

THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LXII No. 2 October 2011

Trick or
Treat?



Real Steel

-A&E-



Current Events

-Features-

Nutrition

-Opinions-

Field Hockey

-Sports-

IN THIS ISSUE...

NEWS.

Censorship p. 3
SAT scandal p. 4
Wi-Fi p. 5

OPINIONS.

Assigned seats p. 8
Student parking p. 9
Nutrition p. 10

FEATURES.

Current Events p. 11
New businesses p. 14
Scariest places in Port p. 15

A&E.

Ides of March p. 17
South Park p. 19
Joe Jonas p. 20

SPORTS.

Crew p. 21
Field Hockey p. 23
Cross Country p. 24



Senior Grace Kim took this photo on her first visit to Coney Island while waiting on the subway platform. The photo was taken for her AP Photo summer assignment to shoot using different qualities of light from different angles.

NEWS BRIEFS

Limited Student Parking

The start of the school year brought with it conflicts between senior students and administrators about student parking.

Students with Class D licenses can register for parking permits in Assistant Principal Ms. Julie Torres' office by filling out the necessary form. However, with only 60 available parking spaces for a class of over 400 students, many seniors have complained about the limited availability of parking spots. In response, administrators have created a system of open parking on a first-come, first-served basis in the student lot.

"I believe the system is democratic. All students have equal access to parking," said Ms. Torres. "Students are informed of the consequences and know what they can and cannot do."

Nevertheless, some students continue to park unlawfully. The consequence for parking in an undesignated spot, such as one in the Rite Aid lot, or taking a teacher's spot in Monfort is in-school suspension.

"The penalty is part of the policy. It would be impossible to change the penalty unless we also change the entire policy. The ultimate goal is to get the behavior to stop," said Principal Ira Pernick.

Senior Jenna Lipman realized that because some retirees from last spring were not replaced due to budgetary constraints,

there are several open staff parking spots. Lipman started an unsuccessful petition to open the spots to student drivers. Although it was unfruitful, many students signed the petition to voice the need for additional parking.

"In order to get a parking spot you have to wake up at, like, 5:45 in the morning. If you don't get up that early, it's nearly impossible to find a place to park your car," said senior Claire Jungman.

On the other hand, not all students have qualms about the parking system.

"I always leave early, so it doesn't affect me," said senior Annie Waskover.

~Hallie Whitman

Ortho FOCOS Hospital

Sophomore Harry Paul, who was born with an extreme version of congenital scoliosis and kyphosis, had a life-saving surgery when he was two years old. After he had his bar mitzvah several years later, Paul became involved with FOCOS (Foundation of Orthopedics and Complex Spine), an organization that is focused on providing children all over the world with orthopedic care.

"The things that have happened in my life had made me realize how fortunate we all are," said Paul. "It is my belief that everyone should put a little effort into giving back to the world and to the

community in order to help those less fortunate than us."

FOCOS has sent medical professionals to under-served and under-privileged communities worldwide to provide medical treatments for many years. Now, the organization is planning the construction of a \$10 million orthopedic hospital in Africa that will be the first full-time hospital of its kind on the continent.

According to the organization's website, the hospital will have 50 beds and will provide medical treatments and rehabilitation. The medical services will include ambulance services, diagnostics, a pharmacy, laundry services, physiotherapy, and outpatient consultations. The main function of the hospital, however, will be to provide surgeries.

"I've met kids in Ghana who live in tiny towns with no medical anything," said Paul.

Orthopedic care is a large issue in Africa, not only because many individuals from this region suffer from orthopedic complications, but also because parents abandon many children born with such diseases. The financial and emotional strains of raising disabled children are typically too great to handle.

~Lena Kogan

The Schreiber Times

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Ira Pernick, principal
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Student publications grapple with censorship

BY **Hannah Fagen**
News Editor

In two recent incidents, administrators censored material intended for public readership in student publications.

One of these occurrences was in the student literary magazine *Kaleidoscope*.

“*Kaleidoscope* was censored because of one F-word in a short story and one phrase that the administration interpreted as being racist,” said senior Jessica Boyd, who is a student editor for the publication

The *Kaleidoscope* staff votes to decide which submitted pieces qualify for publication in the magazine. Pieces are not subsequently edited for content.

Last June, after the magazines had been printed and partially distributed, members of the administration rejected material in one piece, written by senior Kevin Roberts, for its explicit language and for the possibly racially offensive statement, “black-faced and hopeless.”

“Most of us didn’t interpret it as being a racially offensive line,” said Boyd.

Administrators decided that these issues were significant enough to pull the publication. Student editors reworked the piece to exclude the offending statements, and the magazine was re-distributed in the fall.

“I would have rather had the administration publish my piece with asterisks on the curse words than mute the language with alternative words,” said Roberts.

As a result, the students missed out on the opportunity sell their magazine to parents, friends, and attendees at graduation. They received copies of the publication after they returned to school in September.

“Censorship, in my opinion can be the result of our upbringing, belief system, and moral code,” said Ms. Lauren Giliof, staff advisor to *Kaleidoscope*. “It is important to continue to challenge the existing literary canon by adding artistic pieces that examine the human spirit, though they may offer concepts and wording that seem offensive.”

The literary magazine uses the editing process sparingly, in order to preserve the original intent of the writer. However, the staff chose to accept the critique to prevent any misunderstandings that could result from misinterpretations of students’ work. The magazine dealt with a similar issue a few years back when another piece included expletives.

“Literary magazine is a form of expression for high school students. If expression is censored, it can completely change the message that the author was trying to convey through the piece,” said junior Leah Weingast, who is a member of *Kaleidoscope*.


Last year, *The Schreiber Times* prepared an article dealing with student-teacher relations in response to an incident allegedly involving a teacher who has since resigned. No individual names or circumstances were mentioned.

On the final night of the working-period, the school district notified the staff that due to pending legal actions, they would prohibit the paper from quoting any staff members in the article. The staff was forced to withdraw the article, which was then never published.

In 1988, a case of censorship in a high school newspaper made it to the Supreme Court of the United States. In *Hazelwood School District v. Kuhlmeier*, the Hazelwood School District defended its right to censor student publications after the principal cut stories on teen pregnancy and divorce without consulting the staff of the paper. Five years after the original incident, the Supreme Court ruled that the principal’s act of censorship did not violate the students’ freedom of the press.

The court determined that those publications that have not been established as “forums for student expression” are not protected by the amendment to the same extent as other individuals or student publications.

The policy statement for *The Schreiber Times* indicates that the publication “serves as an open forum in which members of the Schreiber community may express their ideas and opinions,” which would indicate that the decision in *Hazelwood* is



SPLC

STUDENT PRESS LAW CENTER

The Student Press Law Center is one of many resources available to students and educators dealing with issues related to the first amendment. Some of the services that they offer include:

- Legal assistance for student press law issues
- Classroom resources for teachers teaching the first amendment
- Guides to free speech and free press

not applicable to this publication.

“I tend to be overly careful not to censor unless something is so offensive that it disrupts the education of other students or endangers students,” said Dr. Gordon. “That actually has never happened during my 19 years as a Superintendent, although a few times there were borderline issues.”

One of these “borderline issues” was a few years back when *Anne of Green Gables* had been selected as a school production. Community members questioned some language written into the production. Dr. Gordon made the executive decision to leave the play as it was written, and simply notify audience members that some offensive language may be used.

“Rather than censor the language, which was neither a clear and present danger nor disruptive to the educational process, I let the language remain,” said Dr. Gordon. “So it is a difficult balance some times, but unless it clearly crosses the line, I try and support non-censorship wherever possible.”

This fall’s mainstage drama production, *Rumors*, also includes foul language.

The administration and performing arts department decided to put on the play regardless, and advertise it as containing mature content.

Several organizations exist solely to prevent and counteract censorship in schools and other public settings. This past month, the Long Island Coalition Against Censorship held an exhibit at the Port Washington Public Library entitled, “Censorship in Schools and Libraries,” that featured the stories of many historic cases of censorship.

The Freedom Forum published a book, *Death by Cheeseburger: High School Journalism in the 1990s and Beyond*, that explored the issue of censored materials and highlighted cases such as *Hazelwood*.

“With information comes awareness and opinion. As individuals, we are entitled to have our opinions and develop full awareness of the world around us. Withholding information from individuals hinders our freedom of thought,” said Boyd. “Without access to information, individuals wouldn’t be individuals. We wouldn’t even be citizens. We would just be spare parts.”

Students honored for academic and musical talents



Courtesy of Ms. Ruth Smith



Courtesy of Ms. Ruth Smith



Courtesy of Ms. Sheri Suzzan

Students, shown above, have been recently honored for exemplary scores on the PSAT-NMSQT and for their musical skills. Left: National Merit Scholarship Semifinalists. From left: Assistant Principal Mr. David Miller, seniors Paolo Bertolotti, Sophia Jaffe, Arjan Saraon, Rachel Cohen, Jack Sempliner, Hannah Blumberg, William Zhou, and Oliver Phillipson, Superintendent Dr. Geoffrey Gordon, senior Matthew Heiden, and Principal Mr. Ira Pernick.

Center: National Merit Scholar Commended Students. Top from left: Assistant Principal Mr. David Miller, Principal Mr. Ira Pernick, seniors Noah Reisman, Paul Hyman, Raffi Shen, Kevin Roberts, Alejandro Friedman, Jesse Weil, Katya Barrett, Celine Sze, Amanda Goorin, Superintendent Dr. Geoffrey Gordon. Bottom from left: seniors Michael Schweitzer, David Katz, Sen Ninan, Krisin Shivdasani, Emily Rosenthal and Alexis Fessatidis. Missing from photo: Genevieve Bellon, Ryan Ferguson, Michele Gil, Grace Weinstock, and Lauren Wilkin.

Right: students selected for the All-State music festival. From Left: Choral director Mr. John Speizio, Principal Mr. Ira Pernick, senior Alison Peraza, junior Halam Kim, senior Jesse Weil, junior Julia Bain, seniors Jen Kim and Brian Aranow, orchestra teacher Mr. Anthony Pinelli, senior Celine Sze, band teacher Mr. Mark Brenner, band teacher Mr. John Meyer, and Director of Creative Arts Ms. Sheri Suzzan.

Administrators unveil Wi-Fi

Wireless internet is now open for student use

by Celine Sze

Assistant News Editor

Wireless internet is finally here. After years of campaigning and crusading, students and staff may now utilize Wi-Fi throughout the school building.

In mid-October, letters were sent home to students informing them that Wi-Fi would soon be available. Currently, with the password “portair1,” Wi-Fi can be accessed in the cafeteria, student commons, auditorium, and library, and the administration is making efforts to expand access to other regions of the building. With this new feature, students are able to use their laptops and other Wi-Fi operated devices during lunch and off periods.

“I think Wi-Fi directly connects to students and staff having time to do work more often in different areas of the building. While the network cannot be accessed from the Wi-Fi system, students can still do research on the web, and teachers can have increased productivity during hall duties,” said Principal Ira Pernick.

Students still must comply with the school’s internet safety policy and use guidelines. Because the school is providing Wi-Fi for academic use, the same Internet restrictions on the school computers also apply to the Internet access through Wi-Fi, meaning that filters

exist. Students, however, cannot access their school accounts or folders through the Wi-Fi network. The intended purpose for Wi-Fi access is to enable students and faculty to accomplish assignments even if computers are not available in the building.

“I think the filter is much too strict

“This is a great example of how we can all work together to make our school better,” said Principal Mr. Ira Pernick. “We should see this as a model for the future and keep revisitng it.”

as there is a lot of educational materials found on both blogs and YouTube,” said sophomore Jillian Knoll.

Although the Wi-Fi system has been set up since last year, its impact on the network had to be determined before the administration could open it to the entire student body and faculty. Because there were already a large amount of users on the network during the middle of the day, the use of Wi-Fi would further

slow down the system. As a result, the administration postponed open access until they could find a solution to this issue. This past summer, modifications were made to help the network cope with the increased traffic that would occur once Wi-Fi was available. In order to verify that the network could handle such a large burden, the administration tested the system on a small scale by allowing the faculty to utilize it.

“It is exciting that Wi-Fi is finally accessible to students, and I view it as a significant advancement,” said senior Candace Yap. “I think that it gives people more opportunities and flexibility to do their work. People with laptops don’t have to wait for computers to be available, which in turn, also helps students who need to use school computers since there is less demand for them.”

The implementation of Wi-Fi is the culmination of several years’ work on the part of student and staff leaders. The project that first began under former principal Mr. Jay Lewis has now come to completion under Mr. Pernick.

“This is a great example of how we can all work together to make our school better. We should see this as a model for the future and keep revisiting it,” said Mr. Pernick. “The students should keep voicing their concerns and the administration should listen and act accordingly.”

Mixed choir program expands to include orchestra and band instrumentalists

by Jessica Commisso

Contributing Writer

Have you ever imagined that band and orchestra students would spend their class periods honing their singing skills? Choral director Mr. John Spiezio III is leading a new program that allows orchestra and band members to join the mixed choir. Thirty-nine students have chosen to participate in this initiative that aims to expose musicians to a variety of sectors of music.

“Our goal is to enhance musicianship quality for everyone involved to the highest possible level. We have great musicians and one can definitely learn many important things by joining choir,” said Mr. Spiezio.

The new class can be easily fit into the musicians’ schedules as the girls and boys from other performance groups attend choir F and C days, respectively, when their regular music classes are scheduled to meet. The new choir students are responsible for learning and keeping up with the full-time choir members. They are held accountable for understanding and learning all of the material in preparation for performance in the seasonal concerts and other impromptu performances.

“The music department is a collaborative department that fully supports having our students getting a richer musical experience and choir is just another way of achieving that goal,” said band director Mr. Mark Brenner.

The mixed choir explores many pieces of music including but not limited to operatic pieces, pieces involving ensembles of different sizes, and smaller intricate pieces.

Students are encouraged to prepare music for school concerts and study background information about the composers and time periods that their pieces come from.

“I am excited to have new members join our choir. The new addition of students allows us to do more and focus on different things. Our class usually starts off with Mr. Spiezio conducting the group and then doing warm-ups, which includes sight-reading. There is now more of a variety of kids, and I definitely enjoy the mixed choir and being able to share the experience with new classmates,” said sophomore Eric Rosenblatt.

This program is an outgrowth of initial attempts to integrate the performance ensembles last year, when a small amount of students matriculated into the choir classes once a cycle, on A days.

“I think its good for the band and orchestra members to have the opportunity to experience more than one music elective, especially if they’ll be majoring in music at college,” said sophomore Sara Pinkus. The teachers are doing the best they can to make it beneficial for everyone, which is definitely a good thing.”

Students and staff “Think Pink” for breast cancer awareness

by Michael Schweitzer

Staff Writer

The Relay for Life coaches recently held a Think Pink day to raise awareness and funding for breast cancer research and education.

Hundreds of students gathered in the lobby throughout Oct. 21 to show their support for the estimated 19,000 breast cancer victims just in the month of October alone and the 230,000 victims who are diagnosed annually.

Students did this by coloring their hair pink, donating money to breast cancer research, buying baked goods, and wearing pink ribbons. Various members of the Schreiber community chose to wear pink clothing for the day.

“It was a lot of fun to walk around and see kids and teachers wearing pink clothing and awareness ribbons or with their hair sprayed pink,” said junior Julia Bain, a third-year Relay for Life coach.

The annual community service fair happened on the same day; students met with representatives from local charities after they visited the Think Pink table.

“So many people came to the lobby to support a great cause,” said Bain. “It paid off; even before the bake sale had started, we had already raised around \$500.”

The Relay coaches also distributed information about breast cancer to Think Pink table visitors throughout the day. In addition to raising awareness about breast cancer, the coaches raised approximately \$600 for the charity.

“I really enjoyed seeing so many students wear pink for a good cause,” said junior Alexandra Zahn. “The large amount of money that the event raised is a testament to the student bodies’

dedication to helping others.

While fundraising and awareness activities were going on in the lobby, a representative from the Maurer Foundation, a Long Island-based not-for-profit organization dedicated to educating people about early detection and treatment of breast cancer, visited junior health classes. The representative spoke with students about mammograms, breast self-exams, and the importance of early detection and treatment.

The Relay for Life coaches, under the direction of faculty advisor and health teacher Ms. Patricia Kosiba, coordinated the event and got other student groups involved. Key Club members were able to purchase ribbons during their

weekly meetings, and athletic teams were encouraged to show their support by donning any breast-cancer themed apparel that they had purchased.

Some athletic teams held their own bake sales during the month; the girls junior varsity volleyball team sold breast cancer awareness t-shirts the day before the event.

“Ms. Kosiba came up with the idea kind of out of the blue, and everything was pieced together a few days beforehand,” said junior Alexa Pinto, a third year Relay for Life Coach. “We were so happy with the results because we made so much money, and even though planning time was limited, everyone who came to the table was really enthusiastic.”



Sophomore Relay for Life coach Michaela Gawley blows up a balloon in preparation for Think Pink day. The coaches decorated the whole lobby with pink adornments to attract student attention. The event was planned to spread breast cancer awareness.

SAT cheating scandal in nearby school district

BY Minah Kim
Assistant News Editor

The discovery of an SAT cheating ring in Great Neck North High School has spurred testing officials to continue to investigate and schools to work toward improving and reviewing their testing policies.

