

# THE SCHREIBER TIMES

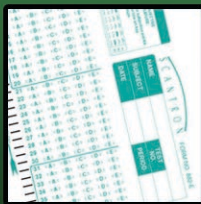
Paul D. Schreiber High School Port Washington, New York Volume LXII No. 5 January 2012



**WE'VE GOT SPRIT!**  
**YES WE DO...?**



**Contraband**  
-A&E-



**AP Caps**  
-Opinions-

**Girls and Boys Track**  
-Sports-  
**Intel Semifinalists**  
-News-



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Senior Grace Weinstock took this picture of her dog staring into the camera earlier this year. The photograph was part of an assignment to shoot varying depths of fields for her AP Photography class.

# NEWS BRIEFS

### Toiletry Drive

The Interfaith Nutrition Network (INN) committee spearheaded a Toiletry Drive, which ran until Jan. 10, in cooperation with the Key Club, health classes, and clothing and textiles classes.

"With combined efforts, our toiletry drive was a huge success. There were so many toiletries that it was uncountable," said senior Jake Yedid, Co-President of Key Club and a member of the INN committee.

The mission of the INN is to "address the issues of hunger and homelessness on Long Island by providing food, shelter, long-term housing, and supportive services in a dignified and respectful manner for those who seek our help." At any of the several locations on Long Island, homeless individuals can get free food, social services, or access to short and long term housing. Patrons can also take showers at the center, hence the necessity of a supply of toiletries.

"A lot of people go there and they take a shower when they are there, so we have all of the kinds of things that they need," said FACS teacher and INN committee advisor Ms. Robyn Block.

Participating organizations asked students for donations of soap, shampoo, and other personal sanitation items.

There was also a box in the lobby for any individuals to donate to.

"It was a quick thing, and we really did a good job," said Ms. Block.

~Crystal Ren

### AP Gov. Field Trip

AP Government students had the opportunity to experience first-hand the legal proceedings of a criminal case during a recent field trip. On Jan. 6, those who chose to participate attended a field trip to Hofstra University with social studies teacher Ms. Renee McClean to sit as juries in a few mock trials.

The students were split into groups, to which Hofstra Law School students presented their cases. The whole proceeding took place in front of the judge and student jury to emulate trial procedure. There were also witnesses who gave accounts regarding the crime.

One of the groups heard a case involving a man who was charged with hitting another man on the head and stealing \$400 from him. The suspect was found possessing \$400 at the time of his arrest and was eventually charged with assault and robbery. However, the jury unanimously voted that the defendant was not guilty because of the lack of evidence that proved the defendant was

guilty without reasonable doubt. Some factors that influenced the decision were that the defendant had prior history with the police officer so the officer may have arrested him to fulfill a quota and it could not be proven that the \$400 on the defendant actually belonged to the accuser.

"I thought the trip was really interesting. Most adults complain about being on jury duty because it is boring, but it was actually really fun," said senior Ali McCann. "As each witness presented their stories and the contrasting stories developed, it made it harder to decide if the defendant was innocent or guilty. I learned a better understanding of the legal system and the decisions made in the courtroom."

~Celine Sze

***If you're interested in submitting a photograph that you've taken for page 2 of The Schreiber Times, please email it to [schreiber.times@gmail.com](mailto:schreiber.times@gmail.com) with the subject "NEWS PHOTO."***

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# Three seniors named Intel Science Talent Search semifinalists

by **Hannah Fagen**  
News Editor

Each year, research students, teachers, and staff alike anticipate the announcement of the 300 Intel Science Talent Search semifinalists. This year, three Schreiber students received the distinction. Seniors Hannah Blumberg and Rachel Cohen from math research and Arjan Saraon from social science research will each receive \$1,000 in prize money for their summer research projects.

Blumberg was awarded semifinalist status for her work entitled “Modeling the Adaptive Venation Network of *Physarum polycephalum*.” She worked at The Rockefeller University from late June to early August in the Laboratory of Mathematical Physics.

“I began my day at around nine in the morning and worked in my lab until five or six in the evening,” said Blumberg. “There were two other high school girls working in my lab, and since we quickly became friends, the days passed quickly.”

Blumberg worked under the direction of Dr. Marcelo Magnasco and Dr. Eleni Katifori.

“I was fortunate to be matched with two mentors who not only provided me with the guidance and resources necessary to conduct my research, but also made it exciting,” said Blumberg.

Blumberg’s project was to develop a computer program that mathematically modeled the behavior of *Physarum polycephalum*, also known as slime mold (see picture). This organism is well known for its ability to alter its vein pattern to reach limited food sources more efficiently. Blumberg’s computer program will help researchers study this organism

more effectively, and, also provide a model for future programs of the same sort.

“I was in the middle of taking a Latin quiz when I found out that I had been named a semifinalist,” said Blumberg. “I was, and still am, completely shocked!”

Cohen’s award was for her summer project, “Identification of Plant Root Controls by Soil Water Diffusivities Above a Water Retention Membrane.” She worked at Michigan State University in the laboratory of the Department of Crop and Soil Sciences.

“My mentor, Dr. Alvin Smucker, gave me a lot of freedom in how I used my time and went about completing my project,” said Cohen. “When I first arrived, he allowed me to choose what interested me most in his lab to be the topic of my research.”

Cohen’s project utilized Subsurface Water Retention Technology, (SWRT), which her mentor developed himself. This technology allows plants to subside and thrive with less water than they would otherwise require. Cohen studied tomato plants and monitored their growth, as well as the water content of the soil, as the plants developed under different SWRT conditions.

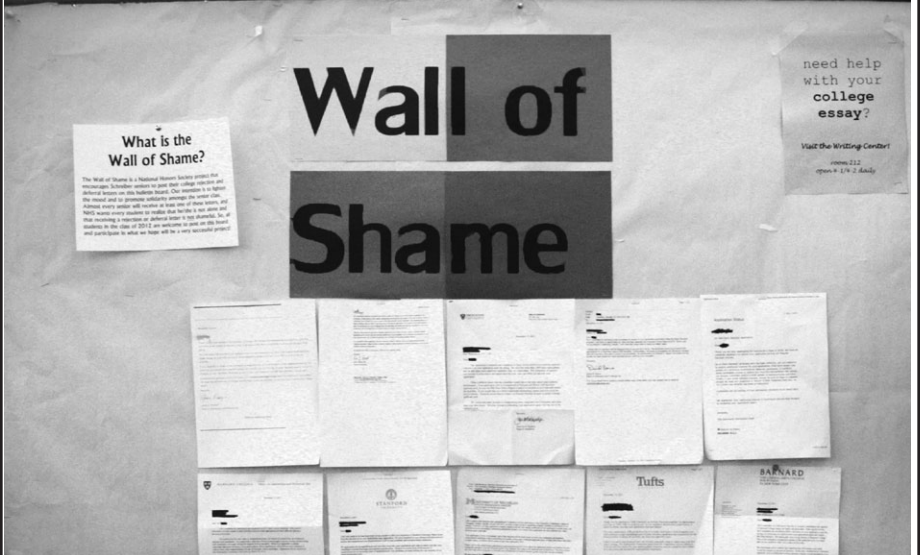
“SWRT has the potential to transform sandy soils throughout the world into farmable regions, which can greatly increase the world’s crop production, and help combat food shortages,” said Cohen.

Cohen, much like her semifinalist peers, was not expecting to receive the recognition.

“I was in disbelief, and still am,” said Cohen.

Saraon received a distinction as a semifinalist for his project, “The Effect of Social Media on Grassroot Movements: Analysis on the Usage of Twitter.” He

## National Honor Society debuts “Wall of Shame” in main lobby



Harry Paul

**The Schreiber chapter of the National Honor Society commenced a new project this month — the “Wall of Shame.” The board is a forum on which seniors can post their rejection or deferral letters, with their names blacked out. This project is an attempt to help seniors realize that they are not alone; many students will receive rejection and deferral letters during their senior year.**

worked with Professor Michael Schwartz and graduate student Juhi Tyagi at Stony Brook University. Saraon did most of his work from home, and met with the pair occasionally to discuss his progress.

“It was great. Professor Schwartz was really helpful, knew what he was talking about, and how to handle this type of project,” said Saraon.

Saraon studied the use of Twitter in Egypt and the Occupy Wall Street Movement. By analyzing tweets and re-tweets in terms of when they were tweeted and what events were occurring, he was able to draw conclusions about the nature of Twitter, and, possibly, other social media tools, in transgressive social movements.

“I think my project is really a first step into discovering the impact of social media,” said Saraon. “I’m not creating the next Mars Rover or finding a cure or something, but, social media plays such an important part in our lives, and it’s only getting bigger.”

In addition to the students’ prizes, the school will receive \$3,000, or one thousand dollars for each semifinalists. Each of these students is in the running to become a finalist, and to possibly claim up to \$100,000 in prize money. The finalists will be announced on Jan. 25 at 7 a.m.

“We have an overall culture of excellence in the building that permeates just about everything, including the research program,” said Assistant Principal Dr. Brad Fitzgerald, the administrative coordinator for the research program.

Each of the semifinalists is part of the research program, which is made up of ten-person classes in the areas of math, science, and social science.

“I sometimes wonder if people understand the value of learning to do

research properly,” said Dr. Fitzgerald. “It’s a lot of work and pressure but it is extremely gratifying and fun.”

Students are admitted into the program in the spring of their freshman years, and continue for three years with the same class and teacher.

“I think all schools should offer research programs,” said Dr. Fitzgerald. “I actually think that most students would benefit from learning how to properly prepare a research project.”

As a requirement of the research program, the semifinalists spent their summers interning in labs. It was in these labs that they completed the research for their projects, while also learning about the research process from professionals.

“I am not only pleased with their accomplishments, but also in awe of their grace and the quality of their character,” said Principal Mr. Ira Pernick. “I am proud to say that I know all three of the students, and they are well rounded, level headed, good-natured students who represent us well.”

Math teacher Ms. Tina Gallagher is Blumberg and Cohen’s research teacher, and social studies teacher Dr. David O’Connor is Saraon’s teacher.

“The research teachers play the most important role,” said Dr. Fitzgerald. “While many students enjoy fascinating experiences in research in their junior-senior summer, capitalizing on the experience becomes the task of the teacher.”

Ms. Gallagher began teaching math research in 2006. Since then, she has had five senior research classes, which included eight Intel semifinalists and one finalist.

“I am very excited and proud of my students,” said Ms. Gallagher.

She also teaches the current sophomore math research class. Dr. O’Connor taught social science research previously and returned to the position in 2009.

Schreiber’s semifinalists are three of 61 on Long Island this year, and one percent of the total semifinalists in the nation.

“We need all of Long Island and beyond to think that excellence and Schreiber are synonyms,” said Mr. Pernick. “That is not only true with Intel, however. Any chance we have to remind the districts around us about our excellence, we need to take.”



Harry Paul

From left: Assistant Principal Dr. David Miller, Math Research Teacher Ms. Tina Gallagher, Intel Semifinalists seniors Hannah Blumberg, Arjan Saraon, and Rachel Cohen, Social Science Research Teacher Dr. David O’Connor, and Principal Mr. Ira Pernick. Blumberg, Cohen, and Saraon received distinctions as Intel Semifinalists for their math and social science research projects. Each student will receive \$1000 in prize money.



# Mixed choir visits the Metropolitan Opera

## *Students attend Puccini's Tosca to enhance choral curriculum*

BY **Minah Kim**

Assistant News Editor

As an extension of a newly implemented unit that focuses on operas, choir classes attended a full performance of *Tosca*, an Italian opera. Both full-time and part-time choir students visited the Metropolitan Opera House at Lincoln Center on Jan. 6 and witnessed the final dress rehearsal before the opera's debut.

This year, as part of a plan to integrate the study of opera into the choir curriculum, choir teacher Mr. John Spiezio enrolled Schreiber's choir into the Metropolitan Opera Guild's Education at the MET program. Through this program, several schools were able to attend the dress rehearsal performances.

"I thought that it was a great experience and it was interesting to be able to recognize the skills we learned in class in the performance," said junior Taylor Eisenberg.

This gave them the opportunity to experience a professional opera as well as gain insight into the preparation process that occurs before its debut. The performance, carried out with fully operating light and sound systems, ran as if there was an audience that paid to see the production. After the show ended, students watched the director and conductor make changes to one scene and subsequently run through the scene with the appropriate changes.

“By experiencing a full-length classic opera such as *Tosca* with internationally famous performers at the premiere opera house in our country, the students were afforded an experience that directly correlates to the instruction of vocal performance we explore each day in class,” said Mr. Spiezio.

One of Mr. Spiezio's goals for choir classes this year was to start infusing opera into the curriculum. The choir learned, practiced, and performed an Italian chorus for the winter concert in December and also studied famous Italian arias and musical themes in operas. The field trip to the MET supplemented these previous studies.

"I was surprised how much I understood even though the opera was completely in Italian. The preparation beforehand helped me understand the opera better," said junior Emma Hohauser.

On the morning of the trip, choir students filed into designer limousine buses, complete with bathrooms and wireless internet. Director of Creative Arts Ms. Sheri Suzzan joined Mr. Spiezio and the students as an additional chaperone.

*Tosca* is a three-act opera, runs for about 3 hours, and is based on 19th-century French playwright Victorien Sardou's popular play, *La Tosca*.

"*Tosca* was my first experience at the opera. I suddenly have a new respect for opera and I'm excited to apply the techniques I learned in choir," said junior Julia Bain.

Giacomo Puccini wrote the opera completely in Italian, but students understood with the help of their earlier studies of the story as well as MET Titles, which are simultaneous translations of the opera that appear as subtitles on a screen

on the back of each seat.

“The students were captivated by this performance and we now use this experience to catapult our understanding for future growth as vocal musicians,” said Mr. Spezio.



Courtesy of Amelia Pacht

Both full-time and part-time students of mixed choir stand in Lincoln Center during their trip to the Metropolitan Opera House. Students witnessed a full-performance of *Tosca* as part of their opera study.

# January Regents reinstated

BY **Lena Kogan**

*Staff Writer*

“For thousands of our students, taking the Regents Exams in January will mean the difference between graduating and not graduating,” said New York City Mayor Michael Bloomberg to the Huffington Post.

Due to the testing budget deficit of approximately \$8 million last May, the state cancelled January Regents Exams. Because the Port Washington school district held midterm week mainly to facilitate the administering of Regents exams, administrators considered cancelling midterm week. However, plans changed in August 2011 when Mr. Bloomberg, along with five other anonymous donors, pooled together \$1.5 million in order to cover the testing costs for this school year.

January Regents exams are often make-up exams for students who have not succeeded in earlier attempts, or tests for students who wish to complete their testing requirements earlier in the year. In order to meet the high school graduation requirements, students must pass a minimum of five Regents exams.

Midterms are designed to review the material students have learned in the first semester and test their individual studying skills.

Honors classes are obligated to administer midterms, which are often cumulative tests formatted similarly to the Regents taken in June.

"I really like the idea that it gives students the opportunity to considerably study and relearn the material," said Dr. Jeffrey Lesser, chair of the mathematics department. "You have to go back and understand it so that you can use it in the

second half.”

Each department has its own policies regarding midterms. Instead of administering midterms during midterm week, the Social Studies department uses the week to give qualifying exams.

"I personally believe midterms to be beneficial to students even if they do not realize it," said social studies teacher Mr. Alexander Sepulveda. "It is a well thought out, well executed system that allows for maximum student achievement."

Some students, however, are able to recognize the advantages that midterm week presents.

"I think the setup of midterm week helps take pressure off of students, especially those with multiple midterms. Having exams at 9 a.m. and 1 p.m. gives students more time in the morning to prepare and rest before their tests, a luxury they might not have if they had to be at the school at 8 a.m.," said senior Kalia Lay.

Midterm week includes a variety of exams; class midterms, January Regents, qualification exams for research and AP classes, and even some finals for one semester courses.

“They let us know what we will need to know for school in the next semester,” said junior Jacob Schwartz.

Many students end up with most of the week off, because not everyone has exams every day.

"I think they are a little bit of a waste of time," said senior Jake Schubert. "You are taking tests you already had, and you are going to take finals at the end of the year anyway."

Despite the changes that almost occurred, midterm week will be occurring as scheduled this year. The future of midterm week is still uncertain and may depend upon whether or not the January Regents remain funded.

CURRENT EVENTS  
CORNER

- The U.S. Presidential Primaries began, with Mitt Romney winning the Iowa Republican Caucus and New Hampshire primary. Because of poll results, Michelle Bachmann and Jon Huntsman decided to officially drop out of the presidential race.
- Prosecutors call for the former president of Egypt, Hosni Mubarak, to be hanged for the death of hundreds of protestors who challenged his rule and were killed by his security forces.
- Tensions between the United States and Iran escalate as Iran accuses the United States and Israel of assassinating a prominent nuclear scientist and threatens to cut off the Strait of Hormuz.
- The Port Washington Public Library celebrates 120 years in business in 2012, with special activities planned throughout the year.

~Ana Espinoza & Rachel Cho



# 16 Handles franchise opens after delay

## New self-serve frozen yogurt shop on Port Blvd. offers a variety of treats

BY Erin Choe and Natasha Talukdar  
Staff Writers

After more than six months of waiting and anticipation, students and community members can finally enjoy the sixteen flavors of frozen yogurt and custom toppings at 16 Handles on Port Washington Boulevard.

The official grand opening of 16 Handles was Dec. 19. As a result of complications, the grand opening was pushed back several times from the initially proposed opening date.

