, these students would be required to go to school during non-AP class periods.

This would have been a difficult feat, as many students have non-AP classes spread out throughout the day. These students would have to constantly commute from school to their internships. Realistically, a

sponsor, no matter how close to the school, would not want his or her intern coming and going at will.

Despite the chance for a new learning experience, many students felt that they would rather attend their AP classes. AP teachers are generally forced to teach to the test and the time after the AP exam is the only time for them to teach creative lessons and offer interesting projects.

It is also the only time that students have to explore topics in their classes in a less stressful environment.

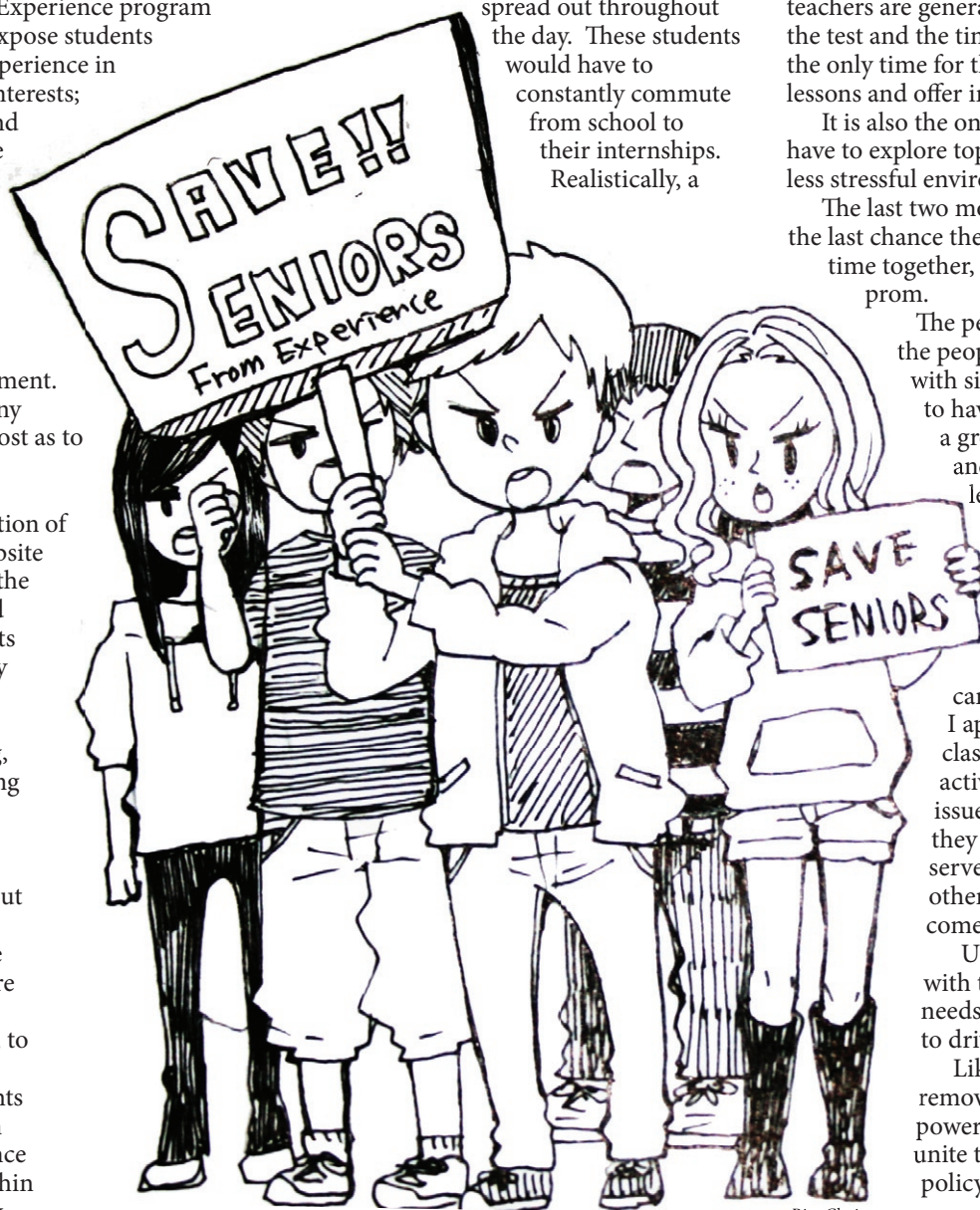
The last two months of school are also the last chance the seniors have to spend time together, besides graduation and prom.

The people at Schreiber are the people we have grown up with since kindergarten and to have hardly any contact as a group between AP exams and graduation would leave a sizable emotional void.

This group of seniors proved that when a class works together and tries hard enough it can achieve their goals. I applaud my fellow classmates who took an active role in addressing an issue and achieving what they believed was just; it serves as an example for other classes in the years to come.

Ultimately, any group with the intention of reform needs the spirit of revolution to drive its campaign.

Like the Egyptians removed Mubarak from power, so can the students unite to remove an unpopular policy.



Risa Choi

## Senior laments lack of spirit throughout high school career

BY **Laura Werle**

*Copy Editor*

There are many stereotypes about Schreiber that spread around between grades and, eventually, become self-fulfilling prophecies. One of the most popular, and most true, is that Schreiber lacks school spirit.

As an underclassman, it never seemed very important or worthwhile to me to get involved in supporting our school, sports, or clubs. Sports teams were separate cliques that never associated with each other and clubs were disparate groups with few joint efforts.

Getting directly involved in the school was something that disgruntled parents did when their child wasn't allowed to waive into a class. Even Spirit Week failed to get me very enthusiastic about the school.

It was not until recently, in the last half of my senior year, that I realized how foolish I, and anybody else who falls into the trap of school-related apathy, really is.

While I doubt that high school will be the "best years of our lives," the years we spend in Schreiber are important and will continue to shape us for years to come.

In these halls, we grow, change, make friends, and learn vital lessons about success and failure.

I now regret the three years I spent here failing to recognize how important the Schreiber community is and how integral it is that students get involved, make their voices heard, and offer praise

**It was not until recently, in the last half of my senior year, that I realized how foolish I, and anybody else who falls into the trap of school-related apathy, really is.**

or criticism when necessary.

Last year, I began to take positive steps towards increased involvement and became a student representative to the school board. Although I learned much about how the school and the budget work, I learned the most about the importance of speaking up to make your voice heard.

Recently, many members of the senior class banded together and showed, once

again, how effective a relatively small group of people can be when they simply stand up and speak.

When many of us were dissatisfied with the Senior Experience program, we made our complaints heard and affected true change in the way the program will be run this year and in the future: improving the program, the school, and our academic potential.

Even if you just want to tell a teacher that he or she had a good lesson or that you're having trouble seeing the board, telling people in the school what you think and how the school has been running is helpful and necessary to our communal growth.

Stopping in at an assistant principal's office for a quick chat or to offer a suggestion can start a ripple effect that could quickly change the very fabric of the school community, renewing it and helping it to always move forward.

Getting involved, however, is not limited to speaking up and starting student revolutions—it can be as simple as learning how to recognize and appreciate our teachers and staff.

While we are all complaining about homework and grading policies, it is often easy to lose sight of the fact that

our teachers are here to help us learn and prepare for the real world, and, for the most part, they do that with great success.

Helping to organize the Senior Experience movement and having the ability to look back over a nearly-complete Schreiber career has shown me how silly it is to worry about being cool at the expense of getting into the spirit of being a Viking.

Even if our sports teams are not all number one in their division, it is still key that we go out and support them, if only to show that we care enough to stop by, cheer, and show that Schreiber won't go down without a fight.

Even though our homecoming celebrations are atypical when compared to most other school districts, we should all take pride in the fact that among the other highly competitive high schools that surround us, we stand out as an individual place that is not afraid to do its own thing.

Even though each grade might be divided into cliques and social factions, when it comes down to it, we can rise above those isolating differences and come together to support or change our school.



# Editorials

## SAT cheaters exposed

About two weeks ago, students across the country sat to test themselves in one of the most dreaded standardized tests, the SATs.

While many students go through extensive measures for preparation, including private tutors and classes, some senior students from John L. Miller Great Neck North High School went as far as to hire others to take the test for them.

This illegal agreement is now being investigated and exposed nationwide, but serves as only one example of how far students willing to go to succeed in a competitive environment.

Even though this scandal will surely make a mark on the prestigious high school's reputation, *The Schreiber Times* supports the exposure of this incident in the hopes that in the future, students will learn from this event and remain honest.

While many school districts are hesitant to publicly charge individuals of criminal behavior, it is extremely necessary, that no matter what it would do to the reputation of the school, this information be released to the public eye.

In universities across the country, there are strict honor codes that must be followed, and colleges, specifically private universities, are adamant about suspending or even expelling students for violations.

Such severe actions are rarely taken in public school districts, even if students' behaviors are just as morally wrong. Yet, this does not excuse public schools from not releasing criminal behavior of individuals, even if officials fear a damaged

public reputation.

Awards and positive achievements are consistently recognized in any public news, whether it be a worldwide event or a local math fair. However, people never want to hear the faulty behavior in the town where they live.

In any competitive environment, whether it is on Wall Street or in high schools, cheating and corruption is bound to be rampant. That being said, it is the role of officials to allow this corruption to be released publicly and for criminal action to be taken against the guilty individuals.

## Giving support and aid to Japan

The crisis that occurred and is occurring in Japan has taken a heavy toll on the country's citizens, economy, and infrastructure. In the wake of the fifth largest earthquake ever recorded in history, a tsunami compromised a nuclear reactor.

As of Friday, Mar. 18, the death toll is approaching 7,000, with an estimated 10,900 missing individuals and over 452,000 left homeless. The death rates exceed the number of those who died in the Great Hanshin earthquake of 1995. Furthermore, the tsunami has caused a crisis at the Fukushima Daiichi nuclear reactor site, which could lead to further complications.

*The Schreiber Times* extends its condolences to those who have been affected by the aforementioned events, and applauds the efforts that have already been taken by our school to raise awareness and funding for donations to the nation.

Even with the recent fundraisers

put together by the Art Honor Society, Science Honor Society, and the Human Relations Club, *The Schreiber Times* feels that more should be done in order to truly aid a nation which has received only a third of the funding that was pledged to Haiti during the earthquake of 2010, which scored a 7.0 on the Richter scale versus the 8.9 of the Japanese earthquake.

The recent events in Japan should not be ignored or dismissed; the issue is significant and has severely damaged the country and will continue to have serious repercussions in the future.

Fifty workers are attempting to prevent a nuclear meltdown; however, radiation has already been found in food and water in Japan from farms as far as 65 miles away.

Right now, it is important to ensure funding and aid for the Japanese and to increase knowledge about what has happened. If Japan is going to create the proposed borrowing plan, it will cost the nation 10 trillion yen (\$122 billion); this will certainly harm Japan on an international scale as the yen was already weak.

*The Schreiber Times* feels that without significant foreign aid, as well as raised awareness and compassion for the events that have occurred, it is likely that Japan will be unable to stand up to the twin disasters.

## Protecting Planned Parenthood

Recently, the House of Representatives has raised the issue of funding Planned Parenthood. However, *The Schreiber Times* contends that taking money away from Planned Parenthood will only exacerbate the situation of unintended pregnancies.

First, it's important to understand exactly what Planned Parenthood does. One of their mission statements is "to provide comprehensive reproductive and complementary health care services

in settings which preserve and protect the essential privacy and rights of each individual."

Planned Parenthood performs STD tests, pregnancy tests, and, yes, abortions. Since abortions are politically and ethically controversial, this organization does not use any of the government's budget to fund its abortion services. Therefore, Congress should have no concern with how Planned Parenthood allocates its budget.

As this organization also offers educational programs, slashing the organization's budget away would drastically affect many low income individuals' ability to properly handle and understand the implications of their sexual decisions.

If the House thinks that defunding Planned Parenthood will decrease the sexual activity of young adults, they are completely misled. Cutting away from the organization's budget will not decrease sexual activity. In fact it will just leave many individuals uninformed.

Limiting their budget would be limiting Planned Parenthood's highly constructive and crucial role in society.

Times Policy Statement

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

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

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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.

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

## The Hart Knock Life





# Go explore: outdoors are closer than you think

## *As spring begins, students should venture into the wild*

BY **Kaia de Bruin**  
*Staff Assistant*

With ski season over and beach season yet to arrive, students are not spending much time outdoors. However, spring fever is starting and these months can be a time to take advantage of all of the parks and preserves in the great outdoors of Port Washington. Instead of walking down Main Street, why not take a relaxing stroll in the park?

