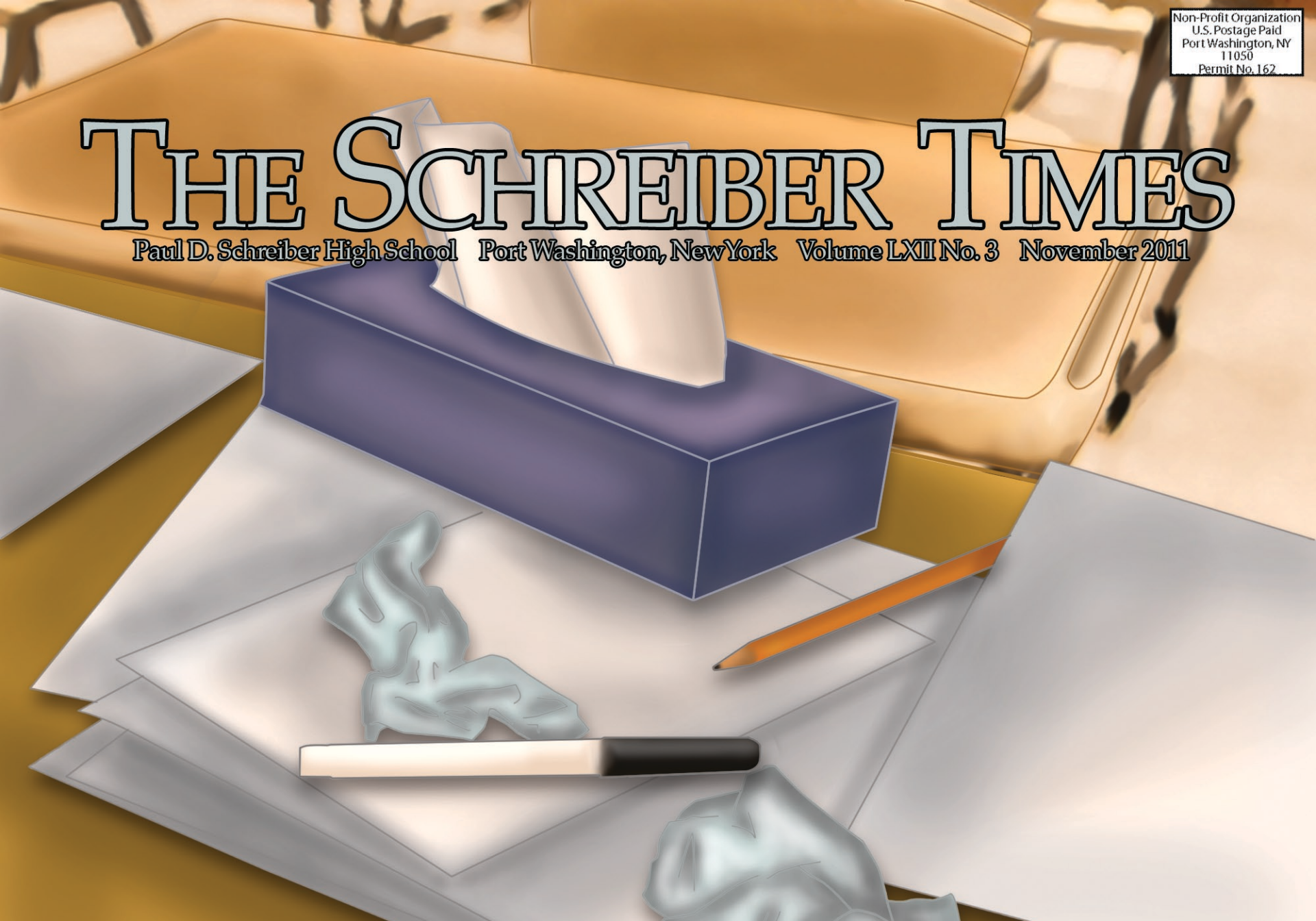


# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LXII No. 3 November 2011



## TANK SLIP

Teacher's Name: Mr. Schreiber  
You have been assigned 1 hour(s) in the tank.  
Reason for Assignment: Low Class Average on  
standardized tests.  
COME SEE  
PRINCIPAL AFTER  
CLASS  
Administrator's Signature [Signature]  
Date \_\_\_\_\_



**Harold and Kumar**  
-A&E-



**Boys & Girls Winter**  
**Track**  
-Sports-

**Superlatives**  
-Opinions-  
**Principals Petition**  
-News-



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Senior Danie Santodonato took this photo on the shores of the Long Island Sound at the Sands Point Preserve. The photo was taken for her AP Photo summer assignment.

## NEWS BRIEFS

### Inter-club Council

In an attempt to unify the wide variety of clubs that exist in Schreiber, the Student Council recently coordinated an Inter-club Council.

The first meeting was on Oct. 28, and approximately fifty students represented various clubs, including Drama Club, Key Club, and several honor societies.

At the meeting, student representatives shared information about their clubs and discussed upcoming activities, such as the Delete Cyber-Bullying pledge drive, Student Council's Halloween Contest, the Fall Blood Drive, and the upcoming MSG Varsity filming. The Inter-club Council will continue to convene once a month in order to enable clubs to provide updates on their activities.

"The Inter-club Council is a great way to give our school's clubs a chance to discuss ideas and support each other's projects," said senior Janice Havasy, who was there to represent the Science Honor Society.

The goal of the council is to serve as a meeting place for clubs to pool resources and combine fundraising efforts. Assistant Principal Ms. Julie Torres, who supervises student activities, was an organizer of the Inter-club Council in previous years.

"It is great that we have so many clubs in this school, but with no forum, things

become fragmented," said Ms. Torres. "The Inter-club Council is a great vehicle to promote different interests, causes, and activities."

Ms. Torres and Ms. Trish Burr, faculty advisor to Student Council, both played roles in organizing this year's Inter-club Council.

"There is a positive attitude about this one," said Ms. Torres. "I believe it has staying power and potential, and that it will fulfill my vision for it."

~Ana Espinoza

### Debate Invitational

Eleven teams from all over Long Island recently came to compete in a debate tournament about current world issues at the annual Schreiber Invitational.

"Debate helps students explore different current issues that go on in the world today," said debate advisor and social studies teacher Ms. Renee McClean. "Students from different schools can interact with each other on a more intellectual level than just sports."

At the invitational on Nov. 12 each student participated in either Lincoln-Douglas (LD) debate or a Public Forum (PF) debate.

LD, which focuses on moral issues, is one-on-one and generally more formal

and technical. The issue of the debate at the invitational was whether individuals have moral obligations to assist people in need.

In PF, which consists of teams of two people on each side, students debate realistic issues in an informal style. The topic of the debate was whether direct popular vote should replace electoral vote in presidential elections.

In the novice LD division, freshman Sabina Uni placed first out of 48 students in her first competitive debate.

In novice PF, sophomore Nicole Forman, and freshmen Jacob Blochard, Sam Goldman, Keton Kakkar, Sam Reisman, and Andrew Varvaro all placed.

"Debate is a great experience," said Kakkar. "It encourages teamwork and makes people more articulate."

The debate team's performance at the invitational helped its members prepare and fundraise for the national invitational at Princeton University this December.

"I thought this invitational was more successful than the ones hosted in other schools on Long Island," said senior Grace Jung. "There was less waiting time between rounds, and the results were calculated faster."

~Aaron Schuckman

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Sophia Jaffe

### Copy Editors

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Will Zhou

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Minah Kim  
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**Staff Writers:** Dan Bidikov, Aaron Brezel, Victor Dos Santos, Chad Edelblum, Ana Espinoza, Sydney Heiden, Lena Kogan, Ben Lerner, Gabriel Lyons, Shari Meltzer, Veronika Onischenko, Danielle Ostrove, Daniella Phillipson, Alexa Pinto, Penina Remler, Crystal Ren, Hallie Whitman. **Contributing Writers:** Kayla Conway, Makenzie Drukker, Michelle Gil, Robby Gray, Ethan Weber. **Cover:** Risa Choi, Loren Giron. **Centerfold:** Katya Barrett, Hannah Fagen, Sophia Jaffe. **Backpage:** Drew Friedman.

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Ira Pernick, principal  
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# Principals petition against new state legislation

BY Hannah Fagen and Celine Sze

News Editor and Assistant News Editor

Last May, the New York State Board of Regents announced impending changes to statewide teacher evaluation systems as a part of an effort for the state to obtain Race to the Top funding from the federal government. Among these changes is a suggestion that schools use standardized test scores to evaluate teachers and principals.

"Part of raising standards for students is to change the way teachers and principals are evaluated," said Principal Mr. Ira Pernick.

In response to these changes in legislation, Sean C. Feeny, Ph.D., the president of the Nassau County High School Principals' Association and the principal of The Wheatley School and Carol C. Burris, Ed.D., the principal of South Side High School, drafted a letter entitled "An Open Letter of Concern Regarding New York State's APPR Legislation for the Evaluation of Teachers and Principals."

The two posted the letter on their own website, [www.longislandprincipals.com](http://www.longislandprincipals.com), and created an online form through which administrators, teachers, support staff, and students could sign it to oppose the new legislation. Since its posting on Nov. 10, nearly two thousand supporters have signed. Among the signees are Superintendent Dr. Geoffrey Gordon, Principal Mr. Ira Pernick, and English teacher Ms. Marlene Woska.

The letter breaks down the principals' qualms into three main points. The first point is that "Educational research and researchers strongly caution against teacher evaluation approaches like New York State's APPR Legislation." According to the letter, research has not demonstrated that evaluation systems incorporating test scores are conducive to student and teacher growth. Additionally, the New York State Regents Examinations are designed to evaluate students' learning, not teacher effectiveness.

The second point of the letter, that "students will be adversely affected by New York State's APPR," indicates that educational quality will drop throughout the state as teachers mold curricula to more closely fit standardized tests and as teachers change their teaching styles to avoid students who are not likely to perform as well on exams.

The third point argues that the changes in legislation will drain the state education budget to devote money towards testing companies, for teacher and administrator training.

The authors of the paper suggest that "school-wide achievement results should be used as part of every teacher's and principal's evaluation," that schools, "pilot and adjust the evaluation system before implementing it on a large scale," and that administrators should "use broad bands, not numbers, for the evaluation of teachers and principals."

Under this new legislation, teacher and principal evaluations are more heavily based on student improvement and scores on standardized state tests. Student performance on these examinations would influence total staff evaluations by 20% to 40%. The other components of the evaluations are 20% on locally-selected measures of student achievement and 60% on other standards of teacher or principal effectiveness.

The law also extends the time principals take to evaluate their faculty. They must have a conference with each teacher before they observe a class period and also conduct a post-observation conference. With this new system, principals give teachers a score from one to five, which contributes to the overall teacher rating out of 100. Based on the grades they receive, teachers may be assessed as highly effective, effective, developing, or ineffective. If staff members are deemed "ineffective" for two consecutive years, they face a great possibility of losing their position. Also, if teachers receive the rank of "ineffective" for test scores, they cannot be considered "effective" in the broader evaluation.



[www.newsday.com](http://www.newsday.com)

Dr. Carol Burris and Dr. Sean Feeny meet with other principals involved in creating a petition. Over 300 principals signed this petition, which opposes a new system for teacher evaluations based heavily on student standardized test grades.

However, issues emerge for teachers who do not have classes that incorporate standardized tests. In Tennessee, teachers are partially evaluated on how well the entire school performs in a specific subject. For about 15% of their evaluations, these teachers have the ability to choose which subjects they wish to be graded on. As a result, they may generally choose classes in which students are expected to score well, even if the subjects are completely unrelated from the one they teach. For example, an English teacher may anticipate that a math class will have superior test grades, so the teacher decides to have the evaluation based on the assessment of these math students. In this way, certain teachers would be evaluated on the performances of other teachers' students.

However, proponents of the new law praise the revised system. Because the government offered New York about \$700

million in federal Race to the Top funds, its schools have an incentive to follow the new system for evaluating teachers and administrators. Moreover, the revised evaluating system may accomplish its goal of removing inefficient teachers while rewarding helpful ones.

If New York ultimately decides to enforce the proposed system for evaluating, there will potentially be standardized state tests in every grade beginning from kindergarten to twelfth grade. Because of the pressure for their students to excel on these tests, teachers may limit discussions and critical thinking in order to focus more on the curriculum.

"Our profession is one of constant reflection and change. We are all trained and believe in reinventing and adapting curriculum to meet the needs of our students," said Ms. Woska. "It is dangerous to stifle our desire to teach children creativity and the love of learning."

## Students are extras in feature film *The English Teacher*

BY Matt Heiden

Copy Editor

Most people spend their lives watching the silver screen, not performing in it. Yet, Port Washington's high schoolers will be featured as extras in an upcoming blockbuster.

On Nov. 15, a group of students went to the Landmark building to act as extras in the film *The English Teacher*, a major upcoming film that will be released in 2012, starring Julianne Moore, Greg Kinnear, and Nathan Lane. The movie is about a student who fails as a playwright and returns to his high school, where his failed play is put on by the high school students.

The scene that they filmed showed an auditorium of high schoolers watching that play. The Schreiber extras will play members of the audience.

The trip came about because of Superintendent Dr. Geoffrey Gordon's connection to Leah Winkler, the producer's assistant for the movie. The student extras came from Drama Club, some English classes, including Film and Literature, as well as digital media classes.

"It was very cool to see how the shot types we discuss in class are actually executed," said senior Kevin Roberts.

The extras first had to prepare for their roles; then, various workers for the movie, such as the assistant directors, checked their clothes for brand names, placed each student into specific seats in the audience, or told them when and how to enter when the scene started.

"It was interesting to see all that went into the production side of the film. Some of the kids thought it was a bit tedious," said math teacher and chaperone Ms. Elizabeth Carstens. "It was interesting with the different cameras, lighting instruments, and all the people involved."

"It was incredible to feel what it is like to be a big-shot actor! Rubbing elbows with some of the most well-known names in Hollywood was an amazing experience," said senior Paul Hyman.

Some of the actors, including Julianne Moore and Michael Angarano, signed autographs and took pictures with many of the students.

"The actors were for the most part pretty gracious about meeting the teachers and kids," said Ms. Carstens.



Courtesy of Ms. Leah Winkler

Cast and extras film a scene at the Landmark for the movie, *The English Teacher*. Students and teachers sat in the auditorium as extras for this scene.



# Anti-cyberbullying efforts

## Miss New York visits, and students participate in cyberbullying pledge

BY Shari Meltzer

Staff Writer

According to the United States Department of Justice, 43 percent of teens have reported being the victim of cyber-bullying, and 92 percent of students are bullied and know whom the bully or bullies are. In an effort to curtail cyber-bullying, Ms. Kaitlin Monte, the winner of Miss New York 2011, visited Schreiber and spoke to students on Nov. 14.

Ms. Monte travels to schools across the country to talk about the dangers and effects of bullying and what students can do to help. She spent the day in the district, and spoke with middle schoolers, student representatives from high school clubs, and the W-DOT radio station.

"I don't just go around talking about how bullies are bad because we all know that," said Ms. Monte. "I go around to see what's being done and what needs to be done."

At the assembly, Ms. Monte shared her personal experience involving bullies. She grew up with siblings with disabilities and often saw their mistreatment because of their differences. After having faced bullies throughout her life, Ms. Monte formed a petition for legislation regarding cyber-bullying.

"There is room for everyone and value in everyone; no one has the right to stand between a person and his or her happiness," said Ms. Monte. "Now

look at all the negativity in mainstream media! I wanted to help raise the standard and create more supportive and safe environments."

After Senator Jeffrey Klein's office contacted Ms. Monte in regards to her petition, she traveled to Albany and worked with Senator Klein to request laws for victims of cyber-bullying. The petition currently has nearly three thousand signatures.

"[The petition] serves as a way for people to stay updated on the bill's progress," said Ms. Monte. "We will continue to use petitions to forward the bill."

Ms. Monte also addressed how the Internet and technology could be used to counter cyber-bullying.

"The Internet is a powerful tool and we cannot deny its value and presence," said Ms. Monte. "We need to be responsible cyber citizens and learn to use this tool for good, like with the petition and the census. It is also up to each of us as individuals to decide how we will use the Internet and how much we will allow it to affect or be part of our social lives; we forget that there was a time when we lived happy lives without the use of digital tools."

Our school, along with many others around New York, is participating in Cablevision's Power to Learn Delete Cyber-Bullying campaign. Later today, 10 schools with the most pledges in proportion to the student body will receive a grant of \$2,000 from Cablevision. For



Harry Paul

**Ms. Kaitlin Monte, the winner of Miss New York 2011, speaks to students about her personal experience dealing with bullies and petitioning for legislation against cyberbullies. She visited the middle school and high school to encourage students to stop cyberbullying.**

the past month, posters have been posted throughout the school, and teachers have been encouraging students to pledge online. This campaign incorporates the very technology that it aims to teach proper use of; students can pledge either on computers or by scanning QR codes on their cell phones.