On Sept. 27, sophomore Samuel Eshaghoff of Emory University was arrested for allegedly taking SAT tests for six students, each of whom paid him as much as \$2,500.

Four of the six students graduated from Great Neck North High School and are currently attending college, and the other two are still in high school. Due to confidentiality laws, the names of these students cannot be disclosed by the Educational Testing Service, which administers the SATs and other standardized exams.

In February, circulating rumors led the school to suspect misconduct during the SATs. An investigation revealed that several students scored much higher on their exams than would be expected based on their GPAs. The ETS's handwriting analysis later confirmed that one person took tests for the six students. According to prosecutors, Eshaghoff used fake school IDs to bypass security.

"It is unfortunate that these students felt they had to resort to these measures in order to further their education," said Director of Guidance Mr. Hank Hardy. "The pressure to get into the 'right' or most desirable college is overwhelming. However, it does not justify cheating. Also, the emphasis placed on testing, which is but a brief snapshot of the student's talents and skills—and has not produced any concrete evidence as a predictor of college success, is disheartening. It is my hope that this entire episode leads to a comprehensive

evaluation of the whole testing and educational process, which will de-emphasize the need for these tests."

Schreiber has many rules and regulations in place to prevent cheating and fraud. Within the guidelines given to the staff, the school adds its own measures to ensure the best security. Before testing day, all staff members that are involved with testing are required to review the policies and regulations set forth by either the College Board or the ACT. Mr. Hardy has an outline of 15 protocols that each proctor receives and follows.

Students have to go through three checkpoints to confirm their identity. First, students must wait in the lobby until the appropriate admission time. Before students are allowed to go to their assigned testing rooms, they must present their respective admission tickets and photo identification to supervisors.

"Walking in, all you had to do was flash a Schreiber ID and they let you in," said sophomore Miles Kurtz. "There were so many students in the lobby that it was chaotic and the supervisors did not closely examine each individual's ID."

Extra precautions are taken for students from other schools. They are required to bring two forms of photo identification which are then photocopied in case problems arise later on.

"I think it is up to the students to prevent cheating. It is our responsibility to report any cases of cheating," said senior Genevieve Bellon.

Then, to be actually admitted into the testing room, students must show their ID cards again to the associate supervisor (proctor) of their classrooms. The associate supervisors are required to place students in designated seats, meaning students cannot choose where they sit, and must read the directions and rules to the students verbatim. If a student needs to leave the room at any time during testing, he or she is escorted to and from



A police officer arrests Samuel Eshaghoff, a sophomore at Emory University, for taking the SAT for six students at Great Neck North High School. The discovery of the cheating ring spurred reevaluations of testing policies in Port.

the room and must carry a photo ID card with them.

"We already have very tight procedures in place," said Superintendent Dr. Geoffrey N. Gordon. "Cheating can best be prevented on standardized tests by reforms at ETS that provide the data to local testing sites to better enforce the standards of integrity that we try so hard to teach students. Because they have students sign up directly and they collect the money primarily on line, they have an obligation to notify school districts which of their students are signing up out of district."

Stand-by registrants and students with test center changes must provide identification. Students without proper identification will not be permitted to take

the test.

"Schreiber has a long standing policy that is more stringent than that recommended by the ETS," said Mr. Ira Pernick. "We feel confident that our policies are strong and can effectively prevent cheating."

Even for the PSAT on October 15, the proctors checked photo identification and those who did not have identification with them had to go to the main office to obtain a temporary ID card.

"I have heard rumors of people cheating on tests," said junior Arianna Kosloff. "People always tell stories about people they know who have cheated on the SAT. I think people could flip to different sections of the test without teachers noticing."

Science research student earns Siemens semifinalist title

BY Hannah Fagen
News Editor

When the results for the 2011 Siemens competition in math, science, and technology were released this month, the science research department had a reason for celebration—senior Robin Mehta was selected as a semifinalist.

On Oct. 21, Mehta found out about this honor for a project that she did this summer as a mandatory extension of the science research program.

Mehta was one of approximately 300 semifinalists, and she was the only student from Schreiber selected this year. As a semifinalist, she cannot compete further as the finalists have already been selected.

"I am proud of this accomplishment! I could not have done it without my research advisor, Ms. Marla Ezratty," said Mehta.

This year was the most competitive one yet for Siemens. An all-time record of 2,436 students submitted their work for consideration.

"I enjoy participating in science research because it is an effective way of channeling one's intellect and curiosity to actually produce a tangible impact on humanity," said Mehta. "Each step in research leads to innovation in science

and technology."

Mehta spent the summer working at Stony Brook University as a part of the Garcia MRSEC Polymers at Engineered Interfaces research program, which she applied to during her junior year. Mehta worked with a partner and studied Dental Pulp Stem Cells (DPSCs).

"In the field of regenerative medicine, patients suffering from tissue loss would benefit from tissue implants that the body would not reject," said Mehta. "In order to grow a substantial amount of the tissue needed, Dental Pulp Stem Cells are extracted from teeth and developed using a mechanical stimulus."

Mehta's project evaluated methods for inducing the differentiation of DPSCs to bone cells, in order to replace degenerated bone cells in patients.

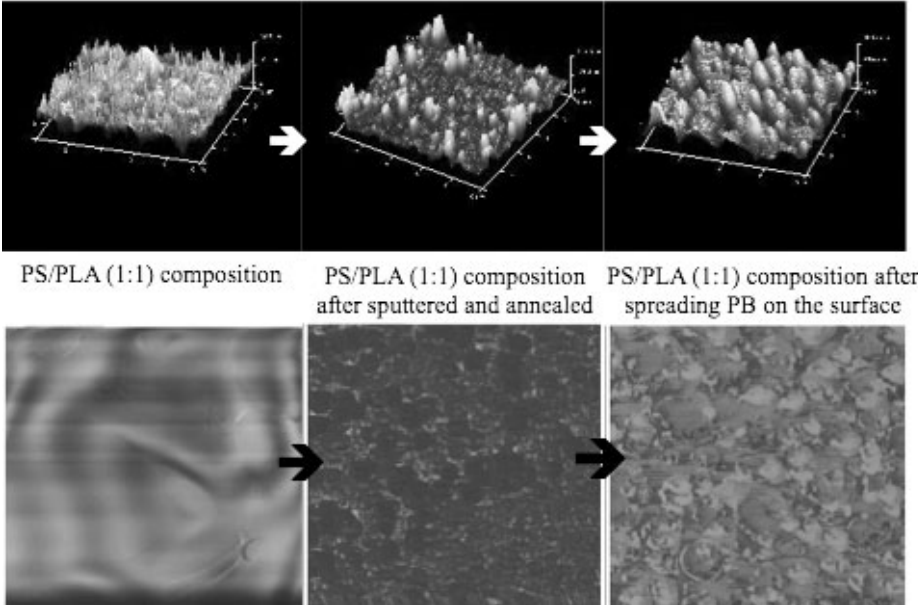
"Cell death of bone in the oral cavity is a serious consequence in patients who are being treated for prostate cancer, myeloma, or breast cancer, and tissue engineering can be an effective method of therapy for these cases," said Mehta.

Her project established that etched patterns on silicon could be used to help generate new bone cells from stem cells. In order to complete the project and produce a paper to submit to competitions, Mehta and her partner worked most days in the summer and through the beginning of the

school year.

"One of the biggest challenges was obtaining results in a timely manner. Due to the magnitude of students in the program, equipment was scarce. Until the final day of submitting to Siemens, I was missing school to conduct final experiments and finish writing our

paper," said Mehta. "Regardless of the achievement, I have made amazing friends this summer, and I have learned to love the challenges research has to offer. The project consisted of a summer full of spending midnights in the lab, but it was also a lot of fun."



Images from advanced microscopes show the different patterns that stimulate the development of stem cells into bone cells. Mehta was a Siemens semifinalist with her project on stem cells and bone regeneration.

Students and staff surprise crowd with flashmob

BY Minah Kim
Assistant News Editor

At the third home football game of the season, students, staff and administrators surprised the crowd with a special ending to the half-time show.

After the first two quarters of the game against Massapequa High School, the marching band strode onto the field for the traditional half-time performance. They opened with an arrangement of “Come On Feel the Noise” and accompanied the Portettes’ kick line performance to “Gimme Some Lovin.”

After the conclusion of these two pieces, a flash mob of students and staff rushed to the field and danced to Lady Gaga’s “Born This Way.” A few students initiated the dance, and more students, administrators, and staff, joined in throughout the song. Some notable performers included Principal Mr. Ira Pernick, Assistant Superintendent Dr. Nicholas Sterling, math teachers Mr. Christopher Ferruso, Ms. Andrea Martinez and Ms. GERALYN Ganzekaufer, and Director of Creative Arts Ms. Sherri Suzzan.

“It was a lot of fun being a part of this new, special event at school, especially surprising the football fans,” said junior Kimberly Suzzan.

Mr. Pernick, Ms. Suzzan, and Ms. Joannon, the Director of Health, Physical Education and Athletics planned the event. The conception of the idea began



Elana Galassi

Students, staff, and administrators dance to Lady Gaga’s “Born This Way” as part of the half-time show for a home football game. The dance began with a few dancers and additional individuals joined throughout the song.

last year, but because of time constraints, the event was postponed. In order to gain performers, the planning committee reached out to students, teachers and administrators and asked those people to each bring two friends to participate.

“I thought it went so well. This is the first time we’ve ever done it and I was so

proud of everyone who took part,” said Ms. Joannon. “There was a lot of work behind the scenes and we pulled it off. It was supposed to be fun, full of spirit and something different for our school. I think we succeeded.”

Ms. Bari Strachman Oziel, the owner of Dance Arts Centre, choreographed

the routine. For two Mondays before the game, rehearsals were held from 8 to 10 p.m. at Sousa Elementary School.

“I thought it was a lot of fun and it was something different and exciting that helped promote school spirit at Schreiber,” said Mr. Ferruso.

Students attend combined book talk with teen-fiction writers

BY Ana Espinoza and Crystal Ren
Contributing Writers

Several up and coming authors of teen fiction came to town this month to present their novels and experiences to residents.

On Oct. 14, Mr. Matt Blackstone, Mr. Christopher Grant, Mr. Michael Northrop, Ms. Gae Polisner, Ms. Léna Roy, Ms. Nova Ren Suma, and Ms. Arlaina Tibensky read short sections from their novels and discussed their takes on the writing process at a combined book talk held at The Dolphin Bookshop.

Earlier on the same day, two of the authors, Ms. Roy and Ms. Polisner, held discussions for English and global honors students in the Schreiber library.

They talked about their experiences with writing, paths to publishing novels, and sources of inspiration. Roy read an excerpt from her novel, *Edges*, and Polisner read a section from her novel, *The Pull of Gravity*.

“The best part was getting to understand why they wrote what they did,” said sophomore Annie Kim.

In the evening, all seven authors went

to the book talk and gave previews of their novels and shared their experiences as authors. The Dolphin Bookshop also provided refreshments for attendants.

“You know when there’s an exciting idea that starts small and snowballs? Well, we started with Gae Polisner and as authors trickled in we said, ‘Why don’t we bring in cupcakes? And music?’ And then what began as a small book talk became an event,” said Leslie Abramowitz, a Dolphin Bookshop employee.

Honors students could also go to this event to fulfill the author lecture requirement. Some teachers also offered extra credit to students who attended.

“I went for the extra credit, but, in the end, I was inspired by what the authors had to say,” said sophomore Isabelle Fagen. “I left the store with several of the authors’ books, excited to begin reading.”

Many of the authors spent time discussing their journeys into the field of young-adult fiction.

“I got tired of students complaining of the lack of funny books, and so I wrote one,” said Blackstone, who is a high school English teacher in addition to being a writer.

The writers also acknowledged the positive experiences that writing has brought them.

“For me, my favorite moment was walking into Barnes and Noble and seeing my book, published on a shelf,” said Grant. “That feeling is unbelievable.”

To conclude the event, each of the authors gave unique and encouraging advice to aspiring writers.

“If you really want to write, write! I used to talk about writing all the time, but I never really wrote. Then I began writing seriously, and I wrote a novel,” said Suma.

Car accidents raise safety issues

BY Natasha Talukdar
Contributing Writer

Two recent, local automobile accidents have shifted some public attention onto the issue of pedestrian safety.

On Sept. 16, a driver hit a sixth grade student at the intersection of Willowdale Ave. and Murray Ave. The student was attempting to cross the street to meet his friends on the other side. He sustained injuries that were fixed surgically.

“Accidents can happen in the blink of an eye and all kids and pedestrians can protect themselves and others by simply just paying attention,” said crossing guard Ms. Kelly Cummings.

Another accident in town occurred on Sept. 25, when a bicyclist was hit and killed by a driver in the early hours of the morning.

“Pedestrian awareness has to include the responsibility of both pedestrians and drivers,” said Nassau County police officer Ms. Leonard Vivona. “The local government provides proper signage and walkways to ensure the safety of everyone. Accidents happen very frequently and we try our best to prevent them from occurring.”

Fortunately, more and more people are becoming aware of these dangers, including students.

“There are always people on the busy

streets of Port Washington and many teenagers enjoy hanging out there,” said junior Gisella Snailer. “It is important that they understand how to be safe so they don’t get hurt in that type of environment. I personally walk to school every day and always look both ways before crossing the street. I rarely walk into the middle of the street and I try to apply the rules of pedestrian safety whenever I can.”

As a result of distractions caused by a steady increase in the use of technology, such as cell phones, radios, and GPS devices, the risk of accidents for both pedestrians and drivers has increased.

“The use of cell phones and people texting while crossing the street greatly increases the risk of accidents,” said Shipman. “When crossing any street, one must always look both ways and pay attention to the traffic, walk signals and stop signs. As a crossing guard, I hope that students and all other pedestrians acknowledge the seriousness of street safety.”

Even if students and other pedestrians diligently practice traffic safety, accidents can still occur.

“The middle school student who was hit could have been acting recklessly or it could have been a freak accident,” said Snailer. “This just proves how dangerous roads can really be and that awareness needs to be recognized.”



Javiera Arenas

The students who went to Dolphin Bookshop’s teen author event listened to the authors speak about their literature and their lives.

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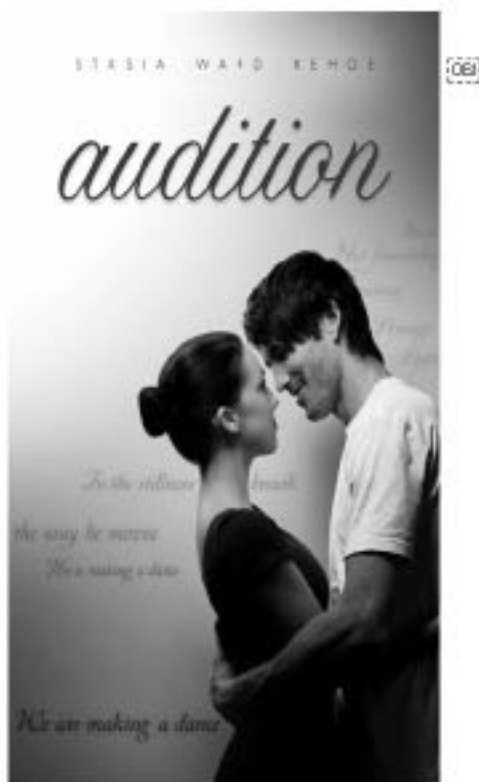


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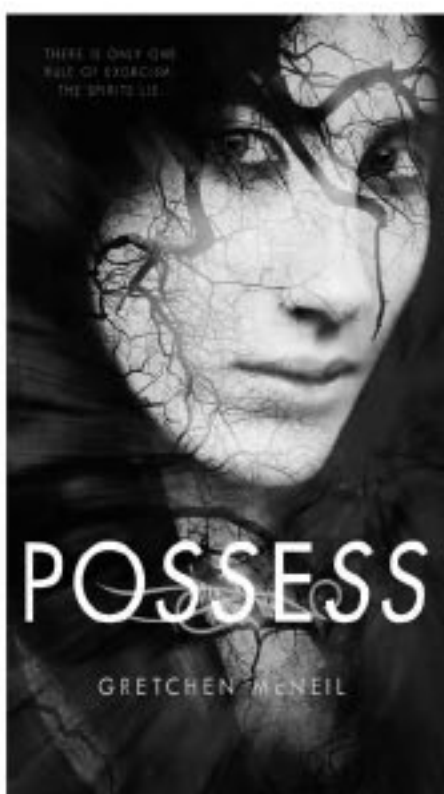
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Point Counterpoint

Are assigned seats necessary in high school classrooms?