Most students are familiar with the Sands Point Preserve. It is 216 acres of nature trails, castles, and beaches.

The Preserve is unique in its diversity, with forests, fields, and beaches. The nature trails are popular for walking and to go to various areas. It is possible to go through the woods or down to the shore and along the beach.

Another venue in Port Washington, the Guggenheim Preserve, is not quite as popular or well-known to students.

“I went to Guggenheim School, and I didn’t know about the preserve there until my AP Environmental Science class took a field trip to it,” said senior Alex Smith.

AP Environmental Science classes took a trip to the Preserve earlier this year, where they explored the area and learned about native and invasive species.

The Guggenheim Preserve is a singular spot, and has a meadow ecosystem, of which there are very few remaining in the area.

There really are not many other places like the Preserve, and its accessibility makes it an ideal place to spend some time outdoors.

Living on a peninsula means that beaches abound. Though few brave the waters of Manhasset Bay, beaches are a popular place to take a walk or simply hang out.

Bar Beach Park, Hempstead Harbor Park, Manorhaven Park, and Half Moon Bay, along with many other private



www.sandspointpreserve.org

**The Sands Point Preserve has various walking paths that traverse the area. From them, it is possible to observe many different types of plants and animals. For this reason, science classes often take trips to the preserve to observe nature.**

beaches, are accessible and enjoyed by many students.

A few of the public beaches even have the added advantage of having parks and playgrounds.

While the water might be cold, the town’s beaches show that it is not necessary to go to the south shore to find some sand and surf. It is possible to spend time by the water without going to the beach, though.

The Bay Walk Park, which runs along the harbor from Dayton Park to the Gulfway Marina, was constructed by the Town of Port Washington North in the hopes of creating a place for people to walk and exercise along the water.

There are even plans being considered to put up pieces of art along the course of the path.

Along with being surrounded by water, Port Washington is home to many other bodies of water. There are a few ponds with pleasant parks surrounding them, many of which have walking paths. These parks are smaller, not as widely used, and probably the least familiar to students.

Baxter Pond is surrounded by a trail and there are more walking trails behind it.

Mill Pond is still under renovation, yet so far, many plants and benches, and a walkway, have been added. Stannard’s Brook Park, at Carlton Avenue and Charles Street, also recently underwent a pretty major renovation to further beautify the area.

There was a new entrance put in, other features were replaced, and work was done on the existing stream and plantings there.

For many students, the opportunity to get outside comes during gym class. Outdoor Education classes have varied and non-traditional units like Project Adventure, mountain biking, archery, biathlon, orienteering, and hiking and survival skills.

These classes also take a canoe trip and a hiking trip each year. Next year, there may be an additional trip to a place where students can snowshoe and cross-country ski.

“I think that it’s very valuable to spend time outdoors,” said Ms. Maria Giamanco, an Outdoor Education teacher. “We live in a beautiful area and have access to different things in Port Washington. Spending time outside makes people more aware of nature and its beauty, and then they are more likely to care about protecting it in the future.”

With so many places to get outdoors in town, students are beginning to take advantage of the area’s natural places.

“In my AP Environmental Science class, we have to do a journal entry about nature every month,” said senior Olivia Shendell. “It has really made me appreciate all of the parts of Port Washington that I’ve never seen before. Places like Half Moon Beach and the Guggenheim Preserve are pristine and go unnoticed.”



www.panoraomia.com

**Baxter Pond is also a popular destination when the weather becomes warmer. The paths and observation area make the pond appeal to almost anyone, from those going for runs to those feeding the ducks.**

# Hope and support for Japan

BY **Midori Egawa**  
*Contributing Writer*

Senior Midori Egawa was born in Japan and most of her family currently lives there. Fortunately, no one in her family was injured. This summer, she will move back to Japan and go to college.

As most people know, parts of Japan are in terrible conditions right now after a devastating natural disaster.

On March 11, the most powerful recorded earthquake in Japanese history struck the country. The earthquake was followed by a 23-foot tsunami.

Later, a nuclear plant leaked, releasing radiation to people all over Japan, and now, the western United States.

As of now, over 8,800 people have been confirmed dead and over 12,000 people are missing. People say it is the worst crisis since World War II.

If you were in Japan, what would you do? You have no food, no water, and no shelter while three inches of snow fall during the night.

Every hour, you hear earthquake warnings and, although they are smaller than the most powerful one, the ground shakes. Every night, you feel like if you fall asleep, it will be the last time you breathe. If you were in this condition, you would be terrified. As time passes, you would become hopeless.

However, this is not the case for people in Japan. In an email from a friend currently in Japan, I saw an image of a destroyed town.

The ground was covered with fragments of broken homes. There was a large ship that was brought onto land by the tsunami into the middle of the town.

With this horrifying image, were the words, “Here is nothing, but hope.” Even in this horrible condition, the people of Japan have hope.

They are trying to make everyday a better day. They are trying to support as many people as possible, even if they are the ones who are also the victims.

“The sky is very dark. I see the most beautiful stars I have ever seen. People of Sendai, look up,” said a victim in the midst of the post-earthquake damage. “Last night, when I was walking home, I saw a woman from a bakery, standing outside, distributing bread for free. Even in this situation, she found something she can do to help. It warmed my heart.”

Sights similar to this are visible all over Japan.

“It’s okay. Let’s rebuild it all again,” said an elderly man on TV, who was rescued 48 hours after the earthquake.

He had the biggest and warmest smile on his face as he spoke these words to the people of Japan. To be honest, it is hard to believe how positively many of the people are thinking.

I was shocked when I heard about the catastrophe. The day of the earthquake, I woke up in the morning to see that I had received many text messages. By the time I turned on the TV, the news was everywhere. At first, I was not able to get in touch with my grandparents. I was shocked and anxious that morning.

However, it is time for me to accept reality and move on. Although there are not too many things I am able to do, I will be doing anything I can, including fundraisers, to support Japan.

I have hope for Japan. Please help me to save it.



# The untamed sensation sweeping the Schreiber halls

by **Jeremy Eule**  
Contributing Writer

The goatee. The handlebar mustache. The Santa Claus beard. The soul patch. Muttonchops. All of these are different styles in which men (and rarely women) can arrange their facial hair.

Starting with the appearance of his first chin hair, a young man can see all of the possibilities that come with a full beard. He sees respect, dignity, pride, and he wants it all.

One advocate of excessive facial hair is senior Jeffrey Sims. Sims began growing his glorious beard back when the Jets were in the playoffs. His belief, shared by many local fans, was that as long as his beard remained on his face, the Jets would not lose.

Hockey players share a similar superstition—almost all of them maintain a steady beard in the playoffs for good luck.

Another reason for growing facial hair is the famous No Shave November. November is a month in which men challenge themselves to not shave to promote awareness for men's health issues, mainly testicular and prostate cancer.

Some men, though, simply enjoy the

aesthetic appeal of facial hair. They might just look better without a shave, and, to those guys, congratulations.

"I just like the way it looks," said senior Will Levine, who has decided to grow a beard.

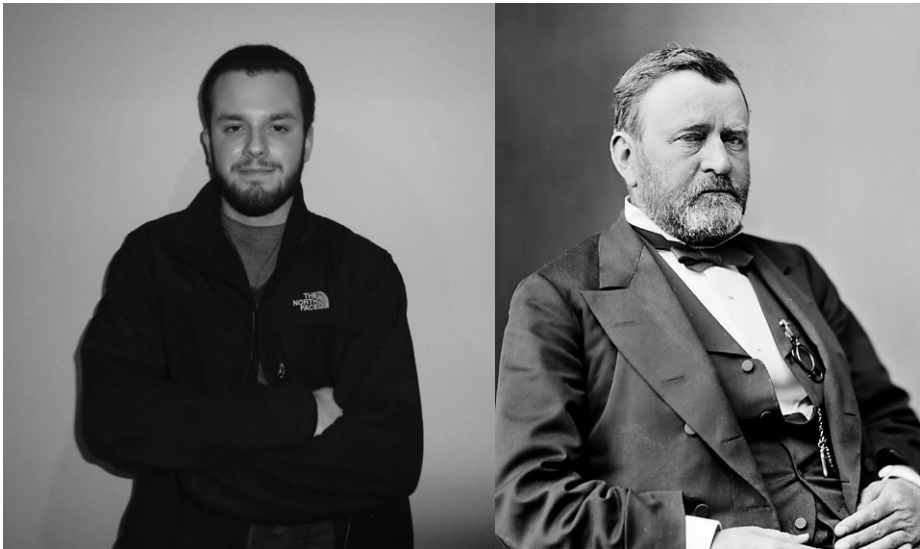
However, some men cannot grow facial hair, or at least not yet. Certainly, all men cannot grow a beard as rapidly as Sims.

One of these men is senior Michael Murphy. Murphy, along with many other high school boys, stares into the mirror every morning in agony, simply wishing that he could grow a beard as majestic and stylish as Sims'.

One way such men cope with the lack of facial hair is by growing full, beautiful sideburns. Other young men simply sit at home and cry, wishing for a beard, or even just a tiny soul patch.

And yet, with every style comes a critic. Very often the most vocal critics are the bearded/mustachioed man's mother and, if he is in a relationship, his romantic companion.

Another critic of facial hair is the management of the New York Yankees. The team has a strict policy which states that no member of the team may have facial hair, aside from a neatly trimmed mustache. This policy could be viewed as an embarrassment to the



Dan Miller and www.nndb.com

**Senior Jeff Sims channels his inner Ulysses S. Grant through his striking facial hair. Sims was partly inspired by the fact that some attribute Grant's success in the Civil War to his beard.**

sanctity of manhood.

Johnny Damon, who popularized the "caveman" look while playing for the Boston Red Sox during the curse-busting 2004 season, was signed by the Yankees the following off-season and millions of men wept as he shaved off the beard that they had come to know and love.

Facial hair has played a major role in history as well. While President Chester A. Arthur had massive sideburns, Ulysses S. Grant had a well-rounded and respectable beard. It is commonly believed that these presidents gained unanimous support from all Americans due to their facial hair-induced manliness.

Hundreds of Americans followed

General George Armstrong Custer into the Battle of Little Big Horn. They assumed that they would be slaughtered, but after seeing that caterpillar of a mustache upon their general's face, willingly followed him into battle, just on the off-chance that they'd be lucky enough to catch another glimpse of it.

In fact, many believe that if President Barack Obama were to grow a beard, the United States would be lifted out of its current recession.

While some look at growing facial hair as a stage in the life of a single man, we all know that it is more than that. It is a movement.

## Mr. Hank Hardy becomes an author

by **Reid Mergler**  
Senior Features Editor

Aside from working with college admissions offices and impersonating various former presidents, District Director of Guidance Mr. Hank Hardy is busy with another major task: writing a novel.

To remember and honor his parents, Mr. Hardy plans to publish *Conversations I Should've Had With My Father* in the near future.

"The main reason I am writing this book is to give a tribute to my father and a gift to my mother," said Mr. Hardy.

The book focuses on learning more about parents and life lessons before they pass away.

Growing up in North Carolina, Mr. Hardy and his family shared a love for college basketball. They specifically rooted for the University of North Carolina over Duke University.

In 1993, Mr. Hardy's father passed away while watching a game between Duke and North Carolina. Later that year, North Carolina won the NCAA National Championships.

Over the years, Mr. Hardy and his brother would "keep the tradition alive" by calling each other during the North Carolina games.

Once again, in 2009, North Carolina was playing in the National Championships. At the same time, Mr. Hardy's mother was not doing well and his brother told him that he should drive down to North Carolina to see her.

The story takes place as Mr. Hardy

drives to North Carolina and his deceased father appears in the car. During the trip, the father and son are able to have numerous conversations and Mr. Hardy is able to learn more about the life of his father.

"Many of the conversations between my father and his sons began with sports and eventually gravitated towards the real topic," said Mr. Hardy. "As I make the trip to North Carolina, we begin to have conversations about the more important things in life that we didn't really get to when he was alive."

When Mr. Hardy arrives at his mother's apartment, he is then able to discuss essential topics with her and get closure before she passes away.


Hardy was inspired to write this book last year, and the formal writing of the story began this past summer.

However, the story still needs to be reviewed for grammar and content before Mr. Hardy submits it for publication.