"This is the only big campaign we will do this year, but there are always

things that we do behind the scenes," said Assistant Principal Ms. Julie Torres. "Teachers and students always come in to tell me about campaigns that they saw and wish for Schreiber to participate in. The health teachers are all big advocates of this campaign, so that knocks down two grades, the ninth grade and eleventh grade; the rest, I guess, happens by word of mouth."

## Library is now open before school

BY Veronika Onischenko

Staff Writer

Since the first week of October, students have had access to the library in the morning. Previously, the library was closed between 7 a.m. and 8 a.m. because of not only the budget problems but also the fact that the librarian who used to work there in the morning was moved to another district.

Because the library was closed, students had no quiet place to do last-minute studying and were not able to use the computer lab to complete or print out work. Students faced difficulties searching for computers elsewhere because the English and Social Studies Resource computer labs are closed in the morning, as well.

"Kids need that resource, and the library is a helpful, quiet environment for them to work in," said junior Annie Rubin.

The school board became aware of these issues and concerns and took them into consideration. Principal Mr. Ira Pernick, Assistant Superintendent Dr. Kathleen Mooney, Superintendent Dr. Geoffrey N. Gordon, head librarian Ms. Mary Seligman, and Assistant Principal Mr. David Miller worked on a solution during the first few months of school.

"People came forward with the problem, and we realized that if students are going to be coming earlier to school, they need a place to go," said Mr. Pernick.

The biggest issue involved with opening the library was finding staff members to volunteer to oversee the library in the morning.

"We had to work with no budget; we had to make it work for free," said Mr. Pernick.

An article in the September issue of *The Schreiber Times* reporting on the library being closed in the morning played a role in bringing students' opinions to the administration. The Student Council also formed a petition to have the library opened, but staff members had begun working on the issue already by the time the Council handed it in.

"The article moved things along and made everyone aware of the issue," said Ms. Seligman. "Now one woman comes in one hour early and leaves one hour early."

The library is currently open before school, and, according to Ms. Seligman, 80-100 students occupy it every morning.

"I think the reopening of the library is awesome because not everyone has off periods," said junior Margaret Pepe. "And, it's really helpful for them to go to the library in the mornings."

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## Teachers added to Naviance network

BY Minah Kim  
Assistant News Editor

As all forms of data in the world today are becoming increasingly digitized, more components of the college application process are paralleling this trend. After six years of using Naviance, Schreiber has added teachers, who can now submit recommendations online, to the program. Some controversy arose regarding teachers' violation of student's privacy, but it has since been resolved.

Naviance is a web-based program geared to help students with the college planning and application process. The program helps students choose the schools that they plan to apply to and keep track of the different elements of their college application. On the other side of the program, guidance counselors can track the progress of the college application of each student and communicate with students and parents.

The option for teachers to upload their recommendations to Naviance is a new feature for this school year. Last year, several teachers serving as test cases used Naviance to submit their recommendation letters. After the method was shown to be successful, the online recommendation feature was fully implemented this year.

"I was hesitant at first, but I found that after a few times, it was much easier," said social studies teacher Mr. George Muhlbauer.

The social studies department and the English department attended departmental seminars about the use of Naviance for recommendation letters, and all other interested teachers met with Director of Guidance Mr. Hank Hardy individually to receive their account information and basic instructions on how to use the program. During the last faculty meeting on Nov. 2, Mr. Hardy gave a demonstration exposing all teachers to the program and dispelled issues that teachers had with the program.

"At the beginning of the school year, I was not familiar with the program, so I was cautious about using it. I have since used Naviance for a couple students," said math teacher Mr. Christopher Ferruso. "I find it easy to use and will definitely continue

to use it in the future. It is a million times easier than stuffing envelopes."

Before this year, teachers had to mail an individual envelope with a recommendation letter and evaluation to each college that a student applied to. With Naviance, teachers only have to upload their recommendation letter once to send it to several schools, and they have the option to make changes to their letter throughout the application process. Although students can invite their teacher through Naviance to their account to write a recommendation letter, students are still required to ask the teacher face-to-face for a recommendation. Once the student invites a teacher, the teacher can see the student's SAT and ACT scores, the colleges that he or she is applying to, and the various deadlines for each college.

Possibly because this was the first year that teachers were given Naviance accounts, several problems arose concerning teachers' access to confidential information. In the beginning of the year, the settings were not correctly configured for several teachers. This enabled them to see a range of restricted information including data of all students and recommendation letters from other teachers. However, the incorrect settings have been corrected and all teacher accounts are currently appropriately restricted.

"I have no qualms in participating in the college application process in the online format. I do not feel that there are any security risks," said music teacher Mr. Mark Brenner.

While traditionally a student had a file in the guidance department with the school profile, transcript, a secondary school report and recommendations that had to be mailed out to each college that he or she applied to, with Naviance, the files are all online and can be sent electronically to the colleges.

"The electronic recommendation has some bugs to work out, but it is a wonderful time-saver and it promotes the idea of Schreiber being green," said English chairperson Ms. Joan Lisecki.

The process of sending letters becomes more complicated if students apply early action and early decision. Teachers who complete the recommendation letters

early are required to resubmit their letters every 60 days.

"Naviance says that teachers have submitted their recommendations, but I cannot tell if they have sent them. I have to trust that the teachers sent them before the deadline," said senior Sarah Matero.

Now that the program has been introduced, some students have found it to be indispensable.

"I think that the teacher recommendation feature is very helpful to seniors applying to college, and I think that it can hurt students if teachers do not use Naviance," said senior Jack Sempliner.

Naviance was first implemented at Schreiber five years ago when the guidance department loaded in data points of students' GPAs, SAT and ACT scores, colleges that the students applied to, and whether the student was accepted and declined. Perhaps the most viewed and criticized element, the scatter plot for each college, charts past students' GPAs and standardized test scores and whether they were accepted, rejected, or deferred allowing current students to gauge their chances of getting into a college.

"The scatter graphs are discouraging. I do not think that they are accurate in showing the likelihood of getting into a specific college because they only contain data from our school over a short period of time," said senior Joonyup Yeom.

While the program is primarily used to guide seniors along the application process, in recent years, the program has been opened to juniors. On Naviance, juniors have the ability to research colleges that they may be interested in and use college search engines to find schools that fit specific criteria including location, size, and major. A new feature open to juniors is the program, Method Test Prep 2.0, which allows students to start studying online for the SAT and ACT free of charge. Through this program, students can take practice tests and quizzes and learn and review vocabulary words.

Additionally, the guidance department will introduce Naviance to sophomores who will have access to the career and college research component. Naviance accounts for sophomores will be activated in the spring.

## AP Chemistry class works in laboratory

BY Crystal Ren  
Staff Writer

Finding and using environmentally-friendly alternatives instead of more polluting methods is now a common concern across the country and around the globe. AP Chemistry students recently went on a trip to witness firsthand how green methods can be applied to all areas of life.

On Nov. 4, chemistry teacher Mr. Scott Carmody's AP Chemistry students went on a field trip to Stony Brook University to learn more environmentally-friendly methods to conduct chemistry experiments.

"The students engaged in a Nobel Prize-winning laboratory procedure known as the Aqueous Suzuki Synthesis of 4-phenylphenol and the students yielded products with great success," said chemistry teacher Ms. Joy Grasso-Krebs, who was a chaperone for the trip.

The Aqueous Suzuki Synthesis is a process in the field of organic chemistry that creates certain types of bonds that are essential for various pharmaceutical purposes and the production of many drugs relies on this well-known technique. The students strived to use a greener method to accomplish the same purpose.

"The process is a part of the program called Green Chemistry, the goal being to synthesize substances that have less of a negative impact on the environment," said Ms. Grasso-Krebs.

While they learned about directing chemistry in a more eco-friendly direction, students also had the opportunity to work in a college laboratory with a researcher and two of her students.

"The trip was a really good experience because it was challenging and I learned a lot about college level labs and how much more complex and difficult they are," said junior Matthew Kim.

Mr. Carmody planned the field trip with the Stony Brook University staff and they worked together to give students an experience in a college laboratory.

"It began with Stony Brook University contacting us because they wanted to do a high tech lab for students with at least one year of chemistry already behind them, which were the AP Chemistry students," said Mr. Carmody.

For safety reasons, everything had to be done under a fume hood, a workspace that protects experimenters from dangerous fumes. The trip occurred in Stony Brook University's new organic lab, which has twenty hoods, different UV's, and chromatographs.

"I learned a lot about processes like vacuum filtration that I did not know before and I'm sure that it'll be helpful in the future. Working in the lab also made me more confident," said junior Sidra Zia.

After returning from the trip, the students were required to write a lab report and an overview of the process based on what they saw on the trip. The chaperones also capitalized on the techniques from the trip.

"The method used by Stony Brook was new, and I saw a few things that I think could be implemented into Regents classes," said Mr. Carmody.

## 101 Dalmatians spotted on Halloween



Harry Paul

Junior girls, dressed as the 101 Dalmatians, assemble in the lobby on Halloween. Samantha Heapps (center) is dressed up as Cruella Deville. Over 120 girls participated in the group costume winning them the title of Best Group Costume.



# AP Photography classes visit 9/11 Memorial



Ariana DiPreta

The photographs on this page are from AP Photography students' recent field trip to the 9/11 Memorial in New York City. They traveled with teacher Ms. Kris Murphy to visit the memorial and take pictures of what they observed. The pictures include several of a large waterfall structure built in the center of the memorial.

BY Lena Kogan

Staff Writer

On a recent field trip, AP Photo students visited the 9/11 Memorial with their teacher, Ms. Kris Murphy.

"There had recently been a show at the International Center of Photography (ICP) displaying photographs after 9/11 as well as a NYT Lens blog featuring photos taken by Eugene Richards," said AP Photo teacher Ms. Kris Murphy. "It inspired me to bring the students down to the site, and the Photo Club is hoping to have a fundraising event for Project Common Bond, which is an organization that helps teens affected by terrorism."

The photo class went to Chambers Street via train and subway, where they toured the 9/11 visitors center and memorial. Students had lunch at the world financial center before returning.

"It is my hope that my students had an authentic experience visiting the site. Also, we went by train to help empower them to travel in the future," said Ms. Murphy.

At the memorial, for each of the two fallen towers, there is an acre-sized pool cascading across the World Trade Center Plaza with the water gliding down 30 feet. These waterfalls are considered the largest man-made ones in history.

"These two acre-sized voids are like a moment of silence. What we do with that moment of silence depends on us," said architect Michael Arad, the designer of the 9/11 Memorial, to cbsnews.com. "We just want to make sure everything's done very carefully. We're building for the ages."

There are 660,000 gallons of water circulating 24 hours, seven days a week for each pool. Along the borders of the pools, bronze panels display the etched names of those who perished in the terrorist

attacks. Families who suffered from the loss of loved ones had the opportunity to view these panels first. In the night, the panels are illuminated from the inside to shine out against the darkness.

"This experience contributed to the photo class because the students were acting as photo journalists the entire day. They learned what it takes to be a photo journalist," says Ms. Murphy. "The students created expressive images within the 9/11 Memorial. Many of these images can be used for student college portfolios and the AP Exam."

The reflecting-pool "footprints" of the twin towers, which are also part of the Memorial Plaza, are one of the most eco-friendly plazas ever constructed, with a planned 400 trees to encompass the reflecting pools.

"I thought it would be more emotional, but it was more of a pretty park. All the security checkpoints numbed the whole

experience," said senior Ali McCann. "It wasn't what I expected."

"The security checkpoints definitely took away from the center. It was like going through the airport. I had to book tickets six weeks in advance," said Ms. Murphy.

The 9/11 Memorial Museum currently hosts an exhibition in the memory of all the people that died on 9/11. The degree of human loss is portrayed with approximately 3,000 photographs of those who were lost arranged along the walls of a corridor leading to the exhibition entrance.

"It was a very moving experience to see such a beautiful tribute to such a difficult event," said junior Mallory Schiff.

Students are discussing the idea of incorporating the photos they took at the site to create a memorial quilt as a group project.



Alexandra Mccann



Samantha Lotwin



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Ariana DiPreta



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# Point Counterpoint

## Are in-class movies effective teaching tools?

BY **Ethan Weber**  
Contributing Writer

Using movies as a teaching tool is a controversial topic because it is not consistent with the notion that learning is hard work. Though it may seem unproductive, watching movies in class can often be an extremely effective way for teachers to help students learn. Movies can help students achieve a deeper level of learning than they would with more traditional teaching methods.

"Watching something in action can bring to life something more theoretical," said social studies teacher Mr. Petro Macrigiane.

When explaining the concept of social capital, Mr. Macrigiane often shows the opening scene from *The Godfather*, which demonstrates the idea. Students are often far more receptive to this method because they find it more interesting than being repeatedly lectured. It is far easier to understand an abstract concept through visual examples than by copying a dry textbook definition.

Movies can also be effective for providing background information. In my English class, my teacher showed us a film about the Belgian Congo and Joseph Conrad's personal history to preface *Heart of Darkness*, which is set in colonial Africa.

This film added to the reading experience because we understood the culture and background. Had we not watched the movie, the book would have been much more difficult to understand and far less enjoyable.

In addition to widening student perspectives, movies also teach concepts that are relevant, but too complex to be taught through a lecture or PowerPoint presentation.

In AP Comparative Government, for example, we watched a documentary about complex financial markets. The video pieced together clips from prominent economists and financial analysts to create a comprehensive explanation of complex financial tools and their roles in our economy.

It would have been impossible for my teacher to gather the information and teach it without wasting valuable class time. Even then, it would not be possible to explain these concepts with the same clarity as did the experts in the financial sector.

Many fear that showing movies in class introduces opportunities for students to lose focus.

"If they apply to the subject and are entertaining, then they help a lot. If

they're boring, they don't," said senior Lauren Wilkin.

It is true that if students are not interested in a movie and choose not to pay attention, it is a waste of time. However, this problem will always be present. Students choose when they do and do not want to pay attention. Movies do not afford students a chance to slack off any more than normal lectures and classes do.

Even if movies are not completely relevant to the subject being taught, most students enjoy watching films or video clips in class.

"Films are where it's at," said senior David Khoressani.

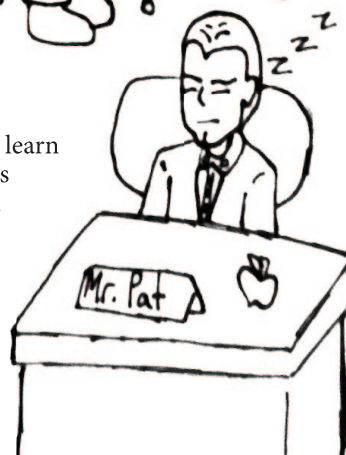
Movies give students and teachers a refreshing break from the normal routine of lecturing and notes while allowing students to learn in a more leisurely way. If used wisely, movies can be an effective tool for teachers to provide their students with a broader understanding of the



subject.

In some cases, students can learn complex material through films better than they could through PowerPoints and lectures.

People who deem movies in the classroom a waste of time are not considering the many benefits of using movies as a teaching tool. Movies can be just as, if not more, intellectually stimulating as lectures.



Marcelo Derek Chabla

themselves.

Oftentimes, teachers will leave movies for substitutes to show on days they know they will be absent.

Students are notoriously disrespectful towards substitutes, and the laxity of movie days exacerbates this problem. It is all

BY **Makenzie Drukker**  
Contributing Writer

One would be hard pressed to find a Schreiber student who has not watched a movie in class. While some students dutifully pay attention during these films, many others use movie days to do homework, chat with friends, or sleep.

When students know ahead of time that they will be watching a movie in class, they come prepared for an hour in which they can sit back and relax. Many do not take movie days seriously because they do not believe they will actually be learning anything.

Teachers do not always watch their classes with the vigilance that would be required of them while teaching. Many grade papers or watch the film

too easy for students to get away with using their phones, having conversations, or even napping during films.

Movies are not engaging and do not require active participation. Students usually do not pay attention to a film the way they would to a lesson, largely because they are not interested in the films that teachers show. While straightforward and informative, documentaries are notoriously also monotonous and boring. Hollywood films and TV shows, while not lacking in entertainment value, are not always entirely relevant. Students are more likely to pay attention to feature films than to documentaries, but chances are they will not be focusing on the film's educational aspects.

In an attempt to undermine the perception that movie days are a time to relax, teachers will often assign questions or worksheets to accompany the film. For students who do actually pay attention to films, this is simply more work. The majority of students will only seek out the answers to the questions, instead of taking in the main points of the film. In the process of answering the questions, students may also miss parts of the movies which may be central to their understanding of the concepts.

Even when worksheets are assigned, many students still find ways around doing the work. They will either copy the answers from their friends or look the answers up online later. This is a common practice, which defeats the purpose of assigning worksheets for movies.