“We will be opening hopefully in June,” said Mr. Scott Silverman, the owner of the Port Washington 16 Handles branch, to a *Schreiber Times* reporter last March.

That scenario was delayed for several months. 16 Handles had trouble obtaining approval from the fire marshal, due to a failed fire inspection. Currently, 16 Handles has passed all necessary inspections to open and stay in business.

“I am not sure of the specifics of the delay, but we had problems getting our inspections passed,” said a 16 Handles employee who wished to remain anonymous. “It has happened in multiple places.”

“Ever since 16 Handles’ opening, everything seems to be going well,” said Linda Levinger, owner of Linda’s Gifts to Go, which is located in the same shopping center.

Before the store opened, there were several occasions on which rumors spread about 16 Handles’ opening, and students

flocked to the store, only to find a vacant storefront.

“There were so many times when I was so excited to go to 16 Handles, but it was closed when I got there,” said sophomore Isabelle Fagen. “We are all just glad that it’s opened now.”

Several students have been hired by 16 Handles since its opening

“Working at 16 Handles is a ton of fun,” said senior Gabriele Davidoff. “All the workers are really friendly and are always willing to help each other out. I always know I am going to have fun at work.”

The student workers underwent a training process that began long before the store opened.

“Throughout this training for 16 Handles, we learned how important it is to keep everything clean and fresh in the store so our customers get the best products,” said junior Jelane DaSilva, who works at the store.

Students find camaraderie with their fellow workers.

“The experience is amazing and the entire staff is so nice and caring,” said junior Mallory Schiff, a 16 Handles employee. “It is such a fun job and we always have a laugh. And I always leave my job smiling.”

The newly opened 16 Handles has become a popular location for students and community members alike.

“Last Friday, at around 3:15, it was just me and my friends and a few other middle schoolers,” said junior Makenzie Drukker. “With every minute, kids entered in groups of ten. By 3:30, there were about



Senior Christopher Falcioni fills his cup with frozen yogurt at 16 Handles. The store opened Dec. 19 and allows patrons to purchase “frozen yogurt your way.”

40 kids coming in and out constantly.”

16 Handles has a fire limit of around 100 people, which may pose a problem in the future because of the rapid influx of customers over a short period of time. The store’s popularity may lead to unsafe crowding on busy days, such as Fridays. The store, which is in the newly opened Port Commons, is smaller than many other ice cream and frozen yogurt shops in town.

However, the crowding has not deterred patrons thus far, as they continue to stream in day after day. The bright interior of the store features lime green lounge seating, several flat-screen televisions, and a sloping wall of frozen yogurt taps. The store sells 16 Handles merchandise, including tee-shirts and rubber bracelets. The employees sport themed shirts and baseball caps while on duty.

“After a long day of work, it is refreshing to have a cup of 16 Handles fro-yo. I absolutely love all the flavors,” said DaSilva.

As the name suggests, there are 16 flavors available daily at 16 Handles, as part of a rotation of nearly 60 flavors in

total. All of the yogurt is self-serve, and customers have a slew of toppings from which to choose. There are also pre-packed options available.

“Not only is the atmosphere amazing, but the taste is great too,” said junior Chloe Klug. “The quality of the yogurt is fresh. I like how they have a wide range of flavors; my favorites are vanilla and red velvet.”

The national franchise of which the local 16 Handles is a part has a commitment to being eco-friendly. All of the spoons at the various locations are made from cornstarch, and the cups are biodegradable. Additionally, the corporation plants 16 trees every day, as a part of the organization Trees for the Future. To date, 16 Handles has planted more than 60,000 trees.

16 Handles’ opening marks the end of a stream of new frozen yogurt shops opening in Port Washington, including fellow soft-serve shops YogoMonster last spring and Twisted last fall. Time will tell which shops can withstand the competition and remain afloat in this uncertain economy.



On a recent Friday after school, students filled 16 Handles. The interior of the store features a bright lime green and pink design.

# Alumna visits Dance and Movement classes to teach salsa

BY Rebecca Herz  
Contributing Writer

Ms. Nancy Klotz’s gym classes explored a new type of dance with a guest teacher. From Jan. 4-6, Alizé Margulis, Schreiber ‘10 and now a freshman at Long Island University at C.W. Post, visited Ms. Klotz’s Dance and Movement classes to teach salsa.

“It was absolutely amazing to let loose and have fun. She talked about the comfortable atmosphere that encouraged students to participate,” said freshman Naomi Boico, a student in Ms. Klotz’s Dance and Movement class. “The students were at first hesitant around the less conservative dancing than they were used to, but they were made comfortable by the warm teachers.”

As a freshman at Post, Margulis and her dance instructor, freshman Albert

Ruiz, collaborated to form the school’s first ever Ballroom Dance Club. The club’s purpose from the start was not only to bring ballroom dancing to the student body, but also to give back to the community. Recently, the dancers worked with “Homes For Our Troops,” an organization that provides housing for veterans.

“I love what I do, and my goal is to spread it to give people who don’t have enough this gift,” said Ruiz.

Margulis contributes to the community through teaching dance to Ms. Klotz’s dance classes, which performed for Pride in Port, senior citizens luncheons, Shakespeare Day, and other school events.

“She was very nice and a lot of fun,” said junior Margaret Pepe, also a student in Ms. Klotz’ class. “There usually are never guest speakers for minor classes like gym, so it was great to have someone come and dance with us!”



Juniors Marissa Petrone, Kimberly Bizenov, and Laura Brooks dance with P.E. teacher Ms. Nancy Klotz. Alumna Alizé Margulis recently visited Dance and Movement classes to teach salsa.



2012 MIDTERM SCHEDULE

ROOM #	EXAM	TEACHER	ROOM #	EXAM	TEACHER	ROOM #	EXAM	TEACHER
<b>TUESDAY JANUARY 24, 2012 8:15 AM</b>			A2	Biology	Brandt	A3	Spanish 3H	Gonzalez
B20	Int. Algebra Regents	-	A3	Biology	Brandt	A4	Latin 3H	Griffin
201	RCT Global Studies	-	A4	Biology	Brandt	A5	French 3H	Reed
<b>9:00-11:00 AM</b>			A5	Biology	Crivelli	A6	French 3H	Reed
A1	Integrated Algebra	Carstens	A7	Biology	Dardzinski	A7	Italian 3H	Ferrante
A2	Integrated Algebra	Carstens	A8	Biology	Dardzinski	138	Sci. Research Qual.	-
A3	Integrated Algebra	Carstens	A9	Biology	Gallego	140	Sci. Research Qual.	-
A4	Integrated Algebra	Tecusan	A10	Biology	O'Brien	<b>12:15 PM</b>		
A5	Integrated Algebra	Tecusan	B11	Biology Honors	Apicos	138	Earth Science Regents	-
A6	Integrated Algebra	Tedesco	B12	Biology Honors	Apicos	138	Chemistry Regents	-
A7	Integrated Algebra	Tedesco	B13	Biology Honors	Crivelli	TBA	RCT Reading	-
A8	Math 9 Honors	Ferruso	B14	Biology Honors	Ezratty	<b>1:00-3:00 PM</b>		
A9	Math 9 Honors	Ferruso	B15	Biology FLC	Travis	B11	Integrated Geometry	DiVenuto
A10	Math 9 Honors	Lederer	A6	Biology STEPS	Dardzinski	B12	Integrated Geometry	DiVenuto
C22	Pre-Algebra	Vasserstein	B16	Biology ESL	Decker	B13	Integrated Geometry	Gallagher
B11	AP Biology	Ezratty	B18	Biology ESL	Decker	B14	Integrated Geometry	Gallagher
B12	AP Env. Science	Brandt	<b>12:15 PM</b>			B15	Integrated Geometry	Gallagher
B13	AP Env. Science	Paradis	15	Alg. 2/Trig. Regents	-	B16	Integrated Geometry	Kamerer
215	AP US History Qual.	-	201	RCT Math	Special Ed.	B17	Integrated Geometry	Kamerer
217	AP US History Qual.	-	<b>1:00-3:00 PM</b>			B18	Integrated Geometry	Tedesco
219	AP US History Qual.	-	118	AP Lit. & Comp.	Sachs	B19	Integrated Geometry	Tedesco
B14	AP Lit. Qual.	-	120	AP Lit. & Comp.	Schulman	B20	Adv. Italian Civ. Honors	Ferrante
B15	AP Lit. Qual.	-	122	AP Lit. & Comp.	Schulman	A1	AP Italian	Ferrante
B16	AP Lit. Qual.	-	127	AP Lit. & Comp.	Valenti	A2	AP French	Lindemann
B17	AP Lit. Qual.	-	B11	Chemistry	Carmody	A3	AP Latin	Griffin
B18	AP Lit. Qual.	-	B12	Chemistry	DiFazio	A4	AP Spanish Lit.	Joseph
B19	AP Lit. Qual.	-	B13	Chemistry	DiFazio	A5	AP Spanish Lang.	Morffi
<b>12:15 PM</b>			B14	Chemistry	DiFazio	A6	Latin Prose Honors	Griffin
118	English Regents	-	B15	Chemistry	DiFazio	A7	French 4H	Lindemann
120	English Regents	-	B16	Chemistry	Krebs	A8	Spanish 4H	Gonzalez
4	English Regents	ESL Dept.	B17	Chemistry	Nelson	A9	Spanish 4H	Gonzalez
TBA	English Regents	Special Ed.	B18	Chemistry	Nelson	<b>FRIDAY JANUARY 27, 2012 8:15 AM</b>		
131	Physics Regents	-	B19	Chemistry	Nelson	217	Global History Regents	-
<b>1:00-3:00 PM</b>			B20	Chemistry Honors	Carmody	219	Global History Regents	ESL
A1	Math 10H	Carstens	A1	Chemistry Honors	Carmody	TBA	RCT Writing	-
A2	Math 10H	Martinez	A2	Chemistry Honors	Krebs	<b>9:00-11:00 AM</b>		
A3	Physics	Fish	A3	Chemistry Honors	Nelson	208	AP Studio Art	Best
A4	Physics	Johnson	A4	Chemistry Options	Krebs	209	AP Studio Art	Cryer
A5	Physics	O'Brien	A5	Chemistry Options	Krebs	106	AP Photo	Murphy
A6	Physics	O'Brien	A6	Earth Science	Campanella	209	AP Photo	Cryer
A7	Physics	Schineller	A7	Earth Science	Campanella	15	Math Research Qual.	-
A8	Physics	Schineller	A8	Earth Science	Campanella	17	Math Research Qual.	-
A9	Physics Honors	Fish	A9	Earth Science	Paradis	A1	Topics in Pre-Calc.	Siener
A10	Physics Honors	Johnson	A10	Earth Science	Paradis	A2	Topics in Pre-Calc.	Siener
B11	Physics Honors	Johnson	130	Earth Science	Paradis	A3	Financial Algebra	Bozzone
B12	Physics Honors	Schineller	134	Earth Science	Travis	A4	Financial Algebra	Bozzone
B13	AP Physics B	Fish	135	Earth Science	Travis	A5	Financial Algebra	Ferruso
B14	AP Physics B	Fish	138	Earth Science	Travis	A6	Financial Algebra	Ferruso
B15	AP Physics C	Johnson	136	AP Chemistry	Carmody	A7	Financial Algebra	Verity
215	Soc. Sci. Research Qual.	-	215	AP Euro Qual.	-	A8	AP Calculus AB	Pichkur
217	Soc. Sci. Research Qual.	-	217	AP Euro Qual.	-	A9	AP Calculus AB	Carstens
219	Soc. Sci. Research Qual.	-	219	AP Euro Qual.	-	<div><b>504 ROOM/CONFLICT ROOM: ROOM 213 8:05-10:25 10:25-12:45 12:45-3:05</b></div>		
<b>WEDNESDAY JANUARY 25, 2012 8:15 AM</b>			221	AP Euro Qual.	-			
35	Living Env. Regents	-	223	AP Euro Qual.	-			
201	RCT US History	-	<b>THURSDAY JANUARY 26, 2012 8:15 AM</b>					
<b>9:00-11:00 AM</b>			217	US History Regents	-			
B17	World Literature	Schulman	219	US History Regents	ESL Dept.			
B19	Shakespeare	Valenti	15	Geometry Regents	-			
A1	Biology	Apicos	201	RCT Science	-			
			<b>9:00-11:00 AM</b>					
			A1	AP Statistics	Ferruso			
			A2	Spanish 3H	Gonzalez			



## Point

## Counterpoint

## Should there be a cap on the number of APs students take?

By Cameron Tait-Ozer

Staff Writer

Advanced Placement classes are, as we all know, extremely difficult. But what AP classes are most notorious for are the AP Examinations in May that test students on their knowledge of the material.

Keeping up with an AP course requires copious amounts of effort and hard work, and sometimes this amount exceeds a student's capacity. In light of these concerns, certain schools are putting limits on APs, known as "caps," to prevent students from getting in over their heads.

As of now, no schools on Long Island have placed caps on the number of AP courses a student can take.

However, AP caps are beneficial and in the best interest of the student.

Much of the motivation behind taking AP classes lies in the hope that multiple AP classes on a transcript will look impressive to colleges. Getting accepted into a good college has become more competitive over the years. Even parents pressure their children to do work they can't handle so that it will look impressive.

AP course grades are weighted, making a student believe they can get away with doing lower quality work. With that kind of mindset, students can overload on AP classes and take more than they can handle. For example, doing C-level work in an AP class gives students the illusion that they have a B-level of knowledge and will therefore pass the AP. However, this is not how it works.

Just because a student does moderately well in an AP course does not mean that it will translate into a passing score on the AP Exam. Statistics show that the number of students taking AP tests has increased to 1.8 million, while the average scores on AP tests have decreased from a 3 to a 2. More students get a 1 on an AP test than a 5.

"Many colleges don't even grant college credit, so there is little incentive to kill yourself with work during senior year," said senior Nina Devas.

Completing AP coursework requires the discipline and skill that institutions of higher education expect from college

kids. It is a large responsibility to put on high school students. It is no wonder many students have trouble keeping up with the course material.

A school is, in part, responsible for the welfare of its students. Students sacrifice sleep, food, friends, and a normal teenage life to keep up in their AP classes and to get good grades on the AP exams, sometimes to unhealthy levels. These effects especially concern upperclassmen, who tend to have heavier workloads

By Minah Kim

Assistant News Editor

There are plenty of things that encourage students to take AP classes, whether it is the interesting curricula or the opportunity to gain college credit.

AP classes offer many students the challenging work that they enjoy. Because it is ultimately the students' responsibility to choose their AP courses, the number of AP classes students take should remain up to the students themselves.

High school is a place to explore academic pathways. AP classes give students the opportunity to

experience in-depth lessons in a variety of fields. After taking

numerous AP classes,

students can

narrow down

their career

their workloads later in life.

Taking many AP classes allows these students to gauge what work level best suits them for the future. As young adults preparing to go to college and to live more independently, students should be able to make their own decisions and determine their own limits.

"I did not feel pressure to fill my schedule with all AP classes," said senior Sarah Matero. "I think it is the students' choice to decide what level of stress they can handle."

Even taking an AP class in a subject that is not necessarily interesting to the student can be beneficial. All AP courses, even if they fail to spark the interest of the students, at least teach them to manage their time and overcome challenges.

Furthermore, high school students are under less pressure to excel in these high-level courses. Those who take greater academic risks can only benefit from doing so.

Signing up for AP classes is not a binding agreement. Students may drop out at any time in the first and second quarters with minimal consequences.

AP classes also allow students to rack up college credits in high school.

In many cases, colleges allow students to place out of introductory courses, which creates more room in a schedule for other classes.

For instance, if students take AP Calculus BC in high school and receive acceptable scores on the AP exam, they can immediately move on to multivariable calculus in college.

Students who take a multitude of AP courses in high school open up opportunities to pursue interesting subjects in a particular college major, rather than spend time fulfilling core requirements.

Capping the number of AP classes students can take would unnecessarily pigeonhole students into choosing between classes to explore their interests or to fulfill college requirements early.

The school would never force uninterested students to take AP classes, so there is no rationale for forcing ambitious students to limit the number of AP classes that they wish to take.

It should be up to the discretion of the students to decide the appropriate classes to take. Students who wish to explore many subject areas or challenge themselves in higher-level classes should not be penalized with a cap on AP courses.

than do underclassmen.

"There is already so much to do senior year since we're applying to colleges and involved in many clubs. It isn't worth sacrificing sleep and energy to take one more AP class," said Devas.

AP caps are a precautionary method to prevent students from overwhelming themselves with schoolwork.

Placing caps on the number of AP classes that students may take will also alleviate the financial burden that comes with academic ambition. Each AP Exam costs \$87. Students who take jaw-dropping numbers of AP classes end up spending a small fortune on AP tests. Additionally, students who end up dropping out of an AP course after having paid the test fee throw money away.

AP caps can prevent much of the struggle that students face when taking an AP class. But most importantly, it can prevent AP classes from taking the joy out of learning. With the constant fear of the AP Exam looming over students' heads, students fail to genuinely enjoy an AP class in a subject they find interesting. Preparing for the AP test in a blind rush can make a once beloved subject unbearable and intolerable.

choices for the future.

By restricting the number of AP courses that ambitious students are permitted to enroll in, the school limits their opportunity to find a field that fascinates them.

Throughout high school, there are many required classes that are predetermined for students' schedules. One of the perks of entering a higher grade level is the increased power to choose which classes to take.

"Students should have the academic freedom to choose the level of course work that challenges them without restrictions," said guidance counselor Mr. Joseph Lorge.