"I am grateful for the people who have listened to this story as I told it," said Mr. Hardy. "In particular, Ms. Lauren Giliof has been instrumental in encouraging me to put pen to paper and write this story. With her help, I have almost completed the first draft and will be working on revisions very shortly."

Although he was inspired by his parents to write this book, Mr. Hardy hopes to reach out to any person with a similar dilemma.

"The larger intended audience would be any person who felt that there were unresolved issues or topics between their loved ones and themselves," said Mr. Hardy.



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# YEAR-LONG QUESTS COME TO AN END

## After extensive review, district appoints principal

by Sahil Doshi and Leah Nash

Editor-in-Chief and Managing Editor

Ever since former Principal Mr. Jay Lewis resigned last summer, the school district has been searching for a permanent replacement. After months of interviewing and screening, the Board of Education (BOE) formally approved Mr. Ira Pernick as Principal effective July 7.

“I felt that he was as good a candidate as we can get from the outside. He was extremely well-regarded by his community during the site visit,” said Superintendent of Schools Dr. Geoffrey Gordon. “I think he has a combination of intellect which is very important at Schreiber because of the intelligence of our students, technology and curriculum experience, and an ability to relate to students, faculty and parents.”

Mr. Pernick first saw the position posted in the *New York Times* near the beginning of the school year. The search began in early October 2010.

“Growing up and living almost my entire life on Long Island I have always known about the wonderful reputations Schreiber and the district have. The decision to apply, however, was based on the qualifications listed in the advertisement that I felt I was very well suited for. My main interest in finding a change for


myself was to find a school and a district that felt like a match for my skills. In other words, the search, for me, has been about finding the right school, not just any school,” said Mr. Pernick.

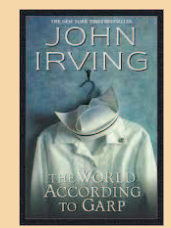
Mr. Pernick has been Principal at Robert F. Kennedy Community High School in Queens for the last ten years. He has also had experience working as an adjunct professor at Stony Brook University and has been a speaker at many national education conferences. Prior to his current position, he was an Assistant Principal in Sayville High School and at Grover Cleveland High School.

Initially, there were 22 applicants and after a paper screening, the list was narrowed down to eight candidates. This eight included six external candidates and two internal ones. Next, there were central office screening interviews led by the Assistant Superintendents and the list was brought to five—four external and one internal. Three separate committees of administrators, parents, and teachers, respectively, interviewed these five candidates.

Mr. Pernick was the only external candidate to pass all three committees, with only one other internal candidate being selected as well. Members of all three committees including parents, teachers, and administrators visited his current school to meet with staff and parents there. He

### Getting to know Mr. Pernick...





**Favorite?**

**Sport** – Baseball and I love the Mets  
**Pastime/hobby** – Reading, exercise, and time with my kids  
**Movie** – *The Princess Bride*  
**TV show** – *How I Met Your Mother* or *The Big Bang Theory*  
**Book** – *The World According to Garp* by John Irving  
**Animal** – My dog Cooper  
**Color** – Blue  
**Band** – I have many favorites, but for now I love Ben Folds

was then interviewed at an executive BOE meeting by the Board and ultimately by a select group of Schreiber students, mainly composed of seniors.

“I liked that we had an opportunity to give student input and really have a chance to help in the selection process,” said senior Andy Lieberman.

After this final meeting with the student group, Dr. Gordon officially recommended Mr. Pernick, as required by state law, and he was then formally approved 7-0 by the BOE on March 8.

“The process, from my point of view, was thorough and involved many layers over several months. I think my interview with the students was my favorite round in the process. I believe strongly in student voice and transparency with all members of the school community including students. I was very impressed with their preparedness and their willingness to ask tough questions. At the same time I felt that the students were comfortable with me (one even complimented my facial hair) and were able to speak freely about their concerns,” said Mr. Pernick.

One of Mr. Pernick’s focuses at his school in Queens, which he hopes to bring to Schreiber, involves the use of tech-

nology.

“I have worked hard over the years at integrating instructional technology at my school and hope to do the same at Schreiber. Of course there are many factors that impact purchasing technology, but I have also been doing work around “free” technology like Facebook, Twitter, Wikis and other web based programs that many students already use that can enhance the educational experience. For now, my goal

**“My main interest in finding a change for myself was to find a school and a district that felt like a match for my skills. In other words, the search, for me, has been about finding the right school, not just any school,” said Mr. Pernick.**

is to meet as many people as I can and get people to become somewhat familiar with me.”

While Mr. Pernick is still in the process of acclimating to Schreiber, he has many goals in sight. He is passionate about what happens in the classroom and hopes to ensure that all courses are rigorous, challenging, and of interest to students.

“It’s hard for me to articulate any exact goals right now—I haven’t even seen the whole school yet,” said Mr. Pernick. “I can say, however, that I love the idea of being the best and always working hard to stay

the best. In fact, my view is that in every area those on top stay there because they never stop working to improve.”

Additionally, he places prime importance to rich extracurricular programs and community service.

“I know that the community already does a lot when it comes to raising money for a good cause, but I don’t yet know what percentage of the student body gets involved—so, perhaps we can work together to improve that area and find new ways to bring more students together,” said Mr. Pernick.

On March 21, Mr. Pernick spent the whole day at Schreiber. With his recent appointment, he is soon to become a familiar face in Schreiber’s hallways, hoping to interact with students, teachers and parents.

“It’s big! Everyone I have met thus far has been welcoming and friendly. There has not been a moment when I have not felt welcomed. I am heartened by the level of interest and concern that everyone seems to share about the quality of education the school provides. Schools can be sad places when the community is not involved—I am thrilled that Schreiber is exactly not that place,” said Mr. Pernick.



Harry Paul

Newly appointed principal Mr. Ira Pernick gets straight to work in the office that will become his own starting July 1.

## Admin settles Senior Experience conflict, but confusion remains

by Matt Heiden

News Editor

It’s official. Senior Experience is now optional. So, why do seniors find themselves still so confused about projects and post-AP exam activities?

At the March 8 meeting, a crowd of over 30 seniors came to discuss their own personal experiences with the program and to present a petition with over 200 signatures to make the program optional again.

Seven of these seniors voiced their opinions during the open forum section which allotted three minute speeches for community members to speak directly to the Board. Seniors Laila Iravani, Jamie Koopersmith, Jai Sajani, Jeffery Sims, and Laura Werle argued that the program had a variety of shortcomings.

Conversely, seniors Tommy Doyle and Alison Ehrlich fought to keep the program mandatory, seeing it as a tool to encourage learning outside of the school.

Koopersmith helped coach boys and girls volleyball at Weber, but worried that although she loved the experience of interning and working with kids, people in charge of Senior Experience would not accept her work for scheduling reasons.

“I have worked over 200 hours, but most of it is not counted, and I have to find a supplemental project, since volleyball only runs from November to March. What is the focus on, timing or experience, because this is what I love. Is this about experience or timing?” said Koopersmith. “You have to give students the time to do it on their own terms, and that’s all we’re asking, to make it optional.”

Sims noted that Senior Experience’s implementation was not practical, since the internships interfered with important school functions such as finals and fourth

quarter grades.

Because of Schreiber’s six day cycle, which clashes with the typical five day business week, Sims denounced the program which forced seniors to keep “a sporadic and unreasonable schedule.”

Doyle and Ehrlich questioned the motives of the seniors who wanted the program to be optional. They argued that the program was beneficial to both the school and local community, and they thought that seniors did not take their final quarter of school as a serious academic priority.

“I am more grateful than anything for this opportunity,” said Doyle. “If my assumptions are correct, the entire argument against this is rooted in both laziness and entitlement.”

Ehrlich admitted that as the “guinea pig grade” for having this program mandatory, seniors and administrators would have to work harder to organize everything, but thought that overall the merits outweighed the problems.

She compared a mandatory Senior Experience project to compulsory seatbelts. In this view, the administration is only forcing seniors to do what is best for them, even if they do not necessarily see it that way.

After they spoke, Superintendent of Schools Dr. Geoffrey Gordon told the crowd that former principal Mr. Jay Lewis’s proposals had never gotten approved by the Board of Education and that the Board decided to make the Senior Experience program optional again.

“This option is for Advanced Placement students to do a project of their own choosing. Our position is that the word ‘option’ is self-explanatory. The phrase ‘of own choosing’ suggests that learning in class is your choice or being a research assistant is your choice. You will not be mandated, but you will be expected to do this,” said Dr. Gordon. “The Board

of Education 100 percent supported the fact that Senior Experience is a wonderful thing, but your choice is a wonderful thing.”

Other Board members agreed with Dr. Gordon and the students in favor of making the program optional.

“There is a trend that rules are becoming more important than students, and I’d like to see that trend reversed,” said Board of Education member Mr. Larry Greenstein.

There will continue to be four options open to seniors in the future. The first is the second semester Senior Options course, in which seniors intern and create a project. The second is through the social

**“There is a trend that rules are becoming more important than students, and I’d like to see that trend reversed,” said Board of Education member Mr. Larry Greenstein.**

studies course within the Participation in Government and Economics classes. The third goes through the Film and Literature classes.

However, the last option has been the source of most confusion for students. For the AP students, if the program had gone ahead as planned, seniors taking one or more AP classes would have done an internship project after AP examinations in May. Under the developing system for this year, for seniors in the last five weeks of classes, this is only an option.

“They can remain in class after AP’s and complete an activity project or research assignment or do an internship or become involved in voluntary services,” said Interim Principal Dr. Francis Banta. “That is what Dr. Gordon was clarifying at the Board meeting.”

Students still need to have a teacher to act as project mentor if they choose to remain in classes after AP exams, and they will still need to complete additional work. The projects could be a research project or some sort of other academic activity.

“I’m still confused about what is expected of me. I thought that by opting to stay in class, I would continue to learn, but now I think that I am required to complete a separate project in each class. I am not even sure if my teachers are aware of what is going on, and I think it would just be better if the program was similar to last year’s program,” said senior Aditi Shroff.

Many AP teachers are unable to create appropriate lessons and classwork because they do not know what is expected of them and their students. Further complicating this situation is the vague information coming from administrators.

“I think that for kids that have it for AP exams, it is a lot of hours they had to fill and it is a bit overwhelming,” said physics teacher Mr. Thom Johnson. “The idea of projects is fine, but it is hard for kids that aren’t in the experience class to get the direction to know what to do.”

Because of this confusion about the program coming from both AP students and teachers, Assistant Principal Mr. Craig Weiss has been meeting with teachers individually and in groups.

“My main thought is that this is year one for a program that was intended to make the last five weeks of senior year as meaningful as possible with real life experience,” said Dr. Banta.



Harry Paul

Interim Principal Dr. Francis Banta congratulates incoming principal Mr. Ira Pernick.



# Instead of relaxing, teachers march and climb during break

BY **Celine Sze**  
*Staff Writer*

Unlike many other teachers and students, two social studies teachers were not relaxing over February break. For four days, Mr. Bryan Frank and Mr. Doug Matina traveled to Parris Island in South Carolina to participate in the Marine Corps Educators Workshop.

They joined other teachers, guidance counselors, and educators from various parts of the country to learn about the training process of Marine recruits.

“I decided to go in order to learn more about the Marines so that I can guide students who are interested in joining the Marines in making the right decision when they approach me,” said Mr. Frank, head of the social studies department.

In order to gain a true sense of what the recruits experience every day, Mr. Frank and Mr. Matina started their days at 5 a.m. and concluded at 8 p.m.

They participated in several of the training exercises, such as completing the obstacle course, shooting in the rifle range, and learning basic marching, commands, and terms.

Additionally, they were able to see recruits in each of the three phases, starting with the newly enlisted, those who had some experience, and ultimately, those who were full-fledged Marines.

“It was amazing to witness such a dramatic transformation in the course of 26 weeks of intense training,” said Mr. Matina. “The four days became an eye-

opening experience that made me respect the armed forces even more than before.”

In order to complete Phase Three and graduate, every recruit must pass the Crucible, which is a 54-hour test that requires immense physical and mental strength and endurance.

During this ordeal, recruits only have two meals per day and a total of eight hours of sleep. In addition to the difficult tasks and sleep and food deprivation, they have to carry their gear, rifle, and weights.

Although the Crucible is extremely demanding, recruits strive to complete it in order to finally achieve their dream of being a Marine.