BY Aaron Bialer

Staff Writer

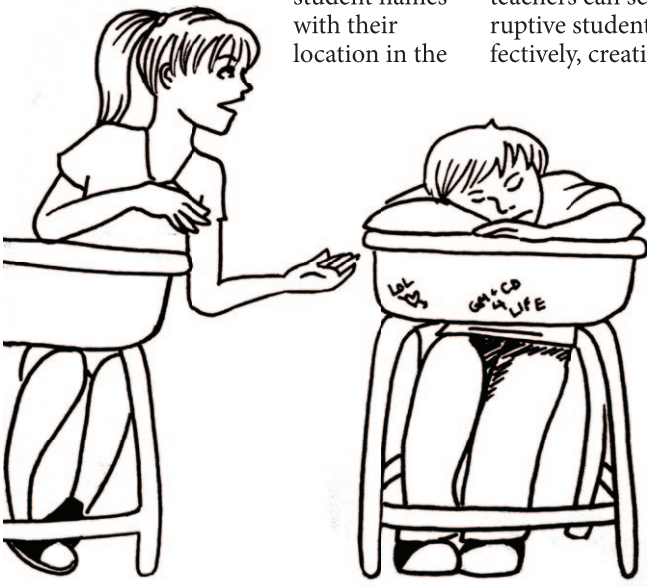
Some believe that assigned seats are just annoyances used by teachers to keep friends apart, but this convention actually has many positive aspects.

The majority of teachers in the school utilize assigned seats as a way of organizing their classrooms. It is a way to remember names, make attendance more efficient, and minimize disruptive behavior.

In the beginning of the year, teachers have the near-impossible task of learning over a hundred students' names as quickly as possible.

It can be difficult to remember every student's name without some kind of system. Therefore, many teachers associate

student names with their location in the



whom I was not familiar."

Removing students from their comfort zones may reduce distractions, thereby resulting in an increased degree of focus.

The decreased amount of socialization will also add to the level of concentration, which, in turn, helps establish order in the classroom.

Many students act up more frequently when they are around their friends; it is a natural tendency. With assigned seats, it is easier for teachers to permanently separate students, and therefore keep order in the classroom.

While teachers can simply tell two students not to sit next to each other, it is likely that by the next class the students will be sitting near each other again.

By assigning seats, teachers can separate disruptive students more effectively, creating a calmer



BY Daniela Di Caro

Staff Writer

As everyone becomes acquainted with their schedules during the first month of school, many look forward to the classes they will share with friends.

However, upon arriving to class and learning of their new assigned seats, the hope of sitting next to friends is crushed.

Most students prefer to choose their own seats, perhaps because it is one of the only powers they have to shape their classroom experiences.

Teachers utilize their power to decide how to teach a lesson, what homework to assign, and when to schedule tests, leaving students with no real room to make decisions, except for the all-

There are also plenty of students who find that they are able to focus better by sitting in the middle of the classroom.

This type of student might enjoy being in the middle because they find it helpful to have peers surrounding them.

For example, if a teacher moves on to a slide of notes when a student has not finished copying the previous slide, that student then has multiple easily accessible sources to choose from in order to quickly copy the rest of the notes without further disrupting the flow of the class.

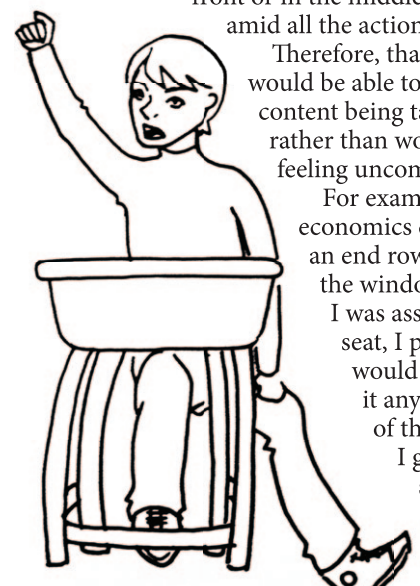
Furthermore, students who are seated next to their friends would probably feel more comfortable asking for this type of help.

Finally, there are students who would much prefer being seated in the back of the classroom. Such a student may be shy and not feel comfortable sitting at the front or in the middle of the class amid all the action.

Therefore, that student would be able to focus on the content being taught in class rather than worrying about feeling uncomfortable.

For example, in my economics class, I sit in an end row right near the window. Although I was assigned this seat, I probably would have chosen it anyway because of the benefits I get from sitting in that location.

During every class, I place my agenda and



Rachel Johnson, Lylia Li, Sophia Kim

classroom by assigning seats.

Teachers often place students in alphabetical order by row, which can make the daily task of taking attendance much easier than it would be if the students changed their seats each class. Teachers are able just look down each row or column and match the person in question with their class lists. In addition, teachers can easily notice if any students are missing.

Another major benefit of alphabetizing is that handouts can be given out more efficiently. Teachers will often alphabetize tests and papers when they put students grades into their assessment books.

If seats and papers are both in the same order, then handing them back is much more efficient. Overall, this system is a good way for teachers to maximize class time.

By using seating plans, teachers also take students out of their social comfort zone which, yes, is sometimes a good thing.

"Assigned seating has helped me with public speaking," said senior Alexis Fesatidis. "It forced me to become comfortable speaking in front of people with

and potentially more focused learning environment.

"Personally, I don't like assigned seats, but I understand why teachers do it," said sophomore Deirdra Labartino. "They do it so that you're not sitting next to your friends because it makes you more productive and less distracted, and therefore you will learn better."

Although many students view assigned seating as a way for teachers to torture them, assigned seating truly allows teachers to use their class time, and our learning time, more efficiently and effectively.

important flexibility over seating.

There are several strategic benefits to having the freedom to choose your own seat. Choosing your own seats in class allows students to create a learning environment fit for their own needs.

For example, a student who feels that he or she may be distracted, might choose a seat in the front to be able to focus primarily on the lesson. Similarly, a student with poor eyesight might choose to sit in the front so that he or she can have a better and closer view. Either way, such students would only be enhancing their focus in school.

Schreiber Speaks

"I think that there should be assigned seats because it gives everyone in the class the opportunity to intermingle with other students, not just their friends."

-Nina Devas, senior

"Although assigning seats can help a teacher learn their students names, I believe that students would be more likely to participate in a classroom if they were comfortable with the people they were sitting with."

-Makenzie Drukker, junior

Are healthy options worth the price?

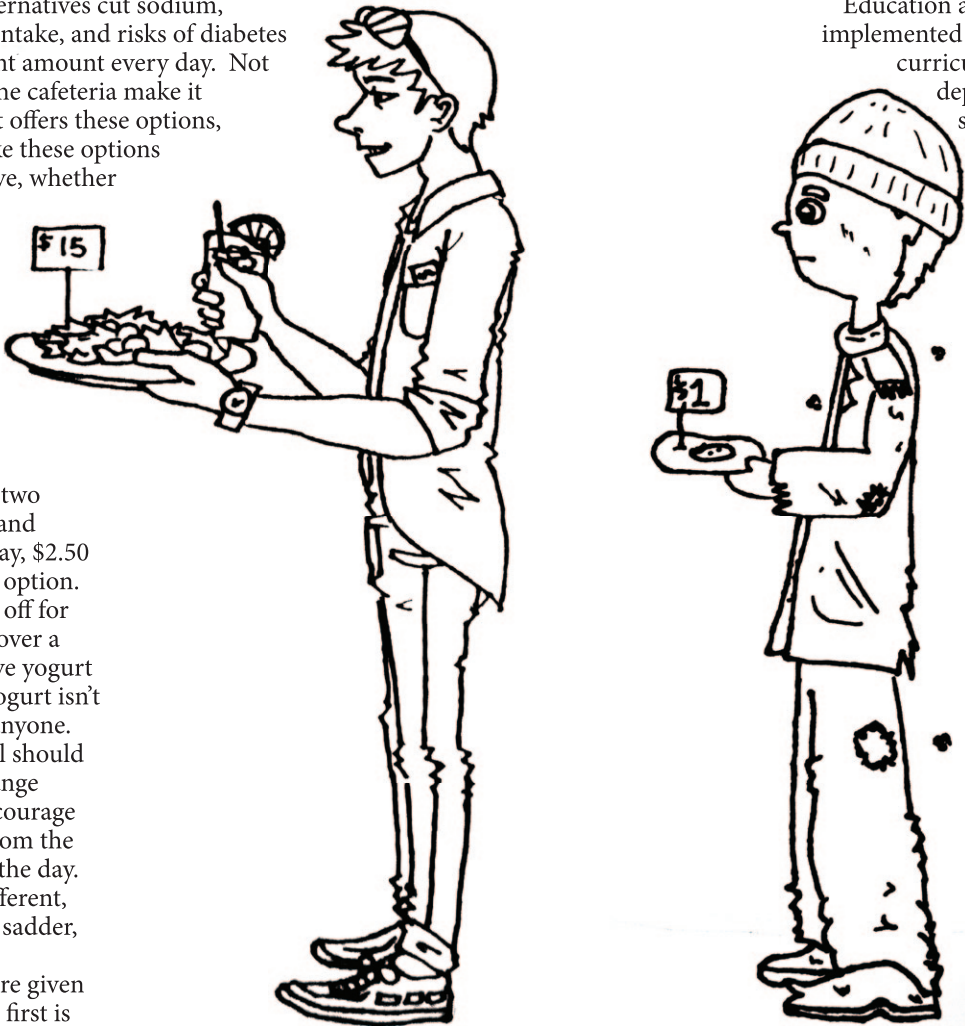
BY **Will Zhou**
Copy Editor

Nutrition: what’s that? If you go to Schreiber, that’s probably your take on it. The current policy regarding food and drink at Schreiber is inadequate, and significant change is needed to shift the focus toward eating healthier. So let’s be honest. Those cute little signs in the cafeteria really won’t drive people to eat one (and only one) CD-sized pancake for breakfast a day, without drenching said pancake in gallons of maple syrup. Let’s start with breakfast, then: the standard for many would be bacon, two eggs, and cheese on a white roll. What we see here is fat, cholesterol, fat, and diabetes. Okay, so, some people can’t live without their bacon fix. The solution is to make alternatives more prevalent and cheaper. Whole wheat exists. Ham exists. These two alternatives cut sodium, saturated fat intake, and risks of diabetes by a significant amount every day. Not only should the cafeteria make it well-known it offers these options, it should make these options more attractive, whether it be through the form of “combos” or price. Assuming that prices are already set as low as possible, the school could charge \$2 for two eggs, cheese, and ham versus, say, \$2.50 for the bacon option. Give 50 cents off for whole wheat over a roll, too. Serve yogurt cold; warm yogurt isn’t attractive to anyone. The school should be able to change pricing to encourage healthiness from the beginning of the day. Lunch is a different, and probably sadder, story. Students are given “options”: the first is a lunch that is typically

whole wheat pasta loaded with tomato sauce, and then combined with white bread. And even though the tomato sauce is homemade (I am assured of this), and the pasta is whole wheat, that doesn’t mean that this is a balanced meal. There is broccoli or some other vegetable typically available, but it is not given to students unless they ask for it. The second is a selection of sandwiches made with white bread; the third option is a variety of things cooked on a grill. The fourth is the salad bar. And even though the dressings are also homemade, a Caesar dressing is a Caesar dressing, meaning that it is fatty and artery-clogging. For now, the best option are the recently-introduced wraps about which I have no misgivings; the problem is, most people may not actively pick wraps over a hot lunch. There is a solution that could address this problem. First, if the school really wants to balance students diets, it should

make it impossible for diets not to be balanced. As in, sell more vegetables and less pasta. Second, pricing schemes must be changed to reflect a drive towards more nutritional meals: right now, a custom salad costs four dollars. A carb-bomb lunch costs \$2.75, and also comes with a free drink. While the free lunch program is set by the district, the school still has the liberty to re-price the salads. It is difficult to believe that Schreiber won’t cut a profit by charging \$2.50 for a salad with four self-selected toppings as opposed to a pre-made salad, which also has four toppings and goes for \$2.75. Charging for fatty dressings could also alleviate some nutritional issues. Change the pricing scheme, incentivize nutrition, and watch how much healthier people are going to eat. Because the truth is, nutrition by itself is not going to drive the majority of the student body. Money, on the other hand, will. Education about such issues is already implemented in the regular health curriculum. It is the health

department’s role to teach students about nutrition, but it is impossible for health teachers to force students’ hands when it comes time to choose what to eat. The cafeteria, on the other hand, can influence this decision. Implementation of the above solutions may take work, but it will also give rewards. Changes could be subtly introduced as to avoid any student uproar over the increased cost of our favorite nacho lunches. Granted, buying signs and putting them in the corners of the cafeteria is cheap, but actually paying attention and putting in a little more effort that might be a little more expensive (if time is money) will give real results.



Chris Goh and Marcelo Derek Chabla

Lack of parking

BY **Katie Garry**
Staff Writer

Imagine pulling into the Monfort parking lot ready to park and head to school, only to be greeted by the sad realization that there are no spaces available. When faced with this issue, seniors have limited options. They could park behind Rite Aid, in a teacher’s spot, on Park Avenue, or on another street behind Schreiber. Some may argue that parking options such as Bogart (that is, in the neighborhood), are the best to select. However, when you calculate the extra time it takes to make this trip, the benefits become less compelling. It takes about ten minutes to turn around and drive up Port Washington Boulevard because of morning traffic and another ten minutes or so to walk back to the school. That adds 20 minutes to the morning commute. And while the rare “early bird” teenager does exist and may arrive at school by 7:15 AM every morning, most don’t make it out of their houses until 7:40. To teachers and underclassmen, this may not seem like a big issue. But for seniors, having to start off every morning fearful of not getting a parking spot is unsettling. Students’ primary focus should be on academics and other school-related activities, not on worrying about receiving ISS, getting their cars towed, or being late for first period class. At first glance, this may seem like a problem without a solution. Fortunately enough, the seniors have put their brains together and observed that a large quantity of teacher parking spots are not being used. Coincidentally, these spots are located in the very same parking lot as the student parking spots. “It is really disappointing to see my peers spending time in ISS instead of in class simply because they cannot find a place to put their car,” said senior Jenna Lipman. “It is even more fusturating to see this go on when there are at least fifty empty teacher spots in the Monfort lot that they could have used.” As of now, the school rules still say that students may not park in teacher parking spots. But it does seem silly for students to be worrying about something as miniscule as getting a parking spot when they could be thinking about more important, scholastic issues.

Should student athletes be exempt from physical education?

BY **Emily Rosenthal**
Staff Writer

Although many students are opposed to the physical education requirement, the class is a vital part of the curriculum. Not only does it encourage students to get active, but also improves other aspects of their lives. Who is to say that student athletes are separate from their peers to the point that they should be excluded from a requirement that applies to non-athletes? As a student who plays three varsity sports, even I appreciate the hour of physical education that allows all students to come together and coalesce into one unit. This class provides an opportunity for outreach, where students and

athletes are able to meet people that are perhaps not in a certain club or team in which they take part. “Physical education is a class during which I am able to participate in different sports that I would normally not be able to take part in,” said senior Gina Cianciulli. “I meet people younger, older, or even the same age as me in a fun environment.” Even though some moan at the thought of being active and potentially sweaty, physical fitness testing and the Presidential Challenge are important for the entire student body. Each student is treated in the same way, providing a sense of unity between students as well as opportunities to expand interests and break cliques. Furthermore, athletes are great moti-

vators for those who may choose not to work out or play sports, but still like to be active. They make it exciting and fun for non-athletes by creating a different and more intense atmosphere. Interacting with student athletes will motivate those who may not exercise as often to work to their fullest potential. The goal of physical education is to get kids active at least once a week. A mixture of athletes and non-athletes creates an atmosphere saturated with determination to become physically fit and perhaps expand interest in a particular activity. Physical education is also a place to learn about health and wellness. Many are unaware of the importance of treating their bodies well. Physical education

teachers educate students about important lifestyle choices. “Although I am a student athlete, physical education gives me the opportunity to learn about being active rather than just being part of a sport because I love it,” said senior Chad Edelblum. The class facilitates social interactions amongst different types of kids, allows students the opportunity to learn about health and wellness, and also avoids labeling student athletes as superior to their peers. Physical education creates a positive atmosphere in which all students are able to have fun, as well as to become more physically fit – and no one should be allowed to be exempt, or excluded, from that.

Editorials

Occupy Wall Street unites protestors on scattered political issues

“Occupy Wall Street” has become something of a misnomer.

What started as a few protests against America’s massive wealth disparity and the power of corporations has evolved into thousands of similar protests world-wide.

From a distance, “Occupy Wall Street” is beautiful.

There is nothing more American than thousands of highly diverse people uniting to peacefully protest a broken economic system.

This romanticized image of the protests is immediately shattered as you enter Zuccotti Park, where many of the demonstrators have taken residence.

You walk through the park’s paths like a child in a zoo, blankly staring at the strange creatures around you.

With every turn, the demonstrators’ various messages contradict with each other.

“Get your Marxist literature here!” may immediately follow chants of “Ron Paul: 2012.”

Walk a little farther and you might be lucky enough to receive an invitation to a communist’s underground bookstore.

There is only one thing the 99%, as they have taken to calling themselves, have in common: frustration.

Many have their own differing ideas on how to ease these frustrations, but many have no ideas at all.

Like representatives at a college fair, activists pour out, pouncing at the opportunity to gain recruits from the mass

of confused, angry people.

A very liberal faux-leadership has risen out of the crowd, printing newspapers like The Occupy Wall Street Journal, and publishing their manifesto and demands online.

While the majority of protestors share their liberal ideas, the amount of conservative protestors is underrepresented from the point of view of the media or viewer throngs.

If these bloggers were to have their way, Occupy Wall Street would become nothing more than an anti-Tea Party.

We (America) would end up falling back into the polarized two-party mess that has stagnated political and economic progress.