By taking a variety of AP classes, students better understand the type of work that will be demanded of them in college. Though many students are already capable of setting achievable goals for themselves, those students who are not may have difficulty managing



Fuko Yano



# Peers punished for their disruptive jeering

## Students banned from basketball game for rowdy behavior

BY **Jake Eisenberg**

Assistant Opinions Editor

*Hey everybody, get on your feet!  
Vikings can't be beat!  
Go-Fight-Win! YEAH!  
C'mon crowd, yell it loud!  
Go-Fight-Win!*

This is an acceptable cheer according to the standards of the New York State Public High School Athletic Association (NYSPHSAA). This is a cheer for a cheerleading squad, but let's face the facts: the spectators are the true motivation for the teams at our school.

The varsity volleyball teams, boys and girls, drew large crowds in the gym during their seasons. The students in the crowd were pumped up and so were the players. Consequently, both teams went on to winning seasons, the boys team even reaching the county semifinal.

Now that the nets are down, the gymnasium's other nets have reemerged for basketball season. With the basketball season come even larger, more rowdy crowds, some which have been more difficult to control. In a home game against Massapequa, two intolerable, crowd-initiated events occurred.

First, senior Blaise Stoddard ran onto the court midway between the third quarter dressed as a referee, called a travel on the other team, and awarded Port possession. He then sprinted out of the gym.

Then, senior Jordan Finkle led cheers in the stands throughout the

game. However, his cheers were actually jeers against the referees, the other team, and the other teams' fans. His actions got him thrown out of the gym.

Under a disguise, Finkle snuck back into the gym and began leading cheers again until he removed his disguise and was promptly escorted from the gym.

Both seniors received two days of in-school suspension and are no longer allowed at Schreiber basketball games, home or away.

While the actions of both seniors were well received by the student body, the administration thought differently and handled the situation poorly. Assistant Principal Mr. David Miller, also the head of security, banned student attendance at the next home game.

As a student, I was outraged. I wanted to support my school team and go the game. Why can't I attend if I didn't do anything wrong?

And still, while the in-school suspensions for the instigators may be warranted, the ban from athletic events certainly was not.

Even though the actions were disruptive, nobody was hurt, the game continued, and the crowd was energized. The ban on attending games

was especially unacceptable for the rest of the student body. It was unfair for not only the students who wished to attend, but also the athletes.

For professional, college, or high school sports teams, the crowds play a major factor. Football crowds are called the twelfth man, and basketball crowds are called the sixth man.

The home-field advantage is not a myth. Take away home-court advantage, and the team will not play as well with the lack of support.

"A huge component of home-court advantage is the cheers of the fans. Looking into the stands and seeing the people you've grown up with supporting you compounds every success, pushing me to play even harder," said senior Matthew Valenti. "Walking into an empty gym against Massapequa was deflating to say the least, and the idea of playing the remainder of the season without them would have had a profound impact on our team."

His teammates share his views. They have shared their comments on Twitter, Facebook, and other social networking sites.

The administration led a "sportsmanship summit" on Jan. 4 for representatives from all of the athletic teams.

They discussed Schreiber's sportsmanship policy, as well as other moral guidelines for fans and players alike. The administration distributed a list of acceptable and non-acceptable cheers.

The first real test for the fan base was the next home game on Jan. 6 against Plainview. As a commentator for WDOT, I was seated on the opposite side of the gym from the fans and had an excellent view of the court and crowd.

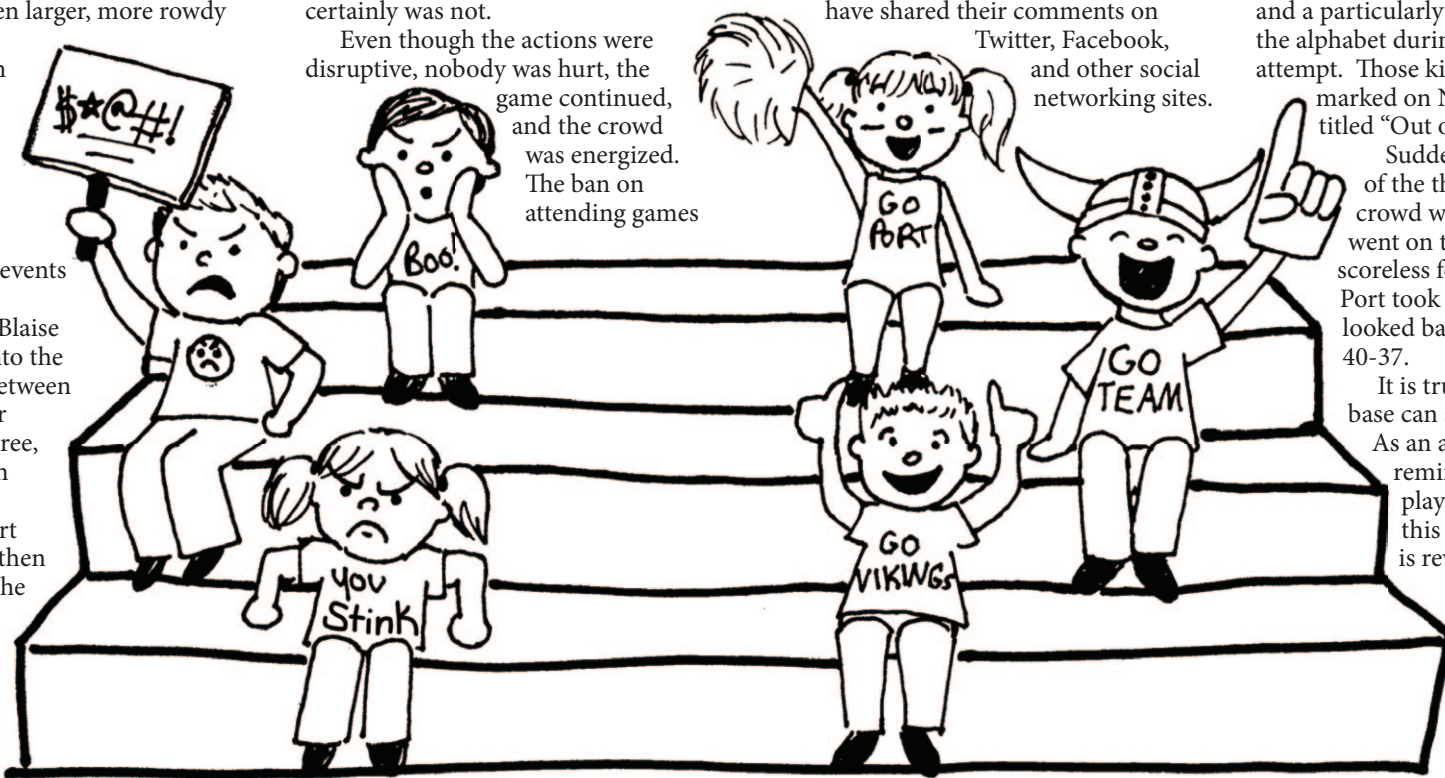
During the first half, the crowd was silent. Sure, there were cheers when points were scored or turnovers created, but nothing rousing. The half ended with the Vikings down five points, 23-18.

Meanwhile, fans from Plainview took up residence in the upper-right corner of the stand and, for a group of about 25 people, were quite loud. However, their cheers included "you can't do that," and a particularly obnoxious chant of the alphabet during a Port free throw attempt. Those kinds of cheers are clearly marked on NYSPHSAA's cornily titled "Out of Bounds" list of cheers.

Suddenly, with the beginning of the third quarter, the Port crowd was born. The Vikings went on to hold the Hawks scoreless for six minutes, and Port took a 31-28 lead and never looked back, winning the game 40-37.

It is truly incredible how a fan base can affect players' abilities. As an athlete, I am constantly reminded, "don't hate the player, hate the game." In this case, the don't hate role is reversed.

It is completely rational to punish instigators for their actions to a certain extent. However, it is inexcusable to punish the many for the few.



Sabrina Brennan

# Technology in class recharges student efficiency

BY **Aaron Bialer**

Staff Writer

It is obvious that America is entering an era of technology. New cellphones, tablets, and computers are constantly replacing the old, simpler technologies.

With these advances, electronic devices are becoming more of a necessity for basic tasks. For example, students and businesses make more use of word processors instead of opting to handwrite essays and other documents.

High schools are beginning to offer the option of borrowing devices to accommodate for this increased necessity. For example, many schools offer tablets or Kindles instead of textbooks.

A recent article in the *New York Times* discussed the education administration in Roslyn Heights, which offers its students iPads to be used in class and at home. Though the school only handed out 47 iPads, this measure is a conspicu-

ous effort to take advantage of technology in the classroom.

Although educational institutions should embrace the advantages that technology offers, the schools themselves should not provide students with technological devices. Rather, students should be free to bring them to school if they so choose.

The main concern with the inclusion of technology in the classroom is the cost. Sometimes, the benefits of a device do not outweigh their cost.

The cheapest Kindle costs about 80 dollars, plus extra for each textbook. The prices of textbooks on the Kindle are only slightly cheaper than the price would be for a real-life textbook.

With the school's budget, Kindles would just be a waste of money that could be spent elsewhere.

Although Schreiber need not offer these services to their students, the school should not restrict technology use during class.

For example, taking notes on a laptop can be much more efficient and convenient than doing so on paper.

"Although I don't believe that Schreiber should have to or try to supply students with laptops, if someone has one and wishes to use it in school, teachers should have no say in whether they can use a laptop or not, so long as they are doing their work or taking notes," said sophomore Deirdre Labartino.

Laptops also provide a better means of organization and presentation. Neatly typed essays always look much more organized than handwritten papers.

"We should be able to have laptops because it will increase our efficiency in taking notes," said sophomore Lauren Livingston. "We will be able to take notes quicker and neater. Additionally, it will be easier to give notes to students who are absent."

It is much easier to store notes for the entire year in one simple location. If needed, a paper from September could be

pulled up with the click of a button.

The convenience of having everything in one place will also allow students to carry fewer books with them. Students must bear the weight of notebooks and binders for each subject, making bulging backpacks a common sight in the hallways. It would be much easier to carry a five pound laptop and a Kindle.

On another note, saving notes on a computer is good for the environment.

"Think about all of the paper that would be saved," said sophomore Eric Rosenblatt. "Where a student would waste huge amounts of paper taking notes by hand, using a laptop or tablet, a student would only waste paper if they decided to print it out."

While Schreiber should not directly offer devices to students because it is not cost-effective, teachers should be lenient with technology use in the classrooms. Technology paves the way for a more efficient and convenient learning environment.



# Heat waves and cold fronts in classrooms

BY **Shari Meltzer**  
*Staff Writer*

Depending on where you are in the school, the temperature varies from sweltering hot to freezing cold. Only when you're lucky is the temperature moderate.

No matter the season, certain parts of the school seem to be consistently boiling. Even during the winter, it seems as if it is summertime since the heaters are running on high.

The social studies wing is notorious for being overheated year-round. Specifically, room 217 is known as the hottest room in the school. I should know considering that my social studies courses have been in that classroom for the past year and a half.

It is ridiculous that in January, the temperature of the classroom is so blistering that our windows are open and the fan is turned on. And although these measures somewhat dissipate the heat, it is still exceptionally hot and distract from classwork.

"The immense heat in the social studies rooms makes me drowsy," said senior Renee Cohen. "One time, Mr. Medico pointed out in front of the entire class that I was dozing off while we were learning about long-run

aggregate supply, but I couldn't help it! It was the heat."

The classrooms by the English office are not much better. The classroom windows are open throughout the day to stifle the unbearable heat. Eventually, the room becomes too cold so the windows must be closed. There are times when the temperature of the room is comfortable, but the room returns to its original temperature, reminiscent of a sauna.

This process is an ongoing cycle.

On the other end of the spectrum are the parts of our

classroom happens to be in the new wing because of the air conditioning. That is, if it is turned on.

Many times, the air-conditioned classrooms are still hot because the air conditioning was never turned on. When the air conditioning is on, there is no attempt to regulate the temperature. It is either too hot from the outside temperature or too cold from the over-used air conditioning.

Aside from the fact that it is inconvenient for students and staff to have to deal with the disparate temperatures, the extreme temperatures are an inefficient use of energy.

Air conditioning is unnecessary when the outside

temperature is comfortably cool on a spring day. Similarly, overheating the classrooms during the winter adds to discomfort, while wasting energy that could be used at more



school that are extremely cold.

One morning, I was sitting in room 15 for math, and all of my peers were complaining about the frigid temperature. Ms. Lisa Tecusan asked a student, "Is the heater blowing out cold air?" Believe it or not, it was. There was no heat coming into our classroom. The uncomfortable temperature distracted me from the lesson.

During the warmer months, students tend to be incredibly thankful if their

appropriate times. The temperature of the school has been inconsistent for as long as I can remember. Though the temperature varies from place to place, there never seems to be a happy medium.

Hopefully, the administration will make efforts to keep the temperature of the school at a comfortable level, which would increase efficiency in terms of academic productivity as well as energy use.

# Take advantage of in-school tutoring opportunities

BY **Heidi Shin**  
*Assistant Features Editor*

For high school students, partaking in extracurricular activities is necessary for the college application process. However, it may also be difficult to find time to complete the applications.

Tutoring is one major extracurricular activity that helps both the tutors with their resumes and the tutees with their work. In order for students to volunteer and tutor peers, many honor societies offer tutoring sessions during off periods.

Some honor societies make tutoring a requirement as a member. Hence, this criterion provides upperclassmen with a great opportunity to take only an hour or less off of their schedule.

Although it can be used as an hour to do homework, order food, or go off cam-

pus, it is only once or twice a week and is beneficial to the students involved.

"It is sometimes annoying that it's during an off period, but it may be harder to find time outside of school, so I think it's a greater advantage that I could just do an extracurricular in school," said senior Ashley Oelbaum.

Although tutoring sessions may last up to an hour, for some tutees, the time commitment can be less, depending on their need of help on the topics of their session.

Also, if tutees are currently learning a new topic, they may not need as much help or may want to learn the beginning of a unit directly from a teacher. This provides a rather comfortable environment for upperclassmen.

For honor societies, such as Mu Alpha Theta, the math courses that members are taking now, as well as courses taken in

the past, are taken into account. Therefore, tutors are paired with tutees taking a math curriculum with which tutors are familiar.

With fewer burdens, tutors are able to communicate better with underclassmen, especially since what they are tuturoing is a course that they have already taken.

"The Mu Alpha Theta tutoring is a great opportunity for the upperclassmen to give back to the community. In an ideal situation, the student and tutor can build a rapport that goes beyond the tutoring," said math teacher Mr. Anthony Tedesco.

Tutors should also remember that it is peer-to-peer tutoring and if there are topics with which they are unfamiliar or of which they may have forgotten the basics, they may ask help from teachers. Providing tutoring should not be a great stress to any student.

# Reading day to make midterm stress go away

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

Wouldn't it be helpful to have time to review before exams with your teachers and classmates in the subjects that you find most difficult, free from the constraints of the bell schedule?

Colleges across the country have reading periods before exams, and high schools are beginning to incorporate this concept into their own testing schedules.

In college, the reading period often lasts for the entire week before exams. It is structured as a time for studying, free of classes, when professors have more scheduled hours to help students.

Incorporating a reading period, even if it lasts only a day, would only serve to benefit Schreiber students, who become more and more stressed as midterm week approaches.

Consider this hypothetical situation. Midterms are scheduled, as they are every year, to take place on Tuesday through Friday of the last full week in January.

The Monday immediately preceding the first day of testing is usually just a normal day of school, the last day of classes for the first semester.

What if, instead, that Monday was designed as a reading day?

Teachers would be present at school, but instead of holding their regular classes, they would be available throughout the day to assist students with any questions they have.

**Incorporating a reading period, even if it lasts only a day, would only serve to benefit Schreiber students, who become more and more stressed as midterm week approaches.**

Students would be able to get help in the subjects with the tests about which they were most concerned.

"If teachers are willing to show up for the day before midterms, and it is organized, I believe that this reading period would be beneficial to the students who need extra help studying," said senior Sarah Autz.

Yes, it would be difficult to make this day mandatory for students. Some students may prefer to study in the quiet of their own homes, while other students would undeniably see it as an opportunity to avoid school and get some extra sleep.

But for those students who would actively seek the help of their teachers and who are determined to do well on their midterms, this scheduled study time could be extremely valuable.

Midterms are a very stressful time. But maybe with a reading period, or even just a reading day, they could be a little less so.



# Editorials

## Pushing the limits: interacting with teachers on social networking sites

Part of high school nowadays is meeting new people and mustering the courage and initiative to friend them on Facebook. However, there are some people who students should keep from friending: teachers.

While it may be tempting to friend a teacher and get a peek into his or her personal life, it is extremely inappropriate in the high school environment. *The Schreiber Times* urges both students and teachers to stay away from Facebook friendships with one another, or at least to wait until after the student graduates.

In a world where technology makes online communications easier than ever, there are certain online forums where it is appropriate for students and teacher to interact, but there are some where it is certainly not proper.

Of course, it is one thing to use turnitin.com as a discussion board for a class assignment or send out homework reminders on Twitter, but it is quite another thing to have access to a teacher's personal and social information.

On educational forums, online student-teacher communications promote discussion and insight. However, Facebook was not originally designed for intellectual exchange. It was designed for sharing pictures and the details of one's social life with peers.

Even the term "friending" poses a fundamental problem. Teachers should maintain a status of respectability, while students should present an appropriate demeanor in the classroom. Teachers are

role models that students should look up to, and Facebook relationships can erode such boundaries.