Jake Waiser, a former Schreiber student who is now training at Parris Island, is on

**“It was amazing to witness such a dramatic transformation in the course of 26 weeks of intense training,” said Mr. Matina. “The four days became an eye-opening experience that made me respect the armed forces even more than before.”**

this path and is currently near the end of Phase One. Mr. Frank and Mr. Matina were able to arrange to eat lunch with him and discuss his experiences so far.

“We talked about how he was handling

the training and he said he found it challenging,” said Mr. Frank. “He was in good spirits although stressed. But, everyone in basic training is stressed because it helps them deal with difficult challenges.”

“Jake and I talked mostly about his physical training,” said Mr. Matina. “He was my hand-to-hand combat student for the last three years, and we spent several months trying to get him ready for this. He told us that he was doing very well, running faster, doing more pullups and pushups than most people there, and was also victorious in his pugil stick fighting drills.”

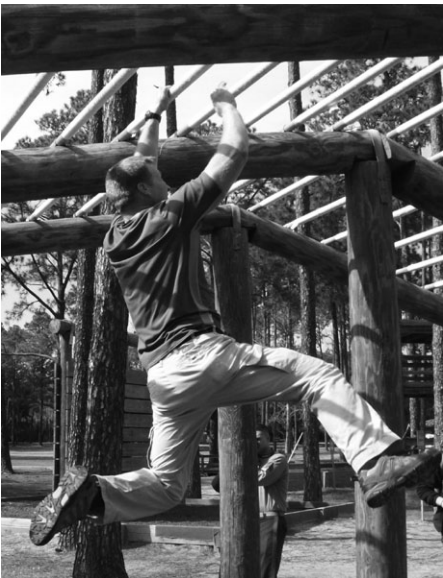
The social studies teachers were also able to see what Waiser was eating. The boys get larger meals than the girls. His box lunch was water in his canteen, a Gatorade prime pack, two hard boiled eggs, imitation Doritos, cookies, and a ham and cheese sandwich.

According to Mr. Matina, Jake’s voice was also very raspy, as he had been screaming or sounding off “yes sir!” countless times per day. The teachers by meeting with Jake were able to get a glimpse into a trainee’s lifestyle.

Overall, the purpose of the workshop is not to advocate joining the Marine Corps but rather to inform civilians of how it currently operates.

During the workshop, a panel of marines described their personal experiences.

The visitors were able to learn about the educational benefits and opportunities for the recruits and the types of technical



Courtesy of Mr. Doug Matina

**Mr. Bryan Frank participated in several training exercises at the Marine Corps Educators Workshop.**

jobs involved.

Overall, both teachers appreciated the workshop and are now more informed about the Marines than before.

“It was an interesting experience for me as a veteran since I was able to see how another part of the armed forces works,” said Mr. Frank. “I found the training to be similar to the Army, but there is also a focus on shipboard operations and exposure to maritime environments. The Army and the Marines have similar combat roles.”

# THE WRITING CENTER

*“The art of writing is the art of discovering what you believe.”*  
—David Hare

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Fashion

BY Cameron Tait-Ozer  
Staff Writer

As the season changes and the weather slowly becomes warmer, both fashion designers and popular stores are working hard to create a new set of spring trends. Heavy coats can finally be ditched in favor of lighter alternatives and shoes no longer have to grip to ice as the wearer avoids falling on the Monfort steps.

Trends for this spring are already appearing, such as bright colors, busy prints, and relaxed fits.

Designer Marc Jacobs, a self-professed fan of 1970s style, styled the models at his spring runway show in bold colors, such as plum, turquoise, and other jewel tones.

Designer Derek Lam added wide-leg trousers and denim pants to the list of possible trends, while Juicy Couture released a collection of bohemian dresses in paisley and floral prints.

Some designers, such as Michael Kors, Jason Wu, and Proenza Shouler, have dared to mix bright colors and prints.

It is not just in the clothes of upscale designers, however, that these trends seem to be appearing. Forever 21's Erica ruffle dress, for example, either bright red or teal, is available for \$14.80. Urban Outfitters, a store known for its interesting patterns, offers the Tela silky drawstring dress, with an interesting color-swirl design, for around \$30.

"Spring is a great opportunity to wear lots of bright colors and great patterns," said junior Joceyln Harnick. "Winter is so boring and dull, and in spring, you can be more feminine."

The slowly warming weather has

New and exciting trends are a symptom of spring fever

also brought lighter and softer fabrics. Designers Alexander Wang, Donna Karan, and Carolina Herrera all featured sheer and lacy fabrics in very muted colors in their spring lines. For those that are not fond of wearing white, many of these clothes are also made in light beige, tan, and even a subdued orange.

Mainstream stores seem to have caught onto this trend, showing lacy shirts and neutral sweaters since the beginning of winter. American Apparel, for example, has been able to carry this trend into the spring. Its chiffon double-layered shirred waist skirt is offered in six neutral colors for about \$40 each.

So far, pants seem to be the top choice for leg-wear, and skirts in many designers' collections have had longer hemlines. American Apparel has produced full length skirts in various floral prints.

To everyone's relief, swingy and loose-fitting clothes seem to be returning this spring. Such clothes offer people the opportunity to dress in a way that they feel is not too revealing, while also remaining fashionable. Many billowy shirts can be found at Forever 21, such as the Trapeze floral top which costs only \$10.50.

"I'm really looking forward to wearing flowy tops again," said sophomore Carolena Realmuto. "It will be nice not to be weighed down by bulky layers like in winter."

It is important, of course, to remember that the weather can still be chilly at times. To guard against the chill, light jackets, blazers, short trench coats, and leather jackets have appeared in stores. A BandolinoBlu jacket, for example, can be bought at Macy's for around \$40.

And, for the feet, warm-weather shoes



forever21.com

Ruffled sleeve blouses, like this one, are especially popular for the warm weather this Spring.

are making their way back to the front of many people's closets. Oxfords and loafers are emerging as favorites this season. A variety of these styles can be found at Urban Outfitters for less than \$50.

Spring 2011 offers a wide variety of trends, making its real allure the number of stylish options. This season there are enough popular styles, patterns, and colors to suit anyone's taste.

And the award goes to: a Schreiber graduate

BY Heidi Shin  
Staff Writer

While watching the Academy Awards, many students were unaware that a Schreiber alumnus was among the stars.

Ryan Silbert (Class of '98) produced "God of Love" which won the Academy Award for Best Short Film.

After attending Schreiber, Silbert went on to Cornell University and ultimately pursued his passion for filmmaking at the Tisch School of the Arts at New York University.

While pursuing a double major in Communications and Economics at Cornell University, Silbert explored the film industry. After graduating from Cornell in 2002, he worked in public relations, particularly in the entertainment field. By scheduling his vacation time to work on independent films, Silbert learned the nuts and bolts of filmmaking.

"While we always encouraged our boys to pursue their passion, we did impress on Ryan the importance of developing skill sets that could be translated into other industries," said his father Mr. Marc Silbert. "When he decided to apply to NYU's Tisch graduate school, we both felt he was genuinely committed to a career in entertainment and fully supported his application which by then evidenced a real body of work in the field."

Silbert produced several films including "Holy Rollers" and "God of Love." In the

film "God of Love," actor and director Luke Matheny plays an unrequited lover who receives a box of darts that turns him into a modern-day Cupid, able to obtain affection from anyone he desires. The film is in black and white and approximately 18 minutes long.

Silbert's parents have supported his decisions and are proud of his achievement.

"As parents, we enjoy when our children do something that they really love, so seeing Ryan's projects progress to completion has been a wonderful experience for us," said Mr. Silbert.

As big fans of "God of Love," his parents honestly thought it was the most enjoyable to watch of all the nominated shorts. Since most of the short films dealt with weighty issues, they were not sure the Academy would warm to "God of Love" the way it did.

"When Jake Gyllenhall read the winner out loud, we actually gasped!" said Mr. Silbert.

From watching their son become a successful movie producer, the Silberts have come to understand both the positives and the negatives of the entertainment industry.

"As a producer, you deal with both the creative and business spheres and you have to find ways to keep the project moving forward in the face of often conflicting interests," said Mr. Silbert. "You should be prepared for a fair share of frustration and rejection moving forward in an

entertainment career but try to use these episodes as learning experiences. As for the positives, you get the satisfaction of seeing a vision turned into a reality that others can enjoy, and you may get the chance to hear your name called at the Academy Awards."



palmbeachdailynews.com

Schreiber graduate and producer Ryan Silbert (left) and director Luke Matheny with the Oscar they won for their film, "God of Love." The movie won the Academy Award for Best Short Film.

Month to think nutritiously

BY Eleanor Kim  
Staff Writer

Have you seen the posters with the slogan "Eat Right With Color" around the school?

March is National Nutrition Month and this year, teachers, students, and parents hope to spread the message of healthy living.

Created by the American Dietetic Association (ADA) in March 1973, this campaign focuses on the importance of good foods as well as developing and practicing healthy eating and physical activity habits.

The ADA's goal this month is to remind consumers that adding fruits and vegetables of different colors into their diets is one way to apply good nutrition to their lives.

Produce ranging in color holds the possible benefits of having antioxidants and other nutrients that promote healthy organs, in addition to reducing the risk of cancer.

This year, the school has undergone several changes in order to increase the number of healthy options available to students.

With the help of the Nutrition Committee, new vending machines were added to the cafeteria in mid-February.

They sell various nutritious snacks, including Bare Fruit Snacks and Enjoy Life Snickerdoodles. Also, another vending machine offers fresh packaged fruit, including sliced pineapple, melon, and apple.

Both parents and students from Healthnuts, Schreiber's nutrition club, are participating in keeping the school nutritionally aware.

"The Nutrition Committee parents and Healthnuts club members are helping to promote Schreiber students consuming healthier food options for snacks and lunches by helping give out samples of the healthy food items during Nutrition Month," said Healthnuts club advisor and Family and Consumer Sciences teacher Ms. Robyn Block.

As part of this month, the Family and Consumer Sciences department (FACS) is also trying to reach out to others in order to spread the importance of good nutrition.

"In our foods classes in the FACS Department, we promote healthy food choices by empowering students to prepare their own favorite foods in a relatively healthy way," said Ms. Block. "Some of our Human Development students will be working with Daly classes where they regularly intern on some nutrition activities as well."

In past years, the themes have been Take a Fresh Look at Nutrition (1999), Eat Smart—Stay Healthy (2004), and Nutrition From the Ground Up (2010).

As part of this month's campaign, the ADA celebrates Registered Dietitian Day in an attempt to encourage Americans to seek advice from registered dietitians (RDs) about nutrition.

RDs are committed to helping the public by providing accurate information about nutrition.

They are food and nutrition experts who help others understand the science of nutrition and apply practical solutions for a healthful lifestyle.



# Twisted satisfies town’s fro-yo cravings with the pull of a handle

by **Hannah Zweig**  
*Staff Writer*

Swept up in a whirlwind of attention, Twisted is Port Washington’s newest and only frozen yogurt shop. Since its grand opening on March 11, Port residents have been rushing in to try its version of fro-yo and the store’s well-advertised bubble tea.

Although bubble tea is a unique aspect to this store, fro-yo is the new trendy dessert among teenagers and it is available at many stores in the surrounding towns.

Beginning with Pinkberry in New York City, stores such as Red Mango and Sixteen Handles have supplied the healthy and delicious reduced-fat frozen yogurt in several towns on Long Island.

Twisted attempts to distinguish



Elana Galassi

**Twisted offers a variety of flavors, including the popular blueberry and mango, and the surprisingly refreshing green tea. Those with more of a sweet tooth may lean towards the vanilla or chocolate.**

itself from the multitude of “copy-cat” frozen yogurt enterprises by attempting to run a more self serve frozen yogurt establishment and by offering new and exciting flavors.

With eight flavors, Twisted has ones that are not offered at Red Mango. These include Mango, Blueberry, Cheesecake, Cookies and Cream, Original, Vanilla, and Chocolate. Customers are allowed to taste the flavors before swirling the yogurt into their own cups.

“The cookies and cream is my favorite,” said sophomore Laura de Bruin.

While students seemed to like the cheesecake, blueberry and original yogurts, they were hesitant about other flavors such as green tea.

“The green tea is definitely an acquired taste,” said de Bruin. “It is pretty divergent from the standard frozen yogurt and ice cream flavors. Personally, I don’t like it.”

There was an array of 24 toppings including fresh fruits such as kiwi and mango. Additionally, Twisted offers sweeter options like chocolate covered pretzels, white chocolate chips, and colorful sprinkles.

