

# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LXIII No. 7 March 2013



## FIRE FEAR, SPIRIT CHEER, AND THE CAT IS HERE!

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Senior Jared Sambursky took this photograph in Colorado on a winding road atop the Black Canyon. A thunder storm and sheets of rain can be seen pushing across the canyon. Sambursky is an AP Photo student.

# NEWS BRIEFS

### Rube Goldberg competition

What do piñatas, pulley systems, and dominoes have in common? They can all be used to create Rube Goldberg machines. On Feb. 19, Principles of Engineering students, organized into four groups, held a Rube Goldberg competition under the guidance of technology teacher Mr. Donald Schaefer. Assistant Principal Dr. Brad Fitzgerald judged the competition, and top honors went to the machine dubbed “Schaefer’s Taco Lover.” The other three projects were entitled “Sugar Rush,” “Mario Brothers,” and “Hee Haw Donkees.” “Of special mention is that esprit de corps I noticed in all the teams,” said Dr. Fitzgerald. “While certain ‘lead engineers’ seemed to emerge with a few teams, the larger mark was one of synergy, cooperation, and collegiality.” Students were required to develop machines with a minimum of twenty steps, ending with a hammer hitting a nail. Each team split up the work necessary for completing the task, and most teams designated sub-groups. Designing, developing, and testing these machines took approximately three weeks. “At first glance, one might think that the teams just put a bunch of junk together,” said Mr. Schaefer. “However, a closer inspection indicates the reinforcement of the student science, technology, engineering and math classes, STEM.”

Students wrote down their thoughts about the project and suggested changes for next year’s competition. “I had a lot of fun cooperating with my peers and it allowed me to be creative,” said junior Chris Seifert. “I really enjoyed the hands-on portion of the project where we had to design and build the project from scratch.” Despite the difficulties of working in teams, the project was generally successful. “I really enjoyed this process as a whole,” said junior Astrid Phillipson. “This project made me really strive to think creatively and out of the box. It was fun to work with my group and talk about many of the ideas everyone else had.” Rube Goldberg machines are deliberately over-engineered contraptions designed to accomplish a simple goal using everyday items, usually involving a chain reaction. The machine was named after Pulitzer Prize winning cartoonist Rube Goldberg, who was known for his wacky inventions.

~Ana Espinoza

### Teacher evaluations

Over the last several weeks, students may have noticed Principal Mr. Ira Pernick or one of the assistant principals observing their classes. As part of the APPR program, for the first time all teachers (not just those without tenure)

must be formally observed while teaching. “I do most of the teacher evaluations and at the end of the year write tenure evaluations,” says Mr. Pernick. “I write most of those and then they all go to the superintendent.” Tenured teacher evaluations consist of one formal and one informal observation per year, while untenured teachers undergo two formal and one informal observation per year. “Everything the school does is meant to benefit the students,” said Mr. Pernick. “In the long run, I think it’s always good for schools to be talking about what happens in the classrooms, and I think the more we talk about what happens in classrooms, the more students benefit. It’s a good thing overall for us to be talking about instruction and we talk about it now every day.” Formal observations take one full period along with a private meeting before and after the teacher’s class. Informal observations only take about twenty minutes of the class period, and are followed by a meeting with the instructor. “I think it’s a good a process, but right now it feels very different because it’s still very new. For me there’s nothing more exciting than being able to go into teachers’ classrooms and watch them work,” said Mr. Pernick.

~Lena Kogan

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Published by the student body of Paul D. Schreiber High School. Letters to the editor should be addressed to The Schreiber Times, 101 Campus Drive, Port Washington, New York 11050. The editors reserve the right to refuse, print, edit, return, or not return any submitted material. All letters must be signed by each author. We have a circulation of 2,000 copies per issue with subscriptions available for \$12.00 per school year. We accept camera-ready ads or will design ads to your specifications. For information, call our business office at (516) 767-5862.

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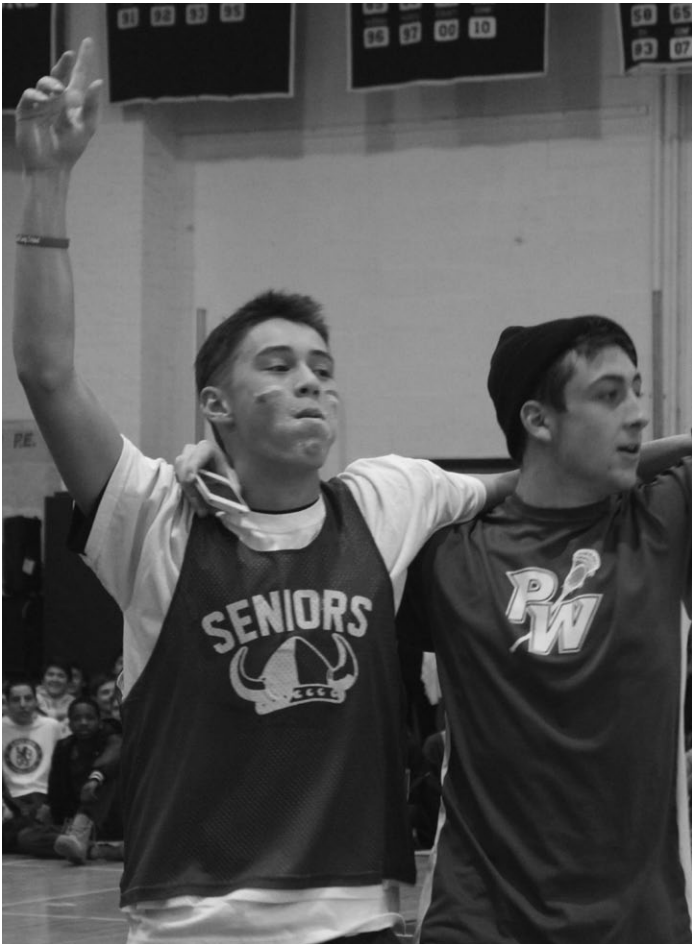
Sloane Volpe



Courtesy of Ali Peltz



Sloane Volpe



Sloane Volpe

Top: Seniors Summer Jiries, Ali Peltz, and Ashley Pollack compete in tug-of-war during the Pep Rally. Bottom left: from left Erin Condon, Brianna Malatino, Lily Weisberg, Melissa Iannucci, Katie Fishbin, Ashley Iannucci, Chloe Klug, and Ali Peltz dress up as ducks for Halloween day during Spirit Week. Middle right: Seniors Kelly McDonough, Kristen Henne, and Diamaris Burton dress in their pajamas to participate in theme days. Bottom right: Senior Derek Caruso and junior Luke Rizzo celebrate winning the doughnut eating competition.

# Students participate in a week of dress-up and competition

BY Ben Lerner  
Staff Writer

As part of a time-honored tradition, students dressed up and painted their faces for Spirit Week. From March 11-15, the four grades competed to accumulate the most points by participating in Spirit Week activities and wearing grade-specific colors and themed clothing.

“I think Spirit Week is a good way for the school to have a little fun for one week and for students to come together within their own grades and as a whole. No matter who wins spirit week—even though the seniors do every year—in the end it’s just to show school spirit and that we’re proud of Schreiber,” said sophomore Denise Hidalgo.

Monday’s theme was pajamas, and

wearing them to school netted you 50 points, while wearing pajamas that were your grade’s color gave you an additional 20 points.

“My favorite theme days were the pajama and spirit days. I loved being able to not care so much about what I wore, and for the last day, I got to wear my trademark Viking helmet. I haven’t yet decided whether I’m retiring it for good or giving it to someone else,” said senior Elana Galassi, a member of the Spirit Week committee which was responsible for organizing the eponymous event.

Activities were held in the lobby during 4-1/4-2, such as the “Penny Wars” in which people placed pennies in jars to give their grade points and dollar bills in other grades’ jars to reduce that grade’s points. The grade with the most money earned the rest of the grades’ money and it was put toward its respective prom.

Spirit Week culminated with a pep rally, with people painting blue and white stripes on their faces and filing into the gymnasium for an hour-long battle of wits and physical prowess.

A series of challenges between the grades manifested the competition in front of the whole school and riled up all the classes.

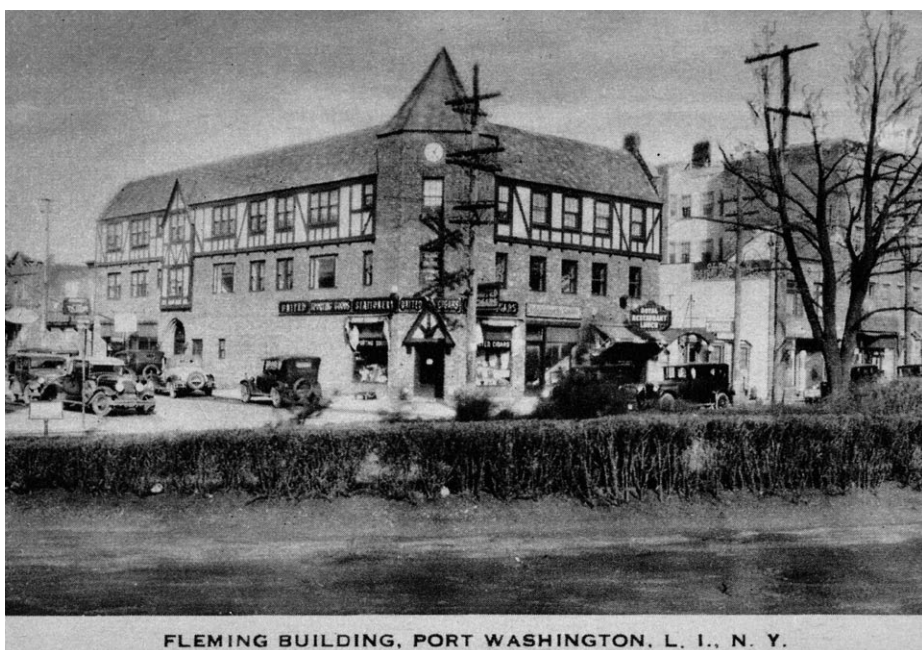
“While there are certain things we could have done without, like the minor egg scramble and the mold-ridden tarp, the final pep rally really showed the kind of unity and intra-grade support that makes the Class of 2013 special. I feel that the spontaneity only added to the contagious

energy in the gym,” said Galassi.

While the juniors won many of the pep rally events, the seniors were able to score a surprise last-minute victory and take home the first place title, barely maintaining their long-running winning streak.

“I thought the announcers and MCs had the most fun. But it wasn’t miserable. It was a nice way to end the week,” said sophomore Nikki Sabila.





FLEMING BUILDING, PORT WASHINGTON, L. I., N. Y.

Courtesy of Chris Bain

A vintage postcard featuring the historic Fleming building, which caught fire March 14. It was built in the 1920s and is recognizable for its Tudor-style architecture.

# Fire devastates historic Main Street building

BY Minah Kim

Senior News Editor

On a windy winter day, smoke blew throughout the town, obscuring drivers' views and infiltrating every building. People on the streets covered their faces as they ran toward their cars.

On Mar. 14, a fire at the historical Fleming building spread quickly and sent up billows of smoke. Students heard a muffled announcement that a section of Main Street near Dunkin Donuts was ablaze. The announcement warned students to avoid Main Street and take caution when leaving the building.

"I could smell the smoke in the building and once I left it, was hard to see because of all the smoke," said senior Dana Mirro.

As students left the building, the reality became clearer as massive clouds of smoke rose above Main Street and spread

throughout town. Community members brought face masks to the crossing guards and the middle school gave out masks to all students leaving the building. Many local businesses closed for the day and stores like Rite Aid only allowed entrance through the back door due to smoke.

"I had an off period during the time and my brother texted me to be careful because there was a fire going on above Dunkin Donuts," said sophomore Carmen Kam. "When the school announced it I was surprised because I didn't think the fire could be large enough to affect us. And since the day was really windy, it was unfortunate that the smoke was blown all over town. The stores around the fire probably will have difficulties because of the damage caused even though they have nothing to do with the fire."

Many students were at the scene of the fire and had to evacuate the area.

"I was in Dunkin Donuts with my friends during my off period and Officer



Courtesy of Chris Bain

Two firefighters at the scene of the incident. The fire broke out mid-day and spread quickly, releasing dense smoke that interfered with local traffic and commerce.

Tony came in and told us to get out. I had no idea what was going on, but I saw smoke above the AT&T store," said senior Marni Wilkoff.

Alarms rang throughout the day as firefighters from several districts arrived. Traffic remained congested on Main Street and sections of Port Washington Blvd. Firefighters were battling the fire past 8 p.m.

Dunkin Donuts and Rosa's reopened on Friday, but Steve's Barber Shop, Yamaguchi, and Fusion Wireless AT&T remain closed due to smoke and water damage.

"I just think it was horrible for the people who lived in those apartments and the business owners. People are now

homeless and have nothing left because of people's carelessness," said sophomore Laura Kobrinsky.

Although the fire caused no injuries, around 50 people were displaced from their homes. The Red Cross and the Town of North Hempstead established a shelter for displaced people at the Port Washington Senior Center. Schreiber's FBLA collected clothing and cash donations at *Seussical* performances. Donations can also be sent to Our Lady of Fatima Parish Outreach.

"I think it's really impressive how quickly community members responded to this disaster. I saw a lot of donations at *Seussical* and people are very willing to find ways to help," said senior Emily Hack.

## Chemistry class contributes to viral Harlem Shake sensation

BY Stacey Kim and Rachel Kogan

Staff Writers

One tenth grade class "Harlem shook" it up, the chemistry way. The Harlem Shake started after five teenagers from Queensland, Australia posted a video on YouTube, on Feb. 20.

This video, like all of the responses, feature one individual spontaneously beginning to flail his body around while dancing provocatively, after which many other people suddenly join in.

The whole thing is a comical meme to an excerpt of a song called "Harlem Shake" by the rapper Baauer. "Filthy Frank," a comedy YouTube vlogger, took the original video from them and applied additional features such as costumed people and dance movements, creating the new YouTube trend.

The trend caught on with the students of Ms. Joy Grasso-Krebs' Honors Chemistry class, which created its own video. Since a student uploaded the video, entitled "Harlem Shake, Chemistry Edition," to YouTube on Feb. 22, the video has had nearly three thousand views.

During a lab experiment, students

approached Ms. Grasso-Krebs with the idea of creating a "Harlem Shake, Chemistry Edition."

"I said to them, if you really want to do this, you figure it out, you orchestrate it, come prepared and you have thirty minutes," said Ms. Grasso-Krebs. "That was all the time I gave them and they had to work with it."

After the completion of the lab, the students spent the rest of the period discussing ideas for the video. The next day, they brought costumes into class and filmed their video.

The second half of the video featured two teachers from Schreiber. Math teacher Ms. Andrea Martinez paid a visit, after the students refused to disclose the secret during their math class.

After the video was filmed, sophomore Drew Hamroff volunteered to edit it. With Ms. Grasso-Krebs' approval, Hamroff posted the final product on YouTube. Students found the video through a link that Hamroff posted on Facebook.

Reactions toward the complete work of "Harlem Shake, Chemistry Edition" were generally positive.

"The video was very entertaining and funny," said sophomore Alyssa Marshak,



Youtube.com

A video posted by Ms. Grasso-Krebs' class. It has received more than three thousand views since it was first posted.

"The people in the video seemed to have an amazing time and I loved it!"

Ms. Grasso-Krebs and the students who participated and performed in the actual video were thrilled with the outcome.

"I was honored that they wanted me

in their shake," said Ms. Grasso-Krebs. "It will be a memorable event for me and for my current students for years to come. The effects of the Harlem Shake trend go far beyond entertainment. It is amazing how this type of social media could enhance school spirit."



# Soul food competition celebrates Black History

BY Minah Kim

Senior News wEditor

The scents of corn bread and mac and cheese wafted through the air as Food and Culture classes brought a variety of dishes into the lobby. In celebration of Black History Month, the classes competed in a “soul food” competition.

Soul food is cuisine popular in African American culture. It is associated with Southern and Native American cuisine. The four dishes the classes chose were corn bread, collard greens, mac and cheese, and peach cobbler.

Ms. Sally Reinhardt and Ms. Robyn Block’s Food and Culture classes celebrate a holiday every month by cooking dishes representative of the holiday. In February, they celebrate Black History Month, but this year, they brought this celebration to teachers, administration, and students.