The truth is, teachers are adults and students are minors. Creating a Facebook friendship undermines that crucial distinction and blurs the line between teacher and friend.

A Facebook friendship could also prove awkward for both parties. For example, a teacher may see compromising pictures of a student drinking posted on Facebook. Then, the teacher would be required to report the picture. Even if he or she didn't report the picture, that teacher would still have a permanent, tainted image of that student, which may subconsciously interfere with his or her objectivity.

While *The Schreiber Times* does not recommend that students friend teachers at any time, if one does feel the desire to friend a teacher, at least wait until after graduation. Perhaps email is the most appropriate way for students to keep in touch with teachers even after graduation.

As evidence of the growing concern regarding this issue, the Missouri Senate approved Senate Bill 54 the "Amy Hestir Student Protection Act" in 2011, which made student-teacher friendships on Facebook illegal within that state.

*The Schreiber Times* proposes that the Port Washington School Board adopt a policy forbidding teachers to accept Schreiber student friend requests prior to their graduation.

## Answer to lack of spirit may be more dances

The appropriate amount of spirit a student body has is a hot topic in schools all over the country. Long gone are the days of one-room schoolhouses, in which the three R's, "reading, 'riting, 'rithmetic," were students' sole focus.

The dynamic nature of education today attempts to embrace all channels through which students can learn and be productive.

Schreiber has numerous electives, clubs, and sports teams, all of which encourage fun and success. These numerous extracurricular activities foster feelings of camaraderie and teamwork. Schreiber is one of the top high schools in the country, and a plethora of current and past students have achieved incredible things in and out of this educational institution.

For all of the qualities and achievements attributed to the student body, *The Schreiber Times* believe that school spirit is quite possibly one of the most undeveloped and least apparent aspects of our school.

But it is also one of the most important features of an educationally productive environment.

Although Schreiber has numerous sport teams, a cheerleading squad, and Portettes, the standard attendance at home games is atrociously low.

As students go through their high school careers, *The Schreiber Times* believes it is critical for them to be involved in an impassioned school spirit atmosphere.

But how do we foster school spirit? Should there be more incentives to attend sports games? Is it useful to have better events?

Many students have, in recent years, questioned the school spirit of Schreiber; they consequently worked on numerous and varied efforts to improve general school spirit. One traditionally pivotal

event epitomizing school spirit in high schools all over the nation is a school dance.

At the end of every year, Schreiber holds a Junior Prom, and the PA holds the senior Gambol. These two evenings are carefully planned for and looked forward to with much excitement and trepidation.

However, Schreiber does not have in its tradition any school dances. Attempting to start anything new in Schreiber, whether it be a revised testing form or a new school dance, is often met with resistance.

*The Schreiber Times* firmly believes that in order to provide a fun, exciting, and productive school environment, steps must be taken to encourage the collective spirit of the student body.

*Interested in writing for Opinions? Then come to the next newspaper general meeting on February 1. All new writers are welcome!*

## Times Policy Statement

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

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

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

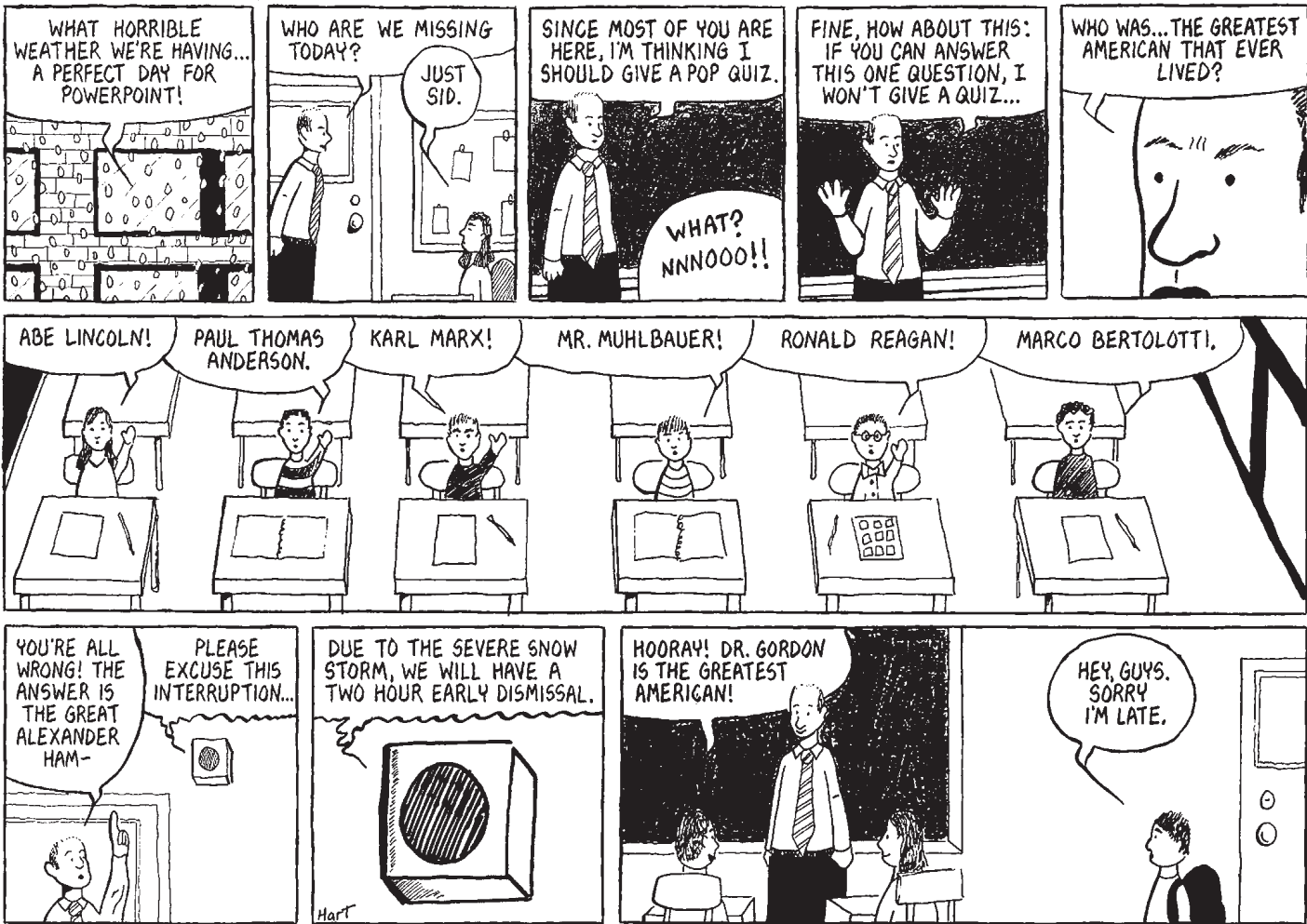
We will print letters to the editors if judged to be of sufficient quality and importance on a space-available basis. We will not print letters that are obscene, libelous, or contain unfounded charges. The Times reserves the right to shorten letters if doing so does not alter their meaning, and to choose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

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

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

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

## The Hart Knock Life





Fashion

File

by Heidi Shin

Assistant Features Editor

Once made popular by Pippi Longstocking, braids have long been a fad exclusively reserved for the very young. Luckily, for those tired of predictable ponytails and bland buns, various styles of braids are hitting the runway, rounding the red carpet, and moving into school hallways with a more edgy and modern twist.

When braids were first introduced to the fashion world, they were very simple and easy to style. But new types of braids have emerged, including the fishtail, twist, waterfall, and the French braid headband, allowing people of all ages to look fashionable during any time of the year.

“I love braids and I wish I could wear them every day, but my hair is layered so it sometimes doesn't stay in shape. However, it also does give a messy yet pretty look,” said junior Kelly To.

An advantage to this new trend is that anyone can pull it off and look great with it. Unlike skinny jeans or riding boots, braids can be worn by anyone during any season of the year.

Online sources, such as YouTube, have numerous tutorials about the different looks that can be made with simple twists

Braids bring out the best in hair trends

Braid bars across New York City begin to cash in on the craze



www.refinery29.com

John Barrett Salon creates a variety of braids for its patrons at its Bergdorf Goodman braid bar.

and turns of the hair.  
Magazines, such as *Marie Claire*

and *Teen Vogue*, have published images of popular celebrities sporting braids everywhere from the red carpet to the tennis court.

Due to their various styles, braids can also be worn for occasions as formal as weddings to those as informal as birthday parties.

Braids are also easy and usually quick to make. During an off period or lunch, students can quickly french-braid or fishtail braid their hair.

If you are rushed for time or are struggling to make your hair look good in the mornings, braids are a great option to making your hair look pretty even if it is messy.

“Because I have short hair, in the morning, it is sometimes hard to put all of it together without multiple pins. But if I quickly braid even just a part of my hair, I don't have to worry about having it look bad throughout the day. It is easy to do and it looks great, which makes it all the more convenient,” said senior Ali McCann.

As one of the most fashionable places in the world, New York City, is celebrating this new trend as well.

“Braid bars” are becoming incredibly popular as more and more people are devoting to take 20 minutes out of their day to get their hair braided by professionals.

One braid bar, the John Barrett Braid Bar which opened during the summer of 2011 at Bergdorf Goodman reported in *NY Magazine* that their braids last approximately 96 hours, even if the wearer chooses to swim, dance, or work out.

Braid wearers may swim, dance, ride the subway, or play sports without ruining their hair. Customers can get a salon-ready look in a short amount of time for a relatively low price.

With an ever-changing fashion scene, many people are predicting even more popular styles of braids. Adding a unique twist (pun intended) to every style, braids have allowed people of all ages to be creative with their hair.



<http://omgeemag.com/wordpress/>

The fishtail braid is a popular style that can be adapted to a variety of venues, from sporting events to formal occasions.

New Year’s Resolutions are no longer for the breaking

by Daniella Phillipson and Alexa Pinto

Staff Writers

Every year, millions of people make New Year's resolutions that they hope will improve their lives; they make plans to lose weight, be healthy, be a better person, or spend more time with their loved ones. Thinking outside of the box for their New Year's resolutions, students have some interesting goals and plans for 2012.

Students who love food tend to make numerous culinary-inspired New Year's resolutions. Some students who despise certain types of food are making efforts to love them all.

“My New Year's resolution is to acclimate myself to be able to eat sour pickles this year. As of now, I can't stand them, and I only have the tolerance for half sours,” said junior Benny Scheckner.

This is a fantastic resolution since sour pickles are a delicious snack that everyone should have the pleasure of enjoying.

Freshman Ian Chou has a similar resolution, in which he plans to become better at using chopsticks as a utensil and eating more rice.

“I want to eat at least one and a half bowls per day because rice is good for you,” said Chou.

As a side note, Chou also wants to raise his Gyarados level in Pokémon from 97 to 100, an impressive goal if you ask us Pokémon lay-people.

Junior Debbie Oyarzun, whose wallet allegedly has a death wish, stated that her New Year's goal is to drink every kind of drink in every size from Starbucks. Other food related resolutions include a few anonymous juniors' desire to try all 31 flavors of ice cream from Baskin Robbins and to purchase everything from the

Dollar Menu at McDonalds. Hopefully, these resolutions will expand their palates and won't result in heart disease.

Many students, especially juniors, are focusing on grades for 2012, trying to strengthen their transcripts before the dreaded college application process starts next school year.

One dedicated student, Emily Ryon, resolved to get a 2400 on the SATs. Another ambitious junior, Robert Gray hopes to finish his novel, a top-secret work in progress that the author would not expand upon.

Senior Jane Marron hopes to keep up her grades even though the notorious senioritis is supposed to kick in sometime after midterms. Some seniors hope to continually do better each quarter regardless of whether they got accepted to colleges.

Students aren't the only ones with

resolutions at Schreiber. Social studies teacher Mr. Larry Schultz has devised a new fitness regime for himself to reduce weight gain throughout 2012. Although he has yet to order the yoga video, we are confident that Mr. Schultz will follow through with his goal.

“I am looking to supplement my exercise routine with DDT Yoga created by Diamond Dallas Page,” said Mr. Schultz.

For some students, not making New Year's resolutions happens to be their resolution for 2012 because they believe that many of the resolutions don't last.

“My New Year's resolution is to not have a New Year's resolution,” said freshman Melody Choi.

Although many resolutions seem to be forgotten after the first weeks of January, students strive to stick to their goals, and perhaps fulfill their resolutions in the year to come.





Where do you think there would be the most bacteria growth? In an attempt to properly answer this question, a team of investigators from *The Schreiber Times*, with assistance from science research students and advisors, devised an experiment.

Once armed with proper garb (tied-dyed lab coats and goggles), equipment (test tubes, water, and swabs, courtesy of science research), and a list of locations, the investigators ventured out into the uncharted territory of Schreiber High School's bacterial hotspots.

The rather simple procedure went as follows: at each location being examined, the investigators dipped a swab in water, rubbed it across the surface in question exactly ten times, and placed the swab back in a covered and labeled test tube for storage.

The first location swabbed was a counter in the cafeteria. After a lunchroom employee hesitantly opened the door to the odd-looking bunch, the investigators decided to swab the counter surface near the coffee machines.

Food for both students and faculty members is prepared and served in the cafeteria, so this is a particularly important location to keep clean.

Next on the list was the water fountain directly outside of the exit from the serving line of the cafeteria. The investigators swabbed the basin of the fountain, which was rusted, with brown, white, and red crusty substances.

This basin not only catches the excess water that streams from the spigot, but also any fluids that may exit one's mouth

while drinking.

The atrium floor was the next location of interest because many students eat there during their lunch periods on a regular basis, often laying their food down with only a mere lunch bag, thin notebook, or flimsy tin foil separating it from the floor.

Other than the cafeteria and the commons, the atrium is one of the most popular lunch locations so its cleanliness is a matter of importance to many students.

Next up was the English computer lab where the investigators chose to swab a keyboard. These keyboards are touched daily by students and faculty alike, and the crevices between the keys may serve as a breeding ground for pathogens.

Hygiene may be the last thing on students' minds when they are furiously typing away to get a paper finished by the end of the period.

In the gym, the investigators swabbed an indoor soccer ball, which had been stored in a mesh bag.

They also decided to swab the handle of the front door to the school, a surface that undoubtedly comes into contact with many hands per day.

The final selection was a sink in the A-wing boys bathroom, where they decided to swab the porcelain basin near the handle (the troop of investigators only entered the bathroom once they were assured by male students that it was definitely empty).

In preparation for the experiment, the investigators prepared a selection of growth mediums. The most common method for growing bacteria is using small, plastic, and circular containers called petri dishes, which are filled with sterile jelly-like bacteria food called agar.

Agar is made by boiling powdered chemicals which contain food for bacteria

with pre-specified amounts of water.

For this experiment, they prepared three types of agar with the guidance of Ms. Marla Ezratty, science teacher and experiment supervisor.

The first, Nutrient Agar, is a standard growth medium that allows most types of bacteria to fully develop.

The second type, Luria Agar, is a preferential medium for the growth of E. Coli, a bacteria that is frequently found in both latent and harmful forms in many places,

The location with the most bacteria growth overall was the water fountain in the cafeteria, meaning that 57 of the 313 students polled were correct. The cafeteria counter and the front door were the two cleanest locations swabbed in the school.

including open air and within the human body in the digestive tract, where it assists in breaking down food and feces.

The third agar, Listeria Agar, is also selective and only allows listeria bacteria to grow. Listeria, a foodborne pathogen, comes in many forms, most of which are innocuous. Infection by its most harmful form, however, L. monocytogenes, is the leading cause of death from foodborne germs.

"When I looked at the results, I was expecting to see a lot more growth in general," said Ms. Ezratty. "This may be either because the building is kept cleaner than I thought or because the kids are less sloppy."

Back in the lab after traversing the school, the investigators prepared the samples for overnight culture by rubbing each swab across the surface of one petri dish of each type.

They then closed and stacked the plates, before placing them into an incubator at 37 degrees Celsius, the normal temperature of the human body, for the night.

The next day, the results were ready for analysis. To determine the amounts of bacteria from each location, the investigators attempted to count colonies, or small groups of bacteria, on the surface of each

plate.

The cafeteria counter and the front door were the two cleanest locations swabbed in the school.

"We use soap and water to wash the counter everyday," said cafeteria employee Ms. Dora Ciminera.

Many students polled, 46 to be precise, thought that the front door would be home to the most bacterial growth due to the number of people that come into contact with it everyday.

"I would think that the dirtiest thing in the school would be the front door," said freshman Juliana Chester. "Everyone comes in and out of it every day."

The location with the most bacteria growth overall was the water fountain in the cafeteria, meaning that 57 of the 313 students polled were correct in their guesses.

Although it had barely any Listeria growth, the other two plates had what are called lawns, where growth covers the entire surface of the plate and colonies cannot be counted.

This is likely due to the plentiful amounts of bacteria in peoples' mouths that gets washed back into the basin when they drink from the water fountain. Nobody likes backwash, it appears, except for bacteria.

"The water fountains in this school look kind of gross," said senior Amanda Fishbin. "That is why I bring a refillable water bottle to school and use the hydration station."

Contrary to what you may be thinking, the amounts of bacteria found on the water fountain does not mean that it is not cleaned regularly or is unsanitary. It is simply an extremely hospitable place for bacteria to breed.

The constantly moist surface of the water fountain encourages bacterial growth because most bacteria need over ten percent humidity to reproduce.