It costs 54 cents per ounce, which is the typical price for this dessert. Also, when one buys nine yogurts, he or she can get 6 ounces free.

However, due to the recent increase in fro-yo joints across the country, Twisted has a high standard to live up to.

“The yogurt was a little watery, and not as good as Red Mango,” said senior Julie McManus.

Although the variety of teas are interesting, they did not meet some students’ expectations.

“I tried the strawberry bubble tea, but I think next time I’ll stay with normal frozen yogurt,” said sophomore Emily



Hannah Zweig

**The store, and particularly the toppings bar, have been crowded since its opening on March 11. The wide variety of toppings, from mochi to strawberries, are sure to please anyone’s taste.**

Schmidt.

Some students enjoyed the bubble teas which cost \$3.50. They ranged in flavors from green tea to taro to passion fruit.

“The bubble tea is good compared to other places and it is convenient,” said senior Katharine Fields. “Since I don’t know of any other bubble tea places, it is exciting to have a place close by.”

Overall, the atmosphere of Twisted is light and fun with bright neon colors of orange, pink, and green. Its expert interior design creates a more open atmosphere despite the reality of its small square footage.

The location is also prime as it is convenient for those who desire to get a yogurt as they walk down Main Street.

The seating area was larger than expected although still not large enough to cater to the large crowds of eager customers flowing in and out of its doors in the mad rush of Twisted’s opening weekend.

“Even though it is pretty small and there isn’t much room to hang out, Twisted will be a great place to go to on Friday afternoons with friends,” said Schmidt.

## A surprisingly smooth singer

by **Renee Cohen**  
*Contributing Writer*

Many know Mr. Richard Hart as the security guard who won’t let students down Campus Drive without a blue card. Yet, the students who attended the Teacher Talent Show on Feb. 17 saw him in a completely different light—a more operatic light.

No voice was deeper than the sound that filled the auditorium as Mr. Hart sang the classic song “Ol’ Man River” without the aid of a microphone. His performance left many students in the audience with a new perspective on the school’s security guard.

“I had no idea Mr. Hart could sing at all, let alone opera,” said sophomore Minah Kim. “I was really shocked and impressed to see a new dimension of the security guard.”

So where did this hidden talent begin? Mr. Hart began singing for fun in a band at age 16 and followed his passion into college, where he majored in music and voice.

After college, he sang for the police department that he worked in and was involved with the Amato Opera for five seasons.

His son, a voice teacher in Northport and his piano accompaniment during the show, has helped Mr. Hart to perfect his vocal sounds over the years.

Looking back at the experience, Mr. Hart enjoyed being in the spotlight.

“Singing at the talent show made me feel like part of the Schreiber faculty,” said Mr. Hart. “I loved performing alongside my co-workers and showcasing a hobby I love.”

Mr. Hart and the rest of the Schreiber security guards have worked in the district



Evie Adsetts

**Mr. Richard Hart, a Schreiber security guard by day and opera singer by talent show night, showed off his unknown talents before an appreciating audience.**

for six years protecting the school and its students.

“I love working in this school,” Hart said. “The school’s great, the kids are great. I look forward to work each morning.”

Mr. Hart’s performance at the teacher talent show was not only surprising but inspiring.

“Mr. Hart was fantastic,” said junior Brian Aronow. “It was so amazing to witness something so unexpected from a faculty member. I had no idea that he and many of the other teachers in the talent show were so talented.”

# Teacher Talent Show recap

by **Georgia Goodman and Alexa Pinto**  
*Staff Writers*

Did Assistant Principal Dr. Brad Fitzgerald really dress up like a Viking, descend to the stage sitting on a swing, and play the piano? Was physics teacher Mr. Thom Johnson juggling while eating munchkins? Who knew that chemistry teacher Ms. Joy Grasso-Krebs could sing “Empire State of Mind?”

“I think this year had the best opening, as Dr. Fitzgerald entered the stage from the sky,” said social studies teacher Mr. Jeremy Klaff, the show’s emcee.

At the Teacher Talent Show on Feb. 17, students were able to see a different side of the school’s assistant principals, teachers, and faculty members.

Aside from a student-teacher fundraiser for the Dr. Rothman Scholarship Fund in 2009, there has not been a full teacher talent show since 2005.

The first show was organized by retired social studies teacher Mr. Eric Begun.

This year, Dr. Fitzgerald and Ms. Grasso-Krebs decided that the talent show should be brought back to life. Fliers were sent out to all members of the faculty and, soon enough, an overwhelming number of volunteers offered their talents.

“It was an honor to be a part of the event and see it become so successful,” said Ms. Grasso-Krebs. “But it was not my sole effort that made it happen. It was the collaborative nature of the faculty and

staff that made it a success.”

Students also helped out with the show behind the scenes. Members of the Tri-M Music Honor Society volunteered to operate the lights and sound, and help backstage.

The show featured a performance by the band Victor, made up of English teachers Mr. Corey Block and Mr. Joseph Corbo, social studies teacher Mr. Craig Medico, orchestra teacher Mr. Anthony Pinelli, and math teacher Mr. Mark Reynolds.

Security guard Mr. Richard Hart also sang “Ol’ Man River,” giving a performance that surprised many of the show’s attendees.

Many of the teachers, including Ms. Grasso-Krebs and math teacher Mr. Christopher Ferruso shared their singing talents as well. Math teacher Mr. Joe Lederer entertained the audience with his famous stand-up comedy routine, cracking jokes about his mother and first girlfriend in high school.

“The talent show was really funny and entertaining,” said sophomore Ali Peltz. “It was great to see the teachers showing their talents that you don’t get to see in the classroom, like singing and stand-up comedy.”

Not only was this year’s Teacher Talent Show entertaining for many students and teachers, but it also generated over \$2,400. This sum will be donated to charities, most likely to the North Shore Animal League and Relay for Life.



# arts & Entertainment

## Animated western, *Rango*, is instant hit

BY Victor Dos Santos

Staff Writer

Gore Verbinski's animated western, *Rango*, made quite an impression on audiences. The film stars Johnny Depp as the titular Rango, a pet chameleon aspiring to become an actor, who, after a car accident, ends up stranded in a desert in Nevada.

There he meets with another chameleon, voiced by an almost unrecognizable Isla Fisher, who brings him to the town of Dirt where other amphibians, rodents, and reptiles are in desperate need of water.

Rango makes an impression on the "townsanimals" when he tricks them into thinking that he's the "biggest, baddest, chameleon in the west."

He then gains their trust—and the responsibility to get back their water supply.

For the majority of the film, *Rango* doesn't even feel like a cartoon, but more of a solid western, which makes one wonder who the film's target audience is. It is certainly not for kids, since most of the humor in the film is very adult oriented.

Many adults, however, are not going to go out of their way to see an animated film about a chameleon who looks like a caricature of Hunter S. Thompson.

"I went to watch *Rango* with the children I babysit. While I laughed out



**Rango (Johnny Depp) must learn how to adapt to his unfamiliar surroundings. The animation in the film impressed critics and delighted audiences everywhere.**

loud at some of the jokes in the film, it was clear that the kids didn't understand most of them. For me, the movie was thoroughly enjoyable," said junior Juliana Beall.

The film focuses on Rango and his "spiritual journey." He encounters an armadillo who helps him find himself and realize that he should never give up on his own ambitions. He also gets some advice from a very funny and unexpected cameo by Timothy Olyphant who does a great impersonation of Clint Eastwood's

character in *The Good, the Bad, and the Ugly*.

All the performances in the movie were great, especially that of Depp, who seems to be the man of many voices. He was key in making a very funny and very interesting title character.

Fisher was great, as well, voicing Beans, the chameleon's love interest. She makes her seem more human than just a regular cartoon.

*Rango*'s faults, however, are due to the lack of character development. There were

a few side characters, such as Beans, who started off having a back story, but the audience was never able to learn the nitty gritty details. She has discussions about her father and how he was a drunk twice in the beginning. It could be inferred that he is no longer around, but it is never really touched upon again after that.

Many of the other side characters are just clichés of characters from classic westerns, which is what led me to believe that this film is really just trying to be one great homage to the classic westerns from the 60s and 70s with an added modern twist. As far as I'm concerned, they did a great job.

Director Gore Verbinski captured long shots of beautifully animated and realistic deserts.

The animators used so much detail in making each and every one of these characters seem as dirty and disgusting as possible to capture the gritty feel of a western town.

"The animation was unbelievable. Sometimes, I completely forgot that this was meant to be a cartoon. I was impressed, and hope to see more movies follow the lead of *Rango*," said junior Elyse Belarge.

Overall, *Rango* was a pretty great movie. It has a solid story, pretty good performances, and neat-looking nods to old Westerns. The movie is even worth seeing twice.



**After crashing into a seemingly-abandoned desert, Rango (Johnny Depp) meets many different creatures, including Beans (Isla Fisher), who ends up becoming his love interest.**



# The Adjustment Bureau falls flat despite its promise

by **Dan Bidikov**  
Staff Writer

*The Adjustment Bureau*, based on a short story of a similar moniker by science fiction author Philip K. Dick, is the latest film from director George Nolfi.

It begins as an intriguing thriller, a tightly wound bundle of action waiting to be opened and blow the viewers off the edges of their seats, where they have been precipitously perched since the opening credits. It ends, however, in an incoherent mess, with half-baked romance and more plot holes than there are pieces of gum stuck to the bottom of the movie theater seat.

Matt Damon performs expertly as David Norris, a boisterous, up-and-coming Brooklyn congressman who meets a dancer named Elise (Emily Blunt) on the night that he must give an important speech. A few days after, he arrives early to work and discovers that a mysterious organization—the aptly named Adjustment Bureau—is tailoring his life to fit a universal plan. Agents from the Bureau reveal that when David met Elise, he began to stray from the grand scheme.

He is told never to acknowledge the existence of the Bureau at the threat of a “reset” (lobotomy). Instead, we are given a time lapse of three years during which David presumably goes about his life as usual, and the story resumes.

John Slattery (of *Mad Men* fame) plays Richardson, an agent of the Bureau who is sent to handle David’s case. His acting is excellent and his character is witty and entertaining.

Unfortunately, he is thrown away and replaced by a more boring agent Thompson (played by Terence Stamp) at about the three quarter mark of the film. Anthony Mackie plays another



In one of the many chase scenes in *The Adjustment Bureau*, Matt Damon and Emily Blunt run away from mysterious pursuers. The film had the plot line and acting to be great, but its many inconsistencies did not allow it to live up to its potential.

adjustment agent, Harry Mitchell, who eventually sides with David and aids him in changing his fate. His sincerity balances out the rough attitudes of the other characters.


Blunt’s character is a dancer, and a rebel. She’s found in the beginning of the movie crashing a wedding in the same building that David is giving his speech. The striking differences between the two lovebirds seem forced and uninventive but both actors do their job very well. When David and Elise meet up once more after years without contact, the film separates into two different stories.

One is the action-packed struggle to unearth an age old conspiracy that is hinted at in the trailers, while the other is a substance-less generic romance in which David must overcome difficult odds to be with the woman that he loves. One agent explains to David that he can either choose between his political career and his love for Elise, but the potentially poignant need to make a decision is ditched in exchange for a very lukewarm solution at the end of the film.


Thomas Newman’s score provides an atmosphere of mystery. It is a wasted asset, though, because the film’s plot does not

unravel gradually but in black and white, removing subtlety and allure. Instead of having David perform some kind of crack investigation on the Bureau, the filmmakers chose to reveal every exciting secret in a single conversation.

The inconsistency of the plot is tiring at best, infuriating at worst. Action is presented in the form of chase sequences, which are all the same—men in hats running through doors. The repetitive scenes are a waste of stylish cinematography. *The Adjustment Bureau* is a film full of potential, but needs to be tweaked.



## BATTLE OF THE BANDS



### Decadence

After winning two years ago, Decadence hopes to place first this year with its different sounds and experienced members.

Jesse Weil  
Brian Aronow  
Bobby Katz

Miles Kurtz  
Nick Sapountzis  
Reid Kalash

### Ava Anderson

Ava Anderson’s music is already on iTunes and she hopes her band will win it all in its debut.

Jon Michelson  
Noah Bondy

Eddie Matthews  
Ava Anderson

### Soma

Comprised of only underclassmen, Soma wants to bring something new to the competition.