“This is a tradition we have every year,” said Ms. Reinhardt. “The students found recipes online. Each kitchen in the class cooked one dish. I’m happy with the way it turned out. I hope next year we can involve more students have the competition during 4.1 and 4.2.”

The idea for the Soul Food Competition came from Assistant Principal Dr. Brad Fitzgerald and freshmen Coleman Davis and Amani Myers.

“The first day of Black History Month went by and I was upset that nothing happened,” said Davis. “We went to Dr. Fitzgerald and he said we could have a meeting 6th period to discuss what we could do.”

At this meeting, they decided to have a Black History Month fact of the day on the morning announcements as well as a Soul Food Competition.

The competition took place from 12 p.m. to 12:30 p.m. The judging was based 40% on presentation and 60% on taste. Judges included art teacher Ms. Teri Hall, Physics teacher Mr. Thom Johnson, Assistant Principal Mr. David Miller, guidance counselor Ms. Karen Linsner, psychologist Dr. Joan Bester, social studies teacher Mr. John Davis, music teacher Mr. John Meyer, monitor Ms. Maria



Penina Remler

Students help themselves to traditional soul food in the lobby. The event was held by Food and Culture classes in order to celebrate Black History Month.

Augustino, and athletic trainer Mr. Rick Zappala. The judges had no knowledge of who cooked what and they had half an hour to taste and judge the foods.

“Thanks to all the people and teachers who helped out,” said Myers. “I’m thankful to Dr. Fitzgerald for helping us and wanting to plan this with us. I think we should do more events like this for not just Black History Month but to celebrate other cultures as well.”

Judges had positive responses to the food.

“I liked the peach cobbler best,” said Davis. “It’s important to celebrate Black History Month and I’m glad we got to do this. I hope it becomes a tradition at Schreiber.”

“I was very impressed with the food,” said Mr. Johnson, “My expectations were low going into it, but I was impressed, especially with the collard greens. I’m a big fan of collard greens and these were done very well.”

Ms. Reinhardt’s period 3 and 4-2 class took first place in corn bread, mac and cheese, and peach cobbler. Mr. Block’s period 1 and 2 class won for collard greens. The overall favorite food was the salad-topped peach cobbler. The winning recipes are available on the Family and Consumer page on the school website.

“This event was a success and celebrating different cultures is definitely something we want to have more of,” said Dr. Fitzgerald.

# Guest speaker provides artistic insights

BY Crystal Ren

Staff Writer

Art teacher turned full-time artist and children’s author Robin Miller visited several art classes and conducted a lesson to demonstrate the artistic process of a professional artist and impart advice to the students. She brought in pieces of personal art and gave a presentation that included music and original poetry.

“There’s nothing like doing what you were meant to do in life. It’s like flying effortlessly,” Ms. Miller said. “Here, I’m speaking of my teaching and performing. I’m in a zone.”

The talk was organized after several art teachers viewed Ms. Miller’s exhibit in the Port Washington Public Library. Ms. Miller’s presentation was part of a larger project about the Harlem Renaissance and each student’s family heritage, which was pioneered by art teachers Ms. Marisa DeMarco and Ms. Kris Murphy.

“We created this great project for a few of the art classes, based on the positive experiences of viewing the show,” said Ms.

DeMarco, one of the event organizers. “I thought she was dynamic, energetic, enthusiastic. She’s a smart woman who has passion, and she has a lot of stories to share.”

Ms. Miller brought in her sketchbooks and the materials she uses to collage to demonstrate how exactly she goes about creating her artwork. She went over the issues that arise while creating a piece of art.

“I like to share my own struggles with others, so that they do not become discouraged. Struggle is an important part of the process,” said Ms. Miller.

The presentation has influenced the way in which participating students view their own art.

“I thought her presentation was really interesting. Ms. Miller’s artistic style was new to me; I hadn’t seen anything like that before,” said sophomore Sameer Nanda. “In fact, its distinct use of shapes inspired me to look into my own background and to incorporate aspects of it into my own work.”

Others shared similar reactions. “Her artistic style was very different

and very inspiring,” said sophomore Carmen Kam.

Ms. Miller began her artistic career drawing cartoons, continued onto printmaking and collaging, and has most recently turned to painting. She was inspired to be an artist by her father, and is driven by exploring her African American heritage and the Harlem Renaissance. This focus on her culture is reflected in the pieces she creates and the children’s books she and her husband have published, called *Rhythms of a Faithful Journey – Verses from Slavery to Presidency* and *A Humble Village*.

“These books say that I am proud to be African American,” said Ms. Miller. Her goal in publishing these books is to fundraise for African children.

Ms. Miller left the students with a few words of wisdom.

“You have to believe in yourself and you have to give it your all,” said Ms. Miller. “No one knows what’s inside of you, but you and your maker. No one will know until you express it. You have to get it out of yourself for the world to see it. Then it becomes real.”

# Updated Board policy provides for growing class sizes

BY Hannah Fagen

Editor-in-Chief

Each year for the past several years, while the school budget has grown by small amounts, there has never seemed to be enough funds to go around to maintain all programs and faculty positions. One of the most notable annual events has been attrition, when retiring teachers and staff members are not replaced. The most direct impact of attrition for students is the increased class sizes that come with having fewer teachers to teach the same amount of classes.

At the Feb. 26 Board of Education meeting, the Board approved a revision to policy 4420-R, which dictates optimal and maximum class sizes for all school levels. The board changed the policy to include higher optimum class sizes, optimum ranges, and maximum class sizes for most levels of district education, including high school. The new maximum class size is 30, with an optimum class size of 22.

“As with any decision, there are pluses and minuses,” said Director of Guidance Mr. Hank Hardy. “The plus is that the Board has created a more distinct policy with clearer guidelines for us to work in. Unfortunately, it is necessary for us to have this in place to address budgetary issues. We are not seeing a decrease in our enrollment, and we couldn’t continue functioning [the way class sizes were previously structured].”

Although the change in policy itself will not increase class sizes, it potentially creates more leeway for classes to be larger.

“In science, it is really detrimental, because larger class sizes make it more dangerous to do some labs, especially in chemistry,” said science teacher Ms. Marla Ezratty. “In Biology, it impacts the size of the lab groups, and everybody doesn’t get an equal chance to do the lab because there isn’t enough equipment and supplies.”

Although the maximum class size is clearly identified at 30 students, the guidance department will continue to make exceptions to the rules, especially when scheduling classes with historically high drop rates and physical education classes.

At this point, there is no end in sight to the trend of eliminating teacher positions in order to adhere to necessary budget cuts.

“With the current tax cap law in place it’s hard to predict when we will be in a position to add rather than subtract,” said Principal Mr. Ira Pernick. “Like the rest of the school community, I remain concerned about this trend.”

Mr. Hardy believes that a solution to this problem will not be reached until many teachers retire, and can be replaced with newer teachers, who are paid less.

“Each year is different,” said Mr. Hardy. “At some point, there will be an end. At some point, you’re going to have a significant number of veteran teachers who will retire and leave the district. With the way things are happening, something is going to have to change.”



# Schreiber hosts its first Model UN conference

by Madeline Fagen

Staff Writer

In the first Model United Nations conference in its history, Schreiber hosted over one hundred students from Plainview, Patchogue, St. Francis, Sachem North and Sachem East High Schools. These students gathered on March 1 and 2 to participate in PortMUNC.

Model U.N. is a simulation of the United Nations. Prior to conferences, Model U.N. members choose topics for debate specific to several committees, including the Security Council, the General Assembly, and the World Health Organization.

The chairs of each committee, who are students from Schreiber, write background guides for each topic, which are distributed to attending participants (called delegates) beforehand.

"I wanted to make sure the topics were interesting, debatable, and not something that could be easily solved," said sophomore Rachel Ellerson.

PortMUNC held Long Island's first U.N. Women's Committee, which specifically discussed worldwide issues pertaining to women.

The delegates were each assigned a country to represent. At the conference, the delegates discussed the topics and issues they were assigned, and attempted to create solutions.

"The students wanted to make the club more serious, and in order to do that one of the goals was to have a conference. It's very difficult to do; in fact, most other schools do not do it, or at least not as well as we did it, especially for our first one," said Mr. Vinella.

Current seniors, who joined the team as freshmen, have been pushing for a conference since then.

Through members' recruiting efforts, the club expanded enough to form a substantial number of committees. Although the club did recently recruit

many students, it was still a challenge to organize the conference.

"Logistically, everything was done, but it was a lot more stressful than it would have been had our club been bigger," said senior Emily Lipstein.

The extensive planning took effort from participants.

"It took months of preparation to put this conference together," said Lipstein. "The board of our club had to decide who would chair each committee, which committees we would have, and think of original topics for each committee to debate."

Members as well as the advisor were busy in the weeks leading up to the event.

"Do you know how grey I went? Yes, it was very stressful. Absolutely," said Mr. Vinella.

When students arrived at Schreiber, there was an opening ceremony and the school's Secretary General, Makenzie Drukker, greeted attendees.

Delegates were then taken to their individual committees and discussion on various topics began.

"The volunteers were invaluable, and there's no way the conference could have been as successful as it was without them," said Mr. Vinella.

At the end of the conference, the committee chairpeople, chose the best delegates from each committee and awards were distributed accordingly.

"Schreiber hosting their first Model U.N. conference is considered a huge stepping stone in making a more serious and active club," said Mr. Vinella. "For our first one it went incredibly well. The



Minah Kim

**Top: Delegates work on a resolution. Bottom: Delegates raise their placard to indicate they have a contention. Students from across Long Island participated in Schreiber's first Model UN conference.**

club is continuing to grow, and hopefully next year and many years after we will have bigger and bigger conferences."

"All in all, everyone had a wonderful time at the conference and we're hoping

to raise enough money to have another conference next year, said Lipstein. "We learned a lot from hosting and now what to work on for next time."

## Jacy Good visits student body to promote "Hang Up and Drive"

BY Minah Kim

Senior News Editor

"One in four car accidents occur because something on our phones is more important. I will say it a million times, nothing is more important," said Jacy Good. With a large portion of the senior

**"Five thousand people are killed yearly because of cell phones behind the wheel," said Ms. Good. "We need to change the culture. It's so important that you're able to speak up if you're a passenger."**

class driving and many juniors obtaining their licenses, the Port Washington Safety and Substance Abuse Task Force invited Jacy Good to give her presentation "Hang Up and Drive." On March 18, Jacy Good visited the student body and community to share her experience surviving a car accident and to warn students of the

dangers of distracted driving. Jacy Good has also presented at the U.N. and on *The Oprah Winfrey Show*.

"We try to bring in programs that affect students," said Ms. Stephanie Joannon. "We felt it was timely to bring this program to students. It's rare to find someone with a story to tell, so when we encountered Jacy Good, we thought it would be a good idea to bring the presentation to upperclassmen and the community."

The presentation started off with an introduction by Mr. Steve Johnson, Good's fiancé, on video. He explained that he would tell the parts of Jacy's story that she could not tell alone. The presentation switched between Ms. Good speaking to students and Mr. Johnson speaking on a prerecorded video.

Ms. Good grew up in Amish country in Pennsylvania. She graduated from high school with academic honors and many extracurricular activities and attended Muhlenberg College, the school of her dreams, where she excelled once again. At college she also met the man whom she would date for the next nine years and marry. Before graduation she secured a job with Habitat for Humanity.

"Life was really good," Ms. Good said. "I worked hard in high school to go to a good college. I worked hard in college to

get a good job."

However, her life was abruptly changed on her way home after her graduation. While driving home, a teen talking on his cell phone ran a red light, causing a truck to swerve into Ms. Good's lane. The impact killed Ms. Good's parents and she was left in critical condition with broken bones, a collapsed lung, and brain trauma requiring nine hours of surgery.

Here, Mr. Johnson interrupted to share his story from when he received the phone call to Ms. Good's recovery. He stayed by her bedside for months, enduring Ms. Good's unconscious slaps and bites. Doctors initially gave Good a 10% chance of survival, but she recovered and endured months in a hospital connected to feeding tubes and ventilators and months of rehabilitation afterwards. Throughout this entire time, Mr. Johnson and her brother Jared supported her. Although Ms. Good relearned how to stand, walk, read, write and do math, she never regained use of her left arm and hand.

Ms. Good spent the rest of her presentation speaking about the ripple effect of pain that distracted driving can cause. This accident not only affected Ms. Good and her family and truck driver, but reached other people and students of Jacy's mother who was a middle school teacher.

After her accident, Ms. Good pushed for legislation in Pennsylvania for restricting calling and texting while driving.

"We are the choices we make. You need to pay attention when you are on the road," said Ms. Good.

"I thought it was very powerful," said senior Emily Hack. "It showed the consequences of actions even if you think you aren't doing anything wrong. You always hear about how awful driving and texting is but we got to see someone who really was affected. I'll advise the people around me to not talk on the phone while driving."

Ms. Good emphasized the need for social change.

"Five thousand people are killed yearly because of cell phones behind the wheel," said Ms. Good. "We need to change the culture. It's so important that you're able to speak up if you're a passenger."

Ms. Good left students with a parting thought.

"No one wants this body," said Ms. Good. "I won't have a father to walk me down the aisle. I won't have a mother to help me choose a wedding dress. We all have power to control this. You all have the power to save lives. Make the right decision."



# Point Counterpoint

## Does gender bias exist among students and teachers at Schreiber?

BY Dan Bidikov  
A & E Editor

Boys and girls (sorry young men and women) are basically on the same plane in Schreiber classrooms.

Anyone is eligible for any course they want (providing the prerequisites are met) and is given the same opportunity to succeed academically.

Dated and borderline offensive nicknames like “sport” and “sweetheart” have been eliminated from the vernacular.

No teacher in Schreiber will be found telling a female to pick painting class over Physics simply because of her gender, nor would anyone

the staff discourage a male from choosing to dance in gym over

weight training.

Nobody is perfect, though—see *Seussical* or an episode of *Hannah Montana* for a more

thorough explanation of this concept—and teachers definitely still exhibit inclinations towards a particular gender in their classes.

The bias is not obvious or ruinous to the education of the student, but we cannot deny its existence.

“It really depends on who is teaching the class,” said junior Peri Chain.

Though times are changing rapidly, it is difficult for every teacher in Schreiber to escape the vestigial gender biases of the generation that they grew up in.

Undoubtedly, it will take some time before gender bias is eliminated everywhere, let alone from schools.

“It’s hard to pinpoint specific behaviors and sexism per se, but, I don’t think we’ve come to a time in history where anyone can be completely unbiased in the way that they interact with or interpret one another,” said sophomore Sabina Unni.

Consciously or not, many faculty members have developed personally motivated gender biases.

This partiality can manifest itself in the grades that teachers will grant students of both genders.

Students who believe they are victims

of gender bias come to the conclusion that they have been discriminated against when their teachers lack helpful explanations for why they did not earn what they believe they deserved.

No one can conclusively prove these students right or wrong, but for the sake of discussion we will assume that they are correct in saying their teachers are prejudiced towards them based on their gender.

So we have established that gender bias is a real problem, but how bad is it for our learning and how do we fix it?

It is easy to feel you have been treated unfairly when you value your own effort and believe the teacher does not because you are a certain gender.

“I personally know of teachers who will give students of one gender higher grades than others when the quality of work is the same”, said junior

Noah White.

Real or perceived gender bias damages the relationship between teachers and students, which is especially harmful in humanities courses where discussion is key.

It lowers the level of respect for the teacher in and outside of the classroom.

The first step in solving a problem is admitting that there is one, but no teacher will admit that they possess remnants of the sexism of old times. Progressive free-love brain washing is unfortunately not an option.

The teachers should not be expected to change their beliefs, but students should definitely make their concerns more clear.

“An issue like gender bias is hard to address without offending people, and students and teachers don’t really want to deal with it,” said junior Annie Kim.

Students who feel like they are targeted for their gender should confront their teachers about it.

When they laugh at you, show them this article, and they can laugh at me instead.

I’m used to it.

BY Priyanka Ninan and Ali Verdi  
Staff Writers

The existence of gender bias at schools has always been controversial. Fortunately, Schreiber does not demonstrate discrimination based on sex.