Fear not; if the water coming from the fountain is not clear, it is due not to bacteria, but rather to harmless mineral deposits.

"We clean the water fountains everyday with H2 Orange. It has peroxide and it is a green product. We wash the whole fountain and around the wall area," said Assistant Head Custodian Patrick Novotny.

The pipes within the water fountain, however, can produce biofilms, or large, thick, sheets of bacteria if fountain filters are not changed frequently.

Water distribution systems in large buildings do have a higher tendency to foster disease because of the large complex pipe system that the water must pass through in order to reach its destination, and the biofilm production that can occur within these pipes.

It is important to remember to make no direct contact between one's mouth

and the fountain. Diseases that can be transmitted from direct physical contact with water fountains include herpes simplex 1 (cold sores), Legionnaires Disease, mononucleosis and influenza, but only in rare cases.

Bacteria and amoeba exist in tap water everywhere, but the large majority of these are harmless. Allowing the water to run for a few seconds before drinking can give it time to become clearer. So don't worry; drinking from a Schreiber water fountain does not mean that you will get sick.

Given the different filtering systems, if you have your own refillable water bottle, the hydration station in the lobby is probably the better option for drinking water needs.

"I am surprised that the water fountain had the most bacteria in the school," said freshman Laura Russo. "Water seems so clean!"

The most Listeria bacteria was present on the floor of the atrium. Although this is not a huge concern due to the harmless nature of most Listeria bacteria, atrium dwellers may want to consider taking extra precautions when eating on the floor. Perhaps, the five second rule isn't quite as full-proof here.

"I can't believe that there is listeria on

the atrium floor," said sophomore Sarah Maley. "That's disgusting! I may not choose to eat their in the future now that I know this."

The plate containing the sample from the indoor soccer ball had some fungus growing on it, in addition to bacterial colonies. While perhaps upsetting to avid indoor soccer players, this result is unsurprising given that the fuzzy exterior of the soccer balls makes them the perfect material for fungus to cling to.

Overall, the results of the experiment were both surprising and encouraging to the investigative team, in terms of the amount of bacteria found.

The locations that students touch most frequently, such as the exterior doors and the cafeteria counters, are not proven to be the bacteria-infested places that the more pessimistic students may have expected.

Bacteria, and even fungus, will be found almost anywhere so it is nothing to worry out about that the investigators uncovered some in Schreiber.

It is important, however, to remember the importance of general cleanliness and hygiene, even during the rush of the school day.

We are by no means recommending that you go out and buy bubble-boy suits or gallons of Purell. Bacteria is ev-

erywhere. There is no need to become germaphobic. It is clear from this experiment that the school is, in general, very clean.

But luckily, maintaining general hygiene wellness is easy and will help to pre-

"When I looked at the results, I was expecting to see a lot more growth in general," said Ms. Marla Ezratty. "This may be either because the building is kept cleaner than I thought or because the kids are less sloppy."

vent sickness or disease. Just follow the hygiene basics: don't share drinks with others, shower daily, brush your teeth, and wash your hands.

The Center for Disease Control (CDC) recommends washing hands before and after eating food, in addition to after using the toilet. In a school environment, washing hands after using gym equipment is a good idea as well.

They recommend a proper way to wash hands that may differ from the tactics of the average high school student. In the words of the CDC, "continue washing your hands for at least 20 seconds. Hum the 'Happy Birthday' song from beginning to end twice." Yes, two times the length of the "Happy Birthday" song is a long time, but hand-washing is not something that should be overlooked.

"People really need to wash their hands. We are in high school, and if you don't know how to wash your hands by now, there's a problem," said senior Emily Rosenthal.

By Katya Barrett, Hannah Fagen, and Sophia Jaffe

Photographs by Harry Paul

Additional Reporting by  
Jillian Knoll

## Where do you think there would be the most bacteria growth?

Cafeteria counter



Water fountain



Keyboard



Atrium floor



Soccer ball



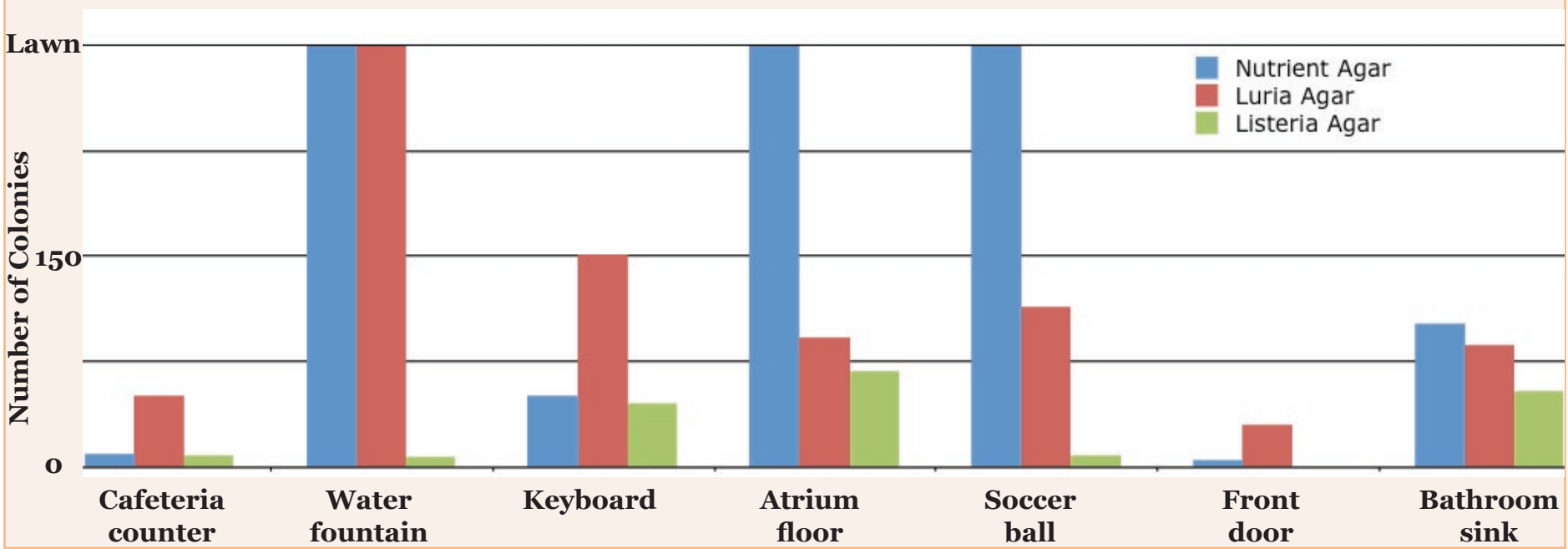
Front door



Bathroom sink



## The Results



After the investigators swabbed the various locations, they headed back to the lab to plate the samples for overnight culture.



# Coffee cup sleeves: an underappreciated need

by Robert Gray  
Staff Writer

Many people love coffee. Some drink it because they like the taste; for others it is a necessity in order to keep their batteries charged throughout the day. Fortunately for student coffee drinkers, the Schreiber cafeteria sells coffee during the breakfast hours of the school day. Sitting in the cafeteria, one will see dozens of students and staff members streaming in and out of the lunch doors with steaming cups of coffee in hand.

Yet this sought-after cafeteria amenity has a drawback. At first glance, these dispensers of black gold are surrounded by everything one could need: several flavors, milk, sugar, and of course napkins for the clumsier customers. However, after one pays for the beverage, picks up the cup, and walks through the wooden doors into the cafeteria, it becomes evident what is missing. These cups are

made of paper, and such cups are not the ideal insulators of heat. In fact, the only thing less conductive than these cups is the metal that they rest on next to the dispenser. Absent are the cardboard ringlets generally provided as protection on paper coffee cups in coffee chains nationwide. As any frequent school coffee drinker will tell you, the absence of this luxury causes some unpleasant burning feelings (in more than one way).

“My hands usually hurt. It burns. I get hot chocolate, so it might be a little hotter, but it’s still very uncomfortable,” said junior Erin Choe.

This sentiment was echoed by many other coffee drinkers throughout Schreiber whose hands have also been the victims of these steaming cups.

“Picking up the coffee cup in the morning has damaged me many a times,” said one student’s hand. “At times I wonder if it’s even worth it, or if I should just punch out.”

Some students wonder why the school has not addressed this problem already.

“They can’t be that expensive,” said senior Nick Catrone. “I am sure the school can provide them.”

Furthermore, some students are discouraged from even buying coffee or hot chocolate in the cafeteria due to its scorching burden on their hands.

“I am even discouraged from buying the coffee

because it is so hot,” said freshman Caitlin Ferris.

Even the student council has attempted to alleviate the issue of scalding coffee cups, however, they claim that while coffee cup sleeves are a pressing issue in the Schreiber community, it has unfortunately taken the backseat to some more pressing issues such as budget cuts.

Although it is uncomfortable to carry a hot cup, there is an upside to not providing the ringlets. It is “greener” to not provide them, and instead force the students to put up with the heat. Some students feel that the temporary pain is a noble sacrifice in the name of the environment.

“The heat is no real bother, and it’s better for the environment this way,” said senior Danie Santodonato.

Whether or not coffee sleeves are financially practical is for the school to decide; however, students are devising new and innovative ways to protect their hands from the burn.

Freshman Faith Ausfresser suggested using the sleeve of your shirt or sweatshirt as a glove.

One option for the most dexterous might also try passing the cup back and forth from hand to hand. If your hands are full, balance it on a binder (again, this is not for students without fully-developed motor skills).

Yet most of these options are only feasible for those who have fully learned how to use and control their opposable thumbs. Until the ringlets are provided, if they ever are, only students clever enough to avoid the heat can enjoy a cup of coffee in the morning.

In the meantime, drink up, but not too fast or you’ll burn your tongue.



Sabrina Brennan

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by Hannah Zweig  
Features Editor

With the eminent threat of midterms and the fast approaching end of the second quarter, global climate change is probably something you have not been thinking about. You are probably more concerned with your 89.44 average that is seriously in need of a class participation boost.

However with the dead of winter behind us, one cannot help but notice that even our favorite ski resorts were hurting this season. And despite some early and foreboding snow in late October, the weather outside has been anything but “frightful.”

Many who would like to justify the continued use of their gas guzzler would say that a mild winter isn’t really all that bad. Warmer weather and less snow? What could be so wrong with that? But this winter’s extreme temperatures are nothing to be thrilled about. They foreshadow the true danger that our environment is facing if we do not modify our consumer attitude on gasoline.

While just a few years ago, this issue seemed to tread all over media and the press, its apparent popularity has quickly simmered to a “last season” lull that has glazed over this harsh topic. However, climate change is not like your feather hair extensions that fell out at the end of last summer. And just because people have stopped talking about it does not mean that the relevance of global climate change has decreased.

In fact, in the past year nearly one thousand tornadoes have decimated cities across the Midwest. Droughts plagued Texas, cumulating in the warmest year on record, while Mississippi coped with unprecedented rainfall flooding thousands of square miles.

European countries especially have taken admirable steps, to reduce their carbon footprint. Windmills and solar panels have replaced large gas burners in homes, and carbon taxes and a cap-and-trade system have been enacted within the European Union. Across the pond, the United States remains the world’s second largest producer of carbon emissions producing eighteen percent of the world’s carbon dioxide emissions, trailing only China, according to the United Nations Millennium Development Goals and Indicators.

There are ways for Americans to lessen our global environmental infamy without too much effort. One simple way to reduce both your power usage and risk for house fires is to clean the air filters on cooling equipment regularly. Unplug electronics and household appliances while they are not in use because many still use power even when they are turned off. Turn off lights, televisions, fans, and electronics when not in the room, “I think turning off the lights when you’re not in the room is very important as long as you don’t go crazy with the idea,” said junior Emily Schmidt. Finally, attempt to travel by foot or bicycle when possible and carpool with friends for long trips.

Alas, in a world in which ski resorts will soon be catering to beach goers, it is important not to allow global climate change to become last season’s event.

# Piano for Patients reaches out to the community

by Danielle Ostrove  
Staff Writer

Musicians throughout the student body have established Piano for Patients, a student-run organization dedicated to providing the elderly with afternoon musical entertainment.

Started by junior Nikki Egna, Piano for Patients allows students to engage in community service while performing their favorite pieces.

Egna explained that starting the club was very hard but as word spread, the group’s membership has been increasing steadily.

“I am extremely happy and proud of the group right now,” said Egna. “The residents at the nursing home give us a lot of positive feedback and really enjoy us playing for them. This rewarding feeling is what keeps all the members coming back.”

Piano for Patients’ members perform at the Sands Point nursing home in Port Washington. The club was started a little over a year ago to bring music and joy to the lives of patients and residents at nursing homes as well as give both students and residents a chance to interact, which benefits the whole community.

After each performance, students are given the chance to sit down with the residents of nursing homes and discuss anything and everything, which is what giving back is all about.

“The conversations I have had with residents at the nursing home have been very enriching,” said junior Cara Loozis,



Nikki Egna

**Members of Piano for Patients, a student-run organization, provide musical entertainment to the residents at the Sands Point nursing home by singing and playing various instruments.**

a violinist in the club. “Many of the them were once musicians themselves, and often talk about their experiences with music.”

Although the piano is the instrument featured in the club’s name, the club also has talented violinists and flautists. The club is always looking for new members as it is working on expanding.

“It doesn’t matter what you play; you can even sing,” said Loozis. “We are just happy to bring music to the residents.”

The club hopes to reach other nursing homes and to establish chapters in different schools across Long Island, such as at high schools in Roslyn and Great Neck.

“We plan to expand this group to other towns and maybe even states within the next year,” said Egna. “Another one of the club’s goals is to have more musically talented students from our own school participate in this organization.”



# How the shape of your handwriting shapes you

by **Matt Heiden**  
*Copy Editor*

Picture this scene: You are a teacher, and a homework has been handed in without a name. You have nothing by which to identify the student except his or her handwriting. What is the first criteria you use to find who handed it in?

If you are like most people, you can probably tell whether the student is a boy or a girl at a glance.

According to general common sense, a boy’s graphological marks are usually scrawled, barely legible, if at all, and have a tell-tale resemblance to a Jackson Pollack painting. A boy (or indeed a man), is probably more comfortable with disarrayed cross-outs than his female counterpart, and is no stranger to the crumples and ink that loom over the page.

A girl is typically more tidy and precise with her pen or pencil. Females in general tend to write more legibly. Their writing instruments tread daintily on the page, lightly and predictably twirling across in horizontal lines. It is a truism that a teacher in the situation above faced with a robotically precise, sparingly marked paged, will casually remark that “it looks like a girl wrote this.”

A writer also reveals his or her age unwittingly. Generally, older people are more inclined to write in elegant, meticulous script. Partly because of greater experience writing (especially without the all-pervasive computers and word-processors that discourage writing important things by hand), older generations seem to have better

penmanship. Younger generations seem to prefer writing in print, and they have poorer handwriting. With formal handwriting taught in classes with less frequency and intensity, it seems that the fine art of cursive writing is quickly becoming an anachronism, along with the typewriter. In fact, your handwriting reveals many surprising details about your personality. The ancient art of interpreting handwriting is one of the most accurate and astounding tools that people have developed to a science. Here are some of the common findings:

**loopy** You are lighthearted and carefree. You probably like nothing better than lying on a green field in summer and watching puffy, white clouds roll by. You use Apple products because they’re so simple and welcoming. You are a dog person.

**Print** Why do things have to be so complicated? You just write, gosh darn it, and this conversation bores you. You drink coffee with the same amount of milk and sugar every time. You’re loyal to your friends, and play it safe.

**Pointy** You can be a bit suspicious, and you have a hot temper. When you order food at a restaurant, the waiter had better get your order right. You have a cat, who claws at all your guests.

**ALL CAPS** YOU LOVE TO MAKE YOUR VOICE KNOWN. IF YOU ARE ANGRY, PEOPLE RUN AWAY. IF YOU ARE IN A GOOD MOOD, YOU ANNOY JUST ABOUT EVERYONE AROUND YOU.

**Script** You adore Shakespeare. Occasionally, you break into a British accent, or start humming to yourself. Whenever you hear classical music, you quietly sigh, and ask why everyone doesn’t feel the same.

**Right Slanting**

You think the speed limits are set much too low. You yell your heart out at football games, either at the game or in your living room. You love Manhattan, and everything about it.

**Left Slanting** When you tell jokes, everyone laughs. You support Ron Paul for president, and you have for years. You can juggle, but you don’t like to brag about it. You never study, but you always seem to do fine in tests. Secretly, you want to run away to the circus.

**MESSY** You have a Y-chromosome. Your notes look like a bomb went off in your backpack. Studying is almost impossible because half of the words on the pages of your binder can pass for Chinese. Handwriting shows more than just words on a piece of paper, it reveals the inner-most mechanisms of your soul. The way a person writes reflects various aspects of his or her personality, and is one of the last great artforms of the modern era. Disclaimer: All of the above were based on the analysis of Matt Heiden on various styles of writing. They do not, in any way represent an acceptable handwriting analysis used by professional analysts.

## Military ambitions

by **Brendan Weintraub**  
*Opinions Editor*

There comes a time in a student’s life when he or she has to decide what to do after high school. Many students go off to college to seek further education, others try to find a job, and a select few decide that they want to enter into the United States armed forces.

This year, Schreiber is proud to be sending multiple students to the military. Two students to note are going into the Marines and a third is going into an Reserve Officer Training Corps (ROTC) program for the Army. Some students enter the military for the benefits that they receive for college and health, but this year it seems that all of the Vikings entering the military are doing it for different reasons.