Kevin O’Leary  
Alex Zimmermann

Andrew Cullen  
Spencer Katz

### Tiger Blood

With most of the band’s members coming from the School of Rock, they are all very talented musicians and hope to prove that.

Elard Timana  
Ethan Weber

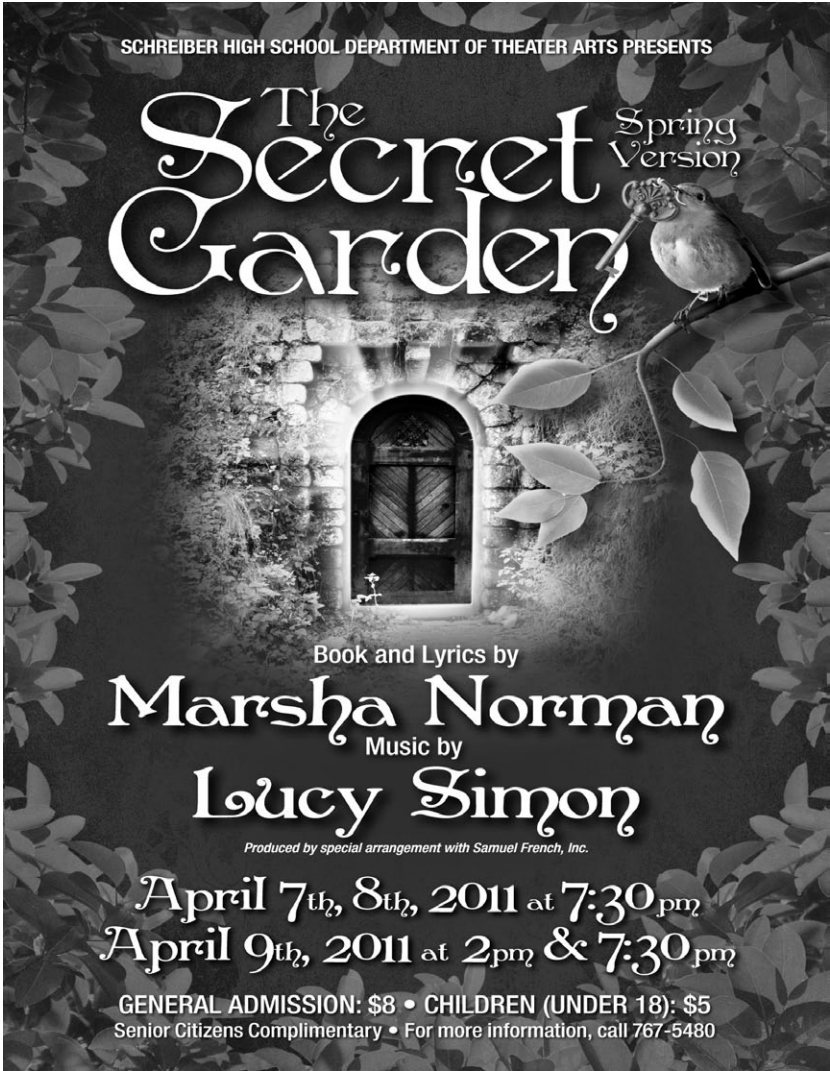
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# Drama Club shows off school’s talent in annual Young Playwrights Festival

by Jess Greenwald  
Staff Writer

Mixed with a blend of comedy and drama, the Young Playwrights Festival delivered on all fronts. Written, directed, and performed by Schreiber students, this school play was unlike any other. The play consisted of six original and unique acts: *Variations on a Bad First Date!*, *The Operators*, *Football!*, *Drag Scene*, *Therapy Session*, and *Tropic Serenades!*

The first act was written by junior Kalia Lay and directed by senior Andy Lieberman. *Variations on a Bad First Date!* was an excellent opening play that took the audience through all of the terrible possibilities of a first date. Senior Ava Cotlowitz, junior Kevin Roberts, and sophomore Tamara Hoffman starred in this smart and witty first scene.

Both well directed and acted, *Variations on a Bad First Date!* received much applause and laughter. Cotlowitz, Hoffman, and Roberts gave great performances with good line delivery that made great use of the funny writing. The act was very well executed by Lieberman and pointedly written by Lay.

*The Operators*, the second act in the show, was a very good follow up to the comedic first act. Written by senior Michael Cicchetti and directed by senior Holland Meyer, this second scene told the story of four bank robbers whose heist went horribly wrong.

Starring juniors Christian Browne, Jaclyn Cohen, Loren Giron, and Kristen Means, *The Operators* was a very thrill-

ing and entertaining story. The excelling performances from all four actors really made this act work.

The follow up to this crime thriller was *Football!*, a comedic romance story of two nerdy sports fans. Seniors Scott Singer and Kyra Schor starred as the leading romantic interests. In order to impress Dylan (Singer), Taye (Schor) gets help from two obnoxious girls played by sophomores Delia van Praag and Ashley Larsen.

Both van Praag and Larsen gave incredible laugh-out-loud performances that constantly kept the audience rolling on the floor. Unlike the other acts, *Football!* was a sweet and heartfelt act which all viewers seemed to enjoy.

The fourth and perhaps most outrageous act was *Drag Scene*, written by junior Sage Viscovi and directed by senior Molly Ronis. This act starred junior Jesse Weil as Evan, a high school kid who was bet \$100 to sneak into a girls sleepover party and find out what really goes on.

Filled with outrageous humor, *Drag Scene* showed off Weil’s humor as he dressed as a new girl, Eve, who tries to sneak into the girls’ slumber party. All actors, including Lay and sophomores Julia Bain and Annie Rubin, gave excellent performances which contributed to the effectiveness of this act.

On a more serious note, act five, *Therapy Session*, dealt with a confused and depressed teenager named Miss (sophomore Ani O’Hanlon). The act takes the audience through the various hardships going on in this girl’s life, including difficulties with friends and difficulties



Courtesy of Ms. Susan Hoffman

**This year’s installment of the annual Young Playwrights Festival featured six acts written, directed, and performed by students. Each act was unique and original and was a huge success.**

at home. Senior Dan Miller starred as the therapist to Miss who asks and gives thoughtful and caring advice. Definitely the most dramatic of all six acts, *Therapy Session* was a very well-acted fifth installment to the festival.

The final act of the play was *Tropic Serenades!*, written by sophomore Christopher Falcioni and directed by Viscovi. A very original and inventive skit, *Tropic Serenades!* starred junior Luke Volpe and

senior Sara Lyons as a tourist couple who end up upsetting the island gods Rongo (freshman Harry Paul) and Pele (junior Emily Nicholson).

Paul gave an especially great performance as the hysterical Rongo, husband to the dominating Pele. A great final installment, *Tropic Serenades!* ended the well-produced and pristine Young Playwrights Festival.



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# Daniel Radcliffe creates new magic in Broadway musical

BY **Sophia Jaffe**

Opinions Editor

“Wouldn’t it stink if we got the understudy tonight?” a nearby audience member points out.

“Don’t worry, I heard the understudy’s Rupert Grint,” jokes his friend.

Hushed but excited voices fill the venue. The lights dim and sixties music further livens up the audience. After a few minutes of anxious waiting, Daniel Radcliffe ascends 20 feet into the air. But this time he is not soaring up on his quiddich broomstick in his Gryffindor cape. In fact, this time he is dressed in a fitted gray suit with his hair suavely quaffed to the side just so.

The audience stares in awe, cheering and tearing, and applauding for what seems like 30 minutes. The crowd’s enthusiasm is so overwhelmingly lively that Radcliffe can barely say his first line of reading out of the book titled appropriately “How to Succeed in Business without Really Trying.”

*How to Succeed in Business Without Really Trying* does have a long history in, well, the business. The original production opened in 1961 and ran for over 1,400 performances. A film adaptation was released in 1967, and a previous Broadway revival aired in 1995. This revival is currently in previews at Broadway’s Al Hirschfeld Theatre.

Be warned that because the musical’s plot is not a modern one, classic female

stereotypes are not hidden. Rosemary Pilkington (played by newcomer Rose Hemmingway) is a secretary who is obsessed with and adoring of J. Pierrepont Finch (Radcliffe). In her song “Happy to Keep His Dinner Warm,” she is definitely not fighting for female independence or gender equality. However, when watching the show one must allow oneself to enter the setting of the play and the social standards of that time period.

As with many musicals, the story line can sometimes get lost or overlooked in preference for the entertainment value of the songs and dances. This is one of *How to Succeed in Business Without Really Trying*’s downfalls. The plot is not entirely compelling. An ambitious, driven Pierrepont works his way up the corporate ladder with the side story of acquiring a girlfriend, Rosemary. Their relationship was rather undeveloped. In the beginning, Pierrepont barely provided two sentences to Rosemary because he was too concerned with promoting his status. Yet for her it was somehow love at first sight. About half way through the play, it seems that Pierrepont all of a sudden falls for Rosemary.

However, the audience was happy to sacrifice some character development in favor of intricately choreographed and impressively executed song and dance numbers. Radcliffe, who has actually been taking singing lessons for three years and whose parents were both dancers, showcased his surprisingly striking singing voice and physically demanding



**J. Pierrepont Finch (Daniel Radcliffe) aspires to work his way up the corporate ladder in this revival of a 1967 musical comedy, *How to Succeed in Business without Really Trying*.**

dance moves. He pulled it off with a seemingly effortless confidence, especially in the performance of “Brotherhood of Man” after which the crowd responded with a roaring round of applause.

One of the play’s highlights was the visual impact. The color palette of the play was clearly thought out in order to invite the audience into the sixties. The costumes were mostly of muted grays in contrast to a set designed with vivid turquoises, corals, and purples. The play is a must-see for those willing to put aside plot engagement for a brilliant visual execution of color and entertainment.

Radcliffe’s intense role in *Equus* in 2008 and 2009 showed that the young actor

was attempting to break free of his *Harry Potter* image. And now he is further expanding his acting repertoire with his current humorous singing and dancing role.

However, it is unlikely Radcliffe will ever completely shed his PG-wizard image. Many adoring fans waited after the play to have Radcliffe sign their playbills, but even more wanted him to sign their *Harry Potter* posters.

From *Harry Potter*’s child-friendly fantasy, to *Equus*’s disturbing psychological drama, to *How to Succeed in Business*’s lovable hilarity, Daniel Radcliffe displays his versatility as an actor and dedication as an artist.

## 80’s pop culture and media repeating itself

BY **Katie Fishbin and Lily Weisberg**

Staff Writers

Upon looking carefully at the media today, it is apparent that history is repeating itself. There are similarities between the 80s and now.

One of the most important trademarks of the 80s was fashion. It played a main role in everyone’s daily life. One of the biggest fashion trends started then was mini skirts. These were modeled after the short flared ones worn by the classic American cheerleader. You can still find these skirts today in stores like Urban Outfitters and Forever 21.

Another fashion item found in today’s style, paralleling the 80s, are the oversized shirts and sweatshirts. You can find big tops worn on the streets almost anywhere you go. It is an extremely popular thing to wear, especially paired with spandex leggings.

Leggings were yet another great addition in the 1980s, which originated in the famous movies *Flashdance* and *Fame*.

Another great trend starting in 2010 is the army lace up boots. One main brand was Doc Martins typically worn by the 80s punk. Now these have made a comeback to the fashion world.

Although it originated in the 1950s, leather jackets reappeared in the 1980s and once again in this decade.

Lastly, the Wayfarer sunglasses have grown on the popularity scale. You can see celebrities in magazines even wearing them as both prescription and sunglasses.

Next, an evident influence in the music industry is Madonna. Her performances, music, and overall style can be seen through the works of Lady Gaga. She continues to reference Madonna’s works with songs like “Born This Way,” which is

similar to “Express Yourself.”

Also, many of Lady Gaga outrageous costumes, which many can agree that Madonna initiated this along with her entertaining shows. Both are and were viewed as crazy and original with their works, however we see the clear affect that Madonna had on the present day Lady Gaga. Madonna has truly pushed the envelope and inspired many artists to branch out and be unique.

Madonna was just one of the many top artists who became well known even to this day by MTV. MTV began in 1981 and its main purpose was showing music videos on television. The first music video to have ever been shown was “Video Killed the Radio Star” by the Buggles. That was known as the first of many “one hit wonders.”

Over the thirty years of MTV, it has changed from being a single channel of music videos 24/7 to multiple channels and a mixed selection of music and television shows.

In 2000, MTV was playing just eight hours of music videos and eight years later it dropped to only three hours in the morning.