Unlike many other schools, all clubs and sports teams are open to both boys and girls. Whether it’s the hockey team or the cheerleading team, boys and girls are permitted to try out and become a part of the team.

Equal opportunities are widely available to both genders inside and outside of the classroom.

Different types of gender bias such as seating boys and girls on different sides of the classroom and favoring one sex over the other do not exist at Schreiber.

“I don’t think that gender bias exists at Schreiber because in basically every class I’m in, I feel like my

teachers make an actual effort to involve everybody in the discussion or in whatever else is going on in class,” said junior Lylia Li. “Even if the discussion or activity is more directed towards boys, my teachers almost always get the girls to be a part of it too. There aren’t really any existing stereotypes that apply in the majority of my classrooms.”

Teachers try to include both boys and girls in classroom experiments and demonstrations.

For instance, when a teacher is running an experiment and has three boys that raise their hand, the teacher will try to encourage girls to join in on volunteering.

“I would say that I always try to call on boys and girls equally but in a class like French where it’s mostly girls, it’s harder,” said French teacher Ms. Cherie Delio. “I always try to get the boys to participate, and I focus more on them in French class because there are less of them. And when I make up sentences on the board, I always try to make sure that I have an equal amount of boys and girls’ names in my examples so that there is a good balance.”

The same can be said for class discussions when teachers try to even out the participation from both sexes.

If there is any gender bias that occurs at Schreiber, it exists primarily because of the students and their social norms.

The closest thing to gender bias at Schreiber is due to the students’ acceptance of social norms.

Taking a look at certain sports teams, it is clear that the girls don’t try out for the football team and boys do not try out for the badminton team.

This, however, is not necessarily because of restrictions as to who can try out, but because of social expectations that have been created by the student body at Schreiber.

In fact, in the past, students have rebelled against these societal expectations, trying out for sports teams that are otherwise entirely composed of the opposite sex.

Even Schreiber’s elective-based physical education system does not favor either sex.

Students are allowed, if not encouraged, to take any gym class whether or not it is associated with the opposite sex.

For example, Schreiber’s dance class and advanced strength training class are offered to both genders despite being stereotypically associated with only one.

“I think that everyone is definitely given an equal opportunity to participate in whatever classes and clubs they want,” said junior Erica Andrews. “Any imbalance of gender representation in a specific club or class is more of a choice of interest thing than a limitation.”

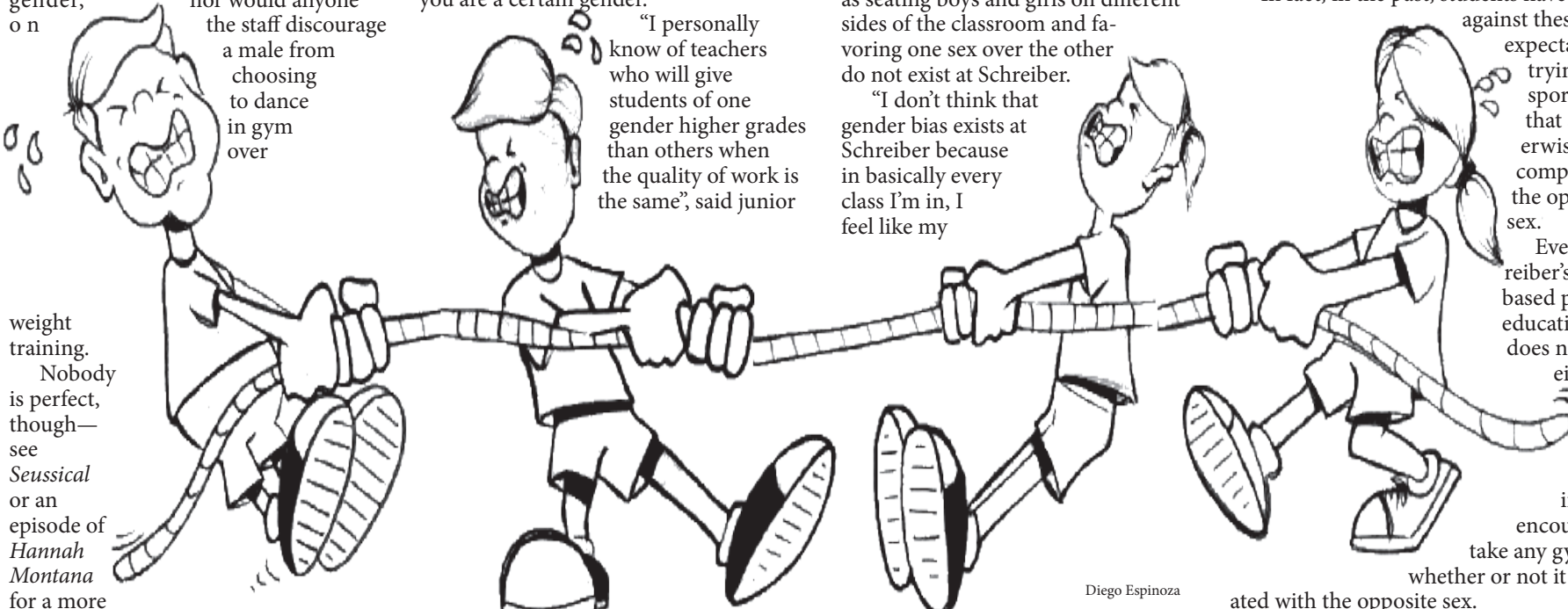
Many teenagers have been influenced by the media, which has determined the social expectations within our school.

Many of today’s popular movies depict the social norms of guys being athletic, while girls are shown to be physically weaker.

In other words, it is acceptable for girls to not play sports where as it is expected of guys to be involved in some type of athletic activity.

Schreiber is one of the few schools that doesn’t fall under this stereotype. At our school, it is not abnormal for a girl to play sports all year or for a guy to be uninvolved in the athletics department.

The students at Schreiber are lucky to be in a learning environment in which gender bias does not exist with regards to their classrooms, sports teams, and after school activities.





Game sales to minors should remain unregulated

BY Kerim Kivrak  
Copy Editor

In the wake of the massacre at Sandy Hook in December, opportunists in Congress and pundits rekindled a 30-year-old debate about violent video games. Weeks after the tragedy, Representative Jim Matheson, Democrat of Utah, introduced a bill that would ban the sale of games not rated by the Entertainment Software Rating Board (ESRB) and make it illegal to sell an M-rated (“17+”) game to a child under the age of 17.

Thankfully, two months later, the bill has made no progress and shows no signs of picking up steam in the House. Yet there are many who support Matheson’s propositions, and these terribly uninformed and misguided ideas enjoy considerable popularity in both the media and among slacktivist suburban parents.

The current debate is reminiscent of two incidents in the past: a 1993 Senate hearing on violent video games led by former Democratic Senator Joe Lieberman, and a similar Congressional hearing concerning Rock lyrics in 1985, where Frank Zappa and Dee Snider squared off against Tipper Gore and her crusade to protect children from obscene music.

The arguments have not changed in the past 20 years, and calls for government action are just as misguided today as they were in 1985 and in 1993—and for the same reasons.

In 1993, industry representatives argued that there was no significant evidence suggesting that violent video games—like the infamous Mortal Kom-bat which prompted the hearing—had any impact on the psychology of the children who played them. This is true today.

The research suggesting that violent video games cause violent behavior in children leaves much to be desired. Several studies have claimed to have found a causal link between violent games and aggressive behavior, but most fall into the same pitfall of accurately quantifying

aggression. In Dec. 2012, a study out of Ohio State University boasted definitive proof that playing violent video games caused aggressive behavior.

As always, the trouble lies in the methodology used to gauge “aggressiveness.” Subjects’ aggressiveness was measured through a “competitive reaction time task,” in which subjects competed against an unseen opponent in a computer game in which they tried to be the first to react to a visual cue. The loser was penalized with “a blast of unpleasant noise.”

Obviously, the subjects with prolonged

There is no evidence that violent video games increase aggressiveness in those who play them, because the tests of aggression are virtually all fundamentally flawed.

At best, these studies show that those who engage in simulated violence in video games will be less hesitant to engage in simulated violence in an experiment.

But what these studies fail to show is that these children will be any more disposed to throw empathy and morality to the wind and engage in actual violence against other human beings.

Regarding-

less, many continue to push for a ban on sales of M-rated games to children under 17. A

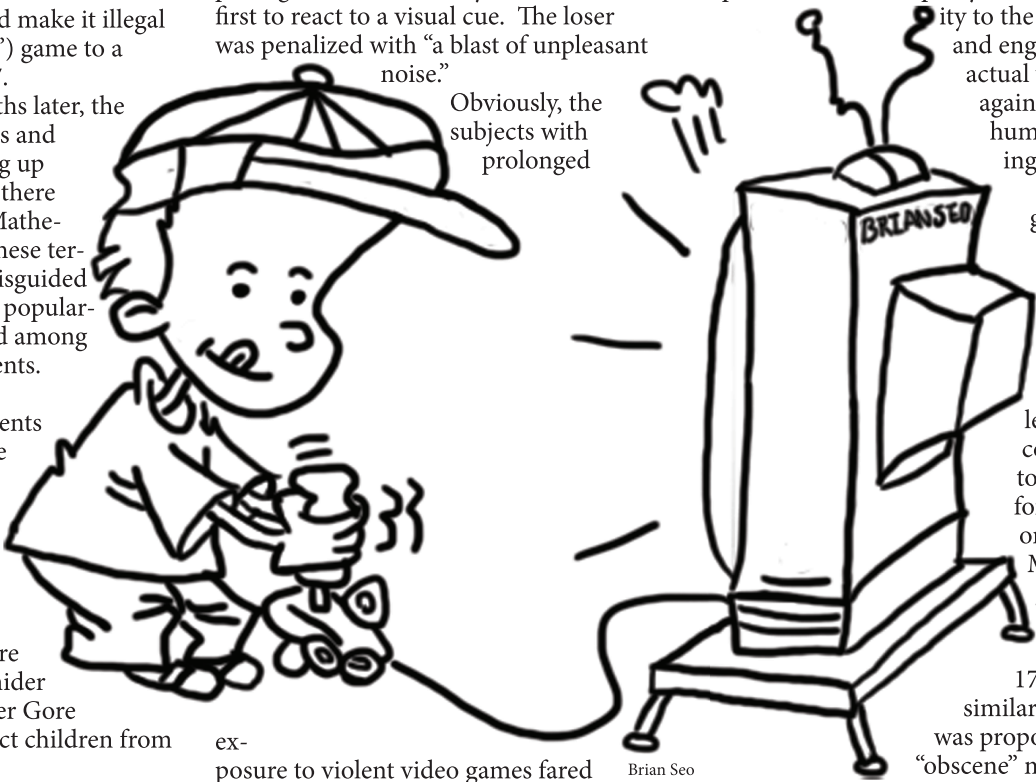
similar measure was proposed for “obscene” music in the ‘80s. Zappa argued that “protecting” children from obscenity was the responsibility of parents, not the government.

The same is true of violence in video games.

Disregarding that most retailers already refuse to sell M-rated games to children under 17 without any sort of legislation, a child who wishes to purchase a violent video game needs \$60 (for a brand-new game) or a credit card (for digitally distributed games).

Neither of these are things that the average impressionable nine-year-old comes across without help from a parent.

There should be no legislation overriding the judgment sensible parents who trust their children’s ability to distinguish between entertainment and reality.



exposure to violent video games fared better than those who did not.

This test was considered a measure of aggression, and the subjects who reacted quicker were deemed more aggressive.

All this study really proves is that people who spend time in an activity that rewards quick reaction times will excel in tests of their reaction times.

The researchers reveal a fundamental ignorance of the very video games they are studying—the “violent” games subjects were exposed to were all shooting games, and the “nonviolent” games were all racing games. Anyone with any experience in either will tell you that one requires faster reaction times than the other.

This sort of oversight can be seen across the board in research on violent video games.

School should play an active role in combating drug use on campus

BY Michaela Gawley  
Staff Writer

It is nearly impossible to walk up from the Monfort lot without getting a whiff of cigarette smoke.

The path by the tennis courts seems to be students’ favorite spot for smoking. Students would never try to smoke on the front steps, or in the courtyard, so why are they allowed to smoke here?

If Schreiber generally enforces a strict zero-tolerance policy, than why do students consistently get away with smoking and abusing drugs on school property without punishment?

“Even when you don’t see people smoking, you can smell it,” said senior Debbie Oyarzun. “The school should be doing more to stop this.”

This is an inappropriate use of free time on school grounds, and there should be a security guard at the top of the staircase during times of increased traffic.

This would help to regulate student drug use.

It is unfair for students to have to be exposed to second-hand smoke every time that they walk to the parking lot.

It is not the school’s job to regulate smoking or drug use off of school property.

Students are old enough to make their own decisions without the school intervening.

However, the school is responsible for drug use on school grounds, and should not allow drug use on campus.

Allowing smoking on school property sends a negative message to students and expresses that the school is not concerned with student’s drug use.

“Smoking on campus is horrible. Kids should make better decisions,” said Science teacher Marla Ezratty. “However, placing guards in select locations for the whole day to prevent drug use would be futile.”

The administration works diligently to actively combat drug use among students.

The school holds assemblies on drug use for students, and brings in all different types of individuals who have dealt with the effects of drug use.

Schreiber also has a prestigious health education program, and the teachers provide a safe environment for students to express their opinions on drug use.

The school also has excellent resources for students who struggle with substance abuse issues and would like to get help.

It is clear that the administration works to create a safe and drug-free environment for their students.

However, their failure to act towards smoking and other drug abuse on school property is inconsistent with the rest of their policies and programs.

Catholic Church elects Jorge Mario Bergolio as new pope

BY Will Berger  
Staff Writer

Yes, it’s that time of the millennium again, when a new pope is appointed after his predecessor voluntarily steps down from the throne. The Vatican replaced the old, worn out Pope with a younger, hip 76 year-old new Pope. Jorge Mario Bergoglio will be called Francis, the 266th pontiff of the Roman Catholic Church. He is also the first non-European pope in more than 1,200 years. Of course, that is still less time than it took the Catholic Church to realize that the sun does not go around the Earth.

It took the 115 cardinal electors inside the Sistine Chapel just a day and a half to send a cloud of white smoke up the chimney and into the air over St. Peter’s Square, signaling the conclusive vote. The newly elected Pope Francis, like his predecessor, is a conservative who is anti-gay marriage and anti-gay adoption.

He has described same-sex marriage as the work of the devil and a “destructive attack on God’s plan.” He has also said that gay adoption is a form of “discrimination against children.”

These statements could be made into a challenging and exciting game of “Who said it: Michele Bachmann or the Pope?”

Pope Francis is not only inheriting Pope Benedict’s pointy hat, but also his Twitter account. His first official Tweet as @Pontifex was “Habemus papam franciscum,” which means, “We have a Pope Francis.” Followers should know by now that once an important religious entity dies, like the Pope’s Twitter account, there is a possibility that it will be resurrected.

With a new Pope in and an old Pope out, people are asking, “What will a retired Pope do?” The answer, I assume, is the same as that for any man: he’ll find a hobby (e.g., model trains) or buy a sports car.

Ex-pope Benedict has hinted, however, that he wishes to retire into a life of seclusion. In a meeting with Roman priests he told them, “Even if I am withdrawing into prayer, I will always be close to all of you... even if I remain hidden to the world.”

Pope Francis will visit his predecessor at Castel Gandolfo at the papal retreat next Saturday in a historic meeting between the new pope and the first pope to resign in 600 years.

The meeting will be private, but Pope Francis will definitely try to persuade Pope Benedict to give him the keys to the Popemobile.

Although I do not hold the same religious beliefs as Pope Benedict, I wish him luck on his next venture: Pontiff Pilates, a DVD series for that Catholic who wants to lose 5 inches from their waist and achieve divine abs.



SchreiberSpeaks

What’s your most embarrassing moment?



“For Halloween, I bought Batman tighty-whities that were meant for 8-12 year old boys and wore them out!”

~Rachel Johnson, junior



“On Valentine’s Day, the whole class called out and cheered my embarrassing nickname when I got a candy gram.”

~Justin Truglio, junior



“On the first day of school, I went to get my lunch from the cafeteria by myself and all the seniors started staring at me.”

~Alyssa Aronow, freshman



“This one time I had a track meet in Great Neck and I couldn’t find the bathroom, so I went to a crate and took care of business.”