If so many students fail to pay attention and learn from movie days, why do teachers bother to show them at all? Some students see it as laziness.

"I feel like teachers sometimes use movies when there isn't a real lesson plan," said junior Rebecca Herz.

Many teachers, however, feel differently.

"I use video clips as physical examples of concepts which can often be abstract," said science teacher Mr. Donald Fish.

Many teachers believe that movies are good ways to further students' understanding of certain ideas or make an idea more concrete for students who may not understand otherwise.

The fact of the matter is that if students are not paying attention during films, they are not learning. If they do not learn, there is no point in showing movies. Dull documentaries put students to sleep, and the humor or drama of Hollywood films and TV shows upstages the educational value. Teachers may think that assigning questions forces students to pay attention during films, but it can just cause them to miss the point.

Every time a class meets, a teacher has just sixty minutes with his or her students. This time should be fully utilized, and showing a movie is not the way to do so.

### Schreiber Speaks

"Listening to lectures every day can become repetitive. Movies are a great alternative."  
- Nina Devas, senior

"Usually when teachers say that the class will watch a movie, the students think it will be fun. Unfortunately, the movie typically ends up being boring and kids just tune out."  
- Zach Halperin, senior



## Senior superlatives fall under scrutiny

BY Daniela Di Caro

Staff Writer

Many seniors looked forward to voting for the Port Light yearbook's annual senior superlatives because they give them the opportunity to showcase to the school the talents, quirks, and personality of the graduating senior class.

The superlatives cover many different categories. For each category, a male and female winner is chosen by the students who know them best: their senior classmates. However, before the superlatives are released for students to place in their vote, they must go through a previously planned process.

The first step is to go through the senior superlative committee, which is a sub-committee of the students who work on the yearbook, that creates the list. The committee has to brainstorm and make the list before it is presented to Mr. Donald Schaefer, the club advisor. The list is then sent to the administration for approval by the assistant principals and the principal, who make the final edits to the list, removing superlatives that they feel are inappropriate.

The superlatives, which are chosen in a very careful fashion, offer a way for a student's high school reputation to be solidified during their senior year. If a student excelled particularly in sports, their achievement should be recognized. A superlative like "Most Likely to Go Pro" fulfills this outlet.

For the most part, those who are selected for senior superlatives win them because the student body feels that they best fit the description. However, some of the superlatives that were released for the senior class this year were seen as slightly questionable.

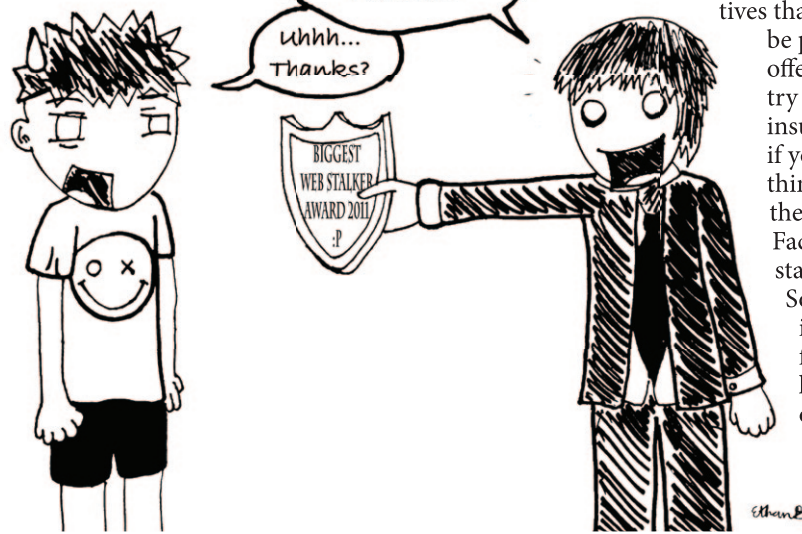
The last thing a student probably wants to find out is that they won the superlative for "Biggest Facebook Stalker." Another superlative, "Forever a Freshman" had many guessing its true

meaning. In one view, a person voted as "Forever a Freshman" may be considered immature by his or her peers.

It could be quite embarrassing to win superlatives such as these, whether they are accurate depictions of the student or not. While many may think such superlatives are in good humor, they could actually be quite hurtful to students who win them. Many students do not want to look back at their high school yearbook only to remember that they were voted as the class's "Biggest Facebook Stalker." What one student finds funny, another student might find hurtful.

Additionally, the wording of one of the superlatives could be seen as sexist: "Best Bromance." A bromance is a term often used to describe two guys who are great friends, but what about girls?

Bromance is hardly a term that is ever used to describe two girls who are great friends. A more appropriate term that could have been used as this superlative could have been "Attached at the Hip," which has been used in the past and essentially gives the same meaning as "bromance," but of



## College meetings offer knowledge and escape

BY Alexandra McCann

Contributing Writer

It is lunchtime. As you and your friends are walking towards the cafeteria, you are discussing what classes you have in the afternoon, some of which you would love to skip. Passing the guidance office, you notice a sign hanging on the door: a Columbia University representative will be hosting an information session at 2 p.m. Perfect, you think to yourself as you look forward to missing your sixth period class.

Unfortunately, too many Schreiber seniors follow this suit. Bored in scheduled classes, these students take advantage of college visits. But how a teacher judges a student's true intentions prevents students who are truly interested in the visiting college to attend an information session. While it is obvious that many students take advantage of these meetings, shouldn't all students be able to attend?

Teachers, ultimately, have the final say in whether or not a student may attend a college representative visit. It is understandable for a teacher to prevent a student from attending an information session if there is an upcoming test or if new material will be covered. However,

students should not be limited by their teachers as to how many events they attend, or even by how many students attend a single event.

"Once during the beginning of class, three or four of my classmates asked the teacher for permission to attend an information session. Initially, the teacher let the students go; however as more and more students asked for permission to leave, the teacher believed that the students did not have a prior interest in the college and did not allow them to attend the visit," said senior Ashley Oelbaum.

A student should not be required to demonstrate prior interest in the college in order to attend an information session. Judgment by a teacher may prevent a student from applying to a college that they were genuinely interested in.

"The representative might inform the students about things they never knew; they may consider a school based on what they learn at an information session," said social studies teacher Ms. Renee McClean.

These meetings provide an opportunity to become acquainted with a school without having to make the time-consuming and costly trip to the school. While some teachers believe a student attends a meeting just to miss class, a

course acknowledges that there are female winners of this superlative too.

"I understand that 'bromance' is a popular phrase, and is sometimes even used jokingly to describe a less feminine girl friendship. I think when looking back at my yearbook, I'd rather see my friendship defined as a more neutral phrase that doesn't carry so many specifically masculine implications," said senior Juliana Beall.

Although some of the senior superlatives could be a bit misleading, there were also very flattering superlatives like "Best to Bring Home to Mom and Dad" and "Most Likely to Have Their Artwork in the MET."

"The reason why some superlatives from last year were taken off of the superlative list is because some felt that the list was becoming 'too materialistic,' and in order to try to satisfy some people's wants, the superlatives were changed to ones that were somewhat less materialistic," said Port Light editor senior Sean Mintz.

However, in this effort to make the superlative list less superficial, some popular superlatives were lost along the way and in their places are superlatives that could

be potentially offensive. But try not to be insulted, even if your grade thinks you are the "Biggest Facebook stalker." Some day, it will be funny to look back on.

## Too much homework does not work

BY Sydney Heiden

Staff Writer

It is 11 p.m. on a school night. Although you wanted to go to bed two hours ago, there is still too much homework that needs to get done. In addition to finishing your six-page history paper, you must also read chapters six through eight in your book for English, translate your French vocabulary list, and study for a math quiz.

You finally finish all of your work, but now it is 2 a.m., and you trudge off to bed, wishing you could get more than five hours of sleep.

To many Schreiber students, this situation is all too familiar. It seems to be a cliché in movies and TV shows, but as students enter high school, it becomes a reality.

Although many teachers believe that homework reinforces new material, too much homework can be counterproductive. If students are up all night doing homework, they will be so tired the next morning that they may find it difficult to pay attention in class.

With all of the pressure from colleges to participate in everything, it is no wonder that students often find themselves in situations like this. Balancing sports, clubs, and after-school jobs along with three hours of homework per night is enough to make anyone feel hopelessly stressed.

"When you stay up too late at night to finish your homework, you have no energy for the next day," said sophomore Michaela Gawley.

In addition to causing academic trouble, staying up late at night has its physical disadvantages as well. Studies show that mental fatigue can lead to reduced performance during physical activity.

Too much homework may also result in decreased performances in after school sports and physical education classes.

Teachers should not give as much homework as they currently do. They should take into account the emotional and physical well-being of their students. In addition, teachers should keep in mind that students have six to eight other classes worth of work to worry about as well.

Homework does play an important role in our education. It reinforces the material learned in class, provides the opportunity to apply knowledge, and gives students a better understanding of the subject.

However, many homework assignments, like copying definitions, tend to be repetitive and time-consuming. Students gain little from completing these tasks as they are not as engaging. To many students, such assignments may just seem like busy work rather than beneficial activities.

It would be more beneficial for students to complete assignments that are more mentally stimulating and less time consuming.





# Schreiber Embraces the Arts



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## Music department crescendos

BY **Ryan Havens**  
Contributing Writer

This year, choir teacher Mr. John Spiezio launched the new mixed choir initiative to suit the desires of students who want to flex their musical muscles in a different activity, yet many haven't heard about the new program.

"I think it's great because learning vocal technique really helps musicians improve," said senior Alison Peraza. "I'm really glad the music department worked so hard to get this to work."

Currently, the common perception is that this new group is a part-time version of the "real" choir. It still focuses on formal performances, but involves students who are not able to devote themselves fully to the choir.

So far, his class is moving in the right direction by encouraging a broader view of the arts, but, indubitably, a greater level of intimacy between the students and the compositions they sing would spur more involvement in the class.

However, many of those who would take interest in such a program are still uninformed and remain skeptical of the focus of the new music section.

The new mixed choir program should, therefore, compensate for its limited capabilities by traveling in an entirely new and exciting direction that would make it appealing to a more diverse group of students.

The new choir is expected to handle the same workload as the full-time choir. If Mr. Spiezio was working with Adele, Lady Gaga, and Adam Levine in his class, this would be a snap. However, the mixed choir is truly mixed. The purpose of the mixed choir is a way to bring

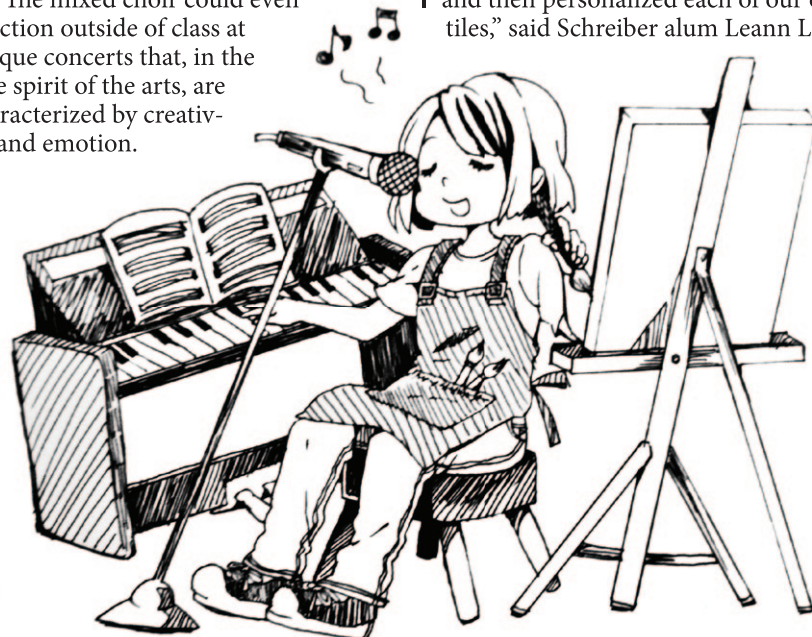
students of mixed musical backgrounds together.

Certainly, the students' general backgrounds as orchestra or band members allows them to quickly perform well in these roles, but the program may be expecting too much, given it only meets twice a cycle.

It would be reasonable to, perhaps, turn the new choir into an open-ended class where the participants would decide amongst themselves what direction to take.

Few would object to the concept of a new musical elective that provides more opportunity. However, the program directors should take the initiative to seize the day by turning the class into a novel way for the students to articulate their personalities.

The mixed choir could even function outside of class at unique concerts that, in the true spirit of the arts, are characterized by creativity and emotion.



Risa Choi

## A splash of color on the walls

BY **Lylia Li and Rachel Johnson**  
Contributing Writers

Schreiber is home to several murals: the comic strip near the Student Commons, the two mosaics in the Commons themselves, the painting in the first floor hallway, the educational paintings in the science wings, and the Viking in the cafeteria.

Though they may be in the background at Schreiber, murals are a great way for students to get involved in building school spirit. These under-appreciated works of art add character to the walls of Schreiber.

The mosaics in the Commons were created as part of an art class.

"We laid out the tiles, drew the rings, and then personalized each of our own tiles," said Schreiber alum Leann Li. "It

was a really fun project and it made me feel like I was really a part of the Schreiber community."

Just as members of school sports teams have their achievements preserved and remembered on trophies and banners, artistically inclined students should be able to leave their work and ideas on Schreiber's walls. Murals not only add color and flavor to otherwise dull hallways, but also embody the personality and imagination of the student body.

Students interested in adding artistic flare to the school hallways can form in groups and propose well-planned ideas for murals.

There is a range of possible subject matter for murals, from sending an educational message to reflecting current events. The exact meaning of the murals is ultimately decided on by the artists.

Students who are less willing to take on the task of conceptualizing and executing a mural have the option of retouching old murals created by previous Schreiber students, transforming them into something that would better represent the ideas of students currently attending Schreiber.

"I wouldn't really mind if my mural was taken down," said Li. "Whether you take it down and revamp it or just put up a whole new mural, the result would better reflect Schreiber's current students."

Murals are a great way for students to express themselves and leave an imprint on Schreiber, as well as get involved in designing their school. Murals also reflect the current student body and their ideas, and serve as a way to pass their ideas down to future classes. And more than anything, they are nicer to look at than a blank wall.

## Students' artistic achievements make their way to the forefront

BY **Heidi Shin**  
Assistant Features Editor

A majority of the students at Schreiber are actively involved in electives that incorporate artistic and musical skills such as art, photography, band, orchestra, and chorus. Although Schreiber does emphasize these talents in various ways through concerts and hallway displays, many students feel that their accomplishments are not being recognized enough, considering the endless effort put into them.

Many students feel that taking classes such as band or art is a way to slack off and get an easy A. The hallway displays of art projects and photographs are often ignored. Learning how to play an instrument, drawing and painting creative pieces, honing vocal skills, and producing photos all require skills and hard work.

Students in the art and music departments are expressing individuality

through courses other than the required core classes. These artistic and musical abilities contribute to the cultural diversity of the school.

"Taking art and music classes gives a lot of students a creative outlook on life, and through such classes, we are able to express our passions," said senior Jesse Weil.

Students who are active members of the music department are required to attend quarterly sectionals and participate in pep rallies, football games, and parades.

Many such students also practice for long periods of time in preparation for festivals such as the New York State School Music Association.

Likewise, students who take an art or photography course spend a lot of their time editing and perfecting their works, which requires a considerable amount of effort and creative vision.

Students taking Theater Arts practice for weeks to put on successful plays

throughout the year, including summer productions.

However, academic accomplishments often seem to outshine such efforts and talents.

"Students who take art or music classes work really hard but sometimes they are not recognized as much," said senior Ali McCann. "There are more scholarly achievements congratulated compared to creative achievements."

Although Schreiber does support the creative abilities of many students, more can be done to highlight their artistic accomplishments.

For example, some students feel that Schreiber should have a student talent show rather than merely a teacher talent show or Battle of the Bands, exclusive only to teachers and students who play in a band.

"Schreiber should definitely have a student talent show," said sophomore Kelly To. "Just like the teacher talent show, I feel like a lot of students will be

willing to come, as well as invite a lot of their friends. It would be fun and creative and definitely more celebratory of the arts in our school."

The arts are very important to our school. Although these classes do not usually involve a large amount of homework or tests, they teach valuable lessons and are a way to express originality through music or art. Participating in marching parades and clubs promote leadership experience, which is an important aspect in a student's life.

With holiday concerts, theater productions, and photography field trips, the arts at Schreiber are definitely present. However, there are new and inventive ways to further celebrate diversity and culture.

Considering the effort and time put into many of the creative works, students should be more appreciative of the accomplishments of their peers in the arts.



# Editorials

## New York State Regents teacher evaluations in need of re-evaluation

The Schreiber Times would like to voice some skepticism about the new evaluation system for teachers based on how well their students do on standardized tests.

The New York State Board of Regents announced these impending changes, in order to try and gain more Race to the Top funding from the federal government.