Of course, a more centrist approach would require more centrist goals. Zuccotti Park has become a venue for anybody to air any grievances he or she might have.

The messages are seemingly random, with signs saying everything from “End the Fed” to “Legalize It.”

The most immediate issue lies here; the protestors must communicate clear, consistent goals for there to be any progress.

Most importantly, Occupy Wall Street must harness the sort of bipartisan energy it pretends to possess.

It is truly inspiring to see thousands of people unite in protest despite numerous instances of police brutality. However, on its current course the protests will serve no purpose but to provide the liberally

mindful with their own Tea Party-esque political pitbull.

While this may provide the left with the aggressive bravado that it has lacked in recent years, it is not what the country needs.

Occupy Wall Street must transcend the petty duality that has ravaged our political system and demonstrate the universality of their frustration with their current system.

Ignorance of current event causes concern

In light of recent events, students today have a serious lack of knowledge about current events, but this isn’t solely their fault.

Polls of the student body revealed that a minority of our students could name the current presidential candidates or knew about global scandals in the Middle East.

Reading newspapers and watching the news has gradually become a smaller part of teenage culture.

Instead of spending the evening learning about the protest on Wall Street or controversy over a new plan for healthcare, students choose to surf social networking sites or hang out with their friends in their free time.

Hours of nightly homework and a seemingly constant flow of exams prevent many students from exploring the news at all. This isn’t only because students lack the incentive to learn about current events.

An increasingly competitive academic environment prevents teachers from spending time discussing current events with their students.

While in the past teachers were able to dwell on important happenings, tight deadlines and large Advanced Placement curricula prevent teachers from straying from the intended material for more than a couple of minutes during the period.

The Schreiber Times urges teachers to accept the importance of creating worldly

and aware students.

A few minutes devoted to current events out of each social studies class could make all of the difference between students who are in-tune with the world and those are in-tune with just their text books.

In cases where teachers cannot take action to educate their students about current events, The Schreiber Times feels that students should take initiative to spend some time becoming aware of what is going on.

High schoolers are approaching voting age, and it is essential that they are able to make well-informed decisions about political candidates and other legislative issues.

If the next generations of adults does not know anything about current events, it will be difficult for a democratic society to function properly.

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

Times Policy Statement

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

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

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

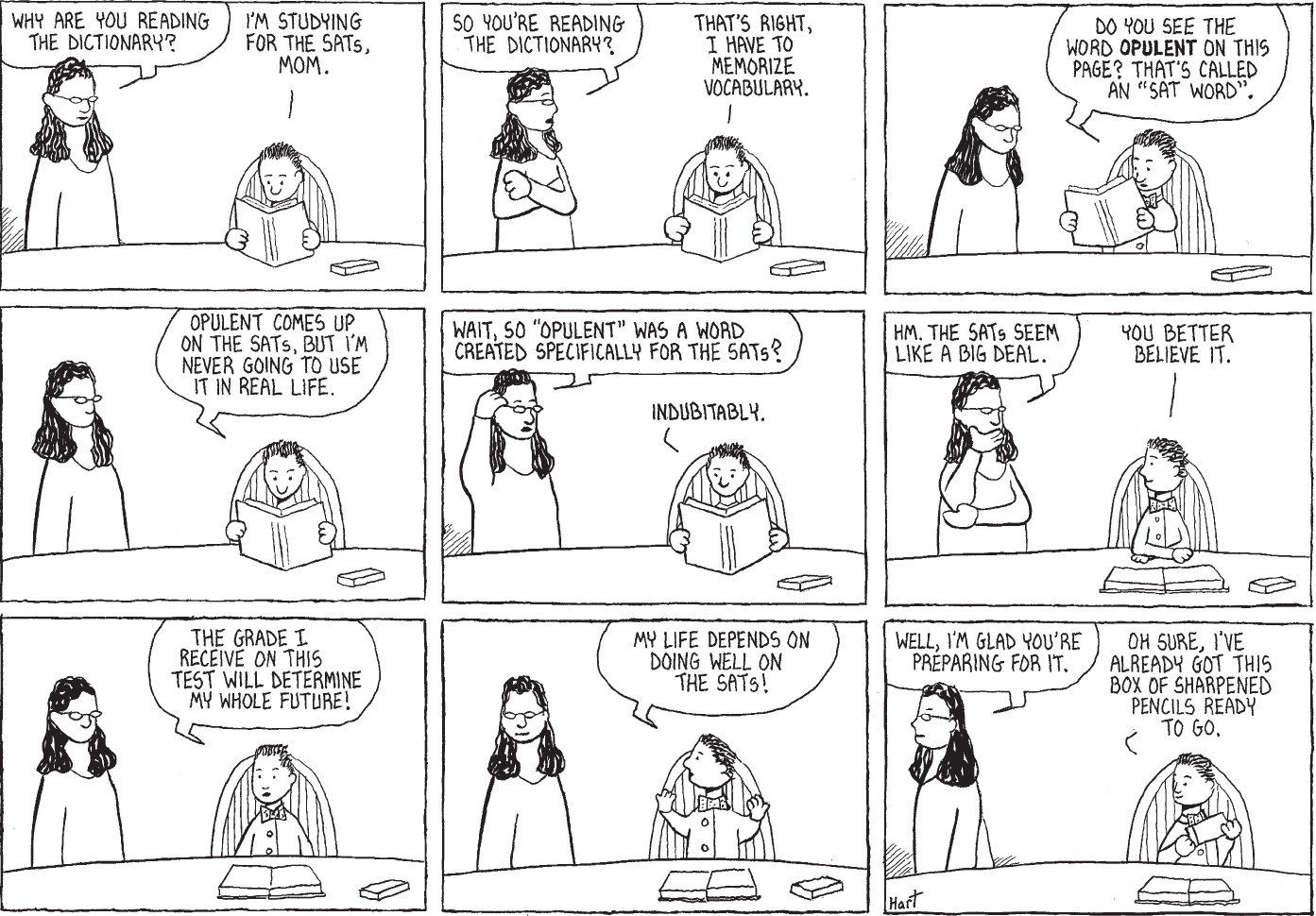
We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libelous, or contain unfounded charges. The Times reserves the right to shorten letters if doing so does not alter their meaning, and to choose a representative letter from a group of related ones. Letters do not necessarily reflect the opinions of the editors. We will not print any anonymous letters.

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

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

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

The Hart Knock Life



Students struggle with knowledge of current events

Basic current events questions prove challenging for the student body

BY Hannah Zweig
Features Editor

“So, does anyone know what happened this weekend?” This hackneyed phrase is often shared between friends if one has had the misfortune of missing out on that weekend’s “current events.” One would usually catch up her unlucky peer by informing her of all of the newest and juiciest gossip that had cultivated the prior weekend.

It would be far less likely for her to inform her friend of global current events or of any other news that didn’t directly pertain to their own lives.

Campaigns for president are just beginning to gain speed, grabbing the attention of Americans across the country. Additionally, Israel recently released over 1,000 Palestinian prisoners in exchange for a single soldier, Gilad Shalit. Nor can one forget the plethora of people protesting in the Business District of Manhattan. And in the past year, Sudan has split into two independent nations, Sudan and South Sudan.

Based on the polling of 154 Schreiber students, one may or may not be surprised to find that most of them know very little about what is going on in politics within the United States and around the world. Despite the highly publicized significance of the upcoming presidential election, in which many of our seniors will be able to vote in, the majority of students polled are clueless at the mention of names like Mitt Romney and Herman Cain.

It further became apparent that many had some basic knowledge, but they didn’t know nearly enough to engage in a discussion about the topic. They had heard about it the way high schoolers hear about most things: through the grape vine.

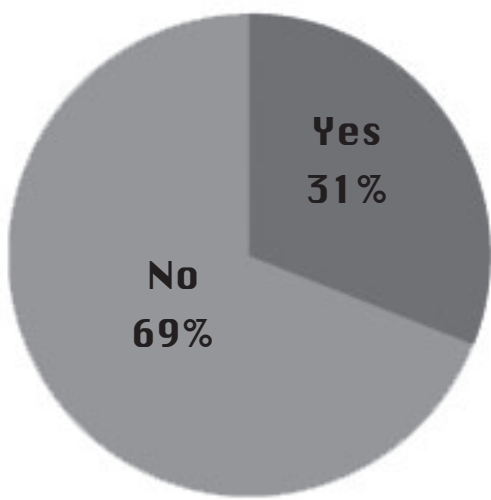
“I feel that most students are familiar with current events from hearing about them, but they don’t research them on their own or don’t know specific details about them,” said junior Miles Kurtz. “We will be in the real world and able to vote within a few years. Students should start showing interest and taking initiative.”

While this is a major concern, it comes with some levity. Research at Oxford indicates that teenagers are in the midst of a stage of brain development riddled with self-absorption. They are altogether unconcerned with the world outside the

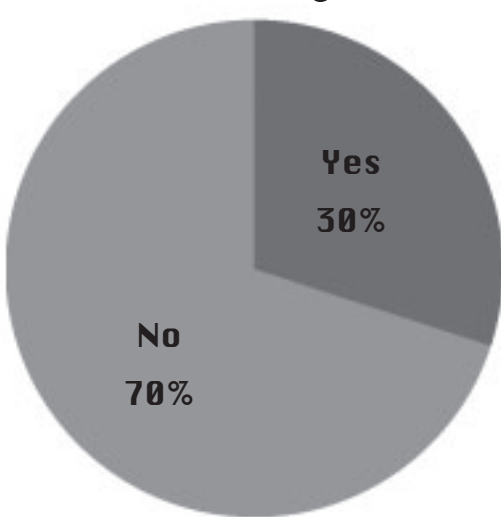
“I feel that most students are familiar with current events from hearing about them, but they don’t research them on their own or don’t know specific details about them,” said junior Miles Kurtz.

social bubble of high school because right now the information is insignificant.

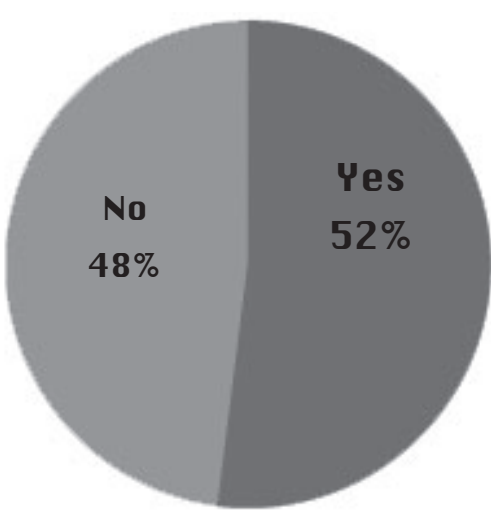
Can you name three people currently planning on running for President in the 2012 election?



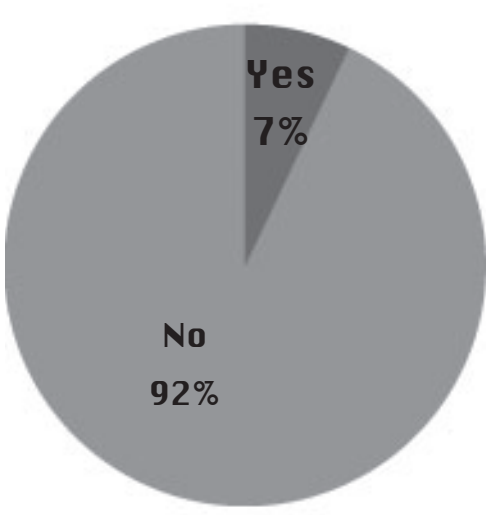
Can you name two countries currently involved in a prisoner exchange?



Can you name the location of the current protests in New York City?



Can you name the African country that recently split in two?



Hannah Zweig

156 people were polled in this study. The results indicated a lack of knowledge among students regarding current events.

Most high school students prefer to live in the here and now.

Teenagers have other things to worry about, like a Latin test on Monday, a science packet due this week, and a procrastinated history essay.

Not to mention with all of the clubs and sports that are piled on top of already busy schedules to college applications, students are lucky to even get to relax for a few hours and simply have fun on the weekends.

“Students are fairly well-informed about current events. Could they know more? Definitely. But teenagers have many more important events going on in their lives that take precedence over learning about these events,” said social studies teacher Mr. Petro Macrigiane. “They don’t have time to sit down and watch the news for an hour after completing all of their activities, sports, and homework after school.”

At the same time, while these events may seem trivial in the present they will come back to haunt realities sooner than students may realize. For instance, a major focus of the presidential campaign is the condition of the job market, which every student will rely upon at some point

in his other life.

“As a whole, I feel that the Schreiber students are generally uninformed and uneducated when it comes to political issues and currents events. Given that these decisions and actions going on throughout the globe directly affect our present and future, I find the ineptitude of some students mind-boggling,” said senior Matt Brooks.

Thus myopic teenage brains aren’t an entirely legitimate excuse for being uninformed.

Though it may take some effort on the part of the student, it is possible to stay aware.

“I keep myself updated by watching 60 Minutes and the news, on nights when I don’t have that much homework,” said junior Makenzie Drukker.

Many newspapers have easy and accessible web access that feature most, if not all, of the articles in their paper.

A cursory glance at *The New York Times’* home page for instance provides large titles with brief summaries of the articles that are sufficient to keep oneself updated.

Even Facebook or Twitter can be used as a way of learning of national and

international news. Social networkers often will post links to articles or websites associated with current events or will even post politically active statuses.

“I didn’t know about the earthquake in Virginia until I saw it posted as friends’ Facebook statuses,” said Drukker.

Alas, current events have become of little importance to the modern day high schooler. Are they really to blame with every possible factor working against them?

They have an overcrowded schedule, at a time in which adolescence has predetermined teenage priorities to a narrow list of topics: themselves.

The age of information has made it easier and easier to get information on current events so that students can be informed of what is going on in the world around them.

Those students who are knowledgeable about current events deserve to be commended. However, they are the minority.

For those who are not, perhaps this fall is a time to self-reflect and maybe even flip through a newspaper.

TECHNOLOGY EVOLUTION



Remember using T9 as you learned how to text? Remember when the iPod Nano seemed impossibly small and advanced? Remember when the Motorola RAZR was the height of cool?

The world of technology has changed dramatically throughout the lives of current high school students. Born in the mid to late 1990s, we have been able to witness remarkable transformations in the phone, gaming, and computer industries.

The gadgets used only five years ago now seem comical, and in a way, sad, compared to ones available today. A Motorola RAZR, once so beloved, can no longer hope to compete with the speediness, sleekness, and popularity of an iPhone or Android.

“My first phone was a basic Verizon flip-phone,” said junior Kimberly Suzan, who plans to trade her BlackBerry in for the new iPhone. “All it could do was call, text, and take pictures, but I was just happy to be getting a cell phone because everyone else was beginning to get them. Now I’m doing things on my phone, a BlackBerry, that I would never have thought could be possible.”

Many high schoolers today remember their first pieces of technology fondly, but find them funny to look back on. The phones and other gadgets that once seemed so high-tech have quickly become very outdated.

“The first thing that I remember having was Game Boy that I thought was really awesome at the time,” said junior Lizzie Mullen. “I actually discovered it recently somewhere in my room and tried playing with it, and it was funny to realize that there was no color and the quality was actually really bad. I had just remembered it as being really fun to play with. Now, I realize how bad it is compared to newer products.”

Other students have found that older technology does not always have to be replaced when a newer version comes around. Many products that have been around for a few years, including popular versions of the iPod

and the Sony PSP, and various types of laptops, continue to be popular.

“I got an iPod Nano after middle school graduation because it seemed like the best thing out there,” said senior Jennifer Kim. “Now I have a smartphone and an iPod Touch, but I still find myself using my old Nano. It’s more portable, and the battery lasts for a much longer time than anything else, even though it’s older.”

Not all teenagers, however, are happy with the change in technology they have seen during their lifetimes.

Whether because they want to avoid what they perceive as wastes of money or because they do not like the distraction having such gadgets can result in, not everyone is rushing out to buy every new thing. Is it possible that newer is not always better?

“I do not think all these advancements in the technology that we all have is necessarily a good thing,” said senior Sheena Kumra. “As time has passed, especially during the last five years or so, it has become something that has started to consume us. It used to be that a phone was just a phone, but now that you can play games and go on the Internet with it, it’s a lot more.”

It is undeniable that growing up with such a constant influx of new products has forced students to decide what kind of technology-user they are.

Luddite or tech-enthusiast? A risk-taker with new products or someone who sticks with proven classics, or perhaps someone who eschews all but the basics? Maybe most importantly in the eyes of

some, Mac or PC?

Changing How We Think

In each generation, the advent of new communication technologies seems to add to the stultification of our culture. Many of these concerns seem to be a force that would “turn our brains to mush,” as many a mother cautioned about television.

So how will Facebook, texting, and information on the internet impact the new generation? It depends whom one asks.

“The Internet and social media in general make people lazier, more apathetic,” said senior Christina Lakis.

“Texting is a good way of communicating with friends and family, but people are becoming lazy, like texting instead of talking on the phone,” said junior Louis Girgenti. “The computer corrupts your mind.”

On the other hand, the Internet has also vastly expanded the volume of information available to students, as well as the tools to share files and converse.