~Jong Heon Shin, senior



“One time I fell down the stairs and hurt my leg. It was especially embarrassing because my crush was there!”

~Sofiya Semenova, senior



“My most embarrassing moment was in class when one of my friends played a joke on me and pulled down my pants!”

~Mike Colonna, sophomore

Reporting and photos by Hallie Whitman, Erin Choe, and Natasha Talukdar, Opinions Editors

Lack of food allergy awareness neglects students’ needs

BY Amelia Pacht  
Staff Writer

Schreiber students suffer from food allergies and while there is a peanut-free table in the commons and some gluten-free goodies in the vending machines, the cafeteria food is far from accommodating to students with special dietary needs. Schreiber’s tolerant environment seems to promote a sense of awareness about a variety of topics, from the Social Studies Honor Society enlightening the student body about living conditions in Africa, to the Gay Straight Alliance teaching acceptance and friendship. One of the largest aspects of non-discrimination being ignored is food allergy awareness. The Nutrition Club, or the Health Nuts, no longer exists. Even when it was in session, it spoke about healthy food

choices more than food allergies. While putting peanut free, dairy free and gluten free options in the cafeteria will boost student awareness, it would not fix all of the problems. Cross-contamination is a major risk for students with food allergies. Proper food preparation to avoid such cross-contamination requires more than just different food, the kitchen would have to invest in a second set of measuring utensils, bowls, cutting boards, serving implements and anything else foods may touch. While it would still be better to have these food options, preparation would have to be considered more heavily. People with airborne food allergies are also in need of some recognition. Although that problem is harder to solve, students shouldn’t have to feel at risk to a reaction at all times when they

should be able to focus on their studies. **“Being allergic to wheat is difficult to deal with because you see it all around you in school,” said sophomore Lauren Whitman. “You have to learn to live with it and focus on what you can eat instead.”**

“Being allergic to wheat is difficult to deal with because you see it all around you in school,” said sophomore Lauren Whitman. “You have to learn to live with it and focus on what you can eat instead

of what you cant.” Most with such airborne allergies are even forced to carry an EpiPen with them at all times for good measure. Also, if they want a table that is insured to be, for example, peanut free, they are isolated in the commons. Although nothing to this end is in the works, it seems that the best solution to this problem is to have one whole lunchroom reserved for allergy friendly food in terms of airborne allergen exposure. As a student with a dietary restriction, Celiac Disease, a genetic intolerance to gluten, I understand how pressing the issue of food allergy awareness is. Allergen friendly food integrated into cafeteria menus would be a helpful step in that direction, but may be logistically harder than it sounds.



# Editorials

## Teen pregnancy ads go too far

“I’m twice as likely not to graduate high school because you had me as a teen,” cries a toddler featured in New York City’s controversial new anti-teenage pregnancy campaign. The posters plastered across subways walls and buses featuring toddlers with startlingly poor prospects due to the fact that they were born to teenage mothers.

The ads, which were meant to shame and stigmatize teenage pregnancy, took the already existing stigma of being a teen parent to a new extreme.

Unlike the similar advertisements meant to stigmatize smoking and drunk driving, what teen parents need, after the fact, is not shame but support.

The Schreiber Times finds these advertisements not only ineffective but unnecessarily hurtful. The Schreiber Times urges readers to recognize that, both within the school community and elsewhere, those who are going through hard times should be supported, and not stigmatized.

## Letter to the Editor: Pledge of Allegiance

In last month’s newspaper, there was an article arguing for the abolition of the practice of reciting the pledge of allegiance, so I will address this situation once and for all.

The American flag is not just a piece

of cloth. It represents ideals that every American should strive to uphold.

Our flag is the embodiment of our rights to life, liberty and the pursuit of happiness. It’s one’s right under the first amendment; it’s his freedom of expression. The only reason you have that right is because of the flag that you’re refusing to pledge to.

What people don’t realize is that they’re not pledging to a flag. They’re pledging to what the flag represents.

The thirteen stripes stand for the original colonies, and the fifty stars stand for the current states.

It all goes back to the original blood and sacrifice that was made to make this great nation as free and just as possible.

All that blood and sacrifice was made to guarantee your first amendment rights, your freedom of speech, and the rest of the freedoms included in the Bill of Rights. That’s why you should care.

When I read the article in The Schreiber Times titled: “Should students say the Pledge of Allegiance in school,” I was overwhelmed. I thought to myself, “Okay, well, what is there to possibly argue about?”

While I 100% agreed with the “Yes” column, several sentences in the “No” column seriously disturbed me. “We have to pledge to a flag that we are allowed to burn without punishment, so why should anyone care?”

I had always thought that the students didn’t stand simply because they are in fact lazy teenagers who would rather go on with their conversations than stand up for thirty seconds and show some respect for their country.

The thought had never occurred to me

that some students found the Pledge of Allegiance “a waste of time” and “a pointless act,” so this was the first time I was becoming aware of this.

I began to respect our country at a very young age. I learned from one man, and one man only, my Dad. My dad was a responder during the attacks on 9/11. I learned to respect the country I live in because of my Dad’s heroic acts that day. I was only four years old at the time, but it has stuck with me forever. His service made me think more of him and of my country.

I later began to realize that what makes our country indivisible is the heroic spirit of those who serve it.

I often helped my Dad hang up American flags on the telephone poles on Main Street before the Memorial Day parade in town.

I also went with him to put American flags on the graves of volunteer firefighters who passed away during 9/11 or served in the Armed Forces.

Every chance I got, I wanted to contribute a little bit to pay as much respect to the country as possible because I knew I wouldn’t be who and where I am today without it.

After reading that article and thinking about all the times I’ve done something for my country, I just wanted to break down in tears.

When I showed my Dad the article, I could tell he was shocked. When it comes to respecting the country, he takes it personally. He didn’t say much at all about it, but I knew he was infuriated on the inside. I knew that when he read the quote “We have to pledge to a flag that we are allowed to burn without punishment, so why should anyone care?” he would be enraged.

I take so much pride in my country and the flag that symbolizes it. To see these remarks in the school newspaper about not standing for the Pledge of Allegiance because we are allowed to burn it without punishment is insulting, not

only to me, but also to our soldiers who spend every day defending our liberty. To see people call the Pledge of Allegiance “a waste of time” and “a pointless act” makes me sick to my stomach.

No matter what anyone else thinks or says, I will always stand for the Pledge of Allegiance because it’s the right thing to do.

Next time you decide to stay seated during the Pledge of Allegiance, just think of why you’re not forced to, or why you are allowed to burn a flag without punishment.

Think of the blood, sweat, and tears of the people sacrificing their lives for you, and stand.

~Michael Petty

Have a response to a Schreiber Times article? Submit a Letter to the Editor on [www.schreibertimes.com](http://www.schreibertimes.com) under the tab “Letter to the Editor”!

## Times Policy Statement

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

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

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

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

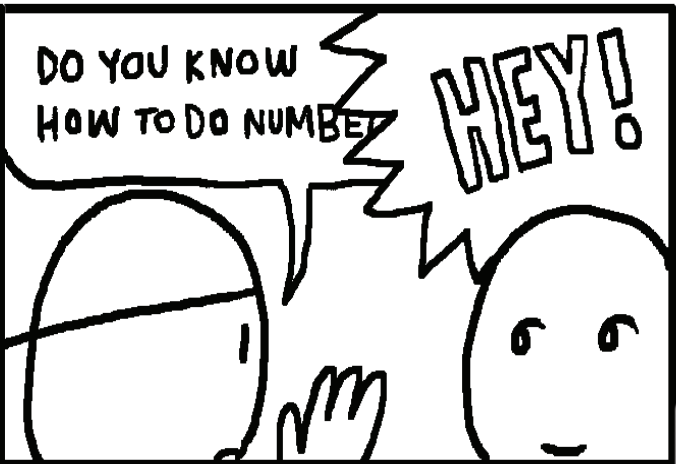
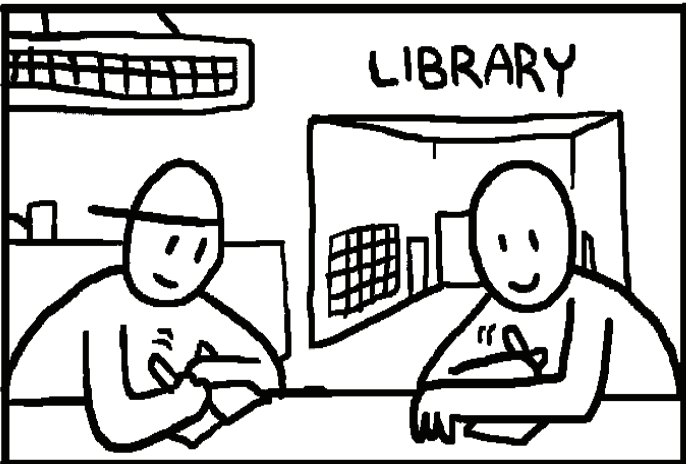
Editorials printed in this publication reflect the opinion of the majority of the editors. If the situation warrants, minority editorials will be published. Editorials do not represent the views of the Port Washington Union Free School District.

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

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

## Sigi Squad, by Chris

# SIGI\_SQUAD by Chris





# Students hold poetry slam at the Dolphin Cafe

by Ben Lerner  
Staff Writer

Hollywood has cultivated a romanticized portrayal of spoken word poetry readings in bars: a succession of beatniks get up on stage to smoothly deliver their poems on stage, with the content ranging from their lives to their world views to a succinct narrative, and when they're finished they're met by a quiet applause of finger snaps. A couple of the poets play the bongos in rhythm with their poems. Though it may have fallen out of style, it remains a wonderful staple of verbal literary culture, a relaxing means of artistic expression and creative exchange.

Junior Jordan Abrams and senior Rebecca Herz took it upon themselves to bring the spoken word back by organizing their own Poetry Slam at Dolphin Bookshop. They hoped to both promote an appreciation of poetry as well as to bring the community together with an event that would encourage people to make their voices heard and give people the opportunity to hear others' work.

After Abrams started the Spoken Word Poetry Club last year, the two had the idea for a student poetry night instead. After reaching out to Dolphin, Ms. Claudette Koller, who works at Dolphin, helped coordinate the event, and get it off the ground.

It was a very relaxed, informal event. People milled in to the café at around 6 p.m. on March 12, and the slam began shortly thereafter.

There were all types of people there: kids who were there because their English teacher recommended that they attend, people who wanted to read poetry for their own reasons, people who wanted to see their friends perform, and people like me who simply wanted to see what it was all about. The order in which people

presented their poems was random; people walked up whenever they felt like it. Students read original poetry and other people's works which they thought

costs of making poor life choices, read with the diction of a hip-hop artist. Though the café could only accommodate about twenty people,

as occasionally jumping in to deliver anything from a long, introspective piece on the human condition to a short improvised poem woven with the diction



Daniella Philipson

Seniors Shalini Radhakrishnan, Sydney Mott, and Rebecca Herz, read from Shel Silverstein's *Where the Sidewalk Ends* at Dolphin Bookshop on March 12. Students brought in original poetry in addition to reading from books around the store.

were good enough to share. Some of the poems were deeply moving, delving into very personal issues that explored their painful past; others were more dreamlike, taking the crowd through an introspective journey that discussed human interconnectedness; some were a bit more lighthearted, such as a poem that talked about the opportunity

enough people read multiple times that the audience was exposed to a broad range of poetry throughout the event. "The most successful part was that everyone read and enjoyed themselves," said Abrams. Abrams and Herz moderated the event, deftly guiding the flow of poetry from person to person as well

of Emily Dickinson. They placed poetry books on all the tables in the café before it started so that people would be able to keep reading all the way through. There will be another open mic in April, and the hosts hope to have even more variety next time with music, acting, actual microphones, and more people.

# Endless studying options in preparing for the SAT and ACT

by Jillian Knoll  
Contributing Writer

For one Saturday of nearly every month of the school year, Schreiber's main lobby is flooded with anxious juniors and seniors sitting down to take the SAT. Their plastic Ziplock bags with sharpened pencils and graphing calculators clunk as they walk down the hall to take a test of "scholastic aptitude," or the ability to perform in subjects taught in school. Despite the fact that the SAT is supposed to measure a student's knowledge of school subjects, some say that a student's potential is influenced more by their access to SAT preparation services rather than their knowledge of the high school curriculum.

The release of PSAT scores in December typically sends sophomores and juniors into a fit of panic and searching for options to improve their scores before taking the actual test. Although the College Board portrays SAT preparation services as a resource incomparable when compared to sustained success in a standard high school course schedule, many report average score improvements of upwards of 200 points from even as little as a two-week SAT preparatory course.

"I think that in general, students who try hard academically do well on the

SAT's. In addition, SAT prep can only help you," said senior Emily Hack.

Private tutoring, online preparation, classroom style courses, and self-studying, are all SAT and ACT-prep options. Students in Port Washington have a variety of preparation courses to choose from, including Princeton Review, Test Takers, and A-List among others. Prices for preparatory courses often depend on class size, as Princeton Review charges

\$1,600 for "small group instruction" but \$600 for a "group course." Part of the success associated with classroom-style SAT courses is that you are forced to study, whereas if you decided to self study for the SAT, there are a number of distractions that could prevent you from accomplishing your chosen task.

"Personally, I saw improvement with my SAT scores [after taking a preparatory course], although I was able to obtain a higher score on the ACT with less preparation," said senior Ali Peltz.

One problem with both preparation courses and private tutoring is that they are expensive. Students whose parents can afford to pay for the courses or tutoring may have an unfair advantage when taking the test compared to those students who could not take the course. This inequality combined with some students having testing anxiety leads some students to apply to "test-optional" colleges such as American University, Connecticut College, and Dickinson College (a full list of test-optional schools is available at FairTest.org).

Other students choose to self-study for the exam using the ubiquitous "blue book" of SAT tests available from the College Board in combination with a review book from Barron's or Princeton Review. Schreiber also provides an alternative to self studying in the form of Method Test Prep, an online course

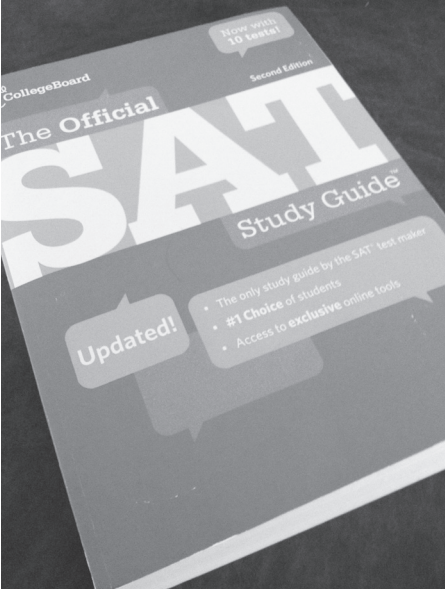
available for free to anyone with a Naviance account. The College Board offers an online practice essay scoring service as well. The online preparation course can offer an alternative to self-studying in that it provides structure to students who would otherwise suffer from being forced to create their own test preparation schedule.

Senior Yuliya Astropova attempted to use Method Test Prep to study for the SAT to complement other sources of review and said, "I found that I already knew most of the material they presented, as it increases in difficulty," although she did find the vocabulary portion to be extremely helpful.

Although many colleges and universities offer alternatives to standardized testing in the college admissions process, taking either the SAT or ACT for admission remains a requirement at most schools. Students should avoid panicking come senior year by starting test preparation early in their junior year.

Senior Matt Kim works as an SAT tutor. "The hours you spend studying for the SAT have the greatest influence on your score," said Kim.

Studying for the SAT in any manner, whether it is on your own, in a preparation course, or with a private tutor, will be the only true way to reach a desired score.



Nisha Nanda

The Official SAT Study Guide from College Board.





Delia Van Praag and Jack Fishman make a dynamic duo as Mr. and Mrs. Mayor.

Lights dim in the Schreiber auditorium as the pit orchestra's tuning note rings through the audience. The crowd focuses on a lone red and white striped hat that occupies the stage. Enter a scrawny, awkward-looking boy with messy hair who picks up the hat and admires it with wonder. It was a slow start to what was advertised as everything and anything Seuss.