With these standards of evaluation, both the teachers and students suffer. Teachers will be under added pressure to "teach to the test."

This type of education is not conducive to student receptiveness. Class discussions tangential to the topic at hand help students develop a more complete perspective on a lesson. These types of class discussions encourage students to pursue and communicate what they are interested in, making the curriculum more relevant and immediate to the student.

However, these new regulations on teacher evaluations will cut these discussions short in favor of a cookie-cutter curriculum, which many students find tiresome and predictable. Input from teachers and peers enhances the learning experience.

Feeling more engaged in the curriculum, students will be more motivated to study for the standardized tests on their own.

Another flaw with the new standards is that in desperation to have a higher class average, teachers may resort to

grading standardized tests with more leniency. Or if they do not grade their own class's tests, such as the Regents, they may form agreements with other teachers to try and raise the average.

The Schreiber Times would like to clarify that this is not a certainty in all teachers; however, grading scandals are more likely to occur under these regulations.

It is unfair to the teachers to be completely responsible for their students' success on these exams.

There are many lurking variables over which the teachers have no control. Regional or economic factors may cause the students to do poorly on such exams, and the teacher should not be punished for these issues.

The Schreiber Times recognizes that performing well on standardized exams is a fundamental part of high school and it does serve educational value. However, student performance should not account for 40% of the teacher evaluation.

The Schreiber Times urges that the New York State Board of Regents favor a lower portion, such as 20%, or even less. This way teachers will still have an incentive to educate students about significant portions of the curriculum without having to sacrifice class discussion that can truly expand and solidify a student's interest in the subject.

By concentrating so much on state funding, we are losing sight of the true meaning of education.

## College Board has unfair monopoly on testing

As young adults across the country reach their junior year of high school, families groan in anticipation of the bills they will inevitably receive, not just for prom dresses or car payments, but for standardized testing as well.

Throughout high school, students will take a multitude of tests including, in New York state, standardized Regents exams looking to examine the level at which students are capable of performing basic tasks in math, science, social studies and English.

The thought of paying \$50 to take a Regents exam sounds rather absurd. Each year, however, many juniors and seniors willingly pay large sums of money to simply take the tests that will play a large role in determining their college eligibility. The payments truly begin with the largest name in standardized testing in America: the College Board. The name has hardly escaped an American enrolled in the higher education system. The SATs are virtually mandatory.

Since 1901, students have been sitting for at least one of the College Board's many tests: SAT, PSAT, AP Exams or the SAT IIs. While students dread the lengthy exams offered by the College Board, they dutifully sit for them because they are aware that they do not have many other options. What is worse is the price they pay for these exams: up to \$126 per test.

The Schreiber Times believes that this puts many students at a disadvantage. While some students will have the opportunity to take the exam multiple times, in order to try to achieve their best score, others might only be able to afford to take the test once.

Additionally, the College Board has little competition. No other service offers the SATs that so many colleges require.

The College Board has developed the

monopoly on the standardized testing industry for higher education. Even if a student chooses to take the ACTs, which are offered by a different company, he or she will most likely have to also take one or two SAT IIs through the College Board.

The lack of competition in the testing industry should allow the College Board to lower its prices, but instead, it continues to charge its customers high prices.

In the opinion of *The Schreiber Times*, the College Board's monopoly on the standardized testing industry for higher education is unfair, as it exploits young students who are looking to achieve.

The Schreiber Times would like to extend its condolences and support to the Fuchs family on the death of their beloved daughter, Hayley. Hayley, a member of the Schreiber class of 2009, will be sorely missed by her friends, family, and the Port Washington community.

## 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.

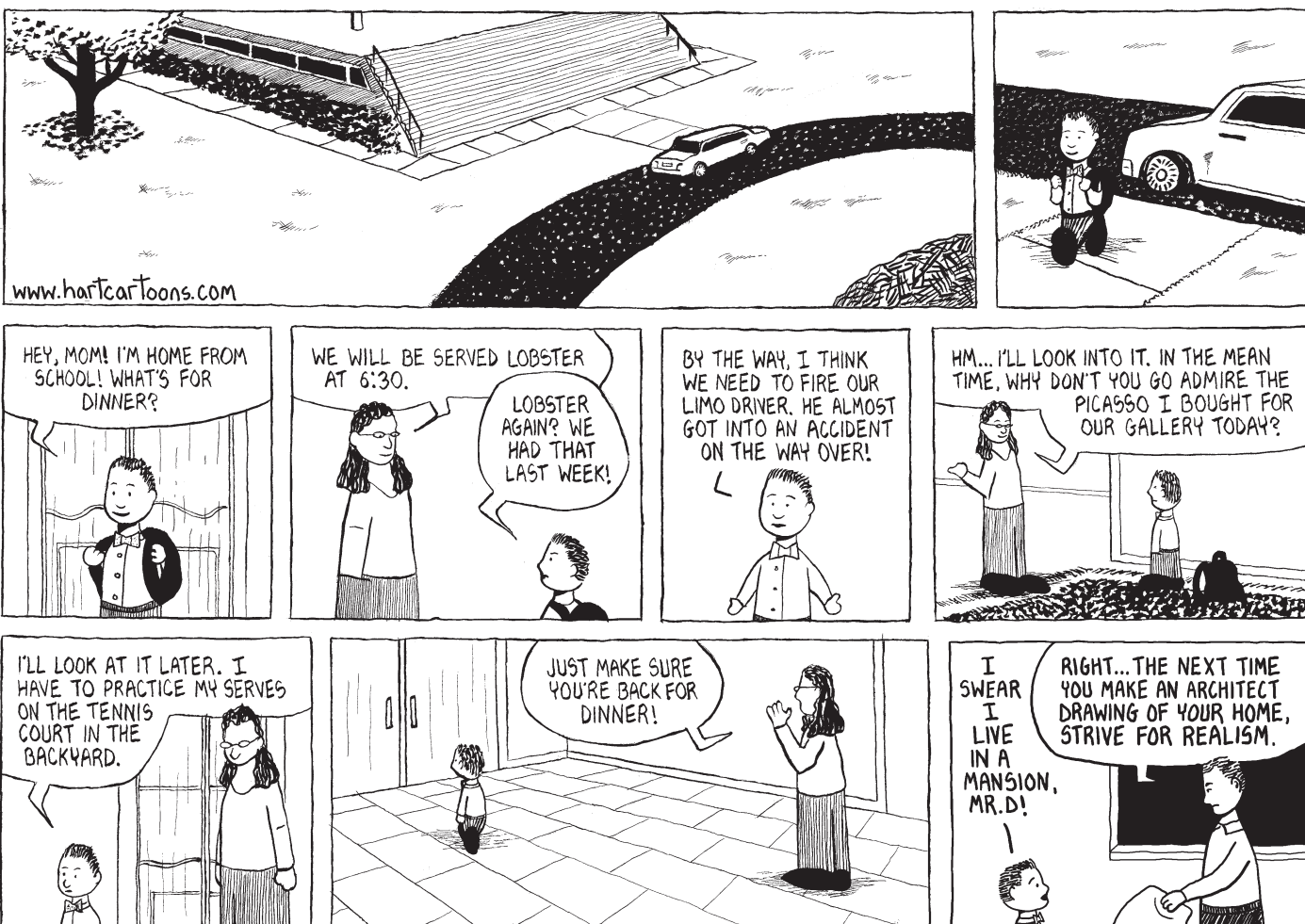
We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libelous, or contain unfounded charges. The Times reserves the right to shorten letters if doing so does not alter their meaning, and to choose 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





# RUMORS

Usually, rumors are not appreciated in the high school. They can be vicious, cruel, and anything but funny. This is certainly not true, however, of the Schreiber Drama Club's performance of Neil Simon's self-proclaimed farce, *Rumors*.

In the play, the Deputy Mayor of New York, Charlie Brock, invites guests to celebrate his tenth anniversary with his wife, Myra.

The show opens with the first guests, Ken and Chris Gorman (sophomore Nate Krantz and junior Julia Bain) arriving to find their host wounded from what appears to be an attempted suicide and their hostess nowhere to be found. No food for the dinner is prepared, and the upper-class guests are shocked to find no servants working the party.

Although one would expect this scene to be dark and serious, comedic chaos ensues. The couple begins to bicker frantically, but hilariously, trying to decide what to do.

The back and forth between Krantz,

who plays an anxious lawyer flawlessly, and Bain, who masters the role of an overwhelmed wife, perfectly introduces the tone of this outlandish play.

And then the cursing begins. Unlike many of the plays that the Schreiber drama club has put on in the past, this show "contains adult language," as advertised on the posters and tickets.

In obtaining the rights to the play the school, altering the script was prohibited. Although the cursing may repel younger audiences, it truly does reflect the situation the characters find themselves in. At least in this case, it is true that extreme circumstances call for extreme language.

"If a similar situation to the one in that occurs in *Rumors* actually happened, the adults would most likely be cursing," said Bain. "Honestly, being able to curse in this show just added to each character. It gave us the ability to add to the character without being too limited."

Another aspect of *Rumors* that makes it inappropriate for younger audiences is the alcohol consumption. An in-home bar is situated in the middle of the living room, and the characters almost always have a drink in their hands.

The hilarity continues when the next couple, Lenny and Claire Ganz (senior Kevin Roberts and junior Delia Van Praag) arrive. Before they even step into the house, their bad night has already begun, as they totaled their brand-new BMW on the ride over.

The play becomes more frantic with the Ganzs' arrival, as they complain and try to figure out what is going on, while Ken continues to try to clean up Charlie, and Chris, an ex-smoker, tries to resist her cigarette urges.

The arrival of the second couple succeeds in infusing new life into the already extremely lively show. Roberts possesses a strong confidence on stage and his booming voice intensifies each situation. Van Praag, portraying a somewhat ditzy young woman, brings lovable quirkiness to the scene. Their chemistry keeps the audience cracking up.

The craziness only snowballs from here. Two more couples arrive, Ernie and Cookie Cusack (senior Christopher Falcioni and sophomore Sydney Ronis) and Glenn and Cassie Cooper (freshman Wyn Stopford and senior Kalia Lay).

Various mishaps befall the cast members, from near-deafness to burned hands, and the spats between the couples are never-ending. Even before intermission, it is clear that this is truly a dinner party from hell.

Each couple that arrived brought something new to the stage. Bain and Krantz provided the most natural bickering, while Roberts and Van Praag were

the most sincere and lovable.

Falcioni and Ronis, with their portrayal of a blithering, overly affectionate couple, could not help but make the audience crack up. Lay and Stopford provided the real drama, fighting passionately over supposed infidelities.

While the cast makes fighting look natural on the stage, it is clear that there are not such divisions backstage.

"What really makes this show so special is the bond that the cast shares," said Falcioni. "I have never done a show in my seven years of Port theater that has had a cast as connected, caring, and hilarious as this one. We truly have become a family."

The second act picks up where the first left off, with the frenzied cast trying to figure out what has happened to their hosts and deciding what is the best way to proceed.

They fight over whether to preserve Charlie's respectable reputation, which would be tainted by an attempted suicide, or to call the police. Within the first scene of the act, the audience was able to see that the dynamic of the group of four couples was just as funny as the interactions between the couples individually.

In the whole group's interactions, the perfect comic timing of the cast was espe-

cially important.

Because of how the cast members played off each other and the timing and execution of the lines, the humor never let up.

"The lines were so quick and so witty, which gave us the challenge of comedic timing," said Bain. "Funny lines and response are timed out, which is both difficult and fun for the actors."

"I think Kevin and I play off each other pretty well as a couple," said Van Praag. "My favorite moment was probably when Claire and Lenny are yelling after they first found out that Charlie shot himself. It is just such a fun scene."

Even on stage, the actors were forced to admit the humor in their increasingly ridiculous predicament.

"It was very difficult to stop myself from laughing," said Krantz. "On opening night, I could not help but chuckle a couple of times, but when I did, I tried my best to make it look natural. Our characters are supposed to be real people so it's



Harry Paul

The relationship between Stopford's and Lay's characters was the most volatile in the show and the two often fought in front of the other guests.

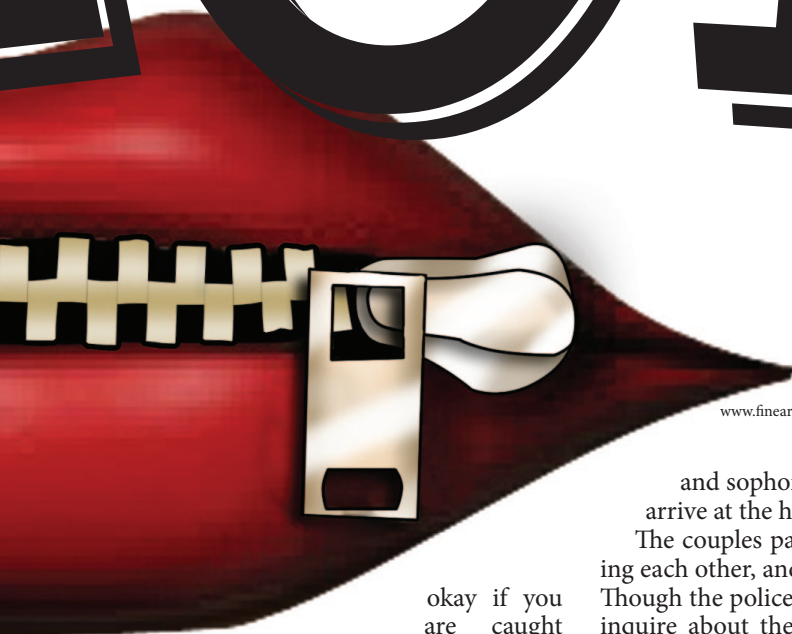


Harry Paul

Once every character was aware of what had really happened to their host, they listened to various proposals about what to do. Their conversation, however, often went off-topic and delved into gossiping.



# LOORS



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okay if you are caught smiling.”  
The characters are never given the chance to decide exactly what to do, however, because mid-way into the second act, two police officers (played by junior Steven Krainin

and sophomore Sabrina Brennan) arrive at the house.

The couples panic, begin impersonating each other, and give conflicting alibis. Though the police are really only there to inquire about the Ganz’s earlier car accident, the couples believe they have to explain the state of the house and the absence of the hosts.

They almost get away with a crazy story involving loud music, but not quite.

Noticing that something is not right, the police demand to speak to the host. Lenny is forced to impersonate Charlie and explain what is going on. He then launches into a monologue about what has happened, with a seemingly plausible explanation for everything, from the absence of Myra and the servants to his gunshot wound.

The entire cast, much of the audience, and even Lenny himself seems shocked by the fantastic story he has just told. Roberts’ pajama ensemble further heightened the humor of his thoroughly detailed soliloquy.

The rest of the costumes were also attractive and appropriate for the characters at hand.

Bain’s dress was classic and refined, much like her character appeared to be while covering up what was really going on.

Van Praag’s sleek black silk gown was fitting for her character’s often-superficial understanding of the situation.



Harry Paul

**In the closing scene, the cast tried to distract the police officers from the matter at hand in a variety of silly ways, including dancing, eating, and drinking.**

Lay’s dress, also black and much more revealing than the other two, made it easier for the audience to tell when her character was attempting to flirt with various male characters out of spite for her husband. Ronis’s dress, a light green number that stood out from the rest of the socialite guests, was representative of her colorful personality.

The biggest shock in the play also closes the play. The characters are relieved that the police bought Lenny’s story, but the play is not yet over. Right before the curtains close, they hear Myra’s voice from the basement.

This is consistent with the story that Lenny had told, suggesting that the fantastic story that he made up as he was telling actually turned out to be true. This end to the play is fitting as it leaves the audience laughing at the unbelievable situation.

Aside from the obvious hilarity, one of the notable things about this drama was the small size of the cast. With only ten cast-members listed on the playbill, each character got the proper amount of time they deserved to develop.

“It is different from other main stage shows because it is a much smaller group of people,” said Brennan. “It definitely brought the group closer together.”

The set of the show allowed the small cast to constantly be in motion. The stairs separating the main area from the upstairs bedrooms allowed for several sets of character interactions to go on at once, without the stage ever appearing too crowded.

The traffic on and off stage allowed for an interchange of characters, so that whenever one was beginning to be extraneous to the plot, he or she could disap-

pear into the bathroom, or upstairs, or outside.

The show was also distinguished by its carefully selected cast, many of whom have been involved in many Schreiber productions before.

“It is really great to be acting with freshmen who are hopefully having as great a time as I am,” said Roberts. “I always looked up to the seniors in the shows. If I am even having half as much of an effect on the underclassmen as those seniors did on me, then I am thrilled.”

“By the end of the production, I think I learned something from each and every other cast member. They are all extremely talented people and it was a great experience to work with them,” said Stopford. “These shows mean so much to everyone in them, and meeting people who feel the same way about this stuff as you do is always a great thing.”

For the senior members of the cast, the show was particularly poignant, as one of their last opportunities to act on the Schreiber stage.