“The use of technology and the Internet gives students access to an unlimited amount of information which enlightens students,” said senior Joe Connors.

Wikipedia, for instance, now has over 3.75 million articles, chronicling things as various as “Postage stamps and postal history of Abu Dhabi” to early Californian settler “John (Don Juan) Forster.” And the consensus among students seems to be that the website is a trustworthy source for information.

“I have read studies that show Wikipedia to be only one percent less accurate than the big-name encyclopedias (Encarta, Encyclopedia Britannica, etc.), scoring a 97% to their 98%,” said senior Oliver Phillipson. “And skeptics can be assured of the accuracy of that statistic, because I didn’t read it on Wikipedia.”

“Most Wikipedia pages display their sources and I have definitely used it several times to check work,” said senior Michael Au.

There seems to be tentative support for “the encyclopedia that anyone can edit,” although not everyone is so sure about the process in which peers write and edit the articles.

“Even though you can edit anything on Wikipedia, inaccurate information will be changed back later,” said senior Seyoon Park. “Are there professional editors? I have no idea.”

For instance, in the United States, teenagers text more than any other age group, and much to the chagrin of teachers, also sometimes rely heavily on auto-

matic spelling checkers, instead of spending time to commit the proper spellings to memory.

“I think that technology and AutoCorrect has limited students’ ability to articulate and express themselves. It is definitely detrimental to a student’s ability to write,” said social studies teacher Ms. Alicia Cotter.

In addition, not everyone appreciates the clipped and abbreviated style that texting promotes. The main virtues of text messages seem to be the efficiency and ease-of-use that SMS messages tend to promote.

“With text messaging, it kind of takes

“I think that technology and AutoCorrect has limited students’ ability to articulate and express themselves. It is definitely detrimental to a student’s ability to write,” said social studies teacher Ms. Alicia Cotter.

away from the flow of language and the naturalistic aspect of conversation. It’s convenient, but it hinders natural interaction. I usually compare texting to communicating with someone through a series of post-it notes. It can be good, but you don’t get the fullness of a real conversation,” said senior Jessica Boyd.

“Conversations used to have a number of pleasantries attached to them, with a ‘Hello,’ ‘How are you?’ ‘I’m fine thanks,’ then ‘Do you know what the homework is for AP music theory?’ But now it is just ‘What’s the music theory homework?’ said band director Mr. Mark Brenner. “It is just a continuation of previous conversations.”

Yet, despite the naysayers who note the decline in the teenage attention span, technology can grant new tools to make better use of our smarts with interacting with peers. Groups on Facebook and teacher’s Twitter feeds provide students with class-specific information that could be valuable.

“The Internet provides so many more resources and allows students to interact

with each other to help us learn from each other more easily,” said senior Rachel Cohen.

But many students use such technologies for a different type of collaboration.

“I think that technology is mad helpful because it gives me the answers to all my homework,” said senior Robert Sexton.

New social media also must keep Internet users on their toes, for fear of people seeing their personal information.

“A lot of people do not protect their tweets like they protect their Facebook page or other social media. That’s one reason I protect my tweets. I’m just as concerned about the things that I tweet as what I post on Facebook,” said senior Kevin Roberts.

Technology Etiquette

When our parents grew up, they had to learn a number of things, whether it was how to shake someone’s hand, eat with the proper utensils, or tie your shoes. While our generation still has to absorb all these skills in our adolescence, we also have to deal with the imposing force of technology.

With technology comes the responsibility to handle it appropriately. This generation has to absorb the “dos” and “don’ts” of technology etiquette.

One perhaps grey area in technology etiquette is the infamous Facebook status. How often is too often to post a new status? How much is too much to share in a status? Are they even necessary at all?

“I hate statuses that are like ‘at Dunkin with Tracey and Sally!’ It’s just like I really don’t care,” said senior Elyse Berlarge.

Others view statuses as superfluous, unless they have humor.

“If you make a status, it better make me chuckle,” said senior Meghan Ferris.

Statuses vary in purpose and humor, but many seem to use statuses as a tool for sending a worthwhile message to a lot of people in a short period of time.

“It’s ok to make statuses that are for mass communication, like if you want to advertise a sports game, organize an event, or announce a club meeting,” said senior Sarah Autz.

The consensus seems to be that less is more. No one needs to know what you are eating for dinner or who you’re at the gym with. Keep your audience in mind.

If you have something worthwhile saying, like a joke or an event, post it loud and proud.

Not only does technology infiltrate our online lives, but also our social lives. Listening to a typical teenage conversation, it is not uncommon to hear phrases such as “lol,” “brb,” or “omg” uttered.

These words, if you can even refer to them as that, were once contained to texting and online vocabulary; however, more and more teenagers are using them in daily conversation.

“I think everyone uses those words in daily conversation. But then after they say it, they realize how stupid they sound,” said Berlarge. “It just shows how attached we are to our electronics.”

Perhaps this lingo bonds us as a generation and marks a certain personality to our dialect. However, there is also an isolating factor to a technologically centered generation.

“I will email teachers at 2 a.m.,” said senior Melissa Naschek. “If they do not want us to stay up that late, they shouldn’t give us so much homework.”

“I hate when people are passing each other in the hallways or something, and they pull out their phones and pretend to be doing something on them. Right after they pass, they just put their phone away,” said senior Juliana Beall. “In a time without phones those situations wouldn’t be awkward. We use phones as a safety blanket, and we should just get used to these types of situations. It makes us avoid hu-

man contact, when we should be embracing it.”

Whether technology is isolating or bonding, it is very telling. For example, many students struggle with the appropriateness of emailing the teacher past certain hours of the night.

Will the teacher judge them for being up so late? Will they think they procrastinated their work until late at night? Or will they think that they are such hard-working students that they are willing to sacrifice sleep for work?

“My AP kids often send in work at 2, 3, 4 a.m., and it is not a healthy way to be. It is not so much the etiquette of sending late email that bothers me; I would just rather they be sleeping,” said Mr. Thom Johnson. “It’s only going to get worse in college.”

Some students seek ways to avoid sending teachers late emails.

“I do not like emailing teachers past midnight because I don’t want them to know that I am up that late,” said senior Ethan Weber. “Sometimes I will just save the email and send it in the morning.”

Other students disregard any ambivalence in emailing teachers late at night.

“I will email teachers at 2 a.m.,” said senior Melissa Naschek. “If they do not want us to stay up that late, they shouldn’t give us so much homework.”

By Katya Barrett, Matt Heiden and Sophia Jaffe



Try imagining life without technology, without computers or smart phones, or even iPods. Steve Jobs, however, has made it close to impossible with his innovative Apple products.

Jobs’s creations have influenced the world for over three decades. Through lines of desktop computers, laptops, and mobile devices, Jobs (with the help of Apple) has made technology attractive, simple, and useable.

“iPads have found their way, I would really like to see them being used throughout the school and eventually as a substitution for textbooks,” said digital photography and film teacher Mr. Peter Koch. “Hopefully it happens sooner than later.”

Apple products including the iPhone and iPod Touch, the patents of which are in Steve Jobs’s name, have also helped to improve education. With over 12,000 apps to download, students can get study guides for AP classes and even SAT prep.

“In the last year, I have used apps to study for my AP courses as well as doing daily questions for SAT preparation,” said junior Ali Peltz. “I really enjoy using the apps, especially if they are free; they are so easy to use anyone could figure it out.”

One of the things that Jobs’s has most often been credited with is making technology useable and accessible. By creating devices that look simple, such as the iPhone having only one button, Jobs got rid of technology’s intimidation factor.

“Steve Jobs has impacted technology and the way we think about technology,” said Principal Mr. Ira Pernick. “Phones and computers are easier for us to learn how to use, so they are open to everybody.”

So try to imagine life without technology. Or rather, try to imagine life with technology that seems complicated and hard to use. Thanks to Steve Jobs, it might be hard to do.

~ Lily Weisberg

SparkNotes appeals to overachievers and procrastinators alike

Students’ varying uses of this controversial website for studies

BY **Matt Heiden**
Copy Editor

It is the end of your first period English class. Students hastily put away notebooks and binders as the teacher assigns chapters three and four for homework. There will be a quiz, but you barely have room to write down the assignment in your agenda let alone get around to reading that night. Like many students, you probably turn to SparkNotes, a favorite tool for the reading-averse.

For the few who are unfamiliar with the company, SparkNotes (along with other similar enterprises, such as CliffNotes), is a service providing review materials on various topics. It is most famous for its free summaries and analyses of literature, as well as several other study resources.

Many students feel that reading SparkNotes articles is a legitimate way to complete the work in a fraction of

the time. The overachievers with heavy workloads and the unmotivated alike often find themselves using SparkNotes to shave off half an hour worth of work.

“I don’t think anyone at this school prioritizes English to the extent that it should cut into other classes, so I don’t see a problem with SparkNotes,” said senior Jack Sempliner.

How does your teacher view this habit? A fair number disapprove of SparkNotes entirely.

“I think SparkNotes inhibits students from formulating their own ideas, and students should be taking the time to read from the actual texts in order to improve as learners,” said English teacher Ms. Danielle Liss.

On the other hand, some teachers (and many students) find that, if used appropriately, SparkNotes can have a positive influence.

“I think the problem is that once students read SparkNotes, they’re

influenced by what it says: it’s not necessarily perceptive reading and in fact may be wrong,” said English teacher Dr. Helen Sachs. “It’s useful for reviewing or refreshing one’s memory, but it won’t help you come up with a substantial interpretation and may even throw you off in the wrong direction.”

Certainly, most people know an undetected classmate or two who only reads the SparkNotes, but all English teachers seem to have an immeasurable amount of horror stories of past students whom they failed after said students repeatedly plagiarized from SparkNotes, intentionally or not.

“Unfortunately, a lot of students use SparkNotes as a shortcut,” said English teacher Ms. Sari Schulman. “I don’t think that SparkNotes is a reliable source or a good substitute to reading great literature. Oftentimes, reading SparkNotes is the first step towards plagiarism. Students read SparkNotes, and then, accidentally or deliberately, put phrases from SparkNotes into their writing. This is a huge problem.”

Perhaps the least controversial way that students either replace or augment their assigned reading is through the “No Fear” tab, which “translates” dense sentences and inscrutable diction into more modern, comprehensible language.

For an example that shows how this

works, see the conversion of a sentence from Marc Antony’s famous speech in Shakespeare’s *Julius Caesar*. The original text reads: “The evil that men do lives after them;/The good is oft interred with their bones./So let it be with Caesar.” The new version becomes “The evil that men do is remembered after their deaths, but the good is often buried with them. It might as well be the same with Caesar.”

“If it helps students understand the material, it’s beneficial,” said junior Nathan Lefcowitz. “If the beautiful language is too complicated for students to understand, it’s the teacher’s job to explain it to them.”

The main appeal of such “translations” is that comprehension is much easier, which is especially important for key passages.

“No Fear” helps people who don’t really understand the book and picks out the key points in the book in more readable, understandable language,” said junior Elisabeth Kostallas.

It doesn’t roll off the tongue quite so well, and though stripped of all nuances, its meaning is now unmistakable.

“It’s a shortcut, and it’s a shame because students who use such websites don’t actually get to see what we’re reading, and I think teachers can tell,” said senior Genevieve Bellon.

Clubs utilize social networks

BY **Veronika Onishenko**
Contributing Writer

The Internet would like to welcome before and after school clubs to the twenty-first century. Since the beginning of 2009, the number of clubs that use the Internet to communicate has increased dramatically and become a school wide extracurricular phenomenon.

Model UN, the Debate Team, Kaleidoscope, Junior Class Club, and Key Club are some of the many clubs that use social networks to publicize information.

One of the primary benefits to using the internet is the accessibility and efficiency it provides in communication.

“Being able to communicate through Facebook is helpful because it makes the students more prepared, and they are able to know about any change of plans,” said Ms. Renee McClean, the advisor of the Debate Team.

“There is no official Facebook group, but we do Facebook message each other.

“It was a student idea; I think it is convenient because it helps facilitate communication between group members and everyone can know about any last second meetings,” said Mr. Andrew Vinella

and everyone can know about any last-second meetings,” said Mr. Andrew Vinella, the advisor of Model UN.

Likewise, the Key Club relies heavily on Facebook to keep its many members aware of the numerous events going on every month.

“Key Club has its own official group which is good to keep members informed about upcoming events. Members also get email reminders,” said Ms. Janine Kalinowski, the advisor of Key Club. Further internet communication facilitates cooperation between board members, which allows them to better run the club.

“Key Club has five officers; Facebook allows all of them to stay in touch by inbox,” said Ms. Kalinowski.

Ms. Kalinowski is also the advisor of the Junior Class Club, which primarily uses email to communicate.

While it does not have an official group on Facebook, emailing members has helped the club function more smoothly.

“I email the Junior Class Club members; it’s very helpful because usually in meetings we talk more about ideas for Junior Prom rather than just events. Email reminds everyone about upcoming events, keeps club members interested and keeps me on track personally,” said Ms. Kalinowski.

Even Schreiber’s literary magazine, *Kaleidoscope*, has started using social networking this year.

“We only have a Facebook group for now and we are taking advantage of the benefits it has,” said senior Jessica Boyd, who is the co-editor of *Kaleidoscope*. “Using Facebook is so helpful. If someone missed a meeting, they can go to the group page and see what progress we made.”

So far, there seem to be no drawbacks for clubs using email and Facebook to stay in touch.

“We have had no problems. Everything communicated has been appropriate, and all information that has been transferred has been very helpful. All has gone according to plan!” said Schweitzer.

“We hope to soon have an official email and a virtual drop box for students to submit their work,” said Boyd.

iPhone 4S improves on much

BY **Jack Weinkselbaum**
Contributing Writer

The day of the release of the iPhone 4S, crowds outside Apple stores around the world were of an unprecedented size; they were unusually... small.

This is because a week before its actual release, on Oct. 14, Apple set up pre-orders online so that customers would be guaranteed a product without waiting in line. On the first available day, Apple already had over one million pre-orders, making it the fastest selling Apple product ever.

That was a surprise for everyone. Wasn’t the iPhone 4S considered a huge upset by many tech bloggers? I guess to consumers, it is the best iPhone ever.

Its best feature by far is Siri, the virtual assistant. Siri can be accessed simply by holding down the home button. She will then ask you what you want her to do, and she will work wonders for you. Siri can create reminders, set your calender, and even call a contact.

But the most amusing part about Siri is her attitude. You can ask her fun things, such as “Will you marry me?” or “Can you tell a joke?” All of these answers come with a fierce attitude that only Apple could program.

Apple also built voice recognition into the keyboard to respond specifically to its primary user. The accuracy is stunning.

However, Siri is not the only new feature on the iPhone. Apple also built in an A5 chip. The A5 processor, which mimics the one used in the iPad 2, allows for a faster responding phone, although the difference is only noticable if users take advantage of it.

When the iPhone 4 first came out, critics complained about the inconsistency of its signal. If the iPhone 4 is tilted on its side,

no calls could go in or out. The iPhone 4S, however, has addressed this issue. Apple updated the phone’s antenna so that it switches between sides, minimizing the number of dropped calls.

The final upgrade is the phone’s camera. Apple has increased its precision to eight megapixels and created a lens that lets in more light. This makes a huge difference in the quality of pictures. It can even be compared to point-and-shoot cameras.

Although the release of the iPhone 4 may have upset tech bloggers, consumers seem to appreciate the new features as an improvement from other iPhone predecessors.



<http://zapp4.staticworld.net/>

The iPhone 4S has many new features, including a virtual assistant, Siri, voice recognition, and an improved antenna arrangement.

We also use email to talk to debate teams from other schools and share resources,” said senior Michael Schweitzer, a member of the Debate Team.

The Model UN club has an official Facebook group and credits it with helping the club stay efficient.

“It was a student idea; I think it is convenient because it helps facilitate communication between group members

Looking for a fright on Halloween night?

Best locations to attract and terrify teenage thrill-seekers

by Daniella Phillipson and Alexa Pinto
Contributing Writer and Staff Writer

When looking for a spooky, thrilling place to spend your Halloween night, Port Washington is probably the last place someone might want to go. The scary things that first come to students' minds are bad report cards, Dunkin' Donuts running out of strawberry frosted donuts, or the possibility of the turf being cursed because our unfortunate football losing streak. After some investigation, however, it becomes clear that some spooky places can be found during the Halloween season.

No further than 20 steps from the school campus, a student can discover the old Monfort Cemetery, nestled between the back of the school's turf and the unpaved path that leads from the tennis courts to the Monfort parking lot.

Although the cemetery is barely noticeable because of its high fences and overgrown plot of land, its proximity to the school and adjacent neighborhood can be unsettling. The cemetery's tall fences are covered in vines, and haunting

"The cemetery adds an eerie effect to the Monfort community for those who notice it," said junior Leah Weingast, who lives close to the cemetery. "Overall, though, it's pretty inconspicuous."

trees almost completely hide the "no trespassing" signs in the small cemetery, which is almost 300 years old.

Its dulled and partially sunken graves

date as far back as 1737, and many are chipped and unreadable, giving off ghostly vibes at night that would attract any super-creep or ghoul.

"The cemetery adds an eerie effect to the Monfort community sometimes for those who notice it," says junior Leah Weingast, who lives close to the cemetery. "Overall though, it is pretty inconspicuous."