Seniors Jimmy Chester and David White are both candidates for the Marine Corps. Both of these seniors have a few weeks after the school year ends before they are shipped off to Paris Island, South Carolina for basic training for three months. After this, they will enter the School of Infantry for another three months, and when they are finally done, they will be in the reserves.

“Really, I have always wanted to join the military since I was a kid. When I moved here to America, most people thought my motive was to go to college, but it was to join the Marines,” said senior David White. “As for why the military, the soldiering side of things attracts me. I want to be an infantryman.”

White is an example of pure selflessness, seeing how he has come from Ireland, and wants to fight for the United States as a Marine. The other candidates from Schreiber also share the same sense of altruism. “The most important reason for me was to defend my country,” said senior Jimmy Chester. “I know that my service in the Marine Corps will continue to keep my home the way it is now.” Finally, senior David Chang took a different path in for the military. He decided to go into an ROTC program at the Virginia Military Institute. He will attend this institute for four years and graduate as a second lieutenant. “It was always in my vision to join the ROTC program. It puts you on the path to be part of the army, which has always been an interest of mine,” said senior David Chang.

These students are just three examples from the graduating class, and although on somewhat different paths, share one common goal and attitude. They all believe that the experiences that the military can provide to a person is important to defining oneself as an individual. The three know that even after they serve in the military and go on to other jobs, the memories and the knowledge they acquire will remain with them for the rest of their lives. “The military is a great way of getting ahead in life but you have to work much harder to earn it,” said White.

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# arts & entertainment

## Contraband adds depth to typical action movie formula

BY Dan Bidikov

Staff Writer

*Contraband*, an action thriller film, stars Mark Wahlberg as a former high profile smuggler turned house alarm installation man who must return to the dark side to save a family member's life.

*Contraband* is set in a crime-ridden, rundown New Orleans where every single one of protagonist Chris Farraday's (Wahlberg) friends makes a living carrying out illegal transactions.

After his brother-in-law Andy (Caleb Landry Jones) botches a potentially lucrative drug shipment, Tim Briggs (Giovanni Ribisi), a local thug, and his gang put Farraday in a sticky situation—he must raise the money that his inept brother effectively dumped into the ocean.

Farraday then teams up with his best friend and cohort Sebastian (Ben Foster) to organize a team of corrupt seamen in an effort to smuggle a “Mini Cooper’s worth” of counterfeit currency into a U.S. port.

The plot is effective at first; it is easy enough to follow, setting up good opportunities for limited, but riveting, action sequences. However, the plot disappoints as the character’s journey devolves into a convoluted mess of betrayals and subplots that serve only to confuse and pile on unnecessary depth.

The criminal schemes are hit or miss—some end in exciting, inventive mini-conclusions while others are confounding flops. Characters are thrown in and out of play without second thought, leaving little room for development. For instance, the film opens with the wedding of Farraday’s best friend Danny Raymer (Lukas Haas), but their relationship is almost completely ignored after that scene.

It doesn’t help that, in an attempt to be stylish, a good amount of the dialogue is incomprehensible smuggler lingo. (What



www.allmoviephoto.com

**Farraday (Mark Wahlberg) and his band of thieves examine their latest haul in awe. Farraday and his crew engage in several schemes throughout the movie, ranging from thrilling mini-heists to utter disappointments.**

is a “twit card,” for instance?)

In *Contraband*, many big name actors prove too refined as they struggle to portray criminal scumbags on screen. Mark Wahlberg, however, is a star, delivering foul language with minimal impact and high frequency as his ill-disguised Boston accent reaches ears in exotic locales such as Panama City. He demonstrates more depth than a generic action hero, translating emotions (especially anger) expertly on camera.

Kate Beckinsale plays our protagonist’s boring, defenseless wife Kate, who flails her arms around frantically as she receives constant abuse from nose-picking gangsters while lacking the common intelligence to move her family to the next town over.

The crew of bad mouthed sailors aiding Chris Farraday in his criminal venture provides not only comic relief but a welcome strain of genuine friendliness in the film’s treacherous world of drug lords and thieves.

The main character’s young children, while crucial to moving the story forward, keep their mouths shut for most of the film. This is good, considering they were likely cast for their resemblance to their on-screen “parents” and not for any real

talent.

Ribisi manages to fit well into his character. He plays the dimwitted, tattoo-cloaked Tim Briggs with elegance and ease. Ben Foster has a noticeably tougher time playing his role—his tone varies radically and his performance can feel out of place.

*Contraband* makes good use of cinematographic techniques such as applying Steadicam technology that allows it to build a gritty atmosphere as characters run and punch in various concentrations of light. Quick cuts and fitting song choices add to the hectic mood in the film’s more thrilling sequences.

As the character’s journey progresses, exponentially increasing complications in the initial plan provide a healthy environment for some heated action scenes. While the film’s various shootouts and brawls may have the audience about three quarters of the way off their seats, the most thrilling feature of *Contraband* is its ability to make viewers feel as tense and pressed for time as the protagonists.

Director Baltasar Kormákur did not make good use of the lengthy two hour runtime to squeeze in a hearty amount of gripping action. Some situations that could have been more dynamic were

toned down in exchange for ineffective exchanges of dialogue.

In such a tried genre, it is difficult to introduce fresh ideas. Although *Contraband* more than meets the expectations for originality in a January-release action flick, it is not mind-bendingly inventive.

The weird mix of grungy atmosphere and almost-flashy writing in the film prompts viewers to believe that it could have been better with a more concrete direction.

By far the most interesting concept played upon in *Contraband* is the double-life of the main character. His dual role as a loving father and a violent, skilled criminal reflect a popular new archetype present in works such as television series *Breaking Bad*. This duality strengthens the connection between the audience and the characters, which would otherwise be weak in a conventional action movie like *Contraband*.

While it is not required viewing, moviegoers craving an intense action experience with more moral and thematic elements may want to consider checking out *Contraband*.



# The Iron Lady reveals a different angle to Margaret Thatcher’s character

BY **Daniella Philipson**  
*Staff Writer*

If you are a student planning to see *The Iron Lady* to assist in the writing of an AP Euro research paper, you will not have sufficient information about Thatcher’s political career because Thatcher is shown as a feeble old woman for much of the film. *The Iron Lady* is not an educational biographical tale, but rather a Shakespearean story of the struggle for power.

Why, then, would you want to see a potentially boring film about a prime minister who is not especially relevant in your everyday life? Because of Meryl Streep, acting goddess and talent extraordinaire. Her resemblance to Thatcher is uncanny, with the prosthetic teeth and impeccable old age make-up. Anybody interested in watching an awe-inspiring performance by a formidable actress should rush to the theater because Streep’s portrayal goes far beyond a normal impersonation; it gives humanity to a woman against whom millions of people raged in the 1980s.

Margaret Thatcher, Great Britain’s first and only female prime minister to date, is one of the most controversial political figures in recent history. As the leader of the Conservative party, she spearheaded a movement to take down labor unions. To many of her fellow Conservatives, she was the country’s savior in the postwar era. To a large swathe of the population, however, Margaret Thatcher was the cause of turmoil, distress, poverty and countless

riots. Divisions about Thatcher’s policies run so deep that the British people continue to argue over it even today.

It was brave of Phyllida Lloyd, the director of *The Iron Lady*, not only to tackle not only such an enormous and notorious story but also to add a twist. The twist, of course, is that *The Iron Lady* is not a conventional biopic.

Instead, the film follows the life of present-day 86-year-old Margaret Thatcher, suffering from dementia, as she spends three days clearing out the belongings of her deceased husband. Denis Thatcher (Jim Broadbent), her formerly loving husband, is a frequent visitor as she packs his clothing into donation bags despite being merely a figment of Thatcher’s dementia. Thatcher’s memories are triggered while she is cleaning out closets and enjoying visits from her daughter Carol, and the audience is swept into the tale of her rise to power.

Words and old photographs activate Thatcher’s memories of growing up in Grantham, England, as a grocer’s daughter, which was a social status that divided her from her male counterparts once she became involved with the Conservatives. The young Margaret Thatcher is portrayed by the delightful Alexandra Roach who succeeds in communicating Thatcher’s wit and “go get ‘em” attitude to the audience.

Streep does the rest of the job, playing Thatcher from her 40s onward. The film’s back-and-forth narrative, which shifts from the present day to the past very abruptly, is irritating and distracting at



Margaret Thatcher (Meryl Streep) announces her intention of running for Prime Minister as her husband stands by her side. *Iron Lady* portrays Thatcher in a different light, showing her humanity.

times, but the stellar performances in the film make up for its faulty structure. Although interesting, the archival footage of Downing Street on Thatcher’s first day and the riots that followed years later were used excessively.

Streep is deservedly receiving rave reviews for her portrayal of the prime minister and is tipped to win an Academy Award this year. While the political impersonation scenes add a layer of humanity to Thatcher and are telling of her bold, outspoken nature, it is the time spent with current-day Thatcher that gives the viewer a true understanding of the regrets at the end of a woman’s life. The image of Thatcher’s saddened face as she awakens, reaching for her husband on

the other side of the bed, only to discover that he is gone, is heartbreaking, as is the scene where the IRA bombs the Grand Hotel in Brighton, England, in an attempt to assassinate her. It is impossible to see Thatcher, searching through the rubble to find her beloved husband, as solely a heartless government employee.

The film remains neutral regarding Thatcher’s policies, as any film of such a controversial nature ought to do. Instead, it makes a feminist case, which Thatcher would not have used to describe herself, but one that the younger population can relate to nonetheless. *The Iron Lady* tells the powerful story of a political figure who works off “thoughts and ideas, not feelings,” a valuable lesson for all.

## Beauty and the Beast brought back to life in 3D

BY **Penina Remler**  
*Staff Writer*

While *Beauty and the Beast* may not be considered an American cinematic classic by all, the love story plot continues to be appealing to those of all ages. Beginning with success as a classic fairytale, the childhood story became a film and an award-winning Broadway show. This past weekend, the film was released as a 3D production; the jury is still out on whether the movie will be able to retain its classic charm with additional modern technology and special effects.

*Beauty and the Beast* is known for its heart-wrenching love story. A selfish prince is transformed into a beast until he can break this spell by learning how to truly care for someone. The female protagonist, Belle, is initially the opposite of the Beast, as she is extremely selfless and loving. While she finds herself

dreaming of a life filled with adventure, her life subsequently takes a turn as her father is placed in prison by the Beast.

Belle, being the loyal daughter that she is, offers herself to the Beast for her father’s sake, which marks the beginning of the Beast’s quest to break his spell. However, the movie goes from ordinary to spectacular as household objects come to life and Belle and the Beast’s relationship turns into an unexpected romance.

While many love *Beauty and the Beast* for its great imagination and music, the new 3D edition solely adds to the phenomenon by giving another reason to cherish this moving tale. The 3D effects serve to draw the viewer deeper into the movie’s animated reality. In approximately 90 minutes of movie time, all of the high-tech effects give the film a newly feeling while also managing to maintain the favorite childhood qualities of the movie as well.

The four year project which began in December 2007 resulted in a well thought out and compelling film. One might question the hard work and multi-year process of producing a film for 3D release. However, the enhanced visuals and greater depth allow the film to remain true to its classic touch, making the later release worth the wait.

Overall, going to see *Beauty and the Beast* 3D in theaters is a great opportunity for any viewer. Whether one is fascinated by the new modern technology, or determined to reminisce on memories from the past, there is ultimately a good reason to view this film one more time.



*Beauty and the Beast* is a classic fairytale that has delighted children for generations. The 3D effects brought back the magic of the movie in theatres.

## Young Playwrights Festival excites audience

BY **Elana Galassi**  
*Photo Editor*

Earlier this month, Schreiber’s Drama Club put on its annual Young Playwrights Festival. Commonly referred to as Y.P.F., the Young Playwrights Festival is a weekend during which student-written and student-produced one act productions are performed.

In the first play, *Welcome to the Family*, junior Veronika Onischenko’s performance as a well-intentioned but sometimes unusual grandmother caused hilarity to ensue each time she insisted that juniors Annie Rubin and Thomas Greenstein “make the sex.”

In the second play, *Closing Time*, Sophomore Luke Greico was convincing as a nostalgic coffee shop owner, despite the younger look of his face. The inflection of his voice brought true life to the memories being rekindled.

Junior Kimberly Suzzan was cast as the shy girl at a night filled with intoxicated frivolity in *That Night at Amy’s* and acted along with fellow junior Ani O’Hanlon and senior Emily Nicholson, who set a high standard for the role of drunk partier.

In, *The Game of Life*, a play about what happens when a friendly game night goes seriously wrong, senior Sage Viscovi was utterly convincing as a disgruntled player, and freshman Oren Barasch played an exasperated husband who looked truly shocked at the idea of having a “whole car

of little peg babies.”

Later, senior Jesse Weil brought down the house as an overly competitive beauty pageant dad in *The Princess . . . and Her Father*, bringing those in the audience to hysterics with his demonstration of the proper way to dance to “Sexy and I Know It” by LMFAO.

On a more serious subject, freshman Nina Grauer flew solo, presenting a monologue written by sophomore Kyle Granger entitled *A Monologue*. It sought to convince people to question themselves and how they were living their lives. Grauer bluntly stated that everyone in the room was hiding something, no matter how little it was. She is truly deserving of a congratulations on a job well done; when she spoke, both her and Granger’s voices were heard.

The final play, *Dear Kate*, was a show-stopping closer. Senior Loren Giron, junior Julia Bain, and sophomore Nate Krantz moved the audience with their performances as young people mourning the suicide of their friend, Kate, who was played by junior Ashley Larsen. When Krantz and Larsen read Kate’s suicide note back and forth, the audience was fraught with emotion. Looking around the room, there was not a single dry eye.

Overall, the Young Playwrights Festival should persuade students to attend future Drama Club productions. No two performances were alike, and the yearly change in faces brings new life to an already lively tradition.



# Pretty Little Liars promises a season full of suspense

by **Lily Weisberg**  
Staff Writer

The epic TV thriller *Pretty Little Liars* came back on the air for the second half of its second season on Jan. 2. After three months since the shocking and dramatic twists of the summer episodes and the exciting Halloween special, the show left fans craving more.

The last time we saw the four best friends, the police accused them of homicide, and they were stuck sitting at the Rosewood Police station in dirty party dresses.

The premiere started off with drama as expected. Each of the main characters, Aria (Lucy Hale), Hanna (Ashley Benson), Spencer (Troian Bellisario), and Emily (Shay Mitchell), have their own unique stories that end up intertwining to create the dynamic plot line. Previously best friends, they suffered the tragic loss of their fifth best friend Alison, who had been declared dead on the one-year anniversary of her disappearance. Many secrets and unanswered questions surrounded her death. After this, the girls went their separate ways.

Now, a mysterious character known only as “A” is following each girl. “A,” who is pretending to be Alison, is sending them messages about their past. With the common goal of finding out who “A” really is, the girls have rekindled their friendship and are now on a mission: to find out who “A” is in order to ensure the safety of their family, friends, and, most importantly, their secrets.

Even the most devout followers of the show may not remember everything that

happened in the previous episodes, and it might have been beneficial to give more of a re-cap to refresh viewers’ memories. For new viewers, the producers provided a better summary, instead of the few bits and pieces showing what happened toward the end of the Halloween episode.

Since the beginning of the series, all four of the girls have changed. Hannah is more down to earth compared to the stuck-up spoiled girl she used to be. Emily, who has recently moved in with Hannah because her mother went to live with her father in Texas, has accepted that she is gay and has outgrown her sweet, innocent appeal.

Aria dug an even deeper hole with her and her former AP English teacher and lover. Finally, Spencer is dating their frenemy Jenna’s stepbrother, Toby. With the common connection over the “A” mystery, the four are closer than ever.

Many viewers’ previously unanswered questions still remain a mystery. This secretive and dramatic show certainly did not let us down when it comes to suspense. Each episode brings us one step closer to discovering who the mysterious “A” is. Somehow, the girls seem willing to risk everything they have in order to gain more clues and information.

The premiere was one of the most intense episodes of the season. At first, the four best friends were fighting constantly as if they were sick and tired of each other, but the viewer never understands why. When looking back at previous episodes, there was no sign of tension between them. Thankfully, this is one mystery that is resolved quickly, and by the end of the episode the status quo is restored.

Most people who start watching *Pretty*



www.imdb.com

**Spencer and Emily stage a fight in order to gain A’s trust. They are attempting to find out who A is, but once again they fail to fully accomplish their task. *Pretty Little Liars* excites its addicted audience as the suspense continues.**

*Little Liars* cannot stop. Each episode leaves the viewer hanging until the next one, which always delivers an exciting twist. Between the romance, gossip, and mystery of the show there is always an intensity that leaves you wanting more. For those of you who are interested in starting

the series now, it may get confusing, but after a couple of episodes you will be pulled in like the rest of the fans.

The remainder of the season will most definitely uncover more secrets, and maybe we will finally discover the identity of the elusive “A.”

## Modern Family continues consistent comedy

by **Hayden Quigley**  
Contributing Writer

Over the past three years, *Modern Family* has been one of the most successful series on television. At the most recent Emmy Awards, *Modern Family* took home five awards, including Outstanding Comedy Series and Outstanding Supporting Actress in a Comedy Series. The show has shown great commercial potential: it was the 16th highest earning show for 2010, earning \$1.6 million an episode. On Jan. 4, *Modern Family* returned to TV after a one month hiatus.