All of a sudden the unmistakable Cat in the Hat (senior Liam Marsigliano) bounds onto the stage and introduces himself with the beloved character's quintessential candid attitude. The boy stammers to identify himself as Jojo (junior Amelia Pacht) from the classic *Horton Hears a Who!* The Cat promises to take Jojo on a fantastical journey where he will learn lessons taught in the simple ways of Seuss.

The slower pace of the opening scene quickly burst into the play's first musical number, "Oh The Things You Can Think."

"The opening number was so much fun, because it's so full of energy. It also includes the entire cast which made rehearsals extra fun," said junior Sabrina Brennan, who played a jungle creature.

The number was not only engaging to the audience but was also the debut of the advanced lighting and set designs used for the production. The rich lighting behind the set intensified the mood of each scene. The production used "psych lighting," strategically lighting the audience with bursts of color from the back.

"There are two times where the sound and lights really have a big effect," said junior Matt Brandes, who operated the sound board. "The first is when Gertrude McFuzz has a tantrum after the doctor won't give her tail enlargement pills. The stage goes red and the music picks up. It really gives you the feeling of anger."

Despite the obvious presence of principal roles like the Cat in the Hat, the production is not entirely carried by the

star singers or actors. The supporting cast contributes as much to its entertainment value and each ensemble member's performance shows as much effort as that of the principal actors.

The set smoothly shifts from the opening number to the next scene in the Jungle of Nool. The cat and Jojo gaze upon a jungle scene with colorful birds and animals while the pit adds a strong primal jungle beat. During this scene, Horton the Elephant (junior Nate Kranz) finds a tiny speck of dust that can talk, sitting on a clover. On that tiny speck is the town of Whoville where the Whos reside. Among their numbers are Mr. and Mrs. Mayor (sophomore Jack Fishman and senior Delia Van Praag) the Grinch (junior Oren Barasch), and General Genghis Khan Schmitz (sophomore Wyn Stopford).

It is here when Jojo is inserted into the story as the son of Mr. and Mrs. Mayor. He performs poorly in school for "thinking" too much and is sent to military school. It is the highly relatable plot of the misunderstood child, and is inspiring for younger viewers. The scenes from the school build a theme of individuality and stress the importance of understanding others.

It is at this point that the plot splits, one part follows Horton as he protects the clover, while the other follows Jojo as he experiences military school.

A run-in with the mischievous Wickersham Brothers (junior Eric Rosenblatt, sophomores Catlin Ferris and Max Miranda, and freshman Sameer Nanda)

# Seussical the Musical

leaves Horton searching for the Whos in a field full of identical clovers. Another unorthodox element is added to the musical as members of the pit orchestra put on clover hats to simulate the clover field. Meanwhile, a love interest brews just beyond Horton's notice. The romance is entertaining and did not alienate less mature viewers.

Gertrude McFuzz (senior Julia Bain) is a little bird who flaps in the shadow of much more developed birds like Mayzie LaBird (junior Sydney Ronis) and the Bird Girls (seniors Taylor Eisenberg, Ani O'Hanlon, and Ashley Larsen). What she discovers is that no matter how long her tail grows, it is never enough to catch Horton's attention. Eventually her tail grows so large that she is unable to fly and must get it plucked out.

"I think the fact that Gertrude goes through an extensive process to get a longer tail and then ends up back with her original one just states that you don't need

Horton. Their portrayal of young love was appealing, entertaining, and heartfelt.

The second act chronicles Horton's adventures as a circus elephant. Through numbers like "Mayzie in Palm Beach," and "Amazing Horton," the characters are further developed for the adults while the music provides catchy tunes for the children to enjoy. The protagonist Jojo runs into some unexpected trouble on the battlefield, leading audience members young and old into a state of concern and distress for the characters. The buildup to the end of the musical is as dramatic and ridiculous as you would expect, and there is real power in seeing Horton give birth to an elephant bird.

Late in the play, we see Horton on trial for no crime at all. The trial reflects the issues present in the modern justice system and the importance of listening to every voice, "no matter how small." The important thing about the messages in this scene is that they carry over to the entire audience, and not just the people looking for them.

There are also anti-war messages toward the end of the show. Again, they resonate well with the younger members of the audience who may not have a full grasp on the serious subject matter.

"I thought it had an effective message on kids, without being too annoying or in your face. The fact that it was about how to butter your bread, definitely helped make it a funny light hearted way to discuss such a heavy subject," said cast member junior Sabrina Brennan.

*Seussical* was a highly technical production. Creating the bright, surreal environment of Dr. Seuss required more than just exemplary acting and singing. The atmosphere depended largely on elements like lighting, sets, and costumes. The mood of each scene was intensified by the rich lighting behind the set.

Much of the difficulty in putting *Seussical* together lay in the "logistics" of the play, said producer Ms. Christine Nelson. "It required a lot of multitasking to put together the costumes, hair, and makeup."

In an unconventional manner, crew members actually appeared onstage as characters. Thing One and Thing Two (se-

nior Alex Zahn and junior Naomi Furst) appeared to be part of the company, while they actually were only present to move sets.

The production featured outlandish costumes, to match the wildly unrealistic storyline. The Bird Girls helped to narrate the story while clad in fluorescent tutus and colored eye lashes. Every member of the play, from the ensemble, to the pit, to the unhatched egg, received a distinct costume which proved that everyone played a key role in making the story come alive, supporting Horton's (Nate Krantz) favorite line, "a person's a person no matter how small."

One of the primary antagonists of *Seussical*, General Genghis Khan Schmitz, was a well executed contrast to the likeable citizens of Whoville.

"I had to be more intimidating than the other characters, and not fit in," said Stopford. His performance is a welcome contrast to the happy go lucky citizens of Who."

Stopford played the part well and elicited fear while onstage. Marsigliano was hilarious as the Cat; his flailing motions and dramatic voices captured the child-like whimsy of the Seuss books, and delighted children in the audience.

Director Ms. Lauren Foster-Holzer described Liam as a "stand-out" performer and "the glue that holds the other cast members together." During the entracte, Marsigliano leapt from the stage to the Pit right below, replacing the conductor after a dramatically mimed argument.

"There really is no way to fully prepare yourself for such big characters. I've never played a character like this before and everyday of rehearsal was a learning experience. I'd get notes on little things to tweak the night before the show, proving that this character can always be bigger and bigger. If there was any preparation at all, I'd say it was watching clips of Rosemary Clooney and lots of drag queens," said junior Sydney Ronis, who played Mayzie.

Pacht added several subtle touches to her on stage behavior, like swinging her legs slightly more than normal while walking or responding to the exciting motions of the Cat in the Hat by jerking her head in an exaggerated fashion toward his unusual gestures.



*Seussical the Musical* had many ensemble performances allowing for a variety of talent to be showcased.

The pit orchestra provided a solid base for the showy musical numbers. The musical talent of its members may have gotten to some of their heads, however.

"People come to see the pit, and just happen to enjoy the singers on the stage," said bassist senior Miles Kurtz.

Like the works of Dr. Seuss, *Seussical* has widespread appeal. Each audience member will take away something different from the experience.

"The message of Dr. Seuss is solid whether you're three or thirty three," said producer Ms. Nelson. "Parents will want to come to this because the message is good whether you're an adult or a kid."

While *Seussical* is at first glance child-

**"There really is no way to prepare yourself for such big characters. I've never played a character like this before and every day of rehearsal was a learning experience," said junior Sydney Ronis.**

ish entertainment, there are adult messages hidden in plain sight among the playful rhymes and bright colors. The relationship between absentee mother and child is explored in the instance of Mayzie and her egg, and Gertrude explores the complex emotions involved with getting cosmetic surgery to impress a member of the op-



*Seussical* stars Amelia Pacht (Jojo) and Julia Bain (Gertrude) captivate the audience with their beautiful singing and relatable personalities.

posite gender. *Seussical* is mostly good-natured fun, but there was plenty of food for thought for the adults in the audience.

"It depends on the individual who's watching—kids love the silliness and slapstick nature of it and the upbeat nature of it, while the adults prefer the storyline and the characters. The sets and the costumes definitely appeal to everybody," said director Mrs. Lauren Foster-Holzer.

*Seussical* was a wildly entertaining and polished performance with ageless appeal. The performances were delicate and the distinct atmosphere was facili-

By Dan Bidikov, Aaron Brezel, and Penina Remler.  
Photos by Harry Paul





# How accepting is our high school community?

## *Gender-variant student prompts analysis of our school’s climate*

by **Hannah Fagen & Daniella Philipson**  
*Editor-in-Chief & Features Editor*

When we push open the bathroom door, most of us don’t even think about the door that we are walking through, or the significance of the label printed on the door, complete with a cartoon of the specified gender, just to clear up any confusion. Many students probably don’t realize that for some students at Schreiber, gender is a question and not a fact. This reality, which can be difficult for some students to grasp, may be even more challenging for Schreiber to approach as a whole.

For sophomore Adam Harris, who prefers to be called Courtney, gender identity has certainly come into question. Rather than identify as strictly male or female, Harris identifies as “gender variant,” or somewhere in between the two standard genders.

“Right now I like to identify as a female, but I am very confused,” said Harris. “I feel more comfortable in a girl’s body.”

Although Harris realized that she was gay around age 10, it was not until this school year that she questioned her actual gender, and began sometimes dressing in a traditionally female manner at school. Although Harris is not the first Schreiber student to dress in a gender-nonconforming way, Harris is particularly vocal about it, and has forced the school to address some difficult issues relating to gender variant or transgender students.

While Schreiber does not have specific rules in dealing with transgender students (administrators have always approached the issue on a case-by-case basis), the

school does have an active Gay-Straight-Alliance, led by ESL teacher Mr. John Davis, and counseling is available to any students who seek it.

The goal of any administrative action in the matter is to allow students to focus on being students, instead of worrying about how they will be perceived as a result of their genders or sexual orientations.

**“I get looks and I get made fun of,” said Harris. “I guess that we just have to keep going on. I am not going to fake who I am for a school because I am just going to stay who I am. I am still afraid of going into school. I am afraid walking in the halls. I shake, but you know what, I still have to keep going with my life. Nobody is going to stop me.”**

“I think it’s hard to learn if your mind is very emotionally distracted, and so part of what I think with this kind of issue is that it’s important to remove those unnecessary distractions so that you can produce,” said Assistant Principal Dr. Brad Fitzgerald. “And I think if these kids feel comfortable and supported, my expectation is over time, they will be sitting in class and thinking in terms of math or English and their brain will be on that because they are very satisfied in other ways.”

Administrators allow Harris to use the school nurse’s restroom to change and use the facilities, but Harris still has trepidations about coming to school.

“I’m concerned to this day. Every

day coming into school about what kind of reactions I’ll get,” said Harris. “Gay people are usually supported, but it’s difficult for transgenders. For being gay, it’s illegal to be discriminated against. The laws are very difficult.”

All in all, Schreiber appears to be largely accepting of students’ gender identities and sexualities.

“I think Schreiber is a very accepting

place. That has always been my experience. I think the teachers and the parents and the kids around the building, 90% percent, a very overwhelming majority, have been very accepting,” said Dr. Fitzgerald.

Harris describes negative experiences at another school. “This isn’t the case at Schreiber,” said Harris.

There are many resources in the school and local area for LGBT students, including Long Island Gay and Lesbian Youth (LIGALY) in Garden City and Pride for Youth (PFY) in Bellmore. Both organizations offer services and education for Long Island’s LGBT community, frequently host events, and provides a “safe space” for members.

“I’m a part of the GSA here,” said Harris. “Mr. Davis is very accepting and everything. I also go to a place called PFY and its like a coffee house and there’s dancing and it’s a safe place for LGBT. There’s parties there and meetings there. They talk about friendships. It’s just a safe place where I can be excited to go on a Friday or to talk about relationships.”

On paper, Schreiber aims to accommodate students of all gender identities and sexual orientations. Schreiber’s limited dress code states that “the responsibility for student dress...shall rest with the individual students and parents,” and includes no specifications as per gender-specific requirements for dressing.

The Dignity for All Students Act (DASA), which became law in July, created a statewide zero-tolerance bullying and discrimination policy, and explicitly states that students must be treated in uniformly tolerant and respectful manners, without regard to sexuality or gender identity.

Yet, still, more can be done to help all students feel comfortable in the building, according to Harris.

“I think kids need to be more open minded and ask questions and not judge. You can’t make fun of someone because of how they are born,” said Harris.

“I get looks and I get made fun of. I guess that we just have to keep going on. I am not going to fake who I am for a school because I am just going to stay who I am. I am still afraid of going into school. I am afraid walking in the halls. I shake, but you know what, I still have to keep going with my life. Nobody is going to stop me.”

# AP Photography students mimic Andy Warhol and Robert Rauschenberg

by **Michaela Gawley**  
*Staff Writer*

If you have walked through the lobby recently, you probably noticed new AP Photography students’ artwork in the glass display case. Photography teachers Ms. Kris Murphy and Ms. Erica Cryer’s AP classes worked with various mediums to create pieces influenced by the Pop Art movement on the 1960s.

In October, the classes went on a field trip to the Metropolitan Museum of Art to see two exhibits that would hopefully help them find inspiration for their current projects. The first exhibit, “After Warhol,” was on Andy Warhol and the effect his art had on the Pop Art movement. The students then viewed an exhibit called “Faking It: Photography before Photoshop,” that showcased works of photography created by layering and combining a number of different photographs, giving them an idea of how artistic editing was done before the advent of photo editing software like Photoshop.

“Ms. Cryer and I thought that this would be an amazing opportunity to explore Pop Art and the process of photo transfer,” said Ms. Murphy.

The photo transfer process, which students have been practicing in the style of Warhol, is different from working in photoshop since it is time consuming, unpredictable, and requires a great deal

of trial and error. The photo transfer process was partially inspired by a documentary in which scientists took MRIs of artists who worked with their hands, as opposed to working with a screen, and discovered that artists working with their hands were much more engaged.

“The project we are doing in Photo is definitely something different. I am no expert on Warhol, but I learned a lot about his style. His bright senses of color and repetition are things that many young artists can look at for inspiration and self-expression,” said junior Bomin Choi.

Students also studied the work of Robert Rauschenberg to further their understanding of the Pop Art movement. The students are learning about consumerism and contemporary culture. Ms. Murphy’s class saw the film *Never Sorry* by Ai Wei Wei, a Chinese artist who fights social injustice through artwork.

“I showed the film not only to review Warhol’s style, but to inspire my students when they are trying to figure out their



Senior Ashely Larson hangs up her “Warhol” piece in the display case outside of the photo classroom with those of her classmates.

own concentration projects. The students are also focusing on incorporating the design elements of unity and variety which are often found in Warhol’s work into their own work,” said Ms. Murphy.

One of the techniques that the students are using to create unity in their compositions is the repetition of images,

a design element that is typically used in Photoshop. This is allowing them to try the techniques that they viewed in the exhibit.

“The students are creating images that relate to the pop movement and also to their personal lives,” said Ms. Cryer.



# Food crawl in Flushing finds fantastic asian cuisine

BY Emma Brezel & Daniella Philipson  
*Staff Writer & Features Editor*

After deciding to find the best chinese food, we knew that Port Washington was out of the running, especially with Flushing,Quees,just a few train stops away. You can start eating in Flushing as soon as you get off the train. There are two food stands right under the Flushing train station that offer cheap and yummy snacks. The first food stand is directly under the train station and offers the cheapest food. Their most expensive delicacy tops off at a whooping \$2. The crispy chicken drumsticks and the delectable fried scalion pancakes, but they have everything ranging from chicken lo mein to fried fish balls on skewers. Don't be deterred by its rough appearance and B-rating for cleanliness because the food is great and a perfect snack if you are about to miss your train. The second food stand is at the corner of Main Street and 41st Street and sells small duck snacks for \$1. The stand sells duck in sweet sauce with scallions, all wrapped in a soft piece of dough. The final product is somewhere between a duck burrito or hotpocket. Because of their small size and the light dough, it's easy to polish off three or four of these in a minute.