For those who are looking for an even creepier location, the mysterious and dilapidated house located on Port Boulevard might suffice.

The run-down building, just across the street from the post office, has boarded up windows, peeling paint, and looks like a place *Saturday Night Live's* character Stefon might recommend. "This place has everything," he would say. "Chipped paint, broken floor boards, and ice cold glass!"

"It's a strange building because it's between two of the most arbitrary stores: the gas station and a tile store. It looks so out of place with its chipped paint, falling panels, and the intimidating flock of birds that always surround it," says junior Shalini Radhakrishnan.

Port Washington has many playgrounds that act as entertaining, safe havens for children by day, but can also serve as creepy hangouts by night. These parks are the perfect place to give someone a good scare.

Popular places such as the Landmark and Pine Street Park are poorly lit and surrounded by trees and bushes concealing potential dangers.

If you are the type of person that dislikes both the abandoned house on Port Boulevard and Monfort Cemetery, then we recommend going to any of our town's playgrounds. Each of our five elementary schools has its own playground, in addition to St. Mary's playground, which not only is secluded, but has decrepit statues as well.

On a clear Halloween night, the park is the best place to get a view of the moon for your nightly howling session.

Perhaps the most notoriously creepy place in town, the Sands Point Preserve



Harry Paul

This abandoned house on Port Washington Boulevard gives off a spooky feel to all those who pass by. Although it is located between two fairly popular buildings, the dilapidated house has been empty for years.

can serve as a spooky hangout any time of year, especially at night.

The nature trails in the preserve are available to the public seven days a week, and offer charged admission from 9 a.m. to 4:30 p.m.

While excitement-seekers might get a thrill from trespassing on this estate, a better, yet still frightening, alternative is taking part in the annual Spooky Walk held in the preserve.

"I think it can be kind of scary because it's such a big place, and you don't know who or what lives in there," said freshman Christine Novotny.

Although some find the preserve's many trails to be scenic, some of

the twisting and turning paths take people through swampy, dark, and bug-infested areas.

The dark and heavily forested area with gnarled trees and creepy pathways give off a spooky vibe.

"The wind is enough to make a person jump because the leaves and branches shake," said freshman Danielle Stalnaker.

In addition to the trails, the Dracula-like buildings and castle outside the preserve can terrify anyone with a sensible head on their shoulders.

Visiting the Sands Point Preserve can be an adventure for those who love to be scared.



Alexa Pinto

Located only a few feet from campus, the Monfort Cemetery is hidden by tall fences, vines, and "no trespassing" signs. The almost 300 year old gravestones are worn out and barely readable.



Chris Goh

Port Commons symbolizes the return of local businesses

by **Danielle Ostrove**

Contributing Writer

As of last year, the Port Boulevard shopping strip was a depressing sight for residents and store owners alike. For quite some time the nearly empty strip demonstrated how the recession had rattled even our local businesses.

The newly-filled Port Commons, the stretch of Port Washington Boulevard that begins at Main Street and ends at Campus Drive, is a great area for all residents to grab a bite, get a cool shirt, sign up for a yoga class, get a spray tan, and partake in other fun activities.

For many of the businesses that were around prior to the renovation of Port Commons, all of the new additions have been exciting.

“Having all of these amazing new stores and businesses is great for the local economy,” said owner and director of the Dance Arts Centre Ms. Bari Strachman Oziel.

Girls who attend her dance classes can now conveniently walk next door to Linda’s G2G (located at 1013 Boulevard) and buy a cute new outfit, or vice versa. This is just one of the various benefits among all of the local businesses in the Port Commons: their proximity to each other.

“It is great to see how all of these stores have a positive relationship and support each other, which will help Port rekindle the prosperity of local businesses,” said junior Kimberly Nahas.

In addition to the new clothing store Linda’s G2G, run by Port residents Linda Levinger, there are plenty of other new stores and restaurants that have already opened or are soon opening. In the interest



New and old stores line Port Boulevard ranging from fro-yo shops, to tanning salons, to cell phone providers.

Harry Paul

of full disclosure, Melissa Ostrove is the manager of the store. These include places to eat such as the much awaited yogurt chain, Sixteen Handles, set to open at the end of this month, and a classic American-style eatery called Smash Burger. Additionally, Port Commons has a new special occasions dress store, Petra, and a brand new nail salon.

However, there are a few businesses that lived through the renovation period and are now back in action and ready for business. Body Worx, the tanning salon next to Dance Arts, Yoga Life, and of

course, Saint Honoré, a favorite bakery of many Port residents, is up and running and as delicious as ever.

The landlord of this property, Mr. Victor Musso, bought the property in 2003 with the idea of redesigning it, which he hoped to put into action in 2007, but he decided to hold off on the redevelopment due to the downturn in the economy. Mr. Musso explained that originally, Port Commons was supposed to be an even larger project but was scaled down to accommodate Port’s flow of business at the time.

“The actual construction took about fifteen months from beginning to end. There were definitely some bumps along the way, but it generally went well. I’ve always loved this piece and felt it was a great place to have a shopping center,” said Mr. Musso. “Even in a bad economy, most retailers want to be where there is good exposure for their businesses and where people patronize their own merchants, and Port is the perfect place. People who live in Port shop in Port.”

Driving: The Final Frontier

by **Kristen Henne and David Katz**

Contributing Writer and Assistant Features Editor

Everyone wants to turn 16. You’re an upperclassman, and you finally have the coveted privilege of going off campus. However, even more exciting than walking to Subway during 4-1 is *driving* to Subway during 4-1. Woah.

Every 16-year-old with a newly issued permit is itching to start driving on the road alone, and the only things standing in the way are two simple words: Driver’s Education.

In order to get a full license at 16, one must endure 20 hours behind the wheel and suffer through 20 more grueling hours of classroom driving education over a 20 week period.

Schreiber has a program that offers these services to students through its partnership with the Bell Auto School. At the program’s foundation are its funny and experienced driving instructors: John Watts and Paul Prezeniczny. Mr. Miller, a current auto-tech teacher, and Mr. Begun, a retired social studies teacher, bring snacks, interesting anecdotes, and lengthy newspaper articles to class and engage in interesting discussions about the rules of the road.

Students are given the option to drive any day of the week, except for Sunday, and attendance is of the utmost importance. Missing just one classroom lecture or driving period will prevent you

from passing the course. If one misses any of these sessions, he or she must attend a makeup class or driving session in order to have the number of hours required by New York State to receive a full New York State license.

The program teaches students the basics of driving, which include parallel parking, lane-changing, and three-point turns on the real roads of Port Washington.

But don’t get too worried, current Port Washington drivers. All students drive in specially marked “student-driver cars” so you know which cars to steer clear of when driving through Port Washington’s perilous neighborhoods.

In addition, all cars are equipped with instructor brakes and mirrors to give the experienced driving instructors more control over the car in the event that a student temporarily loses control of the vehicle.

“Life is great. There are many beautiful things in life to enjoy. The car is only an object to get you from one place to the next safely and efficiently,” said Mr. Watts. “To get in a car and drive out of control and taking risks is honestly just dumb. We generally teach students very safe and defensive driving, as well as to drive confidently and in control.”

So hop in your whip and go hit the strip, but only if you can conquer this challenging course.

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arts & entertainment

Real Steel pleases with action, lacks real substance



Charlie Kenton (Hugh Jackman) prepares his robot, Atom, before the climactic fight against his rival, Zeus. The movie never had a boring moment and was filled with action, but the plot lacked depth and intriguing concepts.

by **Dan Bidikov**
Staff Writer

Real Steel chronicles the story of Charlie Kenton, former professional boxer and deadbeat alcoholic, as he travels across a future dystopian America. Along with his son, Kenton pits giant robots against one another in the ring to make ends meet. The premise should excite overgrown children across the nation. Unfortunately, the film falls a bit short in its execution.

Hugh Jackman stars as Kenton, the street-smart, charismatic father who enters second-rate robots in illegal fights to make a quick buck. His life is turned upside down when he receives news that his ex-girlfriend has passed away and that he must show up to a court hearing to contest his rights for custody of their son played by Dakota Goyo.

He makes a deal with the boy's uncle, who is played by James Rebhorn, Kenton will give the uncle full custody of his estranged son in exchange for \$100,000 on the condition that Kenton must take care of him for a few months while the uncle and his wife go on vacation. Thus begins the adventures of one particularly odd couple in an even stranger setting.

As Max Kenton, Goyo delivers the worst performance in the film. His voice is shrill, his tone is infuriating, and he delivers his lines at the least opportune moments of every scene. The acting is not entirely to blame for this dreadful spot on an otherwise solid movie; the son's character is entirely one-dimensional. He is a bratty, mean kid who tears up with joy at the sight of heaps of metal smacking each other to pieces.

His aunt Debra (Hope Davis) is the best character in the movie, despite her lack of screen time. Neurotic and protective, she

is a delightful take on the inexperienced motherly figure of the future.

The real star of the movie is Max's father; Hugh Jackman plays his part well. With a botched Brooklyn accent, a lot of bad habits and big dreams, he is the typical unexpected role model. Reckless, hardworking, and old fashioned, Charlie Kenton and his girlfriend Bailey Tallet (Evangeline Lilly) are relics from the past in an automated future. The two gritty individuals stand out from some of the more forward characters, such as Tak Mashido (Karl Yune) accenting a popular theme in the film: the power of the dying art of human grit. The generational gap and culture clash between Charlie Kenton and his son adds depth to the film; although it is forced and cheesy.

The viewers do not have to concern themselves with characterization and story; this movie is all about action.

The score is a classic medley of fight

songs that lay the perfect backdrop for machinated skirmishes. Corny rock and rap hits from crowd pleasing artists such as Eminem thump in the background while giant robots battle it out.

The atmosphere during the brawls is spectacular. The clean and futuristic contours of the bots clash beautifully with the heated emotions of the spectators in the audience. Screaming crowds add an appreciated human element to the battle scenes.

While *Real Steel* is worth watching, the studio should have skipped producing a movie and gone straight to the video game. Although the plot is visible and the acting is decent, the action is the main component of the film and should be treated as such. That's not to say the rest should be ignored, but it's hard to pay attention to anything else while two robots are beating the nuts and bolts out of each other.

Ides of March campaigning towards an Oscar

BY Victor Dos Santos
Staff Writer

Many might think that George Clooney is just another pretty face in Hollywood, but he also happens to be a great actor. Few realize that he is also a talented director and screenwriter. If you doubt either of these, *The Ides of*

March might be the film to change your mind. It's not necessarily groundbreaking, but it is a highly entertaining look at the disintegration of one man's moral code. *The Ides of March* follows Stephen Meyers (Ryan Gosling), an idealistic staffer for presidential candidate Mike Morris (Clooney), a man Meyers describes as a politician "who is actually going to make

a difference in people's lives." This idealism is shattered after Meyers discovers a scandal involving Morris that could potentially ruin his campaign. Meyers' knowledge of the scandal conflicts with his ethics and way of life. Moviegoers watch as he gradually loses his naive self and becomes a cynic. The first thing people think of when they hear that a film revolves around politics is most likely falling asleep in the theater. *The Ides of March* begins in a manner that almost allows for it to fall into this political movie cliché.



Stephen Meyers (Ryan Gosling) offers a characteristically ingenious thought at a meeting of Mike Morris' (George Clooney) campaign staff. With *The Ides of March*, Gosling delivers his second Oscar-caliber performance of the year.

The first 30 minutes of the film made it feel as if you might as well have been watching a movie about ants: small things scrambling around to get something done. In other words, it is boring, with the faults lying mostly within the weak dialogue. During the first half hour, it seems as if Clooney wrote a script that was a little too full of itself, and it is this impression that may rub audiences the wrong way. It lacks the intelligent, snappy dialogue that it

seems to think it has, with meaningless conversations the characters clearly believe to be witty in its stead. One of the main problems is the fact that the characters come off as annoying and unlikeable; but then again, so do all politicians. While the dialogue is nothing exceptional, the story it tells is. What is even better about the movie, however, is that the politics are more than just politics. The film is about as much about politics as *The Godfather* is about gangsters. It is merely a plot device in telling the story about the deterioration of a man's morals. Ryan Gosling is, as usual, amazing and very believable. Clooney, however, steals the show by writing, directing, and starring in this drama. The bleak outlook that he shows throughout the film is unsettling, but it is fitting with the message of the political drama. Not to be forgotten is Philip Seymour Hoffman, who convincingly portrays a senior campaign manager. Despite his relatively minor role, he often outshines the other people in his scenes. These great performances are a large part of why *The Ides of March* is so entertaining to watch. In addition to the performances, the cinematography is appropriately bleak and the story is dazzling. The film's only crime is perhaps being too full of itself, which, in this case, might be forgivable.

Dark Souls delivers refreshingly challenging and original experience

BY Kerim Kivrak
Assistant A&E Editor

In 2009, FROM Software, a small Japanese developer that had seen relatively limited critical and commercial success, release a video game *Demon's Souls*. With its masterfully presented story, grim environments, and unapologetically brutal gameplay, *Demon's Souls* was nothing shy of a masterpiece; something that truly showcased the artistic potential of video games. Now, it seems as though FROM was merely testing the waters. *Dark Souls*, the spiritual successor to *Demon's Souls*, maintains its predecessor's spirit while offering the player an entirely new experience. As with any role-playing game (RPG), the ever-exciting character creation screen confronts the player upon starting a new game. *Dark Souls* offers extensive character creation options, but few have any real affect on the game. One could spend hours manipulating the minutest details of their character's face, but you will probably never see it again. Unlike most RPGs, your character's class is relatively unimportant, and your decisions throughout the game easily overpower its effects. Once you have created your character and watched the beautiful introductory cutscene, you find yourself imprisoned. The character you control looks almost nothing like the human character you created, as you begin the game as an "undead." That's right—the game kills you before you even start. This prison serves as a brief tutorial, teaching you the game's controls and the most fundamental of techniques. Upon its completion, you immediately begin to

see what makes *Dark Souls* so radically different from its predecessor. While *Demon's Souls* placed you in a central hub from which you could enter any of its linear levels, *Dark Souls*' thoughtfully crafted world is a network of extensively interconnected levels. The player has the freedom to choose which levels to play at any time. This ensures that none of the game's particularly difficult segments or bosses bring you to a complete standstill. Don't worry, there is still plenty of frustration in store. Much like its predecessor, *Dark Souls* is exceptionally challenging. You should, as the game's tagline suggests, "prepare to die," and to die often. Whether you are being impaled by a skeletal knight or seared by a dragon's flames, death is inevitable and infuriatingly frequent. Upon your death, you drop all of your souls (the game world's currency and the "experience points" required for leveling up your character). If you manage to return to where you died, you can recover your souls as if you had never lost them in the first place. Die before you reach your temporary grave, however, and your souls—and perhaps countless hours of effort—are gone forever. The game's combat is extraordinarily unforgiving. A single

ill-timed strike can spell your doom, and you can look forward to replaying segments of the game countless times before you will get through them alive. These inescapable hours of frustration will be enough to dissuade many gamers, but they will greatly reward those who persevere. FROM Software recognizes the value of difficulty. The instant gratification of effortlessly mowing down hordes of enemies is nice, but the relief and satisfaction of overcoming a seemingly impossible obstacle after dozens of unsuccessful attempts is a unique euphoria. *Dark Souls* implements online multiplayer play in a revolutionary way.

Online play is often an afterthought, a formality tacked on to discourage piracy and to ensure that people actually purchase the game. *Dark Souls* changes this by heavily integrating multiplayer play into the game's core. Players can leave each other messages—words of advice, warning, or encouragement—by writing on the ground. If you are having trouble with a particularly difficult boss, you can summon another player to assist you in the battle. *Dark Souls* is everything a game should be. It maintains a grim atmosphere, but not without a stunning, varied color palette. It is challenging, but not unreasonably so. Most importantly, *Dark Souls* is expertly designed and intelligently constructed.



The game's hero squares off against a fearsome gargoyle in one of *Dark Souls* characteristic boss fights. Players can look forward to a multitude of varied climactic battles.

South Park picks up the pace as season progresses

by Jacob Shubert
Staff Writer

At the end of *South Park*'s last season, creators Trey Parker and Matt Stone left their audience with an unusual taste in their mouths. Normally, the expectations for the hilarity of *South Park* are high, and Parker and Stone always deliver. However, the viewers of the first half of season fifteen were left depressed. One of the main characters in the audacious cartoon is Stan Marsh, who turns ten years old in the final episode of the first half of this season.

Although this may seem like a trivial occurrence, it is an immense turn for the worst for Stan. Everything in Stan's life turns to ruin, and he now despises everything he once loved. To pile on to Stan's problems, his parents, Randy and Sharon, get divorced.

Avid *South Park* fans were left upset, wondering if the show they love would ever be the same.

Unfortunately for them, Parker and Stone resumed season fifteen with Stan's problem intact, instead of killing it without reason like they had done so many times to Kenny.

The future looked grim for *South Park*, but by the end of the first episode of season fifteen, everything reverts back to normal.

Randy and Sharon are reunited; Stan no longer looks at everything with cynicism, and Comedy Central's most popular cartoon goes back to being funny.

In the following episode, titled "The Last of the Meheecans," the creators perform their usual routine: touching on controversial subjects.