This happened because the Internet access became more popular and once YouTube came along, MTV had no choice but to increase the amount of television shows and drop the number of music videos.

Overall, the 1980s had a major impact on the 2000s in the perspective of fashion, music, and culture. It promoted all things seemingly outrageous and over the top. Many things in today’s society can be perceived in this manner and the basis for such behavior is thanks to the initiators of the 80s.

## The new revolution of reality television

BY **Emily Rosenthal**

Staff Writer

For years, reality television has been the guilty pleasure for people across the country. Between shows like *Dancing with the Stars* and the infamous *Jersey Shore*, much of the nation has made it a ritual to watch these shows every week.

A lot of people probably believe that these shows are garbage, but within some reality shows lies the potential for good. Many shows such as the *Biggest Loser*, *American Idol*, and even the *Amazing Race* allow people to realize that if they strive towards their dreams, they can be obtained.

“Every time I watch one of these shows, I applaud those that are competing in them. They have such motivation to go on national television and strive toward their goals. Believe it or not, they motivate me to try my best and complete my aspirations,” said senior Carly Rosenberg.

As *Jersey Shore* wraps up its third season, we see a new wave of seasons from our other favorites. *Dancing with the Stars* released its newest cast a month ago and fans prepared their excitement for the upcoming season. The producers were able to get big stars like Hines Ward, Wendy Williams, and the customary Disney star, Chelsea Kane (previously known as Chelsea Staub).

The all-popular *American Idol* has started slipping in ratings as the panel of judges has transformed, having only Randy Jackson from the original group.

Surprisingly, though, the talent is much better this year.

Reality TV is not only a form of entertainment, but it also allows family and friends to come together and enjoy something they have in common. When Pauly D pops up on the screen, you will definitely find siblings sitting together eating chocolate ice cream laughing at Snooki for falling down again.

But are Americans, especially teens, using reality television to escape their own reality? Many use this as an escape, to aspire to one day be like those they see on their TV. This is not necessarily a bad thing, as we see many people on reality TV strive to reach their respectable goals.

Even on the SATs this past March, students were asked to create an essay about reality television.

“It was not the typical question. Usually it’s something that you can relate a book to, which is what we all study for, but they threw a curveball and though it was more relatable. It was not as easy to write about using typical techniques” said junior Paul Kagan.

A lot of you are probably thinking, what a ridiculous question, but television has become an integral part in the lives of many Americans. Ever since the first reality television show, *Survivor*, aired, a wave has swept through the nation.

Reality TV has risen to a height we had never thought it could reach. Hopefully, the shows that are starting to begin their seasons will be both entertaining and inspirational.



# Fiasco’s long awaited *Lasers* disappoints long time listeners

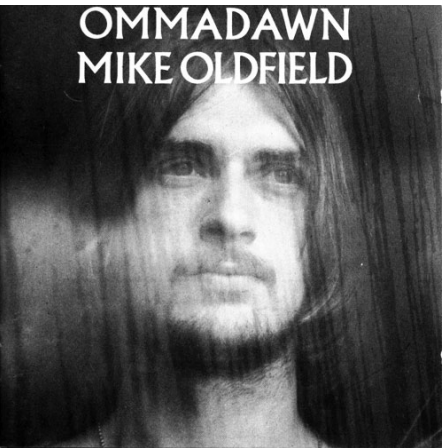


BY **Morgan Quigley**  
*A&E Editor*

After an eternal four-year wait from the release of Lupe Fiasco’s *The Cool*, his new album, *Lasers*, hit stores March 8th. Leading up to the release of the album, Lupe unleashed a couple of singles. The first is “The Show Goes On.” The song features an interpolation of Modest Mouse’s “Float On” and Lupe really made an incredible first impression of *Lasers* on everybody. The second, and one of the best

tracks on the album, “Words I Never Said,” is a political statement featuring Skylar Grey. He openly calls Glenn Beck and Rush Limbaugh racists, and expresses discontent with the current administration. It is a shame that a song like this will never gain any popularity because it is too political and does not have a club beat to go along with it. This is where Atlantic Records really messed up. Aside from a couple of tracks, Atlantic Records really pushed Lupe to make more of his club-style songs so that he would get more radio play. They detracted from Lupe’s jazz-influenced style, a refreshing reprieve from what you hear on the radio everyday. Executives at Atlantic Records sold out this trademark style in order to make just another Billboard rap star. Lupe strayed too far from his original style on this album. The harshness in his voice and not only the pop beats, but the hard rock beats as well, make this album hard to listen to for a Lupe enthusiast. Practically a cult leader, Lupe seems to have disappointed his fans with his new album, so much so that he has already started talks about the release of a new album later this year, independent of the greedy people who run Atlantic Records.

## Classic Album: Mike Oldfield: *Ommadawn*



BY **Kerim Kivrak**  
*Staff Writer*

After the success of *Tubular Bells* and the slightly less popular *Hergest Ridge*, progressive rock multi-instrumental musician and composer Mike Oldfield retreated to his home in rural England to record *Ommadawn*. While *Ommadawn* lacks the previous albums’ sense of revolutionary innovation, Oldfield produced perhaps the most emotional, exciting work of his career. Like the albums that preceded it, *Ommadawn* is divided into two parts—only this time he included an extra unlisted track tacked on *Part Two*. In true Oldfield style, the album is a long, drawn-out exploration of several themes and motifs. The implementation of countless styles, tones, and instruments serves as ample compensation for the lack of the leaping innovation that marked *Tubular Bells*. Most of the first side consists of majestic, pensive piano pieces punctuated by periods of excitement and unease that ultimately culminates in a triumphant peak. The first track is riddled with periods of Celtic and traditional folk influence in the form of simple melodic appearances by acoustic guitars and flutes. Oldfield displays his mastery of musicianship in his tasteful transitions

between the ethereal atmosphere of the beginning of the track to the heavier Celtic influences that follow. The ambient synthesizer work in the background works well with the sustained melody throughout the many segments of the 20 minute piece, making each segment a masterpiece of its own. The climax of the first side is exultant and powerful and an appropriate transition to the rest of the album’s emotional vigor. *Part Two* follows the raging climax of its predecessor with a cathartic introduction on the electric guitar. This side is much less aggressive and flows through more serene, relaxing themes with a consistent melodiousness. Invoking an entirely different set of emotions than *Part One*, *Part Two* complements the other side quite nicely. *Ommadawn*, like the Oldfield albums that preceded it, is a musical experience and not just another progressive synth-rock album. Again, Celtic influences seep into *Part Two*, this time in the form of bagpipes. The unlisted track “On Horseback” contributes little to the rest of the album but it does not detract from it either. It is the only track on the album with distinct lyrics. It demonstrates that Oldfield’s messages are better transmitted through his music than when they are blatantly stated in words. It is a fun piece of fluff, but the decision to end what is undeniably a prog rock epic on such an asinine note is questionable. While not exactly the magnum opus that *Tubular Bells* was, *Ommadawn* adheres to the Oldfield formula which is still as exciting and invigorating as ever. Anyone familiar with Oldfield’s work would be remiss not to give this album a listen. Newcomers to the unclassifiable Oldfield may want to give this a chance before spoiling themselves with the brilliance of *Tubular Bells*.



Atlantic Records push Lupe Fiasco to sound more mainstream on his third studio album, *Lasers*.

Simply put, Lupe really seemed like a guest on his own album. However, Lupe is still and always will be a lyrical genius. He gets very personal in the album, sometimes speaking in the first person, using the word “I” a lot, and gives you a glimpse into his real life, which he has not done on either of his two previous albums. Other bright spots on the album include “All Black Everything,” “Beautiful Lasers,” and “Till I Get There.” These are just a couple songs on the album that represnted Lupe’s style of old that was not to be found anywhere else.

Although *Lasers* may not be Lupe’s best work, the release of the album was a result of immense fan pressure. There were fans lining up outside of Atlantic Records begging for the release of *Lasers*. Many new listeners will enjoy this album much more than dedicated Lupe fans because it does not compare to Lupe’s past style. Artists should diversify what they do, but if they stray too far away from what made them famous, they begin to lose true fans. The album is worth a listen, but hopefully Lupe can make a comeback later this year.

## FTSK falls short of fans’ expectations



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

These days, the essence of power pop has evolved into a song with a strong drum beat, catchy lyrics, and instrumentals, but every band still has a clinching factor that makes it unique from the rest. Forever the Sickest Kids (FTSK) recently released its new self-titled album in an attempt to prove what power pop is all about. While the band has little to no airtime on the radio, its fan base is still quite large. Many of the band’s previous albums were hits, such as *Underdog Alma Mater*, helping FTSK rise to its current level of popularity. The album starts off with “Keeps On Bringing Me Down,” which lets out the anger-fueled emotions due to personal experiences of a great deal of effort can lead to futility. Listeners cannot help but shout along with the lyrics at the top of their lungs.

Similarly, “Same Dumb Excuse” is an anthem to taking a chance when you have nothing to lose. Other songs such as “I Guess You Can Say Things Are Getting Pretty Serious” and “Life of the Party” are undeniably catchy, perfect for playing loudly during car rides with a bunch of friends or in the safety of your own room where you can dance when no one is watching. “King for a Day” sounded rather childish and upon listening to it, I wondered if Disney had hired FTSK to write a song for an upcoming movie. The lyrics were subpar and corny, as was the beat. Unfortunately, the album ended rather poorly with the song, ironically named “What Happened to Emotion?” Rather than finishing with a big bang, the song was mediocre and did not have the components to be classified as “power pop.” It is doubtful whether any of FTSK’s songs will be getting radio play once again, but fans of the band will be moderately satisfied with the album. The music is up-beat and should be able to cheer you up on a bad day with exciting songs like “The Summer Song.” It is essentially a fun album, but certainly not breathtaking. The content of the album is generally consistent in quality but nothing stands out. It is unfortunate that the band is starting to slip. Hopefully, the band will not fall into the cluster of similar-sounding contemporary pop bands (like other All Time Lows of the world) that seldom release a unique album, are the epitome of mediocre, cliché power pop, and only exist to add to the myriad of unmemorable pop “artists.”



# Calling the Shots: Female Sportscasters

by Bethia Kwak  
Assistant A&E Editor

Throughout history, sports have been known as a man’s hobby. In society’s eyes, women were never capable of playing sports like men. In fact, according to most people, women were more suited for knitting, dress-up, and other dainty games. You would think that after years of progress in women’s rights, we should see a change in this view but in the world of broadcasting, specifically sports, women are still discriminated against.

Honestly, if you saw a woman and a man reporting side by side debating different sides of a game, who are you most likely to trust? Not only that, but we hear stories of harassment towards women sports broadcasters. Most women sports broadcasters simply do not receive the fair recognition they deserve.

Whenever I watch a football game, the only woman that I usually see or even hear is the scantily dressed woman in the introduction singing a song about the match-up. Oh, and the occasional cheerleader.

Being one of the original anchors on ESPN2, Suzy Kolber’s career has flourished. She has built a name for herself and is respected in the professional sports community and by viewers alike. Yet, when looking at her, you see a middle-aged woman in loose clothing. Most times, you don’t even see her face. Is this the only way a woman can be taken seriously in the world of sports?

A recent case that I particularly find truly upsetting is Ines Sainz’s. She was harassed both on the field and in the locker room by football players from the Jets team. Many accused her of wearing “revealing” clothing, but this was far from the case. It shocked me that people were blaming Sainz for this incident. She had simply dressed in jeans and a blouse. If a reporter was older and not as attractive as Sainz was wearing such an outfit, would we blame her for her clothing choices?

Someone we’ve probably all heard of is Erin Andrews. She always stays respectable, being anchors for both ESPN and *Good Morning America*. Andrews is never afraid to get into the dirt to do her full coverage. She doesn’t let gender barriers stop her from getting what she wants.

Unfortunately, while she always provides insightful content, Andrews is mostly known for her looks. Whenever I ask any guy about her, he will always reply, “Oh yeah, she’s so hot,” rather than, “Oh yeah, she’s really smart.”

Unfortunately, a few months ago, Andrews’ career almost ended when a video of herself without clothes on went viral. At first, and still today by ignorant people, many accused her of putting the video out herself, but it was later proven that a man had snuck a video camera inside her hotel room. It was heartbreaking to see that so many people believed Andrews would put out a video like that to increase her fame when in reality, it almost ruined her career. She should get attention for her talent, not because of her body.