“I have done shows every year since I was a freshman, and it really was one of the best parts of my high school experience,” said Lay. “I am so glad to have gotten the opportunity to do not just one, but four incredible dramas at Schreiber, because they are some of my favorite shows that I have done.”

*By Katya Barrett, Hannah Fagen, and Sophia Jaffe*



Harry Paul

**Ronis and Falcioni’s affectionate relationship was one of the funniest parts of the show. Their pet names and frequent hugs were impossible to ignore.**



# Who is the king of Port Washington's grocery stores? Stop and Shop, North Shore Farms, and King Kullen face off

BY Daniella Philipson and Alexa Pinto

Staff Writers

Located on Shore Road, Stop and Shop serves as the ultimate supermarket for families looking to save and shop efficiently.

Its wide aisles are also perfect for laser tag. The game is played by attaching cereal boxes to one's chest and using the self scanners as lasers.

"Stop and Shop laser tag is an excellent way to spend time while the guys who give out free samples switch shifts," said an ingenious student, who prefers that his name stay anonymous for the sake of his juvenile record.

As the biggest supermarket in Port Washington, Stop and Shop offers not only groceries but toiletries, pharmaceutical needs, toys, school supplies, movies, books, and gift cards.

After opening in 2005, Stop and Shop quickly became a popular place for quick shopping. Its 24 aisles offer a wide selection of almost every frozen, canned, and snack food imaginable.

The many diverse sections of Stop and Shop allow families to have an easier shopping experience; instead of going to many stores, they can do "one stop shopping," which makes shopping more relaxing. The neat and organized aisles

make it even easier to find foods.

"Everything in Stop and Shop is very accessible, and it's easier to find your way around than in other grocery stores," said senior Ashley O'Reilly.

On the other side of town, North Shore Farms, located on Port Washington Boulevard, is significantly smaller than Stop and Shop but is always full of loyal customers. Although the grocery store offers fewer sales and deals for its shoppers, the food is always fresh.

As soon as a customer walks into North Shore Farms, he or she notices that the store is packed with fresh fruits and vegetables, homemade meals, and endless selections of fresh food. Freshly-made sushi and prepared foods that range from roasted potatoes to cheese tortellini in cream sauce to bowtie salad and salmon allow customers to easily purchase a homemade meal.

The expansive selection of cheeses, dips, breads and beverages will keep a customer satisfied while shopping and allow them to try a product before purchasing. While its prices are slightly less generous, the quality of the food at North Shore Farms makes up for it.

North Shore Farms' extensive dairy section covers the entire back wall, and there is an impressive sampling of cheeses from many different states and countries, including France and Italy.



Daniella Philipson

**Stop and Shop offers wide aisles with lots of food options. It is the largest of the supermarkets in Port Washington with the greatest number of products.**

"I really like North Shore Farms," says senior Jordan Finkle, "When my mom won't make me dinner, I'll drive over there and mooch off the delicious cheese samples. The servers are much more accommodating there than at the other stores."

In addition to their generous samples, North Shore Farms has many imported ethnic foods, including products from around the world. There is a large chocolate selection that includes products from companies Baci and Kinder, jams from France, Israeli baking products, and German cheese.

North Shore Farms also has extensive prepared meals. The supermarket displays dozens of dips, ranging from typical guacamole and salsa to interesting but delicious concoctions such as apricot cream cheese, babaganoush, and artichoke lemon dip.

Also near Soundview is King Kullen, a supermarket chain originating on Long Island. It is similar to Stop and Shop and is larger than North Shore Farms, and also offers fresh selections of produce and many types of processed foods. Even though the supermarket doesn't sell as many toiletries or children's toys as Stop and Shop, it still has frequent deals and sales that allow customers to save money.

King Kullen is also in an accessible location for customers in Sands Point, Soundview, Manorhaven and Manhasset Isle who do not want to travel across town to North Shore Farms or go to Stop and Shop in a farther shopping center. However, unlike Stop and Shop, it's not as neatly organized, and stores like North Shore Farms offer better produce and homemade meal selections.

Despite these shortcomings, its extensive snack selections are perfect for preparing for parties or stocking up on junk food. The store also offers a wide selection of deli products, and has large, bakery, seafood, and floral sections.

"My family likes King Kullen if we are shopping for a few things, but for a big shopping trip, we prefer to go to North Shore Farms because it has better fresh vegetables and meals that will last us the week," said junior Emma Zorfass.

King Kullen may not have the produce selection of North Shore Farms or the size and ease of shopping of Stop and Shop, it makes up for these shortcomings with its convenient location. All in all, North Shore Farms is the health nut's store, Stop and Shop is the busy soccer mom's store, and King Kullen is the store that you go to because it's there.



Daniella Philipson

**North Shore Farms offers a variety of fresh produce daily. Their farm stand style attracts customers seeking the freshest of ingredients.**

## Students strive to stay fit throughout winter months

BY Hallie Whitman

Staff Writer

It is almost winter. The air is getting colder, and it is getting dark much earlier. For many students, this time of the year is busy, as the start of the new quarter can mean a new wave of school assignments and tests.

Despite the extra workload, many students recognize the continued importance of staying fit, even during the busy winter season.

Now that fall sports teams have ended their seasons, students who previously relied on fall athletics for exercise are finding new ways to incorporate exercise into their busy lives.

"Since the swimming season is over, I have to find different ways to exercise," said junior Erin Choe, who was a member of the girls varsity swim team. "I try to go running a few times a week, even though it is getting colder out. I want to stay in shape despite the fact that the season is over."

While teams dictate when a student must exercise, students who work out on their own time must struggle to maintain a routine in this hectic season.

"It's really hard to make time for exercise because of my busy schedule, but I try to do it whenever I can," said junior Carly Grieco. "Any exercise is better than none."

Students who are motivated to keep in shape often also have to adjust their

routine and avoid the increasingly cold weather by staying warm and keeping active indoors.

"Despite all of my schoolwork and the other extracurricular activities that I participate in during the week, I always make sure I have time for physical activity," said junior Leah Weingast. "I take yoga classes at Yoga Life in town and go running on the treadmill at Equinox."

Students can take advantage of special offers from local gyms and yoga studios. The Training Station, for example, offers a special junior membership program to teenagers that includes a discounted membership rate for full use of its gym equipment and many fitness classes.

Additionally, local yoga studios such

as Om Sweet Om and Yoga Life provide special classes for students that give them a fun way to stay in shape while teaching them effective methods for relaxation and stress management.

Many students also participate in special charity events such as the Thanksgiving Day Run, also known as the Turkey Trot.

The Thanksgiving Day Run, sponsored by the Port Washington Community Chest, is an annual 5 mile run/walk that takes place on Thanksgiving morning. Community events such as this get people moving for a good cause and afford students a chance to exercise with minimal time commitment.



# Lanyards become a senior status symbol

BY David Katz

Assistant Features Editor

Status symbols are often prevalent throughout high school. Clothes, grades, cellphones, seats in the cafeteria, and other things all can determine a student's relative worth in the eyes of his or her peers. However, none of these symbols of grandeur are more illustrious than the coveted lanyard.

Lanyards are those keychain loops, usually made out of fabric, that hold car keys, house keys, and other objects bearing "key" in their names.

They are most commonly seen in the possession of us glorious seniors, who are free from the constraints imposed on the student body by our parents' reluctance to drive us places. We tout this new privilege by donning these variegated loops of cloth and swinging them through the hallways.

While outsiders may perceive that all of these lanyards are the same, they are woefully mistaken. In addition to differences in color, lanyards also differ in terms of their texture, length, girth, and malleability. It's kind of like the wands in *Harry Potter*: the senior does not choose the lanyard, the lanyard chooses the senior. For example, only days before the beginning of my senior year, I was enraptured by a delicate lanyard, with a 7 and 3/4" diameter and comprised of silk-polyester carbonate tinged with a crimson hue from the blood of a lion.

As beautiful as lanyards may look, they do present a bit of a security problem. After students park in the morning, they usually put the key end of the lanyard into their pocket, leaving most of the actual lanyard part hanging out. Whether it be to show off the fact that they have a car,



<http://www.attentiongetters.ca/images/lanyards/cad6crazy.jpg>

Students choose between a variety of lanyards representing their hobbies, interests, and even future occupations.

to show off the actual lanyard itself, or because lanyards are just too cumbersome to fit in students' pockets, the swinging ends of the lanyards make it all too easy for keys to be snagged by the edge of a desk or an ill-intended passerby. But ultimately, the risk is worth the reward for most Schreiber students because of the fashion statement carrying a lanyard makes.

Aside from carrying keys and showing off the ability to drive, lanyards also have other uses. As crazy as it sounds, I have found that you can tell a lot about a person based on the lanyard that they have. Many Schreiber students acquire these accessories from summer college

visits, concerts, jobs, sports games, and the countless other locations where they are sold.

Students buy lanyards from schools that they especially love. But be ready to substitute it for a lanyard from a job or other source, just in case the school on your lanyard and you don't work out.

Lanyards are a subtle way for students to express themselves, from their favorite school to their favorite sports team.

As silly as it may seem, Schreiber students take their lanyards pretty seriously.

Now only if we had a place to park...

# It's a battle of the presidents at vending machines

BY Robert Gray

Contributing Writer

Lunchtime is the favorite time of the day for many students. With three hours of staying awake in class accomplished and three left to go, this halfway point is a brief de-stressor.

What better way to celebrate than treating yourself to a tasty snack or refreshing drink from the vending machines in the cafeteria?

For some, the lunch line options do not suffice, or it is simply more convenient to use a vending machine.

This lovely image, however, has a dark side.

The specter of incorrect change lurks in the distance, prepared to cast its shadow over your lunchtime revelries.

The simple solution would be to get change from the lunch ladies, but that is easier said than done.

Some students are refused change, others are granted it.

In the chaotic frenzy of 4.1 and 4.2, students' large bills are potentially rendered useless.

Conversely some students find that simply being nice can generally grant them the change they've been looking for.

"Usually if you're polite and you ask the lunch ladies when they aren't busy, or surrounded by people, they will give you change," said junior Makenzie Drukker.

According to the "mind your manners"

philosophy, if you show respect to the cashier and ask at the proper time, she will be more than willing to give you change.

"The lunch ladies are occasionally harsh when saying no, but I understand their reluctance to give change," said junior Antonio Pena. "Sometimes we ask at bad times such as in the middle of a lunch period when there are many kids on line."

Another possible trick of breaking a bill could be to purchase an item.

Currently, there are no set rules about giving change to students.

There is a fear that if too many students ask for change during lunch, it may disrupt the flow of the lunch line.

This would limit the already small

time students have for eating.

While one potential solution to this conundrum would be to purchase an automatic change machine for the school, the lack of resources and priority in the school budget would limit this option.

Perhaps, it is time for students to take matters into their own hands.

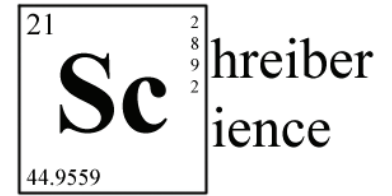
Like many adults who have to use parking meters, students can save their quarters for future vending machine use.

They can also request change at a time when the lunch ladies are less overwhelmed.

All of these solutions could be used so that students can finally get change they believe in.



Chris Goh



BY Hannah Fagen

News Editor

The vaccine Gardasil, which has previously promised young girls they can be "one less affected by cervical cancer," is now spreading its base to include vaccinations for boys.

During a teleconference on Oct. 25, the Center for Disease Control (CDC) announced that their Advisory Committee on Immunization Practices had decided to update its recommendations for immunization against Human Papillomavirus (HPV) to include vaccinations for boys.

The organization now suggests that all 11-12 year-old boys, as well as girls, get vaccinated against HPV.

"Both males and females can be infected with HPV, and the infection can therefore be spread between both sexes," said Hilton Silver, M.D., a board-licensed pediatrician. "Thus, at this time, it is being recommended that males and females be immunized."

HPV is one of the most common sexually transmitted diseases; between 75 and 80 percent of people will be infected with it at least once during their lifetime.

The disease is often innocuous, but it can sometimes lead to complications such as cervical cancer in females and genital warts and throat cancer in both men and women.

"The concept of cancer being prevented by immunizations is exciting, and hopefully, in time, we may be able to prevent many more types of cancer this way," said Dr. Silver.

The Gardasil vaccine was first approved for public distribution in the United States in 2009, after a series of worldwide clinical trials including over 12,000 young women displayed its safety and effectiveness.

The HPV vaccines allow patients to take preventative measures even before they are at risk for sexually transmitted diseases such as HPV. Because of this, the vaccines are geared towards pre-teens and teenagers who are sexually inactive.

Gardasil can be given to children as young as nine years old.

However, the vaccine can also be given to older teens and young adults who haven't yet had the chance to be vaccinated against HPV.

The vaccines have not been introduced without controversy.

Thirty-four deaths caused by Gardasil have been reported to the CDC since the vaccine's initial approval, and many parents have kept their children from being vaccinated, partially due to its novelty.

Both the drug company and representatives from the CDC have assured ill-thinkers that the vaccine's risks are minimal in comparison to its benefits.

"There are no drawbacks to receiving this vaccine," said Dr. Silver.

The HPV vaccines are some of the first in a probably long line of vaccines aimed at cancer prevention.

With luck and funding, scientists may be well on their way to preventing a wide variety of cancers and other diseases.



# Furry friends take over the Facebook social scene

## Humans are no longer the only species inhabiting social networking sites

By **Jake Eisenberg**  
Assistant Opinions Editor

The human face is no longer the only one appearing on Facebook profiles. The mugs of pugs and other pets are not an uncommon sight. Pet owners are creating Facebook accounts for their pets and using them to interact by sending requests to the pet owners' friends and creating statuses ranging from "that was a great walk" to "had a little too much catnip this morning."

"Once, someone in my family made my dog a Facebook account," said junior Alison Peltz. "It was great getting a 'happy birthday' wall post for her and even funnier when my friends began telling me that they had become 'friends' with her on Facebook."

Most accounts are created just for general amusement. Pets lack the opposable thumbs to operate a page, so owners take the liberty of doing it for them. Sometimes, communication between the pet and the owner is not always perfect.

"My owner littered my page with photos of everything I do," said Zuma, a tabby cat belonging to Evan Kerr.

Practically anything can be the object of a Facebook account, not just pets. Stuffed animals, dolls, or action figures have been seen popping up in news feeds.

"I made Facebook accounts for my two Muppet roommates, Kevin and Mark, to give them something to do while I'm out: reconnect with family such as Kermit, for



Senior Taylor Menaker's golden doodle Sasha has had a Facebook account since the summer of 2011. Sasha recently celebrated a birthday for which she received many birthday greetings on her Facebook wall. She has seventeen friends.

example," said junior Benny Scheckner. "Little did I know that they would soon become obsessive, nearly compulsive Facebook users; I don't even feel like we talk anymore. Sometimes they'll message me when I'm sitting right next to them. And here I am, being abandoned by the very things I bought and made in order to counter loneliness."

Using Facebook although fun, can be a significant time commitment.

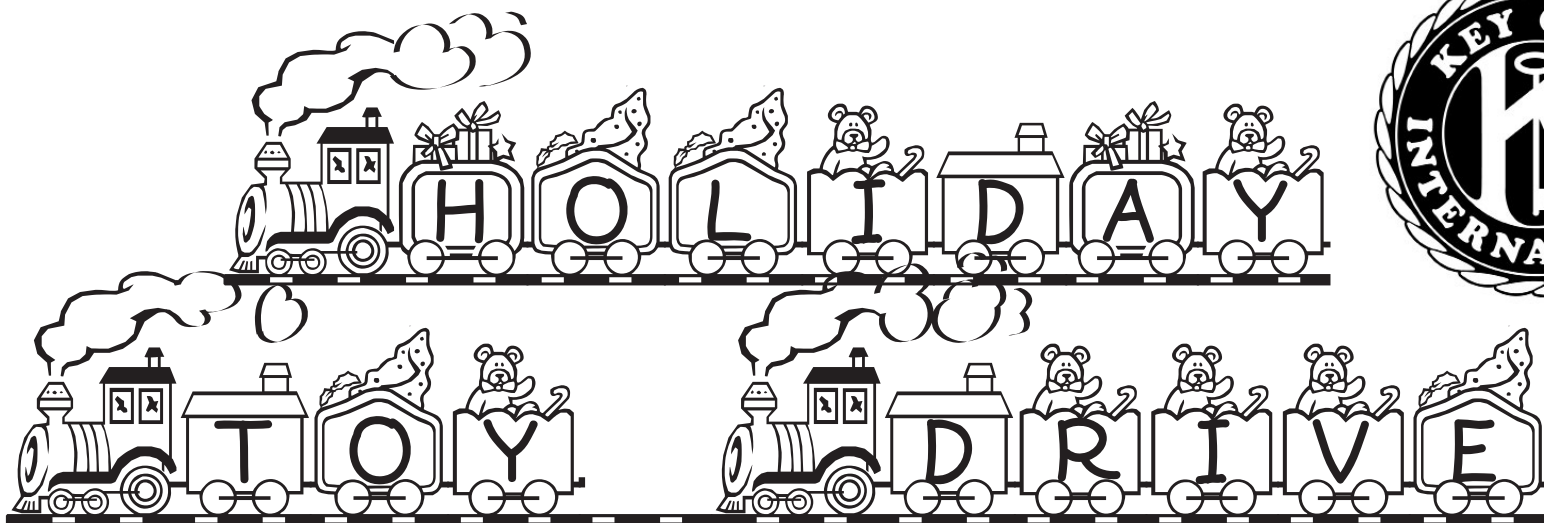
"It's not easy being socially relevant," said Mark, Scheckner's muppet. "Having to spend each day creating status or uploading photos is hard. I think it would be nicer if we communicated directly, or something much more personal than that."