Best known for their dumplings, the Little Pepper Szechuan Restaurant on Roosevelt Avenue, certainly lived up to its four-star standards. The dumplings in chili sauce were heavenly. The meat was tender and flavorful while the sauce added the perfect amount of spiciness to the dish. To compliment the dumplings, we ordered szechuan style noodles, which we picked randomly off the menu. While the noodles were not exactly what we were expecting,theywere delicious nonetheless and we devoured them, forgetting about the five other establishments that we planned on visiting. These noodles are not the doughy noodles that one would typically expect at a chinese restaurant. Rather, they were thin, borderline crunchy, spicy, and served cold. We should have ordered a hot pot, one of Little Pepper's specialties as we were informed later on, but decided it against doing so since it is large and supposed to serve an entire table of people. Our second stop, Xi'an Famous Foods, is located in the food court of the Golden Mall and took us about fifteen minutes to find. If you have any sense of direction and can manage not to get lost (it really isn't that difficult to maneuver your way through Flushing, we just weren't paying attention), we



Emma Brezel & Daniella Philipson

Spicy Dumpling from Little Pepper Szechuan Restaurant (top) and the duck “sandwiches” (bottom) are shown.

highly recommend Xi'an Famous Foods. If you have circled the food court and can't find Xi'an in bright lettering, it's okay. Xi'an's food stand is devoid of any signs in English so fear not. After circling the food court, and you end up at the same neon-yellow sign, you've found it. Nearly everything at Xi'an is under \$10 dollars. We ordered sliced boiled lamb hand-ripped soup noodles for \$7.50 and it was incredible. The noodles were doughy and delectable. The broth of the soup was equally flavorful and, like the noodles at Little Pepper Szechuan, just a little bit spicy. To compliment our soup dish, we ordered a stewed pork burger, which is essentially sloppy-joe like meat piled onto a soft as a pillow bread bun. The meat was a little bit too salty, but that didn't stop us from eating it. If you're looking for a great place to bring your parents or to go with friends for a nice sit-down meal, check out Wild Ginger. The small restaurant right on Main St. has a sleek look and an extensive, far more modern menu.The beef stew with spices and wide noodles has flavorful broth with a variety of interesting spices, tender vegetables, and noodles. They

also have a variety of fun appetizers like chicken skewers that are great for sharing. Even though this restaurant is good for a sit down meal the prices are still cheap and great for students on a budget. The appetizers are all priced \$4-7, while the entrees range from \$7-12. Even if you are stuffed, go to Paris Baguette for desert. It's conveniently located right off of Main Street and just far enough away from all the hustle and bustle so you can relax without missing your train if you're running late. The spacious bakery is a South Korean bakery that uses French techniques. Just walk in and pick up one of their hundreds of delicious and neatly arranged pastries. Their deserts range from French inspired berry tarts and coffee cream cakes to the more Asian-inspired deserts like Green Tea Chiffon cake. Like any good French bakery, they also make a variety of delicious breads and succulent cakes to bring home. They also serve lattes and cappuccinos to go along with their desserts. It's usually packed, but it's worth the wait because all of their desserts are not only beautiful, but tasty.

# Shoe Vault brings Manhattan fashion to Port

BY Micaela Shields  
*Contributing Writer*

Urban, contemporary style has come to Port Washington in the form of Shoe Vault, the quaint shoe boutique located at 277 Main Street next to its affiliated store, Suite 275. Since its February grand opening, Shoe Vault has established itself as an up-and-coming staple in Port Washington. The building that now houses the trendy shoe boutique was once a home of large brick banking vaults. These industrial safes have been transformed into the chic display cases for Shoe Vaults many shoes

and accessories. Its interior transports you into the middle of Manhattan with brick walls, chandeliers and posh decor. Shoe Vault's young and contemporary style targets women from preteens to their 40s. Shoes hail from designers such as Steve Madden, Chooka, and Tkees. Shoe Vault keeps up-to-date on all of the latest footwear trends such as smoking slippers, driving shoes, and wedges. It also follows closely behind seasonal trends and will be introducing spring footwear shortly. The boutique's stock is not limited to shoes, and the store also houses other casual clothes and loungewear. The store also revealed that it will be featuring bags from the brand Rebecca Minkoff.

# Smartwatches and Google Glass bring us into the future with new techonology

BY Jack Weinkselbaum  
*Staff Writer*

Ever since Dick Tracy comics came out, multi-functional watches have fascinated people with wonder and intrigue. These watches became somewhat real with digital watches, which included timers, alarms, and other such conveniences. Now, a new technological tend is surfacing—the “true” smartwatch. This trend began back in April 2012, when a company called Pebble raised hype about the idea of a smartwatch. Pebble gained momentum for their idea on Kickstarter, a website for crowd-funding ideas and projects. The response was overwhelming, with \$1 million in funds in just 28 hours. The idea behind the Pebble watch is that it would connect to a smartphone via Bluetooth and display notifications such as emails and text messages on an e-ink face.

A smartwatch would take away the need for you to ever check your phone for notifications. It doesn't stop there; there would be apps such as a pedometer and timer (in addition to an app store) to download more watch faces. The idea works perfectly with Android and iPhone and this brings up the question that all Apple fans will ask; when is Apple going to come out with a smartwatch? “I heard that Apple is going to make an ‘iWatch’ that's going to look like the iPod Nano. I think this will be really cool and, hopefully, very different from the other smartwatches, since they don't do much,” said junior Jordan Cohen. Fear not Apple-haters, there are other options! The Sony SmartWatch is in the forefront of smartwatch technology and is unique for its color touchscreen and the ability to read social updates from Facebook and Twitter. Another watch is the Motorola MotoACTV, which is geared towards runners and athletes since it has a GPS to track the course, in addition to the “regular” smartwatch functions.

Smart watches are not the only wearable tech out there. Google recently announced its own wearable device, the Google Glass. Set to look like wire frame glasses, just without the glass, the Google Glass has a tiny glass box that goes in front of your eyes, allowing you to see what Glass is projecting. The projections can be of notifications, a viewfinder for a picture, or a map for directions. Videos and pictures come from a camera located just next to the glass box. This feature has caused a great deal of controversy and some places are already banning Google Glass. StopTheCyborgs.org has listed reasons why Google Glass should be banned in addition to distributing printable signs calling for a ban of Google Glass. If the smartwatch technology is advanced and unique enough, in comparison to the other smartwatches, we will all be living in a Dick Tracy comic book.



FashionFile

Guide to find the perfect prom dress

BY Caroline Ogulnick  
Assistant Features Editor

With prom season coming up, the search for the perfect dress, shoes, and accessories has begun. Girls are browsing both the Internet and boutiques for their ideal ensembles in preparation for one of the most memorable nights of junior and senior year. Often, girls are clueless when it comes to beginning their search. What stores should I look at? Do I want a short dress, or a long one? Which color looks best on me? Although these questions along with numerous others are racing through the minds of many, once you set out on your journey to find your dress, everything will become much more clear.

When it comes to finding a dress, creating a list of stores where you would like to visit should be your first step. While there may be an infinite amount of dresses to choose from online, starting with in-store shopping will allow you to get an idea of what style, fit, and color look best on you. Of course, dresses can be found at most local boutiques and retail stores, but unless you have an exact idea of what dress you would like to wear, heading over to a department store will provide you with a much larger selection. Macy’s, Nordstrom, Lord and Taylor, and Bloomingdales are great places to start. These stores not only have racks upon racks of dresses, but they will cover many trends, fits, and colors that girls are looking for when it comes to prom.

This prom season is all about being bold. From funky cutouts to disco-like metallics, this year’s prom dress trends are far from the traditional styles that are usually displayed. Though some of these trends can be intimidating, prom is a time to take risks. A prom only occurs once in a lifetime (well, for Schreiber students, twice) but, it should be a night that you will remember for the rest of your life. And what’s the harm of wearing something a little different?

Whether you choose one of these trends or decide to take the traditional route, pick a dress that you feel both comfortable and confident in. To have the perfect dress, you need to feel perfect while wearing it.

High-Low



High-low dresses give you the best of both worlds. With a short dress in the front and long dress in the back, this style is perfect for a night out and a formal event. High-low dresses come in a variety of styles and fabrics, from strapless to halter tops, and chiffon to jersey knits. The high-low trend can be worn for junior and senior prom, and will provide you with a fun twist to your typical prom dresses.

Fit and Flare



While it is a top trend for prom this season, fit and flare dresses are dominating the runways as well. With a fitted bustier and flowy skirt, fit and flare dresses will work with any body type. This style accentuates your bust in addition to slimming your legs, and leaves you with a picture perfect figure. Fit and flare dresses are versatile whether they are short or long in length, and give you a spot on look for prom.

Cutouts



One of the top prom dress trends of the season is cutouts. While some may be apprehensive about showing off a little skin, wearing the proper cutout dress will leave you with as much confidence as if you were covered up. Slits on the sides, back, and neck of dresses allow you to flaunt the trend without being too risqué. Cutouts will not only add shape to your figure, but they will also incorporate an edgy feel to your look.

Color-Blocking



Color-blocking is the most daring trend of prom season. Though the abundance of shapes and colors can be overwhelming, this trend can be toned down if you pair it with neutral accessories. Black and white striped dresses are popping up everywhere, along with color-blocked dresses divided by hue. If you’re willing to stand out at prom this season, sporting a color-blocked ensemble will be the way to go.

Metallics



Sequins, rhinestones, studs, and beads are being adhered to all types of dresses this season. Although shimmering styles are always shown during prom, metallics this year are taking it to the next level. Some dresses are dripping with liquid metal and others are sparkling with intricate beading. Whether you want a lot of shine or a little bit, there are many options when it comes to wearing the metallic trend.



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# arts & entertainment



allmoviephoto.com

Best friends since childhood, Faith (Selena Gomez), Cotty (Rachel Korine), Brit (Ashley Benson) and Candy (Vanessa Hudgens) rob a local chicken shack to go on the spring break of a lifetime. This colorfully shot social commentary from writer/director Harmony Korine is violent, sexy and completely bonkers.

## Spring Breakers: Disney stars gone wild

BY Victor Dos Santos  
Assistant A&E Editor

Unconventional director Harmony Korine has recently ventured into linear narrative in his newest film *Spring Breakers*, which made a quiet entrance into limited release mid-March. Writer/director Harmony Korine’s take on “the American dream,” is about as unique as it is melancholy. What’s weird is that this colorful, meditative and at times daunting social commentary never reaches a level of outrageousness that one would expect. The nudity is gratuitous, James Franco is amazing, and the soundtrack is hypnotic, yet the film maintains a consistent and contemplative pace throughout.

It’s about four girls, two of whom are played by former Disney icons Selena Gomez and Vanessa Hudgens, who rob their local chicken shack to go on spring break. Once actually on spring break, a series of montages ensue that feature extensive partying, excessive nudity, and exorbitant drug-use.

The girls are eventually arrested for narcotics possession, only to be bailed out by the eccentric gangster known as Alien, played by James Franco. Alien escalates

the film’s intensity within seconds when he decides to introduce the girls to the life of crime he describes as “the American dream.”

It isn’t much longer until we see the girls donning pink ski masks and carrying AK-47s in yet another montage, this time backed by Britney Spears music.

From there on out, things just get weird: the dialogue starts to repeat itself, scenes are shown in a non-consecutive order and widespread debauchery ensues. It’s clear that Korine looks down on the lifestyle embraced by the characters in his film. Things start off light with Tampa Bay beach parties and gradually spin out of control as the film ends with a very violent shoot-out that is a lot more upsetting than it is cool.

Korine gives the film this slick and eye-popping look to contrast the grimy and disgusting world that American youths at times choose to welcome with open arms. The film makes sure to let audiences know that the activities these characters participate in denote downright insanity.

In that respect, *Spring Breakers* is kind of brilliant. Through vivid, picturesque and even haunting imagery accompanied by a dense and entrancing soundscape



springbreakersmovie.com

The girls adjust themselves to the widespread life of crime in Miami’s underbelly.

that features a score by Cliff Martinez and Skrillex, we’re introduced to what makes this lifestyle so alluring.

Korine manages to not only make his bizarre and nightmarish vision come to life, but also get the performance of a lifetime from James Franco as a grill-toothed, mayhem-inducing gangster. His performance is more wild and out-there than the movie itself, which unfortunately makes apparent some of the film’s flaws. Franco outshines every other actor here, including the four “spring breakers” Selena Gomez, Vanessa Hudgens, Ashley Benson

and Rachel Korine. Unfortunately, the things that made the film so unique were at times the most bothersome. For example, the film’s choice to repeat lines of dialogue over and over and over again just starts to get annoying.

*Spring Breakers*, despite its flaws, is slick, disgusting, slow and completely weird. It’s the kind of movie that warrants at least one viewing to give audiences a chance to be, at the very least, entranced by the film’s distinctive style and James Franco’s performance as a Riff-Raff look-a-like.



# Oz the great and powerfully entertaining

BY Milan Sani  
Contributing Writer

Disney's *Oz: The Great and Powerful* takes you on a thrilling journey as a prologue to the classic movie *The Wizard of Oz*. Although this movie cannot be compared to the timeless wonder of *The Wizard of Oz*, it still depicts an intriguing, majestic quest to defeat evil and achieve greatness.

Oscar Briggs (James Franco) is a small-time circus magician in Kansas, with clouded morals and incredible wit. One day, Oscar is whisked away from Kansas on a hot air balloon to the wonderful, kaleidoscopic Land of Oz. Upon landing in Oz, a good witch named Theodora (Mila Kunis) mistakes him for the wizard who everyone has been waiting for since a king prophesized, long ago, that one would arrive.

This wizard was said to have boundless power that can save the people of Oz from being terrorized by the evil witch. Enticed with the gold and riches that come with being the man of power in Oz, Oscar accepts the challenge to defeat the evil witch. Once he begins this dangerous task, he is forced to find out who the true good and evil witches are before the people of Oz suffer. Through the use of illusion, tactical plans, and the passion to succeed, Oscar is able to become the great powerful wizard he was said to be.

Classic features of *The Wizard of Oz*, such as the cowardly lion, scarecrows, and liveliness of the land, were enjoyable to watch. Incredible special effects transported viewers to Oz to experience the impressive Emerald City, the famous yellow brick road, and the ominous dark forest.

Furthermore, this movie delved into many themes, such as teamwork and



Theodora (Mila Kunis), a beautiful witch, takes Oscar (James Franco) to Emerald City to defeat the evil witch from destroying the Land of Oz. Raimi's beautiful re-telling of the tale of Oz is funny, light-hearted, and consistently entertaining.

perseverance amid fear. Moreover, this film allows the moviegoer to reminisce about the iconic *Wizard of Oz* and to revisit its greatness, even though this film, did not quite reach the marvel of *The Wizard of Oz*.

Although compelling and generally enjoyable, the movie had scenes that were scattered, and many which lacked the true spirit and energy needed to portray the vibrant land of Oz. Additionally, the great music and innocence of the original 1939 film was somewhat lost within this elaborate story.

With Michelle Williams as Glinda, Mila Kunis as Theodora, Rachel Weisz as Evanora, and James Franco as Oscar Briggs, the movie had no lack of acting talent.

It was interesting to see Mila Kunis transform from a beautiful figure to a despicable, hideous witch throughout the

movie.

James Franco, however, lacked charisma onscreen. Oz was a person of great charm, attitude, intelligence and humor but James Franco was unable to convey such characteristics, which had a negative effect on the movie.

The director creates a magical environment around a gritty story. *Oz* is a fresh spin on a classic tale.

# Fi-Fie-Fo-Fum, *Jack the Giant Slayer* is dumb

BY Sophia Kim  
Staff Writer

*Jack the Giant Slayer* has all of the necessary ingredients to create an epic fantasy: magic, a power hungry villain, a

princess, and a hero. Unfortunately, *Jack the Giant Slayer* chose to play it safe and settle for a mildly entertaining movie full of clichés. It's truly a wonder how the movie scored second place in the box office.

*Jack the Giant Slayer* puts a twist on the classic folktale, *Jack and the Bean Stalk*, using the same plot but incorporating a longer, more adventurous story. Jack (Nicholas Hoult) is still a poor farm boy who must fight a giant to win the heart of the beloved princess (Eleanor Tomlinson). In this retelling, Jack accidentally reignites an ancient war between a race of giants who have quite the appetite for human flesh. What's more, the giants' leader, General Entin (Ralph Brown) is hellbent on having Princess Isabelle devoured by giants because she is the descendant of King Erik. He is the ancient legend who brought peace to the kingdom by creating a magic crown from a piece of a giant's heart, which gave him the power to control the giants.