Something to be considered is the fact that women are always on the sidelines in reporting. Andrea Kremer, who has been a part of sports reporting for more than 25 years, has never been part of the play-by-play team or provided color commentary. This is not unusual, as almost no woman has ever done this before either. Most are placed as sideline reporters and are never placed in the booth, even though they probably could do an equal, if not better, job as the men in the studio.

A New York Mets broadcaster, Keith

Hernandez, once said, “I won’t say women belong in the kitchen, but they don’t belong in the dugout.”

With mindsets like this, even within the business, how are we expected to make progress? While Hernandez tried to play it off as a joke, the underlying meaning remained. Some people just aren’t comfortable with seeing women report about sports. It is deemed unusual and there are just too many professionals out there that aren’t willing to change.

Women have to work even harder to get the position they want. While being a reporter can seem glamorous, because of the famous athletes you get to meet, it can be very tedious. Research always has to be done and, especially for women, they need to know their information inside and out. Men tend to get more leniencies when applying for a broadcasting position.

As someone who might want to get into this field one day, it is discouraging to hear about all this subtle and blatant discrimination. While it doesn’t make me rethink if I really want the job, it does make me realize that there is a lot of work to be put into this. Women have to overcome the obstacles that are unfairly put in front of us. Hopefully one day, we can get the recognition we have earned and deserve.

# Varsity Baseball

by Chad Edelbum  
Staff Writer

With the departure of ‘10 alumni Dylan Kane and Everett Keller, the Vikings varsity baseball program is looking to bring on some new young talent. With five returning seniors and two returning juniors on the varsity level, the Vikings are loaded with veteran leadership but need to recruit more players to ensure a successful future.

Seniors Jonny Conetta, Danny Kaminsky, Max Mancher, Jacob Shuckman, and Michael Weiss look to finish off their Schreiber baseball careers on a high note, hoping to fill in for those players that were lost to matriculation. Juniors Wayne Baker and Paul Mills seek to continue a great journey on varsity that they both started last year. Junior Aaron Feinberg, who looks to be the starting second basemen, will add to the team’s repertoire of skilled, consistent hitters.

“I think we’ve played together long enough to know our strengths and our weaknesses,” said Mills. “We all get along, and that’s something important. We have a lot of talented kids on this team and I think we can win a bunch of tough games, but we have to play together and not let anything get to us.”

These exact players, except for sophomore Bryce Keller, were all on the same JV team two years ago that went an impressive 16-1.

Port’s infield is defensive minded with defenders at both second and shortstop in Kaminsky and Feinberg.

At the hot corner, depending on who is pitching, Mills and Shuckman take the job. When Mills is playing third base and Shuckman is not pitching, Shuckman will likely round out the infield at first base. Others competing for the job at first base are juniors Drew Friedman and A.J. Friedman. With players like Conetta, Mancher and juniors Tim Costello, Grant Ogunlick, and Stephen Orso all competing for the three slots in the outfield, Port looks to have depth at these positions.

Behind the plate there is a big showdown between Weiss and Baker. Although this is the most competitive spot on the team, whoever is not playing catcher will likely be the designated hitter because both of these players bring a “pop” to the lineup.

Seniors Mancher and Schukman and juniors Costello, Keller, and Mills are all hoping to compete for the starting pitcher jobs. Either Mancher or Costello will likely become the closer. The team’s relievers are juniors Robert Sexton, who also plays third base, D. Friedman, A.J. Friedman, and Jacob Lanzkowsky. With a good balance of lefties and righties, along with a fair number of young arms in the bullpen, the Vikings are likely to focus on pitching dominance this year.

This year, the baseball team plays on a new field located at Guggenheim Elementary School. The team put together many fundraisers known as the game day fundraisers to raise the money to build the field. The new field has brand new dugouts, a new backstop, a scoreboard and a PA system, as well as a batting cage that will help develop hitters to their highest potential.

“It’s great; the new backstop and the dugouts really put together the whole field,” said Lanzkowsky. “What is really a fantastic addition is the batting cage though; now we can hit while at the field.”



Erin Andrew, a popular ESPN sideline reporter, is an example of a woman who has made a name for herself in the sports broadcasting business.

# Junior varsity hockey team finishes 5th in States

by Will Zhou  
Sports Editor

The boys junior varsity hockey team, albeit new and with many young players, did well this season by making it to both the States and Nassau County Championship competitions. These accomplishments bode well for the future of the team.

As a result of what both team members and Coach Linda Caruso say was a combination of guts and hard work, the relatively young hockey team managed to go 1-2 at the States competition.

“The kids all played with a lot of heart and desire,” said Coach Caruso. “They’re a good bunch of players and even though there are a lot of beginner skaters, they all taught each other and played with the guts to win.”

The hockey team is not an official school team; as a result, it receives no funding from the school, nor is it afforded a place to hold practices or home meets.

The hockey team practices at the Port Washington Family Skating Center, and Coach Caruso happens to be the mother of sophomore Derek Caruso, who is a member of the junior varsity hockey team. Even so, team members do not doubt her skill as a coach.

“Linda is great,” said junior Jared Alper. “She helped out the whole team, and was great at scheduling and teaching us how to play. I have no idea how we could have stuck together without her.”

Player statistics for the JV division of Nassau hockey also point to the Vikings’ skill on the ice: coming in third, sixth, seventh, and eighth place were D. Caruso with 50 points, juniors Nick Catrone with 35 points and Tarou Duffy with 33 points, and freshman Eliot Blat with 30 points, respectively.

“As a coach, I’m really proud of them,” said Caruso. “They really came through over the course of the season and put a lot of work into playing and improving on the team.”

The goalie for the junior varsity hockey team, freshman Andrew Shlafmitz, placed fourth in the division, with a goals against average of 3.43.

“It was a new experience for a lot of kids,” said Alper. “We had a great experience up in Ithaca as well. Even though we didn’t make final crossover, we did manage to place fifth. The reason we made it that far is because our whole team has really good chemistry; we all have fun playing together.”

The team won in its most recent game against Jericho on March 16, with a 9-4 record. With its position as second in the county with 30 points total, and a 15-5-2 record, the boys junior varsity hockey team continues to be a solid contender for the Nassau County High School Hockey Championships, which will take place at the Bethpage Ice Rink on March 22.

“Our older players had the opportunity to teach the younger players this season,” said Alper. “This should prepare them for playing in the future.”



# Coach readies lacrosse team for tough season

## *The Vikings face Class A competition from top teams for playoffs bid*

BY **Aaron Brezel**

Staff Writer

Following a 9-6 eighth place conference finish in 2010, which concluded with a first round playoff loss to Farmingdale, the boys varsity lacrosse team faces challenges ahead this season. Perhaps the most daunting hurdle is the fact that last years' team consisted of 17 seniors.

With the loss of these key players, there are holes in many positions across the field. However, with only five seniors on the team this year, these holes also open up opportunities for underclassmen to step up and perform at the varsity level.

At the helm of the team will be Coach Joe Mascaretti, who is returning for his second year.

As a teacher and a coach he has set solid goals for the team that stress improvements on and off the field.

"Our goals are more in our behavior rather than in our results," said Coach Mascaretti. "We want to do the right thing on and off the field, work hard each day to become the best student athletes we can become."

At first glance, with so many underclassmen, a winning season seems unlikely. According to Coach Mascaretti, however, each athlete should set high standards for himself and continue to work hard to reach these standards. Coupled with proper coaching and the right motivation, a strong season might be within the realm of possibility.

Despite the low average age of the players, the team has a solid core of competitors. Lacrosse superstar junior Jake Froccaro is a jack-of-all-trades. The team will depend upon him for winning face-offs, scoring goals, as well as performing on the defense side.

Junior John Mele will anchor the defensive side of the field and senior Brieg Bevilacqua will be a vocal leader on the field,

playing both offense and defense. Several underclassmen, including sophomores John Crawley and Richard Greenberg are also prime candidates to step up and play a big role in the team.

Tryouts for the team have already offered insight into the potential of the team. According to Coach Mascaretti, every athlete improved his performance over the course of the tryouts.

In addition, the team has already come together and shows camaraderie and teamwork, despite being together for such a short period of time. A steady improvement of the team coupled with consistent play from the core players will no doubt be a key for success.

Like many Schreiber varsity teams, the lacrosse team requires full commitment from its athletes.

The team meets every morning from 7:00-7:45 a.m. to review the strategies that it will be employing. The aspects the team covers range from offense and defense to game situations, in addition to special plays.

In addition, the team meets after school to practice every day from 3:30-5:45 p.m. While most people are sleeping Saturday mornings, the lacrosse team is up bright and early to work out any problems with their games.

"I was impressed with the dedication and effort of the team given each day," said Coach Mascaretti.

This taxing schedule has been put in place to help the boys train for the extreme challenges they face in their conference.

The lacrosse team will be playing in Nassau County Conference I. This is considered one of, if not the best, high school lacrosse conference in the country.

It is likely that the Vikings team will be facing elite players each time they play a game. This setup provides ample opportunity for the relatively young players on the team to gain experience and learn from their mistakes as they play against other



Elana Galassi

**Sophomore Richard Greenberg and senior Eric Lewis practice in preparation for their home opener against Floral Park on March 25.**

teams, including primary rival Roslyn.

Many students feel that lacrosse has created a way of life, dubbed as "the fastest game on two feet."

While not as popular as some of the other American sports like football and baseball, the fast paced nature and skilled athletes of lacrosse attract crowds of people on every stage.

The entire sport is growing rapidly, with high schools and colleges across the country adopting it at a phenomenal rate, especial-

ly in places like California. Even with other areas of the country catching on to lacrosse, the northeast still remains the talent hotbed for the sport. Last year, the Schreiber team made it to the Class A playoffs as the eighth seed, and lost to the top-seed Farmingdale Dalers 15-6 in the first round. The boys' varsity lacrosse team needs to prepare itself for the tough challenges ahead if it wishes to compete and make progress in the playoffs.

## Olympic thrower visits track team

BY **Elana Galassi**

Assistant Photo Editor

The Port Washington girls shotput and discus throwers were privileged to have world renowned thrower Ms. Neni Lewis, a Schreiber alumna, come lead a clinic with them on March 19.

Ms. Lewis graduated from Schreiber in 1978 and lived in Port Washington until she got married. She now lives in Bayside and trains for competitions throughout the week.

Ms. Lewis coached juniors Bianca Tejada, Nisha Herrenberg, and other girls in the proper technique for throwing the shot and disc.

"We were really happy to have Neni come back and coach the girls," said Head Coach Virginia McMahon. "You don't get an opportunity like this very often."

The girls were taught to focus more on their technique than on their momentum or distance.

"With good technique comes good results," said Ms. Lewis.

Ms. Lewis was inducted into both the Schreiber High School Hall Of Fame and Saint John's University Hall Of Fame. She also competes at the United States

of America Track and Field Association competitions. At many of these competitions, she has broken numerous world records.

Ms. Lewis also fits physical therapy for her hip, which has become a necessity after it was damaged in a competition, into her schedule.

In the indoor weight throw, she threw 16.68 meters and in the super weight throw, she threw 11.74 meters.

Her most famous world record is that for the outdoor hammer throw, in which she scored a remarkable 55.16 meters. She also competed in two weight pentathlons, scoring a collective 4800 and a 5872.

After minor adjustments, the girls already saw improvements in their throws. This is good news for Coach McMahon and Coach Jeremiah Pope, who led their girls Winter Track Team to Division and County Championships.

A few select members of the team even went to State Championships. Both coaches are hoping to see similar results for the spring team.

"We have so many good athletes on our team," said Coach McMahon. "We would love to have an even better turnout for States."

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# Athletes



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# 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-

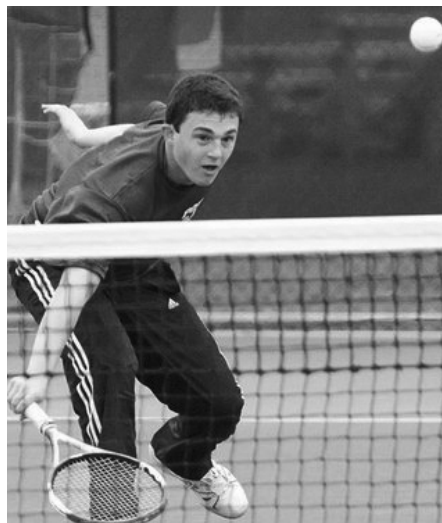
cord.

"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.



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**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.**