Since pets are not physically able to operate their own pages, owners are essentially able to live vicariously through their pets. According to Facebook rules,

accounts impersonating other people, or animals, damage the integrity of the site for those looking to simply connect with other humans.

"Pet" Facebook profiles have emerged since then and while some see it as bothersome, others are entertained.

"I think it's really funny to see status updates or photo albums on pets' Facebook pages," said junior Laura Brooks. "I would make pages for all of my pets as a joke."



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# arts & Entertainment

## Harold and Kumar adds Christmas spirit to its signature style of humor

BY Victor Dos Santos

Staff Writer

Once again, viewers can look forward to actively ignoring a film's flaws, lack of depth, and ridiculous story for the sake of entertainment. Yes, yet another *Harold and Kumar* movie has hit theaters.

*A Very Harold and Kumar 3D Christmas* is the third installment in the *Harold and Kumar* franchise, and was released rather early on in the year considering its title. Nevertheless, this is a ride at the cinema you will not want to miss.

The third film in a franchise tends to bring about disastrous results. It is the point in a franchise when audiences come to the realization that the studios may be "selling out" and milking the franchise for cash rather than attempting to create quality movies.

Luckily, *A Very Harold and Kumar 3D Christmas* satirizes this successfully. The film, unlike its two predecessors, understands its place. One of the film's titular characters, Harold (John Cho), indirectly references the fact that most audiences feel as if the *Harold and Kumar* franchise has jumped the shark.

By indirectly referencing the mentality of its audience, the *Harold and Kumar* franchise stands out among the rest of the films. It became "meta." They have given themselves the opportunity to expand the reality in which the other films were set, making it so unbelievably surreal and inventive that it shames the other *Harold and Kumar* films.

The film begins on Christmas Eve, focusing on Kumar (Kal Penn) walking up to a shopping mall Santa, who will



Harold (John Cho) and Kumar (Kal Penn) wander on to the stage of a Christmas musical, reuniting with Neil Patrick Harris. Although his time on screen is short, Harris is a highlight of the film and of the franchise as a whole.

eventually supply Kumar with the marijuana that he will be smoking alone. Harold is, at this point in time, out of Kumar's life. Kumar mistakenly receives a package addressed to Harold, and the hopelessly lonely Kumar sets out to deliver it to him.

Upon his arrival at Harold's house, Kumar gives Harold the package, which turns out to be a large marijuana joint. When Kumar attempts to light it, Harold grabs the joint and throws it out of the window. Somehow, the joint boomerangs in through another window and ignites the Christmas tree of which his disapproving father-in-law is incredibly proud of. The rest of the film revolves around the two spending Christmas Eve trying to find a Christmas tree.

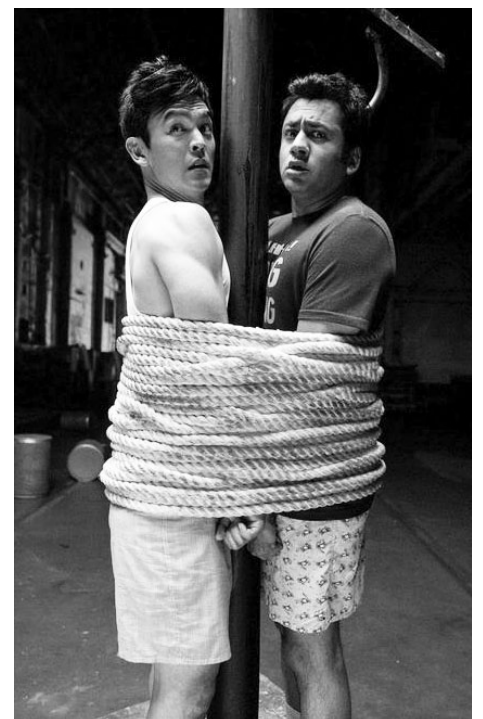
The film's writers make it a point to satirize the gimmicky use of 3D. They seemed to be mocking it for being a hackneyed technique used to gain some extra dough in the box office.

The writers do just as great of a job of writing the dialogue and scenarios that the central characters of this film are placed in. Some of the most amusing dialogue in the movie is the banter between Harold and Kumar. Banter and

genuine conversation is something that is necessary in a film like this, which focuses so heavily on friendship. It is the genuine conversation between the two that sells the audience on the fact that the two are friends despite the fact that they seem like polar opposites. By the end of the film, you may find yourself wondering why you are so happy and care so much about the friendship between a couple of stoners.

Another reason as to why the majority of the dialogue worked so well was the delivery from the film's cast, ranging from the terrifying Danny Trejo to the now-legendary Neil Patrick Harris. Harris has a presence on screen that makes his scenes the most memorable in the movie, despite his disappointing lack of screen time.

*A Very Harold and Kumar 3D Christmas* not only does a great job of satirizing the overuse of 3D technology in film, but also features lively performances from its leads, terrific writing and inventive direction which will leave you with a smile on your face. It is a film unlike any other, depicting drug use whilst bringing about holiday spirit and showing a surprising amount of heart.



After a night of adventure puts their relationship to the test, Harold and Kumar are closer than ever. The evolution of the duo's friendship is surprisingly touching.



## Breaking Dawn: Part One sets up an exciting start to the conclusion

BY **Michelle Gil**  
Contributing Writer

Vampires and werewolves and hybrid spawn, oh my! On midnight, Nov. 17, *Twilight* fans packed sold-out screenings of *Breaking Dawn* across the country to see Bella Swan (Kristin Stewart) and Edward Cullen (Robert Pattinson) join together in holy matrimony in the first part of the last installment in the series.

As usual, Charlie Swan (Billy Burke) stole the show in every scene in which he appeared. With hilarious one-liners, he shone once again as the best character in the movie. The most enjoyable scene came during the toasts at the wedding, in which several characters got the chance to show off their funny sides.

Meeting so many new vampires in *Breaking Dawn* was exciting, and the casting department has done a good job choosing these new actors, despite their admittedly minor roles. These minor roles were appreciated, as it was nice to see the Cullens with more lines than usual. Emmett (Kellan Lutz) brought his usual sarcasm and Jasper (Jackson Rathbone) brought his usual uncomfortable awkwardness. And, of course, Rosalie (Nikki Reed) brought a riveting performance as the baby-obsessed ice queen that she is.

A few parts of *Breaking Dawn* were disappointing. The vampire eye contacts looked like someone had melted dirty butterscotch candies on the eyes of all the actors.

The scene in which the wolves speak

in their special telepathic way was equally ridiculous and left the audience with a feeling of embarrassment for the actors who were forced into such a cringe-worthy performance.

For viewers used to the wolf pack running around as if there are no shirts left in the world, the abundance of clothing worn by the La Push crew this time around came as a shock. Depending on one's point of view, this could be either a good or bad shock, but for many of the fans, it seemed to be a disappointment.

This installment of the series certainly earned its PG-13 rating, between the almost raunchy marital relations between Bella and Edward and the gruesome birth scene that looked like something out of *Rosemary's Baby*.

Although some may have complained that Stewart's haggard-looking makeup and CGI-inflicted malnutrition, as well as the graphic birth scene, were horrific, it should be counted as one of the best parts of the movie.

If Bella had appeared beautifully healthy throughout the pregnancy and given birth in a scene any less grotesque than the one filmed, it wouldn't have been true to the book. Any true "Twi-hard" knows that following along with the book is ultimately the most important aspect of the movie.

Overall, *Breaking Dawn* accurately adapted the book and is a must-see for any fan of the series. The ending successfully left audiences excited for the second part of the film, the very last in the series, which will be out next fall.

## Tower Heist starts off slow but triumphs in the end

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

New comedy *Tower Heist* delights viewers with strong performances from two of Hollywood's best comedic actors. The thrilling element of adventure compliments the film's consistent humor: the movie includes a Bernie Madoff-like character as its villain, which adds excitement and action to go with lots of laughs for the audience to enjoy.

*Tower Heist* opens with the introduction of its main character, Josh Kovacs (Ben Stiller), manager of a luxury building in New York City. Kovacs' primary job is to cater to the needs of the building's wealthy residents, which include Arthur Shaw (Alan Alda), a corrupt businessman.

Kovacs, like many other staff members, entrusts all of his life savings with Shaw. When FBI agent Claire Denham (Tea Leoni) arrives to arrest Shaw, the staff members soon realize that Shaw is operating a Ponzi scheme. Kovacs suspects him of stealing the investment funds when he notices that 20 million dollars has disappeared. He decides that robbing Shaw would be the only way to make things right, but he knows that he and his staff will need help to pull it off.

Slide (Eddie Murphy), a childhood

friend of Kovacs, was the go-to criminal mind for the conspirators. Once Slide puts the crew to the test by challenging each person to steal \$50 of merchandise from the mall, he gains confidence in the ragtag group of Robin Hood-esque thieves. Slide agrees to their crazy idea, and the story begins to unfold.

The hilarious actors and outlandish plot are what, ultimately, make this movie a success. Ben Stiller entertains as expected, and Eddie Murphy returns with a laugh-worthy performance.

Though the film took a while to



**Josh Kovacs (Ben Stiller) and Slide (Eddie Murphy) spy on Arthur Shaw (Alan Alda), who Kovacs believe is stealing his investment funds. The two main characters are on a mission to steal back the money in this comedy.**

get going, there was constant laughter throughout the theatre once it picked up speed. The action kept the comedic plot interesting and suspenseful. The risky plan of the employees to steal money keeps viewers on the edge of their seats, but this movie is really a must-see for its cast and humor.



**Edward Cullen (Robert Pattinson) and Bella Swan (Kristen Stewart) play an intimate game of chess while on their honeymoon. Their playful and simple new marriage is soon interrupted by some unexpected news.**

## J. Edgar perfectly blends fact and entertainment

BY **Gabe Lyons**  
Staff Writer

When faced with a biographical movie, a viewer first wonders whether it will strive for accuracy or entertainment. Its ability to balance these two factors allows *J. Edgar*, Clint Eastwood's film depicting the life of the former FBI director J. Edgar Hoover, to be one of 2011's strongest films.

Director of the Federal Bureau of Investigation for 48 years, J. Edgar Hoover was the head of American law enforcement. He was responsible for the convictions of many of this country's criminals, most notably Bruno Richard Hauptmann, who was convicted for the abduction and murder of the 20-month old child of Charles Lindbergh. The case was later called "The Crime of the Century."

Secretly, Hoover withheld an enormous amount of information that would undoubtedly strip him of his position and fame. The film often hints at a relationship between Hoover and his deputy, Clyde Tolson (*The Social Network's* Armie Hammer). For some, this may turn the film into a preposterously hokey love story.

The film is fueled by its performances. Leonardo DiCaprio, portraying Hoover, flawlessly gives the finest performance of his career in a role that not many can

pull off. Judi Dench is fierce as Annie, Hoover's elderly mother. She successfully fulfills the role of a dictatorial mother, even when he is fully grown up.

However, a few performances are not quite up to par. In particular, Jeffrey Donovan portrays Robert Kennedy with a rushed pace and a voice so monotonous and depressing that one would swear that he is putting on his best Ben Stein impression. As Hoover ages, so does his personal secretary, Helen Gandy, played by Naomi Watts, famous for playing Anne Darrow in the 2005 remake of *King Kong*. While the character ages, the actress's performance remains the same. She appears to be seventy, her voice is at the age of the actress, Watts, 43. In order for a character to be convincing, he or she must sound like the age of the character being portrayed.

Cinematography has a major role in the progression of the movie's story. A noticeable element in the film is its color scheme moving from scene to scene. The film is shot with the monotonous color scheme that characterizes many of Eastwood's previous works, including *Million Dollar Baby*, *Gran Torino*, and *Letters from Iwo Jima*.

Joining the ranks of *Unforgiven* and *Letters from Iwo Jima*, *J. Edgar* is one of Eastwood's best. Leonardo DiCaprio may never again be as impressive in his career as he was as J. Edgar Hoover.



**J. Edgar Hoover (Leonardo DiCaprio) consults his friends on his political endeavors. J. Edgar examines the controversial life of a historical icon.**



# Skyrim delivers gripping and accessible fantasy adventure

BY Dan Bidikov

Staff Writer

*Skyrim* is the fifth installment in Bethesda Softworks' flagship series, *The Elder Scrolls*. Released Nov. 11, *Skyrim* is a role-playing game (RPG) that boasts immense freedom; the player is not bound to a linear story progression and the game environment is an open world. Although there is a main series of quests that advances the game's central story, you can roam the expansive in-game areas as you please. Bethesda's reputation for phenomenal RPGs, the game's new graphics engine and the sheer scope of *Skyrim* make it one of the year's most anticipated releases.

Even players familiar with RPGs will be amazed by the vastness of the in-game environments, but no player need be intimidated. *Skyrim* is, to some of its more hardcore fans' dismay, the most beginner-friendly game in the series. The combat is simple and the menus are navigated with ease. The leveling system is intuitive, and difficulty can be adjusted at any given moment to make the massive undertaking of your adventure less daunting.

While it is good for the game to be accommodating to new players, certain parts of the gameplay in *Skyrim* tread the fine line between accessible and dumbed-down. Many of the enemy encounters quickly devolve into frenzied clicking. Players looking for more strategic gameplay should look elsewhere.

However, combat is not the main selling point of the game, and these shortcomings are minor compared to the other things the game has to offer.

It is easy to get lost in the beautifully designed world of *Skyrim*. Fantastic art direction builds a vibrant atmosphere with stunning levels of detail that extend from the blades of grass to the snowy peaks of the scalable mountains. The game backs up its style with technical merit—sceneries look incredibly lifelike through the game's new Creation Engine. The background music ranges from ambient tunes to fully orchestrated arias that set the mood for any of the diverse encounters and experiences in the game.

Immersion is what makes *Skyrim* such a great game. Grand scale battles with hand-drawn dragons and mammoths are spectacular, especially when played in the first person perspective. But the game's realism comes from a combination of its creative and computational aspects. Human-like animations and well-written, well-performed dialogue add much to players' engagement. Realistic decision-making helps players feel like a part of the massive in-game community.

While traversing long distances across snowy plains may seem undesirable on paper, remarkable events are randomly



The Dragonborn braces for one of countless spontaneous dragon battles. *Skyrim's* engaging gameplay makes it an enthralling and immersive experience for new and old players alike.

## Bones digs up answers in new season

BY Makenzie Drukker and Kayla Conway

Staff Writer and Contributing Writer

Last season, *Bones* viewers were left hanging by the finale, in which forensic anthropologist Dr. Temperance "Bones" Brennan (Emily Deschanel) announced to her partner, FBI Special Agent Seeley Booth (David Boreanaz), that she was pregnant with his baby.

This answered the question viewers had been asking themselves since last season's big announcement: will Booth and Brennan finally get together?

The answer appears to be yes.

In typical *Bones* fashion, the premiere on Nov. 3 featured a great deal of tension between the two main characters. Brennan, being the rational one, is convinced that Booth should move into her apartment because she is the one who is pregnant; Booth disagrees.

Brennan eventually consults her best friend and co-worker, forensic artist

Angela Montenegro (Michaela Conlin), who had her first child last season with her husband, scientist, and co-worker Jack Hodgins (T.J. Thyne).

Dr. Brennan's abandonment issues resurface as Angela advises her that she will have to make certain concessions to raise her child with Booth and never be alone again. Brennan's family and her brother and father's legal troubles have been a major focus of certain episodes in the past and will likely come up again this season.

The second episode of the season introduces a new intern, Finn Abernathy (Luke Kleintank), whose juvenile criminal record will undoubtedly cause tension at the Jeffersonian this season.

Dr. Lance Sweets (John Francis Daley) and Dr. Camille "Cam" Saroyan (Tamara Taylor) have also returned for season seven. Sweets appears overly eager to psychoanalyze Booth and help with cases. He claims that he is trying to pick up the slack left by Brennan's pregnancy despite her unaltered capacity for work. Cam continues to oversee the Jeffersonian team, despite the occasional and expected clashes with Brennan.