The show’s mood darkened recently when, early in the episode, Phil (Ty Burrell) went to the doctor for an annual checkup. During the appointment, the doctor discovered a sharp pain in Phil’s arm that he could not immediately diagnose. This created an atmosphere of suspense that was quickly resolved by the show’s signature humorous dialogue.

When the doctor finally called, the tension ended with a clever exchange about Phil’s job as a real estate agent.

The show’s well-written script shines as the characteristically nervous Phil clashes with his lighthearted doctor. As the doctor reveals that Phil is perfectly fine, the collective sigh of relief from the Dunphys is the perfect example of *Modern Family*’s successful family dynamic.

One of *Modern Family*’s greatest attributes is its ability to engage its viewers in two simultaneous storylines without being confusing. None of the characters

in the extended family are dead weight—all of them bring humor to the hectic, problematic situations that provide plot points for the series.

The Pritchetts, consisting of father Jay (Ed O’Neill), mother Gloria (Sofia Vergara), and son Manny (Rico Rodriguez) have their own internal dilemma while the Dunphys await medical news.

Gloria’s first husband and Manny’s biological father, Javier (Benjamin Bratt), returns to bring Manny and Jay to the horse races. Manny’s idolization of his birth father fleshes out the more serious side of this *Modern Family* episode. Manny’s relationship with both of his fathers demonstrates that valuable life lessons exist within the show’s fun and jokes.

*Modern Family* is consistently funny. All the characters have their own



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**Jay, Manny, and Javier bet on horse races at the track. The chemistry between the characters and cast promises another exceptional season.**



www.abc.com

**Lindzi and Kacie interact with the bachelor, Ben, on the first night. The show has become a guilty pleasure for its viewers and promises plenty of drama this season.**



# Teen Mom 2 peeks into reality of teen pregnancy

by Hannah Fagen  
News Editor

For years, adults have struggled with how to talk to teenagers about sex. Conflicts have ensued between church groups, schools, health centers, and everyone in between about abstinence education versus lessons about safe sex, including contraception and abstinence. Now, all groups agree that there are new major contenders in the sex education department: MTV’s reality shows *16 and Pregnant*, *Teen Mom*, and *Teen Mom 2*.

MTV first debuted its teenage pregnancy empire in June 2009 with a six-episode season of *16 and Pregnant*. This first peek into the world of pregnant adolescents sparked interest and grew wildly popular.

After the initial success of the show, MTV began casting for additional seasons of *16 and Pregnant*—four altogether so far—and created a spinoff: *Teen Mom*. The original *Teen Mom* featured four young mothers from the first season of *16 and Pregnant*, chronicling their lives post-birth. Now in its second season, *Teen Mom 2* features four girls from the second season of *16 and Pregnant*.

The second season premiered on Dec. 6 and features the lives of Chelsea Houska, Kailyn Lowry, Jenelle Evans, and Leah Messer. Their children, at this point in the series, range from one to two years of age.

Chelsea, a high school dropout and aspiring hairdresser, lives with her daughter Aubree in a house paid for by her father. She struggles continuously to finish her education, by way of a GED, and to maintain a stable relationship with Adam, her on-again-off-again boyfriend and father of Aubree.

Kailyn’s mother abandoned her when Kailyn was pregnant, forcing her to move in with her then-boyfriend Jo. After she gave birth to her son Isaac, Kailyn’s relationship with Jo’s family deteriorated, and she struggled to provide a safe home for herself and her son.

Jenelle is this season’s partier. After she delivered her son Jace, she reverted to her old ways and went out partying



Aliannah, one of 19-year-old Leah Messer’s twins, plays with her toys while wearing her new glasses. Aliannah suffers from developmental delays, one of many hardships the teenage parents face.

every night, leaving her mother, Barbara, who now has custody of the toddler, to take care of her infant son. Jenelle is now facing multiple charges related to marijuana, violence, and possession of drug paraphernalia, all while trying to get back custody of her son.

Leah, possibly the saddest story, gave birth to twins Aliannah and Aleeah after finding herself pregnant only three months into her relationship with her boyfriend, Corey. She has since married him, and the two are trying to deal with Aliannah’s developmental delays.

On Jan. 10, MTV aired two back-to-back episodes of the show. These episodes, in particular, highlighted the intense difficulties that teenage parents face. Chelsea dealt with finding a new apartment without the help of her unsupportive boyfriend, and Kailyn was forced to spend Christmas morning without her son, who was at his father’s house.

Jenelle faced her first court date and slipped back into a volatile relationship with homeless drug addict, Kieffer Delp. Leah had to deal with the devastating news that her daughter Aliannah may have a life-threatening dysplasia; however, a call from a geneticist later confirmed

that she was in the clear.

These episodes were full of emotional drama. One cannot help but feel empathetic for a young mother dealing with money problems, not being able to see her child on the holidays, or even attempting to grasp the idea that their child may be fatally ill. It seems that however much these women try to improve their lives for their children’s sake, they can never catch a break.

It is this brutal realism that makes this show a success (with over 3 million viewers per episode) and also an indispensable teaching tool. *Teen Mom 2* gives viewers an inside look into the nonstop difficulties of parenting as teenagers—acting as a cognitive birth control.

According to The National Campaign to Prevent Teen and Unplanned Pregnancy, after years of climbing teen pregnancy rates, the introduction of the MTV shows on teen pregnancy sparked a significant decline.

A great, though depressing, way to learn is to watch the mistakes and difficulties of others. *Teen Mom 2*, with its depiction of the sad reality of teenage parenting, teaches an important lesson to teens about waiting to have sex or children until they feel completely ready.

# QUACKING UP WITH KWAK



by Bethia Kwak  
A&E Editor

Last week marked the beginning of the eleventh season of *American Idol*.

Are you kidding me? Has America really allowed this show to go on for ELEVEN years?!

Even after the entire judging panel has been replaced—oh wait, Randy Jackson is still there? I meant after the judges that mattered and had more criticism to offer than, “Yo, dawg,” and even after most people cannot even name the past 4 or 5 winners, this show still thinks it can reign as “America’s Show.”

Don’t get me wrong. The show had a good run for a few years. My dad still rocks out to “Since U Been Gone” by Kelly Clarkson, a song he thinks was written about him for some reason.

Whenever I go to my buddy Brian Aronow’s house, I always hear him playing Jennifer Hudson’s songs on the piano.

And when I watch *House Bunny* on TV, who else do I see but Katherine McPhee?

It was still even mildly entertaining when Paula Abdul started going a little loony with her “Coca-Cola.”

Who didn’t love her slow claps after each performance with her words coming out slower than some of my college decisions, saying “OH. MY. GOSH. That was amaaaaazing?”

The show hit a low point when Ellen DeGeneres became a judge.

Has the show become that much of a joke that they have to hire a comedian? (Ha, pun.) She admitted before going on *Idol* that she knows absolutely nothing about music.

Even during her stint, she would say things like how she thinks it sounded pitchy even though she had no music credentials to really know for sure. Yep, thanks for those comments, Ellen; they were really insightful.

And let’s not forget those extremely awkward banters between Ryan Seacrest and Simon Cowell. After each episode, I was left feeling uncomfortable by their, um, “playful arguments.”

On a more serious note, which I know can be impossible in this column sometimes, the audition episodes started becoming painstakingly cruel.

In past seasons, these so-called professional judges started making fun of people for their appearances. The producers really decided to put people on the show just so they could be ridiculed for their demeanors?

Yeah, that’s a good message to give to our youth when the commercial that comes on right after the show is “How to Prevent Bullying.”

But hey, this is America...n Idol!

# Classic Album: A Tribe Called Quest: The Low End Theory

by Kerim Kivrak  
Assistant A&E Editor

After the overwhelmingly lukewarm reception of their debut album, People’s Instinctive Travels and the Paths of Rhythm, A Tribe Called Quest underwent some much needed change. The act became a trio with the departure of Jarobi White, leaving only Q-Tip, Ali Shaheed Muhammad, and Phife Dawg (Malik Taylor) when Tribe set out to work on *The Low End Theory*. Maintaining their smart and socially aware variety of lyricism, while adopting a wholly unique jazz style, Tribe created one of the most monumental hip hop albums of all-time.

*The Low End Theory* is among the first albums to fuse hip hop and jazz, bridging these two significant aspects of black culture. As Q-Tip explains on the first track, “things go in cycles,” and the idea that hip hop is analogous to the bebop and jazz of previous generations is paramount in the rest of the album. On “Verses From the Abstract,” the group employed the immense talent of legendary bassist Ron Carter in producing a clean, jazzy bass



sound that epitomizes the crisp simplicity of the rest of the album.

Tribe’s lyricism oscillates between conversational nostalgia and social and cultural commentary. Whether they are reminiscing about their childhoods or criticizing black women who dye their hair “to be treated white,” Tribe has an undeniable personality in each track. And unlike most rappers of today, their personalities are not repulsive.

As much as the album has withstood the test of time, its lyrics are by no means

timeless. When Q-Tip asks, “Do you know the importance of a Skypager?” most of us can honestly say “Nope.” For younger listeners, even the numerous references to Arsenio Hall may prove too obscure.

The lyrics alone won’t do much for the less cultured among us, but anyone can appreciate the perfect fusion of rap and jazz. The group’s transition to a distinctive, smooth jazzy style and the undeniable chemistry between the members ensure that there is not a single weak track on the album. It is not entirely fair to call *The Low End Theory* a foray into jazz rap, as jazz is but one of many components of the album’s style. After the somewhat cluttered sound of their debut album, Tribe stripped *The Low End Theory* down to the basics: old-school rap over a backdrop of drums and bass.

Although they would go on to experiment with more abstract styles bordering on the avant-garde, the simplicity of *The Low End Theory* has come to characterize A Tribe Called Quest. *The Low End Theory* is not just a memorable hip hop album; it is one of the greatest albums of all time.



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# Girls basketball looks to bounce back from 2011 season

## Head Coach Mr. Trottier pushes his young squad to “110% effort at all times”

BY **Aaron Brezel**  
*Staff Writer*

The girls varsity basketball team has raised expectations for this season following a disappointing 6-11 record last year. The Vikings, coached by Guggenheim teacher Mr. Dennis Trottier, have begun with a promising 2-2 start.

In their first game, the girls beat East Meadow. In their next two games, the Lady Vikings lost heartbreakers to Hicksville and MacArthur.

Coach Trottier attributes the girls' success to the commendable defense and conditioning of the team. The league that girls basketball plays in is shaping up to be a highly competitive conference, with powerhouses like Baldwin, MacArthur, and Hicksville.

This year, the Vikings are led by seniors Emily Rosenthal and Hayley Kerr, and junior Ali Seltzer. These girls form the core of a highly experienced and talented starting five. As a four-year starter and four-year All-Conference player, Rosenthal has exhibited the talents of a pure scorer, leading the team with an average of 12 points per game. Rosenthal's skills also extend to the other side of the court where her defense is impressive, according to Coach Trottier.

"She's one of the most intense competitors I have ever met. If there is a girl who loves the challenge of competition and wants to win very badly, it's Emily," said Coach Trottier.

Alongside Rosenthal is Kerr, who is going into her fifth year as a varsity play-

er. She is also going into her fourth year as a starter and received All-Class honors last season.

"Hayley is a true athlete whose hard work and physical play makes it hard to take her out of games," said Coach Trottier.

The past 2 seasons, he has highlighted Kerr's drive to improve her prowess on her offensive game. Rosenthal and Kerr have formed an offensive backbone for the team over the past several years, with both players closing in on 500 points for their Lady Viking career.

Adding to an already experienced upperclassmen leadership is Seltzer, who has been heralded as the team's "defensive specialist." She excels on the defensive side of the ball and leads the team in steals.

"She's a tremendous athlete who will run through a wall for her team. We are a much better defensive team with Ali on the court," said Coach Trottier.

Rounding out the team's starting five are sophomore duo Christina Leonard and Nicole Alechman. Leonard, who is in her third year as a starter, is considered to be one of the best overall ball handlers in the county. In addition, she provides a great boost on offense by leading the team in three pointers this season.

According to Coach Trottier, Alechman has also shown intense commitment, working on all aspects of her game. This season, Alechman has added another tool to her arsenal by playing in the paint well and drawing fouls.

As any avid basketball fan would know, no team is complete without a strong bench. Without quality players to

fill in for the starters, it is hard for the team to maintain an intense level of play for the entire game.

Of the 13 girls on the team, sophomore Megan Murphy has asserted her position as the first girl off the bench and is regarded as a "spark plug" for the team. To her coach, she does the little things very well, which include leading the team in taking charges, defending well, and providing the team with an offensive boost.

The success of the girls basketball team has come as a result of the hard work of every girl on the team.

"Our goal is to always give 110% effort at all times during practices and games. To this point, I'm so proud of this team and the effort and energy they've exhibited.

A team goal this season is to make the playoffs. We play in a very tough conference but hopefully, we will win some key games," said Coach Trottier.

Looking forward, the girls have a tough season ahead of them. Despite these challenges, the team has and will benefit from an experienced starting court.

"They give their all each time they are on the court, not only in practice and games, but also in the weight room. We have come into the season with a better "conditioning" philosophy. The girls have responded very well and are in the best shape they can be in right now," said Coach Trottier.



Harry Paul  
**Sophomore Christina Leonard dribbles up the court with her head up in search of a teammate in the Vikings' latest game on Jan.12 against Baldwin.**

### Calling the Shots

BY **Jake Eisenberg**  
*Assistant Opinions Editor*

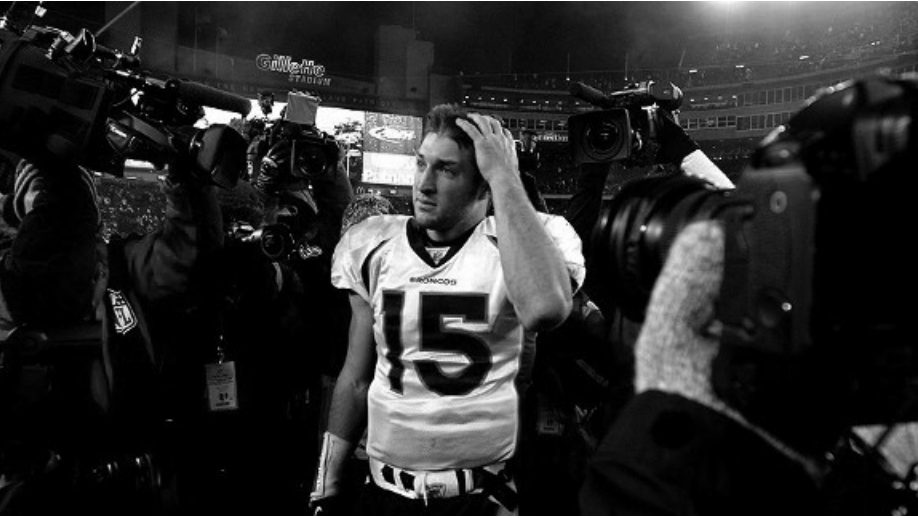
Who knows where this world would be without the smell of hotdogs on a warm Sunday afternoon? Or without screaming matches between fans of rival teams? Or without loud vendors clamoring at spectators to buy the \$30 dollar action figure?

Who knows where this world would be without sports? God only knows.

So, thank God for sports.

Thank God for football, baseball, basketball, and hockey too.

Thank God for the gridiron, the diamond, the court, and the rink.



US Presswires  
**Tim Tebow, quarterback of the Denver Broncos, led his team on an improbable run that ended in the AFC Division Playoffs against the New England Patriots.**

# Overwhelming public piety plays role in sports

It was apparent over a 7-1 stretch, in which 5 of those wins were from behind late in the game, and appeared to have disappeared over the last 4 games of the regular season, when the Broncos went 0-4.

But Sunday, Jan.8, the magic was back.

Tim Tebow, the NFL's latest sensation, threw an 80 yard touchdown pass to Demariyus Thomas on the first play of overtime, in his first playoff game, against Dick Lebeau and the legendary "Steel Curtain" defense of the Pittsburgh Steelers, eliminating them from the playoffs.

Tebow has always been very open about his religion and his level of faith, through his now iconic "Tebowing" pose (kneeling on the ground with the forehead placed on the fist, meant to represent kneeling before God), and Bible verses written on his eye black. Last year, he was even the spokesperson for an anti-abortion campaign.

However, he is not the only athlete to be overwhelmingly "in-your-face" faithful. All over sports, not just football, players give credit where they believe it is due. After every save he records, Francisco Rodriguez, or K-Rod as he is commonly known, points his hands to the sky. That same gesture is common among ballplayers after they hit a home run, or strike out an opponent to end an inning. Craig Biggio reportedly woke up an hour early to go to mass every day.

Too often in press conferences or interviews, players thank a divine power for helping them play at a higher level than usual that day or night.

After a re-stabilization of his ankle just a week earlier, Curt Schilling pitched 7 in-

nings of one-run, four-hit baseball in Game 6 of the 2004 American League Championship Series. In an interview after the game Schilling said, "Tonight's work was God's work on the mound." Deion Sanders would end press conferences saying "God Bless You." Couldn't you see Jerry Jones kneeling in the Cowboys' locker room as Sanders led a team mass every Thursday?

I'm not going to declare whether I believe that there is divine intervention in some athlete's abilities or whether they should believe that there is.

However, I will point out that Lance Armstrong, who won a record seven consecutive Tour De France titles after recovering from testicular cancer, is an atheist. So was Pat Tillman, the football player turned soldier, who was killed in action in Afghanistan in 2004. Many more athletes may have religious opinions, but separate them from their athletic careers, as I believe they should.