The magic crown was a nice touch, keeping in line with the fantasy adventure genre that tends to incorporate a single enchanted item

capable of defeating the evil overlord. Unfortunately, this plot device also contributed to the anticlimactic ending.

There is no final showdown between Jack and General Entin, and despite the cumulating tension and excitement, not a single dramatic battle scene between the warring races occurs. This is the equivalent of omitting the final duel between Harry and Lord Voldemort in the final *Harry Potter* movie.

For the record, Jack slays a giant once. Once. And that giant was old and tended the kitchen, unlike the other terrifying warriors. Princess Isabelle was the film's biggest disappointment. She initially came off as an independent, self-preserving girl who needed the right guy to sweep her off her feet and bring her into a new world. However, other than repeat the line, "I'm looking for an adventure," Isabelle doesn't do anything to distinguish herself from the stereotypical damsel in distress.

Isabelle isn't trained martially in any way like Mulan, or practiced in archery like Melda, but if she wanted to take control of her own life—as she told her father—she could have fought for her love and tried to convince the King to let her marry Jack when he saved her the first time. Instead, she acts like a defenseless cliché princess.

The humble, peasant hero saving the beautiful princess from the evil scheme of an older, less-appealing suitor to take over the kingdom is already an overdone plot, and *Jack the Giant Slayer* fails to do anything special with it.

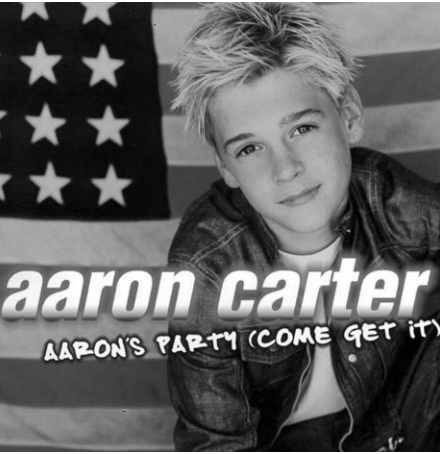


Jack (Nicholas Hoult) joins forces with his friends to defeat an evil army of giants. *Jack the Giant Slayer* is, unfortunately, one of the more generic fairytale films to come out this year.



Music Box

# Classic Album: Aaron Carter: *Aaron's Party*



BY **Nicole Boyd**  
*Contributing Writer*

We all remember Aaron Carter. Rising to instantaneous fame at the young age of 9, he was the musical icon of our elementary schools. Who can forget happily belting catchy tunes like “I Want Candy” or memorizing the upbeat raps of “Aaron’s Party?” Fans of the Nickelodeon movie, *Jimmy Neutron: Boy Genius* most likely remember his hit single entitled, “Leave It Up To Me.”

Unfortunately, Carter was long gone by the time his fans hit middle school—the last time most had heard his name, it was attached to either of two grave phrases: “went to rehab” or “dancing with the stars.”

Among his fans, however, *Aaron’s Party* will never be over. To most teens,

Aaron Carter was the epitome of a good time. With his sanguine pop songs (that are so quintessentially 90’s), he allows nostalgic listeners to momentarily leave the complicated realm of maturity, and remind them of the innocent and fun-loving spirit that they shared as children.

The songs of his hit album *Aaron’s Party* are not incredibly complicated, intricate, or even musically impressive. Nevertheless, listeners will welcome this simplicity with open arms because it’s so much gosh-darn fun to listen to.

After a long day of stressful schoolwork, Carter’s lighthearted and playful tunes will transport reminiscent teens into a carefree world devoid of all adult commitment.

Telling the story of Carter’s “party of the century,” the title track perfectly portrays the fun-loving, mischievous side of childhood. The tune opens up with a peppy rap in which Aaron contemplates ways to get rid of his parents, persuades his friends to drop their work, and sets up the essential theme of the album. Other songs that display this buoyant and lackadaisical viewpoint include “Life is a Party,” “Fun with the Funk,” and “Bounce.”

Also evident in *Aaron’s Party* is a youthful sense of confidence, imagination, and innocence. For example, in the endearing track “That’s How I Beat Shaq,” a tiny Aaron Carter tells the outlandish tale of a basketball game with the gigantic Shaquille O’Neill.

And, despite his friends’ disbelief (and the realization that the game was

just a dream), he sticks to his story with absolute certainty, claiming that he knew “he could take him.”

With his songs “Girl You Shine” and “I Want Candy,” Carter emulates this same youthful vibe. Perfectly portraying the innocence and longing of a first crush, these songs may not express the same confidence and swagger as “That’s how I Beat Shaq” but nevertheless relate the emotions of a very important part of childhood.

The juvenile humor in *Aaron’s Party* is even more entertaining to older listeners.

In these singles, as Carter professes his love and devotion to a theoretical girl, he paints the picture of a love-struck boy unsure of how to act on his newfound feelings. His music helped countless young listeners deal with their feelings.

Evaluating Carter’s album as a whole gives a sense not only of nostalgia, but of familiarity. The tracks on *Aaron’s Party* are easy for former superfans to sing along and bob their heads to.

Observing his “poppy” tunes and gangster-like swagger, modern listeners came to the realization that Aaron Carter was precisely the Justin Bieber of the decade past.

And this is really no surprise. After all, the two artists would undoubtedly have the same dictionary definition. Aaron Carter and Justin Bieber are both teenage

heart-throbs possessing unusually feminine voices and a faux-gangster swag.

Drawing inspiration from the same muses of “the dream girl” and the taboo “party of the century,” Bieber has even emulated Carter in his many of his music videos. For example, “Carter-esque” elements are clearly seen in both the video for “One Time” and “Beauty and a Beat.” These similarities perfectly explain Bieber’s unparalleled popularity. Together, Aaron Carter and his hit album represent something near, dear, and familiar to our generation. Because we subconsciously see so much of Carter in Bieber, we naturally gravitate toward his music.

With its peppy and youthful tone, *Aaron’s Party* warmly welcomes us back to our childhood and has the power to liven us in times when we need it most. A bad economy and difficulty schoolwork are both problems that can easily be resolved by giving *Aaron’s Party* a quick listen. Stressed teens who need a pick me up should definitely give *Aaron’s Party* a spin.

So when you need an antidote for all things complicated and adult, I would highly recommend *Aaron’s Party*. It is a fantastic throwback and, all in all, a joy to revisit.

# Bon Jovi: *What About Now*



BY **Maddie Cohen**  
*Staff Writer*

In 1983, a group of aspiring rock artists came together and created the band Bon Jovi. Since then, the hit group has sold 130 million records worldwide, transforming it into a world wide sensation.

The band features lead singer and namesake Jon Bon Jovi (John Francis Bongiovi, Jr.), guitarist Richie Sambora, keyboardist David Bryan, and drummer Tico Torres.

While most music groups are loyal to a specific era and style, Bon Jovi appeals to many ages. Young kids are likely to recognize some of Bon Jovi’s most famous tracks due to their presence on several movie soundtracks. A few of Bon Jovi’s popular songs include “Living on a Prayer,” and “Wanted Dead or Alive.”

Just when fans of Bon Jovi were beginning to wonder whether the

acclaimed band had finally retired from the music industry, the group came out with a twelfth album on March 11.

Titled *What About Now*, this new album is overwhelmingly encouraging. The first song of the album, “Because We Can,” chronicles the journey of a struggling couple who try to save their marriage. This song is similar to many of Bon Jovi’s songs as it touches on themes of loyalty, belief, and confidence. The first line, “I don’t wanna be another wave in the ocean/I am a rock not just another grain of sand,” immediately sets the tone for the song as well as the rest of the album.

The lyrics demonstrate how one can stand out and be unique, and carry the common themes of love, hope, and reliance. The themes are easy to understand and the simple chord progressions make the music of Bon Jovi more emotional than cerebral.

The style of the album is similar to Bon Jovi’s previous works featuring the same classic rock that fans of Bon Jovi have come to expect. The tracks on *What About Now* are heartwarming and traditional. The songs harken back to a bygone era. In one track, “What’s Left of Me,” Bon Jovi laments the demise of famous punk club CBGB.

The album is rife with nostalgia—likely to a time when his music was more popular—to which he clearly desires to return.

Bon Jovi’s newest album is unlikely to impress first time listeners with its classic feel. However, the sounds of *What About Now* will please his dedicated fans, young and old.

## UMF 2013 becomes a two weekend festival



BY **Penina Remler**  
*Assistant A&E Editor*

The music is blaring, the beat is dropping and if you can see past the massive crowds of people, the only color to be seen is neon. Welcome to Ultra Music Festival.

Each year, the world-renowned electric music festival, Ultra, takes Miami by storm. Since 1999, dedicated fans have shaped their entire lives around three days which many people like to consider a one-of-a-kind experience. It’s the kind of experience that allows for people to dance, rage and have an all-around good time.

In response to the rising popularity of electronic music, Ultra expanded its festival into a two-weekend event. For the first time, fans had the option of choosing between two three-days sets which conveniently fall within Miami’s Music Week.

While expanding into two weekends allows for more people to attend, fans are

bound to question which weekend will be better. Headliners such as David Guetta, Calvin Harris, Deadmau5, Tiesto, Avicii and Swedish House Mafia will be playing at both sessions to keep the momentum alive. Truly dedicated fans might find themselves eager for weekend two since it will conclude Swedish House Mafia’s final tour.

Festival coordinators also decided to broaden the offerings to other live performances. Groups such as Matt and Kim, Crystal Castles, Boyz Noize and The Bloody Beetroots will also be taking the stage, supplementing the DJ groups.

Regardless of the range in sets, both weekends sold out instantly, before the lineups were even announced. Tickets were sold in over 77 countries, collecting vast and global audiences.

Some question whether or not the event is worth the \$1,000+ price tag, but experienced ravers will confirm it is worth the price. Beyond the music, the lights and technology in each set tend to take the performances above and beyond.

However, in a setting filled with wild young adults, there is also trouble to be found. While the vibe of Ultra is known for being upbeat and energetic, many fans take are known to take it over the edge. In such settings, drugs such as ecstasy and LSD are wildly abused, transforming a fun filled weekend into a potentially fatal one.

Overall, if one has the money to invest and the conscience to make smart decisions, Ultra Music Festival has the potential to be one of the greatest music weekends ever.





# Athletes



# f the

# Month



## Nick Duarte

BY **Eric Adsetts**  
Contributing Writer

In 2001, Mets third baseman David Wright was named an Under Armour All American. Now, more than ten years later, he's leading Team USA in the World Baseball Classic. Last season, senior Nick Duarte was granted the same coveted achievement.

"Being an Under Armour All American was an honor. I got to play in the national games in Arizona representing the Northeast, and I met many professional players at the ceremony," said Duarte.

Duarte, a catcher, hopes to follow up his 2012 campaign, where he hit for a .314 average.

"He is one of our most talented players. He has the ability to hit for average as well as for power. He has one of the strongest arms on the team and is a versatile player. He is not only a great catcher, but can also play the outfield at a very high level," said Coach Holzer.

However Duarte isn't just a leader on the diamond, he is also leads off the field.

"In addition to his skills, he is one of the hardest workers on the team and has matured into a leader," said Holzer.

Duarte was recently named captain by members of the squad.

"I handle my responsibility as a captain by being on the same page as the players and coaches at all times. We all have a great relationship with each other which also makes my job easier," said Duarte.

"He's the most dedicated player on the team and it's evident that he's gone through a lot of preperation to make a statement in his final season. It's a privi-

lege to play with him," said sophomore Andrew Chou.

His dedication hasn't gone unnoticed by the coaches.

"The two things that gave most impressed me this year is his work ethic and his leadership. Nick is a team player and is always trying to do what is best for the team. I think the other guys look up to him and want to work harder because of him," said Holzer.

Duarte will play at Siena College in the spring of 2014.



Courtesy of Nick Duarte

**Senior Nick Duarte has had a spot on the varsity squad since his sophomore year.**

## Brenna Betsch

BY **Aaron Brezel**  
Assistant Sports Editor

When senior athletes at Schreiber suit up for their final games, there is always a bittersweet mentality. For the vast majority, it will be the last time they will compete at a high level and they will go on to excel at another activity.

This is not the case for senior Brenna Betsch, who was one of three Schreiber athletes to sign National Letters of Intent to play at Division I schools next year. Betsch has committed to playing lacrosse in the 2014 season for Sacred Heart University.

"I'm extremely excited to go to Sacred Heart next year," said Betsch. "I've already met all of the other recruits and the team and I can tell it's going to be really fun."

Her acceptance into Sacred Heart's lacrosse program is the culmination of the stressful Division I recruitment process.

"It's a lot of pressure to do well when you're at recruiting tournaments and events like that," said Betsch. "You have a mix of emotions because you're excited the coaches are watching but you're nervous at the same time. In the end, it's completely worth it."

Unlike many college-bound athletes who spend their entire childhoods dreaming about the day they get to play for a big university, Betsch took a more alternative route to her sport. After playing lacrosse in third grade, Betsch quit after her fourth grade year.

"I quit because I didn't like it. But once I had the opportunity to play in middle school, I started back up again. I also knew I wanted to play a sport in college. I came back to lacrosse when I realized I

could go to the next level, and I fell in love with it again," said Betsch.

In Betsch's freshman year, Port went undefeated in the regular season. In her junior year, the Vikings made it all the way to the Conference I semifinals before losing to number one ranked Massapequa.

Betsch's contributions to the team go beyond the stat sheet. As a primary defender she does not garner the flashy statistics such as goals and assists. Instead, she heads a defense that consistently holds the opposition in the single digits.



www.portwashingtonpatch.com

**Brenna Betsch will play Division I lacrosse after her four years at the varsity level.**

# Managers play role in varsity sports success

BY **Seth Barshay**  
Staff Writer

When most students think of any of Schreiber's varsity sports teams, the coach and the players are all that come to mind.

Yet, there are many other people who are integral to the success of an athletic squad, including the team's managers.

The manager of a varsity sports team has a plethora of responsibilities during practice as well as game day that are essential to the improvement and consistency of a team.

Every one of Schreiber's varsity teams includes the manager position. Managers practice with the team in order to gain more experience.

Junior Oren Mizrahi, manager of the varsity basketball team, was happy with his role and responsibilities on the team.

"I thought it was a great opportunity to work out with the team and improve for next year," said Mizrahi.

As manager, he was mainly required to fill in during scrimmages when players were unable to take part in them. In addition, Mizrahi filmed all games so the team could study themselves and their opponents.

Mizrahi hopes that his role will allow him to gain experience and improve his

skills, to make next year's varsity roster.

"I am close with the players and enjoy practicing with them and Coach Dooley is always willing to help me when I need it," said Mizrahi.

For sophomore Victoria Gorman, the position of the manager of Schreiber's cheerleading squad is very enjoyable.

Voted by her fellow cheerleaders as manager, Gorman's responsibilities mostly involve making sure the squad is happy. Her technical responsibilities include checking that their music is correct and doing her teammates' hair and makeup.

"I would have to say the most rewarding aspect is to see all of the girls smiling and happy at the end of each game," said Gorman. "I feel so important. I love that feeling when we all come into a group hug and everyone says thank you. Cheering is basically our life. We try so hard for the halftime games and we love our school and fans."

On the boys swim and dive team, a group of female managers help with the activity of the team.

As managers, this group records times for the swimmers, and work the scoring table during meets, which they must attend.

Senior Ellie Zolotarev, has been a manager on the team for six years, since

she was in only seventh grade.

"I initially started managing so I could practice during the winter and stayed on because I made a lot of close friends and I loved spending time in the swimming environment," said Zolotarev. "It's incredibly rewarding to see my friends and teammates improve and gain personal as well as team victories."

"It is a good feeling that you are helping someone. It's exciting to watch the races and cheer them on," said junior Izzy Fagen, another manager of the team. "I think it is fun to watch the swimmers and to compare the girls team dynamic to the boys."

Although managers are not listed in the scorebooks or compete in any games, they play an integral role toward their team's success.

A prime example of the managerial position paying off is junior Tyler Hertzwig. Hertzwig was the manager of the junior varsity baseball team his freshman year, and is now a starting pitcher for varsity. He attributed his recent success to the opportunities he was given that year in a more competitive environment.

"Being a manager gave me the opportunity to hone my skills even though I couldn't play during games, and it's one of the reasons I made the varsity team this year," said Hertzwig.