It is yet unknown whether a recurring villain, like seasons one and two's Howard Epps (Heath Freeman) will join this season's cast.

In what remains of the shortened season's 17 episodes, viewers can expect *Bones'* customary gruesome crime scenes, witty exchanges between characters, and maybe even a baby to add another solid season to the show's consistent résumé.



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Dr. Temperance "Bones" Brennan (Emily Deschanel) and Agent Seeley Booth (David Boreanaz) engage in characteristic banter. Fans watch as the two figure out their living situation with their future baby.

generated at any moment. This can make travelling around the hinterlands the most fun part of the game.

In *Skyrim*, exploration is a fun and rewarding activity, not a chore. Although players can always opt to automatically warp to their destinations, they are in for a better experience by trekking there.

Although it is easy to get distracted by the absurd amount of things to do in *Skyrim*, players should not ignore the game's main plotline. It is interesting and substantial, unlike the meager story offerings of its predecessors. *The Elder Scrolls V: Skyrim* follows the player's character, the legendary Dragonborn, on a riveting quest through the imperial

province of *Skyrim* as it is in the throes of civil war and experiencing the resurfacing of mythical (even for the game's fantasy universe) dragons. The story develops even further through the massive amounts of lore that are available in books littered across the game world and through character dialogues.

While it is not flawless, *Skyrim* is an interactive experience that should not be missed this holiday season. Please remember, however, that your teachers will be less impressed with you absorbing 20 dragons' souls than you think, and know that the people of *Skyrim's* feelings will not be hurt if you occasionally take a break from your adventure.

## Inheritance suitably ends a great series

BY Matt Heiden

Copy Editor

After several years of waiting, fans of Christopher Paolini's *Inheritance Cycle* were finally able to see how Eragon's story ended with the release of the final installment, *Inheritance*. The wait was entirely worth it.

The original plot of a boy hatching a dragon egg, battling magical foes, and facing his destiny was fairly unoriginal, but Paolini's convincing characters and imaginative fantasy world earned him praise.

With each passing book, the plot became more engrossing and mature, and these traits shine in *Inheritance*. The book opens in the middle of a battle between the rebel group Varden and Galbatorix's army, one of many such battles throughout the book. At this point, the Varden, an alliance consisting of the races of Alagaesia—from werewolves to dwarves—has begun to effectively fight the Empire, city by city. Paolini has a great sense of pacing, with the battles in different cities broken up by intertwining plots.

The universe of *Eragon* remains, as ever, a fairly derivative twist on J.R.R. Tolkien's Middle-earth. But as the final installment in the series, *Inheritance* begins straightaway with action, spending little time fleshing out the world of Alagaesia.

One minor complaint, however, is that because magic is such a powerful tool in the *Inheritance Cycle*, Paolini spends much of the novel describing gory conflicts, letting

many unimportant soldiers on both sides die, only to have the main characters healed by elves in the next chapter so that they can head into battle once again.

Indeed, in *Inheritance*, Paolini does an even better job of following different characters and keeping readers personally invested in their conflicts. Eragon continues to struggle with his new responsibilities, knowing that Galbatorix, the series' antagonist, is nearly invulnerable. Now, at the end of the series, narration also follows some more intriguing characters in more trying situations. We get to see Galbatorix capture Nasuada, the leader of the Varden, and his attempt to break her and bring her onto his side.

Without revealing any spoilers, the last battle lives up to the expectations Paolini set for himself. In *Brisingr*, Paolini introduced Eldunari, the dragons' "heart of hearts" that consists all of their memories and thoughts, which can be used to interact with the dragon even after removal. Much like the Horcruxes of the *Harry Potter* series, the Eldunari keep the final showdown between the callow Eragon and the seemingly all-powerful Galbatorix from becoming a predictable cop-out.

Most importantly, this book gently ends the series, tying up the various storylines for each character. Having watched these characters interact over hundreds of pages for over a decade of anticipated releases, we now see them end their lifelong quests. Some of it is bittersweet, but everything fits into the series as a whole.



## Camp shows fans a new side of Donald Glover



by Ben Lerner

Staff Writer

"I do not talk; I am just a rapper," is Childish Gambino's humble motto. Perhaps that's true for Gambino, but Donald Glover, his real-life persona, is much more than "just a rapper," and his unique personality shines through in his new album *Camp*.

As a stand-up comedian, model, star of the online sketch comedy group Derrick Comedy, Emmy-awarding writer for *30 Rock*, and current star of NBC's *Community*, Donald Glover possesses many talents that have singled him out as a star with great potential among his

peers in entertainment. Using the nimble wit that he cultivated during his stint as a *30 Rock* writer, he peppers his brash, stylistically edgy lyrics with wordplay, puns, and pop-culture references that only his fans will fully appreciate. Even if you do not catch all the allusions, some of the themes of his music, such as girl-chasing, hater-bashing, and sin-indulgence, are recognizable to anyone familiar with the popular braggadocio style of rap that dominates the genre nowadays.

But what sets Gambino apart from the countless other rappers flooding the scene are the other, more personal subjects he touches upon in his music. Throughout *Camp*, he repeatedly refers to the irony of how, as a child, he was a middle-class nerdy, black kid who defied his classmates' stereotypes and how now, as a rapper, his naysayers claim that he is "too white" to be a "real" rapper.

During "Hold You Down," a mellow piano plays as he dolefully recollects how, as a child, another kid "said I wasn't really black/Because I had a dad." He draws parallels between this and how the rap community won't lend him the credibility he deserves because of his career as an actor and writer.

Glover accepts who he is: both a comedian who uses rap as a medium to express his angst and a rapper who

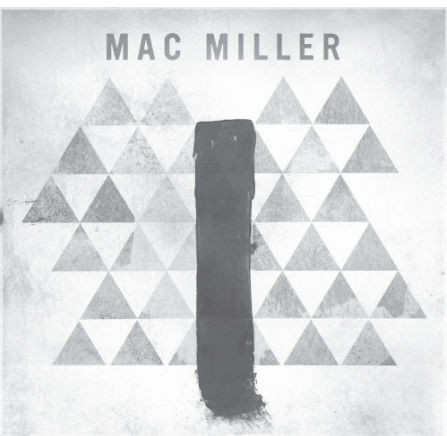
establishes his individuality through defiance of the superficial expectations people have for him and for comedy, as a whole.

For both his viewers and listeners, Glover has a knack for smoothly blending comedy and tragedy, which brings big laughs on *Community* and makes for some intriguing lyrics, such as in the song "Hold You Down" when he tenaciously declares, "I won't stop until they say James Franco is the white Donald Glover."

Scattered throughout *Camp* are melodramatic songs in which Gambino raps over either a sentimental string orchestra or visceral synth bass backdrop, depending on how passionate the lyrics are. While they may be lackluster to loyal Gambino fans, this is his first album release with a record label, and these songs are meant to appeal to a new, more mainstream audience. The final track, "That Power," features Gambino switching between rapping and singing for three minutes before launching into a powerful, symbolic monologue that effectively sums up the spirit of the album with an apt narrative about a crush he had on a girl from his summer camp.

For those looking for something more fresh and clever than Drake or Lil Wayne, *Camp* may be the perfect burst of originality.

## Mac Miller disappoints in anticipated album



by Bethia Kwak

A&E Editor

After gaining popularity among high school and college students, Mac Miller

dropped his first full length album, *Blue Slide Park*. Because he produced the album under his own label, there were no restrictions on what he could do.

What makes Mac Miller so likable is that he comes off as a genuine guy who just has fun making music. Even though his past lyrics have boasted how he is the greatest rapper, it is clear that he is only poking fun at himself.

To be frank, though, his album is a flop. Most of the songs are not memorable and do not have the same quirkiness as *K.I.D.S.* They have dreary beats, and it is almost difficult to finish the album in its entirety. There are just a few songs that save the album from being a complete failure.

The one standout song on the album, "Up All Night," has the beats of a '90s pop song, but the lyrics Mac Miller fans have grown to love. It is undeniably catchy and

could be a radio hit if some of the lyrics were not so vulgar.

"Party of Fifth Avenue," already going viral, demonstrates Mac Miller's playful attitude. The video was amusing because it displayed Mac Miller as an old man partying with younger people. After watching his videos, it is almost impossible not to relate to Mac Miller as a fun-loving guy.

Mac Miller accomplished the impressive feat of having his album hit #1 on the Billboard Top 100. This is the first time an indie debut topped the charts since 1985.

Yet it is questionable if this was well-deserved. Based on his past work, fans were expecting a breakthrough album that would allow Mac Miller to soar. There was a lot of anticipation for *Blue Slide Park*, but as a fan, I could not help but be disappointed.

## Ceremonials sets the standard for "cross-genre" music



by Penina Remler

Staff Writer

Two years ago, Florence Welch, an English singer, first joined with a backing band. The result, Florence and the Machine, is now a popular band

renowned for its unique vocals. While the band's fan base was initially only from within the U.K.; today, it has fans all over the world.

Florence and the Machine is known for its unique sound, which is often a blend of aspects of indie rock and alternative music. In addition to its catchy melodies and memorable lyrics, the band's remarkable talent is apparent in the band's second, newly released album, *Ceremonials*.

Florence and the Machine's first professional album, which was released in the summer of 2009, is recognized by its most famous tracks, "You've Got the Love" and "Dog Days are Over." The range of changing tempos, as well as unique instrumentals, in this album make listening to every song an exciting experience.

Its newest album, *Ceremonials*, includes a deep, romantic, and mesmerizing playlist which complements

Welch's powerful voice. Various critics have noted, however, that some of the songs sound too similar to the band's previous hits.

The fact that so many fans can relate to the songs written by Welch has helped build the band's fan base. The new album includes stories of heartbreak, second chances and struggles, as heard in "Only if for a Night," "Shake it Out," and "What the Water Gave Me."

*Ceremonials* has set the standard for the emergence of modern "cross-genre" music. Florence and the Machine follows other recent artists, such as Adele, in the trend of British artists making their mark in American music culture.

The best part of Florence and the Machine's music is that it can be listened to by almost anyone, and in any almost situation. Even the pickiest listener can find something in this diverse album enjoyable.

## Classic Album: Beach Boys: Smile

by Kerim Kivrak

Assistant A&E Editor

After over 40 years of anticipation, The Beach Boys' legendary lost album *Smile* has seen the light of an official release.

After the Beatles' revolutionary *Rubber Soul*, Beach Boy Brian Wilson was determined to create a true concept album consisting of musically and thematically connected tracks rather than a random assortment of songs. Thus, *Smile* was born.

The other members of the band were not quite as enthusiastic about Wilson's pet project as he was, and this, combined with his mental deterioration, eventually collapsed the project from the inside. Many recordings of the tracks were created and some had been released individually, but it became increasingly unlikely that *Smile* would ever be sold as a complete album.

*Smiley Smile*, a half-baked substitute containing some of *Smile*'s fundamental tracks was released in 1967, but this was a colossal disappointment and generally viewed as lackluster.

The album remained in production limbo until 2004, when Wilson revisited the project independently. Unhindered by internal friction, he produced a truly original and uniquely imaginative album which utilized modern musical technology to inject a lively creativity into this long-stagnant project.

*Smile* was released in 2004 and was met with huge critical acclaim, providing what seemed to be the perfect ending to the story of Brian Wilson's masterpiece.

Since then, the rugged recordings of The Beach Boys' original *Smile* have been revisited and were finally released as *The Smile Sessions* on Nov. 1, 2011 in honor of The Beach Boys' fiftieth anniversary. After the 2004 release and the surfacing of many of the original recordings, some fans felt as though they had already heard the same album twice. It is these fans that will be most astounded by *The Smile Sessions*.

Make no mistake, these are not merely remastered recordings. Each track has a fullness and complexity that was noticeably absent from the comparatively hollow originals. The 2004 release's signature childish cheerfulness and playful lyrics have also been restored to their original state, with slightly more mature lyricism replacing the simplified lyrics Wilson had used in his own version.

In the words of The Beach Boys, "God Only Knows" how things would have been different had *Smile* been released in 1967. The sheer genius of this album combined with the still-powerful wave of success that *Pet Sounds* had wrought would have surely cemented The Beach Boys' position as a serious force in pop music, and it could have allowed them to challenge the immense popularity that The Beatles enjoyed in the years that followed. Perhaps The Beach Boys' legacy in popular memory would be the brilliant "Good Vibrations" rather than the generic "Surfin' U.S.A." *Smile*, with its unique and revolutionary recording techniques, would have had an unfathomable effect on music as a whole.



# Boys soccer kicked to defeat in first round of playoffs

## Port loses to Massapequa, Head Coach Mr. Fish happy with team's progress

BY **Aaron Brezel**  
Staff Writer

The Vikings soccer team is familiar with low expectations and being thought of as underdogs.

After losing many players from last season and facing a tough schedule, its prospects for a winning season looked bleak. However, a team led by 16 seniors had its own ideas.

While the team began the fall with a slow start, the Vikings steadily improved as the season progressed, finishing with a 5-6-3 record and earning a playoff berth.

In almost a mirror image of the previous season, in which the Vikings lost in the first round of the playoffs, the team lost 2-1 in a competitive and emotional game against Massapequa, the defending County Champions.

During the regular season, the Vikings pulled off several wins over top ranked opponents, such as their 4-0 win against East Meadow and 3-0 against MacArthur.

"In these games, each and every player performed with a high level of intensity and effort," said Head Coach Mr. Donald Fish.

Before the season started, the team began working out together in August, with 13 practices before school began. They kept this schedule up with practices six days a week during the school year.

The players, however, always strove to keep the mood light.

"Practice was fun everyday. The players were consistently engaged no matter what the conditions. There was no complaining or whining," said Coach Fish.

The efforts of the players helped

achieve success, despite two pre-season injuries and two new faces on the team. While this year's Vikings consisted predominantly of seniors, several underclassmen contributed to the team's success. Younger members included sophomores midfielder Eren Alkan, defender Anthony Di Caro, striker Luke Rizzo, and defender Shogo Yamamoto. This year, the team was led by senior captains striker David Katz and defender Chris Romero.

Port took its opponents by surprise, despite low expectations.

"We weren't a preseason favorite, but we were competitive in just about every game," said Coach Fish.

Junior Mike Moraitis filled a vital position, racking up 77 saves and leading the defense.

Additionally, Katz led the offense finishing the season with eight goals, placing him third in the conference in that statistic, as well as four assists. Junior Matt Kim also contributed as striker, finishing with four goals and two assists.



Jacob Eisenberg

**Arjan Saraon (#7) boxes out a Baldwin player as he makes his way toward the ball followed by Scott Regan (#21). Port Washington lost to Baldwin 3-2; David Katz scored two goals.**

Seniors Jose Berrea, Andrew Boehm, Aaron Feinberg, Jordan Finkle, and Scott Regan, junior Shun Akai, and Rizzo all scored goals this season.

The Vikings offense accumulated 21 goals, an improvement over last year's total of 11.

With 16 seniors leaving the team after this year, there will be many gaps for underclassmen to fill. Eventually, the goals for the team would be to win a conference championship and attain an elite status level like

the Massapequa and Hicksville teams.

However, in the immediate future their objective is to work on building younger talent to solidify a foundation.

Last season, the team could not stand up with foes like Massapequa however the team was able to compete in the playoffs.

## Swimming looks toward successful 2011-12 campaign

BY **Dan Miranda**  
Assistant Sports Editor

The boys varsity swim team has faced recent adversity but is determined to improve this season.

In 2010, the Port Washington squad joined with Roslyn swimmers to create a joint Port-Roslyn team, the first of its kind.

The Vikings achieved success in their 2009-2010 effort with a 7-5 season, and moved into Conference 2.

But the varsity team went 0-9 in the 2011 season, and now find themselves back where they were two seasons ago: Conference 3.

"There is no place to go but up," said Head Coach Mr. Joe Lennon. "We are looking to improve on last year, not just in terms of wins and losses, but really in having the athletes work on personal best times and really structuring a season to run from the beginning of November all the way to February, overcoming the mornings and overcoming breaks."

Mr. Lennon is a third grade teacher at Manorhaven Elementary School, and has 30 years of experience in swimming. He swam in college as well as for the Long Island Aquatic Club.

"A lot more of the accomplished swimmers around the county are swimming at the Club," he said.

Coach Lennon highlighted three re-

turning varsity swimmers to watch this upcoming season: junior Matias Franco, sophomore Will Smith, and sophomore Gavin Walsh.

"It means a lot to me because I have been preparing for this season since September," said Franco. "I have been in the gym getting stronger and faster and I am putting all my effort into practice every morning."

Early morning practices have been an issue in the past. Team members often have trouble waking up, but the unusual practice schedule has negative and positive effects.

"The bus picks us up at 5:15 a.m. at Schreiber," said Mr. Lennon. "For the most part, it limits our program. This forces us to have a finite amount of practice time because we need to get back to school. Really what we wind up doing is try to get a lot out of a short practice time."