The topic is the United States Border Patrol and the issue of Mexican immigrants hopping the border. What begins as a lighthearted game of Cartman's team not allowing Kyle's team to hop Cartman's fence becomes a serious issue



Cartman presents his special burgers to his friend Kyle. In true *South Park* fashion, creators Matt Parker and Trey Stone crudely poke fun at issues such as Asperger's Syndrome in the latest season of the hit cartoon.

when Butters goes missing under the persona "Mantequilla."

After getting picked up and left on the curb by a married couple, Butters begins his journey home.

Eventually, he ends up in Mexico. Along the way, Butters becomes a symbol for Mexican Pride, and inspires a mass movement of Mexican immigrants to return to their homeland.

Butters' story is paralleled by Cartman's story of trying to keep Butters from returning to America so that he can win the innocent game he was playing at the beginning of the episode. As usual, Cartman goes overboard in achieving his goal and actually joins the United States Border Patrol.

Much to the chagrin of Cartman, Butters eventually returns to America. More importantly, *South Park* sends a message to its viewers: despite the insensitive and controversial jokes made over the course of the episode, Parker and Stone express the idea that Mexican Americans are important to our society, whether we recognize it or not, and that they should not be overlooked.

Dexter returns with horrifying and exciting twists

by Dan Miranda
Assistant Sports Editor

Throughout its six seasons, Showtime's *Dexter* has been known for its eerie twists and bloodthirsty storylines. Dexter Morgan (Michael C. Hall) is a blood splatter analyst by day and a serial killer who executes those who are evil by night. With 2.19 million viewers, *Dexter*'s season premiere was one of the highest rated episodes in the drama's 64 episode



Blood spatter analyst and serial killer Dexter Morgan (Michael C. Hall) examines a crime scene. The sixth season has kept audiences at the edge of their seats.

history. Although just a few episodes in, Season 6 has already displayed an overarching theme of faith and religion. Dexter's first victim of the season was Joe Walker (Adam Harrington), a man with whom he went to high school. While Morgan had Walker on his deathbed, the former high school jock tried to convince Dexter that his faith in God was of the utmost importance.

Meanwhile, the antagonists for this season appear to be newly introduced characters Professor James Gellar (Edward James Olmos) and his protege Travis Marshall (Colin Hanks), two men who preach the importance of a belief in God to their captives.

The exact motives of Gellar and Marshall are unclear but it seems as if they are trying to strike fear in the heart of Miami, the setting of *Dexter*. Many returning

characters continue to have key roles. Debra Morgan (Jennifer Carpenter), who portrays Dexter's sister, was promoted to lieutenant on the same day she was proposed to by Joey Quinn (Desmond Harrington), her boyfriend and coworker at the Miami Metro Police Station.

Suspense and thrills have been two elements that the producers and directors of the show have taken advantage of throughout the show's six year history. Unsurprisingly, this season continues to employ the same elements.

It is yet unclear how some of the new characters will play into the finale, including religious activist Brother Sam (Mos Def), Detective Mike Anderson (Billy Brown), and Forensics eye-candy Ryan Chambers (Brea Grant).

While the first of the three, Brother Sam, was originally on Dexter's list as a potential victim, it seems as if he has transformed from a "bad" to "good" guy. The characters and plot development have been superb, although the show can get confusing for first time viewers. Dexter remains as likable as ever, possibly even more so now that he's raising his son, Harrison, by himself. While taking care of his son is a new responsibility, it is new, personal aspects such as this that make Season 6 of *Dexter* one of the most intriguing yet.

QUACKING UP WITH KWAK



by Bethia Kwak
A&E Editor

When you see someone with a lack of conversation skills and strange mannerisms, is the first thought that comes to your mind, "That person is so attractive!"? Well according to Hollywood, that should be how it goes. Suddenly, being awkward is the new black. I dig it.

In fact, an entire show, appropriately named *Awkward*, is based on this new trend. The main character, Jenna Hamilton, is a "loser" in the high school food chain, but two of the most "popular" guys are lusting after her. She teaches girls the all important lesson that if you want to impress a boy, just be the most awkward you can be. Accidentally fall into a trash can, or make decisions that look socially out of place.

I guess what I am trying to say is that the new way to get girls or woo guys is to be clueless about social norms and say the wrong things at all the wrong times. We finally cracked the code. It is not about being yourself or wearing the next great thing. It is all about never knowing what to say. Thanks, Hollywood!

So let us give a hand to three people that have set an example of how to be awkward. They have taught us more than anyone else could have about the rules of attraction.

3. Rupert Grint

Think about it. How many times have you thought, "Aw, Ron is so cute!" throughout the *Harry Potter* movies? Listen, I guess now all it takes to get a girl's attention is for a ginger boy to cry like a baby whenever he sees a spider and to not know how to talk smoothly to girl. Get your hair dye ready, boys. You will have hundreds of girls lining up at your door in no time. Some of you may have thought this never would have worked, but apparently you guys have been getting this wrong the whole time!

2. Michael Cera

He was in quite a lot of TV and movie debuts as a young child, but for some reason, he rose to fame when he played Evan in *Superbad*. Every since, he has become one of Hollywood's most successful actors with roles that vary from awkward cross country boy who finds true love to awkward band boy who finds true love. If I had a penny for every time I heard, "I would so date Michael Cera," I would maybe have about 10 cents. But if I had a penny for every time I heard, "I would so date [insert character that Cera has played]," I would have a swimming pool of pennies.

1. Zooey Deschanel

Quite possibly the poster child of awkwardness. She started off her career as an average girl. Anyone remember her from *Elf*? But that just was not good enough for Deschanel. She shed that image and starred as the awkward character with big blue eyes and dark hair in movies and the new show, *New Girl*. Clearly, she has the right idea since the only way to be successful lately is to be clueless and peculiar.

Music Box

Joe Jonas loses boy band spark in his recent solo debut



BY Hallie Whitman and Erin Choe
Contributing Writers

It seems like so long ago when the Jonas Brothers made their debut. Instantly popular with early hits like “Year 3000,” “Burnin’ Up,” and “Lovebug,” the Jonas Brothers made a name for themselves as Disney Channel stars and child role models.

Their songs and music videos were cute and sweet and they conveyed messages that kids could relate to. Each video highlighted Nick, Joe, and Kevin’s

light-hearted and humorous personalities and brotherly connections, as did their Disney Channel show, *Jonas L.A.*

Looking back, the Jonas Brothers have come a long way. Since the marriage of oldest brother Kevin, rumors of the brothers’ possible breakup have been flying.

While no rumors have been confirmed yet, the brothers have been gradually drifting apart with both Nick and Joe pursuing their own solo projects.

Joe’s new album, *Fastlife*, features 12 new original songs about his very personal and emotional relationships. *Fastlife* explores more adult themes and contains some explicit content, showing that perhaps the Jonas Brothers are no longer the innocent teen band that kids once looked up to.

His earliest hits stressed good values, but Joe’s new music explores his more mature themes and appeals to an older age group.

The single “Just In Love” is a perfect example of Joe’s drastic change. This song portrays a message about deep love and relationship struggles.

The song features rapper Lil Wayne, and this further demonstrates Joe’s attempt to break away from his brothers.

As Joe opens up and appeals to an older audience, his previous fans are losing interest in the heartthrob of the once famous teen band.

The songs overall are not that impressive with repetitive lyrics that lack originality and enthusiasm.

His desire to break away from his childish image is understandable, but this rapid change is just too much.

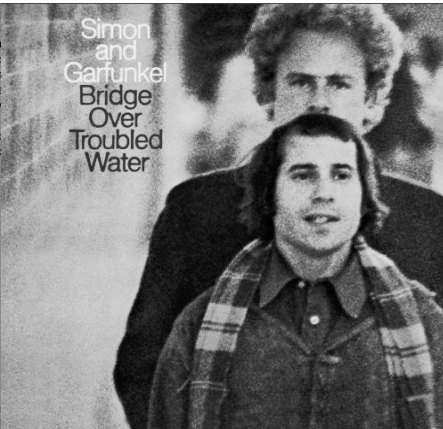
“I’m Sorry” demonstrates Joe’s lack of distinct style and failed attempt to mature in his work. Throughout this song, he apologizes for his personal mistakes and discusses the painful feelings of love. This is in stark contrast with some of his previous songs, such as year “Year 3000,” which had a much more childish theme and tone.

Joe is clearly trying to connect to an older audience at the expense of his younger fans, but his failure leaves this album without much of an audience.



Joe Jonas’ individual project fails to impress. He attempts to appeal to an older crowd in his music and performances.

Classic Album: Bridge Over Troubled Water



BY Gabriel Lyons
Contributing Writer

Bridge Over Troubled Water was the fifth and final studio album from folk rock icons Simon & Garfunkel. Upon its release in 1970, it garnered worldwide acclaim from fans and critics alike, including four Billboard Top 10 pop singles, six Grammy awards, and over ten weeks atop eight different Top Albums charts. It currently has sold more than 25 million records worldwide.

The album begins with its title track, “Bridge Over Troubled Water.” Unlike much of Simon & Garfunkel’s work, the song features a piano. Widely regarded as one of the greatest singles of its time, the song has a beautiful melody and a mood that gradually intensifies as the song progresses.

“El Condor Pasa,” a unique variation of an 18th century Peruvian melody by Jorge Milchberg, follows. It is a blend of an instrumental track by Los Incas and a short English language lyric by Paul Simon.

The fun “Cecilia,” a folk love song, comes next, briefly telling the tale of a short-lived relationship with a woman named Cecilia. The performer is begging

Cecilia to “please come home,” meaning, “take me back.” It is performed, quite appropriately, with strings and cymbals.

“Keep the Customers Satisfied” tells the simple tale of a man not appreciated by the people around him.

He must continually “keep the customers satisfied,” meaning he must try hard to get through life. A somewhat melancholy song, it is paired ironically with a full band—bass, guitar, multiple drums, keyboard, and miscellaneous string instruments.

At first, “The Boxer,” the album’s sixth track, is a bit of an enigma. One may think that it is the tale of a young immigrant, fresh out of Ellis Island and on the cold streets of New York, having trouble finding employment. Paul Simon has clarified that “in reality, it is an autobiography of sorts,” and that he “wrote the song during a time in [his] life when [he] wasn’t really getting the respect [he] deserved.”

“Why Don’t You Write Me” is a fun tale of a man, living in the jungle, professing his loneliness and how he would like nothing more than to receive a letter. He also says that he hasn’t the money to afford the cost of airfare. It is completely preposterous, but playful and lively.

Continuing this theme of loneliness, “Bye Bye Love” is a man acknowledging that he has entered solitude, and that he is officially finished with romance.

The final track on the album is a simple, minute-and-a-half ode to love. The song is being performed by a man, depressed, as he is saying to his woman “I will profess my love for you” quite simply, if not very happily.

Bridge Over Troubled Water is an all around beautiful album. Simon & Garfunkel’s wonderful melodies, as well as the integration of various instruments rarely seen in their earlier work, make this album truly classic.

Dubstep sensation that is taking the nation

BY Penina Remler
Staff Writer

What is “dubstep” anyway? DJs like Skrillex, Tiesto, Deadmau5, and Rusko were once unfamiliar artists, but today they have shaped dubstep into a great spin-off in the world of electronic music. Terms like “dropping the bass” and “techno raves” were once unknown.

In 2011, these terms have become widely known as dubstep transformed from a small English trend during the late ‘90s into a worldwide music phenomenon.

A song classified as dubstep has, instead of vocals, a ton of beats and rhythm loops. Approximately a minute into a song, the track will “drop the bass,” completely altering it into what seems like a combination of slow and fast beats accompanied by flashing strobe lights and effects to create a dance party mood.

But what is it about dubstep that has made it such a worldwide craze? Maybe it is the the magical atmosphere that the beats and neon colors create, an atmosphere different from those found at many other concerts.

New York City recently hosted its third annual electric-based music festival, Electric Zoo, a three-day celebration at the end of summer.

At the festival, people were free to dress up with more neon than they could even imagine and could spend up to three full days dancing outdoors alongside fellow dubstep and techno fans.

New York City is not the only city to host this type of event. The yearly Ultra Music Festival in Miami attracts similar crowds.

The artists who frequently perform at these festivals have also started to host their own, often sold out, shows. A significant number of Schreiber students attended a Deadmau5 concert at Roseland Ballroom on October 9th.

“My experience at Deadmau5 was one to remember,” said senior Alex Sater. “The original outfits, bright colorful lights, and the energy throughout the entire venue created an atmosphere I will never forget!”

Dubstep artists have gone from being openers to now being able to headline their own concerts.



Dubstep has made its way into the popular music world. Deadmau5 has become an international hit artist with thousands of fans at his concerts.

Girls tennis almost perfect season at 11-2

BY **Aaron Brezel**
Staff Writer

Some teams can say they have star players capable of lifting them up and carrying them to victory. Other teams can say they have solid players up and down the line, making it tough for their opponents to find a weak spot. And then there is the 2011 edition of the girls varsity tennis team, which is in the enviable position of being able to say both.

Five of the eleven starters on the team, sophomores Liz Kallenberg and Lauren Livingston, juniors Sarah Seeman and Emma Brezel, and captain, senior Olga Kosheva earned All-County honors this year.

It takes more than just star players, however, to propel a team to a 12-2 record, a second-place finish in conference, and a chance at the county championship.

“We have extreme depth in ability throughout the whole team,” said Livingston. “Every girl on our team can play, no matter if she’s a starter or an alternate.”

The Vikings’ depth has been the difference in a number of close outcomes this year. On Oct. 4, the team defeated Hewlett 5-2 with the help of junior Chloe Klug and sophomore Allie Linder, the third doubles pair, who defeated their opponents 6-1, 6-1. On Oct. 5, sophomore Astrid Phillipson and captain, senior Robyn Arteaga, the fifth doubles pair, defeated a Manhasset team with a score of 6-2, 6-4 in the deciding game of a hard-fought 4-3 match. On Oct. 11, Brezel won 6-2, 6-3 at second singles to push Schreiber past conference rival Roslyn.

“Even though we all play individually, we are one team, and we need everyone to contribute in order for us to win the match,” said Kosheva.

With the graduation of Emily Ben-



Elana Gelassi

Sophomore Elizabeth Kallenberg hits a strong forehand during a doubles match with her patner Sarah Seeman.

nett, Payal Doshi, Alexa Focarro, and Jackie Focarro this past year, there were some big tennis shoes to fill. However, new additions to the varsity team Seeman, Linder, and Klug have done a great job of taking over.

“What makes our team unique is our team spirit,” said junior Holly Hubsher, who plays second doubles with captain, senior Robin Mehta. “We cheer for each other, practice together, and let each other know how an opponent will play if we have had experience with that opponent. We keep the ‘team’ in ‘team tennis.’”

After beating Roslyn Oct. 21, the team is optimistic about its chances in the county playoffs. The Vikings’ goal is to put a

third girls’ tennis championship trophy on the mantle.

“It’s sad that most of the school doesn’t know that our team does so well,” said Hubsher. “We came second in the top conference and earned a second seed in the playoffs. I understand that people like to watch a pure team sport but tennis can be really exciting too.”

The team has also sent both Livingston and Brezel to states.

“I’m really excited for this opportunity to play against some of the top players in the state with Lauren,” said Brezel. “No matter what happens, just making states and representing my team is a major accomplishment for me.”

Cross Country team runs to an undefeated season

BY **Zach Halperin**
Staff Writer

Looking to continue its recent years of success, the boys’ cross country team sprinted out of the gates this year. Coached by social studies teacher, Mr. Jeremy Klaff, the team has put together consecutive great seasons.

This season, Port won the regular season division title and the regular season conference title after an undefeated run. Their conference meet is Oct. 29 and they hope to move on to the county meet on Nov. 5.

The county meet or the state qualifier meet will determine if Port will move on to compete in the states. The team finished third in the states in 2009.

“This finish was the highest place for a Long Island school in several decades,” said Coach Klaff.

At each meet, Port competes against at least two other schools. Their opponents this year include Massapequa, Syosset, and Coach Klaff’s alma mater, Plainview. Seven runners from each team compete at each meet, and almost all of the meets take place at Bethpage State Park.

Preparing for each race requires extensive conditioning and practice. The team runs what are known as integral miles, meaning that they take a rest after each mile they run. At other practices, the team runs four miles straight at race pace. On average, the team runs five miles per

day.

One of the team’s fastest runners this season is Titcomb.

He owns the team’s fastest 5K time this year, and he ran a 16:14 last year, good for sixth all time in Schreiber Boys Cross Country.

Titcomb’s times have attracted interest from various colleges. Wesleyan University is recruiting Titcomb, and he hopes to attend there next fall.

As the top junior, Kakkar is right behind Titcomb this year, and Kakkar owns the fifth fastest 5K time in Schreiber Boys Cross Country history at Bethpage State Park with a 16:13 last season.

The team’s outstanding regular season record is immensely impressive. However, their goal is higher than that.

The team hopes to win the conference and counties and to ultimately perform well at the states.

Cross country has become accustomed to greatness over the years, and although Port’s star runner Marco Bertolotti graduated in 2009, the team has not missed a beat.

“I am confident we will win counties,” said Titcomb. “We have more runners under 17:10 than we have ever had before, and I think that this year we will be the Nassau County Champions for the first time since 1964.”