## Underclassmen To Watch

Freshman **Alex Grossman** is entering his third season on the varsity tennis team. Grossman will start and be one of the team's top players in the spring.

Freshman **Siria Castillo** will be a starting pitcher on the varsity softball team. She pitched three innings in the team's March 18 game against Manhasset, registering two strikeouts and the win.

Sophomore **Erik Klug** will be the starting shortstop in his first season on the varsity baseball team. Klug has already contributed in his first few scrimmage games, batting .667 with an RBI double.



# Spring season previews: All teams on rise

BY Seth Barshay and Eric Fishbin

Staff Writers

The conclusion of the cold winter season is giving way to the spring season for the Vikings. There are many games to be played, and many accomplishments to be made for this season.

## Boys & Girls Track and Field:

This year's track and field teams consist of runners who can run sub-five minute miles and have made it to county championships. According to Head Coach Richard Schmitz the team is relatively young this year, and Coach Schmitz, along with the rest of the coaching staff, wants to prepare them for years to come.

"Our goal for this year is to get the team strong and ready for a bigger stage," said Assistant Coach Jeremiah Pope.

Although the team may work together, there is a bit of a rivalry going on between the different genders included on the team.

"My goal is to run 4:40 in the mile, sub-10 in two miles, and of course, place better than the girls team," said junior Noah White.

The team has high expectations for the season.

"We definitely want to be division champions this year," said Schmitz.

## Boys Lacrosse:

As the boys varsity lacrosse team reads itself for this spring season, the team has one goal in mind: to win.

"This team doesn't worry about individuals. This is a team sport and this team

is focused on the same goal," said Coach Tom Rooney.

The team wants to get better as the season goes on and ultimately make a playoff run. Led by senior John Crawley, who has already committed to Johns Hopkins, Boys lacrosse has high expectations.

## Girls Lacrosse:

The girls varsity lacrosse team, led by coaches Mary Romano and Raquel Piraino, is hoping for the best for this season. The team mainly consists of underclassmen, but they still believe that they have a strong chance to make a mark in this year's postseason.

"We have a strong team and look forward to another successful season," said Coach Romano.

"Hopefully we'll get it going early and give ourselves good position for a playoff run," added Coach Piraino. Fresh off her commitment to play lacrosse for Sacred heart university, senior Brenna Betsch will anchor the defense for the Vikings.

## Baseball:

For the upcoming season, the varsity baseball team has some goals that they think are attainable. First off, the team would primarily like to build upon last year and make a more substantial playoff run.

"We want to improve and push for a playoff run," said Coach Matthew Holzer.

The team has two players in particular that Holzer believes can contribute at a high level: seniors Bryce Keller and Nick Duarte. Keller, who previously won the Diamond Award, and Duarte, are both ranked among the top 30 players on Long

Island. The team's ultimate goal is to have "a fun, successful season, and a strong playoff run."

## Softball:

The members of the girls softball team think they have a good chance to make a playoff run this year, despite their abundance of new, young players. The youthful squad includes three eighth graders and four freshmen. The team also has a group of students returning from last season's squad.

Among these veterans is the team's top pitcher, junior Alex Caprariello. Caprariello is an all-county pitcher. Coach Eric Sutz believes that if they compete at a high level and play hard, they could have success as a team.

"I think we have a good chance to finish in the top half of the conference. I would like to make a run at winning the conference, and a playoff opportunity. If all things click, I think that's a realistic goal for us," said Coach Sutz.

## Badminton:

The girls badminton team, coached by Dr. David O'Connor, is hoping for a successful season this spring. The team is excited for the season, and junior Liz Kallenberg believes they have a chance to have a good record.

"I think the goal for the badminton team this year is the same as last year, work hard, have some fun and try to be the best in our division," said Kallenberg.

## Tennis:

The boys varsity tennis team is looking to build off its recent successes. Coach Peter Travis has made a good playoff run his goal, but understands that this year should be considered a "rebuilding season," due to the amount of new players on the team.

As one of the top singles players, Junior Ben Rosen has a similar goal for the team.

"I think we have a good team this year with a lot of experience and I believe we can do well this season and make the playoffs," said Rosen.

## Golf:

The varsity golf team, which has become a dominant team in the county, is looking for yet another conference title. The members of the team are excited for this season, and they believe they have a chance to win it all.

"We have won it before and we believe we can do it again," said Coach Kathleen Doughty. The team hopes for a season filled with birdies and eagles, and they think this is an attainable goal.

## Crew:

The rowing team, has very high aspirations for the upcoming season. The boys team recently finished their fall season, capping it off with a win at the Head of the Schuylkill meet, and they are looking to build on that success.

According to Head Coach Steve Panzik, the girls team has also grown over the winter season, bringing a new excitement to the spring season. Coach Panzik believes a number of boats have a chance to go far this season.

"Our goal for this group is to medal at states and qualify for nationals. If all the pieces fall together the team has the ability to compete for a national championship this year. I believe this is going to be a special year," said Coach Panzik.

## Captain's Corner: John Crawley

BY Dan Miranda

Sports Editor

**Dan Miranda:** It's a pleasure to have you here.

**John Crawley:** It's a pleasure to be here, Dan.

**DM:** What are you looking forward to this season?

**JC:** I'm looking forward to a great year. We looked good in the first couple of scrimmages we had this year, and honestly, we're coming out as good as we were last year.

**DM:** What sacrifices have you had to make on your journey as a lacrosse player?

**JC:** My biggest sacrifice was giving up both football and wrestling because I've grown up loving both of those sports.

**DM:** Tell me a little bit about your pre-game warm-ups and rituals.

**JC:** We all try to definitely stretch out, drink some water and then Gatorade. After this is completed, we run the base paths and I take a few snaps. We like to get all the sports involved.

**DM:** That's nice. Who are some of your favorite personalities on the team this season?

**JC:** Kyle Calenda is definitely one of the gutsiest kids. Last week in a scrimmage, one of the boys got into an altercation, but Kyle was the first guy over there. Louis Girgenti also comes out every day and brings his heart to the field.

**DM:** The lacrosse squad seems pretty close. What does the team do to bond outside of games?

**JC:** There are all different ways to get the team closer together. Bonding time is mostly spent after practice; we try to get some nice tunes playing. We also go to Five Guys. It is a nice squad.

**DM:** What are some of your favorite songs?

**JC:** I don't really supply the playlists, but I go with anything that gets my juices going. Anything with a techno beat, anything that gets weird—as long as it gets fast and loud—I'm good with it.

**DM:** On a more serious note, how will Jake Froccaro's absence to this season's team going to affect the performance on the field?

**JC:** Jake was one of the best players I've ever played with, but honestly, now that everyone's more mature, everyone's a little bit older, and our goalie is no longer in middle school, things are starting to click. Honestly, Jake is a big loss, but this season we have a more well-rounded team.

**DM:** Thanks for joining me, John. Hope to see you guys in the playoffs.

**JC:** Thanks for having me.

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# Why is there no boys badminton team?

*Boys squad would diversify school sports selection, but it is not practical*

BY **Max Miranda**  
*Staff Writer*

It’s beyond question that every Schreiber student, at one point or another, has glanced up at those blue banners that hang in the gym. When most people see the girls badminton team “sporting” one of the most recent championship emblems, their first thoughts are likely not, “Where is the banner for boys badminton?”

“A boys badminton team I think would be great, but as far as I know, nobody’s ever asked,” said Dr. David O’Connor, coach of the girls badminton team.

Maybe somebody should. You always see boys having fun playing badminton in gym, so why not?

Male interest seems to be the first question that needs to be addressed. If the idea were to come to fruition, would enough kids want to join?

It’s hardly a secret that you don’t see badminton on SportsCenter, let alone boys badminton. There is little to no media coverage of the sport and it could be another main reason for the lack of male interest.

“It’s definitely not the most popular sport and I don’t think that enough people know about it,” said junior Liz Kallenberg, who played first singles for the badminton team last year.

Despite these obstacles, there still seems to be interest at Schreiber for a boys

badminton team.

“If there was a winter or fall badminton team, I would definitely play,” said freshman Alex Grossman, a third-year member of the boys varsity tennis team.

Several people, including some on the girls badminton team, believe that the boys could greatly benefit from having a badminton team.

“If enough people express interest, it is definitely a great experience and opportunity that I am happy to have,” said senior Holly Hubsher, a member of the badminton team.

“Although badminton is an individual sport, I feel like the team spirit is still the most important thing... Badminton has taught me to work hard and be dedicated in anything that I do. That is something that anyone should learn,” said Kallenberg.

This brings us back, of course to the issue, if there is enough interest and the boys could extract a benefit, then why isn’t there a team? Boys badminton is one of the newest high school sports, having only been introduced to high schools on Long Island approximately five years ago.

There is only one badminton league on Long Island, in Suffolk County. The distance to travel to the farthest team would be over an hour; therefore, there would need to be more interest in Nassau County.

The lack of conferences also means that there is no flexibility when it comes to the season in which boys badminton

would be played. This would mean that the season would take place in the fall. This becomes the largest, team-breaking problem because this conflicts with football, volleyball, and soccer. Would it be worth it to take away talent from one of the other various sports in order to add to badminton?

Another problem lies in the fact that the team would need staff and a place to practice, neither of which are easy to come by. Both the boys and girls volleyball

teams practice and play in the school gymnasiums in the fall. The boys and girls basketball teams use the same venue to practice and compete in the winter sports season.

Unfortunately for interested male “racqueteers,” the real question becomes, not why there isn’t a badminton team, but how there could possibly be one given concerns over the budget and players interested.



The girls badminton team won the Nassau County championship in 2012. While Dr. David O’Connor and the squad look to repeat their success this spring, is it possible for boys to have their own team?

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# VIKING SPORTS

## “Schreiber Slam” brought the whole house down *Premier event for WDOT’s Radiothon headlines Scheckner v. Matina*

BY **Jake Eisenberg**

*Sports Editor*

It was Ali v. Frazier, Rocky v. Apollo. We saw Hulk Hogan on one side, and The Undertaker on the other, with John Cena presiding. Andre the Giant ate the pizza.

There were teachers wrestling students, and students dunking teachers. Teachers and students alike roared for the first ever “Schreiber Slam.” The Feb. 28 event was the premier event of the WDOT Radiothon, as student DJs broadcast live for 24 hours straight. Students raised funds to benefit the reincarnation of the Schreiber Network, the school’s very own TV station, as well as a number of charities.

The night began with YouTube video advertisements, catching up those who missed the social media-driven Internet hysterics. The stage was set for the battle of the century, with the dual forces of master and student clashing before our very eyes.

“Great feats of strength and skill were performed by both teachers and students. I especially enjoyed Benny’s unitard,” said junior Joe Finkelstein.

In one corner, the self-proclaimed political analyst, ballroom dancer, oral surgeon, and afro-stylist senior Benny Scheckner. In the other, Mr. Douglas Matina, martial arts practitioner and social studies teacher. They locked eyes and horns, their feud spurned on by “The Ice

Cream Kerfuffle.” (Mr. Matina once knocked over Scheckner’s Baskin Robbins cone). Each emerged with his own crew. Mr. Matina’s consisted of the male contingency of the social studies department, including Mr. Craig Medico, Mr. Petro Macrigiane, Mr. George Muhlbaur (who donned a poncho and cowboy boots) and a luchador-inspired masked man, who many believed to be Mr. Alex Sepulvida.

“I don’t know what you’re talking about,” said Mr. Sepulvida.

In Scheckner’s posse were senior Nathan Lefcowitz, Ms. Joy Grasso-Krebs, Mr. Mark Reynolds, and Mr. Michael Campanella. What they lacked in size and numbers they made up for with cunning and the desire for victory.

The rap battle and match between team members Mr. Macrigiane and Lefcowitz left much to be desired. What was advertised as the next coming of Biggie Smalls vs. Tupac Shakur was really just a little man with a big head (Lefcowitz) and a big man with a little head (Mr. Macrigiane) shouting incoherent rhymes at each other that resembled bad “Yo Momma” jokes. It was so monotonous for Mr. Macrigiane, that he began to read a chemistry textbook on the stage.

Regardless, the bout gave way to the beginning of shenanigans perpetuated by the posse members. First, Mr. Reynolds struck Mr. Macrigiane with a chair, and then, Mr. Campanella hit him with the very textbook he was reading, allowing Lefcowitz to snatch victory from the jaws of defeat in the “four corners” match.

“I wasn’t kidding when I said that Lefcowitz had a shot, and he came through,” said Principal Mr. Ira Pernick, who sported a John Cena “U & Me” hat and sweatbands. “I stole the



Josh White

**The “Schreiber Slam” featured two of the school’s top fighters: Mr. Matina and senior Benny Scheckner, but by the end of the night, neither was holding the title belt. The event raised money for charity and was held in honor of the Radiothon, the twenty-four hour broadcast for WDOT, the school’s radio station. Scheckner is a host on one of WDOT’s shows, ScheckNews, and hosted the event.**

wrestling gear from my son.”

As a penalty for his previous actions, Mr. Reynolds was sentenced to the dunk tank to join Mr. Craig Weiss. For his loss, Macrigiane was forced to sit on the precarious dunking throne as well. Although the button was seemingly dysfunctional, and pushed every time, students got a kick out of seeing their favorite teachers and assistant principal take a plunge into the icy depths at the conclusion of the night’s events.

“It was cold. It was really cold,” said Mr. Reynolds.

Headlining the pizza-eating contest was Crazy Legs Conti, professional eater, who holds the record for corn and peas, and competes in the annual Nathan’s Famous Hot Dog eating contest. His opponents were (ironically) health teacher Ms. Jeanine Kalinowski and Mr. Muhlbauer. Though Crazy Legs won, Kalinowski and Muhlbauer put up a fight. In the six minutes it took Crazy Legs Conti to finish the pie, Mr. Muhlbauer ate 5 slices, and Ms. Kalinowski ate 1 and a half. Crazy Legs Conti could not be reached for a comment.

“I think Muhlbauer may have missed his calling with the eating contest. It’s a possible career path for him,” said social studies teacher Mr. Larry Schultz.

And, just like that, it was time for the main event, with Schultz as the de facto referee.

“I try to be fair and hate everyone equally,” said Mr. Schultz.

Back and forth the showdown between Scheckner and Mr. Matina went. Mr. Matina was the clear favorite, skillfully knocking Scheckner down left and right. All Scheckner could do was bide his time.

“Going in, my intention was to play dead so that he might leave me alone. Obviously, that was not the case and I can’t

walk anymore,” said Scheckner.

Eventually, the respective teams began to interfere, with Mr. Campanella striking Mr. Matina with a textbook and Ms. Ila Scheckner, Benny’s mother, chasing Mr. Matina with a rolling pin.

“I was trying to use my quickness and some of my power moves. I wanted more submission, but his corner kept interfering. I tried the ‘Dragon Death Lock’ twice, but his mom got in the way,” said Mr. Matina.

Bouncing off the ropes, Scheckner was able to land a few clotheslines and close-range blows, but to no avail. Mr. Matina emerged victorious. With no warning, Mr. Macrigiane struck Mr. Matina with a chair and claimed the belt for himself, betraying his teammate. In another stunning betrayal, Mr. Medico leapt into the ring and broke his guitar over Mr. Macrigiane’s back, snatching the championship belt for good.

“It was the greatest moment of my life,” said Mr. Medico.

Mr. Matina’s reaction was filled with vengeance.

“I am particularly upset with my team, and their betrayal at the end. I breathed as a champion for mere seconds. I’m hungry for the title next year,” said Mr. Matina.

Scheckner, the self-proclaimed “Radio-King,” and host of the night, couldn’t hide his disappointment in defeat.

“I will never fully recover, emotionally, and physically, from the Schreiber Slam,” said Scheckner. “While I’m joyous that Matina didn’t walk away with the title, I can’t help but wonder what would’ve happened if that piece-of-string-cheese Medico and I had met in the ring instead. I’ll be back next year, and I’ll never stop fighting.”



Courtesy of Zoe Weiss

**Part of Mr. Matina’s original posse, Mr. Medico betrayed the betrayer, Mr. Macrigiane, by smashing a guitar over his back to claim the championship belt. The unexpected twist marked the end of the “Schreiber Slam,” until next year, when Mr. Medico will defend his title.**