This system is helpful for some students because it wakes them up for the school day, and allows the students an ample amount of time in the afternoon to do their homework and maintain their grades.

"It makes life much easier because I usually am more awake during the day so I can focus on my academics and then go home or go to the gym in the afternoon," said Franco.

The other option the team has is to start practice at 8 p.m. and end close to

midnight.

The sentiment around the team has been increasingly positive, even with last year's struggles.

"I think this year we are going to be winning a lot of games," said junior Michael Gilmore.

"My goal this season is to just drop more time and get better at my breast stroke and back stroke."

The boys swim team has seen a record turnout in members, with a total of 24 swimmers this season.

"I have looked at the teams we are going up against this year and we have one difficult meet; the rest of them should be winnable," said Franco.

"Having an unexpectedly large turnout at the beginning of the season means we do have a very competitive shot for a Conference 3 title coming into the season," said Mr. Lennon.

The swimming program is still relatively new in Port Washington; it was created six years ago and has never won a conference title.

"To have that first conference title would solidify the position of the team and really create some motivation for people who are thinking about swimming," said Mr. Lennon.

"It would mean that this team is still accomplishing something today, and that our hard work is worth it."

### Underclassmen to Watch:

**Matt Siegel:** One of two sophomores to make the varsity basketball squad, Siegel was on JV last season and expectations will be high from him this year.

"He brings a high basketball IQ, understands the game real well, and is a true point guard," said Head Coach Mr. Sean Dooley.

**Nick DiLucia:** DiLucia was called up for some varsity wrestling dual meets and in every tournament last season and looks to make a real impact this season. Not to mention, he's clearly respected by his older peers on the team.

Senior teammate Mike Froccaro on the sophomore wrestler: "He is a very hard worker who does whatever it takes to succeed in the sport he loves."

**Christina Leonard:** On the girls varsity basketball team since eighth grade, Leonard has proven her skill as a point guard.

"She's a great kid and is so talented," said four-year senior basketball Ariana Spagna. "She keeps the motivation of the team going on the court and is really fun to watch."

~Dan Miranda



# Boys volleyball squad makes playoffs, falls short of finals

## *Giamanco's crew polished off a successful season with semi-final run*

BY Jake Eisenberg

Assistant Opinions Editor

A notable increase of mohawks has been evident in the hallways.

The varsity boys volleyball team decided to sport mohawks or "faux-hawks" as a way to bond.

"I'm not really an advocate of anything like that. I think in the spirit of "teamness" they thought it would help them. I don't think they feel that way now," said volleyball Coach Ms. Maria Giamanco. "That being said, I don't think it was a factor in the game."

"The mohawks were just another thing we did as a team to pump ourselves up for the game," said junior Zach Baer.

There is no questioning the spirit and chemistry of this year's varsity volleyball team.

Eight players, six of them starters now, have been playing together before they even began high school. Seniors Dan Minicucci and Kevin Nardone, both co-captains, Matt Cacciopio, Adam Cuthill, Dan Dougherty-Samowitz, Paul Kagan, and Henry Seo have worked together on the court and become close.

"Playing and practicing with these guys every year since practically seventh grade has brought us closer and closer together," said Kagan. "At this point, the bonds we have are more like a family than a team."

The team does just about everything

together, whether it be playing beach volleyball or going for a burger at Five Guys.

After receiving a first round bye due to seeding, the Vikings dominated the #7 seeded Uniondale. Port won three games to none, outscoring their opponents by a total of 75-44.

"We did exactly what we were expected to do. As a team that finished the regular conference season with a 13-2 record, we were supposed to dominate that matchup, and we did," said sophomore Matt Shevrin.

The Vikings finished the regular season with a record of 16-4 overall (13-2 conference), with their only losses to Massapequa, winners of Division 1 and the Long Island championship.

The day before the semifinals, the mohawks were not the only new look featured by the team. The seniors, in addition to their fancy game day attire, wore ties embroidered with a Port Washington volleyball logo. The ties were a gift from Coach Giamanco to the departing seniors.

The semifinal matchup featured the Vikings against their perennial rival, the Plainview Hawks, at Hofstra University, a neutral site. Supporters of both teams filled the gym for the event.

After the Hawks won the first game, it seemed like Port was coming back after winning the second set.

Unfortunately, the Vikings could not find their rhythm in the next two games and lost.

The Hawks advanced to their second consecutive county championship, in which they lost to Massapequa, 3 games to 1.

"I expected us to make it to the county finals. Knowing the returning players that I had with their level of experience, I thought the finals was an attainable goal," said Coach Giamanco. "It was a disappointing end to a

fantastic season."

Next season, the team looks to rebound and return to the playoffs despite the loss of 9 seniors.

"We had our chance to win and simply missed our shot. Next year, we'll be back strong, without a doubt," said junior Evan Kerr.



Jake Eisenberg

The boys varsity volleyball team lines up for the National Anthem prior to their match against Uniondale. They went on to win by a total of 75-44 in this second round playoff game.

## Calling the Shots: The NBA Lockout has become an all out war with no end in sight

BY Brett Fishbin

Senior Sports Editor

The NBA lockout has showcased two incredibly rich factions (the owners and the players) scurrying to complete a bargaining agreement that fairly divides revenue, comparable to two children fighting over crayons.

Additionally, they aim to lay out the rules that govern player movement, salary functions, trade rules, and much more. While this is certainly a daunting task, as billions of dollars are involved, it is pathetic how poorly both sides have handled the negotiations.

The first major fault is the timeframe. The notion of a lockout is not new.

Both sides knew for many years that they would struggle to find common ground for the CBA (Collective Bargaining Agreement), yet they refused to face reality and begin negotiations with ample time to spare.

Had they begun the dialogue (seriously) a year ago, it would not only have given them more time to discuss, but it would have relieved both sides of much undue stress.

Now, it is simply too late, with games cancelled through mid-December already.

Here's how I see it: The owners were badly defeated in the last negotiation, (in which the players received 57 percent of all basketball related income, and received many benefits such as a generous MLE (mid-level exception)), and now they are simply taking all precautions to ensure this will not happen again. This is where it all begins.

With an attitude of revenge in mind, the small-market owners have refused

to bargain in good faith with the player union, leading to little progress toward an agreement.

The players, however, are also at fault. They continue to insist that all they want is what they had in the previous agreement, but this is just as unfair as the owners' dreadful offer.

The NBA lost over \$300 million last season. Because of this, it is apparent that the system currently favors the interests of the players.

To make matters worse, the losses were incurred throughout one of the league's most compelling and exciting seasons in decades.

The owners and the league itself deserve to profit from the seasons just as much as the players do, which is why the union must understand that they will not receive the same benefits as they did in years past.

The next major fault is with the leaders. It may be hard to believe, but at this point, it seems to be a boxing match.

On one side of the ring, David Stern (69 years old and 187 pounds), commissioner of the National Basketball Association and de facto ring leader of the owner's negotiations.

On the other side, a duo of Billy Hunter, (Executive Director of the NBAPA) and Derek Fisher (Point Guard, Lakers).

However, instead of throwing punches, they are throwing public accusations and angry tweets.

The point is, it has become a matter of ego and reputation. Instead of doing what is best for their respective sides, Stern and Hunter have made the whole fiasco about themselves.

There really is only one way to find a resolution.

The players need to step off of their

high horses and empathize with the owners' legitimate points.

Additionally, they should realize that filing a lawsuit and disbanding the union will only delay the process and lead to further losses.

The owners, on the other hand, should notice that the players are really the only ones making concessions, and should begin to negotiate in good faith.

If the two sides treat the negotiations as what they are, then perhaps there would be a season, or at least a few games.

The fans just want basketball, as do the

players and many of the owners (although some could not care less about a season).

The two sides, therefore, should realize that the money they are fighting over comes from the very fans who are now suffering from this selfishness.

And, without a season, the fans are truly suffering from the loss of games. It is a shame, but without a resolution in sight, the fans will have to channel their attention to hockey (or even soccer, yikes).



Harry Paul

Seniors Kaitlyn Brown (Marist), Chrissy Commons (Hofstra), and Hayley Kerr (USC) formally sign their letters of intent to their respective schools. These athletes have been the base of the Schreiber lacrosse program for the past four seasons.



# Athletes of the Month

## Matt Cacioppo

By Dan Miranda  
Assistant Sports Editor

Senior Matthew Cacioppo's career as a volleyball player in Port Washington came to its completion when the boys varsity volleyball team lost to Plainview-JFK in the county semi-finals at Hofstra. However, he has enjoyed the two full seasons he spent on the team.

"What I enjoyed most during my volleyball career was all of the friends I have made and the experiences we shared. I'm so lucky to have been part of this year's team, it is by far the best and most enjoyable team I've played on ever," said Cacioppo.

During Cacioppo's stint—bumping and setting for the Vikings—the team has attained notable achievement. In 2009, the libero was called up for the playoffs, and the team lost in the county finals as a sophomore. In 2010, as a junior, Cacioppo led the team to the county semi-finals.

Cacioppo attributes the team's success to Head Coach Ms. Maria Giamanco and Assistant Coach Mr. Brian Patterson.

"Playing for Coach Giamanco and Coach Patterson has taught me to think less like an individual and more like a team player and to work together towards our goal," said Cacioppo. "They taught me responsibility and to focus on my job and to trust that my teammates will do theirs. Our team success over the years have been a nice bonus."

His favorite moment over his career was an "epic" five set match between Mas-

sapequa and Port, where the Vikings came back from a 0-2 disadvantage to win the match.

"With our 'never give up' attitude and determination, we fought our way back into the match," said Cacioppo.

"This past season we had a lot of first year underclassmen. There were nine seniors on this team, and it was our job to help the less experienced players. The easiest way to do that was for us to lead by example," said Cacioppo. "Playing hard every practice, every drill, every game, kept the enthusiasm and team energy up."

Cacioppo hopes to play club volleyball next year, wherever he ends up going to college.



Courtesy of Matt Cacioppo

Matt Cacioppo works on sets with teammate Paul Kagan.

## Danielle Rosmarin

By Chad Edelblum  
Staff Writer

Junior Danielle Rosmarin was able to quietly fly under the radar and become an elite athlete this fall. Scoring nine goals and adding six assists this past season, she established herself as a dominant force on the girls varsity field hockey team. Rosmarin was selected as an All-Conference player in 2010 and 2011.

"Our field hockey team this year was led by Coach Lederer and Assistant Coach Sautkulis was very strong and we made it to the county finals at Adelphi University," said Rosmarin. "While I was happy with the way I played I wouldn't have been able to be as successful as I was without strong supporting teammates."

Members of the team include senior Alice Chou, senior Ariana Spagna and junior Miranda Giovenco. In addition, the front line contains senior Katie Gennusa and juniors Lauren Desimone and Kristin Kujan.

"We have some tough players returning next year and hope some up and coming underclassmen stars can join us," said Rosmarin.

For the past two seasons the girls field hockey team has lost in the conference championship game. Rosmarin's goal for next year is to win the conference championship game and get a banner hung up in the rafters for when she returns to Schreiber's hallways.

"Rosmarin is a hard worker out on the field and is a great role model for the fu-

ture of this program. She has a knack for finding ways to score goals and ways to find a teammate. She is also very quick allowing for her to run by the other teams defense which certainly helps in field hockey," said senior Sam Cohen.

Rosmarin's field hockey efforts come from strong will and determination. She has played over the summer at skills camps at Vassar and Hofstra. These camps are great ways to add to a player's skills.

"Danielle is one of the most naturally gifted athletes I have coached. Unlike most naturally gifted athletes, her hard work and high work ethic make her far surpass her peers," said Coach Joseph Lederer. "Overall she is a great player, and I expect her to do great things in the future for this program."



Courtesy of Danielle Rosmarin

Danielle Rosmarin sets up for a pass against Clarke High School.

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—David Hare

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# VIKING SPORTS

## Track teams focus on repeating last year's success *Despite the loss of experience, Vikings fill holes with talented runners*

BY **Drew Friedman**  
Senior Sports Editor

"Winter track is unique," said senior Paolo Bertolotti, co-captain of the boys winter track team. "We have to be able to run on all surfaces, in all kinds of weather, to prepare for our indoor races."

This kind of practice has not been wasted on both the boys and girls track teams. Last year, the boys team went to states after placing first in the county. Its success centered around current senior Taylor Titcomb, who was first in the division and placed second in counties.

The girls varsity track team made state qualifiers in 4x200, 4x400, and 4x800 relays. Current junior Rebecca Herz also went to states for race walking and placed fourth.

The girls team suffered some setbacks this year with the loss of two all-division runners, alumni Sara Shlafmitz and Reid Mergler, and all-conference winner Sara Giraldo, who ran the 55 high hurdles event.

"We did not lose that many people from last year," said senior Brittany Nachamie, who runs long distance and throws shotput. "We only lost three girls, two of whom were race walkers, and one who was on our 4x400 team."

The team is maintaining its core talent of junior Laura Brooks competing in the 300m and 55m, senior Kathleen Devine in 55 high hurdles, senior Nisha Herrenberg in shotput, and sophomore Joelle Feinberg in the 600m, all of whom made it to Conference last season.

The boys also have holes to fill with



Elana Galassi

The girls winter track team begins practice with a dynamic warmup. The team's preparation will have it ready for its first meet on Dec.1 at Saint Anthony's High School.

the loss of high and long jumper alumnus Dean Goodspeed, and sprinter, high hurdler, and high jumper alumnus Samuel Kim. Even with these losses, the team remains strong.

"The boys team is historically strongest in the long distance events, and this will

hold true in the upcoming season as well," said Bertolotti. "Taylor Titcomb, Sid Kakkar, and Ryan Schwartz, the cross-country studs of the team, will be leading the distance teams."

Junior Kakkar and senior Schwartz will run the mile, while junior Jackson Lanthrop and Bertolotti will run the 800m.

"We have a team made up of a bunch of long-distance runners who were able to win the county and make it to states," said Schwartz.

"We are looking to put that dominance we had in cross-country into winter track and secure all county titles in the mile, 2 mile, and 4x800."

To accomplish this goal, the team will have to defeat East Meadow, Calhoun, and Herricks, all of whom have been heavy competition for the team in the past.

This year, the Vikings squads will be competing in almost every event, including 55m, 55m hurdles, 300m, 600m, 1000m, mile, 2 mile, high jump, long jump, shot put, 4x200 relay, 4x400 relay, and 4x800 relay.

Bertolotti hopes to continue his success in the 600m after winning all-conference in this category last year.

"I will be competing in the 4x800m relay and the 600m, in which I won all-conference last year," said Bertolotti. "I am really looking forward to a repeat."

The boys team is broken down into long distance runners, represented by Kakkar, Schwartz, Lanthrop, and Titcomb, mid-distance runners, who are led by Bertolotti, and sprinters, who are led by senior Shawn Mckoy.

The teams will be competing at conference meets, competitions like friendship games, and the Nassau coaches invite.

The runners will be prepared for their first meets due to their dedication and

mentoring from their coaches.

"As a long distance runner, simple repeats get boring after awhile," said junior Bianca Luparello.

"Our three coaches have really made our season great so far. McMahon brings us all different workouts from ladders to long runs. On Saturdays, Pope helps us with his circuit weight training. And of course, Coach MacDonald always has advice and a story for every distance or event. Everyone has been running great and it looks like yet another amazing season to come."

For the girls team, the coaching staff consists of Head Coach Virginia McMahon, who works with the distance runners, while Assistant Coach Jeremiah Pope coaches the sprinters and mid-distance runners, and long-time coach Bruce MacDonald teaches hurdles and race walk.

The duo of coaches for the boys is headed by Schreiber English teacher Head Coach Patrick Faraday, who is assisted by former Schreiber student and runner, Assistant Coach Richard Schmidt.

Schmidt held many long distance records for Schreiber track, and was a state champion in the mile run.

The teams' transitions into winter track have been relatively easy, because the majority of runners are returning from cross-country in the fall season.

"I think that cross-country definitely helps with the transition from outdoor running to indoor running because we already have a good level of conditioning and endurance," said sophomore Nicole Boyd. "Even though the cold weather and shorter distances differ, the adjustments to get ready for the winter track season only take a little bit of time to get used to."

Varsity Track  
Upcoming Games

BOYS

12/10/11 @ 9:00 AM (Long Beach HS)

12/14/11 @ 6:30 PM (St Anthony's HS)

12/23/11 @ 5:00 PM (Nassau Community College)

12/27/11 @ 10:30 AM (St Anthony's HS)

12/30/11 @ 9:00 AM (The Armory)

GIRLS

12/1/11 @ 6:30 PM (St Anthony's HS)

12/14/11 @ 6:30 PM (St Anthony's HS)

12/17/11 @ 8:00 AM (Farmingdale HS)

12/21/11 @ 5:00 PM (Nassau Community College)

12/27/11 @ 10:30 AM (St Anthony's HS)