One key to this team is team chemistry. Some kids participate in cross country to get in shape, and others do it because they love running, but many do it to be part of

something.

“The team is like one big family,” said Bertolotti.



Elana Gelassi

Freshman Keton Kakkar looks to follow in his brother’s footsteps and become a leader for the team.

Calling the Shots

BY **Katya Barrett**
Editor-in-Chief

What exactly does it mean to be a Lady Viking? Freydis Eiriksdottir was a female Viking explorer, but when she is referred to or written about, she is usually just called a Viking. She, like Leif Ericsson and Erik the Red, was from the Norse culture, explored by ship, and helped to colonize new lands. Does anything about her actions make the modifier “lady” necessary?

Yet this modifier continues to be used when talking about Schreiber’s female athletic teams. Whether it’s used in articles discussing these teams, by the coaches of the teams, or even by players themselves, the word ‘lady’ serves not only to differentiate, but also to separate the teams from their male equivalents.

Let’s say you are a female Schreiber athlete, regardless of which team you play for. You, like fellow male athletes, work hard in practice, support your teammates, and put your heart into every game. Does anything about your actions make the modifier “lady” necessary?

It’s not necessary, and here’s why: giving female teams a modifier and not giving an equivalent one to male teams, makes the female teams sound diminutive, like an offshoot of male athletics, and not like an equal part of school sports.

Yes, there was trend of naming female teams with the word “lady,” both in high school and collegiate sports. But it’s outdated. It refers to a time when men’s athletics were well established, and women’s athletic programs were just being created. It refers to a time when male athletics were generally considered superior to those involving women.

The Women’s Sports Foundation has argued that using the word “lady” or other such diminutives in team names is a direct violation of Title IX, because under Title IX, teams must be named and described with comparable language. This foundation has further stated that when one team is denoted by a gender and another is not, an imbalance is created because one team is set apart from the norm of the other team.

As a society, we have stopped accepting this type of sexism in the workplace and in schools. It is no longer seen as acceptable to differentiate between “doctors” and “lady-doctors.” It is doubtful that any of us would ever even consider addressing any of our teachers as “lady-teachers.” Most of us would never consider trying to modify the word “student” according to gender.

It is time to get rid of this trend of sexism in athletics because, more than anything, it is unnecessary. Soccer games are exciting to watch, whether they are played by boys or girls, and the same holds true for every other sport, from lacrosse to basketball. Making the girls’ soccer team seem inferior does not help the girls’ soccer team, the boys’ soccer team, or athletics department as a whole.

“The phrase “Lady Vikings” is a matter of choice or convenience, whichever seems to be right for the moment,” said Director of Health, Physical Education and Athletics Ms. Stephanie Joannon. “Things come full circle, and nowadays it seems like girls want no differentiation.”

So let’s stop using the qualifier “lady,” because we’re all Vikings. We practice as Vikings, play as Vikings, and win or lose as Vikings, and there’s nothing gender-specific about that.



Athletes



of the

Month



Chris Romero

BY **Chad Edelblum**

Staff Writer

As the anchor of the Port Washington boys soccer team's defense, senior Chris Romero, who plays sweeper for the Vikings, is put to the test in each and every match.

"The sweeper in soccer is the last line of defense," said Coach Mr. Don Fish. "They must be quick and have a keen mind as to where the ball is going to go."

As sweeper, Romero must chase down the ball, mark the last man, and help his teammates if they are to blow coverage. If he fails to do this, the other team almost always ends up with an excellent scoring chance.

"Romero is a really reliable defender," said Coach Mr. Don Fish. "He has an amazing sense of where the ball is going to go and who to pick up at what times. He is someone I can count on to always be in the right position and the right time and someone that will always lead this defense."

"Romero is the type of player you want to have on your team," said senior Arjan Saraon, a fellow member of the defense. "He always has your back and will always be ready if you make a mistake. He is ready for anything to happen and does a great job calling out assignments during games. He is a natural leader of this team."

In addition to being skilled at his position, Romero is one of the team's captains. As captain, Romero must lead the team in huddles and throughout practices, as well as act as a role model for teammates.

"Romero is a great captain," said senior Andrew Zimmelman. "He never gets down on his teammates and does a great job as a role model, insofar as how others should play on and off the field. Romero is always the first one at practice and is al-

ways trying to get us to try just as hard during practice as we do at games."

The captain also plays for the traveling team, the Port Washington Predators, alongside many of his school teammates. This allows him more training with the same core group of players and puts the team at an advantage in terms of team chemistry.

"My goal for this season is a county championship," said Romero. "I think we are very capable of it: we have held some of the best teams to low scoring performances. I think our senior-dominated offense will come out and play in the playoffs and truly show how good of a team we actually are."



Dan Rubin

Chris Romero dribbles past the Hicksville Offense in their game on Oct. 19.

Megan Murphy

BY **Jake Eisenberg**

Staff Assistant

As a freshman, Megan Murphy was instrumental in the girls' varsity volleyball team's successful conference championship run.

This year, as a sophomore, Murphy has continued to be a bright spot on the court.

As a setter, her job is to set up plays that eventually lead to points.

She has come close to perfecting this art, and looks to contribute for two more seasons.

"For such a young girl on a varsity team, she has great leadership qualities and is always trying to keep our heads up," said senior Hayley Kerr, captain of the team. "She is an all-around excellent athlete and a needed asset to our team."

Murphy had 28 assists in the Thursday, Sep. 8 game against East Meadow. The team will depend on her to continue putting up these types of stats if it expects to win matches.

While this season is drawing to a close, Murphy continues to strive toward her goals of success, not just for herself, but for the program as well.

She is known to be an unselfish player, and always puts the team's needs over her own.

"For this season, I hope to win the rest of our games and hopefully make it farther in the playoffs than last year," said Murphy. "For the years to come, I hope to one day be captain and lead the team to another conference championship."

Of the many people that have influenced Murphy, her aunt has had the greatest im-

pact.

She is a Schreiber alum who played varsity basketball as an underclassman.

Murphy states that her aunt gives her the inspiration to play at a higher level and the confidence to succeed.

As someone who also attended Schreiber and knows the pressure of being a leader of a varsity team, it is easy for Murphy to relate to her.

Her aunt, however, is not the only person who inspires her.

"My teammates help me push myself to become a better player. They pick me up when I'm having an off day," said Murphy.

Her teammates would affirm that Murphy helps them as much as they help her.

"As a player, Megan brings excitement to games and to the team," said Kerr. "She is the setter. She makes plays happen and helps us earn points. And as an individual, Megan brings unity to the team."

Murphy deserves the notice and acknowledgement of spectators as she leads the girls' varsity volleyball team through the rest of this season and seasons to come.



Harry Paul

Megan Murphy goes up for a block with help from teammate Jessie Quinn. The Vikings were defeated by Massapequa 3-0.

Captain's Corner: Crew Captain, Caleb Jenkinson

BY **Brett Fishbin**

Sports Editor

Brett Fishbin: Thanks for the time Caleb. I assume I can call you that. How's it going?

Caleb Jenkinson: Everything is going well, great to be interviewed.

BF: That's a nice cardigan and tie. Is this stunning outfit for the regatta?

CJ: It is for the regatta in Boston tomorrow, the biggest rowing event in the world. 300,000 people attend, and we have one boys boat and one girls boat representing Schreiber's crew team. We are all grateful and excited to be a part of it.

BJ: How do you prepare for this event?

CJ: This is only our second regatta, so we have been working toward this for a while, and putting a great deal of work in.

BF: I look forward to hearing the re-

sults. As a captain, what are your responsibilities for the team?

CJ: First, I have to show up to practice for each session, from 4:00 to 6:30 p.m. I also have to help the younger rowers get the boats out efficiently, make sure chemistry is up to par, and ensure that the practice area is clean. Plus, I have to continue being a great role model.

BF: What is the typical pre-game regimen for Caleb Jenkinson?

CJ: The day before, I have a carb loaded dinner, and make sure to have a great rest. In the morning of the regatta, I eat a good breakfast, listen to inspirational music, and think of scenes from the movie 300.

BF: Speaking of music, are you still slappin' the bass?

CJ: From time to time.

BF: What's on the pre-regatta playlist?

CJ: Despite usual tendencies to listen to acoustic music, before regattas I usually listen to heavier music such as dubstep or rap.

BF: After this regatta, what is in store for the crew team in the coming weeks?

CJ: The weekend after Boston, most of the team will head to Philly for the Head of the Schuylkill regatta. This is an equally important regatta for us. Then we get a week of rest, and then our final regatta in Riverhead.

BF: Beyond the actual regattas, what do you get out of being a member of the crew team?

CJ: Rowing on the water with teammates teaches teamwork and how to rid yourself of any ego that you may have. In addition, you learn that the coxswain's word is final. You also learn about the benefits of working hard and pushing yourself.

BF: Are you a part of the summer team?

CJ: I did three Saturday morning rows, but was not a full time participant.

BF: How has Coach Panzik helped create the identity of the team?

CJ: Steve's enthusiasm and passion have motivated everyone on the team to be the best they can be. Also, he makes sure everyone knows they are a part of the team no matter how skilled they may be.

BF: Do you plan on pursuing crew after high school?

CJ: If it is a possibility, I would love to continue.

BF: Agreed. Lastly, I must ask, how is the spandex treating you?

CJ: It's pretty tight, Brett...

BF: Well, thanks for an enriching and stimulating conversation. Any parting words?

CJ: Row hard or row home!

Rowers hope to duplicate success of inaugural season

Crew team rallies behind pride and work ethic in regional regattas

BY **Aaron Brezel**
Staff Writer

After weeks of training and hype, the crew team's season officially began Oct. 15, with the Head of the Passaic regatta in New Jersey.

The team took home nine top five finishes and three first place finishes: the girls senior four boat, the boys freshman eight boat, and the open novice four boat.

"We really exceeded our expectations this race, but I feel like we can step our game up even more," said sophomore Carl Finkbeiner.

Their second notable regatta would be the Head of the Charles in Boston.

The race, which occurred Oct. 22, is one of the largest regattas in the world, with 300,000 spectators attending each year, and 77 boats competing in Port Rowing's division alone.

This race is highly selective: only a limited, carefully selected number of boats are invited to compete.

From Port Rowing, the girls senior four and boys senior four boats attended the regatta.

The former consists of senior captains Meghan Ferris, Eve Drum, Isabella Goetze, and Taylor Hirshfield, and is coxed by junior Maggie Nelson.

The latter includes juniors Spencer Katz and Aaron Moslow, and senior captains Spencer Moslow and Caleb Jenkinson. The boat is coxed by freshman Alex

Herron.

After the Head of the Charles, Port Rowing will compete in the Head of Schuylkill regatta on Oct. 30 in Philadelphia, and the Snowflake Regatta on Nov. 30 in Riverhead.

Port Rowing's rapid success has been hard earned. A physically and mentally exhausting sport, crew requires two hours of either land or water training during each practice. When team members are not rowing on the water, they are either rowing on the ergometer in a gym or running up hills.

"All the work we do pays back in the regattas," said junior captain Joseph Adsetts. "While one might think that the heavy workload would scare away potential participants, Port Rowing now has 124 members."

Head Coach Mr. Steve Panzik has noted the commitment and drive shown by each member.

"This is a team that has matured into a veteran crew in eight months," said Coach Panzik. "Everyone from seventh to twelfth grade has stepped up and will continue to act as a leader. We win as a team and lose as a team."

Prior to the the fall season, Assistant Coach Mr. Bo Hansen ran a summer crew program designed to introduce new rowers to the sport and to improve the skills of more experienced rowers.

Half of the 86 students who participated had no prior experience with crew,



Courtesy of Robert Ferris

Lief Firland-Schill (above, second from left) and the rest of the senior eight boat finished third in their race at the Head of Passaic Regatta. Port Rowing placed second in overall points.

and almost all of the 86 decided to row in the fall.

"During the summer Assistant Coach Hansen gave rowing sessions on technique. He gave personal insight into the mechanics of rowing which translated nicely into the fall season", said Jess Greenwald.

After a first place finish at states by the girls senior four boat this past spring, the crew team has much to live up to.

But duplicating this success does not seem impossible.

Many of this year's rowers are being recruited by top-ranked universities including Tufts, Williams, Duke, Cornell, Vanderbilt, Georgetown, and the University of Pennsylvania.

"The magic is still there," said Coach Panzik.

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VIKING SPORTS

Field hockey squad seeks to advance in playoff bid *As the regular season concludes, spirit rises for the final stretch of games*

BY Dan Miranda

Assistant Sports Editor

This year girls' varsity field hockey has taken many strides in the right direction by improving their win percentage and excelling as a team together. Head Coach Mr. Joseph Lederer has been happy with the team's performance this season, as well as their consistent effort on the field.

Last season, the team finished with a 9-5 regular season record and eight players were named to either All-Conference or All-County honors. Seven of those eight are still on the team, which explains why expectations are high this season, especially from the team members themselves.

"Expectations are higher this year because our whole team is back," said senior captain Ariana Spagna.

The two Vikings goalies, senior Brittany Nachamie and junior Kelly McDonough have played extremely well together, letting less than one goal per contest (0.78 average goals against), including six shut-outs over nine games. Coach Lederer has had the ability to "mix-and-match," and choose who he wants to start any particular contest. This benefits the entire team while allowing both goaltenders to be well-rested.

"They are both wonderful goalies when they have to be," said Coach Lederer.

The team has been hurt by the losses of junior Olivia Anderson and senior Chrissy Commons, both All-Conference players in 2010, due to ACL-related injuries.

"It was definitely extremely hard to adjust without them," said senior left wing Katie Gennusa. "Their enthusiasm, heart, and dedication to the team however has helped us come as far as we have."

On the team's Senior Day, the Vikings decisively beat the Baldwin Bruins by a score of 4-0. The defense forced Nachamie and McDonough to make just one



Elana Galassi

Junior Kelly McDonough practices goaltending techniques as she blocks an incoming ball with her left foot. McDonough has accumulated a total of 24 saves in the season.

save over the course of two thirty-minute halves.

Senior Day meant posters hung up behind the bench for those players likely to graduate in June and a more galvanized spirit around the team.

"I'm going to hang this up in my college dorm," said Gennusa, pointing to her poster.

"We started all the seniors. What's important is when you do that, you put people in positions they're not used to playing," said Mr. Lederer.

The Vikings constantly kept the ball in the Bruins' zone, and it appeared obvious that after 19 shots on goal, Baldwin had no answer for the Vikings' potent offensive attack.

"The girls really stepped up and played well. After five or ten minutes, I could see we were going to control the tempo of the game," said Coach Lederer.

While it was junior Lauren Desimone who scored the first goal against Baldwin in the first half, it was

Gennusa who put the nail in the coffin with her two second half scores. Gennusa has scored in almost half of the Vikings' contests and has tallied up a total of six goals.

"I just wanted one goal, and I came and delivered," said Gennusa, who scored with 21:07 minutes remaining in the second half. "The Baldwin defense was really tough, and we figured out how to beat them. They were aggressive, but we fought right back."

Junior Danielle Rosmarin was constantly around Baldwin's zone earning a goal and two assists.

Meanwhile, senior midfielder Ariana Spagna controlled the ball with poise through the center of the field, which would eventually lead to many corners and offensive opportunities.

"She really creates our offense and gets back on defense. I'm really going to miss her next year," said Coach Lederer.

The defense was anchored by senior Alice Chou who according to Lederer, is very difficult to score on

in practice. She kept up this performance on the field Friday, fending off the Baldwin attack.

"Alice stops everything. Defensively, she's our mainstay," said Coach Lederer.

A win against Baldwin was important because it clinched home field advantage in the first round of the playoffs: a place where the Vikings may find a little bit too familiar.

After getting knocked off in 2009 and 2010 in that very place (by Massapequa and New Hyde Park, respectively), the seniors on this squad don't want to feel the pain of defeat one more time in the Nassau Conference II playoffs.

On Oct. 21, the Vikings shutout the

last place Sewanhaka Indians by the score of 5-0, which included two goals by Rosmarin, and one each from Desimone, Spagna, and senior Melissa Kennedy.

Port Washington's defense played an important role in fending out the Indian attack, forcing Nachamie to make just one save all game.

Just three days later, the Vikings fell to Friends Academy; Port was shut out by the Quakers, with a final score of 1-0.

"We played hard the whole game and gave it our all, it just wasn't there for us. We will come out even stronger together next game," said Gennusa.

The Vikings will either play Baldwin or East Meadow in the first round of the playoffs. The team has already beaten both squads in regular season play.

With possibly just one game left in the high school careers for the seniors, the girls look to take advantage of their spotlight on Port's sports scene.

"It definitely won't be an easy game, but home field advantage will be a huge plus," said Spagna.

At season's end, the scoring leader for the team was Desimone with seven total goals, but Gennusa and Rosmarin, who both play attack, finished with six in the regular season.

This high powered attack allowed the Vikings to not rely on simply one excelling scorer, but rather on many players who all contribute by scoring. There was no player on the team that had more than six assists in the season, the amount to qualify for Top 25 in Nassau County.

With just days left to prepare for the playoffs, the team is practicing daily for their rematch with either Baldwin or East Meadow.



Elana Galassi

Senior Ariana Spagna works diligently to keep the ball inbounds during a recent practice.