For God's sake, enough with overwhelming public piety and just play the game to the highest level possible.

When it comes down to it, there's only one guy on the field who controls an athlete's playing ability, and that is the athlete himself (or herself).

Don't you think that the man upstairs has better things to do than help you hit the buzzer beater, smack that walk off home run, or throw the winning touchdown pass in an overtime playoff game?

Thank God for sports.





# Athletes



# Month



## Matias Franco

BY **Jack Simon**

Staff Writer

Junior Matias Franco has swum since birth. Now, as a seventeen year old, Franco performs in a variety of events to help the Port Washington Vikings swim team succeed.

“My main events are the 50 meter free-style, 100 meter freestyle, 200 meter free-style, the 200 freestyle relay, and the 100 meter butterfly,” said Franco. “My favorite event is the 50 meter freestyle.”

Franco started his swimming career after a rather scary incident.

“I was three years old, and I nearly drowned. After that incident I took lessons for a few years,” said Franco.

“It wasn’t until I was nine years old that I began competing. I was actually going to sign up for another year of swim lessons, but instead I somehow ended up on the Red Devils swim team,” said Franco.

In the off-season Franco works hard to keep in shape.

“During the off-season I’m in the gym working out, or sometimes I go for a run,” said Franco.

Excited about the season, Franco believes in his team’s ability to succeed.

“This season the team is really strong, and I am confident that we will be conference champs this year,” said Franco.

If they do, it will be the first time Schreiber has ever won a conference championship in swimming.

Franco’s favorite swimming memory happened at last year’s counties.

“Jake Schwartz, Craig Todd, Jason Moss, and I set the new school record for the 200 freestyle relay, and we became All-Division,” said Franco.

Franco takes his inspiration from different places.

“I have two big inspirations: my team and Ryan Lochte, who in my opinion is the world’s greatest swimmer,” said Franco.

Before every swim race Franco has a few things he does out of habit and superstition.

“My two main superstitions are that I reach into the water and splash myself in the face just to make sure I’m awake, and my second is that I reach behind my back and stretch out my entire upper body,” said Franco.

Franco also has earned a reputation for respect and joviality from his teammates.

“Matias is an inspiration and a role model to everybody on the team,” said freshman swimming teammate Scott McCann.

“He comes in every day and works hard no matter what. He is someone to look up to,” said McCann.



Ellie Zolotarev

**Junior Matias Franco gets ready to jump into the pool during practice. The Vikings practice as early as 6 a.m. to get ready for their next meet on Jan. 27 at Bethpage.**

## Ashley Berliner

BY **Brett Fishbin**

Senior Sports Editor

The girls varsity gymnastics squad is off to a solid start.

After beating Roslyn handily and barely losing to an impressive Cold Spring Harbor team, the athletes have high hopes for the season.

Junior Ashley Berliner has played her part in the team’s success.

Her experience and dedication has certainly paid off in the early part of the season.

“I began doing gymnastics very young, at around age three,” said Berliner. “When I was younger, I used to compete out of school with a private team, but it became a little too competitive.”

As a whole, the team takes pride in having great relationships both on and off the mats.

“I’ve been on the team since seventh grade,” said Berliner. “I’m known to give pep-talks to my teammates when they’re nervous to compete, and I try to encourage everyone to just relax and have fun. Our team is a family. No one judges anyone, and we all get along so well. I don’t know what I would do without my girls. We all help each other advance and do the best that we can do.”

One of Berliner’s biggest fans and inspirations to compete is her mom.

“My mom was a gymnast as well, so she wanted me to follow in her footsteps,” said Berliner.

Berliner also gives credit to Coach Melissa Havern.

“Ms. Havern does a great job with the team. She is very

helpful and sweet,” said Berliner.

With its 2-2 start, the team is optimistic about its season. Even in its loss to Cold Spring Harbor, it had a very strong showing and had many reasons to be proud of the meet.

Berliner believes that the team can improve as the season goes on.

“Our goals are to just show the best of our abilities and to have fun. Last year, we came in third place, which is pretty amazing for us,” said Berliner. “This year, we’re doing well. We are 2-2, but we can easily pick that record up if we work hard enough.”

It is clear that the team has high hopes for the rest of the season, relying on both leadership like Berliner’s, and the bonds that they have created on and off the floor.



Elana Galassi

**Junior Ashley Berliner practices a sole circle catch on the uneven bars in preparation for upcoming games. The gymnastics squad faces conference rival South Side on Jan. 27.**

## Captain’s Corner: Girls bowlers Jenna Lipman and Melissa Kennedy

BY **Drew Friedman**

Senior Sports Editor

**Drew Friedman:** Hello bowling nation, Jenna and Melissa. How are you today?

**Jenna Lipman:** Pretty good. A little sore from Thursday’s workout.

**Melissa Kennedy:** Jenna! Coaches DG and Braddish were pretty intense.

**DF:** I never really thought of a bowling workout as being intense. What is involved in this rigorous workout?

**JP:** I mostly chill on the rowing machine and blast the music.

**MK:** I can most likely be found doing squats with Emma Zorfass.

**JL:** You’re incorrectly doing squats.

**DF:** Wow, seems pretty difficult. Are

legs a valuable part of bowling?

**JL:** Yeah, well we mostly work lower body strength, balance, and flexibility.

**MK:** C’mon Jenna we don’t actually go hard. It’s not like we’re girls basketball.

**DF:** So I was told by an outside source that you guys aren’t actually captains? Am I right?

**JL:** Well... We don’t actually have captains on the team; it’s more of a group leadership.

**MK:** But we are the only senior girls. So...

**DF:** Okay, won’t get into specifics, I’ll just pretend you are the captains. So what does it take to become a bowler?

**JL:** Well, first of all it requires extreme focus. And you need to be fear-

less. Competition can get really intense and if you let it get to you, it can throw you of your game.

**MK:** For me it’s all about the pregame workout. I have to have something to eat before a match or I have no shot at even a spare.

**DF:** If I may ask, what are your pregame regimens for such a stressful sport as bowling?

**JL:** Two words: cheese fries.

**MK:** I’m a fan of the cookies honestly. But the rest of the team usually goes with the warm pretzel.

**DF:** Where do you get this gourmet food?

**JL:** Oh. Sorry, should have explained. They make it at the lanes and we buy it there.

**MK:** Also, if you bowl a turkey, Bradd-

ish gets us fries, if he remembers.

**DF:** Ha, ouch. Smack talk. Enough about yourselves already, how’s the team doing this year?

**JL:** We are doing really well, in all seriousness. Our team is led by some really strong bowlers on varsity.

**MK:** We are going to finish the season in either third or fourth. I feel like Jenna and I are leaving the team in a really good place for the future.

**JL:** Wednesday is our position round! Come on down to the lanes and watch us. Too bad it’s a little cramped at the lanes.

**MK:** Shut up, Jenna! Everyone should totally come watch us at Herrill Lanes.

**DF:** It has been nice talking. Good luck to you and your fellow bowlers.



# Girls and boys squads prepare for difficult schedule ahead

## *The track teams hope to become conference champions this season*

BY **Chad Edelblum**  
*Staff Writer*

As the season comes to a close, the varsity boys and girls track and field teams kick into overdrive as they look to become conference champions and eventually progress to state qualifiers. Both teams are putting in the extra effort to try and push to that next level.

“We’ve been working hard six days out of the seven of the week. All of our work is paying off,” said sophomore Benjamin Moy. “We are making our way to the conference championships. For many, the season is ending, but we have worked hard enough to go further.”

Moy excels at high jump and long jump, and has reached multiple personal records this season.

The boys team is led by senior captains Michael Au, Paolo Bertolotti, Chris Romero, Ryan Schwartz, and Taylor Titcomb.

“Our captains are great. They push our limits while making the team fun and enjoyable,” said Moy. “Although they joke around and want to have fun a lot, they know when to be serious and excel at pushing us to where we need to be. They have been to state qualifiers before and they know the expectations that we need to make it to that level.”

The captains have the help of Head Coach Mr. Patrick Faraday and Assistant Coach Mr. Richard Schmitz, the latter of

whom won the 2007 States Championships for Schreiber in the mile run.

Schwartz is looking to make states for the mile run that he and Coach Schmitz have been working on, following in Schmitz’s footsteps.

Titcomb is aiming for the 2-mile run. The team’s 4x800 relay, consisting of Schwartz, Titcomb, junior Shoki Yamada, and sophomore Leo Potters, is also looking to qualify for states.

“Although some of our top runners are injured, like Paolo Bertolotti and Sid Kakkar, we have a great group of guys that love running and have done really well,” said Au. “We are expecting our 4x800 team to win the conference and be very competitive at states.”

The girls team is having an impressive season with every runner making personal records and some breaking school records. The girls’ 4x800 team, which consists of juniors Dian Lin and Ashley Pollack, sophomore Joelle Feinberg, and freshman Laura Russo broke a school record at the Friendship Games at Nassau Community College. The girls ran the 4x800 in 10:05.

“As a whole we are doing really well. We have fantastic coaches and I think the team has come a long way since I was a freshman,” said Pollack. “Everyone is supportive and it has been a really great season so far.”

Another school record was broken this season by freshman Neve Devine in the high jump. As a whole, the girl’s track



Harry Paul

**Members of the boys track team jog at a recent practice. They are aiming to return to the state championships.**

team is still young and is expected to break many school records in the future.

“If running 19 laps at Nassau doesn’t make long distance too messed up, we hope to make it to Counties; that’s the main focus right now,” said junior Bianca Luparello, a long distance runner on the team. “As a whole team, we should make it pretty far, though the most hope is for individuals going to state qualifiers and the relays. We

should also make states for many years to come as our team consists of many underclassmen.”

Junior Allegra Maldonado and Luparello both run the 3000 meters and both hope to make states as juniors. The group of girls that runs the 1000-meter, Pollack, Feinberg, Lin, and sophomore Jenny Aguiar, is looking to break a Schreiber record as well.

# THE WRITING CENTER

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

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*A place where any student can go for help with any writing assignment*

## WHERE IS THE WRITING CENTER?

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# VIKING SPORTS

## Basketball stands vacant due to student ban

*For players, Portettes, and cheerleaders, crowds thin due to disruptive behavior*

BY **Dan Miranda**  
*Assistant Sports Editor*

Two different incidents at basketball games have sparked debate within the Schreiber community. Basketball games have had the best attendance of any sport this school year, with the bleachers typically filled with a group of rambunctious teenagers and their parents who are there to support everybody from the players to the Portettes and cheerleaders.

The first incident was on Dec. 15 when the boys basketball team played East Meadow in its home opener. The game was a back and forth affair between two nearly equal opponents, and the result of the game was a close 51-48 Vikings victory.

But what the box score fails to mention is what happened inside the gymnasium during the course of the game. The fans, most notably seniors Blaise Stoddard and Jordan Finkle, caused pandemonium in the stands for different reasons.

Stoddard, dressed in a referee's suit, blew a whistle in the third quarter of the game disrupting play. He exited the arena after stopping the game.

Finkle led a series of chants from the stands, but was kicked out for his behavior and then managed to reenter the gymnasium by wearing a mask.

"The administration is a joke," said Stoddard, who received two days of in school suspension, which he said was a fair punishment for his actions.

On Dec. 20, the Vikings played Hicksville in Port Washington. A student blew a whistle and play had to be suspended for more than seven minutes. As the spectators were clearing the gymnasium, the game supervisors found the whistle, and the students were allowed to stay in the gym.

"It threw off our focus," said junior Josh Gordon, who was playing while the inci-

dent occurred.

On Dec. 21, Assistant Principal Mr. David Miller made an announcement on the loud-speaker banning students from boys basketball games. Parents were allowed in the stands, but teenagers could not attend the game, unless they were a sibling of a player.

After the December break, when school was back in session, Ms. Stephanie Joannon, Athletic Director for Port Washington Schools, organized a Sportsmanship Summit. The meeting took place on Jan. 4 in the Commons and involved the principal, the four assistant principals, a few coaches, and a majority of athletes who had been handpicked by the coaches of several teams.

Stoddard and Finkle, the two seniors who were banned from the season opener, were not invited to the Sportsmanship Summit.

The Summit was a way for the administration and student-athletes to have a meeting of the minds and to explain their different points of view.

Principal Mr. Ira Pernick delineated his plan for the school and the student body when it came to sporting events.



Harry Paul

**Senior Josh Feshbach dribbles at the top of the key while senior Jake Froccaro (32) stands nearby. The entire crowd showed up at the home opener, filling up the stands.**

"I want us to be the best. And I know, I'm the newest person in the room, but I can tell you I burn with a passion much like you do when you play. Except my game is running schools. That's my game," said Mr. Pernick. "That might not sound exciting to you, but I can assure you, it can be."

Conversation shifted in the Summit to who should take the blame. The students—particularly seniors Alex Sater and Jake Yedid—believed it was the aides at fault for not properly supervising the game.

"I was told that I was making sexual comments to one of our players, which never happened. My friend was told that he was cursing, which never happened. These things don't happen, and then we're yelled at," said Sater. "So what happens is that the supervisors come up and start threatening us. That's when the rowdiness starts."

"I find that despicable quite honestly," said game supervisor Ms. Pat Baglio, when asked why she thought the supervisors were getting the bulk of the blame from students. "Students do what they do. It's not anybody provoking them into not following the rules," said Ms. Baglio.

The administration believed it was the students who were at fault. Senior point guard Josh Feshbach agreed with the administration.

"The aides aren't at fault," said Feshbach. "They're just trying to do their job."

The next home game, a game Port won 40-37, the Vikings played Plainview-JFK, and student fans were allowed back into the gymnasium.

"The crowd wasn't as loud," said junior Alex Polk, who was in attendance during the debut game as well as the one against Plainview-JFK.

However, Froccaro later said he noticed no difference in volume on the court in the game against Plainview-JFK.

Boys basketball Head Coach Mr. Sean Dooley recalled the home playoff game three years ago against Massapequa, where some Schreiber students came into the gym with masks on so that the aides could not see what they were saying.

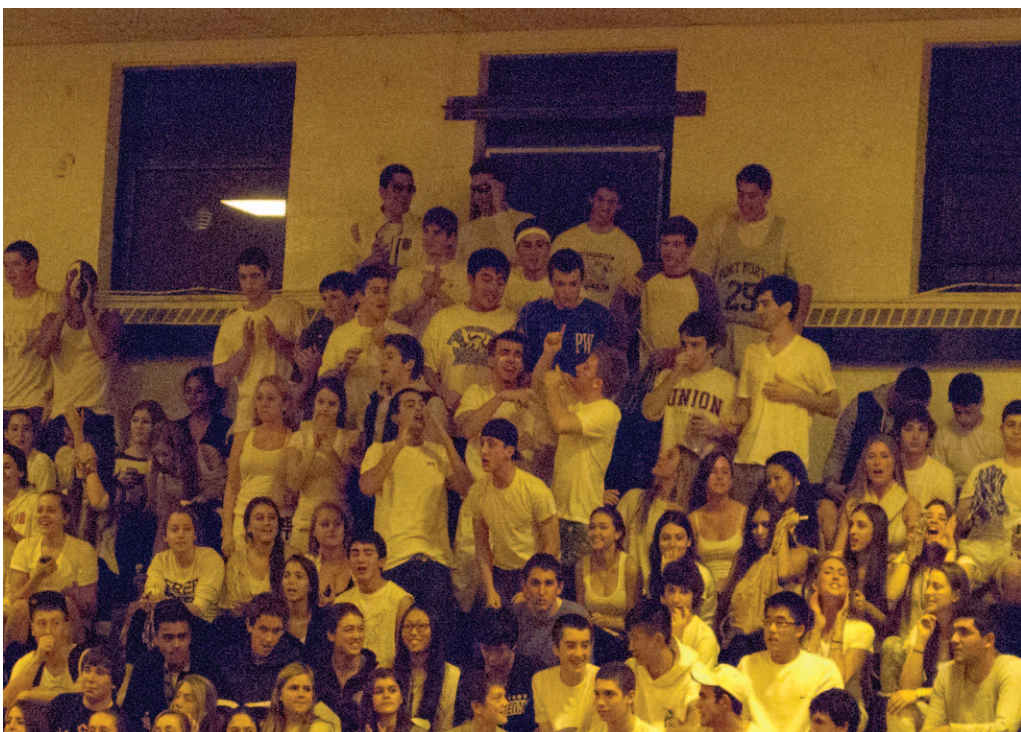
The Massapequa students took offense to that because one of their students had just passed away, and it was a sensitive time. That was not what the Port Washington students were implying, according to Coach Dooley, but the Schreiber students were putting themselves in a poor position.

After the game, the Vikings head coach had to apologize to the Plainview coaches and players.

"Trying to stop a game for five, six, seven minutes because of a whistle and having the players come over, and then all they're talking about is what went on in the stands," said Coach Dooley. "When that happens, we've completely lost focus of what we're supposed to be focused on, which is the game."

The administration is trying to take protective steps to make sure that incidents in the past do not happen again and the supervisors' goal is to "watch the crowd be loud, be proud, be positive," said Ms. Baglio.

"They always say they're here to support the team and my question is where are they tonight? It's a great game," said Ms. Baglio in reference to the Vikings' victory over Valley Stream Central on Jan. 17. Students were allowed back at the game, but did not show up.



Harry Paul

**The gymnasium bleachers were filled on Dec. 15 for the home opener when a few seniors ignited the crowd, and two were ejected from the game. The bleachers were empty, except for parents and siblings, at the following home game.**